



Examinations Council  
of Eswatini

# EPC

ESWATINI PRIMARY CERTIFICATE

## Syllabus

For Examination In 2025 - 2027

**Religious Education**

Subject Code:631

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## ESWATINI PRIMARY CERTIFICATE

### Broad Guidelines

The Ministry of Education and Training is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Grade 5 to Grade 7) so that at the completion of primary education, learners will:

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

### Eswatini's National Education Policy Directives

Eswatini Primary Certificate (EPC) syllabuses for studies in Grade 5 to Grade 7 will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which:

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture, and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in Swaziland and elsewhere, e.g., pandemics, global warming, and technological advances.

### The National Curriculum for Grade 5 to Grade 7

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below.

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

To develop these skills, learners must offer **five compulsory subjects**. **Compulsory**

### Subjects

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

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**Electives**

- Agriculture
- Consumer Science
- Social Studies
- Practical Arts and Technology
- French

**Fields of Study**

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

## INTRODUCTION

The Eswatini Primary Certificate syllabuses are designed as three-year courses for examination in Grade 7. The syllabus assumes that the learners have been through a Lower Primary (Grades 3 and 4) Programme of Religious Education. The purpose of the Religious Education syllabus is that learners will understand the Christian beliefs, teachings, practices and influences on the lives of individuals and community; and be encouraged to adopt Christian values and behaviour.

EPC syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content

## AIMS

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

The aims are to enable learners to:

1. Develop learner's knowledge and understanding of creation.
2. Develop an enquiring approach to biblical texts, the ideas they contain and the ways in which they may be interpreted.
3. Enable learners to make informed decisions on issues arising from their personal and social lives.
4. Equip learners with a suitable foundation for ethical and moral decision making in their lives.
5. Develop a range of transferable skills which will support learners in their lives.

## **ASSESSMENT OBJECTIVES**

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### **Assessment Domains**

1. Knowledge and Understanding
2. Analysis and interpretation
3. Evaluation

### **AO1 KNOWLEDGE AND UNDERSTANDING**

Candidates should be able to:

1. Show their knowledge of biblical texts and understanding of specified biblical texts and Christian beliefs.

### **AO2 ANALYSIS AND INTERPRETATION**

Candidates should be able to:

2. Use knowledge in order to analyse and interpret Christian beliefs of biblical characters.

### **AO3 EVALUATION**

Candidates should be able to:

3. Give a personal response to biblical issues arising from Christian beliefs, teachings and practices.

## **ASSESSMENT OBJECTIVES AND WEIGHTINGS**

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<b>PAPER</b>	<b>WEIGHTING</b>	<b>ASSESSMENT OBJECTIVES</b>
1	60% 40%	Knowledge and Understanding Analysis and Interpretation
2	40% 40% 20%	Knowledge and Understanding Analysis and Interpretation Evaluation

## ASSESSMENT

### Scheme of Assessment

Examination Questions will be drawn from the Grade 5 to 7 Syllabus.

Paper 1 and 2 combined will contribute 80% towards the final mark, while the CA will contribute 20%.

#### **PAPER 1**

**Time: 1 hour**

**Marks: 40**

The paper will consist of 40 multiple choice questions taken from the Upper Primary syllabus. The paper will assess the four objectives, i.e., Knowledge, Understanding, Analysis and Interpretation.

The first items 1-24 will cover Knowledge and Understanding and 25-40 will cover Analysis and Interpretation.

Each item will contain a stem and four plausible options of which **ONE** will be the correct answer.

#### **PAPER 2**

**Time: 1 hour 30 Minutes**

**Marks: 60**

There will be **three** questions covering any three of the six themes. Candidates will be required to answer all **three** questions.

The questions will require free responses in a form of sentences or paragraphs. Each question will be structured into three parts: (a), (b) and (c). Each question will be worth 20 marks. The (a) part will cover AO1 and will be worth 8 marks, the (b) part will cover AO2 and will be worth 8 marks and (c) part will cover AO3 and will be worth 4 marks.

## **WEIGHTING OF PAPERS**

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<b>PAPER</b>	<b>WEIGHTING</b>
1	40%
2	60%

## **CURRICULUM CONTENT**

The curriculum is divided into six themes. These are:

1. Creation, Fall of man and Destruction of life
2. Christian Beliefs and Worship
3. Moral Teachings and Values
4. Festivals and Holy days in Christianity
5. The Bible as God's Word
6. Miracles and Parables of Jesus Christ

### **Version of the Bible**

The Revised Standard Version will be used for quotations included in the question paper.



**DETAILED CONTENT**

Theme	Sub theme	Notes for guidance
<p>1. CREATION, FALL OF MAN AND DESTRUCTION OF LIFE</p>	<p><b>Creation</b> (Genesis 1 and 2)</p> <ul style="list-style-type: none"> <li>• The state of the universe before creation</li> <li>• Order of creation</li> <li>• The creation of the first people</li> <li>• Man’s authority over creation</li> <li>• Uniqueness of man</li> </ul> <p><b>Fall of man</b> (Genesis 3)</p> <ul style="list-style-type: none"> <li>• Origin of sin</li> </ul> <p><b>Destruction of life</b></p> <ul style="list-style-type: none"> <li>• The Ten Plagues (Exodus 10 &amp; 11)</li> <li>• Crossing of the Red sea (Exodus 14)</li> </ul>	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> <li>• How the world came into existence</li> <li>• The difference between the creation of Adam and Eve</li> <li>• Explain how man is different from the rest of God’s creation i.e., knows the difference between right and wrong; dominion over creation; made to worship God</li> <li>• How man fell into sin</li> <li>• Characterization: God, Adam, Eve and the serpent</li> <li>• Lessons learnt</li> <li>• Describe the destruction of life in the specified content</li> <li>• Explain why there was destruction of life in the specified content</li> <li>• Characterization</li> <li>• Lessons learnt</li> </ul>

<p>2. BELIEFS AND WORSHIP</p>	<p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>• Trinity (Matthew 28:19, John 10:30)</li> <li>• Sin and salvation (Romans 3:23)</li> <li>• Life after death (John 11-25-26)</li> <li>• Judgement (Hebrews 9:27-28)</li> </ul> <p><b>Worship</b></p> <ul style="list-style-type: none"> <li>• Places of worship (Church, Hall, Classroom, Tent)</li> <li>• Symbols and objects of worship <ul style="list-style-type: none"> <li>- Cross and Crucifix (Matthew 27:35)</li> <li>- Bread and wine (Luke 22:17-19)</li> </ul> </li> </ul>	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> <li>• Meaning of Trinity</li> <li>• Definition of sin and salvation</li> <li>• Causes of sin</li> <li>• Consequences of sin</li> <li>• How people get saved</li> <li>• Importance of salvation</li> <li>• Christian teachings on beliefs studied</li> </ul> <ul style="list-style-type: none"> <li>• Importance of worship</li> <li>• How Christians worship (Styles of worship)</li> <li>• Significance of symbols and objects of worship</li> </ul>
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<p>3. MORAL TEACHINGS AND VALUES</p>	<p><b>Moral teachings of Jesus</b></p> <ul style="list-style-type: none"> <li>• Peace (Mathew 5:9)</li> <li>• Love (Luke 6:35-36; Matthew 22:36-39)</li> <li>• Forgiveness (Luke 17:3-4)</li> <li>• Mercy (Matthew 5:7)</li> <li>• Thanksgiving (Luke 22:17-20)</li> <li>• Respect (Exodus 20:12)</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Humility (Matthew 18:1-4; Luke 14:11; Matthew 23:12)</li> <li>• Honesty (Proverbs 12:22; Psalms 5:6)</li> <li>• Obedience (Exodus 19:5; Deuteronomy 11:1; John 15:9; 2 Corinthians 10:5; Romans 1:5)</li> <li>• Fairness (Matthew 6:14-15; Proverbs 4:25-27; Luke 6:31)</li> <li>• Integrity (Proverbs 10:9, 29; 28:6)</li> <li>• Self-control (Genesis 39:8; Daniel 1:12-16; Matthew 4:2; Luke 4:4)</li> </ul>	<p>Emphasis should be on:</p> <ul style="list-style-type: none"> <li>• Definition of the teachings and values</li> <li>• Ways of showing the moral values</li> <li>• Biblical teachings on Christian values and morals</li> <li>• Importance of the moral teachings and values</li> </ul>
<p>3. Festivals and Holy days in Christianity</p>	<ul style="list-style-type: none"> <li>• The Ascension of Jesus (Acts 1:9-11)</li> <li>• Pentecost (Acts 2:1-13)</li> </ul>	<p>Emphasis should be made on:</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Account</li> <li>• Significance</li> <li>• Symbolism</li> <li>• Relevance of Festivals/ Holy Days</li> </ul>

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<p>5. THE BIBLE AS GOD'S WORD</p>	<p><b><u>The Holy Bible</u></b></p> <ul style="list-style-type: none"> <li>• Divisions of the Holy Bible</li> <li>• Uses of the Bible (1Timothy 3:16; Luke 4:16)</li> </ul>	<p>Emphasis should be made on:</p> <ul style="list-style-type: none"> <li>• The divisions of the bible: Old Testament and New Testament</li> <li>• Types of literature in each division</li> <li>• Message from each type of literature</li> <li>• List the uses of the Bible</li> </ul>
<p>6. MIRACLES AND PARABLES OF JESUS CHRIST</p>	<p><b><u>Miracles</u></b></p> <ul style="list-style-type: none"> <li>• Calming of the storm (Matthew 8:23-27)</li> <li>• Feeding of the five thousand (Luke 9:10-17) <ul style="list-style-type: none"> <li>•Blind man of Jericho (Luke 18:35-43)</li> <li>•Jesus walks on the sea (Matthew 14:22-32)</li> <li>•The Raising of Lazarus (John 11:38-44)</li> </ul> </li> </ul> <p><b><u>Parables</u></b></p> <ul style="list-style-type: none"> <li>•Parable of the Sower (Matthew 13:3-23)</li> <li>•Parable of the Good Samaritan (Luke 10:25-37)</li> <li>•Parable of the Lost Sheep and the Lost Coin (Luke 15:1-10)</li> <li>Parable of the Talents (Matthew 25:14-30)</li> </ul>	<p>Emphasis should be made on:</p> <ul style="list-style-type: none"> <li>• Story line</li> <li>• Teachings / Significance</li> <li>• Characterization</li> <li>• Symbolism</li> <li>• Lessons learnt</li> </ul>

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**COMMAND WORDS**

The glossary will provide a helpful guide. Candidates should appreciate that the meaning of a term will depend, in part, on its context.

<b>COMPARE</b>	Write about what is similar about two things.
<b>CONTRAST</b>	Write about the differences between two things.
<b>DEFINE</b>	Give the meaning or definition of a word or a phrase.
<b>DESCRIBE</b>	Write what something is like or what it is.
<b>EXPLAIN/ GIVE REASONS</b>	Write about why something happens.
<b>GIVE YOUR VIEWS</b>	Say what you think about something.
<b>HOW</b>	In what way? To what extent? By what means/methods? May be coupled with show how (prove how, demonstrate how).
<b>IDENTIFY</b>	Pick out something from information you have been given.
<b>LIST</b>	Identify and name a number of features to meet a particular purpose.
<b>NAME/ MENTION</b>	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.
<b>REFER TO/ WITH REFERENCE TO</b>	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.
<b>STATE</b>	Give a brief detail about something.
<b>STUDY</b>	Look carefully at (usually one of the figures in the paper)
<b>SUGGEST</b>	Give your ideas on or knowledge of something.
<b>USE</b>	Base your answer on the information provided.
<b>WITH THE HELP OF</b>	Write an answer that uses some of the information provided as well as additional material.