

# Leaving Certificate Economics

A guide on completing the Research Study



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Name: \_\_\_\_\_



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Background information: (From Economics Specifications document)

### Overview of assessment

MODE		ORDINARY LEVEL WEIGHTING	HIGHER LEVEL WEIGHTING
Written examination		80%	80%
▶ Section A	Choice of short answer questions	20%	20%
▶ Section B	Choice of extended response questions	60%	60%
<b>Research study</b>	<b>Report</b>	<b>20%</b>	<b>20%</b>
Total		100%	100%

### Research study

Through the research study, students are afforded an opportunity to engage in research, analysis and reflection. The research study will assess the students' ability to use the knowledge, concepts and skills developed in their study of economics to evaluate information and data and make informed conclusions. The key skills of processing data and information, communicating, critical and creative thinking, being personally effective and working with others can be developed through all the learning in this course, and these skills will be applied through the student's engagement in a research study.

The research study will be based on a brief issued annually by the State Examinations Commission (SEC). A common brief will be issued for Ordinary level and Higher level. The brief will outline a number of topics from which students will choose one for their research study. The brief will also outline the parameters for the research study and for the report which will be submitted to the SEC for assessment. The research study will be completed in sixth year.

In particular, the research study requires students to demonstrate that they can:

- research and process information and data that is relevant and meaningful to understanding a particular economic issue
- apply concepts and theories in the evaluation of information and data in order to make an informed conclusion.

The report must be the student's own work. Authentication procedures will be put in place to ensure compliance with this requirement. These will include a protocol in relation to the use of internet-sourced material.

## Assessment criteria for the research study

The assessment criteria relate to the performance of Ordinary level and Higher level students in the research study, although a differentiated marking scheme will apply.

A high level of achievement in the research study is characterised by a thorough engagement with the topic. The student's report is purposeful and clear. The report is sufficiently detailed to provide concrete evidence of the student's knowledge and understanding but moves beyond a mere re-telling of facts and information to focus on insights and learning gained. Students demonstrate an ability to research, select, organise and process information and data from a variety of sources for relevance and reliability very judiciously. They accurately apply concepts and theories to analyse and evaluate qualitative and quantitative information and data from different sources; manipulation of data, where appropriate, will be correct. Students present informed conclusions which are clearly based on evidence. The student shows a clear capacity to reflect on how the topic relates to his/her own life and how his/her attitudes, opinions and/or behaviour have been influenced.

A moderate level of achievement in the research study is characterised by a good engagement with the topic. The report is clear and, in the main, provides evidence of the student's knowledge and understanding providing some insights on the learning gained. Students can adequately research, organise and process information and data from a variety of reliable sources. They apply relevant concepts and theories to analyse and evaluate qualitative and quantitative information and data from different sources; manipulation of data, where appropriate, will be correct in the main. Students present considered conclusions which are in the main based on evidence. The student shows some capacity to reflect on how the topic relates to his/her own life and how his/her attitudes, opinions and/or behaviour have been influenced.

A low level of achievement in the research study is characterised by some engagement with the topic. The report provides a basic summary of the topic with few personal insights on the learning gained. While the report provides some evidence of the student's knowledge and understanding, the student demonstrates a limited ability to research, organise and process information and data. The application of concepts and theories and analysis and evaluation of qualitative and quantitative information and data may be flawed; manipulation of data, where appropriate, will be basic. Students present some conclusions based on evidence, though they may include irrelevant material. There is limited evidence of a capacity to reflect on how the topic relates to his/her own life and how his/her attitudes, opinions and/or behaviour have been influenced.



## Research Study

### Process for completing the research study

As part of their research study, students will pursue an individual line of inquiry drawn from a research topic. A choice of topics, relating to an overall economic theme, will be provided to students. The topics will reflect knowledge and content related to the learning outcomes of the specification.

In order to complete the research study, students should:

1. Choose an individual line of inquiry relating to their chosen research topic. The line of inquiry can be of personal, local, national or international interest. The line of inquiry must relate to the knowledge and content of the learning outcomes in the Leaving Certificate Economics specification.
2. Select relevant and reliable sources of information and data. The sources should be qualitative and quantitative and relate to the student's line of inquiry.
3. Apply a relevant economic concept to the individual line of inquiry.
4. Analyse and evaluate the sources of information in order to make an informed judgement in response to the line of inquiry.
5. Make conclusions in relation to the line of inquiry.
6. Reflect on new knowledge, understanding and skills learned and how their thinking has changed as a result of undertaking the research study.

#### 1. Choose an individual line of inquiry relating to their chosen research topic

Students must state the chosen line of inquiry as an economic issue, problem or question they wish to address based on the topic drawn. Care is needed in the choosing of a line of inquiry and the choice of line of inquiry should be made in consultation with the teacher. Students should not undertake substantive work on the research study until the teacher has approved a line of inquiry. Where the line of inquiry selected for the research study derives from an area of genuine interest to the student, the research study can help students to link the theory and practice of economics and empower young people in becoming more engaged and informed citizens. To help students choose a line of inquiry, they should consider the following:

- What do I want to know about the topic?
- What do I already know about the topic?
- What do I need to know?
- What is my central question/problem/argument?

#### 2. Select relevant and reliable sources of information and data

Students need to select relevant and reliable sources of information and data. Students can carry out desk (secondary) and/or field (primary) research on their line of inquiry. To help students at this stage of the process, they should consider the following:

- What primary and/or secondary resources can I use?
- How do I know the information is valid and reliable?
- Are the sources quantitative, qualitative or both?
- How is the information relevant to the line of inquiry selected?
- What other information do I need?
- What parts support/do not support my line of inquiry?
- What weighting will I put on the different parts?
- Are new questions/models/concepts or theories raised?

Students may use books, journal articles, newspapers, internet sites and other sources for desk research in gathering data, ideas and information relating to the research study. However, the use of field (primary) research must be original. Students should use qualitative and quantitative sources of information and data.

All secondary sources must be acknowledged, whether quoting, paraphrasing or borrowing ideas. Before using internet-based material, students should evaluate online material for reliability and validity. Appendix A on page 15 provides further information on referencing sources.

### **3. Apply a relevant economic concept to the individual line of inquiry**

Students must reference and explain at least one economic concept as the basis of their research relevant to their line of inquiry.

### **4. Analyse and evaluate the sources of information**

Students must gather, record and appraise the sources of data and information relevant to their line of inquiry. Student must evaluate their evidence in order to make relevant informed conclusions and judgements relating to their line of inquiry.

### **5. Make conclusions**

Students make informed conclusions based on their research and findings. To help students at this stage of the process, they should consider the following:

- What is my conclusion?
- How well does it connect with the line of inquiry selected?
- How well does it respond to the aim of my research study?
- How do the conclusions relate to the economic concept underpinning the line of inquiry?
- What else is important?
- Does my research raise new questions?

### **6. Reflect on new knowledge, understanding and skills learned and how their thinking has changed**

Students need to reflect on some insights gained from engagement with the research study. To help students at this stage of the process, they could consider the following:

- Is there some new knowledge and/or understanding I have gained and why is this knowledge and/or understanding considered to be important?
- Was my research process as effective as I could make it? What aspects did I do well and what could I improve?
- Have I developed a skill through engagement in the research study and how could this skill positively impact on future learning/experience?
- Has the undertaking of this research changed my thinking, behaviour or opinions in any way?
- Has undertaking the research process raised other/new questions in relation to my line of inquiry?

## **What do we mean by ‘Research’?**

Research is the detailed study of a topic in order to find a new understanding and / or discover information.

It can also be defined as the use of new or existing knowledge / information in a new and creative way. This generates new concepts, methodologies or understandings.

Research uses data. Two sources of data are Primary and Secondary research.

Primary research is the collection of data at first hand rather than using data collected elsewhere.

Secondary data is the collection of data from other sources. (Very often the internet)

## Economics Research Study

### Sample Study In Action – For the Leaving Cert 2022 Research Study

#### Research Theme:

The COVID-19 pandemic has been described as a Black Swan event – rare, unpredictable with severe consequences to societies and economies. (Adapted from the Department of Finance, 2020) As a result, during this time, some sectors of the Irish economy have collapsed, whilst others have grown, thereby giving rise to a duality of performance in the economy. Technology has been, and still is, a catalyst in how individuals behave, and how government and business decisions are being implemented in a modern market economy. The Irish government, in an effort to minimise the impact of COVID-19 on economic prosperity and societal wellbeing, has taken unprecedented measures, spending an extra €38bn to-date on COVID-19 related supports. (Adapted from the Irish Times, June 2021)

“The pandemic will, for instance, fundamentally change many facets of our economy, accelerating pre-existing changes that were underway. Some sectors will be permanently ‘down-sized’, while others will expand. This will create both opportunities as well as challenges.” Paschal O’Donohue T.D., Minister for Finance, Taking Stock – The Fiscal Response to COVID-19, Nov 2020

#### Research Topic 1

Candidates are required to pursue an individual line of enquiry discussing and evaluating the positive or negative implications presented by the COVID-19 pandemic on the Irish economy at a national level.

An individual line of inquiry	potential implications of the Covid-19 pandemic	Positive	Irish economy at a national level
		Negative	



#### Research Topic 2

Candidates are required to pursue an individual line of enquiry discussing and evaluating the effectiveness of the Irish government’s economic interventions during the COVID-19 pandemic on individual behaviour or business decisions.

An individual line of enquiry	Government economic interventions	During Covid-19	Individual behaviour
			business decisions



#### Research Topic 3

Candidates are required to pursue an individual line of enquiry discussing and evaluating the opportunities or challenges that advances in technology are creating in the market economy during the COVID-19 pandemic.

An individual line of enquiry	Opportunities	Advances in technology in the market economy	During Covid-19
	Challenges		



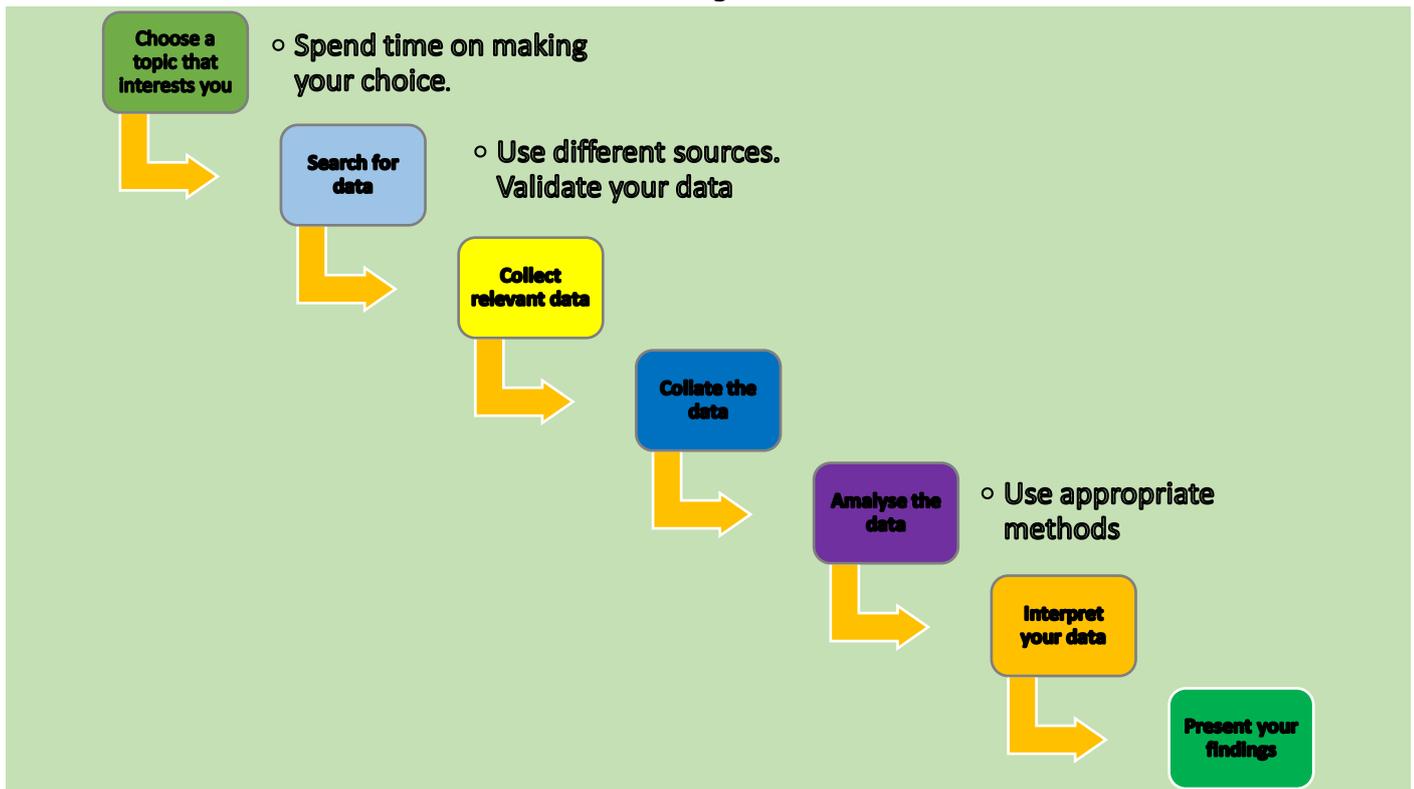
	<b>Deadline</b>	<b>Max Words</b>
<b>Very Important:</b>	<b>22<sup>nd</sup> Dec 2021</b>	<b>1,500</b>

### **A starting point to discuss potential topics:**

The suggestion is that you would use the following headings below to form a research topic that suits your interests and ability. It is expected that you would edit these draft titles.

1. The impact of the Covid-19 pandemic on the HSE.
2. The disadvantages of the Covid-19 pandemic on Irish education
3. The implications of the Covid-19 pandemic on employment levels.
4. The impact of Covid-19 on the Exchequer due to the PUP payments
5. Maintaining the PUP payment – is it worth it?
6. Did the state pay too much for the PUP payment?
7. Could a second, full shut-down save our economy?
8. Impact of Covid-19 on state income and expenditure
9. Will the Covid-19 pandemic lead to an increase in taxation?
10. Must the state provide a stimulus package to kick-start the economy post Covid?
11. How much has the Covid-19 pandemic cost our school?
12. How many jobs were lost locally due to the Covid-19 pandemic?
13. What impact has the pandemic had on local sport?
14. Who benefitted from the pandemic? Is there a lesson to be learned?
15. Impact of Covid-19 on the volume of Irish production.
16. The impact of Covid-19 on online sales in local supermarkets.
17. How Covid-19 has impacted on the levels of local employment.
18. The impact of Covid-19 on the meat processing industry.
19. The impact of Covid-19 on the Irish budget.
20. The impact of Covid-19 on the car sales industry.
21. The firms that have benefited out of the 2020 pandemic.
22. Price inflation during the pandemic.
23. Environmental impact of the pandemic.
24. Changes in the demand of ICT during the pandemic
25. How a lack of availability of intensive-care beds is a bottleneck for the Irish economy.
26. Have companies passed on increased costs incurred due to their customers
27. Impact of the pandemic on oil prices.
28. How the Covid-19 pandemic has impacted on the hospitality sector.
29. The effect of a reduction in tax rates for the hospitality sector
30. How a hibernation grant can benefit the hospitality sector
31. How Irish spa's and salons have had a sharp drop in revenue due to the Covid-19 pandemic.
32. What local county councils can do to reduce costs for small enterprises.
33. The impact of furloughs / PUP payment has had on some employment sectors.
34. The market type that has coped the best with the pandemic.
35. The impact of the pandemic on the cost and revenue structure of a local firm.
36. The impact of the pandemic on the income and expenditure of the government current budget.
37. The impact of the pandemic on the income and expenditure of the government capital budget.
38. How the pandemic has impacted on Irish foreign trade.
39. The importance of multinationals for the Irish economy during the pandemic.
40. How some small-scale mini businesses have adapted and flourished during the pandemic.
41. How the pandemic has influenced the 2021 or 2022 state budget.
42. An investigation into the effect of the Covid-19 pandemic on the third level courses chosen by the Leaving certificate class of 202 or 2021.

# Research Project Process



## Report Structure and Outline Marking Scheme

Section A	Indicative content to be included	55 marks
<b>Introduction</b> <i>Minimum of 200 words, maximum 250 words .</i>	<ul style="list-style-type: none"> <li>▪ Provide the title for the research study.</li> <li>▪ State the individual line of inquiry as an economic question, problem or issue which is to be addressed.</li> <li>▪ Outline the aims of this line of inquiry, in the context of the learning outcomes in the specification.</li> <li>▪ Select relevant and reliable sources of information and data. A minimum of two sources are required and one must be quantitative.</li> </ul>	<b>15 marks</b>
<b>The Research Process</b> <i>Minimum of 650 words, maximum of 750 words.</i>	<ul style="list-style-type: none"> <li>▪ The research process should be based on the application of economic concepts and economic theory to the line of inquiry.</li> <li>▪ Analyse, interpret, and evaluate the selected sources of information and data to make relevant informed arguments and judgements.</li> <li>▪ Relevant data may be presented in tabular and graphical format.</li> </ul>	<b>40 marks</b>
Section B	Indicative content to be included	30 marks
<b>Conclusion</b> <i>Minimum of 300 words, maximum of 350 words.</i>	<ul style="list-style-type: none"> <li>▪ Present conclusions as they relate to the stated line of inquiry, the associated aims and the economic concepts and economic theory underpinning the line of inquiry.</li> </ul>	<b>20 marks</b>
<b>Reflection</b> <i>Minimum of 125 words, maximum of 150 words.</i>	<ul style="list-style-type: none"> <li>▪ Reflect on the insights gained from engagement with the research study.</li> <li>▪ Demonstrate how thinking has evolved and/or how attitudes, opinions or behaviour may or may not be influenced as a result of the research study.</li> </ul>	<b>10 marks</b>
Section C	Organisation, presentation and overall cohesion	15 marks
<b>Communication Presentation and Overall Coherence.</b>	<ul style="list-style-type: none"> <li>▪ Organisation, presentation and overall cohesion of the report in respect of general evidence of preparation, planning, implementation and completion of the Research Study in the context of the Research Study brief and the individual line of inquiry.</li> </ul>	<b>15 marks</b>

**This is the official marking scheme. Give what is required!**

**Planning the plan:**

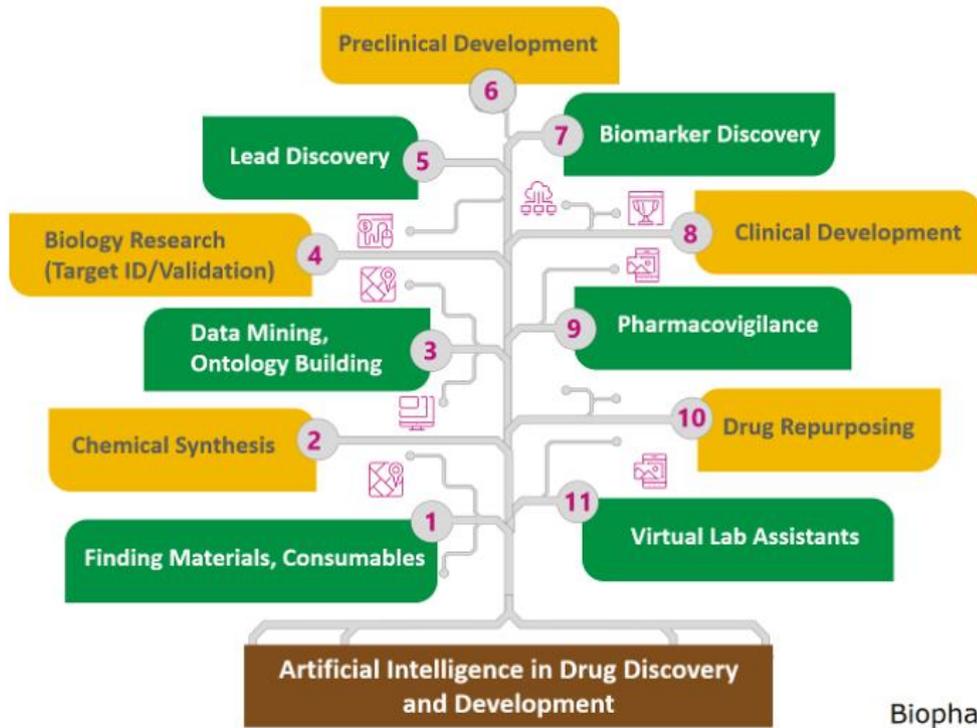
<b>Overall research theme:</b>

<b>Research Topic #1</b>	<b>Research Topic #2</b>	<b>Research Topic #3</b>

<b>Areas to investigate under Topic #1</b>	<b>Areas to investigate under Topic #2</b>	<b>Areas to investigate under Topic #3</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Choose your topic carefully. Pick something that is of interest to you, one where relevant data can be found and a topic that fulfils the criteria for your Economic Research Study.





BiopharmaTrend.com

Credit: <https://www.biopharmatrend.com/m/companies/ai/>



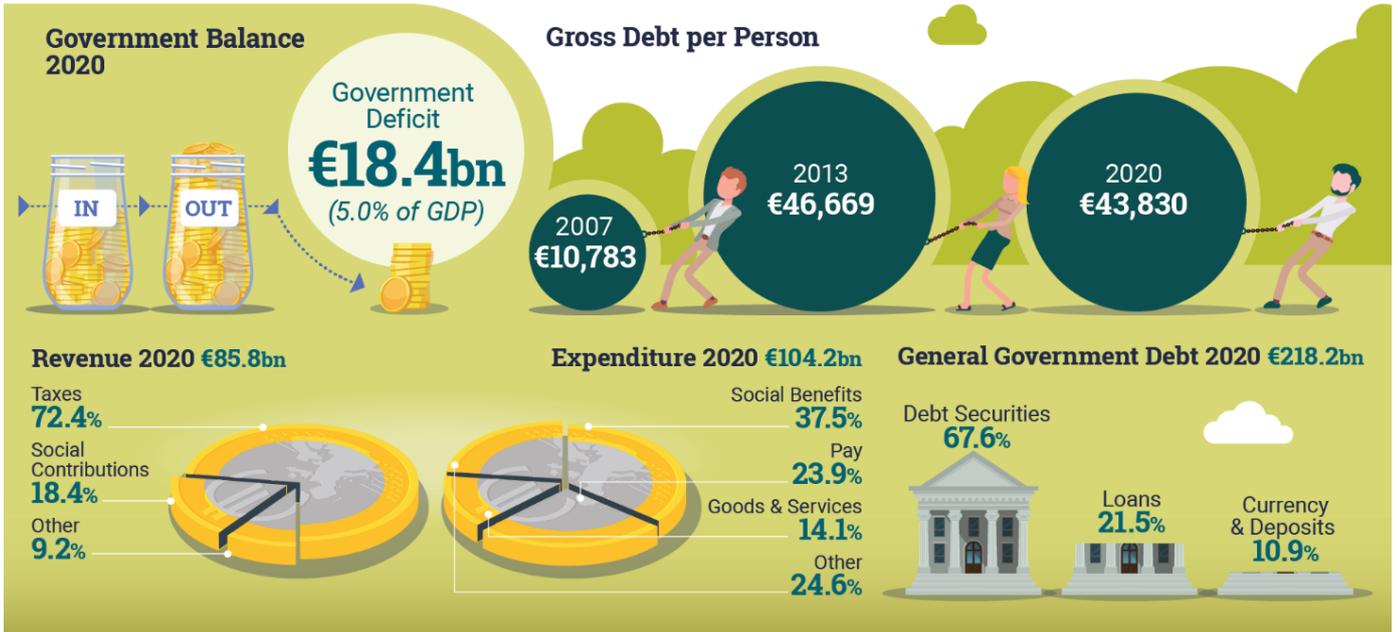
Credit: <https://www.istockphoto.com/vector/tree-diagram-template-gm501042110-81128667>

Sources of data:

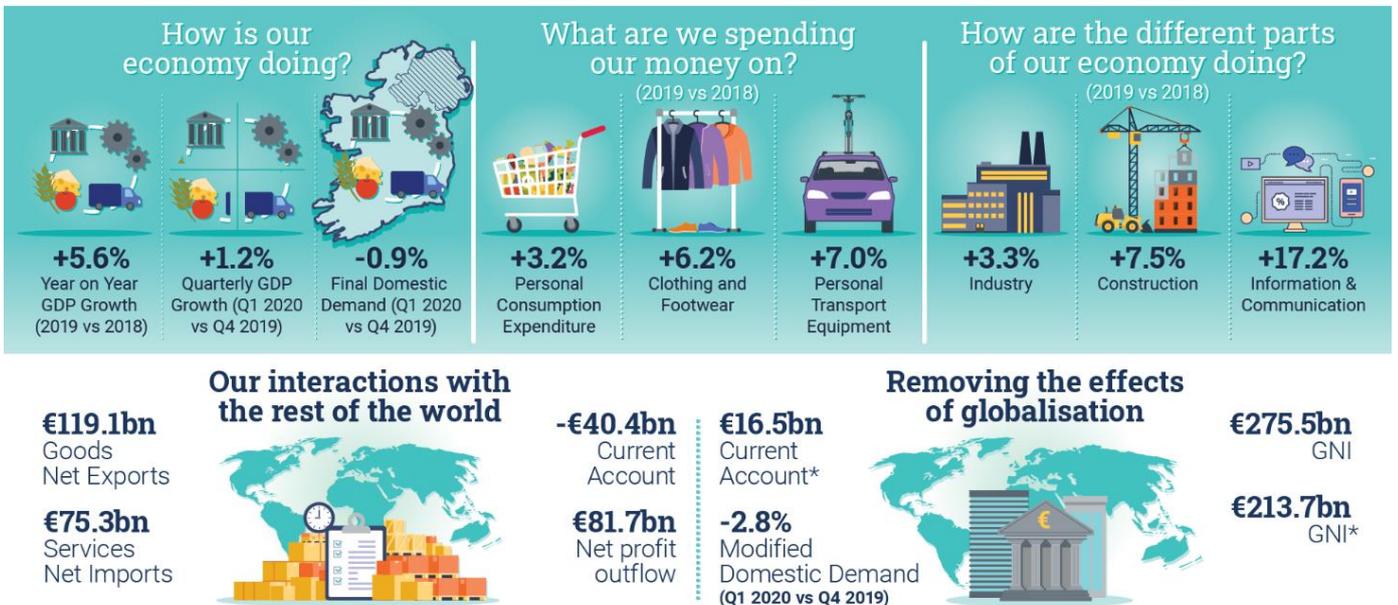
[www.cso.ie](http://www.cso.ie)



# Government Finance Statistics 2020



# Ireland's Economy 2019 & Quarter 1 2020



<b>Section A</b>	<b>Introduction &amp; Research Process</b>	<b>(55 marks)</b>
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<b>Section A.1</b>	<b>Introduction</b>	<b>(15 marks)</b>
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## Introduction – 15 Marks

(minimum 200 words – maximum 250 words)

1. State the individual line of inquiry as an economic question. What is the question, issue or problem that is to be addressed?
- 2. Outline the AIMS of this inquiry, in the context of Learning Outcomes in the Leaving Cert economics syllabus specification. (BE SPECIFIC!)**
3. Select relevant and reliable sources of information and data. Use a minimum number of two sources ... one of which MUST be quantitative. (Makes it easier to interpret data)
4. Show a rationale as to why you chose this topic.
5. You can pad this out by listing the sources of data used. “Various sources such as XYZ were used in gathering data for this purpose of this research study.”
6. Make sure you are familiar with the Learning Outcomes of the course syllabus and link this to your work! Failing to do so will cost you marks!
7. Consider looking at topic XYZ in terms of ..... Marry the aims of your research study (question) with the Learning Outcomes of the Economics syllabus!
8. <https://sdgs.un.org/goals>

### Sustainability:

- a) Where does the Sustainability factors fit in?
- b) Look at the three pillars of sustainability. (Sections 1.1, 1.2 and 1.3)
- c) Sustainability is an over-arching concept of the Economics course.
- d) You should choose a minimum of one aspect.
- e) You can use ‘Sustainability’ in a broad context.

**Section A.2****Research Process****(40 marks)****The Research Process – 40 Marks**

(minimum 650 words - maximum 750 words)

1. Make reference to the textbook theory.
2. **Stay on the Economics syllabus and use the Learning outcomes as key reference points.**
3. Analyse, interpret and evaluate the various sources of information and data in order to make relevant, informed arguments and judgements.
4. E.g. Take data Pre Covid and Post Covid and make a comparison.
5. "This is what I found out / This is what the data tells us"
6. Evaluate the quality of the data. Is the data biased?
7. Is the data a good and reliable source of data?
8. Use graphs as appropriate.
9. Don't draw conclusions here ... this is completed later in the research study.

Answer questions to:

"Here's what was found"

"This is what we've learned from the data...."

**N.B. #2 above is very important. Make sure that you familiarise yourself with the learning outcomes based on the course syllabus. Pick a section that relates to your course of inquiry!**

**Section B****Conclusions & Reflection****(30 marks)****Section B.1****Conclusions****(20 marks)****Conclusions**

(minimum 300 words - maximum 350 words)

1. Present conclusions as they relate to the stated line of inquiry, the associated aims of the economic concepts and economic theory underpinning the line of inquiry.
2. Conclude on your line of inquiry aims. (Complete the circle) Link the Economic syllabus aims with your line of inquiry.
3. Go back to your aims from Section A / Intro and check that you have answered your question.
4. Evaluate the quality of your data. Has this answered your question?
5. Do your findings match up with Economic theory?

**Section B.2****Reflection****(10 marks)****Reflection**

(minimum 125 words - maximum 150 words)

Reflect on the insights gained from engagement with the research study.

Demonstrate how your thinking has evolved and / or how attitudes, opinions or behaviour may or may not be influenced as a result of the research study.

1. What did you learn?
2. How did your learning evolve?
3. Did the assumptions line up with the theory?

Personal reflection:

- a) If you were to do it again ... what would you do differently?
- b) What did you gain / learn from doing the study?
- c) Did you spend too much time on a certain part of the study?
- d) Was your line of inquiry too broad / not narrow enough?

**Section C Communication, Presentation & Overall Coherence (15 marks)**

Organisation, presentation and overall cohesion of the report in respect of general evidence of preparation, planning, implementation and completion of the Research Study in the context of the Research Study brief and the individual line of inquiry.

**References & Bibliography**

Include full references for all sources cited in your report. You should also include details of additional sources of information that you consulted but have not cited in your report.

Choose a format and be consistent.

N.B. You can include resources that you're not citing. Include everything that you looked up!  
Harvard referencing is one option.

Usual a good bibliography format:

Surname, First name, Name of book / source, Publisher, Year

Example:

Begley, Diarmuid. The Road to Crossbarry, Deso Publications, (1999)

Coombes, Ian, Bandon Grammar School – A History, Bandon Grammar School, (2019)

## Master Checklist:

Section	No.	Description	Author#1
A.1. Title	A1.1	Is there an appropriate research study title?	
	A1.2	Is there a reference to which of the two topics chosen?	
A.2. Introduction	A2.1	Do they state the individual line of inquiry as an economic question? Do they highlight what the question is?	
	A2.2	Do they outline the AIMS of this inquiry with the Learning Outcomes in the Leaving Cert syllabus specification?	
	A2.3	Do they show a rationale as to why they chose this topic?	
	A2.4	Are sources of data referred to? E.g. "Various sources such as XYZ were used in gathering data for this"	
	A2.5	Make sure you are familiar with the Learning Outcomes of the course syllabus and link this to your work!	
	A2.6	Have they married the aims of your research study (question) with the Learning Outcomes of the Economics syllabus?	
A.3 Sustainability	A3.1	Are sustainability factors included? Where does the Sustainability factors fit in?	
	A3.2	Look at the three pillars of sustainability. (Sections 1.1, 1.2 and 1.3)	
	A3.3	Sustainability is an over-arching concept of the Economics course.	
	A3.4	Is there a clear reference to at least one sustainability factor? You should choose a minimum of one aspect.	
	A3.5	You can use 'Sustainability' in a broad context.	
A.4 Research Process	A4.1	Is there clear reference to the textbook theory?	
	A4.2	Do they stay on the Economics syllabus and use the Learning outcomes as key reference points?	
	A4.3	Do they analyse, interpret and evaluate the various sources of information and data in order to make relevant, informed arguments and judgements?	
	A4.4	Is there a good a clear process with managing their research?	
	A4.5	Do they evaluate the quality of the data? Is the data biased?	
	A4.6	Is the data a good and reliable source of data?	
	A4.7	Do they use appropriate graphs?	
	A4.8	Don't draw conclusions here ... this is completed later in the research study.	
B.1 Conclusion	B1.1	Do they present conclusions as they relate to the stated line of inquiry, the associated aims of the economic concepts and economic theory underpinning the line of inquiry?	
	B1.2	Do they conclude on your line of inquiry aims? Do they link the Economic syllabus aims with their line of inquiry?	
	B1.3	Have they answered their question clearly?	
	B1.4	Have they evaluated the quality of the data? Has this answered your question?	
	B1.5	Do the findings match up with Economic theory? (Is this clear?)	
B.2 Reflection	B2.1	Do they reflect on the insights gained from engagement with the research study?	
	B2.2	Have they clearly demonstrated how their thinking has evolved and / or how attitudes, opinions or behaviour may or may not be influenced as a result of the research study?	
	B2.3	Is it clear what they learned? How did the learning evolve? Did the assumptions line up with the theory?	
	B2.4	Have they made a clear Personal reflection?	
B.3 References	B3.1	Have they chosen an acceptable format and have they been consistent?	
B.4 Communication Presentation & Overall Coherence	B4.1	Have they followed a good presentation format? (Organisation, presentation and overall cohesion of the report in respect of general evidence of preparation, planning, implementation and completion of the Research Study in the context of the Research Study brief and the individual line of inquiry.)	

## Writing methods:

### Ways to introduce an author:

Transcript of How to Introduce Authors & Essays in Your Writing

How to Introduce Authors & Essays in Your Writing

#### Introducing an author

When you integrate outside sources into your work, you need to consider how you will introduce this material. To start to introduce it, you need to introduce the author.

When you include quotations, make sure that they are integrated smoothly into the argument, flow, and syntax of the paper without any logical or grammatical jolts. All borrowed ideas or words should be accompanied by a signal phrase that names the author or otherwise alerts the reader that the information is from a source.

#### Examples

The best signal phrases connect the quote to the point you are trying to make:

George Smith, another supporter of cloning and the President of the Human Cloning Foundation, believes that science fiction works have created hysteria in the popular media. Smith argues, “From Frankenstein to The Sixth Day, our popular media has done nothing but stir up the public’s anxiety about monsters” (25). His views on the popular media tell us . . .

A view that contradicts Smith’s is articulated by John Brown, who contends that “God never intended for man to participate in his acts of creation. He will never condone our interference in his plan for us” (235). Brown makes it clear that . . .

Note that in each of these examples, the quotation is followed by commentary in which the writer further discusses the opinion or information presented. To allow for this in your writing, avoid ending a paragraph with a quote; instead, use another sentence or phrase to emphasize the importance or relevance of that quote for your purposes or thesis.

#### Introductory Clauses

Introductory clauses and phrases should always be logical and grammatical:

NOT—In Smith’s essay, he says “. . .”

In Smith’s essay, it says “. . .”, or

Smith’s essay states “. . .”,

Instead use

In his essay, Smith states “. . .”

#### In Conclusion

How you introduce an author and an essay into your writing is very important. You can not assume your audience is familiar with the person, their work, or why it matters to your argument. You need to do this work for your reader. If you fail to do this, your quotation and paraphrasing of outside material will not have validity for your reader.

When introducing a quote, add information about the author that will either establish his/her expertise or question his/her credibility or motives: Smith, president of the NSS, argues that “. . .” Jones, who seems to make a career out of disagreeing with Smith, has this to say: “. . .”

#### Offer an Explanation in Introduction

The same strategy can be used to characterize a publication: “The National Review, a publication well known for its conservative stance, includes Smith’s opinions on a regular basis.”

## VERBS!

Verbs can be used to introduce summaries, paraphrases, and quotations that indicate the author's point of view on the topic, thus adding to the writer's rhetorical power.

In the sentence "Smith \_\_\_\_\_ that the flood might have been disastrous," filling in the blank with observes, finds, or insists would create different meanings.

source material for this Prezi: University of Houston,

<http://prtl.uhcl.edu/portal/page/portal/WC/Files/Tipsheet%20Quotes%20-%20A/Introducing%20Quotes.pdf>

## Quotations

When you quote another writer's words, it's best to introduce or contextualize the quote. Don't forget to include author's last name and page number (MLA) or author, date, and page number (APA) in your citation. Shown below are some possible ways to introduce quotations. The examples use MLA format.

You can use a full sentence followed by a colon to introduce a quotation.

### Examples:

- The setting emphasizes deception: "Nothing is as it appears" (Smith 1).
- Piercy ends the poem on an ironic note: "To every woman a happy ending" (25).

You can also begin a sentence with your own words, then complete it with quoted words.

Note that in the second example below, a slash with a space on either side ( / ) marks a line break in the original poem.

### Examples:

- Hamlet's task is to avenge a "foul and most unnatural murder" (Shakespeare 925).
- The speaker is mystified by her sleeping baby, whose "moth-breath / flickers among the flat pink roses" (Plath 17).

To quote a critic or researcher, you can use an introductory phrase naming the source, followed by a comma.

Note that the first letter after the quotation marks should be upper case. According to MLA guidelines, if you change the case of a letter from the original, you must indicate this with brackets. APA format doesn't require brackets.

### Examples:

- According to Smith, "[W]riting is fun" (215).
- In Smith's words, " . . .
- In Smith's view, " . . .

Another way to introduce a critic's words is to use a descriptive verb, followed by a comma.

Avoid using says unless the words were originally spoken aloud, for instance, during an interview.

### Examples:

- Smith states, "This book is terrific" (102).
- Smith remarks, " . . .
- Smith writes, " . . .
- Smith notes, " . . .

- Smith comments, " . . .
- Smith observes, " . . .
- Smith concludes, " . . .
- Smith reports, " . . .
- Smith maintains, " . . .
- Smith adds, " . . .
- If your lead-in to the quotation ends in that or as, don't follow it with a comma.
- The first letter of the quotation should be lower case.
- Examples:
- Smith points out that "millions of students would like to burn this book" (53).
- Smith emphasizes that " . . .
- In Smith's view, " . . .
- Smith interprets the hand washing in MacBeth as "an attempt at absolution" (106).
- Smith describes the novel as "a celebration of human experience" (233).

<https://www.ccis.edu/offices/academicresources/writingcenter/essaywritingassistance/suggestedwaystointroducequotations.aspx>

### Introductory phrases

Use introductory phrases to tell the reader what the author thinks or does in their text. Consider using the following after you have given the author's name (and the year or notation):

- |                           |                               |
|---------------------------|-------------------------------|
| • X states that . . .     | • X takes the view that . . . |
| • X claims that . . .     | • X contends that . . .       |
| • X asserts that . . .    | • X believes that . . .       |
| • X agrees that . . .     | • X proposes that . . .       |
| • X strongly argues . . . | • X concludes that . . .      |
| • X comments that . . .   | • X maintains that . . .      |
| • X suggests that . . .   | • X concedes that . . .       |
| • X comments that . . .   | • X notes that . . .          |
| • X says that . . .       | • According to X . . .        |
| • X observes that . . .   | • As X states . . .           |

<https://student.unsw.edu.au/introducing-quotations-and-paraphrases>

### Agreeing and disagreeing

You can indicate your agreement or disagreement with a statement by the introductory phrase you choose.

When you want to disagree with a statement

Harrison (1992, p. 567) mistakenly argues that Freud had a problem personality.

When you want to show agreement with a statement

Harrison (1992, p. 567) correctly argues that Freud had psychological problems.

As Harrison (1992, p. 567) points out, Freud had a "personality disorder".

A Neutral Approach

Harrison (1992, p. 567) suggests that Freud had personality problems.

<https://student.unsw.edu.au/introducing-quotations-and-paraphrases>

### With Different Referencing Styles

Quotation with Harvard referencing:

Harrison (1992, p. 567) strongly argues that "Freud suffered from a serious personality disorder".

Quotation with Oxford referencing:

Harrison<sup>1</sup> asserts that "Freud suffered from a serious personality disorder".

Paraphrases with Harvard referencing:

As Harrison (1992, p. 567) argues, Freud had a difficult personality.

Paraphrases with Harvard referencing:

Harrison (1992, p. 567) believes that Freud displayed symptoms of a psychological disorder.

As Harrison (1992, p. 567) suggests, Freud had a troubled personality.





Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Leaving Certificate Examination

# Economics

Higher and Ordinary Level

**100 marks**

Examination number					
Click here to enter text.					

Day and Month of Birth
Click here to enter text.

## Information for Candidates, Teachers and Schools

### Subject Specific Information

#### Completion of the report

- Your report on your Research Study must be completed in this booklet, using the prescribed structure. The booklet has been supplied to you in Microsoft Word (.docx) format. You must submit your completed booklet in this format. It is your responsibility to ensure that all electronic material submitted is free from viruses etc., so that the file can be opened for assessment.
- **Examiners will only mark work that is submitted as outlined in this booklet.**
- The 2 sections of your project must not exceed a total length of 1500 words, excluding references and bibliography. The booklet gives a maximum number of words for each section of the report, and these are listed in the guidance on the report structure below. The total number of pages of your booklet must not exceed **16 pages**.
- You must not change the structure or format of the booklet in any way and should adhere to the following formatting guidelines:
  - The text should be in Arial, font size 12.
  - You may make use of text editing features such as italics, bullets, postscript, etc.
  - Document margins have been set and should not be changed. The text margins for each A4 page are:
    - left margin 20 mm
    - right margin 20 mm
    - top margin 20 mm
    - bottom margin 30 mm
- You are not allowed to change these settings or otherwise circumvent these restrictions which are set to facilitate online marking. You are also not allowed to attach or include links to any other material.
- An image can be any relevant tables, graphs, charts, diagrams and photographs. They can be inserted **as you wish** in this booklet. When referring in the body of the report, to any specific image, then the image must be properly labelled (figure 1, figure 2, etc.). Images should not be used as a means to include additional text. The total number of images allowed throughout this booklet is 10.
- Penalties may apply where the overall word count, number of images, page count or file size is exceeded.
- At the end of the booklet, you must also include references and bibliography in the space provided. You must reference any information used in your report, such as: publications including books, professional journals and government reports; online sources and other types of media; specialist organisations and relevant individuals. To include such material without properly referencing the source will be considered plagiarism.
- Candidates should keep all notes in relation to coursework (such as records of the planning, research and execution of the project), until the appeals process has concluded. Such material may also need to be made available to staff of the State Examinations Commission if the authenticity of your work is called into question.
- Further information in relation to arrangements for the submission of the Research Project to the State Examinations Commission will issue in due course.
- Your Research Project must be backed up on a secure encrypted storage system until the State Examinations Commission is satisfied that the projects have been received and are accessible. This

will require material being retained until the examination process is complete, including until after the appeal process is completed.

### Authentication

- The project and report must be your own individual work – authenticated by yourself, your teacher and the management authority of your school. Authentication is an important part of how we in the State Examinations Commission ensure fairness to everybody in the assessment of coursework.
- Your teacher must supervise your completion of both the project and the reporting booklet. If your teacher cannot confirm that the Research Project is your own work, and that you carried out the project and completed the report under his or her supervision, the State Examinations Commission will not accept it for assessment. In that case, you will forfeit the marks for this component of the examination. Teachers and the authorities of schools are familiar with the detailed requirements to ensure that practical and project work is valid for examination purposes. You should comply fully with all requests that are made by the teacher and the school in order to enable authentication of your work.
- Any case of suspected copying, plagiarism, improper assistance, or procurement of work prepared by another party will be thoroughly investigated. These actions are breaches of examination rules and attract the penalties described in the Rules and Programme for Secondary Schools. The penalties include: loss of the marks for the coursework, loss of the subject, loss of the entire examination in all subjects, or being debarred from the Certificate Examinations in subsequent years. There may be serious consequences for any persons who provides you with inappropriate assistance, as this is an offence under the Education Act 1998.
- **Note:** Responsibility for complying with examination requirements rests with **you**, the candidate. If the requirements are not followed, your teacher and school will have no choice but to bring this to the attention of the State Examinations Commission.

## Research Report Structure and Outline Marking Scheme

Section A	Indicative content to be included	55 marks
<b>Introduction</b> <i>Minimum of 200 words, maximum 250 words .</i>	<ul style="list-style-type: none"> <li>▪ Provide the title for the research study.</li> <li>▪ State the individual line of inquiry as an economic question, problem or issue which is to be addressed.</li> <li>▪ Outline the aims of this line of inquiry, in the context of the learning outcomes in the specification.</li> <li>▪ Select relevant and reliable sources of information and data. A minimum of two sources are required and one must be quantitative.</li> </ul>	
<b>The Research Process</b> <i>Minimum of 650 words, maximum of 750 words.</i>	<ul style="list-style-type: none"> <li>▪ The research process should be based on the application of economic concepts and economic theory to the line of inquiry.</li> <li>▪ Analyse, interpret, and evaluate the selected sources of information and data to make relevant informed arguments and judgements.</li> <li>▪ Relevant data may be presented in tabular and graphical format.</li> </ul>	
Section B	Indicative content to be included	30 marks
<b>Conclusion</b> <i>Minimum of 300 words, maximum of 350 words.</i>	<ul style="list-style-type: none"> <li>▪ Present conclusions as they relate to the stated line of inquiry, the associated aims and the economic concepts and economic theory underpinning the line of inquiry.</li> </ul>	
<b>Reflection</b> <i>Minimum of 125 words, maximum of 150 words.</i>	<ul style="list-style-type: none"> <li>▪ Reflect on the insights gained from engagement with the research study.</li> <li>▪ Demonstrate how thinking has evolved and/or how attitudes, opinions or behaviour may or may not be influenced as a result of the research study.</li> </ul>	
<b>Communication Presentation and Overall Coherence.</b>	<ul style="list-style-type: none"> <li>▪ Organisation, presentation and overall cohesion of the report in respect of general evidence of preparation, planning, implementation and completion of the Research Study in the context of the Research Study brief and the individual line of inquiry.</li> </ul>	15 marks

## Please indicate the title of your research project

Type or paste into the space below the full text of the introduction to your research project.

Click here to enter text.

## Word count

Complete the following table only after you have finished your report.

Section	Number of words
	Click here to enter text.
	Click here to enter text.
	Click here to enter text.
<b>Total</b>	Click here to enter text.

**Section A****Introduction & Research Process****(55 marks)****Introduction**

(minimum 200 words – maximum 250 words)

This research study highlights the problems associated with the impact of the Covid-19 pandemic on

## The Research Process

(minimum 650 words - maximum 750 words)

This study began with online research with data made available from c.2 weeks after the initial national shut-down which took place in March 12, 2020. According to

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**Section B****Conclusions & Reflection****(30 marks)****Conclusions**

(minimum 300 words - maximum 350 words)

[Click here to enter text.](#)

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**Reflection**

(minimum 125 words - maximum 150 words)

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## References & Bibliography

Include full references for all sources cited in your report. You should also include details of additional sources of information that you consulted but have not cited in your report.

ESRI - <https://www.esri.ie/pubs/SUSTAT92.pdf> Accessed 9 Nov 2020

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