

ESwatini History Subject Sustainability and Sustainable Development: 2014-17 Junior Certificate examinations lens

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I. Introduction

In the United States of America history text books have championed the capitalist system, endorsed traditional lifestyles, urged unquestioned patriotism and preached reverence to western tradition for the country's sustainability (Apple, (1993 p 52). History instils a sense of unity, and patriotism and veneration for the nation glorious heritage (Foster, 1999, p 3).

Both foster's (1999) and Apple's (1993), arguments indicate that sustainability of societal values through subjects' curricular is an important attribute for sustainable educational systems and society. These arguments recognise that if societal values (unquestioned patriotism, unity) are not sustained through meaningful learning of the history subject and others the fabric of society may be fragmented and sustainable development threatened. In this study context, sustainability of history refers to the subject's capability to provide students the opportunity to learn the required educational knowledge and societal goals, to attract more students because of its power of transforming their educational landscape and future economic advancement. Sustainability oriented concepts form part of today's educational discourses. Thus, governments' educational programmes are characterised by various ambitious educational sustainability goals and aligned assessment procedures to ensure the achievement of national and international development goals. Assessment alignment is important for sustainability of any subject and the achievement of national educational goals because it ensures that the expectations and assessments procedures are in agreement and guide the processes of teaching and learning. What occurs in the classroom should not reduce the students' learning opportunities and disengage them from their learning (Grobe and McCall, 2004; Yair, 2008).

The study examines the sustainability of the history subject at junior certificate (JC) level of the education system of the Kingdom of ESwatini. It aims at unpacking the incomplete message communicated through merit, first, second, third and fail students' classification which is usually worthless or meaningless because it distracts professionals and policymakers from discussing real issues (pedagogical discourses) which could improve quality of teaching and learning. It further, promotes exclusionary practices and institutional racism within the education system.

This aim of the study was achieved through the lens of the 2014-17 history examinations. This is an assessment for learning study because its aim is far more than providing evidence for instruction revision; it is about translating the assessment results (examination results) into descriptive insights to improve students learning and sustainability of the subject, and sustainable development. It focuses on how students learn and determine the current history subject situation and effectiveness of the training institutions or system. Examination results and examination itself is important for the sustainability of the education system because it is about communicating a message about the students' competencies acquired and the nature of the education system. The breadth of communications that exist in an examination is extensive and can be understood by examining hosts of sources (scores, items attended, unattended by students). The students' incorrect answers and unattended sections could yield important information about students' preparedness and performance.

The sustainability of the history subject is examined by tracing students' enrolment status and performance particularly on the source paper (history paper 2). Students' enrolment for the history subject and their performances has an influence on the sustainability of the nation. The sustainability of any subject could be assessed through a deeper review of particular subject processes, regarding how it is taught and assessed. Heavy emphasis and focus on assessment practices encourages reflection on the existing pedagogical practice and learning environment which supports and encourages transformative practice.

Sustainability of a particular subject curriculum is critical for the sustainability of the education system itself and sustainable economic growth of any country. Sustainability of history subject in any education system is of multifaceted benefits because the achievement of the Sustainable Development Goals (SDGs') partly

depends on teachers who are in command of the 21st century competencies embraced in history. These include systematic thinking skills, the ability to recognise and understand relationships, think how systems are embedded to each other, future thinking, the ability to understand and evaluate multiple futures, strategic thinking, the ability to collectively develop and implement actions that promotes sustainable development. These competencies form part of the history curriculum and assessment procedures (see ESwatin history source paper 2). This notes the importance of teaching history and assessing history sources, which all aim at promoting different competencies for sustainable economic development. The source paper is concerned with the process skills as well as the content knowledge. Sources form a powerful tool in teaching concepts and principles in subjects such as history. What is central to comprehension of and learning from a source is the construction of a coherent mental representation that integrates the textual o source information and other relevant, related background knowledge. This process depends on student's relevant prior knowledge and inferential skills and source characteristics (its content, layout/presentation, structure of the presented information, and source textual cues). This may enhance or jeopardise the interpretation of sources and leaning from history from the sources. The use of sources in teaching is not a simple matter; it involves capturing the intended meaning of the source/text. Concepts and facts on the source have to be connected to each other by meaningful relations. This has the potential of facilitating students' efforts in recruiting relevant background knowledge, which support the process of interpreting the source/text. The interpretation of the source/text depends on the characteristics of the source /text and students' background subject knowledge, more often than not a isproduct of classroom learning. For example, the characteristics of the source, such as typographical prompts, poor source-exam item relations that positively or negatively cue up the relations influence students' capabilities to interpret the source are expected to be explained in the classroom.

In addition, the characteristics of the students, such as their good background subject knowledge, good reading skills are at an advantage, compared to those with little background knowledge or poor reading skills and reasoning strategies. Good reasoning strategies enable the students to determine the relationship between the elements within the source and between the source and exam items. The identification of the relations requires background knowledge, reading skills and also depends on the design of the source, its purpose. All these depend on what takes place in the classroom processes and on teachers' knowledge and other competencies during the teaching and learning processes. Classroom learning processes require teachers to pay attention on both assessment of learning and assessment for learning. Assessment of learning provides evidence to teachers so that they revise instruction (Grobe and McCall, 2004), while assessment for learning is far more than providing evidence for instruction revision, it is about translating the assessment results into descriptive insights to improve students learning. It focuses on how students learn and determine the current subject situation or effectiveness of the training system.

II. Teacher Competencies

Teacher competencies could lead to crafting or designing poor or good history exam sources or question-source relationship. If the relationship is poor, it could lead to recruitment of incorrect information. The design and classroom teachings of history sources and examination items should be of a purpose, for example, expanding the students' background knowledge and modification of their knowledge. These help students to master how to detect relations between elements, establish coherence and correct representations from a source. Successful comprehension of a source also depends on students' capability to reactivate information from other related and similar scenarios. This scenario may include learning history from a source in the classroom, where students were taught how to acquire informational elements from the source and detect their relations. Establishing relations and coherence from is the key or necessary step towards learning from a source and interpretation of a source. The source should not be destructive or exact a cost on the students' comprehension, which usually happen when the exam items are irrelevant to the meaning of the source.

Sustainable economic development depends on sustainable education system, characterised by quality education provision through different subject curricular. Sustainable education system depends on the intended subjects curricular (what the state expects to be taught) and the enacted curriculum (what is actually taught and how it is taught). For, example, history curriculum in ESwatin and elsewhere consists of historical knowledge which represents the state core official knowledge expected to be transmitted through different educational processes. The knowledge is selected, reproduced and structured around specific sets of cultural economic and ideological aims (Crawford, 2010), with a focus on enabling young people to engage with national and international present and past concepts for sustainable development purposes.

History curriculum seeks to enforce and re-inforce cultural homogeneity, promotes shared values, attitudes and memories (Crawford, 2010), it helps in unpacking and understanding the dynamics underlying history curriculum. It provides a platform to analyse the complicated inter-relationship of peoples' or national ideological, cultural legitimisation and historical consciousness. Apple, (1993 p 52) stated that in the United States of America history texts books have championed the capitalist system, endorsed traditional lifestyles,

urged unquestioned patriotism and preached reverence to western tradition. It instils a sense of unity, and patriotism and veneration for the nation glorious heritage (Foster, 1999, p 3).

III. Background

Sustainability and sustainable development

The government of the kingdom of ESwatini has embraced the concepts of sustainability and sustainable development in its policies, subject curriculum, activities and educational programmes because of their positive effects on the country's present and future sustainable development and existence. For example, the Education and Training Sector policy of 2018 puts more emphasis on Education For Sustainable Development (ESD), which is expected to be taught through each and every subject curriculum.

The government has realised the interconnections between educational programmes, subject curriculum, sustainable development and sustainability. The focus is now on understanding how each of these educational programmes, subject curriculum, sustainable development and sustainability is framed and shaped by broader layers within the education system. Within, the context of this study, this has to include the pedagogical discourses such as the marketization of the subjects to students, the characteristics of the individual teachers and other national related professionals. This notes that marketing a subject to students is done within the classroom and outside the classroom.

Marketing and sustainability

Marketing the subject to its key clients is one main factor for sustaining the subject. Teachers have to market the subject curriculum to relevant stakeholders particularly students. They are expected to be sensitive to social forces that promote real and symbolic exclusion of students' from their learning processes. Educational exclusion could be invisible and visible observed through the educational or institutional or individual teachers' failure to engage their students effectively in the educational process. The individual students could be excluded because of he/she fails to derive positive social, emotional and cognitive development and other related benefits from the educational experiences. Every teacher has to be sensitive and be responsive to parents' social-cultural influences which are rooted in the economic value of education as a commodity. This has an influence on marketing the subject to the students and to students' educational exclusion and disengagement from their learning.

The processes of marketing some subjects to students have been affected by marketization forces and national and school policies of some education systems. The pressure of the quasi-market forces in education creates tensions between students engagement with the learning process in some subjects because of factors related to future occupational opportunities and personal economic advancement. The quasi-market forces capitalises on the silence of the educational policies and policymakers and teachers discourses on certain subjects such as history in promoting sustainable development. National education policies' failure to embrace and recognise the existence of institutional contexts which perpetuates the prioritisation of other subjects over others re-emphasises that school cultures have been overlooked in national policies. The prioritisation of others subjects creates fertile grounds for students' disengagement in choosing and learning certain subjects and for the school to deliver a broader and balanced curriculum across the subjects and be pitched to reach all students. These require professionals' sensitivity to complex educational factors.

Teachers' sensitivity to the complex and multiple factors such as students' future occupational opportunities, economic advancement and the power of material capital which could promote students exclusion and disengagement should be considered in marketing the subjects. The power of material capital which embraces the knowledge, values, attitudes and beliefs that are endorsed by students' parents in relation to a particular subject could market either positively or negatively. As noted earlier, that a subject could be negatively marketed through the common forms of invisible and visible exclusion in the classroom which eventually lead to students' dissatisfaction with educational experiences. Cooper al.2007 p 89 noted that students' accounts of how and why they become disaffected, disempowered, disengaged often involves what they see as dehumanising and disrespecting in the hands of teachers. This suggests that marketing the subject requires teachers and institutions' sensitivity to students' social and emotional experiences while at school and in the classroom. Cooper et al. (2007) claimed that some students have emphasised that the love and enthusiasm that they have developed for particular subjects were associated with positive professional feelings they had for a particular teachers. Bad experience with unsympathetic, uncaring or bullying teachers may create barriers which could prevent the students from engaging with certain subjects (Cooper et al., 2007). This notes that the positive professional relationship is a strategy for marketing subjects to students because it becomes an access route towards students' meaningful engagement with their subjects. It further highlights the complex and sensitive interplay between the institutional contexts and the individual students' engagement in their learning and interests on a subject (Sellman et al. 2002), which is shaped and framed by broader layers of contexts and the dynamics between them. These broader layers include the characteristics of individual teachers and their pedagogical discourses, and the collective culture of the school.

IV. Methodology of the study

The study examines the sustainability of the history subject at junior certificate (JC) level of the education system of the Kingdom of ESwatini. This was achieved through the lens of the 2014-17 examinations academic years.

In this study, a qualitative approach was used because of the focus of the study, which focuses on how students learn and determine the current history subject situation and effectiveness of the training system. Examination results and examination itself is important for the sustainability of the education system because it is about communicating a message about the students' competencies acquired and the nature of the education system. Sustainability of a nation depends on students' competencies acquired through the process of schooling. Qualitative approach was used in this study because it was considered as helpful and relevant when researching complex matters in education and in other social related studies. Students' examinations need to be anchored on qualitative approach because it is a complex educational matter. As Grant, (2003) noted that student' experiences on an academic activity (examination) or supervision is a complex and unstable process because it involves complex cognitive applications. Particularly in a history source paper where students are required to interpret the sources using their subject background knowledge. Qualitative approach has the potential of capturing the dynamics and realities of an examination (Yin, 2006).

V. Study design

The study was designed to be descriptive in nature, using qualitative data collection procedures. Qualitative approach was adopted for the empirical work because it allowed visible and invisible complex research questions and practices to be investigated in depth. Examining students' performance in an exit examination is a complex matter because it needs to be described, contextualised, acknowledge and address the underlying constrains in each specific section of an examination paper, and aimed at school improvement.

VI. Population

The population of the study consists of 6547 students' scores whosit for the 2017 history Juniorcertificate (JC) examination.

Sample

The 1053students' scores were sampled through the convenient sampling procedure and criterion purposive sampling procedure. This is a reflective study. Moon, (1999) stated that reflective study draws on both past and present experiences, and use the experiences to inform future practices. Reflective practice involves recalling happy and unhappy experiences, encouraging, discouraging memories and discovering pleasurable or traumatic memories (Yip, 2006, p 780).

The sampled students' scores facilitated the process of responding to these following lines of inquiry:

- (a) examine the sustainability of the history subject in the Kingdom of ESwatini through the lens of 2017 examination;
- (b) explore strategies could be enhance the sustainability of the history subject in the Kingdom of ESwatini.

VII. Data collection tools and analysis

Various data collection tools were deployed to collect the data from the sample. For example, exam scores from history paper one and two) were mostly used as sources of data. These scores were used as a framework holistic rubric because it provided the data necessary to examine the students' performance and then deduce the sustainability of the history subject (see table 1, 2, 3). This notes that content analysis is appropriate in studies such as students' performances which are influenced by embedded institutional practices such as teachers and students' competencies. Content analysis helps in unpacking students' pattern of responses. Students' incorrect answers and non-attempt to a question may yield more important information about students' preparation. Un-attended responses patterns have been used for diagnostically reasons, as there are different factors that lead to an unusual response pattern in examinations (see table 2). For example, students' exposure to the subject matter, way the matter is taught, stressed, the appropriateness of the content for the students (Backman, 2005). The responses pattern could be used along with the correct responses to identify schools or students who need more study or help and the identification of schools characteristics that associated with high incidence of unusual response patterns. This could help in identifying the learning experiences that were missed and also help professionals to design relevant strategies which could provide the kinds of the learning experiences that may facilitate the acquisition of the learning and understanding required by the state.

The subject syllabus, students scripts, exam papers and exam scores were scrutinised, paying more attention on what was expected from the students when dealing with certain exam items, how they responded to certain questions and how certain concepts were missed in the classroom. This notes that students' capability to respond to a question partly depends on the existence of an alignment between various educational discourses:

the subject curriculum, classroom instructions and assessment procedures. These should communicate the same expectations to students or should be a link (Long and Benson, 1998). In pursuing such a link the students' scores were examined not in isolation to determine the extent in which the students were able to do what was expected. Backman, 1990 p 279, noted that tests or examinations are expected to be linked to the expectations of the education system because they are not developed and used in a value-free psychometric test or examination tube, they are virtually always intended to serve the needs of an educational system or society at large. This notes the importance of contextualised assessment of students' performance. Gibson and Asthana, (1998) stated that un-contextualised study on students' performance scores is flawed and may undermine school improvement.

VIII. Content analysis

The content analysis was helpful in unpacking and understanding how a particular effect of the broader context in which the teaching process occurs (De wet, 2001). In this study content analysis was also helpful in understanding the students' performance. This was achieved through engaging in detailed readings of different students' scores to show the implicit and explicit patterns of practices of the students' learning processes and other related matters that affect students' performance. Terre Blanche and Durrheim, (1990) emphasised that more often than not, everything is part of everything else, so isolating students' performance from institutions' and students' cultures is of necessity already which is misunderstood or overlooked. To understand students' performance requires researchers to place the institutional contexts, teachers' practices and the cultures such as professionalism at the centre of the research equation. Terre Blanche and Durrheim, (1990) further stated that content analysis assists researcher to reflect on the research contexts.

Content analysis has been widely used for evaluating various forms of communications in examinations (particularly students' competencies acquired in the classroom and in evaluating the nature of the education system). It could be used as observational research method which systematically examines the symbolic content forms of records communications (in this study the exam scores). The content analysis helped in examining the un-communicated messages in an examination records and scores prepared by the Ministry of Education and Training (MOET) and other relevant agencies such as the ESwatini Examination Council, it allows the unobtrusive appraisal of the communications. This unobtrusiveness is valued in situations in which direct methods of inquiry might yield biased responses. It can further assess the effects of different variables (institutions' practices). Institutional context provides data which is rich in descriptive, classificatory and identification powers. Content analysis helps in classifying the schools which had challenges with certain exam items and the content covered in those items and the assessment of students' knowledge possession and their competencies and indirectly teachers' competencies to deliver the subject content. It provides a starting point for generating new research evidence about the nature of the schools, teachers and teacher training institutions. Analysis of the exam scores help in identifying and describing the terrain and the way in which the subject knowledge is produced and transferred to students. Content analysis has the capacity to help practitioners to go beyond the immediate view of their professional practices to examine whether they impact differentially in quantitative terms on teaching and students learning. Educational researchers, practitioners and teachers need to raise the standard of performance in schools and to recognise that to withhold this (not to raise students' standards of learning) is to let the academic injury or poor students' performance to persist or promote the culture of passivity on critical matters (see table 1: Students' performance in paper 1 and sustainability of history subject per school; table 2: Students' Performance on the Source paper and Sustainability of History subject per school).

The students' performance is measured by the weighting marks. The weight marks communicate both visible and invisible messages about students' performances, which need to be accessed through research activities for improving practice. In paper one the weighting mark is 60. In this study a student who managed to score 35 and above the weight mark in paper 1, his or her performance is considered as a good performance because it is slightly away from the half weight mark. While those whose scores are centred around the half weighting mark are considered as students who have performed better. While in paper 2 the weighting mark is 40 marks. Students who managed to score 25 and above the weight mark in paper 2, his or her performance is considered as a good performance because it is slightly away from the half weight mark. Those students, whose performance is around the half or 20 weight mark is considered as better performance and those below as poor or struggling with the concepts (see table 2 below Students' Performance on the Source paper and Sustainability of History subject per school).

Table 1 below: Students’ Performance in paper 1 and Sustainability of History subject per school

| Schools | | History subject sustainability |
|--------------|----|--------------------------------|
| School GS | 1 | — |
| School MP | 2 | — |
| School KL3 | | * |
| School LB | 4 | — |
| School NY | 5 | * * * |
| School HM | 6 | * |
| School BG | 7 | — |
| School LS8 | | * |
| School SA | 9 | * |
| School CH | 10 | * |
| School HL | 11 | — |
| School MD12 | | * |
| SchoolKB | 13 | * |
| School MS 14 | | — |
| School SL15 | | * * |
| School SIT | 16 | ** |
| School MH 17 | | ** |
| School ML18 | | ** |
| School LA19 | | * |
| School LBC | 20 | * * |
| School MLA21 | | ** |
| School MT22 | | ** |
| School FD23 | | * * * |
| School BE 24 | | ** |
| School MZ25 | | * * * |
| School MK26 | | ** |

Key: * * Good performance—students performed between 35 and above in paper one
 * Better performance—students performance centred around the 30 half weighting mark
 — Poor performance—students scored below the 30 half weighting mark
 *** Schools with sustainability of history subject—students’ number increased by double digit

Table 1 above depicts that the sustainability of the history subject were threatened by the unsatisfactory performances of some schools. For example, 6 (23%) of the sampled schools performed below the 30 half weight mark in paper one. While 8 (31%) of some schools’ performance were centred around 30 half weight mark. This put into questions or raises more questions than answers about the pedagogical discourses in the classroom, and other contextual influential related factors. 9 (35%) of the schools promoted sustainability of the subject through their good performances, while the 3 (12%) of the schools sustained the history subject may be through both effective teaching and learning and in students’ intake or recruitment. The pedagogical approaches classroom teaches adopt and their personal presences influence the learning processes and sustainability of the subject.

Sustainability of any subject is enhanced by students’ effective teaching and learning, and performances. It is also shown that some schools promoted the sustainability of the history subject through maintaining and increasing the number of students, perhaps by marketing the subject to the students through meaningful pedagogical discourses (see table 2: messages communicated by unattended exam items in paper one and comments on those who attended). As stated earlier, there is breadth of communications that exist in an examination which can be understood by examining hosts of sources (scores, items attended, unattended by students). The students’ unattended sections could yield important information about students’ preparedness for the exam and eventually their performances (see table 2 below).

Table 2: visible and invisible messages communicated by unattended exam items by some sampled students in paper one and comments on those who attended or not attended the optional questions-in relation to their performance

| Schools | No: of pupils | N0: pupils didn’t attempt Q2& comments | N0: pupils didn’t attempt Q3 & comments | N0: pupils didn’t attempt Q5& comments | N0: pupils didn’t attempt Q6& comments |
|---------|---------------|---|--|--|--|
| GD 1 | 28 | 7/28of the students did not attempt this question but those who attempted | 21/28 did not attempt the question and those who did | 24/28 did not attempt and those who attempted performed poorly . It | 6/28 did not attempt and those who did performed poorly . This suggests that they had |

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|------|----|--|---|--|--|
| | | it performed better . It may suggest that they had some subject background knowledge. | performed better . This may suggest that majority were not confident about their background knowledge. | shows that they had some challenges on concepts embraced on exam item | limited background knowledge. It also revealed that if an item is picked by many students does not necessary mean that the question was well taught and understood by the students. It also revealed some pedagogical discourses related problems. |
| MP 2 | 45 | 23/45 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 22/45 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 10/45 of the students did not attempt this question but those who attempted it performed poorly . This revealed that the majority of students perceived this question as a familiar one but without clear understanding of the concepts embraced. | 34/45 of the students did not attempt this question but those who attempted it performed better . This revealed that if a question is avoided by the majority does not depict that it is problematic. |
| KL 3 | 27 | 6/27 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some subject background knowledge. | 6/27 of the students did not attempt this question but those who attempted it performed better . It may suggest that they had some understanding of the concepts embraced. | 25/27 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. What occurred in the classroom were reducing the students' learning opportunities and disengage them from their learning. | 3/27 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| LC 4 | 49 | 8/49 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some understanding of the concepts embraced. | 41/49 of the students did not attempt this question but those who attempted it performed good . It could suggest that the concept embraced in this item was taught but perhaps not understood by the majority. | 40/49 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. There was no alignment between various educational discourses in the classroom such as: the subject curriculum, classroom instructions and assessment procedures. | 9/49 of the students did not attempt this question but those who attempted it performed better . It may suggest that they had some subject background knowledge. |
| NY 5 | 29 | 1/29 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some understanding of the concepts embraced. | 27/29 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 7/29 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some understanding of the concepts embraced. | 22/49 of the students did not attempt this question but those who attempted it performed better . It may suggest that they had some understanding of the concepts embraced. |
| HE 6 | 16 | 5/16 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some understanding of the concepts embraced. | 11/16 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some understanding of the concepts embraced. | 6/16 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 6/16 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| BG 7 | 16 | 3/16 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some understanding of | 13/16 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had | 2/16 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on | 13/16 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |

| | | the concepts embraced. | some challenges on concepts embraced on exam item. | concepts embraced on exam item. | |
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| LS 8 | 10 | 2/10 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some understanding of the concepts embraced. | 8/10 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some understanding of the concepts embraced. | 10/10 all did not attempt the question. It shows that they had some challenges on concepts embraced on exam item or the others were easier.. | 10/10 all attempted and performed good . It may suggest that they had some understanding of the concepts embraced. |
| SA 9 | 48 | 10/48 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 37/48 of the students did not attempt this question but those who attempted it performed better . It may suggest that they had some understanding of the concepts embraced. Though a huge number avoided the question | 45/48 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. It suggests there was lack assessment for learning in the classroom which aimed is far more than providing evidence for instruction revision; it is about translating the assessment results (examination results) into descriptive insights to improve students learning and sustainability of the subject, and sustainable development. | 3/45 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| CH 10 | 28 | 3/28 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 24/28 of the students did not attempt this question but those who attempted it performed better . It may suggest that they had some understanding of the concepts embraced. Though a huge number avoided the question. | 7/28 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 22/28 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| HLT 11 | 26 | 7/26 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 19/26 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 24/26 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 24/26 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| MD 12 | 27 | 10/27 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 17/26 of the students did not attempt this question but those who attempted it performed better . It may suggest that they had some understanding of the concepts embraced. Though a huge number avoided the question. | 17/26 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 9/26 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| KB 13 | 28 | 1/28 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better | 27/28 of the students did not attempt this question but those who attempted it performed better . It may suggest that | 7/28 of the students did not attempt this question but those who attempted it performed better . It may suggest that they had some understanding | 21/28 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |

| | | | | | |
|--------|----|---|--|--|---|
| | | understanding of the concepts embraced. | they had some understanding of the concepts embraced. Though a huge number avoided the question. | of the concepts embraced. Though a huge number avoided the question. | |
| MS 14 | 29 | 2/29 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 27/29 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 14/29 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 19/29 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| SIT15 | 42 | 5/42 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 36/42 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 27/42 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 13/42 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| MH 16 | 70 | 24/70 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 46/70 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 24/70 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 41/70 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| ML 17 | 46 | 10/46 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 36/746 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 39/46 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 14/46 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| LAW18 | 38 | 8/38 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 30/38 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 30/38 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 8/38 of the students did not attempt this question but those who attempted it performed better . It may suggest that they had some understanding of the concepts embraced. |
| LB 19 | 28 | 28 all attempted and performed good . It may suggest that they had some better understanding of the concepts embraced. | 28 all did not attempt the question | 20/28 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 11/28 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| MLA 20 | 33 | 5/33 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 27/33 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 21/33 of the students did not attempt this question but those who attempted it performed better . It may suggest that they had some understanding of the concepts embraced. | 13/33 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. |
| MT 21 | 77 | 23/77 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had | 54/77 of the students did not attempt this question but those who attempted it performed poorly . It | 37/77 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had | 44/77 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts |

| | | | | | |
|--------|------------|--|---|--|---|
| | | some better understanding of the concepts embraced. | shows that they had some challenges on concepts embraced on exam item. | some challenges on concepts embraced on exam item. | embraced on exam item. |
| FD 22 | 86 | 1/86 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. | 85/86 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 80/86 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 5/86 of the students did not attempt this question but those who attempted it performed good . It may suggest that they had some better understanding of the concepts embraced. In addition, the classroom pedagogical discourses were meaningful. |
| EB 23 | 77 | 75/77 of the students did not attempt this question but those who attempted it performed good . It may suggest that the majority of students were not comfortable with item or had some issues in understanding the concepts embraced. | 72/77 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 61/77 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 17/77 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| MZ 24 | 124 | 8/124 of the students did not attempt this question but those who attempted it performed good . It may suggest that the majority of students were comfortable with item or understood the concepts embraced. | 116/124 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 98/124 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. | 29/124 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item. |
| MK 25 | 3 | 3/3 All attempted the item and performed good | 3/3 did not attempt the question. It may suggest that they had enough choice to choose from. | 3/3 did not attempt the question. It may suggest that they had enough choice to choose from. | 3/3 all attempted the question and perform good . It suggests that the classroom pedagogical discourses were meaningful. |
| STA 26 | 18 | 18/18 All attempted the item and performed good | 18/18 did not attempt. It shows that they had some challenges on concepts embraced on this exam item. | 17/18 of the students did not attempt this question but those who attempted it performed poorly . It shows that they had some challenges on concepts embraced on exam item | 1/18 of the students did not attempt this question but those who attempted it performed good . It may suggest that the majority of students were comfortable with concepts embraced in this. Both students and teachers positively contributed to the success of the learning process in the classroom. |

Key: comments were made on those questions which were avoided or not chosen by some students.

This was done to assess some connections and relations between choosing an optional item and students' background knowledge or ascertain whether students' attempts were influenced by their subject background knowledge, capabilities or other issues. This might help to understand that attempting an exam item is not always influenced by students' background knowledge but other visible and invisible institutional complex contexts. Within the contexts of teaching teachers may re-select, redefine and re-interpret history sources and knowledge in their own ways. In the process some elements in the text are rejected, ignored or deliberately misunderstood by practitioners and students and these may affect students' performance either positively or negatively (see table 2, 3). These tables suggest that teachers and other practitioners have to reflect on different educational related practices and other institutional contexts. Reflect on the pedagogical approaches which history teachers adopt and their impact upon presenting the historical knowledge which influence the learning processes and sustainability of the subject (Bowe and Ball, 1992), and sustainable development.

Students' performances on the optional questions for all the sampled schools revealed that all the schools had some issues on questions 3, 5 and 6 (see table 4: Summary on optional questions) but these schools (LC, NY, HE, LS, SIT, MH, ML, and MLA) performed good in question 2, 3., and had some issues with questions 5 and 6, as noted in table 2 above).

Table 4: Summary students’ performance on optional questions for all Schools).

| Performance | Q 2 | Q3 | Q5 | Q6 |
|---------------|-------------|------------|-------------|-------------|
| Good | 24/26 (92%) | 6/26(23%) | 1/26 (4%) | 5/26 (19%) |
| Better | 1/26 (4%) | 6/26 (23%) | 2/26 (8%) | 4/26 (15%) |
| Poor | 1/26 (4%) | 8/26 (31%) | 21/26 (81%) | 17/26 (65%) |
| Didn’t attend | 0/26 (0%) | 6/26 (23%) | 2/26 (8%) | 0/26 (0%) |

Table 3 below: Ascertain Students’ Performance on the 2017 Source paper and Sustainability of History subject per school

| Schools | Section A | Section B | Comments on their performance on source paper |
|---------------|-----------|-----------|---|
| School GS 1 | 0 | All B | Struggling with interpretation |
| School MP 2 | 0 | All B | Struggling with interpretation |
| School KL 3 | 9 | Rest B | Most were within the half of the mark |
| School LB 4 | 0 | All B | Better |
| School NY 5 | 6 | Rest B | Good |
| School HE 6 | Rest A | 1 | Most were within the half of the mark |
| School BG 7 | 1 | Rest B | Struggling with interpretation |
| School LS 8 | 4 | Rest B | Struggling with interpretation |
| School SA 9 | 9 | Rest B | Good |
| School LC 10 | 0 | All B | Struggling with interpretation |
| School HL 11 | 0 | All B | Most were within the half of the mark |
| School MD 12 | 22 | Rest B | Struggling with interpretation |
| School KB 13 | 11 | Rest B | Most were within the half of the mark |
| School MS 14 | 2 | Rest B | Struggling with interpretation |
| School SL 15 | 9 | Rest B | Most were within the half of the mark |
| School SI 16 | 5 | Rest B | Most were within the half of the mark |
| School MH 17 | 2 | Rest B | Better |
| School ML 18 | 1 | Rest B | Struggling with interpretation |
| School LAW 19 | 15 | Rest B | Most were within the half of the mark |
| School LBC 20 | 31 | Rest B | Good |
| School MLA 21 | 0 | All B | Good |
| School MT 22 | 16 | Rest B | Better |
| School FD 23 | 16 | Rest B | Better |
| School BE 24 | 38 | Rest B | Better |
| School MZ 25 | 46 | Rest B | Better |
| School MK 26 | 2 | Rest B | Good |
| School HLC 27 | 10 | Rest B | Good |

Table 3 above demonstrates that students or school performance cannot be viewed in isolation or divorced from the classroom circumstances in which they work. It also highlights the importance of reporting contextualised examination data (students’ scores) as a measure of students’ performance. Table 3 shows that the pedagogical discourses had an influence on students’ performances, as deduced from the manner in which the students performed on the source paper. Most of the students were struggling or had difficulties with the source paper (see table 3). This suggests that classroom pedagogical discourses have huge educational implications for the students’ success. For example, some teachers who may be tempted to avoid teaching challenging concepts, which require vigorous interpretation, may affect students’ performance. Teachers are expected to think deeply on how relevant methods and their use can contribute to the process of social learning, which form part of history pedagogical discourses. This suggests that there is link between institutional contexts and students’ performance. This also notes that students’ performance depends on the processes taking place within the schools but influenced by teachers’ competencies in different pedagogical discourses.

There are some exemplar schools which are able to succeed and sustain their subjects in spite of the social and other disadvantages they face (see table 2; 3 and 4), so the responsibility for improvement more often than not lie with the individual schools or teachers (Gibson and Asthena, 1998 p. 279). These include individual teacher to market and sustain the subject by ensuring that there is an alignment between various educational discourses in the classroom: the subject curriculum, classroom instructions, approaches and assessment procedures. This notes that sustainability of a subject curriculum starts with teachers (see table 4 on the sustainability of the geography subject 2014-2017 examinations).

Table 4 History Sustainability through the lens of students who sit for History and Geography, 2014-2017 examinations.

| History Versus Geography | | | | | | | | |
|--------------------------|------|-----------|------|-------------|------------|-------|------------------|-------|
| 2014 | 2015 | 2016 | 2017 | Subject Gap | 2014 | 2015 | 2016 | 2017 |
| 5994 | 5899 | 6524 | 6547 | | 9299 | 10209 | 10984 | 10909 |
| Incre. Dif. (95) | | Dif. (23) | | 2014 | Dif. (910) | | Incre. Dif. (75) | |
| | | | | 3305 | | | | |
| | | | | 2015 | | | | |
| | | | | 4310 | | | | |
| | | | | 2016 | | | | |
| | | | | 4460 | | | | |
| | | | | 2017 | | | | |
| | | | | 4362 | | | | |

Key: Incre. Dif. Means increase difference of students who sit for the history and Geography exist examinations 2014-2017.

Source: Examinations of ESwatini, Reports 2014-17

IX. Discussions of the Findings

The discussions of the findings are guided by these research objectives:

- (a) examine the sustainability of the history subject in the Kingdom of ESwatini through the lens of 2017 examination;
- (c) explore strategies could be enhance the sustainability of the history subject in the Kingdom of ESwatini.

X. Sustainability of the history subject in the Kingdom of Eswatini through the lens of 2017 examination

On the matter of sustainability of the history subject in the Kingdom, the study indicated that this subject’s sustainability was undermined mainly by internal institutional inefficiencies. There were visible and invisible problems of internal inefficiency, for example, performances of the cohorts of students who site for the 2014-2017 history examination were not impressive and most of the schools were struggling on the source paper (see table 3), thus undermining the education system’s potentials to contribute positively towards the economic development and sustainable development of the country. The study further revealed that the sustainability of the history subject was undermined by the double digit number of schools who were struggling in teaching history from a source, yet it sources are considered as academic springboards for process skills and content knowledge accumulation and formulation necessary for future student learning, even in other subjects. The source paper is a process-competency formulation mechanism, when undermined, the learning process and sustainability of subject is also undermined. This finding concurs with (van denbroek, 2010) study which indicated that source or text forms a key tool in in teaching concepts in any subject including science. Sources or texts are central to comprehension of and learning any concepts. It provides a platform for the construction of a coherent mental representation that integrates the source information and relevant background information.

The study findings also revealed that the sustainability of the history subject was undermined by the professionals’ incapability to teach history effectively from the sources (see table 2, 3) and other influences of students’ characteristics such as their working memory capacity, prior knowledge, inferential skills and the source characteristics: source cues, processing demands of the source (see table 2,3). Almost all of these depend on classroom practices. The study also revealed the lack or limited number of quality graduates affected or limited the potentials of the schools to engage into meaningful learning thus undermined the sustainability of the history subject (see table 4, the six schools with teachers who appeared to be competent in teaching history from sources), more often than not positive students’ classroom experiences influences their learning and interests in that particular subject. This finding is in line with (Cooper et al., 2007), study findings which indicated that bad experience with unsympathetic, uncaring or bullying teachers may create barriers which could prevent the students from engaging with certain subjects, thus undermine its sustainability.

The study findings also indicated that the sustainability of the history subject was undermined by the professionals’ incapability to reflect on pedagogical practices such as the use of assessment of learning and assessment for learning, and on how training institutions can be transformed to respond to the demands of the new curriculum (learning history from source). This finding concurs with Bowe and Ball, (1992) study findings which indicated that the pedagogic approaches classroom teachers adopt and use in presenting subject knowledge influences the learning processes. This study findings also in line with Grobe and McCall, (2004) study findings which indicated that assessment of learning and assessment for learning should be a continuous processes and be considered by teachers as integrated processes for successful teaching and learning because

both assessments aim at ensuring that what occurs in the classroom should not reduce the students' learning opportunities and disengage them from their learning.

The study indicated that sustainability of the history was undermined by the institutions' or teachers' failure or reluctance to teach the students these core competencies from history sources: systematic thinking skills, the ability to recognise and understand relationships, think how systems are embedded to each other, future thinking, the ability to understand and evaluate multiple futures (see table 3). In their teachings and assessment practices they undermined the use of both modes of learning simultaneously (knowledge acquisition and application in an integrated way), a key aspect of learning history from sources. This finding concurs with Dlamini et al. (2018) study finding which revealed that training programmes on Competency Based Education should not lose sight of the importance of relationship knowledge acquisition and knowledge application. In addition, this study indicated the professionals' lack or limited knowledge on the use of rubric as an assessment tool, enhances professionals by providing information about students' knowledge on specific content, concepts, skills (interpretative skills, inferential skills).

The study findings also indicated that the sustainability of the history subject was undermined by lack of thought on the appropriate methods when teaching history from sources or linking the core history concepts and knowledge, necessary for recognising relationships and connections in a history source. This study also indicated that there was a lack of thought to assessments in relation to their relevance or being congruent with the purpose of learning history from history sources. This undermined the sustainability of the history subject because early messages about the quality of teaching and learning and standards, and the amount of work required for students' success and transforming the social learning were missed. This finding concurs with Gibson and Asthana, (1998) study which revealed that using a method with a purpose helps professionals to challenge their frame of thinking about other teaching methods and to reconstruct ideas in relation to the appropriateness of the methods.

The study findings also revealed that the sustainability of the history subject was undermined by lack of or absence of alignment, in the processes of teaching and learning history from sources, and in other educational platforms during the academic year (see table 2, 4) because of various factors. This finding concurs with vandeBroek, (2010) study which indicated that an unaligned design subject texts or source with its purpose of enhancing the teaching and learning could affect the learning process. The design of the sources should be aligned and balanced with the purpose, unaligned and balanced design source could affect the likelihood that new concepts could be absorbed or learned or relations can be observed and be added to the learners background to enhance his or her background knowledge base.

Objective two: explore strategies could be enhance the sustainability of the history subject in the Kingdom of ESwatini.

The study findings revealed that professional self-reflection could be used to enhance the sustainability (effective teaching) of the history subject. Professional self-reflection could help history teachers and training institutions to engage into a deeper review of the history subject processes, how it is taught and assessed, and how teachers are prepared for the task. This involves reflecting on the existing pedagogical practice and learning environment which supports, encourages and frustrates transformative practice. This finding concurs with Gibson and Asthana, (1998) study findings which indicated that knowledgeable and competent graduates depend on schools and Universities professionals' reflection on their existing curriculum and on their cultural practices. Findings from Roberts and Palvlak, (2002) study also revealed that curriculum reflection process has a potential of helping schools and training institutions to ensure that their curriculum are better equipped to produce graduates who possess professional competency and proficiency.

The findings of study also indicated that the sustainability of the subject could be enhanced through developing the culture of community of practice among the schools. As noted that some schools were doing fairly well on the source paper (see table 4). Community of practice could help in enhancing and supporting capacity building for history teachers to respond and share history pedagogical discourses and thus open professional development routes not otherwise accessible.

The study findings revealed that developing a history-oriented programme with a set of effective principles and procedures which put more emphasis on teaching and learning history from sources could enhance the sustainability of history. Although history training programmes and textbooks discusses source use but provide virtually no guidance on how to go about using the sources in the course of teaching and learning from them (sources), see table 4 struggling schools with the source paper. This finding of the study concurs with Bachman, (2005) study findings which indicated that subject textbooks and programmes which fail to provide logic and set of procedures for teaching and learning the subject from the source and clear mechanism for integrating the sources into a lesson for students and teachers to follow undermine their learning from the source.

The study findings revealed that the enhancing the teachers' capabilities to link their classroom teaching to the sources, the purpose of the lesson and its impact on instructions may help in sustaining the

history subject in schools. Sources, classroom lesson, purpose and instructions needed to be viewed as related issues in the teaching and learning and be guided by the interpretative argument approach. This finding of the study is in line with Kane (1992) study findings which indicated that the interpretative argument approach works if inferences and assumptions are considered and supported by relevant evidence. This suggests that interpretative and inferential arguments from the source can not be taken as given; they need to be evaluated in terms of how convincing they are. They should provide evidentiary reasoning, which shows the logic link of reasoning between and among the source elements: relations, connections and conclusions about the source.

XI. Conclusion

The study concluded that there is significant of form three students for whom the history source paper is challenging. This challenge may be because schools and other related institutions are not coping with challenges or not willing to cope with such challenges. These challenges may be exacerbated by the teachers' insufficient opportunities to training to accumulate source related skills and other competencies to help students to view history as relevant to their experiences and likely future careers' lives;

The study concluded that the sustainability of the history was undermined by the institutions' or teachers' failure or reluctance to teach the students these core competencies from history sources: systematic thinking skills, the ability to recognise and understand relationships, think how systems are embedded to each other, future thinking, the ability to understand and evaluate multiple futures (see table 3);

The study concluded that another challenge may be because some teachers are victims (for good or otherwise) of their own experience in education or training institutions. Being victim of their experience in education or training institutions means that teachers are not likely to have a basis to effectively teach or organise the a history curriculum other that of which they have experienced through observing their own teachers;

The study also concluded that teacher training institutions and teachers' incompetence's' to understand and use of assessment for learning for both instructions revision and translating results into descriptive insight to improve students learning, determine the current subject situation and the effectiveness of the training system undermine the sustainability of history subject and sustainable development;

The study concluded that the unsatisfactory students' performance emanates from hosts of factors, such as the design of the source, its purpose, students' background subject knowledge, reading skills and reasoning strategies. Good reasoning strategies enable the students to identify and determine the relationship between the elements within the source and between the source and exam items;

The study also concluded that the culture of community of practice among the schools were none existence or underutilised by both inspectorate and Ministry of education and Training.

XII. Recommendations

From the above conclusions, the following recommendations are drawn:

- teachers' insufficient opportunities to training to accumulate source related skills and other competencies to help students to view history as relevant to their experiences and future careers' lives should be improved through proper training organised by the Ministry of Education and Training, working together with international educational institutions;
- The culture of community of practice should be encouraged by the Ministry of Education and Training, through the inspectorate;
- Revamping the culture of clusters schools could be the best route to address teachers' insufficient opportunities to training to accumulate source related skills and other competencies to help students to view history as relevant to their experiences and likely future careers' lives;
- Promote and support culture of research which focuses on each of these following questions: what competencies are required of a history professional teacher;
-what competencies are required of a history professional that are appropriate concerns of the schools;
-what are the characteristics of students in history.
- Promote and support culture of research which focuses on contextualised school performance because uncontextualised performance are fundamentally flawed because they fails to capture each exam item context;
- Training institutions and trainers should reflect on their professional practices in relation to the competencies which are required of a history professional that are appropriate concerns of the schools.

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