

## 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 Social Studies Assessment Procedures are designed to provide a framework for assessing candidates who have completed a three-year course based on the Junior Secondary Social Studies Teaching Syllabus.

The Social Studies examination aims to assess the knowledge and skills acquired through instruction in the content prescribed for the Junior Secondary Social Studies 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 Social Studies 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 social studies concepts;
- recall and understand interrelationships between the physical and social environments;
- demonstrate an understanding of attitudes and values of people in the past;
- explain ways that contribute to the development of physical, social cultural and political environment.

### **Dimension 2: Application and Problem Solving**

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

- collect and display information;
- interpret information from maps, photographs graphs tables and diagrams;
- make sound conclusions and recommendations;
- acquire the skill to be able to understand the different stages and phases of human, cultural, technological and political development in relation to global environment.

### 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**.

<b>Paper 1</b>	<b>Multiple-Choice</b>	<b>Marks</b>	<b>40</b>
<b>Time</b>	<b>1 Hour</b>	<b>Weighting</b>	<b>35%</b>

This will be a forty item multiple-choice paper assessing knowledge of facts, understanding of ideas and concepts, and application.

Candidates will be required to recall and demonstrate understanding of personal, social and global issues.

<b>Paper 2</b>	<b>Short Essays and Structured</b>	<b>Marks</b>	<b>100</b>
<b>Time</b>	<b>2 hours</b>	<b>Weighting</b>	<b>65%</b>

This will be a written paper assessing recall and understanding of concepts and ideas, application and problem solving. Students will be required to make deductions and extrapolations. The use of calculators will be allowed in this section.

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

#### **Section A**

The section will have three short-answer questions assessing recall, understanding and interpretative skills and each question is worth 10 marks.

#### **Section B**

The section will assess understanding of ideas, concepts and logical reasoning.

There will be three short essay questions worth 15 marks each.

#### **Section C**

The section will have one structured question worth 25 marks.

The section will test research skills.

#### 4. ASSESSMENT GRID

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

COMPONENT	MAJOR CONTENT AREAS				TOTAL
	MAPS, ENVIRONMENT & HUMANITY	PRE-HISTORY AND EARLY CIVILISATION	SOCIAL GROUPINGS	GOVERNANCE & INTERNATIONAL RELATIONS	
PAPER 1	40%	20%	20%	20%	100%
PAPER 2	30%	20%	25%	25%	100%

#### 5. WEIGHTING OF PAPERS BY DIMENSIONS

The table below shows percentage representation of dimensions by paper.

COMPONENT	DIMENSIONS		TOTAL
	KNOWLEDGE & UNDERSTANDING OF IDEAS	APPLICATION AND PROBLEM SOLVING	
PAPER 1	30%	5%	35%
PAPER 2	40%	25%	65%
TOTAL	70%	30%	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:**

- demonstrate a wide knowledge and clear understanding of Social Studies concepts;
- clearly explain interdependence between societies and their environment, thoroughly examine the dynamic nature of this interdependence and how it may change over time;
- make a reasoned and balanced judgment on socio-economic, cultural and political issues arising from their societies and the world at large;
- investigate and assess socio-economic, cultural, political and environmental issues and present them with a high degree of accuracy, consistency and cohesion;
- use a wide variety of instruments to collect data, analyse it and interpret the findings.

### **Grade C**

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

- demonstrate knowledge and understanding of concepts;
- explain interdependence between societies and their environment, examine the dynamic nature of their interdependence and how it may change over time;
- make judgement on socio-economic cultural and political issues arising from their societies;
- investigate socio-economic, cultural, political and environmental issues and present them in a coherent manner;
- use different instruments to collect data and analyse it.

### **Grade D**

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

- demonstrate an elementary level of knowledge and understanding of concepts;
- identify interdependence between societies and their environments;

- identify socio-economic, cultural and political issues arising in their societies;
- investigate socio-economic, cultural, political and environmental issues to some extent;
- use instruments to collect data.