



India Matters



Cambridge IGCSE India Studies Newsletter 7

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India Matters sets out to support subject teachers in Pilot schools, aiming to keep schools 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 school. All Cambridge IGCSE India Studies teachers in your school 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 demolition of homes in Garib Nagar, a Mumbai slum, in December 2009. Two dozen homes were destroyed by the civic authorities because they were alleged to be encroaching on railway land. More than half of Mumbai's 18 million population live in designated slums or illegal shanties. You might consider how and why this picture might be used in class when discussing Paper 1, Theme 2 and Paper 2, Case Study 2.]

April 2010 Video Conference DVD

The recent teacher training video conference explained the examination requirements of each component, looking in detail at the specimen examination papers and marking schemes. A DVD of the training is being sent to every school that attended the conference. If you were not able to be present but would like a copy, please contact Martin Jones at international@cie.org.uk

Resources List (5th edition)

A new edition has just been posted to the eForum. In these updated listings, new items have been added for every Theme and Case Study. Teachers might note in particular the URL to "A Virtual Village: Arampur, Bihar", a free online resource created by Wesleyan University, Connecticut, USA.

Relevant to many parts of the syllabus, this "allows students to interactively explore the social worlds of a north Indian village through its material culture. It provides a variety of background materials, including updates on changes to its physical conditions. But the central feature allows students to virtually 'roam' within this village in the state of Bihar through a series of interconnected images. 'Hotspots' on the scenes allow the user to enter buildings, closely examine objects, and 'interview' residents with a list of prescribed questions. As they roam, students can observe how the many communities in Arampur express their identities through the images, buildings, apparel, and household objects found in streets, homes, stores, and places of worship. Moreover, users can also witness through the interviews how individuals may belong simultaneously not to one but to many communities."

Paper 3 questions for 2011

The questions set for examination in 2011 are listed in the syllabus, p.19. Each candidate picks one for their Research Portfolio (Investigation and Report).

Paper 3 questions for 2012

Following feedback from teachers after *India Matters 5*, the syllabus' Question Paper Evaluation Committee has set the questions for the 2012 examination. These have been posted on the eForum. The three questions are:

India and Sport: To what extent is investment in sport of benefit to India?

India and Animal Conservation: How successful has India been in conserving its endangered species?

India in Film: How accurately does Indian cinema portray the state of inter-communal relations? You may, if you wish, restrict your investigation to any **one** film, for example *Mr & Mrs Iyer* (2002; directed by Aparna Sen).

Each candidate picks one question for their Research Portfolio.

Paper 3 topics for 2013: Suggestions please

We need your suggestions for the next set of topics. These should relate to contemporary India and should not duplicate subjects directly covered by the examination syllabus or any of the questions set for 0447/03 in 2011 or 2012. With the fixed topic 'India in film', specific suggestions for the nominated exemplar film alongside the aspect of India to explore through film would also be very helpful.

Suggestions will be considered at the next teacher INSET meeting and circulated via the eForum for discussion, after which chosen topics will be turned into the 2013 examination questions. These will be published in 2011.

Syllabus for 2012 (and 2011)

The teaching syllabus for the 2012 examination session has been posted on the eForum and also on CIE's website:

http://www.cie.org.uk/qualifications/new_qualifications/igcse_india_studies

No topic has been added or removed. What should be taught remains exactly the same. In response to questions from teachers, the opportunity has been taken, however, to make a few clarifications, notably the teaching time that should be devoted to each Theme and Case Study (p.6). Please also see the revised description (p.5) of the Paper 1 examination - candidates answer any three questions.

These revisions apply also to the syllabus for the 2011 examinations.

0447/02 Specimen Question Paper (revised)

Following additional feedback from teachers, several further small tweaks have been made to the specimen Section B problem solving exercise. The revised paper will be found on the eForum, flagged up as "REVISED April 2010".

Syllabus FAQs

A set of Frequently Asked Questions (FAQs) for Cambridge IGCSE India Studies has been written and posted on the eForum. Please let us know how useful you find them, and tell us of any issues that have not been covered. Thank you.

Significant dates around which syllabus activities might be arranged

International days give high profile publicity to various subjects relevant to the syllabus. Organisations often produce materials for schools to use. Teachers might like to make the most of such opportunities by planning specific classroom activities to coincide with these events and the publicity that they generate in the media. In addition to work in the classroom, a display for the whole school might be created, and/or a presentation made to a year group or the whole school at assembly. Teachers might like to combine work with colleagues from other Departments in their school. During the coming year, the following global events would be relevant:

September 2010

- 8 – International Literacy Day
- 20 – UN Summit on Millennium Development Goals

October 2010

- 4 – World Habitat Day; World Animal Day
- 17 – One World Week begins

November 2010

- 20 – Universal Children's Day

February 2011

- 4 – UNICEF Day for Change
- 21 – Fairtrade Fortnight begins; International Mother Tongue Language Day

April 2011

- 7 – World Health Day

May 2011

- 21 – World Day for Cultural Diversity
- 22 – International Day for Biological Diversity

Cambridge IGCSE India Studies outside India

Cambridge IGCSE India Studies was always designed to be a course studied around



the world by students of all nations and nationalities. We are very please to welcome the first school outside India to join Pilot Group 1: X Gimnazija Ivan Supek, in Zagreb, Croatia.

Led by their teacher Tajana Matasovic, a graduate in Indology of the University of Zagreb, teaching has begun with students

in their 14–18 bilingual department which offers a Cambridge curriculum. The photo shows Tajana (standing) and her students hard at work.

Borrowing resources from other subjects

As an interdisciplinary course, Cambridge IGCSE India Studies draws on various subjects. Colleagues teaching Economics, Geography and Social Studies should be able to advise you on subject topics and where to find relevant resources to use. A good example of this is to be found in a recent issue of a *Geography* magazine which had a short article entitled 'Soot speeding up Himalayan melting'. Relevant to Paper 1, Theme 2 and Paper 2, Case Study 1, the full text is copied here:

“Soot produced in densely populated South Asian cities is causing as much, if not more, warming in the Himalaya as greenhouse gases, according to two recent studies.

William Lau and colleagues at NASA's Goddard Space Flight Centre simulated the movement of air masses in the region from 2000 to 2007 and then factored in analyses of how soot particles and aerosols absorb the sun's heat. They found that the soot – also known as black carbon – which is produced by diesel engines, coal-fired power plants and outdoor cooking stoves in South Asia, is carried east on wind currents and then accumulates on the Tibetan Plateau. There, it either remains airborne, or is deposited on the ground surface. The particles' dark colour absorbs solar radiation, creating a layer of warm air just above the surface and also directly melting the ice and snow. The scientists estimate that the amount of warming could contribute as much or more to warming in the region as greenhouse gases.

'Over areas of the Himalaya, the rate of warming is more than five times faster than warming globally', said Lau. 'Based on the differences, it isn't difficult to conclude that greenhouse gases are not the sole agents of change in this region. There's a localised phenomenon at play.'

The results are backed up by new research by scientists from NASA and the Chinese Academy of Science. Analysis of ice cores from five sites on the Tibetan Plateau suggests that soot deposition has increased by around 30% since 1990."

[From *Geographical*, the magazine of The Royal Geographical Society, London, February 2010.]

Using ICT in the India Studies classroom: creating virtual tours

Do you want students to remember the main points of a field trip? If so, you could ask them to create a virtual tour of the site as part of their visit. This can be done using cameras, video cameras or the different features on their mobile phones. Allocate sections of the site to different groups, arm them with the relevant equipment and ask them to return with a thorough record of the site for investigation in lessons back at school. The photographs, video clips and sound recordings they create can then be edited into a display or interactive record of the site.

One excellent example of how effective this use of ICT on a field trip can be is available in the Case Studies section of [schoolhistory.co.uk](http://www.schoolhistory.co.uk) . To read about the way that one teacher got his class to create a virtual tour of a castle they visited, and to access some of the files created as part of this project, go to

http://www.schoolhistory.co.uk/case_studies/casestudy_virtualtour.shtml

Exemplar material on creating a Virtual Field Trip may be found at

<http://www.teachernet.gov.uk/supportpack/module.aspx?t=2&s=8&y=&p=&m=21435>

Appendix 1: Bibliography and footnotes in the Research Portfolio

Learners in Pilot Group1 schools will be starting to think about their Research Portfolio fairly soon. Set out here are the basic guidelines that they need to know, so please give everyone a copy and post one up in all India Studies classrooms. You will also find these guidelines on the eForum.

Investigation Bibliography: A Bibliography is not required.

Investigation Footnotes: All quotations must be acknowledged in footnotes. This is a good scholarly habit to establish. Please number footnotes in sequence and give the information as set out below:

1. Laiq *The Maverick Republic* (New Delhi, 2002), pp.34-35.
2. Kamdar *Planet India. How the Fastest-Growing Democracy is Transforming the World* (New York, 2007), p.241.

Every work cited in a footnote must appear in the Report's bibliography. Footnotes may be put at the bottom of each page or listed all together at the end.

Report Bibliography: Every Report must have a Bibliography. This should be set out in alphabetical order by author's surname.

- For books, the author's name should be followed by the full title in italics, the place of publication and the date of publication, e.g. David Smith, *The Dragon and the Elephant* (London, 2008).
- For articles, the author's name should be followed by the title of the article, the name of publication in italics and the date of publication, e.g. Angus Deaton and John Dreze, 'Food and Nutrition in India', *Economic and Political Weekly*, 14 February 2009.
- For websites, give the author (if there is one), the title of the article/item and the date it was written, the web address and the date it was accessed, e.g. Rainer Dudrah, 'Celebrating India Cinema', September 2007, www.nationalmediamuseum.org.uk (accessed 29 March 2009).

- For film, give the title in italics, the date and the director, e.g. *My Name is Khan* (2010), director Karan Johar.
- For a radio or TV programme, give its title in italics, the channel and the date, e.g. *Poverty in India*, Channel 4 (UK), 29 November 2007.

Works consulted should be grouped by type, in the following order: books, articles in newspapers and magazines and journals, websites, films, radio and television programmes.

Report Footnotes: If any quotations are used, these must be footnoted as indicated above. Every work cited in a footnote must appear in the bibliography.

Appendix 2: Resource Bank – Developments in transport

In this issue, we offer a series of visuals on developments in transport that might be of value for a class considering aspects economic development and environmental sustainability for Paper 1, Theme 2 (third Key Issue) and Paper 2, Case Study 2. Following the model tried out in *India Matters 6*, we have combined pictures with articles from a variety of sources to enable broad classroom discussion that engages with different perspectives.



The Anand-Vihar line, the fourth on the Delhi Metro network, opened January 2010



Terminal 1D at Indira Gandhi Airport, Delhi, opened February 2009. Terminal 3 opens in 2010



Construction underway in 2009 for the high speed railway line connecting New Delhi railway station with the international airport.



The Tata Nano unveiled at the Auto Expo, New Delhi, 2008. The commercial launch followed in 2009.

THE HINDU Business Line

Chennai, 6 May 2010

Revving up the public transport system



Traffic jam at the Anna Salai junction in Chennai.

The Tamil Nadu Government proposes to enact a law to give statutory authority to the Unified Metropolitan Transport Authority (UMTA) soon. The authority will enable creation of a multimodal transport system that will integrate the various public transport systems available in Chennai ... The objective is to integrate all the modes of transport in Chennai including buses, local trains and the MRTS (Mass Rapid Transit System), along with the proposed Metro Rail and Bus Rapid Transit System (BRTS) to provide seamless travel to passengers across the entire network.

... This is a key measure to increase the share of public transport and bring down the dependence on private vehicles. This will have a multiple beneficial impact including bringing down congestion in the city streets, increase efficiency of movement and bring down pollution. According to the policy note on transport, in the long run the State Government hopes to increase the share of public transport to 70 per cent by increasing the efficiency of public transport to make it more attractive and reducing the dependency on privately owned vehicles.

... The State Government has planned major investments in public transport including over Rs 15,000 crore for the Metro Rail project, apart from continuously upgrading its fleet of public transport buses. These are a part of a comprehensive study by the Chennai Metropolitan Development Authority, which has called for investment of over Rs 88,200 crore to meet the city's long-term transportation needs.

As on March 2010, the Chennai Metro city service fleet operated by the Metropolitan Transport Corporation is estimated at about 3,280 plying on 643 routes operating over 41,582 trips daily. The MTC has replaced 3,024 old buses in the last four years with low emission BSIII standard buses. It has also used the assistance under Jawaharlal Nehru National Urban Renewal Mission for introducing 1,000 new buses. This has helped increase the number of daily passengers to grow to 52 lakh from 37 lakh in 2005-06...

[For the full article, see <http://www.thehindubusinessline.com/2010/05/07/stories/2010050753040200.htm>]



Steep rise in India greenhouse gas emissions

News report, 11 May 2010

India's annual greenhouse gas emissions increased by nearly 60% between 1994 and 2007, a government study says. The government says that emissions grew from 1.2bn tonnes in 1994 to 1.9bn tonnes in 2007, confirming India as one of the world's biggest emitters. India argues its per capita emissions are far lower than that of most industrialised nations. The jump is attributed to the growth of industries such as cement production, electricity and transport.

Over the last 15 years India's economy has developed at breakneck pace. Correspondents say that developing nations such as India and China are under pressure to reduce greenhouse gas emissions. But at climate change talks in Copenhagen in December, India did not sign up to binding targets. Environment Minister Jairam Ramesh maintains that India's emissions are not comparable with those of the US and China. "The emissions of the United States and China are almost four times that of India in 2007," he told the AFP news agency.

[For this article, see http://news.bbc.co.uk/1/hi/world/south_asia/8675650.stm]



Many options, but Capital's transport system still off track

Aanchal Bansal

19 March 2010, New Delhi

While Delhi is among the first few cities in the country to have introduced a modern fleet of low-floor buses and a sound Metro system, much needs to be done to upgrade the public transport system for those who do not fall on the route map of these services ...

The two-stroke engine CNG autos in Delhi were predominantly manufactured and sold by Bajaj Autos and now by TVS. While the conversion to CNG was initiated as a step towards switching to cleaner fuel, Chief Minister Sheila Dikshit on Wednesday said these autos pollute the environment and the government was looking at introducing six-seaters and battery-operated vehicles. "Introducing battery-operated vehicles will be a step towards cleaner fuel. But this has to be done in a way commuters are not inconvenienced," S P Singh, Indian Federation of Transportation Research and Training, said. ...

[For the full article, see <http://www.indianexpress.com/news/many-options-but-capitals-transport-system-still-off-track/592782/0>]