

# **Advanced Subsidiary Level from 2010**

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**Specification  
SANSKRIT**

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## **(SPECIFICATION FOR ADVANCED SUBSIDIARY EXAMINATION FROM 2010)**

### **SPECIFICATION SUMMARY**

#### **Outline**

These specifications offer candidates the opportunity to study elements of Sanskrit language and literature, acquiring in the process some understanding of the world view, philosophy and civilization conveyed through the Sanskrit language.

The specifications are designed to enable candidates to:

- acquire an understanding of the linguistic structure of Sanskrit;
- read and make a personal response to a selection of Sanskrit literature; and
- consider the spiritual, moral and cultural issues that emerge from their reading.

#### **Scheme of Assessment**

The Advanced Subsidiary Sanskrit is an independent examination, and forms no part of the assessment weighting of the full 'A'-Level offered by UCLES. Advanced Subsidiary is assessed at a standard between GCSE and A Level, and can be taken as a stand-alone qualification or as the first part of the full A-Level course.

#### **Specification Units**

The Advanced Subsidiary Sanskrit consists of two units:

<b>Unit</b>	<b>Name</b>	<b>Duration</b>	<b>Weighting</b>
<b>1</b>	Set Texts and Essays	2 hours	60%
<b>2</b>	Unprepared Translation and Composition	1 hr 30 min	40%

## **Specification Content**

The content is chosen to provide a balanced and coherent study of Sanskrit. See later sections for detailed information of linguistic requirements and prescribed texts.

## **Question Paper Requirements**

Unit 1 examines candidates' ability to translate, put in context and make an informed response to passages from the prescribed texts, as well as to write an essay on a Sanskrit text stipulated in a prescribed reading list of translations from Sanskrit.

Unit 2 assesses the ability of candidates to translate into English a passage of Sanskrit not seen before, and to translate a passage of English into Sanskrit.

## **Coursework**

There is no opportunity to submit coursework in these specifications.

## **Key Skills**

These specifications provide opportunities to demonstrate the Key Skills of Communication, Information Technology, Working with Others, Problem Solving and Improving Own Learning and Performance.

## **SCHEME OF ASSESSMENT**

Candidates take two units of assessment.

## **Examination Availability**

There is one examination each year, in June. This revised Advanced Subsidiary Sanskrit will first be available for examination in June 2010.

## **Re-sits of Examination**

Candidates are permitted to re-sit Advanced Subsidiary Sanskrit as many times as they wish.

## Question Papers

### Unit 1 – Set Texts and Essays (2 hours) (120 marks)

The Unit is divided into two sections.

Section A will test comprehension and appreciation of the prescribed texts. There are three set texts. Set texts 1 and 2 have two questions each, (a) and (b). Set text 3 has only one question.

The first four questions will contain one passage. Set text 3 will be a selection of verses. Questions may be set requiring candidates to translate parts of the passage, to explain the content and to discuss philosophical, cultural and literary features of each passage. Questions may be set on scansion of the *śloka* metre.

Section B will contain a number of essay questions on texts translated from Sanskrit which have been prescribed. Candidates will be required to write two essays, each of which will carry 20 marks.

### Unit 2 – Unprepared Translation and Composition (1 hour 30 minutes) (80 marks)

This Unit is also divided into two sections.

Section A, carrying 40 marks, will contain one passage of Sanskrit to be translated into English. The standard of difficulty will be a little below that of A Level in this subject, and the passage set will be shorter. The passage given will have a full title, and the first few lines will be in English in order to help candidates grasp the feel of the passage.

Section B, carrying 40 marks, will contain one passage of English prose to be translated into Sanskrit. There will be a Defined Vocabulary List (of about 800 words) for use in preparing candidates for both sections. Words and phrases occurring in the passage which are not in the DVL will be glossed, unless they could be reasonably guessed at based on a knowledge of the DVL.

## Differentiation

In the question papers, differentiation will be achieved by setting questions which are designed to assess candidates at their appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

## Awarding of Grades

Advanced Subsidiary results will be awarded on the scale A to E, and U (unclassified).

## **Grade Descriptors**

The following grade descriptions indicate the level of attainment characteristic of the given grade at AS Level. They should be interpreted in relation to the content outlined below. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some areas may be balanced by better performance in others.

### **Grade A**

Language: candidates display an excellent level of accuracy in manipulating Sanskrit. They have an excellent grasp of vocabulary, inflexions, grammar and syntax. The meaning of a Sanskrit passage is conveyed accurately and coherently through translation and/or comprehension.

Literature: candidates show detailed knowledge, analytical understanding and appreciation of Sanskrit texts within their literary, philosophical and cultural contexts. They have an excellent grasp of Sanskrit literary techniques, are able to evaluate evidence in some depth and draw well-argued conclusions with appropriate reference or quotation. They produce sensitive and perceptive personal responses which show clear insight into the author's meaning.

In their written work in English they demonstrate the ability to organise and present information, ideas, descriptions and arguments in a clear, logical and appropriate form, making accurate use of grammar, punctuation, spelling and, where appropriate, using specialist vocabulary.

### **Grade C**

Language: candidates display a satisfactory level of accuracy in manipulating Sanskrit. They have a good grasp of vocabulary, inflexions, grammar and syntax but with some gaps in knowledge and understanding. The meaning of a Sanskrit passage is conveyed with some accuracy and coherence through translation and/or comprehension.

Literature: candidates show good knowledge, analytical understanding and appreciation of Sanskrit texts within their literary, philosophical and cultural contexts. They have a satisfactory grasp of Sanskrit literary techniques, are able to evaluate evidence in a satisfactory way and draw conclusions with some appropriate reference or quotation. They produce personal responses which show an understanding of the author's meaning.

In their written work in English they demonstrate the ability to organise and present information, ideas, descriptions and arguments in a satisfactorily clear and appropriate form, making generally accurate use of grammar, punctuation and spelling, and often using specialist vocabulary.

## Grade E

Language: candidates display some accuracy in manipulating Sanskrit. They have a basic grasp of vocabulary, inflexions, grammar and syntax but with some gaps in knowledge and understanding. The meaning of a Sanskrit passage is conveyed in outline through translation and/or comprehension.

Literature: candidates show a basic knowledge, analytical understanding and appreciation of Sanskrit texts within their literary, philosophical and cultural contexts with some grasp of literary techniques. They are able to evaluate evidence in a basic way and draw conclusions in a generalised way, occasionally with some appropriate reference or quotation. They produce some attempt at a personal response which shows a basic understanding of the author's meaning.

In their written work in English they demonstrate some ability to organise and present information, ideas, descriptions and arguments in a satisfactorily clear and appropriate form, making some accurate use of grammar, punctuation, spelling and, sometimes, using specialist vocabulary.

## SPECIFICATION CONTENT

### Linguistic Content

Less commonly occurring forms of accidence and particularly complex or uncommon syntactical structures may be glossed for AS candidates.

Candidates will be expected to be familiar with classical Sanskrit, employing the following linguistic forms and structures, and showing ability to recognise forms other than those specifically mentioned, but which follow the same pattern.

#### (i) Accidence

Declension of the nouns rama, mitram, sitaḥ hari, guru, nadi, dhātṛ, pitṛ, matr and svasvṛ, mati, dhenu, madhu, ātman, rajan, karman, naman, manas, dhanus, jyotis, suhrd, vak, bhavat and sumanas, showing an ability to apply the same endings to nouns which have similar declensions.

Declension, in all three genders where applicable, of the pronouns tat, etat, yad, kim, kimait, kimāna, kimapi, sarva, anya, eka, yusmad, and asmā, and their substitutes te, vām, vahḥ etc.

Declension of cardinals 1 to 10.

Declension of adjectives which follow the pattern of any nouns learnt, as well as, in all three genders, of ज्ञानिन, धिमत and माहत, showing an ability to apply the same endings to nouns which have similar declensions.

The formation and use in all genders of कर्तव्य, कर्तव्या, कर्तव्या, and कर्तव्या, and an ability to produce similar forms.

Conjugation of भवति, भविष्यति, अभवत्, लभते, लप्स्यते, अलभता, अस्ति, अस्ति, करोति, करिष्यति, अकारत्; the optative, imperative and perfect of all the aforementioned, showing an ability to apply the same endings to verbs which have similar conjugations.

Formation and use of gerunds (e.g. गत्वा, गत्या, etc.), the present participle (active and middle), the past passive participle, the infinitive, and the passive of all the aforementioned verbs, including the impersonal passive. The use of common prefixes with all the aforementioned. The formation of all verbs given in the DVL for the above verbal forms.

## **(ii) Syntax**

Agreement

Standard patterns of case usage

Word order

The use of 'iti' after direct speech

Complementary sentences (यदा/ तदा etc.)

Locative absolute

Active and passive constructions

## **(iii) Other Topics**

Analysis and scansion of the sloka

The use of standard transliteration

Compounds

Sandhi

## Prescribed Texts

### (i) Sanskrit Texts

#### 1) From the Hitopadesa:

The Ass, the Dog, and the Thief, [pp.30-31]; The Elephant, the Hares and the Moon, [pp.35-36]; The Blue Jackal, [pp.36-37]; The Heron, the Fishes, and the Crab, [pp.41-42].

**Edition:** Lanman's Sanskrit Reader, Reprint 1998

#### 2) From the Ramayana of Valmiki:

Balakanda Ch.1, vv. 1-6, 8, 9, 12-16; Aranyakanda Ch.44, vv. 1-3, 12-19; Ch.45, vv.1-7, 14-21, 36-40; Sundarakanda Ch.30, vv. 2, 8, 11, 16, 18, 40-44; Ch.31, vv.2, 4, 5, 6, 8-17.

**Edition:** Śrīmad Valmiki-Ramayana, Gita Press, Gorakhpur, Fifth Edition 1998

#### 3) From the Bhagavad Gītā

Ch.1, v. 1; Ch.2, vv. 7-17, 20, 24, 38, 47, 54-57, 62, 63; Ch.3, vv. 4-12; Ch.4, v. 7; Ch.18, vv. 54, 73.

**Edition:** Śrīmadbhagavadgītā (The Bhagavad Gītā), transl. Swami Chidbhavananda, publ. Sri Ramakrishna Tapovanam : Tirupparaithurai, 2002

### (ii) Reading of Sanskrit Texts in Translation

Passages from:

1. Srimad Bhagavatam translated by Swami Tapasyananda, Volumes 1 to 4, Sri Ramakrishna Math, Madras
2. Laws of Manu, translated by G. Buhler, Sacred Books of the East Volume 25, Motilal Banarsidass, Delhi

The passages selected are at the discretion of the teacher, as are the translations used.

END OF SPECIFICATION