



# SYLLABUS

Cambridge O Level

History (Mauritius and Modern World Affairs)

For centres in Mauritius

**2162**

Use this syllabus for exams in 2023.

Exams are available in the November series.

### Changes to the syllabus for 2023

The syllabus has been updated. The latest syllabus is version 1, published September 2020.

The sub-section on which Component 2 is set in 2023 is: **The Cold War**.

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

**Any textbooks endorsed to support the syllabus for examination from 2020, 2021 and 2022 are still suitable for use with this syllabus.**

Copyright © UCLES September 2020

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

---

# Contents

---

1. Introduction.....	2
1.1 Why choose Cambridge International?	
1.2 Why choose Cambridge O Level?	
1.3 Why choose Cambridge O Level History?	
2. Teacher support.....	5
2.1 Support materials	
2.2 Training	
3. Assessment at a glance.....	6
4. Syllabus aims and assessment objectives.....	8
4.1 Syllabus aims	
4.2 Assessment objectives	
4.3 Relationship between assessment objectives and components	
5. Syllabus content.....	9
6. Other information.....	12
7. Appendix.....	14
Resources for students and teachers	

---

# 1. Introduction

---

## 1.1 Why choose Cambridge International?

Cambridge International 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 Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

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 10000 schools in 160 countries prepare for their future with the Cambridge Pathway.

### 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

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world.

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 600000 entries a year in over 50 countries. Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)



Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

## 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)

## Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. 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.

---

## 2. Teacher support

---

### 2.1 Support materials

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge O Level.

Please see the syllabus and support materials DVD for access to resources.

### 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> <b>2 hours</b></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 2023, the sub-section is:</p> <p><b>The Cold 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%

---

## 5. Syllabus content

---

### 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'Epinay 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.

---

## 6. Other information

---

### Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. In our effort to comply with the UK Equality Act (2010), we have taken all reasonable steps to avoid direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access assessments and receive recognition of their attainment. We do not agree access arrangements 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 in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

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

### 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.

### Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

### 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 (pending) and X (no result) may also appear on the statement of results but not on the certificate.

## How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

- to show likely future success

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.

## 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

