

# SYLLABUS

**Cambridge International AS Level  
Nepal Studies**

**8024**

For examination in June 2019 and 2020

## Changes to the syllabus for 2019 and 2020

The syllabus has been updated. The latest syllabus is version 2, published February 2018.

On page 5 of the syllabus Introduction the section on Guided learning has been amended to 'Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level'.

On page 6 of the syllabus Introduction the section on Progression has been amended to 'Cambridge International AS Level Nepal Studies will help provide a suitable foundation for study in higher education. Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in many subjects especially in the arts/humanities and the social sciences. We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.'

## Changes to the previous version of the syllabus, published September 2016

### 1 Geographical context

p.12 1.2(b) Natural environment addition (Tarai)

p.13 1.3(a) Human environment plains removed from brackets and (Tarai) added

p.13 1.3(d) Human environment transhumance added as a type of traditional livelihood

### 2 Historical and international context

p.14 2.1(b) Nepal's history 2013 replaced by 'to present day'

p.14 2.1(c) Nepal's history two of the following three deleted

Significant changes to the syllabus are indicated by black vertical lines either side of the text.

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

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## Welcome

Cambridge International AS Level Nepal Studies encourages learners to explore their subject in depth. The syllabus has been designed, in consultation with teachers and universities, to help learners develop not only subject knowledge, but also a strong understanding of some of the key concepts that are critical to mastering the subject.

All our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners, and take account of the different national contexts in which they are taught. Consultation is an important part of the way we develop our syllabuses.

### Consulting teachers

Teachers at Cambridge schools worldwide help us to shape our Cambridge International AS and A Level syllabuses. The feedback contributes to the development of syllabus content, assessments and support materials. Consulting teachers ensures that our materials are designed carefully around their needs and the needs of their learners.

### Consulting universities

Like teachers, universities help to shape our Cambridge International AS and A Level syllabuses. We consult with leading higher education institutions to make sure the syllabuses encourage learners to get a firm grasp of the subject's key concepts and develop the skills necessary for success at university.

### Key concepts

Key concepts are essential ideas, theories, principles or mental tools that help learners to develop a deep understanding of their subject and make links between the different topics. The key concepts that this syllabus is designed to develop are detailed on page [X].

### Teacher support

Our comprehensive teacher support will help you deliver the syllabus confidently and effectively. The support includes resources for teaching and learning as well as exam preparation. The teaching support package helps teachers integrate the key concepts into their teaching, showing how they fit into the overall syllabus and suggesting ways to teach them with each topic. Learn more on page [X].

“ Cambridge International AS and A Levels prepare students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of a subject. It's a wonderful preparation for what they are going to face at university. ”

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

## Why Choose Cambridge International Examinations?

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

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.

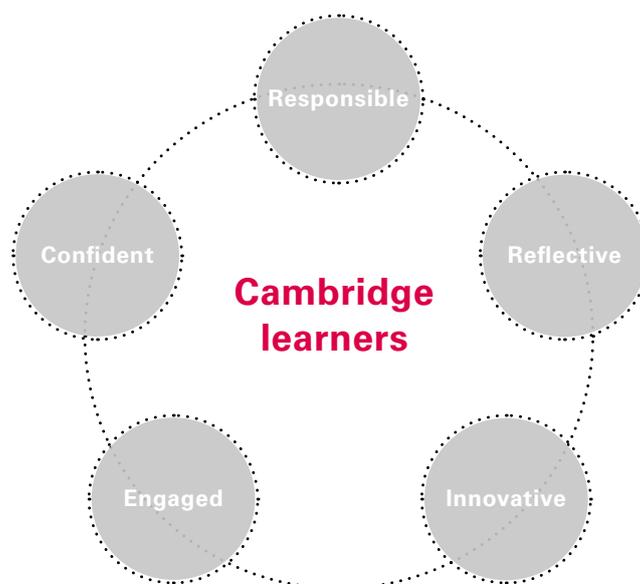
Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **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.



**Learn more** about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at [www.cie.org.uk/curriculumguide](http://www.cie.org.uk/curriculumguide)

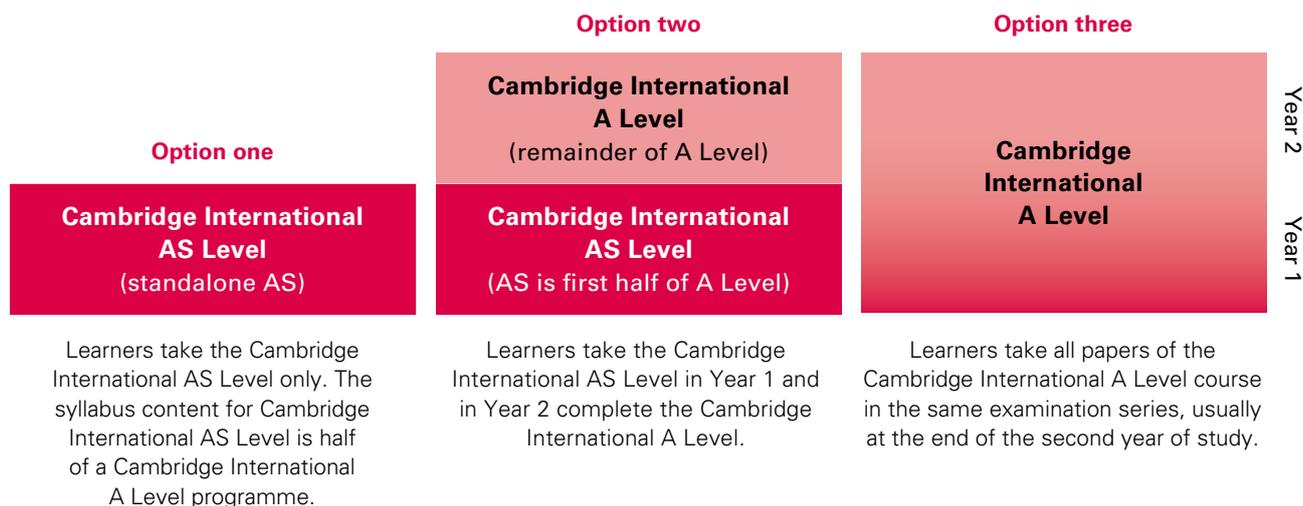
## Why Cambridge International AS & A Levels?

Cambridge International AS & A Levels 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 qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS & A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

There are three possible assessment approaches for Cambridge International AS & A Level:



Every year thousands of learners with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted and valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

### Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects. Many learners who take Cambridge International AS Levels also choose to progress to Cambridge International A Level.

### Learn more

For more details go to [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

## Why Cambridge International AS Level Nepal Studies?

In a rapidly changing world, the study of Cambridge International AS Level Nepal Studies allows learners to explore the processes that are shaping current trends in South and East Asia, and to develop an understanding of the complexity and diversity of human societies and their continuities with the past.

### About the syllabus

The study of AS Level Nepal Studies builds awareness of contemporary social, cultural and political issues in Nepal, and focuses attention on the importance of considering these issues in a rigorous, reasoned and analytical way. Through this innovative syllabus, learners will develop knowledge and understanding of the geography, history, international affairs, culture and economy of Nepal, alongside the skills of analysis, evaluation and independent thinking.

### Key concepts

The key concepts on which this syllabus is built are set out below. These key concepts can help teachers think about how to approach each syllabus topic in order to encourage learners to make links between topics and develop a deep overall understanding of the subject.

As a teacher, you will refer again and again to these concepts, which can serve as tools when considering both familiar and unfamiliar issues and contexts in Nepal Studies.

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

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

### Prior learning

We recommend that learners who are beginning this course have attained communication and literacy skills at a level equivalent to IGCSE®/GCSE Grade C in English.

## Progression

Cambridge International AS Level Nepal Studies will help provide a suitable foundation for study in higher education. Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in many subjects especially in the arts/humanities and social sciences.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

### 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](mailto:info@cie.org.uk)

#### If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge)

Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

## Cambridge AICE

Cambridge AICE Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

### Learn more

For more details go to [www.cie.org.uk/aice](http://www.cie.org.uk/aice)

“ Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. ”

John Barnhill, Assistant Vice President for Enrolment Management, Florida State University, USA

## Teacher support

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

The support package for our Cambridge International AS & A Levels will help teachers integrate key concepts into their teaching, showing how they fit into the overall syllabus and suggesting ways to teach them within each topic. It also gives teachers access to a worldwide teaching community enabling them to connect with other teachers, swap ideas and share best practice

### Teaching and learning

- Support materials provide teachers with ideas and planning resources for their lessons.
- Endorsed textbooks, ebooks and digital resources are produced by leading publishers. We have quality checked these materials to make sure they provide a high level of support for teachers and learners.
- Resource lists to help support teaching, including textbooks and websites.

### Exam preparation resources

- Past question papers and mark schemes so teachers can give learners the opportunity to practise answering different questions.
- Example candidate responses help teachers understand exactly what examiners are looking for.
- Principal examiner reports describing learners' overall performance on each part of the papers. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons..

## Cambridge International AS and A Level support for teachers

### Professional development

#### Face-to-face training

We hold workshops around the world to support teachers in delivering Cambridge syllabuses and developing their skills.

#### Online training

We offer self-study and tutor-led online training courses via our virtual learning environment. A wide range of syllabus-specific courses and skills courses is available. We also offer training via video conference and webinars.

#### Qualifications

We offer a wide range of practice-based qualifications at Certificate and Diploma level, providing a framework for continuing professional development..

### Learn more

Find out more about support for this syllabus at [www.cie.org.uk/alevel](http://www.cie.org.uk/alevel)

Visit our online resource bank and community forum at <https://teachers.cie.org.uk>

#### Useful links

Customer Services [www.cie.org.uk/help](http://www.cie.org.uk/help)

LinkedIn <http://linkd.in/cambridgeteacher>

Twitter [@cie\\_education](https://twitter.com/cie_education)

Facebook [www.facebook.com/cie.org.uk](http://www.facebook.com/cie.org.uk)

# 1 Syllabus overview

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## 1.1 Content

The syllabus content is structured in two parts. The first part is called **Contexts**. Content is organised in four separate topic areas:

- Geographical
- Historical and international
- Cultural
- Economic.

The second part is **Issues in contemporary Nepal**. Designed to reflect contemporary concerns in Nepal, the issues are closely related to the topic areas specified in **Contexts**. Content in this part covers five key issues:

- How are Nepal's environments managed?
- How is Nepal's population changing?
- How sustainable is economic development in Nepal?
- How are Nepal's cultures changing?
- What political challenges does Nepal face?

A series of focus questions and key content are specified for each issue.

Candidates are expected to have covered all the content during their course. Paper 1 and Paper 2 include content from **both** parts of the syllabus content.

## 1.2 Assessment

For Cambridge International AS Level Nepal Studies candidates take two compulsory components, Paper 1 and Paper 2. All candidates are eligible for grades a–e. Both components are externally assessed.

Component	Weighting
<p><b>Paper 1 Multiple choice</b> <span style="float: right;"><b>1 hour</b></span></p> <p>Candidates answer 30 compulsory multiple-choice questions.</p> <p>Questions are based on both parts of the syllabus content, <b>Contexts</b> and <b>Issues in contemporary Nepal</b>.</p> <p>30 marks</p>	30%
<p><b>Paper 2 Written paper</b> <span style="float: right;"><b>1 hour 45 minutes</b></span></p> <p>Section A: Structured questions, including data response. Candidates answer <b>two</b> questions from a choice of three in Section A.</p> <p>Questions are based on the <b>Contexts</b> part of the syllabus content. (25 marks per question)</p> <p>Each question has three parts: (a), (b) and (c). Parts (a) and (b) may be divided into one or more sub-parts.</p> <p>Section B: Extended writing – candidates answer <b>one</b> question from a choice of three. Questions are based on the <b>Issues in contemporary Nepal</b> part of the syllabus content. (25 marks per question)</p> <p>Each question has two parts: (a) and (b).</p> <p>75 marks</p>	70%

### Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Centres in the UK that receive government funding are advised to consult the Cambridge 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 series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level.

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## 2 Syllabus aims and assessment objectives

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### 2.1 Syllabus aims

The syllabus aims to enable candidates to:

- learn about Nepal through the environments, resources, and the lives and livelihoods of its people
- develop an understanding of present-day Nepal
- gain a sense of Nepal's place in the world and of the global issues which affect the country
- demonstrate and explain the causes and effects of changes over space and time in the natural environment and the human environment
- develop the skills to interpret and analyse different types of information, issues and perspectives
- develop independent thinking skills and make informed judgements.

### 2.2 Assessment objectives

**AO1 Demonstrate knowledge and understanding**

**AO2 Interpret and analyse information, issues and perspectives**

**AO3 Construct arguments, evaluate and communicate**

### 2.3 Relationship between assessment objectives and components

The approximate weightings allocated to each of the assessment objectives are summarised below.

The table shows the assessment objectives (AO) as a percentage of each component.

Component	AO1 %	AO2 %	AO3 %
<b>Paper 1 Multiple choice</b>	43	57	–
<b>Paper 2 Written paper</b>	43	25	32

## 2.4 Relationship between assessment objectives and qualification

The approximate weightings allocated to each of the assessment objectives are summarised below.

The table shows the assessment objectives (AO) as a percentage of the qualification.

Assessment objective	Weighting %
<b>A01</b>	43
<b>A02</b>	35
<b>A03</b>	22

## 3 Syllabus content

Syllabus content is structured in two parts: **Contexts** and **Issues in contemporary Nepal**.

All the topic areas in both parts of the syllabus content are compulsory and content from *both* parts of the syllabus is assessed in Paper 1 and Paper 2.

### Contexts

This part of the syllabus content is organised in four separate contexts. A number of relevant topic areas are defined for each context. The topic areas are divided into sub-topics with specified content points to indicate the key focus areas for each topic.

#### 1 Geographical context

1.1 Key facts	Specified content
(a) Nepal's national identity	<ul style="list-style-type: none"><li>definition and name of the nation, capital city, flag, currency and national anthem</li></ul>
(b) political structure and political processes	<ul style="list-style-type: none"><li>multi-party federal democratic republic including executive, legislative and judiciary, steps towards a constitution</li></ul>
(c) administrative divisions	<ul style="list-style-type: none"><li>development regions, zones, districts, Village Development Committees (VDCs)</li></ul>
1.2 Natural environment	Specified content
(a) location of Nepal	<ul style="list-style-type: none"><li>location within Asia, countries sharing a border</li></ul>
(b) landscape and natural regions	<ul style="list-style-type: none"><li>character and features of Nepal's three natural regions, mountains, hills and plains (Tarai)</li></ul>
(c) climate	<ul style="list-style-type: none"><li>temperature and precipitation patterns, the monsoon, seasonal variations in climate</li></ul>
(d) natural hazards	<ul style="list-style-type: none"><li>earthquakes, avalanches, landslides, glacial lake outburst floods (GLOFs)</li></ul>

1.3 Human environment	<i>Specified content</i>
(a) settlement	<ul style="list-style-type: none"><li>• settlement hierarchy</li><li>• distribution and change (plains settlement in the 1950s)</li><li>• rural and urban contrasts</li><li>• case studies: Kathmandu and one industrial town in the plains (Tarai)</li></ul>
(b) population	<ul style="list-style-type: none"><li>• total population</li><li>• population structure (age/sex)</li><li>• population density</li><li>• natural increase (birth rate, death rate, fertility rate, life expectancy)</li></ul>
(c) migration	<ul style="list-style-type: none"><li>• internal and international, circular and seasonal</li></ul>
(d) systems of food production	<ul style="list-style-type: none"><li>• traditional livelihoods (foraging, nomadism, transhumance)</li><li>• agriculture</li><li>• agricultural policy and change</li></ul>
(e) land ownership	<ul style="list-style-type: none"><li>• traditional patterns of ownership and tenancy</li><li>• land reform</li></ul>
(f) renewable and non-renewable resources	<ul style="list-style-type: none"><li>• minerals, soil, water, solar, biogas and forests</li><li>• resource management and conditional renewability</li><li>• use and sustainability</li></ul>

## 2 Historical and international context

2.1 Nepal's history	<i>Specified content</i>
(a) timeline	<ul style="list-style-type: none"> <li>overview of archaeological record</li> <li>birth of the Buddha</li> <li>distinct features of different dynasties (Kirat, Licchavi, Malla and Shah)</li> <li>democracy and revolution</li> </ul>
(b) periods	<ul style="list-style-type: none"> <li>ancient and medieval states (before 1743)</li> <li>unification and consolidation (1743–1845)</li> <li>rule of the Ranas (1846–1951)</li> <li>kings and democracy (1951–1996)</li> <li>rebellion and rebuilding (1996 to present day)</li> </ul>
(c) key figures	<ul style="list-style-type: none"> <li>the historical Buddha</li> <li>Prithvi Narayan Shah</li> <li>Rana dynasty (focus on Jung Bahadur Rana and Mohan Shamsher Jang Bahadur Rana)</li> <li>kings (Mahendra, Birendra and Gyanendra)</li> <li>political dynasties (the Koiralas)</li> <li>revolutionaries (Baburam Bhattarai and Pushpa Kamal Dahal)</li> </ul>
2.2 Nepal's foreign relations	<i>Specified content</i>
(a) regional	<ul style="list-style-type: none"> <li>effects and impact of Nepal's physical location between India and China</li> <li>relations with China regarding Tibet</li> <li>negotiations with India about water rights and trade agreements</li> <li>membership of South Asian Association for Regional Cooperation (SAARC)</li> </ul>
(b) global	<ul style="list-style-type: none"> <li>diplomatic relations since 1950</li> <li>membership of international organisations, e.g. United Nations (UN) and World Trade Organization (WTO)</li> </ul>
(c) trade and borders	<ul style="list-style-type: none"> <li>border agreements with neighbours: open border with India, border citizen rule with China. (Citizens of Nepal and China who live within 30 km of the border can cross the border freely for trade and personal reasons without a passport up to 30 km into the other country.)</li> </ul>
(d) war and peace	<ul style="list-style-type: none"> <li>historic expansion of Nepal (Treaty of 1816)</li> <li>wars with Tibet</li> <li>role in UN peacekeeping</li> <li>role of foreign nations in Nepal's internal affairs</li> </ul>

### 3 Cultural context

3.1 The peoples of Nepal	<i>Specified content</i>
(a) diversity	<ul style="list-style-type: none"> <li>• cultural</li> <li>• linguistic</li> <li>• religious</li> <li>• social</li> </ul>
(b) caste	<ul style="list-style-type: none"> <li>• understanding Nepal's caste system</li> </ul>
(c) ethnicity	<ul style="list-style-type: none"> <li>• indigenous cultural groups, their languages and characteristics</li> <li>• special study of Sherpa, Newar and Tharu</li> </ul>
(d) cultural life	<ul style="list-style-type: none"> <li>• architecture</li> <li>• festivals</li> <li>• literature</li> <li>• film, theatre and television</li> </ul>
3.2 From inequality to inclusion	<i>Specified content</i>
(a) historical marginalisation	<ul style="list-style-type: none"> <li>• 1856 legal code and codification of Nepal's peoples</li> </ul>
(b) social exclusion	<ul style="list-style-type: none"> <li>• discrimination based on caste, language, religion and gender</li> </ul>
(c) social inclusion	<ul style="list-style-type: none"> <li>• role of donors: UN, International Non-Governmental Organisations (INGOs) and Non-Governmental Organisations (NGOs)</li> <li>• foreign aid</li> <li>• constitutional provisions</li> <li>• rights-based advocacy</li> </ul>
(d) case studies	<ul style="list-style-type: none"> <li>• case study: the status of women in Nepal (inclusion, education, reproductive rights, female literacy)</li> <li>• case study: Dalits (former untouchables)</li> </ul>

## 4 Economic context

4.1 Nepal's economy	<i>Specified content</i>
(a) basic economic indicators	<ul style="list-style-type: none"> <li>Gross National Product (GNP), Gross Domestic Product (GDP), Human Development Index (HDI), Multidimensional Poverty Index (MPI), remittances, average earnings</li> </ul>
(b) features of the dual economy	<ul style="list-style-type: none"> <li>formal and informal</li> <li>land-based economy and cash economy</li> </ul>
(c) economic planning	<ul style="list-style-type: none"> <li>national strategy</li> <li>foreign direct investment</li> <li>banking and remittances</li> </ul>
(d) trade	<ul style="list-style-type: none"> <li>imports, exports and balance of trade</li> <li>trade agreements and organisations: South Asian Free Trade Area (SAFTA), Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC)</li> <li>bilateral trade agreements with Europe and United States (US)</li> </ul>
(e) government taxation	<ul style="list-style-type: none"> <li>Nepal's tax system, types of taxes, their nature and compliance</li> </ul>
(f) the role of India and China	<ul style="list-style-type: none"> <li>currency pegging</li> <li>economic investment</li> <li>joint venture companies</li> </ul>
4.2 Economic and social development	<i>Specified content</i>
(a) economic liberalisation	<ul style="list-style-type: none"> <li>privatisation</li> <li>globalisation and free trade</li> <li>microcredit</li> </ul>
(b) foreign aid	<ul style="list-style-type: none"> <li>interventions (forest management, education and infrastructure)</li> <li>risks of aid dependency</li> </ul>
(c) tourism and sustainability	<ul style="list-style-type: none"> <li>social, economic and environmental impacts</li> </ul>
(d) education and literacy	<ul style="list-style-type: none"> <li>school management committees</li> <li>devolution of authority to District Education Office</li> <li>innovation in the curriculum</li> <li>inclusive education and education for all (EFA)</li> </ul>
(e) health	<ul style="list-style-type: none"> <li>challenges and opportunities (mortality rates, traditional medicine, access to care, sanitation, HIV/AIDS, nutrition, doctor to patient ratio)</li> </ul>

## Issues in contemporary Nepal

Content is organised into five Key Issues. Focus questions are provided for each Key Issue. The issues and focus questions support an enquiry-based approach to teaching and learning. The focus questions offer an interesting stimulus point from which learners can explore, analyse and evaluate the specified content. Specified content points indicate the focus areas for each Key Issue as a whole, rather than for each individual focus question.

<b>Key Issue 1 – How are Nepal’s environments managed?</b>	
<i>Specified content</i>	<i>Focus questions</i>
<ul style="list-style-type: none"> <li>• impacts of climate change</li> <li>• conservation of biodiversity</li> <li>• national parks and wildlife reserves</li> <li>• threats to conservation including deforestation, poaching and environmental degradation</li> </ul>	<p>What are the main challenges?</p> <p>What is being done to manage Nepal’s environments?</p> <p>What conflicts of interest exist over the environment?</p> <p>How successful is environmental management in Nepal?</p>

<b>Key Issue 2 – How is Nepal’s population changing?</b>	
<i>Specified content</i>	<i>Focus questions</i>
<ul style="list-style-type: none"> <li>• changing household structure (including nuclear families, joint families, care for the elderly)</li> <li>• children working</li> <li>• changing patterns of work for women</li> <li>• family planning and primary health initiatives</li> <li>• push factors and pull factors in migration</li> <li>• a case study of Nepalis abroad (focus on Gurkhas in the UK or Nepalis in India), the role of non-resident Nepalis (NRN), and the issue of dual citizenship</li> </ul>	<p>What are the dynamics of population change in Nepal?</p> <p>What are the causes and consequences of Nepal’s changing population?</p> <p>What are the social and economic impacts of migration?</p>

<b>Key Issue 3 – How sustainable is economic development in Nepal?</b>	
<i>Specified content</i>	<i>Focus questions</i>
<ul style="list-style-type: none"> <li>• the concept of sustainable development</li> <li>• sustainability and tourism (ecotourism, cultural tourism)</li> <li>• sustainability and urban growth (electricity, water, transport) and the issues of pollution and waste management</li> <li>• role of multinationals</li> <li>• sustainability and information technology (IT) (e-government, access to and use of mobile devices and internet)</li> </ul>	<p>Why is sustainability important?</p> <p>How sustainable is tourism in Nepal?</p> <p>What can be done to make urban growth more sustainable?</p> <p>How sustainable is economic liberalisation?</p> <p>What are the links between ICT and sustainable development?</p>

<b>Key Issue 4 – How are Nepal’s cultures changing?</b>	
<i>Specified content</i>	<i>Focus questions</i>
<ul style="list-style-type: none"> <li>• threats to culture from social and economic change</li> <li>• traditional cultural practices (arranged marriage, joint families, seclusion of women during menstruation and labour)</li> <li>• intangible heritage (language, traditional knowledge, oral tradition)</li> <li>• tangible heritage (UNESCO sites, museums)</li> <li>• safeguarding culture through education and legislation</li> <li>• culture and the digital age</li> </ul>	<p>What are the risks to Nepal’s cultural traditions? How are cultures being safeguarded? What are the impacts of modernisation on culture?</p>

<b>Key Issue 5 – What political challenges does Nepal face?</b>	
<i>Specified content</i>	<i>Focus questions</i>
<ul style="list-style-type: none"> <li>• development of agriculture and unemployment</li> <li>• inflation and urbanisation</li> <li>• post-conflict reconstruction: building a sustainable peace</li> <li>• the impact of the Maoist-State conflict on social and political life</li> <li>• threats to stability and governance</li> <li>• constitutional reform and federal restructuring</li> <li>• the role of Nepal in an emerging Asia</li> <li>• access to and exploitation of natural resources</li> </ul>	<p>What are the main issues in domestic politics? What are Nepal’s main international aims in politics? How are Nepal’s relationships with India and China changing?</p>

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## 4 Description of components

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For Cambridge International AS Level Nepal Studies candidates take two compulsory components, Paper 1 and Paper 2.

### 4.1 Paper 1 Multiple choice

Candidates answer 30 compulsory multiple-choice questions in 1 hour. Each question has four options labelled A–D and all questions are worth 1 mark.

In this component candidates are assessed on their ability to:

- demonstrate knowledge and understanding (AO1)
- interpret and analyse information, issues and perspectives (AO2).

Some questions in this paper require candidates to *recall, define, identify, state* and *recognise* in order to demonstrate their knowledge and understanding.

Other questions require candidates to *analyse, calculate, compare, draw conclusions from,* and *interpret* information (such as photographs, diagrams, maps, data tables and graphs). Questions in this paper require candidates to go beyond recall of factual information. Instead, candidates are expected to apply knowledge and understanding to answer questions designed to assess their analytical and interpretive skills.

### 4.2 Paper 2 Written paper

Candidates answer three written questions in 1 hour 45 minutes. Each question is worth 25 marks.

In this component candidates are assessed on their ability to:

- demonstrate knowledge and understanding (AO1)
- interpret and analyse information, issues and perspectives (AO2)
- construct an argument, evaluate and communicate (AO3).

This paper consists of two sections.

#### **Section A: Structured questions including data response**

Candidates answer **two** questions from a choice of three.

Questions in this section are based on the **Contexts** part of the syllabus content. Each question is based on one context but candidates should draw on wider knowledge and understanding of other contexts specified in the syllabus content.

Each question has three parts: (a), (b) and (c). Parts (a) and (b) may be divided into one or more sub-parts.

Part (a) questions require candidates to *define, describe, identify, name, state* and *recognise* to demonstrate their knowledge and understanding.

Part (b) questions will require candidates to *analyse, assess, compare, discuss, interpret* and *suggest* based on data and/or information in one or more resources provided.

Part (c) questions require candidates to *assess* and *critically evaluate* a broader issue. Candidates must *explain, justify* and *articulate* their argument, *supported with evidence* and *examples* from their studies.

### **Section B: Extended writing**

Candidates answer **one** question from a choice of three.

Questions are based on the **Issues in contemporary Nepal** part of the syllabus content.

Each question has two parts: (a) and (b).

Part (a) questions require candidates to *outline* or *describe* information related to an issue and then to *explain* or *suggest reasons* for an issue, perspective or view, with evidence.

Part (b) questions require candidates to *construct an argument, or articulate a viewpoint*, supported with examples and evidence. Candidates must *critically evaluate, assess* and *justify*.

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## 5 Other information

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### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and related 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/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

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

### Grading and reporting

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. '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 option codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the entry option 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.

Entry option codes and instructions for making entries can be found in the *Cambridge Guide to Making Entries*. Other exams administration documents, including timetables and administrative instructions, can be found at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

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