# Lesson Element

# Trends in macroeconomic indicators – Research and presentation practice

## Instructions and answers for teachers

These instructions cover the student activity section which can be found on [page 3](#_2.1.5_Trends_in). This Lesson Element supports OCR AS and A Level Economics.

**When distributing the activity section to the students either as a printed copy or as a Word file you will need to remove the teacher instructions section.**

### Introduction

This activity can be used for consolidation at the end of teaching this topic, as a way of adding depth to students’ knowledge and reinforcing what they have learned. It could also usefully serve as an introduction to the topic, as students have to undertake guided research as part of the preparation for their presentations on UK macroeconomic performance.

### Instructions

Split the class into four groups [five if you would like to include the option of peer assessment]. Issue the brief to each of the four groups who have to make presentations. They should allocate 1 – 2 hours to research relevant information and a further 1 – 2 hours to prepare their presentations. The fifth group, representing the Treasury, should research all four macroeconomic indicators in order to be able to assess the presentations. Each student could be assigned one specific indicator to research, making them the ‘Treasury Expert’ on that issue. Students can then work independently under your guidance.

### Key places to look for information

[**http://www.bbc.co.uk/**](http://www.bbc.co.uk/)

[**http://www.tutor2u.net/**](http://www.tutor2u.net/)

[**https://www.gov.uk/government/publications?publication\_filter\_option=statistics**](https://www.gov.uk/government/publications?publication_filter_option=statistics)

[**https://www.gov.uk/government/organisations/hm-treasury**](https://www.gov.uk/government/organisations/hm-treasury)

[**http://www.ifs.org.uk/**](http://www.ifs.org.uk/)

[**https://www.cia.gov/library/publications/the-world-factbook/geos/uk.html**](https://www.cia.gov/library/publications/the-world-factbook/geos/uk.html)

[**http://www.oecd.org/unitedkingdom/**](http://www.oecd.org/unitedkingdom/)

[**http://www.ons.gov.uk/ons/index.html**](http://www.ons.gov.uk/ons/index.html)

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# Lesson Element

# Trends in macroeconomic indicators – Research and presentation practice

## Student Activity

### Unemployment

You work at the Centre for the Analysis of Labour Markets (C.A.L.M.).

You are members of a government economic policy think tank.

Your area of expertise is unemployment.

The Treasury has informed you that, due to expected cost savings, there is a sum of £10bn available to improve the UK’s economic performance and your organisation has been invited to bid for these funds.

Based on the research you have previously done on unemployment and any further research that you may undertake to support your bid, you need to prepare a presentation which covers the following issues:

* Trends in unemployment
* Causes and effects
* How the UK compares with similar countries
* One or more strategic policies to improve performance
* Objective[s] of the policy / policies
* Resources required, with reasons
* Why this plan should be a priority.

Your presentation will be assessed using the criteria shown below.

|  | **For 1 point** | **For 2 points** | **For 3 points** | **For 4 points** | **Total** |
| --- | --- | --- | --- | --- | --- |
| **Time and organisation** | Audience cannot understand presentation because there is no logical sequence of information / presentation does not meet time deadlines | Audience has difficulty following presentation because presentation lacks a cohesive structure. Some of the time guidelines may be met. | Student presents information in logical sequence which audience can follow. Most of the time guidelines will be met | Student presents information in logical, interesting sequence which audience can follow / presentation fully meets time guidelines |  |
| **Topic knowledge** | Student does not have full grasp of key information | Student is uncomfortable with details of information | Student has grasp of all key points | Student has detailed grasp of key points and can elaborate and give examples |  |
| **Use of resources** | Resources are not used, despite guidelines given by teacher | Resources sometimes get in the way of the central message (e.g. cluttered slides / unsuitable pictures) | Appropriate selection / presentation and use of resources to emphasise key learning points | Selection / presentation and use of resources clearly enhance key learning points |  |
| **Eye contact** | Student reads report with little or no eye contact | Student occasionally uses eye contact, but still reads some of the report | Student maintains eye contact most of the time, reading very little | Student maintains eye contact with audience throughout |  |
| **Use of voice** | Student speaks too quietly / speaks too rapidly / mispronounces key words | Student makes some errors and typically presents too quickly and/or with a lack of expression | Student’s voice is clear and expressive; uses variety of expressive techniques e.g. use of pauses | Student uses a clear voice and correct, precise pronunciation of terms; expressive techniques make presentation interesting and memorable |  |
| **Suitability** | Little or no awareness of target audience | Some inappropriate use of style and/or content for the target audience | Student pitches the presentation for their target audience most of the time | Style and content of presentation shows excellent awareness of target audience |  |
| **Bonus for teamwork [1 point]** |  |  |  |  |  |

Total /25:

% [total x 4]:

### B. Inflation

You work for the Consumer And Retail Price Examination Team (C.A.R.P.E.T.).

You are members of a government economic policy think tank.

Your area of expertise is inflation.

The Treasury has informed you that, due to expected cost savings, there is a sum of £10bn available to improve the UK’s economic performance and your organisation has been invited to bid for these funds.

Based on the research you have previously done on inflation and any further research that you may undertake to support your bid, you need to prepare a presentation which covers the following issues:

* Trends in inflation
* Causes and effects
* How the UK compares with similar countries
* One or more strategic policies to improve performance
* Objective[s] of the policy / policies
* Resources required, with reasons
* Why this plan should be a priority.

Your presentation will be assessed using the criteria shown below.

|  | **For 1 point** | **For 2 points** | **For 3 points** | **For 4 points** | **Total** |
| --- | --- | --- | --- | --- | --- |
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| **Bonus for teamwork [1 point]** |  |  |  |  |  |

Total /25:

% [total x 4]:

### Economic Growth

You work at the Economic Growth Generation Society (E.G.G.S.).

You are members of a government economic policy think tank.

Your area of expertise is economic growth.

The Treasury has informed you that, due to expected cost savings, there is a sum of £10bn available to improve the UK’s economic performance and your organisation has been invited to bid for these funds.

Based on the research you have previously done on economic growth and any further research that you may undertake to support your bid, you need to prepare a presentation which covers the following issues:

* Trends in economic growth
* Causes and effects
* How the UK compares with similar countries
* One or more strategic policies to improve performance
* Objective[s] of the policy / policies
* Resources required, with reasons
* Why this plan should be a priority.

Your presentation will be assessed using the criteria shown below.

|  | **For 1 point** | **For 2 points** | **For 3 points** | **For 4 points** | **Total** |
| --- | --- | --- | --- | --- | --- |
| **Time and organisation** | Audience cannot understand presentation because there is no logical sequence of information / presentation does not meet time deadlines | Audience has difficulty following presentation because presentation lacks a cohesive structure. Some of the time guidelines may be met. | Student presents information in logical sequence which audience can follow. Most of the time guidelines will be met | Student presents information in logical, interesting sequence which audience can follow / presentation fully meets time guidelines |  |
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| **Bonus for teamwork [1 point]** |  |  |  |  |  |

Total /25:

% [total x 4]:

### Balance of Payments

You work at the Balance Of Payments Policy Effects Research Society (B.O.P.P.E.R.S.).

You are members of a government economic policy think tank.

Your area of expertise is the balance of payments.

The Treasury has informed you that, due to expected cost savings, there is a sum of £10bn available to improve the UK’s economic performance and your organisation has been invited to bid for these funds.

Based on the research you have previously done on the balance of payments and any further research that you may undertake to support your bid, you need to prepare a presentation which covers the following issues:

* Trends in the balance of payments
* Causes and effects
* How the UK compares with similar countries
* One or more strategic policies to improve performance
* Objective[s] of the policy / policies
* Resources required, with reasons
* Why this plan should be a priority.

Your presentation will be assessed using the criteria shown below.

|  | **For 1 point** | **For 2 points** | **For 3 points** | **For 4 points** | **Total** |
| --- | --- | --- | --- | --- | --- |
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Total /25:

% [total x 4]:

### Treasury

You work at the Treasury.

You are members of the Project Evaluation Team (P.E.T).

Your area of expertise is government macroeconomic objectives.

Due to expected cost savings, there is a sum of £10bn available to improve the UK’s economic performance and four organisations have been invited to bid for these funds.

Each organisation will give a presentation which covers the following issues:

* Trends in their area of expertise
* Causes and effects
* How the UK compares with similar countries
* One or more strategic policies to improve performance
* Objective[s] of the policy / policies
* Resources required, with reasons
* Why this plan should be a priority.

You will assess each presentation using the criteria shown below. You will have to decide what proportion of the £10bn each organisation should receive and give them reasons why you have made your decision.

|  | **For 1 point** | **For 2 points** | **For 3 points** | **For 4 points** | **Total** |
| --- | --- | --- | --- | --- | --- |
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