



Examinations Council
of Eswatini

EPC

ESWATINI PRIMARY CERTIFICATE

Syllabus

For Examination In 2025 - 2027

Agriculture

Subject Code: 616

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INTRODUCTION

The Eswatini Primary Certificate (EPC) syllabus is designed as a two-year course for examination in Grade 7. Agriculture is an applied science. This being the case, it follows that for assessment to be consistent with teaching and learning situations, it should also be learner-centred and activity based.

The economy of Eswatini is largely dependent on agriculture. Agriculture forms the backbone of the country's economic activity.

Agriculture in Eswatini, as a subject, plays an important role in shaping attitudes and developing knowledge and skills that contribute to the development of the agriculture industry. The approach to handling the subject in the schools allows learners to develop and engage in practical activities while following scientific principles and using the environment sustainably.

The main sections of the syllabus are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content

AIMS

The aims for the Agriculture programme of the syllabus are the same for all learners. These aims are set out below and describe the educational purposes of a course in the Eswatini Primary Certificate Examination.

The aims are to enable learners to:

1. Appreciate farming as an enjoyable and rewarding activity.
2. Develop an understanding and appreciation of Agriculture in terms of its role and contribution towards social and economic growth and development.
3. Acquire knowledge, skills and attitudes needed in food production for self-reliance and food security.
4. Understand and appreciate the relationships between agriculture and the need for sustainable use of scarce natural resources.
5. Understand and use basic concepts such as measuring, observation and record keeping when carrying out agriculture activities.
6. Develop awareness on the role of agriculture on HIV and AIDS.
7. Develop skills such as initiative, problem-solving abilities, interpersonal and scientific methods to promote resourcefulness.
8. Identify national and regional programmes that enhance agricultural productivity.
9. Participate in community agricultural activities.

ASSESSMENT OBJECTIVES

Assessment Objectives in Agriculture are:

- A. Knowledge with Understanding
- B. Handling Information and Solving Problems
- C. Practical Skills and Abilities

The assessment will include, wherever appropriate, personal, social, environmental, economic and technological applications of agriculture in modern society and contemporary issues (gender, HIV/AIDS and entrepreneurship).

A description of each assessment objective follows.

A. KNOWLEDGE WITH UNDERSTANDING

Learners should be able to demonstrate knowledge and understanding in relation to the use of:

- 1. language (terms, symbols, quantities and units);
- 2. facts, concepts, principles, patterns, models and theories;
- 3. the techniques, procedures and principles of safe agricultural practice.

B. HANDLING INFORMATION AND SOLVING PROBLEMS

Learners should be able, in words or using other written forms of presentation (i.e., symbolic, graphical and numerical), to:

- 4. locate, select, organise and present information from a variety of sources;
- 5. translate information from one form to another;
- 6. use information (data) to identify patterns, report trends and draw inferences;
- 7. present reasoned explanations for phenomena, patterns and relationships;
- 8. Solve problems, including some of a quantitative and qualitative nature.

C. PRACTICAL SKILLS AND ABILITIES

Learners should be able to:

- 9. organise, develop and use techniques, apparatus and materials;
- 10. make and record observations and measurements;
- 11. interpret and evaluate experimental observations and data;
- 12. Make predictions and plan investigations.

SPECIFICATION GRID

The approximate weightings allocated to each of the assessment objectives in the assessment model are summarised in the table below.

Assessment Objectives	Weighting
A. Knowledge with understanding	40% (not more than 20% recall)
B. Handling information and solving problems	35%
C. Practical skills and abilities	25%

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

ASSESSMENT

Scheme of assessment

Assessment in this programme comprises of school-based assessment and external examination at the end of Grade 7. Learners are expected to engage in all assessment activities.

Paper 1 (1 hour 45 minutes) consisting of **100** marks.

This is a written paper based on all the content as described in the syllabus.

The paper comprises of **two** sections which are **Section A** and **Section B**.

Section A: Multiple choice questions worth **(20 marks)**

This paper consists of **twenty** multiple choice questions.

Section B: Structured Questions worth **(80 marks)**

This paper consists twelve **(15)** short answer structured questions; each worth **5 to 6 marks**.

The questions are based on all the content as described in the syllabus.

Candidates will be required to answer **all** questions in this paper.

This paper will be weighted at **70%** of the final total available marks.

Paper 3 Practical Assessment consisting of **100 marks**.

Candidates will be required to undertake **one** practical project which will be worth **100 marks**. Learners will be expected to keep a diary. The **practical activities** and records kept will be worth **60 marks**. A **guided write-up** of the project will be worth **40 marks**.

The project and the write-up will be assessed by teachers. See appendix on **Assessment Criteria for Project**

This paper will be weighted at **30%** of the final total available marks.

Weighting of Papers

Paper	Weighting
1	70%
2	30%

Curriculum Content

Topic	Objectives Candidates should be able to
1. GENERAL AGRICULTURE	
1.1 Introduction to Agriculture	1.1.1 Identify the characteristics of hunting and gathering, domestication and settled agriculture as the development stages in agriculture 1.1.2 Compare traditional farming systems with modern systems as forms of settled agriculture 1.1.3 Explain the role of agriculture as a raw material provider for the health sector, construction and manufacturing industry 1.1.4 Explain the role of agriculture as a source of food 1.1.5 Explain the role of agriculture as a source of income for the family and the country 1.1.6 Identify career opportunities in agriculture (Teaching, Farming, Veterinary service, Bee keeping, Agricultural Extension)
1.2 Farming Systems	1.2.1 Explain the characteristics of subsistence and commercial farming 1.2.2 Compare subsistence and commercial farming 1.2.3 Describe crop rotation 1.2.4 Draw a crop rotation plan 1.2.5 Explain the role of crop rotation in improving soil fertility 1.2.6 Explain the role of crop rotation in controlling pests and diseases 1.2.7 Explain the role of crop rotation in controlling soil erosion 1.2.8 Describe the forms of land tenure (Title Deed Land and Swazi Nation Land) in Eswatini 1.2.9 Explain the advantages and disadvantages of the different land tenure systems in Eswatini
1.3 HIV/AIDS and Agriculture	1.3.1 Define HIV 1.3.2 Define AIDS 1.3.3 Outline the basic first aid procedures to be used to avoid transmission of HIV and AIDS 1.1.4 Explain the impact of HIV and AIDS on farming households (e.g. labour shortages, loss of knowledge and skills, increased dependents, loss of income)
2. CROP HUSBANDRY	
2.1 Soils	2.1.1 Identify four types of soil (sandy, silty, clay and loam) 2.1.2 Describe the characteristics four types of soil 2.1.3 Describe the soil structure

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	<p>2.1.4 Describe a good soil structure (loam/crumb) for plant growth</p> <p>2.1.5 Explain the difference between soil structure and soil texture</p> <p>2.1.6 Discuss farming practices that can maintain a good soil structure (mulching, minimum tillage, crop rotation, use of organic fertilizers, application of lime)</p> <p>2.1.7 Identify the four different layers (Horizons) of a soil profile</p> <p>2.1.8 Describe the characteristics of each layer of the soil profile</p>
<p>2.2 Plant Growth</p>	<p>2.2.1 Describe the process of photosynthesis</p> <p>2.2.2 Outline the effects of water shortage in plants (e.g. wilting)</p> <p>2.2.3 Outline the effects of light shortage in plant growth (e.g. plant not able to make its own food, poor plant growth)</p> <p>2.2.4 Outline the effects of nutrient shortage in plant growth (e.g. poor plant growth)</p> <p>2.2.5 Identify common agents of seed dispersal (e.g. wind, water and animals)</p> <p>2.2.6 Describe the processes of seed dispersal.</p> <p>2.2.7 Describe common problems of seed dispersal (increased plant competition, seed growing in poor soil, increase in management cost)</p> <p>2.2.8 Define germination</p> <p>2.2.9 Outline the stages in the process of germination</p> <p>2.2.10 State the conditions necessary for germination (water/ moisture, air, good soil/ nutrients and warmth/light)</p> <p>2.2.11 Describe problems caused by weeds (harbor pests, competition, reduce yield)</p> <p>2.2.12 Discuss methods of controlling weeds: (a) mechanical (machinery, hand tools, by hands) (b) cultural (mulching) (c) chemical (herbicides) (d) biological (insects and cover crops)</p> <p>2.2.13 Draw and label the parts of a flower</p> <p>2.2.14 Describe the functions of the main parts of a flower (pistil, stamen, petals, sepals)</p> <p>2.2.15 Describe the processes of pollination</p> <p>2.2.16 Describe the two types of pollination (insect, wind)</p>
<p>2.3 Vegetable Production</p>	<p>2.3.1 Classify the vegetables according to the parts of a plant that can be eaten: bulbs (onion, garlic); flowers (broccoli, cauliflower); fruits (green pepper, tomatoes); leaves (cabbage, spinach); roots (beetroot, carrot) seeds (green beans, sweet corn); stems (asparagus, celery); tubers (potatoes)</p> <p>2.3.2 Explain the factors to be considered when choosing a site to grow vegetables</p> <p>2.3.3 Describe the steps followed when preparing a seedbed for sowing vegetables</p>

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	<p>2.3.4 Describe the steps followed during direct planting</p> <p>2.3.5 Describe the steps followed when transplanting seedlings</p> <p>2.3.6 Describe the management activities of vegetables for effective production (replacing transplants, shading, mulching, thinning, watering, weeding, fertilizing, pest and diseases control, record keeping, harvesting)</p> <p>2.3.7 Describe the two types of fertilizers: organic (compost, animal manure); and inorganic (2:3:2 (22), LAN)</p> <p>2.3.8 Describe common pests (aphids, cutworm, thrips, diamond back moth) and state their control measures</p> <p>2.3.9 Describe common diseases (early blight, late blight, black rot, powdery mildew) and state their control measures</p> <p>2.3.10 Describe common weeds (pigweed, star grass, khaki weed, blackjack) and state their control measures</p> <p>2.3.11 Describe signs of maturity in the following vegetables (cabbage, tomatoes, beetroot, onion)</p> <p>2.3.12 Describe methods of harvesting (hand, hand tools, machinery)</p>
<p>2.4 Field Crops Production</p>	<p>2.4.1 Identify common field crops grown in Eswatini: cereal (maize); root (sweet potatoes); legume (dry beans, groundnuts); fruit (pumpkin); fibre (cotton); cash crop (cotton)</p> <p>2.4.2 Identify field crops that are used to produce commercial products in Eswatini: sunflower (cooking oil); cotton (clothes); groundnuts (peanut butter; pineapple (jam, pineapple juice)</p> <p>2.4.3 Describe the steps followed when preparing land for crop production (land clearing; stumping; cultivation)</p> <p>2.4.4 Describe the following management practices in field crop production (gap filling, topdressing and weeding)</p> <p>2.4.5 Describe common pests in field crop production (stalk borer, armyworm) and their control measures</p> <p>2.4.6 Describe rust as a common disease in field crop production and their control measures</p> <p>2.4.7 Describe signs of maturity of the following field crops (maize, dry beans, groundnuts, sweet potatoes, pumpkins)</p> <p>2.4.8 Describe methods of harvesting the following field crops (maize, dry beans, groundnuts, sweet potatoes, pumpkin)</p> <p>2.4.9 Outline ways of storing field crop produce</p>
<p>2.5 Mushrooms Production</p>	<p>2.5.1 Describe the most important factors to be considered when choosing a site for a cropping house e.g. (source of water, light, away from fruit trees)</p> <p>2.5.2 Discuss the important features and functions of a cropping house:</p> <p>(a) work area (substrate preparation – sterilization, pasteurisation, finishing the substrate)</p> <p>(b) incubation room (warming substrate)</p>

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	<p>(c) inoculation room (spawning) (d) fruiting room (growing room)</p> <p>2.5.3 Describe how to prepare a compost/substrate for growing mushrooms (e.g. straw/milled grass, sugar cane bagasse, wheat bran, sawdust)</p> <p>2.5.4 Discuss management activities of mushrooms for effective production (temperature, ventilation, light and humidity)</p> <p>2.5.5 Discuss the common diseases in mushroom production and their control measures (green mould, bacterial blotch/brown spots, dry bubble, wet bubble)</p> <p>2.5.6 Describe the harvesting, storage and marketing of mushrooms</p>
3 AGRICULTURAL TECHNOLOGY	
3.1 Farm tools and equipment	<p>3.1.1 List common garden tools/equipment (spade, fork, rake, hoe, watering can, trowel, knapsack sprayer, twine)</p> <p>3.1.2 State the uses of each garden tools/equipment (spade, fork, rake, hoe, watering can, trowel, knapsack sprayer, twine)</p> <p>3.1.3 Describe the safety measures when using tools and equipment</p> <p>3.1.4 Describe ways of caring for tools and equipment to ensure they last longer (cleaning, oiling, and storing)</p>
4 LIVESTOCK HUSBANDRY	
4.1 Poultry Farming	<p>4.1.1 Define a broiler</p> <p>4.1.2 Describe the characteristics of a broiler</p> <p>4.1.3 State the stages of buying broilers (day-old and four weeks)</p> <p>4.1.4 Discuss the advantages and disadvantages of buying day-old chicks</p> <p>4.1.5 Describe the preparation of a poultry house for the arrival of broiler chicks (cleaning and disinfecting, placement of litter, placement of equipment, brooder and footbath)</p> <p>4.1.6 Describe the management activities in poultry production (feeding, vaccination, brooding, litter management, ventilation, light, record keeping)</p> <p>4.1.7 Discuss the methods of feeding broilers (ad-lib and restricted)</p> <p>4.1.8 Outline the records kept in broiler production</p> <p>4.1.9 Define chicken vices</p> <p>4.1.10 Describe two chicken vices (cannibalism, bullying)</p> <p>4.1.11 Describe common chicken diseases (Coccidiosis, Merks, Newcastle)</p> <p>4.1.12 Describe how to handle a broiler correctly</p> <p>4.1.13 State two ways of recognizing readiness of broilers (time in weeks, weight in kg)</p>

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	4.1.14 Describe the procedure for slaughtering and dressing chickens
4.2 Cattle Farming	<p>4.2.1 Explain the cultural importance of cattle in Eswatini (e.g. lobola, paying fines)</p> <p>4.2.2 Explain the economic importance of cattle in Eswatini</p> <p>4.2.3 Describe the three types of cattle breeds found in Eswatini and their uses (beef, dairy, dual purpose)</p> <p>4.2.4 Describe the management of cattle including (feeding/grazing, weaning, castration, branding)</p> <p>4.2.5 Explain how breeding can improve the quality of cattle (pure breeding and cross breeding)</p> <p>4.2.6 Describe causes and symptoms of the following cattle diseases in Eswatini (black quarter, red water)</p> <p>4.2.7 Describe the effects of parasites in cattle production in Eswatini (<i>ticks, round worm</i>)</p> <p>4.2.8 Describe disease prevention and control measures (vaccination, deworming, dipping)</p>
5 AGRICULTURE AND THE ENVIRONMENT	
5.1 Environmental Problems Associated with Agriculture	<p>5.1.1 Define soil erosion</p> <p>5.1.2 State the causes/agent of soil erosion e.g. water and wind</p> <p>5.1.3 Discuss signs of soil erosion</p> <p>5.1.4 Describe the effect of soil erosion on crop production</p> <p>5.1.5 Describe the effect of soil erosion on animal production</p> <p>5.1.6 Suggest prevention and control measures to reduce the rate of soil erosion (filling dongas, planting trees, mulching, planting grass, diverting water from the roads/pathways, paving, keeping the soil covered, planting trees, reducing the number of livestock and movement)</p> <p>5.1.7 Outline the benefits of using chemicals in plants and animal production</p> <p>5.1.8 Suggest way of applying chemicals in agriculture (spraying, fumigation, dusting, sprinkling, coating)</p> <p>5.1.9 Explain the effects of using farm chemicals: (soil pollution, water pollution, air pollution, spray drift)</p> <p>5.1.10 Explain how industries contribute to pollution</p> <p>5.1.11 Explain the effect of population growth on agriculture (demand for food, demand for arable land)</p>
6 Farm Business	
6.1 Record Keeping and Marketing	<p>6.1.1 Identify farm records and state their importance (diary, production record, financial record). Refer to vegetable, mushroom and broiler production)</p> <p>6.1.2 State their importance (diary, production record, financial record). Refer to vegetable, mushroom and broiler production)</p> <p>6.1.3 Prepare a financial statement using farm records</p>

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	<p>6.1.4 Calculate profit and loss</p> <p>6.1.5 Explain how you would prepare agricultural produce for marketing and selling (storage, grading, pricing and advertising)</p> <p>6.1.6 Describe ways of adding value to agricultural produce</p>
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Appendix 1: PRACTICAL SKILLS

Introduction

Paper 2 is a teacher-assessed continuous assessment of the candidate's practical work. The Teacher, who is responsible for allocating marks, is required to submit the complete schedule of all marks for the purposes of moderation. The total marks available for the assessment of the practical project over the two year course are 100. There shall be one practical project worth 60 marks and one written report based on the project worth 40 marks.

Aim

The teacher's assessment of practical work should aim at evaluation of skills and abilities essential to the study of Agriculture that are not suitably measured by theory examinations. These fall mainly into Assessment Objective C.

Moderation

- When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.
- It is essential that, within each Centre, the marks for each skill assigned within different teaching groups (e.g., different classes) are moderated internally for the whole Centre entry.
- The Centre assessments will then be subject to external moderation.
- Individual Candidate Record Cards and Coursework Assessment Summary Forms will be provided by the Examinations Council of Eswatini (ECESWA) and must be submitted to ECESWA by the official deadline, along with a representative sample of work and a teacher's file with the instructions for the practical work and the schemes of assessment.
- If there are ten or fewer candidates, all the work that contributed to the final mark for all the candidates must be submitted. Where there are more than ten candidates, all the work that contributed to the final mark of the submitted candidates.

Sampling

- Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole mark range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.(e.g. when the marks ranges from 50-70, then we can have 50, 52 ,55, 57, 59, 61 ,63, 66, 68, 70) as samples
- Sampling of practical exercises should be done as follows:

Number of candidates entered	Number of candidates whose work is required (sample size)
0 - 10	All candidates
11 - 50	10
51 - 100	15
Above 100	20

NOTE: The sampling is based on the final mark indicated in the EPC Paper 2 Summary Sheet. All records and supporting written work of unsampled candidates should be retained at the Centre until the publication of results.

1. **Responsibility** [the ability to assume responsibility for the task in hand, and work from given instructions without detailed supervision and help]

Marking guide	Marks
<ul style="list-style-type: none"> follows written or verbal instructions without the need for help carries out appropriate safety procedures works well in a group, assumes responsibility easily and leads in the group 	5 or 4
<ul style="list-style-type: none"> follows written or verbal instructions with a little help is aware of the need for safety procedures but has difficulty in recognizing them without guidance works within the group, shows responsibility for the work 	3 or 2
<ul style="list-style-type: none"> follows written or verbal instructions with considerable help shows little regard for safety procedures, even when told works alone, shows some responsibility for the work 	1 or 0

2. **Initiative** [the ability to cope with problems arising in connection with the task to see what needs to be done and to take effective action]

Marking guide	Marks
<ul style="list-style-type: none"> offers solutions or explanations for unexpected problems recognizes, and is able to anticipate problems solves problems without help comments on imperfections of practical work can plan an investigation involving variables and a control 	5 or 4
<ul style="list-style-type: none"> offers solutions or explanations for unexpected problems after seeking advice solves problems with help recognizes faults in experimental methods, given some indicators • can plan an investigation with help 	3 or 2
<ul style="list-style-type: none"> is uncertain how to proceed and requires considerable help recognizes only the most obvious errors in experimental methods after considerable guidance can plan an investigation, but in outline only 	1 or 0

3. Technique[the ability to tackle a practical task in methodical, systematic way and to handle tools skilfully and to good effect]

Marking guide	Marks
<ul style="list-style-type: none"> • approaches tasks methodically and systematically • handles tools/apparatus skilfully and confidently • carries out practical procedures with dexterity 	5 or 4
<ul style="list-style-type: none"> • handles tools /apparatus effectively • carries out practical procedures adequately 	3 or 2
<ul style="list-style-type: none"> • handles tools /apparatus clumsily • carries out practical procedures with difficulty 	1 or 0

4. Perseverance[the ability to see a task through to a successful conclusion with determination and Sustained effort]

Marking guide	Marks
<ul style="list-style-type: none"> • completes all the required practical tasks and attends to written work • has a positive attitude and is well motivated • carries out repetitive procedures willingly 	5 or 4
<ul style="list-style-type: none"> • completes the required practical tasks and attends to written work with a little encouragement • carries out repetitive procedures willingly 	3 or 2
<ul style="list-style-type: none"> • does not complete the required practical tasks and attends to written work • is somewhat disinterested /impatient when carrying out work and is disinclined to repeat procedures 	1 or 0

5. Quality [the ability to attend to detail, so that the work is well finished and is well presented]

Marking guide	Marks
<ul style="list-style-type: none"> • performs practical work thoroughly, pays attention to detail and produces a very good final result • produces accurate, clear and neatly presented written work 	5 or 4
<ul style="list-style-type: none"> • performs practical work thoroughly for the most part and produces a satisfactory to good final result • produces mostly accurate and clearly presented written work 	3 or 2
<ul style="list-style-type: none"> • performs practical work in a rushed and superficial way and shows little concern for the finished product • produces inaccurate and poorly presented written work 	1 or 0

Layout of the Guided write-up Report

Title: The report should bear a clear title. This should appear on the first page, together with the name of the candidate and the name of the school.

Introduction:

- Objectives – specific purposes of doing the project or practical.
- Materials used – listing of inputs, tools and equipment.
- Preparations – activities done before commencement of project.

Management Activities: This is a description of how the project was done stating the activities carried out.

For example:

- Describe how work was done from planting to harvesting.
- Describe the management of chickens from arrival to point of sale

Presentation of production records: yield of crops; livestock, production and financial records.

Conclusions:

- Explain if the specific objectives of the project were met
- Problems encountered

Appendix 2: Terms used in teaching and assessment

WORD	MEANING
Analyse	Examine information in detail to discover patterns or relationships
Calculate	A numerical answer is required - working must be shown
Compare	Find resemblances and differences
Define	A literal statement is required
Describe	Write down what you do, or what you would see, in as much detail as possible
Discuss	Give a critical account of the points involved in the topic
Differentiate	Show the difference between one or more variables
Estimate	Implies a reasoned statement or calculation about something
Explain	Give a reason for your answer
Find	A general term which means calculate, determine or measure
Give /state /write down	Write down your answer
Identify	Find out what is unique about a material or situation
Interpret	Reasoning or some reference to theory, depending on the context
List	Give a number of points, generally each of one word
Outline	Give a brief answer writing down the main points
Recognise	Be aware of a fact or problem
Relate	Find the relationship between one or more variables
Select	Choose from a number of alternatives
Sketch	In case of diagrams, make a simple, freehand drawing, and in graph work, the shape and /or position of the curve should be given
Study	Use the information or data provided to investigate a problem in a systematic way
Suggest	Use your knowledge of science and the information in the question to give what you think is the best answer

Appendix 3: Individual Candidate Record Card (Practical Activities)

EPC AGRICULTURE – Practical Activities (Project) Paper2

Individual Candidate Record Card

Centre number					Centre Name		October	2	0		
Candidate Number				Candidate Name							
Brief description of practical exercises undertaken practical activities						1 Responsibility (5)	2 Initiative (5)	3 Technique (5)	4 Perseverance (5)	5 Quality (5)	
Total per category scale up to 12 (x/5x12) Marks to be transferred to practical activities Assessment Summary Form						/12	/12	/12	/12	/12	
										/60	

Instructions for completing practical activity assessment summary forms

1. Complete the information at the head of the form
2. Mark each practical activity for each candidate according to instructions given in the syllabus.
3. Enter marks and total marks in the appropriate spaces.
4. Ensure that the addition of marks is independently checked. 5. Retain the un-sampled practical activities at the school

Appendix 4: Individual candidate Record Card (Guided Write-up Report)

EPC AGRICULTURE - Guided Write-up Report Paper2

Individual Candidate Record Card

Centre number					Centre Name	October		2	0			
Candidate Number				Candidate Name								
Brief description of undertaken activities					1 Objective (s) (4)	2 Materials used (4)	3 Preparations (8)	4 Management activities (10)	5 Presentation (10)	6 Conclusion (4)		
Marks to be transferred to practical activities Assessment Summary Form					/4	/4	/8	/10	/10	/4		
					Total marks obtained					40		

Instructions for completing guided write-up reports assessment summary forms

1. Complete the information at the head of the form
2. Mark each practical activity for each candidate according to instructions given in the syllabus.
3. Enter marks and total marks in the appropriate spaces.
4. Ensure that the addition of marks is independently checked.
5. Retain the un-sampled practical activities at the school

Appendix 5: Summary Sheet Practical Activities and Guided write-up reports form

EPC Summary Sheet

Agriculture – Practical Activities and Guided write-up reports form

Centre Number					Centre Name	October	2	0			
Candidate number	Candidate Name				Practical Activities mark (60)	Guided Write-up mark (40)	Total mark 100	Moderated mark100			
Name of teacher					Signature	Cell		Date			

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Headteacher's Signature and School Stamp		Date	
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Instructions for completing practical activities assessment summary forms

1. Complete the information at the head of the form
2. List the candidates in an order that will allow ease of transfer of information to a computer printed mark sheet.
3. Transfer each candidate's marks from his/her individual candidate record card to this form
4. The teacher completing the form should check the form and complete and sign the bottom portion.