

*Persistent Poverty in Britain?* **Exam Specification Overview**

<p><b><u>OCR A2</u> Option B3: Development and inequalities</b></p>	<p><b>Links</b></p>
<p><b>In what ways do countries vary in their levels of economic development and quality of life?</b></p> <p>Countries vary in their levels of economic development and this, in turn, influences the quality of life (such as standard of living) of their citizens.</p> <p>The study of global patterns of economic development and quality of life to illustrate: different ways of measuring the level of development and quality of life (both quantitative and qualitative); the contrast in the level of development and the quality of life between LEDCs, NICs and MEDCs (with the aid of statistical analysis and case studies).</p> <p><b>Why do levels of economic development vary and how can they lead to inequalities?</b></p> <p>Various factors influence the rate and level of development and this in turn may increase or decrease economic and social inequalities.</p> <p>The study of the relative level of development of countries to illustrate: the factors (physical, economic, social, political and historical) that influence the relative level of economic development of a country; how economic development can increase or decrease various inequalities between countries and within one named country.</p>	<p>Lesson 1 and 2</p>
<p><b>AQA <u>GCE A level</u> Geography Unit 3 GEOG3 Contemporary Geographical Issues. Human Geography Option: Option 6: Contemporary Conflicts and Challenges</b></p>	<p><b>Links</b></p>
<p><b>The challenge of global poverty</b></p> <p>The global distribution of poverty. Causes of poverty. Addressing poverty on a global scale, including the work by international agencies such as the United Nations.</p>	<p>Lesson 1</p>
<p><b>Edexcel <u>GCE Geography</u> Unit 3 Contested Planet: Topic 5: Bridging the development gap</b></p>	<p><b>Links</b></p>
<p><b>Development gap</b></p> <p>The wealth of traditional and rising superpowers contrasts sharply with the continuing poverty of some peoples and nations. The gap between wealth and</p>	<p>Lesson 1 and Lesson 2</p>

<p>poverty can be measured in a variety of ways, but is generally taken to be increasing. A range of theoretical concepts can help explain the geography of the development gap, and its pattern can be illustrated through the study of trade and investment flows. The development gap can be seen in terms of rural and urban divides, and in terms of ethnicity and gender.</p> <p><b>Reducing the gap</b></p> <p>Development can reduce the gap, and raise people out of poverty, but it often comes with social and environmental costs, and it has not occurred in all locations. The challenge is to begin to reduce the development gap in countries and regions which have so far failed to benefit from the processes of globalisation. There are numerous ways this might be achieved, but there is no universal agreement of which way might be best.</p> <p><b>Global networks</b></p> <p>Enquiry question: Why, as places and societies become more interconnected, do some places show extreme wealth and poverty? Recognising inequality. What are unequal spaces and what causes them?</p>	
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<b><u>International Baccalaureate</u> Part 1: Core theme—patterns and change (SL/HL)</b>	<b>Links</b>
<p>Compulsory topic</p> <p>3. Patterns in environmental quality and sustainability</p> <p>Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management</p>	<p>Lesson 1 and 2</p>

<b>WJEC/CBAC <u>GCE Geography</u> Unit G4: Sustainability</b>	<b>Links</b>
<p><a href="http://www.wjec.co.uk/uploads/publications/6312.pdf">http://www.wjec.co.uk/uploads/publications/6312.pdf</a></p> <p>4.2 What pressures currently confront cities and how are they changing them?</p> <p>Measuring environmental quality across one large urban area.</p>	<p>Lesson 2</p>