EXAMINATIONS COUNCIL OF ESWATINI

History

EGCSE

Eswatini General Certificate of Secondary Education



Syllabus

For Examination in 2027-2029

Changes in EGCSE History 6891 Syllabus (2027–2029)

There were minor changes made in the syllabus. You are advised to read the whole syllabus before planning your teaching programme.

Paper 1

Core Content – International Relations, 1919–c.1989
Key Question 5: How effectively did the USA contain the spread of Communism?

- American involvement in Vietnam has replaced America and Events in Cuba 1959–1962.

Specified Content changed to:

- The general context of the Cold War in the early 1960s.
- Reasons for American involvement in Vietnam.
- Weaknesses of American strategy and tactics in Vietnam.
- Reasons for American withdrawal from Vietnam.

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

- Poland has been replaced by Hungary and Czechoslovakia.

Focus Points:

- What was life like in Eastern Europe under communist rule?
- Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?
- How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?
- Why was the Berlin Wall built in 1961?

Specified Content changed to:

- The nature of Soviet power in Eastern Europe.
- Life in Eastern Europe under Communist rule.
- The causes, events and consequences of uprisings against Soviet power in Hungary (1956) and Czechoslovakia (1968).
- Reasons for the building of the Berlin Wall and its impact on peoples' lives.
- The successes and failure of the USSR's control in Eastern Europe.

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

- Case Study of the UNO in action changed from The Congo, 1960–1963 to The Korean War 1950–1953.

Specified Content changed to:

- The reasons for the setting up of the UNO. Its aims, organisation, powers and membership.
- The causes of the Korean War.
- Reasons for the USA and UNO involvement in the Korean War.
- The role and effectiveness of the UNO in the Korean War (1950–1953).

Note: The above topics are alternating as agreed in the previous syllabus review. (All in page 14)

Note: Specified content was added and rearranged in key question 1, 4, 5, 6 and 7 for clarity.
For example, in key question 2 Committees and Commissions were relocated and placed after the first sentence in the specified content as they seemed to be misplaced (page 13).

Paper 2

- Depth Study has been changed from USA to Germany for the duration of the syllabus (3 Years) as stated in the assessment syllabus for 2024 to 2026 (page 15).
- This will give teachers adequate time to master the content.
- Candidates who will want to write a remedial examination on the same Depth Study within the life span of the syllabus will benefit from this change.
- Content for the Depth study is adequate to ask questions on new themes every year for the duration of the syllabus.

In Key Question 1 and 3 specified content was added for alignment with focus points and clarity (page 15).

- Note: Specified content was relocated from the bottom to be placed under each Key Question for consistency with the other Papers.
- Level descriptions for Question 2 were modified. Level 2 changed from 2–3 marks to 2 marks, Level 3 changed from 4–5 marks to 3–4 and Level 4 changed from 6 marks to 5–6 marks. This was done to align the demand of the levels to the marks allocated for those levels (page 23).

Paper 3

In Section A, The Kingdom of Eswatini, 1945–c.2015, key question 2, specified content for the fourth focus point 'How effective have the UN agencies been in Swaziland' was added for clarity.

Added specified content:

- UNICEF, UNESCO, UNDP,UNAIDS,WFP,WHO (page 17).

Furthermore, specified content for the last focus point 'How has the Tinkhundla system developed since 1978' was added for clarity.
Added specified content:

- The Tinkhundla system; as introduced by King Sobhuza II in 1978, modifications made by King Mswati III including monarchical democracy.
- The improvements brought by the Tinkhundla system since 1978; social, economic, cultural developments (page 17).

In Section B, Ending of Minority Rule in South Africa, key question 2, specified content for the last focus point 'How far did the nature of opposition change over this period' was added for clarity.
Added specified content:

- Steve Biko, the Soweto Riots.
- Government repression of opposition - banning orders, mass arrests, the Treason Trial, Sharpeville, imprisonment of opposition leaders in South Africa and their exile in countries outside South Africa (page 19).

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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 2027 to November 2029 the Depth Study will be: Germany, 1918 – 1945.

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 the end of 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

- 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 Treaty of Versailles. The impact and reaction of Germany to the terms of the Treaty of Versailles including the occupation of the Ruhr. The terms of the treaties of St Germain, Trianon, Neuilly, Sevres and Lausanne. The impact of the treaties on the other defeated countries and their reactions. 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

- The aims, organisation, membership and powers of the League. The League's Committees and Commissions. 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 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

- 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. The agreements and disagreements at 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, NATO, the Soviet Comecon, Cominform and the Warsaw Pact. The division of Berlin and the Berlin Blockade and their 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:
American involvement in Vietnam

Specified Content

- The general context of the Cold War in the early 1960s. Reasons for American involvement in Vietnam. The US and Viet Cong tactics and strategies in the Vietnam War. Weaknesses of American strategy and tactics in Vietnam. Reasons for American withdrawal from Vietnam. The successes and failures of the policy of containment in Vietnam.

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?
Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and How did the USSR react to this opposition?
How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?
Why was the Berlin Wall built in 1961?

Specified Content

- The nature of Soviet power in Eastern Europe. Life in Eastern Europe under Communist rule. The causes, events and consequences of uprisings against Soviet power in Hungary (1956) and Czechoslovakia (1968). Reasons for the building of the Berlin Wall and its impact on peoples' lives. The successes and failures of the USSR's control 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 Korean War, 1950-1953.

Specified Content

- The reasons for the setting up of the UNO. Its aims, organisation, powers, membership and weaknesses. The causes of the Korean War. Reasons for the UNO involvement in the Korean War. The role and effectiveness of the UNO in the Korean War (1950-1953). The role and influence of the USA and the USSR on the work of the UNO in the Korean War.

Paper 2
Learners must study the Depth Study, Germany, 1918-1945

DEPTH STUDY B – Germany, 1918-1945

Key Question 1: Was the Weimar Republic doomed from the start?

Focus Points

How did Germany emerge from defeat in the First World War?
What was the impact of the Treaty of Versailles on the Weimar Republic?
To what extent did the Weimar Republic recover after 1923?
What were the achievements of the Weimar period?

Specified Content

- The Revolution of 1918-19 and the establishment of the Republic. The impact of the Versailles settlement and the reactions of Germans. The Weimar constitution, the main political divisions, the role of the army. Political disorder, 1919-1923 including the Spartacists, the Kapp Putsch and the occupation of the Ruhr. Economic distress and hyper-inflation. Stresemann's policies and recovery and cultural achievements of the Weimar period.

Key Question 2: Why was Hitler able to dominate Germany by 1934?

Focus Points

What did the Nazi Party stand for in the 1920s?
Why did the Nazis have little success before 1930?
Why was Hitler able to become Chancellor by 1933?
How did Hitler consolidate his power in 1933-4?

Specified Content

- The early years of the Nazi Party. Nazi ideas and methods - the Munich Putsch. The change of tactics after the Putsch and the roles of Hitler and other leaders. The impact of the Depression on Germany - the political, economic and social crisis of 1930-33. Reasons for the Nazi rise to power, the political manoeuvrings leading to Hitler taking power, the Reichstag Fire and the election of 1933.

Key Question 3: The Nazi Regime: how effectively did the Nazis control Germany, 1933-45?

Focus Points

How much opposition was there to the Nazi regime?
How effectively did the Nazis deal with their political opponents?
How did the Nazis use culture and the mass media to control people?
Why did the Nazis persecute many groups in German society?
Was Nazi Germany a totalitarian state?

Specified Content

- Nazi rule in Germany: the Enabling Act, the Night of the Long Knives, the death of Hindenburg, removal of opposition, methods of control and repression. Use of culture and the mass media as forms of control. Opposition to Nazi rule. Persecution of the Jews and other minority groups. Effectiveness of Nazi rule.

Key Question 4: The Nazi Regime: what was it like to live in Nazi Germany?

Focus Points

How did young people react to the Nazi regime?
How successful were Nazi policies towards women and the family?
Did most people in Germany benefit from Nazi rule?
How did the coming of war change life in Nazi Germany?
Why did the Nazis carry out the Holocaust?

Specified Content

- Schools and education in the Nazi period, Nazi organisations for young people. Youth groups opposed to the Nazis. Nazi policies towards women and the family. Economic policy including rearmament. The impact of the Second World War on life in Germany. The Holocaust.

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; UNICEF,UNESCO,UNDP,UNAIDS,WFP,WHO. The Tinkhundla system; as introduced by king Sobhuza II in 1978, modifications made by King Mswati III including monarchical democracy. The improvements brought by the Tinkhundla system since 1978; social, economic, cultural developments.

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 socio-economic and political impact of apartheid in South Africa on Swaziland. 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.

- Opposition to white minority rule, the campaigns of African nationalist organisations, e.g., the African National Congress (ANC), the Pan Africanist Congress (PAC) and the Communist Party of South Africa, and the role of leaders including Mandela, Tambo and Sisulu in leading resistance. The Programme of Action (the ANC Youth League), the Freedom Charter, anti-Pass-Law demonstrations, bus boycotts, the armed struggle, the Black Consciousness movement, Steve Biko, the Soweto Riots. Government repression of opposition - banning orders, mass arrests, the Treason Trial, Sharpeville, imprisonment of opposition leaders in South Africa and their exile in countries outside South Africa.

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 on Mandela. Violence and negotiations, 1990-1993. The new constitution, the elections of 1994. The problems facing the new government and attempts to solve them. 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 on both sides 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
NB: The order of questioning and demands in this paper will vary with the examination for each year.
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 (weak evidence = 5 marks, strong evidence = 6 marks). **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. **NB: A valid sub message with evidence.**
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/big message level with evidence from both sources (evidence from one source =8 marks, evidence from both sources = 9 marks). **NB: There is evidence from both sources to support the comparison.**
Level 5	7 marks	Explains how the sources agree and disagree on point of view without evidence from both sources **There is no evidence from both sources to support the comparison.**
Level 4	5-6 marks	Explains valid agreements or disagreements on point of view/big message with evidence on one-side (agreement or disagreement without evidence =5 marks, agreement or disagreement with evidence = 6 marks)

Level 3	3-4 marks	Compares sub messages or details of the sources for agreements or disagreements.[1agreement/disagreement= 3 marks, agreement and disagreement = 4 marks]
Level 2	2 marks	Interprets sources but makes no comparison of the two sources.
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 (without evidence from source/s = 7 marks, with evidence from source/s = 8)
Level 4	5-6 marks	Uses details of the source to explain reliability/usefulness of the source (unclear details = 5 marks, explicit details = 6 marks)
Level 3	3-4 marks	Explains whether the source was lying/not useful (explains without evidence = 3 marks, explains with evidence = 4 marks)
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	6-7-marks	Cross-references to explain why not surprised by the source as a whole (without evidence = 6 marks, with evidence = 7 marks)
Level 4	4-5 marks	Cross-references to explain why surprised by the source as a whole (without evidence = 4 marks, with evidence = 5 marks)
Level 3	3 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 (without evidence = 5 marks, with evidence = 6 marks).

Level 3	3-4 marks	Explains context only – fails to explain message or purpose of source OR explains a valid sub-message (without evidence = 3 marks, with evidence = 4 marks).
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 and 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. NB: Identification of four factors.
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 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 both sides 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/ Write what something was like or what it was by giving specific details about it.
WHAT/ WHO
WRITE AN ACCOUNT Give a detailed description of what happened.

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. This requires giving proof how or demonstrating that you have considered different views.

HOW SIGNIFICANT/IMPORTANT Give own opinion for choosing one factor as important/significant over the other factor. This requires giving proof how or demonstrating that you have considered different views.

STUDY Look carefully at the sources in the paper.

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).*
- *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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