



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA GENERAL CERTIFICATE
OF SECONDARY EDUCATION

ASSESSMENT SYLLABUS

ART & DESIGN

CODE 0596



Effective for examination from 2019

0596
CODE

Changes in the syllabus

Syllabus content

The syllabus has been updated by numbering the objectives but there are **no** changes in the content of the syllabus.

Structure of assessment

The assessment structure has **not** changed.

There is detailed information on the relationship between the assessment objectives and the components indicating the weight and/or marks for each assessment objective in each component.

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1. INTRODUCTION

As part of the Botswana Senior Secondary Education Programme, this Art and Design Assessment Syllabus is designed to assess candidates who have completed a two-year course based on the Senior Secondary School Art and Design Teaching Syllabus.

This syllabus is aimed at assessing positive achievement at all levels and candidates will be assessed in ways that encourage them to show what they know, understand and can do.

It is expected that all students taking this course will have sat for the three year Junior Certificate in Art. The syllabus is offered as one of the options in the Creative, Technical and Vocational group.

Candidates will be graded on a scale A-G. As a guide to what might be expected of a candidate's performance, grade descriptions are given in Section 7.

This syllabus should be read in conjunction with:

- (a) the Senior Secondary School Art and Design Teaching Syllabus;
- (b) the specimen question papers and marking schemes.

Syllabus-specific requirements and any further information are given in the Appendices.

Progression

The BGCSE is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications.

2. SCHEME OF ASSESSMENT

Candidates are required to register for two papers, one from Papers 1 to 3 (Controlled Examination), and one from Papers 4 or 5 (Coursework). Candidates will be graded on a scale A-G; those failing to achieve grade G will be unclassified (U) and no graded will appear on the certificate.

2.1 The components

Controlled Examination

Paper 1 (Observation study) Practical examination	10 hours	Weighting	50%
Practical examination 10 hours maximum, with supporting work. To be assessed as a whole.			

Paper 2 (Interpretative study) Practical examination	10 hours	Weighing	50%
Practical examination 10 hours maximum, with supporting work. To be assessed as a whole.			

Paper 3 (Design study) Practical examination	10 hours	Weighing	50%
Practical examination 10 hours maximum, with supporting work. To be assessed as a whole.			

Coursework

Paper 4 (Critical and historical study)*	Weighing	50%
Paper 5 (2D-design studies) (Photography) (3D-design studies) (Painting and drawing)	All coursework consists of one finished piece and a workbook, both of which will be internally assessed and externally moderated.	

***Critical and historical study will be offered only as coursework until such time that schools are ready to take it as a controlled examination.**

2.2 Availability

This syllabus is available to school candidates.

3. SYLLABUS AIMS AND ASSESSMENT OBJECTIVES

3.1 Aims

The aims are to stimulate, develop and/or encourage:

- (a) an interest in and critical awareness of environments and cultures;
- (b) an ability to identify and solve problems in visual and tactile form;
- (c) confidence, enthusiasm and a sense of achievement in the practice of Art and Design;
- (d) the technical competence and manipulative skills necessary to form, compose and communicate in two and three dimensions;
- (e) an ability to record from direct observation and personal experience;
- (f) the acquisition of a relevant working vocabulary;
- (g) experimentation and innovation through the inventive use of materials and emerging technologies;
- (h) the ability to organise abstract ideas to practical outcomes;
- (i) intuitive and imaginative responses showing critical and analytical skills;
- (j) an awareness of the qualities of skills and knowledge required for art-related careers, industry and self-reliance.

As far as possible, the Aims will be reflected in the Assessment Objectives; however, some Aims cannot readily be assessed.

3.2 Assessment Objective

The Assessment Objectives in Art and Design are grouped under the following headings:

- AO1. Knowledge with Understanding**
- AO2. Interpretative and Creative Response**
- AO3. Personal Investigation and Development.**

For assessment purposes, these are divided into smaller units.

AO1. Knowledge with understanding

Candidates should be able to:

- 1.1 recognise and render form and structure;
- 1.2 appreciate space and spatial relationships in two and three dimensions and understand space in terms of pictorial organisation;
- 1.3 use chosen media competently, showing clarity of intention and be able to explore surface qualities;
- 1.4 handle tone and/or colour in a controlled and intentional manner.

AO2. Interpretative and Creative Response

Candidates should be able to:

- 2.1 express ideas visually;
- 2.2 respond in an individual and personal way;
- 2.3 demonstrate quality of ideas as seen by interpretation rather than literal description of a theme;
- 2.4 make aesthetic judgements.

AO3. Personal Investigation and Development

Candidates should be able to:

- 3.1 impress with personal vision and commitment, and make purposeful movement towards maturity;
- 3.2 research appropriate resources;
- 3.3 assess a design problem and arrive at an appropriate solution;
- 3.4 show the development of ideas in a series of rough layouts or experiments which lead to a final solution.

4 DESCRIPTION OF PAPERS

1. Controlled Examination

Candidates select one paper from 1-3. For Papers 1-3, not more than three A2 size sheets of supporting work must be submitted with the final piece. **These papers are externally assessed.**

Paper 1 **Observational Study**

Questions will be set to test the candidate's ability to represent from observation.

Candidates must be prepared to draw or paint a subject from a choice, which will include the human figure, natural and man-made objects and interior or exterior scenes.

Paper 2 **Interpretative Study**

Questions will be set to test the candidate's ability to organise a pictorial composition based on interpretation of selected theme or subject. This work may include a number of related drawings or paintings all made during the examination.

Paper 3 **Design Study**

Questions will be set to test the candidate's ability to analyse a design brief, and to arrive at an appropriate solution by producing a design on paper.

The question paper will cover areas in graphic design, including illustration, calligraphy, designs using lettering, structural design, environmental design, fabric and fashion design.

2. Coursework (School-based assessment)

Candidates select one paper from 4 or 5. These papers are internally assessed and externally moderated.

Paper 4 **Critical and Historical Study**

The personal study will relate to any aspect of art and design. It could be a critical appraisal or theoretical study undertaken in a written and practical form, including drawings, paintings, photographs or video work.

The study should ideally be carried out by first hand observation, using secondary information such as books, slides, and videos to inform the work.

The study (of no more than 2000 words), should be in a form that is easy to transport and handle, and no larger than A2 in size.

Paper 5: Candidates should choose one of the following areas;

2D-Design Studies

Candidates should have completed a course of at least one-year in the study of one of the following areas: Graphic Design, Environmental or Structural Design, Theatre Design, Computer Graphics, Textile Design or 2D craft. During this course, candidates should keep a workbook, which relates to the chosen area and submit this workbook for assessment with the **one piece** of finished work completed during the year.

Photography

Candidates should have completed a course of at least one-year in the study of one of the following areas: Photography black and white and/or colour, video filming. During this course, candidates should keep a workbook, which relates to the chosen area and submit this workbook for assessment with the **one piece** of finished work completed during the year.

3D-Design Studies

Candidates should have completed a course of at least one year in the study of one of the following areas: achitectural models, stage design, mosaic, sculpture, ceramics. During this course, candidates should keep a workbook, which relates to the chosen area and submit this workbook for assessment with the **one piece** of finsihed work completed during the year.

Painting and Drawing

Candidates should have completed a course of at least one-year in the study of one of the following areas: pastels, oils and acrylics, colour composition, design briefs, watercolour. During this course, candidates should keep a workbook, which relates to the chosen area and submit this workbook for assessment with the **one piece** of finished work completed during the year.

5. ASSESSMENT OBJECTIVE AS A PERCENTAGE OF EACH COMPONENT

The following grid summarises the connection between the Assessment Objectives and the marks allocated in the papers.

Assessment Objectives	Paper 1	Paper 2	Paper 3	Paper 4 or 5
1	25% (50)	25% (50)	25% (50)	10% (20)
2	15% (30)	15% (30)	15% (30)	15% (30)
3	10% (20)	10% (20)	10% (20)	25% (50)
Total	50% (100)	50% (100)	50% (100)	50% (100)

Details of the allocation of marks within each paper are given in Appendix A: *Assessment Criteria and Marks Allocation*.

6 CONTENT

There are five sections:

1. **Critical and Historical Studies**
2. **2-D Design**
3. **Photography**
4. **3-D Design:**
 - A. **Sculpture**
 - B. **Crafts**
 - C. **Ceramics**
5. **Painting and Drawing.**

The syllabus in Section 2-5 is arranged in three columns:

- (a) **Topics**
 - (b) **General Learning Objectives**
 - (c) **Specific Learning Objectives**
- (a) **Topics:** in the first column, are those strands of the subject which candidates should have studied.
- (b) Each topic is then defined in the second column in terms of **General Learning Objectives** – knowledge, understanding and skills on which candidates may be assessed.
- (c) The **Specific Learning Objectives:** the third column lists the specific tasks candidates should do to acquire specific skills.

Thus, once a topic has been identified in the first column, the second and third columns show, in increasing detail, what aspects of that topic may be assessed.

The syllabus is intended to make candidates aware of the changes in today's ever developing world of technology, whilst at the same time maintaining an appreciation of Botswana's culture. The syllabus encourages candidates to explore ideas, materials skills and responses required to address environmental, social, political and cultural issues in their daily lives. The course is designed to provide continuity from the three year Junior Certificate art syllabus to enable art students to develop to a more sophisticated level of learning and understanding at the senior secondary level.

1. Critical and Historical Studies

This is the study of Art and Design in an historical and cultural context. Candidates working in this area will be able to relate their work to relevant areas of Art and Design that they wish to study by using primary and secondary methods of research. An appreciation and understanding of Art is a useful complement to other areas in the Art and Design curriculum. Books, films, magazines and photographic slides can be used as secondary source materials, but candidates can also study subjects at first hand such as the local architecture. This might include studies of National Monuments, or varieties and styles of traditional dwellings or historical cultural sights. Candidates will investigate, analyse and make critical judgments based on information and knowledge to do with their chosen study. The study will be written and illustrated and may be supported with visual presentations showing sources, investigations and development.

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
1.1 Cultural and Traditional Art Heritage: The Virtual Arts	1.1.1 appreciate the historical, cultural background and development of the visual arts.	1.1.1.1 research into one or more of the visual art forms using primary and secondary sources.
1.2 Types of Local Art	1.2.1 develop awareness and appreciation of local art resources in the environment, including those available from literature, documentation and collections.	1.2.1.1 identify the different types of visual arts forms, including architecture, crafts, art and design.
1.3 Technical Terms and Art Language	1.3.1 develop the use of technical terms and art language in compiling informed studies.	1.3.1.1 research and use appropriate vocabulary and language in compiling informed studies in aspects of chosen visual art forms.
1.4 Materials, Methods, Techniques and Tools	1.4.1 appreciate the use of a variety of materials, methods, techniques and tools in the creation of visual art forms.	1.4.1.1 identify materials, methods, techniques and tools in the creation of chosen art forms. 1.4.1.2 experiment and illustrate studies in the chosen aspects of the visual art forms

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
1.5 Themes and Concepts	1.5.1 develop understanding and appreciation of themes and concepts used in the creation of chosen visual art forms.	1.5.1.1 identify and research into themes and concepts used in creating chosen visual art forms. 1.5.1.2 experiment and illustrate examples of themes and concepts used in creating visual art forms.
1.6 Evaluation and Critical Review	1.6.1 develop critical awareness of possibilities and limitations of materials, methods, Techniques and tools used in the creation of chosen art forms. 1.6.2 develop critical awareness of the aesthetics and functions of visual art forms.	1.6.1.1 investigate and compile illustrated information on the effective use of art materials, methods, techniques and tools in creation of chosen visual art forms. 1.6.2.1 research and compile illustrated information on design forms, their effectiveness and functions.
1.7 Cultural and Traditional Art Heritage	1.7.1 develop awareness and appreciation of various cultural and traditional art forms in the local environment.	1.7.1.1 research and compile information on existing local cultural and traditional art resources.
1.8 Career Opportunities	1.8.1 understand and appreciate career opportunities in the preservation and promotion of the local art culture and tradition.	1.8.1.1 outline career opportunities in the preservation and promotion of the local cultural and traditional heritage

2. 2D Design

Design studies include graphic design (e.g. posters, postcards, stamps, book covers, logo designs) and illustration, environmental or structural design, for packaging, calligraphy and lettering, design for the theatre, computer graphics, textile design and 2D craft.

Candidates can work in any of the above areas and should be able to identify, analyse and understand design problems and be able to work to an appropriate solution. They should research and study other examples of design and or, the work of designers relative to their chosen field, using secondary and if possible primary research.

Candidates should try and relate this experience to their own work. They should learn to use appropriate methods, materials and techniques and present their work with an appropriate level of skills. Design studies also incorporates commercial graphics and include the study of screen printing, lino printing, lithography, etching, woodcut, computer graphics, typography and other areas of commercial design. Candidates can use various printing and duplication techniques, experimenting with different problem solving situations to research and record ideas. The candidate will specialize in one of study mentioned above.

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
2.1 Introduction and historical background to 2D design	2.1.1 appreciate 2D design, historical background and development.	2.1.1.1 define 2D design 2.1.1.2 identify and describe the functions and purposes of 2-D design.
2.2 Types of 2D-design	2.2.1 appreciate the different types of 2-D design	2.2.1.1 identify the different types of 2D- designs, including lettering, poster, illustration, cover, package, fabric and computer -aided design.
2.3 Technical terms and language	2.3.1 develop knowledge and understanding of the language of 2-D design	2.3.1.1 use appropriate language and vocabulary relating to 2-D design.

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
2.4 Materials, methods, tools and techniques	2.4.1 appreciate the variety of materials, methods, techniques and tools used in various aspects of 2-D design. 2.4.2 develop skills in 2-D designing	2.4.1.1 identify the different techniques and methods used in the different disciplines of 2-D design. 2.4.1.2 experiment with materials, methods, techniques and tools to create 2-D design. 2.4.2.1 explore the use of computer in designing 2.4.2.2 use appropriate materials, methods, techniques and tools to create 2-D design.
2.5 Themes and concepts (project work)	2.5.1 appreciate the use of themes and concepts for in-depth studies and skill development in 2-D design work.	2.5.1.1 apply themes and concepts to create and develop 2-D designs. 2.5.1.2 select appropriate materials, methods, techniques and tools for specific areas of 2-D design.
2.6 Evaluation and critical review of projects	2.6.1 develop critical awareness of techniques, methods and materials used in 2-D design. 2.6.2 acquire knowledge and awareness of different types of 2-D design and their effectiveness. 2.6.3 recognize the importance of 2-D design work development, presentation and display.	2.6.1.1 discuss and evaluate 2-D designs according to techniques, methods and materials, including effectiveness of subject and theme/concept. 2.6.2.1 discuss work done with other 2-D designs 2.6.3.1 review 2-D design work development, presentation and display skills.
2.7 Career related projects and opportunities	2.7.1 understand and appreciate the potential influence of 2-D design in the commercial world and society. 2.7.2 an awareness of career related opportunities in 2-D design.	2.7.1.1 create 2-D design for a particular purpose or function. 2.7.1.2 explore the impact of computers in 2-D designing. 2.7.2.1 identify career-related opportunities in 2-D design.

3. PHOTOGRAPHY

Candidates should gain experience of using cameras, experimenting with the dynamics of framing images focusing and organizing speed and lighting influences etc. Black and white films will be used. Candidates will use the darkroom to process, develop and print film through the safe use of photographic chemicals. They will become familiar with darkroom techniques such as enlarging and cropping negatives and how to make contact prints.

An ability to select observe and compose photographs is required. Commercially processed colour prints may be used in the workbook, but not exclusively. The workbook should show a knowledge and understanding of photography in an historical and critical context.

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
3.1 Introduction and historical background	3.1.1 appreciate photography 3.1.2 acquire knowledge and understanding of the history and development of photography	3.1.1.1 define photography 3.1.1.2 identify and describe different examples of photography, e.g. creative, illustrative, nature, commercial etc. 3.1.2.1 outline the historical background to photography
3.2 Types of Photography	3.2.1 appreciate the different types of photography.	3.2.1.1 identify examples of the different types of photography.
3.3 Technical terms and language	3.3.1 acquire knowledge and understanding of technical terms and language used in photography.	3.3.1.1 define technical terms used in photography 3.3.1.2 use technical terms in evaluation and description of photography.
3.4 Materials, methods, tools and techniques	3.4.1 acquire knowledge and understanding of picture taking, use of darkroom and equipment. 3.4.2 develop skills in developing and printing of films.	3.4.1.1 identify and be able to use different types of cameras: manual, automatic, pin hole and computer cameras. 3.4.1.2 use cameras, film types, lenses, filters, studio lighting effects to explore photography 3.4.2.1 identify techniques and materials used in developing black and white films. 3.4.2.2 apply darkroom procedure and processes. 3.4.2.3 experiment with various techniques in photographic processing, production, production of contact films, enlargements, colour and image modification.

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
3.5 Themes and concepts (project work)	3.5.1 appreciate the use of themes and concepts for an in-depth study in photography.	3.5.1.1 apply themes and concepts in exploring composition and imaginative image making using black and white prints, supported by colour prints if needed. 3.5.1.2 produce a personal response to a chosen theme or concept. 3.5.1.3 demonstrate technical competence in the use of camera and film processing techniques.
3.6 Evaluation and critical review of projects	3.6.1 recognise the importance of work development, presentation and display. 3.6.2 develop a critical awareness of ideas, techniques, materials and equipment used in photography.	3.6.1.1 evaluate and review photography presentation and display skills. 3.6.2.1 discuss and evaluate the development of the projects with other artist's ideas and techniques.
3.7 Career related projects and opportunities	3.7.1 appreciate the importance of photography. 3.7.2 be aware of career related opportunities. 3.7.3 acquire knowledge and understanding of darkroom construction and requirements.	3.7.1.1 research and compile information on contemporary photographers and their work. 3.7.2.1 explore career related opportunities including the influence of modern technology on photographic techniques. 3.7.3.1 apply photography skills for a chosen purpose or function. 3.7.3.2 design a plan for a photographic darkroom. 3.7.3.3 improvise or construct a photographic darkroom.

4. 3D-Design

Candidates will be expected to make in-depth studies in one of the following areas: Sculptures, Ceramic or Crafts or application of combining techniques of the above. The study of Sculpture might involve making realistic models or creating abstract pieces in a variety of media that may be pliable, flexible or rigid. Sculptural techniques might involve construction, casting, modeling and or carving.

The study of ceramic will explore the use of local clays alongside imported clays; the qualities of glazes including experimentation with an available local ingredients. Candidates will make objects that might be decorative or functional.

Crafts will explore experimentation with materials that may be natural, manufactured or found. Candidates might use techniques such as modelling, construction, casting and or carving to solve certain problems based on creating artworks that might be functional, decorative or functional.

In all the above studies, candidates will be expected to relate and develop their areas of study with and from known local traditions and the wider art heritage. Further knowledge and understanding of Art and Design will be gained through appreciation of art forms and techniques of artists working in similar concerns and materials. The 3D Design studies can be recorded illustrated and supported with photographs or video filming to facilitate and meet the required assessment criteria.

A. SCULPTURE

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
4.1 Introduction and historical background to sculpture	4.1.1 appreciate sculpture making, its historical background and developments in Africa and other regions of the world.	4.1.1.1 define sculpture 4.1.1.2 compare and contrast forms of sculptures, in southern Africa, the rest of Africa and the world.
4.2 Types of sculpture	4.2.1 appreciate the different types of sculptures and how they are made.	4.2.1.1 identify and describe the different types of sculptures, i.e., sculpture in the round, relief, mobiles, and others.
4.3 Technical terms and language	4.3.1 acquire knowledge and skills in the use of technical terms and language in the art of sculpture making.	4.3.1.1 define technical terms used in the art of sculpture making. 4.3.1.2 use technical terms in conducting evaluation and description of forms of sculptures.

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
4.4 Materials, methods, tools and techniques	<p>4.4.1 appreciate the use of variety of materials for sculpture making.</p> <p>4.4.2 understand qualities and characteristics of different media for sculpture making.</p> <p>4.4.3 acquire knowledge and skills in sculpture materials prospecting processing and procurement.</p> <p>4.4.4 develop skills in sculpture using a variety of materials, techniques and methods.</p>	<p>4.4.1.1 identify sculpture-making material under natural, man-made and found.</p> <p>4.4.1.2 experiment with media types: pliable, flexible, malleable and brittle.</p> <p>4.4.2.1 explore and identify sources of sculpture making materials, e.g. clays, soapstone, junk metals and wood.</p> <p>4.4.3.1 procure and process materials for sculpture making, e.g. clays, papier-mâché, bees wax</p> <p>4.4.4.1 create sculpture using a variety of techniques and methods e.g. modeling, casting, constructing, carving, assembling, combination of techniques and others.</p>
4.5 Themes and concepts (project work)	<p>4.5.1 appreciate the use of themes and concepts for in-depth study in sculpture making.</p> <p>4.5.2 develop skills in sculpture making.</p>	<p>4.5.1.1 discuss and choose appropriate theme or concept for sculpture making project.</p> <p>4.5.2.1 apply theme and concept to create sculpture that may be realistic, expressive abstract, stereotype or replication.</p>
4.6 Evaluation and critical review of projects	<p>4.6.1 develop critical awareness of possibilities and limitations with materials, methods and techniques in sculpture making.</p> <p>4.6.2 appreciate the use of themes and concepts in sculpture making.</p> <p>4.6.3 acquire knowledge and awareness of different forms of sculpture and their origin.</p>	<p>4.6.1.1 discuss and evaluate works of sculpture according to use of materials, methods and techniques.</p> <p>4.6.2.1 discuss and evaluate subjects and themes and new concepts applied in sculpture making.</p> <p>4.6.3.1 compare and contrast types and forms of sculptures, cultural influence and heritage.</p>

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
4.7 Career related projects and opportunities	4.7.1 appreciate enhancement of the environment with sculptures. 4.7.2 appreciate homage creation. 4.7.3 acquire knowledge and understanding of sculptures from the local, regional and worldly art heritage. 4.7.4 appreciate careers related to sculpture making.	4.7.1.1 create sculptures to enhance the environment 4.7.2.1 create symbols and statues. 4.7.3.1 research and compile information on local and other sculptures from the art heritage. 4.7.4.1 Identify career-related opportunities in sculpture making.

B. CRAFTS

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
4.8 Introduction and historical background to crafts.	4.8.1 appreciate the historical background relating to crafts in Botswana and Southern Africa and in other cultures.	4.8.1.1 define crafts. 4.8.1.2 identify local forms of crafts. 4.8.1.3 outline the historical background and developments relating to crafts in the locality, Southern Africa and in other cultures.
4.9 Types of crafts	4.9.1 appreciate the different types of crafts.	4.9.1.1 identify types of crafts under functional, decorative and ornamental. 4.9.1.2 compare with other regions the concepts and values attached to forms of crafts and craft making.
4.10 Technical terms and language	4.10.1 acquire knowledge and skills in the use of technical terms and language in crafts and craftsmanship.	4.10.1.1 define technical terms used in crafts and craftsmanship. 4.10.1.2 use technical terms in conducting evaluation and description of crafts and craftsmanship.

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
4.11 Materials, methods, tools and techniques	4.11.1 appreciate the use of variety of materials for craft making. 4.11.2 acquire knowledge and skills in crafts materials prospecting processing and procurement. 4.11.3 appreciate different techniques used in craft making	4.11.1.1 identify examples of craft material under natural, man-made and found objects. 4.11.2.1 identify tools used in craft making. 4.11.2.2 carry out craft material prospecting, processing and procurement. 4.11.2.3 experiment with a variety of materials for craft making. 4.11.3.1 make crafts using a variety of techniques including modeling, carving, and casting, weaving, constructing and assembling.
4.12 Themes and concepts (project work)	4.12.1 appreciate the use of themes and concepts for in-depth study of crafts and craftsmanship. 4.12.2 develop skills in craft making.	4.12.1.1 discuss and choose appropriate theme or concept for craft making project. 4.12.2.1 apply theme and concept to make craft under functional, decorative or ornamental.
4.13 Evaluation and critical review of projects	4.13.1 develop critical awareness of possibilities and limitation with materials, methods and techniques in crafts making. 4.13.2 appreciate the use of themes and concepts in crafts making. 4.13.3 acquire knowledge and awareness of different forms of crafts and their origin. 4.13.4 recognise the importance of craftsmanship and presentation.	4.13.1.1 evaluate works of crafts according to use of materials, methods and technique. 4.13.2.1 discuss and evaluate themes and concepts applied in crafts making. 4.13.3.1 compare and contrast types of crafts, cultural influence and the art heritage. 4.13.4.1 review craft making techniques, quality of finish and presentation.
4.14 Career related projects and opportunities	4.14.1 appreciate forms and types of crafts and their uses. 4.14.2 develop skills and value craft making for earning a living. 4.14.3 appreciate careers in craft making.	4.14.1.1 demonstrate interest and special ability in jewellery, toy making, fabric arts, basketry, leather crafts, carpentry and others. 4.14.2.1 make quality crafts that are marketable. 4.14.3.1 research and compile information on crafts and craft making heritage of a chosen region.

C. CERAMICS

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
4.15 Introduction and historical background to ceramics.	4.15.1 appreciate the historical background to ceramics in Botswana and Southern Africa and the rest of the world.	4.15.1.1 define and identify examples of ceramics. 4.15.1.2 outline the historical background to ceramics in Botswana, Southern Africa and the rest of the world. 4.15.1.3 compare and contrast the concepts and values attached to ceramic making across cultures.
4.16 Types of ceramics	4.16.1 appreciate types of ceramics and their different purposes.	4.16.1.1 identify examples of types of ceramics under functional, decorative and ornamental.
4.17 Technical terms and language	4.17.1 acquire knowledge and skills in the use of technical terms and language in ceramics.	4.17.1.1 define technical terms used in ceramics. 4.17.1.2 use technical terms in conducting evaluation and description of ceramics and ceramic ware making.
4.18 Materials, methods, tools and techniques	4.18.1 recognise and appreciate clay and glaze types. 4.18.2 acquire knowledge and understanding of clay and glaze materials prospecting, and processing. 4.18.3 acquire knowledge in ceramic materials procurement. 4.18.4 develop skills in the use of various techniques and methods of ceramic ware making, decorating and glazing. 4.18.5 acquire knowledge in kiln operation, building and firing techniques.	4.18.1.1 identify clay and glaze types. 4.18.1.2 carry out exploration of clay and glaze material types. 4.18.2.1 process clays and glaze material types. 4.18.3.1 identify local sources of raw and processed ceramic making materials for use. 4.18.4.1 apply different techniques of different ceramic ware making, including slab, coil, thrown, press mould and pinch. 4.18.4.2 experiment with various techniques used in decorating and glazing ceramic wares. 4.18.5.1 identify and describe the operation of different types of kilns, from modern to traditional. 4.18.5.2 explore and construct a kiln, traditional or modern. 4.18.5.3 experiment with various techniques of firing ceramic ware.
4.19 Themes and concepts (project work)	4.19.1 appreciate the use of themes and concepts for in-depth study of in ceramics and ceramic ware making. 4.19.2 develop skills in ceramic making.	4.19.1.1 research and choose appropriate theme or concept for study of ceramic or ceramic ware making project. 4.19.2.1 apply theme or concept to make ceramic project under functional, decorative or ornamental.

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
4.20 Evaluation and critical review of projects	4.20.1 develop critical awareness of ceramics qualities: use of materials, methods and techniques. 4.20.2 acquire knowledge and awareness of forms of ceramics and their origin.	4.20.1.1 evaluate types and qualities of ceramics: use of materials, methods and techniques. 4.20.1.2 evaluate quality of finish of ceramics works and their presentation. 4.20.2.1 compare and contrast forms of ceramics across cultures and the art heritage.
4.21 Career related projects and opportunities	4.21.1 acquire knowledge and awareness on types and forms of ceramic wares and their uses. 4.21.2 develop skills and value in making ceramics for earning a living.	4.21.1.1 research and compile information on forms and types of ceramics in Botswana and in other cultures. 4.21.2.1 make quality ceramics that are marketable.

5 PAINTING AND DRAWING

Projects and themes in the area of drawing and painting may be representational or descriptive or they may be interpretative or more imaginative. Whichever area is chosen will evolve through investigation and development to a completed visual conclusion. Projects may be based on direct observation or may be a personal response to a theme.

Subject matter will include themes such as landscapes, figure studies the natural and man made environment, local traditions, craft artefacts, abstract ideas or emotions. Personal experiences or visual thoughts inspired and motivated by literary sources, which might be fictional, or non-fictional. Methods and media used include drawings and paintings, using any kind of graphic and painting medium. Candidates may offer work in mixed media.

Candidates will be encouraged to show good use and understanding of preparation work (sketchbook) to research and develop their visual experiments and ideas. They should also show knowledge of art and design from their own and other cultures, from historical sources where relevant and be able to relate it to their own work

TOPIC	General Learning Objectives	Specific Learning Objectives
	Candidates should be able to:	Candidates should be able to:
5.1 Introduction and historical background	5.1.1 appreciate the value of painting and drawing as a form of communication and expression. 5.1.2 be aware of the development and historical background in areas of the world. 5.1.3 appreciate local art works and the influence of African culture on other artists and movements. 5.1.4 be aware of the socio-environmental influences on artists and their work.	5.1.1.1 define painting and drawing 5.1.1.2 identify and describe examples of painting and drawings from around the world. 5.1.2.1 compare and contrast examples paintings and drawing from past to present. 5.1.3.1 identify local forms of paintings and drawings and analyses the influences of African culture on other works of art. 5.1.4.1 discuss social influences on paintings and drawings such as religious, political and economic.
5.2 Types of paintings and drawings	5.2.1 appreciate the different types of painting and drawing 5.2.2 acquire knowledge and understanding of the similarities and differences in the themes, concepts, subject matter, style, origin and media used.	5.2.1.1 distinguish and describe the different forms of both paintings and drawings. 5.2.2.1 identify different types of paintings and drawings in respect of origin, style, themes, concepts, subject matter and media used.

TOPIC	General Learning Objectives		Specific Learning Objectives	
	Candidates should be able to:		Candidates should be able to:	
5.3 Technical terms and language	5.3	acquire knowledge and skill in the use of the technical terms and language in painting and drawing.	5.3.1.1	define technical terms used in painting and drawing.
			5.3.1.2	use technical terms in conducting evaluation and description of painting and drawing.
5.4 Materials, methods, tools and techniques	5.4.1	appreciate the use of a wide variety of tools and materials for painting and drawing.	5.4.1.1	identify different types of painting and drawing media and tools.
	5.4.2	develop skills in painting and drawing using different methods and techniques.	5.4.1.2	identify natural and man-made resources, methods and techniques used in processing them for making paint and drawing material.
	5.4.3	understand and appreciate combination of painting and drawing media for further research.	5.4.2.1	experiment with a variety of painting and drawing media.
			5.4.2.2	create paintings and drawings using a variety of techniques.
			5.4.3.1	experiment with mixing media to create new media and effects.
5.6 Themes and concepts (project work)	5.6.1	appreciate the use of themes and concepts in project work.	5.6.1.1	apply themes and concept to produce painting and drawing.
	5.6.2	understand similarities and differences of study within a theme or concept in respect of the approach, media and technique.	5.6.2.1	produce completed work with similar themes or concepts.
5.7 Evaluation and critical review of projects	5.7.1	develop critical awareness of ideas techniques and materials used in painting and drawing.	5.7.1.1	discuss and evaluate the development of the project with other artists' ideas and techniques.
	5.7.2	recognise the importance of work development, presentation and display.	5.7.2.1	review different work presentation and display.
5.8 Career related projects and opportunities	5.8.1	appreciate the importance of drawing and painting in our environments.	5.8.1.1	investigate the possibilities of painting and drawing within a given environment.
	5.8.2	acquire knowledge of artists and their art works.	5.8.1.2	create paintings and drawings for a purpose or function.
	5.8.3	be aware of career related opportunities in painting and drawing.	5.8.2.1	research and compile information on contemporary local artist and their works.
			5.8.3.1	explore career-related opportunities in painting and drawing.

7. OTHER INFORMATION

7.1 GRADING AND REPORTING

BGCSE results are reported on a scale of A* – G, A* being the highest and G the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for grade G. Ungraded (U) will be reported on the statement of results but not on the certificate. The letters Q (result pending) and X (no result) may also appear on the statement of results.

7.2 GRADE DESCRIPTORS

Grade A

Candidates awarded Grade A will have met all the Assessment Objectives to a high level. They will have demonstrated a firm grasp of skills and a superior creative ability in the options chosen. Their work will show a high degree of organisation, extensive investigation and will be characterised by an interpretation, which is highly personal, and perceptive, reflecting informed and considered judgement.

Grade C

Candidates awarded Grade C will have met most of the Assessment Objectives. They will have demonstrated competence in their grasp of skills and appropriate creative in the options characterised by self-awareness and straightforward personal response.

Grade E

Candidates awarded Grade E will have met a few of the Assessment Objectives. They will have demonstrated limited skills and creative ability in the options chosen. While showing evidence of interest and effort, their work will generally be weak in organisation, demonstrating only limited self-awareness. It will be characterised by a heavy reliance on secondary sources.

8. COURSEWORK

Introduction

The Botswana Secondary Secondary Shool Art and Design Assessment syllabus features a coursework component that is compulsory. A candidate must enter either Papers 4 or 5, namely:

Paper 4 Critical and Historical Studies

Paper 5 2-D Design Studies

Photography

3-D Design Studies

Painting and Drawing.

Work entered for coursework component should not be used or repeated in the controlled examination.

Marking

The candidate work will be marked in the Centre according to the marking criteria given in Appendix B: *Assessment Criteria for Coursework*.

Moderation

Internal Moderation

Where more than one teacher has been involved in marking, The Head of the Centre is responsible for ensuring that the marking has been standardised. External moderation will assume that standardisation has been carried out.

External Moderation

The internal assessment will be externally moderated.

9. APPENDICES

Appendix A. ASSESSMENT CRITERIA AND MARKS ALLOCATION

A teacher is expected to award marks to candidate's work basing on the possible maximum mark allocation per criterion.

Paper 1 Observation study Assessment Objectives and Criteria to be Assessed	Maximum Mark	Candidate Mark
Knowledge with understanding Candidates should be able to:		
1. recognise and render form and structure	15	
2. appreciate space and spatial relationships in two and three dimensions and understand in terms of pictorial organisation	15	
3. use chosen media competently, showing clarity of intention and be able to explore surface qualities.	10	
4. handle tone and or colour in a controlled and intentioned manner	10	
Interpretative and creative response Candidates should be able to:		
5. express ideas visually.	10	
6. respond in an individual and personal way.	5	
7. demonstrate quality of ideas as seen by interpretation rather than literal description of a theme.	5	
8. make aesthetic judgements	10	
Personal investigation and development Candidates should be able to:		
9. impress with personal vision and commitment, and make purposeful movement towards maturity.	5	
10. research from appropriate resources.	5	
11. show the development of ideas in series of rough layouts or experiments which lead to a final solution.	10	
TOTAL	100	

Paper 2 Interpretative study Assessment Objective and Criteria to be Assessed	Maximum Mark	Candidate Mark
Knowledge with understanding Candidates should be able to:		
1. recognise and render form and structure	15	
2. appreciate space and spatial relationships in two and three dimensions and understand in terms of pictorial organisation	15	
3. use chosen media competently, showing clarity of intention and be able to explore surface qualities.	10	
4. handle tone and or colour in a controlled and intentioned manner	10	
Interpretative and creative response Candidates should be able to:		
5. express ideas visually.	7	
6. respond in an individual and personal way.	7	
7. demonstrate quality of ideas as seen by interpretation than by literal interpretation of a theme.	10	
8. make aesthetic judgements	6	
Personal investigation and development Candidates should be able to:		
9. impress with personal vision and commitment, and make purposeful movement towards maturity.	10	
10. research appropriate resources.	5	
11. show the development of ideas in series of rough layouts or experiments which lead to a final solution.	5	
TOTAL	100	

Paper 3 Design study	Maximum Mark	Candidate Mark
Assessment Objective and Criteria to be Assessed		
Knowledge with understanding		
Candidates should be able to:		
1. recognise and render form and structure	15	
2. appreciate space and spatial relationships in two and three dimensions and understand space in terms of pictorial organisation.	15	
3. use chosen media competently, showing clarity of intention and be able to explore surface qualities.	10	
4. handle tone and or colour in a controlled and intentioned manner	10	
Interpretative and creative response		
Candidates should be able to:		
5. express ideas visually.	10	
6. respond in an individual and personal way.	5	
7. demonstrate quality of ideas as seen by interpretation than by literal interpretation of a theme.	15	
8. make aesthetic judgements		
Personal investigation and development		
Candidates should be able to:		
9. impress with personal vision and commitment, and make purposeful movement towards maturity.	2	
10. research appropriate resources.	5	
11. assess a design problem and arrive at an appropriate solution	10	
12. show the development of ideas in series of rough layouts or experiments which lead to a final solution.	3	
TOTAL	100	

Paper 4 Critical and historical studies Assessment Objective and Criteria to be Assessed	Maximum Mark	Candidate Mark
Knowledge with understanding Candidates should be able to:		
1. recognise and render form and structure	5	
2. appreciate space and spatial relationships in two and three dimensions and understand space in terms of pictorial organisation.	10	
3. use chosen media competently, showing clarity of intention and be able to explore surface qualities.	5	
Interpretative and creative response Candidates should be able to:		
4. respond in an individual and personal way.	10	
5. demonstrate quality of ideas as seen by interpretation rather than by literal description of a theme.	5	
6. make aesthetic judgements	15	
Personal investigation and development Candidates should be able to:		
7. impress with personal vision and commitment, and make purposeful movement towards maturity.	20	
8. research appropriate resources.	25	
9. show the development of ideas in series of rough layouts or experiments which lead to a final solution.	5	
TOTAL	100	

Paper 5 COURSEWORK	Maximum Mark	Candidate Mark
Assessment Objective and Criteria to be Assessed		
Knowledge with understanding Candidates should be able to:		
1. recognise and render form and structure	5	
2. appreciate space and spatial relationships in two and three dimensions, and understand space in terms of pictorial organisation.	5	
3. use chosen media competently, showing clarity of intention and be able to explore surface qualities.	5	
4. handle tone and or colour in a controlled and intentioned manner	5	
Interpretative and creative response Candidates should be able to:		
5. express ideas visually	5	
6. respond in an individual and personal way.	10	
7. demonstrate quality of ideas as seen by interpretation rather than by literal description of a theme.	10	
8. make aesthetic judgements	5	
Personal investigation and development Candidates should be able to:		
9. impress with personal vision and commitment, and make purposeful movement towards maturity.	20	
10. research appropriate resources.	15	
11. assess a design problem and arrive at an appropriate solution	5	
12. show the development of ideas in series of rough layouts or experiments which lead to a final solution.	10	
TOTAL	100	

SUMMARY CHART: The chart shows the maximum marks available for each of the criterion in each paper, as detailed above.

Paper	Assessment Criteria											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Observation Study	15	15	10	10	10	5	5	10	5	5	-	10
2. Interpretative Study	15	15	10	10	7	7	10	6	10	5	-	5
3. Design Study	15	15	10	10	10	5	-	15	2	5	10	3
4. Critical & Historical Study (course work)	5	10	5	-	-	10	5	15	20	25	-	5
5. (Course work)	5	5	5	5	5	10	10	5	20	15	5	10

Appendix B. ASSESSMENT CRITERIA FOR COURSEWORK – PAPER 5

Grade A

The candidate has demonstrated expertise in:

- expressing quality of form, line, shape and structure
- understanding clearly space and spatial relationships;
- showing complete mastery of technique in the use of material;
- understanding fully surface qualities and the use of colour and tone;
- communicating a sensitive and highly individual personal response;
- investigating in-depth original and secondary sources;
- demonstrating a well-informed aesthetic judgement;
- providing elegant solutions.

Grade B

The candidate has demonstrated proficiency in:

- expressing quality of form, line, shape and structure well, with some sensitivity;
- understanding clearly space and spatial relationships;
- showing mastery of technique in the use of material;
- understanding surface qualities and the use of colour and tone;
- communicating a sensitive and individual personal response;
- investigating in some depth original and secondary sources;
- demonstrating an informed aesthetic judgement;
- providing well thought out solutions.

Grade C

The candidate has demonstrated competence in:

- expressing quality of form, line, shape and structure;
- understanding clearly space and spatial relationships;
- showing grasp of technique in the use of material;
- understanding surface qualities and the use of colour and tone;
- communicating a personal response;
- investigating both original and secondary sources;
- demonstrating aesthetic judgement;
- providing interesting solutions.

Grade D

The candidate has demonstrated competence in:

- expressing quality of form, line, shape and structure;
- understanding clearly space and spatial relationships;
- showing grasp of some technique in the use of material;
- understanding surface qualities and the use of colour and tone;
- communicating a personal response;
- investigating a variety of sources;
- demonstrating some aesthetic judgement;
- providing adequate solutions.
-

Grade E

The candidate has demonstrated awareness in:

- understanding of space;
- showing awareness of technique in the use of material;
- understanding some use of colour and tone;
- communicating a relevant response;
- investigating secondary sources;
- providing some solutions.

Grade F

The candidate has demonstrated awareness in:

- understanding of space;
- understanding of some use of colour and tone;
- communicating a response;
- consulting secondary sources;
- providing a solution.

Grade G

The candidate has shown:

- use of colour;
- a basic response;
- some use of secondary sources.

Unclassified