

**EXAMINATIONS COUNCIL OF
ESWATINI**

JC

EXAMINATION REPORT

FOR

HISTORY

YEAR

2021

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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 great increase in the number of candidates, 8770 who sat for this syllabus compared to 7048 in 2020. The 2021 examination showed a slight decrease in the number of candidates scoring higher marks. There was a general below par performance in the part (b) and part (c) questions. Question 1 in Section A was compulsory and candidates were required to choose any other question. In Section B candidates were required to choose any two questions. However, in most centres candidates did not adhere to the instructions as they decided to **answer all the questions**. Teachers are encouraged to train their candidates to follow instructions to avoid rubric infringements. In some centres candidates listed points instead of writing in continuous form. Teachers are encouraged to emphasize on continuous writing with special attention paid on optional questions. There was an increased number of candidates that left blank spaces in questions i.e. answering part (a) leaving out parts (b) and (c). Candidates should be reminded that they are required to answer all parts of the question they choose.

Comments on individual questions

Question 1

(a) What is a clan totem? [3]

This was a compulsory question. The performance of candidates in this question was fair. Responses on this question were relevant although there was a tendency to give a general description of a clan totem. They also used SiSwati phrases such as 'imvu' instead of 'a sheep'. Candidates must be encouraged to be precise, give specific answers and relevant examples.

Expected response:

A clan totem refers to a plant or an animal that a particular clan is associated with. For example, the Fakudze clan is associated with a baboon.

(b) Explain two reasons why it is important to know the history of our clans. [5]

The performance of candidates in this part question was average. Some candidates were able to explain the reasons as required by the question, but others confused this question with reasons for studying history in general instead of the importance of the history of our clans.

Expected answer:

The Swazi custom prohibits marriage or sexual relation between people of the same clan. Knowing the history of our clans is important because it helps us to avoid intermarriages while it also helps us to maintain social ties.

(c) 'Clan absorption was the main way in which clans came to be part of bakaNgwane.' 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 above average although some candidates performed below average. Quite a number of candidates described clan absorption without linking it to the question. The disagreement part was very challenging to candidates as they were unable to explain the other side of the argument.

Expected Responses:

When Sobhuza I built the Ngwane nation, he absorbed smaller clans such as Hlophe, Kunene as part of his nation. These groups were troubled by Zwide of the Ndwandwe and came running to Sobuza I for protection. They joined Sobhuza I's people and accepted his rule and were absorbed into the Ngwane nation.

However, clan fragmentation was another way in clans came to be part of baNgwane whereby the clan fragmented into two or more groups due to conflicts. The aggrieved clan then left the parent clan and came to bakaNgwane looking for protection.

Question 2

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

(a) What is barter trade? [3]

Candidates' performance in this question was below average. Although the question was popular among candidates only a few were able to give a proper description of barter trade.

Expected response:

It is the exchange of goods for goods instead of using money. For example, exchanging for iron tools with cattle or vice versa .

(b) Explain two advantages of using iron tools for the Bantu people. [5]

The candidates' performance in this question was below average. Candidates were required to identify and explain two advantages of using iron tools for the Bantu.

Expected response

The Bantu people used iron tools such as hoes and bushknives which were strong and durable. This enabled the Bantu people to clear the land for cultivation on large scale. Thus, they were able produce food that sustained them throughout the year.

(c) 'Cattle were the only source of living among the Bantu people.' 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 ignored the key demands of the question by giving the uses of cattle i.e. to plough/cultivate, transport etc.

Expected response

Yes, cattle were the only source of living among the Bantu because they got meat and milk. They slaughtered cattle for meat and also milked cows for subsistence purposes. This supplemented their daily diet and provided a healthy living.

However crop farming was another source of living for the Bantu people. The Bantu grew crops such as sorghum and millet. Thus they were able to get abundant supplies of food.

Question 3

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

(a) What is a colony? [3]

Candidates' performance in this part question was below average. A majority of candidates did not adhere to demands of the question. There was a challenge in describing the historical term colony. Most candidates gave responses such as a country ruled by another country, a response that did not earn them any mark.

Expected responses

It is a country that was ruled / controlled by another country usually more powerful than it. e.g. Swaziland was a British colony.

(b) Explain two reasons why the Dutch quarreled with the indigenous people of the Cape. [5]

Candidates' performance in this part question was average. Some responses were good while some were not satisfactory. Good responses clearly explained the causes of the quarrels yet unsatisfactory responses gave reasons why the Dutch came at the Cape i.e. they came to acquire land to build a halfway station.

Expected response

The Dutch began to rob the local people of their land and the indigenous people of the Cape were unhappy. The Dutch needed land to establish their farms on the Africans land. The Africans fought for their land as their livelihood depended on it. So the hunger for land resulted to a clash between the two groups.

(c) ‘The introduction of English as an official language at the Cape was the main reason for the Boer Trek in the 1830s.’

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

The performance in this question was below average. Most candidates were unable to explain both sides of the argument.

Expected response:

Yes, the introduction of English as an official language at the Cape was the main reason for the Boer Trek in 1830s because the British introduced English Language as the official language at the Cape replacing the Dutch Language. English Language was now used in schools and courts where the Khoikhoi were to be interpreters for the Boers. The Boers felt this was humiliating to them thus decided to trek into the interior of Southern Africa.

However, the 50th ordinance of 1828 abolished the pass law that had been introduced by the the Dutch whereby Africans had to carry a pass as sign of identity. This law promoted Africans’ rights at the Cape freeing them from the Boers, granting equality between whites and non-whites, thus Boers decided to leave the Cape.

Also, the emancipation of slaves in 1834, where the British abolished slavery and slave trade in all its colonies in 1834. This meant that all slaves at the Cape were to be free and Boers were mostly affected because there was no more free labour to work in their farms. As a result they decided to move out of the Cape to set up their own colonies where they will set up new farms where they will continue enslaving the Africans.

Question 4

This was a popular question, a majority of candidates answered the question but the performance was not good.

(a) Describe the Swaziland Land Proclamation Act of 1907? [3]

Candidates’ performance in this part question was below average. The candidates’ responses varied. Some candidates described the act as an agreement by the Boers or agreement of the Europeans to king Mbandzeni.

Expected response:

It was a law passed by the British colonial government to differentiate between white farms, reserves and crown land. Swazis were to live as squatters for five years or move to reserves.

(b) Explain two reasons why the why Swazis disliked British rule. [5]

The performance in this part question was below average. A majority of candidates were giving content on South Africa i.e. they hated pass laws etc.

Expected response

Swazis disliked British rule because they lost control over their own land. The British had introduced laws in 1907 that partitioned land, giving Swazis poor or infertile land yet they depended on farming. This therefore forced to work on white farms for a living, thus they disliked British rule.

(c) ‘Sending delegations to protest against loss of land by Queen LaboTsibeni was the only major role she played during her reign.’

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 as very few candidates were able to use specific content on LaboTsibeni. Some candidates referred to LaboTsibeni as king Sobhuza II’s mother to failing to do her duties.

Expected responses:

Yes, sending delegations to protest against loss of land by Queen LaboTsibeni was key. This is because she sent several delegations to the Transvaal and to England protesting against the Boers taking land in the South of Swaziland without the permission of the monarch and the British further introduced an act that made concessions permanent in 1907. So, she was demanding the Swazi nation land to be increased, also title deeds to be set aside. This therefore showed her concern for the Swazis during her reign.

However, Queen LaboTsibeni also established/ built a national school in Zombodze in 1906, promoting education as missionaries had already introduced formal education which was unsuitable for Swazi children. By so doing, Swazi children were able to attend school including her grand son Sobhuza II who used the education to fight against the loss of land.

Question 5

This was the least popular question and the performance was below average.

(a) Describe the Bantu Education Act of 1953. [3]

The responses in this question showed that candidates had inadequate information on the topic.

Expected responses:

Bantu education Act was a law or policy that gave inferior education to the Black people which was different from that of the whites. It took away black education from being controlled by Missionaries and prepared Africans for life in the homelands.

(b) Explain two reasons for the armed struggled in South Africa in the early 1960s. [5]

The performance in this part question was below avergae as only a handful of candidates got it right.

Expected responses:

The armed struggle in South Africa came as a result of the banning of leaders and political parties. Opponents of apartheid felt it was useless for the political parties to continue using non-violence as the government met the peaceful protests with violence, thus military a wing such as Umkhonto Wesizwe was formed. Also, the front line states opened their hands for South African freedom fighters. This therefore encouraged the military training in the neighbouring countries such as Botswana and Tanzania.

(c) ‘The Defiance Campaign of 1952 was the only peaceful method used by Africans to resist apartheid.’

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 average. Some candidates’ responses included the Black Sash, which was not an African organisation even though it supported non-whites in the struggle against apartheid. It should be nted that only white women that were involved in the Black Sash Organisation.

Expected response

Yes, the Defiance Campaign of 1952 was the only peaceful method by Africans against apartheid because Africans defied the seperate amenities act which restricted blacks to certain public areas. Blacks decided not to carry passes, entering in places reserved for whites only i.e. Parkbenches, white post offices etc.

However, there was also the Black Consciousness Movement that was led by Steven Bantu Biko who preached self love that promoted self confidence, worthiness among blacks. Africans needed

to regain pride in their blackness. The Black Consciousness Movement continued the struggle against apartheid following the arrest of party leaders such as Mandela and the banning of political parties.

Question 6

The performance of candidates in this was above average.

(a) Describe clan fragmentation. [3]

This part question was well done by most candidates.

Expected response:

Clan fragmentation is when clans become divided and are forced to break their bonds with the parent clan. For example, clan fragmentation can occur when there are quarrels within the family.

(b) Explain two reasons why Mohlomi's advice were important to Moshoeshe I's leadership. [5]

This part question was not well done. Most candidates' responses demonstrated that they did not know who Mohlomi was and the advice that he gave to Moshoeshe I, let alone apply them on Moshoeshe's leadership.

Expected response

Mohlomi's advice were important because Moshoeshe I was able to judge quarrels fairly which enabled him to build the Basotho nation. For example, after the cannibals killed his grandfather he gave them cattle to eat instead of fighting them.

(c) 'Diplomacy was the main strategy used by Moshoeshe I to build the Basotho nation.' How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

This part question was not well answered as candidates were unable to give specific responses. A majority of candidates responded by explaining king Sobhuza I's diplomacy i.e. referring to two daughters given to Shaka, marrying Zwibe's daughter Thandile, etc.

Expected response

Yes, Moshoeshe I avoided fighting powerful enemies. He paid tribute and made alliances to avoid with stronger nations. For instance, after defeat of the Ndebele, he then gave them cattle as provision and by so doing, the Ndebele would never think of fighting him again.

However, Moshoeshe also used other strategies to build his nation. For instance, he used mountains as fortress to avoid confrontations. At first Moshoeshe established his fortress at Butha Buthe but later took his people and fled to the strong hold of Thaba Bosiu as it was impenetrable and build the Basotho nation there.

Paper 530/02**Key Messages**

- It is essential to understand that interpretation of sources forms a substantial element of this component since it is source based. Candidates should process the big message of sources instead of using the statement in Question 4 or picking information from the sources.
- The skill of comparison still requires candidates to interpret both sources and then compare the big messages for similarity and difference.
- It is essential that both teachers and candidates understand that the reliability of a source is based on its purpose.
- Synthesis requires candidates to declare the stand of the source towards the given statement, then carefully select relevant evidence which they should explain in relation to the statement.

General comments

There was a significant increase in the number of candidates who sat for this year's syllabus compared to 2020. In 2020, for example, there were 7048 candidates whereas 2021 saw a total of 8621. It should be noted that there was only one option for the 2021 examination. Candidates were able to answer on the spaces provided despite that they were doing it for the first time. Generally, the candidates' performance declined compared to 2020. The candidates' performance showed a decrease in the interpretation question as the candidates were unable to work out the big message of the source. Most candidates simply 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. Quite a number of candidates used contextual knowledge instead of interpreting the message of the source.

Candidates demonstrated lack of understanding of the comparison skill in Question 2 because very few candidates were able to compare the two sources at big message level. Most candidates were able to compare the sources up to the sub message level. 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, most candidates lacked the skill of using cohesive devices when comparing sources, yet they are very important. A number of candidates used "I agree" instead of both sources agree.

A majority of the candidates were not able to process the purpose of the source 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. There were several candidates that did not make the assertion whereas some decided to change the assertion, for example, useful, trusted etc. It is imperative for candidates to make the assertion, then provide evidence from the source and knowledge.

In Question 4 candidates failed to pick the relevant evidence from the source to support the stand of the source towards the given statement. Some just lifted the whole source whereas others used first person instead of third person, i.e. "I agree with the statement" instead of "the source agrees with the statement". 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. Candidates are required to make reference to sources either by letter or direct quotation.

Comments on Specific Questions

Depth Study: The rise of African nationalism and the struggle for independence in Zimbabwe

1. Study Source A

What does the source tell us about the reasons for the rise of nationalism in Zimbabwe? 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 racial segregation was the reason for the rise of nationalism in Zimbabwe. As the sources says that everyone must come together to crush white racial supremacy.***

2. Study source B and C

How far do these sources agree about the effects of the Land Apportionment Act of 1931 on Africans in Zimbabwe? 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 also not select the relevant information as evidence. Most candidates were able to compare the sources up to the sub message level. 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, most candidates lacked the skill of using cohesive devices when comparing sources, yet they are very important. A number of candidates used “I agree” instead of both sources agree.

The expected response was ...*Both sources agree that the Land Apportionment Act brought a lot of suffering to the people in Zimbabwe as they lost their land. Source B says the Land Apportionment Act forced Africans in Zimbabwe found themselves living as squatters and Source C shows a white family farm which was taken from Africans.*

However, source B differs from Source C in the sense that the Land Apportionment Act made Africans to lose land and found themselves living as squatters and labourers on European farms yet in source C Africans lost land which was used for European farming.

3. Study source D

How reliable is this source to a historian studying the history of the rise of nationalism in Zimbabwe? Explain your answer using the details of the source and your own knowledge. [12]

Few candidates were able to work out the reliability of the source based on its purpose. 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 reliability of the source based on its purpose, support with evidence from the source and contextual knowledge.

The correct response is *Source D is reliable in showing us that African soldiers who fought in World War II played a role in the rise on nationalism in Zimbabwe. The source says all overseas soldiers demanded freedom for the Zimbabwean people when they came back from the war and I know that African soldiers demanded independence when they came back from World War II.*

4. Study all sources

How far do these sources show that the rise of nationalism in Zimbabwe was caused by the loss of land? Explain your answer using the details from the sources. [15]

This question was not done well. Candidates could not pick the relevant evidence from the source to support the stand of the source towards the given statement. Some just lifted the whole source whereas others used first person instead of third person, i.e. "I agree with the statement" instead of "the source agrees with the statement". 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. Candidates are required to make reference to sources either by letter or direct quotation.

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 using contextual knowledge
- Some candidates focused on one side of the evidence
- Some candidates changed the statement
- Some candidates demonstrated lack of understanding of the statement

The correct response is... *Source A does not show that the rise of nationalism in Zimbabwe was caused by the loss of land. The source says that racial supremacy was the reason why Africans in Zimbabwe demanded independence from colonial rule. Or Africans in Zimbabwe were influenced by Robert Mugabe to demand independence which shows that the rise of nationalism was not caused by the loss of land.*

Source B *shows that the rise of nationalism in Zimbabwe was caused by the loss of land because it says Africans reacted strongly to the Land Apportionment Act of 1931 which forced them into reserves. This shows that loss of land was the cause of nationalism in Zimbabwe.*