

IB ECONOMICS ASSESSMENTS

Standard Level		Higher Level	
Assessment Component	Weighting	Assessment Component	Weighting
External Assessment (4 hours and 45 min)	80%	External Assessment (3 hours)	70%
Paper 1 - (1 hour and 15 minutes) → An extended response paper (25 marks) → Assessment objectives: A01, A02, A03, A04 → Syllabus content (<u>excluding</u> HL material) → Students answer one of three questions.	30%	Paper 1 - (1 hour and 15 minutes) → An extended response paper (25 marks) → Assessment objectives: A01, A02, A03, A04 → Syllabus content (<u>including</u> HL material) → Students answer one of three questions	20%
Paper 2 - (1 hour and 45 minutes) → A data response paper (40 marks) → Assessment objectives: A01, A02, A03, A04 → Syllabus content (<u>excluding</u> HL material). Includes some quantitative questions. → Students answer one of two questions.	40%	Paper 2 - (1 hour and 45 minutes) → A data response paper (40 marks) → Assessment objectives: A01, A02, A03, A04 → Syllabus content (<u>including</u> HL material). Includes some quantitative questions. → Students answer one of two questions.	30%
		Paper 3 - (1 hour and 45 minutes) → A policy paper (60 marks) → Assessment objectives: A01, A02, A03, A04 → Syllabus content <u>including</u> HL material. Includes quantitative and qualitative questions. → Students answer two compulsory questions. (30 marks per question)	30%
Internal Assessment (20 hour teaching)		Internal Assessment (20 hour teaching)	
Internal assessment (45 marks) → This component is <i>internally assessed</i> by the teacher and <i>externally moderated</i> by the IB at the end of the course. → Students produce a portfolio of three commentaries, based on: <ol style="list-style-type: none"> 1. Different units of the syllabus (excluding the introductory unit) and, 2. Published articles from the news media. → Each of the three commentaries should use a <i>different key concept</i> as a lens through which to analyze the published articles. → Maximum 800 words for each commentary	20%	Internal assessment (45 marks) → This component is <i>internally assessed</i> by the teacher and <i>externally moderated</i> by the IB at the end of the course. → Students produce a portfolio of three commentaries, based on: <ol style="list-style-type: none"> 3. Different units of the syllabus (excluding the introductory unit) and, 4. Published articles from the news media. → Each of the three commentaries should use a <i>different key concept</i> as a lens through which to analyze the published articles. → Maximum 800 words for each commentary	30%

Source: www.ibo.org

Understanding Methods of Assessments

Assessment Criteria

Assessment Criteria is particularly used when the evaluated task is open-ended and consists of a specific set of criteria.

This method of assessment is used in **The Internal Assessment** component.

- Assessment criteria allows discrimination between different answers, and encourages a variety of responses.
- Each criterion comprises a set of hierarchically level order *descriptors*.
- Each descriptor is worth one or more marks.
- The maximum level of marks may differ according to the criterion's importance
- Each criterion is applied independently using a best-fit model
- The marks awarded for each criterion are added together to give the total marks for the students' work.
- **For The Internal Assessment, the same assessment criteria is applied for SL and HL students.**

INTERNAL ASSESSMENT CRITERIA – SL & HL

Criterion	Commentary Section	Marks
A	Diagrams	3 marks
B	Terminology	2 marks
C	Application and Analysis	3 marks
D	Key Concept	3 marks
E	Evaluation	3 marks
	TOTAL	14 marks
F	Whole portfolio requirements	3 marks

MAX. FOR PORTFOLIO (14 x 3) + 3 (Criterion F)	45 marks
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Assessment Objectives

Assessment Objectives describe what students should be able to do.

- There are levels of cognitive demands for all assessments.
These progress from **AO1 - A03**, while **AO4** demands a particular skill.
- The different parts within **Paper 1, 2, and 3** aim for different assessment objectives.
- There are specific *command terms*, so teachers and students understand the depth required for each examination question. Below is the breakdown of each assessment objective.

Assessment Objective	Command Terms	Depth
AO1 - Knowledge and Understanding	Define. Describe, List.	Students must learn and understand the meaning of information.
AO2 - Application and Analysis	Analyze, Apply, Distinguish, Explain.	Students must use their knowledge and skills to break down ideas into simpler parts and see how these parts relate.
AO3 - Synthesis and Evaluation	Evaluate, Discuss, Examine, Recommend To what extent.	Students must rearrange component ideas into a new whole, and make judgments based on evidence or a set of criteria.
AO4 - Use and application of appropriate skills	Calculate Construct Determine Draw Identify Solve.	Students must demonstrate the selection and use of subject specific skills and techniques.

Source: www.ibo.org

COMMAND TERMS & ASSESSMENT OBJECTIVES

Command Term	Assessment Objective Level (AO)	Definition
Define	AO1	Give the precise meaning of a word, phrase, concept or physical quantity.
Describe	AO1	Give a detailed account
List	AO1	Give a sequence of brief answers with no explanation.
Analyze	AO2	Break down in order to bring out the essential elements or structure.
Apply	AO2	Use an idea, equation, principle, theory, or law in relation to a given problem or issue.
Distinguish	AO2	Make clear the differences between two or more concepts or items.
Explain	AO2	Give a detailed account including reasons or causes.
Evaluate	AO3	Making an appraisal weighing up the strengths and limitations.
Discuss	AO3	Offer a considered and balanced review that includes a range of arguments, factors, or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Examine	AO3	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Recommend	AO3	Present an advisable course of action with appropriate supporting evidence/reason in relation to a given situation, problem, or issue.
To what extent	AO3	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Calculate	AO4	Obtain a numerical answer showing the relevant stages in the working.
Construct	AO4	Display information in a diagrammatic or logic form.
Determine	AO4	Obtain the only possible answer.
Draw	AO4	Represent by the means of a labeled, accurate diagram, or graph using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Identify	AO4	Provide an answer from a number of possibilities.
Solve	AO4	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.

Source: www.ibo.org