



CARIBBEAN EXAMINATIONS COUNCIL

CAPE[®] Economics

**SYLLABUS
SPECIMEN PAPER
MARK SCHEME
SUBJECT REPORTS**

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CAPE® Economics Free Resources

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Economics

Economics is the study of how society provides for itself by making the most efficient use of scarce resources so that both private and social welfare may be improved. The CAPE Economics Syllabus is intended to promote knowledge and understanding of the principles and concepts of economics and to foster an appreciation of the various methods used by economists in analysing economic problems. The knowledge and skills acquired will enable students to contribute to the economic and social development of the Caribbean.

The syllabus is arranged into two Units. Each Unit consists of three Modules.

UNIT 1: MICROECONOMICS

- Module 1 – Methodology: Demand and Supply
- Module 2 – Market Structure, Market Failure and Intervention
- Module 3 – Distribution Theory

UNIT 2: MACROECONOMICS

- Module 1 – Models of the Macroeconomy
- Module 2 – Macroeconomic Problems and Policies
- Module 3 – Growth, Sustainable Development and Global Relations



CARIBBEAN
EXAMINATIONS
COUNCIL

Caribbean Advanced
Proficiency Examination®

SYLLABUS

ECONOMICS

CXC A20/U2/09

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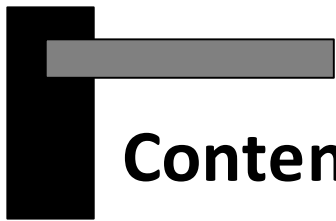
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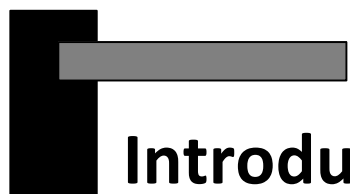
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Please check the website www.cxc.org for updates on CXC's syllabuses.



Introduction

The Caribbean Advanced Proficiency Examination® (**CAPE**®) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under **CAPE**® may be studied concurrently or singly.

*The Caribbean Examinations Council offers three types of certification at the **CAPE**® level. The first is the award of a certificate showing each **CAPE**® Unit completed. The second is the **CAPE**® Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CXC Associate Degree, awarded for the satisfactory completion of a prescribed cluster of eight **CAPE**® Units including Caribbean Studies, ~~and~~ Communication Studies and Integrated Mathematics. Integrated Mathematics is not a requirement for the CXC Associate Degree in Mathematics. The complete list of Associate Degrees may be found in the CXC Associate Degree Handbook.*

*For the **CAPE**® diploma and the Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years. To be eligible for a CXC Associate Degree, the educational institution presenting the candidates for the award, must select the Associate Degree of choice at the time of registration at the sitting (year) the candidates are expected to qualify for the award. Candidates will not be awarded an Associate Degree for which they were not registered.*



Economics Syllabus

◆ RATIONALE

Economics is the study of how society provides for itself by making the most efficient use of scarce resources so that both private and social welfare may be improved. The subject, therefore, covers the study of *individuals*, households, firms, government and international economic institutions as they attempt to make better use of scarce resources.

The study of Economics enables individuals to develop a better understanding of the economic issues which affect them and the world in which they live. It will also enable students to offer informed comments on economic matters. The knowledge gained from this course in Economics will be of lifelong value to the student, *since the syllabus seeks to develop professional, technical/vocational and entrepreneurial skills which are relevant to the field of economics*. The influence of the subject on all areas of activity should stimulate the individual to continue reading and *conducting* research in Economics. It is recognised that persons doing this course may be drawn from different backgrounds and may possess different interests. Some may wish to study Economics as preparation for further specialisation in the subject. Others may study the subject to complement other subject disciplines, *such as*, careers in finance, accounting or law. Some students may see the subject as one worthy of study in its own right. Students of Economics will be able to contribute, significantly, to economic and social development in the Caribbean *and the wider world* by acting as catalysts for wider awareness of social and economic issues.

A study of Economics at the CAPE level will be of benefit to all students by introducing them to the philosophy which underlies everyday economic interactions. The study will also train the student to think logically, critically and impartially on a variety of contentious issues.

Ultimately, this course of study in CAPE® Economics will develop the Ideal Caribbean Person who, as articulated by CARICOM Heads of Government at their 18th Summit, is emotionally secure with a high level of self-confidence and self-esteem; demonstrates multiple literacies, independent and critical thinking; questions the practices of past and present and brings this to bear on the innovative application of science and technology to problem solving; has a positive work attitude; and values and displays creative imagination and entrepreneurship. In keeping with the UNESCO Pillars of Learning, on completion of this course of study, students will learn to know, to do, to be, and to transform themselves and society.

◆ AIMS

The syllabus aims to:

1. promote understanding of the basic principles and concepts of economics which are accepted in large measure by economists while recognising that the field is changing continuously;
2. develop an appreciation of the various methods used by economists in analysing economic problems;

3. develop an understanding of the global economy and of the relationships between rich and poor nations with respect to international trade and finance and the most important international financial institutions;
4. encourage students to apply economic principles, theories and tools to everyday economic problems, for example, inflation, unemployment, environmental degradation, *sustainable development* and exchange rate instability and to contribute meaningfully to any dialogue on these issues;
5. encourage students to apply economic theory to the critical issues which affect the small open Caribbean-type economy;
6. encourage students to evaluate contentious economic issues so that decision-making may be informed by logical *and critical* thinking;
7. *sensitise students to the need for ethical behaviour in the conduct of economic transactions;*
8. *develop the capacity for critical thinking, creativity, problem-solving, leadership and management, positive cooperative behaviours, emotional intelligence, entrepreneurial skills and technological competence through authentic learning experiences; and,*
9. *integrate information, communication and technology (ICT) tools and skills.*

◆ SKILLS AND ABILITIES TO BE ASSESSED

The assessment will test candidates' skills and abilities to:

1. **identify and explain** economic theories, principles, concepts and methods;
2. **interpret, analyse and solve** economic problems using economic models and concepts;
3. **develop** structural and reasoned expositions and evaluate economic theories and policies.

◆ PREREQUISITES OF THE SYLLABUS

Successful participation in this course of study will be enhanced by the possession of good verbal and written communications skills. A good foundation in Mathematics would be an asset to students doing this course.

◆ STRUCTURE OF THE SYLLABUS

The Syllabus is arranged into two Units. Each Unit consists of three Modules, each Module requiring 50 hours.

UNIT 1: MICROECONOMICS

Module 1	-	<i>Methodology: Demand and Supply</i>
Module 2	-	<i>Market Structure, Market Failure and Intervention</i>
Module 3	-	<i>Distribution Theory</i>

UNIT 2: MACROECONOMICS

Module 1	-	Models of the Macroeconomy
Module 2	-	Macroeconomic <i>Problems and Policies</i>
Module 3	-	Growth, Sustainable Development and Global Relations

Lists of resources are provided in the syllabus. The lists provide information that may be helpful for the study of each Module.

It is advised that the topics listed in the sections do not necessarily follow sequentially. Teachers may thus introduce certain concepts before others.

It is recognised that Economics may be taught using a strictly qualitative approach or a strictly quantitative approach. However, a proper mix of the two approaches is critical to the understanding of the subject at this level. Teachers are advised, therefore, that proper delivery of the subject would involve the integration of the two approaches.

◆ UNIT 1: *MICROECONOMICS*

MODULE 1: METHODOLOGY: DEMAND AND SUPPLY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. appreciate the main problem of economics namely, the allocation of scarce resources and the inevitability of choice;
2. understand the laws, principles and theories governing demand and supply;
3. understand the basic tools of economic analysis.

SPECIFIC OBJECTIVES

TOPIC 1: Central Problem of Economics

Students should be able to:

1. explain the concept of scarcity;
2. apply the concept of opportunity cost in a variety of real-life situations;
3. explain the concept of production possibilities frontier (PPF);
4. use the production possibilities frontier to indicate constant returns, diminishing returns and increasing returns;
5. account for shifts in the production possibilities frontier (PPF);
6. differentiate between positive and normative economics;
7. outline the advantages and disadvantages of the alternative mechanisms by which resources are allocated.

CONTENT

1. The meaning of scarcity, free goods and economic goods.
2. (a) Definition of opportunity cost.
(b) Choice: what, how and for whom to produce.
(c) The concept of opportunity cost applied to economic agents (individuals, households, firms and governments).

UNIT 1

MODULE 1: METHODOLOGY: DEMAND AND SUPPLY (cont'd)

3. (a) Assumptions: maximum output attainable, given full employment and constant state of technology.
(b) Regions: attainable, unattainable, efficient and inefficient levels of production.
4. Production possibilities frontier: slopes and shapes.
5. Use of production possibilities frontier to show growth and technological change.
6. Examples of positive and normative statements.
7. Different types of economic systems: traditional, market, planned and mixed.

SPECIFIC OBJECTIVES

TOPIC 2: Theory of Consumer Demand

Students should be able to:

1. explain the concept of utility;
2. explain the law of diminishing marginal utility and the limitation of marginal utility theory;
3. explain the meaning of indifference curves and budget lines;
4. explain consumer equilibrium using the marginal utility approach;
5. explain consumer equilibrium using the indifference curve approach;
6. isolate the income and substitution effects of a price change;
7. explain effective demand;
8. derive the demand curve using both the marginal utility and indifference curve approaches;
9. differentiate among normal, inferior and Giffen goods;
10. distinguish between shifts of the demand curve and movements along the curve;

UNIT 1

MODULE 1: METHODOLOGY: DEMAND AND SUPPLY (cont'd)

11. identify the factors that affect demand;
12. explain the meaning of consumer surplus;
13. explain price elasticity, income elasticity and cross elasticity of demand;
14. calculate numerical values of elasticity;
15. interpret numerical values of elasticity;
16. assess the implications of price elasticity of demand for total spending and revenue;
17. state the factors that determine the price elasticity of demand.

CONTENT

1. Utility: total, marginal, cardinal (marginalist approach), ordinal (indifference curve approach).
2. (a) Explanation of diminishing marginal utility.
(b) The main assumptions and limitations of Marginal Utility Theory.
3. Indifference curves and the budget constraint (budget lines).
4. The law of equi-marginal returns.
5. The point of tangency of the budget line to the indifference curve.
6. Income and substitution effects of a price change.
7. Effective demand.
8. Deriving the demand curve using the marginal utility as well as the indifference curve approach.
9. Normal, inferior and Giffen goods using the indifference curve approach.
10. Shift versus movements along demand curves.
11. Price and the conditions of demand.
12. Consumer surplus including graphical representations.

UNIT 1

MODULE 1: METHODOLOGY: DEMAND AND SUPPLY (cont'd)

13. Price, income, and cross elasticities.
14. Calculation of values of elasticity.
15. Classification and interpretations (sign and size); including the drawings and interpretations of graphs.
16. The implications of price elasticity of demand for total spending and revenue.
17. Factors that determine the price elasticity of demand.

SPECIFIC OBJECTIVES

TOPIC 3: Theory of Supply

Students should be able to:

1. identify the factors of production;
2. explain the term production function;
3. differentiate between the short run and long run;
4. explain the law of diminishing returns;
5. calculate total, average and marginal physical product;
6. explain the relationships among total, average and marginal physical product;
7. identify the stages of production as they relate to total, average and marginal product;
8. calculate total, average, marginal and other costs;
9. explain the relationship among total, average and marginal costs;
10. explain why supply curves are usually positively sloped;
11. explain the concept of producer surplus;
12. explain the shape of the short run and long run supply curves;

UNIT 1

MODULE 1: METHODOLOGY: DEMAND AND SUPPLY (cont'd)

13. explain returns to scale and the concepts of economies and diseconomies of scale;
14. distinguish between a movement along the supply curve and a shift in the supply curve;
15. explain the concept of elasticity of supply;
16. calculate elasticity of supply;
17. interpret elasticity of supply.

CONTENT

1. Factors of production: land, labour, capital and entrepreneurship.
2. Relationship between output and input.
3. Fixed and variable factors.
4. The law of diminishing returns.
5. Calculation of total average and marginal physical product. (See suggested teaching and learning activities).
6. Change in the relationship as input increases.
7. Production and its stages, as they relate to the total, average and marginal product including the use of graphs.
8.
 - (a) Fixed cost, variable cost, total cost, marginal cost, average fixed cost, average variable cost, average total cost, sunk costs.
 - (b) The shape of the long run average total cost curve.
 - (c) Productive optimum.
9. The relationship between total, average and marginal cost including the use of graphs.
10. Relationship between quantity supplied and price.
11. Producer surplus including graphical representations.

UNIT 1

MODULE 1: METHODOLOGY: DEMAND AND SUPPLY (cont'd)

12. Relationship between marginal cost and the average cost in the short run and long run. Explanation of why the supply curve is the section of the marginal cost curve above the average variable cost and average total cost.
13.
 - (a) Long run and economies of scale.
 - (b) Factors determining economies of scale.
 - (c) Internal and external economies of scale.
 - (d) Diseconomies of scale.
14. Price and the conditions of supply.
15. Concept of elasticity of supply.
16. Calculation of elasticity of supply.
17. Classification and interpretation (size of coefficient) including the drawing and interpretation of graphs.

SPECIFIC OBJECTIVES

TOPIC 4: *Market Equilibrium*

Students should be able to:

1. explain the concept of the market;
2. explain market equilibrium;
3. calculate equilibrium price and quantity;
4. outline factors that cause changes in equilibrium;
5. evaluate the impact of price controls on market equilibrium;
6. analyse the effects of taxation and subsidies on market equilibrium.

UNIT 1

MODULE 1: METHODOLOGY: DEMAND AND SUPPLY (cont'd)

CONTENT

1. The concept of the market.
2. Equilibrium price, equilibrium quantity.
3. Use of demand and supply data to calculate equilibrium price and quantity.
4. Changes in conditions of supply and demand.
5. The effects of price ceilings and price floors on equilibrium.
6. (a) *The effects of taxation and subsidies on market equilibrium.*
(b) *The incidence of an indirect tax.*

Suggested Teaching and Learning Activities

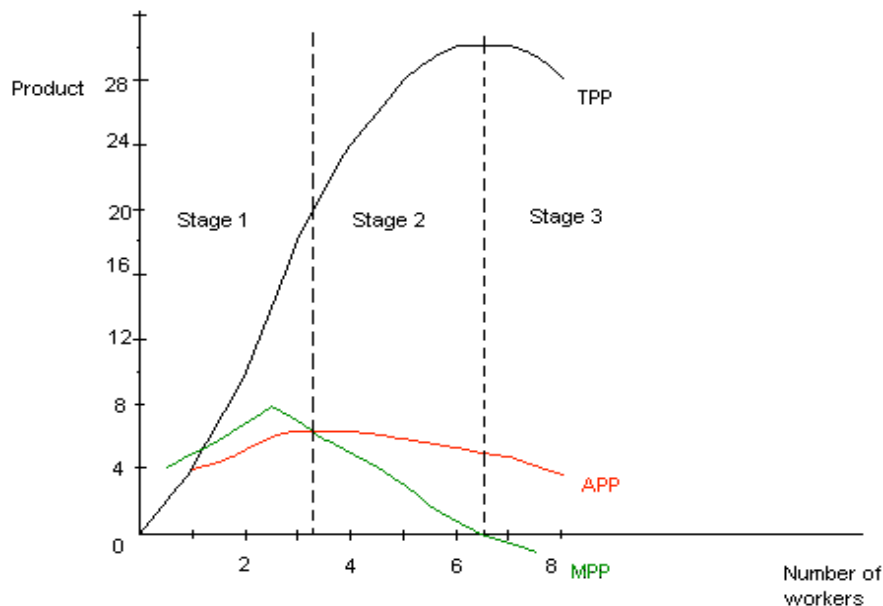
To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. For topic 1, Central Problem of Economics, let students provide examples from personal life, the home, firms and government to demonstrate opportunity cost and the production possibilities frontier (PPF).
2. For topic 2, Theory of Consumer Demand, let students derive their own schedule and plot the demand curve for commodities which they use in their everyday lives.
3. For utility, use water or any other drink to show the different levels of satisfaction (utility). Use the data to derive total and marginal utility curves.
4. For the concept of elasticity, teachers may use two types of materials, one that could change in varying degrees and the other which remains the same regardless of circumstances. Teachers should then apply this concept to market conditions illustrating the concepts of elasticity and inelasticity.
5. For deadweight loss, teachers may use the graphs for consumer and producer surplus to show how market intervention may lead to loss welfare (deadweight loss).
6. For stages of production, allow students to derive the total average and marginal product curves using simulated data. Use the results of the graphs to point out the different stages of production. An example is given below.

UNIT 1

MODULE 1: METHODOLOGY: DEMAND AND SUPPLY (cont'd)

GRAPH SHOWING THE STAGES OF PRODUCTION



- (i) Stage 1 occurs up to the point where $APPL$ is at its maximum.
- (ii) Stage 2 occurs from the point where $APPL$ is at a maximum up to the point where MPP_L is zero. In this stage new workers add to total physical output.
- (ii) Stage 3 occurs when MPP_L is negative.

The producer will operate in stage 2. In stage 1 there is insufficient labour being used (up to the point where MPP_L is at its maximum) and the output per worker is increasing. In stage 3 the producer gets no addition to total physical output from additional workers. It would be possible to have more total physical product with less labour applied to a fixed factor (say machinery).

UNIT 1

MODULE 2: MARKET STRUCTURE, MARKET FAILURE AND INTERVENTION

GENERAL OBJECTIVES

On completion of this Module, students should:

1. appreciate the distinction between the different types of market structures;
2. develop awareness of the causes of market failure;
3. appreciate the measures that can be adopted to reduce or eliminate market failure;
4. appreciate the arguments which suggest that government intervention may not necessarily improve economic performance.

SPECIFIC OBJECTIVES

TOPIC 1: Market Structure

Students should be able to:

1. outline the goals of the firm;
2. explain how firms measure profits;
3. explain the concepts of average, marginal and total revenue;
4. explain the concept of market structure;
5. outline the characteristics of the different market structures;
6. distinguish among the different market structures;
7. explain the factors that influence the pricing and output decisions of the firm;
8. calculate measures of industrial concentration;
9. interpret measures of industrial concentration.

UNIT 1

MODULE 2: MARKET STRUCTURE, MARKET FAILURE AND INTERVENTION (cont'd)

CONTENT

1. Profit maximization, growth, satisficing, sales and revenue maximization, market dominance.
2. Total revenue, total cost, normal and economic (abnormal) profit.
3. Relationship between average, marginal and total revenue.
4. Types of market structures: perfect competition, monopoly including price discrimination, monopolistic competition, oligopoly and cartels.
5. Characteristics of the different market structures.
 - (a) *barriers to entry;*
 - (b) *control over market and price;*
 - (c) *nature of the good;*
 - (d) *numbers of buyers and sellers;*
 - (e) *competitive behaviour and performance.*
6. Focus on all characteristics of the different markets in addition to profit maximization.
 - (a) *Examples of close approximations of market structures in the Caribbean.*
7. Marginal cost and marginal revenue, total cost and total revenue, marginal cost pricing and average cost pricing.
8. Herfindahl Hirschman Index - the percentage of an industry's output produced by its four largest firms (four-firm concentration ratio):

$$H = \sum_{i=1}^n s_i^2$$

where s_j is the market share of firm i in the market, and n is the number of firms.

9.
 - (a) *Interpretation related to market structures.*
 - (b) *Limitations of measures of industrial concentration.*

UNIT 1

MODULE 2: MARKET STRUCTURE, MARKET FAILURE AND INTERVENTION (cont'd)

SPECIFIC OBJECTIVES

TOPIC 2: Market Failure

Students should be able to:

1. explain the concept of economic efficiency;
2. distinguish among private goods, public goods and merit goods;
3. distinguish between social costs and private costs and social benefits and private benefits;
4. explain the concept of market failure;
5. explain what is meant by deadweight loss;
6. outline the causes of market failure.

CONTENT

1. Inclusion of discussion of Pareto efficiency.
2. (a) *Examples of private goods, public goods and merit goods.*
(b) *Discussion of issues of rivalry and exclusion.*
3. Social costs, private costs, social benefits, private benefits, external costs, external benefits. Use of graphical representations.
4. Divergence of social costs and social benefits and efficiency. Use of graphical representations.
5. Deadweight loss including verbal and graphical representations.
6. Causes of market failure:
 - (a) *monopoly;*
 - (b) *public goods and merit goods;*
 - (c) *externalities: positive and negative;*
 - (d) *divergence between social and private costs and social and private benefits;*
 - (e) *imperfect information;*

UNIT 1

MODULE 2: MARKET STRUCTURE, MARKET FAILURE AND INTERVENTION (cont'd)

- (f) *asymmetric information: adverse selection and moral hazard;*
- (g) *open access to resources;*
- (h) *lack of property rights (squatting, streams, ocean);*
- (i) *non-existence of markets (for trading).*

SPECIFIC OBJECTIVES

TOPIC 3: Intervention

Students should be able to:

1. evaluate the measures used by government to correct market failure;
2. evaluate the measures used by the private sector to correct market failure.

CONTENT

1. Measures used by government to control market failure:
 - (a)
 - *regulation;*
 - *anti-trust policy;*
 - *taxation;*
 - *privatisation and deregulation;*
 - *state ownership;*
 - *subsidies;*
 - *legislation;*
 - *market creation (tradable permits);*
 - (b) *pros and cons of government intervention;*
 - (c)
 - *merits and demerits;*
 - *effectiveness of intervention in Caribbean societies (effect of small size in relation to policy making).*
2. Private Sector Intervention:
 - (a) *corporate code of conduct;*
 - (b) *corporate social responsibility;*
 - (c) *voluntary agreements;*
 - (d) *corporate ethics.*

UNIT 1

MODULE 2: MARKET STRUCTURE, MARKET FAILURE AND INTERVENTION (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. For price discrimination, teachers could identify the first, second and third degree price discrimination using different examples from students' experiences. Teachers should then illustrate by use of diagrams.
2. For the kinked demand curve model, teachers may use the daily newspaper or mobile phone industry as examples.

UNIT 1

MODULE 3: DISTRIBUTION THEORY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand what accounts for the returns that accrue to the owners of the factors of production;
2. appreciate the issues surrounding poverty and the measures used to alleviate poverty;
3. develop skills in applying microeconomic analysis to critical social issues involving income inequality.

SPECIFIC OBJECTIVES

TOPIC 1: The Demand for and Supply of Factors

Students should be able to:

1. explain the rewards of the factors of production;
2. explain the concept of derived demand;
3. outline the marginal productivity theory;
4. apply the marginal productivity theory to the demand for land, capital and labour;
5. *analyse* the factors affecting the supply of land, capital and labour;
6. *analyse* the factors determining rent, interest and wages;
7. distinguish between transfer earnings and economic rent.

CONTENT

1. Rent, interest, wages and profits.
2. Derived demand.
3. (a) The assumptions and limitations of Marginal Productivity Theory.
(b) Marginal Physical Product, Marginal Revenue Product and their relationship.

UNIT 1

MODULE 3: DISTRIBUTION THEORY

4. The value of the Marginal Product:
 - (a) land;
 - (b) labour;
 - (c) capital - using present value (use of graphical representation required).
5. The fixity of land, the supply of loanable funds and the labour supply.
6. The demand for and supply of factors.
7. Numerical, graphical and verbal explanations of transfer earnings and economic rent.

SPECIFIC OBJECTIVES

TOPIC 2: *Wage Differentials*

Students should be able to:

1. explain the concept of wage differentials;
2. analyse imperfections in the labour market;
3. analyse the effect of labour mobility on wages;
4. explain the concept of compensating wage differentials;
5. explain the role of Government, Trade Unions and Employers' Associations in the pricing of labour.

CONTENT

1. Differences in wages within industries and among industries.
2. Imperfections on the demand side (for example, differences in marginal productivity) and on the supply side (for example, geographical immobility).
3. The mobility and immobility of labour; geographical (migration of workers), occupational.
4. Compensating (equalizing) differential
5. The minimum wage rate; monopsonies; migration of workers; collective bargaining; trade union strategies, the role of employers' associations; efficiency wage.

UNIT 1

MODULE 3: DISTRIBUTION THEORY

SPECIFIC OBJECTIVES

TOPIC 3: *Income inequality, Poverty and Poverty Alleviation*

Students should be able to:

1. differentiate between size and functional distribution of income;
2. explain the concept of income inequality;
3. explain the measures of income inequality;
4. explain the measures used to reduce income inequality;
5. distinguish between absolute and relative poverty;
6. outline factors that contribute to poverty;
7. explain why certain categories of people are more susceptible to poverty than others;
8. *evaluate* the different ways used to measure poverty;
9. outline strategies used by Governments to alleviate poverty;
10. analyse the economic costs of poverty;
11. *assess* the economic benefits of government intervention to alleviate poverty.

CONTENT

1. Size and functional distribution of income.
2. How income is distributed.
3. Lorenz curve measurement of income inequality; and Gini coefficient (interpretation only).
4. Measures to reduce inequality: taxes, subsidies, transfers.
5. Absolute versus relative poverty.
6. Factors that contribute to poverty including:
 - (a) *social and physical environment*;
 - (b) *discrimination – gender, race*;

UNIT 1

MODULE 3: DISTRIBUTION THEORY

- (c) *restrictions on certain economic activities;*
 - (d) *non-ownership of resources;*
 - (e) *family size;*
 - (f) *single parent; female- headed families.*
7. *Persons who are most susceptible to poverty:*
- (a) *people with special needs;*
 - (i) *physically challenged;*
 - (ii) *elderly;*
 - (iii) *youth;*
 - (iv) *single parent families;*
 - (v) *indigenous people;*
 - (b) *reasons – Limited access to employment, level of training, legislation, availability of income to share among family.*
8. *Ways used to measure poverty:*
- (a) *basic needs;*
 - (b) *poverty line;*
 - (c) *head count;*
 - (d) *UNDP Human Development Index (HDI).*
9. *Strategies to alleviate poverty:*
- (a) *transfer payments;*
 - (b) *free education and health care;*
 - (c) *housing;*
 - (d) *minimum wage legislation;*
 - (e) *equal employment opportunities;*
 - (f) *Government employment creation (special works programmes).*

UNIT 1

MODULE 3: DISTRIBUTION THEORY

10. The cost of poverty, including:
- (a) *unemployed human resources;*
 - (b) *lower potential output;*
 - (c) *inefficient allocation of Government expenditure;*
 - (d) *social and environmental costs.*
11. Economic benefits including:
- (a) *provision of education and health leading to development of human capital;*
 - (b) *improvement in well-being as measured by the UNDP (HDI);*
 - (c) *more equitable distribution of income.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Use knowledge from topic 3, unit 1, Theory of Supply, to derive the demand curve for factors of production.
2. Teachers may use graphical representation of the Lorenz Curve to illustrate unequal distribution of income. Teachers should also relate the Lorenz Curve to the GINI coefficient. Also show the effect of taxes on the Lorenz Curve and the GINI coefficient.

◆ UNIT 2: *MACROECONOMICS*

MODULE 1: MODELS OF THE MACROECONOMY

GENERAL OBJECTIVES

On completion of this Module, students should:

1. appreciate the notion of National Income accounting and the importance of these accounts for macroeconomic theory and policy;
2. understand the views of the classical keynesian and monetarists schools;
3. understand the factors that influence the level of investment in an economy.

SPECIFIC OBJECTIVES

TOPIC 1: *National Income Accounting*

Students should be able to:

1. explain the circular flow of income;
2. explain the concept of National Income Accounting;
3. explain the different ways of deriving National Income Accounts;
4. interpret National Income statistics;
5. use National Income accounts to analyze the performance on an economy as a whole;
6. derive real GDP from nominal GDP;
7. explain the limitations of GDP.

CONTENT

1. Economic agents.
2. Gross Domestic Product (GDP), Gross National Product (GNP) and other measures.
3. Calculation of GDP, GNP and their components (personal income, disposable income), Net National Income (NNI), and per capita income; avoidance of double counting.

UNIT 2

MODULE 1: MODELS OF THE MACROECONOMY

4. Total measures:
 - (a) *GDP at market prices;*
 - (b) *GDP at factor costs.*
5. Use of National income accounts to measure economic performance over time and to make inter- country comparisons.
6. Calculation of real and nominal GDP using the price deflator.
7. Limits of National Income Accounts as a measure of well-being:
 - (a) *non-inclusion of the informal sector (the underground economy, illegal activities);*
 - (b) *non-payment for do-it-yourself activities;*
 - (c) *non-accounting for externalities, environmental degradation (Green GDP);*
 - (d) *the fact that it measures changes in the value of output but not changes in the quality of life.*

SPECIFIC OBJECTIVES

TOPIC 2: Classical models of the Macroeconomy

Students should be able to:

1. explain why within the classical model, all employment is voluntary;
2. explain how full employment is restored in the classical model;
3. explain the factors that influence aggregate demand;
4. explain the factors that influence aggregate supply;
5. interpret the classical long run supply curve;
6. explain price level determination within the classical model;
7. use the classical aggregate demand and supply model to show changes in the price level and employment.

UNIT 2

MODULE 1: MODELS OF THE MACROECONOMY

CONTENT

1. Flexibility of wages and prices.
2. The role of wage price and interest rate flexibility.
3. The factors that influence aggregate demand:
 - (a) consumer spending;
 - (b) investment spending;
 - (c) Government spending;
 - (d) net export spending.
4. Factors that influence aggregate supply including changes in input prices and incomes.
5. The assumptions of the vertical aggregate supply curve.
6. The interaction of the classical aggregate demand and supply curves.
7. Shifts in the aggregate demand and aggregate supply curves.

SPECIFIC OBJECTIVES

TOPIC 3: Basic Keynesian Models

Students should be able to:

1. explain the consumption function;
2. explain the relationship between saving and consumption;
3. calculate the simple multiplier;
4. explain the effect of changes in investment on national income;
5. explain the effect of government spending on national income;
6. describe the effect of withdrawals and injections on national income;
7. explain the relationship between net exports and national income;

UNIT 2

MODULE 1: MODELS OF THE MACROECONOMY

8. determine the equilibrium level of national income;
9. explain inflationary and deflationary gaps.

CONTENT

1. Autonomous and induced consumption.
2.
 - (a) Income = consumption plus saving.
 - (b) marginal propensity to consume and save.
 - (c) average propensity to consume and save.
3. Simple multiplier $\left(\frac{1}{1 - mpc} \right)$.
4. Relationship between changes in investments and national income.
5. Government's expenditure and its effects on national income.
6.
 - (a) Concepts of injections and withdrawals in an economy.
 - (b) The effect of injections and withdrawals on national income.
 - (c) Small multipliers in the Caribbean context due to leakages.
7.
 - (a) Relationship between net exports ($x - m$) and national income.
 - (b) Exports as an injection and imports as a withdrawal.
8. Determination of equilibrium income using:
 - (a) 45° line or $E=Y$;
 - (b) withdrawals and injections approach;
 - (c) the Keynesian aggregate demand and supply curves (long run and short run).

UNIT 2

MODULE 1: MODELS OF THE MACROECONOMY

9. (a) Full employment level of output.
- (b) Actual level of output.
- (c) Equilibrium level of national income could be either below, at or above potential level of output.

SPECIFIC OBJECTIVES

TOPIC 4: Investment

Students should be able to:

1. explain the concept of investment;
2. differentiate between the investment demand curve and the investment curve;
3. explain the accelerator theory;
4. outline the factors that account for the volatility of investment.

CONTENT

1. Investment (induced and autonomous).
2. (a) Marginal efficiency of capital (investment demand as a function of expected rate of return).
- (b) Marginal efficiency of investment (non-interest rates as determinants of investment demand, taxes, costs, stock of capital goods on hand expectations).
3. Accelerator theory of investment.
4. Determinants of investment:
 - (a) The accelerator;
 - (b) Durability;
 - (c) Irregularity of innovation;
 - (d) Variability of profits, expectations and interest rates.

UNIT 2

MODULE 1: MODELS OF THE MACROECONOMY

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. For topic 1, teachers should pay special attention to the rules of accounting working from the GDP down to consumption and savings. Teachers should also deal with the concepts such as market price and factor costs, as well as real GDP and normal GDP. Make use of the circular flow diagram from the closed economy to the open economy.
2. For topic 2, Classical Models of the Macroeconomy, teachers should use graphs to emphasise flexibility and the automatic return to equilibrium.
3. For topic 3, teachers could demonstrate the operation of the multiplier by using data to show the successive rounds of spending. Calculations and graphical representations of the multiplier are required.
4. Use the 45° line and average demand and average supply to show inflationary and deflationary gaps.
5. For topic 4, Investment, teachers may use tables to illustrate and explain the accelerator, that is, the necessity to increase expenditure, constantly, for investment.

UNIT 2

MODULE 2: MACROECONOMIC PROBLEMS AND POLICIES

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the reasons why an economy may be characterised by unemployment and how intervention may be used to improve economic performance;
2. appreciate the role of the Central Bank in the economy;
3. understand monetary and fiscal policy and their applications;
4. understand the nature and burden of the national debt.

SPECIFIC OBJECTIVES

TOPIC 1: Unemployment and Inflation

Students should be able to:

1. explain what is meant by the labour force;
2. explain the unemployment rate;
3. distinguish between unemployment and underemployment;
4. evaluate the costs of unemployment;
5. explain the causes of unemployment;
6. evaluate the policies used to reduce unemployment;
7. explain the causes of inflation;
8. distinguish between real and nominal variables;
9. explain how inflation is measured;
10. explain the causes of inflation;
11. evaluate the effects of inflation;
12. evaluate the policies used to combat inflation;
13. explain the relationship between the unemployment rate and inflation.

UNIT 2

MODULE 2: MACROECONOMIC PROBLEMS AND POLICIES

CONTENT

1. Employed and unemployed.
2. The unemployment rate.
3. Unemployment and underemployment.
4. The effect on output, income and growth: additional financial burden on the state; social costs.
5. Labour immobility, other market imperfections, structural changes in the economy, inadequate aggregate demand, increase in labour force participation rate, seasonality, intervention.
6. Fiscal policy, monetary policy, wage subsidies, retraining programmes, investment tax credit, employment tax credit, government employment programmes, reducing market imperfections.
7. Inflation: general price level.
8. Real and money wages:
 - (a) real and nominal GDP;
 - (b) real and nominal interest rate.
9. The GDP deflator; the retail price index; the producer price index. Calculations and limitations of the indices.
10. Demand shocks, supply shocks, increase in the money supply growth rate.
11. The costs and benefits of inflation: the impact of redistribution of wealth; impact of business activity and growth, impact on the balance of payments.
12. Income policy, monetary policy, fiscal policy and supply side measures.
13. Trade-off between inflation and the rate of unemployment: Phillips curve – stagflation.

UNIT 2

MODULE 2: MACROECONOMIC PROBLEMS AND POLICIES

SPECIFIC OBJECTIVES

TOPIC 2: Monetary Theory and Policy

Students should be able to:

1. explain the concept of money;
2. outline the functions of money;
3. explain the demand for money;
4. explain the supply of money;
5. explain monetary policy;
6. explain how the money supply is controlled;
7. explain how money is created in the banking system;
8. explain why residents substitute foreign for domestic currency;
9. explain the Quantity Theory of Money;
10. outline the types of monetary policy;
11. describe the effects of monetary policy on national income;
12. evaluate the limitations of monetary policy.

CONTENT

1. (a) The meaning of money.
(b) Types of money: token and commodity.
2. Functions of money.
3. (a) Liquidity Preference Theory.
(b) Motives for holding money (transactions, precautionary, speculative).

UNIT 2

MODULE 2: MACROECONOMIC PROBLEMS AND POLICIES

4. The money supply (M1, M2).
5. Monetary policy – expansionary and contractionary policies.
6.
 - (a) The role of the central bank in creating high-powered money (monetary base).
 - (b) Instruments of monetary control:
 - (i) open market operations;
 - (ii) discount rates;
 - (iii) financing fiscal deficits;
 - (iv) reserve requirements;
 - (v) moral suasion;
 - (vi) interest rates.
7.
 - (a) Excess reserves.
 - (b) Credit creation.
 - (c) The money multiplier.
8. The nature of currency substitution and hoarding.
9. The Quantity Theory of money.
10.
 - (a) Tight monetary policy (inflation).
 - (b) Easy monetary policy (unemployment).
 - (c) Balance of payments.
11. How monetary policy affects national income.
12. Limitations of monetary policy including the fact that it is:
 - (a) *permissive, not compelling and only creates the environment;*
 - (b) difficult to control the money supply of foreign-owned commercial banks;
 - (c) difficult to eliminate lags in monetary policy;
 - (d) weakened by fiscal indiscipline.

UNIT 2

MODULE 2: MACROECONOMIC PROBLEMS AND POLICIES

SPECIFIC OBJECTIVES

TOPIC 3: Fiscal Policy

Students should be able to:

1. explain the concept of fiscal policy;
2. outline the goals of fiscal policy;
3. explain the nature of the budget;
4. explain the balanced budget multiplier;
5. outline methods of financing budget deficits;
6. evaluate the limitations of fiscal policy;
7. distinguish between discretionary and non-discretionary fiscal policy.

CONTENT

1. The meaning of fiscal policy.
2. Fiscal policy as a means of addressing:
 - (a) aggregate demand;
 - (b) unemployment;
 - (c) inflation;
 - (d) balance of payments.
3. The nature of the budget:
 - (a) taxation, revenue, transfer, expenditure;
 - (b) budget surplus and budget deficit;
 - (c) balanced budget.

UNIT 2

MODULE 2: MACROECONOMIC PROBLEMS AND POLICIES

4. Explanation of the balanced budget multiplier.
5. Methods of financing budget deficits including external and domestic borrowing.
6. Lags and potency of fiscal policy.
7. (a) Expansionary and contractionary.
(b) Automatic stabilisers.

SPECIFIC OBJECTIVES

TOPIC 4: Public Debt

Students should be able to:

1. explain the national debt;
2. explain the cause of the national debt;
3. evaluate the effects of the national debt on the economy;
4. explain the burden of the national debt;
5. evaluate ways of reducing the debt burden;
6. interpret the debt service ratio;
7. calculate the debt service ratio.

CONTENT

1. The national debt:
 - (a) stock/flow;
 - (b) fiscal indiscipline;
 - (c) domestic and foreign debt.
2. The causes of the national debt.

UNIT 2

MODULE 2: MACROECONOMIC PROBLEMS AND POLICIES

3. The effects of the national debt on the economy:
 - (a) output and investment decisions;
 - (b) exchange rate pressures;
 - (c) inflation;
 - (d) crowding out and crowding in.
4. The responsibility for debt repayment.
5. Management of the national debt:
 - (a) internal and external borrowing;
 - (b) taxation;
 - (c) debt rescheduling;
 - (d) debt forgiveness.
6. Interpretation of the debt service ratio.
7. Calculation of the debt service ratio (principal plus interest as a percentage of export).

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. For topic 1, Unemployment and Inflation, teachers should use the Phillips Curve to show the relationship between the unemployment rate and inflation rate.
2. For topic 2 (money multiplier), show the various rounds in the money expansion process as done in the multiplier. Use Central Bank Acts and Reports for data gathering.
3. For fiscal policy, there is no need for students to derive the balanced budget multiplier. This should only be explained.
4. Teachers should emphasise the causes of the national debt and the burden it places on future generations.

UNIT 2

MODULE 3: MACROECONOMIC PROBLEMS AND POLICIES

GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand the basic concepts of growth and development;
2. understand the impact of imports and exports on the macroeconomy;
3. understand the balance of payments accounts and *appreciate* the causes and consequences of balance of payments crises;
4. *become aware of* the benefits and costs derived from current integration arrangements, such as CARICOM, FTAA and the EU;
5. understand the role and functions of international economic institutions.

SPECIFIC OBJECTIVES

TOPIC 1: Growth and *Sustainable Development*

Students should be able to:

1. distinguish between growth and development;
2. explain the concept of sustainable development;
3. outline the factors that determine growth;
4. outline the factors that contribute to sustainable development;
5. explain the concept of human development;
6. analyse the structural characteristics of Caribbean economies;
7. analyse the impact of the region's structural characteristics on sustainable economic development.

UNIT 2

MODULE 3: MACROECONOMIC PROBLEMS AND POLICIES

CONTENT

1. Differences between growth and development.
2. Current growth versus the well-being of future generations.
3. Differences between exogenous (technical change) and endogenous growth (capital accumulation, human capital).
4. Economic, social and environmental factors.
5. Indices of human development including mortality rates, literacy, per capita income, life expectancy.
6. Structural characteristics of Caribbean economies including:
 - (a) small size;
 - (b) openness;
 - (c) composition of exports;
 - (d) resource base;
 - (e) poverty;
 - (f) economic dependence.
7. Implications for regional economies:
 - (a) dependence on aid;
 - (b) preferential trade agreements;
 - (c) foreign direct investment (FDI);
 - (d) vulnerability to natural and man-made change;
 - (e) changes in world prices.

UNIT 2

MODULE 3: MACROECONOMIC PROBLEMS AND POLICIES

SPECIFIC OBJECTIVES

TOPIC 2: International Trade

Students should be able to:

1. analyse the role of imports and exports in a small open economy;
2. outline the factors that influence exports and imports;
3. explain the effects of foreign exchange earnings on a small open economy;
4. explain the theory of comparative advantage;
5. evaluate the arguments for protection;
6. evaluate the arguments for Trade Liberalisation;
7. outline methods of trade protection;
8. explain the commodity, terms of trade;
9. interpret changes in the commodity terms of trade;
10. calculate the commodity, terms.

CONTENT

1. The role of exports in creating domestic income and the role of imports in generating income for foreigners.
2. The factors which determine exports and imports including:
 - (a) international price;
 - (b) domestic production;
 - (c) domestic prices and exchange rates;
 - (d) international economic activity as it affects the tourism market in the Caribbean;
 - (e) shifts in international demand and the emergence of substitutes;
 - (f) changes in International Income.

UNIT 2

MODULE 3: MACROECONOMIC PROBLEMS AND POLICIES

3. Foreign exchange earnings from exports:
 - (a) access to capital goods;
 - (b) the export multiplier;
 - (c) access to consumer goods;
 - (d) increased domestic production.
4. The theory of comparative advantage.
5. Arguments for protection including:
 - (a) infant industries;
 - (b) employment;
 - (c) food security.
6. Arguments for Trade Liberalisation including access to technology, availability of cheaper goods and services. Application of the theory of comparative advantage.
7. Methods of protection including: tariffs, quotas and other non-tariff methods.
8. Explanation of the commodity terms of trade.
9. Interpretation of changes in the commodity terms of trade.
10. Export price index divided by import price index multiplied by 100.

SPECIFIC OBJECTIVES

TOPIC 3: Balance of Payments and Exchange Rates

Students should be able to:

1. explain the balance of payments;
2. distinguish between the current account and capital account;
3. analyse the causes and consequences of balance of payments disequilibria;
4. outline the policy measures for correcting balance of payments disequilibria;
5. explain exchange rates;

UNIT 2

MODULE 3: MACROECONOMIC PROBLEMS AND POLICIES

6. explain exchange rates determination;
7. distinguish between fixed and floating exchange rate regimes;
8. describe the effects of the exchange rate changes.

CONTENT

1. Explanation of the balance of payments.
2. Capital items and current items.
3. The causes and consequences of balance of payments - disequilibria.
4. Policy responses to balance of payments crises including:
 - (a) devaluation;
 - (b) expenditure switching;
 - (c) expenditure reducing measures.
5. Explanation of exchange rates.
6. Determination of exchange rates.
7. Fixed and floating exchange rate systems (fixed, free floating and managed float).
8. The effects of exchange rate changes.

SPECIFIC OBJECTIVES

TOPIC 4: Economic Integration

Students should be able to:

1. explain the main forms of economic integration;
2. evaluate the costs and benefits of economic integration;
3. evaluate the objectives of Caribbean integration;
4. analyse the implications of international integration arrangements for Caribbean economies.

UNIT 2

MODULE 3: MACROECONOMIC PROBLEMS AND POLICIES

CONTENT

1. Main forms of economic integration, including:
 - (a) *free trade area*;
 - (b) *customs union*;
 - (c) *common market*;
 - (d) *economic union*.
2. The costs and benefits of economic integration including trade creation and trade diversion.
3. The objectives of CARICOM and the rationale for the CARICOM Single Market and Economy (CSME).
4. The significance of integration movements, for example European Union (EU) and the North American Free Trade Agreement (NAFTA) for Caribbean Economies.

SPECIFIC OBJECTIVES

TOPIC 5: International *Economic Relations*

Students should be able to:

1. explain the role and functions of the World Trade Organisation (WTO);
2. explain the role of international financial institutions (IFI's);
3. explain the term multinational (transnational) corporation;
4. explain the nature of foreign direct investment;
5. outline the potential benefits and disadvantages of foreign direct investment;
6. explain the term globalisation;
7. describe the factors responsible for globalisation;
8. *evaluate* the effects of globalisation on developing countries.

UNIT 2



MODULE 3: MACROECONOMIC PROBLEMS AND POLICIES

CONTENT

1. The role and functions of the WTO.
2. The role of the IMF and World Bank in the International Financial System.
3. Explanation of multinational (transnational) corporation.
4. The nature of foreign direct investment.
5. Potential benefits and disadvantages, including:
 - (a) access to technology and capital;
 - (b) access to markets;
 - (c) access to management skills;
 - (d) repatriation of profits;
 - (e) transfer pricing;
 - (f) crowding out of domestic businesses.
6. The concept of globalisation.
7. Forces driving globalisation, for example, technological innovation, trade liberalisation, and liberalisation of capital markets.
8. Implications of globalisation for developing countries with particular reference to the greater Caribbean (greater competition, access to markets, access to technology, cheaper prices and greater variety of goods, loss of preferential markets).

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in examining the structure of the economies of the Caribbean and the problems of imports and exports using international partnership agreements and policies. Teacher should ensure that students could distinguish among;

- (a) Terms of Trade;
- (b) Balance of Trade; and
- (c) Balance of Payments.

◆ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The same scheme of assessment will be applied to each Module in each Unit. Grades will be awarded independently for each Unit.

Candidate assessment on each Unit will comprise two components:

1. External Assessment undertaken at the end of the academic year in which the Unit is taken.
This component contributes 80% to the candidate's overall grade.
2. *School Based Assessment* undertaken throughout the course of the Unit. This contributes 20% to the candidate's overall grade.

EXTERNAL ASSESSMENT (80%)

Paper 01 (1 hour 30 minutes)	Forty-five multiple-choice items, fifteen (15) on each Module.	30%
Paper 02 (2 hours 30 minutes)	The paper consists of three (3) <i>compulsory questions, (one from each Module in the Unit.)</i>	50%

SCHOOL BASED ASSESSMENT FOR EACH UNIT (20%)

Paper 031

School Based Assessment in each Unit will comprise one project testing *one or more Modules*. This project is to be assessed by the teacher, using assessment criteria provided by CXC.

Topics of projects will be determined largely by the candidate in consultation with the teacher who must adhere to the guidelines set out on pages 47–49.

Paper 032

Private candidates are required to write an Alternative Paper – 032. Details of this paper is on pages 55-56.

MODERATION OF SCHOOL BASED ASSESSMENT

A School Based Assessment Record Sheet will be sent each year to schools submitting students for the examinations.

All School-Based Assessment Record Sheets and sample of assignments must be submitted to CXC by May 31 of the year of the examination. *All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS) found on the Council's website www.cxc.org*

A sample of assignments will be requested by CXC for moderation purposes. These samples will be re-assessed by CXC Examiners who moderate the Internal Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools.

Copies of the students' assignments that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

ASSESSMENT DETAILS

EXTERNAL ASSESSMENT

External Assessment by written papers (80% of Total Assessment)

Paper 01 – (1 hour 30 minutes - 30% of Total Assessment)

1. Composition of Paper

- (a) This paper consists of forty-five multiple choice items, fifteen on each module.
- (b) Paper 01 will assess the candidate's mastery of skills *outlined* on page 2, but will focus primarily on the candidate's ability to interpret basic economic data and to solve quantitative problems in economics.

2. Mark Allocation

- (a) This paper is worth 90 marks, each question being allocated 2 marks.
- (b) Paper 01 contributes 30% to the candidate's final grade.

3. Question Type

- (a) Paper 01 comprises forty-five multiple choice items.
- (b) Some of the questions will be based on sets of economic data which will be provided with the relevant questions.

4. Use of Calculators

Candidates may use silent non-programmable calculators.

Paper 02 – (2 hours 30 minutes - 50% of Total Assessment)

1. Composition of Paper

The paper consists of three (3) compulsory questions, (one from each Module in the Unit.)

2. Mark Allocation

- (a) *Each question is equally weighted.*
- (b) This paper tests candidates' understanding of basic economic concepts and their ability to apply these concepts to everyday situations. It will also test candidates' ability to recognise the limitations of economic theory and to present their ideas in a clear, logical and coherent manner.
- (c) Paper 02 contributes 50% to the candidate's final grade.

3. Question Type

- (a) Paper 02 comprises *three* essay-type questions which require candidates to provide extended responses.
- (b) Questions may use stimulus material, for example, tables, graphs, reports, diagrams or prose.

Paper 01, Paper 02 and the *school-based* assessment will test the candidate's ability to demonstrate the following SKILLS critical to the study of Economics:

- (i) Knowledge and Understanding;
- (ii) Application and Analysis;
- (iii) Evaluation *and Synthesis*.

GUIDELINES FOR THE CONDUCT OF *SCHOOL-BASED* ASSESSMENT

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are critical to the subject. The activities for the Internal Assessment are linked to the Modules and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study of the subject students obtain marks for the competence they develop and demonstrate in undertaking their *School-Based* Assessment assignment. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of Internal Assessment. These guidelines are also intended to assist teachers in awarding marks according to the degree of achievement in the *School-Based* Assessment component of the course. In order to ensure that the scores awarded by teachers are *in line* with the CXC standards, the council undertakes the moderation of a sample of the *School-Based* Assessment assignments marked by each *centre*.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the students at various stages of the experience. This helps to build the self confidence of the students as they proceed with their studies. *School-Based* Assessment further facilitates the development of essential research skills that allow the student to function more effectively in his or her chosen vocation. *School-Based* Assessment, therefore, makes a significant and unique contribution to the development of relevant skills of the students. It also provides an instrument for testing them and rewarding them for their achievements.

School-Based Assessment

The Project-Paper 031

Presentation of Project

In this subject, the *School-Based* Assessment for each Unit will be a project.

1. The Aims of the Project are to:

- (a) promote self-learning;
- (b) promote investigative skills;
- (c) enable the teacher to contribute to the evaluation;
- (d) develop in students improved attitudes and skills;
- (e) develop in students an ability to identify suitable resource material on their own; and to

- (f) develop a disposition for independent research.

2. Sources of Data and Information

The primary and secondary sources of data listed below, can be used by candidates in their research activities.

- (a) International news magazines such as Fortune, Business Week, Newsweek and Forbes.
- (b) The business section of local newspapers.
- (c) Statistical reports such as national income statistics, balance of payments statistics, survey of living conditions, household budgetary surveys, annual economic reports of Central Banks, Ministries of Finance and Planning units.
- (d) Annual reports of firms in the region.
- (e) The economic information available on the internet.
- (f) Budget speeches of Ministers of Finance.
- (g) Reviews of estimates of income and expenditure from Ministries of Finance.

3. Management of the Project

- (a) An early start to planning project work is highly recommended. Each candidate should know the requirements of the project and its assessment procedures as part of the orientation to the Unit.
- (b) Teachers should guide the candidates in choosing appropriate projects that relate to the candidates' interest and the specific objectives identified.
- (c) Candidates are required to prepare an outline of the project for approval by the teacher.
- (d) A schedule of the dates for submitting project work (agreed to by teachers and candidates) should be firmly established.
- (e) The teacher should offer guidance in the data collection process and the preparation of the report.

4. Project Reports

A candidate's report should be presented in a soft folder bearing the candidate's number, name of subject and the date submitted. The project document should comprise:

- (a) title;
- (b) table of contents;

- (c) aims and objectives;
- (d) methodology employed;
- (e) report (between 2000 - 2500 words);
- (f) *references*.

The report should include the following:

- (i) description;
- (ii) analysis;
- (iii) evaluation;
- (iv) recommendations.

Students and teachers must ensure that the report contains the required components and address the skills identified on Page 2 of the syllabus.

Candidates are expected to present the report using graphs, charts and tables, where applicable. In addition, the reports should display clarity of exposition and correctness of grammar.

5. Skills and Abilities to be tested

The research project is designed to test the candidate's ability to:

- (a) demonstrate thorough knowledge of relevant theories, concepts and models;
- (b) apply economic concepts and principles to actual problems;
- (c) exhibit consistency of argument, effective use of language and other tools of communication;
- (d) demonstrate effective use of reference materials and appropriate citation.

6. Objectives to be tested

The project may be derived from the objectives and content of one, two or all three modules in the Unit. Regardless of how many modules are chosen, the teacher should ensure that students present a coherent investigation rather than a disjointed piece of work. The project should be marked out of 60 then the marks should be divided equally among the three modules. If there is a remainder of 1 it should be allocated to Module 3. If there is a remainder of 2 marks, 1 should be allocated to Module 3 and the other to Module 2. The teacher is advised to mark holistically out of 60 and to divide the total marks by three in order to satisfy the requirements of the three columns used to enter the student's marks.

MARKING SCHEME FOR *SCHOOL-BASED* ASSESSMENT

Knowledge/Presentation/Methodology (14 marks)

(Includes marks for communicating information in a logical way using correct grammar) The student has:

1. demonstrated a grasp of the meaning of basic economic facts, concepts and principles;
2. explained familiar economic phenomena in terms of theories, models, laws and principles;
3. developed a research design that provides a sound and efficient basis for drawing reasonable conclusions.

Application/Analysis (20 marks)

(Includes marks for communicating information in a logical way using correct grammar) The student has:

1. used the major economic concepts, principles and procedures in unfamiliar situations, transformed economic data accurately and appropriately, used common characteristics as a basis for classification;
2. identified and recognised the component parts of an economic theory or concept and interpreted the relationships between these parts;
3. inferred, predicted and drawn conclusions using relevant economic data;
4. made relevant and accurate calculations and recognised the limitations of economic data;
5. selected appropriate economic theories – matched, compared and cited appropriate examples in familiar situations.

Evaluation Synthesis (17 marks)

(Includes marks for communicating information in a logical way using correct grammar) The student has:

1. combined component parts to form a new meaningful whole, made predictions and solved problems;
2. made reasoned judgements and recommendations based on the value of ideas and information.

Communication (9 marks)

Candidates will be awarded 9 marks, for communicating information in a logical way using correct grammar.

The student has:

1. presented arguments in a clear, concise, reasoned and objective manner using correct grammar;
2. used presentation aids such as graphs, charts and tables to communicate information in a logical way;
3. displayed logic and coherence in expressing economic arguments;
4. used proper referencing and citations of source materials. Using the example of the standard Chicago manual style is recommended. (See page 58 for example).

DETAILED CRITERIA AND MARK SCHEME

CRITERIA 1 Knowledge/Presentation/ Methodology	The candidate should be able to select and present an investigation into a specific economic problem using appropriate economic concepts, principles, theories and methods. Further, the methodology employed should be appropriate for the study.	
Total 14 marks		
Abilities	Descriptors	Marks
The candidate has:		
	(a) Presentation (4 marks)	
1. selected a relevant economic problem within the scope of the syllabus (maximum 2 marks)	<ul style="list-style-type: none"> ▪ Title of project is related to the objectives in the syllabus and to the investigation and is clearly stated ▪ Title of project is outside the scope of the syllabus or not clearly stated 	2 0-1
2. listed at least TWO aims of the project (maximum 2 marks)	<ul style="list-style-type: none"> ▪ Aims of the project are relevant, unambiguous and clearly stated ▪ Aims of the project are irrelevant, ambiguous or not clearly stated 	2 0-1
	(b) Methodology (6 marks)	
3. described the methodology and procedures employed in conducting the investigation (maximum 6 marks)	<ul style="list-style-type: none"> ▪ The research design is realistic in its scope, in that, the samples, measures and data work together to address the problem being investigated, so as to provide a sound and efficient basis for drawing reasonable conclusions ▪ The research design is limited in its scope, inappropriate for the study and provides an efficient basis for drawing reasonable conclusions 	4-6 0-3
	(c) Presentation of data (4 marks)	
4. presented economic data in an acceptable manner using tables, graphs and charts (maximum 4 marks)	<ul style="list-style-type: none"> ▪ Data presented are relevant to the aims of the project, clear, unambiguous and meaningful ▪ Data presented are relevant to the aims of the project, but lack clarity and efficiency ▪ Data presented are not quite relevant to the aims of the project and lack clarity 	4 2-3 0-1
	TOTAL	14 marks

CRITERIA 2 Application/Analysis Total 20 marks	The candidate should be able to analyze the economic problem being investigated by examining its constituent parts in detail and applying appropriate economic models and concepts to interpret and explain the problem.	
Abilities	Descriptors	Marks
The candidate has:		
	(a) Knowledge (10 marks)	
1. demonstrated knowledge and understanding of economic concepts and principles (maximum 10 marks)	<ul style="list-style-type: none"> ▪ excellent understanding of economic concepts, principles, theories and methods ▪ good understanding of economic concepts, principles theories and methods but with a few errors ▪ little or no understanding of economic concepts, principles, theories and methods 	8-10 5-7 0-4
	(b) Interpretation of relationships among variables (10 marks)	
2. used economic theories and concepts for interpretation and analysis (maximum 10 marks)	<ul style="list-style-type: none"> ▪ Accurate calculations, recognition of the limitations of economic data and excellent use of economic theories and concepts for interpretation and analysis ▪ Satisfactory use of economic theories and concepts for interpretation and analysis with some inaccuracies ▪ Unsatisfactory use of economic theories and concepts for interpretation and analysis 	8-10 5-7 0-4
	TOTAL	20 marks

CRITERIA 3 Evaluation/Synthesis Total 17 Marks	The candidate should be able to develop structured and reasoned expositions on economic policy based on the research and recommend solutions to a specific economic problem based on the findings	
Abilities	Descriptors	Marks
The candidate has:		
	(a) Coherence, Organization and problem solving capability (10 marks)	
1. presented a written report of 1500 - 2000 words (excluding appendices) required for the assignment (maximum 10 marks)	<ul style="list-style-type: none"> ▪ Report shows coherence, arguments are logically presented and there is evidence of the use of problem solving strategies ▪ The candidate's major accomplishments or findings (related to the project) are given ▪ The candidate's findings are the result of sound interpretation of the evidence derived from the research 	3 3 4
	(b) Judgments and Recommendations (7 marks)	
2. presented theoretically correct judgments based on the findings of the research (maximum 7 marks)	<ul style="list-style-type: none"> ▪ Judgments are theoretically sound, plausible and based on the findings of the research ▪ Judgments are theoretically sound but are not entirely supported by the findings of the research ▪ Judgments are theoretically flawed and not based on the findings of the research 	5-7 2-4 0-1
	TOTAL	17 marks

CRITERIA 4 Communication	The candidate should be able to observe international conventions of reporting by presenting information in a logical manner using correct grammar	
Total 9 marks		
Abilities	Descriptors	Marks
The candidate has:		
	(a) Reference and Citations (3 marks)	
1. prepared a bibliography acknowledging all sources of information in alphabetical order (maximum 3 marks)	<ul style="list-style-type: none"> ▪ For persons interviewed, list comprises date, place and job title ▪ For publications, list comprises the names of the author, publisher and year published ▪ For internet sites, list comprises the address of the website and names of authors and organizations 	1 1 1
2. presented information in a logical manner using correct grammar (maximum 6 marks)	<ul style="list-style-type: none"> ▪ Information is presented in an excellent and effective manner ▪ Information is presented in a very good and meaningful manner ▪ Information is fairly well organised and ideas are communicated satisfactorily ▪ Information is presented in an unsatisfactory manner showing weaknesses in syntax, spelling, punctuation and the sequencing of ideas 	6 4-5 2-3 0-1
	TOTAL	9 marks

Paper 032 (1 hour 30 minutes)

1. Number of Questions

This Paper consists of *THREE questions, on each Module*. The questions will be based on *the* topic identified for the examination year. *These are* listed below. The questions may be divided into *sub-* parts. The Paper tests skills similar to those listed in the Internal Assessment (Paper 031).

2. Question Type

Each question requires candidates to respond either in the form of an extended essay or a short paragraph.

3. Mark Allocation

The Paper is worth 60 marks (20 marks per question) and constitutes 20% towards the final assessment.

4. Award of Marks

Marks are awarded for expression, organisation and content.

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to write Papers 01, 02 and 031. Paper 032 takes the form of a written examination taken at the end of the academic year. The details of the examination are given below.

UNIT 1 Paper 032 (1 hour 30 minutes)

This paper consists of three *compulsory* questions; one on *each* Module. Each question will *take the form of a Case Study* worth 20 marks

◆ REGULATIONS FOR RESIT CANDIDATES

Re-sit candidates must rewrite Papers 01 and 02 of the examination for the year for which they re-register. Re-sit candidates may elect not to repeat the Internal Assessment component provided they rewrite the examination no later than two years following their first attempt.

Re-sit candidates must be entered through a school or approved educational institution.



◆ ASSESSMENT GRID

The Assessment Grid for each Unit showing marks assigned to each paper and to each Module, and the percentage contribution of each paper to the total scores.

PAPERS	MODULE 1	MODULE 2	MODULE 3	TOTAL	(%)
External Assessment					
Paper 01	30	30	30	90	(30)
Paper 02	50	50	50	150	(50)
Internal Assessment					
Paper 031 or 032	20	20	20	60	(20)
TOTAL	100	100	100	300	(100)

◆ RESOURCES

- Anderton, A. Economics, 4th Edition, Causeway Press, 2006.
- Baumol, W. and Blinder, A. *Economic Principles and Policy*, Florida: Harcourt Brace and Company, 1998.
- Begg, D., Fisher, S. and Dornbusch, R. Economics, 8th Edition, London: McGraw-Hill International (UK) Limited, 2005.
- Hosein, R., and Gookool, R. *Cape Economics Study Guide Unit 1*, Caribbean Examinations Council, 2007.
- Lipsey, R. and Chrystal, K. Principles of Economics, 13th Edition, New York: Oxford University Press Inc., 2006.
- McConnell, C. and Brue, S. *Economics: Principles, Problems and Policies*, New York: McGraw-Hill Inc., 1992.
- Slooman, J. Economics, 6th Edition, prentice Hall, 2006.
- Todaro, M. Economics for a Developing World, New York: Longman, 1986.

REPORTS AND BULLETINS

Central Bank Economic Reports, *Annual Economic Reports*, *Quarterly Economic Bulletins*, Statistical Digest from Central Banks such as ECCB, CBTT, BOJ, CBB, CBG.

Central Statistical Services. *Balance of Payments, and National Income Accounts, Survey of Living Conditions, Household Budgetary Surveys*.

Economic Planning Units *Economic Reviews, Sectoral Reports from Planning Units* such as PIOJ, and Ministries of Planning across the region.

UNDP Human Development Reports.

World Bank Reports, such as World Development Reports.

Periodicals such as Businessweek, Newsweek, Fortune, Economist, Forbes and the business pages of news papers such as Jamaica Gleaner, Trinidad Guardian or Express, Barbados Advocate.

Budget Speeches, Public Sector Investment Programmes, Ministry of Finance Review of the Economy, and estimates of Revenue and expenditures for various territories.

◆ GLOSSARY

WORD	DEFINITION/MEANING
<i>Account for</i>	<i>Explain the reasons for, giving an indication of all relevant circumstances. Very different from 'Give an account of', which asks only for a detailed description.</i>
<i>Analyse</i>	<i>Study in depth, identifying and describing in detail the main characteristics.</i>
<i>Assess</i>	<i>Examine closely, with a view to measuring or 'weighing up' a particular situation. Consider in a balanced way: strengths and weaknesses, points for and against. In conclusion, state your judgement clearly.</i>
<i>Comment</i>	<i>State clearly and in a moderate fashion your opinions on the material in question. Support your views with references to suitable evidence or with explanation as appropriate.</i>
<i>Compare</i>	<i>Look for qualities or characteristics that resemble each other. Emphasise similarities but be aware also of points of differences.</i>
<i>Contrast</i>	<i>Stress the dissimilarities and differences between the items in question, but do not ignore points of similarities.</i>
<i>Criticise</i>	<i>Express your balanced judgement about the merit or truth of the material in question. Give the results of your scrutiny, establishing both strengths and weaknesses. Be specific.</i>
<i>Define</i>	<i>Give, concise, clear and authoritative meanings. Do not give too many details, but be sure to state the limits of the definition. Show how the thing you are defining differs from things in other categories.</i>
<i>Describe</i>	<i>Recount, characterise, sketch or relate in sequence or story form.</i>
<i>Discuss</i>	<i>Examine and analyse carefully, giving reasons pro and con, advantages and disadvantages. Be complete, and give details. You must consider all sides of the issue and reach a balanced conclusion.</i>
<i>Enumerate</i>	<i>State in list or outline form, giving points concisely one by one.</i>
<i>Evaluate</i>	<i>Carefully appraise the matter in hand, citing both advantages and limitations. Emphasise the views of authorities as well as your personal estimation.</i>
<i>Explain</i>	<i>Clarify, interpret and spell out the material you present. Give reasons for important features or developments, and try to analyse causes.</i>

WORD	DEFINITION/MEANING
<i>How far...</i>	<i>Similar to questions based on the “To what extent...” approach. Here you are expected to make your case or present your material in the usual way.</i>
<i>Illustrate</i>	<i>Use specific examples, allusions, figures or diagrams to explain, demonstrate or clarify a problem, situation or view.</i>
<i>Interpret</i>	<i>Translate, give examples of, express in simple terms or comment on a subject, usually giving your judgement about it.</i>
<i>Justify</i>	<i>Prove, make out a case or give reasons for decisions or conclusions, taking pains to be convincing.</i>
<i>List</i>	<i>As in ‘enumerate’, write an itemised series of concise statements.</i>
<i>Outline</i>	<i>Provide a framework describing under main point and subordinate points, omitting minor details and stressing the arrangement or classification of the material.</i>
<i>Prove</i>	<i>Establish that something is true by citing factual evidence or giving clear reasons.</i>
<i>Relate</i>	<i>Show how things are related to or connected with each other, or how one causes another, correlates with another, or is like another.</i>
<i>Review</i>	<i>Examine a subject critically, analyzing and commenting on the important points and stages of development.</i>
<i>State</i>	<i>Present the main points in brief, clear sequences.</i>
<i>Summarise</i>	<i>Give the main points or facts in condensed form, omitting details and illustrations.</i>
<i>Trace</i>	<i>Describe in narrative form, progress, development or sequence of events from some point of origin.</i>

Western Zone Office
June 2016



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination® CAPE®



ECONOMICS

Specimen Papers and Mark Schemes/Keys

Specimen Papers:

Unit 1 Paper 01
Unit 1 Paper 02
Unit 1 Paper 032
Unit 2 Paper 01
Unit 2 Paper 02
Unit 2 Paper 032

Mark Schemes and Keys:

Unit 1 Paper 01
Unit 1 Paper 02
Unit 1 Paper 032
Unit 2 Paper 01
Unit 2 Paper 02
Unit 2 Paper 032

**CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER
MULTIPLE CHOICE QUESTIONS
FOR**

**ECONOMICS
UNIT 1**

90 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.

Sample Item

Prime cost is calculated by adding direct factory expenses to the

- (A) cost of goods sold
- (B) sale of fixed assets
- (C) sale of finished goods
- (D) cost of materials used

Sample Answer

(A) (B) (C) ●

The best answer to this item is “cost of materials used”, so answer space (D) has been shaded.

1. In one day Peter can produce EITHER ten kites OR five spinning tops. Each kite is sold for \$25.00 while each spinning top is sold for \$20.00. The opportunity cost of Peter not working, for three days is

- (A) \$ 225.00
- (B) \$ 300.00
- (C) \$ 750.00
- (D) \$1050.00

2. Which of the following is considered a limitation of marginal utility theory?

- (A) Satisfaction cannot be quantified.
- (B) Satisfaction increases as more of a good is consumed.
- (C) Marginal utility falls as consumption increases.
- (D) Total utility increases then decreases.

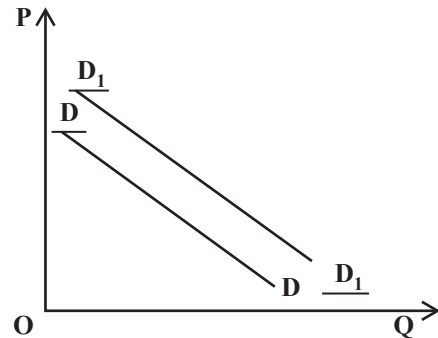
3. If a government wishes to regulate the housing market by preventing rents from rising, what action should it take?

- (A) Set a price ceiling above the equilibrium price.
- (B) Set a price ceiling below the equilibrium price.
- (C) Impose a direct tax on landlords.
- (D) Grant a subsidy to landlords.

4. Which of the following is a normative statement?

- (A) Caribbean territories should be members of CSME.
- (B) Free trade would increase standards of living.
- (C) The CSME could increase wages and salaries.
- (D) The CSME could stabilise exchange rates.

Item 5 refers to the diagram below showing two demand curves representing ladies' trousers.



5. With reference to the diagram above, which of the following is MOST likely to have caused a shift of the demand curve from D to D₁?

- (A) An increase in population
- (B) An increase in price of trousers
- (C) A fall in sewing factory workers productivity
- (D) An increased preference for skirts by women

Item 6 refers to the following table showing a demand schedule before and after changes.

Good	Before		After	
	P\$	Qd	P\$	Qd
chicken sandwiches	3.00	60	2.00	80
hot dogs	1.00	30	1.00	25

6. Based on the table above, what is the cross elasticity of demand for hot dogs with respect to a change in the price of chicken sandwiches?

- (A) -2
- (B) +2
- (C) -1/2
- (D) +1/2

7. The BEST factor combination for a firm operating at least cost would be

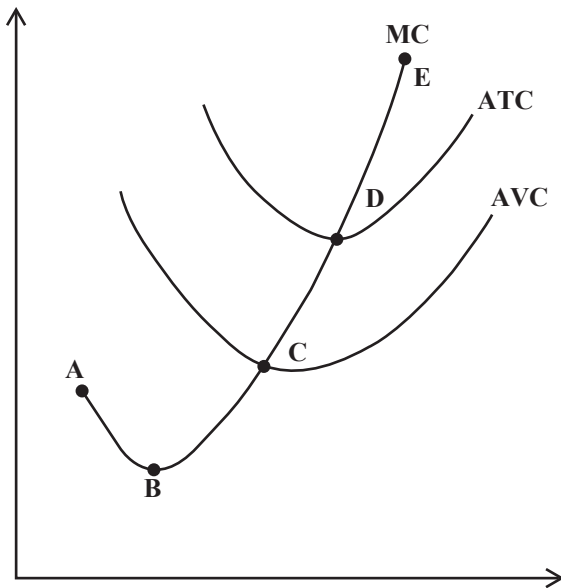
(A) $\frac{MPP_a}{P_b} = \frac{MPP_b}{P_a}$

(B) $\frac{P_a}{MRP_b} = \frac{P_b}{MRP_a}$

(C) $\frac{MPP_a}{P_a} = \frac{MPP_b}{P_b}$

(D) $\frac{MRP_a}{P_a} = \frac{MRP_b}{P_b}$

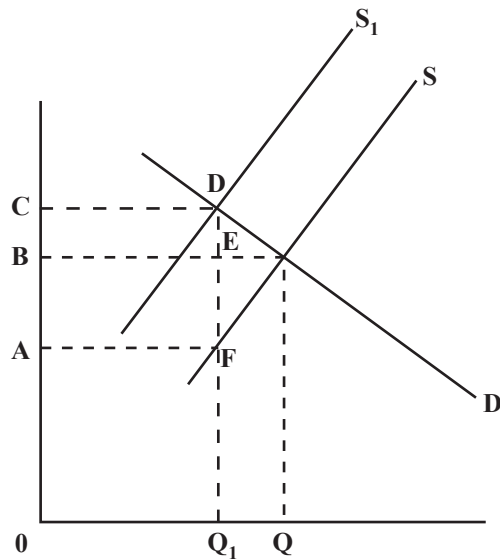
Item 8 refers to the diagram below which represents a firm operating under perfect competition.



8. Which of the following segments represents the short run supply of the firm?

- (A) DE
- (B) CE
- (C) BE
- (D) AE

Items 9 - 10 refer to the following diagram showing a change in supply after a fixed tax was imposed.



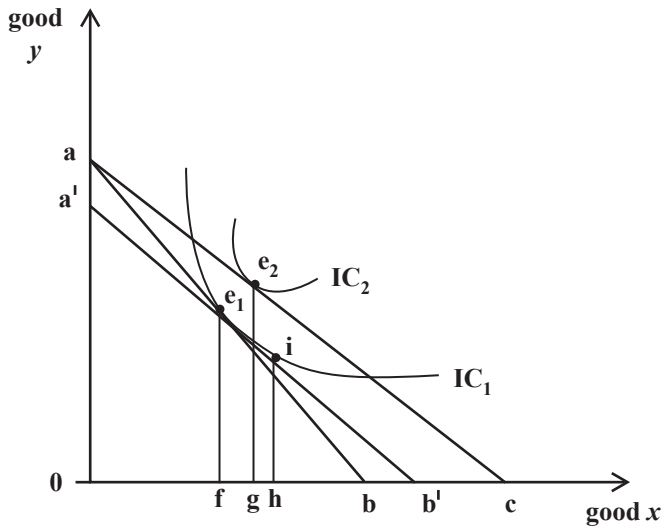
9. The portion of the tax paid by the seller of the commodity is given as

- (A) ABEF
- (B) ACDE
- (C) ACDF
- (D) BCDE

10. The portion of the tax paid by the buyer of the commodity is given as

- (A) BCDE
- (B) ACDF
- (C) ACDE
- (D) ABEF

Items 11 - 13 refer to the diagram below.



11. In the above diagram ab is the consumer initial budget line. The price of x falls and the budget line pivots to ac . What is the income effect of this price change?

- (A) fg
- (B) fh
- (C) hb
- (D) hg

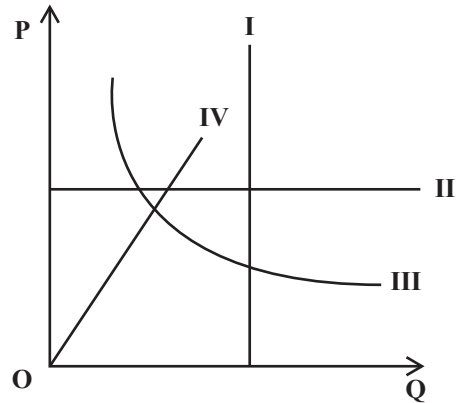
12. What kind of good is x ?

- (A) A normal good
- (B) An ostentatious good
- (C) An inferior and giffen good
- (D) An inferior but not a giffen good

13. Which of the following statements is TRUE about the diagram above?

- (A) The negative income effect outweighs the negative substitution effect.
- (B) The negative substitution effect outweighs the negative income effect.
- (C) The income effect is positive.
- (D) The substitution effect is positive.

Item 14 refers to the diagram below showing four supply curves.



14. Which of the supply curves in the diagram above shows a price elasticity of supply of unity?

- (A) I
- (B) II
- (C) III
- (D) IV

15. Elasticity of supply tends to be

- (A) less elastic in the long run
- (B) more elastic in the long run
- (C) less inelastic in the short run
- (D) more inelastic in the long run

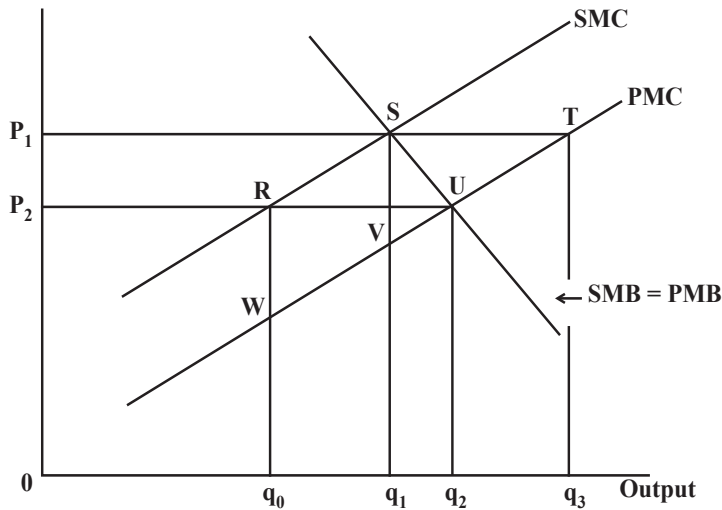
16. The horizontal demand curve of the firm is found under conditions of

- (A) oligopoly
- (B) monopoly
- (C) perfect competition
- (D) monopolistic competition

17. The demand curve for firms in oligopolistic markets can be described as 'kinked'. This suggests that firms will

- (A) sell their output in two different markets
- (B) face elastic demand above and inelastic demand below the current market price
- (C) ignore price cuts initiated by rival firms but follow price increases
- (D) face inelastic demand above and elastic demand below the current market price

Items 18 - 19 refer to the diagram below which shows private and social costs of a firm.



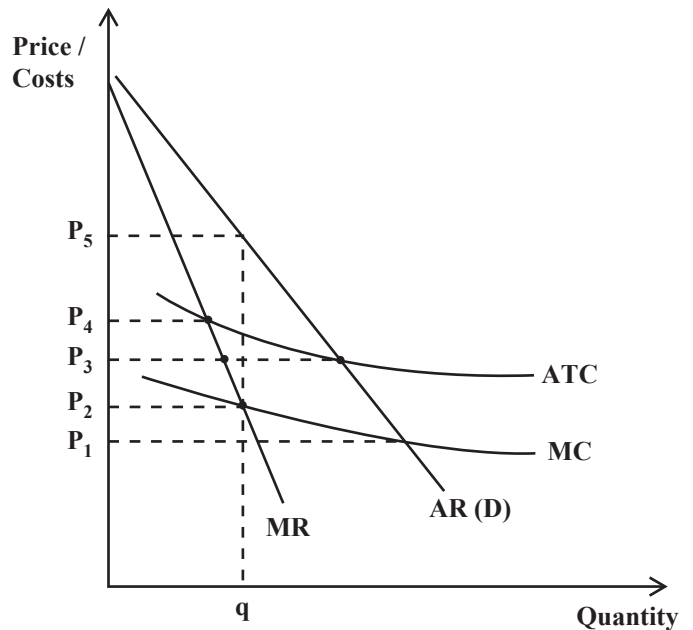
18. The competitive output of the firm is

- (A) oq_0
- (B) oq_1
- (C) oq_2
- (D) oq_3

19. In the diagram above, the external marginal cost is

- (A) RU
- (B) ST
- (C) SV
- (D) UT

Item 20 refers to the diagram below which illustrates the cost and revenue curves of a monopoly.



20. If the aim of the government is to achieve allocative efficiency, then the regulatory commission can impose the legal price of

- (A) P_1
- (B) P_3
- (C) P_4
- (D) P_5

21. A government grants a subsidy with the aim of encouraging consumption of Good X. At the same time the government taxes Good Y to discourage consumption. Goods X and Y can be categorised as

	Good X	Good Y
(A)	public	merit
(B)	merit	demerit
(C)	demerit	merit
(D)	public	demerit

22. With Deregulation what role does Government play in resource allocation?
- (A) Lesser role
 - (B) Greater role
 - (C) Does not change
 - (D) Performs all function
23. Regulation has affected the efficient running of an industry by
- (A) allowing the free flow of market forces to determine price
 - (B) forcing prices to be either higher or lower than a free market
 - (C) creating motivating incentives for greater productivity and efficiency
 - (D) allowing management to freely determine factor prices
24. If government regulation takes place, what will be the effect on price and output of a monopoly?
- (A) Both price and output will fall.
 - (B) Both price and output will rise.
 - (C) Price will fall and output will rise.
 - (D) Price will rise and output will fall.
25. The oligopoly firm faces a kinked demand curve because firms
- (A) do not respond to price increases but follow price cuts of other firms in the industry
 - (B) respond to price increases but do not follow price cuts of other firms in the industry
 - (C) determine price by following the prices set by the dominant firm
 - (D) collude to set prices and limit competition
26. The MAIN drawback of regulating a monopoly is that the firm
- (A) becomes inefficient
 - (B) ceases to be a monopoly
 - (C) ceases production immediately
 - (D) can make losses in the short run
27. One MAJOR cause of privatization is the failure of
- (A) the public service to produce goods and services
 - (B) the private sector to achieve productive and allocative efficiencies
 - (C) nationalised industries to achieve productive and allocative efficiencies
 - (D) businesses to produce goods and services
28. The concept of ‘adverse selection’ implies that
- (A) those who have insurance may tend to be less cautious and thus increase risk
 - (B) those who take out insurance are those who have the highest risk
 - (C) those who sell insurance policies are better informed than those who buy them
 - (D) those who refuse insurance policies are often the ones who really need them

GO ON TO THE NEXT PAGE

29. Harry drives to and from work daily. He is usually a very safe driver. Because of his accident free record, he was offered a life insurance policy with a reputable insurance company, which he accepted. Subsequently, Harry began to drive recklessly. What problem did the insurance company encounter?

- (A) Moral hazard
- (B) Market failure
- (C) Adverse selection
- (D) Asymmetric information

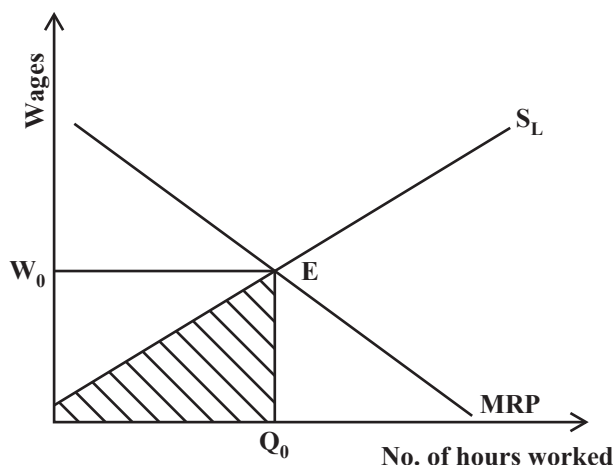
30. The current output of a perfectly competitive firm is where marginal cost is less than marginal revenue. In order to maximize profit this firm must

- (A) increase output and price
- (B) decrease output and increase price
- (C) decrease output and maintain price
- (D) increase output and maintain price

31. Which of the following is explained by the Theory of Income Distribution?

- (A) How wages and salaries are distributed among income earners
- (B) How factor rewards are allocated to the factors of production
- (C) Government's attempt to address the problem of income inequalities
- (D) Income earner's efforts to increase their incomes

Item 32 refers to the following graph which depicts the demand for and supply of labour.



32. The shaded area in the graph above represents

- (A) economic rent
- (B) transfer earnings
- (C) producers' surplus
- (D) marginal revenue product

33. A country's labour supply can be measured by the number of

- (A) hours workers work at a given wage
- (B) workers willing and able to work at a given wage
- (C) workers entering the potential labour force at a given wage
- (D) workers employed at a given wage

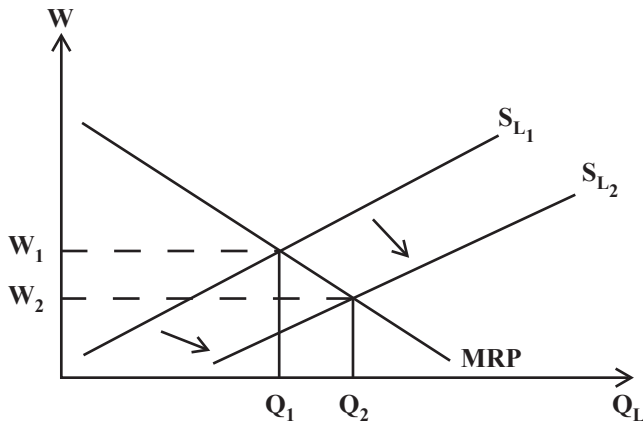
34. The 'minimum level of income required to satisfy basic needs' refers to

- (A) general poverty
- (B) relative poverty
- (C) the poverty line
- (D) absolute poverty

35. Rent and wages are alike in that they are both
- (A) factor inputs
 - (B) factor outputs
 - (C) factor rewards
 - (D) factors of production

36. Which of the following measures can be used by government to reduce poverty?
- I. Transfer payments to the vulnerable
 - II. A depreciation of the country's currency
 - III. Subsidies to producers in the country
 - IV. The introduction of VAT on selected items
- (A) I and II only
 - (B) I and III only
 - (C) I and IV only
 - (D) I, II and III only

Item 37 refers to the graph below depicting the situation in the labour market of HappyLand.



37. Which of the following situations could have caused the changes in the labour market?
- (A) A fall in living standard in HappyLand
 - (B) Political instability in nearby countries
 - (C) An increase in wages in nearby countries
 - (D) A worsening crime situation in HappyLand

38. When examining the Lorenz Curve, a Gini coefficient of 100% refers to complete
- (A) employment in the country
 - (B) equality of income distribution
 - (C) inequality of income distribution
 - (D) separation of the rich and the poor

39. Social welfare is maximized when society's resources are allocated so that social marginal cost
- (A) equals social marginal benefit
 - (B) equals private marginal benefit
 - (C) is less than social marginal benefit
 - (D) is greater than social marginal benefit

Item 40 refers to the following table which shows how income is distributed in a Caribbean territory.

Rent	25%
Wages	50%
Interest	15%
Profit	10%

40. What type of income distribution is depicted in the table?
- (A) Size
 - (B) Unequal
 - (C) Personal
 - (D) Functional

GO ON TO THE NEXT PAGE

Items 41 - 43 refer to the information below.

Jack's Inc. paid wages in the amount of \$20 000, rent and interest \$1 500. The business realized a profit of \$5 000.

41. For the factor of production, labour, how much did Jack's Inc. pay?

- (A) \$ 1 500
- (B) \$ 2 000
- (C) \$ 5 000
- (D) \$ 20 000

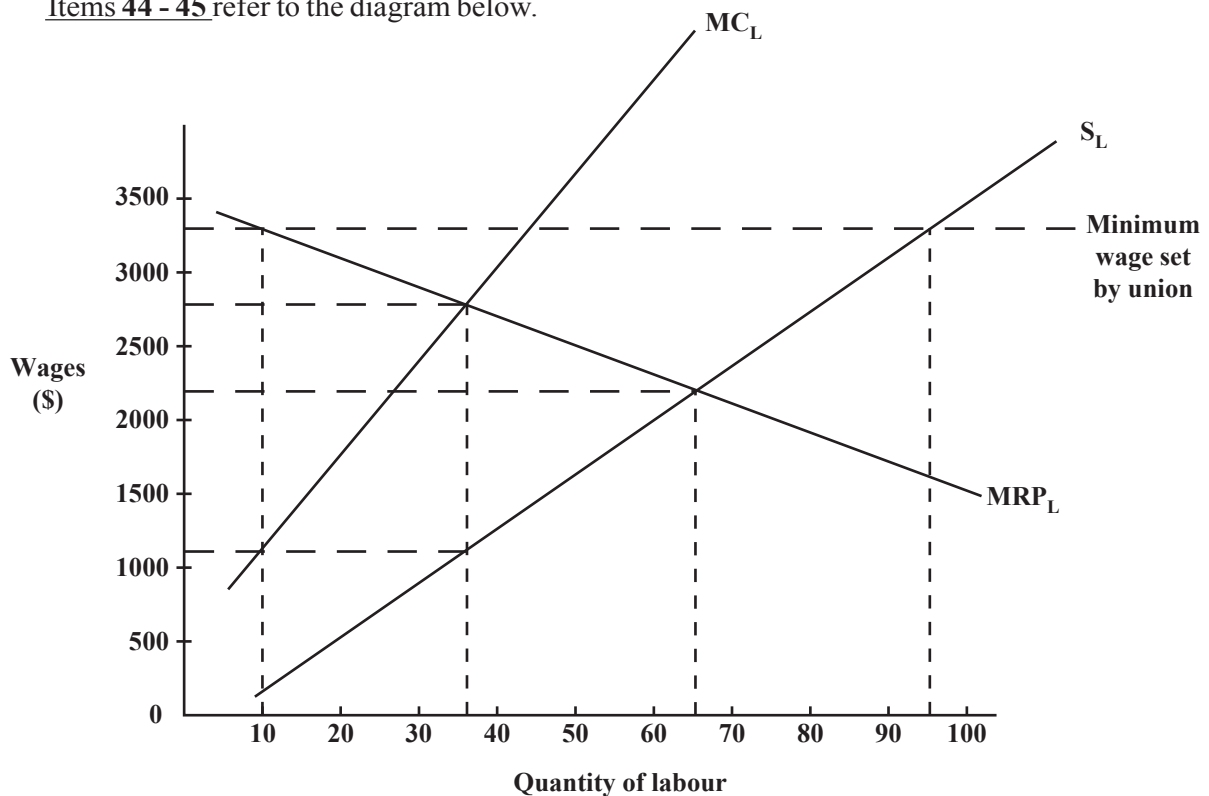
42. For the factor of production, capital, how much did Jack's Inc. pay?

- (A) \$ 1 500
- (B) \$ 2 000
- (C) \$ 5 000
- (D) \$20 000

43. For the factor of production, entrepreneurship, how much did Jack's Inc. pay?

- (A) \$ 1 500
- (B) \$ 2 000
- (C) \$ 5 000
- (D) \$ 20 000

Items 44 - 45 refer to the diagram below.



44. How many workers will the perfectly competitive firm employ?

- (A) 10 workers
- (B) 35 workers
- (C) 66 workers
- (D) 95 workers

45. Assume the union intervenes in the market and sets a minimum wage of \$3 300. How many workers will the perfectly competitive firm employ?

- (A) 10 workers
- (B) 35 workers
- (C) 66 workers
- (D) 95 workers

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

/CAPE/SPEC/MS/2010

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

ECONOMICS

SPECIMEN PAPER

UNIT 1 - PAPER 1

MARK SCHEME

CARIBBEAN EXAMINATIONS COUNCIL

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

ECONOMICS-UNIT 1

SPECIMEN PAPER 2008

Item No.	Key
1	C
2	A
3	B
4	A
5	A
6	D
7	C
8	B
9	A
10	A
11	D
12	D
13	B
14	D
15	B
16	C
17	B
18	C
19	C
20	A
21	B
22	A
23	B

Item No.	Key
24	C
25	A
26	D
27	C
28	B
29	A
30	D
31	B
32	B
33	B
34	C
35	C
36	B
37	B
38	C
39	A
40	D
41	D
42	A
43	C
44	C
45	A

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Front Page Bar Code

SPECIMEN

FILL IN ALL THE INFORMATION REQUESTED CLEARLY IN CAPITAL LETTERS.

TEST CODE

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SUBJECT ECONOMICS – UNIT 1 – Paper 02

PROFICIENCY ADVANCED

REGISTRATION NUMBER

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SCHOOL/CENTRE NUMBER

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NAME OF SCHOOL/CENTRE

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CANDIDATE’S FULL NAME (FIRST, MIDDLE, LAST)

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DATE OF BIRTH

D	D	M	M	Y	Y	Y	Y
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SIGNATURE _____

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SPEC 2016/02116020



TEST CODE 02116020

MAY/JUNE 2017

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CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

ECONOMICS

SPECIMEN PAPER

UNIT 1 – Paper 02

2 hours 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper comprises THREE questions. Answer ALL questions.
2. Write your answers in the spaces provided in this answer booklet.
3. Do NOT write in the margins.
4. Take some time before you start writing to read through the papers and plan your answers.
5. EACH question is worth 25 marks.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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02116020/CAPE/SPEC 2016

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1. Table 1 shows the quantity of chocolate bars that Romain consumes in a given period of time, the total utility and marginal utility associated with the consumption of the chocolate bars.

TABLE 1

Chocolate Bars	Total Utility	Marginal Utility
0	0	
1		20
2	35	
3	47	
4		0
5	45	

- (a) (i) Complete Table 1 to show the total utility and the marginal utility derived from the consumption of 1 to 5 chocolate bars. **[5 marks]**

- (ii) Define EACH of the following terms:

Total utility

.....
.....

[2 marks]

Marginal utility

.....
.....

[2 marks]

Law of diminishing marginal utility

.....
.....

[2 marks]

- (iii) State the point at which Romain begins to lose satisfaction from his consumption of each additional chocolate bar

.....
[1 mark]

maximizes his satisfaction from consuming chocolate bars.

.....
[1 mark]

- (b) Assume that the maximum amount that Romain is willing to pay for a chocolate bar is \$5.00 and the current market price is \$2.50. At this price Romain is willing and able to purchase 6 chocolate bars.

- (i) Define the term 'consumer surplus'.

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[2 marks]

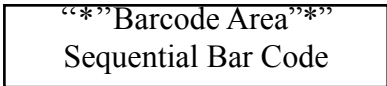
- (ii) Draw Romain's demand curve.

[4 marks]

- (iii) On the demand curve in (b) (ii) above, shade and label the TOTAL consumer surplus.

[2 marks]

GO ON TO THE NEXT PAGE



- (c) With reference to marginal utility theory, justify the shape of Romain's demand curve for chocolate bars.

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[4 marks]

Total 25 marks

DO NOT WRITE IN THIS AREA

2. (a) Define EACH of the following terms:

(i) Market failure

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.....

[2 marks]

(ii) Pareto efficiency

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[2 marks]

(iii) Productive efficiency

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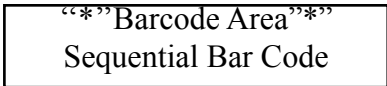
[2 marks]

(b) (i) State THREE reasons why the competition or regulatory authorities may prevent a merger of TWO major companies in an industry.

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[3 marks]

GO ON TO THE NEXT PAGE



- (ii) Explain how EACH of the following types of goods contributes to market failure, stating an example of EACH.

Public

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[4 marks]

Merit

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[4 marks]

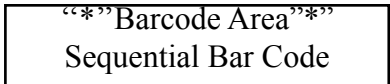
- (c) Discuss TWO measures used by governments to correct market failure.

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[8 marks]

Total 25 marks

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3. (a) (i) Explain the concept of 'income inequality'.

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[3 marks]

(ii) Identify THREE measures used to reduce income inequality.

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[3 marks]

(b) (i) List TWO ways of measuring poverty.

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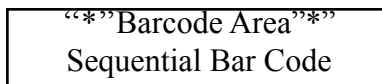
[2 marks]

(ii) Explain THREE economic costs of poverty.

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[9 marks]

GO ON TO THE NEXT PAGE



- (c) The main aim of the Millennium Development Goals is to alleviate poverty. In support of this aim most governments in CARICOM have expended millions of dollars in resources to attempt to alleviate poverty.

Assess TWO economic benefits of this expenditure by CARICOM governments.

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[8 marks]

Total 25 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

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DO NOT WRITE IN THIS AREA

EXTRA SPACE

If you use this extra page, you MUST write the question number clearly in the box provided.

Question No.

DO NOT WRITE IN THIS AREA

**DO NOT
WRITE ON
THIS PAGE**

CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE:

- 1. Fill in all the information requested clearly in capital letters.**

TEST CODE:

0	2	1	1	6	0	2	0
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SUBJECT: ECONOMICS – UNIT 1 – Paper 02

PROFICIENCY: ADVANCED

REGISTRATION NUMBER:

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FULL NAME: _____
(BLOCK LETTERS)

Signature: _____

Date: _____

- 2. Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.**
- 3. Keep it in a safe place until you have received your results.**
-

INSTRUCTION TO SUPERVISOR/INVIGILATOR:

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature: _____
Supervisor/Invigilator

Date: _____

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CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

ECONOMICS

SPECIMEN PAPER

UNIT 1 - PAPER 02

ANSWER KEY
AND
MARK SCHEME

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 1

(a) Differentiate between normal good and inferior good. (4 marks)

Indicating that a normal good has:

OR

- A positive relationship between income and quantity demanded.
K/C (1 mark)

Indicating that inferior good has:

OR

- A negative relationship between income and quantity demanded.
K/C (1 mark)

Indicating that the differences are:

- For inferior good relationship between price and quantity demanded can be positive or negative while for normal goods it is only negative.

OR

- Relationship between income and quantity demanded is positive for normal and negative for inferior goods.

K/C (2 mark)

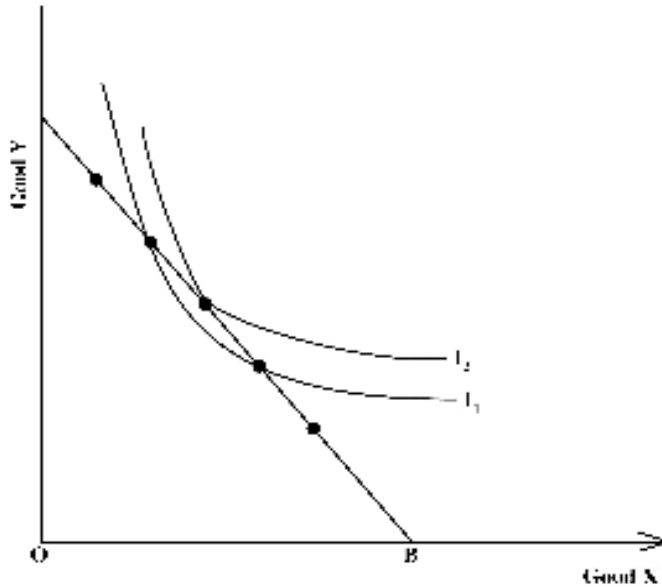
ECONOMICS

UNIT 1

Key/Mark Scheme

(b) Use the indifference curve approach to explain consumer equilibrium.

(12 marks)



Labeling of axes: K/C 2 marks

Drawing MP curve: A/A 2 mark

Drawing budget line: A/A 1 mark

Identifying point of tangency: A/A 1 mark

- Stating that a budget line shows the combination of two goods a consumer can purchase if he spends his income.
K/C (1 mark)
- Stating that an indifference curve shows all possible combinations of two goods that give consumer equal level of satisfaction or utility.
K/C (1 mark)
- Indicating that the budget line shows combination of two goods a consumer can purchase while indifference curve shows combinations that yield the same level of satisfaction or utility.
A/A (2 marks)
- Stating that consumer equilibrium is the point of tangency between the budget line and indifference curve.
A/A (2 marks)

OR

- Indicating that at the point of tangency the consumer achieves maximum utility with given income.
A/A (2 marks)

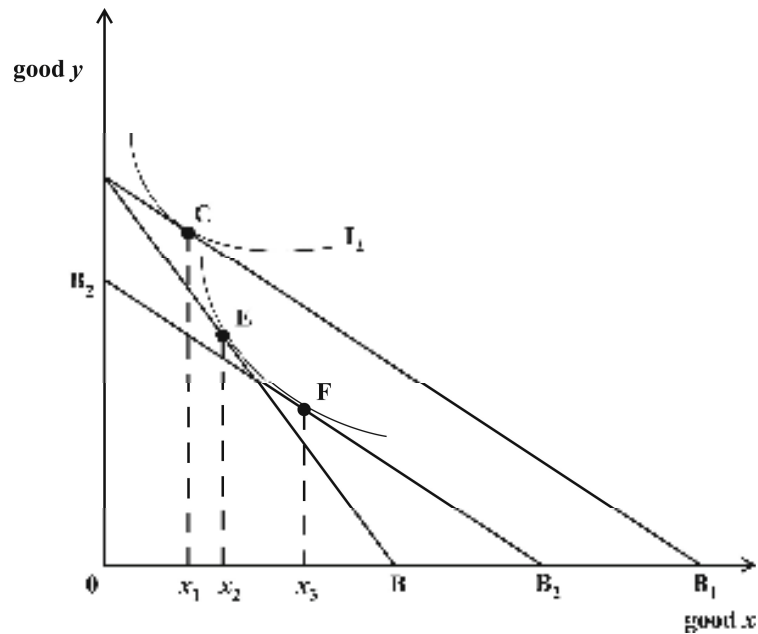
ECONOMICS

UNIT 1

Key/Mark Scheme

- (c) With the aid of a diagram, show, the income and substitution of a fall in price

(9 marks)



- Showing original equal (point E) **A/A (1 mark)**
- Showing equilibrium because of price change (point C) **A/A (1 mark)**
- Pivoting of the budget line (B to B₁) **A/A (1 mark)**
- Showing parallel downward shift from B₁ to B₂) **A/A (1 mark)**
- Isolating and explaining the income and substitution effects.
 x_2 to x_3 is the substitution effect as good is relatively cheaper, therefore increasing the quantity demanded.
 x_3 to x_1 is the income effect as a fall in price increases real income resulting in a reduction in quantity demanded.

E/S (3 marks)

Is the substitution effect as good is relatively cheaper, therefore increasing quantity demanded.

Is the income effect as a fall in price increased real income resulting in a reduction in quantity demanded.

- Categorizing the good as Giffen based on the negative income outweighing the negative substitution effect.

S/E (2 marks)**Total 25 marks**

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 2

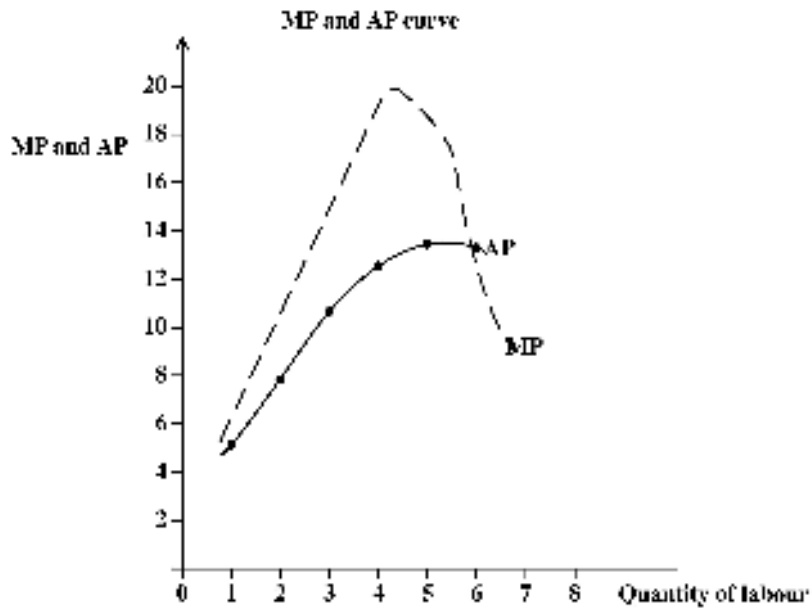
(a) (i) Complete the Table

Units of Labour	T.P	A.P.	M.P.
1	5	5	5
2	15	7.5	(10)
3	(30)	10	15
4	(50)	12.5	(20)
5	68	(13.6)	18
6	78	(13)	10

1-2 correct: A/A 1 mark
 3-4 correct: A/A 2 marks
 5-6 correct: A/A 3 marks

Total 3 marks

(ii) Use the completed table to construct a graph showing the Average Product (AP) and Marginal Product (MP) curves.



Labeling of axes: K/C 2 marks
 Drawing MP curve: A/A 1 mark
 Drawing AP curve: A/A 1 mark
 Intersection of MP at highest AP: A/A 1 mark

Total 5 marks

ECONOMICS

UNIT 1

Key/Mark Scheme

- (b) For indicating that:
 Marginal Product is the change in Total Output as a result of
 employment of an additional unit of Variable factor.

OR

$$\text{MP} = \frac{\text{Change in Total Product}}{\text{Change in Quantity of valuable factor}}$$

(K/C 2 marks)

For indicating that Average Product is the output per unit of the
 variable factor

OR

$$\text{Average Product} = \frac{\text{Total Product}}{\text{Quantity of Variable factor}}$$

K/C (2 Marks)

For establishing that:

Once $\text{MP} > \text{AP}$, AP is rising

A/A 1 mark

Once $\text{MP} < \text{AP}$, AP is falling

A/A 1 mark

$\text{MP} = \text{AP}$ when AP is at its maximum

A/A 1 mark

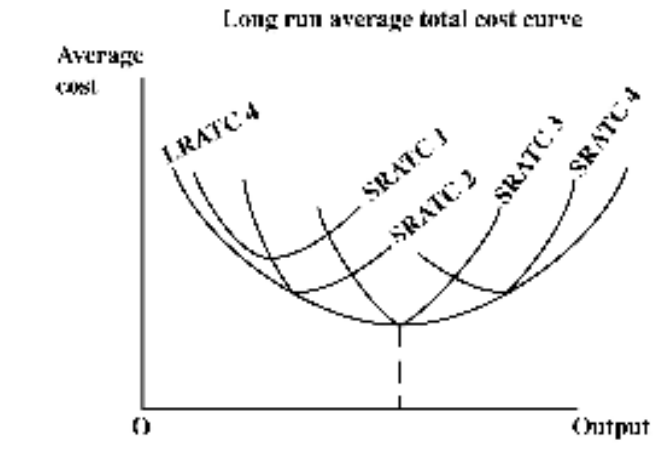
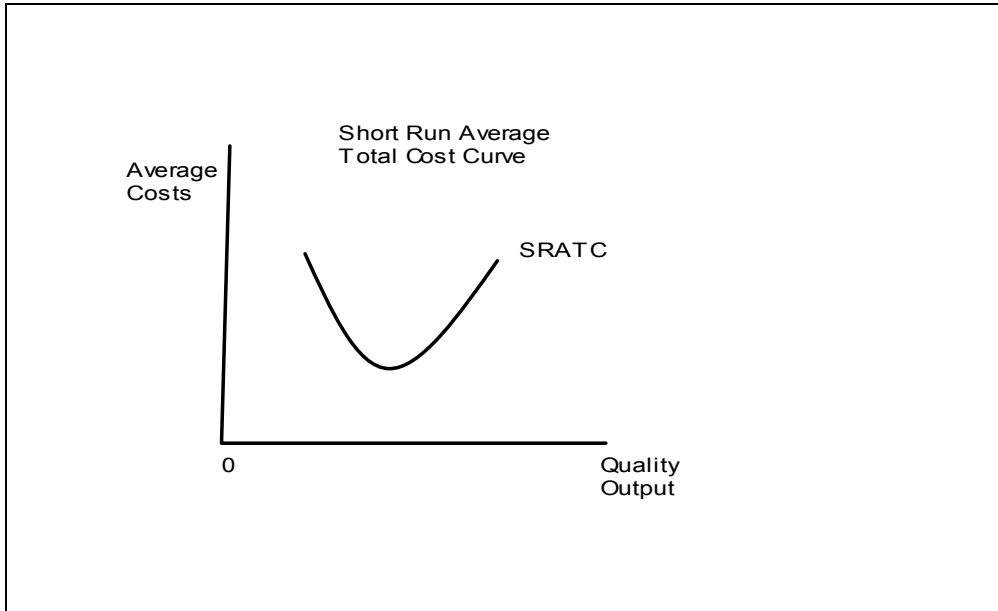
ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 2 cont'd

- (c) Use the SRATC and the LRATC to distinguish between the law of Diminishing Returns and Returns to scale.



ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 2 cont'd

For labeling axes of each graph correctly	K/C 2 marks
For drawing U-shaped SRATC curve	A/A 1 mark
For drawing at least 3 SRATC curves	A/A 1 mark
For drawing the LRATC Curve that envelopes the SRATC curves	A/A 1 mark
For establishing that Law of Diminishing Returns is reflected on SRATC curve while the Returns to scale is reflected on LRATC curve	S/E 2 marks
For indicating that the output levels above minimum SRATC curve are showing diminishing returns	S/E 1 mark
For indicating that output levels below minimum LRATC curve, are showing increasing returns to scale	S/E 1 mark
For indicating that output levels above minimum LRATC curve are showing decreasing returns to scale	S/E 1 mark
	(10 marks)

Total 25 marks

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 3

- (a) (i)
- Define the term externality.**

Externality refers to spillover effects of an economic activity on third parties.

K/C (2 marks)

- (ii) Example of a positive externality

Immunization for a contagious disease - if one occupant installs a smoke detector in an apartment complex

K/C (1 mark)

- (iii) Example of a negative externality

pollution, traffic congestion.

K/C (1 mark)

- (b) (i)
- What is meant by market failure?**

Market failure refers to the output where Social Marginal Benefit (SMB) is not equal to Social Marginal Cost (SMC)

OR

There is underproduction or over production of a good and/or a service.

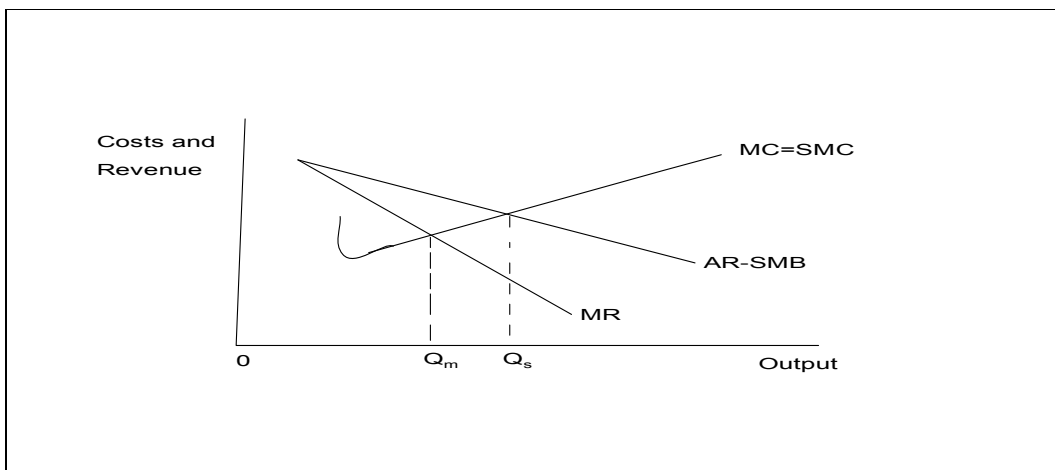
K/C (2 marks)

- (ii)
- How a monopoly and merit goods contribute to market failure.**

For drawing the following diagram

Revenue curves: A/A (1 mark)

Cost curve: A/A (1 mark)



ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 3 cont'd

- For indicating that monopoly profit maximizing output is where $MR=MC$ at Q_m .

A/A (1 mark)

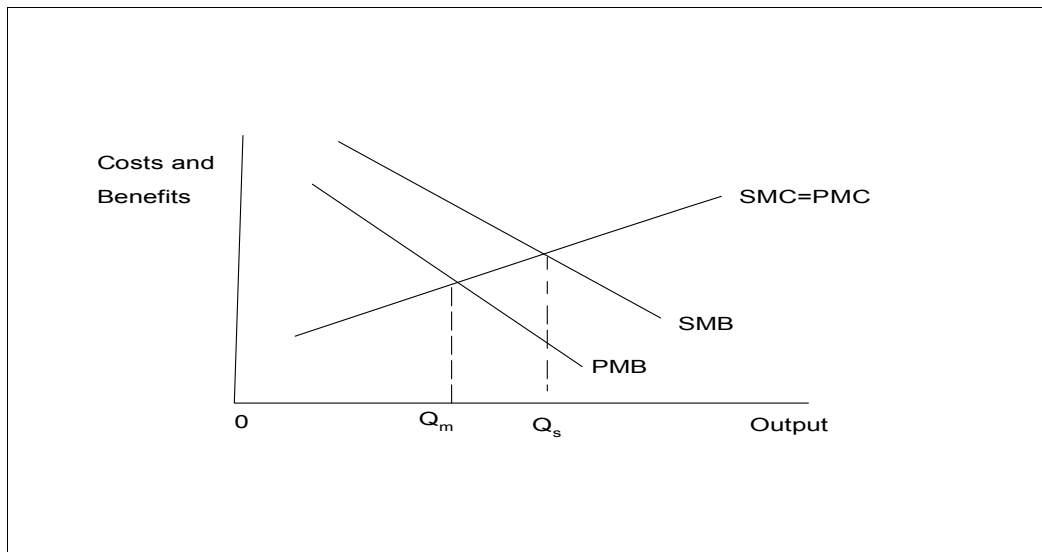
- For indicating that socially efficient output is where $SMC=SMB$ at Q_s .

A/A (1 mark)

- For stating that monopoly output is less than socially efficient level of output.

A/A (1 mark)

Total 5 marks



- For Cost curves A/A (1 mark)
- For benefit curves A/A (1 mark)
- For indicating that production of merit goods will be where $PMB=PMC$ at output Q_m A/A (1 mark)
- For indicating that socially efficient output is where $SMC=SMB$ at output Q_s A/A (1 mark)
- For stating that merit good is under-produced by $Q_s - Q_m$. A/A (1 mark)

Total 10 marks

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 3 cont'd

(c) **Measures that the government can use to correct market failure caused by monopoly**

- Substitution
- Legislation
- Regulation

- Identifying the effect of the measure on monopoly output

K/C (2 marks)

Discussion

Subsidy will cause marginal cost to fall and shift downwards

A/A 2 marks)

Legislation and regulation such as marginal cost pricing would also cause the marginal cost curve to shift downwards

Fall in marginal cost should result in profit maximizing output coinciding with the socially efficient output but it is difficult to determine the amount of subsidy for eliminating welfare loss

S/E (5 marks)

N.B. Same analysis can be used for merit goods.

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 4

(a) **Distinguish between 'normal profit' and 'abnormal profit'.**

- For stating that normal profit is the minimum earnings necessary to keep a firm\entrepreneur in its current economic activity.

OR

Average price = Average Total Cost **K/C (1 mark)**

OR

Total Revenue = Total cost

- For stating that abnormal profit is the earnings in excess of normal profit

OR

Average Revenue or price is greater than Average Total Cost or Total Revenue is greater than total cost. **K/C (1 mark)**

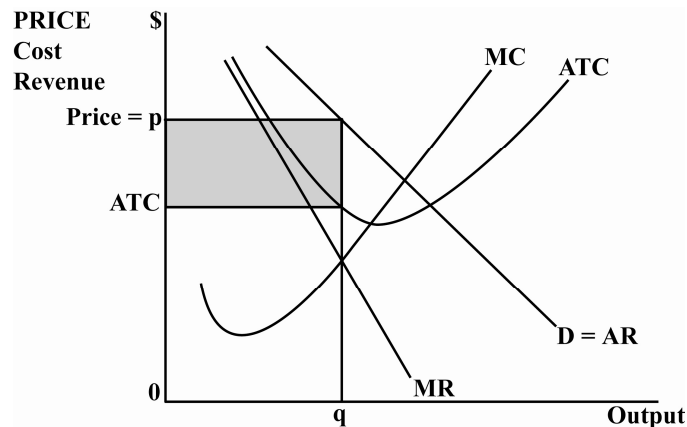
- For indicating that abnormal profit is more than normal profit or normal profit is less than abnormal profit. **K/C (2 marks)**

Total 4 marks

(b) (i) For stating any two characteristics of a monopolistic competition market structure such as downward sloping average revenue curve, product differentiation, no barriers to entry, price maker, many buyers and sellers.

K/C (2 marks)

(ii) For drawing the following diagram



ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 4 cont'd

- For correctly drawing cost curves **K/C (1 mark)**
- For correctly drawing Revenue curves **K/C (1 mark)**
- For identifying profit maximization output Q **A/A (1 mark)**
- For identifying market price P **A/A (1 mark)**
- For identifying the Average cost for the profit maximising output **A/A (1 mark)**
- For shading area of abnormal profit **A/A (1 mark)**

Total 6 marks

- (iii) For indicating that abnormal profits are competed away in the long run so a firm will either earn only normal profit or incur losses.

A/A (2 marks)

For stating that entry of new firms compete away profits

S/E (1 mark)

And

Average revenue curve shifts downwards to the left

S/E (1 mark)

And

Market share of each firm falls.

S/E (1 mark)

- (c) For indicating that firms in both monopolistic competition and perfect competition earn only normal profits in the long run.

A/A (2 marks)

For indicating that the characteristic of no barriers to entry, allows new firms to enter both types of market structures.

A/A (2 marks)

For indicating that the firm in monopolistic competition does not achieve productive efficiency but the firm under perfect competition is productively efficient or achievable optimum level of production

A/A (2 marks)

For indicating that firms in monopolistic competition and perfect competition are similar with respect to types of profits earned and entry of firms but not with achieving productive efficiency in the long run.

S/E (2 marks)

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 5

- (a) For indicating that the least cost rule is

$$\frac{\text{Marginal Physical Product of Labour}}{\text{Price of Labour}} = \frac{\text{Marginal Physical Product of Capital}}{\text{Price of Capital}}$$

K/C (2 marks)

- For illustrating the example that applies to the rule -

E.g. Given $MPP_L \equiv 20$ $P_L \equiv \$5$ and $MPP_C \equiv 40$ $P_C \equiv \$10$

Then $\frac{MPP_L}{P_L} \equiv \frac{MPP_C}{P_C}$ would be $\frac{20}{5} = \frac{40}{10}$

K/C (4 marks)

- (b) (i) For stating that Marginal Revenue Product is equal to Marginal Physical Product of the factor multiplied by the Price or Marginal Revenue of the final product. **A/A (2 marks)**

K/C (2 marks)**Total 6 marks**

- (ii) Complete the table.

Quantity of Labour	Total Product of Labour	Marginal Revenue Product of Labour	Quantity of Capital	Total Product of Capital	Marginal Revenue Product of Revenue
0	0	0	0	0	$0 \times 0 = 0$
1	10	20	1	12	$12 \times 2 = 24$
2	24	28	2	20	$8 \times 2 = 16$
3	38	28	3	27	$7 \times 2 = 14$
4	46	16	4	32	$5 \times 2 = 10$
5	49	06	5	36	$4 \times 2 = 08$

A/A: 1 to 2 correct (1 mark)
 3 to 4 correct (2 marks)
 5 to 6 correct (3 marks)
 7 to 8 correct (4 marks)
 9 to 10 correct (5 marks)
 11 to 12 correct (6 marks)

Total 6 marks

- (ii) For correctly stating the rule for profit maximization in the employment of factors of production, i.e. Marginal Revenue Product of Factor = Marginal Resource Cost of Factor.

K/C (2 marks)

For using the information calculated in the table to identify quantity of labour as 4 units and quantity of capital as 5 units.

A/A (2 marks)

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 5 cont'd

By explaining that each quality above equates MRP with MRC.

A/A (2 marks)

Total 4 marks

(c) **Discuss one limitation of the Marginal Productivity Theory to maximize profit.**

- In real world producers do not always aim to maximize profit, may have other objectives such as sales maximization, increased market share, etc. as a result the theory is not applicable.

OR

- Producers may have other objectives such as sales maximization, increased market share, etc. as a result the theory is applicable.

S/E (5 marks)

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 6

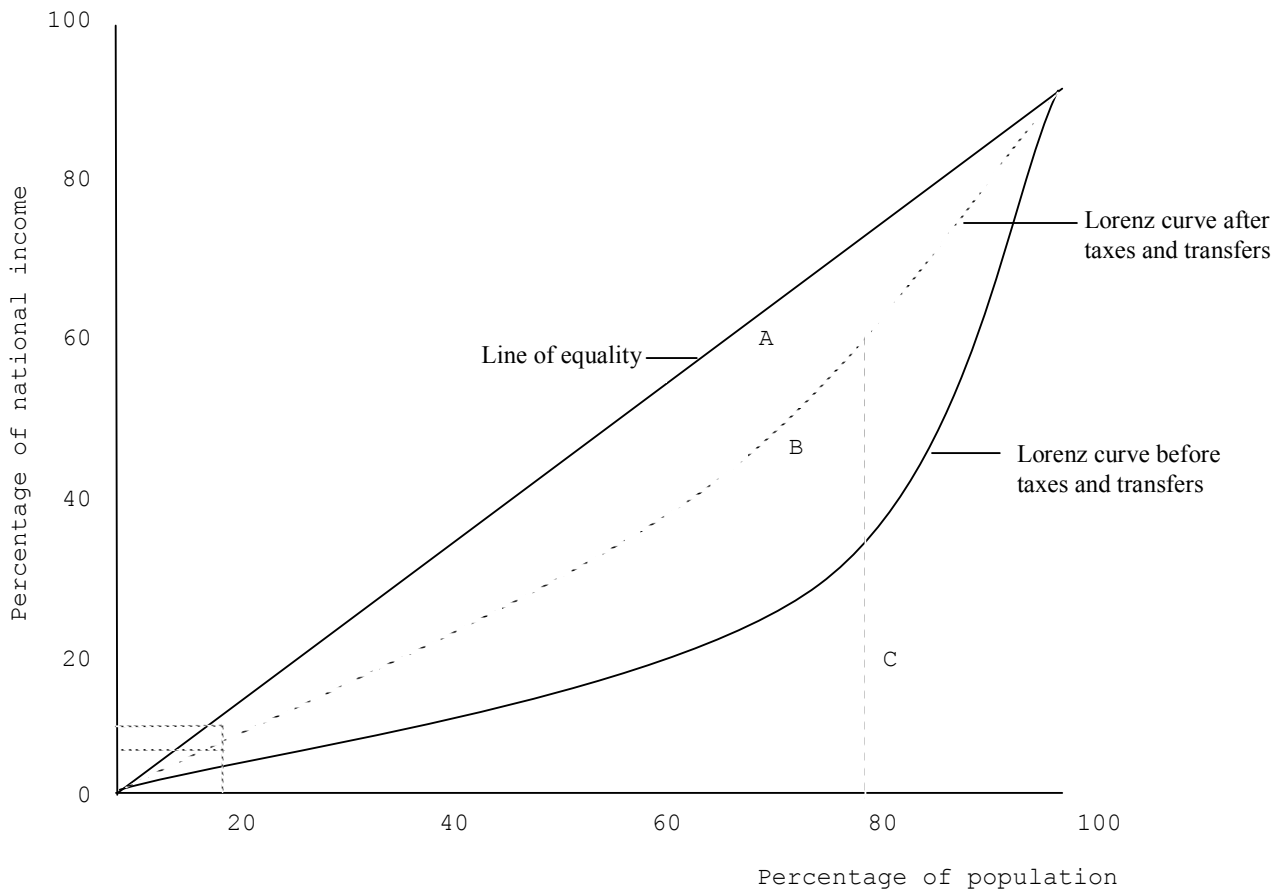
- (a) (i) **Distinguish between size distribution of income and functional distribution of income.**

For stating that size distribution of income is how income earned throughout the economy is distributed among the population of the economy. **K/C (1 mark)**

For stating that functional distribution of income is the proportion of income going to owners of the factors of production. **K/C (1 mark)**

For indicating that size refers to how the country's income is distributed among the population while functional distribution refers to distribution to owners of factors of production. **K/C (2 marks)**

- (ii) **Use a suitable diagram to explain how income inequity is measured.**



ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 6 cont'd

For drawing diagram of Lorenz Curve award 1 mark for correct labels and 1 mark for correctly drawn curves.

K/C (2marks)

For showing how inequality, perfect equality and perfect inequality are represented by making reference to the Lorenz curve.

A/A (3 marks)

(iii) **Measures that government can use to reduce income inequity.**

Identify any two of the following:

- Taxes
- Subsidies
- Transfers

A/A (2 marks)

For clearly outlining how each of two measures redistribute income e.g. Taxes take a larger percentage of income from higher income earners than from lower income owners.

A/A (2 marks)

(b) (i) **Identify TWO categories of persons who are more susceptible to poverty.**

- elderly
- physically challenged

K/C (2 marks)

(ii) Outline one reason why each category is susceptible to poverty.

For identifying one reason for each of the two categories of persons being susceptible to poverty. Physically challenged persons have limited access to employment.

A/A (2 marks)

For comparing each stated category of persons with persons less susceptible to poverty e.g. physically challenged with those who are not physically challenged so the latter have greater access to employment.

S/E (2 marks)

Total 6 marks

(iii) **Assess the economic benefit of two strategies used by government to alleviate poverty.**

For correctly identifying two strategies used by government to alleviate poverty e.g. transfer payments, free education, minimum wage legislation.

A/A (3 marks)

For explaining how each strategy can impact positively on the economy e.g. development of human capital, improved well being.

S/E (3 marks)

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CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

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Front Page Bar Code

SPECIMEN

FILL IN ALL THE INFORMATION REQUESTED CLEARLY IN CAPITAL LETTERS.

TEST CODE

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SUBJECT ECONOMICS – UNIT 1 – Paper 032

PROFICIENCY ADVANCED

REGISTRATION NUMBER

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SCHOOL/CENTRE NUMBER

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NAME OF SCHOOL/CENTRE

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CANDIDATE’S FULL NAME (FIRST, MIDDLE, LAST)

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DATE OF BIRTH

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SPEC 2016/02116032



TEST CODE 02116032/SPEC

MAY/JUNE 2017

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

ECONOMICS

UNIT 1 – Paper 032

1 hour 30 minutes

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of a case study and THREE questions. Answer ALL questions.
2. Write your answers in the spaces provided in this booklet.
3. Do NOT write in the margins.
4. You may use a silent, non-programmable calculator to answer questions.
5. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
6. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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02116032/CAPE/SPEC 2016

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INSTRUCTIONS: Read the case and answer all the questions.

CASE STUDY

Health and Wellness Tourism

The Caribbean's proximity to North America makes it a convenient destination for North American health travellers. Health tourism is the act of travelling to another country to obtain medical treatment, cosmetic treatments, dental treatment or any other wellness treatment. The white sand beaches, laid back lifestyle and great hospitality due to the service culture, along with good sanitation in most territories, make for easy and quick recovery. It is no surprise that over the years, Tourism Ministries in the region have been investigating the viability of this sector.

The increasing demand for health and wellness services within the CARICOM Single market and Economy (CSME) is largely the consequence of expensive medical services in the developed countries, which is amplified by the market-based health insurance system that exists, particularly in the United States. Health care is inaccessible to many persons do not have insurance. Lobbyists in the United States, however, have been lobbying for a revision of the current health care law, which would allow more persons access to health insurance and health care at a lower cost. Despite the competitive prices in the Caribbean, a large market for medical, treatment and cosmetic surgery is rapidly developing in the United States, Canada and Europe.

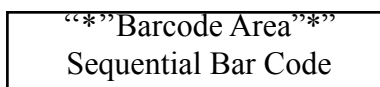
The growing health tourism business sector has created many opportunities for investors. There are, however, some supply-side factors that must be taken into consideration. Despite high demand, interest groups may not be able to tap into the gains if there are obstacles to supply. Some obstacles common to Caribbean countries include: access to finance, work permit fees and mobility of labour. In addition to supply-side concerns, other issues must be considered. Many Caribbean countries provide free or subsidised health care which is paid for by local taxpayers. This can place a heavy burden on taxpayers, in addition to other externalities. Also, income from the sector might be distributed unevenly, since the benefits are unlikely to ripple throughout the economy. Needless to say, private health care providers stand to benefit since they charge the market price for the services they provide.

1. (a) Define the term 'effective demand'.

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[2 marks]


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- (b) Explain, with the aid of a diagram, the likely impact of a revised health care law in the United States of America on the market for health and wellness tourism in the Caribbean.

Draw your diagram in the box below.



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[5 marks]

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- (c) Discuss THREE ways in which the determinants of supply mentioned in the case can affect firms' willingness or ability to provide health and wellness tourism.

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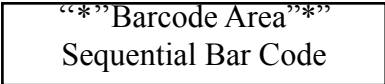
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[12 marks]

Total 20 marks

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2. (a) Health Centre A performs only major cardiac surgeries. It has a yearly total fixed cost of \$300 000, and the cost to the centre for treating one patient is \$5 600. On average, 1 200 health tourists visit the facilities yearly.

Calculate Health Centre A's:

- (i) Total variable cost

[2 marks]

- (ii) Total cost

[2 marks]

- (iii) Total revenue

[2 marks]

- (ii) Total profits

[2 marks]

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3. (a) Define the term ‘derived demand’.

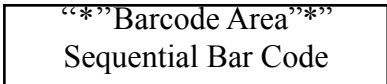
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[2 marks]

(b) Describe THREE measures that the government can use to reduce the inequality that might result from the growth in health and wellness tourism.

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[6 marks]



EXTRA SPACE

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Question No.

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Question No.

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CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE:

1. **Fill in all the information requested clearly in capital letters.**

TEST CODE:

0	2	1	1	6	0	3	2
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SUBJECT: ECONOMICS – UNIT 1 – Paper 032

PROFICIENCY: ADVANCED

REGISTRATION NUMBER:

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FULL NAME: _____
(BLOCK LETTERS)

Signature: _____

Date: _____

2. **Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.**
3. **Keep it in a safe place until you have received your results.**
-

INSTRUCTION TO SUPERVISOR/INVIGILATOR:

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature: _____
Supervisor/Invigilator

Date: _____

/CAPE/SPEC/K/MS/2010

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N

E C O N O M I C S

S P E C I M E N P A P E R

U N I T 1 - P A P E R 0 3 / 2

K E Y S A N D M A R K S C H E M E S

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 1

- (a) **State how small-scale and large-scale farmers differ. (4 marks)**

Identifying factor- 1 mark

Stating difference- 1 mark

Farmers, like other producers, use four major factors of production; land, labour, capital and entrepreneurship. Small farmers encounter greater restrictions in accessing resources than large farmers.

Land

Large farmers do not only have more land, but they have more fertile lands than small farmers. **K/C (1 mark) A/A (1 mark)**

Capital

Large farmers also have more capital and more modern capital than smaller farmers. This also results in large farmers using more advanced and modern technology than small farmers.

K/C (1 mark) A/A (1 mark)

Labour

Large farmers can afford to hire more skilled labour than small farmers who, if assisted, use unpaid family labour.

K/C (1 mark) A/A (1 mark)

Entrepreneurship

The entrepreneurial skills of large farmers are usually greater than those of small farmers.

The combined advantage of large farmers makes them more productive than small farmers. **K/C (1 mark) A/A (1 mark)**

- (b) **Factors that influence the demand for ground provisions. (6 marks)**

Identifying factor -1 mark

Outlining - 1 mark

- The price of ground provision
The higher (lower) the price of ground provisions the lower (higher) the quantity that will be demanded. An inverse relationship exists between the price of ground provisions and the quantity bought. **K/C (1 mark) A/A (1 mark)**
- The price of other goods
There is an inverse (direct) relationship between the price of a complement (substitute) of ground provision and the demand for ground provision. **K/C (1 mark) A/A (1 mark)**

ECONOMICS

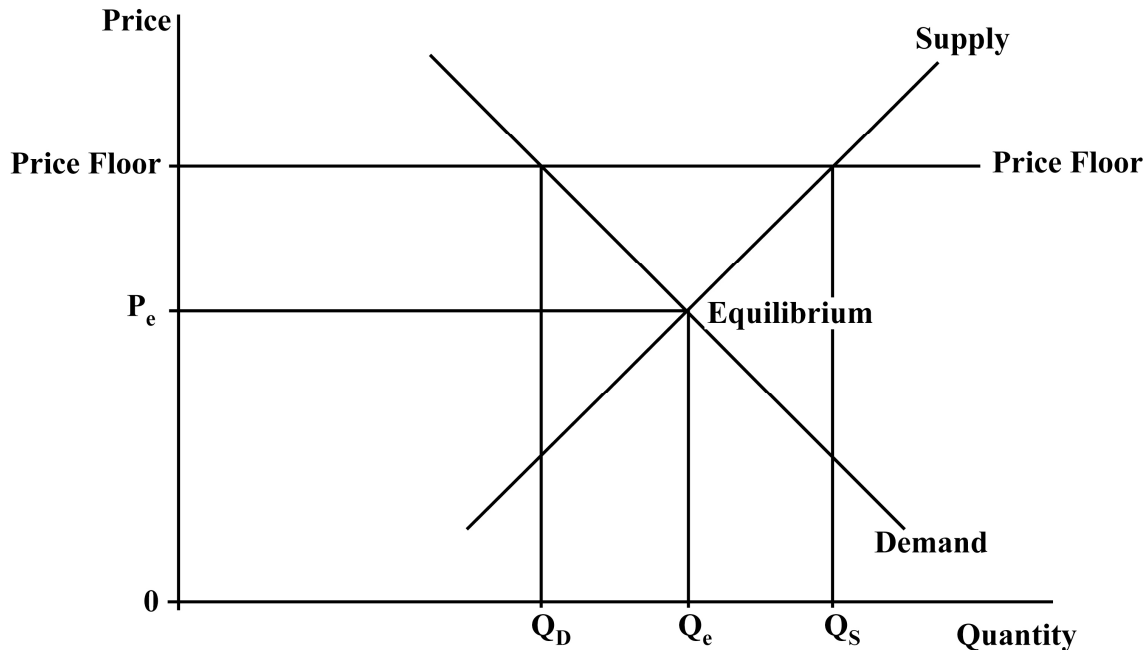
UNIT 1

Key/Mark Scheme

QUESTION 1 cont'd

- The income of buyers
There is a direct relationship between consumers' income and the demand for ground provision when it is a normal good; or an inverse relationship when it is an inferior good
K/C (1 mark) A/A (1 mark)
- The size of the population
The size of the population and the demand for ground provision are directly related; when the population rises demand rises and when it falls demand falls.
K/C (1 mark) A/A (1 mark)
- The taste and preference of buyers
Tastes and preferences are directly related to demand. If consumers acquire a greater taste for ground provision the demand for it will increase, and vice versa. K/C (1 mark) A/A (1 mark)

(c) The diagram shows the likely effects of an effective price floor.



- | | |
|--|--------------|
| Correct axes and labeling | K/C (1 mark) |
| Showing equilibrium price and quantity | A/A (1 mark) |
| Indicating market demand and supply | A/A (1 mark) |
| Indicating price floor | A/A (1 mark) |

Total 4 marks

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 1 cont'd

Before the price floor is imposed the price of ground provision is P_e and the quantity sold is Q_e . After the imposition of a price floor the quantity demanded is less than that supplied. Buyers are now willing to buy a smaller quantity than the former equilibrium quantity while sellers are willing to sell a larger quantity than the former equilibrium quantity. There is therefore a glut on the market.

If the government buys the excess supply, the quantity traded will be Q_s , otherwise it will be Q_D .

S/E [6 marks]

Total 20 marks

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 2

Stating any three characteristics of Perfect competition. K/C (3 marks)

Perfect Competition is characterized by the following:

- Many buyers and sellers
- The goods are homogeneous
- There is perfect knowledge
- There is free entry and exit
- There is no transportation cost

The good is therefore sold at the same price throughout the market.

Stating any three characteristics of Monopolistic competition. K/C (3 marks)

Monopolistic Competition is characterized by the following:

- A large number of firms
- Each firm has a different product
- There is freedom of movement into and exit from the industry

Relating characteristics identified to the market for eggs. A/A (8 marks)

The market for eggs may approach this ideal. There are usually many buyers and sellers of eggs. [2] There is also free entry and exit since the cost of entering is low. Knowledge is near perfect if not perfect. Eggs are usually similar but not necessarily identical. They vary in shape, size and colour. [2]

Transportation costs are usually similar. The market structure therefore more closely approximates perfect competition.

Monopolistic competition approaches perfect competition with many buyers and sellers and no barriers to entry and exit. There are however similar but non-identical products. [2] This corresponds somewhat to the market for eggs, since in monopolistic competition the goods are differentiated even if similar. Buyers and sellers make a distinction between small and large eggs, brown and white eggs. There is therefore some power over price as sorting is practised. The market for eggs may therefore be closer to monopolistic competition. [2]

Making conclusion on which market structure better describes the market for eggs compared with others and using supporting arguments S/E (6 marks)

Candidates must draw their conclusion based on their argument put forward. This must be supported by well reasoned examples and illustrations. This may be influenced by candidates' experiential background as well as research.

Total 20 marks

ECONOMICS

UNIT 1

Key/Mark Scheme

QUESTION 3

- (a) Explain why the demand for agricultural workers is derived demand.

The demand for farm workers is a derived demand because it arises from the demand for the products that farm workers produce.

K/C (2 marks)

For illustrating example of derived demand. Derived demand for workers are employed in the sugar industry because of the demand for sugar.

K/C (2 marks)

Total 4 marks

- (b) For identifying two factors that contribute to low wage rate e.g.

Low demand and high supply for agricultural workers
Low marginal product.

K/C (2 marks)

Analyzing how factors mentioned result in wage rate e.g.
For factor low demand and high supply for agricultural workers, the result is lower equilibrium wage rate than if demand was high and or supply was low.

A/A (2 marks)

For low marginal product, MRP is low as a result of either low MPP due to limited technology and skills and or low product price. Hence, when MRP is calculated by $MPP \times PP$, Product Price, or MR and equated with MRC for profit maximization, a low wage rate results.

A/A (2 marks)

Total 6 marks

- (c) For identifying the type of poverty as absolute poverty **K/C (2 marks)**

For indicating two cost of poverty which may include:

Unemployed human resources
Lower potential output
Social and environmental costs

Any two A/A (4 marks)

Discussing the effects of the costs mentioned on the country:

Unemployed human resources result in low levels of income and low living standards and HDI.

S/E (3 marks)

Poverty sometimes contribute to squatting in unsustainable areas contributing to poor sanitation and environmental damage and socioeconomic problems

S/E (3 marks)

Total 20 marks

**CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER
MULTIPLE CHOICE QUESTIONS
FOR**

**ECONOMICS
UNIT 2**

90 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.

Sample Item

Prime cost is calculated by adding direct factory expenses to the

- (A) cost of goods sold
- (B) sale of fixed assets
- (C) sale of finished goods
- (D) cost of materials used

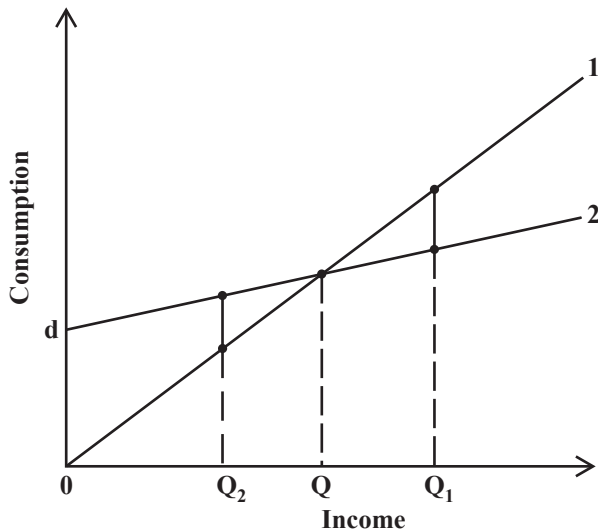
Sample Answer



The best answer to this item is “cost of materials used”, so answer space (D) has been shaded.

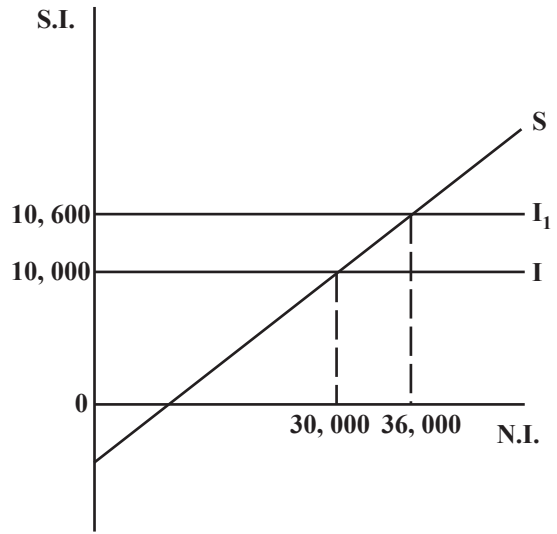
1. In Keynesian analysis, if the economy is at full employment then an increase in aggregate expenditure will lead to
- (A) a fall in economic growth
 - (B) an increase in the price level
 - (C) a fall in government spending
 - (D) an increase in the exchange rate

Items 2 - 3 refer to the following diagram showing consumption and income.



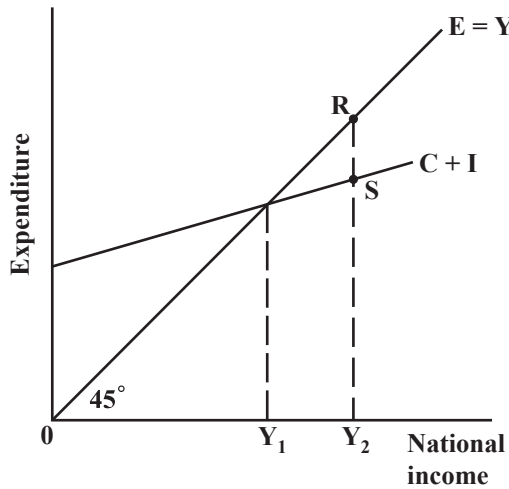
2. What function does line 2 represents?
- (A) Savings
 - (B) Investment
 - (C) Consumption
 - (D) Government expenditure
3. What does line 1 represent?
- (A) The 45° line
 - (B) National income
 - (C) Investment spending
 - (D) Autonomous savings

Item 4 refers to the following diagram showing the relationship between National Income (NI) and Saving/Investment (SI).



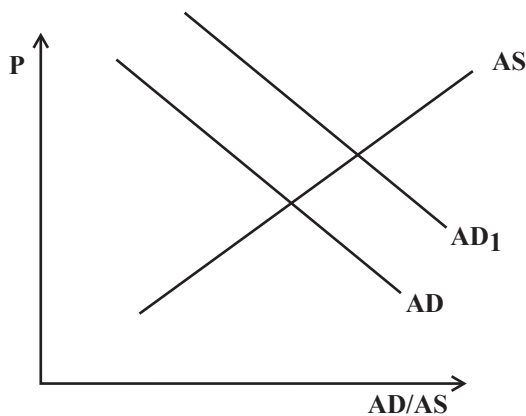
4. The diagram shows that national income has increased from \$30 000 million to \$36 000 million. What is the marginal propensity to consume?
- (A) 0.1
 - (B) 0.9
 - (C) 0.29
 - (D) 10
5. If consumption increases by 0.6% of the change in national income, then the multiplier is
- (A) 0.4
 - (B) 0.6
 - (C) 1.6
 - (D) 2.5

Item 6 refers to the following diagram of a two-sector closed economy.



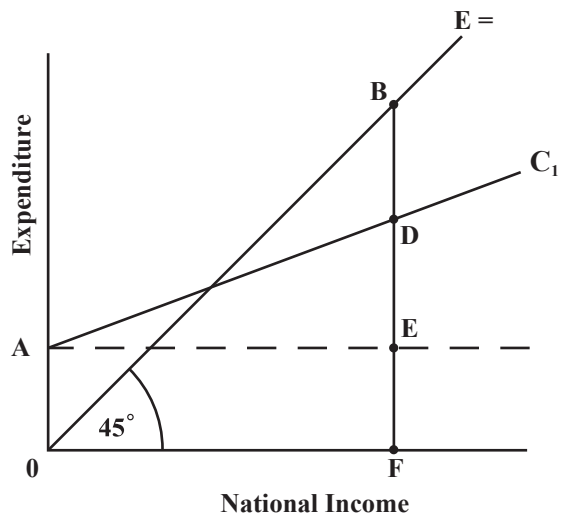
6. In the diagram, RS represents
- (A) an inflationary gap
 - (B) a deflationary gap
 - (C) money saved by firms in the banks
 - (D) interest payments on investment loans

Item 7 refers to the following demand and supply curve.



7. Which of the following factors may cause AD to shift to AD₁?
- (A) Government imposing taxes on citizens
 - (B) The Central Bank increasing interest rates
 - (C) An increase in government expenditure
 - (D) Increased speculation in the stock market

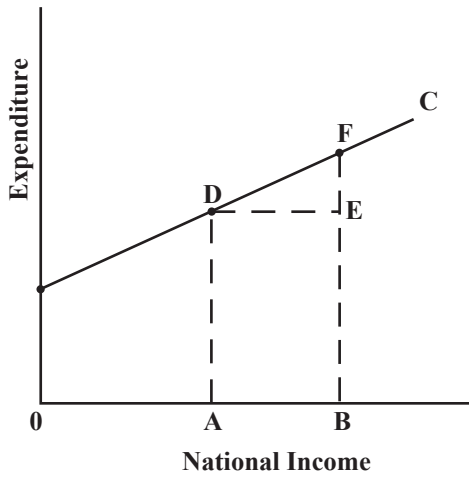
Item 8 - 9 refer to the diagram below showing a consumption function AC₁.



8. What does $\frac{DF}{BF}$ represent?
- (A) Autonomous consumption
 - (B) Total induced consumption
 - (C) Marginal propensity to consume
 - (D) Average propensity to consumers
9. When national income is at OF, what does DE represent?
- (A) Induced consumption
 - (B) Autonomous consumption
 - (C) Consumption minus savings
 - (D) Average propensity to consumer

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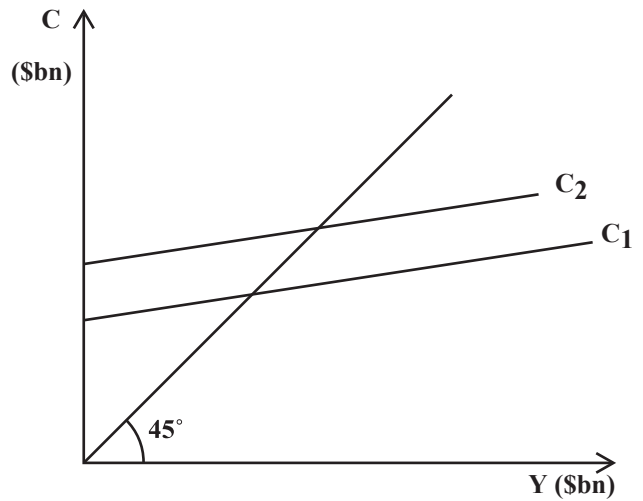
Item 10 refers to the diagram below showing a consumption function.



10. Which of the following represents the marginal propensity to consume?

- (A) $\frac{FE}{AB}$
- (B) $\frac{DE}{AB}$
- (C) $OB - AB$
- (D) $DE + EF$

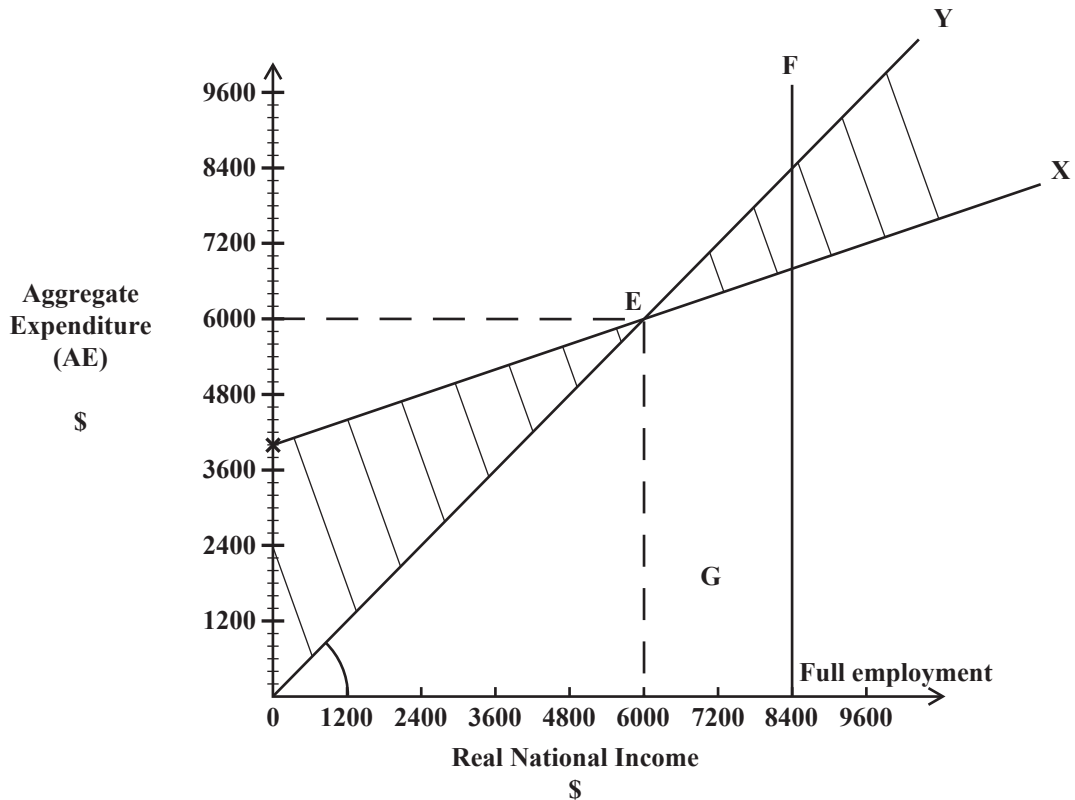
Item 11 refers to the following diagram showing the consumption function C_1 in country X.



11. What causes the consumption function to shift upwards from C_1 to C_2 ?

- (A) An increase in direct taxation
- (B) An increase in interest rates
- (C) The anticipated increase in the proportion of income saved by households
- (D) The expectation of an increase in the rate of value added tax

Items 12 - 15 refer to the diagram below showing equilibrium level of national income.



- | | |
|---|---|
| <p>12. What is the equilibrium level of income?</p> <p>(A) \$3 600
 (B) \$4 000
 (C) \$6 000
 (D) \$8 400</p> | <p>14. How much is autonomous expenditure?</p> <p>(A) \$1 200
 (B) \$2 400
 (C) \$3 600
 (D) \$3 800</p> |
| <p>13. Which of the following responses correctly identifies the lines labelled Y and X respectively?</p> <p>(A) Income line and 45° line
 (B) 45° line and consumption function
 (C) Income line and consumption function
 (D) 45° line and aggregate expenditure line</p> | <p>15. By how much would aggregate desired expenditure have to be increased to close the output gap?</p> <p>(A) \$ 0
 (B) \$1 200
 (C) \$2 400
 (D) \$6 000</p> |

GO ON TO THE NEXT PAGE

16. A worker uses money to pay cash for a dress which costs \$200.
- Which of the following functions of money are being addressed in the above statement?
- (A) A medium of exchange and a store of value
 - (B) A unit of account and a standard for deferred payments
 - (C) A standard for deferred payments and a store of value
 - (D) A medium of exchange and a unit of account
17. Which of the following is a monetary policy measure?
- (A) Fall in taxation
 - (B) Fall in government spending
 - (C) Rise in government spending
 - (D) An increase in the reserve ratio
18. Which of the following activities undertaken by the Central Bank BEST defines 'open market operations'?
- (A) Issues long-term securities and fewer short-term securities, thereby reducing the banks' liquid assets
 - (B) Sells government securities, reducing the banks' liquid assets and raising interest rates
 - (C) Sets an upper limit on the volume of bank lending, reducing banks' liquid assets and raising interest rates
 - (D) Issues compulsory loans that are demanded from the banks thereby reducing their liquid assets
19. The Central Bank sells government securities using open market operations. What effect will this have on the interest rate and the money supply?
- (A) Interest rate falls, money supply rises.
 - (B) Interest rate falls, money supply falls.
 - (C) Interest rate rises, money supply falls.
 - (D) Interest rate rises, money supply rises.
20. Which of the following fiscal prescriptions would Keynes MOST likely have increased to alleviate unemployment?
- (A) Taxes
 - (B) Interest rates
 - (C) Aggregate supply
 - (D) Government expenditure
21. What is the role of automatic stabilizers in economic development?
- (A) Reduce inflation in a country
 - (B) Protect and insulate the economy from internal shocks
 - (C) Boost and develop the economy as it so needs
 - (D) Help to stabilise a country's balance of payments
22. If a government borrows to finance the budget deficit by selling treasury bills, what is the likely effect on the economy?
- (A) Inhibits private sector investment
 - (B) Exchange rate will depreciate
 - (C) Money supply will expand
 - (D) Interest rates will fall
23. The national debt will be a burden to a country if it is
- (A) owed to foreigners
 - (B) held in domestic currency
 - (C) owed to citizens of the country
 - (D) rescheduled to repay at a later period

GO ON TO THE NEXT PAGE

24. According to the monetarists, inflation is caused by an increase in
- (A) taxes
 - (B) the money supply
 - (C) aggregate demand
 - (D) the cost of production
25. If there is a positive change in real GDP *ceterus paribus*, what would be the effect on money demand, interest rates and money supply?
- (A) The demand for money falls, interest rates fall, money supply falls.
 - (B) The demand for money remain the same, interest rates fall, money supply rises.
 - (C) The demand for money rises, interest rates rise, money supply remains the same.
 - (D) The demand for money rises, interest rates remain the same, money supply remains the same.
26. Using the quantity theory of money, what is the velocity of circulation if the money supply is \$50 000, the average price is \$200 and the number of transactions in the economy for a given year is 10 000?
- (A) 25
 - (B) 40
 - (C) 50
 - (D) 100
27. Which of the following is an example of qualitative controls that a Central Bank may use in executing its monetary policy?
- (A) Moral suasion
 - (B) Adjusting the bank rate
 - (C) Open market operations
 - (D) Variation of the liquidity ratio
28. If a government wishes to reduce unemployment by increasing demand, what type of monetary policy should it adopt?
- (A) Lower the interest rate
 - (B) Sell fewer treasury bills
 - (C) Increase the interest rate
 - (D) Sell more government securities
29. The money multiplier is the
- (A) number of times money changes hands in an economy
 - (B) change in money supply multiplied by the change in deposit that brought it about
 - (C) change in money supply divided by the change in deposit that brought it about
 - (D) amount by which a currency has to be multiplied to find the value of another currency
30. Which of the following BEST defines the government's budget?
- (A) The spending plans of government in an economy in a year
 - (B) The annual report of the allocation of government spending among sectors
 - (C) A yearly statement of government's plans for spending and tax revenues
 - (D) The amount of income government has to spend in a year
31. Which of the following changes is the BEST indicator of sustained economic growth in a developing country?
- (A) A decrease in unemployment
 - (B) An increase in the use of capital
 - (C) A movement within the production possibility frontier
 - (D) An outward shift in the production possibility frontier

GO ON TO THE NEXT PAGE

32. The table below shows the ability of two countries to produce two commodities.

Country	Production of tiles per person	Production of drums per person
Barbados	500	1000
Trinidad	750	1000

Which of the following statements correctly represents the information in the table?

- (A) Barbados has a comparative advantage in drums and Trinidad has an absolute advantage in tiles.
 - (B) Barbados has an absolute advantage in drums and Trinidad has an absolute advantage in tiles.
 - (C) Barbados has an absolute advantage in drums and Trinidad has a comparative advantage in tiles.
 - (D) Barbados has a comparative advantage in tiles and Trinidad has an absolute advantage in drums.
33. Which of the following are structural characteristics of Caribbean economies?

- I. Economic independence
- II. The chronic shortage of capital
- III. The lack of a diversified production base
- IV. The lack of openness in the economy

- (A) I and II only
- (B) I and IV only
- (C) II and III only
- (D) III and IV only

34. Developing countries may attempt to increase their levels of exports by setting up

- I. Trade Barriers
- II. Custom Unions
- III. Common Markets
- IV. Free Trade Areas

- (A) I, II and III only
- (B) I, II and IV only
- (C) I, III and IV only
- (D) II, III and IV only

35. The data in the table below refer to the balance of payments of a country.

Item	\$ Millions
Import of goods	10,000
Export of goods	8,000
Invisible balance	+600
Investment and other capital flows	+100

What is the Current Account Balance?

- (A) \$2 700 m
- (B) \$2 600 m
- (C) -\$1 400 m
- (D) -\$1 300 m

36. Which of the following measures would BEST rectify a deficit on a country's Balance of Payments Account?

- (A) Revaluing the currency
- (B) Lowering tariff barriers
- (C) Deflationary fiscal policy
- (D) Relaxing exchange controls

37. One MAJOR advantage of a floating exchange rate over a fixed exchange system is that it

- (A) is determined by the Central Bank
- (B) helps to reduce inflation in a country
- (C) can lead to unstable currency value
- (D) provides certainty in international trade

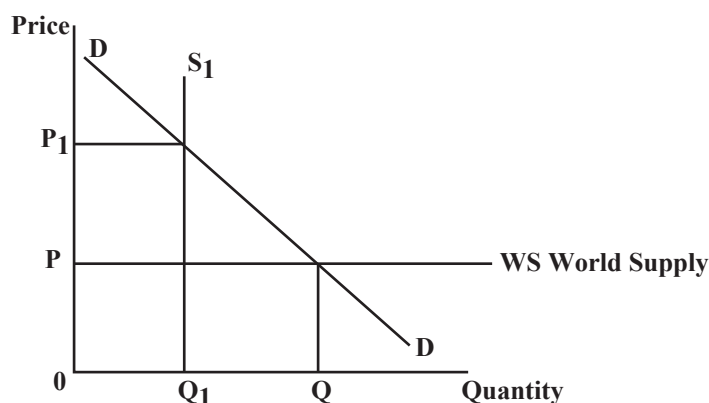
38. What is the MAIN function of the World Trade Organisation?

- (A) To promote trade with the large countries of the world
- (B) To set maritime boundaries for member countries
- (C) To settle disputes amongst members
- (D) To set rules for the global trading system

39. Which of the following policies may frustrate a government's attempt to stimulate growth in an economy?

- (A) Increasing Government spending
- (B) Reducing direct and indirect taxes
- (C) Increasing the rate of interest
- (D) Increasing the money supply

Item 40 refers to the following diagram representing the demand for imports of Good A into Country B.



40. Assuming a perfectly elastic world supply. What are the effects on price and quantity imported should government impose a quota at S_1 ?

- (A) Price decreases; quantity demanded decreases.
- (B) Price decreases; quantity demanded increases.
- (C) Price increases; quantity demanded increases.
- (D) Price increases; quantity demanded decreases.

41. Which of the following BEST describes a Customs Union?

- (A) Member countries act as a single market with free movement of labour and capital.
- (B) Member countries face no trade barriers between themselves while external tariffs and quotas are common.
- (C) Member countries face no trade barriers between themselves and try to implement a common language.
- (D) Member countries have similar trading patterns and attempts are made to have similar trade unions.

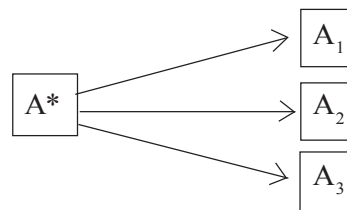
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42. Which of the following is MOST likely to cause a Balance of Payments Surplus in a country?
- (A) A decrease in the domestic inflation rate relative to other trading countries
 - (B) Increased confidence in the particular economy by the international community
 - (C) An increase in the domestic inflation rate relative to other trading countries
 - (D) Lack of confidence in the particular economy by the international community

43. The foreign exchange market refers to the market in which
- (A) one good can be exchanged for another
 - (B) the rate of interest is determined
 - (C) buyers determine the price of goods
 - (D) one currency can be traded for another

44. Which of the following BEST describes the term 'globalisation'?
- (A) The free movement of goods and services across national borders
 - (B) The free movement of capital and labour across national borders
 - (C) The increase in trade, communication, travel and information flows across countries
 - (D) The independence of countries to produce goods and services and trade freely

Item 45 refers to the diagram below



45. A* is a large firm producing cars in Metro Pole. The managers of A* have set up plants A₁, A₂ and A₃ in three foreign countries. The operations of A* can BEST be described as that of
- (A) globalisation
 - (B) economic integration
 - (C) a multinational company
 - (D) an internal financial organization

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

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ECONOMICS

SPECIMEN PAPER

UNIT 2 - PAPER 1

MARK SCHEME

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ECONOMICS-UNIT 2

SPECIMEN PAPER 2008

Item No.	Key
1	B
2	C
3	A
4	A
5	D
6	C
7	C
8	D
9	A
10	B
11	D
12	C
13	D
14	D
15	C
16	D
17	D
18	B
19	C
20	D
21	B
22	A
23	A

Item No.	Key
24	B
25	C
26	B
27	A
28	A
29	C
30	C
31	D
32	A
33	C
34	D
35	C
36	C
37	B
38	D
39	C
40	D
41	B
42	A
43	D
44	C
45	C

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SUBJECT ECONOMICS – UNIT 2 – Paper 02

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NAME OF SCHOOL/CENTRE

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CANDIDATE’S FULL NAME (FIRST, MIDDLE, LAST)

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ECONOMICS

SPECIMEN PAPER

UNIT 2 – Paper 02

2 hours 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper comprises THREE questions. Answer ALL questions.
2. Write your answers in the spaces provided in this answer booklet.
3. Do NOT write in the margins.
4. Take some time before you start writing to read through the papers and plan your answers.
5. EACH question is worth 25 marks.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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Answer ALL question.

1. (a) (i) Identify the **most** important determinant of consumer spending and personal saving.

.....
[1 mark]

(ii) Define EACH of the following terms:

Marginal propensity to consume (MPC)

.....
.....
[2 marks]

Marginal propensity to save (MPS)

.....
.....
[2 marks]

(iii) Describe the relationship between MPC and MPS.

.....
.....
.....
[2 marks]

DO NOT WRITE IN THIS AREA

- (b) Use the following information to answer Parts (i) and (ii).

Consider the Keynesian consumption function:

$$C = 2000 + 0.8 (Y - T)$$

where C = personal consumption

Y = personal income

T = income taxes

Also, suppose $Y = 40\,000$ and $T = 0.25Y$.

- (i) Calculate
the average propensity to consume (APC)

[2 marks]

the average propensity to save (APS).

[3 marks]

- (ii) Calculate the multiplier and interpret its value.

[4 marks]

GO ON TO THE NEXT PAGE

- (c) Distinguish between the ‘investment demand curve’ and the ‘investment curve’.

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[4 marks]

- (d) (i) Using the accelerator model of investment, calculate the change in investment if firms desire to hold 25% of output as inventory and output falls by \$500 million.

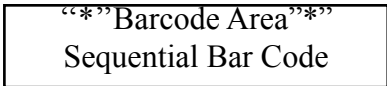
[3 marks]

- (ii) Calculate the change in investment if firms’ desire to hold inventories rise to 30%, with all else remaining constant.

[2 marks]

Total 25 marks

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2. (a) (i) Define EACH of the following terms:

National budget deficit

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.....

[2 marks]

National debt

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[2 marks]

(ii) State FOUR causes of national debt.

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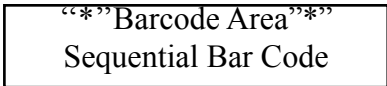
[4 marks]

(b) (i) Explain why the size of national debt is commonly expressed as a ratio to GDP.

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.....

[3 marks]

GO ON TO THE NEXT PAGE



- (ii) Evaluate the statement “public debt is a burden on future generations”.

.....

.....

.....

.....

[4 marks]

- (c) Table 1 shows government spending and tax revenue for a hypothetical economy over a four-year period. All figures are in millions.

TABLE 1

Year	Government Spending	Tax Revenue	Budget Balance	Deficit/Surplus/Neither
1	\$800	\$825		
2	\$850	\$850		
3	\$900	\$875		
4	\$950	\$900		

- (i) Complete Table 1 to show the budget balance indicating whether it is a deficit, surplus or neither. [8 marks]
- (ii) Calculate the public debt in this economy over the four-year period.

[2 marks]

Total 25 marks

GO ON TO THE NEXT PAGE

3. (a) (i) Identify THREE factors which may affect the levels of imports and exports of a country.

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[3 marks]

(ii) Explain EACH of the following concepts:

Comparative advantage

.....
.....
.....

[3 marks]

The effects of foreign exchange earnings on small open economies

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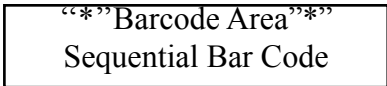
[3 marks]

(b) (i) Define the term 'protectionism'.

.....
.....
.....

[2 marks]

GO ON TO THE NEXT PAGE



(ii) Discuss the infant industry's argument for protection.

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.....
.....

[4 marks]

(c) (i) Define 'trade liberalization'.

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[2 marks]

(ii) Discuss TWO benefits of trade liberalization.

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[8 marks]

Total 25 marks

END OF TEST

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Question No.

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Question No.

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CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE:

1. Fill in all the information requested clearly in capital letters.

TEST CODE:

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SUBJECT: ECONOMICS – UNIT 2 – Paper 02

PROFICIENCY: ADVANCED

REGISTRATION NUMBER:

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FULL NAME: _____
(BLOCK LETTERS)

Signature: _____

Date: _____

2. Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.
3. Keep it in a safe place until you have received your results.
-

INSTRUCTION TO SUPERVISOR/INVIGILATOR:

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature: _____
Supervisor/Invigilator

Date: _____

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ECONOMICS

SPECIMEN PAPER

UNIT 2 - PAPER 02

ANSWER KEY
AND
MARK SCHEME

ECONOMICS**UNIT 2****Key/Mark Scheme****QUESTION 1****(a) (i) Distinguish between GDP and GNP**

Indicating that GDP is the total market value of all final goods and services produced annually within the boundaries of a country. **K/C (1 mark)**

Indicating that GNP is the total market value of final output produced by the citizens of a country. **K/C (1 mark)**

Indicating that GNP is GDP plus net factor income from abroad.

OR

GDP is domestically produced output, while GNP is output produced both domestically and internationally but owned by locals. **K/C (2 marks)**

(ii) Distinguishing between Nominal GDP and Real GDP

Indicating that nominal GDP is the total output produced measured at current prices. **K/C (1 mark)**

Indicating that real GDP is the total output produced measured at constant price. **K/C (1 mark)**

Indicating that nominal GDP is not adjusted for inflation while Real GDP is adjusted for inflation. **K/C (2 marks)**

(b) Evaluate the negative effects of a growth in GDP standard of living. (12 marks)

- Sectoral growth can be caused by an increase in the production of military goods (Government spending) which leads to an increase in GDP. However, citizens do not benefit from these goods. **A/A (3 marks)**
- Increases in output can lead to externalities. (Dirty air, polluted water, destruction of forest, gullies and natural water ways). The standard of living on citizens is negatively impacted because of health problems (asthma) and other problems like flooding and reduced water supply. **A/A (3 marks)**
- Growth in GDP can be caused by productivity and longer working hours. Longer working hours lead to reduced leisure time. Persons may have stress related illnesses and divorce rates go up. The standard of living is reduced. **A/A (3 marks)**
- Growth realized does not impact positively on all citizens. Those citizens who are unable to work may not experience an improved standard of living, while their neighbours may. To address this situation, some persons may resort to crime. **A/A (3 marks)**

ECONOMICS**UNIT 2****Key/Mark Scheme****QUESTION 1 cont'd**

- (c) **Justify whether GDP is an adequate measure of the standard of living of a country.** **S/E (5 marks)**

Response must include the following:

- The fact that GDP as a measure of standard of living is questionable.
- Standard of living is a broad concept and cannot be measured strictly in terms of output increases.

Clearly stated conclusion, good supportive examples. **(4-5 marks)**

Conclusion stated, satisfactory argument, reasonable support. **(2-3 marks)**

Weak conclusion **(0-1 mark)**

ECONOMICS**UNIT 2****Key/Mark Scheme****QUESTION 2**

- (a)
- Define the term 'injections'.**

An injection represents payments received by
Firms or households that are not passed on through their spending.

K/C (2 marks)

- (b)
- Outline THREE reasons why injections would exceed withdrawals.**

(6 marks)

Candidates must develop the following points

- There has been an increase in exports. **K/C (2 marks)**
- There has been a rise in business confidence so investment has risen. **K/C (2 marks)**
- There has been a reduction in taxes. **K/C (2 marks)**

- (c)
- Four factors that would restore equilibrium**
- (12 marks)**

Household would not spend more on domestic goods. **A/A (3 marks)**

They would save more **A/A (3 marks)**

They would pay more taxes **A/A (3 marks)**

They would buy more imports **A/A (3 marks)**

This combination would continue raising withdrawals until they restore National Income Level.

- (d)
- Explain what happens when equilibrium is restored**
- S/E (5 marks)**

Indicate that withdrawals would have to increase (increase in saving, taxes and imports). More income would be circulating in the economy and aggregate expenditure would increase. **S/E (2 marks)**

Identifying the increase in aggregate expenditure on the diagram.

S/E (1 mark)

Showing inverse relationship between rate of inflation and the rate of unemployment.

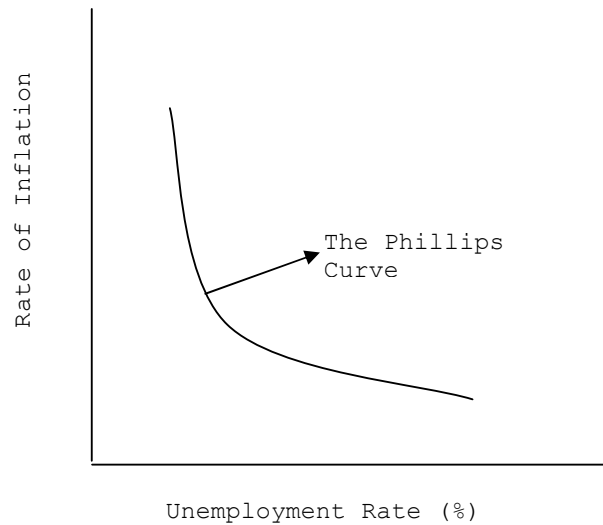
OR

Indicating how lower unemployment rates are associated with higher rates of inflation. **S/E (2 marks)**

Total 25 marks

ECONOMICS**UNIT 2****Key/Mark Scheme****QUESTION 3**

(a) The Phillips Curve



Labeling axes	K/C (2 marks)
Drawing curve	K/C (1 mark)
Labeling curves	K/C (1 mark)

The Phillips Curve shows the relationship between the unemployment rate and the rate of inflation, indicating a trade-off between the two.

K/C (2 marks)

Any point on the curve relates to particular level of unemployment to a particular change of money wages.

K/C (2 marks)

(b) (i) Rising unemployment: This is of concern to the government because with rising unemployment

- potential output is not achieved, the demand will not be met
A/A (2 marks)

- greater burden on the state and on tax payers since those unemployed persons will be given welfare at the expense of the government.
A/A (2 marks)

- non-economic costs, such as increased crime as some seek to address their situation by stealing
A/A (2 marks)

ECONOMICS**UNIT 2****Key/Mark Scheme****QUESTION 3 cont'd**

(ii) High and rising inflation is of concern to the government because

- domestically this would lead to citizens increasing their demand for imports and foreign consumers of locally produced goods reducing demand for local exports which leads to balance of payment deficit **A/A (2 marks)**

- the increased price of commodities would result in decreased demand with citizens' standard of living being affected. **A/A (2 marks)**

- rising price levels might increase production cost which might cause firms to retrench workers resulting in unemployment and cut back aggregate supply. **A/A (2 marks)**

(c) **Justify whether Phillips curve is applicable to your country**
S/E (5 marks)

Discussion must include the fact that Phillips curve can assist government in selecting the preferred combination of unemployment and inflation.

It can also assist in making decisions regarding the reduction of unemployment if the country is prepared to pay the price for higher inflation

Discussion well developed and include appropriate illustration/ examples. **S/E (4-5 marks)**

Discussion fairly well developed and include illustrations / examples **(2-3 marks)**

Weak conclusion **(0-1 mark)**

ECONOMICS**UNIT 2****Key/Mark Scheme****QUESTION 4****(a) (i) Distinguish between fiscal policy and monetary policy**

Indicating that monetary policy is the use of banking system to control the money supply and influence interest rates to influence economic activity. **K/C (1 mark)**

Indicating that fiscal policy is the use of government spending and taxation to influence economic activity. **K/C (1 mark)**

Indicating that monetary policy is controlling the money supply by manipulating rate while fiscal policy is the ability to influence spending by taxation. **K/C (2 mark)**

(ii) Distinguish between expansionary and contractionary monetary policy

Indicating that expansionary monetary policy increases the money supply by lowering interest rate, it increases real GDP and employment. **K/C (1 mark)**

Indicating that contractionary monetary policy decreases the money supply by increasing interest rates, it reduces real GDP and employment. **K/C (1 mark)**

Indicating expansionary monetary policy is used during periods of recession and unemployment while contractionary monetary policy is used during periods of inflation. **K/C (2 marks)**

(b) Explain how the rate of inflation can be controlled

Stating that open market operations via the sale of government securities will reduce excess reserves and lead to a multiple contraction of the money supply.

Interest rates increase, investment spending decrease, aggregate demand decrease as well as inflation. **A/A (3 marks)**

Stating that increases in the reserve ratio leads to reduction in excess reserves, decrease leads to reduction in excess reserves, decreases the money supply. This will reduce the banks' ability to lend, and this reduces aggregate demand as well as inflation. **A/A (3 marks)**

Indicating that increasing the discount rates discourages banks from borrowing from the Central Bank and reduces the ability to lend. The money supply is reduced, aggregate demand is reduced and inflation is reduced. **A/A (3 marks)**

Stating that by using moral suasion, the Central Bank administration asks banks to restrict their lending. If banks agree, the money supply is reduced, investment spending is reduced, aggregate demand is reduced and inflation is reduced. **A/A (3 marks)**

ECONOMICS**UNIT 2****Key/Mark Scheme****QUESTION 4 cont'd**

- (c) **Discuss the effectiveness of using monetary policy to control inflation** **S/E (5 marks)**

Discussion should be developed on ONE of the following:

- Moral suasion is not compelling
- The money supply of foreign-owned commercial banks is difficult to control
- Difficulty in eliminating lags in monetary policy
- Monetary policy is weakened by fiscal indiscipline
- Excess liquidity makes monetary policy ineffective

Discussion is coherent and generally well supported by a coherent example **S/E (4-5 marks)**

Discussion is satisfactory and partially supported by an example **S/E (2-3 marks)**

Discussion is weak and without a supportive example **S/E (0-1 mark)**

ECONOMICS**UNIT 2****Key/Mark Scheme****QUESTION 5**

- (a) **Outline TWO main components of sustainable development. (4 marks)**

Sustainable development refers to economic development that takes into consideration the well-being of the present as well as future generations, thus ensuring that adequate resources are made available including a safe environment and natural wealth. **K/C (2 marks)**

- (b) **Identify FOUR structural characteristics of the Caribbean K/C (4 marks)**

Smallness
Openness
Composition of exports
Resource base
Poverty
Economic dependence

- (c) **Evaluate the impact of the region's structural characteristics on sustainable economic development (17 marks)**

Candidates should develop the points identified in (b) above

Smallness
Being small means that government is in a weak negotiating position. This is usually the case with small states, and its firms need foreign sources of supply and foreign exchange, more than they themselves are needed. **A/A (3 marks)**

Openness
The open nature of most small states has resulted in the presence of multinationals relocating to them. This sometimes results in these states experiencing an injection of foreign direct investment. **A/A (3 marks)**

Narrow export base
Most of the exports of small states are usually primarily agricultural products. This makes the export base narrow. That is, the export is made up of a small range of goods and services. **A/A (3 marks)**

Narrow resource base
Low levels of labour productivity may be experienced because of lack of capital due to inefficient savings to finance investment and as a result production is highly labour intensive. There is inefficient technology and poor quality labour due to low skill and educational levels. **A/A (3 marks)**

Conclusion
Candidates should discuss the pros and cons of the aforementioned factors.

Clear and coherent, well reasoned conclusion **(4-5 marks)**
Reasonable but inconclusive discussion **(2-3 marks)**
Weak discussion **(0-1 marks)**

ECONOMICS**UNIT 2****Key/Mark Scheme****QUESTION 6**

- (a) **Four forms of economic integration** (8 marks)

Economic integration refers to economic cooperation among economies and harmonization of their economic policies.

Free trade area - a trading arrangement where member countries remove tariffs and quotas between themselves but retain restriction with non-member countries. **K/C (2 marks)**

Customs Union - a free trade area within member countries adopting common external tariffs and quotas with non-member countries. **K/C (2 marks)**

Common Market - a customs union with free movement of the factors of production between countries. **K/C (2 marks)**

Economic Union - a common market with convergence of macro-economies among members as well as a single currency. **K/C (2 marks)**

- (b) **Evaluate the costs and benefits of economic integration**

Candidates should discuss the four forms of integration attained by the Caribbean in a coherent manner.

The process of integration in the Caribbean has gone from a free trade area, CARIFTA, to a Customs Union, CARICOM. There is currently a Common External Tariff (CET) on export from non-members. The final stage of integration will be seen with the CARICOM Single Market and Economy. There will be free movement of labour and resources throughout the CSME. **A/A (6 marks)**

Candidates should discuss the costs and benefits of economic integration in the Caribbean. That is, Trade creation - countries switch trade from high cost to low cost producers. There will be greater specialization because of comparative advantage. Lower cost leads to greater surplus.

Trade diversion - Most countries trade with non-members (US, UK, Europe) whose cost of production would be cheaper than those countries inside the Caribbean region. Trade diversion may be limited since trade among CARICOM members states is limited in volume and value. **A/A (6 marks)**

Candidates should conclude that economic integration movement in the Caribbean has challenges but there was movement from the lower form (Free Trade Area) to a high form (Economic Union). Here, the benefits exceed the costs. **S/E (5 marks)**

Clear and coherent, well reasoned conclusion (4-5 marks)
Reasonable but inconclusive discussion (2-3 marks)
Weak discussion (0-1 marks)

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SUBJECT ECONOMICS – UNIT 2 – Paper 032

PROFICIENCY ADVANCED

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SCHOOL/CENTRE NUMBER

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NAME OF SCHOOL/CENTRE

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CANDIDATE’S FULL NAME (FIRST, MIDDLE, LAST)

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DATE OF BIRTH

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MAY/JUNE 2016

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ECONOMICS

SPECIMEN PAPER

UNIT 2 – Paper 032

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of a case study and THREE questions. Answer ALL questions.
2. Write your answers in the spaces provided in this booklet.
3. Do NOT write in the margins.
4. You may use a silent, non-programmable calculator to answer questions.
5. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
6. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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02216032/CAPE/SPEC 2016

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Sequential Bar Code

INSTRUCTIONS: Read the case and answer all the questions.

CASE STUDY

The International Monetary Fund – The Evolution of Ideology

The International Monetary Fund (IMF) had its beginning in 1944, with intellectual founding fathers John Maynard Keynes and Harry Dexter White at the helm. The aim was to create a post-war economic institution that would maintain exchange rate stability by lending to countries experiencing temporary balance of payments problems. Over the years, in response to global developments the function of the fund has expanded but has in general remained the same. In the early years, the IMF adopted Keynesian thought, with the major thrust of macroeconomic policies being the maintenance of high levels of employment and real income.

The theory that Keynes developed has promoted the thought that inadequate overall demand could lead to prolonged periods of high unemployment. The key to that problem would be to increase aggregate demand through any one of its four components: consumption, investment, government purchases, and net exports (the difference between what a country sells to and buys from foreign countries). In the event that demand is dampened to the point where both consumer and investor confidence is severely eroded, the job of increasing output rests on the shoulders of the government. The popularity of Keynesianism diminished by the 1970s because it had no suitable policy response for stagflation. This gap was filled by the Monetarist economists who questioned the ability of governments to regulate the business cycle with fiscal policy and argued that prudent use of monetary policy would be more effective in alleviating the problem of stagflation.

As time passed the IMF shifted away from Keynesianism and gravitated towards the laissez-faire Chicago School (new classical school), which advocates liberalism and monetarism. The main tenets of the Chicago school are that free markets best allocate resources in an economy, and that minimal government intervention is best. Conditionalities such as austerity and liberalism, in particular free trade, has characterized the loans offered to countries who seek the IMF's assistance. Since the 1970s when rich countries no longer needed to turn to the IMF, the institution has turned its attention to struggling developing countries including countries in the Caribbean region.

Caribbean countries facing balance of payments difficulties have sought and received assistance from the IMF by way of the stand-by arrangements and the extended fund facility (EFF) that are offered by the IMF. Since 1979, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica and Trinidad and Tobago have accessed the IMF's financing facilities at various times. The success of the IMF facilities in the Caribbean has been mixed. For most countries, except for the case of Jamaica and Guyana, the effect on GDP has been contractionary in the short term, but Caribbean countries have managed to restore their economies on a path to sustained growth – despite the inherent structural characteristics like small size.

GO ON TO THE NEXT PAGE

1. (a) Outline TWO determinants of aggregate demand.

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[4 marks]

(b) Explain how the following schools might respond to a recession.

(i) Keynesian

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[3 marks]

(ii) Monetarist

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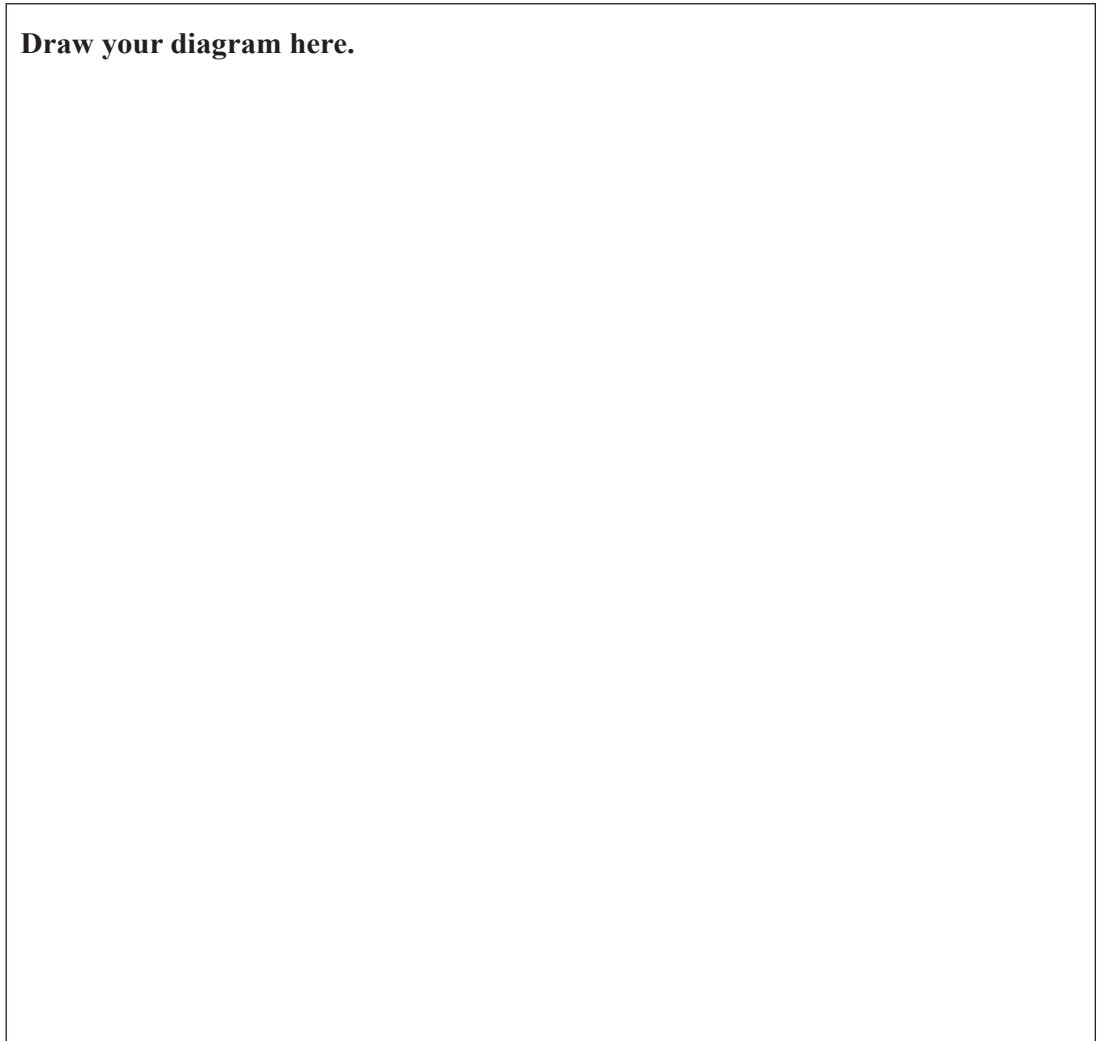
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[3 marks]

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- (c) With the aid of the Keynesian cross diagram, discuss the impact of an increase in government expenditure on national income.

Draw your diagram here.



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[10 marks]

Total 20 marks

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2. (a) (i) State TWO goals of fiscal policy.

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[2 marks]

(ii) Distinguish between 'fiscal policy' and 'monetary policy'.

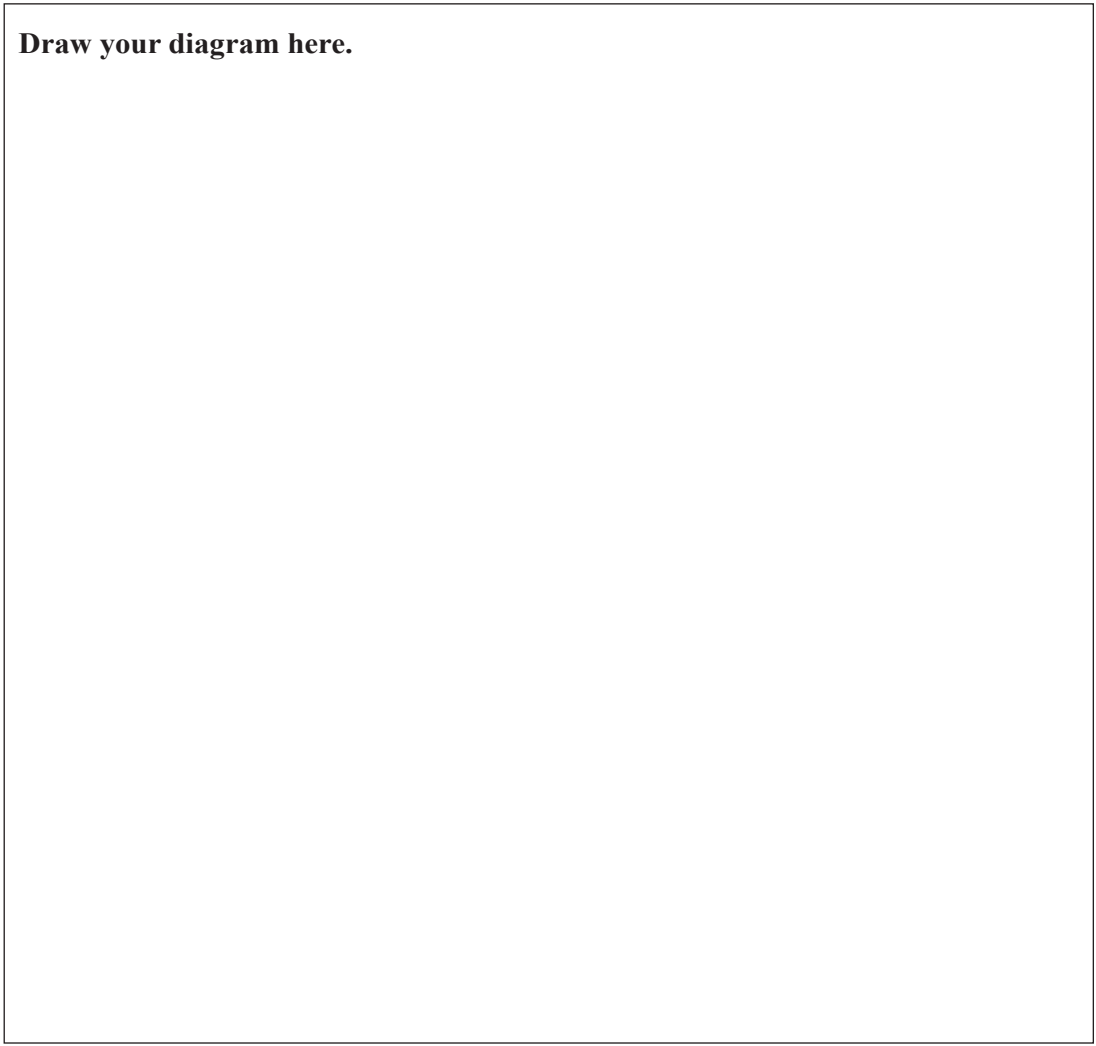
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- (b) With the aid of a diagram, explain the concept of stagflation.

Draw your diagram here.



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3. (a) List FOUR structural characteristics of Caribbean economies.

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[4 marks]

(b) Distinguish between the role of the International Monetary Fund (IMF) and the World Bank.

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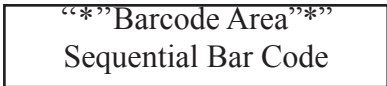
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[4 marks]

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EXTRA SPACE

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Sequential Bar Code

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CANDIDATE'S RECEIPT

INSTRUCTIONS TO CANDIDATE:

1. Fill in all the information requested clearly in capital letters.

TEST CODE:

0	2	2	1	6	0	3	2
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SUBJECT: ECONOMICS – UNIT 2 – Paper 032

PROFICIENCY: ADVANCED

REGISTRATION NUMBER:

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FULL NAME: _____
(BLOCK LETTERS)

Signature: _____

Date: _____

2. Ensure that this slip is detached by the Supervisor or Invigilator and given to you when you hand in this booklet.
3. Keep it in a safe place until you have received your results.

INSTRUCTION TO SUPERVISOR/INVIGILATOR:

Sign the declaration below, detach this slip and hand it to the candidate as his/her receipt for this booklet collected by you.

I hereby acknowledge receipt of the candidate's booklet for the examination stated above.

Signature: _____
Supervisor/Invigilator

Date: _____

CAPE/K/MS/2010

C A R I B B E A N E X A M I N A T I O N S C O U N C I L
HEADQUARTERS

ECONOMICS

UNIT 2 - PAPER 03/2

KEYS AND MARK SCHEME

ECONOMICS

UNIT 2 - PAPER 03/2

KEYS AND MARK SCHEME

QUESTION 1

- (a) **State THREE reasons why Foreign Direct Investment companies invest abroad. Any three of the following**

- To gain access to raw materials and market **K/C (2 marks)**
- To avoid trade barriers **K/C (2 marks)**
- To take advantage of lower labour costs **K/C (2 marks)**
- to exploit their technological and organizational advantages (such as superior managerial skills) over local firms **K/C (2 marks)**
- because their main domestic rivals have already undertaken overseas investment or about to do so **K/C (2 marks)**

Total 6 marks

- (b) **Explain THREE ways in which the presence of Foreign Direct Investment impacts on the aggregate expenditure and equilibrium of a country.**

Foreign direct investment is considered as gross private domestic investment. An increase in foreign direct investment will lead to an increase in aggregate expenditure **A/A (2 marks)**

since $AE = C + I_g + G + X_n$ of the same amount. **A/A (2 marks)**

The equilibrium level or national income/GDP will increase by an amount that is greater than the initial increase in foreign direct invest because of the multiplier effect. **A/A (2 marks)**

Total 6 marks

- (c) **Discuss, using Classical theory, unemployment in the Caribbean.**

Classical theory view all unemployment as being voluntary. They assumes that prices and wages are flexible and that they adjust quickly so the market will always be in equilibrium. Anyone who is without employment chooses to be unemployed. If unemployment exist for a brief moment, the forces of supply and demand will adjust quickly to bring the labour market back into equilibrium, therefore anyone who wants to work will find work.

ECONOMICS

UNIT 2 - PAPER 03/2

KEYS AND MARK SCHEME

QUESTION 1 cont'd

In the Caribbean there are persons who have graduated from schools and colleges and are unemployed because they refuse to take a job at a lower level than what they think they qualify for. For instance, an individual who graduates with 6 CXC subjects may refuse to take a job as a store clerk, hence, according to the theory of unemployment, that person may choose to be unemployed.

Outlining theory

A/A (2 marks)

Applying theory to the Caribbean

S/E (4 marks)

Use of appropriate examples

S/E (2 marks)

Total 20 marks

ECONOMICS

UNIT 2 - PAPER 03/2

KEYS AND MARK SCHEME

QUESTION 2(a) (i) **Definition of National Debt**

National Debt refers to the total of all past borrowings by the state. **K/C (2 marks)**

(ii) **Outline TWO ways by which FDI flows by MNCs may have a positive impact on a country's National Debt.**

- The government can utilize its ability to give tax breaks and incentives to firms that may wish to invest locally hence foreign exchange is provided **K/C (2 marks)**
- More employment is provided and this generates more tax revenue **K/C (2 marks)**

Total 6 marks

(b) **Explain THREE ways in which fiscal policy in your country may discourage the presence of multinational companies (MNCs) and foreign direct investment (FDI).**

- If taxes to the firms are too high. **A/A (2 marks)**
- If insufficient expenditure is spent on the country's infrastructure such as roads, water and electricity. **A/A (2 marks)**
- If there is no incentive to MNC in the form of tax holidays. **A/A (2 marks)**

Total 6 marks

(c) **Evaluate the impact of MNCs on employment in your country.**

Candidates' discussion should include at least TWO of the following points

- the training of employees
- the hiring of citizens
- the technological experience gained by workers

ECONOMICS

UNIT 2 - PAPER 03/2

KEYS AND MARK SCHEME

QUESTION 2 cont'd

While MNCs provide employment for citizens, more often than not employment is at the lower level. [2] Most of the executive positions are held by foreign individuals. [1] There is usually little opportunity for training as the skills required is usually at the lower level. [2] This is quite evident in the construction industry [1] where locals are usually masons, carpenters and labourers while positions such as architect and engineer are held by foreign persons. [2]

Outline benefits and drawbacks	A/A (2 marks)
Discussion focuses on benefits and drawbacks and uses illustrative examples	S/E (5-6 marks)
Discussion focuses on benefits and drawbacks	S/E (3-4 marks)
Discussion focus on one side of the argument	S/E (1-2 marks)
	(8 marks)
	Total 20 marks

ECONOMICS

UNIT 2 - PAPER 03/2

KEYS AND MARK SCHEME

QUESTION 3(a) (i) **Define 'Current Account'**

Current Account are records of exports and imports of goods and services, net investments and net transfers.

K/C (2 marks)

Examples of Current Account Transaction

K/C (1 mark)

Merchandise Trade Balance
 Services Balance
 Net Property Income Balance
 Current Transfers Balance

Define 'Capital Account'

Capital Account are records of the transfers of capital to and from abroad. They are addition to the capital stock of a country.

K/C (2 marks)

Examples of Capital Account Transactions

K/C (1 mark)

Official Capital flows
 Private Capital flows
 Errors and Omissions

Total 6 marks

(b) **Explain THREE ways in which FDI flows by MNCs impact negatively on the Caribbean.****Candidates must elaborate on Any three for 2 marks each**

- Profit may be repatriated - Multinationals can deprive Caribbean countries of foreign exchange. They have the ability to move capital and profits around the world and avoid tax and exchange control regulations through policy or inter-company pricing. Also, while goods produced by these companies are sold abroad thus creating exports for Caribbean countries, much of the equipment, parts etc, which goes into the finished goods have to be imported.

ECONOMICS

UNIT 2 - PAPER 03/2

KEYS AND MARK SCHEME

- Cultural penetration may influence the citizens - Multinationals may change the culture of Caribbean countries in such a way that people's priorities change and they become more selfish, greedy and rapacious and less concerned with their fellow human beings in pursuit of wealth.
- There may be transfer pricing
- Tax holidays may result in country's losing out on valuable revenue

(c) **Justify why FDI inflows are classified as Capital Account Transactions in the Balance Sheet.**

FDI inflows are classified as Capital Account transactions since they represent additions to the stock of capital. It is recorded under Private Capital flows. The income earned on such investment by a MNC is however classified as a Capital Account Transaction.

For example, if funds From Barbados are exported to purchase Unites States bonds, the capital transaction involves the purchase and hence the import of the United States bonds and this has the same effect on the balance of payment as the purchase and hence the import of a united States Good. Both items involve payment to foreigners and both use foreign exchange. They are thus debit items in the Barbados balance of payment.

Show a clear understanding of the transaction **A/A (2 marks)**

Discuss concept with the use of valid illustrative examples
S/E (6 marks)

(8 marks)

Total 20 marks

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

MAY/JUNE 2004

ECONOMICS

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ECONOMICS

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2004

GENERAL COMMENTS

The overall performance of candidates was satisfactory. Some areas of the syllabus were quite challenging for the candidates, but even in those, many of the candidates' performances were quite excellent.

UNIT 01

PAPER 01

Overall performance in Unit 1 was satisfactory. Excellent responses were given to even the most challenging areas of the syllabus. Paper 01, microeconomics was challenging. It consisted of 15 questions, each worth 6 marks. There were three modules, each consisting of five questions.

PAPER 01- Short Answers

Module 1

This module addressed the some of the fundamental concepts of Economics such as scarcity, choice, opportunity cost, efficiency.

Question 1

This question required knowledge and understanding of the production possibilities frontier and the ability to conduct analysis using it. Most candidates, while exhibiting a satisfactory understanding of the production possibilities frontier, could not use it to calculate opportunity cost.

Question 2

This question required candidates to draw a diagram representing the market for a commodity and to use it to show their understanding of the effects of various factors on the demand, supply, quantity traded and price. Performance on this question was satisfactory.

Question 3

This question required understanding of consumer choice and the ability to analyse consumer choice using the utility theory. Many candidates performed well on this question, but others found it very challenging.

Question 4

This question required knowledge and understanding of total, average and marginal product. Many candidates performed well on this question, but some found that the arithmetic required in the response, very challenging.

Question 5

This question required knowledge and understanding of four fundamental concepts. Many candidates excelled in this question, but too many, while showing some acquaintance with these terms, could not give precise explanations of them.

Module 2

This module dealt with the efficiency with which the market system allocates scarce resources, including market failure. Performance in this module was satisfactory.

Question 6

This question required candidates to show knowledge and understanding of the main types of market structure and to compute two measures of concentration. Performance on this question was excellent.

Question 7

This question required knowledge of resource misallocation caused by externalities, and policy measures aimed at correcting the results of externalities. Candidates' performance was satisfactory, but too many could not give precise explanations of external benefits and external costs.

Question 8

This question required knowledge of how oligopolies operate in general and, in particular, the assumption made about price in the kinked demand model and in the leadership model. Performance in this question was satisfactory, but too many candidates showed little acquaintance with the models.

Question 9

This question required knowledge and understanding of the natural monopoly and the ability to analyse its behaviour when regulated and unregulated. Some candidates performed well, but many showed a lack of competence.

Question 10

This question required knowledge of the pricing strategies used in business. Of particular interest was discrimination, and the short-run and long-run profitability of competitive firms. This question was popular and many candidates performed well. Many candidates, however, could not distinguish between short- and long-run and between normal and above-normal profit.

Module 3

This module dealt with a number of popular issues such as the functional distribution of income, inequality and poverty. Performance in the module was satisfactory.

Question 11

This question required knowledge of the factors of production, the rewards and how these relate to the cost of production. Performance on the question was satisfactory, but some candidates could not relate factor rewards to the cost of production.

Question 12

This question required knowledge of the relationship between input and output, and understanding of the efficient use of resources. Many candidates could not calculate the marginal product and use the input/output information with the prices. They were required to analyse the behaviour of employers with regard to the number of workers employed and the quantity of the product produced.

Question 13

This question required knowledge of the composition of the labour force and labour supply; including the calculation of participation rates. Some candidates performed well on the question, but many found it challenging.

Question 14

This question required an understanding of the mobility of workers in the Caribbean Community, CARICOM. Performance on this question was satisfactory, though some candidates did not show a deep understanding of the term 'labour mobility'.

Question 15

This question required a knowledge of the types and causes of poverty. While candidates demonstrated an understanding of the causes of poverty, many were not clear about the 'poverty line'.

GENERAL COMMENTS

PAPER 02- Essays

Paper 02 required higher-level competencies. It gave candidates the opportunity to combine their knowledge and understanding of basic economic terms, concepts and tools with their ability to analyse economic issues and evaluate economic policies and programmes.

Candidates were required to answer one of two questions in each of the three modules. Each question was worth 50 marks.

Module 1

Module 1 dealt with decision making by consumers or households combined with the inputs of firms, produce outputs and the cost of production.

Question 1

This question required candidates to:

- (a) demonstrate their understanding of indifference curves and budget lines;
- (b) explain how the consumer chooses from among different combinations of two products given their prices and his or her income; and
- (c) explain the income and substitution effects of a price change.

Performance on this question was good. However, some candidates found the analysis of the impact of a price change very challenging.

Question 2

This question required candidates to demonstrate an understanding of:

- (a) the cost concepts outlined in the syllabus;
- (b) the relationship between the marginal and average cost curve;
- (c) the shape of various cost curves;
- (d) the supply curve and the calculation and meaning of the elasticity of supply.

Performance on this question was good. Some candidates found explaining the relationship between the average cost curve and the marginal cost curve very challenging.

Module 2

This Module examined candidates' ability in the following areas:

- (a) the ability to analyse short-run and long-run profitability of competitive firms;
- (b) economic efficiency and market failure;
- (c) behaviour and performance of unregulated and regulated natural monopolies.

The responses indicated that candidates found Question 4 more challenging than Question 3.

Question 3

This question required candidates to demonstrate an understanding of key economic concepts and the ability to analyse the impact of changes in key variables on short and long-run decisions of competitive firms. The performance in this question was good, but some candidates were not familiar with the terms 'normal profit' and 'zero economic profit'.

Question 4

This question was one of the most challenging questions. It required:

- (a) knowledge and understanding of the economic terms outlined in the syllabus;
- (b) the ability to analyse output and pricing decisions in a natural monopoly when unregulated and when regulated;
- (c) the impact of different forms of regulation on a firm's decisions.

Candidates were also required to analyse

- (i) the issue of external costs and their effects on efficient resource allocation
- (ii) policy measures implemented to address the inefficient resource allocation caused by external costs.

Some candidates performed well on the question, but many found it very challenging.

Module 3

In Module 3 candidates were required to analyse and evaluate issues surrounding the 'resources' market, and in particular, the labour market, the influence of trade unions on employment and wages in the labour market. It also required knowledge and understanding of concepts and issues associated with income distribution and the measurement of inequality and factors that contribute to poverty.

Question 5

In this question, candidates were required to analyse and evaluate the influence of trade unions on the labour market. Candidates' performance on this question was good. Candidates responded to the challenges posed in this question very well.

Question 6

This question required:

- (a) knowledge and understanding of poverty;
- (b) discussion about the causes of poverty;
- (c) an understanding of the Lorenz Curve and the Gini coefficient as measures of inequality;
- (d) an evaluation of the effect of information asymmetry on efficient resource allocation.

Candidates' performance on this question was very satisfactory.

GENERAL COMMENTS

UNIT 2

Unit 2 dealt with macroeconomic concepts and issues. The candidates demonstrated a good grasp of the subject matter. Their responses to most of the questions were of a satisfactory quality.

PAPER 01 - Short Answers

This paper comprised 15 questions, divided into five questions per module. Each question was worth 6 marks. Performance on the paper was satisfactory.

Module 1

This module required candidates to demonstrate an understanding of

- (a) national income accounting;
- (b) the components of aggregate demand (expenditure) ;
- (c) the classical and Keynesian economic models; and
- (d) national income equilibrium, recessionary and inflationary gaps.

Question 1

This question required candidates to distinguish between microeconomic and macroeconomic variables and issues. Candidates' performance on this question was good.

Question 2

This question required knowledge and understanding of Gross Domestic Product and its measurement. Candidates were required to demonstrate a good understanding of terms such as intermediate goods, final goods and double counting. Performance in the question was good.

Question 3

This question required knowledge and understanding of:

- (a) the disposal of income between consumption and saving;
- (b) investment and the consumption function; and
- (c) the MPC and the derivation of the multiplier from it.

Candidates' performance on parts (a) and (c) was fair, but part (b) was very challenging.

Question 4

In this question candidates' ability to distinguish between the classical and Keynesian aggregate supply curves and the effect on equilibrium, output and the price level of a shift in the aggregate demand curve was assessed. Some candidates performed well on the question, but many could not identify the effects of changes in investment expenditure on other variables.

Question 5

This question required an understanding of the recessionary gap, the ability to identify equilibrium quantity and a discussion about the effects of an increase in investment on aggregate expenditure. Candidates performed satisfactorily on this question, but some found calculating the size of the gap quite challenging.

Module 2

Module 2 covered the nature of money its measurement, money demand and supply, the role of the central bank, monetary and fiscal policy, servicing the national debt and the quantity theory.

Question 6

In this question candidates were required to demonstrate an understanding of the functions of money, the components of M_1 and M_2 and the precautionary motive, for holding money. Performance on this question was good. Some candidates were severely challenged by the constituents of M_1 and M_2 but the other topics were well treated.

Question 7

This question required a knowledge of the major instruments used by central banks in the implementation of monetary policy and an understanding of how an increase in the interest rate affects the demand for money. This question was well done by the majority of candidates.

Question 8

This question required knowledge and understanding of fiscal policy, a budget deficit, and a balanced budget. Some responses lacked the required precision, nevertheless, performance on this question was fair.

Question 9

In this question candidates calculated the debt service ratio and the effect of an increase in the ratio on export earnings. Candidates' responses indicated that this was one of the most challenging questions, nevertheless some candidates performed well on it.

Question 10

This question required knowledge and understanding of the equation of exchange. Some candidates could not adequately express the quantity theory of money, otherwise, performance on the question was good.

Module 3

This module dealt with foreign trade and commercial policy, the terms of trade, the balance of payments, the foreign exchange market, globalization and foreign direct investment.

Question 11

This question required a knowledge of comparative advantage, gains from trade, tariffs and quotas. Performance on this question was good. The majority of candidates demonstrated a good understanding of the topics.

Question 12

This question required candidates to calculate the terms of trade and demonstrate an understanding of trade liberalization and the process of economic integration in CARICOM. Candidates performed well on this question.

Question 13

This question required an understanding of the computation of the balance of payments and the ability to distinguish between a deficit and a surplus. Most candidates performed well on the question; but a few candidates could not calculate the terms of trade.

Question 14

This question required a knowledge and understanding of the foreign exchange market and different types of exchange rate systems. Some candidates understood part (a) of the question, but did not use the information given. However many responded accurately. Performance on the other parts of the question was good.

Question 15

This question required a knowledge of transnational corporations, the advantages of foreign direct investment and the effects of globalization on trade and investment flows in the Caribbean. Performance on this question was good.

PAPER 02 - Essays

This paper consisted of six questions, two per module. Candidates were required to answer one of two questions on each of the modules.

Module 1

This module dealt with national income accounting, the calculation of the growth rate of GDP, national income equilibrium, the consumption function, the multiplier and aggregate demand and supply.

Question 1

In this question candidates' ability to calculate percentage changes in national income, identify recessionary and inflationary gaps and identify the stages of the business cycle was assessed. Some candidates did not know how to perform the calculations, but most did the calculations correctly. Overall, performance on the question was satisfactory.

Question 2

This question required an understanding of the consumption function and the ability to calculate

- (a) the MPC;
- (b) the multiplier; and
- (c) the equilibrium level of income.

It also required an analysis of the effects of changes in the values of the variables that affect aggregate demand, supply and the price level. Some candidates found answering parts of this question very challenging. It appears that they did not grasp how to perform the calculations, draw and interpret the diagrams. Performance on the question was, however, satisfactory.

Module 2

This module dealt with money and banking, budget deficits and the national debt.

Question 3

This question required a knowledge of the nature, role and functions of money. The question required an understanding of the process by which the banking system created credit and the relationship between the interest rate and the quantity of money supplied. Candidates responded well to the question except in two areas:

- (i) many encountered difficulty giving two examples of money;
- (ii) some could not calculate the money multiplier and show how the banking system creates \$900 of credit from a deposit of \$100.

Performance on the question was satisfactory.

Question 4

This question required knowledge and understanding of fiscal policy, the relationship between budget deficits and the national debt and the burden the national debt places on future generations. Several parts of the question were done well, but some candidates could not state the relationship between budget deficits and the national debt. Some candidates had difficulty explaining how fiscal policies stimulate employment. Some candidates also could not explain the effect of a balanced budget on the equilibrium level of output. Overall performance on the question was good.

Module 3

Module 3 dealt with growth versus development, the factors that cause economic growth and the costs and benefits of growth. This module also dealt with the determination of exchange rates.

Question 5

This question required an understanding of economic growth and development and the ability to analyse and interpret information on growth and development. Candidates performed well on several parts of the question but two areas proved to be very challenging. Candidates had difficulty

- (i) discussing two benefits and two costs of growth; and
- (ii) listing and discussing three constraints to economic development of low income countries.

Performance on this question was fair.

Question 6

This question required knowledge of the different types of exchange rates systems and the ability to analyse exchange rate issues. Many candidates scored full marks for Part (a) of this question, while several others did well on Part (b) which required higher-level competencies. Some candidates found the analysis of exchange rate movements very challenging. Overall performance on the question was satisfactory.

GENERAL/SPECIFIC RECOMMENDATION TO TEACHERS

Teachers have achieved a great deal of success in the preparation of candidates for the Caribbean Advanced Proficiency Examinations in Economics.

Teachers are urged to seek methods of delivery that would make learning easier.

Teachers should ensure that the candidates taking the examination are fully prepared. Candidates should be made to understand the demands of the course from the inception and serious work should begin on the first day of the class. Teachers will find that it is a good investment to spend much of the first two or three weeks of the class on the quantitative techniques.

Candidates should be taught to draw and interpret diagrams and to calculate the slopes of lines, elasticity coefficients, multipliers, percentage changes. The diagram of the market; demand, supply, equilibrium price and quantity should be fully understood by candidates. Candidates should practise, practise, practise. Teachers should ensure that adequate assignments targeting the most challenging areas are done by the candidates.

INTERNAL ASSESSMENTS (IAs)

Internal assessments required an extra effort from both teachers and candidates. In some cases candidates were required to do several projects, and some teachers are required to supervise a large number of SBAs. The link between Papers 01 and 02 and the SBA should be established so that the two are seen as reinforcing each other and not as conflicting. That is, the synergy between the two should be exploited.

- Teachers should exercise greater control over the topics chosen, assist the candidates in preparing an outline and exercise greater supervision of the project.
- Teachers should be guided by the rules set down in the syllabus.
- Some candidates did not comply with the word limit, but wrote lengthy papers. Some reports were not well presented. They lacked page numbering, a content page, a proper bibliography/references, headings and appendices. The font size was small (less than 12) and the spacing single (rather than double).

In many instances no attempt was made to evaluate the data presented and the modules were not integrated to form a whole.

Overall, performance in the SBAs was satisfactory and there was correlation between the teachers' marks and the moderators. With greater teacher guidance the SBAs should continue to improve.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2005**

ECONOMICS

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ECONOMICS**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION****MAY/JUNE 2005****GENERAL COMMENTS**

The majority of candidates performed well in this year's examination. However, there are areas of the syllabus which continue to pose challenges to some candidates.

DETAILED COMMENTS**UNIT 01****Paper 01 – Short Answers**

This paper consists of fifteen compulsory short-answer questions, each worth six marks. There are five questions to each module. Performance on Paper 01 was good.

Module 1

The questions on this module tested candidates' appreciation of the links between some fundamental concepts of economics such as scarcity, choice, opportunity cost and efficiency.

Question 1

This question tested candidates' knowledge and understanding of the concepts "scarcity" and "opportunity costs" and candidates' ability to conduct analyses using these concepts. Seventy-five per cent of the candidates scored between four marks and the maximum six marks. The concepts tested are part of the foundation of the discipline and teachers must make every effort to ensure that they are perfectly understood by the candidates.

Question 2

This question required knowledge and understanding of "production possibilities frontier," the ability to draw it and to explain its various parts. Performance on this question was satisfactory, but many candidates showed incomplete knowledge of the concept.

Question 3

This question required knowledge of the factors that influence the demand for commodities, coffee in this case, and the way in which each factor influenced demand. Performance on this question was satisfactory.

Question 4

This question required knowledge and understanding of “equilibrium” and how prices are determined in the market by the forces of demand and supply. Performance on this question was excellent.

Question 5

This question required knowledge and understanding of average total and average variable costs and marginal costs, and the relationship among them. Although some candidates performed well on the question, far too many did not score high marks on this question. Teachers must be aware that this topic remains one of the most challenging to teach as well as to learn and, therefore, must use appropriate devices to impart their knowledge to their students.

Module 2

The questions on this module dealt with the efficiency of the market system in the allocation of scarce resources, market structure and with market failure. The performance on this module was satisfactory.

Question 6

This question required knowledge and understanding of the characteristics of two main types of market structures and the ability to analyse and evaluate them in terms of “efficiency”. Some candidates found this question to be quite challenging. Teachers must continue to encourage students to list the market types along with their characteristics to conduct comparisons. Performance on the question was satisfactory.

Question 7

This question required knowledge of the structure, behaviour and performance of oligopolies and cartels. Performance on the question was satisfactory.

Question 8

This question required knowledge and understanding of the forces responsible for the kinked demand curve. Most candidates were challenged by this question, but some were able to perform well on it.

Question 9

This question required knowledge and understanding of the characteristics of “public goods”. Most candidates were well prepared for this question and performance was excellent.

Question 10

This question required knowledge and understanding of the effect of “externalities”

on the efficiency on market allocation of resources. Candidates' performance on this question was satisfactory.

Module 3

The questions on this module dealt with the market for resources, functional distribution of income and asymmetric information. Performance on the module was excellent.

Question 11

This question required knowledge and understanding of the link between the earnings of the factors of production and the cost of production. Performance on this question was excellent.

Question 12

This question required knowledge and understanding of "derived demand". While some candidates found this question challenging, others performed quite well on it. Performance on this question was generally satisfactory.

Question 13

This question required knowledge and understanding of the concepts, "poverty" and "basic needs". The candidates were adequately prepared for this question and their performance on it was excellent.

Question 14

This question required knowledge and understanding of the determination of wages and employment by the labour market. Eighty-one per cent of the candidates obtained between four and the maximum six marks.

Question 15

This question required knowledge and understanding of (i) the effects of migration on wages and (ii) "asymmetric information", "moral hazard" and "adverse selection". Performance on this question was excellent.

Paper 02 – Essays

Paper 02 required higher-level competencies. Candidates were required to use their knowledge and understanding of basic economic theories, concepts and tools to analyse and evaluate economic policies and programmes. Candidates were required to answer one of two questions in each of the three modules. Each question was worth 50 marks.

Module 1

Module 1 dealt with the factors that influence demand, supply, market equilibrium, price and quantities of commodities traded. It also dealt with the production function, various cost concepts and how the producer decides on the optimum combinations of inputs to employ and the profit maximizing levels of outputs to produce.

Question 1

This question required candidates to demonstrate knowledge and understanding of the “Law of Variable Proportions” and the “Law of Increasing Costs”. It also required knowledge of the decision rules governing output levels. Candidates' performance on this question was excellent.

Question 2

This question required knowledge and understanding of the factors that cause demand and supply to change as distinct from the own-price that causes change in the quantities demanded and supplied to change. Candidates were required to conduct an analysis of the market for a commodity (digital cameras). Performance on this question was very good. However, some candidates did not give adequate definitions for demand and supply, while others confused factors that influence demand with those that influence supply. In addition, some candidates did not label the axes correctly.

Module 2

This module required candidates to demonstrate knowledge and understanding of market structure, the influence of market structure on the efficiency with which resources are allocated, and the role of governments when markets fail.

Question 3

This question required candidates to give definitions of key terms, to demonstrate understanding of the main types of market structures and to analyse the performance of these market structures. In some instances the definitions were too vague and candidates did not demonstrate enough familiarity with key economic terminologies, for example, economic profit and normal profit.

Performance on this question was good.

Question 4

This question required candidates to demonstrate their understanding of and their ability to use important economic concepts related to market failure. Candidates were required to analyse a current economic issue of importance to the Caribbean (escalating petroleum prices), and to discuss the role of governments in resource allocation.

Some candidates performed well on this question, but many did not demonstrate adequate knowledge and understanding of this part of the syllabus. Basic knowledge of the few factors that cause market failure and their role in this process were not adequately demonstrated.

Module 3

This module dealt with the distribution of income, measuring equity and the effect of inequality on the well-being of citizens. It also required candidates to demonstrate knowledge and understanding of the role of governments in improving the well-being of citizens, and the ability to analyse and evaluate welfare programmes. Candidates were also required to demonstrate understanding of the effects of asymmetric information on decision making.

Question 5

This question required candidates to demonstrate knowledge and understanding of inequality as one cause of poverty, the “Gini Coefficient” and “The Lorenz Curve”. Candidates were also required to analyse and evaluate government programmes aimed at reducing poverty. Some candidates found part (a) quite challenging and demonstrated limited familiarity with the “Gini Coefficient” and the “Lorenz Curve”. However, candidates’ performance on this question was satisfactory.

Question 6

This question required knowledge and understanding of social welfare, social welfare programmes and the motivation for such programmes. Candidates were also required to demonstrate knowledge and understanding of information asymmetry on decision-making and to analyse and evaluate the effects of a legal minimum wage. Performance on this question was good. However, many candidates encountered strong challenges in defining some of the terms and demonstrated little knowledge and understanding of minimum wages and their effects.

Paper 03/1 - Internal Assessment - See page 12

UNIT 2

This Unit tested candidates’ knowledge and understanding of macroeconomics concepts and issues, and their ability to conduct analyses and evaluation of economic policies and programmes. Performance on this Unit was satisfactory.

Paper 01 - Short Answers

This paper consists of fifteen compulsory short-answer questions, divided into three modules of five questions each. Each question is worth six marks. Performance on the paper was satisfactory.

Module 1

The questions on this module required candidates to demonstrate knowledge and understanding of national income accounting and the determination of national income equilibrium using the Keynesian framework. Candidates were also required to demonstrate knowledge and understanding of the MPC, the calculation of the multiplier, and inflationary and deflationary gaps.

Question 1

This question required candidates to demonstrate knowledge and understanding of nominal and real GDP. Forty-six per cent of the candidates achieved between four and the maximum six marks for the question. However, some candidates did not give clear and precise definitions of key terms, and demonstrated little knowledge of the term, “base year”.

Question 2

This question dealt with the items that enter into the computation of the GDP, using the expenditure method. Performance on the question was excellent. Seventy-three per cent of the candidates achieved between four and the six maximum possible marks.

Question 3

This question required candidates to demonstrate the ability to calculate Savings, the MPC and the multiplier. Performance on this question was generally good, but some candidates found the calculations to be challenging.

Question 4

This question required candidates to demonstrate knowledge and understanding of the Keynesian explanation of the determination of national income equilibrium. Performance on this question was good, but many candidates did not reproduce the “Keynesian Cross” nor were they able to identify the consumption function, dis-saving and saving correctly.

Question 5

This question tested candidates’ knowledge and understanding of two major economic problems, inflationary and deflationary gaps. Performance on this question was good.

Module 2

The questions on this module covered issues relating to money and banking, mone-

tary and fiscal policy, the burden of the national debt and its alleviation. Candidates performed well on the module.

Question 6

This question required candidates to demonstrate knowledge and understanding of the constituents of money, the relationship between the interest rate and money demand and the relationship between changes in the quantity of money and the price level. Performance on this question was good, although some candidates could not identify fiat money.

Question 7

This question required candidates to demonstrate knowledge and understanding of relationship between (i) budget deficits and the national debt and (ii) the MPS and the multiplier and to explain the relationships. Performance on the question was good, but some candidates did not give clear explanations of the relationships.

Question 8

This question required candidates to demonstrate knowledge and understanding of the tools at the Central Bank's disposal to expand the money supply, and how it uses the tools. Candidates were also required to calculate the reserves and excess reserves of a bank, given the deposits and the required reserve ratio. While some candidates performed well on this question, others were not familiar with how the tools at the disposal of the Bank are used to expand the money supply.

Question 9

This question required knowledge and understanding of fiscal policy lags, the balanced budget multiplier and budget deficits. Some candidates performed well on the question, but many were not knowledgeable about the fiscal policy lags and could not define the balanced budget multiplier.

Question 10

This question required knowledge and understanding of the national debt, the severity of the debt and debt rescheduling. Candidates performed well on this question. However, many of them were not well acquainted with the term "debt rescheduling".

Module 3

This module dealt with the meaning, measurement and benefits of economic growth and economic development. It also required knowledge and understanding of comparative advantage as the basis of international trade and reasons for restricting international trade. Candidates were also required to demonstrate knowledge and understanding of the balance of payments, foreign exchange regimes and the determination of exchange rates by the market.

Question 11

This question required candidates to demonstrate knowledge and understanding of the role of capital accumulation in economic development and the characteristics of Caribbean economies that act as hindrances to economic development. Performance on this question was good.

Question 12

This question required candidates to demonstrate knowledge and understanding of economic growth and development, how the growth rate is measured and the costs and benefits of economic growth. Performance on the question was satisfactory. The major weakness demonstrated by candidates was that the definitions they gave were incomplete. There were also some candidates who were unable to say how growth was measured and to identify different types of capital.

Question 13

This question tested candidates' knowledge and understanding of comparative advantage, the types of restrictions that countries put on trade and the reasons for doing so. Performance on the question was good with most of the candidates getting fifty per cent or more of the marks.

Question 14

This question required candidates to demonstrate knowledge and understanding of entries in the balance of payments, of the accounts making up the balance of payments and their calculation. Performance on this question was excellent.

Question 15

This question required candidates to demonstrate knowledge and understanding of exchange rate regimes and the calculation and determination of exchange rates. Performance on this question was good, however many candidates did not demonstrate an adequate grasp of the concepts, "appreciation and depreciation".

Paper 02 – Essays

This paper consisted of six questions, two per module. Candidates were required to answer one question from each module. Performance on this paper was satisfactory.

Module 1

This module dealt with issues surrounding, (i) national income accounting and (ii) using a small model of the economy to derive the equilibrium amounts of income, expenditure and some key parameters of the economy.

Question 1

This question required that candidates demonstrate knowledge and understanding of the calculation of GDP using the income and expenditure approach, and the concept of “double counting”. Although performance on this question was good, some candidates did not demonstrate adequate knowledge and understanding of the approaches.

Question 2

This question tested candidates’ knowledge and understanding of how to use a small model to derive the equilibrium amounts of income and expenditure, the MPS, MPC, and the multiplier. Candidates were also required to plot the consumption function. Performance on the question was unsatisfactory. Several candidates were not able to perform the calculations and plot the consumption function accurately.

Module 2

This module dealt with monetary and fiscal policy and the effect of a country’s national debt on several variables. Performance on the question was satisfactory.

Question 3

This question required that candidates demonstrate knowledge and understanding of monetary concepts and theory, the role of the central bank in the management of the economy and determinants of the transactions demand for money. Performance on this question was satisfactory. However, some candidates could not explain how leakages impact the money expansion process.

Question 4

This question dealt with measurement of the national debt, measures to reduce the debt burden and the effect of the debt on the other economic variables. Candidates were also required to demonstrate knowledge and understanding of the formulation and goals of fiscal policy. Performance on the question was unsatisfactory. Several candidates were not clear about the effect of deficits on other economic variables.

Module 3

This module dealt with sources of economic growth, the effect of globalization on Caribbean economies, the balance of payments and exchange rate regimes. Performance on the module was satisfactory.

Question 5

This question required candidates to demonstrate knowledge and understanding of the sources of economic growth, the major features of globalization, and their effects on Caribbean economies. Performance on this question was satisfactory, although some candidates encountered difficulties analysing and evaluating the issues.

Question 6

This question required that candidates demonstrate knowledge and understanding of the items that comprise the accounts of the balance of payments and exchange rates. Candidates were also required to analyse and evaluate issues surrounding the exchange rate regimes and the balance of payments. Performance on this question was satisfactory. However, some candidates encountered difficulties computing the balance of payments.

Paper 03 - Internal Assessment for Units 1 and 2

There was an improvement in the quality of the internal assessment samples moderated this year. However, there were some projects which did not measure up to the expected standard. While it is appreciated that some candidates offer several subjects at the CAPE, and that the three elements of each subject could impose heavy demands on the candidates, efforts must be made to exploit the synergies among the elements of the examination, by treating them as complementary rather than conflicting.

The good projects were characterized by excellent organization and presentation. For some projects, the topic was either absent or unclear, as were the objectives of the research and the issues addressed. Some candidates submitted statistics and tables which were not used in the analyses.

Another area of concern is plagiarising and not acknowledging the work done by others.

Teachers have a critical role to play in ensuring that candidates produce projects of the highest quality. This can be achieved by monitoring, guiding and advising candidates. Candidates should be assisted to choose their topics and to develop an outline the road map that guides the candidate along the way to the final product. This approach would help candidates avoid topics that are too broad in scope and unfocused.

Teachers too should follow the guidelines in all aspects of the exercise; ensuring that attention is paid to each module, in awarding marks, completing the moderation forms and submitting forms and papers.

Some further recommendations for the improvement of the papers are as follows:

- Candidates should adhere strictly to word limit of the project.
- Certain skills should be emphasized; analysis, synthesis, application and evaluation.
- Candidates should make greater use of primary data.
- The three modules should be closely integrated, rather than be presented as stand alone essays.

RECOMMENDATIONS TO TEACHERS

Teachers have adjusted admirably to the demands of the CAPE in Economics. There is evidence of some degree of improvement in candidates' performance. Teachers are encouraged to make learning more attractive.

Economics is based on robust logical reasoning and may be deceptive to the unwary person. Candidates need to pay close attention to the terms, concepts and theories, so that they could develop a facility in explaining them.

Economics requires strong quantitative tools and teachers should invest time in developing these tools, which should be put to use throughout the course of study. Tabular, numerical and graphical techniques should be emphasized. Students must be trained to label axes and curves when drawing diagrams. Increasingly there will be the requirement to plot curves.

There are some terms, concepts and theories which are the tools of the trade: the calculation of slopes, elasticity coefficients, multipliers, percentages, rates of growth, demand, supply, equilibrium price and quantity, the Keynesian Cross (the 45 degree line diagram) used to show national income equilibrium must be thoroughly understood.

The decision rules must be understood. Students should not only know that output occurs where $MR = MC$, or that the MC curve cuts AR curve at its lowest point, but they should know why.

Teachers should ensure that adequate assignments targeting the most challenging aspects of the subject matter are done by their students.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2006**

ECONOMICS

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ECONOMICS

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2006

GENERAL COMMENTS

Candidate entry for both units of the CAPE Economics examination in 2006 increased by 70 per cent over the 2005 figure of 2 783. However, performance in 2006 did not match the excellence achieved in 2005. The examination proved extremely challenging for the least prepared candidates, while those who were obviously better prepared were able to achieve higher grades.

DETAILED COMMENTS

UNIT 1

Paper 01 – Short Answers

This paper consisted of fifteen compulsory questions divided into three modules of five questions each. Each question was worth six marks. Some aspects of the syllabus continued to be challenging to the candidates, but overall performance on Paper 01 was satisfactory.

Module 01 – Methodology of Economics and Demand and Supply Analysis

This module tested candidates' appreciation of some fundamental economic concepts. These included opportunity cost, consumer behaviour, demand, supply, equilibrium, elasticity of demand, utility, cost of production. Performance on this module was satisfactory with candidates receiving a mean mark of 17.49 out of a maximum 30 marks.

Question 1

This question tested candidates' knowledge and understanding of two basic concepts: scarcity and opportunity cost and their ability to apply them. While many candidates demonstrated sound knowledge of these concepts, others were severely challenged especially by the application. Seventy-five per cent of candidates scored between four and the maximum six marks.

Question 2

This question required knowledge and understanding of market demand, supply, equilibrium and shortage and the ability to calculate the slope of a supply curve. Seventy-two per cent of candidates scored four marks and above, but few actually scored full marks. Candidates should be encouraged to work with demand and supply tables, identifying equilibrium price and quantity and transforming data into line graphs.

Question 3

This question required knowledge of the concept elasticity and the ability to use the elasticity formula. This question proved challenging for many candidates with many not knowing the factors that determine the elasticity of demand. Elasticity is an important concept and teachers should ensure that candidates can demonstrate full understanding of the concept.

Question 4

Although candidate performance on this question was satisfactory, there were many candidates who did not have the required knowledge and understanding of the utility approach to consumer choice. Many candidates understood the concepts but could not relate marginal utility to the price of a commodity.

Question 5

This question required candidates to use their knowledge of cost of production to calculate total, average and marginal costs given levels of output and the related total fixed and total variable costs. Performance on the question was excellent with 72 per cent of candidates scoring between four and the maximum six marks.

Module 2 – Market Structure and Market Failure

This module dealt with the efficiency of the market system in allocating scarce resources, market structure, market failure, indices of market concentration and the role of multinational corporations in the Caribbean. Candidates did not perform as well on this module as they did in Module 1. Mean mark on the module was 14.49 out of a maximum 30 marks.

Question 6

This question required knowledge and understanding of the different market structures. Candidates' performance on this question was satisfactory but many candidates could not identify the behaviour of the different types of market structures. Fifty-one per cent of the candidates scored between four and six marks.

Question 7

This question required knowledge and understanding of decision-making in perfectly competitive firms in the long-run and short-run and the difference between normal and economic profits. Candidates' performance on the question showed that they found it challenging with twenty-seven per cent scoring between four and six marks. Teachers are encouraged to get the candidates to spend more time on drawing graphs and using them in analyses.

Question 8

This question required knowledge and understanding of multinational corporations (MNCs) and their impact on the economies of CARICOM. Candidates' performance on this question was satisfactory although some of them confused resources with benefits.

Question 9

This question required knowledge and understanding of 'market structure' and 'market failure' and the ability to identify types of market structure by performance. Although some candidates failed to associate market failure with inefficiency, the overall performance on this question was satisfactory.

Question 10

This question required knowledge and understanding of measures of industrial concentration and the major reason for subsidising goods with positive externality. Most candidates found this question very challenging, in particular, Part (c) that dealt with the subsidy for positive externality. Only 39 per cent of candidates scored between four and six marks on this question.

Module 3 – Distribution Theory and Applications of Recent Theoretical Developments

This module dealt with the marginal productivity theory, factor rewards, income distribution and poverty and asymmetric information. Performance on this module was not up to the standard of the other two modules. The mean mark on this module was 13.62.

Question 11

This question required knowledge and understanding of factor rewards and their determination. Although many candidates did not know the relationship between the prices of factors and the prices of the goods produced by the factors, overall performance on the question was satisfactory.

Question 12

The most challenging question (in terms of candidate performance) required knowledge and understanding of the marginal productivity theory of wages and the division of wages between transfer earning and rent. Only 23 per cent of candidates scored between four and six marks on this question. Teachers are advised to spend an adequate amount of time on this area of the syllabus.

Question 13

This was another challenging question for candidates. It required knowledge and understanding of the labour force, labour supply and the labour force participation rate. Some candidates performed well on this question (20 per cent earning between four and six marks), but many did not demonstrate enough knowledge of the terms.

Question 14

This question required knowledge and understanding of relative and absolute poverty and the Gini coefficient as a measure of the distribution of income and wealth. Although some candidates did not demonstrate the precision required but overall performance on this question was excellent.

Question 15

This question required knowledge and understanding of moral hazard, adverse selection and poverty alleviation policy. Some candidates did not demonstrate adequate knowledge of these topics but on the whole performance on the question was satisfactory.

Paper 02 – Essays

Paper 02 consisted of six essay questions requiring higher-level competencies. Candidates were required to employ economic tools, their knowledge, understanding and analytical skills to evaluate economic policies and programmes.

Candidates were required to answer one of two questions from each of the three modules. Each question was worth 50 marks. Performance on Paper 02 was quite satisfactory.

Module 01 – Methodology of Economics and Demand and Supply Analysis

This module dealt with the market, demand, supply and equilibrium, the effects of government intervention in the market, the production function and the stages of production, returns to scale, economies of scale and the law of diminishing returns.

Question 1

This was the more popular of the two questions on this Module. It required candidates to demonstrate knowledge and understanding of the factors that influence demand and supply, the efficiency of the market, allocation of scarce resources and the effect of government intervention on the operations of the free market. Most candidates performed satisfactorily on the question but for some, the analysis of a price ceiling, Part (c), was a serious challenge. The mean mark on this question was 27.60 out of a maximum of 50 marks.

Question 2

This question required knowledge and understanding of the production function, the relationship between the average and the marginal products, the stages of production, economies of large scale production and returns to scale. Overall performance on the question was less than satisfactory with candidates obtaining a mean mark of 19.72 out of a possible 50 marks. Candidates who attempted this question experienced difficulty in explaining basic economic concepts such as constant returns to scale (which occurs when a proportional change in all of a firm's inputs results in the same proportional change in output); increasing returns to scale (which occurs when a proportional change in all of a firm's inputs results in a greater proportional change in output).

Module 2 – Market Structure and Market Failure

This module dealt with market structure and market failure, the relationship between structure, conduct and performance in the short and long-run, the causes of market failure and government policy to correct market failure.

Question 3

This was the best answered of the questions on Paper 02 with 73 per cent of candidates scoring above 25 marks. This question required knowledge and understanding of the types of market structures, their differences and similarities and how these affect decision making and performance. Candidates generally performed well on all parts of the question.

Question 4

This question required knowledge and understanding of market failure, how it is caused and what policies government can implement to correct it. Performance on this question was satisfactory, although there were areas that posed challenges for candidates. The free rider problem was not well understood and government intervention in the face of market failure was also not well understood. The better prepared candidates were able to state that the market might fail to provide efficient quantities of public goods because of the free rider problem, whereby the free rider consumed a good without paying for it. Because of the lack of enthusiasm among private investors to produce such a good, government would intervene to ensure that adequate amounts of the good were produced.

Module 3 – Distribution Theory and Applications of Recent Theoretical Developments

This module dealt with the marginal productivity theory of distribution, measuring inequality, the labour supply curve, the poverty line, factors that contribute to poverty and the evaluation of government policies aimed at alleviating poverty.

Question 5

This was the less popular of the two questions on this module. The question required knowledge of the factors of production and marginal productivity theory. Performance of candidates was satisfactory. Fifty-four per cent of candidates scored above 25.

Question 6

This question required knowledge and understanding of the poverty line, the factors that contribute to poverty and the ability to evaluate welfare programmes and other government initiatives to alleviate poverty. This question was very popular and many candidates performed well on it. Sixty-eight per cent of candidates scored between 26 and the maximum 50 marks on the question.

Paper 032 – Alternative Paper

This paper consisted of three questions each worth 20 marks. The questions were based on activities in the construction sector.

Question 1

This question required knowledge and understanding of the nature of the sector, the products, their demand and supply and the effect of rent control on the sector. Some candidates were prepared and performed satisfactorily on the question. However, others were severely challenged.

Question 2

This question required knowledge and understanding of market structure, market failure, market concentration and the measurement of concentration and measures that government may implement to achieve efficiency. Some candidates performed satisfactorily on this question. However, many candidates seemed not to have been prepared.

Question 3

This question required knowledge and understanding of the effects of regional migration on earnings of employees in the construction sector, income distribution and social welfare. Performance on this question was very good.

UNIT 2

This Unit required knowledge and understanding of macroeconomic concepts and issues and the ability to analyse and evaluate economic policies and programmes. Performance on this Unit was satisfactory.

Paper 01 – Short Answers

This paper consisted of 15 compulsory questions divided into three modules of five questions each. Each question was worth six marks. Performance on the paper was satisfactory.

Module 1 – Models of the Macroeconomy

The questions on this module required knowledge and understanding of national income accounting and the determination of national income determination within the Keynesian framework, the calculation of the MPC, illustration and analysis of the inflationary gap. Performance on this module was satisfactory with candidates obtaining a mean mark of 16.80 out of a maximum 30 marks.

Question 1

This was the best answered question in this module and required knowledge and understanding of balance of payments, the exchange rate and inflation. Many candidates demonstrated adequate knowledge of the topics but some were severely challenged with a measure for inflation. Performance on this question was excellent with 84 per cent of candidates scoring above three marks.

Question 2

This question required knowledge and understanding of national income accounting and its limitation as a measure of well-being. Most candidates had the required knowledge. Performance on this question was satisfactory.

Question 3

This question was also well answered by candidates. It required knowledge and understanding of the determination of the equilibrium level of national income, calculation of the MPC and the multiplier. Some candidates were severely challenged by these concepts but most were able to perform the calculations. Performance on this question was good with 56 per cent of candidates scoring between four and six marks.

Question 4

This question required knowledge and understanding of the terms ‘saving’ and ‘investment’, their relationship at equilibrium and the Keynesian aggregate supply curve. Performance on this question was satisfactory but the less prepared candidates found the terms very challenging. However, candidates who were adequately exposed to this part of the syllabus performed well.

Question 5

Candidates generally performed poorly on this question which required knowledge and understanding of full employment, the inflationary gap, the recessionary gap and the causes of the volatility of investment. Many candidates could not draw the diagram illustrating the inflationary gap or give the explanation for the volatility of investment.

Module 2 – Macroeconomic Policy Analysis

This module dealt with the nature, composition and functions of money, the effectiveness of monetary and fiscal policy measures, budget deficits, surpluses and the burden of the national debt. Candidates performed their weakest on this module. The mean mark on this module was 13.20 out of a maximum 30 marks.

Question 6

This question required knowledge and understanding of money, fiat money and commodity money and the functions of money. Performance on this question was satisfactory, but some candidates showed little knowledge of the difference between fiat and commodity money.

Question 7

This question required knowledge and understanding of the demand for money and the supply of money. Candidates were required to distinguish between M1 and M2. Many of the candidates knew the components of M1 but not M2. While those candidates who were adequately exposed to the concepts did well, the majority performed poorly on this question.

Question 8

This question required knowledge and understanding of monetary policy, the goals of expansionary monetary policy and the tools used by the Central Bank to control money supply. Most candidates were familiar with the concepts but some who were adequately exposed did not perform well. Some candidates could not explain that the main goal of expansionary fiscal policy is to stimulate aggregate demand in the economy by increasing the money supply. However, performance on this question was satisfactory.

Question 9

This question posed the most difficulty to candidates. It required knowledge and understanding of the effect of expansionary fiscal policy during a recession and the lags associated with fiscal policy. Most candidates performed poorly on the question, being unable to argue that under the circumstances expansionary fiscal would increase aggregate income. Many were confused when dealing with the policy lags.

Question 10

This question required knowledge and understanding of the national debt, budget deficit and budget surplus. Candidates demonstrated a high level of competence in answering this question. Performance on this question was fairly good, with 60 per cent of candidates scoring between four and six marks.

Module 3 – Growth, Development and International Economic Relations

This module dealt with the factors that promote and hinder development of the Caribbean economies, arguments for and against free trade, foreign exchange rates and evaluation of foreign direct investment in the region. Performance on the module was satisfactory with candidates obtaining a mean of 14.59 out of the maximum 30 marks.

Question 11

This question required knowledge and understanding of the characteristics of Caribbean economies and the factors that constrain their development. Most candidates were not as familiar with the Caribbean economies and the factors constraining their development as they ought to have been. Performance on this question was less than satisfactory, with only 15 per cent of candidates obtaining between four and six marks.

Question 12

This question required knowledge and understanding of the theory of foreign trade, restrictions on foreign trade and Caribbean imports and exports. Candidates demonstrated familiarity with the concepts though some were not too comfortable with the term 'export subsidies'. Performance on the question was fairly good.

Question 13

This question required knowledge and understanding of the arguments for and against free trade. Performance on this question was good. It was evident that candidates had done this thoroughly in the classroom situation.

Question 14

This question required knowledge and understanding of the relationship between the prices of traded goods and the exchange rates. This question proved challenging for many candidates. Candidates should be adequately exposed to the determination of exchange rates and the influence of exchange rates on imports and exports.

Question 15

This question required knowledge and understanding of the nature of 'foreign direct investment', its advantages and disadvantages and the forms it takes. Many candidates performed well on this question but some candidates demonstrated only passing knowledge of the material. Performance on this question was satisfactory.

Paper 02 – Essays

This paper consisted of six questions, requiring higher level competencies. Candidates were required to answer one of two questions from each of the three Modules. Each question was worth 50 marks. Performance on this paper was less than satisfactory.

Module 1 – Models of the Macro economy

This module dealt with national income accounting, the determination of national income equilibrium, comparative statistics and the investment function.

Question 1

This question required knowledge and understanding of transfer payments, the computation and use of price indices to deflate nominal income to real income, criticism of GDP as a measure of well-being and the computation of various measures of national income. Many candidates performed well on the question, but those not familiar with the literature experienced severe challenges. Performance on the question was less than satisfactory.

Question 2

This question tested candidates' knowledge and understanding of key macroeconomic terms, their ability to analyse the impacts of changes in taxes, money supply and oil prices on equilibrium price and quantity under various circumstances and to explain the relationship between investment and variability profits and expectations. Performance on this question was less than satisfactory.

Module 2 – Macroeconomic Policy Analysis

This module dealt with fiscal policy and monetary policy. Performance on the module was less than satisfactory.

Question 3

This question required knowledge and understanding of the operations of discretionary policy and automatic stabilizers and how they can be used to solve macroeconomic problems such as unemployment. Candidates were required to do the arithmetic and draw the diagram associated with closing a recessionary gap of a given size and MPC. They were also required to demonstrate competence in using the concept of a balanced budget and a balanced budget multiplier. Candidates performed well on some aspects of the question but found the parts requiring higher level competencies very challenging.

Question 4

This question required knowledge and understanding of the nature of money, the role of money, the components of the demand for money and the determination of the interest rate. While performance on this question was better than on question three, overall performance was still not of an acceptable standard. Many candidates misinterpreted Part (b) on 'fiat money'.

Module 3 – Growth, Development and International Economic Relations

This module dealt with trade and commercial policy, the effects of trade restrictions on output, employment and welfare. It also tested candidates' knowledge and understanding of the stages of economic integration including the CSME. Performance on the module was satisfactory.

Question 5

This question required knowledge and understanding of the effects of free trade on a hitherto closed economy and the ability to illustrate these effects on a demand and supply diagram. Candidates were severely challenged by this question and, in particular, many candidates could not illustrate net welfare loss on a diagram. However, performance on the other parts of the question was encouraging and overall performance was satisfactory.

Question 6

This question required knowledge and understanding of the stages of economic integration and CARICOM, the CSME and the FTAA. Performance on this question was satisfactory but many candidates were unable to define the main terms.

Paper 031 - Internal Assessments for Units 1 and 2

The quality of the internal assessments improved this year. The better projects were characterized by good organization and integration of data and diagrams with prose.

There was vast improvement in the Internal Assessment projects.

- Presentation was improved as candidates made good use of presentation technology.
- Candidates showed greater knowledge of the topics chosen.
- Teachers showed more consistency in marking.
- The requirements for the selection of samples were met.

Some projects were weak however in the areas below:

- They lacked content and data presented were not analysed.
- Some projects exceeded the word limit without penalty.
- Sources of data and other material quoted were not supplied.
- Some topics were too general and incoherent.

Some projects did not fully meet the requirements set for internal assessments. Many candidates did not label their diagrams correctly while some presented data that had little or no relationship to their topics. A significant proportion of the candidates did not seize opportunities presented for using the data that they collected to generate relevant graphs. Some candidates wrote their aims and objectives directly from the syllabus instead of using them as guides for developing suitable topic-related ones.

Candidates should be encouraged to adopt a more problem-solving approach and to include warranted recommendations arising out of their study.

Teachers are advised to ensure that their assessment of candidates' projects follow the criteria established in the "Moderation of Internal Assessment" sheets in order to give students the correct feedback. They should not modify the mark scheme on the sheets and should ensure that they have the most recent version.

Teachers are critical in the process of guiding candidates so that they can produce excellent projects. From the first day of class the requirement of the unit should be established. Students should be guided and required to develop an outline to facilitate the choice of topics that are not too broad in scope and timeframes that render the process of supervision manageable. Candidates should not use outdated data to arrive at conclusions about present realities. Overall, the internal assessment projects were satisfactory.

Paper 032 – Alternative Paper

This paper dealt with the CARICOM Single Market and Economy and required candidates to analyse issues arising out of the establishment of the CSME. Candidates were also required to evaluate the policy issues. Some candidates performed satisfactorily on this paper but others were severely challenged.

Question 1

This question required knowledge and understanding of goals of the CSME, their effects on the economies of CARICOM Member States and the ability to distinguish between macroeconomic and microeconomic issues. Some candidates performed well on the question but others were unprepared and so were severely challenged.

Question 2

This question required knowledge and understanding of monetary policy and fiscal policy, the harmonization of monetary and fiscal policy of Member States and the advantages and disadvantages of policy harmonisation to Member States. Some candidates performed satisfactorily but others found the question very challenging.

Question 3

This question required knowledge and understanding of the provisions of the CSME, the free movement of labour, trade restrictions, the demand and supply of foreign currencies and the determination of exchange rates. Although many candidates performed well on this question, many others were not knowledgeable about the provisions of the CSME. Overall performance on this question was satisfactory.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2007**

ECONOMICS

ECONOMICS
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/ JUNE 2007

GENERAL COMMENTS

The candidates' overall performance this year was quite satisfactory, but did not attain the desired level of excellence. Performance on Unit 1 was good compared to performance on Unit 2. The syllabus provided an adequate degree of challenge to the candidates. Notwithstanding, many candidates performed in the good – excellent range.

DETAILED COMMENTS

UNIT 1

Paper 01 – Multiple Choice

Candidates' overall performance in this paper was quite good, and in some instances, excellent. Paper 01 for the first time adopted the multiple-choice format. It consisted of 45 items, with 15 items on each Module. The range of items provided adequate syllabus coverage and tested various levels of difficulty. The mean score compared favourably with that of the former structured Paper 01. The reliability of the present paper was very good.

Module 1 - Methodology of Economics and Demand and Supply Analysis

This Module addressed some of the fundamental concepts of economics such as scarcity, choice, opportunity cost, efficiency, the market, demand, supply and equilibrium. Performance in this Module was satisfactory.

Module 2 – Market Structure and Market Failure

This Module dealt with the efficiency with which the market system allocates scarce resources and included market structure and market failure. Performance in this Module was also satisfactory.

Module 3 – Distribution Theory and Applications of Recent Theoretical Developments

This Module dealt with a number of popular issues such as the size and functional distribution of income, inequality and poverty. Performance in the Module was satisfactory.

Paper 02 – Essays

This paper tested the higher-level competencies of the candidates, giving them the opportunity to combine their knowledge and understanding of basic economic terms, concepts and tools with their ability to analyse economic issues and evaluate economic policies and programmes.

Candidates were required to answer one of two questions in each of the three Modules. Each question was worth 50 marks.

Module 1 - Methodology of Economics and Demand and Supply Analysis

Module 1 dealt with decision making by consumers/households and the combining of inputs by firms/businesses to produce outputs. It also dealt with the cost of production.

Question 1

This question required candidates to demonstrate their knowledge and understanding of how consumers choose to spend their income among different goods and services given the prices of the goods using the marginal utility approach. Candidates were also tested on their comprehension and analytical ability regarding the factors affecting demand and supply, market allocation of commodities and the distortions and social implications accompanying government intervention in terms of price ceilings. Performance on this question was generally good although some candidates found the question challenging. Some of them could not calculate marginal utility and the marginal utility per dollar needed to decide on the quantity of each good the consumer would purchase. Some candidates could not draw a diagram showing the price ceiling and analyse the results of the ceiling imposed on the housing market.

Question 2

This question required knowledge and understanding of various concepts, including the production function; total, average, and marginal products; total average and marginal costs. Performance on this question was satisfactory. Candidates found explaining the relationship between the average physical product curve and the marginal physical product curve most challenging. Candidates should be encouraged to approach these concepts using the verbal, arithmetical and graphical methods. Candidates ought to go deeper into the relationships among the concepts; the relationship between the marginal and average product and cost (curves), question (c), the shape of various products and cost curves, question (d), the demand and supply curves and the calculation and meaning of the elasticity of demand supply.

Module 2 – Market Structure and Market Failure

This Module tested the ability of candidates to compare the main types of market structures (perfect competition, monopoly, oligopoly and monopolistic competition); analyse their effects on efficient resource allocation; discuss the measures used to correct market failure; analyse the effect of a unit tax on cigarettes on the efficiency of market allocation of cigarettes; understand consumer surplus and deadweight loss. Candidates found the questions quite challenging.

Question 3

This question required that candidates demonstrate knowledge and understanding of market structures, the assumptions of perfect competition and the comparison of two market structures. Candidates were required to draw a diagram showing the effects of a tax on price, quantity, consumer surplus and deadweight loss. Many candidates' performance in this question was good, but some candidates could not draw the required diagram and show deadweight loss and consumer surplus. A tax is likely to reduce consumer and producer surplus and cause a deadweight net loss or a loss of welfare, and candidates ought to be able to present the arguments.

Question 4

This question required knowledge and understanding of the causes of market failure in the sense of the Pareto efficiency criteria and relate them to the candidates' country. Candidates were also required to evaluate the effectiveness of measures that their government had implemented to correct market failure. Most candidates could say what market failure meant, but could not give the causes of it nor could they list and discuss the measures put in place by the government to correct market failure. Some of the stronger candidates were able to discuss factors such as public goods, externalities, natural monopolies and asymmetric information that cause market failure and the measures available to deal with these factors. Some candidates performed well on the question, but many found it very challenging.

Module 3 - Distribution Theory and Applications of Recent Theoretical Developments

Module 3 required the ability to analyse and evaluate issues surrounding the distribution of income; size and functional distribution of income. It also required knowledge and understanding of concepts and issues associated with income distribution, the measurement of inequality and factors that contribute to social welfare and poverty.

Question 5

In this question candidates were required to demonstrate knowledge and understanding of the Lorenz curve and to interpret the Lorenz curve diagram. They were also required to distinguish between absolute and relative poverty and discuss the effect of subsidies to the education sector on social welfare. Candidates' performance on this question was fair. The number of candidates who handled this question well was very small. Many candidates were not prepared to give a clear distinction between absolute and relative poverty. Many candidates also exhibited scant knowledge of the Lorenz curve, not being able to identify its components and their importance even though a picture of it was included on the question paper.

Question 6

This question required a knowledge and understanding of factor markets; including concepts such as the value of the marginal product of labour, the labour force, the potential labour force, rent and transfer earnings and the relationship between factor shares and costs. Many candidates were able to do the relevant calculations, but others showed very little facility with the concepts.

UNIT 2

Unit 2 dealt with macroeconomic concepts and issues. Many of the candidates demonstrated a fair grasp of the subject matter. Their responses to most of the questions were of a good quality.

Paper 01 – Multiple Choice

Candidates' overall performance in this paper was good, and in some instances, excellent. Paper 01 for the first time adopted the multiple-choice format. It consisted of 45 items, with 15 items on each Module. The range of items provided adequate syllabus coverage and tested various levels of difficulty. The mean score was much higher than what was normally seen in the former structured Paper 01. The reliability of the present paper was very good.

Module 1 – Models of the Macroeconomy

This Module required candidates to demonstrate a good understanding of national income accounting, the components of aggregate demand (expenditure), the classical and Keynesian economic models, national income equilibrium, recessionary and inflationary gaps.

Module 2 – Macroeconomic Policy Analysis

Module 2 covered the nature of money its measurement, money demand and supply, the role of the central bank, monetary and fiscal policy, servicing the national debt and the quantity theory.

Module 3 – Growth, Development and International Economic Relations

This Module dealt with foreign trade and commercial policy, the terms of trade, the balance of payments, the foreign exchange market, regional integration, globalisation and foreign direct investment.

Paper 02 – Essays

This paper consisted of 6 questions with candidates being required to answer one of two questions on each of the three Modules.

Module 1– Models of the Macroeconomy

This Module dealt with national income accounting, the limitations of GDP as a measure of well-being, national income equilibrium, the determinants of aggregate demand and supply savings and investments and the volatility of investments. Candidate performance was in the range of acceptable.

Question 1

This question required knowledge of the computation of national income using the income and expenditure approaches. Candidates were also required to show understanding of the consumer price index, the GDP deflator and the reasons for the GDP being a poor measure of well-being. Candidates' performance on this question was generally acceptable. However, many candidates showed little knowledge of the difference between the income and expenditure approaches. Many also could not explain the indices and the shortcomings of the GDP as a measure of well-being.

Question 2

This question required knowledge of the factors that determine aggregate demand and aggregate supply. Candidates were also required to discuss the reasons for the volatility of investment, explain the relationship between savings and investments and the difference between inflationary and recessionary gaps. Some candidates found answering parts of this question very challenging. It appears that they did not grasp how to perform the calculations and draw and interpret the required diagrams. Performance on the question was weak.

Module 2 – Macroeconomic Policy Analysis

This Module dealt with money and banking, budget deficits and the rational debt, currency substitution, the use of monetary and fiscal policy tools to influence the level of employment and output. Performance on this Module was in the acceptable range.

Question 3

This question required knowledge and understanding of the nature, role and functions of money and the process by which banks create money. Most candidates showed good knowledge of nature, functions and demand for money, but many had little or no understanding of the money creation process. Regarding monetary policy instruments and their potency, many candidates could not state the main tools and discuss their relative ineffectiveness in the context of the Caribbean. Performance on the question was acceptable.

Question 4

This question required knowledge and understanding of how monetary and fiscal policy work to increase output and employment. This question was not popular with candidates, but those who attempted it performed better than those who chose the alternative. Performance on this question was satisfactory.

Module 3 – Growth, Development and International Economic Relations

Module 3 dealt with regional integration and globalisation as well as protectionism, determination of exchange rates and the advantages and disadvantages of the fixed and free-floating exchange rate systems. Candidates produced a weak performance on this Module.

Question 5

This question required knowledge and understanding of economic integration, its benefits and costs and the stages of integration of CARICOM up to the CSME. Candidates were also required to discuss the forces driving globalisation. While candidates understood what integration and globalisation are and could identify the benefits and costs, their discussions of the topics were inadequate. Performance on this question was acceptable.

Question 6

This question required knowledge and understanding of arguments for protection of the CARICOM market, the determination of fixed and floating exchange rates and their advantages and disadvantages. Many candidates performed well on the part of the question dealing with protection and could say how exchange rates were determined. However, most of them could not identify the advantages and disadvantages of these systems. Overall performance on the question was weak.

Recommendations to Teachers

Teachers have achieved a great deal of success in the preparation of candidates for the examination in CAPE Economics. However, there is evidence that many candidates were not ready for the examination. Though they had a good grip on the knowledge aspects of the questions, they lacked the higher level competencies required to excel in the examination.

Teachers should ensure that the candidates taking the examination are fully prepared. This should take approximately 130 hours. Candidates should be made to understand the demands of the course from the inception. Teachers will find that it is a good investment to spend much of the first two or three weeks of the class on the quantitative techniques, graphs and tables. The following is worth repeating.

Candidates should be taught to draw and interpret diagrams and to calculate the slopes of lines, elasticity coefficients, multipliers, percentage changes. The diagram of the market, demand, supply, equilibrium price and quantity should be fully understood by candidates. Teachers should ensure that adequate assignments targeting the most challenging areas are done by the candidates.

Paper 031 - Internal Assessments for Units 1 and 2

Candidates' performance on the Internal Assessment was of a good standard this year, reflecting greater teacher participation in school-based projects. There was evidence that teachers were able to exercise greater control over the process - the topics chosen, the research methodology, preparation of the outline and exercising overall greater supervision of the project. Teachers, and ultimately candidates, came to appreciate the synergy among Papers 01, Paper 02 and Paper 031; they reinforce one another and are not conflicting.

Teachers' marking was generally consistent with moderators' and overall there was general improvement in all categories, including data, graphs and charts in the reports.

Candidates chose manageable issues such as school cafeteria, sole trader, partnership... and cleverly integrated the economic theories and concepts.

Some areas in which there is room for improvement include the following:

- Some candidates should use empirical data to greater support the theories and concepts they discuss. The data should be used in calculations, for example, elasticities and in constructing diagrams.
- There has been a significant improvement in communication, but some candidates are still making too many grammatical errors which detract from the work.
- Some candidates are collecting more information but are not logically integrating them in the projects. Tables and diagrams are not properly described and analysed.
- Teachers should emphasise higher level competencies such as synthesis and evaluation.
- Many candidates are guilty of plagiarism. Teachers are encouraged to get them to desist in this area by informing them of the penalty for plagiarism.

With greater teacher guidance the quality of the internal assessment should continue to improve.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2008**

**ECONOMICS
(REGION EXCLUDING TRINIDAD AND TOBAGO)**

ECONOMICS
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY - JUNE 2008
GENERAL COMMENTS

The candidates' overall performance this year was good though it could have been much better, attaining a higher level of excellence. Candidates' performance on Unit 1 was better than their performance on Unit 2. The syllabus provided an adequate degree of challenge to the candidates, notwithstanding, many of them performed creditably.

UNIT 1

PAPER 01

This overall performance in Unit 1, microeconomics, was satisfactory although parts of the syllabus provided great challenges for the candidates. Paper 01 consisted of 45 multiple choice questions, each worth 2 marks. There were three modules, each consisting of 15 questions.

PAPER 01

MULTIPLE CHOICE QUESTIONS

MODULE 1

This module tested candidates' understanding of the fundamental concepts of economics such as scarcity, choice, opportunity cost, efficiency, the market, demand, supply and equilibrium, and their ability to apply them. Performance on this module was very good.

MODULE 2

This module tested candidates' ability to analyse the efficiency with which the market system allocates scarce resources and required candidates to demonstrate understanding of the concepts such as market structure and market failure. Performance in this module was good.

MODULE 3

This module required understanding of the markets for productive resources and included a number of popular issues such as the functional and size distribution of income, inequality and poverty. Performance in the module was satisfactory.

GENERAL COMMENTS

PAPER 02

ESSAYS

Paper 02 required candidates to employ higher-level competencies; analysing economic issues, applying economic theories in solving problems and evaluating economics policies and programmes.

Candidates were given opportunities to choose one of two questions in each of the three modules. Each question was worth 50 marks.

MODULE 1

Module 1 dealt with fundamental economic concepts; scarcity, choice, opportunity cost and production possibilities curves, as well as the factors that influence demand, supply and elasticity of demand.

Question 1

Candidates were required to (a) demonstrate their knowledge and understanding of fundamental ideas in microeconomics. This was a popular question attempted by 70 per cent of the candidates. The parts of the question that presented the greatest challenge to the candidates were; d (i) requiring that candidates discuss the assumptions under which the PPF is drawn; d (ii) requiring candidates to explain that improvement of the production technology for food, one of the commodities, would cause the PPF to pivot outward at the axis on which the other commodity, capital goods, is measured, e (i) requiring candidates to calculate opportunity cost of increasing food production from 3 to 4; e (ii) requiring explanation of the main factor responsible for the increasing cost of food production; e (iii) dealing with the specialization of resources.

Question 2

This question required candidates to demonstrate knowledge and understanding of the factors that influence demand, supply and the elasticity of demand for commodities. About 30 per cent of the candidates answered this question. Many candidates performed satisfactorily on the question although some parts of the question were very challenging. In answering d (i) many candidates could not write the formula for cross-elasticity of demand and calculate the cross-elasticity coefficient. For e (i) candidates could not supply and explain three determinants of the elasticity of demand, for example, the number and closeness of substitutes. Rather, they discussed factors that influence demand. Candidates found (f) very challenging and could not explain the effect of time on elasticity. The other parts were well done.

MODULE 2

This module required the ability to compare three main types of market structures; perfect competition, monopoly and monopolistic competition and to analyse their effects on economic and normal profits and efficient resource allocation. Candidates were required to explain the causes of market failure and their effects on private and social costs and benefits and to evaluate the effectiveness of taxation, subsidies and legislation as corrective measures for the causes of market.

Question 3

This question required that candidates define market structure and identify, compare and contrast three major types of market structures. They were also required to list four barriers that protect monopolies and differentiate between normal and economic profits. Candidates' skills in constructing diagrams representing various market structures were also tested. Many candidates' performance in this question was good. They showed a reasonable amount of understanding and ability comparing and contrasting market structures.

The weakest response was in representing on a diagram a firm in monopolistic competition making economic profit. Generally axes, cost and revenue curves were not drawn and labeled correctly and many candidates did not shade the rectangle representing economic profit. Some candidates also could not explain why economic profits would decline to zero and the number of firms would increase in the long-run.

Question 4

This question required candidates to demonstrate knowledge and understanding of the causes of market failure, in particular, public goods and externalities, both positive and negative. Candidates were required to explain how the free-rider problem resulted in market failure and the effects of externalities on costs and benefits. They were also required to explain how government could use taxation, subsidies and legislation to deal with the problems caused by externalities.

Most candidates could say what market failure, social benefit and Pareto Efficiency meant but some could not state the two key characteristics of public goods or why the free rider problem leads to market failure. Most candidates were acquainted with the idea of externalities and could explain their effects on costs and benefits, but not on output of goods and services. Many candidates found it a challenge to identify and explain other major causes of market failure, but did well explaining how government could use taxation, subsidies and legislation to deal with the adverse effects of externalities.

MODULE 3

Module 3 required understanding of the production function and the ability to employ distribution theory to analyse and evaluate issues surrounding the combining of factors of production and the size and functional distribution of income. It also required knowledge and understanding of concepts and issues associated with income distribution, the measurement of inequality and factors that contribute to social welfare and poverty such as health, education and unemployment.

Question 5

Candidates were required to demonstrate knowledge and understanding of the factors of production and rewards earned by their owners. Candidates were also required to calculate the marginal product of labour and its values and draw labour demand and labour supply curves. Candidates were also required to analyse the effects of the CSME on migration and wages in CARICOM member states.

Many candidates performed well on the factors of production and the reward going to their owners, but many could not draw the labour demand and labour supply curves correctly, or explain the relationship between the value of the marginal product of labour curve and the demand curve for labour, or explain the idea of "derived demand." Candidates were severely challenged to calculate the labour force and the labour participation rate from data supplied. Some candidates could not explain that wages would rise in CSME states losing workers and fall in CSME states receiving workers.

Question 6

This question required candidates to (i) distinguish between the functional and the size distribution of income; (ii) describe the Lorenz curve and distinguish between absolute and relative poverty, (iii) explain how health, education and unemployment affect poverty (iv) explain the terms ‘welfare programme’, ‘moral hazard’ and ‘adverse selection.’

Candidates’ performance on this question was satisfactory. Many candidates were not prepared to give a clear distinction between absolute and relative poverty. Most candidates exhibited good knowledge of the Lorenz curve, but many could not say how the Gini coefficient was derived from it. Candidates performed below expectation in their explanation of the relationship between each of health, education and unemployment and poverty. Most candidates did well explaining moral hazard and adverse selection.

GENERAL COMMENTS**UNIT 2**

Unit 2 dealt with macroeconomic theories, concepts and issues. Many of the candidates demonstrated a good grasp of the subject matter. Overall the responses were good.

PAPER 01**MULTIPLE CHOICE**

This paper comprised 45 questions, divided into 15 questions per module. Each question was worth 2 marks. Performance on the paper was good.

MODULE 1

This module required candidates to demonstrate a good understanding of (a) national income accounting, (b) the components of aggregate demand (expenditure) (c) the classical and Keynesian economic models and (d) national income equilibrium, recessionary and inflationary gaps.

MODULE 2

Module 2 covered the nature of money, its measurement, money demand and supply, the role of the central bank, monetary and fiscal policy, servicing the national debt and the quantity theory.

MODULE 3

This module dealt with foreign trade and commercial policy, the terms of trade, the balance of payments, the foreign exchange market, regional integration, Globalization and foreign direct investment.

PAPER 02**ESSAYS**

This paper consisted of 6 questions, two per module. Candidates were required to answer one of two questions on each of the modules.

MODULE 1

This module dealt with Classical and Keynesian views of inflation and unemployment, interest rates, the accelerator hypothesis and the difference between the marginal efficiency of capital (MEC) and the marginal efficiency of investment (MEI). The module also dealt with key aspects of consumption functions.

Question 1

This question required knowledge of inflation, its causes and measurement, the rate of unemployment and the types of unemployment, inflation rates, the accelerator hypothesis, the MEC and the MEI.

The overall response to this question was fair. Candidates understood the causes of inflation and knew the types of unemployment, while many could distinguish between real and nominal interest rates. Some, however, could not distinguish between the Keynesian and Classical views. Many found the concepts of the accelerator, the MEC and the MEI very challenging and teachers would have to spend more time ensuring that these ideas are better grasped by candidates.

Question 2

Overall the candidates performed well on this question. Most candidates could draw the diagram showing the consumption function and define the propensities to consume and save. Candidates also gave a good exposition of the influences on consumption and savings, the permanent income hypothesis and the life cycle hypothesis.

MODULE 2

This module dealt with money, interest rate and monetary policy. It also dealt with fiscal policy, the relative potency of monetary and fiscal policy, budget deficits and the national debt.

Question 3

This question required knowledge and understanding of the equation of exchange, and how this equation could be used to explain the power of expansionary monetary policy to cause inflation and the effect of inflation on the major functions of money. Candidates were also required to explain the demand for money.

Many candidates were able to distinguish between M1 and M2, define the “velocity of money,” explain how monetary expansion can result in inflation and the effects of inflation on the functions of money. Some candidates were unacquainted with currency substitution, and some could not explain the positive relationship between the speculative demand for money and the direct relationship between money demand and income. Overall performance on the question was good.

Question 4

This question required the drawing of diagrams explaining how interest was determined in the Keynesian model and the relationship between investment and the interest rate. Candidates were also required to explain factors affecting the potency of monetary policy, fiscal policy, the balanced budget multiplier, automatic stabilisers, national debt and the debt service ratio. Candidates were also required to say how a budget deficit could be financed without raising taxes. This question proved challenging for many candidates. Many candidates found representing graphically, the determination of the interest rate and the relationship between investment and interest rate challenging. Most candidates could explain the meaning of lags in monetary policy but many could not give a plausible explanation of the effect of lags on the potency of monetary policy. Many candidates wrote weak responses to the national debt and debt service ratio and could not come up with four ways of financing a budget deficit. Overall performance on this question was good.

MODULE 3

Module three dealt with foreign direct investment (FDI), the balance of payments, economic growth and development.

Question 5

This question required knowledge and understanding of the advantages and disadvantages of FDI and the difference between the current and capital accounts. Candidates were also required to show understanding of the causes of balance of payments. Many, however, could not clearly distinguish between the current account and capital account transactions. While many candidates did well on potential causes of balance of payments and approaches to solving them, some performed weakly on this part of the question. Performance on this question was fair.

Question 6

This question required knowledge and understanding of economic growth and development, the determinants and the benefits of growth. Candidates were also required to outline four basic indicators of development, explain how each is measured and discuss the difference between growth and development. Candidates were able to distinguish between growth and development, explain three factors that determine economic growth and explain two benefits of growth. Most candidates were able to outline four indicators of development, but found explaining how each was measured challenging. Overall performance on the question was good.

RECOMMENDATIONS TO TEACHERS

Teachers have made great strides in preparing candidates for the Caribbean Advanced Proficiency Examination (CAPE) in economics as is evidenced in many excellent answers. Some candidates were not fully acquainted with some fundamental concepts and there were some areas in which candidates lacked the ability required to answer some questions accurately even though they had a good grasp of the basic concepts. Higher level competencies involving application, analysis, synthesis and evaluation required for excellent performance were lacking in many of the candidates.

Students should be provided with repeated opportunities to practice new concepts; such as drawing and interpreting diagrams, calculating the slopes of lines, elasticity coefficients, multipliers, percentage changes. The diagram of the market demand and supply and equilibrium price and quantity are fundamental economic concepts and should be fully understood by candidates. Teachers should insist on proper labeling of axes and curves, since candidates are awarded marks for neat and accurate diagrams.

INTERNAL ASSESSMENT (IA)

Candidates performed well on the Internal Assessment (IA) component of the examination, reflecting close teacher supervision of many candidates' projects. The synergies among Papers 1 and 2 and the IA were exploited fully to the advantage of the candidates.

The marks allotted by teachers were generally fair and were more or less consistent with moderators' marks, though in some cases there were sizable disparities.

There is however room for improvement in some areas including the following:

- Candidates should make use of empirical data in supporting their findings. The data presented must be relevant and must be discussed. Data not discussed should not be included in the report.
- There has been a significant improvement in communication with a reduction in spelling and grammatical errors which often detract from the work.
- Candidates continue to perform below expectations in the higher level competencies such as analysis, synthesis and evaluation. Teachers should re-emphasise these skills.
- Many candidates are guilty of not giving credit to all of their secondary sources. Teachers can assist them in this area.
- Candidates should be encouraged to include in their report their primary data collection.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2009**

ECONOMICS

ECONOMICS**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION****MAY/JUNE 2009****GENERAL COMMENTS**

The CAPE Economics Examination consists of two units each examined by three papers.

Paper 01 – Multiple Choice

Paper 02 – Essay

Paper 03 – The Internal Assessment (IA) done by school candidates and the Alternative to the IA done by private candidates.

DETAILED COMMENTS**UNIT 1**

Unit 1 dealt with microeconomics theories, concepts and issues. Performance in Unit 1 was satisfactory. The mean was 48 per cent. Unit 1 is divided into three modules.

Module 1 – Methodology of Economics and Demand and Supply Analysis

This module tested candidates' understanding of the fundamental concepts of Economics such as scarcity, choice, opportunity cost, efficiency, the market, demand, supply and equilibrium, and their ability to apply them. The mean was 49 out of 100.

Module 2 – Market Structure and Market Failure

This module tested candidates' ability to analyse the efficiency with which the market system allocates scarce resources, and required candidates to demonstrate understanding of the concepts such as market structure and market failure. The mean was 51 out of 100.

Module 3 – Distribution Theory and Applications of Recent Theoretical Development

This module required an understanding of the markets for productive resources as well as a number of popular issues, such as size and functional distribution of income, inequality and poverty. The mean was 49 out of 100.

Paper 01

Paper 01 consisted of 45 multiple choice items spanning knowledge and comprehension, application and interpretation of information. The mean on Paper 01 was 58 per cent.

Paper 02

Paper 02 required candidates to employ higher-level competencies to analyse economic issues; apply economic theories in solving problems, and evaluate economic policies and programmes.

Candidates were given the opportunity to choose one of two questions in each of the three modules. Each question was worth 50 marks. The mean for Paper 02 was 38 per cent.

Question 1

This question required candidates to:

- Explain how the market allocates scarce resources using a properly labelled diagram of the market.
- Demonstrate knowledge of equilibrium and disequilibrium.
- Explain the concept 'price floors' and give the advantages and disadvantages of price floors.

Question 1 was attempted by 29 per cent of the candidates, 86 per cent of whom performed at an acceptable level. It was apparent that many candidates were not accustomed to drawing the demand diagram and paying attention to details such as correct labeling of axes and curves. Candidates were also severely challenged to distinguish between price ceiling and price floor, and to discuss the advantages and disadvantages of an effective price floor. The mean for the Question 1 was 19 out of 50.

Question 2

Candidates were required to:

- Demonstrate knowledge and understanding of supply curves.
- Explain the shape of the short-run and long-run supply curves positive slopes.
- Distinguish between those factors that cause supply curves to shift and those causing them to change their slopes.

This was the more popular of the two questions in Module 1. Approximately 71 per cent of the candidates attempted this question, 61 per cent of whom provided acceptable responses. Most candidates listed the factors that determined the features of the supply curve, but could not explain how and why the factors influenced the supply curves. The mean for the Question was 18 out of 50.

Question 3

Candidates were required to:

- Identify the four major market structures.
- Identify the most efficient market structure and its characteristics.
- Compare the characteristics of monopolistic competition with perfect competition.
- Compare these market structures in terms of output, price and profit in the short and long run.

This question was more popular than question 4. It was attempted by 62 per cent of the candidates, of whom 86 per cent performed satisfactorily. However, some candidates did not correctly identify the most efficient market structure, hence, making the comparisons proved challenging. The mean for Question 3 was 24 out of 50.

Question 4

Candidates were required to:

- Demonstrate knowledge and understanding of the difference between pairs of concepts such as private cost and social cost, merit and public goods; positive and negative externality, and adverse selection and moral hazard.
- Explain how market failure was caused by public goods, externalities and moral hazards.
- Explain how governments can solve the market failure caused by public goods.

This question was attempted by 35 per cent of the candidates, 77 per cent of whom provided acceptable responses. Many candidates were not knowledgeable of the concepts and therefore found it very challenging. The mean for Question 4 was 17 out of 50.

Question 5

Candidates were required to:

- Demonstrate knowledge and understanding of the formulae applied in the calculation of the marginal and average products of labour as well as the value of the marginal product.
- Use the information supplied to draw and interpret diagrams, and analyse the effect of trade union activity on wages and employment.

This question was attempted by 32 per cent of the candidates, 80 per cent of whom provided acceptable responses. Many candidates demonstrated very good knowledge and understanding of the methods used to calculate marginal values, but some found the drawing of the diagrams, their interpretation, and the analysis of the effect of trade unions on the labour market challenging. Performance on this question was generally good. The mean for Question 5 was 23 out of 50.

Question 6

Candidates were required to:

- Distinguish between the terms ‘absolute poverty’ and ‘relative poverty’ and to explain and critique the basic needs approach, the poverty line approach, and the UNDP’S Human Development Index approach to measuring poverty.

This question was attempted by 68 per cent of the candidates, 68 per cent of whom provided acceptable responses. Many candidates were not sufficiently knowledgeable to give a clear distinction between absolute and relative poverty. A major challenge was the meaning of “relative poverty”, but most candidates demonstrated adequate knowledge of absolute poverty. Many candidates were greatly challenged by the concepts and, in particular, the explanations and critiques. Candidates’ performance on this question was satisfactory. The mean for Question 6 was 14 out of 50.

UNIT 2

Unit 2 dealt with macroeconomic theories, concepts and issues. The mean was 53 per cent. Unit 2 is divided into three modules.

Module 1 – Models of the Macroeconomy

This module required candidates to demonstrate knowledge and understanding of basic macroeconomic concepts: national income accounting, using the income approach and the expenditure approach and examine GDP per capita as a measure of standard of living; as well as explain the Keynesian Consumption Function, and the factors that cause it to shift and its slope.

Module 2 – Macroeconomic Policy Analysis

Module 2 dealt with the nature of money, the measurement of and the demand and supply of money, as well as the monetary transmission mechanism; the role of the Central Bank in the control of inflation; the Keynesian liquidity preference framework and the potency of monetary policy in the CARICOM member states. The module also dealt with fiscal policy; the effect of balanced budgets on income, the effects of fiscal deficits on selected economic variables, the investment function and the burden of the national debt.

Module 3 – Growth, Development and International Economic Relations

This module dealt with the determinants of growth and development, the components of the HDI, the costs of growth and the impediments to growth faced by Caribbean countries. The module also dealt with foreign trade and commercial policy; the determinants of exports, the advantages of different exchange rate regimes and the consequences of devaluation.

Paper 01

Paper 01 consisted of 45 multiple choice items spanning knowledge and comprehension, application and interpretation of information. The mean of Paper 01 was 63 per cent.

Paper 02

This paper consisted of 6 questions, two per module. Candidates were required to answer one of two questions on each of the modules.

Question 1

Candidates were required to:

- Demonstrate knowledge of major macroeconomic terms and how they are measured.
- Calculate the Gross Domestic Product (GDP) using both the income approach and the expenditure approach
- Explain the limitations of the GDP as an indicator of a country's standard of living.

This question was attempted by 76 per cent of the candidates, 90 per cent of whom provided acceptable responses. Overall the response to this question was good. Candidates answered most parts of this question well. They were, however, severely challenged when asked to explain the limitations of GDP as an indicator of national well-being. The mean was 27 out of 50.

Question 2

Candidates were required to:

- Demonstrate an understanding of some of the details of the Keynesian Consumption
 - The Average Propensity to Consume (APC)
 - Marginal Propensity to Consume (MPC)
 - Autonomous Consumption
- Represent the consumption function graphically.
- Explain the determinants of the consumption function.

Question 2 was attempted by 24 per cent of the candidates, 69 per cent of whom provided acceptable responses. Many candidates however were unfamiliar with details required to explain the effect of a rise in income on the APC and the MPC. Overall the candidates performed fairly well on this question. Most candidates were able to draw the diagram of the consumption, show knowledge of the calculation of the APC and MPC, and identify the autonomous part of consumption. The mean was 23 out of 50.

Question 3

Candidates were required to:

- Demonstrate knowledge and understanding of the measures of money
 - Monetary transmission mechanism
 - Reasons for holding money
 - The velocity of money
 - Tools of monetary policy used in the region to control inflation
- Explain the Keynesian liquidity preference theory
- Explain the effect of monetary policy on interest rates and money demand, and the impotence of monetary policy

This question was attempted by 55 per cent of the candidates, 77 per cent of whom achieved acceptable grades.

The majority of candidates were able to define terms, but were challenged by the theories and their explanation and application. The Diagrams were poorly drawn and were therefore of little use. Performance on this question was fair. The mean was 21 out of 50.

Question 4

This question required candidates to:

- Demonstrate an understanding of fiscal policy; the budget, government spending and tax revenues, budget deficits and the national debt.
- Explain how government borrowing can have a negative effect on interest rates, investment, inflation and the exchange rate.

- Explain, using a diagram, the relationship between investment and the interest rate, also how expansionary fiscal policy can affect investment negatively
- Explain the national debt and why it is a burden to a country.

This question was attempted by 45 per cent of the candidates, 70 per cent of whom provided acceptable responses.

Many candidates demonstrated knowledge of balanced and unbalanced budgets, but could not explain why a balanced budget is expansionary. Some candidates confused balanced budget with the balance of payments and wrote about imports and exports. Many candidates were most seriously challenged in explaining the negative effects of government deficits and expansionary fiscal policy, but gave good reasons why the national debt may be a burden. Performance on this question was fair. The mean was 16 out of 50.

Question 5

Candidates were required to:

- Demonstrate knowledge and understanding of the concepts, “economic growth” and “development.”
- Explain the terms, ‘economic development,’ the ‘human development index,’
- Discuss the costs of, and impediments to economic growth of Caribbean economies.

This question was attempted by 58 per cent of the candidates, 75 per cent of whom provided acceptable responses.

Candidates demonstrated good knowledge of the determinants of growth, but their responses to the description of development were somewhat vague. Their explanation of the human development index (HDI) was good, but many could not give the three components of the HDI. Candidates misinterpreted the term “costs of economic growth” to mean value of economic growth. Most candidates gave a good discussion of the impediments to economic growth faced by Caribbean economies. Performance on this question was fair. The mean was 21 out of 50.

Question 6:

Candidates were required to:

- Demonstrate knowledge and understanding of:
 - Barriers to trade
 - The determinants of a country’s export earnings
 - The types and benefits of exchange rates
 - The consequences of devaluation

This question was attempted by 42 per cent of the candidates, 83 per cent of whom provided acceptable responses.

Most candidates demonstrated knowledge of tariffs and quotas, but were unfamiliar with the term, ‘non-tariff barriers’ (an example of which is quotas). Candidates also performed well on questions that dealt with the determinants of export earnings, the consequences of devaluation, as well as on the

types of exchange rates and their benefits. Performance on this question was good. The mean was 22 out of 50.

Recommendation To Teachers

Teachers of economics are quite aware that economics is a very logical subject and that the more meticulous the approach the teacher adopts to teaching it the better the results will be. Paying attention to details is the key to better results. This approach brings out the best in the students as it teaches them to think logically and coherently and reduces mediocrity.

Overall performance at this years' examination was fair but could have been much better. Some candidates however were not fully acquainted with some fundamental concepts, and there were some areas in which candidates lacked the ability required to answer some questions accurately, even though they had a good grasp of the basic concepts. Higher level competencies involving application, analysis, synthesis and evaluation required for excellent performance were lacking in many of the candidates.

It is no secret that teachers and indeed the candidates face several challenges preparing for CAPE examinations, time being high up on the list of challenges. Time management then becomes a priority. It is worth repeating that teachers should aim at improved preparation of the candidates by ensuring that they are familiar with the totality of the syllabus. This would ensure that candidates have the best chance of obtaining a good grade in the subject. Classroom instructions, which do not include take home assignments and self-study, should be no fewer than three hours per week for 39 weeks. Students should be made aware of the demands of the course of study at the first scheduled class meeting at which the programme for the entire course, including IA, is outlined. Serious work should begin on the first day of class. Teachers will find that it is a good investment to spend much of the first few weeks of the class on the quantitative techniques, graphs and tables.

Students should be taught to draw and interpret diagrams, and to calculate and interpret the slopes of lines, elasticity coefficients, multipliers, percentage and changes. The Marshallian Cross, the diagram of the market; demand, supply, equilibrium price and quantity should be fully understood by candidates, as should be the Keynesian Cross illustrating the determination of national income equilibrium. Students should practice these skills under the supervision of the teacher as well as on their own time. Teachers should insist on proper labeling of axes and curves since this is conducive to learning and candidates are awarded marks for neat and accurate diagrams. Teachers should ensure that students are exposed to adequate assignments targeting some of the challenging areas of the syllabus.

Paper 03/1 - Internal Assessment (IA)

Candidates performed well on the Internal Assessment (IA) component of the examination, reflecting close teacher supervision of many candidates' projects. The synergies among Papers 01 and 02 and the IA were exploited fully to the advantage of the candidates. Eighty-five per cent of the candidates achieved acceptable grades in both units. The mean for Unit 1 was 65 per cent. The mean for Unit 2 was 66 per cent. The marks awarded by teachers were generally fair and were more or less consistent with moderators' marks, though in cases there were wide discrepancies.

There is, however, room for improvement in some areas including the following:

- Students need to use empirical data to support their findings. The data presented must be relevant to the topic, must be analysed, and the results used to support conclusions. Data not analysed and discussed should not be included in the report. Students must also adhere to the word limit placed on the project.

- There has been a significant improvement in communication with a reduction in spelling and grammatical errors which often detract from the work. There remain, however, many errors, most of which could be eliminated by using the tools provided by the software.
- Students continue to perform below expectations in the higher level competencies such as analysis, synthesis and evaluation. Teachers should provide opportunities for students to engage in higher order thinking skills.
- Many candidates are guilty of not giving credit to all of their secondary sources. Teachers need to impress upon students to cite sources in the body of the project and to give full citation in the bibliography. Teachers must remain vigilant and ensure that the work presented is the candidate's own. Teachers should approve the project and the outline and follow the progress of the candidate over the duration of the project.

With greater teacher guidance the IAs should continue to improve.

Paper 03/2 - The Alternative To The Internal Assessment

Paper 03/2 consisted of three questions, one on each module. Candidates were required to research a given topic in preparation for the examination. Paper 03/2 attempts to simulate the skills assessed in the Internal Assessment.

UNIT 1

Thirty-six candidates wrote Paper 03/2. The theme of this examination was “The impact of market structure on the economy”. The mean was 35 per cent. Candidates did not perform well on Questions 2 and 3. Their main challenge was in the application and analysis of information.

UNIT 2

One hundred and twenty candidates wrote Paper 03/2. The theme of this examination was “The impact of global recession on your country”. The mean was 40 per cent. Candidates seemed unfamiliar with the concept ‘balance of payment’. Hence, they were unable to outline the relationship between global recession and balance of payments.

Recommendations

In order for candidates registering for Paper 03/2 to perform well, they need to research the topic thoroughly and be prepared to discuss the issues relating to the topic.

Candidates need to follow a structured programme offered by a recognized institution and taught by certified persons.

Candidates also need to familiarize themselves with the requirements of the syllabus.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2010**

ECONOMICS

GENERAL COMMENTS

The CAPE Economics Examination consists of two units — each examined by the following papers.

- Paper 01 – Multiple Choice
- Paper 02 – Essay
- Paper 03/1 – The Internal Assessment (IA) (done by school candidates)
- Paper 03/2 – Alternative to IA (done by private candidates)

The overall performance of candidates in the examination was satisfactory for both Units 1 and 2. Performance on Unit 1 improved significantly over 2009 and now parallels Unit 2. Performance on Unit 2 remains stable and consistent with that of 2009.

DETAILED COMMENTS

UNIT 1

Unit 1 dealt with microeconomics theories, concepts and issues. Performance in Unit 1 was satisfactory. The mean mark was 55 per cent.

Unit 1 is divided into three modules:

- Module 1 – Methodology of Economics and Demand and Supply Analysis
- Module 2 – Market Structure and Market Failure
- Module 3 – Distribution Theory and Applications of Recent Theoretical Development

Module 1 – Methodology of Economics and Demand and Supply Analysis

This module tested candidates' understanding of the fundamental concepts of economics — scarcity, choice, opportunity cost, the production possibilities frontier (PPF), pareto efficiency criteria, the market, demand, supply, equilibrium, price floors and price ceilings, utility maximization, optimal output, normal profit and economic profit — and candidates' ability to apply these concepts to economic problems. Performance on this module was very good. The mean mark was 61 out of 100.

Module 2 – Market Structure and Market Failure

This module tested candidates' ability to analyse the efficiency with which the market system allocates scarce resources and to demonstrate understanding of economic concepts such as market structure, market failure, the characteristics that distinguish the four main market structures, perfect competition, monopolistic competition, oligopoly and monopoly, two measures of market power and the causes of market failure and government intervention in the market. Performance in this module was satisfactory. The mean mark was 49 out of 100.

Module 3 – Distribution Theory and Applications of Recent Theoretical Development

This module required an understanding of the markets for productive resources. It dealt with a number of popular issues. The topics dealt with included the equi-marginal principle (with which some candidates did not show great familiarity), information asymmetry, the labour force, the

marginal revenue product (MRP) and the demand for labour, factor mobility in the CSME, the determination of factor prices, rent and transfer earnings, the functional and size distribution of income, inequality and poverty. Performance in the module was satisfactory. The mean mark was 56 out of 100.

Paper 01 – Multiple Choice

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension, application and interpretation of information. The mean mark on Paper 01 was 62 per cent.

Paper 02 – Essays

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programmes. Candidates were required to answer one of two questions in each of the three modules. Each question was worth 25 marks.

Question 1

This question was attempted by approximately 25 per cent of the candidates. Part (a) of the question required candidates to explain key utility concepts with the use of examples. Part (b) required them to calculate marginal utility and marginal utility per dollar for two goods and to apply the concept of consumer optimality. Approximately 88 per cent of the candidates who attempted this question performed at an acceptable level, with 65 per cent of them earning at least 14 out of a possible 25 marks.

Most candidates were able to define the key terms and perform the calculations. However, some candidates were challenged by the application of concept and in providing suitable examples. While candidates generally identified the combination of bread and buns that would maximize consumer satisfaction, many of them did not explain how they arrived at their answer. The mean mark was 15.91 out of 25.

Question 2

This was the more popular of the two questions in Module 1. Approximately 75 per cent of the candidates attempted this question, 77 per cent of whom received satisfactory marks.

Candidates were required, in Part (a) of the question, to demonstrate knowledge and understanding of demand and the law of demand as well as to explain how a change in demand differs from a change in the quantity demanded. In Part (b), candidates were required to identify three factors, other than the price of beef, and to discuss why each of the three factors identified influence the demand for beef.

Many candidates did not demonstrate a comprehensive grasp of the definition of demand or the law of demand. They were generally unable to explain why consumer demand changes when the conditions of demand change. Distinguishing between a change in demand and a change in the quantity demanded proved to be challenging for many candidates. The mean mark for this question was 14.2 out of 25.

Question 3

Part (a) required candidates to demonstrate knowledge and understanding of monopolistic competition and oligopoly and to assess the role of advertising in monopolistic competition. Part (b) required them to give a diagrammatic exposition of the short-run and long-run output, pricing and profits of a firm in monopolistic competition. Approximately 45 per cent of candidates attempted this question, with approximately 68 per cent of them performing satisfactorily. Some candidates could not satisfactorily show the similarities and differences between the two market structures, while many were challenged in assessing the role of advertising. Some candidates demonstrated a superficial knowledge of monopolistic competition and could not give satisfactory responses to Part (b). The mean mark was 12.84 out of 45.

Question 4

This question was by far the most challenging of the entire examination. It was attempted by approximately 55 per cent of the candidates with 77 per cent of them receiving satisfactory scores.

In Part (a) of the question, candidates were required to demonstrate knowledge and understanding of the term 'market failure' using the pareto efficiency criterion and to explain how public goods and monopolies cause market failure. In Part (b), they were required to assess governments' response to market failure.

Many candidates demonstrated knowledge of market failure, but were unable to explain what causes it. The mean mark was 8.39 out of 25.

Question 5

This question was attempted by approximately 79 per cent of the candidates, with 70 per cent of them receiving satisfactory scores. In Part (a), candidates were required to calculate the marginal product of labour and the value of the marginal product of labour. In Part (b), they were required to draw a diagram showing the value of the marginal product of labour curve, with the line showing the wage superimposed on the same diagram.

Candidates were able to perform the required calculations, draw the diagram and select the correct number of workers to be employed, but they were unable to explain how they arrived at their conclusions. The mean mark for this question was 13.89 out of 25.

Question 6

This question was attempted by approximately 21 per cent of the candidates, with 68 per cent of them gaining satisfactory scores. Part (a) of the question required candidates to use a demand and supply diagram to explain the determination of wage rate and employment levels by the market. Part (b) required them to explain the role of institutional factors in the determination of wage rates. Many candidates did not draw the diagram carefully and could not explain it properly, nor could they explain how to arrive at the wage rates. Many candidates, however, were able to explain the role of government and trade unions, but not the employers' association, in the determination of wages. Performance on the question was fair. The mean mark was 9.54 out of 25

UNIT 2

Unit 2 dealt with macroeconomic theories, concepts and issues. Many of the candidates demonstrated a good grasp of the subject matter. Overall, the responses were good. The mean for Unit 2 was 54 per cent.

Paper 01 – Multiple Choice

Module 1

This module required candidates to demonstrate knowledge and understanding of basic macroeconomic concepts, national income accounting, the Keynesian consumption function, the determinants of money demand, real interest rates, the labour supply and labour demand, the natural level of unemployment and real and nominal gross domestic product (GDP) at factor cost and market prices. Performance on the module was fair. The mean mark was 51 per cent of the maximum score.

Module 2

Module 2 covered monetary and fiscal policy: money demand, money supply, the interest rate, the effects of changes in the interest rate, the role of the central bank, the Keynesian liquidity preference framework and motives for holding money. The module also dealt with discretionary fiscal policy and automatic stabilizers, deficits, surpluses, the national debt and the debt service ratio, unemployment and 'crowding out'. Performance on the module was fair. The mean mark was 53 per cent.

Module 3

This module dealt with the determinants of growth, foreign trade and commercial policy, international organizations, multinational corporations, economic integration, globalization, the balance of payments accounts, the determination of exchange rates, the advantages and disadvantages of different exchange rate regimes. Performance on the module was fairly good. The mean mark was 58 per cent of the maximum score.

This paper comprised 45 items, 15 questions per module. The items spanned knowledge, comprehension and application. Performance on the paper was good. The mean was 63 per cent.

Paper 02 – Essays

This paper consisted of six questions, two per module. Candidates were required to answer one of two questions on each of the modules. Each question was worth 25 marks.

Question 1

This question was attempted by approximately 57 per cent of the candidates, 77 per cent of whom performed satisfactorily. Part (a) of the question required candidates to demonstrate knowledge and understanding of national income accounts. They were required to explain the difference between nominal and real GDP and to discuss reasons why the GDP by itself was not a complete measure of economic welfare. In Part (b), candidates were required to determine features of a small model of the

economy and use the model to determine equilibrium GDP. In Part (c), they were required to describe the net national product and personal disposable income and state how they are measured.

Overall, the responses to this question were good. Candidates demonstrated adequate knowledge of the limitations of GDP as an indicator of economic welfare. However, they were challenged in defining net national product and personal disposable income, distinguishing between nominal and real GDP, calculating national income equilibrium and the open economy multiplier. The mean mark for this question was 11.18 out of 25.

Question 2

This question was attempted by approximately 43 per cent of the candidates, 69 per cent of whom scored at least 50 per cent of the maximum available marks. The question required knowledge and understanding of the Classical and Keynesian models. In Part (a), candidates were required to explain the difference between the 'recessionary gap' and the 'inflationary gap', and to explain disequilibrium employment from the point of view of the Classical economists. In Part (b), candidates were required to define investment and describe four factors that influence investment. Most candidates were able to distinguish between the gaps using the Keynesian 45 degree line. They were also able to define investment, but many were challenged to explain disequilibrium unemployment and to describe the factors influencing investment. The explanations were not thoughtful and precise, but rather loose and superficial. Performance on the question was fair. The mean mark was 10.43 out of 25.

Question 3

This question was attempted by approximately 76 per cent of the candidates, 77 per cent of whom scored at least 50 per cent of the maximum available marks. Part (a) of the question required candidates to define money and outline the functions of money. Part (b) required them to explain what is meant by 'a fractional reserve banking system'. In Part (c), candidates were required to explain the effects of various transactions on the transactions demand for money and equilibrium interest rate.

The majority of candidates were able to define money and outline the functions but some confused the functions of money with the motives for holding money. Candidates were generally challenged to explain the effects that changes in the pay period, changes in the nominal GDP and changes in the number of ATMs would have on the transactions demand for money and the interest rate. Overall performance on the question was good. The mean was 11.92 out of 25.

Question 4

This question was attempted by approximately 24 per cent of the candidates, 70 per cent of whom scored at least 50 per cent of the maximum available marks. Part (a) required candidates to explain what was meant by 'automatic stabilizers' and 'fiscal policy'. Candidates were also required to outline fiscal policy measures that would increase employment and output in Caribbean economies. In Part (b), candidates were required to discuss the limitations of fiscal policy measures.

Many candidates demonstrated knowledge of automatic stabilizers. The majority of them were able to explain 'fiscal policy' and identify appropriate fiscal measures but were unable to explain how the measures would expand employment and output. They were particularly challenged by Part (c).

Many candidates did not attempt a discussion of the limitations of fiscal policies. Those who did demonstrated limited knowledge of the concept. Performance on the question was fair. The mean mark was 12.05 out of 25.

Question 5

This question was attempted by approximately 68 per cent of the candidates, 75 per cent of whom scored at least 50 per cent of the maximum available marks. Part (a) required candidates to identify three main stages of economic integration that CARICOM countries have attempted. In Part (b), they were required to state three benefits and three costs associated with economic integration. For Part (c), candidates were required to assess the pros and cons of foreign direct investments (FDIs) by multinational companies (MNCs) with regard to access to technology and job creation.

Candidates demonstrated good knowledge and understanding of the stages leading up to the formation of CARICOM, but they were unable to state three benefits and three costs associated with economic integration. The candidates demonstrated very good knowledge of the pros and cons of FDI by MNCs. Performance on the question was very good. The mean mark was 14.50 out of 25.

Question 6

This question was attempted by approximately 32 per cent of the candidates, 83 per cent of whom scored at least 50 per cent of the maximum available marks. Part (a) required candidates to distinguish between ‘absolute advantage’ and ‘comparative advantage’. Part (b) required them to outline three arguments for and three arguments against the Economic Partnership Agreement (EPA) between the Caribbean and the European Union. In Part (c), candidates were required to outline two potential benefits of the EPA agreements. For Part (d), candidates were required to discuss two policy measures for correcting a trade deficit.

Distinguishing between ‘absolute advantage’ and ‘comparative advantage’ was very challenging for many candidates. They generally demonstrated little knowledge of the EPA between the Caribbean and the European Union. However, they were able to give reasonable responses to the potential benefits of the EPA. The responses to Part (d) were quite good. Candidates were able to give policy measures that could be implemented in order to correct a trade deficit. Candidates’ overall performance on the question was fair. The mean mark was 11.42 out of 25.

RECOMMENDATIONS TO TEACHERS

The teaching and learning of economics can be very exciting as the subject matter deals with social reality, and economics is both a science and an art. As students are preparing for their examination and for life, many relevant events are occurring; new businesses are opening, new products are entering the market, firms are merging or are being taken over, some workers are losing their jobs while new workers are being employed, some prices are rising while others are falling or inflation is taking place. The little shop at the corner must compete with the large department store. There is no paucity of illustrations for teachers to use in their classes to make the subject relevant to the students and this is best done within frameworks or models. There are some basic principles which teachers should apply in preparing students for the examination.

- ❖ Students must pay attention to details. At the level of CAPE, for example, students need to go beyond the fact that if disposable income rises, consumption will also rise — the lay person knows that without reading an economics text. Students need to go into more depth, applying their knowledge of the marginal propensity to consume and the multiplier.
- ❖ There are some fundamental concepts and ideas which students must know, understand and be able to apply in solving economic problems: scarcity, opportunity cost, making of decisions at the margin, among others.
- ❖ Students must be encouraged to think logically and coherently for economics requires mathematically precise language.
- ❖ Diagrams must be drawn and labelled neatly using rulers; no shoddy, incomplete diagram should be presented.
- ❖ Students need to complete the entire syllabus in order to be adequately prepared for the examination.
- ❖ Students should be taught to draw and interpret diagrams and to calculate and interpret the slopes of lines, elasticity coefficients, multipliers, percentage changes, etc. The Marshallian Cross, the diagram of the market, demand, supply, equilibrium price and quantity need to be fully understood by students as should the Keynesian Cross and illustrating the determination of national income equilibrium.
- ❖ Students should practise diagram drawing and interpreting skills under the supervision of the teacher as well as on their own time. Teachers should insist on proper labelling of axes and curves since this is conducive to learning, and candidates are awarded marks for neat and accurate diagrams.
- ❖ Teachers should expose students to questions on traditionally challenging areas of the syllabus.

Overall performance on this year's examination was fair but fell short of expectations. The higher level competencies involving application, analysis, synthesis and evaluation required for excellent performance were again lacking in many of the candidates.

Paper 03/2 – Alternative to Internal Assessment

Paper 03/2 consisted of three questions, one on each module. Candidates were required to research a given theme in preparation for the examination. Paper 03/2 attempts to simulate the skills assessed in the internal assessment.

UNIT 1

The theme for Paper 03/2 for 2010 was “The role of education as a means of poverty alleviation”. Forty-four candidates wrote this paper. The mean mark was 27 out of 60.

Question 1

Part (a) required candidates to list four types (levels) of education and training that are demanded in their country. In Part (b), candidates were required to explain why consumers demand the type of education and training that they do and for Part (c) they were required to discuss two costs, to consumers, of a good education.

Performance on this question was fair. Candidates were able to list the types of education. Most of them provided satisfactory responses to Part (b); however, describing the costs of education proved to be challenging for many candidates. The mean mark was 10.80 out of 20.

Question 2

In Part (a), candidates were required to explain the concept of market failure with special emphasis on the efficiency criterion. Part (b) required them to discuss market failure in the context of the provision of education. For Part (c), candidates were required to explain how government can address the failure of the market to provide adequate education privately.

Candidates did not perform well on this question. Candidates seemed to lack knowledge with respect to market failure, hence they were unable to discuss the concept or explain how the problem could be addressed. The mean mark was 5.57 out of 20.

Question 3

In Part (a), candidates were required to distinguish between ‘absolute poverty’ and ‘relative poverty’. Part (b) required them to explain the impact of education on income distribution, while Part (c) required them to assess the role of education in poverty alleviation.

Candidates did not perform well on this question. Many of them were challenged in distinguishing between ‘absolute poverty’ and ‘relative poverty’. The concept seemed not to be clearly understood, hence the distinction in many instances was not clear. Candidates were also challenged in Part (c) which required the application of higher-order thinking skills. The mean mark was 7.36 out of 20.

UNIT 2

The theme for Paper 03/2 for 2010 was “Fiscal and monetary policies — Their relative effectiveness on employment, income and output”. Twenty-five candidates wrote this paper. The mean mark was 27 out of 60.

Question 1

In Part (a), candidates were required to explain the meaning of fiscal and monetary policy. For Part (b), they were required to analyse two types of fiscal policies used in their country over the past five years. Part (c) required an analysis of the main type of monetary policy. In Part (d), candidates were required to evaluate two objectives of fiscal policies.

Performance on this question was fair. Candidates were mostly challenged by Parts (b) and (d). In Part (b), they merely stated fiscal policies rather than analyse them. Some candidates had difficulty

even stating the fiscal policies. In Part (d), they tended to outline the objectives rather than evaluate them. Very few candidates mentioned how effective or ineffective the objectives were. The mean mark for this question was 9.72 out of 20.

Question 2

In Part (a), candidates were required to outline three costs of unemployment. For Part (b), they were required to explain how fiscal and monetary policies can be used to solve problems.

Performance on this question was satisfactory. Part (a) was fairly well done. However, some candidates struggled mainly with how fiscal policies can be used to solve problems. Candidates seemed to have just a superficial knowledge of the concept, hence they were challenged in going beyond defining, stating and outlining where these concepts were concerned. The mean mark for this question was 10.12 out of 20.

Question 3

Part (a) required candidates to define 'exchange rate' and to state two ways in which the exchange rate is determined. Part (b) required them to examine two negative consequences of excessive government spending on a country's exchange rate. In Part (c), they were required to assess two ways by which the central bank can use monetary policy to help stabilize the exchange rate.

From the responses given, many candidates did not seem to have a grounded knowledge with regard to the exchange rate. The definitions given were very imprecise. Assessing how the central bank can use monetary policy to stabilize the exchange rate proved to be very challenging for many candidates. While some candidates seemed to have some understanding of the central bank, they seemed to lack the ability to apply this knowledge to an actual or specific situation. The mean mark for this question was 7.16 out of 20.

RECOMMENDATIONS FOR PRIVATE CANDIDATES

- In order for private candidates to perform well on Paper 03/2, it is imperative that they research the given theme thoroughly.
- Private candidates also need to pay close attention to budgetary issues in their country, as well as regionally and internationally, to get a better understanding of how governments run their countries.
- Private candidates need to make use of reports issued by the central banks, the International Monetary Fund and other financial bodies to familiarize themselves with fiscal and monetary policies.
- Private candidates will benefit from a structured approach to instructions offered by recognized institutions.
- When preparing for the examination, candidates need to go beyond memorizing facts and definitions. At this level, they need to be able to interact with the material in a critical and meaningful way.

- Candidates need to apply the study of economics to their everyday lives. This will help them to make sense of many of the concepts and ideas that presently seem abstract and unrelated to their current existence.

Paper 03/1 – Internal Assessment (IA)

Most students performed well on the IA component of the examination, reflecting closer teacher supervision of students' projects. The synergies among Papers 01 and 02 and the IA were again fully exploited to the advantage of the students. The topics consisted of relevant economic problems to which appropriate concepts, principles and theories were applied, while the projects were kept within the stipulated limits. There was an overall improvement in the quality of the projects.

There is, however, room for improvement in some areas including the following:

- Students need to make better use of empirical data in supporting their findings. The data students present must be relevant to the topic, must be analysed and the results used to support conclusions to which the students arrive. Charts, tables and graphs constructed from data collected must be neatly presented and properly labelled. Data not analysed and discussed should not be included in the report. Some students are not adhering to the word limit placed on the project.
- The word processing software tool should be used to assist in reducing the spelling and grammatical mistakes since these detract from the quality of the work done.
- Students continue to perform below expectations in the higher level competencies such as analysis, synthesis and evaluation. Teachers need to present more opportunities for students to practise these skills.
- Many students continue to have methodological challenges; the method to be employed must be stated, including how the data will be used. The plan must then be followed. Credit must be given to all secondary sources to avoid plagiarism. Sources must be noted in the body of the project and the full citation must be given in the bibliography.
- Teachers must remain vigilant and ensure that the work presented is the student's. Teachers should approve the project, the methodology and the outline, and follow the progress of students over the duration of the project.
- Students should be encouraged to include their primary data collection method in their report.

The projects presented this year reflect closer teacher guidance, resulting in better overall quality of the IAs.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
ADVANCED PROFICIENCY EXAMINATION**

MAY/JUNE 2011

ECONOMICS

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GENERAL COMMENTS

The CAPE Economics examinations consist of two units – each examined by the following papers:

Paper 01 - Multiple Choice

Paper 02 - Essay

Paper 031 - The School-Based Assessment (SBA) (done by school candidates)

Paper 032 – Alternative to School-Based Assessment (done by private candidates)

The overall performance of candidates was satisfactory for both units 1 and 2. Performance on Unit 1 was consistent with performance in 2010, while performance on Unit 2 was consistent with that of previous years.

DETAILED COMMENTS

UNIT 1: MICROECONOMICS

Unit 1 dealt with microeconomic theories, concepts and issues. Performance in Unit 1 was satisfactory. The mean mark was 170.95 out of 300 (56.98 per cent). The standard deviation was 43.34.

Unit 1 was divided into three modules:

Module 1 – Methodology of Economics and the Analysis of Demand and Supply.

Module 2 – Market Structure, Market Failure and Intervention

Module 3 – Distribution Theory and Application of Recent Theoretical Developments

Module 1 – Methodology of Economics the Analysis of Demand and Supply

This module tested candidates' understanding of fundamental concepts of economics – scarcity, choice, opportunity cost, the production possibilities frontier (PPF), Pareto efficiency criteria, the market, demand, supply, equilibrium, price floors, price ceilings, utility maximization, optimal output, normal profit and economic profit – and candidates' ability to apply these concepts to economic problems. Performance on this module was very good. The mean mark was 62.08 out of 100. The standard deviation was 18.93.

Module 2- Market Structure, Market Failure and Intervention

This module tested candidates' ability to analyse the efficiency with which the market system allocates scarce resources and to demonstrate understanding of economic concepts such as market structure, market failure, the characteristics that distinguish the four main market structures – perfect competition, monopolistic competition, oligopoly and monopoly, two measures of market power and the causes of market failure and government intervention in the market. Performance on this module was satisfactory. The mean mark was 56.82 out of 100. The standard deviation was 18.00.

Module 3 – Distribution Theory and Applications of Recent Theoretical Developments

This module required an understanding of the markets for the factors of production – land, labour, capital and entrepreneurship. It dealt with a number of popular issues. The topics dealt with included the equi-marginal principle (which some candidates found quite challenging), asymmetric information, the labour force, the marginal revenue product (MRP) and the demand for labour, factor mobility in the CSME, the determination of factor prices, rent and transfer earnings, the functional and size distribution of income, inequality and poverty. Performance on this module was satisfactory. The mean mark was 49.47 out of 100. The standard deviation was 14.20.

Paper 01– Multiple Choice

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension, application and interpretation of information. The mean mark was 63.70 out of 90. The standard deviation was 26.04.

Paper 02 – Essays

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programmes. Candidates were required to answer one of two questions in each of the three modules. Each question was worth 25 marks. Performance on the paper was good. The mean score was 73.10 out of 150. The standard deviation was 26.04.

Question 1

This question was attempted by 82 per cent of the candidates. Part (a) required candidates to explain the concepts of scarcity, opportunity cost and production possibilities frontier (PPF) with the use of examples. Part (b) required them to state the assumptions on which the PPF is based and to use the production possibilities frontier to demonstrate scarcity, choice, opportunity cost, efficiency (Pareto Optimality) and unattainable combinations of goods.

Most candidates were able to define the key terms and do a rough sketch of the PPF. Some candidates, however, lost marks for not drawing the PPF neatly and correctly labelling it. Many candidates failed to give the assumptions on which the PPF is based and were severely challenged to apply the concepts to it. Many candidates did not know that all points on the PPF were efficient (and therefore Pareto optimal) and that a choice of one of such efficient points had to be made.

Approximately 90 per cent of the candidates who attempted this question performed at an acceptable level, with 74 per cent of them earning at least 11 out of a possible 25 marks. The mean mark was 14.60 out of 25. The standard deviation was 6.09.

Question 2

This question was attempted by 18 per cent of the candidates, 60 per cent of whom received a satisfactory mark (between 11 and 25).

Candidates were required in Part (a) to explain consumer equilibrium and the effect of a change in income on consumer equilibrium, using the indifference curve approach. In Part (b), candidates were required to distinguish between movements along demand and supply curves and shifts of these curves, as well as explain market equilibrium.

Approximately 75 per cent of candidates knew that consumer equilibrium occurred at the point where the indifference curve and the budget line were tangential, but they did not sufficiently explain consumer equilibrium. Many candidates could not relate the budget line to income and prices and some candidates even confused consumer equilibrium with market equilibrium. However, about 90 per cent were able to explain the effect of an increase in income on consumer equilibrium. In Part (b), many candidates were able to construct a labelled diagram showing market equilibrium, demand, supply, price and quantity and to explain the effect of an increase in consumer income on market equilibrium; however, some candidates could not explain the effect of a change in technology on market equilibrium. The mean mark for this question was 12.74 out of 25. The standard deviation was 5.40.

Question 3

This question was attempted by approximately 80 per cent of the candidates with approximately 75 per cent to them scoring at least 11 of the 25 available marks.

Part (a) required candidates to explain the concept of market structure, outline the characteristics of different market structures and distinguish among different market structures. In Part (b), candidates were required to explain the pricing and output decisions in monopolistic competition and monopoly and compare and evaluate their performance.

Many candidates performed well on Part (a), though some of them could not give a complete definition for market structure. Some candidates also did not focus on how the characteristics of a market structure affected the firm's behaviour and performance. Sections of Part (b) were also well done. Many candidates demonstrated knowledge and understanding of the monopoly and monopolistic competition in the long- and short-run. They were challenged to demonstrate understanding of the term *conduct* relating to the monopoly and monopolistic competition and failed to mention the efficiency criteria in terms of output and the associated cost incurred at that output level relative to price and revenue. The mean mark for this question was 13.63 out of 25. The standard deviation was 5.00.

Question 4

This question was attempted by approximately 20 per cent of the candidates. Candidates found this question very challenging, 41 per cent of them scored at least 11 of the 25 available marks.

Part (a) required candidates to distinguish among private goods, public goods, private cost and social cost. Part (b) required them to evaluate the measures used by government to correct market failure and to outline the causes of market failure.

Most candidates were able to define private cost and social cost and identify relevant examples of each. They were also able to distinguish between private goods and public goods, but were unable to explain the terms. Candidates' greatest challenge was in identifying pricing solutions in regulating a natural monopoly. The mean mark on this question was 8.67 out of 25. The standard deviation was 4.83.

Question 5

This question was attempted by 54 per cent of the candidates, 34 per cent of whom scored between 11 and 25.

Part (a) required candidates to explain the rewards of the factors of production. Part (b) required them to outline the marginal productivity theory and Part (c) required candidates to state the relationship between the variable marginal price of labour and the demand curve for labour and apply the marginal productivity theory to decision making.

Part (a), which related to the rewards of the factors of production, was well done by most candidates, the majority of whom (60 per cent) were able to draw the diagram. Part (c) presented the greatest challenge to candidates. Some candidates were able to score the full marks in this section. The following is the response of a candidate who scored the full marks for Part (c).

The relationship between the value of the marginal product of labour and the firm's labour demand is that the falling part of the variable marginal product curve is the firm's demand curve for labour as diminishing returns sets in. It shows the inverse relationship between the wage rate and the quantity of labour where an increase in the wage rate would result in a decrease in the quantity of labour employed and a decrease in the wage rate would result in an increase in the quantity of labour demanded).

The mean mark was 9.06 out of 25. The standard deviation was 4.33.

Question 6

This question was attempted by 46 per cent of the candidates, with 56 per cent of them gaining satisfactory scores.

Part (a) required candidates to explain the concepts of wage differentials and compensating wage differentials. Part (b) required them to distinguish between absolute and relative poverty and to outline the factors that contribute to poverty. Part (c) required candidates to outline government strategies to alleviate poverty, to analyse the cost of poverty and the benefits of policies aimed at poverty alleviation.

Most candidates were able to define poverty and address the topic of basic needs and the poverty line. The concepts of wage differentials and compensating wage differentials provided the greatest challenge to candidates. Most candidates were unable to explain why a minimum wage imposed on a labour market in perfect competition may not alleviate poverty. The mean mark for this question was 10.60 out of 25. The standard deviation was 3.75.

Paper 03/2 – Alternative to School-Based Assessment

Paper 032 consisted of three questions, one from each module. Candidates were required to research a given theme in preparation for the examination. Paper 032 attempts to simulate the skills assessed in the internal assessment.

The theme for Paper 032 was “Investigate the impact of the mobile services operations in your country.” Forty-four candidates wrote this paper. Performance on this paper was poor. The mean mark was 12.86 out of 60. The highest mark on this paper was 29 out of 60.

In this paper, candidates were presented with a short scenario which formed the stimulus for the three questions which followed.

Question 1

Part (a) required candidates to identify and explain four major factors that affect the demand and supply of mobile services. Part (b) required candidates to state and apply the formula for calculating elasticity and evaluate the result.

Many candidates were able to identify the factors that determine demand, but found explaining how the factors affect demand for mobile services very challenging. Part (b) was very challenging for most candidates. Many of them were unable to state the formula and apply it to the calculation of elasticity. Many candidates were also unable to evaluate the elasticity coefficient. Performance on the question was poor. The mean mark was 3.12 out of 20. The standard deviation was 2.95.

Question 2

Part (a) required candidates to identify the goals of firms in the cellular industry and explain how the goals can be achieved. Part (b) required them to explain the characteristics of the market structure of the industry.

The performance of candidates on this question was generally poor. In part (a), many candidates were able to state the goals of firms, but were unable to explain how they can be achieved. Only a few candidates were able to define corporate responsibility. In Part (b), many candidates were able to identify some of the characteristics of the oligopoly market structure but were unable to give adequate explanations of them. The mean mark on this question was 6.19 out of 20. The standard deviation was 3.76.

Question 3

Part (a) required candidates to draw and use a demand and supply diagram of the labour market to explain how the wages of highly skilled mobile service workers can be divided into transfer earnings and economic rent. In Part (b), candidates were required to explain the effect of labour mobility on wages.

Part (a) was well done by most candidates. Many of them were able to draw the demand and supply diagram. However, they were challenged in explaining transfer earnings and economic rent. Many candidates were unable to define the terms or identify the areas on the diagram that represented them. In Part (b), candidates seemed not to have understood the terms geographical and occupational mobility. The question was poorly done. The mean mark was 3.49 out of 20. The standard deviation was 2.05.

UNIT 2: MACROECONOMICS

Unit 2 dealt with macroeconomic theories, concepts and issues. Many candidates demonstrated a good grasp of the subject matter. Overall, the responses were good. The mean for Unit 2 was 173.04 out of 300 (57.68 per cent). The standard deviation was 45.70.

Unit 2 was divided into three modules:

Module 1 – Models of the Macroeconomics

Module 2 – Macroeconomic Problems Policies

Module 3 – Growth, Sustainable Development and Global Relations,

Paper 01 – Multiple Choice

Module 1 - Models of Macro economy

This module required candidates to demonstrate knowledge and understanding of basic macroeconomic concepts, national income accounting, the Keynesian consumption function, the determinants of money demand, real interest rates, the labour supply and labour demand, the natural level of unemployment, and real and nominal gross domestic product (GDP) at factor cost and market prices. Performance on the module was fair. The mean mark was 57.79 out of 100. The standard deviation was 17.56.

Module 2 – Macroeconomic Problems and Policies

Module 2 tested candidates' knowledge of monetary and fiscal policy: money demand, money supply, the interest rate, the effects of changes in the interest rate, the role of the central bank, the Keynesian liquidity preference framework and motives for holding money. The module also dealt with discretionary fiscal policy and automatic stabilizers, deficits, surpluses, the national debt and the debt service ratio, unemployment and crowding out. The mean mark was 56.81 out of 100. The standard deviation was 18.48.

Module 3 – Growth, Sustainable Development and Global Relations

This module dealt with the determinants of growth, foreign trade and commercial policy, international organizations, multinational corporations, economic integration, globalization, the balance of payment accounts, the determination of exchange rates, the advantages and disadvantages of fixed and floating exchange rate regimes. Performance on the module was good. The mean mark was 54.36 out of 100. The standard deviation was 17.83.

Paper 01– Multiple Choice

This paper consisted of 45 items, 15 questions on each module. The items spanned knowledge, comprehension and application. Performance on the paper was good. The mean mark was 68.72. The standard deviation was 30.02. Approximately 87 per cent of the candidates scored at least 50 per cent of the maximum available marks on this paper. One candidate achieved the maximum mark.

Paper 02 – Essays

This paper consisted of six questions, two per module. Candidates were required to answer one of two questions from each of the modules. Each question was worth 25 marks. The mean score was 46 per cent.

Question 1

This question was attempted by 55 per cent of the candidates, 61 per cent of whom scored between 11 and 25 marks. Part (a) required candidates to explain the concept of National Income Accounting and the different approaches to arriving at national income. Part (b) required candidates to use the National Income Accounts to analyse the performance of the economy and derive real GDP and nominal GDP and relate them to economic growth. Part (c) required candidates to draw the Keynesian 45° diagram and use it to explain how the equilibrium level of national income is determined.

Overall, the question was well done. Some candidates were unclear of the nature of intermediate goods and did not know that intermediate goods should be excluded from the calculation of national income to avoid double counting. In Part (b), most candidates were able to calculate GDP, but some of them could not distinguish between real and nominal GDP. Many candidates were severely challenged to draw the Keynesian 45° diagram and explain how equilibrium is determined. The mean mark was 11.53 out of 25. The standard deviation was 4.96. Two candidates achieved the maximum available mark.

Question 2

This question was attempted by 45 per cent of the candidates, 68 per cent of whom scored between 11 and 25 marks. Part (a) required candidates to explain the relationship between savings and consumption. Part (b) required candidates to explain the consumption function. Part (c) required them to calculate the simple multiplier and Part (d) required them to explain the factors that influence aggregate supply.

Many candidates correctly defined the marginal propensity to consume (MPC) and the average propensity to consume (APC), but some of them found the formulae challenging. Many candidates seemed unfamiliar with the Keynesian consumption and did not know how increases in income affect the MPC and the APC. Many of them also could not draw the required diagram correctly and neatly. In Part (c), most candidates calculated equilibrium income and the multiplier correctly and in Part (d) most of them were able to identify the determinants of aggregate consumption, though a few candidates gave microeconomic responses. The mean mark was 13.57 out of 25. The standard deviation was 6.12. Eighteen candidates achieved the maximum available mark.

Question 3

This question was attempted by 67 per cent of the candidates and 66 per cent of them achieved a score of 11 or more out of 25 marks. Part (a) required candidates to identify the types of demand for money. Part (b) required them to define and explain the tools of monetary policy. Part (c) required candidates to explain the relationship between monetary policy and aggregate demand. Part (d) required candidates to outline and explain the quantity theory of money and identify the school of thought with which the quantity theory is associated. In Part (e), candidates were required to explain how changes the money supply by the Central Bank could lead to inflation.

Most candidates were able to identify the motives for holding money, but many of them failed to explain the speculative motive. The tools of monetary policy were generally well known, though some candidates lacked this knowledge. Most candidates had a good understanding of the relationship between monetary policy and aggregate demand. Most candidates knew the quantity theory of money, but found explaining the variables in the equation quite challenging. Part (e) was well understood by most candidates. Candidates' performance on this question was good. The mean mark was 12.78 out of 25. The standard deviation was 6.06. Five candidates achieved the maximum mark.

Question 4

This question was attempted by 33 per cent of the candidates, 34 per cent of whom gained 11 marks or more out of 25 marks. Part (a) required candidates to outline three methods of financing a fiscal deficit, while Part (b) required them to explain the effects on specific variables of financing the deficit. Part (c) required candidates to rationalize the high demand for the United States (US) dollar. Part (d) required candidates to distinguish between fiscal policy and monetary policy and to evaluate the effectiveness of fiscal policy.

For Part (a), many candidates were able to state the methods of financing fiscal deficits and explain taxation, but they found the explanation of other methods challenging. Part (b) appeared to have challenged most candidates as they were unable to explain the effects on specific variables of financing the variables. Many candidates found Part (c) particularly challenging and were unable to give reasons for the high demand for the US dollar. Candidates were also challenged in Part (d). They found distinguishing between monetary and fiscal policy measures to be very challenging. Candidates made a good attempt at evaluating the effectiveness of fiscal policy measures, but did not adequately explain the effects of fiscal measures. The mean mark on this question was 9.08 out of 25. The standard deviation was 4.65. The highest mark on this question was 24 out of 25. This was achieved by one candidate.

Question 5

This question was attempted by 38 per cent of the candidates, 40 per cent of whom earned at least 11 of the 25 marks. It required candidates to state the main economic features of globalization and to evaluate the effectiveness of the major factors on the process of globalization. Candidates were also required to define the term *balance of payments* and demonstrate knowledge of a balance of payments deficit and the effect of a financial crisis on the balance of payments.

Many candidates demonstrated limited knowledge of the main features of globalization and the major factors influencing the process of globalization. They found distinguishing between the two quite challenging. Many candidates were also unable to define the term *balance of payments*. They confused balance of payments deficit with budget deficit. Some candidates also confused financial crisis with natural disasters and were unsure of what the global crisis was as well as its economic effects. The question required the use of higher-order competencies, but many candidates did not demonstrate these abilities in answering the question. Many to them simply stated points. The mean mark was 9.53 out of 25. The standard deviation was 5.43.

Question 6

This question was attempted by 62 per cent of the candidates, 49 per cent of whom earned at least 11 of the 25 available marks. Part (a) required candidates to define the term *exchange rate* and to state the exchange rate of three countries. In Part (b), candidates were required to distinguish between a fixed exchange rate regime and a flexible exchange rate regime and to explain the advantages and disadvantages of each.

Most candidates were able to define the term exchange rate, many cited the exchange rate for their particular country only but not those of other countries. Candidates were also not conversant with the advantages and disadvantages of the two exchange rate regimes and were unable to develop them. Candidates also confused free trade and integration. The mean mark was 11.04 out of 25. The standard deviation was 6.10.

The theme of Paper 032 was “Investigate the effectiveness of the transportation system in your country and comment on the implication for the rest of the economy”. Thirty-one candidates wrote this paper. Performance was less than satisfactory. The mean mark was 21.45 out of 60. The standard deviation was 8.96.

Question 1

In Part (a), candidates were required to define the term *aggregate supply*, to describe the shape of the classical aggregate supply curve and the Keynesian short-run aggregate supply curve. In Part (b), they were required to explain, using demand and supply curves, how during a recession, government spending to build transportation infrastructure can contribute to the economic recovery of an Economy. In Part (c), candidates were required to explain how the classical school of economics would respond to a recession.

A fair number of candidates were able to define the term aggregate supply. However, many of them were unable to describe the shape of the classical aggregate supply curve and the Keynesian short-run aggregate supply.

Many candidates did not label the diagram correctly, neither did they show a shift in the aggregate demand. Most candidates demonstrated that they understood that the classical model does not allow for government intervention. The mean mark was 5.48 out of 20. The standard deviation was 4.23.

Question 2

Part (a) required candidates to define basic economic terms such as *fiscal policy*, *budget surplus and transfer payments*. Part (b) required them to identify sources from which government may borrow large sums of money to finance infrastructural development and Part (c) required them to evaluate two negative consequences of government borrowing to the economy. Part (a) was fairly well done, however some candidates had difficulty identifying suitable sources of financing for specific purposes. Part (a) was poorly done. Many candidates simply stated the negative consequences rather than evaluated them. The mean mark was 8.65 out of 20. The standard deviation was 3.29.

Question 3

This question tested candidates' knowledge of balance of payments and economic growth. Part (a) required candidates to define the term *balance of payments* and to identify accounts that are included in the balance of payments. Part (a) required them to define the term *economic growth* and to outline ways in which an inefficient transport system can hinder a country's economic growth. Part (c) required candidates to discuss three ways in which an efficient transportation infrastructure can have a positive impact on a country's balance of payments. Part (a) was fairly well done by most candidates. Many candidates also gave reasonable definitions for economic growth, in Part (b)(i), but many of them failed to outline ways in which a country's economic growth can be hindered by an efficient transportation system. Part (c) was not well done, many candidates focused on the impact of an efficient transport system on government revenue and economic growth, rather than on the balance of payments. The mean mark was 7.32 out of 20. The standard deviation was 4.50.

RECOMMENDATIONS TO TEACHERS

Economics has been deemed the dismal science, perhaps because it brings to the fore the truth that every choice or decision has consequences, good and bad. Those who focus on the bleak side of economics eschew the benefits of the science and the joys of teaching and learning the discipline. Scarcity is a fact of life and gives rise to choices. The choices people make determine what commodities the society will produce and the size of the GDP, which businesses will prosper or lay-off workers, the prices at which commodities will be sold, how much of the GDP will be consumed and saved for investment, the inflation rate, the level of imports and exports and the exchange rate. A student preparing for CAPE examinations must decide which subjects to take and how much time he or she will devote to each subject and how much time to give to entertainment and other activities. The teacher introduces the student to the various models and graphical techniques and others that facilitate the teaching and learning of economics. The following are some useful tips recommended to teachers:

- Paying attention to details pays high dividends. Teachers must ensure that students go beyond the superficial and see the logical linking of ideas that culminate in a conclusion. The consumer buys more of a normal good when its price falls because the good becomes relatively cheaper compared to those goods whose prices remained unchanged and hence became relatively more expensive (the substitution effect) and because the real income of the consumer increased (the income effect).
- Teachers must ensure that basic concepts and ideas are thoroughly understood by students. Students need to know the resources and factors of production. They must understand what is meant by scarcity of resources and how the scarcity of resources leads to society and individuals having to make choices as well as the consequences of the choices.
- Decisions are made at the margin and it is important for students to grasp the equi-marginal principle and optimality.
- Teachers must encourage students to capitalise on the links between economics and other disciplines. Students should be encouraged to take mathematics along with economics. Algebra and geometry facilitate the learning of economics.

- Many questions in the examination require candidates to draw diagrams and marks were awarded for neatness and accurate labelling of diagrams, but many candidates presented shoddy work which resulted in the loss of marks. Teachers can assist students in this area by insisting that these practices are demonstrated in the classroom.
- Teachers must emphasize the diagram of the market, the slopes of the demand curves and the factors that cause the curves to shift. Similarly, teachers should emphasize the small Keynesian model of the economy, the consumption function, the investment function, import and export functions and the government in the economy, using equations to calculate national income equilibrium, the multiplier and closing the recessionary and inflationary gaps.
- In effect, teachers should spend the most time on the most challenging aspects of the syllabus; the comparison of the market structures, the determination of the exchange rate, the effectiveness of fiscal and monetary policy measures and similar topics.

Overall performance was at best fair, candidates' performance can be improved if they engage in higher-level competencies.

RECOMMENDATIONS TO CANDIDATES

- In order for private candidates to perform well on Paper 032, they ought to prepare thoroughly for the examination by researching the given theme, gathering relevant information on the theme and organizing the information by to the modules.
- Many private candidates may be constrained by time and resources because of obligations, and hence may not be able to devote as much attention to their studies. In addition, many private candidates try studying on their own without formal, supervised instructions but they need to be aware that the demand at the CAPE level is greater than that at the level of CSEC, hence, it will be beneficial if they are enrolled in an academic institution where they received guidance.
- Private candidates need to familiarize themselves with the syllabus, the format and requirement of the examination.

Paper 031 – School-Based Assessment (SBA)

The majority of students performed well on the SBA component of the examination, this is evidence of improved teacher supervision of students' projects. Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented and analysed and warranted conclusions were drawn. Many students demonstrated an excellent understanding of the concepts, principles and theories. The mean for the SBA for Unit 1 was 40.23 out of 60. The standard deviation was 8.77. The mean for Unit 2 was 38.01 out of 60. The standard deviation was 10.62.

While performance on the SBA was satisfactory, further improvements can be gained by implementing the following suggestions:

- The writing of the bibliography can be improved by using a standard, acceptable format consistently.
- The presentation of diagrams, tables and charts need to be neater and must be used efficiently. Students should choose the method of data presentation that is most appropriate for the type of data to be presented. In addition, diagrams and charts need to be labelled and discussed or explained.
- Students should use the word processing software to enhance their presentations thereby ridding them of spelling and grammatical errors as far as possible.
- Students must elevate their performance at the higher level competencies. They must practice applying the theories and using them to analyse events that are constantly occurring. They should use the theories to evaluate policies and synthesise novel solutions. Teachers should encourage this approach to learning the subject.
- Some students continue to confront methodological challenges. Teachers should set an early deadline for students to submit a proposal (a plan) for doing their SBA. Such a proposal will identify the topic to be done, why that topic was chosen, what is expected to be learnt, what was done on the topic by others, how the research was conducted, the findings and implications.
- Students must avoid plagiarism and must practise good ethical behaviour when conducting research. Credit must be given for all work of other researchers. The recycling of previous work is totally unacceptable. Sources must be given in the body of the work and the full citation in the bibliography.
- Students must keep their project within the word limit and should include their data in an appendix.
- Teachers seem to be monitoring more closely the work done by students. They are encouraged to maintain their vigilance by following the progress of students' work closely.

Teachers and students must be commended for the improvements observed in the quality of the projects submitted.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2012

ECONOMICS

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GENERAL COMMENTS

The CAPE Economics examinations consist of two units – each examined by the following papers:

Paper 01 – Multiple Choice

Paper 02 – Essay Questions

Paper 031 – School-Based Assessment (SBA) (done by school candidates)

Paper 032 – Alternative to School-Based Assessment (done by private candidates)

The overall performance of candidates was satisfactory for both Units 1 and 2. Performance on Unit 1 was consistent with performance in 2011, while performance on Unit 2 was consistent with that of previous years.

Unit 1 dealt with microeconomic theories, concepts and issues. Two thousand seven hundred and seventy-four candidates sat the Unit 1 examination. Performance on Unit 1 was fair. The mean mark was 159.08 out of 300 (53.03 per cent). The standard deviation was 42.85.

Unit 1 was divided into three modules:

Module 1 – Methodology of Economics and the Analysis of Demand and Supply

Module 2 – Market Structure, Market Failure and Intervention

Module 3 – Distribution Theory and Application of Recent Theoretical Developments

Module 1 tested candidates' understanding of indifference curve analysis, total cost, marginal cost, averaged fixed cost, average total cost and variable cost. Performance on this module was satisfactory. The mean mark was 57.75 out of 100. The standard deviation was 18.60.

Module 2 tested candidates' ability to analyse the efficiency with which the market system allocates scarce resources and to demonstrate understanding of economic concepts such as market structure, market failure and deadweight loss, the characteristics that distinguish the four main market structures — perfect competition, monopolistic competition, oligopoly and monopoly. Candidates were also required to distinguish between normal and economic profits as well as to calculate the Four-Firm concentration ratio and the Herfindahl-Hirschman Index. Additionally, they were asked to define efficiency and market failure, distinguish between private and social benefit, compare characteristics between private and public goods and explain how public goods cause market failure, as well as how government intervention in the market responds to the problems of externalities and public goods. Performance on this module was fair. The mean mark was 49.43 out of 100. The standard deviation was 15.82.

Module 3 required an understanding of the rewards for the factors of production. It dealt with a number of popular issues. The topics dealt with included derived demand, marginal productivity theory, transfer earnings and economic rent, monopsony, wage differentials, the labour force, the marginal revenue product (MRP) and the demand for labour, perfect competition in the labour market, and factor mobility in the Caribbean Single Market and Economy (CSME). Performance on this module was fair. The mean mark was 47.51 out of 100. The standard deviation was 16.57.

Unit 2 dealt with macroeconomics theories, concepts and issues. Many candidates demonstrated a good grasp of the subject matter. Overall, the responses were good. The mean for Unit 2 was 163.05 out of 300. The standard deviation was 48.94.

Two thousand and seventy two candidates sat the Unit 2 examination.

Unit 2 was divided into three modules:

Module 1 – Models of Macroeconomics

Module 2 – Macroeconomic Problems and Policies

Module 3 – Growth, Sustainable Development and Global Relations

Module 1 required candidates to demonstrate knowledge and understanding of basic macroeconomic concepts, national income, the Keynesian consumption theory and the classical model. Performance was fair. The mean mark was 50.83 out of 100. The standard deviation was 19.61.

Module 2 tested candidates' knowledge of unemployment, interest rates, inflation, national debt, monetary and fiscal policy. The mean mark was 54.49 out of 100. The standard deviation was 19.04.

Module 3 dealt with international trade, economic integration, and the balance of payment accounts. Performance on the module was poor. The mean mark was 48.62 out of 100. The standard deviation was 18.13.

DETAILED COMMENTS

UNIT 1 – MICROECONOMICS

Paper 01 – Multiple Choice

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension and application. The mean mark was 57.36 out of 90. The standard deviation was 14.26.

Paper 02 – Essays

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programmes. Candidates were required to answer one of two questions in each of the three modules. Each question was worth 25 marks. Performance on the paper was less than satisfactory. The mean mark was 59.18 out of 150. The standard deviation was 27.53.

Question 1

This question was attempted by 64 per cent of the candidates, 46 per cent of whom scored at least 50 per cent of the available marks. Part (a) required candidates to define the terms *indifference curve* and *budget line* and to draw a diagram of the budget line and indifference curve and use it to explain consumer equilibrium. They were also required to use the diagram to explain the effect of a price

decrease of a good on consumer equilibrium. Part (b) required candidates to define the substitution and income effects and explain them with the aid of a diagram.

In Part (a), most candidates were able to correctly define the concepts and use the diagram to adequately explain consumer equilibrium. The effect of consumer equilibrium on the decrease in the price of a good was also well done. Many candidates were able to score the maximum mark on this part of the question. In Part (b), many candidates were unable to give precise definitions of the substitution and income effects as well as to recognize the resultant increase in purchasing power arising from a decrease in the price of a good. Many candidates who attempted this part of the question were not able to use the imaginary budget line to separate the effects. However, a few candidates did an excellent job of distinguishing the income from the substitution effect.

This area of the course is precise and technical and more time should be devoted to explaining the concepts and practising drawing the diagrams in order to ensure proper internalization and improved candidate performance.

Question 2

This question was attempted by 48 per cent of the candidates, 54 per cent of whom scored at least 50 per cent of the available marks. Part (a) required candidates to state the formula for the various costs as well as to calculate the values for the various costs at given levels of output. In Part (b), they were required to explain the relationship between the marginal cost and the average total cost, with the aid of a diagram. Part (c) required candidates to draw a diagram of the marginal cost curve and the average variable cost curve and use the diagram to explain the relationship between these two curves and the supply curve.

In Parts (a) and (b), the majority of candidates were unable to demonstrate knowledge of the formulas for computing the various costs. The mathematical relationship between average and marginal values was not well demonstrated. Similarly, many candidates were unable to correctly calculate the types of cost averages since quantity was not used as the denominator. In Part (c), a number of candidates drew diagrams of product curves rather than cost curves. Further, some based their responses on the average cost curve rather than the average variable cost curve. A significant number of candidates did not recognize that the portion of the marginal cost curve above the average variable cost curve is in fact the supply curve of the product. In a few instances, candidates used the data from the table to plot the various curves. This was not required since the output range was inadequate for depicting the proper relationship between the curves. This resulted in the loss of valuable marks.

This area of the syllabus requires an appreciation of the mathematical relationships among the relevant concepts and students should be given adequate practice in calculating the various costs as well as constructing cost curves and interpreting them. It must be emphasized that teachers should ensure that students appreciate that marginal cost will pull up average cost only when it is above average cost and marginal cost will pull down average cost when it is below average cost regardless of whether the marginal cost is falling or rising. The statistics relating to cricket can be used to illustrate how marginal scores will impact average scores.

Question 3

This question was attempted by 50 per cent of the candidates, 34 per cent of whom scored at least 50 per cent of the available marks. This question tested candidates' knowledge of the theory of the firm.

Part (a) required candidates to distinguish between normal profit and abnormal profit as well as to define the concept of market structure. In Part (b), candidates were required to demonstrate their knowledge of the features/characteristics of the various market structures. Part (c) required candidates to compute and interpret two measures of industrial concentration.

Most candidates were able to correctly distinguish between the two types of profits. The concept of market structure was also widely known. The majority of candidates was able to secure the maximum in this section; however, some candidates failed to maximize their scores by focusing only on the degree of competition rather than on its impact on the behaviour and performance of the firms. Some candidates failed to state that the monopoly's product is unique. The majority of candidates did not demonstrate an understanding of the measures of industrial concentration. They were unable to state the correct formulae, apply the formulae and interpret the results.

The theory of the firm and measures of industrial concentration are essential components of the syllabus and precision and accuracy are required in studying the material. Teachers should allocate sufficient time to their delivery so that proper internalization can occur. Group research on the various market structures and student presentations to the class may assist in enhancing understanding.

Question 4

This question was attempted by 61 per cent of the candidates, 20 per cent of whom scored at least 50 per cent of the available marks. Part (a) required candidates to define the concepts of '*economic efficiency*' and '*market failure*' while Part (b) required them to distinguish between private and social benefits and to explain how the divergence between the two concepts causes market failure. In Part (c), candidates were required to compare the characteristics of public goods with those of private goods. They were also required to explain how the non-provision of public goods causes the market to fail and how governments can respond to correct the non-provision of public goods and the existence of externalities. In Part (d), candidates were expected to use a diagram to explain how monopoly equilibrium results in a deadweight loss to society.

Most candidates were unable to give the expected definition of economic efficiency as *the production of the maximum output from a given set of inputs*. Alternatively, those candidates who opted to explain pareto optimality were also rewarded. Most of them recognized positive externalities as *the difference between private and social benefits* and many were able to use *excludability and rivalry/diminishability* to distinguish between public and private goods. Government intervention through fiscal spending, taxation, regulation and legislation were all recognized as corrective mechanisms. It was expected that candidates would show the deadweight loss to society through the loss of consumer and producer surpluses. However, many candidates depicted and explained the deadweight loss with predominantly the use of externality and to a lesser extent, government's intervention in the market by the imposition of a tax. In these instances, candidates were able to secure a mark if they correctly identified the deadweight loss diagrammatically.

As the facilitator, teachers must devote adequate time to the delivery and assessment of this area of the syllabus. They must also emphasize the strict use of economic terminologies when defining these concepts as well as in distinguishing a private good from a public good. Students should avoid stating that 'public goods are provided by the government or that public goods are free goods'. With regard to the deadweight loss, extensive practice in drawing and interpreting diagrams of the various situations in which it can occur will assist students in improving their performance.

Question 5

This question was attempted by 67 per cent of the candidates, with only 10 per cent of them scoring 50 per cent or more of the maximum available marks. This question focused on the theory of distribution with emphasis on the labour market. The expectation of Part (a) was that candidates would be able to identify the factors of production and their rewards and to explain the concept of derived demand. In Part (b), candidates were required to state the marginal productivity theory and explain how this concept is related to the demand for labour. In Part (c), candidates were required to distinguish between transfer earnings and economic rent using a diagram as an aid. With a presupposition that the supply curve is vertical, they were also required to state the values of economic rent and transfer earnings. In Part (d), candidates were required to discuss the effects of monopsony on the labour market. Given the interest rate, life span and MRP, candidates were required to apply the marginal productivity theory to determine the price for a capital item in Part (e).

The factor and their rewards were identified by most candidates but the concept of derived demand was not always properly explained. Candidates also failed to use an example to explain the concept. The explanation of marginal productivity theory and its relationship with the demand for labour was poorly handled by most candidates. It was expected that candidates would *state what MRP is, show how it is calculated and how employers use it to determine how many workers to hire by equating it to the market wage. Candidates could have also stated that the MRP curve is the demand curve.* The distinction between transfer earnings and economic rent was satisfactorily done by most candidates. Most candidates were also able to correctly recognize *economic rent as the total earnings and transfer earnings as zero when the supply curve of the factor was vertical.*

Many candidates were able to explain monopsony as a labour market structure but some showed improper understanding by making reference to one buyer of final goods and services rather than labour. Some misinterpreted the word *effect* and discussed trade union and government intervention rather than stating the behaviour of the monopsonist in terms of how it decides on the quantity of labour to employ and the level of reward paid to the factor. The calculation of the price of the capital item was a major challenge for candidates. They did not apply the present value formula to determine same. That is,

$$\text{Price of computer} = \frac{\text{MRP}}{(1+r)} + \frac{\text{MRP}}{(1+r)^2}$$

It is recommended that candidates be engaged in in-depth discussions on the subject matter as well as in doing work practical examples to illustrate the concepts.

Question 6

This question was attempted by 44 per cent of the candidates, 43 per cent of whom scored at least 50 per cent of the available marks. The question tested candidates' understanding of the distribution theory with specific emphasis on wage differentials. In Part (a), candidates were required to define the term *wage differentials* and outline two factors that gave rise to wage differentials. In Part (b), candidates were required to compare the level of wages in a perfectly competitive labour market with a market in which the buyer has monopoly in the factors of production market (monopsony). In

Part (c), candidates were required to explain two types of labour mobility and to discuss the effects of labour mobility on the labour market of CARICOM member states.

Part (a) was well done. Candidates were able to define wage differentials as well as state the factors that cause wage differentials. Candidates discussed, for instance, the level of education and experience of the worker as two factors. However, the heterogeneity of the attributes of the worker should be treated as one factor. The responses to Part (b) were very interesting as candidates demonstrated varying interpretations of the question. Two interpretations were provided for on the answer key. That is, monopoly compared with a perfectly competitive labour market and monopsony compared with a perfectly competitive labour market.

Candidates were required to state the equilibrium wage and employment determination point. They were also required to state the wage and employment levels under monopoly or monopsony and that of the firm in a perfectly competitive labour market. In most instances, candidates drew the diagram depicting the monopsonist, which was acceptable. Candidates also made relevant reference to the diagram in their discourse. With respect to the types of mobility, candidates were able to explain the types but in some instances they failed to correctly identify the types as either occupational or geographical. Candidates were expected to state the effect of the mobility on the labour market of CARICOM states. Some candidates were precise in their responses by stating the effects on the wage levels and the supply of labour. Others mentioned all the social ills of migration which were outside of the scope of the question and the subject.

Teachers are encouraged to urge their students to read the questions carefully before responding. In addition, greater attention must be paid to the distribution theory, specific emphasis should be placed on how firms (under perfect and imperfect competition) determine wages in the market as well as prices of their goods and services. This area of the syllabus may be taught through group discussions and the extent of the candidates' learning be assessed by means of a debate.

Paper 032 – Alternative to School-Based Assessment

For Paper 032, candidates were given the following information: “During an investigation in a certain country it was found that the demand curve of the industry was the demand curve of the firm”. Candidates were required to research the topic in preparation for the examination and to answer three questions based on it. Forty-five candidates wrote the examination.

Question 1

Part (a) required candidates to draw a diagram to show the demand curve and explain its shape. Part (b) required them to outline three factors that may cause the demand curve to shift. Part (c) tested candidates' ability to calculate the price elasticity of demand of a monopolist product using the midpoint formula and to interpret the result. The final part in the question, Part (d) required candidates to identify three factors that may determine the price elasticity of demand for the product.

Candidates generally provided reasonable responses to Parts (a) and (b). There were a few, however, who cited ‘price’ as a determinant that causes the demand curve to shift. The responses in Part (c) showed that some candidates did not know the correct formula for price elasticity of demand and many had trouble interpreting the result.

Candidates should improve on interpreting elasticity, which is honed through practice, therefore it is recommended that teachers emphasize this through the use of practice sheets.

Question 2

Part (a) required candidates to explain the relationship between the *monopolist's demand curve* and the *marginal revenue* curve. Part (b) tested candidates' ability to compare and contrast four characteristics of perfect competition and monopoly. In Part (c), candidates were required to use a diagram to compare the output and pricing decisions of monopoly and perfect competition.

A wide cross section of candidates provided plausible responses to Part (a) and (b). Most candidates demonstrated competence in using a diagram to explain the relationship between the monopolist marginal revenue curve and the demand curve, more so than by using words. The assumption is that they were not clear about the relationship. In this question, candidates were expected to give the reason for the relationship. Only a few candidates were able to do this. In Part (b), candidates were required to compare and contrast, but instead of doing so most simply listed the characteristics of perfect competition and then those of the monopoly. Some candidates wrote the implications of the market structures rather than the characteristics. For example, they compared the type of profits of the two in different time periods. In Part (c), many candidates were unaware that the comparison between perfect competition and monopoly is superimposed on one diagram; most candidates gave separate diagrams for perfect competition and monopoly.

Teachers should assist students in differentiating between the characteristics of the entities and the implications of these characteristics.

Question 3

Part (a) required candidates to differentiate between *size distribution* and *functional distribution* of income. Part (b) tested candidates' ability to use a diagram to illustrate the case of a monopoly that is making positive economic profit or monopoly rent and explain how this may affect the functional distribution of income. The final part of the question, Part (c), required candidates to discuss one method by which governments attempt to redistribute income and evaluate the effectiveness of this method. Part (c) was the only section of the question that was generally well known; however, some candidates were unable to sufficiently discuss the method that they selected and even more so to evaluate its effectiveness. Most candidates were unable to differentiate between *size distribution* and *functional distribution* of income in Part (a). Part (b) seemed to have created a challenge for most candidates, especially the part that required them to explain how monopoly rent can affect the functional distribution of income.

Teachers are encouraged to reinforce instructional terms such as *differentiate*, *evaluate* and *discuss*, so that students will be aware of the extent of the responses they are required to produce. Most candidates had difficulty evaluating, but this reflects a deeper problem than students' understanding of terms, rather it is a problem related to students' ability to evaluate, this deficiency should be addressed.

Paper 031 – School-Based Assessment (SBA)

The majority of students performed well on the SBA component of the examination, this is evidence of improved teacher supervision of students' projects. Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented and analysed and warranted conclusions were drawn. Many candidates demonstrated an excellent understanding of the concepts, principles and theories. The mean for the SBA for Unit 1 was 42.47 out of 60. The standard deviation was 8.43.

Strengths

- Students demonstrated good grasp of the knowledge and understanding components of the theories and concepts outlined in the syllabus.
- Students selected topics that were more tailored to microeconomic objectives and which were better aligned to the scope of the syllabus.
- The aims and objectives were plausible and achievable in the presentation of the reports.
- The general layout of the projects was good.
- There has been great improvement in students' ability to select appropriate sources for data collection.
- Most students incorporated the use of tables, charts and graphs in their projects.

Weaknesses

- There was some evidence of plagiarism.
- Students did not cite sources from which they garnered information. In addition, on occasions when the citation was done; it was incorrectly done.
- In many cases some of the diagrams that were presented were not incorporated into the discussions.
- Diagrams were poorly labelled, therefore, they did not add any value to the projects.
- Recommendations and conclusions were disjointed from the analysis and synthesis of the projects.
- Students' analytical skills appeared very weak.
- Students' presentation of the projects were not always organized in the format and based on the criteria outlined in the syllabus.

Recommendations

- Students' need to synthesize and analyse data by using the charts and tables. This should be done by incorporating the charts, graphs and theories into their presentations and then evaluating how well the theories fit with the research conducted. It is very acceptable to agree or disagree with the theories.
- Students' research should be based on the problem statement or objectives.

UNIT 2 – MACROECONOMICS

Paper 01 – Multiple Choice

This paper consisted of 45 items, 15 questions on each module. The items spanned knowledge, comprehension and application. Performance on the paper was good. The mean mark was 60.21 out of 90. The standard deviation was 16.07. Approximately 47 per cent of the candidates scored at least 50 per cent of the maximum available marks on this paper.

Paper 02 – Essays

This paper consisted of six questions, two per module. Candidates were required to answer one of two questions from each of the modules. Each question was worth 25 marks. The mean mark was 64.58 out of 150. The standard deviation was 30.73.

Question 1

This question was attempted by 90 per cent of the candidates, 45 per cent of whom scored at least 50 per cent of the maximum available marks. Part (a) required candidates to differentiate between Gross Domestic Product (GDP) and Gross National Product (GNP). Part (b) required them to define the income and expenditure approach to measuring GDP and outline how each approach is calculated. Part (c) required candidates to discuss two ways in which growth in a country's GDP may negatively impact the country's standard of living. Part (d) required that candidates distinguish between the *marginal propensity to consume* (MPC) and the *average propensity to consume* (APC) and state how each is calculated. Part (d) required candidates to use the simple Keynesian consumption theory to explain the effect of a rise in income on the MPC and the APC.

Candidates demonstrated a clear understanding of the standard of living and how increased GDP can affect quality of life. They appear to have a better understanding of the expenditure approach than the income approach. Candidates provided plausible definitions of the APC and the MPC and stated how they are calculated. However, they experienced some challenges in distinguishing between the GDP and the GNP and were unable to define GNP. Candidates could not explain the effect of an increase in income on the APC and were generally unsure of the effect of income on the MPC and the APC.

Teachers need to dedicate more instructional time to the teaching of these concepts, and provide ample opportunities for students to practise questions involving calculations. Teachers need to help students to develop their analytical skills by providing suitable environments and opportunities.

Question 2

This question was attempted by nine per cent of the candidates, 42 per cent of whom scored at least 50 per cent of the available marks. Part (a) required candidates to use the classical model to explain why disequilibrium employment exists. Part (b) required them to analyse how the global recession may impact the aggregate demand and output of a country economy using aggregate demand and supply curves. Part (c) required candidates to identify three non-price determinants of aggregate supply and explain how each determinant influences the level of aggregate supply.

Several candidates were able to identify three non-price determinants of aggregate supply and explain how each determinant influences the level of aggregate supply. Their responses were, for the most

part, clear and concise. Most candidates were able to draw and label the diagram required in Part (b). They were also able to state how the global recession may impact the aggregate demand and output. However, Part (a) proved to be challenging for some candidates who relied on diagrams to answer the question even though diagrams were not required. Most candidates spoke generally about the classical model instead of answering specifically what the question required. Some candidates ignored the prompt of the *global recession* mentioned in Part (b) and this negatively affected their scores.

Candidates need to be encouraged to pay closer attention to key concepts in the questions. In this way, they should be able to recall information related to the particular concepts. In other words, interpreting the question in the correct context, for instance, the mention of the word *global* should alert candidates to the fact that re-export will be affected.

Question 3

This question was attempted by 73 per cent of the candidates, 55 per cent of whom scored at least 50 per cent of the available marks. Part (a) required candidates to distinguish between *unemployment* and *underemployment* as well as outline four types of unemployment. Part (b) required candidates to, with the use of examples, describe two types of inflation as well as differentiate between *nominal interest rate* and *real interest rate*. Part (c) required candidates to explain how expansionary monetary policy may be used, instead of fiscal policy, to increase employment in the economy.

Most candidates were able to adequately distinguish between *unemployment* and *underemployment*. However, they were unable to effectively outline the types of unemployment and mentioned, in particular *voluntary unemployment*. Candidates were able to describe the two types of inflation. However, they were inaccurately named as ‘cost pull’ and ‘demand push’. In relation to *demand pull* inflation, several candidates failed to include the aggregate supply constraint in their description of the concept. Candidates used microeconomic examples instead of macroeconomic examples. Candidates were unable to differentiate between *nominal interest rate* and *real interest rate*.

Nominal interest rate is the going interest rate on consumer/producer loans. There is no single nominal interest rate; there are many nominal interest rates. It is calculated by using the value of interest paid divided by the principal of the loan. Real interest rate is nominal interest rate minus the rate of inflation.

The most problematic section of the question was Part (c) as candidates seemed to have misinterpreted it — they compared fiscal policy and monetary policy as mechanisms to increase employment within the economy. There was rarely any logical progression from the increase in money supply resulting in a reduction in interest rate then an increase in aggregate demand and ultimately an increase in employment.

Teachers should use practical examples to assist students in differentiating among the types of unemployment. Teachers should emphasize the use of macroeconomic examples in explaining macroeconomic terminologies. Teachers are also advised to pay more attention to the teaching of the transmission mechanism.

Question 4

This question was attempted by 26 per cent of the candidates, 32 per cent of whom scored at least 50 per cent of the maximum available marks. Part (a) required candidates to define the terms, *fiscal policy*, *budget surplus* and *transfer payments*. Part (b) required candidates to outline three limitations of monetary policy and three limitations of fiscal policy. Part (c) required them to identify four sources of government borrowing to finance their expenditure. Part (d) required candidates to evaluate three possible negative consequences of government borrowing.

Candidates were able to define the terms *fiscal policy* and *budget surplus* but they were unable to define the term *transfer payments*. *Transfer payments are payments made by governments to individuals that involve no productive activity like old age pensions, welfare and so on.* Candidates were able to identify at least three of the four sources of government borrowing to finance their expenditure. However, some candidates were repetitive with respect to naming international lending agencies. Parts (b) and (d) proved to be challenging for candidates. Candidates were unable to identify limitations of monetary and fiscal policies. They had difficulty in harnessing the skill to evaluate as they were only able to state certain negative consequences of government borrowing but were unable to assess them.

Teachers need to focus on distinguishing between monetary and fiscal policy with respect to managing aggregate demand. Specific efforts should be placed on skills of analysis, synthesis and evaluation. This will definitely improve students' overall performance.

Question 5

This question was attempted by 64 per cent of the candidates, 28 per cent of whom scored at least 50 per cent of the maximum available mark. Part (a) required candidates to explain the term *economic integration*. Part (b) required that candidates outline three benefits and three costs associated with economic integration. Part (c) required candidates to outline three major stages of economic integration that CARICOM countries have attempted to achieve over the past 30 years. Part (d) required candidates to evaluate the extent to which countries have achieved economic integration.

Most candidates were able to define the term *economic integration*. However, they failed to mention that *economic integration is the coming together of a group of countries with the goal of increasing economic linkages among the group vis-à-vis the rest of the world.*

Candidates were able to outline the benefits and costs of economic integration. However, there was a tendency for many candidates to integrate non-economic content in this section. Most candidates were able to evaluate the extent to which countries have achieved economic integration. However, they did not effectively expound on the points listed. The most challenging section of the question was Part (c). Most candidates were unsuccessful in identifying and explaining the stages of economic integration. They referred to specific examples of integration within a Caribbean context and therefore spoke about CARIFTA, CARICOM and the CSME rather than the general stages namely, free trade area, customs union (which includes a common external tariff for non-member states) and common market.

Candidates should be guided to organize their responses in a logical, accurate and clear manner in order to improve the quality of their responses. It is recommended that candidates correctly number their responses, skip a line or two between different parts of the question and follow the prompts

given. Teachers need to focus on the economic perspective of economic integration rather than the social and cultural.

Question 6

This question was attempted by 34 per cent of the candidates, 22 per cent of whom scored at least 50 per cent of the maximum available marks. Part (a) required candidates to explain the difference between *current account transaction* and *capital account transaction* in the balance of payments statement and to calculate the current account balance as well as the overall balance of payments. Part (b) required candidates to outline four ways in which a global recession may impact the main accounts of the balance of payments. Part (c) required them to distinguish between *absolute advantage* and *comparative advantage*. Part (d) required candidates to discuss two policy options that a country may use to correct a trade deficit.

The majority of candidates was able to distinguish between *absolute advantage* and *comparative advantage*. Most candidates were able to identify two policy options that a country may use to correct a trade deficit. However, some candidates did not focus on how the policy measures identified would address the trade deficit. Candidates were able to correctly indicate what the current account involves. However, they were unaware of what the capital account entails. Candidates failed to say what main balance of payments accounts were affected by the global recession.

Teachers should focus on a step by step analysis of all the accounts in the balance of payments, paying close attention to *net transfers*, *net investment* and not only exports and imports. Terms like *financial assets*, *hot money flows*, *official financing* and *physical assets* should be clearly explained. Close attention should be placed on policy responses (devaluation, trade protection measures and contractionary fiscal and monetary policies) to trade deficits.

Paper 032 – Alternative to School-Based Assessment (SBA)

For Paper 032, candidates were given the following instruction: “Investigate the impact of rising oil prices on the economy of your country”. Candidates were required to answer three questions based on their investigation. Twenty six candidates wrote this paper. Performance was less than satisfactory. The mean mark was 21.27 out of 60.

Question 1

In Part (a), candidates were required to distinguish between *leakages* and *injections* as they relate to the economy. They were required to explain the three main leakages from the circular flow of an economy in Part (b). Part (c) was divided into two sections. In Part (c) (i), candidates were required to analyse the impact of rising oil prices on the aggregate expenditure and aggregate output of the economy of their country. In Part (c) (ii), they were required to identify three injections that may be increased to offset the negative impact of the leakage.

Most candidates were able to distinguish between injections and leakages. They were also able to adequately explain the main leakages from the circular flow. Candidates for the most part were able to identify the three injections that may be increased to offset the negative impact of the leakage. Part (c) (ii) presented difficulties for candidates in that they were unable to adequately and logically

evaluate the impact of rising oil prices on aggregate expenditure and output being a case in point. There is a process that takes place throughout the economy as a result of a supply shock, many candidates were not aware of this.

Teachers and students need to keep abreast of current economic issues. Greater emphasis should be placed on analysis rather than learning definitions and concepts; Part (c) where candidates were required to analyse the impact of rising oil prices on aggregate expenditure and aggregate output being a case in point. It is also recommended that teachers use practical examples and case studies to widen students' scope and aid them in improving their analytical and critical thinking skills.

Question 2

Part (a) tested candidates' ability to define the terms *inflation*, *labour force* and *unemployment rate*. Part (b) required candidates to evaluate one way in which high or rising oil prices may impact the *inflation rate* and *unemployment rate*. Part (c) required candidates to discuss two ways in which the government may use fiscal policy to help soften the negative impact of rising oil prices on a country.

The majority of candidates did sufficiently well in Part (a), since they were able to accurately define *inflation*, *labour force* and *unemployment rate*. Most candidates knew the final impact of rising oil prices on inflation and unemployment, most were unable to *evaluate* the impact of rising oil prices. However, many candidates did not mention the term *cost-push* inflation in explaining the impact of rising oil prices. It is essential that candidates use the jargon of economics since they are studying at an advanced level. For the most part candidates did not prove that they understood the question, because they seemed to have ignored the directive to discuss ways in which the government may use fiscal policy to help soften the negative impact of rising oil prices on a country. Some candidates did not know the difference between fiscal and monetary policy.

It should be reiterated that candidates should keep abreast of current affairs related to economics, especially when studying macroeconomics. This will assist them greatly as the discipline is aimed at studying current economic issues and seeking remedies. These issues and remedies are generally practised in every country; hence paying attention to current affairs will be beneficial to candidates. Teachers can prompt students by creating assignments that are geared towards making students aware of these issues and which hone their analytical skills. Teachers should also work with students in enhancing their understanding, equipping them with skills on how to interpret questions as well as how to use key words to determine what is required of them. The glossary of terms in the syllabus can assist in this regard.

Question 3

Part (a) (i) required candidates to define the term *balance of payments* and in Part (a) (ii) they were required to list the three main accounts in the balance of payments. In Part (b), candidates were required to assess three ways in which rising oil prices may impact their country's balance of payments accounts, they were to assume that their country imports all its oil. Part (c) required candidates to discuss two ways by which their country may address the temporary balance of payments crisis due to the higher import bill.

Some candidates were unable to clearly and accurately define the term *balance of payments*, some confused the term with gross domestic product (GDP), or gave partial answers. However, most candidates were able to correctly list at least two accounts in the balance of payments. Many

candidates failed to accurately highlight the impact of rising oil prices on the balance of payments accounts, they would often refer to the ‘balance of payments’ rather than to the specific accounts. Some simply stated the impact on the economy and not on the balance of payments accounts. Candidates also showed their inability to state the ways by which the country can address the balance of payments crisis.

Teachers need to teach this aspect of the syllabus in a very practical way by using real data and statistics from actual countries. In relation to Question 3, teachers are advised to take students to seminars put on by various financial institutions or to invite representatives to class sessions to make presentations on macroeconomic issues that are dealt with by these institutions. This should form the basis of class discussion. This may help students to better appreciate the discipline and enable them to speak and write on various topics and offer economically sound remedies to economic problems.

Paper 031 – School-Based Assessment (SBA)

The majority of students performed well on the SBA component of the examination, this is evidence of improved teacher supervision of students’ projects. Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented and analysed and warranted conclusions were drawn. Many candidates demonstrated an excellent understanding of the concepts, principles and theories. The mean for Unit 2 was 39.15 out of 60. The standard deviation was 7.92.

Strengths

- Students demonstrated good knowledge of the theories and concepts necessary to present good projects.
- The topics chosen were appropriate as they were in alignment with the criteria outlined in the syllabus.
- The economic concepts used were related to the topics chosen.
- Economic theories were appropriately used.
- There was evidence of marked improvement in the analysis and interpretation components over 2011 samples.
- Some students demonstrated good referencing of the data sources from which information was gathered.

Weaknesses

- It was evident that some students are still struggling to formulate appropriate topics.
- Some students were not able to properly analyse secondary data.
- Sometimes the marks awarded by teachers were not consistent with the marking criteria set out in the syllabus, as a result, marks awarded appeared to be inconsistent and subjective.
- Students tended to refer examiners to the syllabus by indicating an objective number rather than stating the actual aims and objectives that were used.
- A large number of the reports were too similar; hence, it is recommended students do their individual write up after collecting the data necessary to complete their projects.

Recommendations

- Students should be guided in formulating topics that are appropriate to the unit to be examined. Microeconomics is based on a specific industry, firm or household. Macroeconomics studies the economy on a whole; however, the problems being researched should be time specific.
- Students should be encouraged to highlight limitations encountered in the use of the instruments employed in carrying out the research and in the methodology to be employed in the report.
- Methodology should speak specifically to design of instruments and validation of the reasons why they are suitable for the specific research.
- Topics chosen should be time period specific, and should be confined to a specific region or country.
- The style of citation and referencing should be used consistently throughout the report.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2013

ECONOMICS

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GENERAL COMMENTS

The CAPE Economics examinations consist of two units – each examined by the following papers:

Paper 01 – Multiple Choice

Paper 02 – Essay

Paper 031 – School-Based Assessment (SBA) (done by school candidates)

Paper 032 – Alternative to School-Based Assessment (done by private candidates)

The overall performance of candidates was satisfactory.

Unit 1 dealt with microeconomic theories, concepts and issues. Performance in Unit 1 was good. The mean mark was 165.61 out of 300 (55.20 per cent). The standard deviation was 42.44.

Unit 1 was divided into three modules:

Module 1 – Methodology of Economics and the Analysis of Demand and Supply

Module 2 – Market Structure, Market Failure and Intervention

Module 3 – Distribution Theory and Application of Recent Theoretical Developments

Module 1 tested candidates' basic understanding of demand and supply, and graphical representation of same. It also tested their analytical skills concerning the market model, as well as marginal and average costs. Candidates were required to analyse the supply side of the market and explain the relationship between the supply curve and marginal cost curve. Performance on this module was good. The mean mark was 63.36 out of 100. The standard deviation was 16.62.

Module 2 tested candidates' ability to analyse the efficiency with which the economy allocates scarce resources and to demonstrate understanding of economic concepts such as economic efficiency and market failure. Candidates were also required to explain how various factors contribute to market failure and how government intervention can correct market failure caused by public goods. Candidates were required to identify the major characteristics of perfect competition and draw comparisons between perfect competition and monopolistic competition. Performance on this module was unsatisfactory. The mean mark was 48.29 out of 100. The standard deviation was 17.27.

Module 3 required an understanding of the rewards for the factors of production. It dealt with a number of popular issues such as the effects of minimum wage laws and the impact of an imposition of the minimum wage on the labour market. The concepts tested included marginal productivity theory, transfer earnings and economic rent. Candidates were required to calculate the marginal product and marginal revenue product from the data given and to use the theory to determine the optimal level of employment and explain why that level is optimal. Performance on this module was fair. The mean mark was 50.26 out of 100. The standard deviation was 16.23.

Unit 2 dealt with macroeconomic theories, concepts and issues. Many candidates demonstrated a good grasp of the subject matter. Overall, performance was good. The mean for Unit 2 was 178.46 out of 300 (59.49 per cent). The standard deviation was 47.15.

Unit 2 was divided into three modules:

Modules 1 – Models of the Macroeconomy

Modules 2 – Macroeconomic Problems and Policies

Modules 3 – Growth, Sustainable Development and Global Relations

Module 1 required candidates to demonstrate knowledge and understanding of basic macroeconomic concepts, National Income, the Keynesian Consumption theory and the Classical Model. Performance was good. The mean mark was 59.18 out of 100. The standard deviation was 17.72.

Module 2 tested candidates' knowledge of Monetary Theory and Policy, and Fiscal Policy. Performance was fairly good. The mean mark was 54.76 out of 100. The standard deviation was 18.80.

Module 3 dealt with Growth and Development, International Trade, Exchange Rate and Foreign Direct Investments. Performance on the module was good. The mean mark was 60.35 out of 100. The standard deviation was 19.12.

DETAILED COMMENTS

UNIT 1 – MICROECONOMICS

Paper 01– Multiple Choice

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension, application and interpretation of information. The mean mark was 60.16 (66.84 per cent) out of 90. The standard deviation was 16.72. Eighty two per cent of the candidates scored at least 50 per cent of the maximum available marks. Twelve candidates achieved the maximum mark.

Paper 02 – Essays

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programmes. Candidates were required to answer one of two questions in each of the three modules. Each question was worth 25 marks. Performance on the paper was disappointing. The mean mark was 62.75 out of 150. The standard deviation was 41.83.

Question 1

This question was attempted by approximately 86 per cent of the candidates, 73 per cent of whom scored at least 50 per cent of the available marks. Part (a) required the candidates to define the terms *demand*, *supply* and *equilibrium*. In Part (b), candidates were required to calculate demand schedule from given data. Part (c) tested candidates' ability to draw a market diagram identifying *equilibrium*, *equilibrium price* and *equilibrium quantity*. In Part (d), candidates were required to analyse the effects of a tax on market supply and the effectiveness of such a policy.

Approximately 80 per cent of the candidates were able to state the definition for *demand*, *supply* and *equilibrium* in Part (a). Approximately 20 per cent of the candidates were unable to highlight key points in the definitions, for example, in the definition of demand, mentioning being both *willing* and *able* to purchase a good at various prices, would have afforded the candidates the maximum marks. In defining supply, some candidates defined it in terms of *production* of goods rather than *supplying* or *offering* goods on the market. Many did not use the word *price* in their definition.

In Part (b), most candidates were proficient in calculating market demand from the data given. This indicated that the candidates could distinguish between individual demand and market demand. In Part (c), most candidates were able to draw the market diagram showing the demand and supply curves, however a few incorrectly labelled the diagram.

Part (d) (i) proved to be the most challenging part of this question. Candidates were required to apply analytical skills. No candidate was able to score the maximum mark in this part. The minority scored a high of six out of a possible eight marks and the majority scored in the range two to four marks. Candidates focused on the demand side rather than the supply side despite the question explicitly stating that the analysis should be done from the perspective of the supply side. Many candidates did not correctly identify tax as a non-price factor affecting supply.

Therefore they incorrectly associated a rise in price due to the tax with an upward movement along the supply curve, that is an increase in the quantity supplied (the law of supply) rather than a shift in the supply curve to the left indicating an increase in the cost of producing the good.

In Part (d) (ii), approximately 60 per cent of the candidates correctly stated that the government objectives of increasing revenue and reducing obesity were accomplished by the imposition of the tax. However, too many candidates were unable to justify their reasons, in fact many gave reasons that went in direct opposition to the correct statement. This indicated that candidates do not thoroughly understand the concept.

Recommendations

Teachers are encouraged to delve into deeper analysis with students. Students should be taught to explain how the shift factors and movement factor cause the shift or movement. Teachers should also emphasize the difference between non price effects and price effects on supply. Students should be taught the effect of a tax on supply and the incidence of the tax borne by the producer and consumer. Teachers should employ exercises to show the impact that a tax has on a firm, they can draw from case studies in various texts on the subject.

Question 2

This question was attempted by approximately 14 per cent of the candidates, 18 percent of whom scored at least 50 per cent of the maximum available marks. Part (a) required candidates to define *marginal cost* and *average variable cost*. In Part (b), candidates' ability to identify a factor that causes a movement along the supply curve and two factors that cause the supply curve to shift was tested. Part (c) required candidates to draw a diagram of the marginal cost curve and the average variable cost curve and use the diagram to explain the relationship between the supply curve and the marginal cost curve.

In Parts (a) and (b), a significant number of candidates gave an imprecise definition of marginal cost with, some definitions being incomplete. Candidates however displayed more difficulty in defining average variable cost. The majority of candidates were able to identify the factors that caused a shift in the supply curve but a lesser amount knew that the price caused a movement along the curve. Though they were able to identify the factors they did not sufficiently explain how the change was caused. For example:

The movement along the curve as a result of a price increase is due to firms wanting to increase output in response to a higher price, the more the increase output is the more the extra cost of producing an extra unit will increase (marginal cost), firms are therefore willing to incur this higher cost since their cost will be covered by the higher price.

Many candidates simply pointed out that an increase in price will cause a movement up and along the supply curve which represents an increase in quantity supplied.

Part (c) presented a challenge to most candidates; they did not recognize that the supply curve is the marginal cost curve above the average variable cost curve in the perfectly competitive market. Some candidates drew a separate marginal cost curve and superimposed upon that a supply curve; the candidates thereby demonstrated that they did not understand the relationship between the two concepts. Although a few candidates were successful in drawing and labelling the diagram, they did not adequately explain the relationship between the supply and marginal cost curves. Many were also unable to correctly label the curves as well as the axes.

Recommendations

This part of the module tends to be particularly challenging for students. Teachers are encouraged to thoroughly explain *why* the marginal cost curve is the supply curve under perfect competition. Teachers are also encouraged to help students to understand not only the material in the subject but also to understand what is required based on the verbs used in the questions, for example, *evaluate*, *analyses*, these can be found in the glossary of the syllabus. It is believed that students have knowledge but often do not know what is required of them.

Question 3

This question was attempted by approximately 58 per cent of the candidates, 26 per cent of whom scored at least 50 per cent of the maximum available mark. This question tested candidates' knowledge of the theory of the firm. Part (a) required candidates to outline four major characteristics of perfect competition. Part (b) tested candidates' ability to compare the perfectly competitive firm with the monopolistically competitive firm based on the four major characteristics outlined in Part (a). Candidates were then required to compare both perfect competition and monopolistic competition in terms of competition, profits and efficiency.

In Part (a), the majority of candidates stated rather than outlined the characteristics and thus gained only half of the marks allocated. Candidates who attempted to outline scored no additional marks if they simply rephrased what was stated originally. A thorough understanding of the causes and consequences of the characteristics was absent and the typical candidate's response did not align with the mark scheme.

Part (b) required a direct comparison of the characteristics of the two structures. Again, the majority of candidates only stated the characteristics of monopolistic competition without any direct comparison to perfect competition. This allowed the candidates to gain only half of the allocated marks. Stronger candidates were able to make valid and direct comparisons and gain more marks. Some candidates confused the market structures of monopolistic competition with monopoly. Very few candidates scored the maximum available marks on this part of the question.

Part (c) called for a direct comparison of the two structures in terms of (i) competitive behavior, (ii) short run and long run profit level, (iii) efficiency of resource use.

Part (c) (i) was the most challenging part of the question and the majority of candidates gained very low marks. Candidates were very unclear about the concept of competitive behaviour, especially in regard to perfect competition, with many candidates explaining that 'firms competing in perfect competition were highly competitive, even more so than monopolistic competition'. Stronger candidates did not fully understand non-price competition and non-rivalry in perfect competition. Part (c) (ii) on profit levels was very well done. The majority of candidates was clear on the concept and scored well.

Part (c) (iii) proved to be a challenge for the weaker candidates, many of whom could not explain efficiency in the market structures. Candidates stated that monopolistic competition was a more efficient structure or an equally efficient structure to perfect competition. This demonstrated that they were unable to transfer knowledge, as an understanding of the cost structure of the two market structures would be able to assist them in differentiating the efficiency with which they use resources, since the monopolistically competitive firm never operates at the minimum average total cost.

Recommendations

Teachers should not just list the various characteristics but should explain them and show how they are interrelated. Teachers are also encouraged to link the various characteristic (both main and subsidiary) to the diagrams so that students do not learn the diagrams in isolation (this contributes to

them viewing the diagrams as abstract). Linking the characteristics to diagrams also assists with explaining the characteristics well even if diagrams are not required by the question.

Question 4

This question was attempted by approximately 42 per cent of the candidates, only 9 per cent of them scored more than 50 per cent of the available marks. Part (a) required candidates to define the concepts *Economic Efficiency* and *Market Failure* while Part (b) tested their ability to explain how monopolies; public goods and negative externalities lead to market failure. In Part (c), candidates were required to evaluate how one government intervention measure could remedy market failure caused by public goods.

Most candidates were able to score in Part (a). However, not many scored the maximum mark as candidates expressed a vague understanding of what it means to be economically efficient and what it means when a market fails. For example, many candidates simply stated that: ‘Economic efficiency refers to when a society makes the best of its scarce resources’. This definition is inadequate. Candidates needed to explain either productive efficiency or allocative efficiency.

In Part (b), many candidates were able to explain how monopolies, public goods and negative externalities lead to market failure. Those who scored well in this part of the question expounded as follows: *Public goods cause market failure due to its underproduction because of its two characteristics namely, non-excludability and non-rivalry.*

Part (c) posed the most challenge because most candidates apparently do not understand what is required of them when they are asked to *evaluate*. According to the syllabus, to evaluate means to, *appraise a matter in hand, citing both advantages and limitations*. Many candidates just expounded on the measure that they mentioned rather than citing the pros and cons. Some candidates gave solutions to market failure caused by other factors apart from non-provision of public goods. For example, many candidates cited ‘taxation’ as a remedy, when it is not logical to tax something that is under produced in the market.

Recommendations

Teachers need to emphasize that economic efficiency can be looked at from many perspectives:

- The economy perspective (Production Possibilities Frontier)
- The market perspective (demand and supply)
- The firm perspective (perfect competition and monopoly)
- The cost structure of a firm

Teachers should therefore support economic efficiency with more models. Teachers are also encouraged to separate the various causes of market failure and their remedies. They should encourage their students to read widely and take material from various credible sources, to be vigilant and not allow errors in texts to override what is known to be correct economic theory.

Question 5

This question was attempted by approximately 53 per cent of the candidates. Only 14 per cent of them scored more than 50 per cent of the marks. This question focused on the theory of distribution with emphasis on the labour market. Candidates were required to outline the marginal productivity theory of factor demand in Part (a). Part (b) tested candidates’ ability to calculate marginal product and marginal revenue product. Candidates were also required to determine the optimal level of labour that the firm would employ and explain why that level is optimal. In Part (c), candidates were required to evaluate the effects of the minimum wage on the labour market. Part (d) required candidates to show the decomposition of earnings into transfer earnings and economic rent, using the market diagram.

In Part (a), candidates confused marginal productivity theory of demand with derived demand. Many of them explained marginal productivity instead of the theory which suggests that an individual firm pays a factor on the basis of its marginal revenue product or how much it adds to revenue.

Marginal product and marginal revenue product were correctly answered for the most part in Part (b). However, when candidates were asked to determine the quantity of labour that the firm would employ, many were unable arrive at the correct answer without surmising. This was made evident in the section Part (b) (iii) where candidates were asked to explain why more or less workers are not employed. Candidates demonstrated a lack of understanding of the resource employment rule and the marginal principle namely:

- To maximize net benefits, the managerial control variable should be increased up to the point where $MB = MC$.
- $MB > MC$ means the last unit of the control variable increased benefits more than it increased costs.
- $MB < MC$ means the last unit of the control variable increased costs more than it increased benefits.

Recommendations

Again candidates demonstrated that they did not understand what it means to evaluate, in Part (c). Their responses indicated that they were aware that a minimum wage is a price floor but this was insufficient as they were required to show that some workers benefited from the higher wages and explain how unemployment was caused, by explaining both the supply side and demand side. Most candidates were able to score at least one mark in Part (d) but many confused transfer earnings and economic rent on the diagram.

Teachers should see how best they can allocate time to this section of the syllabus. It is apparent that this is the underlying cause of students not scoring well on this question.

Question 6

This question was attempted by approximately 47 per cent of the candidates. Only 11 per cent of them scored more than 50 per cent of the maximum available marks. The question tested candidates' understanding of poverty and income inequality. Part (a) tested candidates' ability to differentiate between *functional distribution of income* and *size distribution of income*. In part (b), candidates were required to explain the term *income inequality*. In Part (c), candidates were required to outline how two approaches to measuring poverty – the *basic needs approach* and the *poverty line approach* are used to measure poverty. Part (d) required that candidates draw a diagram of a Lorenz curve and use the diagram to explain how inequality is measured. They were then to explain how the gini coefficient is calculated from the Lorenz curve.

In Part (a), only a few candidates were aware of the distinction between functional and size distribution of income. Many were able to offer a definition of the two but could not definitively pinpoint the difference. Weaker candidates confused *functional* with 'function' and as such related functional distribution of income to persons being paid according to job-related duties.

Most candidates correctly defined income inequality in Part (b), but failed to adequately explain causes and effects of income inequality. Illustrations such as 90 per cent of the population earns 10 per cent of total income and 10 percent of the population earn 90 per cent of total income was lacking. Some candidates resorted to using the gini coefficient and the Lorenz curve to explain the concept. Part (c) proved to be the most challenging, candidates who knew definitions for both the basic needs and the poverty line, could not explain how the approaches were used to measure poverty. Candidates

mostly focused on how the government tries to eradicate poverty rather than explain how these methods were used to measure poverty, for example:

“The basic needs approach selects a number of commodities that are considered essential needs of individuals and households, then it is determined if these needs are met or unmet, then the households are classified as poor if all the needs are not met and classified as non-poor if they are met.”

Many candidates incorrectly explained the basic needs approach as households having income equivalent to essential needs. The basic needs approach does not require a valuation of the goods but whether these goods are accessible to households. This is important to note since individuals may not have the income to purchase food, shelter, clothing and drinkable water, yet they access these because of subsistence and communal living. While candidates identified that persons can fall above or below the poverty line, they failed to follow through on their argument to show specifically which level identified poor and non-poor. There was evidence of confusion between minimum wage and the poverty line.

Candidates performed reasonably well in Part (d) (i) in comparison with the previous sections. Many candidates were able to draw and label the diagram but were unable to use it to explain how income inequality is measured. Others had a correct explanation even though the diagram was incorrect. Many who did not score the maximum available mark for the diagram had some semblance of the correct diagram. Generally, candidates failed to present the precise diagram because of a mathematical knowledge gap, which includes lack of understanding that the distribution is a cumulative distribution. Candidates performed reasonably well on Part (d) (ii). Weaker candidates mentioned that the gini coefficient ranges from 0 to 1 but were unable to interpret the coefficient. Inadequate diagrams led to inadequate conclusions about the formula used to calculate the gini coefficient $\left(\frac{A}{A+B}\right)$. Many stated that the denominator represented the area under the Lorenz curve rather than the area under the line of equality.

Recommendations

Teacher should employ projects and group assignments as teaching techniques for this section of the syllabus. This section of the syllabus lends itself to real-world applications that students can relate to and find data on. Doing this will not only help to complete the syllabus in the required time but will also help students to understand what is thought to be a very manageable and straight forward topic. Concerning the Lorenz curve, teachers should gather data and have students plot the Lorenz curve and explain what each coordinate means, this should assist students in drawing the correct curve.

Paper 032 – Alternative to School-Based Assessment

Performance on this paper was generally unsatisfactory. Fifty-four candidates wrote the exam. The mean mark was 19.19 out of 60 (31.98 per cent). The standard deviation was 7.53.

Question 1

Part (a) (i) required candidates to explain the term *Effective Demand* and part (a) (ii) required them to explain the term *Price Ceiling*. Part (b) required candidates to identify TWO goods on which governments are likely to impose a price ceiling and to explain why a price ceiling would be preferred. Part (c) required candidates to analyse the impact of a price ceiling on the market for milk, with the use of a demand and supply diagram.

Candidates did not fully explain the meaning of both terms in Part (a). Responses had some key words, but omitted important points to earn the maximum mark. Candidates were able to identify two goods on which governments are likely to impose a price ceiling. They were less able to explain why

a price ceiling might be preferred for these goods. The responses in Part (c) showed that candidates were unable to analyse the impact a price ceiling would have on the market for milk. The mean was 7.94 out of 20. The standard deviation was 3.73.

Recommendations

Students need to improve their understanding of demand and supply concepts. This is especially important since demand and supply is the foundation for many topics in economics. The focus should include, but not be limited to, the meaning of price ceilings, price floors and the reasons why they are implemented by governments. Students should also practise analyzing various situations that require demand and supply diagrams.

Question 2

Part (a) required candidates to define the term *Monopoly* in Part (i) and the term *Average Revenue* in Part (ii). Part (b) tested candidates' ability to compare the characteristics of perfect competition and monopoly with respect to output levels in Part (i), pricing decisions in Part (ii) and consumer surplus in Part (iii). In Part (c), candidates were required to state three reasons why a monopoly is more likely to cause a less equitable income distribution than a competitive industry.

Candidates were generally able to define *Monopoly*. However, they were not able to define *average revenue*. A wide cross section of candidates did not provide suitable responses to Part (b). This part of the question was quite challenging for many candidates. Candidates were unable to provide comparisons within the contexts of output levels, pricing decisions, and consumer surplus. Responses were in general a list of things characterizing either market structure, but no real comparison was done. In Part (b), candidates were required to compare and contrast, but most of them simply listed the characteristics of perfect competition and then those of the monopoly. In Part (c), many candidates were unable to provide reasons why monopoly results in a more inequitable distribution than a competitive industry; responses were not grounded in economic theory. The mean was 4.5 out of 20. The standard deviation was 3.23.

Recommendations

Candidates are urged to consider the characteristics of each market structure more carefully. They should compare and contrast each market structure with respect to various contexts, such as the ones given in the question, along with several others, for example, level of profit, cost structure, and so on. In this regard candidates should ensure that they take into account that *compare* means to discuss the similarities, while *contrast* means to discuss the differences.

Question 3

Part (a) (i) required candidates to define the term *Income Inequality*; Part (a) (ii) required them to distinguish between *absolute poverty* and *relative poverty*; and Part (a) (iii) required candidates to identify four factors that contribute to poverty in their country. Part (b) required candidates to assess the distribution of income in a country taking into account the percentage received by households and where households fall in the income distribution in relation to the mean income in the distribution. The final part of the question, part (c), required candidates to assess the effectiveness of any two strategies used by governments to alleviate poverty from the given list (health, education or housing).

Part (iii) of (a) was the only Part of (a) that candidates answered reasonably well. In Part (b), candidates had difficulty assessing the income distribution as they did not establish the main point which was that a small fraction at the top of the distribution controls a disproportionately high level of income, while the larger fraction at the bottom controls a disproportionately low level of income. Candidates' responses in Part (c) were more descriptive. They gave examples of policies that could

alleviate poverty, but did not assess how effective they might be. The mean was 6.70 out of 20. The standard deviation was 2.40

Recommendations

Candidates should increase their knowledge and understanding of topics in Module 3. In addition, they should improve their higher order skills from merely identifying to evaluating

Paper 031-School–Based Assessment (SBA)

The majority of students performed well on the SBA component of the examination, this is evidence of improved teacher supervision of students' projects. Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented and analysed and warranted conclusions were drawn. Many students demonstrated an excellent understanding of the concepts, principles and theories. The mean for the SBA was 40.02 out of 60. The standard deviation was 7.99.

Strengths

- Students selected topics that were more suitable for microeconomic objectives and which were better aligned to the scope of the syllabus.
- The aims and objectives were plausible and achievable in the presentation of the reports.
- The general layout of the projects was commendable.
- Students' ability to select appropriate sources for data collection have shown great improvement.
- Most students incorporated the use of tables, charts and graphs in their projects.

Weaknesses

- Students must be discouraged from plagiarism. They did not cite sources from which they garnered information. In addition, on occasions when the citation was done it was done incorrectly.
- Quite often diagrams were not incorporated in the discussions.
- Diagrams were poorly labelled and therefore did not add much value to the project.
- Recommendations and conclusions did not support the analysis of some projects.

Recommendations

- Students' presentation of the projects should be organized in the prescribed format and based on the criteria outlined in the syllabus.
- Students need to synthesize and analyse data by using the charts and tables. This should be done by incorporating the charts, graphs and theories in their presentations – then evaluating how well the theories fit with the research conducted. It is very acceptable to agree or disagree with the theories.
- Students' research and findings should be based on the problem statement or objectives.

UNIT 2 – MACROECONOMICS

Paper 01 – Multiple Choice

This paper consisted of 45 items, 15 questions on each module. The items spanned knowledge, comprehension and application. Performance on the paper was good. The mean mark was 63.82 out of 90 (70.91 per cent). The standard deviation was 14.71. Approximately 88 per cent of the candidates scored at least 50 per cent of the maximum available marks on this paper. One candidate scored the maximum mark while 25 scored 44 out of 45.

Paper 02 – Essays

This paper consisted of six questions, two per module. Candidates were required to answer one question from each module. Each question was worth 25 marks. The mean score was 70.87 out of 150 (47.25 per cent). The standard deviation was 32.09.

Question 1

This question was attempted by approximately 11.69 per cent of the candidates, 37 per cent of whom scored 50 per cent of the maximum available marks. Part (a) required candidates to explain the term *gross domestic product (GDP) deflator* and state its purpose. Part (b) required candidates to state one reason for a particular transaction being included in or excluded from the GDP calculations of a country. Part (c) required candidates to identify autonomous consumption and the marginal propensity to consume (MPC) from a consumption function, to calculate the equilibrium level of real GDP, and to calculate the spending multiplier and state with justification whether the multiplier will be smaller or larger than the government spending. Part (d) required candidates to briefly describe net national product (NNP) and personal disposable income (PDI) and to state how each is measured.

Candidates demonstrated a clear understanding of the transactions that were to be included in and those that should be excluded from the GDP calculations of a country. Candidates knew the formula for the deflator but could not properly explain the term. They were familiar with autonomous consumption but failed to identify the MPC. The calculation of the equilibrium level of real GDP and the multiplier proved to be a challenge for many candidates. Candidates were only familiar with the simple spending multiplier and did not know that GDP was equivalent to 'Y', the variable for income in the expenditure identity. As it relates to the NNP, candidates knew the formula but could not define the term. They were better able to define the PDI, but were unfamiliar with the actual deductions from income which would result in the PDI. The mean mark was 11.78 out of 25. The standard deviation was 5.03.

Recommendations

Teachers should strike a better balance between the qualitative and quantitative aspects of national income accounting. They should ensure that all three variations of the multiplier are taught: the simple multiplier; the multiplier including government (tax leakage); and the multiplier in an open economy (imports leakage). They need to expose students to more problems involving calculations of equilibrium GDP.

Question 2

This question was attempted by approximately 31 per cent of the candidates, 42 per cent of whom scored 50 per cent of the maximum available marks. Part (a) required candidates to identify four major determinants of investment. Part (b) required candidates to use the Keynesian 45° graph to explain the difference between a *recessionary gap* and an inflationary gap. Part (c) required them to explain how the Classical and Keynesian schools recommend responding to a recessionary gap.

A minority of candidates were able to identify four determinants of investment; most identified just two or three. They were not proficient at drawing, labelling and analysing the *inflationary gap* and the *recessionary gap*. Part (c), while widely known, still proved to be challenging for some candidates as they were unable to say how the Classical and Keynesian schools respond to a recessionary gap. The mean mark was 11.85 out of 25. The standard deviation was 6.83.

Recommendations

Teachers should specify the type of approach that students should use in the explanation of the *inflationary gap* and *deflationary gap*. It is recommended that these gaps be drawn on separate diagrams, as when candidates drew both gaps on one diagram, they experienced problems in properly identifying them. More attention should be placed on clearly distinguishing between the Classical and Keynesian schools of thought in relation to their prescriptions for recessionary and inflationary conditions in an economy.

Question 3

This question was attempted by approximately 68 per cent of the candidates, 37 per cent of whom scored 50 per cent of the maximum available marks. Part (a) required candidates to define the term *money*, describe two types of money and distinguish between the M1 and M2 definitions of money. Part (b) required candidates to discuss three tools of monetary policy that any central bank in the region can use to help control inflation. Part (c) required candidates to use the Keynesian liquidity preference framework to illustrate how the contractionary policies discussed in Part (b) would impact interest rates and the demand for money.

Most candidates knew the definition of money and were able to describe the types of money. However, they were unable to adequately distinguish between M1 and M2. Most candidates were able to list the monetary tools and discuss how each tool could aid in controlling inflation. However, in their discussions they could not differentiate between the *discount rate* and the *repurchase rate*. Many candidates listed 'interest rate' as a tool of monetary policy when it is truly a consequence of these policies (discount rate and repurchase rate in particular). It was challenging for candidates to show the effect of tight monetary policies; however, most of them were able to state the desired effect of the policies. Several candidates showed a rightward shift for the tight monetary policy instead of a leftward shift. The mean mark was 11.25 out of 25. The standard deviation was 6.80.

Recommendations

Teachers should do more discussions of this topic to prevent regurgitation of rote answers. They should use more realistic situations where students can transfer theoretical knowledge, as this will be more meaningful and relevant to them. Students need more practice drawing diagrams to assess both monetary and fiscal policies.

Question 4

This question was attempted by approximately 32 per cent of the candidates, 28 per cent of them scored at least 50 per cent of the maximum available marks. Part (a) required candidates to define the term *Fiscal Policy* and discuss three ways in which fiscal policy can be used by Caribbean governments to increase the level of employment and output in their economies. Part (b) required candidates to outline three reasons why some fiscal measures will not work (have the desired effect) in the small open economies of the Caribbean. Part (c) required candidates to explain the concept *crowding out effect* and state how this effect can be avoided.

Candidates were able to define the term *Fiscal Policy* and discuss three ways in which fiscal policy can be used by Caribbean governments to increase the level of employment and output in their economies. However, candidates had the tendency to eliminate the impact of the policies on aggregate demand and failed to identify examples of fiscal policy (taxes and government spending). Many

candidates incorporated tariffs in their answer and other supply-side policies, rather than focusing on government fiscal policies, which are targeted at changing aggregate demand. Candidates were unable to outline the reasons for fiscal measures not working in the small open economies of the Caribbean. Responses were vague and general. In Part (c) candidates demonstrated significant weaknesses in the description of *the crowding out effect*. For instance, candidates would explain that in order for the government to finance a budget deficit or some other project, they would borrow from local banks. They needed to have said that an increase in the demand for limited loanable funds, brought about by the competition between the government and the private sector for these funds, leads to an increase in the interest rate, which discourages private investment. The mean mark was 10.07 out of 25. The standard deviation was 5.90.

Recommendations

Teachers should encourage students to format their responses in a logical manner to improve clarity. It should be stressed that the objective of fiscal policy is to influence aggregate demand. Students should be encouraged to read widely. Specific efforts should be placed on skills of analysis, synthesis and evaluation to improve candidates' performance.

Question 5

This question was attempted by approximately 52 per cent of the candidates, 33 per cent of whom scored 50 per cent of the maximum available marks. Part (a) required candidates to distinguish between *economic growth* and *economic development*, and to describe three determinants of economic growth. Part (b) required candidates to explain the concept of *human development index* (HDI) and outline three main indicators of the HDI. Part (c) required candidates to discuss two impediments to economic growth faced by Caribbean economies.

Most candidates were able to provide a conceptual as opposed to a rigorous definition of the term *economic development*. However, candidates were unable to define economic growth and failed to mention *real GDP* in their definitions. Many candidates confused economic growth indicators namely, GDP, GNP and NNP with economic growth *determinants*. Additionally, several candidates identified determinants but were unable to state how each determinant led to economic growth. Many candidates were able to identify literacy rates/educational attainment and life expectancy as indicators of the HDI but very few candidates mentioned GDP per capita as an indicator. Additionally, candidates were unable to explain each indicator. As it relates to Part (c), candidates erred by discussing the economic cost of growth rather than impediments to economic growth. Many candidates stated technology and multinational cooperation activity as factors which impede economic growth and unemployment and inflation as barriers to economic growth which are inaccurate. The mean was 10.68 out of 25. The standard deviation was 6.42.

Recommendations

Candidates must refer to real GDP when explaining economic growth. Teachers must encourage students to pay attention to the directives in the question. In many instances, candidates identified key words and wrote all they knew, instead of tailoring responses to questions asked. To distinguish between two concepts is not merely the provision two definitions. Therefore, candidates should provide two definitions and then clearly show how each concept is different from the other. It is not sufficient to state that economic development is qualitative and economic growth is quantitative. Candidates should not confuse the determinants of growth with the indicators of growth. Students need to be advised that there are only three indicators of the HDI, which includes life expectancy, GDP per capita and literacy rate. There is a need for this area to be emphasized.

Question 6

This question was attempted by 48 per cent of the candidates, 63 per cent of whom scored at least 50 per cent of the maximum available marks. Part (a) required candidates to define the terms *tariffs*, *quotas* and *non-tariff barriers*. Part (b) required candidates to identify four factors that determine a country's export revenue. Part (c) required candidates to describe fixed and floating exchange rates and to identify one Caribbean country that uses either type of exchange rate. Part (d) required candidates to discuss two advantages and two disadvantages of foreign direct investment (FDI) in the Caribbean.

The majority of candidates were able to define the terms *tariffs*, *quotas* and *non-tariff barriers*. Most candidates were able to identify factors which directly determine a country's export revenues. Weaker candidates mentioned 'variety of good/services exported', 'taxes', 'interest rates' or even 'balance of payments'. Several candidates omitted Part (b). Part (c) presented the most challenge to candidates, as they were unable to describe fixed and floating exchange rates. Too many candidates used synonyms for the description of the fixed and floating exchange rates. Part (d) was well known, as most candidates were able to discuss the advantages and disadvantages of FDI in the Caribbean. The mean mark was 15.30 out of 25. The standard deviation was 5.37.

Recommendations

Teachers should emphasize government intervention in relation to the description of a fixed exchange rate and their efforts to keep it fixed, and for the floating exchange rate the forces of demand and supply for the currency in determining the rate. Students should be taught the economic advantages and disadvantages of FDI, in addition to the social and cultural ones.

Paper 032 – Alternative to School–Based Assessment

Performance on this paper was less than satisfactory. Twenty-nine candidates wrote the paper. The mean was 27.31 of 60 (45.52 per cent). The standard deviation was 14.33.

Question 1

In Part (a) (i), candidates were required to define the term *aggregate demand* and in Part (ii) state the equation for aggregate demand when the economy is open or has a trade sector. In Part (b), they were required to analyse how a decrease in aggregate demand can impact the aggregate employment and output of an economy. For Part (c), they were required to explain how the economy goes back to equilibrium employment from a position of disequilibrium, according to the classical view.

In Part (a) (i), some candidates were able to properly define *aggregate demand* and *aggregate supply*. However, some candidates defined demand and supply from a microeconomic perspective as opposed to a macroeconomic one. In Part (ii), as most candidates correctly identified the components of aggregate demand for an open economy, inclusive of net exports. In Part (b), candidates for the most part, knew that a decrease in aggregate demand would have a negative impact on output and employment. However, candidates struggled with making the necessary linkages to show how a fall in aggregate demand would affect different sectors of the economy and lead to increased unemployment and lower output. Part (c) presented the most challenge for candidates. While candidates knew that the classical view of the economy is self-correcting, they did not understand the process by which equilibrium would be restored in the economy and therefore had difficulty explaining this process. The mean was 7.52 out of 20. The standard deviation was 5.07.

Recommendations

Students should be taught to distinguish between demand and supply in microeconomics and aggregate demand and aggregate supply in macroeconomics. Candidates should place greater emphasis on analysis rather than learning definitions and concepts. Candidates need to be able to analyse the impact of an event, by demonstrating how it affects certain sectors or groups within the economy and then collating those impacts to see the overall effect on the economy. Candidates need to be able to explain not only the features of the Classical school but also how to demonstrate how equilibrium will be restored from a situation of disequilibrium in different markets.

Question 2

In part (a), candidates were required to distinguish between *unemployment* and *underemployment*. In part (b), they were required to outline three costs of unemployment. Part (c) had two sections. Candidates were asked to solve the problem of high and rising unemployment using two fiscal policy measures in Part (i) and monetary policy in Part (ii).

Most candidates gave a satisfactory definition of unemployment in Part (a); however, they struggled with the definition of underemployment and as a result were unable to make a comparison between the two terms. The majority of candidates were able to identify costs of unemployment in Part (b); however, most of them stuck to social costs as opposed to economic costs and could not go beyond identification. In Part (c), candidates performed poorly mainly because they identified monetary policy measures whereas fiscal policy measures were required and vice versa. In cases where candidates correctly identified the policy measure, they had difficulty explaining how the policy could correct the unemployment problem. The mean was 10.66 out of 20. The standard deviation was

Recommendations

Candidates' responses showed that they focused heavily on unemployment and may have overlooked underemployment. Candidates should ensure that they adequately cover the objectives of the syllabus, especially, specific objectives. While candidates were familiar with the concept of unemployment, it is essential for them to be able to analyse the problem not only from a social but also an economic perspective. Candidates should use their own country as an example to consider both the social and economic costs of unemployment. Similarly, candidates can consider different policy measures employed by their country to explain the intended impact of policies employed and the resultant effectiveness, to appreciate the role of governments in reducing unemployment.

Question 3

Part (a) required candidates to define several concepts: *balance of trade* in Part (i); *trade deficit* in Part (ii); *trade surplus* in Part (iii); and *commodity terms of trade* in Part (iv). In Part (b) candidates were required to outline two ways in which Caribbean countries benefit from increased exports in Part (i) and to explain why high levels of imports can be a challenge for Caribbean countries in Part (ii). Part (c) required candidates to discuss two policy options that a country may adopt to correct a trade deficit and boost unemployment in the local economy.

In Part (a), some candidates were able to adequately define balance of trade, trade deficit and trade surplus, however the majority of candidates were unable to define *commodity terms of trade*. In Part (b), many candidates were able to identify benefits that countries derive from imports but struggled in explaining why large amounts of imports may pose a challenge to the importing country. In Part (c), candidates were able to see the benefits mainly from a consumer perspective but could not identify with producers and therefore struggled to see the challenges imports may pose to the economy. They were able to identify policy measures but were unable to show how they could be used to correct a trade deficit or help with unemployment. The mean was 9.14 out of 20. The standard deviation was 5.36.

Recommendations

Candidates need to focus on both the advantages and disadvantages of imports and exports. Once again it is important that country examples from throughout the region are considered to demonstrate the impact both exports and imports have on consumers and producers. Candidates must develop their higher order skills, since the responses showed that they could define and identify but could not evaluate or analyse. For example, candidates could identify proper policy measures but were deficient in their ability to apply the policy to correct specific problems within the economy.

Paper 031 – School –Based Assessment (SBA)

The majority of students performed well on the SBA component of the examination, this is evidence of improved teacher supervision of students' projects. Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented and analysed and warranted conclusions were drawn. Many students demonstrated an excellent understanding of the concepts, principles and theories. The mean for the SBA for Unit 1 was 40.02 out of 60. The standard deviation was 7.99. The mean for was 42.53 out of 60. The standard deviation was 8.76.

Strengths

- The titles formulated were appropriate to the unit as they were in alignment with the criteria outlined in the syllabus.
- The economic concepts used were related to the topics chosen.
- Economic theories were appropriately used.
- There was evidence of improvement in the analysis and interpretation components of the data.
- Some students correctly demonstrated good referencing of the data sources from which information was gathered.

Weaknesses

- It was evident that some students were still struggling to formulate appropriate topics.
- Students were not able to properly analyse secondary data.
- Students have a tendency to refer examiners to the syllabus by stating a number rather than stated aims and objectives they used.

Recommendations

- Some teachers need to adhere to the marking criteria set out in the syllabus as the marks appear to be inconsistent and subjective.
- Students should be guided in formulating topics which are appropriate to the unit to be examined.
- Students should be encouraged to show limitations encountered in using the instruments selected to carry out the research and the methodology employed in the report.
- Methodology should speak specifically to design instruments and validate the reasons why they are suitable for the specific research.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2014

ECONOMICS

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GENERAL COMMENTS

The CAPE Economics examinations consist of two units – each examined by the following papers:

Paper 01 – Multiple Choice

Paper 02 – Essay

Paper 031 – School-Based Assessment (SBA) (done by school candidates)

Paper 032 – Alternative to School-Based Assessment (done by private candidates)

The overall performance of candidates was satisfactory.

UNIT 1

Unit 1 dealt with microeconomic theories, concepts and issues. Performance in Unit 1 was good. The mean mark was 166.83 out of 300 (55.61 per cent). The standard deviation was 46.26.

Unit 1 was divided into three modules:

Module 1 – Methodology of Economics and the Analysis of Demand and Supply

Module 2 – Market Structure, Market Failure and Intervention

Module 3 – Distribution Theory and Application of Recent Theoretical Developments

Module 1 tested candidates' basic understanding of the central problem of economics, scarcity in relation to the production possibilities curve as well as the alternative mechanism through which scarce resources are allocated. The module also examined the theory of consumer demand, specifically the calculation and interpretation of price elasticity of demand and the concept and graphical representation of consumer surplus. Performance on this module was fair. The mean mark was 56.01 out of 100. The standard deviation was 17.46.

Module 2 examined candidates' ability to calculate and analyse cost and revenue data in relation to a market structure. They were also required to analyse the characteristic of *no barriers to entry and exit* - to analysis the long run condition of the perfectly competitive firm. Also tested was candidates' in-depth understanding of market failure and how asymmetric information in the used car market and negative externalities contribute to market failure. The concepts tested included public goods, externalities and asymmetric information. Performance on this module was fair. The mean mark was 50.07 out of 100. The standard deviation was 18.74.

Module 3 required an understanding of demand and supply factors. Concepts tested were derived demand and demand and supply of labour. Also examined was the marginal productivity theory particularly the concept and calculation of the *least cost rule*. The module also tested candidates' understanding of poverty and inequality and the application of the Gini coefficient and the Lorenz curve to the concept of inequality. Candidates were also required to draw and interpret the Lorenz curve and the related Gini coefficient. They were also required to know how government alleviates poverty and inequality. Performance on this module was satisfactory. The mean mark was 55.67 out of 100. The standard deviation was 18.59.

UNIT 2

Unit 2 dealt with macroeconomic theories, concepts and issues. Many candidates demonstrated a good grasp of the subject matter. Overall, performance was good. The mean for Unit 2 was 175.57 out of 300 (58.82 per cent). The standard deviation was 47.88.

Unit 2 was divided into three modules:

Modules 1 – Models of the Macroeconomy

Modules 2 – Macroeconomic Problems and Policies

Modules 3 – Growth, Sustainable Development and Global Relations

Module 1 required candidates to demonstrate knowledge and understanding of basic macroeconomic concepts, National Income, the Keynesian Consumption theory and the Classical Model. Performance was good. The mean mark was 60.28 out of 100; Standard deviation was 19.30.

Module 2 tested candidates' knowledge of Monetary Theory and Policy, and Fiscal Policy. Performance was fairly good. The mean mark was 52.02 out of 100. The standard deviation was 19.03.

Module 3 dealt with Growth and Development, International Trade, Exchange Rate and Foreign Direct Investments. Performance on the module was good. The mean mark was 58.96 out of 100. The standard deviation was 17.89.

DETAILED COMMENTS

UNIT 1 – MICROECONOMICS

Paper 01 – Multiple Choice

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension, application and interpretation of information. The mean mark was 58.74 out of 90 (65.27 per cent). The standard deviation was 15.98. Seventy-eight per cent of the candidates scored at least 50 per cent of the maximum available marks. Six candidates achieved the maximum mark.

Paper 02 – Essays

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programs. Candidates were required to answer one of two questions in each of the three modules. Each question was worth 25 marks. Performance on the paper was less than satisfactory. The mean mark was 32.62 out of 75 (43.49 per cent). The standard deviation was 14.33.

Question 1

This question tested candidates' knowledge of the central problems of economic, including scarcity, production possibility frontier and types of economic systems. The question was attempted by approximately 84 per cent of the candidates, 44 per cent of whom scored at least 50 per cent of the available marks. One candidate achieved the maximum available mark.

Performance on this question was only fair. The mean was 11.62 out of 25 (46.48 per cent). The standard deviation was 4.75.

Part (a) required the candidates to define the term *scarcity*; draw and label the production possibilities frontier (PPF) and to use the PPF to explain the concepts of scarcity and economic growth. In Part (b), candidates were required to state the differences between a *command economy* and a *free market economy*.

Most candidates gave a partial definition for Part (a) (i). Candidates either wrote about limited resources only or unlimited wants only. Few spoke about consequences of scarcity for example high prices instead of defining the term. Some candidates wrote the definition for shortage instead of the definition for scarcity.

For Part (a) (ii), some candidates drew the demand, supply and indifference curves instead of the required PPF. Some curves were incomplete because they did not touch the boundaries. Some curves drawn were not labelled. Some candidates did not use the information in the question to label the graph. Few labelled the axes incorrectly or did not use correct title for diagram.

In Part (a) (iii), most of the candidates were able to define opportunity cost. The candidates who were unable to do so gave incomplete definitions. Definitions ranged from: 'next best choice given up'; 'next best cost given up' and 'opportunity forgone'. Candidates explained combinations of goods rather than mentioning the opportunity cost aspect. For example, most candidates mentioned that you could produce 20 units of food and 50 units of clothing but did not mention exactly how much of one good you had to give up in order to get more of the other or that if you produced more food, then less clothing would be produced and vice versa. A significant number of candidates did not relate the concept of opportunity cost with the diagram drawn as required by the question. For the most part, the candidates understood that a choice would have to be made because of scarcity and this resulted in opportunity cost.

For Part (a) (iii) (b), some candidates mentioned short term growth instead of long term growth which was required. There were candidates who spent much time defining economic growth and failed to answer what caused economic growth. A significant number of candidates gave the definition for economic growth instead of stating a factor that could cause the PPF to shift outward. Some candidates were successful in giving three factors that would cause the shift but a few failed to show it on the PPF. For those who did not show the shift, many mentioned that the curve would move to point 'x' or 'y' or some point outside of the PPF.

In Part (b) (i), most candidates were able to distinguish between the two economic systems mentioned in the question. However, some candidates interchanged the free market with the mixed economy or they compared the command economy with the monopoly market structure. Some candidates also compared the free market system with perfect competition.

In this part of the question, a few candidates mentioned that the command economy is closed; that there is lack of resources or technology, which is not factual. Also inaccurate is the statement that 'there is/are no rule (s) in the free market economy and that consumers are free to do what they want'. Some candidates even stated that the government controls everything in the free market economy. Several candidates confused advantages and disadvantages of the command economy with the characteristics of the planned economy.

Candidates managed to outline the disadvantages but did not put forward implications of the disadvantages in Part (b) (ii). A number of candidates confused the advantages with disadvantages. Many candidates were unable to develop the points that they listed in order to score full marks. The majority of candidates found this question to be very challenging. Candidates spent time discussing the disadvantages of the planned economy and failed to identify and discuss the points that would cause the demise of this economy.

Recommendations

Teachers are encouraged to delve into deeper analysis with students. Teachers should go beyond listing disadvantages and advantages of the different economic systems but also explore the implications and related issues. It is clear that this topic has been overlooked by the teachers and might be assumed to be taught in other subjects, which might be true, therefore it is the teachers' responsibility to go beyond recall and teach students how to analyse, the basics concepts. Teachers should emphasize the distinction between shortage and scarcity. Demand should not be confused with human wants nor should supply be confused with resource endowment. Supply and demand are precise concepts and should be taught as such as not used loosely.

Emphasis must be placed on the importance of labelling the diagrams and having appropriate/ correct titles. Reference must always be made to the question e.g. if food and clothing are given as variables for the axis students should use milk and cheese as alternative variables. So if a scenario is given in the stem of the questions students are required to use the information given in their answer, thereby refraining from labelling the axes "x" and "y" or "good x" and "good y". They should do the same in the discussion.

As it relates to the PPF teachers should clearly distinguish between long-term growth and short-term growth and the circumstances under which these are achieved as well as pivots versus shifts. It is suggested that teachers encourage students to pay attention to the marks allotted for the question as well as the instructive words used in the stem, as this is a guide to the amount of information needed for their answers.

Teachers would also emphasize to students that when stating the differences between two terms they should clearly give the contrast without the use of the phrase 'vice versa', 'and the other is not' etc. Teachers should emphasize the differences between economic systems and market structures.

Question 2

Question 2 tested candidates' knowledge of consumer demand. The question was attempted by approximately 16 per cent of the candidates, 57 per cent of whom scored at least 50 per cent of the maximum available mark. Two candidates achieved the maximum available mark. Performance on

this question was satisfactory. The mean was 13.20 out of 25 (52.80 per cent). The standard deviation was 6.17.

Part (a) tested the candidates' ability to recall the determinants of price elasticity of demand and to calculate and interpret the concept. Part (b) required candidates to sketch the demand curve from given coordinates, determine the revenue regions and advice the firm on its pricing decision. Part (c) tested the candidates' understanding of consumer surplus and required them to illustrate, graphically, consumer surplus in the context of a price floor.

Though Part a (i) required candidates to list the determinants of price elasticity of demand (PED) many listed the determinants of demand instead. Part a (ii) required the candidate to calculate PED. Many candidates were unable to show the sequential calculation of PED. They also ignored the negative sign throughout the calculation for change in demand. Many candidates used the point method rather than the arc method in calculating PED. While many candidates stated that the PED for the good was elastic, they did not explain what it meant.

In Part b (i), candidates were required to sketch the demand curve for the firm, showing the revenue before and after the price change. Many candidates lost marks for not clearly illustration the before and after regions on the diagram.

Candidates were required to advice ABC company on a pricing decision in Part b (ii). Some candidates made reference to the law of demand instead of analyzing the effect of elasticity on the revenue of a firm.

Part c (i) required candidates to define the term *consumer surplus*. Some defined consumer surplus in terms of 'benefits' and not the difference between what they are willing to pay and what they actually pay for a good or service.

Finally, candidates were required to use a well labelled diagram to illustrate consumer surplus after the imposition of a price floor, in Part c (ii). Many candidates were unable to superimpose the price floor in the correct position on the diagram. Many of them omitted the supply curve while still identifying consumer surplus, however, this is not possible as it can only be done against the back ground of a market equilibrium. Candidates also had difficulty identifying the correct consumer surplus position after the imposition of a price floor.

Recommendations

Teachers are encouraged to emphasize the calculation of elasticity and the concept of elasticity as well as the application of elasticity results. Teachers should also emphasize that every point along the demand curve represent how much an individual who demands the good is willing to pay for the good. This might be futile if students are not taught thoroughly how to read off points on a diagram. It is also recommended that teachers do not teach topics in isolation but make linkages between topics so that students can have a more rounded learning experience.

Question 3

Question 3 tested candidates' knowledge of market structure. The question was attempted by approximately 48 per cent of the candidates, 62 per cent of whom scored at least 50 per cent of the maximum available mark. Seven candidates achieved the maximum available mark. Performance was fair. The mean was 12.33 out of 25 (49.32 per cent). The standard deviation was 5.80.

This question tested candidates' knowledge of the theory of the firm. Part (a) required candidates to calculate marginal and average cost values from given data and to plot same curves. In Part (b), candidates were required to explain the relationship between marginal cost and average cost assisted by an example. The question further required the candidates to use the information in the table to determine the market structure represented by the table. Finally, in Part (c) students were required to analyse how the characteristic of "no barriers to entry and exit" ensures the long run condition of a perfectly competitive firm.

In Part (a) (i) a number candidates were successful in computing the marginal cost correctly or the average cost but a smaller number were able to compute both. Some candidates confused the average cost and the marginal cost by putting them under the wrong column.

A common thread found in Part a (ii) was that many candidates did not use the information in the table to plot the graph, this did not reflect the students inability to plot the curves but their inability to follow clear instructions. Some candidates had difficulty labelling the axes correctly, many candidates labelled the y-axis 'price' OR 'quantity' OR 'y' whereas others did not label it at all. Many candidates did not apply appropriate scales to the Cartesian plane. Many of them had challenges potting the curves correctly.

In a few instances some candidates mistook the average cost (AC) for the independent variable rather than the dependent variable in relation to the marginal cost (MC), in Part b (i). In that same section, a significant number of candidates fail to mention the point that when MC rises AC is still falling. Most candidates were unable to give the example required to show the relationship between MC and AC. Instead of stating the relationship between MC and AC some candidates were defined them.

In Part (b) (ii), the majority of the candidates were able to identify the market structure but they were unable to justify them. Those who were able to justify only mentioned one point, namely, that the firm had constant marginal revenue. Most candidates were successful in listing the characteristics of perfect competition namely barriers to entry, but those who did not mention this spoke about many buyers and sellers.

Recommendations

Teachers should emphasize that students use the information in the table to plot graphs where applicable. Emphasize proper labelling of graphs for market structure. Teachers should accentuate the relationship between the MC and the AC but stress that *when MC starts to rise AC is still falling*. Teachers are encouraged to use a variety of examples to bring across the relationship between MC and AC. Teachers need to teach the reverse to Part (c). That is,

- There is a lack of barriers to entry/freedom of entry and exit
- If firms are making subnormal profits they leave the industry

- This will cause Industry supply to go down
- Causing market price to increase
- Until $P = AC$ and all firms are making normal profits.

Question 4

Question 4 tested candidates' knowledge of market failure. The question was attempted by approximately 52 per cent of the candidates, only 16 per cent of them scored more than 50 per cent of the available marks. The highest mark was 24 out of 25, this was achieved by one candidate. Performance on this question was weak. The mean was 7.16 out of 25 (28.64 per cent). The standard deviation was 4.84.

Part (a) required candidates to define the term 'public goods' and explain why these are normally provided by the government. In Part (b), candidates were expected to define the term 'externality'. They were given a diagram illustrating a negative production externality, and were required to label the diagram and mention three policies that the private sector could adopt to correct market failures. Part (c) required the candidates to identify the issue of asymmetric information from a scenario given and to explain how it can lead to market failure.

In Part a (i), candidates were required to outline the causes of market failure (specific to public goods). Better prepared candidates were able to define the characteristics of public goods (non-rivalry and non-excludable). However, the lesser prepared candidates gave examples or stated that they were provided by the government. Some candidates were unable to distinguish between merit and public goods.

In Part (a) (ii), stronger candidates were able to explain why the private sector would not provide these goods (because of the lack of a profit motive). However, many candidates tried to justify the reasons why the government should provide these goods - This may have been due to the way the question was phrased.

Parts (a) (i) and (ii) required candidates to outline the causes of market failure (with respect to externalities). Many of the candidates scored full marks in this section. The few candidates who scored one mark clearly understood the concept of externalities but didn't state whether it was positive or negative.

In Part b (ii) a), many of the candidates were able to identify the shaded area as deadweight loss. However, the identification of the MSC and PMC curves proved challenging. The candidates identified them as supply curves because they did not recognize that the demand curve was the SMB curve. Some candidates did not copy the diagram correctly (omitting labelling axes or the demand curve).

In Part b (ii) b), most candidates started to define externalities again and didn't make reference to the diagram. Candidates who didn't recognize the SMC and PMC curves from previous question were unable to explain that market failure occurs from externalities (because $SMC > PMC$). A number of candidates were unable to identify the socially optimum level (Q2) from the profit maximizing level for the firm (Q1). Candidates were able to identify that when negative externalities exist it causes over production and dead weight loss.

Part b (iii) required candidates to evaluate the measures used by the private sector to correct market failure. Stronger candidates were clearly able to outline the policies used by the private sector to correct market failure. However, many candidates were more familiar with public sector intervention and used this to answer the question instead.

In Parts (c) (i) and (ii), candidates should be able to outline the causes of market failure (due to asymmetric information).

For Part (c) (i), many candidates failed to identify asymmetric information as the issue being described. Many candidates identified the issue as imperfect information / knowledge, adverse selection.

In Part (c) (ii), the situation described in the question was unfamiliar to many candidates. Stronger candidates were able to identify that it was adverse selection. However, weaker candidates could not.

Candidates could not explain how adverse selection led to market failure in this particular situation. Weaker candidates thought market failure meant that the business would shut down. Very few candidates were able to state that the suppliers of good quality cars would be disadvantaged.

Recommendations

More attention placed on the distinction between merit and public goods.

Teach asymmetric information from a product perspective and not just service.

Question 5

Question 5 tested candidates' knowledge of demand and supply factors. The question was attempted by approximately 18 per cent of the candidates. Only 15 per cent of them scored more than 50 per cent of the marks. One candidate achieved the maximum available mark. Performance on this question was poor. The mean was 6.87 out of 25 (27.48 per cent). The standard deviation was 4.62.

Part (a) focused on the theory of distribution with emphasis on the labour market. Candidates were required to explain the term 'derived demand' and outline factors that influence the demand for labour and the supply of labour. Part (b) required the candidates to outline the least cost rule and calculate the hourly rental price from the rule. They were also required to draw and label a diagram showing marginal revenue product curve and the impact that a decrease in the demand for the good. In Part (c), candidates were required to outline two factors that can account for the disparity in worker productivity.

In Part a (i), most candidates scored full marks for this question. Those who did not were not familiar with the concept. In Parts (a) (ii) a) and b), some candidates did not recognize that it was the firm demanding the labour and the workers supplying the labour. Strong candidates were able to outline the factors (wage rate and demand for the good was most common). For Part (a) (ii) b), candidates focused on the supply of labour for a particular occupation — many of them stated education and training as factors influencing the supply of labour. The popular responses were migration, wage rate and population.

An overwhelming majority of candidates were unable to state the least cost rule as required in Part (b) (i). In Part b (ii), some candidates were able to use mathematical analysis to arrive at the answer but not using the least cost rule formula. For Part (b) (iii), few candidates scored full marks. Candidates were more familiar with the MRP curve for labour and not capital. This was seen in the incorrect labelling of the axes. In Part (c), many candidates scored full marks. A few gave factors from industry to industry and not country to country. Many candidates stated rather than outlined the factors.

Recommendations

It is suggested that teachers emphasize the least cost rule and factors affecting productivity.

Question 6

Question 6 tested candidates' knowledge of income inequality, poverty and poverty alleviation. The question was attempted by approximately 82 per cent of the candidates. Forty-five per cent of them scored more than 50 per cent of the maximum available mark. Fifteen candidates achieved the maximum available mark.

Performance was only fair. The mean was 12.08 (48.32 per cent). The standard deviation was 5.46.

The question tested candidates' understanding of poverty and income inequality. In Part (a) (i), candidates were required to distinguish between 'relative and absolute poverty'. While most of the candidates were able to define 'absolute poverty', many candidates were unable to define 'relative poverty'.

The weaker candidates failed to show that 'relative poverty' was a comparison between the individual income and the average income. Additionally, the weaker candidates focused on minimum wage and not average income. Part (a) (iii) was fairly well done by most of the candidates. The main challenge was that a number of candidates identified strategies but were unable to effectively explain how the strategies stated could alleviate poverty.

Less than half of them were able to obtain full marks for this part of the question. For Part (b) (i), a number of candidates were able to obtain full marks for this part of the question. The candidates who performed poorly made the following mistakes:

- Incorrectly labelled the axes. Most failed to label 'percentage income' on the 'Y' axis and 'percentage population' on the 'X' axis.
- Candidates drew two diagrams although the questions asked for one.
- Incorrectly labelled the Lorenz Curve with Gini coefficient 0.33 and 0.61. There was a general lack of understanding of the relationship between the line of equality and the values given. Thus they were unable to place the appropriate values of Country 'A' relative to Country 'B'.
- There was a demonstration of lack of understanding between the 'line of equality' and the 'line of inequality'.

Part (b) (ii) was fairly well done. The stronger candidates were able to explain *income inequality* with the use of examples or by giving the factors that contributed to inequality. However, no candidate

focused on expressing the distribution of income as a percentage of the income to a percentage of the population. Instead responses focused on the coefficient range being between zero and one; where closer to zero being income evenly distributed and closer to one being more unevenly distributed. Part (b) (iii) posed a challenge to most of the candidates. Those who did not draw the graph properly were unable to make specific comparisons. Some of those candidates who drew the graph properly were still unable to utilize the information effectively in order to maximize their scores.

Recommendations

Teacher should employ projects and group assignments as teaching techniques for this section of the syllabus. This section of the syllabus lends itself to real-world applications that students can relate to and find data on. Doing this will not only help to complete the syllabus in the required time but will also help students to understand what is thought to be a very manageable and straight forward topic. Concerning the Lorenz curve, teachers should gather data and have students plot the Lorenz curve and explain what each coordinate means, this should assist students in drawing the correct curve.

Paper 032 – Alternative to School-Based Assessment

The theme of paper 3/2 was the earnings of differential categories of workers and existing wage differentials. Forty-four candidates wrote the examination. Performance on this paper was unsatisfactory. The mean was 20.96 out of 60 (34.94 per cent). The standard deviation was 8.49. The table below shows the means and standard deviations for the three questions.

	Question 1	Question 2	Question 3
Mean	6.37	3.69	10.91
Std. Dev	3.42	2.60	4.92

Question 1

Part (a) was comprised of five parts. It required candidates to: define the term ‘price ceiling’; state the condition for an effective price ceiling’; define the term ‘price floor’; state the condition for an effective price floor; and identify three problems likely to arise from the imposition of price ceilings and price floors. Part (b) was comprised of two parts. For Part (b) (i), candidates were required to illustrate, in a diagram, the market for unskilled labour, indicate the equilibrium wage rate and equilibrium level of employment. Part (b) (ii) required students to use the same diagram from Part (b) (i) to explain how the market for unskilled labour is affected by the implementation of a minimum wage. They were also required to indicate the minimum wage, the number of workers employed and the number of workers unemployed.

Candidates’ performance on Part (a) was fair. However, for the definitions of price ceiling and price floor, candidates frequently neglected to include the word “legal” as part of the definition. In addition, candidates were unable to identify three problems that arise from implementation of price ceilings and price floors; in most cases only one or two problems were provided. For Part (b), candidates had difficulty labelling the appropriate concepts required in the second part of the question.

Recommendations

Candidates need to improve their understanding of the effects of price controls on the market. This is especially important since the concepts of demand and supply, underpin these critical policies. The focus should include, but not be limited to, the meaning of price ceilings, price floors and the reasons why they are implemented by governments. Candidates should also practice analyzing various situations that require demand and supply diagrams.

Question 2

Part (a) required candidates to state four conditions which must be satisfied in a perfectly competitive labour market. Part (b) required them explain how equilibrium wages could be accomplished in the long run in a perfectly competitive market with only two jobs which initially pay different wages. Part (c) had three parts. In Part (c) (i), candidates were required to copy and complete a table, by calculating the total variable cost, the total cost and the marginal cost. In Part (c) (ii), candidates were required to describe the type of market in which the firm in the named firm hires labour. Part (c) (iii) had three parts. First, candidates had to determine how many units of output the firm would hire to maximize profits; second, how many units of labour would be hired at the profit maximum; and third, provide an equation to show the relationship between output and labour at the profit maximum.

Candidates performed well on Part (a), frequently providing four conditions. Part (b) created the most challenge as candidates were unable to apply the concepts of a perfectly competitive market to the concept of long-run equilibrium in the labour market. In Part (c) many students were unable to calculate the variable cost which required them to multiply the wage rate by the number of labour units for each output level. Consequently, they calculated the total cost and marginal costs incorrectly. In addition, many candidates were unable to calculate marginal cost.

Recommendations

Candidates are urged to consider the characteristics of each market structure more carefully, particularly those of perfect competition and monopoly, since they are on opposite ends of the spectrum of market structures. They should also spend time applying the characteristics of various market structures of different types of markets. Candidates also need to work on calculation of various streams of revenues (TR, MR, AR) and costs (TC, TVC, MC, ATC, AVC).

Question 3

Part (a) required candidates to explain the concept of ‘wage differentials’. Part (b) required them to outline three costs of poverty. Part (c) required candidates to identify four factors that contribute to poverty in their country. Part (c) required candidates to state three economic benefits of governmental strategies of poverty alleviation. The final part of the question, Part (d) required candidates to discuss two factors that may account for the differences in wages among various categories of workers, for example, unskilled, clerical, trades, or professionals.

Part (a) was well done by the majority of candidates. In Part (b), candidates had difficulty outlining three costs of poverty. Candidates frequently provided costs that were essentially the same thing. Part (c) was also well done. The only drawback was that candidates were challenged to provide three economic benefits. They typically provided two, or provided benefits that were not necessarily

economic in nature. Candidates' performance in Part (d) fell down because they were unable to fully discuss the factors which they provided.

A major concern is that candidates do not possess the required depth and breadth of knowledge of the material in Module 3. Candidates' answers demonstrate only basic knowledge of the concepts and little in the way of application of these concepts. It is highly recommended that candidates may need to address these shortcomings by seeking guidance from teachers of the subject matter.

Paper 031-School—Based Assessment (SBA)

Generally the projects selected are properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented, analysed and mirrored the applicable economic concepts, principles, methods and theories for the unit under investigation.

Strengths

- Students demonstrated good knowledge of the theories, principles and concepts necessary to present good projects.
- The topics chosen were appropriate as they were in agreement with the criteria (mark scheme) outlined in the syllabus.
- The economic concepts used were related to the topic selected; they were clear, precise and significant.
- Economic theories were appropriately used.
- There was evidence of marked improvement in the analysis and the interpretation as the candidates showed accurate calculation of economic data and relatedness to variables.
- Some candidates showed that they were able to well articulate and organize their evidences which showed good problem solving skills.
- Candidates presented theoretically correct judgments based on the findings of their research topics.
- Some candidates demonstrated good citations and referencing of the data sources from which information was garnered.
- Excellent use of language and reporting skills were evident throughout the report.

Weaknesses

Even though there are improvements in the general submissions of the IAs, there is still need for improvement in the following areas:

- Communication – Bibliography/Reference should be written with an international standard; citation needs improving – all citation used in the project must appear in the bibliography; internet citation should also be written in the bibliography; interview source should be written in bibliography.
- Wikipedia is not a credible source to cite. Example: www.wikipedia.com; so too is www.ask.com
- Some candidates are still using sociology theories and concepts as part of the economic data source; they need to use social economics aspects to validate their research.
- Candidates should abstain from using social media language and jargons in their internal assessment projects. Example: use the letter “u” in place of the word “you”.
- It was observed that some students were still struggling to formulate appropriate topics for their research. Example: **“Barbara’s Nail Salon”**; **“Stylux”**; **“Diana’s Dinner Mint”**; **“An investigation and analysis into the Economic System of Raj Wrecking Service”**.
- Some candidates still showed weakness in formulating their objectives. Objectives should be specific to topics under investigation,
- Sometimes mark awarded by teachers were not consistent with the marking criteria set out in the syllabus, as a result, marks awarded appeared to be inconsistent and subjective.

- A large number of reports were too similar.
- Methodology should speak specifically to design of the instruments and validation of the reasons why they are suitable for the specific research– explain population size, sample size, instruments, as well as limitations.
- Recommendation should be workable solutions to the problems presented.
- Some candidates are still having challenges in linking the judgment and recommendations to the topics being researched and the findings.

Recommendation

It is recommended candidates do their individual presentation of data although they collaborated in the gathering of the data. Example: Reports should not have the same words and exact data variables and same questionnaires, same sample. Teachers so liaise with other teachers who prove to be strong in the SBA component of the assessment and engage in information sharing. This includes peering into exceptional papers, average papers and poorly done papers to ascertain what the standard is, so as to aid them in guiding the students as well as marking the SBA.

UNIT 2 – MACROECONOMICS

Paper 01 – Multiple Choice

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension, application and interpretation of information. The mean mark was 64.39 out of 90 (71.55). The standard deviation was 14.54. Eighty- nine per cent of the candidates scored at least 50 per cent of the maximum available marks. Eighteen candidates achieved the maximum mark.

Paper 02 – Essays

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programs. Candidates were required to answer one of two questions in each of the three modules. Each question was worth 25 marks. Performance on the paper was less than satisfactory. The mean mark was 32.72 out of 75 (44.96 per cent). The standard deviation was 16.9.

Question 1

Question 1 tested candidates' knowledge of national income accounting. The question was attempted by approximately 70 per cent of the candidates, 63 per cent of them scored more than 50 per cent of the available marks. Fifty candidates achieved the maximum available mark. Performance on this question was good. The mean was 14.76 out of 25(59.04 per cent). The standard deviation was 6.16.

Part (a) required the candidates to define the term 'intermediate good'. Part (b) (i) required the candidate to explain why intermediate goods are not counted in the calculation of GDP and Part (b) (ii) to define the term 'value added'. Part (c) tested the candidates' ability to state the formula for calculating GDP using the expenditure approach and to calculate the GDP using the expenditure

approach. This section also required candidates to explain the income approach for calculating GDP and calculate the GDP using the income approach. The final part in the question, Part (d) required the candidates to describe three types of ‘leakages’ from the circular flow of an economy.

Candidates were unable to accurately define the term “intermediate good”. They confused the definition with that of the term “work in progress.” Most candidates were able to identify double counting as a reason for not adding intermediate goods in the calculation of GDP but several of their explanations were inaccurate since they alluded to secondhand goods. Most candidates scored full marks in Part (c) (i). In Part (c) (ii), most candidates were able to define the income approach to GDP as the summation of the rewards of the factors of production, however, some candidates failed to include “rewards in the factors of production”. In Part (d), most candidates were able to identify the leakages but were unable to explain how they impacted the circular flow through the reduction of aggregate demand.

Recommendation

Teachers are encouraged to stress the difference between intermediate goods among work in progress and second hand goods. Teachers are also encouraged to show how linkages impacted the circular flow through the reduction of aggregate demand.

Question 2

Question 2 tested candidates’ knowledge of national investment and unemployment under the classical model. The question was attempted by approximately 30 per cent of the candidates, 24 per cent of them scored more than 50 per cent of the available marks. The highest mark on this paper was 24 out of 25, this was achieved by one candidate. Performance on this question was less than satisfactory. The mean was 9 out of 25(36 per cent). The standard deviation was 5.

Part (a) required candidates to define *macroeconomic variables investment and interest rate*. Part (b) required candidates to distinguish between savings and consumption as well as explain the term ‘marginal propensity to consume’ with the use of an example. Part (c) required candidates to calculate the equilibrium level of income and state the multiplier of the economy from a given aggregate expenditure for an economy. Part (d) required candidates to explain durability, the accelerator, and irregularity of innovation as determinants of the variability of investment.

For Part (a) (i), candidates used the accounting definition of investment in lieu of the economic definition causing them to lose valuable marks. Part (ii) was most widely known as candidates knew at least one definition of interest rate. Most candidates were also able to adequately distinguish between savings and consumption in Part (b), however, not all candidates fully understood the term ‘MPC’ and were unable to apply the term by use of proper example. Many candidates did not show an understand of ‘MPC’ as a percentage; they were under the impression that the change in consumption was a change in the amount of units of a good consumed as opposed to the change in the amount of additional income consumed. For Part (c), candidates in most cases, had the formula but did not equate it to ‘Y’ as such, were mathematically deficient in completing the calculation of equilibrium GDP. Additionally, candidates for the most part did well in stating the multiplier of the economy but some were unable to score any marks because they simply did not know the multiplier. Part (d) (ii) showed that candidates did not know the accelerator theory, however, they did attempt to use whatever knowledge they had in other areas to answer the question. Predominantly, candidates

did not know the concepts and as such, lacked the ability to make the link between the variables identified and the changes in investment.

Recommendation

Candidates should be instructed that there is a difference in the use of terms and concepts in the economic and accounting fields.

Question 3

Question 3 tested candidates' knowledge of monetary theory and policy. The question was attempted by approximately 70 per cent of the candidates, 31 per cent of them scored more than 50 per cent of the available marks. One candidate achieved the maximum available mark. Performance on this question was less than satisfactory. The mean was 9.69 out of 25(38.76 per cent). The standard deviation was 6.16.

Part (a) required candidates to define the velocity of money, currency substitution and monetary transmission mechanism. Part (b) required candidates to outline three type of demand for money. Part (c) required candidates to assess how the Central Bank can use monetary policy to positively impact aggregate demand. Part (d) required candidates to discuss two reasons why the Central Bank's policy options to combat inflation may achieve only limited success.

Most candidates stated that velocity of money was the number of times money changed hands, failing to specify that it is the number of times a single unit of currency (a dollar) changes hands within a given period of time. In relation to currency substitution, most candidates defined it as the exchange of one currency for another, instead of stating that it was the abandonment or replacement of the local currency in preference for a foreign currency due to loss of confidence in the local currency. Monetary transmission mechanism proved most challenging for candidates. For those who attempted, it, they stated that it was the transfer of money from one entity to another. Candidates failed to show the cause and effect between monetary variables and real variables (real GDP, real National Income, unemployment, inflation).

For Part (b) candidates performed very well on this section, however, some candidates failed to adequately explain the speculative demand for money as being dependent on the movement of bond prices/interest rates. Some candidates failed to logically show how expansionary monetary policy would result in an increase in aggregate demand. Candidates incorrectly used expansionary fiscal policy instead of expansionary monetary policy. Candidates also found Part (d) to be very challenging as there was rarely any logical explanation on how endogenous or exogenous factors can minimize the effectiveness of the Central Bank's policy options to combat inflation resulting in limited success.

Recommendation

Teachers should pay keen attention to defining macroeconomic terms and showing cause and effect between macroeconomic variables. Teachers are also advised to use real-life situations to disseminate the tools, uses of and limitations of macroeconomic policy options.

Question 4

Question 4 tested candidates' knowledge of fiscal policy and public debt. The question was attempted by approximately 30 per cent of the candidates only 18 per cent of them scored more than 50 per cent of the available marks. The highest mark was 24 out of 25; this was achieved by 4 candidates. Performance on this question was poor than satisfactory. The mean was 6.58 out of 25(26.32 per cent). The standard deviation was 6.18.

Part (a) consisted of three subsections which required candidates to define the 'balance budget multiplier', explain the term 'automatic stabilizer', and provide two examples of automatic stabilizers. Part (b) required candidates to explain how government borrowing to finance fiscal deficit impacts negatively on inflation, domestic investment and domestic interest rates. Part (c) consisted of two subsections which required candidates to define the term 'fractional reserve banking system' and describe how the fractional reserve banking system is used in the money creation process.

Some candidates were unable to properly define the terms 'balance budget multiplier'. They defined 'balanced budget' instead. Likewise, most candidates were unable to give a comprehensive explanation of automatic stabilizer; they failed to connect it to fluctuations in the economy. However, most candidates were able to identify the two examples of automatic stabilizers. The majority of the candidates were unable to explain the negative impact of government borrowing to finance fiscal deficit on inflation, domestic investment, and domestic interest rates. Many of the candidates explained how the government repaying the loan will negatively impact on the above variables instead. This part of the question proved to be the most challenging for the candidates. Part (c) was widely known. Most students were able to define the term 'fractional banking system'; however, they did not connect required reserves to the Central Bank. In addition, the majority of the candidates were able to use an example to illustrate how commercial banks create money. The majority of the candidates scored full marks in this part of the question.

Recommendation

Teachers should make a clear distinction between the balanced budget and the balanced budget multiplier. In addition to defining automatic stabilizers as built-in or non-discretionary fiscal policies, teachers should ensure that students are aware of their purpose as policies that automatically reduce fluctuations in the economy. Finally, teachers can assist students in improving their responses by giving them more practice in answering questions involving application and analysis of theory. Also, it is important to note that most Central Banks accommodate the education of students in the various policy tools used by the central bank and as such will welcome educational field trips to the bank so that students can get a firsthand and practical exposure to the concepts.

Question 5

Question 5 tested candidates' knowledge of growth and sustainable development. The question was attempted by approximately 77 per cent of the candidates, 46 per cent of them scored more than 50 per cent of the available marks. Six candidates achieved the maximum available mark. Performance on this question was only fair. The mean was 11.79 out of 25(47.16 per cent). The standard deviation was 6.08.

Part (a) required candidates to differentiate between ‘economic growth’ and ‘economic development’. They were expected to clearly state what economic development is and what economic growth is and then show distinction. Part (b) required candidates to outline three determinants of economic growth.

Part (c) required candidates to explain the concept of ‘human development index’ while Part (d), required candidates to discuss three ways in which policy makers can enhance the well-being of the society.

The majority of the candidates, had some basic understanding of the concepts of ‘economic growth’ and ‘economic development’ and were able to score at least two marks for correctly defining economic development as an improvement in the standard of living and economic growth as the increase in output. Many candidates demonstrated that economic growth means increase in output but did not specify that economic growth was an increase in REAL GDP and were penalized if only “increase in GDP” was given. Candidates who realized that growth is quantitative and development is qualitative along with correct definitions were awarded the full 4 marks. Part (b) was well done; the majority of candidates scored full marks. Those who scored less than full marks listed as opposed to outlining the determinants. In addition, some candidates did not know the determinants since they wrote GDP, GNP or National Income as their response.

In Part (c), candidates correctly stated that the ‘human development index’ is a measure/indicator of ‘human development’ or a country’s ‘standard of living’. While the majority named at least two of its components, most did not state its use as a means of ranking/rating a country’s human development. In Part (d), the responses showed that students understood the concept of *well-being*. They were able to discuss the ways in which the policies must contribute to improving people’s life but did not articulate three distinct policies. For example, candidates discussed one policy three times or combined several policies as one. Because candidates did not clearly identify the three policies that were being discussed in most instances, it was difficult to decipher their responses. In essence, candidates did not properly structure their responses to this part of the question. Common responses included government spending and fiscal policy which are not specific policies.

Recommendation

The distinction between growth and development must be clearly highlighted. Teachers are advised to give students a more indebt exposure to the determinants of growth as a part of the topic. Also, in addition to explaining the factors, students should be able to explain how these factors influence economic growth. Teachers are urged to encourage students to research UNDP’s website for Human Development Index including the rankings. This will foster students’ research skills as well as expose them to real world indices and interpretations which permit a better grasp and appreciation of the concept. Students should be engaged in discussions regarding real scenarios especially where the topic is dynamic like policy issues and development. Students must be told to structure their responses properly and logically so that reading is meaningful. Features (e.g., new paragraphs) that show distinction among points, must be used. Candidates must use the marks allotted to question as a guide to the depth of the response. It is recommended that candidates clearly number their responses, skip a line between different parts of the question and follow the prompts given. Teachers need to focus on the economic perspective of economic integration rather than the social and cultural.

Question 6

Question 6 tested candidates' knowledge of balance of payments and exchange rates. The question was attempted by approximately 23 per cent of the candidates, 52 per cent of them scored more than 50 per cent of the available marks. One candidate achieved the maximum available mark. Performance on this question was fair. The mean was 12.60 out of 25(50.40 per cent). The standard deviation was 5.29.

Part (a) required candidates to distinguish between the nominal and real exchange rates; convert the nominal exchange rate to the real exchange rate and state the effect of depreciation in the real exchange rate on the price of domestic goods relative to foreign goods, domestic imports and domestic exports. Part (b) required candidates to use a diagram to interpret the effect of increased imports into the domestic country on the demand for foreign exchange and the price of the domestic currency. Part (c) required candidates to discuss two advantages and one disadvantage of globalization on developing countries.

Parts (a) (i) and (ii) were the areas with which candidates were least familiar. In Part (a) (i), candidates tried to apply their knowledge of real versus nominal values from other topics to exchange rates. In the main, very few candidates were able to accurately define nominal and real exchange rates. For Part (a) (ii), only a few candidates scored marks. Candidates were unable to perform the calculations necessary to make the conversion from the nominal to the real exchange rate. Part (a) (iii) was the most widely known area of the question and most students were able to score at least 2 out of the 3 available marks. In Part (b), candidates were able, for the most part, to accurately depict the effect of the increased demand for imported cars. However, when interpreting the changes reflected in the diagram, many students mistakenly applied the increased price to the TT dollar rather than to the foreign currency or the nominal exchange rate. Few candidates were able to associate the increased price with the depreciation of the domestic currency. Part (c) proved to be the most challenging area. Though candidates seemed to have a very general knowledge of the concept of globalization, a significant proportion of them were unable to pinpoint two distinct advantages associated with the phenomenon. Those who were able to do so still fell short in many instances because they failed to make the link between the stated advantage and globalization. On the other hand, some candidates who did make the link failed to show how or why the particular point would act as an advantage to the developing economy. Candidates seemed to think that it was sufficient to say 'globalization leads to ...' without saying how it leads to ..."

Recommendation

Teachers are advised to emphasize to students the definitions of nominal and real exchange rates and to clearly distinguish between them. In addition, teachers are encouraged to reiterate how to convert a nominal exchange rate to a real exchange rate. In relation to the concept of globalization, more attention should be directed in helping students to move from a vague definition of globalization to explaining its advantages and disadvantages, and the process by which these advantages and disadvantages can occur.

Paper 032 – Alternative to School-Based Assessment (SBA)

The theme of Paper 032 was the impact of increasing levels of housing and other development projects on the environment. Twenty-four candidates wrote this paper. Performance was less than satisfactory. The mean was 20.96 out of 60 (34.93 per cent). The standard deviation was 13.46. The table below shows the means and standard deviations for the three questions.

	Question 1	Question 2	Question 3
Mean	8.58	4.83	7.54
Std. Dev	5.30	5.01	5.49

Question 1

Part (a) was divided into three subparts. In Part (a) (i), candidates were asked to differentiate between GDP and GNP. In part (ii) candidates had to identify three approaches used to measure GDP. In part (iii) candidates were required to state three reasons why GDP is not considered a complete measure of economic well-being. Part (b) was divided into two subparts. Part (b) (i) required candidates to define the term *standard of living* and Part (b) (ii) required them to discuss two ways in which an increase in GDP may negatively impact a country's standard of living.

In Part (a) (i) candidates frequently defined the two concepts but did not differentiate between them. In Part (a) (ii), candidates remembered the income and expenditure approaches, but forgot the value-added approach. Part (a) (iii) was done reasonably well. In Part (b) (i), candidates partially defined the term standard of living, losing 1 mark in the process. In Part b (ii), candidates had some difficulty in identifying ways in which increases in GDP can impact negatively on the standard of living. In addition, candidates did not score high because they were unable to provide a full discussion of the issue.

Recommendations

Students need to be aware of the difference between *define* and *differentiate*, as well as the value-added approach to measuring of GDP. Candidates need to expand their understanding of the incompleteness of GDP as a measurement of economic well-being, and also the possible negative impacts from increases GDP.

Question 2

Part (a) had three parts. It required candidates to define: fiscal policy, monetary policy, and economic development. In Part (b), candidates were required to explain two ways in which government strategies to protect the environment can contribute to a budget deficit. Part (c) required candidates to discuss one way in which monetary policy could contribute to negative impacts on the environment from rapid expansion in housing and other development projects, and one way in which fiscal policy could be used to solve the problem.

Candidates struggled with the definitions in Part (a). In Part (b), candidates were able to fully explain one way in which government attempts at environmental protection can increase the budget deficit. In many instances, they provided examples, rather than explanations. In Part (c), candidates were unclear as to how monetary policy could contribute to the problem identified. The answers provided

made little connection with the theory. Candidates performed better with how fiscal policy could help to solve the problem.

Recommendations

Candidates' responses demonstrate weaknesses in relation to the definitions of monetary and fiscal policy, along specific policies and their application to various problems. They are advised to read local and international newspapers and magazines, for example the Wall Street Journal and The Economist, for material that is easily digestible and provides excellent examples of monetary and fiscal policies and their implementation.

Question 3

Part (a) required candidates to define economic growth and the human development index (HDI) in Part (i) and to identify three main variables used in calculating the HDI in Part (ii). Part (b) required candidates to explain the relationship between 'per capita income' and 'environmental quality'. In Part (c), candidates were required to define the term *balance of payments* (BOP) in the first part and to discuss two ways in which environmental degradation can negatively impact the BOP of a country for which tourism is the main driver of income.

Some candidates were able to define economic growth and HDI successfully; however the majority of them lost a mark because they neglected to provide a key component of the definition. In many instances, candidates were unable to provide the three components of the HDI; many mentioned literacy/education and longevity/health, but omitted per capita income. Candidates had great difficulty in explaining the relationship between per capita income and environmental quality. Candidates were able to define BOP, but were unable to provide the link between environmental degradation and the BOP.

Candidates' knowledge of module three is weak. The answers provided were peripheral to the questions asked. The connection between various concepts is non-existent.

Recommendation

It is recommended that greater emphasis be placed on learning the material in this module.

Paper 031 – School-Based Assessment (SBA)

Generally the projects selected are properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented, analysed and mirrored the applicable economic concepts, principles, methods and theories for the unit under investigation.

Strengths

- Students demonstrated good knowledge of the theories, principles and concepts necessary to present good projects.
- The topic chosen were appropriate as they were in agreement with the criteria (mark scheme) outlined in the syllabus.
- The economic concepts used were related to the topic selected; they were clear, precise and significant.
- Economic theories were appropriately used.
- There was evidence of marked improvement in the analysis and the interpretation as the candidates showed accurate calculation of economic data and relatedness to variables.
- Some candidates showed that they were able to well articulate and organize their evidence which showed good problem solving skills.
- Candidates presented theoretically correct judgments based on the findings of their research topics.
- Some candidates demonstrated good citations and referencing of the data sources from which information was garnered.
- Excellent use of language and reporting skills were evident throughout the report.

Weaknesses

- Some candidates used macroeconomics topics, aims and objectives to investigate and present microeconomic problem solving reports.
- Some candidates use microeconomic topics, aims and objectives to investigate and present macroeconomic problem solving reports.
- It was observed that some students were still struggling to formulate appropriate topics for their research. Example: *“To see and explain how a recession of inflation is the cause of the growing deficit in Balance of Payment”*.
- The topic chosen for the research should be “time specific” and should be confined to a specific region or country. Example: Inflation in Jamaica for the period 2008 to 2010.
- Secondary data source is not used to support evidence of problem solving. The information is used in a general sense with no concrete evidence.
- Some candidates were unable to correctly analyse, synthesis, and apply secondary data to economic topic, concept and theories being investigated.
- Recommendation should be workable solutions to the problems presented. Some candidates are still having challenges linking the judgment and recommendations to the topics being researched and the findings.
- Some candidates still showed weaknesses in writing the methodology, which should show specifically the design of the instruments and validation of the reasons why they are appropriate for the specific research– explain population size, sample size, instruments, as well as limitations.

Recommendations

- Some teachers need to adhere to the marking criteria set out in the syllabus as the marks appear to be inconsistent and subjective.
- Students should be guided in formulating topics which are appropriate to the unit to be examined.

- Students should be encouraged to show limitations encountered in using the instruments selected to carry out the research and the methodology employed in the report.
- Methodology should speak specifically to design instruments and validate the reasons why they are suitable for the specific research.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2015

ECONOMICS

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GENERAL COMMENTS

The CAPE Economics examinations consist of two units — each is examined by the following papers:

Paper 01 – Multiple Choice

Paper 02 – Essay

Paper 031 – School-Based Assessment (SBA) (done by school candidates)

Paper 032 – Alternative to School-Based Assessment (done by private candidates)

Unit 1 dealt with microeconomic theories, concepts and issues. Performance on Unit 1 was fairly good. The mean mark was 170.06 out of 300 (56.69 per cent). The standard deviation was 45.46.

Unit 1 was divided into three modules:

Module 1 – Methodology of Economics and the Analysis of Demand and Supply

Module 2 – Market Structure, Market Failure and Intervention

Module 3 – Distribution Theory and Application of Recent Theoretical Developments

Module 1 tested candidates' basic understanding of the theory of consumer demand, which included the concept of utility and consumer surplus and the law of diminishing marginal utility. The module also examined market equilibrium, specifically the calculation of quantity demanded and supplied and the determination of equilibrium price and quantity traded. The concepts tested also included drawing and assessing the impact of a tax on market equilibrium. Performance on this module was good. The mean mark was 62.80 out of 100. The standard deviation was 18.13

Module 2 tested candidates' understanding of market failure, pare to efficiency, production efficiency, along with market interventions and measures to correct market failure, also with public and merit goods. This module also tested candidates' knowledge of the concept of income inequality, measures that can be used by the government to reduce income inequality and candidates' understanding of poverty.

Performance on this module was fair. The mean mark was 51.43 out of 100. The standard deviation was 17.87.

Module 3 tested concepts such as wage differentials and labour market imperfections, geographical and occupational mobility. It also examined candidates' knowledge of the effect of a monopoly trade union in determining wages and the level of employment under perfect competition.

Performance on this module was fair. The mean mark was 51.63 out of 100. The standard deviation was 17.38.

Unit 2 dealt with macroeconomic theories, concepts and issues. Many candidates demonstrated a good grasp of the subject matter. Overall, performance was good. The mean for Unit 2 was 171.52 out of 300 (57.17 per cent). The standard deviation was 41.00.

Unit 2 was divided into three modules:

Module 1 – Models of the Macroeconomy

Module 2 – Macroeconomic Problems and Policies

Module 3 – Growth, Sustainable Development and Global Relations

Module 1 required candidates to demonstrate knowledge and understanding of basic macroeconomic concepts, national income, the Keynesian Consumption theory and the Classical Model. Performance was good. The mean mark was 53.18 out of 100. The standard deviation was 17.25.

Module 2 tested candidates' knowledge of monetary theory and policy, and fiscal policy. Performance was fairly good. The mean mark was 56.08 out of 100. The standard deviation was 16.38.

Module 3 dealt with growth and development, international trade, exchange rate and foreign direct investments. Performance on the module was good. The mean mark was 56.61 out of 100. The standard deviation was 17.29.

DETAILED COMMENTS

UNIT 1 – MICROECONOMICS

Paper 01– Multiple Choice

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension, application and interpretation of information. The mean mark was 59.62 out of 90 (66.25 per cent). The standard deviation was 14.70. Eighty-two per cent of the candidates scored at least 50 per cent of the maximum available mark. Three candidates achieved the maximum mark.

Paper 02 – Essays

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programmes. Candidates were required to answer one of two questions in each of the three modules. Each question was worth 25 marks. Performance on the paper was less than satisfactory. The mean mark was 66.01 out of 150 (44.01 per cent). The standard deviation was 26.93. Thirty-eight per cent of the candidates scored at least 50 per cent of the maximum available mark. The highest mark was 146 out of 150. This was achieved by one candidate.

Question 1

This question was attempted by approximately 75 per cent of the candidates, 58 per cent of whom scored at least 50 per cent of the available mark. The mean mark was 19.79 out of 25 (55.16 per cent). The standard deviation was 5.16. Two candidates achieved the maximum available mark.

Part (a) (i) required that candidates fill in a table with total utility and marginal utility figures. The majority of candidates did well in this section of the question which tested their ability to calculate missing marginal utility figures given total utility figures and vice versa. Candidates who struggled were unable to transpose the formulae for marginal utility and were apparently, unaware of the relationship between marginal utility and total utility.

Part (a) (ii) required candidates to define the terms *total utility*, *marginal utility* and *law of diminishing marginal utility*. The definitions given for total utility by most candidates was satisfactory. Candidates who failed to maximize their scores for this question failed to use the words *total*, *all* or *complete* in their definitions which rendered these definitions incomplete. They instead used phrases such as 'some of' or 'maximum' satisfaction. Candidates also erroneously referred to the total as the 'satisfaction gained from purchasing rather than consuming a good'.

Many candidates did not define marginal utility as the added or extra satisfaction gained from consuming an additional unit of a good. Instead candidates gave a partial answers such as 'satisfaction gained'. In defining any marginal concept, emphasis must be placed on the *change in* or addition to or subtraction of the extra unit. Candidates are also advised that the writing of a formula is not a definition and does not therefore merit a full score.

Candidates demonstrated a general understanding of the concept but struggled with clearly defining the law. As a result, many candidates used examples to define the concept. Whilst this is acceptable when asked to explain a concept, this cannot suffice as the question specifically required a definition. A few candidates also confused the law of diminishing marginal utility with the law of diminishing marginal productivity.

Part (a) (iii) required candidates to identify the point of maximum total satisfaction and the point when diminishing returns set in. This part of the question was fairly well done. Stronger candidates used the table to correctly identify when satisfaction from the consumption of chocolate bars began to decline which was after the first chocolate bar or at the second chocolate bar. Had candidates known that the point at which marginal utility is equal to zero is where total utility is maximized, they would have arrived at the correct answer of 4 units. However, this knowledge was lacking.

In Parts b (i), (ii) and (iii), candidates were required to define *consumer surplus*; draw a demand curve based on the information given, and shade and label the area that represented total consumer surplus.

Part (b) (i), was well done; candidates who failed to score full marks did not define consumer surplus as *the excess or benefit gained by the consumer or the difference between the actual price paid and the price they were willing to pay*.

Part (b) (ii) was poorly done and only a few candidates were able to score the maximum mark for this question. Candidates did not use the data provided to accurately plot the two set of coordinates on the demand curve. Incomplete labelling of the demand curve and the axes played a major part in candidates not scoring full marks. Candidates are encouraged to pay attention to the labelling of diagrams and to accurately plot points from given data.

Many candidates were unable to score the full marks for Part (b) (iii). This was partly as a result of errors made in the previous question especially with regard to the incorrect plotting of the coordinates. In addition, some candidates only identified the area representing consumer surplus and failed to shade the area. Some candidates only shaded a portion of the consumer surplus area rather than the entire area that lies above the price the individual pays (\$2.50) and below the highest price that the person is willing to pay (\$5.00). As a result, they were unable to maximize their score.

In Part (c), candidates were required to use marginal utility theory to explain the shape of the demand curve. Performance on this section of the question was the least satisfactory. Very few candidates were able to gain maximum marks for this question. The majority of candidates scored a maximum of two out of four marks for this section. Many candidates cited the law of diminishing marginal utility and the law of demand and correctly stated that marginal utility falls but were unable to use the marginal utility theory to justify the shape of the demand curve. The points were, therefore, disjointed and displayed a lack of coherence. A comprehensive answer would have stated that *the demand curve is the marginal utility curve and that the demand curve slopes downwards because of the law of diminishing marginal utility or declining marginal utility. This indicates that an individual is willing to pay a high price for the first unit of a good because the first unit gives more satisfaction than subsequent units. Therefore, with less utility gained from the consumption of additional units, the rational consumer will only purchase those units if the price is dropped. Hence there is an inverse relationship between the price of the good and the quantity demanded.*

Recommendations

Teachers are encouraged to emphasize the relationship between total and marginal utility and to have students practise questions similar to Question 1 (a) (i). Teachers should note that their students will not maximize their marks if they do not state a comprehensive definition of concepts; many students do, however, demonstrate that they understand the concepts. It is recommended that teachers teach concepts using examples first and then have students develop a definition from their understanding of the concept. This type of exercise can prove useful as it has been observed that students attempt such

knowledge components of the examination from rote and as such do not include key terms that are necessary in the definition, when their memory fails.

The marginal utility theory is an area on the syllabus that seems not to have been given much attention by teachers, hence the poor performance. Students were able to define terms, however, they were not able to develop comprehensive explanations for the shape of the demand curve using the theory. It is our suggestion that more emphasis be placed on analysis and synthesis of the basic concepts so that students can gain the maximum mark.

Question 2

This question was attempted by approximately 25 per cent of the candidates, 53 per cent of whom scored at least 50 per cent of the available mark. The mean mark was 19.79 out of 25 (55.16 per cent). The standard deviation was 5.19. The highest mark of 24 out of 25 was achieved by nine candidates.

Part (a) (i) required candidates to define the term *market equilibrium*. This was satisfactorily done. However, there were a few definitions that were not explicit. Part (a) (ii) required candidates to fill in a table with demand and supply quantities using demand and supply equations. This was fairly well done. Candidates were able to substitute the price units correctly so as to obtain demand and supply quantities.

In Part (a) (iii), candidates were expected to draw a diagram of the demand and supply curves using data that were calculated in Part (a) (ii). When labelling the axes some candidates put price on the horizontal axis and quantity on the vertical axis. Some candidates did not use the data from the table to plot the curves.

In Part (a) (iv), candidates were required to identify the type of government intervention described in the question. Some candidates gave general answers such as 'price control' and others confused price ceilings with floors.

In Parts (b) and (c), candidates were required to illustrate the imposition of a specific tax on the diagram drawn in the previous parts of question, and to analyse the total welfare effect of the tax. This section was not well done. Candidates failed to relate responses to the question or data from previous parts. Many wrote generally about the changes in demand and supply and did not link their response to the situation given in the question, particularly in Part b (i), there was a lack of knowledge about the effects of a specific tax on a product in the market. Even though the question specifically stated *a specific tax levied on the producer*, some candidates were unable to determine that the imposition of a tax would have resulted in a shift of the supply and not the demand curve. Many candidates were not able to identify the new equilibrium price and quantity. However, most were able to show the shift in the supply curve. Candidates failed to clearly show that the tax was shared between consumer and producer and that there was a tax wedge. They also failed to label the tax revenue area.

Recommendations

It is recommended that students practise questions that involve calculations in a table format.

Teachers should provide more research assignments and classroom presentations. Additionally, teachers should engage classes in discussions which will help in the analysis of some answers. For example, in Part b (ii), some students did not analyse but simply gave definitions for consumer surplus, producer surplus, and deadweight loss. Teachers should test all levels of Bloom's taxonomy. They should practise giving students more holistic questions and not based on the syllabus objectives only. There is need to provide students with more practice in order for them to develop the ability to relate the theories to experience.

Question 3

This question was attempted by approximately 27 per cent of the candidates, 25 per cent of whom scored at least 50 per cent of the available mark. The mean mark was 9.72 out of 25 (38.88 per cent). The standard deviation was 5.59. One candidate achieved the maximum available mark.

In Part (a) (i), candidates were required to define *price discrimination* and outline one form of price discrimination. Part (a) (i) a) was well answered for the most part. However, some candidates only gave examples of price discrimination but did not classify it as first, second or third degree.

Part (a) (ii) tested candidates' ability to outline two conditions necessary for price discrimination. It was apparent that most candidates lacked the basic knowledge needed to answer this question, and the few who had basic knowledge were unable to apply same. Most candidates were able to identify the conditions but had trouble explaining them. For example, they identified market power but failed to expound.

Part (a) (iii) required candidates to explain one reason why firms apply price discrimination. Many candidates demonstrated a lack of the knowledge needed to answer this question. Candidates focused on the consumer instead of the firm. Most candidates were able to identify profit maximization as a reason for price discrimination but were unable to fully explain same.

Part (b) required candidates to list two types of market structures that exist in CARICOM and give an example of each. Candidates performed well on this part of the question. Most were able to earn the full four marks. There were a few candidates, however, who gave 'economic systems' as their answer instead of *market structure*. Some candidates were able to identify the different market structures, however some gave incorrect examples

Parts (c) (i) and (ii) tested candidates' ability to illustrate profit maximization for a monopoly on a diagram, and to analyse why a perfectly competitive firm is more efficient than a monopoly.

In Part (c) (i), in particular, candidates' performance was fair. Some candidates were awarded four or more out of the six marks for the diagram. Marks were lost due to incorrect labelling or displacement of the marginal cost curve. Some candidates were not able to identify the profit maximizing output, that is, where $MR = MC$. Also, some did not extend the dotted line from the equilibrium point ($MR = MC$) up to the demand/average revenue curve to identify the price for a monopolist. Instead, they assumed that price was where $MR = MC$. A number of candidates drew graphs that were related to a perfectly competitive firm rather than graphs related to the monopolist firm. Market equilibrium curves were also erroneously used.

Part (c) (ii) was poorly done; candidates gave the characteristics of the market structures instead of explaining why the market structures were efficient or inefficient. It was evident that the necessary knowledge to answer the question was lacking; therefore, candidates were unable to achieve full marks. Some candidates were unable to explain why perfectly competitive markets were more efficient than monopolies. Notably, those who identified perfectly competitive firms to be allocatively and productively efficient were not able to further explain these terms and how they relate to each market structure.

Recommendations

Teachers should ensure that all aspects of the syllabus are covered in their entirety. A lack of knowledge was evident in students' responses to Question 3(a) which focused on price discrimination. Most students demonstrated that they were not fully comfortable or knowledgeable about price discrimination especially as it relates to firms, the conditions necessary for price discrimination and the reasons for price discrimination.

It is also advised that more emphasis be placed on distinguishing the market structures in terms of the inefficiency with which the resources are allocated. Students should be discouraged from using the characteristics to attempt to discuss efficiency and the market structure. Teachers should also stress the meaning of key verbs such as *state, define, explain, outline* etcetera. Students should pay more attention to the instructional words that are used in the question. For example, some students were just stating their points rather than explaining or analysing. Students should be discouraged from using abbreviations, for example, AUPA, JPS etc. Students are encouraged to refrain from selective studying; they should revise all content areas of the syllabus, as this help them to be more conversant with the material thereby earning more marks.

Question 4

This question was attempted by approximately 73 per cent of the candidates, 27 per cent of whom scored at least 50 per cent of the available mark. The mean mark was 9.96 out of 25 (39.84 per cent). The standard deviation was 5.31. The highest mark of 24 out of 25 was achieved by three candidates.

Part (a) required candidates to define *market failure, pareto efficiency* and *productive efficiency*. Most candidates were able to define *market failure*. Candidates mentioned the lack of efficiency but failed to further explain under or overproduction, others referred to the disequilibrium between demand and supply. However, they did not state the *inability* of the market to achieve equilibrium, as was expected. Most were able to correctly define the term *pareto efficiency*, although some candidates confused *pareto efficiency* with *productive efficiency*. Most candidates were able to define the term *productive efficiency* although some candidates' responses were incomplete. Some candidates mentioned 'large amount of output' instead of *maximum output*. Others failed to further mention that goods are produced at the *least possible cost*.

Part (b) (i) required candidates to state three reasons why the competition or regulatory authority may prevent a merger of two major companies in an industry. This section was poorly done by candidates, as many of them focused on the effects on others firms in the industry instead of the impact on the consumer, for example, 'firms losing profits and closing down', etc. Although, candidates were able to state why a merger may be prevented they were not able to explain.

Part (b) (ii) tested candidates' ability to explain how public goods and merit goods contribute to market failure and state an example. Most candidates were able to define the term *public good* and provide an example. Whereas some interchanged the definition for *merit good* with that of *public good*, some candidates confused the examples of *merit goods* with those of *public goods*, while others were unable to state how *public goods* caused market failure. Candidates should be aware that merely stating that 'the government provide these goods' is not sufficient for a definition. Some candidates defined *demerit goods* instead of *merit goods*, while some gave poor examples.

Part (c) required candidates to discuss two measures used by government to correct market failure. Most candidates were able to identify the measures to correct *market failure* but could not adequately explain how each could be used. Many candidates did not include the effectiveness of the policies that were stated in their response. Some candidates included measures that could be used by the private sector instead of the government, for example, codes of ethics, voluntary agreements, among others.

Recommendations

Teachers should ensure that merit goods, in relation to market failure, are thoroughly discussed in class. It is recommended that teachers emphasize that merit goods result in a positive consumption externality and not a production externality. It is a positive consumption externality because when the good is consumed the social benefits to the whole community exceed the private benefits to the consumer. Therefore the emphasis should be placed on the tendency of merit goods to be underconsumed at the market price. With merit goods individuals may not act in their own interest because of imperfect

information, that is, they do not fully understand the private benefits of their consumption. Another way of looking at it is that consumers might only consider the private costs and benefits of consuming the goods, both cases explain the underconsumption of the good. A merit good is an example of market failure as the free market will provide the good, but the lack of information will mean that too little of the good will be demanded.

Question 5

This question was attempted by approximately 29 per cent of the candidates, 15 per cent of whom scored at least 50 per cent of the available mark. The mean mark was 8.16 out of 25 (32.64 per cent). The standard deviation was 4.93. The highest mark of 23 out of 25 was achieved by one candidate.

Part (a) (i) tested candidates' ability to define *wage differentials*. The majority of candidates scored full marks on this question and showed excellent ability to define wage differentials. Very few candidates incorrectly gave definitions for income inequality.

Part (a) (ii) required candidates to identify the factors that cause imperfections in the labour market. The majority of candidates failed to score full marks on this question as they were unable to correctly identify the factors. Candidates found it more challenging to identify supply factors than to identify demand factors. Very few were able to give two correct factors for both demand and supply. Some responses included factors that affect demand and supply in the goods market.

In Parts (b) (i) and (ii), candidates were required to distinguish between *occupational mobility* and *geographic mobility* and evaluate the effects of labour mobility on wages across CARICOM territories.

For Part (b) (i), most candidates scored full marks in explaining geographical mobility and gave very good examples. However, many candidates only scored 50 per cent of the marks for occupational mobility because they were unable to recognize that it *involved a change in the skills of workers moving to different occupations*. In Part (b) (ii), the majority of candidates scored only 50 per cent of the marks. They failed to gain the other 50 per cent because, in their discussion they lacked knowledge of the effects of labour mobility within the context of CARICOM and in general.

Part (c) required candidates to assess the effect of a monopoly trade union in determining wages and the level of employment under perfect competition. The majority of candidates scored only two of the three marks for the diagram and were unable to explain the effect of a monopoly trade union on the wage rate and employment under perfect competition. In addition, many candidates drew market structure diagrams instead of labour market diagrams because of the words monopoly and perfect competition in the question.

Recommendations

Teachers are encouraged to emphasize that firms demand labour while workers supply labour. Also they should distinguish between the factors that will affect the supply of labour versus the demand. It is suggested that this topic be taught after demand and supply in the goods market while emphasizing the difference in the factor market. Teachers must teach concepts within the context of CARICOM and specifically demonstrate the effects of labour mobility on wages across CARICOM territories. They must also emphasize the distinction between the factor market and the labour market.

Question 6

This question was attempted by approximately 70 per cent of the candidates, 25 per cent of whom scored at least 50 per cent of the available marks. The mean mark was 9.82 out of 25 (39.28 per cent). The standard deviation was 5.123. One candidate achieved the maximum available mark.

Part (a) tested candidates' ability to explain the concept of *income inequality*. Most candidates achieved the maximum mark for Part (a). Weaker candidates gave the definition for wage differentials instead of income inequality and the majority of candidates did not give correct examples of income inequality.

Part (b) (i) posed a great deal of challenge to candidates. The question required them to explain three economic costs of poverty. Varied responses were given by candidates with respect to unemployment and the economic cost of poverty. However, the majority of candidates was able to explain crime as an economic cost, as well as inefficient allocation of government expenditure and lower potential output. Candidates who scored highly on this question displayed an ability to show in their arguments how poverty poses a cost to the government. Weaker candidates limited their responses to the burden of poverty on individuals and households. In their responses, some candidates gave causes of poverty instead of economic costs of poverty.

Part (c) tested candidates' higher order thinking skills. It required them to assess two economic benefits of governments' expenditure on poverty alleviation. This part of the question was generally well done, however, some candidates failed to specify the measures government could use to alleviate poverty.

Recommendations

Students should keep abreast of current affairs in their own territory as well as the region as governments have implemented several initiatives/mechanisms to reduce income inequality and alleviate poverty. Teachers should try to engender an appreciation for cause and effect relationships in Economics. This appreciation would involve not only understanding the factors that contribute to poverty but the resultant costs inclusive of opportunity costs of poverty, that is, where poverty is widespread it has social and economic consequences and may impact key economic variables such as productivity, economic growth, unemployment and development.

Students also need to understand the composition and objectives of CARICOM since some of them, in their attempt to answer Part (c), seemed to believe that the expenditure by some governments in CARICOM was from sources external to Caribbean governments. Candidates need to understand that expenditure by governments on poverty alleviation has broader implications than just personal benefits to those in poverty. For example, expenditure on health and education not only benefit poor individuals who lack these services but also means that there is a more healthy, educated and skilled workforce which would lead to greater productivity and an increased potential for economic growth and development. Identifying these linkages would result in students scoring more on this type of question.

Paper 032 – Alternative to School-Based Assessment

Sixty-three candidates wrote this paper. The mean mark was 18.41 out of 60 (30.69 per cent). The standard deviation was 10.42. The highest mark was 48 out of 60 — this was achieved by one candidate. Sixteen per cent of the candidates earned at least 50 per cent of the maximum available mark for this paper.

Question 1

The mean for this question was 4.37 out of 20 (21.85 per cent). The standard deviation was 4.18. The highest mark was 14 out of 20 — this was earned by two candidates. Fifty-three per cent of the candidates earned at least 50 per cent of the available mark on this question.

Part (a) comprised three parts. It required candidates to define the term *law of diminishing returns*; distinguish between *economies of scale* and *diseconomies of scale* and explain the factors that determine economies of scale and diseconomies of scale. In general, candidates performed fairly on this section; however, some of them confused the law of diminishing returns with the law of diminishing marginal utility. Candidates lacked the ability to make a distinction between economies of scale and diseconomies

of scale; they would offer a definition for one or both without drawing a distinction. Candidates were not able to identify the factors and, if identified, were unable to clearly explain them.

Part (b) (i) required that candidates define the term *supply schedule*; most of them were able to offer a suitable definition for the term. Parts (b) (ii) and (c) tested candidates' ability to identify two determinants of supply and to explain why the insurance and banking sector in the Caribbean are said to display *economies of scale*. Part (b) (i) was fairly done; however, some candidates confused the determinants of demand with that of supply. Part (c) was poorly done, candidates were unable to apply higher order thinking skills in this case.

Candidates need to do a thorough study of the material outlined in the syllabus and should aim to graduate from simply repeating definitions to understanding concepts and applying these concepts to the theme under consideration for the examination year. These are published on the CXC website each year. The prepared student, therefore, would have already researched information on the insurance and banking sector in the Caribbean as it relates to the syllabus. This information would have assisted candidates in answering the questions more thoroughly.

Question 2

The mean for this question was 8.81 out of 20 (44.05 per cent). The standard deviation was 4.57. The highest mark was 18 out of 20 — this was earned by one candidate. Fifty-one per cent of the candidates earned at least 50 per cent of the available mark on this question.

Part (a) (i) required candidates to identify three features of perfect competition, monopolistic competition and monopoly, and Part (a) (ii) required candidates to determine which of the aforementioned market structures is best for consumers. Part (b) tested candidates' ability to state four features of the banking sector which support its characterization as an oligopoly. Part (c) required that candidates explain two negative consequences for consumers that can result from an oligopolistic market structure.

Candidates performed fairly on Part (a); however, some candidates confused the features of monopolistic competition with monopoly. Part (a) (ii) was well done; most candidates were able to identify the market structure that is considered best for consumers. Part (b) was fairly done as most candidates were able to state at least two features. Candidates had the most difficulty with Part (c) as some of them were unaware of the negative consequences for consumers as a result of oligopolies and as such were unable to furnish an appropriate response. However, there were some candidates who were able to give reasonably well-thought-out answers.

Question 3

The mean for this question was 5.24 out of 20 (26.20 per cent). The standard deviation was 4.38. The highest mark was 18 out of 20 — this was earned by one candidate. Seventeen per cent of the candidates earned at least 50 per cent of the available mark on this question.

Part (a) (i) required candidates to define the term *income inequality*. It is apparent that not much time was spent studying this section of the syllabus. Most candidates were unable to give an accurate definition of the term income inequality. Most, if not all, referred to income inequality as *a different wage rate being paid to workers* instead of *a small proportion of the population earning the majority of the wages being paid*. Part (a) (ii) required candidates to list two measures of income inequality. Many candidates were unable to identify measures of income inequality and ways by which poverty can be measured.

Part (b) tested candidates' ability to explain two ways in which an efficient banking sector can contribute to poverty reduction. Part (c) required candidates to discuss two ways by which a non-competitive banking sector can contribute to greater poverty or inequality. This part of the question

proved to be the most challenging since a large number of students were able to identify low interest rate on loans, for various reasons, as a means by which banks can help to alleviate poverty. Loans to start business, for educational purposes and mortgages, were some of the types of loans identified by candidates. High interest rates were also identified as the main reason for poverty in relation to banks as well as the non-competitiveness of banks.

A major concern is that candidates do not possess the required depth and breadth of knowledge of the material in Module 3. Candidates' answers demonstrate only basic knowledge of the concepts and little in the way of application of these concepts. It is highly recommended that candidates address these shortcomings by seeking guidance from teachers of the subject matter.

Paper 031 – School-Based Assessment (SBA)

The mean for this paper was 42.18 out of 60 (70.30 per cent). The standard deviation was 9.38. The highest score was 60 out of 60 — this was achieved by 44 students. Forty-nine students scored 59 out of 60. Ninety-one per cent of the students earned at least 50 per cent of the maximum available mark for this paper.

Generally, the projects selected were properly formulated and the objectives related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented, analysed and mirrored the applicable economic concepts, principles, methods and theories for the unit under investigation.

Strengths of the SBA

- Students demonstrated good knowledge of the theories, principles and concepts necessary to present good projects.
- The topics chosen were appropriate as they were in agreement with the criteria (mark scheme) outlined in the syllabus.
- The economic concepts used were related to the topic selected; they were clear, precise and significant.
- Some students showed that they were able to articulate well and organize their evidence, which showed good problem-solving skills.
- Some students presented theoretically correct judgements based on the findings of their research topics.
- Some students demonstrated good citation and referencing of the data sources from which information was garnered.
- Some students adequately used language and demonstrated satisfactory reporting skills.

Weaknesses of the SBA

- Title — too wide for proper research. It was observed that some students were still struggling to formulate appropriate topics for their research, for example 'Demand'; 'To investigate the extent to which street vendors in Spanish Town operate as a perfect competition market structure'; 'The Market Structure of Jamaica'.
- Communication — bibliography/references should be written using an international standard. Ways of citing information needs to be improved — all citation used in the project must appear in the bibliography; internet citation should also be written in the bibliography; internet citations and interview sources should be written in the bibliography.
- Sometimes marks awarded by teachers were not consistent with the marking criteria set out in the syllabus and, as a result, marks awarded appeared to be inconsistent and extremely lenient. Marks were given for areas that were not present in the project. Conversely, some teachers penalized students unnecessarily.

- A number of reports were too similar; hence it is recommended that students do their individual presentation of data although they may collaborate in the gathering of data. For example, reports should not have the same words and exact data variables, the same questionnaires and sample.
- Even though there was a general improvement in methodology, there were some students who still fell short of adequately writing a proper methodology. The methodology must include the design of the instruments and validation of the reasons why they are suitable for the specific research — explanation of population size, sample size, instruments, limitations.
- Recommendations should be workable solutions to the problems being investigated based on the findings of the related research.
- Some students are still showing weaknesses in data presentation and analysis as is illustrated in the following example: “The company is situated in an environmentally friendly area, however, there are violent communities in the distance away from the cinemas which unscrupulous individuals travel from to invade the possessions of viewers.”
- Some students constructed a weak primary instrument which resulted in poor data collection for the research. Students should limit the use of ‘yes’/‘no’ data questions on questionnaires.

Recommendation

It is recommended that students do their individual presentation of data although they would have collaborated in the gathering of the data. Reports should not have the same words, exact data variables, questionnaires and sample. Teachers should liaise with colleagues who are experienced and proficient in the SBA component of the assessment and engage in information sharing. This sharing could include examining exceptional papers, average papers and poorly done papers to ascertain what the standard is, so as to aid less experienced teachers in guiding their students as well as marking the SBA.

UNIT 2 – MACROECONOMICS

Paper 01 – Multiple Choice

This paper consisted of 45 items, 15 questions on each module. The items spanned knowledge, comprehension and application. Performance on the paper was good. The mean mark was 64.15 out of 90 (71.28 per cent). The standard deviation was 13.77. Approximately 90 per cent of the candidates scored at least 50 per cent of the maximum available mark on this paper. Four candidates scored the maximum mark.

Paper 02 – Essays

This paper consisted of six questions, two from each module. Candidates were required to answer one of two questions from each of the modules. Each question was worth 25 marks. The mean score was 63.26 out of 150 (42.17 per cent). The standard deviation was 26.91. Approximately 34 per cent of the candidates scored at least 50 per cent of the maximum available mark on this paper. The highest mark of 142 out of 150 was achieved by one candidate.

Question 1

This question was attempted by approximately 73 per cent of the candidates, 67 per cent of whom scored at least 50 per cent of the available marks. The mean mark was 8.95 out of 25 (35.8 per cent). The standard deviation was 6.04. Five candidates achieved the maximum available mark.

Part (a) (i) required candidates to define the term *gross domestic product (GDP)*. This part of the question was generally well done. Weaker candidates did not indicate a timeframe or the relevance of a specific geographical area. Stronger candidates mentioned both as well as final goods and services.

In Part (a) (ii), candidates were required to explain why certain final goods and services would not be included in the measurement of GDP, and why economists use *real GDP* rather than *nominal GDP* to gauge economic wellbeing. Candidates who did well on this part of the question recognized that the focal point of the question was explaining why certain *final* goods and services were not included in the measurement of GDP. Stronger candidates mentioned *do-it-yourself activities*, *illegal goods*, *transfer payments*, and *second hand transactions*. Weaker candidates ignored the word *final* and mentioned intermediate goods. Most candidates did not explain but rather identified why certain final goods and services were not included in the measurement of the GDP. In several cases the explanation did not match the example or the illustration was poor.

In Part (a) (iii), candidates were required to calculate real GDP, given nominal GDP and the GDP deflator, and percentage changes in both. A significant number of candidates recognized that inflation had some role to play in differentiating between real and *nominal GDP but were not clear on how*. *Those candidates who fully grasped the concepts noted that nominal GDP is GDP at current prices which grow due to either an increase in output and/or inflation*. However, real GDP is GDP at constant prices which only reflect an increase in output. Many candidates distinguished between the two but failed to conclude that *economists use real GDP rather than nominal GDP to gauge economic wellbeing because real GDP is not affected by changes in prices but changes in what is actually produced*.

In Part (b) (i), many candidates failed to recall the formula required to calculate real GDP and so were not successful in earning marks for this part of the question. Some multiplied by the deflator; others divided by 100 or completely omitted it (100) from their calculations. The formula is *[nominal GDP/deflator] x 100*.

In Parts (b) (ii) and (iii), many candidates lacked the mathematical skills necessary. Simple tasks, such as rounding off, were poorly done. Stronger candidates were able to recall the formula and go on to make accurate calculations but too many subtracted *old* from *new* and then divided the result by the *new*. The formula is $[new - old / old] \times 100$. Some candidates used real potential GDP instead of real GDP as was required. In Part (b) (iv), a majority of candidates did not recognize that they were to use the calculations from the previous part of the question to make judgments for this section. They therefore made general statements and some repeated what they had previously written for Part (a) (iii). For Part (b) (v), many candidates did not remember the formula necessary to calculate the output gap. This formula is $[real \text{ or } actual \text{ GDP} - potential \text{ GDP} / potential \text{ GDP}] \times 100$. In Part (b) (vi), most candidates were able to accurately identify at least one of the output gaps.

Recommendations

- Candidates must recognize that the definition of GDP has three components: timeframe, final goods and services, and some geographical boundary.
- Candidates must clearly distinguish between the limitations of national income statistics as measures of economic wellbeing versus items excluded to avoid double counting.
- Candidates ought to develop the habit of writing out formulas before making calculations. They should then substitute the figures into the formula before making calculations. More practice of mathematical type problems ought to be done and candidates are encouraged to write out their work in logical, sequential steps.
- Finally, it must be impressed upon candidates the need to read all instructions carefully before attempting questions.

Question 2

This question was attempted by approximately 29 per cent of the candidates, 12 per cent of whom scored at least 50 per cent of the available mark. The mean mark was 8.01 out of 25 (32.04 per cent). The standard deviation was 4.37. The highest mark of 22 out of 25 was achieved by one candidate.

Part (a) (i) required candidates to identify the most important determinant of consumer spending and personal savings. Most candidates identified income but the stronger ones stated *personal disposable income*. Candidates did not score for indicating wealth because, even though it is a determinant, they were required to use judgement and identify the most important.

Part (a) (ii) required that they define the terms *marginal propensity to consume (MPC)* and *marginal propensity to save (MPS)*. Stronger candidates accurately defined the concepts but weaker candidates failed to include the terms *marginal* or *change* or *increment* and therefore defined average instead of marginal. Many candidates were able to recall the formula though their definitions were inaccurate.

Part (a) (iii) asked that candidates describe the relationship between the MPC and the MPS. Most candidates were able to state that $MPS + MPC = 1$. Weaker candidates indicated that $MPS + MPC = Y$. Candidates failed to mention that any change in income which is not consumed is saved and that as the MPC increases the MPS falls and vice versa.

Part (b) required that candidates calculate the average propensity to consume (APC), average propensity to save (APS) and the multiplier, and to interpret the value calculated. In Part (b) (i), many candidates failed to substitute properly into the formula. Some were able to correctly calculate consumption but were not able to go on further to derive the APC. Some used disposable income to calculate the APC. Weaker candidates did not use the $APS = 1 - APC$ formula and calculated savings instead. For Part (b) (ii), most candidates were able to correctly calculate the multiplier but were unable to interpret its

values; that is, *for each dollar spent on consumption, output will increase by the value of the multiplier*. Some candidates spoke of the multiplier effect of changes in consumption as opposed to injections or autonomous consumption.

Part (c) required candidates to distinguish between *the investment demand curve* and *the investment curve*. This part was the most poorly answered section. Few candidates were able to distinguish between the terms or define one. Many confused the investment demand curve with the investment curve or did not have any knowledge of the concepts at all.

In Part (d), candidates were required to use the accelerator model of investment to calculate changes in investment caused by changes in the capital to output ratio. Very few candidates wrote out the formula for calculating the change in investment. Many failed to correctly signify a fall with a negative sign, while others subtracted the change in investment from the change in output.

Recommendations

- Candidates must do significant practice with questions that require mathematical skills.
- Candidates must practice interpretation of the multiplier and a clear distinction must be made from the money multiplier.
- It must be made clear that consumption is determined by income and therefore changes in income are brought about by changes in injections or, specifically, autonomous consumption.
- Clear explanations must be given and the distinction made between the investment demand curve and the investment curve:
 - The Investment Demand Curve:
 - Stock concept
 - Displays the relationship between investment demand and interest rates
 - Refers to planned investment
 - The Investment Curve
 - Is a flow concept
 - Shows the relationship between investment and national income
 - Refers to actual investment
- Clear distinctions must be made between averages and marginals.

Question 3

This question was attempted by approximately 65 per cent of the candidates, 45 per cent of whom scored at least 50 per cent of the available mark. The mean mark was 12.67 out of 25 (50.68 per cent). The standard deviation was 3.74. The highest mark of 22 out of 25 was achieved by two candidates.

The majority of candidates was able to do simple calculations and was awarded a maximum of 10 marks. The calculations required by this question did not allow for the separation of the weak, average and strong candidates. Even the very weak candidates were able to obtain at least eight marks.

Part (a) (i) tested candidates' comprehension of national budget deficits and national debt. It was fairly done where some candidates described balance of payment deficit and GDP in lieu of budget deficit thus eliminating the use of government revenue and expenditure in the explanation. Stronger candidates defined national budget deficit as *the shortfall between government revenues and expenditure in one year's budget*, and national debt as *the accumulation of borrowing over time resulting from the series*

of deficits minus any surpluses. Only a few candidates did not include the words *total, stock, accumulation* in defining national debt as well as to include that the debts are over a period of time.

Part (a) (ii) tested candidates' knowledge of causes of national debt. There were clear discrepancies in stating the causes instead of the effects of national debt. This part required candidates to state the causes of national debt which may include *deficit financing, borrowing for capital projects, poor tax collection effort, inefficiencies of public sector, welfare programmes, corruption and disaster mitigation.*

In Part (b) (i), candidates were required to provide an analysis of the national debt to GDP ratio. This was a specific area of weakness for candidates as they had difficulty evaluating public debt as a burden and explaining why the size of the national debt is commonly expressed as a ratio to GDP. It must be noted that the public debt is commonly expressed as a ratio to GDP *to avoid misleading the country and to inform policymakers as to whether the GDP is larger than the debt which implies that the country has the capacity to service the debt* as well as to know whether the GDP is growing faster than the debt. In most cases candidates were not able to explain why the debt is expressed as a ratio and as such most candidates scored between zero and one.

Part (b) (ii) examined candidates' ability to evaluate public debt as a burden on future generations. Candidates did not give a balanced evaluation of the statement in Part (b) (ii) and so most of them scored between zero and two marks in this section.

In Part (c) (i), application of knowledge was required as candidates were given government tax revenue and spending figures to calculate and show the budget balance by indicating where there is a balance, deficit or surplus. Candidates were also required, in Part (c) (ii), to calculate the public debt for an economy. Candidates' performance was commendable. Most candidates were able to complete the table which required them to show how the budget is balanced by surplus, deficit or neither and calculate the public debt for the period. Most candidates were awarded the full ten marks for this section.

Recommendations

- The national budget which is made up of government expenditure and government revenue should be explained with the use of examples so that students can get a better view of the concept and how the budget is calculated.
- Candidates should pay close attention to clearly interpreting calculations in relation to the content.
- Major economic concepts like the national debt should be reiterated so that students have a better grasp of them.
- Students should be made to understand that the term, *evaluate means to carefully appraise the matter in hand, citing both advantages and limitations. Emphasize the views of authorities as well as your personal estimation* (Caribbean Examinations Council, 2010).

Question 4

This question was attempted by approximately 37 per cent of the candidates, 28 per cent of whom scored at least 50 per cent of the available mark. The mean mark was 9.24 out of 25 (36.96 per cent). The standard deviation was 6.34. One candidate achieved the maximum available mark.

Part (a) (i) required candidates to define the term *fiscal policy*. Most candidates were able to give a clear and accurate definition of fiscal policy. However, there was a notable number of candidates who did not obtain full marks because they did not express any effect on a macroeconomic variable. Stronger candidates defined fiscal policy *as the changes in government spending and/or increases or decreases in taxes to achieve some desired objective such as full employment, to control inflation, or stimulate economic growth.*

Part (a) (ii) required candidates to explain, using appropriate examples, the term *automatic stabilizers*. This proved difficult for most candidates who did not clearly understand the concept of an automatic stabilizer. As such, many of them failed to score full marks. Most candidates were able to identify two correct examples of automatic stabilizers but were unable to clearly show why they are in fact automatic stabilizers.

In Part (a) (iii), candidates were asked to distinguish between *discretionary* and *nondiscretionary* fiscal policy. Many candidates were unable to make the distinction. Very few candidates scored full marks on this section. Some candidates referred to monetary instead of fiscal tools, others simply did not know the difference between the two concepts. Stronger candidates knew that discretionary fiscal policy is *the deliberate manipulation of taxes and spending by government to alter real domestic output and employment to control inflation, and to stimulate economic growth during a particular period of time* while non-discretionary fiscal policy is *the change in government expenditure or taxes which occurs automatically as a result of existing legislations (taxes and welfare programmes)*.

In Parts (b) (i) and (ii), candidates were asked to analyse how monetary policy can be used to address inflation and a recession. Part (b) (i) was well done. Most candidates were able to gain some marks if not all in this section. A small number of candidates used fiscal instead of monetary policy and thus were unable to score well. However, the majority of candidates was able to correctly and sequentially describe how monetary tools can correct a recession. For Part (b) (ii), the majority of candidates was able to correctly employ monetary tools to correct inflation.

Candidates were asked in Part (c) (i) to define the term *stagflation*. The question proved to be challenging for candidates. The majority of them seemed to be unfamiliar with the term *stagflation* and although most candidates responded, the definitions were most times incorrect. Stronger candidates defined stagflation as *a situation where the inflation rate is high, economic growth is low, and the unemployment rate remains steadily high*.

For Part (c) (ii), candidates were asked to draw an accurately labelled Phillip's curve and explain how the use of fiscal and monetary policies to solve problems of inflation and unemployment can further compound the problem. A large number of candidates were unable to draw the Phillip's curve correctly. In a significant number of responses, candidates did not label the axes correctly. Furthermore, candidates were not always able to use the graph to explain how policy can affect the illustrated variables. Candidates' responses were therefore weak in this section.

Recommendations

- Candidates have clear understanding of definitions and key concepts in macroeconomics such as *automatic stabilizers, discretionary stabilizers and stagflation* and so on.
- Candidates should be able to clearly distinguish between monetary and fiscal policy and their effects on the economy.
- Candidates need to be able to draw a simple Phillip's curve and explain the tradeoff between inflation and unemployment highlighting the effects of expansionary and contractionary monetary and fiscal policies on both macroeconomic variables.
- Emphasis should be placed on correctly labelling the axes of graphs.

Question 5

This question was attempted by approximately 13 per cent of the candidates, 21 per cent of whom scored at least 50 per cent of the available mark. The mean mark was 9.48 out of 25 (37.92 per cent). The standard deviation was 5.05. The highest mark of 23 out of 25 was achieved by two candidates.

This was not a popular question, approximately eight per cent of the candidates attempted it. Generally, candidates performed poorly on this question.

Part (a) (i) tested candidates' ability to calculate the percentage of World GDP earned by each income group given in a table. Most candidates were able to score full marks because they accurately calculated the percentage of World GDP earned by each income group.

Part (a) (ii) list four factors causing inequality amongst income groups in the table. Most candidates were able to identify at least two factors contributing to income inequality amongst all groups in the table.

In Part (a) (iii), candidates were required to identify the income group in which the majority of CARICOM countries fall and state two structural peculiarities of CARICOM countries which might justify them in that group. This was poorly done. Though the majority of candidates was able to identify the income group in which the majority of CARICOM countries fall (lower-middle), they were unable to state the structural peculiarities such as *openness, size, limited resource base, poverty*, among others. Candidates may not have understood what was meant by 'peculiarities.'

Part (a) (iv) required candidates to outline three implications for CARICOM economies that might result from the structural peculiarities identified in Part (a) (iii). Candidates performed poorly. They were unable to identify the implications of the structural peculiarities. The discussion presented on the implications focused on the domestic economy and not the world economy, for instance, dependence on foreign aid for development and dependence on preferential trade agreement in order to have a ready market for their exports.

For Part (b), candidates were asked to discuss one benefit and one cost of economic growth. The majority of candidates adequately discussed the benefit of economic growth. However, they had difficulty discussing the cost of economic growth and as such received little or no marks. Stronger candidates developed their discussions on economic costs such as environmental degradation, high rates of growth are not sustainable and inflation.

Recommendations

- Students must be given adequate practice in calculating and interpreting economic statistics.
- When discussing an economic concept, students must "Examine and analyse carefully, giving reasons, pros and cons, advantages and disadvantages. Be complete, and give details. They must consider all sides of the issue and reach a balanced conclusion (Caribbean Examinations Council, 2010).

Question 6

This question was attempted by approximately 87 per cent of the candidates, 41 per cent of whom scored at least 50 per cent of the available mark. The mean mark was 11.96 out of 25 (47.84 per cent). The standard deviation was 5.28. The highest mark of 24 out of 25 was achieved by ten candidates.

Part (a) (i) tested candidates' ability to identify three factors which may affect the levels of imports and exports of a country. Most candidates were able to identify two of the three factors influencing the levels of exports and imports in an economy. Weak candidates stated 'tariffs, quotas and embargoes'

as three separate factors, when in fact they are barriers to trade which is one factor which affects the level of imports and exports in an economy. The other factors may include *international prices, domestic production, domestic prices, international economic activities, shifts in international demand and the emergence of substitutes* as well as *changes in international income*.

Part (a) (ii) had two sub-parts. In Part (a) (ii) a), candidates were required to explain the concept of *comparative advantage*, and in Part (a) (ii) b), they had to explain the effects of foreign exchange earnings on small open economies. Candidates performed fairly well on Part (a) (ii) a), and were able to explain that comparative advantage was due to lower opportunity cost of production by one country compared to another. Weaker candidates confused the explanation of absolute advantage with comparative advantage. In explaining comparative advantage, candidates were required to state that a country should specialize in the producing the goods in which they have the lowest opportunity cost. Part (a) (ii) b) was poorly done. Candidates explained the effects of depreciation and appreciation of the exchange rate instead of explaining the effects of the exchange rate earnings on the economy. The effects of foreign exchange earnings on small open economies include *providing small open economies with the resources to purchase the capital goods necessary for production, these economies can purchase consumer goods that are not produced locally and export earnings have a multiplier effect of increasing output*.

Part (b) (i) required the definition of the term *protectionism* and Part (b) (ii) asked candidates to discuss the infant industry argument for protection. Candidates were generally able to define protectionism. Weaker candidates explained protectionism in terms of protection of the local industry rather than protecting domestic or local industries from foreign competitors. For Part (b) (ii), candidates performed fairly well. Candidates were able to explain why infant industries needed protection. However, most of them omitted from their discussion the desired outcomes for the infant industry, for example, *to attain economies of scale and compete in the global market place*.

Part (c) (i) required candidates to define the term *trade liberalization*. Candidates were able to accurately define the term. Part (c) (ii) asked candidates to discuss two benefits of trade liberalization. This was well done. However, some candidates confused the benefits of trade liberalization with the benefits of economic integration and globalization. Candidates sometimes used these terms interchangeably. Benefits of trade liberalization include *specialization in the good which the country has comparative advantage in producing, greater access to technology and increased competition across the world which lowers the cost of production and increases productivity resulting in greater access to a wider variety of goods and services at a cheaper price*. Consumers have a wider variety to choose from which increases their choice and by extension their standard of living.

Recommendations

- Case studies could be included in the teaching and learning experience to foster higher order thinking.
- Cooperative learning should be encouraged.

Paper 032 – Alternative to School-Based Assessment

Twenty-five candidates wrote this paper. The mean mark was 25.16 out of 60 (41.93 per cent). The standard deviation was 12.54. The highest mark was 46 out of 60 — this was achieved by one candidate. Two candidates scored 59 out of 60. Forty per cent of the candidates earned at least 50 per cent of the maximum available mark for this paper.

Question 1

The mean for this question was 9.48 out of 20 (47.40 per cent). The standard deviation was 5.04. The highest mark was 19 out of 20 — this was earned by one candidate. Sixty per cent of the candidates earned at least 50 per cent of the available mark on this question.

This question required that candidates define consumption function and autonomous consumption; identify three non-income determinants of consumption; outline two ways in which internet shopping can have a negative impact on the GDP of a country; discuss three ways in which the expansion of internet shopping can contribute positively to raising the country's standard of living or GDP.

Candidates who performed well satisfied, in general, all the imperatives. Definitions in most instances were clearly stated, and non-income determinants of consumption were identified. In Part (b), the candidates correctly outlined two ways in which internet shopping can have a negative impact on GDP. In Part (c), those who scored well presented comprehensive discussions on the positive impact on internet shopping on a country's GDP and/or standard of living. Even though candidates scored relatively well on the question as a whole, some failed to give a correct definitions of the consumption function and/or autonomous consumption.

In Parts (b) and (c), some candidates were repetitive and did not focus on two separate points, (Part b) or the three separate points, (Part c). As such, they lost marks in these areas and did not score as well as they could have.

Weaker candidates faced challenges in virtually all areas of the question. The very weak ones could not accurately define the terms (Parts (a) (i) and (ii) nor could they identify three non-income determinants of consumption.

For Parts (b) and (c), the level of discussion was poor. Candidates were often only able to focus on a point or two which were poorly presented and discussed. Inaccuracies in candidates' reasoning and explanation were evident.

Altogether, the question challenged most candidates, few of whom performed well. Areas of the question which required sound reasoning, analysis of the knowledge available and evaluation were the areas in which most candidates performed poorly.

Question 2

The mean for this question was 8.52 out of 20 (42.60 per cent). The standard deviation was 4.30. The highest mark was 16 out of 20 — this was earned by one candidate. Forty-four per cent of the candidates earned at least 50 per cent of the available mark on this question.

Candidates were required to define monetary transmission mechanism and monetary policy; identify two types of money; state three functions of money; state three desirable properties of money; assess how Caribbean governments' tax revenues can be affected by increasing amounts of online shopping by residents, and assess how monetary policy can be used to reduce the amount of online shopping, given that most online purchases are done using credit cards.

In Part (a) (i) a), candidates performed poorly and struggled to define the terms. Most candidates did not score any marks and a few were able to score one out of two marks. For Part (a) (i) b), most candidates were able to score one out of two marks because they presented a response that was only partially correct.

In Parts (a) (ii) (iii) and (iv), most candidates performed well. Types, characteristics and functions of money were widely known.

In Part (b), candidates performed poorly because this section of the question required higher order skills of analysis. Candidates were able to score at least two out of four available marks in most cases, for a weak analysis of how government revenues from taxes are affected by online shopping. Most candidates did not present a balanced view and only focused on either the positive or negative effect.

For Part (c), candidates were familiar with the tools of monetary policy but in a notable percentage of the responses candidates could not correctly link monetary policy to reducing credit card use.

Question 3

The mean this question was 7.16 out of 20 (38.5 per cent). The standard deviation was 4.63. The highest mark was 16 out of 20 — this was earned by two candidates. Thirty-two per cent of the candidates earned at least 50 per cent of the available mark on this question.

The question was intended to test candidates' knowledge of balance of payments and exchange rates.

Candidates were required to define exchange rate and balance of payments; identify three main types of exchange rates; outline two reasons why a *free-floating exchange* is argued to be better than a *fixed exchange*; and explain three ways by which increased online shopping can negatively impact the balance of payments of such countries.

Generally, the question was poorly done. In Part (a) (i), most candidates were able to define exchange rate correctly. Some candidates also gave examples. However, for Part (a) (i) b), most candidates did not score full marks for their definition of balance of payments because they failed to include the time period in their answers. In Part (a) (ii), candidates were able to identify the fixed and the floating exchange rate regimes. However, most candidates did not identify the managed float exchange regime as one type of exchange rate.

Part (b) was poorly done. Most candidates focused on the advantages of the fixed exchange rate instead of outlining the advantages of the floating exchange rate regime in comparison to the fixed exchange regime.

Candidates who attempted Part (c) were unable to fully develop a comprehensive explanation of the negative impact of increased online shopping on the balance of payments.

Recommendations

- Instructional material should include multimedia presentations such as videos which assist students in visualizing the concepts taught.
- Student should practise answering higher order questions which require them to *discuss, evaluate, assess* and *analyse*. Only when they develop these skills will they be able to apply them in the exam.

Paper 031 – School-Based Assessment (SBA)

The mean for this paper was 40.55 out of 60 (67.58 per cent). The standard deviation was 9.38. The highest score was 60 out of 60 — this was achieved by one student. Three students scored 59 out of 60. Eighty-one per cent of the students earned at least 50 per cent of the maximum available mark for this paper.

Generally, the topics of the projects selected were fairly formulated and the objectives were related to the topics. The aims were clearly stated and the methodology was appropriate in some instances. The data collected were fairly organized, presented, analysed and mirrored the applicable economic concepts, principles, methods and theories for the unit under investigation.

Strengths of the SBA

- Students demonstrated good knowledge of the theories, principles and concepts necessary to present good projects.
- The topics chosen were appropriate as they were in agreement with the criteria (mark scheme) outlined in the syllabus.
- Some students showed that they were able to articulate and organize their evidence which showed good problem-solving skills.
- Students presented theoretically correct judgements based on the findings of their research topics.
- Some students demonstrated good citation and referencing of the data sources from which information was garnered.
- Excellent use of language and reporting skills were evident throughout the reports.

Weaknesses of the SBA

- Some students used macroeconomics topics, aims and objectives to investigate and present microeconomic problem-solving reports.
- Students used microeconomic topics, aims and objectives to investigate and present macroeconomic problem-solving reports.
- It was observed that some students were still struggling to formulate appropriate topics for their research, for example, “An investigation of the causes and effects cost of inflation and solutions to control inflation by fifteen (15) residents of the community Valencia during the period January 2015.”
- The topic chosen for the research should be ‘time specific’ and confined to a specific region or country, not a community or district.
- Secondary data sources were not used to support evidence of problem solving. Information was used in a general sense with no concrete evidence. Some projects used strict primary data to support a macroeconomic concept.
- Recommendations should be workable solutions to the problems presented. Some candidates are still having challenges linking the judgement and recommendations to the topics being researched and the findings.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

MAY/JUNE 2018

ECONOMICS

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GENERAL COMMENTS

The CAPE Economics examinations consist of two units — each is examined by the following papers:

- Paper 01 — Multiple Choice
- Paper 02 — Essay
- Paper 031 — School-Based Assessment (SBA), done by school candidates
- Paper 032 — Alternative to School-Based Assessment, done by private candidates

Unit 1 dealt with microeconomic theories, concepts and issues. Performance on Unit 1 was fairly good. The mean mark was 172.41 out of 300 (57.47 per cent). The standard deviation was 49.95.

Unit 1 was divided into three modules:

- Module 1 – Methodology of Economics and the Analysis of Demand and Supply
- Module 2 – Market Structure, Market Failure and Intervention
- Module 3 – Distribution Theory and Application of Recent Theoretical Developments

Module 1 tested candidates' basic understanding of the theory of consumer demand, which included the concept of utility and producer surplus. The module also examined market equilibrium. It examined candidates' ability to draw a graph and assess the impact of a tax on market equilibrium. Performance on this module was good. The mean mark was 57.80 out of 100. The standard deviation was 19.12.

Module 2 tested candidates' understanding of market failure, market interventions and measures to correct market failure, as well as public and merit goods. This module also tested candidates' knowledge of the concept of market structures and negative externalities. Performance on this module was fair. The mean mark was 52.69 out of 100. The standard deviation was 20.40.

Module 3 tested concepts such as the labour market as well as geographical and occupational mobility. It also examined candidates' knowledge of different concepts of poverty and the more susceptible groups. Performance on this module was fair. The mean mark was 56.10 out of 100. The standard deviation was 18.59.

Unit 2 dealt with macroeconomic theories, concepts and issues. Many candidates demonstrated a good grasp of the subject matter. Overall, performance was good. The mean for Unit 2 was 167.46 out of 300 (55.82 per cent). The standard deviation was 42.85.

Unit 2 was divided into three modules:

- Module 1 – Models of the Macroeconomy
- Module 2 – Macroeconomic Problems and Policies
- Module 3 – Growth, Sustainable Development and Global Relations

Module 1 required candidates to demonstrate knowledge and understanding of basic macroeconomic concepts, national income, the Keynesian consumption theory and the classical model. Performance was fairly good. The mean mark was 60.66 out of 100. The standard deviation was 18.17.

Module 2 tested candidates' knowledge of monetary theory and policy, and unemployment. Performance was fair. The mean mark was 49.84 out of 100. The standard deviation was 15.60.

Module 3 dealt with growth and development, international trade, exchange rates and foreign direct investments. Performance on the module was fair. The mean mark was 52.75 out of 100. The standard deviation was 17.10.

DETAILED COMMENTS

UNIT 1 — MICROECONOMICS

Paper 01 — Multiple Choice

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension, application and interpretation of information. The paper was weighted to 90 marks. The mean mark was 63.15 out of 90 (70.16 per cent). The standard deviation was 14.70. Seventy-one per cent of the candidates scored at least 50 per cent of the maximum available mark. Sixty-one candidates achieved the maximum mark.

Paper 02 — Essays

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programmes. Candidates were required to answer all three questions taken from each of the three modules outlined in the syllabus. Each question was marked out of 25 and weighted to 50 marks. Performance on the paper was less than satisfactory. The mean mark was 62.23 out of 150 (41.49 per cent). The standard deviation was 30.13. Sixty-four per cent of the candidates scored at least 50 per cent of the maximum available mark. The highest mark was 146 out of 150. This was achieved by one candidate.

Question 1

Approximately 37 per cent of the candidates scored at least 50 per cent of the available marks. The mean mark was 10.93 out of 25 (43.72 per cent). The standard deviation was 5.44. Four candidates achieved the maximum available mark.

Part (a) assessed candidates' knowledge of the law of equi-marginal utility and producer surplus. Candidates tended to misinterpret the question. It seems as though they were unprepared to give the definitions of such core terms. In Parts (a) (i) and (a) (ii), candidates chose to define unrelated terms and could not correctly define the law of equi-marginal utility and producer surplus. Candidates fared better with the definition of *producer surplus*. They were assigned partial credit if their graphical representation of producer surplus was correct.

In Part (b) (i), candidates' understanding of utility and marginal utility was tested by way of a table that required them to calculate marginal utility and marginal utility per dollar. For the most part, the table was correctly completed. In cases where there were errors, these had to do with the calculation of the values of the marginal utility per dollar. However, in Part (b) (ii), candidates struggled to explain the reasons underlying the optimal consumption bundle, which shows the disconnection between candidates' being able to perform some calculations and their ability to demonstrate understanding of what they have done. A satisfactory answer would consist of examining the result if the consumer experiences disequilibrium in his marginal utility per dollar for the two goods. Most candidates simply mentioned that the marginal utility per dollar for both goods should be equal without explaining why.

Candidates would have been more comprehensive in their response if they included a variant of following: *If the optimal condition is not met, that is, if the marginal utility that is obtained from spending the last dollar on Good A is greater than that spent on Good B, then the consumer will shift his income to the good with the higher satisfaction (Good A) and as such the extra utility will fall thus equalizing the relation.*

The final part of this question required candidates to explain the total welfare impact of a tax on a good. The scripts indicated candidates' inability to draw the correct diagram for the given scenario; instead, representation of marginal utility, total production and production possibility frontier were sometimes presented. In cases where the correct diagram of the market was used, some candidates were unable to fully label the diagram or to depict the correct shift of either the supply or demand curve. The explanation of the diagram proved problematic, as there were explanations about the dynamics of market equilibrium, instead of a focus on the impact of the tax on consumer and producer surplus, the deadweight loss and the generation of tax revenue.

Recommendations

Teachers should place emphasis on students learning the theoretical foundations of the topics. Students should be able to give the correct definitions of core terms in the various topics, as they form the basis of further discussions on each topic. Economics is highly mathematical, so it is understandable that there is a focus on performing calculations. However, students must also be able to interpret these results and they should be able to justify the conclusions that are derived from these calculations. Thus we recommend that teachers merge the quantitative and qualitative aspects of these topics when they present them to the students. Students should be encouraged to practise drawing, labelling and interpreting the diagrams in each topic. In particular, teachers should outline the many ways in which the basic diagram of the market can be used to illustrate the dynamics in different topics. Students can be asked to draw, label and explain the diagrams in class. They should also be encouraged to build their competence by illustrating and interpreting the changes in these diagrams. In order for students to be competent in Economics they must be quantitatively and qualitatively competent in all the topics on the syllabus.

Question 2

Approximately 37 per cent of the candidates scored at least 50 per cent of the available marks. The mean mark was 9.96 out of 25 (39.84 per cent). The standard deviation was 6.14. Two candidates achieved the maximum available mark.

In Part (a), candidates were required to list four measures used by the government to control market failure. This was relatively easy for candidates as they were able to give correct responses. Although they were required to list the measures only, quite a number of candidates gave explanations.

Many candidates misinterpreted Part (b), as they discussed the characteristics of each market structure instead of justifying whether or not advertising was relevant in each case. In some cases candidates discussed the general role of advertisements instead of explaining the role of advertising in cases of monopolistic and perfect competition. Candidates should have recognized that advertising would not be necessary under perfect competition because of the homogeneity of goods and perfect knowledge.

Part (c) required candidates to draw a diagram depicting how negative externalities lead to market failure. Some candidates were able to make a fair attempt in this part of the question. The diagrams were correct for the most part, but some candidates shifted the curve in the wrong direction. The gradient accounted for whether a negative externality in production or consumption was presented. Candidates were able to explain the diagram for partial or full credit.

Some candidates exhibited difficulties with the correct labelling of the components. They were required to analyse the pricing and output decision of the monopolist, using a diagram. However, most of them were able to accurately represent the diagram. The main flaw with this diagram was that some candidates could not identify the correct equilibrium price and quantity for a monopolist. Candidates should remember that the demand curve determines the price that is paid by the consumer and therefore the AR curve must be considered in the analysis. The explanation seemed to be problematic, as some confused monopoly with monopolistic competition and then gave an incorrect explanation. In other cases candidates correctly identified that it was the case of a monopolist, but then focused on giving examples instead of analysing the pricing and output decision.

Recommendations

Students should be taught to pay attention to the verbs used in examination questions, as this will guide the amount of effort they place on each area of the examination questions. Teachers are encouraged to not just focus on the theory, but also on the application in each case. Students can learn about the role of advertising by assessing its impact on various market structures in their communities. Alternately, they can create ads for each market structure and assess their feasibility in each case. Teachers should also ensure that students get adequate practice in drawing and labelling the relevant diagrams in each topic. Students should also be encouraged to explain these diagrams in words. Once again, students must be quantitatively and qualitatively competent in all the topics on the syllabus.

It is also advisable that teachers disaggregate the diagrams while teaching and add the curves as additional derivations are taught. For instance under monopoly, teachers can draw the MR and MC curve first, then explain that that is how equilibrium quantity is determined. The teacher can then include the AR curve and explain that price can only be determined from this curve since the price and quantity are varied; and that in determining price, we are picking up the information about price that is contained in the AR curve, given the quantity that was determined from the profit maximization condition $MR = MC$. Further, to determine profit, the teacher can then add the AC curve and continue the explanation from there.

Question 3

Approximately 34 per cent of the candidates scored at least 50 per cent of the available marks. The mean mark was 10.39 out of 25 (41.56 per cent). The standard deviation was 5.46. Nine candidates achieved the maximum available mark.

Candidates were required to distinguish between the concepts *transfer earnings* and *economic rent*, in Part (a) (i). The majority of candidates was able to score at least two marks on this part of the question; transfer earnings was the more familiar concept. In some instances, transfer earnings was confused with transfer payments and economic rent with rent as a reward or cost of land. This was a simple question that required textbook definitions.

Part (a) (ii) required candidates to distinguish between *absolute* and *relative poverty*. Most candidates demonstrated an understanding of the concept of absolute poverty and scored well on this part of the question. Relative poverty was more unfamiliar, the idea of comparison/relativity was present in some instances but not in all. Additionally, the idea of an average income was absent from many responses.

In Part (b), candidates were required to explain two categories of people susceptible to poverty. This was very well done by most candidates. One mark was awarded for each heading and three marks each for the explanations. Candidates focused their explanations on little or no education, unemployment, little or no income, and the inability to meet basic needs. The elderly, youth, unemployed, single-parent families and the physically challenged were the groups identified most frequently. Most candidates were able to gain the two marks for headings and at least four of the six marks for the explanations.

In Part (c), candidates were required to analyse the effect of labour mobility on wages. This part of the question proved to be the most challenging and many candidates scored less than half of the available marks. The two marks for the definitions of geographical and occupational mobility were easily gained; however, the analysis was not done. Candidates wrote about the increase in wages from moving to a higher paid job but did not go beyond that. Wage differentials, especially compensating differentials, were used to explain wage changes. Stronger candidates scored well in this part of the question. This market analysis is quite simple and is found in almost every textbook or study guide. Unfortunately, candidates did not interpret the question accurately.

Recommendations

Teachers are encouraged to go beyond scratching the surface with students; definitions are important for foundation building but they are not sufficient. Teachers should emphasize analysis and higher order thinking since the bulk of the marks on the exam focus on these areas. Emphasis should be placed on comparative statics and market dynamics. In order to do this, teachers can place students in groups and have them present the effects of changes in certain economic variables. Such activities will help teachers to determine the knowledge gaps of their students and to provide the training needed.

Paper 031 — School-Based Assessment (SBA)

The mean for the Unit 1 SBA was 47.07 out of 60 (78.45 per cent). The standard deviation was 9.55. Ninety-five per cent of the students earned at least 50 per cent of the maximum available mark for this paper. Forty-eight students earned the maximum available mark.

Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well presented and analysed and mirrored the applicable economic concepts, principles, methods and theories for the unit under investigation.

Strengths of the SBA

- Most students demonstrated very good knowledge of the theories, principles and concepts necessary to present good projects.
- The topics chosen were appropriate as they were in agreement with the criteria (mark scheme) outlined in the syllabus and were properly formulated.
- The economic concepts used were related to the topic selected; they were clear, precise and significant.
- There was evidence that students carried out primary research and made a fairly good attempt at incorporating this research into their projects.
- The methodology was good in most projects. Students were able to write on the different research designs, sampling techniques and limitations that impacted their research.
- Students presented theoretically correct judgements based on the findings of their research topics.
- Some students demonstrated good citations and referencing of the data sources from which information was garnered.
- Excellent use of language and reporting skills were evident throughout the report.
- Most of projects were properly laid out and had relevant aims and objectives.

Weaknesses/Suggestions for Improving the SBA

Even though improvements were observed in the SBAs submitted, there is still need for improvement in the following areas.

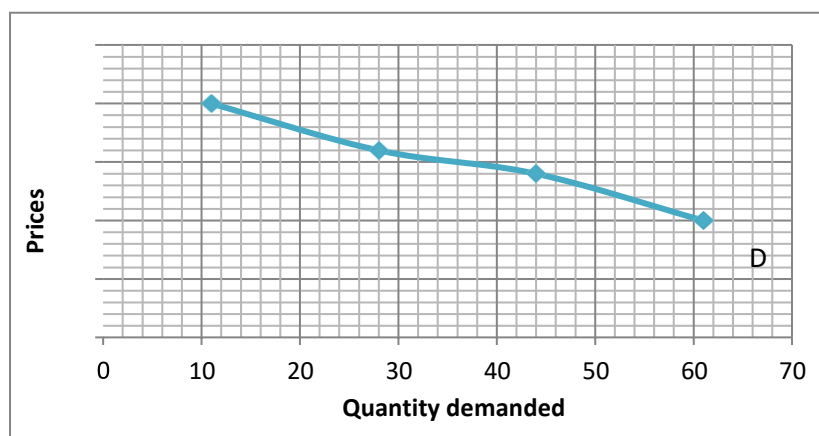
- The presentation of projects. Some students used the general research format used for other subjects (description, presentation of data, evaluation, findings, conclusion and recommendation). However, the Economics SBA is a more *integrated project* which does not have these headings. It is more like an *extended essay* where the data, findings and evaluation are in the body of the project and do not stand alone. Subheadings like the ones listed above are not necessary. Students can have headings for Conclusion, Recommendation and Bibliography. (See example below.)

According to www.thebalance.com, "Demand is the consumer's need, desire and willingness to purchase a product or experience a service at different price levels." (27 February 2018) On the contrary, www.investopedia.com has defined quantity demanded (QD) to be "A representation of the amount of goods or services demanded for at a specific price point." In other words, it is the willingness and ability of the consumer to purchase goods and experience a service at different price levels.

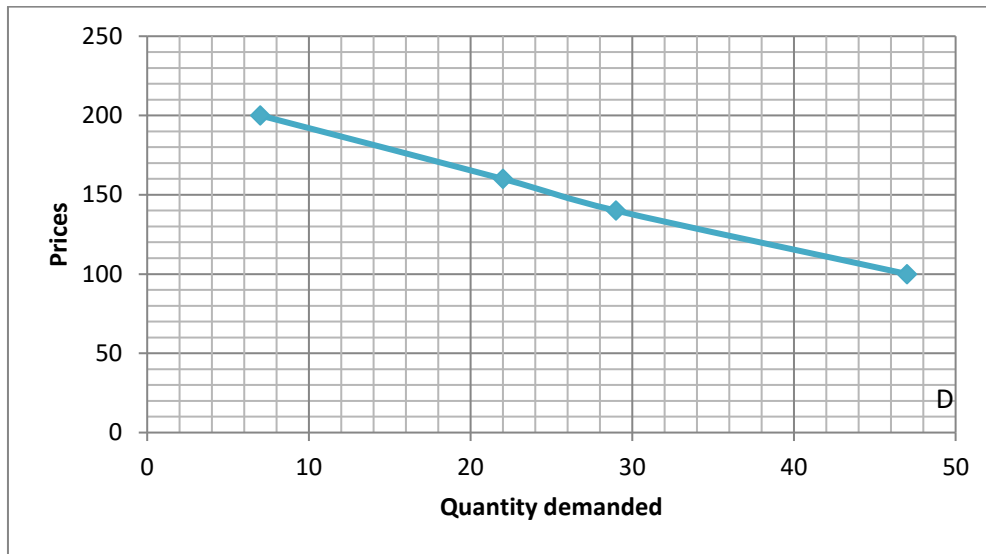
Table Showing the Quantity Demanded of Both Goods at Various Price Levels for One Week

Prices	Quantity of bun and cheese that would be purchased/demanded	Quantity of coconut bread and cheese that would be purchased/ demanded
\$200	11	7
\$160	28	22
\$140	44	29
\$100	61	47

Demand Curve Representing the Demand of Bun and Cheese amongst St Jago High School's 6B Students



Demand Curve Representing the Demand of Coconut Bread and Cheese Amongst St Jago High School's 6B Students



If we observe the graphs and the demand schedule above, we can see that as price increases, the quantity demanded of the respective combination of goods decreased. Likewise, as the price per unit of the good decreased, there is an incremental increase in the quantity demanded of the good, thus producing inversely proportionate graphs. This is in sync with the law of demand which states that as the price of a good decreases the quantity demanded of the good will increase, while as the price of a good increases the quantity demand of the good will fall.

If we observe the demand schedule, we can see that at \$200, eleven bun and cheese would be demanded while at the lower price, \$100, there is a 50 unit increase in the quantity demanded for the same good, giving us an accumulated demand of 61 bun and cheese. Likewise, it can be seen that at \$200, seven units of coconut bread and cheese would be demanded. However, at the lower price, \$100, the quantity demanded increased by 40 units, giving us an accumulated demand of 47 units of coconut bread and cheese. By looking at the face values, we can hypothesize that the demand for bun and cheese is more elastic; that is, it is more responsive to price changes when compared to coconut bread and cheese. However, to be more certain of the elasticity of both goods, we will be applying the respective formulae.

- It was observed that some students could have benefited from more guidance in formulating appropriate topics for their research. The following is an example of a poorly formulated topic: "Evaluating the Manufacturing of Pumpkins using the Indifference Curve Analysis". An example of a well-formulated topic is as follows: "A comparative analysis of the demand for bun and cheese versus coconut bread and cheese amongst St Jago High School 6B Students". Students are encouraged not to choose a difficult topic, especially one where it is difficult to collect the data.
- Some students had too many objectives, as many as 14. In most cases, students were not able to match each objective to the area of study. Students need only one aim and three to four objectives.

- Methodology was an area of concern, as in some cases it did not specifically cover the research design, the instruments used and why those instruments were suitable for the specific research. Many students failed to identify the population size, sample size and limitations.
- Recommendations should be workable solutions to the problems presented, supported by the findings of the research. Recommendations should be based on the objectives of the research.
- Some students are still having challenges linking the judgement and recommendations to the topics being researched and the findings.
- Students did not, in most cases, incorporate diagrams/charts/graphs in their discussions and refer to these diagrams in their discussions. Students should note that diagrams should be related to the objectives.
- Some students did not use any formal bibliography style.
- The topic chosen for the research should be logical and coherent. An example of a poorly chosen topic is as follows: “The Influence of Inflation on a Recession in the Economy”. An example of a well-chosen topic is as follows: “An investigation into the Causes and Effects of inflation on the Jamaican economy during the period January 2016 to December 2017 and looking at Possible Solutions to this Economic Issue”.
- Secondary data sources were not used to support evidence of problem-solving. The information was used in a general sense with no concrete evidence as students were simply reporting.
- Some students were unable to correctly analyse, synthesize and apply secondary data to the economic topics, concepts and theories being investigated.
- Some students used primary research to analyse macroeconomic concepts and principles. For example, they examined the impact of Inflation in Jamaica among a group of workers at a named institution.

Paper 032 — Alternative to School-Based Assessment

Thirty-two candidates wrote this paper. The mean mark was 20.03 out of 60 (33.38 per cent). The standard deviation was 6.77. The highest mark was 36 out of 60 — this was achieved by one candidate. Nine per cent of the candidates earned at least 50 per cent of the maximum available mark for this paper.

Question 1

The mean for this question was 5.91 out of 20 (29.55 per cent). The standard deviation was 2.49. The highest mark was 13 out of 20 — this was earned by one candidate. Nine per cent of the candidates earned at least 50 per cent of the available marks on this question.

Part (a) required candidates to define the term *market*. It was well done by most candidates; this was expected since this is a basic concept.

Part (b) required that candidates explain, with the aid of a diagram, the likely impact of an increase in the interest rates of car loans in the market for cars. It was fairly well done. Most candidates were able

to discern that an increase in interest rates would make purchasing cars more expensive and therefore the demand would decrease. Interestingly, even though candidates were able to apply their knowledge here, they were not able to transfer it to the diagram and represent the decrease in demand by an inward shift. Some candidates' responses were inadequate since they failed to include the resulting change in price and quantity in the analysis, which is imperative.

Part (c) required candidates to discuss how three determinants of supply can affect the supply of banking services in the commercial banking sector. Most discussions lacked balance. When discussing an increase in a factor, candidates should also mention what would happen should there be a decrease. Many candidates were able to identify the factor and describe it but the discussion was lacking.

Question 2

The mean for this question was 8.50 out of 20 (44.50 per cent). The standard deviation was 3.23. The highest mark was 13 out of 20 — this was earned by one candidate. Forty-four per cent of the candidates earned at least 50 per cent of the available marks on this question.

Part (a) (i) required candidates to define the term *market structure*, and Part (a) (ii) required them to compare the characteristics of monopolistic competition with those of oligopoly, using the features mentioned in the given case. Part (b) tested candidates' ability to explain, with a diagram of the kinked demand curve, the interdependence of the commercial banks. Part (c) required candidates to discuss the extent to which competition authorities should be concerned about the commercial banking sector in Jamaica.

Candidates performed fairly well on Part (a); however, some candidates struggled with the definition, most of them simply wrote the definition for market in its place. Part (a) (ii) was not well done; most candidates had difficulty, particularly with the product differentiation and consumer awareness categories. Part (b) was poorly done as only a few candidates were able to draw and label the kinked demand curve accurately. Although the graph was poorly done, the explanation was fair. Candidates successfully identified the interdependence of the firms and therefore highlighted that they were unable to pursue independent strategies. Candidates had the most difficulty with Part (c). Most of them mentioned that the authorities should be concerned but were not able to effectively discuss why. However, there were a few candidates who were able to give reasonably well-thought-out answers, which included consumer welfare.

Question 3

The mean for this question was 5.63 out of 20 (28.15 per cent). The standard deviation was 2.67. The highest mark was 12 out of 20 — this was earned by one candidate. Twelve per cent of the candidates earned at least 50 per cent of the available marks on this question.

Part (a) required candidates to distinguish between *size distribution* and *functional distribution* of income. This proved to be very challenging for many of the candidates; a few substituted one concept for the other. Candidates who had an understanding of the concepts were unable to distinguish between the two and simply wrote definitions.

Part (b) tested candidates' ability to illustrate, with the aid of the Lorenz curve diagram, the likely impact of greater competition in the commercial banking sector in the long run. This part was poorly done. Many candidates were unable to reproduce the basic graph and only a few were able to show the change in the curve due to greater equality of income. A positive observation was that most candidates could reason that greater competition would decrease inequality — even though candidates were not required to provide an explanation.

Part (c) required candidates to discuss three ways by which a non-competitive banking sector can contribute to greater poverty. This part of the question proved to be the most challenging, but a large number of candidates were able to identify high interest rate on loans and fees, as contributors to poverty; however, they were not equipped with sufficient knowledge to discuss the points.

A major concern was that candidates did not possess the required depth and breadth of knowledge of the material in Module 3. Candidates' answers demonstrated only basic knowledge of the concepts and little in the way of application of these concepts. It is highly recommended that candidates address these shortcomings by seeking guidance from teachers of the subject matter.

UNIT 2 — MACROECONOMICS

Paper 01 — Multiple Choice

This paper consisted of 45 items, 15 questions on each module. The paper is weighted to 90 marks. The items spanned knowledge, comprehension and application. Performance on the paper was good. The mean mark was 65.09 out of 90 (72.32 per cent). The standard deviation was 17.99. Approximately 83 per cent of the candidates scored at least 50 per cent of the maximum available mark on this paper. The highest mark was 86 out of 90 — this was achieved by 123 candidates.

Paper 02 – Essays

This paper consisted of three compulsory questions. Each question was worth 25 marks and weighted to 50. The mean score was 57.11 out of 150 (38.07 per cent). The standard deviation was 25.25. Approximately 30 per cent of the candidates scored at least 50 per cent of the maximum available mark on this paper. The highest mark of 136 out of 150 was achieved by one candidate.

Question 1

Approximately 51 per cent of the candidates scored at least 50 per cent of the available marks. The mean mark was 12.70 out of 25 (50.80 per cent). The standard deviation was 5.38. Six candidates achieved the maximum available mark.

Part (a) (i) required candidates to define *value added*. Many of them were able to score full marks for this part of the question; however, quite a few candidates defined Value Added Tax or mark-up on a product's cost price to determine the profit made on the sale of a product.

Part (a) (ii) required candidates to define *gross investment*. Very few examinees were able to score the maximum available mark that was assigned to this question. The vast majority of candidates did not mention that gross investment does not yet account for depreciation. Even though candidates may have known what investment is, they did not define the term.

Most candidates who identified factors such as wealth and interest rates scored the maximum available mark if they were able to explain how changes in these factors influence changes in any of the four components of aggregate demand. This part of the question required them to identify the factors that influence aggregate demand (AD). The majority of candidates who attempted this question wrote about factors such as wealth, interest rates and taxes. Those candidates who identified the components of aggregate demand were in the minority.

Part (c) (i) required candidates to label the aggregate demand and aggregate supply diagram illustrating an outward shift of the demand curve. Only a few candidates were unable to score the maximum available mark for this part of the question. The curve that was left unlabelled or labelled incorrectly by most candidates who did not score the maximum available mark was the long-run aggregate supply curve.

Most candidates scored the maximum available mark for Part (c) (ii), even if they were unable to score the maximum available mark on the preceding part which was related to Part (c) (i). In this part of the question, candidates were given a diagram and were required to state the impact of the rightward shift of the aggregate demand curve on equilibrium price and quantity.

On the same diagram, for Part (c) (iii), candidates were required to illustrate a leftward shift in the AD curve back to its original position in Year 1, showing Year 3's equilibrium point and the equilibrium price and quantity associated with this point. Only a few candidates were unable to score marks in this part of the question. Most candidates scored the maximum available mark. The candidates who did not score most of the marks assigned to this question were those who shifted the AD curve in the wrong direction or had curves incorrectly labelled.

In Part (d) (i), candidates were told that the expanding underground economy created problems for economic policymakers. Candidates were required to evaluate the statement. Only a few candidates were able to score the maximum available mark in this part of the question. Many candidates seemed to have been unsure of what the question required. Despite this, many candidates were able to secure at least two of the four marks that were assigned to this part of the question.

For Part (d) (ii), candidates were told that economists are concerned about double counting and the value added in the production process. Candidates were required to evaluate the statement. Most candidates were only able to score one or two marks for this part as they simply outlined double counting and value added. Only a few candidates scored the full marks as many candidates were unable to, or never thought it was necessary to explain in some way that the value-added approach to calculating GDP is a possible solution for the elimination of double counting. Some candidates seemed to believe that both double counting and value added were creating problems.

Recommendations

Teachers may try to improve the future performance of their students by undertaking the following:

- Emphasizing the meaning of the words *define*, *outline* and *evaluate*. In addition to this, teachers should expose students to a variety of scenarios when they are being introduced to the macroeconomic application of demand and supply, and analysis.
- Encouraging students to read questions carefully before attempting to answer them, especially if those questions have multiple parts that are linked.

Question 2

Approximately 11 per cent of the candidates scored at least 50 per cent of the available marks. The mean mark was 7.07 out of 25 (28.28 per cent). The standard deviation was 4.25. The highest mark was 24 out of 25. This was achieved by four candidates.

Part (a) required candidates to define the term *frictional unemployment*. Candidates generally performed well on this part of the question; however, a significant number of them defined other types of unemployment instead of frictional unemployment.

Part (b) examined candidates' knowledge of the limitations of monetary policy. A large percentage of candidates were able to identify two limitations of monetary policy. However, weaker candidates used the limitations of GDP as a measure of standard of living, instead of focusing on monetary policy.

In Part (c) (i), candidates performed poorly as they did not realize that they were required to calculate a value that was missing from the table in order to arrive at the answer. They were given a table and were required to calculate the labour force participation rate. The majority of candidates incorrectly interpreted *part-time workers* as unemployed and used the sum of the employed and the unemployed to get the labour force, rather than taking the total population and subtracting persons who should not be included. Therefore, very few candidates scored perfectly in this part of the question. Furthermore, many candidates used the total population instead of the total adult population as the denominator in the labour force participation rate.

For Part (c) (ii), candidates demonstrated good knowledge of the formula to calculate the unemployment rate; however, many of them used the wrong figures to carry out the calculation and hence arrived at the incorrect answer.

In Part (c) (iii), candidates were required to discuss how it is possible that the number of persons employed increased but the unemployment rate also increased rather than fell. Most candidates were able to score partially or fully in this part of the question. However, weaker candidates did not make the link between the two previous parts of the question and this part. Weaker candidates also struggled to provide a convincing argument because they could not articulate themselves properly and lacked essential analytical skills.

A comprehensive answer would include candidates mentioning the difference in figures that show the

change in unemployment; specifically, the rate of increase between the unemployed and the labour force, since the rate of increase in the unemployed is greater than that of the labour force causing an increase in the unemployment rate. The candidates were unable to explain the scenario intuitively.

Part (d) required candidates to analyse how the money market responds to both a shortage of money and a surplus of money. This part of the question was poorly done, which shows a deficiency in knowledge in this area. Candidates showed very little knowledge of the money market and did not refer to bonds in their responses. Very few candidates wrote what was required for this part of the question.

Recommendations

- Teachers should take time to distinguish between the various types of unemployment, focusing on what makes them different.
- Teachers are encouraged to make links between the policy adopted and the intended outcome, so that students can understand how these factors limit the effectiveness of the policy.
- Teachers are encouraged to practise calculations with students and to emphasize different methods of arriving at the labour force figure.
- Teachers should ensure that students can interpret and analyse data given and use the data to support their argument when necessary.
- Teachers should focus on the money market in the future and make sure to discuss equilibrium restoration from a point of disequilibrium, through the use of bonds.

Question 3

Approximately 28 per cent of the candidates scored at least 50 per cent of the available marks. The mean mark was 9.34 out of 25 (37.36 per cent). The standard deviation was 5.04. One candidate achieved the maximum available mark.

Part (a) required candidates to state two reasons why nations trade. This question was accurately answered by the vast majority of candidates. Responses were clearly indicated and for the most part concise.

Part (b) required candidates to outline a major component of the current account in the balance of payments (BOP). More than half of the candidates were able to identify a component of the current account. The two most often cited responses were the balance of trade (merchandise) and the balance in services (intangibles). In many cases, these two were combined into one component rather than being separated into two. Very few candidates made mention of net transfers and net investment income. Candidates who mentioned investment omitted to indicate that it was investment income and therefore could not be awarded the marks.

The better prepared candidates were able to state the difference between the inflow and outflow of the particular component mentioned, thereby gaining the additional mark. Many candidates incorrectly defined the balance of payments.

In Part (b) (ii), some candidates were able to define the term *official reserves* and briefly explain its purpose. Many candidates were therefore able to earn at least one mark for this question. Marks were often lost when candidates defined official reserves as 'money' held in the central bank rather than *reserves of foreign currency*. Many candidates incorrectly believed it was the reserve ratio requirement stipulated by the central bank.

Very few candidates were able to obtain the additional two marks because of their inability to explain the direction of the change in the official reserves in response to a net deficit or surplus on the current and capital account. Very few responses explained what happens when there is a surplus. Very few candidates were able to score three marks for this part of the question.

Most candidates were able to score at least two marks for Part (c) (i). The most common responses included the recognition that the price of imports would increase and the quantity of imports would fall. Very few candidates mentioned that consumer surplus would decline which is an important aspect of the impact of a tariff. A common error was to state that the demand for local goods would increase because the goods would be cheaper when compared to the imported goods that now have a tariff.

Most candidates were able to score at least two marks for Part (c) (ii). They were able to state that local firms would increase their output, or earn more revenue or profit. Very few candidates made mention of a gain in producer surplus and the fact that the higher prices would incentivize the local firms to increase their output.

Many candidates were able to identify and develop to a satisfactory level at least two consequences of either a BOP deficit or surplus, in Part (d). Most candidates explained the likely consequence of a BOP deficit rather than that of a surplus. The consequence of debt or borrowing was most frequently mentioned. A general weakness was that responses were not always specifically linked to a BOP deficit. In many instances the responses given were more so about the consequences of a fiscal deficit.

Candidates who mentioned the depreciation of the local currency as a consequence of a BOP deficit often erroneously stated this depreciation as devaluation. Very few candidates were able to link the BOP deficit to the dynamics of the FOREX market, that is, stating that the increased supply of the local currency to obtain imports would put downward pressure on the value of the currency. Responses that mentioned that inflation would be a consequence rarely linked this to depreciation and cost-push inflation. Although the answers given were acceptable, explanations were often linked to contractionary policy (increased taxes or interest rates) used by the government to correct the deficit. Better prepared candidates analysed or fully developed their point, showing how the specified consequence would in turn cause other outcomes. The general structure of responses, overall, was quite clear and well laid out. Most candidates were able to score six or more marks for this part of the question.

Recommendations

Students should be taught the four components of the current account. They need to be aware that for each component there is an inflow and an outflow of income related to it. Exercises on how the

BOP is constructed and calculated will assist students with understanding the concepts. They could also examine the balance of payment for their country, thereby familiarizing themselves with the structure and items.

The use of BOP exercises should assist students to better understand the purpose of the official reserve. Students should also be reminded that the BOP has to do with trade and therefore will be connected to foreign currencies. This should prevent them from confusing BOP with the reserve ratio requirement, which is part of the banking system and not directly linked to trade.

Teachers should use the tariff diagram to clearly illustrate to students the before and after impact of a tariff on the consumer, producer, government, quantity supplied, quantity demanded, producer surplus and consumer surplus. Students should be able to also identify the total deadweight loss of a tariff. They should also be able to explain, with the use of the diagram, why it leads to inefficiency. They should be encouraged after this exercise to then use it as an argument against protectionist measures. It is also a current global issue and there is much scope for discussion and research.

In addition, students should pay attention to the marks attached to each part of a question. A question worth three marks will normally expect three points to be made.

Equal attention should be given to the impact of a BOP surplus. Students should constantly be reminded that a fiscal deficit is not the same as a BOP deficit. Exposure to the BOP accounts of different countries should be encouraged and calculations of BOP should be done so that students get the basic idea of the accounts. It is also suggested that BOP be taught along with exchange rates so that the relationship between these two variables is better understood. The John Sloman Workbook and text has very good exercises. Care must be exercised when explaining the depreciation and devaluation of a currency, with the latter being a deliberate action undertaken by a central bank or government, and as such a policy that may be used to correct a BOP deficit.

Teachers should help students develop their analytical skills to demonstrate cause and effect relationships. Students should also be encouraged to follow their analysis with an evaluative point, especially for questions where the marks allocated are higher.

Students are advised to look at the marks attached to a question in order to gain an idea of how many points they need to make to achieve a maximum score. For this 12-mark question, candidates were required to analyse three consequences and therefore each consequence would be worth four marks. The number of marks allocated to a question should help the student to structure their responses.

Paper 031 — School-Based Assessment (SBA)

The mean for the Unit 2 SBA was 40.55 out of 60 (67.58 per cent). The standard deviation was 9.38. The highest score was 60 out of 60 — this was achieved by one student. Three students scored 59 out of 60. Eighty-one per cent of the students earned at least 50 per cent of the maximum available mark for this paper.

Generally, the topics of the projects selected were fairly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate in some instances. The data collected were fairly organized, presented, analysed and mirrored the applicable economic concepts, principles, methods and theories for the unit under investigation.

Comments on the strengths and weaknesses of the SBA and suggestions for improvement can be found under Unit 1 in the section detailing performance on the SBA.

Paper 032 — Alternative to School-Based Assessment

Twenty-three candidates wrote this paper. The mean mark was 29.78 out of 60 (47.97 per cent). The standard deviation was 7.49. The highest mark was 49 out of 60 — this was achieved by one candidate. Two candidates scored 59 out of 60. Forty-two per cent of the candidates earned at least 50 per cent of the maximum available mark for this paper.

Question 1

The mean for this question was 8.17 out of 20 (40.85 per cent). The standard deviation was 3.17. The highest mark was 16 out of 20 — this was earned by one candidate. Twenty-two per cent of the candidates earned at least 50 per cent of the available mark on this question.

This question required candidates to describe consumption function, illustrate the AD/AS diagram and show how a fall in government spending affects aggregate demand. In Part (c), candidates were required to show the importance of consumption, investment and government expenditure in increasing economic growth.

In Part (a), it was apparent that most candidates did not know what a consumption function is, as they often confused it with the GDP equation. In Part (b), candidates were unable to correctly draw, label and manipulate the AD/AS diagram. This is an issue as this is one of the core diagrams. Candidates need to practise drawing, labelling, manipulating and interpreting these diagrams.

In Part (c), candidates confused the actions conducted by governments with those done by investors and vice versa. Some persons also argued from the position of the impact of growth on consumption, investment and government, instead of explaining how these factors lead to economic growth. Students should be encouraged to practise applying the economic theory to real-life scenarios.

Altogether, the question was challenging for most candidates, few of whom performed well. The areas of the question which required sound reasoning, analysis and the evaluation of information were the areas in which most candidates performed poorly.

Question 2

The mean for this question was 10.26 out of 20 (51.30 per cent). The standard deviation was 2.48. The highest mark was 15 out of 20 — this was earned by three candidates. Sixty-five per cent of the candidates earned at least 50 per cent of the available mark on this question.

Candidates were required to define *debt service ratio* and *debt forgiveness*; interpret the information in a table on the debt service and the real GDP growth rates of select Caribbean countries; explain two ways in which excessive national debt can affect the Caribbean economies mentioned in the case and discuss the relationship between budget deficits and the national debt.

In Parts (a) (i) and (ii), candidates performed poorly and struggled to define the terms, especially debt service ratio. Most candidates did not score any marks and a few were able to score one out of two marks.

Part (b) proved to be quite challenging for candidates; most were able to state what the table contained but failed to correctly interpret the meaning of the data.

In Part (c), candidates were able to score a few marks because of basic knowledge, but were unable to demonstrate higher order skills of analysis. Most candidates were able to score, at most, two out of four available marks. In most cases, analysis was weak; candidates mentioned additional borrowing and low economic development and economic growth but a thorough analysis of cause and effect was lacking.

In the last section most candidates simply defined *budget deficit* and *national debt*. Only a few were able to establish the link between them.

Question 3

The mean for this question was 11.35 out of 20 (56.75 per cent). The standard deviation was 4.38. The highest mark was 18 out of 20 — this was earned by one candidate. Sixty-five per cent of the candidates earned at least 50 per cent of the available mark on this question.

The question was intended to test candidates' knowledge of balance of payments and exchange rates. Candidates were required to identify two factors that influence imports and exports; define the term *human development*; distinguish between *economic growth* and *economic development*; and analyse how three structural characteristic features of Caribbean economies affect the economic growth and development of Caribbean economies.

Generally, Part (a) was fairly done; most candidates were able to identify the three factors correctly, with tariffs and exchange rates being done the best. Part (b) was fairly done as well. Candidates were credited for their definitions; however, many of the definitions were clumsily written.

In Part (c), many candidates repeated their definition for human development. Even though many wrote the correct definition, they seemed to have overlooked the requirement to distinguish, that is,

to show the difference between the two terms. Candidates who attempted Part (d) were unable to fully develop a comprehensive explanation of the negative impact of increased online shopping on the balance of payments.

Recommendations

- Instructional material should include multimedia presentations such as videos which assist students in visualizing the concepts taught.
- Student should practise answering higher order questions which require them to *discuss*, *evaluate*, *assess* and *analyse*. Only when they develop these skills will they be able to apply them in the examination.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION[®]**

MAY/JUNE 2019

ECONOMICS

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GENERAL COMMENTS

The CAPE Economics examinations consist of two units, each examined by the following papers:

Paper 01 — Multiple Choice

Paper 02 — Essay

Paper 031 — School-Based Assessment (SBA) (done by school candidates)

Paper 032 — Alternative to School-Based Assessment (done by private candidates)

The overall performance of candidates was satisfactory.

Unit 1 dealt with microeconomic theories, concepts and issues. Performance in Unit 1 was good. The mean mark was 172.24 out of 300 (57.41 per cent). The standard deviation was 49.32.

Unit 1 was divided into three modules:

Module 1: Methodology of Economics and the Analysis of Demand and Supply

Module 2: Market Structure, Market Failure and Intervention

Module 3: Distribution Theory and Application of Recent Theoretical Developments

Module 1 tested candidates' basic understanding of the theory of supply in relation to the cost of production and economies of scale. Performance on this module was satisfactory. The mean mark was 58.75 out of 100. The standard deviation was 18.87.

Module 2 examined candidates' understanding of market structures, their impact on society and the calculation and interpretation of market concentration. Performance on this module was satisfactory. The mean mark was 53.12 out of 100. The standard deviation was 21.04.

Module 3 required an understanding of demand and supply factors. Concepts tested were derived demand and demand and supply of labour. The module also tested candidates' understanding of poverty and inequality and the application of the Gini coefficient and the Lorenz curve to the concept of inequality. Candidates were also required to draw and interpret the Lorenz curve and the related Gini coefficient. Performance on this module was satisfactory. The mean mark was 55.18 out of 100. The standard deviation was 17.80.

Unit 2 dealt with macroeconomic theories, concepts and issues. Many candidates demonstrated a good grasp of the subject matter. Overall, performance was good. The mean for Unit 2 was 191.41 out of 300 (63.80 per cent). The standard deviation was 46.96.

Unit 2 was divided into three modules:

Module 1: Models of the Macroeconomy

Module 2: Macroeconomic Problems and Policies

Module 3: Growth, Sustainable Development and Global Relations

Module 1 required candidates to demonstrate knowledge and understanding of basic macroeconomic concepts, national Income, the Keynesian consumption theory and the classical model. Performance was good. The mean mark was 60.64 out of 100. The standard deviation was 17.85.

Module 2 tested candidates' knowledge of monetary theory and policy, and fiscal policy. Performance was fairly good. The mean mark was 63.86 out of 100. The standard deviation was 19.54.

Module 3 dealt with growth and development, international trade, exchange rate and foreign direct investments. Performance on the module was good. The mean mark was 60.60 out of 100. The standard deviation was 19.70.

DETAILED COMMENTS

UNIT 1 — MICROECONOMICS

Paper 01 — Multiple Choice

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension, application and interpretation of information. The mean mark was 59.57 out of 90 (66.19 per cent). The standard deviation was 17.61. The highest mark was 88 out of 90. This was achieved by one candidate.

Paper 02 — Essays

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programs. Candidates were required to answer one of two questions in each of the three modules. Each question was worth 25 marks. Performance on this paper was less than satisfactory. The mean mark was 32.21 out of 75 (42.95 per cent). The standard deviation was 30.44. The highest mark was 74 out of 75, achieved by one candidate.

Question 1

Approximately 54 candidates scored at least 50 per cent of the available marks. Three candidates achieved the maximum available mark. The mean mark was 11.86 out of 25 (47.44 per cent). The standard deviation was 5.26.

Part (a) required candidates to list the four factors of production. In Part (b), candidates had to complete a table with values for cost curves and then plot these curves. The question then culminated in Part (c) with a discussion of three ways in which a firm can achieve economies of scale.

The majority of candidates satisfactorily responded to Part (a). The majority of candidates was aware of the factors of production.

In Part (b) (i), candidates were required to complete five columns in a cost curves table. For the most part, this question was well done. There were a few instances of difficulty calculating marginal costs. Some candidates seemed a bit confused about the distinction between fixed and average fixed costs. For the zero output level, most candidates had (0) instead of (-) for their answer. However, the mark scheme allowed marks for other corrects cells and hence they were not penalized.

For Part (b) (ii), the diagrams presented by some candidates were drawn correctly with the varying terminologies used to represent the curves being awarded. However, other candidates showed little knowledge of the topic, as the curves drawn were positioned and labelled incorrectly.

In Part (c), most candidates were able to identify the various types of economies of scale (EoS). This question was completed fairly well by candidates who understood this topic. It was expected that candidates would have been able in their discussion to Part (c) (i) identify the specific EoS, Part (c) (ii) briefly describe that EoS, Part (c) (iii) briefly explain how that EoS is achieved, and Part (c) (iv) explain a drawback to that EoS. However, very few candidates considered a drawback of each EoS. However, they were not penalized as credit was given for explaining another distinct point of information about that EoS.

Recommendations to Teachers

Teachers can reinforce the topic of factors of production by integrating it into the discussion of other topics.

For the computation of cost curves, students should calculate each column independently to avoid any errors affecting subsequent calculations. For example, students should calculate average total cost as total cost divided by quantity and not just the sum of average variable costs and average fixed costs. Students also need to get adequate practice with calculations. Some students tend to have a fear of calculations, but that doesn't need to be the case. As a class activity, teachers can have students compete with each other in completing cost tables. This will get them engaged and interested in calculation exercises.

Diagrams still prove to be a problem. Students should practise drawing all the major diagrams that are presented in this topic. Teachers are encouraged to emphasize accurate graphical presentation of cost curves and their relevant positions/rank orders when drawn together. In particular, special attention must be given to the correct positioning of the relevant curves.

Teachers are also encouraged to revise the topic of economies of scale even though students would have done the topic in CSEC Economics. This is a great topic for class activities. Teachers can assign economies of scale to groups and have students make presentations to each other. During these discussions, it would be important to highlight the drawbacks of each type of economies of scale.

Question 2

The mean mark was 9.47 out of 25 (37.88 per cent). The standard deviation was 6.66. Approximately 66 per cent of the candidates scored at least 50 per cent of the maximum available mark.

Part (a) required candidates to distinguish between private and social costs. However, the majority of them only defined both these concepts. Very few candidates were able to adequately distinguish between private and social costs.

In Part (b), the majority of candidates was able to either state the correct formula for the Herfindahl Hirschman Index or explain how it is calculated. However, since candidates utilize a variety of texts, the applicable ranges for the various levels of concentration were a bit different. Candidates were not penalized for applicable ranges. In regard to interpreting the index, a few mistakes were made as some candidates assigned the wrong market structures to the ranges.

Part (c) required candidates to use a diagram to analyse the effects of a monopoly on society. Unfortunately, this proved to be a problem for many candidates. A number of them were not able to draw the correct diagram. In cases where the diagram was drawn, some labels were missing, or the curves were not correctly placed, or the various levels of output were not shown, or the deadweight loss was not indicated. The explanation of such a diagram is pretty standard yet candidates struggled in this area. The majority of candidates indicated that a monopoly restricts output and allows for high charges/pricing. However, their analysis did not include linking a monopoly's market power and the subsequent deadweight loss to society to the inefficiency of the monopoly. Other points of the complete analysis were also missing.

Recommendations to Teachers

We encourage teachers not only to define private and social costs, but also to compare and contrast these concepts. It is important that students are able to analyse the core theoretical constructs in a deeper sense.

While the examination scripts indicate an understanding of the Herfindahl Hirschman Index (HHI) formula, the interpretation proved to be a bit problematic. Teachers are encouraged to spend more time on the interpretation of this index. Time should be devoted to interpreting the calculations in class to determine both the correct levels of concentration and the associated market structures. Again, this is a perfect topic for class activities. Students can be assigned market shares just like firms. Then 'firms' can be allowed to merge, or new ones can enter the market and the HHI can be calculated with each change. Students will then have a better understanding of and appreciation for this topic.

Teachers must ensure that students understand certain core diagrams and explanations in Economics. The diagram depicting the impact of a monopoly on society and the full explanation is one of these core items. Students must be acquainted with drawing accurate diagrams with fully labelled curves. The social impact of a monopoly can be explored while teaching the monopoly market structure. After the pricing and output decisions of the monopolist are analysed, then the effects of the monopoly can be discussed. This concept can then be reinforced during the discussion of market failure. It is extremely important that students are able to master these fundamental diagrams and their accompanying explanations.

Question 3

The mean mark was 11.19 out of 25 (44.76 per cent). The standard deviation was 5.29. Approximately 61 per cent of candidates achieved at least 50 per cent of the maximum available mark. Four candidates achieved the maximum available mark.

Parts (a) (i) and (a) (ii) required candidates to define the terms *wage differential* and *labour mobility*. The majority of candidates scored at least two marks in this section. In the definition of labour mobility, the willingness and ability of labour to move is a key part of the definition.

In Part (b), candidates were required to draw a Lorenz curve and explain how it is used to measure inequality. Candidates provided more information on the curve than was required for the answer. This included definitions of the Lorenz curve and the lines of absolute equality and inequality. For this part of the question, most candidates discussed the relative distance of the line of Lorenz curve from the line of perfect equality in order to measure inequality. Many candidates did not discuss both sides, that is, greater relative inequality and lesser relative inequality. A few students also discussed that the Lorenz curve can be used to derive the Gini which in turn can be used to measure inequality. This response was also correct and was presented by the more advanced candidates. For the majority of candidates, the use of the curve to measure inequality was not clearly understood. Too many candidates lost marks for unlabelled or incorrectly labelling or not labelling the lines and axes.

In Part (c), candidates were required to assess three economic benefits of government interventions in the alleviation of poverty. This part of the question proved to be the most challenging. While the majority of the candidates identified government interventions in the alleviation of poverty, very few identified the economic benefits as stated in the syllabus. Even stronger candidates confused the more immediate effect of the strategy with the longer-term benefit to society.

Recommendations

Students and teachers should be commended for the good work with this topic and are encouraged to develop more effective knowledge retention strategies.

Candidates are reminded of the importance of proper labelling if they are to gain full marks. As it relates to the measurement of inequality, an explanation of both sides is always required for full marks to be awarded. Candidates should therefore avoid providing parsimonious responses to questions. More comprehensive responses are required to achieve the maximum available mark.

Poor penmanship remains an issue; however, the bigger problem is the use of language. More attention needs to be paid to the teaching of English at all levels.

Paper 031 — School-Based Assessment (SBA)

Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented, analysed and mirrored the applicable economic concepts, principles, methods, and theories for the unit under investigation. The mean mark was 47.88 out of 60 (79.80 per cent). The standard deviation was 9.94. Seventy-seven students achieved 59 of the 60 marks.

Strengths of Unit 1 Projects

- Most students demonstrated very good knowledge of the theories, principles and concepts necessary to present good projects.
- The topics chosen were appropriate as they were in agreement with the criteria (mark scheme) outlined in the syllabus and were properly formulated.
- The economic concepts used were related to the topic selected; they were clear, precise and significant.
- There was evidence that students carried out primary research and made a fairly good attempt at incorporating this research into their projects.
- The methodology was good in most projects. Students were able to write on the different research design, sampling techniques and limitations that impacted their research.
- Students presented theoretically correct judgments based on the findings of their research topics.
- Some students demonstrated good citations and referencing of the data sources from which information was garnered.
- Excellent use of language and reporting skills were evident throughout the reports.
- Most of the projects were properly laid out and had relevant aims and objectives.

Weaknesses of Unit 1 Projects

Even though there were very good SBAs in the general submissions, there is still a need for improvement in the following areas:

- It was observed that some students needed better guidance in formulating appropriate topics for their research; this led to the selection of poor objectives.
- This year it was very noticeable that some projects lacked economic content or there was limited use of economic theories to support students' work.
- The methodology was an area of concern as in some cases it did not speak specifically to the design of the instruments or validations of the reasons why they were suitable for the specific research. For example, discussion on population size, sample size, instruments and the limitations of these was lacking.
- Diagrams/graphs were poorly constructed and labelled, and students did not integrate them well into the projects. They did not refer to the diagrams, neither did they link them to the discussion.

- Some students are still having challenges linking the judgment and recommendations to the topics being researched, as well as the findings. In some projects, the judgments and recommendations had little to do with the aim and objectives or with the topic under investigation.
- Some students did not use any formal technique for the bibliography.
- The weakest area in the projects had to do with synthesizing and analysing data. Students had challenges evaluating the economic theories they presented to support the research they carried out. Only the very best projects did this well.
- Students must be encouraged to adhere to the word limit. Some projects were very long (up to 42 pages) and most of the material presented was irrelevant to the discussion.
- Teachers must also be encouraged to adhere to the mark scheme; marks were awarded for sections that did not exist, for example, the bibliography.

Paper 032 — Alternative to School-Based Assessment

Thirty-four private candidates wrote the Paper 032. The mean mark was 25.26 out of 60 (43 per cent). The standard deviation was 10.68. Approximately 65 per cent of the candidates achieved at least 50 per cent of the maximum available mark. The highest mark of 49 was achieved by one candidate.

Question 1

Performance on this question was poor. The mean mark was 6.97 out of 20 (34.85 per cent). The standard deviation was 3.55. The highest mark was 15 out of 20. This was achieved by one candidate.

Part (a) required candidates to define the term *opportunity costs* and Part (b) required them to use the concept of opportunity costs to explain the effect of greater oil exploration on the education and health sectors. Most candidates were able to define opportunity costs. However, they were generally unable to apply the concept, and hence were unable to access higher marks.

Part (c) (i) required candidates to draw a market diagram and analyse how the discovery of new oil reserves impacts the global market for petroleum. In Part (c) (ii), candidates were required to apply the concept of supply elasticity to the comparative statics related to the market diagram. A few candidates drew the production possibilities frontier but most candidates drew the correct basic diagram with accurate and thoroughly labelled curves. However, the comparative statics proved difficult as candidates were unsure of which curve to shift and in what direction.

A few candidates seemed to understand what was required to respond to Part (c) (ii) but some simply defined elasticity of supply and did not provide any analysis.

A major concern is that candidates cannot differentiate between a market diagram and a production possibilities frontier. Candidates should understand the terms used to refer to the different graphical representations of economic scenarios. It is also important that candidates do not only try to memorize definitions but try to understand concepts so that they can formulate their own definitions.

It is worrying to see the number of candidates who cannot apply simple concepts to a scenario. It is recommended that candidates read case studies and real world applications of concepts like opportunity costs, which are abundantly published on the Internet.

Question 2

Performance on this question was satisfactory. The mean mark was 10.56 out of 20 (52.80 per cent). The standard deviation was 3.53. One candidate achieved the maximum available mark.

Part (a) required candidates to define the term *externality*. This part was well done by the majority of candidates. The weaker candidates only provided an example of an externality; however, this was not sufficient to obtain full marks.

Part (b) required candidates to outline three possible negative environmental and/or social externalities that may arise from offshore oil operations. Many candidates were able to identify at least two externalities though their main focus was on environmental externalities, and in many cases, candidates simply repeated the same points. Since the question required candidates to *outline* the concepts, many of them achieved 67 per cent of the total marks; the more prepared candidates achieved full marks.

In Part (c), candidates were required to discuss one way in which regional governments could correct each of the negative externalities they described in Part (b). Some candidates were able to score half of the total marks mainly because they did not discuss the points thoroughly.

Candidates should practise answering higher-order, cognitive questions since some examination questions require discussion, analysis and evaluation.

Question 3

Performance on this question was less than satisfactory. The mean mark was 8.06 out of 20 (40.30 per cent). The standard deviation was 4.94. One candidate achieved the maximum available mark.

Part (a) required candidates to define the term *derived demand*. Most candidates were able to write a correct definition, however, a few simply cited that the demand for some goods affect the demand for other goods, rather than being specific in stating that it is the demand for the good that the factor makes that determines the demand for the factor. The difference seems slight but is profound.

In Part (b), candidates were required to explain the impact of the derived demand of the oil market in relation to the Caribbean's land, labour and capital markets. Most candidates were able to respond accurately in relation to land and labour, however, many candidates confused financial capital with physical capital.

In Part (c), candidates were required to discuss three ways in which new oil production may improve a country's human development indicators in the long run. Most candidates seemed unaware of the

HDI indicators and were unable to thoroughly answer the question. Those who were aware of the indicators were able to score well on this part of the question.

Candidates must understand the concepts in the main branches of the economics discipline. Capital in both microeconomics and macroeconomics refer to capital stock, including inventory, but the main emphasis is capital stock such as machinery, not equities and bonds, although these may be used to finance capital investment. It is clear that little emphasis is placed on this module and it is recommended that candidates study this area in more depth.

UNIT 2 — MACROECONOMICS

Paper 01 — Multiple Choice

This paper consisted of 45 items, 15 questions on each module. The items spanned knowledge, comprehension and application. Performance on the paper was good. The mean mark was 67.86 out of 90 (75.39 per cent). The standard deviation was 17.14. Approximately 88 per cent of candidates scored at least 50 per cent of the maximum available marks on this paper. The highest mark was 44 out of 45, and was achieved by 139 candidates.

Paper 02 — Essays

This paper consisted of three questions, one per module. Candidates were required to answer all questions. Each question was worth 25 marks. The mean score was 37.25 out of 75 (49.67 per cent). The standard deviation was 15.17. The highest mark was 71 out of 75, and was achieved by one candidate.

Question 1

Performance on this question was only fair. The mean mark was 12.38 out of 25 (49.52 per cent). The standard deviation was 5.14. One candidate achieved the maximum available mark. Approximately 55 per cent of the candidates achieved 50 per cent of the available marks.

Part (a) tested candidates' ability to recall the definition of two components of aggregate expenditure. Part (b) required candidates to identify variables in a given consumption function and to use the information provided to calculate the marginal propensity to save, and the multiplier. Additionally, candidates were required to interpret the multiplier value. Part (c) tested candidates' understanding of the classical model of the macro economy. The question required candidates to analyse the impact of an increase in the money supply on the economy and to use the classical aggregate demand and aggregate supply diagram to explain this impact.

Although Part (a) required only a definition, candidates performed poorly in this part of the question. The majority of candidates failed to use the economic definition of investment but rather focused on

a financial definition, which was not accepted. Candidates failed to include the pertinent aspects of the investment definition such as *capital goods, inventory or machinery/ equipment*.

The majority of candidates performed well on Part (b). In Part (b) (i), the variables were easily identified by candidates and a significant number of candidates were able to score full marks. Many students identified Y_d as 'income demanded' or 'national income' and this was not rewarded. Instead of identifying *marginal propensity to consume*, a few candidates identified 'marginal propensity to save' and this was not accepted. In Part (b) (ii), candidates were required to calculate the marginal propensity to save given the consumption function. This part of the question was well known and the majority of candidates scored full marks. In Part (b) (iii), although candidates had the ability to calculate the multiplier, they struggled to interpret the meaning of the calculated answer. A noticeable percentage of candidates were unable to elaborate beyond the formula and hence, only scored one of the four available marks.

In Part (c), candidates were required to use a diagram of aggregate demand and aggregate supply to analyse the impact of an increase in the money supply on prices and output in the classical model. Very few candidates were able to provide the entire classical diagram with both the long-run and short-run aggregate supply curves. As a result, candidates failed to secure full marks but were rewarded for the parts of the diagram that they presented. Candidates failed to refer to the self-regulating mechanism of the classical model and in many instances did not include the restoration to full employment, which resulted in poor overall performance on this part of the question. Candidates who discussed the monetary transmission mechanism were rewarded for this demonstration of competency. Overall, the majority of candidates correctly concluded that prices would increase as a result of an increase in the money supply, however, they did not include the long-run aggregate supply and hence failed to get the impact on output correct. While the majority of candidates understood that there would be an increase in aggregate demand, very few candidates explained how equilibrium would be restored and therefore the majority of candidates did not include a fall in short-run aggregate supply, which would bring the economy back to full employment.

Recommendations to Teachers

Teachers should emphasize the economic definition of investment and should not use the financial definition. Additionally, teachers should emphasize that what may be an acceptable definition in another subject is not necessarily acceptable in Economics and can result in loss of marks.

Teachers must emphasize the variables in the consumption function and be efficient in explaining what each variable represents. Additionally, many students identified Y_d as induced consumption and this should be clarified. Teachers must also be thorough in their explanation of the relationship between MPS and MPC, including calculating one from the other.

Teachers need to ensure that students understand how the multiplier works in the economy and this can be done with the use of quantitative examples.

In the classical model of the economy, teachers should pay attention to the restoration of equilibrium/full employment after an event that disturbs this equilibrium. Teachers are also

encouraged to distinguish between a microeconomic demand and supply diagram and a macroeconomic aggregate demand and aggregate supply diagram.

It is recommended that when a specific diagram is required, the accompanying explanation must be specific and complete. Marks allocated for explanation will be awarded for explaining what the graph shows and little or no marks will be rewarded for speaking to issues not directly shown on the graph.

Question 2

Performance on this question was satisfactory. The mean mark was 13.23 out of 25 (52.92 per cent). The standard deviation was 5.99. Nineteen candidates achieved the maximum available mark. Approximately 50 per cent of candidates achieved 50 per cent of the available marks.

Part (a) required candidates to identify four macroeconomic issues that fiscal policy can address. Part (b) (i) required candidates to explain how fiscal policy can be used to address one macroeconomic issue. Part (b) (ii) required candidates to use a required reserve ratio of 10% and initial deposit of \$100 and illustrate how commercial banks create money. Part (c) required candidates to discuss three ways in which governments can manage national debt.

For Part (a), most candidates were able to identify macroeconomic issues; however, some candidates were not clear as to what these issues are and therefore gave responses like 'recession', 'unemployment', 'inflation' and 'balance of payment problems'.

For Part (b) (i), many candidates adequately linked a macroeconomic issue to an appropriate corrective fiscal policy; however, some candidates showed little understanding of the definition of fiscal policy and were unable to link the policy to an issue.

Many candidates did not demonstrate a comprehensive understanding of the concept of *money creation* in Part (b) (ii). These candidates were unable to describe the process, using the figures given. They were not clear as to how the reserves should be calculated and the loan figures generated.

In most cases in Part (c), candidates had problems identifying relevant strategies to manage national debt and often they confused debt with deficit.

Recommendations to Teachers

Teachers are encouraged to use classroom time to link macroeconomic issues to the real-world economy and to discuss how governments attempt to address the issues. This would help students to understand the issues and the role that fiscal policy plays. Furthermore, students should be shown the process of money creation and this can be done through the use of tables. In addition, students should also be made aware of different strategies and how they are used to manage national debt, for example, debt rescheduling, debt retirement, internal/external borrowing, increased taxation and reduced government spending. Also, attention must be placed on the term *discuss*, as students lost marks because both the pros and cons were not elaborated on while identifying the strategies.

Question 3

Performance on this question was less than satisfactory. The mean mark was 11.89 out of 25 (47.56 per cent). The standard deviation was 5.95. Thirteen candidates achieved the maximum available mark. Approximately 46 per cent of candidates achieved 50 per cent of the available marks.

This question tested candidates' knowledge of the theory of economic growth and development and aspects of international trade such as comparative advantage, the World Trade Organization (WTO) and arguments for and against protectionism as it applies to infant industries.

Part (a) required candidates to distinguish between economic growth and economic development. Candidates were expected to define each concept and explain how the concepts are different in terms of their scope and/or quantitative or qualitative indicators. For Part (b) (i), candidates were required to explain the WTO dispute function, that is, explain the role of the WTO as it pertains to settling trade disputes among member states. For Part (b) (ii), the concept of comparative advantage was to be explained along with an indication regarding what should be done once a country achieves it. Finally, in Part (c), candidates were required to discuss two arguments for and one argument against the protection of infant industries.

In Part (a) (i), approximately 70 per cent of candidates were able to offer fairly accurate definitions of both concepts. However, many candidates mentioned that 'economic growth is about GDP' rather than *an increase in real GDP*. The better prepared candidates defined each concept clearly and then distinguished the two terms by referring to the quantitative and qualitative indicators. A few candidates incorrectly defined economic development as 'a shift in an economy from a 'primitive' or agricultural-based economy that is underdeveloped to a service-based economy which is developed'. A minority of the candidates mentioned sustainable development.

For Part (b) (i), the vast majority of candidates were able to use the stem of the question to arrive at an answer and were awarded two marks. The general role of the WTO which is to promote free and fair trade amongst member states was mentioned by some candidates. There was also the misconception that the WTO had the power to solve trade disputes and therefore very few candidates were able to state what would happen if a resolution could not be reached. A few candidates erroneously stated that 'the role of the WTO was to give loans'.

In Part (b) (ii), most candidates were able to state that comparative advantage refers to the country that produces a commodity at the lowest opportunity cost. The general weakness was that a large number of candidates did not state what should happen once comparative advantage has been achieved by a country, that is, export or specialization in that good. As a result, most candidates scored only two marks on this part of the question. A few candidates explained absolute advantage rather than addressing opportunity cost.

Part (b) (iii) was done poorly by most candidates. The majority of candidates seemed unfamiliar with the concept of terms of trade. They simply guessed that it had to do with contractual arrangements between countries that are trading. Most candidates who were able to answer the question attained two marks by stating the formula but a large number of them did not explicitly state that it was a ratio

of export and import prices. A few candidates were able to gain the third mark by interpreting the terms of trade in terms of favourable or unfavourable.

Most candidates were able to attain marks for Part (c). Arguments presented in support of protectionism usually referred to employment creation, increased government revenue, the need to give the infant industries time to grow and a means of economic growth. Very few candidates made mention of national security issues or food security. Arguments against protectionism were less proficient. Many candidates approached the question by comparing infant industries to multi-national corporations (MNCs). Repetition was also an issue.

Recommendations to Teachers

Teachers should expose students to the glossary of key terms that they ought to use to ensure accurate definitions.

During lessons, teachers should use current issues that reflect the view that economic growth need not lead to economic development so that students can understand the scope of this area.

Teachers should provide opportunities for students to practise distinguishing clearly between two terms, especially with the use of key phrases.

The roles and functions of all three international financial institutions needs to be stressed. Teachers can emphasize the function and role of the WTO and arguments for or against it by organizing debating activities for students. The WTO website could also be accessed for more information.

The comparative advantage concept should be taught thoroughly. It should be made clear to students that it is used to justify free trade and then calculations used to show how international trade increases when countries specialize. It is also recommended that the relevance of the concept be evaluated in terms of its assumptions and practicality in today's world where many countries are diversifying their production and globalization has made the production of goods spread across many countries.

Although most candidates were able to gain marks, there was a general weakness in terms of how the answers were structured and analysed. There was also a deficiency in the use of economic terms. Students must be encouraged to use the language of the subject area throughout their responses.

The structured questions do not require essays as responses but much time was wasted with long introductions that were not required. Teachers should provide more opportunities for students to practise answering structured questions and guide them so that this bad habit is discouraged. The better candidates clearly stated the point/argument and even underlined them. The following format could be emphasized by teachers to further improve students' responses.

Argument for protectionism

- It creates employment.

- Protectionism involves the use of tariffs on imported goods which makes them more expensive.
- As a result, local consumers switch to locally produced goods thereby increasing demand.
- Infant industries will increase output and hire more people to work for them. (Derived demand will increase.)
- This will lead to an increase in employment and income. (A positive multiplier effect will occur.)

A summary of the tariff diagram is a useful concept to help students remember arguments for or against protectionism. Teachers could create a before-the-tariff and after-the-tariff table after students have drawn the diagram. The points from that diagram can help students improve their responses to questions of this nature and to gain full marks.

Paper 031 — School-Based Assessment (SBA)

Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented, analysed and mirrored the applicable economic concepts, principles, methods, and theories for the unit under investigation. The mean was 46.25 out of 60 (77.08 per cent). The standard deviation was 12.0. Ten candidates achieved the maximum available mark.

Strengths of Unit 2 Projects

- Students demonstrated a good knowledge of the theories, principles, and concepts necessary to present good projects.
- The topics chosen were appropriate and were in agreement with the criteria (mark scheme) outlined in the syllabus.
- The economic concepts used were related to the topic selected; they were clear, precise and significant.
- Economic theories were appropriately used.
- There was evidence of marked improvement in the analysis and the interpretation, as students showed an accurate calculation of economic data and relatedness to variables.
- Some students showed that they were able to well articulate and organize their pieces of evidence which showed good problem-solving skills.
- Students presented theoretically correct judgments based on the findings of their research topics.
- Some students demonstrated good citations and referencing of the data sources from which information was garnered.
- Excellent use of language and reporting skills were evident throughout the report.

Weaknesses of Unit 2 Projects

- The topic chosen for the research should be logical and coherent, for example: *The Impact of the Ban on Sugary Drinks on the National Income of Jamaica*. Some topics selected were not relevant to the unit.
- The secondary data source used in some cases did not support the areas being investigated. The information was used in a general sense with no concrete evidence as the students were simply reporting. No form of analysis of the specific area under investigation was provided.
- Some students used primary research to analyse macroeconomic concepts and principles. For example, looking at the impact of inflation in Jamaica among a group of workers at a named institution.
- This year in particular some students used the CSEC Economics SBA guidelines and format.
- The recommendations should be workable solutions to the problems presented and not just social or political commentary; they should also be linked to the findings.
- Most methodologies were incomplete and poorly done.
- Students are still having challenges linking the judgment and recommendations to the topics being researched and the findings.

Paper 032 — Alternative to School-Based Assessment

Twenty-three private candidates wrote the examination. The mean mark was 24.83 out of 60 (41.38 per cent). The standard deviation was 10.66. The highest mark was 46 out of 60, and was achieved by one candidate.

Question 1

Performance on this question was poor. The mean mark was 3.39 out of 20 (16.95 per cent). The standard deviation was 3.03. The highest mark was 11 out of 20. This was achieved by one candidate.

Part (a) comprised two parts. It required candidates to define the terms *nominal GDP* and *inflation*. Part (b) required candidates to use the information provided in a given table to determine why investors would be inclined to invest in one country over another. Part (c) asked candidates to use the Keynesian Cross diagram to demonstrate the impact of an appreciation of the exchange rate on the economy.

Candidates' performance on Part (a) was fair. However, for the definition of nominal GDP, although candidates were familiar with the fact that nominal GDP was not adjusted for inflation, they failed to define GDP properly; several candidates erroneously defined GNP instead of GDP. In the definition of inflation, while the majority of candidates understood it to be an increase in prices, they failed to use key phrases such as *a persistent/sustained increase* and *general/average prices*. Candidates need to pay attention to key words to ensure that the true essence of the definitions are transmitted and that they obtain full marks.

For Part (b), many candidates were able to correctly identify from the table given, at least two reasons why investors would be more attracted to one country over another. The majority of candidates did attempt to justify these reasons but only a few were able to provide a comprehensive explanation and make the necessary links. Candidates need to improve their level of expression to thoroughly justify any arguments they put forward.

Candidates' performance in Part (c) was quite poor. Only a minority of candidates were familiar with the Keynesian cross diagram and only a few were able to demonstrate, on the diagram, the impact an appreciation of the exchange rate had on the economy. Candidates were more competent in providing an explanation of how the economy would be impacted by an appreciation of the exchange rate, than demonstrating such on the diagram. As a result, many candidates were able to secure some marks in the explanation but were unable to obtain full marks for this part of the question.

Question 2

Performance on this question was fair. The mean mark was 9.26 out of 20 (46.30 per cent). The standard deviation was 3.79. The highest mark was 16 out of 20. This was achieved by one candidate.

Part (a) required candidates to identify four monetary instruments used by the Central Bank. Part (b) (i) asked candidates to calculate the percentage change in the exchange rate between a given period and to state whether the currency appreciated or depreciated. Part (b) (ii) required candidates to determine the inflation rate from given information and to state whether there was hyperinflation based on the value. Part(c) required candidates to explain two effects of national debt on an economy and Part (d) asked candidates to explain how interest rates can be used to control inflation.

Candidates' performance on Part (a) was fair, as most candidates were able to provide two or more tools of monetary policy, the most familiar of which was printing money and the rate of interest. Candidates should familiarize themselves with the less popular tools of monetary policy.

Candidates performed poorly on Part (b) (i); this emphasized a deficiency in candidates' quantitative skills. Despite the numbers being provided, candidates struggled to calculate a percentage change and very few candidates were able to get full marks. However, the majority of candidates recognized that the currency depreciated and were rewarded for this. In Part (b) (ii), candidates easily determined the inflation rate and assessed that it was not hyperinflation, therefore in this part, candidates performed fairly well.

In Part (c), candidates' performance was fair. Many candidates were able to identify two effects of national debt on the economy. However, candidates struggled with proper expression and were not able to fully explain their points. As a result, they were unable to obtain full marks in this part.

In Part (d), candidates made several errors. Some candidates ignored the rate of interest and instead explained how taxes can be used to control inflation. Additionally, some candidates chose to reduce the rate of interest rather than increase it to control inflation. Overall, although some candidates managed to secure full marks, many struggled in this section. Candidates must work on their expression and pay attention to detail.

Question 3

Performance on this question was poor. The mean mark was 5 out of 20 (25 per cent). The standard deviation was 3.46. The highest mark was 12 out of 20. This was achieved by one candidate.

Part (a) required candidates to outline two benefits of a fixed exchange rate system. Part (b) asked for a description of two forms of economic integration. Part (c) (i) asked for an explanation of the impact of repatriated profits on the exchange rate of a country and Part (c) (ii) required candidates to use the information provided to determine which countries experienced a decline in their terms of trade and to justify their response.

Part (a) was answered reasonably well, as candidates were able to at least identify the benefits of the fixed exchange rate system. However, many candidates failed to *outline* as the question required. Candidates must pay attention to the descriptive words used in questions.

In Part (b), candidates were very familiar with examples of economic integration, especially CARICOM, but had difficulty distinguishing between the various forms. Candidates must pay attention to the distinguishing features of each stage of economic integration, to ensure clarity.

In Part (c) (i), candidates understood that repatriated profits represented a leakage from the economy but had difficulty linking the repatriated profits to the exchange rate. Similarly, in Part (c) (ii), candidates were not familiar with the relationship between the exchange rate and the terms of trade and therefore struggled to make the necessary link between the information provided and the question.

A major concern is that candidates do not possess the required depth and breadth of knowledge of the material. Candidates also struggled with their expression. Candidates' answers demonstrated only basic knowledge of the concepts and little application skills. It is highly recommended that students address these shortcomings by seeking guidance from teachers on the subject matter.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

JUNE/JULY 2021

**ECONOMICS
UNIT 1**

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INTRODUCTION

The CAPE Economics examinations consist of two units, each examined by the following papers:

Paper 01 — Multiple Choice

Paper 02 — Essay

Paper 031 — School-Based Assessment (SBA); done by school candidates

Paper 032 — Alternative to School-Based Assessment; done by private candidates

The overall performance of candidates was satisfactory.

Unit 1 dealt with microeconomic theories, concepts and issues. Performance in Unit 1 was good. The mean mark was 173.55 out of 300 (57.85 per cent). The standard deviation was 47.30.

Unit 1 is divided into three modules:

Module 1 — Methodology: Demand and Supply

Module 2 — Market Structure, Market Failure and Intervention

Module 3 — Distribution Theory

Module 1 tested candidates' basic understanding of the central problem of economics in relation to the production possibility frontier. The module also tested the theory of demand and supply in relation to the price elasticity of demand and the price floor. Performance on this module was satisfactory. The mean mark was 58.93 out of 100. The standard deviation was 21.05.

Module 2 examined candidates' understanding of the basic concepts of market structure and the types of benefits and goods. This module also examined how to correct market failures. Performance on this module was satisfactory. The mean mark was 54.23 out of 100. The standard deviation was 19.29.

Module 3 required an understanding of the demand and supply and factors of production via the concept of marginal productivity and factors that influence the pricing of labour. The module also tested the distribution theory by focusing on the economic costs of poverty. Performance on this module was satisfactory. The mean mark was 50.77 out of 100. The standard deviation was 17.43.

PAPER 01 – MULTIPLE CHOICE

Paper 01 consisted of 45 items, 15 on each module, spanning knowledge, comprehension, application and interpretation of information. The mean mark was 70.41 out of 90 (78.23 per cent). The standard deviation was 19.11. One hundred and fourteen candidates achieved the maximum available mark. Eighty-five per cent of them earned more than 50 per cent of the available marks.

PAPER 02 – STRUCTURED ESSAY

Paper 02 required candidates to employ higher-level competencies to analyse economic issues, apply economic theories in solving problems and evaluate economic policies and programs. This paper consisted of three questions, one per module. Candidates were required to answer all questions. Each question was worth 25 marks. Performance on this paper was less than satisfactory. The mean mark was 27.40 out of 75 (36.53 per cent). The standard deviation was 15.52. The highest mark, 61 out of 75, was achieved by 3 candidates.

Question 1

Approximately 38 candidates scored at least 50 per cent of the available marks. Nine candidates achieved the maximum available mark. The mean mark was 11.03 out of 25 (44.12 per cent). The standard deviation was 6.49.

Candidate's Response to Part (a) (i)

1. (a) Define the term 'production possibility frontier' and state how it illustrates the concept of scarcity.
- The production possibility frontier shows the ^{maximum level} combinations of goods and services that can be produced, given the available resources and current state of technology. The basic economic problem is scarcity, that being the unlimited wants & needs being met by limited resources. The PPF ~~will hence~~ shows how we seek to solve the issue of scarcity and answer the 3 economic questions – what to produce, how to produce it and for whom. With the constraint of our scarce resources it depicts the various combinations between 2 goods that are possible and efficient and this is measured by the use of the indifference curve.
- Scarcity is illustrated as the economy is unable to produce ... \rightarrow
- [4 marks]

Examiner's Comments

The candidate correctly defined *production possibility frontier* (PPF) as showing possible combinations of two goods that can be produced by an economy with a given amount of resources and a fixed level of technology. The candidate then defined *scarcity* and explained that scarcity will prevent the economy from achieving points beyond the PPF. This showed that the candidate fully understood the concept and understood the link between scarcity and the PPF, so full marks were awarded.

Candidate's Response to Part (b) (i)

- (b) APB Motors is a car rental company. The following table shows the company's data points from its operations.

Rental Fee	Number of Cars Rented
\$850	97
\$1000	83
\$1250	78
\$1400	55

- (i) Calculate the price elasticity of demand when the rental fee increases from \$1250 to \$1400.

$$PED = \frac{\% \Delta Q_D}{\% \Delta P} = \frac{29.5}{12} = 2.46 = 2.5$$

$$\left. \begin{array}{l} \% \Delta Q_D = \frac{23}{78} \times 100 = 29.5\% \\ \% \Delta P = \frac{150}{1250} \times 100 = 12\% \end{array} \right\} \text{Working}$$

Examiner's Comments

From the information provided, the candidate performed an error-free calculation of the price elasticity of demand (PED) and earned full marks.

Candidate's Response to Part (b) (ii)

- (ii) Based on the price elasticity of demand calculated in (b) (i), suggest with reasons, whether the owners of APB Motors should increase or decrease their rental fees.

The price elasticity of demand is greater than 1 meaning that it is elastic. This means that the percentage change in ~~price~~ quantity demanded of rented cars is more than proportional to the percentage change in rental fee. For this reason, according to the law of demand the owners of APB Motors should decrease their rental fees hence thus increasing demand and increasing total revenue. This is because rented cars in this example are normal goods as they follow the law of demand, or an increase in ~~the price rises~~ price will cause a decrease in quantity demanded.

[4 marks]

Examiner's Comments

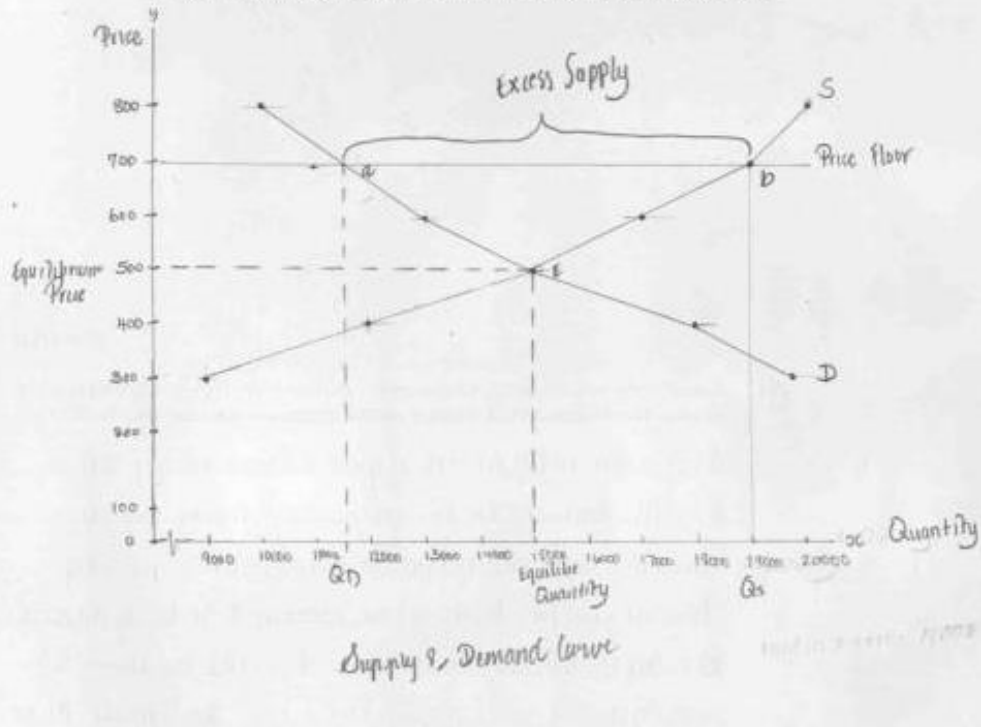
The candidate understood that the PED calculated in Part (b) (i) was elastic, indicating that the percentage change in quantity is greater than the percentage change in price. Also, the candidate correctly indicated that price should be lowered to increase total revenue. The response was awarded full marks.

Candidate's Response to Part (c)

(c) The following table shows the market schedule for a given good.

Price	Quantity Supplied	Quantity Demanded
\$300	9 000	20 000
\$400	12 000	18 000
\$500	15 000	15 000
\$600	17 000	13 000
\$700	19 000	11 000
\$800	20 000	10 000

With the aid of a fully labelled diagram, analyse the impact of a price floor of \$700 on this market. In your response, include a definition of the term 'price floor'.



A price floor or a minimum price is a price control set above the equilibrium price by the government in order to increase income sustainability.

On the graph drawn, the equilibrium price

A price floor, or minimum price is a price control set by the government above market equilibrium in order to increase income sustainability.

On the graph drawn the equilibrium quantity of the good is 15,000 while

the equilibrium price is \$500. The government however would have

set the price floor at \$700. At this price level, the quantity ^{demand} demanded

will decrease to around 11,500 whereas the quantity ^{supply} supplied will

now be at 19,000. By setting this price floor there has been an

extension of ^{supply} supply which is met by a contraction of ^{demand} demand. This

results in market disequilibrium, particularly excess supply as

consumers ^{buy goods} will not want to produce at that level of ^{price} production. The

price floor therefore inhibits the ^{price} market mechanism. Left to the

^{price} market mechanism this contraction in demand would signal to producers

to reduce price with the incentive of increased demand and revenue. The

excess supply would have been rationed away thus resulting in an efficient

allocation of resources where market equilibrium would once again be

found. This is unable to happen though as a price floor has been set

To some extent it may have been advantageous, in the end however

it would lead to market disequilibrium.

Examiner's Comments

The candidate drew a perfectly labelled diagram. Axes were correctly labelled, demand and supply curves were correctly drawn, the equilibrium price and price floor were correctly indicated, and the surplus was shown on the diagram.

The candidate showed an excellent understanding of the impact of a price floor on the market. The candidate competently explained that a price floor is a legal government-imposed restriction that is set above the equilibrium and results in excess supply. The candidate earned full marks in this section.

Recommendations

- It is important for candidates to note that the PPF shows the combinations of the two goods that could be produced when resources are fully utilized. During instruction, teachers should also illustrate *scarcity*, *opportunity cost* and *choice* using the PPF.
- Adequate practice is needed with elasticity calculations, to avoid the number of errors observed. Additionally, special emphasis needs to be placed on the relationship between PED, total revenue, and decision-making by firms.
- Prospective candidates should be shown how to illustrate price floors on a market diagram. Emphasis should also be placed on the impact that a price floor has on the quantity demanded, quantity supplied and its overall impact on the market. It is important for candidates to understand that the price floor is a legal restriction that results in market disequilibrium. This topic should be explored graphically and with words.

Question 2

The mean mark was 9.23 out of 25 (36.92 per cent). The standard deviation was 5.48. Approximately 37 per cent of candidates scored at least 50 per cent of the maximum available mark.

Candidate's Response to Part (a) (i)

Define EACH of the following terms:

- (i) Economic loss

An economic loss is where a firm's average revenue is less than their average costs.

[2 marks]

Examiner's Comments

The candidate provided an accurate definition of economic loss, where average cost (AC) > average revenue (AR).

Candidate's Response to Part (a) (ii)

- (ii) Abnormal profit

Abnormal profit exists where the average revenue of the firm is greater than their average cost.

[2 marks]

Examiner's Comments

The candidate provided an accurate definition of economic loss, where $AC < AR$.

Candidate's Response to Part (b) (i)

- (b) (i) Distinguish between 'private benefits' and 'external benefits'.

Private benefits refers to the benefits that a person ~~person~~ receives who was directly involved in the production and consumption of a good or service while external benefits refers to the benefits enjoyed by third parties who was neither a consumer or producer of a good or service.

[4 marks]

Examiner's Comments

The candidate showed a clear understanding of the difference between private benefits and external benefits. The candidate accurately stated that private benefits are experienced by persons directly involved in the production or consumption of the good whereas external benefits are experienced by persons not directly involved in the production or consumption of the good.

Candidate's Response to Part (b) (ii)

- (ii) Explain what is meant by the term 'merit good' and state an example of a merit good.

A merit good is a good that generates positive externalities in an economy and is seen to bring benefits. It is usually underproduced as firms do not recognize their external benefit in society. A merit good can be produced both through the public sector as well as private sector. It is usually produced by the public sector as if it is underproduced, the government would step in and produce it as it is seen to bring benefits to the country. An example of a merit good is Education.

[5 marks]

Examiner's Comments

The candidate provided a very good response to this part of the question. The candidate defined *merit good* accurately and proceeded to explain that this type of good is usually under-produced and hence the market requires government intervention. Correct examples were used but the candidate failed to indicate how an optimal consumption level will be achieved; hence one mark was lost.

Part (c)

Consider the following excerpt.

Each CARICOM state derives varying levels of economic and socioeconomic benefits from its respective coastal and marine fisheries resources, some of which are shared. Currently, most states allow open access to their fisheries. There is no agreement among the countries pertaining to accessing the region's fisheries resources, in particular those that are shared. The continuation of such uncoordinated open access to these resources, despite regulated fishing in some states, could lead to overfishing and severe resource depletion. It would also result in reduced harvest levels, triggering food and nutrition insecurity and lower export earnings.

Excerpted from *Caribbean Regional Fisheries Mechanism (CRFM) "Implementing CARICOM's Common Fisheries Policy: Increasing Countries' Economic and Social Benefits"*. CRFM Policy Brief No. 2, 2014, p.1.

Candidate's Response to Part (c)

Discuss how Caribbean governments could use EACH of the following measures to control the externalities arising from overfishing:

- (i) Legislation
- (ii) Taxation
- (iii) Quotas

The government could pass a legislation to control the externalities from overfishing by ordering that fishermen in their country would only be allowed to fish from a certain area. By doing so, this would decrease the open access which con...

decrease overfishing and resource depletion as they only have a limited area to fish from. This would prevent the externalities as the ~~country's~~ country's supply would not be drained or overconsumed.

In terms of taxation, the government can place a tax ~~off~~ on fish which would lead to an increase in price. From this increase in price, it would be passed onto consumers ^{by higher prices} who would now demand less fish as it now unaffordable to some consumers. This decrease in demand would now send a signal to fishermen to reduce their supply as they are now selling less amounts ~~which could also result in wastage~~. As these fishermen now catch less fish, this results in a decrease in the country's externalities. Lastly, if the government were to place a Quota on

fish, this means that there is now a specified quantity or limitation that fishermen now have to follow in terms of their fish quantities. With this quota placing a limit, this means that fishermen would not be able to capture as much

fish as they went from the open access. This limited quantity being placed on them would now decrease the country's externalities as overfishing is not happening anymore as well as the severe resource depletion is prevented.

Examiner's Comments

The candidate provided an excellent discussion of the three strategies governments can use to manage the problem of overfishing.

As it pertains to legislation, the candidate suggested that the government place legal restrictions on the size of the area where fishermen can fish. The reduction in the size of the area will reduce the amount that fishermen catch and therefore prevent resource depletion. For taxation, the candidate showed great competency in this area and was able to properly explain that the imposing a tax will reduce the demand for fish, which will reduce overfishing. The candidate gave a comprehensive response to the use of quotas to prevent resource depletion and externalities. The candidate correctly defined the term *quota* and explained that the quota would reduce how much fish is caught and prevent externalities and resource depletion caused by overfishing. The candidate earned 4 out of 4 for each of the three strategies.

Recommendations

- Some emphasis should be placed on using economic jargon during instruction so that key terms can become more familiar to prospective candidates.
- More attention should be paid to distinguishing between private, external and social benefits and costs. Teachers should encourage students to transfer their knowledge from one module to another.
- In general, more attention should be paid to common property resources as a cause of market failure as well as the government interventions used to correct the same.

Question 3

The mean mark was 8.08 out of 25 (32.32 per cent). The standard deviation was 5.63. Approximately 14 per cent of candidates achieved at least 50 per cent of the maximum available mark. One candidate achieved the maximum available mark.

Candidate's Response to Part (a) (i)

- (i) Marginal physical product

Marginal physical product refers to the extra output received from employing an additional factor such as labour.

[2 marks]

Examiner's Comments

The candidate provided a perfect definition of MPP.

Candidate's Response to Part (a) (ii)

- (ii) Marginal revenue product

Marginal revenue product refers to the additional revenue received from employing an extra factor such as labour.

[2 marks]

Examiner's Comments

The candidate provided a perfect definition of MRP.

Candidate's Responses to Parts (b) (i) to (iii)

(b) Explain how EACH of the following can impact the pricing of labour (or wages):

(i) Minimum wages

Minimum wages refers to the least amount of money (wages) that should be paid for labour. The government sets minimum wages to ensure that there is a fair return for labour supplied and also to make sure that the wages received can be used afford basic needs. The firm will hire labour up to the point where the labour MRP is equal to the cost of that labour. The minimum wage Employers would have to increase wages (if it is below minimum wage) to facilitate this act. Therefore, minimum wage has the potential to increase the price of labour.

(ii) Industrial action

Industrial action refers to actions taken by employees such as go slow or strike. If workers should strike, then employers might consider to increase their wages. Since the employer would not want to spend money to advertise or train new workers, they will increase the employees wages. Therefore, industrial actions has the impact of increasing the price of labour (wage).

especially if the demand for labour is high and the supply is low. The employer could resort to this problem by increasing wages.

(iii) Collective bargaining

Collective bargaining refers to when workers come together normally through a trade union to bargain or seek for better working conditions or higher wages. When workers come together, they will have a better negotiating power to influence their employer to increase their wages especially if their MRP is higher than the cost. Collective bargaining will increase the price of labour (wages) which can also cause the employer to hire less labour if he/she cannot afford the same amount of labour as before.

[9 marks]

Examiner's Comments

- i. This candidate correctly defined minimum wage and indicated that it would result in a wage increase. However, the candidate failed to say it would result in a decline in employment and therefore earned 2 of the 3 marks.
- ii. The candidate was competent at explaining the impact of industrial action on the wages of workers and made use of proper examples, which resulted in full marks being awarded.
- iii. The candidate showed excellent understanding of collective bargaining, as it was clearly defined, the impact on wages correctly stated and the impact on employment was clear. The candidate earned full marks.

Candidate's Response to Part (c)

- (c) Discuss how EACH of the following factors could affect the economic costs of poverty:
- (i) Unemployed human resources
 - (ii) Inefficiency of government spending
 - (iii) Environmental degradation

i) Unemployed human resources - This can be defined as a state where human skills or talents are not used. When human resources are not used, it can slow down the economic growth of a country. If no jobs are available where persons can utilize their skills, it will be unemployed and the country might be losing out on such a skill or talent. These persons might also fall into all-ways if they cannot find a job to use their skills in order to take get themselves out of poverty which these all-ways might increase social costs. When persons skills are not needed, they will out of a job and without a job, they will not be able to provide for their basic needs and as such they will be living in poverty.

ii) Inefficiency of government spending - This is where government will have to redirect resources from a sector to provide more unemployment benefits. The government would have to stop spending as much as it did on lets say education to provide assistance to these persons. This means that the education ^{sector} might be put on a ^{pause} hold end which can also cause

poverty in the long run as without education, there is less chance for someone to be employed and as such increasing poverty. Inefficiency of government spending can increase the costs of poverty as the government redirecting resources from one sector to another increases the chance of poverty. Government should ensure that their spending is efficient which will decrease poverty. Inefficient spending can decrease economic growth and development.

ii) Environmental degradation - This refers to destroying the environment through many factors such as pollution. When the environment is degrading, it means that there will be little to no resources to produce goods. This will cause businesses to close down and employees to lose their jobs. This affects the economy by contributing to poverty as more persons will be unemployed and therefore falling into poverty. This will cause the government to reallocate resources from one sector to provide assistance for those in poverty which can decrease economic growth and development. Environmental degradation adds to poverty as without resources to provide goods and services, there will be no need for employees which will leave persons unemployed and increase their chances of being in poverty.

[12 marks]

Examiner's Comments

Candidates are expected to present at least four distinct and relevant statements for each factor to receive full marks.

- i. The candidate fully explained the impact of unemployed resources on the economic costs of poverty. The candidate explained that these idle resources would slow economic growth, leading to more persons being unable to meet their basic needs and ultimately leading to higher economic costs associated with poverty. The candidate was awarded 4 out of 4 marks.
- ii. The candidate showed good understanding of how inefficient government spending can increase the chances of persons ending up in poverty and hinder economic growth and development. The candidate earned 3 out of 4 marks.
- iii. The candidate showed good understanding of the link between environmental degradation and poverty. The candidate understood that destroying natural resources may result in higher unemployment and poverty. The candidate earned 3 out of 4 marks.

Recommendations

- Teachers can reinforce the concepts of MPP and MRP through practice and by emphasizing the term *marginal* in reference to “additional” or “change.” Also, teachers are encouraged to emphasize the graphical presentation of minimum wage and its impact on the labour market.
- The concepts of *industrial action* and *collective bargaining* should be reinforced even though prospective candidates would have most likely done it at CSEC level. Reinforcement can be achieved through the use of panel discussions or even role play to make the concepts more meaningful and applicable.
- In addition to teaching about the costs of poverty, teachers can find various scenarios to apply the concept, for example, organizing visits to communities that are deemed impoverished. Students can then be asked to identify factors that influence continued poverty within these communities.

Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented, analysed and mirrored the applicable economic concepts, principles, methods, and theories for the unit under investigation. The mean mark was 45.30 out of 60 (75.50 per cent). The standard deviation was 9.19. Twenty-nine candidates achieved the maximum available mark. Ninety-three per cent of candidates earned more than 50 per cent of the available mark.

Strengths

- Students chose topics relevant to the syllabus and some students offered well-structured topics.
- Many students performed well in the methodology section. Most projects provided detailed explanations of instruments used and gave adequate justification for instruments and sampling techniques.
- Most projects presented data very well using various graphical representations such as pie charts, bar graphs, line graphs and tables.
- Many students used good grammar and expressed their thoughts clearly.
- Many projects showed strong interpretation and data evaluation.
- Many students provided well-structured research projects.
- Most students investigated problems that were applicable to the real world.

Weaknesses

- Many projects failed to fully apply the data to economic concepts. Thus, some projects did not seem economic in nature.
- Some students failed to adequately recognize the limitations of economic data and therefore some of them made absolute evaluations and recommendations based on such data.
- Many projects lacked well-developed points that linked the results of data analysis to economic theory.
- Some project titles were vague leading to unclear objectives. Also, general objectives were pulled directly from the syllabus, for example, “to interpret an economic problem”. In such cases, there was no attempt to adjust the objectives so that they could express the student’s research intent.
- Students should ensure that an appropriate sample size is chosen to generate reliable data.
- Students should not select a topic from all three modules; one topic should be selected from a module.
- Students should only focus on the objectives identified at the beginning of their projects.
- Students need to improve their grammar.

Recommendations

- Aims should address a specific good or service and be closely related to the stated objectives.
- Students should focus on the aims and avoid irrelevant sections, content, and calculations.
- Students should apply their data analysis to the appropriate economic models and theories.
- The limitations of a specific economic theory should be incorporated when interpreting data associated with that theory. This will help students to make appropriate conclusions and recommendations.
- Students should discuss findings from the data to see if they are consistent with economic theory and also explain any divergence between the findings and the theory.
- Objectives should be clear, related to the project title and indicate the main essence of the project.
- Students should merge the data presentation with the analysis to make it easier for teachers and examiners to follow.
- Students should limit the number of objectives. It is recommended to have one overarching aim and two objectives.
- Students should choose one topic from any of the Unit 1 modules.
- Students must remain on topic throughout their SBAs and should use relevant examples to illustrate economic concepts.
- Teachers should ensure that students acknowledge their information sources with both in-text citations and the references/bibliography.
- Teachers should give assignments that focus on applying economic theories, principles, and concepts to solve case studies. This would put students in the mindset to view economics as a tool to solve daily problems. Then, the SBAs would perfectly blend data presentation, sound economic analyses, and relevant policy recommendations.
- Teachers should collect the SBAs in distinct sections throughout the year. This helps students to master each section and successfully transition to the other sections. For example, the first submission could be the topic, aims and objectives, and methodology. Students should then be allowed to proceed with their projects once the teacher gives them feedback, guidance and permission to proceed.

PAPER 032 – ALTERNATIVE TO THE SCHOOL BASED ASSESSMENT

Nine candidates wrote Paper 032. The mean mark was 37.33 out of 60 (62.22 per cent). The standard deviation was 10.52. Approximately 67 per cent of candidates achieved at least 50 per cent of the maximum available mark. The highest mark, 51, was achieved by one candidate.

Question 1

Performance on this question was fair. The mean mark was 12.22 out of 20 (61.1 per cent). The standard deviation was 4.68. The highest mark was 18 out of 20. This was achieved by one candidate.

Candidate's Response to Part (a)

- (a) Define the term 'factors of production'.

Factors of production refers to those resources that are used to produce goods. The factors of production include land, labour, capital and enterprise.

[2 marks]

Examiner's Comments

The candidate gave a full definition of *factors of production*.

Candidate's Responses to Parts (b) (i) to (ii)

(b) Explain how the existence of ROSCAs can affect EACH of the following factors of production:

(i) Labour

ROSCAs can affect labour as it can make paying wages easier for small business owners. As the ROSCA allows for the pooling of member's contributions into a fund. This can help members to easier acquire workers and ~~cover their~~ ^{the} money needed to cover their expenses.

(ii) Capital

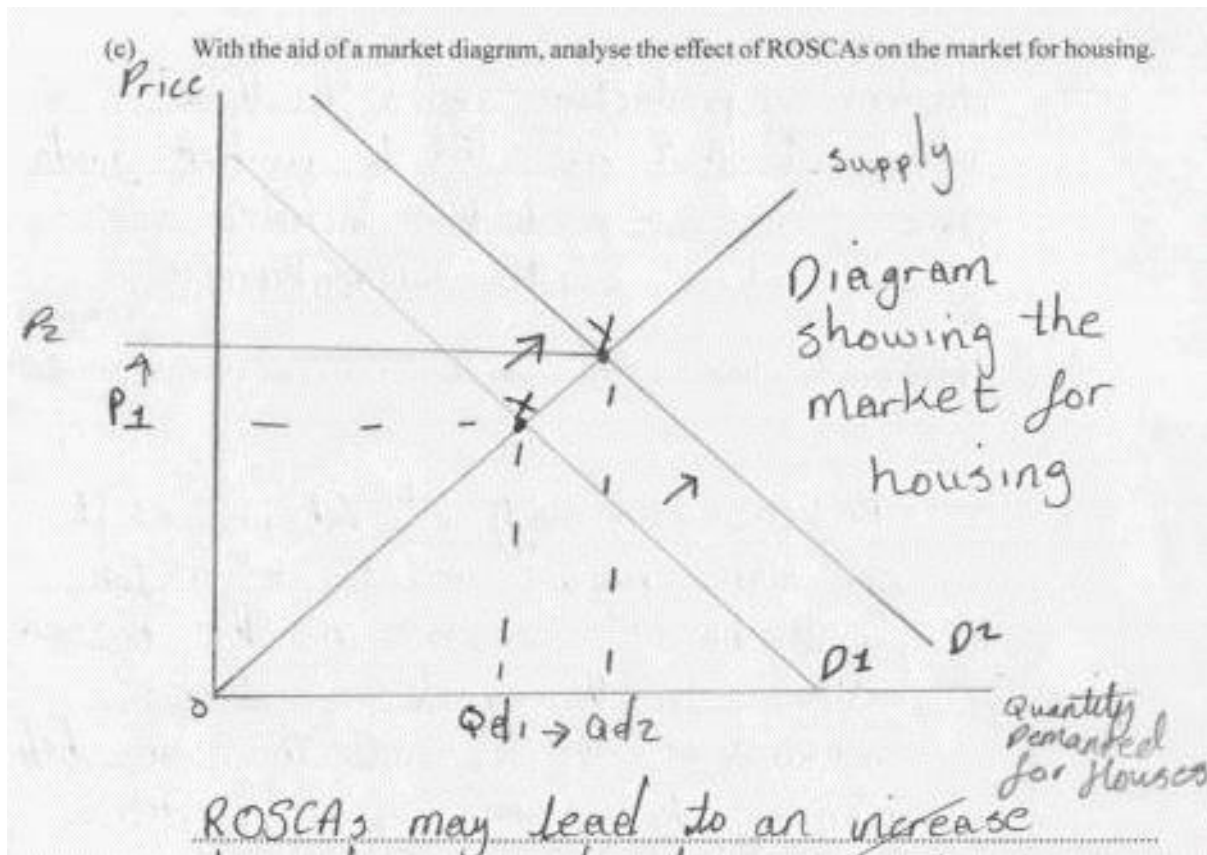
As they are usually found in areas where it is relatively hard to find financial institutions (banks). They can be a way to source finance as well. Business owner can use his "hand" in the sou sou as start up capital to establish his business. As well as to purchase machines and equipment.

[6 marks]

Examiner's Comments

The candidate gave only two clear arguments for the impact of ROSCAs on labour and was awarded 2 of the 3 marks. However, full marks were awarded for impact on capital.

Candidate's Response to Part (c)



The diagram above shows that ROSCAs may lead to a ~~decrease~~^{increase} in demand of housing. This increase in demand is due to a change in income, income is said to change as the ROSCA allows for members to receive a lump sum at a particular time period. This lump sum directly increases demand. As land is a fix factor of production the supply curve remains constant.

However the Quantity Demanded increases from point Q_{d1} to Q_{d2} . It should also be noted that the Equilibrium point is no longer point X but point Y. This is ~~as a result~~ as a result in both price and quantity demanded changes. Demand shifts to the right from D_1 to D_2 while price increases from P_1 to P_2 .

Examiner's Comments

The candidate gave a good response but did not mention the fact that the excess demand at the original price led to upward pressure on the price. The response was therefore awarded 11 out of 12 marks.

Recommendations

Teachers should do the following:

- Provide students practice with case studies; it is noted that there is often a struggle with applying economic theory when analysing cases
- Ensure that students understand and can explain how factor inputs change in response to changes in the market and wider economy
- Emphasize that students become experts at using the market diagram to illustrate the impact of curve shifts on equilibrium and are able to explain the graph using words.

Question 2

Performance on this question was fair. The mean mark was 10.44 out of 20 (52.20 per cent). The standard deviation was 3.61. the highest mark was 17 out of 20 and was achieved by one candidate.

Candidate's Response to Part (a)

2. (a) Although ROSCAs' main goal is satisficing, formal financial institutions aim for other goals. Identify THREE goals of ROSCAs, other than profit maximization and satisficing.

- Development (Better circumstances)
- Market Domination
- Allocative Efficiency

[3 marks]

Examiner's Comments

The candidate used the case very well and received full marks for the response.

Candidate's Response to Part (b)

- (b) Making reference to THREE characteristics of the market structure presented in the case, explain why ROSCAs can be approximated to perfect competition.

① Limited/No Barriers to Entry/Formation As a ROSCA is simply a group of individuals making a contribution to a common end, and there are not formal requirements, this means that they are easy to establish.

② Many buyers and sellers. ROSCAs are plentiful and so are the persons that demand them. This is a characteristic of perfect competition 'many buyers (consumers) and many sellers'.

③ Near identical services - All the terms used to describe a ROSCA: 'partner', susu, sel, and meeting turn, These all provide the identical service, pooling money and distributing it.

Examiner's Comments

The candidate provided good responses in this section - except for section on many buyers and sellers. The response was awarded 2 out of 3 marks.

Candidate's Response to Part (c) (i)

(c) Analyse how ROSCAs may help to alleviate the problem of market failure in the financial sector caused by

(i) monopolies

Monopolies focus on profit maximisation, and in the financial sector this ~~may~~ limits the persons that can afford to consume the products provided, as the prices are high.
ROSCAs are purely focused on satisfaction, and this means that they operate at the productive optimum. This means that more persons have access to a financial institution, though it may not only be a informal one.

[4 marks]

Examiner's Comments

The candidate incorrectly stated that ROSCAs are only focused on satisfaction. This response was awarded 3 out of 4 marks.

Candidate's Response to Part (c) (ii)

(ii) asymmetric information.

Asymmetric information is a huge 'lie-up' when conducting business with a large, formal, financial institution. This can happen from both sides, consumer and supplier.

• Supplier has certain information in loan agreements that is 'hidden' (fine print, not provided specifically unless asked for)

• Consumer does not tell the formal institution about circumstances.

A ROSA however is made up of persons who are #
* Please see extra page. [4 marks]

Examiner's Comments

The candidate received full marks for this response.

Recommendations

- Teachers should emphasize to the students that the answers for these questions may lie within the case. Candidates should be able to link the characteristics of perfect competition to the case.
- Teachers should ensure that student understands and can express how market failure arises in different circumstances and how to correct them.

Question 3

Performance on this question was satisfactory. The mean mark was 14.67 out of 20 (73.35 per cent). The standard deviation was 4.42. One candidate achieved the maximum available mark.

Candidate's Response to Part (a)

3. (a) Define the term 'relative poverty'.

Relative poverty refers to the condition in which an individual is able to secure the basic needs of life, shelter, food, clothing, however, is unable to purchase goods consumed by ~~the~~ society, as their ~~high~~ power is less than others in [2 marks]

Examiner's Comments

The candidate provided a good response and received full marks.

Candidate's Response to Part (b) (i)

- (b) (i) State ONE reason why TWO named groups of people may be susceptible to poverty.

① Invalids/Handicap - persons with disabilities are unable to perform some activities lessening their job opportunities. If unable to secure employment they may experience poverty, expensive care can also contribute to this.

② Dependents - persons above or under working age are unable to ear a living themselves. If these persons are not provided for by someone else they are unable to obtain necessities or wants and experience poverty. [4 marks]

Examiner's Comments

The candidate was able to correctly identify and state why the two named groups were vulnerable to poverty.

Candidate's Response to Part (b) (ii)

- (ii) Based on the case, explain TWO factors that might exclude the poor from formal financial sectors.

① If the poor are located in rural areas they may be unable to afford transport required to access financial services and it may be uneconomical and impractical. They could also lack the discipline or commitment to accumulate an amount worth depositing over a period of time preventing them from making large deposits occasionally.

② The poor may be unable to read and write and may be distrustful of written agreements. This could prevent them from securing the necessary documentation to access financial services. Also they may not own collateral required by formal financial institutions.

Examiner's Comments

The candidate gave full explanations of two factors that could exclude the poor from participating in the formal financial sector.

Candidate's Response to Part (c)

(c) Discuss TWO ways in which ROSCAs could aid in reducing poverty.

- ① ROSCA's could be a means of financing entrepreneurs who would not be able to obtain backing from large financial institutions. Successful ventures financed in this way could provide employment and provide a living for the entrepreneurs.

- ② ROSCA's could reduce the amount of money spent by low income earners who are relatively and even essentially poor on interest payments to large financial institutions. The money borrowed from ROSCA's is repaid overtime without interest. This prevents the consumer from spending more than the cost price of a good purchased using this financing.

Examiner's Comments

The candidate provided a good discussion of the two ways in which ROSCAs can reduce poverty.

Recommendations

- Teachers should ensure that students are able to provide full definitions for this module.
- Candidates should always approach this paper knowing that they are expected to make clear reference to the case in every response.
- Teachers should ensure that students understand and can express the economic costs of poverty and poverty-reduction policies.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

JUNE/JULY 2021

**ECONOMICS
UNIT 2**

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INTRODUCTION

Unit 2 is divided into three modules:

Module 1 — Models of the Macroeconomy

Module 2 — Macroeconomic Problems and Policies

Module 3 — Growth, Sustainable Development and Global Relations

Module 1 required candidates to demonstrate understanding of basic concepts of national income accounting, related calculations and its limitations. Performance was good. The mean mark was 55.56 out of 100. The standard deviation was 19.95.

Module 2 tested candidates' knowledge of monetary theory and policy, and fiscal policy. Performance was fairly good. The mean mark was 52.43 out of 100. The standard deviation was 18.32.

Module 3 examined with growth and development, international trade, exchange rate and foreign direct investments. Performance on the module was good. The mean mark was 56.08 out of 100. The standard deviation was 20.02.

PAPER 01 – MULTIPLE CHOICE

This paper consisted of 45 items, 15 questions on each module. The items spanned knowledge, comprehension and application. Performance on the paper was good. The mean mark was 67.14 out of 90 (74.60 per cent). The standard deviation was 15.71. Approximately 89 per cent of candidates scored at least 50 per cent of the maximum available marks on this paper. The highest mark, 88 out of 90, was achieved by 18 candidates.

PAPER 02 – STRUCTURED ESSAY

This paper consisted of three questions, one per module. Candidates were required to answer all questions. Each question was worth 25 marks. The mean score was 28.41 out of 75 (37.88 per cent). The standard deviation was 17.77. The highest mark of 66 out of 75 was achieved by five candidates.

Question 1

Performance on this question was less than satisfactory. The mean mark was 9.81 out of 25 (39.24 per cent). The standard deviation was 6.42. Four candidates achieved the maximum available mark. Approximately 45 per cent of candidates achieved 50 per cent of the available marks.

Candidate's Response to Part (a) (i)

- (i) Disposable income

Disposable income is the money available to individuals to spend and save, and it is personal income less taxes plus ^{employment} state benefits.

Examiner's Comments

The candidate provided the correct definition of *disposable income* and received full marks.

Candidate's Response to Part (a) (ii)

- (ii) Net national income

Net National ^{Income} ~~income~~ is the ^{total} value of final goods and service services produced by the citizens of a country, ~~both~~ ^{both} domestic and abroad, less capital consumption consumption.

Examiner's Comments

The candidate provided the correct definition of *net national income* and received full marks.

Candidate's Response to Part (b) (i)

- (b) (i) Explain the concept of 'double counting'.

~~Do Double~~ ^{Double} Counting occurs when the value of inputs ~~are~~ ^{of a good or service} added to the value of ~~that final~~ ^{final goods} good or service, in addition to it already being included in the value of the final good or ~~or~~ service. Since the value of inputs ~~are~~ ^{is} already included in the value of the final good and service, there is no need to add it again.

[3 marks]

Examiner's Comments

The candidate gave a good definition of *double counting*.

Candidate's Response to Part (b) (ii)

- (ii) Using an example, explain the concept 'marginal propensity to consume'.

Marginal propensity to consume is the proportion of extra income (an increase in income) which is ~~per~~ spent on goods and services. For example, if ~~Sally~~ Sally's income increases from \$500 a month to \$600, the marginal propensity to consume would be the percentage of the \$100 ($\$600 - \500) extra income, that ~~she~~ Sally would spend on goods and services.

[3 marks]

Examiner's Comments

The candidate correctly explained *marginal propensity to consume* (MPC).

Candidate's Response to Part (b) (iii)

(iii) The following information relates to the aggregate expenditure (AE) for an economy:

$$\text{Consumption (C)} = 100 + 0.8 Y$$

$$\text{Investment (I)} = 300$$

$$\text{Government spending (G)} = 60$$

Calculate the equilibrium level of income.

Equilibrium level of income:

$$Y = C + I + G$$

$$Y = 100 + 0.8Y + 300 + 60$$

$$Y - 0.8Y = 100 + 300 + 60$$

$$0.2Y = 460$$

$$Y = 460 / 0.2$$

$$Y = 2300$$

$$\text{Answer: } Y = 2300$$

[3 marks]

Examiner's Comments

The candidate provided an error-free calculation of the equilibrium level of income.

Candidate's Response to Part (c)

(c) Discuss THREE limitations of national income accounting.

National income accounting is limited by unrecorded activity such as illegal activity, ~~informal activities~~ and informal activity ^{services} ~~because it excludes them~~. When economic activity goes unrecorded this underestimates the actual level of national income. Although illegal activity is done outside of the ^{lawful} country boundaries, it is still important for ~~developing~~ ^{countries}, especially developing countries to have that knowledge. This information is important to countries knowledge because it looks into

the development of a country, which national income accounting does not take into consideration. This brings us to the next point.

Another limitation of national income accounting is that it does not ~~look~~ take into consideration the living standards within a country. A high ~~national~~ level of national income is only an indication of economic growth, ~~and~~ and it does ^{is} not automatically mean a sign of ~~an~~ economic development. Increased levels of national income may seem like a positive outcome, but could mean for some increased ~~and~~ working hours, which ~~can~~ can cause stress and ~~an~~ anxiety, learning of new skills through training, which ~~may~~ can cause fatigue and stress; ~~and~~ ~~working~~ ~~environmental~~ ~~environments~~ ~~Increases~~ in National income increase can also cause environmental damage, due to ~~an~~ resource depletion ~~caused~~ by firms in an effort to meet ^{an} increasing demand for goods and services.

National income does not show the distribution of income. Even though national income may be high, it ~~ignores~~ ignores the level of income inequality faced within a country. Therefore national income accounting cannot be used by ~~gov~~ government to assess the level of poverty faced within their country and thus cannot ~~take~~ use the information from national income

accounting to ~~in~~ ~~affair~~ influence their spending on
~~poverty~~ ~~fixing~~ encouraging income equality. This further
proves that ~~national income~~ ^{increased} national income accounting
~~is~~ is not an indication of improved living standards
standards within a country.

[12 marks]

Examiner's Comments

Candidates were expected to present at least four distinct and relevant statements for each limitation to receive full marks. This candidate provided a fair discussion with some arguments lacking further development.

Recommendations

- Teachers should ensure that students can provide accurate definitions of the basic terms in this module; many responses did not include depreciation or capital consumption. Also, teachers should ensure that students are able to give detailed explanations of key concepts.
- Teachers should focus on having students master basic calculations in different topics. In many cases, responses proved that the formula was known but failed to follow through with a correct calculation of equilibrium level of income.
- During classroom instruction, teachers should ensure that students provide at least four distinct statements for each item in the discussion section of a question. Prospective candidates should be proficient at fully discussing every limitation of national income accounting.

Question 2

Performance on this question was less than satisfactory. The mean mark was 8.75 out of 25 (35 per cent). The standard deviation was 6.11. The highest mark, 24 out of 25, was achieved by ten candidates. Approximately 36 per cent of candidates achieved 50 per cent of the available marks.

Candidate's Response to Part (a)

(a) List FOUR instruments of monetary policy.

1. Open market operations
2. The required reserve ratio
3. The discount rate
4. Moral suasion

[4 marks]

Examiner's Comments

The candidate gave the correct monetary policy instruments.

Candidate's Response to Part (b) (i)

(b) (i) Explain EACH of the following statements:

- Cigarettes are not generally considered as money.

The ~~cigere~~ statement "cigarettes are not generally considered as money" refers to the fact that cigarettes are not considered a medium of exchange by the general population. However, it is an example of commodity money often used by prison populations for exchange.

- John has just graduated and is looking for a job. However, John's situation is not considered a case of cyclical unemployment.

Cyclical unemployment refers to a situation where a person is unemployed due to the trade cycle. The economic contraction resulting in a depression or recession is responsible for this kind of unemployment.

John cannot be considered cyclically unemployed as he is not experiencing unemployment

due to these reasons. John can be considered frictionally unemployed.

This refers to the unemployment experienced during periods of moving from one job to another or in John's case ^{moving from being} ~~being~~ a full time student. [3 marks]

Frictional
cyclical

Examiner's Comments

The candidate gave a fair explanation of each statement and was awarded 5 out of 6 marks for the response.

Candidate's Response to Part (b) (ii)

- (ii) In Country M, the consumer price index (CPI) in 2017 was 110 and in 2018 it was 120. Determine the rate of inflation across the two years.

$$\begin{aligned} \text{Rate of inflation} &= \frac{\text{CPI}_n - \text{CPI}_{n-1}}{\text{CPI}_{n-1}} \times 100 \\ &= \frac{120 - 110}{110} \times 100 \end{aligned}$$

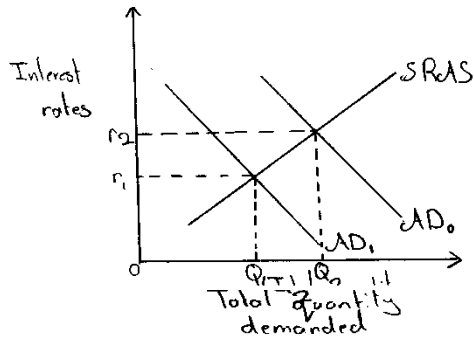
$$\text{Rate of inflation} = 9.09\%$$

Examiner's Comments

The candidate provided an error-free calculation of the rate of inflation.

Candidate's Response to Part (c)

- (c) With the aid of a diagram representing the market for loanable funds, discuss 'crowding out'.



Crowding out of the market for loanable funds refers to a situation where the government/fiscal authority has turned to the domestic market for loanable funds to deal with a deficit. In order to deal with the deficit the government will borrow increasing the demand for loanable funds.

If the demand for loanable

funds by the government is too high private entities will experience difficulties in obtaining funds necessary for their economic activities. Crowding out is seen on the graph. The increase from Q_1 to Q_2 caused a rise in interest rates from r_1 to r_2 . This leads to a decrease in investments from the private sector due to the difficulty of obtaining loans.

Due to this ^{effect} crowding out may cause a decrease in national income due to the decrease in investments. Firms may not be able to afford new business ventures and expansions leading to a decrease in consumer goods.

Examiner's Comments

The candidate drew a diagram, but there were errors with the shift depicted and correct axes labelling. The explanation of the diagram was also lacking. This response was awarded 9 out of 12 marks.

Recommendations

- Teachers should ensure that students get adequate practice applying the economic concepts to real-life situations. For example, candidates struggled with understanding the functions and characteristics of money, and applying it to the case. Candidates are also expected to understand and explain the different types of unemployment.
- Accurate calculation skills are vital. Teachers should ensure that students get adequate practice with performing basic calculations.
- Candidates could offer some explanation of crowding out but were unable to show it correctly on the diagram. Teachers must ensure that students are able to draw clearly labelled diagrams and explain in words what each diagram shows.

Question 3

Performance on this question was only fair. The mean mark was 10.58 out of 25 (42.32 per cent). The standard deviation was 6.54. Six candidates achieved the maximum available mark. Approximately 49 per cent of candidates achieved 50 per cent of the available marks.

Candidate's Response to Part (a)

- (a) Identify FOUR forms of economic integration.

Free trade area

Customs union

Common market

Economic union

[4 marks]

Examiner's Comments

The candidate correctly identified four forms of economic integration.

Candidate's Response to Part (b) (i)

- (b) Explain EACH of the following concepts:

- (i) Human Development Index

The human development index (HDI) was a tool developed by the United Nations to measure and compare countries' levels of social and economic development based on four criteria. The criteria are: life expectancy at birth, mean years of schooling, expected years of schooling and national income per capita. The HDI more looks at expanding the richness of human life rather than simply the richness of an economy in which human beings live.

[3 marks]

Examiner's Comments

The candidate correctly explained the human development index (HDI) and obtained full marks.

Candidate's Response to Part (b) (ii)

(ii) Preferential trade agreement

A preferential trade agreement is a one way agreement negotiated in the favour of a country with a trading bloc. For example, ^{In the past} Caribbean countries would have negotiated with European countries to supply them with sugar. In a preferential trade agreement there is usually a reduction in trade barriers ^{but not all}. However, these agreements lead to complacency and lack of competitiveness.

[3 marks]

Examiner's Comments

The candidate gave a good explanation of preferential trade agreement and was awarded full marks.

Candidate's Response to Part (b) (iii)

(iii) Exchange rate depreciation

Exchange rates represent the price for exports. If a country's exchange rate depreciates this means that it loses value against another currency. Therefore, exports will become uncompetitive because the countries importing the goods and services dollar is worth less and so ^{their} ~~there~~ purchasing power decreases. Exchange rate depreciation ^{may} ~~also~~ ^{effect} ~~affects~~ puts a strain on foreign currency when repaying external debts.

[3 marks]

Examiner's Comments

The candidate's explanation of exchange rate depreciation was insufficient and was only awarded 1 out of the 3 marks.

Candidate's Response to Part (c)

(c) Discuss THREE factors responsible for globalization.

1. Technological innovation.....
The increase in internet technology and communication networks have contributed to the growth in globalisation. This had made it much easier to communicate with the world. For example, social media such as facebook and whatsapp has made it easier for people to communicate with others such each other irrespective of geographic location. So I could be in Jamaica and I can easily communicate with my friend in Trinidad and Tobago through the click of a an instant message on whatsapp. ^{Technology} This has also led to the increase in the growth of businesses and business opportunities; for example using Instagram to market and sell products. In addition, technology has also ~~allow~~ facilitated the exchange of goods and services irrespective of location. For example, ~~ee~~ e-commerce through Amazon.

2. Trade liberalization.....
~~Due to the~~ Trade liberalization has opened many markets that were once heavily protected. This has contributed to the growth of globalization ^{because} as ~~through~~ the removal of trade barriers, ^{has allowed} there is free movement of goods and services, labour, capital and people ^{between} ~~among~~ countries. This therefore opens up the.....

Opportunity for countries to increase trade with each other, expand the variety of goods and services traded and increase employment. This is evident in the CSME where Caribbean professionals can move freely between member states without restrictions.

3. Deregulation of business and ~~capital~~ financial markets.

Due to the fact that governments are removing the ^{and regulations} restrictions in certain industries, this has given these industries more leverage. These industries can now access capital markets ^{overseas} which makes it easier ~~to~~ for them to acquire ^{much needed} capital to start ~~and~~ run their businesses better and efficiently. For example, ~~but~~ due to deregulation, Caribbean businesses foreign investors can buy shares ⁱⁿ a local company. In addition, ~~Carib~~ countries also ~~are~~ are able to receive foreign direct investment ~~as~~ which is used to develop their economies due to the free flow of money across borders. This has therefore led to the growth in globalization.

Examiner's Comments

Candidates were expected to present at least four distinct and relevant statements for each factor to receive full marks.

This candidate gave a very good discussion of three factors responsible for globalization and earned the full 12 marks.

Recommendations

- Teachers should ensure that students understand the distinction between the forms of economic integration and the examples of economic integration.
- Teachers should ensure that prospective candidates are able to fully explain key concepts. For example, candidates did not mention the dimensions for calculating HDI, were not able to clearly explain preferential agreements, and did not link exchange rate depreciation to a floating exchange rate.
- Teachers should ensure that prospective candidates can provide at least four statements when discussing each factor of globalization. Also, most candidates could 'speak' about technological advancements in communications and transport. However, few candidates delved into the matter of regional integration and financial liberalization.

Generally, the projects selected were properly formulated and the objectives were related to the topics. The aims were clearly stated and the methodologies were appropriate. The data collected were well organized, presented and analysed, and mirrored the applicable economic concepts, principles, methods, and theories for the unit under investigation. The mean was 45.66 out of 60 (76.10 per cent). The standard deviation was 8.47. Eight students achieved the maximum available mark.

Strengths

- Most of the selected topics are aligned with the syllabus. The project titles were generally clear and within the scope of macroeconomics.
- Most students selected relevant economic concepts and demonstrated fair knowledge of these concepts to present good projects.
- Most students made good use of tables, charts, and graphs in their projects.
- Many students made good use of relevant statistics provided by their central banks and governments.
- Students showed good awareness of the impact of national and international events.
- Most students showed competence in the knowledge and understanding of basic macroeconomic concepts.
- Students used references and citations with a few inaccuracies.

Weaknesses

- Students should not select a topic from all three modules; one topic should be selected from a module.
- Some project titles were not applicable to Unit 2.
- Some students did not use relevant aims and objectives to match their topics.
- At times, students did not state and justify any limitations in their research projects. Limitations should focus on the issues with the research process, not the disadvantages of the instruments.
- Some research questions were irrelevant, for example, including the gender and age of respondents is unnecessary if this information has no bearing on the objectives of the project.
- Linking economic theory to data collected was not as strong as needed.
- Sometimes, the recommendations and conclusions lacked thorough evaluation.
- Some recommendations were also unclear. Recommendations should focus on economic theory and the implications of the suggested policies.
- Students did not provide thorough referencing via in-text citations and the bibliography.
- Interview schedules were sometimes missing.

Recommendations

- Students should highlight the limitations in performing the research and not the disadvantages of the instruments.
- Teachers should advise students of the difficulty of gathering information on areas such as the informal sector and the limitations of using national income statistics.
- Students should limit the number of objectives. It is recommended that one overarching aim and two objectives be used.
- Students should choose one topic from any of the Unit 2 modules.
- Students should merge the data presentation with the analysis to make it easier for teachers and examiners to follow.
- Graphs must be relevant and fully labelled, and sources for secondary data should be cited. Students should only include diagrams applicable to the objectives of the projects.
- Performance in the areas of knowledge and interpretation can be improved if students do the following:
 - Define the concept clearly, citing a source if necessary.
 - Explain the concept or say how it works. This is often depicted by the words/phrases ‘should lead to’, ‘will cause’, ‘because’, ‘therefore’ or ‘when X increases, we can expect Y to increase because...’ etc. This demonstrates analysis. Students may also use examples relevant to the topic to explain economic concepts.
 - Evaluate the concept that was just explained. Do the research findings support the economic theory (or model) or go against it? Will the findings cause conflict with the objectives? Students should check the underlying assumptions in the project’s economic model and use those as basis for interpretation and evaluation. Evaluation (interpretation) is often indicated by the use of words/phrases such as ‘however’, ‘in contrast’, ‘this supports the view that’ or ‘there is insufficient data to draw conclusions’.
- Teachers should ensure that students acknowledge their information sources with both in-text citations and references/bibliography.
- Many students spoke of demand and supply or prices. It is expected that the terms *aggregate demand*, *aggregate supply* and *price level* be used in macroeconomic SBAs.
- Students should exhibit the use of basic numerical skills such as percentage changes, distinguish between the mean and the median, and use ratios where possible.
- Teachers should give assignments that focus on applying economic theories, principles, and concepts to solve case studies. It is then that SBAs would perfectly blend data presentation, sound economic analyses, and relevant policy recommendations.
- Teachers should collect the SBAs in distinct sections throughout the year. This would help students master each section and successfully transition to the other sections. For example, the first submission could be the topic, aims and objectives, and methodology. Students would only proceed with their projects once the teacher gives them feedback, guidance and permission to proceed.

PAPER 032 – ALTERNATIVE TO THE SCHOOL BASED ASSESSMENT

Three candidates wrote the examination. The mean mark was 21.67 out of 60 (41.38 per cent). The standard deviation was 2.08. The highest mark, 24 out of 60 (40 per cent), was achieved by one candidate.

Question 1

Performance on this paper was less than satisfactory. The mean mark was 9.33 out of 20 (46.65 per cent). The standard deviation was 4.04. The highest mark was 14 out of 20. This was achieved by one candidate.

Candidate's Response to Part (a)

- (a) Define the term 'gross domestic product (GDP)'.

Gross domestic product is the sum of all final ~~prod~~ goods and services that is produced by a country in a given year.

[2 marks]

Examiner's Comments

The candidate gave a correct definition of GDP. Full marks were awarded.

Candidate's Responses to Parts (b) (i) to (ii)

“For some countries, tourism contributes over 70 per cent of gross domestic product (GDP)”, ...while for other islands, ... “attribute about half of their GDP to tourism.”

- (i) Identify the THREE Caribbean islands that may be most vulnerable to external shocks.

The three Caribbean islands that may be most vulnerable to external shocks are: ① British ^{Virgin} Islands, ② Antigua and Barbuda, ③ Anguilla

[3 marks]

- (ii) Justify your answer in (b) (i).

These three islands are most vulnerable to external shocks because a large percentage of their GDP ^{over} (70%) is dependent on tourism. Therefore external shocks such as hurricanes ~~can~~ ^{may result} cause in a reduction in tourism, which will therefore mean a decrease in GDP.

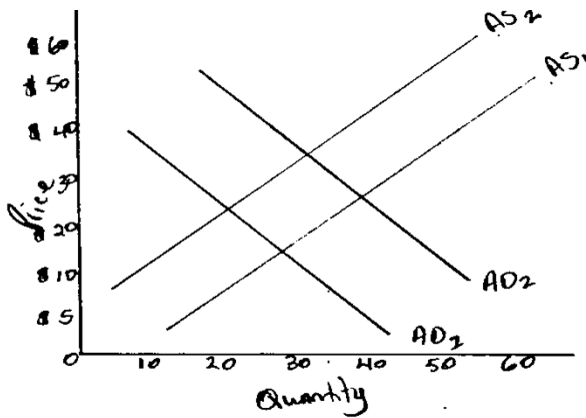
[3 marks]

Examiner's Comments

The candidate identified the correct vulnerable nations and gave a fair explanation but neglected to mention the lack of diversity in productive sectors. As a result, the candidate was not awarded full marks Part (b) (ii). Total marks awarded was 5 out of 6.

Candidate's Response to Part (c)

- (c) With the aid of a well-labelled aggregate demand/aggregate supply diagram, analyse how an external shock, such as a hurricane, can affect the price level and GDP of a Caribbean state.



Examiner's Comments

The candidate's diagram didn't show the LRAS curves and had the AD curve shifting (which should not occur). The explanation was also lacking. This response was awarded 7 out of 12 marks.

Recommendations

- Teachers should ensure that students can provide accurate definitions of core economic terms.
- Candidates should be experts at drawing the AD-AS diagram, making the correct shifts, and being able to explain in words what the diagram's dynamics illustrate.
- Candidates should be able to apply economic concepts to the case and provide a robust analysis.

Question 2

Performance on this question was less than satisfactory. The mean mark was 9.33 out of 20 (46.65 per cent). The standard deviation was 1.15. The highest mark was 10 out of 20. This was achieved by one candidate.

Candidate's Response to Part (a)

- (a) Define the term 'unemployment'.

Unemployment is referred to as the situation where a person of the working class / labor force does not currently have a job. [2 marks]

Examiner's Comments

The candidate did not mention that the person needs to be actively seeking work and was therefore only awarded 1 of the 2 marks available for this definition.

Candidate's Response to Part (b) (i)

- (b) "... due to inadequate demand for tourism services, 11 000 people have lost their jobs."

- (i) List THREE other causes of unemployment.

• Structural Unemployment
• Cyclical Unemployment
• Frictional Unemployment

Examiner's Comments

Of the three causes required, the candidate gave two that were acceptable since they refer to situations that lead to unemployment.

Candidate's Response to Part (b) (ii)

- (ii) Explain how demand deficiency (inadequate demand) can cause unemployment.

Demand deficiency causes unemployment ~~when~~ as the hiring of employees is a result of growth and expansion of a business venture. If the demand for the 'good/service' supplied by the business is low they would not have the means/reason to hire workers and therefore unemployment exists. [3 marks]

Examiner's Comments

The candidate gave a good analysis of how demand deficiency causes unemployment and was awarded full marks.

Question 3

Performance on this question was very poor. The mean mark was 3 out of 20 (15 per cent). The standard deviation was 2.65. The highest mark was 4 out of 20. This was achieved by one candidate.

Candidate's Response to Part (a)

- (a) Define the term 'economic growth'.

Economic growth occurs when there is an increase in productivity and output levels in an economy.

[2 marks]

Examiner's Comments

The candidate provided a correct definition of economic growth and was awarded full marks.

Candidate's Response to Part (b)

- (b) Explain TWO ways in which a reduction in foreign exchange earnings can impact a small open economy.

① Many small countries rely on the income from foreign countries to stay afloat. If there is a reduction in income then the country would have issues obtaining imports. Small economies usually utilize currency that has a little value on the market so foreign currency is the only way to obtain import necessities.

② Foreign currency is also needed for the advancement of the society. A small economy will most likely be in either a developing country and without a source of income they may have a hard time improving infrastructure and the standard of living in the country.

[6 marks]

Examiner's Comments

The candidate's response was repetitive and lacked sufficient explanation. Marks awarded were 2 out of 6.

Candidate's Response to Part (c)

- (c) Analyse how the THREE structural characteristics, mentioned in the case, can impact sustainable economic development.

① Small size - The Caribbean countries are small in size which means that resources are not abundant and therefore there is a possibility of the resources being exhausted. ~~With~~ With this possibility, the ~~future~~ country is not economically viable for long lasting returns which is undesirable as it is unsustainable.

② Openness - The geography of the several Caribbean countries are relatively flat with few mountain ranges. This openness makes it ~~more~~ highly vulnerable to natural disasters such as tsunamis ~~and~~, hurricanes and earthquakes. This characteristic along with the small size makes it ~~unsustainable~~ unsustainable as certain disasters ~~are~~ take long periods of time to recover from and during those long periods ~~the~~ the ~~to~~ economy is ~~losing~~ losing competition of exports.

③ The exports in some countries are non-renewable to which means they can not be replaced within the human's life span. The composition of exports are ~~not~~ ~~not~~ economically unsustainable as they will run dry at some point. In addition to this some exports require heavy machinery for ~~exporting~~ ~~as~~ extraction and this ~~could~~ can sometimes affect the surrounding area. These areas may contain farmlands which when and where affected can cause a reduction in crop yield ~~there~~ therefore affecting the farmers income as well as the land ~~sub~~ by making it ~~not~~ ~~unsustainable~~ unsustainable.

Examiner's Comments

To receive full marks, candidates were expected to present at least four distinct and relevant statements for each structural characteristic. This candidate's response was completely inadequate and was therefore awarded only 1 out of 12 marks.

Recommendations

- Teachers should ensure students are comfortable with Module 3 topics, and that they can correctly explain important economic concepts.
- Candidates should become proficient at applying the relevant economic concepts to the case presented to provide a strong and well-rounded analysis.