



SCHOOL OF THE NATIONS
聯合國學校

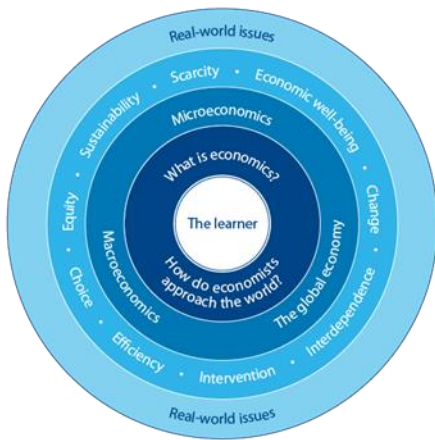
2023-2025 COURSE OUTLINE

**International Baccalaureate
SL/HL Economics
Form 5 and Form 6**

The School of the Nations course outline provides parents and students with information about the overall structure of the courses of study, the assessments and expectations.

1. Course Overview

IBDP Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economics, finance, and accounting in a rapidly changing world.



At the heart of economic, finance and accounting theories is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity choices have to be made. This course, at both SL and HL, uses a variety of economic, finance and accounting theories to examine the ways in which these choices are made:

- At level of producers and consumers in individual markets
- At the level of government and the national matters
- At an international level where countries are becoming increasingly interdependent through international trade and the movement of labor and capital

The choices made by various agents (consumers, producers, and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. This subject examines these choices using models and theories. The course allows students to explore these models and theories, and apply them, using empirical data through the examination of the following six real-world issues which are posed as economics, finance and accounting questions:

- How do consumers and producers make choices in trying to meet their objectives?
- When are markets unable to satisfy important objectives – and does government intervention help?
- Why does financial, accounting and economics activity vary over time and why does this matter?
- How does governments manage their resources and how effective and their policies?
- Who are the winners and losers of the integration of the world's economic, finance and accounting systems?
- Why is countries' development uneven?

Economic, finance and accounting theories suggest that the material well-being of societies is related to the quantity of goods and services that are available to that society. As a result, growth and increased efficiency have become prominent goals. However, there are two important global issues related to these goals and the choices made by various interdependent agents. These determine how a county impacts the environment, and the challenges facing the world in terms of fair access to resources, goods and services. When exploring these significant global issues, sustainability and equity become key concepts for students to understand and explore.

The agents of activity can be divided up into the private sector (consumers and producers) and the public sector (governments). To different extents and with different outcomes, the public sector in any country assumes some responsibility for monitoring and regulating the behaviour of the private sector. This

government intervention is a significant concept that appears throughout the course and students are expected to critically evaluate the balance between the market forces of the private sector and intervention by governments.

Given the rapidly changing world, financial, accounting and economic activity and its outcomes are constantly in flux. Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of models in explaining real-world financial, accounting and economic activities and outcomes.

By focusing on six real-world issues through the lens of economics, finance and accounting and the nine key concepts of scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention, students will become familiar with important and relevant theories and develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

International Mindedness

This course promotes international-mindedness through a curriculum that allows for the exploration of financial, accounting and economic within a decidedly global context. Throughout the course, teachers have the freedom to choose a range of both local and global examples, case studies and inquiries that are most relevant to their student populations in order to animate the main content. This flexibility ensures that the course remains relevant and responsive to the rapidly changing global environment.

While economics, finance and accounting have their foundations in theory, the course places emphasis on application to real-world issues. By examining key issues and policy interventions at local, national and global levels, students are empowered to use their knowledge and understanding of economics, finance and accounting to seek solutions to issues that matter to them. The course provides students with the analytical tools necessary to develop a deep understanding of major global challenges dealing with issues of equity, sustainability, the concentration of financial and economic power and increasing interdependence.

The internationally minded student engages actively with the content and has a highly developed agency when exploring the key financial and economic issues facing individuals and societies. In this context, agency refers to the ability of individuals to act independently and make their own choices. This includes having control over their actions and resulting consequences.

2. Course Aims

The aims of this course at both SL and HL are to enable students to:

- develop a critical understanding of a range of economics, finance and accounting theories, models, ideas and tools
- apply theories, models, ideas and tools and analyse data to understand and engage with real-world financial and economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' choices, interactions, challenges and consequences of financial and economic decision-making.

3. Core Components

3.1 Creativity, Activity, Service (CAS)

The economics course highlights many issues relating to economics, finance and accounting that have local, national and global manifestations. Students develop awareness of these issues, and by investigating their own examples of such issues as part of the course, they deepen their understanding. Through CAS, students can further extend their awareness and take valuable steps in working towards alleviating real-world problems through their own actions and through motivating others to take action.

Students might choose to engage with CAS in the following ways.

- Plan, participate and implement an activity to help raise awareness in the community about any number of the Sustainable Development Goals (SDGs) including: poverty, reduced inequalities, decent work and economic growth, innovation and infrastructure, responsible consumption and production.
- Establish a group within the school to promote one of the official “global days”, for example:
 - a) International Women’s Day to highlight and promote the importance of gender equity in employment (8 March)
 - b) World No Tobacco Day to highlight and raise awareness of the social costs of smoking (31 May)
 - c) Earth Day to highlight and promote the role of responsible consumption in achieving sustainability (22 April).
- Establish a Fairtrade club to raise awareness of the importance of responsible consumption.

3.2 Theory of Knowledge (TOK)

As with other disciplines within individuals and societies, there is a variety of ways to gain knowledge in the fields of economics, finance and accounting. For example, data and evidence collection, experimentation, observation, inductive and deductive reasoning, can all be used to help explain patterns of behaviour and lead to knowledge claims. Students in individual and societies subjects are required to evaluate the resulting knowledge claims by exploring questions concerning their validity, reliability, credibility and certainty, as well as individual and cultural perspectives on them. For example, at the core of economic, finance and accounting theories are important assumptions such as the ceteris paribus assumption. Students must be aware of these assumptions and be able to critically assess how these might limit reliability in the application of each theory.

Through inquiry, students in this course will be challenged to:

- obtain evidence related to economic, financial and accounting theories in different contexts
- explain how the evidence that they have collected is supported by relevant theories
- understand the limitations of each theory in explaining real-world behavior

The relationship between each subject and TOK is of crucial importance and fundamental to the DP. Having followed a course of study in individuals and societies, students should be able to reflect critically on the various ways of knowing and the methods used in human sciences, and in doing so, become the “inquiring, knowledgeable and caring young people” of the IB mission statement.

Throughout the two-year program, a number of questions will arise that highlight the relationship between TOK and the concepts covered in this course. Some of the knowledge questions that might be considered include the following:

- Are there fundamental differences between the key concepts in economics, finance and accounting and other disciplines or areas of knowledge? If so, are these differences more than just methodological differences?
- How have technological advances affected the nature and practices of models and theories covered in this course?
- Do emotion and intuition have a role in economics, finance and accounting?
- What factors affect the reliability and validity of models explored in this course?
- What is the difference between deductive and inductive reasoning? Are concepts in this course based on deductive or inductive reasoning or both?
- Does the limitation/absence of controlled experiments in the fields of economics, finance and accounting mean it cannot be scientific in its approach to understanding the world?
- What are the implications of accepting that knowledge in economics, finance and accounting changes over time?

3.3 The Extended Essay (EE)

An extended essay (EE) for this subject provides students with an opportunity to undertake in-depth research in an area related to the subject. Throughout the process, students will develop their research skills by selecting and using relevant sources. Students should select and apply relevant economic, financial and accounting theories to develop an argument in response to a clearly defined research question. The essay topic may relate to an area explored in this course, however this is not a requirement and other areas of the wider subject may be explored.

Students should take a recent local, national or global issue, policy or event, and then gather data and apply relevant theories, models and tools to evaluate it. The issue, policy or event must have taken place up to five years prior to the beginning of the research process.

Appropriate resources for an EE in this subject could include both primary and secondary data, obtained from economics textbooks, general economics books, newspapers and magazines, government publications, databanks, interviews, or surveys.

An EE is not an extension of the internal assessment task for the subject. Students must ensure that they understand the clear distinction between the internal assessment and the EE.

Indication of the possible range of topics, research questions and approaches that can be considered can be found in the Extended essay guide.

4. Course Content

Syllabus component	Teaching hours	
	SL	HL
Unit 1 Introduction	10	10
Unit 2 Demand (includes HL only sub-topics) Supply and profit (includes HL only sub-topics) Competitive market equilibrium Critique of the maximizing behaviour of consumers and producers Elasticity of demand and revenue (includes HL only sub-topics) Elasticity of supply (includes HL only sub-topics) Role of government and taxation (includes HL only calculation) Market failure—externalities and common pool or common access resources (includes HL only calculation) Market failure—public goods Market failure—asymmetric information (HL only) Market failure—market power of firms impacting on efficiency and profitability (HL only) The market's inability to achieve equity (HL only)	35	70
Unit 3 Measuring aggregate business activity in a nation and accounting for its variations Variations in overall business activity—aggregate demand and aggregate supply National economic and financial objectives (includes HL only calculation) Inequality and poverty in nations (includes HL only calculation) Aggregate demand management (demand side policies)—monetary policy and interest rates (includes HL only sub-topics)	40	75

Aggregate demand management—fiscal policy and the national budget (includes HL only sub-topics) Aggregate supply-side policies—reducing production costs and supporting increased efficiency		
Unit 4 Benefits of international trade (includes HL only subtopics and calculation) Types of national trade protection—impact on costs and competitiveness (includes HL only calculations) Arguments for and against trade control/protection between nations International economic and financial integration Exchange rates (includes HL only sub-topic) Balance of payments—accounting for imports and exports (includes HL only sub-topics) Sustainable international development (includes HL only sub-topic) Measuring international development Barriers to international growth and/or development Strategies for international growth and development	45	65
Internal assessment Portfolio of three commentaries	20	20
Total teaching hours	150	240

5. IB Approaches to Teaching and Learning

Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment.

The approaches to *teaching* are:

- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessment

The approaches to *learning* are:

- Thinking skills
- Communications skills
- Social skills
- Self-management skills
- Research skills

6. IB Learner Profile

The aim of the IB programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-Takers
- Balanced
- Reflective

The IB Learner Profile closely reflects the SON Learner Profile, identifying elements of identity which prepares world citizens who will become active, positive and conscientious participants in the advancement of society and in their own development. Each element is composed of a set of attitudes, qualities, understandings, skill and habits. These are incorporated in the teaching and learning process. The details of the SON Learner Profile can be found in the [Student and Parent Handbook](#).

7. Grading

7.1 School Internal Grades

7.1.1 Academic Achievement

The School's grading system for the IB Diploma Programme follows the IBO scale of 1 to 7. A student's performance in individual subjects is graded as follows:

Grade	Interpretation
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Basic Standard
2	Poor
1	Very Poor

Note: Because of School's internal requirements such as attendance, timeliness and accuracy of homework, special projects, or performance on formative and summative tests in the classroom, students' performance may vary between School assigned grades and IB assessments.

7.1.2 Effort

Effort marks are given and recorded in the report cards for Forms 5 and 6 for all subjects.

Grade	Descriptor
5	Consistently demonstrating a high degree of effort in all areas of the subject
4	Frequently demonstrating a high degree of effort in all areas of the subject
3	Generally demonstrating a significant degree of effort in all areas of the subject
2	Occasionally demonstrating effort in some areas of the subject
1	Rarely, if ever, demonstrating effort in some areas of the subject

7.1.3 Project Week (Form 5 only)

The mid-year assessment is comprised of a full week of collaborative project-based learning. During the project week students develop various cross curricular soft skills. Assessment and reporting of learning is based on the following rubric.

Project Week Assessment Rubric						
		1	2	3	4	5
Collaboration 合作	<p>She/he demonstrates effective collaboration skills by:</p> <ul style="list-style-type: none"> actively contributing to the group's processes of planning, decision making and action being sensitive and respectful towards others and as well as responsive to their needs actively listening to others' points of view and considering others' perspective willingly fully supporting and whole-heartedly applying the decisions of the group completing assigned tasks effectively and using feedback from others to improve work supporting others to achieve their goal <p>她/他通過以下方式展示有效的合作技能：</p> <ul style="list-style-type: none"> 積極參與團隊的計劃、決策和行動流程 對他人善解人意和尊重，並回應他們的需求 積極傾聽他人的觀點，樂意地考慮他人的觀點 完全支持並全心全意地應用團隊的決定 有效完成分配的任務並利用他人的反饋改善工作成果 支持他人實現目標 					
Organisation 組織	<p>She/he demonstrates effective organisation skills by:</p> <ul style="list-style-type: none"> having a clear goal and a thought-through plan of how to achieve it being methodical and systematic in approach following through with assigned tasks in a timely manner monitoring progress and addressing challenges staying focused on tasks and remaining positive despite challenges <p>她/他通過以下方式展示有效的組織技能：</p> <ul style="list-style-type: none"> 有一個明確的目標，並對如何實現目標有一個深思熟慮的計劃 方法有條理和系統化 及時完成分配的任務 監測進展並應對挑戰 專注於任務並在面臨挑戰時保持積極的態度 					
Research and Critical Thinking 研究及批判性 思維	<p>She/he demonstrates critical thinking skills by:</p> <ul style="list-style-type: none"> striving to independently investigate and understand issues actively seeking answers to questions investigating the purpose, evidencing research and producing reasoning being open-minded and fair-minded when considering new ideas and perspectives making connections by looking for links between ideas and concepts seeking out reliable and accurate information through independent research <p>她/他通過以下方式展示批判性思維技能：</p> <ul style="list-style-type: none"> 努力獨立調查和理解問題 積極尋求問題的答案 調查目的、證明研究和推理 在考慮新想法和觀點時保持開放和公正的態度 通過尋找想法和概念之間的聯繫來建立連結 通過獨立研究尋找可靠和準確的信息 					
Presentation 報告及展示	<p>She/he demonstrates effective presentation skills by:</p> <ul style="list-style-type: none"> ensuring the group's presentation/project uses relevant, well-chosen descriptions/facts/details ensuring the group's presentation/project includes all the required elements ensuring the presentation/project is well structured and coherent ensuring the presentation stays within the allocated frame keeping eye contact with the audience (most of the time) using a clear voice with appropriate tone and volume using appropriate language, demonstrating command of formal English responding to questions from the audience <p>她/他通過以下方式展示有效的報告技能：</p> <ul style="list-style-type: none"> 確保小組的展示文稿/項目使用相關的、精心挑選的描述/事實/細節 確保小組的展示/項目包括所有必需的元素 確保展示/項目結構良好且連貫一致 					
			Emerging 萌芽	Achieving 實現中		Excelling 優秀

	<ul style="list-style-type: none"> • 確保展示文稿保持在分配的框架內 • 與觀眾保持目光接觸（大部分時間） • 使用清晰的聲音和適當的語氣和音量 • 使用適當的語言，表現出對正式英語的掌握 • 回答觀眾的問題 			
Reflection 學生反思	<p>She/he demonstrates effective reflection skills by:</p> <ul style="list-style-type: none"> • effectively analysing experiences to identify those which have led to growth/learning • accurately identifying areas of strength and weakness • generating creative solutions to problems/ways to improve in the future • demonstrating the ability actively and effectively reflect with her/his team members <p>她/他通過以下方式展示有效的學生反思技能：</p> <ul style="list-style-type: none"> • 有效地分析經驗以確定那些經驗導致成長/學習 • 準確識別優勢和劣勢領域 • 為問題提出創造性的解決方案/未來改善的方法 • 展示積極有效地與團隊成員進行反思的能力 			

7.2 IB Subject Grade Descriptors

Student achievement is reported using the following grading scale:

Grade	Description
7	Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.
6	Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently
5	Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems
4	Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.
3	Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.
2	Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.
1	Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

The School's grading system for the IB Diploma Programme follows the IBO scale of 1 to 7. A student's performance in individual subjects is graded as follows:

Note: Because of School's internal requirements such as attendance, timeliness and accuracy of homework, special projects, or performance on formative and summative tests in the classroom, students' performance may vary between School assigned grades and IB assessments.

Grade	Interpretation
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Basic Standard
2	Poor
1	Very Poor

Effort marks are given and recorded in the report cards for Forms 5 and 6 for all subjects.

Grade	Description
5	Consistently demonstrating a high degree of effort in all areas of the subject
4	Frequently demonstrating a high degree of effort in all areas of the subject
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2	Occasionally demonstrating effort in some areas of the subject
1	Rarely, if ever, demonstrating effort in some areas of the subject

8. Assessments

8.1 Assessment Objectives

Assessment is ongoing throughout the two years of the course and a variety of methods of formative assessment will take place, but summative assessments will follow the structure of the exam papers. Throughout the course students will engage in Paper 1, Paper 2, Paper 3 (HL), and the Internal Assessment (IA).

By the end of this course, students are expected to achieve the following assessment objectives (AOs)

- Knowledge and understanding (AO1)
- Application and analysis (AO2)
- Synthesis and evaluation (AO3)
- Use and application of appropriate skills (AO4)

DP assessment procedures measure the extent to which students have mastered advanced academic skills such as analyzing and presenting information, evaluating and constructing arguments, solving problems creatively as well as basic skills such as retaining knowledge, understanding key concepts applying standard methods.

8.2 School-based Assessments

School-based assessments are ongoing and are intended to measure student learning and provide constructive feedback. These assessments include a variety of formative and summative assessments. Forms of assessment vary and may include but are not limited to assessment tools such as quizzes, topic tests, graphic organizers, reports, essays, past papers, group projects and observational evidence during lessons.

8.2.1 Weightages

The following represents the percentage weight for each academic year:

	Term 1	Term 2	Mid-Year Assessment	Term 3	Final Exam
Form 5	28%	28%	Project Week See passing criteria	28%	16%
Form 6	30%	30%	Mid-Year Exam 15%	N/A	25%

8.2.2 Passing Criteria

F5 Students whose total score is 23 points or above in the six IB Subject Groups will be promoted to the next level, along with:

- satisfactory completion of the Extended Essay requirements for DP year 1
- a final mark of a C or higher in Theory of Knowledge for year 1
- satisfactory completion of CAS (Creativity, Action & Service) activities for year 1
- a total of 12 HL points for students who are on the full diploma track
- no grade 2 or lower in any Higher Level (HL) subject
- the grade for project week is a 3 (out of 5) or higher

To graduate from Secondary at the end of F6, students must gain 23 points or above in the six IB Subject Groups, along with:

- completion of the Extended Essay
- a final mark of a C or higher in Theory of Knowledge
- completion of CAS (Creativity, Action and Service) activities
- a total of 12 HL points for students who are on the full diploma track
- no grade 2 or lower in any Higher Level (HL) subject

Should a student's academic performance falls below standard, the School reserves the rights of not registering a student for the full diploma track.

8.3 Official IBDP Assessments

8.3.1 Internal Assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

The internal assessment requirements at SL and at HL are the same for this course. Both SL and HL students produce a portfolio of three commentaries based on articles from published news media.

There are five internal assessment criteria for each commentary.

Criterion	Commentary section	Marks
Criterion A	Diagrams	3 marks
Criterion B	Terminology	2 marks
Criterion C	Application and analysis	3 marks
Criterion D	Key concept	3 marks
Criterion E	Evaluation	3 marks
	Total	14 marks

There is one internal assessment criterion for the whole portfolio.

Criterion F	Rubric requirements	3 marks
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Each commentary is assessed individually for the first five assessment criteria (criteria A–E) and then criterion F is applied to the whole portfolio.

The maximum for the portfolio is 45 marks: (14 marks x 3 commentaries) + 3 marks = 42 + 3 marks. The assessment criteria are related to the assessment objectives.

- Criterion A: AO2 and AO4
- Criterion B: AO1
- Criterion C: AO2
- Criterion D: AO2
- Criterion E: AO3
- Criterion F: AO4

8.3.2 External Assessment Components

The external assessment for this course consists of two examinations papers at SL and three examination papers at HL that are externally set and externally moderated. They are designed to allow students to demonstrate their competencies in relation to the economic assessment objective and specific parts of the economic syllabus, namely the common topics and the HL extension material.

External Assessment Details

EXTERNAL ASSESSMENT DETAILS—SL

PAPER 1

Duration: 1 hour 15 minutes

Weighting: 30%

The structure of this paper is the same as the HL paper 1 but the questions that require extended responses may be the same as, or different from, the HL paper 1 questions.

- Students answer one question from a choice of three.
- The questions are each subdivided into two parts, (a) and (b).

PAPER 2

Duration: 1 hour 45 minutes

Weighting: 40%

The structure of this paper is the same as HL paper 2.

The text/data used and questions may be the same at SL and at HL.

- Students answer one question from a choice of two.
- The questions are each subdivided into seven parts, (a), (b), (c), (d), (e), (f) and (g). Parts (a) and (b) both have subparts showing (i and ii)

EXTERNAL ASSESSMENT DETAILS—HL

PAPER 1

Duration: 1 hour 15 minutes

Weighting: 20%

- The structure of this paper is the same as SL paper 1. However, the questions that require extended responses may be the same as, or different from, the SL paper. Questions in this paper are drawn from the four units of the syllabus **including** the HL extension material and topics studied at HL only. Please refer to the section “[External assessment details—SL](#)”, for further details

PAPER 2

Duration: 1 hour 45 minutes**Weighting: 30%**

The structure of this paper is the same as SL paper 2. However, the data response questions may be the same as, or different from, the SL paper. Questions in this paper are drawn from the four units of the syllabus **including** the HL extension material and topics studied at HL only.

Please refer to the section “[External assessment details—SL](#)”, for further details.

PAPER 3

Duration: 1 hour 45 minutes**Weighting: 30%**

- Students answer two compulsory questions.
- The questions are subdivided into parts (a) and (b). Part (a) has subparts. Students are expected to demonstrate the following assessment objectives.

Overall Assessment Weights

Overall weights are set by the International Baccalaureate and are subject to change. The teacher will let students know the amended weight, if it occurs.

Component	Overall weighting (%) SL	Overall weighting (%) HL	Duration
Paper 1	30	20	1 hour 15 min
Paper 2	40	30	1 hour 45 min
Paper 3	N/A	30	1 hour 45 min
Internal assessment	30	20	~ 20 hours

9. Academic Integrity

Students are expected to uphold a high standard of academic honesty and integrity. All homework, assignments, tests and exams are expected to represent the student’s own effort. All forms of cheating or copying on assignments, tests or exams, plagiarism and other forms of deception to obtain credit are universally recognized as improper and dishonest conduct. Such behaviour is not acceptable and marks will not be awarded for work that does not represent the students’ personal effort. For details of the policy regarding academic integrity please refer to [Student and Parent Handbook](#).

10. Late Submission of Work

Assignments and homework are an important component of the teaching-learning process and are expected to be completed with quality and submitted on time. Assignments and homework tasks will be posted Managebac.

The following policy will apply for late work submission:

School-based Assessments

Late submission of work may result in a lower effort grade.

IB Official Assessments

Students may receive a zero for a given component of work if it is not submitted by the assigned deadline. Missing any of the required component grades may result in 'no grade' in the official IB results.

11. Classroom Materials and Procedures

Students will need to bring the following items to their lessons unless otherwise specified by the teacher:

- notebook
- folders
- assigned textbook and workbooks (if any)
- pen, pencil, eraser, ruler, highlighter
- calculator