



# Cambridge IGCSE™

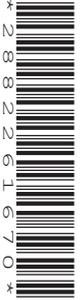
**SANSKRIT**

**0499/02**

Paper 2 Literature and Epic Civilisation

**May/June 2020**

**1 hour 30 minutes**



You must answer on the answer booklet/paper.

You will need: Answer booklet/paper

## INSTRUCTIONS

- Answer **all** questions.
- If you have been given an answer booklet, follow the instructions on the front cover of the answer booklet.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number on all the work you hand in.
- Do **not** use an erasable pen or correction fluid.
- At the end of the examination, fasten all your work together. Do **not** use staples, paper clips or glue.

## INFORMATION

- The total mark for this paper is 90.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **8** pages. Blank pages are indicated.

Answer ALL questions.

1 Mahābhārata (adapted text)

Read the following Sanskrit passage. Do **not** write out a translation. Answer all the questions. Your answers should be in English, with Sanskrit names in transliteration.

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

- (a) What did Pāṇḍu sorrowfully think after hearing the words of the deer? (lines 1 and 2) [3]
- (b) Translate 'ṛṣiḥ tasyai kam api mantram adadāt'. (lines 2 and 3) [4]
- (c) Who was the first god to approach Kuntī? (line 5) [1]
- (d) Translate 'saḥ putraḥ karṇaḥ nāma. saḥ tu kuntyā tyaktaḥ'. (lines 5 and 6) [4]
- (e) Through this story it is suggested that a royal family had semi-divine qualities. Name two positive qualities that, in your view, modern royal families show. Give evidence to support your views. [3]

[Total: 15 marks]

## 2 Mahābhārata – Bhagavad Gītā

Read the following Sanskrit verses. Do **not** write out a translation. Answer all the questions. Your answers should be in English, with Sanskrit names in transliteration.

एवमुक्त्वाऽर्जुनः सङ्घे रथोपस्थ उपाविशत् ।	1
विमृज्य मशरं चापं शोकसंविग्नमानसः ॥	2
वासांसि जीर्णानि यथा विहाय नवानि गृह्णाति नरोऽपराणि ।	3
तथा शरीराणि विहाय जीर्णान्यन्यानि संयाति नवानि देही ॥	4
सर्वभूतानि कौन्तेय प्रकृतिं यान्ति मामिकाम् ।	5
कल्पक्षये पुनस्तानि कल्पादौ विमृजाम्यहम् ॥	6

Chap. 1, verse 47; Chap. 2, verse 22; Chap. 9, verse 7

- (a) (i) Who spoke lines 1 and 2? [1]
- (ii) To whom were lines 1 and 2 spoken? [1]
- (b) Translate the compound 'śokasamvignamānasaḥ'. (line 2) [3]
- (c) Translate lines 3 and 4. [6]
- (d) What happens at the end of a *kalpa*? (lines 5 and 6) [1]
- (e) What do you think about the statements in lines 5 and 6? [3]

[Total: 15 marks]

### 3 Sanskrit Epic Civilisation

(a) Briefly explain the following:

(i) *saṃsāra* [2]

(ii) *buddhi* [2]

(iii) *vyaṣṭi* [2]

(iv) *deva* [2]

(b) *Agni* is the god of fire. Give the Sanskrit names of two other gods and the aspect of nature which each controls. [4]

(c) Briefly explain each of the following Sanskrit terms:

(i) *vyāsa* [2]

(ii) *vedānta* [2]

(iii) *sūtra* [2]

(iv) *purāṇa* [2]

(d) What is an *avatāra*? Give the Sanskrit name of one *avatāra*. [3]

(e) Explain the terms *puṇya* and *pāpa*. [2]

(f) Write a short essay of about 100 words, in English, on one of these two topics:

EITHER

(i) Name each of the traditional four stages of life, and say what opportunities there might be in each for study of the scriptures. In your view, is this system relevant to the modern world?

OR

(ii) Outline the system of the four human aims, and say what aims you think are most important, giving your reasons. [10]

**[Total: 35 marks]**

## 4 Hitopadeśa

Read the following Sanskrit passage. Do **not** write out a translation. Answer all the questions. Your answers should be in English, with Sanskrit names in transliteration.

*A brahmin is asked to perform a memorial ceremony by a king.*

अस्त्युज्जयिन्यां माठरो नाम ब्राह्मणः । तस्य ब्राह्मणी बालापत्यस्य 1  
रक्षार्थं ब्राह्मणमवस्थाप्य स्नातुं गता । अथ ब्राह्मणस्य कृते राजः 2  
श्राद्धं दातुमाह्वानमागतम् । तच्छ्रुत्वा ब्राह्मणः सहजदारिद्र्यादचिन्तयत् । 3  
यदि मत्वरं न गच्छामि तदान्यः कश्चिच्छ्राद्धं ग्रहीष्यति । उक्तं 4  
च । 5

आदानस्य प्रदानस्य कर्तव्यस्य च कर्मणः । 6

क्षिप्रमक्रियमाणस्य कालः पिबति तद्रसम् ॥ 7

किं तु बालकस्यात्र रक्षको नास्ति । तत्किं करोमि । यातु । 8

चिरकालपालितमिमं पुत्रनिर्विशेषं नकुलं बालकरक्षार्थमवस्थाप्य 9

गच्छामि । तथा कृत्वा स तत्र गतः । 10

- (a) What was the name of the brahmin and where did he live? (line 1) [2]
- (b) What did his wife expect him to do, and where did she go? (lines 1 and 2) [3]
- (c) Translate '*atha brāhmaṇasya kṛte rājñāḥ śrāddham dātum āhvānam āgatam*'. (lines 2 and 3) [5]
- (d) What does the brahmin think will happen if he does not go quickly? (line 4) [4]
- (e) (i) Translate the compound '*cirakālapālita*'. (line 9) [2]  
(ii) What type of compound is this? [1]
- (f) Comment on **four** typical features of Hitopadeśa stories which occur in this passage. [8]

[Total: 25 marks]





**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cambridgeinternational.org](http://www.cambridgeinternational.org) after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.