

Plan of Work

Hinduism 2055 Grade 10

For examination in 2025

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Introduction

Prescribed textbooks:

- Insightful incursions in Hinduism(New syllabus for examination 2026)

Reference book:

- CAIE PAST EXAM PAPERS

Students are STRONGLY advised to look for this reference book and to make judicious use of it.

Recommended prior knowledge

Learners beginning this course are expected to have knowledge of the following topics:

	Topic
1	Hindu culture
2	Hindu philosophy
3	Hindu practices
4	
5	

6	
7	

Websites and videos

This plan of work includes website links providing direct access to internet resources. Modern College is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this plan of work were selected when the plan of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

FIRST TERM [10/01/2025 – 11/04/2025]

1. Topic: 1.1 Cavadi + Mahashivaratri+ Deepavali + Ganesh Chaturthi festival (P1 – Sec C)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • describe devotional, family and community activities associated with these four festivals • explain beliefs associated with these festivals, including gods with which they are particularly identified • explain the purpose and significance of devotional activities associated with these festivals • where appropriate, relate particular practices to stories, teachings and traditions. <p>Candidates should be able to present reasoned arguments based on study or personal experience to discuss:</p> <ul style="list-style-type: none"> • why worship and observance at festivals may be different for different individuals, communities or traditions • differing views on worship and 	<p>Model answer nov 2017 q.4</p>	<p>– Oct/Nov 2017 Q4(c) (P1) Specimen questions to be provided</p>	<p>To make project works</p>	<p>https://www.youtube.com/watch?v=6sKhnrkzn0 Cavadi celebration in Mauritius.</p>

observance at these festivals • differing views on the significance of stories, teachings and traditions relating to worship and observance at these festivals.				
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				afrotourism.com/travelogue/festival-thaiposam-cavadee-mauritius-2/

Topic 1.2 Iconographic Features and Lord Kartikeya (P1 – SecA)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
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<p>Students should be able to:</p> <ul style="list-style-type: none"> ● interpret the term ‘iconographic’; ● differentiate between ‘Saguna worship’ and ‘Nirguna worship’ ● locate kartikeya as the son of Lord Shiva and Parvati; ● explain the meaning and significance of his iconographic features e.g as Sanmukha or six faces and twelve-hands; ● Show the importance of Kartikeya as ‘Skanda’ in eliminating demons like Tarakasur, Surapadma.... ● locate Kartikeya as mystic healer of ailments (Ref: His worship, esp, cavadi festival) 	<p>Model answer nov 2018 q.2</p>	<p>Oct/Nov 2018 Q2(d) (P1)</p> <p>Specimen questions to be provided.</p>	<p>Exposé on Kartikeya</p>	<p>https://www.thoughtco.com/lord-kartikya-1770301 [notes]</p> <p>https://vedicfeed.com/10-interesting-facts-about-lord-kartikeya/</p>
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Topic 1.3 Topic: Trimurti (P1 – Sec A)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>The concept of creator, maintainer and destroyer</i> <i>(Trimu–rti: Brahma, Vishnu and Shiva)</i></p> <p>Candidates should be able to:</p> <ul style="list-style-type: none"> • describe the gods specified, including how they are portrayed in images (icons, murtis, etc.), stories and teachings • explain the meaning and significance of their iconographic features and attributes • describe and explain the features and attributes which might influence the choice of a god for worship/devotion • where appropriate, relate these features to stories, teachings and traditions. <p>Candidates should be able to present reasoned arguments based on study or personal experience to discuss:</p>	<p>Model answer Nov 2017 q.6</p>		<p>Project work</p>	<p>https://www.youtube.com/watch?v=sT2jorwmtBk</p> <p>https://www.youtube.com/watch?v=0ZeLumIEkJw</p>

<ul style="list-style-type: none"> • why one god might be chosen for worship over another by different individuals, communities or traditions • why the significance given to stories and teachings about the gods might differ for different individuals, communities or traditions • differing views on the symbolic attributes and iconographic features of the gods specified • differing views on the significance of stories, teachings and traditions in relation to the gods. 				

Topic 1.4 Topic: Ten avatars of Lord Vishnu (P1 – Sec A)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Students should be able to: Section B: Avatars a)Examine the concept of incarnation. b)The meaning, purpose and significance of avatars.</p>	Model answers to be provided	Oct/Nov 2017 Q2 (c) (P1) Specimen questions to be provided	To read Towards Understanding Hinduism	<p>https://www.ancient.eu/Vishnu</p> <p>Legend of Vishnu. [notes]</p>

Topic 1.5 Topic: Rama Avatar + Krishna avatar (P1 – Sec B)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources

<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • describe the life and actions of the four specified avatars of Vishnu • explain the meaning of the term 'avatars' • explain the purpose and significance of the four specified avatars of Vishnu to Hindu teaching and tradition • describe and explain the features and attributes of an avatar which might make an avatar a popular focus for devotion • where appropriate, relate ideas about the purpose and significance of the avatars to stories and scriptural teachings. 	<p>Model answer Nov 2018 q.4</p>	<p>Oct/Nov 2018 Q4 (a)(i) (ii) (b) (p1) Specimen questions to be provided.</p>	<p>To prepare on the concept of avatar</p>	<p>https://www.ancient.eu/Rama/ Legend of Ram [notes]</p>
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Topic 1.6 Topic: Iconographic features of Ganesha (P1 – Sec A)

Learning Objectives	Worked Examples	Classwork Homework	& Extra Work	Resources
<p>Candidates should be able to:</p> <ul style="list-style-type: none"> describe the gods specified, including how they are portrayed in images (icons, murtis, etc.) why one god might be chosen for worship over another by different individuals, communities or traditions why the significance given to stories and teachings about the gods might differ for different individuals, communities or traditions differing views on the symbolic attributes and iconographic features of the gods specified differing views on the significance of stories, teachings and traditions in relation to the gods. 	Model answer	Specimen questions to be provided.	Exposé on Ganesha	https://www.youtube.com/watch?v=EZZlg_qivds https://www.dailyartmagazine.com/iconography-of-ganesh/#:~:text=Ganesh%20symbolism%20is%20related%20to,symbol%20for%20enlightenment%20and%20divinity.

Assessment August Examinations (1 paper).

1 ½ hrs. structured questions.

3 sections each consisting of 20 marks.

Overall marks 60% to be converted into 100%.

Notes:

Candidates would be asked to do some projects for particular topics.

Candidates may be asked to do some class exposé on particular topics.

SECOND TERM [28/04/2025 – 18/07/2025]

Topic 2.7: Rammohun Roy (P2 – Sec C)

Learning Objectives	Worked Examples	Classwork Homework &	Extra Work	Resources
<p>Students should be able to:</p> <p>a) describe the modern period as a period of instability, exploitations, superstitions, darkness-----;</p> <p>b) identify the British ruling of India and its impact;</p> <p>c) write on Rammohun’s early life – his upbringing in Bengal; his education and having a mastery over many languages; his marriage in childhood -----;</p> <p>d) explain his views on caste, education and the rights of women;</p> <p>e) depict him as a great scholar having studies Koran, Bible and the Upanishads;</p> <p>f) show evidence of his campaigns to end Sati system under lord William Bentinck, governor-general of British India;</p>	<p>Model answer Nov 2018 q.6</p>	<p>Oct/Nov 2018 Q6 (a)(i) (ii) (b)(P2) Specimen questions to be provided.</p>	<p>To prepare on the state of India and the 19th and 20th centuries</p>	<p>https://www.youtube.com/watch?v=Xikj4g-4B-w</p> <p>https://www.culturalindia.net/reformers/raja-ram-mohan-roy.html</p>

g) identify his founding and leadership of the Brahma Samaj				
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Topic 2.8: Swami Dayananda Saraswati (P2 – Sec C)

Learning Objectives	Worked Examples	Classwork Homework &	Extra Work	Resources
<p>Students should be able to:</p> <p>a) write on Dayananda's early life – his upbringing in an orthodox shaivite family; his mastery over the vedas-----;</p> <p>b) critically assess the impact of the two incidents in Dayananda's life – 2 deaths in his family and the Maha-Shivaratri incident.</p> <p>c) give the main events during Dayananda's wanderings as a Sanyasi for almost 15 years e.g meeting with his Guru Virjananda Dandi-----;</p> <p>d) interpret his message of the vedas as the right solution to educate the masses, the intellectuals and to bring reforms;</p> <p>e) explain his views on caste, education, conversion, idols-worship, religion</p> <p>f) show evidence of Dayananda's attempts to end injustices and malpractices e.g opening of girls colleges, writing of books -----;</p> <p>g) recite the ten principles of the Arya Samaj.</p>	Model answer to be provided	<p>C.I.E Specimen Q6 (a)(i) (ii)</p> <p>(b) (c) Specimen questions to be provided.</p>	To prepare on the family background of Swami Dayanand	<p>culturalindia.net/reformers/swami-dayanand-saraswati.html</p> <p>https://www.youtube.com/watch?v=ERxLSURibeQ</p>

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Candidates may be asked to do some class exposé on particular topics

Topic 2.9 : Savitri Bhai Phule (P2 - sec C)

Learning Objectives	Worked Examples	Classwork Homework &	Extra Work	Resources
<p>Students should be able to :</p> <ul style="list-style-type: none"> Learners should demonstrate knowledge and understanding of significant and ongoing religious and social reforms. They should do this with reference to the work of reformers and organisations specified below and in connection with their particular area of reform as well as the wider context of Hindu life and ethics. Learners should be able to use evidence and reasoned discussion to explain the influence reforms and reformers have had on individuals, society and Hinduism. Gender issues (a) equality, education for girls, child marriage and sati; with reference to the work of Savitribai Phule 	Model answer to be provided	CAIE Specimen questions	To prepare on the life of Savitri Bhai Phule	https://www.youtube.com/watch?v=eBy8YUNHjyw https://haryanarajbhavan.gov.in/publication/savitribai-phule-an-iconic-reformer-educationist/

Assessment

Assessment

- November Examinations (1 paper).
1 ½ hrs structured questions.
3 sections each consisting of 20 marks.
Overall marks 60% to be converted into 100%.

THIRD TERM [11/08/2025– 31/10/2025]

Topic 3.10 Ashrama-system (P2 – Sec B)

Learning Objectives	Worked Examples	Classwork Homework &	Extra Work	Resources
<p>Students should be able to:</p> <p>a) define the vedic model of living consisting of four stages – Brahmacharya ashrama, Grihasthya ashrama, vanaprastna ashrama and sanyas ashrama;</p> <p>b) give the main rules and regulations underpinning each of the ashramas;</p> <p>c) critically assess the possibility of putting into practice some of these teachings, if not all of them e.g meditation;</p> <p>d) write on the Pancha Maha Yajnas or 5 great sacrifices.</p>	<p>Model answer Nov 2018 q.3</p>	<p>Oct/Nov 2018 Q3 (a)(i) (ii) (D)</p> <p>Specimen questions to be provided.</p>	<p>Exposé on the four ashramas</p>	<p>https://www.youtube.com/watch?v=iXtK40EgJb4</p>

Topic 3.11: Shri Ramacharitamanasa of Tulsidas (P2 – Sec A)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Students should be able to:</p> <ul style="list-style-type: none"> ● interpret the meaning of 'Rama-charit-manas' of Goswami Tulsidas; ● locate lord Rama as his favourite God; ● define the word 'Bhakti' as devotion, intensity of love for God; ● introduce the two great devotees of Lord Rama, Shabari and Hanuman; ● assess the humility, love, devotion that shabari had for the lord and to be bestowed the 'navadha-bhakti' garland. ● describe the meeting of Hanuman in a disguised form to lord Rama and its impact. ● Locate Sugriva, the king of the monkeys pleading to lord Rama to save him from his elder brother Bali; ● Define the 'Dasya Bhava' as showed by both devotees of lord Rama to attain salvation. 	<p>Model answer Nov 2017 q.5</p>	<p>Oct/Nov 2017 Q5 (c)(p1)</p> <p>Specimen questions to be provided.</p>	<p>To read prescribed book</p>	<p>https://en.wikipedia.org/wiki/Shabari</p>

TOPIC 3.12 : Purusharthas (P2 sec B)

Learning Objectives	Worked Examples	Classwork Homework &	Extra Work	Resources
<p>Students should be able to:</p> <ul style="list-style-type: none"> • Learners should demonstrate knowledge and understanding of the concepts of varna, ashrama, purushartha and samskara; how these concepts are put into practice today and how these relate to ethical thinking. Learners should be able to use evidence and reasoned discussion to explain the significance, application and practice of the specified concepts and how they may have changed. • The four purusharthas (a) dharma (b) artha (c) kama (d) moksha. • Ascertain how these fundamental values of life might relate to ethical thinking and decision making. 	<p>Model answers to be provided</p>	<p>Nov 2018 q3.(c) Nov 2021 P2 sec B Q.3 (d)</p>	<p>To read prescribed book</p>	<p>https://www.yogajournal.com/yoga-101/philosophy/finding-your-souls-purpose-the-four-purusharthas/</p> <p>https://www.youtube.com/watch?v=Kz6SHEg43n8&t=6s</p>

Assessment

- October Examinations – 2 papers/ 1 ½ hrs each/ structured questions/ 3 sections per paper each consisting of 20 mks/ overall marks 60% per paper to be converted into 100%.

Notes:

Candidates may be asked to do some class exposé on particular topics.

Specimen questions would be used for overall revision. Targets as per this POW can only be achieved during normal schooling.