

SYLLABUS

Cambridge IGCSE®

India Studies

0447

For examination in June 2017, 2018 and 2019

Changes to syllabus for 2017, 2018 and 2019

This syllabus has been updated, but there are no significant changes.

You are advised to read the whole syllabus before planning your teaching programme.

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1. Introduction

1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at www.cie.org.uk/recognition

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cie.org.uk/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/examsOfficers

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cie.org.uk/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cie.org.uk/cambridgesecundary2

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3 Why choose Cambridge IGCSE India Studies?

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

Cambridge 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. Cambridge 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, Cambridge 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, which are 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 wanting to understand the contemporary world wherever they are. The 21st century shows every sign of being India's century.

Prior learning

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

Progression

Cambridge 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 Cambridge IGCSE India Studies are well prepared to follow courses leading to Cambridge International AS and A Level or the equivalent in any arts/humanities or social science subject.

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at www.cie.org.uk/cambridgesecondary2

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at info@cie.org.uk

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge. Email us at info@cie.org.uk to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at www.cie.org.uk/igcse to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to <http://teachers.cie.org.uk> (username and password required).

2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See www.cie.org.uk/events for further information.

3. Assessment at a glance

For the Cambridge IGCSE in India studies, candidates take three compulsory components: Paper 1 (Core themes), Paper 2 (Case studies) and Paper 3 (Research portfolio). Candidate are eligible for grades A* to G.

All candidates take:	Marks	Weighting
<p>Paper 1 Core themes 2 hours</p> <p>Written examination on the compulsory core syllabus content. Four questions, each with several sub-parts. Candidates answer any three questions. At least three themes will be tested and questions may be cross-thematic. Answers are written on the question paper.</p>	75	45%
and:	Marks	Weighting
<p>Paper 2 Case studies 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 one question from two in Section A and the one 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%
and:	Marks	Weighting
<p>Paper 3 Research portfolio 1 hour</p> <p>Each candidate prepares a portfolio researching one question chosen from the list published annually by Cambridge. A portfolio consists of two parts:</p> <ul style="list-style-type: none"> • Research report (20 marks), reporting the findings of the investigation • Background reflection and recommendations (10 marks) including an outline research plan, a bibliography, reflection on the report and recommendations for further research. <p>Sets of questions will be developed in consultation with teachers and their provision by Cambridge 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 research report itself must be written up in 1 hour, under controlled conditions, during which time candidates may have access to their notes and books. This may be done at anytime convenient to each Centre.</p>	30	20%

Teaching time:

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, which should be a continuous period. This is based on a term of twelve weeks. Depending on individual circumstances, Paper 3 might run concurrently with the teaching of Paper 2. These time allocations reflect the weighting of each component.

Availability

This syllabus is examined in the June examination series.

This syllabus is not available to private candidates.

Detailed timetables are available from **www.cie.org.uk/examsOfficers**

Centres in the UK that receive government funding are advised to consult the Cambridge website **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 series with any other Cambridge syllabus.

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate and Cambridge O Level syllabuses are at the same level.

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

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

Cambridge IGCSE India Studies aims 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, Cambridge 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.

4.2 Assessment objectives

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

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

4.3 Relationship between assessment objectives and components

	Paper 1	Paper 2	Paper 3	Approximate total for qualification
A01	40%	30%	20%	32%
A02	60%	70%	40%	60%
A03	-	-	40%	8%

4.4 Grade descriptions

To gain a Grade A, candidates will be able to:

- very accurately recall, select and deploy knowledge with understanding to support answers
- demonstrate a high level of understanding of concepts and technical terms
- offer well supported judgements and show a strong ability to understand, interpret and assess evidence
- demonstrate a high ability to undertake independent research and to reflect on its findings
- communicate knowledge, understanding and judgements very clearly and accurately

To gain a Grade C, candidates will be able to:

- recall, select and deploy knowledge with some understanding to support answers
- demonstrate some understanding of concepts and technical terms
- offer some judgements and show some ability to understand, interpret and assess evidence
- demonstrate some ability to undertake independent research and to reflect on its findings
- communicate knowledge, understanding and judgement/decisions adequately

To gain a Grade F, candidates will be able to:

- offer a very basic amount of correct and relevant knowledge in answers
- demonstrate a very basic understanding of concepts and technical terms
- make some comments about evidence, but these will be of a limited nature and coherence, and are unlikely to go beyond assertion
- demonstrate a very basic ability to undertake independent research and to reflect on its findings
- communicate knowledge, understanding and decisions poorly

5. Syllabus content

5.1 Introduction

Cambridge 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 is 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. These are 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 2 and 3 in Paper 1 each have a different start date appropriate to their individual subject matter. Teachers are encouraged to update 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 develop.

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 a Paper 2 case study, or *vice versa*.

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.

5.2 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

Alternatively, 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 (<http://teachers.cie.org.uk>). 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 learners to the investigative enquiry-based approach to study that underpins this syllabus.

This pre-course will **not** be assessed.

5.3 Paper 1: Core themes

There are four core themes and all must be studied. At least three themes will be tested each year. Questions may be cross-thematic. 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; and contrasting situations in the north-east, such as Manipur and Mizoram).

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 and Tata);
- at regional and local levels (e.g. economic disparities between states; the rural/urban divide; and 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.

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 ongoing disputes 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 and Russia; arms control; and 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 and 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.

5.4 Paper 2: Case studies

There are three case studies and all must be studied. Each case study will be tested each year, two in Section A and one in Section B. 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 justify 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 and 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, what is India's position and why? What are the implications of India's position?
- How effectively is India managing its water and energy resources, and the pollution it creates (urban, industrial and rural)? What else might be done, and why?

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

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 and equality of opportunity.]
- To what extent can education (e.g. literacy and 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 undernutrition? 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 contrasts 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 effectively has India managed its disputes?
- 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.

5.5 Paper 3: Research portfolio

Paper 3 is a skills-based exercise. Candidates produce a portfolio which has two parts:

- Research report (investigation into a question under controlled conditions)
- Background, reflections and recommendations (completed in advance of the write up of the research report)

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 will 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.

Cambridge provides the questions, in order to ensure that portfolios meet the assessment criteria and that candidates may access the full mark range. Each list of questions will be developed in an ongoing consultation with teachers, and will be published one year ahead of the examination in the syllabus (see Section 6.1).

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 6.2.

Research report

Candidates 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 6.

Background, reflections and recommendations

A short time before writing up the research report, under supervised conditions candidates write a commentary providing background, reflections and recommendations and a bibliography. This should be presented in 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 shown by their study that warrant more extensive investigation
 - (b) explaining how/why such work would advance our understanding

Background, reflections and recommendations 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 6.

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 Cambridge.

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 research report must be written up in one hour, under controlled conditions, during which time candidates may have access to their notes and books. Research reports 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 research reports should conform to the requirements on layout specified in the section below on submission.

The generic marking scheme for Paper 3 is given in Section 6.3.

Bibliography and footnotes

Bibliography

A bibliography is not required for the research report. A bibliography must be included in the commentary (background, reflections and recommendations). This must 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** (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.

Footnotes

All quotations must be acknowledged in footnotes. Every work cited in a footnote must appear in the bibliography. Footnotes may be put at the bottom of each page or listed all together at the end.

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.

All work cited in the research report must be included in the bibliography in the commentary (background, reflections and recommendations). All quotations must be included in footnotes and in the bibliography.

Submission

Background, reflections and recommendations should be word-processed with

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

Research reports may be hand-written in black ink or word-processed. If word-processed, candidates must use the same requirements for font, font-size and margins as above.

Centres may hold their controlled task on any date of their choice. All research portfolios must be submitted to Cambridge. Please see the *Cambridge Administrative Guide* for deadlines and methods.

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

6. Appendix

6.1 Set questions for Paper 3

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

A range of evidence will be used. That evidence must be evaluated and a personal judgement made.

Questions not available at time of publication. They will be posted on the CIE website and Teacher Support site in due course.

Future topics for Paper 3

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

Cambridge welcomes suggestions from teachers of suitable topics to be set in 2017, 2018 and 2019. Please put them forward in the eDiscussion Forum (<http://teachers.cie.org.uk>).

6.2 The role of the teacher in Paper 3

Paper 3 is an integral part of the course, so Cambridge 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.

Planning the task

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. This explanation should be repeated as the work progresses so that candidates know what is expected of them. See section 6.3.

Each candidate should be given assistance in:

- selecting her/his question
- identifying the main issues and problems in their chosen subject

They should then be given ongoing 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 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.

Researching and drafting the task

All portfolio work will be produced under supervised conditions and 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 to a candidate
- undertake any research for a candidate
- prepare or write any subject-specific notes or drafts for a candidate
- edit, 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.

Submission

Research reports 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.

6.3 Generic mark scheme for Paper 3

Research report

- 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 of the level awarded may not be given.

Level	Description	Marks
6	The research report 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.	17–20
5	The research report 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.	13–16
4	The research report 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.	9–12
3	The research report 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.	5–8
2	The research report 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.	1–4
1	None of the assessment criteria has been met in any way. There is no creditworthy material.	0

Background, reflections and recommendations

Plan	Marks
The plan is well-formulated and relevant.	2
The plan is simplistic and/or has some irrelevance.	1
There is no plan.	0

Reflection	Marks
The research report'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

Bibliography	Marks
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.

7. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk/examsofficer

Language

This syllabus and the associated assessment materials are available in English only.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and 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. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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