



Assessment in Economics

Economics at the Shanghai American School is offered at the IB Level. The assessment criteria are therefore somewhat dictated by the assessment criteria of the International Baccalaureate Organization (IBO). In reality, Economics integrates a number of assessment methods some of which are not covered.

This document attempts to act as a comprehensive guide as what is expected by students and how their work is assessed. It is designed for use by teachers, students and parents in order to provide clarity and transparency in assessment.

INTERNAL ASSESSMENT

Criterion A **Rubric requirements** (2 marks) This criterion assesses the word limits and syllabus coverage of the portfolio.

Marks/Level	Description
0	Level 1 is not achieved. 0
1	Each commentary meets the word limit requirement, or the portfolio covers at least three different sections of the syllabus.
2	Each commentary meets the word limit requirement, and the portfolio covers at least three different sections of the syllabus.

Criterion B **Organisation and presentation** (4 marks) This criterion assesses the range of sources used for the extracts, the organization and presentation of the portfolio, and the use of diagrams in the portfolio.

Marks/Level	Description
0	Level 1 is not achieved.
1	The portfolio is poorly organized and presented and diagrams are not used appropriately.
2	The portfolio is poorly organized and presented or diagrams are not used appropriately.
3	The portfolio is well organized and presented and the student makes appropriate use of diagrams in the portfolio with relevant explanations.
4	The portfolio is well organized and presented and the student makes highly effective use of diagrams in the portfolio.

One mark should be deducted from the total awarded for this criterion if the extracts chosen are not from four different sources.

Criterion C **Use of Economics Terminology** (5 marks) This criterion assesses the candidate's ability to use and to define economic terminology.

Marks/Level	Description
0	Level 1 is not achieved.
1	The commentaries in the portfolio demonstrate minimal use of appropriate economic terminology and there are no attempts to define terms.
2	The commentaries in the portfolio demonstrate minimal use of appropriate economic terminology and there are only limited attempts to define terms.
3	The commentaries in the portfolio demonstrate appropriate use of economic terminology. However, terms are not always defined, or they are incorrectly defined.
4	The commentaries in the portfolio demonstrate appropriate use of economic terminology. Terms requiring definitions are correctly defined.
5	The commentaries in the portfolio consistently demonstrate appropriate use of economic terminology. Terms requiring definitions are correctly defined.

Criterion D **Application and analysis of economic concepts and theories** (5 marks)
This criterion assesses the candidate's ability to apply and analyse the economic theories and concepts that have been identified from the extracts.

Marks/Level	Description
0	Level 1 is not achieved.
1	Little application or analysis of relevant concepts and theories has been attempted.
2	The application or analysis of relevant concepts and theories has been attempted, but the linkages to the extracts are rarely appropriate.
3	Relevant concepts and theories have been identified, but have been applied to the extracts in a superficial way.
4	Relevant concepts and theories have been identified and suitably applied or analysed in some of the commentaries.
5	Relevant concepts and theories have been identified and have been applied or analysed well in all commentaries.

Criterion E

Evaluation (4 Marks) This criterion assesses the candidate's ability to evaluate economic concepts and theories in the context of real-world examples.

Marks/Level	Description
0	Level 1 is not achieved.
1	In the commentaries, the candidate attempts to evaluate the economic theories and concepts applied to the extracts, but the evaluation is inappropriate.
2	In the commentaries, the candidate attempts to evaluate the economic theories and concepts applied to the extracts, but the evaluation is limited.
3	In the commentaries, the candidate demonstrates evaluation of the economic theories and concepts applied to the extracts, but this evaluation is not presented in all the commentaries.
4	In the commentaries, the candidate demonstrates evaluation of the economic theories and concepts applied to the extracts consistently throughout the portfolio.

Paper 1 HL & SL: EXTENDED RESPONSES/ESSAYS

These are marked out of 10 for the first section and 15 for second, giving a total from 25. IB mark bands (grade boundaries) will vary due to the difficulty of the essay.

Achievement Level	Descriptor
0	Completely inappropriate answer
1 – 3	Little understanding of the specific demands of the question Very little recognition of relevant economic theory Relevant terms not defined Significant errors
4 – 6	Some understanding of the specific demands of the question Some recognition of relevant economic theory Some relevant terms defined Some errors
7 – 8	Understanding of the specific demands of the question Relevant economic theory explained and developed Relevant economic terms defined Few errors Where appropriate, diagrams included
9 – 10	Clear understanding of the specific demands of the question Relevant economic theory clearly explained and developed Relevant economic terms clearly defined No major errors Where appropriate, diagrams included and explained Where appropriate, examples used

Achievement Level	Descriptor
0	Completely inappropriate answer
1 – 5	Little understanding of the specific demands of the question Very little recognition of relevant economic theory Relevant terms not defined Significant errors
6 - 9	Some understanding of the specific demands of the question Some recognition of relevant economic theory Some relevant terms defined Some errors
10 - 12	Understanding of the specific demands of the question Relevant economic theory explained and developed Relevant economic terms defined Few errors Where appropriate, diagrams included An attempt at evaluation
13 - 15	Clear understanding of the specific demands of the question Relevant economic theory clearly explained and developed Relevant economic terms clearly defined No major errors Where appropriate, diagrams included and explained Where appropriate, examples used Evidence of appropriate evaluation

	Where appropriate, diagrams have been included and explained Where appropriate, examples have been used No major errors
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Paper 2 HL: SHORT ANSWERS

Each are marked out of 10. IB mark bands (grade boundaries) will vary due to the difficulty of the questions.

Achievement Level	Descriptor
0	Completely inappropriate answer
1 – 3	Little understanding of the specific demands of the question Very little recognition of relevant economic theory Relevant terms not defined Significant errors
4 - 6	Some understanding of the specific demands of the question Some recognition of relevant economic theory Some relevant terms defined Some errors
7 - 8	Understanding of the specific demands of the question Relevant economic theory explained and developed Relevant economic terms defined Few errors Where appropriate, diagrams included
9 - 10	Clear understanding of the specific demands of the question Relevant economic theory clearly explained and developed Relevant economic terms clearly defined No major errors Where appropriate, diagrams included and explained Where appropriate, examples used

Paper 3 HL & Paper 2 SL: DATA RESPONSE

These are marked out of 20 with the marks being split as 2, 2, 4, 4, 8. IB mark bands (grade boundaries) cannot be provided as these vary according to the difficulty of the question.

2 mark questions

Achievement Level	Descriptor
0	Wrong definition.
1	Vague definition.
2	Precise definition, or vague definition with an appropriate example.

4 mark questions

Achievement Level	Descriptor
0	Inappropriate answer.
1-2	Identification of appropriate theory.
3-4	Correct application of appropriate theory.

8 mark questions

Achievement Level	Descriptor
0	No valid discussion.
1-2	Few relevant concepts recognized. Little discussion, or only basic understanding.
3-5	Relevant concepts recognized and developed in reasonable depth. Some attempt at application and analysis.
6-8	Relevant concepts developed in reasonable depth, demonstrating effective evaluation, supported by appropriate evidence or theory .

GENERAL ASSESSMENT CRITERIA

The nature of Social Sciences leads to a number of pieces of work, including but not limited to presentations, group projects, tests, research and investigation, means that a more general wide-ranging set of assessment criteria are also valuable. These are included below although not all sections will be applied to all pieces of work.

Criterion A: Knowledge & Comprehension

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The use of terminology is inconsistent or incorrect . Facts and examples are either absent , or those used are irrelevant or do not show understanding . The student provides descriptions that are inaccurate or that have insufficient detail ; explanations are absent or superficial .
3–4	The use of terminology is mostly accurate and usually appropriate , though some errors remain. Facts and examples used are mostly relevant, and usually show understanding . The student provides basic descriptions that may need more detail; explanations are usually adequate but sometimes superficial.
5	The student uses terminology accurately and appropriately . Relevant facts and examples are used to show understanding . The student provides accurate descriptions; explanations are adequate but not well developed.
6	The student uses a range of terminology accurately and appropriately. A range of relevant facts and examples are used to show understanding. The student provides accurate and detailed descriptions; explanations are developed .
7	The student provides accurate and detailed descriptions; explanations are developed . The student shows an excellent command of a wide range of terminology, and uses it appropriately. An extensive range of relevant facts and examples are used to show understanding. Descriptions are accurate and detailed and explanations are fully developed .

Criterion B: Concepts

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	Application of concepts is inappropriate . The student may demonstrate some conceptual awareness and understanding by recognizing basic connections to the subject matter.
3–4	Application of concepts is not always appropriate . The student demonstrates conceptual awareness and understanding by describing basic connections to the subject matter.
5	Application of concepts is appropriate but superficial . The student demonstrates conceptual awareness and understanding by describing connections to the subject matter. The student attempts to apply concepts to other situations but is not always successful.
6	Application of concepts is appropriate and shows some depth . The student demonstrates conceptual awareness and understanding by explaining connections to the subject matter. The student applies concepts to other situations.
7	Application of concepts is appropriate and sophisticated . The student demonstrates conceptual awareness and understanding by explaining in detail connections to the subject matter. The student applies concepts effectively to other situations.

Criterion C: Skills

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student can select and use some relevant information. The student displays minimal analytical skills . The student's arguments, decisions or judgments are not always relevant , or may be absent . The student attempts to carry out investigations, demonstrating few skills .
3–4	The student selects and uses mostly relevant information. The student's work lacks the required depth in analysis . The student makes some relevant arguments, decisions or judgments though these are unsupported . The student demonstrates basic investigative skills.
5	The student selects and uses relevant information. Work shows satisfactory evidence of analysis . Arguments, decisions and judgments are supported and balanced but superficial . The student demonstrates adequate investigative skills.
6	The student selects and uses a range of relevant information. Work shows a good level of critical analysis . Arguments, decisions and judgments are well supported and balanced . The student demonstrates effective investigative skills.
7	The student selects and uses a wide range of relevant information. Work shows a

	high level of critical analysis and evaluation. Arguments, decisions and judgments are fully supported and well balanced . The student demonstrates sophisticated investigative skills.
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Criterion D: Organization & Presentation

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–3	The student communicates information that may not always be relevant . The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required. Presentation and expression are unclear and imprecise . There may be some or no evidence of documentation.
4–5	The student communicates information that is mostly relevant . The student attempts to structure and sequence the work but is not always successful . Presentation and expression are occasionally unclear . Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions.
5–6	The student communicates information that is relevant . The student uses a structure appropriate to the task and sequences the content logically . Presentation and expression are clear; attention is paid to the audience and purpose in terms of appropriate language, style and visual representation. Sources of information are documented, with occasional errors in adhering to conventions.
6–7	The student communicates information that is always relevant . The student organizes information into a well-developed and logical sequence , appropriate to the format required. Presentation and expression are clear, concise and effective , and the language, style and visual representation used are always appropriate to the audience and purpose. All sources of information are documented according to a recognized convention .

Updated: As of May 2006 Exam