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India Matters



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India Matters sets out to support subject teachers in Pilot schools, aiming to keep Centres informed and seeking to encourage the spread of ideas and the exchange of good practice. Please keep in touch with feedback.

India Matters is published every other month and emailed to every contact address we have in each Pilot Centre. All India Studies teachers in your Centre should have a copy so please circulate it to everyone involved. There is no restriction on photocopying.

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[The cover photograph shows the handshake between the Prime Ministers of Pakistan and India during the Non-Aligned Movement Summit of July 2009. You might like to think about how and why this picture could be used when discussing each of the “Key issues for study and examination” in Paper 1 Theme 4 and Paper 2 Case Study 3.]

8 April video conference DVD

A DVD of the video conference held on 8 April will be despatched to all registered schools as soon as the recording has been processed. A verbatim record of the conference's explanation of examination requirements, this will serve as a valuable reference tool for all teachers. When added to the DVD of the April 2009 video conference, the syllabus and the specimen papers, teachers will have all the basics needed to start to teach this syllabus.

Get ahead training Sept – Oct 2010

Building on the April 2010 video conference and the workshops of September 2009, the next training for teachers will be *Get Ahead* courses in India later this year. These will be advanced workshops to assist teachers in developing their understanding of the skills-based requirements of the course. Further details and an application form will be circulated in due course.

Specimen question papers: The final versions

Thank you to everyone who sent in their comments on the drafts. These have been a real help. You told us that you are happy with the papers and the types of questioning proposed, and you suggested several small improvements to each paper. These have now been made – most notably the simplification of the decision making exercise in Paper 2, Section B. Please download a copy of each from the eForum and destroy all earlier drafts.

The revised specimen papers also show you that candidates will write their answers on the question paper for 0447/01 (but not 0447/02).

Specimen mark schemes

With the specimen question papers settled, we have been able to finalise the mark schemes to go with them. These have been published on the eForum as well. The generic mark schemes used to mark the Investigation and the Report for the Research Portfolio (0447/03) have also been published there.

An extended level of guidance has been provided in these question-specific mark schemes to assist teachers because this is a new syllabus. As explained at the 8 April video conference, the mark schemes show the syllabus' emphasis on the skills of interpretation, analysis, evaluation and judgement. These skills are central to examination answers for high marks, so they need to be a major focus of classroom work. The mere repetition of knowledge will not get a candidate very far – see the Assessment Objectives in the syllabus p.8.

For Paper 3, please note:

- 1) The Investigation and the Report are marked separately, against different criteria.
- 2) The emphasis on the skills of evaluation, explanation and judgement that will be used when Investigations are marked.
- 3) The centrality of reflection to the Report (not just the plan and the bibliography).

Please see the syllabus pp.16-18.

eForum materials: The Timeline

An updated edition of the Timeline has been posted on the eForum.

Keeping up to date

The problem: The volume of useful material on the web as well as books increases all the time, but the hours in the day stay the same. How does a busy teacher keep up-to-date?

The solution: Don't try to do everything yourself. Extend your support network. Share the search with other Cambridge IGCSE India Studies teachers. Ask others for their recommendations. The eForum gives you access to a network of teachers in other schools planning or teaching this syllabus. As a teacher, you always have a network of colleagues around you in your own school. The eForum magnifies that support surround, giving you access to other teachers and other schools. Use the eForum to

... *bounce* ideas off each other ...

... *share* ideas and tips ...

... *share* worksheets, tests, Power Points, maps, etc. ...

and *create* your own personal support network.

A synoptic approach to teaching

In *India Matters* 5, we stressed the importance of a synoptic approach to teaching and learning. An article that we found recently in a recent issue of *Geographical*, the magazine of The Royal Geographical Society, London made a useful set of connections not far removed from those that we highlighted in the *Guardian* article. The synoptic linkages made by The Royal Geographical Society's article are:

- (a) the benefits of economic development, set against
- (b) their adverse impact on tribal people, and
- (c) the encouragement that this can give to Naxalite insurgency.

Extracts from the article are reproduced here to give you a taster, together with the URL to the whole piece. The pair of articles would work well in helping to develop the holistic understanding that students need.

“A British-backed mining project that purports to bring development to Orissa state poses a serious threat to the Dongria Kondh people, inhabitants of the hills and forests of eastern India for millenia. David Lapeska reports.

The jungles of Dandakaranya spill across the heart of India like a great green inkblot, blanketing parts of five states. Within this verdant expanse lives a vast collection of animals and plants uniquely adapted to relentless heat and oceans of rain. Equally attuned to these environs are the Dongria Kondh, a tribal people who inhabit the Niyamgiri Hills of south eastern Orissa....

The danger comes in the form of a local subsidiary of London-based mining giant Vedanta Resources, which is set to begin extracting bauxite from the mountaintop later this year. Since the footprint of the mine doesn't overlap with any of their villages, relocation of the 10,000 Dongria is unlikely. But Niyamgiri's rich bauxite deposits act as a sponge, holding rain and then releasing it as the nutrient-enriched water that makes the surrounding area so fertile. Once the bauxite is gone, argues an Indian government study, the mountain's dozens of perennial streams will dry up and its soil will become fallow...

In recent years, the Indian government has commandeered vast tracts of rural farmland and tribal forest for mining, dam and commercial development projects, inciting violent protests...

Of late, the battle of tribal versus industrial economy has been linked to a long-running insurgency that stretches from Hyderabad to West Bengal. Maoist rebels called Naxals have been growing in number and ferocity in recent years...

Orissa is one of India's poorest states, and the tribals are among its least well-off. Yet the state is also rich in mineral resources. In the past few years, a handful of major commercial projects on forested lands have incited clashes and killings.

'Despite a high percentage of tribals, Orissa had been essentially free of Maoist activity. But it's clear that it's on the rise,' says Guha. 'The Maoists are going to use this type of economic development policy as a kind of entry point.'...

Vedanta's billionaire owner, Anil Agarwal, says the mine will bring jobs and improve healthcare and education, and that in about 20 years' time, when the estimated 77 million tonnes of bauxite have been extracted, the mountain will be returned to its original state. The Dongria will also be provided with a court-ordered compensation package of about US\$2.4million...

[For the full article, see http://www.geographical.co.uk/Magazine/Dong_Aug_09.html]

Using ICT in the India Studies classroom: Assessment for learning toolkit

As a follow-on from "Self evaluation: How are things going?" in *India Matters 5*, have a careful look at www.tes.co.uk/assessment-for-learning on the website of *The Times Educational Supplement*.

This is a broad presentation of more than 70 slides with activities, ideas and tools to aid assessment for learning. Designed by teachers for teachers for use across all subjects and age ranges, this toolkit is a real boon for all classroom practitioners, whether recently qualified or with many years' experience. It offers support and opportunities for reflection when planning and delivering lessons and a starting point for class discussions

that will help students to reflect on their own learning and think about ways in which they can improve.

Among the goodies on offer, look out for the slides headed “Traffic Lights”, “Might”, “Making aims clear” and “Self-assessment targets”.

Please keep in touch – with each other as well as CIE

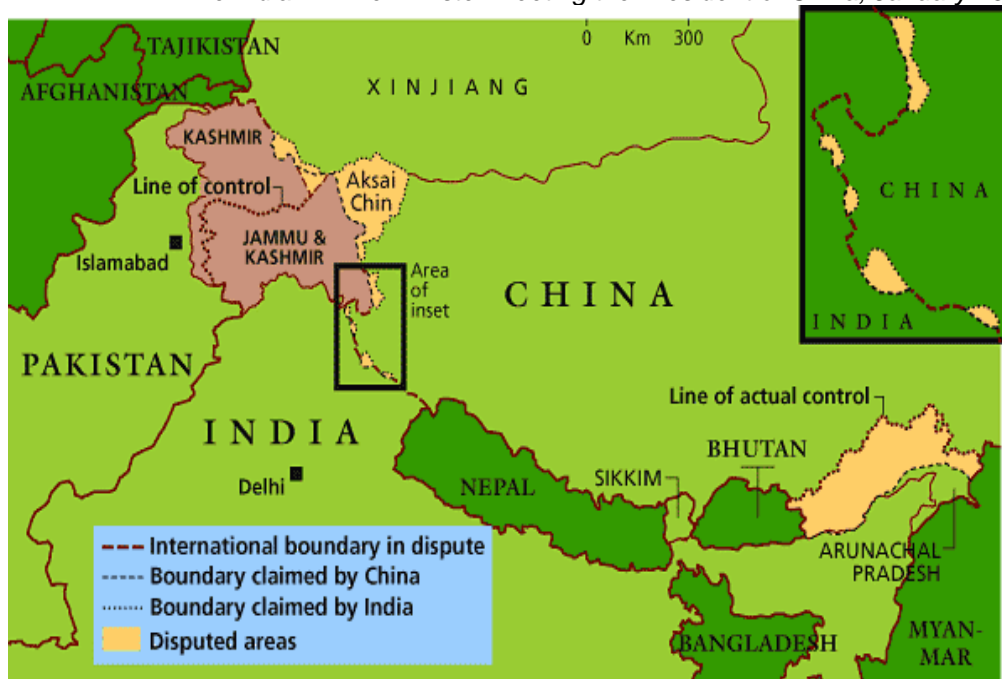
Appendix

Resource bank: Relations between India and China

In this issue, we offer a series of visuals that might be of value when considering with your class aspects of Paper 1 Theme 4 ('India and the world'), especially Key Issues 1 and 3. This time, however, we have taken the concept further by including several articles that might be used as part of a classroom discussion. To broaden the perspective, these deliberately come from a variety of sources (one international, one Indian, two Chinese). Please tell us what you think.



The Indian Prime Minister meeting the President of China, January 2008



India and China: the long disputed border

Newsweek

Why India Fears China

10 October 2009



“The India-China border dispute could escalate into a broader conflict. Here, Chinese soldiers guard the border between Tibet and India's Sikkim state.

On June 21, two Chinese military helicopters swooped low over Demchok, a tiny Indian hamlet high in the Himalayas along the northwestern border with China. The helicopters dropped canned food over a barren expanse and then returned to bases in China. India's military scrambled helicopters to the scene but did not seem unduly alarmed. This sort of Cold War cat-and-mouse game has played out on the 4,057-kilometer India-China border for decades. But the incident fed a media frenzy about "the Chinese dragon." Beginning in August, stories about new Chinese incursions into India have dominated the 24-hour TV news networks and the newspaper headlines ...”

[For the full article, see <http://www.newsweek.com/id/217088>]



China training, arming militants against India

7 September 2009



"China denies incursions by its troops into Indian territory across the Line of Actual Control. But NDTV has exclusive information that China is actively training and arming insurgent groups in Manipur and Nagaland ..."

[For the full article, see

http://www.ndtv.com/news/india/china_training_arming_militants_against_india.php]

China Tibet Online

chinatibet.people.com.cn

Indian PM visit to southern Tibet sparks China's ire

October 14, 2009

"The Foreign Ministry of China said Tuesday that it was 'seriously dissatisfied' by the visit of Indian Prime Minister Manmohan Singh to a disputed Himalayan region, marking the latest tense exchange between the two neighbors over border areas claimed by both.

Ma Zhaoxu, spokesman of the ministry, accused the Indian leader of ignoring China's concerns by visiting southern Tibet, an area roughly the size of Austria. 'China and India have not reached any formal agreement on the border issue,' Ma said. 'We demand that the Indian side pay attention to the serious and just concerns of the Chinese side and not provoke incidents in the disputed region, in order to facilitate the healthy development of China-Indian relations.'

Singh travelled to the area of southern Tibet, which India calls Arunachal Pradesh, earlier this month to woo residents there ahead of an 'assembly election' Monday ..."

[For the full article, see <http://chinatibet.people.com.cn/6782800.html>]



Veiled threat or good neighbor?

By Li Hongmei People's Daily Online

June 19, 2009

"Some are afraid that a fresh border dispute between China and India would become the spark plunging the two neighbors again into a 'partial military action.' And India seems to have been conspiring to create the picture of an imminent war by deploying 60,000-strong additional troops and four SU-30 fighters along the 650-mile unfenced border with China.

...

Indian government, instead of working in a constructive direction to clear up its people's misunderstandings about China, which has gravely hampered the normal development of the bilateral relations, has consistently adopted a hostile foreign policy toward China, in an effort to win the support from its hawkish MPs and strength its reign in the nation ..."

[For the full article, see <http://english.people.com.cn/90002/96417/6682302.html>]