



BOTSWANA  
EXAMINATIONS  
COUNCIL

JUNIOR CERTIFICATE EXAMINATION

# ASSESSMENT SYLLABUS

HOME ECONOMICS  
CODE 021



2013

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CODE



# HOME ECONOMICS ASSESSMENT SYLLABUS

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## FOREWORD

The Botswana Examinations Council is pleased to release the assessment syllabus for the revised Junior Secondary Education curriculum implemented in January 2010.

The purpose of this assessment syllabus is to guide schools, teachers and other educational institutions on what will be assessed in the subject area and how the assessment will be carried out for certification of students completing the Junior Secondary Education.

The curriculum at junior secondary level, puts emphasis on understanding and application of concepts; development of high order thinking skills (HOTS) such as inquiry, decision making, reasoning, creative, analytical, problem solving and process skills. It also calls for the acquisition of hands on experience that should increase the participation and performance of all groups e.g. groups of different abilities, learners with special needs, girls and boys.

All these skills entail more practical and challenging content and tasks that require higher levels of engagement of a learner's cognitive ability. The assessment syllabus has been designed to allow these higher order thinking skills to be assessed. It assesses what candidates know, understand and can do, enabling them to demonstrate their full potential.

The assessment syllabus is intended to promote a variety of styles of teaching, learning and assessment to enable candidates to progress to higher levels of learning. Therefore, teachers must be proficient in planning and directing a variety of learning activities. They should be conscious of the need for the students to be accountable and responsible for their own learning to some extent. They must also take into account the widening different levels of achievement which they aspire to. This implies active participation by both students and teachers, the creation of rich and diverse learning environments and the use of relevant assessment procedures to monitor the development of each learner.

It is important then that we value the student's own experiences, build upon what they know and reward them for positive achievement. This assessment syllabus is the outcome of a great deal of professional consultation and collaboration. On behalf of the Botswana Examinations Council, I wish to express my sincere gratitude to all those who contributed to the development and production of this assessment syllabus.



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**Executive Secretary**

## ACKNOWLEDGEMENTS

The Botswana Examinations Council wishes to acknowledge the contributions of the following Advisory Committee Members for their valuable contributions in the development of this Home Economics Assessment syllabus.

Ms C. M. Chakalisa	Department of Curriculum Development and Evaluation
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Ms G. R. Mafatlane	University of Botswana
Ms G. N. Bogopa	Botswana Examinations Council
Ms P. P. Lubinda	Botswana Examinations Council

The Botswana Examinations Council also wishes to appreciate the contributions of Home Economics Teachers from Senior, Junior Secondary schools and other academic institutions who took part in the drafting of this syllabus.

## 1. Introduction

As part of the Botswana Junior Secondary Education Programme, this Home Economics syllabus is designed to provide a framework for the assessment of candidates who have completed the three-year course based on the revised Junior Secondary Home Economics teaching syllabus.

The Junior Secondary Education Home Economics Assessment Syllabus aims to afford the candidate an opportunity to fully demonstrate their potential and exhibit the knowledge and skills they possess through a variety of assessment modes. The syllabus also aims at providing information on what will be assessed and how it will be assessed with the intention of achieving comparable standards from year to year.

Candidates will be assessed on a scale of A – E. Candidates who fail to meet the minimum requirement will be awarded a U.

This syllabus should be read in conjunction with:

- (a) the Junior Secondary School Home Economics Teaching syllabus;
- (b) the specimen question papers and marking schemes.

This syllabus is **not** available for private candidates.

The outcome of instruction in the content prescribed by the Home Economics teaching syllabus will be assessed through a written paper, a practical examination and centre-based assessment.

## 2. General Aims of Assessment

The syllabus embraces the subject aims defined in the Home Economics teaching syllabus.

The assessment syllabus has the following additional aims:

- To ensure proper assessment of all the important skills in the curriculum
- To enable both teaching and assessment to cater for all ability levels
- To provide an efficient evaluative mechanism of the curriculum
- To encourage an investigative approach to learning
- To provide internationally recognised standards
- To enable the students to realise their full potential

## 3. Assessment Objectives

For purposes of assessment, the behavioural outcomes of instruction in the prescribed content have been classified into three broad skill areas known as assessment objectives. Brief descriptions of the assessment objectives are given below.

### **Assessment Objective 1: Knowledge and Understanding**

**Candidates will be assessed on the ability to;**

- 1.1 read and interpret information;
- 1.2 understand quantities, methods and techniques to achieve accuracy;
- 1.3 demonstrate understanding of suitability and correct use of equipment and tools;
- 1.4 understand terminology, concepts and principles;
- 1.5 understand safety precautions and rules;
- 1.6 recognise factors influencing choice of resources;
- 1.7 translate information from one form to another;
- 1.8 demonstrate understanding of the relation between environment, health and safety.



## **Assessment Objective 2: Handling information and problem solving**

### **Candidates will be assessed on the ability to;**

- 2.1 organise and manage resources;
- 2.2 evaluate information on products and services;
- 2.3 solve real life problems in a given situation;
- 2.4 demonstrate appropriate skills to enhance healthy living;
- 2.5 estimate and measure accurately;

## **Assessment Objective 3: Experimental skills and product development**

### **Candidates will be assessed on the ability to;**

- 3.1 examine products in relation to processes;
- 3.2 demonstrate creativity in a variety of processes;
- 3.3 display skills in performing tasks;
- 3.4 use techniques, methods, materials, tools and equipment appropriately;
- 3.5 integrate expertise and technique to develop products using indigenous materials.

## 4. Scheme of Assessment

The JCE Home Economics syllabus will be assessed through a written paper, a practical examination and centre-based assessment.

Paper 1		Short-Answer and Structured Items	
Time	1 hour 30 minutes	Marks	50
Weighting	45%		

This will be a written paper assessing knowledge, understanding and application of Home Economics concepts including handling information and problem solving skills. There will be two sections in the paper, that is, Sections **A** and **B**.

**Section A:** This section will present short-answer items each focusing mostly on knowledge with understanding. Candidates will answer all questions. This section will be worth **30 marks**.

**Section B:** This section will present **two** structured items of ten marks each assessing candidates' ability to apply Home Economics skills, analyse information and solve problems. This section will be worth **20 marks**.

Paper 2		Practical Examination	
<b>Time</b>	<b>3 hours 30 minutes</b>	<b>Marks</b>	<b>70</b>
<b>Weighting</b>	<b>30%</b>		

Candidates will be assessed on planning skills, manipulative skills, economising resources and quality of results in the Food and Nutrition subject area of the syllabus. The paper will consist of a planning session and a practical session.

**Planning Session:** The planning session will be theory based and used to prepare for the practical examination. Candidates should be allowed to use Home Economics study materials during the planning. The session will last for **1 hour 30 minutes** and will be worth **20 marks**.

**Practical session:** Candidates will be given an opportunity to demonstrate their skills in food preparation and management of resources. The session will last for **2 hours** and will be worth **50 marks**.

An external examiner from BEC will mark the practical examination.

## Centre-Based Assessment

<b>Time</b>	<b>January to June of Form 3</b>	<b>Marks</b>	<b>60</b>
<b>Weighting</b>	<b>25%</b>		

The purpose of this component is to afford candidates an opportunity to demonstrate their creative skills in designing and making suitable products while applying Home Economics techniques and methods as well as problem solving skills over a period of time. Candidates will be assessed by teachers throughout the processes of designing and realisation of the product during the course of study.

Candidates should be assessed on a craft **or** a sewn project which they take as part of the fulfilment of the teaching syllabus. The assessment should commence at the beginning of year three. A portfolio showing the processes or techniques used must be presented together with the product. The portfolio should include brief notes of processes or techniques used on the project including samples and/or sketches of a build up towards the realisation of the product. Candidates' projects should be varied to reflect talent, creativity and interests.

**Craft:** This must show at least two different craft techniques. These techniques should correlate and be suitable for the project done.

**OR**

**Sewn Project:** The project should have at least five different processes which should be suitably applied.

Marks awarded by the Centre will be moderated by BEC in September/October.

*Note: See Appendix A for marking criteria for crafts and Appendix B for the sewn project.*

## 5. Assessment Grid

The grid below shows the assessment objectives that will be mainly assessed in each paper.

Papers	Assessment Objectives		
	AO1	AO2	AO3
Paper 1	√	√	√
Paper 2		√	
Paper 3	√		√

## 6. Grade Descriptors

The descriptions below provide a general indication of the skill acquisition expected of the candidates for the award of key grades A, C and E

### GRADE A

**The candidate should be able to;**

- exhibit creativity and precision in carrying out tasks;
- demonstrate the ability to convert units of measure;
- practise and justify hygiene rules;
- investigate processes and present relevant information according to a given situation;
- justify choice of equipment and use them correctly;
- apply scientific rules, principles and technological;
- demonstrate relationship between nutrition and health;
- justify factors that influence decision making process;
- use decision making process to solve real life problems;
- apply concepts in food service management, textile and consumerism;
- demonstrate the relationship between environment health and safety;
- interpret, adapt and use recipes.

## GRADE C

The candidate should be able to;

- measure ingredients and materials accurately;
- practise hygiene rules;
- use basic scientific Home Economics principles and technological or technical vocabulary and terminology;
- identify and illustrate relevant information;
- use basic concepts in food service management, textiles and consumerism;
- make appropriate choice of equipment and use them correctly;
- identify factors which influence consumer decisions;
- identify the relationship between nutrition and health;
- interpret and use recipes.

## GRADE E

The candidate should be able to;

- execute simple tasks related to Home Economics;
- measure ingredients to a low precision;
- recall basic Home Economics concepts
- insufficiently plan and prepare foods;
- identify and use basic equipment;
- follow some scientific principles;
- identify and present information from limited range of resources;
- use recipes and pattern instructions.

## 7. Inclusive Assessment

BEC intends to ensure that all assessment is inclusive of all candidates regardless of their ability or challenges. This will afford all candidates the opportunity to display what they know without fear or prejudice. The assessment will therefore ensure that in the written papers items cater for all ability levels. Special needs candidates will be catered for through modification of assessments to suit visually challenged candidates, learners with hearing impairment as well as learners with learning disabilities. Candidates will also be accommodated as much as possible to gain access into the practically oriented syllabuses.

Centres are however requested to;

- inform BEC of any candidates who need special arrangements by March every year;
- ensure familiarity with the BEC special arrangements manual;
- make the necessary accommodations for learners with disabilities during the teaching and learning;
- modify learners assessments according to their various needs during the teaching and learning.

This will ensure that the special arrangements carried out by BEC do not come as a shock to candidates during examination time.



## 8. Coursework

Centres are expected to mark candidates' work according to the marking criteria provided by BEC (*see Appendices A and B*). The marking criteria is intended to ensure standardised marking at a national level. It is essential that the marking criteria is adhered to in order to facilitate the moderation of centre scores by BEC. Where there are indications that the marking criteria has not been adhered to, centres will be required to re-mark. BEC is responsible for the training of teachers on the application of the marking criteria.

Where there is more than one teacher in a centre, teachers are expected to standardise their marking before marking their individual students to ensure that all students are marked to a common standard. It is essential that the marking from different teaching groups in a centre is standardised for the whole centre entry. The centre marks will then be externally moderated by BEC.

Centres are required to ensure that the work presented is the candidate's own work and that the work is only carried out within the school premises.

### **Moderation of Coursework**

BEC will send mark sheets to centres around April every year. Centres are expected to transfer candidates' standardised marks into the mark sheets by the end of July in preparation for the moderation in September/October. The completed and signed mark sheets should be submitted to the Head of Centre by 30 August. All the mark sheets should then be submitted to BEC through the external moderator.

Before conducting the moderation, the moderator will ensure that:

- the marking criteria have been applied;
- the marking is accurate and consistent;
- the marking has been standardised if more than one marker has been used.

## 9. Appendix A: Marking Criteria for Crafts

SKILL	DESCRIPTION		MARK ALLOCATION	TOTAL
<b>PRODUCT REALISATION</b>	Complete product		2	2
	Usefulness		2	2
	Cleanliness		2	2
	Creativity		2	2
	Correct processes		2	2
	General appearance	Presentation / Display		2
Aesthetic		1		
Harmony of two techniques / skills		2		
<b>TECHNIQUES /SKILLS</b>	Use of two craft techniques	Technique / skill 1	10	20
		Technique / skill 2	10	
<b>PORTFOLIO</b>	Justification - why this project		3	20
	Brief description of the project		4	
	Sketches / pattern pieces		1	
	Brief notes on the 2 skills / techniques		6	
	Samples/Photos		2	
	Presentation		2	
	Evaluation of the project		2	
<b>COSTING</b>	Direct cost (raw materials and labour) calculate labour @ 25% of the price of raw materials		2	5



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	Profit-- 10-25%	2	
	Correct pricing of the item	1	
<b>GRAND TOTAL</b>			<b>60</b>

### Assessment of Techniques /skills

The tables below provide guidance on the marking of the technical skills to be applied during the development of the craft project.

PAINTING / PRINTING	MARKS	BATIK	MARKS	TIE AND DYE	MARKS
Shades and tints of correct value/intensity e.g. (Too dark / too light, even/Uneven paint )	3	Colour well absorbed  Colour not well absorbed	2	Colour well absorbed  over dyed / under dyed  Uneven dye	3
Distribution/proportionality (Even / uneven distribution)	2	Clear design/  Unclear design;  balanced  proportional	4	Design balanced  Design proportional  Uneven design	4
Suitability for purpose  Not suitable	2	Suitability for purpose  Not suitable	2	Suitability for purpose  Not suitable	2
Paint not overflowing;  overflowing but not messy  overflowing and messy	3	Wax removed  Neat work	2	Neat work	1
<b>TOTAL</b>	<b>10</b>		<b>10</b>		<b>10</b>



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POTTERY/ PAPER MASH	MARKS	CARVING	MARKS	COLLAGE / MOSAIC	MARKS
Well-built and good shape Evenness	3	Creative design Carving approach	3	Proportional Harmonious balance (linkage of piece)	2
Texture (smooth/rough)	1	Texture (smooth/rough)	1	Harmony (Colour)	1
Design: Proportional Balanced	2	Design: Proportional Balanced design Evenness	3	Pattern Shape Texture	3
Neatly done (general appearance and finish)	2	Neatly done (general appearance)	1	Neatly done (general appearance)	2
Suitability for purpose	2	Suitability for purpose	2	Suitability for purpose	2
<b>TOTAL</b>	<b>10</b>		<b>10</b>		<b>10</b>



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BEADING	MARKS	BASKETRY/ COILING	MARKS	MACRAME`	MARKS
Securing at beginning & ending	1	Well coiled in the inner part with the correct knot.	1	Securing at beginning & ending	1
Stitchery consistency Correct tension	2	Correct consistency Correct tension	2	Correct knotting Correct tension	3
Joints well-made and secured	1	Joints well-made and secured	1	Joints well-made and secured	1
Proportional and balanced Creative design Harmony (Colour)	3	Proportional Balanced Good colour harmony	3	Draping Creative design	2
Neat work Suitability for purpose	3	Neat work Suitability for purpose	3	Neatness Suitability for purpose	3
<b>TOTAL</b>	<b>10</b>		<b>10</b>		<b>10</b>



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<b>CROTCHETING</b>	<b>MARKS</b>	<b>WEAVING</b>	<b>MARKS</b>	<b>KNITTING</b>	<b>MARKS</b>
Securing at beginning	1	Securing at beginning	1	Securing at beginning	1
Correct stitchery	2	Correct stitchery	2	Correct stitchery	2
Correct tension	1	Correct tension	1	Correct tension	1
Joints well done and secured	1	Joints well done and secured	1	Joints well done and secured	1
Draping	1	Draping	1	Draping	1
Creative design	1	Creative design	1	Creative design	1
Neatness	1	Neatness	1	Neatness	1
Suitability for purpose	2	Suitability for purpose	2	Suitability for purpose	2
<b>TOTAL</b>	<b>10</b>		<b>10</b>		<b>10</b>





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Quilting / Patchwork / Appliqué	Marks
Joint well secured	1
Creative design (proportion and balance)	2
Correct stitchery	2
Suitability for purpose	2
Neatness	1
Finished edges	1
Cleanliness	1
<b>TOTAL</b>	<b>10</b>

## 10. Appendix B: Marking Criteria for Sewn Product

PROCESSES	DESCRIPTION	MARKS	TOTAL	
<b>SEAMS</b>	Careful stitchery that is straight, have smooth curves, sharp corners.	1	<b>6</b>	
	Correct tension and length of the stitch	1		
	Neatness	1		
	Seam flatness and alignment	1		
	Correct finished seam width:- French: 0.5 - 0.6 cm Open seam :1cm Double machine stitched: 0.5 - 0.7cm	1		
	Completed seam	1		
<b>CONTROL OF FULLNESS</b>	Evenness of: gathers / pleats / tucks / smocking / hem casings and darts	1	<b>6</b>	
	Appropriate where applied	1		
	Direction of fullness.	1		
	Stitchery – Straight	1		
	Correct tension	1		
	Size (length of the stitch)	1		
<b>EDGE-FINISHES</b>	Correct application (Flat even binding / even and flat hem/well centred collar / well-made and inserted sleeve / correctly applied and under stitched facing)	1	<b>5</b>	
	Neatness (Trimmed / clipped / notched and snipped edges)	1		
	Correct stitchery	Straight		1
		Correct tension		1
		Size(length of the stitch)		1
<b>OPENINGS</b>	Complete	1	<b>6</b>	
	Careful stitchery	tension		1
		Straightness		1
	Suitability	1		
	No gaping	1		



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	Strength	1	
<b>FASTENINGS</b>	Securely inserted fasteners	1	<b>6</b>
	On double fabric	1	
	Reinforced (hooks & eyes secured, button & button holes, Velcro)	1	
	Correctly positioned	1	
	Suitable fastenings	1	
	Appropriate stitching	1	
<b>OR</b>	<b>If zipper is used, it will serve as an opening and a fastening and it should be awarded 12 marks as follows:</b>		
<b>ZIPPER Appropriately applied</b>	Appropriate position	2	<b>12</b>
	Well aligned	2	
	Teeth not showing, closed and overlapping (depending on the zipper applied)	2	
	Well made on double fabric	2	
	Correct stitchery tension	2	
	Straight	2	
<b>GENERAL APPEARANCE</b>	Cleanliness	1	<b>5</b>
	Trimming of threads	1	
	Pressing	1	
	Drapes well / grain	1	
	Presentation	1	
<b>CREATIVITY</b>	Demonstrating creativity in the realisation of the product	1	<b>1</b>
<b>PORTFOLIO</b>	Justification - why this project	3	<b>20</b>
	Brief description of the project	4	
	Sketch and pattern pieces	2	
	Samples	2	
	Brief notes on the 5 processes	5	
	Presentation	2	
	Evaluation of the project	2	
<b>COSTING</b>	Direct cost (raw materials and labour) calculate labour @ 25% of the price of raw materials	2	<b>5</b>
	Profit-- 10-25%	2	
	Correct pricing of the item	1	
<b>GRAND TOTAL</b>			<b>60</b>