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Cambridge International General Certificate of Secondary Education

INDIA STUDIES

0447/02

Paper 2 Case Studies

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MARK SCHEME

Maximum Mark: 60

Published

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.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
<p>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.</p> <p>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.</p> <p>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.</p>		
1(a)	<p>Identify <u>two</u> problems India faces in managing its water resources.</p> <p>One mark should be awarded for each problem identified. 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: the availability of water in different areas, desert areas and problem of supply, over-exploitation of water for irrigation or dry season agriculture, excessive use of water, unequal access to water among different social groups, water shortages where there is a growing population, industry consuming large amounts of water.</p>	2

Question	Answer	Marks
1(b)	<p>Explain why the management of urban pollution is an important issue for India.</p> <p>LEVEL 1: Identifies issues. [1–2 marks] People die through drinking contaminated water, water treatment facilities have not kept pace with urban growth, dangers caused by increased numbers of cars, dangers of industrial effluents, problems caused by toxic waste, lack of government controls.</p> <p>LEVEL 2: Describes issues. [3–4 marks] [Maximum of 2 marks per reason described]</p> <p>There are an increasing number of cars on India’s roads. This leads to increased congestion and pollutants. The pollutants cause greenhouse gas levels to rise. The increase in the number of cars adds to the smog and poor air quality.</p> <p>LEVEL 3: Explains issues. [5–8 marks] [Award marks for the quality of the explanation as well as for the number of reasons explained. Max. 3 per reason]</p> <p>The increasing number of cars on India’s roads, particularly within cities, leads to congestion and therefore an increase in both congestion and the resultant pollutants that it causes. There is also an increase in greenhouse gases associated with such developments. This all leads to an increase in the presence of a high proportion of undesirable gases, such as carbon monoxide, which can adversely affect human health, animals, plants, buildings and the atmosphere.</p>	8

Question	Answer	Marks
1(c)	<p>How successfully has India maintained a diversity of plants and animals?</p> <p>LEVEL 1: Unsupported assertions. [1 mark] Asserts that India either has or has not maintained a diversity of plants and animals with no support or generalised support.</p> <p>LEVEL 2: Explains EITHER successful OR not successful. [2–5 marks] The government have found it difficult to prevent the continued deforestation of areas, which has had an impact on wildlife. There are corrupt officials who connive with illegal loggers and poachers. The demand for wood for fuel also continues to increase leading to the destruction of more trees.</p> <p>LEVEL 3: Explains successful AND unsuccessful. [4–9 marks] As above but also considers the success in the field of tiger reservations, which cover an area of over 37 000 sq km, although they were only established as numbers had fallen dramatically. The establishment of ‘Project Tiger’ had initial success and numbers rose, but this was followed by a decline.</p> <p>LEVEL 4: Balanced consideration, which reaches an evaluative judgement as to ‘how successful’. [9–12 marks] Examiners should accept either successful or unsuccessful, provided both sides have been considered and a supported judgement has been reached. However, the strong treatment of either can reach the highest level.</p>	12

Question	Answer	Marks
2(a)	<p>Identify <u>two</u> advantages of opening the bus route along the Line of Control (LOC).</p> <p>One mark should be awarded for each advantage identified. There are a number of advantages 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 advantages. Answers might mention: the social benefits, the re-uniting of families, the economic gains, contacts made between India and Pakistan.</p>	2

Question	Answer	Marks
2(b)	<p>Explain why it has been difficult to achieve stability in Jammu and Kashmir.</p> <p>LEVEL 1: Identifies issues. [1–2 marks] The attitudes of India and Pakistan, the region had become a haven for terrorists, economic problems in the area, the impact of the ending of the Afghan conflict.</p> <p>LEVEL 2: Describes issues. [3–4 marks] [Maximum of 2 marks per reason described] There are a number of militant Kashmiri groups in the region who protest against rule from India. Some of these groups use terrorist tactics. In 1989 with the withdrawal of Russian forces from Afghanistan members of some of the extreme Islamic groups went to Kashmir.</p> <p>LEVEL 3: Explains issues. [5–8 marks] [Award marks for the quality of the explanation as well as for the number of reasons explained. Max. 3 per reason] The ending of Russian involvement in Afghanistan meant that there were many fighters who needed a cause for which to fight and, as a result, came to Kashmir to wage a holy war and free fellow Muslims, which has added to the unrest and made it hard to achieve stability. The situation has been made worse by the movement to the area of many hardline or Islamic terrorist groups, such as Lashkar-e-Taiba and Jaish-e-Mohammad.</p>	8
2(c)	<p>How successfully have the issues facing those living in Indian-administered Kashmir been addressed?</p> <p>LEVEL 1: Unsupported assertions. [1 mark] Asserts that the problems either have or have not been overcome with no support or generalised support.</p> <p>LEVEL 2: Explains EITHER successful OR not successful. [2–5 marks] There is still a large terrorist threat for those living in Kashmir and the numbers being killed by the militants suggests that the area is not particularly safe for people despite the growing war weariness and the fact that ordinary people have distanced themselves from the militants.</p> <p>LEVEL 3: Explains successful AND unsuccessful. [4–9 marks] There has been some economic development within the region and the region is attractive for economic investment. There is also growth in the tourist industry, which will bring in income to develop the region economically. Economic development also lessens support for terrorist groups and encourages co-operation.</p> <p>LEVEL 4: As Level 3 AND reaches a balanced judgement. [9–12 marks] Examiners should accept either successful or unsuccessful, provided both sides have been considered and a supported judgement has been reached. However, the strong treatment of either can reach the highest level.</p>	12

Question	Answer	Marks
3(a)	<p>Use Source A to explain <u>three</u> ways in which life for the Dalits has been improved.</p> <p>[Improvements not referred to in the source score 0]</p> <p>LEVEL 1: Identifies improvements with reference to the Source. [3 × 1] [1 mark for each improvement] Improvements that might be identified include: rural employment opportunities, rural employment guarantee schemes and rural income generating schemes, loans available for dairy and goat farming, redistribution of land, loans and grants available for land.</p> <p>LEVEL 2: Explains improvements with reference to the Source. [3 × 2] [Max 2 marks per improvement] The creation of rural opportunities has given the Dalits the opportunity to make economic gains and advancement. They have been able to become their own masters through the establishment of various farming enterprises and the opportunity to own land, which had not been possible in the past, when they had been dependent on others.</p>	6

Question	Answer	Marks
3(b)	<p>Use source B <u>and</u> your own knowledge to explain why affirmative action in India has both supporters and opponents.</p> <p>LEVEL 1: Unsupported assertions. [1 mark] Asserts that with no or generalised knowledge to support the claim.</p> <p>LEVEL 2: Describes EITHER views supporting OR opposing. [2–3 marks] Describes why some are critical of affirmative action. It has resulted in lower standards and brought down the morale of students. The lack of qualified candidates from the lower castes and Scheduled Tribes has had an impact on the IT industry. There are not enough well-qualified people to sustain the development of the economy as some industries are taking up those who are qualified.</p> <p>LEVEL 3: Describes views of those who support AND oppose. [3–4 marks] As for Level 2, but also describes supporting views and why some support affirmative action, such as the growth in rural employment and the resultant improved position of those from the lower castes.</p> <p>LEVEL 4: Explains why people EITHER support OR criticise. [5–7 marks] [Award marks for the quality of explanation] Explains how the demand for labour has meant that business has been unable to ignore the vast labour market provided by the lower castes and Scheduled Tribes. An improvement in their economic position will stimulate demand in the economy.</p> <p>LEVEL 5: Explains why some people support AND why some people criticise. [8–10 marks] As for Level 4, but also explains that only certain groups have benefited and that caste still defines the jobs available and business networks that can be joined. The system of reservations has not been implemented in the private sector and therefore members of the ‘upper’ castes have an advantage there.</p> <p>LEVEL 6: As for Level 5, but also reaches a balanced judgement. [10–12 marks] Weighs up the level of controversy.</p>	12
3(c)	<p>Look at the issues outlined in Source C. Using this information and you own knowledge, explain which you consider to be the <u>most</u> important issue for India to take action on in order to improve the lives of those disadvantaged by gender.</p> <p>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).</p>	20