



# Syllabus

## **Cambridge International A Level Hinduism 9014**

For examination in November 2020.



### Changes to the syllabus for 2020

The syllabus has been updated. The latest syllabus is version 2, published November 2017.

There are no significant changes which affect teaching.

- The front cover of this syllabus has been updated, there are no other changes to this syllabus. The new image provides a consistent visual identity to all our A Level Religious Studies subjects.

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

**Any textbooks endorsed to support the syllabus for examination from 2016 are still suitable for use with this syllabus.**

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## Why choose Cambridge Assessment International Education?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

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.

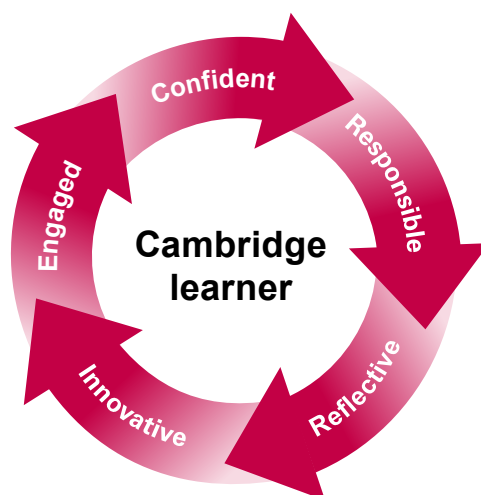
Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **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.



**Learn more** about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at [www.cambridgeinternational.org/curriculumguide](http://www.cambridgeinternational.org/curriculumguide)

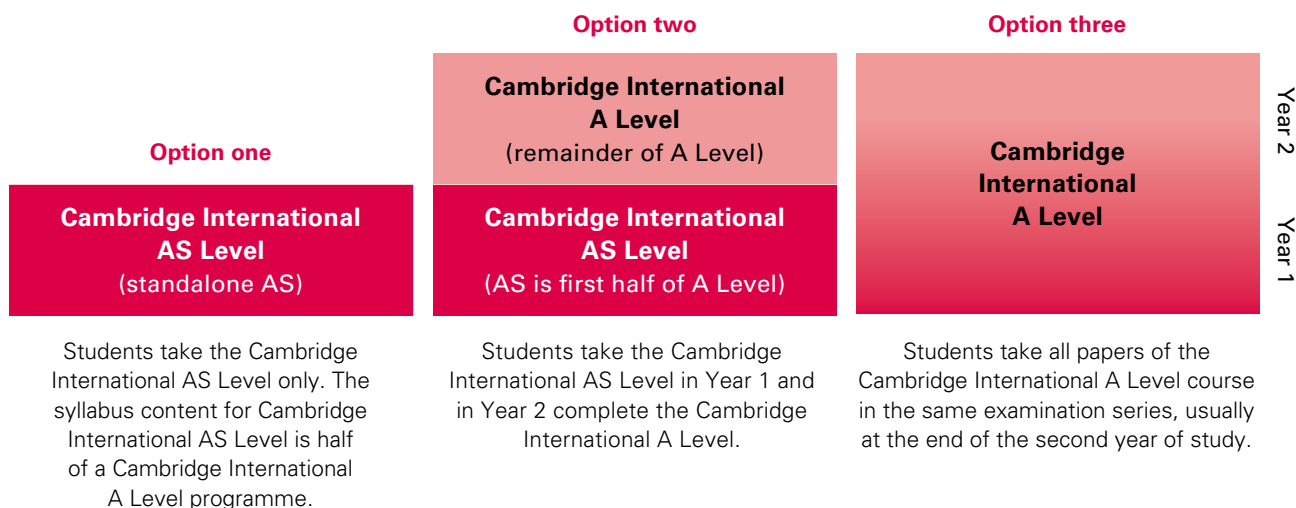
## Why Cambridge International AS & A Levels?

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

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

There are three possible assessment approaches for Cambridge International AS & A Level:



Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted across 195 countries. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

### Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects. Many students who take Cambridge International AS Levels also choose to progress to Cambridge International A Level.

### Learn more

For more details go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Why 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.

### About the syllabus

The A Level Hinduism syllabus encourages candidates to develop an awareness of Hinduism as a religious, philosophical, ethical and spiritual actuality. The syllabus is the study of fundamental questions of religious practices, beliefs, morality and interpretations found within Hinduism. This is explored through the study of The Vedic and Epic Age, The Medieval and The Modern Age of Hinduism. The syllabus explores Hindu Darshanas, Non-Vedic systems in relation to Hinduism, Hindu Devotion and Ethics.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

### 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. Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in some other subjects.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

#### 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@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

##### If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)

Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

## Cambridge AICE

Cambridge AICE Diploma is the group award of the Cambridge International AS & 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 from different curriculum groups.

### Learn more

For more details go to [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

“ Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. ”

John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

## Teacher support

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

The support package for our Cambridge International AS & A Levels gives teachers access to a worldwide teaching community enabling them to connect with other teachers, swap ideas and share best practice.

### Teaching and learning

- Support materials provide teachers with ideas and planning resources for their lessons.
- Endorsed textbooks, ebooks and digital resources are produced by leading publishers. We have quality checked these materials to make sure they provide a high level of support for teachers and learners.
- Resource lists to help support teaching, including textbooks and websites.

### Exam preparation

- Past question papers and mark schemes so teachers can give learners the opportunity to practise answering different questions.
- Example candidate responses help teachers understand exactly what examiners are looking for.
- Principal examiner reports describing learners' overall performance on each part of the papers. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Cambridge  
International  
AS & A Level  
support for  
teachers

### Professional development

#### Face-to-face training

We hold workshops around the world to support teachers in delivering Cambridge syllabuses and developing their skills.

#### Online training

We offer self-study and tutor-led online training courses via our virtual learning environment. A wide range of syllabus-specific courses and skills courses is available. We also offer training via video conference and webinars.

#### Qualifications

We offer a wide range of practice-based qualifications at Certificate and Diploma level, providing a framework for continuing professional development.

### Learn more

Find out more about support for this syllabus at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

Visit our online resource bank and discussion forum at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at [www.cambridgeinternational.org/social-media](http://www.cambridgeinternational.org/social-media)



## 1 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.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. From 2020 this syllabus is not available in all administrative zones. To find out about availability visit the syllabus at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel)

### Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- Cambridge International AS Level Hinduism (8058)
- syllabuses with the same title at the same level.

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## 2 Syllabus aims and assessment objectives

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### 2.1 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.

### 2.2 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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## 3 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/duttintr.htm](http://www.sacred-texts.com/hin/dutt/duttintr.htm)

### **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

## 4 Other information

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### Equality and inclusion

We have taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have 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.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/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 result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Zhai Xiaoning**, Deputy Principal, The High School Affiliated to Renmin University of China

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