

IGCSE SANSKRIT 0499/02 MAY/JUNE 2012

MARK SCHEME FOR OPTION A/B

PAPER 2 TRANSLATION AND EPIC CIVILIZATION

General Note: In all cases reasonable alternative answers which are not specifically mentioned in the marking scheme will be accepted, and either some of the marks or all of the marks for that question will be awarded. Candidates may use upper or lower case initial letters for transliterating Sanskrit proper nouns. By 'construal' is meant understanding the overall meaning of the words as a sentence and conveying this in the English translation.

- 1 There was a lady called Unmādayantī. She was extremely beautiful. Whenever a man saw her, he would fall in love with her. In that kingdom the priests were searching for a wife for the king. Having seen Unmādayantī, however, the priests said to the king 'If she becomes your wife you will become neglectful of the affairs of the kingdom.' Having heard their words the virtuous king replied 'I should not see Unmādayantī's beauty.' Unmādayantī became the wife of the king's minister. Once, however, in the street the king saw Unmādayantī and fell in love with her. Having seen his affection the minister said to the king 'I give my wife to you.' The king, however, replied 'A righteous king does not accept the wife of another man.'

[1 mark for each Sanskrit word except 'svīkaroti'. 2 marks for the construal of each sentence except for the second, which carries 1 mark, and the fifth which carries 3 marks for construal. Total then to be divided by 7.]

[Total: 15 marks]

- 2 (a) मुनिः वने मृगेण सह वसति।
 (b) गुरवः शिष्याणाम् समीपे पुस्तकानि अपश्यन्।
 (c) अचिरेण वीरः प्रबलात् गजात् पतिष्यति।
 (d) वचनम् श्रुत्वा सेवकः सर्पम् व्यापादयत्।
 (e) गच्छ नारि इति जननी अवदत्।

[1 mark for each Sanskrit word. 1 mark for word order in each sentence. Total then to be divided by 2.]

[Total: 15 marks]

3 Sanskrit Epic Civilization

The following table should be used to award marks for transliteration in this question:

Distinct (unrepeated) Errors in Transliteration over the Whole Question*	Marks
0 to 3	4
4 to 7	3
8 to 11	2
12 to 15	1
16 or more	0

*A MAXIMUM OF ONE ERROR IS COUNTED PER PADA.

- (a) (i) creation [1] presided over by the Creator [1]
(ii) dissolution [1] presided over by the Dissolver [1]
(iii) inner organ [1] of mind [1]
(iv) mental construction [1] resolve [1]
(v) vital breath [1] dividing into various functions [1]
(vi) the knowledge [1] that forms the creation [1]
- (b) *rajas* — the quality of activity [1]
tamas the quality of inertia [1]
- (c) space [1] sound [1]
fire [1] form [1]
water [1] taste [1]
- (d) the purpose [1] of a human life [1]
- (e) (i) scripture [1] literally 'instrument of teaching' [1]
(ii) explanations [1] of the ultimate truth [1]
(iii) the story of Rāma [1] and his battles with the demons [1]
(iv) the limb [1] of the Veda [1]
(v) what has been remembered [1] by sages [1]
(vi) terse statements [1] showing the harmony of the teachings of the Upaniṣads [1]
- (f) [Marks should be according to the grid on page 3.]

[Total: 46 marks (Content) + 4 marks (Transliteration) = 50 marks]

AWARDING ESSAY MARKS

10 marks for the essay. Candidates are expected to write about 200 words, making relevant points, and writing Sanskrit terms accurately when required. Marks should be awarded on the basis of the following chart.

Essay Marks	Description of Mark Categories
10	Exceptional work. Excellent ability to organise material, and thorough knowledge and full consideration of the essay title. Really articulate and intelligent answers should be considered in this category even if there are still flaws and omissions.
9	Very good. Close attention to detail, well structured writing, perceptive use of illustration, good insight when discussing issues. Ability to look beyond the immediate material and to show some wider understanding of underlying themes.
8	Thoroughly solid and relevant work. Candidate does not simply reproduce information: can discuss and evaluate material and come to clear conclusion. Good focus on the essay title. Some limitations of insight but coherent, detailed approach and aptly chosen illustrations.
7	Painstaking. Sound knowledge, mainly relevant. Some attempt to address the essay title, showing some understanding. Possibly not in full control of material; solid but indiscriminate. Some conscientious candidates fall into this category: they tend to write too much as they are reluctant to leave out anything they have learnt.
6	Fair relevance and knowledge. Better organised than in the 5 category: the candidate probably understands the demands of the essay title without being able to develop a very thorough response. Still a fairly simple, black and white approach. Some 'learnt' material but better control and focus than below.
5	Sound, if simple and superficial, knowledge. Makes assertions without being able to illustrate or develop points. Probably still too dependent on memorised oddments but there may be a visible attempt to relate these to the question.
4	Some very basic material but not much sense of understanding or ability to address the essay title. Very general, unspecific approach. Random, bitty structure. Signs of organisation and relevance should be looked for in case the answer can be considered for 5 marks.
3	Marginally more knowledge than in the 0–2 category. The candidate may have read the texts but is probably unable to see beyond half-remembered notes. Insubstantial; very little relevance. May have problems writing fair English and will be unable to express ideas comprehensibly.
0 2	No discernible material. Often very inadequate language. Marks in this category are awarded almost on the basis of quantity; 1 for a sentence or two showing a glimpse of knowledge, 2 for several sentences, provided there is also a hint of relevance to the essay title. It is possible for a candidate to write a whole page demonstrating no knowledge at all, containing only misunderstood background facts or very vague general remarks unrelated to the essay title.

