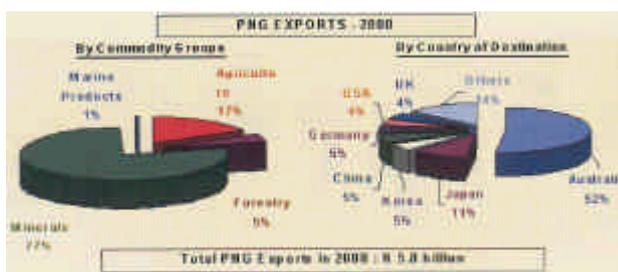


Social and Spiritual Development Strand Social Science

Unit 5: Economic Development

Unit Guide



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Unit Guide

5.1 Managing the Economy (Core)	Introducing commerce and economics – economic systems Government planning and policies - The National Budget Inflation Taxation – VAT, personal income tax Overseas influences (World bank, IMF, ADB and others)	
5.2 Trade and Development (Core)	Traditional trade Defining development Development and dependency Development aid	International trade Development in the Third World Development in PNG
5.3 Employment and Production (Optional)	Employment Business Marketing Consumer rights and decisions Services	Income Production - factories
5.4 The Finance Industry (Optional)	Finance The money market Paying for goods and services Insurance	Banking & financial services Electronic payment Bankruptcy Workers compensation

Links with the primary curriculum

Unit 5 contains content, skills and activities relevant to the following primary syllabuses.

Syllabus	Syllabus Strands/Themes
Community Living Grades 3-5	Workers, helpers, supply & demand, business, trading, types of work, needs and wants
Social Science Grades 6-8	
Environmental Studies Grades 3-5	Food and food processing, farming, fishing, logging, processing, what is development? Global connections
Personal Development Grades 6-8	Developmental issues – future expectations

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Economic Development

The Social Science course seeks to develop pre-service teachers who are:

- Conscious that people are social beings who need to interact with others
- Aware of the value of democratic social structures
- Aware of contemporary national and international social, economic and political issues
- Socially concerned and able to recognise injustice
- Willing to take action which leads to a more just and equitable society
- Willing to participate in community and national development

Rationale

Unit 5 is designed to guide students to understand and use the facilities available in their communities to make a living. It also enables students to have a broad perspective of globalisation and its impact on development in PNG.

Successful management of the economy has far-reaching benefits for the population of a country. Poor economic management, especially in developing countries, causes a significant decline in the quality of life of residents of those countries. Economic management is a complex task and governments and economists must consider issues such as globalisation, inflation, development, investment and monetary policies.

The backbone of a nation's economic well-being is its trade, both domestic and international. The profits from trade, industry and investment, in the form of taxes, are used for social, environmental and infrastructure development.

PNG is still a developing nation and trade does not provide enough income to support government programs. Like many other developing countries, Papua New Guinea is very dependent on overseas aid to improve its social indicators

How people earn an income and what they do with that income has major implications for the economy and society of a country. PNG's economy is dual in nature with a formal sector comprising workers employed in mineral production, manufacturing, retail, and public service industries. The majority of the population is engaged in the informal sector, although migration to major city centres in the past decade has contributed to urban unemployment and various social problems. The content and activities in this module will provide pre-service teachers with a strong background for teaching topics in primary school subjects such as Social Science, Community Living and Making a Living.

Finance is the most prominent and powerful force linking different parts of the world economy, and financial transactions worldwide are far larger than movements of products. While Papua New Guinea's financial system appears simple in relation to financial systems worldwide, it provides appropriate domestic and international banking and financial services for its level of development. Knowledge of the finance industry is needed in order to understand the forces that influence economic and social development

Unit objectives

Knowledge

Through the study of Economic Development students will gain knowledge about:

- The difference between commerce and economics and types of economic systems
- The financial industry in PNG including aspects of banking, insurance and investment
- External financial forces and PNG's role in the global economy
- Different types of technology and production processes
- Economic management issues such as inflation and recession
- Sources of government funding such as taxation
- Traditional and modern trade mechanisms, including international trade.
- The concepts of 'development' and 'dependency'
- Types of business structures and the operation and organisation of businesses
- The impact of internal and external factors on employment and production
- The role of marketing
- The interrelationships between countries, markets and financial systems
- Financial concepts such as exchange rates, price fluctuation

Skills

Through the study of Economic Development students will develop skills in:

- Analysing the effects of the transition from a traditional to modern market economy
- Critically analysing the impact of outside financial institutions that assist PNG
- Examining the roles and functions of financial institutions in PNG and abroad
- Understanding the importance of work and developing responsible attitudes towards work
- Budgeting as an individual, family, school, business and government
- Analysing the impact of aid programs in PNG and other developing nations.
- Using credit facilities, banking services and public and personal insurance systems

Values/attitudes

Through the study of Economic Development students will develop

- Respect for reasoning and truth
- Concern for the welfare, dignity and rights of all people
- A commitment to a justice, equality and freedom
- Acceptance of diversity
- Respect for different viewpoints and belief systems

- A commitment to lifelong learning

Access and equity

In order to provide for access, participation and equity within the curriculum we need to identify those areas which exclude many females and some males. Students not only require access to learning opportunities but need to be actively involved in them, and this is more likely to be achieved when the subject matter is relevant, interesting and includes the experiences of women and girls.

To provide for access, participation and equity, the curriculum needs to contain:

- Content which has women's and girls' experiences and achievements centrally placed as opposed to being omitted or undervalued
- Contexts that value girls, including the classroom management of harassment and the equitable use of time, money, personnel and all resources
- Cooperative and collaborative teaching and learning styles which consider the need for both single-sex and mixed-sex groupings in the classroom
- Inclusive language
- A supportive learning environment
- Acknowledgement of both the diversity and similarity of female and male experiences

It is important that you use inclusive strategies in your classroom. Groups should contain a mix of males and females. Girls should be encouraged to contribute in class discussions and to take leadership roles. Care should be taken that students with special needs are not disadvantaged by any activity and that resources are distributed evenly.

Programming Unit 5 - selecting modules and topics

Before commencing the study of the unit or modules within the unit it is recommended that you consider:

- Conducting a class survey to ascertain students background knowledge and experience
- Compiling a list of possible topics (based on your expertise and college resources)
- Allowing the students to select those topics in which they are interested. This will maximise student interest and participation

The main purpose of programming is to help you arrange the presentation of the Unit in an orderly manner. You will need to examine all the available modules for the Unit in order to make appropriate choices for study for the trimester/semester. It is recommended that you make plans with other lecturers teaching the same Unit.

This guide contains content, strategies and activities for two core and two optional modules. To do your trimester/semester plan you need to:

- Select content from each of the core modules (and optional modules if you wish)
- Write down the number of weeks in the trimester/semester
- Write down the number of lectures/tutorials for each week
- Write down the content to be taught in each lecture/tutorial (page references)
- Select activities from the modules to match the content you have chosen. (When selecting activities be realistic about how much time you have and how long the activity might take to complete.)
- Select two/three assessment tasks that overlap across the modules to enable students to demonstrate skills that are applicable in more than one situation.

Because you are responsible for the development of beginning teachers, it is better that contact time is spent on the development of skills through whole class, group, paired or individual activities. Students should be given course material in advance and should be encouraged to read content before lectures/tutorials so that contact time is not wasted on reading/comprehension tasks.

It will not be possible to complete an activity every session, but you should try to do one activity each week. Make sure the activities are varied, that is, not all discussion or group presentations. There are plenty of choices in the modules.

Assessing Unit 5

Assessment is the process of identifying, gathering and interpreting information about student learning. The main purpose of assessment is to improve student learning and the quality of the learning programs. A variety of assessment strategies should be used and students should be given opportunities, in varying contexts, to demonstrate in an authentic manner what they know, understand and can do.

Assessment strategies should be sensitive to gender, disability, culture, background language and geographical location.

A single task can often measure achievement in relation to several objectives. Consider the nature and structure of the task so that:

- The requirements of the task are as clear as possible
- Questions or activities are chosen that are relevant to the objectives and allow students to demonstrate appropriate outcomes
- Any sources or stimulus material used are clear and appropriate to the task
- The likely range of student responses are anticipated
- There is a balanced selection of skills and knowledge objectives being assessed
- Marks or grades reflect the relative importance of each part of the task
- Instructions are unambiguous
- The language level is appropriate
- Items are not too difficult or too easy
- It does not contain bias
- The marking scheme is applied consistently

The focus in choosing assessment strategies should be the application and practice of skills. It is unlikely that there would be one task for each module, rather students/lecturers would choose from tasks across the whole unit to fulfill college requirements for number and weighting of assessment tasks. If there is a choice, all tasks should be equivalent in difficulty, weighting and time required for completion.

General assessment strategies include:

- Inquiry-based research assignments and projects
- Oral presentations e.g. seminars, debates, tutorials
- Essays – with a focus on inquiry, analysis and/or reflection
- Performance activities e.g. role play, dramatic presentations, simulations
- Short answers or paragraphs
- Case studies
- Practical exercises e.g. mapping
- Field work
- Teacher observations

- Conferencing e.g. discussions/interviews between teacher and student
- Reflective journals
- Testing e.g. topic tests, examinations
- Developing resources e.g. class story books
- Lesson plans
- Peer assessment
- Self assessment and evaluation

Suggested assessment tasks

These tasks show some assessment possibilities. Each task assesses more than one objective. Assessment activities should overlap across the modules.

- Write a report on one primary or secondary industry in PNG. Include a brief description of the industry, a diagram of the production cycle, statistics to show the contribution that industry makes to the economy, and descriptions of some of the jobs available in the industry.
- Conduct a survey of employment opportunities in your local region. Present your findings as a table outlining categories of industries. Assess which industries offer the most opportunities and explain why.
- Choose a PNG-made product sold in supermarkets and find out where and how the product is produced. Compare its appearance to other similar products and comment on the success of its marketing.
- Collect five newspaper articles about aid projects currently operating in PNG. Note who is supplying the aid and the benefits of the project for the community. Comment on any disadvantages associated with the project.
- Study the financial section of one newspaper for five days and classify the articles using the following headings – business, finance, government policy. Choose one article from each category and comment on why it is important for PNG.

Teaching Unit 5

The main emphasis in the teaching of each module/topic is to include a range of strategies and activities and to develop skills which will be useful for beginning teachers in their own classrooms.

Teaching sequence

Introductory session	<p>At the beginning of each module or topic, establish student's prior knowledge and understanding by asking questions, brainstorming, and clarifying the meaning of important terms. Refer to module glossaries if available.</p> <p>(Student responses will help you decide how much time needs to be spent on basic content and how quickly you can proceed to skills development and activities.)</p>
During the topic/module	<p>When setting group work make sure each group has the necessary equipment/resources and set a firm time limit. Do not set the same task for each group and avoid boredom by using different strategies for group presentations eg classroom display, question and answer session, summarising focus areas.</p> <p>To cover the content in the limited time available students should be encouraged to read material for homework. This will enable more class time for discussion and activities.</p> <p>Only selected examples of maps, diagrams, illustrations and descriptions have been included in the modules. Students should be encouraged to consult textbooks and library materials for more detailed examples and explanations.</p> <p>Remember – you are preparing students to teach in primary classrooms. Make students aware of the links between topics being studied and the primary curriculum. When setting activities or assessment tasks, discuss with students how their actions/findings will be useful for them in their own classrooms later.</p>
Conclusion	<p>At the end of a module or topic, ask students to summarise the skills/knowledge learnt in this module. Encourage students to see how generic skills can be used in future Social Science modules, in modules for other subjects, and in their own teaching.</p>

Teaching strategies

A comprehensive range of teaching strategies is presented in the following table. Suggested strategies and activities are also included with each module.

Strategy	Explanation
Analysing values	the gathering, analysing, organization and appraisal of facts in order to understand value positions held by individuals, groups and organizations.
Brainstorming	recording all the information already known on a topic to generate new ideas or stimulate creative thinking
Clarifying values	reflective and sharing process used to explore validity of values in a non-threatening environment
Classroom displays	provides a way of focusing on the current unit which provides a record of learning as well as encouraging students to respond to learning
Conflict resolution	analysing conflict situations in an objective and systematic way and being able to suggest a range of non-violent solutions
Consequence charts	enable the exploration of cause and effect relationships, alternatives consequences or likely consequences of alternative actions or decisions
Current affairs	a valuable source for discussion and inquiry
Debates	formalised discussions in which opposing points of view are advanced. These allow students to take a position on an issues and justify that position, perceive other points of view and analyse relative strengths of arguments
Decision-making	the process of choosing from two or more alternatives
Diagrams	a visual text that provides a symbolic representation of the interrelationship of concepts or elements of a social or physical structure
Discussions	opportunities to express ideas and feelings and listen to others, to look at issues from other perspectives
Evaluating values	weighing options, consequences and evidence in decision-making contexts in order to make decisions and take actions in just, effective ways
Excursions	journey to a place to provide opportunities to respond to or interact with new environments or experience different activities
Flow charts	visual text that provides a symbolic method of explaining and recording a chain of events in a sequence. They also examine processes and stages within a structure
Graphs	diagrammatic method of displaying the relationship between facts
Group work	encourages students to participate in achieving a shared goal. Allows students to interact with each other and to value each member's contribution
Guest speaker or visitor	a person who shares his/her knowledge and skills with the students
Interviews	a method of gaining information about people, their attitudes

Strategy	Explanation
	and lifestyles. Can be part of a survey or open-ended
Jigsaw groups	analysing and breaking down topics into discrete research tasks or activities undertaken by different groups, then reported to the whole class gradually building up a detailed and complete 'picture' of the topic
Learning games	devices which involve students in simulated experiences to develop concepts and understandings, record information or demonstrate knowledge. These can be made by teachers or students
Mapping	constructing, reading or interpreting symbolic representations of the Earth's surface
Matrix	a concise classification of numbers, words or symbols assembled in a grid layout to facilitate analysis and predictions
Mind maps/concept maps	used for drawing connections between ideas and concepts. Often associated with brainstorming
Moral dilemmas	a real or imaginary situation depicting an apparent conflict between two or more courses of right action, discussed in a supportive atmosphere. Dilemmas may be set in past, present or future contexts
Oral history	students listen and gather information as an individual recounts life experiences or describes events
Photographs	visual texts which can be used to develop skills such as observing, classifying, grouping, comparing and contrasting. Photographs also allow reinvestigation of first-hand experiences at a later date
Pictures	visual texts which enhance understanding of written and spoken texts as well as being used to acquire information etc
Presentations	sharing of information obtained through individual and group research or study. These can be spoken, written or multimedia and provide experience in organising, planning and presenting information and material to a particular audience
Problem-solving	finding answers to questions and difficulties which arise in many and varied contexts
Questioning	involves students in asking questions and responding to them. Questions can be used for developing thinking and learning, stimulating and directing inquiry, assessing student learning.
Role-play	taking on and acting out roles of real or imaginary individuals in varied, non-threatening simulated situations in order to clarify values and develop empathy with other people
Simulation	assuming roles according to specified rules and procedures. These can be role plays or games
Surveys	method of gathering information for a specific purpose eg data collection, questionnaire, interview
Task cards	defined activities or pieces of research presented in written form to individual students or groups. They are a method of directing student learning
Texts	using a range of texts to expand and develop student knowledge and understandings
Timelines	lists of events set out diagrammatically in chronological order

Fieldwork

Fieldwork is an essential part of the study of Social Science. It is a means of understanding natural and cultural environments and the nature of inquiry. Fieldwork can enhance learning opportunities for a wide range of students because it caters for a variety of teaching and learning styles.

Fieldwork enables students to:

- Acquire knowledge about environments by observing, mapping and recording phenomena in the real world in a variety of places, including the college environs
- Use different types of social science tools to assist in interpretation of and decision-making about phenomena
- Understand the spatial and ecological dimensions of the environment
- To explore processes that form and transform environments

Current events

The study of current affairs and special events adds relevance, reality and immediacy to the Social Science program. Meaningful bridges can be built between life in and out of college and between the past and present. Student's interests can be extended and deepened as they investigate events and issues related to their own concerns, to long-term social trends, and to actions of individuals and groups.

Events which are part of the news, provide a valuable source for discussion and inquiry.

It is recommended that module content be reinforced through discussion of relevant current events. Events should be selected by students who should be encouraged not only to describe the event but also to explain why it was selected.

Newspaper articles used in this unit were current at the time of writing. It is important that students be aware of the need to be up-to-date with resources they use in schools. Model this awareness by substituting similar, more recent articles each time you teach this or other Social Science units.

Resources

Newspapers – articles, reports, graphs and statistics, cartoons

Atlases and maps

The local area – college grounds, nearby landform features

Professional journals

Documentaries and television programs

Videos

Magazines

CD-ROMS

The Internet

Databases

Government departments

Non-government agencies

The local community – families, workers, artists, businesses, industries

Colleagues

Business and companies e.g. mining, oil palm, sugar, construction

Books

Air Niugini – various *Paradise* magazines

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