

So, what is going to be helpful for me in teaching AP Econ?

AP conference in Timonium

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Advice from the chief reader suggests

- When answering a FRQ, a student should:
 1. Respond clearly
 2. Paragraphs and full sentence responses not always needed. KISS!
 3. It is vital to use the correct VERB to discuss the action that occurred
 4. A written response stated clearly is less likely to lose points

Your friend is the VERB---Find it and let it guide you to answering the FRQ

CALCULATE—use math to show the specific number in the answer and show work

EXPLAIN—take the reader through all steps or links. A formula or graph can work here

IDENTIFY—provide a specific answer or a list, a point on a graph without explanation

SHOW—use a diagram (graph)Here, it must be labeled accurately.

Areas where students fared well in 2012-2014 in MACRO are

- Correctly drawn and labeled AD/AS models
- Correctly drawn and labeled PPC models
- Showing a recession on a PPC model
- Fiscal policy impact on AD
- Foreign Exchange Market

Areas of weakness in AP Macro include (where less than 25% got it right)

- Categories of unemployment
- Classical adjustment to a recession
- The mechanics of money creation (math issues) and monetary policy
- The distinction between REAL and NOMINAL with interest rates
- International Economics topics such as foreign exchange
- Impact of interest rate changes on growth

But wait, there is more to be concerned with in
AP macro

- Financial capital flow (the impact of changes in real IR on growth and exchange rates)
- Self correcting mechanisms in the macro economy
- The role of inflationary expectations on economic variables such as real IR
- Philips Curve model

Areas where students fared well in 2012-2014 in MICRO are:

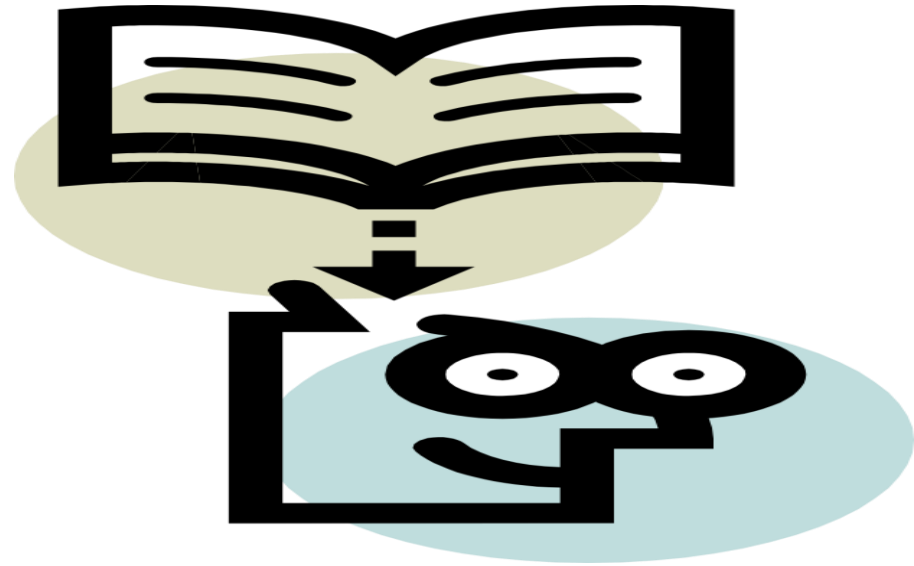
- Determining P_e and Q_e on a Monopoly model
- The firm graph in a PC model
- Price ceilings on a PC model
- Finding the Allocative Efficient Quantity when an externality exists
- Monopoly graphs
- Finding total utility v marginal utility

Areas of weakness in AP Micro (where less than 25% got it right)

- Elasticity : cross-price and the effect on tax incidence
- Consumer and Producer surplus
- Finding DWL when an externality exists
- Lump-sum subsidy on DWL and per unit tax
- PC and labor market graphs
- Optimal consumption rule
- Impact of a price increase on total revenue
- Factor markets

Wow! That is a lot. Any ideas for me to consider?

- Why, yes!
- Glad you asked...



To help your students improve, consider the following ideas.

- Show their work for calculation problems
- Include the formulas used and numbers used. This will help you in grading and finding errors in their thinking.
- Accept only large and easy to read graphs that are clearly labeled
- Teach the verbage and accent it on their tests

In addition.....

- Look to AP central for the notes from the chief reader (Includes scoring results, samples and commentary)
- Use your instructional planning report from College Board
- Check into the online discussion group or look to blogs for tips online

Students would benefit from these ideas

- Graph! Repeat, graph!
- Take timed FRQ tests to model the test: 12 minutes for the short FRQ and 25 for the long FRQ
- Scrimmage MC quizzes
- Drill, opener and exit ticket MC questions
- Mini whiteboards to see models for instant feedback
- Sidewalk chalk for muscle memory and presentations to the class

Suggested MACRO models students really need to know are

- PPC model
- S and D model
- AS/ AD with inclusion of LRS
- Philips Curve
- Money Market model
- Loanable funds model
- Currency market (FE) as a link to S and D model

Suggested MICRO models students really need to know are:

- PPC model
- S and D model (include tariffs and revenue from tariffs, tax incidence and world prices in analysis)
- PC models (and side by side graphs)
- Monopoly and MC models
- Monopsony
- Payoff matrix in game theory
- Labor market and side by side graphs

Signals. Signals? Decoding the AP tests could be a help to you.....

- There are many data sources out there that look at the history and past questions on these tests
- The TDC can ask the same question but they can and do make changes to them.
- Look to AP central for these 'hints' on there for teachers

Micro signals include

- More detailed specifics on graphs
- Points to get by clearly labeled and accurate responses
- Increased emphasis on game theory to the payoff matrix to the Nash Equilibrium

Macro signals include

- Think of the long FRQ as a story to be told
- Starts with AD/AS graph
- Something happens
- Short run and long responses
- Actions needed
- Usually in 3 or 4 parts
- If one part is WRONG, keep going! To get consistency points(“all hope is not lost as you tell story)
- Show you know something v nothing.

Do you need to do the AP audit?

- It is simply submitting your syllabus for approval
- Based on the course outline and using a college level text
- Note- to get approved, show evidence you will do these items in your class
- 1. Have students DRAW and analyze graphs!
- 2. Use past FRQ samples in your teaching
- 3. Consider using CEE material such as the new AP books for micro and macro

The GEOGRAPHY of the AP exam in macro or micro

- Emphasize the content and skills to read the map
- Map---FRQ
- Think of it this as a trip:
- Car (student)---Map (FRQ)---GPS (Test question and answers step by step) –GOAL!
- Add the right VERB as needed, CALCULATE the math as needed and
- Arrive at your destination, a good answer to get as many points as possible.
- As with most directions---keep it simple and easy to read!

In conclusion

- P-O-T
- Do good things daily
- Plan enough time for REVIEW and teaching all units
- 5 p's
- Y-C-D T