



Cambridge IGCSE™

SANSKRIT

0499/02

Paper 2 Literature and Epic Civilisation

May/June 2021

MARK SCHEME

Maximum Mark: 90

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of 7 printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

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 descriptors in mind.

Question	Answer	Marks	Guidance
<p><i>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.</i></p>			
1	Mahābhārata Story 1		
1(a)	Satyavatī [1]	1	
1(b)	If Vicitravīrya [1] does not have a wife [1] then there will be [1] no heir apparent [1].	4	
1(c)	Many princes [1] went to the self-choice ceremony [1].	2	
1(d)	He carried away [1] the daughters [1].	2	
1(e)	'The princes were [1] amazed and [1] fell to the ground [1].' [1 mark for construal]	4	
1(f)	Ambā [1] is released by Bhīṣma [1].	2	

Question	Answer	Marks	Guidance
2	Bhagavad Gītā. Ch2 v65; Ch3 v30; Ch9 v26		
2(a)(i)	'of all [1] sorrows [1]'	2	
2(a)(ii)	'of the peaceful [1] minded [1]'	2	Accept 'of one whose mind [1] is clear [1]'.
2(b)	to surrender [1] all actions [1] to Me [1]	3	Accept 'to have mind [1] directed [1] to the Self [1]'.
2(c)	1 or 2 marks awarded for a reasoned response. For example, 'I agree with Kṛṣṇa, for the battle is only a symbol [1] for the challenge of life [1], OR, I disagree with Kṛṣṇa, for all war should be avoided [1] for it always causes great harm [1].'	2	
2(d)	'Whoever offers to Me with love [1], a leaf, a flower, a fruit or water [1], I enjoy [1] that offering of devotion [1] from one whose heart is pure [1].' [1 mark for construal]	6	

Question	Answer	Marks	Guidance
3	Sanskrit Epic Civilisation		
3(a)(i)	ignorance [1], the belief that <i>māyā</i> is reality [1]	2	
3(a)(ii)	the principle that actions [1] create an effect in the future [1]	2	
3(a)(iii)	the organ [1] that identifies the <i>ātman</i> with something in creation [1]	2	
3(a)(iv)	the universe [1] as a single person or whole [1]	2	
3(b)	<i>puruṣa</i> – spirit [1] <i>prakṛti</i> – nature [1] <i>prakṛti</i> is a reflection of <i>puruṣa</i> [1]	3	
3(c)	<i>rajas</i> [1] the quality of activity [1] <i>tamas</i> [1] the quality of inertia [1]	4	
3(d)(i)	what has been heard [1], the Veda [1]	2	
3(d)(ii)	forest [1] discussions [1]	2	
3(d)(iii)	science [1] of grammar [1]	2	
3(d)(iv)	the Laws of Manu [1] setting out laws according to <i>dharma</i> [1]	2	
3(e)	<i>deva</i> – a male deity [1] <i>devī</i> – a female deity [1]	2	

Question	Answer	Marks	Guidance						
3(f)	<p><i>Awarding Essay Marks: Candidates are expected to write about 100 words, making relevant points, and writing Sanskrit terms accurately when required. Marks should be awarded on the basis of the following table:</i></p> <table border="1" data-bbox="316 517 818 1653"> <thead> <tr> <th data-bbox="316 517 451 613">Essay Marks</th> <th data-bbox="451 517 818 613">Description of Mark Categories</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 613 451 1084">10–9</td> <td data-bbox="451 613 818 1084">Thorough knowledge and understanding of the essay title. Articulate and balanced response that demonstrates perceptive use of illustration. Shows very good personal insight when discussing issues. There may be some omissions and very minor errors. Conclusion drawn on the wider themes.</td> </tr> <tr> <td data-bbox="316 1084 451 1653">8–7</td> <td data-bbox="451 1084 818 1653">Good knowledge and understanding that considers the essay title. Mostly balanced response that demonstrates some perceptive use of illustration. Shows good personal insight when discussing issues. There may be some flaws and omissions and minor errors. Conclusion drawn on some of the wider themes.</td> </tr> </tbody> </table>	Essay Marks	Description of Mark Categories	10–9	Thorough knowledge and understanding of the essay title. Articulate and balanced response that demonstrates perceptive use of illustration. Shows very good personal insight when discussing issues. There may be some omissions and very minor errors. Conclusion drawn on the wider themes.	8–7	Good knowledge and understanding that considers the essay title. Mostly balanced response that demonstrates some perceptive use of illustration. Shows good personal insight when discussing issues. There may be some flaws and omissions and minor errors. Conclusion drawn on some of the wider themes.	10	
Essay Marks	Description of Mark Categories								
10–9	Thorough knowledge and understanding of the essay title. Articulate and balanced response that demonstrates perceptive use of illustration. Shows very good personal insight when discussing issues. There may be some omissions and very minor errors. Conclusion drawn on the wider themes.								
8–7	Good knowledge and understanding that considers the essay title. Mostly balanced response that demonstrates some perceptive use of illustration. Shows good personal insight when discussing issues. There may be some flaws and omissions and minor errors. Conclusion drawn on some of the wider themes.								

Question	Answer		Marks	Guidance
3(f)	Essay Marks	Description of Mark Categories		
	6–5	Sound knowledge and understanding that considers the essay title. Some demonstration of personal insight into the key issues with some supporting examples. There may be flaws and omissions and some errors. Conclusion attempted on the wider themes.		
	4–3	Some knowledge and understanding that attempts to consider the essay title. Some attempts to show personal insight of the key issues with limited supporting examples. There may be flaws and omissions and some errors that limit perceptions. Conclusion is limited.		
	2–1	Basic knowledge and understanding that shows limited ability to answer the essay title. Little or no personal insight of the key issues with limited, if any, supporting examples. There may be flaws and omissions and some errors that limit perceptions. Conclusion is weak or not present.		
	0	No response worthy of credit		

Question	Answer	Marks	Guidance
4	<i>Hitopadea. (Lanman Reader, page 20 line 20, to page 21 line 9)</i>		
4(a)	excessively [1] wicked [1]	2	
4(b)	through the slaughter [1] of many cows [1], brahmins and men [1]	3	Accept 'brahmans' or 'priests' for 'brahmins'.
4(c)	'By a certain virtuous person [1] I was advised [1]"Let Your Honour practise [1] the duty of liberality[1]".' [1 mark for construal]	5	
4(d)(i)	in consequence of his [1] advice [1]	2	
4(d)(ii)	<i>tatpuruṣa</i> [1]	1	
4(e)	<i>Any 4 of the following: a practiser of ablutions [1], abestower [1], old [1], with decayed claws and teeth [1], pitiful [1]</i>	4	
4(f)(i)	poetry [1]	1	<i>Marks are awarded for a reasoned personal response based on evidence from the text.</i>
4(f)(ii)	This is memorable/has an authoritative sound [1].	1	
4(f)(iii)	The tiger is trying to deceive the traveller [1], seem harmless [1], and seem holy/spiritual/humble [1].	3	
4(f)(iv)	The tiger is preaching virtues such as truth and lack of greed [1] but is really greedy [1] and deceptive [1].	3	