EXAMINATIONS COUNCIL
OF ESWATINI

Syllabus

For Examination in 2027

History

JC

Junior Certificate
Examination

CONTENTS **PAGE**

Broad Guidelines 3

Introduction 5

Aims 5

Assessment Objectives 5

Specification Grid 6

Scheme of Assessment 7

Curriculum Content 8

Grade descriptions 11

Skills 12

Appendix I: Marking Criteria 13

Appendix II: Command Words 18

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 1 to Form 3) 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.

Swaziland's National Education Policy Directives

Junior Certificate (JC) syllabuses for studies in Form 1 to Form 3 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 Swaziland and elsewhere, e.g. the AIDS pandemic; global warming; misdistribution of wealth; and technological advances.

The National Curriculum for Form 1 to Form 3

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

To develop these skills, learners must take **seven compulsory subjects** and any other subjects selected from the electives below.

Compulsory Subjects

- English Language
- English Literature
- Mathematics
- Religious Education
- Science
- SiSwati
- Additional Mathematics

Electives

- Agriculture
- Bookkeeping and Accounts
- Business Studies
- Consumer Science
- Design and Technology
- Development Studies
- French
- Geography
- History

Fields of Study

- Agriculture
- Business Studies
- Consumer Science
- Pure Sciences
- Social Sciences and Humanities
- Technical Studies

INTRODUCTION

The Junior Certificate (JC) Syllabuses are designed for three years for examination in Form 3. The History curriculum is a study of human past experiences over time and place. It deals with the development of societies, their achievements, failures and challenges. Through the study of the past, History makes it possible to appreciate the present and prepare for the future. The Junior Certificate programme prepares candidates for the Senior Secondary Programme. It also enables candidates to develop attitudes and skills for responsible citizenship, patriotism, core Swazi values, lifelong learning and enjoyment. The syllabus uses learner centred approaches in order to foster meaningful acquisition and development of cognitive and affective skills.

AIMS

The aims of this syllabus describe the educational purposes of a course in History for the Junior Certificate examination.

The aims are to:

1. promote the acquisition of knowledge and understanding of individuals, people and societies in the past
2. stimulate an interest in and enthusiasm for learning about the past
3. develop skills to assist them in solving technical problems as they relate to their lifelong situations
4. ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
5. develop desirable and behavioural patterns in interacting with the environment in a manner that is nurturing.
6. develop cultural values and attitudes of good Swati and global citizens with an understanding of universal human rights, gender issues and solidarity through liberation history.
7. encourage the development of historical skills, including analysis, evaluation and communication skills
8. develop problem solving skills, critical thinking, communication, inquiry, teamwork so as to provide service in the changing environment
9. provide a sound basis for further study and the pursuit of personal interest.

ASSESSMENT OBJECTIVES (AO)

The assessment objectives (AOs) are:

A an ability to recall, select, organise and deploy knowledge of the syllabus content.

B an ability to construct historical explanations by demonstrating an understanding of change and continuity, cause and consequence, similarity and difference, motives, emotions and beliefs of people in the past.

C comprehend, interpret, evaluate and use various 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	
Paper 1				
Section A	20%	10%	5%	35%
Section B	20%	10%	5%	35%
Paper 2				
	-	15%	15%	30%
Total	40%	35%	25%	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.

WEIGHTING OF PAPERS

PAPER	WEIGHTING
Paper 1	60%
Paper 2	40%

SCHEME OF ASSESSMENT

Candidates will be expected to sit for two papers. **Candidates will answer on the question paper for all the questions. There will be one Depth Study for the duration of the syllabus.**

Paper 1 (2 hours)

This paper has six (6) questions:
The paper has two sections: Section A and Section B.
The total is **60** marks. Section A has 30 marks and Section B has 30 marks.
Each question will have 15 marks.
Candidates will answer **four** questions, **two** from Section A and **two** from Section B. These questions will be testing Assessment Objectives A, B and C.
Question 1 in Section A will be a compulsory question on Swaziland.

Paper 2 – Depth Study

This is a source-based paper based on a Depth Study.
Candidates are expected to answer questions on the Depth Study given below.
This paper has **four** questions. These questions will be testing Assessment Objectives B and C.
The total is **40** marks.

The topic for the **2027** examinations will be:

British Colonisation of Zimbabwe

CURRICULUM CONTENT

The content is organised into four themes; Pre-colonial, Colonial, Post-colonial periods and the 21st Century Swazi History. In all these thematic areas, the history of Swaziland takes centre stage. There will be Core content topics and a Depth Study topic.

1. INTRODUCTION TO THE STUDY OF HISTORY

TOPIC	SUB-TOPICS
UNDERSTANDING HISTORY	• Definition of History • The importance of History • The methods of studying History • Types of historical sources; primary and secondary • Sources of history: oral, written, pictorial/visual, material, archaeological, eyewitness account, documents, etc. • Differences between primary and secondary sources

2. PEOPLING AND TRANSFORMATION OF SOUTHERN AFRICA

DISTRIBUTION AND WAY OF LIFE OF INDIGENOUS GROUPS – THE SAN AND KHOIKHOI	• The social, economic and political structures of the San and the Khoikhoi in the Stone Age • The similarities and differences in the way of life of the San and Khoikhoi: political, social and economic • Relations between the San and the Khoikhoi and the effects they had on each other
DISTRIBUTION AND TRANSFORMATION OF THE BANTU	• Origins and characteristics of the Bantu • The traditional structures of the Bantu: political, social and economic • Definition of Bantu migration • Reasons for Bantu migration • Migration routes of the Bantu speakers • Similarities and differences of the way of life of early and modern Bantu speakers
NATION BUILDING OF THE NGUNI SOUTH-EASTERN STATES	• Definition of a clan • Formation of clans: segmentation, fragmentation and absorption • Definition of nation • Formation of nations • Characteristics of a chiefdom and a kingdom • Nguni groups found in south-eastern parts of Southern Africa in the 1700s: Ngwane, Ndwandwe, Mthethwa, Zulu • Definition of Mfecane wars • Causes and effects of the Mfecane wars on the people of southern Africa

	The Swazi: • Strategies used by Sobhuza I to build and consolidate the Swazi nation • The different types of clans in Swaziland: Emakhandzambili, Bemdzabuko, Emafikamuva • Segmentation, fragmentation and absorption of a clan among the Swazi **The Sotho:** • Moshoeshoe I nation building and consolidation strategies and the role of Mohlomi • Moshoeshoe I's contact with Europeans; Boers and British. **The Zulu:** • Reasons for the rise of Shaka and the Zulu nation • Strategies introduced by Shaka to build the Zulu nation • The role of Shaka in the Mfecane wars

3. EARLY EUROPEAN CONTACT / ACTIVITIES / ENCOUNTERS WITH AFRICAN GROUPS IN SOUTHERN AFRICA

EARLY EUROPEAN CONTACT WITH AFRICANS **BRITISH COLONISATION OF THE CAPE**	• The establishment of the Dutch half-way station at the Cape Activities of the Dutch East India Company at the Cape • Expansion of the Dutch settlement into the interior and interactions with the Xhosa • Effects of Dutch settlement on Africans at the Cape and their reaction • Reasons for the arrival of the British at the Cape • Reasons for the British take-over the Cape in 1806 and1835 • Features of British administration at the Cape Colony • Impact of British take-over at the Cape and the reaction of the inhabitants of the Cape • Reasons for the Boer Trek • The course of the Boer Trek • Impact of the Boer Trek on indigenous peoples of Southern Africa
THE MINING REVOLUTION IN SOUTH AFRICA	• Growth of the mining industry in South Africa (diamonds and gold) • Rival groups and causes of the conflicts over diamond and gold fields • Impact of the mining revolution in Southern Africa • British annexation of the Transvaal

	• The Anglo Boer/ South African War of 1881; causes, course and consequences • Jameson Raid of 1895; causes and impact • The Anglo-Boer/ South African War of 18991902; cause, course and consequences
EUROPEAN ACTIVITIES IN SWAZILAND	• Role of King Mswati II in the expansion of the Swazi nation • Reasons for early European arrival in Swaziland • Interaction between King Mswati II and the European settlers • Europeans' take-over of Swazi land during the reign of King Mbandzeni • Events leading to the take-over of Swaziland by the British • Features of British administration in Swaziland from King Bhunu to King Sobhuza II • Social, economic and political effects of British rule on the Swazi (emaSwati) • The role played by women in nation building and consolidation in the 19th to 20th century: Queen Tsandzile, Queen Regent Labotsibeni • Characteristics of the Tinkhundla System of government in Swaziland (Eswatini) from King Sobhuza II to King Mswati III
POST COLONIAL SWAZILAND	• Social and economic developments under the Tinkhundla system of government • Social and economic challenges faced by the Kingdom of Eswatini from independence to the present
SWAZILAND AND REGIONAL INTERACTIONS	• Formation and aims of Southern African Development Community (SADC) • Successes and challenges facing SADC • Benefits and challenges faced by Eswatini as a member of SADC.

DEPTH STUDY

British Colonisation of Zimbabwe	• The role of missionaries in the British colonization of Zimbabwe. • The role of Cecil John Rhodes and the British South Africa (BSA) Company in the British colonization of Zimbabwe. • The reaction of Africans to British colonization.

GRADE DESCRIPTIONS

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.

Grade A

A **Grade A** Junior Certificate History candidate will be able to:

- demonstrate detailed understanding of a wide range of historical issues, terms and concepts
- show a clear distinction between cause and effect, change and continuity, similarity and difference by the selective deployment of accurate and relevant historical evidence
- demonstrate an ability 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
- show an understanding of individuals and societies in the past; understand the importance of trying to trying to establish motives
- interpret and evaluate a wide range of historical sources; compare a range of sources and draw clear, logical conclusions

Grade C

A **Grade C** Junior Certificate History candidate will be able to:

- demonstrate basic understanding of historical issues, terms and concepts; distinguish between cause and effect, change and continuity, similarity and difference by the selective deployment of accurate but limited historical evidence
- demonstrate an ability to recall, select and deploy relevant historical knowledge in support of a logical argument
- communicate in a clear and coherent manner using appropriate historical terminology
- show an understanding of individuals and societies in the past
- interpret and evaluate historical sources and their use as evidence; compare a range of sources and draw coherent conclusions

Grade F

A **Grade F** Junior Certificate History candidate will:

- demonstrate lack of understanding of historical issues, terms and concepts; inability to distinguish between cause and effect, change and continuity, similarity and difference by the selective deployment of accurate historical evidence
- demonstrate a lack of ability to recall, select and deploy a limited amount of relevant historical knowledge in support of a logical argument
- fail to communicate in a coherent manner using basic historical terminology
- show lack of understanding of individuals and societies in the past
- fail to interpret and evaluate historical sources and their use as evidence in a limited manner; compare sources and without drawing conclusions

Skills

Candidates are expected to:

- study primary and secondary sources
- analyse data, graphs, maps, photographs, diagrams, cartoons, text
- interpret and evaluate data

APPENDIX 1: MARKING CRITERIA

For each question:

Part (a) Paper 1 [3 marks each] – Assessment Objective A

Level 3	3 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
Level 2	2 marks	A relevant and structured response. The candidate demonstrates basic factual knowledge and understanding but lacks specific details
Level 1	1 mark	The candidate demonstrates little factual knowledge and understanding but lacks specific details
Level 0	0 marks	No response submitted, or it clearly lacks any understanding whatsoever of the subject matter

Part (b) Paper 1 [5 marks each] - Assessment Objectives A and B

Level 3	4- 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
Level 2	2- 3 marks	Demonstrates a clear understanding of the question, reasons identified but lacks relevant evidence and elaboration. The response is in a structured format with adequate knowledge and understanding of the content which is not effectively utilised to answer the question. There is no proper explanation of reasons. **NB. Identification of two factors**
Level 1	1 mark	An attempt to answer the question using general information which demonstrates little understanding of the question. Very limited knowledge of the content

Level 0	0 marks	No response submitted, or it clearly lacks any understanding whatsoever of the subject matter

Part (c) Paper 1 [7 marks each] – Assessment Objectives A, B and C

Level 4	6- 7 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 a reason on the other side of the argument**
Level 3	4- 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 a reason on one side of the argument**
Level 2	2-3 marks	Demonstrates a clear understanding of the question, reasons identified but lack relevant evidence and elaboration. The response is in a structured format with accurate knowledge and understanding of the content but not effectively utilised to answer the question. There is no proper explanation of reasons
Level 1	1 mark	An attempt to answer the question using general information which demonstrates little understanding of the question. Very limited knowledge of the content
Level 0	0 marks	No response submitted, or it clearly lacks any understanding whatsoever of the subject matter

Paper 2: Assessment Objectives B and C Part (a) [5 marks]

Level 3	4- 5 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. The explanation of the response is clear, well-structured and coherent
Level 2	2-3 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
Level 1	1 mark	A surface description of the source giving a literal meaning of what they see or read in a source. This response lacks interpretation of the source
Level 0	0 marks	No response submitted, or it clearly lacks any understanding whatsoever of the source

Part (b) [8 marks]

Level 6	8 marks	Explains how sources agree **and** disagree on point of view or big message level
Level 5	7 marks	Explains how sources **either** agree **or** disagree on point of view or big message level
Level 4	5-6 marks	Compares sub messages or details of the sources for agreements or disagreements
Level 3	4 marks	A comparison of the provenances of the sources
Level 2	2-3 marks	Interprets sources but makes no comparison of the two sources

Level 1	1 mark	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 it clearly lacks any understanding whatsoever of the sources

Part (c) [12 marks]

Level 5	10-12 marks	Response based on the purpose of the source.
Level 4	8- 9 marks	Response based on the big message or utility or reliability of the source
Level 3	6- 7 marks	Response based on the provenance of the source
Level 2	3-5 marks	Response based on what the source shows or says
Level 1	1-2 marks	A general answer or an answer with no assertion made towards the statement/hypothesis
Level 0	0 marks	No response submitted, or it clearly lacks any understanding whatsoever of the sources

Part (d) [15 marks]

Level 5	13-15 marks	Response that explains using the sources on both sides of the argument
Level 4	10-12 marks	Response that explains using the sources only on one side of the argument
Level 3	7-9 marks	Response that uses the sources on both sides of the argument but not explained

Level 2	4-6 marks	Response that uses the sources only on one side of the argument but not explained
Level 1	1-3 marks	Response that fails to use the sources or gives improper explanations
Level 0	0 marks	No response submitted or it clearly lacks any understanding whatsoever of the subject matter/ sources

HOW TO USE THE MARKING CRITERIA

- each level descriptor covers all the relevant assessment objectives
- the descriptors should be read and applied as a whole
- make a best-fit match between the whole answer and the level descriptors

Candidates do not have to meet all the requirements within a level before an answer can be placed in that level. The question to be asked about an answer is 'does it match, e.g. Level 4 better than it matches Level 3?'

The following are the key elements to look for in an answer:

- relevance and focus
- a direct answer to the question
- command of the history and an ability to use this to support arguments and judgements.

APPENDIX II: 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.

COMPARE Write about what is similar and different about things.

DESCRIBE Write what something was like or what it was by giving specific details about it.

EXPLAIN Give reasons about why/how something occurred or happened and its consequences or effects giving specific details as evidence.

GIVE YOUR VIEWS Say what you think about something.

JUSTIFY Say why you chose something or why you think in a certain way

HOW In what way? To what extent? By what means / methods? Can be used to ask both description and explanation questions

HOW FAR To what extent? May require giving proof how or demonstrating that you have considered different views.

STUDY Look carefully at (usually sources in the paper).

WHAT Used to form a question. Sometimes used to ask a description question i.e. what is a clan?

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