



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA SENIOR SECONDARY EDUCATION ASSESSMENT SYLLABUS

FOOD STUDIES

[CODE: 1262]



2024 - 2029

FOREWORD

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome Based Assessment (OBA) syllabus for Food Studies in the senior secondary education programme. The assessment syllabus forms part of the Botswana General Certificate of Secondary Education (BGCSE) suite of syllabi available to candidates who have followed the senior secondary programme. The BGCSE 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 Councils

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 Food Studies Assessment Syllabus for the Botswana Senior Secondary Education. They gave priority to this critical national assignment at the expense of their regular work assignments. This enabled BEC to develop this important document within reasonable timelines. A task such as this one requires mental focus, commitment, dedication, a high level of accountability and responsibility, as such all of them proved to be equal to this task and hence their contribution is much appreciated.

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1.0 INTRODUCTION

Food Studies Teaching Syllabus builds onto the Junior Secondary School Home Economics Education programme and aims at a broad-based education which provides learners with competencies that meet the challenges and needs of Food Studies in the 21st century. The subject falls under vocational pathway that aims to provide learners with practical and technical skills. This will help drive the country's vision of a self-sustainable, entrepreneurial society for economic diversification and growth. As part of the Botswana Senior Secondary Education (BSSE) programme, the Food Studies Assessment Syllabus is designed to assess candidates who have completed a two-year course based on the vocational pathway of the Senior Secondary School Food Studies Teaching Syllabus.

The syllabus aims at assessing 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 will have an increased contribution to the final weighting of assessments compared to the previous BGCSE Food and Nutrition Syllabus.

The syllabus will be assessed through one written paper, a practical examination paper and an aggregated Provider Based Assessment (PBA). The details are outlined in the scheme of assessment section of this syllabus and in the assessment guide for centres. This assessment syllabus should be read in conjunction with:

- (a) The Botswana Senior Secondary School Food Studies Teaching Syllabus
- (b) The specimen question papers and their mark schemes
- (c) Food Studies Assessment Guide for Centres
- (d) The Annual Principal Moderator / Principal Examiner Reports

Syllabus specific requirements and any further information are given in the *Assessment Guide for Centres*.

Recognition of Prior Learning

It is assumed that candidates assessed for this syllabus have studied Home Economics at Junior Certificate level. The syllabus forms a foundation for transition to Tertiary Education for Food Studies related programmes. Learners without Home-Economics from NCQF Level 2 or any other qualification equivalent to NCQF Level 2 will be considered only if they pass the pre-entry test. Furthermore, learners with any other relevant unaccredited prior learning may be considered for admission through recognition of prior learning (RPL) assessment.

Progression

The Botswana Senior Secondary Education Certificate is a general qualification that enables candidates to progress directly to employment or to further qualifications. At the end of studying the Food Studies syllabus, candidates will be equipped with knowledge, skills, attitudes, and values for the world of work as well as for further studies. Upon completion of this syllabus, candidates will display skills that are directly linked with a nation's productivity and competitiveness. Candidates are expected to be geared towards striking a balance between theoretical knowledge and practical application to everyday situations related to Food Studies. The assessment syllabus is intended to allow candidates to demonstrate creativity, innovation, critical thinking, problem solving, decision making, learning with others, learning independently and 21st century skills as stipulated in General Education Curriculum and Assessment Framework (GECAF). Candidates should be capable of displaying the skills of working with different ingredients, food materials, kitchen equipment, and kitchen machinery to produce a variety of food products.

Professional pathways in Food Studies have immensely expanded in recent years. The study of Food Studies provides a suitable foundation for the study of food-related courses at tertiary education. Equally it provides learners intending to pursue food-related professions with an opportunity to follow their passion; while also exhibiting their talents, creativity and skills. The following are some of the most common careers in Food Studies:

- Agro ecology
- Caterer
- Community Nutrition Educator

- Culinary writer/Culinary artist
- Dietitian or Nutritionist
- Editor, advertising, or marketing specialist
- Food and health reporter
- Food Engineer
- Food entrepreneur
- Food Historian
- Food Policy Analyst/Specialist
- Food Product Developer
- Food Quality Specialist
- Food Scientist
- Food Technologist

2.0 TEACHER SUPPORT

Several support structures are available for teachers handling the Food Studies Syllabus.

2.0 Support documents

To ensure uniformity of standards across centres, the Botswana Examinations Council will provide the education providers with documents and materials that will guide them on how to conduct valid and reliable assessments. These will include practical test manuals, specimen papers with corresponding mark schemes, annual Principal Moderator and Principal Examiners' reports, past examinations question papers and their mark schemes. The same documents will also be available on the BEC website. In addition, the results per component supplied by BEC at the end of each examination cycle can help teachers identify areas where candidates are lacking.

2.1 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. This will include training on item writing and marking of the different assessments.

2.2 Resource list

Resources required for the implementation and assessment of this learning programme are included as *Appendices*.

2.4 Guided learning hours

Food Studies assessment syllabus is designed on the assumption that learners have about 504 guided learning hours over the duration of the course.

3.0 SYLLABUS AIMS

Candidates following this syllabus should have acquired and developed:

- 3.1 a broad knowledge and understanding of food preparation and processing.
- 3.2 awareness of hygiene, safe working practices and legislation in the production of quality food products.
- 3.3 an appreciation of the impact of food commodities on health.
- 3.4 knowledge and skills needed to plan, prepare healthy meals using a variety of food commodities and cooking methods.
- 3.5 knowledge of food commodities and basic concepts of nutrition planning.

4.0 ASSESSMENT OBJECTIVES (AOS)

Candidates will be assessed on the following:

4.1	Knowledge and understanding	[20%]
4.2	Application and Evaluation skills	[45%]
4.3	Practical skills	[35%]

4.1 AO1: Knowledge and understanding

Candidates should be able to:

Demonstrate knowledge and understanding in Food Studies in relation to correct;

4.1.1 Reference to facts, concepts, laws, policies, principles, patterns, models, and theories used in Food Studies.

4.1.2 Techniques, procedures, and principles of safe Food Studies practices.

4.1.3 Use of terms, symbols, quantities, and units used in Food Studies.

This assessment objective defines the factual knowledge the candidate may be required to recall and explain. Questions testing the assessment objective may begin with one of the following command words: *list, give, identify, define, state, name, describe, explain or outline* (Refer to the glossary of terms under appendix section).

4.2 AO2: Application and Evaluation skills

Candidates should be able to:

4.2.1 Follow instructions in Food Studies.

4.2.2 Choose and use suitable techniques, equipment, and materials safely and correctly.

4.2.3 Use information to identify patterns, report trends, draw inferences, make predictions, and propose hypothesis.

4.2.4 Present reasoned explanations for phenomena, patterns, and relationships.

4.2.5 Solve problems, including some of quantitative nature.

4.2.6 Interpret and evaluate observations.

4.2.7 Draw conclusions, make recommendations and report results.

These assessment objectives cannot be precisely specified in the subject content because questions testing such skills may be based on information that is unfamiliar to the candidate. In answering such questions candidates are required to use principles and concepts that are within the syllabus and apply them in a logical, reasoned, or deductive manner to a novel situation.

Questions testing these objectives will often begin with one of the following command words: *differentiate, recommend, advise, discuss, predict, suggest, calculate, or determine*. (Refer to the glossary of terms under appendix section).

4.3 AO3: Practical skills

With consideration to safety, health, environment and quality, candidates should be able to:

4.3.1 Handle and use kitchen equipment, materials, and ingredients correctly.

4.3.2 Maintain good kitchen hygiene practices.

4.3.3 Plan, prepare, cook and serve a variety of dishes and meals to meet set standards in Food studies.

These objectives can be assessed by observing a candidate carrying out a specified practical oriented task. Set criteria are used to determine the extent to which the candidate has mastered a given task. In a case where a written report is produced to account for a task carried out by the candidate, writing skills do not form part of the awarding criteria.

Questions testing the objective will often begin with one of the following command words: *plan*, *investigate*, *research*, *evaluate*, *judge*, *conclude* or *report*. (Refer to the glossary of terms under appendix section).

5.0 SCHEME OF ASSESSMENT

5.1 The components

Paper 1	70 marks	1 hr 30minutes	35%	
<p>This is a compulsory written paper set from the five modules of the teaching syllabus. Each question has a total of 14 marks and represents the module it comes from, e.g., question one is from module 1. Each question consists of short answer questions, structured questions and scenario-based questions. Each question also targets low, medium and high impact questions.</p> <p>The paper targets assessment objective 1 (AO1) and assessment objective 2 (AO2).</p> <p>The questions will test knowledge and understanding skills (AO1) and application and evaluation skills (AO2), the level of difficulty will be appropriate for grades A - G.</p>				
Paper 2	70 marks	3 hours	40%	
<p>This will be a compulsory practical test paper with a task for each year set by BEC. The paper will consist of three sessions (Planning, Preparation, Cooking and Sensory Evaluation). Planning session of the paper will be done prior to the preparation, cooking and sensory evaluation where each Centre will administer the examination.</p> <p>External examiners from BEC will oversee the assessment of the remaining sessions of the paper.</p> <p>The paper will be targeting assessment objectives AO1, AO2 and AO3 and the level of difficulty will be appropriate for grades A – G.</p> <p>The sessions will be allocated time as follows:</p> <p>Planning Session: 1hour</p> <p>Preparation, Cooking and Serving session: 1hr 45 minutes.</p> <p>Sensory Evaluation Session:15 minutes</p>				
Paper 3	60 marks	5 terms	25%	
<p>Provider Based Assessment targets assessment objectives AO2 and AO3 and the level of difficulty will be appropriate for grades A - G. The component will aggregate proportionally the scores from practical tasks and project. The assessment will run the full length of the syllabus instruction. The moderation of this component can only be done upon completion of the teaching syllabus.</p> <p>Botswana Examinations Council, shall sample in the following proportion assessments from the provider-based assessment for inclusion into the summative assessment of the candidate:</p>				
	No.	Assessment	Total Marks	Percentage Contribution (%)
	1	Table setting Practical task	10	
	2	Food Preservation practical task	30	
	3	Baking practical task	20	
		Total	60	25

5.2 Relationship between assessment objectives and components

Assessment Objective	Marks and weightings			Total weighting (%)
	Paper 1	Paper 2	Paper 3	
AO 1: Knowledge and Understanding	30 [15]	8 [5]	0	20
AO 2: Application and Evaluation skills	40 [20]	28 [10]	40 [15]	45
AO 3: Practical skills		34 [25]	20 [10]	35
Total Marks	70	70	60	200
Weighting of Paper (%)	35	40	25	100

NB: [] weighted mark in brackets

5.3 Grade descriptors

Candidates will be graded on a scale A — G. As a guide to what might be expected of a candidate's performance, grade descriptors are outlined below.

Grade A

The candidate should be able to:

- Recall and use a wide range of Food Studies vocabulary, concepts, facts and theories to recognize relationships with ease.
- Accurately translate information from one form to another, process information from diagrams, graphs, tables and charts in Food Studies with ease.
- Easily justify choice and correct use of all kitchen equipment.
- Appropriately select dishes, organize time and apply a wide range of skills in food preparation with ease.
- Correctly apply all relevant food preparation skills when planning and preparing a wide range of complex dishes.
- Easily justify and practice personal, kitchen and food hygiene rules when handling food at all times.
- Observe all safety health, environment and quality issues when performing tasks to always minimize occurrence of accidents.
- Use specific technical and professional understanding to correctly analyse and evaluate food products and processes with ease
- Plan, prepare, cook and serve a wide variety of dishes and meals that meet all market requirements.

Grade C

The candidate should be able to:

- Recall and use basic Food Studies vocabulary, concepts, facts and theories to recognize relationships.
- Translate most information from one form to another, process information from diagrams, graphs, tables and charts in Food Studies with ease.
- Justify choice and correct use of most kitchen equipment.
- Select appropriate dishes, appropriately organize time and apply a narrow range of skills in food preparation.
- Correctly apply relevant food preparation skills when planning and preparing a narrow range of complex dishes.
- Justify and practice personal, kitchen and food hygiene rules when handling food.
- Observe most of the safety health, environment and quality issues when performing tasks to minimize occurrence of accidents.
- Use specific technical and professional understanding to analyse and evaluate food products and processes with minimal assistance.
- Plan, prepare, cook and serve a wide variety of dishes and meals that meet most market requirements

Grade E

The candidate should be able to:

- Recall and use basic Food Studies vocabulary, concepts, facts and theories to recognize relationships with little assistance.
- Translate basic information from one form to another, process information from diagrams, graphs, tables and charts in Food Studies with little assistance.
- Attempts to justify a choice and correct use of some kitchen equipment.
- Select basic dishes, organize time and apply a narrow range of skills in food preparation.
- Correctly apply relevant food preparation skills when planning and preparing a narrow range of simple dishes.
- Justify with some difficulty and practice personal, kitchen and food hygiene rules when handling food sometimes.
- Observe limited safety health, environment and quality issues when performing tasks to minimize occurrence of accidents rarely.
- Use specific technical and professional understanding to analyse and evaluate food products and processes with some assistance.
- Plan, prepare, cook and serve a narrow variety of dishes and meals that meet some market requirements

Grade G

The candidate should be able to:

- Recall and use some basic Food Studies vocabulary, concepts, facts and theories to recognize obvious relationships with assistance throughout.
- Translate basic information from one form to another, process information from diagrams, graphs, tables and charts in Food Studies with full assistance.
- Attempts to justify a choice and correct use of some kitchen equipment with assistance.
- Select basic dishes, organize time and apply a narrow range of skills in food preparation with some assistance.
- Correctly apply relevant food preparation skills when planning and preparing a narrow range of simple dishes with some assistance.
- Justify with difficulty and practice personal, kitchen and food hygiene rules when handling food
- Observe very limited safety health, environment and quality issues when performing tasks to minimize occurrence of accidents.
- Use specific technical and professional understanding to analyse and evaluate food products and processes with some assistance all the way.
- Plan, prepare, cook and serve a narrow variety of dishes and meals that meet some market requirements with assistance.

5.4 Availability of the syllabus

This syllabus is available to all candidates who have completed Home Economics at Junior Certificate level and meet the requirements of admission into Food Studies Teaching Syllabus.

5.5 Combining the syllabus with other syllabuses in an examination series

Candidates taking Food Studies Syllabus may not combine it in an examination series with any of the following Botswana Senior Secondary Education syllabuses:

- Innovative Design and Aesthetics
- Textile and Clothing Design

6.0 CONTENT

The assessment of this syllabus covers the following Learning Outcomes (LO) as indicated by the Food Studies Teaching Syllabus. Each Learning Outcome will be assessed based on its Performance Criteria (PC) and the accompanying Range Statements (RS).

Classification of nutrients and their various functions and food sources for maintaining good health	
FOSSL 1	DIET AND HEALTH
<p>FOSSL 1.1 Demonstrate understanding of the relationship between nutrients and food in the maintenance of good health.</p> <p>Classification of nutrients and their various functions and food sources for maintaining good health</p> <p>Definition and importance of Food-based Dietary guidelines in promoting healthy eating.</p> <p>Diet-related/eating disorders with reference to unhealthy eating habits.</p> <p>Plan suitable one-course meals for various population groups using the Dietary Guidelines/Choose My Plate or the Power Plate</p> <p>FOSSL 1.2 Demonstrate the understanding of the food pyramid eat well in the maintenance of good health.</p> <p>Understand the importance and use of the Eat well guide in relation to good health.</p> <p>FOSSL 1.3 Demonstrate the use of dietary guidelines and the food pyramid / eat well-plate in the maintenance of good health.</p> <p>Prepare one-course meals for a selection of eating disorders.</p>	
Module 2	
FOSSL 2	THE KITCHEN ENVIRONMENT
<p>FOSSL 2.1 Demonstrate understanding of kitchen planning concepts.</p> <p>Types of kitchens and their characteristics.</p> <p>Kitchen layouts and their efficiency.</p> <p>FOSSL 2.2 Demonstrate knowledge of health, hygiene, sanitation and safety practices in the kitchen.</p> <p>Health, hygiene, sanitation and safety practices to be observed in the kitchen.</p> <p>Definition, the importance and steps in Mis en place in the kitchen.</p> <p>FOSSL 2.3 Demonstrate understanding of kitchen equipment in food preparation.</p> <p>Classification, use, choice and care of basic kitchen equipment.</p> <p>Classification, use, choice and care of time and labour-saving Equipment.</p> <p>Classification, use, choice and care of traditional/indigenous equipment.</p> <p>Classification, use, choice and care of catering and serving equipment.</p> <p>FOSSL 2.4 Demonstrate the correct use of kitchen equipment in food preparation.</p> <p>Application of health, hygiene, sanitation and safety rules in food preparation.</p> <p>Use of the Mis en place steps in food preparation.</p> <p>Practice the correct use of various kitchen equipment including labour saving and traditional/indigenous equipment whilst observing SHEQ.</p>	

Module 3	
FOSSL 3	FOOD COMMODITIES
<p>FOSSL 3.1 Demonstrate knowledge and understanding of food commodities in food preparation. Definition, types, selection/choice, and the use of food commodities. Rules on different cooking methods and suitable foods.</p> <p>FOSSL 3.2 Demonstrate various culinary skills using different food commodities. Plan, prepare, cook, and serve a variety of dishes using various food commodities to include traditional/indigenous and convenience foods. Display Mis en place and SHEQ</p>	
Module 4	
FOSSL 4	CATERING SERVICE
<p>FOSSL 4.1 Explore catering service. Guidelines, types, guidelines and skills needed to start a catering service business. Terms associated with table setting in a food service business. Factors to consider when costing dishes in a catering business.</p> <p>FOSSL 4.2 Acquire knowledge on various catering service establishments. Definition and procedures of operational activities The importance of hygiene and sanitation in a food service business Definition, types, and causes of food waste in a food service business. Impact of poor management of food waste on the environment Management of food waste 5R and L approach.</p> <p>FOSSL 4.3 Demonstrate bakery and confectionery skills in the catering service. Definition and types of flour mixtures Types, uses and functions of various ingredients for various flour mixtures. Plan, prepare, cook, and serve variety of dishes to demonstrate the different types of flour mixtures.</p> <p>FOSSL 4.4 Demonstrate culinary skills in the catering service. Plan, prepare, cook, and serve various courses of a meal (starter, main, sweet and beverages) Plan, prepare, cook and serve a variety of snacks and platters in a catering service. Plan, prepare, cook, and serve a: one-course meal, two-course meal and three-course meal.</p> <p>FOSSL 4.5 Demonstrate understanding of meal planning in catering service. Factors to consider and ways of using resources economically. Types of meals.</p> <p>FOSSL 4.6 Demonstrate catering skills in the catering service. Types of events Plan, prepare, cook, and serve a variety of dishes for social and corporate events.</p>	

Module 5	
FOSSL 5	FOOD PROCESSING
<p>FOSSL 5.1 Explore preservation methods in food processing. Definition, importance, principles/methods of food preservation methods. Definition, types, and uses of permitted food additives.</p> <p>FOSSL 5.2 Demonstrate preservation skills used in food processing. Definitions, types, functions, and factors to consider in the selection of packaging materials. Definition, importance, and information on food label.</p> <p>FOSSL 5.3 Explore packaging in food processing. Developing, packaging, and labelling a preserved food product.</p>	

The details of the performance criteria, content areas, range statements, facilitation strategies and assessment strategies are as specified by the Teaching Syllabus. The assessment therefore will require the candidates to be accurate in using the correct terminology, spelling, punctuation and display relevant and appropriate skills as specified in the teaching syllabus content.

7.0 PRACTICAL TEST AND PROVIDER BASED ASSESSMENTS (PAPER 2 AND PAPER 3)

7.1 Practical Test (Paper 2)

This will be a compulsory practical test paper with a task for each year set by BEC. The paper will consist of three sessions (Planning, Preparation, Cooking and Sensory Evaluation). The paper will be targeting assessment objectives AO1, AO2 and AO3 and the level of difficulty will be appropriate for grades A – G.

The Planning session will be carried out prior to the preparation, cooking and sensory evaluation.

The Centre will be responsible for administering the Planning session.

External examiners from BEC will oversee the assessment of the remaining sessions of the paper.

7.1.1 Moderation of Practical Test (Paper 2)

The Botswana Examinations Council shall provide the centres with an external moderation schedule in advance of the moderation exercise. A team of two examiners will visit the centres on scheduled dates, on arrival the Chief invigilator should avail the original Planning Sheets (choice of dishes, order of work and shopping list) and duplicates for choice of dishes and order of work, Evaluation sheets, individual candidates mark sheets and summary mark sheets. Examiners on receiving original copies, should mark the scripts for each section before resuming the practical examination.

Each session should have a maximum of six candidates. Each examiner will observe and allocate marks for each candidate in the session. At the end of the session, the two examiners should discuss and compile the final agreed mark for each candidate. At the end of practical examination, all candidates in the centre must have been allocated marks, and marks entered in the summary mark sheets.

7.1.2 Roles of the external examiners

- Should be familiar with the methods of marking and allocation of marks (should have attended a standardisation meeting)
- Apply mark scheme according to the generic mark scheme and specific mark scheme supplied for each specific examination session.
- Attend Evaluation meeting with Botswana Examinations council at the end of the practical examination period.

7.1.3 Teacher responsibilities during external assessment of practical task

- Calculate the quantities of ingredients to be purchased according to the number of learners in the centre.
- Plan the final shopping list of the estimated prices.
- Purchase the ingredients.
- Put out the necessary equipment and ingredients for learners, all equipment should be readily available at their workstations.
- Issuing stations should be labelled with candidate numbers.
- Each learner should be allocated a workstation.
- Avail the first aid equipment (first aid box, fire extinguisher, fire blanket)
- Ensure each candidate has appropriate protective clothing for the practical examination (clean apron and hair cover)
- Prepare ingredients for each session.
- Supervise cleaning of food and nutrition room.
- Refilling of ingredients as needed during the examination.

7.2 Provider Based Assessment

Provider based assessment in Food Studies entails a continuous assessment of the candidate's work throughout the execution of the learning programme. This will establish the extent of mastery of the Learning Outcomes (LO's) by the candidates.

The contribution of provider-based assessment is 25% of the total weight of the final assessment of the candidate. The percentage contribution of the provider-based assessment will remain subject to review based on the reliability and validity of the scores provided by the centres. For summative assessment purpose the Botswana Examinations Council shall subject the provider-based assessment to external moderation.

Provider-based assessments may consist of the following:

- Practical Tasks
- Projects
- Marked tests
- Assignments
- Quizzes

The Centre will be responsible for assessing the candidates and keeping a portfolio of assessment evidence for every candidate for authentication of the scores that will be awarded to each candidate.

The Botswana Examination Council will select the scores from the different provider-based assessments to be included in the final assessment of the candidate as specified in the *Assessment Guide for Centres* and will remain subject to review from time to time.

7.2.1 Moderation of provider-based assessment

To validate the provider-based assessment scores from the centres, moderation of scores will be done. Prior to assessment of the candidates, centres are required to moderate their assessments internally by standardizing each assessment. The internally moderated scores will then be subjected to external moderation. The Senior Teacher for the subject shall be responsible for the coordination of the standardization of assessments done within the centre. The rest of the teachers in the centre will be required to assess the candidates to a common standard as agreed in the standardisation meetings. The internal standardization records shall be kept by the Senior Teacher for submission to the External Moderator.

8.0 OTHER INFORMATION

8.1 Equality and inclusion

Botswana Examinations Council has taken care in the preparation of this assessment syllabus and accompanying assessment materials to avoid bias of any kind. To comply with the accreditation standards, this assessment was designed with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with special learning needs. Access arrangements will be put in place to enable such candidates to be assessed and to be given a fair recognition of their attainment. Access arrangements that give a candidate an unfair advantage over others or that compromise the standards being assessed will not be permitted.

Candidates who are unable to access the assessments of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Modifications made to assessments will be in line with the special education needs guidelines of BEC. It is recommended that when registering the candidates for entry into the syllabus, centres should specify the special learning requirements for such candidates.

8.2 Grading and reporting

Botswana Senior Secondary Education (BSSE) reports on a grading scale ranging from A* to G. A* being the highest and G being the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for a grade G. Ungraded will be reported on the statement of results but not on the certificate. The letters Y (results pending / yet to be issued), and X (no results) may appear on the statement of results but not on the certificate.

8.3 Language

This assessment syllabus and all the associated assessment materials are available in English only.

8.4 Technical terms

Food Studies is a wide discipline that uses a wide range of technical terms. These terms are operational and carry a specific meaning in the context of Food Studies. These technical terms are included in the assessment guide for centres to aid understanding and do not form part of assessment of this syllabus.

9 APPENDICES

A Glossary of terms

It is hoped that the glossary will prove helpful to candidates as a guide i.e., it is neither exhaustive nor definitive. The glossary has been deliberately kept brief not only with respect to the number of terms included but also to the description of their meanings. Candidates should appreciate that the meaning of a term must depend in part on its context.

- 1 **Define:** (the term(s)) is intended literally, only a formal statement or equivalent paraphrase being required.
- 2 **What do you understand by / what is meant by the (the term(s)):** normally implies that a definition should be given, together with some relevant comment on the significance or context of the term(s) concerned, especially where two or more terms are included in the question. The amount of supplementary comment intended should be interpreted in the light of the intended mark value.
- 3 **State:** implies a concise answer with little or no supporting argument e.g., numerical answer that can be obtained by inspection.
- 4 **List:** requires several points, generally each of one word, with no elaboration. Where a given number of points are specified, this should **not** be exceeded.
- 5 (a) **Explain:** may imply reasoning or some reference to theory, depending on the context. It is another way of asking candidates to give reasons for something. (b) **Give a reason / give reasons** is another way of asking candidates to explain **why** something happens.
- 6 **Describe:** requires the candidate to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to phenomena or experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.
In other contexts, describe should be interpreted more generally i.e., the candidate has greater discretion about the nature and organisation of the material to be included in the answer.
[Describe and explain may be coupled, as state and explain].
- 7 **Discuss:** requires the candidate to give a critical account of the points involved in the topic.
- 8 **Outline:** implies brevity i.e., restricting the answer to giving the essentials.
- 9 **Predict:** implies that the candidate is not expected to produce the required response by recall but by making a logical connection with other pieces of information. Such information may be wholly given in the question or may depend on the answers extracted in an early part of the question. Predict also implies a concise answer with no supporting statement required.
- 10 **Deduce:** is used in a similar way to predict except that some supporting statement is required, e.g., reference to law principle, or the necessary reason is to be included in the question.
- 11 **Suggest:** is used in two main contexts i.e., either to imply that there is no unique answer (e.g.) in Chemistry two or more substances may satisfy the conditions describing an unknown or to imply that the candidates are expected to apply their general knowledge to a “novel” situation, one that may be formally not in the syllabus.
- 12 **Find:** is a general term that may variously be interpreted as calculate, measure, determine etc.
- 13 **Calculate:** is used when numerical answers are required. In general, working should be shown, especially where two or more steps are involved.
- 14 **Measure:** implies that the quantity concerned can be directly obtained from a suitable measuring instrument e.g., length, using a ruler, or mass, using a balance.
- 15 **Determine:** often implies that the quantity concerned can be directly obtained from a suitable measuring instrument e.g., length, using a ruler, or mass, using a balance.
- 16 **Estimate:** implies a reasoned order or magnitude statement or calculation of the quantity concerned making such simplifying assumption as may be necessary about points of principle and about the values of quantities not otherwise included in the question.
- 17 **Sketch:** when applied to graph work, implies that the shape and/or position of the curve needs only to be qualitatively correct, but candidates should be aware that, depending on the context

some quantitative aspects may be looked for e.g., passing through the origin, having an intercept, asymptote, or discontinuity at a particular value. In diagrams sketch implies that a simple freehand drawing is acceptable, nevertheless care should be taken over proportions and the clear exposition of important details.

18. **Advise:** requires one to help someone reach a decision through a mixture of facts, opinions, commands and options. Make recommendations as to what should be done, based on information provided.
19. **Name:** identify using a recognised technical term.
20. **Give:** Only a short answer is required not an explanation or description, factual answers are normally required.
21. **Justify:** support a statement with evidence and give reasons for the validity of a view or idea why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions.
22. **Analyse:** Look closely at the details; give reasons why or how something is done and the effect of this.
23. **Differentiate:** to identify the differences between things, to discriminate among them.
24. **Identify:** show that you recognised one or more key or significant piece of evidence, thing, idea, problem, fact, theory or example.
25. **Evaluate:** Provide an opinion or review of something. Emphasises the views of authorities as well as your opinion to put value on something
26. **Research:** Measure and study a problem or situation where intention is to identify facts that help solve the problem or deal with the situation.
27. **Judge:** Give opinion about a concept.
28. **Conclude:** highlight the key overall insights or give reasons for successes or short comings.
29. **Report:** An account given of a particular matter. A usually detailed account or statement.
30. **Investigate:** Gathering information, data, and evidence to look into a particular issue or problem. To explore examine and analyse.

It is expected that candidates will demonstrate background knowledge of and or an increased depth of knowledge, in the following physical, chemical, and mathematical concepts and processes.

In all questions, the number of marks allocated is shown on the examination paper and should be used as a guide by candidates to know how much detail to give. In describing a process, the mark allocation should guide the candidate about how many steps to include. In explaining why something happens, it guides the candidate to how many reasons to give or how much detail to give for each reason.

B Mathematical skills

Calculators may be used in all parts of the assessment.

Candidates should be able to:

- 1 Add, subtract, multiply and divide
- 2 Understand averages, decimals, fractions, percentages, and ratios
3. Understand the relationship between surface area and volume
- 4 Use direct and inverse proportion
- 5 Draw charts and graphs, including histograms from given data
- 6 Interpret charts and graphs
- 7 Select suitable scales and axes for graphs

C (i) Resources required

Table setting <ul style="list-style-type: none">• Dinner tables• Dinner chairs• Table cloths• Table napkins• Table overlay• Cutlery (dinner forks, dessert fork, table fork, dessert spoons, soup spoons, dinner knives, fish knives, steak knives, luncheon knives, fruit knives, butter knives).• Serviettes• Plates (side/bread plate, dinner plate, luncheon plate, under plate)• Glassware (water, juice, wine, champagne, jugs)• Placemats• Table runners• Ice bucket	Catering <ul style="list-style-type: none">• Chauffer• Holding cabinets• Chaufing dishes• Food pan carriers• Hot food tables• Catering carts• Catering service trays• Ice beverage bin• Food tongs• Insulated beverage carriers• Punch bowls• Food and drink fountains• Cake stands• Cupcake tower• Candle holders• Vases• Table numbers• Cocktail picks• Large catering pots• Serving spoons• Disposable food gloves• Handwashing station• Outdoor griller• Serving trays• Server apron and uniform• Beverage dispensers• Coffee chauffer• Urns• Ladles• Glass racks• Large spoon for cooking• Protective clothing• Industrial stoves
Preservation Task <ul style="list-style-type: none">• Preserving jars• Vacuum sealer• Preservation pots• Computers• Black and coloured printers• Binding machines• Cling wrap dispenser with cutter• Dehydration machine	

C (ii) Resources Required

Gas oven Convection oven Grill Industrial oven & grill Refrigerator Freezer Dishwasher	Food Trolley Pedal bins Washing bowls Dish cloths Drying cloths Oven gloves Potholders	Kitchen towel Kitchen foil Baking parchment Food Storage Containers First Aid Kit Fire blanket
Electric Kettle Electric Blender Electric Mixer Food Processor Electric Citrus Juicer Electronic Food Scales Electric Can Opener Electric egg boiler Bread maker Waffle maker Slow cooker	Small basins Cutting Boards Measuring jugs Measuring cups Measuring spoons Ruler	Wooden Spoon Dough Scraper Spatula Kitchen scissors Scissors Poultry shears Rolling Pin Pastry Brush Basting brush Flour sieve & sifter Fish Slice Slotted spoons Ladle Hand whisk Herb chopper Pestle & Mortar Lemon Squeezer Box grater Nutmeg grater Micro plane grater Egg separator Egg Slicer Potato Mashers/Ricer Garlic press Strainer Funnel Fat separator Gravy strainer Mincer/meat grinder Biscuit cutter Pizza cutter Pizza slice Cake lifter Pasta fork Ice-cream scoop Tongs
Saucepans Frying pans Saute pans Skillets Flat top griddle Steamer Double boiler Pressure cooker Rice cooker Wok Basket skimmer Colander Pan stands Baking sheets Cake pans Muffin pans Loaf tins Pie plate Flan tins Pizza pans Roasting pans Grill pans Baine Marie Cooling Rack	Utility knives Chef's knives Paring Knives Boning Knives Filleting knives Carving Knives Bread knives Grapefruit knives Kitchen Mallets Peelers Apple corer Honing/sharpening tool	
	Oven thermometer Meat thermometer Candy thermometer Deep fryer thermometer Blow Torch	

D ASSESMENT CRITERIA FOR PRACTICAL TEST (PAPER 2)

PREPARATION (PAPER 2)

Planning [20]		Marks	Total Marks
Choice of dishes [6] FOS 1	Suitability 1 mark per dish	2	6
	Ingredients 1 mark per dish	2	
	Serving equipment 1 mark per dish	2	
Order of work [12] FOS 2	Time breakdown	2	12
	Evaluation time	2	
	Sequence	2	
	Methods 2 marks per dish	4	
	Cleaning	2	
Shopping list [2] FOS 3	All ingredients correctly quantified	1	2
	All ingredients under correct headings	1	

PRACTICAL (PAPER 2)

Methods of working [32]		Marks	Total Marks
General approach	Confidence	1	2
	Clear understanding of task	1	
Appreciation of time	Overall time management 2 marks	2	2
Methods	Dish 1 Preparation techniques and skills Selection and proper use of tools and equipment	8	16
	Dish 2 Preparation techniques and skills Selection and proper use of tools and equipment	8	
Food and kitchen hygiene	Correct food handling	1	2
	Kitchen hygiene	1	
Safety, health and environment	Awareness of SHE during preparation, cooking and serving	2	2
Tidiness	Cleanliness of equipment	1	2
	Cleanliness of work area	1	
Personal hygiene	Clothing	1	2
	Self	1	
Economic use of resources	Water & detergent	1	2
	Fuel	1	
Economic use of food	Keep food waste to a minimum	2	2

Presentation [2]	Marks	Total Marks
Menu card	1	2
Decoration and garnishes	1	

EVALUATION (PAPER 2)

Evaluation [16]		Marks	Total Marks
Dish 1	Appearance / color	2	8
	Texture / consistency	2	
	Taste / flavour	2	
	Skills / processes	2	
Dish 2	Appearance / color	2	8
	Texture / consistency	2	
	Taste / flavor	2	
	Skills / processes	2	