



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA SENIOR SECONDARY EDUCATION ASSESSMENT SYLLABUS

ENTREPRENEURSHIP

[CODE: 1441]



2024 - 2029

FOREWORD

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome Based Assessment (OBA) syllabus for Entrepreneurship 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.

.....

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 the Entrepreneurship Assessment Syllabus for the Botswana Senior Secondary Education. They gave priority to this national assignment at the expense of their regular work assignments. They helped develop this important document 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.

The Syllabus Development Task Team (SDTT) comprised of the following:

- | | |
|----------------------------------|------------------------------------|
| 1. Anduku Kgakololo Seabe | Parwe Junior Secondary School |
| 2. Dimpho Esau | Radikolo Junior Secondary School |
| 3. Oageletse Tefelo | Bank of Botswana |
| 4. Goitseone Modungwa | Competition and Consumer Authority |
| 5. Kelebogile Lesaka | Lobatse Senior Secondary School |
| 6. Michael Medupe | Kweneng Region |
| 8. Tebogo Doris Seleka-Molebatsi | Gaborone Senior Secondary School |
| 9. Tshepo Mereyotlhe | Mowana Junior Secondary School |

The members of the Syllabus Advisory Committee comprised of the following:

- | | |
|---------------------------|---|
| 1. Kobontle Kgakge | Department of Curriculum Development and Evaluation |
| 2. Boikhutso Modibedi | Mogoditshane Senior Secondary School |
| 3. Lesego Moshaga | Naledi Senior Secondary School |
| 4. Tebogo Mogwe | Local Enterprise Authority |
| 5. Kgakololo Anduku Seabe | Parwe Junior Secondary School |

Table of Contents

FOREWORD	4
ACKNOWLEDGEMENT	5
1.0 INTRODUCTION	3
2.0 TEACHER / FACILITATOR SUPPORT	4
2.1 Support documents	4
2.2 Training	4
2.3 Resource list	4
3.0 SYLLABUS OUTCOMES.....	5
4.0 ASSESSMENT OBJECTIVES (AOs)	5
4.1 AO1: Knowledge with understanding.....	5
4.2 AO2: Analysis and application	5
4.3 AO3 Evaluation, critical thinking, and creation skills.	6
5.0 SCHEME OF ASSESSMENT	7
5.1 The components	7
5.2 Relationship between Entrepreneurship assessment objectives and the components	8
5.3 Grade descriptors.....	9
5.4 Availability of the syllabus.....	12
5.5 Combination of the Syllabus with other Syllabuses	12
6.0 CONTENT	13
7.0 Provider Based Assessment	15
7.1 Composition of provider-based assessment.....	15
7.2 Moderation of provider-based assessment.....	15
7.2.1 Internal moderation.....	15
7.2.2 External moderation.....	15
8.0 Other Information	16
8.1 Equality and inclusion.....	16
8.2 Grading and reporting	16
8.3 Language	16
8.4 Technical terms	16
9.0 APPENDICES.....	17
9.1 Glossary of terms	17
9.2 APPENDIX B: Tables, Graphs, Quantitative Skills, and Conventions	21
Tables.....	21
Graphs	21
9.3 APPENDIX C: Requirements for mini-enterprise requirement	22

1.0 INTRODUCTION

Entrepreneurship Teaching Syllabus builds onto the Junior Secondary School Business Studies and Commerce programs and aims at a broad-based education which provides learners with competencies that meet the challenges and needs of entrepreneurship in the 21st century and it aims at creating awareness, imparting skills to set up and operate business ventures and to develop entrepreneurial mind-set. 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) program, the Entrepreneurship Assessment Syllabus is designed to assess candidates who have completed a two-year course based on Humanities and Social Science sub stream within the academic pathway of the Senior Secondary School Entrepreneurship 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 have an increased contribution to the final weighting of assessments compared to the previous BGCSE Business Studies and Commerce Syllabuses.

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 Education Entrepreneurship Teaching Syllabus (b) The specimen question papers and their mark schemes.
- (c) Entrepreneurship 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*.

Prior Learning

It is assumed that candidates enrolled for the syllabus have studied Business Studies or Commerce at Junior Certificate level.

Progression

The Botswana Senior Secondary Education Certificate is a general qualification that enables candidates to progress directly to employment or forms a foundation for tertiary education business subjects. At the end of studying the Entrepreneurship syllabus, candidates will be equipped with knowledge, skills, attitudes, and values for the world of work as well as for further studies. Candidates who have completed this syllabus should demonstrate personal attitudes and qualities such as creativity, innovativeness, risk-taking, being initiative, problem solving, critical thinking, and self-reliance. In addition, they are expected to have developed competencies of identifying business opportunities, generating, and evaluating viable business ideas, business planning, raising capital for new ventures and running profitable businesses. The development of citizens with these qualities will contribute towards creating manpower that will help Botswana to achieve its vision 2036 of being a high-income country, with an

export-led economy underpinned by diversified, inclusive and sustainable growth driven by high levels of productivity.

2.0 TEACHER / FACILITATOR SUPPORT

Several support structures are available for facilitators handling the Entrepreneurship Syllabus.

2.1 Support documents

To ensure uniformity of standards across centres, the Botswana Examinations Council will provide the education and training providers with documents and materials that will guide them on how to conduct valid and reliable assessments. These will include assessment guide for centres, 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.

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 the marking of different assessments conducted in centres.

2.3 Resource list

Resources required for the successful implementation and valid assessment of this learning program are included in the appendices to the syllabus.

3.0 SYLLABUS OUTCOMES

According to the Entrepreneurship Teaching Syllabus of the Humanities and Social Science sub stream within the academic pathway of the BSSE programme, course upon completion of the syllabus the candidate is able to:

- 3.1 Apply broad knowledge of business and economic concepts and principles to analyse the business environment to independently make informed decisions, judgments and solve variety of concrete and emerging economic and social problems.
- 3.2 Identify business opportunities, conduct market research, develop a business plan, establish, and operate a business activity.
- 3.3 Prepare, analyse, interpret, and present business information and documents.
- 3.4 Display accountability, discipline, and ethics necessary in conducting business and economic activities.
- 3.5 Develop skills and competencies to set up and operate profitable and competitive business venture with room for expansion.

4.0 ASSESSMENT OBJECTIVES (AOs)

Candidates will be assessed on the following:

AO 1	Knowledge and Understanding	[30%]
AO 2	Analysis and application	[40%]
AO 3	Evaluation, critical thinking, and creation skills	[30%]

4.1 AO1: Knowledge with understanding

The candidate is able to: demonstrate knowledge and understanding with regards to:

- 4.1.1 *correct* reference to terms, facts, concepts, conventions, laws, principles, models, theories, internal and external factors of a business environment.
- 4.1.2 appropriate techniques, procedures, processes, and models of sustainable and viable business enterprise.

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, describe, explain, state*. (Refer to the glossary of terms in the appendices).

4.2 AO2: Analysis and application.

The candidate is able to:

- 4.2.1 Demonstrate the use of knowledge and understanding of facts, terms, concepts, conventions, theories, and techniques in entrepreneurship.

4.2.2 Order, analyse and interpret information in narrative, numerical and graphical forms using appropriate techniques and translate information from one form to another.

4.2.3 Solve problems of quantitative and qualitative 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: *analyse, calculate, complete, describe design, draw, explain*, prepare. (Refer to the glossary of terms under appendices).

4.3 AO3 Evaluation, critical thinking, and creation skills.

The candidate is able to:

4.3.1 Prepare and evaluate different pieces of enterprise records and information and use them for making business decisions.

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

4.3.3 Present the results and reasoned explanations for phenomena, patterns, and relationships in an accurate and logical manner.

4.3.4 Keep and manipulate documents and records of an enterprise.

4.3.5 Identify a need, plan an investigation, carry out an investigation, evaluate and interpret the findings, draw conclusions, make recommendations, and present a report.

4.3.6 Setup and operate a viable, competitive, and sustainable business venture applying entrepreneurship concepts, conventions, laws, principles, models, and theories.

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 the awarding criteria.

Questions assessing these objectives will often begin with command words such as *discuss, evaluate, recommend, justify*.

5.0 SCHEME OF ASSESSMENT

5.1 The components

The candidates are to be assessed through four papers: Paper 1, Paper 2, Paper 3 and Paper 4.

The papers are described in the table:

Paper 1	1 hour 30 minutes	60 marks	35%
<p>This is a compulsory written theory paper based on the whole syllabus. Candidates are required to answer all questions. The questions will have a standardized number of marks set at a predetermined level of cognition.</p> <p>The paper will consist of structured short answer items targeting assessment objective 1 (AO1), assessment objective 2 (AO2), and assessment objective 3 (AO3).</p> <p>The paper will be of difficulty appropriate for grade A to G candidates.</p>			
Paper 2	2 hours	80 marks	45%
<p>This is a compulsory written practical paper based on documents, scenarios, and situational analysis. The paper requires to demonstrate the use of practical skills acquired. The paper will comprise 4 practical oriented questions of the same number of marks.</p> <p>The paper will assess assessment objectives 1, 2 and 3 (AO1, AO2 and AO3).</p> <p>The paper will be of difficulty appropriate for grade A to G candidates.</p>			
Paper 3		40 marks	20%
<p>Provider Based Assessment: The is a centre-based assessment of the candidate targeting assessment objectives 1, 2 and 3 (AO1, AO2 and AO3). This is a continuous assessment that will assess candidates on the practical tasks as prescribed by the teaching syllabus. A portfolio of evidence for each candidate shall be kept by the centre and be made available at moderation. The assessment will run the full length of the syllabus instruction. Therefore, its moderation can only be done upon completion of the teaching syllabus.</p> <p>The paper will be of difficulty appropriate for grade A to G candidates.</p>			
Paper 4	1 hour	40 marks	20%
<p>Alternative to Provider Based Assessment: This is a written paper available to private candidates who are unable to enter for the PBA. The paper will comprise of two questions of varying marks based on an extended case study. Candidates are required to answer all questions, The paper is targeting assessment objectives 1, 2 and 3 (AO1, AO2 and AO3)</p> <p>The paper will be of difficulty appropriate for grade A to G candidates.</p>			

5.2 Relationship between Entrepreneurship assessment objectives and the components

Assessment Objective	Marks and weightings			Total weighting
	Paper 1	Paper 2	Paper 3/4	
AO 1: Knowledge with Understanding	22 [12%]	20 [11 %]	12 [7%]	30%
AO 2: Analysis and application	24 [13%]	32 [18%]	16 [9%]	40%
AO 3: Evaluation, critical thinking, and creation skills	14 [8%]	28 [15%]	12[7%]	30%
Total Marks	60	80	40	
Weighting of Papers	35%	45%	20%	100

NB +/- 2 marks variation allowed at each assessment objective.

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 appropriately a wide range of entrepreneurship terminologies, facts, principles, concepts, conventions, theories and recognize complex relationships with ease.
- ✦ Apply accurately knowledge and understanding of all entrepreneurial traits, roles, and challenges to different business settings with ease.
- ✦ Use knowledge and understanding of all entrepreneurial traits and roles to recommend appropriate solutions to all entrepreneurial challenges in businesses with ease.
- ✦ Plan for and conduct a business meeting in accordance with all expected rules, and procedures and record very clear minutes and resolutions that are an accurate reflection of the deliberations.
- ✦ Prepare and make a precise business meeting presentation alone or in collaboration with others using all appropriate technology in accordance with all expected rules, and procedures with ease.
- ✦ Conduct a precise environmental impact assessment for a business activity and produce a very clear and comprehensive report with relevant recommendations with ease.
- ✦ Collect and process all relevant information from market research, financial statements, and business records to produce a comprehensive business plan.
- ✦ Explore and accurately scan the environment to generate and evaluate feasible business ideas, develop a business plan, and raise capital for operating a viable business with ease.
- ✦ Use relevant research methods to conduct market research for generated business ideas to setup and operate a viable, competitive, and sustainable business with ease.
- ✦ Develop and use a complete business plan, risk management plan, operational plan, and financial plan to set up a viable, competitive, and sustainable business with ease.
- ✦ Explore and use all appropriate technology to communicate ideas and observations with clarity when setting up and operating a business venture.
- ✦ Demonstrate teamwork when setting up and operating a business and apply all conflict resolution skills with ease when undertaking all entrepreneurial activities.
- ✦ Distinguish clearly and easily the different forms of business ownership, strategies for business growth, the reasons why businesses locate or relocate to a particular area with ease.
- ✦ Demonstrate understanding and the use of simple contract of sale, purchasing, and selling procedure, business records, performance management and taxation when operating a business with ease.
- ✦ Set up and operate a viable, competitive, and sustainable business enterprise with a clear and adequate room for further expansion and growth according to all the laid down protocols and procedures.
- ✦ Demonstrate excellent understanding of the value and relevance of environmental education, intellectual property rights, economic diversification, and risk management to a business enterprise.

Grade C

The candidate should be able to:

- ✦ Recall and use appropriately a narrow range of entrepreneurship terminologies, facts, principles, concepts, conventions, and theories and recognize a few complex relationships.
- ✦ Apply accurately knowledge and understanding of most entrepreneurial traits, roles, and challenges to different business settings.
- ✦ Use knowledge and understanding of most entrepreneurial traits and roles to recommend appropriate solutions to most entrepreneurial challenges in businesses.
- ✦ Plan for and conduct a business meeting in accordance with most expected rules, and procedures and record clear minutes and resolutions that reflect the deliberations.
- ✦ Prepare and make a business meeting presentation alone or in collaboration with others using appropriate technology in accordance with most of the expected rules, and procedures.
- ✦ Conduct an environmental impact assessment for a business activity and produces a clear report with some recommendations.
- ✦ Collect and process some relevant information from market research, financial statements, and business records to produce a business plan.
- ✦ Explore and accurately scan the environment to generate and evaluate feasible business ideas, develop a business plan, and raise capital for operating a viable business without assistance.
- ✦ Use relevant research methods to conduct market research for generated business ideas to setup and operate a viable, competitive, and sustainable business with some assistance. ✦ Develop and use a complete business plan, risk management plan, operational plan, and financial plan to set up a viable, competitive, and sustainable business with some assistance.
- ✦ Explore and use some appropriate technology to communicate ideas and observations when setting up and operating a business venture.
- ✦ Demonstrate teamwork when setting up and operating a business and apply relevant conflict resolution skills when undertaking most entrepreneurial activities.
- ✦ Clearly distinguish the different forms of business ownership, strategies for business growth, the reasons why businesses locate or relocate to a particular area.
- ✦ Demonstrate understanding and the use of simple contract of sale, purchasing, and selling procedure, business records, performance management and taxation when operating a business.
- ✦ Set up and operate a viable, competitive, and sustainable business enterprise that has some room for further expansion and growth in accordance with most of the laid down protocols and procedures.
- ✦ Demonstrate a good understanding of the value and relevance of environmental education, intellectual property rights, economic diversification, and risk management to a business enterprise.

Grade E

The candidate should be able to:

- ✦ Recall and use appropriately basic entrepreneurship terminologies, facts, principles, concepts, conventions, and theories and recognize simple relationships.

- ✦ Apply knowledge and understanding of basic entrepreneurial traits, roles, and challenges to familiar business settings.
- ✦ Use knowledge and understanding of a limited entrepreneurial traits and roles to recommend solutions to a limited number of entrepreneurial challenges in businesses.
- ✦ Plan for and conduct a business meeting in accordance with basic rules, and procedures and record minutes and resolutions that reflect the deliberations.
- ✦ Prepare and make a business meeting presentation alone or in collaboration with others using technology in accordance with basic rules, and procedures.
- ✦ Conduct an environmental impact assessment for a business activity and produce a report with inconclusive recommendations.
- ✦ Collect and process basic information from market research, financial statements, and business records to produce a business plan with some assistance.
- ✦ Explore and scan inaccurately the environment to generate business ideas, develop a business plan and raise capital for operating a business with some assistance.
- ✦ Use research methods to conduct market research for generated business ideas to setup and operate a business with some assistance.
- ✦ Develop and use an incomplete business plan, risk management plan, operational plan, and financial plan to set up a business with some assistance.
- ✦ Explore and use basic technology to communicate ideas and observations when setting up and operating a business venture with some assistance.
- ✦ Demonstrate teamwork when setting up and operating a business and apply basic conflict resolution skills when undertaking limited entrepreneurial activities with some assistance. ✦ Distinguish between the different forms of business ownership, strategies for business growth, the reasons why businesses locate or relocate to a particular area with some guidance.
- ✦ Demonstrate some understanding and the use of simple contract of sale, purchasing, and selling procedure, business records, performance management and taxation when operating a business with assistance.
- ✦ Set up and operate a business enterprise that has limited room for further expansion and growth in accordance with a few laid down protocols and procedures.
- ✦ Demonstrate basic understanding of the value and relevance of environmental education, intellectual property rights, economic diversification, and risk management to a business enterprise with some guidance.

Grade G

The candidate should be able to:

- ✦ Recall and use some basic entrepreneurship terminologies, facts, principles, concepts, conventions, and theories and recognize obvious relationships.
- ✦ Apply knowledge and understanding of basic entrepreneurial traits, roles, and challenges to familiar business settings with some assistance.
- ✦ Use a limited knowledge and understanding of entrepreneurial traits and roles to solve some basic entrepreneurial challenges in businesses with some assistance.
- ✦ Plan inadequately for and conduct a business meeting in line with basic rules, and procedures and record minutes and resolutions that inadequately reflect the deliberations.

- ✦ Prepare and make an incomplete business meeting presentation with others with limited use of technology.
- ✦ Conduct an inconclusive environmental impact assessment for a business activity and produces a report with inconclusive recommendations with some guidance.
- ✦ Collect and process insufficient information from market research, financial statements, and business records to produce a business plan with some assistance all the way.
- ✦ Explore and scan the environment to generate business ideas, develop a business plan and raise capital for operating a business with assistance all the way.
- ✦ Use research methods to conduct market research for generated business ideas to setup and operate a business with assistance all the way.
- ✦ Develop and use an incomplete business plan, risk management plan, operational plan, and financial plan to set up a business with assistance all the way.
- ✦ Explore and use basic technology to communicate ideas and observations when setting up and operating a business venture with assistance all the way.
- ✦ Demonstrate limited teamwork when setting up and operating a business and apply obvious conflict resolution skills when undertaking entrepreneurial activities with assistance all the way.
- ✦ Distinguish between the different forms of business ownership, strategies for business growth, the reasons why businesses locate or relocate to a particular area with some guidance all the way.
- ✦ Demonstrate some understanding and the use of simple contract of sale, purchasing and selling procedure, business records, performance management and taxation when operating a business with assistance all the way.
- ✦ Set up a business enterprise that has a limited room for further expansion and growth in accordance to only a few laid out protocols and procedures.
- ✦ Demonstrate basic understanding of the value of environmental education, intellectual property rights, economic diversification, and risk management to a business enterprise with assistance all the way.

5.4 Availability of the syllabus

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

5.5 Combination of the Syllabus with other Syllabuses

Candidates may combine this syllabus in an examination series with the following Botswana Senior Secondary Education assessment syllabuses:

- ✦ 1442 Accounting
- ✦ 1443 Economics
- ✦ 1444 Business Management

6.0 CONTENT

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

Module 1	
ENTSL 1	APPRECIATING ENTREPRENEURIAL TRAITS, ROLES, AND CHALLENGES
<p>ENTSL 1.1 demonstrate knowledge of entrepreneurial traits, roles, and challenges.</p> <p>ENTSL 1.2 demonstrate knowledge of teamwork and conflict resolution.</p> <p>ENTSL 1.3 conduct business meetings.</p>	
Module 2	
ENTSL 2	UNDERSTANDING THE BUSINESS ENVIRONMENT
<p>ENTSL 2.1 demonstrate understanding of Entrepreneurial activities.</p> <p>ENTSL 2.2 demonstrate understanding of the Business Environment.</p> <p>ENTSL 2.3 assess the possible effects of the business activities on the physical environment.</p> <p>ENTSL 2.4 show understanding of why businesses locate in or relocate to a particular area.</p> <p>ENTSL 2.5 demonstrate understanding of the different forms of business ownership and growth strategies</p>	
Module 3	
ENTSL 3	GENERATING ENTERPRISE IDEAS
<p>ENTSL 3.1 develop a feasible business idea.</p> <p>ENTSL 3.2 assess the market for a business idea.</p>	
Module 4	
ENTSL 4	PREPARING BUSINESS PLAN
<p>ENTSL 4.1 Demonstrate knowledge of a business plan.</p> <p>ENTSL 4.2 Prepare an operational plan.</p> <p>ENTSL 4.3 Prepare a marketing plan.</p> <p>ENTSL 4.4 Demonstrate understanding of risk management.</p> <p>ENTSL 4.5 Prepare a financial plan.</p> <p>ENTSL 4.6 Compile a business plan.</p>	

Module 5	
ENTSL 5	KEEPING BUSINESS RECORDS
<p>ENTSL 5.1 Demonstrate understanding of a simple contract of sale.</p> <p>ENTSL 5.2 Demonstrate understanding of purchasing and selling procedures.</p> <p>ENTSL 5.3 Demonstrate understanding of business records and their importance in measuring business performance.</p> <p>ENTSL 5.4 Demonstrate understanding of taxation in relation to business activities.</p>	
Module 6	
ENTSL 6	CONDUCTING BUSINESS ACTIVITIES
<p>ENTSL 6.1 Display teamwork and conflict resolution</p> <p>ENTSL 6.2 Operate a business activity.</p> <p>ENTSL 6.3 Maintain business records.</p> <p>ENTSL 6.4 Evaluate the business activity.</p>	

The details of the performance criteria, content areas, range statements, facilitation strategies and assessment strategies are as specified by the Entrepreneurship Teaching Syllabus.

7.0 Provider Based Assessment

Provider based assessment in Entrepreneurship 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 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 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. 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 Entrepreneurship Teaching Syllabus, provider-based assessment is expected to be achieved through inclusive assessment. This is when flexible range of assessment modes are made available to all. This assessment method can assess the same learning outcome in different ways – such as practical work, presentation, project, group work, coursework, assistive devices like CCTV, recorders instead of written work and avoiding complex vocabulary. Inclusive assessment promotes equity and improves the chances for all learners to demonstrate their knowledge and skills to meet their learning outcomes.

The contribution of provider-based assessment is 20% 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.

7.2 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.

7.2.1 Internal 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.

7.2.2 External moderation

The Botswana Examinations 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 assessments identified for inclusion into the summative assessment shall include practical task assessments, farm diary, field observation reports and field practical training report.

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

Entrepreneurship 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 entrepreneurship. These technical terms are included in the assessment guide for centres to aid understanding and do not form part of assessment of this syllabus.

9.0 APPENDICES

9.1 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.

A larger percentage of the marks are structured in such a way that candidates will recall what they have learnt; or what they are expected to know and will be able to apply them in a different context.

The following words have been explained to help to understand the expected outcome from candidates if they are used as a command word for an examination question.

Knowledge

Recall or recognise information for example recall a process, rules, definitions, quote law or procedure

Words to be used under Knowledge will include but not limited to *arrange, define, label, list, relate, reproduce, select, state*.

Understanding

Understand meaning, re-state data in one's own words, interpret, extrapolate, and translate. E.g., explain or interpret meaning from a given scenario or statement, suggest treatment, reaction, or solution to given problem, create examples or metaphors.

Words to be used under Comprehension will include *describe, explain, classify, summarise, illustrate, review, report, discuss, re-write, estimate, interpret, example*.

Application

Use or apply knowledge, put theory into practice, use knowledge in response to real circumstances. E.g., put a theory into practical effect, demonstrate, solve a problem, and manage an activity.

Words to be used under Application will include *use, apply, solve, produce, implement, construct, change, prepare, conduct, and perform*.

Analysis

Interpret elements, organisational principles, structure, construction, internal relationships, quality, reliability. E.g., identify constituent parts and functions of a process or concept, or de-construct a methodology or process, making qualitative assessment of elements, relationships, values, and effects; measure requirements or needs.

Words to be used under Analysis will include *analyse, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, plot, extrapolate, value, and divide*.

Synthesis

Develop new unique structures, systems, models, approaches, ideas, creative thinking, operations. For example, develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches etc.

Words to be used under Synthesis will include *develop, plan, build, create, design, organise, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify*.

Evaluation

Assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgement relating to external criteria.

E.g., review strategic options or plans in terms of efficacy, return on investment or cost-effectiveness, practicability; assess sustainability; produce a financial justification for a proposition or venture, calculate the effects of a plan or strategy; perform a detailed and costed risk analysis with recommendations and justifications.

Words to be used under Evaluation will include *review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, and project-manage*.

Command words used to write the questions for examination papers may include: **Account for**

Explain the reasons for, giving an indication of all relevant circumstances.

Analyse

Study in depth, reconstruct in a more useful form. To take apart or break down the whole into its component parts and functions of a process or consider in detail the component parts or features of the whole. Identify and describe in detail the main parts or characteristics of something or de-construct a methodology or process, making qualitative assessment of elements, relationships, values, and effects; measure requirements or needs.

Assess

Examine closely, with a view to measuring or 'weighing up' a particular situation. Weigh up several sides of an argument. Consider in a balanced way: strengths and weaknesses, points for and against. In conclusion, state your judgment clearly.

Calculate

Manipulate numbers. This is used when a numerical answer is required. In general, working should be shown when two or more steps are involved. This is a general term that may be interpreted as calculate, measure, or determine.

Comment

State clearly and in a moderate fashion your opinion on the material in question. Support your views with references to suitable evidence, examples, or explanation as appropriate.

Compare

Look for qualities and characteristics which resemble each other. Emphasize similarities but be aware also of points of difference.

Contrast

Stress the dissimilarities and differences between the items in question.

Criticise

Express and justify balanced judgment about the merit or truth of the material in question. Give the results of your scrutiny, establishing both strengths and weaknesses. Be specific.

Determine

This often implies that the quantity concerned cannot be measured directly but is obtained by calculation or substituting measured or known values of other quantities into a standard formula.

Define

Give concise, clear, and authoritative meanings. Do not give too many details but be sure to state the limitations of the definition.

Describe

Give the main characteristics or features of the matter in question or relate in sequence form.

Discuss

Examine and analyse carefully, giving reasons for and against and the advantages and disadvantages of the factors being considered. Be complete and give details.

You must consider all sides of the issue and reach a balanced conclusion with your reasons.

Give a critical account of points involved in a topic.

Distinguish

Show how one thing differs from another by using certain characteristics, such as the income effect and how it differs between normal, inferior and giffen goods.

Do you agree with?

Discuss both sides of the stated proposition and give your opinion, with reasons, on one side or the other, but consider both sides of the proposition.

Deduce

It is used as predict, except that some supporting statement is required, e.g., reference to a principle or the necessary reasoning to be included in the answer.

Enumerate

State in list or outline form, giving points concisely one by one.

Evaluate

Carefully appraise the matter in hand, citing both advantages and limitations. Emphasizes the views of authorities as well as your personal opinion – to put value on something, to assess its worth or to analyse and assess the role or function of something.

Explain

Clarify, interpret, and spell out the material you present. Give reasons for important features or developments and try to analyse causes or say how it works.

To make sense of something: to provide reasons for something being or happening in a particular way or to give a causal account of something. Use an example.

Examine

To study something closely or in depth to assess

Find

It may be interpreted as calculate, measure, or determine.

How far

You are expected to make your case or present your material in a logical sequence, while remaining aware of the possible need to introduce contradictory or counterbalancing evidence. You will need to give your opinion and assessment of the issue.

Identify

To find, locate or recognise, to establish, or to say what it is

Illustrate

Use specific examples, figures or diagrams to explain demonstrate or clarify a problem, situation, or view. Be sure to include diagrams if they are specifically asked for.

Interpret

Using data and information presented in diagrams and figures to explain or draw conclusions.

Justify

Make out a case, prove or give reasons for decisions, statements, or conclusions, taking care to be convincing: to show that something is correct, appropriate, and reasonable.

List

Write an itemized series of words, phrases, or concise statements without explanation.

Outline

Brief description with main points provides a framework description of main points and subordinate points, omitting minor detail and stressing the arrangement or classification of the material.

Prepare

To make ready or suitable in advance for a particular purpose or for some use, event or an activity or to work out the details of or to put together or make by combining various elements or parts; manufacture or compound: compose or construct.

Relate

Show how things are connected to each other, or how one causes another or is like another.

Review

Examine a subject critically, analysing and commenting on the: important points and stages of development.

State/name

Present the main points or definition in brief clear sequence with little or no supporting argument.

Suggest

Used in two contexts either to imply that there is no unique answer or to imply that candidates are expected to apply their general knowledge to something not formally in the syllabus.

What is meant by?

It implies that a definition should be given together with some relevant comment on the significance or context of the term concerned, especially when two or more terms are included in the question.

9.2 APPENDIX B: Tables, Graphs, Quantitative Skills, and Conventions

Tables

The column of a table will be headed or titled, and the appropriate unit needed would be added. E.g., Pounds, Pula, grams etc.

Graphs

A graph is the diagrammatic presentation of data. It may have one or several curves plotted on it. Points on the curve would be clearly marked as a cross (**X**) or encircled dots (**0**). If a further curve is included, vertical crosses (**+**) may be used to mark the points. The independent variable will be plotted on the **X-axis** (horizontal axis) and the dependent variable plotted on the **Y-axis** (vertical axis).

Quantitative Skills

Candidates will be required to perform some quantitative operations, including calculations. They should be able to use scientific calculators. The mathematical requirements, which form part of this syllabus, are listed below.

Add, subtract, multiply, and divide number; simply use formulae; understand and use averages; read, interpret and draw simple references from tables and statements.

Find percentages of quantities; construct and interpret; financial statements. Calculate with simple fractions, decimals, percentage, or ratios; manipulate and solve simple equations; interpret and use tables and graph.

Concepts and conventions

The syllabus and question papers will conform to generally acceptable international concepts and conventions.

9.3 APPENDIX C: Requirements for mini-enterprise requirement

1. Entrepreneurship Laboratories [Minimum 2 and Maximum 4 labs; Class size 15-25 learners]

The labs should be furnished with the following equipment.

Smart Boards

Projectors

Computers with internet connectivity

Pastel Software

Graphic design software

Photocopying machine

Colour Printer

Scanners

Digital Cameras x 4

Video Camera x 2

Document Binding machine

Lockable Cash boxes [15 – 25]

Cash Registers

Display shelves

Fire extinguisher

2. Basic Mini-enterprise equipment and material

Refrigerator

Deep Freezer

Microwave

Electric Stove

Electric Kettle

Electric grill

Electric Deep fryer

Sand witch makers

Food processor

Toaster

Catering tables x 10

Chaffing dishing x 5

Gazebos

Artificial turf

Cutlery [hart pots; serving bowls; spoons, forks]

Lab coats for learner and facilitator

3. First-aid kits x 4

4. 25 - Seaters-minibus