

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

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

0447 INDIA STUDIES

0447/01

Paper 1 (Core Themes), maximum raw mark 75

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	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. 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.

1 This question is about India and the World.

(a) This question tests your knowledge.

Identify **four** ways by which India has developed its military power. Begin each on a new line. [4]

[4 × 1 mark; an additional 1 mark for a developed description of any single aspect.]

e.g. Over 3.5 million regular/reserve and paramilitary troops [1], 1300 aircraft [1], ballistic missile programme [1] started in 1999 [1], 4th. largest air force in the world [1], over 1300 planes [1] 3rd largest navy in the world [1], 2 aircraft carriers and more being built [1], nuclear submarine programme [1], etc.

(b) This question tests your understanding.

Explain why India has improved relations with neighbouring countries. (Do **not** discuss Pakistan in your answer). [7]

LEVEL 1: Simplistic statement(s). [1]

To keep the peace; develop trade.

LEVEL 2: Identifies reasons. [2–4]

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

Develop trade with neighbours, e.g. Bangladesh and Thailand. Ensure energy supply routes from Central Asian states kept open; maintain stability along borders.

LEVEL 3: Explains reasons. [5–7]

[Award marks for the quality of the explanation as well as for the number of reasons explained. Max 2 marks per reason explained.]

e.g. India sees the need to have a tolerant attitude with its neighbours – Gujral Doctrine. For example, India sent aid to Sri Lanka after 2006 Tsunami and to Bangladesh when calamities struck. Trade and exports are vital to enhance economic growth.

India has extended trade to Sri Lanka and is the largest exporter to with Bangladesh. Efforts have been made to extend trade with China, but difficulties over border disputes remain and China has made strong claims over Arunachal Pradesh. A major road construction has been built along the border with Myanmar.

India needs to maintain access to constant energy supplies from Central Asian states, such as Turkmenistan and Kazakhstan, to continue with economic growth and development.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	01

Reliance on American assistance with India's nuclear programme and other US aid has encouraged Indian Governments to side with US policies on terrorism and Afghanistan.

Credit other relevant examples. N.B. no material about Pakistan can be credited.

(c) This question tests your judgement.

'The "Look East" policy is the most important part of India's foreign policy.'

How far do you agree with this statement? Give reasons for your answer. [14]

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

e.g. India wanted more status. India's nuclear programme needed American support.

LEVEL 2: Identifies/describes parts. [3–5]

[Use this level for answers that identify/list reasons without explaining them.]

e.g. India's "Look East" policy wanted to increase influence in S.E. Asia. Governments of 1991–96 and 1998–2004 developed more regional links against China. Trade, investment and military talks increased. The US sees India as an ally against terrorism. India has nuclear weapons and needed US help to develop her nuclear programme.

LEVEL 3: Explains one part of India's foreign policy. [6–8]

Explains two or more parts. [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 addresses '... the most important ... How far do you agree?' must be awarded 14 marks.]

e.g. Candidates may take the line that the "Look East" policy is the most important, explaining the need to rival China's competition. Governments since 1991 have followed this policy to increase status in the region with trade and investment agreements, economic and military co-operation. India had learnt from her mistakes with linking in with Russia which had collapsed by 1991. Examples can be highlighted of these new developments in Burma, the Philippines, Cambodia, Japan, Vietnam, etc. India has been keen to put her material interests and energy requirements in the forefront of policy decisions. Membership of international organisations has increased, e.g. Mekong Ganga Cooperation, ASEAN, 2003 Treaty of Amity and Co-operation. India has benefited with overseas investment from Japan. Opportunities have opened for new markets to be exploited by the Indian workforce.

On the other hand, candidates may argue that American relations are the most important (or Russia or China, if the claim is supported with evidence). The US became a major investor in India and India's largest trading partner. Tied together by business, they were also driven together by Islamic extremism. This led Presidents Clinton and George W. Bush to look for a closer relationship, especially after 9/11. Perhaps the key moment came, however, in 1998 when Vajpayee's government carried out nuclear tests. Suddenly, India had become vital to US strategic interests, a position only strengthened as Bush waged his war against terror. Prime Minister Singh spent much of his first term of office negotiating acceptance of India into the 'nuclear family' even though India refused to sign the Nuclear Non-Proliferation Treaty. President Obama may be cooler towards India because he thinks the US must be close to China. But Washington still needs very good relations with Delhi to make progress on key issues. The US and India have become strategic partners.

[Total: 25]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	01

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

(a) This question tests your knowledge.

Identify four health problems women face in rural India. Begin each on a new line. [4]

[4 × 1 mark; an additional 1 mark for a developed description of any single aspect.]

e.g. health issues during pregnancy [1]; lack of tap water [1]; poverty linked to poor diet [1] or disease [1]; lack of education [1]; 40% illiteracy [1], etc.

(b) This question tests your understanding.

Explain why members of tribal groups face problems. [7]

LEVEL 1: Simplistic statement(s). [1]

e.g. people mistrust them; to keep them apart from others.

LEVEL 2: Identifies reasons. [2–4]

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

e.g. Many believe tribal groups should be segregated. Tribal groups tend to live in rural disadvantaged areas. Many have few opportunities to live outside the rules of their tribe.

LEVEL 3: Explains reasons. [5–7]

[Award marks for the quality of the explanation as well as for the number of reasons explained. Max 2 marks per reason explained.]

e.g. Great prejudice exists. PM Singh recently spoke openly of the entrenched 'apartheid' of caste that hinders Indian development. These historic factors have cemented discrimination, encouraged social exclusion and limited opportunities in education, land ownership, housing, access to public services.

The cultural heritage has created mistrust and the belief that STs must be kept separate.

Credit other relevant examples.

(c) This question tests your judgement.

Consider these 2 statements:

Statement 1: 'Hindu-Muslim tensions occur in India because of religious attitudes.'

Statement 2: 'Hindu-Muslim tensions occur in India because of social and economic changes.'

Assess these statements, showing which you most agree with, and explaining why. [14]

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

Hindus hate the Muslim religion. Hindus will fight Muslims over their beliefs.

LEVEL 2: Identifies/describes causes. [3–5]

[Use this Level for answers that identify/list reasons without explaining them.]

e.g. Hindus and Muslims are ignorant of each other and have separate cultural practices rooted in religion.

80% of India's population is Hindu, 10% Muslim. With more urbanization has come more unemployment amongst Muslims. They live more in ghettos. When events turn out badly, Muslims often get the blame and suffer violence.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	01

LEVEL 3: Explains agreement OR disagreement with one of the statements. [6–8]

Explains agreement OR disagreement with both of the statements. [9–11]

OR

Explains extent of agreement AND disagreement with one statement. [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 addresses 'Assess ... showing which you most agree with, and why' must be awarded 14 marks.]

Agreement with statement 1

e.g. **Religious attitudes:** Tensions result from ignorance and misunderstandings of their different religious beliefs and practices, e.g. Shariah law. These differences spill over in varied cultural practices. Differences can create tensions and outbreaks of violence, such as at Ayodhya in 1992, where a Hindu mob destroyed a 500-year-old mosque as they believed it was the birth-place of the Hindu God Sri Rama.

Agreement with Statement 2

e.g. **Social and economic changes:** India has experienced rapid urbanization. Hindu-Muslim riots and violence have tended to erupt in northern cities of India. Mass movements of people into towns and cities have created much competition for jobs. Newcomers can easily cause resentment. There have been riots against successful Muslim merchants/manufacturers, including those returning to their home country having made large sums. 1990's saw unemployment rise in cities. Some of the unemployed have joined criminal gangs to vent their frustration, and Muslims have often borne the brunt of violence, sometimes encouraged by militant nationalists and politicians keen to incite communal tensions.

More and more Muslims have retreated to live amongst themselves, preferring to stay isolated and away from possible violence. Many now live in urban ghettos, especially after the anti-Muslim violence following the BJP's enthusiasm for Hindu nationalism and the 'wave' of violence 1989–93 highlighted by the Advani campaign of 1990, events at Ayodhya and the atrocities in Gujarat in 2002.

Other possible issues:

e.g. The rise of Hindu nationalism.

Anti-Muslim feeling driven by the rise of Muslim extremism and terrorism, the attack on Parliament, the Mumbai terrorist attacks of 2008, the long history of rivalry with Pakistan, on-going trouble in Jammu and Kashmir.

[Total: 25]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	01

3 This question is about India and Democracy.

(a) This question tests your knowledge.

Identify four ways in which Indian general elections can be democratic. Begin each on a new line. [4]

[4 × 1 mark; an additional 1 mark for a developed description of any single aspect.]

e.g. the people pick their representatives [1], voting is secret [1], all adults have a vote [1], voters have to identify themselves to prevent double voting [1] or impersonation [1], free press [1], political parties free to campaign [1], voters free to assemble [1], voters have choice of political parties [1], representatives only hold office for fixed period before must go before voters again in another election [1], the military stays out of politics [1], etc.

(b) This question tests your understanding.

Explain why the Congress Party won more seats than the Bharatiya Janata Party in the 2009 General Elections. [7]

LEVEL 1: Simplistic statement(s) [1]

e.g. Did not get enough votes. It did not win enough seats in Parliament.

LEVEL 2: Identifies reasons. [2–4]

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

e.g. BJP overconfident. Leaders thought policies were acceptable to most voters. Party lost votes in major states. Voters picked Congress-led Coalition to tackle India's problems.

LEVEL 3: Explains reasons. [5–7]

[Award marks for the quality of the explanation as well as for the number of reasons explained. Max 2 marks per reason explained.]

e.g. Manmohan Singh trusted to lead India amidst global financial troubles. His qualifications and experience were considered key to Congress success.

Mumbai terrorist attack shocked everyone, and Congress seen as having handled situation positively, avoiding a possible India-Pakistan war.

BJP leader Advani seemed less like a potential Prime Minister. BJP came across as an aggressive party. Voters wanted more peaceful action and direction.

Many voters rejected corrupt politicians and accused BJP candidates, in particular, of keeping money in Swiss bank accounts.

The poor tended not to be concerned about who is going to come into power. They more interested in the subsidies, the low taxes and reservations from Congress.

The youth tended to have less interest in the caste or religion, more interested in open-minded thoughts. Hindu violence at election time was probably counter-productive.

Credit other relevant examples.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	01

(c) This question tests your judgement.

Which benefited India more: (i) the BJP-led coalition of 1998–2004 or (ii) the Congress-led coalition of 2004–2009. You must discuss both (i) and (ii) in your answer. [14]

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

The BJP helped the economy of the country. Congress tried to help the poor.

LEVEL 2: Identifies/describes benefits. [3–5]

[Use this Level for answers that identify/list reasons without explaining them.]

e.g. BJP stayed in power for a full five year term. BJP continued with previous good Government practises. The economy was made less restrictive and world trade increased. BJP dropped aggressive Hindu nationalist policies.

Congress continued to develop economic liberalisation, growth rate developed, wider social policies (including rural employment guarantee programme).

LEVEL 3: Explains benefits from ONE government only. [6–8]

Explains benefits from BOTH governments. [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 addresses 'Which ... more? You must discuss both ...' must be awarded 14 marks.]

e.g. BJP achievements in **Economic reforms**: India's annual economic growth achieved 6–7% mainly due to BJP Government freeing up the economy with pro-business policies, privatising government owned companies, encouraging foreign investment and financial reforms. All these policies re-invigorated a transformed economy. There was increased competitiveness and more funding for Information Technology and high-tech industries. India's middle classes benefited from these reforms as opportunities for higher earnings and better standard of living were on offer.

e.g. BJP achievements in **Social reforms**: BJP Government introduced educational reforms for primary and secondary schools (Sarva Shiksha Abhiyan) to improve literacy levels and the quality of education. Attention also given to developing major irrigation schemes and increased investment in housing. Some communities benefitted, but conditions of the poor in many urban and rural areas remained desperate.

e.g. BJP achievements in **Political reforms**: As the BJP was in a coalition, the Government could not sustain power if it supported extreme nationalist Hindu policies, so such ideas were quietly overlooked. But political crisis was on the cards between December 2001 and March 2002, with the Government fighting the VHP over demands about the Ram Temple. Law and order was in jeopardy and the BJP's reputation was damaged.

e.g. Congress achievements in the **Economy** centred on a continuous record economic growth. There was increased spending on education and health, agriculture and rural development, infrastructure like power and railways and municipal services. This economic growth enabled the introduction of the *Aam Admi Bima Yojana* (life insurance cover) for one and a half crores of landless households, the *Rashtriya Swasthya Bima Yojana* (medical insurance cover) for six crores of unorganized sector workers living below the poverty line and the Indira Gandhi National Old Age Pension scheme for citizens over 65 years and living below the poverty line. The Government helped farmers and their families by increasing procurement prices, waiving loans to the tune of Rs 65,000 crores, increasing credit from banks and reducing interest rates on crop loans.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	01

e.g. Congress achievements in **Political reforms** included restoring secular and Constitutional values in governance, making administration more transparent. The Right to Information Act 2005 enabled people to demand accountability from officials and required officials to be responsive to public concerns.

e.g. Congress achievements in **Social reforms** included National Rural Employment Guarantee Act to provide some employment to rural households. Bharat Nirman programme expanded irrigation, all-weather roads, drinking water and electricity for poor. National Rural Health Mission improved quality and accessibility of primary health care in villages. Congress gave scheduled tribes and traditional forest dwellers rights over land they cultivate. Reservations for university education were expanded. Law to protect women from domestic violence. Women given equal rights to inherit property. Congress encouraged a new momentum for primary education, introducing cooked mid-day meal scheme in all primary schools. Work was carried out to improve water supply, sanitation and urban transport. Availability of housing increased in cities. Major programme for improving power supply in towns and cities was started.

[Total: 25]

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	01

4 This question is about India's Economic Development.

(a) This question tests your knowledge.

Identify four causes of the 1991 economic crisis in India. Begin each on a new line. [4]

[4 × 1 mark; an additional 1 mark for a developed description of any single aspect.]

e.g. balance of payments deficit [1]; gap between revenue and expenditure [1]; low GDP growth [1]; Middle East crisis [1]; rise in world oil prices [1]; loss of export markets [1]; lack of confidence by investors [1]; low credit rating [1], etc.

(b) This question tests your understanding.

Explain why corruption has caused problems for India's economic growth. [7]

LEVEL 1: Simplistic statement(s). [1]

e.g. There is a lot of bribery. Taxes are evaded.

LEVEL 2: Identifies reasons. [2–4]

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

e.g. Many projects remain unfinished because of red tape, bribery and tax evasion. Politicians have been accused of embezzlement when involved in certain projects. It is often not clear what the Government is up to. The organisers of the 19th Commonwealth games of 2010 have been accused of corruption. The big losers are the Government and the economy.

LEVEL 3: Explains reasons. [5–7]

[Award marks for the quality of the explanation as well as for the number of reasons explained. Max 2 marks per reason explained.]

e.g. Corruption a major problem and affects many projects, and as a result the Government receives far less income than it should, the climate for investment becomes unhealthy and Government-sponsored developments cost a great deal more money – e.g. the state of some of the stadiums and accommodation for the Delhi Commonwealth Games 2010.

Until 2005 there was no Right to Information Act. Government still is not very transparent. There is a long history of weak accounting practices and behind-the-scenes agreements. The need for Government licensing opened the door for bribery. Many examples of corruption through the past decades, e.g. Mysore Infrastructure Corridor Project.

Credit other relevant examples.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0447	01

(c) This question tests your judgement.

'The most important cause of India's economic growth is its ability to attract foreign investment.' How far do you agree with this statement? Give reasons for your answer.

[14]

LEVEL 1: Simplistic statement(s).

[1–2]

More businesses invested in India. Better financial markets.

LEVEL 2: Identifies/describes reasons for growth.

[3–5]

[Use this Level for answers that identify/list reasons without explaining them.]

Before the late 1990s, India was seen as unfriendly to foreign investors. More areas were open to investment. Restrictive legislation was removed.

LEVEL 3: Explains one reason.

[6–8]

Explains 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.]

Earlier policies towards investment had been selective. Limits were placed on buying shares (40%) in most areas. Few were allowed to invest in India. There was great respect for the public sector and the strong tradition of command/socialist economic measures. In late 1990s, foreign investment limit was raised to near 60%. Foreign Investment Board was established, investment guarantee schemes created, and automatic Government approval for FDI joint ventures. The Government introduced tax concessions and lower rates of taxation for some priority industries. The construction of roads, highways, bridges, etc. and projects to improve water transport have been opened up to foreign investors.

Economic growth has also been helped by other factors, including: freer entrepreneurial activities, being more competitive and taking advantage of India's huge market, developing greater power generation and co-ordinated energy policies, slowly addressing the promotion of the tourist sector, encouraging more of the public sector industries to be 'privatised', expanding the software and IT services, continuing with massive infrastructure projects and enhancing trade with the EU, the US, China and other neighbouring countries.

[Total: 25]