

**EXAMINATIONS COUNCIL OF  
ESWATINI**

**JC**

**EXAMINATION REPORT**

**FOR**

**HISTORY**

**YEAR**

**2022**

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**JC HISTORY****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 assesses 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, 7313 who sat for this syllabus in 2022 compared to 8770 in 2021. The 2022 examination showed a fair performance judging from the number of candidates scoring higher marks. Notably, one candidate was able to score the total marks on offer. Question 1 in Section A was compulsory, and candidates were required to choose any other question in the said section. Part (a) questions were well attempted even though some centers tended to list activities instead of providing descriptive details. There was a fair performance in part (b) questions. It was noted that most candidates failed to provide full explanations that required the identification of the reason, evidence and an elaboration. Most candidates were able to score high marks in part (c) questions, though there was a tendency to use the same factor in both sides of the argument.

In Section B, candidates were required to choose any two questions. However, in most centers candidates did not adhere to the instructions as they decided to answer all the questions. A reminder to teachers is that question 4 of section B is no longer compulsory. Teachers are encouraged to train their learners to follow instructions to avoid rubric infringement. In some centers candidates listed points instead of writing in continuous form. Teachers are encouraged to emphasize on continuous writing with special attention paid on optional questions. Unanswered questions were common as most candidates left blank spaces in most parts of the questions. Candidates should be reminded that they are required to answer all parts of the question they choose.

**Comments on individual questions****Question 1****(a) Describe one activity of the early European settlers in Swaziland.****[3]**

This was a compulsory question. The performance in this question was fair. Responses to this question were relevant since the learners were able to describe the activities of the early European settlers in Swaziland.

**Expected response:**

They were farmers who kept livestock.

**(b) Explain two reasons why Mswati II welcomed white settlers in Swaziland. [5]**

The performance of candidates in this part question was not satisfactory. Most candidates were confusing the reign of king Mswati II with that of King Mbandzeni.

**Expected response:**

The whites provided a barrier between the Swazis and their enemies such as the Zulus, Shanganes and the Pedi.

**(c) 'White settlers stole land from king Mbandzeni'. How far do you agree with this statement. Explain your answer by giving both sides of the argument. [7]**

The performance of candidates in this question was not satisfactory. Most learners failed to unpack on how the whites cheated Mbandzeni. Candidates resorted to storytelling instead of valid historical facts.

**Expected responses.**

Yes, because they tricked him into giving land concessions and in return gave him a lot of western stuff like mirrors. These were later on used as payment yet Mbandzeni thought it was tribute for allowing them to use the land.

However, they gave Mbandzeni western goods which they believed was payment for the land.

**Question 2**

This was a popular question.

**(a) Describe one method of hunting that was used by the San. [3]**

Candidates performed well in this part of the question. They were able to describe the different methods used by the San when hunting. However, some candidates struggled to name the tools correctly.

**Expected response:**

The San used bows and poisoned arrows to kill the animals they hunted such as antelopes.

**(b) Explain two reasons why trance dance was important to the San. [5]**

This was probably the most challenging question. Candidates tended to fall back on the reasons of conducting the Trance dance rather than its importance to the San.

**Expected response:**

The dance helped to heal the sick because during the trance dance, the traditional healer would understand the sickness and ways through which it could be healed.

**(c) 'The way of life of the San was difficult'. How far do you agree with this statement? Explain your answer by giving both side of the argument. [7]**

Candidates ignored the key demand of the question by giving the way of life of the San instead of focusing on the challenges faced by the San. Some candidates also compared the way of life of the San and the Khoikhoi which resulted to them losing some marks.

**Expected response:**

Yes, it was difficult because they were constantly moving around looking for wild fruits and hunting animals. Sometimes they would go for longer periods without any success in their hunting.

However, it was not difficult because the San harvested only what the nature provided. There were plenty of wild fruits from which they were able to choose their diet.

### Question 3

This question was not popular as few of the candidates attempted to answer it. The candidates who attempted it performed quite satisfactorily.

- (a) Describe one activity that was done by the early Bantu to show respect towards their chief. [3]**

The candidates performed quite satisfactorily in this question.

**Expected response:**

The Bantu paid tribute to their chiefs through some of their harvests and even worked in the fields.

- (b) Explain two reasons why polygamy was important to the Bantu during the Iron Age. [5]**

The performance by the candidates was satisfactory though some tended to generalize the importance of the institutions of polygamy. For example, 'men will have a choice when it comes to food served', formed part of the general responses.

**Expected responses:**

The girl child helped in the accumulation of wealth as she was married off to wealthy people who paid a lot of cows as bride price.

Women were important to both the reproduction of the family and the production of agricultural crops.

- (c) 'Crop farming was the most important activity among Iron Age Bantu'. How far do you agree with this statement. Explain your answer by giving both sides of the argument. [7]**

The performance in this part of the question was fair. However, some candidates failed to give the importance of farming as per the requirement of the question.

**Expected response:**

Yes, because crops like sorghum and maize were the staple food for the Bantu.

However, cattle rearing was another important activity among Iron Age Bantu. This is because according to their social status, the man with the largest number of cattle was considered the wealthiest than one with many fields.

### Question 4

This question was not well done by candidates, those who attempted it performed below average.

- (a) What products were wanted by early European explorers who traded with Africa and the Far East? [3]**

The performance in this part of the question was fair. Few candidates gave general responses and confused early European settlers with explorers.

**Expected responses:**

They wanted spices like turmeric, nutmeg and pepper for food preservation.

- (b) Explain two reasons why the Cape was suitable for a halfway station. [5]**

The performance was below average in this part of the question. Candidates tended to focus on the reasons behind the establishment of the halfway station instead of looking at the factors which made the cape an ideal place for locating the halfway station.

**Expected responses:**

The Cape had all the supplies that would be needed by ships which included fresh water, a good climate to enable farming and harbors which ensured the safety of the ships.

- (c) **‘The building of the Dutch halfway station at the Cape benefited the Khoikhoi’. How far do you agree with the statement? Explain your answer by giving both sides of the argument.**

[7]

The performance was below average. Few candidates were able to identify the benefits to the Khoikhoi. Popular responses included: The Khoikhoi were buying spices, as if the Dutch and the Khoikhoi enjoyed same benefits.

**Expected responses:**

Yes, because the Khoikhoi got a market for their produce like sheep, they raised which they exchanged to get other goods they felt they needed like knives which they needed for their daily living.

However, the Khoikhoi lost the land to the whites. They had used the land for centuries to graze their animals.

**Question 5**

This was a popular question among the candidates even though the performance was below average.

- (a) **What were the characteristics of a kingdom?**

[3]

The responses in this part of the question were satisfactory. It must be noted that most candidates described Eswatini than focusing on the question in general.

**Expected response:**

A kingdom is led by a king who is assisted by chiefs.

- (b) **Explain the causes of the Mfecane wars.**

[5]

The performance was good, with most candidates identifying and explaining the causes of Mfecane wars correctly.

However, few candidates tended to confuse the Mfecane wars with clan fragmentation and segmentation. A number of learners believe Mfecane was a person (he wanted the land to keep animals).

**Expected responses:**

They were caused by the scarcity of food during Madlathule famine as chiefdoms competed for survival.

- (c) **‘The Mfecane wars brought positive result to the people of Southern Africa’. How far do you agree with this statement? Explain your answer by giving both sides of the argument.** [7]

Candidates’ performance in this part was below average. Candidates tended to confuse the positive and negative terms. Some candidates supported the assertion with a yes but gave negative responses.

Teachers are urged to guide/ expose their learners to all the results (good & bad).

**Expected response:**

Yes, because small chiefdoms merged to form strong kingdoms. For example, the Zulu absorbed the Mthethwa and Ndwandwe, Sobhuza I was able to gather a lot of chiefdoms to form what is now Swaziland.

However, it did not because a lot of people became scattered all over the region thereby leaving a lot of unoccupied land. To the newcomers like the whites this appeared to be free land.

## Question 6

### (a) What was the Sharpeville Massacre of 1960? [3]

Candidates' performance was satisfactory, however, a few candidates tended to confuse Sharpeville Massacre with the 1976 June (Soweto) uprising. There was lack of information on this part of the question.

#### **Expected response:**

An incident in the black township of Sharpeville where police fired on a crowd of black people, killing 69 wounding about 200 of them.

### (b) Explain two reasons why the Nationalist Party introduced apartheid in South Africa in 1948. [5]

The candidates performed well in this part of the question. However, some candidates performed below average. Candidates tended to bring the grievances of the nonwhites instead of the reasons behind the introduction of apartheid. In addition, some candidates concentrated on the apartheid laws, yet the question required them to explain the reasons why the Nationalist Party introduced apartheid.

#### **Expected response:**

They wanted to strengthen white domination which would ensure that all the resources of the land were controlled by the whites.

### (c) 'Apartheid brought unity among Africans'. How far do you agree with this statement? Explain your answer by giving both sides of the argument. [7]

This part of the question was not well answered as candidates were unable to present the evidence of the unity among the Africans in the midst of apartheid, instead they gave the impact apartheid had on the people.

#### **Expected response:**

Yes, because they formed organizations like the ANC. This organization was formed by all the tribes in South Africa and included other races.

However, there were many other organizations which were all fighting for freedom for Blacks. These included the ANC, Inkatha Freedom Party. This means there was a lot of disagreements among Africans, therefore they were not united.

**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.
- The choice of essay question must provide opportunities to develop globally contrasting perspectives.
- 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 decline in the number of candidates who sat for this syllabus compared to the previous year. In 2021 for example there were 8621 candidates while there were 7326 candidates in 2022. It should be noted that in 2021 the paper was designed in such a way that learners were channeled to answer on the given spaces. Learners were able to answer on the spaces provided, however, there were some who could not fit their response on the lines provided.

**Question 1**

There were very few candidates who used background information to respond to question 1. Also, it is important for teachers to advise learners not to refer to question 4 statement as the big message for question 1. There was an improvement in answering Question 1, as some candidates were able to interpret at big message level. However, there are still some who still use the statement in Question 4 as is, yet they have to be taught the interpretation skill in order 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**

There have been great strides on the part of teachers in teaching comparison skill as observed this year. Generally, there were those centers which were able to compare the sources up to the big message level which was hardly witnessed in previous years. However, they still failed to compare them on the disagreement part. Disagreement was mostly discussed at sub message level. Reference to the given assertion should always be made when answering either for agreement or the disagreement. Some learners still 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 hand etc. It was noted that learners use 'I agree' instead of 'both sources agree' and that is not acceptable.

**Question 3**

There was a slight improvement in this question. Most of the candidates were able to establish the purpose of the source in Question 3. 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 do not take the assertion and there are those who decide to change the assertion. The assertion is expected to be written at the beginning of the sentence and it should be the correct one given on that specific year. 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 always 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 advised to teach candidates the selection skill and should discourage the use of contextual knowledge in this question. Again, the candidates said “I agree with the statement” instead of “the sources agree with the statement resulting to them scoring no marks. Candidates should also be trained to write short and precise answers as they are not awarded for quantity but quality answers. Still on the question, learners do not refer to the sources for example source B and C says. Below are a number of mistakes that lead to decline in candidates’ performance:

- No assertion made.
- Too much narration.
- Combination of sources yet they must treat each source separately.
- Adding contextual knowledge
- Writing ‘I agree’ instead of source B and C agree.
- Some candidates changed the statement to suit them which made the whole answer to be wrong.
- Some candidates evaluate the sources or write a conclusion yet that is not relevant.
- Not analyzing sources carefully to find out if they agree or disagree. They should not assume that all sources disagree and agree.
- Comparing sources.
- Mixing the sources without analyzing each source in its own paragraph.
- Usage of subtopics.
- Summary writing.

## 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 reason for the rise of liberation struggle in Zimbabwe? Explain your answer using the source.** [5]

A majority of candidates failed to come out with a big message but could identify the sub message.

**The expected response:** Source A tells us that the reason for the rise of liberation struggle in Zimbabwe is poor education.

#### 2. Study Source B and C

**How far do these Sources agree on the reasons for the growth of African nationalism in Zimbabwe? Explain your answer using the details from both Sources.** [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.

**The expected response:** Both Sources agree that Africans had lost political independence as the whites were controlling them.

Most candidates failed to come up with a disagreement.

**The expected response:** However, source B differs from Source C, in B Africans wanted political independence from the whites yet in C Africans wanted both political and economic independence from the whites.

#### 3. Study source D

**Why did Robert Mugabe make this speech to the Youth League in 1961? 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, evidence and the knowledge.

**The expected response:** Robert Mugabe made this speech to encourage Africans in Zimbabwe to resort to armed struggle in order to get back their land from the whites.

#### 4. Study all sources

**Political factors were the main cause for the liberation struggle in Zimbabwe. How far do these sources agree with this statement? Explain your answer using the details from the sources.** [15]

Level 5: Answers using the sources on both sides of the argument explained. [13-15]

Level 4: Answers using sources but only one side of the argument explained. [10-12]

Level 3: Answers using the sources on both sides of the argument identified and not explained. [7-9]

Level 2: Answers using the sources but only one-sided argument and not explained. [4-6]

Level 1: Answers that fail to use the sources.

This question was badly attempted. Candidates made the following mistakes:

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

### **Recommendation**

1. Having observed that most teachers lack the relevant source skills, it is therefore recommended that teachers should attend workshops where an examination paper is attempted by all teachers and marked. The written scripts should be marked and discussed to find out the teachers' shortcomings. Small scale workshops with relevant resource persons are recommended.