

УЦО «ЕВРОПЕЙСКАЯ ГИМНАЗИЯ»



*Боганцева И.В.*  
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# Рабочая программа Обучения Economics (DP)<sup>1</sup> 10 класс

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<sup>1</sup> В соответствии с требованиями Международного бакалавриата преподавание, материалы и рабочая программа по курсам дипломной программы представляются на английском языке.

## Nature of the Subject

Economics is a dynamic social science, forming part of group 3—individuals and societies. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

## Distinction between SL and HL

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. The syllabus for both SL and HL students requires the development of certain skills and techniques, attributes and knowledge—as described in the assessment objectives of the programme.

While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge—including the ability to analyse, synthesize and evaluate that knowledge—and to develop quantitative skills in order to explain and analyse economic relationships. These quantitative skills are specifically assessed at HL in paper 3.

## Links to the Middle Years Programme

The development of certain skills in the Middle Years Programme (MYP) humanities course of study is excellent preparation for a Diploma Programme course in economics, which requires the student to undertake research, to demonstrate understanding and knowledge of concepts, and to exhibit the capacity to think critically.

The following specific skills, for example, which are identified and developed in the MYP humanities course, are encouraged in the Diploma Programme economics course.

- The ability to use sources such as graphs and tables in a critical manner
- The ability to analyse and interpret information from a wide range of sources

- The ability to make well-substantiated decisions and to relate them to real-world contexts

## Economics and theory of knowledge

Students of group 3 subjects study individuals and societies. This means that they explore the interactions between humans and their environment in time and place. As a result, these subjects are often known collectively as the "human sciences" or "social sciences".

As with other subject areas, there is a variety of ways in which to gain knowledge in group 3 subjects. For example, archival evidence, data collection, experimentation, observation, inductive and deductive reasoning can all be used to help explain patterns of behaviour and lead to knowledge claims. Students in group 3 subjects are required to evaluate these knowledge claims by exploring knowledge issues such as validity, reliability, credibility, certainty, and individual as well as cultural perspectives.

The relationship between each subject and theory of knowledge (TOK) is of crucial importance and fundamental to the Diploma Programme. Having followed a course of study in group 3, 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.

During the economics course a number of issues will arise that highlight the relationships between TOK and economics. Some of the questions that could be considered during the course are identified within the syllabus {see the section "The foundations of economics" in "Approaches to the teaching of economics", as well as "Syllabus"). Teachers and their students are encouraged to explore further questions of their own.

## Economics and the International Dimension

The economics course embodies global and international awareness in several distinct ways. Two of the four sections of the course are devoted to specific areas of economics that contribute to international awareness and understanding—section 3: international economics, and section 4: development economics. In addition, earlier topics in the course explore the ways in which different countries deal with common economic issues such as government intervention, market failure, sustainability, and achieving macroeconomic objectives. Inherent in the syllabus is a consideration of different perspectives, economic circumstances, and social and cultural diversity.

Economics seeks to develop international understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local and national level. Economics also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected

world.

## Economics Teaching Aims

The aims of all subjects in **group 3, individuals and societies** are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and to the culture of other societies
5. develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the tolerance of uncertainty.

In addition, the aims of the economics syllabus at SL and HL are to enable students to:

7. develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
8. develop an appreciation of the impact on individuals and societies of economic interactions between nations
9. develop an awareness of development issues facing nations as they undergo the process of change.

There are four assessment objectives (AOs) for the SL and HL economics course. Having followed the economics course at SL or HL, students will be expected to do the following:

1. Demonstrate knowledge and understanding of specified content
  - Demonstrate knowledge and understanding of the common SL/HL syllabus
  - Demonstrate knowledge and understanding of current economic issues and data
  - At HL only:** Demonstrate knowledge and understanding of the higher level extension topics
2. Demonstrate application and analysis of knowledge and understanding
  - Apply economic concepts and theories to real-world situations
  - Identify and interpret economic data
  - Demonstrate the extent to which economic information is used effectively in particular contexts
  - At HL only:** Demonstrate application and analysis of the extension topics
3. Demonstrate synthesis and evaluation
  - Examine economic concepts and theories
  - Use economic concepts and examples to construct and present an argument
  - Discuss and evaluate economic information and theories
  - At HL only:** Demonstrate economic synthesis and evaluation of the extension topics

4. Select, use and apply a variety of appropriate skills and techniques
- Produce well-structured written material, using appropriate economic terminology, within specified time limits
  - Use correctly labeled diagrams to help explain economic concepts and theories
  - Select, interpret and analyse appropriate extracts from the news media
  - Interpret appropriate data sets
  - At HL only: Use quantitative techniques to identify, explain and analyse economic relationships

## Structure of the syllabus

The syllabus consists of four sections.

- Microeconomics
- Macroeconomics
- International economics
- Development economics

These four sections will be examined and assessed. Each section is divided into sub-sections. These are, in turn, divided into sub-topics, some of which include further HL material. Each sub-topic is broken down into a number of further ideas, which have command terms that determine the learning outcome. This is presented as follows.

## Teaching Plan

Lesson	Topic	Homework	Assessment
1.	1.1. Introduction to the program (1 out of 2)	No homework	
2.	1.1. Introduction to the program (2 out of 2)	No homework	
3.	2.3. Scarcity. Resources. (1 out of 1)	Textbook, 1.1	
4.	2.4. Opportunity Cost. (1 out of 2)	Textbook, 1.1	
5.	2.7. Basic economic questions (1 out of 1)	Textbook, 1.2	
6.	2.9. Types of economic systems (1 out of 1)	Textbook, 1.2	
7.	2.2. Economic models. Ceteris Paribus. (1 out of 1)	Textbook, 1.2	
8.	3.1. Demand. Demand curve. Price effect. (1 out of 3)	Textbook, 2.1	

9.	3.1. Demand. Demand curve. Price effect. (2 out of 3)	No homework	
10.	1.2. Internal assessment - review of requirements (1 out of 5)	No homework	
11.	1.2. Internal assessment - review of requirements (2 out of 5)	No homework	
12.	1.2. Internal assessment - review of requirements (3 out of 5)	No homework	
13.	3.2. Determinants of demand (1 out of 2)	Textbook, 2.1	
14.	3.1. Demand. Demand curve. Price effect. (3 out of 3)	Textbook, 2.1	
15.	2.1. Social sciences. Definition of Economics (1 out of 1)	No homework	
16.	3.2. Determinants of demand (2 out of 2)	Think about determinants of demand	
17.	3.3. Elasticity. Basic definitions (1 out of 1)	Determinants of demand	
18.	3.4. Elasticity coefficient (1 out of 3)	Textbook, 2.4	
19.	3.6. Range of values for elasticity (1 out of 2)	Textbook, 2.4	
20.	3.4. Elasticity coefficient (2 out of 3)	Textbook, 2.4	
21.	3.4. Elasticity coefficient (3 out of 3)	Calculate PED from 200 to 100	
22.	3.7. Elasticity and revenue (1 out of 1)	Calculate new Q at price=120, calculate new price at Q=40	
23.	3.8. Cross elasticity of demand (1 out of 1)	Calculate new revenue	
24.	3.9. Income elasticity of demand (1 out of 1)	Textbook, 2.4 (income and cross elasticity)	
25.	3.11. Supply. Determinants of supply (1 out of 2)	Review syllabus related to demand	
26.	3.11. Supply. Determinants of supply (2 out of 2)	Textbook, 2.2	
27.	3.12. Change in supply (1 out of 2)	Textbook, 2.2	
28.	3.13. Taxes and subsidies. Effect on supply (1 out of 2)	Find examples of supply change	
29.	3.13. Taxes and subsidies. Effect on supply (2 out of 2)	No homework	
30.	3.16. Analysis of taxes using supply curve (1 out of 1)	Textbook, 3.2, effect of taxes	
31.	3.14. Price elasticity of supply (1 out of 2)	Review all material about supply changes and indirect taxes	
32.	3.14. Price elasticity of supply (2 out of 2)	Textbook, 2.4 (elasticity of supply)	
33.	3.18. Equilibrium price (1 out of 1)	review all material regarding supply	
34.	3.20. Role of prices (1 out of 1)	No homework	
35.	3.19. Price changes resulting from changes in S and D (1 out of 2)	Textbook, 2.3	
36.	3.19. Price changes resulting from changes in S and D (2 out of 2)	Analyse P/Q changes on butter market	

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37.	3.28. Market efficiency (1 out of 3)	Review material related to prices	
38.	3.28. Market efficiency (2 out of 3)	No homework	
39.	3.21. Maximum and minimum prices (1 out of 1)	Review material related to efficiency at equilibrium prices	
40.	3.17. Flat rate and ad valorem taxes (1 out of 1)	Textbook, 3.2, effect of taxes	
41.	3.15. Direct and indirect taxes (1 out of 1)	Textbook, 3.2, incidence of tax to consumers and producers	
42.	3.29. Effect of taxes on consumers and suppliers (1 out of 1)	No homework	
43.	3.24. Market failure: externalities (1 out of 2)	Review the material on taxes	
44.	3.24. Market failure: externalities (2 out of 2)	Textbook, 11.2	
45.	3.25. Public goods, merit and demerit goods (1 out of 2)	Textbook, 11.2	
46.	3.25. Public goods, merit and demerit goods (2 out of 2)	Make photos of market failures	
47.	3.26. Common resources. Tradable permits. (1 out of 1)	Review public goods/externalities	
48.	4.1. Review of material/ test requirements (1 out of 2)	Textbook, 11.2 (common resources)	
49.	4.1. Review of material/ test requirements (2 out of 2)	Review material on micro, prepare questions	
50.	4.2. Test - Paper 3/Paper 1(a) (1 out of 1)	Prepare for test	Test - Paper 1
51.	4.3. Review of test results (1 out of 2)	No homework	
52.	3.30. Mathematical representation of S and D (1 out of 3)	No homework	
53.	3.30. Mathematical representation of S and D (2 out of 3)	Textbook, 2.1-2.3 (linear functions)	
54.	5.2. Production Function. TPP, APP and MPP. Law of diminishing returns (1 out of 2)	Test 8 as given on a separate sheet	
55.	3.31. Mathematical analysis of government intervention (1 out of 2)	Questions on the test given on Friday	
56.	3.31. Mathematical analysis of government intervention (2 out of 2)	No homework	
57.	5.1. Types of costs. FC and VC. Long run and Short run analysis (1 out of 1)	Calculate consumer/producer surplus change from subsidy	
58.	5.2. Production Function. TPP, APP and MPP. Law of diminishing returns (2 out of 2)	No homework	
59.	5.1. Types of costs. FC and VC. Long run and Short run analysis (2 out of 1)	Textbook, 5.1	

60.	5.4. Break-even analysis (1 out of 2)	Exercise on break-even analysis	
61.	5.4. Break-even analysis (2 out of 2)	Exercise on break-even analysis	
62.	5.3. Average, marginal and total cost (1 out of 2)	No homework	
63.	5.3. Average, marginal and total cost (2 out of 2)	Textbook, 5.2	
64.	5.8. Long run cost curves (1 out of 2)	Textbook, 5.2	
65.	5.8. Long run cost curves (2 out of 2)	Textbook, 5.3	
66.	5.6. Revenue. Marginal and average revenue (1 out of 2)	Textbook, 5.4	
67.	5.6. Revenue. Marginal and average revenue (2 out of 2)	Textbook, 5.5	
68.	5.5. Overall description of market structures (1 out of 3)	Textbook, 5.5	
69.	5.5. Overall description of market structures (2 out of 3)	Textbook, 5.5	
70.	5.7. Perfect competition (1 out of 2)	Review different market structures	
71.	5.7. Perfect competition (2 out of 2)	Textbook, 6.2	
72.	3.28. Market efficiency (3 out of 3)	Textbook, 6.2	
73.	5.9. Monopoly (1 out of 3)	Review material on perfect competition	
74.	5.9. Monopoly (2 out of 3)	Textbook, 6.3	
75.	5.9. Monopoly (3 out of 3)	Textbook, 6.3	
76.	5.10. Monopolistic competition (1 out of 2)	Textbook, 6.3	
77.	5.10. Monopolistic competition (2 out of 2)	Textbook, 7.1	
78.	5.11. Oligopoly (1 out of 4)	Textbook, 7.1	
79.	5.11. Oligopoly (2 out of 4)	Textbook, 7.1	
80.	1.2. Internal assessment - review of requirements (4 out of 5)	Prepare draft commentaries	
81.	5.11. Oligopoly (3 out of 4)	Textbook, 7.2	
82.	5.11. Oligopoly (4 out of 4)	Textbook, 7.2	
83.	5.12. Price discrimination (1 out of 1)	Textbook, 7.2	
84.	5.16. Review of material/ test requirements (1 out of 1)	Prepare questions for consultation	
85.	3.27. Review of material (1 out of 1)	Prepare questions for consultation	
86.	4.2. Test - Paper 3/Paper 1(a) (2 out of 1)	No homework	Test - Paper 3
87.			Test - Paper 1(a)
88.	4.3. Review of test results (2 out of 2)	Review test paper, prepare questions	
89.	5.14. Review of test results (1 out of 2)	Review test paper, prepare questions	
90.	6.1. Basic goals of macroeconomics (1 out of 1)	No homework	
91.	6.2. GDP as a key economic indicator (1 out of 5)	Textbook, 1.1	
92.	6.2. GDP as a key economic indicator (2 out of 5)	No homework	



93.	6.2. GDP as a key economic indicator (3 out of 5)	Textbook, 13.3 + appendix	
94.	6.2. GDP as a key economic indicator (4 out of 5)	Textbook, 13.3	
95.	6.2. GDP as a key economic indicator (5 out of 5)	Textbook, 13.3 + appendix	
96.	6.16. Business Cycles (1 out of 1)	Textbook, 13.3 + appendix	
97.	6.4. Aggregate demand and supply (1 out of 3)	Textbook, 13.4	
98.	6.4. Aggregate demand and supply (2 out of 3)	Textbook, 13.4	
99.	6.4. Aggregate demand and supply (3 out of 3)	Textbook, 13.5	
100.	6.5. Inflation (1 out of 4)	No homework	
101.	6.5. Inflation (2 out of 4)	Textbook, 14.1	
102.	6.5. Inflation (3 out of 4)	Textbook, 14.2	
103.	6.5. Inflation (4 out of 4)	Textbook, 14.3	
104.	6.6. Costs and benefits of inflation (1 out of 1)	No homework	
105.	6.7. Inflation indicators (1 out of 1)	Textbook, 14.5	
106.	6.9. Unemployment (1 out of 5)	Textbook, 15.1	
107.	6.9. Unemployment (2 out of 5)	Textbook, 15.2	
108.	6.9. Unemployment (3 out of 5)	Textbook, 15.3	
109.	6.9. Unemployment (4 out of 5)	Textbook, 15.3	
110.	6.9. Unemployment (5 out of 5)	No homework	
111.	6.10. Government macroeconomic policy (1 out of 5)	Textbook, 16.1	
112.	6.10. Government macroeconomic policy (2 out of 5)	Textbook, 16.2	
113.	6.10. Government macroeconomic policy (3 out of 5)	Textbook, 16.3	
114.	6.10. Government macroeconomic policy (4 out of 5)	Textbook, 16.4	
115.	6.10. Government macroeconomic policy (5 out of 5)	No homework	
116.	8.2. Review of first draft commentaries (1 out of 1)	Prepare first draft commentary	Internal Assessment
117.	6.8. Review of material (1 out of 4)	No homework	
118.	6.8. Review of material (2 out of 4)	No homework	
119.	1.3. Internal assessment - review of first drafts (1 out of 1)	Prepare first draft commentary	
120.	6.11. Multiplier and accelerator (1 out of 3)	Textbook, 17.1	
121.	6.11. Multiplier and accelerator (2 out of 3)	Textbook, 17.2	
122.	6.11. Multiplier and accelerator (3 out of 3)	Textbook, 17.3	
123.	6.12. Crowding out (1 out of 1)	Textbook, 18.1	
124.	6.14. Income distribution (1 out of 3)	Textbook, 18.2	
125.	6.8. Review of material (3 out of 4)	Textbook, 18.3	
126.	6.8. Review of material (4 out of 4)	No homework	
127.	6.13. Philips curve (1 out of 2)	No homework	
128.	6.13. Philips curve (2 out of 2)	Textbook, 18.4	
129.	6.14. Income distribution (2 out of 3)	Textbook, 18.4	

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130.	6.14. Income distribution (3 out of 3)	Textbook, 18.4	
131.	6.15. Taxes - principles and types (1 out of 2)	Textbook, 19.2	
132.	6.15. Taxes - principles and types (2 out of 2)	Textbook, 19.2	
133.	8.1. Test: Paper 1 (1 out of 2)	Prepare for test	Test Paper 1 (B)
134.	8.1. Test: Paper 1 (2 out of 2)	Prepare for test	Test Paper 1 (B)
135.	8.3. Review of test results (1 out of 4)	Review test results	
136.	8.3. Review of test results (2 out of 4)	Review test results	
137.	8.4. Review of the program (1 out of 2)	Review test results	

## Assessment

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.

Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB Programme standards and practices document

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the Diploma Programme please refer to the publication Diploma Programme assessment: Principles and practice.

## Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to

demonstrate. An assessment objective describes what students should be able to do and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses.

Assessment component	Weighting
<b>External assessment (3 hours)</b>	<b>80%</b>
<b>Paper 1 (1 hour and 30 minutes)</b>	<b>40%</b>
An extended response paper (50 marks)	
<b>Section A</b>	
Syllabus content: section 1—microeconomics	
Students answer one question from a choice of two. (25 marks)	
<b>Section B</b>	
Syllabus content: section 2—macroeconomics \	
Students answer one question from a choice of two. (25 marks)	
<b>Paper 2 (1 hour and 30 minutes)</b>	<b>40%</b>
A data response paper (40 marks)	
<b>Section A</b>	
Syllabus content: section 3—international economics	
Students answer one question from a choice of two. (20 marks)	
<b>Section B</b>	
Syllabus content: section 4—development economics	
Students answer one question from a choice of two. (20 marks)	
<b>Internal assessment (20 teaching hours)</b>	<b>20%</b>
This component is internally assessed by the teacher and externally moderated by the IB	
Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.	
Maximum 750 words x 3(45 marks)	