

MARK SCHEME for the May/June 2013 series

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 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.

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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 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 Democracy.

(a) This question tests your knowledge.

Identify two duties of the Indian Prime Minister.

- 1 e.g. Head of Council of Ministers(1), Chairs Cabinet meetings(1), Chairs Planning Committee(1), Parliamentary Questions(1), overseas major policy decisions(1) with examples(1).....

Identify two duties of the Indian President. [4]

- 2 e.g. Head of State of Republic of India(1), formal Head of Legislature(1), Executive(1), Judiciary(1), Commander in Chief of Indian armed forces(1), powers to pardon(1).....

(b) This question tests your understanding.

Explain what ways the Janata Dal-led Coalition of 1989–90 ended.

LEVEL 1: Simplistic statement(s) [1]
e.g. failed to pass laws, failed to stop violence,.....

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.]

Janata Dal-led Government was a coalition. Parties had to agree and some parties opposed policies. Insurgency in the Punjab and Kashmir. Assam wanted independence. Opposition to Mandal.

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.]

Violence and riots in Punjab, Kashmir and Assam as insurgency increased was met with strong retaliation from the Indian army causing reactions, rise of extremism and loss of popularity of the Government.

Implementation of Mandal recommendations saw violent reaction from Higher castes and mass demonstrations.

The 'Madhya' factor and Bharatiya Janata Party and 'Hindu Nationalism' de-stabilised the coalition, together with the Hindu-Muslim riots.

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(c) This question tests your judgement.

“Government reforms since 2004 have been slow to improve the lives of the Indian people.”

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

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

Government reforms did not help the people.

Government reforms benefited some of the people.

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

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

e.g. Some economic reforms have improved business and trade, e.g. finance and tax, increasing people’s incomes; reforms have improved health and education.

The lives of the poor have not greatly improved, as many face life without clean water and sanitation. Agricultural workers in the rural areas still earn very low wages and receive little education. High food inflation increases the poor’s misery.

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 addresses ‘Assess....showing which you most agree with, and why’ must be awarded 14 marks.

Government reforms improving lives:

Economic reforms: e.g. liberalisation of economy with tax reform, abolition of Licence Raj, reduction of trade restrictions, encouragement of Foreign Direct Investments and world-wide trade, introduction of Value Added Tax, banking reform, etc., all of which have ‘liberalised’ the economy and allowed for growth, increasing incomes. (Credit given for specific examples explained.) Government attempts to reduce farmer debt. Opening up the way for global supermarkets to be built in Indian states, e.g. moves by Wal-mart. Supermarkets could help to address high food inflation, keeping prices more competitive and aiding farmers to get fresh produce to the shops without having all the problems and ineffectiveness of ‘middle-men’.

Political reforms supporting economic changes e.g. National Rural Employment Guarantee of 2004 to improve agricultural worker prospects; Right to Information Act of 2005 to reduce corruption and encourage openness.

Health and Education reforms: e.g. in 2005, National Rural Health Mission, which has half a million community health workers. Indian Institutes of Technology will be opened in the states e.g. of Andhra Pradesh, Bihar, Gujarat. Continued the Sarva Shiksha Abhiyan programme with the introduction and improvement of mid-day meals and the opening of schools all over India, especially in rural areas, to fight illiteracy.

Improving security: e.g. anti-terror laws strengthened with amendments to Unlawful Activities (Prevention) Act (UAPA). National Investigation Agency (India) (NIA) was also created soon after the Nov 2008 Mumbai terror attacks as need for a central agency to combat terrorism was realised. Also Unique Identification Authority of India was established in February 2009, an agency responsible for Multipurpose National Identity Card with the objective of increasing national security and facilitating e-governance. Recent anti-terrorist developments with examples.

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Limited impact of reforms on the lives of people:

Economic progress: e.g. high fiscal deficit, Foreign Direct Investments(FDI) not as strong, value of rupee falling, world criticism of 2012 Finance Bill (worries over double taxation and impact on FDI). Privatisation has seen public opposition in strike action, e.g. the general strike of 2005. Redistribution of wealth/‘safety nets’ for survival still unacceptable. Level of poverty still endemic. Still mass black-outs as electricity fails/ states over-using resources. Low fuel subsidies recently changed by a 12% rise in diesel fuel.

Political progress: e.g. laws not being passed in Parliament as too much self interest by politicians. Corruption scandals continually emerge. The current Administration criticised by opposition as being weak, and no longer in control of the coalition, preventing legislation/reforms from being passed. (Credit specific examples explained.)

Security: e.g. Naxal terrorism still affects many states despite Unlawful Activities Act and National Investigations agency. Extremists continue to provoke terror. Kashmir insurgency and terrorism has not abated, even though defence and armed forces have been increased.

(These issues can be argued either way. What matters is the quality of the argument and judgement, backed up with supporting evidence.)

2 This question is about India’s Economic Development

This question tests your knowledge.

(a) Identify four examples of India’s economic progress.

e.g. increase in exports(1), more trade(1), growth in agriculture.(1)/ industry(1), reduction in balance of payments deficit(1), rise in real output of goods(1)/services(1)/ in Gross Domestic Product(1), reduced poverty(1),higher well-being of people, improvements in real output of goods/services (1),Balance of Payments(1), rate of economic growth(1), increase in per capita income(1).

(b) This question tests your understanding.

Explain the problems which limited economic growth in India in the early 1990s.

LEVEL 1: Simplistic statement(s).

[1]

e.g. India losing trade; many crises.

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. Economic crisis of 1991, higher oil prices, Balance of Payments problems, more Inflation, less investment.

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.]

There was an increasing gap between money gained by the Indian Government and what was being spent. The led to a massive fiscal deficit.

The Middle East crisis and instability and the break-down of the Soviet Union put huge strains on the economic structure of India, which could not adapt to changing situations unless new radical economic liberalisation took place.

Inflation was getting out of hand. Money supply was growing too much, supply and demand out of line.

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- (c) This question tests your judgement.
‘The privatising of businesses in the 1990s was a more important economic reform than removing restrictions on trade.’
How far do you agree? Give reasons for your answer.

LEVEL 1: Simplistic statement(s). [1–2]
e.g. privatisation has helped; trade has grown.

LEVEL 2: Identifies/describes reasons. [3–5]
[Use this Level for answers that identify/list reasons without explaining them.]
e.g. privatisation has allowed more businesses to grow. There has been de-nationalisation. More trade has helped exports. Other reforms and policies have also helped.

LEVEL 3: Explains one reason. [6–8]

Explains two or more reasons, including privatisation and trade. [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. Privatisation has allowed the transfer of ownership of business from the Government to the private (business) sector. The main aim has been to permit the private sector to expand and develop to improve efficiency of its operations and increase productivity. Different forms of privatisation include complete de-nationalisation into private hands, joint ventures, co-operatives and sale of Government stock. Removal of industrial licensing and encouraging small scale industries to be more competitive. Companies Act was made simpler allowing companies freer access to market potential. Credit relevant examples
e.g. Liberalising trade policy have made exports more competitive. Import control schemes over raw materials and capital goods were removed. Export subsidies abolished 1991-2. Very restrictive trade tariffs were lowered and new exchange rate mechanisms brought in. Export Promotion Zones (EPZ) were introduced. India became a member of the World Trade Organization in 1995. Removing restrictive trade practices. Allowing for free flow of technology. All these gave a boost to economic growth and development. Credit relevant examples. Other factors to balance arguments might include, e.g. Tax reform and incentives, re-structuring of public-sector policies, encouraging more FDI, flexible labour laws, financial sector reforms to promote stability in financial institutions, including banks and reducing controls on pricing. Credit relevant examples.

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

(a) (i) Identify two ethnic groups in India.

e.g. examples of tribal groups, Santhals(1), Munda(1), Khasi(1),Angami(1),Bhils(1).

(iii) Give two examples of positive discrimination since 1989. [4]

e.g. health(1), examples of positive discrimination in health(1), education(1), employment (1), reservations/quotas for castes(1), etc.

(b) This question tests your understanding.

Explain what steps have been taken to reduce caste-based discrimination.

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

e.g. castes have been recognised; Governments have passed laws.

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. Prevention of Atrocities Act; caste-based political parties; political promises to castes; groups taking up Dalit issues; National Welfare schemes....

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.]

Government recognised discrimination by passing the Prevention of Atrocities Act, creating special courts and specific officers to counter discrimination. Growth of new caste-based parties. The BSP has been recognised as a caste-based party and supporter of Hindu Nationalism and an important influence in formation of national Governments. Other groups, e.g. Agricultural Labour Unions have taken up Dalit issues, looking at wage demands, e.g. employment rights, abolition of child labour. Other schemes have helped, e.g. such as National Welfare Schemes, Midday meal schemes in Andhra Pradesh. Impact of reservation policies developed from Mandal recommendations.

3 This question tests your judgement.

(c) To what extent have communal tensions weakened India since 1989?

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

More violence and many deaths. Less communal tensions now.

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

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

In the 1990's communal violence tended to be based on set religious beliefs. 1990 Babri Masjid Mosque/Ayodhya episode and destruction in 1992 and the Gujarat riots of 2002. Tensions have arisen through poverty, lack of health care, bureaucracy, vested interests in Parliament.

LEVEL 3: Explains one reason. [6–8]

OR

Explains two or more reasons, including communal tensions. [9–11]

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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 communal tensions - conflict between different religious and ethnic groups. Hampered peaceful co-existence over the past two decades. Consideration of the relevance of these terms in the second decade of the 21st Century. Examples of tensions resulting in violent clashes between Hindus and Muslims and Hindus and Christians, e.g. 1990-92 Babri mosque/Ayodhya, Mumbai, Delhi and Hyderabad riots and 2002 Gujarat riots. 1990 Pandit migration from Kashmir. Many perpetrators not brought to trial. India has supported that United Nations General Assembly resolution protecting minorities, although there is no international authority established to intervene. Much bureaucratic delays and political intrigue. Yet backlash seen in 2004 election results against the Bahujan Samaj Party. Tensions created by communal differences given millions of Indian people additional burdens affecting their daily lives.

Government action to counter outbreaks of violence could be considered as well as more control over the reaction and tactics of the police in various states.

**4 This question is about India and the World.
This question tests your knowledge.**

(a) Identify four countries that India has developed economic links with under the 'Look East' policy. [4]

e.g. S. E. Asia(1), Burma(1), Indonesia(1), Vietnam(1), Singapore(1), links with Japan(1), Cambodia(1), Laos(1), South Korea(1).....

**(b) This question tests your understanding.
Explain why India and Pakistan still dispute ownership of Jammu and Kashmir.**

LEVEL 1: Simplistic statement(s). [1]
India says Jammu and Kashmir are part of India; Pakistan says it owns Jammu and Kashmir.

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].

India sees Jammu and Kashmir as a state of India. Pakistan saw Indian pressure as unfair. Border disputes and then wars. Impact of radical groups. No referendum given. Issue not solved.

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.]

The main issue revolves around two separate views. India sees Jammu and Kashmir as previously a princely state, part of India, whilst Pakistan saw the needs of Muslims being ignored by Indian insistence on Jammu and Kashmir being part of India. These views became entrenched, an aspect of national pride and rise of force to support stance, and an opportunity for extremist groups to exploit the situation.

Any attempts at negotiation were either followed by conflict and war, e.g. Kargil war of 1999 or extremist insurgency, e.g. attack on Srinagar Assembly and Indian Parliament in 2001, even though summit of 2001 been held.

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Border disputes led to either country seeing the issue of Jammu and Kashmir in terms of military reputations being put at stake, with ever large forces being deployed. Tensions increased with arms race, support of USA or China or Russia, moves towards nuclear weapons. Whole issue further complicated with the rise of radical Islamic groups demanding independence for Kashmir, links with Pakistan, and blame for the Mumbai terrorist attacks.

(c) This question tests your judgement.

Consider these statements:

Statement 1

'India's needs and interests have been best met with her relationship with China.'

Statement 2

'India's needs and interests have been best met with her relationship with America.'

Assess these statements, showing which you agree with, and, referring to both, explain why?

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

e.g. India has good relations America. India does not have good relations with China.

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

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

e.g. China and India have border issues and trade issues, some of which are improving. India benefits from aid from America. India is helped by military aid from America. India and America both fight against terrorism.

LEVEL 3: Explains one success and one failure of China or America relations. [6–8]

OR

Explains one success and one failure of China and America relations [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. **India/China relations successes:**

Annual Ministerial meetings, e.g. Li Eng in 1991 visit to Delhi, 2000 Indian Pres. visit to Beijing Joint discussions on scientific co-operation, and China visits in 2002.

Normal diplomatic relations from early 1990s over trade and border agreements. Improved economic ties developed from 2003.

Joint energy strategy agreements from 2006.

Indian support China on humanitarian grounds with aid, e.g. 2005 Sichuan earthquake.

e.g. **Indian/China relations failures:**

Border disputes, e.g. Arunachal Pradesh.

India's Nuclear tests in 1990s.

Unease at China's support of Pakistan with supply of missiles.

China's influence in Burma countering India's links and developments there.

Chinese opposition to USA/India joint military exercises.

India's development of nuclear submarines.

Normal diplomatic relations from early 1990s over trade and border agreements. Improved economic ties developed from 2003.

Joint energy strategy agreements from 2006.

Indian support China on humanitarian grounds with aid, e.g. 2005 Sichuan earthquake.

e.g. **India/America relations successes:**

Defence: purchase of armaments (aircraft carriers/transport planes). Joint military co-operation.

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Protection: support of Bush to counter China. More support to Israel improved relations.
 Threat of terrorism: India offer US support. US treat India separately post 7/11. US wish for Indian support for their missile defence system.

Indian growth of its economy has made it an attractive ally with America.

Indian diaspora: 2 million Indians live and work in USA. Cultural links etc. Pro-Indian pressure groups and impact of voters.

Nuclear power: US no longer set up sanctions against India. USA/ India nuclear accord over civil nuclear technology.

e.g. **India/America relations failures:**

America opposed Indian underground nuclear tests in 1999, enforcing sanctions. India still not signed Nuclear Non-Proliferation Treaty. Worries over Indian nuclear submarine developments.

America still supports Pakistan with aid and armaments, dealing with Pakistan separately.

America concerned over terrorist activities linked with Kashmir and Pakistan and the failure to solve Jammu and Kashmir border disputes.