

Plan of Work

Hinduism 2055

Grade 10

For examination in 2024

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Introduction

Prescribed textbooks:

- Insightful incursions in Hinduism

Reference book:

- CAIE PAST EXAM PAPERS
- Towards understanding Hinduism

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	
2	
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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 [10/01/2024 – 05/04/2024]

1. Topic: 1.1 Festivals and cavadi festival (P1 – Sec C)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p><i>Students should be able to:</i></p> <p>a) identify the religious, spiritual, social, cultural aspects of Hindu festivals</p>	<p>Model answer nov 2017 q.4</p>	<p>– Oct/Nov 2017 Q4(c) (P1) Specimen questions to be provided Exam paper 2022</p>	<p>To make project work on Cavadee</p>	<p>https://www.youtube.com/watch?v=6sKhnrkzn0 Cavadi celebration in Mauritius.</p>
<p>b) state the month of celebrating the cavadi festival c) interpret the term ‘cavadi’</p>		<p>–</p>		
<p>d) describe devotional, family and community activities associated with the cavadi festival;</p>				<p>afrotourism.com/travelogue/festival-thaiposam-cavadee-mauritius-2/</p>
<p>e) explain the myths, esp of Idumban for the cavadi celebration; f) show evidence of the devotees sacrifices (Tapas) e.g piercing of the tongue to get the grace from Lord Murugan;</p>				

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

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Students should be able to:</p> <p>a) interpret the term ‘iconographic’;</p> <p>b) differentiate between ‘Saguna worship’ and ‘Nirguna worship’</p> <p>c) locate kartikeya as the son of Lord Shiva and Parvati;</p> <p>d) explain the meaning and significance of his iconographic features e.g as Sanmukha or six faces and twelve-hands;</p> <p>e) Show the importance of Kartikeya as ‘Skanda’ in eliminating demons like Tarakasur, Surapadma....</p> <p>f) locate Kartikeya as mystic healer of ailments (Ref: His worship, esp, cavadi festival)</p>	<p>Model answer nov 2018 q.2</p>	<p>Oct/Nov 2018 Q2(d) (P1)</p> <p>Specimen questions to be provided.</p> <p>Oct/Nov 2021 Sec A q.1</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>

Topic 1.3 Topic: Maha Shivaratri Festival and Lord Shiva (P1 – Sec C)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Students should be able to:</p> <p>a) state the month of celebrating the Maha Shivaratri festival;</p> <p>b) interpret the terms ‘Maha Shivaratri’;</p> <p>c) describe devotional, family and community activities associated with the Mahashivaratri festival;</p> <p>d) explain the myths, esp of hunter Lubdhaka for the Mahashivaratri celebration;</p> <p>e) show evidence of the devotees sacrifices (Tapas) e.g ‘pilgrimage aspect’; ‘CHAR PEHAR KI PUJA’.</p>	<p>Model answer Nov 2017 q.6</p>	<p>– Oct/Nov 2017 Q6 (c) (P1)</p> <p>Oct/Nov 2018 Q6 (d) (P1)</p>	<p>Project work on Mahashivaratri</p>	<p>https://isha.sadhguru.org/us/en/sadhguru/mission/reviving-tradition-significance-of-mahashivarathri</p> <p>Significance of the festival</p> <p>https://www.mauritius-holidays-discovery.com/maha-shivaratri.html</p>
<p>a) locate shiva’s role within the Trinity</p> <p>b)significance of his iconographic features</p> <p>c) dual nature of shiva and shiva linga</p>	<p>Model answer to be provided</p>	<p>Oct/nov 2021SEC A q.1[d]</p>		<p>www.ancient.eu/shiva</p>

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Topic 1.4 Topic: Lord Vishnu (P1 – Sec A)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
<p>Students should be able to:</p> <p>a) locate Vishnu’s role within the ‘Trimurti’ or ‘Triple-form’;</p> <p>b) explain the meaning and significance of his iconographic features e.g bearing in his hands the conch, discuss---- etc;</p> <p>c) explain the meaning of the term ‘avatars’;</p> <p>d) locate the ten avatars (Das Avatars of lord Vishnu;</p>	<p>Model answer Nov 2017 q.2</p>	<p>Oct/Nov 2017 Q2 (c) (P1)</p> <p>Oct/Nov 2021 p1 sec A q.2[b]</p>	<p>To read Towards Understanding Hinduism</p>	<p>https://www.ancient.eu/Vishnu</p> <p>Legend of Vishnu. [notes]</p>

Topic 1.5 Topic: Rama Avatar (P1 – Sec B)

Learning Objectives	Worked Examples	Classwork Homework	& Extra Work	Resources
<p>Students should be able to:</p> <p>a) locate lord Rama as the 7th incarnation of lord Vishnu;</p> <p>b) represent lord Rama as the Maryada Purushotam – perfect man, son, husband, king-----;</p> <p>c) show evidence of his mission on earth as an avatar to kill demons and restore righteousness (dharma) e.g killing of Ravana-----;</p> <p>d) examine his role in giving blessings to devotees like Hanuman, Shabari;</p> <p>e) outline the original story of lord Rama as written by sage Valmiki in his Ramayana.</p>	<p>Model answer Nov 2018 q.4</p>	<p>Oct/Nov 2018 Q4 (a)(i) (ii)</p> <p>(b) (p1)</p> <p>Oct/Nov 2021 Sec B p1.q.4[a] [d]</p>	<p>To prepare on the concept of avatar</p>	<p>https://www.ancient.eu/Rama/</p> <p>Legend of Ram [notes]</p>

Topic 1.6 Topic: Krishna Avatar (P1 – Sec B)

Learning Objectives	Worked Examples	Classwork Homework &	Extra Work	Resources
<p>Students should be able to:</p> <p>a) locate lord Krishna as the 8th incarnation of lord Vishnu;</p> <p>b) locate lord Krishna as an essential hero of the Mahabharatta war and his teachings/guidance of the Bhagavada Gita;</p> <p>c) show evidence of his mission on earth as an avatar to kill demons and restore righteousness (dharma) e.g killing of Putana, Kans,-----;</p> <p>d) illustrate episodes from his early life e.g as a mischievous child; a pure adolescent lover</p>	Model answer Nov 2017	Oct/Nov 2017 Q4 (a)(b) (P1) Oct/Nov 2021 P1 Sec B q.4[b]	Exposé on Krishna	<p>https://www.ancient.eu/Krishna</p> <p>Legend associated with Krishna [notes]</p>

Assessment March 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 [22/04/2024 – 19/07/2024]

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>g) identify his founding and leadership of the Brahmo Samaj</p>	<p>Model answer Nov 2018 q.6</p>	<p>Oct/Nov 2018 Q6 (a)(i) (ii) (b)(P2) Specimen questions to be provided. Oct/Nov 2021 p2 Sec C q.6 [a]</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>

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>	<p>Model answer to be provided</p>	<p>C.I.E Specimen Q6 (a)(i) (ii)</p> <p>(b) (c) Specimen questions to be provided.</p> <p>Oct/Nov 2021 P2 Sec C q.6[b,c,d]</p>	<p>To prepare on the family background of Swami Dayanand</p>	<p>culturalindia.net/reformers/swami-dayanand-saraswati.html</p> <p>https://www.youtube.com/watch?v=ERxLSURibeQ</p>

Assessment

- July 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 may be asked to do some class exposé on particular topics

THIRD TERM [12/08/2024 – 30/10/2024]

Topic 3.9 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>Oct/Nov 2021 p2 Sec B q.3[d]</p>	<p>Exposé on the four ashramas</p>	<p>https://www.youtube.com/watch?v=iXtK40EgJb4</p>

Topic 3.10: Shri Ramacharitamanasa of Tulsidas (P2 – Sec A)

Learning Objectives	Worked Examples	Classwork Homework &	Extra Work	Resources
<p>Students should be able to:</p> <p>a) interpret the meaning of 'Rama-charit-manas' of Goswami Tulsidas;</p> <p>b) locate lord Rama as his favourite God;</p> <p>c) define the word 'Bhakti' as devotion, intensity of love for God;</p> <p>d) introduce the two great devotees of Lord Rama, Shabari and Hanuman;</p> <p>e) assess the humility, love, devotion that shabari had for the lord and to be bestowed the 'navadha-bhakti' garland.</p> <p>f) describe the meeting of Hanuman in a disguised form to lord Rama and its impact.</p> <p>g) Locate Sugriva, the king of the monkeys pleading to lord Rama to save him from his elder brother Bali;</p> <p>h) Define the 'Dasya Bhava' as showed by both devotees of lord Rama to attain salvation.</p>	<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>

Assessment

- October Examinations – 2 papers/ 1 ½ hrs each/ structured questions/ 3 sections each consisting of 20 mks/ overall marks 60% 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.

