

# SYLLABUS

Cambridge O Level  
Hinduism

**2055**

For examination in November 2015

### Changes to syllabus for 2015

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

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# 1. Introduction

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## 1.1 Why choose Cambridge?

### Recognition

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

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts where they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **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.

### Support for teachers

A wide range of materials and resources are available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

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

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

### 1.2 Why choose Cambridge O Level?

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.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey.

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

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

### 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, but this is for guidance only. 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 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.

### Prior learning

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

### 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.

## 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 **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**. Email us at **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

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at [www.cie.org.uk/olevel](http://www.cie.org.uk/olevel) 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 online. For Teacher Support go to <http://teachers.cie.org.uk> (username and password required).

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 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.

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## 3. Assessment at a glance

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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.

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

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 IGCSE and Cambridge International Level 1/Level 2 Certificate syllabuses are at the same level.



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## 4. Syllabus aims and assessment objectives

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### 4.1 Syllabus 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.

### 4.2 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.

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## 5. Syllabus content

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### 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 Ramacharitamanas – 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, Cavadi 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 Paramhansa: His experiences of God.
- (d) Mohandas Karamchand Gandhi: His concepts of Truth and Non-violence.

## 6. 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 Ramacharitamansa</i><br>[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<br>South Asia Books                                                                                            | 0836457862  |
| D. Pandey       | <i>Swami Dayanand Saraswati</i><br>[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](http://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.

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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](http://www.cie.org.uk)**

### Language

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

### 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, 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.

### 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, examination timetables and administrative instructions can be found in the *Cambridge Guide to Making Entries*.

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