Self Assessment: Internal Assessement Checklist	Webnote 511 (last update 8-06-21)

This is My work (name):	Work Assessed by (peer name):

How do you get Top Marks in your Economics IA ?

- How to get a top grade?
- The boxes below are each directed toward the IB marking criteria for internal assessment. Your commentaries should be able to comply with each statement. What do you need to do?
- Read your commentaries. Then complete this assessment sheet; this should take about 10 minutes. Consider each question and then grade yourself. This form will help you to do this and it has some additional reminders directly specific to economics. Get a classmate to work with and assess the work of your partner.
- The total mark you received will then give you a clear guide as to your IA result and whether revisions are necessary **before** you submit your internally assessed coursework.

You have the detailed IBO marks scheme for assessment. All of the main points in the IBO markscheme are referred to on this webnote.

Tip: Submit this assessment form with your final IA work in G12. How many marks out of 45 can you collect? Is this what you want or can you check the work over to see if you can add a mark or two to improve your overall grade.

Criterion	Have you?	Marks
F: Rubric Requirements **" 3-3-1" = 3 marks** **Note: this criteria can only be effectively assessed on final submission. Follow the 3 guidelines opposite.**	**Have you followed the 3 guidelines in the Rubric?** 1. **3 Sections of syllabus:** Each article/commentary must focus on a different section of the syllabus (sections 2,3+4) 2. **3 sources:** Students must use a different source for each commentary. 3. **1 year:** Articles must be about current events and these must be published no earlier than one year before the writing of the commentary. **Tip:** use a highlighter to show which parts of the article you are analyzing + highlight key economic terms **Tip: see webnote 530 page 5 for exact requirements on the rubric** **Tip:** Have you met the 800 word limit on each of the commentaries?	self / 3
Criterion A Diagrams 3 marks This criterion assesses the extent to which the student is able to construct and use diagrams **expertly**: **Teacher Feedback:**	**Have you used diagrams expertly ?** ❖ Have you chosen the best diagrams to show the link to the syllabus? ❖ Are diagrams used expertly? Here you must consider the following: a. diagrams have where possible a title using the words 'to show'and labels that use data/text from the article? Labels < 5 words not in word count. b. diagrams are expertly **drawn + explained** in the commentary? Explanations make direct and exact references to the diagram? c. use this approach: "This analysis commences at point M in Fig 1 where the market ….". **Tips: Best use of Diagrams** ❖ **Are your diagrams labeled expertly? Titles < 10 words not in word count.** ❖ **Did you use Effective titles (underlined)?** ❖ **Does the diagram highlight the link between commentary and extract?** ❖ **Did you number your diagrams?** ❖ **Is there direct reference from the commentary to exact points in the diagram** ❖ **Did you use full words to explain the axes e.g. quantity of cars, price of vegetables, price of dollar in UK pounds. Use information from the article whenever possible.** ❖ **Did you use data from the extract in building the diagram where possible? e.g. an exchange rate or a quantity of airline seats** ❖ **For word count details in diagrams see webnote 530** ❖ **Can you improve your labels in your diagrams?**	**Self** / 3 **Peer** / 3
Criterion B Terminology 2 marks This criterion assesses the extent to which the student uses appropriate economic terminology **Teacher Feedback:**	**Have you used economic vocabulary effectively?** ❖ Does the commentary consistently show appropriate use of economic terminology/vocabulary? Are key terms defined / clearly explained? ❖ Have used terms correctly? For example do you refer to sustainability or should you use the term sustainable development clearly explaining its meaning? Other examples: globalization, inflation, opportunity cost. ❖ You must define/explain terms that are **key terms** to your commentary and that help to explain your analysis or evaluation. Better to do this early in the commentary but later you need to define/explain key terms as you use them. **Tip: define terms that are central to your story. E.g. you need to define free market but it may not be necessary to define supply or demand** **Tip: before you submit put a circle around the terms that need definition/explanation. Are they well explained in the context of the extract?**	/ 2 / 2

Criterion C
Application + Analysis
3 marks

This criterion assesses the extent to which the student recognizes, understands and applies economic information in the context of the article.

Have you applied + analysed the ' best fit' theory to the story?

- Do you connect/link the theory well to the article to link with the theory ?
- Do you **quote** and / or **use data** directly from the article in your commentary?
- Does the commentary establish clear **links** with the syllabus and the study of economics?
- Did you use the diagrams to make clear links with the theory and explain these links effectively to the reader?
- Did you follow a clear well structured plan with well connected paragraphs?
- Did your 1st sentence in each paragraph identify the key purpose / argument of the paragraph?
- Did you explain your diagram(s) in some depth highlighting the links between the extract and the theory?

Tip: Quote. Use data from article. Use footnotes to reference. See webnote 512 for this.
Tip: 1st and Last sentences are of key importance in each paragraph. The 1st highlights the focus for the paragraph and the last records the key outcome in the paragraph or leads the reader to the next paragraph. This is important throughout your commentary.
Tip: Label and title diagram with data/info from the article.

Teacher Feedback:

Self	Peer
/ 3	/ 3

Criterion D
Key Concept
3 marks

This criterion assesses the extent to which the student recognizes, understands and applies one of the 9 key economic concepts to the article.

Have you applied ONE appropriate key economic concept that is addressed in your analysis and specifically considered in your evaluation?

- Does the commentary establish clear **link to a key concept?**
- Did you use the diagrams to make clear links with this concept and explain these links effectively to the reader e.g. why is sustainability or intervention important/justified? This can be referred to also in your evaluation.
- Did you quote and/or use exact data from the extract to demonstrate the link to the key concept?
- Here you might also find yourself explaining a diagram in some depth highlighting the links between the extract and the + the key concept.
- The 'key concept': Is it a central theme/focus in your commentary

Tip: Make sure you have mentioned the 'key concept' in each section of your commentary e.g. introduction, analysis and evaluation.
Teacher Feedback:

Self	Peer
/ 3	/ 3

Criterion E
Evaluation
3 marks

This criterion assesses the extent to which the student synthesizes his or her analysis in order to make judgements that are supported by reasoned arguments.
Teacher Feedback:

Have you evaluated effectively? (some tips!)

- Can your evaluation identify some of the limitations of the economic theory +concepts used in the analysis? Was the economic theory very effective?
- Can your evaluation (if appropriate) put the investigation into academic context e.g. current or past academic debate? e.g. how the investigation is relates to monetarist versus Keynesian management of an economy
- Does the commentary provide **insights** as to how economic theory can be used to analyze / understand events in the real world? Does commentary make a clear decision / judgement? E.g. advantages >disadvantages, government action is / is not justified etc.
- Does the evaluation use the appropriate techniques relevant to economics such as long run versus short run; stakeholders; prioritize the points you have made when assessing the theory or advantages and disadvantages?
- One approach to evaluation: "An economist/economic theory would suggest that….
- Can you consider 'normative' issues and the intervention by government? Was government bailout of banks in 2009 justified? Is a subsidy justified or is it allocatively efficient?
- Did you quote or use appropriate evidence from the extract here? Is your commentary well paragraphed (this helps to communicate with examiner more effectively)?
- Be careful here that your evaluation does not turn out to be a conclusion or just a summary of your analysis!
- Did you follow a clear well structured plan with well connected paragraphs?

Tip: Be sure to use the word 'evaluation' in your evaluation and MAKE A DECISION in you evaluation! E.g. An evaluation of government policy shows that the government decision to tax the negative externality was correct because….

Self	Peer
/3	/ 3
self total /14	peer total

IB grade:

self	peer

Total Marks (prediction):(/ 14 (Potential IB grade =)

After you assess your work if you can make improvements to gain 3 or 4 marks out of 45 then you could easily move into a higher-grade boundary. You are playing for a higher grade level in your IA + overall in your IB economics result. Get one of your friends to assess your work. Both of you will gain from the exercise! Remember each mark counts!

N.B. Make sure your IA is well paragraphed. See Webnote 502 for some 'reminders'.
N.B. Teacher marks are a prediction and these do not record a final mark for the work. You still need to revise and improve the draft so use the information/advice/tips above to think about this!
N.B. if you have questions about the peer feedback then ask the peer or show the work to me and I can help you to understand the comment!

Expected Grade boundaries for I.A.

3 commentaries as per I.B.O. Report:	1 commentary (estimate):
7 = 38-45 marks	7 = 13-14
6 = 32-37 marks	6 = 11-12
5 = 27-31 marks	5 = 9-10
4 = 21-26 marks	4 = 7-8
3 = 13-20 marks	3 = 4-6