

## 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 French Assessment Procedures have been designed to provide a framework for assessing candidates who have completed a three-year course based on the Junior Certificate Teaching Syllabus.

The French examination aims to assess the knowledge and skills acquired through instruction in the content prescribed for the Junior Secondary French programme. Furthermore, the procedures will provide a general framework for syllabus content representation in examination papers as well as assure comparability of sampled content from one year to another.

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

## 2. DIMENSIONS

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

### **Dimension 1: Understanding**

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

- extract specific information and general details from a text;
- interpret information heard or read;
- select relevant materials from texts;
- identify relationships;
- deduce meanings of words and phrases from context;
- carry out tasks according to given instructions and/or follow directions.

### **Dimension 2: Language Use**

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

- use a variety of sentence structures;
- use linguistic structures within given contexts;
- handle spelling, punctuation and grammar accurately;
- express ideas using appropriate vocabulary;
- present information in given formats;
- generate information to suit given topics or situations.

### 3. STRUCTURE OF THE EXAMINATION

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

<b>Paper 1</b>	<b>Listening and Reading Comprehension</b>	<b>Marks</b>	<b>40</b>
<b>Time</b>	<b>1 Hour 45 Minutes</b>	<b>Weighting</b>	<b>40%</b>

Candidates will be assessed on listening skills and comprehension.

#### **Section A: Listening Comprehension [15 Marks]**

Two texts, **not exceeding 150 words**, will be set in this section.  
Both texts will be prose.

The required responses will be either words or phrases.

#### **Section B: Reading Comprehension [25 Marks]**

In this section, a text in the form of a prose will be presented as well as some graphic material.

The required responses, in both sections, will either be words or phrases.

<b>Paper 2</b>	<b>Language Use and Directed Writing</b>	<b>Marks</b>	<b>60</b>
<b>Time</b>	<b>2 hours</b>	<b>Weighting</b>	<b>60%</b>

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

**Section A** [40 Marks]

The candidates' ability to use grammatical structures in context will be assessed.

The required responses will include words, phrases and sentences.

**Section B** [20 Marks]

Candidates will be required to demonstrate the ability to communicate ideas, show a command of language as well as manage content.

Two directed writing tasks will be presented, one on writing notes/messages and the other on letter writing.

The response for the first task should not exceed 40 words and the response for the second task should be at least one and a half pages long.

#### 4. ASSESSMENT GRID

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

COMPONENT	MAJOR CONTENT AREAS			TOTAL
	LISTENING	READING	WRITING	
PAPER 1	42.5%	57.5%	—	100%
PAPER 2	—	42.0%	58.0%	100%

## 5. WEIGHTING OF PAPERS BY DIMENSIONS

The table below shows percentage representation of dimensions by paper.

COMPONENT	DIMENSIONS		TOTAL
	UNDERSTANDING	LANGUAGE USE	
PAPER 1	40%	—	40%
PAPER 2	25%	35%	60%
TOTAL	65%	35%	100%

## 6. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of standards of achievement likely to have been shown by candidates awarded particular grades.

### Grade A

The candidate should be able to:

- spell words correctly almost always;
- use full stops, question marks, exclamation marks and capital letters accurately most times;
- show a good understanding and control of vocabulary;
- show a good understanding of grammatical structures and conjugation patterns and construct simple sentences and some compound sentences correctly most times;
- show a good understanding of graphic representations of information and interpret the same using simple sentences;
- express facts, feelings and opinions with reasonable clarity;
- follow and give simple written instructions and directions accurately;
- retrieve specific information and general details from various sources;
- show an accurate understanding of simple texts that are heard or read;
- organise information/material in an acceptable layout most times;
- respond to topics with relevance most times;
- show a good understanding of phrases and vocabulary related to areas of most immediate personal relevance e.g. basic personal and family information, shopping, local area, employment, transport and travelling.

## **Grade C**

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

- spell words correctly sometimes;
- use full stops, question marks, exclamation marks and capital letters accurately sometimes;
- show an average understanding and control of vocabulary;
- show a fair understanding of grammatical structures and conjugation patterns and construct simple sentences and some compound sentences sometimes, with mistakes that do not impair communication;
- show a fair understanding of graphic representations and interpret the same using key words;
- express facts, feelings and opinions at a minimal level;
- follow simple written instructions and directions with a few slips; give simple written instructions with difficulty.
- retrieve specific information and some general details from simple texts;
- show a fair understanding of simple texts that are heard or read;
- organise information/material in an acceptable layout sometimes;
- respond to topics with relevance sometimes;
- show a fair understanding of phrases and vocabulary related to areas of most immediate personal relevance e.g. basic personal and family information, shopping, local area, employment, transport and travelling.

## **Grade D**

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

- spell words correctly on rare occasions;
- use full stops, question marks, exclamation marks and capital letters accurately on rare occasions;
- show a limited understanding and control of vocabulary;
- show a limited understanding of grammatical structures and conjugation patterns accurately on rare occasions, and use simple sentences with mistakes that impair communication;
- show a minimal understanding of simple graphic representations.
- express facts, feelings and opinions with difficulty;
- follow simple written instructions and directions with difficulty;
- retrieve specific information from simple texts occasionally;
- show a minimal understanding of general information in simple texts that are heard or read;
- organise information / material in an acceptable layout rarely;
- respond to topics with little relevance;
- show a minimal understanding of familiar words and very basic phrases concerning oneself, one's family and immediate concrete surroundings, basic personal and family information, shopping, local area, employment, transport and traveling.