

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. What do you need to do?
- Read your commentary. 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. Teacher feedback will be given on this sheet once your IA draft has been submitted. **But remember this is not a graded assignment but a feedback report offering advice on how to improve your work before final submission of your portfolio.**
- You have the detailed IBO marks scheme for assessment in Webnote 530. All of the main points in the IBO mark scheme are referred to in this webnote.

**Tip:** Submit this assessment form (1 for each IA) with your final IA work in G12. How many marks out of 45 can you collect? Is this the mark / grade you want or can you check the work over to see if you can add a mark or two to improve your overall grade?

**Tip:** Include page-numbers on all pages for your IA including the articles and include the word-count at the end of each commentary as well as on the coverage page.

Criterion	Have you?	Marks						
<p><b>F: Rubric Requirements</b></p> <p><b>“3-3-1” = 3 marks</b></p> <p>Note: this criterion can only be effectively assessed on final submission. Follow the 3 guidelines opposite.</p>	<p><b>Have you followed the 3 guidelines in the Rubric?</b></p> <ul style="list-style-type: none"> <li>• <b>3 Sections of syllabus:</b> Each article/commentary must focus on a different section of the syllabus (sections 2,3+4)</li> <li>• <b>3 sources:</b> Students must use a different source for each commentary.</li> <li>• <b>1 year:</b> Articles must be about current events, and these must be published no earlier than one year before the writing of the commentary.</li> </ul> <p><b>Tip 1:</b> Check each of your IA’s carefully. Look at all 3 drafts for each criterion. This will help you to maximise your marks.  <b>Tip 2:</b> see webnote 530 page 3 for exact requirements on the rubric – these are listed above 1-3.  <b>Tip 3:</b> Have you met the 800-word limit on each of the commentaries? (not in rubric but observe word count)  <b>Tip 4:</b> Be sure to highlight the parts of the article that you used to do your commentary. Also highlight key economic terms e.g., Key Concept Highlight all parts that were used. Do this especially if the article is long e.g. 1,000 words  <b>Tip 5:</b> Number all pages in your IA. This helps you and the reader to follow your work. <u>Add wordcount</u> to last page of each commentary even though it is also recorded on the coverage page.</p>	<p>Self</p> <p>/</p> <p>3</p>						
<p><b>Criterion A Diagrams</b></p> <p><b>3 marks</b></p> <p>This criterion assesses the extent to which the student is able to construct and use diagrams expertly:  <b>Teacher Feedback:</b></p>	<p><b>Have you used diagrams expertly (draw + explain)?</b></p> <ul style="list-style-type: none"> <li>❖ Have you chosen the best diagrams to show the link to the syllabus?</li> <li>❖ Are diagrams used expertly? Here you must consider the following:                             <ol style="list-style-type: none"> <li>a. diagrams have where possible a title using the words ‘to show’ and labels that use data/text from the article? Labels &lt; 5 words not in word count.</li> <li>b. diagrams are expertly <b>drawn + explained</b> in the commentary? Explanations make direct and exact references to the diagram?</li> <li>c. use this approach: “This analysis commences at point M in Fig 1 where the market ..... </li> </ol> </li> </ul> <p><b>Tips: Best use of Diagrams</b></p> <ol style="list-style-type: none"> <li>1. Are your diagrams completely accurate?</li> <li>2. Are your diagrams labeled expertly? Titles &lt; 10 words not in word count.</li> <li>3. Did you use Effective titles (underlined)? See Tip 2 below.</li> <li>4. Does the diagram highlight the link between commentary and extract?</li> <li>5. Did you number your diagrams?</li> <li>6. Is there direct reference from the commentary to exact points in the diagram</li> <li>7. 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.</li> <li>8. Did you use data from the extract in building the diagram where possible? e.g., an exchange rate or a quantity of airline seats</li> <li>9. For word count details in diagrams see webnote 530 (IB guidelines)</li> <li>10. Use the following approach...<b>This analysis commences at...</b></li> <li>11. Can you improve your labels in your diagrams?</li> </ol> <p><b>Tip 1:</b> Make sure your diagrams are accurate and exact according to the theory we have studied. This is of critical importance, or you will lose marks in criteria A, C and possibly D + E.  <b>Tip 2:</b> Useful to use the words ‘to show’ in your diagram title as you are informing reader on exactly what you are using the diagram to illustrate.</p>	<table border="1"> <tr> <th>Self</th> <th>Peer</th> </tr> <tr> <td>/</td> <td>3</td> </tr> <tr> <td>/</td> <td>3</td> </tr> </table>	Self	Peer	/	3	/	3
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<p><b>Criterion B Terminology</b></p> <p><b>2 marks</b></p> <p>This criterion assesses the extent to which the student uses appropriate economic terminology  <b>Teacher Feedback:</b></p>	<p><b>Have you used economic vocabulary effectively?</b></p> <ul style="list-style-type: none"> <li>❖ Does the commentary consistently show appropriate use of economic terminology/vocabulary? Are key terms defined (optional) / <b>clearly explained (required)</b>?</li> <li>❖ 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.</li> <li>❖ You must define/explain terms that are <b>key terms</b> 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 (optional) / <b>explain (required)</b> key terms as you use them.</li> </ul> <p><b>Tip 1:</b> define terms that are key/central to your story. E.g. you need to define free market but it may not be necessary to define supply or demand  <b>Tip 2:</b> before you submit your final portfolio put a circle around the terms that need definition/explanation. Are they well explained in the context of the article? This helps you to check that you are meeting the criterion i.e. using vocabulary appropriately.</p>	<table border="1"> <tr> <th>Self</th> <th>Peer</th> </tr> <tr> <td>/</td> <td>2</td> </tr> <tr> <td>/</td> <td>2</td> </tr> </table>	Self	Peer	/	2	/	2
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<p><b>Criterion C</b> <b>Application + Analysis</b> <b>3 marks</b></p> <p>This criterion assesses the extent to which the student <u>recognizes, understands and applies</u> economic information in the context of the article.</p>	<p><b>Have you applied + analysed the 'best fit' theory to the story?</b></p> <ul style="list-style-type: none"> <li>Have you explained your diagrams accurately + expertly referring to exact points in the diagram?</li> <li>How is your first sentence in each paragraph. Read it now and check if it says what you want to say in the paragraph?</li> <li>Do you connect/link the theory well to the article to link with the economic theory?</li> <li>Do you <b>quote</b> and / or <b>use data</b> directly from the article in your commentary?</li> <li>Does the commentary establish clear <b>links</b> with the syllabus and the study of economics?</li> <li>Did you use the diagrams to make clear links with the theory and explain these links effectively to the reader?</li> <li>Did you follow a clear well-structured plan with well-connected paragraphs?</li> <li>Did your 1<sup>st</sup> sentence in each paragraph identify the key purpose / argument of the paragraph?</li> <li>Be sure to use... <i>This analysis commences at point e1 in fig 2....</i></li> <li>Did you explain your diagram(s) in some depth highlighting the links between the extract and the theory?</li> </ul> <p><b>Tip 1:</b> Quote. Use data from article. Use footnotes to reference. See webnote 512 for this. <b>Tip 2:</b> 1<sup>st</sup> and Last sentences are of key importance in each paragraph. The 1<sup>st</sup> 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. <b>Tip 3:</b> Label and title diagram with data/info from the article.</p> <p><b>Teacher Feedback:</b></p>	<table border="1"> <tr> <th>Self</th> <th>Peer</th> </tr> <tr> <td>/</td> <td>/</td> </tr> <tr> <td>3</td> <td>3</td> </tr> </table>	Self	Peer	/	/	3	3						
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<p><b>Criterion D</b> <b>Key Concept</b> <b>3 marks</b></p> <p>This criterion assesses the extent to which the student <u>recognizes, understands and applies one</u> of the 9 key economic concepts to the article.</p> <p><b>Teacher Feedback:</b></p>	<p><b>Have you applied <u>ONE</u> appropriate key economic concept that is addressed in your analysis and specifically considered in your evaluation?</b></p> <ul style="list-style-type: none"> <li>Does the commentary establish clear <b>link to a key concept?</b> Do this clearly in your introduction using the words 'key concept' in order to identify the central theme in your commentary e.g. intervention. Then in following paragraphs explain, 'diagramIZE' or analyse the key concept as it connects with the article. In the last section you will evaluate (+ judge) the action in the article in the context of the key concept e.g. intervention was justified or NOT or partly YES and partly NO.</li> <li>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.</li> <li>Did you quote and/or use exact data from the extract to demonstrate the link to the key concept from the article?</li> <li>Here you might also find yourself explaining a diagram in some depth highlighting the links between the extract and the + the key concept.</li> <li>The 'key concept': Is it a central theme/focus in your commentary. Use quotes/data as evidence where possible.</li> </ul> <p><b>Tip 1:</b> Make sure you have mentioned the 'key concept' in each section of your commentary e.g. introduction, analysis and evaluation. <b>Tip 2:</b> Use the key concept to help you in your evaluation e.g. was the intervention (by government probably) successful? <b>Tip 3:</b> Check that you have explained the key concept clearly in your introduction. Use Webnote 527 to help you here!</p>	<table border="1"> <tr> <th>Self</th> <th>Peer</th> </tr> <tr> <td>/</td> <td>/</td> </tr> <tr> <td>3</td> <td>3</td> </tr> </table>	Self	Peer	/	/	3	3						
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<p><b>Criterion E</b> <b>Evaluation</b> <b>3 marks</b></p> <p>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.</p> <p><b>Teacher Feedback:</b></p>	<p><b>Have you evaluated effectively? (some suggestions.... some tips!)</b></p> <ul style="list-style-type: none"> <li>Did you use the key evaluative techniques e.g. advantages vs disadvantages or stakeholder impacts?</li> <li>Does the commentary provide <b>insights</b> 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 &gt; disadvantages, government action is / is not justified etc.</li> <li>One approach to evaluation: "The key problem in the article was resolved (only partly resolved) by the action taken...."</li> <li>Was the problem in the article resolved? How were the stakeholders affected? Use the article to provide evidence in addressing these questions in your evaluation.</li> <li>Be careful here that your evaluation does not turn out to be a conclusion or just a summary of your analysis! You need to evaluate (advantage vs disadvantage or use stakeholders) + <b>make a decision</b>.</li> <li>Can your evaluation identify some of the limitations of the economic theory + concepts used in the analysis? Was the economic theory very effective?</li> <li>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?</li> <li>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?</li> <li>Did you quote or use appropriate evidence from the extract here? You <b>must</b> focus on content inside the article.</li> <li>Did you follow a clear well-structured plan with well-connected paragraphs? (This helps to communicate with examiner more effectively)?</li> </ul> <p><b>Tip 1:</b> Be sure to use the word 'evaluation' in your evaluation and <b>MAKE A DECISION</b> in your evaluation! E.g. An evaluation of government policy shows that the government decision to tax the negative externality was correct because.... <b>Tip 2:</b> Be sure to check that you have considered a clear problem/issue in the article you have chosen and that you have addressed how the article dealt with the problem. Was a solution to the problem / issue evident and if not then consider why?</p>	<table border="1"> <tr> <th>Self</th> <th>Peer</th> </tr> <tr> <td>/3</td> <td>/3</td> </tr> <tr> <td>self total</td> <td>peer total</td> </tr> <tr> <td>/14</td> <td>/14</td> </tr> <tr> <th colspan="2">IB grade:</th> </tr> <tr> <td>self</td> <td>peer</td> </tr> </table>	Self	Peer	/3	/3	self total	peer total	/14	/14	IB grade:		self	peer
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<p><b>Total Marks (prediction): ( / 14 (Potential IB grade = )</b></p> <p>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!</p> <p>N.B. Make sure your IA is well paragraphed. See Webnote 503 for some 'reminders'. (See Tip 2 in criterion C above.) N.B. Teacher marks are a <b>prediction only</b> 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! N.B. Be careful to check your economic diagrams and vocabulary. This work has <b>NOT been finally assessed</b> as this will be done on final submission i.e., Grade 12 deadline for the final portfolio.</p> <p><b>Final Comment:</b></p>	<p><b>Expected Grade boundaries for I.A.</b></p> <table border="1"> <tr> <td><b>3</b> commentaries as per previous I.B. results:</td> <td><b>1</b> commentary (estimate):</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>7 = 38-45 marks</li> <li>6 = 32-37 marks</li> <li>5 = 27-31 marks</li> <li>4 = 21-26 marks</li> <li>3 = 13-20 marks</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>7 = 13-14</li> <li>6 = 11-12</li> <li>5 = 9-10</li> <li>4 = 7-8</li> <li>3 = 4-6</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;">2</td> </tr> </table> <p><b>Did You?</b> Number all pages in your IA submission i.e., for coverage, article and commentary. Start with page 1 and continue the numbering for IA 2 and IA 3. This helps the reader to follow your work.</p>	<b>3</b> commentaries as per previous I.B. results:	<b>1</b> commentary (estimate):	<ul style="list-style-type: none"> <li>7 = 38-45 marks</li> <li>6 = 32-37 marks</li> <li>5 = 27-31 marks</li> <li>4 = 21-26 marks</li> <li>3 = 13-20 marks</li> </ul>	<ul style="list-style-type: none"> <li>7 = 13-14</li> <li>6 = 11-12</li> <li>5 = 9-10</li> <li>4 = 7-8</li> <li>3 = 4-6</li> </ul>	2	
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