Examinations Council
of Eswatini

EPC

ESWATINI PRIMARY CERTIFICATE

Syllabus

For Examination In 2025 - 2027

ICT

Subject Code:645

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1. INTRODUCTION

The Eswatini Primary Certificate (EPC) syllabus is designed as a seven-year course for examination in Grade 7. The syllabus assumes that learners have acquired knowledge, understanding and skills in their everyday life activities, at home and in the community. This syllabus addresses the characteristics of the Competency-Based Curriculum followed at the primary school level.

The ICT syllabus is designed for learners to promote creativity, problem problem-solving, and introduce students to the world of information and communication technologies with the specific purpose of widening their horizons and better informing them of choices in their career pursuits. In particular, the curriculum focuses on capacitating learners to work with a variety of resources; learning to critically appraise information and resources; and making safe, productive, ethical and legal use of these digital resources. Furthermore, learners are also introduced to integrate ICT outside the classroom context.

This syllabus has been designed in such a way that it dovetails well into the Junior secondary school ICT syllabus. The teacher is expected to assist learners in achieving their best in both the theoretical and practical aspects of ICT. The syllabus will act as an instrument that will direct instruction and assessment in the classroom, as well as guide examinations.

The main sections of the syllabus are:

- Aims
- Objectives
- Syllabus organisation
- Scheme of Assessment
- Teaching hours
- Specification grid
- Curriculum Content
- Grade Descriptions

2. AIMS

The aims set out below describe the National Curriculum Educational Goals for a course in Information and Communication Technology (ICT) for the Primary school level. The aims are the same for all learners at this level. The purpose of the aims is mainly to develop core skills, relevant values, and attitudes whilst acquiring ICT concepts which will then be applied in other learning areas and real-life situations. They are not written in order of priority.

The syllabus for ICT aims to:

- to lay a foundation for digital education,
- create an awareness of the uses of ICT in society and
- equip learners to use ICT for problem-solving
- Ethically use ICT
- encourage the pupils to develop their ICT skills
- support their learning in other subject areas

3. OBJECTIVES

The objectives provide specific statements of the intention of a syllabus. They expand the aims and define in broad terms, the knowledge, understanding, skills, attitudes and values to be developed through the subject.

Knowledge, understanding, and skills

Through the ICT syllabus, learners will develop knowledge, understanding, and skills to:

- Use a range of ICT tools to study ICT and other subjects in the curriculum
- Practice safe methods and avoid risks when using the technology
- Communicate effectively with others
- Organise their study life and meet assignment deadlines
- Share their ICT skills and knowledge with others

Attitudes and values

Learners will:

- Use ICT confidently in a range of situations and contexts to solve problems
- Appreciate the computer both as a learning tool and as a source of recreation
- Appreciate the need for ethical use of ICT
- Be innovative in their use of ICT
- Be aware of the importance of protecting the environment from obsolete ICT equipment and tools

4. SYLLABUS ORGANISATION

The content of this course has been designed to offer knowledge and skills to learners to allow them to explore the use of ICT. The course is based on the following strands to be covered in the five years of Primary Education. Each strand identifies a particular aspect of the subject. Each strand is further organised into several sub-strands which are the broad topics within the strands.

Strands	Sub-strands
1. ICT in society	• ICT in everyday life
2. Basic computer concepts	• Computer equipment • Exploring the computer
3. Computer application and software	• File management • Word processing • Charts/ graphs and Spreadsheet
4. ICT devices	• ICT devices
5. Network and communication	• World wide web • Electronic communication • Ethics in ICT • Security in ICT

5. SCHEME OF ASSESSMENT

All candidates must enter for **one** Paper and are eligible for the award of Grades A to F. The Paper will contribute 80% and the CA 20% towards the final mark.

Paper 1 (1 hour 15 minutes)

Compulsory

Multiple choice paper consisting of 50 marks.

This paper will cover all strands of the syllabus.

This paper will be weighted at 80% of the total external assessment marks.

Strand	Multiple choice questions
ICT in Society	✓
Basic computer concepts	✓
Computer application and software	✓
ICT devices	✓
Network and Communication	✓

Weighting of paper

Paper	Weighting
_	80%

6. TEACHING HOURS

ICT is to be timetabled for 2.0 hours per week in the Upper Primary Phase.

ICT should only be taught in schools which meet the minimum requirement for equipment and appropriately qualified teachers in accordance with the guidelines spelled out in the Curriculum Framework document.

7. SPECIFICATION GRID

Learners will follow the Eswatini Primary Certificate ICT curriculum. The curriculum content is divided into topics covering five areas: ICT in society, Basic computer concepts, Compter application and software, ICT devices and network and communication. The table shows the five areas of ICT in this syllabus.

Paper	ICT in society	Basic computer concepts	Computer application and software	ICT devices	Network and communication
1					

8. CONTENT

Competency

A 'competency' specifies what knowledge, skills, attitudes, or values learners must demonstrate to achieve success.

Indicators of success

'Indicators of success' are examples of the kinds of things learners should be able to do, know, and understand if a competency has been achieved.

1. STRAND: ICT IN SOCIETY	
SUB-STRAND	**INDICATOR OF SUCCESS** **All learners can:**
1.1 ICT in everyday life	**1.1.1** Identify ICT devices used at home i.e. radio, television, digital camera, mobile phone, smartphones, desktop, game console, laptop, tablets, microphone, headsets/ earphones **1.1.2** State uses of ICT devices at home, including radio, television, digital cameras, mobile phones, smartphones, desktops, game consoles, laptops, and tablets. **1.1.3** Identify ICT devices used at school, i.e. landline telephone, fax machine, mobile phone, smartphone, computer, printer, photocopier, scanner, data projector, digital camera. **1.1.4** State uses of ICT devices at school, including landline telephone, fax machine, mobile phone, smartphone, computer, printer, photocopier, scanner, data projector, digital camera. **1.1.5** Identify ICT devices used in health departments, i.e. Outpatient department, Children's ward, Radiography / X-ray, Treatment room, Dispensary, Paramedics, Dental unit, and Optometry. **1.1.6** State uses of ICT devices in health departments, including the outpatient department, Children's ward, Radiography / X-ray,

	Treatment room, Dispensary, Paramedics, Dental unit, and Optometry. **1.1.7** Identify ICT devices used in agriculture, i.e. measuring (rainfall, acidity, temperature), animal production, vegetable production, poultry, and keeping agricultural records. **1.1.8** Describe uses of ICT devices in agriculture including measuring (rainfall, acidity, temperature), animal production, vegetable production, poultry, and keeping agricultural records. **1.1.9** Identify ICT devices used in the workplace, i.e. Government, Banks, Transport, Supermarkets, Businesses **1.1.10** Describe uses of ICT devices in the workplace including Government, Banks, Transport, Supermarkets, and Businesses. **1.1.11** Discuss the benefits and drawbacks of using ICT at home, school, agriculture, health facilities, and in the workplace. **1.1.12** Describe how new ICT developments have improved the services of: • Government • Banks • Transport • Supermarkets • Businesses

2. **STRAND: BASIC COMPUTER CONCEPTS**	
SUB-STRAND	**INDICATOR OF SUCCESS** **All learners can:**
2.1 Computer equipment	**2.1.1** Define computer hardware. **2.1.2** State that the systems unit houses various elements that make a personal computer (hard disk drive, RAM, Motherboard, DVD ROM Drive, Power supply, Fan) **2.1.3** State that the systems unit serves to attach hardware and peripherals devices such as: • Input devices, • Processing device (Central Processing Unit (CPU) • Output devices, • Storage devices **2.1.4** Explain the functions of the CPU in the systems unit **2.1.5** Describe the IPOS scheme (i.e. Input, Processing, Output, Storage) **2.1.6** Explain what software is and give examples of software programs **2.1.7** Describe the two types of software (i.e. system software and application software) **2.1.8** State and describe the uses of application softwares

	2.1.9 Classify the following hardware according to the IPOS scheme functions: • Speaker • Printer • Scanner • Keyboard • Mouse • Projector • Monitor • Digital camera • Processor • Removable storage **2.1.10** Describe the functions of the various peripherals (Speaker, Printer, Scanner, Keyboard, Mouse, Projector, Monitor, Digital camera, Processor, Removable storage) **2.1.11** Identify the main hardware components of a desktop computer (i.e. mouse, keyboard, monitor, systems unit, printer). **2.1.12** Describe uses of the main hardware components of a desktop computer (i.e. mouse, keyboard, monitor, systems unit, printer). **2.1.13** Use the CD drive, scanner, pen drive, and printer **2.1.14** State ICT laboratory rules (i.e. no eating, drinking, running, or dangerous play in the lab; have clean dry hands; don't use the computer without instructions from the teacher) **2.1.15** State the dangers in the computer laboratory and describe how to minimise them (i.e. spilling liquids can cause electrocution, overloading sockets can cause fires, and tripping over trailing cables can cause injuries) **2.1.16** Identify health issues that are caused by prolonged use of computers including Repetitive Strain Injury(RSI), eye strain, headache, and back ache.

	2.1.17 Describe the causes of the health issues (Repetitive Strain Injury(RSI), eye strain, headache, backache.) **2.1.18** Describe health precautions that have to be observed when using a computer including correct hand position on the keyboard, correct body posture, correct safe distance between monitor and eyes, adjusting monitor brightness, and correct hand position on the keyboard.
2.2 Exploring the computer	**2.2.1** Identify power buttons *(e.g. mains or plugs, monitor, systems unit)* **2.2.2** Describe how to switch on and off the computer and its peripherals (*e.g. printer)* correctly **2.2.3** Change the power mode and the status of the computer (i.e. switch user, log off, lock, restart, sleep, hibernate) **2.2.4** Interpret warning signs about battery levels (i.e. UPS and laptop battery) and identify corrective action to solve these problems. **2.2.5** Identify different types of mice (e.g. Trackball mouse, optical mouse, wireless, and touchpad) **2.2.6** Describe and use the mouse to perform operations such as pointing, clicking, double-clicking, and dragging and dropping. **2.2.7** Describe and use keyboard keys (e.g., page down, page up, home, end, arrow keys, numeric pad, function keys, alphabet keys, home keys, deleting keys, spacing *keys, second function keys)*

3. **STRAND: COMPUTER APPLICATIONS AND SOFTWARE**	
SUB-STRAND	**INDICATOR OF SUCCESS** **All learners can:**
3.1 File management	3.2.1 Manage files and folders by • Creating • Renaming • Saving files • Retrieving files • Deleting files or folders • Moving files or folders 3.2.2 Restore to retrieve documents from a recycle bin and Delete documents found in a recycle bin or empty the bin.
3.2 **Word processing**	3.2.1 Create, name, and save Word documents in a specified location. 3.2.2 Open an existing document in a specified location 3.2.3 Identify vertical and horizontal scroll bars 3.2.4 Create document layouts using techniques such as text boxes, columns, and tables to create posters/adverts/cards 3.2.5 Type text using a keyboard. 3.2.6 Apply format features to a given text • Font style • Font size • Font colour • Bold text • Italics • Underline text

	3.2.7 Align text (e.g. left, center, right, and justify) 3.2.8 Inserting text (e.g. pasting in text that is cut or copied from another document; dragging text from one part of the document to a new position) 3.2.9 Inserting special characters and symbols from a variety of fonts 3.2.10 Delete text (e.g. highlighting and pressing delete or backspace key) 3.2.11 Draw simple shapes (e.g. circle, square, rectangle, triangle, star, heart) and images (e.g. a house, a man, a bus) 3.2.12 Insert pictures and clip art images into a Word document 3.2.13 Format images: • Size and crop pictures • Create a repeating symmetrical pattern • Resize and • Wrap images • Crop and resize 3.2.14 Format and edit a document (e.g. set page margins, set page orientation) 3.2.15 Use Keyboard shortcut keys i.e. Ctrl + N, Ctrl + O, Ctrl + S, Ctrl + P, Ctrl + A, Ctrl + V 3.2.16 Insert a table with a specific number of rows and columns

	3.2.17 Format tables: • Insert rows above and below • Insert columns right and left • Enter data in the rows and columns (e.g. text and numbers) • Apply table styles • Borders • Shading • Merge table cells • Delete rows and columns • Delete whole table • Split cells 3.2.18 Format the page layout by: • setting the page size • adjusting orientation • adjusting margins • adding page borders 3.2.19 Perform simple editing and spell-checking using proofreading tools for • Spelling and grammar • Words count • Thesaurus 3.2.20 Print a document
3.3 Charts, graphs, and spreadsheets	3.3.1 Explain what a spreadsheet is 3.3.2 Identify and explain everyday use of spreadsheets (e.g. creating Christmas gift lists, making budgets, calculating averages, making class lists and school timetables) 3.3.3 State the advantages of a spreadsheet in solving our everyday activities.

	3.3.4 Create a spreadsheet 3.3.5 Move around in a spreadsheet (e.g. using arrow keys, CTRL-Home) 3.3.6 Use a cell pointer to locate cells 3.3.7 Enter data in a spreadsheet (text, numbers, formulas, functions) 3.3.8 Fill cells automatically i.e. use auto-fill handle 3.3.9 Present data using graphs and charts (e.g. column chart, pie chart) 3.3.10 Adjust the breadth of the columns and the height of the rows 3.3.11 Insert, delete, and hide rows and columns 3.3.12 Use formulae and functions to perform specific computations (e.g. Sum, Average, count, min, max) 3.3.13 Sort data in ascending and descending order 3.3.14 Print spreadsheets showing values and formulas.

4. **STRAND: ICT DEVICES**	
SUB-STRAND	**INDICATOR OF SUCCESS** **All learners can:**
4.1 ICT devices	4.1.1 Select and use the correct ICT device for a particular task (i.e. camera, television, microphone, headset/earphones, printer, mobile phones, CD/ DVD player, digital camera, SD Card, Webcam, flatbed scanner) 4.1.2 Identify and compare the differences in the monitor on a desktop computer, laptop computer, cell phone, television set, and ATM 4.1.3 Identify and compare the differences in the selection components and how they are used on a computer (i.e. mouse, touchpad), cell phone (i.e. finger on touch screen, keypads), ATM (i.e. finger on a touch screen, keypads), television set (i.e. remote control) and play station (i.e. joystick) 4.1.4 Identify and compare the differences in the system unit on a desktop computer, laptop computer, and mobile phone 4.1.5 Identify and compare the differences in the keyboard on a desktop computer, laptop computer, mobile phone, and ATM 4.1.6 Identify and compare the differences in the speaker on a desktop computer, computer, laptop computer, mobile phone, traffic lights, radio, and television set 4.1.7 Use Keyboard shortcut keys i.e. Ctrl + N, Ctrl + O, Ctrl + S, Ctrl + P, Ctrl + A, Ctrl + V 4.1.8 Identify storage devices including internal hard drive, removable hard disk drive, flash drive, SD Card, CD-R, CD-RW, DVD-R, DVD-RW

	4.1.9 Describe the use of storage devices including internal hard drive, removable hard disk drive, flash drive, SD Card, CD-R, CD-RW, DVD-R, DVD-RW 4.1.10 Use media player to open different audio file formats (e.g. wma, mp3, etc.)- from internal hard drive, removable disk drive, and optical disk drive 4.1.11 Use different video file formats such as (divx, mp4, and DVI,) (using a media player) from an internal hard drive, removable disk drive, and optical disk drive 4.1.12 Perform basic computer troubleshooting (i.e. Is it plugged in, Is the monitor turned on, Reboot, check that all cords and cables are tightly connected to the correct port, check availability of power in the mains, is the computer connected to the correct printer, does the printer have tonner) 4.1.13 Create space by compressing files and folders, deleting less important files, and formatting storage devices 4.1.14 Format a removable disk drive (flash drive/pen drive/SD Card) in preparation to save files 4.1.15 Format a CD-RW/DVD-RW 4.1.16 Burn audio and video files onto optical disk drives 4.1.17 Describe how to make a video and audio call using VoIP. 4.1.18 Upload images and videos on a social media blog/page from an internal hard drive or, removable disk drive using a smartphone, desktop computer, and laptop.

5. **STRAND: NETWORKS AND COMMUNICATION**	
SUB-STRAND	**INDICATOR OF SUCCESS** **All learners can:**
5.1 Using the World Wide Web (WWW)	**5.1.1** Define the World Wide Web(www) **5.1.2** Identify and use any Internet web browser *(e.g. Internet Explorer, Opera, Microsoft Edge)* for searching **5.1.3** Use favorite features on web browsers to save and retrieve web pages. **5.1.4** Define a bookmark **5.1.5** Use a Bookmark **5.1.6** List the uses of social media networks **5.1.7** Identify and use a Uniform Resource Locator (URL) on a browser. **5.1.8** Use appropriate keywords to search for information on a browser **5.1.9** Use search engines or a hyperlink to download a document or file. **5.1.10** Save, and open a downloaded document to the appropriate media. **5.1.11** Evaluate the relevance, credibility, and usefulness of information (e.g. source, content relevance, currency of information, bias/intention)
5.2 Electronic communication	**5.2.1** State the different ways people use electronic communication *(i.e. SMS, instant messaging, email, audio and video conferencing, etc.)* **5.2.2** Identify a new email, open email, send and draft email **5.2.3** Forward email messages and copy them to another recipient

	5.2.4 Create a new email message including where to type the address and subject line **5.2.5** Add addresses to the address book **5.2.6** Create carbon copies (cc), and blind carbon copies (bcc) **5.2.7** Identify and email with an attachment **5.2.8** Download and save an attachment
5.3 Ethics in ICT	**5.3.1** Use computers ethically i.e Respect other people's work on the computer (e.g. avoid altering classmates' documents, pictures, and drawings) **5.3.2** State the accepted behaviours when using ICTs i.e. • Respect other people's work on the computer (e.g. avoiding setting up passwords for screen savers and other applications shared with others) • Ask for permission to access internet use and specific sites (e.g. YouTube, Facebook) • Do not copy, modify, or delete someone else's work without getting permission • Only log on to the class computer with their username and password • State all sources, authors names and URLs of information they use (Avoid plagiarism)
5.4 Security risks	**5.4.1** Identify and describe the dangers of sharing personal information, identity, photographs, and location online, messaging unknown people, sharing passwords, using strong language in e-mails, videos, and posts **5.4.2** Apply generally accepted social protocols when sharing information in online environments (e.g. messaging only to people they know, only allowing certain people to access their online space; keeping passwords secret; addressing recipients appropriately in emails, videos, or posts)

	5.4.3 Identify and describe potential dangers of using social media (e.g. receiving messages from strangers, posting inappropriate pictures, cyberbullying, identity theft, human trafficking) **5.4.4** Identify and discuss standard techniques to secure digital information risks i.e. saving to their folder or device, logging on to server and email using a personal password **5.4.5** Identify and value the rights to identity, privacy, and emotional safety for themselves and others when using ICT o Forward personal communications from friends only with permission o Recognize time zones and differences in the meaning of terms and concepts due to location and culture; o Using the BCC email field o Recognizing when others are being cyberbullied

8. GRADE DESCRIPTIONS

The scheme of assessment is intended to encourage positive achievement by all candidates.

Grades A, B, C, D, E or F indicate the statndard the candidate have archived grasping of compitencies. A is the highest and F is the lowest.

9. INCLUSION

Arrangements may be in place for those candidates with disabilities or learning difiiculties 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/

10. LANGUAGE

This syllabus and associated material are available in English.

11. 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 Eswatini Primart Certificate examinations.

Support Material & Endorsed Resources

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

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

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