



**Cambridge Assessment  
International Education**

Cambridge  
**O Level**

# **SYLLABUS**

**Cambridge O Level**

**For centres in Mauritius**

**History (Mauritius and Modern World Affairs)**

**2162**

For examination in June and November 2020, 2021 and 2022.

### Changes to the syllabus for 2020, 2021 and 2022

The latest syllabus is version 2, published April 2019.

#### **Changes to version 2, published April 2019**

Arrangements for combining this syllabus with other syllabuses have been updated.

From 2020, candidates may not combine this syllabus with in an examination series with Cambridge O Level History syllabus 2147.

Please see page 6 for details.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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# 1. Introduction

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## 1.1 Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Recognition

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). There are over 700 000 entries a year in nearly 70 countries. Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cambridgeinternational.org/teachers](http://www.cambridgeinternational.org/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cambridgeinternational.org/examsofficers](http://www.cambridgeinternational.org/examsofficers)

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

## 1.2 Why choose Cambridge O Level?

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS & A Levels, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel)

### Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

## 1.3 Why choose Cambridge O Level History?

By developing an interest in the past, the Cambridge O Level History syllabus improves candidates' knowledge and understanding of human activities in the past, linking them with the present. This provides a basis for further study and encouraging a life-long interest in the subject. Candidates build both their historical knowledge and their skills in using historical concepts and explanatory tools. This syllabus aims to provide candidates with an understanding of the strategic, economic, political, social and religious factors that have affected the history and contributed to the making of present-day Mauritius.

### Prior learning

We recommend that learners who are beginning this course should have previously studied some History or another Humanities subject.

### Progression

Cambridge O Levels are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades A\* to C in Cambridge O Level History are well prepared to follow courses leading to Cambridge International AS and A Level History, or the equivalent.

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## 2. Teacher support

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### 2.1 Support materials

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

Please see the syllabus materials DVD for more information.

### 2.2 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications.

### 3. Assessment at a glance

All candidates take two components: Component 1 and Component 2.

Components	Weighting (approx.)
<p><b>Component 1: Mauritius and Modern World Affairs</b> <span style="float: right;"><b>2 hours</b></span></p> <p><b>Section A: International Relations and Developments</b> A choice of four questions.</p> <p><b>Section B: History of Mauritius</b></p> <p><b>1 Ile de France 1715 to 1810</b> A choice of four questions.</p> <p><b>2 British Mauritius from 1810 to 1922</b> A choice of four questions.</p> <p><b>3 Towards a modern Mauritius: 1922 to 2000</b> A choice of four questions.</p> <p>Candidates answer <b>four</b> questions. They must answer <b>at least one</b> question from <b>Section A</b> and <b>at least two</b> questions from <b>Section B</b>.</p> <p>Each question is structured in two parts: part (a) and part (b). Candidates must answer both parts of their chosen questions.</p> <p>Part (a) requires candidates to demonstrate an ability to recall, select, organise and deploy knowledge of the syllabus content (10 marks).</p> <p>Part (b) requires candidates to show an understanding of and ability to analyse and explain: cause and consequence, continuity and change, similarity and difference; and the motives, emotions, intentions and beliefs of people in the past (10 marks).</p> <p>80 marks</p> <p>Externally marked</p>	66%

Components	Weighting (approx.)
<p><b>Component 2: International Relations and Developments</b>      <b>1 hour 15 minutes</b></p> <p>This source-based paper contains five questions on a sub-section of syllabus content in <b>Section A: International Relations and Developments</b>.</p> <p>Candidates answer <b>all</b> questions.</p> <p>The sub-section on which the paper is set will change every year.</p> <p>For examination in 2020, the sub-section is:</p> <p><b>The 1919–20 peace settlement and international relations in the 1920s</b></p> <p>For examination in 2021, the sub-section is:</p> <p><b>The League of Nations</b></p> <p>For examination in 2022, the sub-section is:</p> <p><b>The Second World War</b></p> <p>Up to five sources will be set. Both primary and secondary sources may be used and sources may be simplified where necessary. Obscure terms will be defined.</p> <p>All questions require candidates to demonstrate an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context. Candidates are expected to refer closely to the sources in their answers.</p> <p>40 marks</p> <p>Externally marked</p>	33%

## Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- Cambridge IGCSE History (0470)
- Cambridge O Level History (2147)
- Cambridge O Level History (Singapore) (2174)
- syllabuses with the same title at the same level.

Please note that Cambridge O Level, Cambridge IGCSE and Cambridge IGCSE (9–1) syllabuses are at the same level.



## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus aims

The aims of Cambridge O Level History (Mauritius and Modern World Affairs) are to:

- stimulate an interest in and enthusiasm for the study of history
- promote the acquisition of knowledge and understanding of human activity in history, linking it, as appropriate, with the present
- ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of key historical concepts such as cause and consequence, continuity and change, similarity and difference
- encourage the development of analytical skills and the ability to explain historical issues and events
- provide a sound basis for further study and the pursuit of personal interest
- encourage national and international understanding.

### 4.2 Assessment objectives

The assessment objectives in Cambridge O Level History (Mauritius and Modern World Affairs) are:

**AO1:** an ability to recall, select, organise and deploy knowledge of the syllabus content

**AO2:** an understanding of and an ability to analyse and explain:

- cause and consequence, continuity and change, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past

**AO3:** an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

### 4.3 Relationship between assessment objectives and components

Assessment objective	Paper 1 (marks)	Paper 2 (marks)	Weighting for qualification (approx. %)
AO1	40	–	33%
AO2	40	–	33%
AO3	–	40	33%

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## 5. Syllabus content

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### Section A: International Relations and Developments

#### 1 The 1919–20 peace settlement and international relations in the 1920s

- The aims of Woodrow Wilson, George Clemenceau and Lloyd George
- The Treaty of Versailles and treaties of Saint-Germain (1919), Neuilly (1919), Trianon (1920), Sèvres (1920) and Lausanne (1923)
- The impact of the treaties
- International agreements of the 1920s

#### 2 The League of Nations

- The structure and organisation of the League of Nations
- The strengths and weaknesses of the League of Nations
- Successes and failures of the League of Nations in the 1920s
- The failures of the League of Nations in the 1930s, including Manchuria and Abyssinia

#### 3 The Second World War

- The causes of the war, including Hitler's foreign policy, British and French appeasement of Hitler, the Nazi-Soviet pact
- The main phases of the war: German victory in the west and the survival of Britain, 1939–40; Operation Barbarossa and the defeat of Germany in Russia, 1941–44; the War in the Pacific, 1941–45; the defeat of Germany, 1944–45
- The reasons for the Allied victory
- The nature of 'Total War'
- The Holocaust

#### 4 The Cold War

- The origins of the Cold War, including Yalta and Potsdam
- Soviet foreign policy in Europe in the early post-war period, 1945–55
- The foreign policy of America and its allies in Europe, 1945–55
- The U2 spy plane incident and the building of the Berlin Wall
- The globalisation of the Cold War, including Cuba and Vietnam
- Détente
- Gorbachev and the end of the Cold War

#### 5 The United Nations and recent world affairs

- The structure and organisation of the United Nations
- The strengths and weaknesses of the United Nations
- Successes and failures of the United Nations, including the Korean War and the Congo Crisis, 1960–64
- Saddam Hussein, the invasion of Kuwait and the First Gulf War

## Section B: History of Mauritius

A knowledge of certain basic themes is essential to the understanding of the History of Mauritius. These include:

- The island's strategic importance in the Indian Ocean.
- The dominant role of sugar in the economic life of the island, and its impact on political and social life.
- The cultural pluralism of the island's population.
- The work and importance of the leading figures of the country's history.

Teachers should

- emphasise the importance and relevance of these themes throughout the syllabus
- encourage students to develop analytical skills to develop historical narrative using a range of sources
- recognise the role and contribution of leading individuals to the historical process
- recognise the importance of new evidence towards the understanding and interpretation of the past.

In addition to published materials, candidates are encouraged to refer to additional source material where appropriate to inform their studies.

### 1 Ile de France 1715 to 1810

Trade and Agriculture in Ile de France and the development and importance of Port Louis – the roles of Mahé de Labourdonnais, Pierre Poivre and the development of the Code Decaen.

Aspects of slavery: slave trade, slave origins, slave occupations, conditions of slaves, resistance strategies such as maroonage.

The impact of the French Revolution.

Anglo-French rivalry in the Indian Ocean and events leading to British conquest of Ile de France and its immediate consequences

### 2 British Mauritius from 1810 to 1922

The sugar industry and economic expansion (including the morcellement process and the emergence of the small planter class).

Abolition of slavery: causes and consequences, apprenticeship and its aftermath. The parts played in this process by Adrien d'Epinau and John Jeremie. The contributions of Père Laval and Rémy Ollier in the post emancipation process.

Indian immigration, the indentured labour system, working and living conditions on sugar estates: problems and solutions; the attitudes of Governor Sir Arthur Gordon; the activities of Adolphe de Plevitz.

Factors affecting the development and growth of Port Louis.

The Council of Government 1810–31 including the role of Sir Robert Farquhar and political and constitutional developments 1885–1922; the actions of Sir John Pope Hennessy; enlargement of the Council; elected members; 'Democrats' vs. 'Oligarchs' – the role of Eugene Laurent and Manilal Maganlal Doctor.

Dependencies (Rodrigues and the Outer Islands): settlement and colonisation.

### **3 Towards a modern Mauritius: 1922 to 2000**

Labour movements and growth of trade unionism; the parts played by Harryparsad Ramnarain and Emmanuel Anquetil.

Sociocultural movements and political emancipation; the parts played by Sir Abdool R Mohamed and Prof. B Bissoondoyal.

Renganaden Seeneevassen and political advances and constitutional developments up to independence; The significant parts played by Sir Charles Gaëtan Duval, Dr Maurice Curé, Pandit Sahadeo, Emmanuel Anquetil, Guy Rozemont, Sookdeo Bissoondoyal and Jules Koenig and Governors Sir Donald Mackenzie-Kennedy, Dr Seewoosagur Ramgoolam and Sir Hugh Bede Clifford.

Demographic change, economic and social conditions and development of the welfare state under Sir Seewoosagur Ramgoolam.

Economic development since independence including agricultural diversification, industrial growth (manufacturing), Professor Edouard Lim Fat and the development of the EPZ Sector, Amédée Maingard and the development of tourism and modern developments in communications.

Political developments after independence including local government the premiership of Dr Navin Ramgoolam and the role of Sir Anerood Jugnauth, and Paul Bérenger's leadership until 2000.

Modernisation of the State: constitutional changes: the Republic.

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## 6. Other information

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### Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)

### Language

This syllabus and the associated assessment materials are available in English only.

### Grading and reporting

Cambridge O Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

## 7. Appendix

### Resources for students and teachers

#### Textbook for students

Adison, J and Hazareesingh, K, *A New History of Mauritius*, EOI, 2nd reprint, 1999

#### References for students and teachers

Barnwell, P J and Toussaint, A, *A Short History of Mauritius*, Longman, Green & Co., 1949

Dayachand, Napal, *Dutch Mauritius and Ile de France (1638–1810)*, Hart Printing, 1980

Dayachand, Napal, *British Mauritius (1810–1948)*, Editions Le Printemps Lté, 1994

Nagapen, Amédée, *Histoire de la Colonie: Ile de France/Ile Maurice (1721–1968)*, Port-Louis, 1996

Patureau, J Maurice, *Histoire économique de l'île Maurice*, Press Henry and Cie Ltd, Les Pailles, 1988

*Select Documents on Indian Immigrants*, Mahatma Gandhi Institute, Moka

Selvon, A, *Comprehensive History of Mauritius*, Mauritius Printing Specialists (Pte.) Ltd., 2001

Toussaint, A, *Histoire de Maurice*, Presses Universitaires de France, 1974

Toussaint, A, *Histoire des Iles Mascareignes*, PUF, 1972

Varma, M N, *The Making of Mauritius*, Nice Printing, Port-Louis, 1976

#### Resources for teachers

Teelock, V, *Mauritian History. From its beginnings to Modern Times*, Mahatma Gandhi Institute (MGI), Moka, 2009

#### References for teachers on specific topics in the syllabus

Allen, Richard B, *Slaves, Freedmen, and Indentured Labourers in Colonial Mauritius*, Cambridge University Press, 1999

Bissoondoyal Uttama, (ed.) *Indian Labour Immigration International Conference of Indian Labour Immigration, October 1984*, MGI Moka, 1986

Bissoondoyal Uttama, (ed.) *Indians Overseas: The Mauritian Experience*, MGI Moka, 1984

Bowman Larry, *Mauritius: Democracy and development in the Indian Ocean*, 1991

Carter, M, Anderson C, et al., *Colouring the Rainbow: Mauritian Society in the Making*, Port-Louis, CRIOS/ALFRAN 1998

Chan Low J, Series of articles including 'The Making of a Constitution' covering the period 1959–63, delivered/published 1996–99

Chan Low J, Conference papers on: 'Democratizing Politics in a Smaller Plural Territory: British Policy towards the Constitutional Evolution of Mauritius', 8–12, December 1998, MGI, and 'The Transfer of Power and the Decolonisation Process: The Mauritian Experience', January 2000

Houbert, Jean: 'The Indian Ocean Creole Islands: Geo-Politics and Decolonisation', *Journal of Modern African Studies*, 30:3, 465–84, September 1992

Ly Tio Fane Huguette, *Lured Away: The life history of cane workers in Mauritius*, MGI, Moka

Lamusse Roland, *The Supremacy & Twilight of the Mauritius Sugar Industry*, Osman Publishing, 2011

North-Coombes, Alfred, *A History of Sugar Production in Mauritius*, Floreal, 2993  
Simmons Adele, *Modern Mauritius, the Politics of Decolonization*, Bloomington, 1982  
Teelock, V, *Bitter Sugar: Sugar & Slavery in 19th Century Mauritius*, MGI, Moka, 1998  
Varma, M N, *The Political History of Mauritius Vol. 1 (1883–1983)*, Bahadoor Printing, Pailles

## Rodrigues

North-Coombes, Alfred, *The Island of Rodrigues*, Book Printing Service, Port Louis, 1971 (2nd edition, 2002)  
Jauze, Jean-Michael, *Rodrigues: La Troisième Ile des Mascareignes*

## Local Government

Dukhira, Chit, *History of Mauritius: Experiments in Democracy*, 2002

## Outer Islands: Agalega and the Chagos Archipelago

Jahangeer-Chojoo, Ameena and Bablee, Diana, 'The Outer Islands of Mauritius. A Historical Perspective', paper presented at the Conference *Multi-Insular Mauritius, A New Focus*, 10–11 December 2002

