

FOREWORD

The Botswana Examinations Council is pleased to authorise the publication of the revised assessment procedures for the Junior Certificate Examination programme. According to the Revised National Policy on Education, the main intentions of the three year Junior Secondary programme are to provide the learners with opportunities for pre-vocational preparation and to enable the learners to take advantage of further education and training. These goals are reflected in the current Junior Secondary curriculum and accordingly, were taken into account when the assessment procedures were revised.

The range of ability of the learners has also influenced the design and revision of the assessment procedures. As a result of the ten year basic education policy, the ability range of the learners in Junior Secondary schools is much greater than previously. The revised assessment procedures are designed to ensure that all learners, regardless of their ability, have the opportunity of demonstrating what they know, understand and can do.

Another important aspect of assessment meant to be fostered through this revision is the alignment of assessment with the specific requirements of the teaching programme. This has been addressed through the restructuring of the scheme of assessment for individual subjects, whilst ensuring the reliability of the outcomes. The revised procedures use a standardised format across all subjects, whilst meeting the specific requirements of each subject.

The revised procedures are not intended to replace the existing teaching syllabuses. Rather, they provide a specification of the knowledge and skills which are to be assessed in each subject. Through the scheme of assessment, the procedures provide information on: the number of question papers in each subject, the marks allocated to each paper, paper and section weightings, etc.

These procedures are the outcome of the efforts of many professionals in the education system, and I wish to extend my thanks to all those who made their contribution. I would also like to encourage a continuation of this valuable collaboration.



Executive Secretary

1. INTRODUCTION

As part of the Botswana Junior Secondary Education Programme, the Moral Education Assessment Procedures are designed to provide a framework for assessing candidates who have completed a three-year course based on the Junior Secondary Moral Education Teaching Syllabus.

The Moral Education examination aims to assess the knowledge and skills acquired through instruction in the content prescribed for the Junior Secondary Moral Education programme. The assessment will be designed in a way that encourages candidates to show what they know and can do, and their level of understanding. Furthermore, the procedures offer a general framework for syllabus content representation in examination papers and assure comparability of sampled content from year to year.

The outcome of instruction in the content prescribed by the Moral Education Teaching Syllabus will be assessed through **two** written papers.

2. DIMENSIONS

For purposes of assessment, the behavioural outcomes of instruction in the prescribed content have been classified into two broad skill areas called dimensions. Brief descriptions of the dimensions are given below.

Dimension 1: Knowledge and Understanding

Candidates will be assessed on their ability to recall:

- Moral Education concepts;
- moral issues in personal development;
- moral issues in moral development;
- moral issues on sexual morality;
- choices of life and death;
- moral issues related to human rights;
- global moral issues related to crime and punishment;
- moral issues related to animal rights;
- global moral issues in war, peace and the environment;
- global moral issues related to the environment.

Dimension 2: Application and Analysis

Candidates will be assessed on their ability to:

- examine moral education concepts and values;
- evaluate personal moral issues;
- analyse choice of life and death;
- analyse the morality of punishment and the rights of others;
- examine the morality of environmental issues, human and animal rights.

3. STRUCTURE OF THE EXAMINATION

The syllabus is assessed by two written papers. Subject grades will be reported on a five-point scale of **A** to **E**.

| | | | |
|----------------|------------------------|------------------|------------|
| Paper 1 | Multiple-Choice | Marks | 40 |
| Time | 1 Hour | Weighting | 40% |

This is a forty item multiple-choice paper assessing knowledge and understanding. Candidates are required to recall and demonstrate understanding of personal, social and global moral issues.

| | | | |
|----------------|-------------------|------------------|------------|
| Paper 2 | Structured | Marks | 80 |
| Time | 2 Hours | Weighting | 60% |

The paper will assess students across all the domains i.e. knowledge with understanding and application and analysis.

There will be two sections in this paper and candidates must attempt **all** questions.

Section A

The section will present **two** structured questions carrying 10 marks each.

The section will constitute 25% of the paper.

Section B

This section will present **four** essays questions, each worth 15 marks. The section will be based on major content areas of Personal, Social and Global Moral Issues. Candidates are required to make inferences, deductions, and use logical reasoning. Each of the responses should not exceed one and half pages.

The section will constitute 75% of the paper.

4. ASSESSMENT GRID

The table below shows percentage representation of the examined major content areas by paper.

| COMPONENT | MAJOR CONTENT AREAS | | | | TOTAL |
|-----------|---------------------|-----------------------|---------------------|---------------------|-------|
| | Morality | Personal Moral Issues | Social Moral Issues | Global Moral Issues | |
| PAPER 1 | 10% | 40% | 20% | 30% | 100% |
| PAPER 2 | 5% | 35% | 35% | 25% | 100% |

5. WEIGHTING OF PAPERS BY DIMENSIONS

The table below shows percentage representation of dimensions by paper.

| COMPONENT | DIMENSION | | | TOTAL |
|-----------|-----------|---------------|------------|-------|
| | Knowledge | Understanding | Evaluation | |
| PAPER 1 | 26% | 14% | – | 40% |
| PAPER 2 | 5% | 13% | 42% | 60% |
| TOTAL | 31% | 27% | 42% | 100% |

6. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the skill acquisition expected of candidates for the award of particular grades.

Grade A

The candidate should be able to:

- comprehensively demonstrate a wide knowledge and clear understanding of Moral Education concepts, personal moral issues, social moral issues and global moral issues;
- clearly explain the relationship between the nature of morality and real life situations, choices of life and death, crime and punishment, human rights and animal rights, war and peace;

- critically analyse moral dilemmas as they relate to personal moral development and sexual morality;
- make morally sound judgements while discussing moral issues like, abortion, test tube babies, surrogate mothers and artificial insemination.

Grade C

The candidate should be able to:

- demonstrate a wide knowledge and understanding of Moral Education concepts, personal moral issues, social moral issues and global moral issues;
- explain the relationship between the nature of morality and real life situations, choices of life and death, crime and punishment, human rights and animal rights, war and peace;
- analyse moral dilemmas as they relate to personal moral development and sexual morality.

Grade D

The candidate should be able to:

- demonstrate an elementary level of knowledge and understanding of Moral Education concepts, personal moral issues, social moral issues and global moral issues;
- vaguely explain the relationship between the nature of morality and real life situations like, choices of life and death, crime and punishment, human rights and animal rights, war and peace;
- attempt to analyse moral dilemmas as they relate to personal development and sexual morality;
- demonstrate inadequate moral judgement skills while discussing moral issues like, abortion, test-tube babies, surrogate mothers and artificial insemination.