EXAMINATIONS COUNCIL OF ESWATINI

English Language

EGCSE

Eswatini General Certificate of Secondary Education



Syllabus

For Examination in 2027-2029

Changes in 6873 for 2027 to 2029

The 2024-2026 syllabus was revised. No major changes were made.

You are advised to read the whole syllabus before planning your teaching programme.

Additions

Aims

Aim 2 (page 9) extended the use of language to include enjoyment

Aim 5 (new aim) 'Develop transferable skills to complement other areas of the curriculum' was added

Assessment Objectives

R1 is now understand and respond to explicit ideas in a text

R3 is now analyse and evaluate ideas, facts and opinions using appropriate support from the text

R4 was extended to include writer's effects and attitudes

W1 was extended to include communication of what is thought, felt or imagined

L1 is now listen and respond to explicit ideas in a spoken text

L4 is now understand what is implied but not actually spoken, e.g. relationships, gist, writer's purpose/intention, effects, writer's feelings and attitudes, situation or place

S3 was extended to include knowledge of range of vocabulary

Curriculum content competencies

Speaking skill competencies bullet 2 mentions the use of appropriate vocabulary and grammatical structures in conversation

Speaking competencies bullet 4 added 'purpose' to showing a sense of audience

Paper changes

Paper 2 Continuous Writing

- Exercise 1 will not only be friendly letter writing but informal writing which may include other forms e.g. emails etc.
- Exercises 1 and 2: no more use of graphic stimuli to prompt writing, candidates will respond to text-based stimuli and/or short prompts they have read from the paper
- Exercise 3 may include argumentative essay questions

Paper 3

- Reference to CDs removed as USBs will be used for audio files/recordings from 2025, while exploring better options for the future
- Exercise 1 examples of spoken texts: replaced answer phone message with telephone conversation
- Exercises 2, 3, 4, 5 examples of spoken texts to include presentations and lectures
- Notes on the Administration of the Listening Test: listening files will be spot-checked 48 hours before the examination
- Acoustics in the examination room will be checked using a different file for security reasons

Paper 4

- Reference to CDs removed as USBs will be used for audio files/recordings from 2025, while exploring better options for the future
- Notes on Conducting the Oral Tests: number 13 – the full range of the cards should be used, not a wide range.

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ESWATINI GENERAL CERTIFICATE OF SECONDARY EDUCATION

Broad Guidelines

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System so that at the completion of secondary education, learners will:

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

Eswatini's National Education Policy Directives

EGCSE syllabuses for studies in Form 4/Grade 10 and Form 5/Grade 11 will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which:

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

The National Curriculum for Senior Secondary phase (Form 4/Grade 10 and Form 5/Grade 11)

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

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

To develop these skills, learners are offered **five compulsory subjects** and at least **three elective subjects** chosen from one or more Field of Study.

Compulsory Subjects

- SiSwati – either First Language or Second Language
- English Language
- Mathematics
- Science
- Religious Education

Fields of Study

- Agriculture Field of Study
- Business Studies Field of Study
- Home Economics Field of Study
- Social Sciences and Humanities Field of Study
- Technical Field of Study

INTRODUCTION

The Eswatini General Certificate of Secondary Education (EGCSE) syllabuses are designed as two-year courses for examination in Form 5/Grade 11. The English Language syllabus assumes that learners have been through a Junior Secondary programme of language learning. Learners of English 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. Learners' 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 learners appreciate its importance for their personal, social and intellectual development.

All EGCSE syllabuses follow a general pattern. The main sections are:
Aims
Assessment Objectives
Assessment
Curriculum Content

English Language falls into the Compulsory Subjects Group.

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 Swati people, Siswati.
- English is an international language, which allows learners 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 at Senior Secondary level and most texts in Eswatini are written in English. Competence in English undoubtedly enables learners to perform better in all other subjects.
- 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, SADC and internationally.

AIMS

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

The aims are to enable learners 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 and enjoyment;
3. develop an awareness of the nature of language and language-learning skills;
4. form a sound base for the effective uses of English for the purposes of further study and employment;
5. develop transferable skills to complement other areas of the curriculum.

While the approach aims at a high level of proficiency in the use of Standard English, the teaching methodology acknowledges that English is not the first language of the majority of the learners in Eswatini. The four skills of language learning should be an integral part of all aspects of English teaching. That is: Listening, Speaking, Reading, and Writing. Language activities must meet the needs of learners and promote their language development effectively. In focusing on the skills that promote language competence, the teacher must not lose sight of the need for the learner's enjoyment of language activities: language is essentially creative and expressive and can only grow from this point.

While it must be stressed that communicative competence should be the main aim, a sound understanding of how language works (usage) will help learners to appreciate the principles underlying their own speech, reading, listening and writing, and to cope with the demands of language across the curriculum and outside the classroom.

For this reason, the material detailed under the Curriculum Content in this syllabus will be taught communicatively, with the emphasis being on achieving communicative rather than purely linguistic competence. This is because learners need to be able to communicate in English in the real world, rather than to analyse it for its own sake.

The main features of the course of study in EGCSE English Language can be summarised as follows:

- The subject is skills based, focusing on the development of the basic language skills of Listening, Speaking, Reading and Writing with emphasis on developing the communicative competence of learners in real life situations.
- These skills are taught in an integrated way to bring about the development of positive attitudes, values and extension of knowledge.
- Grammar is taught as an integrated component of the subject and not in isolation.
- The subject caters for a wide range of ability, providing equal opportunity for all, so that learners are able to realise and fulfil their potential.
- The content is drawn from other subjects and a variety of sources in order to facilitate learning and provide meaningful and creative experiences in all aspects of language.
- Language development should be supported by an extensive reading programme that demands the use of the library as a major resource centre.

ASSESSMENT OBJECTIVES

The syllabus assesses the receptive skills of Listening and Reading, and the productive skills of Speaking and 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.

Learners are assessed on their ability to:

Reading

R1 understand and respond to explicit ideas in a text.
R2 select, organise and analyse material relevant to specific purposes.
R3 analyse and evaluate ideas, facts and opinions using appropriate support from the text.
R4 understand what is implied but not actually written, e.g. relationships, gist, writer's purpose/intention, effects, writer's feelings and attitudes, situation or place.

Writing

W1 communicate clearly, accurately and appropriately what is thought, felt or imagined.
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 listen and respond to explicit ideas in a spoken text.
L2 select and organise material relevant to specific purposes.
L3 recognise, understand and distinguish between facts, ideas and opinions.
L4 understand what is implied but not actually spoken, e.g. relationships, gist, writer's purpose/intention, effects, writer's feelings and attitudes, situation or place.

Speaking

S1 articulate experience and express what is thought, felt and imagined.
S2 present facts, ideas and opinions.
S3 demonstrate knowledge of a range of vocabulary and appropriate grammatical structure.
S4 initiate and influence the direction of a conversation.
S5 employ suitable register, pronunciation and stress patterns.

ASSESSMENT AT A GLANCE

Candidates take:

Paper 1 Reading 2 hours Eligible for Grade A* – G 35% of total marks
Paper 2 Directed Writing and Composition 2 hours Eligible for Grade A* – G 35% of total marks
Paper 3 Listening Approx.45 minutes Eligible for Grade A* – G 15% of total marks
Paper 4 Speaking Approx.10 - 15 minutes Eligible for Grade A* – G 15% of total marks

Specification Grid

Objectives / Paper	R1	R2	R3	R4	W1	W2	W3	W4	W5	W6	L1	L2	L3	L4
1 Exercise 1	✓	✓	✓	✓										
1 Exercise 2	✓	✓	✓											
1 Exercise 3	✓	✓	✓	✓										
1 Exercise 4	✓	✓	✓	✓										
1 Exercise 5	✓	✓	✓	✓	✓	✓	✓			✓				
2 Exercise 1	✓				✓	✓	✓	✓	✓	✓				
2 Exercise 2	✓				✓	✓	✓	✓	✓	✓				
2 Exercise 3					✓	✓	✓	✓	✓	✓				
3 Exercise 1											✓	✓	✓	
3 Exercise 2											✓	✓	✓	
3 Exercise 3											✓	✓	✓	
3 Exercise 4											✓	✓	✓	✓
3 Exercise 5											✓	✓	✓	✓

Paper 4 assesses Objectives S1, S2, S3, S4 and S5

ASSESSMENT

Scheme of Assessment

All papers are compulsory. Candidates must enter for Papers 1 (Reading and Writing), 2 (Continuous Writing), 3 (Listening) and 4 (Speaking) and are eligible for the award of Grades A* to G.

A description of each paper follows.

Paper 1 Reading (2 hours) consisting of 50 marks.

Candidates complete five compulsory exercises in response to five texts printed in the question paper.
Candidates write all their answers in the spaces provided on the question paper.
Dictionaries should not be used.
The exercises have different total mark allocations, and some are broken down into a series of sub-questions. The reading exercises will include a range of text types (e.g., articles, blogs, reports) which may be factual, adapted from real-life texts or fictitious. The five texts have a combined total of approximately 2750 words.

Exercise 1 Reading 1 (14 marks) Assessment Objectives R1, R2, R3 and R4
Candidates answer a series of questions testing detailed comprehension of text 1 (a report/newspaper/ magazine article of 550 – 600 words).

Exercise 2 Note-making (8 marks) Assessment Objectives R1, R2, R3
Candidates make brief notes (under supplied headings) relating to text 2 (a report/newspaper/magazine article of 500 – 550 words).

Exercise 3 Reading 2 (8 marks) Assessment Objectives R1, R2, R3 and R4
Candidates answer a series of questions testing detailed comprehension of text 3 (a text of 450 – 500 words in which speakers give their views on a particular subject).

Exercise 4 Reading 3 (10 marks) Assessment Objectives R1, R2, R3 and R4
Candidates answer a series of questions that include those that test understanding of both explicit and implicit meanings which may include imagery, writer's attitudes, effects of language use etc. on text 4 (a report/newspaper/magazine article of 500 – 550 words).

Exercise 5 Summary (10 marks – 6 for Reading Objectives(content) and 4 for Writing Objectives(language)) Assessment Objectives R1, R2, R3, R4, W1, W2, W3 and W6
Candidates write a summary of about 100 words of continuous prose about an aspect or aspects of text 5 (a report/newspaper/magazine article of 550-600 words).

This paper will be weighted at 35% of the final total available marks.

Paper 2 Directed Writing and Composition (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.
The paper is divided into **Three Compulsory Exercises**. The tasks for these exercises will be distinguished by requiring different purposes/formats/audiences/registers.

Exercise 1 Informal Writing e.g. friendly letter, informal email etc. (14 marks) Assessment Objectives R1, W1, W2, W3, W4, W5 and W6
Candidates will be required to write approximately one page of continuous prose, in response to a short text-based stimulus and/or short prompts they have read from the paper. A purpose, format and audience for the writing will be specified.
Candidates will receive up to 7 marks for content and up to 7 marks for style and accuracy in language.

Exercise 2 Formal writing (14 marks) Assessment Objectives R1, W1, W2, W3, W4, W5 and W6
Candidates will be required to write approximately one page of formal writing (e.g. formal letters, reports etc.) in continuous prose, in response to a short text-based stimulus and/or short prompts they have read from the paper. A purpose, format and audience for the writing will be specified.
Candidates will receive up to 7 marks for content and up to 7 marks for style and accuracy in language.

Exercise 3 Extended writing (22 marks) Assessment Objectives W1, W2, W3, W4, W5 and W6
Candidates will be required to write about 2 to 2½ pages of continuous prose. They will be required to write on **one** topic from a choice of **three** titles. Candidates will be required to write either an expository/factual, discursive, descriptive, narrative and/or argumentative piece.
Candidates will receive up to 11 marks for content and up to 11 marks for style and accuracy in language.

This paper will be weighted at 35% of the final total available marks.

Paper 3 Listening (approximately 45 minutes) consisting of 30 marks.

Candidates complete five compulsory exercises in response to five texts they listen to.
Candidates write all their answers in the spaces provided on the question paper.
Each question tests listening comprehension of recorded texts (e.g. dialogue, announcements, conversations, talks, lectures etc. in an audio file played in the examination room. Each text is heard twice. The recording is controlled by the invigilator of the examination, not the candidate(s) (see Appendix: Notes on the Administration of the Listening Test).
Dictionaries should **not** be used.

Exercise 1
Consists of **Questions 1 - 5** (5 marks) Assessment Objectives L1, L2 and L3.
Candidates answer short questions relating to five short spoken texts (e.g. announcement, telephone conversation, brief dialogue, extracts of news bulletin etc.).

Exercise 2 (5 marks) Assessment objectives L1, L2 and L3
Candidates complete gaps on forms/charts printed on the questions paper testing listening for understanding based on longer spoken texts (e.g., conversation, interview, monologue, talk, presentation, lecture etc.).
NB Questions in this exercise will have leads and examples.

Exercise 3 (7 marks) Assessment objectives L1, L2 and L3
Candidates complete gaps on forms/charts printed on the questions paper testing listening for understanding based on longer spoken texts (e.g., conversation, interview, monologue, talk, presentation, lecture etc.).
NB Questions in this exercise will have leads only but no examples.

Exercise 4 (6 marks) Assessment Objectives L1, L2, L3 and L4
Candidates answer a series of questions testing listening for understanding based on longer spoken texts (e.g. conversation, interview, monologue, talk, presentation, lecture etc.).

Exercise 5 (7 marks) Assessment Objectives L1, L2, L3 and L4
Candidates answer a series of questions testing listening for understanding based on longer spoken texts (e.g., conversation, interview, monologue, talk, presentation, lecture etc.).

This paper will be weighted at 15% of the final total available marks.

Paper 4 Speaking (approximately 10-15 minutes) consisting of 30 marks.

Assessment Objectives S1, S2, S3, S4 and S5.

Oral exams are conducted during a period before the main examination session. Materials for the exam are dispatched to centres before this period, and once these have been opened, the exams must be conducted as soon as possible. After the exams, the centre must send back to ECESWA the recorded files for moderation before the advertised deadline.

At least five Oral Assessment Cards will be issued, with an accompanying set of Teacher's Notes. Each card will introduce a topic for discussion between the Teacher/Examiner and the candidate, together with suggestions for the development of the conversation.

The Teacher/Examiner selects ONE oral card for each candidate from the range provided.

The total duration of the oral exam should be approximately 10-15 minutes, made up of:

- Non-assessed 'warm-up' conversation (approximately 2-3 minutes)
- Time for the candidate to read the Oral Assessment Card and to prepare a response (no written notes are permitted) (approximately 2-3 minutes)
- Assessed conversation (approximately 6-9 minutes)

Internal assessment will be conducted by a Teacher/Examiner at the centre using the Oral Assessment Criteria grid (see Appendix: Notes on Conducting the Oral Tests and Appendix: Oral Assessment Criteria Grid). It will then be approved by the Examinations Council of Eswatini.

The Teacher/Examiner will usually be the subject teacher or someone from the centre's English Language Department. It could also be someone from outside the centre if there is a need.

The Teacher/Examiner will conduct and internally assess the exams, using the Oral Assessment Criteria Grid and will submit recorded conversations of candidates' performances for external moderation by ECESWA. Centres will receive a brief report on the outcome of moderation. The Teacher/Examiner's notes accompanying the oral test cards contain full instructions on the administration of the oral tests.

This paper will be weighted at 15% of the final total available marks.

Weighting of Papers

Paper	Weighting
1	35%
2	35%
3	15%
4	15%

CURRICULUM CONTENT

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

Appropriate teaching time for the English Language syllabus should be equivalent to six (6) periods of forty (40) minutes each over a period of sixty (60) weeks/cycles.

SKILL: READING

Competencies
All learners should be able to:

- demonstrate the ability to recognise a variety of reading texts (including public notices signs, timetables and advertisements etc.);
- demonstrate the ability to extract relevant specific information from a variety of reading texts e.g. forms, letters, brochures, magazine articles and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds etc.;
- scan for particular information, organise the relevant information and present it in a logical manner/given format;
- demonstrate the ability to identify the important points or themes within an extended piece of writing;
- draw conclusions from and see relations within an extended text.

To develop reading skills, learners should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction, and other forms of writing.

SKILL: WRITING

Competencies
All learners should be able to:

- carry out writing tasks, such as taking notes or writing summaries in an appropriate and accurate form of English in response to a written stimulus;
- demonstrate the ability to describe, report, give personal information;
- identify, organise and present given material in a particular form;
- carry out longer original writing tasks on a wide range of topics in response to a written stimulus.

SKILL: LISTENING

Competencies
All learners should be able to:

- demonstrate understanding of specific details, information and semi-formal announcements, (e.g. news, weather, travel broadcasts, interviews, dialogues and telephone conversations etc.);
- demonstrate general comprehension of the speaker's intentions where appropriate;
- identify the important points or themes of the material they hear, including attitudes;
- draw conclusions from and identify relationships between ideas within the material they hear;
- show awareness of major variations in register;
- take notes from material they have heard.

SKILL: SPEAKING

Competencies
All learners should be able to:

- demonstrate competence in a range of speaking activities, (e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs);
- conduct a sustained conversation using appropriate vocabulary and grammatical structures;
- demonstrate flexibility in dealing with new, topical ideas;
- show a sense of audience and purpose.

GRADE DESCRIPTIONS

The scheme of assessment is intended to encourage positive achievement by all candidates. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

Criteria for the standard of achievement likely to have been shown by candidates awarded Grades A, C and F are shown below.

A Grade A candidate has demonstrated expertise in:

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level;
- structuring work overall so that the reader can follow the argument from the beginning to the end;
- selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought;
- describing and reflecting upon experience and expressing effectively what is felt and imagined;
- recognising and explaining underlying meaning and the writer's attitude to the subject matter;
- varying style straightforwardly in different types of writing and giving evidence of a satisfactory range of language;
- spelling and punctuating accurately, with few, if any, mistakes;
- using well-constructed paragraphs and sentences (of average complexity) and obeying standard grammatical conventions;
- speaking clearly and confidently in response to other speakers and occasionally taking the initiative (the directions of conversation).

A Grade C candidate has demonstrated competence in:

- understanding and communicating arguments, ideas and information at a straightforward level;
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another;
- selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance;
- describing and reflecting upon experience and expressing effectively what is felt and imagined;
- recognising the more obvious implicit meanings and attitudes;
- writing and punctuating accurately with comparatively infrequent mistakes, so that communication is not impaired;
- using adequate paragraphing and some variety of sentence construction;
- speaking clearly with some confidence, mostly in response to the directions of other speakers; showing a readiness to listen to others and to respond appropriately.

A Grade F candidate has demonstrated competence in:

- understanding and communicating arguments, ideas and information at a basic level;
- ensuring that all work has a basic sequence;
- selecting material from texts in answer to questions and providing basic explanations;
- describing experience and expressing what is felt and imagined;
- recognising the most obvious implicit meanings and attitudes;
- writing at least in single sentences with the possibility of varying it according to different types of writing and using a range of language adequate to most of the tasks set;
- spelling and punctuating so that weaknesses do not seriously impair communication;
- using paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions;
- speaking with some confidence, but usually in response to the directions of other speakers, and showing a readiness to listen to others and to respond.

NOTES ON THE ADMINISTRATION OF THE LISTENING TEST

Centres will be supplied with one storage device (e.g.USB) for every 30 candidates plus one spare, and will be able to keep these after the examination. Centres are strongly advised to hold the listening test in a room that is suitable for up to thirty candidates at a time. If a Centre has equipment that is especially powerful, more candidates may be accommodated without special permission, but no applications for special consideration will be accepted on the grounds of inaudibility. Language laboratories may be used, but particular care must be taken to ensure adequate supervision.

Checking Listening files

- Listening files must be spot-checked by the Head of Centre for recording and sound quality 48 hours before the examination, in the presence of the invigilator. This check must not affect the security of the examination.
- In order to check the acoustics (i.e., the loudspeakers and sound quality), a previous recording (so as not to affect the security of the examination) must be spot-checked at the appropriate volume in the examination room on the day of the examination and no later than 30 minutes before the examination is due to take place. This check must not affect the security of the examination.
- On neither of the above occasions may the recording be listened to in full nor may it be removed from the centre for checking.

Conduct of the Listening Test

Ideally, an English Teacher should be present to deal with any technical difficulties that may arise. If this person has to be the Teacher who prepared the candidates for the subject under examination, they must not be the sole Invigilator.

Once started, the recording must not be stopped except in the case of a serious emergency. Noise from outside the examination room does not constitute a serious emergency and the recording must not be stopped in these circumstances. Candidates should be warned of this before the test begins.

In the event of the recording being stopped in a serious emergency, it should be restarted, once the emergency has been dealt with, at exactly the same place. A statement from the Invigilator, indicating at which point in the recording the interruption took place, the nature of the incident and the length of the interruption, should be submitted to the Examinations Council of Eswatini, along with an application for special consideration. If there is good reason to doubt whether certain items have been heard by all candidates, these items should be identified in the report and the reason for doubt given.

Centres should contact the Examinations Council of Eswatini if equipment fails during the examination in order to make alternative arrangements for the conduct of the listening test.

NOTES ON CONDUCTING THE ORAL TESTS

1. The oral tests take place in the period before the main examination session as notified on the timetable. Each centre decides on a convenient period within these dates for its oral tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single Examiner to conduct all of the tests. (See point 4. below).

2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that equipment is in good order.

3. Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings to allow sufficient time for external moderation. It is vital that material does not arrive late.

4. For centres with 30 or fewer candidates, there should normally be just one Examiner. This is normally a Teacher within the English Language department but could be someone local from outside the centre. A group of neighboring centres might choose the same Teacher to conduct all their tests; in such a case each centre is still responsible for submitting properly completed forms and candidates' recordings.

   Centres with more than 30 candidates may use more than one Examiner (applying the ratio of an additional Examiner for each 30 candidates). If using more than one Examiner, internal moderation must be carried out by the centre so that a common standard is applied to all candidates.

5. Centres entering candidates for the examination will receive a set of Oral Assessment Cards, notes about administration and forms for entering marks. Examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests are held. The Oral Assessment Cards must remain confidential and must be kept in a secure place by the centre until the end of the examination period.

   *Requests for special consideration must be made on the **special forms** supplied to the centre, and returned to ECESWA as indicated.

6. Each centre must send to ECSWA the following: (a) recorded conversations for all candidates; (b) completed mark sheet (MS1) form(s); (c) completed Oral Examination Summary Form(s) and (d) attendance registers. Please be careful to adhere to instructions given on the forms about their completion and return.

   (a) **Recorded conversations**
   Each centre must provide recordings of all candidates. Centres must not sample the recording. The sampling will be done by ECESWA during moderation.

   The recordings, along with the completed Oral Examination Summary Form, should be returned as specified as soon as the oral tests have been completed at the centre.

   Recordings must be clearly labelled with details of the candidates whose interviews have been recorded. For instructions on recording the oral test session see Recording the Session below.

   (b) **Form MS1**
   The computer-printed school-based assessment mark sheet (Form MS1) is to be completed by transferring the mark for each candidate from the total Mark column on the Oral Examination Summary Form.

   (c) **Oral Examination Summary Form**
   This is a document on which marks for each candidate are to be entered in detail. Instructions for its completion will be found on the reverse of the form.
   Please be careful to check all mark additions. The Oral Examination Summary Form must show the breakdown of marks for all the candidates

   (d) **Attendance register**

7. (a) The recordings, along with the completed MS1, Oral Summary Form and attendance register, should be returned as specified as soon as the oral tests have been completed at the centre. Please do not wait until the end of the timetable period before sending them.
(b) Copies of all recordings and marks are to be kept by the centre as backup.

8. The oral tests should proceed along the following lines:

(A) Start the recording. Give the examiner's name, candidate's name and number and date of the recording. Welcome the candidate and explain briefly what is going to happen in the course of the examination.

(B) Warm-up section. Conduct a general conversation by asking the candidate a few questions about herself/himself, the school, etc., to give the candidate time to get used to the examination situation. The purpose of this section of the test is to put candidates at their ease. As a guide, about 2-3 minutes should be spent on this section.

(C) Hand the Oral Assessment Card to the candidate. This must take place AFTER the warm-up has taken place. Any necessary explanation should be given at this point, followed by a short preparation period (approximately 2-3 minutes), when the candidate is at liberty to ask questions. The candidate may not make notes during this period. The recorder should be paused by the Examiner while the candidate considers the Oral Assessment Card. The Examiner should indicate this by saying, 'The recording will now be paused.' so that the External Moderator knows that the candidate is being given time to study the card.

(D) Main part of the exam. This is a conversation based on the Oral Assessment Card. Either the Examiner or the candidate may start the conversation. The notes on each card give some suggestions about questions and prompts which might be used. This section of the test should last approximately 6-9 minutes.

The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 10-15 minutes.
Note that *only* the main part of the test (D) is to be assessed.
The oral test must be conducted in English throughout.

9. Examination conditions must prevail in the area where the oral tests take place. Adequate supervision must be provided to ensure that the candidates leaving the room for the oral tests do not communicate with those waiting to enter.

10. No other person should be present during the oral test, with the exception of a representative of the Examinations Council of Eswatini.

11. Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.

12. Candidates will be examined singly.

13. A range of Oral Assessment Cards is provided, and the Examiner (not the candidate) chooses the card to be used for each candidate. The full range of the cards should be used at the centre. In order that candidates are given every chance to do themselves justice, the Oral Assessment Card should be selected with care. The warm-up may give the Examiner an indication of the best card to select. **Remember that the test is one of spoken language not subject knowledge: if it becomes apparent that the candidate finds the topic difficult or inappropriate it is perfectly permissible to move into more productive areas. There is no need to stick rigidly to the Examiner prompts in such cases.**

14. The Examiner should be positioned so that s/he is facing the candidate, with a table or desk in between. Candidates should not be able to see the notes made on Oral Examination Summary Forms or similar paperwork.

RECORDING THE SESSION

Centres must ensure that their audio recording equipment is in good working order. The recorder should be tested on site, some time before the actual oral tests, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. Where possible, it is advisable to use a recorder with external microphones so that the separate microphones can be used by candidate and Examiner. If only one microphone is used it should be placed facing the candidate.

It is important to check audibility levels before recording begins; adjustments to the volume control during an examination should normally be avoided. Care should be taken to avoid extraneous noise and long gaps. Checks should be made throughout the oral testing session to ensure that voices on the recordings are clearly audible.

With the exception of a permitted pause on the recording between the warm-up and the main part of the exam (see Section 8 above), once the oral test has begun the recording should run without interruption.

The centre's audio file should begin with a clear statement by the Examiner as follows:

'Centre Number: e.g. SZ123
Centre Name: e.g. Abcxyz High School
Examination: 6873 EGCSE English
Examiner Name: e.g. Khontaphi Dladla
Date: e.g. 18 September 2025'

Each candidate's recording on the file should be clearly indicated on the recording by the Examiner as follows:

'Examiner name e.g. Khontaphi Dladla
Candidate Number e.g. 00254
Candidate Name e.g. FakudzeYethu
Date e.g. 01 October 2025'

At the end of the recording the Examiner should state clearly 'End of recording.' Before the audio file is dispatched, **spot checks must be made** to ensure that every candidate is clearly audible. The contents of each recording must be clearly labelled.

Marking: general principles

1. You are encouraged to use the full range of marks, bearing in mind it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
2. The general approach is a positive one.
3. Within any band, marks should be awarded on a 'best-fit' basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.
4. Above all else, be consistent in your marking. If you are unsure of the mark award, err on the side of generosity. ECESWA external moderation process allows for adjustments to be made to consistently harsh or generous marking.

ORAL ASSESSMENT CRITERIA GRID

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Fluency and Development
9 - 10	The candidate demonstrates ability to use a variety of structures accurately and consistently. The candidate is confidently in control of the structures used.	The candidate shows (enough) command of vocabulary to convey and respond to information and ideas with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation and to contribute at length. The candidate can initiate and respond to change in direction of the conversation. Pronunciation and intonation are clear.
7 - 8	Structures will be generally sound, but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.	The candidate has a sufficient range of vocabulary to respond and convey information and ideas with competence. Errors are noticeable, however, when attempting to use more complex and precise vocabulary.	The candidate responds relevantly and at some length which makes frequent prompting unnecessary, resulting in a competent conversation. Pronunciation and intonation are generally clear.
5 - 6	The candidate can use simple structures securely but has difficulty venturing beyond them.	Vocabulary conveys simple ideas and information clearly, though it is not wide or varied. There may be hesitation, repetition and searching for words.	The candidate makes an attempt to respond to questions and prompts. Effort will need to be made to develop the conversation; only partial success will be achieved. There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.
3 - 4	Structures will generally be very simple, limited and with errors, which will restrict communication.	Vocabulary will generally be inadequate to convey simple ideas.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond short responses and struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty.
1 - 2	Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.	Use of single words is the norm and there will be long gaps.	Responses are so brief that little is communicated. The candidate hardly engages in a conversation. Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.

SAMPLE ORAL EXAMINATION SUMMARY FORM

After the oral assessment has been undertaken an Oral Examination Summary Form must be completed. A sample of this form is provided on page 19 for information. Copies of the form to be used for the examination will be provided by ECESWA at the appropriate time and will contain instructions on the reverse. The form should be used in conjunction with the Teacher's Notes and Mark Scheme which will be provided for the examination session.

ENGLISH LANGUAGE EGSCE 6873/04
Sample Oral Examination Summary Form

Centre Number	**S**	**Z**				**Centre Name**		**November**	**2**	**0**		

Candidate Number	Candidate Name	Teaching Group/Set	Oral Assessment Card	Structure (max 10)	Vocabulary (max 10)	Fluency and Development (max 10)	Total Mark (max 30)	Internally Moderated Mark (max 30)

Name of teacher completing this form		Signature		Date	
Name of internal moderator (where appropriate)		Signature		Date	

PAPER 2 – MARK SCHEME

GENERAL CRITERIA FOR MARKING EXERCISES 1 AND 2

Mark Band	CONTENT: relevance and development of ideas (AO: R1, W1, W2, W4)	Mark Band	LANGUAGE: style and accuracy (AO: W1, W3, W5,W6)
7	**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 very well developed, at appropriate length and persuasive. Quality is sustained throughout. Highly enjoyable to read. The interest of the reader is aroused and sustained.	**7**	**Fluent:** • ***Style:*** Almost first language competence. Ease of style. Sophisticated, confident and wide ranging use of language, idioms and tenses. • ***Accuracy:*** No or very few errors. Perfectly 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 is 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:*** Generally 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. • Limited engagement with the 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 communication. Paragraphs absent or inconsistent. • Multiple types of errors 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. 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 recognise as pieces of English writing. Paragraphs absent or inconsistent.

GENERAL CRITERIA FOR MARKING EXERCISE 3

MARK Band	CONTENT: relevance and development of ideas (AO: W1, W2, W4)	MARK Band	LANGUAGE: style and accuracy (AO: W1, W3, W5, W6)
11	**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.	**11**	**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-organised.
9 - 10	**Effective:** **Relevance:** Fulfils the task with consistently appropriate register and a 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 aroused and sustained. Quality is sustained. Enjoyable to read.	**9 - 10**	**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.
7 - 8	**Upper satisfactory:** **Relevance:** Fulfils the task, with appropriate register and good sense of purpose and audience. **Development of ideas:** Some interest is aroused.	**7 - 8**	**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 may be absent or inappropriate.
5 - 6	**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.	**5 - 6**	**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.
3 - 4	**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**.**	**3 - 4**	**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 - 2	**Little relevance:** Limited engagement with the task or any engagement with task is completely hidden by density of errors.	**1 - 2**	**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 recognise as pieces of English writing.

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