

# SYLLABUS

Cambridge IGCSE®

Sanskrit

**0499**

For examination in June 2019, 2020 and 2021

### What has changed in Cambridge IGCSE Sanskrit 0499 for 2019, 2020 and 2021?

The syllabus has been updated. The latest syllabus is version 2, published November 2016.

#### **Changes to the syllabus**

We have updated the links to:

- support materials on page 5
- vocabulary list on page 6
- prescribed texts on page 8

This is a new syllabus. The first assessment for Cambridge IGCSE Sanskrit 0499 is available in June 2019.

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

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# 1. Introduction

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## 1.1 Why choose Cambridge?

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at [www.cie.org.uk/cambridgesecondary2](http://www.cie.org.uk/cambridgesecondary2)

### Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge IGCSE Sanskrit?

International General Certificate of Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

Cambridge IGCSE Sanskrit is accepted by universities and employers worldwide as proof of knowledge and understanding of Sanskrit language and literature. It is one of the Cambridge IGCSE Classical Languages.

Students develop an analytical approach to learning language and are 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.

## Prior learning

We recommend that learners who are beginning 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.

## Progression

Cambridge IGCSEs are general qualifications that enable learners to progress directly to employment, or to proceed to further qualifications in another subject area or at a higher level, requiring more specific knowledge, understanding and skills.

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at [www.cie.org.uk/cambridgesecondary2](http://www.cie.org.uk/cambridgesecondary2)

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

You can go to our public website at [www.cie.org.uk](http://www.cie.org.uk) to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

A range of support materials for IGCSE Sanskrit syllabus is available from [www.sanskritexams.org.uk](http://www.sanskritexams.org.uk)

### 2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to make sure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching. See [www.cie.org.uk/i-want-to/resource-centre](http://www.cie.org.uk/i-want-to/resource-centre) for further information.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See [www.cie.org.uk/events](http://www.cie.org.uk/events) for further information.

## 3. Syllabus overview

### 3.1 Content

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.

### 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 on the [www.sanskritexams.org.uk](http://www.sanskritexams.org.uk) and in Section 3.2: Vocabulary List.

#### Grammar

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

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

Nouns	The use of all eight noun endings, viz. nominative, vocative, accusative, instrumental, dative, ablative, genitive and locative, in the singular, dual and plural. The declensions of nouns ending in vowels: रामः, सीता, मित्रम् (or ज्ञानम्), हरिः, गुरुः, नदी, धातृ (+ पितृ, स्वम् and मातृ). The declension of nouns ending in consonants: आत्मन्, राजन्, कर्मन्, नामन्, मनस्, सुमनस् (masculine), मुहत्. Candidates must be able to apply these endings to nouns which follow these paradigms.
Adjectives	In addition to the declensions of adjectives which have endings like the nouns above, the declensions of adjectives which have endings like ज्ञानिन् (masculine) and धीमत्. (masculine and feminine).
Adverbs	As listed in the set vocabulary.
Pronouns	The declensions of तत् (masculine, feminine and neuter) and an ability to apply similar endings to सर्व, अन्य, and एक. The declensions of युष्मद् and अस्मद् and substitutes (e.g. ते वाम् वः, मे नौ नः). The declensions of इदम् (masculine, feminine and neuter).
Verbs	The conjugations of भवति, करोति, and वर्धते 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. Candidates must be able to apply these endings to verbs which follow these paradigms. The conjugation of अस्ति (present), and आसीत् (past).

Prepositions	Common उपसर्गः: प्र, अप, सम्, अनु, निम्, दुम्, वि, नि, अधि, अति, सु, उद, अभि, प्रति, परि, उप, अव
Numerals	As listed in the set vocabulary.
Root Development	<p>Knowledge of the following roots in the following forms: active, passive, future (लृट्) and perfect (लिट्), all in the 3rd person singular; infinitive, कृत्य (कर्तव्य, etc.) and -त्, -त्वा.</p> <p>1st पत्, गम्, त्यज्, दृश्, नी, भू, लभ्, वस्, वद्, म्या, खाद्, चर्, रक्ष्, वृध्, श्रु</p> <p>2nd वच्</p> <p>3rd दा</p> <p>4th मन्</p> <p>5th आप्, शक्</p> <p>6th प्रच्छ्, तुद्</p> <p>7th भुज्</p> <p>8th कृ</p> <p>9th ज्ञा</p> <p>10th कथ्, चिन्त्</p>

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 समीपे with the sixth case ending (e.g. रामस्य समीपे).</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 -त् (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, कञ्चन, 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 from 2019–2021.

These texts are available from [www.sanskritexams.org.uk](http://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 Appendix 1 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](http://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 bhāgīrathītīre ... 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
1–9	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 ... nakuḍ yathā</i> )	44

## 3.2 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.

<b>अ</b>		-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!
<b>आ</b>	
आकाश (m)	sky, ether
आकुल (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
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**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
उद्धरति	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

* ऌक° (like तत् except neut. sing.)	one, a certain
* ऌकदा	once, at the same time
ऌतत् (n)	}
ऌष (m)	
ऌषा (f)	
ऌति	goes
* ऌव	only, indeed, exactly
* ऌवम्	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°	angry
* कुशल°	healthy, able
कूप (m)	well
-कृत्	maker
कृत°	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
दुःखा (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 (भी 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
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## 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

## 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))
-ज्ञ (mfn)	knower of
ज्ञान (n)	knowledge
* ज्ञानिन्	a wise one
ज्येष्ठ (mfn)	eldest
ज्योतिस् (n)	light

## त

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

## तथा

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
<b>ध</b>	
* 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
<b>प</b>	
* 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 प्रविशत्)
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
मूषिक (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 as ... ...for so long

## र

* रक्षति	protects, saves
* रथ (m)	chariot
* राक्षस (m) / रक्षिणी	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
विर्गमति	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

* साधु (mfn) (-ध्वी (f))	virtuous	* स्वर्ग (m)	heaven
* सिंह (m)	lion	* स्वसृ (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
* सोदर (m)	brother	* हृदय (n)	heart
* सैनिक (m)	soldier	हेतु (m)	cause, motive
-स्थ (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		
स्व (mfn)	one's own		
स्वपिति	sleeps		
* स्वप्न (m)	dream		
स्वयम्	thyself, himself etc., voluntarily		

### 3.3 Assessment

Candidates take two compulsory components:

- Paper 1 Language (all questions are mandatory)
- Paper 2 Literature and Epic Civilisation (all questions are mandatory).

Candidates are awarded grades ranging from A\*–G

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

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

#### Paper 1 Language

##### **90 marks, 1 hour 30 minutes**

Candidates must answer all of the 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 Section 6: Vocabulary List) will be glossed at the end of the passage.

## Paper 2 Literature and Epic Civilisation

### **90 marks, 1 hour 30 minutes**

Candidates must answer all the 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.

## Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cie.org.uk/timetables](http://www.cie.org.uk/timetables)

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level.

Please note that Cambridge IGCSE, Cambridge IGCSE (9–1) (Level 1/Level 2 Certificate) and Cambridge O Level syllabuses are at the same level.

## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus 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 of the Cambridge IGCSE Sanskrit syllabus are to enable candidates 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

### 4.2 Assessment objectives

There are three assessment objectives (AO) in Cambridge IGCSE Sanskrit:

#### AO1 Linguistic knowledge and understanding

- 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

- 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

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

### 4.3 Relationship between assessment objectives and components

The table below provides an approximate indication of the percentage weighting for each assessment objective within each paper.

Assessment objective	Paper 1 %	Paper 2 %	Total for qualification %
<b>AO1 Linguistic knowledge and understanding</b>	100	–	50
<b>AO2 Literary knowledge with understanding</b>	–	75	40
<b>AO3 Literary appreciation with personal response</b>	–	25	10

### 4.4 Grade descriptions

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

A **Grade A** candidate will be able to:

- comprehend, appreciate and translate unseen or prepared passages of Sanskrit effectively and with reasoned personal insight. Appropriate and relevant information is abstracted; required material is presented accurately.
- translate accurately and present in readable, grammatical English. Translation should be fluent and stylish and represent a sensitive response to the Sanskrit. Where required, candidates analyse properly and explain in full the grammar of a given word or section.
- refer correctly to the context in which a passage is set and show a wider appreciation of it.
- translate accurately into Sanskrit. When sandhi is used, candidates are able to avoid its unnecessary application and are able to follow the conventions of when to break the top line.
- demonstrate thorough and accurate knowledge of the civilisation depicted in the Sanskrit epic texts. They are able to structure their answers effectively. Where Sanskrit is used it is spelt correctly in *devanāgarī* or transliterated correctly.

A **Grade C** candidate will be able to:

- show reasonable ability to comprehend, appreciate and translate unseen or prepared passages of Sanskrit with some reasoned personal insight. Appropriate and relevant information is abstracted, though there will be gaps. Translation is, at times, accurate. There are examples of fluency, though these are not consistent. Where required, candidates can in some instances analyse and explain the grammar of given words or sections.
- set a prepared passage in its context though not always to show a wider appreciation of it.
- make a reasonable attempt at translating into Sanskrit.
- show some though inconsistent knowledge of the use of sandhi and associated conventions.
- demonstrate knowledge of the civilisation depicted in the Sanskrit epic texts, though their answers to questions are sometimes incomplete. Sanskrit where used may be misspelt in *devanāgarī* or incorrectly transliterated.

A **Grade F** candidate will be able to:

- abstract some information from and translate to a limited degree unseen or prepared passages of Sanskrit. Communication is unclear and candidates' appreciation of the language is limited.
- demonstrate some basic grammatical knowledge.
- show some though restricted evidence of familiarisation with the prescribed texts.
- translate with very limited ability into Sanskrit. Spelling in *devanāgarī* and transliteration is inaccurate. Grammar is also inaccurate.
- demonstrate some knowledge of the civilisation depicted in the Sanskrit epic texts, though reference to the wider content is either weak or absent.
- show only very little reasoned personal response.

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## 5. Other information

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### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

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

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

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

### Grading and reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, A\* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Entry option codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry option code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry option codes can be found in the *Cambridge Guide to Making Entries*.

## Appendix 1 – 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 युवराजः 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 चन 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 दुहिता ।
- 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 शिबिः नृपः आसीत् ।
- 2 एकदा कपोतः तम् आगच्छत् ।
- 3 हे राज्ञ नृप गृध्रः माम् खादिष्यति इति कपोतः अवदत् ।
- 4 शिबिः 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 शिबिः स्वदेहात् मांसम् छित्त्वा तत् गृध्राय अददात् ।
- 7 गृध्रः तु संतुष्टः न आसीत् ।
- 8 नृपेण स्वदेहात् मांसम् पुनः छिन्नम् ।
- 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 अतुदत्।
- 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 ज्ञातः।
- 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 वृक्षस्य अधः उपाविशत्।
- 2 एकः व्याधः कृष्णस्य समीपे अचरत्।
- 3 तेन व्याधेन कृष्णस्य पादौ एव दूरे दृष्टौ।
- 4 व्याधः अचिन्तयत् मृगः वृक्षस्य 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 लभस्व इति।

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