



UNIVERSITY *of* CAMBRIDGE
International Examinations

Cambridge
O Level

SYLLABUS

Cambridge O Level

Hinduism

2055

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.

Developed for an international audience

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

Recognition

Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent to UK GCSE. 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 O Level?

Cambridge helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Schools worldwide have helped develop Cambridge O Levels, which provide an excellent preparation for Cambridge International AS and A Levels.

Cambridge O Level incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why choose Cambridge O Level Hinduism?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that students attain both practical skills and theoretical knowledge.

Cambridge O Level Hinduism is recognised by universities and employers as proof of knowledge and understanding.

The Cambridge O Level Hinduism syllabus enables students to develop an enquiring and critical approach to the study of Hinduism; it also provides an introduction to a variety of interpretations of the ideas contained in Hinduism.

The course looks at aspects of knowledge, action and devotion, worship and festivals, Hindu ethics and reform movements in Hinduism in the 19th and 20th centuries. Students build on this foundation to identify and explore some of the religious and ethical questions raised in the sacred texts of Hinduism.

The syllabus will give students an appreciation of one of the major religions of the world.

1.4 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 one examination paper.

Paper 1

2 hours 30 minutes

The paper has **four** sections – A, B, C and D.

Each section has three questions of which at least one is in two parts.

Candidates answer a total of **five** questions, choosing at least **one** from each section.

Availability

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

This syllabus is available to private candidates.

Cambridge O levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

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 O Level, Cambridge International Level 1/Level 2 Certificates and Cambridge IGCSE syllabuses are at the same level.

3. Syllabus aims and objectives

3.1 Aims

The aims of the syllabus are to:

1. Develop an enquiring and critical approach to the study of Hinduism.
2. Introduce candidates to a variety of interpretations of the ideas contained in Hinduism.
3. Help the candidates to identify and explore the religious and ethical questions raised in the prescribed texts.

3.2 Assessment objectives

Candidates should be able to:

1. Recall relevant points from the text(s) and from background information.
2. Use knowledge, illustrations and traditions contained in the texts to explain them with understanding.
3. Identify and explain the use of symbolism, parable, allegory etc. in the texts studied.
4. Interpret and analyse the major themes for religious and moral understanding.

4. Curriculum content

Section A: Aspects of knowledge, action and devotion

The following concepts are to be studied (with reference to specific texts):

Ultimate Being (Brahman), Knowledge (Jnana), Devotion (Bhakti) and Action (Karma)

- (a) Kena Upanishad – III.1 – 4.2
- (b) Chandogya Upanishad – VI.10.1–VI.13.3
- (c) Shrimad Bhagavad Gita – Chapter II Verses 47 and 48 and Chapter III
- (d) Shri Ramacharitamahas – Ayodhya – Kanda Doha 99–102
– Aranya – Kanda Doha 34–36

Section B: Worship and Festivals

- (a) The main iconographic features and attributes of Shiva, Ganesha, Kartikeya (Murugan) and Durga.
- (b) The following Avatars of Vishnu: Rama, Krishna and Buddha.
- (c) Maha Shivaratri, Ganesh Chaturthi, Navaratri and Deepavali.

Section C: Hindu Ethics

- (a) The four varnas.
- (b) The four ashramas.
- (c) The four purusharthas.
- (d) The following samskaras: Namakarana, Mundana, Upanayana, Vivaha and Antyeshti.

Section D: Reform and Reformers in the nineteenth and twentieth centuries

- (a) Rammohan Roy and the Brahmo Samaj.
- (b) Swami Dayananda Saraswati and the Arya Samaj.
- (c) Ramakrishna Paramahansa: His experiences of God.
- (d) Mohandas Karamchand Gandhi: His concepts of Truth and Non-violence.

5. Resource list

Specified Texts

Author	Title	Date	Publisher	ISBN Number
Dr S. Radhakrishnan (editor)	<i>The Principal Upanishads</i>	1994	Harper Collins, India	8172231245 [paperback]
Dr S. Radhakrishnan (editor)	<i>The Bhagavad Gita</i>	2006	Harper Collins, India	8172230877 [paperback]
	<i>Shri Ramacharitamanasa</i> [text in Hindi]		Gita Press, India	

Useful Resources for Teachers

Author	Title	Date	Publisher	ISBN Number
T. M. Mahadevan	<i>Outlines of Hinduism</i>	1985	Chetan Pvt Ltd, India South Asia Books	0836457862
D. Pandey	<i>Swami Dayanand Saraswati</i> [editions available in Gujarati/Hindi and in English]		Director Publications Division, Ministry of Information and Broadcasting, Government of India, Patiala House, New Delhi 11000, India	
R. Pandey	<i>Hindu Samskaras</i>	2002	Motilal Banarsidass, New Delhi, India	8120804341
M. Ramnohur	<i>Hinduism For All</i>	2002	Neeta Prakashan, New Delhi, India	8172025890
D. S. Sarma	<i>Hinduism Through the Ages</i>	1967 and 2000	Bharatiya Vidya Bhavan, India	

Please note that other editions of the above books may exist with different ISBN numbers.

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 through 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 O Level syllabuses are designed on the assumption that candidates have about 130 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 O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in Cambridge O Level Hinduism are well prepared to follow courses leading to Cambridge International AS and A Level Hinduism, Religious Studies, or the equivalent.

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 O 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's performance fell short of the standard required for Grade E. 'Ungraded' will be reported on the statement of results but not on the certificate.

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 Support and 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/olevel**. 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.

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