



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

INDIA STUDIES

0447/01

Paper 1 Core Themes

May/June 2016

MARK SCHEME

Maximum Mark: 75

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

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 questions where a hierarchy of answers is possible [part (b) and (c) questions]. 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 higher 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 mark 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	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

1 This question is about India and Democracy.

(a) This question tests your knowledge.

Explain what the following mean in Indian parliamentary elections:

(i) The ‘first past the post’ system [2]

E.g. an election won in each constituency by the candidate with the most votes; candidates that can win by securing just one vote more than the candidate with the next highest number of votes.

(ii) The secret ballot. [2]

E.g. a voting method where voters’ choice/s in an election are anonymous; a private vote which is an attempt to prevent intimidation or potential vote buying.

(b) This question tests your understanding.

Explain why the Bharatiya Janata Party won a majority of seats in the 2014 Indian General Elections.

LEVEL 1: Simplistic statement(s) [1]

E.g. won more seats, gained more votes.

LEVEL 2: Identifies reasons [2–4]

[Award marks for the number of reasons given and/or the quantity of supporting detail. Max 2 marks per reason given.]

E.g. the Bharatiya Janata Party (BJP) highlighted economic failures, corruption, youth unemployment, poor infrastructure and inefficient electrical supplies. The Party carried out a high-tech campaign and used the ‘Modi’ effect.

LEVEL 3: Explains reasons [5–7]

E.g. the Bharatiya Janata Party (BJP) focussed on economic factors throughout the campaign, stressing the fall in economic growth from 8% to 5% together with rising inflation moving into double figures. The Party railed against development plans that were left unfinished, highlighting the need for significant change to ‘kick-start’ economic growth.

The Party also complained about the many scandals involving public funds which the Congress-led coalition seemed unable to resolve. Corruption was a key factor in the campaign and criticism was levelled at the Congress Party’s dynastic policies followed for several decades. The BJP identified two centres of power within the UPA coalition with a ‘weak’ Prime Minister Manmohan Singh countered by the real power vested in the Congress Party President, Mrs. Sonia Ghandi.

‘Sab ke saath, sab ka vikas’ (everyone developing with everyone’s help). The BJP emphasised the need for development for all.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

Focussing on the younger voters, especially in the cities, the Party made commitments to creating more jobs and the whole question of rising unemployment. Business interests were given assurances that infrastructure and electricity supplies would be improved with road repair schemes and highway developments. The Party had success in semi-urban and rural areas attracting non-traditional BJP voters. Voters tended to react to the failed policies of the Congress-led coalition.

The Party made use of social media and followed a high-tech campaign, often using ‘selfies’ and daily ‘tweets’ to get direct access to the voters. Also, use was made of the personality and standing of their leader, known as the ‘Modi’ effect.

(c) This question tests your judgement.

‘Terrorism is the most difficult political problem for the Indian Government.’

How far do you agree? Give reasons for your answer.

LEVEL 1: Simplistic statement(s) [1–2]

Terrorism affects many states. Terrorism is difficult to stop.

LEVEL 2: Identifies/describes reasons [3–5]

[Award marks for the number of reasons given and/or the quantity of supporting detail. Max 2 marks per reason given.]

E.g. terrorism can involve bombings, explosions, shootings and organised attacks. Some states are affected by terrorist-secessionist movements. Islamist terrorist groups have emerged. Naxalites are still a major threat. Economic development can be affected. There are other social, economic and political problems.

LEVEL 3: Explains OR disagrees with one reason [6–8]

OR

Explains OR disagrees with two or more reasons, including terrorism [9–11]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

LEVEL 4: Offers explained and supported evaluative judgements

[12–14]

[Candidates may draw from a wide range of factors to assess relative importance of each one. What matters is the quality of the explanation and the judgements. Sustained judgement that addresses ‘How far do you agree and give valid reasons’ must be awarded 14 marks.]

(This is a fairly ‘open’ question that can be considered in terms of the problems terrorism can present and the difficulties in countering terrorist activities, but there are other important economic, social and political reforms that can also be considered.)

E.g. Terrorism and internal instability:

Candidates might consider the argument that terrorism is the biggest issue to be tackled, agreeing with ex-Prime Minister, Manmohan Singh, who had stated that terrorist groups represent the most serious internal threat to India’s national security. Examples and explanations of terrorist group activities, e.g., in Punjab, Kashmir or Naxal affected districts, promoting instability and random terrorist attacks. Activities of groups such as Babbar Khalsa International (BKI), Indian Mujahideen (IM), Lashkar-e-Toiba (LeT), and Mumbai and Delhi attacks could assist in supporting arguments.

E.g. Terrorism and economic development:

Candidates could refer to the impact of terrorism on economic development: e.g., huge industrialisation and private investment by multi-national companies which have faced opposition from terrorist groups. These groups claim that such projects have stolen local resources. Other groups can be opposed to ‘outsider’ projects, as local people gain few benefits from profits and little compensation when land is seized. Specific examples should be credited.

E.g. Government action against terrorism:

Examples of government strengthening anti-terrorism legislation and reformed internal security organisations could be highlighted to argue that, together with India’s huge army and international co-operation, terrorism is being countered more effectively. The National Investigation Agency (India) (NIA) was created after the November 2008 Mumbai terror attacks as a need for a central agency to combat terrorism. The Unique Identification Authority of India was established in February 2009, an agency responsible for the Multi-purpose National Identity Card with the objective of increasing national security and e-governance.

Other problems:

Candidates could identify a range of economic, social and political reforms with examples and explanations, including reducing poverty, improving health facilities, tackling corruption, addressing gender discrimination, widening the distribution of wealth, etc.

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

2 This question is about India's Economic Development.

(a) This question tests your knowledge.

Identify four different manufacturing industries in private ownership in India. [4]

E.g. cotton textiles (1), jute (1), sugar (1), cement (1), leather (1), chemicals (1), consumer electronics (1), industrial electronics (1), computers (1), road transport (1), agriculture (1)

(b) This question tests your understanding.

Explain the aims of India's Economic Strategic Plans since 1991.

LEVEL 1: Simplistic statement(s) [1]

E.g. help India to improve; help India create more wealth.

LEVEL 2: Identifies reasons [2–4]

[Award marks for the number of reasons given and/or the quantity of supporting detail. Max 2 marks per reason given.]

E.g. de-regularisation, privatisation and globalisation to help Indian people in their lives, employment and income.

LEVEL 3: Explains reasons [5–7]

E.g. modernise the economy by changes to structures and institutions on a capitalist economic framework. Wider use of technology including innovation to enhance efficiency by reducing costs, increasing labour productivity and improving quality. Increase competition for domestic industries and promote privatisation. Reduce the role of the public sector. Promote economic growth by raising the standard of living via increased per capita growth. Promote exports and increase liberalisation in trade, thereby reducing dependence on foreign aid and imports and move more towards 'outward orientation', globalisation, and import substitution and diversification. Increase Foreign Direct Investment (FDI).

Recent plans have laid emphasis upon modernising industry, encouraging a more inclusive elementary education, cleaner water supplies and expansion of primary health care facilities, development within agriculture, providing greater social justice to landless labourers, scheduled castes/tribes, women and children, reducing inequalities of income, lowering the poverty ratio, increasing literacy rates, developing better infrastructures and a healthier environment.

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

(c) This question tests your judgement.

‘The most important consequence of India’s economic growth since 1991 has been environmental degradation.’

How far do you agree? Give reasons for your answer.

LEVEL 1: Simplistic statement(s) [1–2]

E.g. economic growth has helped Indian people; environmental degradation has increased.

LEVEL 2: Identifies/describes reasons [3–5]

[Award marks for the number of reasons given and/or the quantity of supporting detail. Max 2 marks per reason given.]

E.g. economic growth has created great benefits with big industrial expansion. Also problems with a huge growth in population, rise in pollution, and dumping of waste materials. The living conditions of the poor population have not improved.

LEVEL 3: Agrees or disagrees with one reason [6–8]
OR

Agrees or disagrees with two or more reasons, including environmental degradation [9–11]

LEVEL 4: Offers explained and supported evaluative judgements [12–14]

[Candidates may draw from a wide range of factors to assess relative importance of each one. What matters is the quality of the explanation and the judgements. Sustained judgement that provides an exceptional balanced evaluation justifying supported arguments must be awarded 14 marks.]

(This is a fairly ‘open’ question that can be considered in terms of emerging issues that have affected economic growth with perhaps some consideration of sustainable economic development. On the other hand, arguments might be angled towards benefits economic growth has given the Indian nation and its people despite apparent drawbacks.)

E.g. the rise in India’s Gross Domestic Product and huge industrial expansion have witnessed large increases in income levels and employment opportunities for a considerable proportion of the population. With changes to economic strategies and liberalisation, policies have focussed on encouraging extensive Foreign Direct Investment.

Environmental degradation epitomised by air pollution (particularly wood and biomass burning, and vehicle pollution) together with water pollution (many of India’s main rivers have been affected by the dumping of untreated sewage and other industrial waste materials), have all increased waterborne diseases, adversely threatening public health. Such pollution left unchecked would question sustainability of India’s development, and remains a major problem for Indian governments, even though investment, legislation, controls, media coverage and educational programmes have been put in place in an attempt to extend awareness and limit the impact of degradation. Even so, untreated sewage, openly dumped street garbage are common sights in urban and rural areas.

Candidates could consider other issues such as the impact of poverty and inequality, the widespread utilisation of child labour, and the negative effects of corruption across India’s political and economic parameters.

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

All these issues work against creating an environment where Indian people as a whole can realise their full potential and lead creative lives. Dimensions of sustainable development and the ability for India to use its resources efficiently whilst protecting the environment could be further explored by candidates. Industrial activity damaging the environment through, for example, deforestation and the loss of bio-diversity could be discussed.

3 This question is about Social and Cultural Developments within Indian Society.

(a) This question tests your knowledge.

Identify four problems that tribal groups face in India. [4]

E.g. poverty (1), low literacy rate (1), work on uneconomical landholdings (1), many are landless (1), indebtedness (1), dependence on money lenders (1), bondage (1), exploitation (1), disease (1), unemployment (1), tribal conflicts (1), insurgency (1).

(b) This question tests your understanding.

Explain the aims of the social policies of the United Progressive Alliance since 2004.

LEVEL 1: Simplistic statement(s) [1]

E.g. help the poor; help dalit groups.

LEVEL 2: Identifies reasons [2–4]

[Award marks for the number of reasons given and/or the quantity of supporting detail. Max 2 marks per reason given.]

E.g. reduce discrimination against women and castes. Reduce the level of poverty. Increase opportunities in education and employment.

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

LEVEL 3: Explains reasons

[5–7]

Reduce discrimination: e.g. women face discrimination on three fronts: their caste, their class and their gender. Dalit groups have attempted to protect their women in an attempt to uphold their dignity.

Mandal recommendations of 1989 attempted to reserve seats for backward castes in higher education and employment. Few can afford higher education from underprivileged and underdeveloped rural areas. There are also issues of distance and often violent outbursts from discontented more dominant caste groups. The reservation of seats in the legislatures for Dalits has had more of an impact, but competition has developed between 'better off' and 'worse off' groups with the latter demanding more guarantees over the whole question of reservations.

Improve welfare schemes to help progress in education and health, e.g. National Welfare Schemes, Midday meal schemes in Andhra Pradesh, but even these projects received severe objections from the higher castes with children being withdrawn from midday meals causing a strong line from government authorities to redress the situation.

Reduce poverty, e.g. the Public Distribution Scheme has provided cheaper food at Fair Price shops, but the effectiveness of these outlets tends to depend on who runs them, and limited success can be seen if supervised by dominant caste members.

(c) This question tests your judgement.

How serious a problem is gender inequality in contemporary India?

LEVEL 1: Simplistic statement(s)

[1–2]

There is a great deal of gender inequality. Women and girls are discriminated against.

LEVEL 2: Identifies/describes reasons

[3–5]

[Award marks for the number of reasons given and/or the quantity of supporting detail. Max 2 marks per reason given.]

Gender inequality seen in women being at home. Entrenched patriarchal views devalue women and girls. Women get less pay, poorer education, suffer high maternal mortality, problems of dowry, inadequate nutrition and sexual and domestic violence.

LEVEL 3: Agrees or disagrees with one reason

[6–8]

OR

Agrees or disagrees with two or more reasons, including gender inequality

[9–11]

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

LEVEL 4: Offers explained and supported evaluative judgements

[12–14]

[Candidates may draw from a wide range of factors to assess relative importance of each one. What matters is the quality of the explanation and the judgements. Sustained judgement that provides an exceptional balanced evaluation justifying supported arguments must be awarded 14 marks.]

Candidates may define gender inequality (unfair treatment of one gender group with unequal rights, responsibilities, and opportunities leading to poor health status, educational attainment and economic status compared to men).

To a great extent in India, gender inequality can reflect traditional perceptions of gender: women’s role in the family setting, a male dominated society, limited roles in economic/political spheres. Kinship rules tend to be rooted in Indian cultures and gender norms. Huge preference for sons, daughters being seen as a liability in a patriarchal society where men are the primary authority figures.

The 1950 Indian Constitution stated equality for women. Legislation has been enacted to improve gender equality (e.g. Dowry Prohibition Act in 1961, 2005 Hindu Succession (Amendment Act), 1990s laws against dowry burnings and rape, Prohibition of Sex Selection Act of 1994, Constitutional Amendment Act of 1992, and in 2001 National policy for Empowerment of Women) and social media, together with government awareness programmes, have attempted to address the situation.

Gender inequality can be seen in, e.g. education: 2011 Census indicated a lower literacy rate for women compared to men (65% to 82%). There are evidently inadequate school facilities for females (sanitary facilities), shortage of school teachers, gender bias in the curriculum, and limited reservation for female students in higher education, indicating India places a greater value on males over females.

E.g. violence: domestic violence and rape, stalking and acid attacks against women, sexual harassment, dowry deaths, and honour killings, areas perhaps where gender stereotyping remains fixed. However, the December 2012 gang rape protest, covered by the media, involving many thousands of Indian people revealed massive disapproval of such violence and demands for justice for women. India’s modernisation and improved education and job opportunities are slowly encouraging Indian people to become more independent and outspoken on such issues. As raised in the 2014 general election, safety of women was seen as an important concern. For sustained reduction in gender inequality, more social change will be needed, improved laws, a change of attitude by politicians and response from the legal system of the need to recognise sexual assault. Attention could also be directed towards the rising number of paedophilia cases reported. Women have limited freedom to select and marry a partner of their own choice. Also health and survival issues with relevant examples could be considered.

On the other hand, candidates may wish to advance the case for distinct improvements in legislation against violence towards women and in matters of health, advances in female education, as seen in Kerala, and the strides women have made in the political area and females acting as role models in space, in athletics, in the arts as well as high positions in Parliament.

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

4 This question is about India and the world.

(a) This question tests your knowledge.

Identify four international organisations India has joined. [4]

E.g. ASEAN (1), South East Association for Regional Co-operation (1), United Nations (1), MeKong Ganga Cooperation (1), BIMSTEC (1), Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (1), Commonwealth (1).

(b) This question tests your understanding.

Explain why India has aided Afghanistan since 1991.

LEVEL 1: Simplistic statement(s) [1]

India wanted to trade. India wanted to help with projects.

LEVEL 2: Identifies reasons [2–4]

[Award marks for the number of reasons given and/or the quantity of supporting detail. Max 2 marks per reason given.]

India wanted to help overthrow Taliban forces. India saw the need for humanitarian aid. India saw benefits in helping re-construction.

LEVEL 3: Explains reasons [5–7]

E.g. threat of the Taliban: Taliban militant activities were not approved by India as they affected long standing relations with Afghanistan. Promoted stability on the border. Helped the US to overthrow the Taliban. Aligned with US foreign policy. Keen to see Afghanistan not an ally with Pakistan and part of defensive foreign policy. Afghanistan was seen as a gateway to energy supplies with Central Asian countries. Humanitarian aid: became the largest regional provider, over 1 billion dollars from 2001, helping with health provision. Helped to modernise the Tajikistan hydro-electricity and other construction projects including capital investments in iron ore mines and steel plants.

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	01

(c) This question tests your judgement.

How far has India benefited from its relations with other Asian states?

LEVEL 1: Simplistic statement(s) [1–2]

E.g. India has developed good relations with other Asian states. There has not been much improvement.

LEVEL 2: Identifies/describes successes/failures [3–5]

[Award marks for the number of reasons given and/or the quantity of supporting detail. Max 2 marks per reason given.]

E.g. India's foreign policy has changed. More trade with South-East Asia and economic co-operation and cultural ties. The South-East Asian Association for Regional Co-operation was established. Energy supplies have become an issue. Relations with China are difficult.

LEVEL 3: Agrees or disagrees with one reason [6–8]
OR

Agrees or disagrees with two or more reasons [9–11]

LEVEL 4: Offers explained and supported evaluative judgements [12–14]

[Candidates may draw from a wide range of factors to assess relative importance of each one. What matters is the quality of the explanation and the judgements. Sustained judgement that provides an exceptional balanced evaluation justifying supported arguments must be awarded 14 marks.]

E.g. the change in India's foreign policy from 1991 by Rao and continued by Vajpayee after 1998 gave greater focus on developing more economic links and strategic co-operation with South-East Asia. The strong partnership with the South-East Asian Association for Regional Co-operation (ASEAN) to promote regional identity and mutual confidence benefited India. Such initiatives also led to membership of other councils, forums and treaties, e.g. Treaty of Amity and Co-operation in South-East Asia in 2003. India's interests were enhanced and counter-balanced Chinese drive and ambition. (Credit examples of investment by S E Asian countries into India, e.g. Singapore with interests in the chemical industry and Japan in road building.) Strategic co-operation in South-East Asia has also seen joint naval exercises with Singapore, Vietnam, Indonesia, and defence agreements with America as India developed good relations with American regional allies of Australia, Singapore and Japan.

As to the question of India's needs, energy supplies are high on the agenda. Joint action has been needed to protect supplies, develop reserves and to concentrate on conservation of energy. India took the initiative to create constructive dialogue with Japan, South Korea and China for co-operation and deals on oil and gas, despite imports of crude oil from the Middle East.

India has the potential to be a major player at the international level, but there have been problems such as trade and investments not reaching expected levels, limited trade with Taiwan, whilst China's trade with Taiwan remains very strong. Boundary disputes with China are still unresolved, together with fears of North Korea and that country's nuclear intentions and the military dictatorial regime in Burma's acceptance of Chinese military hardware (against aims of international pacts) and gas supplies from China, all representing problematical issues for India.