

Plan of Work

Social & Modern Studies

Grade 9

For examination in 2025



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SUCCESS DEPENDS ON THE PROPER USE OF TIME

Contents

Introduction	3
FIRST TERM [10/01/2025 – 11/04/2025]	4
Unit 1: Social and Economic development in Mauritius since 1968: Achievements & Challenges	4
Topic 1: Social and Economic conditions in Mauritius at the time of independence	4
Topic 2: Economic development in Mauritius since independence.....	5
Topic 3: Constitutional and Political development in Mauritius (1968 – 1992).....	6
April Assessment.....	7
SECOND TERM [28/04/2025 – 18/07/2025].....	8
Unit 2: Welfare State, Social Change and Environmental Impact.....	8
Topic 1: Our Welfare State	8
Topic 2: Social Change	9
July Assessment	11
THIRD TERM [11/08/2025 – 31/10/2025]	12
Unit 3: Mauritius and its Historical Links with Europe, Africa and Asia.	12
Topic 1: Mauritius and its historical links with countries in Europe, Africa and Asia.....	12
Topic 2: Mauritius and its contemporary links with countries and organisations	13
Unit 4: Population Studies	14
Topic 1: Population Studies	14
Topic 2: Migration.....	15
October Assessment.....	16

Introduction

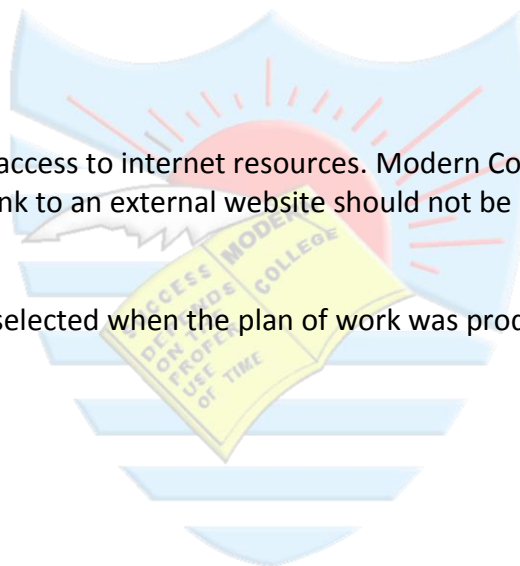
Prescribed textbooks:

- Social & Modern Studies - Mauritius Institute of Education (Based on the NCF 2017 – Grade 9)

Websites and videos

This plan of work includes website links providing direct access to internet resources. Modern College is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this plan of work were selected when the plan of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.



FIRST TERM [10/01/2025 – 11/04/2025]

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

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
a) Recapitulation – recalling independence from British rule.	Page 4, Activity 1.1 (Q1)	Page 4, Activity 1.1 (Q2, Q3, Q4)	Revisit your previous text book of Grade 8 to refresh your memory about the happenings pertaining to our independence.	Independence for Mauritius (1968): <ul style="list-style-type: none">https://www.youtube.com/watch?v=8tV4zoHsYqU
b) Social conditions in Mauritius in the 1960's	Page 7, Activity 1.2 (Q1, Q2)	Page 7, Activity 1.2 (Q3, Q4)		Old Mauritius: <ul style="list-style-type: none">https://www.youtube.com/watch?v=24a6ofJduCY
c) Social problems: Rise in Population/ Housing Conditions/ Health Issues	Page 9, Activity 1.3	Page 12, Activity 1.4	Inquire with your elders about their lived experience in regards to housing conditions in Mauritius in their childhood.	Mauritius Vintage Port Louis: <ul style="list-style-type: none">https://www.youtube.com/watch?v=EArFaDjbugM

Topic 2: Economic development in Mauritius since independence

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
a) Describing the economic development in Mauritius since independence.	Page 15, Activity 2.1 (Q1)	Page 15, Activity 2.1 (Q2)	Use the internet to research about the businesses that were prominent on the island after independence.	Louis Yeung Lam Ko Report: <ul style="list-style-type: none"> http://wwwdocs.fce.unsw.edu.au/economics/Research/WorkingPapers/1998_6.pdf
b) The factors that led to the “Mauritian Miracle.”	Page 15, Activity 2.2 (Q1)	Page 15, Activity 2.2 (Q2, Q3)	Use the internet to find an alternative definition to the “Mauritian Miracle.”	The Mauritian Miracle (L’Express.mu) <ul style="list-style-type: none"> https://www.lexpress.mu/article/mauritian-miracle
c) Identifying and explaining the different stages of economic development since independence.	Page 20-21, Activity 2.3	Page 20-21, Activity 2.3 (Cont.)		March 1968, Mauritius <ul style="list-style-type: none"> https://www.youtube.com/watch?v=DPP3GJ-tY6w
d) The importance of a diversified economy.	Page 22, Activity 2.4	Page 25, Activity 2.5	Use the internet to find an alternative definition a “diversified economy.”	Talk Africa: Mauritius – A leading Economy: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=UkZjWXPJfSs

Topic 3: Constitutional and Political development in Mauritius (1968 – 1992)

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
a) Understanding the main political issues at the time of independence.	Original set of questions produced by teacher. (In line with the provided contents of the text book.)	Original set of questions produced by teacher. (In line with the provided contents of the text book.) – Contd.	Conduct research by interviewing your elders about the political aura of at the time of independence.	Mauritius at 50 – The State of our Political System: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=yIvA-Xs7pP8
b) Tracing the key constitutional and political development in our islands from 1968 – 1992.	Page 32 (a) Why does the Mauritian population consist of people from diverse origins?	Page 32 (b) Using examples, describe how, despite their diversity, people respect each other and live in harmony.		Constitutional Evolution of Mauritius from British rule to Independence: <ul style="list-style-type: none"> http://www.govm.u.org/portal/sites/independence/file/Const%20Evol.pdf
c) The case of Chagos Archipelago & Tromelin	Page 36, Activity 3.1	Page 40, Activity 3.2	Use the internet to learn more about the contemporary state of Chagos Archipelago	Chagos Islands: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=DD2gKr5Non8

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April Assessment

Component	Time Allocation	Type	Maximum Mark
1	2 Hours	Multiple Choice Questions/ Fill in the blanks/ Matching/ Short Answers	100

The April assessment is designed in the same format as the National Certificate of Education so as to help the student to get acquainted with the process. It is consisted of 1 paper which is divided into two sections. The assessment will be comprised of Multiple Choice Questions, fill in the blanks, Close Test, Matching and Short Questions and Answers.

It is also to be noted that, for this particular term, the questions will be based on the topics outlined above.

Candidates are expected to cover the PROPOSED syllabus. Each paper may contain questions on any part of the syllabus and questions will not necessarily be restricted to a single topic.

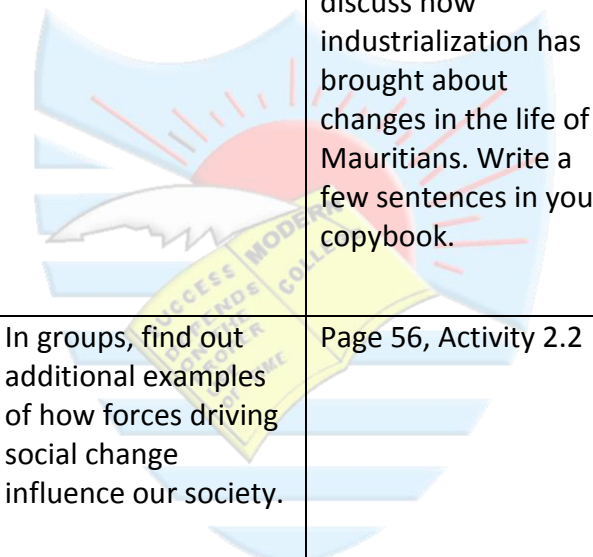
SECOND TERM [28/04/2025 – 18/07/2025]

Unit 2: Welfare State, Social Change and Environmental Impact

Topic 1: Our Welfare State

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
a) Tracing the origin of the welfare state in Mauritius.	Page 44, Activity 2.1 (Q1, Q2)	Page 44, Activity 2.1 (Q3-Q6)	Inquire and conduct research about examples of other welfare states around the world.	The Welfare State of Mauritius- A Critical Appraisal: <ul style="list-style-type: none"> http://www.igd.org.za/jdownloads/Glob al%20Insight/maurit ius_policy_brief.pdf
b) Describing the characteristics of a welfare state.	Page 46, Activity 2.2 (Q1)	Page 46, Activity 2.2 (Q2)	Compare the characteristics of our welfare state with others'.	Welfare State & Social Democracy: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=Jv3hMfTTCfY
c) Reflecting on how the measures taken have contributed to the welfare of the population.	In groups, discuss and share: the importance of any two welfare measures taken recently by the state to improve the life of people.		Have a group discussion with your peers about how you would add on to a welfare state.	The Welfare State Has a Future: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=ubZ9fQf9WQw

Topic 2: Social Change

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
a) Understanding how industrialization has changed the life of people in Mauritius since the 1980s.	Page 51, Recall activity (Q1 – Q3) 	Observe the pictures above and, in groups, discuss how industrialization has brought about changes in the life of Mauritians. Write a few sentences in your copybook.	Research about alternative definitions and meanings of “industrialization.”	Secret to the Mauritius Economic Miracle: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=qNfdo8KB2qI
b) Identifying and explaining the causes of social change.	In groups, find out additional examples of how forces driving social change influence our society.	Page 56, Activity 2.2	Talk to your peers and elders about how the reasons behind social change might have shifted.	A Theory of Social Change: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=vGJ3KEuwSTg
c) Analysing the impact of social change on families, the status of women and life expectancy.	Page 57, Activity 2.1 (?)	Page 60, Activity 2.3 Page 64, Activity 2.4 Page 65, Activity 2.5 Page 69, Activity 2.6	Page 61, Think Activity Q1 & Q2	Social Media to Social Impact: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=4G3OqmGhLgc

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d) Defining education and industrialization and social class.	Page 71, Activity 2.7	Page 73, Activity 2.8		Industrialization & Social Change: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=VMwHbKT5pUw
e) Recognising the importance and the role of media in our lives.	Page 74, Activity 2.9	Page 79, Activity 2.10	Discuss and share- How can the media help your learning at school?	What is Media? <ul style="list-style-type: none"> https://www.youtube.com/watch?v=GI89D1ObYoc
f) Identifying and discussing the factors leading to social order in society.	Page 82: Give 2 examples of deviant behaviour in your society.	Page 83: Give 2 examples of criminal behaviour.	With the help of your teacher, find one example of behaviour which was once considered as normal but has now become deviant.	The Social Order: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=A-P1OyzWuow

July Assessment

Component	Time Allocation	Type	Maximum Mark
1	2 hours	Multiple Choice Questions/ Fill in the blanks/ Matching/ Short Answers	100

The July assessment is designed in the same format as the National Certificate of Education so as to help the student to get acquainted with the process. It is consisted of 1 paper which is divided into two sections. The assessment will be comprised of Multiple Choice Questions, fill in the blanks, Close Test, Matching and Short Questions and Answers.

It is also to be noted that, for this particular term, the questions will be based on the topics outlined in the plan of work of the first term and that of the second term.

Candidates are expected to cover the PROPOSED syllabus. Each paper may contain questions on any part of the syllabus and questions will not necessarily be restricted to a single topic.

THIRD TERM [11/08/2025 – 31/10/2025]

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.

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
a) Identifying the countries /places from where people came to our islands.	Page 87, Activity 3.1 (Q1, Q2)	Page 87, Activity 3.1 (Q3)	Try and talk to your elders to see if they are aware of their exact origins	People of Mauritius: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=8Ni-ZNQ6jYo
b) Recalling when and why they came to our islands.	Page 90, Activity 3.2 (Q1, Q2) Page 91, Activity 3.3	Page 90, Activity 3.2 (Q3) Page 92, Activity 3.4	Write one sentence to explain: (1) how links between India and Mauritius date back to 1730s. (2) how a large part of the population of Mauritius has historical links with India.	Coolies: How Britain Re-Invented Slavery: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=3Cncg3yhWPI
c) Appreciating that our identity is linked with these countries/ places.	Page 98, Activity 3.5	Page 98, Discuss and Share exercise.		Africa's Strange French/Indian Colonies: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=8Csls5UBbBU

Topic 2: Mauritius and its contemporary links with countries and organisations

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
a) Naming a few organisations with which Mauritius has link.	Page 101, Activity 3.6	Page 101, Activity 3.6 (Cont.)	Page 100, Find Out Exercise	SADC: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=F34tGSPu6bM
b) Discussing the importance of the membership of Mauritius within the different organisation.	Teacher's personal notes on particular objective.			
c) Appreciate the importance of maintaining and strengthening our relationships in a context of change and globalisation.	Teacher's personal notes on particular objective.			Globalization Explained: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=JJ0nFD19eT8

Unit 4: Population Studies

Topic 1: Population Studies

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
a) Defining birth rate, death rate and rate of natural change. Also explaining the terms 'population density' and 'population distribution'.	Page 107, Activity 4.1 (Q1)	Page 107, Activity 4.1 (Q2, Q3)	Page 105, Find Out Exercise	Population Density: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=CWhwHgk73U
b) Explaining why population changes while interpreting graphs and models.	Teacher's personal notes on particular objectives	Page 108, Activity 4.2 Page 111, Activity 4.3	Page 105, Let's Recall Exercise	Human Population Through Time: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=PUwmA3Q0_OE
c) Explaining the demographic changes of Mauritius.	Page 112, Activity 4.4	Page 118, Activity 4.5 Page 120, Activity 4.6	Use the internet to find the demography of other surrounding islands.	Demographic Change: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=ZbHVs3kBYN0

Topic 2: Migration

Learning Objectives	Worked Examples	Classwork & Homework	Extra Work	Resources
a) Defining and explaining the term "Migration".	Highlighting the given definition in the prescribed textbook		Use the internet to learn more about migration events that happened in other countries.	Migration – The Reasons: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=54xM8VlgP7s
b) Differentiating between internal and international migration.	Page 123, Activity 4.7			Internal V/S International Migration: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=wwJ0qRO0vEY
c) Describing and explaining pull and push factors while showing an understanding of the Mauritian diaspora.	Page 124, Activity 4.8		Try and research various meanings of the term "Diaspora".	Push & Pull Factors: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=4QrUegs-kUs

October Assessment

Component	Time Allocation	Type	Maximum Mark
1	2 hours	Multiple Choice Questions/ Fill in the blanks/ Matching/ Short Answers	100

The October assessment is designed in the same format as the National Certificate of Education so as to help the student to get acquainted with the process. It is consisted of 1 paper which is divided into two sections. The assessment will be comprised of Multiple Choice Questions, fill in the blanks, Close Test, Matching and Short Questions and Answers.

It is also to be noted that, for this particular term, the questions will be based on the topics outlined in the plan of works of the first, second and third term.

Candidates are expected to cover the PROPOSED syllabus. Each paper may contain questions on any part of the syllabus and questions will not necessarily be restricted to a single topic.