

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

The Physical Education examination aims to assess the knowledge and skills acquired through instruction in the content prescribed for the Junior Secondary Physical 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 Physical Education Teaching Syllabus will be assessed through **one written paper and coursework**.

2. DIMENSIONS

For purposes of assessment, the behavioral 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 and Understanding

Candidates will be assessed on their ability to recall and understand:

- terms and concepts of Physical Education;
- importance of Physical Education to health, fitness and the environment;
- rules, equipment and procedures in Physical Education;
- safety;
- the various skills used in physical activities.

Dimension 2: Application

Candidates will be assessed on their ability to:

- make observing, measure and record distances;
- use equipment correctly;
- use locomotor and non locomotor skills in a variety of sequenced physical activities;
- demonstrate stability and manipulative skills in a variety of sequenced physical activities;
- demonstrate critical thinking, initiative, creativity, inter-personal skills in problem solving;
- plan and evaluate selected activities;

- select and execute appropriate offensive/defensive strategies in performing physical activities;
- demonstrate safety in games, gymnastics, dance and athletics;
- perform complex movements with and without combinations.

3. STRUCTURE OF THE EXAMINATION

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

Paper 1	Short-Answer and Structured	Marks	60
Time	1 Hour 30 Minutes	Weighting	55%

This will be a written paper assessing knowledge, understanding and application.

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

Section A: Short-answer questions worth 40 marks

Section B: Structured questions worth 20 marks

Paper 2	Coursework	Marks	180
Time	6 School Terms	Weighting	45%

This paper is comprised of three projects assessing analysis, application and evaluation.

This paper will consist of two components, that is, performance assessment and workbook. For performance assessment, candidates will be required to demonstrate physical performance including the ability to inter-relate, plan, perform and evaluate in **three** selected practical activities. The workbook requires candidates to demonstrate planning, analysing and improving skills in three selected practical activities. Candidates should be encouraged to undertake what they have planned, performed and evaluated.

Two of the **three** practical activities must be chosen from games and athletics and the third activity from either dance or gymnastics.

Each of the three selected practical activities and the workbook will constitute 15% of the syllabus total.

The coursework component will be carried out from the third term of Form One and should be completed during the second term of Form Three.

4. ASSESSMENT GRID

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

MAJOR CONTENT AREAS	COMPONENTS	
	PAPER 1	PAPER 2
Introduction to Physical Education	15%	–
Physical Fitness	60%	–
Traditional Games	10%	–
Outdoor Adventure	15%	–
Performance	–	80%
Workbook	–	20%
TOTAL	100%	100%

5. WEIGHTING OF PAPERS BY DIMENSIONS

The table below shows percentage representation of dimensions by paper.

COMPONENT	DIMENSIONS		TOTAL
	Knowledge and Understanding	Application	
PAPER 1	20%	35%	55%
PAPER 2	5%	40%	45%
TOTAL	25%	75%	100%

6. CONTINUOUS ASSESSMENT

This will be done through Paper 2.

The table below presents the various activities from which candidates are required to select activities for coursework.

Athletics	Track and field
Games	Football, Badminton, Softball, Volleyball, Table-tennis, Netball and Basketball
Dance	Various styles
Gymnastics	Artistic Gymnastics (floor)

7. 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 effectively, through performance, the ability to interrelate planning, performing and evaluating whilst undertaking activity. Demonstrate a high level of competence in all their chosen physical activities;
- analyse and improve others or their performance accurately;
- show knowledge and understanding of most of the factors affecting performance; the majority of the health and safety aspects of physical activities including many of the advantages and risks associated with a range of training strategies; most of the reasons for participating in physical activities.

GRADE C

The candidate should be able to:

- demonstrate, through performance, a sound ability to interrelate planning, performing and evaluating whilst undertaking activities;

- demonstrate competence in their chosen physical activities;
- analyse and improve their performance with some success and understanding;
- show knowledge and understanding of many of the factors affecting performance; many of the health and safety aspects of physical activities including several advantages and risks associated with a range of training strategies and techniques; many of the reasons for participating in physical activities.

GRADE D

The candidate should be able to:

- demonstrate through performance some ability to interrelate planning, performing and evaluating whilst undertaking activity;
- demonstrate a limited level of competence in their chosen physical activities;
- analyse and improve some simple aspects of their performance;
- show knowledge and understanding of some of the factors affecting performance: a limited number of health and safety aspects of physical activities, including a few advantages and risks associated with a range of training strategies and techniques; some of the reasons for participating in physical activities.