Examinations Council of Eswatini

EPC

ESWATINI PRIMARY CERTIFICATE

English Language

Syllabus
Subject Code: 111
For Examination In 2023 - 2024

CONTENTS

INTRODUCTION

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

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

English Language is a Core and Compulsory Subject.

The rationale to teach English Language is as follows:

- English is one of the official languages in the country, the other being the language of the emaSwati, SiSwati.

- English is an international language, which allows candidates to compete and/or participate in the global market economically, commercially, technologically, politically, culturally and socially. It is also used as the main language for entertainment and sport in the world.

- English is the medium of instruction in schools in Eswatini from Grade four and most texts in Eswatini are written in English. Competency in English undoubtedly enables candidates to perform better in all other subjects: English is the service language across the curriculum.

- It provides the English language skills necessary for employment, the world of work and life in general.

- It also provides a language foundation for continuing education and tertiary education within Eswatini, the Southern African Development Community (SADC) and internationally.

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

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content

AIMS

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

The aims are to enable candidates to:

1. develop an awareness of the usefulness of the English Language as a medium of national and international communication;

2. promote the value of effective language command and use for personal development;

3. develop an awareness of the nature of language and language-learning skills along with skills of a more general application;

4. form a sound base for the effective uses of English for the purposes of further study and employment.

5. to broaden the student's knowledge of the language through exposure to various forms of English in order to communicate and function adequately in situations where English is required.

6. to expose the candidate to ideas, attitudes, values, customs and beliefs of other people and nations in order to promote a better understanding of people throughout the world.

ASSESSMENT OBJECTIVES

The syllabus assesses the receptive skills of Reading and Listening, and the productive skill of Writing. The Assessment Objectives have been grouped under skill headings, but it is recognised that these are interrelated.

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

Candidates are assessed on their ability to:

Reading

R1   comprehend and respond to literary texts presented in a variety of forms,

R2   locate, select, organise and analyse material relevant to specific purposes,

R3   recognise, understand main ideas and distinguish between facts, opinions and ideas in a text,

R4   infer information from texts.

Writing

W1   communicate clearly, accurately and appropriately,

W2   order and present facts, ideas and opinions,

W3   understand and use a range of appropriate vocabulary,

W4   use language and register appropriate to audience and context,

W5   employ and control a variety of accurate grammatical structures,

W6   observe conventions of paragraphing, punctuation and spelling,

Listening

L1   understand and respond to information presented in a variety of texts,

L2   select and organise material relevant to specific purposes,

L3   recognise, understand and distinguish between facts, ideas and opinions,

L4   infer information from texts.

Specification Grid

Objectives / Paper	R1	R2	R3	R4	W1	W2	W3	W4	W5	W6	W7	L1	L2	L3	L4
1 Part 1	✔				✔	✔	✔	✔	✔	✔	✔				
1 Part 2	✔				✔	✔	✔	✔	✔	✔	✔				
1 Part 3	✔				✔	✔	✔	✔	✔	✔					
2 Part 1	✔				✔							✔	✔	✔	✔
2 Part 2	✔	✔	✔	✔	✔										
2 Part 3	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔					

SCHEME OF ASSESSMENT

All papers are compulsory. Candidates must enter for Papers 1 (Continuous Writing) and 2 (Listening, Reading and Writing), and are eligible for the award of Grades A to F.

A description of each paper follows.

Paper 1 Continuous Writing (1 hour 30 minutes) consisting of 50 marks.

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

Dictionaries should **not** be used.

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

Part 1 Letter writing (16 marks) Assessment Objectives W1, W2, W3, W4, W5 and W6

Candidates will be required to write approximately one page of continuous prose, in response to a short graphic stimulus and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.

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

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

Part 3 Practical writing (14 marks) Assessment Objectives W1, W2, W3, W4, W5 and W6

Candidates will write notices, advertisements, posters, postcards, etc. for a variety of subjects. They may also be required to interpret information presented in graphic stimulus and present it in written form. A purpose, format and audience for the writing will be specified.

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

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

Dictionaries should **not** be used.

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

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

Part 1 Listening (15 marks) Assessment Objectives L1, L2, L3 and L4

A listening exercise of 200 – 300 words in which candidates will be required to listen and answer questions based on a short text which will be read to the candidates. The text will be one of the following types: narrative, descriptive, report, announcements, talk, lecture, letter, expository and instructions.

Part 2 Reading and Writing (25 marks) Assessment Objectives R1, R2, R3, R4, W1, W2, W3, and W5

A reading exercise of 400 – 500 words in which candidates will be required to answer a series of questions testing detailed comprehension, based on a text printed in the question paper. The text will take the form of a newspaper/magazine article, narrative, description, report, announcements, talk, lecture, letter, expository and instructions which may incorporate a graphical element. Candidates will also do an exercise that tests elements of grammar/language usage.

Part 3 Dialogue (10 marks – 5 for content and 5 for language) Assessment Objectives R1, R2, L1, L2, W1, W2,W3, W4, W5 and W6

This can be a dialogue writing task in which candidates complete a dialogue based on information they have listened to or have read.

CURRICULUM CONTENT

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

SKILL : READING
Competencies
All Candidates should be able to: • demonstrate the ability to extract relevant specific information from given texts,   • scan for particular information, organize the relevant information and present it in a logical manner,   • demonstrate the ability to identify the important points or themes within a given extended written text,   • deduce meaning of unfamiliar words by using contextual clues,   • interpret pictures, graphs, diagrams, lists, tables and other graphic materials.
SKILL : WRITING
Competencies
All candidates should be able to: • plan and write different types of texts,   • produce writing that addresses the topic, is clear, coherent, demonstrates appropriate use of sentence structure and word choice,   • reflect independently and critically on their own,   • use notes to produce a summary of a spoken or written text,   • recognize and use knowledge of spelling patterns,   • use knowledge of spelling strategies,   • use punctuation correctly in all written work.
SKILL : LISTENING
Competencies
All candidates should be able to: • identify the purpose, keywords and main ideas whilst listening, and use this information for a specific purpose,   • take short notes while listening and use this information for a specific purpose,   • summarize and present information from spoken texts,   • listen to texts, identify the speaker's opinion and offer a personal response.

NOTES ON THE ADMINISTRATION OF THE LISTENING TEST

INSTRUCTIONS TO THE INVIGILATOR

1.   The Listening Passage is attached.

2.   Allow the reader to practise reading the passage **before it is read aloud to the candidates**. The practice-reading of the passage should be done in your presence **before the candidates enter the examination room.**

3.   The paper on which the candidates **may** take notes, together with the **answer paper**, must be distributed to the candidates **before** the examination begins.

4.   Candidates must be warned **not to open** their **answer papers** until the passage has been read **ONCE**.

5.   Ensure that the reader allows the candidates to open the question paper and start reading the questions before the passage is read again.

6.   The time (20 minutes) allocated for this part of the paper includes the time the reader takes to read the passage, and for candidates to answer the questions.

7.   After Part 1, instruct candidates to go on to do Part 2 and 3 of the paper.

INSTRUCTIONS TO THE READER

1.   Read the passage at moderate speed **twice only**.

2.   After the first reading, inform the candidates to spend five minutes reading the questions, then read the passage for the second time.

3.   Your voice should be loud and clear but the effect should not be exaggerated or unnatural.

PAPER 1 – MARK SCHEME

GENERAL CRITERIA FOR MARKING PART 1

Mark Band	CONTENT: relevance and development of ideas (AO: W1, W2, W6	Mark Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
7 - 8	**Highly effective:** * *Relevance:* Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience. * *Development of ideas:* shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	7 - 8	**Fluent:** * *Style:* Almost first language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses. * *Accuracy:* No or very few errors. Well-constructed and linked paragraphs.
5 - 6	**Effective:** * *Relevance:* Fulfills the task, with appropriate register and good sense of purpose and audience. * *Development of ideas:* Ideas are well developed and at appropriate length. Engages reader's interest.	5 - 6	**Precise:** * *Style:* Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. * *Accuracy:* Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.
3 - 4	**Satisfactory:** * *Relevance:* Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.. * *Development of ideas:* Material is satisfactorily developed at appropriate length.	3 - 4	**Safe:** * *Style:* Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.. * *Accuracy:* Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
1 - 2	**Partly relevant:** * *Relevance:* Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. * *Development of ideas:* Supplies some detail and explanation, but the effect is incomplete. Some repetition. **Award 1 mark.** * Limited engagement with task, but this is mostly hidden by density of error. **Award 1 mark.**	1 - 2	**Errors intrude:** * *Style:* Simple structures and vocabulary. * *Accuracy:* Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating. Paragraphs absent or inconsistent. • Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. **Award 1 mark.**
0	**Little relevance:** • No engagement with the task or any engagement with task is completely hidden by density of error. **Award 0 marks.** If essay is completely irrelevant, no mark can be given for language.	0	**Hard to understand:** • Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of English writing. Paragraphs absent or inconsistent.

GENERAL CRITERIA FOR MARKING PART 2

MARK Band	CONTENT : relevance and development of ideas (AO: W1, W2,W6)	MARK Band	LANGUAGE : style and accuracy (AO: W1, W3,W4,W5)
10	**Highly effective:** **Relevance:** Consistently relevant, uses appropriate register and excellent sense of purpose and audience. **Development of ideas:** shows independence of thought. Ideas are well developed, at appropriate length. The interest of the reader is highly aroused and sustained. Quality is sustained throughout and enjoyable to read.	10	**Fluent :** **Style:** Almost first language competence. Sentence structure varied for particular effects. Confident and wide ranging use of language and idioms. Vocabulary is wide and precise to convey intended shades of meaning. **Accuracy:** Highly accurate apart from very occasional slips. Paragraphs have unity, are linked and show evidence of being well organized.
8 - 9	**Effective:** **Relevance:** Fulfils the task with consistently appropriate register and a sense of purpose and audience. **Development of ideas:** Shows some independence of thought. Ideas are well developed, at appropriate length. The interest of the reader is aroused and sustained. Quality is sustained. Enjoyable to read.	8 - 9	**Precise** **Style:** Generally accurate apart from occasional errors that are either slips or caused by ambition. Uses some idioms and precise in use of vocabulary to convey intended shades of meaning **Accuracy:** Paragraphs have unity, are usually linked and show some evidence of being well-organized.
6 - 7	**Upper satisfactory:** **Relevance:** Fulfils the task, with appropriate register and good sense of purpose and audience. **Development of ideas:** Some interest is aroused.	6 - 7	**Mostly accurate:** **Style:** Some variety of sentence structures and vocabulary, sometimes attempting sophisticated language. **Accuracy:** Mostly accurate, errors from ambition do not mar clarity of communication. There are paragraphs showing some unity, although links maybe absent or inappropriate.
4 - 5	**Lower satisfactory:** **Relevance**: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions or failures of logic. **Development of ideas**: Material is satisfactorily developed at appropriate length.	4 - 5	**Safe:** **Style:** Mainly simple structures and vocabulary. **Accuracy:** Meaning is clear, and work is of a safe literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Spelling of simple vocabulary is accurate, errors in more difficult words. Paragraphs are used but without coherence or unity.
2 - 3	**Partly relevant:** **Relevance**: Partly relevant and some engagement with the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/ or audience. **Development of ideas:** Supplies some detail and explanation, but the effect is incomplete. Some repetition.	2 - 3	**Errors intrude:** **Style:** Simple structure and vocabulary. **Accuracy:** Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating.
1	**Little relevance:** Limited engagement with the task or any engagement is completely hidden by density of errors.	1	**Multiple errors:** Multiple types of error in grammar/spelling/word usage/punctuation throughout which mostly make it difficult to understand. Occasionally, sense can be deciphered.
0	**No relevance:** No engagement with the task. If essay is completely irrelevant, no mark can be given for language.	0	**Hard to understand:** Density of errors. Whole sections impossible to recognize as pieces of English writing.

GENERAL CRITERIA FOR MARKING <u>PART 3</u>

Mark Band	CONTENT: relevance and development of ideas	Mark Band	LANGUAGE: style and accuracy
5	**Highly effective:** • *Relevance:* Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • *Development of ideas:* shows independence of thought. Ideas are well developed at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	5	**Fluent:** • *Style:* Almost first language competence. Ease of style. Confidence and wide ranging use of language, idioms and tenses. • *Accuracy:* no or very few errors. Well-constructed sentences.
4	**Effective:** • *Relevance:* Fulfils the task, with appropriate register and good sense of purpose and audience. • *Development of ideas:* Ideas are well developed and at appropriate length. Engages reader's interest.	4	**Precise:** • *Style:* Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • *Accuracy:* Generally accurate, apart from occasional frustrating minor errors.
3	**Satisfactory:** • *Relevance:* Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digression. • *Development of ideas:* Material is satisfactorily developed at appropriate length.	3	**Safe:** • *Style:* mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • *Accuracy:* meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted.
2	**Partly relevant:** • *Relevance:* Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose /or audience. • *Development of ideas:* Supplies some details and explanation, but the effect is incomplete.	2	**Errors intrude:** • *Style:* Simple structures and vocabulary. • *Accuracy:* meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating.
0 - 1	**Little relevance:** • Limited engagement with task, but this is mostly hidden by density of errors. **Award 1 mark.** • No engagement with the task or any engagement with task is completely hidden by density of errors. **Award 0 mark.** If task is completely irrelevant, no mark can be given for language.	0 - 1	**Hard to understand:** • Multiple types of errors in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. **Award 1 mark.** • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. **Award 0 mark.**

PAPER 2 – PART 3 (DIALOGUE)

GENERAL CRITERIA FOR MARKING DIALOGUE

Mark Band	CONTENT: relevance and development of ideas	Mark Band	LANGUAGE: style and accuracy
5	**Highly effective:** • *Relevance:* Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • *Development of ideas:* shows independence of thought. Ideas are well developed at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	5	**Fluent:** • *Style:* Almost first language competence. Ease of style. Confidence and wide ranging use of language, idioms and tenses. • *Accuracy:* no or very few errors. Well-constructed sentences.
4	**Effective:** • *Relevance:* Fulfils the task, with appropriate register and good sense of purpose and audience. • *Development of ideas:* Ideas are well developed and at appropriate length. Engages reader's interest.	4	**Precise:** • *Style:* Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • *Accuracy:* Generally accurate, apart from occasional frustrating minor errors.
3	**Satisfactory:** • *Relevance:* Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digression. • *Development of ideas:* Material is satisfactorily developed at appropriate length.	3	**Safe:** • *Style:* mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • *Accuracy:* meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted.
2	**Partly relevant:** • *Relevance:* Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose /or audience. • *Development of ideas:* Supplies some details and explanation, but the effect is incomplete.	2	**Errors intrude:** • *Style:* Simple structures and vocabulary. • *Accuracy:* meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating.
0 - 1	**Little relevance:** • Limited engagement with task, but this is mostly hidden by density of errors. **Award 1 mark.** • No engagement with the task or any engagement with task is completely hidden by density of errors. **Award 0 mark.** If task is completely irrelevant, no mark can be given for language.	0 - 1	**Hard to understand:** • Multiple types of errors in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. **Award 1 mark.** • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. **Award 0 mark.**