



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA SENIOR SECONDARY EDUCATION

ASSESSMENT SYLLABUS

INNOVATIVE, DESIGN & AESTHETICS

[CODE: 1264]



2024 - 2029

FOREWORD

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome Based Assessment (OBA) syllabus for the Innovative Design and Aesthetics in Senior Secondary Education Programme. The assessment syllabus forms part of 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 Examination Council is “provision of credible and responsive assessment and examination system”. In 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 who contributed towards its development. On behalf of the Botswana Examination Council, I wish to record my appreciation for the part played by Cambridge as part of Accreditation Agreement between them and the Council.

.....
Dr Moreetsi Thobega
(Chief Executive Officer)
Botswana Examination Council

ACKNOWLEDGEMENT

The Botswana Examinations Council wishes to acknowledge the diligent contribution of all the stakeholders who played a pivotal role in the development the Innovative, Design and Aesthetics 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. INTRODUCTION

Innovative Design and Aesthetics 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 challenges and needs of Innovative Design and Aesthetics 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 Innovative Design and Aesthetics Assessment Syllabus is designed to assess candidates who have completed a two-year course based on the vocational pathway of the Senior Secondary School Innovative Design and Aesthetics Teaching Syllabus.

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 will continue have a contribution on the final weighting of assessments.

The syllabus will be assessed through one written paper, a practical examination 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 Innovative Design and Aesthetics Teaching Syllabus
- (b) the specimen question papers and mark schemes
- (c) Innovative Design and Aesthetics 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*.

1.1 Prior Learning

It is assumed that candidates assessed for the syllabus studied Home Economics at Junior Certificate level. The syllabus forms a foundation for transition to Tertiary Education for Innovative Design and Aesthetics.

1.2 Progression

The Botswana Senior Secondary Education Certificate is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications. At the end of studying the Innovative Design and Aesthetics 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 Innovative Design and Aesthetics. 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 materials and equipment to produce products.

2. TEACHER SUPPORT

A number of support structures are available for teachers handling the Innovative Design and Aesthetics syllabus.

2.1 Support Documents

To ensure uniformity of standards across the 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 specimen papers with corresponding mark schemes, annual Principal Moderator and Principal Examiners' reports, past examinations question paper and their mark schemes. Where possible 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. This will include training on item writing and marking of the different assessments.

2.3 Resource List

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

2.4 Guided learning hours

The Innovative Design and Aesthetics (IDA) assessment syllabus is designed on the assumption that learners have about 504 guided learning hours over the duration of the course.

3. SUBJECT OUTCOME (SYLLABUS AIMS)

According to the Innovative Design and Aesthetics Teaching Syllabus of the vocational pathway of the BSSE programme, candidates pursuing this course should be able to:

- 3.0 Demonstrate specific technical and professional skills, processes, technologies and competencies relevant to Innovative Design and Aesthetics.
- 3.1 Explore technology to communicate ideas and observations in Innovative Design and Aesthetics.
- 3.2 Use specific technical and professional understanding to respond to, reflect on and critically analyse and evaluate products and processes of Innovative Design and Aesthetics.
- 3.3 Analyse and evaluate the role of Innovative Design and Aesthetics to the economy and in the society.

4. ASSESSMENT OBJECTIVES (AOS)

Candidates will be assessed on the following:

- | | | |
|-----|-----------------------------------|-------|
| 4.0 | Knowledge and understanding | [20%] |
| 4.1 | Application and evaluation skills | [45%] |
| 4.2 | Practical skills | [35%] |

4.0 AO1; Knowledge and understanding:

4.0.1 Demonstrate knowledge and understanding in Innovation Design and Aesthetics in relation to correct:

4.0.2 Reference to facts, concepts, laws, principles, patterns, models and theories used in Innovative Design and aesthetics.

4.0.3 Techniques, procedures and principles of safe Innovative Design and Aesthetics practices.

4.0.4 Use of terms, symbols, quantities, and units used in Innovative Design and Aesthetics.

4.0.5 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: define, state, name, describe, explain or outline (refer to glossary of terms under appendix)

4.1 AO2: Application and evaluation skills:

Candidates should be able to:

- 4.1.1 Choose and use suitable techniques, equipment, tools, devices, and materials safely and correctly.
- 4.1.2 Identify a problem, propose a hypothesis, plan an investigation, and carry out an investigation.

- 4.1.3 Record observations, measurements, and estimates.
- 4.1.4 Use information to identify patterns, report trends, draw inferences and make predictions.
- 4.1.5 Interpret and evaluate observation and experimental data.
- 4.1.6 Draw conclusions, make recommendation, and report results.
- 4.1.7 Present reasoned explanations for phenomena, patterns, and relationships.
- 4.1.8 Solve problems, including some quantitative nature.

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: discuss, predict, suggest, calculate, determine, plan, investigate, research, evaluate, judge, conclude or report. (Refer to glossary of terms under appendix)

4.3 AO3; Practical skills:

Candidates should be able to;

- 4.2.1 Handle and use equipment correctly when carrying out tasks.
- 4.3.2 Select and use appropriate equipment, tools, devices, technology, and technical skills to apply to different situations.
- 4.3.3 Produce quality craft products that meet expectations of customers.

These objectives can be assessed by observing a candidate carrying out a specified practical oriented task. A set criterion is 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 awarding criteria.

5.0 SCHEME OF ASSESSMENT

5.1 The Components

All candidates must take three papers: Paper 1, Paper 2 and Paper 3, which are described below:

Paper 1	70 marks	1hr 30 mins	35%						
<p>This will be a compulsory written paper from the five modules of the teaching syllabus. Question 1, 2, 3 and 4 will be short and structured questions worth 15 marks each while Question 5 will be short and structured questions worth 10 marks. Each question targets low, medium and high impact questions. The paper targets assessment objectives 1 and 2 (AO1 and AO2). The questions will test knowledge and skills in assessment objectives 1 (AO1) and assessment objectives 2 (AO2) and will be of a difficulty appropriate to grades A to 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. Candidates are to plan and make an item based on the task. The task set will meet the practicalities and demand to be completed in 3 hours. The breakdown of marks will be as follows:</p> <table><tr><td>Planning</td><td>35 marks</td></tr><tr><td>Practical</td><td>35 marks</td></tr></table> <p>This practical examination paper will target assessment objectives 1 (AO1), assessment objectives 2 (AO2) and assessment objective 3 (AO3), and will be of a difficulty appropriate to grades A to G. Details on how to prepare for administering the paper will be provided in form of confidential instructions for centres accompanying the question paper. The duration of the paper is 3 hours. Candidates will be given 15 minutes to study the paper before they begin the examination.</p>				Planning	35 marks	Practical	35 marks		
Planning	35 marks								
Practical	35 marks								
Paper 3	60 marks	5 terms	25%						
<p>Provider Based Assessment targeting assessment objectives 2 (AO2), and Assessment Objectives 3 (AO3), and level of difficulty will be appropriate for grades A to G. This component can only be done upon completion of the corresponding elements of the teaching syllabus.</p> <p>The breakdown of marks will be as follows:</p> <table><tr><td>Design sketches and functional product</td><td>30 marks</td></tr><tr><td>Mood board</td><td>15 marks</td></tr><tr><td>Mood board report</td><td>15 marks</td></tr></table>				Design sketches and functional product	30 marks	Mood board	15 marks	Mood board report	15 marks
Design sketches and functional product	30 marks								
Mood board	15 marks								
Mood board report	15 marks								

5.2 Relationship between Assessment Objectives and Components

Assessment Objective	Marks and weightings		Paper 3	Total Skill weighting [%]
	Paper 1	Paper 2		
AO 1: Knowledge and Understanding	30 \pm 2 [15]	10[5]	0	20
AO 2: Application and evaluation skills	40 \pm 2 [20]	25[15]	40 [15]	45
AO 3: Practical Skills		35[20]	20 [10]	35
Total Marks	70	70	60	200
Weighting of Paper [%]	35	40	25	100

5.3 Grade Descriptors

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

5.3.1 Grade A

To achieve an A grade, a candidate must:

Use, recall and translate a wide range of technological vocabulary, scientific concepts, facts, theories, and principles to recognize relationships with ease.

Correctly identify and justify choice of all equipment, tools, labour saving devices and materials for tasks with ease.

Demonstrate the correct use of all equipment, tools, labour saving devices and materials for tasks with ease.

Identify all possible hazards and causes of pollution in the living space with ease.

Observe all safety, health, environment, and quality issues when performing tasks to minimize occurrence of accidents with ease.

Accurately follow all instructions to solve problems and strictly adhere to all concepts, principles and elements of design always with ease.

Produce a complete high quality craft product that meets all quality standards and market requirements without any assistance.

Demonstrate a high level of creativity, innovation, and inventiveness in relation to product development.

5.3.2 Grade C

To achieve a C grade, a candidate must:

Use, recall and translate a narrow range of technological vocabulary, scientific concepts, facts, theories and principles to recognise relationships with ease.

Correctly identify and justify choice of most equipment, tools, labour saving devices and materials for tasks with ease.

Demonstrate the correct use of most equipment, tools, labour saving devices and materials for tasks with ease.

Identify most possible hazards and causes of pollution in the living space with ease.

Observe most safety, health, environment and quality issues when performing tasks to minimize occurrence of accidents with ease.

Accurately follow most instructions to solve problems and adhere to most concepts, principles and elements of design.

Produce a complete high quality craft product that meets most quality standards and market requirements with some assistance.

Demonstrate some level of creativity, innovation, inventiveness in relation to product development.

5.3.3 Grade E

To achieve an E grade, a candidate must:

Use, recall and translate basic technological vocabulary, scientific concepts, facts, theories and principles to recognize relationships with some assistance.

Correctly identify and justify choice of basic equipment, tools, labour saving devices and materials for tasks with some assistance.

Demonstrate the correct use of basic equipment, tools, labour saving devices and materials for tasks with some assistance.

Identify obvious hazards and causes of pollution in the living space with ease.

Observe basic safety, health, environment, and quality issues when performing tasks to minimize occurrence of accidents with some assistance.

Follow simple instructions to solve basic problems and casually adhere to basic concepts, principles, and elements of design with some assistance.

Produce a complete low quality craft product that meets a few quality standards and market requirements with some assistance.

Demonstrate low level of creativity, innovation, and inventiveness in relation to product development with some assistance.

5.3.4 Grade G

Use, recall and translate some basic technological vocabulary, scientific concepts, facts, theories and principles to recognize relationships with assistance throughout.

Correctly identify and justify choice of some basic equipment, tools, labour saving devices and

materials for tasks with some assistance all the way.

Demonstrate the correct use of some basic equipment, tools, labour saving devices and material tasks with some assistance all the way.

Identify obvious hazards and causes of pollution in the living space with some assistance.

Observe basic safety, health, environment, and quality issues when performing tasks to minimize occurrence of accidents with some assistance.

Accurately follow simple instructions to solve problems and casually adhere to some concepts, principles, and elements of design always with some assistance all the way.

Produce an incomplete low quality craft product that meets a few quality standards and market requirements with assistance all the way.

Demonstrate low level of creativity, innovation, and inventiveness in relation to product development with some assistance all the way.

5.4 Availability of the Syllabus

This syllabus is available to all the candidates who have completed and meet the requirements of the Innovative Design and Aesthetics Teaching Syllabus.

5.5 Combining the Syllabus with Other Syllabuses

Candidates taking Innovative Design and Aesthetics syllabus may not combine this syllabus in an examination series with the following Botswana Senior Secondary Education assessment syllabuses:

- ✓ Food Studies
- ✓ Textile and Clothing Design
- ✓ Hospitality and tourism

6.SYLLABUS CONTENT

The assessment of this syllabus covers the following Learning Outcomes as indicated by the Innovative Design and Aesthetics teaching syllabus:

Module 1	
IDASL1	ECOLOGICAL ETHICS
IDASL1.1: Investigate pollution problems in the living environment. Discuss different types of pollution that occur in the living environment Explain how the need for housing contributes to pollution in the living environment Explore ways of reversing effects of different types of pollution on the environment.	
IDASL1.2: Demonstrate management of waste produced in the living environment. Discuss classes of waste produced in the living environment. Explore safety measures when handling hazardous waste in the living environment Produce an item from waste materials produced in the living environment	
Module 2	

IDASL 2	FUNDAMENTALS IN PRODUCT DEVELOPMENT
<p>IDASL2.1: Acquire knowledge in the product development process. Discuss steps in the product development process Outline characteristics of a design in product development process Explain functional and decorative designs in product development process Discuss elements of design in product development process. Discuss principles of design in product development process</p> <p>IDASL2.2: Apply aesthetics and ergonomics in design. Explain aesthetics and ergonomics in design. Explain how senses can be incorporated in aesthetic design Discuss factors to consider when creating an ergonomically friendly design Analyse designs based on their ergonomic and aesthetic value Sketch a design to incorporate ergonomic and aesthetic features</p> <p>IDASL2.3: Acquire knowledge on the use and care of tools and labour-saving devices in product development. Explain factors to consider on the choice of tools and labour saving devices used in product development. Outline care of tools and labour saving devices used in product development. Discuss safety measures applied when using tools and labour saving device in product development.</p>	
Module 3	
IDASL 3	CRAFT PRODUCTION
<p>IDASL3.1. Acquire knowledge on craft production. Discuss classes of craft techniques in relation to product development Discuss the economic use of resources in production of various craft items</p> <p>IDASL3.2. Demonstrate skills in textile craft making. Explore techniques used in making textile craft items Produce samples using textile craft techniques in craft making Produce a textile craft item in craft making</p> <p>IDASL3.3. Demonstrate colour application skills in craft making. Explore colour application techniques used in craft making Produce samples using colour application techniques in craft making Produce a craft item using colour application technique in craft making</p> <p>IDASL3.4. Demonstrate beadwork techniques in craft making. Explore beadwork techniques used in craft making Produce samples using beadwork techniques in craft making Produce a beadwork craft item in craft making</p> <p>IDASL3.5. Demonstrate skills in paper craft making. Explore paper craft techniques used in craft making Produce samples using paper craft techniques in craft making Produce a paper craft item in craft making</p> <p>IDASL3.6. Demonstrate skills used in the production of indigenous and traditional crafts items Explore different indigenous/traditional craft techniques used in craft making</p>	

Produce samples using indigenous/traditional craft techniques in craft making Produce an indigenous/traditional craft item in craft making IDASL3.7. Demonstrate mixed media art skills used in craft making. Explore mixed media art techniques used in craft making Produce samples showing the use of mixed media art techniques in craft making Produce a mixed media art craft item IDASL3.8. Demonstrate the use of flowers, plants, and accessories in making floral arrangements. Discuss flower arrangement in craft making Design samples of floral arrangement in craft making Design a floral arrangement in craft making	
Module 4	
IDASL 4	THE LIVING SPACE
IDASL4.1. Demonstrate skills used in furnishing of living spaces. Discuss the living space design Classify furnishing in living spaces Explain factors that influence choice of furnishings in living spaces IDASL4.2. Employ skills in interior decoration. Interpret floor plan symbols in interior decoration Outline factors to consider when decorating interior spaces Explore various treatments used when decorating the interior space Explain various accessories used when decorating the interior spaces Apply design elements and principles in decorating interior spaces Apply design elements and principles to address interior space problems IDASL4.3. Employ skills in exterior decoration. Discuss landscape symbols used in landscaping Explain guidelines to consider when decorating the exterior space Explore various ways of decorating the exterior space Apply design elements and principles in decorating exterior spaces Apply design elements and principles to address exterior space problems	
Module 5	

IDASL 5	PRODUCT DESIGN AND REALISATION
<p>IDASL 5.1. Demonstrate skills of product development in producing a functional and / or decorative Product</p> <p>Explore ideas in product development process to produce a functional and or decorative product</p> <p>Plan for the production of the chosen idea using product development process</p> <p>Discuss packaging in product development</p> <p>Explain factors to consider when costing the produced and packaged product.</p> <p>Explain to consider when costing the produced and packaged product</p> <p>Execute the plan of production using product development process</p> <p>Package the produced item</p> <p>Label the produced and packaged item</p> <p>Evaluate the produced and packaged item</p> <p>Cost the produced and packaged item.</p>	

The details of the Performance Criteria, content areas, range statements, facilitation strategies and assessment strategies are specified in the Innovative Design and Aesthetic Teaching Syllabus.

7. PROVIDER BASED ASSESSMENT

Provider Based Assessment in Innovative Design and Aesthetics entails a continuous assessment of the candidate's work throughout the execution of the teaching syllabus. This will establish the extent of mastery of the Learning Outcomes (LOs) by the candidate. The education provider shall assess the candidate and keep evidence of assessment for every performance criterion as stipulated in the teaching syllabus. The Botswana Examination Council shall select the scored tasks from the different provider-based assessments to be included in the final assessment of the candidate. The details are specified in the *Assessment Guide for Centres* and will remain subject to review from time to time. A portfolio of assessment evidence shall be kept in the Centre for every candidate for authentication of the scores awarded to each candidate.

7.1 Composition of provider-based assessment

According to the Innovative Design and Aesthetics Teaching Syllabus, provider-based assessment is expected to be achieved through the following:

- Craft item
- Design sketches
- Catalogues
- mood board
- Specimen album (samples)
- Marked tests, assignments, and quizzes.

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 Examination Council shall subject the provider-based assessment to external moderation.

7.2 Role of the teacher during provider based

The teacher is expected to guide candidates in

- a. Preparing candidates to undertake their projects individually by making them aware of the diversity of provider based task and by discussing the diversity of choice in terms of resource availability.
- b. Guide candidates in selecting tasks.
- c. Suggesting possible approaches to generating new ideas.
- d. Discussing problems and difficulties which may be encountered.
- e. Guiding candidates in planning, collecting information and materials, making, and presenting the items or tasks.
- f. Supervising throughout the making submissions of items or tasks.
- g. The teacher is responsible for packaging and the safe keeping of projects pending moderation.
- h. The teacher is responsible for display of projects in readiness for external moderation.

Centres are required to ensure that the work presented is the candidate's and it has been carried out within the centre premises.

7.3 Moderation of provider-based assessment

In order 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 assessment internally by standardizing each assessment. The internally moderated scores will then be subjected to external moderation.

7.3.1. Internal moderation

The Senior Teacher one for the subject shall be responsible for the coordination of the standardization of assessment 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 standardisation records shall be kept for submission to the external Moderator.

7.3.2. External Moderation

The Botswana Examination Council shall provide the Centres with an external moderation schedule in advance of the moderation exercise. Details of documents required for moderation are specified in the Assessment Guide for Centres. The assessment identified for the inclusion into the summative assessment shall include practical tasks, field observation reports and projects.

8 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 the 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 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

Innovative Design and Aesthetics 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 Innovative Design and Aesthetics. 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 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 meaning. 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)):** implies that 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. The candidate needs to leave the examiner in no doubt **why** something happens.

 (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 as a reference point either to a particular phenomenon or particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observation associated with the phenomena.
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 essentials.
9. **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.
10. **Evaluate:** carefully appraise the matter in hand, citing both advantages and limitations. Emphasises views of authorities as well as personal opinion to put value on something, assess its worth or to analyse the role or function of something.
11. **Analyse:** Examine methodically and in detail, typically in order to explain and interpret it. Study or examine something in detail in order to discover more about it.
12. **Examine:** Look at or study closely; find out the facts.
13. **Identify:** Name and/or select; pick out.
14. **Illustrate:** Make plain or clear; interpret and account for; make room in detail.
15. **Justify:** Demonstrate correctness of.

16. **Compare:** Look for similarities and differences.

17. **Assess:** Give your judgement on the merit of something, put a value on it, the worth of something.

18. **Differentiate:** Recognize or ascertain what makes something different.

13. **Sketch:** when applied to graph work, implies the shape/ 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 free-hand drawing is acceptable, nevertheless care should be taken over proportions and the clear exposition of important details.

10.RESOURCES REQUIRED

The assessment of this syllabus will require availability of the following tools, implements, machinery and materials:

Awl	Compass	Double sided craft tape
Axe	Computer aided design (CAD)	Drawing board
Balsa wood	Couch	Electric detailing wood
Bead bowls	Craft sticks	Electric drill
Beading needle	Craft knife	Electric sander
Beds	Craft mat	Embroidery needle
Blocking board	Craft tweezers	Embroidery scissors
Bodkin	Crocheting hook	Excavator
Bone folder	Crowbar	Fabric adhesives
Brad setter& piercing tool	Cultivator tool	Fabric swatches
Brake	Custom boards & grids	Flat nose pliers
Cement Backed board	Cut off wires	Floral foam/ oasis
Ceramic tile	Cutting mat	Floral tape
Chamois (cloth)	Darning needle	Florists cone
Chicken wire/ mesh wire	Decorator's gloves	Foam core board
Chisels	Digging fork	French curves
Circular saw	Digital camera	Frogs
Clamps	Dining chairs	Furniture stencils
Cobra head weader	Dining table	Garden spike lawn light
Colour wheel	Dockey	Gauge guide
Landscape model materials	Paring knife	Putty knife
Lawn mowers	Pebbles	Quilting machine
Loop clamp	Pencils	Rake
Mallet	Photo copying machine	Rapping irons
Marble gems	Pickaxe	Retractable hose pipe
MDF board	Picking knife	Round nose pliers
Measuring tape	Pin holders	Ruler
Mesh wire	Pine wood	Scale ruler
Mirror pebbles	Pipe cutter	Scalping spatula
Miter saw	Pitchfork	Scanner
Mopani wood	Plank & lapboard	Scorers breakers (professional)
Mortar pan	Plywood	Scratch awl
Moss (from florist shop)	Point rollers& trays, painting brushes	Secateurs (cutting tool)
Mounting cords	Pom-pom maker	Sharps and gloves
Mounting rings	Power planter	Shaving horse
Needle nose pliers	Power trimmer	Shears
Nipples & cutters	Projector	Shovel
Oasis	Prong Wire	Small hand file set
Paint swatches	Protector	Small scissors

Panga	Pruning shears	Small tape measure
Soaking tanks	Twisted wire needle	Staple gun
Sofas	Upholstery stapler	Steel ruler
Spade	Vases	Steel ruler 60cm
Spanners	Vitreous glass	Stitch markers
Spirit lamp	Wallpaper hanging kits (tools)	Stitching awl
Spray painting equipment	Water timer	Staple gun
Sprinklers	Watering cans	Steel ruler
Stained glass	Wet saw	Steel ruler 60cm
Wire cutters	Wheel burrows	Wood sealer
Wire nail	Wire brush	Wooden dowels
Wood burning tool	Stone	T-square ruler
Television	Table saw	Tile spade
Trimmer line	Trowels	