India Statistics

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Kompetenz(en)/ relevante Standards	
Leseverstehen	**Grundlegendes Niveau** Die Schülerinnen und Schüler können ▪ explizite und implizite Aussagen von Texten sowie deren Wirkungspotenzial erkennen und einschätzen (Teilaufgaben 1 und 2) ▪ mehrfach kodierte Texte und Textteile, z. B. in Werbeanzeigen, Plakaten, Flugblättern, aufeinander beziehen und in ihrer Einzel- und Gesamtaussage erkennen, analysieren und bewerten (Teilaufgabe 1)
Text- und Medienkompetenz	**Grundlegendes Niveau** Die Schülerinnen und Schüler können ▪ sprachlich und inhaltlich komplexe, […] nicht-literarische Texte verstehen und strukturiert zusammenfassen (Teilaufgaben 1 und 2) ▪ mithilfe sprachlichen, inhaltlichen sowie textsortenspezifischen […] Wissens […] nicht-literarische Texte aufgabenbezogen analysieren, deuten und die gewonnenen Aussagen am Text belegen (Teilaufgaben 1 und 2)
Interkulturelle kommunikative Kompetenz	Die Schülerinnen und Schüler können ▪ fremdsprachige Texte und Diskurse in ihrer fremdkulturellen Dimension erfassen, deuten und bewerten (Teilaufgabe 1)
Sprachlern-kompetenz	**Grundlegendes Niveau** Die Schülerinnen und Schüler können ▪ ihre rezeptiven und produktiven Kompetenzen prüfen und gezielt erweitern, z. B. durch die Nutzung geeigneter Strategien und Hilfsmittel (u. a. Nachschlagewerke, gezielte Nutzung des Internets) (Teilaufgabe 1) ▪ das Niveau ihrer Sprachbeherrschung einschätzen, durch Selbstevaluation in Grundzügen dokumentieren und die Ergebnisse für die Planung des weiteren Fremdsprachenlernens nutzen (Teilaufgabe 2) **Erhöhtes Niveau** Die Schülerinnen und Schüler können darüber hinaus ▪ das Niveau ihrer eigenen Sprachbeherrschung einschätzen und selbstkritisch bewerten, durch Selbstevaluation angemessen dokumentieren und die Ergebnisse für die Planung des weiteren Sprachenlernens verwenden. (Teilaufgabe 2)
GeR-Niveau	B2
Rahmenthema	Cross-cultural relations between Asia and the Western World

Textvorlagen/ Materialien	sechs Statistiken, die unterschiedliche Aspekte der Situation in Indien beleuchten
	
	Teilaufgabe 1: Graphiken 1-6,
	                    Task support a): *Graph Analysis*
	                    Task support b): *Vocabulary Aid for analyzing Tasks*
	
	Teilaufgabe 2: Beispielanalyse der Grafik 3,
	                    Task support: *Model Analysis of Graph 3*

Bearbeitungszeit	zwei Unterrichtsstunden

Hilfsmittel	einsprachiges und zweisprachiges Wörterbuch

Quellenangaben	Graph 1: *The shrinking bottom of the pyramid.* [Zitiert nach: http://www.buyerbehaviour.org/2007/10/income-pyramid-in-india.html ; 02.09.2013] © McKinsey Global Institute. www.mckinsey.com Graph 2: The Economist (Hrsg.) (11. Mai 2013): *Daily chart. India's moment. The growth of India's working-age population.* [Online: http://www.economist.com/blogs/graphicdetail/2013/05/daily-chart-8 ; 02.09.2013] © The Economist Newspaper Limited, London Graph 3: Zitiert nach: Huebler, Friedrich (2008): *Secondary school attendance in India in 2006.* [Online: http://huebler.blogspot.com/2008/01/secondary-school-attendance-in-india-in.html ; 02.09.2013] Graph 4: *India 2015. Illiterate/literate.* [Online: http://webarchive.iiasa.ac.at/Research/POP/images/web-India-big.gif ; 29.07.13] © Reproduced with permission from the International Institute for Applied Systems Analysis (IIASA) Graph 5: Managing IP (Hrsg.) (Mai 2004): *India patent applications.* [Online: http://cdn.managingip.com/images/199/12720/IndiaPieChart-may04.jpg ; 29.07.2013] Graph 6: The Economist (Hrsg.) (11. Mai 2013): *Daily chart. India's moment. The growth of India's working-age population. India's population by age group and sex.* [Online: http://www.economist.com/blogs/graphicdetail/2013/05/daily-chart-8 ; 02.09.2013] © The Economist Newspaper Limited, London Huebler, Friedrich (2008): *Secondary school attendance in India in 2006.* [Online: http://huebler.blogspot.com/2008/01/secondary-school-attendance-in-india-in.html ; 02.09.2013]

Lernvoraus-setzungen	Die Schülerinnen und Schüler sollten bereits einige kontinuierliche Texte über Indien behandelt und sich dabei Grundkenntnisse über die aktuelle Situation in Indien angeeignet haben. Auch sollten sie bereits in den Umgang mit Statistiken eingeführt worden sein. Wörterbücher/ Nachschlagewerke können sie selbstständig nutzen.

Hinweise zur Durchführung der Aufgabe

Die Aufgabe ist als Anschlussaufgabe zu Teilaufgaben des Rahmenthemas *Cross-cultural relations between Asia and the Western World* gedacht. So können die Schülerinnen und Schüler z.B. nach der Lektüre der Filmbesprechung von *Slumdog Millionnaire* oder dem Einsatz des Nachrichtenbeitrags über die Entwicklungen in Indien anhand der Statistiken weitere Informationen über das Land Indien gewinnen.

In **Teilaufgabe 1** sollten die einzelnen Graphiken in der Phase der detaillierten Analyse arbeitsteilig bearbeitet werden. Dabei können ggf. auch selbstständig *skills pages* der Lehrwerke genutzt werden. Für Lerngruppen, die bisher erst wenig mit Graphiken gearbeitet haben, wurde das Übungsblatt *Graph Analysis* entwickelt (*task support for part 1*), mit dessen Hilfe die Bezeichnungen der unterschiedlichen visuellen Darstellungsformen statistischer Informationen eingeführt oder

wiederholt werden können (*step 1*). Auch sollen die Schülerinnen und Schüler üben, schnell zu erkennen, worum es in einer Graphik geht (*step 2*). Für die Analyse der Graphiken werden ihnen Vokabelhilfen (AS5) und eine Modellinterpretation vorgegeben (**Teilaufgabe 2**). Es ist hier für das genaue Lesen wichtig, Farbkopien zu machen.

Abschließend sollten im Plenum die gewonnenen Informationen über Indien ausgetauscht werden.

Target Task:

You are preparing a project day on cross-cultural relations between the USA and different Asian countries. Your task is to prepare a presentation on the depiction of these relations in various print media.

Focus on the following texts:
1. a letter to the editor published in an American small-town newspaper,
2. an article about China published in a documentary about the situation of women,
3. a film review published on an Indian website,
4. an excerpt from a novel by a Pakistani author,
5. statistical information on India.

Here your basis to work on is the statistical information on India (text 5).

Part 1

To find out more about how India is represented in the media, focus on statistical information.

In groups analyze one of the graphs and consider how it may influence the reader's perception of India. Prepare to inform your fellow students about your findings. Use the additional material/task support if you still need help when working with graphs.

Graph 1
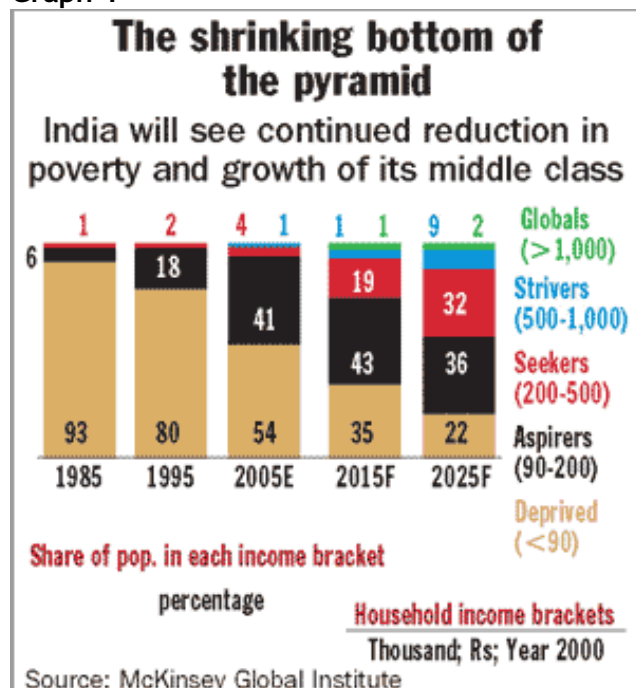
[Zitiert nach: http://www.buyerbehaviour.org/2007/10/income-pyramid-in-india.html ; 02.09.2013] © McKinsey Global Institute. www.mckinsey.com
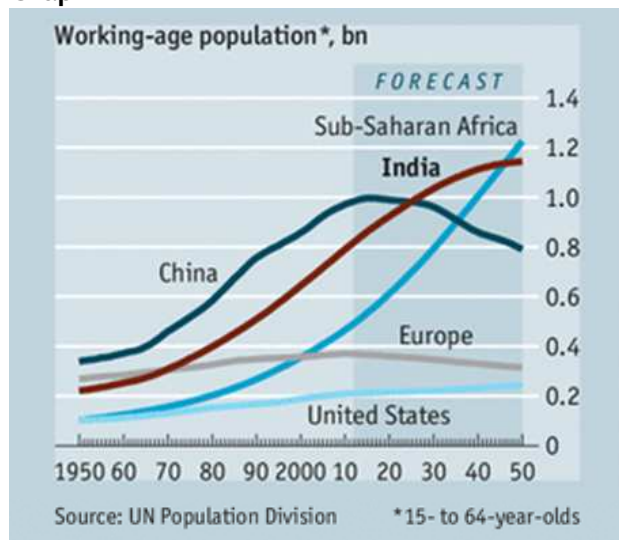
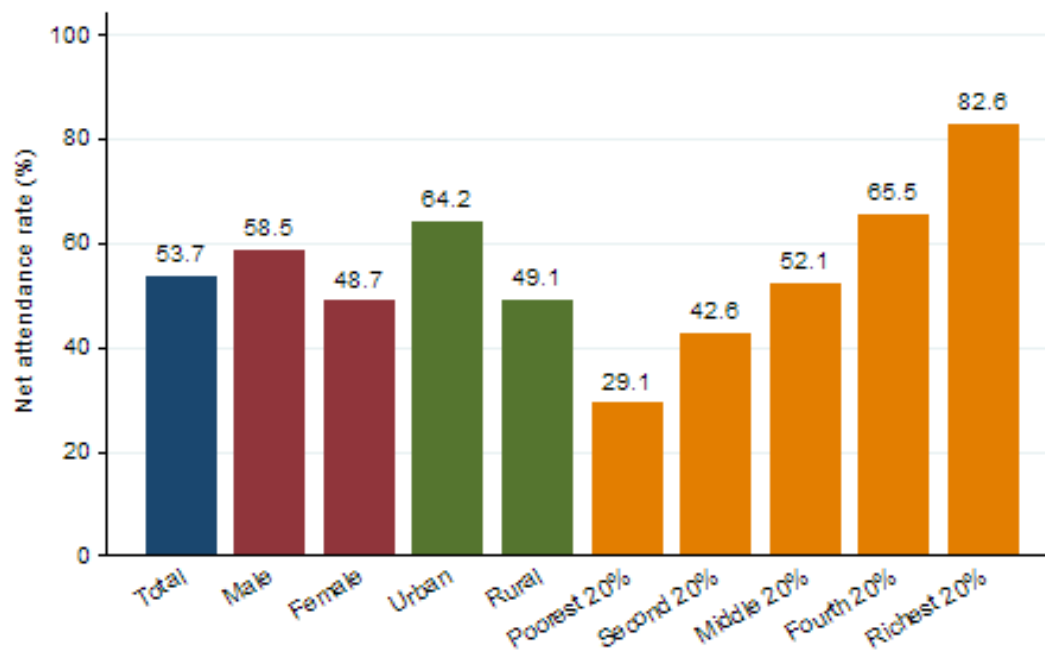## Graph 2

The Economist (Hrsg.) (11. Mai 2013): *Daily chart. India's moment. The growth of India's working-age population.* [Online: http://www.economist.com/blogs/graphicdetail/2013/05/daily-chart-8 ; 02.09.2013] © The Economist Newspaper Limited, London
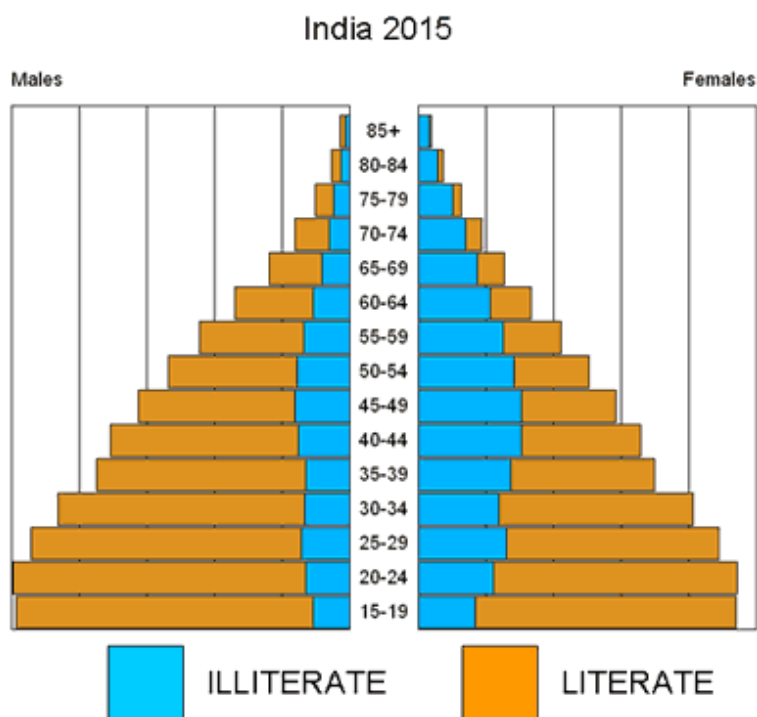
Graph 3
Secondary school net attendance rate (NAR), India 2006

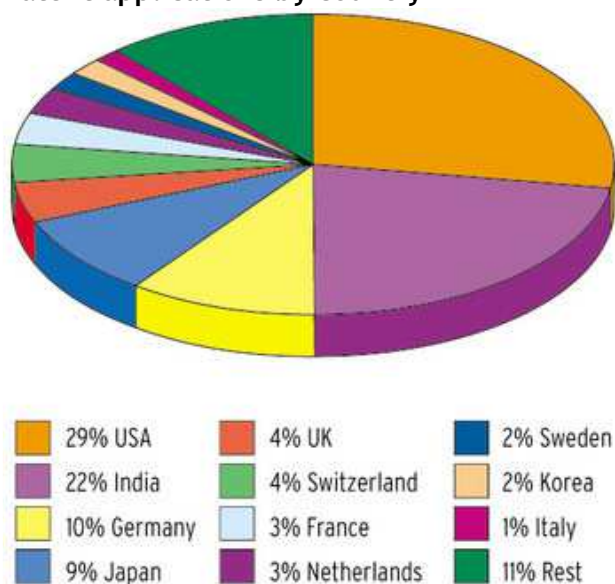Zitiert nach: Huebler, Friedrich (2008): *Secondary school attendance in India in 2006.* [Online: http://huebler.blogspot.com/2008/01/secondary-school-attendance-in-india-in.html ; 02.09.2013]

Graph 4

India 2015

India 2015. Illiterate/literate. [Online: http://webarchive.iiasa.ac.at/Research/POP/images/web-India-big.gif ; 29.07.13] © Reproduced with permission from the International Institute for Applied Systems Analysis (IIASA)

Graph 5
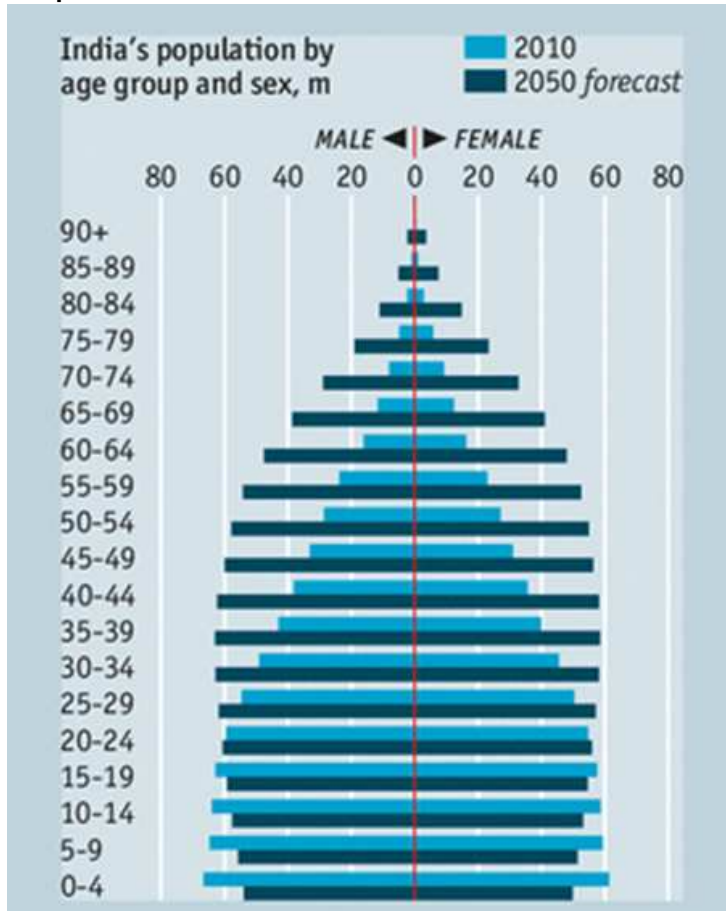**Patent applications by country**

29% USA	4% UK	2% Sweden
22% India	4% Switzerland	2% Korea
10% Germany	3% France	1% Italy
9% Japan	3% Netherlands	11% Rest

Managing IP (Hrsg.) (Mai 2004): *Patent applications*. [Online: http://cdn.managingip.com/images/199/12720/IndiaPieChart-may04.jpg ; 29.07.2013]

Graph 6

The Economist (Hrsg.) (11. Mai 2013): *Daily chart. India's moment. The growth of India's working-age population. India's population by age group and sex.* [Online: http://www.economist.com/blogs/graphicdetail/2013/05/daily-chart-8 ; 02.09.2013] © The Economist Newspaper Limited, London

Task support a) for part 1: Graph Analysis

When you analyze a graph, first briefly say what it is about, then describe it and then explain what information it conveys. After these steps you can interpret the information.

✓ **Step 1: Find out which type of graph you have to deal with.**
   Match the names with the illustrations:
   a) pie chart
   b) bar chart
   c) line graph

   Say which function the different types of graphs have:
   a) compare information about different parts of a whole (= 100 %)
   b) show changes over time to illustrate a trend
   c) compare related groups

✓ **Step 2: Find out what the graph is about.**
   Look at
   - the title
   - the legend
   - the key
   - the annotations

   Which graph is relevant for you if you are interested in the following aspects?
   - education   graph:_____
   - structure of society   graph:_____
   - technical development in India graph:_____

✓ **Step 3: Describe the graph.**
   Focus on
   - the general development
   - the highest/lowest point
   - irregularities

Optional

Before you begin your description,
   • make a list of useful vocabulary, using dictionaries if necessary.
   • compare your lists in groups and add missing words.
   • compare your lists with the help of the task support below (*Vocabulary Aid for analyzing Tasks*).
   • discuss whether this procedure helped you to activate/expand your vocabulary and deal with the task.

OR

Use the *Vocabulary Aid for analyzing Tasks* (task support for part 1).

✓ **Step 4: Evaluation**
   • Decide whether the information is reliable by considering its source.
   • In groups relate information of different sources to each other.
   • Explain the reasons for the developments shown in the graphs, referring to other texts and to your knowledge about India. Give your personal opinion/predictions on the issues.

Task support b) for part 1: Vocabulary Aid for analyzing Tasks

Analysis of graphs – Vocabulary aid

nouns
number, figures, amount, proportion, average
lines, bars, wedges, dots, "x"/"y" coordinate
change, development, trend, movement
increase, growth, peak, extension, expansion, boom, gain, improvement
decrease, reduction, collapse, fall, slump, dip, disparity

adjectives
(far) more/less, up-/downward, stable, compared to
noticeable, distinct, significant, dramatic, drastic, trustworthy

verbs
to show, to illustrate, to reveal
to stand at, to amount to, to reach
to rise, to increase, to go up, to climb, to grow, to boom, to improve, to rocket, to gain, to advance
to decrease, to fluctuate, to drop, to stagnate, to slump, to cut, to reduce, to fall, to plummet
to level off, to stay constant/the same, to remain stable,
to predict, to confirm, to support

adverbs
steeply, vertically, markedly, sharply, suddenly, significantly, considerably, widely, rapidly,
dramatically,
gradually, slowly, slightly, steadily

Part 2: Model analysis of Graph 3

Compare your interpretation with the one below. Highlight and discuss differences together with a partner.

Secondary school attendance in India in 2006

In India, 83 percent of all children of primary school age (6-10 years) attend primary school, as described in a previous article on this site. Primary school net attendance rates (NAR) are highest in urban areas and among children from the richest households.

Fewer children continue their education at the secondary level. Data from a nationally representative Demographic and Health Survey (called National Family Health Survey in India) conducted in 2005 and 2006 shows that only 54 percent of all children of secondary school age (11-17 years) attend secondary school. In addition, there are large disparities between different groups of children, as the graph below demonstrates. Boys and children from urban areas are more likely to be in secondary school than girls and children from rural areas.

Secondary school net attendance rate (NAR), India 2006
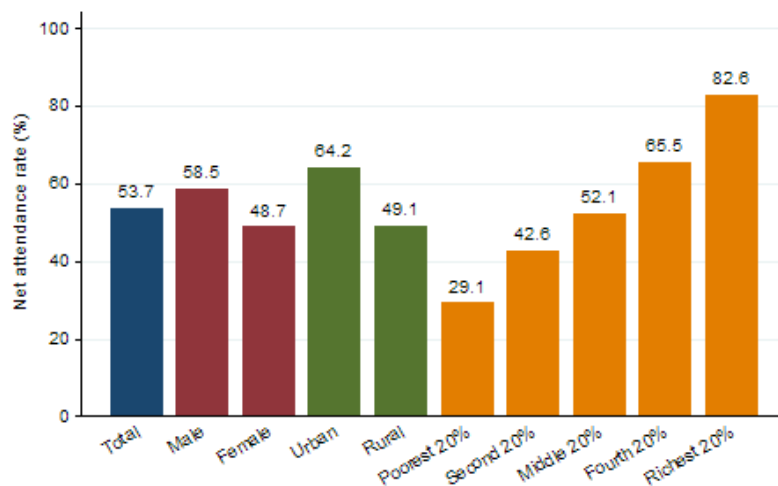
Friedrich Huebler, huebler.blogspot.com, January 2008

Data source: India Demographic and Health Survey 2005-06.

The biggest disparities exist between children from different wealth quintiles. Among children from the richest 20 percent of all households, the secondary NAR is 83 percent, compared to a secondary NAR of only 29 percent among children from the poorest households. The respective primary NAR values are 96 percent for children from the richest quintile and 69 percent for children from the poorest quintile. Children from poor households are not only less likely to enter school than children from wealthier households, they are also far less likely to continue their education after four years of primary school.

Huebler, Friedrich (2008). *Secondary school attendance in India in 2006*. [Online: http://huebler.blogspot.com/2008/01/secondary-school-attendance-in-india-in.html ; 02.09.2013]

Mögliche Schülerantworten zu *Task support for part 1: Graph Analysis*

When you analyze a graph, first briefly say what it is about, then describe it and then explain what information it conveys. After these steps you can interpret the information.

✓ **Step 1: Find out which type of graph you have to deal with.**
   Match the names with the graphs:
   a) pie chart   graph 5
   b) bar chart   graph 1, 3, 4, 6
   c) line graph   graph 2

   Say which function the different types of graphs have:
   a) Compare information about different parts of a whole (= 100%).   (a) Pie chart
   b) Show changes over time to illustrate a trend.   (c) Line graph
   c) Compare related groups.   (b) Bar chart

✓ **Step 2: Find out what the graph is about.**
   Look at
   -    the title,
   -    the legend,
   -    the key and
   -    the annotations.

   Which graph is relevant for you if you are interested in the following aspects?

   education   graphs: 3 and 4

   structure of society   graphs: 1, 2 and 6

   technical development in India   graph: 5