



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA SENIOR SECONDARY EDUCATION ASSESSMENT SYLLABUS

SETSWANA

[CODE: 1235]



2024 - 2029

FOREWORD

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome Based Assessment (OBA) syllabus for Setswana in the senior secondary education programme. The assessment syllabus forms part of the Botswana Senior Secondary Education (BSSE) suite of syllabi available to candidates who have followed the senior secondary programme. The BSSE is designed for a wide range of learner ability in line with the aspirations of the Revised National Policy on Education of 1994, and its standards are based on Cambridge GCSE and IGCSE.

Our mission as Botswana Examinations Council is “provision of a credible and responsive assessment and examination system”. In the quest for responsiveness, the BEC has aligned the assessment to Outcome Based Education (OBE) that recognises the need to impart 21st century skills on learners. As such, School-Based Assessment (SBA) forms a component of the final assessment. Furthermore, periodic reviews are promoted for the assessment syllabi to reflect the aims of the national curriculum and international best practice. Customer feedback forms an integral part of such reviews.

This syllabus document is the outcome of a great deal of professional consultation and collaboration, and I wish to extend my thanks to all those who contributed towards its development. On behalf of the Botswana Examinations Council, I wish to record my appreciation for the part played by Cambridge as part of the Accreditation Agreement between them and the Council.

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Dr Moreetsi Thobega
Chief Executive Officer
Botswana Examinations Council

ACKNOWLEDGEMENT

The Botswana Examinations Council wishes to acknowledge the diligent contribution of all the stakeholders who played a pivotal role in the development of the Setswana Assessment syllabus for the Botswana Senior Secondary Education (BSSE). The stakeholders gave a lot of priority to this national assignment over and above regular work assignments and this document was produced within the stipulated time frame. A task such as this one requires mental focus, commitment, dedication, a high level of accountability and responsibility as such all of them were equal to this task and are much appreciated.

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Table of Contents

FOREWORD	i
ACKNOWLEDGEMENT	ii
1.0 INTRODUCTION.....	3
2.0 FACILITATOR SUPPORT.....	3
2.1 Support Documents.....	3
2.2 Training	3
3.0 SYLLABUS OUTCOMES (AIMS)	4
4.0 ASSESSMENT OBJECTIVES.....	4
5.0 SCHEME OF ASSESSMENT.....	5
5.1 The components	5
5.2 Relationship between Assessment Objectives and Components.....	7
5.3 Grade Descriptors	8
5.4 Availability of the Syllabus	9
5.5 Combining the Syllabus with Other Syllabuses.....	9
5.6 Prescribed texts for Paper 2	9

1.0 INTRODUCTION

The Setswana Assessment Syllabus is designed to outline how candidates who have completed a two-year course based on the BSSE Setswana Teaching Syllabus are to be assessed.

The syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to demonstrate what they know, understand and can do. Provider Based Assessment (PBA) will contribute to the final grade of assessment.

The syllabus will be assessed through three papers; Paper 1 targets reading and writing skills, Paper 2 focuses on literature, and Paper 3, a Provider Based Assessment, focuses on investigation, speaking and listening skills.

This Setswana Assessment Syllabus should be read in conjunction with:

- (a) The Botswana Senior Secondary School Setswana Teaching Syllabus
- (b) The specimen question papers and their mark schemes.
- (c) Setswana Assessment Guide for Centers [Please see 1235 SETSWANA – PBA - Guide for Centres]
- (d) The Annual Principal Moderator/Principal Examiner Reports

Prior Learning

The Setswana assessment syllabus is for candidates that have completed a two-year BSSE in Setswana.

Progression

The Botswana General Certificate of Senior Secondary Education is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications.

2.0 Facilitator support

Botswana Examination Council will provide a wide range of detailed guidance, innovative training and professional development on the assessment of BSSE Setswana Language. These will enable the teachers to give the learners the best possible preparation for assessment.

2.1 Support Documents

To ensure uniformity of standards across the centres, the Botswana Examinations Council will provide the education and teaching providers with documents and materials that will guide them on how to conduct valid and reliable assessments. These will include guidelines for Outcome Based Assessments, practical test manuals, specimen papers with corresponding mark schemes, annual Principal Moderator and Principal Examiners' reports. The same documents will also be available on the BEC Website.

2.2 Training

BEC will offer periodic training to personnel conducting Provider Based Assessment to equip them with requisite knowledge and skills to deliver credible, valid and reliable assessments.

2.3 Resource list

Resources required for the implementation and assessment of this learning programme are included in the appendix.

3.0 SYLLABUS OUTCOMES (AIMS)

According to the Setswana Teaching Syllabus, candidates following the syllabus should upon completion be able to:

- 3.1 use functional communicative skills accurately, appropriately and effectively in a variety of real-life situations.
- 3.2 understand and respond appropriately to a variety of texts from a range of genres.
- 3.3 demonstrate an appreciation of various cultures displayed by speakers of different languages in Botswana, and the world.
- 3.4 demonstrates the habit of reading widely, both for pleasure and information.
- 3.5 apply basic grammatical structures and rules of language when speaking, reading or writing.

4.0 ASSESSMENT OBJECTIVES

For purposes of assessment, the outcomes in response to the prescribed content have been classified into three broad skill areas known as assessment objectives-

AO1 Knowledge and Understanding

AO2 Language Use and Communication (Application)

AO3 Analysis, Evaluation and Synthesis

AO1 Knowledge and Understanding

Candidates will be assessed on their ability to:

- 1.1 demonstrate understanding of explicit meanings and specific instructions.
- 1.2 demonstrate understanding of implicit meanings, suggestions and inferences.
- 1.3 demonstrate understanding of how writers achieve effects and influence readers.

AO2 Language use and Communication

Candidates will be assessed on their ability to:

- 2.1 express ideas, facts and opinions clearly and effectively.
- 2.2 make accurate use of spelling, punctuation, standard orthography and grammar.
- 2.3 use a range of vocabulary and sentence structures appropriate to context and purpose.
- 2.4 use register and figurative language appropriately.
- 2.5 organise and structure a relevant response for deliberate effect.

AO3 Analysis, Evaluation and Synthesis

Candidates will be assessed on their ability to:

- 3.1 analyse literature in the three main genres (poetry, prose and drama).
- 3.2 explore and evaluate literary texts beyond surface meanings to show deeper awareness of ideas and attitudes.
- 3.3 use textual evidence to illustrate and support arguments and points of view.
- 3.4 show an appreciation of the author's style, technique and use of language to create effects.
- 3.5 express an informed personal response to what is read or heard.
- 3.6 demonstrate understanding and appreciation of Botswana Culture and Indigenous Knowledge Systems.

5.0 SCHEME OF ASSESSMENT

5.1 The components

There are three components in this assessment. Component 1 is Reading and Writing, Component 2 is Literature while Component 3 is Provider-Based Assessment.

The papers are described in the table:

Paper 1 Reading and Writing	2 hrs. 15 min	60 Marks	40%
Candidates answer all the questions from the three compulsory sections. Candidates write all their answers in the spaces provided on the question paper.			
Section A	Comprehension Task	20 marks	
Candidates respond to a series of compulsory questions based on a fictional text provided on the question paper. The text will be approximately 1000-1200 words long and will be from either the twentieth century or twenty-first century. The text will contain elements of author experience, attitude, and opinion and/or author intention, allowing the expression of both explicit and implicit meaning. The questions will demand short responses, testing understanding of both explicit and implicit meanings, selection and use of information for specific purposes, and how writers achieve effects and influence readers.			
This section targets the following assessment objectives: AO 1.1, 1.2 and 1.3.			
Section B	Argumentative Composition	20 marks	
Candidates answer one compulsory question responding to a given stimulus to create an argumentative piece of writing. Candidates write about 300-400 words, responding in an appropriate style and format.			
This section targets the following assessment objectives AO 2.1, 2.2, 2.3, 2.4 and 2.5.			
Section C	Descriptive/Narrative Writing	20 marks	
Candidates write all their answers in the spaces provided on the question paper. Two tasks are set on descriptive and narrative writing topics. Candidates choose to write either in response to the descriptive or the narrative topic. Candidates write a response of about 300-400 words, responding in an appropriate style and format.			
A descriptive piece of writing describes a person, place or situation, painting a picture with words so that the reader can picture it in their mind.			
A narrative piece of writing tells a story containing a sequence of connected events which may be real or imaginary.			
This section assesses the following assessment objectives: AO 2.1, 2.2, 2.3, 2.4 and 2.5.			
This paper is externally assessed.			
The paper will be of difficulty appropriate to grades A to G.			

Paper 2 Literature	2 hrs. 15 min	60 marks	40%
<p>This paper mainly focuses on the three literary genres: prose, drama and poetry. One question is set on each genre. Candidates answer all three compulsory questions. Candidates write all their answers in the spaces provided on the question paper. An overview of the paper is given below:</p>			
Section A Prose		20 marks	
<p>Candidates answer one compulsory question on a set novel.</p> <p>Candidates write about 350-450 words.</p> <p>The assessment objectives targeted in this section are AO 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4 and 3.5.</p>			
Section B Drama		20 marks	
<p>Candidates answer one compulsory question on a set play.</p> <p>Candidates write about 350-450 words.</p> <p>The assessment objectives targeted in this section are AO 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4 and 3.5.</p>			
Section C Poetry		20 marks	
<p>Candidates answer one compulsory question on an unseen poem.</p> <p>The assessment objectives targeted in this section are AO 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4 and 3.5.</p> <p>Candidates write about 350-450 words.</p> <p>This paper will be of difficulty appropriate to grades A to G.</p>			
Paper 3 PBA	See PBA Guide for timings	50 marks	20%
<p>Provider Based Assessment</p>			
Section A: Written report on project (30 marks)			
<p>Candidates are tasked to carry out an individual investigation in a cultural or Indigenous Knowledge System topic. The topic areas for these assessment tasks are based on cultural and Indigenous Knowledge System topics from the teaching syllabus (see topics listed under Learning Outcomes 5.1, 5.2, 5.3 on pp. 23-26). The investigation will lead to the production of a Portfolio, consisting of a written Report on the topic and supporting material and evidence.</p>			
Length			
<p>The length of the written Report should be 1500-1700 words, word-processed and printed on A4-size paper in Arial Font size 11. The text must be double-spaced. The supporting material and evidence in the Portfolio of Evidence does not count towards the length of the Report itself. The number of words in the Report must be shown at the end of the document.</p>			
Timing			
<p>Please refer to the PBA Guide for further details on timing and deadlines.</p>			
<p>The assessment objectives which may be targeted in this section are: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6</p>			

Section B: Oral presentation and discussion (20 marks)

This is a speaking test carried out on specific dates determined by the centres after the candidates have completed their written project reports. The requirement is for the candidates to present and then discuss their research orally in a one-to-one interview. Candidates give a short presentation on their individual investigation (5 mins max.) and then proceed to a discussion on their individual investigation with their teacher (5 mins max.).

The assessment objectives which may be targeted in this section are AOs 1.1, 1.2, 1.3, 2.1, 2.3, 3.5 and 3.6

The PBA component will be submitted to BEC for external moderation. Please refer to the PBA guide for more detailed information on the conduct and administration of this component.

5.2 Relationship between Assessment Objectives and Components

Assessment Objective	marks and weightings			Totals
	Paper 1	Paper 2	Paper 3	
AO 1 Knowledge and Understanding	20	15	10	45
AO 2 Language Use and Communication	40	-	25	65
AO 3 Analysis, Synthesis and Evaluation	-	45	15	60
Marks of papers	60	60	50	170
Weighted marks of papers	60	60	30	150
Weighting of Paper (%)	40	40	20	100

5.3 Grade Descriptors

The key grades for the syllabus are A, C, E and G. As a guide to what might be expected of a candidates' performance at these key grades, the grade descriptions are outlined below:

Grade A

At this grade, the candidate should have demonstrated skill in:

- expressing ideas, facts and opinions clearly and effectively.
- organising and presenting information in specified formats, handling spelling, punctuation, orthography and grammar with flair and precision.
- showing a well-developed sense of style (including figurative language), creativity, and register.
- varying sentence structures, vocabulary and maintain a good sequence of ideas in paragraphs leading to coherence and cohesion.
- showing accurate understanding of explicit and implicit meaning in texts.
- analysing arguments, drawing inferences, and forming conclusions.
- explaining the significance of linguistic devices, grammatical features, and register.
- deducing meanings of phrases and figurative language with precision.
- articulating and discussing aspects of literature with sensitivity and maturity.
- communicating a well-considered personal response to literary texts using textual evidence effectively.
- presenting oral information with confidence and flair.
- understanding and appreciating Botswana cultural practices.
- understanding and appreciating Indigenous Knowledge Systems in Botswana.
- demonstrating excellent research skills.
- responding appropriately and engagingly to questions in oral discussions. the context and audience and showing effectively use of non-verbal communication devices.

Grade C

At this grade, the candidate should have demonstrated competence in:

- expressing ideas, facts, and opinions clearly and using appropriate vocabulary.
- organising and presenting information in specified formats with some variety of sentence structures.
- handling orthography, spelling, punctuation, and grammar with reasonable accuracy.
- showing understanding of information presented in a variety of formats.
- locating and selecting some relevant material and information from texts.
- explaining meanings of words and phrases.
- following some of the writer's argument or point of view and forming conclusions.
- recognising and responding to basic linguistic devices and register.
- presenting oral information with some confidence and flair.
- showing fair understanding and appreciation Botswana cultural practices.
- demonstrating fair understanding and appreciation of Indigenous Knowledge Systems in Botswana.
- demonstrating fair ability in research skills.
- responding satisfactorily to the context and audience and shows in oral discussion.

Grade E

At this grade the candidate should have demonstrated some ability in:

- expressing ideas, facts, and opinions at a basic level.
- presenting information at a basic level.
- handling orthography, spelling, and punctuation so that meaning can be generally understood.

- recognising the basic purpose of information read, created and or presented.
- showing basic understanding of information presented.
- locating material of general relevance from texts.
- explaining the meaning of simple words and phrases.
- following the general argument of a writer.
- recognising a few instances of basic linguistic devices.
- showing limited understanding and appreciation of Botswana cultural practices.
- demonstrating limited understand and appreciation of Indigenous Knowledge Systems in Botswana.
- demonstrating minimal research skills.
- showing limited awareness of context and audience in oral discussion.

Grade G

At this grade candidates should have demonstrated ability in:

- identifying one or two of the main points.
- showing limited understanding of information presented in a variety of formats.
- communicating with some comprehensible words and phrases.
- showing limited understanding of meaning of literary and linguistic devices.
- locating some facts in a text.
- using simple vocabulary.
- presenting information using simple sentences.
- attempting to use standard orthography, spelling, punctuation, grammar.
- showing very limited understanding and appreciation of Botswana cultural practices.
- demonstrating very limited understanding and appreciation of Indigenous Knowledge systems in Botswana.
- showing very limited research skills.
- responding minimally in oral discussion.

5.4 Availability of the Syllabus

This syllabus is available to both school candidates and private candidates.

5.5 Combining the Syllabus with Other Syllabuses

Setswana is a compulsory subject for Botswana citizens. It may be combined with any other subject in an examination series. However, caution should be taken by candidates who are not citizens not to overload themselves with language subjects that have the same holding in the GECAF as Setswana and English.

5.6 Prescribed texts for Paper 2

The set texts on the syllabus may change from one year of examination to the next. Before you begin teaching, check the set text list for the year in which candidates will take the examinations.

Author	Prescribed texts
P.T.M. Marope	<i>Ngwana o anywa mmaagwe a sule</i>
M.P. Banabotlhe	<i>Letlapa le le bolele</i>