

GCE A LEVEL

RELIGIOUS STUDIES: A STUDY OF RELIGION - HINDUISM

SCHEME OF LEARNING

Component 1e: Hinduism Second Year / A Level

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The principal aim of the Scheme of Learning is to support teachers in the delivery of the new Eduqas A level Religious Studies specification. It is not intended as a comprehensive reference, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular centres.

In addition, this document must not be used instead of the specification, but must be used to support the delivery of it. It offers assistance to teachers with regard to possible classroom activities, links to digital resources (both our own, freely available, digital materials and some from external sources), text books and other resources, to provide ideas when planning interesting, topical and engaging lessons. The Intention of this scheme of work is that learners will participate in some independent learning tasks prior to attendance at the lesson. In this way, learners should arrive at the lesson with questions concerning areas that they do not understand, and there is more time for analysis and evaluation of the material within the lesson time. For those who do not wish to take this approach, the activity suggestions should still be flexible enough to be adapted.

Theme 1: Religious figures and sacred texts (part 1)

A. Nature and significance of the Upanishads					
Lesson	Specification Detail	Activities	Resources (see also Guidance for Teaching document)	Assessment	Independent Learning
1	1d) Origin and background of the Upanishads	<p>Flip learning – read the link – before the lesson.</p> <p>https://www.ancient.eu/Upanishads/ Open with a brainstorm on the Upanishads (from previous research); what is the importance of the Upanishads for Hindus today? Or the importance of the Katha Upanishad within the Upanishads</p> <p>http://www.bbc.co.uk/religion/religions/hinduism/texts/texts.shtml</p> <p>Read the overview of Upanishads – Discuss the importance of this text above the other texts learnt at AS (Vedas, Mahabarata, Bhagavad Gita & Ramayana). AO1</p> <p>http://www.bbc.co.uk/programmes/b01nq7ct † BBC Radio 4 Listen to the programme on the Upanishads. Take notes: 1) on the History of the Book. 2) the Theological teachings 3) The impact of the book. 4) Scholarly quotes. AO1</p>	<p>Jamison, I. – Hinduism, (2006), Philip Allan Updates, ISBN:1844894207</p> <p>Mascaro, J. (translator)– The Upanishads, (2005), Penguin Classics, ISBN:9780140441635</p> <p>Olivelle, P.– Upanishads, (2008), Oxford University Press, ISBN:019954025X</p> <p>Rodrigues, H. Introducing Hinduism, (2016) , Routledge, ISBN:0415549663</p> <p>Voiels, V. Hinduism: A New Approach, (2005) , Hodder Education, ISBN:0340815043</p> <p>http://www.bbc.co.uk/programmes/b01nq7ct - BBC Radio 4 programme on the Upanishads</p> <p>https://www.ancient.eu/Upanishads/ - an overview of the Upanishads from the Ancient History Encyclopedia.</p>	Homework: Attempt A part A question 'Explain the nature and significance of the Upanishads.'	<p>Flip learning - Link to A level Theme 2A – Mindmap – Advaita & Dvaita. Produce a Venn Diagram explaining the similarities and differences. Fill in Advaita & Dvaita table (https://bit.ly/2t4asLV)</p>

		<p>Feedback in the lesson. Split the class in two. Get the first group provide information on the Nature of the Upanishads. Get the second group to provide information on the Significance of the Upanishads – Feedback. AO1</p> <p>Get students to give 3 reasons for the following statements from. http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=2747</p> <ol style="list-style-type: none"> 1. The Upanishads are ancient Scriptures. 2. The Upanishads are the basis of Vedanta philosophy. 3. The Upanishads guide Hindus towards achieving Moksha. 4. The Upanishads need the help of a Guru to be fully understood. 5. The Vedas are shruti scriptures. 6. The epics are important sources of beliefs and practices in Hinduism. AO2 			
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Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
2	<p>Teaching of the gurus – significant teaching on the relationship between Brahman and atman. Reference should be made to: Katha Upanishad – dialogue between Yama the god of death and his disciple Chela 2:8; 2:24; 2:16; 3:6; 3:12; 3:15; 4:3; 5:2; 5:7; Chandogya Upanishad 6:13:1-3.</p>	<p>Flip learning - Link to Theme 2A– Mindmap – Advaita & Dvaita. Produce a Venn Diagram explaining the similarities and differences. Fill in Advaita & Dvaita table (https://bit.ly/2t58awc and https://bit.ly/2t4bebN). AO1</p> <p>Additionally, it is worth going over Samkyhan Philosophy/Yoga (Theme 4E) while you look at Katha Upanishad. The Texts support Theme 4E – (Advaita & Samkhya Yoga).</p> <p>Use notes from Brian Black (https://bit.ly/2UGtPXk) to analyses the idea of Brahman and Atman. AO1</p> <p>Explain the quotes and provide the significance and impact of these ideas. AO1</p> <p>Attempt a silent debate for AO2 questions adapted from https://bit.ly/2t7TJqQ .</p>	<p>Jamison, I. – Hinduism (2006), Philip Allan Updates, ISBN:1844894207.</p> <p>Jones D. H., Hinduism for AS Students, (2007), chapter 1, ISBN:91905617197.</p> <p>Fowler, J. Hinduism: Beliefs and Practices, (1996), ISBN:9781898723608.</p> <p>Flood, G., An introduction to Hinduism, (2004), Foundation Books, ISBN:9788175960282.</p> <p>Voiels, V. Hinduism: A New Approach, (2005), Hodder Education, chapter 5), ISBN:0340815043.</p> <p>Rodrigues, H. Introducing Hinduism, (2016) , Routledge, ISBN:0415549663.</p> <p>Knott, Kim., Hinduism, A Very Short Introduction, (1998), Oxford University Press, ISBN: 9780198745549.</p> <p>https://www.elephantjournal.com/2018/01/ld-2018-year-of-lord-shiva-the-powerful-god-of-healing-destruction/ - an article</p>	<p>Attempt one of the AO2 questions developed in the lesson for homework.</p>	<p>Flip learning - Read the passages listed in the specification; discuss the importance of the dialogue between Yama and Chela. (https://bit.ly/2C2sTPl)</p>

			<p>on Brahman and atman.</p> <p>https://www.youtube.com/watch?v=WhTpJxIj2I - a Khan Academy video referring to Brahman and atman.</p> <p>https://www.youtube.com/watch?v=w1t7UKmgc4U – the relationship between Brahman and atman by the Hindu Academy.</p> <p>http://www.hinduwebsite.com/hinduism/god.asp - information on Brahman and atman from the Hinduwebsite.com</p> <p>http://1stholistic.com/Prayer/Hindu/hol_Hindu-brahman.htm - another article outlining the relationship between Brahman and atman.</p>		
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Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
3	<p>Achievement of jnana and the concept of yajna; dialogue between Yama and his disciple Chela.</p> <p>Reference should be made to: Katha Upanishad – dialogue between Yama the god of death and his disciple Chela 2:8; 2:24; 2:16; 3:6; 3:12; 3:15; 4:3; 5:2; 5:7; Chandogya Upanishad 6:13:1-3.</p>	<p>Flip learning - Read the passages listed in the specification; discuss the importance of the dialogue between Yama and Chela. (See https://bit.ly/2C2sTpL). AO1</p> <p>Get students to pretend they are gurus and give them different passages –Students should present the passage and explain how each passage links to Jnana & Yajna. AO1</p> <p>Make cross links with Theme 1B – Jnana yoga, Samkhya yoga</p> <p>Explain the success of jnana. https://www.youtube.com/watch?v=wC4eESWGFp8 Watch the video on Vivekenanda’s ideas on Jnana yoga. Make notes and use for AO1 & AO2 essays.</p> <p>Discuss the idea that the path of Jnana yoga is outdated – Plan as a class debate or a Mini essay. AO2</p> <p>HW. Analyze the importance of Jnana yoga.</p>	<p>Jamison, I. – Hinduism, (2006), Philip Allan Updates, ISBN:1844894207.</p> <p>Rodrigues, H. Introducing Hinduism, (2016) , Routledge, ISBN:0415549663.</p> <p>Flood, G.– An Introduction to Hinduism, (2004), Foundation Books, ISBN:8175960280.</p> <p>Klostermaier, K. (2007) – A Survey of Hinduism, State University of New York Press, ISBN:0791470822.</p> <p>https://www.britannica.com/topic/jnana - an Encyclopedia Britannica article on the concept of jnana</p> <p>http://iskconeducationalservices.org/HoH/practice/ - information on jnana yoga from the ISKCON website.</p> <p>https://www.worldofyagyas.com/yajna - a brief explanation of yajna from the World of Yagyas website.</p>	<p>AO2 discussions –</p> <ul style="list-style-type: none"> • Importance of Upanishads • Is Advaita or Dvaita a better pathway? 	<p>Flip learning – read the article and write out the important events in his life & read over the ppt from Gordon Reid (see https://bit.ly/2JOWTL6) and https://www.history.co.uk/biographies/mahatma-gandhi).</p>

			<p>http://www.hinduwebsite.com/yajna.asp - information from The Hindu Website on yajna.</p> <p>http://veda.wikidot.com/katha-upanishad-eknath - Katha Upanishad Translation from Vedic Knowledge Online.</p> <p>http://www.hinduwebsite.com/sacredscripts/hinduism/upanishads/chandogya.asp - Chandogya Upanishad translation from The Hindu Website.</p>		
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Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
4	<p>Gandhi – conviction and belief in Advaita Vedanta, satyagraha and bramacharya and their interpretation and application.</p>	<p>Flip learning – read the article and write out the important events in his life & read over the ppt from Gordon Reid https://bit.ly/2SmkA0T and https://www.history.co.uk/biographies/mahatmas/gandhi.</p> <p>Starter http://www.spaceandmotion.com/Philosophy-Mahatma-Mohandas-Gandhi.htm read the key beliefs and quotes – state how his beliefs in Advaita & Satyagraha, Brahacharya link to his practices/life. AO1</p>	<p>Chadha, Y.– Rediscovering Gandhi, Century, (1997), ISBN:0712677313.</p> <p>Jamison, Ian – Hinduism, Philip Allan Updates, (2006), ISBN:1844894207.</p> <p>Prashad, C. Ram – ‘Contemporary Political Hinduism’ in Flood, G. (editor), (2005), Blackwell Companion to Hinduism, Wiley-Blackwell, ISBN:1405132515.</p> <p>Grukalski, B., On Gandhi, Wadsworth Publishing Co Inc., (2001), ISBN:0534583741.</p> <p>http://www.hinduwebsite.com/Hinduism/concepts/advaitaconcept.asp - an article on the Concept of Advaita Vedanta from The Hindu Website.</p> <p>http://www.iep.utm.edu/adv-veda/ - a summary of Advaita Vedanta from the Internet Encyclopedia of Philosophy.</p> <p>http://www.spaceandmotion.com/Philosophy-Mahatma-Mohandas-Gandhi.htm - useful information on both Gandhi, Advaita Vedanta and satyagraha.</p> <p>https://www.britannica.com/topic/satyagraha-philosophy - an Encyclopedia Britannica article on the concept of satyagraha.</p> <p>https://www.eno.org/whats-on/satyagraha/ link to ENO opera based on Gandhi's satyagraha.</p>	<p>To what extent were Gandhi's achievements more political than religious? AO2</p>	<p>Read- https://www.independent.co.uk/arts-entertainment/books/features/thrill-of-the-chaste-the-truth-about-gandhis-sex-life-1937411.html</p> <p>Watch - https://www.youtube.com/watch?v=tzyZ0uFWoDI</p> <p>Write down your view on Gandhi's sexual practices to show sexual restraint next lesson. AO1 & AO2</p>

		<p>https://bit.ly/2SmkA0T. Listen to Podcast- make notes on Gandhi's religious issues and political issues. AO1</p> <p>Watch - https://www.youtube.com/watch?v=tzyZ0uFWoDI</p> <p>Discuss the ideas of Gandhi's views on bramacharya- do you agree with this? AO2</p>	<p>https://www.youtube.com/watch?v=PCGmbzRz9Ws - a clip of the ENO opera based on Gandhi's satyagraha.</p> <p>https://www.thestage.co.uk/features/interviews/2018/interview-with-eno-satyagraha-director-phelim-mcdermott/ - an article from The Stage interviewing the Satyagraha director Phelim McDermott and his views on the concept.</p> <p>http://www.independent.co.uk/arts-entertainment/books/features/thrill-of-the-chaste-the-truth-about-gandhis-sex-life-1937411.html - one view on Gandhi's bramacharya experiments written by Jad Adams taken from the Independent.</p> <p>https://www.dailyo.in/politics/mahatma-gandhi-brahmacharya-sexual-experiments-aap-ashutosh-spiritual-marriage/story/1/13201.html - a different perspective on these experiments from the Daily O.</p> <p>https://www.youtube.com/watch?v=tzyZ0uFWoDI - Youtube video featuring Gandhi's views on bramacharya.</p>		
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5	<p>Gandhi – interaction between his political stance and religious beliefs</p>	<p>Feedback on H/W on the bramacharya article and video. Discuss the information and whether this shows Gandhi in a bad light.</p> <p>Split the students into 2 groups. Get them to prepare a debate ‘Gandhi achievements were more political than religious.’(make sure it includes, facts, quotes and Gandhi’s religious beliefs). Use the following article to help and the text books suggested: https://bit.ly/2SmkAOT.</p> <p>Present the debate.</p> <p>Attempt the debate as a question for homework. ‘Gandhi achievements were more political than religious.’ AO2</p>	<p>Chadha, Y., Rediscovering Gandhi, (1997), Century, ISBN:0712677313.</p> <p>Jamison, Ian – Hinduism (2006), Philip Allan Updates, ISBN:1844894207.</p> <p>Prashad, C. Ram – ‘Contemporary Political Hinduism’ in Flood, G. (editor), (2005), Blackwell Companion to Hinduism, Wiley-Blackwell, ISBN:1405132515.</p> <p>Grukalski, B. On Gandhi, (2001), Wadsworth Publishing Co Inc., ISBN:0534583741.</p> <p>https://www.youtube.com/watch?v=TQNbHVjC0sQ - other documentaries are available – extracts could be taken from here.</p> <p>http://www.history.com/topics/mahatma-gandhi - a History.com biography of Gandhi’s life.</p> <p>http://www.history.co.uk/biographies/mahatma-gandhi - a History.co.uk biography of Gandhi’s life.</p>	<p>‘Gandhi’s achievements were more political than religious.’ AO2</p> <p>Think about the following angles –</p> <ol style="list-style-type: none"> 1. To what extent can politics and religion be separated? 2. Did Gandhi use his religious ideas to achieve his political goals? 3. Is Gandhi remembered more as a political leader rather than a religious one? 4. Did or does his political influence outweigh his religious influence? 5. Is there a difference between the answer given from a Western perspective and one given from an Indian perspective? 	<p>Provide 3 points for each statement:</p> <ol style="list-style-type: none"> 1. Gandhi succeeded in re-interpreting Hindu teaching of ahimsa and satyagraha. 2. Gandhi changed attitudes towards untouchability and established a model community. 3. Gandhi’s contribution to Hinduism depends on interpretation of Hinduism as philosophy or way of life. If focused just on worship and popular religious practices and deities then little effect.

<p>6</p>	<p>Gandhi – self-rule for India, opposition to Partition.</p> <p>This lesson overlaps somewhat with the next lesson and should be borne in mind when teaching.</p>	<p>Starter - Cross peer evaluation of essay, from last lesson. Use the five band assessment mark scheme.</p> <p>In pairs attempt a discussion on the following questions:</p> <ol style="list-style-type: none"> 1. To what extent can politics and religion be separated? 2. Did Gandhi use his religious ideas to achieve his political goals? 3. Is Gandhi remembered more as a political leader rather than a religious one? 4. Did or does his political influence outweigh his religious influence? 5. Is there a difference between the answer given from a Western perspective and one given from an Indian perspective? AO2 <p>Watch the video https://www.youtube.com/watch?v=858vy3fVD0s this explains the Partition and his ideas on Satyagraha. Make notes AO1</p>	<p>https://www.youtube.com/watch?v=SNmJgRV7LQA - YouTube clip from the movie "Gandhi" of Gandhi's first protest in South Africa</p> <p>https://www.youtube.com/watch?v=WW3uk95VGe - YouTube clip from the movie "Gandhi" - the Salt March.</p> <p>https://www.history.com/topics/salt-march a History.com article with accompanying video on the salt march protest.</p>	<p>Students must finish writing up the positives and negatives of Gandhi's actions. AO2</p>	<p>Read before next lesson - Flip learning http://www.preservearticles.com/201106278692/what-was-gandhis-conception-about-religion-and-how-did-it-affect-his-political-view.html</p>
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		<p>When students watch the video ask them to produce a table looking at the positives and negatives of Gandhi's actions e.g. of self-rule and of opposition to partition. Also, use prior knowledge from the other lessons to add to the table. AO2</p> <p>Analyse the Successes and failures of Gandhi.</p>			
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Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
7	<p>Gandhi – opposition to ‘untouchability’; belief in a universalist religion; Bhagavad Gita: 18:52-53</p>	<p>Flip learning (read before this lesson) - http://www.preservearticles.com/201106278692/what-was-gandhis-conception-about-religion-and-how-did-it-affect-his-political-view.html</p> <p>Starter – analyse the Bhagavad Gita quote https://www.bhagavad-gita.us/bhagavad-gita-18-51-53/ (use the commentary to support) Look at the text and link it to his beliefs about Ahimsa, Sewa, Universality and views on Dalits. AO1</p> <p>From Flip learning reading- get students to provide 7 reasons why Gandhi follows more of a Universal discourse instead of Exclusivist. (Hindutva) AO1</p> <p>Split the students up into two groups. Group one has to</p>	<p>Jamison, Ian - Hinduism (2006), Philip Allan Updates, ISBN:1844894207.</p> <p>Jones, H.D.– Hinduism, (2017), Illuminate Publishing , ISBN:9781911208006.</p> <p>http://www.mkgandhi.org/biography/campaign.htm. An article on Gandhi and untouchability from MKGANDHI.com.</p> <p>https://www.counterpunch.org/2018/01/12/the-untouchable-leader-who-stood-up-to-gandhi/ - an interesting article about the differences between Ambedkar and Gandhi on the issue of "untouchability".</p> <p>http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195633634.001.0001/acprof-9780195633634-chapter-4 - an interesting and brief book review which challenges the view that Gandhi stood up for the rights of the untouchables.</p> <p>https://www.theguardian.com/books/2014/jul/18/arundhati-roy-accuses-mahatma-gandhi-discrimination an article on Arundhati Roy who has criticized Gandhi's acceptance of the caste system – from the Guardian.com.</p> <p>http://www.newindianexpress.com/nation/2018/jan/29/gandhi-was-casteist-and-racist-us-based-writer-sujatha-gidla-1765148.html - another article by Sujatha Gidla.</p> <p>http://www.history.com/this-day-in-</p>	<p>AO2 create an argument which supports and disagrees with Gandhi's views on Untouchability.</p>	<p>Flip learning - https://www.britannica.com/topic/Hinduism/The-modern-period-from-the-19th-century Gain an overview of the Hindu renaissance. Get students to write up a timeline of ideas of the key thinkers – Ram Mohan Roy, Dayanada Sarasvati, Ramakrishna, Vivekananda, RadhaKrishnan and Mohandas Gandhi.</p> <p>Listen to the podcast on Ram Mohan Roy: Humanity In General - https://bit.ly/2S6Ci96</p>

		<p>acquire information which would support Gandhi's stance on Untouchability. The other group researches information that shows Gandhi's stance on Untouchability was a failure. (Use the articles on Gandhi from the resources section). AO2</p> <p>From the research – get them to produce 2 News programmes 1) One showing Gandhi's beliefs, practices and actions in a positive light 2) The other programme showing Gandhi's beliefs, practices and actions in a negative light.</p> <p>Debate Gandhi's view on Untouchability.</p>	<p>http://www.history.com/topics/india/gandhi <u>history/gandhi-begins-fast-in-protest-of-caste-separation</u> - an article from History.com on Gandhi's 1932 fast in protest of caste separation.</p> <p>http://www.preservearticles.com/201106278692/what-was-gandhis-conception-about-religion-and-how-did-it-affect-his-political-view.html - after your own research to what extent do you agree with this article? Why?</p>		
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8	<p>Shri Paramahansa Ramakrishna - influences of mystical experiences on his thoughts and beliefs</p>	<p>Flip learning - https://www.britannica.com/topic/Hinduism/The-modern-period-from-the-19th-century Gain an overview of the Hindu renaissance. Get students to write up a timeline of ideas of the key thinkers – Ram Mohan Roy, Dayanada Sarasvati, Ramakrishna, Vivekananda, RadhaKrishnan and Mohandas Gandhi.</p> <p>Watch a documentary on Ramakrishna https://www.youtube.com/watch?v=WzbXO8wvks0 Make notes – AO1</p> <p>Read Jamison Hinduism chapter on Ramakrishna. – Get students to summarize the influence of the mystical experience. AO1</p> <p>Plenary – produce a Venn Diagram on RamaKrishna & Gandhi – focus on beliefs and practices. Include their similarities and differences. AO1</p>	<p>Jamison, Ian – Hinduism (2006), Philip Allan Updates, ISBN:1844894207.</p> <p>Sri Ramakrishna: A Biography by Nikhilananda, Swami, (2010), Sri Ramakrishna Math, ASIN: B015WSV5TY.</p> <p>The Gospel of Ramakrishna by Sri Ramakrishna http://www.ramakrishna.org/rmk.htm.</p> <p>https://www.britannica.com/topic/Hinduism/The-modern-period-from-the-19th-century An overview of the Hindu Renaissance.</p> <p>https://www.youtube.com/watch?v=WzbXO8wvks0 RamaKrishna Documentary.</p>	<p>Compare Gandhi's beliefs and practices with Ramakrishna. AO1</p>	<p>Some ideas to expand upon –</p> <ol style="list-style-type: none"> 1. To what extent did Gandhi succeed in changing Hindu teachings in the modern world? 2. To what extent are Gandhi and Ramakrishna more appreciated in the West? 3. To what extent did Gandhi make a real difference to the status of the Dalits and women within Hinduism? 4. To what extent did Ramakrishna succeed in promoting Hinduism as a world religion? 5. To what extent did Gandhi and Ramakrishna strengthen Hindu identity? <p>Listen to the podcast on – Vivekananda 'Bring it all together' (10 minutes long) - https://bit.ly/2BhL5uo .</p>
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9	<p>Shri Paramahansa Ramakrishna - development of Advaita – his role in promoting Hinduism and developing neo-Vedanta thought; importance of Vivekananda and Ramakrishna mission in the development of Hinduism – <i>Ram Mohan Roy and Ramakrishna</i></p>	<p>Discuss Flip learning questions. AO2</p> <p>Quick quiz on key ideas of Advaita. AO1</p> <p>Read - http://www.advaita.org.uk/teachers/ramakrishna.htm - Explain how RamaKrishna developed the idea of Advaita. AO1</p> <p>Get student to look at different people and investigate their views, practices and impact upon Hinduism and the West. (Investigate Ramakrishna, Vivekananda & Ram Mohan Roy).</p> <p>https://www.youtube.com/watch?v=JELsPO4r44Q</p> <p>http://www.thehindu.com/opinion/lead/vivekanandas-legacy-of-universalism/article4599118.ece</p> <p>https://www.thefamouspeople.com/profiles/raja-ram-mohan-roy-5302.php</p> <p>https://www.britannica.com/biography/Ramakrishna</p>	<p>Jamison, Ian – Hinduism, (2006), Philip Allan Updates, ISBN:1844894207</p> <p>Swami Nikhilananda - Sri Ramakrishna: A Biography, (2010), Sri Ramakrishna Math, 9788171209712</p> <p>Sri Ramakrishna, The Gospel of Ramakrishna by Sri Ramakrishna, (2011), CreateSpace, ISBN: 9781463727772</p> <p>Isherwood, C., R amakrishna and his disciples, (1994), Advaita Ashrama, ISBN:8185301182</p> <p>https://www.thefamouspeople.com/profiles/raja-ram-mohan-roy-5302.php - an overview of Ram Mohan Roy</p> <p>http://www.advaita.org.uk/teachers/ramakrishna.htm - a webpage with a range of useful web links on Vivekananda and Ramakrishna.</p> <p>https://www.youtube.com/watch?v=uAUyFSEIzlw - Video by the Vedanta Society on Vivekananda and Ramakrishna</p> <p>https://www.revolvy.com/topic/Swami%20Vivekananda&item_type=topic (information on Vivekana, his tours in the West, his philosophy and his influence and legacy)</p> <p>Information on the Gospel or Sri Ramakrishna https://www.youtube.com/watch?v=Zdl7Ww7lIGc</p> <p>https://www.slideserve.com/doctorrao/gospel-of-sri-ramakrishna</p>	<p>To what extent was Ramakrishna influenced by Western ideas? AO2</p>	<p>Flip learning : Read up on Ramakrishna's influence on the west: http://www.ramakrishna.eu/EnglishSaVie.html - good overall, but particularly useful for teachings on caste.</p> <p>http://vedantasociety.net – the official website of the Ramakrishna Vedanta Society founded by Swami Vivekananda</p> <p>https://www.vedanta.org.uk</p> <p>https://www.vedanta.org.uk/vedanta/ – The official website of the Vedanta institute of London, links contains a short video and a text explanation of the concept of Vedanta.</p> <p>https://ramakrishna.org/sv.htm</p>
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		<p>Notes on Swami Vivekananda by the National Hindu Students Forum (UK) pack to support (see https://bit.ly/2M6OgbF).</p> <p>Feedback information on each of the Neo –Vedanta Movement. read - http://vedanta.org/our-teachers/sri-ramakrishna/ - Explain how Ramakrishna's views & quotes link to Advaita.</p> <p>http://vedanta.org/our-teachers/swami-vivekananda/ Explain how Vivekananda's views & quotes link to Advaita (Also, see notes attached from the National Hindu forum).</p> <p>Produce a Venn diagram (comparing and contrasting on Ramakrishna & Vivekananda Ramakrishna & Ram Mohan Roy.</p>			
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10	<p>Shri Paramahansa Ramakrishna - creation of popular discourse of Hinduism in the West; development of neo-vedanta; tolerance and respect of all spiritual paths; unity of spiritualism and materialism; development of Hinduism as world religion; influence on Hindu identity; influence on attitudes to caste and worship and idols.</p>	<p>Flip Learning - Read up on Ramakrishna influence on the west: http://www.ramakrishna.eu/EnglishSaVie.html - http://vedantasociety.net – https://www.vedanta.org.uk https://www.vedanta.org.uk/vedanta/ https://ramakrishna.org/sv.htm</p> <p>Starter – Discussion on two key questions: 1) How did Ramakrishna help the development of Hinduism in the West? 2) How important is Vivekananda and the Ramakrishna Mission in relation to RamaKrishna’s teachings.</p> <p>Put students into groups and get them to provide arguments for and against the following AO2 issues. (using scholars and quotes from textbooks to support both sides).</p>	<p>Jamison, Ian – Hinduism (2006), Philip Allan Updates, ISBN:1844894207</p> <p>Sri Ramakrishna: A Biography by Nikhilananda, (2010), Sri Ramakrishna Math, ISBN:9788171209712.</p> <p>The Gospel of Ramakrishna by Sri Ramakrishna</p> <p>Isherwood, C. (1994) – Ramakrishna and his disciples, Advaita Ashrama, ISBN:8185301182</p> <p>Muller, F. Max (Translator) (2015), Ramakrishna: His Life and Sayings, CreateSpace , ISBN: 9781514218495</p> <p>http://www.ramakrishna.eu/EnglishSaVie.html - good overall, but particularly useful for teachings on caste.</p> <p>http://vedantasociety.net – the official website of the Ramakrishna Vedanta Society founded by Swami Vivekananda.</p> <p>https://www.vedanta.org.uk https://www.vedanta.org.uk/vedanta/ – The official website of the Vedanta institute of London, links contains a short video and a text explanation of the concept of Vedanta.</p> <p>https://ramakrishna.org/sv.htm</p>	<p>Attempt one of the AO2 questions that a student didn’t plan in class.</p>	<p>Flip learning for Theme 3 lesson 1 - Before lesson 1 Flip learning – Read the following points from the website: http://www.iskcon.org/wat-is-iskcon/ http://www.iskcon.org/fo-under-acharya/.</p> <p>Make notes on What ISKCON is and explain the founder.</p>
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		<ul style="list-style-type: none">• The extent to which Ramakrishna was influenced by Western ideas.• The relative influence of Vivekananda and the Ramakrishna mission in the development of Hinduism as a world religion.			
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Theme 3ABC: Significant social and historical developments in religious thought

Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
1	<p>3A The reasons for the development and growth of ISKCON: A.C. Bhaktivedanta Swami Prabhupada; religious and cultural reasons for growth; Prabhupada's life and influence.</p>	<p>Flip learning – Read the following points from the website: http://www.iskcon.org/what-is-iskcon/ http://www.iskcon.org/founder-acharya/</p> <p>Watch- https://www.youtube.com/watch?v=nuZU81nhBBY</p> <p>Explain why ISKCON was so Popular in the 60s. – refer to the culture – Beatles, Hippy movement, a movement away from the Established Church, Rock & Roll Culture. AO1/AO2 (Connection - compare ISKCON with Situation Ethics- why did these two movements rise during this time?)</p> <p>Split students into 2 groups-</p>	<p>http://www.iskcon.org - The official website of the International Society for Krishna Consciousness (ISKCON).</p> <p>http://prabhupada.krishna.com - a website all about Krishna, brought to you by BBT Online Ministry Inc. including a summary of the life of Swami Prabhupada and his importance to the growth of the movement.</p> <p>http://www.radhanathswami.com/srila-prabhupada/ Radhanath Swami's website with reference to Swami Prabhupada and his work in translating several Hindu texts.</p> <p>http://www.religionfacts.com/hare-krishna - general information on ISKCON and Prabhupada.</p> <p>https://www.hinduismtoday.com/modules/smartsection/item.php?itemid=4499 – a useful article on whether ISKCON should be considered to part of Hinduism.</p> <p>Knott, K., My Sweet Lord: The Hare Krishna Movement, (1986) Wellingborough: Aquarian Press, ISBN:9780809570232</p>	<p>Area to evaluate: The relative importance of Prabhupada in the development and growth of ISKCON.</p>	<p>Before lesson 1 Flip learning – Read the following points from the website: http://www.iskcon.org/what-is-iskcon/ http://www.iskcon.org/founder-acharya/</p> <p>Make notes on What ISKCON is and explain who the founder was.</p> <p>Flip learning for the second lesson – research beliefs and practices of ISKCON – refer to the key beliefs & practise of: Book distribution, food for life, diet, Chanting, meditating, sitting under a guru. Refer to the vows</p>

		<p>1) Explain the religious and cultural reasons for ISKCON's growth. (Society at the time, Beatles, hippy culture, etc) Focus on the Spread from USA to Britain and then back to India. AO1/AO2</p> <p>2) Outline of Prabhupada's life and influence on ISKCON (highlight the key facts about his life and influence) (refer to Bhakti, Food for life Program, chanting, his Guru and his mission). AO2</p> <p>Group 1 – present findings. Get students to write down the key contributing factors for ISKCON'S rise.</p> <p>Group 2 – present findings. Get students to write down the key events in Prabhupada's life that led to ISKCON'S development. Plan the essay to complete for homework -</p>	<p>Klostermaier, K., A Survey of Hinduism, (2007), State University New York Press, ISBN:0791470822.</p> <p>Flood, G., An Introduction to Hinduism, (2004), Foundation Books, ISBN:8175960280.</p> <p>Jamison, I., Hinduism Philip Allan Updates, (2006), ISBN:1844894207.</p>		<p>and forbidden practices.</p>
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		Evaluate the claim 'without Prabhupada ISKCON would not exist.' AO2			
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Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
2	2A Key practices – regulation of life an austere code of behaviour; key beliefs, e.g. importance of bhakti for Krishna consciousness.	<p>Invite a member of ISKCON to come and talk or visit a centre if possible. (If you can, visit the BhaktiVedanta Centre in London).</p> <p>Otherwise follow this lesson plan -</p> <p>Starter – play https://www.youtube.com/watch?v=8qJTJNfzvr8</p> <p>Explain how the George Harrison Song links to ISKCON'S teachings on Bhakti.</p> <p>Do the matching game (available at https://bit.ly/2GkoEbg) of the key beliefs with pictures. Highlight the beliefs that are specific to ISKCON and the beliefs that are agreed with traditional Hinduism.</p> <p>AO1/AO2</p> <p>Mindmap what they already know about Bhakti from</p>	<p>http://www.iskcon.org – useful information on ISKCON members' lifestyle and beliefs.</p> <p>http://www.krishnapath.org/how-to-become-a-devotee/ - an introduction on how to be a devotee of Krishna.</p> <p>http://www.stuff.co.nz/life-style/life/8217435/The-real-life-of-a-Hare-Krishna - an interesting western perspective of a former devotee.</p> <p>https://harekrishnarevolution.wordpress.com/2011/06/08/human-life-is-meant-for-inquiring-about-god/#more-351 – information on Krishna consciousness.</p> <p>http://iskconbirmingham.org/how-to-practise-krishna-consciousness-at-home - ISKCON Birmingham website – ideas on how to practise Krishna consciousness at home.</p> <p>https://www.youtube.com/watch?v=ASj7PbKuvy4 – a short video on the daily life of an ISKCON member.</p> <p>http://www.iskcon.org/bhakti-yoga/ – useful information on bhakti yoga from the</p>	Attempt an AO1 or AO2 question from the lesson.	<p>Flip learning – watch a lecture by Dr. Keshav Anand Das graduated in the year 1999 as a medical doctor from India.</p> <p>https://www.youtube.com/watch?v=tRBfAmo67aI</p> <p>Make notes on the impact on the Vedas with regards to science.</p>

		<p>Theme 1B. Then make notes on the importance of bhakti for Krishna consciousness (use this as a cross link for Theme 4A).</p> <p>Watch the day in the life of a devotee https://iskconnews.org/video/life-of-a-devotee-amar-krishna-das,1566/</p> <p>Make notes on the key practices and beliefs.</p> <p>Highlight together the practices that are specific to ISKCON and practices that are observed by traditional Hindus.</p> <p>Get students to use suggested text book to gain scholarly quotes on the views of ISKCON'S beliefs and practices. AO1/AO2</p> <p>Ask students to plan essay in pairs. They should plan either an AO1 or an AO2. Then show swap plans with another pair. If they have done an AO1 question then</p>	<p>ISKCON website.</p> <p>Klostermaier, K., A Survey of Hinduism, (2007), State University New York Press, ISBN:0791470822.</p> <p>Flood, G., An Introduction to Hinduism, (2004), Foundation Books, ISBN:8175960280.</p> <p>Jamison, I., Hinduism Philip Allan Updates, (2006), ISBN:1844894207.</p>		
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		<p>they must swap with a pair who has done an AO2 question and vice versa – then attempt the plan received for homework-possible questions.</p> <p>Possible areas of focus for AO1:</p> <p>1) Prabhupada’s life and influence.</p> <p>2) The key beliefs and practices of ISKCON.</p> <p>Some AO2 areas:</p> <p>2) Whether ISKCON is a deviation (or divergence) from traditional Hinduism</p> <p>2) The importance of Prabhupada to the development of ISKCON.</p>			
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Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
3	<p>3B The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims.</p> <p>The challenges to Hinduism from secularisation and science: (i) The relationship between Hinduism and science in vedic literature – Samkhya yoga classifies matter; (ii) Hindu rishis as philosophers, mathematicians and scientists (iii) Charaka and (iv) Aryabhata.</p>	<p>Flip learning – watch a lecture by Dr. Keshav Anand Das graduated in the year 1999 as a medical doctor from India. https://www.youtube.com/watch?v=tRBfAmo67aI</p> <p>Make notes on the impact on the Vedas with regards to science.</p> <p>Mindmap the impact of the Vedas on science. Give reasons to agree & disagree with Dr. Keshav Anand Das' viewpoints.</p> <p><u>Group work</u> For (i) The relationship between Hinduism and Science in Vedic literature - Samkhya use http://www.faradayschools.com/wp-content/uploads/srsp_11-16_T1_U2c_Unit-overview_Hinduism-and-science.doc and</p>	<p>http://history-of-hinduism.blogspot.co.uk/2010/12/hinduism-and-science.html - An interesting overview of Hinduism and its relationship with science, with good links for Hinduism overall.</p> <p>http://www.thenewatlantis.com/publications/implicit-science-in-hindu-thought - Implicit Science in Hindu Thought from the New Atlantis Journal.</p> <p>https://goo.gl/T3F3Ms - Hinduism and Science extract from the Oxford Handbook of Religion and Science.</p> <p>https://www.huffingtonpost.com/gadadhara-pandit-dasa/hinduism-science-spirituality-intersect_b_967628.html</p> <p>- Stanford Encyclopaedia of Philosophy - Science and religion in Hinduism.</p> <p>http://www.huffingtonpost.com/mauricio-garrido/vedic-cosmology-integrating-god-and-physics_b_4612413.html - Vedic Cosmology: Integrating God and Physics.</p>	<p>Write a mini essay AO1 - focusing on reasons why Hinduism and science are compatible.</p>	<p>Before the next lesson look at:</p> <p>https://www.huffingtonpost.com/gadadhara-pandit-dasa/hinduism-science-spirituality-intersect_b_967628.html - Huffpost article on the links between the Vedic tradition and science.</p>

		<p>previous flip learning work.</p> <p>For (ii) Hindu rishis as philosophers, mathematicians and scientists https://www.huffingtonpost.com/gadadhara-pandit-dasa/hinduism-science-spirituality-intersect_b_967628.html.</p> <p>For (ii) Charaka and (iv) Aryabhatta Use - https://www.bbc.co.uk/prgrammes/b082r4lv</p> <p>Each person in the group to research one of the four areas of the specification and feedback to the rest of the group (5 mins each).</p> <p>Pool each groups resources to produce further class notes.</p> <p>Plan a mini essay - AO1 – focusing on reasons why Hinduism and science are</p>	<p>http://www.faradayschools.com/wp-content/uploads/srsp_11-16_T1_U2c_Unit-overview_Hinduism-and-science.doc - The Hindu and Scientific View of Cosmology from Science and Religion in School.</p> <p>http://www.huffingtonpost.com/mauricio-garrido/vedic-cosmology-integrating-god-and-physics_b_4612413.html - Vedic Cosmology: Integrating God and Physics article from Huffingtonpost.com.</p> <p>https://www.speakingtree.in/blog/rshik-s-of-the-rgveda-214571 - definition of the term 'rishi'.</p> <p>http://iaimjournal.com/wp-content/uploads/2015/02/27-Lessons-in-medical-ethics.pdf - PDF from the International Archives of Integrated Medicine, contains information on Charaka.</p> <p>http://firstip.org/legendary-scientists/acharya-charak-father-of-medicine-300bc - article on Charaka from FIRSTIP.</p> <p>https://www.thefamouspeople.com/profiles/aryabhata-5427.php - a brief summary of the life of Aryabhatta taken from Famouspeople.com.</p>		
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Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
4	Hinduism's acceptance of scientific advancements – a legitimate but incomplete step towards knowing and understanding reality	<p>Flip learning- https://www.huffingpost.com/gadadhar-a-pandit-dasa/hinduism-science-spirituality-intersect-b-967628.html</p> <p>Discuss what you researched from the Huffington Post article.</p> <p>Use prior understanding of Brahman (Theme 1D and Theme 2A) and link to the Vedic and scientific concepts.</p> <p>Use the books and articles shown. Also, use a helpful resource on the next page, download the resource booklet:</p>	<p>Religion and Science (Stanford Encyclopedia of Philosophy) - Stanford Encyclopedia of Philosophy - Science and religion in Hinduism.</p> <p>How does a modern Hindu living in the UK reunite these different beliefs? Research Case study:</p> <p>Jagadish Chandra Bose http://www.independent.co.uk/news/people/jagadish-chandra-bose-158-birthday-who-is-he-google-doodle-scientist-crescograph-biophysics-a7445526.html and https://www.britannica.com/biography/Jagadish-Chandra-Bose http://www.neverofftopic.com/teacherspages/srs-p-home/16-19/srsp-16-19-topic-5-unit-1c-a-hindu-perspective/ This is an excellent resource on Hinduism and science with scholarly quotes.</p> <p>Raja Ram Mohan Roy Vedic Physics: Scientific Origin of Hinduism , (2015), Mount Meru publishing, ISBN:1988207045</p> <p>Voiels, V., Hinduism: A New Approach, (1998) Hodder and Stoughton, ISBN: 9780340815045.</p>	H/W worksheet (see https://bit.ly/2HSUr5H for some ideas) get students to compare Muslim, Christian and Hindu views on a number of issues.	Read over https://www.britannica.com/topic/Hindutva - a summary of Hindutva and the BJP.

		<p>http://www.neverofftopic.com/teacherspages/srsp-home/16-19/srsp-16-19-topic-5-unit-1c-a-hindu-perspective/</p> <p>Split students into two groups – Group One are researching arguments to support the claim that science can help us understand the Ultimate Reality.</p> <p>Group Two must researching arguments to support the claim that science cannot help us understand the Ultimate Reality. (Both must use scholars and evidence to support their views).</p>	<p>Walker, J., Our World: Religion and Environment. (1994), Hodder and Stoughton, ISBN 9780340605493.</p> <p>Brockington, J. L. The Sacred Thread: Hinduism in its continuity and diversity (1989), Edinburgh: Edinburgh University Press, ISBN:9780748608300.</p> <p>Capra, F., The Tao of Physics: An Exploration of the Parallels between Modern Physics and Eastern Mysticism, (2010), Shambhala, ISBN: 9781590308356.</p> <p>Choudhury, A. R. 'Hinduism' in Holm, J. and Bowker, J. (eds) Attitudes to Nature, (1994), Frances Pinter Publishers Ltd, ISBN: 9781855670938.</p>		
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5	<p>The diversity of views – conservative and liberal. Hindutva response to secularisation in context in India as a secular state</p>	<p>Feedback from homework: Mindmap what they have researched about Hindutva (AO1). Discuss what the similarities and differences are between Hinduism & Christianity & Islam.</p> <p>Key question: Apart from beliefs and practices what were the other reasons for the Hindutva to rise against these two religions? AO1/AO2</p> <p>https://www.youtube.com/watch?v=FE8p9-rtHkY Watch the video and make AO1 notes on Hindutva and conservatism in India today. AO1</p> <p>https://www.youtube.com/watch?v=pRHMI67pjXg Watch the video and make notes on Hinduism and liberalism.</p> <p>What are the differences between conservative, liberal and reactionary Hindus?</p>	<p>http://indiafacts.org/hindu-political-thought-liberal-conservative-reactionary/ - an essay that is intended to provide a theoretical introduction to the three varieties of political thought that have emerged among the Hindus in modern times.</p> <p>https://www.thenews.com.pk/print/259425-hindutva-versus-secularism - an article from Thenews.com on the fight between Hindutva and secularism.</p> <p>https://www.dailyo.in/politics/gujarat-assembly-poll-hindutva-hinduism-rahul-gandhi-congress-savarkar/story/1/21214.html and an article from the Daily O - Gujarat election: How Congress gave Hindutva a new definition.</p> <p>https://www.britannica.com/topic/Hindutva - a summary of Hindutva and the BJP.</p> <p>Maitram G. - Hindutva and Secularism:: Indian Perspective (2014), ASIN: B01K9BUFS6</p> <p>Sharma, J., Hindutva, (2016), Harper Collins, ISBN:9789351773979</p> <p>V.D. Savarkar, H.D., Hindutva (2003), Hindi Sahitya Sadan, ISBN:9788188388257.</p>	<p>Under timed conditions (36 mins) students to write a response to the issue of Hindutva and Secularization.</p>	
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6	<p>Influence of secularisation in India; orthodox Hindus view history as pre-ordained and therefore accept aspects of secularisation.</p>	<p>To what extent do orthodox Hindus consider that history is pre-ordained? Discuss the concept of secularism.</p> <p>Article research – Reaction sheets: big piece of paper, small groups. In the centre have a printed short article. – Learners to write as much as they can around the article. Groups move around to the next sheet and read the comments and questions left by the last group. They then add their own ideas. – Return to their original sheet and review the comments left by the previous group. AO1/AO2 (see next page)</p> <p>https://www.thestatesman.com/opinion/secular-hindutva-1502622418.html</p>	<p>https://www.civilserviceindia.com/subject/Esay/secularism.html - a Civil Service India article on secularism in India.</p> <p>https://www.britannica.com/topic/eschatology - a definition of eschatology.</p> <p>https://www.thestatesman.com/opinion/secular-hindutva-1502622418.html - an article from the Statesman on Hindutva.</p> <p>http://www.sunday-guardian.com/analysis/hindutva-is-a-secular-way-of-life - an article from the Sunday Guardian on Hindutva is a secular way of life.</p> <p>http://www.peoplesdemocracy.in/2015/12/27/pd/secularism-versus-hindutva an article from Peoples' Democracy on Hindutva is a secular way of life.</p> <p>https://www.huffingtonpost.com/aparna-pande/secular-india-v-hindu-nationalism_b_6397778.html - a HuffPost article on Secular India vs. Hindu Nationalism.</p> <p>Maitram G. - Hindutva and Secularism: Indian Perspective (2014), ASIN: B01K9BUFS6.</p>	<p>Can it be reasonable to expect a country as large and diverse as India to have a government that fits all its inhabitants' religious beliefs? Give 3 reasons for and against. Try and add scholarly quotes & evidence from the lesson. AO2</p>	<p>Flip learning – explain the 4 main aims in life- http://www.hinduwebsite.com/hinduism/h_aims.asp</p> <p>Give 3 key points for each of the 4 aims.</p>
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		<p>https://bit.ly/2WGu0DJ).</p> <p>Read the following article and discuss whether India is a secular state.</p> <p>http://www.preservearticles.com/201103264743/india-as-a-secular-state.html</p>			
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7	<p>3C Hindu liberationist thinking as defending the poor and oppressed: The importance of the four purusharthas – the four aims of life – dharma (righteousness), artha (wealth), kama (pleasure) and moksha (liberation) to the Hindu attitude to wealth and poverty and the relationship between them.</p>	<p>Flip learning - http://www.hinduwebsite.com/hinduism/h_aims.asp Give 3 key points for each of the 4 aims.</p> <p>Research and present each of the 4 aims. They need to investigate key aspects –</p> <ol style="list-style-type: none"> practice of the aim in everyday life positive aspects of the aim negative aspects of the aim how does this aim impact upon Wealth & Poverty? (provide 	<p>http://www.hinduismfacts.org/four-purusharthas/ - good introduction to purusharthas.</p> <p>http://www.hinduhumanrights.info/purusharthas-four-hindu-aims-of-a-balanced-life/ - An article on Purusharthas: Four Hindu aims of a Balanced Life.</p> <p>http://www.beliefnet.com/faiths/hinduism/the-guide-to-obtaining-moksha.aspx - a BeliefNet article on obtaining Moksha.</p> <p>http://www.sacred-texts.com/hin/manu.htm - The Laws of Manu - George Bühler, translator (Sacred Books of the East, Volume 25).</p> <p><u>Purusharthas</u> https://www.youtube.com/watch?v=D2t8DsQYh_0 – an Epified video on Purushartha - The four aims of life.</p> <p>http://www.hinduwebsite.com/hinduism/h_aims.asp - an article on the Purusharthas from the Hinduwebsite.</p> <p><u>Wealth and Poverty in India</u> http://nitibhan.com/2015/09/13/key-</p>	<p>Prepare presentation for next lesson</p>	<p>Research your aim thoroughly and provide scholarly quotes.</p>
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		<p>scholarly quotes to support) (A02)</p> <p>Prepare presentation for next lesson.</p>	<p>insights-on-the-reality-of-rural-india-socio-economic-caste-census-data/ - key Insights on the Reality of Rural India: Socio-Economic & Caste 2011 Census data.</p> <p>http://www.alliancemagazine.org/feature/traditions-of-giving-in-hinduism/ - an article from the Alliance website on the Traditions of giving in Hinduism.</p>		
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8	As above lesson 7	<p>Show presentations and fill in the grid on the purusharthas (see https://bit.ly/2UB48Hq) AO1 & AO2</p> <p>http://indiafacts.org/the-arthashastra-and-the-welfare-state/ Read the link above and then explain the arthashastras and how it links to Purusharthas & poverty/wealth. AO1</p> <p>Ask students to analyse key quotes from the spec - Manu 4v12, Manu 4v15 & Rig Veda 10:117 (see https://bit.ly/2TuOLQP with quotes from the arthashastra to analyse).</p> <p>Create an essay plan focusing on the AO2 requirement of: Relevance and practicality of Hindu attitude to wealth and poverty in today's world.</p>	How relevant and practical are the four purusharthas in guiding Hindus on issues of wealth and poverty in today's world?	Create an essay plan focusing on the AO2 requirement of: Relevance and practicality of Hindu attitude to wealth and poverty in today's world.	<p>Flip learning Watch - https://www.youtube.com/watch?v=cFv5cvoS9J8</p> <p>https://www.youtube.com/watch?v=2M-7BAN0vAs</p> <p>Explain how Vinoba Bhave helped people in poverty.</p>
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9	<p>Their influence on the guidance of artha shastras; influence of Vinoba Bhave.</p>	<p>Recap discussion - Explain how the four purusharthas influence the guidance of the artha shastras.</p> <p>Mind map what they learnt about Vinoba Bhave in the two videos. www.youtube.com/watch?v=cFv5cvos9J8 https://www.youtube.com/watch?v=2M-7BAN0vAs</p> <p>Give students notes from four different websites articles or notes (see below) and quotes from Vinoba Bhave memoirs.</p> <p>https://www.culturalindia.net/reformers/acharya-vinoba-bhave.html</p> <p>http://vinobabhav.org</p> <p>https://mumbaimirror.indiatimes.com/mumbai/other/mumbais-evergreen-82-yr-old-gandhian/articleshow/6270</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/rs/poverty/hiconcernrev1.shtml - a BBC Bitesize a brief summary of Hinduism: concern for others.</p> <p>https://www.culturalindia.net/reformers/acharya-vinoba-bhave.html - an article from Cultural India on Vinoba Bhave.</p> <p>http://vinobabhav.org - a website on the life and mission of Vinoba Bhave.</p> <p>https://mumbaimirror.indiatimes.com/mumbai/other/mumbais-evergreen-82-yr-old-gandhian/articleshow/62702453.cms - an article on Daniel Mazgaonkar who toured India with Vinoba Bhave.</p> <p>To what extent has <i>Vinoba Bhave</i> influenced Hindu attitudes to social welfare?</p> <p>Vinoba , Moved by Love: The Memoirs of Vinoba Bhave, Resurgence Books ISBN: 9781870098540.</p>	<p>Address the issue for analysis and evaluation in bold in the resources section.</p> <p>Create a revision document to aid other A-level students if they are revising Theme 3ABC. It can be a poster, booklet, PowerPoint, film or another document. It must include key vocabulary, reference to specification scholars and strengths and weaknesses. AO1/2</p>	<p>Preparation for Theme 3DEF– Read over Theme 1E- Gandhi, 1F Vivekananda, Ram Mohan Roy and Ramakrishna & Theme 3B – Hindutva.</p>
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		<p>2453.cms</p> <p>http://www.culturalindia.net/reformers/acharya-vinoba-bhave.html)</p> <p>Get each group to collect notes that explain Vinoba Bhave impact on Wealth and poverty. (AO1)</p> <p>Annotate - Telegraph (India) by Baskant Kumar Mohanty (2012) https://www.telegraphindia.com/1120919/jsp/nation/story_15993611.jsp</p> <p>Mini debate - Argue the case that Vinoba Bhave did the most to help those in poverty. (include alternatives Gandhi, ISKCON, etc.). AO2</p> <p>Quick – quiz on key words and ideas.</p>			
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Theme 3DEF: Significant social and historical developments in religious thought

Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
1	<p>3D) The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Difference between diversity and pluralism: Hinduism itself can be viewed as a pluralist tradition; many religious and cultural variations tolerated within Hinduism itself.</p>	<p>Prior to this lesson – get students to read again over Theme 1EF - Gandhi, Vivekananda, Ram Mohan Roy and Ramakrishna & Theme 3B – Hindutva.</p> <p>Starter - https://www.youtube.com/watch?v=2-WCICmhMo Does Jay Lakhani's view link to the views of many Hindus?</p> <p>Analyse Vivekananda's speech in Chicago explain how it links to pluralism - https://www.news18.com/news/india/full-text-swami-vivekanandas-1893-chicago-speech-436553.html AO1 & AO2.</p> <p>Also, listen to Vivekananda's Podcast – see attached. https://www.bbc.co.uk/programmes/b0717b5l Make notes. AO1</p>	<p>Flood, G., An introduction to Hinduism, (2004), Foundation Books, ISBN:9788175960282.</p> <p>Jacobs, S., Hinduism Today, Chapter 5, (2010), Continuum, ISBN: 9780826430656.</p> <p>Hatcher, B., Hinduism in the Modern World, (2015), Chapter 8, ISBN: 9780415836043.</p> <p>Swami Vivekananda, Practical Vedanta Philosophy, (2010), Advaita Ashrama, ISBN: 9788175050877.</p> <p>http://www.stateofformation.org/2015/08/the-difference-between-religious-diversity-and-religious-pluralism/ an article by Jenn Lindsay on the important distinction between religious diversity and religious pluralism.</p> <p>http://pluralism.org/religions/hinduism/ - Harvard University's pluralism project - good for diversity and pluralism, but more on Hinduism in general too. Including the diverse nature of Hinduism itself http://pluralism.org/religions/hinduism/introduction-to-hinduism/what-does-hindu-</p>	<p>Can a diverse and pluralistic society thrive without genuine freedom of speech?</p> <p>Mini essay Make the case that Hinduism is a pluralistic tradition. AO1</p>	<p>Explore this idea through the views of Hindus. Using the document https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1167 for guidance, create a response to the AO2 issue:</p> <p>'To what extent is Hinduism an exclusivist or inclusivist tradition.'</p> <p>Flip learning for next lesson – listen and make notes on Gandhi. https://www.bbc.co.uk/programmes/b072mvvr</p>

		<p>Using prior knowledge of Hinduism from A Level Themes 1 & 2 – explain how Hinduism can be seen as pluralistic. AO1</p> <p>Activity – heads up – students have to pretend to be Vivekananda, Ramakrishna or Gandhi – they have to give an argument from their scholar’s perspective as to why Hinduism is pluralistic/ inclusivists – use quotes to support. Use books, Theme 3ABC and the articles to support (AO1)</p> <p>Mini essay plan Make the case that ‘Hinduism is pluralistic tradition.’ AO1</p>	<p>mean/ .</p> <p>http://pluralism.org/religions/hinduism/introduction-to-hinduism/a-context-for-diversity/</p> <p>https://www.civilserviceindia.com/subject/Essay/secularism.html - an article from Civil Service India.com on the importance of India as a secular state for the promotion of religious and cultural pluralism.</p> <p>http://www.indiaonlinepages.com/population/muslim-population-in-india.html - statistical information on the growth of Islam in India from Indiaonlinepages.com</p> <p><i>NB: India is the world’s largest democracy but with a large Muslim population.</i></p> <p>https://www.news18.com/news/india/full-text-swami-vivekanandas-1893-chicago-speech-436553.html <i>Vivekananda’s speech in Chicago</i></p>		
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2	<p>Historical origins of Hindu attitudes – Mahatma Gandhi’s Sarvodaya (universal uplift or welfare for all).</p>	<p>Starter - Feedback on Flip learning – What do we know about Gandhi? Why would he believe in helping others? AO1/AO2</p> <p>Analyse the two web articles (you could split it into two groups) AO1 - http://www.mkgandhi.org/articles/gandhi_sarvodaya.html# and http://www.gandhifoundation.net/about%20gandhi7.htm</p> <p>Try to explain what Sarvodaya is from the articles and the impact of Gandhi’s movement. AO1</p> <p>Link – Discuss how the Vinoba Bhave Bhoodan Movement developed from Gandhi’s idea of Sarvodaya. AO1/AO2</p> <p>Scholar search – give Students Hinduism text books to provide scholarly quotes & Hindu text to</p>	<p>Jamison, I., Hinduism, (2006), Philip Allan Updates, ISBN:1844894207.</p> <p>Chadha, Y. , Rediscovering Gandhi, (1997), Century, ISBN:0712677313</p> <p>Prashad, C. Ram – ‘Contemporary Political Hinduism’ in “Companion to Hinduism”, Flood, G. (editor), Oxford, (2005), ISBN: 9781405132510.</p> <p>Grukalski, B., On Gandhi, (2001), – On Gandhi, Wadsworth, ISBN:0534583741.</p> <p>http://www.mkgandhi.org/articles/gandhi_sarvodaya.html - information from mkgandhi.com on Sarvodaya.</p> <p>http://www.gandhifoundation.net/about%20gandhi7.htm - an article from the Gandhi Research Foundation on the influence of Mahatma Gandhi’s Sarvodaya on Hindu attitudes to other religions.</p>	<p>Attempt these key questions from the AO2 WJEC Hinduism resource – https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1167</p> <ol style="list-style-type: none"> 1. Can it be argued that Hinduism has always been tolerant of other religions? 2. What do Hindu scriptures say about attitudes to other religions? 3. Has Gandhi’s Sarvodaya brought about anything new to the way in which Hindus consider other religions? <p>AO1</p>	<p>Flip learning – read over Hindutva notes taken from Theme 1 & Theme 3.</p>
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		<p>support the concept of Sarvodaya. (AO1)</p> <p>Look at the impact of Gandhi's Sarvodaya. Make notes AO1/AO2 https://www.youtube.com/watch?v=1GqlrqcLn4M and https://www.youtube.com/watch?v=CKkXqifXEJl The Sarvodaya Movement.</p> <p>Create a Mark Scheme for a focusing on the AO1 topic: historical origins of Hindu attitudes - Mahatma Gandhi's Sarvodaya.</p>			
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3&4	<p>The conflict between exclusivism and pluralism; Hindu attitudes towards other faiths – concept of ishtadeva (God honoured under many names and forms); a person's choice which is the focus of their religious quest; celebration of divine under one name does not imply exclusion of celebration under another name or form.</p>	<p>Read an Open Univeristy Article on Ishtadeva - http://www.open.edu/openlearn/history-the-arts/culture/religious-studies/studying-religion/content-section-8.2 from the article - Explain how the concept of ishtadeva is connected to Hindu teaching. Discuss which Hindu leaders would accept or reject this idea – show cross connection with other areas of the course. AO1/AO2</p> <p>Define exclusivism and pluralism. AO1</p> <p>Split the group into two groups a) Exclusivist & b) Pluralism. Learners create a diagram showing the three scholarly views For Pluralism (inclusivism)</p>	<p>Flood, G., An introduction to Hinduism, (2004), Foundation Books, ISBN:9788175960282.</p> <p>Jacobs, S., Hinduism Today, chapter 5, (2010), Continuum, ISBN: 9780826430656.</p> <p>Killingley, D. et al, Hindu Ritual and Society, (1991), Grevatt & Grevatt, ISBN:0947722068.</p> <p>Kinsley, D. R., Hinduism: A Cultural Perspective, (1993), Prentice Hall, ISBN:0133957322.</p> <p>Klostermaier, K., A Survey of Hinduism, (2007), State University of New York Press, ISBN:0791470822.</p> <p>http://www.newworldencyclopedia.org/p/index.php?title=Religious_exclusivism – an explanation of the term exclusivism from the New World Encyclopaedia.</p> <p>https://www.thenews.com.pk/print/259425-hindutva-versus-</p>	<p>Provide answers from the key questions taken from https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1167 for guidance</p> <ol style="list-style-type: none"> 1. What practical evidence is there to support Hinduism as an inclusivist tradition? 2. In this context to what extent is there a difference between Hinduism in the West and Hinduism in the East? 3. To what extent has accepting the validity of other faiths influenced the lifestyle of Hindus? 4. Is the exclusivist discourse of Hindu nationalism the prevailing discourse in Hinduism? 5. Is an exclusivist philosophy necessary to 	<p>Read over Theme 3A notes – looking at ISKCON and read over http://londonmandir.baps.org/about/history-of-baps-in-the-uk-europe/ Looking at a large Hindu Movement in Britain and one of the Most famous mandirs in Britain.</p>
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		<p>or Exclusivism. (Use books and websites referenced and previous knowledge from Theme 1 & 3) The diagram should include:</p> <ul style="list-style-type: none"> • Name of scholar • Key beliefs and teachings • Practices • Key vocabulary where appropriate. <p>AO1</p> <p>Create their own 'The Big Question' Show where each student must be an Exclusivist or Inclusivism scholar with the teacher being Nicky Campbell leading the show.</p> <p>Provide some key questions:</p> <p>Does India Need to be a Hindu state?</p> <p>Can only Hindus</p>	<p>secularism - an article from The News on how the political battle in India reflects opposite sides on the exclusivism v pluralism debate (refer back to Theme 3B and link to Hindutva).</p> <p>https://www.britannica.com/topic/Hindutva - Encyclopaedia Britannica article on the BJP and their promotion of Hindutva.</p> <p>https://timesofindia.indiatimes.com/Religious-pluralism-and-Hinduism/articleshow/8363604.cms an article from Times of India on how Hinduism's apparent inclusivism has fostered religious pluralism.</p> <p>http://www.dummies.com/religion/hinduism/hindu-gods-and-goddesses/ - an article which indirectly refers to the concept of ishtadeva.</p> <p>http://www.bbc.co.uk/religion/religions/hinduism/beliefs/jesus_1.shtml - an interesting article</p>	<p>safeguard Hindu identity?</p>	
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		<p>achieve Moksha?</p> <p>Is Hindutva more a Political Movement than a Religious Movement? AO2</p> <p>Create a Venn diagram for pluralism & exclusivism.</p>	<p>linked to the Hindu concept of ishtadeva.</p> <p>https://www.thoughtco.com/steve-jobs-and-hinduism-1770109 - an interesting article from Thought.co on Steve Jobs - is this ishtadeva in action?</p> <p>https://thediplomat.com/2017/02/steve-bannon-dharma-warrior-hindu-scriptures-and-the-worldview-of-trumps-chief-ideologue/ - an article from the Diplomat.com on Steve Bannon and his appreciation of the Bhagavad Gita.</p> <p>https://www.huffingtonpost.com/entry/steve-bannon-bhagavad-gita_us_589b9b55e4b04061313b7746 can Steve Bannon and Steve Jobs both be part of a Hindu worldview?</p>		
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5	<p>3E) The impact of migration on Hindu identity and the challenges of being a religious and ethnic minority in Britain: The meaning of Hindu identity in terms of belief practice, lifestyle, worship and conduct.</p>	<p>Starter – watch https://www.youtube.com/watch?v=vYRopDzdNmg Explain the importance of Hindu identity in Britain.</p> <p>Feedback information from Lesson 4 on ISKCON & BAPS Shri Swaminarayan Mandir. Examine how they show Hindu identity and practices.</p> <p>Read https://www.equality.admin.cam.ac.uk/files/faiith_guide_hinduism.pdf make notes on Hinduism in Britain.</p> <p>Take scholarly quotes from https://bit.ly/2HNTbR9 Make points about Hindu identity shown through beliefs and practices. Feedback to the class. AO1</p>	<p>Richards, G., A Source book of Modern Hinduism, (1996), Routledge, ISBN:0700703179.</p> <p>Weller, P., Hindu Origin and Key organisations in the UK, (2008), Continuum, ISBN:9780826498984.</p> <p>Bowen, D., Hinduism in England, (1980), ASIN: B000PCZFBC.</p> <p>BBC documentary: a tale of five temples – the story of Hinduism in Britain – offers a very brief overview of Hinduism in the UK - an extract can be found here: https://www.youtube.com/watch?v=jvk9p1vxxRU</p> <p>See Paul Weller articles 'Hinduism in the UK' on Hightail: https://bit.ly/2tdmTVX and https://bit.ly/2RF81t0</p>	<p>Attempt an AO1 question focusing on: The meaning of Hindu identity in terms of belief, practice, lifestyle, worship and conduct; possible conflict of traditional Hinduism with popular culture; difficulties of practising Hinduism in a non-Hindu society.</p>	<p>How does a modern Hindu living in the UK unite these different beliefs? Reinforcement.</p>
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		<p>Watch - BBC documentary: a tale of five temples – the story of Hinduism in Britain – offers a very brief overview of Hinduism in the UK - an extract can be found here: https://www.youtube.com/watch?v=jvk9p1vxXRU. Make notes. AO1</p> <p>Ask students to make a list of the key issues associated with being a Hindu and British. AO2</p>	<p>https://bit.ly/2MTZx0A 'Connecting British Hindus' document on Hightail.</p> <p>https://bit.ly/2RF4dry The Hindu Youth Research Project 2001</p> <p>http://hinduforum.eu - Website of the Hindu Forum of Europe.</p> <p>http://www.hfb.org.uk Hindu Forum of Britain website.</p> <p>http://www.hfb.org.uk/item/13-caste-not-class-is-the-main-british-problem-lords.html Focus on caste.</p> <p>http://www.hfb.org.uk/hfb-departments.html Influence of British Hindus within the Government.</p>		
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6	Possible conflict of traditional Hinduism with popular culture; difficulties of practising Hinduism in a non-Hindu Society.	<p>If you can - visit a mandir or invite a Hindu to speak to your class.</p> <p>Starter – discuss what they student learnt about migration of Hindus in Britain via the documentary on ‘The Tale of 5 Temples’. AO1</p> <p>Analyse the Charts and Statistics with your knowledge about Hinduism and Britain. AO1/AO2 https://bit.ly/2tdmTVX Watch – an Introduction of the Survey on Hinduism in Britain - https://www.youtube.com/watch?v=-FOQIXCvsqk</p>	<p>Vertovec, S., The Hindu Diaspora: Comparative Patterns, (2000), Routledge, ISBN: 9780415238939.</p> <p>Jacobs, S., Hinduism Today, chapters 4 & 6, (2010), Continuum, ISBN: 9780826430656.</p> <p>‘Connecting British Hindus’ document on Hightail. https://bit.ly/2MTZx0A</p> <p>The Hindu Youth Research Project 2001 on Hightail. https://bit.ly/2RF4dry</p>	Produce a table explaining the difficulties and opportunities associated with being a Hindu in Britain’s secular society today. AO2	Write up your findings and ask the speaker for feedback or the trip. https://bit.ly/2IsZ2GZ Flip learning – listen to podcast on Women in Hinduism. (AO1)
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		<p>Give students extracts of 'Connecting British Hindus' document on Hightail https://bit.ly/2MTZx0A and analyse them. to quote scholarly quotes to provide AO1 & AO2 arguments. (Also, link back to Theme 3A ISKCON)</p> <p>Discuss the issue surrounding being a British Hindu today.</p> <p>Give students a question each to aid them in arguments for this section –</p> <ol style="list-style-type: none"> 1. What aspects of Hinduism make assimilation impractical or even impossible? 2. How do some Hindu practices and rituals have the potential to bring about conflict with the 			
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		<p>secular laws and culture of British society?</p> <p>3. How are some Hindus more successful than others in assimilating?</p> <p>4. Why is the need to assimilate not an issue at all for some Hindus?</p> <p>5. How does British society embrace Hindu religious identity?</p>			
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7	<p>The relationship between religion and society: religion, equality and discrimination. The changing roles of men and women in Hinduism (including different views within the religion): Religious and cultural views on the rights of women. Traditional views on the role of men and women in Hinduism.</p>	<p>Using the Flip learning Podcast (Lesson 6) get students to discuss the following questions - What are the traditional roles of men and women in Hinduism? Discuss the gender roles in current British society. How do traditional Hindu norms (if any) compare? AO1/AO2</p> <p>Use books and then take extracts from The Survey on Hinduism in Britain 'Connecting British Hindus' document on Hightail and analyse them in relation to Gender, equality and discrimination. AO1 https://bit.ly/2MTZx0A</p> <p>Prepare a debate</p>	<p>Morgan, P., Ethical Issues in Six Religious Traditions, (2007), ISBN:9780748623303.</p> <p>Bolich, G. G., Crossdressing in Context, (2008), ASIN: B013RPMGKQ.</p> <p>Kishwar, M., In Search of Answers: Indian Women's Voices, (1984), Zed Books Ltd, ISBN:0862321786.</p> <p>Kishwar, M., Off the Beaten Track – Rethinking Gender Justice for Indian Women, (2002), Oxford University Press, ISBN:0195658310.</p> <p>Richards, G, A Source book of Modern Hinduism, (1996), Routledge, ISBN:0700703179.</p> <p>Kishwar, M., In Search of Answers : Indian Women's Voices from Manushi : A Selection from the 1st 5 Years of Manushi, (1992), Stosius Inc/Advent Books</p>	<p>Prepare an AO2 Question focusing on the issues from the specification:</p> <p>Changing roles of men and women in Hinduism. The extent to which feminism is an issue in Hinduism today. Focus on the idea - Is gender equality totally achievable within a Hindu context?</p> <p>Can you follow the caste system in Britain today? Refer back to work on liberal and conservative views in Theme 3B.</p>	<p>Flip learning - A case study of Indira Gandhi https://bit.ly/2lsv5qc Listen to Podcast and make notes. (AO1)</p>
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		<p>using websites and books focusing on AO2: Question focusing on the issues from the specification – The changing roles of men and women in Hinduism. The extent to which feminism is an issue in Hinduism today.</p>	<p>Division, ISBN:9788185487007.</p> <p>https://prezi.com/vdp-z3qejnw/gender-roles-in-hinduism/ - a Prezi on the traditional roles of men and women in Hinduism.</p> <p>http://www.hinduwebsite.com/hinduism/h_women.asp - an article on the Hinduwebsite.com on the traditional view of the status of women.</p> <p>http://www.livemint.com/Politics/9YWhgTvnZD8SoUFr07t3FO/Women-officers-and-the-gender-question-in-navy.html - The changing role of women in the Indian navy.</p> <p>http://iskconeducationalservices.org/HoH/practice/703.htm - link back to Theme 3A and their work on ISKCON.</p>		
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8	<p>Development of the role of women with reference to <i>Indira Gandhi</i>;</p>	<p>Flip learning. A case study of Indira Gandhi https://bit.ly/2lsv5qc Listen to Podcast and make notes (AO1). Feedback the notes.</p> <p>https://www.youtube.com/watch?v=q8aETK5pQR4 Watch the Interview on Indira Gandhi and make notes on how she made an impact on the role of women in India. AO1</p> <p>Get students to prepare a speech as if they are Indira Gandhi, expressing her views on Gender roles in Hinduism when addressing a UN Women's Conference. Ask students to add actual quotes from Indira Gandhi and stories about her life and how they have influenced her decisions. AO1</p>	<p>Carras, M.C., (1979) <i>Indira Gandhi: In the Crucible of Leadership</i>, ASIN: B005VNDLMU</p> <p>D'Amico, F. and Beckman, R. (1995), <i>Women in World Politics: An Introduction</i> chapter 3, ISBN-13: 9780897894111</p> <p>McLeod, J. , <i>The History of India</i>, chapters 9 and 10, ISBN-13: 9780313314599</p> <p>https://www.biography.com/people/indira-gandhi-9305913 - a brief synopsis of Indira Gandhi's life from Biography.com</p> <p>http://www.history.com/topics/indira-gandhi - a brief biography of Indira +Gandhi's life from History.com</p> <p>https://www.youtube.com/watch?v=Lmo87epaD1g ABC Nightline 's video report of Indira Gandhi's</p>	<p>Find out about other famous woman of Indian descent and how they have made an impact on feminism and gender roles. AO1/AO2</p>	<p>Flip learning – Watch these two videos about Madhu Kishwar and make notes. – https://www.youtube.com/watch?v=gtEKjBIDkvE (approx. 31mins) https://www.youtube.com/watch?v=6vGhKf1hV3s (approx. 3 mins)</p> <p>Get students to make notes on Madhu Kishwar's speeches and get some good quotes on her opinions. AO1/AO2</p>
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		Ask selected students to present their speeches or select the best one and share with the other students.	assassination. https://www.thefamouspeople.com/profiles/indira-gandhi-47.php - a brief biography of Indira Gandhi's life from Famous People.com		
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9	<p>Contemporary views on the role of women and feminism, with reference to Madhu Kishwar, how these ideas have impacted on the role of men.</p>	<p>Give feedback on homework and flip learning. What is Madhu Kishwar's views on Feminism? What positive female Hindu role models are there in Hinduism today? AO1</p> <p>Watch - https://www.youtube.com/watch?v=3kQD9oaMBRc About Gender roles in India. Discuss reasons why (from your Hinduism studies) many still follow traditional roles. AO1/AO2</p> <p>Get students to analyse the 3 articles and speeches. Provide evidence showing feminism has impacted on changes in the roles of men. AO1/AO2</p>	<p>Young, K. and Sharma, A. Feminism and World Religions, (1999), State University of New York Press, ISBN:9780791440247.</p> <p>Kishwar, M. P., Zealous Reformers, Deadly Laws: Battling Stereotypes, (2008), SAGE Publications, ISBN:9780761936374.</p> <p>https://www.theguardian.com/global-development-professionals-network/2014/mar/05/india-hinduism-goddesses-feminism-global-development - A Guardian article asking if the reverence given to Hindu goddesses translate into a higher status for India's women or does it hold them back?</p> <p>https://www.dailyo.in/variety/hinduism-feminism-patriarchy-vagina-worship-linga-devdutt-pattanaik-jauhar-sati-rajputs-bollywood/story/1/22114.html - An Article from the Daily O – Arguing whether Hinduism is Patriarchal or Feminist.</p>	<p>Create a table showing how feminism has impacted on changes in the roles of men and women. AO1/AO2</p>	<p>Preparation for Theme 4DEF. Flip learning – Read over Theme 1B – The teachings of the Bhagavad Gita with focus on bhakti yoga.</p>
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<http://www.thehindu.com/books/feminism-the-indian-context/article2586471.ece#!#>

The Hindu article on whether Hinduism is feminist.

<http://www.cddc.vt.edu/feminism/hindu.html>

http://www.edchange.org/multicultural/speeches/indira_gandhi_liberation.html Indira Gandhi's speech from 1980 on "True Liberation of Women".

<https://www.youtube.com/watch?v=gtEKjBIDkvE>

(approx. 31mins)

<https://www.youtube.com/watch?v=6vGhKf1hV3s> (approx. 3 mins)

Speeches by Madhu Kishwar.

<https://www.youtube.com/watch?v=3kQD9oaMBRc>

Traditional Roles for Hindu children.

Theme 4DEF: Religious practices that shape religious identity

Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
1	<p>Bhakti movement: Origin and background of movement; different types of bhakti.</p>	<p>Mindmap Bhakti Marga from Theme 1b in AS – link back to quotes from the Bhagavad Gita. Discuss how the Bhagavad Gita was revolutionary with the Bhakti pathway.</p> <p>Watch a video on Lord Chaitanya Mahaprabhu The Golden Avatara. Get students to explain the origins behind how the Bhakti movement spread. https://www.youtube.com/watch?v=sVY-QqaaJB4 (30 mins).</p> <p>Students discuss how Chaitanya used the understanding of the Bhagavad Gita and Krishna, to spread Bhakti through Kirtan (chanting the name of God).</p> <p>Use notes from the books suggested or use the slide show on the different types of Bhakti:</p>	<p>Rodrigues, H. Introducing Hinduism, (2016), Routledge, ISBN:0415549663</p> <p>Jamison, I. – Hinduism, (2006), Philip Allan Updates, ISBN:1844894207</p> <p>Knott, K., My Sweet Lord: The Hare Krishna Movement, (1986) Wellingborough: Aquarian Press, ISBN:9780809570232</p> <p>Fuller, C.J. The Camphor Flame: Popular Hinduism and Society in Hinduism,(1992), Chapter 3, ASIN: B01A1MQQG8</p> <p>Srinivasan, A. V., Hinduism for Dummies, (2011), John Wiley and Sons Ltd, ISBN-13: 978-0470878583</p> <p>Sharma, A., Classical Hindu Thought, (2012), D.K. Printworld Ltd, ISBN:8124606439</p> <p>http://www.livemint.com/Sundayapp/0irwa2rMY1IUKtPEtX4sO/A-brief-history-of-the-Bhakti-movement.html - a brief history of the Bhakti movement from the MINT website.</p> <p>http://www.historydiscussion.net/history-of-india/bhakti-movement-causes-hindu-society-andfeatures/3166 - a brief history of the Bhakti movement, its causes, etc. from the Historydiscussion.net website.</p>	<p>Attempt the essay on Bhakti Yoga and pathways by using the thinking hats game.</p>	<p>Flip learning - Research Pilgrimage (yatra) (https://bit.ly/2txCrUR) AO1</p>

		<p>https://www.slideshare.net/drshama65/mastering-the-emotions-bhakti-yogappt</p> <p>Research the following: 1) <u>Types of Bhakti</u>- Sakamya Bhakti, Nishkamya Bhakti – Aparā-Bhakti – Para Bhakti- 2) <u>Types of practices</u> (Link back to ISKCON) (make sure they include quotes) Present findings. AO1</p> <p>Read the corresponding passages from the Bhagavad Gita - 9:26-28, 9:32, 16:1-3. (Link back to AS Theme 1b on how Krishna believes that Bhakti yoga is the highest Pathway) – analyse each passage and how it relates to Beliefs and Practices of Bhakti yoga. AO1</p> <p>Put students into pairs and prepare a Death Match game with arguments – the</p>	<p>https://www.britannica.com/topic/bhakti - Encyclopedia Britannica article on the bhakti movement</p> <p>Fowler, J. Hinduism: Beliefs and Practices,(1996), ISBN:9781898723608</p> <p>Jamison, I. – Hinduism, (2006), Philip Allan Updates, ISBN:1844894207</p>		
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		<p>person with the strongest arguments wins – Which is the best pathway? Bhakti, Jnana, Raja, Karma, Samkyan</p> <p>Produce a mini essay – focusing on which is the best pathway in Hinduism.</p> <p>They can plan using a thinking hats game (see https://bit.ly/2RwJU4B) AO1</p>			
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2	<p>Bhakti marga (way of loving devotion); Vaishnava bhakti (loving devotion towards Vishnu); Shaiva bhakti (loving devotion towards Shiva); yatra (pilgrimage) as part of bhakti.</p>	<p>Feedback research on yatra (pilgrimage), what have they learnt about the importance of the yatra and the practices. AO1</p> <p>Put the class into 2 groups and get them to make notes on Vaishnava bhakti & Shaiva Bhakti. AO1</p> <p>Feedback to the class. Produce a Venn diagram of Shaiva Bhakti, Vaishnava Bhakti and Yatra. AO1</p> <p>Provide 5 reasons for and against Bhakti being an important Marga today – use scholars & key vocabulary. AO2</p> <p>Homework – Compare Shaiva Bhakti with Vaishnava Bhakti. When finished essays might be exchanged for cross-peer or self-assessed evaluation, comments, assessment. Provide learners with the five band assessment mark scheme. AO2</p>	<p>Bryant F. and Edwin, Bhakti Yoga, (2017), North Point Press, ISBN:9780865477759</p> <p>Swami Vivekananda, Bhakti Yoga: The Yoga of Love and Devotion (Art of Living), (2017) ISBN:9781521436301</p> <p>https://www.bhaktimarga.org - information from the Bhakti Marga website.</p> <p>https://www.britannica.com/topic/marga-Indian-religion - an Encyclopaedia Britannica article on the Bhakti marga</p> <p>http://iskconeducationalservices.org/HoH/tradition/1201.htm - a brief overview of Vaishnavism from the ISKCON website.</p> <p>https://www.britannica.com/topic/Vaishnavism - an Encyclopedia Britannica article on Vaishnavism.</p> <p>http://www.hinduwebsite.com/hinduism/concepts/bhaktimarg.asp - an article on the Bhakti movement from the Hindu Website.</p> <p>https://chardhamyatratrip.wordpress.com/2017/04/25/ganges-pilgrimage/ - an article outlining some of the major pilgrimage sites in Hinduism from Char Dham Yatra Blog.</p> <p>Videos are also available online on yatra (pilgrimage) - e.g. Daily Motion website.</p>	<p>Homework – Compare Shaiva Bhakti with Vaishnava Bhakti.</p>	<p>Flip learning-read over AS – Theme 1b Samkyhan Philosophy and AS Theme 2a – Advaita Vedanta. Bring back what they know about Samkyhan and Advaita Vedanta from AS studies.</p>
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3	<p>Hinduism and change – the development and influence on religious belief and practice within Hinduism of: Philosophical understandings of the nature of reality and religious experience found in Samkhya yoga and Advaita Vedanta: Development of Samkhya philosophy; three forms of Brahman – ishvara, prakriti and atman; the three gunas – sattva, rajas and tamas.</p>	<p>Split the students into 2 groups, providing them with a large piece of paper. Group 1 must write as much as they know of Advaita Vedanta from AS Theme 2a. Group 2 Must write as much as they know of Samkhya Yoga. After they have written down everything make them swap the sheets and see if they can add any more information on the other groups sheet. AO1. Make sure they have included all aspects of the specification</p> <p>Create a revision document to aid other A-level students if they are revising Samkhya Philosophy & Advaita Vedanta. It can be a poster, booklet, PowerPoint, video (see Flipgrid.com) or another document. It must include key vocabulary, reference to specification scholars and strengths and weaknesses of both Hindu Philosophical systems (Advaita Vedanta and Samkhya Yoga) . AO1/2</p>	<p><i>Link back to Theme 1AB and AS Theme 2A Advaita Vedanta</i></p> <p>Swami Vivekanand: Practical Vedanta Philosophy, (2015), editionNEXT.com, ASIN: B019D4JBLM</p> <p>Sharma, A., Classical Hindu Thought, (2012), D.K. Printworld Ltd, ISBN:8124606439</p> <p>Sharma, A., The Philosophy of Religion and Advaita Vedanta, (2007), Motilal Banarsidass Publishers Pvt. Ltd., ISBN:8120820274</p> <p>Zaehner, R.C., Hinduism, (1983), Oxford University Press, ISBN:019888012X</p> <p>Swami Bhaskaranand, Journey from Many to One - Essentials of Advaita Vedanta, (2009), ASIN: B0035WTOYS</p> <p>Jamison, I., Hinduism, (2006), Philip Allan Updates, ISBN:1844894207</p> <p>https://www.britannica.com/topic/Samkhya - an Encyclopaedia Britannica article on Samkhya.</p> <p>http://www.indianphilosophy.50webs.com/samkhya.htm - an Indian Philosophy article on Samkhya.</p> <p>https://www.britannica.com/topic/Ishvara</p>	<p>Prepare the revision documents.</p>	<p>Continue to research Samkhyan Yoga and Advaita Vedanta- using books and websites.</p>
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		<p>They can use: https://vdocuments.site/samkhya-56ac9ed60a817.html (ppt on Samkhya Yoga, Ishavara, prakriti, atman and the 3 gunas); https://www.iep.utm.edu/adv-veda/ (focused on Advaita Vedanta)</p>	<p>an Encyclopaedia Britannica article on Ishvara. http://www.hinduwebsite.com/hinduism/essays/the-true-meaning-of-prakriti.asp - an article on 'prakriti' the from the Hinduwebsite.com http://www.bbc.co.uk/religion/religions/hinduism/concepts/concepts_1.shtml - an article on the BBC website outlining the forms of Brahman. https://www.britannica.com/topic/atman - an Encyclopaedia Britannica article on atman. http://www.yogabasics.com/learn/the-3-gunas-of-nature/ - an article from Yogabasics.com explaining the three gunas.</p>		
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4	Influence of Patanjali and ashtanga yoga.	<p>Group 1 Present Samkhyan Philosophy/ yoga. Produce essay plans and a mark scheme that link to Advaita Vedanta & Samkhyan Philosophy by using the Spec:</p> <ol style="list-style-type: none"> 1) The relative successes of Samkhya and Advaita Vedanta philosophies in explaining the true relationship between God and humanity. 2) The extent to which Brahman can be understood as nirguna. 3) The social and historical limitations of Hindu ethical teachings you have studied. <p>Watch https://www.youtube.com/watch?v=JqZhod-eot8 and give each student a stage in Patanjali's Ashtanga yoga.</p>	<p>Iyengar, B. K. S., Light on the Yoga Sutras of Patanjali (2002), Thorsons, ISBN:9780007145164</p> <p>Shearer, A. , Yoga Sutras Of Patanjali, (2010), ASIN: B00GSCP59K</p> <p>https://www.yogajournal.com/yoga-101/who-was-patanjali - information on Patanjali from the Yoga Journal.com</p> <p>http://ashtanga.com – a definition of ashtanga yoga from Ashtanga.com</p> <p>http://www.ashtangayogaleeds.com/ashtanga-explained information on ashtanga yoga from the Ashtanga Yoga centre in Leeds.</p>	Research the impact of Samkhyan yoga on the West.	Read over the Upanishad notes from Theme 1a
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5	<p>Meaning of Advaita; understanding of Brahman as nirguna; influence of <i>Shankara (aka Shankaracharya)</i> and his teaching; the three levels of reality – illusory, mundane and ultimate; idea of adhyasa – superimposition.</p>	<p>Group 2 Present Advaita Vedanta. AO1/AO2</p> <p>Produce positive and negative views about believing in Nirguna Brahman. AO2</p> <p>Give examples for each level of reality – Illusory, Mundane and Ultimate. AO1</p> <p>Read teachings on Adhyasa and explain the analogy of the snake and the rope - http://www.advaita.org.uk/discourses/real/adhyasa.htm</p> <p>Make notes from the site above, explaining the criticism of Advaita and Adhyasa.</p> <p>Read Maitri Upanishad 18-19 and Shvetashvatara Upanishad 5:7, 12-13; Analyse and link quotes to Advaita & Samkyhan yoga. (Cross link with Theme 1a the Upanishads).</p> <p>Watch http://www.advaita-</p>	<p>Rodrigues, H. <i>Introducing Hinduism</i>, (2016) , Routledge, ISBN:0415549663</p> <p>Jamison, I. – <i>Hinduism</i>, (2006), Philip Allan Updates, ISBN:1844894207</p> <p>Voiels, V., <i>Hinduism: A New Approach</i>, chapter 5, (1998), Hodder, ISBN:9780340815045</p> <p>Isayeva , N., <i>Shankara and Indian Philosophy</i>, (1993),SUNY Press, ISBN:9780791412817</p> <p>https://www.youtube.com/watch?v=-ulidKw6v1U - a video on Advaita philosophy by Epified.</p> <p>https://www.britannica.com/topic/Advaita-school-of-Hindu-philosophy - an Encyclopaedia Britannica article on Advaita philosophy.</p> <p>https://www.britannica.com/topic/nirguna - an Encyclopaedia Britannica article on atman.</p> <p>http://www.mahavidya.ca/2015/03/04/nirguna-and-saguna-brahman/ - an article on nirguna and saguna from the Mahavidya website.</p> <p><i>Link back to Advaita Vedanta in Theme 1</i></p> <p>https://www.britannica.com/biography/Shankara - an Encyclopaedia Britannica article on shankara.</p> <p>https://www.culturalindia.net/indian-religions/shankaracharya.html - an article on</p>	<p>Provide points to the following questions - What have been the relative successes of Samkhya and Adaita Vedanta philosophies in explaining the true relationship between God and humanity?</p>	<p>Flip learning – read over AS Theme 3c – Ahimsa – acquire quotes and scholars from your AS work. Watch - https://www.youtube.com/watch?v=PSXZSdMmRdg About Indian wombs for rent.</p>
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		<p>academy.org/talk/advaita-concepts-three-levels-of-reality/</p> <p>Make notes on the 3 levels of reality according to Advaita Vedanta.</p> <p>Look at the similarities and differences in Samkhyan Yoga and Advaita Vedanta. Create a venn diagram. AO1</p> <p>Write out an essay plan comparing Samkhyan Yoga and Advaita Vedanta.</p>	<p>Shankaracharya from CulturalIndia.net.</p>		
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6	<p>Hindu bioethics: Infertility – relevant Hindu teaching and concepts</p>	<p>Mindmap reasons why Hindus desperately want a child, especially a boy (link back to Dharma). AO1</p> <p>Watch the video – discuss the process and how IVF it could go against Ahimsa & Advaita Vedanta. https://www.youtube.com/watch?v=AH_fKIkOSPM This explains how IVF works. AO1</p> <p>Make sure students understand the key ideas of AID, AIH, ET & Surrogacy. Then explain the strengths and weaknesses for a Hindu for each Ethical problem. (use prior knowledge). AO1/AO2</p> <p>Then read https://www.researchgate.net/publication/244922392_Religious_perspectives_on_embryo_donation_and_research An article about IVF from Swasti Bhattacharyya. Write down the key points. Give</p>	<p>See extract from Crawford, S. Cromwell (2003) – Hindu Bioethics for the 21st Century, SUNY Press, ISBN:079145780X on Hightail: https://bit.ly/2KqvnzF</p> <p>Websites - https://www.youtube.com/watch?v=AH_fKIkOSPM This explains how IVF works.</p> <p>https://www.nhs.uk/conditions/ivf/what-happens/ NHS explaining the process of IVF.</p> <p>http://www.beliefnet.com/faiths/hinduism/articles/hinduisms-view-on-infertility.aspx General Article on IVF and Hindu beliefs.</p>	<p>Why are bioethics so important? Think about the social and historical limitations of Hindu ethical teachings you have studied. AO2</p>	<p>Flip learning – read over chapter 4 of Hindu Bioethics for the Twenty First Century’ Cromwell S. Crawford https://bit.ly/2KqvnzF AO1</p>
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		<p>reasons for and against Swasti Bhattacharyya's viewpoint. AO1/AO2</p> <p>Explain how the type of IVF in the Mahabarata could support IVF now. AO1</p> <p>Discuss Swasti Bhattacharyya's view of IVF & Embryo research. From their knowledge of ahimsa, karma, dharma and Advaita Vedanta, discuss the strengths and weaknesses of her view. AO2</p>			
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7-8	<p>Consideration of the views of <i>Swasti Bhattacharyya</i> and <i>S. Cromwell Crawford</i> on 'Assisted Reproductive Technology' – IVF, sperm donation and embryonic transfer</p>	<p>Flip learning -Read Crawford, S. Cromwell (2003) – Hindu Bioethics for the 21st Century. Chapter 4</p> <p>Analyse her viewpoints on 4 areas –</p> <ol style="list-style-type: none"> 1) the desires to have a son and duty of having a son 2) Niyoga- an agent for begetting a man's offspring. 3) Surrogacy the 'harm' 4) Surrogacy the 'benefits' (analyse the quotes and reference to Hindu scripture provide in the book: Crawford, S. Cromwell (2003) – Hindu Bioethics for the 21st Century, SUNY Press, ISBN:079145780X on Hightail: https://bit.ly/2KqvnzF. AO1 <p>Read the article below and explain - Why is IVF and surrogacy so popular to the West in India? http://www.dailymail.co.uk/news/article-2439297/How-IVF-treatment-Indias-latest-booming-industry.html Impact of IVF in India</p>	<p>Bhattacharyya, S. (2006) – <i>Magical Progeny – Modern Technology</i>, State University of New York Press, ISBN:0791467929</p> <p>Crawford, S. Cromwell (2003) – <i>Hindu Bioethics for the 21st Century</i>, State University of New York Press, ISBN:079145780X</p> <p>Crawford, S. Cromwell (1982) – <i>Evolution of Hindu Ethical Ideals</i>, University Press of Hawaii; 2nd Edition, ISBN:0824807820</p> <p>Indian Heritage Research Foundation. (2013). <i>Encyclopedia of Hinduism: genetic engineering</i>. ISBN: 1608871754</p> <p>See extract from Crawford, S. Cromwell (2003) – <i>Hindu Bioethics for the 21st Century</i>, SUNY Press, ISBN:079145780X on Hightail: https://bit.ly/2KqvnzF (This article also links to <u>Gender roles</u>)</p> <p>The last section of the above document also relates back to gender roles in theme 3.</p> <p>https://ivf-worldwide.com/education/introduction/ivf-global-perspective-religious/ivf-hindu.html - a brief article</p>	<p>Produce a Mark scheme for focusing on 2 areas. Hindu teachings on Bioethics. AO1</p> <p>Is IVF compatible with Hindu teaching? AO2</p>	<p>Start revising for a Mock exam.</p>
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		<p>Produce a Mark scheme for focusing on two areas. Hindu teachings on Bioethics. AO1</p> <p>Is IVF compatible with Hindu teaching? Ao2</p> <p>Cross links – explain are the views on Bioethics from: Situation Ethics, Utilitarianism, Proportionalism, Natural Law etc.</p>	<p>on Hinduism from IVF Worldwide.com website.</p> <p>https://www.researchgate.net/publication/244922392_Religious_perspectives_on_embryo_donation_and_research - An article about IVF from Swasti Bhattacharyya</p> <p>http://www.dailymail.co.uk/news/article-2439297/How-IVF-treatment-Indias-latest-booming-industry.html Impact of IVF in India</p>		
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9	Consolidation	<p>Look at all Themes within A level Hinduism Unit 3 and consider possible cross links over the three Components - Hinduism, Philosophy and Ethics.</p> <p>Analyse the Hinduism Unit 3 specification and create their own AO1 & AO2 questions and provide a Mark scheme.</p> <p>Produce revision games for other groups.</p>	<p>https://www.wjec.co.uk/qualifications/religious-studies/r-religious-studies-gce-asa-from-2016/wjec-gce-religious-studies-spec-from-2016-eng.pdf</p> <p>Specifications from 2017</p>	Revise for a Mock exam.	
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10	Exam preparation	Mock Exam - 1.5 hours under timed conditions. Use the SAMS for the test.	<p>https://www.wjec.co.uk/qualifications/religious-studies/r-religious-studies-gce-asa-from-2016/wjec-gce-religious-studies-sams-from-2016-e.pdf</p> <p>Use the SAMs or previous papers as a mock test.</p> <p>All past papers are available from www.wjecservices.co.uk</p> <p>Your examination officer is responsible for providing you with a username and password. They also need to give you sufficient access rights for you to download past papers and to access your centre's performance data.</p> <p>Once logged in you should be able to see a 'RESOURCES' drop down menu at the top of the home screen and under that is a 'PAST PAPERS AND MARKING SCHEMES' option.</p> <p>You can then either use the search facility or follow the links below it to select the exam series.</p>		
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