



# India Matters



**Cambridge IGCSE India Studies Newsletter 5  
February 2010**

## IN THIS ISSUE

	Page
Teacher training video conference: April 2010	3
Paper 3 questions for 2012: Final call	3
Self-evaluation: How are things going?	3
A synoptic approach in teaching	3
Cambridge IGCSE India Studies and the Cambridge International Certificate of Education (ICE)	4
Sharing resources and ideas: The eForum	4
Using ICT in the India Studies classroom: Creating puzzle activities	4
Appendix: Visual resource bank (Paper 1 – Theme 2)	5

*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 Suzlon Energy wind farm and the family farm of Dilip Patil at Khori, Maharashtra. With crude oil and natural gas prices climbing, wind turbines have become attractive to Indian business. Think about how and why this picture might be used when discussing all four of the “key issues for study and examination” in Paper 1 Theme 2.]*

## **Teacher training video conference: April 2010**

The next training event will be a video conference on **Thursday 8 April 2010**. We plan to focus on assessment issues, looking in detail at the specimen exam paper and mark scheme for Papers 1 and 2, and the generic mark scheme for Paper 3.

Trainers will offer guidance on examination skills and discuss how teaching can help candidates to develop those skills.

Please let Martin Jones know if there are any specific issues that you would like to discuss (email: [international@cie.org.uk](mailto:international@cie.org.uk)). Last year's video conference gave an overview of the syllabus and its requirements. A DVD of the event was sent to all Centres and we hope to record this event too and send a DVD to Centres to serve as a reference tool for teachers.

## **Paper 3 questions for 2012: Final call**

The consultation with teachers last year on suitable topics produced the following suggestions:

- The benefits to India of hosting the 2020 Olympics
- Elephant conservation
- India in Film: portrayal of communal relations – perhaps identifying *Mr & Mrs Iyer* (2002; directed by Aparna Sen) as the one film suggested for possible study.

If anyone has any final comments or suggestions, please let Martin Jones know by 31 March.

## **Self-evaluation: How are things going?**

Cambridge IGCSE India Studies is a brand new syllabus. To pause briefly and take stock of how things are going might be a useful discipline. A spot-check now – as well as at the end of the first year – might be a useful mechanism to help you, the classroom teacher, e.g.

- What does my experience so far tell me about how effective my teaching-learning strategies and programmes have been?
- How far has progress met my expectations?
- Would I teach any topic differently next time?
- Were any of the resources I used less effective than others? If so, why?
- How effective has my own approach been? Does anything need adjusting now, or for next time?

Your colleagues can provide analysis and feedback. So too can your pupils. And don't forget your colleagues in other Pilot schools via the eForum.

## **A synoptic approach in teaching**

The syllabus (Page 9) stresses the need for students to see and understand how and why "many elements of the course are connected" and for teachers "continually [to] be stressing the inter-relationship of factors and influences."

A recent article in the UK *Guardian* (12/1/2010) demonstrates perfectly such inter-relationships. Headed "*India's sad, corporate farce. Delhi's overpriced, badly designed new cricket stadium is a showpiece indicative of the wrong direction India is taking*", this might not seem relevant to the syllabus. Look again, because it connects different elements of Paper 1, Themes 2 and 1.

Economic growth under liberalisation is linked with:

- The extent to which liberalisation has brought benefit to all, which is connected to
- Tensions between the Union government and the States (especially tribal areas), which in turn is linked to

- Reasons that help to explain the growing strength of Maoist insurgency.

<http://www.guardian.co.uk/commentisfree/2010/jan/12/india-corporate-farce>

The best answers should show some evidence of joined-up understanding.

### **India Studies and the Cambridge International Certificate of Education (ICE)**

Do you have a view on the most useful curriculum area of Cambridge ICE for India Studies? The syllabus is in Group II (Humanities and Social Sciences), but one teacher has told us that it would be more helpful to her school if it were in Group V (Creative, Technical and Vocational).

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE) and requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups. For details of ICE, see [http://www.cie.org.uk/qualifications/academic/middlesec/ice/index\\_html](http://www.cie.org.uk/qualifications/academic/middlesec/ice/index_html)

### **Sharing resources and ideas: The eForum**

- What materials are good for teaching topic 'x'?
- What materials could you do with to teach topic 'y' more effectively?
- What is a good way to explain 'z'?

Let us all know! Our eForum offers the opportunity for free-ranging conversations among the community of India Studies teachers, each with her/his own experiences and specialisms. The eForum makes possible the exchange of thoughts, ideas and materials with colleagues. Think of it as conversations in your (enlarged) staffroom. You can join the eForum through the Teacher Support area of the CIE website. If you don't have a password, please see your CIE Co-ordinator within your school. Go to [http://teachers.cie.org.uk/login/login\\_form](http://teachers.cie.org.uk/login/login_form) and once you are logged in, choose **Community** from the blue bar at the top of the page, then click on **Go to discussion forum** and you will see India Studies in the alphabetical list.

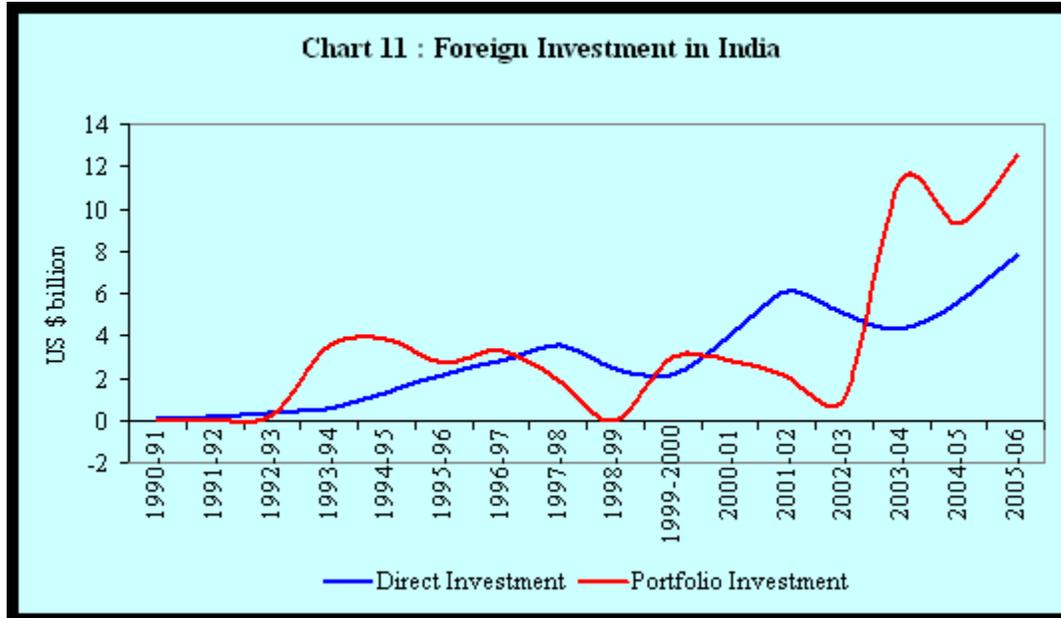
### **Using ICT in the India Studies classroom: Creating puzzle activities**

- Ask students to design puzzle activities for each other and you help them to learn. Students see quickly that they need to be specific in the way they think and ask questions, and realise that they need to double-check facts and figures. They also then gain pleasure and a sense of reward from completing tasks that they helped to make.
- You can save time when creating such activities by downloading a generator. Many are available online. One that has been specifically designed for use by teachers and is free to download is [http://edhelper.com/crossword\\_free.htm](http://edhelper.com/crossword_free.htm)
- You can create interactive versions of crosswords and word-searches, multiple-choice, short-answer, jumbled-sentence, matching/ordering and gap-fill exercises for use on computers and your department's intranet. Software to do this is available free to download from 'Hot Potatoes' and can be set to record scores in a virtual learning environment: <http://hotpot.uvic.ca/>

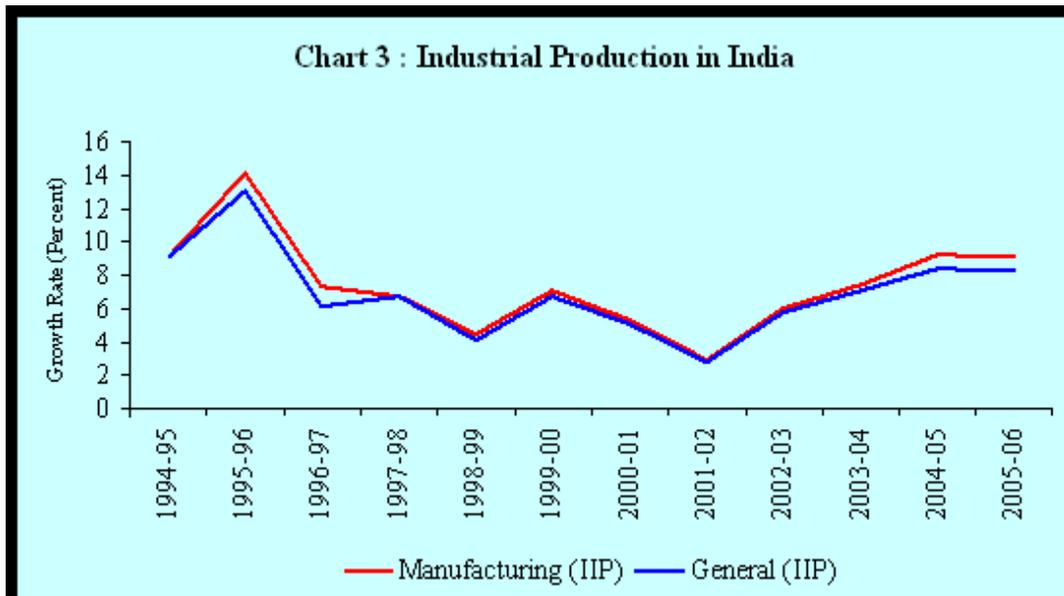
**Please keep in touch – with each other as well as CIE.**

## Appendix: Visual resource bank (Paper 1 – Theme 2)

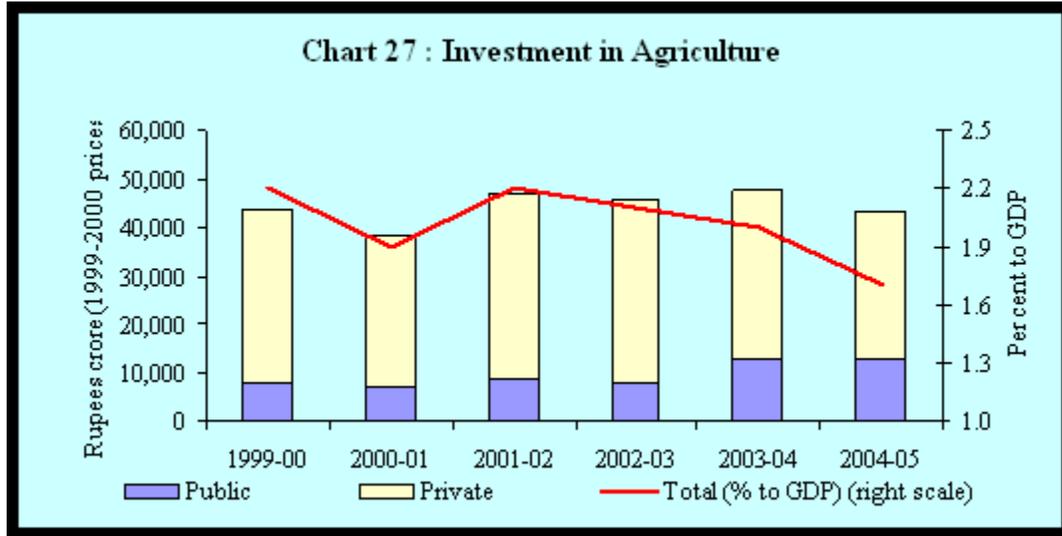
In this issue, we offer a series of visuals on the economy. These mix hard statistics (graphs and charts) with opinion (a cartoon and several magazine covers) and might be of help when considering with your class, aspects of Paper 1 Theme 2 (Economic development).



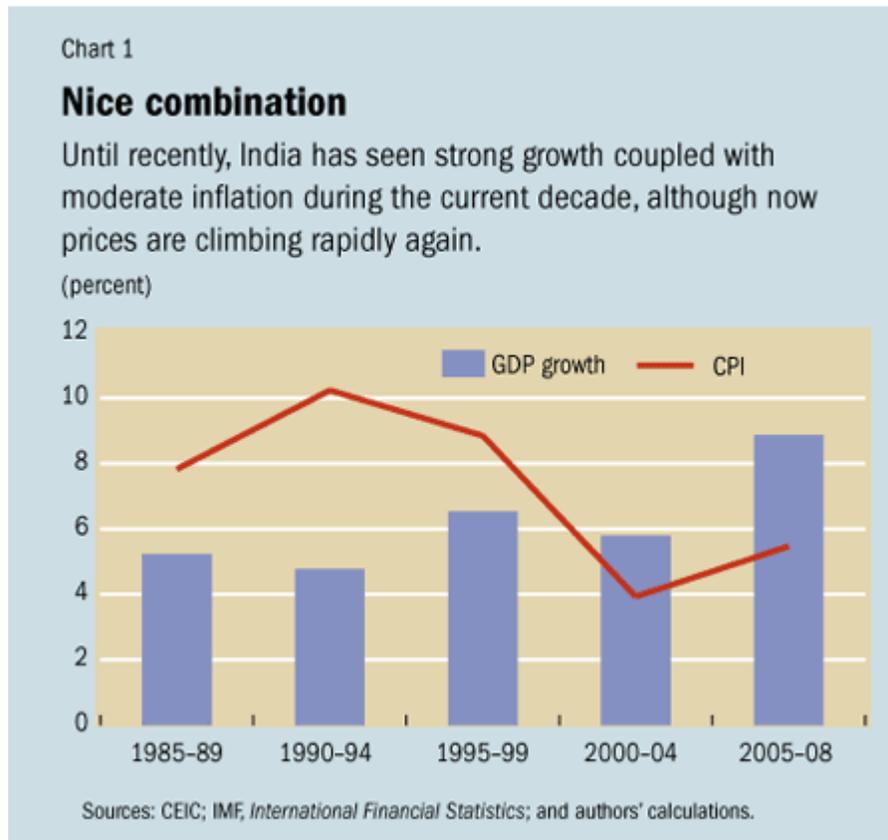
Graph from The Reserve Bank of India.



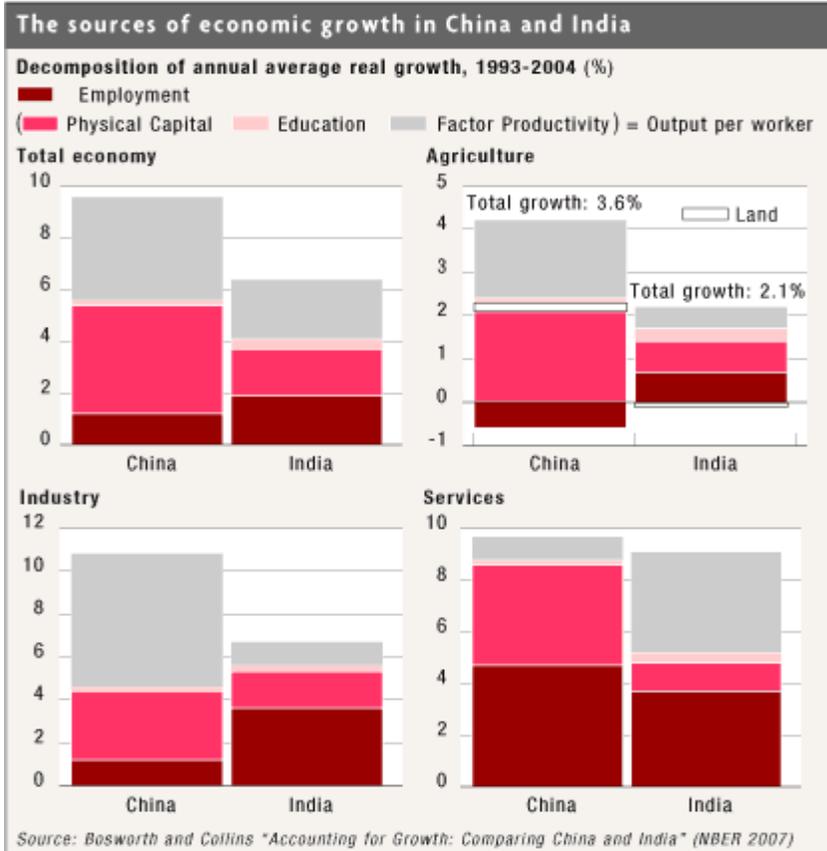
Graph from The Reserve Bank of India.



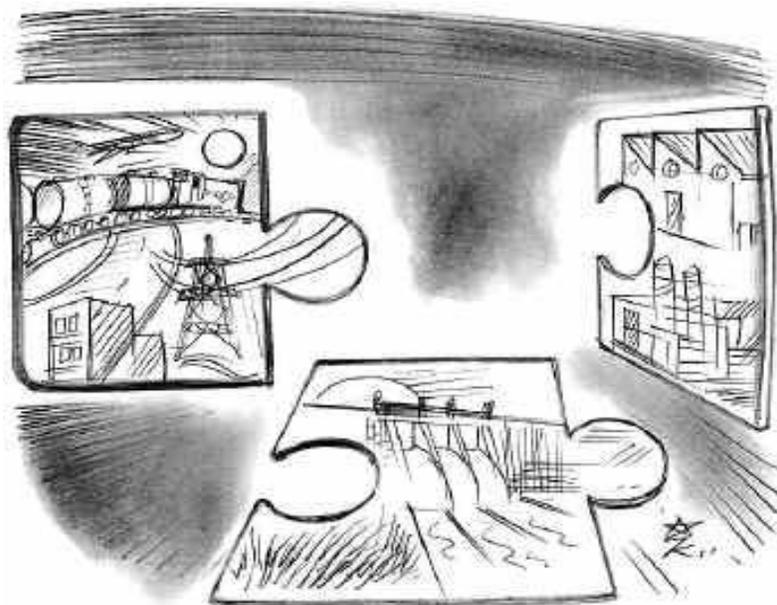
Graph from The Reserve Bank of India.



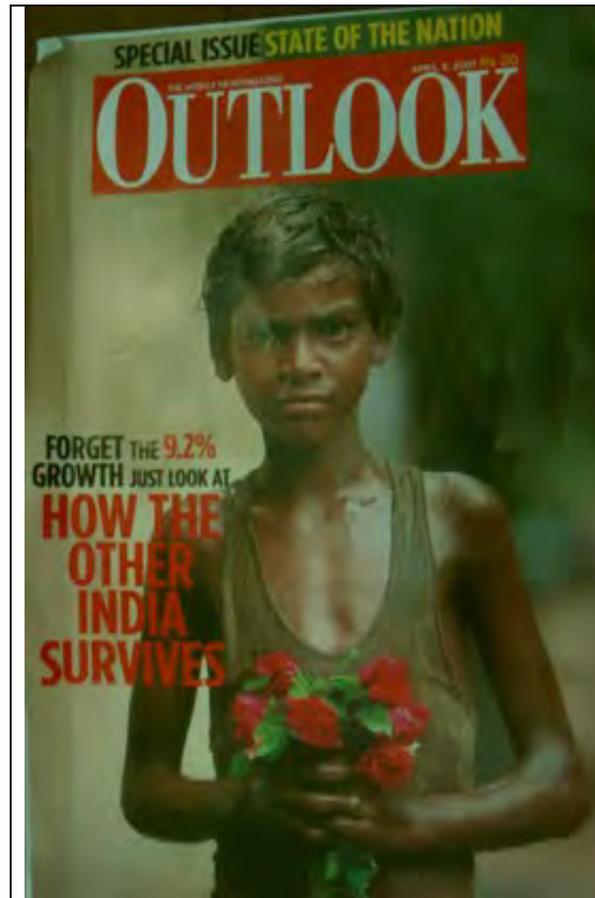
[CPI = consumer price index which measure price changes in consumer goods and services.]



Charts from The National Bureau of Economic Research, USA.



Cartoon from "Industry – a tortuous 25 years", an article in *The Hindu*, August 2002.



Magazine covers of *New Statesman* August 2007, *Outlook* April 2007 and *The Economist* February 2007.