

# Syllabus

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Cambridge IGCSE India Studies

Syllabus code 0447

**Pilot syllabus** for examination in June 2013

Centres wishing to take part in the Pilot scheme are invited  
to apply to CIE, quoting Syllabus 0447 as their reference.  
[international@cie.org.uk](mailto:international@cie.org.uk)



UNIVERSITY *of* CAMBRIDGE  
International Examinations



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This syllabus was devised in active collaboration with teachers in India. CIE is most grateful to Utpal Shanghvi School in Mumbai, Ebenezer International School in Bangalore and DPS International School in Delhi for hosting the initial consultation meetings in October 2007. CIE also acknowledges the friendly support of the Central Board of Secondary Education in Delhi during the development of this syllabus.

# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

### Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition).

### Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers).

### Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

### Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

# 1. Introduction

## 1.2 Why choose Cambridge IGCSE India Studies?

Cambridge IGCSE India Studies is accepted by universities and employers as proof of knowledge and understanding.

IGCSE India Studies offers the opportunity to understand the emergence of contemporary India and the achievements, challenges and opportunities facing the nation that is the world's largest democracy and will be one of the great powers of the 21st century. The syllabus builds on existing good practice in international education and current thinking in area studies to provide a lively and innovative trans-disciplinary course. IGCSE India Studies draws on a range of disciplines to offer enquiry into and reflection on the challenges and opportunities facing India today. In the process, IGCSE India Studies also promotes the development of those skills and ways of thinking that active citizens of the future will need.

Significant features of the syllabus are:

- a strong core studied by all
- a choice of topics enabling Centres and candidates to develop their own interests
- an enquiry-based approach with a strong focus on developing thinking and reasoning skills of great value in further study at school and university as well as in employment
- a programme that reaches beyond what a traditional examination course can measure: learning how to plan and undertake a specific research project.

This course will be of interest to anyone anywhere wanting to understand the contemporary world. The 21st century shows every sign of being India's century.

## 1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. India Studies (0447) falls into Group II, Humanities and Social Sciences.

Learn more about ICE at [www.cie.org.uk/qualifications/academic/middlesec/ice](http://www.cie.org.uk/qualifications/academic/middlesec/ice).

# 1. Introduction

## 1.4 How can I find out more?

### If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

## 2. Assessment at a glance

### Cambridge IGCSE India Studies Syllabus code 0447

All candidates take:	Marks	Weighting
<p><b>Paper 1 Core themes</b> (2 hours)</p> <p>Written examination on the compulsory core. Four questions, each with several sub-parts. Candidates answer any <b>three</b> questions. At least <b>three</b> themes will be tested and questions may be cross-thematic. Answers are written on the Question Paper.</p>	75	45%
<b>and:</b>	<b>Marks</b>	<b>Weighting</b>
<p><b>Paper 2 Case studies</b> (1 hour 45 mins)</p> <p>Written examination with a particular focus on problem solving (AO2). Three questions will be set, each with several sub-parts. Candidates answer <b>one</b> question from two in Section A and the <b>one</b> question in Section B. Each question will focus on a different case study and may be cross-thematic. Section A questions may be prefaced by a short resource (e.g. diagram or picture or text or statistics) to help candidates adopt a broad focus. For Section B, candidates will be supplied with a one or two-page INSERT containing unseen resources to be used in answering the questions.</p>	60	35%
<b>and:</b>	<b>Marks</b>	<b>Weighting</b>
<p><b>Paper 3 Research portfolio</b> (1 hour)</p> <p>Each candidate prepares a portfolio researching <b>one</b> question chosen from the list published annually by CIE. A portfolio consists of an investigation (20 marks) and a report (10 marks). Sets of questions will be developed in consultation with teachers and their provision by CIE ensures that portfolios may meet the assessment criteria and access the full mark range. Each list will be published one year ahead. Preparatory research must be carried out under the supervision of a teacher using formal class time. The investigation itself must be written up in 1 hour, under controlled conditions, during which time candidates may have access to their notes and books. Portfolios must be submitted to CIE by 30 April.</p>	30	20%

Alterations in the syllabus are indicated by black vertical lines on either side of the text.

# 2. Assessment at a glance

## Notes:

1. There are no tiers. All candidates are eligible for the award of all grades (A\*–G).
2. All three papers are externally assessed.

## Teaching time:

Many schools allocate around 170 teaching hours per subject for an IGCSE. Each theme in Paper 1 and each case study in Paper 2 is designed to be taught in about half a term. The research portfolio for Paper 3 is also designed to take about two-thirds of a term.

These time allocations reflect the weighting of each component.

## Availability

This syllabus is examined in the May/June examination session.

This syllabus is not available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website [www.cie.org.uk](http://www.cie.org.uk) for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus.



# 3. Syllabus aims and objectives

## 3.1 Aims

The aims listed below are not in order of priority, and not all aims will be assessed in the examinations.

The aims are to encourage and develop:

Ends (understandings)

- awareness of a range of issues affecting and influencing emerging India – viewed from personal, local, national and global perspectives – and of connections between them;
- insights into the nature of those issues and their impact (current and potential) on India;
- an understanding of the dynamics of change in India, and of constraints limiting change/development over the coming decades;
- an informed personal response to India and its significance.

Means (habits of mind)

- a critical, enquiring, analytical and evaluative approach to study;
- the disposition to seek clarity of understanding and explanation;
- the dispositions of investigation, evaluation and reflection to make possible:
  - (a) engagement with and interpretation of a body of evidence (observations, data, ideas, ideals, practices) gathered from various media
  - (b) the recognition of alternatives
  - (c) the drawing of reasoned inferences, suggestions and conclusions
  - (d) the organisation and presentation of findings;
- a personal viewpoint in relation to the issues studied.

In focusing on skills and competencies, IGCSE India Studies will encourage candidates to be creative, innovative, enterprising and independent. In showing candidates how to learn, this course will contribute to the preparation of confident individuals and responsible citizens of the 21st century.

# 3. Syllabus aims and objectives

## 3.2 Assessment objectives

	<b>Assessment objective</b>	<b>Candidates should be able to:</b>
<b>A01</b>	Knowledge with understanding	Explain issues and themes clearly and in context.
<b>A02</b>	Analysis, evaluation and problem-solving	Interpret, analyse and evaluate critically a range of evidence to present reasoned, substantiated judgements.
<b>A03</b>	Research skills	Plan, undertake and reflect on a research project. Selection and use of appropriate research materials.

The ability to communicate accurately, appropriately, concisely and effectively pervades all Assessment Objectives and is not assessed separately.

	<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>
<b>A01</b>	✓	✓	✓
<b>A02</b>	✓	✓	✓
<b>A03</b>	-	-	✓

# 4. Syllabus content

## Introduction

IGCSE India Studies draws on a variety of subjects across a number of disciplines, indicating the need for teachers and candidates to look at issues and themes from a variety of perspectives. These include: economics, environmental management, geography, contemporary history, political science and social studies.

A range of approaches to teaching and learning are thus possible, but all must be rooted in an enquiring and critical approach to study. The syllabus is set out as a series of questions for teaching, learning and assessment, rather than a list of content. It follows that the syllabus:

- (a) can be taught by teachers from a variety of disciplines, provided that they have a broad interest in emerging India;
- (b) will develop the general ability of candidates to plan and to solve problems, to understand different perspectives, to evaluate information critically and to think independently – all transferable skills which will provide a firm foundation for more advanced study in many disciplines in secondary school and in higher education, to say nothing of their value as preparation for future employment in a wide range of occupations and professions.

This syllabus is concerned with contemporary India, defined for the most part as India from 1989 to the present (i.e. a rolling end date that moves forward every year). However, themes two and three in Paper 1 each have a different start date, more appropriate to their individual subject matter. Teachers are encouraged to up-date their teaching programme each year so that it incorporates recent examples from websites, newspapers, magazines, television/radio news and current affairs programmes.

The focus of study should always be on the development of critical understanding, and teaching should be enquiry-based, using discussion as much as possible. Actual examples will be needed throughout if the key issues are to be considered properly. To illustrate the dynamic character of contemporary India, teachers will need to show how and why strategies have had to be altered, adjusted and changed as events have developed.

The syllabus should be presented in an open-ended way. The facts and processes that make up its themes and case studies are changing. Teachers should stress the tentative nature of our knowledge and understanding. They should encourage candidates to look for and evaluate alternative solutions, and to realise why there will often be no 'right' answer. At the same time, candidates will need to understand the significant role played by value judgements in perceptions of many of the live issues studied in this syllabus.

The syllabus should not be seen as a series of separate topics. Many elements in the course are connected and teachers should continually be stressing the inter-relationship of factors and influences. This synoptic approach applies also to assessment, where elements from one Paper 1 theme might help to explain an issue in another. Equally, understanding from Paper 1 themes might help a candidate to answer on a Paper 2 case study, or *vice versa*.

# 4. Syllabus content

There are many different 'Indias' and candidates in different parts of the subcontinent are encouraged to reflect their own local context. Paper 3 offers a particular opportunity for this, but parts of the syllabus for Papers 1 and 2 present the same possibility.

Two important threads run through the syllabus and provide coherence:

- Unity in diversity: how and why does India have a clear sense of identity?
- Continuity and change: to what degree does change in India mask fundamental continuities?

Teaching should address both wherever appropriate.

## Pre-course foundation

Teachers are advised to begin the course by devoting the first five lessons to an over-arching survey of the significance of India in the world and the drivers that shape contemporary India. Fundamental themes to cover might include:

- why India has been important in the world across the centuries;
- the diversities of India;
- the consequences of partition;
- Gandhi for today;
- the significance of Nehru's legacy;

but teachers are free to explore any aspect of the subcontinent and might prefer instead to take very topical subjects from the news so that resources are readily available for classroom use. Notes for teachers on the five themes above will be found on the eDiscussion Forum. These include suggestions for possible activities and URLs to a series of online resources that might be used.

Simultaneously, the pre-course should be used to introduce pupils to the investigative enquiry-based approach to study that underpins this syllabus. For further guidance, please see Section 5.

This pre-course will not be assessed.

# 4. Syllabus content

## Paper 1: Core themes

There are four core themes and all must be studied. In each case, teaching and study should focus on understanding and evaluating issues involved. Candidates will be expected to support their explanations and analysis and justify their arguments and judgements by reference to relevant specific examples.

### 1.1. Sustaining Indian democracy

*Key issues for study and examination:*

- How has the rise of coalition and plural party politics (religious-based, caste-based and regional-based parties) affected democratic politics and India's governability?
- Are nationalism and secularism in conflict?
- To what extent do insurgency and secessionist movements threaten the Indian nation?
- With an increasing population and increased political participation, but also increased political violence, how healthy is India's democracy? Is there more than one Indian nationalism?  
[Teaching should include some engagement with the quality of governance and how it might be improved, including consideration of corruption, transparency and accountability.]

Study should start from the 1989 election, and teachers should spend only the briefest time setting the scene with a little background on Nehru's republic and on the legacy of the 1975–77 State of Emergency. Questions will not be asked that assume any understanding of events or issues pre-1989.

A basic understanding of the political system and political structures should be taught, as should a basic understanding of a range of political parties.

To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrasts across the period, using specific examples to examine and question individual issues at federal and state level (e.g. politics in Bihar; the significance of Mayawati; contrasting situations in the north-east, such as Manipur and Mizoram).

# 4. Syllabus content

## 1.2. Economic development

*Key issues for study and examination:*

- What is economic liberalisation, and what has been/is being liberalised in India? How is the policy of economic liberalisation in India best understood, and the reasons for its adoption best explained?
- How far is economic liberalisation changing India (social as well as economic impacts)? What factors inhibit economic development?
- How uneven have the human benefits of liberalisation been? Has economic reform been too modest? Why is liberalisation challenged by some in India?
- To what extent does economic development have an impact on sustainable development? What strategies does India have to promote sustainable development, and how effective are they?

Teachers should ensure that consideration of these questions includes the wider context of globalisation (which needs to involve an awareness of its advantages and disadvantages). Consideration should also be given to what 'development' may mean (especially in the post-Cold War context) and how it links to ideas of 'modernisation'.

Study should start in 1991 with the Rao government's reforms, and teachers should spend only the briefest time setting the scene with a little background on Nehru's socialist command economy.

Questions will not be asked that assume any understanding of events or issues pre-1991.

To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrasts across the period, using specific examples to examine and question individual issues

- at industry level (e.g. high-tech and IT industries, film industry and fashion industry, as well as agriculture) and at corporate level (e.g. Hindalco, Infosys, Mittal, Reliance, Tata);
- at regional and local levels (e.g. economic disparities between states; the rural/urban divide; the Left Front government of West Bengal supporting capitalist economics).

Equally, the significance of the individual should not be overlooked, whether politician (especially Manmohan Singh) or entrepreneur.

# 4. Syllabus content

## 1.3. Social and cultural development

*Key issues for study and examination:*

- To what extent are gender inequality and gender stereotyping problems in contemporary India? To what extent is gender discrimination being addressed and overcome?
- To what extent is caste a problem in contemporary India? To what extent is caste-based discrimination being addressed and overcome?
- To what extent do ethnic and communal tensions (tribal minorities, religious minorities and majorities) weaken contemporary India? To what extent are problems of communalism being addressed and overcome?
- Why is affirmative action controversial? How effective has positive discrimination been?

Study should start in 1984 with the attack on the Golden Temple and Indira Gandhi's assassination. Teachers should spend only the briefest time setting the scene with a little background on inequality and marginalisation. Questions will not be asked that assume any understanding of events or issues pre-1984.

Teaching and study should include a focus on the reasons for inequality and discrimination, and candidates will need to understand the concept of human rights.

To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrast across the period, using specific examples to examine and question individual issues (e.g. dalit politics; the Babri Masjid in Ayodhya; links between the attack on the Golden Temple and the assassination of Indira Gandhi).

## 1.4. India and the world

*Key issues for study and examination:*

- What do India's relations with other Asian states reveal about India's needs and interests as a regional superpower?
- Why does India have on-going problems with Pakistan, and with what consequences?
- What do India's actions in global politics reveal about India's needs and interests as a global superpower (e.g. relations with China, the USA, Russia; arms control; climate change)?
- Why have some Indian governments promoted nuclearisation, and with what consequences?

Study should start in 1989 and teachers should spend only the briefest time setting the scene with a little historical background on foreign policy issues (such as Nehru and non-alignment). Questions will not be asked that assume any understanding of events or issues pre-1989.

To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrast across the period, using specific examples to examine and question individual issues (e.g. the introduction of the 'Look East' policy, terrorism, energy supply).

The prime focus needs to be on India, but candidates will need to understand these issues from the perspectives of other states involved/affected.

# 4. Syllabus content

## Paper 2: Case studies

There are three case studies and all must be studied. The case studies build on and extend understanding and skills mastered through study of the core themes of Section 1. Each case study involves more developed investigation than the themes of Section 1, requiring candidates to reflect critically on the issues involved, consider the pros and cons of possible courses of action that might be taken, and justifying their own recommendations. Candidates will be expected to support their analysis and reflections and justify their judgements and recommendations by reference to relevant specific examples. Teachers are encouraged to hold class discussions and use role-play and simulation exercises (e.g. meetings of village councils, the Lok Sabha, the Council of Ministers, international summits).

Questions will not be asked that assume any understanding of events or issues pre-1989.

### 2.1. How might India develop its programmes for environmental sustainability?

*Key issues for study and examination:*

- Why does environmental sustainability matter?
- What should India's environmental priorities be, and why?
- In international efforts to tackle climate change, why does India back the argument for common but differentiated responsibilities and capabilities? What are the implications of this?
- How effectively is India managing its water and energy resources, and the pollution it creates (urban, industrial, rural)? What else might be done, and why?

After a very brief overview establishing the background and define baselines, study should start in 1989. To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrast across the case study, e.g. the impacts of population growth, of economic development and of urbanisation.



# 4. Syllabus content

## 2.2. How might India develop its programmes to improve human development?

*Key issues for study and examination:*

- How does the concept of basic needs for human life relate to a nation's development? [Consideration could be given to clean water supply and sanitation, housing, health and medical care, education; equality of opportunity.]
- To what extent can education (e.g. literacy, universal primary education) and health care programmes contribute significantly to the empowerment of those disadvantaged by gender and caste?
- How effectively is India addressing the persistent problem of mass under-nutrition? What else might be done, and why?
- How effectively is India improving the provision and quality of housing, water supply and sanitation, and reducing problems of shelter (rural and urban slums)? What else might be done, and why?

After a very brief overview to establish the background and define baselines, study should start in 1989. To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrast across the case study.

## 2.3. How might disputes over Jammu and Kashmir be addressed?

*Key issues for study and examination:*

- Why are Jammu and Kashmir disputed between India and Pakistan?
- Why have disputes over Jammu and Kashmir become increasingly complex? Is the *status quo* part of the problem, or does it point to potential solutions?
- How well have the disputes been managed by India?
- What might be the advantages and disadvantages of some form of partition or independence for some or all of the area?

After a very brief historical and political overview of how the present situation came about, study should start with the outbreak of armed resistance in the Kashmir Valley in 1989. To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrast across the case study. Candidates will need to understand the dispute from the perspectives of both Pakistan and the international community as well as India.

To help candidates develop their understanding, teaching should focus on practical issues involved in settling this long-running dispute. Having established the issues, focus should then turn to consideration of their possible resolution, including an awareness of the implications for Ladakh.

# 4. Syllabus content

## Paper 3: Research portfolio

Paper 3 is a skills-based exercise. Credit in assessment will be given primarily for the quality of the research methodology (AO3), the analysis and evaluation of evidence and the approach taken to problem solving (AO2).

The portfolio should take the allocated class time for this subject for around two-thirds of one term. The work could either be carried out as a separate activity during a single, dedicated block of time, or undertaken as a parallel activity while the course for Papers 1 and 2 is being taught.

- Candidates may explore their chosen question through a variety of relevant stimuli and materials (not just written text), but each portfolio must be a written document.
- Each portfolio must include a bibliography, detailing the resources used (books, articles, websites, site visits, oral interviews, etc.).

There is no expectation that candidate will undertake any original research or that highly specialised works of reference need to be used.

### List of questions

Questions will cover a range of contemporary issues not addressed directly in Papers 1 and 2. Topics will vary from year to year, but one of them will always offer the opportunity to investigate ways in which film interprets and represents India. Specific advice on how to study and use film in such a context will be provided.

CIE provides the questions, in order to ensure that portfolios meet the assessment criteria and that candidates may access the full mark range. Each list will be developed in an on-going consultation with teachers, and will be published one year ahead in the syllabus (see Section 5.1).

Each candidate should choose their own question from the list, because it is important that they have a real sense of ownership over their work, but teachers should offer active advice. Where questions involve selection of a particular site or film for investigation, teachers should also assist candidates in their choice(s), explaining the issues and implications.

### Resource control

Highly specialist literature will not be required, but Centres will need to ensure that a range of appropriate material is available in the Centre's library and/or elsewhere. Candidates will need regular access to the internet.

### The role of the teacher

Please see Section 5.2.

# 4. Syllabus content

## Investigation

Candidates need to research, analyse and evaluate their chosen question. They will then write up their findings under controlled conditions (Paper 3). One hour will be permitted for this task, during which candidates may use any of their notes and books. All quotations should be acknowledged and referenced appropriately in footnotes. Ahead of the controlled task, candidates should organise the materials they need to use and obtain any books/photocopies.

For further details, please see Section 5.

## Report

Reports should be prepared just before the investigation is written. They should contain three sections:

- the outline research plan, followed by one short paragraph explaining briefly how this was carried out;
- the bibliography;
- an explanation of what might usefully be gained if further research were to be carried out. In this, candidates should reflect on their research,
  - (a) identifying issues that their study has shown would warrant more extensive investigation;
  - (b) explaining how/why such work would advance our understanding.

The report should not exceed 500 words, excluding the bibliography. Any writing beyond 500 words will not be considered by the Examiner.

For further details, please see Section 5.

## Controlled assessment

To ensure the validity and reliability of Paper 3, and to assist teachers in authenticating the work of each candidate, all tasks will be set and marked by CIE.

All written work must be carried out under the direct supervision of a teacher and collected in at the end of every lesson/library session. Candidates must carry out their work individually. The amount of time available to complete the task is limited, and deadlines must be communicated to candidates before they begin the assignment.

The investigation itself must be written up in one hour, under controlled conditions, during which time candidates may have access to their notes and books. Investigations may be handwritten or word processed and printed out (if the Centre can verify that such work really is the candidate's own). Word processed Investigations should conform to the requirements on layout specified for the Report in the section below on Submission.

The generic marking scheme for Paper 3 will be found below in Section 5.3.

# 4. Syllabus content

## **Bibliography and footnotes**

Investigation Bibliography: A Bibliography is not required.

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

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

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

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

- For books, the author's name should be followed by the full title in italics, the place of publication and the date of publication, e.g. David Smith, *The Dragon and the Elephant* (London, 2008).
- For articles, the author's name should be followed by the title of the article, the name of publication in italics and the date of publication, e.g. Angus Deaton and John Dreze, 'Food and Nutrition in India', *Economic and Political Weekly*, 14 February 2009.
- For websites, give the author (if there is one), the title of the article/item and the date it was written, the web address and the date it was accessed, e.g. Rainder Dudrah, 'Celebrating India Cinema', September 2007, [www.nationalmediamuseum.org.uk](http://www.nationalmediamuseum.org.uk) (accessed 29 March 2009).
- For film, give the title in italics, the date and the director, e.g. *My Name is Khan* (2010), director Karan Johar.
- For a radio or TV programme, give its title in italics, the channel and the date, e.g. *Poverty in India*, Channel 4 (UK), 29 November 2007.

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

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

# 4. Syllabus content

## **Submission**

Reports should be word-processed with

- either Arial or Times New Roman font;
- a font-size of 11 or 12;
- margins (left, right, top, bottom).

Investigations may be hand-written or word-processed.

Centres may hold their controlled task on any date of their choice. All Research portfolios must be submitted to CIE to mark by 30 April.

To assist with assessment, teachers will be asked to supply CIE with a list of their candidates in overall rank order.

# 5. Appendix

## 5.1 Set questions for Paper 3 (2013 examination)

Candidates select one question. All questions relate to the period covered by the main syllabus.

Questions for 2013 are being discussed within the Pilot Group of Schools and will be circulated by May 2011.

### Future topics for Paper 3

Topics will change annually, but there will always be one question on film.

CIE welcomes suggestions from teachers of suitable topics to be set in 2014 or 2015. Please put them forward in the eDiscussion Forum.

# 5. Appendix

## 5.2 The role of the teacher in Paper 3

Paper 3 is an integral part of the course, so CIE expects candidates to undertake Paper 3 with continuing guidance and supervision from teachers. Throughout the entire process, teachers should monitor progress to ensure that candidates work at a steady pace and complete their portfolio on time.

There are three different stages in the production of each assignment:

- planning the task;
- researching and drafting the task;
- final submission.

The permitted level of supervision varies at each stage, as outlined below.

### 1. Planning the tasks

Teachers should introduce Paper 3 to their candidates, providing detailed guidance on the purpose and requirement of each task making up the portfolio, and the assessment criteria against which each will be marked.

Each candidate should also be helped

- to select her/his question;
- to identify the main issues and problems in their chosen subject.

They should then be given on-going advice:

- on possible books and other resources that might be useful for each assignment;
- to resolve practical and conceptual problems encountered during research.

Teachers should give collective advice in class, teaching their candidates as a group about:

- possible ways of structuring an assignment;
- appropriate study and research skills and techniques;
- working in a disciplined way to meet the word and time limits;
- the meaning and consequences of plagiarism;
- how to create a suitable bibliography;
- effective time management.

Candidates should work together on the above, just as they would in the context of classroom learning in any subject. Significant time should be allocated to this important part of preparation for Paper 3.

# 5. Appendix

## **2. Researching and drafting the task**

All projects will be produced under supervised conditions and the portfolio must be the candidate's own work. Candidates will be expected to carry out their research on their own and, once drafting has begun, the candidate must complete the process without further subject-specific assistance.

Teachers may not:

- offer or provide detailed subject guidance for a candidate;
- undertake any research for a candidate;
- prepare or write any subject-specific notes or drafts for a candidate;
- correct, suggest corrections to, or identify shortcomings in any part of a candidate's written/electronic subject-specific notes or drafts;
- prepare any part of a candidate's presentation.

Practice assignments are not allowed. The repeating of assignments is not allowed.

Candidates may not work collaboratively.

## **3. Submission**

Investigations may not be revised after the one-hour controlled task. The addition, modification or removal of any material after this would constitute malpractice.

A cover sheet must accompany each portfolio. This will include a declaration by the candidate that the portfolio is her/his own work, countersigned by the teacher responsible that the regulations have been observed. The cover sheet may be downloaded from the eDiscussion Forum.



# 5. Appendix

## 5.3 Generic marking scheme for Paper 3

### Investigation

- All marking will be positive. The full mark range will be used as a matter of course.
- Examiners are looking for the 'best fit', not a 'perfect fit, in applying the Levels. Examiners should provisionally start at the top mark of a Level and then moderate up/down according to the specific qualities of the individual Investigation.
- If quoted material is not acknowledged in footnotes, the top mark of the Level awarded may not be given.

<b>Level 6</b>	The Investigation is fully relevant. The range of stimuli/materials is excellent. Evaluation is thorough and sustained. Explanations are thorough. Judgements are perceptive and well developed. A personal view emerges which is fully justified from the considered evidence.	20–17
<b>Level 5</b>	The Investigation is mostly relevant. The range of stimuli/materials is good. Evaluation predominates but its quality varies. Explanations are fairly well developed. Judgements are clear but variable in quality. A personal view emerges which is consistent with the considered evidence but limited in scope.	16–13
<b>Level 4</b>	The Investigation is mostly relevant. The range of stimuli/materials is good. There is some evaluation but it is limited and/or weak. Explanations are limited and there is much description. Judgement is limited and not well supported. A personal view emerges which is limited and not entirely consistent with the considered evidence.	12–9
<b>Level 3</b>	The Investigation has some relevance. The range of stimuli/materials is limited. There is no evaluation. There is some explanation but it is very basic and description predominates. Any judgements are only assertions. There is a sense of alternative viewpoints but this is very basic. Any personal view is very simplistic and/or inconsistent with the considered evidence. The impression is of indiscriminating description and/or fragmented commentary.	8–5
<b>Level 2</b>	The Investigation has very little of relevance. The range of stimuli/materials is very poor. There is no evaluation. There is no explanation. There is no judgement. There is no personal view. Information is offered but there is only description and/or unsupported assertions.	4–1
<b>Level 1</b>	None of the assessment criteria has been met in any way. There is no creditworthy material.	0

**Report**

<b>Plan</b>	
The Plan is well-formulated and relevant.	2
The Plan is simplistic &/or has some irrelevance.	1
There is no Plan.	0

<b>Reflection</b>	
The Investigation's conclusions and limitations are evaluated carefully to identify specific issues/questions that warrant further research. How and/ or why such specified further research would advance our understanding of the subject is explained carefully.	6–5
Conclusions and limitations are evaluated but this is limited and not well linked to further research possibilities. How and/or why such specified further research would advance our understanding of the subject is explained to some extent.	4–3
Conclusions and/or limitations are described but there is no linkage to further research possibilities. How and/or why any specified further research would advance our understanding of the subject is not addressed.	2–1
There is no reflection	0

<b>Bibliography</b>	
There is a full bibliography.	2
There is a bibliography but there are some errors and/or omissions.	1
There is no bibliography.	0

Total = 10 marks.

# 5. Appendix

## 5.4 Teacher support

CIE provides the following support for teachers.

### 1. An online Teacher Guide

This supplements the syllabus and includes

- advice on the teaching of appropriate skills;
- advice on examination requirements, with exemplar materials and tips from examiners on how to prepare candidates effectively;
- advice on preparing candidates for Paper 3;
- suggestions for materials that might be used in teaching: films and novels that deal with syllabus issues, URLs to useful websites, articles and resources.

### 2. An online eDiscussion Forum

Ideas and materials for the classroom may be discussed and exchanged with syllabus teachers and advisers. No matter where a Pilot Centre is located, teachers are able to stay in touch with fellow practitioners.

### 3. A text book

CUP India is publishing a textbook dedicated to the syllabus.

### 4. Standard support

The above elements are supplemented by CIE's standard provision of support, such as past papers and mark schemes, examiner reports, a standards booklet, resources lists and professional development courses for teachers.

## 5.5 Resources list

Teachers will need to use news sources regularly for up-to-date information and analysis, but books are already being published that examine India from c.1990. The latest version of the Resources List will be found on the syllabus' eDiscussion Forum. It should always be seen as a work in progress, and updated versions will be posted on the eDiscussion Forum. CIE would welcome suggestions of additional items for inclusion and details of works no longer available.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered CIE Centres.

# 6. Additional information

## 6.1 Guided learning hours

IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

## 6.2 Recommended prior learning

No specific prior knowledge is required. Candidates should have a lively interest in the contemporary world.

## 6.3 Progression

IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in IGCSE India Studies are well prepared to follow courses leading to AS and A Level or the equivalent in any arts/humanities or social science subject.

## 6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

## 6.5 Grading and reporting

IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, Grade A\* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate.

# 6. Additional information

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
  - ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

## 6.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

For IGCSE India Studies Resources lists, please see Section 5.5 above.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered CIE Centres.

University of Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [international@cie.org.uk](mailto:international@cie.org.uk) Website: [www.cie.org.uk](http://www.cie.org.uk)

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