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and Measurement (CEAM)



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Assessment Document of Students' Learning in Economics Grades (11-12) - Bilingual Program



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Table of Contents

Introduction.....	3
Important Terms.....	4
Assessment Objectives.....	5
Assessment Tools.....	9
Designing an Effective CA Activity	10
Description of CA Tools.....	11
Short Tests	11
Short Tests Specifications (Grades 11 and 12	12
Question Types	12
AO Requirements.....	12
Literary Work Assignment	13
Essay and presentation	14
Case Study	15
Feedback on CAAs	16
Re-submission of CAAs	16
Student’s Portfolio	16
Moderation (Grade 12)	17
Final Examination (Grade 11 and 12).....	18
Examination Format.....	18
Question Types	18
AO Requirements.....	18
Final Exam Specifications (Grade 11).....	19
First Semester:	19
Second Semester:	19
Final Exam Specifications (Grade 12).....	20
First Semester.....	20
Second Semester	20
Recording Students Marks.....	21
Appendix (1).....	22

Introduction

Assessment is a crucial component of the educational process, serving as a mechanism to evaluate the effectiveness of instructional strategies and to ensure the attainment of educational objectives. It provides valuable insights into the strengths and areas for improvement within the educational framework, thus enabling continuous enhancement and development of the learning experience.

This document serves as a comprehensive guide for implementing continuous assessment (CA) for grades 11 and 12. It offers a brief theoretical overview of continuous assessment, and it describes how each CA tool can be administered to effectively measure and monitor student's achievement in economics subject. It also provides details about the format and specifications of final exam.

By adhering to the guidelines outlined in this document, teachers will be equipped to enhance their assessment practices, thereby supporting student development and achieving educational goals with greater efficacy.

Important Terms

1

Continuous Assessment

The process of assessing students' performance by the teacher on an ongoing basis throughout the subject, by using a variety of assessment tools. Its purpose is to monitor and support students' learning and to offer a more nuanced and equitable representation of students' achievement. Continuous assessment covers a wide range of activities depending on the assessment purpose, which may be formative or summative

2

Formative Assessment

The process of assessing student's learning during the instructional process, typically done by providing continuous feedback to the student. It's intended to help students and teachers adjust teaching and learning strategies in real-time to enhance students' achievement of the learning goals.

3

Summative Assessment

The process of evaluating, measuring, and reporting student's learning in the subject at the end of the semester or the year. Its primary function is to document students' knowledge and skills, typically by awarding grades and marks, and reporting these grades to the parents and the ministry.

Assessment Objectives

When achieving learning goals and objectives in business studies, students will be able to meet assessment goals, which can be categorized into three groups: knowledge and understanding (AO1), application (AO2), and reasoning (AO3). These objectives represent the fundamental skills that students are expected to acquire through studying the course and serve as the basis for assessing students' performance in business studies.

AO1: Knowledge and Understanding

Reflects student's ability to recall, recognize, and comprehend information and facts. This objective focuses on a student's capacity to demonstrate his knowledge of key concepts, facts, theories, and principles related to a business. It also involves understanding the meaning and significance of this information, being able to explain it clearly, and showing awareness of how it fits into broader contexts.

AO1 Command Words

	Description
Define	To state the precise meaning of an idea or concept.
Describe	To state the points of a topic / give characteristics and main features. No need includes a justification or explanation.
Outline	To indicate the main features, or key parts of the specified concept or issue. An exhaustive description is not required. What is sought is a summary of the major aspects of whatever is required.
State	To express in clear terms.
Give	To provide brief, short, factual answers. Normally a single word, phrase or sentence will be sufficient.
List	Enumerate the points through a single word or sentence.
Identify	To give reference to an item, which could be its name or title. Normally a word or phrase will be sufficient.
Classify	Group a set of concepts, terms, facts, or place on a scale.
Name	To recall of a word or set of words by which someone or something is known.
Distinguish	To recognize the difference between two or more concepts, and make comparisons between, concepts, terms, arguments, or theories.

AO2: Application

Represents student's ability to apply knowledge and understanding of business concepts, terms and theories on real problems and issues in a variety of familiar and/or unfamiliar economic situations and contexts. It requires transferring what they know to different scenarios, demonstrating their ability to think critically and creatively within the subject area which can be shown in one of the following ways:

1. Application questions based on Case Studies:

When questions are based on case studies, the skill of application can be shown by making a direct and relevant reference to the business in the case study, the data provided about this business, or the decisions and issues that the business is faced with.

2. Application questions NOT based on Case Studies:

In these questions, there is no detailed business context for students to read or incorporate into their answer. Application is therefore shown by either:

- Using the industry reference (context) provided in the question and then explaining the issue in the context of this industry. E.g. explain one benefit to a manufacturing business of.....
- Making clear reference to any business context that a student themselves, selects in their answer, when there is no industry referred to in the question. E.g., explain one benefit to a business of your choice of using primary research methods.

AO2 Command Words

	Definition
Compare/Contrast	To explore similarities and differences between two or more factors.
Explain	To set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Interpret	To interpret relevant textual, tabular, or graphical information considering studies concepts and principles.
Draw/Sketch	To make a simple freehand drawing showing the key features, taking care over proportions.
Demonstrate	To show clearly and effectively by providing evidence or practical examples, illustrating the application, or understanding of a concept, principle, or skill.
Design	Set out how something will be done.
Prepare	To draft or produce a document, statement or procedure.
Illustrate	To demonstrate understanding of the issues or concepts using relevant examples or diagrams.
Show	To use illustrations or examples to make clear what must be done to produce a result or outcome.

A03: Reasoning

Involves breaking down complex information into its component parts, examining relationships, patterns, and trends, and making informed judgments. This objective requires students to critically analyze business concepts, data, problems, or situations, for example:

- Understanding and explaining possible causes of a business decision or action.
- Understanding and explaining possible impacts/consequences of a business decision or action.
- Using appropriate methods and techniques to make sense of qualitative and quantitative business information.
- Distinguishing between factual evidence and opinion or value judgment.
- Drawing valid inferences and making valid generalizations.

Reasoning also includes using Critical Thinking' to evaluate evidence in order to make reasoned judgments, present substantiated conclusions or make recommendations for action and implementation. When evaluating students are expected to show that they have 'weighed' or questioned the evidence presented to them. This may be achieved by, for example:

- Understanding the relative significance or relevance of benefits/drawbacks to a particular decision or event.
- Recognising the difference between short-term & long-term impacts/consequences.
- Recognizing the relative significance of events, actions, decisions or evidence.
- Recognizing the relative significance of the causes and/or effects.

Important note:

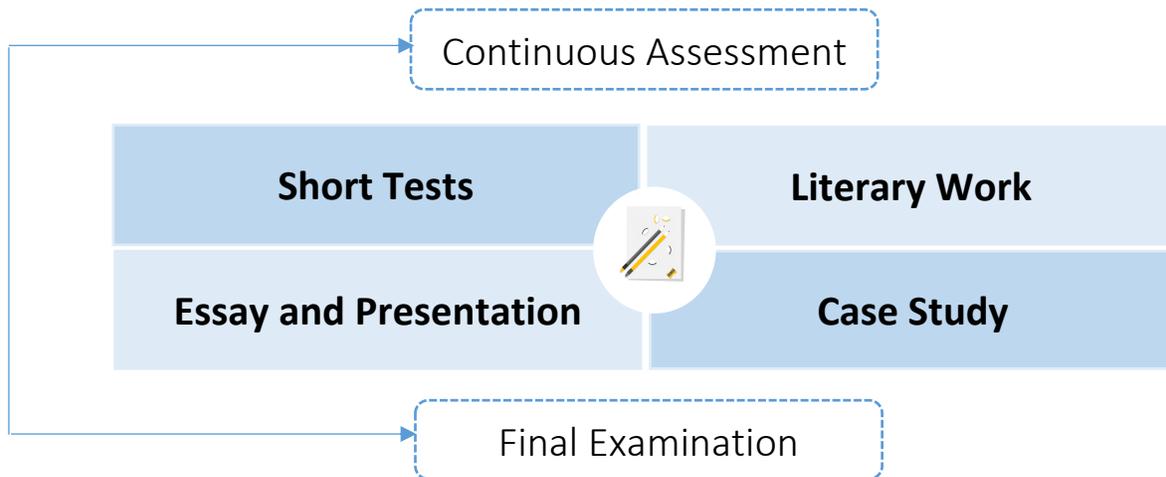
- **Application** requires knowledge and understanding,
- **Analysis** requires knowledge and application,
- **Evaluation** requires knowledge, application, and analysis.

AO3 Command Words

	Definition
Analyze	To break down a subject or concept into its component parts to understand its structure, meaning, and relationships. This involves examining details, identifying key elements, and understanding how these elements interact, and exploring the cause and effect relationship.
Discuss	To explore and present various aspects of a topic, including strengths, weaknesses, causes, and impacts. This involves presenting arguments from multiple perspectives and reaching a reasoned conclusion.
Comment	To provide a thoughtful, informed opinion or interpretation based on the given information. This involves reflecting on and explaining the significance or implications of the information.
Justify	To provide valid reasons and evidence to support a particular decision, argument, or viewpoint. This involves explaining why something is reasonable or appropriate.
Summarize	To provide a brief and accurate overview of the main points or key issues from a larger body of information. This involves distilling complex information into a concise form.
Evaluate	To assess the quality, effectiveness, or value of something based on criteria or evidence. This involves making judgments about the worth or impact of the subject matter.
Suggest	To propose possible solutions, ideas, or courses of action based on available information. This involves applying knowledge to offer recommendations or alternatives.
Predict	To make an informed guess or forecast about future events or outcomes based on current evidence or trends.
Assess	To make a reasoned judgment about the value, quality, or significance of something, often based on a thorough evaluation of evidence or criteria.
Recommend	To provide suggestions or advice on what should be done, based on the analysis of information and evidence.
Advice	To offer guidance or suggestions on the best course of action based on the given information. This is often similar to making recommendations but may be more focused on providing practical advice.
Examine	To thoroughly investigate or review theories, procedures, or definitions to understand them fully and draw conclusions or make recommendations.

Assessment Tools

- There are 2 main components to the assessment of this qualification, Continuous Assessments (CA) and final examinations:



- Each semester is subject to **60% Continuous Assessment and 40% Final Examination**.
- Student achievement is graded by awarding marks, a maximum of 100 marks are available for each unit which is recorded at the end of each semester. The table below provides an overview of the assessment for this subject per unit/semester.

Assessment	No. per semester	Type	Total marks	Weight	Total Weight
Short Tests (STs)	2	Continuous Assessment (CA)	20	20%	60%
Literary Work	1		10	10%	
Unit Project and presentation	1		15	15%	
Case Study	1		15	15%	
Final Exam	1	Final Examination	40	40%	40%

Designing an Effective CA Activity

When designing Continuous Assessment Activities (CAA), teachers have flexibility in creating assessment tasks for their students. However, it is important to adhere to the following guidelines:



- 1 Alignment with Assessment Objectives:** The activity set should provide students with the opportunity to address the Assessment Objectives, and it should clearly indicate which Assessment Objectives are being assessed (Knowledge, Application, or Reasoning).
- 2 Written Response Requirement:** The activity must necessitate a written response from the student. Oral responses alone are not acceptable as a standalone form of assessment.
- 3 A deadline for completion should be provided to students:** submissions beyond the deadline should not be accepted unless there are exceptional circumstances at the discretion of the teacher. Deadlines should provide all students with ample opportunity to complete the tasks.
- 4 Complexity and Reflecting Thinking Skills:** The complexity of the activity, as well as the level of thinking skills required from students, should align with the corresponding learning outcome and assessment objectives. Assessment activities should be designed in a manner that reflects the specific Assessment Objectives they are intended to assess.

Description of CA Tools

Short Tests

The following guidelines should be adhered to when conducting short tests:

- **TWO** short tests **MUST** be administered; each one carries a weightage of 10 marks.
- Short tests should be completed individually by students and not in groups.
- IT **MUST** not be 'open book' activities where students have access to class notes or textbooks.
- Teacher supervision is **MANDATORY** during the completion of short tests to ensure fairness and maintain the integrity of the assessment process.
- Short tests should be designed to assess each of the three Assessment Objectives: Knowledge, Application, and Reasoning. This ensures a comprehensive assessment of students' understanding and skills in various aspects of the subject.
- It is **MANDATORY** for the student portfolio to include the student's short test paper along with the assigned mark. This paper serving as evidence of the student's grade, will be submitted for moderation purposes.

Feedback for Short Tests:

To enable students to receive feedback in advance of the summative continuous assessment teachers may utilize formative mock assessments to enable them to gauge individual students' progress and provide feedback. The mock assessments can be used in a variety of settings as whole class activities or mock tests. Teachers must not use identical questioning for formative mock assessments as in the summative continuous assessment.

Short Tests Specifications (Grades 11 and 12)

Question Types

Question	Question Type		Percentage	No. of items	Marks
Q1	Multiple Choice Question (MCQ)		20%	2 to 4	2
Q2	Extended Response	Short Response	80%	2 to 4	4
		Long Response		1	4
Total			100%	5 to 9	10
Time: 30 to 45 minutes Teachers must prepare a clear answers scheme for each test where the AO and the mark are specified for each items.					

- Each Multiple-Choice item MUST BE worth from 0.5 to 1 mark only.
- For short answer items, the number of marks per item MUST be from 1 to 3 marks only.
- For extended response Items, the number of marks per item MUST be 4 marks.

AO Requirements

AO	AO1	AO2	AO3	Total
Weight	35 %	45%	20%	100%
Marks	3	5	2	10

Literary Work Assignment

The Literary Work is a continuous assessment tool designed to evaluate students' creativity, application of economics concepts, and ability to communicate ideas effectively. This assessment requires students to produce a piece of literary work that demonstrates their understanding and application of the unit content. The literary work can take various forms, such as an advertisement, a short story, a role-play script, a worksheet, or a database, depending on the focus of the unit.

The following guidelines should be adhered to when conducting literary work assignment:

- The literary work can be an advertisement, short story, role-play script, worksheet, or database.
- It must be relevant to the unit content and clearly demonstrate an understanding of the key concepts covered.
- The piece should be well-crafted and presented in a language complexity appropriate for the students' level of understanding.
- The literary work should be substantial enough to cover the required content, typically ranging from one to two pages, depending on the format.
- For role-plays or scripts, clarity in dialogue and relevance to the business concepts are essential.
- For advertisements, creativity and alignment with business principles should be evident.
- For worksheets or databases, completeness and accuracy in reflecting unit content are critical.
- Students may complete and submit their work either in class or as a home assignment, depending on logistical considerations.
- A clear deadline for submission must be provided. Late submissions will result in a reduced mark, as specified in the assessment policy.
- Students are required to submit their completed Literary Work by the designated deadline.
- Constructive feedback will be provided, highlighting strengths and areas for improvement in both content and presentation.

Cor

Essay and presentation

During each semester, the students should complete an essay. Teachers should refer to the essay writing guidance for more detailed information on learning content and ongoing assessment. The essay contributes to the overall marks for continuous assessment recorded for each semester. The essay (10 marks) and its presentation (5 marks) MUST be completed individually.

Some suggested essay titles ideas are contained in the table below. Teachers may however select their own suitable task/title. Suitable tasks should require the students to “Apply” their learning of that unit to a real-world economic scenario.

Units	Grade	Semester	Essay Idea
Basic Economic ideas and resource allocation	11	1	The fundamental economic problem
Price system and the microeconomic			The interaction of demand & supply
Government microeconomics intervention.		2	Government intervention in market
The Macroeconomic			The causes of unemployment
Government Macroeconomics Intervention	12	1	Write about the government spending
International Economics Issues			Write about the absolute and comparative advantages within the international trade.
The Price System and the microeconomic		2	Market structures and their characteristics
The Macroeconomy			Write about the Actual and potential economic growth.
International Economic Issues			How economies are classified in terms of development and national income

- Students MUST cite external sources of information – making it explicitly clear where they have included the work of others using in-text citations. Citations must also be accompanied by a full, detailed reference within the document, and full references for the sources they have used including (Author/Source, Title, Publisher, Date/Year of Publication).
- It is MANDATORY for the student portfolio to include the assessment rubric that was used to evaluate the student's performance, along with the assigned mark. Additionally, the portfolio must contain a written response for the essay and presentation, which should be in the form of a printed presentation. This written response, serving as evidence of the student's work, will be submitted for moderation purposes.

Case Study

The Case Study is a continuous assessment tool designed to evaluate students' understanding and application of economic concepts covered within the unit. This assessment requires students to engage with a detailed scenario that is both realistic and pertinent to the unit content. Worth 10 marks, the Case Study is administered once per semester and provides a comprehensive measure of students' ability to apply economic theories and principles in practical situations. To design an effective case study activity, follow the following guideline:

- The scenario should be well-crafted, offering a realistic and relevant economic situation that aligns with the unit content.
- It must be presented in clear and accessible language, appropriate for the students' level of understanding.
- The Case Study should be at least one paper in length, with a maximum of 1500 words.
- The Case Study must be accompanied by questions that cover all three assessment objectives:
 - Knowledge: Questions should test students' recall and understanding of the economics concepts discussed in the unit.
 - Application: Questions should require students to apply their knowledge to the scenario, demonstrating practical use of economics theories and principles.
 - Reasoning: Questions should challenge students to analyze the scenario, make reasoned judgments, and provide well-supported conclusions.
- The Case Study is to be administered once per semester.
- Students may complete the Case Study either in class or at home, depending on logistical considerations and instructional preferences.
- A clear deadline must be set for submission. Late submissions will incur a penalty, resulting in a reduced mark, as specified in the assessment policy.
- Students are required to submit their completed Case Study by the set deadline.
- Feedback will be provided to students, highlighting strengths and areas for improvement.
- The Case Study will be discussed and analyzed in class to enhance understanding and address any common issues or misconceptions.

Feedback on CAAs

Providing effective feedback is one of the most effective methods of helping students improve their marks. It is essential as part of the learning process that students receive feedback on both areas they are performing well in and in areas they need to improve.

Ongoing feedback should be provided as students work on the summative assessment activity. This type of feedback requires teachers to exercise their professional judgment, guiding students towards identifying areas for improvement without simply providing the information they need to boost their grades.

To achieve this, teachers can employ questioning strategies that encourage students to reflect on their work and discover where important information may be missing or incorrect. By engaging students in this process, they are equipped with the necessary knowledge and skills to take responsibility for their learning and make necessary adjustments.

Re-submission of CAAs

The re-submission or re-sitting of continuous assessment activities should generally **NOT** be permitted for students. This ensures the consistency and fairness of the assessment process. However, in exceptional circumstances, such as prolonged authorized absence or significant medical conditions, students may be granted the opportunity to re-submit activities, subject to the approval of the teacher. It is important to note that re-submission or re-sitting should not be allowed solely for the purpose of raising grades unless valid exceptional circumstances apply. This policy ensures the integrity of the assessment process and ensures that grades reflect the students' genuine performance and understanding.

Student's Portfolio

Teachers are required to maintain a comprehensive portfolio for each student, containing all assessments undertaken throughout the semester. It is very important that this portfolio is diligently compiled and maintained, ensuring that the included work is original and not copies. The primary objective of the portfolio is to facilitate the moderation process, thereby ensuring the integrity, reliability and quality of the marking and grading procedures. To achieve this, every Continuous Assessment Activity (CAA) must be accompanied by a front page clearly indicating the awarded mark. Moreover, the portfolio should contain the student's cumulative assessment record, meticulously documenting all assessment activities within the portfolio, along with their respective marks, as well as the final computation of the cumulative marks awarded to the student.

Moderation (Grade 12)

Moderation refers to the process of ensuring that continuous assessment tools are applied correctly and that the marks awarded to students are credible, based on the technical standards and specifications outlined in the student learning assessment documents.

Students' grades and academic work in grade 12 will be moderated by MOE staff at the end of each semester. Teachers should prepare students' portfolios and keep recording and documenting students' achievement in CAAs in the portfolio as described in the previous section.

***Important note:** To maintain consistency in grading, teachers are expected to exercise their professional judgment when assessing both continuous assessments and examinations.*

Final Examination (Grade 11 and 12)

Examination Format

- One formal examination will be prepared and set at the end of each semester; this examination carries a weightage of 40 marks of the assessment for each semester.
- Grade 12 final exam to be prepared **CENTRALLY** and to be held at ministry of education Exam centers.
- Teachers are responsible for preparing & setting the examination paper based on the Unit Content and Learning Outcomes for grades 11.
- For grade 11, the duration of the final exam to be between 2 – 3 hours. For grade 12, the duration will be 3 hours.

Question Types

Question	Question Type		Percentage		Marks	Total Marks
Q1	Multiple Choice Question (MCQ)		20%		8	8
Q2	Extended Response	Short Response	80%	55%	22	32
		Long Response		25%	10	
Total			100%		40	40

- Each Multiple-Choice Question MUST worth 1 mark only.
- For short answer items, the number of marks per item MUST be from 1 to 3 marks only.
- For extended response Items, the number of marks per item MUST be from 4 to 6 marks only.

AO Requirements

AO	AO1	AO2	AO3	Total
Weight	35 %	45%	20%	100%
Marks	14	18	8	40

Final Exam Specifications (Grade 11)

First Semester:

Unit 1: Basic economic ideas and resource allocation

Unit 2: Price system and the microeconomy

Unit	Weights	Multiple Choice 20%		Extended Response				Assessment Objective			Total
		No. of Items	Mark	Short Answer		Long Answer		AO1 35%	AO2 45%	AO3 20%	
				No. of Items	Mark	No. of Items	Mark				
Basic economic ideas and resource allocation	45%	4	4	8-14	9	2	5	6	8	4	18
Price system and the microeconomy	55%	4	4		13		5	8	10	4	22
Total	100%	8	8	8-14	22	2	10	14	18	8	40

Second Semester:

Unit 3: Government microeconomic intervention

Unit 4: The macroeconomy

Topic	Weights	Multiple Choice 20%		Extended Response				Assessment Objective			Total
		No. of Items	Mark	Short Answer		Long Answer		AO1 35%	AO2 45%	AO3 20%	
				No. of Items	Mark	No. of Items	Mark				
Government microeconomic intervention	20%	2	2	8-14	6	2	-	3	3	2	8
The macroeconomy	80%	6	6		16		10	11	15	6	32
Total	100%	8	8	8-14	22	2	10	14	18	8	40

Final Exam Specifications (Grade 12)

First Semester

Unit 5: Government Macroeconomics Intervention

Unit 6: International Economics Issues

Topic	Weights	Multiple Choice 20%		Extended Response				Assessment Objective			Total
		No. of Items	Mark	Short Answer		Long Answer		AO1 35%	AO2 45%	AO3 20%	
				No. of Items	Mark	No. of Items	Mark				
Government Macroeconomics Intervention	47%	3	4	8-14	10	2	5	6	10	3	19
International Economics Issues	53%	4	4		12		5	8	8	5	21
Total	100%	8	8	8-14	22	2	10	14	18	8	40

Second Semester

Unit 7: The Macroeconomy

Unit 8: International Economic Issues

Topic	Weights	Multiple Choice 20%		Extended Response				Assessment Objective			Total
		No. of Items	Mark	Short Answer		Long Answer		AO1 35%	AO2 45%	AO3 20%	
				No. of Items	Mark	No. of Items	Mark				
The Macroeconomy	43%	3	3	8-14	9	2	5	6	8	3	17
International Economic Issues	57%	5	5		13		5	8	10	5	23
Total	100%	8	8	8-14	22	2	10	14	18	8	40

Appendix (1)

Suggested Presentation Assessment Form

The purpose of this form is to enable teachers to assess student presentations and provide feedback to students. This document enables teachers to assess both the presentation content and the research behind it as well as the presentation techniques and capability.

Student Name(s):
Assessment Title/Reference:.....Date Issued:.....
Assessment Deadline:.....

Presentation Delivery	
Attributes	Feedback
Introduction	
Organisation	
Delivery Style	
Slide Clarity	
Confidence	
Summary	
Questions	

Additional Feedback or Comments

Mark	/5
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Teacher's Signature:

Date:

The End of the Document