



Cambridge Assessment
International Education

Syllabus

Cambridge IGCSE™

Sanskrit 0499

Use this syllabus for exams in 2022, 2023 and 2024.
Exams are available in the June series.



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Changes to this syllabus

For information about changes to this syllabus for 2022, 2023 and 2024, go to page 34.

The latest syllabus is version 1, published September 2019. There are no significant changes which affect teaching.



1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4700 schools in 150 countries.

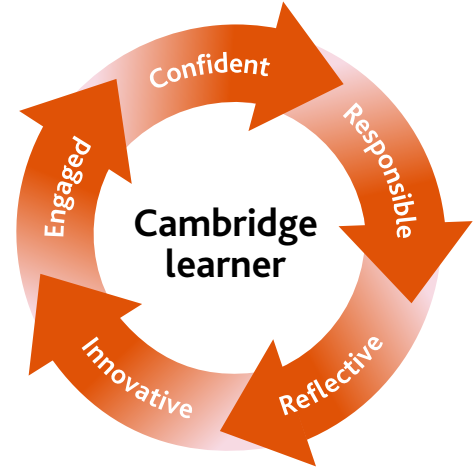
Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE Sanskrit provides students with the opportunity to develop an analytical approach to learning language and be better equipped to compare the structure of Sanskrit with those of other languages. The syllabus also encourages students to develop an appreciation of literature, in terms of content as well as philosophical, cultural, social and historical contexts.

Study of Sanskrit verse and prose literature in its cultural and linguistic context receives the same emphasis as the study of the Sanskrit language.

Students have the opportunity to develop:

- skills in translation
- an appreciation of literature which forms some of the foundations of Eastern traditions
- an interest in and enthusiasm for learning about the past and how this informs an understanding of the future
- the ability to use evidence to present clear and logical arguments.



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Sanskrit gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Levels.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition



Cambridge Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE.

Teaching resources

- School Support Hub
www.cambridgeinternational.org/support
- Syllabuses
- Schemes of work
- Learner guides
- Discussion forums
- Endorsed resources

Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Support for Cambridge IGCSE

Training

- Introductory – face-to-face or online
- Extension – face-to-face or online
- Enrichment – face-to-face or online
- Coursework – online
- Cambridge Professional Development Qualifications

Find out more at

www.cambridgeinternational.org/profdev

Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at

www.cambridgeinternational.org/social-media

2 Syllabus overview

Aims

The purpose of a Cambridge IGCSE in Sanskrit is to provide an understanding of the Sanskrit language and some of its literature. Students will learn a range of vocabulary in both *devanāgarī* and its corresponding transliterated form.

The aims are to enable students to develop:

- an understanding of the Sanskrit language and an ability to read and write *devanāgarī* script
- the ability to read, understand, appreciate and respond to Sanskrit literature
- an understanding of some of the aspects of Sanskrit epic civilisation
- an appreciation of a different time and culture
- an understanding of a range of philosophical, ethical, linguistic and social issues.

Content overview

The Cambridge IGCSE Sanskrit syllabus requires learners to show their knowledge and understanding of both Sanskrit language and literature. They are required to show knowledge of Sanskrit vocabulary and grammar, and to translate both from Sanskrit and into Sanskrit. Learners study prose and verse in its philosophical, social and cultural context. They also study the civilisation that is portrayed through the Sanskrit epics. It is assumed that learners first learn to read and write the *Devanāgarī* script and its standard transliteration. Transliteration means writing the *Devanāgarī* script with the Roman script according to internationally accepted standard conventions.



Support for Cambridge IGCSE Sanskrit

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

www.cambridgeinternational.org/support

Assessment overview

All candidates take two components. Candidates will be eligible for grades A*–G.

All candidates take:	and:
<p>Paper 1 1 hour 30 minutes</p> <p>Language 50%</p> <p>90 marks</p> <p>Comprehension including use of sandhi rules</p> <p>Translation: Sanskrit to English, English to Sanskrit</p> <p>Externally assessed</p>	<p>Paper 2 1 hours 30 minutes</p> <p>Literature and Epic Civilisation 50%</p> <p>90 marks</p> <p>Set texts (prose and verse) and Sanskrit Epic Civilisation</p> <p>Externally assessed</p>

In both papers candidates are awarded marks for correct construal of translation. These are shown in the mark schemes.

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Linguistic knowledge and understanding

Candidates should be able to:

- read and write standard *devanāgarī* and transliterated scripts
- translate unseen phrases or whole passages of Sanskrit, written with or without sandhi, into English
- understand unseen passages of Sanskrit written with or without sandhi
- translate English into Sanskrit taking account of Sanskrit word order
- apply the laws of sandhi (euphonic combinations) in a Sanskrit passage.

AO2 Literary knowledge with understanding

Candidates should be able to:

- show knowledge and understanding of relevant details from a prescribed text, including Sanskrit Epic Civilisation
- select and explain relevant details from a prescribed text
- explain meanings and references, including those relating to Epic Civilisation
- translate a section of a prescribed text.

AO3 Literary appreciation with personal response

Candidates should be able to:

- give a reasoned personal response to the prescribed texts
- show an understanding of the philosophical and social issues in Sanskrit Epic Civilisation.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Linguistic knowledge and understanding	50
AO2 Literary knowledge with understanding	40
AO3 Literary appreciation with personal response	10
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Linguistic knowledge and understanding	100	0
AO2 Literary knowledge with understanding	0	75
AO3 Literary appreciation with personal response	0	25
Total	100	100

3 Subject content

Paper 1 – Language

Learners must study the following key areas of the Sanskrit language.

Lexicology – Vocabulary List

All words in the Sanskrit vocabulary list are organised according to the Sanskrit alphabet.

A detailed vocabulary list is available at www.sanskritexams.org.uk and in section 5: Appendix Vocabulary List.

Grammar

This table covers the different types of morphology required for Cambridge IGCSE Sanskrit.

Learners should study and be able to identify and correctly apply:

Nouns	<p>The use of all eight noun endings, viz. nominative, vocative, accusative, instrumental, dative, ablative, genitive and locative, in the singular, dual and plural.</p> <p>The declensions of nouns ending in vowels: रामः, सीता, मित्रम् (or ज्ञानम्), हरिः, गुरुः, नदी, धातृ (+ पितृ, स्वम् and मातृ).</p> <p>The declension of nouns ending in consonants: आत्मन्, राजन्, कर्मन्, नामन्, मनम्, सुमनम् (masculine), सृष्टन्.</p> <p>Candidates must be able to apply these endings to nouns which follow these paradigms.</p>
Adjectives	<p>In addition to the declensions of adjectives which have endings like the nouns above, the declensions of adjectives which have endings like ज्ञानिन (masculine) and धीमत् (masculine and feminine).</p>
Adverbs	As listed in the set vocabulary.
Pronouns	<p>The declensions of तत् (masculine, feminine and neuter) and an ability to apply similar endings to सर्व, अन्य, and एक. The declensions of यूष्मद् and अम्मद् and substitutes (e.g. ते वाम् वः, मे नौ नः). The declensions of इदम् (masculine, feminine and neuter).</p>
Verbs	<p>The conjugations of भवति, वनोति, and वधति in the present (लट्), past (लृट्), future (लृट्), optative (विधिलिङ्) and perfect (लिट्); 2nd person singular and plural imperative forms for verbs which have endings like भवति; 3rd person singular imperative forms for verbs like भवति, e.g. भवतु.</p> <p>Candidates must be able to apply these endings to verbs which follow these paradigms.</p> <p>The conjugation of अस्ति (present), and आसीत् (past).</p>
Prepositions	Common उपसर्गः प्र, अप, सम्, अनु, निम्, इम्, वि, नि, अधि, अति, सु, उद्, अभि, प्रति, परि, उप, अव
Numerals	As listed in the set vocabulary.

Root	Knowledge of the following roots in the following forms:
Development	active, passive, future (लृट्) and perfect (लिट्), all in the 3rd person singular; infinitive, कृत् (कर्त्तव्य, etc.) and -त, -त्वा.
1st	पत्, गम्, त्यज्, दृश्, नी, भु, लभ्, वम्, वद, म्या, खाद, चर्, रद्, वृध्, श्रु
2nd	वच्
3rd	वा
4th	मन्
5th	आप्, शक्
6th	प्रच्छ्, तुद
7th	भृज्
8th	कृ
9th	जा
10th	कथ्, चिन्त्

In addition, learners should be able to identify and correctly apply:

Nominal constructions	<p>Agreement of adjective with noun.</p> <p>The use of सह with the third case ending (e.g. रामेण सह).</p> <p>The use of ददाति with the fourth case ending (e.g. रामाय फलं ददाति).</p> <p>The use of ममीपे with the sixth case ending (e.g. रामस्य ममीपे).</p> <p>The use of the sixth case ending to show possession (e.g. रामस्य पुस्तकमस्ति – Rāma has a book).</p> <p>Regular and special use of cases.</p>
Verbal constructions	<p>The use of a -त्वा gerund (e.g. गत्वा) and its change to a -य (e.g. आगत्य after a prefix).</p> <p>The use of past passive participles ending in -त (e.g. गतः).</p> <p>Passive verbs.</p> <p>तवत् past participle active (e.g. कृतवान्).</p> <p>Infinitives.</p> <p>Present participles including locative absolute (सति सप्तमी).</p>
Sentence structures	<p>Basic Sanskrit word order (i.e. verb comes at the end).</p> <p>The use of इति after direct speech.</p> <p>Complementary sentences (यदा / तदा, etc.).</p> <p>Indefinites (किञ्चित्, कुत्रापि, कश्चन, etc.).</p> <p>समास system (compounds).</p> <p>सन्धि (Sandhi) and its application.</p>

Paper 2 – Literature and Epic Civilisation

There are four different prescribed texts (1–4), which must all be studied for assessments in 2022, 2023 and 2024.

These texts are available at www.sanskritexams.org.uk

1 Verse – Bhagavad Gītā:

Twenty verses chosen from **nine** chapters of Śrīmadbhagavadgītā (the Bhagavad Gītā), translated by Swami Chidbhavananda, published by Sri Ramakrishna Tapovanam, Tirupparaithurai, 2002 (later editions are available).

Chapter	Verse
1	36, 47
2	3, 22, 48, 65
3	19, 21, 30, 35
4	10, 19
5	10
9	4, 7, 26
10	3
15	12
18	53, 56

2 Prose – Mahābhārata

Six stories adapted from the Mahābhārata, not in sandhi, are provided in the Appendix of this syllabus.

Total lines	Sanskrit prose
10	Bhīṣma carries off three princesses.
10	The Pāṇḍavas are born.
14	King Duṣyanta marries Śakuntalā
11	A vulture tests King Śibi's virtue.
13	Arjuna defeats Karṇa.
16	Kṛṣṇa is shot by a hunter.

3 Sanskrit Epic Civilisation

Full details for the Epic Civilisation Literature can be found at www.sanskritexams.org.uk. The Epic Civilisation course introduces students to the cultural and philosophical background to the Sanskrit Epics. The course is presented in five units:

Unit	Theme
1	Basic metaphysical teaching
2	The Cosmos
3	Important Texts
4	Divine Beings
5	Human life and its purpose

4 Prose – Hitopadeśa

Five original prose selections from 'A Sanskrit Reader' by C R Lanman, published by Motilal Banarsidass Private Ltd., New Delhi, 1996 (later editions are available).

Line reference	Prose	Page
9 to 19	Introduction (<i>asti bhāgīrāthītīre ... kevalam</i>)	17
3 to 13	Introduction (<i>etaccintayitvā ... śakyante</i>)	19
8 to 20	The old tiger and traveller (<i>aham ekadā ... prāg eva yau-</i>)	20
1 to 9	The old tiger and traveller (<i>-vanadaśāyām ... nāmahātmasu vidyate</i>)	21
4 to 14	The old tiger and traveller (<i>dātavyam ... gavāṃ payah</i>)	22
1 to 20	The Brahman and his faithful ichneumon (<i>asty ujjayinyāṃ ... nakulād yathā</i>)	44

4 Details of the assessment

Paper 1 – Language

Written paper, 1 hour 30 minutes, 90 marks

Candidates must answer all questions.

Paper 1 will have four questions. There will be two comprehension style questions and two translations.

Candidates will answer comprehension questions on two unseen passages of Sanskrit prose. One unseen passage will not use sandhi while the other passage will assess candidates' ability to understand sandhi. In addition, one question on the first passage will require candidates to put some Sanskrit into sandhi.

Candidates will translate into English an unseen passage of Sanskrit prose in three sections which will vary in complexity. The first section, not in sandhi, will require translation of particular words. The second section will not use sandhi and the third will use sandhi. The translation passage will total approximately 80 words in length. Candidates will also translate 3 to 4 sentences from English into Sanskrit.

Any words used in the unseen texts which are not stated in the glossary (See Appendix: Vocabulary List) will be glossed at the end of the passage.

Paper 2 – Literature and Epic Civilisation

Written paper, 1 hour 30 minutes, 90 marks

Candidates must answer all questions.

Paper 2 will be based on the prescribed set texts. Three passages from the prescribed set text list will be printed in the question paper.

In Paper 2 there will be four structured questions. One of the four questions will be based on a passage written in sandhi. Questions will assess candidates' understanding of literature, its subject matter, presentation and background. Some questions will require candidates to give a personal response while other questions will test the candidate's ability to translate text.

One question will be based on the Sanskrit Epic Civilisation. Part of this question will include one short essay style response (about 100 words). Candidates choose one of two essay titles.

Candidates will be asked to express opinions on matters relating to the philosophical and social context of the literature, and/or relating to the literature itself. Candidates are expected to support their opinions with evidence from the texts.

5 Appendix

Vocabulary list

All words in this list need to be known in Sanskrit to English, and those with an asterisk should also be known in English to Sanskrit.

A hyphen (-) at the end of a word indicates that the word appears at the beginning of a compound.

A hyphen before a word indicates that the word appears at the end of a compound.

Words not in this vocabulary list which appear in Paper 1 will be glossed. This list does not include vocabulary for the set texts.

अ		-अन्तर (mfn)	another
* अग्नि (m)	fire	* अन्न (n)	food
अग्र (n)	top	* अन्य (mfn) (like तत्)	other, another
अग्रे	in front	अपर (mfn) (like तत् except neut. sing.)	another
अङ्ग (n)	limb	अपराध (m)	crime, sin, offence
अङ्गुली (f)	thumb	* अपि	also, even though
* अचल (m)	mountain	अब्रवीत्	said
* अचिरेण	soon (or अचिरात्)	अभय (mfn)	fearless
अतः	hence	अभितः (+ 2nd)	around
अति-	overmuch	अयम् (m)	this
* अतीव	very	अरण्य (n)	forest
* अत्र	here	अरि (m)	enemy
* अथ	then, now	अरुण (mfn)	red
अद्य	today	- अर्थ (mfn)	for the sake of
अधः (+ 6th)	under	अर्हति (+ inf.)	ought, should, worthy, fit
* अधुना	now	अलम् (+ 3rd)	enough of
अनन्तरम्	straight away	अल्प (mfn)	small, mean
अनुगच्छति	follows	अवगच्छति	understands
अनुधावति	runs after, pursues	अवतरति	descends
अनुभवति	experiences, feels	* अश्व (m)	horse
* अनेक (mfn) (like तत् except neut. sing.)	many	अष्ट (mfn)	eight
* अन्त (m)	end (अन्ते in the end)	अष्टम (mfn)	eighth
अन्ततः	finally		

असौ (m)	he
* अस्ति	is
अस्मद् -	we, us, OUR etc.
* अहम्	I am
अहंकार (m)	pride
अहो	Oh my!
आ	
आकाश (m)	sky, ether
आकृल (mfn)	distressed
* आगच्छति	comes
आचरति	practises
आज्ञा (f)	a command
* आत्मन् (m)	one's self
आत्मनः	his own / her own
-आदि (mfn)	etc., beginning with
* आनन्द (m)	bliss
* आनयति	brings
आप्नोति	attains
आम्	yes
आलोच्य	having considered, observed
आश्रम (m)	hermitage
आसन (n)	seat
आस्ते	sits, exists
* आस्य (n)	mouth
आह	he/she said

आहार (m)	food
इ	
* इच्छति	wants
* इति	thus
इदम् (n)	this
इदानीम्	now
इयम् (f)	this
* इव	like, as if
इह	here
ई	
ईदृश (mfn)	such, of this kind
ईश (m)	Lord
उ	
उक्त (mfn)	said, spoken to, addressed
* उत्तम (mfn)	best
उत्तर (n)	reply
उत्तिष्ठति	stands up
उदर (n)	belly
उद्गरति	lifts
* उद्भवति	arises, is born
उद्यान (n)	garden, small wood
उपगच्छति	approaches
उपरि (+ 6th)	on top

* उपविशति	sits down
उपाय (m)	plan, trick, method
उभ / उभय (mfn)	both
उवाच	he/she said

ऋ

ऋषभ (m)	bull
* ऋषि (m)	sage

ऌ

* एक ^० (like तत् except neut. sing.)	one, a certain
* एकदा	once, at the same time
एतत् (n)	} this
एष (m)	
एषा (f)	
एति	goes
* एव	only, indeed, exactly
* एवम्	thus, in such a manner

क

* क (m)	who? what?
कथम्	how?
कथा	story
* कदा	when
कन्या (f)	daughter

* कपि (m)	monkey
कम्पते	trembles, shakes
* करोति	does, makes
कर्ण (m)	ear
* कर्मन् (n)	action
* का (f)	who? what?
काक (m)	crow
काम (m)	desire
काय (m)	body
कारण (n)	cause, reason
* काल (m)	time
* किम् (n)	what?
किंतु	but
* कुक्कुर (m)	dog
* कुतः	why?
* कुत्र	where?
* कुपित ^०	angry
* कुशल ^०	healthy, able
कृप (m)	well
-कृत्	maker
कृत ^०	made
कृते (+ 6th)	for the sake of
* कृष्ण (mfn)	black
केवलम्	only
* केश (m)	hair
कोप (m)	anger
* क्रीडति	plays

* क्रोध (m)	anger
* क्रोशति	cries out
क्लेश (m)	trouble, pain
क्व	where?
* क्षणम्	for a moment
क्षुधा (f)	hunger
* क्षिपति	throws, shoots
क्षेत्र (n)	field

ख

* खग (m)	bird
* खादति	eat

ग

-ग (mfn)	goer
* गगन (n)	sky
* गच्छति	goes
* गज (m)	elephant
गण (m)	group
गत (mfn)	gone
गम्भीर (mfn)	deep
गर्दभ (m)	donkey (०भा f.)
गायति	sings
गिरि (m)	mountain
गुण (m)	virtue
गुरु (mfn)	heavy
* गुरु (m)	teacher

गृध्र (m)	vulture
* गृह (n)	house
* गृहीत (mfn)	grabbed
ग्राम (m)	village
ग्रीव (m)	neck

घ

* घोर (mfn)	horrible
-------------	----------

च

* च	and
चञ्चु (m)	beak
चतुर् (mfn)	four
चतुर्थ (mfn)	fourth
* चन्द्र (m)	moon
चर्मन् (n)	skin
* चरति	walks
चाप (m)	bow
चित्त (n)	mind, heart, thought
चिन्ता (f)	thought, worry
* चिन्तयति	thinks
* चिर (n)	for a long time (or चिरेण)
चेत्	if
चोरयति	steals

छ

* छिन्न (mfn)	cut
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ज

* जन / जनाः (m)	person / people
* जनक (m)	father
* जननी (f)	mother
जन्तु (m)	creature
* जयति	conquers
जरा (f)	old age
* जल (n)	water
* जात (mfn)	born, arisen
जानाति	knows
जायते	is born
* जित (mfn)	conquered
जीवति	lives
जीव (n)	life (or जीवन (n) / जीवित (n))
-ज (mfn)	knight of
जान (n)	knowledge
* जानिन्	a wise one
ज्येष्ठ (mfn)	eldest
ज्योतिस् (n)	light

त

* तत् (in a compound indicates any form of तन् e.g. तस्मिन्)	that
ततः	after that, therefore, hence
* तत्र	there

तथा	just so
* तदा	then
तद्	then
-तम (mfn)	most
-तर (mfn)	more
तरति	crosses over
तरु (m)	tree
तर्हि	then
* तस्मात्	therefore
* तारका (f)	star
तावत्	for so long, meanwhile, now
* तिष्ठति	stays, stands
* तीर (n)	bank, shore
* तु	but, now, verily
तुदति	hits
तृण (n)	grass
तृतीय (mfn)	third
* त्यजति	leaves
त्रि (mfn)	three
* त्वम्	YOU (1st case sing.)

द

-द (mfn)	giver
दण्ड (m)	staff
* ददाति	gives
दधाति	places
दश	ten

दशम (mfn)	tenth
दहति	burns
* दान (n)	gift
दिन (n)	day
दीर्घ (mfn)	long
दुःख (n)	sorrow
दुःखित (mfn)	sad
दुर्जन (m)	bad person
दुर्बल (mfn)	weak
दूत (m)	messenger
दूरे / दूरात्	far away
* दृष्ट (mfn)	seen
* दृष्ट्वा	having seen
* देव (m)	god, lord
देवी (f)	goddess
देश (m)	place, country
* देह (m)	body
दोष (m)	fault
* द्वार (n)	door
द्वि (mfn)	two
द्वितीय (mfn)	second
द्वेष (m)	hatred
ध	
* धन (n)	riches, wealth
धनुस् (n)	bow
* धर्म (m)	righteousness, justice

* धातृ (m)	creator
धारयति	wears, puts on
धार्मिक (mfn)	righteous, just
* धावति	runs
* धीमत्	intelligent, wise
धृत (mfn)	held
ध्यान (n)	meditation

न

* न	no, not
* नगर (n)/नगरी (f)	city
* नदी (f)	river
* नमति	bows
नमस् (n)	a bow
नयति	leads
* नर (m)	man
नव	nine
नवम (mfn)	ninth
* नष्ट (mfn)	ruined, destroyed
* नाम	by name
* नामन् (n)	name
* नारी (f)	lady
* नाशयति	destroys
नासिका	nose
नित्यम्	ever, always
निर्गच्छति	comes out
निवसति	lives

* नील (mfn)	blue
* नृप (m)	king
नेत्र (n)	eye
नौका (f)	ship

प

* पठति	reads
पञ्च	five
पञ्चम (mfn)	fifth
पण्डित (mfn)	wise, learned
* पतति	falls; flies
पति (m)	husband, lord
पत्नी (f)	wife
पत्र (n)	page, leaf
परम (mfn)	supreme
परिणयति	marries
पर्ण (n)	leaf
पर्वत (m)	mountain
* पश्यति	sees
* पाद (m)	foot
* पितृ (m)	father
* पिबति	drinks
पीडित (mfn)	distressed
* पुत्र (m)	son
* पुनः	again
पुर (n)	city
पुरा	formerly, of old

पुरुष (m)	person, man
* पुष्प (n)	flower
* पुस्तक (n)	book
पूर्ण (mfn)(+3rd)	filled with
पूर्वम् (+ 5th)	before
पृच्छति	asks
पृथिवी (f)	earth
* प्रति (+ 2nd)	towards
प्रतिगच्छति	returns
* प्रतिवदति	replies
प्रथम (mfn)	first
* प्रबल (mfn)	powerful
* प्रविशति	enters (past प्रविशन्)
प्रश्न (m)	question
* प्राज्ञ (mfn)	wise
प्राप्नोति	obtains
प्रिय (mfn)	dear
* प्लवन (n)	jump

फ

* फल (n)	fruit
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ब

* बध्नाति	binds
बल (n)	strength
बलिष्ठ (mfn)	mighty
बहिः (+ 6th)	outside

* बहु (mfn)	many
* बालक (m)	boy
बाहु (m)	arm
बिडाल (m)	cat

भ

* भय (n)	fear
भर्तृ (m)	husband
भवत्	you, Your Honour
* भवति	becomes
भाग (m)	part
* भार्या (f)	wife
भाषते	says
भाषा (f)	speech
* भीत (mfn)	afraid
भूत (n)	a being
* भूमिः (f)	ground
भृत्य (m)	servant
* भ्रातृ (m)	brother

म

मत्वा	having thought
* मत्स्य (m)	fish
मध्य (n)	middle
* मनस् (n)	mind
मनुष्य (m)	man
मन्दं मन्दम्	slowly slowly

मन्यते	thinks
- मय (mfn)	made of
* मरण (n)	death
महत् (mfn)	great
मा	(do) not
* मातृ (f)	mother
* मार्ग (m)	road
* मित्र (n)	friend
* मिलति (+ 3rd)	meets
मुख (n)	mouth, face
* मुनि (m)	sage
मुषिक (m)	mouse
* मृग (m)	deer, forest animal
* मृत (mfn)	dead
मृत्यु (m)	death
मेघ (m)	cloud
म्रियते	dies

य

यज्ञ (m)	sacrifice
यत् (n), यः (m), या (f), (like तत्)	who, which
* यत् यत्	whatever (used with तत् तत् that)
यतः	since
यत्र	where
यत्र यत्र	wherever (used with तत्र तत्र there)

युक्त (mfn) (+ 3rd)	provided with
* युद्ध (n) + कृ	does battle
यथा तथा	as so
* यदा तदा	when then
* यदि तर्हि	if then
यम (m)	death
याति	goes
यावत् तावत्	as long asfor so long

र

* रक्षति	protects, saves
* रथ (m)	chariot
* राक्षस (m) / ऀमी	ogre / female ogre
* राजगृह (n)	palace
* राजन् (m)	king
* राजपुत्र (m)	prince
राज्ञी (f)	queen
* राज्य (n)	kingdom
* रात्रि (f)	night
* रूप (n)	form, beauty
* रोदति	cries, wails
रोहति	climbs

ल

* लभते	finds
लिखति	writes

लीला (f)	play, sport
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व

* वचन (n)	statement, command
-वत्	like
* वदति	says
* वन (n)	forest
वर (n) / वर (m)	boon
वर्ण (m)	colour
* वर्धते	grows
* वसति	dwells
* वस्त्र (n)	garment
वहति	carries
वा	or
वायु (m)	wind
-वित्	knower
विद्या (f)	knowledge
विना (+ 3rd)	without
विरमति	stops
* विशाल (mfn)	large
विशेष (m)	difference
विस्मरति	forgets
* वीर (mfn)	brave
* वीर (m)	warrior, hero
* वृक्ष (m)	tree
वृद्ध (mfn)	old, increased

व

व्याघ्र (m)	tiger
* व्यापादयति	kills
श	
शक्नोति	is able
* शत (n) (+ 6th)	a hundred
शत्रु (m)	enemy
शनैः शनैः	gently
शपति	curses
शब्द (m)	sound, voice
शय्या (f)	bed
* शर (m)	arrow
शशक (m)	rabbit
शान्तिः (f)	peace
* शाला (f)	a room
शिला (f)	a rock
* शिष्य (m)	pupil
* शीघ्रम्	quickly
* शुद्ध (mfn)	pure
शृणोति	hears
शोक (m)	grief
शोचति	grieves
* श्रुत्वा	having heard
श्रेष्ठ (mfn)	best
श्वः	tomorrow

ष

षष् (mfn)	six
षष्ठ (mfn)	sixth

स

* स (m)	he
* सत्य (n)	truth
सदा	always
संतुष्ट (mfn)	contented
सम (mfn)	same, equal
सत्वरम्	quickly
सप्त-	seven
सप्तम (mfn)	seventh
समर्थ (mfn)(+ 4th, 6th or 7th)	capable, fit for
* समीपे/समीपम् (n) (+ 6th)	near
समुद्र (m)	ocean
सरम् (n)	lake
* सर्प (m)	snake
* सर्व (mfn) (like तत् except neut. sing.)	all
सर्वत्र	everywhere
सर्वदा	always
सस्मितम्	with a smile
* सह (+ 3rd)	together with
* सा (f)	she
सागर (m)	ocean

* माधु (mfn) (-धी (f))	virtuous	* स्वर्ग (m)	heaven
* सिंह (m)	lion	* स्वम् (f)	sister
* सुवर्ण (mfn)	golden, gold	स्वामिन् (m)	master
* सुख (n)	happiness, happily		
सुखेन	happily, easily	ह	
* सुन्दर (mfn) (-री (f))	handsome, beautiful	* हत (mfn)	killed
सुहृत् (m)	friend	हन्ति	kills
सूत्र (n)	rule, aphorism; thread	* हसति	laughs
* सूर्य (m)	sun	ह्यः	yesterday
सेतु (m)	bridge	* हस्त (m)	hand
* सेना (f)	army	* हा हा	Alack! Alas!
* सेवक (m)	attendant, servant	हि	indeed, for
* मोदर (m)	brother	* हृदय (n)	heart
* सैनिक (m)	soldier	हेतु (m)	cause, motive
-स्य (mfn)	dweller	ह्रस्व (mfn)	short
स्थापयति	places		
स्नान (n)	bath		
* स्निह्यति (+ 7th)	is fond of		
स्पर्शति	touches		
* स्म	(gives past sense to a present verb)		
स्मरति	remembers		
स्य (mfn)	one's own		
स्वपिति	sleeps		
* स्वप्न (m)	dream		
स्वयम्	thyself, himself etc., voluntarily		

Mahābhārata Stories 1–6

For paper 2 the Mahābhārata adapted stories (1–6) must be studied, as shown on the following pages.

Story 1: Bhīṣma carries off three princesses

- 1 सत्यवत्याः पुत्रः विचित्रवीर्यः नाम।
- 2 कालेन विचित्रवीर्यः नृपः अभवत्।
- 3 यदि विचित्रवीर्यस्य भार्या न भविष्यति तर्हि यूवराजः न भविष्यति
इति भीष्मः चिन्तयति स्म।
- 4 स्वयंवरः आसीत्।
- 5 बहवः राजपुत्राः स्वयंवरम् अगच्छन्।
- 6 तत् दृष्ट्वा भीष्मः अपि स्वयंवरम् अगच्छत्।
- 7 स्वयंवरे भीष्मेण कन्याः अपहृताः।
- 8 ताः कन्याः अम्बा अम्बिका अम्बालिका च।
- 9 राजपुत्राः विस्मिताः आसन् भूमिम् अपतन् च।
- 10 अम्बा भीष्मेण मुक्ता।

Story 2: The Pāṇḍavas are born

- 1 मृगस्य वचनानि श्रुत्वा पाण्डुः दुःखेन अचिन्तयत् कथम्
मम पुत्राः भविष्यन्ति इति।
- 2 पुरा तु यदा कुन्ती कन्या तदा ऋषिः तस्यै कम् अपि मन्त्रम्
अददात्।
- 3 तेन मन्त्रेण कः च न देवः तुभ्यम् पुत्रम् दास्यति इति ऋषिः
अवदत्।
- 4 सूर्यम् चिन्तयित्वा कुन्ती मन्त्रम् अवदत्।
- 5 सूर्यः ताम् आगम्य तस्यै पुत्रम् अददात्।
- 6 सः पुत्रः कर्णः नाम।
- 7 सः तु कुन्त्या त्यक्तः।
- 8 एवम् पञ्च पुत्राः मन्त्रेण जाताः।
- 9 तेषाम् जनकाः देवाः।
- 10 ते युधिष्ठिरः भीमः अर्जुनः नकुलः सहदेवः च ॥

Story 3: King Duṣyanta marries Śakuntalā

- 1 राजा दुष्यन्तः सैनिकैः सह वने मृगम् अन्वधावत् ।
- 2 अन्ततः सः धीमतः कण्वस्य आश्रमम् आगच्छत् ।
- 3 तत्र दुष्यन्तः अतीव सुन्दरीम् कन्याम् अपश्यत् ।
- 4 सः तस्याम् अनन्तरम् अस्निह्यत् ।
- 5 का त्वम् इति अपृच्छत् दुष्यन्तः ।
- 6 अहम् शकुन्तला नाम विश्वामित्रस्य दीहता ।
- 7 मम माता मेनका माम् वने अत्यजत् ।
- 8 जलम् पिब अन्नम् खाद च इति अवदत् कन्या ।
- 9 अचिरेण तयोः विवाह आसीत् ।
- 10 तयोः पुत्रः भरतः नाम आसीत् ।
- 11 सः सिंहान् गृहीत्वा तैः सह अक्रीडत् ।
- 12 दुष्यन्तः राजगृहम् पुनः अगच्छत् ।
- 13 चिरेण भरतः आश्रमे अवसत् ।
- 14 अन्ते तु भरतः पुनः पितरम् आगच्छत् राजा अभवत् च ॥

Story 4: A vulture tests King Sibi's virtue

- 1 शिविः नृपः आसीत् ।
- 2 एकदा कपोतः तम् आगच्छत् ।
- 3 हे प्राज्ञ नृप गृध्रः माम् खादिष्यति इति कपोतः अवदत् ।
- 4 शिविः प्रत्यवदत् अहम् त्वाम् रक्षिष्यामि इति ।
- 5 गृध्रः तु नृपस्य वचनम् श्रुत्वा अवदत् हे नृप यस्मात् त्वम् कपोतम्
मह्यम् न ददासि तस्मात् तव मांसम् देहि इति ।
- 6 शिविः स्वदेहात् मांसम् दित्वा तत् गृध्राय अददात् ।
- 7 गृध्रः तु संतुष्टः न आसीत् ।
- 8 नृपेण स्वदेहात् मांसम् पुनः द्विन्म ।
- 9 अन्ते गृध्रः संतुष्टः अभवत् ।
- 10 एवम् कपोतः रक्षितः ।
- 11 गृध्रः अवदत् त्वम् श्रेष्ठः नृपः लोके इति ॥

Story 5: Arjuna defeats Karṇa

- 1 अर्जुनः कर्णेन सह युद्धम् अकरोत् ।
- 2 कर्णः अर्जुनस्य शिरः प्रति शरम् अक्षिपत् ।
- 3 तस्मिन् एव काले तु कृष्णस्य मायया अर्जुनस्य रथः पङ्के
निमग्नः ।
- 4 तस्मात् कर्णस्य शरः अर्जुनस्य शिरः न अतूदत् ।
- 5 रथः तु तस्मात् पङ्कात् पुनर् निरगच्छत् ।
- 6 ततः कर्णस्य रथः अपि पङ्के निमग्नः ।
- 7 रथस्य चक्रम् पङ्के अतिष्ठत् ।
- 8 कर्णः रथात् अवरुह्य अर्जुनम् अवदत् शरम् न क्षिप इति ।
- 9 अर्जुनेन युद्धस्य धर्मः जातः ।
- 10 ततः सः न किम् चित् अकरोत् ।
- 11 कृष्णः अर्जुनम् अवदत् पूर्वम् धर्मः कर्णेन न कदा अपि
कृतः ।
- 12 धर्मः धार्मिकम् एव नरम् रक्षति इति ।
- 13 तत् श्रुत्वा अर्जुनः कर्णम् व्यापादयत् ॥

Story 6: Kṛṣṇa is shot by a hunter

- 1 कृष्णः वृद्धस्य अधः उपाविशत् ।
- 2 एकः व्याधः कृष्णस्य समीपे अचरत् ।
- 3 तेन व्याधेन कृष्णस्य पादौ स्व दूरे दृष्टौ ।
- 4 व्याधः अचिन्तयत् मृगः वृद्धस्य अधः अस्ति इति ।
- 5 व्याधः शरम् शीघ्रम् अक्षिपत् ।
- 6 व्याधस्य शरः कृष्णम् प्राविशत् ।
- 7 कृष्णम् आगम्य व्याधः दुःखेन अक्रोशत् हे कृष्ण माम् व्यापदय इति ।
- 8 कृष्णः तु अवदत् हे व्याध अभीतः भव ।
- 9 त्वम् स्वर्गम् गमिष्यसि इति ।
- 10 तदा व्याधः स्वर्गम् अगच्छत् ।
- 11 कृष्णस्य सूतः तत्र आगच्छत् ।
- 12 सूतः कृष्णाय अनमत् ।
- 13 कृष्णः तम् अवदत् इदानीम् लोकात् गच्छामि ।
- 14 संतुष्टः भव ।
- 15 धर्मम् कुरु ।
- 16 ज्ञानम् लभस्य इति ।

6 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should previously have been introduced to the basics of Sanskrit language including the reading and writing of the *Devanāgarī* script and be able to understand simple Sanskrit sentences.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/eoguide

Language

This syllabus and the related assessment materials are available in English only.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (pending)
- X (no result)
- Y (to be issued).

These letters do not appear on the certificate.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- to show likely future success

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Sanskrit will be published after the first assessment of the syllabus in 2022. Find more information at www.cambridgeinternational.org/igcse

Changes to this syllabus for 2022, 2023 and 2024

The syllabus has been updated. This is version 1, published September 2019.

We have updated the look and feel of this document. The subject content remains the same.

Minor changes to the wording of some sections have been made to improve clarity. There are no significant changes which affect teaching.

You are strongly advised to read the whole syllabus before planning your teaching programme.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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