

## Scheme of Work

# Cambridge International AS Level Nepal Studies

8024

For examination from 2016



---

## Contents

---

Contents .....	2
Introduction .....	3
Geographical context 1.1 Key facts.....	6
Geographical context 1.2 Natural environment.....	9
Geographical context 1.3 Human environment.....	12
Historical context 2.1 Nepal's history.....	16
Historical context 2.2 Nepal's foreign relations .....	20
Cultural context 3.1 The peoples of Nepal.....	22
Cultural context 3.2 From inequality to inclusion .....	26
Economic context 4.1 Nepal's economy.....	29
Economic context 4.2 Economic and social development .....	32
Issues in Contemporary Nepal: Key Issue 1 How are Nepal's environments managed? .....	35
Issues in Contemporary Nepal: Key Issue 2 How is Nepal's population changing?.....	37
Issues in Contemporary Nepal: Key Issue 3 How sustainable is economic development in Nepal? .....	40
Issues in Contemporary Nepal: Key Issue 4 How are Nepal's cultures changing? .....	43
Issues in Contemporary Nepal: Key Issue 5 What political challenges does Nepal face? .....	45

---

## Introduction

---

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **basic** and **challenging**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

### Key concepts

The key concepts which run through Nepal Studies are set out below. These key concepts can help teachers think about how to approach their teaching in order to encourage learners to make links between topics and develop a deep overall understanding of the subject. As a teacher, you will refer again and again to these concepts, which can serve as tools when considering both familiar and unfamiliar issues and contexts in Nepal Studies.

- **Continuity and change** lie at the heart of understanding Nepal at individual, group and societal levels. Nepal is characterised both by great historical continuities and by rapid change through modernisation, technology and population movements.
- **Unity and diversity** describe the rich cultural, linguistic and religious traditions that make Nepal unique. The unity of contemporary Nepal is built on a model that necessarily acknowledges its diversity. Sometimes opposing, other times complementary, different approaches to what unity and diversity mean for the nation are key to understanding Nepal's past and present.
- **Development and sustainability** – having opened its borders to the outside world in the 1950s, Nepal has undergone rapid development, although not all of it has been sustainable. Development and sustainability frame the discussion about Nepal's progress in ways that relate to the environment, economy and society.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours are recommended for each topic.

Please note that these are guidelines only and are designed to help teachers plan their course; they are not prescriptive. As the Key Issues are designed to be synoptic it is suggested that they are taught after the Contexts.

Topic	Suggested teaching time (%)	Suggested teaching order
<b>1. Geographical Context</b>	It is recommended that this unit should take about 25–30 hours/15% of the course.	<b>1</b>
<b>2. Historical Context</b>	It is recommended that this unit should take about 25–30 hours/15% of the course	<b>1</b>
<b>3. Cultural Context</b>	It is recommended that this unit should take about 25–30 hours/15% of the course	<b>1</b>
<b>4. Economic Context</b>	It is recommended that this unit should take about 25–30 hours/15% of the course	<b>1</b>
<b>Key Issue 1</b>	It is recommended that this unit should take about 12–15 hours/8% of the course	<b>2</b>
<b>Key Issue 2</b>	It is recommended that this unit should take about 12–15 hours/8% of the course	<b>2</b>
<b>Key Issue 3</b>	It is recommended that this unit should take about 12–15 hours/8% of the course	<b>2</b>
<b>Key Issue 4</b>	It is recommended that this unit should take about 12–15 hours/8% of the course	<b>2</b>
<b>Key Issue 5</b>	It is recommended that this unit should take about 12–15 hours/8% of the course	<b>2</b>

### Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge, is listed at [www.cie.org.uk](http://www.cie.org.uk)

### Teacher support

Teacher Support <https://teachers.cie.org.uk> is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on Teacher Support at <https://teachers.cie.org.uk>. If you are unable to use Microsoft Word you can download Open Office free of charge from [www.openoffice.org](http://www.openoffice.org)

### Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

**How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies**

We have written this scheme of work for the Cambridge International AS Level Nepal Studies (8024) syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

**Learning objectives** help your learners by making it clear what knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to/about ...’.

**Suggested teaching activities** give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

**Challenging activities** provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

**Independent study (I)** gives your learners the opportunity to develop their own ideas and understanding without direct input from you.

Syllabus ref. and Key Concepts	Learning objectives	Suggested teaching activities
Impacts of climate change Conservation and biodiversity National parks and wildlife reserves Threats to conservation	To consider what the main challenges are to the environment in Nepal	Ask learners to recap on their knowledge from Context 1 and note down what they consider to be the main challenges to the environment in Nepal. <b>(I)</b>  Individuals should then share their ideas in pairs or small groups and try to decide which of the challenges they have listed is most important or will be most difficult for Nepal to manage. A card sorting activity could be appropriate here. Each card has a different challenge and learners are asked to put them in order of importance and explain their choice. <b>(basic)</b>  Learners write a response to the question ‘What is the main challenge to the environment in Nepal?’ <b>(F)</b> and share their thoughts with the rest of the class. <b>(challenging)</b>
<b>Key concept: Development and sustainability</b>	To understand what is being done to manage Nepal’s environment	<a href="http://www.np.undp.org/content/nepal/en/home/operations/projects/environment_and_energy.html">http://www.np.undp.org/content/nepal/en/home/operations/projects/environment_and_energy.html</a> Gives links to projects which are being undertaken to address specific issues in managing Nepal’s environment.  Learners could look at this to gain an understanding of the range and extent of projects which are taking place.

**Past and specimen examination papers**

Past/specimen papers and mark schemes are available to download at <https://teachers.cie.org.uk>  
*Question 3 (c) Specimen Paper*

**Past Papers, Specimen Papers and Mark Schemes** are available for you to download at:

<https://teachers.cie.org.uk>

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

**Formative assessment (F)** is on-going assessment which informs you about the progress of your learners. Don’t forget to leave time to review what your learner has learned. You could try question and answer, tests, quizzes, ‘mind maps’, or ‘concept maps’. These kinds of activities can be found in the scheme

## Geographical context 1.1 Key facts

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 1.1 (a)  National identity  <b>Key concept: Unity and diversity</b>	To understand key aspects and markers of Nepal's national identity	<p>Start by showing the short film (six minutes) from <a href="http://www.welcomenepal.com/">http://www.welcomenepal.com/</a> called <i>Experience Nepal</i>. Ask learners to note down how the video portrays Nepal's landscape, people and culture. This was presented to attract tourists. Do learners think it makes Nepal attractive? Do they think it presents a realistic image?</p> <p>Introductory quiz for the teacher to assess learner knowledge at the start of the course and to identify some of the key themes and issues which will be studied during the course. The quiz could cover issues such as population, cultural and linguistic diversity, identifying the national flag, capital city, currency, official religion, voting/political system.</p> <p>Teacher gives a brief introduction to the background to Nepal becoming a republic in 2008 and the key events of that year.</p> <p>Learners consider each of the following in turn:</p> <ul style="list-style-type: none"> <li>• Nepali flag <a href="http://flagpedia.net/data/flags/normal/np.png">http://flagpedia.net/data/flags/normal/np.png</a></li> <li>• national emblem <a href="http://www.crwflags.com/fotw/flags/np.html#emb">http://www.crwflags.com/fotw/flags/np.html#emb</a></li> <li>• national anthem <a href="https://en.wikipedia.org/wiki/Sayaun_Thunga_Phool_Ka">https://en.wikipedia.org/wiki/Sayaun_Thunga_Phool_Ka</a> – this could be compared with the previous national anthem and emblem <a href="https://en.wikipedia.org/wiki/Rastriya_Gaan">https://en.wikipedia.org/wiki/Rastriya_Gaan</a></li> <li>• currency <a href="https://en.wikipedia.org/wiki/Nepalese_banknotes#/media/">https://en.wikipedia.org/wiki/Nepalese_banknotes#/media/</a></li> </ul> <p>Class discussion: What images of Nepal are presented here? Why do learners think these images were chosen to represent Nepal? Are the statements from the national anthem true or achievable? How do the new anthem and emblem differ from those used in the past?</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 1.1 (b)  Political structure Political processes	To understand the key features of the political system in Nepal	<p>Learners are asked to compare an extract of the constitution of 1959 with an extract of the constitution of 2015. These documents can be found at <a href="http://himalaya.socanth.cam.ac.uk/collections/rarebooks/downloads/Nepal_1959_Constitution_English.pdf">http://himalaya.socanth.cam.ac.uk/collections/rarebooks/downloads/Nepal_1959_Constitution_English.pdf</a> and <a href="http://www.nepalembassy-germany.de/pdfs/Constitution_full_english.pdf">http://www.nepalembassy-germany.de/pdfs/Constitution_full_english.pdf</a></p> <p>What can they learn from these extracts about the political system of Nepal and how it has changed?</p> <p>Learners should make notes on the following features of the political system:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• constitution</li> <li>• voting system (FPTP)</li> <li>• political participation</li> <li>• citizenship. <b>(basic)</b></li> </ul> <p>This website offers views on possible changes in voting behaviour at the local level: <a href="http://localnepaltoday.com/crash-course-new-test/on-possible-changes-in-voter-behaviour/">http://localnepaltoday.com/crash-course-new-test/on-possible-changes-in-voter-behaviour/</a></p> <p>The class might consider whether this is the most effective structure for governance and the reasons why. <b>(challenging)</b></p>
Context 1.1 (c)  Administrative divisions	To understand how local government is organised in Nepal	<p>Learners study this webpage about local government in Nepal up to 2014: <a href="https://localdemocracy.net/countries/asia-pacific/nepal/">https://localdemocracy.net/countries/asia-pacific/nepal/</a>. They note:</p> <ul style="list-style-type: none"> <li>• how Nepal is organised</li> <li>• what is being done to build up skills in local government</li> <li>• taxation issues and financial support</li> <li>• what key initiatives are being undertaken.</li> </ul> <p>Learners research whether this has changed under the new constitution and in what ways. <b>(challenging)</b></p> <p>The following website shows ways in which ICT is being used to promote involvement in local government: <a href="http://www.mofald.gov.np/en">http://www.mofald.gov.np/en</a></p>

**Past and specimen examination papers**

Past/specimen papers and mark schemes are available to download at <https://teachers.cie.org.uk>



## Geographical context 1.2 Natural environment

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 1.2 (a)	To understand the location of Nepal and issues arising from that location	<p>Learners should be familiar with the outline of Nepal and its neighbours in Asia.</p> <p>Outline maps are available at <a href="http://www.d-maps.com/">http://www.d-maps.com/</a>. Learners can mark on the map borders with India and China and can add to the map the key geographic regions, mountains, hills, plains, key cities etc.</p> <p>Class discussion: What issues arise from the location of Nepal?</p>
Context 1.2 (b)	To understand the character and features of Nepal's natural regions and the issues arising	<p>Ask learners what they know about the character and main features of Nepal's regions. Ask them for their impressions of each of the main areas.</p> <p>Divide learners into three groups and give group each a natural region to investigate (high mountains, hills and plains). They should agree the parameters for their research, e.g. covering:</p> <ul style="list-style-type: none"> <li>• physical features</li> <li>• population</li> <li>• climate</li> <li>• main towns/cities</li> <li>• infrastructure.</li> </ul> <p>They should produce an A4 fact file for the other groups on their area covering issues such as topography, resources, population and infrastructure. An atlas could be useful for this activity if it contains temperature, relief and precipitation maps. Alternatively, web-based resources include <a href="http://www.digitalhimalaya.com/collections/maps/nepalmaps/">http://www.digitalhimalaya.com/collections/maps/nepalmaps/</a></p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 1.2 (c)  <b>Key concept: Development and sustainability</b>	To understand the features of Nepal's climate  To interpret data in a variety of forms (charts/graphs/tables)  To consider the likely impact of Nepal's climate	<p>Learners need resources which include graphs and charts showing figures for rainfall, temperature etc. for Nepal and how these features have changed over the years: <a href="http://sdwebx.worldbank.org/climateportal/index.cfm">http://sdwebx.worldbank.org/climateportal/index.cfm</a></p> <p>Ask learners to study the graphs and charts to identify the main features of the climate in Nepal. Take feedback from the group. Learners should cover:</p> <ul style="list-style-type: none"> <li>• precipitation</li> <li>• temperature</li> <li>• regional variations</li> <li>• climate change in recent years.</li> </ul> <p>Learners should consider whether Nepal's climate is changing and the likely impact of those changes.</p> <p>The first nine minutes of the following video cover Nepal and raise issues about the impact of climate change: <a href="https://www.youtube.com/watch?v=XhSNS-yRT9o">https://www.youtube.com/watch?v=XhSNS-yRT9o</a>. Ask learners to watch the film and take notes as they do so on:</p> <ul style="list-style-type: none"> <li>• how the climate is changing</li> <li>• why reliable data is so important</li> <li>• why resilience needs to be improved</li> <li>• how mobile phone technology can be helpful</li> <li>• the impact that climate change is having on Nepal in terms of society and economy.</li> </ul> <p>For homework they could be asked to create a diagram/flow chart to show the impact of changes in precipitation on Nepal. <b>(F)</b></p> <p>This website gives information on what is being done to try to alleviate the effects of climate change on Nepal: <a href="http://climatenepal.org.np/main/">http://climatenepal.org.np/main/</a></p> <p>Note: It is widely accepted that earthquakes are caused by geological factors. However, there are some recent studies which suggest that climate change is a factor: e.g. <a href="http://www.carbonbrief.org/blog/2012/06/can-climate-change-cause-earthquakes/">http://www.carbonbrief.org/blog/2012/06/can-climate-change-cause-earthquakes/</a>. This could be used as an introduction to the next section of content.</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 1.2 (d)	To understand the natural hazards facing Nepal: <ul style="list-style-type: none"> <li>• earthquakes</li> <li>• avalanches</li> <li>• landslides</li> <li>• glacial lake outburst floods</li> </ul>	<p>Learners read the first page from the website of the Nepal Centre for Disaster Management: <a href="http://www.ncdm.org.np/home_aboutus.php">http://www.ncdm.org.np/home_aboutus.php</a></p> <p>They should make notes on:</p> <ul style="list-style-type: none"> <li>• the natural hazards facing Nepal</li> <li>• the ways in which human activity can make these worse.</li> </ul> <p>Learners need at least one specific example of each of the features listed so that they can support their written work with appropriate detail. They could work individually or in groups to build a fact file on each of the natural hazards listed.</p> <p>Class discussion: Why is Nepal prone to natural disasters? How are the features listed inter-related? Can anything be done to limit the impact of natural disasters on Nepal?</p> <p>The following resources could be used for research:</p> <ul style="list-style-type: none"> <li>• <a href="http://earthobservatory.nasa.gov/NaturalHazards/view.php?id=82937">http://earthobservatory.nasa.gov/NaturalHazards/view.php?id=82937</a> covers the Seti River disaster in 2012 and there is film of this on <a href="https://www.youtube.com/watch?v=8ScHkS_cgk4">https://www.youtube.com/watch?v=8ScHkS_cgk4</a>. <b>(basic)</b></li> <li>• The following report on glacial lake outburst floods (GLOF) is very detailed but learners could be asked to focus on Section 2 which gives examples of GLOF in Nepal. The introduction explains why these are more likely to occur.</li> <li>• <a href="http://www.icimod.org/dvds/201104_GLOF/reports/final_report.pdf">http://www.icimod.org/dvds/201104_GLOF/reports/final_report.pdf</a>. <b>(challenging)</b></li> <li>• An example of an avalanche could be the 2014 disaster – there are many news reports such as <a href="http://edition.cnn.com/2014/04/18/world/asia/nepal-everest-avalanche/">http://edition.cnn.com/2014/04/18/world/asia/nepal-everest-avalanche/</a> which also contain film footage.</li> </ul>
<b>Past and specimen examination papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## Geographical context 1.3 Human environment

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 1.3 (a)  <b>Key concept: Continuity and change</b>	To understand the following features of settlement in Nepal: <ul style="list-style-type: none"> <li>• settlement hierarchy</li> <li>• distribution</li> <li>• change in distribution</li> <li>• rural–urban contrasts</li> </ul> Develop understanding by using case studies of Kathmandu and one industrial town in the Tarai	<p>Learners should discover how to interpret settlement hierarchy and population pyramids. Learners should also understand how population density is represented on maps. They should be able to describe the distribution of population of Nepal or regions.</p> <p>Learners should consider the theoretical context for settlement hierarchy. Ask learners to agree a list of the different types of settlement in Nepal with examples for each of these types of settlement from their local area and nationally as indicated on maps, then compare this to a generally accepted model of settlement hierarchy, which can be found on websites such as:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/settlement_characteristics_rev4.shtml">http://www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/settlement_characteristics_rev4.shtml</a>  <b>(basic)</b></p> <p>Ask learners to predict how the settlement hierarchy in their area may change by 2050 and the reasons for this.  <b>(challenging)</b></p> <p>Case study of Kathmandu and one other industrial town in the Tarai. Compare and contrast aspects such as:</p> <ul style="list-style-type: none"> <li>• population (size, structure, density)</li> <li>• place within settlement hierarchy</li> <li>• urban layout</li> <li>• work patterns</li> <li>• work and living conditions</li> <li>• access to healthcare and education.</li> </ul> <p>Learning resources:</p> <ul style="list-style-type: none"> <li>• atlas</li> <li>• government data and other internet resources.</li> </ul> <p>Ask learners to write a response to Question 1 (b) from the specimen paper <b>(F)</b>. Responses could be teacher or peer marked using the specimen mark scheme.</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 1.3 (b)	<p>To understand the population structure and density in Nepal including the reasons for natural increase:</p> <ul style="list-style-type: none"> <li>• birth rate</li> <li>• death rate</li> <li>• fertility rate</li> <li>• life expectancy</li> </ul>	<p>Learners can gather basic data on population using an atlas or from websites such as:  <a href="http://data.worldbank.org/indicator">http://data.worldbank.org/indicator</a>  <a href="http://www.indexmundi.com/nepal/age_structure.html">http://www.indexmundi.com/nepal/age_structure.html</a>  <a href="https://www.cia.gov/library/publications/the-world-factbook/geos/np.html">https://www.cia.gov/library/publications/the-world-factbook/geos/np.html</a></p> <p>Teachers provide information on the dynamics of population change in Nepal. Learners should be able to interpret a current population pyramid for Nepal. Ask learners to model a population pyramid for Nepal in 2050.  <b>(challenging)</b></p> <p>Learners discuss their findings and make a note of what impact the changes in population structure and density are likely to have on Nepal (economically and socially, and the implications for resources and infrastructure). They will use these ideas for an activity in the Key Issues element of the course.</p>
Context 1.3 (c)	<p>To understand the causes and impacts of the following types of migration:</p> <ul style="list-style-type: none"> <li>• internal</li> <li>• international</li> <li>• circular</li> <li>• seasonal</li> </ul>	<p>Begin by teaching the theoretical context of migration including push and pull factors. Resources might include:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/migration/">http://www.bbc.co.uk/schools/gcsebitesize/geography/migration/</a>  <a href="http://www.tutor2u.net/geography/reference/the-push-pull-factors-of-migration">http://www.tutor2u.net/geography/reference/the-push-pull-factors-of-migration</a></p> <p>Ask learners to draw a migration map based upon their personal and familial experiences which they can present to the class, indicating why certain migration patterns have taken place. <b>(basic)</b></p> <p>This could be presented as a PUSH/PULL diagram showing those factors which make people want to leave either their home area or Nepal and those factors which attract Nepalis either to new areas or to migrate abroad.</p> <p>Examine migration in terms of its impact, especially international migration.</p> <p>Learners carry out case studies of migration in groups. Consider the impact of men and women leaving Nepal for work in other parts of Asia on the families they leave behind or the Gurkha experience of migration to the UK. Groups should report back their findings to the class, focusing on both positive and negative economic, social, political and environmental outcomes. <b>(challenging)</b></p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 1.3 (d)  <b>Key concept: Development and sustainability</b>	To understand the following systems of food production in Nepal: <ul style="list-style-type: none"> <li>• traditional (nomadism, foraging)</li> <li>• agriculture</li> </ul> To understand agricultural policy and how and why it has changed	Learners should be familiar with traditional farming methods and how they are suited to the different regions of Nepal. They should evaluate the pros and cons of these methods and the need, or otherwise, for land reform. Learners should be familiar with the variety of crops grown in Nepal and how and where they are grown. They should consider the pros and cons of a more 'industrial' approach to farming.  Learners watch the short videos <i>The Pesticide Trap Chronicles</i> and <i>Farmers' Take on Hybrid</i> (around six minutes each) and note the advantages and disadvantages of growing hybrid crops and the human impact of using pesticides: <a href="http://localnepaltoday.com/video-gallery-new/">http://localnepaltoday.com/video-gallery-new/</a> ( <b>basic</b> )  Learners can take notes on this report and the issues it raises: <a href="http://www.irinnews.org/report/97321/analysis-trouble-nepal%E2%80%99s-agriculture">http://www.irinnews.org/report/97321/analysis-trouble-nepal%E2%80%99s-agriculture</a> <ul style="list-style-type: none"> <li>• What are MOAD, NARC, IFPRI, ADS and MDG? What does the involvement of all these organisations suggest to you about agricultural policy in Nepal?</li> <li>• Why is investment important for agriculture?</li> <li>• How are farmers responding to the problems they face?</li> <li>• What can be learned about the support systems which have been developed for farmers?</li> <li>• Why is agriculture significant for Nepal's development? (<b>challenging</b>)</li> </ul>
Context 1.3 (e)	To understand traditional patterns of ownership and tenancy and the reasons for and effects of land reform	Learners could be asked to read this report (or a section from it) to show how land holding patterns are significant for the development of agriculture in Nepal, and how they relate to poverty and discrimination: <a href="http://www.ngofederation.org/index.php?option=com_content&amp;view=article&amp;id=66:small-peasant-agriculture-and-land-reform-in-nepal-politics-of-contestations-and-contradictions&amp;catid=36:president-blog&amp;Itemid=73">http://www.ngofederation.org/index.php?option=com_content&amp;view=article&amp;id=66:small-peasant-agriculture-and-land-reform-in-nepal-politics-of-contestations-and-contradictions&amp;catid=36:president-blog&amp;Itemid=73</a>  Learners answer this question: 'Why is land reform a controversial issue in Nepal?' ( <b>F</b> ). This could be an opportunity to practise essay planning skills where learners identify the reasons why the issue is important and then write a paragraph on one of them. They should focus on giving a clear explanation and supporting their ideas with specific details.

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 1.3 (f)  <b>Key concept: Development and sustainability</b>	To gain knowledge about Nepal's resources including: <ul style="list-style-type: none"> <li>• minerals</li> <li>• soil</li> <li>• water</li> <li>• solar</li> <li>• biogas</li> <li>• forests</li> </ul>	<p>Learners should be aware of the natural resources of Nepal and consider whether and how they should be exploited and managed.</p> <p>Organise learners into groups and give each group a case study of a particular example of resource use and management in Nepal. The groups research the case study and consider:</p> <ul style="list-style-type: none"> <li>• the pros and cons of the resource use</li> <li>• management issues</li> <li>• renewability.</li> </ul> <p>They present their findings to the class.</p> <p>Introduce the concept of sustainability by offering a definition. Ask learners to reflect on whether Nepal has sustainable resources.</p> <p>Divide learners into two groups and give each group one of the following statements:</p> <ol style="list-style-type: none"> <li>1. Nepal is an impoverished, landlocked country.</li> <li>2. Nepal is a resource-rich, land-linked country.</li> </ol> <p>Ask them to come up with arguments to support the statement they have been given. They feed these back so that the class can make a note of the different arguments for both statements.</p> <p>Learners then prepare an essay plan for a response to Question 3 (c) from the specimen paper. <b>(F)</b></p>
<b>Past and specimen examination papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a> <i>Questions 1 (a) and 1 (b) Specimen Paper</i> <i>Question 3 (c) Specimen Paper</i>		

## Historical context 2.1 Nepal's history

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 2.1 (a)  Timeline	To gain an overview of the key events in Nepal's history	<p>The aim of this section is for learners to develop an overview of Nepal's history. The following website from the US Library of Congress has a useful introduction to the key periods of Nepal's history:  <a href="http://countrystudies.us/nepal/64.htm">http://countrystudies.us/nepal/64.htm</a></p> <p>This website gives a timeline of Nepal's history: <a href="http://www.bbc.co.uk/news/world-south-asia-12499391">http://www.bbc.co.uk/news/world-south-asia-12499391</a>  It would also be possible to use extracts from Whelpton, <i>A History of Nepal</i>, Chapter 1, pages 18–26.</p> <p>Possible teaching/learning activities include the following:</p> <ul style="list-style-type: none"> <li>Learners have a blank timeline covering the history of Nepal from prehistoric times to the modern day. In groups they are given a series of cards with a key event from Nepal's past and are asked to place them in the correct place on the timeline. The timeline could contain three rows to match the corresponding elements of the syllabus so key features/figures could be added at a later date. The teacher takes feedback and the class note the correct chronological order.</li> <li>Activity to consider 'democracy and revolution' aspect in slightly more detail. This is potentially complex and learners need to be confident in their grasp of the chronology and awareness of the different types of government Nepal experienced between 1951 and 2015.</li> <li>Either class discussion or written homework: Why was the birth of Buddha significant for the development of Nepal? <b>(I)</b> if used as homework. <b>(F)</b></li> <li>Evidence activity to practise a Paper 2, Section A type question. It is important that learners can make developed inferences from historical evidence. Using a piece of evidence (such as a photo of a building, statue, art of work, extract from a historical document) answer the question</li> </ul> <p>'What can you learn from this evidence about the history of Nepal?'</p> <p>The teacher might select one piece of evidence and approach this as a whole class activity before asking learners to write a response based on a piece of evidence for homework. <b>(F)</b></p> <ul style="list-style-type: none"> <li>Recap on learning: What has been learned? Can any conclusions be drawn about issues facing modern Nepal from the material covered here?</li> </ul>



Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 2.1 (b) Periods	To understand the main features of the key periods in Nepal's history	<p>Elements (b) and (c) of the syllabus content could be combined. The suggested activities below could be used to develop more than one lesson. This video gives a very brief introduction:  <a href="https://www.youtube.com/watch?v=EbhcOfQQPno">https://www.youtube.com/watch?v=EbhcOfQQPno</a></p> <p><u>Ancient and medieval states (before 1743):</u>            Research activity to discover the distinct features of the Kirat, Licchavi, Malla and Shah dynasties. Either divide the class into four groups or give each individual a different dynasty to research. Ask learners to consider the areas they need to research in order to answer the question 'What were the main features of the period?' Ideas might include:</p> <ul style="list-style-type: none"> <li>• when the dynasty ruled</li> <li>• the extent of the kingdom</li> <li>• the length of the dynasty</li> <li>• the main developments</li> <li>• why the dynasty came to an end.</li> </ul> <p>When the parameters are agreed, the group/individuals research their period, note the answers and prepare a short Fact File on their given dynasty to present to the rest of the class. Resources for this activity include textbooks such as Whelpton, <i>A History of Nepal</i>. This activity could be completed for homework and followed up with each group presenting their findings to the rest of the class.</p> <p><u>Unification and consolidation (1743–1845):</u>            Guided note-taking activity based on an extract from Whelpton (pages 35–46 could be used). Answer overarching questions: How did Nepal become unified? What was government like under this rule?</p> <p><u>Rule of the Ranas (1846–1951):</u></p> <ul style="list-style-type: none"> <li>• Starter activity based on the following picture: <a href="http://nepalitimes.com/news.php?id=5358">http://nepalitimes.com/news.php?id=5358</a>. What can you learn about Rana rule from this painting?</li> <li>• Learners read Whelpton (pages 61-85) and note key points on Rana rule in terms of developments in politics and government, society and people, economy and trade, international relations and national identity. <b>(basic)</b> Ask learners to complete a mind map on the significance of Rana rule for the development of Nepal. <b>(challenging)</b></li> <li>• Learners answer the question 'Outline the reasons for the end of Rana rule in 1951' <b>(F)</b>. This would be a similar style question to a Section B question for Paper 2 and could be marked using the levels of response given in the specimen mark scheme.</li> </ul>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
		<p><u>Kings and democracy (1951-1996):</u></p> <ul style="list-style-type: none"> <li>• Class discussion around the election results of 1959. (A table of results is available here <a href="https://en.wikipedia.org/wiki/Nepalese_legislative_election,_1959">https://en.wikipedia.org/wiki/Nepalese_legislative_election,_1959</a> What can learners deduce from the table? Are there any clues about reasons for the failure of early attempts at establishing democratic government in the 1950s?</li> <li>• Guided note taking on the panchayat system to cover What was the system? Why was it introduced? How did it operate? What was its impact on the government of Nepal? What was its impact on the people of Nepal?</li> </ul> <p><u>Rebellion and rebuilding (1996 – 2013)</u></p> <p>Guided notetaking on the rebellion from 1996 – 2006 using Whelpton pp208-225</p> <ul style="list-style-type: none"> <li>• What caused the Civil War?</li> <li>• Why did it continue for 10 years?</li> <li>• What was its impact on Nepal? (Consider society, economy, political life)</li> </ul>
Context 2.1 (c) Key figures	To understand the role of key figures in Nepal's history	<p>Learners could work in small groups on this activity or as individuals. They prepare a CV for one of the following individuals as if this person were applying for the post of most influential/significant/important person for the development of Nepal. The CV should list the background of the person, what work/role they had, what developments or changes they were responsible for, what their impact on Nepal has been. The key figures are listed in Section 2.1 (c) of the syllabus document.</p> <p>The class then holds a 'balloon debate' (or 'lost' game) where each individual has to argue their case for staying in the balloon (or escaping on the ship). There is a description of how this could be organised here: <a href="http://www.kent.ac.uk/careers/interviews/balloonDebate.htm">http://www.kent.ac.uk/careers/interviews/balloonDebate.htm</a>. Although the context given is different, the principles can be applied. The class must agree who should be thrown out of the balloon to avoid a crash and who should be saved. Those who have made the most significant contribution, or who argue the best case, should be saved. Depending on the size of the class, some could act as recorders and note the strengths and weaknesses of each individual.</p> <p>For homework learners are asked to write a response to the question 'What was the contribution of ..... to the history and development of Nepal?' with the focus being on a different person from the one they researched for the debate.</p>

**Past and specimen examination papers**

Past/specimen papers and mark schemes are available to download at <https://teachers.cie.org.uk>

## Historical context 2.2 Nepal's foreign relations

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 2.2 (a)	To understand: <ul style="list-style-type: none"> <li>the impact of Nepal's location between India and China</li> <li>relations with China over Tibet</li> <li>Relations with India, specifically concerning water rights and trade</li> <li>SAARC</li> </ul>	Starter activity: Learners are asked to consider the message of the following cartoon: <a href="http://www.cartoonmovement.com/cartoon/21036">http://www.cartoonmovement.com/cartoon/21036</a>  Class discussion: What is the impact of Nepal's location between India and China? What advantages/disadvantages does this bring to Nepal?  Learners read the following article, which was published in 2014, and take notes on key aspects such as the state of relations between India and Nepal, the practical assistance offered to Nepal by India and the attitude towards Nepal shown in the article: <a href="http://www.thehindu.com/news/international/south-asia/narendra-modi-announces-nrs-10000-crore-as-concessional-line-of-credit-to-nepal-during-his-speech-at-constituent-assembly/article6277320.ece">http://www.thehindu.com/news/international/south-asia/narendra-modi-announces-nrs-10000-crore-as-concessional-line-of-credit-to-nepal-during-his-speech-at-constituent-assembly/article6277320.ece</a>  Role-play discussions with China over Tibet and India regarding trade and water rights. Present a case to South Asian Association for Regional Cooperation (SAARC) regarding an issue of importance to Nepal. <b>(challenging)</b>  Read the article here: <a href="http://www.thehindu.com/opinion/op-ed/hydrodiplomacy-a-neglected-opportunity-for-nepal-and-india/article2139749.ece">http://www.thehindu.com/opinion/op-ed/hydrodiplomacy-a-neglected-opportunity-for-nepal-and-india/article2139749.ece</a> . Why is water an important feature in Nepal's relations with India?
Context 2.2 (b) <b>Key concept: Continuity and change</b>	To understand how Nepal's diplomatic relations have developed since 1950  To understand the role played by Nepal in international organisations such as the UN and WTO	What are Nepal's aims in foreign policy? The following website outlines Nepal's aims and also has links to a number of articles covering aspects of diplomatic relations: <a href="http://nepalforeignaffairs.com/nepals-foreign-policy/">http://nepalforeignaffairs.com/nepals-foreign-policy/</a>  Learners can research the origins, role and functions of the United Nations (UN) and World Trade Organization (WTO) and examine Nepal's place within them. Learners should consider: <ul style="list-style-type: none"> <li>how Nepal contributes to these organisations</li> <li>what benefits involvement brings to Nepal.</li> </ul>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 2.2 (c)	To understand the key features of Nepal's border agreements with India and China	<p>The following website has a range of political cartoons which could be used in a discussion of border issues between India and Nepal: <a href="https://bordernepal.wordpress.com/2014/04/13/cartoon-gallery-on-border-issues/">https://bordernepal.wordpress.com/2014/04/13/cartoon-gallery-on-border-issues/</a></p> <p>Learners could be required to analyse a cartoon each, either in small groups or individually, and then share their ideas with the rest of the class. Alternatively, one of the cartoons could be set for homework with the task of writing an explanation of the message of the cartoon. <b>(F)</b> Learners should note the issues which are highlighted in these cartoons and could research one of these further.</p> <p>This article explains the history of Nepal's border agreements with China and Nepal and learners could use it to pinpoint the key turning points or developments in relations: <a href="http://countrystudies.us/nepal/65.htm">http://countrystudies.us/nepal/65.htm</a></p> <p>Ask learners to consider why border agreements have been more prominent in recent times.</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 2.2 (d)  <b>Key concept: Continuity and change</b>	To understand how war and peace have shaped Nepal's foreign relations including: <ul style="list-style-type: none"> <li>• historic expansion of Nepal (1816)</li> <li>• wars with Tibet</li> <li>• role in UN peacekeeping</li> <li>• role of foreign nations in Nepal's internal affairs</li> </ul>	<p>Learners research how Nepal grew until 1816. They could trace this development from their earlier work on this context when they considered the extent of the early kingdoms and the unification of Nepal.  <a href="http://www.nepaltelegram.com/1001-2/">http://www.nepaltelegram.com/1001-2/</a> considers the terms and impact of the treaty of 1816. Learners might discuss why the treaty still causes controversy today.</p> <p>Learners research relations with Tibet using a text such as this: <a href="http://countrystudies.us/nepal/69.htm">http://countrystudies.us/nepal/69.htm</a></p> <p>The role of Nepal in UN peacekeeping can be explored here: <a href="http://www.providingforpeacekeeping.org/2014/04/03/contributor-profile-nepal/">http://www.providingforpeacekeeping.org/2014/04/03/contributor-profile-nepal/</a> and learners could note briefly some of the main issues in Nepal's involvement such as:</p> <ul style="list-style-type: none"> <li>• the extent of Nepal's contribution</li> <li>• where Nepalis are involved.</li> </ul> <p>This video link provides an insight into one of the UN missions that Nepal has been involved in: <a href="https://www.youtube.com/watch?v=N8ZyHh9xCaI">https://www.youtube.com/watch?v=N8ZyHh9xCaI</a></p> <p>What can you learn from this press release about Nepal's role in UN peacekeeping: <a href="http://www.un.org/press/en/2008/sgsm11638.doc.htm">http://www.un.org/press/en/2008/sgsm11638.doc.htm</a>? What limitations does the document have as a record of Nepali peacekeeping?</p>
<b>Past and specimen examination papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## Cultural context 3.1 The peoples of Nepal

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 3.1 (a)  <b>Key concept: Unity and diversity</b>	To learn about the diversity of the people of Nepal	<p>Note: This element of the content could be combined with Context 3.1 (c) on ethnicity. The following activity would give an overview of the diversity of Nepal and could be used as an introduction to the study of specific groups.</p> <p>Construct a chart giving an overview of the peoples of Nepal to include their cultural, linguistic, religious and social backgrounds using information extracted from a web source such as: <a href="http://www.np.undp.org/content/dam/nepal/docs/generic/UNDP_NP_Nepal%20In%20Figures%202011%20source%20cbs-gov-np.pdf">http://www.np.undp.org/content/dam/nepal/docs/generic/UNDP_NP_Nepal%20In%20Figures%202011%20source%20cbs-gov-np.pdf</a> (<b>basic</b>). (This resource would be useful in other elements of the course.) The aim is to gain an overview of the diversity of Nepal.</p>
Context 3.1 (b)	To understand Nepal's caste system	<p>Learners consider the origins of caste in Hinduism and how it became systemised in Nepal.</p> <p>What is the effect of caste in Nepal?</p> <p>Discussion based on an article on caste in Nepal.</p> <p>Note: <a href="http://www.telegraph.co.uk/news/worldnews/asia/nepal/10248100/As-long-as-Nepal-is-crippled-by-caste-it-shall-remain-an-economic-untouchable.html">http://www.telegraph.co.uk/news/worldnews/asia/nepal/10248100/As-long-as-Nepal-is-crippled-by-caste-it-shall-remain-an-economic-untouchable.html</a>. (This is a highly subjective opinion piece in a UK newspaper, generally considered to be politically conservative. It should provoke a lively discussion.)</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 3.1 (c)  <b>Key concept: Unity and diversity</b>	To understand ethnicity in Nepal	<p>Please see the note in Context 3.1 (a).</p> <p>Detailed study of Sherpa, Newar and Tharu. Learners need to consider each group for the following factors: origins, regions of Nepal, language, beliefs, way of life, customs. This could be approached by dividing the class into groups of three and asking each individual to research either Sherpa, Tharu or Newar. This could be set as homework. Each group would feed back so that each learner has a complete set of notes. <b>(I)</b> Alternatively, there may be individuals in the class who can talk about this aspect of the course from their own experience. Learners complete a chart to show the key features of each ethnic group:</p> <p><a href="http://www.asia-planet.net/nepal/museum.htm">http://www.asia-planet.net/nepal/museum.htm</a>  <a href="http://www.manang.com/nepal/general_information_about_nepal/people_nepal/major_ethnic_group.php">http://www.manang.com/nepal/general_information_about_nepal/people_nepal/major_ethnic_group.php</a> (more detailed). <b>(basic)</b></p> <p>Both are resources which could be useful for this activity but there are others. Depending on internet access, learners could find their own research sites as part of their homework.</p> <p>Learners should consider how their culture has been preserved to date, which customs are still practised and which are no longer practised and the reasons behind this. <b>(challenging)</b></p>



Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 3.1 (d)	<p>To gain knowledge of features of cultural life of Nepal including:</p> <ul style="list-style-type: none"> <li>• architecture</li> <li>• festivals</li> <li>• literature</li> <li>• film, theatre and television</li> </ul>	<p>Organise a carousel activity for learners to gain knowledge of key features of Nepal’s cultural life. Source materials should be provided for the four areas listed here. The learners spend 10–15 minutes on each section and make notes under the headings suggested below.</p> <ul style="list-style-type: none"> <li>• Festivals: Summarise details of key annual events such as festivals (local and national, religious and secular).</li> <li>• Architecture: Consider Nepal’s architectural heritage and modern movements in architecture (particularly poignant in view of the necessary rebuilding following the earthquake). Photographs for use with this activity are available online or through UNESCO: <a href="http://photobank.unesco.org/exec/index.htm">http://photobank.unesco.org/exec/index.htm</a></li> <li>• Literature: Read some extracts of Nepali literature (poetry and fiction). Who are the great Nepali literary figures in history and the modern day? What are the common themes of their writing?</li> <li>• Film, theatre and television: Watch a short clip from television or a film. What is the importance of the visual arts, including film, theatre and television in contemporary Nepal?</li> </ul> <p>Class discussion: How can the culture of Nepal be promoted?</p> <p>For homework learners could be required to select one area of culture for further research. They could be asked to read a Nepali novel, watch a Nepali film, visit a key building or describe (or take part in) a festival. (What they elect to do might vary depending on the time of year and local opportunities.) Learners could be given time over a school holiday to complete this project. They should present a summary of their research to contribute to a class display on Nepali cultural life. <b>(I)</b></p>
<b>Past and specimen examination papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## Cultural context 3.2 From inequality to inclusion

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 3.2 (a), (b)	To understand the effect of the 1856 legal code on Nepal's people	<p>Starter: Ask learners to consider the question 'How equal is Nepali society?' for two minutes and feed back their ideas to the class. Ask learners whether they think Nepali society is more equal now than it has been in the past.</p> <p>Teacher provides an extract of the Code and Codification of Peoples and asks learners to note down:</p> <ul style="list-style-type: none"> <li>• what they can learn from this extract about Nepali society in the 1850s</li> <li>• what the likely impact of these provisions would be on Nepali society.</li> </ul> <p>How is the code different from the current constitution? An extract of the constitution can be used.</p>
Context 3.2 (b)	To understand reasons for discrimination in Nepal	<p>Ask learners to note down what different types of discrimination they think exist in Nepal. Investigate why this discrimination has taken place, looking particularly at:</p> <ul style="list-style-type: none"> <li>• caste</li> <li>• language</li> <li>• religion</li> <li>• gender.</li> </ul> <p><a href="http://nepalitimes.com/article/from-nepali-press/muslim-hindu.2996">http://nepalitimes.com/article/from-nepali-press/muslim-hindu.2996</a> considers ways of improving relations between different religious groups in Nepal.</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 3.2 (c)	To understand the ways in which different organisations try to promote social inclusion in Nepal	<p>It is important that learners can give specific examples of how NGOs/INGOs are working to promote social inclusion. They are not expected to have exhaustive knowledge but should support points in exam answers with specific references.</p> <p>Starter: Learners consider projects local to them that have come about as the result of international donations and international non-governmental organisations (INGOs) and non-governmental organisations (NGOs) and feed these back to the class.</p> <p>Research activity: Learners consider the work of one INGO/NGO and feed back to the rest of the class on their chosen organisation, covering the following issues on a short fact card:</p> <ul style="list-style-type: none"> <li>• the name of the organisation</li> <li>• whether it is an NGO or an INGO</li> <li>• who is working within the group</li> <li>• who the group is working to help</li> <li>• how it is trying to do this</li> <li>• how effective it is at promoting social inclusion.</li> </ul> <p>Consider that such donations rarely come about without 'strings attached'.</p> <p>Use websites and printed material from international organisations at work in Nepal and examine the methods they use to promote inclusion and equality of marginalised people.</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 3.2 (d)  <b>Key concept: Unity and diversity</b>	To understand changes to the lives of women and Dalits in Nepal through case studies	<p>Learners need to understand how Nepali society is changing, the specific issues facing women and Dalits and whether society is becoming more inclusive for these groups.</p> <p>Learners could complete research-based activities on both groups or could produce a handout for the rest of the class on one of the groups.</p> <p>Issues to cover include the following:</p> <ul style="list-style-type: none"> <li>• What has been the traditional status of women/Dalits in Nepali society?</li> <li>• How are things changing in terms of education and employment opportunities for women/Dalits?</li> <li>• What issues still exist which restrict opportunities?</li> <li>• How much has the position of women/Dalits changed in recent times?</li> </ul> <p>Ask learners to work in pairs to prepare a response to the following question: ‘How equal is society in Nepal?’ One learner should develop an argument that society is equal (or becoming more so) while the other should argue that it is not equal (or still has issues to overcome). Feed back in class and consider these questions:</p> <ul style="list-style-type: none"> <li>• How much progress has Nepal made in terms of social inclusion?</li> <li>• Have some groups fared better than others (and, if so, which groups, how and why)?</li> <li>• In what ways could Nepal still be considered to be unequal?</li> <li>• How has the new constitution tried to address these issues?</li> </ul>
<b>Past and specimen examination papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## Economic context 4.1 Nepal's economy

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 4.1 (a)	To learn about the terminology of economics	<p>This topic provides opportunities to use graphs and charts to read and interpret data and to practise presenting data in the most appropriate way.</p> <p>Learners should become familiar with Nepal's basic economic indicators such as:</p> <ul style="list-style-type: none"> <li>• gross national product (GNP)</li> <li>• gross domestic product (GDP)</li> <li>• Human Development Index (HDI)</li> <li>• Multidimensional Poverty Index MPI</li> <li>• remittances</li> <li>• average earnings</li> <li>• inflation.</li> </ul> <p>This website has data on these: <a href="http://data.worldbank.org/country/nepal#cp_wdi">http://data.worldbank.org/country/nepal#cp_wdi</a></p> <p>Learners could also complete a chart to show:</p> <ul style="list-style-type: none"> <li>• what each of the indicators means</li> <li>• what Nepal's rating is in each of these indicators</li> <li>• how its performance compares with that of other nations.</li> </ul> <p>Alternatively, Geography or Economics textbooks could be used to give definitions of these terms and learners asked to research one indicator each to feed back in class.</p>
Context 4.1 (b)	To learn about the features of the dual economy	<p>Learners should be asked to refer back to their work in Context 1. Using their prior knowledge, they could create a mind map of links to show the different elements of Nepal's economy including:</p> <ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> <li>• land-based</li> <li>• cash.</li> </ul> <p>Class discussion: What does the mind map show about the state of Nepal's economy?</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 4.1 (c)	To learn about economic planning in Nepal	<p>Learners carry out research into the work of the National Planning Commission (NPC) and its role in the economic development of Nepal. They should be able to write a short summary on each of the following:</p> <ul style="list-style-type: none"> <li>• the role of the NPC</li> <li>• the national strategy for economic planning</li> <li>• the significance of foreign direct investment for Nepal</li> <li>• the importance of banking</li> <li>• the importance of remittances. (1)</li> </ul> <p>Learning resource: <a href="http://www.npc.gov.np/en">http://www.npc.gov.np/en</a></p>
Context 4.1 (d)	To learn about Nepal's regional and international trading relationships	<p>Learners complete a global map to show where Nepal's imports and exports come from and what is imported and exported. The following website has lists and visual resources which will be useful for this activity: <a href="http://atlas.media.mit.edu/en/profile/country/npl/">http://atlas.media.mit.edu/en/profile/country/npl/</a></p> <p>Learners should develop their understanding of trade agreements and organisations such as South Asian Free Trade Area (SAFTA) and Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC) and explore bilateral trade agreements with the US and EU. The following resources are helpful and it might be appropriate for learners to work in small groups to research an area each and then share their findings.</p> <ul style="list-style-type: none"> <li>• <a href="http://saarc-sec.org/areaofcooperation/detail.php?activity_id=5">http://saarc-sec.org/areaofcooperation/detail.php?activity_id=5</a></li> <li>• <a href="http://www.bimstec.org/">http://www.bimstec.org/</a></li> <li>• <a href="http://www.state.gov/r/pa/ei/bgn/5283.htm">http://www.state.gov/r/pa/ei/bgn/5283.htm</a></li> <li>• <a href="http://www.eeas.europa.eu/delegations/nepal/eu_nepal/political_relations/agreement/index_en.htm">http://www.eeas.europa.eu/delegations/nepal/eu_nepal/political_relations/agreement/index_en.htm</a></li> </ul>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 4.1 (e)	To learn about Nepal's system of taxation	<p>Learners construct a table of the different types and rates of taxes in Nepal. <b>(basic)</b> The following webpage gives this information: <a href="http://www.doingbusiness.org/data/exploreeconomies/nepal/paying-taxes/">http://www.doingbusiness.org/data/exploreeconomies/nepal/paying-taxes/</a></p> <p>Learners could calculate the amount of taxes due in different scenarios given by the teacher. <b>(challenging)</b></p> <p>They consider whether the system of taxation in Nepal is fair or not and suggest ways to improve the effectiveness of tax collection.</p> <p>The following article raises some issues about this topic and could be useful for background reading as it looks at issues around tax evasion, tax planning and tax avoidance: <a href="http://www.nepaltax.com.np/?p=423">http://www.nepaltax.com.np/?p=423</a></p>
Context 4.1 (f) <b>Key concept: Development and sustainability</b>	To reflect on the role of India and China in Nepal's economic development	<p>Teacher led – discuss the advantages and disadvantages for Nepal of pegging its currency to India's or China's currency.</p> <p>Learners investigate China's and India's economic investments in Nepal, including joint venture companies. Refer back to Context 2.2 (a), which considers water rights as an issue between India and Nepal.</p> <p>Learning resources: Teachers might be aware of local examples of Indian or Chinese investment, which the learners could investigate in a practical way. Benefits might be seen in increased levels of employment and employability as well as wealth.</p>
<b>Past and specimen examination papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a> <i>Question 3 (c) Specimen Paper</i>		

## Economic context 4.2 Economic and social development

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 4.2 (a)	To understand the effects of economic liberalisation on Nepal	<p>Learners should develop their understanding of the terms privatisation, globalisation, free trade and microcredit and what they mean for Nepal. Learners should consider the opportunities that privatisation and microcredit provide for entrepreneurs and how they can be used to help individuals and communities out of poverty. There are numerous case studies of the impact of microcredit on NGO websites.</p> <p>Learning resources:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.unesco.org/education/tlsf/docs/module_18.doc">www.unesco.org/education/tlsf/docs/module_18.doc</a> provides a readable explanation of globalisation.</li> <li>• <a href="http://www.np.undp.org/content/nepal/en/home/ourwork/povertyreduction/successstories/successful-entrepreneur-savitri-devi-chaudhary.html">http://www.np.undp.org/content/nepal/en/home/ourwork/povertyreduction/successstories/successful-entrepreneur-savitri-devi-chaudhary.html</a></li> </ul>
Context 4.2 (b)  <b>Key concept: Development and sustainability</b>	To understand the effect of foreign aid on Nepal's economy	<p><a href="http://un.org.np/sites/default/files/headlines/pds_media_release_english_12_jan_2011.pdf">http://un.org.np/sites/default/files/headlines/pds_media_release_english_12_jan_2011.pdf</a> (<b>challenging</b>)</p> <p>Foreign aid comes to Nepal directly from governments or through NGOs. Learners should consider the effects of government reliance on foreign aid to meet the needs of its people.</p> <p>Learners carry out research in groups on NGOs which work in one specific area – e.g. forest management, education or infrastructure – and note how their work impacts Nepal.</p> <p>Learning resource: <a href="https://www.actionaid.org.uk/sites/default/files/doc_lib/real_aid_3.pdf">https://www.actionaid.org.uk/sites/default/files/doc_lib/real_aid_3.pdf</a> contains a good analysis of aid dependency and how to avoid it.</p>



Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 4.2 (e)  <b>Key concept: Development and sustainability</b>	To consider how Nepal's healthcare system can be improved	<p>Learners carry out research into Nepal's healthcare system and make a chart of the most common illnesses and causes of mortality. Sources could include:  <a href="http://dohs.gov.np/publications/">http://dohs.gov.np/publications/</a>  <a href="http://www.mohp.gov.np/index.php/publication-1/policy#">http://www.mohp.gov.np/index.php/publication-1/policy#</a> <b>(basic)</b></p> <p>Learners utilise their personal experience to explore differences in health and health care access/availability between rural and urban areas, different regions and different ethnic/social groups. <b>(basic)</b></p> <p>Examine the role of NGOs in supporting the healthcare system in Nepal and explore the link between healthcare and economic well-being.</p> <p>Learners consider whether there are any simple steps that can be taken to improve the general health of Nepali people.</p>
Context 4.2 (d)	To consider how literacy rates can be improved in Nepal	<p>Learners carry out an investigation into the school system and assess the impact of recent government reforms.</p> <p>This website has statistics on literacy rates, primary school attendance etc.:  <a href="http://www.unicef.org/infobycountry/nepal_nepal_statistics.html">http://www.unicef.org/infobycountry/nepal_nepal_statistics.html</a></p> <p>Examine the role of NGOs in supporting the education system in Nepal and evaluate the role of education in improving the nation's health and economic wealth.</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Context 4.2 (c)  <b>Key concept: Development and sustainability</b>	To explore the economic benefits of tourism in Nepal	<p>It is important that learners have some specific facts to support their answers about tourism. The following website gives a breakdown of income per tourist: <a href="http://www.tourismdepartment.gov.np/tourism-statistics">http://www.tourismdepartment.gov.np/tourism-statistics</a>. It also contains comparative data to show the development of tourism over time (also use <a href="http://www.tourism.gov.np/images/download/Nepal_Tourism_Statistics_2014_Integrated.pdf">http://www.tourism.gov.np/images/download/Nepal_Tourism_Statistics_2014_Integrated.pdf</a>). The reports are long and detailed but there are lots of charts which could be used in isolation. Learners could design and complete a chart showing the numbers of tourists, where they come from, what activities they pursue, which attractions they visit and how much money they spend. <b>(basic)</b></p> <p>Learners develop case studies, based on their personal experience and research, on the impact of tourism and its sustainability. Learners could consider examples such as:</p> <ul style="list-style-type: none"> <li>• the Khumbu area and the Everest ‘toilet paper trail’</li> <li>• Pokhara’s development as a tourism destination</li> <li>• eco-tourism in Chitwan National Park etc. <b>(challenging)</b></li> </ul> <p>Learners write a response to the question ‘What are the economic benefits of tourism in Nepal?’ <b>(F)</b>, ensuring that they identify three benefits and discuss each in a separate paragraph, supporting their points with examples.</p>
<b>Past and specimen examination papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## Issues in Contemporary Nepal: Key Issue 1 How are Nepal's environments managed?

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
Impacts of climate change Conservation of biodiversity National parks and wildlife reserves Threats to conservation	To consider what the main challenges are to the environment in Nepal	<p>Ask learners to recap on their knowledge from Context 1 and note down what they consider to be the main challenges to the environment in Nepal. <b>(I)</b></p> <p>Individuals should then share their ideas in pairs or small groups and try to decide which of the challenges they have listed is most important or will be most difficult for Nepal to manage. A card sorting activity could be appropriate here. Each card has a different challenge and learners are asked to put them in order of importance and explain their choice.</p> <p>Learners write a response to the question 'What is the main challenge to the environment in Nepal?' <b>(F)</b> and share their thoughts with the rest of the class.</p>
<b>Key concept: Development and sustainability</b>	To understand what is being done to manage Nepal's environment	<p><a href="http://www.np.undp.org/content/nepal/en/home/operations/projects/environment_and_energy.html">http://www.np.undp.org/content/nepal/en/home/operations/projects/environment_and_energy.html</a> gives links to projects which are being undertaken to address specific issues in managing Nepal's environment.</p> <p>Learners could look at this to gain an understanding of the range and extent of projects which are taking place.</p>
	To consider the conflicts of interest over the environment	<p>Learners should recap on their knowledge gained throughout the course and reflect on where there are conflicts of interest over the environment. These might include:</p> <ul style="list-style-type: none"> <li>• tourism versus environmental management</li> <li>• agricultural practices versus wildlife preservation</li> <li>• industrial development versus resource depletion</li> <li>• urbanisation versus environmental management (pollution).</li> </ul>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
	To consider the success of environmental management in Nepal	<p>Ask learners to read this short article about forest management in Nepal: <a href="http://www.unep.org/pdf/GreenEconomy_SuccessStories.pdf">http://www.unep.org/pdf/GreenEconomy_SuccessStories.pdf</a></p> <p>In order to develop specific examples, they should make a note of:</p> <ul style="list-style-type: none"> <li>• what this project involved</li> <li>• what it aimed to do</li> <li>• why it was successful</li> <li>• what can be learned from this article about the likely degree of success of other environmental management issues in Nepal.</li> </ul> <p>Learners could be asked to research one other issue as a comparison with this. Ideally this will look at a different area from forest management. (I)</p>
<b>Past and specimen examination papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## Issues in Contemporary Nepal: Key Issue 2 How is Nepal's population changing?

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
<p>Changing household structure</p> <p>Children working</p> <p>Changing patterns of work for women</p> <p>Family planning and primary health initiatives</p> <p>Push and pull factors in migration</p> <p><b>Key concept:</b> A case study of Nepalis abroad (Gurkhas in UK/Nepalis in India) Role of NRN and dual citizenship</p> <p><b>Key concept:</b> <b>Continuity and change</b></p>	<p>To understand the dynamics of population change in Nepal</p>	<p>Ask learners to recap on what they learned in Context 1.3 (b) by considering what the main features of population change are in Nepal.</p> <p>Using their prior learning learners complete a diagram to show how the following factors are causing household structure to change in Nepal:</p> <ul style="list-style-type: none"> <li>• social factors</li> <li>• economic factors</li> <li>• environmental factors</li> <li>• political factors</li> <li>• changing attitudes</li> <li>• modern technology.</li> </ul> <p>Ask learners to consider the reasons for, and impacts of, primary healthcare initiatives. The following resource gives a short account of the main issues and policies: <a href="http://www.ncbi.nlm.nih.gov/books/NBK316266/">http://www.ncbi.nlm.nih.gov/books/NBK316266/</a> Learners answer the following question from the specimen paper: "Primary healthcare initiatives in Nepal cause as many problems as they solve." How far do you agree? Answer with reference to examples.' (F)</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
	To understand the causes and consequences of Nepal's changing population	<p>The activity below could be done in small groups or by individuals. <b>(I)</b></p> <p>Plan an essay in response to the question 'Outline the main causes of population change in Nepal'. If working in groups, each individual is given a paragraph to be responsible for, e.g. healthcare, infant mortality, life expectancy, family planning, changing employment patterns. First they work on their own to explain how the factor they have been given has contributed to changing population patterns in Nepal. If the class is large enough for more than one group, the individuals could compare notes with classmates who are addressing the same factor before coming back to their original group to contribute their paragraph. The group should note the themes and details for each paragraph and also consider the order in which the issues should be addressed.</p> <p>Class discussion: How is population change likely to affect Nepal? Consider the impact on the economy, society, resources and infrastructure. Ask learners to consider one of the following hypotheses:</p> <ul style="list-style-type: none"> <li>• Population change will have a negative effect on the economy.</li> <li>• Population change will mean that more people go to work abroad.</li> <li>• Population change will mean that Nepal (and Nepalis) become more wealthy.</li> </ul> <p>What case can be made for and against each of these statements?</p> <p>For homework learners could write up the essay they planned as a group <b>(F)</b>, which should be marked by the teacher using the mark scheme in the specimen paper. Feed back to learners the strengths and weaknesses of their responses.</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
	To consider what the social and economic impacts of migration are for Nepal	<p>Review learning from Context 1.3 with a mind map of push and pull factors influencing migration within and out of Nepal. Learners should prepare an answer to Question 1 (c) or 4 (a) in the specimen paper for 8024. Emphasise the need for the use of specific examples to support the points made. <b>(F)</b></p> <p>Learners could assess their own/each other's responses using the marking guide in the specimen paper.</p> <p>Ask learners to read one of the following articles in preparation for a class discussion:  <a href="http://www.unwomen.org/en/news/stories/2015/9/nepal-post-earthquake-migration">http://www.unwomen.org/en/news/stories/2015/9/nepal-post-earthquake-migration</a>  or <a href="http://www.business-standard.com/article/primer-friendly-version?article_id=115082300358_1">http://www.business-standard.com/article/primer-friendly-version?article_id=115082300358_1</a> (the print version removes the adverts from the webpage).</p> <p>Discuss the following issues:</p> <ul style="list-style-type: none"> <li>• How has the 2015 earthquake increased the likelihood of migration and what risks may be associated with this?</li> <li>• What impact has migration had on recovery from the earthquake?</li> </ul>
<b>Past and specimen examination papers</b>		
<p>Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a></p> <p><i>Question 1 (c) Specimen Paper</i>  <i>Question 4 (a) Specimen Paper</i></p>		

## Issues in Contemporary Nepal: Key Issue 3 How sustainable is economic development in Nepal?

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
<p>The concept of sustainable development</p> <p>Sustainability and tourism</p> <p>Sustainability and urban growth and issues of pollution and waste management</p> <p>Role of multinationals</p> <p>Sustainability and IT</p> <p><b>Key concept: Development and sustainability</b></p>	<p>To understand why sustainability is important</p>	<p><a href="http://un.org.np/thematicareas/sdg">http://un.org.np/thematicareas/sdg</a> covers the 17 sustainable development goals (SDGs) agreed by UN member nations. Using the graphic from the first page (showing the SDG areas) make a card sorting activity. Learners are given an envelope with each of the 17 areas on a separate card. In groups they decide which of the SDGs are most important, most likely to be achieved, present the greatest difficulties for Nepal, consider how goals are linked to each other etc. Discuss the different solutions which each group reaches. Are similar issues coming out on top? What can be learned from this activity about sustainable development?</p> <p>The website above also gives details on each of the goals and Nepal's targets in each year between 2015 and 2030. The level of detail shown is not needed but the teacher may select one or two pages from areas on the syllabus which have had less coverage.</p> <p>Ask learners to write a detailed plan to answer Question 5 (a) on the specimen paper: 'Describe what is meant by sustainable economic development and explain why sustainability is important for Nepal.' Plans should include an outline of each paragraph, dealing with one issue in each paragraph and using specific examples to support the points made. <b>(F)</b></p>



Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
	To consider how sustainable tourism is in Nepal	<p>Does the tourist industry help or hinder the conservation and management of the areas shown on this website: <a href="http://www.welcomenepal.com/">http://www.welcomenepal.com/</a>? What issues might deter tourists from visiting these areas?</p> <ul style="list-style-type: none"> <li>• Can tourism help in the management of Nepal's environments?</li> <li>• Can tourism contribute to sustainable development?</li> <li>• Should Nepal do more to attract tourists from other Asian countries?</li> <li>• How can information technology help Nepal to develop sustainably?</li> </ul> <p>Learning resources:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.rgs.org/NR/rdonlyres/75AD6C2D-B268-43A6-B5C1-C3EE440E09FA/0/F3tourismfactsheet.pdf">http://www.rgs.org/NR/rdonlyres/75AD6C2D-B268-43A6-B5C1-C3EE440E09FA/0/F3tourismfactsheet.pdf</a></li> <li>• Refer to Nepal's tourist information website and those of tour operators.</li> </ul> <p>Ask learners to prepare a plan for a response to Question 5 (b) on the specimen paper: 'With the help of one or more examples, assess the extent to which tourism in Nepal is truly sustainable.' <b>(F)</b></p>
	To consider what can be done to make urban growth more sustainable	<p>Identify the issues of urban growth and sustainability such as electricity, transport, water, pollution and waste management in Kathmandu or another industrial town. <b>(basic)</b></p> <p>Each group could investigate the causes and effects, efforts to manage the problem, and success in terms of sustainability of the issue they have selected.</p> <p>Findings could be shared in poster work/presentations. <b>(challenging)</b></p> <p>Learning resources:</p> <ul style="list-style-type: none"> <li>• information available in news media and via the internet</li> <li>• government data.</li> </ul>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
	To consider how sustainable economic liberalisation is	<p>This short article looks at economic liberalisation in Nepal and India: <a href="http://saneinetwork.net/Files/05_12.pdf">http://saneinetwork.net/Files/05_12.pdf</a>. Ask learners to read this and identify the changes which have taken place to liberalise the economy in Nepal. They could then research how far Nepal's economy has liberalised in terms of:</p> <ul style="list-style-type: none"> <li>• changes in taxation for corporations and individuals</li> <li>• changes in investment in business in Nepal</li> <li>• changes to trade (imports and exports)</li> <li>• changes in labour markers in Nepal.</li> </ul> <p>Class discussion: Can Nepal sustain economic liberalisation? What threats and opportunities does economic liberalisation present? The class could note their findings on a SWOT analysis table.</p>
	To understand the links between ICT and sustainable development	<p>Learners complete a mind map to show all the different ways IT can be used to benefit Nepal from their learning in earlier parts of the course.</p> <p>Ask learners to look at this website and consider the ways in which this organisation aims to use IT to encourage sustainability: <a href="http://www.sustainablenepal.com/">http://www.sustainablenepal.com/</a>. Add the ideas to the mind map.</p>
<b>Past and specimen examination papers</b>		
<p>Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>  <i>Questions 5 (a) and 5 (b) Specimen Paper</i></p>		

## Issues in Contemporary Nepal: Key Issue 4 How are Nepal's cultures changing?

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
<p>To understand threats to culture from social and economic change</p> <p>Traditional cultural practices</p> <p>Intangible heritage</p> <p>Tangible heritage</p> <p>Safeguarding culture</p> <p>Culture and the digital age</p> <p><b>Key concept: Unity and diversity</b></p>	<p>To understand the risks to Nepal's cultural traditions</p>	<p>Learners watch this short film clip (six minutes) about the impact of the 2015 earthquake on Nepal's cultural heritage: <a href="http://www.pbs.org/newshour/bb/destruction-nepals-temples-puts-spiritual-culture-risk/">http://www.pbs.org/newshour/bb/destruction-nepals-temples-puts-spiritual-culture-risk/</a>. They note down the ways in which the earthquake has threatened Nepal's cultural tradition. (Alternatively the website gives a transcript of the report.)</p> <p>Ask learners to complete a chart to show how other issues could present a risk to cultural tradition and how these risks might be addressed:</p> <ul style="list-style-type: none"> <li>• internet</li> <li>• tourism</li> <li>• travel/migration abroad</li> <li>• migration within Nepal</li> <li>• urbanisation</li> <li>• natural hazards.</li> </ul> <p>This could be completed by individuals <b>(I)</b> or by learners working in small groups on one of the issues. Ask the class to consider whether some of these issues could also be seen as an opportunity to preserve tradition.</p> <p>Learners prepare a response to a Section B type question: 'Outline the risks to Nepal's cultural tradition and explain how these risks might be addressed.' <b>(F)</b></p>
	<p>To understand how can cultures be safeguarded</p>	<p>Ask learners to read the following article in preparation for the lesson: <a href="http://nepalitimes.com/news.php?id=18013#.Vxy7UzArKUK">http://nepalitimes.com/news.php?id=18013#.Vxy7UzArKUK</a>. How can culture be safeguarded? Who should be responsible for safeguarding culture? Ask learners to consider the role of each of the following:</p> <ul style="list-style-type: none"> <li>• UNESCO</li> <li>• Nepali government</li> <li>• Nepali people</li> <li>• tourists/tourism operators</li> <li>• NGOs/INGOs.</li> </ul>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
	To understand the impacts of modernisation on culture	<p>These themes should be explored in discussion:</p> <ul style="list-style-type: none"> <li>• How can the need for change to improve economic output be balanced against continuing cultural practices that hamper economic well-being?</li> <li>• Can technology be used to preserve language, traditional knowledge and oral tradition?</li> <li>• Is it reasonable to devote time, energy and money to the upkeep of heritage sites? Now that so many have been damaged or destroyed by the earthquake, should time, energy and money be spent on repairing them?</li> <li>• How effective are education and legislation in safeguarding Nepal's culture?</li> </ul> <p>Learning resources:</p> <ul style="list-style-type: none"> <li>• Learners might be sufficiently confident to explore these themes through questioning alone, but might also benefit from stimulus material provided by the teacher.</li> <li>• <a href="http://www.unesco.org/new/en/kathmandu/about-this-office/single-view/news/renewed_commitment_to_safeguard_nepals_intangible_cultural_heritage/#.Vx2l6DArKUm">http://www.unesco.org/new/en/kathmandu/about-this-office/single-view/news/renewed_commitment_to_safeguard_nepals_intangible_cultural_heritage/#.Vx2l6DArKUm</a></li> </ul>
<b>Past and specimen examination papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>		

## Issues in Contemporary Nepal: Key Issue 5 What political challenges does Nepal face?

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
<p>Development of agriculture and unemployment</p> <p>Inflation and urbanisation</p> <p>Post-conflict reconstruction: building a sustainable peace</p> <p>The impact of the Maoist-State conflict on social and political life</p> <p>Threats to stability and governance</p> <p>Constitutional reform and restructuring</p> <p>Role of Nepal in an emerging Asia</p> <p>Access to and exploitation of natural resources</p>	<p>To understand the issues facing Nepal in domestic politics</p>	<p>Starter: Ask learners to write down issues they have learned about already in the course which pose a challenge in terms of domestic politics in Nepal.</p> <p>Responses may include the following (although learners may also come up with other ideas which can be added):</p> <ul style="list-style-type: none"> <li>• unemployment and underemployment</li> <li>• social inclusion</li> <li>• the framing of the new constitution</li> <li>• dealing with the impact of the Maoist-State conflict</li> <li>• economic uncertainty</li> <li>• reconstruction following the earthquake in 2015</li> <li>• political apathy</li> <li>• agricultural policy.</li> </ul> <p>In each category learners should note why this feature/factor represents a challenge to Nepal.</p> <p>The following websites have information which learners could use to build up their notes with specific examples if required:</p> <ul style="list-style-type: none"> <li>• <a href="http://un.org.np/oneun/undaf/unemployed">http://un.org.np/oneun/undaf/unemployed</a> also has links to Nepal’s Program on Youth Employment.</li> <li>• <a href="http://www.bbc.co.uk/news/world-asia-34280015">http://www.bbc.co.uk/news/world-asia-34280015</a> – ask learners to read this article and summarise the reasons it gives for the controversial nature of the 2015 constitution.</li> <li>• <a href="http://www.bbc.co.uk/programmes/p03r2q4h">http://www.bbc.co.uk/programmes/p03r2q4h</a> – the last section of this podcast includes information about how people in Nepal can hold the government to account.</li> <li>• <a href="http://nepalitimes.com/article/from-nepali-press/a-crisis-of-leadership,2847">http://nepalitimes.com/article/from-nepali-press/a-crisis-of-leadership,2847</a> considers issues around Nepal’s constitution and progress.</li> </ul> <p>For homework, learners prepare a response to Question 6 (a) on the specimen paper (F). This could be written up without the use of notes in timed conditions for exam practice. They could then assess each other’s work using the sample mark scheme for Section B part (a) questions and have teacher feedback on the strengths of their work and areas for improvement.</p>

Syllabus ref. and Key concepts	Learning objectives	Suggested teaching activities
<b>Key concept: Continuity and change</b>	To understand Nepal's main aims in international politics	<p>This activity could be used as a revision/recap exercise. Ask learners to reflect on Nepal's aims in international relations. They could make a mind map to show these.</p> <p>Learners are given a blank world map and asked to mark on it where Nepal's main interests in international politics lie. They could colour code the links to show the different types of relationship Nepal has with foreign powers. These might include:</p> <ul style="list-style-type: none"> <li>• regional trade agreements</li> <li>• partners in regional organisations (BIMSTEC and SAARC)</li> <li>• links to the UN/WTO</li> <li>• bilateral trade agreements</li> <li>• main contributors in terms of aid and development support.</li> </ul> <p>Ask learners to reflect on how Nepal's foreign relations have changed over time and developed in recent years.</p>
	To understand how Nepal's relationships with India and China are changing	<p>This is one example of an article which looks at the ways in which Nepal's relationships with India and China are changing: <a href="http://nepalitimes.com/article/from-nepali-press/KP-Oli-in-China,2936">http://nepalitimes.com/article/from-nepali-press/KP-Oli-in-China,2936</a>. It would also be interesting for learners to consider how this has been portrayed in the Indian and Chinese press.</p> <p>Learners plan a response to Question 6 (b) on the specimen paper (F). This could be completed in timed conditions and be teacher/peer assessed.</p>
<b>Past and specimen examination papers</b>		
<p>Past/specimen papers and mark schemes are available to download at <a href="https://teachers.cie.org.uk">https://teachers.cie.org.uk</a>  <i>Questions 6 (a) and (b) Specimen Paper</i></p>		

In order to help us develop the highest quality Curriculum Support resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of Cambridge Curriculum Support resources are very important to us.

<https://www.surveymonkey.co.uk/r/GL6ZNJB>

Do you want to become a Cambridge consultant and help us develop support materials?

Please follow the link below to register your interest.

<http://www.cie.org.uk/cambridge-for/teachers/teacherconsultants/>