

Your Guide to your Unit of Inquiry in Economics

In order to show your knowledge of microeconomics, you will be asked to investigate a question of your choosing related to economics and your local area, school or family using primary data collection.

Here are the list of outcomes for your unit of inquiry:

1. Create a Question

Your question will need to include an economic concept and the focus area. The question needs to be measurable. The question also need to be feasible. You have to be able to collect data in the time frame allotted in order to answer your question. [Here](#) is some help with the question formation.

2. Create a Plan

You will need to create a plan that very specifically and with detail explains how you are going to collect your data, what you are going to do with your data (related to a [command term](#)), and how you are going to present your data. You need to include your methods as well as the time frame that you are going to complete this.

3. Presentation

You will present your inquiry to the class. You will have no more than 5 minutes in which you will articulate your question, your plan, your analysis of your data, and your conclusion (answer to your question). You will be expected to incorporate your visuals into your presentation that are needed to support your information. There should be very few words on your visuals.

4. Write Up

Your final piece of assessment will be to write up your findings from your unit of inquiry.

Part 1: Context / Plan

This section will introduce your unit of inquiry. You will state your question and address why you chose the question. In addition, it will outline your plan for investigation.

Word Count: 150 words

Part 2: Analysis

In this section, you will show your data and explain what your data shows in relation to your question. You will incorporate your visuals into your analysis section.

Word Count: 250 words

Part 3: Conclusion

In this section, you will answer your question

Word Count: 50-100 words

Part 4: Evaluation

In this section, you will need to evaluate your investigation. You need to look at ways that you

would improve it if you did it again, giving feasible suggestions.

Word Count: 50-100 words

The assessment criteria for each part of the inquiry are found below:

Question - formative

Level	Descriptors
1-2	Your question is missing two or more required elements. The question cannot be measured. The question cannot be answered given the time frame.
3-4	Your question is missing one of the required elements. The question cannot easily be measured. The question may not be able to be answered given the time frame allotted.
5-6	Your question has all the required element. The question is measurable and feasible.

Plan - formative

Level	Descriptors
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student produces a plan that contains some details of the steps and/or the resources required.
3-4	The student produces a plan that contains a number of logical steps that include resources and time and attempts to explain the methodology.
5-6	The student produces a plan that contains a number of detailed, logical steps that describe the use of resources and time and explains the methodology.

Presentation

Criterion D: Organization and presentation - summative

level	MYP descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student communicates information that may not always be relevant . The student attempts to structure the work, but it may be unclear and/or

	inappropriate to the format required. Presentation and expression are unclear and imprecise . There may be some evidence of documentation.
3-4	The student communicates information that is mostly relevant . The student attempts to structure and sequence the work but is not always successful . Presentation and expression are occasionally unclear . Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions.
5-6	The student communicates information that is relevant . The student uses a structure appropriate to the task and sequences the content logically . Presentation and expression are clear; attention is paid to the audience and purpose in terms of appropriate language, style and visual representation Sources of information are documented, with occasional errors in adhering to conventions.
7-8	The student communicates information that is always relevant . The student organizes information into a well-developed and logical sequence , appropriate to the format required. Presentation and expression are clear, concise and effective , and the language, style and visual representation used are always appropriate to the audience and purpose. All sources of information are documented according to a recognized convention .

Investigation - summative - for the write up

Criterion C: Skills

Achievement level	MYP descriptor	Economic Unit of Inquiry
0	The student does not reach a standard described by any of the descriptors given below.	
1-2	The student attempts to carry out investigations, demonstrating few skills .	Your information is not clear, and the context, plan and methodology are not evident from your written report. Your analysis and conclusion are hard to follow and do not connect. You make no attempt at an evaluation of your inquiry.
3-4	The student demonstrates basic investigative skills.	You include most areas of your inquiry, but your analysis is weak with no real answer given to your question. You make a minimal attempt at an evaluation of your inquiry.
5-6	The student demonstrates adequate investigative skills.	You include all areas of your investigation, but they are limited in scope and detail. You make an attempt at evaluating your inquiry.

7-8	The student demonstrates effective investigative skills.	You articulate your context and your plan. Your methodology is connected to your question. Your analysis and your data are connected. Your conclusion answers your question. You evaluate your inquiry.
9-10	The student demonstrates sophisticated investigative skills.	You accurately articulate the context and plan. Your methodology is sound and justified based on your question. Your analysis of the data is accurate and supported by data. Your conclusion is consistent with the analysis and data. The evaluation of your inquiry is accurate with feasible suggestions for improvement offered.

Monday	Tuesday	Wednesday	Thursday	Friday