

# AS and A LEVEL ECONOMICS

## Case Study Template

### Guide to using a news article as a case study using the IDEAS template

Teacher prompt	Teaching and learning	Guidance
ISSUE(S)	Newspaper articles can bring economic issues to life, showing the contemporary relevance of economic theories and the application of policy ideas. Using case studies can illustrate issues in a way that mere explanation in the classroom rarely can. The issues raised in an article can form the basis for discussion, debate and further investigation.	Information and issues are presented in newspaper articles in a different way to the presentation of a textbook or even a data response question. Teachers can help students by providing signposts to the relevant issues, by sequencing the issues and by providing links to other articles, issues or Areas of Study.
DIFFERENTIATION	A carefully chosen article can be accessible to all students but also allow the gifted and talented students of Economics scope for deep learning and give them opportunities to make links between different Areas of Study. Classroom tasks based on the articles can be specifically linked to the Assessment Objectives for Economics, providing students with opportunities to demonstrate higher order skills.	Questions and activities linked to the Assessment Objectives can provide clear opportunities for differentiation, as can extension activities linked to the article. As the skills of Economics students develop, they can be guided into designing their own learning activities linked to the article, such as deciding on further research or drafting questions and activities to accompany the article.

Version 3



# AS and A LEVEL ECONOMICS

Teacher prompt	Teaching and learning	Guidance
<p><b>E</b>XAMPLES</p>	<p>Due to its very nature, a newspaper article will give only a limited range of examples and may well focus on just one. There is a role for teachers here, in deciding whether to provide additional examples or to ask the students to think of related or appropriate examples.</p>	<p>If students have previously worked on articles or data response questions relating to the issues in the current article, they may well be able to generate examples of their own to link with the article. If the issues are new to them, suggestions of relevant examples from the teacher would probably be welcomed.</p>
<p><b>A</b>SSESSMENT</p>	<p>Learning tasks based on the article can be written so as to cover the Assessment Objectives for Economics. Researching key terms provides opportunities to demonstrate knowledge and understanding. Explaining the economic issues from the article allows students to practise the skill of applying knowledge and understanding. Students can be asked to analyse economic data in an article, which can create a platform for the evaluation of the issues raised.</p>	<p>In order to make progress, students need opportunities to practise all of the Assessment Objectives in a range of contexts and so learning activities should be designed with this in mind, thus for example, if tasks on the previous article were predominantly focused on Assessment Objectives 1 and 2, the current article could be used to develop analysis or evaluation skills.</p>
<p><b>S</b>UMMARY</p>	<p>Summarising the key issues raised in the article can be useful in different ways. It can be used as a route into the learning activities or as the foundation for group or whole class discussion. When designing the desired learning outcomes from</p>	<p>Summaries should be brief, giving an overview of the article and highlighting the key issues. The summary should lead on to the learning activities, acting both as a preview and a signpost. Detailed consideration of the article will take</p>

Version 3



# AS and A LEVEL ECONOMICS

Teacher prompt	Teaching and learning	Guidance
	studying the article, thought should be given as to whether the teacher or the students should summarise the key issues.	place during the learning activities and so an outline would be more appropriate than a detailed description.

## Examples of IDEAS template in use

*A worked example using a news article as a case study using the IDEAS template: George Osborne makes commitment “to fight for full employment” in Britain – The Guardian, Monday 31 March 2014.*

Teacher prompt	Teaching advice
ISSUE(S)	The central issue is that of having an employment target. Other macroeconomic issues which arise from the article are: policy conflicts and the Philips curve; the natural rate of unemployment; the measurement of unemployment; types of unemployment, particularly cyclical unemployment; reform of taxes and benefits to achieve full employment. Teachers may also wish to use the article for microeconomics and explore the issues of: opportunity cost; the working population; labour force and participation rates; labour market flexibility; labour mobility; government intervention; government failure.
DIFFERENTIATION	There are many opportunities here to create differentiated learning tasks. Students could be asked to define key terms from the article and to explain key issues identified by the teacher. More able candidates could go on to analyse the implications on macroeconomic policy of setting a target for employment. Students could evaluate the usefulness of different measures of full employment and policies to increase employment.
EXAMPLES	This announcement was covered extensively so students could be directed to other sources, such as the video clips available on the BBC News website, in order to deepen their understanding. Teachers may wish to have students examine the coverage from different sources to consider how articles may be biased. It may also be of interest to use the other sources to consider the responses of different individuals and organisations to George Osborne’s announcement.



# AS and A LEVEL ECONOMICS

Teacher prompt	Teaching advice
ASSESSMENT	Both a macroeconomic and a microeconomic approach [see “ISSUES” above] lend themselves to the creation of differentiated learning tasks. Assessment could be through written responses to questions or contribution to debate and discussion. A further approach could be to set research work as suggested in “EXAMPLES” above and build assessment opportunities into the research and reporting tasks.
SUMMARY	George Osborne has made a commitment to target full employment for Britain. Jobs will be a central goal of the Conservatives’ economic plan. He did not define full employment but stated that the specific target is to have more people working than any other countries of the G7. No new policies to help people into work have yet been announced.

<http://www.theguardian.com/politics/2014/mar/31/george-osborne-full-employment-britain-inflation>

