

# SYLLABUS

**Cambridge International A Level  
Hinduism**

**9014**

For examination in November 2017 and 2018

### Changes to syllabus for 2017 and 2018

This syllabus has been updated, but there are no significant changes.

**You are advised to read the whole syllabus before planning your teaching programme.**

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# 1. Introduction

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## 1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

### Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

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

### Recognition

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

Cambridge AS and A Levels are accepted in all UK universities. University course credit and advanced standing is often available for Cambridge International AS and A Levels in countries such as the USA and Canada.

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

## 1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS and A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Schools can offer almost any combination of 60 subjects and learners can specialise or study a range of subjects, ensuring a breadth of knowledge. Giving learners the power to choose helps motivate them throughout their studies.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives learners 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. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level.

Through our professional development courses and our support materials for Cambridge International AS and A Levels, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

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

Learners studying Cambridge International AS and A Levels have opportunities to:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

### Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that learners have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and the number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

### 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.

#### Prior learning

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

#### 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.

### 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations in different curriculum groups.

Learn more about the Cambridge AICE Diploma at [www.cie.org.uk/aice](http://www.cie.org.uk/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 [info@cie.org.uk](mailto:info@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](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **[www.cie.org.uk/alevel](http://www.cie.org.uk/alevel)** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **<http://teachers.cie.org.uk>** (username and password required).

### 2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **[www.cie.org.uk/events](http://www.cie.org.uk/events)** for further information.

### 3. 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	Weighting
This paper consists of four sections – A, B, C and D. Each section contains at least three questions. Candidates must answer <b>five</b> questions – at least one from each section.		50%

Paper 2	3 hours	Weighting
This paper consists of four sections – A, B, C and D. Each section contains at least three questions. Candidates must answer <b>five</b> questions – at least one from each section.		50%

#### Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Centres in the UK that receive government funding are advised to consult the Cambridge website [www.cie.org.uk](http://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



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## 4. Syllabus aims and assessment objectives

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### 4.1 Syllabus 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.

### 4.2 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%] |

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## 5. Syllabus content

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### 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/](http://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

## 6. Recommended reading

### 6.1 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 <a href="http://www.sacred-texts.com/hin/dutt/">www.sacred-texts.com/hin/dutt/</a>
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

## 6.2 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](http://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.

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## 7. Other information

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### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

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

### 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, A\* being the highest and 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. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and '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. The letters Q (result pending), X (no results) and Y (to be issued) may also appear 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.

## Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes for your administrative zone can be found in the *Cambridge Guide to Making Entries*.



Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cie.org.uk](mailto:info@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

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