

Eswatini General Certificate of Secondary Education

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Examinations Council of Eswatini

HISTORY
SYLLABUS
Subject Code : 6891

For Examinations in 2024 - 2026

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ESWATINI GENERAL CERTIFICATE OF SECONDARY EDUCATION

Broad Guidelines

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 4 and Form 5) so that at the completion of secondary education, learners will

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

Eswatini's National Education Policy Directives

EGCSE syllabuses for studies in Form 4 and Form 5 will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in the Kingdom of Eswatini and elsewhere, e.g., the AIDS pandemic; global warming; misdistribution of wealth; and technological advances.

The National Curriculum for Form 4 and Form 5

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below.

- Communication and language skills
- Critical thinking skills
- Problem-solving skills
- Argumentative writing skills
- Technological awareness and applications
- Work and study skills
- Independent learning
- Working with others
- Numeracy skills: mathematical ideas, techniques and applications

To develop these skills, learners must offer **five compulsory subjects** and at least **three elective subjects** chosen from one or more Field of Study.

Compulsory Subjects

- SiSwati First Language/ SiSwati as a Second Language
- English Language
- Mathematics
- Science
- Religious Education

Fields of Study

- Agriculture Field of Study
- Business Studies Field of Study
- Home Economics Field of Study
- Social Sciences and Humanities Field of Study
- Technical Field of Study

INTRODUCTION

The Eswatini General Certificate of Secondary Education (EGCSE) syllabuses are designed as two-year courses for examination in Form 5. The History syllabus has been designed to create an awareness in learners of their origins and identity and to help them develop an understanding of their nation and the wider world in order to create an understanding of their role in the society in which they live. The syllabus, therefore, seeks to bring an understanding of the historical processes such as change and causation. The syllabus assumes that learners have been through a Junior Certificate History programme.

The EGCSE syllabuses follow a general pattern. The main sections are:

Aims
Assessment Objectives
Assessment
Curriculum Content

History is an Elective Subject and falls into the Social Sciences and Humanities Field of Study which includes Geography, Development Studies, French and Literature in English. The route for progression in studying History as a field of study includes but is not limited to pursuing a career in, Humanities, Journalism, Law, Philosophy, Political Science, etc.

AIMS

The aims of the syllabus are the same for all learners. These aims are set out below and describe the educational purposes of a course in History for the EGCSE Examination. They are not listed in order of priority.

The aims are to enable learners to:

1. acquire knowledge and understanding of the human past at a local, regional and global level;
2. develop an interest in and an enthusiasm for History, and to acquire a sound basis for future historical study and the pursuit of personal interest;
3. understand the nature and use of historical evidence, and use historical sources critically in their historical context;
4. investigate historical events, changes, people and issues;
5. develop linguistic and communication skills and organise and communicate knowledge and understanding of history;
6. draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in the light of new or reinterpreted evidence;
7. develop thinking skills and problem solving abilities;
8. develop ethical values and understand their importance in nation building and international understanding.

It should be noted that not all these aims can be translated readily into assessment objectives.

The syllabus aims to provide a quality learning experience; stimulate the thinking skills of the learners; and to prepare students for the world of work, further education and lifelong learning. Secondary education must also contribute to the all-round development of the individual. This syllabus aims to encourage the development of national and cultural identity and values and attitudes which nurture respect for others.

This syllabus has been designed to encourage a range of different styles of teaching and learning and to encourage a positive attitude on the part of the teacher towards the learners' achievements. It has been designed for the complete range of ability. Assessment is by differentiation by outcome and allows attainment at different levels to be rewarded.

This syllabus requires the study of:

- Key events, changes and issues; key features and characteristics of the periods and societies studied; the social, cultural, religious and ethnic diversity of the societies studied; and the experiences of men and women.
- History on a range of scales: international, regional, national and local.
- History in two ways: breadth study and study in depth.
- History from a variety of perspectives: political, social, economic and cultural.
- History through a range of sources of information including written and visual sources.

ASSESSMENT OBJECTIVES

A description of the Assessment Objectives in History follows:

Learners should be able to:

- A** recall, select, organise and deploy knowledge of the syllabus content;
- B** demonstrate an understanding of:
 - (a) change and continuity, cause and consequence, similarity and difference
 - (b) the motives, emotions, intentions and beliefs of people in the past;
- C** comprehend, interpret, evaluate and use a range of sources as evidence in their historical context.

Although the assessment objectives are expressed separately, they are not wholly discrete.

Specification Grid

The relationship between the assessment objectives and components of the scheme of assessment.

Paper	Assessment Objectives			Total
	AO A	AO B	AO C	
1	24	36	-	60
%	40%	60%	-	100%
2	6	-	44	50
%	12%	-	88%	100%
3	25	25	-	50
%	50%	50%	-	100%

The assessment objectives are weighted to give an indication of their relative importance. The percentages are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

ASSESSMENT

Scheme of Assessment

All papers are compulsory. Candidates must enter for Papers 1, 2 and 3 and are eligible for the award of Grades A* to G. A description of each paper follows.

Candidates to answer on the question papers.

Paper 1 (2 hours) consisting of 60 marks.

Candidates will answer **three** questions out of four structured questions from Core Content - International Relations, 1919-c.1989. Each question will carry 20 marks and will have three parts (a, b and c). These questions will test Assessment Objectives A and B.

This paper will be weighted at 40%.

Paper 2 (2 hours) consisting of 50 marks

Candidates will answer **six** questions on the prescribed Depth Study for the duration of the syllabus. Candidates must answer all questions in a range of source material relating to a topic in the Depth Study testing Assessment Objectives A and C. This paper will be based on seven sources. It will be divided into six parts and will carry 50 marks.

For examinations in November 2024 to November 2026 the Depth Study will be: USA 1919- 1941

This paper will be weighted at 33%.

Paper 3 (1 hour 45 minutes) consisting of 50 marks

This paper on Aspects of the History of Southern Africa will consist of two sections and questions will test Assessment Objectives A and B:

Section A (Core Content – The Kingdom of Eswatini, 1945-c. 2015). There will be two structured questions of which candidates will answer **one**. Each question will carry 25 marks and will have three parts (a, b and c).

Section B (Case Study - The Ending of Minority Rule in South Africa, 1948-c 1995). There will be two structured questions of which candidates will answer **one**. Each question will carry 25 marks and will have three parts (a, b and c).

This paper will be weighted at 27%.

Weighting of Papers

Paper	Weighting
1	40%
2	33%
3	27%

CURRICULUM CONTENT

The Curriculum Content is divided between Paper 1, Paper 2 and Paper 3. The content is explained through a number of Key Questions and Focus Points. The Focus Points provide guidance on what is involved in addressing each Key Question. There are times when a Focus Point is used to set the scene for a Key Question but without apparently bearing on the Key Question itself. This helps to indicate what is required if the Key Question itself is to be addressed adequately. Candidates will be expected to demonstrate understanding of the Key Questions and Focus Points using knowledge of relevant historical examples.

Appropriate teaching time for the History syllabus should be equivalent to six (6) periods of forty (40) minutes each over a period of sixty (60) weeks/cycles.

PAPER 1 Learners must study the Core Content International Relations, 1919-c.1989
CORE CONTENT – INTERNATIONAL RELATIONS, 1919-c.1989
Key Question 1: Were the Peace Treaties of 1919-23 fair? Focus Points What were the motives and aims of the Big Three at Versailles? Why did all the victors not get everything they wanted? What was the impact of the Treaty of Versailles on Germany up to 1923? What was the immediate impact of the Treaties of St Germain, Trianon, Neuilly, Sevres and Lausanne? Could the treaties be justified at the time? Specified Content <ul style="list-style-type: none">The aims of France, Britain and the USA. The roles of Clemenceau, Lloyd George and Wilson in the peace-making process. The terms of the peace Treaties of Versailles, St Germain, Trianon, Neuilly, Sevres and Lausanne. The impact of the treaties on the defeated countries and their reactions. The reaction of Germany to the Treaty of Versailles - the impact of reparations and the occupation of the Ruhr. Contemporary opinions about the treaties.
Key Question 2: To what extent was the League of Nations a success? Focus Points Why was the League formed? How was the League organised? How successful was the League in the 1920s? How far did the weaknesses in the League's organisation reduce its effectiveness? How far did the Depression make the work of the League more difficult? How successful was the League in the 1930s? Specified Content <ul style="list-style-type: none">The aims, organisation, membership and powers of the League. The League in action in the 1920s - the Aaland Islands, Vilna, Upper Silesia, Corfu, Bulgaria. The League and international treaties. The impact of the Depression on international relations. The League in action in the 1930s - Manchuria and Abyssinia. The League's Committees and Commissions. The League and Disarmament.
Key Question 3: Why had international peace collapsed by 1939? Focus Points What were the long-term consequences of the peace treaties of 1919-23? What were the consequences of the failures of the League in the 1930s? How far was Hitler's foreign policy to blame for the outbreak of war in 1939? Was the policy of appeasement justified? How important was the Nazi-Soviet Pact in bringing war closer? Why did Britain and France declare war on Germany in September 1939? Specified Content <ul style="list-style-type: none">The collapse of international order in the 1930s; rearmament and the increasing militarism of Germany, Italy and Japan; Hitler's foreign policy aims, Hitler's foreign policy in action - the Saar, the Rhineland, intervention in the Spanish Civil War, Anschluss, the Sudetenland and

Czechoslovakia; Britain and France's policy of Appeasement, the Munich Conference, the Nazi-Soviet Pact, the invasion of Poland, the declaration of war by Britain and France on Germany.

Key Question 4: Who was to blame for the Cold War?

Focus Points

Why did the USA-USSR alliance begin to break down in 1945?
How had the USSR gained control of Eastern Europe by 1948?
How did the USA try to support capitalism and democracy in Europe?
Who was more to blame for the start of the Cold War, the USA or the USSR?

Specified Content

- The ideologies of capitalism and communism. The condition of the USA and the USSR at the end of the war. The agreements and disagreements at Yalta and Potsdam and the breakdown of the USA-USSR alliance in 1945-46. Soviet expansionism in Eastern Europe: Yugoslavia, Albania, Bulgaria, Poland, Romania, Czechoslovakia and Hungary. Churchill's 'Iron Curtain' speech in 1946. Problems in Greece and Turkey and the Truman Doctrine. The Marshall Plan. The division of Berlin and the Berlin Blockade and its immediate consequences.

Key Question 5: How effectively did the USA contain the spread of Communism?

Focus Points

This Key Question will be explored through the Case Study:
America and events in Cuba, 1959-1962.

Specified Content

- The general context of the Cold War in the early 1960s. The Cuban revolution and subsequent relations. Relations between Castro and the USA and the USSR, the Bay of Pigs. The Missile Crisis and its aftermath.

Key Question 6: How secure was the USSR's control over Eastern Europe, 1948-c.1989?

Focus Points

What was life like in Eastern Europe under communist rule?
Why was there opposition to Soviet control in Poland in the 1980s and how did the USSR react to this opposition?
What was the significance of 'Solidarity' in Poland?
How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?

Specified Content

- The nature of Soviet power in Eastern Europe. Life in Eastern Europe under Communist rule. The rise of 'Solidarity' in Poland and its impact in Poland and Eastern Europe. The reasons for Gorbachev policies at Glasnost and Perestroika. The impact of these policies on Soviet power in Eastern Europe and the collapse of communism in Eastern Europe.

Key Question 7: How effective has the United Nations Organisation been?

Focus Points

What are the aims of the UNO?
How is the UNO organised?
How far has the organisation of the UNO hindered its effectiveness?
Case Study of the UNO in action: The Congo, 1960-1963.

Specified Content

- The reasons for the setting up of the UNO. Its aims, organisation, powers and membership. The causes of the Congo War. Reasons for the UNO involvement in the Congo War. The role and effectiveness of the UNO in the Congo War (1960-1963).

Paper 2

Learners must study the Depth Study, The USA, 1919-1941

DEPTH STUDY B – THE USA, 1919-1941

Key Question 1: How far did the US economy boom in the 1920s?

Focus Points

On what factors was the economic boom based?
Why did some industries prosper while some did not?
Why did agriculture not share in the prosperity?
Did all Americans benefit from the boom?

Key Question 2: How far did US society change in the 1920s?

Focus Points

What were the 'Roaring 20s'?
How widespread was intolerance in US society?
Why was prohibition introduced, and then later repealed?
How far did the roles of women change during the 1920s?

Key Question 3: What were the causes and consequences of the Wall Street Crash?

Focus Points

How far was speculation responsible for the Wall Street Crash?
What impact did the Crash have on the economy?
What were the social consequences of the Crash?
Why did Roosevelt win the election of 1932?

Key Question 4: How successful was the New Deal?

Focus Points

What was the New Deal as introduced in 1933?
How far did the character of the New Deal change after 1933?
Why did the New Deal encounter opposition?
Why did unemployment persist despite the New Deal?
What groups in American society did not benefit from the New Deal?

Specified Content

- The expansion of the US economy in the 1920s: mass production in the car and consumer durables industries. Increasing standard of living for some people. The fortunes of older industries. The impact of advertising. The development of credit and hire purchase. The decline of agriculture. Weakness in the economy by the late 1920s. Poverty and hardship in the big cities and among Black Americans.
- Society in the 1920s - the 'Roaring Twenties', film and other media. Prohibition and gangsterism. Race relations, discrimination against Black Americans, the Ku Klux Klan. The changing roles of women.
- The causes of the Wall Street Crash and its financial, economic and social effects. The reaction of President Hoover to the Crash. The Presidential election of 1932 - Hoover's and Roosevelt's programmes.
- Roosevelt's inauguration and the 'Hundred Days'. The New Deal legislation - the 'alphabetic agencies' and their work, and the economic and social changes they caused. Opposition to the New Deal from the Republicans, the rich, business interests, the Supreme Court and radical critics like Huey Long. The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression. Groups who did not benefit from the New Deal.

PAPER 3

Learners must study **all** of the Core Content - The Kingdom of Eswatini, 1945-c. 2015 **and** Case Study - The Ending of Minority Rule in South Africa, 1948-c. 1995

CORE CONTENT – THE KINGDOM OF ESWATINI, 1945-c. 2015

Key Question 1: How did Swaziland achieve independence?

Focus Points

Why wasn't Swaziland incorporated into South Africa after the Second World War?
Why did the spirit of nationalism intensify in Swaziland in the 1960s?
Why was the Imbokodvo National Movement the most successful of the political parties in the 1960s?
What were the events leading to independence in 1968?

Specified Content

- British rule in Swaziland. Britain's reasons for not incorporating Swaziland into South Africa. The role of Swaziland in the issue of incorporation. The impact on Swaziland of the intensification of racial discrimination in South Africa. Increased spirit of nationalism in the 1960s and the role of Sobhuza II in leading the country to independence. The 1964 elections. The Westminster Constitution, the 1967 elections and independence in 1968.

Key Question 2: Social, Economic and Political developments in Swaziland since 1945

Focus Points

What were the social and economic conditions in Swaziland since 1945?
What social and economic problems faced Swaziland when independence was achieved in 1968?
How has Swaziland developed socially and economically since independence?
How effective have the activities of UN agencies been in Swaziland?
How has the Tinkhundla system developed since 1978?

Specified Content

- Social and economic conditions in Swaziland since 1945. Social and economic developments since 1945. The socio- economic challenges facing industries. Social and economic crises and how these have been addressed. The changing role of women in socio- economic development. The activities of UN agencies in Swaziland. The Tinkhundla system.

Key Question 3: How have developments in Southern Africa impacted on Swaziland?

Focus Points

How important has Swaziland's relationship with South Africa been?
How did events in Mozambique affect Swaziland?
What has been Swaziland's efforts to get back land lost to South Africa and Mozambique since 1945?
What has been the impact of loss of land on the Swazis?
How important has Swaziland's relationships with the rest of Southern Africa been?

Specified Content

- The contribution of Swaziland to the struggle against the apartheid regime in South Africa. The policies of the Nationalist government in South Africa towards independence for Basutoland (Lesotho), Bechuanaland (Botswana) and Swaziland. Border disputes between South Africa and Swaziland. Efforts to get back lost land. Impact of loss of land on Swazis within and outside of Swaziland. Swaziland's membership of Southern African Development Community (SADC). The impact of the struggle for independence in Mozambique on Swaziland. The impact on Swaziland of the withdrawal of the Portuguese from Mozambique.

CASE STUDY – THE ENDING OF MINORITY RULE IN SOUTH AFRICA, 1948-c.1995

Key Question 1: What was the nature of the apartheid state?

Focus Points

- How was the apartheid system established after 1948?
- What impact did apartheid have on the people of South Africa?
- How effectively was apartheid established?
- Did all White South Africans support apartheid?

Specified Content

- The apartheid system; aims and establishment. The impact of the apartheid system on the different peoples of South Africa. The methods used to enforce the apartheid system, including the suppression of opposition and the establishment of homelands. The different attitudes amongst White South Africans towards apartheid.

Key Question 2: What was the nature of the opposition in South Africa to apartheid and how did the government react to this opposition?

Focus Points

- How united was the African nationalist opposition?
- How significant were individual nationalist leaders in the struggle against apartheid?
- Was government repression of opposition effective?
- How far did the nature of opposition to apartheid change over this period?

Specified Content

- Opposition to white minority rule, the campaigns of African nationalist organisations and the role of leaders in leading resistance. The role of women (white and non-white) in the struggle against apartheid. Government repression of opposition. The armed struggle and the Black Consciousness movement.

Key Question 3: Why did white minority rule come to an end?

Focus Points

- How important were external factors in ending white minority rule?
- How important was the continuing resistance to white minority rule within South Africa?
- Why did the dismantling of the apartheid system not enable white minority rule to survive?
- How significant were Mandela and De Klerk in ending white minority rule?
- What problems faced Mandela's government in 1994?

Specified Content

- Reasons for the collapse of apartheid. The impact on South Africa of countries in Southern Africa gaining independence. Increasing internal opposition, the cost of involvement in regional wars. The failure of Botha's policies and the loosening of apartheid. The State of Emergency, 1985-1990. The coming of De Klerk to power in 1989. De Klerk's reforms, the release of Mandela. Violence and negotiations, 1990-1993. The new constitution, the elections of 1994. The problems facing the new government. The work of the Truth and Reconciliation Commission.

GRADE DESCRIPTIONS

The scheme of assessment is intended to encourage positive achievement by all candidates. Grade descriptions are provided to give a general indication of the standard of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

Criteria for the standard of achievement likely to have been shown by candidates awarded Grades A, C and F are shown below.

A Grade A candidate should be able to:

- recall, select and deploy relevant historical knowledge accurately to support a coherent and logical argument;
- communicate in a clear and coherent manner using appropriate historical terminology;
- demonstrate an understanding of the complexity of historical concepts; distinguish clearly between cause and consequence, change and continuity, similarity and difference by the selective deployment of accurate and relevant historical evidence;
- show an understanding of individuals and societies in the past; understand the importance of trying to establish motives;
- interpret and evaluate a wide range of historical sources and their use as evidence; identify precisely the limitations of particular sources;
- compare and contrast a range of sources and draw clear, logical conclusions.

A Grade C candidate should be able to:

- recall, select and deploy relevant historical knowledge in support of a logical argument;
- communicate in a clear and coherent form using appropriate historical terminology;
- distinguish between cause and consequence, change and continuity, similarity and difference by the deployment of accurate though limited evidence;
- reveal an understanding of individuals and societies in the past;
- interpret and evaluate historical sources and their use as evidence; indicate the limitations of particular sources;
- compare and contrast a range of sources and draw coherent conclusions.

A Grade F candidate should be able to:

- recall a very limited amount of accurate and relevant historical knowledge;
- demonstrate a very little understanding of the historical concepts of causation and consequence, change and continuity, similarity and difference;
- display little knowledge of the perspectives of other people based on specific examples of situations and events;
- interpret and evaluate historical sources and their use as evidence in a very limited way;
- make comparisons between pieces of evidence without drawing conclusions.

APPENDIX 1: MARKING CRITERIA

For each question:

Paper 1 – International Relations

Part (a) [4 marks each] - Assessment Objective A

Level 2	2- 4 marks	A thorough, structured, well-developed and substantial response. A comprehensive account of balanced and detailed relevant information, demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed description. NB: A thorough detailed description of three factors.
Level 1	1 mark	A relevant but undeveloped response. The candidate demonstrates some factual knowledge and understanding, which is fairly accurate but lacks specific details.
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter.

Part (b) [6 marks each] - Assessment Objectives A and B

Level 3	5- 6 marks	A thorough, structured, well-developed argument and detailed response. Arguments are developed through relevant evidence demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation and evidence is well elaborated. NB: A thorough detailed explanation of two reasons.
Level 2	3- 4 marks	A thorough, structured, well-developed argument and detailed response. Arguments are developed through relevant evidence demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation and evidence is well elaborated. NB: A thorough detailed explanation of one reason.
Level 1	1-2 marks	Reasons identified but lack relevant evidence and elaboration. The response is not effectively utilised to answer the question. There is no proper explanation of reasons. NB: Identification of two factors.
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter

Part (c) [10 marks each] – Assessment Objectives A and B

Level 4	9-10 marks	Evaluates the argument using the two explained sides without bringing in new information.
Level 3	6- 8 marks	A thorough, structured, well-developed argument and detailed response. Arguments are developed through relevant evidence demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation and evidence is well elaborated. NB: A thorough detailed explanation of one reason on the other side of the argument.
Level 2	3-5 marks	A thorough, structured, well-developed argument and detailed response. Arguments are developed through relevant evidence demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation and evidence is well elaborated. NB: A thorough detailed explanation of one reason on one side of the argument.
Level 1	1-2 mark	Reasons identified or described but there is no explanation. NB: Identification of two factors.
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter.

Paper 2- Depth Study: Assessment Objectives A and C

Question 1 [6 marks]

Level 5	5- 6 marks	A comprehensive interpretation of the source where all parts are considered and supported with relevant evidence from the source. It is the big message of the source. NB: Big message explained with evidence
Level 4	4 marks	A comprehensive interpretation of the source where all parts are considered. It is the big message of the source. NB: Big message with no evidence
Level 3	3 marks	A valid sub message supported with relevant evidence from the source. Attempts to interpret the source but considers parts of the source and ignores other parts of the source using relevant evidence from the source.
Level 2	2 marks	Attempts to interpret the source but considers parts of the source and ignores other parts of the source. A valid sub message that is not supported with evidence from the source. NB: A valid sub message with no evidence
Level 1	1 mark	A surface description of the source giving a literal meaning of what they see or read in a source.
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter/ source.

Question 2 [9 marks]

Level 6	8- 9 marks	Explains how sources agree and disagree on point of view or at big message level with evidence from the sources. NB: There is evidence from both sources to support the comparison.
Level 5	7 marks	Explains how sources agree and disagree on point of view or big message level. There is no evidence from both sources to support the comparison.
Level 4	6 marks	Explains how sources either agree or disagree on point of view or big message level.
Level 3	4- 5 marks	Compares sub messages or details of the sources for agreements or disagreements.[1 comparison= 4 marks, 2 comparisons= 5 marks]
Level 2	2-3 marks	Interprets sources but makes no comparison of the two sources. [1 interpretation= 2 marks, 2 interpretations= 3 marks]
Level 1	1 marks	A surface description of the sources giving literal meanings of what they see or read in sources.
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter/ sources.

Question 3 [8 marks]

Level 5	7-8 marks	Uses the provenance/big message of source(s) to explain reliability/usefulness of the source
Level 4	5-6 marks	Uses details of the source to explain reliability/usefulness of the source
Level 3	3-4 marks	Explains whether the source was lying/not useful (only using one source)
Level 2	2 marks	Valid analysis of source but fails to state whether the source is reliable/useful OR Identifies something unreliable/reliable OR not useful/useful about the source but not explained
Level 1	1 mark	Writes about sources but fails to address the question
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter/ sources.

Question 4 [7 marks]

Level 5	7-marks	Cross-references to explain why not surprised by the source as a whole
Level 4	5-6 marks	Cross-references to explain why surprised by the source as a whole
Level 3	3-4 marks	Assertions based on everyday empathy or internal logic of the source OR cross-references to check a point of detail in Source F (not dealing with the overall message of F)
Level 2	2 marks	Valid analysis of source but fails to state whether surprised or not OR identifies something surprising/not surprising but no valid explanation
Level 1	1 mark	Writes about sources but fails to address the question
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter/ sources.

Question 5 [8 marks]

Level 6	8 marks	Explains purpose in context of the period in the source
Level 5	7 marks	Explains the purpose of the source (must have intended impact on audience)
Level 4	5-6 marks	Explains the valid big message of the source
Level 3	3-4 marks	Explains context only – fails to explain message or purpose of source OR explains a valid sub-message
Level 2	2 marks	Interprets the source or describes the context – but not used as a reason for publication
Level 1	1 mark	Describes surface details of the source
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter/ sources.

Question 6 [12 marks]

Level 4	11-12 marks	As for level 3 but either reaches an overall conclusion or evaluates at least two biased sources. NB. Award 1 mark for each source evaluated in Levels 2 and 3 (maximum of 2 sources).
Level 3	7-10 marks	Responses that explain using the sources on both sides of the argument.
Level 2	4-6 marks	Responses that explain using the sources only on one side of the argument
Level 1	1-3 marks	Responses that fail to use the sources or give improper explanations
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter/ sources.

Paper 3 – Core Content and Case Study
Part (a) [6 marks] - Assessment Objective A

Level 2	3- 6 marks	A thorough, structured, well-developed and substantial response. A comprehensive account balanced and detailed relevant information, demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed description. NB: A thorough detailed description of four factors.
Level 1	1- 2 marks	Identifies factors but fails to develop them. The candidate demonstrates some factual knowledge and understanding, which is fairly accurate but lacks specific details.
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter

Part (b) [9 marks each] - Assessment Objectives A and B

Level 4	7-9 marks	A thorough, structured, well-developed argument and detailed response. Arguments are developed through relevant evidence demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation and evidence is well elaborated. NB: A thorough detailed explanation of two reasons.
Level 3	4-6 marks	A thorough, structured, well-developed argument and detailed response. Arguments are developed through relevant evidence demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation and evidence is well elaborated. NB: A thorough detailed explanation of one reason.
Level 2	3 marks	Identifies the reasons but gives a narration of information. The response demonstrates knowledge and understanding of content but lacks specific details to support the reasons.
Level 1	1-2 marks	Reasons identified but there is no explanation. NB: Identification of three factors.
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter

Part (c) [10 marks each] – Assessment Objectives A and B

Level 4	9-10 marks	Evaluates the argument using the two explained sides without bringing in new information.
Level 3	6- 8 marks	A thorough, structured, well-developed argument and detailed response. Arguments are developed through relevant evidence demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation and evidence is well elaborated. NB: A thorough detailed explanation of one reason on the other side of the argument.
Level 2	3-5 marks	A thorough, structured, well-developed argument and detailed response. Arguments are developed through relevant evidence demonstrating an extensive and highly accurate knowledge and understanding of the subject. There is detailed explanation and evidence is well elaborated. NB: A thorough detailed explanation of one reason on one side of the argument.
Level 1	1-2 mark	Reasons identified or described but there is no explanation. NB: Identification of two factors.
Level 0	0 marks	No response submitted, or clearly lacks any understanding whatsoever of the subject matter.

COMMAND WORDS

The terms listed below are commonly used in testing the different assessment objectives. However, they are not exhaustive or definitive but are a guide. The terms include the description of their meanings but the meaning of a term depends on their context.

**DESCRIBE/
WHAT/ WHO** Write what something was like or what it was by giving specific details about it.

DISCUSS write about issues or topics in a structured way.

EXPLAIN Write about why something occurred or happened and its consequences or effects giving specific details as evidence.

HOW In what way? To what extent? By what means / methods?

HOW FAR Give own opinion. May require giving proof how or demonstrating that you have considered different views.

STUDY Look carefully at the sources in the paper.

**WRITE AN
ACCOUNT** Give a detailed description of what happened

APPENDIX 2: GLOSSARY OF TERMS

It is hoped that the glossary will prove helpful as a guide, i.e., it is neither exhaustive nor definitive. The glossary has been deliberately kept brief not only with respect to the number of terms included but also to the descriptions of their meanings. Candidates should appreciate that the meaning of a term must depend in part on its context.

In all questions, the number of marks allocated is shown on the examination paper, and should be used as a guide by candidates to how much detail to give or time to spend in answering. In describing a process, the mark allocation should guide the candidate about how many steps to include. In explaining why something happens, it guides the candidate on how many reasons to give, or how much detail to give for each reason.

ANSCHLUSS	A German word meaning political union between Austria and Germany.
APPEASEMENT	The policy of attempting to avoid war by making concessions. It is particularly associated with British policy towards Hitler in the 1930s.
BERLIN BLOCKADE	The cutting off of rail and road links between Berlin and the West by the Soviet Union in 1948-9.
CAPITALISM	Is an economic system in which business belong mostly to private owners and are run for profit.
COLD WAR	A war of words and a state of tension between the USSR and the USA and between their allies.
COMMUNISM	A system in which all the industries are owned and run by the state on behalf of the people.
CRASH	Is the fall of shares suddenly and disastrously in value.
DEMOCRACY	A system of government in which the people are able to choose by election those who should govern.
DEPRESSION	A situation in which business activity is low, leading to unemployment and lower living standards, such as in the 1930s.
INSURGENCY	Is a violent internal uprising against a government.
INTERNATIONAL RELATIONS	These could be treaties or diplomatic relations that countries have. These could be bilateral or international agreements.
INTOLERANCE	Is an unwillingness to accept other peoples' ways of thinking and behaviour which are different from yours.
IRON CURTAIN	A notional barrier between the communist Eastern European countries and the democratic Western European countries which emerged at the end of the Second World War.
LEAGUE OF NATIONS	An organisation set up by President Wilson in 1919 to try and keep the peace in the World.
PACT	An agreement or deal.

RECONCILIATION	The re-establishment of friendly relations, for example between countries.
REPRESSION	The persecution of individuals or groups, sometimes by using force.
VICTORS	A person or country who wins a battle, war or other contest. The leaders of the 'victorious powers' in World War I who met at Versailles in 1919.

SUPPORT MATERIALS

The Examinations Council of Eswatini avails past examination question papers and examination reports to the schools.

The following list of resources can be used to support the teaching of the syllabus but other resources are available;

Ben Walsh, *Cambridge IGCSE and O Level, The 20th Century* (London: Hodder Education, 2018).

John Cantrell, Neil Smith and Peter Smith, *20th Century History for Cambridge IGCSE* (Oxford: Oxford University Press, 2013).

Nigel Kelly and Greg Lacey, *Modern World History* (London: Heinemann, 2001).

Norman Lowe, *Mastering Modern World History* (Hampshire: Palgrave Macmillan, 2013). J.S.M.

Matsebula, *A History of Swaziland* (Cape Town: Longman, 1983).

Phillip Bonner, *Kings, Commoners and Concessionaires* (Cambridge: Cambridge University Press, 1983).

Terry Fiehn, Rik Mills, Maggie Samuelson and Carol White, *The USA Between the Wars; 1919-1941* (London: Hodder Education, 1998).

Martin Roberts, *The Rise and Fall of Apartheid in South Africa, 1948-1994* (Longman, 1996).

Teachers may also access websites on the internet to supplement the above mentioned materials.



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