



EXAMINATIONS COUNCIL OF ESWATINI

Eswatini General Certificate of Secondary Education

History (6891) **Examination Report for 2023**

Table of Contents

Subject Code:	Name of Component:		Page No:
6891	History P1	3 - 11
6891	History P2	12 - 18

EGCSE HISTORY

Paper 6891/01

International Relations and Depth Studies

Key messages

- Candidates are reminded that part (a) of Section A questions requires the recall and development of specific details and there are no marks for general information.
- In part (b) of Section A questions candidates should identify the factors and then support with specific relevant evidence. The evidence should then be elaborated in relation to the question.
- Candidates are reminded to write all responses only in the spaces provided as responses outside the provided space are not considered.
- Teachers and candidates are reminded about the importance of the skill of evaluation in the part (c) question in Section A. This skill carries a reserved grade of two (2) marks that translates to a total of four (4) marks.
- Source interpretation and analysis is essential in answering questions in Section B, therefore, teachers and candidates are encouraged to apply these skills in answering source questions.
- Teachers and candidates are encouraged to pay attention to the demand of each question in Section B on whether they use details of the sources or contextual knowledge to support their responses.

General comments

The majority of candidates demonstrated a general understanding of the demands of the questions. Most candidates were able to utilise the spaces provided to answer questions in Section A, although some created additional space to write the responses of the part (d) question in Section B. The majority of candidates were able to follow instructions when picking and responding to questions in Section A. But still, some candidates attempted more than the stipulated number of questions. In Section B, the skill of interpretation still proves to be a challenge as few candidates were able to interpret sources and utilise the big message/point of view in answering the questions. They often used details or sub-messages of the sources.

Comments on Specific Questions

Section A: International Relations, 1919-c.1989

Question 1

Most candidates attempted this question, however, most candidates struggled to provide the relevant content to respond to part **Questions (a) and (b)**. In as much as most candidates provided two-sided explanations for the part (c) question, some candidates could not attain the highest grades for the question.

- (a) This part question required candidates to **describe three terms of the Treaty of Neuilly**. Most candidates were unable to recall specific content to respond to the question. Most candidates could not identify the country the treaty was designed for and often referred to the terms of the Treaty of Versailles to answer the question.

An example of a response showing identification and development:

The Treaty of Neuilly denied Bulgaria access to the Mediterranean Sea. It also restricted the Bulgarian army to 20 000 volunteers. Bulgaria also lost the territories of Western Thrace to Greece.

- (b) This part question required candidates to **explain two reasons why the Treaty of Sevres was not successful**. Candidates struggled to provide proper explanations of the two reasons as they could not identify Turkey as the recipient of the treaty and why it was eventually unsuccessful. Most candidates used content on reasons why the Treaty of Versailles was not successful to answer the question.

A model answer showing the two explanations:

The Treaty of Sevres was not successful because Turkey protested against it. The new Turkish leaders under Mustafa Kemal rejected the treaty due to its terms destroying the Ottoman empire. The protest forced the Allies to call for new negotiations that abolished this treaty.

The treaty also failed because it was seen to be too harsh by Turkey. The treaty placed Turkey under the administration of the victorious Allies as they controlled the national budget, import and exports of Turkey. This resulted in hostilities that led to the treaty being abolished.

- (c) Candidates were required to **evaluate whether the Treaty of Versailles was more lenient to Germany than expected**. Most candidates were able to provide one explanation on why the treaty was not 'lenient'. The statement proved difficult for most candidates to comprehend, particularly the meaning of the word 'lenient'. This meant that candidates found it difficult to provide two-sided explanations. The candidates also struggled to provide proper evaluations.

A model answer showing the two sides of the argument with an evaluation:

I agree with the statement that the Treaty was more lenient on Germany. The treaty was less harsh than the terms of the Treaty of Brest-Litovsk that Germany imposed on Russia. Thus, the Treaty of Versailles was always viewed as more kind to Germany when compared to the Treaty of Brest-Litovsk.

However, some may disagree because the treaty reduced Germany's army drastically. Its troops were reduced to 100 000 men where conscription was also banned. This left Germany vulnerable to attacks and increased unemployment which proved very harsh.

EVALUATION: *All in all, reducing Germany's army was much more lenient than the brutal terms that aimed to totally destroy Russia at Brest-Litovsk.*

Question 2

This was a popular question even though most candidates could not provide accurate content to respond to the part (a) and (b) questions. As a result, the performance in these questions was below average. Candidates often used irrelevant content to respond to the questions.

- (a) This part question required candidates to **describe three steps taken by the League of Nations to solve the Upper Silesia crisis**. Most candidates provided general responses that lacked specific evidence on what the League did to solve the issue. They were also unable to identify the countries in the conflict.

An example of a response showing identification and development is:

The League first sent French and British troops to keep order in the region. It then organised a plebiscite where people from Upper Silesia were to vote on which country to belong. People from urban areas voted for Germany while those from rural areas voted for Poland.

- (b) This part question required candidates to **explain two reasons why the Locarno Treaties were important for peace in the 1920s**. Most candidates used content about the general work of the League in the 1920s without being specific to the Locarno treaties. This resulted in most explanations lacking specific evidence and elaboration on how the treaties led to peace in Europe.

A model answer showing the two explanations:

The treaties improved relations between European nations. For instance, Germany accepted borders with France and Belgium. It also accepted the demilitarisation of the Rhineland which greatly decreased tension between France and Germany, therefore leading to peaceful relations in Europe.

The Locarno treaties also paved way for Germany to join the League of Nations. This meant that Germany agreed to abide by the rules set by the League and to solve future disputes through the League. This provided a promise for peace for the world with Germany part of a peace keeping body of the world.

- (c) This question required candidates to **evaluate whether self-interest of leading members was the main reason for the failure of the League in the 1930s**. The meaning of self-interest proved to be a challenge to most candidates.

A model answer for this question:

I agree with the statement that self-interest of leading members was the main reason for the failure of the League in the 1930s as they could not discipline other members as those decisions would also affect them. For example, Britain was reluctant to impose sanctions on coal exports to Italy during the Abyssinian crisis because she feared that about 30 percent of British coal miners would lose their jobs. However, some may argue that the Great Depression was the main reason for the failure of the League in the 1930s. Some members of the League tried to improve their economies by attacking other countries. For example, Japan attacked China in 1931 and took over the province of Manchuria to gain access to mineral resources.

EVALUATION:

All in all it was the Great Depression that led to the failure of the League in the 1930s as it forced countries to put their interests first other than those of the League.

Question 3

This question was also popular. Candidates who attempted the question performed relatively well.

- (a) This part question required candidates to **describe three features of the Truman Doctrine**. A majority of the candidates were unable to provide fully developed descriptions of the doctrine and often gave a response based on 'to stop the spread of communism.'

A model answer showing the description of the three actions:

The Truman Doctrine was an American policy introduced by President Harry Truman. Its main aim was to provide financial and military aid to countries in Eastern Europe. It began by providing \$400 million to assist Turkey and Greece who were under a communist threat.

- (b) This part question required candidates to **explain two reasons why the USSR and USA wartime alliance was unlikely to continue after World War II**. The performance was above average in this question as some candidates were able to explain why the wartime alliance was unlikely to continue after World War II. However, some candidates disregarded the period of the question and referred to events in later phases of the Cold War, such as the Korean War and Vietnam War.

A model answer showing the two explanations:

The USA and USSR wartime alliance was unlikely to continue because the USA had used an atomic bomb. The USA dropped an atomic bomb in Japan towards the end of the Second World War despite an earlier agreement to alert the USSR first. This led to mistrust between the two superpowers which made it less likely that the two would remain friends.

Secondly, the USA had a new president who was openly critical of communism. Harry Truman had been made president and he was determined to prevent the spread of communism in eastern Europe. This made the USSR uneasy as they were securing their dominance in eastern Europe, therefore destroying the relationship these two countries had during the Second World War.

- (c) Candidates were required to **evaluate whether the Soviet expansion in Eastern Europe was only meant for the securing of its sphere of influence**. Candidates had a challenge of explaining how the Soviet Union secured its sphere of influence and struggled to provide explanations that disagreed with the given statement. Candidates often used the same reason to argue on both sides. They further struggled to provide proper evaluations.

A model answer for this question:

I agree with the statement because the Yalta conference had agreed that Eastern Europe was to be a Soviet zone. This meant that the USSR would develop mutual friendships with Eastern Europe countries that would voluntarily assist against future German attacks. The expansion was only ensuring that Eastern Europe remained friendly towards the Soviet Union as agreed at the Yalta Conference.

However, some historians may disagree because the expansion was meant to spread communism. Stalin's aim was to spread communism, and his best start was with the countries that the USSR liberated from Germany during the Second World War as in each country the USSR created a branch of the communist party and further brutality destroyed opposition.

EVALUATION: All in all, I feel the USSR intended to spread communism and also secure its sphere of influence in Eastern Europe as communist Eastern Europe would be tightly controlled and therefore guarantee group protection if the USSR was attacked.

Question 4

This question was not popular. Most candidates who chose this question either left empty spaces or provided irrelevant responses.

- (a) This part question required candidates to **describe three economic restrictions imposed on Hungary under communist rule**. Fewer candidates were able to provide fully developed restrictions outlined under communist rule in Hungary. Candidates often described features of life under communist rule in Hungary.

A model answer showing identification and development:

Hungary was expected to only allow industries that supported communism in their country. The Hungarian economy also produced goods that were needed by the USSR. The Soviet Union also controlled the currency, central bank and mining sectors of the Hungarian Economy.

- (b) This part question required candidates to **explain two reasons why the ordinary people of Hungary accepted Soviet rule at the end of World War II**. Most candidates provided general responses that lacked specific evidence.

A model answer showing the two explanations:

Ordinary Hungarians accepted Soviet rule because it promised economic recovery. The Hungarian economy had been damaged by the Second World War and was made worse by hyper-inflation in 1946. Therefore, the arrival of Soviet rule brought a hope of recovery.

Soviet rule also brought political stability in Hungary. After the Soviet Union pushed out German forces during the Second World War, Hungary was left in a political mess. The Soviet rule sorted the confusion by assisting the communist government to be set up in the country after 1946.

- (c) Candidates were required to **evaluate whether the USSR was justified in sending its troops to crush the Hungarian uprising of 1956**. Very few candidates were able to provide two-sided arguments and a proper evaluation in this question. This led to candidates attaining lower marks.

A model answer for this question:

I agree with the statement because Hungary was within the Soviet sphere of influence. The Hungarian president announced the decision to leave the Warsaw Pact. This action threatened the unity of the Soviet bloc.

However, some may argue that Soviet Union intervention was an infringement on the rights of Hungarians to self-determination as guaranteed by United Nations where the USSR was a leading member. Hungarians had seen that communism was not as good as they were made to believe when it was introduced after the Second World War. So they had the right to choose their preferred government.

EVALUATION: *In as much as the revolution in Hungary threatened the unity of the Soviet bloc, Soviet use of force was not justified as the USSR broke the same rules which it was supposed to uphold.*

Section B: Depth Study

Depth Study Germany, 1918 - 1945.

This was a compulsory source-based section and the candidates' performance was above average. Most candidates were able to interpret and use the sources at sub-message level. They were also able to provide attempts on every part of the question. Candidates were also able to utilise the sources to answer the questions. However, some candidates still use the statement in part (d) as a yard stick when interpreting the sources, which is strongly discouraged.

- (a) This question required candidates to interpret the big message of Source A, select relevant evidence from the source to support the big message and provide an elaboration. A majority of the candidates were only able to interpret the source at sub-message level, few candidates interpreted the source at big message level.

A model message of the source:

The message of Source A is that the German economy improved under Nazi rule in the 1930s. The source shows an increase in jobs created and number of employed workers in Germany between 1932 and 1935.

- (b) Candidates were required to interpret Sources B and C and compare these two sources for agreement and disagreement at the point of view level. Candidates were then expected to provide evidence from the sources to support their answers. Most candidates were only able to compare the sources at sub-message level or compared the details of the sources which resulted in them scoring low marks.

A model response showing comparison:

Source B and Source C agree that the Nazi tried to improve the lives of Germans by introducing economic policies. Source B states that they formed the German Labour Front that looked after worker's interests and improved working conditions. Source C supports this by stating that the Nazi economic policies led to higher wages.

Source B and C disagree about the overall success of the economic policies. Source B states that the economic policies were able to improve German lives as it states that no one who knew Germany would say the standard of living was high, the important thing was that it was always rising while Source C says although wages increased, on average the cost of living increased in the 1930s to cancel out the gains.

- (c) Candidates were required to interpret the big message of Source D to establish the usefulness of the source. Some candidates were able to interpret that the source was useful propaganda, however, they struggled to establish what the propaganda was used for. Some candidates simply stated that the source was useful based on what it said, which led to them attaining low marks.

A model response showing reliability of the source based on purpose:

Source D is useful in showing us the propaganda used by the Nazis to appeal for support for the German economic activities. The source shows a man appealing for support from Germans to build the German economy.

- (d) The question required learners to evaluate the sources as whether they proved that German workers benefitted from Nazi rule. This question required candidates to synthesise the sources based on a given statement. The question also required candidates to make an assertion, select appropriate evidence, and explain the evidence according to the statement. Candidates are further required to evaluate a minimum of two sources for biasness to earn the maximum marks allocated. Candidates performed relatively well in this question. There were some candidates, however, who misread the statement and selected irrelevant evidence from the sources that failed to substantiate their assertions.

A model response on synthesis:

Source A proves workers benefitted. The source shows improvements in industries and jobs created under Nazi rule between 1932 and 1935 which meant that German workers benefitted through employment in the period. However, the source is Nazi propaganda used to promote Nazi policies in German.

Source B proves that workers benefitted. The source states that the German Labour Front was introduced to look after worker's interests and improved working conditions.

Source C does not prove as it states that although there were higher wages, the cost of living increased in the 1930s thereby cancelling out the gains.

Source D proves workers benefitted because in the process of Nazis building the German economy, workers got jobs.

Source E does not prove as it states that the living standards of German workers in the non-armament industries did not really improve under the Nazis.

EGCSE HISTORY

Paper 6891/02

Aspects of the History of Southern Africa

Key messages

- Candidates should read the questions carefully taking note of the key words and the number of marks allocated to each question.
- Candidates should provide the relevant content to support their factors or reasons.
- Most candidates were able to write their responses in the spaces provided, however a few provided lengthy responses that required them to add spaces which is not acceptable.
- It is important for candidates to follow the commands of the questions which quantifies the responses they should give to avoid lengthy responses.
- Candidates should select the relevant content to respond to the questions.
- Both candidates and teachers should understand skills that are tested in each question. This will help avoid having learners writing a summary instead of an evaluation in the (c) part question.
- Educators are encouraged to train their learners to provide one argument (reason) per side in the (c) part question. (Which will be two explained points plus an evaluation)
- Candidates must use words such as however, on the other hand (conjunctive adverbs) when changing sides.

General Comments

Some candidates committed rubric errors where they answered more than the required number of questions/answered all the questions in each section.

Another challenge candidate had was differentiating between political, economic and social issues or factors. Teachers are therefore encouraged to use these words and explain their meaning during teaching and learning.

- Candidates demonstrated a general understanding of the demands of the questions, but some appeared to lack the relevant content.
- There were a few candidates who applied a higher - level skill to describe and explain factors with evidence to elaborate on the factor.
- Most candidates were able to write their responses in the spaces provided, however a few provided lengthy responses that required them to add spaces which is not acceptable.

- It must be emphasised that candidates should write correct names of the historical content e.g. when naming the apartheid laws candidates write them as the Mixed Marriage Act instead of the Prohibition of Mixed Marriages Act of 1949.

Comments on Specific Questions

Section A: Swaziland, 1945-2015

Question 1

This was a popular question with the candidates and those who attempted it performed well.

- (a) This part of the question required candidates to **describe four features of the Westminster Constitution of 1967.**

A few candidates were able to describe the features of the Westminster Constitution of 1967. Most candidates were unable to describe the features of the constitution. Some were writing features of the 1963 constitution, 1964 referendum, features of British rule etc...

An example of a correct answer:

A parliament was to be set up. It would consist of two houses, the house of Senate headed by a President and the house of Assembly headed by a speaker.

- (b) This part of the question required candidates to **explain two reasons why the demand for Swazi independence from Britain intensified in the 1960s.**

Candidates performed well in this question, a few candidates wrote on reasons for no incorporation of Swaziland into South Africa by Britain.

An example of a correct answer:

King Sobhuza II had lost his position as the King and Ingwenyama of Swaziland. He was reduced to a Paramount Chief because the title of king was reserved for the British king. EmaSwati resented that the king had no control over the political issues of Swaziland.

- (c) This part of the question required candidates to evaluate **how far the loss of land was the main way in which British rule affected the social and economic way of life of emaSwati.** This Question was well performed except for some candidates who also included political factors in their responses.

An example of a correct answer showing two sides of the argument and an evaluation:

During British rule emaSwati lost their land through the land Apportionment Proclamation Act of 1907 which allocated emaSwati only a third while Europeans were allocated two thirds of the land. This resulted in loss of land to practice agriculture to feed their families as most arable land was reserved for whites.

However, it was also the introduction of taxation by the British which affected the social and economic life of emaSwati. EmaSwati were forced to pay 2 pounds for men and the shilling for women as tax. Some were force to sell their cattle in order to pay tax, while some were forced to look for employment in white farms and the South African mine in order to get money to pay tax. This led to family separations as some men left for good and the selling of cattle affected social activities of emaSwati.

Evaluation: *Even though taxation forced them to sell their cattle in order to pay tax; it was the loss of land which affected emaSwati the most as having cattle was of no help to them if they had no land to graze their cattle.*

Question 2.

This was not a popular question and the few candidates that answered this question did not perform well.

- (a) This part of the question required candidates to **describe four things done by the Swazi Government to improve the social lives of emaSwati in the post-colonial period**. This question was not well performed; one reason for the poor performance was the use of economic examples instead of social ones. Candidates also had a problem with periodisation as they included events that unfolded in the colonial period.

Example of a correct answer:

Combined efforts by the Government of Swaziland and partners have ensured that schools have been built across the country to accommodate young emaSwati, particularly those living in the rural areas. Government partners such as the Japanese International Co-operation Agency (JICA) have assisted in the building of secondary schools across the four regions of the country.

- (b) This part of the question required candidates to **explain two ways in which the challenges faced by woman in post-colonial Swaziland have been addressed**. Most candidates were not able to explain the ways in which the challenges faced by woman in the post-colonial period have been addressed. Instead, they were explaining the challenges rather than the solutions.

An example of a correct answer:

The Swazi Constitution was amended to allow more participation of women in politics. His Majesty King Mswati III has constantly encouraged emaSwati to elect more women to parliament and has further appointed women into senior parliament and governmental positions. This has led to an increased number of women who have played an active role in the development of the kingdom in the post – colonial period.

- (c)** This part of the question required candidates to evaluate **how far the severe recession in the 1980s was the main economic challenge faced by Swaziland in the post – colonial period.**

Few candidates were able to explain how the recession challenged the economy of Swaziland in the post-colonial period. Instead, candidates brought challenges that Swaziland experienced in the pre-independence era e.g. taxation, loss of land. Others only brought what happened in the 1980s instead of adding points that fall outside of the 1980s.

Example of a correct answer:

The severe recession in the 1980s was the main economic challenge in the post-colonial period. Swaziland experienced the effects of a global economic recession which was aggravated by the impact of both drought and Cyclone Domoina which devastated the country in 1984. The closure of factories and companies was accompanied by widespread destruction of the country's infrastructure.

However, it was also the HIV/AIDS pandemic which affected the country in the late 1980s and early 1990s. This pandemic affected the young, bodied men and skilled personnel who were productive in the different industries. So, without young, bodied men and skilled persons it meant low production which resulted to low profits eventually affecting the economy of the country. Government intervened by pumping money to organise medication to help fight the pandemic.

Evaluation: *Even though the severe recession of the 1980s was an economic challenge facing the country in the post-colonial period, it was the HIV/AIDS pandemic that was most challenging as it forced government to use the little, she had as a result of the recession, to buy medication in fighting the HIV/AIDS pandemic.*

Question 3

A very popular question among the candidates but it was not well performed.

- (a) This part of the question required the candidate to **describe four features of the apartheid system of government.**

This part question was poorly performed by the candidates as they failed to understand the features of the apartheid system of government. Instead, they focused on the apartheid laws which enforced the feature, consequently losing marks.

Example of a correct answer:

The apartheid system of government segregated non- whites from whites in South Africa. The people of South Africa were allocated different areas to live according to their race and ethnicity.

- (b) This part of the question required candidates to **explain ways in which white South Africans were affected by the apartheid system of government.** This part of the question was fairly done by the candidates, while some failed to explain the effect of apartheid on the whites, instead, they explained challenges faced by non-whites.

An example of a correct answer:

Whites in South Africa were prohibited from marrying non-whites through the Prohibition of Mixed Marriage Act of 1949. This act made it illegal for different races in South Africa to marry or pursue sexual relationships which hindered their right to choose whom they wanted to marry.

- (c) This part of the question required candidates to evaluate **how far the loss of political rights was the main way in which the apartheid laws affected non-whites in South Africa.** Some candidates failed to understand political rights instead they brought socio-economic issues.

An example of a correct answer:

Non-whites lost their political right due to the apartheid system. Non-whites forfeited their civil right under several laws passed by the national government. They were forbidden to engage in political activities and exercise their democratic rights. For instance, laws which deprived non-whites of their right to vote or participate in the running of the country were passed.

However, it was not only the loss of political rights which affected the non-whites, but also the education non-whites received through the Bantu Education Act of 1953. Through this law

non-whites were to receive poor quality education which prepared them for unskilled jobs. This meant that non-whites could not compete with whites for better paying jobs as a result they always remained in poverty with low standard of living.

Evaluation: *All in all, loss of political rights for non-whites meant that they could not exercise their democratic rights and have an influence in challenging and changing laws which affected them like the Bantu Education Act.*

Question 4

This question was very unpopular with a few candidates attempting it.

- (a) This part of the question required candidates to **describe four strategies of the ANC as outlined in the Program of Action adopted in 1949**. The few candidates who attempted this question did not perform well because they brought information on the armed struggle while other were listing the points of the Freedom Charter.

An example of a correct answer:

The Program of Action outlined that there was a need to take up campaigns against the apartheid government such as the non-violent campaigns like the Defiance Campaign of 1952 implemented by the ANC against the regime.

- (b) This part of the question required the candidate **to explain two reasons why the minority government used repressive methods against South Africans who opposed apartheid**. Some candidates who answered this question explained the repressive methods used by the minority government instead of explaining why the minority government used repressive methods against those who opposed the apartheid system.

An example of a correct answer:

The minority government wanted to instil fear among the opposition. The police arrested and murdered those who opposed apartheid. This made people scared to oppose and criticize the apartheid government.

- (c) This part of the question required candidates to evaluate **how far the Black Consciousness Movement was the main cause of the Soweto uprising of 1976**. Candidates failed to link the BCM to the Soweto uprising resulting in them performing poorly in the question.

An example of a correct answer:

The Black Consciousness Movement raised awareness among the Africans about their rights and encouraged them to take up the fight to liberate themselves from white oppression. Consequently, in 1976 a majority of young people in South Africa took up the teachings of the BCM to fight against the apartheid regime.

However, the Soweto uprisings was also caused by the introduction of Afrikaans as a medium of communication in school in South Africa. For the Black South Africans, Afrikaans was the language of the oppressive government and no one in the world spoke Afrikaans except the Afrikaners. So, this angered the young people of South African to revolt against the use of Afrikaans in schools since this was proof that the white government intended black education to do nothing more than prepare them to be servants or unskilled workers.

Evaluation: *It was the BCM's raising awareness among the Africans about their rights that led to the Soweto Uprising in 1976 since it was the same BCM teachings about their rights that the young black South Africans revolted against the introduction of Afrikaans as a medium of communication in school since it was the language of the oppressive government.*