



Examinations Council  
of Eswatini

# EPC

ESWATINI PRIMARY CERTIFICATE

## Syllabus

For Examination In 2025 - 2027

**English Language**

**Subject Code: 111**

**CONTENTS**

	<b>Page</b>
Eswatini Primary Certificate	
Introduction	3
Aims	4
Assessment Objectives	4
Specification Grid	5
Scheme of Assessment	6
Curriculum Content	8
Appendix: Notes on the Administration of the Listening Test	9
Appendix: Mark Scheme for Paper 2	10

## INTRODUCTION

The Eswatini Primary Certificate (EPC) syllabuses are designed as three-year courses for examination in Grade Seven. The English Language syllabus assumes that candidates have been through a Primary school programme of language learning. Candidates of English Language may fall into one of the following categories – those who use the English Language frequently in their social environment, and those who only have contact with the English Language at school.

The content of this syllabus is arranged under various headings, but it should be read overall as encouraging a communicative and appropriately integrated approach to language learning and teaching. It also recognises that language learning is a complex process, usually involving the interplay of listening, speaking, reading and writing underpinned by knowledge of the structure of the language. Candidates' needs and the strategies available to teachers may vary greatly from area to area and within any class; but in all cases the English Language syllabus must encourage awareness of the usefulness of the language, making candidates appreciate its importance for their personal, social and intellectual development.

### **English Language is a Core and Compulsory Subject.**

The rationale to teach English Language is as follows:

- English is one of the official languages in the country, the other being the language of the emaSwati, SiSwati.
- English is an international language, which allows candidates to compete and/or participate in the global market economically, commercially, technologically, politically, culturally and socially. It is also used as the main language for entertainment and sport in the world.
- English is the medium of instruction in schools in Eswatini from Grade four and most texts in Eswatini are written in English. Competency in English undoubtedly enables candidates to perform better in all other subjects: English is the service language across the curriculum.
- It provides the English language skills necessary for employment, the world of work and life in general.
- It also provides a language foundation for continuing education and tertiary education within Eswatini, the Southern African Development Community (SADC) and internationally.

The main sections of the EPC English Language Assessment syllabus are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content

## **AIMS**

The aims of the syllabus are the same for all candidates. These aims are set out below and describe the educational purposes of a course in English Language for the EPC Examination. They are not listed in order of priority.

The aims are to enable candidates to:

1. develop an awareness of the usefulness of the English Language as a medium of national and international communication;
2. promote the value of effective language command and use for personal development;
3. develop an awareness of the nature of language and language-learning, critical thinking and skills of a more general application;
4. form a sound base for the effective uses of English for the purposes of further study and employment.
5. to broaden the student's knowledge and love of the language through exposure to various forms of English in order to communicate and function adequately in situations where English is required.
6. to expose the candidate to ideas, attitudes, values, customs and beliefs of other people and nations in order to promote a better understanding of people throughout the world.

## **ASSESSMENT OBJECTIVES**

The syllabus assesses the receptive skills of Reading and Listening, and the productive skills of Writing and Speaking (the Speaking skill will be school-based and should form part of the Continuous Assessment (CA) that centres submit to ECESWA). The Assessment Objectives have been grouped under skill headings, but it is recognised that these are interrelated.

A description of each of the Assessment Objectives in English Language follows.

Candidates are assessed on their ability to:

### **Reading**

- R1 comprehend and respond to literary texts presented in a variety of forms,
- R2 locate, select, organise and analyse material relevant to specific purposes,
- R3 recognise, understand main ideas and distinguish between facts, opinions and ideas in a text,
- R4 infer information from texts.

### **Writing**

- W1 communicate clearly, accurately and appropriately,
- W2 order and present facts, ideas and opinions,
- W3 understand and use a range of appropriate vocabulary,
- W4 use language and register appropriate to audience and context,
- W5 employ and control a variety of accurate grammatical structures,
- W6 observe conventions of paragraphing, punctuation and spelling,

### Listening

- L1 understand and respond to information presented in a variety of texts,
- L2 select and organise material relevant to specific purposes,
- L3 recognise, understand and distinguish between facts, ideas and opinions,
- L4 infer information from texts.

### Speaking

- S1 articulate experience and express what is thought, felt and imagined,
- S2 present facts, ideas and opinions,
- S3 demonstrate knowledge of a range of appropriate grammatical structures,
- S4 initiate and influence the direction of a conversation,
- S5 employ suitable pronunciation and stress patterns.

### Specification Grid

Objectives Paper	R1	R2	R3	R4	W1	W2	W3	W4	W5	W6	L1	L2	L3	L4
1 Section 1	✓				✓						✓	✓	✓	✓
Section 2 Part 1	✓	✓	✓	✓	✓				✓					
Section 2 Part 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
2 Part 1	✓				✓	✓	✓	✓	✓	✓				
2 Part 2	✓				✓	✓	✓	✓	✓	✓				

## SCHEME OF ASSESSMENT

**All papers are compulsory.** Candidates must enter for Papers 1 (Listening, Reading and Writing), and Paper 2 (Continuous Writing) and are eligible for the award of Grades A to F. Paper 1 and 2 combined will contribute 80% towards the final mark, while the CA will contribute 20%.

A description of each paper follows.

**Paper 1 Listening, Reading and Writing** (2 hours) consisting of 50 marks.

For all parts of this component, candidates write their answers in the spaces provided on the question paper.

Dictionaries should **not** be used.

Candidates write all their answers in spaces provided on the question paper.

The paper is divided into **Three Compulsory Exercises**. The Exercises have different total mark allocations, and some are broken down into a series of sub-questions.

**Section A Listening** (15 marks) Assessment Objectives L1, L2, L3 and L4

A 2-part listening exercise in which candidates will be required to listen and answer questions based on a variety of short texts which will be read to the candidates. The texts maybe: narrative, descriptive, dialogue, report, announcement, talk, lecture, letter, expository, instructions etc.

### **Section B**

**Exercise 1 Reading and Writing 1** (25 marks) Assessment Objectives R1, R2, R3, R4, W1, and W5

A reading exercise of 300-400 words in which candidates will be required to answer a series of questions testing detailed comprehension, based on a text printed in the question paper. The text will take the form of a newspaper/magazine article, narrative, description, report, announcement, talk, lecture, letter, expository and instructions which may incorporate a graphical element. Candidates will also do an exercise that tests elements of grammar/language usage.

**Exercise 2 Reading and Writing 2** (10 marks)

Assessment Objectives R1, R2, R3, R4, W1, W2, W3, W4, W5 and W6

A reading exercise of 250-350 words in which candidates will be required to complete a form template using the information provided in the text. They will also be required to write a summary of about 50 words based on the information from the text.

This paper will weigh 50% of the total external assessment marks.

**Paper 2 Continuous Writing** (2 hours) consisting of 35 marks.

For all parts of this component, candidates write their answers in the spaces provided on the question paper.

Dictionaries should **not** be used.

The paper is divided into **Two Compulsory Exercises**. The tasks for these exercises will be distinguished by requiring different purposes/formats/audiences/registers.

**Part 1 Guided writing (formal/informal writing)** (15 marks) Assessment Objectives R1, W1, W2, W3, W4, W5 and W6

Candidates will be required to write approximately one page of continuous prose (e.g. letter, diary, email, speech etc.) in response to a short graphic stimulus and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.

**Part 2 Extended writing** (20 marks) Assessment Objectives R1, W1, W2, W3, W4, W5 and W6

Candidates will be required to write about 1 to 1½ pages of continuous prose. They will be required to write on one topic from a choice of three types of compositions. Candidates may be required to write an argumentative/discursive, expository/factual, descriptive/ narrative piece which may have a visual element as a stimulus.

This paper will weigh 50% of the total external assessment marks.

## CURRICULUM CONTENT

Learners will develop all skills in the curriculum content outlined below.

<b>SKILL : READING</b>
<b>Competencies</b> All Candidates should be able to: <ul style="list-style-type: none"><li>• demonstrate the ability to extract relevant specific information from given texts,</li><li>• scan for particular information, organize the relevant information and present it in a logical manner,</li><li>• demonstrate the ability to identify the important points or themes within a given extended written text,</li><li>• deduce meaning by using contextual clues,</li><li>• interpret pictures, graphs, diagrams, lists, tables and other graphic materials.</li></ul>
<b>SKILL : WRITING</b>
<b>Competencies</b> All candidates should be able to: <ul style="list-style-type: none"><li>• plan and write different types of texts,</li><li>• produce writing that addresses the topic, is clear, coherent, demonstrates appropriate use of sentence structure and word choice,</li><li>• reflect independently and critically on their own,</li><li>• use notes to produce a summary of a spoken or written text,</li><li>• recognize and use knowledge of spelling patterns,</li><li>• use knowledge of spelling strategies,</li><li>• use punctuation correctly in all written work.</li></ul>
<b>SKILL : LISTENING</b>
<b>Competencies</b> All candidates should be able to: <ul style="list-style-type: none"><li>• identify the purpose, keywords and main ideas whilst listening, and use this information for a specific purpose,</li><li>• take short notes while listening and use this information for a specific purpose,</li><li>• summarise and present information from spoken texts,</li><li>• listen to texts, identify the speaker's opinion and offer a personal response.</li></ul>



**SKILL: SPEAKING (school-based)**

Competencies

The Speaking skill will be school-based and should form part of the Continuous Assessment (CA) that centres submit to ECESWA.

All learners should be able to:

- demonstrate competence in a range of speech activities, (e.g., respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs etc.);
- conduct a sustained conversation;
- demonstrate flexibility in dealing with new, topical ideas;
- show a sense of audience.

## NOTES ON THE ADMINISTRATION OF THE LISTENING TEST

### INSTRUCTIONS TO THE INVIGILATOR

1. Attached are the Listening Passages.
2. Allow the reader to practise reading the passages **before they are read aloud to the candidates**. The practise reading should be done in your presence **before the candidates enter the examination room**.
3. The candidates should be allowed to open the question paper and answer the questions as the passages are being read twice.
4. The time (approximately 30 minutes) allocated for this Part includes the time the reader takes to read the passages, and for candidates to answer the questions.
5. After Section 1, instruct candidates to go on to do Section 2 of the paper.

### INSTRUCTIONS TO THE READER

1. Read each passage at moderate speed **twice only**.
2. Before each reading, allow the candidates to read the questions for one minute.
3. Read the first passage (Exercise 1) and pause for 1 minute before reading the passage for the second time.
4. Pause for 2 minutes before reading the second passage (Exercise 2).
5. Again, pause for 1 minute before reading the passage for the second time.
6. Your voice should be loud and clear, but the effect should not be exaggerated or unnatural.

PAPER 2 – MARK SCHEME

GENERAL CRITERIA FOR MARKING PART 1

Mark Band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul>	7	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idioms and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
6-7	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfills the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	6	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.</li> </ul>
4-5	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	4-5	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</li> </ul>
2-3	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul> <p><b>Award 1 mark.</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></li> </ul>	2-3	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating. Paragraphs absent or inconsistent.</li> <li>• Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. <b>Award 1 mark.</b></li> </ul>
0-1	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• No engagement with the task or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	0-1	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of English writing. Paragraphs absent or inconsistent.</li> </ul>

## GENERAL CRITERIA FOR MARKING PART 2

MARK Band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	MARK Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
10	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Consistently relevant, uses appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> shows independence of thought. Ideas are well developed, at appropriate length. The interest of the reader is highly aroused and sustained. Quality is sustained throughout and enjoyable to read.</li> </ul>	10	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Sentence structure varied for particular effects. Confident and wide-ranging use of language and idioms. Vocabulary is wide and precise to convey intended shades of meaning.</li> <li>• <b>Accuracy:</b> Highly accurate apart from very occasional slips. Paragraphs have unity, are linked and show evidence of being well organized.</li> </ul>
8-9	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task with consistently appropriate register and a sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Shows some independence of thought. Ideas are well developed, at appropriate length. The interest of the reader is aroused and sustained. Quality is sustained. Enjoyable to read.</li> </ul>	9	<p><b>Precise</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Generally accurate apart from occasional errors that are either slips or caused by ambition. Uses some idioms and precise in use of vocabulary to convey intended shades of meaning.</li> <li>• <b>Accuracy:</b> Paragraphs have unity, are usually linked and show some evidence of being well-organized.</li> </ul>
6-7	<p><b>Upper satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Some interest is aroused.</li> </ul>	7 - 8	<p><b>Mostly accurate:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Some variety of sentence structures and vocabulary, sometimes attempting sophisticated language.</li> <li>• <b>Accuracy:</b> Mostly accurate, errors from ambition do not mar clarity of communication. Grammatical errors occur when more sophistication is attempted. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
4-5	<p><b>Lower satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions or failures of logic.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	5 - 6	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> Meaning is clear, and work is of a safe literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Spelling of simple vocabulary is accurate, errors in more difficult words. Paragraphs are used but without coherence or unity.</li> </ul>
2-3	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Partly relevant and some engagement with the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	3 - 4	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structure and vocabulary.</li> <li>• <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating.</li> </ul>
0-1	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with the task or any engagement is completely hidden by density of errors.</li> </ul> <p><b>No relevance:</b></p> <ul style="list-style-type: none"> <li>• No engagement with the task. If essay is completely irrelevant, no mark can be given for language.</li> </ul>	1 - 2	<p><b>Multiple errors:</b></p> <ul style="list-style-type: none"> <li>• Multiple types of error in grammar/spelling/word usage/punctuation throughout which mostly make it difficult to understand. Occasionally, sense can be deciphered.</li> </ul> <p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• Density of errors. Whole sections impossible to recognize as pieces of English writing.</li> </ul>