



Mauritius Examinations Syndicate

**PRIMARY SCHOOL
ACHIEVEMENT CERTIFICATE**

**HISTORY &
GEOGRAPHY**

Specimen Assessment Booklet

GRADE 6

February
2017

1. Introduction

The Primary School Achievement Certificate (PSAC) Assessment has been designed in line with the goals and objectives of the National Curriculum Framework (NCF) for Primary Education. The design and format of the History & Geography assessment booklet aim at aligning the assessment objectives in the assessment syllabus with the aims and objectives of the NCF and the learning outcomes in the Teaching and Learning Syllabus. They also seek to enhance the pedagogical experience pupils would derive from the assessment.

2. Purpose of the Assessment

The purpose of the PSAC Assessment in History & Geography is to measure and certify pupils' levels of achievement in History and Geography at the end of the primary cycle.

The History & Geography specimen Assessment Booklet shows that a stronger emphasis will be laid upon the development of pupils' conceptual understanding and application of knowledge and skills.

The aims of the assessment in History & Geography are aligned with those of the *National Curriculum Framework Grades 1 to 6, October 2015* and the *Teaching and Learning History & Geography syllabus Grades 1 to 6, October 2015*, which are to develop:

- pupils' knowledge and understanding of the subject;
- pupils' acquisition of inquiry skills, critical thinking and communication skills;
- positive attitudes and values such as respect for different cultures and heritage;
- pupils' sense of belonging to the nation.

The assessment syllabus is closely linked to the History & Geography curriculum developed by the Mauritius Institute of Education within the National Curriculum Framework.

The Grade 6 History & Geography assessment booklet for the PSAC Assessment 2017 has been designed to measure the levels of learning in terms of learning objectives/ learning outcomes achieved at the end of Grade 6 and to support and sustain learning over the next three years of the Nine Year Continuous Basic Education and beyond. It seeks to assess what individual pupils know, understand and can do after having completed the Grade 6 programme.

3. **Guiding principles**

The assessment is guided by principles of fairness, the need to maintain academic standards, the importance of ensuring positive washback, the need to ensure the contribution of the subject to the overall education of pupils and to lay strong foundations for future learning.

The design and format of the PSAC Assessment Booklet are different from the CPE examination question papers. Design refers to the underlying philosophy and conceptual framework of the assessment booklet. The format refers to the specific structure of the question paper.

The types of questions range from objective-type questions such as MCQ/Fill-in-the-blanks to Open Ended Short Answer/Structured questions. The questions will assess knowledge, understanding, application and skills in a graded manner.

Given that History & Geography is a core subject as defined by the new rules and regulations in the Annual Programme for the PSAC, the format in terms of number of questions and the time duration have been reviewed to be at par with the other core subjects for the transitional year 2017. It will be a longer assessment booklet with 8-10 questions of a duration of 1 hour and 45 minutes.

The increase in the number of questions will improve the curriculum content validity: a range of concepts and topics can be assessed and there will be more scope to assess application skills and inquiry skills.

The reduction in content in terms of number of units and topics in the new curriculum will allow Educators to put due emphasis on key concepts and core skills and to develop a deeper understanding of the subject. This justifies the new weightings of 40% to the Assessment Objective 'Understanding' and 30% to the Assessment Objective 'Application'. The shift from knowledge to more understanding and application will be reflected in the assessment.

The weighting and individual marks allocated to multiple choice questions have been reviewed to reduce the importance and influence of this question format on the overall assessment. In the CPE examination paper, which was of one hour duration, the items in the MCQs and other objective type questions such as fill-in-the-blanks carried two marks each and accounted for at least 32-40 marks of the total marks. For pupils in the lowest ability range, such practice did not encourage the development of writing skills even in very short answer questions. For higher ability pupils, more than proportionate weighting to MCQs affected their overall performance in the subject.

4. What will change?

	CPE	PSAC
Weighting to Assessment Objective		
Knowledge	40%	30%
Understanding	35%	40%
Application	20%	30%
and subject-specific skills	5%	
Duration of paper	1 hour	1 hour 45 min
Number of questions	4	8-10
Format	Sections A and B ELCs/DLCs	No section Graded Questions

The total marks will remain unchanged: 100 marks. There will be a better balance between History and Geography.

The following also needs to be highlighted:

- The questions and items/part questions will be graded and will be based on the first three levels of Bloom's taxonomy.
- There will be no specific multiple choice question to assess map skills exclusively. Map skills have been integrated in the Geography topics in the curriculum. They will be assessed in a topical way (within topics where relevant) as shown in the specimen assessment booklet.
- Due importance will be given to the development of understanding, the skills of inquiry and application skills.
- The Specimen Mark Scheme gives indications about the examiners' expectations and standards to be reached.
- The boxes found alongside each question/part question in the specimen paper indicate the Assessment Objectives (AOs), the units/topics and the learning objectives/outcomes which are found in the Teaching and Learning Syllabus and the curriculum textbooks.
- The format of the PSAC assessment booklet is not fixed. The type and level of questions will vary. This will give more flexibility in the paper setting process and make the assessment less predictable and rigid to avoid rote learning and too much focus on past paper practice.

5. **Assessment objectives and Paper Description**

Learners should be able to:

Knowledge and Understanding

- demonstrate relevant factual knowledge and understanding of concepts.

Application of Knowledge

- construct explanations with relevant and reliable information;
- select and apply knowledge;
- make inferences and/or find information to support ideas; and
- observe patterns and relationships in both content and ideas.

Subject Specific skills

- use and apply map skills; draw and label a diagram;
- read, extract and interpret information from materials presented in the form of historical sources, maps, tables, charts/graphs, diagrams, pictures and photographs.

Note: Environmental Education and subject skills such as map skills which are integrated wherever appropriate in the curriculum units and relevant topics will be assessed in the context of the questions set on given topics/themes.

Paper Description

The paper, which carries a total of 100 marks, will be of a duration of 1 hour 45 minutes and will comprise 8 – 10 questions on both History and Geography. There will be Multiple Choice items, fill-in-the-blanks, word association/matching types, diagram labelling, and open ended/structured short answer questions.



**PRIMARY SCHOOL
ACHIEVEMENT CERTIFICATE**

HISTORY & GEOGRAPHY

Specimen Assessment Booklet for 2017

GRADE 6

February
2017

For each item in Questions 1 and 2, circle the letter which shows the correct answer.

Marks

Example: Mauritius is found in the

- A Arctic Ocean.
- B Atlantic Ocean.
- C** Indian Ocean.
- D Pacific Ocean.

QUESTION 1 (7 marks)

AO - Knowledge of facts and understanding of concepts (Geography)

1. Which part of the world is hot throughout the year?

- A Tropic of Cancer
- B Tropic of Capricorn
- C The North and South Poles
- D The Equator

Grade 5 - Unit 4 - Topic 1 - P 57
L.O - Describe the temperature over the Earth's surface

2. At a weather station, the thermometer is used to measure the

- A amount of rainfall.
- B amount of sunshine.
- C air temperature.
- D speed of the wind.

Grade 5 - Unit 4 - Topic 1 - P 55
L.O - Recall that a thermometer is used to measure air temperature

3. Which **one** of the following is a wasteland?

- A A nature park with native trees
- B A landfill where garbage is buried
- C A plot of land used for parking motor cars in a town
- D A sugar cane field which has been abandoned by a planter

Grade 6 - Unit 1 - Topic 1 - P 10
L.O - Define wasteland and how it can be harmful to the environment and people

4. Which **one** of these sugar mills is found in the northern part of Mauritius?
- A Médine
 - B Belle Vue (Terra)
 - C F.U.E.L (Alteo)
 - D Savannah (Omnicanne)
5. The growing of vegetables, flowers and fruits for sale is known as
- A market gardening.
 - B pastoral farming.
 - C plantation agriculture.
 - D mixed farming.
6. A **tsunami** is caused by
- A high temperatures on the surface of the ocean.
 - B an earthquake under the ocean.
 - C water which overflows the banks of rivers.
 - D heavy rainfall within a few hours.
7. Land is used to grow coconut trees in the islands of Agalega. This is known as
- A industrial land use.
 - B recreational land use.
 - C residential land use.
 - D agricultural land use.

Grade 6 - Unit 1 - Topic 2 - P 21
L.O - Name the sugar mills; describe the changes in the sugar industry

Grade 6 - Unit 1 - Topic 2 - P17
L.O - Define terms related to agriculture/farming

Grade 6 - Unit 3 - Topic 1.6 - P 92
L.O - Show an understanding of the causes of natural hazards

Grade 6 - Unit 1 - Topic 9 - P 9
L.O - Identify the different types of land use

QUESTION 2 (5 marks)

AO - Knowledge of facts and understanding of concepts (History)

Marks

1. The **first** French settlers who came to Ile de France lived in

- A Baie du Cap.
- B Pamplémousses.
- C Grand Port.
- D Port Louis.

Grade 5 - Unit 5 - Topic 1 - P 82
L.O - Locate and name the place where the first French settlers settled in Ile de France

2. The Chinese immigrants who came to work in Ile de France at the end of the 18th century (French period) settled

- A near industrial zones.
- B in Port Louis.
- C on sugar estates.
- D at Grand Baie.

Grade 6 - Unit 2 - Topic 1 - P 67
L.O - Discuss the contribution of the Chinese immigrant to the development of Mauritius

3. The British missionary who built schools for the poor in Port Louis and in villages in the 19th century (British period) was

- A Jean Lebrun.
- B Adrien d'Épinay.
- C Charles Decaen.
- D Robert Farquhar.

Grade 6 - Unit 2 - Topic 1.8 - P 73
L.O - Name the missionary who promoted education for the poor and describe his contribution

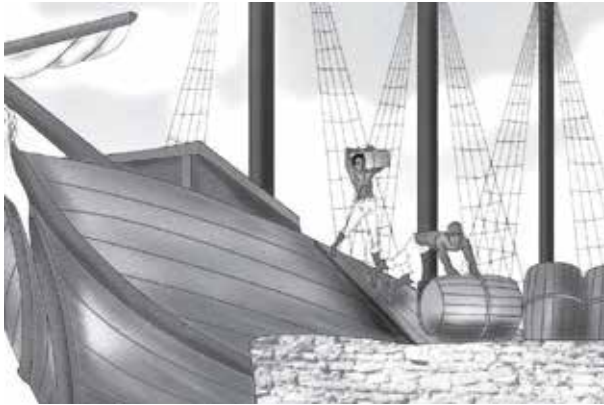
4. In the 1860s (19th century), many people left Port Louis because of the malaria epidemic. These people went to live in the district of

- A Black River.
- B Flacq.
- C Grand Port.
- D Plaine Wilhems.

Grade 6 - Unit 2 - Topic 1.9 - P 71
L.O - Discuss the social life of the settlers and other people on the island

5. Study **Pictures 1, 2, 3 and 4** which show slaves at work in Mauritius in the past.

Marks



Picture 1



Picture 2



Picture 3



Picture 4

Which picture shows slaves carrying and unloading sugar cane in a sugar mill?

- A** Picture 1
- B** Picture 2
- C** Picture 3
- D** Picture 4

Grade 6 - Unit 2 - Topic 1.2 - P 52
L.O - Describe the work and life of slaves

QUESTION 3 (18 marks)

1. (a) **To develop Port Louis, Mahé de Labourdonnais built many useful buildings.**
 Complete **Table 1** by filling in **Column 2** with the correct words from the list below:

- windmill **Government House** hospital
~~fort~~ barracks warehouses

One example has been done for you.

Table 1

Column 1: Use	Column 2: Building
To defend the port	fort
To look after sick sailors
To store goods
To make flour
To meet and take decisions

[8]

- (b) Give **one** reason why Mahé de Labourdonnais built an aqueduct (a canal) from Grand River North West to Port Louis.

.....

[2]

Grade 5 - Unit 5 - Topic 1.4 - P 85
L.O - State the contribution of M de Labourdonnais in the development of Port Louis

2. **Pictures 5 (a)** and **5 (b)** show two places in Port Louis in the 19th century during the British period.



Picture 5 (a)

Grade 5 - Unit 5 - Topic 1.5 - P 87
L.O - List a few buildings (and places) in Port Louis and identify their uses

(a) (i) Which place does **Picture 5 (a)** show?

..... [2]

(ii) During the French period, soldiers marched and trained there. Write one sentence to describe the change which the British brought to that place in the 19th century.

.....
..... [2]



Picture 5 (b)

Grade 5 - Unit 5
Topic 1.7 - P 90
L.O - Show the importance of Port Louis as a trading port and naval base

(b) (i) Which place does **Picture 5 (b)** show?

..... [2]

(ii) Give one reason why many ships came to this place during the British period.

.....
..... [2]

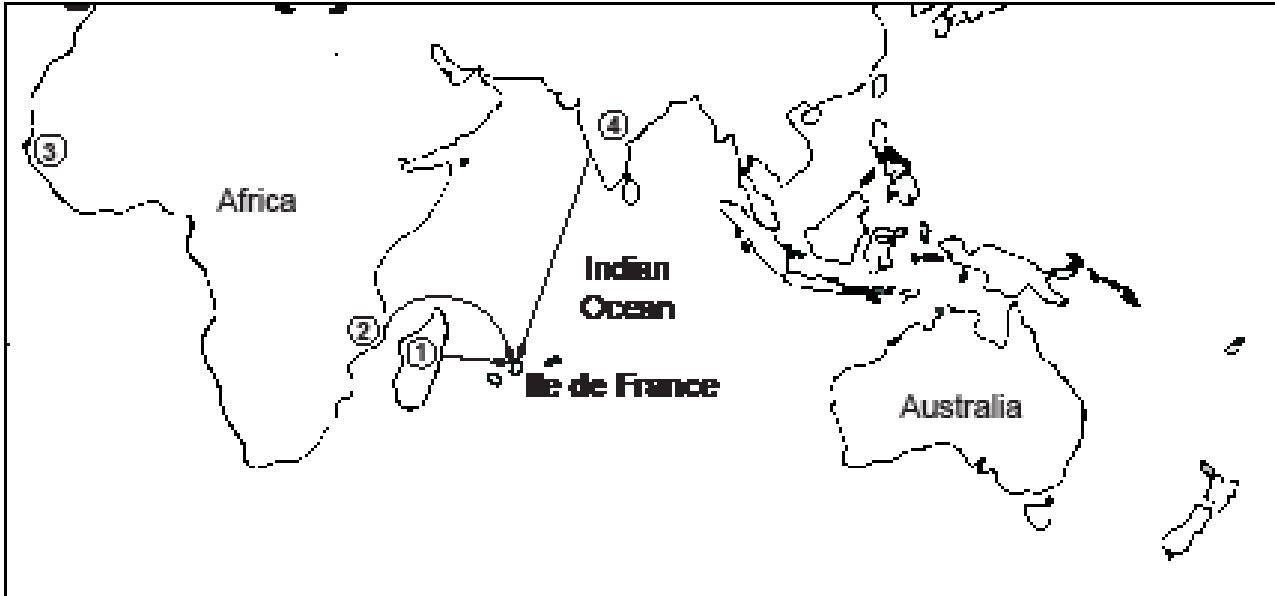
QUESTION 4 (8 marks)

AO - (a) demonstrate knowledge of facts (history)
(b) Use and apply map skills, (c) Construct explanations

Marks

Map 1 shows slave routes and the countries from which slaves were brought to Ile de France in the past. Use **Map 1** to answer the questions below.

Map 1



1. (a) Name **countries 2** and **3** in Africa from which slaves were brought to Ile de France.
 - (i) **Country 2:**
 - (ii) **Country 3:** [2]
 - (b) **Country 1** is Madagascar. Suggest why it was easier for the French to bring more slaves from Madagascar than from **Country 3**.
.....
..... [2]
 - (c) In **Map 1**, the slave routes from countries **1, 2** and **4** to Ile de France have been drawn for you. **Draw** the slave route from **Country 3** to Ile de France. [2]
-
2. The French also brought free workers from **Country 4**, India. Name **one** job which the free workers did to develop Ile de France.
..... [2]

QUESTION 5 (8 marks)

AO1 - Application of knowledge
AO2 - Read, extract and interpret information from a historical source

Marks

1. Study Picture 6 which shows buildings in La Chaussée Street in the town of Port Louis in 1890 (end of 19th century - British period). Then answer questions (a), (b) and (c).



Picture 6

The buildings in La Chaussée Street were mainly used for **two** purposes.

Grade 6 - Unit 2 - Topic 1.8
Grade 5 - Unit 5 - Topics 1.5, 1.8
L.O - Discuss social life (British period) - Interpret information

- (a) Identify **two** uses of the buildings.
Tick (✓) two boxes to show your answers.

shops factories houses schools [2]

- (b) Name **one** material which was used to make the buildings in La Chaussée Street.

..... [2]

- (c) Name **one** type of transport which people used in Port Louis at that time.

..... [2]

2. **Nowadays**, there is much road traffic in the centre of Port Louis. Suggest **one** way to reduce road traffic in the centre of Port Louis.

..... [2]

P 91 (inquiry skills)
L.O - discuss changes in Port Louis from beginning to now

QUESTION 6 (10 marks)

AO - Read and interpret data presented in the form of a table

Marks

Table 2 shows the average temperature and the height above sea level of two places in Mauritius. Study it carefully. Then answer questions (a), (b), (c) and (d).

Table 2

Place	Altitude (height in metres above sea level)	Average Temperature (°C)	
		January	July
Plaisance	57m	29.8°C	24.2°C
Vacoas	425m	23.5°C	16.5°C

(a) What is the average temperature at Plaisance in the month of

Grade 5 - Unit 4
Topic1.3; P 59/63

(i) January?

(ii) July?

[2]

(b) The temperatures are **not the same** in January and July.

Give **one** reason why.

.....
..... [2]

(c) (i) Which place is cooler, Plaisance or Vacoas? Tick (✓) the box which shows the correct answer.

Plaisance Vacoas [2]

(ii) From the information given in **Table 2**, give **one** reason for your answer to part (c)(i).

.....
..... [2]

(d) Describe what happens to temperature when height changes.

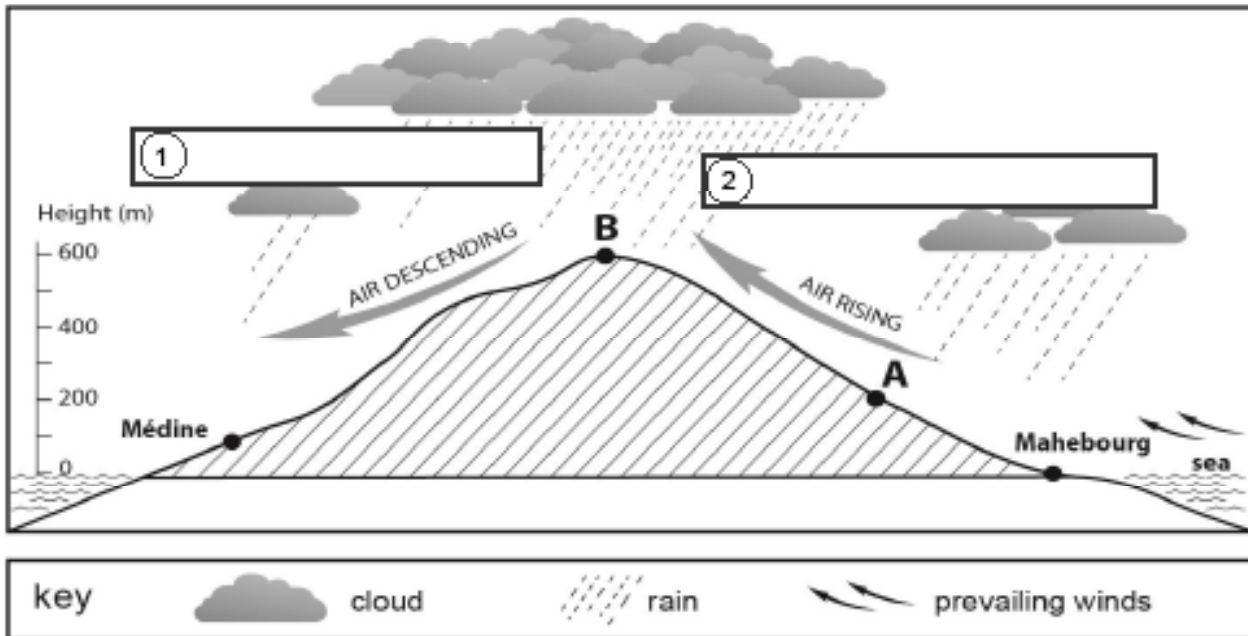
.....
..... [2]

QUESTION 7 (10 marks)

Marks

Study Diagram 1 carefully. It shows how relief rain is formed. Then answer the questions which follow.

Diagram 1



(a) Label boxes ① and ② in **Diagram 1** correctly with the words: **windward side** and **leeward side**. [2]

(b) Fill in the blanks in sentences (i) to (iv) with words chosen from the list below.

more condenses moisture less highlands

- (i) The prevailing winds pick upfrom the sea.
- (ii) The air is forced to rise over the
- (iii) The rising air cools down and water vapour to form clouds and gives rain.
- (iv) Place **B** receives rain than place **A**.

[8]

AO - Draw and label a diagram - Interpret information from a diagram
LO - Explain the formation of relief rain

Grade 5 - Unit 4 - Topic 2 - P 66

QUESTION 8 (10 marks)

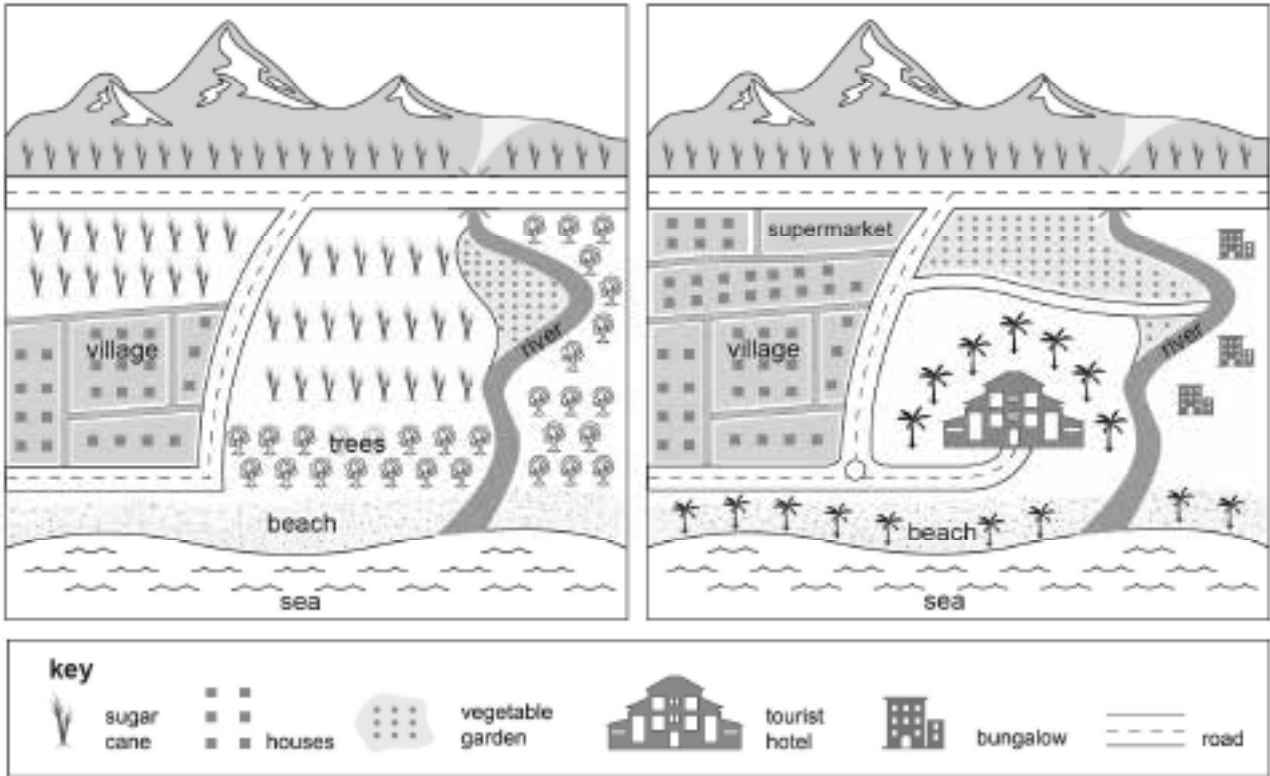
AO - Application of knowledge
 Grade 6 - Unit 1 - Topic 3 - P 34 & 35
 L.O - Show understanding of land use / changes in land use for tourism

Marks

Diagrams 2 (a) and 2 (b) show how the land use has changed in a coastal area in Mauritius between 1985 and 2015. Study them carefully and answer questions (a) to (d).

Diagram 2 (a): 1985

Diagram 2 (b): 2015



- (a) Name one type of land use in this coastal area in **1985** [Diagram 2(a)].

 [2]
- (b) Many changes have taken place in the land use between 1985 and 2015.
 For example, a tourist hotel has been built.
 List **two other** changes which have taken place in the land use.
- (i) [2]
 (ii) [2]
- (c) Explain why many tourists like to stay in the tourist hotel.

 [2]
- (d) Name **one** coastal area in Mauritius which has become a tourist resort.
 [2]

QUESTION 9 (12 marks)

Marks

In 1835, slavery was abolished in Mauritius. After they were freed, the slaves did not want to stay and work on the sugar estates. They went to settle in other places in different parts of the island. The sugar estates employed immigrants who came from India as indentured labourers.

(a) Explain why the freed slaves no longer wanted to work and live on the sugar estates.

.....
..... [2]

(b) (i) Name **one** place where the slaves went to live after they had left the sugar estates.

..... [2]

(ii) Name **one** occupation which they chose to do in the place you named in b(i).

..... [2]

(c) Name **one** port in India where the Indian immigrants embarked on ships.

..... [2]

(d) What is the name of the place where the indentured labourers stayed when they landed in Port Louis?

..... [2]

(e) Write **'True'** or **'False'** in the boxes after of each statement.

(i) When they left Port Louis, the indentured labourers went to live in villages.

(ii) The indentured labourers were paid 5 rupees for their work each month.

[2]

QUESTION 10 (12 marks)

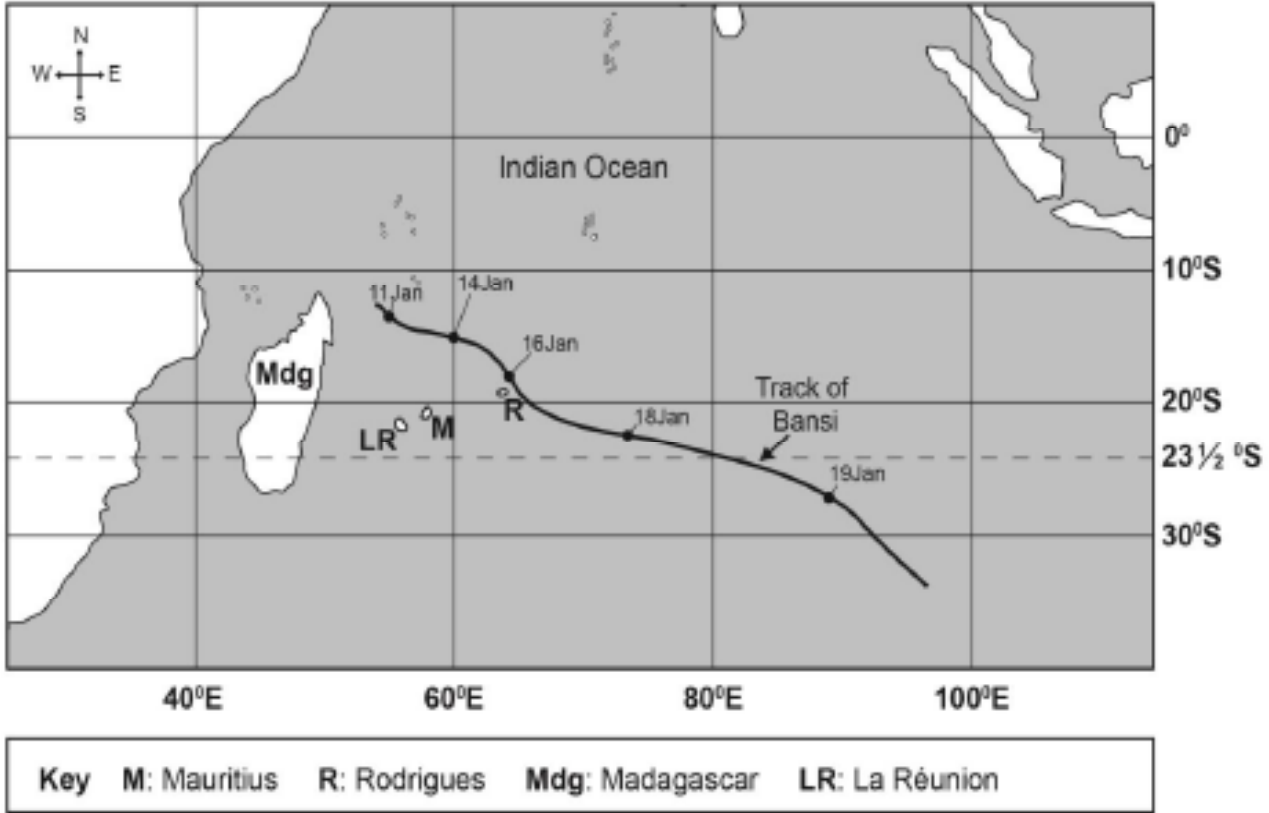
Marks

Tropical cyclones are the most common natural hazards which affect our islands. Study Map 2 carefully. It shows the track of tropical cyclone Bansi in January 2015.

Then answer the questions which follow.

- AO - Application of knowledge**
- Construct relevant explanations with reliable information
 - Use and apply map skills/interpretation skills

Map 2



Grade 6 - Unit 3 - Topics 1.1 / 1.2

- (a) State **one** condition for the formation of a tropical cyclone.
 [2]
- (b) What was the **longitude** of tropical cyclone Bansi on 14 January 2015?
 [2]
- (c) (i) Which **one** of the Mascarene islands was most affected by tropical cyclone Bansi?
 [2]
- (ii) Give **one** reason for your answer to part (c)(i).
 [2]

(d) Give **one** reason why a tropical cyclone is a natural hazard.

.....
..... [2]

L.O - Describe a natural hazard P 79

(e) State **one** precaution which should be taken **before the coming** of a tropical cyclone.

.....
..... [2]

L.O - List precautions to be taken before a cyclone P80 - 82

Blank Page

For each item in Questions 1 and 2, circle the letter which shows the correct answer.

Marks

Example: Mauritius is found in the

- A Arctic Ocean.
- B Atlantic Ocean.
- C** Indian Ocean.
- D Pacific Ocean.

QUESTION 1 (7 marks)

AO - Knowledge of facts and understanding of concepts (Geography)

1. Which part of the world is hot throughout the year?

- A Tropic of Cancer
- B Tropic of Capricorn
- C The North and South Poles
- D The Equator

Grade 5 - Unit 4 - Topic 1 - P 57
L.O - Describe the temperature over the Earth's surface

2. At a weather station, the thermometer is used to measure the

- A amount of rainfall.
- B amount of sunshine.
- C air temperature.
- D speed of the wind.

Grade 5 - Unit 4 - Topic 1 - P 55
L.O - Recall that a thermometer is used to measure air temperature

3. Which **one** of the following is a wasteland?

- A A nature park with native trees
- B A landfill where garbage is buried
- C A plot of land used for parking motor cars in a town
- D A sugar cane field which has been abandoned by a planter

Grade 6 - Unit 1 - Topic 1 - P 10
L.O - Define wasteland and how it can be harmful to the environment and people

4. Which **one** of these sugar mills is found in the northern part of Mauritius?
- A Médine
 - B Belle Vue (Terra)
 - C F.U.E.L (Alteo)
 - D Savannah (Omnicanne)
5. The growing of vegetables, flowers and fruits for sale is known as
- A market gardening.
 - B pastoral farming.
 - C plantation agriculture.
 - D mixed farming.
6. A **tsunami** is caused by
- A high temperatures on the surface of the ocean.
 - B an earthquake under the ocean.
 - C water which overflows the banks of rivers.
 - D heavy rainfall within a few hours.
7. Land is used to grow coconut trees in the islands of Agalega. This is known as
- A industrial land use.
 - B recreational land use.
 - C residential land use.
 - D agricultural land use.

Grade 6 - Unit 1 - Topic 2 - P 21
L.O - Name the sugar mills; describe the changes in the sugar industry

Grade 6 - Unit 1 - Topic 2 - P17
L.O - Define terms related to agriculture/farming

Grade 6 - Unit 3 - Topic 1.6 - P 92
L.O - Show an understanding of the causes of natural hazards

Grade 6 - Unit 1 - Topic 9 - P 9
L.O - Identify the different types of land use

QUESTION 2 (5 marks)

AO - Knowledge of facts and understanding of concepts (History)

Marks

1. The **first** French settlers who came to Ile de France lived in

- A Baie du Cap.
- B Pamplémousses.
- C Grand Port.
- D Port Louis.

Grade 5 - Unit 5 - Topic 1 - P 82
L.O - Locate and name the place where the first French settlers settled in Ile de France

2. The Chinese immigrants who came to work in Ile de France at the end of the 18th century (French period) settled

- A near industrial zones.
- B in Port Louis.
- C on sugar estates.
- D at Grand Baie.

Grade 6 - Unit 2 - Topic 1 - P 67
L.O - Discuss the contribution of the Chinese immigrant to the development of Mauritius

3. The British missionary who built schools for the poor in Port Louis and in villages in the 19th century (British period) was

- A Jean Lebrun.
- B Adrien d'Épinay.
- C Charles Decaen.
- D Robert Farquhar.

Grade 6 - Unit 2 - Topic 1.8 - P 73
L.O - Name the missionary who promoted education for the poor and describe his contribution

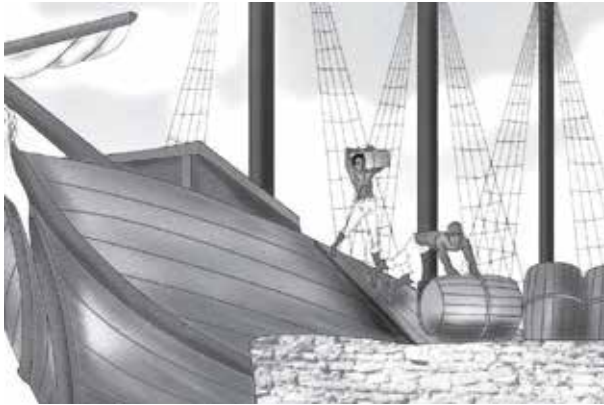
4. In the 1860s (19th century), many people left Port Louis because of the malaria epidemic. These people went to live in the district of

- A Black River.
- B Flacq.
- C Grand Port.
- D Plaine Wilhems.

Grade 6 - Unit 2 - Topic 1.9 - P 71
L.O - Discuss the social life of the settlers and other people on the island

5. Study **Pictures 1, 2, 3 and 4** which show slaves at work in Mauritius in the past.

Marks



Picture 1



Picture 2



Picture 3



Picture 4

Which picture shows slaves carrying and unloading sugar cane in a sugar mill?

- A** Picture 1
- B** Picture 2
- C** Picture 3
- D** Picture 4

Grade 6 - Unit 2 - Topic 1.2 - P 52
L.O - Describe the work and life of slaves

QUESTION 3 (18 marks)

1. (a) **To develop Port Louis, Mahé de Labourdonnais built many useful buildings.**
Complete **Table 1** by filling in **Column 2** with the correct words from the list below:

- windmill **Government House** hospital
~~fort~~ barracks warehouses

One example has been done for you.

Table 1

Column 1: Use	Column 2: Building
To defend the port	fort
To look after sick sailors
To store goods
To make flour
To meet and take decisions

[8]

- (b) Give **one** reason why Mahé de Labourdonnais built an aqueduct (a canal) from Grand River North West to Port Louis.

.....

[2]

Grade 5 - Unit 5 - Topic 1.4 - P 85
L.O - State the contribution of M de Labourdonnais in the development of Port Louis

2. **Pictures 5 (a)** and **5 (b)** show two places in Port Louis in the 19th century during the British period.



Picture 5 (a)

Grade 5 - Unit 5 - Topic 1.5 - P 87
L.O - List a few buildings (and places) in Port Louis and identify their uses

(a) (i) Which place does **Picture 5 (a)** show?

..... [2]

(ii) During the French period, soldiers marched and trained there. Write one sentence to describe the change which the British brought to that place in the 19th century.

.....
..... [2]



Picture 5 (b)

Grade 5 - Unit 5
Topic - P 90
L.O - Show the importance of Port Louis as a trading port and naval base

(b) (i) Which place does **Picture 5 (b)** show?

..... [2]

(ii) Give one reason why many ships came to this place during the British period.

.....
..... [2]

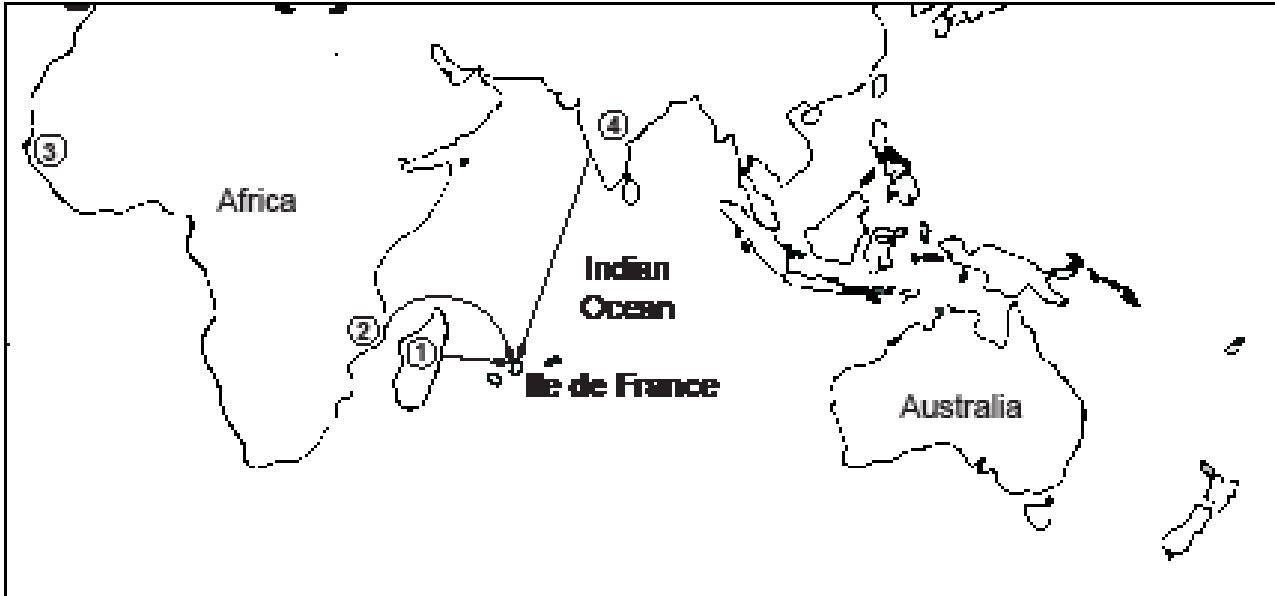
QUESTION 4 (8 marks)

AO - (a) demonstrate knowledge of facts (history)
(b) Use and apply map skills, (c) Construct explanations

Marks

Map 1 shows slave routes and the countries from which slaves were brought to Ile de France in the past. Use **Map 1** to answer the questions below.

Map 1



1. (a) Name **countries 2** and **3** in Africa from which slaves were brought to Ile de France.
 - (i) **Country 2:**
 - (ii) **Country 3:** [2]
 - (b) **Country 1** is Madagascar. Suggest why it was easier for the French to bring more slaves from Madagascar than from **Country 3**.
.....
..... [2]
 - (c) In **Map 1**, the slave routes from countries **1, 2** and **4** to Ile de France have been drawn for you. **Draw** the slave route from **Country 3** to Ile de France. [2]
-
2. The French also brought free workers from **Country 4**, India. Name **one** job which the free workers did to develop Ile de France.
..... [2]

QUESTION 5 (8 marks)

AO1 - Application of knowledge
AO2 - Read, extract and interpret information from a historical source

Marks

1. Study Picture 6 which shows buildings in La Chaussée Street in the town of Port Louis in 1890 (end of 19th century - British period). Then answer questions (a), (b) and (c).



Picture 6

The buildings in La Chaussée Street were mainly used for **two** purposes.

Grade 6 - Unit 2 - Topic 1.8
Grade 5 - Unit 5 - Topics 1.5, 1.8
L.O - Discuss social life (British period) - Interpret information

- (a) Identify **two** uses of the buildings.
Tick (✓) two boxes to show your answers.

shops factories houses schools [2]

- (b) Name **one** material which was used to make the buildings in La Chaussée Street.

..... [2]

- (c) Name **one** type of transport which people used in Port Louis at that time.

..... [2]

2. **Nowadays**, there is much road traffic in the centre of Port Mathurin.
Suggest **one** way to reduce road traffic in the centre of Port Mathurin.

.....
..... [2]

P 91 (inquiry skills)
L.O - discuss changes in Port Louis from beginning to now

QUESTION 6 (10 marks)

AO - Read and interpret data presented in the form of a table

Marks

Table 2 shows the average temperature and the height above sea level of two places in Rodrigues. Study it carefully. Then answer questions (a), (b), (c) and (d).

Table 2

Place	Altitude (height in metres above sea level)	Average Temperature (°C)	
		January	July
Pointe Canon	58m	26.5°C	22.0°C
Citronelle	275m	25.0°C	19.0°C

(a) What is the average temperature at Pointe Canon in the month of

Grade 5 - Unit 4
Topic 1.3; P 59/63

(i) January?

(ii) July?

[2]

(b) The temperatures are **not the same** in January and July.

Give **one** reason why.

.....

..... [2]

(c) (i) Which place is cooler, Pointe Canon or Citronelle?

Tick (✓) the box which shows the correct answer.

Pointe Canon

Citronelle

[2]

(ii) From the information given in **Table 2**, give **one** reason for your answer to part (c)(i).

.....

..... [2]

(d) Describe what happens to temperature when height changes.

.....

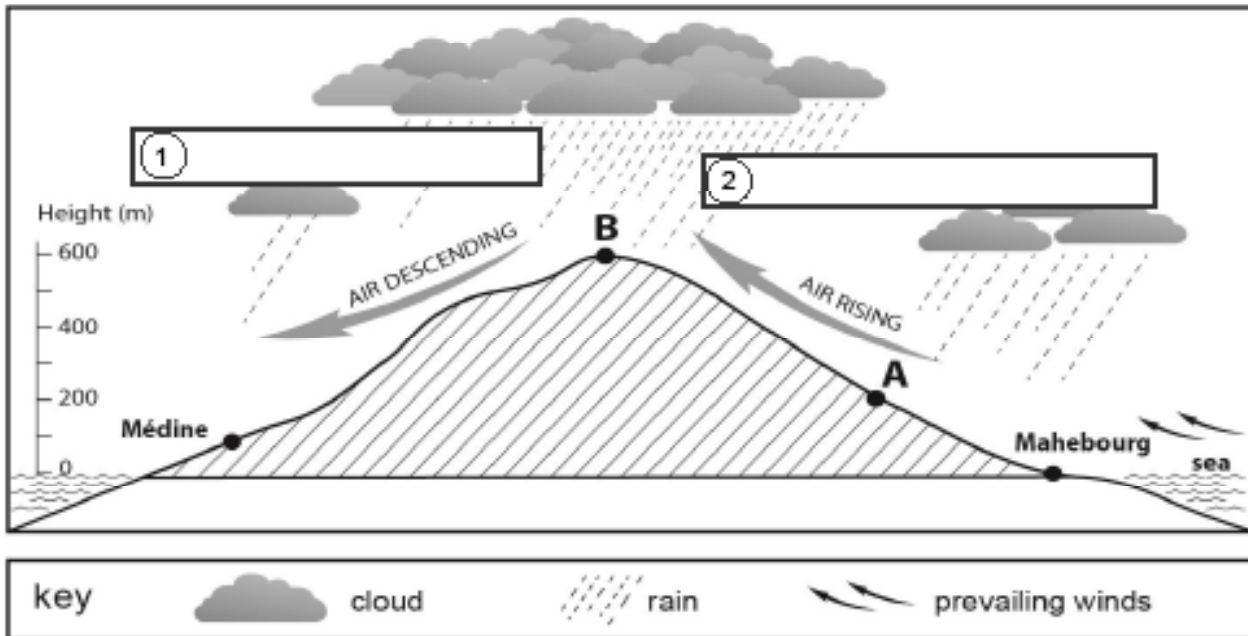
..... [2]

QUESTION 7 (10 marks)

Marks

Study Diagram 1 carefully. It shows how relief rain is formed. Then answer the questions which follow.

Diagram 1



(a) Label boxes ① and ② in **Diagram 1** correctly with the words: **windward side** and **leeward side**. [2]

(b) Fill in the blanks in sentences (i) to (iv) with words chosen from the list below.

more condenses moisture less highlands

- (i) The prevailing winds pick upfrom the sea.
- (ii) The air is forced to rise over the
- (iii) The rising air cools down and water vapour to form clouds and gives rain.
- (iv) Place **B** receives rain than place **A**.

[8]

AO - Draw and label a diagram - Interpret information from a diagram
LO - Explain the formation of relief rain

Grade 5 - Unit 4 - Topic 2 - P 66

QUESTION 8 (10 marks)

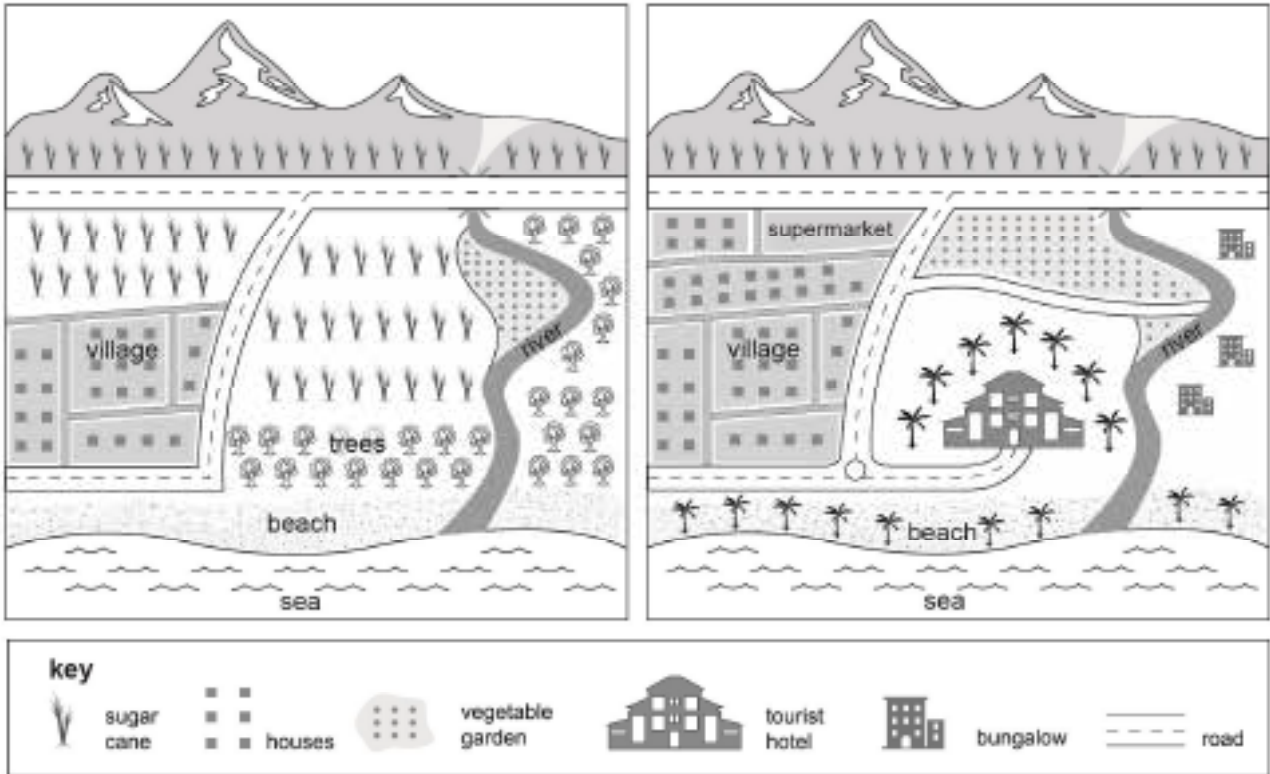
AO - Application of knowledge
 Grade 6 - Unit 1 - Topic 3 - P 34 & 35
 L.O - Show understanding of land use / changes in land use for tourism

Marks

Diagrams 2 (a) and 2 (b) show how the land use has changed in a coastal area in Mauritius between 1985 and 2015. Study them carefully and answer questions (a) to (d).

Diagram 2 (a): 1985

Diagram 2 (b): 2015



- (a) Name one type of land use in this coastal area in **1985** [Diagram 2(a)].

 [2]
- (b) Many changes have taken place in the land use between 1985 and 2015.
 For example, a tourist hotel has been built.
 List **two other** changes which have taken place in the land use.
- (i) [2]
 (ii) [2]
- (c) Explain why many tourists like to stay in the tourist hotel.

 [2]
- (d) Name **one** coastal area in Mauritius which has become a tourist resort.
 [2]

QUESTION 9 (12 marks)

Marks

In 1835, slavery was abolished in Mauritius. After they were freed, the slaves did not want to stay and work on the sugar estates. They went to settle in other places in different parts of the island. The sugar estates employed immigrants who came from India as indentured labourers.

(a) Explain why the freed slaves no longer wanted to work and live on the sugar estates.

.....
..... [2]

(b) (i) Name **one** place where the slaves went to live after they had left the sugar estates.

..... [2]

(ii) Name **one** occupation which they chose to do in the place you named in b(i).

..... [2]

(c) Name **one** port in India where the Indian immigrants embarked on ships.

..... [2]

(d) What is the name of the place where the indentured labourers stayed when they landed in Port Louis?

..... [2]

(e) Write **'True'** or **'False'** in the boxes after of each statement.

(i) When they left Port Louis, the indentured labourers went to live in villages.

(ii) The indentured labourers were paid 5 rupees for their work each month.

[2]

QUESTION 10 (12 marks)

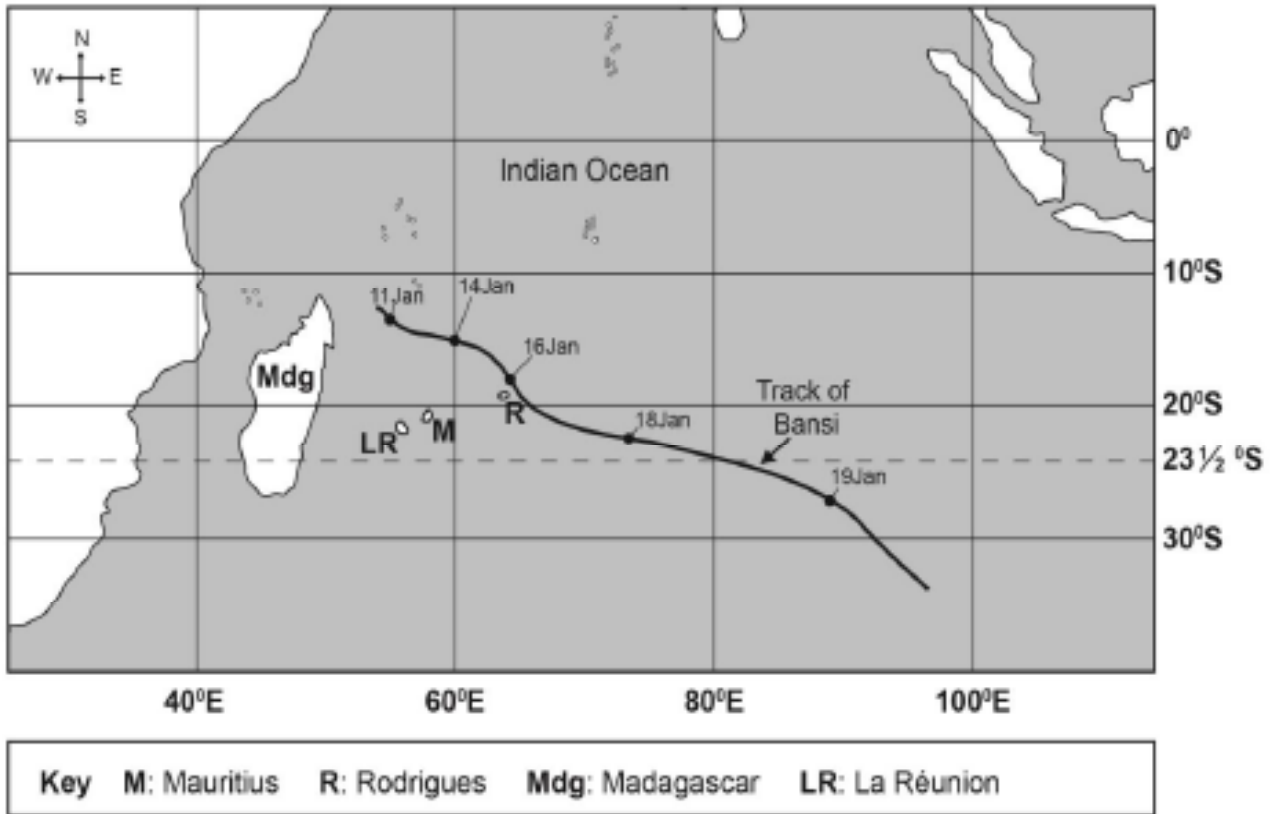
Marks

Tropical cyclones are the most common natural hazards which affect our islands. Study Map 2 carefully. It shows the track of tropical cyclone Bansi in January 2015.

Then answer the questions which follow.

- AO - Application of knowledge
- Construct relevant explanations with reliable information
- Use and apply map skills/interpretation skills

Map 2



Grade 6 - Unit 3 - Topics 1.1 / 1.2

- (a) State **one** condition for the formation of a tropical cyclone.
..... [2]
- (b) What was the **longitude** of tropical cyclone Bansi on 14 January 2015?
..... [2]
- (c) (i) Which **one** of the Mascarene islands was most affected by tropical cyclone Bansi?
..... [2]
- (ii) Give **one** reason for your answer to part (c)(i).
..... [2]

(d) Give **one** reason why a tropical cyclone is a natural hazard.

.....
..... [2]

L.O - Describe a natural hazard P 79

(e) State **one** precaution which should be taken **before the coming** of a tropical cyclone.

.....
..... [2]

L.O - List precautions to be taken before a cyclone P80 - 82

Blank Page



*Let the mind manage the body
Que l'esprit gère le corps*

Mauritius Examinations Syndicate

PRIMARY SCHOOL ACHIEVEMENT CERTIFICATE

HISTORY & GEOGRAPHY

Specimen Assessment Booklet

Specimen Mark scheme

Question 1

Give **ONE** mark to:

1. D 2. C 3. D 4. B 5. A 6. B 7. D

① x ⑦

Question 2

Give **ONE** mark to:

1. C 2. B 3. A 4. D 5. C

① x ⑤

Question 3 [1- 2]

1. (a) Give **TWO** marks for each correct answer:

- To look after sick sailors. hospital
- To store goods. warehouses
- To make flour. windmill
- To meet and take decisions. Government House

②
②
②
②

(b) Give **TWO** marks to:

- To bring / carry water.

②

10

2. Give **TWO** marks to:

(a) (i) Champs de Mars

②

(a) (ii) It became a place/track for horse racing / leisure / recreation

②

The land use changed to leisure/recreation;

Give **one** mark to: The land use changed ①

No mark to: it was used to celebrate independence/cultural events; to hold political meetings / public gatherings

(b) (i) Harbour / port; docks / dry docks / deep water quays / quays

2

- (b) (ii)
- for trade; to load and / or unload goods; Port Louis was an important trade / trading / commercial centre.
 - It was the main warehouse on the route to the East.
 - Goods were sold and exchanged there; because of entrepot trade.
 - Because of its strategic location (in this part of the world / Indian Ocean).
 - It was used as a stop over / a port of call / a refreshment station.

2

8

Question 4

1. Give **TWO** marks to:

(a) (i) Mozambique (1) (ii) Senegal (1)

2

(b) Any one of the following:

- It is near/nearer/close/closer to Ile de France; it is a shorter route;
- The voyage by ship is shorter; the sailing ships took less time
- Fewer slaves would die on the way; the sea route/voyage by sea is less risky/dangerous

2

(c) Correct tracing of sea route in the ocean from country 3, Senegal, to Ile de France.

2

2. carpenter; mason; trader; shopkeeper; blacksmith; artisan/craftsman
sailor; docker/dockworker; shipbuilder

2

Accept: build houses, roads, places of worship, Government House, docks, quays etc.

8

Question 5

1. (a) Give **ONE** mark for a tick (✓) in the box for shops (1) ; houses (1)

(b) Give **TWO** marks to: wood / stones / coral blocks / iron/ metal bars or iron/ metal sheets (2)

(c) Give **TWO** marks to: horse(s), horse carriage / horse-cart, ox-cart.
Accept : Carriages / cabriolets, cart(s) / mule / donkey

2

2. Give **TWO** marks to any one of the following:

- Increase parking fees; no motor cars or motor vehicles allowed.
- Relocate or decentralise activities / offices / shops etc.
- Encourage people to use public transport such as buses.
- Create pedestrian roads; access only to pedestrians in some streets.
- Carpooling (e.g offer / share car seats with friends going to work).
- Any other acceptable answer

2

8

Question 6 (Mauritius)

1. (a) Give **TWO** marks to: (i) 29.8°C (1) (ii) 24.2°C (1) (2)

(b) Give **TWO** marks to any one of the following:

- Because it is summer in January and winter in July
- Because January is a summer month and July a winter month
- Because it is hotter/warmer in January
- Because it is cooler in July

(2)

Give only **one** mark for a partially correct answer: e.g it is summer/hot in January (1)

(c) (i) Give **TWO** marks to Vacoas. (2)

(ii) Give **TWO** marks to any one of the following:

- It is a higher place; it is found on high/higher land(s);
- It is found on the Central Plateau
- Vacoas/It is at higher altitude; it is higher/not on lowlands/on a coastal plain
- Vacoas is 425 m high whereas Plaisance is 57m high
- Vacoas is on high lands whereas Plaisance is on lowlands

(2)

Give **one** mark to: Because of height/altitude; because of different height or altitude (1)

2. Give **TWO** marks to: (2)

- The higher we go, the cooler it is/gets
- Temperature is lower on higher lands/grounds
- Temperature is lower on the Central Plateau than on the coastal plain

Give **one** mark to:
Temperature changes with height (1)

10

Question 6 (Rodrigues)

1 (a) Give **TWO** marks to: (i) 26.5°C (1) (ii) 22.0°C (1) (2)

(b) Give **TWO** marks to any one of the following:

- Because it is summer in January and winter in July
- Because January is a summer month and July a winter month
- Because it is hotter/warmer in January
- Because it is cooler in July

(2)

Give only **one** mark for a partially correct answer: e.g it is summer/hot in January (1)

(c) (i) Give **TWO** marks to Citronelle.

2

(ii) Give **TWO** marks to any one of the following:

- It is a higher place; it is found on high/higher land(s);
- It is found on the Central Ridge
- Citronelle/It is at higher altitude; it is higher/not on lowlands/on a coastal plain
- Citronelle is 275m high whereas Pointe Canon is 58m high
- Citronelle is on high lands whereas Pointe Canon is on lower lands

2

Give **one** mark to: Because of height/altitude; because of different height or altitude

1

2. Give **TWO** marks to:

- The higher we go, the cooler it is/gets
- Temperature is lower on higher lands/grounds
- Temperature is lower on the Central Ridge where Citronelle is found

2

Give **one** mark to: Temperature changes with height

1

10

Question 7

Give **TWO** marks to:

(a) Leeward side in box 1 and windward side in box 2.

1

+

1

(b) (i) moisture

2

(ii) highlands

2

(iii) condenses

2

(iv) more

2

10

Question 8

(a) Give **TWO** marks to:

- Agricultural / residential / infrastructural.

2

Accept:

- Forest / forestry / natural forest / wasteland

(b) Give **TWO** marks each to any two of these relevant ideas:

- More houses were built / the village became bigger.
- Bungalows were / have been built.
- There was / is less sugar cane.
- More vegetable growing / more market gardening.

2

+

2

- More roads have been built.
- A supermarket has been built.
- Trees / forests have been removed.
- wasteland has been used for building bungalows.
- Filao trees / coconut trees were / have been planted on the beach.

(Any other acceptable answers for a good comparison)

(c) Give **TWO** marks to any one of these relevant ideas:

- Nearness to the beach / not far from beach / found on sandy beaches or the seaside.
- Services offered in hotels (e.g no cooking to do, waiters / maids look after them / room service).
- Sea sport facilities in hotels such as skiing, leisure crafts, boat cruises. (2)
- They can eat in restaurant.
- Leisure activities in hotels.
- Facilities such as organised visits and tours to places of interest; entertainment such as musical shows.
- More security in hotels.

Accept any other relevant answer in terms of personal services and facilities provided by a tourist hotel (e.g taxi drivers available on call).

(d) Give **TWO** marks to one example of a coastal tourist resort:

- Grand Baie / Flic en Flac / Belle Mare / Riviere Noire / Bel Ombre / Le Morne / Trou aux Biches. (2)

Accept any other relevant example

10

Question 9

(a) Give **TWO** marks to one of these ideas:

- They were badly treated / severely punished.
- Hardships on sugar estate (living and working conditions e.g. long hours of work). (2)
- Low wages / pay, free to work for themselves e.g as traders and artisans.
- No Freedom / did not enjoy their rights.
- Better opportunities in Port Louis; job or work in Port Louis / on the coast / in villages.

(b) (i) Give **TWO** marks to:

- Suburbs of Port Louis; Port Louis; on the coast; in forests; along main roads; in villages. (2)

(ii) Mason, carpenter, artisan, trader/tradesman, coachman, driver, gardener, docker, fisherman, hunter, shoemaker, etc. (2)

Accept any other relevant answer provided that the occupation given is relevant to the place.

(c) Give **TWO** marks to:

- Calcutta / Madras / Bombay (modern names : only **one** mark)

2

(d) Give **TWO** marks to:

Aapravasi Ghat; Immigration Depot
Accept Coolie Ghat.

2

(e) Give **ONE** mark to:

- (i) False
- (ii) True

2

12

Question 10

(a) Give **TWO** marks each to any one of these correct answers:

- Sea temperature is high.
- Hot seas / oceans.
- Warm sea surface.
- Temperature of sea / ocean above 26.5°C / 27°C.

2

(b) Give **TWO** marks to: 60°E.

2

(c) Give **TWO** marks to:

(i) Rodrigues

2

(ii) Cyclone Bansi passed near; nearness/closeness to cyclone track

2

(d) Give **TWO** marks to:

- It can cause harm/damage to the people and the environment.
- It can cause damage to the buildings / infrastructure + loss of lives (people get killed/hurt)

1

1

2

No mark to:

- Because a cyclone occurs naturally; it is not man-made

(e) Give **TWO** marks to:

any of the precautions mentioned on page 80 of Grade 6 Teacher's Book.

2

12

