

Syllabus

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Cambridge International A Level Hinduism
Syllabus code 9014
For examination in November 2013



UNIVERSITY *of* CAMBRIDGE
International Examinations

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

A Cambridge International A or AS 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.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk/teachers.

Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

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

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 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.

1.3 Cambridge Advanced International Certificate of Education (AICE)

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

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

An A Level counts as a double-credit qualification and an AS Level as a single-credit qualification within the Cambridge AICE 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 examinations are administered in May/June and October/November sessions each year.

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

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

1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

2. Assessment at a glance

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Candidates take **two** papers.

Candidates offering Hinduism at A Level (9014) take Papers 1 and 2. Paper 1 is the same as the Advanced Subsidiary (AS) Level (8058). Results in the 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 session.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE 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 session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 8058 AS Level Hinduism

3. Syllabus aims and assessment

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) Brahmacharya 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/.

4. Curriculum content

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

4. Curriculum content

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. Recommended reading

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 CIE's public website at www.cie.org.uk. Please visit this site on a regular basis as the Resource lists are updated through the year.

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

6. Additional information

6.1 Guided learning hours

Advanced Level ('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, this figure is 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

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 A Level or AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

6. Additional information

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

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

For languages other than English, CIE 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 uniform percentage 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 session to another and from one subject to another) and it has been turned into a percentage.

6. Additional information

6.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

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

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