This document contains the History & Geography assessment booklet for candidates who will take the Grade 5 PSAC assessment in 2017. It also contains the explanatory notes which include useful information on the modular assessment for this subject as well as the specimen mark scheme. The Assessment Objectives and learning objectives/learning outcomes for each question have been inserted in boxes for ease of reference.
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 for Grades 1-6 and the learning outcomes in the Teaching and Learning Syllabus. They also seek to enhance the pedagogical experience pupils would derive from the assessment.

The modular assessment in History & Geography at Grade 5 is being introduced in the year 2017 and will contribute to 50% of the PSAC Assessment for this subject.

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 education cycle.

The assessment has been revised to lay a stronger emphasis on pupils' conceptual understanding and application of knowledge and skills, while still requiring that pupils have solid subject knowledge base.

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 and 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.

3. **Modular Assessment**

The modular assessment in History & Geography is being introduced as part of the new end of primary cycle assessment, the Primary School Achievement Certificate (PSAC). The modular assessment will be taken in two parts: the first part of the assessment will be at the end of Grade 5 and the second part will be towards the end of Grade 6. The Grade 5 modular assessment will be introduced in 2017 and will be based on the Grade 5 syllabus. The pupils will take
the second modular assessment when they will complete the Grade 6 learning programme in 2018. The Grade 6 modular assessment will be based mainly on the Grade 6 syllabus.

4. Guiding Principles

The Standard V end of year assessment was conducted to provide feedback to Educators. It assessed mainly the recall of facts and concepts. The assessment in Standard V did not contribute to the end of primary cycle certification process.

With the introduction of the modular assessment in History & Geography as part of the PSAC assessment, the assessment has been reviewed. The new Grade 5 Specimen Assessment Booklet has been designed and developed guided by principles of fairness, the need to set learning standards, the importance of ensuring positive washback, the educational value of the inquiry-based approach and the contribution of the subject to the overall education of pupils.

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. The question paper will comprise 7-8 questions and will be of a duration of 1 hour.

The new approach in the curriculum will encourage Educators to put 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 weighting and individual marks allocated to objective-type questions such as multiple choice questions have been reviewed to reduce the importance and influence of this question format on the overall assessment. In the Standard V end of year assessment paper, the items in the MCQs and other objective type questions such as fill-in-the-blanks and matching types carried two marks each and accounted for at least 60-70% of the total marks. For pupils in the lowest ability range, such a practice did not encourage the development of writing skills even in very short answer questions. For higher ability pupils, such a practice tended to affect their overall performance in the subject.

5. Paper Description

The Specimen Assessment Booklet illustrates the design and format of the PSAC Grade 5 assessment and the types of questions that might be set and the level at which the different content and skills may be assessed. It has been set in accordance with a blueprint (table of specifications) which respects the weightings of the assessment objectives given in the Annual Programme for the PSAC Assessment. It contains 8 questions, for a total of 50 marks and is of a duration of
1 hour. There will be a variety of types of questions.

The following 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.

- Map skills will not be assessed as a separate question. They have been integrated in the Geography and History topics in the curriculum. They will be assessed in a topical way as shown in the specimen assessment booklet.

- Multiple-choice questions such as Questions 2 and 3 assessing Geography and History will not carry more than 8 marks each.

- An open ended/structured short answer question such as Question 7/8 will not carry more than 10 marks.

- The assessment will aim to encourage the development of understanding, the skills of inquiry and application skills.

- The Specimen Mark Scheme gives indications about examiners’ expectations and standards to be reached.

- The boxes found alongside each question/part question in the specimen assessment booklet indicate the Assessment Objectives (AO), the units/topics and the learning objectives/learning outcomes which are found in the Teaching and Learning Syllabus and the curriculum textbooks.

- The format of the PSAC Grade 5 assessment booklet is not fixed. The types and levels of questions will vary. This will give more flexibility in the paper setting process. This will also make the assessment less predictable and rigid to avoid rote learning and an excessive focus on past paper practice.

6. Assessment Objectives

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.

The paper description for the History & Geography assessment in Grade 5 is given in the Annual Programme for the PSAC Assessment 2018. The following is an extract from the document:

*The assessment will have a modular approach. The first assessment will be carried out at the end of Grade 5 based on the Grade 5 syllabus and the second assessment will be set towards the end of Grade 6 and will be essentially based on the Grade 6 syllabus in History & Geography. Each paper will be of a duration of 1 hour and will each carry a total of 50 marks. Each assessment paper will carry a weighting of 50%.*

*The papers will comprise 7-8 questions each with a number of items graded in terms of difficulty level.*

*The papers will comprise Multiple Choice items, fill-in-the-blanks, word association/matching type, diagram labelling, and open ended/structured short answer questions. The questions will also assess subject specific skills. The following table shows the weighting of the assessment objectives in History & Geography:*

**Weighting of the Assessment Objectives in the History & Geography Assessment Booklet**

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>Weighting / %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>30</td>
</tr>
<tr>
<td>Understanding</td>
<td>40</td>
</tr>
<tr>
<td>Application</td>
<td>30</td>
</tr>
</tbody>
</table>
MAURITIUS EXAMINATIONS SYNDICATE

Primary School Achievement Certificate Assessment
Specimen Assessment Booklet for Grade 5 from 2017

Time: 1 hour Total marks: 50

INSTRUCTIONS TO CANDIDATES

1. Check that this assessment booklet contains 8 questions printed on 12 pages numbered 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13.

2. Write your Index Number on the assessment booklet in the space provided above.

3. You should not use red, green or black ink in answering questions.

4. Write all your answers clearly in the assessment booklet.

5. Attempt all questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Marking</th>
<th>Revision</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Signature (HoG)
QUESTION 1 (7 marks)

AO: Use and Apply Map Skills
L.O: Read and Interpret a map with contour lines  Grade 5/Unit 1/pp.44,50

Study Map 1 carefully. It shows the height of the land in Mauritius. Then answer the questions which follow.

Map 1
(a) Complete Table 1. Put a tick (✓) in the correct boxes to show the height of the land at the different places shown in Map 1. One example has been done for you.

<table>
<thead>
<tr>
<th>Place</th>
<th>Below 200 m</th>
<th>Between 200 m and 400 m</th>
<th>Above 400 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Port Louis</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quatre Bornes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curepipe Point</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Le Morne</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) Circle letter A, B, C or D to show the correct answer.

(i) What is the direction of Le Morne village from Verdun Hill?
   - A North East
   - B South East
   - C South West
   - D North West

(ii) The width of the Central Plateau from X to Y along the dotted line is about
   - A 9 km
   - B 15 km
   - C 21 km
   - D 27 km

(c) How was the Central Plateau formed?

AO: Construct explanations
L.O: Describe a volcano in eruption (p.29) / understand the formation of relief features of Mauritius (pp.38,40)
QUESTION 2 (6 marks)

AO: Knowledge of facts (Unit 1: items 1, 2 and 3) and understanding of concepts (Unit 4: item 4)

For items 1 to 6, circle the letter which shows the correct answer.

1. Study Diagram 1 carefully. It shows a volcano in eruption.

   Diagram 1

   ![Diagram of a volcano in eruption]

   Part Q is the


2. At which part of the Earth is it hottest throughout the year?

   A South Pole
   B Tropic of Cancer
   C Tropic of Capricorn
   D Equator

3. The large areas of deep seas on the Earth’s surface are called

   A oceans.
   B hemispheres.
   C islands.
   D continents.
4. Relief rain occurs when

A  it is cooler at night.
B  the temperature of the sea is warm.
C  air rises and condenses during the day in summer.
D  air is forced to rise over highland areas.

Study Picture 1 carefully. It shows a natural forest in a highland area.
Then answer items 5 and 6.

Picture 1

5. In which part of Mauritius can we find such a natural forest?

A  On the Central Plateau
B  In coastal areas
C  On the Northern Plains
D  At the mouth of rivers

6. The best way to protect a natural forest is to

A  build a tourist hotel there.
B  create a nature reserve.
C  set up a timber factory.
D  link it directly to the airport.

AO: Application of knowledge – read and interpret information from a picture in Geography
L.Os: Explain the importance of a nature reserve; realise that the natural environment is important Unit 1: pp.55, 57
QUESTION 3 (7 marks)

AO: Knowledge of facts and understanding of concepts; read and interpret a map in History (items 1, 2, 3, 4) Unit 2 pp.68, 70, 83

For items 1 to 7, circle the letter which shows the correct answer.

Study Map 2 carefully. It shows the sea routes taken by the Portuguese and Dutch sailors in the past from Europe to the East Indies. Then answer items 1 to 4.

Map 2

Key
- - - - sea route taken by the Portuguese
- - - - sea route taken by the Dutch

1. Continent X is


2. The Portuguese sailor who first sailed round the Cape of Good Hope and reached India in 1498 was

3. On their way to the East Indies, the Dutch sailors stopped in

A Madagasar.
B the Mascarene islands.
C India.
D Australia.

4. In the past, the European sailors went to the East Indies mainly to buy

A coffee.
B gold.
C tea.
D spices.

5. In 1715, the French took possession of Mauritius because they needed

A a safe harbour for their ships.
B ebony wood to export to Europe.
C tortoises from the island of Rodrigues.
D slaves for Bourbon Island.

6. Who was the French Officer in charge of Rodrigues when the British troops captured the island in 1809?

A François Leguat
B Mathurin Brehinier
C Philibert Marragon
D Charles Decaen

7. During the first years of British rule in Mauritius, Sir Robert Farquhar encouraged the planters to cultivate

A coffee.
B indigo.
C sugar cane.
D tea.

AO: Knowledge of facts and understanding of concepts
Item 6: unit 3/topic 3  L.O: Name the officer in charge of Rodrigues pp.36, 38, 92
Item 7/unit 3/topic 4  L.O: Discuss the activities of Sir R Farquhar p.48
QUESTION 4 (6 marks)

Pictures 2(a), 2(b) and 2(c) show three buildings which we can still see in Port Louis.

Picture 2(d) shows one building which still exists in Port Mathurin today.

(a) Write the name of each building below its picture. Choose from the given list of names.

<table>
<thead>
<tr>
<th>La Résidence</th>
<th>Old Granary</th>
<th>Old Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Office</td>
<td>Government House</td>
<td></td>
</tr>
</tbody>
</table>

(1) ........................................ (2) ........................................

(3) ........................................ (4) ........................................ [4]

(b) Explain why it is important to protect and embellish these buildings.

......................................................................................................................
...................................................................................................................... [2]
Fill in the blanks in sentences (a) to (e).
Choose from the list of words below:

<table>
<thead>
<tr>
<th>prevailing</th>
<th>summer</th>
<th>leeward</th>
</tr>
</thead>
<tbody>
<tr>
<td>windward</td>
<td>winter</td>
<td>pollution</td>
</tr>
</tbody>
</table>

The first one has been done for you.

(a) A line on a map joining places having the same temperature is called an

………………………………………… .

(b) Convectional rain occurs mainly in the ………………………………… season.

(c) The South East Trade Winds are called ………………………………… winds.

(d) The district of Black River is found on the ………………………………… side of Mauritius.

(e) Climate change is caused mainly by ………………………………… of the atmosphere.
Fill in the blanks (a) to (e) in the short story about some of the achievements of French administrator Pierre Poivre in Ile de France.

Choose from this list of words:

- ships
- slaves
- sugar cane
- spice
- rivers
- agriculture
- land

Pierre Poivre had travelled to China and to South East Asia. On his way to France in 1753, he brought (a) plants to Ile de France.

When he became the administrator of Ile de France in 1767, Pierre Poivre encouraged the French settlers to develop (b) ..................

He gave plots of (c) to other free people to develop the town of Port Louis.

But without the hard work of the (d) , Ile de France would not have become a prosperous colony.

Pierre Poivre took important measures to protect the natural environment.

For example, he ordered the indigo factories to stop polluting the (e) and canals on the island.
QUESTION 7 (9 marks)

AOs: Application of skills - read and interpret a historical source/document (a) and (b) select and apply knowledge (part 2)
L.Os: Locate the place where the Dutch settled and its advantages; describe the activities of the Dutch: Unit 2/topic 3 p.72 and unit 3/topic 1, pp. 8-11

1. Picture 3 shows the place in the area of Grand Port where Dutch sailors landed for the first time in Mauritius. Study it carefully. Then answer questions (a) and (b).

Picture 3

(a) What is the name of the place where the Dutch sailors landed for the first time in 1598? Circle letter A, B or C to show the correct answer.

A Vieux Grand Port     B Ferney     C Mahebourg     [1]

(b) Describe two activities of the Dutch sailors which are shown in Picture 3.

(i) ................................................................. [2]

(ii) ................................................................. [2]

2. Describe two advantages that the area of Grand Port offered to the Dutch settlers.

(i) ................................................................. [2]

(ii) ................................................................. [2]
QUESTION 8 (6 marks)

Map 3 shows isotherms for the month of July in Mauritius. Study it carefully.

Map 3
(a) Complete **Column 2** in **Table 2** by writing the average temperature in July for the places shown in **Map 3**. The first one has been done for you.

**Table 2**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
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<tbody>
<tr>
<td>Place</td>
<td>Average Temperature in July (°C)</td>
</tr>
<tr>
<td>Port Louis</td>
<td>23°C</td>
</tr>
<tr>
<td>Curepipe</td>
<td></td>
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<tr>
<td>Rose Belle</td>
<td></td>
</tr>
<tr>
<td>Centre de Flacq</td>
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</table>

(b) Shade like this the area where the average temperature is lower than 16°C in the month of July.  

(c) Explain why the temperature is higher in Port Louis than in Curepipe.

..........................................................................................................................................................................................  

..........................................................................................................................................................................................  [2]
Index Number: ..........................................................

MAURITIUS EXAMINATIONS SYNDICATE

Primary School Achievement Certificate Assessment
Specimen Assessment Booklet for Grade 5 from 2017 (Rodrigues)

Time: 1 hour       Total marks: 50

INSTRUCTIONS TO CANDIDATES

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Signature
(HoG)
QUESTION 1 (7 marks)

AO: Use and Apply Map Skills
L.O: Read and Interpret a map with contour lines  Grade 5/Unit 1/pp.44,50

Study Map 1 carefully. It shows the height of the land in Rodrigues. Then answer the questions which follow.

Map 1

(a) Complete Table 1. Put a tick (✓) in the correct boxes to show the height of the land at the different places shown in Map 1. One example has been done for you.

Table 1

<table>
<thead>
<tr>
<th>Place</th>
<th>Below 100 m</th>
<th>Between 100 m and 300 m</th>
<th>Above 300 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Port Mathurin</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La Ferme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mont Limon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plaine Corail</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(b) Circle letter A, B, C or D to show the correct answer.

Give the direction of one place from another pp.27, 44, 50

(i) In what direction is Plaine Corail from Mont Limon?

A  North East  B  South East

C  South West  D  North West [1]

Make use of scale to measure distances on a map pp.26, 44, 50

(ii) The distance along a straight line from La Ferme to Mont Limon is about

A  2 km  B  4 km

C  6 km  D  8 km [1]

(c) On the Central Ridge, in some places such as La Ferme, the undulating lands are made of tuffs. How were tuffs formed?

...........................................................................................................................................

...........................................................................................................................................

[2]

AO: Construct explanations
L.O: Describe a volcano in eruption (p.29) / understand the formation of relief features of Mauritius (pp.38,40)
QUESTION 2 (6 marks)

AO: Knowledge of facts (Unit 1: items 1, 2 and 3) and understanding of concepts (Unit 4: item 4)

For items 1 to 6, circle the letter which shows the correct answer.

1. Study Diagram 1 carefully. It shows a volcano in eruption.

   Diagram 1

   Part Q is the


2. At which part of the Earth is it hottest throughout the year?

   A South Pole
   B Tropic of Cancer
   C Tropic of Capricorn
   D Equator

3. The large areas of deep seas on the Earth’s surface are called

   A oceans.
   B hemispheres.
   C islands.
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4. Relief rain occurs when

A  it is cooler at night.
B  the temperature of the sea is warm.
C  air rises and condenses during the day in summer.
D  air is forced to rise over highland areas.

Study Picture 1 carefully. It shows a natural forest in a highland area.
Then answer items 5 and 6.

Picture 1

5. In which part of Mauritius can we find such a natural forest?

A  On the Central Plateau
B  In coastal areas
C  On the Northern Plains
D  At the mouth of rivers

6. The best way to protect a natural forest is to

A  build a tourist hotel there.
B  create a nature reserve.
C  set up a timber factory.
D  link it directly to the airport.

AO: Application of knowledge – read and interpret information from a picture in Geography
L.Os: Explain the importance of a nature reserve; realise that the natural environment is important Unit 1: pp.55, 57
QUESTION 3 (7 marks)

For items 1 to 7, circle the letter which shows the correct answer.

Study Map 2 carefully. It shows the sea routes taken by the Portuguese and Dutch sailors in the past from Europe to the East Indies. Then answer items 1 to 4.

Map 2

Key
- - - sea route taken by the Portuguese
--- sea route taken by the Dutch

1. Continent X is


2. The Portuguese sailor who first sailed round the Cape of Good Hope and reached India in 1498 was

3. On their way to the East Indies, the Dutch sailors stopped in

A  Madagascar.
B  the Mascarene islands.
C  India.
D  Australia.

4. In the past, the European sailors went to the East Indies mainly to buy

A  coffee.
B  gold.
C  tea.
D  spices.

5. In 1715, the French took possession of Mauritius because they needed

A  a safe harbour for their ships.
B  ebony wood to export to Europe.
C  tortoises from the island of Rodrigues.
D  slaves for Bourbon Island.

6. Who was the French Officer in charge of Rodrigues when the British troops captured the island in 1809?

A  François Leguat
B  Mathurin Brehinier
C  Philibert Marragon
D  Charles Decaen

7. During the first years of British rule in Mauritius, Sir Robert Farquhar encouraged the planters to cultivate

A  coffee.
B  indigo.
C  sugar cane.
D  tea.
QUESTION 4 (6 marks)

Pictures 2(a), 2(b) and 2(c) show three buildings which we can still see in Port Louis.

Picture 2(d) shows one building which still exists in Port Mathurin today.

(a) Write the name of each building below its picture. Choose from the given list of names.

<table>
<thead>
<tr>
<th>La Résidence</th>
<th>Old Granary</th>
<th>Old Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Office</td>
<td></td>
<td>Government House</td>
</tr>
</tbody>
</table>

(1) .............................................. (2) ..............................................
(3) .............................................. (4) ..............................................

(b) Explain why it is important to protect and embellish these buildings.

..........................................................................................................................................
...........................................................................................................................................

[4] [2]
QUESTION 5 (4 marks)

Fill in the blanks in sentences (a) to (e).
Choose from the list of words below:

<table>
<thead>
<tr>
<th>prevailing</th>
<th>summer</th>
<th>leeward</th>
</tr>
</thead>
<tbody>
<tr>
<td>windward</td>
<td>winter</td>
<td>pollution</td>
</tr>
</tbody>
</table>

The first one has been done for you.

(a) A line on a map joining places having the same temperature is called an

…………………………… isotherm

(b) Convectional rain occurs mainly in the …………………………… season.

(c) The South East Trade Winds are called …………………………… winds.

(d) Port Mathurin is found on the …………………………… side of Rodrigues.

(e) Climate change is caused mainly by …………………………… of

the atmosphere.

[4]
QUESTION 6 (5 marks)

Fill in the blanks (a) to (e) in the short story about some of the achievements of French administrator Pierre Poivre in Ile de France.

Choose from this list of words:

- ships
- slaves
- sugar cane
- spice
- rivers
- agriculture
- land

Pierre Poivre had travelled to China and to South East Asia. On his way to France in 1753, he brought (a) …………………………………… plants to Ile de France.

When he became the administrator of Ile de France in 1767, Pierre Poivre encouraged the French settlers to develop (b) …………………………………

He gave plots of (c) …………………………… to other free people to develop the town of Port Louis.

But without the hard work of the (d) ……………………………, Ile de France would not have become a prosperous colony.

Pierre Poivre took important measures to protect the natural environment.

For example, he ordered the indigo factories to stop polluting the (e) …………………………… and canals on the island.

[5]
QUESTION 7 (9 marks)

AOs: Application of skills- read and interpret a historical source/document (a) and (b) select and apply knowledge (part 2)
L.Os: Locate the place where the Dutch settled and its advantages; describe the activities of the Dutch: Unit 2/topic 3 p.72 and unit 3/topic 1, pp. 8-11

1. Picture 3 shows the place in the area of Grand Port where Dutch sailors landed for the first time in Mauritius. Study it carefully. Then answer questions (a) and (b).

Picture 3

(a) What is the name of the place where the Dutch sailors landed for the first time in 1598? Circle letter A, B or C to show the correct answer.

A  Vieux Grand Port  B  Ferney  C  Mahebourg  [1]

(b) Describe two activities of the Dutch sailors which are shown in Picture 3.

(i) ……………………………………………………………………………………………………………………………………………………………………………………………..[2]

(ii)  …………………………………………………………………………………………………………………………………………………………………………………………………………………..[2]

2. Describe two advantages that the area of Grand Port offered to the Dutch settlers.

(i) …………………………………………………………………………………………………………………………………………………………………………………………………………………..[2]

(ii)  ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..[2]
Map 3 shows isotherms for the month of July in Mauritius. Study it carefully.

AO: Application of knowledge and skills – read, extract and interpret information presented in a map; 
L.Os: Read and interpret isotherm maps; skills of handling information; drawing/graphic skills.  
Unit 4/topic1  pp.58, 59, 60
(a) Complete Column 2 in Table 2 by writing the average temperature in July for the places shown in Map 3. The first one has been done for you.

Table 2

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Average Temperature in July (°C)</td>
</tr>
<tr>
<td>Port Louis</td>
<td>23°C</td>
</tr>
<tr>
<td>Curepipe</td>
<td></td>
</tr>
<tr>
<td>Rose Belle</td>
<td></td>
</tr>
<tr>
<td>Centre de Flacq</td>
<td></td>
</tr>
</tbody>
</table>

(b) Shade like this the area where the average temperature is lower than 16°C in the month of July.

(c) Explain why the temperature is higher in Port Louis than in Curepipe.
Note: This mark scheme is provided for guidance purposes only and does not provide an exhaustive list of all acceptable answers.
Question 1 (Mauritius)

(a) Give ONE mark to a tick as follows:

<table>
<thead>
<tr>
<th>Place</th>
<th>Below than 200 m</th>
<th>Between 200 m and 400 m</th>
<th>Above 400 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Port Louis</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quatre Bornes</td>
<td></td>
<td>✓ 1</td>
<td></td>
</tr>
<tr>
<td>Curepipe Point</td>
<td></td>
<td>✓ 1</td>
<td></td>
</tr>
<tr>
<td>Le Morne</td>
<td>✓ 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) (i) C 1          (ii) C 1

(c) Two marks to: by lava flows from volcanoes/craters
    By lava flows which have solidified; solidified lava flows
    Give one mark only to: by volcanoes; by lava flows

Question 1 (Rodrigues)

(a) Give ONE mark to a tick as follows:

<table>
<thead>
<tr>
<th>Place</th>
<th>Below 100 m</th>
<th>Between 100 m and 300 m</th>
<th>Above 300 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Port Mathurin</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La Ferme</td>
<td></td>
<td>✓ 1</td>
<td></td>
</tr>
<tr>
<td>Mont Limon</td>
<td></td>
<td>✓ 1</td>
<td></td>
</tr>
<tr>
<td>Plaine Corail</td>
<td>✓ 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) (i) C 1          (ii) C 1

(c) Two marks to: by ash and dust from volcanoes/craters
    By ash and dust which have solidified; solidified ash and dust
    By ash and dust deposited; ash and dust deposits
    Give one mark only to: by volcanoes; by ash and dust
Question 2

Give ONE mark to:


Question 3

Give ONE mark to:


Question 4

(a) Give ONE mark to:

- Picture 2(a) – (1) Government House \[1\]
- Picture 2(b) – (2) Post Office \[1\]
- Picture 2(c) – (3) Old Hospital \[1\]
- Picture 2(d) – (4) La Résidence \[1\]

(b) Give TWO marks to any one of these ideas:
- They are historical buildings; they form part of the national heritage/cultural heritage.
- They remind us of the past/contributions of people in the past.
- For the young/future generations to learn about our past/past uses of the buildings.
- For touristic purposes/as tourist attractions; to conserve them as places to visit.

Question 5

Give ONE mark to each of the following:

(b) summer
(c) prevailing
(d) leeward
(e) pollution \[4\]
Question 6

Give ONE mark to each of the following:

(a) spice
(b) agriculture
(c) land
(d) slaves
(e) rivers

5

Question 7

1. (a) B

1

(b) Give TWO marks each to any two of the following:

- They are/were fishing for food
- They built a hut/huts
- One sailor is/was cooking food
- They were building/repairing a boat
- They have cut/were cutting wood
- One sailor is/was mending/repairing/making barrels
- They held/were holding an assembly under a tree
- They did/were doing iron works; they were heating and moulding iron

2 x 2

Give one mark to a one word answer such as:

- Fishing/building/repairing

1

Wrong answers

No mark to:

- Cutting down ebony trees/forest
- Growing/planting fruit trees/vegetables/other crops
- Rearing cattle/animals
- Hunting tortoises/birds/dodos (not shown in this picture on Dutch first landing)
2. Give **TWO** marks each to any **two** of the following answers:

One mark for identification of advantage + one mark for a development of idea.
- Rivers provided fresh water for drinking/washing/watering crops
- Forests were rich in wildlife
- There were many ebony trees to cut for export
- The area/the bay was protected/sheltered by coral reefs
- They could use the place to do trade/trading ships
- The bay provided the Dutch sailors with a good natural harbour
- Plain/soil/land was fertile for growing crops/fruit trees; alluvial soils were available in the plain/s for growing crops/planting
- They could get food from the forests; there were abundant wild animals food/fish to eat
- They could use the bay to shelter ships
- They could get wood/trees for cooking/building huts or houses/repairing ships

\[ 2 \times 2 \]

Give **ONE** mark for identification of advantage only
- Many rivers; good soil
- Many forests/trees
- Abundant wood/ebony trees

\[ 9 \]

**Question 8**

(a) Give **ONE** mark each to:

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Average Temperature in July (°C)</td>
</tr>
<tr>
<td>Curepipe</td>
<td>16°C</td>
</tr>
<tr>
<td>Rose Belle</td>
<td>19°C</td>
</tr>
<tr>
<td>Centre de Flacq</td>
<td>21°C</td>
</tr>
</tbody>
</table>

Note: A range of answers between 18°C - 20°C and 20°C - 22°C is also acceptable.

(b) Give **ONE** mark for correct shading inside the 16°C isotherm.

(c) Give **TWO** marks for a relevant comparison:
- Port Louis is lower; it is found on a plain/the coast/the western/north western coast
• Curepipe is higher/found on high land/ higher lands or location
• The altitude of Port-Louis is lower/low whereas Curepipe is at a higher/high altitude
• Port-Louis/It is found at/on low/lower altitude
• Because the lower the place, the warmer it gets
• The higher we go, the cooler it gets.
• Because temperature of the air changes/varies with altitude/height

Give one mark to:
• Limited development of answer such as it is low; a low place; on leeward side

6
This document contains the History & Geography assessment booklet for candidates who will take the Grade 5 PSAC assessment in 2017. It also contains the explanatory notes which include useful information on the modular assessment for this subject as well as the specimen mark scheme. The Assessment Objectives and Learning objectives/learning outcomes for each question have been inserted in boxes for ease of reference.