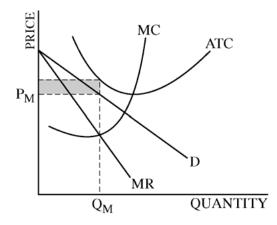
AP[®] MICROECONOMICS 2009 SCORING GUIDELINES (Form B)

Question 1

11 points (4 + 1 + 2 + 2 + 2)



(a) 4 points:

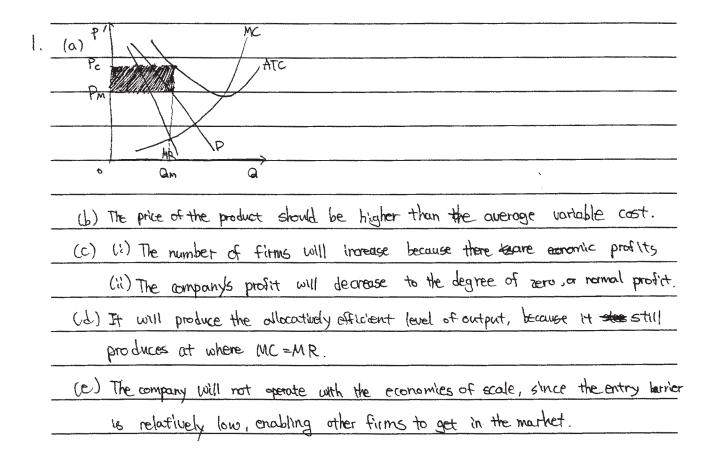
- One point is earned for a correctly labeled graph with a downward-sloping demand curve, with MR below demand.
- One point is earned for identifying the profit-maximizing output, Q_M , at MC = MR.
- One point is earned for identifying $P_{\mbox{\tiny M}}$ on the demand curve above $Q_{\mbox{\tiny M}}.$
- One point is earned for showing the area of loss shaded completely.
- (b) 1 point:
 - One point is earned for stating that price is greater than average variable cost, or total revenue is greater than total variable cost.
- (c) 2 points:
 - One point is earned for stating that the number of firms will increase.
 - One point is earned for stating that economic profits will fall to zero or fall to a normal profit.

(d) 2 points:

- One point is earned for stating no.
- One point is earned for explaining that the firm's price is greater than marginal cost.
- (e) 2 points:
 - One point is earned for stating yes.
 - One point is earned for explaining that the firm produces a quantity of output in the declining portion of its long-run ATC.

Write in the box the number of the question you are answering IA on this page as it is designated in the exam. Mary's company D MC ATC Cu PM D=AR \bigcirc Qu MR b) For the company to continue to produce at a loss, its average variable cost must be lower than price. The number of firms will increase. (? G 2) The company will yield a normal profit (zero economic profit). (1) (1) No. The allocatively efficient level is where MC=P and the company will be producing where MC=MR. MC ATC at the profit-maximizing point allocatively efficient authfitu pant. 0=AR atwhich it is producing \bigcirc AND @ Yes. At the clucintity that the company would produce in the long-run, the slope of the ATC graph (where it is tangent to P) is decreasing as cluantity inc reases Therefore, it will be operating in a region where economies of scale exist

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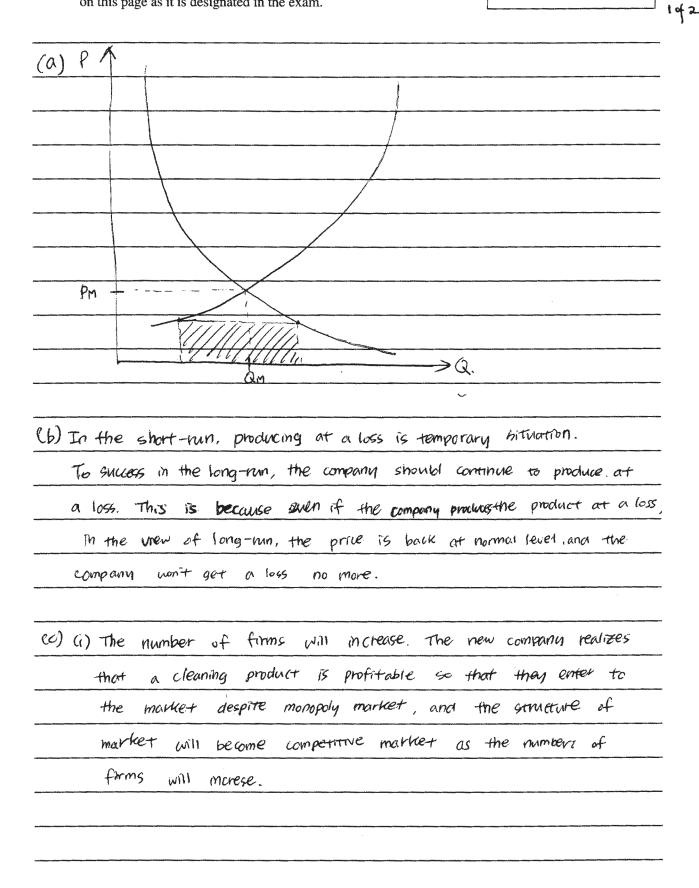


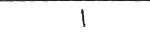
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1,2

Write in the box the number of the question you are answering on this page as it is designated in the exam. 1.

10





(c) (ii) The company's profit would decrease in short run. However.
if the structure of mathet become competitive market, the
company's profit increase more than before. She This is because
the company will benefit from competition by developing new
way of cleaning.
(d) The company will produce the allocatively efficient level if they
decided to continue to produce at a loss. As I mentioned above,
the form of company's profit will change as the sta market structure
change. In competitive market, the company can produce the
allocatively efficient levelof output because in this market, every
firms as struggles to earn a profit by artempting so now way.
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AP[®] MICROECONOMICS 2009 SCORING COMMENTARY (Form B)

Question 1

Sample: 1A Score: 11

The student earned all 11 points for this question.

Sample: 1B Score: 7

The student earned all 4 points in part (a), 1 point in part (b), and 2 points in part (c). The student lost both points in part (d) for stating that the firm would produce the allocatively efficient level of output and for an incorrect explanation. The student lost both points in part (e) for stating that the firm would not be producing in the range of economies of scale and for an incorrect explanation.

Sample: 1C Score: 1

The student lost all 4 four graphing points in part (a). The graph does not portray monopolistic competition. Although a Q_M and P_M are labeled at the intersection of two curves, no points were earned because the curves are not identified. In part (b) 1 point was lost because the response does not refer to the shutdown point as being where P = AVC. The student earned 1 point in part (c) for stating that the number of firms will increase. The student lost 1 point in part (c) because the response must state that profits decline to zero. The student lost both points in part (d) for stating that the firm would produce the allocatively efficient level of output and for providing an incorrect explanation. The student omits part (e) in the response, so both points were lost.