DSE-ECO-16-P1S



2016 HKDSE Economics Paper

Suggested Solutions

Prepared by Andy Lai®



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2016 HKDSE Economics Paper 1 Suggested Answers

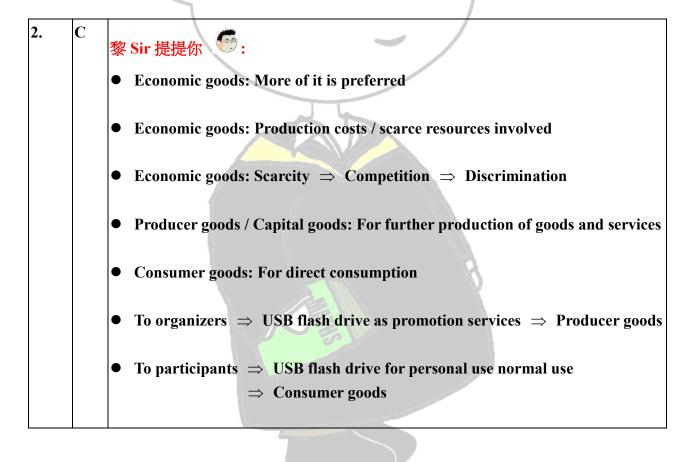
1.	В	2.	С	3.	D	4.	D	5.	С
6.	В	7.	В	8.	В	9.	D	10.	Α
11.	В	12.	В	13.	D	14.	Α	15.	Α
16.	В	17.	Α	18.	D	19.	A	20.	В
21.	С	22.	D	23.	С	24.	D	25.	С
26.	D	27.	С	28.	В	29.	Α	30.	С
31.	D	32.	Α	33.	Α	34.	D	35.	Α
36.	С	37.	В	38.	D	39.	A	40.	С
41.	В	42.	С	43.	В	44.	Α	45.	D

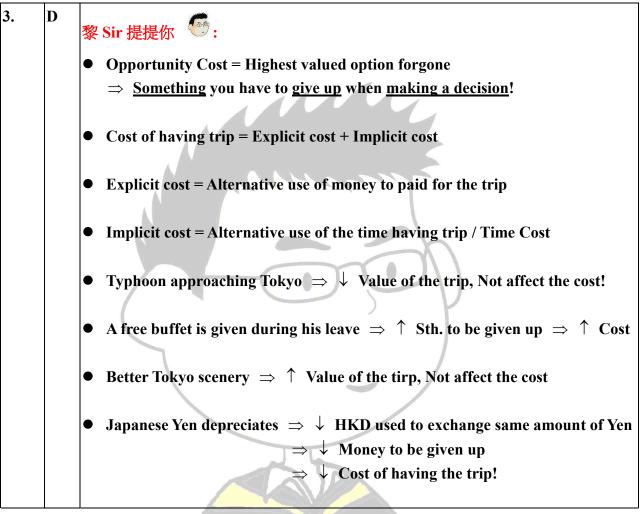
^{*} MC 22 Remarks Answer: Remains unchanged!

MC 係分 ABC Grade 既地方, 越出越煩,越出越難!轉數快,概念清! 缺一不可! 同學一定要快又要好小心!

Andy's predicted M.C. Grade boundaries: 5**: 42 / 45 5*: 40 / 45 5: 38 / 45 4: 34 / 45 3: 30 / 45 2: 24 / 45

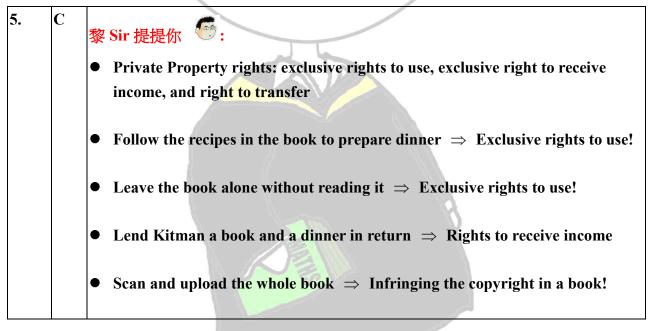
Section A 1. B 黎 Sir 提提你 • Economic goods: More of it is preferred • Economic goods: Production costs / scarce resources involved • Economic goods: Scarcity ⇒ Competition ⇒ Discrimination • Free goods: More of it is NOT preferred, but it doesn't mean people prefer economic goods more than free goods. • Free goods: More of it is NOT preferred ⇒ Need not competition







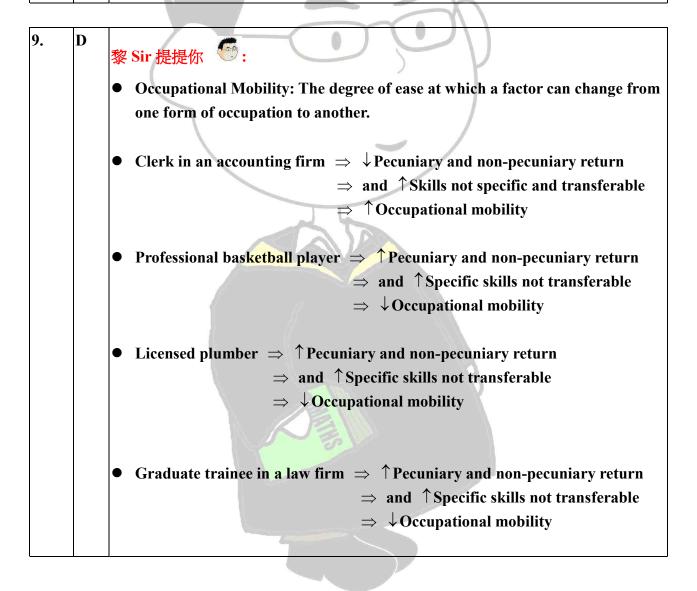




6.	В	黎	Sir 提提你 [@] :
		•	Land: Natural resources
		•	Capital: Man-made resources
			For example, school building, sanitisers in the toilets.
		•	Labour: Human resources of effort paying and decision making For example, teachers,
		•	Entrepreneur: Human resources of risk bearing and decision making
		•	Private cars owned by teachers is not the resources of the school! It is the
			teachers' private resourcces

7. B anty 黎 Sir 提提你 • Fixed factors: remains unchanged as the output \uparrow Variable factors: \uparrow when outpouts \uparrow • In this question, teachers and sanitizers in the toilets are the most appropriate variable factors. However, there is no choice of this two only. By the rule of thumb: Choose the BEST answer \Rightarrow Option B is the answer! • In fact, the school building can be fixed or variable factors, depending on the size of students in the school. If the numbers of students is larger than the maximum capacity of the school can handle, constructing another school is needed \Rightarrow Variable factors! • Remarks: To be honest, it is quite difficult to distinguish between fixed factors and variable factors. The key to deal with this kind of problem is by elimination!

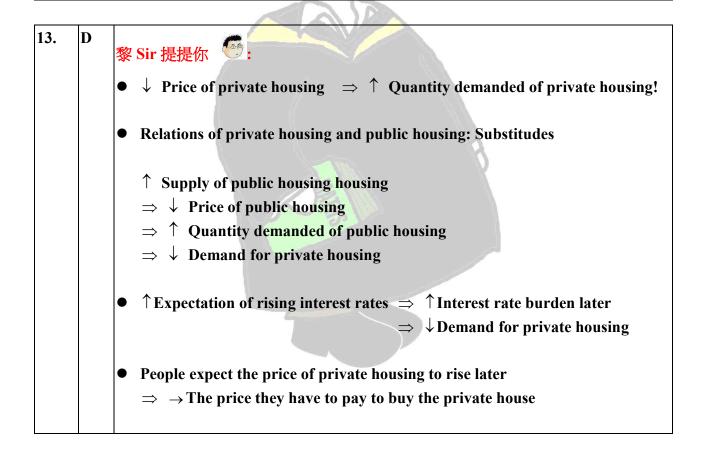
8.	В	黎 Sir 提提你 [@] :
		• \downarrow Legal minimum working age \Rightarrow \uparrow Labour supply
		• \uparrow Training for labour now \Rightarrow \uparrow Skills of labour \Rightarrow \uparrow Labour productivity
		• \uparrow Foreign direct investment \Rightarrow \uparrow Demand for labour
		• \uparrow Salaries tax rate \Rightarrow \uparrow Disincentive effect of work \Rightarrow \downarrow Labour supply

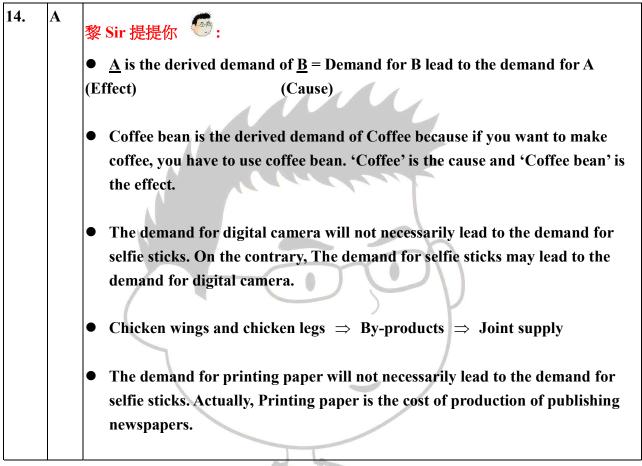


10.	A	黎	Sir 提提你 [@] :
		•	Piece rate: Paid with directly proportion to the quantity of output
		•	Newspaper columnist $\Rightarrow \uparrow$ Ease of calculating his income and efforts
		•	Primary school teacher should not be paid on piece-rate basis because the
			teacher may only want to recruit more numbers of students to attend his class
			but the quality of services may be lower.
		•	Fireman should be paid on piece-rate basis because in some seasons, fire is
			not happening frequently, their income will not very low.
		ullet	Bus driver should be paid on piece-rate because he may have incentive to
			drive more passengers without considering the safety concern and quality concern.

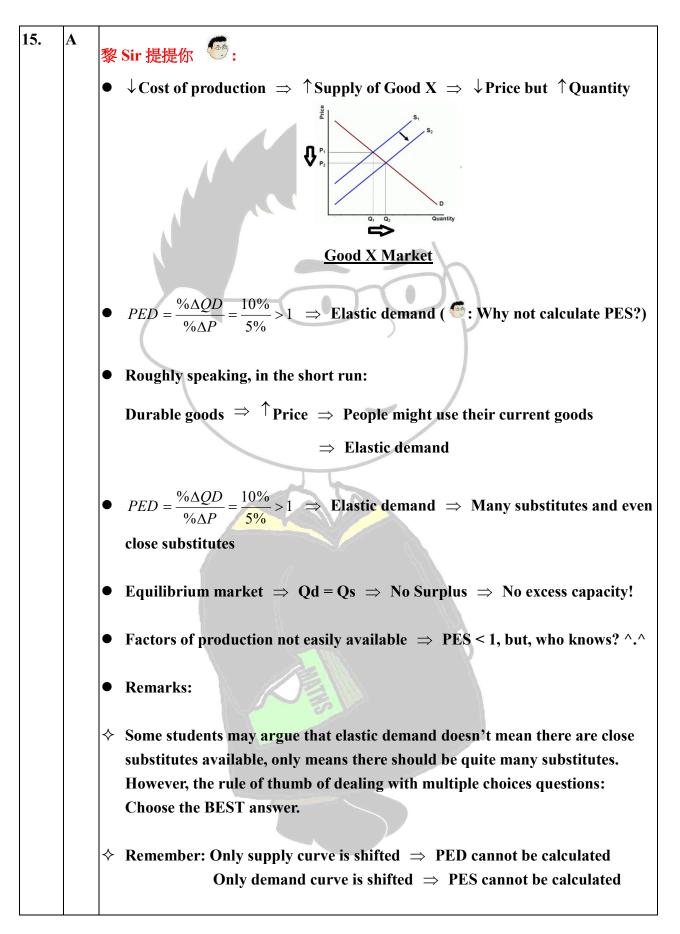
11.	В	黎 Sir 提提你 📀 :
		● HKTV lanuched HKTV Mall ⇒ Totally different industry
		\Rightarrow Conglomerate expansion
		• Conglomerate expansion $\Rightarrow \uparrow$ Diversification of business risk
		• Conglomerate expansion $\Rightarrow \uparrow$ Extend its brand name to other market
		● Conglomerate expansion ≠ Higher profits
		• Having higher profits or not depends on the management of the company!

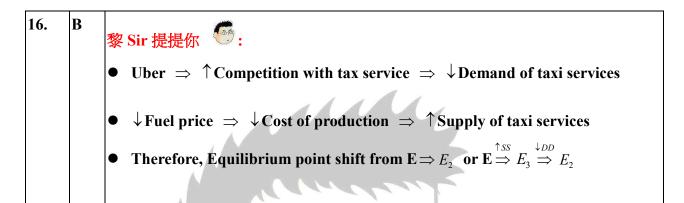
2.	В	黎 Sir 携	察 Sir 提提你 💮:							
		• Price	e Taker ⇒ Perfectly com	petitiv	e mar	ket				
			\Rightarrow Marginal Rev	enue :	= Marl	cet prie	ce = \$2	5 (Wh	y?)	
		• To	achieve profit maximization \Rightarrow Marginal cost = Marginal revenue							
			Output (units)	2	3	4	5	6	7	
			Average Cost (\$)	20	21	22	23	24	25	
			Total Cost (\$)	40	63	88	115	144	175	
			Marginal Cost (\$)	1	23	25	27	29	31	
			Marginal Revenue (\$)	25	25	25	25	25	25	
		(Average Revenue (\$)	25	25	25	25	25	25	
			Total Revenue (\$)	50	75	100	125	150	175	
			Therefore, Profit-maximizing output, Q = 4 Total Profit = Total Revenue – Total Cost = 100 – 88 = \$12							





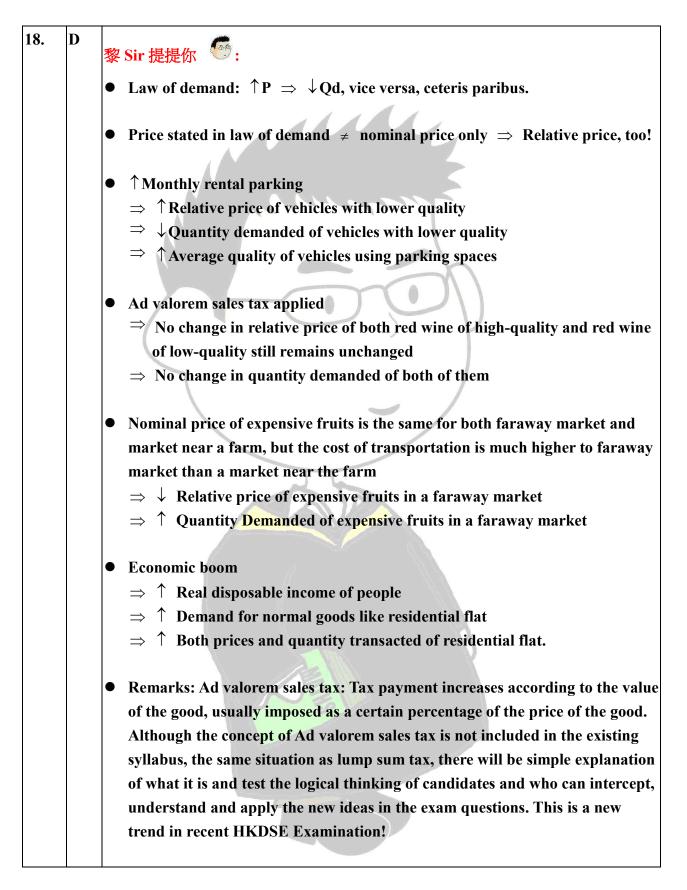






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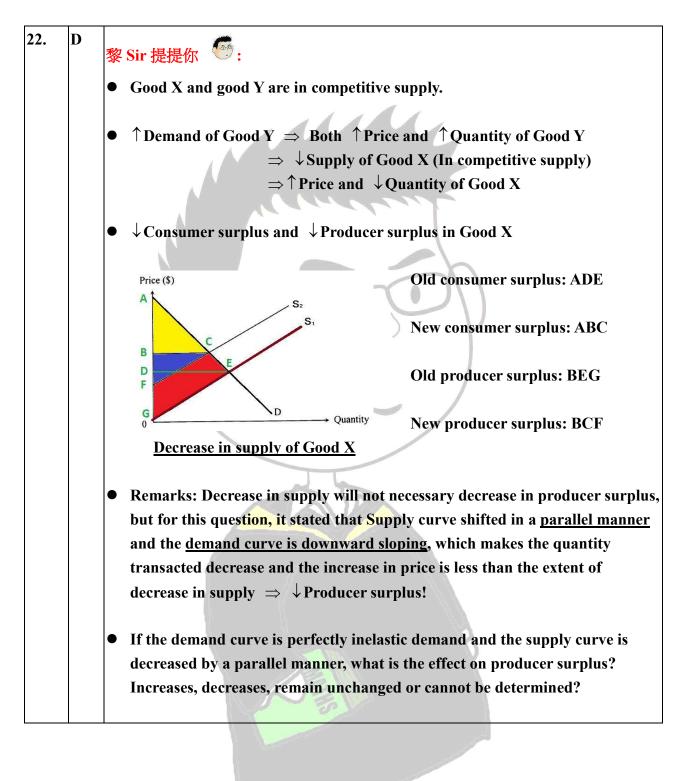
9. <i>A</i>	▲ ≸	黎 Sir 提提你 [©] :									
	•		The demand and supply schedule of a good before and after subsidy applie is stated below:								
			Price (\$)	40	<mark>50</mark> ×	<mark>60</mark>	70	80	90		
			Quantity demanded (units)	14	12	10	8	6	4		
			Quantity supplied (units)	6	8	10	12	14	16		
			New Quantity supplied (units)	10	12	14	16	/	/		
	•	Tota	al revenue including subsidy = \$50 al subsidy granted by the governme m Price decreases its price from p	n.ent	= \$20	0 x 12	k = \$24	40	↑ ↓		

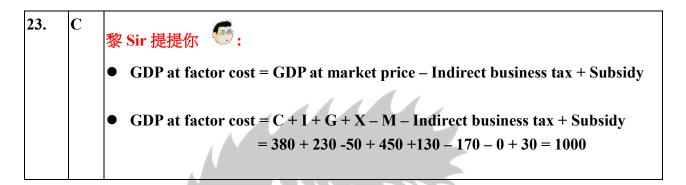


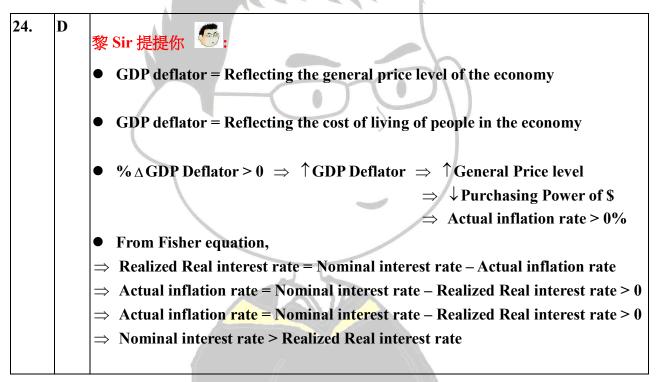
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20.	В	黎 Sir 提提你 😇 :
		• Monopoly: The only seller in the specific market and price setter.
		• Monopoly has no close substitute but still have substitutes
		Close Substitutes ≠ Substitutes
		• Substitutes: Different kinds of goods or services produced by different
		companies but being able to replace each other in a certain extent, for example, Coca-cola and Ribena.
		• Close substitutes: Same kind of goods or services produced by different
		companies but being able to replace each other in a certain extent, for
		example, Watson's distillated water and Vita distillated water.
		• Natural monopoly market has no entry barrier.

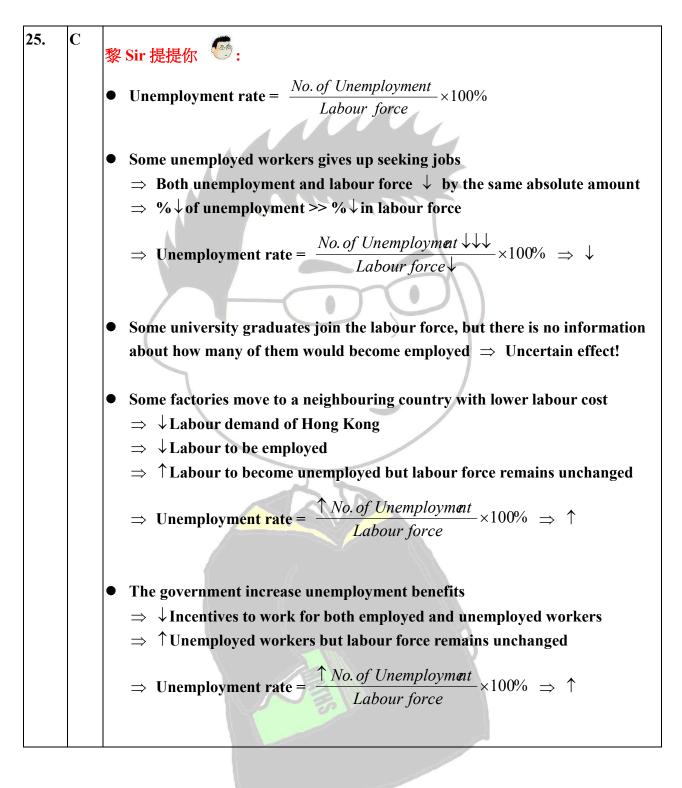
21. C 黎 Sir 提提你 ^(C): Efficiency: Marginal social benefit = Marginal social cost ⇒ Difference between marginal social benefit and marginal social cost is zero ⇒ Total social surplus is maximized! Only maximize either consumer surplus or producer surplus does not means the total social surplus is maximized.

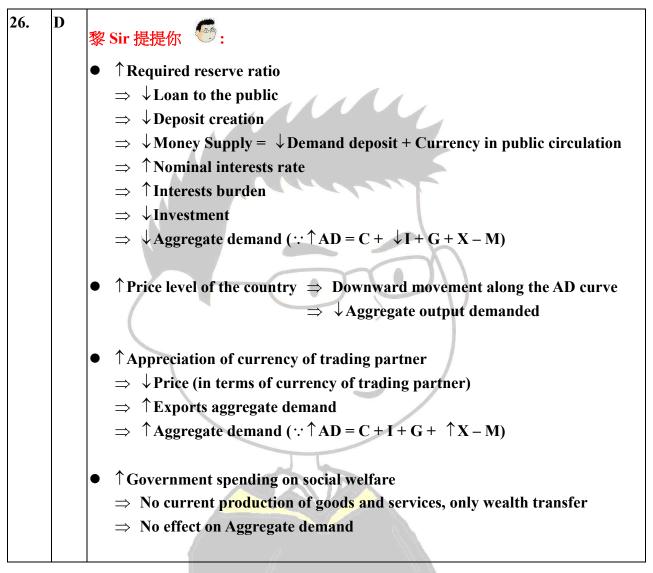




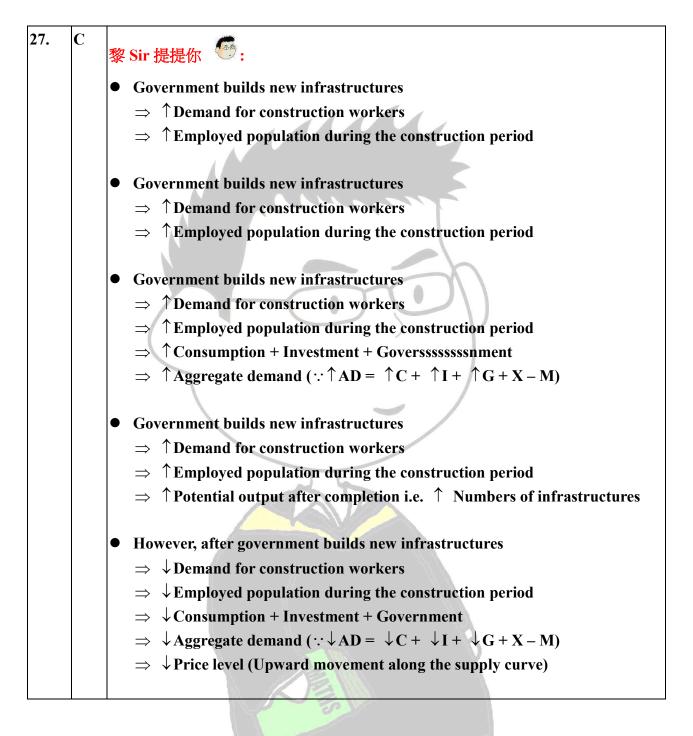


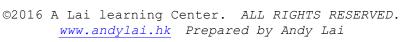


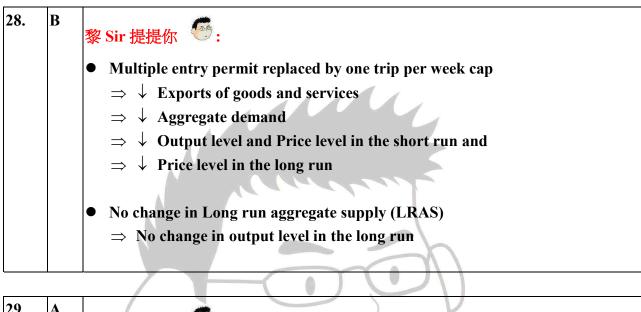


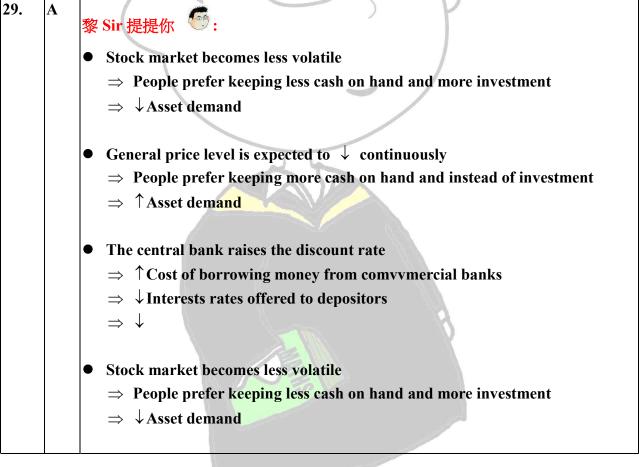






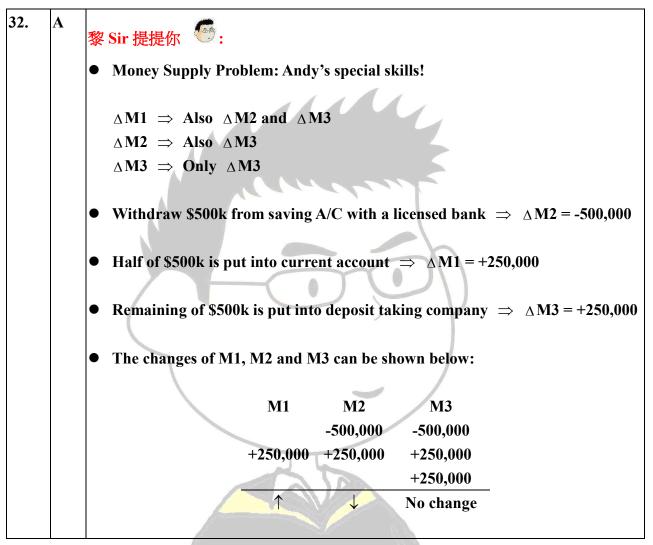






30.	С	黎 Sir 提提你 [©] :
		• \$199 x 12 months for a new mobile phone
		\Rightarrow '\$' = HKD = unit of account
		• \$199 x 12 months for a new mobile phone
		\Rightarrow 12 installments in terms of '\$' = HKD = standard of deferred payment

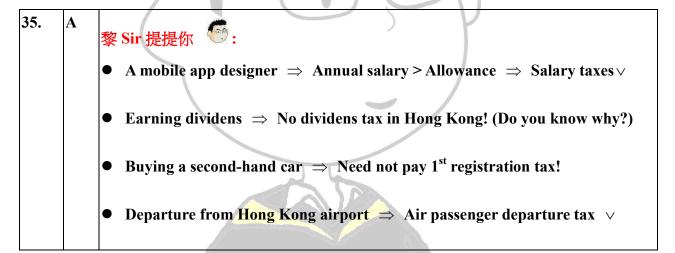
31.	D	黎 Sir 提提你
		• The balance sheet of a banking system is as shown below:
		The balance Sheet of a Banking System
		Assets (HKD) Assets (HKD)
		Reserves: 250 Deposits 500
		Loans: 250
		• Actual reserve % = Actual reserve / Actual deposit = 250 / 500 = 50%
		• Actual banking multiplier = 1 / actual reserve % = 1 / 50% = 2
		• Given excess reserve = \$125 million
		\Rightarrow Minimum required reserve% = (250-125)/500 = 25%
		\Rightarrow Maximum Banking Multiplier = 1/25% = 4
		• Therefore, if all excess reserve is loan out
		\Rightarrow Maximum amount of deposit changed = 250 x 4 = 1000 million
		\Rightarrow Maximum amount of loan changed = 1000 – 250 = 750 million
		- Maximum anount of four changed 1000 250 750 million





33.	A	黎 Sir 提提你 ^⑤ :
		• Four assumptions for credit creation:
		♦ Fractional required minimum reserve ratio (r): 0% < r < 100%
		♦ No excess reserve
		♦ Public willing to borrow
		♦ No cash drain / No cash leakage:
		● Actual deposit < Maximum deposit ⇒ The four assumption(s) doesn't hold!
		• ↑ Popularity of electronic payment
		$\Rightarrow \uparrow_{\mathbf{Deposit}} \Rightarrow \downarrow_{\mathbf{Cash leakage}}$
		$\Rightarrow \downarrow$ Gap between actual reserve and maximum reserve
		• Central bank tightens the restrictions imposed on mortgage loans from banks
		$\Rightarrow \downarrow$ Loans to public $\Rightarrow \downarrow$ Deposit
		$\Rightarrow \uparrow$ Gap between actual reserve and maximum reserve
		• Central bank buys bonds from the public
		$\Rightarrow \uparrow$ Cash holding on public hands
		\Rightarrow But we don't know whether the public will re-deposit cash in banks
		$\Rightarrow \Delta$ Gap between actual reserve and maximum reserve is uncertain
		● ↓Legal reserve ratio for banks
		$\Rightarrow \uparrow Excess reserve$
		\Rightarrow But we don't know whether banks will keep excess reserve or loan it to
		the public, and we don't know whether the public will redeposit it back
		to the banking system or keep it themselves.
		$\Rightarrow \Delta$ Gap between actual reserve and maximum reserve is uncertain

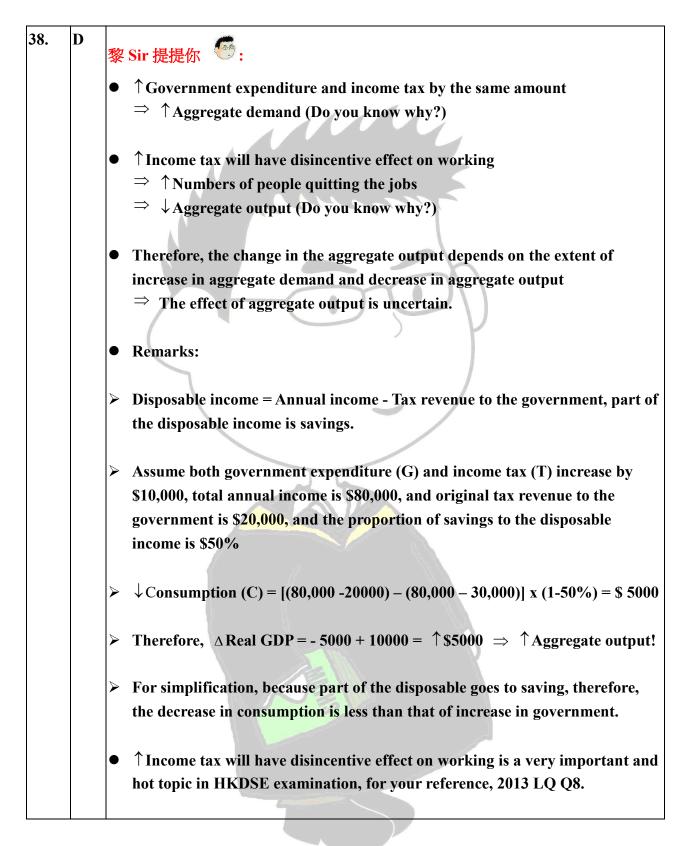
34.	D	黎 Sir 提提你 😇:
		• According to quantity equation: $\mathbf{M} \times \mathbf{v} = \mathbf{P} \times \mathbf{Y}$
		Classical Quantity Theory of Manager Assured v and V are constant
		• Classical Quantity Theory of Money: Assume v and Y are constant
		• Therefore, $\%\Delta M = \%\Delta P \Rightarrow$ Money Supply Growth rate = Inflation rate!
		• Now, Money supply is growing at a constant % each year $\Rightarrow \% \Delta M = k\%$
		where k is any positive real number $\Rightarrow \% \Delta P = k\% \Rightarrow$ Inflation rate = k%





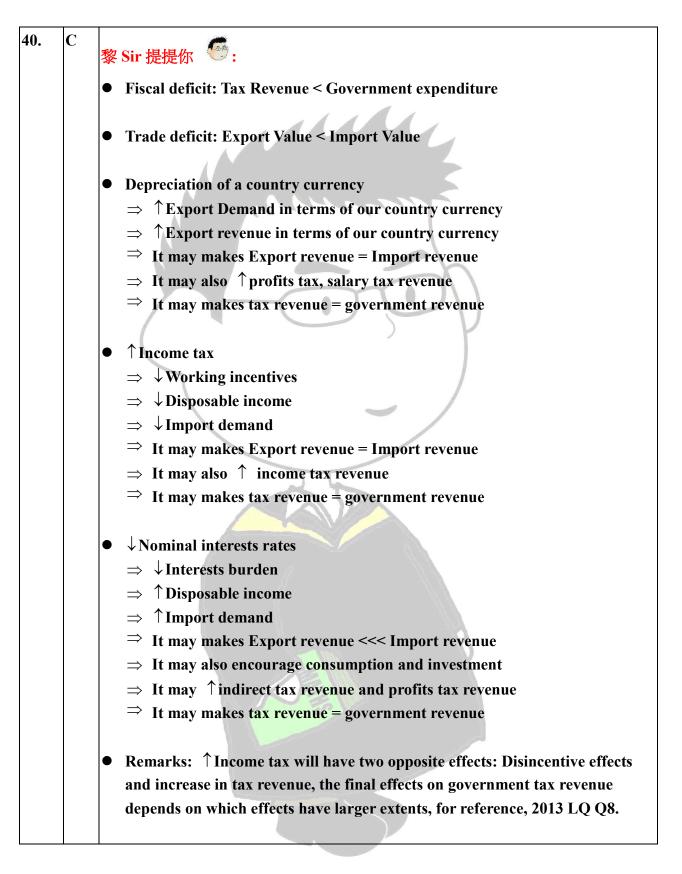
36.	С	黎 Sir 提提你 [©] :
		• \downarrow Allowance $\Rightarrow \uparrow$ Numbers of people with low income falling in tax net
		\Rightarrow \uparrow Subjects to be tax \Rightarrow Tax base is widen and boarden
		• \downarrow Allowance $\Rightarrow \uparrow$ Numbers of people with low income falling in tax net
		\Rightarrow More uneven income distribution
		• \downarrow Standard tax rate $\Rightarrow \uparrow$ Working incentives of people paying standard tax
		• \downarrow Standard tax rate \Rightarrow \uparrow Working incentives of people paying standard tax
		\downarrow Allowance $\Rightarrow \downarrow$ Working incentives of people paying progressive tax
		Therefore, the effect to the total tax revenue is uncertain.
		• For reference, 2006 HKCEE Paper 2 MC Q42

37.	В	 黎 Sir 提提你 If deflation is unexpected ⇒ ↑ Purchasing power of debts + interest (1%) paid by the government ⇒ ↑ wealth redistribution from government to the i-bonds holder
		• If deflation is unexpected
		\Rightarrow \uparrow Purchasing power of fixed pensions received by pensioners
		\Rightarrow Pensioners will gain
		• If deflation is unexpected and the mortage lons is at floating rate
		\Rightarrow Creditors will charge a lower interest rates to the debtors to keep the
		purchasing power of debts and interests paid back the same
		\Rightarrow Neither Debtors nor creditors benefit or suffer.
		\Rightarrow Wealth redistribution will not take place.
		• Remarks: The interest rate of i-bond is calculated based on the Composite
		Consumer Price Index and interest rates will be at least 1% p.a. if deflation.

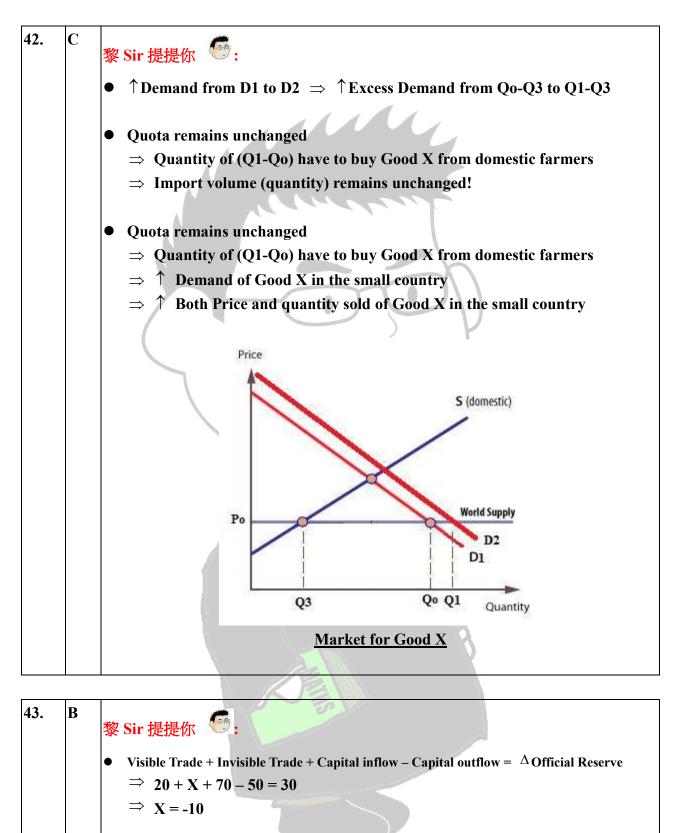


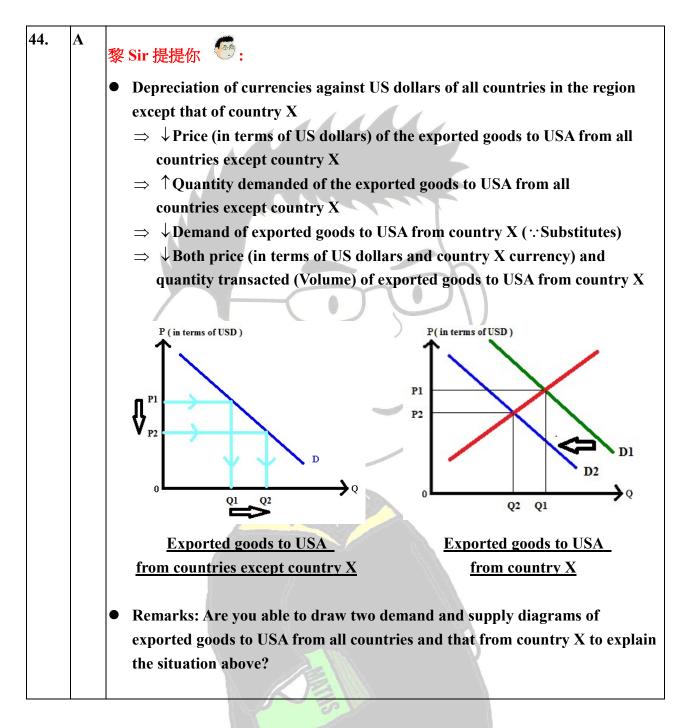


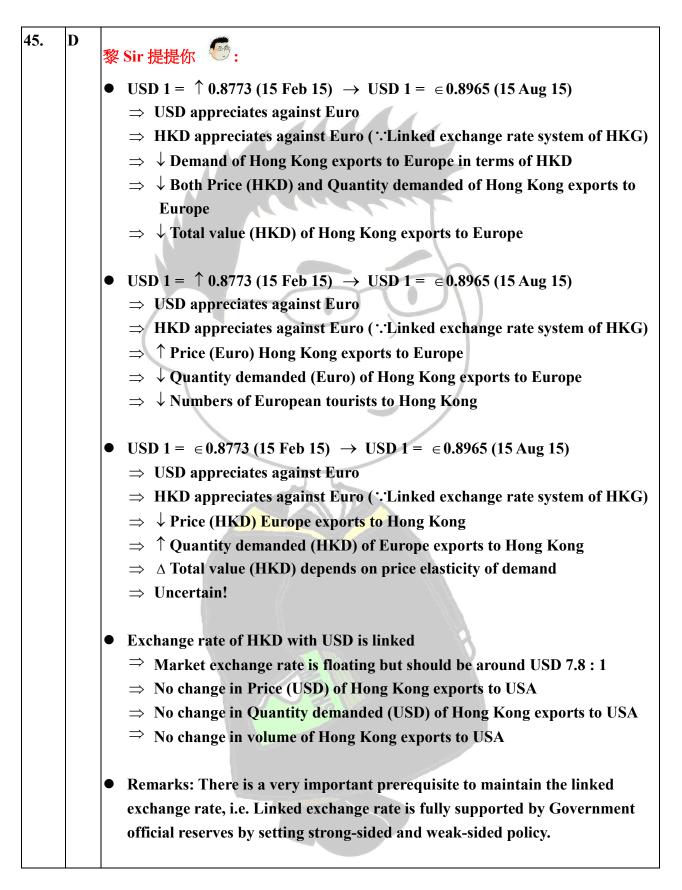




41.	В	
41.	D	黎 Sir 提提你 💮:
		● Output table ⇒ Opportunity Cost table!
		Toys Cars Cars Cars
		Country A5080 \Rightarrow Country A1.6 Cars0.625 ToyCountry B20Country B20 Country B20 Country B
		Country B2060Country B3 Cars0.333 Toy
		• Therefore, Country A export Toys while Country B export Cars
		• Mutually beneficial terms of trade: $1.6 Cars < 1 Toy < (3-0.4) = 2.6 Cars$





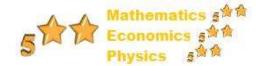


The end.



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- 畢業於香港中文大學電子工程學系,黎 Sir 教室創辦人之一. ∻
- 超過15年教授中學文憑 / IB Diploma / GCE / HSC / SAT / AP / GCSE / IGCSE / IB MYP 課程經驗. ∻ ∻ 與學生面對新中學文憑試,黎Sir親身上陣,以實力於數學科,物理科和經濟科奪取5**,證明寶刀未老. ∻ 熟悉出題趨勢, 教授考試取分技巧; 鼓勵同學獨立思考, 增強同學理解能力.
- ∻ 善用生活化例子講解,教法生動,增加學習趣味;深入淺出,明白學生學習上的困難和需要.
- \diamond 精心編制筆記, 適合中文和英文中學學生就讀; 精心編制練習和試題, 協助同學盡快掌握答題技巧.
- ∻ 黎 Sir 在中學和大學時代已是一名傑出學生, 曾獲取的多項學業上和運動上的獎學金及獎項.
- ∻ 曾代表香港參加國際性運動比賽,取得優異成績,又讀得又玩得,絕不是死讀書的書呆子.
- ♦ 任教科目: 所有數學科, 物理科, 化學科, 生物科, 經濟科, 商業科.

黎 Sir 教室學生佳績: Exclusit Results ◆ 首屆香港中學文憑 (HKDSE), 多位學生取得 5/5*/5**級以上佳績. 更有學生考獲 5 科 5**級2科5*級1科5級優異成績,在全港72620考生中,排名28,入讀港大醫學院. ◇ 英國高考 (GCE AS/AL), 多位學生取得 A*/A 最高級別, 更有學生考獲 5 科 A*. ◆ 國際文憑 (IB Diploma), 多位學生取得 6 / 7 級別, 更有學生取得 44/45 總分. ◆ 英國會考 (IGCSE / GCSE), 多位學生取得 A / A*成績, 更有學生取得 8 科 A*。 ◆ 加拿大大學預科 (CESI) 數學課程 MCV4U, 取得 98 / 100, 99 / 100 成績。 ◆ 學生成功拔尖 (EAS),提早入讀港大理學院和中大法律學院. ◇ 香港中學會考 (HKCEE), 多位學生取得 20 分以上佳績. ♦ 保加利亞國際數學競賽 (BIMC 2013) 隊際賽金牌. ◆ 奧數華夏杯/港澳杯/華杯,多位學生取得特等獎/金獎/一等獎/全港第二名。 ◆ 還有更多, 恕不能盡錄, 詳情請瀏覽以下網址: www.andylai.hk/result.htm

黎 Sir 教室課程特色:

- 小組教學 (1-6人), 導師親身教學; 照顧每位學生需要, 事半功倍. \diamond
- \diamond 精心編制筆記,練習以近 30 年本地和外國公開試題為藍本.
- ∻ 概念理解, 取分技巧並重; 協助同學盡快掌握答題技巧.
- \diamond 歡迎自由組合小組上課,時間及課程內容編排更有彈性.
- \diamond 詳情請瀏覽以下網址: www.andylai.hk





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資深中學補習導師 小組補習 事半功倍!!!

黎 Sir 简介 Andy Lai BEng CUHK, MIEEE

- ◆ 畢業於香港中文大學,黎 Sir 教室創辦人之一.
- ◇ 超過 16 年教授 中學文憑 / IB Diploma / GCE / HSC / SAT / AP / GCSE / IGCSE / IB MYP 課程經驗.
- ◇ 與學生面對新中學文憑試,黎 Sir 親身上陣,於數學科,物理科和經濟科奪取 5**,證明寶刀未老。
- ◇ 現於黎 Sir 教室任教補習班,學生就讀於英文中學,中文中學,國際學校及英國留學生.
- ◆ 熟悉近年出題趨勢,教授考試取分技巧;鼓勵同學獨立思考,增強同學理解能力.
- ♦ 善用生活化例子講解,教法生動,增加學習趣味;深入淺出,明白學生學習上的困難和需要.
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- ◆ 黎 Sir 在中學和大學時代已是一名傑出學生, 曾獲取多項學業上和運動上的獎學金及獎項; 曾代表香港參加國際性運動比賽, 取得優異成績, 「又讀得又玩得」, 絕不是死讀書的書呆子.
- ◆ 黎 Sir 在就讀大學時曾於全球最大美資電腦公司任實習生超過一年,大學畢業後旋即於全港大型英資電腦公司,負責主理該公司所代理的全球大型美資電腦公司儲存系統銷售業務.
- ◇ 於短短半年內將該產品線銷售業績提升超過 50%. 同時更被公司評選為"傑出表現員工 Outstanding Performer",成功將書本上的知識靈活運用於工作上.
- ◆ 黎 Sir 為了教學理想, 毅然辭去工作, 全身投入教學事業, 希望將自己的一套學習方法教授學生.

黎 Sir 教室 課程特色

- ◇ 小組教學 (1-6人),導師親身教學;照顧每位學生需要,事半功倍.
- ◇ 精心編制筆記,練習以近 30 年本地和外國公開試題為藍本.
- ◇ 概念理解,取分技巧並重;協助同學盡快掌握答題技巧.
- ◇ 歡迎自由組合小組上課,時間及課程內容編排更有彈性.
- ♦ 時間及課程請瀏覽以下網址: <u>www.andylai.hk</u>

