

## 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.



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**Executive Secretary**

## 1. INTRODUCTION

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

The Setswana examination aims to assess the knowledge and skills acquired through instruction in the content prescribed for the Junior Secondary Setswana 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 Setswana Teaching Syllabus will be assessed by **three** written papers.

## 2. DIMENSIONS

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

### **Dimension 1: Knowledge & Understanding**

#### **Candidates will be assessed on their ability to:**

- recall principles, conventions, processes and procedures;
- understand functions of parts of speech and formatives;
- understand classification of parts of speech;
- understand information read;
- determine main, supporting points; fact and opinion; authors intention;
- classify statements as topic, development and concluding sentences;
- determine the sequence of a text;
- translate from English to Setswana;
- follow writers argument, draw inferences and form conclusions;
- locate and select relevant materials from text;
- infer meaning of words, phrases and figurative language from context.

### **Dimension 2: Language Use & Communication**

#### **Candidates will be assessed on their ability to:**

- combine component parts to form new, meaningful wholes;
- write creatively using parts of speech and formatives;

- express ideas, facts and opinions clearly and effectively;
- handle spelling, orthography, punctuation and grammar accurately;
- show a sense of style and register, and use figurative language where appropriate;
- use a variety of sentence structures and observe conventions of paragraphing;
- analyse materials and form conclusions;
- make judgements and relevant comments.

**Dimension 3: Literary Skills**

Candidates are will be assessed in their ability to:

- analyse stories in order to determine the various aspects of a Novel/Story/Drama;
- respond to texts critically and sensitively;
- use textual evidence to illustrate and support a point of view;
- explore how language contribute to the meanings of texts;
- interpret figurative language used in a text.

**3. STRUCTURE OF THE EXAMINATION**

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

<b>Paper 1</b>	<b>Multiple-Choice</b>	<b>Marks</b>	<b>40</b>
<b>Time</b>	<b>1 Hour 30 Minutes</b>	<b>Weighting</b>	<b>30%</b>
<p>This is a forty item multiple-choice paper assessing knowledge and understanding of concepts, principles, procedures, the functions of various parts of speech and understanding of text of about <b>one and a half pages</b> long.</p>			

<b>Paper 2</b>	<b>Literature and Language</b>	<b>Marks</b>	<b>60</b>
<b>Time</b>	<b>1 Hour 30 Minutes</b>	<b>Weighting</b>	<b>44%</b>
<p>This will be a written paper assessing knowledge, comprehension, and application of skills in Setswana Literature and Language.</p> <p>This paper will have two sections A and B with open-ended questions requiring responses ranging from one word to a short paragraph.</p> <p><b>Section A: Literature</b></p> <p>An unseen text of about <b>2 pages</b> will be set and candidates will be required to answer questions worth <b>20 marks</b> on the setting, plot, conflict, main events, theme, characterisation and figures of speech.</p> <p><b>Section B: Language</b></p> <p>Candidates will be required to answer questions worth <b>40 marks</b> on the use of word-parts to form parts of speech, on function of parts of speech, translating short passages, interpreting information, supplying conclusions for paragraphs and using figurative language for a desired effect.</p>			

<b>Paper 3</b>	<b>Composition and Letter</b>	<b>Marks</b>	<b>45</b>
<b>Time</b>	<b>1 Hour 30 Minutes</b>	<b>Weighting</b>	<b>26%</b>
<p>This will be a written paper assessing knowledge and application of Setswana Language.</p> <p>Candidates are required to write a <b>composition</b> not exceeding <b>one and half pages</b> worth <b>25 marks</b> and a <b>letter</b> of about <b>one and half pages</b> long, which may be personal or business worth <b>20 marks</b>. In both forms of writing, candidates will be required to address the topic or issue at hand, organise ideas in paragraphs, demonstrate a command of punctuation and orthography, vary sentence patterns and use appropriate register and figurative language to bring out the desired effect. Composition topics may call for writing that is narrative, descriptive, factual, persuasive or argumentative.</p> <p>.</p>			

#### 4. ASSESSMENT GRID

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

COMPONENT	MAJOR CONTENT AREAS			TOTAL
	Reading	Writing	Literature	
PAPER 1	68%	25%	7%	100%
PAPER 2	16%	50%	34%	100%
PAPER 3	–	100%	–	100%

#### 5. WEIGHTING OF PAPERS BY DIMENSION

The table below shows percentage representation of dimensions by paper.

COMPONENT	DIMENSIONS			TOTAL
	Knowledge and Understanding	Language Use and Communication	Literary Skills	
PAPER 1	20%	10%	–	30%
PAPER 2	29%	–	15%	44%
PAPER 3	–	26%	–	26%
TOTAL	49%	36%	15%	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:

- use of a variety of sentence structures with varied openings and communicate effectively;
- express ideas, facts and opinion clearly and effectively;
- show a high level of creativity and persuasiveness in the presentation of their work;
- show excellent linguistic ability in the use of markers of coherence;
- show clarity, vividness and relevance of ideas;
- vary vocabulary and maintain a good sequence of ideas in paragraphs leading to coherence across paragraphs;
- select and use appropriate style and register and use figurative language;
- use correct spelling, standard orthography, punctuation and grammar;
- decode and explain the significance of linguistic devices, grammatical features and register;
- present a very good translation capturing the gist and tone of the text;
- show accurate understanding of texts;
- analyse argument, draw inferences and form conclusions;
- decode meanings of phrases and figurative language with precision;
- articulate and discuss aspects of literature;
- communicate a well-considered personal response to literary texts using textual evidence effectively.

## **GRADE C**

### **The candidate should be able to:**

- express ideas, facts and opinions with reasonable clarity and effectiveness, using appropriate vocabulary;
- use simple and compound sentence structures;
- write creatively, persuasively and with relevance;
- handle spelling and orthography adequately;
- use simple style and register, employing figurative language occasionally;
- organise ideas coherently and consistently;
- use punctuation marks and grammar with few slips;
- understand texts adequately;
- identify writers' argument, analyse the argument, draw inferences and form conclusions;
- explain meanings and significance of linguistic devices and grammatical features;
- translate adequately;
- decode meaning of words, phrases and figurative language reasonably;
- discuss some aspects of literary texts adequately;
- use some textual evidence to support points made;
- make personal response to literary texts.

## **GRADE D**

### **The candidate should be able to:**

- express facts, ideas and opinions at a basic level;
- show limited ability to generate ideas to suit the topic;
- use simple sentence structures;
- spell words with basic form and follow rules of orthography and grammar to a limited extent;
- show little attempt in varying sentence openings;
- show limited understanding of texts;

- achieve coherence in only a few paragraphs;
- use punctuation marks to a limited extent;
- recognize and respond to basic linguistic devices and grammatical features;
- identify some of the specific details from a text;
- show basic understanding of writer's argument;
- use textual evidence occasionally;
- decode meaning of simple words and phrases;
- perform literal translation;
- show basic understanding of aspects of literacy criticism;
- communicate a straightforward personal response to literacy texts.