



BOTSWANA  
EXAMINATIONS  
COUNCIL

**BOTSWANA JUNIOR SECONDARY EDUCATION**

# **ASSESSMENT SYLLABUS**

**FRENCH**

**[CODE: 032]**



**Effective 2026**

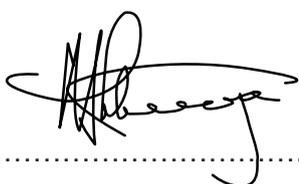
## FOREWORD

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome-Based Assessment (OBA) syllabus for French as a Foreign Language in the Botswana Junior Secondary Education programme. The assessment syllabus forms part of the Junior Certificate Examination (JCE) suite of syllabi available to candidates who have followed the junior secondary education programme. The JCE 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 developed in consideration of the Common European Framework of Reference for Languages (CEFRL).

Our mission as the Botswana Examinations Council is “to provide a credible and inclusive national examinations and assessments in General and Technical & Vocational Education”. In the quest for responsiveness, the BEC has aligned the assessment to Outcome-Based Education (OBE), which recognises the need to impart 21<sup>st</sup> century skills on learners. As such, Provider-Based Assessment (PBA) 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. Therefore, customer feedback forms an integral part of such reviews.

This syllabus 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. Hopefully, it will go a long way in guiding the assessment of the syllabus outcomes to provide the necessary feedback to the education system. On behalf of the Botswana Examinations Council, I wish to record my appreciation for the part played by all the Stakeholders in the establishment of this assessment programme.

Worth noting is that the BJSE French Assessment Syllabus introduced in 2023, has been reviewed for continual improvement and is effective as of 2026. There are no significant changes; however, where a change has been made, an asterisk (\*) is used to indicate the change.



.....  
**Dr Moreetsi Thobega**  
**Chief Executive Officer**

## ACKNOWLEDGEMENTS

The Botswana Examinations Council wishes to acknowledge the diligent contribution of all the stakeholders who played a pivotal role in the development of the French Foreign Language Assessment Syllabus for the Botswana Junior Secondary Education Programme. They gave priority to this national assignment at the expense of their regular work assignments. They helped develop this important document as per the expectations of the Council. A task such as this one requires mental focus, commitment, dedication, a high level of accountability and responsibility, which the teams provided equally without any reservations hence appreciation for their input is in order.

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## 1.0 INTRODUCTION

As part of the Botswana Junior Secondary Education (BJSE) programme, the French Foreign Language Assessment Syllabus is designed to outline how candidates who have completed a three-year course based on the Outcome Based Education approach to the learning of the French language at the Junior Secondary School level are to be assessed.

The syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to demonstrate what they know, understand and can do. While the syllabus will be assessed through written papers and a practical examination, it is envisaged that in the near future it will include Provider-Based Assessments in line with the principles of Outcome Based Education; the details are outlined in the Scheme of Assessment section.

This assessment syllabus should be read in conjunction with:

- (a) The Botswana Junior Secondary School French Foreign Language Teaching Syllabus
- (b) The specimen question papers and their associated mark schemes
- (c) French Foreign Language Assessment Guidelines 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 Rationale

The French Foreign Language BJSE syllabus is largely informed by the Common European Framework of Reference for Languages (CEFRL). This assessment syllabus has therefore adopted an approach which will be highly considerate of the need for establishing and maintaining assessment standards that are both compliant to national regulatory and statutory requirements while striving to remain globally competitive and comparative.

### 1.2 Prior Learning

It is assumed that the majority of candidates assessed in line with this syllabus will have first come into contact with the language of French at the beginning of Form 1. Since French is only offered at the beginning of the Junior School Education level, they will have commenced this programme without prior skills and competencies accumulated at Primary school level.

### 1.3 Progression

The Botswana Junior Certificate Examination is a general qualification that enables candidates to progress to the Botswana Senior Secondary Education level, with the intention of furthering their studies in French as a foreign language. This syllabus has been developed with the aim of assessing learner competencies to provide feedback to the education system, with the goal of building a strong foundation that ultimately establishes learners of the French language as future drivers of a new knowledge-based economy, offering opportunities for easy integration into the global community.

## **2.0 TEACHER SUPPORT**

A number of support structures are available for teachers handling the Botswana Junior Secondary Education French syllabus.

### **2.1 Support documents**

To ensure uniformity of standards across Centres, the Botswana Examinations Council will provide the Education and Training Providers (ETP's) with the requisite documents and materials that will guide them on how to conduct valid and reliable assessments. These will include the French Assessment Syllabus, specimen papers with corresponding mark schemes as well as annual Principal Examiners' reports. ETPs will also have access to past French examination papers remaining after administration in each year.

### **2.2 Resource list**

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

### **3.0 EXIT LEVEL OUTCOMES (SYLLABUS AIMS)**

The syllabus embraces the subject aims defined in the French teaching syllabus. Upon the successful completion of the French Foreign Language Syllabus of the candidates should be able to:

- 3.1 FFLJL1– Use functional communicative skills to perform basic tasks that satisfy immediate/concrete everyday needs,
- 3.2 FFLJL 2 – Understand and respond to short informative written and oral texts,
- 3.3 FFLJL 3 – Introduce in simple terms oneself as well as another person; and respond to simple questions related to introductions,
- 3.4 FFLJL 4 – Describe in simple terms one’s studies and immediate environment as well as evoke issues corresponding to immediate needs,
- 3.5 FFLJL 5 – Demonstrate an appreciation of cultures of French speaking communities in Botswana and the world, and
- 3.6 FFLJL 6 – Demonstrate the habit of reading widely for pleasure and information.

### **4.0 ASSESSMENT OBJECTIVES (AOS)**

On completion of the BJSE programme, candidates will be assessed on the following:

AO1: Listening – understand and respond to different types of spoken language

AO2: Speaking – communicate and interact effectively in speech

AO3: Reading – understand and respond to different types of written language

AO4: Writing – communicate in writing

#### **4.1 AO1: Listening**

Candidates will be assessed on their ability to:

- 4.1.1 understand words and expressions in a language that is simple, slow and carefully articulated.
- 4.1.2 understand information presented in different short formats on a range of familiar topics dealing with immediate environment.
- 4.1.3 understand real life questions and statements related to areas of most immediate personal experience.
- 4.1.4 recognize a limited repertoire from situations that deal with basic everyday communication, and basic language structures.
- 4.1.5 identify basic forms of greeting, address and politeness in various social contexts.

#### **4.2 AO2: Speaking**

Candidates will be assessed on their ability to:

- 4.2.1 give and receive basic short information in a simple and limited way in personal, public and educational domains.
- 4.2.2 give a simple description of present, past and future events, ask questions and give statements related to areas of most immediate personal experience.

- 4.2.3 use a limited repertoire of words and expressions, simple grammatical structure and sentence patterns; pronounced intelligibly enough to be understood.
- 4.2.4 use simple, everyday polite formal and informal forms of greeting, accepting or declining propositions, and address in various social contexts.

### **4.3 AO3: Reading**

Candidates will be assessed on their ability to:

- 4.3.1 recognize a limited repertoire from situations that deal with basic everyday communication, and basic language structures.
- 4.3.2 understand real life events, questions and statements related to areas of most immediate personal experience.
- 4.3.3 understand words and expressions in short simple texts on basic and familiar matters dealing with the immediate environment.
- 4.3.4 identify basic forms of greeting, address, and politeness in various social contexts.

### **4.4 AO4: Writing**

Candidates will be assessed on their ability to:

- 4.4.1 write simple phrases and sentences and ask questions on familiar topics related to their immediate environment.
- 4.4.2 produce a variety of short simple texts describing present, past and future events.
- 4.4.3 use a range of basic vocabulary, very simple grammatical structures and sentence patterns connected with simple linking words.
- 4.4.4 use and respond to basic language functions using polite formal and informal forms of greeting and address.

## 5.0 SCHEME OF ASSESSMENT

### 5.1 The components

The BJSE French Syllabus is assessed through **two** written components (Paper 1 and Paper 2), **one** practical examination (Paper 3) and **one** provider-based component (Paper 4). However, the provider-based assessment (Paper 4) is not yet available, and its assessment will resume as soon as suitable materials are available and training is conducted. Candidates will therefore be graded on their performance in Papers 1, 2 and 3 until the inclusion of provider-based assessment tasks has been effected.

Below is a brief description of the components constituting this assessment programme. For a full description of the scheme of assessment of each component, kindly refer to *Appendix B*.

Paper 1	50 marks	1 hr. 30 minutes	35%
A component targeting Assessment Objective <b>1 (AO1)</b> and Assessment Objective <b>3 (AO3)</b> . Candidates will be tested on their listening and reading comprehension skills. This will entail multiple-choice and short-answer questions targeting different levels of ability. The paper will be divided into two (2) sections: Section A is listening comprehension, and Section B is reading comprehension. Candidates must attempt all questions.			
Paper 2	45 marks	1 hr. 30 minutes	25%
A written examination paper targeting Assessment Objective <b>4 (AO4)</b> . Candidates will be tested using short-answer questions and short-essay-type questions to demonstrate their written communication skills. This paper assesses candidates' ability to communicate in simple language formats, as well as provide and request for basic information based on present, past and future events. The paper has two (2) sections, Section A and Section B.			
Paper 3	40 marks	15 minutes	20%
A speaking examination paper targeting Assessment Objective <b>1 (AO1)</b> and Assessment Objective <b>2 (AO2)</b> . Candidates will be tested on their oral communication skills and will be presented with different verbal tasks that target different levels of ability. *Details on how to prepare for the administration of this paper is provided in <i>Appendix C: Requirements for the Conduct of the BJSE French Speaking Examination</i> .			
Paper 4	100 marks	Form 1 – Form 3	20%
A component based on Provider-Based Assessment, designed to provide learners of this syllabus with a wider opportunity to demonstrate their knowledge and understanding of different skills and competencies acquired in the domains of listening, speaking, reading and writing. Candidates will be assessed using centre-based tasks targeting all Assessment Objectives, testing different levels of abilities. Details on how these tasks are to be administered and marked will be provided in <i>Appendix D: Teacher's Requirements for PBA Assessment</i> .			

*A Detailed Scheme of Assessment* is provided in *Appendix B*

\*Requirements for the Conduct of the BJSE French Speaking Examination are provided in *Appendix C*

## 5.2 Relationship between assessment objectives and components

Assessment Objectives	Marks and weightings				Total weighting
	Paper 1	Paper 2	Paper 3	Paper 4	
AO 1: Listening	25			25	25%
AO 2: Speaking			40	25	25%
AO 3: Reading	25			25	25%
AO 4: Writing		45		25	25%
Total Marks	50	45	40	100	
Weighting of paper	35%	25%	20%	20%	100%

### 5.3 Grade descriptors

The descriptions below are provided to give a general indication of the standards of achievement expected of candidates for the award of key grades on a scale A — E.

#### Grade A

##### The candidate should be able to:

- ❖ show a good understanding of texts that are read or heard
- ❖ show a good understanding of words, expressions, and grammatical structures across different formats
- ❖ Use basic language structures to greet, accept or decline a proposition in various social contexts
- ❖ Give a simple description of present, past and future events
- ❖ Ask and give information on familiar matters dealing with the most immediate environment
- ❖ Speak and communicate intelligibly enough to be understood

#### Grade C

##### The candidate should be able to:

- ❖ show an average understanding of texts that are read or heard
- ❖ show a fair understanding of words, expressions, and grammatical structures across different formats
- ❖ Use basic language structures to greet, accept and occasionally decline a proposition depending on the social contexts
- ❖ Occasionally give a simple description of present, past and future events with some difficulty
- ❖ Ask and give information on some familiar matters dealing with the most immediate environment
- ❖ Speak and communicate intelligibly with errors that do not hinder the ability to be understood

#### Grade E

##### The candidate should be able to:

- ❖ show a limited understanding of texts that are read or heard
- ❖ show a limited knowledge of words, expressions, and grammatical structures across different formats
- ❖ Use very basic language to greet, with little success in accepting or declining a proposition
- ❖ Give a simple description of present tense with difficulty
- ❖ Give very limited information on familiar matters dealing with the most immediate environment
- ❖ Speak using incoherent words that are likely to hinder communication enough to be understood

### 5.4 Availability of the Syllabus

This syllabus is available to all candidates who have completed their Primary school education and meet the requirements of the BJSE teaching syllabus for FFLJL 2. They shall not be obliged to access this syllabus using pre-existing knowledge of French.

## **6.0 PROVIDER-BASED ASSESSMENT**

Provider-based assessment in the BJSE French programme 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 (LOs) by the candidates. The education provider shall assess the candidate and keep evidence of assessment for every performance criterion as stipulated in the *Teacher's Requirements for Provider-Based Assessment*. The Botswana Examination Council shall select the scores from the different provider-based assessment tasks to be included in the final assessment, and these will remain subject to review from time to time. A portfolio of assessment evidence shall be kept at the ETP for every candidate for the authentication of the scores awarded to each candidate.

### **6.1 Composition of Provider-Based Assessment**

In accordance with the BJSE French Teaching Syllabus, Provider-Based Assessment is expected to be carried out across all the 4 skills, including listening, speaking, reading and writing. These will include scores derived from activities such as:

- short presentations
- basic role plays or dialogues
- short written exercises
- listening exercises and quizzes
- reading exercises

The contribution of Provider-Based Assessment has been set at 20% of the total weight of the final assessment of the candidate. The percentage contribution of the Provider-Based Assessment will be subject to review based on the reliability and validity of the scores provided by the Centres. For summative assessment purposes, the Botswana Examinations Council shall subject the Provider-Based Assessment to external moderation.

### **6.2 Moderation of Provider-Based Assessment**

In order to standardise the application of the marking criteria, it is important to moderate at both the centre and national levels. Centres shall be expected to moderate their assessments internally in line with the Procedure for Standardisation. The internally moderated scores will then be subjected to external moderation.

### **6.3 Internal Moderation**

Examination Centres are required to standardise the scoring of candidates' work before marking. This applies to where there is more than one teaching group assigned to different teachers.

### **6.4 External Moderation**

The Botswana Examinations Council shall conduct external moderation to standardise the application of the marking criteria across centres. BEC will provide a schedule in advance of the moderation exercise. Details of documents required for moderation shall be specified in the Provider-Based Assessment Guide.

## **7.0 OTHER INFORMATION**

### **7.1 Equality and Inclusion**

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

The standard assessment arrangements may present unnecessary barriers for candidates with special learning needs. Therefore, access arrangements will be put in place to enable such candidates to be assessed and 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.

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.

### **7.2 Grading and Reporting**

Awarding of the French syllabus shall be based on a grading scale ranging from Grade A to Grade E. Candidates who fall short of meeting the minimum performance standard required for the award of Grade E are assigned the letter U.

## 8.0 APPENDICES

### 8.1 APPENDIX A Resources required

The assessment of this syllabus will require the availability of the following resources.

<b>Paper 1: Listening and Reading Comprehension</b>		
#	Item	Description
1.	Question paper booklet	To be provided by BEC for Centres offering the syllabus
2.	Listening Comprehension recordings	To be provided by BEC for Centres offering the syllabus. Centres to be furnished with secure versions of softcopy audios for usage during the administration of the examination, including some versions fit for candidates with special educational needs, where possible.
3.	CD / USB player/*Any secure format	Centres are to acquire an audio player device that can playback the recordings of the listening examination in the given format presented to Centres.
4.	Instructions for Invigilators	To be provided by BEC for Centres offering the syllabus. To be opened and read as soon as they are received at the examination centre
5.	Instructions to Candidates	To be provided by BEC for Centres offering the syllabus. To be opened and distributed to candidates as soon as they are received at the examination centre

<b>Paper 2: Communication and Language Use</b>		
#	Item	Description
1.	Question paper booklet	To be provided by BEC for Centres offering the syllabus

<b>Paper 3: Speaking examination</b>		
#	Item	Description
1.	Question paper booklet (Candidate cards)	To be provided by BEC annually for Centres offering the syllabus and sent as part of the material for the final Practical examination.
2.	Topics for Topic Presentation Task	To be provided as early material by BEC annually for Centres offering the syllabus and should be shared with candidates on the date shown on the timetable
3.	Instructions to Candidates	To be provided as early material by BEC for Centres offering the syllabus and should be shared with candidates on the date shown on the timetable
4.	Instructions for Invigilators	To be provided by BEC annually for Centres offering the syllabus and sent as part of the material for the final Practical examination

<b>Paper 4: Provider-Based Assessment</b>		
<b>#</b>	<b>Item</b>	<b>Description</b>
1.	Scores from selected Provider-Based tasks (Marksheets)	Managed and coordinated by the Senior Teacher French and securely stored in the office of the Head of Centre (Deputy School Head).
2.	Audio files of recorded candidates' work during the performance of PBA tasks.	Managed and coordinated by the Senior Teacher French and securely stored in the office of the Head of Centre (Deputy School Head).
3.	CD / USB player or Bluetooth device to perform selected PBA listening tasks	Centres are to purchase an audio player device that can play CDs, Bluetooth, USB flash for use during lessons (preferably not the same one used for the final examination).
4.	Teachers Requirements for Provider-Based Assessment	To be provided by BEC to Centres offering the syllabus. To be used as general guidance for teachers in the effective assessment of Provider-Based tasks.

## 8.2 APPENDIX B Detailed Scheme of Assessment

### Paper 1 – Listening and Reading Comprehension

**Duration: 1 hour 30 minutes**

**Marks: 50 marks**

**Weighting: 35%**

This paper assesses candidates' ability to demonstrate listening and reading comprehension skills. The paper will be divided into 2 sections, and candidates must attempt all questions.

#### **Section A: Listening Comprehension**

**30 minutes**

**25 marks**

Candidates will listen to five (5) short audio recordings, ranging between **40 seconds and 2 minutes long**. Each audio recording will be played twice, and candidates will be required to respond to all the question items associated with each audio recording.

A range of short audio documents such as **announcements, voicemails, voice notes, short monologues, informal conversations, interviews, podcasts, very simple radio broadcasts and dialogues** shall be presented to candidates. These shall be drawn from **real-life situations within personal, public and educational domains**.

Candidates will be advised to move on to Section B once the last of the 5 recordings has been completed.

#### **Section B: Reading Comprehension**

**1 hour**

**25 marks**

Candidates will be presented with **five (5) assessment activities**, for which they shall be required to answer question items based on the different activities. They will be required to demonstrate their knowledge and understanding of information extracted from different stimulus materials that are read.

Candidates will be required to read and react to different stimulus material across a range of topics reflecting **real-life situations**. This will be used to assess candidates' ability to comprehend basic information presented, and recognize vocabulary used in basic communication and language structures.

## Paper 2 – Communication and Language Use

**Duration: 1 hour 30 minutes**

**Marks: 45 marks**

**Weighting: 25%**

This paper assesses candidates' ability to communicate in simple language formats, as well as provide and ask for basic information based on present, past and future events. Candidates will be presented with TWO (2) sections, Section A and Section B.

**Section A:**

**20 marks**

Candidates will be presented with THREE (3) short tasks based on stimulus material calling for short written answers and short simple sentences. Candidates' writing competencies will be assessed through an assortment of topics drawing from familiar and most immediate environment.

**Section B:**

**25 marks**

Candidates will be assessed on two (2) guided tasks.

The first guided task will be compulsory. They will be required to present their answers in French by presenting a variety of short written texts ranging between 40 and 60 words each.

For the second guided task, candidates will be presented with two (2) questions and should choose ONLY ONE (1). They will be expected to produce a short piece of writing ranging between 60 and 80 words. Topics shall be drawn from real-life situations within personal, public and educational domains, in the form of a friendly letter, writing or responding to an email, and so forth.

## Paper 3 – Speaking Examination

**Duration: 15 mins**

**Marks: 40 marks**

**Weighting: 20%**

This paper shall assess candidates' ability to communicate in simple language formats, as well as provide and ask for basic information based on present, past and future events. Candidates will be presented with three (3) questions. They will be required to answer all the questions.

**Question 1: Self Introduction**

**2 minutes**

**10 marks**

Candidates will participate in a brief simple conversation where they will be required to introduce themselves, talk about themselves, their friends and family, as well as talk about their basic school life. The examiner will make follow up questions on information presented by the candidate.

**Question 2: Role Play**

**5 minutes**

**15 marks**

Candidates shall be required to participate in role play involving them and the examiner. Each candidate will select a role-play card and get to act out the written tasks outlined in the card while responding to the questions posed by the examiner. Candidates will be assessed on their ability to communicate by asking for and providing information with reasonable spontaneity and clarity.

**Question 3: Topic Presentation**

**5 minutes**

**15 marks**

Candidates will participate in a conversation involving the examiner and themselves. They will be given ample time before the date of the speaking examination to prepare on a topic of their choice. During the examination, they will answer question 3 by giving a presentation on their topic of choice, following which the examiner will make follow up questions based on their presentation.

Candidates will be assessed on the ability to narrate on the selected topic, as well as how well they respond to the questions that are posed by the examiner. Following their short presentation of about three minutes, candidates will be required to answer oral questions posed by the examiner based on the specific topic selected by the candidate.

## Paper 4 – Provider-Based Assessment

**Duration: Form 1 Term 3 - Form 3 Term 2**

**Marks: 100 marks**

**Weighting: 20%**

The purpose of this component is to afford candidates a wider opportunity to demonstrate their knowledge and understanding of subject matter in line with the learning outcomes of BJSE French oral and written skills and competencies. This will entail carrying out continuous assessment of each candidate's work throughout the execution of the learning programme in order to establish the extent of mastery of the learning outcomes.

Candidates will be presented with tasks, as per the guidance provided by BEC, and these will be drawn from the different skills learned of listening, speaking, reading and writing carrying equal weighting. The tasks are designed to cater for skills and competencies across the different ability ranges of knowledge, comprehension, and application of the various content covered within the scope of teaching and learning.

For each task to be performed as part of the assessment, it will be the responsibility of the Centre to ensure that all candidates are assessed and all the evidence of their work and scores on the selected tasks are safely scored for effective sampling and external moderation to be conducted. All records of PBA associated tasks performed by candidates shall be filed and all audio recordings stored in a hard drive which shall be archived in the office of Head of Centre. Authentication of the scores awarded for all listening, speaking, reading and writing tasks performed by each candidate will be moderated by BEC after all stipulated PBA activities have been completed.

## **\*8.3 APPENDIX C      Requirements for the Conduct of the BJSE French Speaking Examination**

### **PAPER 3 (32/3) INTRODUCTION**

- 1.1** These requirements are meant to guide invigilators, teachers of French and appointed examiners on the conduct of the BJSE French Paper 3 Speaking examination.
- 1.2** The purpose of this examination is to assess the candidate's speaking competencies at the Junior Certificate Examination level. It is therefore imperative to create an environment that encourages candidates to relax and complete their tasks with minimal disruption.
- 1.3** There are three questions contained within the Paper 3 Speaking examination: **Question 1**, which comprises a brief **Self-Introduction**, **Question 2** comprising one **Role Play** task and **Question 3** comprising a **Topic Presentation**.
- 1.4** All examination personnel involved in the conduct or preparations towards the administration of this examination shall be required to familiarise themselves with the entire process of the examination for the smooth execution of duties.

### **2.0 PREPARATIONS BEFORE THE SPEAKING EXAMINATION**

#### **2.1 Teachers of French**

- 2.1.1. shall be required to assist in identifying and preparing rooms suitable for use during the speaking examination-associated activities.
- 2.1.2 Shall ensure that all equipment used in the examination is in good working condition.
- 2.1.3 Shall, through the guidance of the Chief Invigilator, prepare lists of candidates in chronological order to coordinate the sequence in which the candidates shall sit their speaking examination.
- 2.1.4 shall continue to provide guidance to the candidates in getting them ready for their examination slot.

#### **2.2 Invigilators**

- 2.2.1. The Chief Invigilator shall be required to ensure that suitable rooms are identified for the effective conduct of the examination.
- 2.2.2. The Chief Invigilator shall induct all invigilators on their roles before, during and after the conduct of the speaking examination.
- 2.2.3. Designated areas to be supervised shall include the following:

- a) **The Quarantine room:** This is a room where candidates shall be housed before they go to the Preparation room. It will serve the purpose of keeping candidates in one place in readiness to be called in for their slot on the speaking examination. This shall ensure that candidates are cordoned off from those who have already taken the examination to reduce any possibilities of interaction. **TEACHERS OF FRENCH ARE PROHIBITED FROM ENTERING THE QUARANTINE ROOM.**
  
- b) **The Preparation room:** This is a room set aside for use by a candidate coming from the Quarantine room to prepare before entry into their examination session. Upon arrival in the preparation room, every candidate will select **one role play card** which they will be required to study for 10 minutes in preparation for their role play task. The room will be furnished with two desks and two chairs, one set for the invigilator and the other for the candidate. This room will be positioned adjacent to the examination room to enable candidates and examiners to move freely and speedily between the two rooms without much delay. **TEACHERS OF FRENCH ARE PROHIBITED FROM ENTERING THE PREPARATION ROOM.**
  
- c) **The examination room:** The room shall be arranged such that the examiner is positioned facing the candidate, with a desk or two in between the two of them. The desk(s) must provide ample space for both the candidate and the examiner to be able to place their documents on top of the desk while allowing the unhindered placement of a digital voice recorder in between the two. **TEACHERS OF FRENCH ARE PROHIBITED FROM ENTERING THE EXAMINATION ROOM.**

*NB: Centres may opt **not** to position invigilators within the examination room in an effort not to overwhelm the candidates as they go through their speaking tasks. However, Centres wishing to utilize this privilege shall not be hindered from doing so, until the allocated time for each candidate elapses.*

### **2.3. Examiners**

- 2.3.1. Examiners shall be expected to arrive at the examination Centre as per the schedule of assessment sent to each respective Centre.
  
- 2.3.2. Examination personnel shall be furnished with the Centre's official list of registered candidates.
  
- 2.3.3. Two examiners shall be assigned to assess all candidates during their Speaking examination. Adequate preparations shall therefore be made to accommodate both examiners in one room.
  
- 2.3.4. For quality assurance, the Principal examiner, Team Leader or the Botswana Examinations Council Subject officer for French shall visit examination centres to monitor adherence to the set marking standards. Therefore, extra furniture ought to be availed in advance and positioned at the back of the examination room so that the presence of such personnel would not be a source of disruption to the examination process.

### 3.0 ON THE DAY OF THE SPEAKING EXAMINATION

#### 3.1. Conducting The Speaking Examination

- 3.1.1 The examination will be conducted as per the schedule sent out to all Centres.
- 3.1.2 Candidates to be examined on the prescribed day are to be kept in a central place in the quarantine room. They will be permitted to enter the room with their notes and books as they may wish to continue revising their work.
- 3.1.3 Use of cellphones will be prohibited during any part of the examination process.
- 3.1.4 Times for tea break will be communicated to the examiners to ensure the examination process is not negatively affected. Centers are to make arrangements for the feeding of candidates in quarantine to avoid them interacting with those who have finished their examination.
- 3.1.5 Examiners are to ensure that candidates do not walk into or leave the examination room with notes or any material.

#### 3.2. Instructions For Invigilators

- 3.2.1. All assigned invigilators are to ensure that candidates are punctual and ready at the scheduled time of assessment.
- 3.2.2. Centres may use their discretion to change Invigilators after every session, so that morning, mid-morning and afternoon sessions have an invigilator to execute their roles effectively.
- 3.2.3. Once the examination has started, invigilators are to ensure that all candidates are present as per the assessment list.
- 3.2.4. Invigilators in the Quarantine room are to ensure that candidates are always kept in the quarantine room until it is their turn to be examined. Should they desire to visit the restrooms, all candidates shall be escorted. Candidates may be allowed to read and consult dictionaries while waiting for their turn to go to the preparation room.
- 3.2.5. Invigilators in the Preparation room are to ensure that candidates do not enter the room in possession of any written notes, books or dictionaries. All material from the previous candidate shall be cleared off the table before allowing the next candidate into the preparation room. Every candidate shall be provided with a **blank sheet of paper for rough work** and **one role-play card**, which they are to use during their preparation time. **They shall, however, be obliged to submit the lined paper to the invigilator** when it is their turn to go into the examination room. Each candidate must carry only his or her role play card into the examination room as they will need it to carry out the tasks on their role play.

- 3.2.6. In the event that the 10 minutes for preparation elapses before the candidate is called into the examination room, the invigilator shall take away the role-play card and rough work from the candidate and allow them to wait to be called into the examination room. The invigilator will then hand **only the role play card** back to the candidate as they enter the examination room.
- 3.2.7. Invigilators are to constantly consult the examination list for candidates to ensure that all candidates stick to the schedule in their order of appearance.
- 3.2.8. Invigilators must ensure that the candidates do not make any writings or markings on the role-play cards during preparation time.

**NB: Invigilators are prohibited from carrying any examination material such as role play cards or candidates' notes into the Staff room or the Quarantine room. Once the examination is over for the day, all materials are to be returned strictly to the office of the Chief Invigilator.**

#### **4.0 RECORDING OF THE SPEAKING EXAMINATION**

- 4.1. Examiners are to ensure that all candidate assessment sessions are recorded.
- 4.2. The recording device should be positioned in such a way that it does not become a hindrance or distraction to the candidate.
- 4.3. At the start of the examination, the examiner shall press 'record' on the recording equipment. Once the Speaking examination has begun, the recording must run without interruption and shall not be stopped or paused at any point during a particular candidate's examination session.
- 4.4. Each candidate will have a separate recording of their interview as they attempt to answer all the questions of the examination. All the recordings of the examination shall be collected by the team of examiners and for further reference when they are submitted to the Botswana Examinations Council.

#### **5.0. STRUCTURE OF THE SPEAKING EXAMINATION**

- 5.1 The examiner shall start by noting the candidate's name and candidate number. After the first question (self-introduction) the examiner shall proceed to the second question (role play) and ask the candidate to state their role play card number, after which the examiner will proceed to the last task (topic presentation) and the candidate will again have to state their topic presentation card number.

**5.2** The structure of the speaking examination is as follows:

<b>Task</b>	<b>Duration</b>	<b>Venue</b>
Preparation for role play	10 minutes	Preparation room
Registration of candidate information	2 minutes	Examination room
Question 1: Self-introduction	2 minutes	
Question 2: Role play	5 minutes	
Question 3: Topic presentation	5 minutes	
Finalisation of the examination	1 minute	

*NB: The examiner shall start the timer or look at a clock to note the start time of the examination (to monitor the timing for each part of the examination).*

## **6.0 GUIDANCE ON MARKING**

- 6.1** Both the candidates and the examiner shall be required to familiarise themselves with the marking guide on the allocation of marks for the different questions before conducting their first examination.
- 6.2** Before the commencement of the first examination, the examiner shall write the Syllabus number, Centre number and examiner's name on the Working Mark sheet.
- 6.3** The examiner shall make sure that they have completed all parts of the Working Mark sheet for the candidate at the end of each candidate's examination session.
- 6.4** The examiner shall add up the marks for each candidate and write the total mark in the appropriate column, having checked all additions carefully.
- 6.5** Marking should be positive, rewarding achievement. The focus of the assessment should be based on what the candidates are able to demonstrate (communication) and not serve as an opportunity to look for areas to punish candidates for their mistakes and shortcomings.

**6.6** Marking will be done with other supporting examination personnel in the same room. However, the personnel will not directly take part in the examination process.

## 7.0. OVERVIEW OF THE EXAMINATION PROCESS

Below is a table displaying the step-by-step process to be followed by candidates in their conduct of the French BJSE Speaking Examination on the day of their assessment:

EXAM PROCESS OVERVIEW	Speaking Examination	
	Time frame	Guidance notes
Centres distribute Topic presentation booklets (Question 3) to all candidates of French, accompanied by Instructions to candidates.	<b>On the date shown on the timetable</b>	Every candidate is required to choose ONE topic from their booklet, which they will use to prepare for their presentation on the date of their scheduled examination.
For the conduct of the French Speaking examination, the Centres prepare separate rooms as follows: Examination room, Quarantine room and Preparation room.	<b>2-3 weeks before the examination</b>	Teachers will play a crucial role in ensuring that the rooms identified are suitable for the examination administrative processes as described.
The Centre shall prepare a list of candidate examination sessions according to the registration lists provided by the office of the Chief Invigilator.  <b>NB. BEC registration list provided to Chief Invigilator should be used as is.</b>	<b>3-4 weeks prior to the examination dates</b>	Teachers are to slot candidates according to groups so that all candidates are examined within the stipulated examination days provided by the Botswana Examinations Council.
<b>Quarantine room</b>	<b>On the morning of the examination (7:30am)</b>	Candidates shall be called into the quarantine room if they are scheduled to be examined that same day. They will be permitted to revise their notes and remain under the watchful eye of the invigilator until their time to be examined.
<b>Preparation room</b>	<b>10 mins</b>	<b>Candidates shall prepare for the Role Play task.</b> They shall be allowed to take notes BUT must leave them in the Preparation room when called into the examination room. They may enter with their role-play cards.
<b>Inside the Examination room</b>	<b>15 mins</b>	<b>2 mins</b> Registration of candidate's information
		<b>2 mins</b> <b>Question 1: Self-Introduction</b>
		<b>5 mins</b> <b>Question 2: Role Play</b>

		5 mins	Question 3: Topic Presentation
		1 min	Finalization of the examination
Final Administrative tasks for examiners	<p><b>After all candidates have been examined in a particular Centre, examiners will take some time to finalize their logistics such as completing their Centre reports, storing all recordings from candidate interviews and completing all Summary Marksheets.</b></p>		

