

---

# **Teachers' notes**

*for the*

Edexcel Level 3

Award in Religion and  
Contemporary Society

## **Unit 3: Poverty**

# 1 Contents

---

Page 1	Contents
Page 2	Introduction, teaching objectives and learning outcomes
Page 3	Axioms, approaches and perspectives
Page 4	How to access and use student resources
Page 5	Notes on contents
Page 6	Assignment, feedback and acknowledgements



Throughout 2007, Catholic networks in England and Wales will be marking the 40th anniversary of *Populorum Progressio*. There will be special “livesimply” events and resources available.

Individuals, parishes and schools will be encouraged to “pledge” a particular action that will help them to live more simply so that others can simply live.

Further information can be obtained by visiting:  
[www.livesimply.org.uk](http://www.livesimply.org.uk) and [www.cafod.org.uk](http://www.cafod.org.uk)

## **Introduction**

This unit is part of the Edexcel Level 3 Award in Religion and Contemporary Society (ARCS). These teachers' notes should be read alongside the Specification for the ARCS course as supplied by Edexcel.

The student resources which have been provided for this unit are:

- A PowerPoint
- A students' coursebook

The PowerPoint and students' coursebook contain similar, though not identical, material.

## **Learning Objectives**

- To understand some of the causes and effects of poverty
- To understand how unfair trade contributes to poverty in developing countries
- To be familiar with and have reflected upon what Catholic Social Teaching and scripture teach about poverty and the ethics of trade

## **Learning Outcomes**

By the end of this unit students should be able to:

- Explain some of the causes and effects of poverty in the UK and in developing countries
- Explain Catholic Social Teaching on poverty and trade
- Explain how fair trade can help poor producers in developing countries and unfair trade can increase their poverty
- Know ways in which you can take action to help tackle unfair trade
- Respond to critical questions about global trade and poverty

### How this unit fits into ARCS specification content

#### Axioms

Rights:	<i>Populorum Progressio</i> , 22 (Students' book p.20)
Responsibilities:	<i>Populorum Progressio</i> , 44 (Students' book p.10)
Values:	<i>Populorum Progressio</i> , 75 (Students' book p.11)
Beliefs:	<i>Populorum Progressio</i> , 22 (Students' book p.20)

#### Approaches

Individual:	Impact of poverty/trade on individuals (e.g. Students' book p.5)
	Invites personal response (Students' book, p.29)
Community:	Impact of poverty/trade on communities (e.g. Students' book p.24)
	Invites group discussion (Students' book, p.23) and action (Teachers' Notes p.8)

#### Perspectives

Political:	Concepts of justice; human rights; participation in the political process.
Social:	Wealth; responsibilities; social change.
Cultural:	Attitudes towards trade rules in different cultures
Moral:	Right and wrong; the role of authority; responses of individuals and groups to authority
Spiritual:	The meaning and purpose of life; authority and human worth
Theological:	Religious dimensions of human experience

### **How to access the student resources**

The PowerPoint for this unit will be hosted for the time-being on the RE Department of Birmingham website at: [www.theredepartment.com/](http://www.theredepartment.com/)

Eventually this online resource will be given a more permanent web address. Teachers will be given adequate notice of any new web address and the resource will always remain locatable via links from the RE Department website and CAFOD's website.

The students' coursebook for this unit is available from the Maryvale Institute, Birmingham.

### **How to use these resources**

#### ***The PowerPoint***

The PowerPoint has been designed so that the student can use it for independent study, either in advance of lessons or for reinforcement and further research following lessons.

Because they are designed for viewing by one person sitting at a computer, the amount of text on most pages is similar to the amount of text normally found on a webpage, rather than on a PowerPoint slide.

The teacher may wish to adapt particular slides from the PowerPoint to use as part of a lesson in the conventional way.

The PowerPoint contains numerous suggestion for further investigation, including web links containing video and audio clips, animations and articles. The student is not required to follow up every opportunity for further research that is offered within the PowerPoint! It is anticipated that the teacher will guide students, identifying a minimum number of links to be followed or amount of research to be done, depending on the students' ability or particular interests. This research could be written up as part of a portfolio of learning, and used as background research for the assignment.

Some of the questions within the PowerPoint, particularly those identified by the question mark icon, lend themselves to a classroom setting and would be enriched by group discussion.

#### ***Students' coursebook***

If, for whatever reason, it is not possible to use the PowerPoint, the students' coursebook can be used as a freestanding resource to cover this unit.

Again, students could be asked to work through particular pages in advance of a lesson or following a lesson. Alternatively, the teacher might choose to use one or more of the pages as part of a classroom activity.

## Notes on contents

### ***Students' book: page 4***

Some of your students may have experienced real poverty either in the UK or as refugees. This exercise is an opportunity for them to reflect and, if the right environment is available, to share their experiences and thoughts. Teachers might consider leading this session in a different location, e.g. the school chapel.

The photograph depicts a home in the shanty town of San Juan de Lurigancho in Lima, Peru.

### ***Students' book: pages 1-6***

While discussions of extreme versus relative poverty should be used to explain why the main focus of this unit is developing countries, it is important to acknowledge that students' own experiences of poverty are equally valid.

### ***Students' book: page 5***

The UK case study deals with difficult and sensitive issues. For more information on homelessness in the UK, please contact Depaul Trust, the providers of this story.

### ***Students' book: pages 9-12, 20-23***

For ease of reference, a large selection of quotations from *Populorum Progressio* and other Catholic Social Teaching is given in these sections on poverty and on trade. Within the classroom these could be broken up in a number of ways, e.g. by giving each group of students six quotations and asking them to prioritise them with reasons.

The first question on page 9 is referring to the use of non-inclusive language in *Populorum Progressio*, which some students may find offensive. While being typical of Pope Paul VI's era, students could usefully discuss whether the use of non-inclusive language is acceptable today.

*Trade and Solidarity*, which can be found on the website of the Catholic Bishops of England and Wales, is a particularly good and comparatively recent summary of the issues covered in this unit.

### ***Students' book: page 13***

In late July 2006 world trade talks were suspended. It is important to note the use of the word "suspended", not "collapsed". At time of going to print, CAFOD's initial messaging is one of sadness and disappointment and a clear articulation of who is to blame. However, when the negotiation environment is right, talks could resume. It is important that teachers visit CAFOD's website, or another reliable source, to ensure that the information given to students is current.

**PowerPoint: slide 5**

Poverty is measured by international organisations, like the World Bank, in US dollars. This is standard convention, to facilitate comparisons across countries with different currencies. Therefore this is the convention followed in this resource.

**PowerPoint: slide 9**

See note on students' book page 9, above.

**PowerPoint: slide 12**

This list was compiled with help from Depaul Trust. Please contact Depaul Trust with any queries.

**PowerPoint: slide 47**

See note on students' book page 13, above.

**PowerPoint: slide 48**

Encourage students to visit at least one of these websites so that they can take action on what they have learned. Teachers might also consider taking a class or school action in the form of a "livesimply" pledge during 2007, the 40th anniversary of *Populorum Progressio*.

**The Assignment**

The assignment title for this unit, as supplied by Edexcel, is:  
"How and why should people work towards making free trade a reality?"

The recommended length is 1,500—2,000 words.

**Feedback**

The writer of this unit would greatly appreciate any feedback that teachers are able to give, and would welcome opportunities to observe lessons where the resources, in particular the PowerPoint, are being used.

Please send all corrections, suggestions and offers of help to:  
kobrien@cafod.org.uk

Thank you.

**Acknowledgements**

Fairtrade Foundation — for permission to use the Stockholm Tea Estate case study and photographs

Depaul Trust — for "Geordie's" story and two photographs

CAFOD — for all other case studies and photographs

Claire Bogue — for the two WTO cartoons

All those who have given advice on the contents of these resources.

Thank you!

