



BOTSWANA
EXAMINATIONS
COUNCIL

JUNIOR CERTIFICATE EXAMINATION

ASSESSMENT SYLLABUS

SETSWANA
CODE 011



2013

011
CODE



SETSWANA ASSESSMENT SYLLABUS

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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.



Executive Secretary

ACKNOWLEDGEMENTS

The Botswana Examinations Council wishes to acknowledge the contributions of the following Advisory Committee Members for their valuable contributions in the development of this Setswana Assessment syllabus.

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1. Introduction

As part of the Botswana Junior Secondary Education Programme, this Setswana 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 Setswana teaching syllabus.

The Junior Secondary Education Setswana 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 achieving 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 Setswana Teaching syllabus;
- (b) the specimen question papers and marking schemes.

This syllabus is available for private candidates.

The outcome of instruction in the content prescribed by the Setswana teaching syllabus will be assessed through **three** written papers.

2. General Aims of Assessment

The syllabus embraces the subject aims defined in the Setswana 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.
- To foster the development of the communication skills.
- To reinforce candidates' ability to handle and interact meaningfully with given materials.
- To encourage candidates to apply learned skills to manipulate life.

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 and Understanding

Candidates will be assessed on their ability to;

- 1.1 understand and interpret information read;
- 1.2 locate and select relevant materials from text;
- 1.3 explain and infer meaning of words, phrases and figurative language from context;
- 1.4 follow writers argument, draw inferences and form conclusions.

Assessment Objective 2: Language Use and Communication

Candidates will be assessed on their ability to;

- 2.1 express ideas, facts and opinions using appropriate and effective vocabulary and grammatical structures and forms;
- 2.2 handle mechanics of language and employ appropriate format when writing;
- 2.3 employ appropriate style in writing and use figurative language;
- 2.4 organise and present information in given formats;
- 2.5 translate from English to Setswana;
- 2.6 write creatively and persuasively.

Assessment Objective 3: Literary Skills

Candidates will be assessed on the ability to;

- 3.1 respond to texts critically and sensitively;
- 3.2 explore how language contribute to the meaning of texts;
- 3.3 interpret literal and figurative language;
- 3.4 appreciate aspects of oral literature.

4. Scheme of Assessment

The JCE Setswana syllabus will be assessed through **three** written papers.

Paper 1		Multiple Choice Items	
Time	1 hour 30 minutes	Marks	40
Weighting	25%		

This will be a 40 item multiple choice paper assessing knowledge and understanding of aspects of culture, mechanics of language and functions of various parts of speech. A prose passage of about one thousand five hundred (**1500**) **words** will be set in the paper. The items based on this passage will target candidates' general understanding and interpretation as well as ability to interpolate and extrapolate on the bases of the text. Each item will have four options.

Paper 2

Literature, Summary and Translation

Time **2 hours**

Marks **50**

Weighting **45%**

This will be a written paper assessing candidates' ability to respond critically to literary texts and evaluate how language contributes to the meaning of texts. Candidates will also be required to summarise and translate information given.

There will be four sections in the paper, that is, Sections **A**, **B**, **C** and **D**. Candidates will be required to answer **two** questions from Section A, **one** question from Section B and **all** questions from Sections C and D.

Section A: An **unseen passage** of either prose or drama of approximately one thousand five hundred (1500) words will be set in this section followed by **three** questions from which candidates are to answer **two** questions. Questions will target understanding and analyses of aspects of literature as well as candidates' ability to relate literary aspects to real life situations. Candidates will also be required to comment on the passage drawing on their literary skills and life experiences. The length of response should be approximately one hundred and fifty (150) to two hundred (200) words. This section will be worth **20 marks**.

Section B: An **unseen poem** of about three hundred (300) words will be set in this section followed by two tasks from which candidates will be required to answer only **one** question and write approximately one hundred and fifty (150) words. Candidates will be required to provide a critical interpretation of aspects of the poem, drawing on literary skills and experience as well as make a personal response. This section will be worth **10 marks**.



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Section C: A **prose passage** of approximately five hundred (500) words will be set in this section. Candidates will be required to summarise the passage in about hundred (100) to hundred and fifty (150) words of continuous writing. This section will be worth **10 marks**.

Section D: A text of about hundred and twenty (120) words written in English will be set in this section and candidates will be required to translate the text to Setswana. Candidates will be assessed on the ability to convey meaning with precision and accuracy in their translation. This section will be worth **10 marks**.

Paper 3		Continuous and Extended Writing	
Time	1 hour 15 minutes	Marks	45
Weighting	30%		

This will be a written paper assessing language use and written communications skills. There will be two sections in the paper, that is, Sections **A** and **B**.

Section A: In this section candidates will be given a topic or scenario on which to write a composition not exceeding three hundred (300) words. Composition topics may call for writing that is narrative, descriptive, factual, persuasive or argumentative. Candidates will be required to organize ideas, demonstrate command of language and use figurative language to bring out the desired effect. Candidates should write relevant and coherent pieces showing creativity, organisation and communication. This section will be worth **25 marks**.

Section B: In this section candidates will be required to write either a report or a speech of about two hundred (200) words displaying effective use of appropriate vocabulary, style and register. The report may either be formal or informal and the speech writing will be formal. Candidates should use the correct format of presentation. Candidates will also be required to demonstrate either speech writing or report writing skills. This section will be worth **20 marks**.

5. Assessment Grid

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

ASSESSMENT OBJECTIVES	COMPONENTS		
	Paper 1	Paper 2	Paper 3
1.1	√	√	
1.2	√	√	
1.3	√	√	
1.4	√	√	
2.1			√
2.2			√
2.3			√
2.4		√	√
2.5		√	
2.6		√	
3.1		√	
3.2		√	
3.3	√	√	
3.4	√		

6. Grade Descriptors

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

GRADE A

Candidates should be able to;

- express ideas, facts and opinion clearly and effectively;
- address topics with high level of relevance, creativity and persuasiveness;
- use correct spelling, ethnography, punctuation and grammar;
- vary sentence structure, vocabulary and maintain a good sequence of ideas in paragraphs leading to cohesion across paragraphs;
- select and use appropriate style and register and use figurative language;
- show accurate understanding of texts;
- analyse argument, draw inferences and form conclusions;
- decode and explain the significance of linguistic devices, grammatical features and register;
- decode meaning phrases/words and figurative language with precision;
- paraphrase and present very good summary capturing the gist and tone of the text;
- articulate and discuss aspects of literature with sensitivity;
- communicate a well considered personal response to literary texts using textual evidence effectively.

GRADE C

Candidates should be able to;

- express ideas, facts and opinion with reasonable clarity and effectiveness, using appropriate vocabulary;
- write creatively, persuasively and with relevance;
- handle spelling and orthography adequately;
- use simple and compound sentence structures;
- use simple style and register, employing figuratively language occasionally;
- organise ideas coherently and consistently;
- use punctuation and grammar with very few slips;
- understand texts adequately;
- identify writers argument, analyse the argument, draw inferences and form conclusions;
- explain meanings and significance of linguistic devices and grammatical features;
- decode meaning of words, phrases and figuratively language reasonably well;
- summarize adequately;
- discuss some aspects of literacy texts adequately;
- make personal response to literary texts.

GRADE E

Candidates should be able to;

- express ideas, facts, and opinions at a basic level;
- show limited ability to generate ideas to suit the topic;
- spell words with basic form and follow rules of orthography and grammar to a limited extent;
- use simple sentence structures;
- achieve coherence in only a few paragraphs;
- use punctuation marks to a limited extent;
- show limited understanding to texts;
- show basic understanding of writers argument;
- recognize and respond to basic linguistic devices and grammatical features;
- decode meaning of simple words and phrases;
- summarise by outlining points as stated in the text;
- show basic understanding of aspects of literary criticism;
- communicate a straightforward personal response to literary texts.

7. Inclusive Assessment

BEC intends to ensure that all assessment 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.



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