



BOTSWANA
EXAMINATIONS
COUNCIL

JUNIOR CERTIFICATE EXAMINATION

ASSESSMENT SYLLABUS

MORAL EDUCATION
CODE 018



2013

018
CODE



MORAL EDUCATION ASSESSMENT SYLLABUS

Botswana Examinations Council

Private Bag 0070

Gaborone

Plot: 54864 Western Bypass

Tel: 3184765/ 3650700

Fax: 3164203/ 3185011

Email: enquiries@bec.co.bw

CONTENTS

FOREWORD	4
ACKNOWLEDGEMENTS	5
1. INTRODUCTION	6
2. GENERAL AIMS OF ASSESSMENT	7
3. ASSESSMENT OBJECTIVES	8
4. SCHEME OF ASSESSMENT	9
5. ASSESSMENT GRID	11
6. GRADE DESCRIPTORS	12
7. INCLUSIVE ASSESSMENT	14

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 following Advisory Committee members for their valuable contribution in the development of the Moral Education Assessment syllabus.

Mrs Margret Raletobana	Molepolole College of Education
Ms Nomsa Thari	Sir Seretse Khama Junior Secondary School
Mr Kennedy Dudzayi	Makhubu Junior Secondary School
Mrs Joyce Rakgomo	Tlokwenng Junior Secondary School
Mrs Boitumelo Kedisang	Motswedi Junior Secondary School
Mrs Masego Sekonopo	Maoka Junior Secondary School
Mr Dichaba Ntsaga	Shoshong Junior Secondary School
Mrs M. Moses	BOCODOL
Mrs Tshoganyetso Raditloko	Botswana Examinations Council

1. Introduction

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

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

This syllabus is available to private candidates.

The outcome of instruction in the content prescribed by the Moral Education teaching syllabus will be assessed through a Multiple-Choice paper and a written paper.

2. General Aims of Assessment

The syllabus embraces the subject aims defined in the Moral Education 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 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 two 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 recall Moral Education concepts;
- 1.2 understand morality at personal, social and global level;
- 1.3 understand moral issues relating to daily life and society;
- 1.4 understand the role played by different social institutions on the moral development of children;

Assessment Objective 2: Critical Thinking skills

Candidates will be assessed on their ability to;

- 2.1 make personal responses on personal, social and global moral issues and life situations;
- 2.2 examine morality towards different forms of life from different viewpoints and perspectives;
- 2.3 analyse morality of citizenship, economic, social and political issues;
- 2.4 analyse morality of new emerging issues.

4. Scheme of Assessment

The JCE Moral Education syllabus will be assessed through a Multiple-Choice paper and a written paper.

	Paper 1	Multiple-Choice
Time	1 hour	Marks 40
Weighting	33%	

This paper will present 40 Multiple-Choice items, assessing candidates' knowledge and understanding of moral education concepts and morality in the broader perspective. Candidates will be required to answer all questions.

Paper 2		Structured Questions	
Time	2 hours	Marks	60
Weighting	67%		

This will be a written paper assessing candidates' knowledge understanding of Moral Education concepts and morality in a broader perspective. Candidates would also be assessed on analysis and interpretation of moral issues and the ability to make responsible life decisions. There will be two sections in the paper, that is, Sections **A** and **B**. Candidates will be required to answer **all** questions in each of the sections.

Section A

This section will present **two** short answer items assessing candidates' understanding of moral concepts and their ability to interpret moral dilemmas arising from certain value systems. This section will be worth **20 marks**.

Section B

This section will present **four extended response** questions. Candidates will be required to assess situations and evaluate the moral implications of issues at personal, social and global level. Candidates will be required to make logical and morally sound judgments while discussing moral issues as well as making inferences and deductions. Candidates are required to write one and half pages. This section will be worth **40 marks**.

5. Assessment Grid

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

ASSESSMENT OBJECTIVES	COMPONENTS	
	Paper 1	Paper 2
1.1	√	√
1.2	√	√
1.3	√	√
1.4	√	√
2.1		√
2.2		√
2.3		√
2.4		√

6. Grade Descriptors

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

GRADE A

Candidates should be able to;

- demonstrate a wide knowledge and clear understanding of Moral Education concepts, and morality;
- clearly explain the relationship between the nature of morality and real life situations when addressing moral issues;
- critically analyze moral dilemmas as they relate to personal moral development and sexual morality;
- make morally sound judgments from a wide range of moral viewpoints while discussing moral issues.

GRADE C

Candidates should be able to;

- demonstrate knowledge and understanding of Moral Education concepts, and morality from a broader perspective;
- describe the relationship between the nature of morality and real life situations when addressing moral issues;
- describe moral dilemmas as they relate to personal moral development and sexual morality.
- make moral judgments from a reasonable range of moral viewpoints while discussing moral issues.

GRADE E

Candidates should be able to;

- show limited knowledge and understanding of Moral Education concepts and morality from a broader perspective;
- state the relationship between the nature of morality and real life situations when addressing moral issues;
- identify moral dilemmas as they relate to personal development and sexual morality;
- make moral judgments from a limited range of moral viewpoints while discussing moral issues;

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 learner's 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.



BOTSWANA
EXAMINATIONS
COUNCIL

MORAL EDUCATION ASSESSMENT SYLLABUS