

EXAMINATIONS COUNCIL OF ESWATINI

JC

EXAMINATION REPORT

FOR

HISTORY

YEAR

2023

HISTORY PAPER 1 (530/1) 2023

Key messages

- Relevance and the ability to respond directly to the question are important qualities of History writing.
- It is essential that candidates and teachers understand that 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' ability to understand and apply 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 e.g. they should refrain from using words like 'adding spices in the story' instead of using the historical term 'bias'.
- Evaluation questions require candidates to make an assertion and then explain the two sides of the argument.
- Candidates should always read the instructions to avoid rubric infringement.

General Comments

There was a decrease of candidates, 6931 who sat for this syllabus in 2023 compared to 7313 in 2022. The 2023 examination was below average even though the examination was quite friendly. Only a handful candidates scored satisfactory marks. Notably, one candidate was able to score the total marks on offer. In most centres, candidates demonstrated lack of knowledge of the content. There is heavy reliance on oral traditions rather than historical facts, for example, Shaka was exaggerated as a muscular and scary individual.

Also, most candidates displayed lack of knowledge of the historical (technical) terms; patriotism, opposed, resisted, positive and negative, social and economic factors, hence the need for subject specialists to address that challenge. The failure by candidates to read instructions on the required number of questions to be answered including the compulsory question and optional questions in both sections is still a persisting problem. Teachers are urged to emphasise that History is about events, since most candidates tend to confuse the events and periods demanded by that particular question. Teachers are encouraged to emphasise on continuous writing. They must pay particular attention to all topics across the syllabus.

Question 1

(a) Describe one event leading to the British takeover of Swaziland in 1902. [3]

This part question was fairly done as most candidates were able to describe events leading to the British takeover of Swaziland in 1902. However, there were those who described the reasons for European colonisation of Africa, i.e., they were looking for grazing land, trading purposes, etc.

Expected response:

After the defeat of the Boers in 1899-1902, the British officials led by Enraught Moony established an administrative office in Swaziland.

(b) Explain two reasons why emaSwati opposed the Land Partition Proclamation Act of 1907. [5]

This part question was fairly done, however some candidates failed to understand the term 'opposed' as they gave responses such as the king was illiterate, and the whites helped the Swazis by partitioning the land.

Expected response:

Swazis were forced to work for whites because the act reduced their land and they no longer produce enough food.

(c) The only change made by the Boers in their administration of Swaziland was reducing the King's powers. How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

This part question proved challenging to most candidates as they lacked factual knowledge on the changes made by the Boers in Swaziland. There were also those who were referring to Sobhuza 11 as the paramount chief instead of King Bhunu. They also failed to dispute the hypothesis of the question.

Expected responses:

Yes. I agree that the Boers changed the administration of Swaziland by reducing the king's powers to a paramount chief. The King become under the Boer administration led by Johannes Kraugh. This means he was now subject to foreign courts.

However, the Boers also changed the administration of Swaziland by introducing taxation. Male adults were made to pay 2 pounds and women paid 10 shillings.

Question 2

(a) Describe one thing that archaeologists do in their work. [3]

This was the most popular question, and it was fairly done. Candidates were able to describe the work of the archaeologists.

Expected response:

Archaeologists study the past by digging old objects that help us to understand how people lived, sometimes evaluating them scientifically.

(b) Explain two reasons why oral sources cannot be trusted. [5]

The performance on this part question was average with candidates giving general answers such as 'lies', however other candidates defined what an oral source is.

Expected response:

Oral sources cannot be trusted because the human mind could forget. It is difficult to remember the exact date when the incident took place since historical evidence depends on periodisation.

(c) The learning of History only encourages people to be patriotic. How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

Candidates performed below average in this part question. Candidates did not understand the term 'patriotic'. They gave general responses of the importance of studying History in both paragraphs. Some candidates seemed to have misunderstood the question, hence, they were giving the advantages and disadvantages of studying History.

Expected response:

Yes, I agree that the learning of History encourages one to be devoted to their country e.g. women honour the King and Queen with Baganu Festival in February. Even girls pay homage to the queen in August by cutting the reed for making screens in the royal residences. This therefore shows how devoted they are to the nation.

However, History does not only encourage people to be patriotic but also makes it easy to understand other subjects. This is because before studying any subject deeper, it is important to have its historic background.

Question 3

(a) Describe one strategy of nation building during the 19th century.

This was a popular question, and the performance was good.

[3]

Most candidates were able to identify the strategies and provided relevant examples i.e. diplomacy and absorption. However, there were those who just described strategies particularly used by a certain leader i.e. the word **Kisi** used in Shaka's army.

Expected response:

One of the strategies used in nation building during the 19th century was absorption. Bigger and powerful chiefdoms took in smaller or weaker chiefdoms to build and expand their nations.

(b) Explain two reasons why Nguni groups settled in the Northern Nguniland.

[5]

The performance in this part question was satisfactory. Candidates were able to identify land as a pull factor to the Nguni settlement. However, some candidates only generalised by giving the reasons for Bantu migrations and Mfecane wars.

Expected response:

Nguniland was good for pasture game. The strip to Delagoa Bay allowed more land for hunting elephants. This promoted trade in ivory between the Nguni groups and Europeans who would in turn give them fighting weapons such as guns and luxurious items.

(c) 'Shaka only depended on the cow-horn formation to defeat his enemies. How far do you agree with this statement. Explain your answer by giving both sides of the argument. [7]

The performance on this question was not satisfactory. The question required candidates to unpack the cow-horn formation (organisation) and how it placed the Zulu at an advantage against their enemies. However, candidates lacked understanding of the cow-horn formation and believed it to be a weapon used during the battle.

Expected response:

Yes, the cow-horn formation was deadly as it surrounded the enemy such that it was impossible to escape.

However, he also used total warfare whereby he did not only kill the enemy soldiers but also destroyed the whole village, making it difficult for the enemy to recover.

Question 4

(a) Describe one result of the discovery of diamonds in South Africa. [3]

This part question was well done as most candidates were able to describe the results of the diamond discovery in South Africa, eg. conflicts, job opportunities, overpopulation etc.

Expected response:

People from all over the world came to Griqualand West as mine prospectors or investors. Conflicts developed over the real owners of the diamond fields.

(b) Explain two reasons why Africans resisted the migrant labour system. [5]

The performance in this part question was below average. Candidates failed to understand the key word 'resisted'. They were giving reasons on why the Africans were going to the mines such as to feed their families.

Expected response:

Families were destabilised in that men went to work for a long period of time. Wives at home engaged in extra marital affairs resulting to illegitimate children thus separation of families.

(c) 'Taxation was the only method used by the whites to force Africans to work in the mines.' How far do you agree with the statement? Explain your answer by giving both sides of the argument. [7]

The performance in this part question was average. Some candidates failed to understand that the question was in relation to South Africa they gave responses aligned to what happened in Swaziland instead of what happened in South Africa, e.g, taxation in Swaziland required a payment of 2 pounds for men and 10 shillings for women as tax instead of poll, hut and labour tax which were imposed in South Africa.

Expected response:

The whites introduced taxation which had to be paid in money and not cattle. They also had to pay hut tax, poll tax and labour tax. Since they did not have money, they were then forced to seek employment in the mines.

However, the whites also introduced the Land Act of 1913. This gave about 7/8 of the land to the whites, leaving Africans with very little land for farming. To earn a living, they had to find work in the mines.

Question 5

(a) Describe one economic challenge facing Swaziland since 1968. [3]

Candidates who attempted this question performed below average. They could not distinguish between positive and negative developments. Candidates also missed the period required to answer the question as they often referred to events or factors before 1968.

Expected response:

Domination of the economy by foreign capital businesses. Government has opened doors for investors who use Swazi resources for their own benefit i.e. low tax and cheap labour.

(b) Explain two advantages of the Tinkhundla system of government. [5]

Candidates were challenged by this part question as they only gave general developments or benefits by the Tinkhundla centres such as social services (issuing of passports and birth certificates) instead of the advantages of Tinkhundla as a political system. They confused the system with the structures or buildings.

Expected response:

It is less expensive. This is because there is no need for conducting elections into political offices like in the multi-party system where a lot of money is spent on elections and eventually does not deliver good services.

(c) 'Swaziland has developed only socially under the Tinkhundla system of government'. How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

Candidates struggled to give satisfactory responses in this part question. They failed to differentiate between social and economic developments. Others focused on the services offered at the Tinkhundla centres rather than the developments brought by the Tinkhundla system of government such as giving clothes, food etc.

Expected response:

The Eswatini government has developed in providing affordable and accessible education through the introduction of the Orphans and Vulnerable Children Fund (OVC). This is meant to curb the problem of school drop-outs due to poverty. The government, through the Ministry of Education, has extended this to free primary education in 2010 by providing free textbooks and paying school fees. She also has introduced inclusive education in schools like Ekwetsembeni, Enhlityweni. This, therefore, helped to improve school enrolment to all school age children.

However, Eswatini had also developed economically as the government has initiated the factory shell programme with the aim of attracting foreign investors into the country. Factory shells have been built in Matsanjeni, Nhlanguano and Siteki where many Swazis got employed which improved their standard of living.

Question 6

(a) Describe the role played by Albertina Sisulu in the fight against apartheid. [3]

The general performance of this part question was not satisfactory. Most of the candidates lacked the knowledge of the role played by Albertina Sisulu. Some could not even establish her gender and others guessed she orchestrated the Black Sash Movement while others indicated that she formed the PAC political party.

Expected response:

In 1955, she led an anti-pass demonstration after the white government had announced that the black women were to carry passes as well. At Market square, (Johannesburg) passes were burnt and this ended with Sisulu being arrested but she continued to criticize the apartheid government.

(b) Explain two reasons why the PAC broke away from the ANC. [5]

The performance in this part question was fair although the candidates lacked the historical knowledge about the PAC and ANC. Some failed to give the main reasons why the PAC decided to break away from the ANC such as, that the ANC was nonviolent.

Expected response:

The ANC was using passive methods which the PAC felt were not effective, so it wanted to use more aggressive methods like the Sharpeville anti-pass demonstrations.

(c) Swaziland was positively affected by apartheid in South Africa. How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

Few convincing responses were received from this part of the question. Most candidates described apartheid instead of giving its impact on the people of Swaziland. They often gave cases of events in South Africa i.e. apartheid laws.

Expected response:

It boosted the tourism industry. This was because of the Prohibition of Mixed Marriages Act of 1949 which made it illegal for people of different races to marry. Thus, some whites would cross borders to enjoy themselves in local hotels with black women. As a result, the revenue of the country was boosted.

However, Swaziland was negatively affected with the influx of refugees, mainly students. Most parents from South Africa sent their children to get better education than the one taught under Bantu Education especially after the 1976 riots eg. Lindiwe Sisulu, Zindzi Mandela were educated in Swaziland. This therefore led to schools such as St Christopher's, Salesian to be reserved for South African students depriving many Swazis to attend these schools.

PAPER 530 / 02

Key Messages

- It is essential that both teachers and candidates are familiar with and fully understand the assessment criteria and syllabus aims.
- Sources selected should offer firmly supported judgments or conclusions based on some combination of evidence, reason, argument, experience, authority or opinion.
- It is advised that teachers train candidates with a lot / variety of question papers.
- Teachers should always mark using levels.

General Comments

There was a slight decrease in the number of candidates who sat for this syllabus compared to the previous year. In 2022 for example, there were 7048 candidates whereas 2023 saw a total of 7086. The general performance of the candidates showed some improvement in most centres.

General comments on specific questions

QUESTION 1

Teachers should remind learners not to use the background information when answering question 1. Also, teachers are urged to teach learners to use question 4 hypothesis as a way of directing the learners on the theme. Educators are encouraged to remind learners that the background only stimulates learners on the topic and is not supposed to be used in any question as an answer. It is noted that most learners failed to come up with the big message and so teachers are reminded to teach source interpretation. It was noted that most centres encouraged their candidates to pick the statement in Question 4 as is, yet they must be taught the interpretation skill to work out the big message. Some learners still use the source information rather than finding the big message. Some learners opted for contextual knowledge instead of interpreting the message of the source.

QUESTION 2

This question was a challenge to most learners. Generally, some centres were unable to compare the sources up to the big message level with a very few who were able to compare the sources at sub message level. They also failed to compare the sources on the disagreement part. Disagreement was discussed at sub message level not at big message level. Reference to the given assertion should be made always when answering either the agreement or the disagreement. Learners failed to use the right connectives for agreement or disagreement. Learners do not know how to compare and contrast so teachers are advised to teach the skill of comparison. Examples of connective words for agreements include; and, also, similarly, likewise, in the same way, more so, at the same time etc. Connective words for disagreement include; yet, but, while, whilst, whereas, in contrast, however, on the other hand etc. It was also noted that learners use 'I agree' instead of 'both sources agree'.

QUESTION 3

There was a slight improvement in this question. Some of the candidates were able to establish the purpose of the source in Question 3. Learners opposed the assertion. Teachers should remind learners not to oppose any assertion. The candidates 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 are those who did not take the assertion and there are those who decided to change the assertion. The assertion is expected to be written at the beginning of the sentence. Some candidates were able to write the assertion, evidence and knowledge. Some candidates would use different words taught on the assertion for example, useful, trusted etc. Learners should be trained to use the given assertion.

QUESTION 4

Question 4 is still a challenge to candidates as they failed to pick the evidence (sub messages) from the source. They just bring in the whole source. Teachers are expected to teach candidates the selection skill and should discourage the use of contextual knowledge in this question. Again, the candidates wrote "I agree with the statement" instead of "the source agrees with the statement. Candidates should also be trained to write short and precise answers as they are not awarded for quantity but quality answers. Also, teachers should make an emphasis on quoting each source. Still on the question, learners do not refer to the sources for example, source B says. Below are some of the things that lead to performance decline:

- No provision of an assertion at the beginning of the paragraph.
- Combining of sources yet they had to treat each source separately.
- Some candidates still add their knowledge in this question.
- A few candidates still say "I agree" instead of using the source.
- Some candidates changed the statement to suit them and that made the whole answer to be wrong.
- Some candidates evaluate the sources or write a conclusion yet that is not relevant at this level.
- Candidates not analysing the sources carefully. Most of the time they assumed that all sources disagree and agree, each source should be presented in a paragraph form.
- Candidates used subtopics instead of paragraphs.
- Summary writing, which should be discouraged.

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 causes of the rise of nationalism in Zimbabwe? [5]

A few of candidates were able to come out with a big message while a majority could identify the sub message. Candidates are expected to come up with the big message and support it with the source as evidence.

Expected response: Source A tells us that foreign influence was the reason for the rise of nationalism in Zimbabwe.

2. Study source B and C

How far do these sources agree on the role of education in the rise of nationalism in Zimbabwe? [8]

Candidates had a challenge in noting the agreements. They were able to write the agreement at a sub message level only. Candidates could not select the relevant information as evidence. They should compare the big messages for agreements and compare the evidence for agreements. Most candidates failed to come up with a disagreement. They should also compare the big messages for disagreements and compare the evidence for disagreements.

Expected response: Both sources agree that education was a cause in the rise of nationalism.

Expected response: However, source B differs from source C. Source B says there was quality education which led to the rise of nationalism yet in C low quality education led to the rise of nationalism.

3. Study source D

Can the source be trusted in what it says about the treatment of Africans by the whites? Explain your answer using the details from 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 assertion. Most candidates were able to give the evidence from the source. Therefore, they should be taught to work out the purpose, source evidence, and the knowledge.

Expected response: Source D can be trusted as it shows the methods used by Ian Smith to justify the British colonization of Zimbabwe.

4. Study all sources

How far do these sources show that foreign influence was the main cause of African nationalism in Zimbabwe? Explain your answer using the details from the sources. [15]

There was an improvement in this question. However, a few mistakes were noted:

- Some did not make an assertion.
- Some lifted the whole source without selecting the relevant evidence.
- A few candidates did not use the sources at all, they just narrated.
- A few candidates focused on one side of the evidence.
- Some candidates changed the statement.

Learners should declare the stand of each source in relation to the hypothesis (whether it agrees or it does not agree). That should be followed by the evidence from the source.