



# **EXAMINATIONS COUNCIL OF ESWATINI**

## **INFORMATION AND COMMUNICATION TECHNOLOGY SYLLABUS**

Subject Code: 5924

For Examination in 2025 - 2026

**Eswatini Prevocational  
Certificate of Secondary Education  
EPCSE**

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## THE ESWATINI PREVOCATIONAL EDUCATION PROGRAMME

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### Broad Guidelines

The Ministry of Education and Training is committed to strengthen and reform the Prevocational Education Programme (National Vocational Education and Training and Skills Development, 2010) in order to provide equitable access for all students of appropriate age to qualify secondary education (Form 4 and 5). The Programme and its assessment system prepares the students for:

- their role in the socio-economic life of Eswatini and the world of work, and
- further vocational, technical and tertiary education

### Eswatini National Education and Training Policy Directives

The Eswatini Prevocational Education Programme in Form 4 and Form 5 offers all students important learning opportunities regardless of their particular chosen programme area. Students in the programme:

- develop skills that can be applied now and in their future activities;
- refine career planning skills;
- improve entrepreneurial potential;
- acquire technology-related competence;
- enhance employability opportunities;
- demonstrate increased self-confidence and independence;
- apply and reinforce competencies developed in other study areas.

### The National Curriculum for Form 4 and Form 5

Learners are exposed to learning experiences that catalyse the development of basic competencies in all programme areas. These competences include:

- Managing learning
- Independent learning
- Managing resources
- Problem solving and innovation
- Effective communication
- Working with others
- Responsibility
- Critical thinking
- Technology application

To enhance the development of these skills, students must enrol for the **five academic** core subjects, **two prevocational** core subjects and one **prevocational elective** chosen from four subjects.

| Academic Core   | Prevocational Core   | Prevocational Electives  |
|---|--|--|
| <ul style="list-style-type: none"><li>• SiSwati</li><li>• English language</li><li>• Mathematics</li><li>• Sciences</li><li>• Religious Education</li></ul> | <ul style="list-style-type: none"><li>• Entrepreneurship</li><li>• Information and Communications Technology</li></ul> | <ul style="list-style-type: none"><li>• Agricultural Technology</li><li>• Business Accounting</li><li>• Food and Textiles Technology</li><li>• Technical Studies</li></ul> |

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## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The Eswatini Prevocational Education Programme is designed as a two-year course for examination after completion of the 12th year of senior secondary level. The syllabus is designed to meet the requirements of the Prevocational Curriculum Guides developed by the National Curriculum Centre (NCC).

The overall goal of the programme is to improve the effectiveness of the education system in Eswatini to equip students with IT related career competency skills. This is to create a holistic individual with appropriate competencies for self-employment, employment and further training. The programme will produce a learner who is adequately competent in academic and vocational skills.

The PREVOC programme for Form 4 and Form 5 students is designed to respond to the many challenges of an evolving modern society. This curriculum will assist students to develop personal daily living skills and entry-level career competencies of IT by providing a nurturing and flexible learning environment that supports the development of responsible citizenship and acceptable work-force qualifications.

These assessment guidelines for the Prevocational programme provide a detailed structure to the curriculum and explain how assessment should be developed and carried out as an integral part of classroom teaching and learning. The National Curriculum Guidelines are applicable in Form 4 and Form 5

## **RATIONALE**

Information and Communications Technology (ICT) is an applied subject and all Prevocational students will require frequent access to computer and internet facilities to develop the requisite skills. The syllabus aims to provide students with the knowledge, understanding and skills to adapt to variety of situations using ICT to emerging technologies. It will help students to be creative in starting and organising an enterprise and be able to further their education.

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**AIMS**

The aims of the syllabus are the same for all students. These aims are set out below and describe the educational purposes of the course in Information and Communication Technology examination. They are not listed in order of priority.

**The aims are to enable students to:**

- 1 Find and select authentic and relevant information (AO1)
- 2 Process information (AO2)
- 3 Analyse processed information (AO3)
- 4 Communicate information using appropriate presentation media (AO2)
- 5 Understand the components of computer systems used to tackle problems in a business environment (AO4)
- 6 Understand the different types of Networks and Networking technologies (AO2)
- 7 Effectively use the internet (AO4)

**PRIOR KNOWLEDGE**

The programme is designed for all students including those who do not have any ICT background.

**PROGRESSION**

The Prevocational Information and Communication Technology qualification enables candidates to progress directly to gainful employment, self-employment or further education.

**TEACHING HOURS**

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT). The GHL is 180 hours (230 hours TQT) over 2 years.

GLH is teacher student contact hours which includes time spent on teaching and learning.

TQT includes GLH, supervising, invigilating, summative assessments and unsupervised learning (personal study, independent investigation) activities.

## **ASSESSMENT**

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This section details the assessment objectives, the specification grid, description of the papers, scheme of assessment and weighting of papers.

The assessment for the PREVOC ICT programme follows the Depth of Knowledge (DoK) model developed by Norman Web. This model is preferred over others because it is applied to learning expectations and aligns itself well with the assessment of the Prevocational objectives.

The DoK model is more applicable to the assessment of Prevocational tasks and cognitive demands as it categorises the tasks according to complexity of thinking required to successfully complete them. It extends beyond what is done to how it is done.

### **ASSESSMENT OBJECTIVES (AO)**

The Assessment Objectives in ICT are categorised as follows:

**AO1** Recall and reproduction

**AO2** Skills and concepts

**AO3** Strategic thinking

**AO4** Extended thinking

#### **A brief description of the Assessment Objectives**

##### **AO1 Recall and reproduction**

Involves the recall of information and /or rote application of simple procedures. Students are required to demonstrate routine responses, e.g. recall a formula, facts, principles, properties; perform routine tasks etc.

##### **These are some of the verbs which may be used:**

arrange, define, identify, state, etc.

##### **AO2 Skills and concepts**

This level involves some mental processing beyond simply recalling or reproducing a response. It requires two or more steps in processing of texts or part of texts. Students will be required to make observations, basic analysis or interpretation of information.

##### **These are some of the verbs which may be used:**

apply, label, classify, compare, distinguish, estimate, draw, interpret, observe, modify, organise, predict, sketch, etc.

##### **AO3 Strategic thinking**

This will involve coming up with plans in line with business's objectives within a particular context. It helps to perform long term planning, set goals and determine priorities, as well as identifying potential risks and opportunities.

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**These are some of the verbs which may be used:**

explain, analyse, assess, critique, develop, differentiate, justify, hypothesise, investigate, review, solve, etc.

## **AO4 Extended thinking**

At this level the reasoning is more complex. Students are required to use extended or integrated higher order thinking processes such as critical and creative reproductive thinking, reflection and adjustments of plans over time.

**These are some of the verbs which may be used:**

compose, create, design, evaluate, judge, propose, formulate, synthesize, etc.

**NB: the verbs listed (AO1 - AO4) are meant to enhance understanding of the DoK model. However, the command words that will be used in this syllabus are stated in Appendix 3**

## **SPECIFICATION GRID**

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

| <b>Assessment Objectives</b>       | <b>Weighting (%)</b> |
|------------------------------------|----------------------|
| <b>AO1 Recall and reproduction</b> | 30                   |
| <b>AO2 Skills and concepts</b>     | 28                   |
| <b>AO3 Strategic thinking</b>      | 26                   |
| <b>AO4 Extended thinking</b>       | 16                   |

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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

The table below shows the further percentage break down of the assessment objectives for each examination paper.

| Paper        | Assessment Objectives   |                     |                    |                   | Total                            |
|--------------|-------------------------|---------------------|--------------------|-------------------|----------------------------------|
|              | Recall and reproduction | Skills and concepts | Strategic thinking | Extended thinking |                                  |
| 1            | 20% [32 marks]          | 5% [8 marks]        |                    |                   | <b>25%</b><br><b>[40 marks]</b>  |
| 2            | 10% [23 marks]          | 15% [34 marks]      | 10% [23 marks]     |                   | <b>35%</b><br><b>[80 marks]</b>  |
| 3            |                         | 8% [20 marks]       | 16% [40 marks]     | 16% [40 marks]    | <b>40%</b><br><b>[100 marks]</b> |
| <b>Total</b> | <b>30%</b>              | <b>28%</b>          | <b>26%</b>         | <b>16%</b>        | <b>100</b>                       |



## **SCHEME OF ASSESSMENT**

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The examination will consist of three papers: Paper 1, 2 and 3. Paper 1 will be divided into two sections. Section A will consist of multiple-choice questions and Section B short and structured constructed questions. Paper 2 will be a Practical. Paper 3 will be a project. All three papers are compulsory. Candidates in this syllabus are eligible for Grades A\* to G.

Any professional or freeware software can be used for paper 2 and paper 3.

### **DESCRIPTION OF PAPERS**

#### **Paper 1:**

This paper consists of 40 multiple choice questions worth 40 marks.

The paper assesses AO1 and AO2. The duration of the paper is 1 hour.

This paper contributes **25%** towards the overall mark.

#### **Paper 2:**

This paper is a practical worth **80** marks, assessing AO2 and AO3. Duration is 2 hours 30 minutes. ECESWA will provide guidelines on how to conduct the practical exams.

This paper contributes **35%** towards the overall mark.

#### **Paper 3**

This paper requires students to complete a school-based project and marks are allocated in **three** stages which are: written proposal, developmental and evaluation. This paper is worth 100 marks assessing objectives AO2, AO3 and AO4. The duration of the project is 26 hours from February to August. The candidate's work consists of a portfolio of evidence of school-based assessment covering the three stages.

The project will be externally assessed by an Examiner who will be appointed by ECESWA. The External Examiner will be a specialist in the subject area who will not be a classroom teacher. The external Examiner will assess each stage of the project using a confidential assessment criterion developed by ECESWA. This will contribute 100% towards the overall mark of the project.

Centres will submit candidates' proposals to ECESWA by 31<sup>st</sup> March each year for external assessment

**The practical (Paper 3) contributes 40% towards the overall syllabus mark.**

#### **Contents of a Portfolio**

The portfolio must include sufficient evidence e.g. photographs and write-ups of all the stages of the project and any other relevant information to prove originality.

The portfolio must include the candidate's name, Centre name and candidate's number for identification purposes

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## CURRICULUM CONTENT

The abbreviations i.e. and e.g. have contextual meanings in this syllabus. Content which follows an i.e. must be taught and content which follows an e.g. indicates that students must know and be able use as examples.

| <b>1. SYSTEMS TECHNOLOGIES</b>  |  |   |
|---|--|---|
| <b>GENERAL OBJECTIVES</b><br>At the end of the programme students can:    | <b>Content (C)</b><br>Students learn about:  | <b>Outcome (O)</b><br>Students learn to:  |
| 1.1 demonstrate knowledge and understanding of the use of ICT in business | <p>C1.1.1 Computer systems i.e.:</p> <ul style="list-style-type: none"> <li>(a) Laptops</li> <li>(b) Tablets</li> <li>(c) Desktops</li> <li>(d) Smartphones</li> <li>(e) Mainframe</li> <li>(f) Embedded Computers (smart TV, car satnav and quantum computing)</li> </ul> <p>C1.1.2 Uses of computer applications in a business context:</p> <ul style="list-style-type: none"> <li>(a) Electronic Funds Transfer (EFT)</li> <li>(b) Internet Banking</li> <li>(c) Mobile Banking</li> <li>(d) Electronic Funds Transfer at Point Of Sale (EFTPOS)</li> </ul> <p>C1.1.3 Emerging technologies i.e.:</p> <ul style="list-style-type: none"> <li>(a) Robotics,</li> <li>(b) Artificial Intelligence (AI),</li> <li>(c) Internet of Everything (IoE)</li> <li>(d) Virtual reality</li> <li>(e) Vision enhancement</li> </ul> | <p>O1.1.1.1 state and describe the types of computer systems</p> <p>O1.1.1.2 describe their uses within a variety of business contexts</p> <p>O1.1.1.3 state and discuss the advantages and disadvantages of computer systems</p> <p>O1.1.2.1 select the different types of computer applications for business contexts</p> <p>O1.1.2.2 discuss uses of computer systems in business contexts</p> <p>O1.1.2.3 Describe the computer processing involved in computer applications</p> <p>O1.1.2.4 explain the advantages and disadvantages of computer systems</p> <p>O1.1.3.1 state the different emerging technologies</p> <p>O1.1.3.2 state their uses within a business context</p> <p>O1.1.3.3 Discuss the impact of emerging technologies on business</p> <p>O1.1.3.4 discuss the impact of emerging technologies on society</p> |

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| <p>1.2 demonstrate knowledge and understanding of the functions of hardware components of computers</p> | <p>C1.2.1 Main components of computers i.e.:</p> <ul style="list-style-type: none"> <li>(a) Central Processing Unit (CPU)</li> <li>(b) Motherboard</li> <li>(c) Random Access Memory (RAM)</li> <li>(d) Read Only Memory (ROM)</li> <li>(e) Graphics card</li> <li>(f) Sound card</li> <li>(g) Storage (Hard disk drive, Solid state drive)</li> <li>(h) Ports and Connectors (Display, USB, SATA)</li> </ul> <p>C1.2.2 Types of Input devices i.e.:</p> <ul style="list-style-type: none"> <li>(a) Manual input devices: <ul style="list-style-type: none"> <li>(i) Keyboard</li> <li>(ii) Numeric keypad</li> <li>(iii) mouse</li> <li>(iv) touchscreen</li> <li>(v) scanner</li> <li>(vi) cameras</li> <li>(vii) microphone</li> <li>(viii) joystick</li> </ul> </li> <li>(b) Direct data entry: <ul style="list-style-type: none"> <li>(i) Magnetic Stripe Reader,</li> <li>(ii) Chip and PIN Reader</li> <li>(iii) Bar code Reader</li> <li>(iv) Magnetic Ink Character</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>O1.2.1.1 Define the term hardware</li> <li>O1.2.1.2 Differentiate between internal and external hardware components</li> <li>O1.2.1.3 identify and describe the main components of a computer</li> <li>O1.2.1.4 describe the function and purpose of the main components of a computer</li> </ul><br><ul style="list-style-type: none"> <li>O1.2.2.1 Define the term peripheral device</li> <li>O1.2.2.2 Define the term input device and explain why it is needed</li> <li>O1.2.2.3 state and describe input devices of computers</li> <li>O1.2.2.4 discuss uses of input devices of a computer</li> <li>O1.2.2.5 discuss the advantages and disadvantages of each manual input device</li> <li>O1.2.2.6 explain how direct data entry input devices work, including medium of transmission and how transmission takes place.</li> <li>O1.2.2.7 discuss uses of input devices of a computer</li> <li>O1.2.2.8 discuss the advantages and disadvantages of each direct input device</li> </ul> |

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|  | <p style="text-align: center;">Recognition (MICR),</p> <ul style="list-style-type: none"> <li>(v) Optical Mark Recognition (OMR)</li> <li>(vi) Optical Character Reader (OCR)</li> <li>(vii) Radio Frequency Identification (RFID) Reader</li> <li>(viii) QR Code Scanner</li> <li>(ix) Biometrics</li> </ul>   |  |
|  | <p>C1.2.3 Types and uses of output devices i.e.:</p> <ul style="list-style-type: none"> <li>(a) Printer (3D printer, Inkjet, Laser, Plotter, dot matrix)</li> <li>(b) Display devices (monitor, multimedia projector, touchscreen)</li> <li>(c) speaker</li> </ul>  | <ul style="list-style-type: none"> <li>O1.2.3.1 Define the term output device and why it is needed.</li> <li>O1.2.3.1 state and describe output devices of computers</li> <li>O1.2.3.2 discuss uses of output devices of a computer</li> <li>O1.2.3.3 discuss the advantages and disadvantages of each output device</li> </ul>  |
|  | <p>C1.2.4 Storage devices and media i.e.:</p> <ul style="list-style-type: none"> <li>(a) Magnetic i.e.: <ul style="list-style-type: none"> <li>(i) Fixed hard disk drive (internal storage)</li> <li>(ii) Portable hard disk drive (external storage)</li> </ul> </li> <li>(b) Solid-State i.e.: <ul style="list-style-type: none"> <li>(i) Solid-state drive (SSD),</li> <li>(ii) Flash drives (Memory stick, USB drive, pen drive)</li> <li>(iii) SD card</li> </ul> </li> <li>(c) Optical i.e.: <ul style="list-style-type: none"> <li>(i) CD</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>O1.2.4.1 Define the term storage, backup, backing and why it is needed.</li> <li>O1.2.4.2 Differentiate between primary storage and secondary storage and explain why they are both needed</li> <li>O1.2.4.3 state and describe types of storage devices and associated media</li> <li>O1.2.4.4 explain uses of the different types storage devices and associated media in a business environment</li> <li>O1.2.4.5 Define what is meant by cloud storage</li> <li>O1.2.4.6 Explain how data is stored, managed and shared use cloud computing</li> <li>O1.2.4.7 Discuss advantages and disadvantages of storing data on the cloud compared to storing it locally</li> </ul> |

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|  | <p>(ii) DVD<br/>                 (iii) Blu-ray disc<br/>                 (d) Cloud storage</p> <p>C1.2.5 Sensors and actuators<br/>                 a) Sensors (humidity, light, moisture, temperature, pH, proximity, pressure, infra-red, gas)<br/>                 b) Actuators (sound / acoustic, motor, buzzer, pump)</p> <p>C1.2.6 trouble shooting i.e.:<br/>                 (a) Common hardware problems<br/>                 (Computer can't turn on, Noisy Computer, Peripherals not working, Computer too slow, Dropped internet connection)<br/>                 (b) Process of troubleshooting</p> <p>C1.2.7 Health issues<br/>                 a) Repetitive strain injury (RSI)<br/>                 b) Back problems, eye problems<br/>                 c) Headache</p> | <p>O.1.2.5.1 Define the terms sensors, actuator and why it is needed<br/>                 O.1.2.5.2 Identify the type of data captured by each sensor and explain when each sensor could be used.</p> <p>O1.2.6.1 State and discuss common hardware problems<br/>                 O1.2.6.2 state and explain the process of troubleshooting common hardware problems</p> <p>O1.2.7.1 Describe repetitive strain injury (RSI) and what causes it<br/>                 O1.2.7.2 Identify back problems, eye problems, headache and describe strategies of preventing these.<br/>                 O1.2.7.3 Evaluate the use of IT equipment and develop strategies to minimise the health risks</p> |
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| <p>1.3 demonstrate knowledge and understanding of software</p> | <p>C1.3.1 Types and uses of software</p> <ul style="list-style-type: none"> <li>(a) Off the shelf</li> <li>(b) bespoke</li> <li>(c) open-source</li> <li>(d) freeware</li> <li>(e) shareware</li> </ul> <p>C1.3.2 Classes of system software i.e.</p> <ul style="list-style-type: none"> <li>(a) System software                             <ul style="list-style-type: none"> <li>(i) Operating Systems(OS) i.e: (Linux, Windows, Android)</li> <li>(ii) Linkers</li> <li>(iii) Compilers</li> <li>(iv) Device drivers</li> </ul> </li> <li>(b) Application software                             <ul style="list-style-type: none"> <li>(i) Word Processor</li> <li>(ii) Spreadsheet</li> <li>(iii) Database</li> <li>(iv) Presentation</li> <li>(v) Desktop publishing</li> <li>(vi) Website authoring</li> <li>(vii) Picture and video editing</li> </ul> </li> <li>(c) Utilities                             <ul style="list-style-type: none"> <li>(i) Disk Cleaner / Repair</li> <li>(ii) Defragmenters</li> <li>(iii) Backup of files</li> <li>(iv) File management</li> <li>(v) Antivirus</li> <li>(vi) Anti-spyware</li> </ul> </li> </ul> | <p>O1.3.1.1 Define the term software</p> <p>O1.3.1.2 state and describe the types of software</p> <p>O1.3.1.3 discuss the uses of software in a business</p> <p>O1.3.2.1 Define and describe the classes of software ( system, application and utilities) and explain why they are needed</p> <p>O.1.3.2.2 Describe the differences between system software and application software</p> <p>O1.2.2.3 Describe the role and basic functions of an operating system including: managing multi-tasking, providing an interface, managing files, handling interrupts, managing peripherals and drivers, providing system security, managing memory)</p> <p>O1.3.2.2 explain the uses of different software classes in business environment</p> <p>O1.3.3.1 State and discuss system requirements, installation and compatibility</p> <p>O1.3.3.2 explain why a system may cause glitches and fail</p> |
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|  | <p>C1.3.3 System software requirements and compatibility i.e.:</p> <ul style="list-style-type: none"> <li>(a) Memory</li> <li>(b) Storage</li> <li>(c) Speed</li> </ul>  |   |
| <p>1.4 Demonstrate knowledge and understanding of computer system management</p> | <p>C1.4.1 computer system management</p> <ul style="list-style-type: none"> <li>(a) System maintenance             <ul style="list-style-type: none"> <li>(i) Hardware processes                 <ul style="list-style-type: none"> <li>• Disk Defragmentation</li> <li>• Disk Scanning</li> <li>• Printer Maintenance</li> </ul> </li> <li>(ii) Software processes                 <ul style="list-style-type: none"> <li>• Updating software</li> <li>• System Restore</li> <li>• Installation of software</li> <li>• Upgrading of software</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>O1.4.1.1 state and describe system maintenance of hardware processes</li> <li>O1.4.1.2 state and describe system maintenance of software processes</li> <li>O1.4.1.3 explain the importance of system maintenance (hardware and software processes) in business</li> </ul> |

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| <b>2. COMMUNICATION TECHNOLOGIES</b>                                   |   |   |
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| <b>GENERAL OBJECTIVES</b><br>At the end of the programme students can: | <b>Students will learn about:</b>   | <b>Students will learn to:</b>  |
| 2.1 Demonstrate knowledge and understanding of network technologies    | <p>C2.1.1 Types of networks</p> <ul style="list-style-type: none"> <li>(a) Local Area Network(LAN),</li> <li>(b) Wide Area Network(WAN),</li> <li>(c) Wireless Local Area Network (WLAN)</li> </ul> <p>C2.1 .2 Basic network devices in a business environment</p> <ul style="list-style-type: none"> <li>(a) Router</li> <li>(b) Switch</li> <li>(c) Hub</li> <li>(d) Network Interface Card(NIC) / Wireless Network interface card</li> <li>(e) Bridge</li> <li>(f) Wireless Access Point(WAP)</li> <li>(g) Network Cables</li> </ul> <p>C2.1.3 Wireless technology</p> <ul style="list-style-type: none"> <li>(i) Wi-Fi</li> <li>(ii) Infra-red</li> <li>(iii) Bluetooth</li> <li>(iv) Hotspot</li> <li>(v) Radio wave</li> <li>(vi) Mobile networks (3G/4G/5G)</li> </ul> | <p>O2.1.1.1 define the term network</p> <p>O2.1.1.2 describe types of networks</p> <p>O2.1.1.3 state the uses of different types of networks</p> <p>O2.1.1.4 state and discuss the types of computers found in a network (server, client, workstation)</p> <p>O2.1.1.5 explain the advantages and disadvantages of networking in a business context</p> <p>O2.1.2 state and describe the uses of basic network devices in a business environment</p> <p>O.2.1.3.1 state and describe types of wireless technologies in computer devices</p> <p>O2.1.3.2 state and discuss uses and security issues of wireless technologies in business context</p> |
| 2.2 Demonstrate knowledge, uses and understanding of the               | <p>C2.2.1 Network environments</p> <ul style="list-style-type: none"> <li>(a) Types                             <ul style="list-style-type: none"> <li>(i) internet</li> </ul> </li> </ul>  | <p>O2.2.1.1 define the terms internet, intranet, extranet and world wide web</p>  |



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| <p>Internet and the world wide web(WWW)</p>                                       | <p>(ii) intranet<br/>(iii) extranet</p> <p>C2.2.2 Internet Service Providers (ISP)</p> <p>C2.2.3 Browsing and searching techniques</p> <p>(a) Uniform Resource Locator (URL)</p> <p>(b) Browsers</p> <p>(c) search engines e.g. (advanced searches)</p> | <p>O2.2.1.2 explain the difference between the internet and the world wide web</p> <p>O2.2.1.3 describe and distinguish the types of network environments</p> <p>O2.2.1.4 discuss uses of the Internet, intranet and extranet in a business environment</p> <p>O2.2.2.1 Discuss the role of the ISP to access the internet</p> <p>O2.2.3.1 define the term uniform resource locator(URL)</p> <p>O2.2.3.2 describe the structure of a uniform resource locator</p> <p>O2.2.3.3 explain the purpose and function of a web browser (functions include: storing cookies, storing bookmarks and favourites, recording user history, allowing use of multiple tabs, providing navigation tools and providing address bar)</p> <p>O2.2.3.4 explain how browsers and searching techniques access the internet.</p> |
| <p>2.3 demonstrate understanding and knowledge Internet communication methods</p> | <p>C2.3.1 Internet communication</p> <p>(a) methods i.e:</p> <p>(i) emails</p> <p>(ii) websites</p> <p>(iii) video conferencing</p> <p>(iv) social networking</p>   | <p>O2.3.1.1 state and describe the uses of internet communication methods in business context</p> <p>O2.3.1.2 Describe the characteristics, uses and constrains of email communication, including acceptable language, guidelines set by an employer, the need for</p>   |

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|  | services /<br>platforms<br><br>(v) audio<br>conferencing<br><br>(vi) portals | security, netiquettes, email<br>groups, carbon copy (CC),<br>blind carbon copy (BCC),<br>forward, attachments,<br>email spam and how to<br>prevent them<br><br>O2.3.1.3 Describe hardware,<br>software and network<br>connection required to set<br>up video and audio<br>conferencing<br><br>O2.3.1.4 Discuss the types of social<br>networking services or<br>platforms including: chat<br>rooms, instant messaging,<br>forums, blogs, micro-<br>blogs, podcast, social<br>media and strategies to<br>minimise potential danger<br><br>O2.3.1.5 Discuss the uses of social<br>networking services<br>including: use by<br>individual, businesses,<br>organisations,<br>governments, education,<br>health care and finance<br><br>O2.3.1.6 state and discuss<br>advantages and<br>disadvantages of internet<br>communication methods |
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| <b>3. SECURITY</b>   |  |   |
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| <b>GENERAL OBJECTIVES</b><br>At the end of the programme students can: | <b>Students will learn about:</b>  | <b>Students will learn to:</b>  |
| 3.1 Demonstrate understanding and knowledge of security                | <p>C3.1.1 cyber security:</p> <p>(a) Security breaches:</p> <ul style="list-style-type: none"> <li>(i) denial of service attack (DOS)</li> <li>(ii) botnet</li> <li>(iii) malware (viruses, worm, Trojan-horse, adware, ransom ware, spyware)</li> <li>(iv) key logging</li> <li>(i) Hacking (white hat, grey hat, black hat)</li> </ul> <p>(b) Cyber attacks</p> <ul style="list-style-type: none"> <li>(i) pharming</li> <li>(ii) phishing</li> <li>(iii) smishing</li> <li>(iv) vishing</li> </ul>  | <p>O3.1.1.1 define the term cyber security</p> <p>O3.1.1.2 state, describe and distinguish types of security breaches and their effects</p> <p>O3.1.1.3 discuss methods used to prevent security breaches including: anti-malware, anti-virus, anti-spyware, files and systems encryption, firewalls</p> <p>O3.1.1.4 define and discuss each type of cyber attacks and their effects</p> <p>O3.1.1.5 discuss the methods which could be used to prevent cyber attacks</p> |
| 3.2 Demonstrate understanding and knowledge of data security           | <p>C3.2.1 Security measures</p> <p>(a) Physical</p> <ul style="list-style-type: none"> <li>(i) Intrusion detection</li> <li>(ii) Administrative access control</li> <li>(iii) Electronic access control</li> <li>(iv) Alarms</li> <li>(v) Cameras</li> <li>(vi) Smart card</li> </ul> <p>(b) Logical</p> <ul style="list-style-type: none"> <li>(i) User ID and passwords</li> <li>(ii) Biometrics (fingerprints, iris scan, face recognition, voice recognition)</li> <li>(iii) Two-step verification</li> <li>(iv) Privacy settings</li> <li>(v) Proxy server</li> </ul> | <p>O3.2.1.1 state and describe the difference between physical and logical security</p> <p>O3.2.1.2 discuss how physical and logical methods are used to prevent unauthorised access.</p> <p>O3.2.1.3 discuss advantages and disadvantages of physical and logical methods of security measures</p>   |

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| <b>4. THE SYSTEMS LIFE CYCLE</b>  |   |   |
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| <b>GENERAL OBJECTIVES</b><br><b>At the end of the programme students can:</b> | <b>Students will learn about:</b>   | <b>Students will learn to:</b>  |
| 4.1 Demonstrate skills of producing a system life cycle                       | C4.1.1 The system life cycle stages   | O4.1.1.1 Define system life cycle<br>O4.1.1.2 Explain the relationship between the stages of the system life cycle<br>O4.1.1.3 Draw the system life cycle diagram   |
| 4.2 Demonstrate skills of analysing a system                                  | C4.2.1 Process of analysing the current system<br>Analysing the current system<br>(a) Research current system (observation, interviews, questionnaires, examination of existing documents)<br>(b) Identification of inputs and outputs<br>(c) Identifying the processing that take place<br>(d) Identifying problems with current system<br>Content<br>(e) user requirements for the new system,<br>(f) what are the information requirements,<br>Purpose of specification<br>(g) identify hardware and software for the new system | O4.2.1.1 discuss the analysis stage<br>O4.2.1.2 feasibility study (Identify the main problems with existing system, investigate technical possibility and cost effectiveness to solve problem)<br>O4.2.1.3 identify and describe methods of research<br>O4.2.1.4 state and discuss advantages and disadvantages of research methods<br>O4.1.1.5 describe the problems with the existing system<br>O4.1.1.6 describe what the new system must be able to do<br>O4.1.1.7 describe alternative solutions<br>O4.1.1.8 describe technical, economical, legal and social factors that have been considered<br>O4.4.1.9 recommend course of action |

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| <p>4.3 Demonstrate skills of designing a system</p>                                 | <p>C4.3.1 Process of designing the new system</p> <ul style="list-style-type: none"> <li>a) File structures and data structures</li> <li>b) Input formats and validation routines</li> <li>c) Output formats</li> <li>d) Data storage and backup</li> <li>e) Security procedures</li> </ul> | <ul style="list-style-type: none"> <li>O4.3.1.1 discuss the design stage</li> <li>O4.3.1.2 describe input formats, output formats and data storage</li> <li>O4.3.1.3 design user interfaces</li> <li>O4.3.1.4 describe security, backup and recovery procedures</li> </ul>  |
| <p>4.4 Demonstrate understanding and skills of Developing and Testing a system</p>  | <p>C4.4.1 Process of developing and testing the new system</p> <ul style="list-style-type: none"> <li>a) Test Plans, test designs, test strategies</li> <li>b) Test data including: types and purpose of test data (test plan, test data and live data)</li> </ul>                          | <ul style="list-style-type: none"> <li>O4.4.1.1 identify the need for testing and the purpose of a test plan, content of a test plan</li> <li>O4.4.1.2 create a test plan, design and test strategies (normal test data, extreme test data, abnormal test data and live test data)</li> <li>O4.4.1.3 testing of the system</li> </ul>   |
| <p>4.5 Demonstrate understanding and skills of creating a document for a system</p> | <p>C4.5.1 Process of Documenting the new system</p> <ul style="list-style-type: none"> <li>(a) technical documentation</li> <li>(b) user documentation</li> </ul>   | <ul style="list-style-type: none"> <li>O4.5.1.1 Discuss the documentation stage</li> <li>O4.5.1.2 explain the need for user and technical documentation for information system</li> <li>O4.5.1.3 identify the components of user and technical documentation</li> <li>O4.5.1.4 produce user and technical document</li> </ul>   |
| <p>4.6 Demonstrate understanding and skills of implementing a system</p>            | <p>C4.6.1 Process of implementing the new system</p> <ul style="list-style-type: none"> <li>a) Training of staff on the new system</li> <li>b) Transfer files (paper or electronic) to the new system.</li> <li>c) Change over to the new system</li> </ul>                                 | <ul style="list-style-type: none"> <li>O4.6.1.1 discuss the implementation stage</li> <li>O4.6.1.2 state the need to train staff on the new system</li> <li>O4.6.1.3 discuss how files/data can be transferred to the new system</li> <li>O4.6.1.4 discuss the methods of changing over to the new system (direct changeover, parallel running, pilot running, phased implementation)</li> <li>O4.6.1.5 discuss advantages and disadvantages of the implementation methods</li> </ul> |
| <p>4.7 Demonstrate knowledge and understanding of evaluating the system</p>         | <p>C4.7.1 Process of evaluating the new system (Evaluation stage 6)</p> <ul style="list-style-type: none"> <li>a) evaluating the solution</li> </ul>  | <ul style="list-style-type: none"> <li>O4.7.1.1 discuss the evaluating stage</li> <li>O4.7.1.2 discuss the methods of evaluating a new system (in terms of efficiency, ease of</li> </ul>   |

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|  | b) methods of evaluating the new system | use and meeting user requirements)<br>O4.7.1.3 evaluate the new system and carry out any maintenance when required |
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| <b>5. SOLUTION DEVELOPMENT</b>  |   |   |
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| <b>GENERAL OBJECTIVES</b><br><b>At the end of the programme students can:</b> | <b>Students will learn about:</b>   | <b>Students will learn to:</b>  |
| 5.1 Plan, create and develop ICT solutions                                    | C5.1.1 target audience consideration<br>(a) location<br>(b) age range<br>(c) gender<br>(d) accessibility  | O5.1.1.1 plan, create and develop ICT solutions appropriate to purpose and target audience<br><br>O5.1.1.2 Create ICT solutions using appropriate software  |
| 5.2 Design and create business documents                                      | C5.2.1 Document layout i.e.:<br>(a) Newsletters,<br>(b) booklets,<br>(c) posters,<br>(d) invoices,<br>(e) quotations,<br>(f) business cards<br>(g) report writing<br><br>C5.2.2 document styles i.e.:<br>(a) colour schemes,<br>(b) logos,<br>(c) text formatings<br><br>C5.2.3 headers and footers i.e.:<br>(a) file name,<br>(b) file path,<br>(c) personal details,<br>(d) automated date and time,<br>(e) automated page numbers<br><br>C5.2.4 Page layout i.e.:<br>(a) orientations,<br>(b) margins,<br>(c) columns,<br>(d) sizes,<br>(e) page breaks, | O5.2.1.1 Plan and create business documents with different layouts appropriate for business<br><br><br><br><br><br><br><br><br><br>O5.2.2.1 develop and use house styles in a business document<br><br><br><br><br><br><br><br><br><br>O5.2.3.1 format documents to include headers and footers<br><br><br><br><br><br><br><br><br><br>O5.2.4.1 Format the page layout to suite the purpose of the document |

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|  | <p>(f) watermarks,<br/>                 (g) borders,<br/>                 (h) page colours,<br/>                 (i) table of contents,<br/>                 (j) table of figures<br/>                 (k) text box<br/>                 (l) Comments<br/>                 (m) End notes</p> <p>C5.2.5 Text e.g.:</p> <p>(a) drop caps,<br/>                 (b) text flow control,<br/>                 (c) text wrapping,<br/>                 (d) text direction,<br/>                 (e) line spacing,<br/>                 (f) indentations</p> <p>C5.2.6 Import and export</p> <p>C5.2.7 Tables</p> <p>C5.2.8 Images</p> | <p>C5.2.5.1 Format and edit text</p> <p>O5.2.6.1 Import files from different sources i.e.: (.xlsx, .csv, .accdb)</p> <p>C5.2.6.2 Export documents to different file formats i.e. (.csv, .txt, .rtf, .pdf, .css, .htm, .docx, .xlsx, .pptx)</p> <p>O5.2.7.1 Create or import a table with a specific number of rows and columns</p> <p>O5.2.7.2 Place text or object in a table</p> <p>O5.2.7.3 Format the design and layout of a table</p> <p>O5.2.8.1 Import and edit an image of different file types including .jpg, .png, .bmp to a document</p> <p>O5.2.8.1 resize (maintain or adjust aspect ratio, crop, rotate, reflect, adjust colours and resolutions)</p> |
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|   | <p>C5.2.9 Mail merge</p> <p>C5.2.10 Proofing</p>  | <p>O5.2.9.1 Explain why mail merged documents are created</p> <p>O5.2.9.2 Edit master documents to insert appropriate fields from a data source</p> <p>O5.2.9.3 Insert special fields i.e. date</p> <p>O5.2.9.4 Select records to merge</p> <p>O5.2.9.5 Save and print merged documents</p> <p>O5.2.10.1 use automated tools to remove errors in a document</p>   |
| <p>5.3 design, create and amend/edit spreadsheets</p> | <p>C5.3.1 Create a structure</p> <p>a) create page or screen structures to meet the requirements of an audience or task specification</p> <p>C5.3.2 Cells</p> <p>(a) Name,</p> <p>(b) Merge,</p> <p>(c) Align(Horizontal/Vertical),</p> <p>(d) change colour resize,</p> <p>(e) change text direction,</p> <p>(f) validation,</p> <p>(g) relative referencing, absolute referencing</p> <p>(h) protect cells and content</p> <p>(i) Enter text and values</p> | <p>O5.3.1.1 The use of page orientation, page size, fit to page, margins, header, footer, showing row and column headings</p> <p>O5.3.2.1 Name cells, and define cells including a named range</p> <p>O5.3.2.2 Edit the structure of an existing data model including inserting, deleting cells rows and columns</p> <p>O5.3.2.3 Use absolute and relative referencing</p> <p>O5.3.2.4 Explain why absolute and relative referencing are used</p> <p>O5.3.2.5 use validation and conditional formatting to restrict data in cells</p> |

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|  | <p>C5.3.3 Rows/Columns</p> <ul style="list-style-type: none"><li>(a) Resize,</li><li>(b) hide/unhide,</li><li>(c) freezing panes</li></ul> <p>C5.3.4 Borders and shading</p> <p>C5.3.5 format cell content</p> <ul style="list-style-type: none"><li>(a) text,</li><li>(b) number,</li><li>(c) currency,</li><li>(d) percentage,</li><li>(e) date,</li><li>(f) custom</li></ul> <p>C5.3.6 sheets</p> <p>C5.3.7 Functions and Formulae</p> <ul style="list-style-type: none"><li>(a) MIN, MAX</li><li>(b) SUM, SUMIF, SUMIFS</li><li>(c) COUNT, COUNTA, COUNTIF, COUNTIFS</li><li>(d) AVERAGE, AVERAGEIF, AVERAGEIFS</li><li>(e) INT, ROUND, ROUNDUP, ROUNDDOWN</li><li>(f) AND, OR</li><li>(g) IF, Nested IF,</li></ul> | <p>O5.3.3.1 Adjust row height, column width and cell sizes so that all data, labels and formula are fully visible</p> <p>O5.3.3.2 hide and display rows or columns</p> <p>O5.3.4.1 Add borders and apply shadings in selected areas. i.e. cells, rows and column</p> <p>O5.3.5.1 format numeric data to display the number of decimal places, a variety of different currency values, percentages and date</p> <p>O5.3.6.1 linking sheets within the same spreadsheet</p> <p>O5.3.6.2 set the spreadsheet to display formula and values</p> <p>O5.3.6.3 set the page orientation to portrait or landscape</p> <p>O5.3.7.1 Create formulae</p> <p>O5.3.7.2 Define the terms formula, functions and nested functions</p> <p>O5.3.7.3 Use functions and formulae</p> |
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|  | <p>(h) LOOKUP,<br/>VLOOKUP,<br/>HLOOKUP</p> <p>(i) CONCATENATE,</p> <p>(j) LEFT, RIGHT,<br/>MID,UPPER,<br/>LOWER</p> <p>(k) NOW, TODAY,<br/>DATE, EDATE</p> <p>(l) What-IF analysis<br/>(goal seek)</p> <p>(m) RANK</p> <p>(n) MATCH</p> <p>C5.3.8 charts and graphs</p>                        | <p>O5.3.8.1 select data to produce a graph or chart</p> <p>O5.3.8.2 label the graph or chart including: title, legend, axis, scales</p> <p>O5.3.8.3 change the maximum and minimum values of the axis scale</p> <p>O5.3.8.4 enhance the appearance of a graph or chart</p>   |
| <p>5.4 Design, create and amend/edit databases</p> | <p>C5.4.1 Database record structures</p> <p>(a) entities</p> <p>(b) relational databases</p> <p>(c) attributes</p> <p>(d) entity Relation diagrams</p> <p>(e) primary and foreign keys</p> <p>(f) data dictionary</p> <p>C5.4.2 Import/export data e.g. (to .csv file or to other packages)</p> | <p>O5.4.1.1 define the terms flat file database and relational database</p> <p>O5.4.1.2 explain where it would be appropriate to use them</p> <p>O5.4.1.3 define and understand the terms primary key and foreign key and their role in a relational database</p> <p>O5.4.2.1 identify the structure of external data with different file types, including: .csv, .txt, .rtf</p> <p>O5.4.2.2 locate, open and import data from an existing file</p> <p>O5.4.2.3 export data for use in another application</p> |

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|  | <p>C5.4.3 tables</p> <p>(a) Data structures</p> <p>(b) Relationships</p> <p>(c) Validation</p> <p>(d) Calculated fields</p> | <p>O5.4.3.1 Design the required data/file structures i.e: field length, field name, data type</p> <p>O5.4.3.2 Amend/edit existing tables</p> <p>O5.4.3.3 Assign and use primary and foreign keys</p> <p>O5.4.3.4 assign appropriate data types to fields, including: text, numeric (integer, decimal, percentage, currency), date/time, Boolean/logical (-1/0, yes/no, true/false)</p> <p>O5.4.3.5 create a relationship between two or three tables</p> <p>O5.4.3.6 Design validation routines i.e.: length check, format check, presence check</p> <p>O5.4.3.7 Create calculated fields that do calculations at runtime</p> |
|  | <p>C5.4.4 Queries</p>   | <p>O5.4.4.1 create/design, edit/amend a query</p> <p>O5.4.4.2 Create a calculated field that do calculations at run time</p> <p>O5.4.4.3 sort data into ascending or descending order</p> <p>O5.4.4.4 perform searches using a variety of operators including: AND, OR, NOT, LIKE, &gt;, &lt;, =, &gt;=, &lt;=, &lt;&gt;</p> <p>O5.4.4.5 perform searches using wildcards</p>   |
|  | <p>C5.4.5 data entry forms</p>  | <p>O5.4.5.1 Design, create, edit/amend an appropriate data entry form with the required fields, including: appropriate font styles and sizes, use of white space, radio buttons, drop down menus, labels, navigation</p>  |

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|  | <p>C5.4.6 reports</p> | <p>buttons, images, background colour</p> <p>O5.4.6.1 Produce reports to display all the required data and labels in full where required</p> <p>O5.4.6.2 use appropriate headers and footers within a database report, including: report header, report footer, page header, page footer</p> <p>O5.4.6.3 set report titles</p> <p>O5.4.6.4 produce different output layouts as required, including: tabular format, labels</p> <p>O5.4.6.5 perform calculations at run time using formulae and functions, including: addition, subtraction, multiplication, division, sum, average, maximum, minimum, count</p> <p>O5.4.6.6 export data to be used in other programs</p> |
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| <p>5.5 designing and creating dynamic websites for business context</p> | <p>C5.5.1 Web development layers</p> <p>(a) Content: the content layer of a web page to meet the needs of the audience</p> <p>(b) Presentation</p> <p>(c) Behaviour</p> <p>C5.5.2 Web authoring</p> <p>(a) inserting appropriate objects into a web page including.:</p> <p>(i) text,</p> | <p>O5.5.1.1 identify and describe the three web development layers</p> <p>O5.5.1.2 Explain function of the content layer, presentation layer and behaviour layer</p> <p>O5.5.2.1 place appropriate elements in the head section of a web page, including: page title, attached stylesheets</p> |
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|  | <ul style="list-style-type: none"> <li>(ii) still images,</li> <li>(iii) moving images (video),</li> <li>(iv) sound clips(audio)</li> <li>(v) hyperlinks</li> <li>(vi) comment</li> <li>(vii) email form</li> <li>(viii) email link</li> <li>(b) apply styles to text within a web page</li> <li>(c) inserting images into a web page</li> <li>(d) creating navigation within a web page and between web pages</li> <li>(e) creating generic external styles and inline style attributes</li> </ul> | <ul style="list-style-type: none"> <li>O5.5.2.2 place appropriate elements in the body section of a web page</li> <li>O5.5.2.3 insert a table, including: table header, table rows, table data</li> <li>O5.5.2.4 use appropriate table attributes, including: to adjust cells to span more than one row/column, to set table and cell sizes in terms of pixels and/or % values, to apply styles to tables</li> <li>O5.5.2.5 insert appropriate objects into a web page including: text, still images, moving images, sound clips</li> <li>O5.5.2.6 apply styles to text within a web page</li> <li>O5.5.2.7 apply styles to a list, including: ordered list, unordered list</li> <li>O5.5.2.8 insert an appropriate image into a web page</li> <li>O5.5.2.9 use appropriate image attributes, including: to adjust its size, aspect ratio and alternate text</li> <li>O5.5.2.10 create generic external styles and inline style attributes, including: background properties, font properties, table properties (i.e.: background colour, horizontal and vertical alignment, spacing, padding, borders: including collapsed, border thickness, visible/invisible)</li> <li>O5.5.2.11 create external styles to be tagged in a web page including: h1, h2, h3, p, li, as required</li> <li>O5.5.2.12 specify the font appearance for each style, including features such as:</li> </ul> |
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|  |   | font family, size, colour, alignment, bold and italic<br>O5.5.2.13 attach an external stylesheet to a web page using a relative file path  |
| 5.6 Designing and creating presentations | <p>C5.6.1 Master slide</p> <ul style="list-style-type: none"> <li>(a) colour schemes</li> <li>(b) font styles and sizes</li> <li>(c) logos</li> <li>(d) headers and footers</li> <li>(e) automated slide numbering</li> <li>(f) personal details</li> <li>(g) automated date</li> <li>(h) setting text style levels</li> </ul> <p>C5.6.2 Presentation</p> <ul style="list-style-type: none"> <li>(a) Integration of dynamic information from other sources e.g. (charts from a spreadsheet)</li> <li>(b) Adding presenter and/or audience notes</li> <li>(c) Adding content e.g. (shapes, images, videos, audio, text)</li> <li>(d) Apply transitions and/or animations</li> <li>(e) Adding hyperlinks</li> </ul> <p>C5.6.3 Slide enhancement</p> | <p>O5.6.1.1 use the master slide to place objects appropriately, including: images, text, logos, slide footers, automated slide numbering</p> <p>O5.6.1.2 use the master slide to set font styles, heading styles and colour schemes</p> <p>O5.6.1.3 manipulate and use specified areas for headings, subheadings, bullets, images, charts, colours, text boxes, presenter notes, audience notes</p> <p>O5.6.2.1 insert a new slide by selecting the appropriate slide type for the purpose</p> <p>O5.6.2.2 place text on the slides including: headings, subheadings, bulleted lists</p> <p>O5.6.2.3 place appropriate images on the slides, including: still images, video clips, animated images</p> <p>O5.6.2.4 place sound within a slide</p> <p>O5.6.2.5 place charts imported from a spread sheet</p> <p>O5.6.2.6 place other objects including: symbols, lines, arrows, call out boxes</p> <p>O5.6.2.7 create consistent transitions between pages</p> <p>O5.6.2.8 create consistent animation facilities on text, images and other objects</p> <p>O5.6.3.1 use suitable software tools to display the presentation in</p> |

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|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"><li>(a) Printing</li><li>(b) Showing audience and/or presenter/speaker notes, slight sorter</li><li>(c) Changing default printer settings e.g.<ul style="list-style-type: none"><li>(i) print without the date,</li><li>(ii) slides layout</li><li>(iii) colour)</li></ul></li></ul> | <p>a variety of formats, including:<br/>looped on-screen<br/>carousel, controlled presentation,<br/>presenter notes, audience<br/>notes, taking into account the<br/>needs of the<br/>audience</p> |
|--|--|--|



## **COMPETENCIES**

### **Candidates can:**

- Demonstrate a sound knowledge and understanding of the range and scope of information processing applications and the techniques and systems needed to support them, some of which are outside everyday experiences;
- Have good grasp of terms and definitions and be able to contrast and compare related ideas;
- Be able to apply general principles of information processing to given situations and to be able to abstract general principles from given examples.
- Identify a range of needs and opportunities and analyse, design and evaluate the most appropriate ways of addressing these using information systems;
- Be able to discuss methods of detecting the loss or corruption of electronic information and describe steps that minimise the like hood of abuse of personal information;
- Be able to use competently a broad range of software packages to successfully complete a wide variety of practical work-related tasks.
- Demonstrate knowledge and understanding of the range and scope of information processing application and the of the techniques and systems needed to support them;
- Have a good grasp of basic terms and definitions and be able to contrast and compare related ideas;
- Identify some needs and opportunities and analyse, design and evaluate appropriate ways addressing these using information systems;
- Be able to control Information Technology devices showing an awareness of efficiency and economy;
- Demonstrate a clear sense of audience and purpose in their presentations;
- Be able to use a range of software packages to complete a variety of practical work-related tasks;
- Demonstrate a basic knowledge and understanding of familiar, simple information processing applications and of the techniques and systems needed to support them;
- Have some knowledge of some of the basic terms and definitions;
- Respond to needs and opportunities and evaluate ways of addressing these using information systems
- Manipulate interrogate previously stored information;
- Use Information Technology to present work and demonstrate how it contributes to the development of their ideas;

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## GRADE DESCRIPTIONS

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved.

A\* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (result pending)
- X (no result)
- Y (to be issued)

These letters do not appear on the certificate.

| Grades   | Description  |
|----------|--|
| <b>A</b> | <p>Students recall, select and communicate a thorough knowledge and understanding of a broad range of ICT including the impact of its social and commercial use.</p> <p>They apply knowledge, understanding and skills to a variety of situations, selecting and using a range of ICT tools efficiently to solve problems and produce effective ICT-based solutions. They manipulate and process data efficiently and effectively. They effectively model situations, sequence instructions, interpret information and creatively explore and develop ideas. They work systematically and understand and adopt safe, secure and responsible practices.</p> <p>They systematically analyse problems, identifying needs and opportunities. They critically analyse and evaluate the way they and others use ICT. They iteratively review their work and make improvements where appropriate. They use ICT to communicate effectively, demonstrating a clear sense of purpose and audience.</p> |
| <b>C</b> | <p>Students recall, select and communicate a good knowledge and understanding of ICT, including the impact of its social and commercial use.</p> <p>They apply knowledge, understanding and skills in a range of situations, applying ICT tools appropriately to address problems and provide ICT-based solutions. They select information and process data. They model situations, sequence instructions, select and use information, and explore ideas. They work using safe, secure and responsible practices.</p> <p>They analyse ways of addressing needs using ICT. They review and evaluate the way they and others use ICT. They review their work and make improvements where appropriate. They use ICT to communicate, demonstrating consideration of purpose and audience.</p>  |

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| <b>Grades</b> | <b>Description</b>  |
|---------------|---|
| <b>E</b>      | <p>Students recall, select and communicate a basic knowledge and understanding of aspects of ICT, including its use in the wider world. They apply limited knowledge, understanding and skills to address simple problems and create basic solutions using ICT tools. They select and present data and information, and use simple models and instructions. They demonstrate some awareness of the need for safe, secure and responsible practices.</p> <p>They respond to needs using ICT. They sometimes review and provide comments on the way they and others use ICT. They make simple modifications to their work in the light of progress. They use ICT to communicate, demonstrating limited awareness of purpose and audience.</p> |
| <b>G</b>      | Minimum Knowledge on ICT  |

## **INCLUSION**

The standard assessment arrangement may present unnecessary barriers for the candidates with disabilities or learning difficulties. Arrangements may be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment.

### Note:

Access arrangement will not be given if they will give candidates an unfair advantage over others or if they compromise the assessment standards.

More info on:

<http://www.examsCouncil.org.sz/>

## **LANGUAGE**

This syllabus and associated material are available in English.

## **TEACHER SUPPORT**

### **Training**

The Ministry of Education and Training conducts workshops for teachers to provide guidance and professional development so that they can give students the best possible preparation for Prevocational Programme

### **Support Material & Endorsed Resources**

Examination Council of Eswatini offers the following to support the programme;

- Assessment Syllabus
- Exam preparation resources (Question Papers and Mark Schemes)
- Examiner reports to improve future teaching

## **APPENDIX 1 GUIDELINES FOR THE PROJECT**

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The assessment that will contribute to the final grade will begin in Form 5. Information on the assessment will be sent by ECESWA at the beginning of the first term. Thereafter, candidates will begin the first stage of the project.

The nature of the project is a practical experience for candidates. Candidates are required to use ICT skills to solve a given situation.

The Project will be assessed in three (3) stages as follows:

### **Stage 1- Proposal - 15 marks**

Each candidate will produce a proposal on how to solve a given situation using ICT solutions between 800 and 1000 words. The proposal will be submitted in soft copy (pdf) and hard copy by 31<sup>st</sup> March each year. Candidates should not wait for submission before they begin implementation of the project.

#### **The proposal should include:**

- Introduction – background and purpose of the project
- Problem statement – identification of ICT solutions that would be used to solve the situation given.
- Justification – why use the particular ICT solution to solve the problem? i.e. Analysis of research leading to a justified reason for using ICT solution
- Methodology – outline of the steps to follow to achieve the final solution.
- Time frame – anticipated completion dates for each stage of project
- References – list of sources of information

### **Stage 2 - Development (of ICT solution) - 75 marks**

#### **Design (30 marks)**

Produce a system design document of the system which should detail the design to solve a given problem. This must include:

- The design data capture forms and screen layouts
- Data flow diagrams/algorithms
- hardware and software requirements
- input format, output format,
- design validation routines
- design the required data/file structures and list of variables

### **Testing (10 marks )**

This is a detailed test plan that will be carried out in each stage of development of the ICT solution and of the final product. It should also include the test results and improvements or changes made to the system as a result of testing

### **Implementation and Product realisation (25 marks)**

Develop the ICT solution based on the design specification.

Product realisation will be the completed ICT solution (software) which should be completed to a high standard, made with precision and accuracy. It should meet all that was set in the design specification and system requirements.

### **Documentation (10 marks)**

Produce a user document. This must include:

- purpose of the system,
- hardware and software requirements,
- how the system works,
- how to load/run/install software,
- error messages, error handling,
- troubleshooting guide/helpline,
- frequently asked questions,

### **Stage 3 - Evaluation - 10 marks**

You are required to evaluate your completed ICT solution against the original tasks requirements. The evaluation should include:

- How the completed ICT solution meets your business requirements
- The analysis of your test results
- Issues you identified and how you overcame them
- Limitations of the system and improvements that can be made

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**Report/Portfolio Submission mode**

Report should be submitted as a softcopy in pdf format and as a hard copy booklet. This document must be presented in Arial font style, size12, single line spacing.

All reports should be submitted electronically in pdf format and as a hard copy booklet.

Checklist:

Items to be submitted to ECESWA

| ITEM   | DATE SUBMITTED |
|--|----------------|
| Formal proposal document   |                |
| Design specification document  |                |
| Test plan containing iterative tests during development of website and final testing |                |
| Completed ICT solution (software)  |                |
| User documentation   |                |
| Final evaluation report  |                |

The Project will be assessed by an external examiner over the duration of the project.

The external examiner will assess each stage of the project.

**Submission Dates**

- Proposal by 31<sup>st</sup> March each calendar year
- Project Report and Portfolio by 31<sup>st</sup> October each calendar year

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## APPENDIX 2 - PROJECT ASSESSMENT CRITERIA

### Introduction

The Assessment Criteria is derived from the specification set outcomes. It outlines clearly the expected outcomes, so that teachers and assessors can all make reasonably objective judgement with respect to student achievement or non-achievement. It is essential that the chosen project should test their design and making skills, but also include aspects of planning and evaluation. The Project has a maximum of 100 marks and is assessed by the teacher and an External Assessor.

**NOTE:** All records and supporting written work should be retained at the school until the publication of results.

Marks submitted for the project must be based completely on the candidates own work and not that of others

The Portfolio must include sufficient evidence of the ICT solution showing an overall view together with detailed views of evidence to support the award of marks.

| Stage 1                                |  |          |
|--|--|----------|
| Proposal                               | Introduction<br>Problem statement<br>Justification<br>Methodology<br>Time frame<br>References  | 15 marks |
| Stage 2                                |  |          |
| Design                                 | The of design data capture forms and screen layouts<br>Data flow diagrams/algorithms<br>hardware and software requirements<br>input format, output format,<br>design validation routines<br>design the required data/file structures and list of variables   | 30 marks |
| Test plan                              | detailed test plan<br>module testing<br>final product testing<br>and improvements  | 10 marks |
| Implementation and Product realisation | Develop the ICT solution based on the design specification and system requirements<br>Product realisation will be the completed ICT solution (software) which should be completed to a high standard, made with precision and accuracy. It should meet all that was set in the design specification and system requirements. | 25 marks |
| Documentation                          | purpose of the system,<br>hardware and software requirements,<br>how the system works,<br>how to load/run/install software,<br>error messages, error handling,<br>troubleshooting guide/helpline,<br>frequently asked questions,   | 10 marks |
| Stage 3                                |  |          |
| Evaluation                             | How the completed ICT solution meets your business requirements?<br>The analysis of your test results.<br>Issues you identified and how you overcame them.<br>Limitations of the system and improvements that can be made.   | 10 marks |



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**APPENDIX 3 - COMMAND WORDS**

|   |  |
|---|--|
| <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 detail or details required.   |
| <b>CONTRAST</b>                                   | Write about the different between two things.  |
| <b>CALCULATE</b>                                  | Work out.../ Marks are usually awarded for both the functions (formulas) and outcome (values).   |
| <b>DEFINE</b>                                     | Give the meaning or definition of a word or phrase.  |
| <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 trend of a graph, the location of a settlement on a map, etc.), it may also be used when you need to describe something from memory (describe a meander, etc.) |
| <b>EXPLAIN ACCOUNT FOR /<br/>GIVE REASONS FOR</b> | Write 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/method? May be coupled with show how (prove how, demonstrate how).  |
| <b>IDENTIFY</b>                                   | Pick out something from information you have been given.   |
| <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>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>WHAT</b>                                       | Used to form a question. Use comparative statements to describe the changes involved as a changes to b.  |

## **APPENDIX 4 ROLE OF EXTERNAL ASSESSOR**

---

In competence-based assessments, the role of assessor is essential. A very close monitoring is essential in view of ensuring that reliability and comparability of standards can be maintained to the levels of external examinations, through external moderation.

It is the role of ECESWA to ensure the reliability, credibility and validity of awards by appointing external assessors to monitor the standard of all assessments being carried out at Centres.

External assessors will be sent out by ECESWA to assess the Practical Examination (Project) soon after it has been sent to schools. Schools will be notified of the dates, for each subject area.

It is essential for the success of this exercise that there is regular and open communication between the Centre and the visiting assessor and that a good working relationship is established.

The main duties of the visiting assessor are to approve, monitor and evaluate practical examination assessments.

Assessors will ensure that: proper procedures have been followed by examining centres' assessment records and observing practical assessments taking place; practical exam assessments have been correctly administered; all candidates who have met the required standard are recorded as successful.

**Appendix 5: Declaration Form**

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**A: Student**

I.....confirm that the material is all my own work. I have not copied or based my work on any samples or exemplars to which I have had access. Any work taken from another source has been appropriately referenced and acknowledge. I am not submitting previously submitted work.

Signature:..... Date.....

**B: Teacher**

I.....verify that I have supervised sufficient work to enable me to say with confidence that this is the candidate's own work. The work has been fully checked and these checks included looking for: copying from any samples/exemplar materials; copying from other students; the possibility of a third person preparing the work; resubmission of previously submitted work.

Supervisor Name:.....

Supervisor Signature:..... Date.....

**Appendix 6**



**EXAMINATIONS COUNCIL OF ESWATINI  
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**ICT Paper 3 - Summary Assessment Sheet.**

|                |  |               |   |   |  |  |  |  |      |   |   |   |   |
|----------------|--|---------------|---|---|--|--|--|--|------|---|---|---|---|
| Name of Centre |  | Centre Number | S | Z |  |  |  |  | Date | Y | Y | Y | Y |
|----------------|--|---------------|---|---|--|--|--|--|------|---|---|---|---|

| Candidate's |      | Stage 1        | Stage 2      |               |  |                  | Stage 3             | Final Grade (out of 100) |
|-------------|------|----------------|--------------|---------------|--|------------------|---------------------|--------------------------|
| Number      | Name | Proposal<br>15 | Development  |               |  | Evaluation<br>10 |                     |                          |
|             |      |                | Design<br>30 | Testing<br>10 | Implementation and Product Realisation<br>25 |                  | Documentation<br>10 |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |
|             |      |                |              |               |  |                  |                     |                          |

|                        |  |      |   |   |   |   |   |   |   |   |           |  |
|------------------------|--|------|---|---|---|---|---|---|---|---|-----------|--|
| Teacher's Name         |  | Date | D | D | M | M | Y | Y | Y | Y | Signature |  |
| External Examiner Name |  | Date | D | D | M | M | Y | Y | Y | Y | Signature |  |

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