

FOREWORD

The Botswana Examinations Council is pleased to authorise the publication of the revised assessment procedures for the Junior Certificate Examination programme. According to the Revised National Policy on Education, the main intentions of the three year Junior Secondary programme are to provide the learners with opportunities for pre-vocational preparation and to enable the learners to take advantage of further education and training. These goals are reflected in the current Junior Secondary curriculum and accordingly, were taken into account when the assessment procedures were revised.

The range of ability of the learners has also influenced the design and revision of the assessment procedures. As a result of the ten year basic education policy, the ability range of the learners in Junior Secondary schools is much greater than previously. The revised assessment procedures are designed to ensure that all learners, regardless of their ability, have the opportunity of demonstrating what they know, understand and can do.

Another important aspect of assessment meant to be fostered through this revision is the alignment of assessment with the specific requirements of the teaching programme. This has been addressed through the restructuring of the scheme of assessment for individual subjects, whilst ensuring the reliability of the outcomes. The revised procedures use a standardised format across all subjects, whilst meeting the specific requirements of each subject.

The revised procedures are not intended to replace the existing teaching syllabuses. Rather, they provide a specification of the knowledge and skills which are to be assessed in each subject. Through the scheme of assessment, the procedures provide information on: the number of question papers in each subject, the marks allocated to each paper, paper and section weightings, etc.

These procedures are the outcome of the efforts of many professionals in the education system, and I wish to extend my thanks to all those who made their contribution. I would also like to encourage a continuation of this valuable collaboration.



Executive Secretary

1. INTRODUCTION

As part of the Botswana Junior Secondary Education Programme, the Home Economics Assessment Procedures are designed to provide a framework for assessing candidates who have completed a three-year course based on the Junior Secondary Home Economics Teaching Syllabus.

The Home Economics examination aims to assess the knowledge and skills acquired through instruction in the content prescribed for the Junior Secondary Home Economics programme. The assessment will be designed in a way that encourages candidates to show what they know and can do, and their level of understanding. Furthermore, the procedures offer a general framework for syllabus content representation in examination papers and assure comparability of sampled content from year to year.

The outcome of instruction in the content prescribed by the Home Economics Teaching Syllabus will be assessed through **four** papers.

2. DIMENSIONS

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

Dimension 1: Knowledge and Understanding

Candidates will be assessed on the ability to recall and understand:

- social and environmental needs;
- terminology, concepts and principles;
- correct use of equipment and tools;
- basic quantities, methods and importance of accuracy;
- safety precautions, hygienic methods and regulations;
- nutritional needs and the social, economic and environmental implications;
- business services and consumerism;
- interpret information.

Dimension 2: Handling Information and Solving Problems

Candidates will be assessed on the ability to:

- estimate and measure accurately;
- organise and manage resources in given situation;
- identify priorities when solving problems;
- identify and solve real life problems.

Dimension 3: Practical Skills

Candidates will be assessed on the ability to:

- follow given instructions;
- use techniques, methods, materials, equipment and tools to achieve desired effects;
- demonstrate manipulative skills when carrying out processes;
- use appropriate methods of presentation;
- demonstrate creativity in their work;
- design quality products;
- evaluate a product.

3. STRUCTURE OF THE EXAMINATION

The syllabus is assessed by four papers. Subject grades will be reported on a five-point scale of **A** to **E**.

Paper 1	Multiple-Choice	Marks	40
Time	1 Hour	Weighting	20%

This is a forty item multiple-choice paper assessing knowledge, comprehension and application of Home Economics skills

Paper 2	Short-Answer and Structured	Marks	60
Time	1 Hour 30 Minutes	Weighting	35%

This will be a written paper assessing knowledge, comprehension and application of Home Economics skills.

There will be three sections in this paper and candidates must attempt **all** questions.

Section A: Family and Consumer Education	22 marks
Section B: Food and Nutrition	22 marks
Section C: Clothing and Textiles	16 marks

The paper will present both structured and short-answer questions requiring responses ranging from one word to a paragraph as well as drawings and tables.

Paper 3	Practicals and Planning	Marks	50
Time	4 Hours	Weighting	25%

This will consist of a planning component assessing planning skills and a practical component assessing manipulative skills, economising resources and quality of results.

Practical Examination

The practical examination will cover meal planning and food preparation, management of resources and care of materials.

A visiting examiner at the end of the three-year programme will mark this paper.

The four hours for the paper will be spread as follows:

- 1 Hour 30 Minutes - Planning 16 marks
- 2 Hours 30 Minutes - Practical 34 marks

Paper 4	Project	Marks	30
Time	4 Terms	Weighting	20%

This will consist of a project done beginning Term 2 of Form 2 to Term 2 of Form 3. The project will require application of Home Economics skills and concepts as well as problem – solving skills.

Candidates will be required to design and make suitable products.

At the end of the three-year programme, a visiting examiner will moderate the marks awarded by teachers for the project.

4. ASSESSMENT GRID

The table below shows percentage representation of the examined major content areas by paper.

COMPONENT	MAJOR CONTENT AREAS			TOTAL
	Family and Consumer	Food and Nutrition	Textile and Clothing	
PAPER 1	38%	24%	38%	100%
PAPER 2	37%	37%	26%	100%
PAPER 3	20%	60%	20%	100%
PAPER 4	–	–	100%	100%

5. WEIGHTING OF PAPERS BY DIMENSIONS

The table below shows percentage representation of dimensions by paper.

COMPONENT	DIMENSIONS			TOTAL
	Knowledge and Understanding	Handling Information and Solving Problems	Practical Skills	
PAPER 1	15%	5%	–	20%
PAPER 2	17%	18%	–	35%
PAPER 3	5%	7%	13%	25%
PAPER 4	–	–	20%	20%
TOTAL	37%	30%	33%	100%

6. CONTINUOUS ASSESSMENT

This will be assessed in paper 4. The paper will consist of course work in the form of a project and will cover the **Clothing and Textile Module** only.

Moderation

A moderator will visit the school after internal marking has been completed. The moderator will mark a sample of candidates' work and the school marks together with the moderator's marks will be used to derive agreed marks for the centre. Where there are vast differences between the moderator's mark and the school marks, the moderator will mark the whole centre.

7. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the skill acquisition expected of candidates for the award of particular grades.

GRADE A

The candidate should be able to:

- investigate the relationship between Home Economics with other school disciplines;
- exhibit creativity and precision in executing tasks;
- demonstrate the ability to convert units of measure;
- justify concepts in food preparation and planning;
- justify and practice hygiene rules;
- investigate processes and present relevant information according to a given situation;
- justify choice/selection of equipment and use them correctly;
- apply scientific rules/principles and technological vocabulary and terminology;
- demonstrate relationship between nutrition and health;
- justify factors that influence decision making;
- apply basic concepts in food service management, textile and consumerism;
- demonstrate the relation between environment, health and safety;
- interpret and use recipes;
- care, clean and classify household equipments.

GRADE C

The candidate should be able to:

- exhibit ability to execute tasks;
- measure ingredients and materials accurately;
- use basic concepts in food preparation and planning;
- practice hygiene rules;
- identify the relationship between Home Economics and other school disciplines;
- identify and illustrate relevant information;
- use scientific Home Economics principles and technological or technical vocabulary and terminology;
- use basic concepts in food service management, textiles and consumerism;
- make appropriate choice of equipment and use them correctly;
- identify factors which influence consumer decisions;
- identify the relationship between nutrition and health;
- adapt and use recipes;
- identify the relationship between environment, health and safety.

GRADE D

The candidate should be able to:

- list Home Economics subject areas;
- execute some tasks related to Home Economics;
- be able to measure ingredients;
- plan and prepare foods;
- list safety precautions;
- list basic concepts in Home Economics;
- identify and use basic equipments;
- follow some scientific principles;
- identify and present information from limited range of resources;
- list nutritional diseases and disorders;
- use recipes and pattern instructions;
- list factors influencing decision making;
- list family life stages.