IB Economics Internal Assessment (SL Only)

Economics students at the SL will produce a portfolio of three (3) commentaries based on articles from published news media. Each article must be based on a different section of the syllabus.

- Microeconomics
- Macroeconomics
- International economics
- Development economics

Rubric requirements

The following requirements are necessary for the production of the commentaries. If these requirements are not met students will lose marks under criterion F: rubric requirements.

1. Word limit

Students must produce a portfolio of three commentaries. Each commentary must not exceed 750 words.

Note: Moderators will not read beyond 750 words for each commentary. The following are not included in the word count.

- Acknowledgments
- Contents page
- Diagrams
- Labels—of 5 words or fewer
- Headings on diagrams—of 10 words or fewer
- Tables of statistical data
- Equations, formulae and calculations
- Citations (which, if used, must be in the body of the commentary)
- References (which, if used, must be in the footnotes/endnotes)

Please note that footnotes/endnotes may be used for references only. Definitions of economic terms and quotations, if used, must be in the body of the work and are included in the word count. Please note that a citation is a shorthand method of
making a reference in the body of the commentary, which is then linked to the full
reference in the footnotes/endnotes.

2. Articles

Each article must be based on a different section of the syllabus.

3. Sources

Students must use a different source for each commentary.

4. Contemporary articles

Students need to look for articles relating to current events and these must be
published no earlier than one year before the writing of the commentary.

5. Contents

Each portfolio must contain:

- a summary portfolio coversheet
- a commentary coversheet for each commentary
- three commentaries, accompanied in each case by the relevant article.

How to choose an extract

The nature of articles

The choice of an appropriate article is the most crucial aspect of writing a
successful commentary. The article used does not have to be purely economic, as
the application of economic theories and concepts can be observed in many areas.
Articles without any obvious economics are sometimes the most effective,
allowing students to introduce economic analysis where it is not immediately
apparent.

Articles that include substantial economic analysis, such as in The Economist,
while allowable as a source, may leave little opportunity for further analysis.

Suitable articles

Articles must be chosen from the news media: newspapers, magazines or the
internet. Students need to look for articles relating to current events, and these
must be published no earlier than one year before the writing of the commentary.

The World Wide Web is a good source of articles. However, news media websites
are the only appropriate sources. The use of blogs is not allowed for internal assessment unless these are associated with recognized news organizations. Students must take care to record correctly the actual date the article was published, not just when it was posted on the Internet.

Graphic sources (for example, pictures, cartoons and advertisements) are not to be used as source articles: these do not qualify as articles for the purpose of this internal assessment.

Students must take care not to choose articles where there is little room for their own analysis and evaluation.

**Time period of articles**

It is helpful to encourage students to collect articles for their commentaries throughout the course. However, commentaries must be written within a year of the published date of the article.

**Length of articles**

Shorter articles are often a good choice as they tend to be focused on just one or two economic theories/concepts. A rough guide is approximately one full side of A4/letter-size paper (in font 10–12 with normal line spacing) and no longer than two sides of A4/letter-size paper. It is important to note that moderators (external examiners) will not read beyond two sides of text. Articles that are too short will not usually provide enough interesting issues for students to analyze.

If students wish to use a long article, they must include the original article in its entirety, with the selected part(s) highlighted. This helps students to stay focused. Students must remember that the teacher and moderator will only read the highlighted section(s) and it is crucial, therefore, to highlight all the relevant sections in the commentary.

**Language of articles**

In most cases the article chosen will be in the same language as the commentary. If an article in another language is used, the student must provide an accurate translation of the whole article. Students must also include the original article in their portfolio.

If students wish to use a long article, the selected part(s) must be highlighted, both on the translation and the original. (See “Length of articles”.)
Individual work on the articles and commentaries

Students must select their own articles to analyze. The teacher must not give the articles to the class or even a single extract to a group of students. It can happen that students select the same articles by chance. This is acceptable, provided the teacher is confident that each of the students involved came up with the article independently. However, the teacher may require students to find alternative articles.

The production of the commentary must also be each student’s individual work and must not be prepared collaboratively with any other members of the class. Commentaries must not be based on any articles used for class activities.

Portfolio Assessment Rubric—SL

Criterion A: Diagrams

- This criterion assesses the extent to which the student is able to construct and use diagrams.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>Relevant diagrams are included but not explained, or the explanations are incorrect.</td>
</tr>
<tr>
<td>2</td>
<td>Relevant, accurate and correctly labeled diagrams are included, with a limited explanation.</td>
</tr>
<tr>
<td>3</td>
<td>Relevant, accurate and correctly labeled diagrams are included, with a full explanation.</td>
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</table>

Criterion B: Terminology

- This criterion assesses the extent to which the student uses appropriate economic terminology.

<table>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>Terminology relevant to the article is included in the commentary.</td>
</tr>
<tr>
<td>2</td>
<td>Terminology relevant to the article is used appropriately throughout the commentary.</td>
</tr>
</tbody>
</table>
**Criterion C: Application**

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

<table>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>Relevant economic concepts and/or theories are applied to the article.</td>
</tr>
<tr>
<td>2</td>
<td>Relevant economic concepts and/or theories are applied to the article appropriately throughout the commentary.</td>
</tr>
</tbody>
</table>

**Criterion D: Analysis**

- This criterion assesses the extent to which the student can explain and develop appropriate economic theories and/or concepts in the context of the article.

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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>There is limited economic analysis relating to the article.</td>
</tr>
<tr>
<td>2</td>
<td>There is appropriate economic analysis relating to the article.</td>
</tr>
<tr>
<td>3</td>
<td>There is effective economic analysis relating to the article.</td>
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</table>

**Criterion E: Evaluation**

- This criterion assesses the extent to which the student synthesizes his or her analysis in order to make judgments that are supported by reasoned arguments.

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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>Judgments are made that are unsupported, or supported, by incorrect reasoning.</td>
</tr>
<tr>
<td>2</td>
<td>Judgments are made that are supported by limited reasoning.</td>
</tr>
<tr>
<td>3</td>
<td>Judgments are made that are supported by appropriate reasoning.</td>
</tr>
<tr>
<td>4</td>
<td>Judgments are made that are supported by effective and balanced reasoning.</td>
</tr>
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</table>
Criterion F: Rubric requirements

- This criterion assesses the extent to which the student meets the five rubric requirements for the complete portfolio.

  - Each commentary does not exceed 750 words.
  - Each article is based on a different section of the syllabus.
  - Each article is taken from a different and appropriate source.
  - Each article was published no earlier than one year before the writing of the commentary.
  - The summary portfolio coversheet, three commentary coversheets and the article for each commentary are included.

<table>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>Three rubric requirements are met.</td>
</tr>
<tr>
<td>2</td>
<td>Four rubric requirements are met.</td>
</tr>
<tr>
<td>3</td>
<td>All five rubric requirements are met.</td>
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Important dates to remember for IB Econ Internal Assessments

Commentary #1 Due: Friday December 5, 2014
Commentary #2 Due: Friday January 30, 2015
Commentary #3 Due: Friday February 27, 2015

If you have ANY concerns about making the deadlines listed above please see Mr. Pyszczek as soon as possible to discuss your options.