Diploma Programme

Economics assessed student work

First assessment 2022

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes 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.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Overview

Most of the examples included in this publication are authentic work created by students taking the DP economics course and are presented in their original styles, which may include spelling, grammatical and any other errors. These examples have been anonymized where necessary (names may have been changed or deleted).

We have provided these examples to illustrate the assessment components of the economics course for first assessment in 2022.

SL paper 1

Examination material

SL paper 1 questions (May 2022)

Example 1

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 2

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 3

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 4

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 5

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 6

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

External assessment

HL paper 1

Examination material

HL paper 1 questions (May 2022)

Example 1

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 2

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 3

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 4

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 5

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 6

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

SL/HL paper 2

Examination material

SL/HL paper 2 questions (May 2022)

Example 1

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 2

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 3

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 4

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 5

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

HL paper 3

Example 1

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 2

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 3

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 4

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 5

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Example 6

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Portfolios

Portfolio A

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Portfolio B

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Portfolio C

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Portfolio D

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Portfolio E

Work submitted for assessment (PDF)

Comments on assessed work (PDF)

Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

Changes for November 2025

External assessment > SL paper 1

Examination material

Introduction of revised or improved content.

Examination materials pertaining to the assessed samples have been added to provide further clarity towards the student work.

External assessment > HL paper 1

Examination material

Introduction of revised or improved content.

Examination materials pertaining to the assessed samples have been added to provide further clarity towards the student work.

External assessment > SL/HL paper 2

Examination material

Introduction of revised or improved content.

Examination materials pertaining to the assessed samples have been added to provide further clarity towards the student work.

External assessment > HL paper 3

This section has been updated with authentic samples of assessed work.

Changes for February 2025

External assessment

Removal of out-of-date or incorrect content.

The "SL paper 2" heading was changed to "SL/HL paper 2".

The HL paper 2 assessed student work samples were removed to align with the current *Economics guide* (first assessment 2024) as this paper is the same for both SL and HL.