



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

INDIA STUDIES

0447/02

Paper 2 Case Studies

May/June 2016

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.

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.

© IGCSE is the registered trademark of Cambridge International Examinations.

This document consists of **8** printed pages.

© UCLES 2016



[Turn over

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	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 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 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	02

Section A

1 This question is about environmental issues in India.

(a) Identify two problems India faces as a result of climate change. [2]

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: severe droughts and/or water shortages, decline in food output, rise in sea levels, floods, areas of the north-east that might be flooded, water supply problems, groundwater reserves already low.

(b) Explain why the management of energy resources is an important issue for India. [8]

LEVEL 1: Identifies issues [1–2]

India uses a lot of oil which it has to import, consumption of oil rising, rail network uses oil, lack of capital to invest in alternatives, rivers not well managed, water that falls in monsoons not well harvested, much of the water falls on border with Pakistan and there are tensions, wood used heavily but forests in decline

LEVEL 2: Describes issues [3–4]

[Maximum of 2 marks per reason described]

Many areas, both rural and urban, use a lot of wood. The area of forest is declining.

LEVEL 3: Explains issues [5–8]

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

India has to import a great deal of oil, particularly for the rail network, and the cost is rising. Demand will continue to rise and this will put increased strain on finances unless India can find its own supplies. Similarly, India uses a great deal of wood as a source of energy, particularly domestically, but areas of forest are in decline and pressure to desist because of impact on natural habitats being destroyed.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	02

(c) How effectively is India managing the problems of urban and rural pollution? [12]

LEVEL 1: Unsupported assertions [1]

Asserts that India is either managing the problems of pollution effectively or ineffectively with no support or generalised support.

LEVEL 2: Explains EITHER effective OR ineffective [2–5]

The work of NTPC, a major power providing corporation. It has a proactive approach to preserving the natural environment in places where it has established power plants. It uses equipment with the latest technology and upgrades old equipment. It minimises waste generation by maximising utilisation, reduces environmental pollution through ash pond management, ash water recycling systems and liquid waste management. There are systems of ecological monitoring and reviews.

LEVEL 3: Explains effective AND ineffective [4–9]

As above, but also considers the problems of water pollution from industry such as that from paper, pulp, chemical, textile, dyeing, petroleum refineries, tanneries and electroplating industries which let out dyes, detergents, acids, salts and heavy metals such as lead and mercury pesticides, fertilisers, synthetic chemicals with carbon, plastics and rubber into water bodies. There might also be mention of the problem of hot water from factories and thermal plants which is let into rivers and streams before cooling – impact on aquatic life. There might also be mention of the dumping of glass, harmful chemicals, industrial effluents which can all make the soil useless. According to Water Aid, 90% of sewage generated by municipal councils and over 50% of sewage discharged by municipal corporations goes untreated. The industrial sector contributes 30 729.2 million cubic metres of effluent being discharged, whilst an estimated 200 000 tonnes of faecal load is generated every day due to open defecation.

LEVEL 4: Balanced consideration, which reaches an evaluative judgement as to ‘how effective’ [9–12]

Examiners should accept either effective or ineffective, provided both sides have been considered and a supported judgement has been reached. However, the strong treatment of either can reach the highest levels.

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	02

2 This question is about Jammu and Kashmir.

(a) Identify two reasons why there are militant groups in Jammu and Kashmir. [2]

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 refusal of India to negotiate, the desire of India to maintain the status quo, the role of Pakistan, the policies of the Indian government, radical Islam, foreign states and their role in supplying radicals, the withdrawal of the USSR from Afghanistan.

(b) Explain why the opening of a bus service across the Line of Control (LOC) benefits people living in Jammu and Kashmir. [8]

LEVEL 1: Identifies issues [1–2]

Help to improve relations between India and Pakistan, involved co-operation to clear mines and repair bridge, economic investment, help defeat hardliners on both sides, see relations, make friends.

LEVEL 2: Describes issues [3–4]

[Maximum of 2 marks per reason described]

The bus takes people to meet their relatives and friends who live on the other side of the LOC. They have not seen their friends and relatives for many years.

LEVEL 3: Explains issues [5–8]

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

It might encourage economic investment in the area which will improve the standard of living; this should lessen support for militant groups and may also encourage both governments to resolve their difficulties as there will be pressure for the economic investment to be maintained.

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	02

(c) How serious have the disputes over Jammu and Kashmir been since the elections of 2002? [12]

LEVEL 1: Unsupported assertions [1]

Asserts that the disputes are either serious or not serious with no support or generalised support.

LEVEL 2: Explains EITHER serious OR not serious [2–5]

Disputes are not serious as there is a sense of war-weariness in the area, which is decreasing support for militancy, particularly when many see economic progress. More moderate groups have split from the militants and there are groups, such as the All Party Hurriyat Conference, who are trying to obtain independence peacefully. The fair and peaceful elections held in 2002, 2008 and 2012 (?) with a 60% turnout suggest that locals want to abandon terrorism. The National Conference is playing a major role in Kashmiri politics. The opening of the bus link also suggests that the disputes are not as serious as they were, otherwise it would not have opened and it was possible for there to be co-operation in achieving that. Some might place it in the wider global context that international powers will not allow the conflict to develop because of the nuclear threat in the region.

LEVEL 3: Explains serious AND not serious [4–9]

As above, but also considers that the problem is still serious because of the terrorist attacks that still occur. Pakistan has been linked to terror attacks in India, such as Mumbai in 2008. The situation may not be resolved as India is content to maintain the status quo, whilst a military government in Pakistan will not give way, whereas a civilian government would probably be removed if it negotiated.

LEVEL 4: Balanced consideration which reaches an evaluative judgement as to 'how serious' [10–12]

Examiners should accept either effective or ineffective, provided both sides have been considered and a supported judgement has been reached. Examiners should also ensure that they credit reference to any current developments.

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	02

Section B

- 3 (a) Use Source A to help you explain three problems in providing health care in India. [6]

[Problems not referred to in the source score 0]

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

[1 mark for each problem]

Problems that might be identified include: the limited facilities available at present, the need for large investment, staffing, specialists in urban areas, numbers with no access to care, numbers who die at present.

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

[Max 2 marks per problem]

The absence of specialists in urban areas means that the required health care is often not available to a large number of the population who live in rural areas.

There are not enough staff available, but it will cost and take time to train sufficient numbers and they are often unwilling to work in the countryside where needed.

- (b) Use Source B and your own knowledge to help you explain how successful the Indian government has been in improving health and health care in rural areas. [12]

LEVEL 1: Unsupported assertions [1]

Assertions with no or generalised knowledge to support the claim.

LEVEL 2: Describes EITHER successes OR failures [2–3]

Describes the development of the immunisation programme and/or the number of primary health centres.

LEVEL 3: Describes successes AND failures [3–4]

As for Level 2, but also comments on the failures, such as a reliance on paramedics and the need to send more difficult cases to urban centres. There is a reluctance of medical staff to work in the countryside and this adds to the reliance on paramedics. There is a culture clash and tension between primary health care centres and many in the countryside.

LEVEL 4: Explains EITHER successes OR failures [5–7]

[Award marks for the quality of explanation]

Explains how the immunisation programme has virtually eradicated or has eradicated some of the diseases.

Explains how the increasing number of primary health centres has made at least basic care available.

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0447	02

LEVEL 5: Explains successes AND failures [8–10]

As for Level 4, but also explains that the quality and number of staff available limits the treatment and that for many conditions reliant upon going to urban centres. There is also a reluctance to use them because their attitude towards family planning contradicts rural attitudes towards large families.

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

Weighs up the successes and failures. May point to regional variations or the differences between rural and urban areas.

(c) ‘Improving the quality of life in India is a challenging problem.’ [20]

Look at the areas of health care, suggested in Source C, that need addressing. Using the information in the sources and your own knowledge, explain which issue you would consider to be the most important in improving the quality of life in India.

To do this you must:

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

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)