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We are working towards endorsement of this title for the Cambridge Pathway.

2 Is it all good? (45 minutes)

Learning outcome: To understand different supply-side policies.

Resources: Character cards for scenarios 1 to 4 (see Description and purpose).

Description and purpose: This role-play activity aims to highlight some of the positives and negatives of various supply-side policies. Four scenarios are given: subsidies, labour market reform, deregulation and privatisation. Briefly outline the scenarios for students. Allocate pairs of students to the different scenarios. Give each student in the pair a character card for their scenario, A or B. Each role-play should last around 5 minutes. Following the role-play, students should note down the main positive and negative arguments that arose during the discussion. Each pair should role-play at least two of the scenarios. Following the role-plays, initiate a classroom discussion about the use of supply-side policies by governments.

Scenario 1: Subsidies

- Character A: Government official. Unwilling to commit to large spending policies because of rising national debt issues.
- Character B: Local farmer. Seeks financial aid for investments in farming equipment and coping with rising costs. Hopes to boost productivity.

Scenario 2: Labour market reform

- Character A: Government economist. Proposes labour market flexibility (such as reducing the power of trade unions) to stimulate job creation.
- Character B: Unemployed worker. Concerned about job insecurity and wage pressures.

Scenario 3: Deregulation

- Character A: Government regulator. Supports deregulation to simplify rules and promote entrepreneurship.
- Character B: Small business owner. Seeks relief from regulatory burdens to foster business growth and innovation.

Scenario 4: Privatisation

- Character A: Government minister. Advocates privatisation of public transport systems to improve efficiency and attract investment.
- Character B: Customer. Worried about rising prices and reduced quality service in a privatised system.

› Differentiation ideas:

- **Support:** Pair students of different abilities.
- **Challenge:** Students write a complete dialogue of the exchange between characters A and B.

› **Assessment ideas:** Students perform the role-plays to you or to the rest of the class. Reward high levels of enthusiasm and participation in the task, as well as a good use of economic terminology.