

HISTORY & GEOGRAPHY

Subject Code Nos. 142 / 142R

A. GENERAL OBJECTIVES

The syllabus places emphasis on the assessment of facts, concepts and principles under three main objectives of the cognitive domain which are knowledge, understanding and application along with the acquisition of process skills. Objective skills under psychomotor domain will also be assessed. The broad assessment objectives are listed below. The examination will test the candidate's ability to:

1. recall facts and concepts related to the physical, social and cultural environment;
2. explain, classify and interpret concepts and principles related to his/her environment;
3. handle* information from materials presented in the form of maps, charts, graphs, diagrams, pictures, etc;
4. give reasons for the need to preserve the natural environment and historical heritage;
5. apply concepts and principles related to the physical and social environment to new situations;
6. draw and label a diagram related to the course content.

B. TOPICS

1. Working with Maps
2. Our Physical Environment
3. Our Weather
4. Land use
5. Economic Activities
6. Our Land, Our Environment
7. French Settlement in Ile de France
8. British Period and Independence

C. ASSESSMENT OBJECTIVES

| Topics | Essential Learning Competencies | Desirable Learning Competencies |
|------------------------------|--|------------------------------------|
| | Candidates should be able to: | Candidates should be able to: |
| 1. WORKING WITH MAPS | | |
| 1.1 Simple Map Skills | - locate places on a map using simple grid and direction – 4 cardinal points (N, S, E,W) and 4 intermediate points (NE, NW, SE , SW) | |

* handle: read, extract, select, classify and interpret.

| Topics | Essential Learning Competencies | Desirable Learning Competencies |
|---|--|--|
| Simple Map Skills <i>(continued)</i> | <ul style="list-style-type: none"> - measure distances on a map using the scale - read a map with contour lines, symbols and key, and scale | <ul style="list-style-type: none"> - interpret a map using a key and symbols - extract information from larger scale maps of Mauritius and Rodrigues |
| 1.2 The Globe | <ul style="list-style-type: none"> - recognise outline maps of the Mascarene islands and of the continents - locate and name the main global features on a globe/world map (continents, oceans, mountain ranges, rivers) - locate and name the main lines of latitude and longitude with reference to capital cities and ports in the Indian Ocean and wider region | |
| 1.3 The Indian Ocean | <ul style="list-style-type: none"> - locate and name main islands, countries, continents and seas of the Indian Ocean | |
| 2. OUR PHYSICAL ENVIRONMENT | | |
| 2.1 Volcanoes | <ul style="list-style-type: none"> - draw and label the main parts of a volcano and name its main products - locate and name volcanoes in Mauritius (dormant) and in the south-west Indian Ocean (active) | <ul style="list-style-type: none"> - state how a volcano is formed and describe its main features |
| 2.2 Broad Relief Features of Mauritius/Rodrigues | <ul style="list-style-type: none"> - state that mountain ranges, plains, river valleys and other physical features form the broad relief features of Mauritius/Rodrigues - identify examples of relief features (mountain range, isolated mountain, hill, plateau, plain, river valley, gorge) from a diagram/map - locate and name relief features, coastal landforms and main rivers on maps of Mauritius and Rodrigues * | <ul style="list-style-type: none"> - interpret simple relief maps of Mauritius/Rodrigues |

*** Main rivers of Mauritius:**

GRSE, GRNW, Rivière du Tombeau, Rivière du Rempart (North and West), Rivière des Créoles, Black River, Rivière Savanne, Baie du Cap River, Rivière du Poste.

Rivers for Rodrigues:

Rivière Mourouk, Rivière Cocos, Rivière Banane, Rivière Baie aux Huîtres, Rivière Cascade Victoire, Rivière Malgache.

Relief features for Rodrigues:

Mountains (mounts above 300 m); Central Ridge, coastal plains.

Coastal landforms:

Cliffs, bays, beaches, lagoon, coral reefs.

| Topics | Essential Learning Competencies | Desirable Learning Competencies | |
|---|---|--|--|
| Broad Relief Features of Mauritius/Rodrigues <i>(continued)</i> | <ul style="list-style-type: none"> - describe the three main relief features in (i) Mauritius (ii) Rodrigues - draw and label diagrams showing relief features (mountain range, isolated mountain, plateau, plain, waterfall, gorge, valley), landforms (volcanic cone, craters, cliff, bay, beach, coral reef) and lagoon | <ul style="list-style-type: none"> - explain how the three main relief features in Mauritius/ Rodrigues were formed - interpret pictures/diagrams showing different relief features/landforms | |
| 3. OUR WEATHER | <ul style="list-style-type: none"> - name and recognise instruments used to measure air temperature, rainfall and wind direction - read the temperature from a thermometer - state that wind is air moving from one place to another and that it has speed and direction - name the prevailing winds over the Mascarene islands - name the summer and winter months and state their weather characteristics - read a temperature graph and a rainfall histogram - describe using diagrams the main types of rainfall - read a map (Mauritius/Rodrigues) with isotherms/isohyets | <ul style="list-style-type: none"> - infer that temperature decreases with height (altitude) - infer that rainfall distribution is related to relief, seasons and the South East Trade Winds - interpret <ul style="list-style-type: none"> (i) isotherm/isohyet maps (ii) tables and graphs with data on temperature and rainfall (iii) a cyclone bulletin | |
| 4. LAND USE | 4.1 What is land use? | <ul style="list-style-type: none"> - define the term land use - name and recognise the different types of land use - read a land use map | <ul style="list-style-type: none"> - give reasons to account for different types of land use - interpret data, maps and diagrams on land use and changes in land use |
| 4.2 Agricultural Land Use | <ul style="list-style-type: none"> - define the term agriculture - name some crops grown and animals reared in Mauritius and Rodrigues - give the meaning of (i) a 'plantation' and (ii) 'mixed farming' and give examples | <ul style="list-style-type: none"> - explain why terrace farming is practised in Rodrigues | |

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|--|---|--|
| Agricultural Land Use <i>(continued)</i> | <ul style="list-style-type: none"> - locate and name sugar cane growing areas and sugar mills - explain the importance of agriculture | <ul style="list-style-type: none"> - interpret data, maps and diagrams related to agriculture |
| 5. ECONOMIC ACTIVITIES | | |
| 5.1 What is Manufacturing Industry? | <ul style="list-style-type: none"> - using examples show that a factory uses inputs such as raw materials, power and labour to produce outputs (products and wastes) - list the main factors necessary for the setting up of a factory - list some facilities provided by the Government to manufacturing industries - name some imports and exports of Mauritius | <ul style="list-style-type: none"> - explain the concept of an industrial estate and give examples - give reasons for the location of industrial estates - explain the importance of manufacturing industries |
| 5.2 The Tourist Industry | <ul style="list-style-type: none"> - using examples, explain the meaning of the term 'tourist' - locate and name some areas of tourist activity - locate and name the countries from which tourists come to Mauritius - give reasons why tourists come to Mauritius and Rodrigues - give examples of jobs in the tourist industry | <ul style="list-style-type: none"> - explain the geographical location of tourist hotels - state the benefits of the tourist industry - interpret simple data and diagrams related to manufacturing industries and economic activities in Mauritius / Rodrigues |
| 6. OUR LAND, OUR ENVIRONMENT | <ul style="list-style-type: none"> - name some features which make up the natural and man-made environment - state that a cyclone is a natural hazard and give examples of other natural hazards - with the help of diagrams, describe the weather characteristics associated with a cyclone - list the effects of cyclones on the people and the environment | |

| Topics | Essential Learning Competencies | Desirable Learning Competencies |
|--|---|---|
| OUR LAND, OUR ENVIRONMENT <i>(continued)</i> | - identify people's activities which may damage the environment | - explain how manufacturing industries affect the environment |
| 7. FRENCH SETTLEMENT IN ILE DE FRANCE | | |
| 7.1 The French in Ile de France | <ul style="list-style-type: none"> - recall that after the Dutch had left, sailors and pirates visited Mauritius - give reasons why the French took possession of Mauritius - locate and name the place where the French first settled in Ile de France - state the contributions of Mahé de Labourdonnais - state how people travelled in Ile de France | <ul style="list-style-type: none"> - explain why the French left Grand Port to settle in Port Louis - explain how under Mahé de Labourdonnais Port Louis became an important town and port |
| 7.2 The French and Agriculture | <ul style="list-style-type: none"> - locate and name the different places where slaves and free workers came from - name some crops cultivated and locate the countries from which they were brought - state the contributions of Pierre Poivre | - explain why the life of a slave was a difficult one |
| 7.3 The end of French Rule | - give reasons why Governor Charles Decaen is remembered today | <ul style="list-style-type: none"> - extract information from an old map of Ile de France/ Rodrigues - interpret data in the form of tables, maps, pictures, diagrams and time-lines related to the French rule |
| 7.4 The British conquered the Mascarenes | <ul style="list-style-type: none"> - give reasons why the British decided to conquer Ile de France - recall the date and place of the British landing | <ul style="list-style-type: none"> - suggest reasons why the British lost the Battle of Grand Port - explain the importance of Rodrigues for the British to capture Ile de France |
| 8. BRITISH PERIOD AND INDEPENDENCE | | |
| 8.1 Mauritius: a British Colony | <ul style="list-style-type: none"> - name and locate the dependencies of Mauritius during the British period - state some of the advantages that the British allowed the inhabitants to keep | |

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| Mauritius: a British Colony <i>(continued)</i> | <ul style="list-style-type: none"> - recall the contributions of Sir Robert Farquhar - recall some basic historical facts about the Abolition of Slavery and Indian Immigration - name some places where ex-slaves went to live after abolition and their occupations - identify and name some factors responsible for the development of the sugar industry | <ul style="list-style-type: none"> - give reasons why slavery was abolished - give reasons why Indian immigrants came to Mauritius during the British period - explain why the conditions of life of the Indian labourer were difficult - compare the advantages and disadvantages of different means of transport in the development of the country - interpret data, maps and diagrams on main developments during the British period (1810 - 1968) |
| 8.2 British Rule and the People | <ul style="list-style-type: none"> - locate and name places (countries/ ports) from which people came during the British period - give reasons why many people left Port Louis to settle in Plaines Wilhems in the 19th Century | <ul style="list-style-type: none"> - explain why Port Louis became an important port in this part of the Indian Ocean |
| 8.3 Independence and Republic | <ul style="list-style-type: none"> - recall some basic facts* about <ul style="list-style-type: none"> (i) Independence (1968); (ii) Accession of Mauritius to the status of Republic (1992) and (iii) Rodrigues Regional Assembly (2002) - identify and recognise sequence (chronological order) of main events during the British period and Independence (e.g. on a time-line) | |

NOTE: * Basic facts: date of event (year), names of important personalities (first and present Prime Minister, first and present President of the Republic, first and present President of Rodrigues Regional Assembly).

Prescribed Textbooks

History & Geography, Standard 5 and Standard 6 textbooks,
NCCRD, Ministry of Education & Human Resources.
'Resource Atlas for Mauritius and Rodrigues' - Longman/ELP

D. DESCRIPTION OF PAPER**SECTION A**

Q1 (32 marks)

This question will consist of *two* parts.

* **Part A** (16 marks)

It will comprise 8 multiple-choice questions which will aim at testing basic map reading skills such as reading the scale and direction, measuring distance, interpretation of symbols and data, recognition of latitudes and longitudes and location of physical and human features on a map of Mauritius / Rodrigues and on the Indian Ocean / world map.

Part B (16 marks)

It will comprise 8 multiple-choice questions which will aim at testing knowledge and understanding of facts, terms, concepts and principles related to History & Geography.

Q2 (28 marks)

It will comprise completion-type (sentences/table formats, diagram-based), fill in the blanks and very short/short answer sub-questions testing knowledge and understanding in History & Geography.

These questions may test:

- (i) map skills such as reading a scale and direction, measuring distance and interpretation of symbols and information given on a plan/map;
- (ii) skills such as drawing, labelling, completing a diagram, measuring and interpreting a graph;
- (iii) skills of handling information: extracting, selecting and classifying information.

SECTION B

Q3 (20 marks)

Question 3 will test candidates' knowledge, understanding and ability to apply concepts and principles acquired in **History**.

Q4 (20 marks)

Question 4 will test candidates' knowledge, understanding and ability to apply concepts and principles acquired in **Geography**.

These questions will comprise **two** or **more** sub-questions which may be structured questions based on stimuli given in the form of statements, maps, diagrams, tables/graphs and time-lines and may therefore also test skills of handling information (extracting and interpreting).

* **Note:** For subject code 142, a map of Mauritius is set. For subject code 142R, a map of Rodrigues is set.