



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

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**INDIA STUDIES**

**0447/03**

Paper 3 Research Portfolio

**For Examination from 2012**

SPECIMEN MARK SCHEME

**[Duration]**

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**MAXIMUM MARK: 30**

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This document consists of **3** printed pages and **1** blank page.



## Investigation

- All marking will be positive. The full mark range will be used as a matter of course.
- Examiners are looking for the 'best fit', not a 'perfect fit', in applying the Levels. Examiners should provisionally start at the top mark of a Level and then moderate up/down according to the specific qualities of the individual Investigation.
- If quoted material is not acknowledged in footnotes, the top make of the Level awarded may not be given.

|                |   |       |
|----------------|---|-------|
| <b>Level 6</b> | The Investigation is fully relevant. The range of stimuli/materials is excellent. Evaluation is thorough and sustained. Explanations are thorough. Judgements are perceptive and well developed. A personal view emerges which is fully justified from the considered evidence.   | 20–17 |
| <b>Level 5</b> | The Investigation is mostly relevant. The range of stimuli/materials is good. Evaluation predominates but its quality varies. Explanations are fairly well developed. Judgements are clear but variable in quality. A personal view emerges which is consistent with the considered evidence but limited in scope.  | 16–13 |
| <b>Level 4</b> | The Investigation is mostly relevant. The range of stimuli/materials is good. There is some evaluation but it is limited and/or weak. Explanations are limited and there is much description. Judgement is limited and not well supported. A personal view emerges which is limited and not entirely consistent with the considered evidence.   | 12–9  |
| <b>Level 3</b> | The Investigation has some relevance. The range of stimuli/materials is limited. There is no evaluation. There is some explanation but it is very basic and description predominates. Any judgements are only assertions. There is a sense of alternative viewpoints but this is very basic. Any personal view is very simplistic and/or inconsistent with the considered evidence. The impression is of indiscriminating description and/or fragmented commentary. | 8–5   |
| <b>Level 2</b> | The Investigation has very little of relevance. The range of stimuli/materials is very poor. There is no evaluation. There is no explanation. There is no judgement. There is no personal view. Information is offered but there is only description and/or unsupported assertions.   | 4–1   |
| <b>Level 1</b> | None of the assessment criteria has been met in any way. There is no creditworthy material.   | 0     |

## Report

| Plan  |   |
|---|---|
| The Plan is well-formulated and relevant.           | 2 |
| The Plan is simplistic and/or has some irrelevance. | 1 |
| There is no Plan.                                   | 0 |

| Reflection   |     |
|--|-----|
| The Investigation's conclusions and limitations are evaluated carefully to identify specific issues/ questions that warrant further research. How and/ or why such specified further research would advance our understanding of the subject is explained carefully. | 6–5 |
| Conclusions and limitations are evaluated but this is limited and not well linked to further research possibilities. How and/or why such specified further research would advance our understanding of the subject is explained to some extent.                      | 4–3 |
| Conclusions and/or limitations are described but there is no linkage to further research possibilities. How and/or why any specified further research would advance our understanding of the subject is not addressed.   | 2–1 |
| There is no reflection.  | 0   |

| Bibliography  |   |
|---|---|
| There is a full bibliography.                                       | 2 |
| There is a bibliography but there are some errors and/or omissions. | 1 |
| There is no bibliography.   | 0 |

Total = 10 marks.

