



Examinations Council of Zambia

Guidelines for the Administration of School-Based Assessments at Secondary School Level

(Effective 2020)

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P.O Box 50432, Lusaka Zambia
Tel: 260-0211-252544/82
Fax: 260-0211-253690

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**Guidelines for the Administration
of School-Based Assessments
at Secondary School Level**

Abbreviations and Acronyms

CDC	Curriculum Development Centre
DEBS	District Education Board Secretary
DESO	District Education Standard Officer
ECZ	Examinations Council of Zambia
GCE	General Certificate of Education
HOD	Head of Department
HSK	Hanyu Shuiping Kaoshi (Chinese Proficiency Test)
JSSEE	Junior Secondary School External Examinations
JSSLE	Junior Secondary School Leaving Examinations
LSEN	Learners with Special Educational Needs
MOGE	Ministry of General Education
OMES	Online Marks Entry System
PEO	Provincial Education Officer
SBA	School Based Assessment
SC	School Certificate
SESO	Senior Education Standard Officer

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Foreword

The Guidelines for the Management of Junior and Senior Secondary School Based Assessment (SBA) were prepared by the Examinations Council of Zambia (ECZ) in consultation with the Ministry of General Education (MOGE) and other stakeholders. School Based Assessment forms an integral part of teaching and learning. Its value as a yardstick of effective quality teaching and learning is firmly and formally recognised. The primary purpose of SBA is to improve the quality of teaching and assessment as well as the learners' process of learning and understanding of subject matter.

The document provides guidance to teachers, heads of department and schools in general on the conduct of practical assessment and projects for the year 2020 and beyond. It contains general and subject specific instructions. Teachers and other concerned experts are encouraged to read this document carefully and interpret it correctly to safeguard the validity and reliability of the practical assessments and project works by candidates.

The school management as frontline standard officers, should guide the teachers in arranging and conducting the school based practical and project assessments. The timely and accurate entry and submission of raw marks on the Online ECZ Portal is critical to enable the ECZ compile and process the results timely as well.

It is our hope that these Guidelines not only assist teachers to diagnose the needs of the learners for remediation but also improve teacher practice and pedagogy. Assessment tasks in all subjects have been designed with care by assessment and education experts to cover syllabus content and skills by ensuring that the correct range of cognitive demand and levels of difficulty are covered. The exemplar tasks provided in these Guidelines are aimed at illustrating best practices in terms of setting assessment tasks. Teachers are encouraged to use these exemplar tasks as models to set their own SBA tasks and activities.



Dr. Michael M. Chilala

Director

Examinations Council of Zambia

1.0 Introduction

In an effort to administer school examinations more efficiently and effectively, the Ministry of General Education and the Examinations Council of Zambia embarked on Examinations Reforms in 2019.

After the examination reforms, the practical examinations have become part of the teaching and learning process. All practical examinations for the Junior Secondary School Leaving Examination (Grade 9 Internal), Junior Secondary External Examination (Grade 9 External), School Certificate (Grade 12) and General Certificate of Education (GCE) shall be assessed as School Based Assessments (SBA).

The purpose of School Based Assessment (SBA) at junior and senior secondary school levels is to enhance teaching and learning in the classroom through improved teacher capacity to identify what learners know, understand and can do. These assessments will not be set and timetabled by the ECZ, but will be planned by the subject teacher as part of teaching and learning.

2.0 General Guidelines

The following general guidelines should be adhered to and implemented for all subjects when administering School Based Assessments:

- 2.1 The School Based Assessment shall be compulsory to all learners and shall contribute a stipulated percentage of the final mark for each subject and at each grade.
- 2.2 If SBA component marks are not presented to Examinations Council of Zambia, the learners shall be deemed to have been absent from the examination even if they write the final Grade 9 internal, Grade 9 external, Grade 12 or GCE examination.
- 2.3 All assessment tasks should be prepared in accordance with the subject specific guidelines stipulated in this document.
- 2.4 All SBA tasks should be developed, administered, marked and recorded by the teacher.
- 2.5 The subject teacher will be required to ensure that all assessment tasks are derived from the approved syllabus.
- 2.6 SBA must be conducted in a natural learning environment and must assess learners' progress in the course of study as distinct from examinations.
- 2.7 Teachers of learners with Special Educational Needs (LSEN) shall set appropriate tasks for the LSEN learners.
- 2.8 When conducting SBA tasks, schools have the autonomy to provide special access arrangements to LSEN depending on the nature and severity of their disabilities. Examples of such arrangements may include:
 - (i) extension of preparation time;
 - (ii) extension of assessment time;
 - (iii) provision of ancillary aids; and
 - (iv) provision of special assistance during the conduct of the assessment tasks
- 2.9 The teacher will compile marks for each learner from the specified number of tasks per grade level prescribed in the guidelines.
- 2.10 The recorded marks shall be entered on the Examinations Council of Zambia Online Marks Entry Systems (OMES) by the school.
- 2.11 Submission of SBA results shall be done end of every examination year.
- 2.12 The Head Teacher of the school must ensure that once marks have been captured online, a hard copy is printed and sent to the PEO through DEBS office for onward submission to ECZ.
- 2.13 All learners on transfer shall maintain their SBA results and a letter from the Head Teacher confirming that they had undertaken the SBA.
- 2.14 In the event that the SBA component for a learner on transfer is not completed, the Head Teacher shall write a letter indicating the SBA content covered and marks obtained. The receiving Head Teacher must ensure that the topics that were not covered are addressed for equity purposes.
- 2.15 Schools should ensure that evidence for assessed and scored SBA tasks are maintained at all times as these will be required at any time for verification by standards offices and ECZ.
- 2.16 The Head Teacher should ensure that there is thorough supervision of School Based Assessment in their respective schools from planning, administration, submission and record keeping.

3.0 Implementation Strategy in 2020 and Beyond

3.1 Junior Secondary School Level

The implementation strategy at junior secondary school level shall be as follows:

- School Based Assessment will start in Grade 8 and end in Grade 9.
- In each of the grades, learners will accrue marks by subject as stipulated in these guidelines on each subject (subjects have different SBA mark allocation).
- Grade 8 marks will be added to marks accrued in Grade 9 and the total shall be submitted to the Examinations Council of Zambia via the online marks entry system by 31st July of the examination year.
- Learners in Grade 8 in the year 2020 will be assessed in Grade 8 (2020) and in Grade 9 (2021).
- Learners in Grade 9 in 2020 will be assessed in the first term and second term of 2020.
- Grade 9 external Candidates will be assessed in the first and second term of each examination year.
- The implementation strategy is summarised in *table 1*.

Table 1 Implementation Strategy at Junior Secondary School Level

Grade	Year	Coverage			Contribution to Final SBA as Subject Percent (%)
		Term I	Term II	Term III	
8	2020	✓	✓	✓	Carry over to Grade 9, 2021
9		✓	✓	X	G9 SBA for term 1 and 2 only
8	2021	✓	✓	✓	Carry over to Grade 9, 2022
9		✓	✓	X	G8 SBA (2020) + G9 SBA (2021) Term 1 & 2

Key: ✓ = SBA is conducted

X = SBA is not conducted

Note: SBA scores and their percentage contributions to the final mark are not uniform across subjects. Therefore refer to subject specific information and computations as provided for in these guidelines.

3.2 Senior Secondary School Level

The implementation strategy at senior secondary school level shall be as follows:

- School Based Assessment shall start in Grade 10 and end in Grade 12.
- In each of the grades, learners shall accrue marks by subject as stipulated in the guidelines (subjects have different SBA mark allocation).
- The mark to be submitted to ECZ will constitute the marks obtained at Grade 10, at Grade 11, and at Grade 12. These marks will be expected to be submitted via the ECZ online system by 31st July of the examination year.
- Learners in Grade 11 in 2020 will be assessed in Grade 11 (2020) and in Grade 12 (2021).
- Learners in Grade 12 in 2020 will be assessed in 1st term and second term of 2020.
- General Certificate of Education (G.C.E) or external candidates will be assessed in the first and second term of each examination year.
- The implementation strategy is summarized in *table 2*.

Table 2: SBA implementation at Senior Secondary level

Grade	Year	SBA Coverage			Contribution to Final SBA as subject percent (%)
		Term I	Term II	Term III	
10	2020	✓	✓	✓	Carry over to Grade 11, 2021
11		✓	✓	✓	Carry over to Grade 12, 2021
12		✓	✓	X	Final SBA = Grade 12 (Term 1 & 2)
10	2021	✓	✓	✓	Carry over to Grade 11, 2022
11		✓	✓	✓	Carry over to Grade 12, 2022
12		✓	✓	X	Final SBA = G11, 2020 + G12, 2021
10	2022	✓	✓	✓	Carry over to Grade 11, 2023
11		✓	✓	✓	Carry over to Grade 12, 2023
12		✓	✓	X	Final SBA = G10, 2020 + G11, 2021 + G12, 2022 (Term1 &2)

Key

✓ = SBA is conducted

X = SBA is not conducted

Note: SBA scores and their percentage contributions to the final mark are not uniform across subjects. Therefore refer to subject specific information and computations as provided for in these guidelines.

4.0 Subject Specific Guidelines

This section highlights the subject specific guidelines. The subject specific guidelines have been arranged according to four subject groupings, namely:

- 4.1 Social Sciences and Business Studies (Geography);
- 4.2 Literature and Languages (French and Chinese Language)
- 4.3 Natural Sciences (Agricultural Science, Biology, Chemistry, Physics, Science and Integrated Science);
- 4.4 Practical Subjects (Art and Design, Design and Technology, Home Economics, Fashion and Fabrics, Food and Nutrition, Home Economics, Musical Arts Education and Physical Education).

5.0 Social Sciences and Business Studies

5.1 Purpose of the Geography Field Project

In Social Sciences and Business Studies there will be one subject (Geography) with school based assessment. The school based assessment will be in form of field project.

The aim of the Geography Field Project at Senior Secondary School is to allow learners to acquire an understanding of Geographical phenomena and various interrelationships; and develop values, attitudes, and practical skills needed to protect, improve and sustain the environment.

5.2 General Guidelines for Senior Secondary Geography 2218/3 Field Project

5.2.1 School Certificate

- (a) The Geography Field Project (Paper 3 – 2218/3) is compulsory to all learners taking Geography.
- (b) The field project should be taught once every two weeks.
- (c) The Geography Field Project should be administered as a School Based Assessment (SBA) from Grade 10 to Grade 12 as follows:
 - (i) Grade 10 Term 1 and 2 – Theoretical aspect of the project
 - (ii) Grade 10 Term 3 – Formulation of the project proposal (Title, aim of the project, objectives and methodology of the study).
 - (iii) Grade 11 Term 1 and 2 – Data collection
 - (iv) Grade 11 Term 3 – Data analysis
 - (v) Grade 12 Term 1 and 2 – Report writing and finalisation
 - (vi) Submission of the report to the teacher should be done by 31st May of each year.

Table 3: Geography Field Project Marks Allocation

Grade	Components	Assessment Areas	Term	Maximum Mark	Total Marks
10	Project Proposal	Title of Report	1	2	11
		Aim of the project	2	2	
		Objectives	2	3	
		Methodology of the study	3	4	
11	Data collection and analysis	Data Collection	1 & 2	6	31
		Data Presentation	1 & 2	10	
		Interpretation and Analysis	3	15	
12	Report writing and finalisation	Problems and Limitations of the study	1 & 2	3	18
		Conclusion	1 & 2	8	
		Recommendations	1 & 2	5	
		Quality of Written Work	1 & 2	2	
Total				60	60

- (d) For any learner to have a final mark in Geography Paper 3, they should have marks for the following components:
 - (i) End of Grade 10–Project proposal.
 - (ii) Grade 11 – Data collection and Data analysis
 - (iii) Grade 12 –Final Report (an exercise book or file containing the Geography field project report).
- (e) If the components in (c) are not met, the learner shall be deemed to have been absent from the Geography examination even if the candidate wrote Papers 1 and 2.
- (f) The teacher should closely supervise the learners through all the stages (from Grade 10 to 12) leading to the final project report.
- (g) For choices of the researchable topics, learners can select from the Grades 10 –12 Geography Syllabus (CDC, 2014).
- (h) The teachers should ensure that the topics chosen by learners elicit the problem solving skills, critical thinking and analytical skills, creativity and report writing skills.
- (i) The school should upload the marks for Grade 12 by 31st July.
- (j) All learners (taking Geography at Senior Secondary School) on transfer should carry the work done on the field project and a letter from the Head teacher confirming that they had undertaken the work.

Note: *The receiving Head teacher should ensure that the Examinations Council of Zambia via District Education Board Secretary and Provincial Education Officer's (PEO) offices is notified immediately of such learners.*

- (k) The Head of the school must ensure that the following are submitted to the Director, Examinations Council of Zambia through the Provincial Education Officer:
 - (i) complete list of learners and their marks for the field project,
 - (ii) three samples of very good, average and below average projects.
- (l) All marked Field Project Reports should be kept safely in the school strong room.
- (m) The Examinations Council of Zambia may demand all marked projects for that particular examination year.
- (n) All the field project reports should be disposed of by the school authority after 31st May of the following year of the examination.
- (o) To get the final mark, divide the mark scored by the learner by 5.

$$SBA\ Mark = \frac{Learner\ SBA\ mark}{5}$$

A learner who scores 50 out of 60, for example, shall have the final mark of 10.

- (p) Fractions (decimal numbers) must not be reflected and they should be rounded off to the nearest whole number as illustrated as follows;

Example of Conversion of Candidate Scores with Decimals to Whole Numbers

Final Mark Scored	Mark to be entered
6.1	6
6.2	6
6.3	6
6.4	6
6.5	7
6.6	7
6.7	7
6.8	7
6.9	7

- (q) Final raw marks calculated are what should be entered on the ECZ Online Mark Entry System (OMES).

5.2.2 General Certificate of Education (GCE)

- (a) All GCE candidates' marks for the final project shall be uploaded by 31st July of the examination year.
- (b) For any GCE candidate to have a final mark in Geography Paper 3, they should have marks for the following components:
- (i) The project proposal
 - (ii) Data collection and analysis
 - (iii) Final Report

Appendix 5.1: Geography Field Project Evaluation Record

Name of Candidate:..... Examination No.:

School/Centre:..... School/Centre Code:

Grade	Components	Assessment Areas	Term	Maximum Mark	Total Marks
10	Project Proposal	Title of Report	1	2	11
		Aim of the project	2	2	
		Objectives	2	3	
		Methodology of the Study	3	4	
11	Data collection and analysis	Data Collection	1 & 2	6	31
		Data Presentation	1 & 2	10	
		Interpretation and Analysis	3	15	
12	Report writing and finalisation	Problems and Limitations of the study	1 & 2	3	18
		Conclusion	1 & 2	8	
		Recommendations	1 & 2	5	
		Quality of Written Work	1 & 2	2	
Total				60	60

$$\text{Final Mark} = \frac{\text{Total mark scored}}{5} = \boxed{}$$

Name of Examiner:

Signature:.....

Date:

Appendix 5.2: Geography Field Project Marking Guidelines

Grade	Component	Assessment Area	Maximum Mark	Mark Scored	Mark Bands (How To Score)
10	Project proposal	Title of Report	2	0	Title not meaningful, does not match with content
				1	There are no objectives, Title realistic but does not reflect work done, writer steers away from aims
				2	Title clear, realistic and reflects the content of the work done
		Aim	2	0	There is no aim or key question
				1	The aim is neither realistic nor clearly focused
				2	The aim is well-focused. The locational context and theoretical background are strong and there is a clear link between them
		Objectives	3	1	The objectives are neither realistic nor clearly focused
				2	The objectives are clearly defined and realistic
				3	The objectives are clearly defined with justification, key question(s) asked
		Methodology of study	4	0	There is no methodology
				1	There is only a brief statement of the methods used. Limited knowledge of sampling techniques and data analysis.
				2-3	The methods used are stated. Sampling techniques and methods used for analysis are mentioned but still limited.
				3 -4	There is a clear description of the methods. This includes sampling techniques and methods for analysing data. The methods used are appropriate and accurate
11	Data collection and analysis	Data Collection	6	0	There's no data collected
				1-2	There is little data collected
				3-4	There is primary data collected but still limited.
				5-6	Primary data directly related to the mentioned is available. The data of high quality and appropriate for the study
		Data Presentation	10	0	There is no evidence of appropriate data presentation or data processing
				1-2	Data presentation is poor, illustrations, and written work are inadequate. There is an absence of maps or, where these are included, they are limited and reveal a narrow range of mapping skills
				3-4	The use of graphic techniques is limited. Statistical data applied out of context or calculated inaccurately. There is a heavy dependency upon secondary data
				5-6	The presentation of the data, illustrations and written text is good. Maps are included and demonstrate a good variety of mapping skills
				7-10	There is a wide range of relevant and sometimes imaginative graphical techniques. There is a competent and thorough use of statistical techniques – tables, charts, graphs, maps. Mention is made of observable characteristics
		Interpretation and Analysis	15	0	There is no reference to the aim and objectives and no discussion.
				1-3	The description of the findings is very brief with little discussion and with little reference to the aim, objectives and theory. The report reveals that there is generally little depth of understanding.
				4-6	There is an attempt to provide an adequate reference to the aim, objectives and theory. The description of the findings presents a simplistic argument either to confirm or contradict with the

Grade	Component	Assessment Area	Maximum Mark	Mark Scored	Mark Bands (How To Score)
12	Report Writing and interpretation	Problems and Limitations	3		objectives. The report reveals that there is a limited depth of understanding. There is some reference to maps and illustrations.
				7-10	There is a reasonable attempt to refer to the aim, objectives and theory. The description of the findings presents sound arguments either confirms or contradicts the objectives. The report reveals that there is some depth of understanding in the discussion. Attempts are made to explain anomalies in results. There are references to all maps and illustrations used
				11-15	There is very clear interpretation of the results with strong references to the aim, objectives and theory. The description of the findings presents well-reasoned, balanced and critical arguments to confirm or contradict the findings with the aims and objectives or theory. The report reveals a good level of understanding and the discussion is sophisticated and detailed. Attempts to explain anomalies in results are very good. There are very clear references to all maps and illustrations used
				0	No problems/limitations mentioned
				1	Problems/limitations mentioned in general terms
				2	Problems/limitations clearly mentioned as they logically appeared
				3	Problems and limitations clearly stated as they logically appeared, clearly shows how they affected the outcome, shows how these problems were solved.
		Conclusion	8	0	There is no conclusion.
				1-3	The conclusion is very basic, or inconsistent with data presented in the report. There may be attempts to provide a summary of results. There is some attempt to evaluate the methods of data collection and processing. There are no recommendations for improvements or extensions.
				4-6	The conclusion is sound and consistent with the data presented in the report. Methods of data collection and processing have been evaluated clearly.
				7-8	The conclusion matches the data and analysis presented. Conclusion is thorough, returns to the aim and key questions. Conclusion is logical and lead to tangible recommendations. The conclusion appears in the right place, pointing to the reader that the report is ending.
		Quality of written work	2	0	Work not organised, conclusion, analysis, aim and methods all jumbled up.
				1	Clean and neat arrangement of paragraphs, ideas flow logically.
				2	Work is thorough, well organised and presented, clean and neat; and bibliography/ references shown.
		Recommendations	5	0	No recommendations
				1-3	Recommendations are weak and not clear; and not borne out of the data.
				4-5	There are some good realisation and sometimes imaginative recommendations for improvements or extensions
		Total	60		

6.0 Literature and Languages

Purpose

In Literature and Languages faculty, two subjects will have School-Based Assessment components namely French and Chinese Language. The purpose of the SBA in French and Chinese Language is to measure learners' proficiency in the Oral and Aural. Although the SBA tasks will focus on listening (oral) and speaking (aural), it is imperative that teachers of French and Chinese Language also assess reading and writing.

(a) Grade 9

- (i) French Paper 2 – Oral and Aural.
- (ii) Chinese Language Paper 2 – Oral and Aural.

(b) Grade 12

- (i) French Paper 2 – Oral and Aural.
- (ii) Chinese Language Paper 2 – Oral and Aural.

Teachers of French and Chinese Language should use the subject Specific guidelines provided in this section to set and score the School Based Assessment tasks.

6.1 French

French SBA will be administered at both junior and senior secondary school levels.

6.1.1 Specific Guidelines

In order to conduct SBA the following specific guidelines for French should be considered:

- (a) The junior and senior secondary French Oral and Aural assessments will not be set and time tabled by the Examinations Council of Zambia. These will be School Based Assessments.
- (b) French Oral and Aural will be set, administered and scored by the teacher of French at school level. The Head of Department – Languages should supervise the preparation, administration and scoring of the assessment tasks.
- (c) For Junior Secondary School, Oral and Aural assessment tasks should commence from Grade 8 Term 1 and end in Grade 9 Term 2.
- (d) For Senior Secondary School, Oral and Aural assessment tasks should begin in Grade 10 Term 1 and end in Grade 12 Term 2.

6.1.2 Assessment Tasks for French Grades 8 and 9

French SBA tasks that will contribute marks to the learner's overall score at junior secondary school level will comprise three oral assessment tasks and two aural assessment tasks.

(a) Oral Assessment Tasks

In order to assess oral, three assessment tasks should be administered namely Reading, Guided Conversation and Interpretation.

(i) Reading

- 1 For the reading assessment tasks to be administered, the teacher should choose any notion covered within the term *e.g. identification*.
- 2 The teacher should prepare a text, dialogue or picture strip with bubble speech/captions.
- 3 The passage should range from 35 to 50 words.
- 4 The teacher should ensure that the passages are localised.
- 5 The teacher should expose the passage to the learner at the point of assessment.
- 6 The reading assessment task should be administered to the learner within 5 minutes.
- 7 In conducting this task, fluency, pronunciation and effort should be assessed.
- 8 For Reading, the teacher should use the score sheet to assess the learner. (*see attached Score Sheet for Reading*)

(ii) Guided Conversation

This is a conversation between the teacher and the learner or group of learners based on a given picture or text. The teacher should ask a variety of scripted questions to elicit and sustain the conversation.

- 1 The teacher should prepare picture stripes or text with bubble speech/captions.
- 2 The teacher should use localised pictures. Use of foreign pictures such as a person skiing is not encouraged as they are unfamiliar to learners.
- 3 The teacher should generate questions based on the prepared picture stripes or text.
- 4 The teacher is expected to expose a learner or group of learners to materials such as visuals or written texts to elicit a conversation at the point of the assessment.
- 5 The reading assessment task should be administered to the learner within 5 minutes.
- 6 The teacher should assess learners based on the following aspects:
 - Comprehension of Content/Topic
 - Correct Construction of sentences and logical arrangement of ideas
 - Pronunciation
 - Fluency
 - Vocabulary

(iii) Interpretation

Interpretation is the type of assessment task that requires learners to explain their understanding of the given words, numbers, phrases and simple sentences from the source language to the target language without changing the original meaning.

- 1 This task is a one-on-one oral assessment. This implies that the teacher should assess the learners individually.
- 2 Interpretation should be from English to French and vice versa.
- 3 The teacher should select various notions from the syllabus covered during the course of the term e.g. 'Greetings'.
- 4 The teacher should construct simple sentences and identify words, numbers and phrases which she/he should orally present to an individual learner, who in turn is expected to interpret.
- 5 In conducting this assessment, the teacher should focus on the following:
 - Pronunciation
 - Comprehension
 - Grammatical accuracy
 - Fluency
 - Effort
- 6 The teacher should use the Score Sheet for Interpretation (*See attached*).
- 7 The total mark allocated to interpretation is 10.

(b) Aural Assessment Tasks

Under Aural, the teacher should administer two assessment tasks namely; Listening Comprehension and Dictation.

(i) Listening Comprehension

This task involves learners listening and understanding reading materials and responding to questions based on the read material.

- 1 The teacher should prepare a passage or text based on any notion drawn from the syllabus covered in a particular term.
- 2 The teacher should read the text 3 times to the learners.

- 3 For the first reading, the teacher should read the whole text/passage without asking any questions.
- 4 After the first reading, the teacher should ask learners to look at the questions.
- 5 For the second reading, the teacher should read each part and then allow learners to answer in writing the questions based on the read part of the text.
- 6 For the third reading, the teacher should read the whole text/passage and then allow learners to verify their responses.
- 7 In order to assess Listening Comprehension, the teacher should employ different question types such as vrai/faux, d'accord/pas d'accord oui/non multiple choice questions and short responses.
- 8 The teacher should mark the learners' responses in accordance with the prepared marking scheme.
- 9 Listening Comprehension assessment tasks will carry 10 marks.

(ii) Translation

Translation involves decoding sentences from English into French and vice versa without changing the original meaning.

- 1 The teacher should construct 3 sentences in English to be translated into French and 2 sentences in French to be translated into English.
- 2 The sentences should be based on various notions from the syllabus covered in the course of the term.
- 3 The teacher should award a mark for a translated sentence whose meaning is maintained.
- 4 The total mark allocated to Translation is 10.
- 5 No half mark should be awarded.

6.1.3 Scoring

The Grade 8 and 9 French Oral and Aural assessment tasks that will contribute marks to the final score for the learner will consist of 40 tasks drawn from the Grade 8-9 French Syllabus. Of the 40 assessment tasks, 25 tasks will be administered at Grade 8 while 15 will be administered at Grade 9. Table 4 gives the number of SBA tasks to be administered each term in Grade 8 and 9 respectively.

Table 4: Distribution of SBA Tasks per Grade and per Term

Grade 8			
Assessment Task	Assessment Task per Term		
	Term 1	Term 2	Term 3
Reading	1	2	2
Guided Conversation	1	2	2
Interpretation	1	2	2
Listening Comprehension	1	2	2
Translation	1	2	2
Total Tasks per Term	5	10	10
Grade 9			
Assessment Task	Assessment Task per Term		
	Term 1	Term 3	
Reading	2	1	
Guided Conversation	2	1	
Interpretation	2	1	
Listening Comprehension	2	1	
Translation	2	1	
Total Tasks per Term	10	5	

Table 5: Summary of Tasks and Mark Distribution for Grades 8 and 9

Level	Total Number of tasks per Grade	Marks per Task	Total Marks
Grade 8	25	10	250
Grade 9	15	10	150

- (a) The maximum mark allocated to each learner at Grade 8 should be 250 while at Grade 9 the maximum mark should be 150.
- (b) Per year, the maximum percentage allocated is 20 percent (i.e. 20 percent at Grade 8 and 20 percent at Grade 9 giving a total of 40 percent).
- (c) To calculate the 20 percent required per year out of the total mark, the following formula will apply:

$$SBA \text{ Mark} = \frac{\text{Obtained Mark}}{\text{Total Mark per year}} \times 20$$

Example: Calculation of marks at Grade 8

Learner's name	Total mark obtained	Total mark per year	Formula	Mark	Weighted mark % (round off)
Ann Sakala	200	250	$\frac{200 \times 20}{250}$	16	16
John Mubita	157	250	$\frac{157 \times 20}{250}$	12.6	13
Bupe Musonda	76	250	$\frac{75 \times 20}{250}$	6.1	6

Example: Calculation of marks at Grade 9

Learner's name	Total mark obtained	Total mark per year	Formula	Mark	Weighted mark % (round off)
Charity Mwansa	80	150	$\frac{80 \times 20}{150}$	10.7	11
Sondo Chilala	96	150	$\frac{96 \times 20}{150}$	12.8	13
Shadreck Zulu	100	150	$\frac{100 \times 20}{150}$	13.3	13

6.1.4 Assessment Task for French Grades 10, 11 and 12

At senior secondary level, French SBA tasks that will contribute marks to the learner's overall score will comprise three oral assessment tasks and two aural assessment tasks.

(a) Oral Assessment Tasks

In order to assess oral, three assessment tasks should be administered namely Free Conversation, Reading, and Interpretation.

(i) Free conversation

Free Conversation is an interactive communication between the teacher and a learner. The learner will be expected to exchange ideas, information, and thoughts on a variety of notions stipulated in the Senior Secondary School French Language Syllabus.

- 1 The teacher should choose a specific topic from real life situations, but in relation to the notions in the syllabus.
- 2 Learners should not have prior knowledge of the topic they are to discuss.
- 3 This assessment task should take 5 minutes.
- 4 In order to assess the learners' competencies in this assessment task, the teacher should involve or engage each learner into a conversation.
- 5 The teacher must assess the learner based on their following competencies:
 - Comprehension of Content/ Topic
 - Correct Construction of sentences and logical arrangement of ideas

- Pronunciation
 - Fluency
 - Vocabulary
- 6 Teacher should initiate the Conversation with the learner by providing a topic for discussion e.g. Décrivez votre ami.
 - 7 Teacher should use the Score Sheet for Free Conversation to assess and score each learner (see Score Sheet attached).
 - 8 Since the Score Sheet for Free Conversation has a maximum raw mark of 20, divide the raw mark by 2. For example, if a learner got 13 out of 20, then divide 13 by 2:

$$\frac{13}{2} = 6.5$$

In this case, this learner got 7 out of 10 as the final score in Free Conversation.

- 9 No half mark should be awarded.

(ii) Reading

- 1 For Reading, the teacher should prepare 4 reading texts based on various notions covered in the term.
- 2 The teacher should prepare a variety of texts such as a passage, a dialogue and an essay.
- 3 The teacher must prepare 4 papers labelled with the types of texts prepared.
- 4 The reading texts must be in the range of 50 to 100 words.
- 5 Each learner must be allowed to randomly pick a paper indicating the text they will be assessed on.
- 6 A learner should be assessed based on the text he or she randomly selected.
- 7 The reading texts must be available to each learner 10 minutes before the assessment to enable them familiarise with the content. (Since learners have to be quarantined, and the assessment should be administered within 10 minutes per learner and the time of exposure to the passages should also be 10 minutes. The rationale behind is, while one learner is being assessed for 10 minutes, the next learner to be assessed should be familiarising himself or herself with the passages for 10 minutes)
- 8 Each learner must be assessed individually (one-on-one basis).
- 9 The teacher must assess the learner based on the following competencies:
 - Pronunciation
 - Fluency
 - Effort
- 10 The teacher must use the Score Sheet for Reading (see attached) to score each learner.
- 11 The score sheet specifies the performance criteria the teacher must consider to determine a score for a learner.
- 12 All half marks should be rounded off to the nearest whole number.

(iii) Interpretation

Interpretation is the type of assessment task that requires learners to explain their understanding of the given words, numbers, phrases and simple progressing to intermediate sentences from the source language to the target language without changing the original meaning.

- 1 Interpretation should be from English to French and vice versa.
- 2 The teacher should identify any notion from the syllabus covered during the course of the term e.g. 'Future Plans'.
- 3 The teacher should construct simple sentences and identify words, numbers and phrases which she/he should orally present to an individual learner, who in turn is expected to interpret.

- 4 This task is a one-on-one oral assessment. This implies that the teacher should assess learners individually.
- 5 The teacher should administer 2 interpretation assessment tasks per term.
- 6 In conducting this assessment, the teacher should focus on the following:
 - Pronunciation
 - Comprehension
 - Grammatical accuracy
 - Fluency
 - Effort
- 7 The teacher should use Score Sheet for Interpretation
(See Score Sheet attached).

(b) Aural Assessment Tasks

Under Aural, the teacher should administer three assessment tasks namely, Listening Comprehension, Translation and Dictation.

(i) Listening Comprehension

The focus of this assessment task is to assess learners' ability to exhibit understanding of a read text/passage by answering follow-up question correctly.

- 1 The teacher should prepare a text/passage based on any notion stipulated in the Grade 8-9 Syllabus that has been covered in a term.
- 2 The length of the text/passage should range from 200 to 250 words.
- 3 The teacher should divide the text into three or four parts, depending of the length, and each part should have follow-up questions.
- 4 The teacher should employ different types of questions as follows:
 - multiple choice,
 - semi-structured e.g. vrai/faux; d'accord/pas d'accord; oui/non
 - open ended e.g. one word response, phrase or short sentence.
- 5 The teacher should read the text three times to the learners.
- 6 For the first reading, the teacher should read the whole text/passage without asking any questions.
- 7 After the first reading, the teacher should ask the learners to look at the questions.
- 8 For the second reading, the teacher should read each part of the text and then allow learners to answer in writing the questions based on the read part of the text.
- 9 For the third reading, the teacher should read the whole text/passage and then allow learners to verify their responses.
- 10 The teacher should mark the learners' responses in accordance with the prepared marking scheme.

(ii) Translation

The focus of this task is to assess learners' listening and translation skills.

Translation should be administered as a group assessment (*whole class assessment*).

- 1 The teacher should administer 2 translation assessment tasks per term.
- 2 Each assessment task should contain 10 sentences for learners to translate.
- 3 The teacher should construct 6 sentences to be translated from English into French and 4 sentences to be translated from French into English.
- 4 The sentences should be based on the any notions in the syllabus covered in the course of the term.
- 5 The teacher should award a mark for a sentence whose translation is correct and meaning is maintained.
- 6 No half mark should be awarded.

(iii) Dictation

The focus of dictation is to assess learners' listening and writing skills.

- 1 The teacher should administer 2 dictation assessment tasks per term.

- 2 The teacher should prepare a short passage in French.
- 3 The passage should range from 30 to 50 words.
- 4 The teacher should read the dictation passage twice to the learners.
- 5 For the first reading, the teacher should read the passage while the learners listen.
- 6 For the second reading, the teacher should read the passage while the learners write it in French.
- 7 The teacher should award a mark to a sentence if all the words are written correctly.
- 8 No half mark should be awarded.

6.1.5 Scoring

The Grade 10, 11 and 12 French Oral and Aural assessment tasks that will contribute marks to the final score for the learner will consist of 84 tasks. Of the 84 SBA tasks, 30 tasks will be administered at Grade 10, 36 tasks at Grade 11 and 18 tasks will be administered at Grade 12. Table 6 gives the number of SBA tasks to be administered each term in Grades 10, 11 and 12.

Table 6: Distribution of SBA Tasks per Grade and per Term

Grade 10			
Assessment Task	Assessment Task per Term		
	Term 1	Term 2	Term 3
Reading	1	2	2
Free Conversation	1	2	2
Interpretation	1	2	2
Listening Comprehension	1	2	2
Translation	1	2	2
Dictation	1	2	2
Total Tasks per Term	6	12	12
Grade 11			
Assessment Task	Assessment Task per Term		
	Term 1	Term 2	Term 3
Reading	2	2	2
Free Conversation	2	2	2
Interpretation	2	2	2
Listening Comprehension	2	2	2
Translation	2	2	2
Dictation	2	2	2
Total Tasks per Term	12	12	12
Grade 12			
Assessment Task	Assessment Task per Term		
	Term 1	Term 3	
Reading	2	1	
Free Conversation	2	1	
Interpretation	2	1	
Listening Comprehension	2	1	
Translation	2	1	
Dictation	2	1	
Total Tasks per Term	12	6	

Table 7: Summary of Tasks and Mark Distribution for Grades 10, 11 and 12

Level	Total Number of tasks per Grade	Total Marks per Task	Total Marks	Weighted Percentage
Grade 10	30	10	300	15
Grade 11	36	10	360	15
Grade 12	18	10	180	10

- (a) The maximum mark allocated to each learner at Grade 10 should be 300, while at Grade 11 is 360.
- (b) Per year, the maximum percentage allocated at both Grade 10 and 11 is 15 percent while at Grade 12 is 10 percent (i.e. 15 percent at Grade 10, 15 percent at Grade 11 and 10 percent at Grade 12 giving a total of 40 percent. Refer to Table 13.
- (c) To calculate the 15 percent required per year at either Grade 10 or Grade 11, the following formula will apply:

$$SBA \text{ Mark} = \frac{\text{Obtained mark}}{\text{Total mark per year}} \times 15$$

Example – Calculation of SBA marks at Grade 10

Learner's name	Total mark obtained	Total mark per year	Formula	Mark	Weighted mark % (round off)
Webster Tembo	280	300	$\frac{280 \times 15}{300}$	14	14
Linda Siwale	150	300	$\frac{150 \times 15}{300}$	7.5	8
Chalwe Mumba	250	300	$\frac{250 \times 15}{300}$	12.5	13

Example - Calculation of SBA marks at Grade 11

Learner's name	Total mark obtained	Total mark per year	Formula	Mark	Weighted mark % (round off)
Frank Phiri	300	360	$\frac{300 \times 15}{360}$	12.5	12
Carol Mutale	250	360	$\frac{250 \times 15}{360}$	10.4	10
Mazuba Banda	144	360	$\frac{144 \times 15}{360}$	6	6

- (d) The maximum mark allocated to each learner at Grade 12 should be 180. Refer to Table 10.
- (e) To calculate the 10 percent required per year at Grade 12, the following formula will apply:

$$SBA \text{ Mark} = \frac{\text{Obtained mark}}{\text{Total mark per year}} \times 10$$

Example - Calculation of SBA marks at Grade 12

Learner's name	Total mark obtained	Total mark per year	Formula	Mark	Weighted mark % (round off)
Chisanga Nalishuwa	156	180	$\frac{156 \times 10}{180}$	8.7	9
Henry Luhanga	170	180	$\frac{170 \times 10}{180}$	9.4	9
Maureen Kajimo	144	180	$\frac{144 \times 10}{180}$	8	8

Score Sheet for Reading

School Name: School Code: Teacher's Name:

Candidate's Name: Candidate's Examination Number:

Date of Assessment: HOD' Name:

Area of Assessment	Descriptors			
Fluency	Multiple mistakes that take away meaning and rarely reads in complete sentences. Does not flow (1mark)	Frequent mistakes that make it somewhat difficult to understand; sometimes reads in complete sentences. Frequent pauses (2 marks)	Some mistakes that do not interfere with meaning and mostly reads in complete sentences. Occasional pauses (3 marks)	Very accurate and always reads in complete sentence; with few mistakes, if any. Natural pattern of speech (4 mark)
Pronunciation	Largely incomprehensible (1mark)	Somewhat difficult to understand (2 marks)	Easy to understand (3 marks)	Sounds almost like a native speaker (4 marks)
Effort	Lack of effort and attention to detail (½ Mark)	Little effort and attention to detail (1 mark)	Good effort and attention to detail (1½ mark)	Outstanding effort and attention to detail (2 Marks)

Note: This score sheet applies to both Grade 9 and 12.

A zero score can be given in any of the above dimensions when the candidate's performance falls below the criteria described above.

Candidate's Total Score:

Scored by:

Checked by HOD:

Score Sheet for Guided and Free Conversation

School Name: School Code: Teacher's Name:

Candidate's Name: Candidate's Examination Number:

Date of Assessment: HOD' Name:

Skill	1 mark	2 marks	3 marks	4 marks
Comprehension of Content/Topic	Does not seem to understand the topic very well	Shows a good understanding of parts of the topic	Shows a good understanding of the topic	Shows full understanding of the topic
Correct Construction of sentences and logical arrangement of ideas	Multiple mistakes that take away meaning and rarely speaks in complete, logical sentences	Frequent mistakes that make it somewhat difficult to understand and sometimes speaks in complete, logical sentences	Some mistakes that do not interfere with meaning and mostly speaks in complete, logical sentences	Very accurate and; with few mistakes; and always speaks in complete, logical sentences
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
Fluency	Does not maintain a flow of speech and loses coherence due to many repetitions, self-correction and/or slow speech	Maintains some level of flow of speech and loses coherence due to occasional repetitions, self-correction or hesitation	Maintains a flow of speech at length but loses coherence due to few repetitions or self-correction or hesitation	Speaks fluently with a lot of coherence, with minor repetitions or self-correction or hesitation (Natural pattern of speech)
Vocabulary	Uses limited vocabulary which is not appropriate for the purpose	Relies on basic vocabulary which is not very appropriate for the purpose	Utilises of old and limited new vocabulary; attempts to use idiomatic expressions appropriate to the topic	Incorporates a variety of old and new vocabulary; uses idiomatic expressions appropriate to the topic

- Note:** (i) This score sheet applies to both Grade 9 and 12.
(ii) A zero score can be given in any of the above dimensions when the learner's performance falls below the criteria described for 1.

Considering that the total mark for Guided and Free Conversation is 10, divide the raw mark by 2.
For example, if a learner got 14 out of 20 then calculate the Final Raw Mark and divide it by 2.

$$14 \div 2 = 7$$

In this case, this learner got 7 out of 10 as the final score.

Learner's Total Score: Scored by:
Checked HOD by:

Score Sheet for Interpretation

School Name: School Code: Teacher's Name:

Candidate's Name: Candidate's Examination Number:

Date of Assessment: HOD' Name:

Skill	1 Mark	2 Marks	3 Marks	4 Marks
Grammatical Accuracy	Multiple mistakes that take away the meaning of the interpreted, phrase(s)/expression(s) and sentence(s)	Frequent mistakes that make it somewhat difficult to understand the interpreted phrase(s)/expression(s) and sentence(s)	Some mistakes that do not interfere with the meaning of the interpreted phrase(s)/expressions(s) and sentence(s)	Very accurate interpretation of phrase(s)/expression(s) and sentence(s)
Comprehension of the content	Is unable to accurately interpret the given phrase(s)/expression(s) and/or sentence(s) because they have not understood content	Is able to interpret some aspects of the given phrase(s)/expression(s) and/or sentence(s) because they have partly understood the given content	Is able to interpret most aspects of the given phrase(s)/expression(s) and/or sentence(s) because they have largely understood the content	Is able to accurately interpret the given phrase(s)/expression(s) and/or sentence(s) because they have understood the content very well
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
Fluency	Does not maintain a flow of speech and loses coherence due to many repetitions, self-correction and/or slow speech	Maintains some level of flow of speech and loses coherence due to occasional repetitions, self-correction or hesitation	Maintains a flow of speech at length but loses coherence due to few repetitions or self-correction or hesitation	Speaks fluently with a lot of coherence with minor repetitions or self-correction or hesitation (Natural pattern of speech)
Effort	Lack of effort and attention to detail	Little effort and attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail

- Note:**
- (i) This score sheet applies to Grade 8 to 12.
 - (ii) A zero score can be given in any of the above dimensions when the learner's performance falls below the criteria described above.
 - (iii) Considering that the total mark for Guided and Free Conversation is 10, divide the raw mark by 2.
For example, if a learner got 9 out 20 then calculate the Final Raw Mark and divide it by 2 i.e. $9/2 = 4.5$ In this case, this learner got 5 out of 10 as the final score after rounding off.

Learner's Total Score: Scored by:

6.2. Chinese Language

Chinese Language SBA will be assessed at both junior and secondary school levels.

6.2.1 Specific Guidelines

In order to conduct the SBA, the following subject specific guidelines should be considered:

- (a) For Junior Secondary School, Oral and Aural assessment tasks should commence in Grade 8 Term 1 and end in Grade 9 Term 2.
- (b) For Senior Secondary School, assessment tasks should begin in Grade 10 Term 1 and end in Grade 12 Term 2.

- (c) Chinese Language Oral and Aural Assessments will be set, administered and scored by the teacher of Chinese at school level. The Head of Department – Languages should supervise the preparation, administration and scoring of the assessment tasks.
- (d) The teacher should generate assessment tasks based on the notions from the syllabus covered in class up to the time of assessment
- (e) The teacher of Chinese Language should administer Listening recordings taken from published course materials of Chinese Language and HSK mock tests, in order to ensure the fruition of Standard Chinese pronunciation by the students during the assessment.
- (f) The marks for each assessment administered should be recorded on the Score Sheets provided in the Appendix.

6.2.2 Assessment Tasks for Chinese Language Grades 8 and 9

Chinese Language SBA tasks that will contribute marks to the learner's overall score will comprise two oral assessment tasks and one aural assessment task.

(a) Oral Assessment Tasks

The Oral Assessment should comprise two tasks namely, Reading Aloud and Guided Conversation.

(i) Reading Aloud

This part will assess learners' ability to pronounce and stress words and sentences correctly and clearly.

Sub-Task A: Read words with Pinyin

Sub-Task B: Read expressions with Pinyin

Sub-Task C: Read sentences with Pinyin

Sub-Task D: Read characters without Pinyin

- 1 This is a one on one assessment.
- 2 The teacher should prepare words, expressions or sentences with Pinyin or characters without Pinyin.
- 3 The teacher should only expose the expressions and sentences to the learner at the point of assessment.
- 4 The Reading Aloud Assessment Task should be administered to the learner within 5 minutes.
- 5 When scoring this task, words and characters should be awarded a maximum of one mark each, while expressions and sentences should be marked collectively. In case different Sub-Tasks are administered in the same assessment, the teacher shall calculate the proportional mark to award to each Sub-Task, for a total of 10 marks per Task.
- 6 When scoring the Reading Aloud Task, the teacher should use the Tables of Descriptors provided in *table 8*.

Table 8: Descriptors for Marking

Sub-Tasks A and D					
Area of Assessment		Descriptors			
Pronunciation		The learner fails to read correctly initial, final and tone. (0 marks)	The learner fails to read correctly one of the combinations of initial, final and tone. (½ mark per character/word)	The learner reads correctly initial, final and tone. (1 mark per character/word)	
Sub-Tasks B and C					
Area of Assessment		Descriptors			
Fluency		Multiple mistakes that take away meaning and rarely reads complete expressions/ sentences. Does not flow. (1mark)	Frequent mistakes that make it difficult to understand; sometimes reads complete expressions/ sentences. Frequent pauses. (2 marks)	Few mistakes that do not interfere with meaning and mostly reads complete expressions/ sentences. Occasional pauses. (3 marks)	Rare to no mistakes and always reads complete expressions/ sentence. Natural pattern of speech. (4 mark)
Pronunciation		Largely incomprehensible: initials, finals and tones are rarely correct. (1mark)	Difficult to understand: initials, finals and tones are sometimes correct. (2 marks)	Easy to understand: initials, finals and tones are often correct. (3 marks)	High level of accuracy: initials, finals and tones are always correct. (4 marks)
Effort		Little effort and attention to detail. (½ mark)	Some effort and attention to detail. (1 mark)	Good effort and attention to detail. (1½ mark)	Outstanding effort and attention to detail. (2 marks)

Note: A zero score can be given in any of the above dimensions when the candidate's performance falls below the criteria described above.

(ii) Guided Conversation

This part will assess learner's ability to speak fluently by giving responses to questions asked by the teacher. The teacher should ask a variety of scripted questions to elicit and sustain the conversation.

- 1 Depending on the number of learners, the teacher can conduct the assessment with a single learner or in groups of maximum five learners.
- 2 The Guided Conversation Assessment Task should be administered to a single learner within 3 minutes, or to a group of learners within 15 minutes.
- 3 The teacher should assess learners based on the following aspects:
 - Comprehension of questions
 - Construction of sentences and logical arrangement of ideas
 - Pronunciation
 - Fluency
 - Vocabulary
- 4 When scoring the Guided Conversation Task, the teacher should use the Table of Descriptors provided in table 9.

Table 9: Descriptors for Marking Guided Conversation Task

Skill	½ mark	1 marks	1½ marks	2 marks
Comprehension of Questions	Little understanding of the question.	Some understanding of the question.	Good understanding of the question.	Full understanding of the question.
Construction of Sentences and Logical Arrangement of Ideas	Multiple mistakes that take away meaning and rarely speaks in complete, logical sentences.	Frequent mistakes that make it difficult to understand and sometimes speaks in complete, logical sentences.	Few mistakes that do not interfere with meaning and mostly speaks in complete, logical sentences.	Rare to no mistakes and always speaks in complete, logical sentences.
Pronunciation	Largely incomprehensible: initials, finals and tones are rarely correct.	Difficult to understand: initials, finals and tones are sometimes correct.	Easy to understand: initials, finals and tones are often correct.	High level of accuracy: initials, finals and tones are always correct.
Fluency	Multiple mistakes that take away meaning and rarely speaks complete sentences. Does not flow.	Frequent mistakes that make it difficult to understand; sometimes speaks complete sentences. Frequent pauses.	Few mistakes that do not interfere with meaning and mostly speaks complete sentences. Occasional pauses.	Rare to no mistakes and always speaks complete sentences. Natural pattern of speech.
Vocabulary	Limited vocabulary which is not appropriate for the purpose.	Basic vocabulary which is not very appropriate for the purpose.	Basic vocabulary that is often appropriate for the purpose.	Varied vocabulary that is always appropriate for the purpose.

Note: A zero score can be given in any of the above dimensions when the candidate's performance falls below the criteria described above.

(b) Aural Assessment Tasks

The Aural Assessment should comprise of one task, namely Listening Comprehension.

(i) Listening Comprehension

Learners will be expected to listen to a recording and answer a variety of questions which may include True or False, Matching Spoken Words with Pictures and Multiple Choice Questions.

- 1 The teacher should source an audio recording based on any notion drawn from the syllabus covered during the course of the term. The recordings should be taken from published course materials of Chinese language and HSK mock tests.
- 2 Depending on the audibility of the recording, the teacher may decide to administer the assessment task to the entire class or to small groups, provided that the learners are quarantined or the teacher uses different recordings for different groups.
- 3 Before playing the recording, the teacher should provide the students with the question paper. The learners will be required to answer on the question paper or their exercise books.
- 4 The teacher should play the recording twice.
- 5 The teacher should mark the learners' responses in accordance with the prepared marking scheme.

6.2.3 Scoring

The Grade 8 and 9 Chinese Language Oral and Aural Assessment Tasks that will contribute marks to the final score for the learner will consist of 32 tasks drawn from the Grade 8–9 Chinese Language Syllabus. Of the 32 assessment tasks, 20 tasks will be administered at Grade 8 while 12 will be administered at Grade 9. *Table 10* gives the number of SBA tasks to be administered each term in Grade 8 and 9 respectively.

Table 10: Distribution of SBA Tasks

Grade 8			
Assessment Task	Assessment Task per Term		
	Term 1	Term 2	Term 3
Reading Aloud	1	2	2
Guided Conversation	1	2	2
Listening comprehension	2	4	4
Total Tasks per Term	4	8	8
Grade 9			
	Term 1	Term 2	
Reading	2	1	–
Guided Conversation	2	1	–
Listening comprehension	4	2	–
Total Tasks per Term	8	4	–

Table 11: Summary of Tasks and Mark Distribution for Grades 8 and 9

Level	Total Number of Tasks per Grade	Marks per Task	Total Marks
Grade 8	20	10	200
Grade 9	12	10	120

- (a) The maximum mark allocated to each learner at Grade 8 should be 200 while at Grade 9 the maximum mark should be 120.
- (b) Per year, the maximum percentage allocated is 20 percent (i.e. 20 percent at Grade 8 and 20 percent at Grade 9 giving a total of 40 percent).
- (c) To calculate the 20 percent required per year out of the total mark, the following formula will apply:

$$SBA\ Mark = \frac{\text{Obtained Mark}}{\text{Total mark per year}} \times 20\%$$

Example: Calculation of marks at Grade 8

Examination Number	Learner's name	Total mark obtained	Total mark per year	Formula	Mark	Weighted mark % (round off)
	Ann Sakala	186	200	$\frac{186 \times 20}{200}$	18.6	19
	John Mubita	157	200	$\frac{157 \times 20}{200}$	15.7	16
	Bupe Musonda	72	200	$\frac{72 \times 20}{200}$	7.2	7

Example: Calculation of marks at Grade 9

Examination Number	Learner's name	Total mark obtained	Total mark per year	Formula	Mark	Weighted mark % (round off)
	Charity Mwansa	80	120	$\frac{80 \times 20}{120}$	13.3	13
	Sondo Chilala	96	120	$\frac{96 \times 20}{120}$	16	16
	Shadreck Zulu	100	120	$\frac{100 \times 20}{120}$	16.6	17

6.2.4 Assessment Tasks for Chinese Language - Grades 10, 11 and 12

At senior secondary school level, Chinese Language SBA tasks that will contribute to the learner's overall score will comprise three Oral assessment tasks and four Aural assessment tasks.

(a) Oral Assessment Tasks

In order to assess oral, three assessment tasks should be administered namely Repetition, Guided Conversation and Prepared Speech.

(i) **Task 1: Repetition** will require the learner to repeat short sentences after the teacher with correct pronunciation and stress tones.

- 1 This task is a one-on-one assessment.
- 2 The teacher should choose topics from (real life situations) from the syllabus covered during the course of the term.
- 3 The teacher should prepare sentences which are grade appropriate.
- 4 Learners should not have prior knowledge of the sentences.
- 5 Learners should not write anything during this task.
- 6 At Grade 10 level:
 - the teacher should prepare 10 sentences; each sentence should have characters ranging from 6 to 10.
 - the teacher should read each sentence twice to the learner.
 - the learner should repeat each read sentence aloud.
 - this task should take 5 minutes per learner.
 - this task is allocated 10 marks at Grade 10 (one mark for each sentence)
- 7 At Grade 11 level:
 - the teacher should prepare 20 sentences; each sentence should have characters ranging from 10 to 15.
 - the teacher should read each sentence twice to the learner.
 - the learner should repeat each read sentence aloud.
 - this task should take 8 minutes per learner.
 - this task is allocated 20 marks at Grade 11 (one mark for each sentence)
- 8 At Grade 12 level:
 - the teacher should prepare 30 sentences; each sentence should have characters ranging from 15 to 20.
 - the teacher should read each sentence twice to the learner.
 - the learner should repeat each read sentence.
 - this task should take 12 minutes per learner.
 - this task is allocated 30 marks at Grade 12 (one mark for each sentence).
- 9 In conducting this assessment, the teacher should focus on the following:
 - Pronunciation

- Stress tones
 - Fluency
 - Effort
- 10 The teacher should use the table of Descriptors for Repetition in order to score each learner. (see table 12)
 - 11 The teacher should record the marks for each learner on the score sheet attached.

Table 12: Descriptors for Scoring Repetition

Area of Assessment	Descriptors			
Pronunciation	Largely incomprehensible (1 mark)	Somewhat difficult to understand (1½ mark)	Easy to understand (2½ mark)	Sounds almost like a native speaker (3 Marks)
Fluency	Does not maintain a flow of speech and loses coherence due to many repetitions, self-correction and/or slow speech (½ mark)	Maintains some level of flow of speech and loses coherence due to occasional repetitions, self-correction or hesitation (1 mark)	Maintains a flow of speech at length but loses coherence due to few repetitions or self-correction or hesitation (1½ mark)	Speaks fluently with a lot of coherence, with minor repetitions or self-correction or hesitation (Natural pattern of speech) (2 Marks)
Stress Tones	Stresses a few tones in the sentence correctly (1 mark)	Stresses some of the tones in the sentence correctly (1½ mark)	Stresses most of the tones in the sentence correctly (2½ mark)	Stress all the tones in the sentence correctly (3 Marks)
Effort	Lack of effort and attention to detail (½ Mark)	Little effort and attention to detail (1 mark)	Good effort and attention to detail (1½ mark)	Outstanding effort and attention to detail (2 Marks)

A zero score can be given in any of the above dimensions when the learner's performance falls below the criteria described above.

(ii) **Task 2 - Guided Conversation:** is a one-on-one assessment where a teacher engages a learner in a conversation.

- 1 The teacher should choose a variety of topics from the syllabus covered during the course of the term.
- 2 The teacher should prepare scripted questions based on the selected topics.
- 3 The teacher should prepare questions without the learner's prior knowledge. Therefore, learners should be quarantined so that the assessment task is not exposed.
- 4 The teacher should ask the questions to elicit and sustain a conversation.
- 5 The learner should respond appropriately to questions asked by the teacher.
- 6 This assessment should be administered to each learner within 5 minutes.
- 7 In conducting this assessment, the teacher should focus on the following:
 - Comprehension of Content/ Topic
 - Construction of sentences and logical arrangement of ideas
 - Pronunciation
 - Fluency
 - Vocabulary
- 8 The teacher should use the table of Descriptors for Guided Conversation in order to score each learner. (See Table 14)
- 9 Teacher should record the marks for each learner on the Score Sheet attached.
- 10 This task carries 20 marks.
- 11 No half mark should be awarded

- (iii) **Task 3 - Prepared Speech:** is defined as a single piece of oral text in which an individual learner presents ideas or information over a sustained period of time. It is a one-on-one assessment that requires pre-planning on the part of the learner to ensure coherence and fluency.
- 1 The teacher should prepare two situations based on the notions from the syllabus covered during the course of the term.
 - 2 Learners should choose one topic from the two situations given and prepare a speech within 5 minutes.
 - 3 Learners may prepare a single 'cue card' in readiness for the assessment. However, this 'cue card' of the speech or script will not be allowed during the assessment.
 - 4 The teacher should prepare questions without the learner's prior knowledge. Therefore, learners should be quarantined so that the two situations are not exposed.
 - 5 The teacher should ensure that the learner is comfortable before the speech/presentation commences e.g. greet the learner and enquire which topic is to be presented.
 - 6 The teacher should listen to the learner's presentation/speech and score the learner using the table of Descriptors for Prepared Speech. (see table 13)
 - 7 This assessment should be administered to each learner within 3 minutes.
 - 8 In conducting this assessment, the teacher should focus on the following:
 - Comprehension of Content/ Topic
 - Construction of sentences and logical arrangement of ideas
 - Pronunciation
 - Fluency
 - Vocabulary
 - 9 Teacher should record the marks for each learner in the Score Sheet attached.
 - 10 This task carries 20 marks.
 - 11 No half mark should be awarded

Table 13: Descriptors for Scoring Guided Conversation and Prepared Speech

Skill	1 mark	2 marks	3 marks	4 marks
Comprehension of Content/Topic	Does not seem to understand the topic very well	Shows a good understanding of parts of the topic	Shows a good understanding of the topic	Shows full understanding of the topic
Construction of sentences and logical arrangement of ideas	Multiple mistakes that take away meaning and rarely speaks in complete, logical sentences	Frequent mistakes that make it somewhat difficult to understand and sometimes speaks in complete, logical sentences	Some mistakes that do not interfere with meaning and mostly speaks in complete, logical sentences	Very accurate and; with few mistakes; and always speaks in complete, logical sentences
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
Fluency	Does not maintain a flow of speech and loses coherence due to many repetitions, self-correction and/or slow speech	Maintains some level of flow of speech and loses coherence due to occasional repetitions, self-correction or hesitation	Maintains a flow of speech at length but loses coherence due to few repetitions or self-correction or hesitation	Speaks fluently with a lot of coherence, with minor repetitions or self-correction or hesitation (Natural pattern of speech)
Vocabulary	Uses limited vocabulary which is not appropriate for the purpose	Relies on basic vocabulary which is not very appropriate for the purpose	Utilises of old and limited new vocabulary; attempts to use idiomatic expressions appropriate to the topic	Incorporates a variety of old and new vocabulary; uses idiomatic expressions appropriate to the topic

- Note:** (i) *These descriptors apply to both Guided Conversation and Prepared Speech*
- (ii) *A zero score can be given in any of the above dimensions when the learner's performance falls below the criteria described for 1.*

(b) Aural Assessment Tasks

In order to assess Aural, four assessment tasks should be administered namely Picture-Sentence Matching, Situational Interpretation, Short Listening Comprehension and Long Listening Comprehension. All the Aural assessment tasks are group/class assessments.

(i) Picture-Sentence Matching

The focus of this assessment task is to assess a learner's ability to match sentences to pictures.

- 1 The teacher should prepare 2 groups of pictures where each group should contain 5 pictures based on various notions from the syllabus covered in a particular term.
- 2 The teacher should generate a sentence describing each picture.
- 3 The generated sentences should have about 15 to 25 characters.
- 4 The teacher should give learners the pictures just before the administration of the assessment task.
- 5 The teacher should read each sentence two times to the learners.
- 6 The learners should match the read sentence to the picture by writing the corresponding letter.
- 7 The teacher should mark the learners' responses in accordance with the prepared marking scheme.
- 8 This task is allocated 5 marks.
- 9 No half mark should be awarded.

(ii) Situational Interpretation

The focus of this task is to assess learners' ability to listen to a situation and state whether the statement based on the read situation is true or false.

- 1 The teacher should prepare 5 situations with characters ranging from 20 to 25.
- 2 The situations should be based on various notions covered in the course of the term.
- 3 The teacher should prepare follow up statements (for each situation) which should either be true or false.
- 4 The statements should be available to the learners during the assessment for them to indicate whether they are true or false.
- 5 The teacher should read each situation two times to the learners.
- 6 The teacher should mark according to the prepared marking scheme.
- 7 This task is allocated 5 marks.
- 8 No half mark should be awarded.

(iii) Short Listening Comprehension

This is a group assessment where learners listen to a number of short texts and answer follow up questions based on each text.

- 1 The teacher should prepare 5 short texts based on any notion from the syllabus covered during the course of the term.
- 2 The length of the short texts should range from 10 to 20 characters.
- 3 The short texts should comprise 2 to 3 sentences with one follow-up multiple choice question.
- 4 The teacher should read each text and the follow up question twice to the learners.
- 5 The learners should answer the questions in writing.
- 6 The teacher should mark learners' responses in accordance with the prepared marking scheme.
- 7 This task is allocated 5 marks.
- 8 No half mark should be awarded.

(iv) Long Listening Comprehension

This is a group assessment where learners listen to long text and answer follow up questions.

- 1 The teacher should prepare a long text based on any notion from the syllabus covered in a particular term.
- 2 The length of the long text should range from 50 to 90 characters.
- 3 The teacher should employ semi-structured and open-ended type of questions for this task. No Multiple Choice Questions should be used.
- 4 The teacher should read the text three times to the learners.
- 5 For the first reading, the teacher should read the whole text/passage without asking any questions.
- 6 After the first reading, the teacher should ask the learners to look at the questions.
- 7 For the second reading, the teacher should read each part of the text and then allow learners to answer, in writing, the questions based on the read part of the text.
- 8 For the third reading, the teacher should read the whole text/passage and then allow learners to verify their responses.
- 9 The teacher should mark the learners' responses in accordance with the prepared marking scheme.
- 10 This task is allocated 5 marks.

6.2.5 Scoring

The Chinese Language Oral and Aural assessment tasks that will contribute marks to the final score for the learner will consist of 97 tasks. Of the 97 SBA tasks, 34 tasks will be administered at Grade 10, 42 tasks at Grade 11 and 21 tasks will be administered at Grade 12. *Table 14* gives the number of SBA tasks to be administered each term in Grade 10, 11 and 12 respectively.

Table 14: Distribution of SBA Tasks per Term

Grade 10					
Assessment Task	Assessment Task per Term			Marks per Task	Total Task Scores
	Term 1	Term 2	Term 3		
Repetition	2	2	1	10	50
Guided Conversation	1	2	2	20	100
Prepared Speech	1	2	2	20	100
Picture-sentence Interpretation	1	2	2	5	25
Situational Interpretation	1	2	2	5	25
Short Listening Comprehension	1	2	2	5	25
Long Listening Comprehension	1	1	2	5	20
Total Tasks per Term	8	13	13		345
Grade 11					
Assessment Task	Assessment Task per Term			Marks per Task	Total Task Scores
	Term 1	Term 2	Term 3		
Repetition	2	2	2	20	120
Guided Conversation	2	2	2	20	120
Prepared Speech	2	2	2	20	120
Picture-sentence Interpretation	2	2	2	5	30
Situational Interpretation	2	2	2	5	30
Short Text Comprehension	2	2	2	5	30
Long Text Comprehension	2	2	2	5	30
Total Tasks per Term	14	14	14		480

Grade 12				
Assessment Task	Assessment Task per Term		Mark per Task	Total Task Scores
	Term 1	Term 2		
Repetition	2	1	30	90
Guided Conversation	2	1	20	60
Prepared Speech	2	1	20	60
Picture-sentence Interpretation	2	1	5	15
Situational Interpretation	2	1	5	15
Short Text Comprehension	2	1	5	15
Long Text Comprehension	2	1	5	15
Total Tasks per Term	14	7		270

Table 15: Summary of Tasks and Mark Distribution for Grades 10, 11 and 12

Level	Total Number of Tasks per Grade	Total Marks	Weighted Percentage
Grade 10	34	345	15
Grade 11	42	480	15
Grade 12	21	270	10

- (a) The maximum mark allocated to each learner at Grade 10 should be 345, while at Grade 11 is 480 and at Grade 12 is 270.
- (b) Per year, the weight percentage allocated at Grade 10 and Grade 11 is 15%, while Grade 12 is 10%. (refer to table 15)
- (c) To calculate the 15% percent required per year at Grade 10 and Grade 11, the following formula will apply:

$$SBA \text{ Mark} = \frac{\text{Learner SBA mark}}{\text{Total mark per year}} \times 15$$

Example: Calculation of SBA marks at Grade 10

Learner's Name	Total mark obtained	Total mark per year	Formula	Mark	Weighted mark % (round off)
Richard Kapalu	280	345	$\frac{280 \times 15}{345}$	12.1	12
Beene Mulomba	150	345	$\frac{150 \times 15}{345}$	6.5	7
Anna Matata	250	345	$\frac{250 \times 15}{345}$	10.8	11

- (d) The maximum mark allocated to each learner at Grade 11 should be 480.

Example: Calculation of SBA marks at Grade 11

Learner's name	Total mark obtained	Total mark per year	Formula	Mark	Weighted mark % (round off)
James Zulu	300	420	$\frac{300 \times 15}{480}$	9.3	25
Martina Celan	250	420	$\frac{250 \times 15}{480}$	7.8	8
Jack Kayombo	126	420	$\frac{126 \times 15}{480}$	3.9	4

- (e) The maximum mark allocated to each learner at Grade 12 should be 240.
- (f) To calculate the 10 percent required per year at Grade 12, the following formula will apply:

$$SBA \text{ Mark} = \frac{\text{Learner SBA mark}}{\text{Total mark per year}} \times 10$$

Example: Calculation of SBA marks at Grade 12

Learner's Name	Total mark obtained	Total mark per year	Formula	Mark	Weighted mark % (round off)
Lucy Moonga	156	210	$\frac{156 \times 10}{270}$	5.7	6
Ruth Muleya	190	210	$\frac{204 \times 10}{270}$	7.5	8
Exilda Sangweni	177	210	$\frac{249 \times 10}{270}$	9.2	9

Grade 8 and 9 Score Sheet for Oral and Aural Assessment Tasks

Centre/School Name: **Centre Code:**

Grade: **Term:**.....

[illegible]

*** Key**

A – Sub-Task A

B – Sub-Task B

C – Sub-Task C

D – Sub-Task D

Teacher's Name: **Signature:**..... **Date:**.....

Name of Head of Department: **Signature:** **Date:**

Grade 10, 11 and 12 Score Sheet for Oral and Aural Assessment Tasks

Centre/School Name: **Centre Code:**

Grade: **Term:**.....

[illegible]

* *Key*

R – Repetition

GC – Guided Conversation

PS – Prepared Speech

PSM – Picture-Sentence Matching

SI – Situational Interpretation

SLC – Short Listening Comprehension

LLC – Long Listening Comprehension

Teacher's Name: **Signature:** **Date:**

Name of Head of Department: Signature:..... Date:.....

7.0 Natural Sciences

In the Natural Sciences, the following subjects will have a School Based Assessment component:

(a) Grade 9

Agricultural Science, Computer Studies and Integrated Science.

(b) Grade 12

Agricultural Science, Biology, Chemistry, Computer Studies, Science and Physics.

The teacher should use the specific guidelines for the subjects provided in this section to set and score the assessment tasks.

7.1 Agricultural Science Paper 3 (5037/3) Practical Assessment

7.1.1 The Agricultural Science Practical assessment that will contribute marks to the learner's overall score will comprise ten (10) tasks from the Agricultural Science Syllabus Grade 10-12. Of the ten (10) tasks, four (4) will be administered in Grade 10, another four (4) in Grade 11 and the remaining two (2) in Grade 12.

7.1.2 The teacher will set and administer the tasks from the topics covered at each Grade level.

7.1.3 The tasks will be administered as follows;

(a) Grade 10 and 11

- (i) Term 1, one task
- (ii) Term 2, two tasks
- (iii) Term 3, one task

(b) Grade 12

- (i) Term 1, one task
- (ii) Term 2, one task

A summary of the tasks to be covered for each term is shown in *Table 16*.

Table 16: Allocation of tasks for Agricultural Science Paper 3 per term

Grade	No. of tasks, Term 1	No. of tasks, Term 2	No. of tasks, Term 3	Total
10	1	2	1	4
11	1	2	1	4
12	1	1	0	2
Total Number of Tasks				10

7.1.4 Teachers of learners with Special Education Needs (LSEN) in the subject will set appropriate tasks for these learners in line with the guidance given in this section.

7.1.5 The teacher will score (mark) learners' work, record and ensure that the marks are submitted to ECZ through the established channels.

7.1.6 The practical assessment tasks will be conducted within each term as part of the teaching and learning process. The assessment tasks will assess learners' scientific process skills.

7.1.7 The Scientific Process Skills to be assessed include:

- (a) Following instructions for the assembly and/or safe use of provided apparatus and materials.
- (b) Describing a method used for investigating a scientific concept. This should include stating the materials and amounts to use, the variables to measure or control, observations to be made, and so on.
- (c) Selecting a suitable chemical reagent and/or measuring device for the task.
- (d) Carrying out specified manipulation of the apparatus.
- (e) Taking readings from a measuring device, making observations with appropriate precision and accuracy and making realistic and clear drawings.
- (f) Recording observations systematically and readings with appropriate units.
- (g) Processing, presenting and analysing data.
- (h) Describing precautions taken in carrying out the method and/or suggesting an improvement.
- (i) Drawing a conclusion or stating the result clearly.

- 7.1.8 Learners will be required to carry out the practical tasks and record their responses appropriately.
- 7.1.9 Scoring and awarding marks on the learners' written responses to the tasks will be based on the Mark Allocation Guide provided in this document at 7.1.10.

7.1.10 Mark Allocation Guide

Table 17: Mark Allocation Guide for Practical Assessment tasks Based on Chemical Tests

S/No	Skill	Maximum Mark(s)
1	Description of the method used	2
2	Recording observations and/or readings systematically	2
3	Data processing, presentation and analysis	3
4	Stating precautions taken or suggestions for improvement	1
5	Application of the findings of the tasks to real life	1
6	Conclusion	1
	Total	10

Note: This Mark allocation Guide is for one practical task.

Table 18: Mark Allocation Guide for Practical Assessment tasks Based on Identification and Drawing Specimen

Component	Skill	Maximum Mark(s)
Specimen	Identification	1
	Measuring specimen (with units)	1
	Comparison of specimen features	1
Drawing	Size	1
	Labels	2
	Realistic	1
	Measuring drawing (with units)	1
Magnification	Formula	0
	Correct substitution (with units)	1
	Answer (without unit)	1
Total Marks		10

Note: This Mark Allocation Guide is for one practical task

7.1.11 Calculation of the SBA Marks for School Certificate Candidates

- (a) The total marks for SBA at Grades 10, 11 and 12 will contribute 25% to the overall learner score. Of the 25 percent SBA mark, 10 percent will be for the tasks from Grade 10, 10 percent from Grade 11 and 5 percent will be for the tasks from Grade 12. To calculate the SBA mark at each grade level, use the following formula:

(i) Grade 10 and 11

$$SBA\ Mark = \frac{Learner\ SBA\ Mark}{40} \times 10\%$$

(ii) Grade 12

$$SBA\ Mark = \frac{Learner\ SBA\ Mark}{20} \times 5\%$$

- (b) For example;

- (i) A Grade 10 learner who scores 20 marks out of 40, the calculation of the SBA mark will be as follows:

$$SBA\ Mark = \frac{20}{40} \times 10\% = 5\%$$

The calculated mark of 5% is the one to be submitted for that particular learner.

- (ii) A Grade 12 learner who scores 10 marks out of 20, the calculation of the SBA mark will be as follows:

$$SBA\ Mark = \frac{10}{20} \times 5\% = 2.5\%$$

=3% (nearest whole number)

- (c) Therefore, if the SBA mark is a fraction (decimal number) it must be rounded off to the nearest whole number as shown:

Conversion of Calculated Marks from decimals to whole numbers

Calculated Mark	Rounded off Mark
1.1	1
1.2	1
1.3	1
1.4	1
1.5	2
1.6	2
1.7	2
1.8	2
1.9	2

7.1.12 School Based Assessment for GCE Candidates

- (a) GCE candidates will be assessed on two tasks based on the topics from the Agricultural Science Syllabus Grade 10 – 12. The two tasks will contribute 25% of the candidates' final score.
- (b) The two tasks will be assessed in Term 1 and 2 of the examination year and will be based on the Grade 12 content.
- (c) Calculation of the SBA Mark for GCE Candidates

$$SBA\ Mark = \frac{\text{Learner SBA Mark}}{20} \times 25\%$$

- (d) For example, a learner who scores 10 marks out of 20, the calculation of The SBA mark will be as follows:

$$SBA\ Mark = \frac{10\ Mark}{20} \times 25\% \\ = 12.5\%$$

The calculated mark of 12.5% should be rounded off to 13%. This is the mark to be submitted for that particular learner.

7.2 Biology Paper 3 (5090/3) Practical Assessment

- 7.2.1 The Biology Practical assessment that will contribute marks to the learner's overall score will comprise fifteen (15) tasks, from the Biology Syllabus Grade 10-12. Of the fifteen (15) tasks, five (5) will be administered at each Grade level.
- 7.2.2 The teacher will set and administer the five (5) tasks from the topics covered at each Grade level.
- 7.2.3 The tasks will be administered as follows;

(a) Grade 10 and 11

- (i) Term 1, two tasks
(ii) Term 2, two tasks
(iii) Term 3, one task

(b) Grade 12

- (i) Term 1, three tasks
- (ii) Term 2, two tasks

Table 19 gives a summary of the tasks to be covered for each term.

Table 19: Allocation of Tasks for Biology Paper 3 per term

Grade	No. of tasks, Term 1	No. of tasks, Term 2	No. of tasks, Term 3	Total
10	2	2	1	5
11	2	2	1	5
12	3	2	0	5
Total Number of Tasks				15

- 7.2.4 Teachers of learners with Special Education Needs (LSEN) in the subject will set appropriate tasks for these learners in line with the guidance given in this section.
- 7.2.5 The teacher will score (mark) learners' work, record and ensure that the marks are submitted to ECZ through the established channels.
- 7.2.6 The practical assessment tasks will be conducted within each term as part of the teaching and learning process. The tasks will assess candidates' scientific process skills.
- 7.2.7 The Scientific Process Skills to be assessed include:
- (a) Following instructions for the assembly and/or safe use of provided apparatus and materials.
 - (b) Describing a method used for investigating a scientific concept. This should include stating the materials and amounts to use, the variables to measure or control, observations to be made, and so on.
 - (c) Selecting a suitable chemical reagent and/or measuring device for the task.
 - (d) Carrying out specified manipulation of the apparatus.
 - (e) Taking readings from a measuring device, making observations with appropriate precision and accuracy and making realistic and clear drawings.
 - (f) Recording observations systematically and readings with appropriate units.
 - (g) Processing, presenting and analysing data.
 - (h) Describing precautions taken in carrying out the method and/or suggesting an improvement.
 - (i) Drawing a conclusion or stating the result clearly.
- 7.2.8 Learners will be required to carry out the practical tasks and record their responses appropriately.
- 7.2.9 Scoring and awarding marks on the learners' written responses to the tasks will be based on the Mark Allocation Guide provided in this document at 7.2.10.

7.2.10 Mark Allocation Guide

Table 20: Mark Allocation Guide for Practical Assessment tasks Based on Chemical Tests

S/No	Skill	Maximum Mark(s)
1	Description of the method used	2
2	Recording observations and/or readings systematically	2
3	Data processing, presentation and analysis	3
4	Stating precautions taken or suggestions for improvement	1
5	Application of the findings of the tasks to real life	1
6	Conclusion	1
	Total	10

Note: This Mark Allocation Guide is for one practical task.

Table 21: Mark Allocation Guide for Practical Assessment tasks Based on Identification and Drawing Specimen

Component	Skill	Maximum Mark(s)
Specimen	Identification	1
	Measuring specimen (with units)	1
	Comparison of specimen features	1
Drawing	Size	1
	Labels	2
	Realistic	1
	Measuring drawing (with units)	1
Magnification	Formula	0
	Correct substitution (with units)	1
	Answer (without unit)	1
Total Marks		10

Note: This Mark Allocation Guide is for one practical task

7.2.11 Calculation of the SBA marks for internal candidates

- (a) The total learner's marks for SBA at Grades 10, 11 and 12 will contribute 25% to the overall score. Of the 25% SBA marks, 8% will be for the tasks from Grade 10, 9% from Grade 11 and 8% will be for the tasks from Grade 12. To calculate the candidate's SBA mark at each grade level, use the following formula:

- (i) Grade 10 and 12

$$SBA \text{ Mark} = \frac{\text{Learner SBA Mark}}{50} \times 8\%$$

The same formula used in Grade 10 will apply in Grade 12.

- (ii) Grade 11

$$SBA \text{ Mark} = \frac{\text{Learner SBA Mark}}{50} \times 9\%$$

- (b) For example;

- (i) A Grade 10 learner who scores 25 marks out of 50, the calculation of the SBA mark will be as follows:

$$SBA \text{ Mark} = \frac{25}{50} \times 8\% = 4\%$$

The calculation of the SBA mark of 4% is the one to be submitted for that particular learner.

- (ii) A Grade 11 learner who scores 25 marks out of 50, the calculation of the SBA mark will be as follows:

$$SBA \text{ Mark} = \frac{25}{50} \times 9\% = 4.5\%$$

$$= 5\% \text{ (nearest whole number)}$$

The rounded off mark of 5% is the one to be submitted for that particular learner.

- (c) Therefore, if the SBA mark is a fraction (decimal number) it must be rounded off to the nearest whole number as shown:

Examples Conversion of Calculated Marks from decimals to whole numbers

Calculated Mark	Rounded off Mark
1.1	1
1.2	1
1.3	1
1.4	1
1.5	2
1.6	2
1.7	2
1.8	2
1.9	2

7.2.12 School Based Assessment for GCE Candidates

- (a) GCE candidates will be assessed on five tasks based on the topics from the Biology Syllabus Grade 10 – 12. The five tasks will contribute 25% of the candidates' overall score.
- (b) The five tasks will be assessed in term 1 and 2 of the examination year and will be based on the Grade 12 content.
- (c) Calculation of the SBA Mark for GCE Candidates

$$SBA\ Mark = \frac{Learner\ SBA\ Mark}{50} \times 25\%$$

- (d) For example, a learner who scores 25 marks out of 50, the calculation will be as follows:

$$SBA\ Mark = \frac{25\ Mark}{50} \times 25\% \\ = 12.5\%$$

The calculated mark of 12.5% should be rounded off to 13%. This is the mark to be submitted for that particular learner.

7.3 Agricultural Science Paper 2 (Grade 12) - Project (5037/2)

- 7.3.1 The project will run as currently provided for in the Agricultural Science Syllabus Grade 10 – 12.
- 7.3.2 Learners will undertake one project, either from animal or crop production.
- 7.3.3 The project for Grade 12 (School Certificate) candidates will commence in the second term of Grade 11 and run up to the second term of Grade 12.
- 7.3.4 The project for GCE candidates will run from the first term to the second term of the examination year.
- 7.3.5 The teacher will monitor the learners as they implement the project and take note at each stage.
- 7.3.6 The project reports for both School Certificate and GCE candidates must be completed by 30th June of the examination year.
- 7.3.7 The project reports will be marked within the school and the marks will be entered onto the ECZ-OMES by 31st July of the examination year.
- 7.3.8 The marking of the project reports will be done in accordance with the Mark Allocation Guides provided in this booklet at 7.3.11.
- 7.3.9 The Agricultural Science Paper 2 tasks should be based on the content areas as listed below:

(a) Crops

- (i) Growth rates of crops
- (ii) Germination percentage in crops
- (iii) Choice of enterprise in crops

The suggested activities in crop production include land preparation, planting and management practices.

(b) Animals

- (i) Growth rates in animals such as pigs, broilers and rabbits.
- (ii) Food conversion ratio in animals such as broilers, pigs, rabbits and layers.
- (iii) Choice of enterprise in animals such as pigs, chickens and rabbits.

The suggested activities in animal production include management before and after animals arrive at a farm.

Note: Learners are expected to select one project from either crop production or animal production.

- 7.3.10 The format for the report will be as follows:

- (a) Suggested topic
- (b) Aims
- (c) Hypothesis
- (d) Procedure
- (e) Observations/recording
- (f) Analysis of results
- (g) Conclusion
- (h) Recommendations

7.3.11 Mark Allocation Guide

Table 22: General Mark Allocation Guide

Assessment Criteria	Maximum Mark(s)
Aim	1
Hypothesis	1
Procedure	18
Observations/Recording	11
Analysis of results	4
Conclusion	3
Recommendations	2
Total	40

The mark out of 40 obtained by the learner will be divided by 2 to get a mark out of 20 .The mark obtained after dividing by 2 is the one to be submitted to ECZ.

$$SBA \text{ Project Mark of Learner} = \frac{\text{Mark Obtained}}{2}$$

Table 23: Crop Production Mark Allocation Guide

SN	Assessment criteria	Maximum mark(s)	Stages	Mark(s) scored	Markbands
1	Title	–	–	–	–
2	Aim	1		0	There is(are) no aims or aims are not realistic
				1	The aim is(are) realistic and relate to the topic
3	Hypothesis	1		0	There is no hypothesis or the hypothesis may not relate to the aim
				1	The hypothesis clearly stated
4	Methods	18	Land Preparation (11 Marks)		
			Clearing	0	No tools mentioned in the description
				1	Mention of action without tool
				2	Mention of both action and tool
			Cultivation	0	No description of types of cultivation
				1	Description of one type with appropriate tool
				2	Description of two types with appropriate tools
				3	Description of two types with appropriate tools, area and depth
				4	Description of two types with appropriate tools, depth and with sequencing
			Fertilizer application	0	Type of fertilizer not mentioned
				1	Type of fertilizer mentioned
				2	Type of fertilizer mentioned with stages of application
				3	Mention of type of fertilizer, stage and method of application and amount
5	Observation	11		0	No evidence of data
				1-3	Incomplete data presented either graphically or tabular i.e no units, labels, headings, inappropriate scale, inconsistency in recording data
				4-6	Appropriate data presented i.e appropriate scale, units, labels, headings, consistency in data recording

SN	Assessment criteria	Maximum mark(s)	Stages	Mark(s) scored	Markbands
				7-11	Very good presentation of data i.e quality graphs, curves and plotting
6	Analysis	4		0	Data presentation/graph wrong
				1-2	Comment on observations and results related to aims
				3-4	Correct interpretation of data
7	Conclusion	3		0	If analysis is wrong
				1-2	When comparison between hypothesis and results made
				3-4	Statement on usefulness of the project
8	Recommendations	2		0	No recommendations
			Planting /sowing	0	Description without planting/sowing date
				1	Mention of seed rate and date
				2	Mention of date, seed rate, spacing and depth
			Management Practices (7 Marks)		
			Weed control	0	No description of weed control method
				1	Description of weed control method + action
			Pest/disease control	0	No mention of pest/disease name
				1	Mention of pest/disease without control method
				2	Mention of pest/disease and control method
			Fertilizer application	0	No mention of type of fertilizer
				1	Mention of type of fertilizer
				2	Mention of type of fertilizer and stage of application
				3	Mention of type of fertilizer, stage of application, and amount
			Irrigation	0	No mention of type of irrigation
				1	Description of type of irrigation and frequency
				1	Statement on limitation only
				2	Statement on limitation + suggestion to improve results

Table 24: Animal Production Mark Allocation Guide

SN	Assessment criteria	Maximum mark(s)	Stages	Mark(s) scored	Mark Bands
1	Title	–	–	–	–
2	Aim	1		0	There is(are) no aims or aims are not realistic
				1	The aim is(are) realistic and relate to the topic
3	Hypothesis	1		0	There is no hypothesis or the hypothesis may not relate to the aim
				1	The hypothesis clearly stated
4	Methods	18	Management before animals arrive (9 Marks)		
			Type of house	0	No mention of features
				1	Mention of one feature
				2	Mention of two features
				3	Mention of Three features
			Preparation of the house	0	No mention of cleaning procedures
				1	One cleaning procedure
				2	Two cleaning procedures
				3	Three cleaning procedures
			Arrangement of	0	No mention of features of the house

SN	Assessment criteria	Maximum mark(s)	Stages	Mark(s) scored	Mark Bands
			house in readiness to receive the animals (DEPENDANT ON THE TYPE OF ANIMAL)	1	Only one feature mentioned
				2	Two features mentioned
				3	Three features mentioned
			Management of Animals after they arrive(9 Marks)		
			Visual assessment	0	No mention of any visual assessment
				1	Only one visual assessment mentioned
				2	Two visual assessments mentioned
			Weighing animals	0	No record of weighing
				1	Initial average weight
				2	Frequency of weighing
			Feeding and medication	0	No mention of feeding/medication programme
				1	Type of feed/frequency
				2	Name of drug + disease
				3	Provision of clean/adequate water/minerals/vitamins
			Hygiene	0	No mention of any hygiene procedure
				1	Only one hygiene procedure mentioned
				2	Two hygiene procedures mentioned
5	Observation	11		0	No evidence of data
				1-3	Incomplete data presented either graphically or tabular .i.e no units, labels, headings, inappropriate scale, inconsistency in recording data
				4-6	Appropriate data presented i.e appropriate scale, units, labels, headings, consistency in data recording
				7-11	Very good presentation of data i.e quality graphs, curves and plotting
6	Analysis	4		0	Data presentation/graph wrong
				1-2	Comment on observations and results related to aims
				3-4	Correct interpretation of data
7	Conclusion	3		0	If analysis is wrong
				1-2	When comparison between hypothesis and results made
					Statement on usefulness of the project
8	Recommendations	2		0	No recommendations
				1	Statement on limitation only
				2	Statement on limitation + suggestion to improve results

7.4 Agricultural Science Paper 2 (Grade 9) –Project (501/2)

7.4.1 The project will run as currently provided for in the Agricultural Science Syllabus, Grades 8 – 9.

7.4.2 Learners will undertake two projects, one from animal production and the other from crop production.

- 7.4.3 The project for Grade 9 External candidates shall be assessed from first term to second term of the examination year.
- 7.4.4 The project for Grade 9 internal candidates shall be assessed from second term of Grade 8 to second term of Grade 9.
- 7.4.5 The projects for both Grade 9 Internal and External candidates must be completed by 30th June of the examination year.
- 7.4.6 The projects should be marked within the school and the marks shall be captured using the ECZ Online Electronic Marks Entry System by 31st July of the examination year.
- 7.4.7 The marking of the reports for the project will be done in accordance with the Mark Allocation Guides provided in this document in 7.4.11.
- 7.4.8 The HOD must facilitate the supervision of the projects for external candidates.
- 7.4.9 The Agricultural Science Paper 2 tasks should be based on the content areas as listed below:

(a) Crops

- (i) Cereal Crops
- (ii) Root crops
- (iii) Leaf crops
- (iv) Solanaceous
- (v) Legumes
- (vi) Fruits
- (vii) Oil crops

The suggested activities include land preparation, planting, management practices (investigation of growth) and marketing.

(b) Animals

- (i) Ruminants
- (ii) Non-ruminants
- (iii) Poultry

The suggested activities include management before and after animals arrive at a farm and marketing.

Note: Learners are expected to do both crop and animal production.

7.4.10 Project Assessment

- (a) Each project will be marked out of 100 and the total mark obtained will be divided by 10 to give a mark out of 10.
- (b) The marks from the two projects will then be added to give a mark out of 20.
- (c) This is the mark that should be entered as a raw score on to the ECZ Online Marks Entry System.

7.4.11 Mark Allocation Guide

The table below shall be used as a guide on how to allocate marks.

Table 25: Mark Allocation Guide for the Agricultural Science Project

Category of Assessment	Maximum marks
Topic and title	2
Aim	3
Hypothesis	5
Method/procedure	25
Observation/recording	20
Analysis	20
Problems and limitations	5
Conclusion	10
Recommendations	5
Interest and commitment	5
Total Score	100
Actual Score out of 10	10

Note: It is advisable to refer to the ECZ Mark Allocation Guide when apportioning marks to the important steps and procedures

Table 26:Animal Production Report

SN	Assessment criteria	Maximum mark(s)	Stages	Mark scored	Mark Bands
1	Title and Title	2		0 1 2	No topic and title Only topic or title Topic and title available
2	Aim	3		0 1 2 - 3	There is(are) no aims or aims are not realistic Aims related to only topic or title The aim is(are) realistic and relate to the topic and title
3	Hypothesis	5		0 1 2-3 4-5	There is no hypothesis or the hypothesis may not relate to the aim The hypothesis relate to aim or topic or title The hypotheses related to aim + topic or title Hypotheses related to aims + topic + title
4	Methods/Procedure	25	Management before animals arrive (15 Marks)		
			Type of house	0	No mention of features
				1	Mention of one feature
				2	Mention of two features
				3	Mention of three features
				4-5	Mention of four features or more
			Preparation of the house	0	No mention of cleaning procedures
				1	One cleaning procedure
				2	Two cleaning procedures
				3	Three cleaning procedures
				4-5	Four or more cleaning procedures
			Arrangement of house in readiness to receive animals	0	No mention of features of the house
				1	One feature mentioned
				2	Two features mentioned
				3	Three features mentioned
				4-5	Four or more features mentioned
			Management of Animals after they arrive (10 Marks)		
			Visual assessment	0	No mention of any visual assessment
				1	One visual assessment mentioned
				2	Two visual assessments mentioned
				3	Three visual assessments mentioned
			Weighing animals	0	No record of weighing
				1	Initial average weight
				2	Frequency of weighing
			Feeding	0	No mention of feeding programme
				1	Mention of type of feed
				2	Mention of type of feed and frequency
			Medication	0	No mention of Medication programme
				1	Mention of drug
				2	Mention of drug and disease
			Hygiene	0	No mention of any hygiene procedure
				1	Mention of hygiene procedures
5	Observation	20		0	No evidence of data
				1-3	Incomplete data presented either graphically or tabular i.e. no units, labels, headings, inappropriate scale, inconsistency in recording data

SN	Assessment criteria	Maximum mark(s)	Stages	Mark scored	Mark Bands
				4–8	Appropriate data presented i.e. appropriate scale, units, labels, headings, consistency in data recording
				9–15	Very good presentation of data i.e. quality graphs, curves and plotting
				16–20	Very good presentation of data + observations + accuracy of results
6	Analysis	20		0	Data presentation/graph wrong
				1–10	Comment on observations and results related to aims
				11–20	Correct interpretation of data
7	Problems and limitations	5		0	If no problems + limitations recorded
				1–2	If no problems + limitations recorded without solutions
				3–5	If no problems + limitations recorded with solutions
8	Conclusion	10		0	If analysis is wrong
				1–5	When comparison between hypothesis and results is made
				6–10	Statement on usefulness of the project
9	Recommendations	5		0	No recommendation
				1–5	Recommendation given to improve results related to project
10	Interest and commitment	5		0	No Interest and commitment shown
				1–5	Interest + commitment shown during project period

Table 27: Crop Production Report

SN	Assessment criteria	Maximum mark	Stages	Mark scored	Mark Bands
1	Title and Title	2		0	No topic and title
				1	Only topic or title
				2	Topic and title available
2	Aim	3		0	There is(are) no aims or aims are not realistic
				2	Aims related to only topic or title
				3	The aim is(are) realistic and relate to the topic and title
3	Hypothesis	5		0	There is no hypothesis or the hypothesis may not relate to the aim
				1	Hypothesis relate to aim or title or topic
				2-3	The hypotheses related to aim + topic or title
				4-5	Hypotheses related to aims + topic + title
4	Methods/Procedure	25	Land Preparation (15 Marks)		
			Clearing	0	No tools mentioned in the description
				1	Mention of action without tool
				2	Mention of both action and tool
			Cultivation	0	No description of types of cultivation
				1	Description of one type with appropriate tool
				2	Description of two types with appropriate tools
				3-4	Description of two types with appropriate tools, area and depth
				5-6	Description of two types with appropriate tools, depth and are with sequencing
			Fertilizer	0	Type of fertilizer not mentioned

SN	Assessment criteria	Maximum mark	Stages	Mark scored	Mark Bands
			application	1	Type of fertilizer mentioned
				2	Type of fertilizer mentioned with stages of application
				3-4	Mention of type of fertilizer, stage and method of application and amount
			Planting/ sowing	0	Description without planting/sowing date/time
				1	Mention of sowing time and date
				2-3	Mention of sowing date, time, spacing and depth
			Management Practices (10 Marks)		
			Weed	0	No description of weed and weed control method
				1	Weed mentioned
				2	Weed and weed control method mentioned
			control	3	Description of weed control method + action verb + type of weed + method + tool Others: mulching, pruning, stacking
			Pest control	0	No mention of pest name
				1	Mention of pest without control method
				2	Mention of pest and control method
			Disease control	0	No mention of disease name
				1	Mention of pest/disease without control method
				2	Mention of pest/disease and control method
			Fertilizer applicatio n	0	No fertilizer mentioned
				1	Mention of type of fertilizer
				2	Mention of type of fertilizer and stage of application
				3	Mention of type of fertilizer, stage of application, and amount
5	Observation	20		0	No evidence of data
				1-3	Incomplete data presented either graphically or tabular .i.e no units, labels, headings, inappropriate scale, inconsistency in recording data
				4-8	Appropriate data presented i.e appropriate scale, units, labels, headings, consistency in data recording
				9-15	Very good presentation of data i.e quality graphs, curves and plotting
				16-20	Very good presentation of data + observations + accuracy of results
6	Analysis	20		0	Data presentation/graph wrong
				1-10	Comment on observations and results related to aims
				11-20	Correct interpretation of data
7	Problems and limitations	5		0	If no problems + limitations recorded
				1-2	If no problems + limitations recorded without solutions
				3-5	If no problems + limitations recorded with solutions
8	Conclusion	10		0	If analysis is wrong
				1-5	When comparison between hypothesis and results is made
				6-10	Statement on usefulness of the project
9	Recommendations	5		0	No recommendation
				1-5	Recommendation given to improve results related to project
10	Interest and commitment	5		0	No Interest and commitment shown
				1-5	Interest + commitment shown during project period

7.5 Integrated Science Paper 2 (502/2) Practical Assessment

- 7.5.1 The Integrated Science practical assessment that will contribute marks to the learner's overall score will comprise ten (10) tasks. The tasks will be based on the Integrated Science Syllabus Grade 8 – 9. Of the ten tasks, five will be administered in Grade 8 and the other five in Grade 9.
- 7.5.2 The teacher will set and administer one task from each of the five (5) topics in Grade 8 and one task from each of the topics in Grade 9.

7.5.3 The set tasks will be administered as follows;

(a) Grade 8

- (i) Term 1, two tasks,
- (ii) Term 2, two tasks,
- (iii) Term 3, one task.

(b) Grade 9

- (i) Term 1, three tasks,
- (ii) Term 2, two tasks,

7.5.4 The teacher will score (mark) the learners work, record and ensure that the marks are submitted to ECZ through the established channels.

7.5.5 The practical assessment tasks will be conducted within each term as part of the teaching and learning process.

7.5.6 The set tasks should assess the candidates' scientific process skills.

7.5.7 The Scientific Process Skills to be assessed include:

- (a) Following instructions for the assembly and/or safe use of provided apparatus and materials, such as for wiring up simple electrical circuits or for adding drops of a reagent from a teat pipette.
- (b) Following instructions for investigating a scientific concept such as testing for the presence of starch in a food sample, leaf and so on.
- (c) Selecting from given items, the measuring device suitable for the task, such as selecting an ammeter to measure the current passing through a conductor in a circuit.
- (d) Selecting a suitable chemical reagent for a particular investigation, such as biuret solution for testing for the presence of protein in a food sample.
- (e) Carrying out specified manipulation of the apparatus, such as connecting a voltmeter in parallel in a circuit at various points to determine the voltage or taking accurate readings of the volume of a liquid using a measuring cylinder.
- (f) Taking readings from a measuring device, making observations with appropriate precision and accuracy and making realistic and clear drawings, such as taking appropriate reading using an ammeter.
- (g) Recording observations systematically and readings with appropriate units, such as organising data into a table.
- (h) Presenting, processing and analysing data, such as drawing graphs using suitable axes and scales (appropriately labelled), taking readings from a graph and determining a gradient, intercept or intersection.
- (i) Describing the method of carrying out given instruction, such as precautions taken in carrying out the method, reasons for making a choice of apparatus/chemicals, commenting on a procedure used in an experiment and suggesting an improvement.
- (j) Drawing a conclusion or result clearly, such as stating clearly which part of a variegated leaf was found to contain starch, in an experiment for testing for the presence of starch in a leaf.

7.5.8 Learners will be required to carry out the practical tasks and record their responses appropriately.

7.5.9 Scoring and awarding marks on the learners' written responses to the tasks will be based on the mark allocation guide provided in this document at 7.5.10.

7.5.10 Mark Allocation Guide

Table 28: Mark Allocation Guide for Practical Assessment Tasks

S/No	Skill	Maximum Mark(s)
1	Description of the method used	2
2	Recording observations and readings systematically	2
3	Data processing, presentation and analysis	1
4	Precautions or suggestions for improvement	3
5	Application of the findings of the tasks to real life	1
6	Conclusion	1
	Total	10

Note: This Mark Allocation Guide is for one practical task.

7.5.11 Calculation of the SBA marks

- (a) The total marks for SBA at Grade 8 and 9 will contribute 20%, of which 10% will be from the tasks in Grade 8 and the other 10% from tasks in Grade 9. To calculate the SBA mark at each grade level, use the following formula:

$$SBA\ Mark = \frac{Learner\ SBA\ Mark}{50} \times 10\%$$

- (b) For example, a learner who scores 30 marks out of 50, the calculation of the SBA mark will be as follows:

$$SBA\ Mark = \frac{30\ Marks}{50} \times 10\% = 6\%$$

The calculation mark of 6% is the one to be submitted for that particular learner.

- (c) If the SBA mark is a fraction (decimal number) it must be rounded off to the nearest whole number as illustrated:

Conversion of Calculated Marks from decimals to whole numbers

Calculated Mark	Rounded off Mark
1.1	1
1.2	1
1.3	1
1.4	1
1.5	2
1.6	2
1.7	2
1.8	2
1.9	2

7.5.12 School Based Assessment for External Candidates

- (a) Grade of the SBA Mark for External Candidates

$$SBA\ Mark = \frac{Learner\ SBA\ Marks}{50} \times 20\%$$

- (d) For example, a learner who scores 25 marks out of 50, the calculation will be as follows:

$$SBA\ Mark = \frac{25\ Marks}{50} \times 20\% = 10\%$$

The rounded off mark of 10% is the mark to be submitted for that particular learner.

7.6 Science Paper 3 (5124/3) Practical Assessment

7.6.1 The Science practical assessment that will contribute marks to the final learner's overall score will comprise sixteen (16) tasks, from the Science Syllabus Grade 10-12. Of the sixteen (16) tasks, six (6) will be administered in Grade 10 another six (6) in Grade 11 and the remaining four (4) in Grade 12.

7.6.2 The teacher will set and administer three (3) tasks from topics covering the Physics components and the other three (3) from the Chemistry components of the syllabus that will have been taught at Grade 10. The same will apply at Grade 11. At Grade 12, two (2) tasks will cover the Physics components and the other two (2) the Chemistry components of the syllabus.

7.6.3 The tasks will be administered as follows;

(a) Grade 10 and 11

- (i) Term 1, two tasks with one (1) covering the Physics and the other the Chemistry components.
- (ii) Term 2, two tasks with one (1) covering the Physics and the other the Chemistry components.
- (iii) Term 3, two tasks with one (1) covering the Physics and the other the Chemistry components.

(b) Grade 12

- (i) Term 1, two tasks with one (1) covering the Physics and the other the Chemistry components.
- (ii) Term 2, two tasks with one (1) covering the Physics and the other the Chemistry components.

Table 29 gives a summary of the tasks to be covered for each term.

Table 29: Allocation of Tasks for Science per Term

Grade	Syllabus Component	No. of tasks, Term 1	No. of tasks, Term 2	No. of tasks, Term 3	Total
10	Physics	1	1	1	3
	Chemistry	1	1	1	3
11	Physics	1	1	1	3
	Chemistry	1	1	1	3
12	Physics	1	1	0	2
	Chemistry	1	1	0	2
Total Number of Tasks					16

- 7.6.4 Teachers of LSEN in the subject will set appropriate tasks for these learners in line with the guidance given in this section.
- 7.6.5 The teacher will score (mark) learners' work, record and ensure that the marks are submitted to ECZ through the established channels.
- 7.6.6 The practical assessment tasks will be conducted within each term as part of the teaching and learning process. The tasks will assess learners' scientific process skills.
- 7.6.7 The Scientific Process Skills to be assessed include:
- Following instructions for the assembly and/or safe use of provided apparatus and materials.
 - Describing a method used for investigating a scientific concept. This should include stating the materials and amounts to use, the variables to measure or control, observations to be made, and so on.
 - Selecting a suitable chemical reagent or measuring device for the task.
 - Carrying out specified manipulation of the apparatus.
 - Taking readings from a measuring device, making observations with appropriate precision and accuracy and making realistic and clear drawings.
 - Recording observations systematically and readings with appropriate units.
 - Processing, presenting and analysing data.
 - Describing precautions taken in carrying out the method and/or suggesting an improvement.
 - Drawing a conclusion or stating the result clearly.
- 7.6.8 Learners will be required to carry out the practical tasks and record their responses appropriately.
- 7.6.9 Scoring and awarding marks on the learners' written responses to the tasks based on the Mark Allocation Guide provided in this document at 7.6.10.

7.6.10 Mark Allocation Guide

Table 30: Mark Allocation Guide for Practical Assessment Tasks

S/No	Skill	Maximum Mark(s)
1	Description of the method used	2
2	Recording observations and/or readings systematically	7
3	Data processing, presentation and analysis	6
4	Stating precautions taken or suggestions for improvement	2
5	Application of the findings of the tasks to real life	1
6	Conclusion	2
Total		20

Note: This Mark Allocation Guide is for one practical task.

7.6.11 Calculation of the SBA marks for internal candidates

The total marks for SBA at Grades 10, 11 and 12 will contribute 20% to the overall score. Of the 20% SBA marks, 8% will be for the tasks from Grade 10, 8% for Grade 11 and 4% will be for the tasks from Grade 12. To calculate the SBA mark at each Grade level, use the following formula:

(a) Grades 10 and 11

$$SBA\ Mark = \frac{\text{Learner SBA Marks}}{120} \times 8\%$$

Note: The same formula used in Grade 10 will apply in Grade 11

(b) Grade 12

$$SBA\ Mark = \frac{\text{Learner SBA Marks}}{80} \times 4$$

(c) For example

- (i) A Grade 10 learner who scores 60 marks out of 120, the calculation of the SBA mark will be as follows:

$$SBA\ Mark = \frac{60}{120} \times 8\% = 4\%$$

The rounded off mark of 4% is the one to be submitted for that particular learner.

- (ii) A Grade 12 learner who scores 40 marks out of 80, the calculation of the SBA mark will be as follows:

$$SBA\ Mark = \frac{40}{80} \times 4\% = 2\%$$

The rounded off mark of 2% is the one to be submitted for that particular learner.

- (d) If the SBA mark is a fraction (decimal number) it must be rounded off to the nearest whole number as shown:

Conversion of Calculated Marks from decimals to whole numbers

Calculated Mark	Rounded off Mark
1.1	1
1.2	1
1.3	1
1.4	1
1.5	2
1.6	2
1.7	2
1.8	2
1.9	2

7.6.12 School Based Assessment for GCE Candidates

- (a) GCE candidates will be assessed on four tasks based on the topics from the Science Syllabus Grade 10 – 12. The four tasks will contribute 20% of the candidates' score.
- (b) The four tasks will be assessed in term 1 and 2 of the examination year and will be based on the Grade 12 content. Two of the four tasks will be from the physics topics and the other two from the chemistry topics.
- (c) Calculation of the SBA Mark for GCE Candidates:

$$SBA\ Mark = \frac{\text{Learner SBA Marks}}{80} \times 20\%$$

- (d) For example, a learner who scores 40 marks out of 80, the calculation of the SBA mark will be as follows:

$$SBA\ Mark = \frac{40\ Mark}{80} \times 20\% = 10\%$$

The rounded off mark of 10% is the one to be submitted for that particular learner.

7.7 Physics Paper 3 (5054/3) Practical Assessment

- 7.7.1 The Physics Practical assessment that will contribute marks to the final learner's overall score will comprise fifteen (15) tasks, from the Physics Syllabus Grade 10-12. Of the fifteen (15) tasks, five (5) will be administered at each Grade level.
- 7.7.2 The teacher will set and administer the five (5) tasks from the topics covered at each Grade level.

7.7.3 The tasks will be administered as follows;

(a) Grade 10 and 11

- (i) Term 1, two tasks
- (ii) Term 2, two tasks
- (iii) Term 3, one task

(b) Grade 12

- (i) Term 1, three tasks
- (ii) Term 2, two tasks

Table 31 gives a summary of the tasks to be covered for each term.

Table 31: Allocation of Tasks for Physics per term

Grade	No. of tasks, Term 1	No. of tasks, Term 2	No. of tasks, Term 3	Total
10	2	2	1	5
11	2	2	1	5
12	3	2	0	5
Total Number of Tasks				15

7.7.4 Teachers of LSEN in the subject will set appropriate tasks for these learners in line with the guidance given in this section.

7.7.5 The teacher will score (mark) learners' work, record and ensure that the marks are submitted to ECZ through the established channels.

7.7.6 The practical assessment tasks will be conducted within each term as part of the teaching and learning process. The tasks will assess candidates' scientific process skills.

7.7.7 The Scientific Process Skills to be assessed include:

- (a) Following instructions for the assembly and/or safe use of provided apparatus and materials.
- (b) Describing a method used for investigating a scientific concept. This should include stating the materials and amounts to use, the variables to measure or control, observations to be made, and so on.
- (c) Selecting a suitable measuring device for the task.
- (d) Carrying out specified manipulation of the apparatus.
- (e) Taking readings from a measuring device, making observations with appropriate precision and accuracy and making realistic and clear drawings.
- (f) Recording observations systematically and readings with appropriate units.
- (g) Processing, presenting and analysing data.
- (h) Describing precautions taken in carrying out the method and/or suggesting an improvement.
- (i) Drawing a conclusion or stating the result clearly.

7.7.8 Learners will be required to carry out the practical tasks and record their responses appropriately.

7.7.9 Scoring and awarding marks on the learners' written responses to the tasks will be based on the mark allocation guide provided in this document at 7.7.10.

7.7.10 Mark Allocation Guide

Table 32: Mark Allocation Guide for Practical Assessment Tasks

S/No	Skill	Maximum Mark(s)
1	Description of the method used	2
2	Recording observations and/or readings systematically	7
3	Data processing, presentation and analysis	6
4	Stating precautions taken or suggestions for improvement	2
5	Application of the findings of the tasks to real life	1
6	Conclusion	2
	Total	20

Note: This Mark Allocation Guide is for one practical task.

7.7.11 Calculation of the SBA marks for internal candidates

The total learner's marks for SBA at Grades 10, 11 and 12 will contribute 20% to the overall score. Of the 20% SBA marks, 6% will be for the tasks from Grade 10, 7% for Grade 11 and 7% will be

for the tasks from Grade 12. To calculate the learner's SBA mark at each grade level, use the following formula:

(a) Grades 10

$$\text{SBA Mark} = \frac{\text{Learner SBA Marks}}{100} \times 6\%$$

(b) Grade 11 and 12

$$\text{SBA Mark} = \frac{\text{Learner SBA Marks}}{100} \times 7\%$$

(c) For example

- (i) A Grade 10 learner who scores 50 marks out of 100, the calculation of the SBA mark will be as follows:

$$\text{SBA Mark} = \frac{50}{100} \times 6\% = 3\%$$

The rounded off mark of 3% is the one to be submitted for that particular learner.

- (ii) A Grade 12 learner who scores 50 marks out of 100, the calculation will be as follows:

$$\begin{aligned} \text{SBA Mark} &= \frac{50}{100} \times 7\% = 3.5\% \\ &= 4\% \text{ (nearest whole number)} \end{aligned}$$

The rounded off mark of 4% is the one to be submitted for that particular learner.

- (d) Therefore, if the SBA mark is a fraction (decimal number) it must be rounded off to the nearest whole number as shown:

Conversion of Calculated Marks from decimals to whole numbers

Calculated Mark	Rounded off Mark
1.1	1
1.2	1
1.3	1
1.4	1
1.5	2
1.6	2
1.7	2
1.8	2
1.9	2

7.7.12 School Based Assessment for GCE Candidates

- (a) GCE candidates will be assessed on five tasks based on the topics from the Physics Syllabus Grade 10 – 12. The five tasks will contribute 20% of the candidates' score.
- (b) The five tasks will be assessed in term 1 and 2 of the examination year and will be based on the grade 12 content.
- (c) Calculation of the SBA Mark for GCE Candidates

$$\text{SBA Mark} = \frac{\text{Learner SBA Marks}}{100} \times 20\%$$

- (d) For example, a learner who scores 50 marks out of 100, the calculation will be as follows:

$$\text{SBA Mark} = \frac{50 \text{ Marks}}{100} \times 20\% = 10\%$$

The rounded off mark of 10% is the one to be submitted for that particular learner.

7.8 Chemistry Paper 3 (5070/3) Practical Assessment

7.8.1 The Chemistry Practical assessment that will contribute marks to the learner's overall score will comprise fifteen (15) tasks, from the Chemistry Syllabus Grade 10-12. Of the fifteen (15) tasks, five (5) will be administered at each Grade level.

7.8.2 The teacher will set and administer the five (5) tasks from the topics covered at each grade level.

7.8.3 The tasks will be administered as follows;

(a) Grade 10 and 11

- (i) Term 1, two tasks
(ii) Term 2, two tasks
(iii) Term 3, one task

(b) Grade 12

- (i) Term 1, three tasks
- (ii) Term 2, two tasks

Table 33 gives a summary of the tasks to be covered for each term.

Table 33: Allocation of tasks for Chemistry per term

Grade	No. of tasks, Term 1	No. of tasks, Term 2	No. of tasks, Term 3	Total
10	2	2	1	5
11	2	2	1	5
12	3	2	0	5
Total Number of Tasks				15

- 7.8.4 Teachers of LSEN in the subject will set appropriate tasks for these learners in line with the guidance given in this section.
- 7.8.5 The teacher will score (mark) learners' work, record and ensure that the marks are submitted to ECZ through the established channels.
- 7.8.6 The practical assessment tasks will be conducted within each term as part of the teaching and learning process. The tasks will assess learners' scientific process skills.
- 7.8.7 The Scientific Process Skills to be assessed include:
- (a) Following instructions for the assembly and/or safe use of provided apparatus and materials.
 - (b) Describing a method used for investigating a scientific concept. This should include stating the materials and amounts to use, the variables to measure or control, observations to be made, and so on.
 - (c) Selecting a suitable chemical reagent and/or measuring device for the task.
 - (d) Carrying out specified manipulation of the apparatus.
 - (e) Taking readings from a measuring device, making observations with appropriate precision and accuracy and making realistic and clear drawings.
 - (f) Recording observations systematically and readings with appropriate units.
 - (g) Processing, presenting and analysing data.
 - (h) Describing precautions taken in carrying out the method and/or suggesting an improvement.
 - (i) Drawing a conclusion or stating the result clearly.
- 7.8.8 Learners will be required to carry out the practical tasks and record their responses appropriately.
- 7.8.9 Scoring and awarding marks on the learners' written responses to the tasks will be based on the mark allocation guide provided in this document at 7.8.10.

7.8.10 Mark Allocation Guide

Table 34: Mark Allocation Guide for Practical Assessment Tasks

S/No	Skill	Maximum Mark(s)
1	Description of the method used	2
2	Recording observations and/or readings systematically	7
3	Data processing, presentation and analysis	6
4	Stating precautions taken or suggestions for improvement	2
5	Application of the findings of the tasks to real life	1
6	Conclusion	2
Total		20

Note: This Mark Allocation Guide is for one practical task.

7.8.11 Calculation of the SBA marks for internal candidates

The total learners' marks for SBA at Grades 10, 11 and 12 will contribute 20% to the overall score. Of the 20%, 6% will be for the tasks from Grade 10, 7% for Grade 11 and 7% will be for the tasks from Grade 12. To calculate the learner's SBA mark at each grade level, use the following formula:

(a) Grades 10

$$SBA\ Mark = \frac{\text{Learner SBA Marks}}{100} \times 6\%$$

(b) Grade 11 and 12

$$SBA\ Mark = \frac{\text{Learner SBA Marks}}{100} \times 7\%$$

Note: The same formula used in Grade 11 will apply in Grade 12.

(c) For example

- (i) A Grade 10 learner who scores 50 marks out of 100, the calculation will be as follows:

$$SBA\ Mark = \frac{50}{100} \times 6\% = 3\%$$

The rounded off mark of 3% is the one to be submitted for that particular learner.

- (ii) A Grade 12 learner who scores 50 marks out of 100, the calculation will be as follows:

$$SBA\ Mark = \frac{50}{100} \times 7\% = 3.5\% \\ = 4\% \text{ (Nearest Whole Number)}$$

The rounded off mark of 4% is the one to be submitted for that particular learner.

- (d)** Therefore, if the SBA mark is a fraction (decimal number) it must be rounded off to the nearest whole number as shown:

Conversion of Calculated Marks from decimals to whole numbers

Calculated Mark	Rounded off Mark
1.1	1
1.2	1
1.3	1
1.4	1
1.5	2
1.6	2
1.7	2
1.8	2
1.9	2

7.8.12 School Based Assessment for GCE Candidates

- (a) GCE candidates will be assessed on five tasks based on the topics from the Chemistry Syllabus Grade 10 – 12. The five tasks will contribute 20% of the candidates' final score.
- (b) The five tasks will be assessed in term 1 and 2 of the examination year and will be based on the Grade 12 content.
- (c) Calculation of the SBA Mark for GCE Candidates

$$SBA\ Mark = \frac{\text{Learner SBA Mark}}{100} \times 20\%$$

- (d) For example, a learner who scores 50 marks out of 100, the calculation of the SBA mark will be as follows:

$$SBA\ Mark = \frac{50\ \text{marks}}{100} \times 20\% = 10\%$$

The rounded off of 10% is the one to be submitted for that particular learner.

7.9 Computer Studies -Junior Secondary – Grade 8 and 9 (402/2)

- 7.9.1 The Computer Studies Practical School Based Assessment (SBA) will be part of the normal teaching and learning from Grade 8 to Grade 9. The SBA will contribute 30% to the overall score. For internal candidates, the Grade 8 School Based Assessment will carry a total of 12% while the Grade 9 assessment will contribute 18% towards SBA mark. For external candidates term 1 work will carry 15% while term 2 will also contribute 15% towards the SBA.
- 7.9.2 The Head of Department (HOD) should supervise the SBA.
- 7.9.3 The scoring guide for both internal and external candidates should be used when awarding marks to ensure learners are assessed on the same standards.

7.9.4 Skills and Areas to be assessed at Junior Secondary

The practical tasks should be based on the following Productivity tools: Word processing, Spreadsheet, Presentation software and Desktop Publishing.

The tasks may be prepared from the following areas:

- (a) commercial e.g. simple budgets, tuckshop sales, business letters, memos and reports
- (b) retail trade–e.g. supermarkets stocks, kantemba stock and sales
- (c) hospitality–e.g. lodges, and hotels booking, flyers, brochures
- (d) health Services–e.g clinics, hospitals(patient records/pharmacy stock control)
- (e) small business enterprises – e.g brick making sales records,
- (f) education–e.g Analysis of results, processing of results and mathematical problems;
- (g) farming – inputs, budgeting, farm produce sales, land apportionment.

7.9.5 Wordprocessing tasks should be designed to assess the following skills:

- (a) text keying and editing- do, undo, copy, paste, move and delete.
- (b) text formatting and manipulation-boldface, underline, italicizing
- (c) proofing- spellchecking; Thesaurus; look up.
- (d) print previewing; print document
- (e) saving files-local disk or removable
- (f) using tables
- (g) using simple graphics
- (h) printing

7.9.6 The Spreadsheet should assess the following skills:

- (a) use of Headers/Footers
- (b) data entry and formatting worksheets
- (d) using basic calculations
- (d) using customised formulas
- (e) formula reproduction
- (f) sorting
- (g) applying formulas
- (h) creating charts
- (i) revealing formulas
- (j) saving and printing

7.9.7 The Presentation software should be used to assess the following skills:

- (a) keying in text on templates
- (b) navigating the screen layout
- (c) ribbon browsing and using quick access
- (d) creating basic slides
- (e) slide insertion/deletion
- (f) using slide sorter
- (g) running a slide show
- (h) setting simple transition and animation
- (i) adding multimedia (videos, audios)
- (j) using presentation design templates
- (k) saving

7.9.8 The Publishing software should be designed to assess the following skills:

- (a) generating frames in which text and graphics are placed
- (b) editing publications layout
- (c) input text directly into a publication
- (d) apply all the three elements of fonts
- (e) basic graphic elements creation
- (f) use of colours, pictures, and other objects from the palate
- (g) saving and printing a publication

7.9.9 Recording of Scores

The Grade 8 SBA assessment shall have a total of 12% while the Grade 9 assessment shall be 18%.

7.9.10 Grade 8 SBA Tasks and Scoring guide

The total SBA mark for Grade 8 is 12%.

Table 35 shows the Marking Guides for the practical tasks.

Table 35: Mark Allocation Guide

Term 1	
WORD PROCESSING	
Assessment Criteria	Maximum No. marks
Use of Headers/Footer	2
Typing accuracy	3
Basic formatting (i): Boldfacing/Underlining/Italicizing	3
Basic formatting(ii) Font sizing/colouring/styling/subscripting/sub/superscripting/	2
Total mark	10
SPREADSHEET	
Assessment Criteria	Maximum no. of marks
Use of Headers/Footer	2
Data entry accuracy	4
Basic formatting –sizing and colouring; Cell formatting, merging and sizing	2
Simple Calculations: Formulas/functions	2
Total mark	10
Term 2	
PRESENTATION	
Assessment Criteria	Maximum no. of marks
Use of Headers/Footers	2
Text entry in slides/placeholders	4
Basic formatting –sizing and colouring	2
Slide manipulation: sorting/inserting/deleting	2
Total mark	10
Term 3	
DESKTOP PUBLISHING(Ms DTP)	
Assessment Criteria	Maximum no. of marks
Typing accuracy	3
Choose four from: Customising a template for Calendars, notices, flyers, brochures, newsletters, resumes / Moving objects around colouring/Scripting	4
Basic formatting –font, sizing and bold facing	3
Total marks	10

7.9.11 Grade 8 SBA Mark Calculation

If a learner is awarded a final SBA mark of 15 out of total of 40, the score is calculated as

$$\begin{aligned}
 \text{SBA Mark} &= \frac{\text{Learner SBA score}}{\text{total}} \times \text{percent allocation for the term's task} \\
 \text{SBA Mark} &= \frac{14}{40} \times 12\% \\
 &= 4.2\%
 \end{aligned}$$

All fractional marks should be rounded off to the nearest whole number.

7.9.12 Grade 9 Tasks and Scoring guide

The SBA mark for Grade 9 is 18%. Table 36 shows the marking guide for the practical tasks.

Table 36: Marking Guide

Term 1	
WORD-PROCESSING	
Assessment Criteria	Maximum no. of marks
Document alignment & Margins	2
Pictures/Graphics	2
Tables	2
Word art	1
Proofing - Spellcheck; Thesaurus	1
Saving	1
Printing	1
Total Marks	10
SPREADSHEET	
Assessment Criteria	Maximum no. of marks
Formula/ function reproduction	3
Sorting	2
Inserting charts	2
Showing formulas used	2
Saving/Printing	1
Total Mark	10
Term 2	
PRESENTATIONS	
Assessment Criteria	Maximum no. of marks
Insertions of objects and manipulations	3
Inserting multimedia content	2
Inserting charts/ Simple animation	2
Simple animation	2
Saving	1
Total Mark	10
DESKTOP PUBLISHING	
Assessment Criteria	Maximum no. of marks
Text Wrapping/Importing/resizing and cropping	2
Resizing objects	3
Colouring and fonts Generating Frames	2
Use of Word art	1
Formatting word art	1
Saving/Printing	1
Total Mark	10

7.9.13 Marks Calculation

If a learner is awarded a score of 13 out of total of 40 the SBA is calculated as

$$SBA\ Mark = \frac{13}{40} \times 18\%$$

$$= 5.85\%$$

So, round off 5.85 to 6. The SBA mark is 6%.

All fractional marks should be rounded off to the nearest whole number.

7.9.14 Grade 9 External SBA tasks guide and mark allocation

The allocation for the SBA marks for external candidates is 30%. The following tables show the Marking Guide for the practical tasks for Grade 9 external candidates. The school will come up with the tasks.

Table 37: Marking Guide

Term 1	
Word Processing	Maximum No. of marks
Use of Headers/Footer	2
Typing accuracy	4
Basic formatting (i): Boldfacing/Underlining/Italicizing	3
Choose from: Basic formatting(ii) Font sizing/colouring/styling/subscripting/superscripting/	2
Document alignment & Margins	2
Insertions–Pictures/Graphics/Proofing/Spell checking	2
Insertions– Tables/Word art	2
Saving to specific location/media	2
Printing/Print previewing	1
Total Marks	20
Spreadsheet	Maximum No. of marks
Use of Headers/Footer	2
Data entry accuracy	4
Basic formatting –sizing and colouring; Cell formatting, merging and sizing	1
Simple Calculations: Formulas/functions	2
Formula/ function reproduction	3
Sorting	2
Inserting charts	2
Showing formulas used	2
Saving/Printing	2
Total Mark	20
Term 2	
Presentation	Maximum No. of marks
Use of Headers/Footers	2
Text entry in slides/placeholders	4
Basic formatting –sizing and colouring	1
Slide manipulation: sorting/inserting/deleting	2
Insertions of objects and manipulations	3
Inserting multimedia content	2
Inserting charts/ Simple animation	2
Simple animation	2
Saving/printing	2
Total Mark	20
Desktop Publishing	Maximum No. of marks
Typing accuracy	2
Choose from: Customising a template for Calendars, notices, flyers, brochures, newsletters, resumes / Moving objects around colouring/Scripting	4
Basic formatting –font, sizing and	1
Text Wrapping/Importing/resizing and cropping	2
Resizing objects	3
Colouring and fonts Generating	2
Frames for use of Word art and other designs	2
Formatting word art	2
Saving/Printing	2
Total Mark	20

7.9.15 Marks Calculation

If a learner is awarded a final SBA mark of 13 out of total of 60 the score is calculated as

$$SBA\ Mark = \frac{\text{score}}{\text{total}} \times SBA$$

$$\frac{13}{60} \times 30\% = 6.5\%$$

So, round off 6.5 to 7. The SBA mark is 7%.

All fractional marks should be rounded off to the nearest whole number.

7.10 Computer Studies SBA (7010/2) School Certificate and GCE

- 7.10.1 The Computer Studies SBA will have 30% mark allocation.
- 7.10.2 The Computer Studies SBA tasks will be based on Spreadsheets, Database Management System and Programming.
- 7.10.3 The school based practicals should be assessed as hands-on sessions as part of the normal teaching and learning.
- 7.10.4 Learners should be awarded marks using the same standard per stream using the recommended mark allocations for different skills indicated in the marking guide.
- 7.10.5 It is recommended that the HOD observes the assessment at least once in a term.
- 7.10.6 The scoring guide for both internal and external candidates should be used when awarding marks to ensure learners are assessed on the same standards.

7.10.7 Skills and Areas to be assessed

The tasks to be assessed in the SBA using spreadsheets, database system and programming may be drawn from the following areas:

- (a) commercial
- (b) retail trade
- (c) hospitality
- (d) health services
- (e) small businesses
- (f) education
- (g) manufacturing
- (h) transport and Travel

7.10.8 The spreadsheet should test the following skills,

- (a) use of Headers/Footers
- (b) data entry and formatting worksheets
- (c) using built-in formulas and functions
- (d) using customised formulas
- (e) formula replication
- (f) sorting
- (g) applying formulas
- (h) creating charts

7.10.9 Programming should test the following skills:

- (a) initialising software environment
- (b) creating simple interfaces
- (c) simple input/output methods
- (d) data storage using arrays
- (e) data manipulation – sorting, moving, copying and deleting
- (f) numerical/logical arithmetic and operations – e.g. adding/subtraction / dividing
- (e) saving data to files/reading data from files

7.10.10 The database should assess the following skills:

- (a) design of a structured database
- (b) selecting the primary key fields
- (c) creating and defining fields, datatype and validation rules
- (d) creating forms,
- (e) creating reports

- (f) querying the database
- (g) creating calculated fields
- (h) enforcing Referential Integrity
- (i) defining relational links between tables
- (j) defining foreign keys

When preparing the tasks, use the assessment criteria in table 38.

7.10.11 SBA Tasks and Mark Allocation

The SBA mark allocation is 30%.

Grade 10

There shall be two tasks in Grade 10: one based on Databases and the other on Spreadsheet. The total marks shall be 30.

Table 38: Marking guide

DATABASES (Microsoft Access)	
Assessment Criteria	Maximum no. of marks
Table/File structure design and creation	2
Defining Primary key	2
Data entry of records	2
Query design	2
Querying database sorting/extraction	2
Querying database specifying criteria	2
Querying database calculated fields and record extraction	1
Use of foreign keys	1
Saving and Printing	1
Total Mark	15
SPREADSHEET	
Data Entry	2
Cell Sizing, merging, and height adjustment(choose only one aspect)	2
Calculations: Using the four basic Arithmetic Operations(choose only one type of operation sign)	2
Functions: IF Sum, vlookup, hlookup, Averages; Count; Maximum; Minimum;	2
Formula replication & Sorting	2
Creating charts based on given set of data	2
Formatting charts- titles, labels and	1
Reveal formulas	1
Saving and Printing	1
Total Mark	15

7.10.12 Grade 11

In Grade 11, learners shall be assigned a task on programming. Programming will be based on any chosen language which should be installed by the teacher. Learners should carry out the tasks hands-on. The total mark shall be 40.

Table 39: Programming Marking Guide

Assessment Criteria	Maximum no. of marks
Working in the programming environment (housekeeping / navigation)	2
Creating screens / Initial interfaces	2
Basic language syntax	4
Working with basic data types	4
Variables (declaration)	4
Using keywords (Basic reserved words)	4
Apply operators (mathematical, relational, logical)	4
Carry out Decisions (IF ... THEN ... ELSE)	4
Work with loops (FOR ... NEXT; DO ... WHILE; LOOP ... UNTIL)	4
Use of functions (e.g. sum (...))	4
Working with File Input/Output (I/O)	4
Total Mark	40

Alternatively, learners may do web design using available environments for HTML (Notepad, Notepad+) or software (Google web design freely) as part of the teaching and learning. Learners can do web design as a group project or as individual learners.

The programming aspect should address the following skills:

- page formatting (paragraphs, fonts and colour)
- listing (numbered, bullets, tables)
- animation (GIF)
- linking (Hyperlinks – text and image links)
- images (Inserting, placing)
- videos and audio
- forms
- downloading and uploading

Grade 12

The task in Grade 12 shall be on SQL Programming. The total marks shall be 40. The SQL Programming will have the following assessment guide

Table 40: SQL Programming Marking Guide

Assessment Criteria	Maximum no. of marks
Starting and working in the SQL environment	4
Basic SQL code SELECT, UPDATE, DELETE	8
Run SQL statements	8
Draw display data sets	8
Sort, search and filtering database	4
Queries (use/reuse)	8
Total Mark	40

Marks calculation

For the learner who covered the work in G10, G11 and G12 and obtains an SBA mark of 34 out of 110, the score is calculated as

$$SBA\ Mark = \frac{\text{Learner score}}{\text{total}} \times 30\%$$

$$SBA\ Mark = \frac{34}{110} \times 30\%$$

9.2%

So, round off 9.2 to 9. The SBA mark is 9%.

7.10.13 GCE Tasks and Marking Guide

For GCE candidates, the SBA tasks shall be based on Databases and Spreadsheet. The marking guide is given in *table 41*. The total SBA mark allocation is 30%.

Table 41: Marking Guide

DATABASES (Microsoft Access)	
Assessment Criteria	Maximum no. of marks
Table/File structure design and creation	2
Defining Primary key	2
Data entry of records	2
Query design	2
Querying database sorting/extraction	2
Querying database specifying criteria	2
Querying database calculated fields and record extraction	1
Use of foreign keys	1
Saving and Printing	1
Total Mark	15
SPREADSHEET	
Data Entry	2
Cell Sizing, merging, and height adjustment(choose only one aspect)	2
Calculations: Using the four basic Arithmetic Operations(choose only one type of operation sign)	2
Functions: IF Sum, vlookup, hlookup, Averages; Count; Maximum and Minimum;	2
Formula replication & Sorting	2
Creating charts based on given set of data	2
Formatting charts- titles, and labels and	1
Reveal formulas	1
Saving and Printing	1
Total Mark	15
PROGRAMMING	
Working in the programming environment (housekeeping / navigation)	2
Creating screens / Initial interfaces	2
Basic language syntax	4
Working with basic data types	4
Variables (declaration)	4
Using keywords (Basic reserved words)	4
Apply operators (mathematical, relational, logical)	4
Carry out Decisions (IF ... THEN ... ELSE)	4
Work with loops (FOR ... NEXT; DO ... WHILE; LOOP ... UNTIL)	4
Use of functions (e.g. sum (...))	4
Working with File Input/Output (I/O)	4
Total Mark	40

Alternatively, learners may do web design using available environments for HTML (Notepad, Notepad+) or software (Google web design freely) as part of the teaching and learning. Learners can do webdesign as a group project or as individual learners.

The programming aspect should address the following skills:

- page formatting (paragraphs, fonts and colour)
- listing (numbered, bullets, tables)
- animation (GIF)
- linking (Hyperlinks – text and image links)

- (e) images (Inserting, placing)
- (f) videos and audio
- (g) forms
- (h) downloading and uploading

Table 42: SQL Programming Marking Guide

Assessment Criteria	Maximum no. of marks
Starting and working in the SQL environment	4
Basic SQL code SELECT, UPDATE, DELETE	8
Run SQL statements	8
Draw display data sets	8
Sort, search and filtering database	4
Queries (use/reuse)	8
Total Mark	40

7.10.14 Marks Calculation

A learner who covered the work in G 12, and is awarded a final SBA mark of 34 out of a total of 95, the SBA mark shall be calculated as:

$$SBA\ Mark = \frac{Learner\ SBA\ mark}{Total\ marks} \times 30\%$$

For GCE candidates, the SBA mark shall be calculated as:

$$SBA\ Mark = \frac{34}{110} \times 30\% \\ = 10.2\%$$

So, round off 10.2 to 10. The SBA mark is 10%.

NB: All fractional marks should be rounded off to the nearest whole number.

8.0 Practical Subjects

In the Practical faculty, subjects with School Based Assessment components are as follows:

(a) Grade 9

Home Economics, Musical Arts Education, Physical Education, Art and Design, Design and Technology.

(b) Grade 12

Home Management, Food and Nutrition, Fashion and Fabrics, Musical Arts Education, Physical Education, Art and Design, and Design and Technology.

8.1 Home Economics**8.1.1 Purpose**

The purpose of the School Based Assessment in Home Economics is to assess learners' achievement continuously against the prescribed competencies in the junior and senior secondary syllabi.

8.1.2 Components of Home Economics

The guidelines apply to the conduct and administration of all the Home Economics School Based Assessments at both Grade 9 Internal/External and 12 School Certificate/GCE.

At Grade 9, there is Home Economics Paper 2 (601/2). At Grade 12, there is: Home Management Paper 2 (6075/2), Food and Nutrition Paper 2 (6065/2) and Fashion and Fabrics Paper 2 (6050/2); and

8.1.3 General Guidelines for Home Economics SBA

- (a) Using these guidelines, the teacher of Home Economics should prepare question(s) and marking scheme(s) according to the paper requirements in line with the Assessment Schemes.
- (b) The teacher of Home Economics should further decide when to administer the Practical Assessment within the teaching/learning time. The period of assessment should be integrated in the schemes of work and communicated to the learners in advance.
- (c) The teacher of Home Economics should award marks based on the skills exhibited in the following:
 - (i) Preparation/Plan of work, (for example, critical thinking, creativity and problem-solving ;)
 - (ii) Processes/Methods of work, (for example, logical and analytical thinking).
 - (iii) Presentation/Quality of the outcome, (for example, orderly display, aesthetic, critical thinking, creativity)

- (d) The scores awarded to candidates should not exceed the total marks for each paper.
- (e) The marks should be compiled and submitted by 31st July each year through the PEO for onward submission to ECZ.

Note: Please note that ECZ **will not** send the question paper nor stipulate the date for conducting Home Economics Practical Assessment.

8.2 Grade 9 Home Economics Paper 2 (601/2) SBA

The teacher should administer several tasks as outlined in the teaching/learning outcomes of the Home economics school syllabus. However, marks from only three of these should be submitted to ECZ as shown in table 43.

Refer to table 43 showing the distribution of tasks and marks from Grade 8 Term 2 to Grade 9 Term 2.

Table 43: Summary of Tasks by Weight

Grade Level	Section/Tasks	Number of Questions/Tasks	Total Marks	SBA mark to be submitted
Grade 8 term 2	Task 1– Laundry	1	10	$\frac{\text{learner SBA Mark}}{100} \times 50$
Grade 8 term 3 and 9 term 1	Task 2 – Needle Work and Crafts (Project)	1	40	
Grade 9 term 2	Task 3 – Food & Nutrition and Home Management	1	50	
	Total	3 Tasks	100	
Total			100	50%

8.2.1 Task 1: Laundry

- (a) The teacher should set ten (10) tasks depicting different scenarios together with a marking scheme. The tasks should be drawn from laundry. Each learner should be assigned only one task randomly or following the register.
- (b) The learners should be assessed and graded individually in manageable numbers per session.
- (c) The teacher should ensure that learners prepare a plan for work before carrying out the task. The plan of work should clarify the choice of fabric and colour in relation to the chosen laundry processes.
- (d) Learners should cost the laundry service at display.

8.2.2 Task 2 Needlework and Crafts (Project)

- (a) The teacher should set at least five (5) different tasks, each with a combination of Needlework and Crafts processes. Each learner should be assigned only one task randomly or following the register.
- (b) The learners should prepare a portfolio explaining: The choice of the article(s) and the processes used in relation to age, texture style and colour.
- (c) The learners should cost the article(s) made at display.

8.2.3 Task 3: Food and Nutrition and Home Management

- (a) The teacher should set ten (10) tasks together with a marking scheme based on Food and Nutrition and Home Management. Each learner should be assigned only one task randomly or following the register.
- (b) Each task should comprise two part questions stemming from a common scenario. The ten questions should be spread across the syllabus for example:
 - (i) Food and Nutrition: Traditional, packed, breakfast, invalid, two/three course, pastry, convenience food, reshafflé etc.)
 - (ii) Home Management: (Cleaning, crafts, presentation).
- (c) The teacher ensure learners prepare a plan of work (Time plan) before carrying out the practical task: The plan of work should explain the choice of dishes and services as well as methods of work to be used.
- (d) The learners should cost the dishes prepared, as well as the services rendered.
- (e) A period of **not** more than seven (7) days should be allowed between planning and the actual practical task to allow the teacher and learners to put all the required ingredients and materials in place.

8.2.4 Calculation of the SBA Marks for Internal and External Candidates

The total marks for SBA at Grade 8 and 9 will contribute 50 percent of the overall score for a candidate. Of the 50 percent SBA mark, 10 percent will be from task 1, 40% from task 2 and 50 percent from task 3.

For Example, a learner who scores 5 out of 10 in Task 1, 20 out of 40 in Task 2 and 25 out of 50 in Task 3, the calculation will be

$$SBA \text{ Mark} = \frac{\text{Learner SBA mark}}{\text{Total}} \times 50\%$$

$$SBA \text{ Mark} = \frac{5 + 20 + 25}{100} \times 50\%$$

$$SBA \text{ Mark} = \frac{50}{100} \times 50\% \\ = 25\%$$

The mark of 25 percent is the one to be submitted to ECZ for that particular learner. If the SBA mark is not a whole number, it should be rounded off to the nearest whole number.

Appendix 8.1: Home Economics SBA Score sheet

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Junior Secondary Internal /External SBA Score Sheet

Subject: Home Economics Paper 2 (601/2)		Task 3 test number	Choice 5	Plan/order of work	Methods 20	Skills 5	Finished results 15	Task 3 total 50	Task 2 total 40	Task 1 total 10	Grand total 100
School Code:											
School Name:											
Region:											
District:											
Examination No.	Name of Candidate										

Examiner's name: Sign: Date:

Headteacher's name: Sign: Date:

Appendix 8.2 Sample Questions Home Economic Paper 2

School Based Assessment Tasks 1, 2 and 3

Task 1: Laundry

You have been selected to move a vote of thanks at school awards giving day, Launder the uniform you will wear and polish a pair of shoes.

Explain in the Time Plans, the type of fabric, colour and the laundry processes you will use. Cost the service. (10 Marks)

Task 2: Needlework and Crafts (Project)

- Design and make a play dress for a 3 year old girl.
- Crochet or knit a bonnet and booties for new born baby.
- Design and make a costa combination of beads and suitable fabric.

In the portfolio name the article and its use, explain with reasons your choice of style, colour, texture, fasteners and fullness disposal. Further explain the processes you will use. Cost the item.(40 Marks)

Task 3: Food and Nutrition and Home Management

Your friend is a lacto-vegetarian and is coming to spend a night at your place.

- Prepare, cook and serve a balance meal for the two of you to enjoy. Include suitable accompaniments.
- Clean the dining area, table and cutlery you will use.

(50 Marks)

8.3 Home Management Paper 2 (6075/2) School Certificate/GCE SBA

The teacher should administer several tasks in Home Management in accordance with the syllabus. However, the three tasks shown in *table 44* should be recorded and submitted to ECZ as SBA to form part of the final mark required to grade Home Management.

Refer to *table 44* which shows the distribution of tasks and marks from Grade 10 term 3 to Grade 12 term 2.

Table 44: Summary of Home Management Tasks by Weight

Grade level	Sections/Tasks	No. of Questions/Tasks	Total Marks	Weight %
Grade 10	Task 1– Laundry	1	25	50%
Grade 11	Task 2– Entrepreneurship (Project)	1	25	
Grade 12	Task 3 – Food and Nutrition and Housecraft	1	50	
		3	100	
Total			100	50%

8.3.1 Task 1: Laundry

- The teacher should set five (5) tasks depicting different scenarios together with a marking scheme. The tasks should be drawn from laundry. Each learner should be assigned only one task randomly or following the register.
- The learners should be assessed and graded individually in manageable numbers per session.
- Ensure that learners prepare a plan of work before carrying out the task. The plan of work should clarify the choice of fabric and colour in relation to the chosen laundry processes.
- Learners should cost the laundry service at display.

8.3.2 Task 2: Entrepreneurship

- The teacher should set five different tasks which will require learners to plan and prepare any entrepreneurial activities based on the topics in Home Management. Each learner should be assigned only one task randomly or following the register.
- The tasks should involve calculating the profit realised from the capital money spent by costing the product or service rendered.

8.3.3 Task 3: Food and Nutrition and Housecraft

- The teacher should set ten (10) tasks together with marking scheme based on Food and Nutrition and Housecraft. Each learner should be assigned only one task randomly or following the register.
- Each task should comprise at least three (3) parts stemming from a common scenario. The ten (10) tasks should be spread across the topics in the school syllabus; for example:
 - Food and Nutrition (meals/dishes from Tradition, packed, breakfast, invalid, two/three course meals, flour mixtures, convenience foods, reshafflé).
 - Housecraft (First aid, cleaning surfaces, presentation).

8.3.4 Calculation of the SBA marks for SC and GCE candidates.

The total marks for SBA at SC and GCE will contribute 50% of the overall score for a candidate. Of the 50 percent SBA mark, 25 percent will be from the task 1, 25 percent from task 2 and 50 percent from task 3.

For Example, a learner who scores 10 out of 25 in Task 1, 15 out of 25 in Task 2 and 25 out of 50 in Task 3, the calculation will be

$$SBA\ Mark = \frac{Learner\ SBA\ mark}{Total} \times 50\%$$

$$SBA\ Mark = \frac{10 + 15 + 25}{100} \times 50\%$$

$$SBA\ Mark = \frac{50}{150} \times 50\% \\ = 25\%$$

The mark of 25 percent is the one to be submitted to ECZ for that particular learner. If the SBA mark is not a whole number, it should be rounded off to the nearest whole number.

Appendix 8.3: Home Management SBA Score sheet

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School Certificate and GCESBA Score Sheet

Subject: Home Management Paper 2 (6075/2)		Task 3 test number	Choice 5	Plan /order of work	Methods 20	Skills 5	Finished results 15	Task 3 total 50	Task 2 total 25	Task 1 total 25	Grand total 100
School Code:											
School Name:											
Region:											
District:											
Examination No.	Name of Candidate										

Examiner's name: Sign: Date:

Headteacher's name: Sign: Date:

Appendix 8.4: Sample Questions Home Management Paper 2

School Based Assessment Task 1.2 and 3

Task 1: Laundry

You have been left to take care of a toddler, launder **three** articles to demonstrate the three methods of washing (friction, kneading and squeezing and sponge).

In the plan of work, explain your choice of fabric, colour and laundry processes you will use. Display your work and show how much the service would cost. [25]

Task 2: Entrepreneurship (Project)

You have been given one hundred kwacha (K100.00) to set up a small backyard garden, prepare and plant a minimum of three vegetables including herbs/spices. Take care of the vegetables, harvest and cost them for selling.

In the portfolio, name the vegetables you will plant and their uses. Calculate your expenditure and profit you will realise after selling. [20]

N.B The project could be derived from any component of Home Management and not necessarily from gardening.

Task 3: Food and Nutrition and Housecraft

You have taken over the mid-morning shift at the hotel.

Prepare, cook and serve lunch for two guests.

Clean the table and cutlery they will use. Set a table for two with a flower arrangement.

Write a Time Plan to show your choice of dishes and activities. Outline the methods and order of work and shopping list. [50]

8.4 Food and Nutrition Paper 2 (6065/2) School Certificate/GCE SBA

The teacher should prepare several and various tasks to assess learners' achievements throughout the syllabus. However, three of those tasks as outlined in *table 45* should be submitted to ECZ.

Refer to the *table 45* which shows the distribution of tasks and marks from Grade 10 Term 3 to Grade 12 Term 2.

Table 45: Summary of Tasks by Weight

	Sections/Tasks	No. of Questions/Tasks	Total Marks	Weight%
Grade 10	Task 1– Beverages and snacks	1	50	50
Grade 11	Task 2 – Balanced Meals	1	50	
Grade 12	Task 3 – Baking	1	50	
Total		3 Tasks	150	
Totals			150	50%

8.4.1 Task 1 – Beverages and Snacks

- (a) In part one, the teacher should set a task where learners will be required to prepare the beverages from the three groups (nourishing, refreshing and stimulating).
- (b) In part two, the task will require learners to prepare snacks (sweet or savoury) which will accompany the beverages in part (a).

8.4.2 Task 2 – Balanced Meals

The teacher should set ten(10) different tasks in which learners should plan and prepare balanced meals depicting different scenarios (e.g. meals/dishes from tradition, full English/substantial breakfast, two/three course, convenience foods, reshuffle dishes, invalid/convalescent/HIV, manual/sedentary workers, use of various utensils/labour-saving devices, use of hob/grill/oven/various methods of cooking/heat transference, packed/party meals, vegetarians). Each learner should be assigned only one task randomly or following the register.

8.4.3 Task 3 – Baking

- (a) The teacher should set at least five (5) different tasks which should include the various methods of baking (creaming, melting, whisking and rubbing-in methods). Each learner should be assigned only one task randomly or following the register.
- (b) Each task should incorporate both savoury and sweet dishes with various finishings (decoration and garnishing).
- (c) The learners should price the items at display.

NB: For each task learners should prepare a time plan before carrying out actual the practical task. A period of not more than 1 week (7 days) should be allowed between planning and the actual practical task to allow the teacher and learners to put all the required ingredients and materials in place.

8.4.4 Calculation of the SBA marks for SC and GCE candidates.

The total marks for SBA at SC and GCE will contribute 50% of the overall score for a candidate. Of the 50% SBA mark, 50 out of 150 will be from the task 1, 50 out of 150 from task 2 and 50 out of 150 from task 3.

For Example, a learner who scores 25 out of 50 in Task 1, 25 out of 50 in Task 2 and 25 out of 50 in Task 3, the calculation will be:

$$SBA\ Mark = \frac{Learner\ SBA\ mark}{Total} \times 50\%$$

$$SBA\ Mark = \frac{25 + 25 + 25}{150} \times 50\%$$

$$SBA\ Mark = \frac{75}{150} \times 50\% \\ = 25\%$$

The mark of 25 percent is the one to be submitted to ECZ for that particular learner. If the SBA mark is not a whole number, it should be rounded off to the nearest whole number.

Appendix 8.5: Food and Nutrition SBA Score sheet

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School Certificate and GCE SBA Score Sheet For Task 1/2/3

Subject: Food and Nutrition Paper 2 (6075/2)		Test number	Choice 5	Plan /order of work 5	Methods 20	Skills 5	Finished results 15	Total 50 Marks
Task Number:								
School Code:								
School Name:								
Region:								
District:								
Examination No.	Name of Candidate							

Examiner's name: Sign: Date:

Headteacher's name: Sign: Date:

NB: the same format of this score marked out of 50 should be used to record marks for task 1, 2 or 3. A total of three recordings will arrive at 150 marks which should be computed to 50%,

Appendix 8.6: Sample Questions Food and Nutrition

School Based Assessment Tasks 1,2 and 3

Sample Assessment Tasks	Expected Response
Task 1: Beverages and snacks. You have been asked to plan for your friend's tea party over the weekend. (a) Prepare, Cook and Serve three beverages from the Nourishing, refreshing and stimulating groups. (sweet savoury) (b) Serve with three different snacks and set a tray. [50]	Well balanced choice Good colour and texture combination Crockery and cutlery correctly set on the tray Correctly chosen two-course meal Correct choice for strict vegetarian Sufficient food for the number of people Variety of baking/decorating/garnishing methods Attractive finish Appropriately priced items Attractive display
Task 2: Balanced meals. You will be hosting friends and two of them are strict vegetarians, prepare, cook and serve a two-course meal. [50]	
Task 3: Baking. It's a baking day at your school (a) Prepare bake and serve five sweet/Savoury dishes with five different decoration/garnishing finishes. (b) Price the items and display for sell. [50]	

NB: For each task, write a Time Plan to show your choice of dishes, ingredients, methods you will use and shopping list. The Time Plan should carry 5 marks.

8.5 Fashion and Fabrics Paper 2 (6050/2)-School Certificate/GCE (80 Marks)

The teacher should administer several tasks in Fashion and Fabrics but submit only three as guided in table 46.

Refer to table 46 which shows distribution of tasks and marks from Grade 10 Term 3 to Grade 12 Term 2.

Table 46: Summary of Tasks by Weight

Paper Name/Code	Duration	Sections/Tasks	Number of Questions/Tasks	Total Marks	Weight %
Fashion and Fabrics Paper 2 (6050/2)	Grade 10 Term 3 to Grade 12 Term 2	Task 1– Garment designing	1	10	50%
	Grade 11 Term 1 to Grade 12 Term 1	Tasks 2 –Garment Construction and crafts	1	40	
		Task 3 – Cutting and Sewing	1	40	
	Grade 12 Term 1 and 2	Portfolio		10	
		Total Tasks	3	100	
			Totals	100	50%

8.5.1 Task 1 – Garment Designing

- The teacher should set a task which will require learners to take body measurements, sketch and cut out paper patterns.
- The task should have at least five (5) pattern markings.

8.5.2 Task 2: Garment Construction and Crafts

- The teacher should set a task in which learners should design and make a personal outfit.
- The chosen outfit should include a suitable accessory using crafts skills (weaving, crocheting, knitting, braiding or beadwork).

8.5.3 Task 3: Cutting and Sewing

- The teacher should set a task where learners will be required to cut out and make a simple article
- The teacher should prepare paper patterns in advance for use during the actual task.
- The task should incorporate several needlework skills (e.g. decorations, stitches, needlework processes) (d)
- The task should be timed to assess learners' efficiency in finishing on time.

NB: A portfolio should be compiled to cover the work done in Task 2. It should show by illustrations the chosen design and pattern markings. Learners should explain their choice of style, fabric texture and colour in relation to their figure type. Learners should also calculate the expenditure, selling price and the profit to be realised.

8.5.4 Calculation of the SBA marks for SC and GCE Candidates

The total marks for SBA at SC and GCE will contribute 50% of the overall score for a candidate. Of the 50% SBA mark, 10% will be from the task 1, 40% from task 2, 40% from task 3 and 10% from task 4.

For Example, a learner who scores 5 in task 1, 25 in task 2, 25 in task 3 and 5 in task 4, the calculation will be

$$SBA\ Mark = \frac{Learner\ SBA\ mark}{Total} \times 50\%$$

$$SBA\ Mark = \frac{5 + 25 + 25 + 5}{Total} \times 50\%$$

$$SBA\ Mark = \frac{60}{100} \times 50\% = 30\%$$

The mark of 30 percent is the one to be submitted to ECZ for that particular learner. If the SBA mark is not a whole number, it should be rounded off to the nearest whole number.

Appendix 8.7: Fashion and Fabrics Score sheet for Task 2

Assessment criteria	Examples	Marks
Process file/Portfolio	Explanation of choice, processes, sketches, cost and profit to be realised etc.	10 marks
Choice of style	Choice of style in relation to the age, figure type, fabric and colour.	5 marks
Processes	– Joining stitches – Neatening stitches – Seam allowance – Type of seams (suitable for the garments)	10 marks
Edge finishes	– Hem – Facing – Yoke – Collar – Pocket	5 marks
Disposal of fullness (suitable for the age and garment)	Suitable for the type of style e.g. pleats, darts, pin tucks, etc.	5 marks
Opening and fastening	– Zips – Button and button hole	5 marks
Accessories	– Bungles – Earrings – Belts – Bags – Necklaces – etc.	8 marks
Presentation	– Pressing of garments – Trimmings – Folding – Labelling of garments (no pins) – Labelling placed on single material – No left over fabric packed	2 marks
Total		50 marks

Appendix 8.8: Sample Questions for Fashion and Fabrics**School Based Assessment Task 1, 2 and 3****Task 1: Garment Designing**

- Design and sketch a garment of your choice (preferably, one piece).
- With a partner, take each other's body measurements and using your body measurements, plot out the pattern pieces involved.
- Sketch through the plots and cut out the paper patterns. [40]

Task 2: Garment Construction and Crafts

- Design, Cut and make a personal outfit to wear at an occasion of your choice. Choose an appropriate style, colour, and fabric texture to best suit your figure and the occasion. [40]
- Design and make two accessories using two different skills. The skills may include; weaving, crocheting, knitting, braiding and beadwork. The accessories may include; bracelet, necklace, handbag, slippers, Hair band, Hat etc. [10]

Task 3: Cutting and Sewing

Cut and sew a right half pair of shorts using the paper pattern pieces and fabric provided. Follow instructions given to work out all the processes within the stipulated time. Press/iron your article and present it neatly. [40]

Portfolio

A portfolio of not more than 10 pages should be compiled to cover the work you have done in Task 2. Explain your choice of style, fabric texture and colour in connection to your figure and occasion. Calculate your expenditure, your proposed selling price and the profit you would realise. Show the chosen style in sketch and your finished product in picture. [10]

8.6 Musical Arts Education: Junior Secondary School Level (JSSL) - Internal and External (208/3)

The weighting of the School Based Assessment for Musical Arts Education is 40 percent of the total assessment of the subject. The remaining 60 percent is the weighting of the theory examination. SBA for Junior Secondary level will start from Grade 8 second term to Grade 9 second term. This, therefore, entails that SBA will be done for two terms in Grade 8 and two terms in Grade 9. The distribution of the 40 percent SBA will be as follows:

Grade	Term	Weighting	JSSL External Weighting
Eight	Two	5%	
Eight	Three	10%	
Nine	One	10%	20%
Nine	Two	15%	20%

The SBA weighting increases from Grade 8 to 9 because the skills assessed become more complex as learners progress towards Junior Secondary final examinations.

8.6.1 Assessment for External Candidates

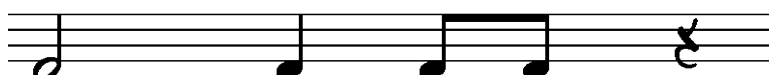
The external candidates shall be required to attend two practical sessions for assessment in the first and second terms of Grade 9. The candidate should make prior arrangements with the school.

8.6.2 General Guidelines for Sight Reading at JSSL (10 Marks)

- The Musical Arts Education teacher should construct five melodies for Sight- Reading.
- The Sight-Reading assessment should be conducted during the time allocated on the class timetable at the convenience of the school from second term Grade 8 to the second term of Grade 9.
- To control the focus and quality of the Sight-Reading skill assessment, the teacher should follow the guidelines given at 8.6.3.
- The Sight-Reading pieces should be securely kept to prevent undue exposure which may weaken its validity. If it is done over a period of time, the teacher should construct a new set of melodies for each session.
- During the assessment session, each learner should be allowed two (2) minutes to study the melody he/she will have chosen from the five options.
- The learner should then sight-read by either singing or playing on a musical instrument depending on their musical inclination.
- A learner should be allowed as many attempts as possible in three (3) minutes.

8.6.3 Specific Guidelines

- The Musical Arts Education teacher should construct five melodies based on the following major keys: C, F and G.
- The time signatures should be in the category of simple triple and simple quadruple.
- The melodies should be four (4) measures long.
- The rhythmic aspect should be based on the following notes and rest:



- The melodies should be balanced in terms of melodic (conjunct and disjunct) movement.
- The range of the melodies should not exceed the fifth degree of the major scale.
- The marking of the Sight-Reading test should be based on the Marks Allocation Scheme in table 47.

Table 47: Sight Reading Marks Allocation Scheme

Skill	Marks	Score
1 Melodic accuracy	4	
2 Rhythmic accuracy	3	
3 Steadiness of pulse	3	
Total	10	

8.6.4 Performing at JSSL - Internal and External (10 Marks)

- The practical performance assessments (singing/playing instruments/ dancing) may be conducted within a day or over a period of time depending on the number of learners.
- Learners should perform only one of the indicated tasks/activities. They are at liberty to present either as an individual or as a group. At this level, Performances will not be differentiated on the basis of solo or group presentations.
- The marking of the performances will be done according to the following Marks Allocation Schemes:

8.6.5 Marks Allocation – Performing**Table 48: Marks Allocation Scheme**

Dancing		Marks	Score
1	Appropriateness of dance style	4	
2	Expressiveness	3	
3	General impression	3	
Total		10	
Singing			
1	Voice production	3	
2	Interpretation	4	
3	General impression	3	
Total		10	
Instrument Playing			
1	Intonation	4	
2	Rhythmic correctness/ chord synchronisation	3	
3	General impression	3	
Total		10	

8.6.6 Composing (20 marks)

- The musical composition part should be assessed as audio or manuscript.
- The teacher should give a cross-cutting theme on which the compositions will be based.
- The length of the composition should range between Eight (8) to Twelve (12) measures.
- Marks should be awarded according to the Marks Allocation Scheme in table 49:

Table 49: Marks Allocation Scheme for Composing

Skill		Marks	Score
1	Clarity of style	4	
2	Clarity of form	4	
3	General musicianship	6	
4	Originality of musical idea	6	
Total		20	

8.6.7 Calculation of the SBA mark for Internal and External Candidates

The total marks for SBA at JSSL will contribute 40% of the overall score for a candidate. Of the 40% SBA mark, 10% will be from Sight Reading, 10% from Performing and 20% from Composing.

For Example, a learner who scores 5 out of 10 in Sight Reading, 5 out of 10 in Performing and 15 out of 20 in Composing, the calculation will be

$$SBA\ Mark = \frac{Learner\ SBA\ mark}{Total} \times 50\%$$

$$SBA\ Mark = \frac{5 + 5 + 15}{40} \times 50\%$$

$$SBA\ Mark = \frac{25}{40} \times 50\% \\ = 25\%$$

The mark of 25 percent is the one to be submitted to ECZ for that particular learner. If the SBA mark is not a whole number, it should be rounded off to the nearest whole number.

The individual marks for the candidates should be consolidated on the Marks Summary Sheet and be entered on the ECZ On-line Electronic Marks Capture System.

Example: *Musical Arts Education Marks Summary Sheet for both Junior Secondary School Level-Internal and External (208/3)*

Appendix 8.9: Marks Summary Sheet

Centre Name:.....

Code:.....

Candidate's Name		Exam No:	Task1	Task 2	Task 3	Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

JSSL (208/3) 1. Sight-reading 2. Performance 3. Composition

8.7 Musical Arts Education: School Certificate and GCE

The weighting of the School Based Assessment for Musical Arts Education is 30 percent of the total assessment of the subject. The remaining 70 percent is the weighting of the theory examination. SBA for Senior Secondary School level will start from Grade 10 second term to Grade 12 second term. This, therefore, entails that SBA will be done for two terms in Grade 10, three terms in Grade 11 and two terms in Grade 12.

The distribution of the 30 percent SBA will be as follows:

Grade	Term	Weighting	GCE Weighting
Ten	Two	4%	
Ten	Three	4%	
Eleven	One	3%	
Eleven	Two	3%	
Eleven	Three	4%	
Twelve	One	6%	15%
Twelve	Two	6%	15%
Total		30%	30%

The SBA weighting increases from Grade 10 to 12 because the skills assessed become more complex as learners progress towards School Certificate Secondary School final examinations.

8.7.1 Assessment for GCE candidates

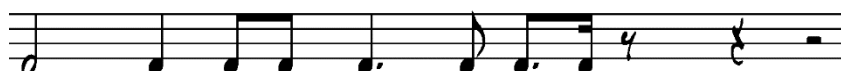
The external candidates shall be required to attend two practical sessions for assessment in the first and second terms of Grade 12. The candidate should make prior arrangements with the school.

8.7.2 General Guidelines for Sight Reading for School Certificate (10 marks)

- (a) The Musical Arts Education teacher for Grade 12 should construct five melodies for Sight Reading.
- (b) The Sight-Reading assessment should be conducted during the time allocated on the class timetable from second term of Grade 10 to second term of Grade 12.
- (c) The Sight-Reading pieces should be securely kept to prevent any undue exposure which may undermine the validity of the assessment.
- (d) During the assessment session each learner should be allowed two (2) minutes to study the melody which he/she will have chosen from the five options.
- (e) The learner should sight-read by either singing or playing on a musical instrument depending on their musical inclination.
- (f) A learner should be allowed as many attempts as possible within three minutes for each of the chosen options.
- (g) To control the focus and quality of the Sight-Reading skill assessment, the teacher should follow the guidelines given at 8.7.3

8.7.3 Specific Guidelines

- (a) The Musical Arts Education teacher should construct five melodies in the following major keys: C, F, G, D and B-flat.
- (b) The time signatures should be in the category of simple duple, simple triple and simple quadruple.
- (c) The melodies should be Eight (8) measures long.
- (d) The rhythmic aspect should be based on the following notes and rests:



- (e) The melodies should be balanced in terms of melodic (conjunct and disjunct) movement.
- (f) The range of the melodies should not exceed an octave.
- (g) The marking of the sight-reading skill will be based on the following Marks Allocation Scheme:

Table 50: Marks Allocation Scheme for Sight Reading

Skill		Marks	Score
1	Melodic accuracy	4	
2	Rhythmic accuracy	3	
3	Steadiness of pulse	3	
Total		10	

8.7.4 Performing – School Certificate and GCE (20 marks)

- The practical performance sessions for assessments (singing/playing instruments/dancing) may be conducted within a day or over a period of time depending on the number of learners.
- To assess the values of confidence and teamwork which are essential in music performance, the test involves solo and group presentations respectively.
- The marking will be based on the Marks Allocation Scheme in table 51.

8.7.5 Singing – (10 marks)**Table 51: Marks Allocation Scheme**

Singing			
	Skill	Marks	Score
1	Posture	1	
2	Voice production	3	
3	Diction	3	
4	Interpretation	3	
Total		10	
Dancing			
1	Appropriateness of dance style	2	
2	Expressiveness	2	
3	Use of space	2	
4	Symmetric and asymmetric use of the body	2	
5	General impression	2	
Total		10	
Instrument Playing			
1	Tuning/tone quality / correct keys	4	
2	Rhythmic correctness/ chord synchronisation	3	
3	General impression	3	
Total		10	
Group Performance			
1	Collaborative skill	3	
2	Expressional contribution	3	
3	Individual basic role	2	
4	General impression	2	
Total		10	

8.7.6 Calculation of the SBA mark for Internal and external candidates

The total marks for SBA at SC and GCE will contribute 30% of the overall score for a candidate. Of the 30% SBA mark, 10% will be from Sight Reading and 20% from Performing.

For Example, a learner who scores 5 out of 10 in Sight Reading, 10 out of 20 in Performing, the calculation will be

$$SBA\ Mark = \frac{Learner\ SBA\ mark}{Total} \times 30\%$$

$$\begin{aligned}
 SBA\ Mark &= \frac{5 + 10}{30} \times 30\% \\
 &= \frac{15}{30} \times 30\% \\
 &= 15\%
 \end{aligned}$$

The mark of 15 percent is the one to be submitted to ECZ for that particular learner. If the SBA mark is not a whole number, it should be rounded off to the nearest whole number.

8.8 Physical Education: Junior Secondary School Level (JSSL) Internal and External (208/3)

The weighting of the School Based Assessment for Physical Education is 30 percent of the total assessment of the subject. The remaining 70 percent is the weighting of the theory examination. SBA for Junior Secondary School level will start from Grade 8 second term to Grade 9 second term. This, therefore, entails that SBA will be done for two terms in Grade 8 and two terms in Grade 9. The distribution of the 30 percent SBA will be as follows:

Grade	Term	Weighting	JSSL External Weighting
Eight	Two	5%	
Eight	Three	5%	
Nine	One	10%	15%
Nine	Two	10%	15%

The SBA weighting increases from Grade 8 to 9 because the skills assessed become more complex as learners progress towards junior secondary final examinations.

8.8.1 Assessment for External Candidates

The external candidates shall be required to attend two practical sessions for assessment in the first and second terms of Grade 9. The candidate should make prior arrangements with the school.

8.8.2 General Guidelines for Physical Education practical tasks/activities at JSSL (30 Marks)

- The Physical Education teacher at Junior Secondary School level should set five tasks/activities according to the given guidelines.
- The tasks/activities should be supported by the availability of all the necessary equipment and facilities in the school.
- Where some equipment and facilities are lacking, the teacher should improvise or organise for a community facility where the practical tasks/activities can be taught and assessed.
- The assessment tasks/activities should be conducted during the time allocated on the class timetable from the second term of Grade 8 to the second term of Grade 9.
- A learner should be allowed as many attempts as possible within 3 minutes.

8.8.3 Specific Guidelines

- The Physical Education teacher should set five tasks from the practical skills area of the syllabus: recreational games, gymnastics, perceptual motor skills, fitness, and sports activities.
- One of these tasks/activities shall be compulsory. This means that it should assess relatively more skills than other tasks/activities and should be drawn from a variety of skill areas taught in the topic or topics.
- The five set tasks/activities should be given to learners during the term from which they will choose two and prepare besides the compulsory one.
- The duration of the practical session is fifteen to twenty minutes per learner or group.
- Assessment should be based on the following areas: knowledge, accuracy and proficiency, consistency in the performance of the skill and appropriate attire.
- The teacher should identify specific skills from lessons/topics taught to constitute the assessment. In racket games, (using badminton as an example) marks could be awarded on the following skills: Stance, forehand and backhand grip, footwork, strokes, and underarm-backhand serve. In track events, (using relay as an example) marks could be awarded for take-off/reaction, strides, baton exchange and carrying and finishing.
- Marks for the compulsory task/activity should be recorded as guided in example:

Example: Task/Activity Marks Scheme

Task/Activity:

Identified Skills	Marks	Score
1	2	
2	3	
3	3	
4	3	
5	3	
Total	14	

- Marks for each of the other two tasks/activities should be recorded in line with the scheme shown:

Example: Task/Activity Marks Scheme

Task/Activity:

Identified Skills	Marks	Score
1.	4	
2.	4	
Total	8	

- (j) The individual marks for the candidates should be consolidated on the Marks Summary Sheet and should be entered on the ECZ On-line Electronic Marks Capture System.

Example: Physical Education Marks Summary Sheet for JSSL Internal and External (701/2) and School Certificate and GCE (6080/2)

Example - Task/Activity Marks Scheme

Centre Name: Code:

	Examination Number	Candidate's Number	Question Number			Total Score
			Task 1 (Compulsory)	Task 2	Task 3	
1						
2						
3						
4						
5						

8.8.4 Calculation of the SBA mark for Internal and External Candidates

The total marks for SBA at SC and GCE will contribute 30% of the overall score for a candidate. For Example, a learner who scores 20 out of 30, the calculation will be

$$\begin{aligned}
 \text{SBA Mark} &= \frac{\text{Learner SBA mark}}{\text{Total}} \times 30\% \\
 &= \frac{20}{30} \times 30\% \\
 &= 20\%
 \end{aligned}$$

The mark of 20 percent is the one to be submitted to ECZ for that particular learner. If the SBA mark is not a whole number, it should be rounded off to the nearest whole number.

8.9 Physical Education: School Certificate and GCE

8.9.1 General Guidelines for Physical Education practical tasks/activities for SC and GCE (30 Marks)

The weighting of the School Based Assessment for Musical Arts Education is 30 percent of the total assessment of the subject. The remaining 70 percent is the weighting of the theory examination. SBA for Senior Secondary level will start from Grade 10 second term to Grade 12 second term. This, therefore, entails that SBA will be done for two terms in Grade 10, three terms in Grade 11 and two terms in Grade 12. The distribution of the 30 percent SBA will be as follows:

Grade	Term	Weighting	GCE Weighting
10	Two	4%	
10	Three	4%	
11	One	3%	
11	Two	3%	
11	Three	4%	
12	One	6%	15%
12	Two	6%	15%

The SBA weighting increases from Grade 10 to 12 because the skills assessed become more complex as learners progress towards School Certificate final examinations.

8.9.2 Assessment for External Candidates

The external candidates shall be required to attend two practical sessions for assessment in the first and second terms of Grade 12. The candidate should make prior arrangements with the school.

- (a) The Physical Education teacher should set five tasks/activities in the areas stipulated at **8.9.3.(a)**
- (b) The Physical Education teacher should set five tasks/activities according to the guidelines.
- (c) The tasks/activities should be supported by the availability of all the necessary equipment and facilities in the school.
- (d) Where some equipment and facilities are lacking, the teacher should improvise or organise for a community facility where the practical tasks/activities can be taught and assessed.
- (e) The assessment tasks/activities should be conducted during the time allocated on the class timetable from the Second Term of Grade Ten up to the Second Term of Grade 12.
- (f) A learner should be allowed as many attempts as possible within three minutes for each task

8.9.3 Specific Guidelines

- (a) The Physical Education teacher should set five tasks from the practical skills area of the syllabus: recreational games, gymnastics, perceptual motor skills, fitness, and sports activities.
- (b) One of these tasks/activities should be compulsory. This means it should assess relatively more skills than other tasks/activities.
- (d) Learners should perform three tasks/activities – two tasks/ activities in addition to the compulsory one.
- (e) The set tasks/activities should be given to learners at least a month before the practical assessments are conducted for them to choose and prepare their preferred tasks/activities besides the compulsory one.
- (f) The duration of the practical session is fifteen to twenty minutes per learner or group.
- (g) Assessment should be based on the following skill areas: knowledge of the skill, accuracy and proficiency in the skill, consistency in the performance of the skill and appropriate attire.
- (h) The teacher should identify specific skills to constitute the assessment as guided at **8.8.3.(f)** in the JSSL section.
- (i) Marks for the compulsory and the other two tasks/activities should be recorded as indicated in table:.

Example: Task/Activity Marks Scheme

Task/Activity:

Identified Skills	Marks	Score
1	2	
2	3	
3	3	
4	3	
5	3	
Total	14	

8.10 Art and Design**8.10.1 General Guidelines– Junior and Senior Secondary School**

- (a) The purpose of these guidelines is to provide guidance on the administration and conduct of the School Based Assessment at both junior and senior secondary school levels for both internal and external candidates.
- (b) The aim of this section is to provide guidance on the administration and teachers of Art and Design to ensure integrity and security of the assessment process. The section covers:
 - (i) Administration and Conduct;
 - (ii) Procedure in Marking;
 - (iii) Submission of marks;
 - (iv) Packaging and dispatch of scripts;

- (v) Care of portfolios, artefacts.
- (c) The Art and Design Paper 2 at Junior Secondary level (Practical assessment tasks and course work) should be administered from Grade 8 Term 3 to Grade 9 Term 2 as planned by the subject teacher and school administration.
- (d) Crafts course work should be done under the supervision of the subject teacher.
- (e) The Art and Design Practical assessment tasks at senior secondary school level should be administered from Grade 10 Term 3 to Grade 12 Term 2 as planned by the subject teacher and school administration.
- (f) The Guidelines for both internal and external candidates should be the same.
- (g) Using this document, the teacher of Art and Design should prepare question(s) and marking scheme(s) according to the paper requirements in line with assessment schemes.
- (h) All the scripts should be marked by the subject teacher under the supervision of the Head of Department before the marks are entered onto the ECZ On-line Electronic Marks Capture System by 31st July of the examination year.
- (i) Practical assessment tasks should be assessed individually in manageable numbers per session depending on the availability of space and equipment. Group marks are not allowed.
- (j) All artefacts should be treated as examination scripts, not to be tampered with and should therefore remain intact for at least six months after marking of the examinations before disposal in line with the disposal policy guideline.

8.10.2 Junior Secondary School

At Junior Secondary School Level, Art and Design Paper 2 (205/2) has two parts, namely: Practical Assessment and Coursework.

(a) Part A: Practical Assessment (100 Marks)

- (i) The teacher of Art and Design should prepare ten (10) tasks with corresponding marking schemes based on Painting, Drawing and Designing at each category of;
 - Still - life,
 - Nature
 - Imaginative Composition
 - Pattern Design
 - Lettering and Poster work
- (ii) Each of the ten (10) tasks should be drawn from five (5) themes captured in the Grade 8 and 9 syllabi. Each of the ten (10) tasks will carry a total of 10 marks.
- (iii) Each question should assess the learners' manipulative, artistic and analytical skills, aesthetic and personal qualities.
- (iv) The following Marking Guide will be considered when administering practical assessment tasks by the Art and Design Teacher.

Table 52: Grade 9 Art and Design Paper 2 (205/2) Marking Guide

Drawing & Painting	Designing	Marks
Still Life, Nature and Imaginative Composition	Patterns, Poster Work, Lettering	
Balance	Balance	10
Composition	Personal quality	10
Form	Shape	10
Line	Tone	10
Personal quality	Texture	10
Perspective	Colour-tonal values	10
Proportion	Composition layout and use of work sheet	10
Shape	Line formation of letters, shapes	10
Texture	Understanding of design concepts and possibilities	10
Colour Tone	The use of tools, techniques and medium	10
	Total	100

- (v) The scores awarded to candidates should not exceed the total marks for each component.
- (vi) The marks should be compiled and submitted in raw form by 31st July of examination year.
- (vii) Once the marks have been captured online, a hardcopy should be printed and sent to the PEO through DEBS office for onward submission to ECZ.

(b) Part B: Crafts Coursework (40 marks)

- (i) This component should be marked and supervised by the teacher of Art and Design up to the end of the course
- (ii) The marking criterion is shown in *table 53*.

Table 53: Grade 9 Art and Design Paper (205/2) Marking Guide – Course Work

Focus Area	Max. Marks	Marks Awarded
Knowledge and Understanding	10	
Technical Control	10	
Design Qualities	10	
Personal Qualities	10	
Total	40	

- (iii) The teacher should avail the Course work Categories (themes) that include; Batik, Carving, Ceramics, Collage, Construction, Embroidery, General Crafts, Jewellery, Knitting and Crocheting, Lino printing, Macramé, Mobiles, Modelling, Mosaic, Paper mash, Puppetry, Screen printing, Sculpture, Tie and Dye, Tin-smithing, Toy making and Weaving.
- (iv) The total mark for Art and Design Paper 2 is 140. The final mark for School Based Assessment (Practical Assessment Tasks and Crafts course work) shall be 60 percent. This is the final mark that will be submitted online to ECZ. The calculation of the SBA mark will be

$$\begin{aligned}
 \text{SBA Mark} &= \frac{\text{Learner SBA mark}}{\text{Total}} \times \text{final SBA mark} \\
 &= \frac{\text{Learner SBA mark}}{140} \times 60\%
 \end{aligned}$$

If the SBA mark is a not a whole number, it should be rounded off to the nearest whole number.

- (v) The centre / school should provide information regarding Practical Assessment tasks and Crafts coursework Paper 2 (205/2) and mode of assessment to the external candidates at the time of registration.

8.10.3 Senior Secondary School

At Senior Secondary School Level, Art and Design Paper 2 (6010/2) has two parts, namely Practical and Coursework:

(a) Part A: Practical Assessment Tasks (50 marks)

- (i) In each practical assessment task, the teacher of Art and Design shall prepare two (2) tasks together with the corresponding marking scheme based on each of the following;
 - Still life,
 - Observation,
 - Living Person,
 - Imaginative Composition and,
 - Design on Paper.
- (ii) Each question should assess the learners' knowledge and critical understanding, manipulative, artistic and analytical skills, aesthetic and personal qualities.

(b) Part B: Coursework (50 marks)

- (i) The teacher should avail the Coursework Categories (themes) that include; Pottery, Sculpture, Weaving, Hand Printed Textiles, General Crafts, Jewellery, Ceramics, Embroidery, Mosaic, Collage, Batik, Basketry, Puppetry, Tie and Dye.

- (ii) The teacher should compile and submit raw marks to the PEO for onward submission to ECZ by 31st July of the examination year
- (iii) The marking criteria are shown in *table 54*.

Table 54: Grade 12 Art and Design Paper 2 (6010/2) Marking Guide – Practical Assessment tasks

Part A:			
S/N	Focus area	Max. Possible Score	Awarded Scores
1	Form	10 Marks	
2	Space/Composition	10 Marks	
3	Line	10 Marks	
4	Colour, Tone, Texture	10 Marks	
5	Personal Quality	10 Marks	
	Total	50 Marks	
Part B			
S/N	Focus Area	Max. Possible Score	Marks Awarded
1	Knowledge, Understanding and appreciation of the chosen craft	10 Marks	
2	Technical Control of the medium or process	10 Marks	
3	Design Quality	10 Marks	
4	Surface and Tactile qualities	10 Marks	
5	Personal Quality	10 Marks	
	Total	50 Marks	

- (iv) The centre / school should provide information regarding Practical Assessment tasks and Crafts Coursework Paper 2 (6010/2) and mode of assessment to the GCE candidates at the time of registration.

8.10.4 Calculation of the SBA mark for SC and GCE

The total marks for SBA at SC and GCE will contribute 50% of the overall score for a candidate. The calculation will be:

$$\begin{aligned}
 \text{SBA Mark} &= \frac{\text{Learner SBA mark}}{\text{Total}} \times \text{final SBA mark} \\
 &= \frac{\text{Learner SBA mark}}{100} \times \%
 \end{aligned}$$

This will be the mark to be submitted to ECZ for that particular learner. If the SBA mark is not a whole number, it should be rounded off to the nearest whole number.

8.11 Design and Technology

8.11.1 General Guidelines for– Junior and Senior Secondary

- (a) The purpose of these guidelines is to provide guidance on the administration and conduct of the School Based Assessment at both Junior and Senior Secondary School levels for both internal and external candidates.
- (b) The aim of this section is to provide information to support the school administration and teachers of Design and Technology to ensure integrity and security of the assessment process. The section covers:
 - (i) Administration and Conduct;
 - (ii) Procedure in Marking;
 - (iii) Submission of marks;
 - (iv) Packaging and dispatch of scripts;
 - (v) Care of portfolios and artefacts.

- (c) The Guidelines for both internal and external candidates shall be the same.
- (d) All the scripts shall be marked by the subject teacher under the supervision of the Head of Department before the marks are entered onto the ECZ On-line Electronic Marks Capture System by 31st July of the examination year.
- (e) Portfolios and artefacts should be done and kept in school under the supervision of the subject teacher.

8.11.2 Design and Technology Paper 2 (608/2) (135 marks)–Junior Secondary School

- (a) Design and Technology Paper 2 is Project work and should begin from Grade 8 Term 3 to Grade 9 Term 2.
- (b) The Examinations Council of Zambia shall provide the “Situation” to be used as a question for the coursework.
- (c) The teacher of Design and Technology should avail the “Situation” to the candidates in Grade 8.
- (d) The teacher should mark the Portfolio, Artefacts and compile the marks in readiness for submission.
- (e) The total mark for Design and Technology Paper 2 is 135. The final mark for school for SBA shall be 50 percent. The final score the candidate will be calculated using the formula provided and this will be the mark to be submitted to ECZ for the candidate.
- (f) All the scripts (portfolios and artefacts) should be marked within the school.
- (g) The marking criterion is outlined in the assessment instruments shown in *table 55*.

Table 55: Grade 9 Design and Technology Paper 2(608/2) Project work Marking Guide

Topic	Max. Marks	Awarded Marks
Problem	2	
Brief	3	
Research	4	
Specification	6	
Possible Solutions	10	
Development of chosen solutions	9	
Presentation of final idea	6	
Working Drawings	30	
Production Plan	10	
Evaluation	8	
Portfolio Presentation	6	
Suitability	7	
Workmanship	30	
Use of Materials	4	
Total	135	

$$SBA\ Mark\ =(to\ be\ submitted\ per\ learner)\ =\ \frac{Learner\ SBA\ mark}{135} \times 50\%$$

- (g) The centre/school should provide information regarding project work Paper 2 (608/2) and mode of assessment to the external candidates entered for Design and Technology at the time of registration.
- (h) The teacher should submit all the marked Portfolios, Artefacts and raw marks to the PEO by 31st July of the examination year.
- (i) All the submitted portfolios and artefacts should be treated as examination scripts, not to be tempered with and should therefore remain intact at PEO’s office for at least six months after marking before disposal.

8.11.3 Design and Technology Paper 2 (6045/2) (110 marks) –Senior Secondary School

- (a) Design and Technology Paper 2 is Project work and should begin from Grade 11 Term 3 to Grade 12 Term 2.
- (b) The Examinations Council of Zambia shall provide the “Theme” to be used as a question for the coursework.
- (c) The teacher of Design and Technology should avail the “Theme” to the candidates in Grade 11.
- (d) The teacher should mark the Portfolios, Artefacts and compile the marks in readiness for submission to the PEO.
- (e) All the scripts (portfolios and artefacts) should be marked within the school and the marks entered onto the ECZ On-line Electronic Marks Capture System by 31st July of the examination year.
- (f) All the submitted Portfolios and Artefacts should be treated as examination scripts, not to be tempered with and should remain intact at PEO’s office for at least six months after marking before disposal in line with the disposal policy document.
- (g) The marking criterion is as shown in the table 56.

Table 56: Marking Guide Grade 12 Design and Technology Paper 2(6045/2)
Project work Marking Guide

Topic	Max. Marks	Awarded Marks
Theme	4	
Situation	2	
Problem	1	
Brief	2	
Research	4	
Specification	5	
Possible Solutions	10	
Development of Chosen Solution	6	
Presentation of Final Idea.	3	
Working Drawing	19	
Production Plan	10	
Evaluation	7	
Portfolio Presentation	6	
Suitability	5	
Workmanship	24	
Use of Materials	2	
Total	110	

Design and Technology Paper 2 will contribute 50 % to the final examination. To compute the marks for entry the following formulae should be used:

$$\begin{aligned}
 \text{SBA Mark (to be submitted per learner)} &= \frac{\text{learner SBA Mark}}{\text{Total}} \times 100\% \\
 &= \frac{\text{learner SBA Mark}}{110} \times 100\%
 \end{aligned}$$

- (h) The centre/school should provide information regarding project work Paper 2 (6045/2) and mode of assessment to the GCE candidates entered for Design and Technology at the time of registration.

9.0 Proposed Access Arrangements for Learners With Special Educational Needs in School Based Continuous Assessment in Practical Subjects

Learners with Special Educational Needs (LSEN) have physical, developmental disabilities, behavioural, emotional, and communication disorders and learning deficiencies. Therefore, Access Arrangement is necessary to improve their accommodation during School Based Continuous Assessment (CA) tasks in Practical subjects. The provided Access Arrangements will apply to Junior and Senior and Secondary assessment tasks.

The following are the general Access Arrangements that should be applied during School-Based Assessment activities:

- 9.1 SBA to be made accessible to LSEN.
- 9.2 Select user friendly topics to the kind of learning needs of the learners.
- 9.3 SBA tasks should be conducted by trained teachers for communication purposes.
- 9.4 Teachers should allocate LSEN extra time.
- 9.5 Assess LSEN alone to enhance the learning environment.
- 9.6 Introduce breaks whenever necessary.
- 9.7 Maintain an organised room and limit distractions in the assessment environment e.g. open door, traffic, or noise.
- 9.8 Break down instructions into smaller manageable tasks because of the problem some have to understand long instructions.
- 9.9 Use simple concrete sentences.
- 9.10 Break down a task into fewer smaller steps.
- 9.11 Wait until one task is done before you give them another.
- 9.12 Use multi-sensory strategies (visual and auditory cues).
- 9.13 Create opportunity for tactile experiences.
- 9.14 Use familiar lessons with original content.
- 9.15 Structure tasks in a way that gives successful results.
- 9.16 Explain behavioural expectations (teacher demonstrate expected behaviour).

10.0 Conclusion

It is hoped that with the general and specific regulations stipulated in this document, teachers, schools and provinces should be able to conduct and administer the School Based Assessments without much difficulty.

In conclusion, all the stakeholders are required to adhere to the guidelines stipulated in this document as well as guidelines in other examination documents. This is important to maintain reliability and comparability of the assessment results.