



Examinations Council
of Eswatini

EPC

ESWATINI PRIMARY CERTIFICATE

Social Studies

Syllabus

Subject Code: 515

For Examination In 2023 - 2024

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INTRODUCTION

The Social Studies Examinations syllabus is designed as a five-year course covering grade 3-7 learners.

The Social Studies Syllabus is made of five strands namely History, Geography, Civics, Environmental Issues and Economics.

AIMS

The educational aims for Social Studies are to assist the learner develop:

1. A sense of place and an understanding of relative location on local, national, regional and global scale
2. An awareness of the characteristics and distribution of different physical, socio economic and political environments
3. Values and attitudes necessary for harmonious co-existence within one family, community, nation and the world
4. Appreciation and understanding of some of the processes and issues affecting the development of such environments
5. An understanding of spatial effects of the ways people interact and communicate with each other and with their environment
6. Appreciation and understanding of different communities and cultures through-out the world
7. Recognition of the contrasting opportunities and constraints presented by different environments
8. Environmental conscience and to ensure sustainable development.

ASSESSMENT OBJECTIVES (AO)

A. KNOWLEDGE AND UNDERSTANDING.

Learners should be able to demonstrate knowledge and understanding of:

1. The interrelationships between people's activities and the total environment and an ability to seek explanation for them.
2. concepts, terms and generalization in Social Studies.
3. Show awareness of Social Studies issues and their possible solutions.
4. List, recall, name, select, identify and present relevant and factual information.

B. ANALYSIS

Learners should be able to:

1. Select, organize, use, present and interpret relevant information in simple written statistical, graphical, pictorial and diagrammatical form.
2. Recognize patterns and draw conclusion.

C. EVALUATION AND DECISION MAKING

Learners should be able to:

1. Reason and make judgments
2. Recognize the role of decision making within social, political and economic contexts.

SPECIFICATION GRID

Paper	Assessment Objective		
	A. knowledge and understanding	B. analysis	C. judgments and decision making
1	60 %	20 %	20%
2	40%	30%	30%

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

ASSESSMENT

Scheme of assessment

All learners will take paper 1 and 2 at the end of Grade 7.

Paper 1 will be answered on a grid provided. Paper 2 will be answered on the examination question papers in the spaces provided.

Paper 1

1 hour 30 minutes

[50 marks]

Candidates will be required to answer **all** questions.

There will be 50 multiple-choice questions. Questions will be graded, starting with less demanding questions, and ending with more difficult questions-structured with gradient of difficulty. This paper will be mainly concerned with assessment objectives (AO) A, B and C.

Paper 2

2 hours

[50 marks]

This paper is divided into **two** sections

Section A (20 marks) and Section B (30 marks).

Section A is compulsory and is made up of structured questions. The questions are stimulus based. The questions are based on AO A to C.

Weighting of Papers

Paper	Weighting
1	45%
2	55%

CURRICULUM CONTENT

NAME STRAND: GEOGRAPHY

TOPIC: MAP READING AND INTERPRETATION

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Weather	The learner will demonstrate knowledge of the characteristics of the weather.	<ul style="list-style-type: none">- Describe the weather in the four seasons of the year.- Write out a simple weather forecast.
Signs, symbols and plans	The learner will demonstrate an ability to identify simple symbols in their environment	<ul style="list-style-type: none">- Describe and draw symbols in their local environment e.g. road signs, religious symbols, toilets, hospital- State that symbols can be pictures and words or abbreviations.- Interpret symbols found in their environment.
Region	The learner will show an understanding of places in the local region.	<ul style="list-style-type: none">- Name places in the local environment e.g. clinic, shops, school, urban area etc

STRAND: GEOGRAPHY

TOPIC: REGIONS OF ESWATINI, TRANSPORT AND COMMUNICATION

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Map work	The learner will be able to identify places on a map of Eswatini	<ul style="list-style-type: none"> - Use simple map reading skills, e.g. interpreting signs and symbols - Describe the position of places according to the 4 points of the compass. - Recognise that a map is a view from above - Show an understanding of map scale and size relationships
Administrative regions	The learner will show understanding of the four administrative regions of Eswatini.	<ul style="list-style-type: none"> - Name the four administrative regions of Eswatini. - Identify the towns/cities found in each of the administrative regions.
Modes of transport	The learners will show understanding of the different modes of transport.	<ul style="list-style-type: none"> - Identify different modes of transport and their use e.g. road, air, rail, cableway, water - Describe the different modes of transport in terms of cost, speed, efficiency and safety
Communication services	The learners will demonstrate an understanding the link between transport network and the communication services.	<ul style="list-style-type: none"> - Explain the importance of communication. - List different types of communication (traditional and modern). - Examine some modern forms of communication in detail e.g. cell phones

NAME STRAND: ENVIRONMENTAL ISSUES

TOPIC: ENVIRONMENT

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
<p>Environment</p> <p>Learners in the environment</p>	<p>The learner will show an understanding of the concept of environment.</p> <p>The learner will demonstrate an understanding of the importance of the environment and the role they play within it.</p>	<ul style="list-style-type: none"> - Explain what the word environment means. - Give examples of the different kinds of environments and how people interact with them e.g. school, water, rural, urban - Categorise the different kinds of environment into human-made environment and natural environment - Describe the elements of the natural and the human-made environments - Describe how people interact with different environments e.g. ploughing, fishing, and building.
<p>Taking care of the environment</p>	<p>The learner will develop an understanding of the need to take care of the environment.</p> <p>The learners will be able to investigate an environmental problem/issue and suggest ways of addressing the issue.</p>	<ul style="list-style-type: none"> - Identify different ways people affect or damage the natural environment. - Give reasons why the learners must take care of the environment. - List things they do and can do to take care of the environment. - Identify an environmental problem/issue by: <ul style="list-style-type: none"> - identifying its causes - Explaining possible effects - Explaining possible solutions - Taking action

NAME STRAND: ECONOMICS

TOPIC: NEEDS AND WANTS

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Needs and wants	The learner will demonstrate an understanding of the basic needs and wants of people.	<ul style="list-style-type: none"> - Describe their own basic needs e.g. food, shelter, clothing. - Identify wants. - Differentiate between wants and needs. - Describe different ways by which people's needs and wants are met. - Specify the way needs and wants are satisfied e.g. forms of exchange
Exchange (money, barter)	The learner will demonstrate an understanding of the different forms of exchange.	<ul style="list-style-type: none"> - Describe how they get or satisfy personal needs and wants e.g. family providing food, shelter. - Identify and describe forms of exchange e.g. money system, barter. - Recognise the role played by institutions in providing resources that satisfy needs and wants e.g. government, Non-Governmental Organizations (NGOs), churches and communities.
Consumers and producers	The learner will be able to identify the roles of consumers and producers in the satisfaction of needs and wants.	<ul style="list-style-type: none"> - Identify consumers in society. - Identify producer roles e.g. producers in the community and in the family. - Examine different ways people produce e.g. farming, manufacturing, providing services.

NAME STRAND: HISTORY

TOPIC: HISTORY OF ESWATINI

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Historical places	The learner will be able to name historical places in the local area and describe their importance.	<ul style="list-style-type: none"> - Identify some different historical places on a map. - Describe the importance of specific historical places.
Important People in the history of Eswatini.	The learner will be able to demonstrate an appreciation of significant people and their contribution to society.	<ul style="list-style-type: none"> - Name some important people in the country - Describe why the people are important in the history of Eswatini
Movements of people in the past	The learner will identify and explain reasons for the movements of people.	<ul style="list-style-type: none"> - State reasons why people move from one place to another - Identify movements of people into the area now known as Eswatini over time - Explain the reasons for the arrival of missionaries in the country - Draw a timeline to depict the dates showing the arrival of people in Eswatini.
Timeline from Sobhuza I to Mswati III	The learners will be able to interpret a timeline.	<ul style="list-style-type: none"> - Draw a timeline of the kings of Eswatini from Sobhuza 1 to Mswati III - Interpret a timeline

NAME STRAND: GEOGRAPHY

TOPIC: MAP READING

Content	Learning Objectives	Skills Assessment standards)
Types of maps	Learners will be able to identify the different types of maps.	<ul style="list-style-type: none"> - Identify different types of maps, e.g. Political and Physical/Relief maps - interpret symbols using the map key on different maps - Say when different types of maps are used
Direction	Learners will be able to understand the importance of direction.	<ul style="list-style-type: none"> - Name the four cardinal points and the inter-cardinal points. - Explain what a compass is and what it is used for. - Find the direction of a given point from another point.

STRAND: GEOGRAPHY

TOPIC: TRANSPORT AND COMMUNICATION/TECHNOLOGY

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Modes of transport	The learner will be able demonstrate an understanding different kinds of transport.	<ul style="list-style-type: none"> - Explain the importance of transportation. - Compare the advantages and disadvantages of the different modes of transport. - Present and interpret data on the modes of transport used locally.
Communication services	The learner will demonstrate an understanding of the importance of communication services.	<ul style="list-style-type: none"> - Explain the importance of communication. - Identify forms of communication used in the local area
Technology	The learner will demonstrate an understanding of the importance of technology in communication.	<ul style="list-style-type: none"> - Explain why humankind has developed different forms of communication - Give examples for the uses of technology, e.g. modern forms of communication technology linked to computers such as email, internet and social media.

STRAND: GEOGRAPHY

TOPIC: TOURISM AND MAP READING

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Tourism	The learner will recognize that Eswatini is an important tourist country.	<ul style="list-style-type: none"> - Describe what tourism is - Explain why Eswatini is attractive to tourists/ tourists' attraction. - Identify tourist destinations in Eswatini
Promotion and marketing of tourism	The learner will show understanding of how tourism is promoted.	<ul style="list-style-type: none"> - Examine ways tourism is promoted and marketed in Eswatini. - Explain advantages and disadvantages of tourism to people and the environment in Eswatini. - Explain other issues connected to tourism in Eswatini e.g. crime, poor roads
Scale	Learners will be able to use line scales on maps.	<ul style="list-style-type: none"> - Can read a line scale. - Able to calculate real distances from a map. - Can convert a line scale to a word scale.
Direction	Learners will be able to give directions using the 8 points of the compass.	<ul style="list-style-type: none"> - Locate a place from a compass direction - Give the location of a place using compass directions
Symbols	Learners will be able to interpret a selection of different symbols from different kinds of maps.	<ul style="list-style-type: none"> - Identify different types of symbols - Read map symbols on different kinds of map

STRAND: GEOGRAPHY

TOPIC: CLIMATIC REGIONS

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Natural Regions	<p>The learner will gain knowledge of the different climatic regions of Africa.</p> <p>The learner will show an understanding of how climate influences the natural regions of the world.</p>	<ul style="list-style-type: none"> - Name climatic regions i.e. Mediterranean, equatorial, tropical, subtropical grassland and deserts - Locate and describe two climatic regions that is equatorial and sub-tropical in terms of climate, vegetation, and human activities. - Explain how climate influences the vegetation and human activities of each region.
Natural disasters	<p>The learner will demonstrate knowledge of the impacts of natural disasters on humankind and how people deal with them.</p>	<ul style="list-style-type: none"> - Name 4 types of natural disasters i.e., storm, drought, flood, earthquake. - Describe the effects of natural disaster on humankind and the environment - Examine ways people can respond to the natural disasters.

STRAND: GEOGRAPHY

TOPIC: POPULATION

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Migration	<p>The learner will show understanding of the causes and effects of migration particularly rural to urban migration.</p>	<ul style="list-style-type: none"> - Identify different kinds of migration. - Give reasons why people move from rural to urban areas, push /pull factors - Explain the negative effects on the place of origin and destination and possible solutions. - Explain positive effects of migration on the place of origin and destination.
Population structure	<p>The learner will show an understanding of population density and distribution.</p> <p>Through examples show understanding of the</p>	<ul style="list-style-type: none"> - Explain population density and distribution - Give reasons for the differences in population density and distribution. - Explain over-population, population growth, birth rates, death rates - Explain the problems of over-population

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	important terms such as over-population, population growth, birth rates, death rates.	
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NAME STRAND: GEOGRAPHY

TOPIC: MAP-WORK

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARD)
The World Map	Learners will be able to identify continents and countries of the world.	<ul style="list-style-type: none"> - identify all the continents - classify certain countries according to continents
Latitudes and Longitudes	The learner will be able to name and locate major lines of latitude and longitude on a world map.	<ul style="list-style-type: none"> - Locate lines of latitude on a world map. - Locate line of longitude on a world map and describe their importance. - Locate latitudes and longitudes using co-ordinates - Locate places using latitude, longitudes and coordinate. - Divide the world into hemispheres.
Scales and distances	The learner will be able to calculate line and curved distances on a map	<ul style="list-style-type: none"> - Convert map distances to actual distances. - Use a string/edge of a paper method to calculate curved distances.

NAME STRAND: ENVIRONMENTAL ISSUES

TOPIC: POLLUTION

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Pollution (Land, air, water)	The learner will show an understanding of the concept of pollution.	<ul style="list-style-type: none"> - Explain what pollution is. - Identify different kinds of pollution - Identify sites where pollution occurs and why. - Explain causes of pollution - identify the causes of pollution from a given resource.
The effects of pollution	The learner will be able to describe the effects of pollution.	<ul style="list-style-type: none"> - Explain how pollution affects people, animals, nature. - Suggest ways how the pollution can be reduced or done away with. - Analyse data on causes of pollution.

STRAND: ENVIRONMENTAL ISSUES

TOPIC: CONSERVATION

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Conservation	The learner will demonstrate an understanding of conservation and what needs to be conserved and the reasons.	<ul style="list-style-type: none"> - Explain what the word conservation means. - Explain what is involved during the process of conservation. - Identify things that need to be conserved. - State reasons why these things need to be conserved. - Identify ways of preventing soil erosion from a given resource.
Conservation areas in Eswatini	The learners will be able to identify specific conservation areas in Eswatini.	<ul style="list-style-type: none"> - identify on a map the main conservation area - describe some of the features of conservation in Eswatini e.g., Malolotja.

STRAND: ENVIROMENTAL ISSUES

TOPIC: ENVIRONMENTAL DEGRADATION

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Soil erosion	The learner will show understanding of what soil erosion is and how it can be controlled and prevented	<ul style="list-style-type: none"> - Explain what the term soil erosion means. - Use case studies to identify the cause and effects of soil erosion. - Suggest ways of controlling/ prevention of soil erosion.
Over-grazing	The learners will be able to explain what overgrazing is and describe ways of controlling it.	<ul style="list-style-type: none"> - Explain what the term overgrazing means - Identify the cause and effects of overgrazing - explain ways of preventing and controlling overgrazing.

STRAND: ENVIRONMENTAL ISSUES

TOPIC: ENVIRONMENTAL LAWS

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Environmental laws	The learner will show understanding of the need for environmental laws at local and global levels.	<ul style="list-style-type: none"> - Study and analyse the Earth Charter. - Explain why environmental laws are important locally and globally. - Examine some environmental laws at local and global levels.
Conflict over use of natural resources.	The learner will show understanding of issues that causes conflict over the use of resources	<ul style="list-style-type: none"> - Identify causes of conflict over the use of resources such as land, water, trees - Explain ways of resolving such conflicts. - Identify heritage site, - Use world case studies to identify conflict over land use and how conflict is being resolved.

NAME STRAND: ECONOMICS

TOPIC: BUSINESS IN THE COMMUNITY

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Types of business and services in the community.	The learner will be able to identify types of business in the local community and describe the goods and services they provide.	<ul style="list-style-type: none"> - Name different businesses in one community - Explain how the different businesses help satisfy needs and wants - Identify the relationship between production and needs - Identify the relationship between different businesses e.g., sawmills, furniture selling. - Identify the tools used to gather and present data from business owners, i.e., interviews, surveys, questionnaires, and observation.
Local business	The learners will investigate different kinds of businesses that operate in their community.	<ul style="list-style-type: none"> - Present information in different ways – oral, report, pictures / drawing objects, statistics, maps, advertising material - Compare the different types of businesses.

NAME STRAND: ECONOMICS

TOPIC: ENTREPRENEURS AND RESOURCES

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Entrepreneurs	The learner will be able to show an understanding of the concept of entrepreneurship.	<ul style="list-style-type: none"> - Explain what an entrepreneur is - Describes what an entrepreneur does - Give examples of entrepreneurs that they know e.g., tuck shop workers. - Identify differences and similarities between large- and small-scale entrepreneurs.
Making a budget	The learner will be able to recognize the need for making a budget in all business operations including household budgets.	<ul style="list-style-type: none"> - Explain what a budget is and how it is used. - Examine different budgets. - Draw up a budget from given examples (leaflets, shopping list) - Draw up own budget - Identify the need for prioritizing when drawing up a budget - Explain the importance of saving.
Resources in the economy	The learner will be able to identify resources that contribute to the economy.	<ul style="list-style-type: none"> - Explain what a resource is and give examples. - Describe the kinds of natural resources that exist in Eswatini. - Explain how resources are used. - Identify other kinds of resources e.g., human resources and how they contribute to the economy. - Use case studies to identify the way different resources are used

NAME STRAND: ECONOMICS

TOPIC: ECONOMIC CYCLE

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
The factors of production: Land, money, labour	The learner will be able to show understanding of how land, labour and money are important in the operation and success of a business.	<ul style="list-style-type: none"> - Explain what land, money and labour are. - Describe the role of land, money, and labour in business operations e.g., location of businesses, raising and use of capital, possible need for skilled labour. - Explain the importance of land, labour and money in business operations using case studies.
Flow of money, goods, and services	The learner will be able to describe the flow of money, goods and services between consumers, producers, and governments.	<ul style="list-style-type: none"> - Give examples of how producers and consumers contribute to the economy, - Describe tax and explain its importance and how governments collect tax.

NAME STRAND: ECONOMICS

TOPIC: STARTING A BUSINESS

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Running a business at school	The learner will be able to plan and operate a small business venture/operation at their school	<ul style="list-style-type: none"> - Identify the business they can start at school - Explain how you do market research - Make a business plan

STRAND: ECONOMICS

TOPIC: FINANCIAL INSTITUTIONS

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Financial institutions	The learner will be able to identify the role of financial institutions in the economy.	<ul style="list-style-type: none"> - define what financial institutions are and give examples - Identify the services provided by the local financial institutions - Explain how interest on money works e.g., borrowing and lending

NAME STRAND: HISTORY

TOPIC: HISTORY OF SOUTHERN AFRICA

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Khoisan people	The learner will demonstrate knowledge of the Khoisan people and their way of life.	<ul style="list-style-type: none"> - Describe the way of life of the San and the Khoikhoi (hunter-gatherers, herders). - Identify places on a map which were inhabited by the San and the Khoikhoi. - Identify evidence that helps us to find out about the San and the Khoikhoi e.g., archaeological evidence, rock paintings, oral traditions,
Movements of people into Southern Africa	The learner will be able to show an understanding of the reasons that caused the movements of people in Southern Africa.	<ul style="list-style-type: none"> - State the date and place where the Bantu migration began - Explain the impact of the arrival of farmers (Bantu and Khoikhoi) on the way of life in Southern Africa. - Describe relations between Bantu and Khoisan people - Locate on a map the places where Bantu people settled. - Explain how the first arrival of white people had an effect on the people of Southern Africa (1488 – 1750)

NAME STRAND: HISTORY

TOPIC: COLONIALISM IN SOUTHERN AFRICA

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Colonialism in southern Africa	The learner will be able to show an understanding of the concept of colonialism in the context of the region and the country.	<ul style="list-style-type: none"> - State when white people began to arrive in Swaziland. - Represent colonial history of the region on a timeline. - Explain how Swaziland became a British protectorate. - Explain the role played by the Swazi kings in resisting white rule. - Describe how and when Swaziland got independence.

NAME STRAND: HISTORY

TOPIC: AFRICA AND THE WORLD

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Colonialism in Africa	The learner should demonstrate knowledge of events in Africa during the colonial period.	<ul style="list-style-type: none"> - Identify European countries involved in the scramble for Africa. - Draw a map to show how Africa looked after colonization (1900) - Explain the impact of colonialism in Africa.
Independence from colonial rule	The learner will demonstrate understanding of why and how African countries gained independence from colonial rule.	<ul style="list-style-type: none"> - Draw a table to show dates on which different countries become independent from colonial powers.

NAME STRAND: HISTORY

TOPIC: HISTORY OF THE WORLD

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
World conflict	The learner will demonstrate understanding of the major causes of conflict in the world since 1900.	<ul style="list-style-type: none"> - List the countries that were involved in the world conflict - List some of the causes of world conflict since 1900 e.g., World war 1, World war 2, Gulf war, Vietnam war, Cold war - Draw a timeline of major world conflicts since 1900.
The United Nations (UN)	The learner will demonstrate knowledge the role of the UN in promoting World peace	<ul style="list-style-type: none"> - Explain why the League of Nations and the United Nations were formed. - Name the countries that are permanent members of the UN. - Describe the structure and state aims of the United Nations
Current affairs	The learner will demonstrate knowledge of what is happening in the world at large.	<ul style="list-style-type: none"> - Explain what current affairs mean - Explain current events taking place in Eswatini and in the world at large i.e., sustainable development, climate change, etc

NAME STRAND: CIVICS

TOPIC: RULES AND GOVERNMENT

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Rules	The learners will show understanding of the concept of having rules.	<ul style="list-style-type: none"> • Identify people responsible for making rules in the community/country • Describe rules are and explain why they are important in the community. • Describe how and why rules are made at different levels:
Rules in the community	The learner will recognize the importance of rules in the local community/country.	<ul style="list-style-type: none"> • List some local/national rules that govern their community/country - Explain why rules are needed in their community/country
People in the community	The learner will show an understanding of social groups in their community.	<ul style="list-style-type: none"> - Identify the social groups to which they belong. - State the roles and responsibilities of individuals in social groups.
Social services	The learner will demonstrate an understanding of social services	<ul style="list-style-type: none"> - Identify social services provided in the local community e.g., education, health, safety, - Describe the contribution of social services in providing people with a better life

STRAND: CIVICS

TOPIC: LEADERSHIP AND INTERDEPENDENCE

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Community leaders	The learner will show an understanding of the role of leadership in the community.	<ul style="list-style-type: none"> - Define authority - Identify people in authority in the community. - Explain how each structure contributes to community development. - Describe how one community structure affects his/her life.
Community interdependence	The learner will demonstrate knowledge of the activities that people do	<ul style="list-style-type: none"> - Identify group responsibilities within the community e.g., clan tasks.

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	together to develop the community.	
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STRAND: CIVICS

TOPIC: LEADERSHIP AND INTERDEPENDENCE

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Community leaders	The learner will show an understanding of the role of leadership in the community.	<ul style="list-style-type: none">- Identify people in authority in the community.- Explain how each structure contributes to community development.- Research one authority structure.- Describe how one community structure affects his/her life.
Community interdependence	The learner will show understanding of the activities that people do together to develop the community.	<ul style="list-style-type: none">- Identify group responsibilities within the community e.g. clan tasks.

NAME STRAND: CIVICS

TOPIC: SOCIAL SERVICES, AND SYSTEMS OF GOVERNMENT

CONTENT	LEARNING OBJECTIVE	SKILLS (ASSESSMENT STANDARDS)
Systems of government	The learner will examine different systems of government.	<ul style="list-style-type: none"> - Identify the main features of different systems of government: <ul style="list-style-type: none"> • Democracy • Monarchy • Dictatorship - Compare and contrast the different systems of government. - Explain the fairness of different systems of government
Government in Eswatini	The learner will demonstrate an understanding of the modern and traditional government in Eswatini	<ul style="list-style-type: none"> • Identify the structure of the traditional and modern government • Draw a diagram to show the modern and traditional structures of government • Describe how people in the modern and traditional structures of government are chosen • Identify the leaders of state/nation • State some functions of the modern and traditional government. • Compare government systems in Eswatini with those of her neighbours

NAME STRAND: CIVICS

TOPIC: CONSTITUTION, HUMAN RIGHTS AND VOTING

CONTENT	LEARNING OBJECTIVES	SKILLS (ASSESSMENT STANDARDS)
Constitution	The learner will show understanding of the constitution as the supreme law of the country.	<ul style="list-style-type: none"> - Explain what a constitution is - Explain the importance of a constitution. - Explain what Eswatini's constitution says about human rights. - Compare and contrast constitutions of two countries
Human rights	The learner will demonstrate an understanding of human rights.	<ul style="list-style-type: none"> - Give examples of human rights including children's rights. - State documents in which human rights are found e.g. the children's charter. - Explain the importance of human rights and responsibilities. - Give examples of instances where people's rights are violated e.g. different kinds of abuse. - Explain what citizens can do to protect their rights e.g. hotline to report child abuse (9664), dialogue,
Voting	The learner will understand the importance of voting in elections	<ul style="list-style-type: none"> - Explain what voting is e.g., the different types of voting. - Explain voting as a way of making a decision. - Explain the importance of voting - Describe the voting process
Organizations that promote co-operation, e.g. UN, AU	The learner will demonstrate an understanding of regional and global organizations that promote cooperation among countries e.g., Southern African Development Community (SADC), African Union (AU), United Nations (UN) and commonwealth	<ul style="list-style-type: none"> - Identify ways organisation promote cooperation among countries. - Describe the aims of Southern African Development Community (SADC), African Union (AU) and United Nations (UN) and - Explain how Eswatini benefits from being a member of the international organization

COMMAND WORDS

It is hoped that the glossary will prove helpful to candidates as a guide i.e., it is neither exhaustive nor definitive. The glossary has been deliberately kept brief with respect to the number of terms included but also to the descriptions of their meanings. Candidates should appreciate that the meaning of a term must depend, in part, on its context. In all questions, the number of marks allocated is shown on the examination paper and should be used as guide by candidates to how much detail to give or time to spend in answering. In describing a process, the mark allocation should guide the candidate about how many steps to include, in explaining why something happens, it guides the candidate on how many reasons to give, or how much detail to give for each reason.

COMPARE	Write about what is similar and different about two things. For a comparison, two elements or themes are required. Two separate descriptions do not make a comparison.
COMPLETE	To add the remaining details required.
CONTRAST	Write about the differences between two things.
CALCULATE	Workout a numerical answer. In general, working should be shown, especially where two or more steps are involved
CATEGORIZE	To place in a particular class or group
DEFINE	State or give the meaning of something
DESCRIBE	Write what something is like or where it is. Describe may be used for questions about resources in the question paper (describe the teaching of a religion on something). It may also be used when you need to describe something from memory (describe a rite of passage, etc.).
DO YOU THINK	Give own opinion? May be coupled with show, prove how, demonstrate that you have considered other views.
DRAW	Make sketch of. Often coupled with a Labelled diagram (draw a diagram /illustration with written notes to identify its features
EXAMINE	Find out in detail the nature or condition of something
EXPLAIN	Account for or give reasons for writing about why something occurs or happens
GIVING YOUR VIEWS	Say what you think about something
HOW	In what way? To what extent? By what means/methods? May be coupled with show how (prove how, demonstrate how).
IDENTIFY	Pick out something from information you have been given.
INSERT	Put into place or position

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LABEL	Placing specific names or details to an illustrative technique in response to a particular requirement.
LIST	Identify and name a number of features to meet a particular purpose.
LOCATE	Find where something is placed or state where something is found or market on a map or diagram.
MEASURE	Implies that the quantity concerned can be directly obtained from a suitable measuring instrument.
NAME	To state or specify or identify. To give the word or words by which a specific feature is known or to give examples which illustrate a particular feature.
REFER TO / WITH REFERENCE TO	Write an answer which uses some of the ideas provided in a picture/map/photograph or text, etc., or other additional material such as a case study.
STATE	Set down in brief detail. To refer to an aspect of a particular feature by a short statement or by words or by a single word.
STUDY	Look carefully at (usually one of the figures in the paper)
SUGGEST	Set down your ideas on or knowledge of. Often coupled with why (requires a statement or an explanatory statement referring to a particular feature or features).
USE	
USING	Base your answer on the information provided.
WHAT	Used to form a question concerned with selective ideas/details/factors
WITH THE HELP OF	Write an answer that uses some of the information provided as well as additional material.