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India Matters



**Cambridge IGCSE India Studies Newsletter 4
December 2009**

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

India Matters is published every other month and emailed to every contact address we have in each Pilot Centre. All Cambridge IGCSE 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 Bandra Worli Sea Link Bridge, Mumbai under construction. The bridge opened in June 2009.]

India Studies ahead of the field

"I'm calling on our nation's governors and state education chiefs to develop standards and assessments [that measure] 21st century skills like problem-solving and critical thinking."
(President Obama, 3 October 2009)

As you know, that is exactly what Cambridge IGCSE India Studies does.

Draft specimen question papers: final call for feedback

Earlier editions of *India Matters* have called for feedback on the published draft specimen papers. Every response has indicated that teachers are happy with their approach and their style. If you have any final thoughts, please let Martin Jones know via international@cie.org.uk before **31 December 2009**. We need agreed specimen papers to guide setting of the real papers for 2011.

Pilot Group 2 teaching groups: Make your choices

We have already suggested that schools teach in a coordinated plan to maximise assistance and support for classroom teachers. Several schools would always be teaching the same Paper 1 theme at any given time so could share classroom experiences and support each other with advice and materials. The expertise gained by each sub-group would then be available to everyone else:

Theme 1	Theme 2	Theme 3	Theme 4
Sub-group A	Sub-group B	Sub-group C	Sub-group D
Sub-group B	Sub-group C	Sub-group D	Sub-group A
Sub-group C	Sub-group D	Sub-group A	Sub-group B
Sub-group D	Sub-group A	Sub-group B	Sub-group C

We are now organising Group 2 schools - those that will enter their first examination candidates in May 2012. If you have a preference about the order in which you want to teach the four Paper 1 Themes, please let Martin Jones know via international@cie.org.uk by **31 January 2010**.

Pilot Group 1: CIE moderation of end of first year examination – Last chance

In *India Matters 3* we offered Pilot Group 1 schools the opportunity of direct feedback from CIE mid-way through the course. We will moderate your marked 2009/2010 examination and send you a group report on the performance. If you would like to take up this offer, please let Martin Jones know via international@cie.org.uk before **31 December 2009**, indicating the likely date of your exam and the number of candidates.

Paper 3 topics for May 2012: Your advice please

We need to discuss and settle the Research Portfolio topics for the May 2012 examination. The following have already been suggested:

- Sport – examining the benefits to India of hosting the 2020 Olympics.
- Elephant conservation – examining the threats to the survival of the Indian elephant.
- India in film – examining the portrayal of communal relations.

For this, *Mr and Mrs Iyer* (2002, directed by Aparna Sen) has been suggested as the single film that we identify for possible study.

Please let us know what you think of each of these proposals, and the suitability of *Mr and Mrs Iyer* for use by students.

Equally, if you have other ideas for possible topics, please send them to Martin Jones via international@cie.org.uk so they can be sent out for consultation among all Pilot schools.

A virtual village

Teachers of Cambridge IGCSE India Studies should look at <http://virtualvillage.wesleyan.edu/> which offers a valuable teaching resource for the syllabus.

Created by Wesleyan University, Connecticut, USA, this website “allows students to explore the worlds of Arampur, a village in Bihar ... The central feature allows students to 'roam' within the village. Hotspots allow users to enter buildings, examine objects and 'interview' residents. As they roam, students can observe how communities express their identities and see how individuals may belong to many communities simultaneously.”

The site includes a variety of material directly relevant to the syllabus, including:

- Topics on society, agriculture, economics, gender, education.
- “My Life”: documentary photographs taken by 5 residents.
- Interviews: annotated transcripts of 34 interviews with residents.
- Glossary.
- Teaching materials.

The videos use Quicktime Player (Mac and PC) while the map and audio interviews use Flash Player (Mac and PC).

If you used this website when teaching “Economic development” (Paper 1), “Social and cultural development” (Paper 1) and “How might India develop programmes to improve human development” (Paper 2), repeated virtual visits to Arampur would help your students to develop a greater familiarity with and understanding of issues facing contemporary rural India.

Using ICT in the classroom: creating a Cambridge IGCSE India Studies website

How about creating your school's own India Studies website? You could do this with your students, and use it together for teaching and study. You could also use it to showcase work created during the course and raise the profile of the subject in your school. A guide explaining how to do this is at <http://www.schoolshistory.com/creatingawebsite/>

You could discuss with your class what would be needed for your site (don't forget to allow space for its development so it remains a useful and manageable resource for you and your students).

For guidance on how to plan a website, see

<http://schoolshistory.org.uk/shp/Creating%20an%20effective%20history%20departmental%20website.doc> This is a guide written by a group of history teachers who did this with their own pupils, but the issues and principles apply to any subject.

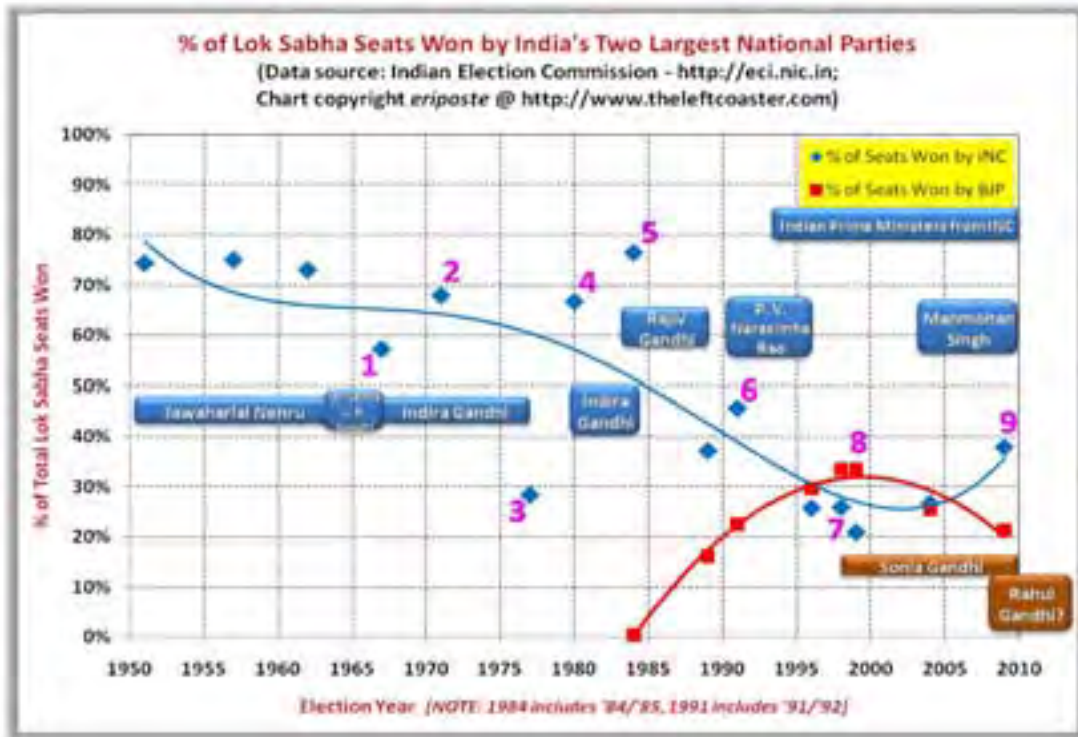
You don't need expensive or complicated equipment or software to create a website. The guide at the first URL here tells you how to do this using Microsoft Word. Alternatively, you can make use of free hosting services that provide you with a website and simple templates allowing for quick and easy content creation and management, e.g. WordPress <http://wordpress.org/>

Resources lists (4th edition)

A new edition has been posted to the eDiscussion Forum. Items have been added for every theme and case study, but please note in particular the new groups of URLs for Paper 1 on economic development, social issues and relations with China.

Appendix 1: visual resource bank - Paper 1 Theme 1

In this issue, we offer a series of visuals on the 2009 general election. These might be of value when considering with your class aspects of Paper 1 Theme 1 ('Sustaining Indian democracy').



Varying support for the large nationwide parties in recent decades



Party-political campaign graffiti in West Bengal



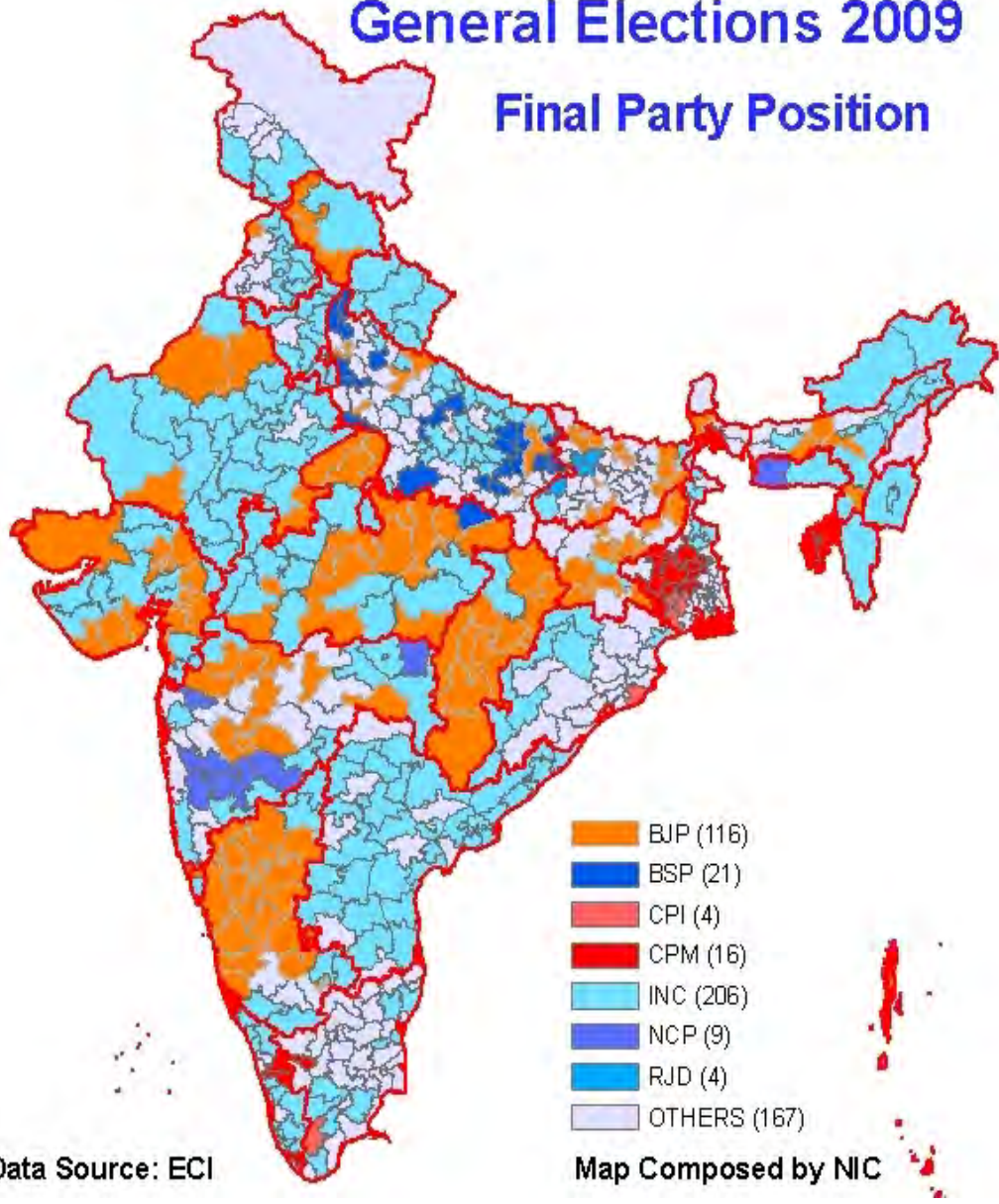
Checking voter identity



Security at a polling station in Silchar

General Elections 2009

Final Party Position



Data Source: ECI

Map Composed by NIC