



BOTSWANA  
EXAMINATIONS  
COUNCIL

JUNIOR CERTIFICATE EXAMINATION

# ASSESSMENT SYLLABUS

ART  
CODE 033



2013

033  
CODE

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## FOREWORD

The Botswana Examinations Council is pleased to release the assessment syllabus for the revised Junior Secondary Education curriculum implemented in January 2010.

The purpose of this assessment syllabus is to guide schools, teachers and other educational institutions on what will be assessed in the subject area and how the assessment will be carried out for certification of students completing the Junior Secondary Education.

The curriculum at junior secondary level, puts emphasis on understanding and application of concepts; development of high order thinking skills (HOTS) such as inquiry, decision making, reasoning, creative, analytical, problem solving and process skills. It also calls for the acquisition of hands on experience that should increase the participation and performance of all groups e.g. groups of different abilities, learners with special needs, girls and boys.

All these skills entail more practical and challenging content and tasks that require higher levels of engagement of a learner's cognitive ability. The assessment syllabus has been designed to allow these higher order thinking skills to be assessed. It assesses what candidates know, understand and can do, enabling them to demonstrate their full potential.

The assessment syllabus is intended to promote a variety of styles of teaching, learning and assessment to enable candidates to progress to higher levels of learning. Therefore, teachers must be proficient in planning and directing a variety of learning activities. They should be conscious of the need for the students to be accountable and responsible for their own learning to some extent. They must also take into account the widening different levels of achievement which they aspire to. This implies active participation by both students and teachers, the creation of rich and diverse learning environments and the use of relevant assessment procedures to monitor the development of each learner.

It is important then that we value the student's own experiences, build upon what they know and reward them for positive achievement. This assessment syllabus is the outcome of a great deal of professional consultation and collaboration. On behalf of the Botswana Examinations Council, I wish to express my sincere gratitude to all those who contributed to the development and production of this assessment syllabus.



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**Executive Secretary**

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## 1. Introduction

As part of the Botswana Junior Secondary Education Programme, this Art syllabus is designed to provide a framework for the assessment of candidates who have completed the three-year course based on the revised Junior Secondary Art teaching syllabus.

The Junior Secondary Education Art Assessment Syllabus aims to afford the candidate an opportunity to fully demonstrate their potential and exhibit the knowledge and skills they possess through a variety of assessment modes. The syllabus also aims at providing information on what will be assessed and how it will be assessed with the intention of comparable standards from year to year.

Candidates will be assessed on a scale of A – E. Candidates who fail to meet the minimum requirement will be awarded a U.

This syllabus should be read in conjunction with:

- (a) the Junior Secondary School Art Teaching syllabus;
- (b) the specimen question papers and marking schemes.

This syllabus is not available for private candidates.

The outcome of instruction in the content prescribed by the Art teaching Syllabus will be assessed through a multiple-choice paper, a practical examination and centre-based assessment.

## 2. General Aims of Assessment

The syllabus embraces the subject aims defined in the Art teaching syllabus.

The assessment syllabus has the following additional aims:

- To ensure proper assessment of all the important skills in the curriculum
- To enable both teaching and assessment to cater for all ability levels
- To provide an efficient evaluative mechanism of the curriculum
- To encourage an investigative approach to learning
- To provide internationally recognised standards
- To enable the students to realise their full potential

## 3. Assessment Objectives

For purposes of assessment, the behavioural outcomes of instruction in the prescribed content have been classified into three broad skill areas known as assessment objectives. Brief descriptions of the assessment objectives are given below.

### **Assessment Objective 1: Knowledge with Understanding**

**Candidates should be able to;**

- 1.1 use chosen elements and principles competently;
- 1.2 appreciate space and spatial relationships in two and three dimensions and space in terms of pictorial organization;
- 1.3 use chosen media, tools, equipment and materials competently in making products.

### **Assessment Objective 2: Interpretative and Creative Response**

**Candidates should be able to;**

- 2.1 explore techniques and processes when making products;
- 2.2 express ideas visually;
- 2.3 respond in an individual and personal way;
- 2.4 demonstrate dexterity and creativity in manipulating materials, tools and equipment;
- 2.5 make aesthetic judgments.

### **Assessment Objective 3: Personal Investigation and Development**

**Candidates should be able to;**

- 3.1 analyze Art concepts, elements and principles as applied in the production of artefacts;
- 3.2 investigate various resources to support the production of artefacts;
- 3.3 demonstrate the development of ideas leading to a final solution;
- 3.4 demonstrate positive attitudes towards practical work and self-reliance;
- 3.5 produce a written critical analysis of the project.

### 4. Scheme of Assessment

The JCE Art syllabus will be assessed through a multiple-choice paper, a practical examination and centre-based assessment.

Paper 1		Multiple-Choice	
<b>Time</b>	<b>1 hour</b>	<b>Marks</b>	<b>40</b>
<b>Weighting</b>	<b>30%</b>		

This will be a 40 item multiple-choice paper assessing knowledge, understanding and application of Art concepts. Each item will have four options.

Paper 2		Practical Examination	
<b>Time</b>	<b>3 hours</b>	<b>Marks</b>	<b>60</b>
<b>Weighting</b>	<b>45%</b>		

Candidates will be assessed on knowledge with understanding, interpretative and creative response as well as personal investigation and development. Candidates will be presented with tasks set by BEC covering observational study or interpretative study or design study.

Candidates should be given three weeks before the examination to prepare, during which they should choose the appropriate question, form their ideas and make supporting studies. The supporting studies must consist of not more than two sheets of A2. Candidates should be allowed to take their supporting studies into the examination room for reference during the examination. The supporting studies must then be submitted with the examination work.

**Observational Study:** Tasks will be set to assess the candidate's ability to represent a composition from direct observation. Candidates must be prepared to draw or paint a subject from a choice, which will include a human figure and natural or man-made objects.

**Interpretative Study:** Tasks will be set to assess the candidate's ability to organise a pictorial composition based on interpretation of a selected theme or subject. This work may include a number of related drawings or paintings all produced during the examination.

**Design Study:** Tasks will be set to assess the candidate's ability to analyse a design brief, and to arrive at an appropriate solution by producing a design on paper. The question paper will cover areas in graphic design, including illustration, calligraphy, designs using lettering, fabric and fashion design.

An external examiner from BEC will mark the practical examination around October/November.

### Centre-Based Assessment

<b>Time</b>	<b>January to June of Form 3</b>	<b>Marks</b>	<b>100</b>
<b>Weighting</b>	<b>25%</b>		

The purpose of this paper is to afford the candidates a wider opportunity to demonstrate their interpretative and creative response skills, personal investigation and development skills as well as apply their knowledge and understanding of art concepts and principles over a period of time. Candidates will be assessed by teachers during the course of study.

Candidates should engage in a project consisting of a product from any area of the art program accompanied by a portfolio made of pictures, experimentations and Marquette that lead to the realisation of the product. The work should be selected from the area in which the learner have demonstrated his/her best ability. The project should have a written analysis as part of the Art Appreciation.

Candidates should design a product relating to **one** of the following areas:

- 2D-design studies
- 3D-design
- Photography
- Sculpture
- Crafts
- Ceramics

Marks awarded by the centre will be moderated by BEC in July.

*Note: See Appendix A for marking criteria.*

## 5. Assessment Grid

The grid below shows the assessment objectives that will be mainly assessed in each paper.

Papers	Assessment Objectives		
	AO 1	AO 2	AO 3
Paper 1	√	√	
Paper 2	√	√	√
Paper 3	√	√	√

### 6. Grade Descriptors

The descriptions below provide a general indication of the skill acquisition expected of the candidates for the award of key grades A, C and E.

#### GRADE A

**Candidates should be able to;**

- demonstrate firm grasp of skills and a superior creative ability in the options chosen;
- show a high degree of organization, extensive investigation which will be characterized by an interpretation, which is highly personal, and perceptive, reflecting informed and considered judgment.

#### GRADE C

**Candidates should be able to;**

- demonstrate competence in their grasp of skills and appropriate creative ability in the options chosen;
- show a degree of organization, and evidence of research, which will be characterized by self-awareness and straightforward personal response.

#### GRADE E

**Candidates should be able to;**

- demonstrate limited skills and creative ability in the options chosen;
- while showing evidence of interest and effort, their work will generally be weak in organization, demonstrating only limited self-awareness. It will be characterized by a heavy reliance on secondary source.

### 7. Inclusive Assessment

BEC intends to ensure all assessment offered is inclusive of all candidates regardless of their ability or challenges. This will afford all candidates the opportunity to display what they know without fear or prejudice. The assessment will therefore ensure that in the written papers items cater for all ability levels. Special needs candidates will be catered for through modification of assessments to suit visually challenged candidates, learners with hearing impairment as well as learners with learning disabilities. Candidates will also be accommodated as much as possible to gain access into the practically oriented syllabuses.

Centres are however requested to;

- inform BEC of any candidates who need special arrangements by March every year;
- ensure familiarity with the BEC special arrangements manual;
- make the necessary accommodations for learners with disabilities during the teaching and learning;
- modify learners assessments according to their various needs during the teaching and learning.

This will ensure that the special arrangements carried out by BEC do not come as a shock to candidates during examination time.

### 8. Coursework

Centres are expected to mark candidates' work according to the marking criteria provided by BEC (*see Appendix A*). The marking criteria is intended to ensure standardised marking at a national level. It is essential that the marking criteria is adhered to in order to facilitate the moderation of centre scores by BEC. Where there are indications that the marking criteria has not been adhered to, centres will be required to re-mark. BEC is responsible for the training of teachers on the application of the marking criteria.

Where there is more than one teacher in a centre, teachers are expected to standardise their marking before marking their individual students to ensure that all students are marked to a common standard. It is essential that the marking from different teaching groups in a centre is standardised for the whole centre entry. The centre marks will then be externally moderated by BEC.

Centres are required to ensure that the work presented is the candidate's own work and that the work is only carried out within the school premises.

Work entered for the coursework component **should not** be used or repeated in the practical examination.

#### **Moderation of coursework**

BEC will send individual mark sheets and summary mark sheets to centres around April every year. Centres are expected to transfer candidate's standardised marks into the individual mark sheets and the summary mark sheets by the end of June in preparation for the moderation in July. The completed and signed mark sheets should be submitted to the Head of Centre by 30 June. All the mark sheets should then be submitted to BEC through the external moderator.

Before conducting the moderation, the moderator will ensure that:

- the marking criteria have been applied;
- the marking is accurate and consistent;
- the marking has been standardised if more than one marker has been used.

## 9. Appendix: Marking Criteria for Centre-Based Assessment

Criterion	Levels of Response	Mark Allocation
<b>Knowledge with Understanding</b>		
<b>Use chosen elements and principles competently (8 marks)</b>	<b>Barely discernible</b> recognition of visual elements. <b>Minimal</b> ability to express ideas visually using elements and principles.	1
	<b>Some awareness</b> of using visual elements and principles. <b>Inadequate</b> ability to express visually elements and principles.	2
	<b>Satisfactory</b> recognition and organisation of visual elements and principles. <b>Some competence</b> to express visually elements and principles.	3
	<b>Good</b> recognition and organisation of visual elements and principles. <b>Competent</b> ability to express visually elements and principles.	4
	<b>Very good</b> recognition and organisation use of visual elements and principles. <b>Proficient</b> ability to express visually elements and principles.	5 - 6
	<b>Excellent</b> recognition and organisation use of visual elements and principles. <b>Expertise</b> in the expression of visually elements and principles .	7- 8
<b>Appreciate space and spatial relationships in two and three dimensions and space in terms of pictorial organization</b>	<b>Barely discernible</b> appreciation of space and spatial relationships in pictorial composition <b>Minimal</b> ability to appreciation of space and spatial relationships in pictorial composition.	1
	<b>Some awareness</b> of appreciation of space and spatial relationships in pictorial composition. <b>Inadequate</b> ability to express appreciation of space and spatial relationships in pictorial composition.	2
	<b>Satisfactory</b> appreciation of space and spatial relationships in pictorial composition.	3



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<b>(8 marks)</b>	<b>Some competence</b> to express appreciation of space and spatial relationships in pictorial composition.	
	<b>Good</b> appreciation of space and spatial relationships in pictorial composition. <b>Competent</b> ability to express appreciation of space and spatial relationships in pictorial composition.	4
	<b>Very good</b> appreciation of space and spatial relationships in pictorial composition. <b>Proficient</b> ability to express appreciation of space and spatial relationships in pictorial composition.	5 - 6
	<b>Excellent</b> appreciation of space and spatial relationships in pictorial composition. <b>Expertise</b> in expressing appreciation of space and spatial relationships in pictorial composition.	7 - 8
<b>Use chosen media, tools, equipment and materials competently in making products (14 marks)</b>	<b>Barely discernible</b> exploration and experimentation with materials. <b>Minimal</b> selection and control of media and processes.	1 – 2
	<b>Some awareness</b> in exploration and experimentation with materials. <b>Inadequate</b> in control of media and processes.	3 – 5
	<b>Satisfactory</b> exploration and experimentation with materials. <b>Some competence</b> in selection and control of media and processes.	6 – 8
	<b>Good</b> exploration and experimentation with materials. <b>Competent</b> selection and control of media and processes.	9 – 10
	<b>Very good</b> exploration and experimentation with materials. <b>Proficient</b> selection and control of media and processes.	11 - 2
	<b>Excellent</b> exploration and experimentation with materials. <b>Expertise</b> in the selection and control of media and processes.	13 - 14
<b>Interpretative and Creative Response</b>		
<b>Explore techniques and processes when making products (15 marks)</b>	<b>Barely discernible</b> exploration of techniques and processes . <b>Minimal</b> selection of techniques and processes leading to the final product.	1 - 3
	<b>Some awareness</b> in exploration of techniques and processes leading to the final product. <b>Inadequate</b> exploration of techniques and processes leading to the final product..	4 – 6
	<b>Satisfactory</b> exploration of techniques and processes leading to the final product. <b>Some competence</b> in selection of techniques and processes leading to the final product.	7 – 9
	<b>Good</b> exploration of techniques and processes leading to	10 – 11



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	the final product. <b>Competent</b> selection of techniques and processes leading to the final product.	
	<b>Very good</b> exploration of techniques and processes leading to the final product. <b>Proficient</b> selection of techniques and processes leading to the final product.	12 – 13
	<b>Excellent</b> exploration of techniques and processes leading to the final product. <b>Expertise</b> in the selection of techniques and processes leading to the final product.	14 - 15
<b>Express ideas visually (10 marks)</b>	<b>Barely discernible</b> recognition of visual ideas. <b>Minimal</b> ability to express ideas visually.	1
	<b>Some awareness</b> of recognition and organization of visual elements. <b>Inadequate</b> ability to express ideas visually or make aesthetic judgments.	2
	<b>Satisfactory</b> recognition and organisation of visual ideas. <b>Some competence</b> to express ideas visually.	3 - 4
	<b>Good</b> recognition and organisation of visual ideas. <b>Competent</b> ability to express ideas visually.	5 – 6
	<b>Very good</b> recognition and organisation use of visual ideas. <b>Proficient</b> ability to express ideas visually.	7 – 8
	<b>Excellent</b> recognition and organisation use of visual ideas. <b>Expertise</b> in the expression of ideas visually.	9 - 10
	<b>Demonstrate dexterity and creativity in manipulating materials, tools and equipment (15 marks)</b>	Barely discernible <b>ability to manipulate images</b> . Minimal <b>development of ideas</b> .
<b>Some awareness</b> in manipulation of images. <b>Inadequate</b> development of ideas through processes.		4 – 6
<b>Satisfactory</b> exploration and manipulation of images. <b>Some competence</b> to develop ideas through processes.		7 – 9
<b>Good</b> exploration and manipulation of images. <b>Competent</b> ability to develop ideas through processes.		10 – 11
<b>Very good</b> exploration, manipulation of images. <b>Proficient</b> ability to develop ideas through processes		12 – 13
<b>Excellent</b> exploration and manipulation of images. <b>Expertise</b> to develop ideas through processes.		14 - 15
<b>Make aesthetic judgments</b>	<b>Barely discernible</b> recognition of making aesthetic judgments. <b>Minimal</b> ability to make aesthetic judgments	1
	<b>Some awareness</b> of recognition of making aesthetic judgments. <b>Inadequate</b> ability to make aesthetic judgments.	2
	<b>Satisfactory</b> recognition of making aesthetic judgments. <b>Some competence</b> to express aesthetic judgments.	3 - 4



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<b>(10 marks)</b>	<b>Good</b> recognition of making aesthetic judgments. <b>Competent</b> ability to make aesthetic judgments.	5 - 6
	<b>Very good</b> recognition of making aesthetic judgments. <b>Proficient</b> ability to express ideas visually and make aesthetic judgments.	7 - 8
	<b>Excellent</b> recognition of making aesthetic judgments. <b>Expertise</b> in making aesthetic judgments.	9 - 10
<b>Personal Investigation and Development</b>		
<b>Analyze Art concepts, elements and principles as applied in the production of artefacts (3 marks)</b>	<b>Barely discernible</b> interpretation and creativity. <b>Minimal</b> personal evaluation with no critical thinking.	0.5
	<b>Some awareness</b> in personal and creative response. <b>Inadequate</b> personal evaluation and critical thinking	1
	<b>Satisfactory</b> in personal and creative response. <b>Some competence</b> personal evaluation and critical thinking.	1.5
	<b>Good</b> in personal and creative response. <b>Competent</b> personal evaluation and critical thinking	2
	<b>Very good</b> in personal and creative response. <b>Proficient</b> personal evaluation and critical thinking..	2.5
	<b>Excellent</b> in personal and creative response. <b>Expertise</b> personal evaluation and critical thinking.	3
<b>Investigate various resources to support the production of artefacts (6 marks)</b>	<b>Barely discernible</b> investigation and research. <b>Minimal</b> recording of evidence.	1
	<b>Some awareness</b> in investigation and research of sources. <b>Inadequate</b> recording of evidence.	2
	<b>Satisfactory</b> investigation and research from a variety of sources. <b>Some competence</b> in recording of evidence.	3
	<b>Good</b> investigation and research from a variety of sources. <b>Competent</b> ability in recording of evidence.	4
	<b>Very good</b> investigation and research from a variety of sources. <b>Proficient</b> ability in recording of evidence.	5
	<b>Excellent</b> investigation and research from a variety of sources. <b>Expertise</b> in recording of evidence.	6
<b>Demonstrate development of ideas leading to a final solution</b>	<b>Barely discernible</b> ability to demonstrate the development of ideas. <b>Minimal</b> development of ideas.	1
	<b>Some awareness</b> in demonstrating the development of ideas. <b>Inadequate</b> development of ideas leading to final solution.	2
	<b>Satisfactory</b> demonstrate the development of ideas.	3



<b>(7 marks)</b>	<b>Some competence</b> to develop ideas leading to final solution.	
	<b>Good</b> demonstrate the development of ideas. <b>Competent</b> ability to develop ideas leading to final solution.	4
	<b>Very good</b> demonstration of the development of ideas. <b>Proficient</b> ability to develop ideas leading to final solution	5
	<b>Excellent</b> demonstration in the development of ideas. <b>Expertise</b> to develop ideas leading to final solution.	6 - 7
<b>Demonstrate positive attitudes towards practical work and self-reliance (4 marks)</b>	<b>Barely discernible</b> commitment towards practical work and self-reliance. <b>Minimal</b> commitment towards practical work.	1
	<b>Some awareness</b> in commitment towards practical work and self-reliance. <b>Inadequate</b> commitment towards practical work.	1.5
	<b>Satisfactory</b> commitment towards practical work and self-reliance. <b>Some competence</b> commitment towards practical work.	2
	<b>Good</b> commitment towards practical work and self-reliance. <b>Competent</b> commitment towards practical work.	2.5
	<b>Very good</b> commitment towards practical work and self-reliance. <b>Proficient</b> commitment towards practical work	3
	<b>Excellent</b> commitment towards practical work and self-reliance. <b>Expertise</b> commitment towards practical work.	4