
AP[®] Macroeconomics

Sample Student Responses and Scoring Commentary Set 2

Inside:

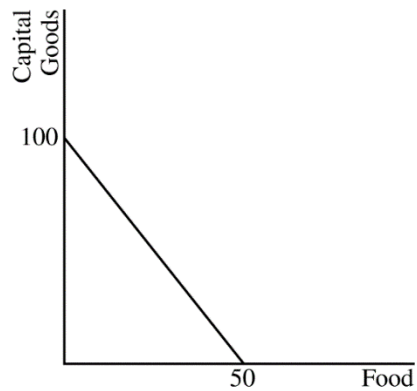
Free Response Question 3

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

**AP[®] MACROECONOMICS
2019 SCORING GUIDELINES**

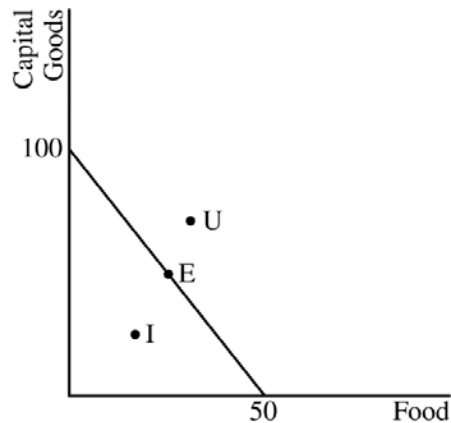
Question 3

5 points (1 + 1 + 1 + 1 + 1)



(a) 1 point

- One point is earned for drawing a correctly labeled production possibilities curve (PPC) for Sweden with food on the horizontal axis, capital goods on the vertical axis, and the relevant numerical values plotted.



(b) 1 point

- One point is earned for showing point I inside the PPC, point E on the PPC, and point U outside the PPC.

(c) 1 point

- One point is earned for stating that Sweden's economic growth rate will slow or be reduced.

AP[®] MACROECONOMICS
2019 SCORING GUIDELINES

Question 3 (continued)

(d) 1 point

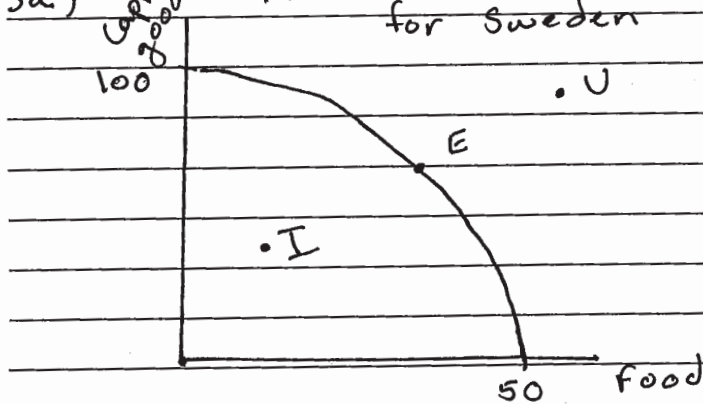
- One point is earned for stating that Norway has a comparative advantage in the production of capital goods and for explaining that it has the lowest opportunity cost in producing capital goods (the opportunity cost of producing one unit of capital goods in Norway is $1/4$ a unit of food and in Sweden is $1/2$ a unit of food).

(e) 1 point

- One point is earned for stating a number between 20 and 40 units of capital.

3A

ANSWER PAGE FOR QUESTION 3

3a.) Production Possibilities curve
for Sweden

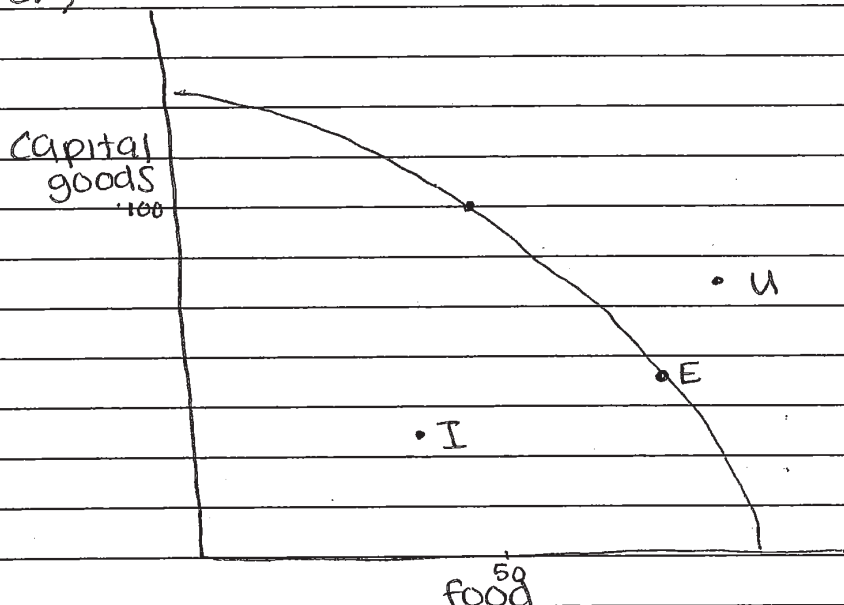
c.) Sweden's future economic growth will decrease due to the decrease in the production of capital goods.

d.) Norway has the comparative advantage in capital goods because the opportunity cost for each unit of capital goods is $\frac{1}{4}$ unit of food, which is lower than the $\frac{1}{2}$ unit of food per capital good that Sweden gives up.

e.) 30 units of capital goods could be traded for 10 units of food; be mutually beneficial.

GO ON TO THE NEXT PAGE.

a.)



b.)

i.) see graph above.

ii.) see graph above.

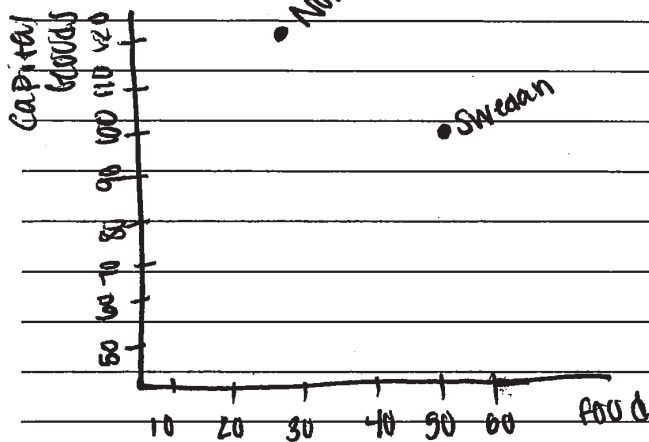
iii.) see graph above.

c.) The economic growth in Sweden will continue to increase.

d.) Norway has the comparative advantage in producing capital goods since Norway's opportunity cost to produce capital goods is less than Sweden's opportunity cost to produce capital goods. Norway's opportunity cost is $\frac{1}{4}$, while Sweden's is $\frac{1}{2}$, therefore Norway has the comparative advantage.

e.) Sweden can trade 10 units of food for Norway's 24 units of capital goods.

GO ON TO THE NEXT PAGE.



c) The economical growth of Sweden will go down because they aren't producing as much in the same amount of time so therefore they would go down.

d) Sweden because they can use less resources to produce more goods

e) 40 for food 110 for capital goods.

GO ON TO THE NEXT PAGE.

AP[®] MACROECONOMICS

2019 SCORING COMMENTARY

Question 3

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

The question provided the students with a table of data about the production capabilities of food and capital goods for Sweden and Norway. Part (a) asked the students to draw a correctly labeled graph of the production possibilities curve (PPC) for Sweden. Students were asked to use the numerical values from the table of data to provide the relevant numerical labels for the intercepts of Sweden’s PPC. Part (b) required students to place three points on the graph created for part (a): a point labeled “E” that represented an efficient level of production, a point labeled “I” that represented an inefficient level of production, and a point labeled “U” that represented an unobtainable level of production. In part (c) students were asked to identify what would happen to economic growth in Sweden in the future if Sweden moved from producing 20 units of food and 60 units of capital goods to 30 units of food and 40 units of capital goods. Then, part (d) asked students to use the data in the table in order to explain which country had the comparative advantage in the production of capital goods. Finally, part (e) asked students to use the data in the table to identify a specific number of units of capital goods that could be traded for 10 units of food and that would be beneficial for both countries.

Sample: 3A

Score: 5

The student answers all parts of the question correctly and earned all 5 points.

Sample: 3B

Score: 3

One point in part (a) was not earned because the student does not plot the numerical values on the production possibilities curve: 50 as the maximum quantity of food on the horizontal axis and 100 as the maximum quantity of capital on the vertical axis. One point was not earned for part (c) because the student incorrectly determines that Sweden’s economic growth would increase.

Sample: 3C

Score: 1

The student earned 1 point for part (c) for correctly stating that Sweden’s economic growth rate will slow or be reduced.