

**MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers**

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	02

Notes

- The full mark range will be used as a matter of course. Marking must be positive. Marks must not be deducted for inaccurate or irrelevant material. Half-marks will not be used.
- Levels of response criteria are used for answering questions where a hierarchy of answers is possible. Each answer is to be placed in the level that best reflects its qualities. It is not necessary to work through the levels.
- In levels with three marks, provisionally award the middle mark and then moderate according to the qualities of the individual answer.
- In levels with two marks, provisionally award the upper mark and then moderate according to the qualities of the individual answer.
- Arguments need to be supported with evidence, but lots of facts/dates are not required.
- No set answer is looked for to any question. The examples given in the marking scheme are indicative only and are not intended to be exhaustive or prescriptive. They are given only as examples of some responses/approaches that may be seen by an examiner.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	02

Section A

1 This question is about environmental sustainability.

(a) Identify two problems India faces as a result of global warming [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.

Answers might mention: severe droughts, decline in food output, rise in sea levels, floods, areas of the north-east that might be flooded, low contribution but high impact, water supply problems, groundwater reserves already low.

(b) Explain the environmental problems caused by the widespread destruction of trees and forests in the Indian countryside. [8]

LEVEL 1: Identifies reasons. [1-2]

e.g. 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 elephant which is threatened by destruction of forests in Himalayan foothills, or specific mention of 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; impact on rhino).

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.

LEVEL 3: Explains reasons. [5-8]

[Award marks for the quality of the explanation as well as for the number of problems explained. Max 3 marks per reason.]

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 timber or for farmland.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	02

(c) Indian cities face a number of environmental issues:

- (i) The increasing number of cars
- (ii) Industrial waste
- (iii) Providing clean water

Explain which of these issues you think is the most serious. You must discuss (i), (ii) and (iii) in your answer. [12]

LEVEL 1: Unsupported assertions. [1]
Asserts that any of the three named issues is the most serious, but provides no evidence.

LEVEL 2: Explains ONE issue and ignores the others. [2-5]
e.g. Explains that the number of children who die through drinking contaminated water is unknown, but it is high. Explains that water-treatment and supply facilities have simply failed to keep pace with the expansion of cities and that even in India's biggest and most thriving cities many of those living in slums have no access to clean water at all, let alone have decent sewage facilities. They may explain that this will inevitably lead to health problems such as diarrhoea.
OR Might explain the difficulty in improving e.g. the water supply because of the cost of such a massive infrastructure project, etc.

LEVEL 3: Explains MORE than one issue. [4-9]
As for Level 2, but also considers, for example, problems created by the increased number of cars and dangers caused by industrial effluents, toxic waste and other pollutants. When considering the increase in the number of cars, candidates might mention the clogged roads which leads to increased congestion and the resultant pollutants that it causes and the increase in greenhouse gases. In terms of industrial effluents and toxic waste they might mention India's record on this and that many industries have set up there because the controls are not very tight. There might be mention of specific examples such as Bhopal.
OR Might explain difficulties in improving several of the issues and solving the problems.
Candidates who consider only two of the factors should not be awarded the top of the level.

LEVEL 4: As Level 3 AND reaches a balanced judgement. [9-12]
Although both the increase in cars and the problems caused by toxic waste have an impact, the lack of clean water has a far greater impact on daily life. The lack of clean water will have an impact on the daily health of people and will affect many more than the other problems. It may also have an impact on industrial productivity.
OR Might explain difficulties in resolving the issues.

[Total: 22]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	02

2 This question is about Jammu and Kashmir.

(a) What is the Line of Control? [2]

One mark should be awarded for a general answer that is aware it is the dividing line through Kashmir, with Pakistan controlling one side and India the other. The other mark can be awarded for further detail: this might include the fact it is simply a ceasefire line that was put in place in 1948. They might comment that neither side accept it as legal and therefore have no problem going beyond it.

(b) Explain why there are militant groups in Kashmir. [8]

LEVEL 1: Identifies factors. [1-2]

Among factors that might be mentioned are India's refusal to negotiate the loss of any of Kashmir, India's desire to maintain the status quo, encouragement from Pakistan, the policies adopted by the Indian government, role of radical Islamicists and the role of foreign states such as Afghanistan, Saudi Arabia and Chechnya in supplying radicals, the withdrawal of the USSR from Afghanistan.

LEVEL 2: Describes factors. [3-4]

[Maximum of 2 marks per factor described.]

In 1987 the most prominent groups were simply Kashmiri militants who protested against rule from India who wanted to release Kashmir from Indian rule. Some of these groups used terrorist and guerrilla tactics. In 1989, Russian forces withdrew from Afghanistan and members of more extreme Islamic groups (e.g. Lashkar-e-Toiba, Jaish-e-Mohammad) came to Kashmir.

LEVEL 3: Explains factors. [5-8]

[Award marks for the quality of the explanation as well as for the number of problems explained.]

The ending of Russian involvement in Afghanistan meant that there were many Mujahideen fighters who needed a cause for which to fight, as a result many came to Kashmir in order to wage a holy war or jihad there to free fellow Muslims. This brought many hardline or Islamic terrorist groups into the region, such as the Lashkar-e-Toiba and Jaish-e-Mohammad.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	02

- (c) **There have been increased attempts to solve the Jammu and Kashmir issue since the Kargil Incident of 1999. Is it becoming easier or harder to resolve the dispute? [12]**

LEVEL 1: Unsupported assertions. [1]

Asserts that either it is becoming easier or harder to resolve the conflict, with no supporting evidence.

LEVEL 2: Explains ONE side and ignores the other. [2-5]

It might be argued that the continuation of talks, the opening of the bus service in February 2007, which carried people across the ceasefire line between Srinagar in Indian-controlled Kashmir and Muzaffarabad on the Pakistan side, has helped to improve relations and will make it harder for poor relations to return as many have seen the benefits and the people would exert pressure on their governments. The work that was undertaken to achieve this, such as repairing the road, also brought co-operation and this was seen as beneficial. The people of both countries have benefited from this and this might help to defeat more hard-line opponents on both sides. There might also be mention of the economic gains to be made. Some might also argue that the world's major powers will not allow the process to be derailed because of concerns about the nuclear dangers in the area and this will force both sides to keep talking. There might be mention of the splits between some of the opposition groups in Kashmir and that many militant groups are distancing themselves from hardliners, it could be noted that Kashmiris call the more extreme militants 'foreigners' or 'terrorists', whereas in the past they were seen as freedom fighters. Groups that completely oppose the peace-process are increasingly being seen as slightly out-of-touch with the general feeling.

LEVEL 3: Explains BOTH sides. [4-9]

As for Level 2, but also considers why it might be harder/might be seen as harder to resolve the conflict. There might be mention of the terrorist attacks which some in India blame on Pakistan. Some might also suggest that the growth in militancy makes a solution harder or that progress cannot occur whilst a military government is in power in Pakistan, but that if a democratic government came into power and negotiated it would trigger another military coup.

LEVEL 4: As Level 3 and reaches a balanced judgement. [9-12]

Examiners should accept either argument provided it is supported and justified. Some might conclude that despite recent terrorist activities the process has continued and overcome the difficulties such attacks presented and therefore problems can be resolved. However, others might suggest that terrorist groups will derail any plan or that as India will not give up control of any land and is happier with the status quo no solution is possible, given the cleft-stick problem facing Pakistan over military and civilian governments.

[Total: 22]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	02

Section B

Improving human development for the disadvantaged in India: a problem-solving exercise.

3 (a) Use Source A to help you explain three problems faced by women in India today. [6]

LEVEL 1: Identifies problems with reference to the Source. [3x1]

[1 mark for each problem identified.]

This level should also be used for problems that are not mentioned in the source.

LEVEL 2: Explains problems with reference to the Source. [3x2]

[Max 2 marks per problem explained.]

There is still an expectation that women will carry out domestic work and not seek paid occupations, this will keep them dependent upon their husbands and is also a disincentive to pursue education, particularly at a higher level.

(b) Use Source B and your own knowledge to help you explain how successful government policies have been in solving the problem of feeding India's poor. [12]

LEVEL 1: Unsupported assertions. [1]

LEVEL 2: Describes EITHER success OR failures. [2-3]

Describes failures of the policy of subsidised food through theft. In order to gain a second mark, could mention the case of states like Bihar where there are major problems.

LEVEL 3: Describes success AND failure. [3-4]

As for Level 2, but also comments on the success of the policy in Kerala.

LEVEL 4: Explains EITHER success OR failure. [5-7]

Explains how much has been stolen and the impact that this has on the most vulnerable. They may also point to the corruption in terms of obtaining coupons to obtain the subsidised food. There may be explanation of corruption at every level, with coupons being sold, so even where coupons are used it might not be the most vulnerable and needy who gain the food or that often even where the poor have the coupons, the quality of grain given is of a lower quality.

LEVEL 5: Explains success AND failures. [8-10]

As for Level 4, but also explains how successful these policies have been in states where there is good government.

LEVEL 6: As for Level 5, but also reaches a balanced judgement. [10-12]

Weighs up whether the numbers who have gained has outweighed the cost and losses. Have the policies had a benefit or are there other better methods that could be adopted?

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	02

(c) It is very important for India to help disadvantaged people. Look at the issues outlined in Source C. Using the information and your own knowledge, explain which you consider to be the most important issue for India to take action on in order to improve the lives of those disadvantaged by caste and gender.

To do this you must:

- Give reasoned arguments to justify your choice;
- Explain with reasons why you rejected each of the alternative issues;
- Explain with reasons one disadvantage of the issue you chose;
- Explain how this disadvantage might be overcome. [20]

5 marks for the answer to each of the four parts:

- Identifies [1]
- Describes [2–3]
- Explains [3–5]

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

[Total: 38]