



UNIVERSITY *of* CAMBRIDGE
International Examinations

Cambridge
International
A Level

SYLLABUS

**Cambridge International A Level
Hinduism**

9014

For examination in November 2014

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Recognition

A Cambridge International AS or A Level is recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them. Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. They are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International A/AS Levels in countries such as the USA and Canada.

Learn more at www.cie.org.uk/recognition

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98 % of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at www.cie.org.uk/teachers

Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels have a proven reputation for preparing students well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

You can offer almost any combination of 55 subjects. Students can specialise or study a range of subjects, ensuring breadth. Giving students the power to choose helps motivate them throughout their studies.

Cambridge International AS and A Level gives you building blocks to build an individualised curriculum that develops your learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information sources
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them clearly and logically
- working and communicating in English.

The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

1.3 Why choose Cambridge International A Level Hinduism?

Cambridge International A Level Hinduism candidates gain lifelong skills and knowledge. Through their study of this syllabus, they develop an enquiring and critical approach to the study of fundamental questions of religious practices, beliefs, morality and interpretations.

Candidates gain an understanding of the religious writings, history and current affairs of Hinduism.

1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of Cambridge International AS and A Level.

Cambridge AICE Diploma involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum areas.

The AICE Diploma is comprised of examinations administered in May/June and October/November series each year.

Hinduism (9014) falls into Group 3, Arts and Humanities.

Learn more about the AICE Diploma at <http://www.cie.org.uk/qualifications/academic/uppersec/aice>

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 international@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.

Email us at international@cie.org.uk to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

Candidates take **two** papers.

Candidates offering Hinduism at Cambridge International A Level (9014) take Papers 1 and 2. Paper 1 is the same as the Advanced Subsidiary (AS) Level (8058). Results in the Cambridge International AS Level may **not** be carried over to the A Level.

Paper 1

3 hours

This paper consists of four sections – A, B, C and D. Each section contains at least three questions. Candidates must answer **five** questions – at least one from each section.

Paper 2

3 hours

This paper consists of four sections – A, B, C and D. Each section contains at least three questions. Candidates must answer **five** questions – at least one from each section.

Availability

This syllabus is examined in the October/November examination series.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

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
- 8058 Cambridge International AS Level Hinduism

3. Syllabus aims and objectives

3.1 Aims

The aims of this syllabus are to motivate candidates to develop an enquiring and critical approach to the study of fundamental questions of religious practices, beliefs, morality and interpretations and to explore such issues within the context of a religious tradition or traditions.

To do this, candidates will be required to gain some understanding of the religious writings, history and current affairs of Hinduism and be able to think and argue intelligently about the subject.

3.2 Assessment objectives

The examination will test the candidate's:

- | | |
|--|-------|
| (a) Knowledge of the topics and specified texts. | [60%] |
| (b) Understanding of the meaning and significance of the material studied. | [25%] |
| (c) Ability to express himself/herself explicitly, logically and critically in any argument. | [15%] |

4. Curriculum content

Paper 1

Section A – The Vedic Age

The nature of the Vedas as sacred texts, their four major divisions, and their significance within Hinduism.

- (a) The characteristics, nature and significance of the following Vedic gods: Indra, Varuna, Agni
- (b) The nature of the Samhitas, with special and detailed reference to the religious ideas of:
 - (i) Purusha Sukta (Rig Veda 10.90)
 - (ii) Nasadiya Sukta (Rig Veda 10.129)
 - (iii) Brahmacarya Sukta (Atharva Veda 11.05)
- (c) The nature and purpose of the Brahmanas, with special reference to Yajna
- (d) The nature of the Upanishads, with special reference to:
 - (i) Isa Upanishad
 - (ii) Katha Upanishad

Specified text: *The Principal Upanishads* by S Radhakrishnan (Allen & Unwin).

Section B – The Epic Age

The origins of the epics, their nature, the reasons for their popularity. A comparison of some of the themes of the epics: the nature of dharma, the concept of the avatar, the concept of karma, ethical ideals for men and women.

These themes will be discussed with special reference to:

- (a) in the Mahabharata
 - (i) Krishna
 - (ii) Duryodhana
 - (iii) Draupadi
 - (iv) Yudhistira

Specified text: *The Bhagavad Gita*, chapters 2, 3 and 9 by S Radhakrishnan (Allen & Unwin).

- (b) in the Ramayana
 - (i) Rama
 - (ii) Sita
 - (iii) Lakshmana
 - (iv) Bharata
 - (v) Dasaratha Viyoga – Book 3
 - (vi) Rama – Bharata Samvada – Book 4

Specified text: *The Ramayana, Condensed into English Verse* by Romesh C Dutt (Jaico Publishing House, M Gandhi Road, Bombay). This edition is also available online at www.sacred-texts.com/hin/dutt/

Section C – Medieval Age

The origins of bhakti movements, with special reference to the Alvars of South India; the importance of bhakti and its relation to other paths to enlightenment.

A study of the main achievements, religious and philosophical beliefs of:

- (a) Surdasa
- (b) Tulsidasa

Section D – Modern Age

Study of the religious, social and political background of the nineteenth and twentieth century reformers of Hinduism.

A special study of the main aims, religious and social ideas, and achievements of the following characters:

- (a) Rammohan Roy
- (b) Ramakrishna Paramahansa
- (c) Swami Dayananda
- (d) M K Gandhi

Paper 2

Section A – Hindu Darshanas

A detailed study of the philosophical ideas and spiritual significance of the following:

- (a) Samkhya – Purusha, Prakriti, Gunas and causation, liberation
- (b) Yoga – the eight limbs of Yoga, their interrelation; the relation between Yoga and Samkhya
- (c) Vedanta
 - (i) Sankara’s Advaita Vedanta
 - (ii) Ramanuja’s Vishista Advaita Vedanta

The relation between the philosophies of Sankara and Ramanuja, with reference to: atman, brahman, bhakti, maya, liberation.

Section B – Non-Vedic systems

Study of the following religions in relation to Hinduism, their origins and major points of difference and similarity with orthodox Hinduism:

- (a) Jainism – distinctive teachings about the nature of the human person, knowledge, bondage and liberation, ethics
- (b) Theravada Buddhism – the life and status of the Buddha, the Four Noble Truths, the Noble Eightfold Path, annica, anatta, karma and rebirth, nirvana and Sangha

Section C – Hindu Devotion and Worship

A study of the main forms, images and attributes of the following, their symbolism and significance in the spiritual life of Hindus:

Ganesh, Vishnu, Shiva, Durga, Lakshmi, Kartikeya, Hanuman.

The relation between the One and the many, and the importance of puja; the role of murtis in worship.

Section D – Hindu Ethics

A detailed study of the main ideas and significance of the following:

- (a) the four varnas
- (b) the four ashramas
- (c) the purushartas
- (d) karma and rebirth

5. Recommended reading

5.1 Paper 1

Author	Title	Publisher
S Radhakrishnan	<i>Indian Philosophy Vol. I</i>	
S Radhakrishnan	<i>The Principal Upanishads</i>	
Romesh C Dutt	<i>The Ramayana – Condensed into English Verse</i>	Jaico Publishing House and available online at www.sacred-texts.com/hin/dutt/
S Radhakrishnan	<i>The Bhagavad Gita</i>	
Dr Nagendra (ed)	<i>Tulsidas – His Mind and Art</i>	National Publishing House or any other suitable edition
Dr Nagendra (ed)	<i>Surdas – A Revaluation</i>	National Publishing, Darya Ganj, New Delhi
K K Lalkarna	<i>Mahatma Gandhi – Contribution to Hinduism</i>	Classical Publishing Co., New Delhi
R N Dandekar	<i>Insights into Hinduism</i>	Bhandarkar Oriental Research Inst., Poona
David Frawley	<i>Wisdom of the Ancient Seers – Mantras of the Rig Veda</i>	Motilall Banarasidas, Delhi
D S Sharma	<i>Hinduism Through the Ages</i>	Bharatiya Vidya Bhavan Publications
Raja Gopalachari	<i>The Ramayana and the Mahabharata</i>	Bharatiya Vidya Bhavan Publications
M Ramnohur	<i>Hinduism For All</i>	Neeta Prakashan, New Delhi
V K Subramanian	<i>Sacred Songs of India</i>	Abhinav Publications
Krishna P Bahadur	<i>The Poems of Surdasa</i>	Abhinav Publications
John Brockington	<i>The Sacred Thread</i>	Edinburgh University Press
Julius Lipner	<i>Hindus: Their Religious Beliefs and Practices</i>	Routledge
Rajaram and Frawley	<i>Vedic Aryans and Origins of Civilisation</i>	Voice of India

5.2 Paper 2

Author	Title	Publisher
S Chatterjee and D Datta	<i>An Introduction to Indian Philosophy</i>	Calcutta University Press
S Radhakrishnan	<i>Indian Philosophy – Vols I and II</i>	
R N Dandekar	<i>Insights into Hinduism</i>	Bhandarkar Oriental Research Institute, Poona
H Prabhu	<i>Hindu Social Organisation</i>	Popular Publication, Bombay
M Hiriyana	<i>Outlines of Indian Philosophy</i>	Motilal Banarasidass
David Kinsley	<i>Hindu Goddesses – Vision of the Divine Feminine in the Hindu Religious Tradition</i>	Motilal Banarasidass, Delhi
M Ramnohur	<i>Hinduism For All</i>	Neeta Prakashan, New Delhi
John Brockington	<i>The Sacred Thread</i>	Edinburgh University Press
Julius Lipner	<i>Hindus: Their Religious Beliefs and Practices</i>	Routledge
Rajaram and Frawley	<i>Vedic Aryans and Origins of Civilisation</i>	Voice of India

Resources are also listed on Cambridge’s public website at www.cie.org.uk. Please visit this site on a regular basis as the Resource lists are updated throughout the year.

Access to teachers’ email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the Cambridge Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered Cambridge Centres.

6. Additional information

6.1 Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that candidates have about 360 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, these figures are for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

6.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Hinduism or Religious Studies previously.

6.3 Progression

Cambridge International A Level Hinduism provides a suitable foundation for the study of Hinduism, Religious Studies or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in Hinduism, Religious Studies, or as part of a course of general education.

6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

6.5 Grading and reporting

Cambridge International A Level results are shown by one of the grades A*, A, B, C, D or E indicating the standard achieved, Grade A* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at either Cambridge International AS Level or A Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

For languages other than English, Cambridge also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
 - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
 - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

6.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

6.7 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/alevel**. Click the Subjects tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

University of Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: international@cie.org.uk www.cie.org.uk

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