



INDIA STUDIES

0447/02

Paper 2 Case Studies

May/June 2019

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 International will not enter into discussions about these mark schemes.

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This document consists of **7** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	<p>Identify <u>two</u> ways in which India has attempted to address malnutrition.</p> <p>One mark should be awarded for each way identified. There are a number of ways 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 ways.</p> <p>Answers might include: Public Distribution System, supplementary feeding, The Integrated Child Development Services.</p>	2
1(b)	<p>Explain why providing adequate sanitation is an important issue for India.</p> <p>LEVEL 1: Identifies issues. [1–2] adequate sanitation helps prevent the spread of disease, adequate sanitation facilities will help prevent open defecation.</p> <p>LEVEL 2: Describes issues. [3–4] [Maximum of 2 marks per reason described] The provision of adequate sanitation will help to reduce waterborne diseases such as diarrhoea. Attempts at improving water quality are closely linked to the provision of adequate sanitation.</p> <p>LEVEL 3: Explains issues. [5–8] The provision of adequate sanitation will help reduce waterborne diseases such as diarrhoea, this is especially important when addressing infant disease.</p>	8
1(c)	<p>How far has equality of access to healthcare been achieved in India?</p> <p>LEVEL 1: Unsupported assertions. [1] Asserts that either equality of access is or isn't being achieved with no support or generalised support.</p> <p>LEVEL 2: Explains EITHER equality is being achieved OR isn't being achieved. [2–5] Equality of access has been largely achieved. Focus on improvements in access to health care such as 'e-doctor' clinics which help give health advice to those living in rural areas. Or, equality of access is still not being achieved, with problems linked to the lack of doctors living in rural areas, the concentration of health care facilities being in cities.</p> <p>LEVEL 3: Explains how equality has AND has not been achieved. [4–9] As above, but looking at both sides.</p> <p>LEVEL 4: Balanced consideration, which reaches an evaluative judgement. [10–12] Examiners should accept either achieved or not achieved, 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.</p>	12

Question	Answer	Marks
2(a)	<p>Identify <u>two</u> ways in which India supports the economies of Jammu and Kashmir.</p> <p>One mark should be awarded for each factor identified. There are a number of factors 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 ways, rather than general descriptions.</p> <p>Answers may be about grant aid, using military forces to limit tensions that have reduced tourism, building the Jammu-Baramulla Railway to promote tourism, buying agricultural produce.</p>	2
2(b)	<p>Explain how India has attempted to achieve stability in Jammu and Kashmir.</p> <p>LEVEL 1: Identifies ways. [1–2]</p> <p>Through political ways, the Assembly, the army.</p> <p>LEVEL 2: Describes ways. [3–4] [Maximum of 2 marks per reason described]</p> <p>The way the Assembly and government communicate, what the army does.</p> <p>LEVEL 3: Explains ways. [5–8]</p> <p>[Award marks for the quality of the explanation as well as for the number of reasons explained. Max. 3 per reason]</p> <p>Chief Ministers from central government support local leaders through meetings, political parties make recommendations to central government.</p>	8

Question	Answer	Marks
2(c)	<p>How successfully have the issues facing Jammu and Kashmir been addressed by the international community?</p> <p>LEVEL 1: Unsupported assertions. [1]</p> <p>LEVEL 2: Explains EITHER well supported OR not well supported. [2–5]</p> <p>Yes: Bill Clinton brokered peace talks between India and Pakistan. No: Tensions still remain high. The role of the UN can support either side.</p> <p>LEVEL 3: Explains well supported and not well supported. [4–9] As above but also considers the problem from a range of specific and identified perspectives.</p> <p>LEVEL 4: Balanced consideration, which reaches an evaluative judgement as to ‘how well addressed’. [10–12] Examiners should accept either well addressed or not well addressed, provided both sides have been considered and a supported judgement has been reached. However, the strong treatment of either can reach the highest levels.</p>	12

Question	Answer	Marks
3(a)	<p>Use Source A to help you to explain <u>three</u> challenges India may face as a result of climate change.</p> <p>[Problems not referred to in the source score 0]</p> <p>LEVEL 1: Identifies challenges with reference to the Source. [3×1] [1 mark for each problem]</p> <p>Less land for families to live on, shorter growing season, reduced water flow damaging industries such as textile production.</p> <p>LEVEL 2: Explains challenges with reference to the Source. [3×2] [Max 2 marks per problem]</p> <p>Higher temperatures will shorten the growing season, which could cause food shortages.</p>	6
3(b)	<p>Use Source B <u>and</u> your own knowledge to explain how successfully the environmental issues related to agriculture have been managed in India.</p> <p>LEVEL 1: Unsupported assertions. [1]</p> <p>LEVEL 2: Describes EITHER success OR failures. [2–3]</p> <p>Describes the success of limiting clearance of land for growing different kinds of tea.</p> <p>LEVEL 3: Describes success AND failures. [3–4]</p> <p>As for Level 2, but also describes difficulties in preventing the use of pesticide that are harmful to animals.</p> <p>LEVEL 4: Explains EITHER success OR failures. [5–7] [Award marks for the quality of explanation]</p> <p>Explains how identifying appropriate land for growing limits the impact of the industry on water systems.</p> <p>LEVEL 5: Explains success AND failures. [8–10]</p> <p>As for Level 4, but also explains how the failure to limit the use of dangerous pesticides is killing e.g. elephants.</p> <p>LEVEL 6: As for Level 5, but also reaches a balanced judgement. [10–12]</p> <p>Weighs up the successes and failures.</p>	12

Question	Answer	Marks
3(c)	<p>'It is important for India to prioritise its environmental management schemes.'</p> <p>Look at the contributions to environmental management outlined in Source C. Using this information <u>and</u> your own knowledge, explain which contribution you consider to be the most important in protecting India's environment.</p> <p>There will be 5 marks for the answer to each of the four parts:</p> <p>Identifies 1 mark Describes 2–3 marks Explains 3–5 marks</p> <p>(Sustained explanations and judgements throughout must be awarded 20 marks).</p>	20