



Examinations Council  
of Eswatini

# EPC

ESWATINI PRIMARY CERTIFICATE

## Syllabus

For Examination In 2025 - 2027

**Social Studies**

**Subject Code: 515**

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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

### 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 Social Studies Examinations syllabus is designed as a three-year course covering grade 5- 7 learners.

The Social Studies Syllabus is made of three strands namely People in The Past And Present, People And Place and People In Society.

## AIMS

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

1. **Civic education:** To instil a sense of civic responsibility and active citizenship and to promote an understanding of democratic principles.
2. **Cultural awareness and appreciation:** To introduce diverse range of cultures, traditions and historical events while fostering cultural awareness and respect.
3. **Geographical literacy:** To develop basic geographical knowledge, skills and spatial awareness and to develop map reading skills.
4. **Historical understanding:** To develop understanding of historical perspectives and how the past shapes the present.
5. **Critical thinking:** To foster critical thinking skills through analysis of information, evaluation of sources and making informed judgements.
6. **Problem solving skills:** To promote problem-solving skills through consideration of multiple perspectives and suggest solutions to real life problems.
7. **Social and emotional learning:** To support the development of social and emotional social skills including communication skills and conflict resolution.
8. **Global citizenship awareness:** To cultivate awareness of global issues and inter-connectedness by exploring topics such as global citizenship, human rights, environmental sustainability and global issues
9. **Community engagement:** To encourage active involvement in local community through volunteerism and civic engagement.
10. **Communication skills:** To develop effective communication skills including speaking, reading, listening and writing.
11. **Patriotism:** To develop passionate love, loyalty and devotion of one's country.

## **ASSESSMENT OBJECTIVES (AO)**

### **A. KNOWLEDGE AND UNDERSTANDING**

Learners can be able to demonstrate knowledge and understanding of:

1. Key historical events, figures, timelines within specific time periods, and how the past has shaped the present.
2. The cultural practices and traditions and explain how they influence daily life of Eswatini governance, its functions and the role of citizens in the democratic society.
3. Physical, social and geographical features within the range of local, regional and international scales.
4. Social Studies concepts, principles and processes, facts, terms and generalisation
5. The inter-relationships between people's activities and the environment, their impact and ability to seek explanations and solutions for them.
6. The spatial patterns and an appreciation of a wide range of physical, economic, social and political processes and interactions in different environments.
7. Changes and continuity, cause and consequence, similarity and difference, motives, emotions and beliefs of people in the past.

### **B. APPLICATION AND ANALYSIS**

Learners can be able to:

1. Apply Social Studies knowledge, concepts and skills to propose solutions to real world social, economic and environmental problems.
2. Select, organize, use, present and interpret relevant information in simple written statistical, graphical, pictorial, maps and diagrammatical form.
3. Analyze primary sources and artifacts, recognize patterns and draw conclusions.
4. Critically evaluate the reliability and bias of information.

### **C. EVALUATION AND DECISION MAKING**

Learners can be able to:

1. Reason and make judgments.
2. Recognize the role of decision making within social, political and economic contexts.
3. Evaluate historical events and contemporary issues and make sustainable decisions.
4. Assess the impact of globalization on society.
5. Analyze the benefits and challenges of global interdependence.
6. Evaluate the significance of historical events and figures and their importance in history.
7. Participate in a democratic decision-making process such as mock election and defend their decision based on Social Studies knowledge, skills and values.

## SPECIFICATION GRID

Paper	Assessment Objective		
	A. knowledge and understanding	B. application and analysis	C. judgments and decision making
1	60 %	20 %	20%
2	30%	36%	34%

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

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

<b>Paper 1</b>	<b>1 hour 30 minutes</b>	<b>[50 marks]</b>
Candidates will be required to answer <b>all</b> questions.		
There will be 50 multiple-choice questions. Questions will be graded, starting with less demanding questions, and ending with more difficult questions- <u>structured with gradient of difficulty</u> . This paper will be mainly concerned with assessment objectives (AO) A, B and C.		

<b>Paper 2</b>	<b>2 hours</b>	<b>[50 marks]</b>
This paper is divided into <b>two</b> 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%

**STRAND: PEOPLE IN THE PAST AND PRESENT**

<b>Sub-strand</b>	<b>Competency</b>	<b>Indicators of success</b>
<b>How people lived in the past</b>	<b>Describe the way of life of the San (hunter-gatherers)</b>	<ul style="list-style-type: none"> <li>- Name and identify places on a map where the San people were found</li> <li>- Explain how the San people used the environment to meet their physical needs for food, clothing and shelter</li> </ul>
	<b>Describe the way of life of the Khoikhoi (herders)</b>	<ul style="list-style-type: none"> <li>- Describe the way of life of the Khoikhoi herders</li> </ul>
	<b>Identify the first inhabitants of Eswatini and explain the evidence for this</b>	<ul style="list-style-type: none"> <li>- State who the first inhabitants of Eswatini were and explain how we know this</li> <li>- Explain what people in the present can learn about people in the past from the rock paintings</li> </ul>
	<b>Describe the way of life of the Bantu</b>	<ul style="list-style-type: none"> <li>- Name the place where the Bantu originated</li> <li>- Identify the various groups that formed the Bantu and locate where they lived on a map of southern Africa</li> <li>- Explain how the Bantu people used the environment to meet their physical needs for food, clothing and shelter (<i>e.g. hunting, ploughing, trading</i>)</li> <li>- Identify the main similarities and differences between the San, Khoikhoi and Bantu way of life</li> </ul>
<b>Change and continuity</b>	<b>Describe ways in which change has affected their families and community</b>	<ul style="list-style-type: none"> <li>- Compare this year with the year before. What is different? What is the same?</li> <li>- Compare their community with how it was 50 years ago. What is different? What is the same?)</li> </ul>
	<b>Identify changes and continuities in the community</b>	<ul style="list-style-type: none"> <li>- Compare present and past lifestyles. What is different? What is the same?</li> <li>- Describe how the lives of women and children have changed over time</li> <li>- Identify customs and celebrations from long ago which are still celebrated today</li> </ul>
	<b>Describe the important developments that have taken place in the country and how these have changed or affected people's lives</b>	<ul style="list-style-type: none"> <li>- Examine the important developments that have taken place in the country since Independence (<i>e.g. construction of roads, dams</i>)</li> <li>- Interpret the important developments since independence using a timeline</li> <li>- Explain how these events have changed or affected the lives of the Swazi people</li> </ul>



<b>Why people move from place to place</b>	<b>Describe some of the social reasons that cause the movements of people in the community</b>	<ul style="list-style-type: none"> <li>- Describe the reasons that cause the movements of people in the community</li> </ul>
	<b>Become aware of migration and its causes</b>	<ul style="list-style-type: none"> <li>- Explain migration</li> <li>- Analyse the reasons for migration (internal and external) in Eswatini (<i>e.g. work, conflict</i>)</li> <li>- Describe ways in which migration has affected Eswatini (<i>e.g. introduced new languages, food, religions</i>)</li> </ul>
	<b>Describe some of the positive and negative consequences of the movements of people across Africa</b>	<ul style="list-style-type: none"> <li>- Analyse why people move from one country to another in Africa (<i>e.g. conflict, poverty, persecution, work opportunities, education</i>)</li> <li>- Describe some of the positive and negative consequences of the movements of people across Africa (<i>e.g. cultural diversity, skilled workers, overcrowding, unemployment, human trafficking</i>)</li> </ul>

**STRAND: PEOPLE AND PLACE**

Sub-strand	Competency	Indicators of success
<b>The physical environment</b>	<b>Identify and describe the main physical features found in Eswatini</b>	<ul style="list-style-type: none"> <li>- Identify and describe in simple terms major physical features found in Eswatini (e.g. <i>river, mountain, valley, plateau</i>)</li> <li>- Name examples of rivers, mountains, valleys and plateaus in Eswatini (e.g. <i>Pine Valley, Emlembe</i>)</li> <li>- Locate major physical features on a physical map of Eswatini</li> </ul>
	<b>Describe the main elements of weather</b>	<ul style="list-style-type: none"> <li>- Describe/identify the main weather elements (i.e. <i>temperature, wind, rainfall, cloud cover, sunshine</i>)</li> <li>- Present and interpret weather data e.g. <i>daily temperature, rainfall and wind over a month</i></li> </ul>
	<b>Describe the climate of the four geographical regions of Eswatini</b>	<ul style="list-style-type: none"> <li>- Describe the difference between weather and climate</li> <li>- Describe the climate in the four geographical regions of Eswatini (<i>Highveld, middle veld, Lowveld and Lubombo</i>)</li> <li>- Compare the climate in Eswatini over a number of years to understand that climate changes</li> <li>- Discuss the causes of climate change</li> </ul>
<b>Human economic development</b>	<b>Identify the different types of natural resources in Eswatini and describe how people use them to meet basic needs</b>	<ul style="list-style-type: none"> <li>- Identify the natural resources found in Eswatini (i.e. <i>water, trees, minerals</i>)</li> <li>- Classify natural resources into renewable and non-renewable and explain how to look after resources so that they will still be around in the future</li> <li>- Describe how people change the raw materials into goods (e.g. <i>paper from trees, tools from iron ore</i>)</li> <li>- Identify products made by using natural resources and their use</li> </ul>
	<b>Describe three key economic activities in Eswatini</b>	<ul style="list-style-type: none"> <li>- Describe 3 key economic activities in Eswatini (i.e. <i>farming, tourism and mining</i>)</li> <li>- Explain how these activities contribute to the development of the economy (e.g. <i>provide employment, improve infrastructure, create revenue</i>)</li> </ul>
	<b>Describe manufacturing activities in Eswatini</b>	<ul style="list-style-type: none"> <li>- Describe some of the manufacturing activities in Eswatini (e.g. <i>pulp</i></li> </ul>

		<p><i>production, soft drink processing, fruit canning, sugar processing)</i></p> <ul style="list-style-type: none"> <li>- Explain how these activities contribute to the development of the economy (e.g. <i>provide employment, improve infrastructure, create revenue</i>)</li> </ul>
	<p><b>Describe the effect of water pollution and their role in reducing it</b></p>	<ul style="list-style-type: none"> <li>- Identify the causes of water pollution (e.g. <i>sewage, chemicals from factories, littering</i>)</li> <li>- Explain the effects of water pollution (e.g. <i>diseases, poisons fish destruction of eco systems</i>)</li> <li>- Describe ways to reduce water pollution (e.g. <i>clean up campaigns, proper disposal of chemicals</i>)</li> </ul>
<p><b>Human interactions with the environment</b></p>	<p><b>Describe the effect of land pollution and their role in reducing it</b></p>	<ul style="list-style-type: none"> <li>- Explain the causes of land pollution (e.g. <i>dumping waste, pesticides, fertilizers</i>)</li> <li>- Describe the effects of land pollution (e.g. <i>attracts vermin, poisons water sources</i>)</li> <li>- Describe ways to reduce land pollution (e.g. <i>reduce, recycle and re-use products, reduce use of pesticides and fertilizers in agriculture</i>)</li> </ul>
	<p><b>Describe the effect of air pollution and how they can be reduced</b></p>	<ul style="list-style-type: none"> <li>- Identify the causes of air pollution (e.g. <i>fumes from diesel vehicles, burning litter, industrial activities</i>)</li> <li>- Assess the impact of air pollution (e.g. <i>smog, global warming</i>)</li> <li>- Describe ways to reduce air pollution (e.g. <i>using public transport, banning diesel vehicles</i>)</li> </ul>
	<p><b>Describe local environmental problems and how they can be reduced</b></p>	<ul style="list-style-type: none"> <li>- Identify major environmental problems found in Eswatini (e.g. <i>soil erosion, endangered animals, bush fires</i>)</li> <li>- Explain the causes of these environmental problems (e.g. <i>cutting down trees, building roads, over-grazing</i>)</li> <li>- Describe ways to care for the environment (e.g. <i>reforestation, reduce, recycle and reuse</i>)</li> </ul>
<p><b>Using maps</b></p>	<p><b>Locate and identify places on a simple map</b></p>	<ul style="list-style-type: none"> <li>- Use keys and symbols to interpret a simple map</li> <li>- Use the cardinal points N, S, E and W to describe the location of places on a simple map</li> </ul>

		<ul style="list-style-type: none"> <li>- Use map reading skills (e.g. <i>keys, colour-codes</i>) to interpret simple maps of their school and community</li> <li>- Use knowledge of mapping skills (e.g. <i>keys, colour-codes</i>) to create a map of their school</li> <li>- Translate information from maps to written texts and vice versa (e.g. <i>creating a map from listening to an oral description; writing a paragraph to describe a map</i>)</li> <li>- Identify the regional boundaries and main towns on a political map of Eswatini</li> </ul>
	<p><b>Locate and identify places on a map</b></p>	<ul style="list-style-type: none"> <li>- Use map reading skills (e.g. <i>keys, colour-codes, cardinal directions</i>) to interpret information on simple political and physical maps of Eswatini</li> <li>- Use knowledge of mapping skills (e.g. <i>keys, colour-codes</i>) to interpret a map of the area around their school showing main buildings and roads</li> <li>- Identify countries on maps of Southern Africa, the African continent and the world</li> <li>- Describe where different countries in Africa are located on a map using distance and direction (e.g. <i>near/far, above/below, north, south, east, west</i>)</li> </ul>
	<p><b>Locate and identify places on a map</b></p>	<ul style="list-style-type: none"> <li>- Locate countries on a map of the world using distance and direction (e.g. <i>near/far, above/below, north, south, east, west</i>)</li> <li>- Identify the continents on a map of the world and locate countries belonging to each continent</li> <li>- Identify countries on or near the equator, tropic of Cancer, Tropic of Capricorn and the Arctic and Antarctic Circles</li> <li>- Use map reading skills (e.g. <i>keys, colour-codes, cardinal directions</i>) to interpret information on simple political and physical maps of the world</li> </ul>

**STRAND: PEOPLE IN SOCIETY**

Sub-strand	Competency	Indicators of success
<b>Governance</b>	<b>Describe how leaders are elected at the community level</b>	<ul style="list-style-type: none"> <li>- Give examples of leaders that are found in the school</li> <li>- Explain the process of electing class monitors: e.g.                             <ul style="list-style-type: none"> <li>o <i>nominating a learner,</i></li> <li>o <i>participating in the campaigning process, and</i></li> <li>o <i>voting for their preferred candidate</i></li> <li>o <i>Explain the importance of having leaders in the community</i></li> </ul> </li> <li>- Describe how leaders are elected at the community level</li> <li>- List the roles of the Bucopho and Indvuna yeNkhundla</li> </ul>
	<b>Describe the contribution to nation building by the Kings of Eswatini after Independence</b>	<ul style="list-style-type: none"> <li>- Identify the Kings who ruled Eswatini since Independence</li> <li>- describe the contribution made by King Sobhuza II and Mswati III to nation building</li> </ul>
	<b>Describe the Monarchical Democracy system of government</b>	<ul style="list-style-type: none"> <li>- <i>Describe the structure of the Monarchical Democracy system of government and why it was introduced</i></li> <li>- <i>Explain the duties of the Member of Parliament (M.P.) and describe their duties</i></li> <li>- <i>Name the four Regional Administrators (R.A.s) and describe their role (e.g. resolving chiefdoms' disputes)</i></li> </ul>
	<b>Describe the national system of government</b>	<ul style="list-style-type: none"> <li>- <i>Name the three arms of government in Eswatini (i.e. Judiciary, Executive, Legislature)</i></li> <li>- <i>Identify the main responsibilities of, and services provided by, the three arms of the government</i></li> </ul>
<b>Basic human rights and responsibilities</b>	<b>Explain their basic rights</b>	<ul style="list-style-type: none"> <li>- Describe the difference between the things they need to survive and the things they want</li> <li>- List their rights e.g. their right to have shelter, family, safety, education, medicine, play, food and water and</li> </ul>

		<p>that those responsible for children have to ensure they are happy, healthy and safe</p> <ul style="list-style-type: none"> <li>- Suggest ways in which their rights are met in Eswatini (e.g. <i>every child has the right to a free primary education</i>)</li> </ul>
	<b>Describe what they can do to fulfil their responsibilities at home and at school</b>	<ul style="list-style-type: none"> <li>- Describe household tasks that people do for each other and whether boys should do different tasks from girls</li> <li>- Differentiate between learners that abuse their rights and those who are living up to their rights</li> <li>- Describe the relationship between rights and responsibilities</li> </ul>
	<b>Describe factors that lead individuals and groups to seek their human rights</b>	<ul style="list-style-type: none"> <li>- Describe factors that lead individuals and groups to seek their human rights (e.g. <i>unsafe working conditions</i>)</li> <li>- Describe ways people press for changes to their human rights (e.g. <i>talking to their M.P.</i>)</li> </ul>
	<b>Explain the role of government and institutions in ensuring that human rights are respected in Eswatini</b>	<ul style="list-style-type: none"> <li>- Describe the role of the Eswatini government in ensuring that human rights are respected (e.g. <i>signing international conventions</i>)</li> <li>- Identify national policies that safeguard human rights in Eswatini (e.g. <i>Child Protection Act</i>)</li> <li>- Explain how national and international organisations help to ensure that human rights are respected (e.g. <i>SWAGAA, WLSA, UNICEF, WORLD VISION, CARITAS</i>)</li> </ul>
	<b>Explain the difference between needs and wants</b>	<ul style="list-style-type: none"> <li>- Describe the difference between needs and wants</li> <li>- Describe the difference between physical and emotional needs</li> <li>- Describe ways that families meet the physical and emotional needs of members</li> </ul>
<b>Social issues</b>	<b>Identify some of the main social problems affecting young people in Eswatini today</b>	<ul style="list-style-type: none"> <li>- Discuss the social problems faced by young people in Eswatini today (e.g. <i>teenage pregnancy, domestic violence, child-headed households</i>)</li> <li>- Identify appropriate actions that could be taken to tackle some of these social problems</li> </ul>
	<b>Describe child abuse</b>	<ul style="list-style-type: none"> <li>- Explain the different types of child abuse (e.g. <i>neglect, sexual abuse, domestic abuse, online abuse,</i></li> </ul>

		<i>physical abuse, bullying, emotional abuse</i>
	<b>Describe human trafficking and explain its impact on society</b>	<ul style="list-style-type: none"><li>- Explain what human trafficking is (<i>i.e. children are recruited, moved, transported and then exploited, forced to work or sold</i>)</li><li>- State reasons why children are trafficked (<i>e.g. domestic service, forced labour, criminal activity, forced marriage, sexual exploitation</i>)</li><li>- Identify the effect human trafficking has on society</li></ul>

## 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.

<b>COMPARE</b>	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.
<b>COMPLETE</b>	To add the remaining details required.
<b>CONTRAST</b>	Write about the differences between two things.
<b>CALCULATE</b>	Workout a numerical answer. In general, working should be shown, especially where two or more steps are involved
<b>CATEGORIZE</b>	To place in a particular class or group
<b>DEFINE</b>	State or give the meaning of something.
<b>DESCRIBE</b>	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.).
<b>DO YOU THINK</b>	Give own opinion? May be coupled with show, prove how, demonstrate that you have considered other views.
<b>DRAW</b>	Make sketch of. Often coupled with a Labelled diagram (draw a diagram /illustration with written notes to identify its features
<b>EXAMINE</b>	Find out in detail the nature or condition of something
<b>EXPLAIN</b>	Account for or give reasons for writing about why something occurs or happens
<b>GIVING 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>INSERT</b>	Put into place or position
<b>LABEL</b>	Placing specific names or details to an illustrative technique in response to a particular requirement.
<b>LIST</b>	Identify and name a number of features to meet a particular purpose.
<b>LOCATE</b>	Find where something is placed or state where something is found or market on a map or diagram.
<b>MEASURE</b>	Implies that the quantity concerned can be directly obtained from a suitable measuring instrument.
<b>NAME</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>	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.
<b>STUDY</b>	Look carefully at (usually one of the figures in the paper)
<b>SUGGEST</b>	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).
<b>USE/USING</b>	Base your answer on the information provided.
<b>WHAT</b>	Used to form a question concerned with selective ideas/details/factors
<b>WITH THE HELP OF</b>	Write an answer that uses some of the information provided as well as additional material.