

MARK SCHEME for the May/June 2013 series

0447 INDIA STUDIES

0447/02

Paper 2 (Case Studies), maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	
	IGCSE – May/June 2013	0447	

Section A

1 This question is about environmental sustainability.

(a) Identify two environmental problems caused by India's growing population. [2]

There are a number of problems candidates might identify and examiners should be aware of a possible range. Examiners must also note that the question asks candidates to IDENTIFY and not explain. However, examiners should expect two distinct problems. Examiners should also note that the problems identified must be environmental.

Answers might mention, for example: the increasing demands on energy and water supplies, the problem of pollution in its various forms. They may identify issues linked to increased urbanisation. They might consider the impact on land and the demand for more land, increased demands for productivity from the land to feed the growing population. (2 × 1)

(b) Explain why environmental sustainability is an important issue in India. [8]

LEVEL 1: Identifies reasons. (1–2)

e.g. over-use can lead to soil erosion, impact on animals that live in trees and forest canopies, impact on diversity of Indian wildlife, might make specific mention of the elephant which is threatened by destruction of forests in Himalayan foothills, or specific mention of the tiger, but mention of the threat to any specific big cat is valid (the Asiatic lion is on verge of extinction and is now limited to the Gir forest in Gujarat, Asiatic cheetah almost extinct, had impact on rhino). They might link some of these issues to tourism and the possible impact on that. There might be mention of the need to retain diversity, but also the scarcity of resources.

LEVEL 2: Describes reasons. (3–4)

(Maximum of 2 marks per factor described.) e.g. Many of India's most iconic animals are in decline. In the foothills of the Himalayas the number of wild elephants is in decline, although there are still numbers that are domesticated and are used to help transport the wood from the forests. They might describe the loss of forests or the threat to water resources.

LEVEL 3: Explains factors. (5–8)

e.g. The natural habitat of many of India's most iconic animals is being destroyed and as a result many, such as the tiger, are simply running out of places to live as forests are cleared, either for their timber or for farmland. Some might explain the importance of the decline in forests, not just as a habitat, but in terms of diversity or the damage that can be done through soil erosion.

Page 3	Mark Scheme	Syllabus	
	IGCSE – May/June 2013	0447	

(c) How effectively is India managing its water resources?

LEVEL 1: Unsupported assertions.

e.g. Asserts that either water resources are or are not managed effectively with no supporting evidence.

LEVEL 2: Explains ONE side and ignores the other. (2–5)

At this level candidates will argue that India is **OR** is not managing its water resources effectively. Candidates might claim, for example, that the waters from monsoons are not managed effectively as much of the water runs off into the sea. They might suggest that attempts at water harvesting has been neglected or that the forests are a great supplier of water, but that deforestation creates soil erosion and therefore water does not enter the system. Some might mention the problem of irrigation, which depends on the extraction of groundwater rather than the use of surface water.

LEVEL 3: Explains BOTH sides. (5–9)

As for Level 2, but there will be some argument that the water resources are also managed effectively. At this level candidates will list the two sides and not reach an overall and supported judgement as to 'how effectively.' There might be consideration of the success of some schemes such as ancient tanks or other local works to collect rainwater or consideration of schemes to revive community-based water harvesting.

LEVEL 4: As Level 3 and reaches an evaluative judgement. (9–12)

Examiners should accept either argument provided it is supported and justified.

Page 4	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0447

2 This question is about Jammu and Kashmir.

(a) Identify two causes of the Jammu and Kashmir dispute between India and Pakistan.

There are a number of causes candidates might identify and examiners should be aware of a possible range. Examiners must also note that the question asks candidates to IDENTIFY and not explain. However, examiners should expect two distinct causes.

e.g. Candidates might suggest that the causes are religious due to the Hindu/Muslim divide. They might suggest that it is due to terrorism which has been exploited by both sides. They might note that the causes are long term and the result of Britain's unwillingness to discuss the future of princely states after decolonisation – the legacy of the situation in 1947 with a Hindu ruler of a largely Muslim state. They might mention the role of governments in relation to insurgents. They might mention the political difficulty for either nation in giving up their claim.

(b) Explain the possible disadvantages of making Jammu and Kashmir an independent state. [8]

LEVEL 1: Identifies the disadvantages of partition or independence for the area. (1–2)

e.g. Candidates might mention the economic problems of sustainability. They might suggest it would not reduce the tensions and might increase them. They might raise the problem of acceptance for either India or Pakistan. They might suggest that drawing the line of partition would be a problem.

LEVEL 2: Describes the disadvantages of independence for the area. (3–4)

(Maximum of two marks per disadvantage described.) e.g. Candidates might describe the economic problems that partition would create in terms of trade and that economic development within the region is already low and that this would not improve it. They might describe the tensions that would remain in the area and the way that the minority group might react. They might describe the difficulties in protecting the rights of minority groups. They might describe the problem of drawing the line of partition in relation to the distribution of different groups.

LEVEL 3: Explains the disadvantages of independence for the area. (5–8)

e.g. They might argue that the economic development of the region depends upon co-operation between the two regions and that cannot be achieved by partition as that will further divide the region and increase divisions between India and Pakistan (only 0.8% of India's total exports go to Pakistan and that this would not help improve trade). Divisions might exacerbate the tensions within the region and bring in further insurgents, supposedly in defence of a minority group or simply because they did not accept the decision of boundaries if the area was partitioned. Both governments of India and Pakistan would continue to be involved to protect their interests in the region and therefore tension would remain.

N.B. EXAMINERS SHOULD NOT EXPECT OR REWARD THOSE WHO TRY AND PRODUCE A BALANCED ANSWER AS THE QUESTION ASKS ONLY ABOUT DISADVANTAGES.

Page 5	Mark Scheme	Syllabus	
	IGCSE – May/June 2013	0447	

(c) How effectively have the disputes over Jammu and Kashmir been managed by the Indian government?

LEVEL 1: Unsupported assertions.

e.g. Asserts that either the disputes have or have not been managed effectively with no supporting evidence.

LEVEL 2: Explains ONE side and ignores the other. (2–5)

e.g. Candidates might argue that the dispute has been managed more effectively since 1999. They might suggest that some degree of normalcy has returned to the area as relatively fair and free elections to the state government were held in 2002 and 2008. As a result there is an important element of civilian administration and politics without recourse to violence. The National Conference continues to play a major role in Kashmiri politics. War weariness has weakened support for insurgency, even though there are groups that seek independence or want to join Pakistan. There are groups that now try and seek independence peacefully, such as the All Party Hurriyat Conference. They might also argue that the international aspect has also been more effective and argue that at times Pakistan has accepted the need for a more inclusive dialogue and this has resulted in the opening of the border for trade and the bus route.

LEVEL 3: Explains BOTH sides. (4–9)

As for Level 2, but considers evidence that they have been both effective and ineffective. In considering that the government has been ineffective, there might be mention of the crises that have erupted during this period and the government's failure to prevent them. There might be mention of the attack on the Indian parliament in 2001 that brought India and Pakistan to the brink of war. They might argue that they have failed to persuade Pakistan to stop its support for insurgents and link this to the 2008 Mumbai attacks.

LEVEL 4: As Level 3 and reaches an evaluative judgement. (9–12)

Examiners should accept either argument provided it is supported and justified.

[Total: 22]

Page 6	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0447

Section B

- 3 (a) Use Source A to help you explain three problems faced by the Indian government in improving the quality of rural life.

Level 1: Identifies problems with reference to the source.

The source mentions the problems of education, healthcare and food supplies. (3 × 1)

Level 2: Explains problems with reference to the source.

e.g. The quality of healthcare provided in rural areas is very low and this means that levels of disease are very high and the numbers of working days lost will be great and this will impact on the income of families, also the rise in HIV-AIDS will have a similar impact. The lack of educational facilities means that the standard of education provided will be low and this will make it difficult for children to escape the poverty trap, poor facilities will not attract teachers, classes will be large and standards low. The lack of food reaching those who need it is the result of food being stolen and depriving those with a right to it. In some areas up to 80% of the food is stolen. (3 × 2)

- (b) Use Source B and your own knowledge to help you explain how effective the Indian government has been in reducing the problems of rural and urban slums.

Level 1: Unsupported assertions. (1)

Level 2: Describes EITHER the effectiveness OR ineffectiveness. (2–3)

Describes what the inhabitants have done to improve their position

Level 3: Describes effectiveness AND ineffectiveness. (3–4)

As for L2, but also comments on the problem of overcrowding or the unregulated working hours.

Level 4: Explains EITHER the effectiveness OR ineffectiveness. (5–7)

e.g. Explains how and why the numbers living in slums has continued to grow and the problems this creates. Explains that the government has not taken a great deal of action and that the authorities often do not go into the areas. Comments on the overcrowding and the problems that this creates.

Level 5: Explains effectiveness AND ineffectiveness. (8–10)

As for L4, but also for example explains that the local authorities have improved the conditions for some by providing basic amenities and that in some areas long term residents have been able to legalise their position and even buy plots of land. Candidates might even comment that it is not just poor who live in these areas.

Level 6: As for L5, but also reaches an evaluative judgement. (10–12)

Weighs up whether government policies have been effective or ineffective. The Source suggests that where there have been improvements it is the result of initiatives from the inhabitants rather than the government.

Page 7	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0447

(c) Solving the problem of malnutrition in India is a challenging task. In 2011, India was one of the highest levels of malnutrition in the world. The level of child malnutrition was the second highest in the world. Large numbers died each year from malnutrition and billions of dollars were lost in production.

Look at the possible approaches suggested in Source C. Using the information there and your own knowledge, explain which improvement you would consider to be the most urgent for reducing the levels of malnutrition in India.

To do this you must:

- Give reasoned arguments to justify your choice;
- Explain with reasons why you rejected each of the alternative approaches;
- Explain with reasons one disadvantage of the approach you chose;
- Explain how this disadvantage might be overcome.

[20]

There will be 5 marks for the answer to each of the four parts:

Identifies 1 mark

Describes 2-3 marks

Explains 3-5 marks

[Sustained explanations and judgements throughout must be awarded 20 marks.]

[Total 38]