

## 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.



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**Executive Secretary**

## 1. INTRODUCTION

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

The Art, Craft & Design examination aims to assess the knowledge and skills acquired through instruction in the content prescribed for the Junior Secondary Art, Craft & Design 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 Art, Craft & Design Teaching Syllabus will be assessed through **one written paper, coursework and a project**.

## 2. DIMENSIONS

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

### **Dimension 1: Knowledge and Understanding**

**Candidates will be assessed on their ability to recall and understand:**

- Art language;
- aspects Art culture and heritage;
- Art elements and principles;
- Art processes;
- names and uses of tools and materials;
- Art, Craft and Design concepts;
- Art, Craft and Design background;
- Art forms.

### **Dimension 2: Analysis**

**Candidates will be assessed on their ability to:**

- determine the use of Art concepts;
- determine the use of Art Techniques and processes;
- determine possibilities and limitations of tools and materials;
- distinguish between Art approaches.

**Dimension 3: Application**

**Candidates will be assessed on their ability to:**

- apply their knowledge and understanding of materials and techniques;
- experiment with techniques, materials and tools;
- use acquired knowledge and skills creatively to produce works of art;
- use tools and equipment appropriately.

**Dimension 4: Evaluation**

**Candidates will be assessed on their ability to:**

- evaluate art processes, tools and materials used to create an artefact;
- discuss constructively about Art work;
- judge any given work of Art work.

**3. STRUCTURE OF THE EXAMINATION**

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

<b>Paper 1</b>	<b>Multiple-Choice</b>	<b>Marks</b>	<b>50</b>
<b>Time</b>	<b>1 Hour</b>	<b>Weighting</b>	<b>25%</b>
<p>This is a fifty-item multiple-choice paper assessing knowledge and understanding, analysis and application of Art concepts.</p> <p>Candidates are required to demonstrate understanding of the art language as applied to the art, craft and design practice. They are also required to make recollections, analyse, compare and identify aspects of artefacts.</p>			

<b>Paper 2</b>	<b>Course Work</b>	<b>Marks</b>	<b>90</b>
<b>Time</b>	<b>2 <math>\frac{1}{2}</math> Years</b>	<b>Weighting</b>	<b>45%</b>
<p>This paper is comprised of three projects assessing analysis, application and evaluation of art principles.</p> <p>Candidates are required to present <b>three</b> artefacts; one from each of the following groupings: Fine Art (Drawing, Painting and Sculpture); Craft (2-D Craft and 3-D Craft); and Commercial Art (2-D Design and 3-D Design).</p>			

<b>Paper 3</b>	<b>Final Project</b>	<b>Marks</b>	<b>60</b>
<b>Time</b>	<b>6 Weeks</b>	<b>Weighting</b>	<b>30%</b>

This is projects paper assessing analysis, application and evaluation.

Candidates are required to produce a **final project** from any selected media/medium. The project work must be from any of the course modules. Candidates' choice of project to be carried out should be done in consultation with the art teacher.

During the course of production of the final project work, the candidates are required to document information pertaining to the art work. Illustrative examples of work sketches, photographs and samples of artefacts may be gathered and arranged for presentation. The written work should demonstrate a candidate's understanding of the sense of aesthetics, media possibilities and limitations, technique used and art approaches. The candidate is also expected to express and use the language of Art correctly and confidently.

The project should be completed within the first six weeks of the third term.

#### 4. ASSESSMENT GRID

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

MAJOR CONTENT AREAS	COMPONENTS			
	PAPER 1	PAPER 2	PAPER 3	
<b>INTRODUCTION TO ART, CRAFT AND DESIGN</b>	2%	–	–	
<b>DRAWING</b>	20%	33.4%	100%	
<b>PAINTING</b>	10%			
<b>SCULPTURE</b>	8%			
<b>CRAFTS</b>	40%			
<b>COMMERCIAL ARTS</b>	20%	33.3%		
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>

## 5. WEIGHTING OF PAPERS BY DIMENSIONS

The table below shows percentage representation of dimensions by paper.

COMPONENT	DIMENSIONS				TOTAL
	KNOWLEDGE & UNDERSTANDING	ANALYSIS	APPLICATION	EVALUATION	
PAPER 1	15%	5%	5%	–	25%
PAPER 2	–	20%	20%	5%	45%
PAPER 3	–	10%	15%	5%	30%
TOTAL	15%	35%	40%	10%	100%

## 6. CONTINUOUS ASSESSMENT

This is paper 2 which will assess candidates' ability to demonstrate their knowledge, skills and techniques by applying them to create an art product. There will be an internal moderation followed by an external moderation.

## 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:

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

### GRADE C

The candidate should be able to:

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

## **GRADE D**

### **The candidate should be able to:**

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