Assessment Prep with Kognity
IBDP Economics

How does Kognity help with assessment preparation for IBDP Economics?

According to John Hattie, Professor of Education and Director of the Melbourne Educational Research Institute at the University of Melbourne, Australia, feedback is an important driver for improving teaching and learning. Formative assessments play a large role in consistent feedback throughout the year as students prepare for their IBDP exams. Kognity provides efficient tools for immediate feedback to both the student and teacher.

> "Think of feedback as received, not given."
>
> John Hattie

For students:

Students can test their problem solving, interpretation and analysis skills in Economics through worked examples, receiving immediate feedback on their responses. In addition, at the end of each section, students can complete section questions that are auto-graded, allowing students to receive feedback right away on their progress.

For teachers:

Teachers get immediate feedback on their students' progress through the Textbook and Questions data, located on the Insights page. Here, teachers can view a visual representation of student quiz and assignment scores. Teachers can then easily identify those students who need help, which makes intervention fast and efficient.

Below you will find some ways teachers can use Kognity's resources to successfully prepare their students for IBDP Economics assessment components. Click on each picture to explore more in Kognity Economics!

Table of contents

How does Kognity help with formative assessments?

Revision Quizzes

Kognity's question assignments can be used as revision quizzes as review at the end of a unit. All question assignments are auto-graded, so students and teachers can immediately receive the results. Teachers can then revise any common mistakes before starting to teach new content.

Question

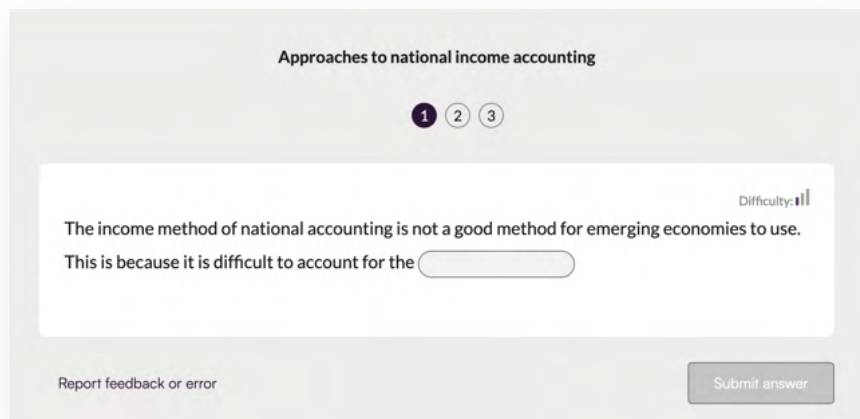Which economic model is represented above?

Practice Papers

Kognity provides exam questions, marks schemes and model answers that teachers can use in a variety of different ways with their students. For example, teachers can go over a practice paper as a class, write the answer together, and focus on examiner comments.

Example answer	Mark scheme
(a) **(i)** Define the term 'budget deficit' indicated in bold (Text C). [2 marks] **Example answer** A budget deficit occurs when government expenditures are greater than revenue received from sources such as taxation and customs duties.	**Mark scheme** **(i)** 1 mark for a vague definition. The idea that expenditure is greater than income 2 marks for a precise definition.

How does Kognity help with formative assessments?

Exit Tickets

Exit tickets are a great type of formative assessment. At the end of class, students respond to a series of questions pertaining to the lesson to consolidate their knowledge and understanding. The questions at the end of each Economics section are great exit tickets. When teachers give reading assignments, students must answer every question correctly in order to complete the section, allowing teachers to view their progress in the insights tab.
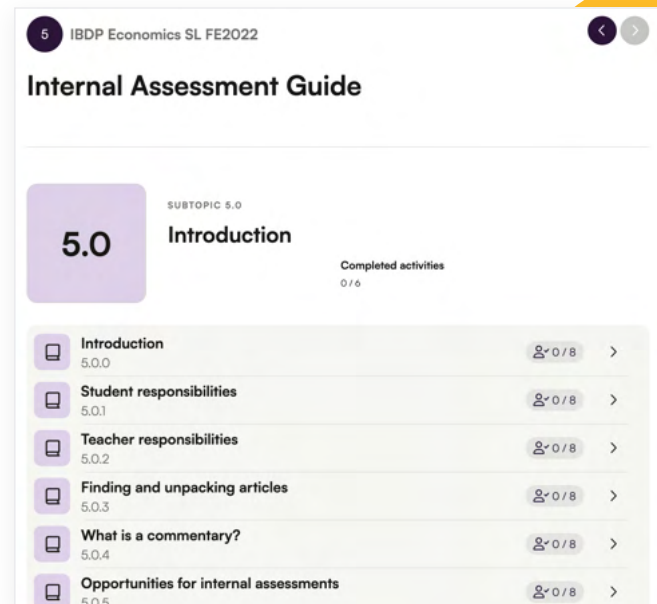
How does Kognity help with IB Assessment Preparation?

Internal Assessment (IA)

To ensure success in the IA, teachers must spend time introducing and explaining the criteria and responsibilities to their students. Kognity's IA topic is a great resource for both teachers and students to understand the requirements and see clear and detailed examples for each criterion. Below are some more specific ways Kognity supports students in achieving IA success.

According to the Economics Guide: First Assessment 2022 (page 71), to earn 3 marks for Evaluation (Criteria E), students must demonstrate *balanced reasoning.*

Criterion E: Evaluation
This criterion assesses the extent to which the student's judgments are supported by reasoned argument.

Marks	Descriptor
0	The work does not reach a standard described by the descriptors below.
1	Judgments are made that are supported by limited reasoning.
2	Judgments are made that are supported by appropriate reasoning.
3	Judgments are made that are supported by effective and balanced reasoning.

This is a challenging skill to develop in class. Kognity provides students many opportunities to practise the skills required for the balanced reasoning requirement for evaluation.

For example, in section 3.7.2, students can complete the case study *Creating greater efficiencies in the market through privatisation.* The questions require students to practise the skills required for evaluation.

Read more about the privatisation of British railways here.

Figure 3. The success of the privatisation of railways has been mixed.
Credit: Getty Images paul mansfield photography

India is also considering privatising its railways.

1. What are the advantages and disadvantages of privatising Indian railways?
2. On balance, what should India decide?

How does Kognity help with IB Assessment Preparation?

An important change to the internal assessment in the new guide is the inclusion of concepts.To earn full marks for the criteria on concepts, students must fully explain how the concept links to the article.

Criterion D: Key concept

This criterion assesses the extent to which the student recognizes, understands and links a key concept to the article.

Marks	Descriptor
0	Either the work does not reach a standard described by the descriptors below **or** the key concept identified has already been used in another commentary.
1	A key concept is identified and there has been an attempt to link it to the article.
2	A key concept is identified and the link to the article is partially explained.
3	A key concept is identified and the link to the article is fully explained.

Source: Economics Guide: First Assessment 2022 (page 71)

The best way to prepare students for this requirement is to give them opportunities to practice. The beginning of each section starts with the Big Picture, and a link to a concept.
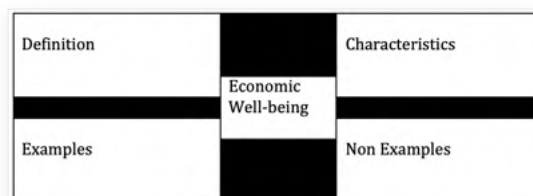
𝒫 **Concept**

Economic well-being
Intervention

Public goods are necessary for a well-functioning society: they improve people's safety and the economy's productivity. However, the free market would never produce and sell these goods. This is because a price cannot be set for them that would allow producers to buy resources to produce the good and ration the good amongst willing consumers. The government must intervene to make sure that they are provided to everyone. Public goods are always merit goods, and society benefits from their existence.

How happy are you to pay your taxes so that public goods will be provided, knowing that there might be others who pay less towards them than you do?

At the end of the subtopic, students can reinvestigate the concept/s using the Frayer Model.

Definition		Characteristics
	Economic Well-being	
Examples		Non Examples

In the Frayer Model, teachers introduce the concept, and discuss it with the class. The students then use the case studies or investigation in the subtopic to identify where the concept arises. In this way, students can delve into the links between concepts and content.

How does Kognity help with IB Assessment Preparation?

Paper 1 - Real World Examples

To help prepare students for paper 1, they need a lot of exposure to real life examples as well as practice applying economic theory to the real world. Having access to real world examples and case studies can be challenging. Kognity makes this easy as each section contains several case studies that expose students to real life examples that can be used in the exam. The case studies provide an in depth real world example, as well as some links to further information. The case studies also include investigative questions to help students fully explore and engage in the real world example.
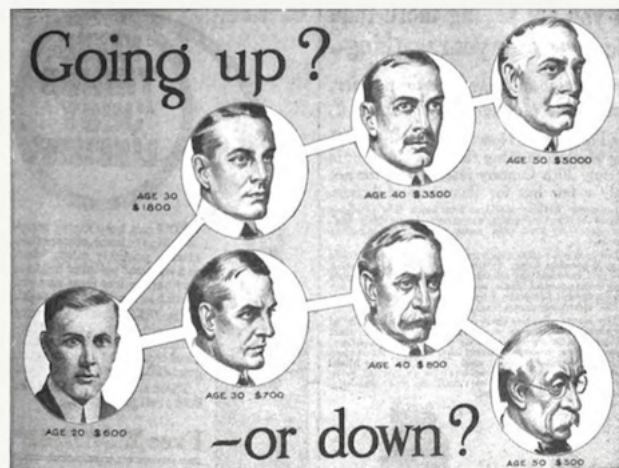

Figure 3. Education has long been seen as a way to lift people out of poverty and close the gap between the rich and poor.

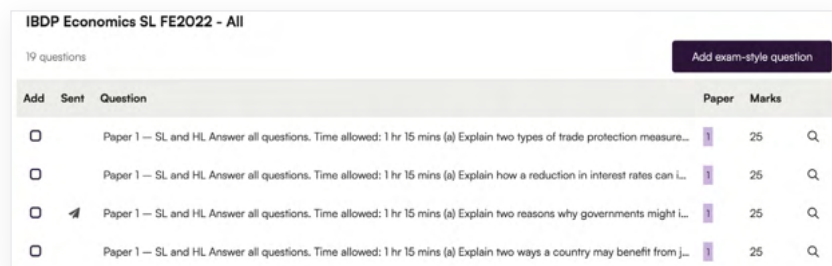Source: "Going up or down advertisement" by International Correspondence Schools is under Public domain

How does Kognity help with IB Assessment Preparation?

Paper 2 - Developing Evaluation skills

Below are some specific ways Kognity can help students with preparing for Paper 2.

Exam-Style Assignments

Part (g) of paper 2 makes up 15 of the 40 marks for the paper. It is the most challenging question, and needs practice and preparation. To help students succeed, they need to develop evaluation skills. Teachers can assign paper 2 exam style questions from Topic 4 - *The Global Economy,* which has mark schemes and model answers. The model answer can be used to show students what the examiner is looking for and how to evaluate effectively.

Investigations

At the end of each subtopic is an investigation where students have an opportunity to explore a real world topic. Some investigations are written in such a way to help students develop essential skills for evaluation. For example, the investigation in section 2.11.9 asks students to explore the monopolistic behaviour of the large tech companies and then debate the topic in the picture below. This is a great activity for students to understand the need to create strong arguments, counter arguments and balance.

Organise a debate in your class about competition between internet companies that considers the following assertion:

- Large monopoly Internet companies can exhibit 'net neutrality' and should not be broken up.

Read the following articles as part of your preparation:

- Debating Net Neutrality: Big-Tech Monopolies Are the Real Problem, The National Review, 11 June 2019
- Should Internet Monopolies be Tamed?, Project Syndicate, 14 February 2018
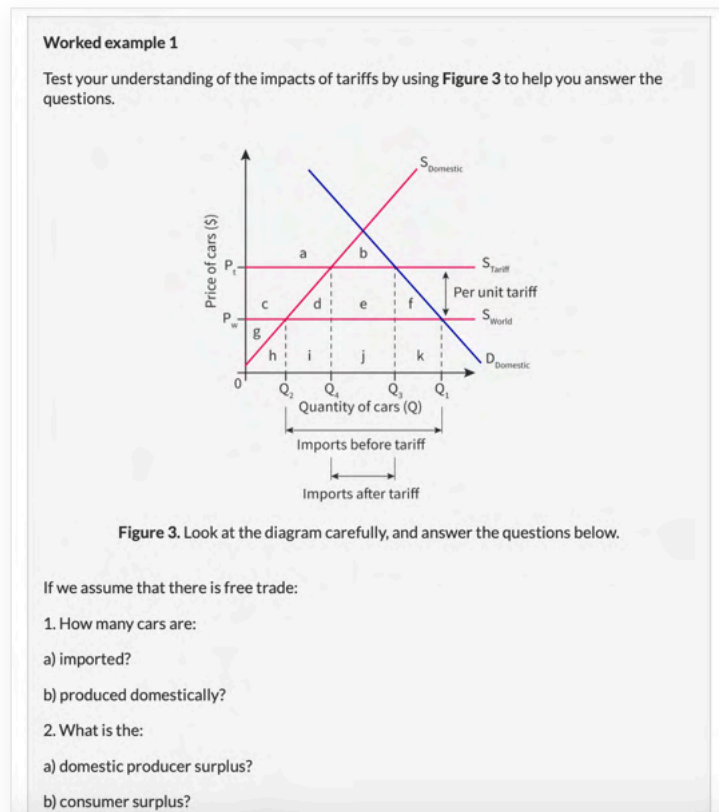- Europe cools internet monopoly rhetoric, Telecoms.com, 19 March 2019

How does Kognity help with IB Assessment Preparation?

Paper 3 - Quantitative questions

Students need practice to feel confident with the quantitative component of the course.

Worked Examples

Paper 3 requires students to demonstrate quantitative skills, interpreting graphs and calculations. To help students develop these skills, and test their understanding, Kognity includes worked examples. See the example below from section 4.2.1 (Tariffs).

Worked example 1

Test your understanding of the impacts of tariffs by using **Figure 3** to help you answer the questions.

Figure 3. Look at the diagram carefully, and answer the questions below.

If we assume that there is free trade:

1. How many cars are:

a) imported?

b) produced domestically?

2. What is the:

a) domestic producer surplus?

b) consumer surplus?

Students can test their understanding by attempting the question, and then immediately viewing the answer to see if they get it correct. The worked examples also include an explanation on how to answer the question correctly. Worked examples give students immediate feedback, and gives students the tools to understand their mistakes and improve.