

# INDIA STUDIES

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Paper 0447/01

Core Themes

## General Comments

Most Candidates were well prepared for the examination. They were able to explain reasons with details, and, more importantly, with relevant selected examples. Some candidates still rely upon description and identification of facts to answer questions. Few candidates provided answers that included a justification of argument supported by evidence, this is necessary in order to achieve the higher marks.

The **(a)** questions requiring knowledge were in the main answered well, with many candidates producing short, accurate bullet points written on the spaces provided. The **(b)** questions overall contained many more explained answers with relevant facts being supported by specific examples as well as explanations, earning many candidates good marks. However, with some candidates there was a tendency to be satisfied with descriptive answers, which did not achieve as well. The **(c)** questions still remain the area of the examination where candidates struggle the most. Candidates should be encouraged to consider developing more of a varied range of points of view. They could then be directed to consider which of these aspects they would consider worthy of justifying a balanced conclusion based upon evidence supported by evaluated judgements.

## Comments on Specific Questions

**Question 1(a):** Most candidates were able to correctly identify the features required.

**Question 1(b):** Good knowledge shown of specific political parties working with caste groups with relevant explanations. Many candidates in this question scored very well.

**Question 1(c):** Whilst many candidates presented at least two valid reasons with explanations and examples of caste conflicts creating political problems, better responses developed other arguments to provide a more balanced answer. Several candidates pointed to links with terrorism and Naxalite activities and even lack of effective government policies.

**Question 2(a):** Most candidates were able to correctly identify the features required.

**Question 2 (b):** Many candidates were capable of explaining with examples the ways in which economic liberalisation benefited India. Weaker responses merely relied on description, however.

**Question 2(c):** There were a few well thought out responses by candidates explaining how the growth of telecommunications developed the Indian economy with specific examples. There were some fairly weak responses, on the other hand, with mere mention of some facts relating to the telecommunications industry, and little else. Interestingly, some candidates disagreed with the question and concentrated on other reasons, but, then neglected to balance their answer with views on the telecommunication developments in India.

**Question 3(a):** Most candidates were able to correctly identify the features required.

**Question 3 (b):** Some excellent knowledge shown by several candidates as to how the position of women in India had improved since 2004, with relevant examples and focused explanations.

**Question 3(c):** Candidates tended to focus on just one or two aspects concerning benefits the people of India gained from affirmative action, particularly those applicable to the Dalit group of people. Overall, there was some basic understanding of affirmative action and some well developed responses with valid and balanced reasons. However, weaker responses relied on identifying reasons without further explanations, limiting their ability to achieve the highest marks.

**Question 4(a):** Most candidates were able to correctly identify the key features required.

**Question 4 (b):** Good and relevant explanations as to why India developed a 'Look East' policy after 1991 were provided by many candidates. However, several answers again relied on factual details without the required explanations.

**Question 4(c):** Overall, a reasonably well answered question concerning territorial disputes and India's foreign policy with a range of knowledge and some good developed arguments. There were a few candidates, however, who were able to provide answers including two or more challenges, but even those responses did not provide supported evaluated judgements and therefore could not attain the highest marks.

# INDIA STUDIES

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Paper 0447/02  
Case Studies

## Key Messages

- The candidates who supported their arguments with precise local and regional examples scored well.
- Weaker answers relied on more generalised knowledge.

## General Comments

Candidates had a good range of specific regional and local examples to support their arguments and this helped to improve the overall quality of the responses. Performance on **Section A** was generally better than that on **Section B**, particularly the last question.

- **Section A:** Candidates are encouraged to give close attention to the number of marks awarded for each part of a question and then write an answer appropriate to this. For sub-question (b), the best responses were able to both explain and describe. In the sub-question (c), candidates need to ensure that they write balanced answers and consider both sides of the debate.
- **Section B:** In answering sub-question (a), candidates should use the specified Source and problems that are not mentioned in the Source will be not be credited. However, in answering sub-question (b), candidates must use both the Source and their own knowledge. It is also important that responses consider both the successes and failures whilst answers that seek to reach the very highest level should reach a supported judgement about the issue in the question. In 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.

## Comments on Specific Questions

### **Section A**

#### **Question 1**

- (a) Most candidates were able to identify two issues, but these were often quite general. Candidates who were able to supply specific examples achieved well. Not all candidates understood what was meant by environmental sustainability.
- (b) Although most answers were quite sound and displayed some good knowledge with local examples to support their explanation. It was particularly pleasing to see mention of specific issues with candidates making reference to glacial melt from the Himalayas, through to the problem of managing the extremes of weather and the resultant issues associated with water supply in particular states. Such precise examples are very important in presenting a convincing argument.
- (c) The strongest answers reached a balanced judgement. There were many answers where candidates either described or explained only either the successes or failures of the issue under consideration. Even those answers that considered both effective and ineffective did not always go on to reach a judgement as to 'how effective' and therefore could not achieve the highest marks.

#### **Question 2**

- (a) Most candidates were able to identify two problems faced by people in the region, but in a number of instances this was often quite general or had a tendency to be repetitive. It would be

beneficial if candidates were aware of specific issues as this is more convincing than a general comment about 'terrorism' or 'insurgency'.

- (b) A significant number of candidates wrote about the arguments against partition or independence and, as a result, answered the question only in passing and did not focus on the demands of the question. Some candidates struggled to go beyond describing the factors. Stronger answers were often able to support their explanations with reference to specific examples which made their answer more convincing.
- (c) A number of candidates did not consider both the effectiveness and ineffectiveness of India's attempts to manage the disputes over Jammu and Kashmir. 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. There were also a number of answers which simply described government policies and did not comment on whether the policies were effective or ineffective.

## **Section B**

### **Question 3**

- (a) Candidates were usually able to identify three health problems facing women in India, but often did not explain them. Candidates often struggled to explain why there were these health problems and it would be beneficial if candidates read the source carefully as the material required was contained within the source, where there was reference, for example, to women going without food and thus causing anaemia. Some candidates took a more general view of why women faced health problems and did not use material from the source to explain the problems.
- (b) There were few answers that gave both elements of success and failure equal treatment and some dismissed one element of the question in a few sentences, which made it much harder for candidates to reach the balanced judgement needed for the highest marks. Most answers focused on the success of policies and gave little attention to the violence that has sometimes accompanied the programmes of positive discrimination. However, it was pleasing to see that a number of responses were able to provide detailed knowledge of some specific schemes that had been introduced at both a national and more local level, but once again, unless the answer is balanced, responses will not reach the higher levels.
- (c) Candidates were usually able to argue and explain their choices in a logical manner. Many candidates gave little attention to the last two elements, often considering both the disadvantages and methods to overcome the disadvantages in little more than one sentence. Candidates should be encouraged to give equal weight to all elements, but also to write more precisely and specifically about the issue.

# INDIA STUDIES

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**Paper 0447/03**  
**Research Portfolio**

## **Key Messages**

- Examples are best used in supporting arguments and should not be allowed to dominate investigations.
- When using information it is important to ensure that material is not taken verbatim from books, articles and websites.
- Reflection is best when related to the conclusions and limitations of the investigation.

## **General**

There was some very thoughtful work which showed that candidates had absorbed the research and used it to establish different points of view. The best work showed a good understanding of the issues and focused on the actual question. The research was appropriate in this work and the investigations did not fall back on descriptions. There were some well-judged conclusions. The less effective elements, even in some otherwise strong responses, were the reflections. These should be firmly based on what conclusions were drawn. Responses should consider whether the research was sufficient to support these conclusions fully or whether, on reflection, more evidence or a different approach might have been needed. Too often the reflection was over simplistic and might have applied to any investigation in any subject.

There is, of course, a restriction on time and candidates are expected to be able to write succinctly and offer their evaluation of different views and come to a conclusion by writing up their research findings in a limited period. There is no restriction on the material which candidates may investigate, but the actual writing of the investigation report must be done in the time limit specified.

In addition, material taken from sources must be acknowledged. Of course, candidates must research their chosen topic and in so doing may access a variety of websites, articles, books and possibly TV programmes and films. In so doing they are going to find various ideas and viewpoints. The best responses demonstrate that they have absorbed this research and the arguments and views are set out in the candidates' own words. Candidates are being assessed on their ability to absorb, explain and evaluate the arguments which they have researched and they should not therefore rely on lengthy quotations or transcriptions of interviews.

Of the three topics this year – Indian cinema and TV serials, the Indian space programme and the issue of the position of English – it was cinema and TV topic which led to examples becoming too dominant. It was too tempting for some candidates to fall back on lengthy descriptions of cinema and TV productions which did or did not show women in a stereotyped way rather than considering whether, even if this were the case, it had an impact on progress. Such a descriptive approach does not help candidates to access the higher marks. The arguments in the space programme investigations were generally clearer than in the other two topics because there was less of a tendency to offer long descriptions and to outline examples. Given the limited time to express ideas and report findings, candidates are advised not to waste time on lengthy background descriptions.