



MARK SCHEME

Paper 1 Bhutan History

Maximum Mark: 60

Subject Code: 05

Paper Code: 21-101

2026

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level is the best fit. In practice, work does not always match one level precisely so a judgement may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work convincingly meets the level, award the highest mark.
- If the candidate's work adequately meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level, award the lowest mark.

ANNOTATIONS

The following annotations are used in marking this paper and should be used by markers.

Annotation	Use or meaning
✓	Correct and relevant point made in answering the question.
X	Incorrect point or error made.
REP	Repeat
A	An extraneous figure
BOD	Benefit of the doubt given.
SEEN	Noted but no credit given
OF	Own figure

SECTION A [10 Marks]

Answer **all** the questions

Question I

For each question, there are **FOUR** responses: **A, B, C** and **D**. Choose the corresponding letter of your response and **CIRCLE** it. If you change your answer, cross out the previous response clearly and circle your new answer. **NO** score will be awarded if you circle more than **ONE** letter.

1. Who abolished the *Tsatong Woola* tax in Bhutan?
 - A Druk Gyalpo Ugyen Wangchuck
 - B **Druk Gyalpo Jigme Wangchuck**
 - C Druk Gyalpo Jigme Dorji Wangchuck
 - D Druk Gyalpo Jigme Singye Wangchuck
2. What did the building of dzongs suggest during Zhabdrung Ngawang Namgyal's era?
 - A Improve agricultural storage and food security.
 - B **Protect against potential external military threats.**
 - C Promote monastic education and religious practice.
 - D Strengthen central administrative control across regions.
3. What did Sharchog Khorlo Tsibgyed signify in the context of dual system governance?
 - A body of eight Dzongpoens in the eastern Bhutan
 - B council of eight religious scholars advising the Zhabdrung
 - C unique architectural style for eight specific dzongs in the east
 - D **eight administrative divisions in eastern Bhutan under central authority**
4. Which treaty marked the beginning of diplomatic relations between Bhutan and India?
 - A Treaty of 1865
 - B Treaty of 1910
 - C **Treaty of 1949**
 - D Treaty of 2007
5. Which reform of the Third Druk Gyalpo encouraged people's participation in the central government?
 - A **National Assembly**
 - B Royal Advisory Council
 - C Gewog Yargay Tshogchung
 - D Dzongkhag Yargay Tshogdu
6. Which branch of government is responsible for making and amending the laws?
 - A Judiciary
 - B Executive
 - C **Legislature**
 - D Civil Society

7. What is a function of local government in Bhutan?
- A formulating national development policies
 - B granting citizenship at the grassroots level
 - C conducting election campaign at grassroot level
 - D **promoting community participation in decision-making**
8. Identify the intangible cultural heritage on UNESCO's Representative List.
- A Pachham
 - B **Drametse Ngachham**
 - C Peling Gingsum chham
 - D Zhingsheg Pemo chham
9. A student from the College of Science and Technology invents a new grass cutter, while a film director creates an original movie. Both are entitled to own and benefit from their creations. Which Fundamental Right does this example illustrate?
- A **Right to Intellectual Property**
 - B Right to Freedom of Profession
 - C Right to Constitutional Remedies
 - D Right to Freedom of Media and Information
10. Which reform of second Druk Gyalpo promoted a small and efficient central government?
- A Lodre Tshogdu
 - B Choesi Nyiden
 - C **Nangi Lhengi Zhi**
 - D Lhengye Zhungtshog

SECTION B [30 Marks]Answer **all** Question

Question	Answer	Marks	Additional Guidance
Question II (1)	Describe TWO socio-economic reforms introduced by The Third Druk Gyalpo towards modernisation of Bhutan. Indicative content Students may describe any TWO of the following: • Abolition of serfdom: The Third Druk Gyalpo abolished serfdom, granting freedom to serfs and promoting greater social equality, which contributed to the development of a modern society. • Expansion of education: Modern schools were established across the country, increasing access to formal education and contributing to the development of human resources. • Development of healthcare: Hospitals and Basic Health Units (BHUs) were established, improving access to medical services and the health and well-being of the people. • Development of roads: Motor roads were constructed to connect different parts of the country, facilitating transportation, trade, communication and national integration. • Development of postal services: Postal services were established in 1962, improving communication and connectivity. • Development of agriculture and animal husbandry: Measures were undertaken to improve agricultural and livestock production and support rural livelihoods.	4	✓ Award 2 marks for each distinct and relevant reform described. ✓ Award 1 mark for identifying a relevant reform and 1 mark for an accurate description/explanation. ✓ Accept other valid responses related to developmental activities undertaken during the First Five-Year Plan (1961–1966).
Question II (2)	Analyse THREE significance of enshrining Fundamental Duties in the Constitution of Bhutan. Indicative Content Students may include any of the THREE following analysis; • Promote responsible citizenship: Fundamental Duties encourage citizens to act responsibly and contribute to the welfare of the nation.	6	✓ Award 2 marks for each distinct and relevant analysis with a

	• Maintain harmony and unity: They encourage citizens to live peacefully, respect one another and work together to build a united society. • Balance rights with responsibilities: Fundamental Duties ensure that while citizens enjoy their Fundamental Rights, they also fulfil their responsibilities towards the State and society. • Strengthen peace and cooperation: Observance of these duties promotes tolerance, mutual respect and cooperation among citizens. • Support national development: When citizens fulfil their duties, they contribute to the progress, stability and prosperity of the country. • Protect national values: Fundamental Duties encourage citizens to preserve Bhutan's sovereignty, culture, heritage and environment for future generation. <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3</td><td>5–6</td><td>Students analyse THREE significant points, demonstrating a clear understanding of how each significance relates to Article 8 (Fundamental Duties). Analysis is relevant, developed, and shows clear cause-and-effect or significance.</td></tr><tr><td>2</td><td>3–4</td><td>Students analyse TWO significant points with a clear link to Article 8. The analysis demonstrates some explanation of how or why the Fundamental Duties are significant, but may lack development or depth in one or more points.</td></tr><tr><td>1</td><td>1–2</td><td>Students identify or describe one or more significance of Fundamental Duties, but provide limited or no analysis and/or make little or no clear link to Article 8.</td></tr><tr><td>0</td><td>0</td><td>No creditworthy response.</td></tr></table>	Level	Marks	Description	3	5–6	Students analyse THREE significant points, demonstrating a clear understanding of how each significance relates to Article 8 (Fundamental Duties). Analysis is relevant, developed, and shows clear cause-and-effect or significance.	2	3–4	Students analyse TWO significant points with a clear link to Article 8. The analysis demonstrates some explanation of how or why the Fundamental Duties are significant, but may lack development or depth in one or more points.	1	1–2	Students identify or describe one or more significance of Fundamental Duties, but provide limited or no analysis and/or make little or no clear link to Article 8.	0	0	No creditworthy response.		clear link to Article 8 (Fundamental Duties). ✓ 1 mark may be awarded for identifying a valid significance, and 1 mark for explaining how or why it is significant in relation to Fundamental Duties/Article 8. ✓ Accept other valid analyses that are relevant to the significance of Fundamental Duties.
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Question III (1)	Describe TWO clauses of Article 5 of the Constitution of Bhutan that ensure environmental conservation. Indicative Content Candidates clearly explain any TWO valid clauses from the following; • Maintaining forest cover: At least 60% of Bhutan’s total land area must be maintained under forest cover for all time, ensuring the long-term conservation of forests and natural resources. (2) • Government’s responsibility: The Government is responsible for protecting, conserving and improving the environment and safeguarding the country’s biodiversity. (2)	4	✓ Award 2 marks for each distinct and accurately described clause of Article 5. ✓ Award 1 mark for identifying the relevant clause and 1 mark for accurately describing its significance for															

	• Citizens' fundamental duty: Every citizen has a fundamental duty to protect the natural environment, conserve biodiversity and prevent ecological degradation. (2) • Prevention of pollution and ecological degradation: The Government must take appropriate measures to prevent pollution and ecological degradation, thereby protecting the environment and public well-being. (2) • Sustainable development: The Government promotes environmentally sustainable development while ensuring a balance between environmental conservation and economic and social development. (2) • Environmental legislation: Parliament is responsible for enacting environmental laws to ensure the sustainable use of natural resources and promote intergenerational equity. (2) • Protected areas: Parliament may declare areas such as National Parks, Wildlife Sanctuaries, Nature Reserves and Protected Forests to protect important ecosystems, biodiversity and natural habitats. (2)		environmental conservation. ✓ Accept other valid responses that accurately reflect the provisions of Article 5 of the Constitution of Bhutan.
Question III (2)	Explain why Zhabdrung Ngawang Namgyal's political contributions are important in shaping modern governance system? Indicative content Students may explain any THREE of the following: • Chhoe-sid Nyiden (Dual System of Governance): Zhabdrung introduced the Chhoe-sid Nyiden, establishing a system in which religious and political authority were administered separately. This provided a framework for the harmonious functioning of spiritual and temporal affairs and continues to influence Bhutan's governance system. (2) • Kathrim (Legal Code): The Kathrim provided rules and principles for governance, administration, justice and the maintenance of law and order. It laid an important foundation for Bhutan's legal and political system. (2) • Dzong system: Zhabdrung established and strengthened dzongs as centres of administration and governance. The system provided an organised structure for administering different regions and continues to play an important role in administration at the national and Dzongkhag levels. (2) • Unification of Bhutan: Zhabdrung unified different regions under a central authority, strengthening political unity and stability and laying the foundation for Bhutan as a unified and sovereign state. (2)	6	✓ Award 2 marks for each distinct and well-developed explanatory point, up to a maximum of 6 marks. ✓ Award 1 mark for identifying a relevant political contribution and 1 mark for explaining why it is important to the development of modern governance. ✓ Full marks should be awarded where the response establishes a clear link between Zhabdrung's contribution

	• Organisation of the administrative system: Zhabdrung established an organised administrative structure by appointing officials and leaders at central and local levels. This strengthened governance and influenced the development of Bhutan's government institutions. (2) • Lhengye Tshog (Council of Ministers): The establishment of the Lhengye Tshog provided a collective mechanism for assisting in the administration of the country and is an important historical precursor to Bhutan's modern executive system, including the Lhengye Zhungtshog. (2) Marking Descriptor Scheme <table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>3</td><td>Students explain THREE significant political contributions of Zhabdrung Ngawang Namgyal and clearly explain why each contribution is important in shaping modern governance in Bhutan. The response is relevant, developed and demonstrates clear analytical connections.</td><td>5–6</td></tr><tr><td>2</td><td>Students explain TWO significant political contributions and establish a clear connection between the contributions and modern governance. The explanation may lack development or depth in one or more points.</td><td>3–4</td></tr><tr><td>1</td><td>Students identify or describe one or more political contributions but provide limited explanation of why they are important to modern governance.</td><td>1–2</td></tr><tr><td>0</td><td>No creditworthy response.</td><td>0</td></tr></table>	Level	Description	Marks	3	Students explain THREE significant political contributions of Zhabdrung Ngawang Namgyal and clearly explain why each contribution is important in shaping modern governance in Bhutan. The response is relevant, developed and demonstrates clear analytical connections.	5–6	2	Students explain TWO significant political contributions and establish a clear connection between the contributions and modern governance. The explanation may lack development or depth in one or more points.	3–4	1	Students identify or describe one or more political contributions but provide limited explanation of why they are important to modern governance.	1–2	0	No creditworthy response.	0		and its relevance to modern governance. ✓ Accept other valid analyses that accurately explain the importance of Zhabdrung Ngawang Namgyal's political contributions.
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Question IV (1)	Describe the difference between state and government in Bhutanese context. Indicative content Candidates may describe any TWO of the following differences between the state and government in the Bhutanese context: • State is broader than government: The state consists of the population, territory, government and sovereignty, whereas the government is only one component of the state. (2)	4	✓ Award 2 marks for each distinct and accurately described difference, up to a maximum of 4 marks.															

	• State is permanent, government is temporary: The state continues to exist, while the government may change through elections. In Bhutan, governments are formed for a five-year term, while the state continues to exist. (2) • State provides continuity: The state provides continuity and stability to the country, whereas governments may change over time. In Bhutan, the Druk Gyalpo is the head of state, while elected governments may change. (2) • Government exercises authority on behalf of the state: The government exercises executive authority and implements policies and laws on behalf of the state, whereas the state has a broader and continuing mandate. (2) • State includes the entire population, government consists of office-holders: The state encompasses the whole population of Bhutan, whereas the government consists of a limited number of elected representatives and appointed officials responsible for governing the country. (2) • Sovereignty and government authority: The state represents the sovereign authority of Bhutan, while the government exercises powers and functions within the constitutional framework of the state. (2) • Different heads: In Bhutan, His Majesty the Druk Gyalpo is the Head of State, while the Prime Minister is the Head of Government. (2)		✓ Award 1 mark for identifying a valid difference and 1 mark for accurately describing the difference. ✓ Accept other valid and relevant differences between the state and government in the Bhutanese context. ✓ Candidates are not required to reproduce the exact wording of the indicative content, provided the meaning is accurate.
Question IV (2)	Explain how the role of Her Majesty the Gyaltsuen Jetsun Pema Wangchuck as the Patron of Environment in contributed environmental conservation? Indicative Content • Serves as the Royal Patron of the Environment, strengthening conservation, waste management, and environmental protection through collaboration with key national organisations. (2) • Promotes international environmental cooperation as the UNEP Ozone Ambassador (2012) by advocating ozone layer protection and climate change mitigation. (2) • Advocates for ozone layer protection by initiating national programmes and reinforcing Bhutan's commitment to the Montreal Protocol. (2) • Upholds the constitution of Bhutan by advocating on maintaining 60% of forest coverage at all times to come, and the vision of GNH. • Launched the Water Regulation of Bhutan (2014) to strengthen sustainable water resource management. (2)	6	✓ Award 2 marks for each distinct and well-explained role/contribution, up to a maximum of 6 marks. ✓ Award 1 mark for identifying a relevant role/contribution and 1 mark for explaining its contribution to environmental conservation or sustainability.

	• Launched the Sustainable Consumption and Production (SCP) Programme (2014) to promote sustainable practices, paperless operations, and green public procurement. (2) • Inaugurated Bhutan's first Ozone Park (2017) to promote environmental awareness and ozone education. (2) • Established the Jigme Khesar Environmental Research Fund (2013) to support environmental research and biodiversity conservation. (2) • Launched the Bhutan for Life (BFL) Initiative (2017) to ensure sustainable long-term financing for Bhutan's protected areas. (2) • Promotes environmental responsibility through public awareness campaigns such as "My Waste, My Responsibility" and "Zero Waste Hour". (2) • Launched major national environmental policies (2021) reaffirming Bhutan's commitment to carbon neutrality, biodiversity conservation, and climate action. (2) Marking Descriptor Scheme <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Candidates clearly explain THREE relevant contributions, demonstrating accurate knowledge and a clear understanding of how each contributes to environmental conservation and sustainability in Bhutan.</td><td>5–6</td></tr> <tr> <td>2</td><td>Candidates explain TWO relevant contributions, demonstrating relevant knowledge and some understanding of how they contribute to environmental conservation and sustainability in Bhutan.</td><td>3–4</td></tr> <tr> <td>1</td><td>Candidates identify or describe ONE relevant contribution, with limited explanation of how it contributes to environmental conservation and sustainability in Bhutan.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditworthy response.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Candidates clearly explain THREE relevant contributions, demonstrating accurate knowledge and a clear understanding of how each contributes to environmental conservation and sustainability in Bhutan.	5–6	2	Candidates explain TWO relevant contributions, demonstrating relevant knowledge and some understanding of how they contribute to environmental conservation and sustainability in Bhutan.	3–4	1	Candidates identify or describe ONE relevant contribution, with limited explanation of how it contributes to environmental conservation and sustainability in Bhutan.	1–2	0	No creditworthy response.	0	✓ Accept other valid and relevant responses supported by accurate historical knowledge. ✓ Where more than THREE responses are provided, award marks for the best THREE creditworthy responses.
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0	No creditworthy response.	0															

	SECTION C [20 Marks] Answer any two questions														
Question V (1)	Analyse the significance of the Friendship Treaty signed between Bhutan and British-India in 1910 Indicative Content - Strengthened Bhutan–British India relations: Established a formal framework for peaceful political relations and cooperation. (2) - Protected internal autonomy: Recognised Bhutan’s right to manage its internal affairs without direct British interference. (2) - British influence over external affairs: Bhutan agreed to be guided by British India in its external relations, increasing British influence over Bhutan’s foreign policy. (2) - Financial benefit: The treaty increased Bhutan’s annual subsidy to Rs. 100,000, strengthening its financial position. (2) - Supported sovereignty and territorial security: The treaty helped maintain Bhutan’s territorial integrity and peaceful relations with its powerful neighbour. (2) - Promoted political stability: Clearer relations with British India reduced tensions and supported stability in Bhutan. (2) - Foundation for future relations with India: The treaty provided an important historical foundation for Bhutan’s later relationship with independent India. (2) - Influenced Bhutan’s foreign policy: It shaped Bhutan’s approach of maintaining close relations with its southern neighbour while preserving internal autonomy. (2) Marking Descriptor Scheme <table><tr><th>Level</th><th>Descriptions</th><th>Marks</th></tr><tr><td>5</td><td>Students analyse with FIVE well-developed points, each clearly supported by the significance of the Friendship Treaty signed between Bhutan and British India in 1910.</td><td>9-10</td></tr><tr><td>4</td><td>Students analyse with FOUR adequately developed points, supported by the significance of the Friendship Treaty signed between Bhutan and British India in 1910.</td><td>7-8</td></tr><tr><td>3</td><td>Students analyse with THREE moderately developed points, supported by the significance of the Friendship Treaty signed between Bhutan and British India in 1910.</td><td>5-6</td></tr></table>	Level	Descriptions	Marks	5	Students analyse with FIVE well-developed points, each clearly supported by the significance of the Friendship Treaty signed between Bhutan and British India in 1910.	9-10	4	Students analyse with FOUR adequately developed points, supported by the significance of the Friendship Treaty signed between Bhutan and British India in 1910.	7-8	3	Students analyse with THREE moderately developed points, supported by the significance of the Friendship Treaty signed between Bhutan and British India in 1910.	5-6	10	✓ Award 2 marks for each distinct, relevant and well-developed analytical point, up to a maximum of 10 marks. ✓ 1 mark may be awarded for identifying a relevant significance, and 1 additional mark for explaining its impact or importance. ✓ To receive full marks, the response must demonstrate a clear link between the treaty and its significance for Bhutan. ✓ Accept other valid and relevant analyses supported by accurate historical knowledge. ✓ ✓ Where more than FIVE points are provided, award marks for the best FIVE creditworthy points. ✓
Level	Descriptions	Marks													
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		2	Students analyse with TWO limited points, showing some understanding of the significance of the Friendship Treaty signed between Bhutan and British India in 1910.	3-4		
		1	Students analyse with ONE basic point showing minimal understanding of the significance of the Friendship Treaty signed between Bhutan and British India in 1910.	1-2		
		0	No creditworthy response	0		
Question V (2)	To what extent did the decentralisation process contribute to Bhutan's transition to democracy? Indicative Content Contributed to the transition: - Political participation: Decentralisation increased people's participation in local decision-making through elected local institutions. - Local Government: The establishment and strengthening of local governments provided people with experience in elections, representation and democratic decision-making. - Empowerment of local communities: Greater authority was given to local institutions, allowing communities to participate in decisions affecting their development. - Political awareness: Participation in local governance helped develop citizens' understanding of democratic rights, responsibilities and processes. - Foundation for parliamentary democracy: Decentralisation helped prepare citizens and institutions for the introduction of constitutional democracy in 2008. Other factors: - Gradual democratic reforms: Democratic transition was also driven by political reforms and initiatives introduced by the monarchy, particularly under the Fourth and Fifth Druk Gyalpos. - Constitutional reform: The adoption of the Constitution of Bhutan in 2008 established the formal framework for democratic governance. - Establishment of political parties and elections: The introduction of parliamentary elections and political parties was a major direct step towards democracy - Continued role of the monarchy: The transition was not solely the result of decentralisation; the monarchy played a significant role in guiding and facilitating the peaceful transition to constitutional democracy. - Limitations of decentralisation: Decentralisation initially focused mainly on local administration and development and did not by itself establish a full parliamentary democratic system.				10	✓ Candidates should consider both sides of the argument. ✓ For Level 5, a supported judgement on "to what extent" is required. ✓ Accept other valid and relevant arguments ✓ Where more than the required points are provided, credit the best relevant points.

	Marking Descriptor Scheme			
	Level	Description		
	5	Students explain both sides and provide a well-supported judgement on the extent to which decentralisation contributed to Bhutan's transition to democracy.		
	4	Students explain both sides. Award 7 marks for one explained point on each side and 1 additional mark for each further valid explanation, up to 9 marks.		
	3	Students explain one side. Award 1 mark for each valid explanation, up to 6 marks.		
	2	Students identify or describe valid points that address the question but do not explain them. Award 1 mark for each valid point, up to 3 marks.		
	1	Students demonstrate some knowledge of the topic but do not address the question.		
	0	No creditworthy		
Question V (3)	How far do you agree that culture preservation is more important than modernisation for Bhutan's future? Indicative content Importance of cultural preservation: • Protects Bhutan's national identity and heritage. • Preserves traditions, language, arts and values for future generations. • Strengthens national unity and sovereignty. • Supports the principles of Gross National Happiness (GNH).		10	✓ Candidates should consider both sides and reach a supported judgement. ✓ For Level 5, a clear judgement on "how far" is required. ✓ Accept other valid and relevant arguments.

	Importance of modernisation: • Improves education, healthcare and living standards • Promotes economic development and employment. • Supports technological advancement and global engagement. • Helps Bhutan respond to changing social and economic needs. Balanced view: • Bhutan’s future requires a balance between cultural preservation and modernisation. • Modernisation should take place without undermining Bhutan’s cultural identity and values. Marking Descriptor Scheme <table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>5</td><td>Students explain both perspectives and provide a well-supported judgement on how far cultural preservation is more important than modernisation for Bhutan’s future.</td><td>10</td></tr><tr><td>4</td><td>Students explain both perspectives. Award 7 marks for one explained point on each side and 1 additional mark for each further valid explanation, up to 9 marks.</td><td>7–9</td></tr><tr><td>3</td><td>Students explain one perspective. Award 1 mark for each valid explanation, up to 6 marks.</td><td>4–6</td></tr><tr><td>2</td><td>Students identify or describe valid points relevant to cultural preservation or modernisation but do not explain them. Award 1 mark for each valid point, up to 3 marks.</td><td>2–3</td></tr><tr><td>1</td><td>Students write about cultural preservation or modernisation but do not address the question.</td><td>1</td></tr><tr><td>0</td><td>No creditworthy response.</td><td>0</td></tr></table>	Level	Description	Marks	5	Students explain both perspectives and provide a well-supported judgement on how far cultural preservation is more important than modernisation for Bhutan’s future.	10	4	Students explain both perspectives. Award 7 marks for one explained point on each side and 1 additional mark for each further valid explanation, up to 9 marks.	7–9	3	Students explain one perspective. Award 1 mark for each valid explanation, up to 6 marks.	4–6	2	Students identify or describe valid points relevant to cultural preservation or modernisation but do not explain them. Award 1 mark for each valid point, up to 3 marks.	2–3	1	Students write about cultural preservation or modernisation but do not address the question.	1	0	No creditworthy response.	0	✓ Where more than the required points are provided, credit the best relevant points.
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0	No creditworthy response.	0																					

Question V (4)	Why are social initiatives of the Druk Gyalpo Jigme Khesar Namgyel Wangchuck significant in the development of modern Bhutan? Indicative content • Promoted education and youth development, strengthening human capital. (2) • Improved healthcare and wellbeing of citizens. (2) • Supported rural development and improved livelihoods. (2) • Promoted social welfare and support for vulnerable groups. (2) • Empowered youth through skills, leadership and participation. (2) • Strengthened community development and social cohesion. (2) • Promoted Gross National Happiness through people-centred development. (2) • Improved quality of life and inclusive development. (2) Marking Descriptor Scheme <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>5</td><td>Students explain FIVE significant social initiatives, clearly demonstrating how each initiative has contributed to the development of modern Bhutan. The response is relevant, well-developed and demonstrates a clear understanding of their significance.</td><td>9–10</td></tr> <tr> <td>4</td><td>Students explain FOUR significant social initiatives, demonstrating a clear understanding of their contribution to modern Bhutan. Some explanations may lack development or depth.</td><td>7–8</td></tr> <tr> <td>3</td><td>Students explain THREE significant social initiatives, with relevant explanations of their significance to the development of modern Bhutan.</td><td>5–6</td></tr> <tr> <td>2</td><td>Students identify or describe TWO significant social initiatives, with some explanation of their significance to modern Bhutan.</td><td>3–4</td></tr> <tr> <td>1</td><td>Students identify or describe ONE relevant social initiative, but provide limited explanation of its significance to the development of modern Bhutan.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditworthy response.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	5	Students explain FIVE significant social initiatives, clearly demonstrating how each initiative has contributed to the development of modern Bhutan. The response is relevant, well-developed and demonstrates a clear understanding of their significance.	9–10	4	Students explain FOUR significant social initiatives, demonstrating a clear understanding of their contribution to modern Bhutan. Some explanations may lack development or depth.	7–8	3	Students explain THREE significant social initiatives, with relevant explanations of their significance to the development of modern Bhutan.	5–6	2	Students identify or describe TWO significant social initiatives, with some explanation of their significance to modern Bhutan.	3–4	1	Students identify or describe ONE relevant social initiative, but provide limited explanation of its significance to the development of modern Bhutan.	1–2	0	No creditworthy response.	0	10 ✓ Award 2 marks for each distinct and well-explained social initiative, up to a maximum of 10 marks. ✓ Award 1 mark for identifying a relevant initiative and 1 mark for explaining its significance to modern Bhutan. ✓ Accept other valid and relevant responses. ✓ Where more than FIVE initiatives are provided, award marks for the best FIVE creditworthy responses.
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