

See back cover for an English translation of this cover

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90983M



909835

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## Ohaoha, Kaupae 1, 2013

**90983M Te whakaatu māramatanga ki ngā kōwhiringa kiritaki mā te whakamahi i te ohaoha korekore, te tononga hoki/rānei**

9.30 i te ata Rātū 26 Whiringa-ā-rangi 2013  
Whiwhinga: Whā

Paetae	Paetae Kaiaka	Paetae Kairangi
Te whakaatu māramatanga ki ngā kōwhiringa kiritaki mā te whakamahi i te ohaoha korekore, te tononga hoki/rānei.	Te whakaatu māramatanga hōhonu ki ngā kōwhiringa kiritaki mā te whakamahi i te ohaoha korekore, te tononga hoki/rānei.	Te whakaatu māramatanga matawhānui ki ngā kōwhiringa kiritaki mā te whakamahi i te ohaoha korekore, te tononga hoki/rānei.

Tirohia mehemea e ōrite ana te Tau Ākonga ā-Motu kei tō pepa whakauru ki te tau kei runga ake nei.

**Me whakautu e koe ngā pātai KATOA kei roto i te pukapuka nei.**

Ki te hiahia koe ki ētahi atu wāhi hei tuhituhi whakautu, whakamahia te (ngā) whārangi kei muri i te pukapuka nei, ka āta tohu ai i ngā tau pātai.

Tirohia mehemea kei roto nei ngā whārangi 2–20 e raupapa tika ana, ā, kāore hoki he whārangi wātea.

**HOATU TE PUKAPUKA NEI KI TE KAIWHAKAHAERE HEI TE MUTUNGA O TE WHAKAMĀTAUTAU.**

**TAPEKE**

MĀ TE KAIMĀKA ANAKE

Kia 60 meneti tāu e whakautu ana i ngā pātai o tēnei pukaiti.

### PĀTAI TUATAHI: KŌWHIRINGA KIRITAKI

He ākonga a Taylor, 16 ōna tau, ā, ka waiata ia i roto i te koaea o te kura me te pūrei whutupōro. I ngā wā kāore ia i te whakaharatau, te whakangungu rānei, ka āwhina ia i ana mātua i te pakihi a te whānau. Ko ana mahi whakangohe ina wātea ia, he pai ki a Taylor kia peka mai ana hoa ki te tākaro kēmu rorohiko.

Whakaotihia a (a) me (b) kia taea ai te **whakamārama hōhonu** he pēhea te pānga o te ohaoha korekore me ngā uara ki te kōwhiringa kiritaki a Taylor.

(a) Matapakitia he pēhea te uru o te utu hūanga ki ngā whakatau a Taylor mō tana whakapau i tōna wā **me** āna moni. I roto i tō whakautu, me kōrero koe mō ngā kōrero rauemi i runga, ka tūhono mai i ēnei e whai ake:

- ngā hiahia
- ngā rawa whāiti noa
- te ohaoha korekore
- te utu hūanga.

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E hiahia ana ngā mātua o Taylor kia mahi wāhanga tīpako anō ia i roto i te pakihi whanau, ā, kia nui ake hoki tana whakapau wā ki ana mahi kāinga, kaua ki te tākarō kēmu rorohiko me ana hoa.

(b) Matapaki he pēhea pea te rerekē o ngā uara o Taylor ki ērā o ōna mātua. I roto i tō whakautu, me whakamārama e koe:

- TĒTAHI uara o Taylor ina whakatau ia kia peka mai ana hoa ki te tākarō kēmu rorohiko
- TĒTAHI uara o ngā mātua o Taylor ina hiahia rāua kia whakapau wā anō a Taylor ki te mahi i roto i te pakihi a te whānau me te mahi kāinga
- he pēhea te tukituki o ngā uara o Taylor ki ngā uara o ōna mātua
- KIA RUA ngā whakaaetanga pea i waenga i a Taylor me ōna mātua kia tau ai tēnei take.

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You are advised to spend one hour answering the questions in this booklet.

### QUESTION ONE: CONSUMER CHOICE

Taylor is a 16-year-old student who sings in the school choir and plays football. When she is not rehearsing or training, she helps her parents in the family business. To relax in her spare time, Taylor enjoys having friends around to play computer games.

Complete (a) and (b) to **fully explain** how scarcity and values affect Taylor's consumer choice.

(a) Discuss how Taylor's decisions about her use of time **and** money will involve an opportunity cost. In your answer, you should refer to the resource material above, and link the following:

- wants
- limited means
- scarcity
- opportunity cost.

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Taylor’s parents want Taylor to do extra shifts in the family business and spend more time on homework, rather than playing computer games with her friends.

- (b) Discuss how Taylor’s values may differ from that of her parents. In your answer, you should explain:
- ONE value Taylor may hold when she decides to have friends around to play computer games
  - ONE value Taylor’s parents may hold when they want Taylor to spend more time working in the family business and doing homework
  - how Taylor’s values could conflict with those of her parents
  - TWO possible compromises Taylor and her parents might make to resolve this conflict.

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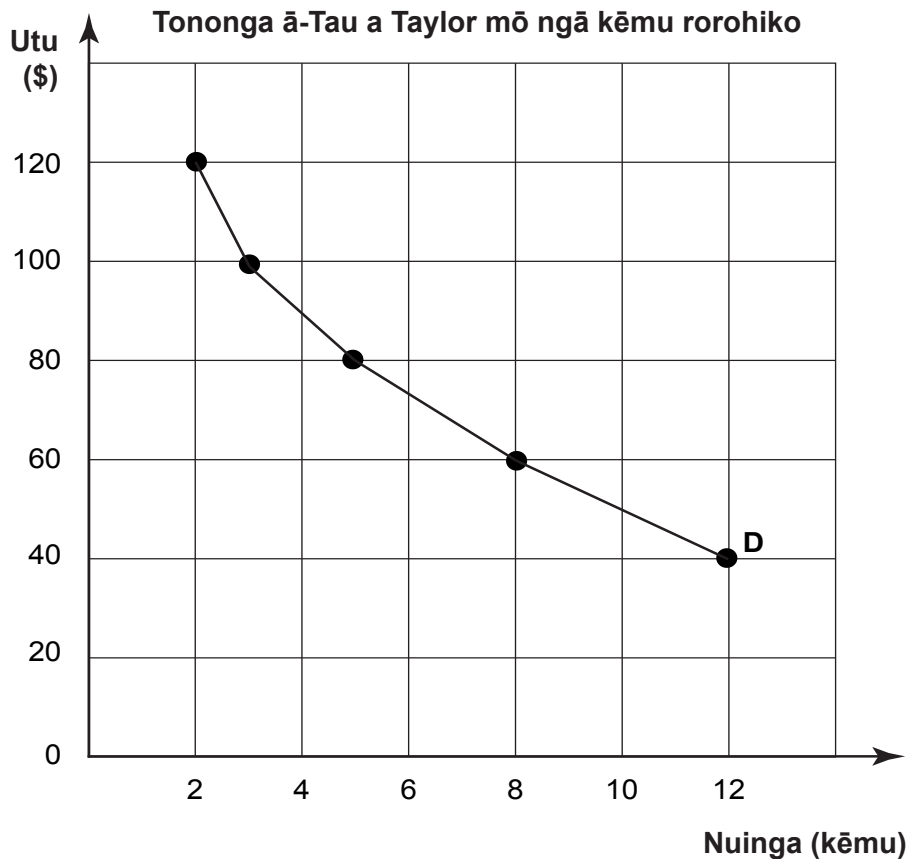


## PĀTAI TUARUA: TE TURE TONONGA

Whakamahia ai e Taylor ngā moni whiwhi i riro mai i te mahi i roto i te pakihi a ōna mātua ki te hoko kēmu rorohiko. E whakaatu ana te kauwhata e whai ake i ngā tononga ā-tau a Taylor mō ngā kēmu rorohiko.

Whakaotihia a (a) – (c) kia taea ai te **whakamārama hōhonu** i te ture tononga i roto i te horopaki o te tononga a Taylor mō ngā kēmu rorohiko.

- (a) Mā te whakamahi i te ānau tononga i raro, whakaotihia te tūtohi tononga ā-tau a Taylor mō ngā kēmu rorohiko.



**Te tūtohi tononga ā-tau a Taylor mō ngā kēmu rorohiko**

Te Utu (\$)	Nuinga (kēmu)

- (b) Ki te kauwhata i runga ake, whakaaturia te pānga ki te nui o ngā kēmu rorohiko e tona ana, mēnā i heke te utu mō ia kēmu mai i te \$100 ki te \$60. Tapaina katoatia ngā huringa katoa.

(c) Matapakitia te ture tononga mā te kōrero mō te tononga kēmu rorohiko a Taylor.

I tō whakautu:

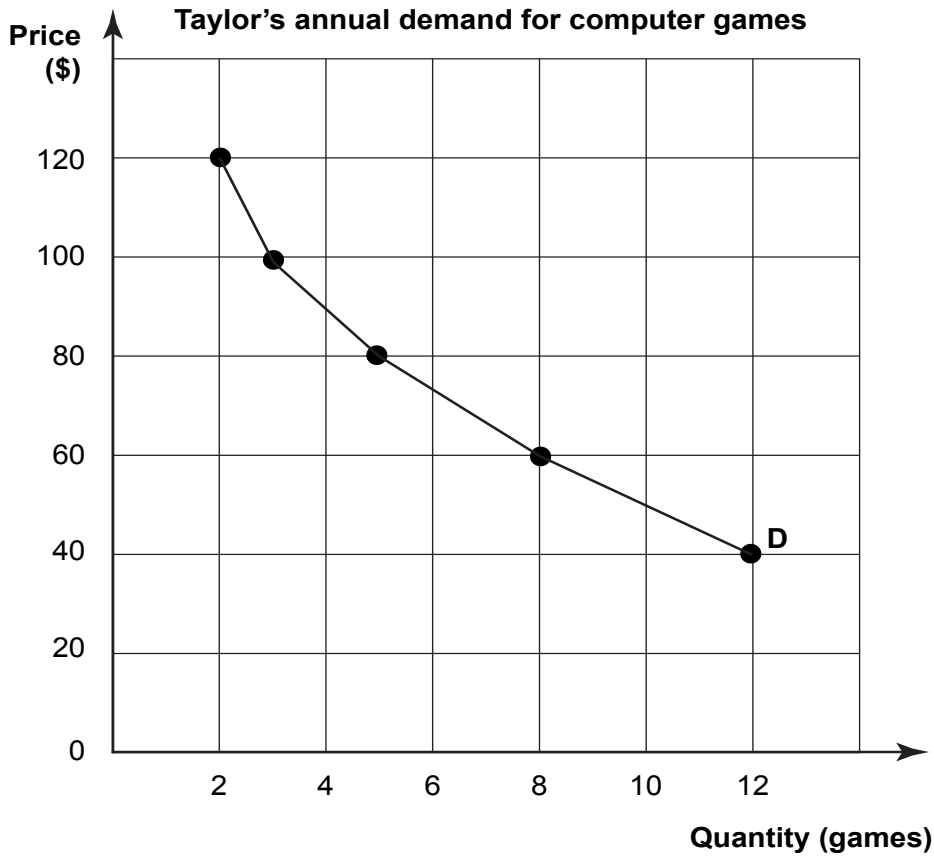
- whakaahuahia te ture tononga mā te kōrero mō ngā raraunga hāngai mai i te kauwhata, mai i tō tūtohi tononga rānei kei te whārangi 6
  - whakamārama hōhonutia, me te whai i ngā pūtake e RUA, he aha i huri ai te nuinga kēmu rorohiko i tono a Taylor i te hekenga o te utu o ngā kēmu rorohiko
  - whakaingoahia tētahi rawa hāngai ka hokona pea e Taylor, ā, ka whakamārama hōhonu he pēhea te pānga atu anō pea o te hekenga o te utu o ngā kēmu rorohiko ki te tononga a Taylor mō te rawa hāngai.
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**QUESTION TWO: LAW OF DEMAND**

Taylor uses income earned from working in her parents' business to buy computer games. The following graph shows Taylor's annual demand for computer games.

Complete (a) – (c) to **fully explain** the law of demand in the context of Taylor's demand for computer games.

- (a) Using the demand curve provided below, complete Taylor's annual demand schedule for computer games.



**Taylor's annual demand schedule for computer games**

Price (\$)	Quantity (games)

- (b) On the graph above, show the effect on the quantity of computer games demanded, if the price per game falls from \$100 to \$60. Fully label all changes.



(c) Discuss the law of demand by referring to Taylor’s demand for computer games.

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In your answer:

- describe the law of demand by referring to relevant data from the graph or your demand schedule on page 8
- fully explain, with TWO reasons, why the quantity of computer games demanded by Taylor changes when the price of computer games falls
- name a complementary good Taylor may buy, and fully explain how the fall in the price of computer games may have a flow-on effect on Taylor’s demand for the complementary good.

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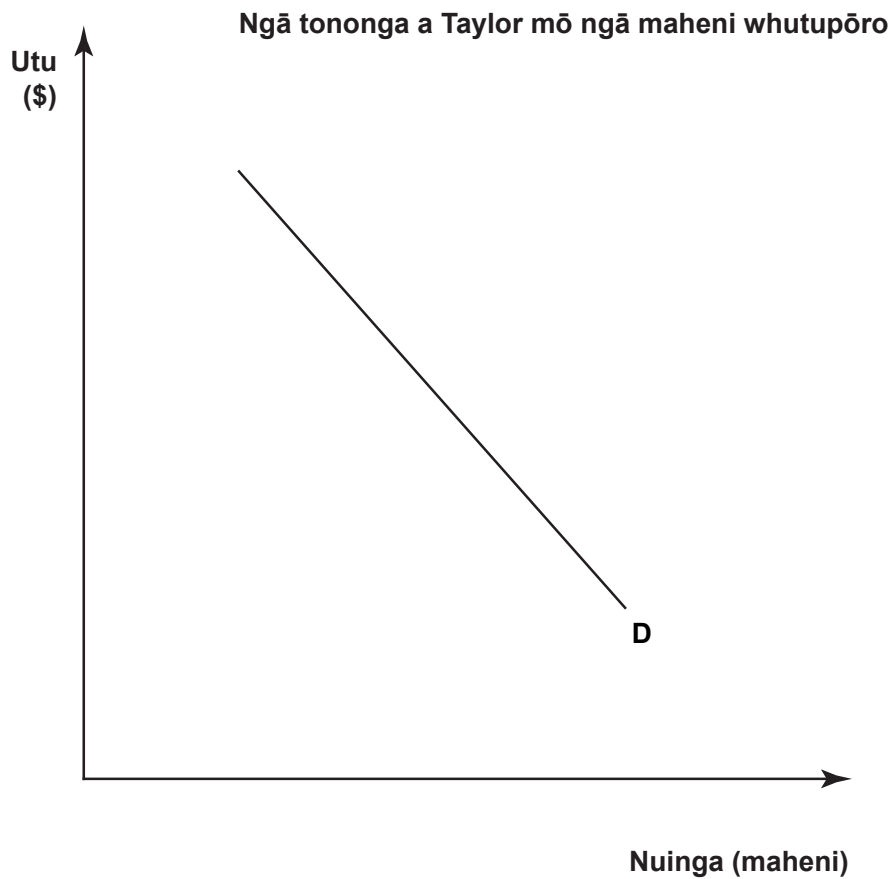


## PĀTAI TUATORU: NGĀ HURINGA TONONGA

I tua atu i ngā kēmu rorohiko, whakapauhia ai e Taylor i ētahi wā ana moni whiwhi ki ngā maheni whutupōro, ka pānuihia e ia hei āwhina i a ia me ana whakangungu.

Whakaotihia a (a) – (b) kia taea ai te **whakamārama hōhonu** i te hononga ōhanga i waenga i ngā maheni whutupōro me ngā kēmu rorohiko i roto i te horopaki o te tononga a Taylor.

- (a) Ki te kauwhata i raro, whakaaturia he pēhea te pānga pea o **te hekenga o te utu o ngā kēmu rorohiko** ki te tononga a Taylor mō **ngā maheni whutupōro**.



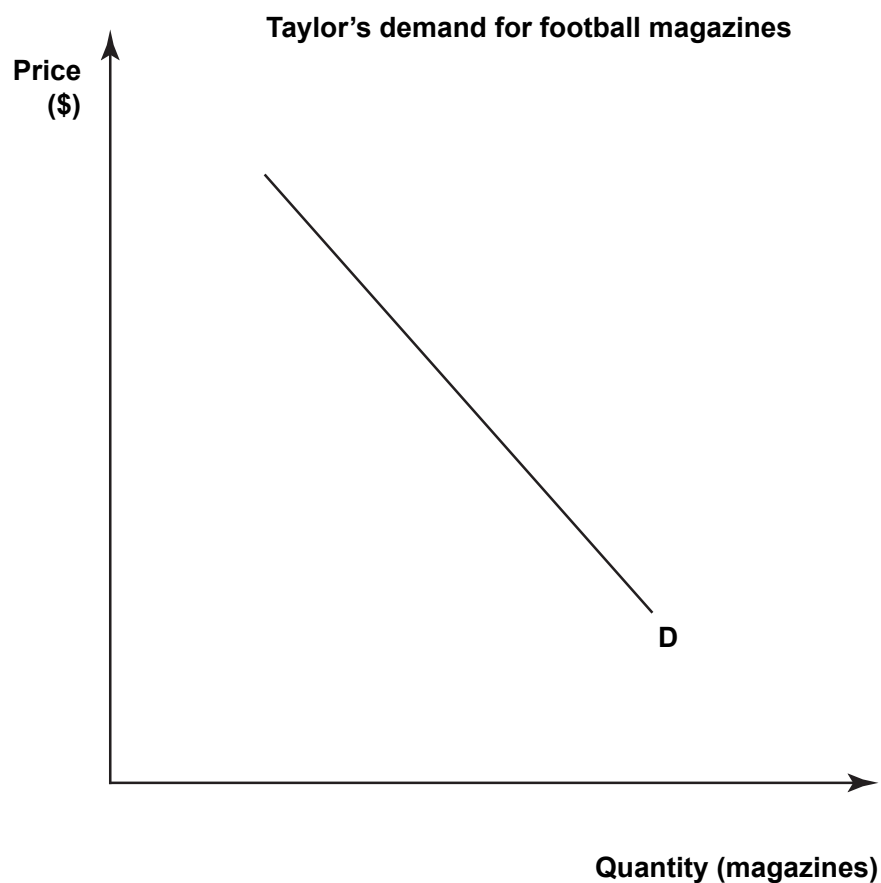


**QUESTION THREE: CHANGES IN DEMAND**

Instead of computer games, Taylor sometimes spends her income on football magazines, which she reads to help with her training.

Complete (a) – (b) to **fully explain** the economic relationship between football magazines and computer games in the context of Taylor's demand.

- (a) On the graph below, show how the **reduced price of computer games** may affect Taylor's demand for **football magazines**.



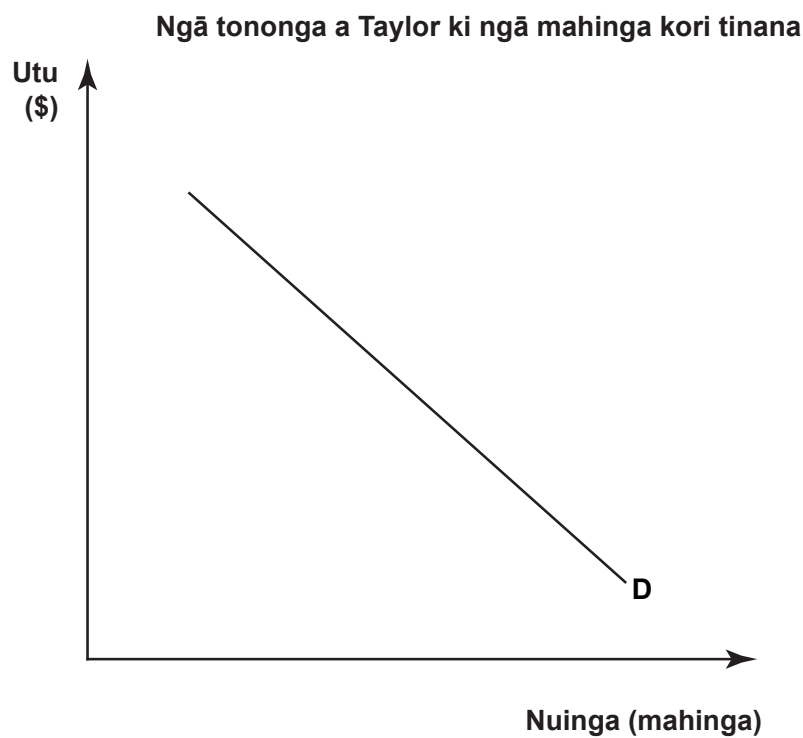


## PĀTAI TUAWHA: HURINGA MONI WHIWHI

Whakamahia ai e Taylor tana taura pekepeke i te nuinga o te wā hei āwhina i ana whakangungu whutupōro, ā, he wā anō ka utu ia mō ētahi mahinga kori tinana i tētahi taiwhanga korikori tinana. Kua whakapikihia e ngā mātua o Taylor ana moni whiwhi mō ana mahi i te pakihī whānau.

Whakaotihia a (a) – (b) kia taea ai te **whakamārama hōhonu** i ngā rawa pararau, hāneanea hoki i roto i te horopaki o te tononga a Taylor mō ngā mahinga kori tinana.

- (a) Whakaotihia te kauwhata huahua i raro hei whakaatu i te pānga o tētahi **pikinga moni whiwhi** mō ngā tononga a Taylor ki ngā mahinga kori tinana.



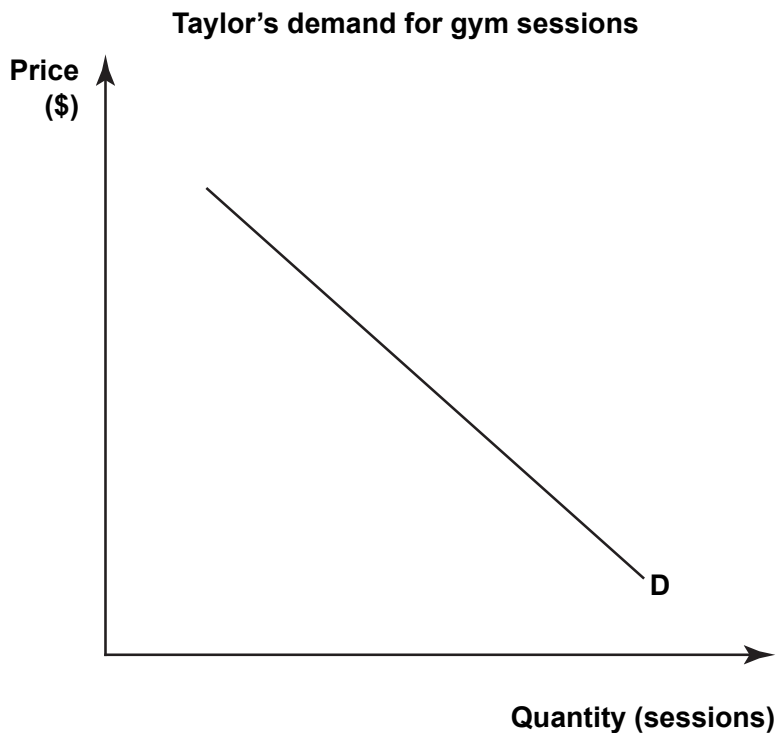


**QUESTION FOUR: INCOME CHANGES**

Taylor mainly uses her skipping rope to help with her football training, and she occasionally pays for fitness sessions at a gym. Taylor's parents have increased the income she earns from working in the family business.

Complete (a) – (b) to **fully explain** inferior and luxury goods in the context of Taylor's demand for gym sessions.

- (a) Complete the sketch graph below to show the effect a **rise in income** would have on Taylor's demand for gym sessions.











*English translation of the wording on the front cover*

## **Level 1 Economics, 2013**

### **90983 Demonstrate understanding of consumer choices, using scarcity and/or demand**

9.30 am Tuesday 26 November 2013

Credits: Four

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
Demonstrate understanding of consumer choices, using scarcity and/or demand.	Demonstrate in-depth understanding of consumer choices, using scarcity and/or demand.	Demonstrate comprehensive understanding of consumer choices, using scarcity and/or demand.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**You should attempt ALL the questions in this booklet.**

If you need more space for any answer, use the page(s) provided at the back of this booklet and clearly number the question.

Check that this booklet has pages 2–20 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

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