



**MAURITIUS  
EXAMINATIONS  
SYNDICATE**

# **NATIONAL CERTIFICATE OF EDUCATION**

**SOCIAL AND MODERN  
STUDIES**

**Specimen paper**  
for first assessment in October 2020

## **Acknowledgements**

The MES would like to place on record its gratitude and appreciation to all those who contributed to the development of the specimen assessment materials - Educators (from the mainstream and extended stream), academics from the MIE, the University of Mauritius and the Open University, representatives of the Ministry of Education and HR, TE and SR and representatives of recognised unions - who, at different stages in the development of the assessment, have been members of technical committees, validation committees and Secondary School Examination Committees that were set up by the MES. We are also grateful to the Rectors, Educators and students who took part in the trialing process of the specimen papers. The contribution of all these stakeholders provided us with vital information and feedback which fed into the production of the specimen papers.

## **National Certificate of Education (NCE) Assessment 2020 – Social & Modern Studies Explanatory Notes**

### **1.0 Background**

At the end of the Nine Year Continuous Basic Education (NYCBE) cycle, all students from the Regular and Extended programmes take the National Certificate of Education (NCE) Assessment. This assessment is in line with the philosophy defined in the National Curriculum Framework (NCF) Grades 7, 8 and 9 (MIE, 2016) and the learning outcomes detailed in the Teaching and Learning Syllabus (MIE, 2017).

The assessment will be carried out in the following subjects:

- English
- Mathematics
- French
- Science
- Information and Communication Technology
- Technology Studies
- Business and Entrepreneurship Education (BEE)
- Social and Modern Studies (SMS)
- Art and Design
- An optional core subject (Asian Languages, Arabic and Kreol Morisien, if chosen by the candidate)

A 7-point Grading structure will be used in each subject, as illustrated below:

Numerical Grade	Marks
1	85 and above
2	75 and above but below 85
3	65 and above but below 75
4	55 and above but below 65
5	45 and above but below 55
6	35 and above but below 45
7	Less than 35

## 2.0 Purpose of the NCE Assessment

The main purpose of the NCE Assessment is to measure and certify learning achievement at the end of the NYCBE cycle. The information gathered from the assessment will be used for

- Certification

Meeting the minimum requirements on the NCE assessment (see the Award Rules in the Annual Programme) will lead to the candidate being conferred an NCE certificate which will be recognised at Level 2 on the National Qualifications Framework.

- Promotion to Grade 10

Assessment results from the NCE will guide schools in determining whether students get promoted to Grade 10.

- Orientation

The NCE assessment will provide information to guide students as to whether they want to continue in the general or in the technical/vocational stream. Within the general stream, it may guide students in their choice of subjects as from Grade 10.

- Admission to academies

Performance in the NCE Assessment will determine whether candidates are admitted to academies. The following extract from the Education Act indicates the criteria for admission to academies:

*Priority of admission to Grade 10 in an Academy shall be determined on the basis of the grade aggregate and the relative performance of the eligible pupil in the best 8 core subjects, including English, French and Mathematics, at the NCE assessment and the choice of the responsible party specified in paragraph (1).*

### **3.0 Guiding principles in Assessment**

A number of key principles of assessment guided the development of the NCE assessment.

#### **1. Validity<sup>1</sup>**

Validity is a central concept in assessment. In simple terms, it refers to the extent to which an assessment measures what it is supposed to be measuring. Validity also refers to the extent to which the assessment is providing evidence of candidates' achievement levels. An assessment is considered valid if it meets its purposes.

#### **2. Reliability**

Reliability, another crucial concept in assessment, refers to producing reliable, stable and consistent results over time. Ensuring reliability requires clear and consistent processes for the setting, marking and grading of the NCE assessment.

#### **3. Impact**

The NCE Assessment aims at having positive effects on teaching and learning with positive washback into the curriculum and into the educational system. An important consideration during the development of this assessment was the potential impact that it would have on the life chances of candidates, allowing for maximum inclusion and retention of students in the system while maintaining standards.

#### **4. Fairness**

Needs and characteristics of learners were considered in the design of the NCE assessment so as not to disadvantage any group or individual. Care has been taken to minimise cultural and gender biases and to accommodate the different abilities and the social, cultural and linguistic backgrounds of candidates.

Note 1: Edwards, M.C., Slagle, A., Rubright, J.D. and Wirth, R.J., 2018. Fit for purpose and modern validity theory in clinical outcomes assessment. *Quality of Life Research*, 27(7), pp.1711-1720

#### **4.0 Social & Modern Studies (SMS): an interdisciplinary subject**

Social & Modern Studies (SMS) is a new interdisciplinary subject. It is a lively and dynamic subject which encourages learners to think about people, society and space and to understand the contemporary world and their place in it through the lens of three social sciences, namely History, Geography, and Sociology. It provides learners with opportunities to develop critical and creative thinking skills and attitudes such as respect for others, a sense of responsibility and openness to new thinking and ideas within a three-dimensional framework: temporal, spatial and societal.

#### **5.0 Aims of the Assessment in Social & Modern Studies**

The aims of the assessment syllabus in Social and Modern Studies are aligned with those of the *National Curriculum Framework - Grades 7, 8 and 9 (MIE, 2016)* and the *Teaching and Learning Syllabus based on NCF Grades 7, 8 & 9 (MIE, 2017)*.

Candidates will be encouraged to:

- develop a lifelong interest in the ways Social and Modern Studies contribute to a broader and deeper understanding of the world in which they live;
- develop the ability to think about, analyse and evaluate local and global issues;
- understand the importance of envisioning the future by studying the past and present;
- appreciate the importance and significance of social change and environmental trends as well as possible alternatives;
- realise the need to care for the diversity of people, places and cultures as well as for the national and international heritage;
- acquire citizenship skills to foster attitudes which uphold democratic values and effective participation in society;
- understand that sustainable development and a just and fair society depend upon an informed citizenship.

## 6.0 Key considerations in the design and format of the SMS Specimen Paper

The National Certificate of Education (NCE) Assessment has been designed in line with the goals and objectives of the National Curriculum Framework (NCF) for Grades 7, 8 and 9. The design and format of the Social & Modern Studies (SMS) Question Paper are aligned with the assessment objectives in the assessment syllabus of the MES and the learning outcomes in the Teaching and Learning Syllabus (MIE). They also seek to enhance the pedagogical experience students would derive from the assessment.

The design of the SMS specimen question paper reflects the integrated interdisciplinary approach advocated in the curriculum. There will be a single written paper which will focus on the assessment of knowledge, understanding and thinking about contemporary society, its past and present achievements, as well as future trends and perspectives within specific historical, geographical and sociological contexts.

The paper has been designed bearing in mind that candidates who will be taking the NCE assessment would have followed either the regular programme or the extended programme. While aiming at maintaining the standards of learning at Grade 9, specific questions will seek to assess the abilities and skills of candidates who follow the extended programme.

As per the Ministry's guidelines, to ensure that all candidates are given a fair chance of showing that they have acquired the necessary knowledge, skills and competencies, the Social and Modern Studies (SMS) paper allocates 50% of the total marks to items/questions which are considered to be at basic level, 20% to items/part questions considered at intermediate level and 30% of items/part questions at proficient level.

The question paper is of a duration of **2 hours**. It contains two sections. Section A carries 50 marks. Section B also carries 50 marks. Each section consists of 5 questions. Questions in section A will assess the development of basic concepts and skills. Questions in section B will assess key concepts in SMS and the ability to think and communicate about contemporary issues by linking ideas and reasoning with arguments and counter arguments. The aim is to encourage sound pedagogical practices such as debating and role play, working with sources of information, and enquiry-based learning so as to engage learners more actively in the learning process and promote a better understanding of the topics.

The format of questions ranges from objective-type questions such as MCQs, Matching Types, Fill-in-the-blanks and Very Short Answer to Short Answer and Structured Short Answer questions. The items/questions assess knowledge and understanding, application, analysis as well as critical and creative thinking skills using these different question formats. The structured short answer questions are graded to assess both lower and higher order skills to encourage students to develop enquiry-based learning. These questions will assess the ability to read and interpret pictures, photographs, maps, diagrams, tables and charts as well as drawing, labelling and completing a diagram/graph.

The specimen paper provides only model questions. The specimen mark scheme provides model answers and examples to give guidance on the assessor's expectations and standards/benchmarks to be achieved.

## **7.0 Assessment Objectives**

The assessment objectives describe the knowledge, skills and competencies outlined in the NCF. Learners will be encouraged to develop knowledge and understanding of local and global issues, and the ability to apply a variety of skills in different social, geographical and historical contexts.

For the Grade 9, learners will be assessed on their ability to:

### **AO1: Knowledge and Understanding**

- demonstrate knowledge of relevant facts and terms
- demonstrate understanding of key concepts such as time and space, continuity and change, cause and effect, significance, perspectives and empathy
- show development of knowledge and understanding of events, societies and places, past and present
- demonstrate awareness of different issues that influence our local environment

### **AO2: Application Skills**

- construct explanations using relevant data and information
- select and apply knowledge in contexts
- identify patterns, trends and relationships in information/data presented
- interpret and use relevant information, data and evidence
- make inferences and/or find information to support ideas

### **AO3: Analysis, Critical and Creative Thinking Skills**

- recognise and distinguish between facts, opinions and values
- compare and interpret sources and evidence
- identify and analyse implications or consequences of situations or actions on society and the environment
- bring together (synthesise) information and ideas/arguments from different sources
- consider different perspectives objectively and with empathy
- justify personal positions/opinions and perspectives using evidence and reasoning



## **8.0 Content overview and Learning Outcomes**

The assessment of Social and Modern Studies will be based on the following content units:

**Unit 1: Social and Economic development in Mauritius since 1968: Achievements & Challenges**

**Unit 2: Welfare State, Social Change and Environmental Impact**

**Unit 3: Mauritius and its Historical links with Europe, Africa and Asia**

**Unit 4: Population Study**

**Unit 5: Thinking about the Future**

The Specific Learning Outcomes for Grade 9 are found in the Teaching & Learning Syllabus. They are described below and may be assessed at different levels using different format of questions.

### **AO1: Knowledge and Understanding**

- Understand the socio-economic conditions at the time of independence
- Show an understanding that Mauritius moved from a monocrop economy to a more diversified economy
- Discuss the salient features that shaped the Welfare State
- Develop an understanding of social change
- Develop an understanding of environmental impact
- Recall that people came to settle in our islands from different countries
- Explain the historical and contemporary links between Mauritius and Africa, Asia and Europe
- Identify and discuss factors affecting population growth in Mauritius and the World
- Discuss socio-economic, political and environmental factors for movement of people (migration, circulation, displacement, Mauritian diaspora)
- Show an understanding that the concept of time and space are essential to develop a future-oriented perspective (Hicks model)
- Develop an understanding of the need for a just and sustainable society
- Recognise the importance of creativity and innovation in maintaining a just and sustainable society

## Skills

- Observe, describe and record
- Draw, complete and use maps in a variety of contexts
- Interpret and display graphical representation of information/data
- Compare and contrast to draw conclusions
- Handle and analyse critically information from a wide variety of sources
- Apply problem solving skills and ability to propose solutions/initiatives
- Evaluate different types of sources/evidences

**Table 1** shows the weighting of the assessment objectives.

**Table 1:** Weighting of the Assessment Objectives for Social and Modern Studies

Assessment Objectives	Weighting %
Knowledge and Understanding	60
Application Skills	30
Analysis and Critical Thinking Skills	10

## 9.0 Blueprint/Specification Grid

Based on the above framework, the Specimen Paper has been developed using a blueprint. A detailed specification grid has also been included for more guidance related to the content and learning outcomes in the Grade 9 textbook. Both documents are annexed to these explanatory notes. They give useful information to enable Educators to understand that a question paper is based on a sample of learning outcomes and that different question formats may be used to assess learning outcomes at different levels.

# National Certificate of Education (NCE) – Social and Modern Studies (SMS) - Blueprint for Specimen Paper

Class: GRADE 9

Total Marks: 100

Time: 2 hours

S.N	Assessment Objective	Knowledge and Understanding					Application				Analysis, Critical and Creative Thinking Skills					Total
		SSA	SA	VSA	OT	SSA	SA	VSA	OT	SSA	SA	VSA	OT			
1.	Unit 1: Social and Economic development in Mauritius since 1968: Achievements & Challenges															
	Topic 1: Social and Economic conditions in Mauritius at the time of independence				Q1A(2) Q5 (4)										6	
	Topic 2: Economic development in Mauritius since Independence		Q5(2)	Q6(4)	Q1A(3)				Q1B(4)						13	
	Topic 3: Constitutional and Political Developments in Mauritius (1968-1992)			Q2(1)	Q1A(1) Q2(5)				Q2)						8	
2.	Unit 2: Welfare State, Social Change and Environmental Impact															
	Topic 1: Our Welfare State		Q8(10)												10	
	Topic 2: Social Change		Q9(6)	Q4(5) Q7(3)	Q1A(1) Q4(3)		Q6(6) Q7(4)	Q7(1)		Q9(4)*					33	
3.	Unit 3: Mauritius and its Historical Links with Europe, Africa and Asia															
	Topic 1: Mauritius and its historical links with countries in Europe, Africa and Asia			Q3(3)	Q1A(1)				Q1B(2) Q3(5)						11	
	Topic 2: Mauritius and its contemporary links with countries and organisations		Q5(2)	Q5(1)											3	
4.	Unit 3: Population Study															
	Topic 1: Population Studies		Q10(4)						Q10(3)	Q10(5)					12	
	Topic 2: Migration							Q4(4)							4	
5.	Unit 5: Thinking about the Future									*						
	Total			61			30				9				100	

Note: Figures within brackets indicate marks.

SSA: Structured Short Answer Question.

SA: Short Answer Question.

VSA: Very Short Answer Question.

OT: Objective-Type Questions such as Alternate type ( e.g. True/False), MCQs, Fill-in-the-Blanks, Matching Type, labelling, drawing, shading, completing a bar graph or pie-chart etc. \* indicates that the part question relates also to learning outcomes/content covered in Unit 5: Thinking about the Future

Table of specifications - NCE- SMS

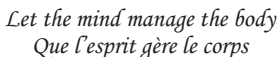
Unit/Topic	Question	L.O	Textbook	AO1 - Knowledge with Understanding			AO2 -Application			Analysis, Critical and Creative Thinking			TOTAL
				Basic	Intermediate	Proficient	Basic	Intermediate	Proficient	Basic	Intermediate	Proficient	
1.1 Social and Economic conditions at the time of independence	1A (2)	1.2.1	p.4	1									1
	1A(3)	1.1.2	p.8	1									1
	1(B)Pic 1.2	1.2.1	p.17										4
	1A(4)	1.2.2/2.3	p.14	1				4					1
	1A(5)	1.2.2	pp.21,22	1									1
1.2 Economic development since independence	1A(6)	1.1.1	p.17	1									1
	5.2	1.2.1/1.2.3	p.27	2									2
	6.1	1.2.3	p.23		4								4
	1A(1)	1.1.1;1.3.1	p.3;pp.30-31	1									1
	2(a)(i)	1.3.2/1.3.3	p.33					1					1
1.3 Constitutional and Political Developments (1968-1992)	2(a)(ii)	1.3.2/1.3.3	p.33-35;p.37	1									1
	2(b)	1.3.3	pp.33-37	5									5
	5.1	1.1.1/1.3.3	p.4/p.29;pp.38-40	4									4
	8(a)	2.2.3	pp.45, 48-49				2						2
	8(b)	2.2.4	pp. 48-49				2						2
2.1 Welfare State	8 (c)	2.2.4	pp. 48-50				2						2
	8(d)	2.2.4	pp.49,50				4						4
	1A(7)	2.2.1	p.69	1									1
	1B Pic3	2.2.3	pp.55,92					2					2
	4.1	2.2.3	pp.57-59	3									3
2.2 Social Change	4.3(a)(b)	2.2.5	pp.77-79	3									3
	4.3( c)	2.2.5	p.75	2									2
	6.2	2.2.4	p.66,67						6				6
	7.1(a)	2.2.3	p.70-71						1				1
	7.1(b)	2.2.3	p.70-71						2				2
	7.1( c)	2.2.3	p.70-71						2				2
	7.2	2.2.3	pp.62-64		3								3
	9(a)	1.2.3/1.2.3	p.20				2						2
	9(b))	2.2.3	pp.57-61, 64				4						4
	9(c)	2.2.6/5*	pp.54-56;pp. 74-84 pp. 126-127*									4	4
3.1 Mauritius and its historical links with Europe, Africa and Asia	3.1 (a)	3.1.1	pp.87-88	3									3
3.2 Mauritius and its contemporary links with	3.1(b)	3.1.1	pp.87-88					1					1
	1A(8)	4.1.2	p.97	1									1
	5.3 (a)(b)	3.2.1/3.2.2	pp.99-101		3								3

4.1 Population Study	3.2(a)(b)	4.1.5	pp.106-109					4									4	20
	10.1 (a)	4.1.4	pp. 117-118					1									1	
	10.1(b)	4.1.4	pp. 117-118					2									2	
	10.1(c)	4.1.4	pp. 117-118	2													2	
	10.2(a)	4.1.5	pp. 120				2										2	
	10.2(b)	4.1.5/5*	pp. 119-120													5	5	
	4.2(a)	5.2.1	p.120					4									4	
	4.2(b)	5.2.2	p.120														0	
				33	10	18	19	11	0	0	0	0	0	0	0	0	100	
5. Thinking about the Future																		100

Basic	52
Intermediate	21
Proficient	27

A01	61
A02	30
A03	9



[illegible]

**Index Number:** .....

# NATIONAL CERTIFICATE OF EDUCATION

Specimen paper for first assessment in October 2020

## SOCIAL AND MODERN STUDIES (N570)

**ADDITIONAL MATERIAL:** Ruler

**TIME: 2 HOURS**

## READ THESE INSTRUCTIONS FIRST

1. Write your Index Number in the space provided above.
2. Write in dark blue or black ink.
3. Answer all questions.
4. All answers must be written in the spaces provided.
5. You may use a soft pencil for any diagrams, graphs or rough working.
6. Any rough working should be done in this booklet.
7. Do not use correction fluid.
8. The total marks for this paper is **100**.  
The number of marks is given in brackets for each question or part question.
9. Check that this assessment booklet consists of **10** questions printed on **18** pages.
10. Any discrepancy in the assessment booklet must be immediately notified to the invigilator.

## SECTION A (50 MARKS)

### QUESTION 1 (14 marks)

#### PART A

Circle the letter which shows the correct answer.

1. In which year did Mauritius obtain its independence?
  - A 1810
  - B 1968
  - C 1992
  - D 2018
  
2. Who became the **first** Prime Minister of Mauritius after independence?
  - A Sir Gaëtan Duval
  - B Sir John Shaw Rennie
  - C Sir Seewoosagur Ramgoolam
  - D Sir Veerasamy Ringadoo
  
3. In 1960, cyclone Carol caused a lot of damage in Mauritius **mainly** to .....
  - A concrete buildings
  - B roads and motorways
  - C tourist hotels
  - D wooden houses
  
4. At the time of independence, Mauritius depended **mainly** on the .....
  - A sugar sector
  - B manufacturing sector
  - C tourism sector
  - D financial sector



5. The Export Processing Zone (E.P.Z) sector created jobs mainly in ..... .
- A** government offices
  - B** sugar mills
  - C** textile factories
  - D** tourist hotels
6. Which **one** of the following was the worst **economic** problem in Mauritius in 1968?
- A** Low level of literacy
  - B** Malaria epidemic
  - C** Low death rate
  - D** High unemployment rate
7. Better standards of living in Mauritius have increased ..... .
- A** emigration
  - B** life expectancy
  - C** death rates
  - D** poverty
8. Which **one** of these African countries is the largest **trading partner** of Mauritius?
- A** Egypt
  - B** Kenya
  - C** South Africa
  - D** Tanzania

**(8 marks)**

## PART B

For each picture, fill in the blanks with the correct words.

Choose from the lists of words given.

Picture 1



goods      cart      train

In the 1970s, the .....  
was still used to transport  
..... in Port Louis.

Picture 2



lorries      ships      workers

In the past, ..... were  
needed to load sugar cane onto  
.....

Picture 3



passengers      taxi      metro

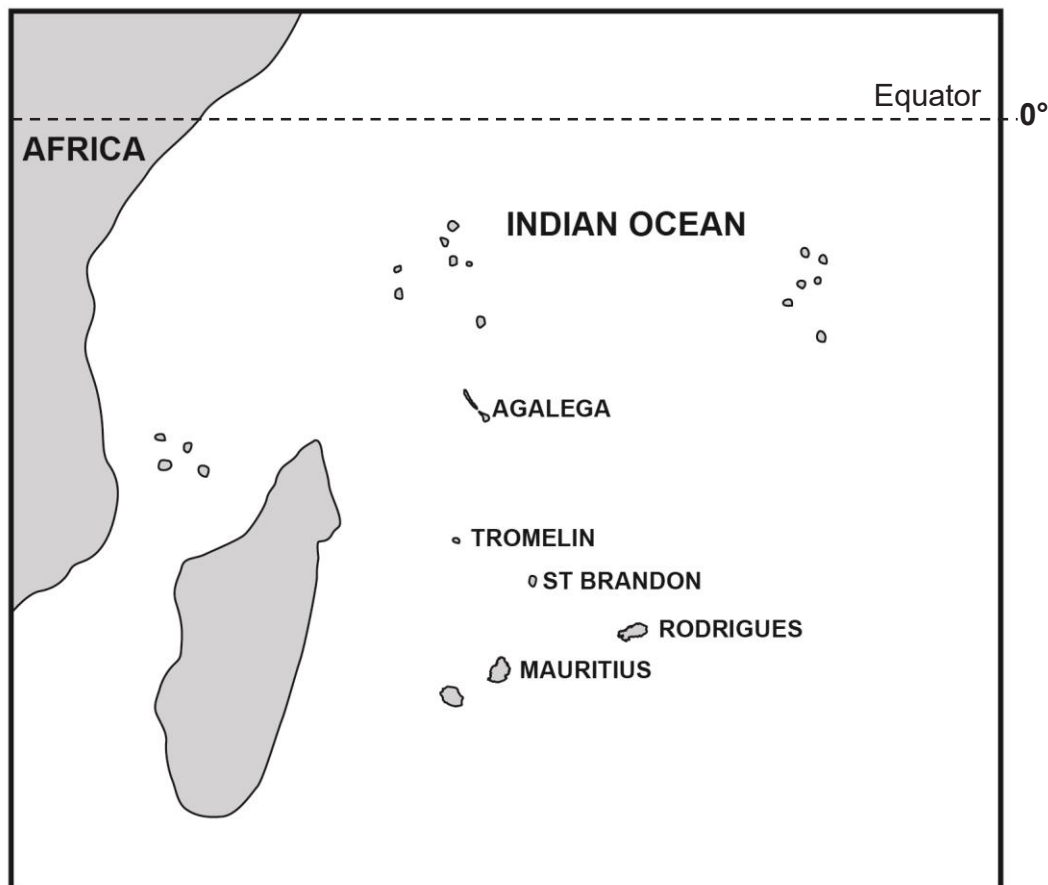
The ..... is a  
modern means of transport to carry  
.....

(6 marks)

**QUESTION 2 (7 marks)**

**Map 1** shows islands of the Indian Ocean including those forming part of the Republic of Mauritius. Study it carefully. Then answer the questions (a) and (b).

**Map 1**



(a) (i) On **Map 1**, circle the **Chagos Archipelago**. (1 mark)

(ii) Name **one** island which forms part of the **Chagos Archipelago**.

..... (1 mark)

(b) State whether the following statements are **TRUE** or **FALSE**.

(i) Long ago, coconuts and salted fish were exported to Mauritius from the Chagos Archipelago. ....

(ii) Sugar cane is the main crop in Agalega. ....

(iii) The Chagos Archipelago is used as a French military base. ....

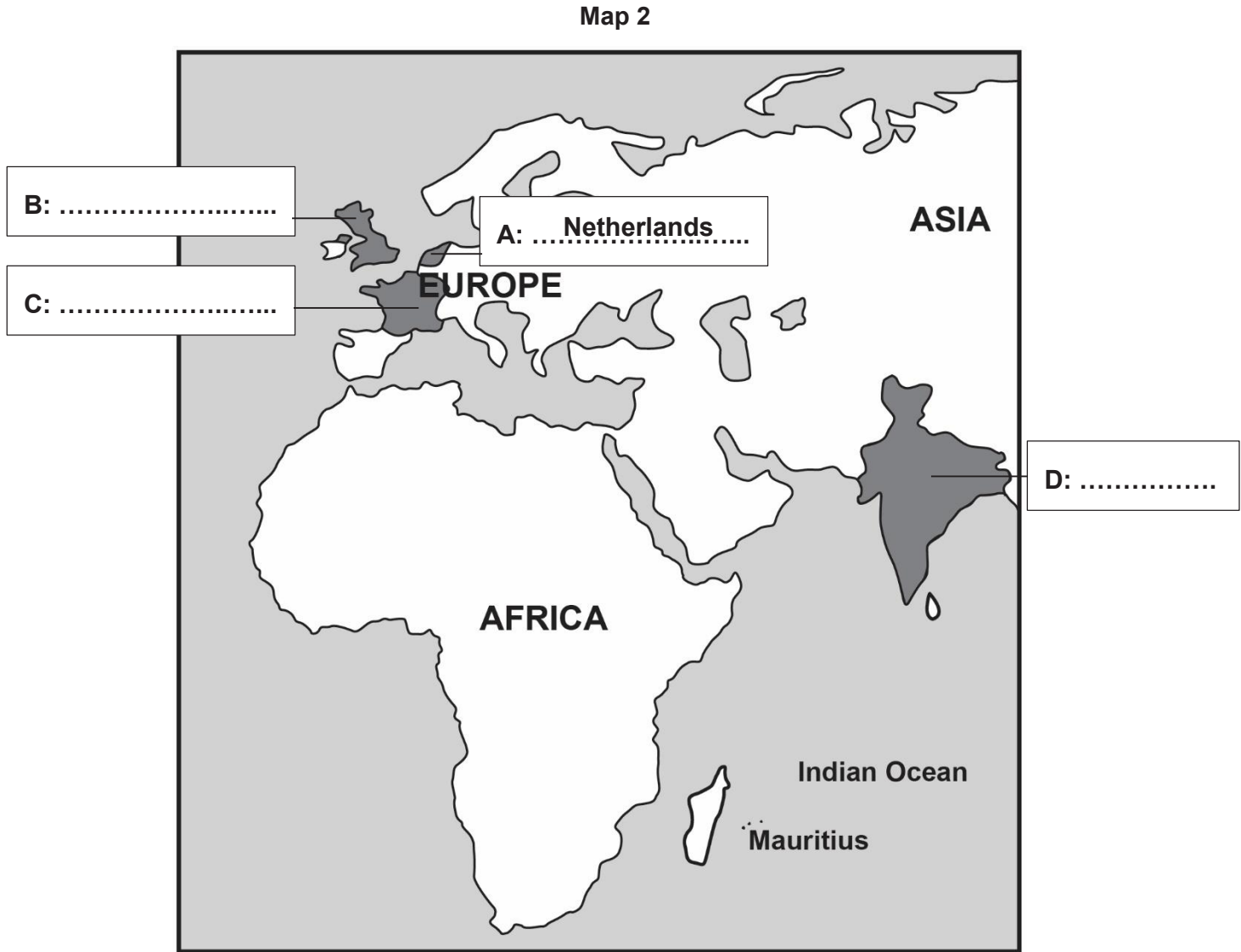
(iv) Britain separated the Chagos Archipelago from Mauritius in 1965. ....

(v) The island of Tromelin was discovered by the French. ....

**(5 marks)**

**QUESTION 3 (8 marks)**

1. **Map 2** shows some countries with which Mauritius has historical links. Study it carefully and answer the questions below.



Country **A** is the Netherlands.

- (a) Write the names of countries **B**, **C** and **D** in the boxes. **(3 marks)**
- (b) On **Map 2**, shade the island of **Madagascar**. **(1 mark)**

2. (a) **Table 1** shows the population of Mauritius in 1952, 1962, 1972 and 1983. Study the table carefully and answer questions (i) and (ii).

**Table 1**

Year	1952	1962	1972	1983
Population	515, 000	710, 000	851, 000	1, 000, 000

- (i) What was the population of Mauritius in **1952**?

.....

**(1 mark)**

- (ii) Choose the correct answer.

From 1962 to 1972, the population has .....

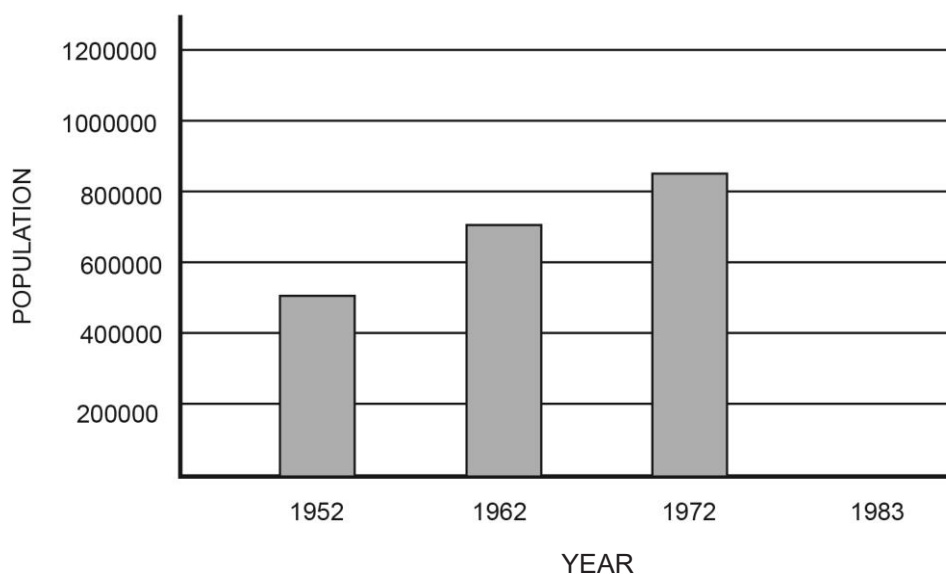
**(increased, decreased)**

**(1 mark)**

- (b) A bar graph was drawn using information from **Table 1**.

To complete the bar graph, draw the bar for the population in **1983**.

**Figure 1: Population of Mauritius**



**(2 marks)**

**QUESTION 4 (12 marks)**

1. Each of the three pictures below shows one type of family. Draw a line to match each picture with its family type.



● **Single Parent Family**



● **Extended Family**



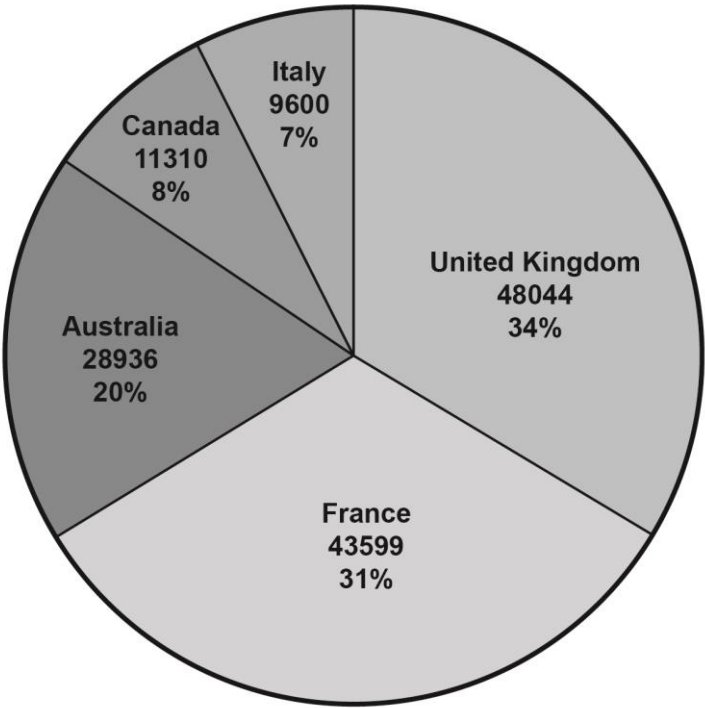
● **Nuclear family**

**(3 marks)**

2. Figure 2 is a pie chart which shows, as at 2013, five countries where Mauritians have emigrated.

Study it carefully and answer the questions which follow.

Figure 2



- (a) (i) In which country did the largest percentage of Mauritian emigrants settle?  
..... (1 mark)
- (ii) In which country did 20% of Mauritian emigrants settle?  
..... (1 mark)
- (b) Give **two** reasons why many Mauritians emigrated to the countries shown in **Figure 2**.
- (i) .....
- .....
- (ii) .....
- .....

(2 marks)

**3. Today, people get information from different types of media.**

(a) (i) Name **one** print media commonly used in Mauritius.

..... (1 mark)

(ii) Name **one** broadcast media which most people enjoy for leisure.

..... (1 mark)

(b) Complete the sentence below.

Nowadays, information is easily accessible on the **web** with the use of the

.....  
(1 mark)

(c) Suggest **one** way the media can help students learn better at school.

.....  
.....  
(2 marks)

**QUESTION 5 (9 marks)**

1. Fill in the blanks in sentences (b) to (e). Choose from the list of words provided below. The first one has been done for you.

<b>democratic</b>	<del><b>vote</b></del>	<b>autonomy</b>	<b>government</b>
<b>state</b>	<b>constitution</b>	<b>retire</b>	

(a) All citizens of Mauritius who are 18 years old or above have the right to

**vote**  
.....

(b) The supreme law of the Republic of Mauritius is the .....

(c) Mauritius is a sovereign ..... country.

(d) The President of Mauritius is the head of .....

(e) In 2002, Rodrigues was granted .....

**(4 marks)**



2. **Table 2** shows the number of passenger arrivals at the airport of Plaine Corail (Rodrigues) in 1997 and in 2017.

**Table 2**

Year	Number of arrivals
1997	37, 765
2017	97, 827

From 1997 to 2017, the number of passenger arrivals by plane increased.

Give **one** reason why.

.....

.....

**(2 marks)**

3. After independence, Mauritius became a member of many international organisations.

- (a) Name **one** organisation in the Indian Ocean region of which Mauritius is a member country.

.....

**(1 mark)**

- (b) Give **one** reason why it is important for a country to be a member of an international organisation.

.....

.....

**(2 marks)**

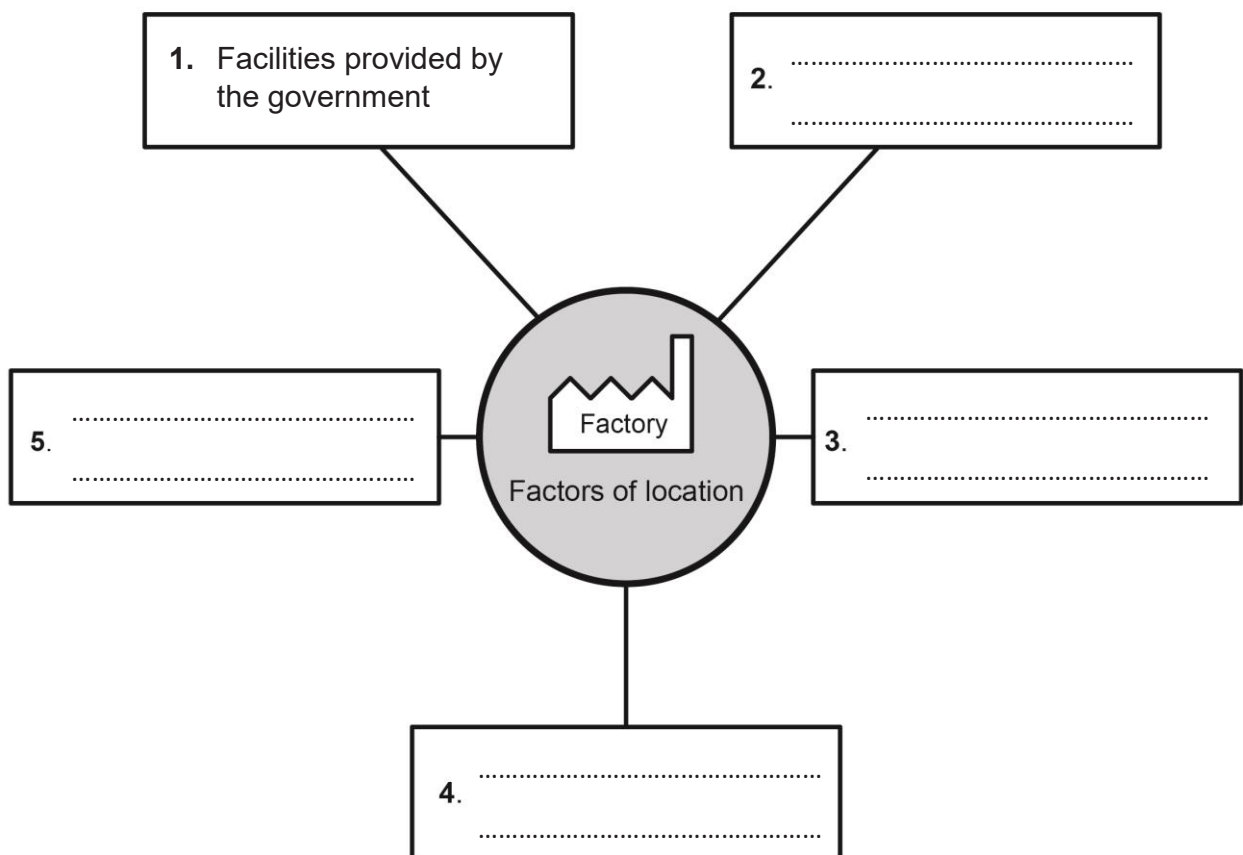
## SECTION B (50 MARKS)

### QUESTION 6 (10 marks)

1. Before setting up a factory, the owner must find a suitable place for its location.

Complete **Figure 3** with **four other** factors of location.

**Figure 3**



(4 marks)

2. For each of pictures 4, 5 and 6, write one sentence to describe the role of women in today's society.

Picture 4



.....

.....

(2 marks)

Picture 5



.....

.....

(2 marks)

Picture 6



.....

.....

(2 marks)

### QUESTION 7 (8 marks)

1. Read the extract below from a newspaper article marking the 40th anniversary of the students' movement which took place on 20th May 1975. Then answer questions (a), (b) and (c).

On 20<sup>th</sup> May 1975, tens of thousands of secondary school students marched to Port Louis from Rose Hill.

These students were protesting against:

- 1) the inequalities between the treatment of students attending private colleges as compared to those of State Schools;
- 2) the content of the school textbooks;
- 3) old teaching methods which still prevailed in classrooms.

In short, the student movement of May 1975 wanted a reform of the education system.

Finally, in 1976, Sir Seewoosagur Ramgoolam, the then Prime Minister, announced that free secondary education would be provided to all Mauritians.

(Source: Adapted from an article by Rajiv Servansingh | May 22, 2015 | *Mauritius Times*)

- (a) From where did the secondary school students start their march to Port Louis?  
..... (1 mark)
- (b) Give **one** reason why there was a mass student protest in May 1975.  
.....  
..... (2 marks)
- (c) State **one** major welfare measure which was taken following the students' movement.  
..... (2 marks)

2. Complete Figure 4 with three other functions of the family.

Figure 4

1. .... .....	2. Provides emotional support
<b>Functions of family</b>	
3. .... .....	4. .... .....

(3 marks)

**QUESTION 8 (10 marks)**

**In a welfare state, many benefits are provided to the population.**

(a) State **two** benefits the elderly people obtain from the welfare state.

(i) .....

(ii) .....

**(2 marks)**

(b) Give **one** reason why housing is provided to many people by the welfare state.

.....

.....

**(2 marks)**

(c) Explain why free health care facilities are important for the population.

.....

.....

**(2 marks)**

(d) A monthly National Minimum Wage (*salaire minimum*) was introduced in Mauritius in January 2018. Describe **two** advantages of this welfare measure.

(i) .....

.....

.....

(ii) .....

.....

.....

**(4 marks)**

**QUESTION 9 (10 marks)**

**Nowadays the lives of people have changed a lot compared to the 1970s. Industrialisation has been one of the main causes of economic and social change in Mauritius.**

- (a) Explain what is meant by the term 'industrialisation'.

.....

.....

**(2 marks)**

- (b) The family has changed with industrialisation.

- (i) Describe how the family was in the 1970s.

.....

.....

.....

- (ii) Describe how the family is nowadays.

.....

.....

.....

**(4 marks)**

- (c) **Read the extract below.**

***“Lifestyle is the way people usually choose to lead their lives. With modernisation, the lifestyle of young people has changed in many ways.”***

Describe how the lifestyle of young people may **further** change in the future.

.....

.....

.....

.....

.....

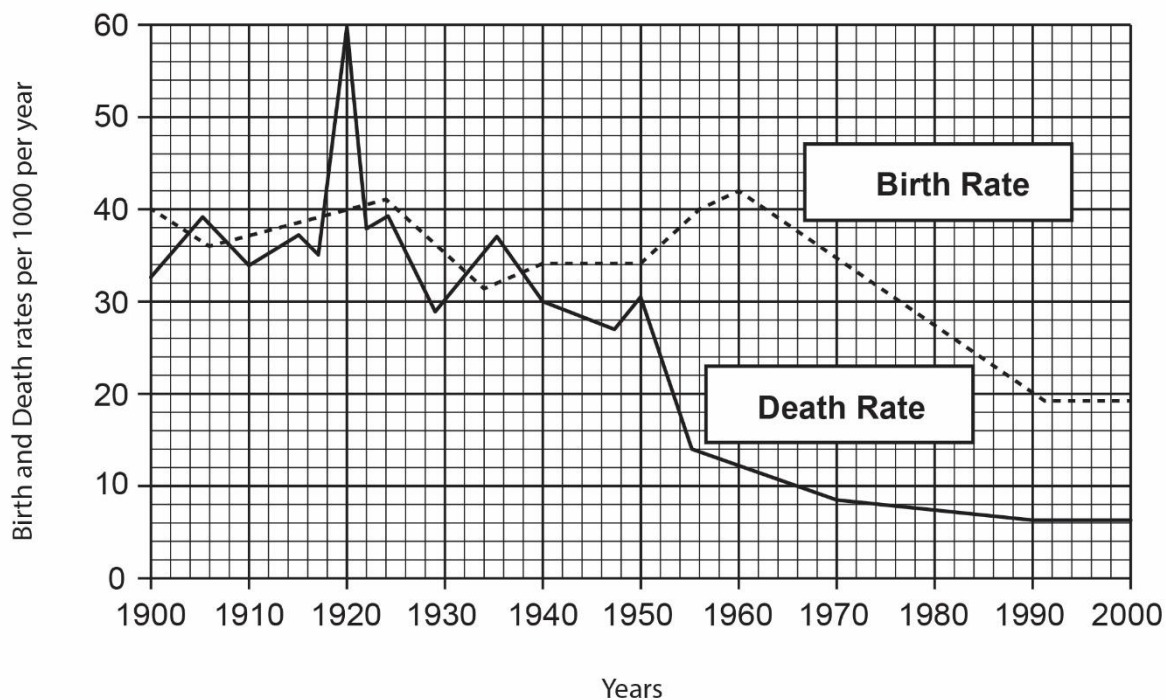
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**(4 marks)**

# QUESTION 10 (12 marks)

1. Figure 5 is a graph showing changes in the birth rate and death rate in Mauritius from 1900 to 2000. Study the graph and answer the questions which follow.

Figure 5



- (a) In which year did the death rate exceed 50 per 1000 in Mauritius?

Tick the box showing the correct answer.

1900 ☐ 1920 ☐ 1940 ☐ (1 mark)

- (b) (i) What was the birth rate in Mauritius in 1960? (1 mark)

..... per thousand

- (ii) What was the death rate in Mauritius in 1960? (1 mark)

..... per thousand

- (c) Explain why the birth rate decreased from **1960 to 2000**.

.....

.....

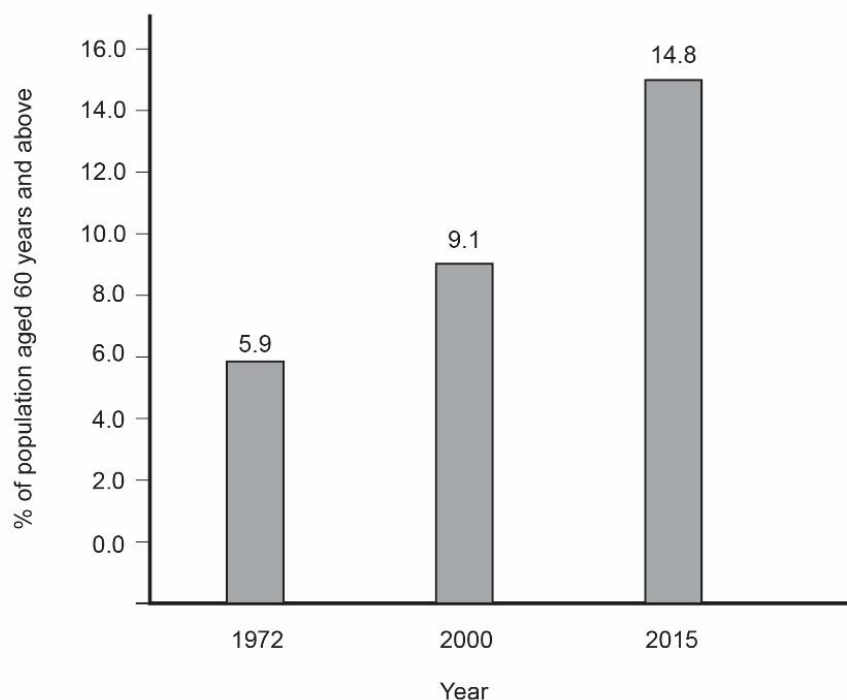
.....

(2 marks)



2. Figure 6 is a bar graph which shows the percentage of elderly people in Mauritius in 1972, 2000 and 2015. Study it carefully and answer questions (a) and (b).

**Figure 6**



The percentage of the population aged over 60 years increased from 9.1% in 2000 to 14.8% in 2015.

- (a) What is the term used to describe this change in population?

.....

**(2 marks)**

- (b) Discuss the socio-economic impacts of having a high percentage of elderly people in a society.

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(5 marks)**

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# **MARK SCHEME**

## **SOCIAL AND MODERN STUDIES**

**Specimen paper Mark scheme**  
for first assessment in October 2020

**Question 1 (14 marks)**

**Part A – 8 marks**

**One mark to:**

1. B              2. C              3. D              4. A  
5. C              6. D              7. B              8. C

$$\textcircled{1} \times \textcircled{8}$$

**Part B – 6 marks**

**One mark to:**

Picture 1: cart, goods 1+1

Picture 2: workers, lorries 1+1

Picture 3: metro, passengers 1+1

$$\textcircled{1} \times \textcircled{6}$$

**Question 2 (7 marks)**

(a) (i) **One mark** for a circle drawn around the Chagos Archipelago

$$\textcircled{1}$$

(ii) **One mark** for any one of these answers:

Diego Garcia, Salomon/Salomon Islands/Boddam Salomon, Peros Banhos;  
Eagle, Trois Frères/Three Brothers; Nelson Islands; Six

$$\textcircled{1}$$

(b) **One mark to : (i) True; (ii) False; (iii) False; (iv) True; (v) True**

$$\textcircled{1} \times \textcircled{5}$$

**Question 3 (8 marks)**

1. (a) **One mark to:**

**B:** United Kingdom/ UK

**C:** France

**D:** India

$$\textcircled{1} \times \textcircled{3}$$

(b) **One mark** for shading Madagascar

$$\textcircled{1}$$

2. **One mark to:**

(a) (i) 515, 000

$$\textcircled{1}$$

(ii) increased

$$\textcircled{1}$$

(b) **Two** marks for drawing the bar for 1983 accurately

2

One mark only for a bar higher than 1972

1

but not accurate enough for 2 marks

**Question 4 (12 marks)**

**1. One mark for each correct matching**

First picture to

Extended family

Second picture to

Nuclear family

Third picture to

Single Parent family

1

x

3

**2. One mark to:**

(a) (i) United Kingdom/UK

1

(ii) Australia

1

(b) **One** mark each to any two of the following relevant ideas

- Better education opportunities for themselves/ their children/ to pursue higher education/studies
- Better job prospects/better employment opportunities
- For marriage and family reasons
- To enjoy/benefit a higher standard of living there/in these countries
- To improve their lives/conditions of living
- Mauritians can easily adapt themselves to the culture/ways of living
- Because of poverty/lower standards of living in Mauritius
- Many families/people were affected by unemployment
- Accept for socio-political reasons e.g. emigration to Australia
- These countries needed workers for industrial development/expansion
- There are no language or cultural barriers or constraints
- Immigration laws were not stringent at that time

1

+

1

Accept any other relevant answer

3. (a) (i) **One mark to:** newspaper(s)/magazine(s)/book(s)/brochure(s)/billboards/poster(s) (1)

(ii) **One mark to:** television/ radio/CD-ROM/YouTube/Podcast (1)

(b) internet / social media (1)

(c) **Two** marks to answers such as:

- They are good sources to learn about the world around us.
- Mass Media provide information to the students within less time
- It brings more knowledge to the students
- It makes the teaching/learning more lively and interesting
- Learning with/through the media develops many skills for better learning
- It helps to develop research skills of the students
- Students will be less passive and more active/They promote active learning
- The media use different ways to present information
- Students relate better their learning to the real world (2)
- Students will be more able/ learn better how to apply their knowledge
- They contribute to develop positive attitudes and to make us active citizens/ more responsible citizens
- They help to change our attitudes/values towards society/cultural heritage/.
- The use of technology/ICT enhances our understanding of the world around us
- The social media is interactive and helps to share knowledge/give opinions on important issues

One mark for a relevant point and one mark for development of the idea/point

One mark for showing the positive role of media in comparison with learning without using media/mass media/social media etc.

### Question 5 (9 marks)

1. **One mark to:**

- (b) constitution
- (c) democratic
- (d) state
- (e) autonomy

(1) x (4)

2. Give **two** marks to any one of the following relevant ideas:

- More regular flights/ more frequent air links
- Promotion of tourism/development of the tourist sector
- Setting up of hotels and guest houses; more accommodation facilities for visitors/tourists (2)
- More tourist attractions/packages
- Improved airport infrastructure / airport extension/new passenger terminal was built (2001-2002)
- Increase in income/higher standards of living

3. (a) **One** mark to: IOC/SADC/COMESA/IOA

(b) **Two** marks to any one of the following relevant ideas:

- To promote/encourage peace/stability/security in the Region
- To increase production, trade and economic benefits
- To improve economic conditions/development/relations
- To develop more trade relations/links; to develop tourism on a regional level
- To ease/facilitate movement of people/goods/services/capital/investment/labour
- To encourage and share technical/research expertise or innovation
- To cooperate and coordinate action to fight pollution/ drug traffic/ illegal fishing
- To promote democracy/ human rights/ cooperation in cultural activities
- To promote sports and games among young people
- To coordinate action to combat climate change and environmental protection

2

### Question 6 (10 marks)

1. **One** mark for each of the following factors of location:

Land; site; raw materials; power/electric supply/provision of electricity;  
labour/manpower/availability of workers; market.

1

x

4

2. **Two** marks for a relevant description of the change in the role of women as shown in each picture. Examples of description:

#### First picture

- Today, many young women work in the BPO/ICT sector
- Nowadays, many women are working in new economic/technological sectors
- Many women now work in offices

2

#### Second picture

- Women still have to do home chores / cooking at home for the family
- Other members have to help mothers at home since the latter also work
- The family shares/helps the mother to prepare the dinner at home

2

#### Third picture

- Today there are more women/ girl students who study at university
- Many young women pursue higher studies
- Higher education institutions are offering more opportunities to study to women

2

One mark only to a limited development into one/two words or very short answers (not in sentence form) such as:

- BPO/ ICT sector; women in office/ women doing/working in office
- Working at home
- Family helping for dinner
- women (students) at university/ women education

No mark to vague answers such as: women at work; family meeting/together;  
higher education/ university students

**Question 7 (8 marks)**

1. (a) **One mark to:** Rose Hill

1

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

- inequalities in treatment between students (in state schools and private colleges)
- the content of school textbooks
- old teaching methods were used in the classroom

Accept any other relevant answers:

- e.g. need to enhance/improve/reform the education system

2

(c) **Two** marks to: free secondary education. Accept free education.

2

2. **One** mark each to **any three** functions of the family:

- provide security/comfort to children
- educate children/make or give education to children
- socialise children/ promotes social ties/ bonding/ satisfy the social needs of children
- raise children/upbringing of children
- Meet the economic/material needs of children such as clothing, housing, food etc.
- safeguard/promote traditions and values
- teach children their rights and responsibilities/ promote children's rights
- show good/responsible behaviour in society; respect towards others/ promote/encourage responsible citizenship
- to learn the rules of life in society
- to reproduce/ to procreate; reproduction/procreation
- a unit of production
- acts as consumers; a consumption unit

1

x

3

Accept any other relevant answers.



**Question 8 (10 marks)**

**(a) One mark each for any two benefits:**

- Old age pensions
- Widows pensions
- Retirement pensions
- Free bus fare/public transport
- Free medical care/ free vaccination/ free medical visits at home
- Free leisure activities

1 x 2

Accept any other relevant answer.

**(b) Two marks for a relevant and well developed answer containing the reason + development of reason**

- Many poor people/low income families/households do not have the means or cannot afford to pay/buy housing;
- because it is expensive for them to pay rents; high costs of housing/ housing is expensive/ not cheap.
- because the cost of amenities/building houses has increased
- in some poor areas/families/households, income is low and people cannot afford to build/buy houses
- poor people need help/cheap loans to build houses/pay the rent for their homes/ house
- part of Government policy/programme

2

**One mark to:**

poor families/ because of poverty/for the poor; to help the poor; many people are poor; it is dear/expensive

**(c) Two marks to any one of these relevant ideas with development:**

- To bridge the gap between the poor and the rich/ the haves and the have-nots
- to have a healthy society; to have a healthy population/ labour force/workers
- to improve the lives/living conditions of people
- to raise their standards of living/ to improve the quality of life (of the people)/ their quality of life
- because many people cannot afford health care facilities which are expensive

2

One mark to an idea without any further development:

- e.g. many people are poor

(d) **Two** marks each to **any two** of the following relevant ideas:

- Higher wages/incomes will improve the lives of workers/standards of living of workers/families
- A minimum wage gives people an incentive to work.
- It gives workers more money to spend; it increases the purchasing power of the poorer sections of the population
- Workers can live comfortably when the minimum wage meets their needs.
- Minimum wage laws offer some level of job security.
- A minimum wage allows workers to invest in themselves, for example, in training and education
- Greater equity/equality will be achieved in society/between social classes; it reduces income inequality while providing an incentive to work
- The distribution of income between the high paid and the low pay is reduced; it reduces the income gap/gap in salaries in the country/reduces social gap
- Poverty may be reduced as the low paid gain more income
- The unemployed people may be encouraged to join the labour market; higher wage is an incentive for individuals to supply their labour.
- Less worker exploitation by the labour market/employers
- It promotes/spurs/stimulates economic growth;
- workers who can cover the cost of living have better morale
- Workers are/become more productive if they have a decent standard of living.
- It will increase the productivity of workers.
- It improves the attractiveness of the country's economy
- A decent wage increases the motivation to bring innovation and to contribute to the enterprise.
- minimum wage laws benefit individual businesses/employers since workers are less likely to leave to find a higher-paying job.
- Workers can afford more leisure; workers can improve their health standards/can lead a healthier life

(2) + (2)

One mark to limited answers: e.g. get more money/income; can spend more money

### Question 9 (10 marks)

(a) **Two** marks for a correct definition of the term 'industrialisation':

- the process of gradual transformation of a society into an industrial one
- the reorganization of the economy for the purpose of manufacturing goods
- the change in production activities from the primary sector to the secondary sector
- the change in employment from the primary to the secondary/manufacturing sector
- the creation of manufacturing activities to provide jobs/income to the unemployed/ to improve the standards of living
- the process of investing/setting up industries/factories to produce goods ( thereby providing jobs to people/ reduce dependence on imports/for export)
- a process of development whereby industries/factories are set up to reduce dependence on the agricultural /primary sector only

(2)

Accept any other correct definition

One mark for a partial definition:

- setting up industries/factories
- (gradual) transformation of society

(b) **Two** marks for **a correct comparison** to show how the family has changed.

- (In the 1970s) many women were still staying home to look after the family (2) ; (nowadays) they are more independent and go to work(2)
- (In the 1970s) women were not well paid/could not contribute much to the budget of the family (2); (nowadays) they are more qualified/better educated/ better paid/enjoy a higher status and can contribute better to family life (2)
- (In the 1970s) most families were of the extended type (2); (nowadays) most families are nuclear families/ not of the extended type(2)
- (In the 1970s) there were mainly nuclear families (2); nowadays there are single parent families(2)
- the elderly/old people/elder generations lived with their children (2) (whereas); nowadays they live apart/separately/ do not live with their children (2)
- there were more nuclear families/extended; nowadays there are more reconstituted families (2).

2 + 2

**Accept any other relevant answer**

**Up to 2 marks if no relevant comparison is made.**

(c) Give **one** mark for any relevant idea about a change in future lifestyle (1) and **one mark** for development (description or explanation) of the idea (1)

- The Lifestyle of young people will further change, for example, they will visit shopping malls/centres (1) and change their shopping habits/culture (1)
- Young people will buy bio foods/consume environmental friendly products (1) and engage themselves in the protection of the environment (1)
- They may prefer simpler lifestyles/ traditional ways of living compared to nowadays (1). For example, living with their parents/ in the parental homes(1)
- Young couples will prefer to bear/ raise fewer children (1) because they will be more career-oriented (1)/will prefer more freedom/to have more leisure(1)
- Most people will go to supermarkets/shopping malls (1) and mass consumption will increase with globalisation (1)

**Three/Four marks for well-developed answers such as:**

- Young people will make more frequent use of social media to communicate (1); this will further loosen the family ties (1) and create a generational gap (1) due to the use of IT in their daily lives (1). (4)
- Many young people will prefer to use public transport to go to work (1), this will give them more time to read/to socialise (1). They will contribute to a more collective society (1) and clean environment (1) (4)
- The lifestyle of young people will change; some young people may no longer appreciate the consumer type of society (1). For example, they may prefer to go to the local shop or market (1) and adopt traditional/local culture (1) and values (1). (4)
- There will be more extended families (1) as parents may prefer their children to stay with their grandparents (1) to inculcate values/prevent erosion of cultural values (1) (3)
- E.g. People will turn to healthier lifestyles/foods (1) because they will be more health conscious (1) and adopt organic (bio) products/undertake physical/outdoor activities (1) (3)
- Other relevant ideas about lifestyles included in answers: **dressing** (wearing more fashionable clothes instead of traditional dress), practice more **leisure activities and sports than** nowadays, more people living in apartments/flats, more people using private cars; use of technologies in work and daily life for a smart living.

Accept any other relevant ideas such as undesirable trends/negative impacts of technologies/ICT on daily life; undesirable social behaviours arising from lack of social cohesion/social division/ erosion of democratic and social values/moral degradation/ consumerism etc.

Up to 2 marks only for listing three or four different ideas/points without any development

### Question 10 (12 marks)

#### 1. Based on Figure 5

- (a) **One** mark to 1920 (1)
- (b) (i) **One** mark for 42 (1)
- (ii) **One** mark for 12 (1)
- (c) **Two** marks for any **one** of the following correct reasons:
- Family planning measures/control of births
  - More women at work and fewer children
  - Improvement in health/hygiene
  - Low fertility rate
  - People prefer small families/fewer children
  - Economic reasons such as cost of living/to maintain the living standards (2)
  - More varied and better diets
  - Better education/ (more) women are educated/ women are more career-oriented
  - Late marriages of women
  - Welfare state provides many facilities to families and women

Accept any other relevant answer

One mark only to: fertility rate/education (no elaboration/does not qualify the point made)

#### 2. Based on Figure 6

- (a) **Two marks** to: ageing population (2)
- One mark only to: aged/elderly/getting old/old persons

- (b) Level marking

##### Level 1 (1-2 marks)

Statements with limited detail which describe the social and economic impacts of an ageing population

Up to four marks for each relevant points:

- increase in dependency ratio
- shortage of workers; migrant workers; import workers/labour
- increase in taxes
- decrease in fertility rate
- more spending on pensions
- building of more hospitals
- building of homes for elderly people
- development of leisure activities for elderly people/ the elderly

- development of specialised medical care

### **Level 2 (3-4 marks)**

More developed statements which discuss the social and economic impacts of an ageing population. Two or more developed statements may gain 4 marks.

Examples

- The increase in dependency ratio (1) will put a heavy tax burden on the working population(1) which may decrease their purchasing power (1)
- Government will have to spend more (1) on the building of geriatric hospitals and homes (2) and trained personnel for the elderly (1).
- Sectors in the economy will develop the market for specialised services for the elderly (1) such as provision of home delivery services/auditory (1) and visual acuity devices (1) as well medical visits at home or in homes for the elderly (1)

### **Level 3 (5 marks)**

- **A four mark answer as described above which includes at least one relevant named example for a point or idea developed**

5



