



EXAMINATIONS COUNCIL OF ESWATINI

Junior Certificate Examination

History (530)
Examination Report for 2024

Table of Contents

Component	Page
History Paper 1	3 -11B
History Paper 2	12 - 18

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 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. 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, 6453 who sat for this syllabus in 2024 compared to 6931 in 2023. The 2024 performance was average even though the examination was quite accessible. Only a handful candidates scored satisfactory marks such as 57. In most centres, candidates demonstrated lack of knowledge of the content. There is heavy reliance on oral traditions rather than historical facts, candidates do not have historical terms and historical coherence, eg, the 1820 British settlers were confused for Uitlanders or migrant labourers.

Also, candidates fail to adhere to the instructions given. For example, they answered more questions than required. 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. In addition, some candidates still present their responses in bullet form which should be discouraged. Candidates should be encouraged to write in continuous form. Also noted was that a handful candidates drew additional lines for their responses. They should be trained to write on the spaces provided. It was also noted that candidates failed to respond well to comparison questions. Teachers are urged to train their learners the skill of comparing. Furthermore, candidates failed to apply learnt content when answering questions. For example, one question required the candidates to explain reasons why Boers hated the changes brought by the British at the Cape. Unanswered questions were common, candidates left blank spaces in most parts of the questions.

Comments on Specific Questions

Question 1

(a) What is a nation? [3]

This part question was fairly done as most candidates gave relevant details, however others failed to give all the attributes that constitutes a nation. For example, a group of people, is a country and some is a kingdom.

Expected response:

A nation is a group of people with a common language, history, customs and values under one government or leadership.

(b) Explain two reasons why King Sobhuza I moved from the South to settle in the North of Swaziland. [5]

This part question was averagely performed. Most candidates were able to identify the reasons why Sobhuza I moved to the north, however some candidates confused the question with why Zwide quarreled with Sobhuza I. Some candidates were not aware of where the north or the south are allocated.

Expected response:

It was because Sobhuza I wanted to be far away from Zwide since marriage to Thandile failed to stop Zwide's attacks and the fact that his followers were weak to face Zwide.

(c) 'The conquering of Emakhandzambili by Sobhuza I was the most important strategy in the building of the Swazi nation'. How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

This part question proved to be a bit challenging, candidates lacked factual knowledge on Emakhandzambili referring them as a strategy ignoring the conquering part. They also wrote about the other groups that found the Ngwane nation such as Emafikamuva and Bemdzabu instead of explaining how he conquered them. Furthermore, they would say Emakhandzambili showed Sobhuza I around as they came before.

Expected responses:

Yes, Sobhuza I used the different clans to consolidate the Swazi nation. He conquered clans such as the Maseko of Mgazi to enlarge the Swazi nation which was more important in ensuring that the nation is strong.

However, Sobhuza I also relied on marriage alliances to build the nation. He often married from other clans such as Ndwandwe to establish ties and increase the nation.

Question 2

(a) What was the Stone Age? [3]

Question 2 was the most popular question and it was fairly done. For this part question however, some candidates seemed to have no idea about the stone age period. They referred to the stone age as a big rock used by the San for painting.

Expected response:

This was the time when people used stones to make their tools and weapons.

(b) Explain two reasons why hunter gatherers lived a nomadic life. [5]

This part question was well done, however some candidates only gave the way of life of the hunter gatherers without focusing on why they were nomadic. Candidates also included crop farming as a reason which showed that they lacked sufficient information on which groups of people were the hunter gatherers.

Expected response:

It was because they got all their food from the environment. They did not use up all the resources of the land and preserve some for the future. They had to move to other place to allow the animals to multiply.

(c) 'The Khoikhoi lifestyle was similar to that of the Bantu speakers'. How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

The performance was below average because most candidates would identify the features of the way of life of the 2 groups but failed to compare them, others would use information on modern Bantu like they wear cotton clothes to keep themselves warm, yet they were supposed to focus on the iron age Bantu.

Expected response:

Both Khoikhoi and Bantu kept animals like cattle which supplied them with milk, hides and meat although slaughtered on special occasions such as funerals and marriages, etc.

However, they were not similar in that the Bantu lived in permanent structures made of sticks and mud, stones and wood and thatched with grass while the Khoikhoi moved from one place to the other without building permanent structures.

Question 3

(a) What is an interview in the study of History? [3]

This question was not well done as candidates tended to give a definition of a job interview while others gave a definition of oral history or oral traditions.

Expected response:

It is a series of planned questions from a person who has more knowledge (eyewitness) on a particular subject with the aim of getting more and new information.

(b) Explain two reasons why material sources are important in History. [5]

The performance was below average as most candidates failed to state the importance of material sources in the study of history. They identified and explained the reasons for studying history instead of identifying even simple examples of material sources.

Expected responses:

Historians may study objects, tools or weapons that were thrown away by the people who occupied that area in order to find out the way of life of that particular group.

- (c) 'Oral sources are more important than written 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]

Candidates failed to demonstrate the skill of comparison as they could not give the advantages of oral sources over written sources. They tended to explain the importance of oral sources in one paragraph without comparing them with written sources which they also did with written sources on the other paragraph or other side.

Expected Response:

Oral sources are an easy way of passing information to both educated and uneducated people whereas written sources can only be understood by educated people and those who are uneducated may not benefit.

However, written sources provide permanent storage of information which cannot be lost even if the author dies whereas oral sources can be easily lost especially if the person who knows the information dies.

Question 4

- (a) Describe one challenge faced by the Dutch sailors in their explorations.** **[3]**

Most candidates attempted this question. Candidates performed fairly in this part question, however they also failed to follow the instruction which was to describe one challenge. They assumed that giving more than one challenge will score more marks, yet it was a full description of one challenge that qualified them for the full marks.

Expected responses:

The voyage to the East was long, the sailors became sick because they lacked fresh food.

- (b) Explain two reasons why Boers hated the changes brought by the British at the Cape in the 1800s.** **[5]**

The performance on this part question was average. Some candidates tend to explain reasons for the Great Trek instead of explaining why the Boers hated the laws and how they were affected by them.

Expected responses:

English Language was made official at the Cape. This language was to be used in courts, meetings and public schools instead of the Dutch language. This, therefore, angered the Boers in that they felt undermined because they were losing their cultural identity. Their children at school were left out as they were only used to Dutch language only.

- (c) Unemployment caused the 1820 British settlers to come to South Africa. How far do you agree with the statement? Explain your answer by giving both sides of the argument.** **[7]**

Candidates struggled to give satisfactory responses in this question. Most of them were writing about the mining revolution or rather the arrival of the Dutch at the Cape / Uitlanders instead of focusing on the arrival of the 1820 British settlers.

Expected responses:

The 1820 British settlers left Britain due to unemployment which was caused by the use of machinery in their industries during the industrial revolution. So, South Africa was seen as a good solution to their unemployment problem.

However, others were humanitarians who wanted to spread Christianity at the Cape as per the European view that their religion or way of life was superior to that of the Africans.

Question 5

(a) Describe one role of the king in Swaziland. [3]

Convincing responses were received from this part of the question, however some failed to observe the instruction which stated that they should describe one role, others only described the contribution made by the King in the country.

Expected response:

The King make sure the land is used properly, own it on behalf of the people and represent the unity of the country.

(b) Explain two contributions made by King Mswati III to improve the lives of Swazis. [5]

This part question was fairly done, most candidates were able to identify the contributions made by King Mswati III however, some failed to show how it improved the lives of the Swazis.

Expected responses:

King Mswati III through his government provides funding for Orphaned and Vulnerable Children (OVC) to continue with their education. This is through Free Primary Education (FPE) and Tibiyo Takangwane, by so doing Swazi children are now empowered in education and their standard of living is being improved.

(b) 'Unemployment is the major social challenge facing Swaziland since independence'. How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

The performance was average following that a majority of the candidates failed to classify social, political and economic factors. Also, they failed to give details on how these factors were a challenge in Swaziland.

Expected responses:

The country has been faced with lack of foreign investment and closure of big companies leading to unemployment. This has forced many Swazis to seek employment in South Africa as migrant labourers. However, lack of health facilities has also been a challenge as Swazis who need serious medical attention has been forced to seek medical assistance in South Africa. This has forced the government to form the Phalala fund to help in such instances.

Question 6

- (a) Describe one aim for the formation of SADC. [3]**

The general performance of this part question was not satisfactory. A majority of the candidates lacked factual information about SADC as some referred to SADC as a country. Furthermore, they mentioned more than one aim, yet the question had asked only for one.

Expected response:

To improve the economies of member states by developing friendly trade policies.

- (b) Explain two challenges faced by Swaziland as a member of SADC. [5]**

The performance was unsatisfactory as most candidates stated the problems facing Swaziland as a country without relating them to Swaziland as a member of SADC.

Expected response:

Swaziland as a landlocked country has to depend on its neighbours which are South Africa and Mozambique for access to the sea as export harbours.

- (c) 'The major achievement of SADC has been the promotion of the economic development within the region'. 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 failed to unpack the term economic together with the others such as social and political developments. In addition, they tended to state the achievement of SACU without linking it as a trading wing of SADC.

Expected responses:

SADC has encouraged the enterprise sector from the different member states to invest within the SADC member states. This has helped in bringing the SADC economies together thus making it easier to negotiate for the support of international cooperation.

However, SADAC has also helped politically, in the areas of governance it has helped to ensure peace and stability within member states, thus safeguarding the social welfare of the people.

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. They should also focus on specific aspects of the Depth Study.
- Teachers are advised to train candidates with a lot / variety of question papers.
- Teachers should always mark using levels.

General Comments

There was a remarkable decrease in the number of candidates who sat for this examination compared to the previous year. In 2023 for example, there were 7086 candidates whereas 2024 saw a total of 6450. The general performance of the candidates showed a slight decline in most centres. Candidates lacked relevant skills that would enable them to give satisfactory responses to questions.

General comments on specific questions

Question 1

Teachers should remind candidates not to use the background information when answering Question one. Educators are encouraged to remind candidates that the background information only stimulates the candidates' thinking on the topic and is not supposed to be used in any question as an answer. Also, teachers are urged to teach candidates to use the hypothesis in Question 4 as a way of directing the candidates on the theme. It is noted that some candidates were able to interpret the big message. However, a majority of candidates still use the source information rather than finding the big message. A few opted for contextual knowledge instead of interpreting the big message of the source. Some candidates repeated the question as it is without making an interpretation. Some gave very long responses that even exceeded the given space.

Teachers are therefore advised to give guide notes to candidates on how to give a quality response that is straight to the point.

Question 2

This question was a challenge to most learners. Generally, very few centres were able to compare the sources up to the big message level with most centres comparing sources at sub message and details level. Some candidates were unable to select relevant details for comparison. A majority of candidates still fail to compare for disagreement at big message level. Disagreement was discussed at sub message level not at big message level. Candidates failed to use the right connectives for agreement or disagreement. It was also noted that candidates used 'I agree' instead of 'The sources agree'. Some

candidates made invalid comparisons (comparing what is in one source and not in the other).

Reference to the given assertion should be made always when answering either the agreement or the disagreement. Some candidates were unable to compare and contrast so teachers are advised to teach the skill of comparison and give guide notes. Examples of connective words for agreement include **both sources agree that, 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.

Question 3

There was no significant improvement in this question. Very few learners were able to establish the purpose and evaluate the source for **usefulness** based on its purpose. Very few were also able to evaluate the source based on its big message. Also, some candidates opposed the 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 were those who did not make the assertion and there were those who decided to change the assertion. Some candidates were able to write the assertion, evaluate the source for usefulness, give source evidence and contextual knowledge. Some candidates would use different words taught on the assertion for example, useful, trusted, reliable etc.

Teachers should remind learners not to oppose any assertion. The assertion is expected to be written at the beginning of the sentence and not at the end of the answer. Candidates should be trained to make an assertion using words that have been used in the question.

Question 4

Some candidates did not declare the stand of the source in full. Also, Question 4 is still a challenge to candidates as they failed to pick the evidence (sub messages) from the source to support the stand of the source. They just brought in the whole source. Some were able to select relevant evidence and went on to explain it. At JC candidates are only expected to declare the stand and support it with evidence and not explain the evidence. Others even wrote a conclusion yet they are not supposed to. Again, the candidates wrote "I agree with the statement" instead of "The source agrees with the statement". Some combined the sources instead of discussing them separately. Some candidates

do not refer to the sources by their names. For example, instead of saying "Source B agrees that..." they say, "The source agrees that...". Below are some of the things that lead to performance decline in this question:

- 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.
- Candidates used subtopics instead of paragraphs.
- Summary writing, which should be discouraged.

Teachers should therefore encourage candidates to declare the stand in full. Teachers are expected to teach candidates the selection skill so that they select relevant supporting evidence and should discourage the use of contextual knowledge in this question. Candidates should also be trained to write short and precise answers as they are not awarded for quantity but quality answers. Also, teachers should put emphasis on quoting each source. Candidates should refer to the sources by their names. Also, each source should be discussed in a separate paragraph.

Comments on Specific Questions

Depth Study: The Ending of British Rule in Zimbabwe

1. Study Source A.

What does the source tell us about the factor that led to the ending of British rule in Zimbabwe? Explain your answer using details from the source. [5]

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

Expected responses:

- * Source A tells us that racism was the factor that led to the ending of British rule in Zimbabwe.
- * Source A tells us that inequality between the blacks and whites in Zimbabwe was a factor that led to the ending of British rule
- * Source A tells us that racial discrimination/ segregation was a factor that led to the end of British rule.

Weak responses:

- * Africans were treated as slaves.
- * The ending of British rule was due to political factors.
- * The ending of British rule was due to nationalism

These responses were weak as they did not give the overall meaning of the source, and some were completely irrelevant.

Recommendation: Candidates should be taught to give the overall meaning of the source by interpreting all aspects of the source.

2. Study Source B and C

How far do these sources agree about the treatment of African soldiers during the colonial period in Zimbabwe? Explain your answer using details from both sources. [8]

Candidates had a challenge in noting the agreement between the two sources. They were able to compare details. Candidates could not select the relevant information as evidence. They should compare the big messages for agreement and compare the evidence for agreement. Most candidates failed to compare the sources for disagreement. They should also compare the big messages for disagreement and compare the evidence for disagreement. The answer should be organised in two paragraphs, one paragraph for agreement between the sources and the other for disagreement between the sources.

Expected responses:

- * Both sources agree that African soldiers were treated unequally/ harshly treated/ cruelly / segregated/ racially discriminated compared to whites during the colonial period.

- * Both sources agree that Africans were given inferior treatment compared to European soldiers.

OR

- * Source B differs from source C as Source B says that sometimes there was equality between European and African soldiers during the colonial period whereas Source C only shows complete inequality between European and African soldiers.

Weak responses:

- * Some candidates could not compare the sources. Instead, they discussed one Source in its own paragraph without comparing it with the other. For instance, in paragraph one they discussed Source B without comparing it Source C and in paragraph two they discussed Source C without comparing it with Source B.
- * Some candidates used the wrong connectives for agreement and for disagreement.

Recommendation: Teachers should give guide notes on comparison. They should teach candidates to organise their answer in two paragraphs, one agreement and the other for disagreement. Candidates should also be given connectives for agreement and for disagreement. They should also be taught to compare sources at big message level.

3. Study Source D

Is this source useful in what it says about the independence of Zimbabwe? 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. Some candidates were able to stick to the given assertion and others changed the assertion. There were however those who made no assertion at all. Others made the assertion and continued to give contextual knowledge without evaluating the source for usefulness. Candidates should stick to the given assertion. Some candidates used complex terminologies such as “propaganda” without giving the purpose of the propaganda. Most candidates were able to give the evidence from the source. Therefore, they should be taught to work out the purpose, give source evidence, and evidence from contextual knowledge.

Some dismissed the source as not useful/ useless/ biased/ lying etc which gave them very low marks.

Expected response:

- Source D is useful as it shows the propaganda methods/ tricks/ strategies to justify their continued stay in power.
- Source D is useful in showing the tricks used by the white government to cling to power in Rhodesia.
- Source D is useful in showing how the Europeans convinced the whole world that Africans in Zimbabwe were happy with colonial rule.
- Source D is useful in showing the strategy used to discourage Africans from fighting for their independence.

Weak responses:

- Source D is not useful.
- Source D says our Independence Day is the greatest day.
- Source D is not useful because Ian Smith and the Boers did not give independence to the people of Zimbabwe etc.

Recommendations

Teachers should expose candidates to a variety of questions on reliability/ usefulness/ trustworthiness. Teachers should make them understand that the examiner uses the words reliable, useful, and can be trusted, interchangeably. They should make the candidates understand the meaning of these words.

Teachers are urged to teach that a quality answer for this question requires three sentences. The first sentence evaluates the source for usefulness based on purpose, the second gives evidence from the source and the last sentence gives evidence from contextual knowledge.

Teachers should teach candidates to use the relevant contextual knowledge.

Teachers should also teach candidates do not dismiss source as useless/ not useful/ not reliable/ cannot be trusted.

4. Study all sources.

How far do these sources prove that the ending of British rule in Zimbabwe was a result of racism?

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 to support the stand of a source.
- A few candidates did not use the sources at all, they just narrated.
- A few candidates focused on one side of the evidence.
- Few candidates did not attempt the question at all.
- Some candidates said “**I agree that Source B says.....**” instead of saying “**Source B proves that....**” It is the source that should agree and not the candidate.

Expected responses:

- * Source A proves that the ending of British rule in Zimbabwe was a result of racism. This is because the source says racism in Zimbabwe was introduced during the colonial era in the 19th century.
- * Source B proves that the ending of British rule in Zimbabwe was a result of racism. This is because the source says African ex-soldiers had to fight for a living while European ex-soldiers were well catered for by the Northern Rhodesian government.

- * At the same time, Source B does not prove that the ending of British rule was a result of racism.
This is because the source says they fought side by side with Europeans troops in World War II.

Weak Responses:

- * Candidates combined sources.
- * Some gave contextual knowledge.
- * Some selected evidence from other sources.
- * Some used background information.

Recommendations

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

- Make reference to each source by its name (eg. Source A).
- Each source should be discussed in its own paragraph.
- Select relevant evidence to support the stand of the source.