

Cambridge IGCSE™

SANSKRIT**0499/22**

Paper 2 Literature and Epic Civilisation

May/June 2025

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.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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 descriptions 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Page or response seen by examiner
	Benefit of doubt given
	Incorrect translation or point
	Omission

Question	Answer	Marks	Guidance
<p>General Note: In all cases reasonable alternative answers which are not specifically mentioned in the mark 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.</p>			
1	Mahābhārata Story 2		
1(a)	the eighth [1] son [1] of Śāntanu [1]	3	
1(b)	He would be [1] king [1].	2	
1(c)	'But once [1] Śāntanu was walking [1] on the bank of the river [1].' <i>[1 mark for construal]</i>	4	
1(d)	'That fragrance came [1] from a beautiful girl [1].' <i>[1 mark for construal]</i>	3	
1(e)	<i>One mark awarded for identifying an aspect of Śāntanu's behaviour and two marks for discussing it.</i>	3	

Question	Answer	Marks	Guidance
2	Bhagavad Gītā. Ch 4 v 38; Ch 6 v 29; Ch 10 v 11		
2(a)	'No purifier [1] equal to knowledge [1] is found here in the world [1]. He who is himself perfected in yoga [1] in time finds [1] that knowledge in the Self [1].'	6	
2(b)	the Self [1] in all beings [1] and all beings in the Self [1]	3	
2(c)(i)	seeing the same [1]	1	
2(c)(ii)	<i>bahuvrīhi</i> [1]	1	
2(d)	by the lamp [1] of knowledge [1]	2	
2(e)	<i>A maximum of two marks awarded for a reasoned answer.</i>	2	

Question	Answer	Marks	Guidance
3	Sanskrit Epic Civilisation		
3(a)(i)	the Self [1], the one Self in all [1]	2	
3(a)(ii)	liberation [1] from bondage in <i>samsāra</i> [1]	2	
3(a)(iii)	primal nature [1] where everything is stored [1]	2	

Question	Answer	Marks	Guidance
3(a)(iv)	true knowledge [1] the knowledge that Brahman is reality [1]	2	
3(b)	<i>sthiti</i> – sustenance [1], presided over by <i>sattva</i> [1] <i>pralaya</i> – dissolution [1], presided over by <i>tamas</i> [1]	4	
3(c)	Any three of: space [1] with the property of sound [1] air [1] with the property of touch [1] fire [1] with the property of form [1] water [1] with the property of taste [1]	6	Accept 'beauty' [1] or 'sight' [1] for 'form' [1].
3(d)	Any one of: <i>prāṇa</i> [1] – the breath in the mouth and nose [1] <i>vyāna</i> [1] – the breath that permeates the whole body [1] <i>udāna</i> [1] – the breath that leaves the body at death [1] <i>samāna</i> [1] – the breath that digests [1]	2	
3(e)(i)	a text outlining the principles of yoga [1] attributed to Patañjali [1]	2	
3(e)(ii)	what has been heard [1] i.e. Vedic literature [1]	2	
3(e)(iii)	pronunciation [1]	1	

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 chart:</i></p> <table border="1"> <thead> <tr> <th>Essay Marks</th> <th>Description of Mark Categories</th> </tr> </thead> <tbody> <tr> <td>10–9</td> <td>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>8–7</td> <td>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> <tr> <td>6–5</td> <td>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.</td> </tr> <tr> <td>4–3</td> <td>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.</td> </tr> <tr> <td>2–1</td> <td>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.</td> </tr> <tr> <td>0</td> <td>No response worthy of credit.</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.	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.	10	
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4	<i>Pañcatantra</i>		
4(a)	in a wooded region [1]	1	Accept 'in a wood' [1].
4(b)	his throat [1] dried up [1] and sore/by hunger [1]	3	Accept 'parched' for dried up [1].
4(c)	'And then [1] at sunset [1] coming to [1] a large mountain cave [1] he entered it [1].' <i>[1 mark for construal]</i>	6	
4(d)	some creature [1] would come [1] at night [1].	3	
4(e)(i)	'its [1] master [1]'	2	
4(e)(ii)	<i>tatpuruṣa</i> [1]	1	
4(f)	'I am ruined [1].'	1	
4(g)	A person who plans before taking action is successful [1] as shown by the jackal [1]. One who acts before planning has to repent later [1] as shown by the lion [1].	4	
4(h)	<i>A maximum of four marks awarded for any reasonable and full response. Candidates might mention, for example, four of the following:</i> (i) the use of animals (ii) animals having human qualities (iii) satire (iv) bringing out a moral (v) practical wisdom (vi) appropriate names such as 'Kharanakhara' 'sharp claws'	4	