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### Revision History

<b>Change Made By</b>	<b>Description</b>	<b>Version</b>	<b>Date</b>
T. Bolaane	Coursework fees amended in the Appendix A	1	07-10-2021


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## 1. Abbreviations, Terms and Definitions

### 1.1 Abbreviations

<b>BEC</b>	Botswana Examinations Council
<b>BGCSE</b>	Botswana General Certificate of Secondary Education
<b>CRC</b>	Central Resource Centre
<b>DVD</b>	Digital Video Disk
<b>EAC</b>	Examination, Administration and Certification
<b>PDS</b>	Product Development and Standards
<b>VHS</b>	Video Home System

### 1.2 Terms and Definitions

#### 1.2.1 Assessment

Assessment means the process of collecting evidence and making judgments about learner achievement or non-achievement of specified outcomes.

#### 1.2.2 Coursework


Coursework refers to assessment that is carried out by the Centre during the course of teaching and learning and contributing to the final certification of the learner/ in any component specified by the syllabus that is assessed in the Centre by the Centre's teachers as a requirement of the Syllabus.

#### 1.2.3 Evidence

Evidence refers to information which is gathered to make a judgment about achievement or non-achievement of a specified outcome.

#### 1.2.4 External Moderation

This refers to a Centre based quality assurance process carried out by a person/s who are not associated with the Centre providing the learning programme to ensure that the assessment of outcomes is fair, valid and reliable.

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#### 1.2.4 Internal Moderation

This refers to a Centre based quality assurance process, which ensures that assessment of outcomes is fair, valid and reliable.

#### 1.2.5 Moderator

This means a person who ascertains whether or not the assessment of outcomes is fair, valid, reliable and consistent.

#### 1.2.6 Moderation


Moderation refers to a process which ensures that assessment of outcomes is fair, valid, reliable and consistent.

#### 1.2.7 Portfolio

This shall refer to a systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation.

#### 1.2.8 Reasonable Adjustment

This shall refer to adjustments that can be made to the way in which evidence of learner performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions [and/or awarding grades] should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed, otherwise comparability of standards will be compromised.

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## 2. Introduction

### 2.1 Background

Candidates for the Botswana General Certificate of Secondary Education Examination (BGCSE) are assessed through coursework, written and practical examinations. Assessment Syllabuses define the structure of each examination and specify the target assessment objectives in each subject and also provide guidance on the assessment of coursework to teachers, school administrators and other stakeholders. Coursework includes continuous assessment and project work which consists of a portfolio and a product.


### 2.2 Purpose

The purpose of the manual is to ensure that coursework assessment is standardized across schools to ensure fairness of assessments for all candidates as well as credibility of the assessment outcomes. It is meant to be used by teachers in coursework assessment.

## 3. Scope

**3.1** This Manual is intended to promote quality, consistency and accuracy in coursework assessment at centre level. It can also be used for monitoring purposes and making preparations for the moderation of coursework marks. The Manual aims to specify and define coursework assessment activities and expectations in the following subjects:

- (a) Art and Design
- (b) Physical Education
- (c) Design and Technology
- (d) Agriculture
- (e) Music
- (f) Business Studies
- (g) Food and Nutrition
- (h) Home Management
- (i) Fashion and Fabrics
- (j) Computer Studies
- (k) Development Studies

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- 3.2** The Manual also provides details of the administration of coursework. The details specify the period over which the work is to be done and the structure of the assessment in each subject. Also included are details of the targeted skills, the moderation process and the access arrangements that can be provided for candidates with special needs.

## **4. Responsibility and Authority**


### **4.1 Manager, Product Development and Standards**

Manager Product Development and Standards is responsible for ensuring that the instructions are implemented at their divisions

## **5. Art and Design**

### **5.1 General Guidelines**

- 4.1.1** Coursework for Art and Design consists of a project with supporting portfolio. The coursework assessment mainly emphasises on the application of art elements and principles, use of media, creative ability and research skills and art appreciation.
- 4.1.2** An internally set assignment marked by the Centre, moderated by BEC. In a course of at least one year, candidates are expected to have concentrated on **one** of the areas listed in the Curriculum content. From their course of study, they should select, for assessment by the Centre, one final outcome plus a supporting portfolio of work that directly relates to that one final outcome.
- 4.1.3** The **one final outcome** should offer breadth and depth of exploration and inquiry, stimulated by the content set by the Centre. It must be the candidate's individual response produced from conception to the completion of the final outcome.
- 4.1.4** The **supporting portfolio** should contain work which shows the research, exploration, development and evaluation relevant to the one final outcome.
- 4.1.5** Art and Design coursework has been designed to allow candidates to develop and produce personal responses that reflect a broad range of related activities, areas and approaches to study. It has been devised to enable centres to play on their strengths in terms of staff expertise and interests, and to provide candidates with choices, while at the same time ensuring a suitable breadth of study within the subject. The areas listed below provide a broad framework of Art and Design practice, and indicate an approach which encourages exploration, within either traditional media, new media or a combination of both, providing all

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assessment objectives are met. Candidates are encouraged to produce a variety of creative responses through a range of materials, processes and techniques.

## 5.2 2D-Design Studies

Candidates should have completed a course of at least one-year in the study of one of the following areas: Graphic Design, Environmental or Structural Design, Theatre Design, Computer Graphics, Textile Design or 2D-craft. During this course, candidates should keep a workbook, which relates to the chosen area and submit this workbook for assessment with the one piece of finished work completed during the year.

## 5.3 3D-Design Studies

Candidates should have completed a course of at least one-year in the study of one of the following areas: architectural models, stage design, mosaic, sculpture, ceramics. During this course, candidates should keep a workbook, which relates to the chosen area and submit this workbook for assessment with the one piece of finished work completed during the year. Following areas: Photography black and white and or colour, video filming. During this course, candidates should keep a workbook, which relates to the chosen area and submit this workbook for assessment with the one piece of finished work completed during the year.

## 5.4 Painting and Drawing


**5.4.1** Candidates should have completed a course of at least one-year in the study of one of the following areas:

- (a) Pastels;
- (b) oils and acrylics;
- (c) colour composition;
- (d) design briefs; and
- (e) Watercolour.

**5.4.2** During this course, candidates should keep a workbook, which relates to the chosen area and submit this workbook for assessment with the one piece of finished work completed during the year

**5.4.3** Work submitted should demonstrate evidence of:

- (a) informed and personal exploration within the chosen area;

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- (b) recording, analysis, organisation and collection of observations, expressions and insights relative to ideas and intentions;
- (c) experimentation with ideas, concepts, materials, techniques and processes;
- (d) Reflection, review and refinement.

**5.4.4** The Centre will assess the one final outcome together with the supporting portfolio and award a single mark out of 100. This will then be externally moderated by BEC. Centres will provide a breakdown of the three assessment objectives on the Individual Candidate Record Card. Centres should refer to the Coursework Handbook for further guidance. Candidates should be familiar with the Assessment Objectives by which their work will be assessed.

**5.4.5** 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.

**5.4.6** The Principal and the Art and Design teacher will be required to sign a statement certifying the work submitted for assessment is the candidate's own unaided work.

**5.4.7** Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.

**5.4.8** Retain all Individual Candidate Record Cards and Coursework which will be required for external moderation.

**5.4.9** Prepare a room where candidates' projects will be displayed.


**5.4.10** Collect coursework projects and keep them for submission to the external moderator during moderation or on request by BEC.

**5.4.11** Each project ought to be accompanied by a portfolio explaining briefly how the project was made. The projects and the portfolio should be packaged accordingly in alphabetical order.

## 5.5 Record Forms

Record forms signed by:

- (a) Teachers sign to confirm that the work assessed is that of candidates assessed and that it was conducted under the conditions laid down by the BEC specifications.
- (b) Centre to confirm the authenticity of the work presented for assessment.

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- (c) The moderator will assess the work of the sampled candidates according to the agreed standard and make a recommendation. During the marking, the moderator will ascertain that:
- (i) The work is appropriate for the syllabus and satisfies the minimum requirements
  - (ii) The specified marking criteria has been followed and applied accurately
  - (iii) Internal moderation has been conducted satisfactorily
  - (iv) The Moderator is expected to collect the planning sheets, mark sheets and projects from the Chief Invigilator.
  - (v) The examiner will check that each candidate have every item they need prior to the commencement of the examination.


## 5.6 Assessment Criteria

### Distribution of Marks


The Mark-sheet is subdivided into smaller units and a reference chart is available when awarding marks. The marks distribution chart provides an absolute measure for discrimination in determining individual performance.

#### *The marks distribution chart:*


KNOWLEDGE WITH UNDERSTANDING		
Recognise and render form and structure	<b>Barely discernible</b> recognition and render form and structure.	0
	<b>Minimal</b> ability to recognise and render form and structure.	
	<b>Some awareness</b> of recognise and render form and structure.	1
	<b>Inadequate</b> ability to recognise and render form and structure.	
	<b>Satisfactory</b> recognition and rendering form and structure.	2
	<b>Some competence</b> in recognising and rendering form and structure.	
	<b>Good</b> recognition and rendering form and structure.	3
	<b>Competent</b> ability to recognise and render form and structure.	
	<b>Very good</b> recognition and rendering form and structure.	4
	<b>Proficient</b> ability to recognise and render form and	

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	structure	
	<b>Excellent</b> recognition and rendering form and structure.	5
	<b>Expertise</b> in recognition and rendering form and structure	
Appreciate space and spatial relationships organisation	<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.	0
	<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.	1
	<b>Satisfactory</b> appreciation of space and spatial relationships in pictorial composition. <b>Some competence</b> to express appreciation of space and spatial relationships in pictorial composition.	2
	<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.	3
	<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.	4
	<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.	5
Use chosen media competently	<b>Barely discernible</b> exploration and experimentation with materials. <b>Minimal</b> selection and control of media and processes.	0
	<b>Some awareness</b> in exploration and experimentation with materials. <b>Inadequate</b> in control of media and processes.	1
	<b>Satisfactory</b> exploration and experimentation with materials. <b>Some competence</b> in selection and control of media and processes.	2
	<b>Good</b> exploration and experimentation with materials. <b>Competent</b> selection and control of media and processes.	3

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Handle tone and colour in a controlled and intentional manner	<b>Very good</b> exploration and experimentation with materials. <b>Proficient</b> selection and control of media and processes.	4
	<b>Excellent</b> exploration and experimentation with materials. <b>Expertise</b> in the selection and control of media and processes.	5
	<b>Barely discernible</b> handling tone and colour <b>Minimal</b> handling tone and colour.	0
	<b>Some awareness</b> in handling tone and colour <b>Inadequate</b> handling tone and colour.	1
	<b>Satisfactory</b> handling tone and colour. <b>Some competence</b> in handling tone and colour	2
	<b>Good</b> handling tone and colour. <b>Competent</b> in handling tone and colour	3
	<b>Very good</b> handling tone and colour <b>Proficient</b> in handling tone and colour	4
	<b>Excellent</b> handling tone and colour. <b>Expertise</b> in handling tone and colour.	5

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<b>INTERPRETATIVE AND CREATIVE RESPONSE</b>		
Express ideas visually	<b>Barely discernible</b> expression of ideas visually. <b>Minimal</b> expression of ideas visually.	0
	<b>Some awareness</b> in expressing of ideas visually. <b>Inadequate</b> expression of ideas visually.	1
	<b>Satisfactory</b> in expressing of ideas visually. <b>Some competence</b> in expressing of ideas visually.	2
	<b>Good</b> expression of ideas visually. <b>Competent</b> in expressing of ideas visually.	3
	<b>Very good</b> in expressing of ideas visually. <b>Proficient</b> in expressing of ideas visually	4
	<b>Excellent</b> in expressing of ideas visually. <b>Expertise</b> in expressing of ideas visually	5
Respond in an individual and personal way	<b>Barely discernible</b> respond in an individual and personal way <b>Minimal</b> ability to respond in an individual and personal way.	1
	<b>Some awareness</b> of responding in an individual and personal way <b>Inadequate</b> ability to respond in an individual and personal way.	2
	<b>Satisfactory</b> respond in an individual and personal way <b>Some competence</b> in responding in an individual and personal way.	3 - 4
	<b>Good</b> respond in an individual and personal way <b>Competent</b> ability respond in an individual and personal way.	5 – 6
	<b>Very good</b> respond in an individual and personal way <b>Proficient</b> ability to respond in an individual and personal way.	7 – 8
	<b>Excellent</b> respond in an individual and personal way. <b>Expertise</b> in responding in an individual and personal way	9 - 10
	<b>Barely discernible</b> ability to demonstrate quality of ideas as seen by interpretation rather than literal description of a theme. <b>Minimal</b> demonstrate quality of ideas as seen by interpretation rather than literal description of a theme.	
	<b>Some awareness</b> in demonstrating quality of ideas as seen by interpretation rather than literal description of a theme. <b>Inadequate</b> demonstrate quality of ideas as seen by interpretation rather than literal description of a theme.	
	<b>Satisfactory</b> demonstrate quality of ideas as seen by interpretation rather than literal description of a theme	
	<b>Some competence</b> to demonstrate quality of ideas as seen by interpretation rather than literal description of a theme.	
	<b>Very good</b> demonstrate quality of ideas as seen by interpretation rather than literal description of a theme.	
	<b>Proficient</b> ability to demonstrate quality of ideas as seen by interpretation rather than literal description of a theme.	


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	<b>Excellent</b> demonstration of quality of ideas as seen by interpretation rather than literal description of a theme.	
	<b>Expertise</b> in demonstrating quality of ideas as seen by interpretation rather than literal description of a theme.	
Make aesthetic judgements	<b>Barely discernible</b> recognition of making aesthetic judgments. <b>Minimal</b> ability to make aesthetic judgments	0
	<b>Some awareness</b> of recognition of making aesthetic judgments. <b>Inadequate</b> ability to make aesthetic judgments.	1
	<b>Satisfactory</b> recognition of making aesthetic judgments. <b>Some competence</b> to express aesthetic judgments.	2
	<b>Good</b> recognition of making aesthetic judgments. <b>Competent</b> ability to make aesthetic judgments.	3
	<b>Very good</b> recognition of making aesthetic judgments. <b>Proficient</b> ability to express ideas visually and make aesthetic judgments.	4
	<b>Excellent</b> recognition of making aesthetic judgments. <b>Expertise</b> in making aesthetic judgments.	5
<b>PERSONEL INVESTIGATION AND DEVELOPMENT</b>		
Impress with personal vision and commitment	<b>Barely discernible</b> impress with personal vision and commitment <b>Minimal</b> personal evaluation with no critical thinking.	1 - 3
	<b>Some awareness</b> in personal and creative response. <b>Inadequate</b> to impress with personal vision and commitment	4 - 6
	<b>Satisfactory</b> impress with personal vision and commitment <b>Some competence</b> to impress with personal vision and commitment	7 - 9
	<b>Good</b> impress with personal vision and commitment <b>Competent</b> impress with personal vision and commitment	10 -12
	<b>Very good</b> to impress with personal vision and commitment <b>Proficient</b> personal evaluation and critical thinking..	13 -15
	<b>Excellent</b> to impress with personal vision and commitment <b>Expertise</b> impress with personal vision and commitment	16 - 20
Research appropriate sources	<b>Barely discernible</b> research appropriate sources. <b>Minimal</b> research appropriate sources.	1 -2
	<b>Some awareness</b> in research appropriate sources. <b>Inadequate</b> research appropriate sources..	3 - 4
	<b>Satisfactory</b> research appropriate sources. <b>Some competence</b> in research appropriate sources.	5 - 6
	<b>Good</b> research appropriate sources. <b>Competent</b> ability in research appropriate sources.	7 - 9
	<b>Very good</b> research appropriate sources.	10 -12

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	<b>Proficient</b> ability in research appropriate sources..	13 - 15
	<b>Excellent</b> research appropriate sources.	
	<b>Expertise</b> in research appropriate sources.	

Assess a design problem and arrive at an appropriate solution	<b>Barely discernible</b> assess a design problem and arrive at an appropriate solution	0
	<b>Minimal</b> assess a design problem and arrive at an appropriate solution	
	<b>Some awareness</b> to assess a design problem and arrive at an appropriate solution	1
	<b>Inadequate</b> to assess a design problem and arrive at an appropriate solution	
	<b>Satisfactory</b> assess a design problem and arrive at an appropriate solution.	2
	<b>Some competence</b> assesses a design problem and arrives at an appropriate solution.	
	<b>Good</b> in assess a design problem and arrive at an appropriate solution	3
Show the development of ideas in a series of rough layouts	<b>Competent</b> ability to assess a design problem and arrive at an appropriate solution	
	<b>Very good</b> to assess a design problem and arrive at an appropriate solution.	4
	<b>Proficient</b> ability assess a design problem and arrive at an appropriate solution	
	<b>Excellent</b> to assess a design problem and arrive at an appropriate solution.	5
	<b>Expertise</b> to assess a design problem and arrive at an appropriate solution.	
	<b>Barely discernible</b> show the development of ideas in a series of rough layouts	1
	<b>Minimal</b> showing the development of ideas in a series of rough layouts	
	<b>Some awareness</b> in showing the development of ideas in a series of rough layouts	2
	<b>Inadequate</b> show the development of ideas in a series of rough layouts	
	<b>Satisfactory</b> showing the development of ideas in a series of rough layouts	3 - 4
	<b>Some competence</b> in showing the development of ideas in a series of rough layouts	

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	<b>Good</b> to show the development of ideas in a series of rough layouts. <b>Competent</b> showing the development of ideas in a series of rough layouts	5 - 6
	<b>Very good</b> showing the development of ideas in a series of rough layouts <b>Proficient</b> in showing the development of ideas in a series of rough layouts	7 - 8
	<b>Excellent</b> in showing the development of ideas in a series of rough layouts <b>Expertise</b> in showing the development of ideas in a series of rough layouts	9 - 10

## 5.7 Moderation Process


**5.7.1** The Art and Design coursework is marked internally by the teacher/s at the centre. Art and Design teachers should collaborate and standardise their understanding of the marking criteria to ensure uniformity. Where there is more than one art teacher, internal standardisation should be conducted in line with the set national standards provided by BEC before marking is done.

**5.7.2** The works are then moderated externally by BEC appointed trained moderators who visit the centres according to a schedule. The schedule is rigidly adhered to and no room is given for any postponements. Moderators are not mandated to discuss issues pertaining to exam projects nor are they allowed to disclose moderated marks. The main task of the moderators is to ensure uniformity in the marks awarded across all centres national wide. The exercise keeps in check instances of non-conformity to set national standards were teachers may either under-mark or over-mark candidates.

**5.7.3** The standard procedure of moderation is to sample out about one quarter of the projects displayed which they mark before comparing their marks with the marks given by the resident teachers. This process enables the moderators to assess compliance to national standards. Adjustments either positive or negative are based on the sampled projects.

## 5.8 Labelling Artworks

Every project and folio submitted for coursework should be clearly labelled. For 2-Dimensional works, the label must be attached firmly on the bottom right side of the project while 3-Dimensional projects must have the label glued or attached using a string. The label

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must not obstruct or interfere with the presentation of the work. The following information should be included on the label; Centre name, Centre number, Candidate's full names, Candidate examination number and the category of the project. The font size of the label should not exceed 13 points if a computer is used in order for it not to be too big.

***SAMPLE OF ART LABEL:***

*Centre*

*Syllabus Code*

*Syllabus name*

*Candidate Number*

*Candidate Name*

## **5.9 Presentation of Projects**


**5.9.1** 2-Dimensional projects must not be framed using glass or Perspex to avoid artificial enhancement of the true quality of the artwork. All flat projects must be mounted using album paper. This is to ensure equivalence in the mode of presentation to avoid disparities. The size of 2-Dimensional artworks can range from a minimum of A4 to a maximum of A1. However certain works can exceed the suggested sizes depending on their format as in the case of murals or cards and postage stamps.

**5.9.2** 3-Dimensional projects must not be too large or minuscule. It must be noted that the size of the work has no significance in determining its quality.

## **5.10 Display Rooms**

**5.10.1** The display rooms must accommodate all the projects without congestion. 2-Dimensional artworks must be clearly displayed without obstructing each other. 3-Dimensional projects can normally be placed on top of flat surface such as a table. To ensure that projects are easily located, they must be arranged in order of candidates' examination numbers and **not** art categories. As such, all the three projects per candidate must be in close proximity.

**5.10.2** Displaying of projects must be conducted a week or more all before the day of moderation. This will enable school administrators to see the works and attend to any issues such as writing reports on missing work. This will also eliminate desperate moves to put things in order which sometimes interferes with the moderation exercise. The exhibition room should also be kept clean.

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### 5.11 Presence of the Art Staff

The art coordinator or art teacher must be readily available during art moderation. He/she must be accessible in the event that clarifications are sought by the external moderators. They must fully avail their time until completion of the moderation exercise.


### 5.12 Disposal of Projects and Artefacts by Centres

Centres are informed that all projects entered for coursework for Art and Design examination are the property of the Botswana Examinations Council. Centres are advised to retain Art projects until six weeks after the publication of the examination results. Thereafter, such projects may be given back to the candidates or sold. Centres must dispose of all previous year's works prior to the registration of new candidates for the following examination cycle.

### 5.13 Tasks to be Carried Out and Timelines

The table below shows activities for the development of the products and the period within which each activity should take place.

TIME FRAME	COURSEWORK ACTIVITY
Form 5 January to March	Students are to be given the theme by the Centre. They should start working on their projects starting with the portfolio.
Form 5 April to August	Students working on the final projects and making some refinements.
Form 5 September	<i>Internal Marking of the project by Centre teachers.</i> Marks should be recorded in both Individual and Summary Mark Sheets (see forms below). The marks are then given to the Chief Invigilator for safe keeping. Where there is more than one teacher, internal standardisation should be conducted to ensure that marking is done according to the standards provided by BEC. Each Subject Teacher will produce a claim for their candidates only.
Form 5 October	<i>Commencement of External Moderation of Project</i> A team of visiting moderators from BEC will conduct moderation by October.

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## 6. Physical Education (Code 0616)

### 6.1 General Guidelines

**6.1.1** The purpose of this assessment is to afford candidates a wider opportunity to demonstrate their skills and techniques through physical performance as well as their ability to inter-relate planning, performing and evaluation over a period of time. Candidates will be assessed by teachers throughout the course of study starting in Form 1. The assessment will be in two sections: Performance and Evaluation.

**6.1.2** The candidates are expected to perform one activity from each of the following categories:


- (a) track and field events
- (b) ball games
- (c) gymnastics and dance.

**6.1.3** Candidates are also expected to compile a workbook in the selected activities.


### 6.2 Coursework Activities and Timeframe

Planning, performing and evaluating is to be regarded as a continuous and inter-related process, and should be assessed as such. At the end of each activity, marking should be done by Centre teachers after standardisation. The marks are then compiled and passed on to the Chief Invigilator for safe keeping. The assessment should be carried out based on categories as indicated below.

TIME FRAME	COURSEWORK ACTIVITY
<b>FORM 4</b>	
Term 2	<p><i>Commencement of work in track and field events</i></p> <p>Track events include short and middle distance races and relays. Throws include shot put, javelin and discus. Jumps include long jump, high jump and triple jump.</p> <p><i>During this time, candidates should be introduced to the writing of the workbook.</i></p>

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Term 3	<p>By the <b>middle</b> of Term 3, Centres are expected to have finished the track and field module.</p> <p>At the end of each activity, marking should be carried by Centre teachers after standardisation. The marks are then compiled and passed on to the Chief Invigilator for safe keeping.</p> <p><i>At the end of assessment of all the activities in the module, candidates are expected to choose an activity which they are to analyse and start the development of the first part of their workbook.</i></p>
Term 3	<p><i>Commencement of work on ball games</i></p> <p>By the <b>middle</b> of Term 3, Centres are expected to start the ball games module. This module consists of softball, netball, badminton, table tennis, football and volleyball.</p> <p>At the end of each activity, marking should be done by Centre teachers after standardisation. The marks are then compiled and passed on to the Chief Invigilator for safe keeping.</p>

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<b>FORM 5</b>	
Term 1	<p>Centres are expected to have completed the ball games module by the end of term one.</p> <p><i>At the end of this module candidates are expected to choose <b>one</b> activity in which they have done well and start the second part of the workbook in which they are to analyse their performance or that of another candidate.</i></p> <p>Centre teachers are to standardise their marking and prepare for video shooting the sampled students in the selected activities. The video shooting should be done at the end of every module. After video shooting, the Coordinator must hand the clip together with the marks to the Chief Invigilator for safe keeping.</p>
Term 2	<p><i>Commencement of work on gymnastics and dance</i></p> <p>Centres are expected to start gymnastics and dance. The two modules are expected to be completed by end of this term.</p> <p><i>At the end of the two modules students are expected to choose <b>one</b> activity in which they have done well and start the third part of the workbook in which they are to analyse their performance or that of another student.</i></p> <p>The Centre teachers then have to sample students for the chosen activity and video record their performance. The video clip along with marks should be handed to the Chief Invigilator for safe keeping.</p>
Term 3	<p>All coursework must be complete by this time. The three parts are then compiled to make a single workbook. The assessment of the workbooks is then standardised by teachers before marking. After marking all the components of coursework, marks are then entered in the Individual Mark sheets and Summary Mark sheet which will be provided by BEC.</p> <p>Video clips (in VHS format), workbooks, Individual and Summary Mark sheets should be packaged together and sent to BEC to arrive no later than 31 October.</p>

## 6.3 Production of the Videotape

**6.3.1** The video should preferably be in VHS format. The duration of each activity should be between 15 to 20 minutes.

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**6.3.2** Up to 6 candidates should be sampled across the ability range for each activity. Candidates should be identified by large numbered labels on bibs or cards pinned back and front. In each activity different candidates should be seen demonstrating their ability to perform the essential skills. If the activity is a team game, the candidates should preferably be in a full game situation, and the candidates being assessed should be tracked by the camera.

**6.3.3** In Track and Field activities, evidence should be accompanied by recorded times and distances which justify the mark awarded.

**6.3.4** A running commentary must be provided. The commentary should constantly identify the candidates being assessed, and the strengths and weaknesses of the candidates should be pointed out.

**6.3.5** The video evidence for indoor activities should be shot in good light. The use of colours that are difficult to see on a television screen (such as white on yellow bibs) should be avoided.

## **6.4 Presentation of the Workbook**

**6.4.1** Centres should encourage candidates to produce workbooks which are well presented. The workbook can be word processed or hand written. Candidates should use graphics, diagrams and sketches where appropriate.

**6.4.2** All three pieces of work should be fastened together and the workbook should have a cover clearly showing the Centre Name, Centre Number, Candidate Name and Candidate Examination Number.

## **7. Design and Technology (Code 0595)**


### **7.1 General Requirements**

**7.1.1** The major skills assessed through Design and Technology coursework, include shaping, forming, deforming, joining, finishing and moulding.


**7.1.2** Each candidate is expected to design and make a product which conforms to a theme provided by BEC at the beginning of the third (3<sup>rd</sup>) term of Form 4. Candidates are required to submit a portfolio together with the product.

### **7.2 Coursework Activities and Timeframe**

The table below shows the line of activities for the development of the product and the period in which each activity should take place.

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<b>TIME FRAME</b>	<b>COURSEWORK ACTIVITY</b>
<b>Form 4 3<sup>rd</sup> Term</b>	
Term 3	<p><i>Theme sent to centres by BEC.</i></p> <p>Candidates are to be given the theme at the beginning of third term. This allows them more time to work on the project work as the completion of work has been reduced to leave the third term of Form 5 for revision.</p>
<b>Form 5</b>	
August	<p><i>Commencement of coursework is third term of Form Four; completion expected by Mid-August.</i></p> <p>Candidates compile the portfolio that they will use for the realisation of the product.</p> <p><i>Submission of coursework by candidates.</i></p> <p>The Coursework Submission Register is completed by the teachers and checked by the Chief Invigilator by end of August. The register is then sent to BEC to arrive no later than the end of August. The register is sent to Centres by the BEC towards the submission deadline.</p>
September	<p><i>Marking in the centres by teachers.</i></p> <p>Centres are expected to have completed the internal marking of both portfolio and artefact by mid-September. Marking is carried out by teachers, after internal standardisation. Where there is more than one teacher, internal standardization should be conducted to ensure that all teachers mark to the same standard. Marks are recorded on the Individual Mark sheet (MS1) and Summary Mark sheet (MS2). The marks are then passed on to the Chief Invigilator for safe keeping. The marks should be received by the Chief Invigilator by the stipulated deadline which is set by BEC. Centres are not supposed to produce their own MS2s.</p> <p><i>The duration of the marking depends on the candidature in centres where there are many candidates the marking can take up to 10 days. All marking of projects should be completed by September.</i></p>

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November	<p><i>Visits by moderators to Centres</i></p> <p>Candidates' work should be displayed at least a day before the moderation date. The work should be displayed by order of candidates numbers, each candidate's work put together (artefact on portfolio). Work should be arranged on tables for ease of identification.</p>
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### 7.3 Labelling Artefacts

Each submitted project and portfolio should be clearly labelled. The label can either be glued to the artefact or attached by a string. The label must not obstruct the work from its presentation.

The following information should be shown on the label:

- (i) Centre Name
- (ii) Centre Number
- (iii) Candidate Name
- (iv) Candidate Examination Number
- (v) Subject and Component

### 7.4 Display Rooms


The rooms used for the display of candidates' work must be large enough to accommodate all the projects without congestion and artefacts must be clearly displayed so that one project does not obstruct another. Ideally artefacts should be placed on a flat surface such as a table. To ensure that projects can be easily located, they must be arranged in order of candidates' examination numbers and **not** by candidate names. After completion of moderation artefacts can be removed from display rooms and put elsewhere for safekeeping. Projects must be displayed at least a day before the moderation date. The room in which the work is displayed should be kept clean.

## 8. Music (Code 0617/3)

### 8.1 General Guides

8.1.1 The component will reward candidates for positive achievement in:

- ✓ Imagination, creativity and aural discrimination in composing and arranging in Botswana indigenous context.
- ✓ Notation, using staff notation and, if appropriate, other suitable systems

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**8.1.2** Candidates will be required to submit **one** composition and **one** original arrangement. The composition may be in any style or genre and for any combination of instruments and/or voices. The arrangement will take as its starting point the melody of a Botswana indigenous song chosen by the candidate. It may be in any style or genre and for any combination of instruments and/or voices. This work will be assessed by the Centres and then submitted to BEC for moderation.

## 8.2 Coursework Activities and Timeframe


The table below shows the line of activities for the development of the products and the period in which each activity should take place.

TIME FRAME	COURSEWORK ACTIVITY
<b>Form 4</b>	
Term 3	<b><i>Commencement of Continuous Assessment</i></b> Candidates start working on their compositions and arrangements ideas. <b><i>N.B.</i></b> For compositions the idea must be recorded in the folio. The teacher must assess the idea and make recommendations to the student. For arrangement stimulus material must be identified and filed in the folio.
<b>Form 5</b>	
Term1	Candidates to develop their ideas both composition and arrangements. <b><i>N.B.</i></b> A development map to be attached in the folio with teacher's signature and date.
Term 2	Candidates finalise their compositions and arrangements. Recordings of projects on audio format. Teachers start marking the projects. <b><i>N.B.</i></b> Candidates using computer software for recording and writing the music should start editing and cleaning their scores before teachers marks them.
Term 3	Teachers finalise marking and compile Centre marks and audio recordings. Submission of summary mark-sheets and audio CDs or cassettes to BEC. Centres submit (a) audio files, (b) folios, (c) scores (compositions & arrangements), (d) summary mark-sheets <b><i>N.B.</i></b> All marks should be submitted using summary mark-sheets provided by BEC. All audio recordings must be well labelled.

## 8.3 General Information for Centres

### Requirements:

- (a) The composition must be notated using staff notation; the arrangement may be notated using any appropriate notation system.

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- (b) Notation can be either clearly handwritten or computer generated. If graphic notation is used it must be clear, accurate and contain an explanatory key for any invented symbols.
- (c) The arrangement must not simply be a transcription of the original song for new instruments or voices, but should clearly demonstrate new compositional input by the candidate. This might include the addition of an introduction, interlude(s) and coda, accompaniment (including harmony and bass lines) and counter-melodies/descants.
- (d) The composition and the arrangement must also be submitted in audio form. This can be produced via live recordings or by computer generated package and must be finished and submitted on a cassette or CD which can be played on an ordinary CD or cassette machine.
- (e) Each composition and arrangement must be accompanied by informal written documentation in the form of a journal or folio, with dates, which records the progress and development of the composition/arrangement from its initial ideas through to the final version. This folio will assist the teacher in validating the composition as the candidate's own work.
- (f) If the original stimulus for the arrangement was taken from sheet music, this should also be included with the written documentation.


## 9. Food and Nutrition (Code 0611)

The purpose of this assessment is to afford candidates an opportunity to demonstrate their creative skills in designing and making suitable products while applying Food and Nutrition practical skills and methods as well as problem solving skills over a period of time. Candidates will be assessed on the research skills and the practical skills in Form 5. A portfolio showing the processes or techniques used must be presented together with the realisation products.

## 10. Home Management (Code 0613)

### 10.1 General Guidelines

The purpose of this assessment is to afford candidates an opportunity to demonstrate their creative skills in designing and making suitable products while applying Home Management techniques/skills and methods as well as problem solving skills over a period of time. Candidates will be assessed on the practical skills in Form 5. A portfolio showing the processes or techniques used must be presented together with the products.

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The project must show at least three different skills found in the Home Management syllabus. These skills should correlate and be suitable for the project done as well as the theme for that particular year. A write up should also be presented together with the product which shows the costing of the item/items made.

## 10.2 Coursework Activities and Timeframe

The table below shows the activities involved in the development of the product and the period in which each activity should take place.


Time frame	Activity
Form 4 Term 3	Commencement of the project. Centres receive the theme from BEC, candidates set the problem or situation and justify the reasons for choosing the particular item or article.
Form 5 Term 1	Continuation of the project. Candidates do the chosen project/s, complete and label them. Teachers collect all projects and write ups.
Form 5 Term 2	Teachers standardise and mark the projects and write ups. Senior Teacher samples the marks to have a Centre mark rather than an individual teacher's marks.  Teachers record marks and transfer them onto summary mark sheets. The Senior Teachers should ascertain that the marks awarded to all candidates are the Centre marks not individual teacher's marks. Marks and projects should then be submitted to Chief Invigilator for safe keeping until the arrival of the moderators appointed by BEC to moderate.

## 11. Fashion and Fashion (Code 0612)

### 11.1 General Guidelines

The purpose of this assessment is to afford candidates an opportunity to demonstrate their creative skills in designing and making suitable products while applying Fashion and Fabrics techniques/skills and methods as well as problem solving skills over a period of time. Candidates will be assessed on the practical skills in Form 5

The project must show at least five different processes. These skills should correlate and be suitable for the project done. This project is to be accompanied by a write up detailing the processes and the cost of production.

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## 11.2 Coursework Activities and Timeframe

The table below shows the activities involved in the development of the product and the period in which each activity should take place.

Time frame	Activity
Form 4 Term 3	Commencement of the project 1
Form 5 Term 1	Continuation of project 1. Candidates do the chosen project/s, complete and label them. Teacher collects and keeps them.
Form 5 Term 2	<p>Teachers standardise and mark the projects and the write up. The Senior Teacher samples the teacher's marks in order to have a Centre mark rather than individual teacher's marks.</p> <p>Teachers record marks in the individual mark sheets and transfer them onto summary mark sheets. The Senior Teacher should ascertain that the marks awarded to all candidates are the Centre marks not individual teacher's marks. Marks and projects should then be submitted to the Chief Invigilator who prepares, package and keeps them safely until they are sent to BEC for moderation</p>

## 12. Agriculture

### 12.1 Skills to be assessed by BGCSE Agriculture Coursework

#### 12.1.1 Assessment Objectives


#### 12.1.2 Practical Skills and Techniques

These objectives are to be assessed through teacher designed practical tests, through the practical tests Candidates should be able to:

- ✓ Understand and follow instructions
- ✓ Choose and use suitable techniques, equipment and material safely and correctly
- ✓ Record observations, measurements and estimates.

#### 12.1.3 Practical investigation

Practical investigation skills are to be assessed through an individual research project carried out by the candidate. Through the research project, the candidate should be able to;

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- ✓ Identify problems and plan an investigation
- ✓ Organize and carry out an investigation
- ✓ Interpret and evaluate observations and experimental data
- ✓ Draw conclusions and make recommendations

## 12.2 Tasks to be carried out and timelines

### 12.2.1 Practical Tests

**12.2.1.1** Candidates are to do a minimum of four assessed practical tests; each task in the test should allow the candidate to demonstrate ability to follow instructions, to choose and use suitable techniques, equipment and materials correctly and safely and must be able to record observations, measurements and estimates. The tasks given as practical tests should comply with the practical test criteria and their level of demand should match that of the BGCSE standard.

**12.2.1.2** A minimum of one practical test should be carried each term starting on the first year of the programme and all the four practical tests should be completed by the second term of the final year of the course. Each practical test given should be based on different modules of the assessment syllabus.


**12.2.1.3** A record of all practical tests given together with the tasks the candidates were expected to perform should be kept for verification purposes. The outcome of practical test shall be subjected to moderation.

### 12.2.2 Criteria for testing practical

The teacher should award a maximum of five marks for each of the following five criteria:

- (i) Responsibility: the ability to assume responsibility for the task in hand, and to work from given instructions without detailed supervision and help.
- (ii) Initiative: the ability to cope with problems arising in connection with the task, to see what needs to be done and to take effective action.
- (iii) Technique: the ability to tackle a practical task in a methodical, systematic way and to handle tools skilfully and to good effect.
- (iv) Perseverance: the ability to see a task through to a successful conclusion with determination and sustained effort.
- (v) Quality: the ability to attend to detail so that the work done is well finished and well presented.

### 12.2.3 Investigatory Research Project:

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Each candidate shall select a researchable agriculture problem and then conduct an individual research study. Then the candidate shall submit a written report for marking. The marking of the research project shall be subject to moderation. The main aim of the project is to equip candidates with problem solving skills through research work. The role of the teacher is to guide candidates through the following sequence of activities:

- (i) developing a hypothesis;
- (ii) planning an investigation around the hypothesis
- (iii) carrying out the investigation;
- (iv) analysing and interpreting the data collected during the investigation;
- (v) arriving at observations, conclusions and recommendations;
- (vi) writing a report

#### 12.2.4 Recording of marks


The following documents and forms are availed for use in Agriculture Coursework and for recording the outcome.

- (i) Individual Experimental Research marking sheets
- (ii) Individual Experimental Research marking sheets
- (iii) Practical Test Marking Forms
- (iv) Summary mark sheets
- (v) Practical Test Guide
- (vi) Research Project Guide
- (vii) Annual Principal Moderator's report

#### 12.2.5 Checklist of coursework progress in a Centre

Coursework should be integrated with the teaching of the syllabus content. The expectation is that several activities are assessed as more and more topics are covered. The outline shows the expected distribution of coursework activities throughout the five terms of the senior secondary school programme.

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
FORM 4	* Coursework Introduction	* First Practical Test	* Second Practical Test * Selection of Research
FORM 5	* Third Practical Test * Research project continues	* Fourth Practical Test * Research project complete * Submission to BEC	* Final Examinations

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## 13. Moderation

The process outlined below is applicable to all subjects with a moderated component.

### 13.1 Internal Marking and Standardisation

**13.1.1** For all moderated components, Senior Teachers are responsible for the supervision of internal marking of coursework, in cases where there is more than one teacher for the subject, the Centre is expected to conduct an internal standardisation to ensure that the marking at Centre level is up to the expected standard. This internal standardisation has to be conducted and concluded at the latest a week before the scheduled external moderation. Centres should ensure that the teachers for the subject to be moderated come together and adhere to the standards and marking criteria provided by BEC. **(Refer to 13.9 – Roles and Responsibilities of Centres and Centre Personnel in Coursework Assessment)**

**13.1.2** Centres are expected to notify BEC of any shortcomings before the external moderation commences.

**13.1.3** It is the responsibility of BEC to provide the necessary training to the teachers. BEC is also responsible for providing relevant documents such as assessment syllabuses, marking criteria, assessment guides, forms to be used for the recording of marks, etc.


### 13.2 Training of Moderators and Standardisation

**13.2.1** BEC will ensure that all moderators are trained before being sent to Centres. Moderators will be invited for a standardisation meeting before visiting the Centres. It is at this meeting that standards for the examination are discussed and agreed upon. Moderators must attend such meetings.

**13.2.2** Moderators are expected to familiarise themselves with the following before attending the training and standardisation meetings:

- (i) the teaching syllabuses being assessed and corresponding assessment syllabus including the assessment criteria
- (ii) the rules and regulations pertaining to coursework
- (iii) assessment guidelines and any documents (including forms for recording marks) sent to centres for the subject
- (iv) any exemplar materials and/or performance standards for the subject
- (v) documents relating to Access Arrangements and Special Consideration.

**13.2.3** So that the work of moderators can be monitored and supervised, the following structure will be used:

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- ✓ Principal Moderator who supervises a minimum of 4-5 and a maximum of 6-7 Senior Moderators
- ✓ Senior Moderator who supervises a minimum of 4-5 and a maximum of 6-7 Moderators

**13.2.4** The Principal Moderator is responsible for the selection of materials (exemplar materials, artefacts, video clips, etc.) to be used for the standardisation and/or training. The Principal Moderator will liaise with BEC on the logistics of these tasks.

### 13.3 The Standardisation Meeting

The standardisation meeting is intended to serve the following purposes:

- (i) to assist the moderating team to agree on standards for the examination.
- (ii) to enable the moderating team to standardise the application of the marking criteria to particular pieces. This must include practice marking of pieces of work.
- (iii) to train moderators on all aspects of the moderation process and to explain to them the requirements of the syllabus.
- (iv) to brief the moderators on the administrative procedures to be used for the moderation process.

### 13.4 External Moderation


**13.4.1** On arrival at the Centre, the moderator or moderating team reports to the School Administration and meets with the Chief Invigilator. The Chief Invigilator provides access to the marks to be moderated and all the supporting documentation.

**13.4.2** The moderating team inspects the marks and the products (the display of artefacts, portfolios, plots, videos, etc.) to determine the state of readiness for moderation by the centre. Each subject is expected to follow the guidelines provided by BEC on preparations for moderation.

**13.4.3** If the Centre is not prepared for the moderation, the team should liaise with the Subject Officer immediately and appropriate action will be taken.

### 13.5 Selecting a Sample

The moderators are expected to select a sample to be moderated from the candidature according to the sampling rules provided below.

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- (a) If the candidates entered for the moderated component are 10 or less, the moderator will assess all the pieces of work.
- (b) If there are more than 10 candidates, the work will be sampled as follows:

Total number of candidates for the subject	Number of candidates sampled
11 - 50	15
51 - 100	25
Above 100	30% of the number of candidates

- (c) The sample selected must cover the whole range of marks derived from the internal standardisation as evenly as possible. The moderation sample must include:
- ✓ A range of marks from the top mark to the lowest mark.
  - ✓ Where there is more than one teacher for the moderated component, work of students marked by each teacher
  - ✓ Target marks that compare with benchmark samples.
- (d) A moderator may request a further sample if after marking the first sample the result is inconclusive. This request is however subject to the approval of the Principal Moderator.


## 13.6 Moderating at the Centre

**13.6.1.** The moderator will assess the work of the sampled candidates according to the agreed standards and make recommendations.

Before the marking, the moderator will ascertain that:

- ✓ the work is appropriate for the syllabus and satisfies the minimum requirements
- ✓ the specified marking criteria has been followed and applied accurately
- ✓ internal standardisation has been conducted satisfactorily
- ✓ the Centre has carried out any instructions on access arrangements for candidates with Special Needs and for those with incomplete work

Where the Centre has failed to comply with the moderation requirements, the moderator is required to consult with the Principal Moderator who will in turn consult with the Subject Officer. Both the moderator and the Centre should each produce a signed written report detailing the non-adherence(s). The reports should be forwarded to BEC within 24 hours so that an informed decision can be made on time regarding the moderation of the Centre.

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**13.6.2** A moderator may recommend one of the following for a Centre:

- If after marking the sample, the average difference between the Centre marks and the moderator's marks is no greater than 3% of the total marks (positive or negative), no adjustment will be made to the Centre marks.
- If the average difference is between 4% and 6% (positive or negative), the moderator will make a recommendation for adjustment based on his/her marks.
- If the average difference is greater than 6% (positive or negative), the moderator is required to consult with the Principal Moderator who will in turn consult with the Subject Officer. It will then be decided whether re-marking is required.

*The moderator should indicate all the recommended adjustments at the bottom of the summary mark sheet.*

**13.6.3** A moderator may **not** adjust the marks at the Centre.


- The scaling factor for the adjustment of marks should be agreed at a central point after consideration by the Senior Moderators and Principal Moderator.
- The scaling factor should be recorded by the moderators and checked by the Senior Moderators and each moderator should append their signature on all the forms used to record the marks.
- Upon completion, the Principal Moderator should sign off all the work done.

**13.6.4** After discussions with the Senior Moderators and the Principal Moderator, a moderator may recommend a scaling factor that will adjust marks as follows:


- ✓ increase or reduce marks uniformly over part or all of the total range
- ✓ increase or reduce marks by differing amounts over part or all of the total range
- ✓ Increase marks uniformly or by differing amounts over part of the total range and reduce marks uniformly or by differing amounts over another part of the total range.

## 13.7 Golden Rules of Moderation

The following are guiding rules to be applied during the moderation exercise.

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- ✓ The adjustments made by the moderator must not change the order of merit as determined by the teacher's marks.
- ✓ An adjustment must not be made for a mark difference of less than the tolerance
- ✓ An adjustment greater than 10 marks (positive or negative) should not be made without consulting a Senior Moderator with sufficient evidence.

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## Examples of Moderator Adjustments

### Example 1


Candidate	Centre Mark (Maximum Mark 30)	Moderator's Mark	Difference
001	29	28	-1
002	26	26	0
003	22	21	-1
004	20	21	+1
005	17	15	-2
006	15	15	0
007	12	12	0
008	10	9	-1
009	8	10	+2
010	6	8	+2

Range of Deviations	Recommendation
-2 to +2	No adjustment

### Example 2

Candidate	Centre Mark (Maximum Mark 30)	Moderator's Mark	Difference
001	29	24	-5
002	28	23	-5
003	27	23	-4
004	27	23	-4
005	26	23	-3
006	25	21	-4
007	25	21	-4
008	24	21	-3
009	23	19	-4
010	22	18	-3

Range of Deviations	Recommendation

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-5 to -3	-4
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### Example 3

Candidate	Centre Mark (Maximum Mark 50)	Moderator's Mark	Difference
001	46	49	+3
002	44	47	+3
003	41	45	+4
004	39	44	+5
005	35	38	+3
006	30	33	+3
007	26	30	+4
008	23	27	+4
009	19	24	+5
010	16	21	+5

Range of Deviations	Recommendation
+3 to +5	+4

### Example 4

Candidate	Centre Mark (Maximum Mark 50)	Moderator's Mark	Difference
001	46	36	-10
002	44	36	-8
003	41	33	-8
004	39	32	-7
005	35	30	-5
006	30	22	-8
007	26	20	-6
008	23	13	-10
009	19	10	-9
010	16	11	-5

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Range of Deviations	Recommendation
-10 to -5	Consider for re-marking

The set of results above present a case of an Examiner who has consistently marked the candidates up. However, the differences are such that the Moderator needs to identify where exactly the problem is with the marking. Until such cases are resolved, the moderation cannot be done satisfactorily. In such cases the Moderator should consult with the Principal Moderator.


Candidate	Centre Mark (Maximum Mark 60)	Moderator's Mark	Difference
001	57	49	-8
002	54	56	+2
003	49	44	+5
004	39	32	-7
005	33	32	-1
006	27	27	0
007	21	31	+10
008	18	38	+20
009	12	3	-9
010	9	20	+11

Range of Deviations	Recommendation
-9 to +20	Consider for re-marking

The set of results above present a case of an aberrant Examiner who appears to be having a problem. There is a serious disagreement with the order of merit. Until such cases are resolved, the moderation cannot be done satisfactorily. In such cases the Moderator should consult with the Principal Moderator.

### 13.8 Processing Marks

The moderators are expected to record their marks for the sampled candidates on the summary mark sheet.

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*Note that: the adjustments are applied by the system to all candidates including those that have been sampled.*

The marks should be endorsed by the Principal Moderator who will consult the Subject Officer before sign off.

### 13.9 Reports

Moderators are expected to produce a report on each Centre which has been moderated. The report should cover the following:

- (i) the state of readiness of the Centre for moderation,
- (ii) the adherence of the Centre to the marking criteria,
- (iii) any access arrangements for candidates with special needs,
- (iv) number of candidates with uncompleted work and if there were any reports accompanying the work,
- (v) the number of missing marks or projects
- (vi) the quality of marking done by the Centre,
- (vii) a summary of variation of marks between the Centre and the moderator.

The report must be neatly written in black or blue pen using the report form provided by BEC.

The Senior Moderators and the Principal Moderator are expected to produce reports on the moderation they have supervised. The Principal Moderator's report must be presented in typed format and must cover the entire process for the all Centres.


### 13.10 Evaluation

The moderation process will be concluded by an evaluation meeting conducted by BEC. The meeting will discuss moderators' reports and issues raised from the moderation, compile marks and suggest preliminary thresholds. The meeting should also consider ways in which the process can be improved.

## 14. General Information to Centres

### 14.1 Recording of performance

All performance for subjects that have video recording as part of their process must be recorded on VHS or DVD and sent to BEC. The video must be clearly labelled and accompanied by the relevant mark sheets and all the necessary documents.

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## 14.2 Incomplete projects

A written and signed report should be completed for any candidate whose work fails to meet minimum coursework requirements. Candidates who are withdrawn or absent should be identified and marked on the register as such.

## 14.3 Disposal of Projects and Artefacts

All projects submitted for assessment become the property of BEC. Centres are advised to retain projects until six weeks after the publication of the examination results. Thereafter, such projects may be given back to the candidates or disposed of in some other way. Centres must dispose of all previous year's works prior to the registration of new candidates for the following year of examination.

## 14.4 Presence of Subject Teachers

The subject coordinator and teacher must be readily available during moderation in the event that clarification is sought by the external moderators.


## 14.5 Supervision of Projects

It is the responsibility of the teacher to ensure that candidates are properly guided in the completion of projects. Care should be taken to make sure that candidates are not advantaged or disadvantaged by the guidance they receive. All project work should be carefully supervised by the teacher, and all necessary materials must be available. School administrators are also urged to monitor the progress of candidate's work. All projects which are submitted for assessment must be the candidate's own work.

## 14.6 Authentication of Projects

**14.6.1** Centres are expected to authenticate the work as candidates' own work. BEC will assume that the work has been produced by the students and assessed by the teacher according to the assessment procedures of the syllabus and any other requirements provided by BEC. Each piece of work submitted should be the candidate's original and individual work.

**14.6.2** Centres should not submit a candidate's mark and/or projects if there is any doubt about the authenticity of candidate's work. Where BEC is in any doubt of the originality of candidate's work, an investigation will be conducted.

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## 14.7 Suspected Malpractice Identified by Moderators

**14.7.1** A Principal Moderator who suspects malpractice in a BEC examination or assessment is required to report their suspicions to the Subject Officer within 24 hours who will take the matter up with the relevant authorities. The Principal Moderator is required to complete a form provided by BEC which will give a full account of circumstances which have given rise to their suspicions.

**14.7.2** The Subject Officer is expected to make recommendations and submit to the Manager, PDS who will liaise with the Manager, EAC.


## 14.8 Presentation of Portfolios

All portfolios presented should be the candidate's original work detailing the processes undertaken for the realisation of the product. The portfolio must be presented in a well-labelled folder according to the specific direction offered by the subject. Each portfolio must be marked by the teacher as part of the marking of the project.

## 14.9 Roles and Responsibilities of the Centre and Centre Staff during Coursework Assessment

### 14.9.1 Centres are responsible for:

- i) making the necessary preparations for coursework assessment;
- ii) conducting internal standardisation to ensure that marking at Centre level is up to the expected standard;
- iii) ensuring that candidates work has been marked in accordance with assessment criteria provided by BEC;
- iv) ensuring that coursework marks are submitted to BEC, either through hard copies or by capturing into Malepa, to facilitate awarding of a grade to a candidate;
- v) notifying BEC of any shortcomings related to coursework before the external moderation commences;
- vi) facilitating re-marking where there are indications that the marking criteria has not been adhered to;
- vii) bearing the costs emanating from the re-marking process;

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viii) ensuring that the submitted candidate's coursework is authentic;

ix) liaising with BEC to obtain permission for candidates with Special Needs to present their work in alternative formats.

#### 14.9.2. Duties of the Senior Teacher


**The Senior Teacher is responsible for;**

- i) ensuring that the coursework assessment process is carried out accordingly for the syllabus/es under his/her supervision;
- ii) facilitating internal marking at a Centre through provision of the necessary materials;
- iii) ensuring that candidates work is marked in accordance with the BEC marking criteria;
- iv) ensuring that standardisation is carried out prior to marking of learner scripts;
- v) overseeing the transcription of learner scores into individual and summary mark sheets;
- vi) submitting learner coursework scores to Head of Centre/Chief Invigilator for safe keeping while awaiting external moderation;
- vii) facilitating preparation for external moderation where there is need.

#### 14.9.3 Duties of a Subject Teacher

**The Subject Teacher is responsible for;**

- i) ensuring that the work of the learner is completed in accordance with the syllabus requirements;
- ii) taking part in the internal standardisation process to ensure uniformity in the application of the marking criteria;
- iii) marking of learner's coursework script in accordance to the marking criteria provided by BEC;
- iv) transcribing learner's coursework marks onto the individual and summary mark sheets;

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- v) entering coursework marks into the *Malepa* application;
- vi) taking part in the preparation for external moderation at the Centre;
- vii) ensuring originality of the learners work and assisting candidates to avoid deliberate copying, collusion, over-reliance on books or other published materials, plagiarism, etc.

#### 14.9.4 Remuneration for Personnel involved in Coursework Assessment

Remuneration will be paid in accordance with the BEC Coursework Schedule of Fees at rates determined by the Council from time to time. See **Appendix A** for current rates.

## 15. Access Arrangement and Special Consideration

Centres are expected to guide students when choosing practical subjects so that no candidate is disadvantaged due to his/her physical or mental disposition.

Centres should consult the booklet *Access Arrangements and Special Consideration - A Guide for Centres* before any application is made to BEC.

It is expected that centres will liaise with Special Education Central Resource Centre (CRC) to obtain an assessment report that confirms the extent to which the completion of projects/coursework will be affected by the candidates' special need. The amount of extra time to be allowed will be confirmed by BEC in writing. Note that extra time will not be allowed where it will invalidate the assessment criteria.

### 15.1 Specialised Equipment


For candidates with physical disabilities, the Centre must consider the needs of the individual candidate and where possible adapt materials and/or procure suitable equipment. For example in Agriculture, digging fork handles can be adjusted to suit the need.

### 15.2 Use of Practical Assistants

A practical assistant will be allowed in some subjects where a candidate is not able to independently carry out certain tasks due to significant impaired physical coordination or sensory impairment. The use of an assistant should be in line with guidelines stipulated in the **Access Arrangements and Special Considerations Manual**.

### 15.3 Arrangements for candidates with visual impairment

BEC will provide Brailled and enlarged print material needed for candidates with visual impairment. Where appropriate, BEC will adapt assessment material to facilitate access.

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**Centres must note that it is their responsibility to observe BEC deadlines for the notification of the requirements of such candidates.**

## **15.4 Arrangements for candidates with hearing impairment**

For candidates with hearing impairment, BEC will provide modified coursework materials, and where necessary give permission for the use of sign language interpretation during the coursework assessment.

## **15.5 Alternative presentation of coursework**

Candidates with special needs may find it a challenge to present the work in the prescribed manner. In such instances, centres should liaise with BEC to obtain permission for candidates to present their work in alternative formats e.g. presenting their project in pictorial form.

## **15.6 Special Consideration**

For candidates who are unable to complete coursework or whose performance may be adversely affected through no fault of their own, centres should inform BEC as early as possible so that, where appropriate, special consideration can be granted.

## **16. Risk of Non-Compliance**

The following are risks of non-compliance to this manual;

- Loss of credibility of outcomes
- Results for the coursework component being nullified
- Failure to award a syllabus grade for a candidate
- Centre disqualification of coursework outcomes
- Reputational damage to the organisation's image

## **17. Associated Documents**


### **17.1 Assessment Syllabuses**

**17.2** BEC/EAC/BGCSE/G01 *Guidelines for the Conduct of Examinations*

**17.3** BEC/EAC/G01 *Access Arrangement and Special Consideration*

**17.4** BEC/EAC/P06 *Moderation*

**17.5** BEC/EAC/P17 *Malpractice*


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**17.6** BEC/PDS/BGCSE/G03

*Syllabus Specific Guidelines*

**17.7** BEC/PDS/BGCSE/P06/F02-11

*Coursework Assessment Forms for various subjects*

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## APPENDIX A – COURSEWORK FEES

COURSEWORK ASSESSMENT FEES		
<b>BGCSE</b>	<b>2020 (P)</b>	<b>2021 (P)</b>
Fee per script	49.50	49.50
Standardisation fee	615.05	615.05
Preparation fee (Paid only to the Subject Teacher making preparations for external moderation conducted at the Centre)	1,366.70	1,366.70
Senior Teacher	5,636.25	5,636.25