



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA SENIOR SECONDARY EDUCATION
ASSESSMENT SYLLABUS

HOSPITALITY & TOURISM STUDIES

[CODE: 1254]



2021 - 2026

FOREWORD

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

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

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



.....
Dr Moreetsi Thobega
Chief Executive Officer
Botswana Examinations Council

ACKNOWLEDGEMENTS

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

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1 INTRODUCTION

The Hospitality and Tourism Studies assessment syllabus is designed to assess candidates who have completed a two-year learning programme of the Botswana Senior Secondary Education (BSSE) Hospitality and Tourism Studies teaching syllabus.

This syllabus aims to assess positive achievement of candidates at all levels of ability. The candidates will be assessed in ways that encourage them to show what they know, understand, perform and provide opportunities to articulate their insights, perceptions and responses.

This assessment syllabus should be read in conjunction with:

- (a) The BSSE Hospitality and Tourism Studies teaching syllabus
- (b) The specimen question papers and marking schemes
- (c) Moderators guidelines
- (d) Assessment Guide

Prior Learning

The Hospitality and Tourism Studies will preferably be for students who have previously studied one or both subjects below:

- Home Economics
- Social Studies

Progression

Upon completion of BSSE Hospitality and Tourism Studies, learners may progress to tertiary or vocational institutions to study hospitality and tourism related programmes.

2 FACILITATOR SUPPORT

The Botswana Examinations Council will provide a wide range of guidance, training and professional development on assessment. This will enable facilitators to give learners the best possible preparation for BSSE Hospitality and Tourism Studies. The following support documents will be availed to the facilitators,

- Assessment Syllabus
- Examiner reports to improve future learning
- Face-to-face workshop trainings
- Marking criteria / marking rubrics
- Assessment forms (standardised)
- Facilitator guidelines

3 SYLLABUS AIMS

The aims of the Hospitality and Tourism Studies Assessment syllabus are aligned to the syllabus outcomes of the BSSE Hospitality and Tourism Studies. They are:

- to demonstrate knowledge of the field of hospitality and tourism in terms of services and products offered and its impact on the environment
- to plan and execute sustainable activities in the field of hospitality and tourism
- to demonstrate compliance with health and Safety standards in the various sectors of the hospitality and tourism sector
- to demonstrate competencies required in the tourism and hospitality industry

4 ASSESSMENT OBJECTIVES

Candidates will be assessed on the following assessment objectives (AO's):

AO 1 Knowledge with Understanding

AO 2 Analysis and Evaluation

AO 3 Practical Skills

AO 1 Knowledge with Understanding

Candidates should be able to:

- 1 recall, select and present relevant factual information.
- 2 demonstrate and apply knowledge with understanding of the correct use of the following in the hospitality and tourism industry:
 - (i) Industry-specific terms, definitions and facts
 - (ii) Theories Principles, procedures and processes.

AO 2 Analysis and Evaluation

Candidates should be able to:

- 1 Analyse and evaluate related information and issues to draw valid conclusions and propose solutions to hospitality and tourism related problems
- 2 Interpret information to determine a logical approach to planning and organising activities in hospitality and tourism contexts
- 3 Communicate ideas and opinions logically using appropriate language

AO 3 Practical Skills

Candidates should be able to:

- 1 Select and use appropriate equipment, technology, materials and technical skills in Hospitality and tourism situations.
- 2 Maintain health and safety precautions/process on self and others.
- 3 Produce quality outcomes that meet expectations of the hospitality and tourism industry.
- 4 Demonstrate customer service skills when interacting with hospitality and tourism customers.

5 SCHEME OF ASSESSMENT

5.1 The Components

Components that will be used to assess this syllabus will be Paper 1, Paper 2, and Paper 3.

Paper 1	80 marks	2 hrs	40%
This will be a compulsory written theory paper consisting of two sections as follows:			
Section A	60 marks		
The section will consist short answer and structured questions targeting assessment objective 1 , AO1 and assessment objective 2 , AO2.			
Section B	20 marks		
The section consists of two essay questions. The candidates will answer all the question. The questions will be from assessment objective 2 , AO2. The paper will be of difficulty appropriate for grade A to G candidates.			
Paper 2	60 marks	5 hrs	20%
This will be a practical test paper consisting of three sessions. The paper will be targeting assessment objective 1, 2 and 3 .			
Planning Session	(16 marks)	1 hour 30 minutes	
An examination on a specific date where candidates are given the menu and recipes for a two course meal and beverage (main course and dessert or starter). They will be required to complete the Recipe Modification Form, Work Plans and Shopping List. The session will be conducted at least 2 weeks before the practical examination.			
Food Preparation and Cooking Session	(24 marks)	2 hours 30 minutes	
Candidates are to cook the two-course meal. The candidates will be assessed on the following:			
<ul style="list-style-type: none">• Mis en place• Cooking• Kitchen Etiquette• Quality of Final Outcome			
Service session	(20 marks)	1 hour	
The candidates will be assessed on the following:			
<ul style="list-style-type: none">• Food and beverage service• Professionalism• Beverage making• Customer service• Problem solving			
NB: Second and third session will run concurrently.			
The candidates are to be divided into groups of 8 people. Group A will complete the food preparation session on day one and food and beverage service session on day two. Group B will complete the food and beverage service session on day one and the food preparation session on day two. The paper will be of difficulty appropriate for grade A to G candidates.			

Paper 3	100 Marks	PBA	40%
<p>Provider Based Assessment: The paper is made up of four (4) components in hospitality and tourism services.</p>			
<p>This is a continuous assessment that will assess candidates on the following content areas i.e. Tour guiding, Front Office, Housekeeping and Travel services. The assessment will focus on the following:</p>			
<ul style="list-style-type: none"> • customer service and communication skills • application of health and safety • technical skills and the use of equipment and materials • problem-solving • the ability to produce high quality outcomes 			
<p>Each candidate will be required to provide a portfolio of evidence. Each year, Botswana Examinations Council will produce the assessment tasks to be given to candidates and guidance to teachers for how the tasks should be implemented and assessed. The candidates will be individually observed and assessed when actually carrying out the following:</p>			
<p>1. Tour Guiding</p>	<p>(36 marks)</p>		<p>36%</p>
<p>The candidates will be assessed individually on;</p>			
<ul style="list-style-type: none"> • Planning a tour to meet the needs of a group of tourists. Candidates will produce an itinerary and a costing sheet. • Conducting part of a tour to a group of tourists. Each candidate will interpret the attraction to the tourists for approximately 20 minutes. Other learners will take the role of the tourists. The tour must take place in a tourist attraction. The facilitator will complete an observation record and take photographs. 			
<p>2. Front office</p>	<p>(18 marks)</p>		<p>18%</p>
<p>The candidates will be assessed individually on;</p>			
<ul style="list-style-type: none"> • The check-in or check-out of a guest. This will be a role play where the facilitator take the role of the guest. The candidate will interact with the customer and be expected to complete front office documentation electronically. 			
<p>3. Housekeeping</p>	<p>(26 marks)</p>		<p>26%</p>
<p>The candidates will be assessed individually on;</p>			
<ul style="list-style-type: none"> • Laundry process. The candidates will be required to sort items of laundry to identify laundry requirements and complete laundry form. They will also be required to iron and store items of laundry. The facilitator will complete an observation record and take photographs. <p>Guest room service. The candidates will service either an occupied or unoccupied guest room. The facilitator will complete an observation record and take photographs.</p>			
<p>4. Travel services</p>	<p>(20 marks)</p>		<p>20%</p>
<p>Candidates will be assessed individually on:</p>			
<p>Tour Packaging: Candidates will be tasked to mix different products guided by the customers' needs to come up with a packaged tourism product. The candidate will use the information to compile the tour package. The package should clearly show the core product, its augmented services, costs and contact details. Students will be provided with the relevant information needed to create a package.</p>			
<p>Reservation: Candidates will be required to fill a reservation form, calculate fares and rates of different components of travel packages.</p>			

5.2 Relationship Between Assessment Objectives and Components

Assessment Objectives	Marks and Skill Weightings			Total Skill Weighting
	Paper 1	Paper 2	Paper 3	
AO 1 Knowledge with Understanding	32	25	30	25%
AO 2 Analysis and Evaluation	48	35	42	35%
AO 3 Practical Skills		40	48	40%
Total Marks	80	60	100	
Paper Weighting	40%	20%	40%	100%

5.3 Grade Descriptors

Grade A	Grade C	Grade E	Grade G
Recall, select and present relevant factual information in an effective, accurate and logical manner	Recall, select and present some relevant factual information in an accurate and logical manner	Recall, select and present limited relevant factual information with accuracy	Recall, select and present basic factual information
Demonstrate accurate and consistent use of industry –specific terms, definitions and facts and theories, principles, procedures and processes	Demonstrate some accurate use of industry – specific terms, definitions and facts and theories, principles, procedures and processes	Demonstrate limited use of relevant industry – specific terms, definitions and facts and theories, principles, procedures and processes	Demonstrate basic use of industry –specific terms, definitions and facts and theories, principles, procedures and processes
Analyse and evaluate related information and issues to draw valid and reasoned conclusions and propose appropriate solutions to hospitality and tourism related problems	Analyse and evaluate some information and issues to draw some valid conclusions and propose some appropriate solutions to hospitality and tourism related problems	Analyse and evaluate limited information and issues and make an attempt to draw conclusions and propose limited appropriate solutions to hospitality and tourism related problems	Identify basic information and issues with generalised basic statements
Interpret information to effectively determine a logical approach to planning and organising activities in hospitality and tourism contexts	Interpret some information to determine a mainly appropriate approach to planning and organising activities in hospitality and tourism contexts	Interpret limited information to determine an approach to planning and organising activities in hospitality and tourism contexts	State basic information to use in planning and organising activities in hospitality and tourism contexts

Communicate effectively and logically ideas and opinions using appropriate language and techniques	Communicate ideas and opinions effectively and logically using some appropriate language and techniques	Communicate ideas and opinions using limited appropriate language and techniques	Communicate ideas and opinions with basic application of language and techniques
Select and use appropriate equipment, technology, materials and technical skills to effectively complete tasks in Hospitality and tourism situations.	Select and use some appropriate equipment, technology, materials and technical skills to contribute to completing tasks in Hospitality and tourism situations.	Select and use limited appropriate equipment, technology, materials and technical skills in Hospitality and tourism situations.	Select and use basic equipment, technology, materials and basic skills in Hospitality and tourism situations.
Maintain excellent health and safety precautions/process for the safety of self and others	Maintain good health and safety precautions/process for the safety of self and others	Maintain limited health and safety precautions/process for personal safety and limited consideration of others	Maintain basic health and safety precautions/process for personal safety
Produce excellent quality outcomes that meet expectations of the hospitality and tourism industry.	Produce good quality outcomes that meet expectations of the hospitality and tourism industry.	Produce outcomes that meet some expectations of the hospitality and tourism industry.	Produce basic outcomes that contribute to meeting the expectations of the hospitality and tourism industry.
Demonstrate excellent customer service skills when interacting with hospitality and tourism customers	Demonstrate good customer service skills when interacting with hospitality and tourism customers	Demonstrate limited customer service skills when interacting with hospitality and tourism customers	Demonstrate basic customer service skills when interacting with hospitality and tourism customers

5.4 Availability of the Syllabus

This syllabus is available for school candidates only.

5.5 Combining the Syllabus with Other Syllabuses

Candidates may not combine this syllabus in an examination series with the following Botswana General Certificate Secondary Education assessment syllabuses:

- 1262 Food Studies
- 1263 Textile Design and Clothing
- 1264 Innovative Design and Aesthetics

6 SYLLABUS CONTENT

This syllabus is going to assess the following Learning Outcomes (LO's):

Module 1	
HTSSL 1	INTRODUCTION TO HOSPITALITY AND TOURISM
HTSSL 1.1. Demonstrate understanding of the Hospitality and Tourism industry HTSSL 1.2. Evaluate Impacts of Hospitality and Tourism	
Module 2	
HTSSL 2	CUSTOMER SERVICE EXCELLENCE
HTSSL 2.2. Discuss customer service in Hospitality and Tourism Industry HTSSL 2.1. Demonstrate understanding of excellent Customer Service	
Module 3	
HTSSL 3	HOSPITALITY AND TOURISM SERVICES
HTSSL 3.1. Demonstrate understanding of tour guiding services HTSSL 3.2. Demonstrate tour guiding service skills HTSSL 3.3. Demonstrate understanding of travel services HTSSL 3.4. Demonstrate travel service skills HTSSL 3.5. Demonstrate understanding of front office services HTSSL 3.6. Demonstrate front office service skills HTSSL 3.7. Demonstrate understanding of housekeeping services HTSSL 3.8. Demonstrate housekeeping service skills	
Module 4	
HTSSL 4	FOOD AND BEVERAGE SERVICE
HTSSL 4.1. Demonstrate understanding of the Food and Beverage Service department HTSSL 4.2. Demonstrate Food and Beverage Service skills	
Module 5	
HTSSL 5	FOOD PREPARATION
HTSSL 5.1. Demonstrate understanding of kitchen in hospitality and tourism industry HTSSL 5.2. Exhibit care of the kitchen HTSSL 5.3. Demonstrate understanding of food commodities HTSSL 5.4. Demonstrate understanding in food preparation HTSSL 5.5. Exhibit food preparation skills	

The details of the Learning outcomes and the Performance Criteria are covered in the Hospitality and Tourism Studies Teaching Syllabus.

7 PRACTICAL ASSESSMENTS

7.1 Provider Based Assessment

For Provider Based Assessment the following scored tasks will contribute to the certification

- Tour guiding
- Front office
- Housekeeping
- Travel Services

Facilitators are responsible for marking the tasks, the marking criteria will be provided by Botswana Examinations Council.

When several teachers in a centre are involved in internal assessments, arrangements must be made within the centre for all candidates to be assessed to a common standard. It is essential that the marks assigned within different teaching groups e.g. different classes are moderated internally for the whole centre entry to ensure a common standard. The centre assessments would then be subjected to external moderation.

The internally generated scores for all candidates must be recorded on the Provider Based Assessment summary sheet. This form and the instructions for completing it, would be availed to centres. A team of external moderators appointed by Botswana Examinations Council will do centre moderation. All the evidence required for moderation should be provided by the centre. BEC will provide guidelines for moderation in a separate document.

7.2 Requirements of Practical Examination

- Practical examination will be divided into two groups (food preparation and service session)
- The two groups will be examined concurrently
- There will be two sessions per day (morning and afternoon)
- At most 8 candidates per session, if they are more than 8 candidates there will a need to create another group candidates.
- Facilitators will be provided with pre-release information to guide them on preparations.
- External examiners appointed by Botswana Examinations Council will be sent to the centre as per the schedule.

7.3 Marking Criteria

PREPARE, COOK AND FINISH A TWO COURSE MEAL

Shopping list

- 5-6 Shopping list is fully complete including all ingredients from the recipes and any garnishing and additional seasoning required. Ingredients accurately allocated to appropriate food groups. Modification for the recipes is accurate to effectively produce a shopping list with correct calculations and weights or conversions.
- 3-4 Shopping list is partially complete with some ingredients from the recipes, garnishes, and additional seasonings. Ingredients accurately allocated to appropriate food groups, there may be some minor omissions. Attempt to modify some of the recipes to effectively produce a shopping list with some correct calculations and weights or conversions.

- 1-2 Shopping list is complete with a few required ingredients. Allocated some ingredients to appropriate food groups. Limited attempts to modify the recipes and produce the shopping list with some inconsistencies in calculations and weights or conversions.

Work plan

- 5-6 Work plan is comprehensive and completed with detailed information regarding processes, timings, ingredients, and equipment in relation to two courses using appropriate technical language throughout and addressing preparation, cooking, and finishing. The process is sequenced in a logical order with critical issues identified and practical solutions given.
- 3-4 Work plan is completed with information regarding processes, timings, ingredients, and equipment in relation to two courses using some appropriate technical language and addressing preparation, cooking, and finishing, some of which is in detail. There may be some minor omissions, but these would not adversely affect the overall outcome. The process is sequenced mainly in a logical order that would achieve the desired outcomes, although the identification of critical issues may be limited.
- 1-2 Work plan is completed with basic information regarding processes, timings, ingredients, and equipment in relation to two courses addressing preparation, cooking and finishing. There may be some omissions. The process has key activities in a logical order although there may be some aspects that are not in the most appropriate sequence.

Kitchen etiquette– problem solving,

- 5-6 Displays a high degree of professionalism throughout the time in the kitchen. Personal presentation is of a high standard and maintained throughout. Clean as you go practice adhered to throughout to ensure a tidy and organised work area is maintained. Appropriate health and safety measures are applied when preparing, cooking, and presenting meals and when maintaining a clean and tidy work area. Appropriate food safety practices are applied at all stages throughout the process.
- 3-4 Displays some professionalism at some stages during the process. Personal presentation is of a high standard initially, but standards may be lower as the production progresses. Clean as you go practice adhered with minor omissions to ensure a tidy and organised work area is maintained. Some health and safety measures are applied appropriately when preparing, cooking, and presenting meals and when cleaning and tidying the work area. Appropriate food safety practices are applied during the process although there may be some minor issues which do not have a significant impact on safety of food.
- 1-2 Displays basic professionalism at times in the kitchen. There are some issues with personal presentation at the start of the session and throughout. There is some attempt to maintain cleanliness and tidiness of the work area, but these are limited. Some health and safety measures are applied inappropriately when preparing, cooking, and presenting meals and when cleaning and tidying the work area. Some food safety practices are applied at a few stages during the process.

Mise en place

- 5-6 Correct equipment, ingredients and techniques are selected to effectively prepare for cooking the two-course meal. Equipment and ingredients are checked for quality before use. Techniques are consistently applied effectively showing a high degree of proficiency and efficiency in minimising waste and to ensure effective time management.

- 3-4 Some correct equipment, ingredients and techniques are selected to effectively prepare for cooking the two-course meal. Some equipment and ingredients are checked for quality before use. Techniques are applied effectively with minimal inconsistencies showing some degree of efficiency in minimising waste and to ensure effective time management.
- 1-2 A limited range of equipment and ingredients are selected to prepare for cooking the two-course meal. Basic techniques are attempted.

Cooking

- 5-6 Correct equipment and techniques are selected to effectively cook the two-course meal. Techniques are consistently applied effectively showing a high degree of proficiency to ensure effective time management. The quality of cooked items is monitored throughout.
- 3-4 Some correct equipment and techniques are selected to effectively cook the two-course meal. Techniques are applied effectively with minimum inconsistencies showing some degree of proficiency to ensure effective time management. There is some attempt to monitor the quality of cooked items.
- 1-2 A limited range of equipment is selected to cook the two-course meal. Techniques are applied with inconsistencies contributing to some degree of time management. There is limited attempt to monitor the quality of cooked items.

Quality of outcome

- 5-6 Each dish of the two-course meal is presented to consistently exhibit well-balanced dishes with appropriate portion sizes. High level of creativity is demonstrated through the presentation including the selection and application of garnishing to enhance the presentation. Items are presented with an appropriate texture, colour, and taste.
- 3-4 Most Dishes of the two-course meal are presented to consistently exhibit well-balanced dishes with appropriate portion sizes, although there may be some minor issues. Basic creativity is demonstrated in some presentations, including the selection and application of garnishing to enhance the presentation. Texture, colour, and taste is acceptable across most dishes.
- 1-2 A few dishes of the two-course meal are presented demonstrating some understanding associated with well-balanced dishes but with some issues. There is limited attempt to enhance the presentation of the meal through the selection and application of garnishing. There are some issues with texture, colour and taste.

FOOD AND BEVERAGE SERVICE

Planning

- 3-4 Work plan is comprehensive and completed with detailed information regarding processes, timings, ingredients, and equipment, using appropriate technical language throughout and addressing preparation, making and finishing. The process is sequenced in a logical order.
- 1-2 Work plan is completed with basic information regarding processes, timings, ingredients, and equipment. There may be some omissions. The process has key activities in a logical order although there may be some aspects that are not in the most appropriate sequence.

Restaurant etiquette

- 3-4 Displays a high degree of professionalism throughout the time in the restaurant. Personal presentation is of a high standard and maintained throughout. Clean as you go practice is adhered to ensure a tidy and organised work area. Appropriate health and safety measures are applied throughout when preparing and serving the food and beverages and interacting with the customer.
- 1-2 Displays a degree of professionalism with minor omissions during the time in the restaurant. Personal presentation is displayed to some standard during service. Clean as you go practice adhered to with minor omissions at some stages, using appropriate cleaning equipment and materials. Some health and safety measures are applied at some stages when preparing and serving the food and beverages and interacting with the customer.

Beverage making

- 2 Appropriate equipment, ingredients and techniques are selected and used to effectively prepare the beverage according to the recipe and to the set standard.
- 1 Appropriate ingredient are selected, although there may be some issues with the selection and use of equipment and techniques. The quality of the beverage is acceptable but not of the set standard.

Food and beverage service

- 3-4 The table is prepared with appropriate cutlery, glassware and linens presented to a high standard. Food and beverages are presented confidently without detracting from appearance. Food and beverage are placed on the table in a manner that presents items to the highest standard
- 1-2 Table is prepared with essential cutlery, glassware, and linens although they are not all the most appropriate and presentation is in line with accepted conventions. Food and beverages are carried from the service areas to the table, but with limited skill leading to issues with their appearance. Food and beverage are placed on the table with limited finesse leading to some issues with their appearance.

Customer service

- 4-5 The customer is greeted promptly and positively with a clear, audible welcome. An effective use of verbal and non-verbal communication. Establish and maintain rapport, provide accurate information to the customer, respond to any issues accurately
- 2-3 The customer is greeted positively with an audible welcome. Use of verbal and non-verbal communication. Establish rapport, most accurate information provided to the customer and respond to some issues.
- 1 The customer is greeted and welcome. Use of verbal and non-verbal communication with limitations. Establish rapport, limited information provided to the customer and respond to some issues.

Problem solving

- 3-4 Information provided is analysed to identify key issues. Responses are clear and logically structured and communicated. Proposed solutions and recommendations are detailed and accurate
- 1-2 Information provided land key issues identified. Responses are communicated. Proposed solutions though not accurate.

8 OTHER INFORMATION

Equality and Inclusion

The syllabus encompasses assessment where the principle of inclusivity is core which aims at curbing the presence of unnecessary barriers for learners with Special Education Needs (SEN).

Great care has been taken in the preparation of this syllabus and assessment materials to avoid bias of any kind. The assessment is designed with the aim of avoiding direct and indirect discrimination. The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Access Arrangements would be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the assessment standards.

8.1 Equity 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. The 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 when registering the candidates for entry into the syllabus, centres should specify the special learning requirements for such candidates.

8.2 Grading and Reporting

The Botswana General Certificate of Secondary Education (BGCSE) reports on a grading scale ranging from A* to G with A* being the highest and G being the lowest. Candidates failing to reach the minimum standard for the lowest grade shall be assigned letter U.

9 APPENDICES

Appendix A: Glossary of Terms

1. Verbs used in written questions intended to test learners' knowledge.

Describe

The learner's ability to offer a description of something in written or spoken account, presenting characteristics and aspects of that which is being "described" in sufficient detail that the audience can form a mental picture, impression, or understanding of it.

State

The Learner's ability to imply, infer or suggest a concise answer with little or no supporting argument.

Name

Learner's ability to specify as something desired, suggested or decided on.

Identify

The learner's ability to find and be able to describe something

List

The learner's ability to infer, imply give a number of points, generally each of one word, with no elaboration.

Define

The learner's ability to state the meaning of a word, phrase, sign, or symbol. Only a formal statement or its equivalent is required.

Outline

The learner's ability to offer the main ideas or facts about something, without giving much details or the learner's ability to provide essential features or main aspects of something under discussion.

2. Verbs used in written questions intended to test candidates' understanding.

Understanding

The learner's ability to comprehend the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.

Explain

The learner's ability to imply reasoning or some reference to theory depending on the context. It involves making plain or clear learned concepts.

Understand

The learner's abilities in problem solving, interpretation and evaluation, data handling and communication of scientific ideas, principles and concepts. The term may be associated with skills other than factual recall.

Suggest

The learner's ability to apply their general knowledge to a novel situation (a situation which is not a formal part of the syllabus and which may be unfamiliar to the candidates). This would be related to handling information, application and solving problems.

Discuss

The learner's ability to engage in a meaningful debate (written/oral) concerning a particular topic. This requires the learner to give a critical account of the points involved in the topic.

3. Verbs used in written questions intended to test what candidates are able to do.

Demonstrate

The learner ability to convert what was learned in class into habitual actions with proficiency and confidence. Applies what was learned in the classroom into novel and practical situations. Achieved through a lot of practice and requires a lot of assistance from the facilitator.

Apply

The learner ability to convert what was learned in class into habitual actions with proficiency and confidence. Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel and practical situations.

Exhibit

The learner ability to convert what was learned in class into habitual actions with proficiency and confidence. Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel and practical situations. These may include elements of creativity and attitude.

Carry out

The learner's ability to put into operation or execute an activity. Applies what was learned in the classroom into novel and practical situations. Precision steps and procedures should be followed to do the assigned activity.

Prepare

The learner's ability to make ready for activities in advance. Precision steps and procedures should be followed to do the assigned activity.

Show

The learner ability to convert what was learned in class into habitual actions with proficiency and confidence. Applies what was learned in the classroom into novel situations in the work place. These may include elements of creativity and attitude.

Plan

Learner's ability to think about the activities required to achieve set objectives. It involves the creation and maintenance of an activity plan, such as creating an action plan to guide in achieving the set objectives or goals.

Perform

The learner ability to convert what was learned in class into habitual actions with proficiency and confidence. Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place. These may include elements of creativity and attitude. Achieved through a lot of practice.

Design

A learner's ability to create a plan with more or less details for a structure and function of an artefact. Use a concept in a new situation or unprompted use of an abstraction. These may include elements of creativity, innovation and attitude.

Conduct

The learner ability to convert what was learned in class into habitual actions with proficiency and confidence. Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place. These may include elements of creativity and attitude.

Present

Learner's ability to eloquently share with others what they have learned in class or researched. These may include elements of creativity and attitude.

Predict

The learner's ability to produce the required answer by recall but by making logical connections between other pieces of information. Such information may be wholly given in question or may depend on answers extracted in an early part of the question.

Create

Learner's ability to builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. These may include elements of creativity, innovation and attitude

Determine

Learner's ability to ascertain definitely facts by giving a conclusion. This can be achieved through analysing, calculating, or investigating.

Evaluate

The learner's ability to 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, assesses its worth or to analyse and assess the role or function of something OR Make judgments about the value of ideas or materials.

Analyse

The learner's ability to separate material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.

Predict

This implies that the candidate is not expected to produce the required answer by recall but by making a logical connection between other pieces of information. Such information may be wholly given in the question or may depend on answers extracted in an early part of the question.

Deduce...

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