

IGCSE SANSKRIT 0499/02 JUNE 2010

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 When the king of the demons was killed, then Hanuman came to Sītā. She was surrounded by demonesses. 'I shall kill all the demonesses,' Hanuman cried out with anger. Sītā, however, said: 'Those demonesses are only servants — they should not be killed'. Having heard that, Hanuman again quickly went to Rāma. 'Bring Sītā', Rāma said. Sītā came to Rāma in a beautiful dress. All the people in the city watched her. Rāma, however, cried out with sorrow: 'O Sītā, having lived with the demons, you are not pure — therefore, go away!' Sītā said: 'O monkeys, make a fire. If I am not pure, then the fire will burn me'. Calm Sītā entered the fire. But she was not burnt.

[1 mark for each Sanskrit word. 2 marks for the construal of each sentence except for the first, third and fourth, which carry 3 marks for construal. Total then to be divided by 8.]

[Total: 15 marks]

- 2 (a) खगानाम् अन्नम् सर्वेभ्यः वृक्षेभ्यः अपतत् ।
 (b) राजगृहे बालकौ कुक्कुरेण सह क्रीडिष्यतः ।
 (c) नारीः दृष्ट्वा शिष्याः तीरे अतिष्ठन् ।
 (d) अचिरेण नगरम् त्यज सुन्दरि भार्ये ।
 (e) गुरवः ऋषेः आगमिष्यन्ति इति अवदम् ।

[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:

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) lives in the world [1]; repeating births [1]
(ii) illusion [1], the magic that makes the universe appear [1]
(iii) reason [1], the organ of discrimination [1]
(iv) nature [1], the whole of creation [1]
(v) the individual [1], acting as a separate unit [1]
(vi) inner organ [1] of mind [1]
- (b) *sthiti* — sustenance, presided over by Viṣṇu, the preserver [1]
pralaya — dissolution, presided over by Śiva, the dissolver [1]
- (c) *Samṣkāra* is the essence of an action [1] left as a seed [1]. The other two types of *saṃskāra* are the circumstances encountered [1] and the *saṃskāra* of the future being produced [1].
- (d) *manas* — mind, the lower level that thinks and deliberates [1]
saṅkalpa — mental construction, resolve [1]
vikalpa — doubt, conflicting idea [1]
- (e) (i) ancient hymns [1] compiled into three or four sections [1]
(ii) 'what has been heard' [1], the Veda [1]
(iii) the more explanatory part of the Veda [1], giving legends, rules for recitation etc. [1]
(iv) the goal of the Veda [1], the Upaniṣads [1]
(v) ancient teachings [1] compiled by Vyāsa [1]
(vi) commentary [1] to a major work [1]

- (f) *tretā* — fall from *kṛta*, but a time of greatness [1]
dvāpara — mixed picture, with demonic side growing [1]
kali — lawless time, full of selfishness [1]

- (g) [Marks should be according to the grid on page 4.]

**[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.

