



## Syllabus

# Cambridge IGCSE™

## Sanskrit 0499

Use this syllabus for exams in 2025.  
Exams are available in the June series.



Version 1

Please check the syllabus page at [www.cambridgeinternational.org/0499](http://www.cambridgeinternational.org/0499) to see if this syllabus is available in your administrative zone.

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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## Why choose Cambridge International?

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

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

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.

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, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

**School feedback:** ‘We think the Cambridge curriculum is superb preparation for university.’

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

### Quality management



Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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## **Important: Changes to this syllabus**

**For information about changes to this syllabus for 2025, go to page 38.**

The latest syllabus is version 1, published September 2022.



# 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 4500 schools in over 140 countries.

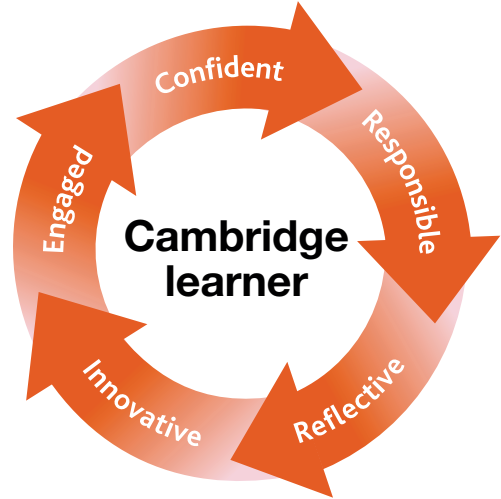
Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

**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.



**School feedback:** '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.'

**Feedback from:** 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 Level.

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 the 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.

\* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

**School feedback:** ‘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.’

**Feedback from:** Managing Director of British School of Egypt BSE

## Supporting teachers

We provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Support for Cambridge IGCSE			
<b>Planning and preparation</b> <ul style="list-style-type: none"> <li>Schemes of work</li> <li>Specimen papers</li> <li>Syllabuses</li> <li>Teacher guides</li> </ul>	<b>Teaching and assessment</b> <ul style="list-style-type: none"> <li>Endorsed resources</li> <li>Online forums</li> <li>Support for coursework and speaking tests</li> </ul>	<b>Learning and revision</b> <ul style="list-style-type: none"> <li>Example candidate responses</li> <li>Past papers and mark schemes</li> <li>Specimen paper answers</li> </ul>	<b>Results</b> <ul style="list-style-type: none"> <li>Candidate Results Service</li> <li>Principal examiner reports for teachers</li> <li>Results Analysis</li> </ul>

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

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## 2 Syllabus overview

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### 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.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents 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.



## Assessment overview

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

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

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

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

### 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](http://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 जानम्), हरिः, गुरुः, नदी, धातृ (+ पितृ, स्वम् and मातृ).</p> <p>The declension of nouns ending in consonants: आत्मन्, राजन्, कर्मन्, नामन्, मनम्, मुमनम् (masculine), मुहृत्.</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 ज्ञानिन् (masculine) and धीमत् (masculine and feminine).</p>
Adverbs	<p>As listed in the set vocabulary.</p>
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 युष्मद् and अस्मद् 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, करोति, and वर्धते in the present (रुट्), 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, दुम्, वि, नि, अधि, अति, मु, उद्, 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 -त, -त्वा.</p> <p>1st पत्, गम्, त्यज्, दृश्, नी, भू, लभ्, वस्, वद्, म्या, खाद्, चर्, रद्, वृध्, श्रु  2nd वच्  3rd दा  4th मन्  5th आप्, शक्  6th प्रच्छ्, तुद्  7th भुज्  8th कृ  9th ज्ञा  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 -त (e.g. गत°).</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 in 2025.

These texts are available at [www.sanskritexams.org.uk](http://www.sanskritexams.org.uk)

### 1 Verse – Bhagavad Gītā:

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

Chapter	Verse
1	14, 39
3	43
4	38
5	20, 25
6	29, 30
8	18, 22
10	5, 11, 33
12	12
13	13, 17, 22
17	15, 16
18	47

### 2 Sanskrit Prose

**Six** stories adapted from the Mahābhārata, not in sandhi.

Details are provided in the Appendix of this syllabus.

Total lines	Sanskrit prose
10	A strange wife
10	The fisherman king's daughter
9	Bhīṣma's vow
9	A deer curses Pāṇḍu
12	Paraśurāma discovers Karṇa's lie.
14	Droṇa's son tries to destroy the child in Uttarā's womb

### 3 Sanskrit Epic Civilisation

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.

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

### 4 Prose – Pañcatantra

**Six** prose selections from ‘Pañcatantra of Viṣṇuśarman’ by C R Lanman, published by Motilal Banarsidass Private Ltd., New Delhi, 2008.

Line reference	Prose	Page
1 to 2	The weighing scales and the merchant's son ( <i>asti kasmiñścid adhiṣṭhāne ... vyacintayat</i> )	88
7 to 16	The weighing scales and the merchant's son ( <i>tasya gr̥he ... snānopakaraṇam ādāya iti</i> )	88
21 to 28	The weighing scales and the merchant's son ( <i>athāsau ... dārakeṇa</i> )	88
1	( <i>prayojanam</i> )	89
28 to 30	The lion, the jackal, and the cave ( <i>kasmiñścid vanodeśe ... nūnam etasyāṇi</i> )	168
1 to 19	The lion, the jackal, and the cave ( <i>guhāyāṇrātrau ... me śrutā</i> )	169
7 to 23	The snake and the frogs ( <i>skandhenāpi ... vāhanārtham āgato'smi</i> )	173

## 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.

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## 5 Appendix

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### 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
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इह	here
----	------

**ई**

ईदृश (mfn)	such, of this kind
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ईश (m)	Lord
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**उ**

उक्त (mfn)	said, spoken to, addressed
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* उत्तम (mfn)	best
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उत्तर (n)	reply
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उत्तिष्ठति	stands up
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उदर (n)	belly
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उद्धरति	lifts
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* उद्भवति	arises, is born
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उद्यान (n)	garden, small wood
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उपगच्छति	approaches
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उपरि (+ 6th)	on top
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* उपविशति	sits down
उपाय (m)	plan, trick, method
उभ / उभय (mfn)	both
उवाच	he/she said

## ऋ

ऋषभ (m)	bull
* ऋषि (m)	sage

## ए

* एक° (like तत् except neut. sing.)	one, a certain
* एकदा	once, at the same time
एतत् (n)	}
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°	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
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 (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
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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))
-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. तस्य )	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
<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) / °सी	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
विर्मति	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
<b>श</b>	
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	<b>ह</b>	
* 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		

## Mahābhārata Stories 1–6

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

### Story 1: A strange wife

- 1 आसीत् नृपः शान्तनुः नाम ।
- 2 सः अतीव साधुः नृपः सुखेन अजीवत् ।
- 3 तस्य तु एकः दोषः । तस्य दोषः कामः ।
- 4 एकदा शान्तनुः नद्याः समीपे अचरत् ।
- 5 सः नार्या सह अमिलत् ।
- 6 सा नारी देवी गङ्गा नाम । सा अतीव सुन्दरी नारी ।
- 7 मम भार्या भव दयया इति शान्तनुः अवदत् ।
- 8 गङ्गा अवदत् अहम् तव भार्या भविष्यामि ।
- 9 किम् करोषि इति न कदापि माम् पृच्छ ।
- 10 यदि तत् पृच्छसि तर्हि त्वाम् त्यजामि इति ॥

**Story 2: The fisherman king's daughter**

- 1 शान्तनोः अष्टमः पुत्रः भीष्मः नाम ।
- 2 एकदा भीष्मः शान्तनुम् आगच्छत् ।
- 3 त्वम् एव नृपः भविष्यसि इति शान्तनुः भीष्मम् अवदत् ।
- 4 एकदा तु शान्तनुः नद्याः तीरे अचरत् ।
- 5 वायौ सुगन्धः आसीत् ।
- 6 सः सुगन्धः सुन्दर्याः कन्यायाः आगच्छत् ।
- 7 यत्र यत्र सा नारी अगच्छत् तत्र तत्र सुगन्धः आसीत् ।
- 8 कन्याम् दृष्ट्वा का त्वम् इति शान्तनुः अपृच्छत् ।
- 9 कन्या अवदत् अहम् सत्यवती नाम ।
- 10 मम जनकः धीवराणाम् नृपः अस्ति इति ॥

**Story 3: Bhīṣma's vow**

- 1 धीवराणाम् नृपम् गत्वा शान्तनुः पृच्छसि स्म।
- 2 तव कन्याम् विवाहे इच्छामि इति।
- 3 धीवराणाम् नृपः प्रतिवदति स्म यदि सत्यवती तव भार्या भविष्यति  
तीर्ह तस्याः पुत्रः नृपः भविष्यति इति।
- 4 शान्तनुः राजगृहम् दुःखेन पुनः अगच्छत्।
- 5 भीष्मः सर्वम् श्रुत्वा धीवराणाम् नृपम् गत्वा तम् वदति स्म।
- 6 पुरा शान्तनुः माम् अवदत् हे भीष्म त्वम् नृपः भविष्यसि इति।
- 7 इदानीम् तु सत्यवत्याः पुत्रः नृपः भविष्यति।
- 8 अहम् नृपः न भविष्यामि इति मम व्रतम्।
- 9 शान्तनुः सत्यवतीम् पीरणयति स्म ॥

**Story 4: A deer curses Pāṇḍu**

- 1 यस्मात् धृतराष्ट्रः अन्धः तस्मात् पाण्डुः नृपः अभवत् ।
- 2 पाण्डुः अचिन्तयत् का मम भार्या भविष्यति इति ।
- 3 सः कुन्त्याः स्वयंवरम् अगच्छत् ।
- 4 पाण्डुः कुन्त्या वृतः ।
- 5 भीष्मः पाण्डवे द्वितीयाम् भार्याम् अलभत ।
- 6 सा माद्री नाम ।
- 7 विवाहम् कृत्वा पाण्डुः भार्याभ्याम् सह वनम् अगच्छत् ।
- 8 तत्र पाण्डुः मृगम् अनुधावति स्म ।
- 9 श्रेण तुदितः मृगः शापम् अवदत् यदि त्वम् भार्याम् पीरष्वजसे तर्हि मृतः भविष्यसि इति ॥

**Story 5: Paraśurāma discovers Karṇa's lie**

- 1 कर्णः कुन्त्याः एव पुत्रः ।
- 2 सा तु तम् बालकम् अल्पायाम् नौकायाम् अत्यजत् ।
- 3 कर्णः सूतेन नद्याः रक्षितः सूतस्य पुत्रः अभवत् च ।
- 4 वीरः भूत्वा कर्णः परशुरामम् नाम गुरुम् अगच्छत् ।
- 5 .द्वित्रियाः परशुरामाय न अरोचन्त ।
- 6 तस्मात् ब्राह्मणः अहम् इति कर्णः परशुरामम् अवदत् ।
- 7 शिष्यः भूत्वा कर्णः सर्वम् धनुःशास्त्रस्य ज्ञानम् गुरोः अलभत ।
- 8 एकदा तु परशुरामः कर्णस्य ऊरौ निद्राम् अकरोत् ।
- 9 कृमिः कर्णस्य ऊरुम् प्राविशत् ।
- 10 कर्णः तु न अक्रोशत् ।
- 11 बुद्ध्वा परशुरामः कृमिम् कर्णस्य ऊरौ अपश्यत् ।
- 12 त्वम् द्वित्रियः एव त्वम् न ब्राह्मणः इति परशुरामः कर्णम् अवदत् ॥



**Story 6: Droṇa's son tries to destroy the child in Uttarā's womb**

- 1 द्रोणस्य पुत्रः द्रौपद्याः पुत्रान् व्यापादयत् ।
- 2 तस्मात् पाण्डवानाम् दुःखम् आसीत् ।
- 3 ते द्रोणस्य पुत्रम् अन्वधावन् ।
- 4 सः तु ऋषिम् व्यासम् रक्षार्थम् अगच्छत् शरम् उत्तरायाः गर्भं प्रत्यक्षिपत् च ।
- 5 उत्तरायाः गर्भे अर्जुनस्य प्रपुत्रः आसीत् ।
- 6 कृष्णेन तु शरः दृष्टः उत्तरा रक्षिता च ।
- 7 श्वम् अर्जुनस्य प्रपुत्रः न हतः ।
- 8 पाण्डवाः द्रोणस्य पुत्रम् अजयन् ।
- 9 तस्य ललाटे मणिः आसीत् ।
- 10 द्रोणस्य पुत्रः भीमाय मणिम् अददात् ।
- 11 भीमः मणिम् द्रौपद्यै दत्त्वा द्रोणस्य पुत्रः मृतः इति ताम् अवदत् ।
- 12 द्रौपद्याः दुःखम् तु न नष्टम् ।
- 13 मम पुत्राः हताः इति सा पुनः पुनः अचिन्तयत् ।
- 14 तथा मणिः युधिष्ठिराय दत्तः ॥

## 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](http://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 to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' 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](http://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. For more information, please refer to the *Cambridge Guide to Making Entries*.

#### 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 exams in a range of different subjects.

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://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 an 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](http://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. Information on retake entries is at [www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)

## Language

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

## Accessibility and equality

### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

### Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

**Important:**

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.
- Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:
  - candidates are not allowed to use voice-activated software to dictate their written work
  - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
  - candidates are not allowed to use human readers.

Please note that we are unable to provide Braille papers for this syllabus; we can only provide Braille papers for languages which use the Roman alphabet.

## 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).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 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.

- 2 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.

The outcomes 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.

## Changes to this syllabus for 2025

The syllabus has been updated. This is version 1, published September 2022.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

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### Changes to syllabus content

- The four prescribed texts have been changed for Paper 2. See pp.13 and 14 and the Appendix for details of the new set texts.
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Significant changes to the syllabus are indicated by black vertical lines either side of the text.

Any textbooks endorsed to support the syllabus for examination from 2019 are still suitable for use with this syllabus.

You should take account of the changes described above when using these textbooks.



**School feedback:** ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

**Feedback from:** Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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