

Question	Answer	Marks												
	<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>													
1	<p>There was a brave king called Malayadhvaja. 'Now I shall worship Kṛṣṇa' he said. Therefore he gave his kingdom to his sons and went to the forest. His beautiful wife followed him. They gave up their home and all pleasures. They ate fruits, flowers and leaves, and remembered Kṛṣṇa. Through austerity and meditation they became pure and saw the Lord everywhere. Once Malayadhvaja sat on the ground and became immersed in meditation. Then the king died. His wife cried out 'O good king, do not leave me.' However, having seen that he was dead, she threw his body into the fire. 'I shall also go to the next world' she thought.</p> <p>[1 mark for each Sanskrit word. 3 marks for the construal of each sentence except for the first and ninth, which carry 2 marks for construal. Total then to be divided by 8.]</p>	15												
2(a)	वीरः कृष्णात् रथात् शरान् क्षिपति।													
2(b)	नगरे नृपस्य सेवकः मित्रेण अमिलत्।													
2(c)	प्रबलाः सिंहाः मृगान् प्रति धाविष्यन्ति।													
2(d)	राक्षसीम् गगने पश्य इति अक्रोशन्।													
2(e)	नारीम् श्रुत्वा कुक्कुराः नद्याः अधावन्।													
For Question 2: [1 mark for each Sanskrit word. 1 mark for word order in each sentence. Total then to be divided by 2.]		15												
<p>For Question 3: [Total: 46 marks (Content) + 4 marks (Transliteration) = 50 marks]</p> <p>In Question 3, the following table should be used to award marks for transliteration:</p> <table border="1"> <thead> <tr> <th>Distinct (unrepeated) errors in transliteration over the whole question*</th> <th>Marks for the sentence</th> </tr> </thead> <tbody> <tr> <td>0 to 3</td> <td>4</td> </tr> <tr> <td>4 to 7</td> <td>3</td> </tr> <tr> <td>8 to 11</td> <td>2</td> </tr> <tr> <td>12 to 15</td> <td>1</td> </tr> <tr> <td>16 or more</td> <td>0</td> </tr> </tbody> </table> <p>*A maximum of one error is counted per pada.</p>		Distinct (unrepeated) errors in transliteration over the whole question*	Marks for the sentence	0 to 3	4	4 to 7	3	8 to 11	2	12 to 15	1	16 or more	0	4
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3(a)(i)	the Self [1] which is one in all [1]	2												
3(a)(ii)	the unmanifest [1] where everything is stored in seed form [1]	2												

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3(a)(iii)	reason [1] the organ of discrimination [1]	2										
3(a)(iv)	the individual [1] acting as a separate unit [1]	2										
3(a)(v)	14 <i>manvantaras</i> [1] a day of Brahmā [1]	2										
3(a)(vi)	a world [1] heaven, earth or the netherworld [1]	2										
3(b)	<i>akrodha</i> — absence [1] of anger [1] <i>dama</i> — the control of mind, senses, [1] speech and body [1].	4										
3(c)	<i>avidyā</i> is ignorance [1], the belief that I am the body, mind, etc. [1]. This is said to be the cause [1] of <i>saṃsāra</i> , which is lives in the world [1], repeating births in various bodies [1].	5										
3(d)	The text <i>manusmṛti</i> is also called <i>dharmasāstra</i> [1], or The Laws of Manu [1], setting out the laws of human life according to the system of <i>dharma</i> [1]. The text <i>śrīmad bhāgavatam</i> is a well-known <i>purāṇa</i> [1], containing accounts of ancient historical events [1] and dealing with the life and exploits of Kṛṣṇa [1].	6										
3(e)	<i>punya</i> is merit [1], the essence of a good action [1] <i>pāpa</i> is sin [1], the essence of a bad action [1]	4										
3(f)(i)	celestial musicians [1]	1										
3(f)(ii)	snakes [1]	1										
3(f)(iii)	demons [1]	1										
3(f)(iv)	heavenly nymphs [1]	1										
3(f)(v)	a ghost-like being [1]	1										
3(g)	<p><i>Awarding Essay Marks: 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:</i></p> <table border="1"> <thead> <tr> <th>Essay Marks</th> <th>Description of Mark Categories</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>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.</td> </tr> <tr> <td>9</td> <td>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.</td> </tr> <tr> <td>8</td> <td>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.</td> </tr> <tr> <td>7</td> <td>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</td> </tr> </tbody> </table>	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	
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		conscientious candidates fall into this category: they tend to write too much as they are reluctant to leave out anything they have learnt.	10
	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.	