

INDIA STUDIES

Paper 0447/01

Core Themes

Overall, the standard was high and candidates were well-prepared. Most were able to identify relevant facts and give reasoned explanations. Candidates were able to consider a range of points of view and concentrate on key aspects which they could consider worthy of support with detailed specific explanation.

The part (c) questions are where candidates would benefit from continued guidance by teachers. Candidates need to explain points based upon specific details, in order that a judgement can be made in a balanced way.

With questions where candidates are required to consider two alternative points of view, candidates tended to concentrate on one statement, limiting their mark.

Question 1 on India and Democracy was not as popular as **Questions 2, 3 and 4**.

Most candidates found part (a) straightforward. One or two candidates gave reasoned explanations in parts (b) and (c) supported by relevant facts, but attempting to explain with details the relative importance of either of the two statements provided in **Question (c)** was beyond the scope of most candidates.

Question 2 on India's economic Development was answered by many candidates. Again the better prepared candidates were able to pin-point key issues and support important facts with reasoned arguments. Part (c) was answered confidently on the whole, but many candidates were unable to achieve higher marks as their answers did not go beyond description.

Question 3 on Social and Cultural Developments within Indian Society was also answered by many candidates. Good knowledge was seen in part (a). Part (b) was not so well done as candidates relied on description and did not explain the steps taken to reduce caste-based discrimination. However, more able candidates provided credible explanations of factual details providing appropriate arguments focused on the question, a standard of response that was further continued in part (c).

Similar comments apply to **Question 4** on India and the World as those highlighted in **Question 3**. Several candidates supplied accurate detailed facts accompanied by reasoned explanations to attain high marks in part (b) and Level 4 marks in part (c). There was evidence that candidates were well-prepared for this topic and again revealed confidence in their explanations.

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Paper 0447/02

Case Studies

Key Messages

- Stronger candidates supported their explanations or argument with precise local and regional examples.
- General, unsupported assertions are not convincing.
- Candidates should ensure they focus on the precise question set, such as 'management of water resources' or 'provision and quality of water supply and sanitation'.
- In **Section A sub-Question (c)** candidates need to produce a balanced answer, considering both the successes and failures in dealing with the issue in the question and then reach a balanced judgement so the issue of 'how effectively' is addressed.
- In **Section B sub-Question (c)**, candidates should follow the four-part structure outlined in the question itself. This will ensure that all aspects of the question are addressed. Equal weight needs to be given to each part.

General Comments

Candidates appeared to have a good range of specific material and examples to support their arguments and this helped the overall quality of the responses. However, there are general areas of technique that Centres and candidates could improve further by following the advice given about the demands of each type of question.

- Candidates should pay much greater attention to the number of marks awarded for each part of a question and then write an answer whose length fits its value. In **Section A sub-Question (a)**, a significant number of candidates wrote at great length, when this question-type only required them to identify problems or issues for just 2 marks. This should have been done in a couple of sentences or even in bullet points, not half a page or even a whole page. There is also no need for a candidate to explain the difficulty or issue that they have identified as the question does not ask for it. They will not be able to score any further marks and they will only waste precious time.
- In **Section A sub-Question (b)**, candidates need to be aware of the difference between 'describe' and 'explain'. In no question are they simply asked to describe issues, but in a significant number of answers this is all that a candidate offered.
- In **Section A sub-Question (c)**, candidates need to ensure that they write balanced answers and consider both sides of the debate. They need to write a justified conclusion that follows on from the arguments that they have just made. Only such an answer can access the high mark levels.
- **Section B:** In many ways similar advice applies to this as to **Section A**. Candidates need to pay attention to the number of marks awarded and use that as a guide to how much they should write. In answering **sub-Question (a)**, they should explain only three problems because they cannot score more than the six marks available. In answering **sub-Question (b)**, they must use both the Source and their own knowledge if they want to reach the higher marks within a level.
- For **Section B sub-Question (c)**, candidates will benefit greatly if they follow the structure that is outlined in the question itself because this will ensure that all aspects of the question are addressed. Equal weight needs to be given to all four parts of that sub-question as there are 5 marks for each one.

Comments on Specific Questions

Section A

Question 1

- (a) Most candidates were able to identify two issues, but these were often quite general. Candidates need to be aware of more specific problems India faces in managing its energy resources, such as importing oil and the associated problems of relying on imports when many of the major consumers are quite inefficient in its use. They also need to ensure that the problems they identify are distinctive and specifically linked to the issue of managing its energy resources.
- (b) Most candidates were able to describe some problems in the management of India's water resources, but found it more challenging to explain why it was an important issue. It might help to think in terms of describing the problem and then explain why this is a problem, for example *the amount of ground water being used is increasing – as a result there will continue to be a decline in the levels*. This could then be linked specifically to agricultural issues. This type of structure will allow a candidate to develop their explanation and thus the response will score highly in Level 3.
- (c) Examiners have no set view about how effective India is in dealing with the environmental challenges it faces; it is up to the candidate to convince the Examiner by supporting their argument and not simply asserting that they are or are not effective. The strongest answers did reach a balanced judgement. However, there were many answers where candidates considered only either the successes or failures of dealing with the environmental challenges India faces. Even those answers that considered both the successes and failures often did not reach a judgement as to 'how effective' and therefore could not reach the highest level. It was particularly pleasing to see a number of responses providing specific local and regional examples to support their explanations and this helps to convince the Examiner that the candidate understands the topic under discussion. Some were able to point to areas where considerable amounts of timber have been felled or where illegal logging was continuing, often with the connivance of local officials. Some candidates were able to bring in recent examples as evidence to support their argument and this also helps to make the argument more convincing.

Question 2

- (a) As with **Question 1(a)**, most candidates were able to identify two ways in which India is improving the quality of its housing, but these were often quite general and it would be advisable for candidates to be aware of more specific methods and be able to provide specific examples of low cost housing programmes. Stronger answers were able to refer to specific states running programmes. This is more convincing than a general comment that the government has supplied some basic amenities. However, candidates should also be aware that this question is worth only 2 marks and therefore excessive detail or analysis is not required.
- (b) Some candidates struggled to go beyond describing the factors and appear unable to distinguish between description and explanation. It might be helpful for candidates to think in terms of 'why' the issue they are describing is important as this should help them produce a more analytical answer. Some were able to describe the problems of pollution, such as areas in city slums that do not have access to clean water, but did not explain that the absence of sewerage facilities results in illness and the loss of working days, reducing personal income, but also having an impact on the economy. Stronger answers were often able to support their explanations with reference to specific examples.
- (c) As with **Question 1(c)**, a number of candidates did not consider both the successes and failures of India's attempts to address mass under-nutrition. Therefore, despite the use of some very detailed examples they were unable to access the higher levels of the mark scheme because their answers were unbalanced. Regional examples, such as Kerala, were a characteristic of responses to this question and it is pleasing to see the depth of supporting knowledge that candidates are using when addressing such questions. However, there are still very few candidates who weigh up the evidence they have used in order to reach a balanced conclusion and judgement.

Section B**Question 3**

- (a) Candidates were usually able to identify three reasons why there were militant groups in Jammu and Kashmir, making reference to the ending of the war in Afghanistan, the support of Pakistan for such groups and the fact there were already separatist groups in the region. However, where candidates struggled was in developing these points to explain why there were 'so many' groups which was the precise focus of the question. Some candidates took a more general view and used the three reasons outlined above to explain why there were so many militant groups, linking the factors together. There were very few candidates who brought in reasons outside Source A. There were also few candidates that fully developed the points and explained how the region has been seen by some groups as an extension of a holy war.
- (b) As with responses in **Section A**, candidates find it more challenging to address issues such as 'to what extent' and focus on either explaining why there has been a decline or why there has been an increase in the levels of violence in the region. Most answers focused on the reasons for a decline in the levels of unrest, perhaps because that was the focus of Document B. Very few candidates were able to develop evidence for continued violence, such as the numbers still being killed by militants or the actions of groups such as Jamaat-e-Islami. Candidates were more secure in discussing issues such as war weariness and the impact that has had on support for militants or the role of Pakistan in curbing its support for Kashmiri militants. Very few responses reached the top level as judgements that were reached were either unbalanced or little more than assertions. It is worth stressing that, for a judgement to be valid it must be supported by evidence.
- (c) This question produced some of the strongest responses on the paper. Although candidates still relied heavily on the material in the Source C they were usually able to argue and explain their choices in a logical manner. Performance could be improved by encouraging candidates to bring in their own knowledge to support their views, as is indicated in the question.ge. Although candidates demonstrate an ability to argue and explain, they do not always produce an equal treatment of all elements of the question, tending to give less attention to one of the bullet points. Centres should remind candidates that each of the four bullet points is worth 5 marks and should merit equal treatment. Examiners do not have a set view as to how the problem in the question is best tackled, what matters is the quality of argument and evidence used to support that argument.

INDIA STUDIES

Paper 0447/03

Research Portfolio

Key Messages

- Reports should be evidence based
- There should be reflection on the particular research process carried out
- Different viewpoints should be discussed where possible

General Comments

The standard of work was high this year with candidates obviously taking the research seriously and attempting to apply findings to the questions. There were some very well-focused arguments offered, but some of these would have been deepened if there had been more consideration of alternative points or view and evidence. Few merely described features associated with the question or wrote irrelevantly and in most cases there was a direct response to the topic. Most work included a relevant plan (even if the answer did not entirely keep to it) and most submitted a bibliography. However, it is important that these bibliographies should actually be used. The most effective answers made good use of knowledge to support their views, but there was some tendency for weaker work to become too example-led and to drift away from the main point in favour of writing too extensively about material which should have confirmed that point. As the questions invite discussion, some responses would have gained from considering alternative views or evidence in order to reach a more balanced judgement. When reflecting on the process of research, too many answers tended to merely add material to their answers rather than stepping back and considering whether their research had been sufficient to provide a convincing answer and whether their own conclusions might be modified by further research. Though a demanding exercise, it is nevertheless well worth doing and centres might consider giving this aspect of the coursework more consideration.