

EXAMINATIONS COUNCIL OF ESWATINI

JC

EXAMINATION REPORT

FOR

HISTORY

YEAR

2020

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JC HISTORY

Paper 530/01

Key messages

- Relevance and the ability to respond directly to the question are important qualities of History writing.
- It is essential that both teachers and candidates understand that the part (a) questions require candidates to recall events exactly as they happened. This involves identifying a valid point and then developing it using specific details.
- Both teachers and candidates need to understand that part (b) questions assess the candidates' understanding and application of historical events. This entails identifying a valid point, supporting it with relevant evidence and then elaborating the evidence in relation to the question.
- Candidates should demonstrate understanding of historical terms i.e. using words like 'adding spices in the story' instead of using the historical term 'bias'.
- It is essential that both teachers and candidates fully understand that the stimulus is not meant to be used in answering the questions but only to help trigger the memory of the candidates.
- Evaluation questions require candidates to make an assertion and then explain two sides of the argument.
- Candidates should follow instructions to avoid rubric infringements.

General comments

There was a slight decrease in the number of candidates (6708) who sat for this paper compared to the previous year (6983). The performance of candidates in this paper was above average. There were some candidates, although very few, which produced very good responses that demonstrated a good understanding of the questions. Section A was generally not well done by the candidates and the performance was average. The (a) part question showed that some candidates lacked the skill of describing. They only identified the valid points but failed to develop them using specific details. Furthermore, candidates failed to use the historical terms. It is essential that candidates use historical terms when writing their essays. In the part (b) questions a noticeable number of candidates because failed to produce quality explanations. Some candidates simply listed the points yet they were expected to write in continuous form. In the part (c) questions some candidates failed to provide clear explanations on both sides of the argument. Some candidates were only able to explain one side of the argument instead of both sides. Teachers are urged to remind candidates not to use the stimulus to answer the question. Numbering of questions was a problem in many centres. Correct numbering of a question is very crucial in an examination where candidates have some questions that are optional. Teachers are encouraged to train their candidates to follow instructions to avoid rubric infringements.

Comments on individual questions

Question 1

- (a) Describe the groups of concession seekers who came to Swaziland during the reign of king Mbandzeni. [3]**

The candidates' performance in this question was below average. A noticeable number of candidates only mentioned the activities of Europeans in Swaziland instead of identifying and describing the groups. Other candidates just wrote the British, Boers, Missionaries, etc. without describing them.

Expected response

British people who came looking for permission to prospect for minerals.

- (b) Explain two reasons why king Mbandzeni gave land to concession seekers. [5]**

The performance of candidates in this part question was below average. Some candidates' responses were not historical i.e. Mbandzeni was given a swinging chair to point out the land. Good answers were explanations that are supported by historical evidence.

Expected response

King Mbandzeni thought that they were borrowing the land so he was helping them for a short time so that they could graze their animals.

- (c) 'Concessions benefitted the Swazi people'. How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]**

The performance of candidates in this question was below average. Most candidates misunderstood the question and gave responses that show benefits of the concession seekers not benefits of the Swazis.

Expected response

The concession seekers established businesses in the country and employed a lot of Swazis who were then able to earn a living. However, the concession seekers took land belonging to Swazis.

Question 2

This was one of the popular questions, however candidates failed to produce satisfactory responses.

- (a) Describe the sources of oral history. [3]**

Candidates' performance in this question was below average. A majority of candidates defined oral tradition instead of describing sources of oral history. This question required candidates to identify the source of oral tradition then describe it.

Expected response

The sources of oral history include eye witness accounts from people who saw the event taking place.

- (b) Explain two reasons why historians use a lot of sources when writing history. [5]**

Most of the responses that were given by candidates were not relevant. Candidates' answers were showing the importance of sources when studying history not when writing history, hence, they failed to produce relevant answers.

Expected response

Historians use a lot of sources when writing history in order to fill the gap created by other sources like artefacts that fail to give other facts that can be obtained from other sources.

(c) 'Primary sources are more important than secondary sources in the study of history'.

How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

This part question was fairly done. However, some candidates were contradicting facts.

Expected response

Primary sources are original as they involve an eye witness account whereas secondary sources may be biased since they are based on peoples' interpretations. However, secondary sources have already been interpreted, so, they are easy to use than primary sources which are still raw.

Question 3

This was not a popular question as only a few candidates chose it.

(a) Describe the different groups who claimed the diamond bearing area in Griqualand West in the 1880s. [3]

Candidates' performance in this part question was below average. A majority of candidates did not adhere to demands of the question. They only identified the groups but failed to describe them.

Expected responses

The Boers of the Orange Free State led by J.H. Brand.

(b) Explain two reasons why the British wanted a federation between British and Boer states in the 1880s. [5]

Candidates' performance in this part question was below average. Most candidates focussed more on the relationship between the Boers and the British than what the question asked.

Expected response

The British wanted to form a strong country that will be able to defend itself against neighbouring African states like the Zulu who had the potential to destroy white dominance.

(c) 'The opening of mines in South Africa improved the lives of Africans.'
How far do you agree with this statement? Explain your answer by giving Both sides of the argument. [7]

This question was fairly done. Most candidates were able to identify the points and those who explained did so satisfactorily.

Expected response

Africans were able to get money to pay taxes and buy other goods. In this way, Africans did not lose their livestock due to their failure to pay the taxes imposed by the whites. However, Africans were ill-treated by their white bosses in the mines and were called derogatory names like 'kaffir'.

Question 4

(a) What was a paramount chief in the colonial period? [3]

Candidates' performance in this part question was above average. Most candidates were aware what a paramount chief was. There was a small number that confused a regent for a paramount chief.

(b) Explain two reasons why the Swazis did not want to be ruled by the Boers. [5]

This part question was fairly done. However, some candidates used the Boers at the Cape instead of focusing on Swaziland.

Expected response

The Swazis hated the way the Boers treated Africans in their Republics. They did not want to be treated the same.

- (c) 'The British Colonial Government improved the lives of Swazis.'**
How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

Candidates' performance in this part question was below average. Most candidates were only able to identify valid points but used irrelevant evidence to explain their points i.e. they used the Pass Laws of South Africa which did not address the question. Most responses did not reach the expected level of explanation i.e. formal education was introduced to the Swazis that enabled them to read and write yet they the expected response was: Swazis got education from the schools built by colonial government which led to literacy which resulted to better paying jobs.

Question 5

This was the least popular question but those that chose it performed fairly well.

- (a) What was the Defiance Campaign of 1952 in South Africa?** [3]

Some candidates were able to clearly describe the Defiance Campaign 1952 in South Africa. However, few candidates used the stimulus when answering this part question. The expected response was that it was a non-violent method that was adopted by the ANC and other groups to oppose apartheid inviting mass arrest and cause the apartheid system to collapse.

- (b) Explain two reasons why the ANC decided to use violence against the apartheid government after 1960.** [5]

In this question, some candidates overlooked the violence part of the question, they explained just general reasons for the ANC struggle not why it used violence. For example, the ANC and PAC were banned after 1960, so the Africans felt they had no other means to make their grievances known.

- (c) 'The main reason for the Soweto Uprising of 1976 was the compulsory use of Afrikaans in schools.'**
How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

Candidates' performance in this question was above average. Most candidates were able to explain how the introduction of Afrikaans sparked off the uprising and also explained other factors on the other side of the argument.

Expected response

Afrikaans was the language of the oppressor and was only spoken in South Africa. This therefore meant that they would not be marketable as job seekers in other countries. However, the Bantu Education Act of 1953 was hated the most. This gave them inferior education compared to that of white students.

Question 6

This was a very popular question and candidates did well demonstrating a profound knowledge of the topic.

- (a) What is a missionary?** [3]

This part question was well done by a majority of candidates. Proper responses were produced e.g. someone who leaves his country to go and preach in another country. However, there were those that did not consider the instructional word 'a missionary'. They referred to a missionary as a group of people.

- (b) Explain two reasons why Cecil John Rhodes wanted to colonise Ndebeleland and Mashonaland.** [5]

This part question was well done. Most candidates were able to explain showing clear understanding of the question. However, a few candidates confused Cecil John Rhodes with a missionary.

Expected response

He had a desire to control more land for the British Empire in the North through using his personal wealth.

- (c) **‘The main reason for the coming of missionaries to Central Africa was to spread Christianity. ‘How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]**

This part question was well answered as candidates were able to explain both sides of the argument. However, there were a few candidates that were not able to provide explanations on the other side of the argument.

Expected response

Missionaries taught Africans about Christianity. Africans were taught to adopt Christian religion and abandon their African Traditional religions. However, missionaries paved way for colonization by preaching about brotherhood, thus softening Africans not to resist being colonized.

JC HISTORY

Paper 530/02

Key Messages

- Candidates should not use the statement in Question 4 nor pick information from the sources to answer interpretation questions.
- Sources selected should offer firmly supported judgments or conclusions based on some combination of evidence, reason, argument, experience, authority or opinion.
- Evaluation of sources and perspectives should form substantial element of candidate's essays.

General comments

There was a slight decrease in the number of candidates who sat for this syllabus compared to the previous year. In 2019 for example there were 7121 candidates whereas 2020 saw a total of 6940. Option A was the most popular as most candidates answered it but performed below average. Generally, the candidates' performance declined compared to 2019. There was an improvement in answering the interpretation question as the candidates were able to work out the big message of the source. However, it was noted that most candidates picked the statement in Question 4 instead of working out the big message of the source. Other candidates copied the information from another source and used it as the message of Question 1.

Candidates demonstrated lack of understanding of the comparison skill in Question 2. Generally, there are those Centres which were able to compare the sources up to the sub message level. In Question 4 candidates used "I agree with the statement" instead of "the sources agree with the statement". Candidates should write short and precise answers. There were, however, those candidates that failed to compare the sources. Some candidates did not refer to the sources by letter, for example, 'Source B and C says...' Also, candidates lacked the skill of using cohesive devices when comparing sources yet they are very important.

A majority of the candidates were not able to work out the big message in Question 3. They also wrote a lot of contextual knowledge which made their answer to be lengthy yet it is encouraged that candidates should write answers that are brief and straight to the point. Some candidates were unable to process the purpose of the source.

In Question 4 candidates failed to pick the relevant evidence from the source to support the stand of the source towards the given statement. They just lifted the whole source. Candidates should carefully select the relevant evidence. Some candidates used a combination of sources instead of treating each source separately. Other candidates changed the statement to suit them which made the whole answer to be wrong.

Comments on Specific Questions

OPTION A: Missionary Incursions into Central Africa

1. Study Source A

What does the source tell us about the effects of the coming of missionaries in Central Africa? Explain your answer using the source. [5]

A majority of candidates failed to process the big message. They only processed the sub message of the source.

The correct answer was ***"Source A tells us that the missionaries tricked Africans and pretended to bring Christianity to the people of Central Africa yet they wanted to colonise their land. This is because source A says the white man came and asked us to close our eyes and pray. When we open our eyes it was too late our land was gone.***

2. Study source B and C

How far do these sources agree about the activities of missionaries in Central Africa? Explain your answer using the details of the sources. [8]

Candidates were unable to compare the sources for agreements at the big message level. They were able to write the agreement at a sub message level only. Candidates could not select the relevant information as evidence.

The expected response was ...***Both sources agree that the coming of the missionaries brought services to the people of Central Africa. This is because source B says David Livingstone spent his time working as a doctor also source C says missionaries at Nyati and hope fountain devoted their time and energy to teaching, preaching and health work.***

Most candidates failed to come up with a disagreement.

The expected response was... ***However, in source B missionaries improved the lives of the Africans socially whereas in Source C the improvement was social, economic and political. For example, in Source B David Livingstone spent his time working as a doctor also while in Source C missionaries at Nyati and hope fountain devoted their time and energy to teaching, preaching and health work. They also used missionaries to repair guns, vaccinate cattle. Treat the sick, vaccinate cattle and write king's letters.***

3. Study source D

Why was this source published about slavery in Africa at this time? Explain your answer using the details of the source and your own knowledge. [12]

Few candidates were able to work out the purpose of the source. Candidates should stick to the given question, write the correct assertion. Most candidates left out the evidence from the source and knowledge thus scoring low marks. Candidates were required to work out the purpose, support with evidence from the source and through contextual knowledge.

It was noted that some candidates wrote about apartheid instead of slave trade for contextual knowledge.

The correct response is ***Source D was published to persuade the British Government to support missionary work in Central Africa so that they could stop slave trade. This is because source D shows African slaves captured in Central Africa. I also know that Africans in Central Africa were being enslaved in the 19th century.***

4. Study all sources

How far do these sources prove that the coming of the missionaries had social effects on the people of Central Africa? Explain your answer using the details from the sources. [15]

This question was not done well. Candidates made the following mistakes:

- They did not make an assertion.
- They lifted the whole source without selecting the relevant evidence.
- Some candidates did not use the sources at all, they just narrated.
- Some candidates focused on one side of the evidence
- Some candidates changed the statement.
- Some candidates demonstrated lack of understanding of the statement, so they are urged to spend time understanding the question before answering.

OPTION B: British Colonisation of Zimbabwe.

1. Study Source A

What does this source tell us about the British colonisation? Explain your answer using the source. [5]

A majority of candidates failed to process the big message but they came out with the sub messages.

The correct answer was that **Source A tells us that both external and internal factors led to the British colonization of Zimbabwe. This is because Source A says a team headed by Charles Rudd bribed and tricked Lobengula's advisors. The advisors then convinced Lobengula to sign what was called the Rudd concession.**

2. Study source B and C. How far do these sources agree about the British colonisation of Zimbabwe? Explain your answer using the details from both sources. [8]

This was question was poorly performed since candidates failed to compare the sources for similarity and difference at the big message level.

The correct answer was...**Both sources agree that external factors led to the colonization of Zimbabwe. For example, Source B says Cecil Rhodes sent three emissaries who were Charles Rudd, Rochfort Maguire and Francis Thompson to obtain the Rudd concession. Also, in Source C we are told that apart from missionaries, other groups such as hunters, mineral prospectors, adventurers and traders posed a threat to the Ndebele kingdom.**

However, the sources differ in that in Source B it was both internal and external factors that led to the colonisation of Zimbabwe yet in source C it was only external factors. For Example, Source B says Cecil Rhodes sent three emissaries who were Charles Rudd, Rochfort Maguire and Francis Thompson to obtain the Rudd concession. Similar recommendations came from Lobengula's own senior indunas and trusted advisors yet in Source C we are told that apart from missionaries, other groups such as hunters, mineral prospectors, adventurers and traders posed a threat to the Ndebele kingdom.

3. Study source D

Why was this source published about chiefs at this time? Explain your answer using the details from the source and your own knowledge. [12]

Few Candidates failed to work out the purpose of the source. They only brought contextual knowledge. The correct answer was: **Source D was published to defend/ justify the British colonisation of Zimbabwe. This is because the source says that the chiefs volunteered to maintain law and order, collected taxes and recruited labour for the colonial government.**

4. Study all sources

How far do these sources prove that the British colonisation of Zimbabwe was due to external factors? Explain your answer using the details from the sources. [15]

This question was fairly done. There were however cases whereby

- Candidates didn't make an assertion.
- Candidates lifted the whole source without selecting the relevant evidence
- Candidates combined all sources without unpacking them.
- Other candidates did not use the sources at all, they just narrated.
- Other candidates used their personal opinion.