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**A Comparative Report on the  
Education Landscape of the Countries in the Southern  
Africa Association for Educational Assessment**

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## Foreword

The Southern Africa Association for Educational Assessment (SAAEA) was established primarily to provide a platform for test developers and administrators, curriculum specialists and researchers to exchange ideas and good practices of conducting educational assessment within the Southern Africa Development Community (SADC) sub-region. The objectives of the Association are:

- To encourage and facilitate dialogue and debate among member states and institutions concerning educational assessment issues.
- To promote cooperation among educational assessment agencies within the SADC sub-region.
- To provide a forum where test developers, curriculum specialists and researchers can exchange ideas and good practices on matters related to educational assessment.

It was with these objectives in mind that the Research Forum of SAAEA was formed in 2011, the first meeting taking place on the 20<sup>th</sup> of October of that year in Pretoria, South Africa. It was at this initial meeting that the research managers from across the region resolved that our first goal as a Forum was to provide a framework for harmonisation of education in our region. At every step, we have ensured that *harmonisation* is distinct from *homogenisation*, as it is our firm belief that part of our strength as a region stems from our diversity. We are proud of our nations and their particular national characters, and we believe that our education systems need to reflect this diversity while allowing for easy student mobility and comparable standards.

Thus it was our first task as a Research Forum to provide a robust and carefully researched understanding of what educational harmonisation means, both globally, in Africa, and in our specific region. Thus the Forum in 2012 produced a carefully researched Literature Review to inform our understanding of what such harmonisation might entail. After presenting this information at a meeting in Lusaka, Zambia, we decided that now that we had an idea of where we wanted to go, our next task was to provide comprehensive information on where we are. It was this desire that gave us the impetus to begin constructing this multi-country comparative research report that you hold in your hands today.

This research represents a mammoth undertaking that has been split across all the nations that have taken part, namely:

- 1 Botswana
- 2 Lesotho
- 3 Malawi
- 4 Mozambique
- 5 Namibia
- 6 South Africa
- 7 Swaziland
- 8 Tanzania
- 9 Zambia
- 10 Zimbabwe

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It has been a privilege and an honour to work with the many colleagues who have contributed to this report, and it is our sincerest hope that this report will provide information and inspiration to all who read it. I would also like to take this opportunity to express my gratitude to the CEOs of the various examinations councils that have given their time and that of their staff in order to make this report a reality.

Sincerely

Dr Mafu S Rakometsi

Chief Executive

Umalusi – The Council for Quality Assurance in General and Further Education and Training  
South Africa

## Executive Summary

This report provides a comparative overview of the education systems of a selection of countries that are members of the Southern African Association for Educational Assessment. The countries involved in this study are as follows:

- 1 Botswana
- 2 Lesotho
- 3 Malawi
- 4 Namibia
- 5 South Africa
- 6 Swaziland
- 7 Tanzania
- 8 Zambia
- 9 Zimbabwe

The research in this report represents a baseline study of the environment in which education takes place in the Southern African region. The report is divided into three sections:

### **1 Educational Structure**

This section of the report focuses on the overall structure of the education systems in the countries of interest. First it explores the political setup in each of the countries as it relates to education. The report details the number of ministries or political bodies that are responsible for the national education system in each country, and shows how this then filters into the ‘ownership’ of schools in each state. In general, the trend indicates that the majority of countries have either one or two ministries of education. Only in Malawi is there a third ministry that exercises legislative control over the education system in that country, namely the Ministry of Labor. While in every instance one or more Ministries of Education are at the head of education in each nation, the differences in the overall mandates of each ministry reveal somewhat different foci in terms of the trajectory of education that is envisioned. For instance the involvement of the Ministry of Labor in the case of Malawi indicates that there is a focus on the employability of graduates from the system overseen by this ministry. Ultimately it is clear, however, that all countries have both academic and vocational streams within their systems to cater for the different needs of learners and the wider economy.

In terms of the structure of the various levels within the schooling system, the majority of countries follow a very similar path. There is some variance between the starting age for schooling across the countries, with the earliest starting age being 5 in South Africa, and the latest being 7 in Zambia, Zimbabwe and Botswana. The shortest time for the compulsory component of schooling exists in Botswana at 10 years.

In terms of teacher training, the majority of countries require at least a diploma in order for a teacher to be considered qualified, and for senior secondary level teachers most nations require a university degree to be held by teachers at that level. While the majority of nations allow for both pre-service and in-service training of teachers, both Swaziland and Malawi rely exclusively on pre-service training.

An investigation of curriculum reveals that while a diverse range of bodies are responsible for curriculum development across the nations, these institutions can be broadly separated as specialist bodies – such as the Department of Curriculum Development and Evaluation in Botswana – to generalist education bodies – such as the Department of Basic Education in South Africa. The most common model is for a specialist independent or semi-independent body to be responsible for curriculum development. A similar pattern is found when the school-leaving examinations are scrutinized, in that most countries utilize a specialist examination board that is independent or semi-independent. Only South Africa and Lesotho have the examination function situated within the education ministries.

## **2 Curriculum Overview**

When curriculum development is examined in detail, it becomes clear that the majority of nations covered in this report follow a broad consultative process in the development of a national curriculum. Only Swaziland has indicated that a single institution is solely responsible for curriculum development (The National Curriculum Centre) – but it is likely that that institution also involves other stakeholders in the process. The period for curriculum review is overwhelmingly 5 years across the nations. Even nations that note that the pattern is not fixed such as South Africa, generally experience curriculum reform on a 5 year cycle. Outliers on this indicator are Lesotho and Zambia which did not seem to have pattern.

Learners in the different nations follow somewhat different paths in terms of the split between primary, secondary, and senior levels of schooling. In general, if pre-primary schooling is not considered, all nations have a learner population that undergoes at least 12 years of schooling. The systems in South Africa and Zimbabwe are outliers in this regard, in that the period from primary to the end of senior secondary school comprises 13 years of schooling.

The subject offerings among the nations for the entire schooling period are diverse. If a general pattern can be discerned, it is that English and Mother Tongue as well as mathematics and science/biology seem to be fundamental to each schooling system. While many of the systems are rigidly structured in that no elective subjects are offered throughout the schooling life of a learner – the most common pattern is that at the lower primary levels of schooling there are no elective subjects as fundamental skills are taught, while as the learner moves up through the levels of schooling elective subjects are introduced at a gradual pace. All nations surveyed use English as the language of learning and teaching at the Senior Secondary (or equivalent) level of schooling. Only South Africa allows for Afrikaans to be the medium of instruction at this level, although in practice English is still the chosen language in the overwhelming majority of cases.

There is some diversity in terms of the legislated contact time per-subject among the nations examined in this study. While the majority of nations will set their lesson times at 30-40 minutes, in Swaziland each school is entitled to determine their own timing per subject. In general, the observed trend indicates that as learners in all systems move into the upper levels of schooling, their time-on-task also increases. In some instances the length of the school day is also increased for learners who enter the intermediate phase of schooling (in the case of South Africa), while in Zimbabwe there is a substantial increase in each individual lesson time – from 35-45 minutes at junior secondary level, to 70-90 minutes per lesson in the senior secondary phase of schooling.



In terms of national examinations at the various levels of schooling, all nations but South Africa have at least one national examination that signifies the transition into the next phase of schooling. This system is prevalent across almost all nations because there is a general acknowledgement that not all learners will complete all levels of schooling, and in this case they are required to have some acknowledgment for the level of schooling that was attained. Even in the sole outlier, South Africa, there is a qualification that should theoretically be obtained at Grade 9 level on the National Qualifications Framework in that country, despite this examination and qualification not yet existing in practice.

Teacher-pupil ratios vary across the countries, with the most favorable system existing in Zimbabwe in that the class sizes are progressively reduced as learners move into the higher (and by definition more complex) levels of schooling. A learner in Zimbabwe will begin their primary schooling with 40 learners per teacher, but by senior secondary level a ratio of 20 learners for each teacher is legislated. Botswana is the only nation that maintains a fixed class size throughout the schooling career of a learner (a teacher learner ratio of 1:25-35); the general trend sees all countries other than Swaziland reducing class sizes as learners move through the schooling levels. Generally class size or teacher learner ratio is a function of the size of the population weighed against the relative resources available for schooling, and larger ratios can often point to resource constraints rather than policy decisions alone.

### **3 Assessment Overview**

Assessment represents the final stage of a learner's progression through a phase, and normally marks the transition point from one phase to another, or indeed the end of formal schooling. As such, it is important to understand the examination regime followed by the nations in this study, since examinations represent the summative evaluation of the skills that a learner has acquired during their schooling.

All nations other than South Africa have an organization that focuses on examinations as its core function. Either an examination council is present in these countries, or in the case of Namibia a government department that focuses on examinations. In the case of South Africa, the Department of Basic Education takes on the responsibility for examination construction, with a quality assurance body as an independent evaluator of the quality of examinations. There are ongoing efforts underway within almost all the nations featured in this study to improve or upgrade their examination systems in various ways. A common development among Lesotho, Namibia and Swaziland is the localization of general certificates which have been offered through Cambridge International Examinations. Botswana, Lesotho and Zambia are in the process of introducing national assessments although this is at different levels of implementation in the three countries. A criterion based grading based grading system was introduced in 2012 in Botswana. In South Africa the new Curriculum and Assessment Policy Statements have been developed to inform assessment practices in 2014 and replace the National Curriculum Statements.

On the technological front examination agencies in Botswana and Zambia are in the process of introducing web based integrated examinations processing systems. In Zimbabwe e-testing and e-making are being implemented whilst a functional website is being installed.

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School-leaving examinations are not the only kinds of assessments that make up the full assessment regime in the various countries. Indeed, international comparative assessments are a prominent feature of the educational landscape of most nations, and the countries in this are no exception. The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) is the most common learning achievement assessment conducted in the SADC having been administered in all the countries in this study except Lesotho. The Trends in Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS) have been conducted in Botswana and South Africa. The Programme for International Student Assessment (PISA) will be conducted in Zambia in 2014.

Most of the countries conduct the ordinary level and advanced level examinations for international agencies like the Cambridge International Examinations and University of London. The common certificates for the examinations are the International General Certificate of Secondary Education and the General Certificate in Education. Lesotho and South Africa offer examinations for the International Baccalaureate.

Ultimately, while the general features of schooling, curriculum and assessment are comparable across the nations examined in this study, it is clear that there is substantial diversity across the various systems. In terms of the overall project around the ‘harmonization’ of the various systems, it is not clear which aspects of the systems require modification – if any – in order to achieve this goal. In general, the project of harmonization is driven by the need to set common standards across the SADC region without resorting to a homogenization of systems. Indeed, the SAAEA Research Forum is founded upon the notion that the diversity represented by the various education systems within our organization is a primary strength of the organization. Ultimately, any project of harmonization must aim at student mobility rather than systemic reorganization. In this regard, perhaps opportunities for further research exist to examine ways in which learners in the SADC region can achieve mobility through the use of a common regional assessment. It is of concern that the primary commonality in terms of assessment that straddles the majority of the systems in this report is the use of Cambridge examinations. While the quality of this system is not in question, the strengthening of local assessments and curricula is undoubtedly a worthy aim that will facilitate any notions of harmonization of regional education systems in future.

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# Structural Overview

## OVERVIEW OF THE EDUCATIONAL STRUCTURE IN THE SADC COUNTRIES.

### Introduction

In this section, the education structure among the participating SADC countries. Several aspects considered in this comparative study are listed with the results tabulated to show the differences and similarities in these countries.

### Political Set-Up

The education system among the SADC countries is managed at the various education levels by one or more ministries. The levels under discussion can be classified as preschool, primary education, secondary education, and tertiary education. At tertiary level, this report will only be concerned with primary teacher education and vocational training. The university is under a different category of tertiary education and will not be dealt with in this study.

The ministries involved in the administration of education among the SADC countries are basically as follows:

- 1 Ministry of Education
- 2 Ministry of Labor
- 3 Ministry of Local Government
- 4 Ministry of Gender, Child and Community Development.

In some countries the education system is managed by one ministry—the Ministry of Education. In other countries, several ministries collaborate in the management of the education system. A comparison of the ministries and number of ministers in each country that manage the education system are summarized in **Table 1**.

Among the returns of the questionnaires there was no return from Mozambique.

**Table 1. Comparative Analysis of Political Set Up**

Item	Category	Tanzania	Mozambique	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
No. of ministries responsible for education	1				✓			✓	✓	✓	
	2	✓				✓	✓				✓
	3			✓							
Name of responsible Ministry	Ministry of Education, Science & Technology			✓							
	Ministry of Education & Skills Development						✓	✓			
	Ministry of Education & Training								✓	✓	
	Ministry of Education, Science, Vocational Training and Early Education				✓						
	Ministry of Basic Education										✓
	Ministry of Higher Education										✓
	Ministry of Local Government						✓				
	Ministry of Education, Arts, Sport & Culture					✓					
	Ministry of Higher & Tertiary Education					✓					
	Ministry of Labor			✓							
	Ministry of Gender, Child & Community Development			✓							
	Ministry for Education and Vocational Training	✓									
	Ministry of Regional Administration and Local Government	✓									

Among the SADC countries, South Africa and Zimbabwe have two separate education ministries—ministry of basic and of higher education. In Botswana, the Ministry of Local Government assists the Ministry of Education but it is responsible only for infrastructure development and not the curriculum. Malawi is the only country that has three different ministries that are all directly involved in managing the education system at various education levels.

In all the SADC countries, the education system is essentially managed by the Ministry of Education. It is only the nomenclature of the ministry that shows variation from one country to another, reflecting the additional responsibilities that the ministry is also responsible for.

### **Control of Schools**

The SADC countries exercise decentralized system of exercising control over schools and administration of the education system. The administration of schools is done through districts and provinces. In some of

the countries, there are no separate divisions of district and province/region. Table 2 gives a summary of how control of schools is managed.

**Table 2. Controlling System of Schools**

No.	COUNTRY	Districts & Responsible Officer	Regions/ Provinces & Responsible Officer
1	Mozambique		
2	Malawi	District Education Manager	Education Division Manager
3	Zambia	District Education Board Secretary	Provincial Education Officer
4	Zimbabwe	District Education Officer	Provincial Education Director
5	Botswana	-	Regional Director (10 in all)
6	Namibia	Circuit Inspector	Regional Director
7	Lesotho	Senior Education Officer	-
8	Swaziland	Regional Education Officer	-
9	South Africa	Provinces Autonomous; Central Government provides framework for education policy to be followed	
10	Tanzania	District education officer (DEO).	Region education officer (REO)

It can be said that almost all SADC countries follow a decentralized system of exercising control over the schools under the Ministry of Education to which the schools are answerable. In the case of South Africa, though, there is some difference in that each province is autonomous, having its own school-governing bodies formed from the grassroots level to manage and monitor the school system. The management however is required to follow guidelines set up by the Central government.

### Structure of the Education Systems

A second major category of comparison was the Structure of the Educational system. This category was further divided into three other categories and these were:

- Preschool and Primary Schooling
- Secondary Schooling and Teacher Training.

#### *Preschool and Primary Schooling*

Preschool and Primary Schooling areas that were explored included the following: whether pre-schooling was compulsory or not, name given to levels at primary school, minimum age of pupils to start primary school, whether the enrolment age is compulsory or not, minimum number of years for primary school, number of years learners take for junior and senior primary education, whether learners are allowed to repeat a level or not, whether learners are allowed to repeat the selection level to secondary school, number of times that learners are allowed to repeat at the selection level, whether certification is done or not and the name of the certificate awarded. Table 3 shows the comparative results amongst SADC member countries.

**Table 3. Comparative Table for SADC Member Countries for Pre-school and Primary School Education1 of 2**

Variable	Category	Tanzania	Mozambique	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
Pre-school	Optional	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Compulsory	<input type="checkbox"/>						<input type="checkbox"/>			
Level Name at Primary school	Class	<input type="checkbox"/>									
	Grade				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Enrolment age at Primary School	Standard			<input type="checkbox"/>			<input type="checkbox"/>				
	Number of years	7		6	7	7	7	6	6	6	5
Age policy availability	Optional			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Compulsory	<input type="checkbox"/>						<input type="checkbox"/>			
Number of years for primary education	Yes				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	No										
Number of years for junior primary education	Years	7		8	7	7	7	7	7	7	7
	2 years										
	3 years								<input type="checkbox"/>		<input checked="" type="checkbox"/>
	4 years				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	5 years				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>
Is repetition allowed at selection level to secondary school?	Yes	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>			
	No					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>
Frequency of repetition at selection level	Once	<input type="checkbox"/>						<input type="checkbox"/>			
	Twice										
	Any			<input type="checkbox"/>	<input type="checkbox"/>						
	Not Applicable					<input type="checkbox"/>	<input type="checkbox"/>				<input checked="" type="checkbox"/>
Depends on individual schools' policies											

**Table 3. Comparative Table for SADC Member Countries for Pre-school and Primary School Education (Cont'd) 2 of 2**

Variable	Category	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
Certification at the end of primary education	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No									<input type="checkbox"/>
Name of certificate	Primary School Leaving Certificate (PSLCE)		<input type="checkbox"/>					<input type="checkbox"/>		
	Primary School Leaving Examinations Certificate (PSLCE)	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>				
	School Leaving Certificate(SLC)									
	Swaziland Primary Certificate(SPC)								<input type="checkbox"/>	
	Grade 7 Certificate			<input type="checkbox"/>						<input type="checkbox"/>



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Enrolment age in most SADC Countries is not strictly adhered to. There are exceptions of learners starting at an early age for those who attended full-time preprimary and exceptions for others to start late especially in very remote areas and students with special needs.

A revised National Policy on Education in Botswana-1994 states that repetition is not allowed and Botswana has adopted a 10 year basic education policy, hence every child should complete at least junior secondary education.

### *Comparative Study of Secondary Schools*

Several factors were explored and compared on secondary schools of the SADC countries. Among these were the numbers of years learners attend secondary school, number of years learners take for junior and senior secondary education, whether learners are allowed to repeat a level or not, whether learners are allowed to repeat the selection level to secondary school, number of times that learners are allowed to repeat at the selection level, whether certification is done or not and the name of the certificate awarded. Table 4 shows the comparative results of these SADC member countries.

**Table 4. Comparative Table for SADC Member Countries for Secondary School Education 1 of 2**

Variable	Category	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
Level name at secondary school	Class									
	Form	P	P		P	P		P	P	
	Grade			P			P			P
Average enrolment age at Secondary School	Number of years	14	14	14	13	14	14	13	13	13
	Optional		P					P		
Policy on enrolment age	Compulsory									
	Available	P		P	P	P			P	P
Strictness in adherence to enrolment age	Not available						P		P	P
	Yes	P								
Number of years for secondary education	No		P	P	P	P	P	P	P	
	Years	6	4	5	6	5	5	5	5	5
Number of years for junior secondary education	1-2 years		2	2	2					
	1-3 years					3	3	3	3	3
	4 years	4								
	2 years	2	2			2	2	2	2	2
Is repetition allowed?	3years			3						
	4 years				4					
	Yes		P	P		P	P	P	P	P
	No									
Is repetition allowed at junior level?	Yes	P	P	P			P	P	P	P
	No					P				
Frequency of repetition at junior level	Once						P			
	Twice									
	Any									
	Not applicable	P	P	P	P	P	P	P	P	P
Varies from school to school										

**Table 4. Comparative Table for SADC Member Countries for Secondary School Education (Cont'd) 2 of 2**

Variable	Category	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
Certification at junior level	Done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not done				<input type="checkbox"/>					<input type="checkbox"/>
Name of certificate at junior level	Junior Secondary Education Certificate (JSE/JSC)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Junior Certificate of (JC/JCE)	<input type="checkbox"/>						<input type="checkbox"/>		
Is repetition allowed at Senior level?	Junior Secondary School Leaving Certificate (JSSLC)			<input type="checkbox"/>						
	Certificate of Secondary Education Examinations (CSEE)	<input type="checkbox"/>								
Frequency of repetition at senior level	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	No			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
	Once									
	Twice									
	Any	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not applicable			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certification at Senior level	Varies from school to school							<input type="checkbox"/>		
	Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name of certificate	No									
	Cambridge Overseas School Certificate							<input type="checkbox"/>		
	School Certificate (SC) / General Certificate of Education (GCE)			<input type="checkbox"/>			<input type="checkbox"/>			
	School Certificate of Education		<input type="checkbox"/>							
	General Certificate of Secondary Education (GCSE)					<input type="checkbox"/>			<input type="checkbox"/>	
	National Senior Certificate									<input type="checkbox"/>
	Advanced Certificate of Secondary Education Examinations (ACSEE)	<input type="checkbox"/>								

## Teacher training

Teacher training areas which were explored included the following : name of Ministry responsible for vocational training, vocational training period, teacher trainers, minimum level of education for pre-school teachers, minimum level of education for primary school teachers, minimum level of education for secondary school teachers, Whether junior school leavers can be trained as primary school teachers or not, name of teacher certificate and how teachers are trained for various levels of education. **Table 5** shows the comparative results amongst SADC member countries on Teacher training.

**Table 5 Comparative Matrix for Teacher Training 1 of 2**

Variable	Category	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
Ministry Responsible for vocational training	Education			<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>
	TEVET					<input type="checkbox"/>		<input type="checkbox"/>		
	National Training Authority						<input type="checkbox"/>			
	Labor & Vocational Training		<input type="checkbox"/>							
	Ministry of Education and Vocation Training	<input type="checkbox"/>								
Ministry Responsible for Teacher training	Ministry of Education		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TEVET									
	Ministry of Education and Vocation Training	<input type="checkbox"/>								
Range of years-vocational training	1-2 years									
	1-3 years			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
	1-4 years	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>		
	Unspecified									<input type="checkbox"/>
Institution responsible for preschool teachers	School					<input type="checkbox"/>			<input type="checkbox"/>	
	College	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		
	University			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>
Institution responsible for primary school teachers	College	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	
	University			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

**Table 5 Comparative Matrix for Teacher Training (Cont'd) 2 of 2**

Variable	Category	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
Institution responsible for secondary school teachers	College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	
	University		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Minimum level of education for preschool teachers	None					<input type="checkbox"/>				
	Primary									
	Junior Secondary		<input type="checkbox"/>							
	Senior Secondary			<input type="checkbox"/>				<input type="checkbox"/>		
	Certificate	<input type="checkbox"/>								
Minimum level of education for primary school teachers	Diploma						<input type="checkbox"/>			<input type="checkbox"/>
	Primary									
	Junior Secondary									
	Senior Secondary		<input type="checkbox"/>					<input type="checkbox"/>		
Minimum level of education for secondary school teachers	Certificate	<input type="checkbox"/>								
	Diploma			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	Senior Secondary									
	University Degree/Diploma	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can junior secondary certificate holders be trained as teachers at primary school?	Postgraduate									
	Doctoral									
	Yes	<input type="checkbox"/>								
	No		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name of Teacher Certificate awarded	Diploma			<input type="checkbox"/>					<input type="checkbox"/>	
	Degree						<input type="checkbox"/>			
	Teacher Certificate	<input type="checkbox"/>	<input type="checkbox"/>							
Mode of training of preschool teachers	In-service	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pre-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Mode of training of primary school teachers	In-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	Pre-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mode of training of secondary school teachers	In-service	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	Pre-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Teacher Training - Vocational

Teacher training areas which were explored included the following: name of Ministry responsible for vocational training, vocational training period, teacher trainers, minimum level of education for pre-school teachers, minimum level of education for primary school teachers, minimum level of education for secondary school teachers, Whether junior school leavers can be trained as primary school teachers or not, name of teacher certificate and how teachers are trained for various levels of education. **Table 6** shows the comparative results amongst SADC member countries on Teacher training.

**Table 6. Comparative Matrix for Teacher Training**

Variable	Category	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
Body Responsible for vocational training	Ministry of Education	<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>
	National Training Authority						<input type="checkbox"/>			
	TEVET		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		
Body Responsible for Teacher training	Ministry of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TEVET									
Range of years-vocational training	1-2 years									
	1-3 years		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
	1-4 years	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>		
	Unspecified									<input type="checkbox"/>
Institution responsible for preschool teachers	School		<input type="checkbox"/>			<input type="checkbox"/>				
	College	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	University			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Institution responsible for primary school teachers	College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
	University			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Institution responsible for secondary school teachers	College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
	University		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Minimum level of education for preschool teachers	Not specified					<input type="checkbox"/>				
	Junior secondary		<input type="checkbox"/>							
	Senior secondary	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		
	Teacher certificate									
	Diploma				<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Minimum level of education for primary school teachers	Junior secondary									
	Senior secondary	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>		
	Teacher certificate									
	Diploma			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Minimum level of education for secondary school teachers	Senior secondary									
	University Degree/Diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Post graduate									
	Doctoral									
Name of teacher certificate awarded for primary school teachers	Diploma in Ed. (Primary)			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	Degree						<input type="checkbox"/>			
	Teacher certificate	<input type="checkbox"/>	<input type="checkbox"/>							
Mode of training of preschool teachers	In-service	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pre-service	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Mode of training of primary school teachers	In-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
	Pre-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mode of training of secondary school teachers	In-service	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	Pre-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Supporting structures

The education system is a wide field that requires the concerted effort of various working partners executing their responsibilities at various levels as is obviously apparent from the foregoing. Even with the institutions that have already been discussed, it is clear that there are also many other key players who assist the system to run on course. These supporting structures will be presented next.

The SADC countries were asked to indicate the supporting structures in three main categories:

- 1 Quality assurance
- 2 Curriculum development
- 3 Examinations
- 4 Proprietorship of school

The comparative matrix of the first three elements is presented in **Table 6**. The last item, i.e. Proprietorship, will be presented separately in **Table 7**.

**Table 6. Institutions Responsible for Quality Assurance, Curriculum and Examinations in the Education System**

Category	Institution	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
Research	Ministry of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	University/College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>
	Examinations Council/Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
	Research Council				<input type="checkbox"/>				<input type="checkbox"/>	
	Parastatals			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>
	Department of Educational Planning and Research Services (DEPRS)					<input type="checkbox"/>				
	Directorate of Research, Science and Technology									
UMALUSI									<input type="checkbox"/>	
Curriculum										
Preschool	Ministry of Gender		<input type="checkbox"/>							
	Curriculum Development Centre/Unit			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	
	Department of Curriculum Development and Evaluation (DCDE)					<input type="checkbox"/>				
	National Institute for Educational Development (NIED)						<input type="checkbox"/>			
	Early Childhood Care and							<input type="checkbox"/>		

Category	Institution	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
	Development									
	Universities									<input type="checkbox"/>
Primary School	Institute of Education	<input type="checkbox"/>	<input type="checkbox"/>							
	Curriculum Development Centre/Unit			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
	DCDE					<input type="checkbox"/>				
	NIED						<input type="checkbox"/>			
	Department of Basic Education									<input type="checkbox"/>
Junior Secondary	Institute of Education	<input type="checkbox"/>	<input type="checkbox"/>							
	Curriculum Development Centre			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
	DCDE					<input type="checkbox"/>				
Senior Secondary	Institute of Education	<input type="checkbox"/>	<input type="checkbox"/>							
	Curriculum Development Centre			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	
	DCDE					<input type="checkbox"/>				
	NIED						<input type="checkbox"/>			
	Department of Basic Education									<input type="checkbox"/>
Teacher Training College	Institute of Education		<input type="checkbox"/>							
	The Institution								<input type="checkbox"/>	
	Department of Teacher Training and Development (DTT & D)					<input type="checkbox"/>				
	College of Education	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		
	Ministry of Education			<input type="checkbox"/>						
	Universities	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Vocational	Technical Entrepreneur, Vocational Education and Training Authority (TEVETA)		<input type="checkbox"/>	<input type="checkbox"/>						
	Examinations Council/Board		<input type="checkbox"/>							
	Department of Vocational Education and Training (DVET)					<input type="checkbox"/>				
	Namibian Training Authority (NTA)						<input type="checkbox"/>			
	Ministry of Education and Vocational Training	<input type="checkbox"/>								
	Technical and Vocational Education Department							<input type="checkbox"/>		
	The Institution								<input type="checkbox"/>	
	Department of Higher Education									<input type="checkbox"/>
Examinations										
Primary School Leaving	Ministry of Education							<input type="checkbox"/>		
	Examinations Council/Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
Junior Secondary	Ministry of Education							<input type="checkbox"/>		
	Examinations Council/Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	
Senior Secondary	Ministry of Education						<input type="checkbox"/>			



Category	Institution	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
	Examinations Council/Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
	University of Cambridge International Examinations (Accreditation)								<input type="checkbox"/>	
	Department of Basic Education									<input type="checkbox"/>
Teacher Training College Certificate	Ministry of Education							<input type="checkbox"/>		
	Examinations Council/Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
	Teachers' College				<input type="checkbox"/>			<input type="checkbox"/>		
	University			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		
	Higher Education Examinations Council				<input type="checkbox"/>					
	Department of Teacher Training and Development (DTT & D)					<input type="checkbox"/>				
	The Institution								<input type="checkbox"/>	
	Department of Higher Education									<input type="checkbox"/>
Vocational	Ministry of Education							<input type="checkbox"/>		
	Examinations Council/Board		<input type="checkbox"/>							
	TEVETA			<input type="checkbox"/>				<input type="checkbox"/>		
	Higher Education Examinations Council/ Department of				<input type="checkbox"/>					<input type="checkbox"/>
	National Council for Technical Education (NACTE)	<input type="checkbox"/>								
	International examining bodies— Universities of Cambridge, London City, and Gilds			<input type="checkbox"/>					<input type="checkbox"/>	
	Department of Vocational Education and Training				<input type="checkbox"/>					
	Vocational Centers				<input type="checkbox"/>					
	The Institution								<input type="checkbox"/>	

### Proprietorship of Education Institutions

In the SADC countries, many players are involved in the administration of education system. Whilst government owns a major part of the education institutions, others are privately-owned, owned by missions, and by the community. **Table 7** summarizes the ownership of education institutions.

**Table 7. Proprietorship of Education Institutions**

Item	Category	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
Primary Education – Fees	Free [ * Botswana—5% only required ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary Education – Fees	Free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proprietorship										
Preschool	Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary School	Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary School	Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Training	Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational	Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Special Needs Education

Teacher training areas which were explored included the following: name of Ministry responsible for vocational training **Special Needs Education**.

Special Needs Education areas which were explored included how special Needs Education Students are catered for in a country. That is whether the education system had special schools for the Special Needs students and whether they were integrated in the same schools as students without the challenges. **Table 8** shows the comparative matrix for SADC member countries on Special Needs Education.

**Table 8. Comparative Matrix for Special Needs Education**

Challenge	Treatment	Tanzania	Malawi	Zambia	Zimbabwe	Botswana	Namibia	Lesotho	Swaziland	South Africa
Blind (Braille students)	Integrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Special school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low Vision (albinos)	Integrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Special Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deaf Students	Integrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Special School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hard of hearing	Integrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Special School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paralyzed	Integrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Special School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cerebral palsy	Integrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Special School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	Integrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Special Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentally retarded	Integrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Special Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Names of the Examining Bodies of the SADC countries**

The examining/assessment bodies of the SADC countries bear names that are somewhat different. Most of the countries call them 'councils' whereas in Malawi it is referred to as a 'Board.' The structures in South Africa and Namibia differ from those of the rest of the SADC countries.

**Table 9** gives the names of these examining institutions.

**Table 9. Names of the Assessment Bodies for School Examinations of the SADC Countries**

Country	Name of the Assessment/Examining Institution	Acronym
Tanzania	National Examinations Council of Tanzania	<b>NECT</b>
Malawi	Malawi National Examinations Board	<b>MANEB</b>
Zambia	Examinations Council of Zambia	<b>ECZ</b>
Zimbabwe	Zimbabwe Schools Examinations Council	<b>ZIMSEC</b>
Botswana	Botswana Examination Council	<b>BEC</b>
Namibia	Directorate of National Examinations and Assessment	<b>DNEA</b>
Lesotho	Examinations Council of Lesotho	<b>ECOL</b>
Swaziland	Examinations Council of Swaziland	<b>ECOS</b>
South Africa	Department of Basic education	<b>DBE</b>

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# Curriculum Overview

## OVERVIEW OF THE SCHOOL CURRICULUM OFFERED IN THE SADC COUNTRIES.

### Introduction

The harmonisation of the education systems in the SADC region is a critical issue for SADC member states. Various efforts have been tried in the past to harmonise the education systems in SADC member countries. This paper is one such effort and Zimbabwe was tasked to collate information on the curriculum of the SADC member states. Harmonisation of SADC education systems will afford learners to travel freely and join schooling in any SADC member state without hassles.

### Curriculum Development in SADC Member States

This section looks at major players who take part or contribute to the curriculum development of each SADC member state. It was observed that Malawi, Botswana and Zimbabwe have a broad base of contribution to the curriculum development. Zambia and Lesotho did not provide information on this aspect. This information is displayed in table 1 below.

**Table 1: Key Players in the curriculum development**

Country	Key Players in the Curriculum Development
<b>Zimbabwe</b>	<ul style="list-style-type: none"><li>• Curriculum Development Unit</li><li>• ZIMSEC</li><li>• Teacher Education Colleges</li><li>• Universities</li><li>• Polytechnics</li><li>• Church organisations</li><li>• Industry and Commerce</li><li>• Line Ministries</li></ul>
<b>Swaziland</b>	<ul style="list-style-type: none"><li>• <i>The National Curriculum Centre (NCC)</i></li></ul>
<b>Botswana</b>	<ul style="list-style-type: none"><li>• Department of Curriculum Development and Evaluation</li><li>• Botswana Examination Council</li><li>• Special Education Unit</li><li>• Tertiary Institutions</li><li>• Botswana College of Open and Distance Learning. (BOCODOL)</li></ul>
<b>South Africa</b>	<ul style="list-style-type: none"><li>• Department of Basic Education (DBE) for schooling curriculum</li><li>• Department of Higher Education and Training for vocational curriculum offered in Further Education and Training Colleges as well as adult education curriculum offered in Adult Learning Centres</li><li>• Stakeholders (Umalusi, Higher Education Institutions, teachers in practice, curriculum researchers, teacher unions)</li></ul>
<b>Zambia</b>	<ul style="list-style-type: none"><li>• Directorate of Standards and Curriculum</li><li>• Directorate of Teacher Education</li><li>• Directorate of Distance Education</li></ul>

Country	Key Players in the Curriculum Development
	<ul style="list-style-type: none"> <li>• Examinations Council of Zambia</li> <li>• TEVET</li> <li>• Universities (Public and Private)</li> <li>• Colleges (Education, Polytechnics and Others)</li> <li>• Schools (Public and Private)</li> <li>• Line Ministries</li> <li>• Faith Based Organizations</li> <li>• Non-Governmental Organizations</li> <li>• Trade Unions (Teacher Education Unions and Mother Unions)</li> <li>• Industries</li> <li>• Corporate Organizations e.g. Banks, Mining firms</li> <li>• Cooperating partners</li> <li>• Parents and other Community Stakeholders</li> </ul>
<b>Lesotho</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Namibia</b>	<ul style="list-style-type: none"> <li>• Several Ministry of education directorate, under the supervision of the National Institute of Educational Development (NIED)</li> <li>• University of Namibia</li> <li>• NTA</li> <li>• Namibian College of Open Learning (NAMCOL)</li> </ul>
<b>Malawi</b>	<ul style="list-style-type: none"> <li>• Malawi Institute of Education</li> <li>• Department for Inspection and Advisory Services</li> <li>• Practising teachers</li> <li>• Malawi National Examinations Board</li> <li>• Domasi College of Education</li> <li>• University of Malawi</li> <li>• Mzuzu University</li> <li>• Private Universities</li> <li>• Faith groups</li> </ul>
<b>Tanzania</b>	<ul style="list-style-type: none"> <li>• Tanzania Institute of Education(TIE)</li> <li>• National Examination Council of Tanzania (NECTA)</li> <li>• Ministry of Education and Vocation Training (MOEVT)</li> </ul>

Table 2 below displays information on critical steps/stages in syllabus development in SADC member states. The processes seem to be the similar for all countries.

**Table 2: Steps/Stages in Syllabus Development process**

Country	Steps/Stages In Syllabus Development Process
<b>Zimbabwe</b>	<ul style="list-style-type: none"> <li>• Research- data collection from various stakeholders (Situational, economic, social, political analysis)</li> <li>• Syllabus development workshops</li> <li>• Development of syllabus structure</li> <li>• Analysis and validation</li> <li>• Organization of topical content</li> <li>• Formulation of objectives</li> <li>• Organization of teaching/learning resources and assessment</li> <li>• Quality assurance and standards control</li> <li>• Implementation and assessment</li> </ul>
<b>Botswana</b>	<ul style="list-style-type: none"> <li>• Planning and preparation for syllabus development</li> <li>• Development of syllabus structure</li> <li>• Analysis and validation</li> <li>• Organisation of topical content</li> <li>• Formulation of objectives</li> <li>• Organisation of teaching/learning resources and assessment</li> <li>• Quality assurance and standards control</li> <li>• Implementation, monitoring and evaluation</li> </ul>
<b>South Africa</b>	<ul style="list-style-type: none"> <li>• Not standardised, but with regards to the Department of Basic Education, the general trajectory is that the curriculum is developed internally at the DBE. The function of curriculum development lies with the Curriculum Policy, Support and Monitoring Branch of the Department of Basic Education. The department makes use of stakeholder representative groups of curriculum experts and the department has an oversight role. The curriculum then goes through a public comment process where all interested parties have an opportunity of providing their inputs/comments before the curriculum is approved by the Minister for implementation. Recently the role of Umalusi as a Quality Council has meant that the final curriculum has to be quality assured by Umalusi.</li> <li>• With regards to the DHET, which is a new department, the function of curriculum development lies with the Directorate for College Curriculum Development and Support for vocational curriculum and with the Adult Education and Training Programmes for adult education curriculum. The department has reviewed various curricular also using the DBE model of engaging stakeholders.</li> </ul>
<b>Swaziland</b>	<ul style="list-style-type: none"> <li>• <i>Situational analysis</i></li> <li>• <i>Needs assessment</i></li> <li>• <i>Content review</i></li> <li>• <i>Syllabus compilation</i></li> <li>•</li> </ul>



Country	Steps/Stages In Syllabus Development Process
<b>Zambia</b>	<ul style="list-style-type: none"> <li>• Research through baseline Surveys, Review of Relevant Documents such as Ministerial Statements, National Planning documents, Educational Policy Documents, National Development Planning Documents)</li> <li>• Consultative and Participatory Process on the Socio-economic and Political Situational analysis</li> <li>• Review of key issues curriculum review process e.g. values vision, key competencies and learning areas</li> <li>• Curriculum Situational Analysis</li> <li>• Syllabus development workshops</li> <li>• Analysis and Validation processes</li> <li>• Organization of topical content</li> <li>• Formulation of objectives</li> <li>• Organization of teaching / learning resources</li> <li>• Designing an assessment plan</li> <li>• Quality assurance and standards control</li> <li>• Implementation and assessment</li> </ul>
<b>Lesotho</b>	
<b>Namibia</b>	<ul style="list-style-type: none"> <li>• Curriculum panel members give their input on various topics of the syllabus</li> <li>• The draft is presented to the National Examination Board for approval</li> </ul>
<b>Malawi</b>	<ul style="list-style-type: none"> <li>• Analysis of national developmental outcomes and proposed outcomes from research</li> <li>• Formulation of subject level themes</li> <li>• formulation of topics</li> <li>• Drafting of assessment standards</li> <li>• Drafting of learning outcomes</li> <li>• Drafting of teaching and learning activities</li> <li>• Drafting of teaching and learning methods</li> <li>• Drafting of suggested teaching and learning resources</li> </ul>
<b>Tanzania</b>	<ul style="list-style-type: none"> <li>• Assessing needs</li> <li>• Formulating goals and objectives</li> <li>• Developing materials</li> <li>• Designing an assessment plan</li> <li>• Organizing the course</li> <li>• Conceptualizing content.</li> </ul>

Table 3 shows that most countries review their syllabuses after five years. Lesotho did not supply that information. Zambia and did not specify the period the curriculum should be reviewed, but it is likely conducted when the role-players in the system deem it necessary to update.

**Table 3: Minimum period for a subject to be reviewed**

<b>COUNTRY</b>	<b>Minimum period for a subject to be reviewed</b>
<b>Zimbabwe</b>	5 years
<b>Botswana</b>	5 years
<b>South Africa</b>	There is no fixed period for the review of a subject but from experience based on the new dispensation, a curriculum can be reviewed from 5 years onwards.
<b>Swaziland</b>	5 years
<b>Zambia</b>	5 years
<b>Lesotho</b>	N/A
<b>Namibia</b>	5 years
<b>Malawi</b>	6 years
<b>Tanzania</b>	5 years

### **Curriculum application**

This section analyses the application of the curriculum by member states. We noted that all countries that responded have a national curriculum while some have one or more private curricula for private schools. Lesotho, Botswana and Malawi did not provide information on this aspect. Schools types are distributed as government, Council, Church, Missionary, Private and Community.

**Table 4: Schooling Levels and Teaching**

COUNTRY	Type of School	Curriculum
<b>Zimbabwe</b>	<ul style="list-style-type: none"> <li>• Government</li> <li>• Council</li> <li>• Church</li> <li>• Private</li> </ul>	<ul style="list-style-type: none"> <li>• National Curriculum</li> <li>• National curriculum</li> <li>• National curriculum</li> <li>• National and private curriculum</li> </ul>
<b>South Africa</b>	<ul style="list-style-type: none"> <li>• Public</li> <li>• Private</li> <li>• Private</li> <li>• Private</li> <li>• Private</li> </ul>	<ul style="list-style-type: none"> <li>• National Curriculum Statement: Curriculum and Assessment Policy Statement</li> <li>• National Curriculum Statement: Curriculum and Assessment Policy Statement</li> <li>• Accelerated Christian Education curriculum</li> <li>• International Cambridge Examinations syllabus</li> <li>• US-based international school curriculum</li> </ul>
<b>Swaziland</b>	<ul style="list-style-type: none"> <li>• Government</li> <li>• Missionary</li> <li>• Community</li> <li>• Private</li> </ul>	<ul style="list-style-type: none"> <li>• National, South African Curriculum and Assessment Policy Statement and the International General certificate of Secondary Education curricula</li> <li>• National curriculum</li> <li>• National curriculum</li> <li>• National and IEB curriculum</li> </ul>
<b>Zimbabwe</b>	<ul style="list-style-type: none"> <li>• Government</li> <li>• Grant Aided</li> <li>• Private</li> <li>• Communities</li> <li>• International Schools</li> </ul>	<ul style="list-style-type: none"> <li>• National Curriculum</li> <li>• National curriculum</li> <li>• National curriculum</li> <li>• National curriculum</li> <li>• National and International curriculum</li> </ul>
<b>Namibia</b>	<ul style="list-style-type: none"> <li>• Public</li> <li>• Private</li> <li>• Church</li> </ul>	<ul style="list-style-type: none"> <li>• National Curriculum</li> <li>• National Curriculum + International Baccalaureate</li> <li>• National Curriculum</li> </ul>
<b>Zambia</b>	<ul style="list-style-type: none"> <li>• Government</li> <li>• Grant Aided</li> <li>• Private</li> <li>• Communities</li> <li>• International Schools</li> </ul>	<ul style="list-style-type: none"> <li>• National Curriculum</li> <li>• National curriculum</li> <li>• National curriculum</li> <li>• National curriculum</li> <li>• National and International curriculum</li> </ul>

Table 5 shows that school levels stretch from ECD to High school. Zambia and Malawi included tertiary and university levels. The number of years for each school level is given in that table.

**Table 5: School Level Categories of Member Countries and respective years of study for each level**

COUNTRY	Level of Study	No. of years of study
<b>Zimbabwe</b>	<ul style="list-style-type: none"> <li>• ECD</li> <li>• Primary</li> <li>• Junior Secondary</li> <li>• Senior secondary</li> </ul>	<ul style="list-style-type: none"> <li>• 2 years</li> <li>• 7 years</li> <li>• 4 years</li> <li>• 2 years</li> </ul>
<b>Botswana</b>	<ul style="list-style-type: none"> <li>• Pre-Primary</li> <li>• Primary</li> <li>• Junior Secondary</li> <li>• Senior Secondary</li> </ul>	<ul style="list-style-type: none"> <li>• 3 years</li> <li>• 7 years</li> <li>• 3 years</li> <li>• 2 years</li> </ul>
<b>South Africa</b>	<ul style="list-style-type: none"> <li>• Foundation Phase (Grades R – 3)</li> <li>• Intermediate Phase (Grades 4 – 6)</li> <li>• Senior Phase (Grades 7 – 9)</li> <li>• Further Education &amp; Training Phase (Grades 10 – 12)</li> </ul>	<ul style="list-style-type: none"> <li>• 4 years</li> <li>• 3 Years</li> <li>• 3 years</li> <li>• 3 years</li> </ul>
<b>Swaziland</b>	<ul style="list-style-type: none"> <li>• Pre-school</li> <li>• Primary</li> <li>• Junior secondary</li> <li>• Senior Secondary/High school</li> </ul>	<ul style="list-style-type: none"> <li>• Not specified</li> <li>• 7</li> <li>• 3</li> <li>• 2</li> </ul>
<b>Zambia</b>	<ul style="list-style-type: none"> <li>• Pre-primary</li> <li>• Primary</li> <li>• Junior secondary</li> <li>• Senior secondary</li> <li>• Tertiary</li> </ul>	<ul style="list-style-type: none"> <li>• Not defined</li> <li>• 7</li> <li>• 2</li> <li>• 3</li> <li>• 4+</li> </ul>
<b>Lesotho</b>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Junior secondary</li> <li>• Senior secondary</li> </ul>	<ul style="list-style-type: none"> <li>• 7</li> <li>• 3</li> <li>• 2</li> </ul>
<b>Namibia</b>	<ul style="list-style-type: none"> <li>• Pre-primary</li> <li>• Primary</li> <li>• Junior Secondary</li> <li>• Senior secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Not specified</li> <li>• 7 years</li> <li>• 3 years</li> <li>• 2 years</li> </ul>
<b>Malawi</b>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• University</li> </ul>	<ul style="list-style-type: none"> <li>• 8</li> <li>• 4</li> <li>• 4</li> </ul>
<b>Tanzania</b>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• O-level</li> <li>• A-level</li> <li>• Pre-Primary(Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>• 7</li> <li>• 4</li> <li>• 2</li> <li>• 2</li> </ul>

## Subjects Studied at each School Level

This section provides information on the various subjects learners are exposed to in each SADC member country. It was observed that subjects in member states are generally grouped as commercials, sciences, technical, arts, indigenous languages, humanities and foreign languages.

### Zimbabwe

The table below display information about subjects that constitute the Zimbabwean curriculum from ECD to Advanced level. These subjects include Life Skills, Mathematics, sciences, commercials, technical subjects, Arts, Humanities, indigenous languages and foreign languages such as English and French. At secondary level some subjects are electives while others are compulsory.

Level of Study	Subjects
<ul style="list-style-type: none"> <li><b>Early Childhood Development</b></li> </ul>	Life skills Cultural studies English Maths Local mother language
<ul style="list-style-type: none"> <li><b>Primary</b></li> </ul>	English Maths Social studies Environmental science Home economics Religious and moral education Art and craft HIV and life skills Guidance and counselling Mother languages
<ul style="list-style-type: none"> <li><b>Junior Secondary</b></li> </ul>	<u><b>Core</b></u> English Shone/Ndebele Maths Science History One Practical subject <u><b>Electives</b></u> Geography Biology Physics Chemistry Physical science Human and social biology Religious studies Literature

Level of Study	Subjects
	Business studies Commerce Accounts Sociology Commercial studies Computer studies
<ul style="list-style-type: none"> <li>• <b>Senior secondary</b></li> </ul>	Maths Accounting Business studies Agriculture Geometrical and mechanical drawing Physics Chemistry Statistics Literature Divinity Biology Shona/Ndebele Food Science History Geography English and communication studies Computing Sociology

### Swaziland

The table below display information about subjects that constitute the Swaziland curriculum from ECD to Advanced level. These subjects include life skills, mathematics, sciences, commercials, technicals, arts, humanities, indigenous languages and English. At grade 8 through 12 there are a number of subjects that fall under electives while others are compulsory.

Grade	Core Subjects	Other Subjects	Electives
1	English Language Mathematics Science SiSwati		
2	English Language Mathematics Science		

Grade	Core Subjects	Other Subjects	Electives
	SiSwati		
<b>3 – 7</b>	English Language Mathematics Science SiSwati Social Studies Religious Education Practical Arts	Afrikaans Portuguese French	
<b>8 -10</b>	English Language Mathematics Science SiSwati		Agriculture Bookkeeping and Accounts Business Studies Development Studies Consumer Science History Geography Design and Technology Information Technology French
<b>11 - 12</b>	English Language Mathematics Science First Language SiSwati/ SiSwati as a Second Language		Literature in English Agriculture Biology Combined Science Physical Science Geography History Religious Education Accounting Business Studies Economics Design and Technology Fashion and Fabrics Food and Nutrition Information Technology Development Studies French Additional Mathematics

## Namibia

<b>Lower primary</b>	All learners take all subjects: the Mother Tongue/predominant local language, English, Mathematics, Environmental Studies, Religious and Moral Education, Arts, Physical Education and ICT Literacy
<b>Upper primary</b>	All learners take English, the Mother Tongue/predominant local language, Mathematics, Natural Science and Health Education, Social Studies, Religious and Moral Education, Life Skills, Basic Information Science, Arts, Physical Education and ICT Literacy In addition, learners take one of either Design and Technology or Elementary Agriculture, or Home Ecology. Entrepreneurial Skills are integrated in each of these
<b>Junior secondary</b>	All learners take seven compulsory which are: English and the Mother tongue/predominant local language and Mathematics. Life Science and Physical Science, and Geography, History, and six non promotional subjects as Life Skills and Religious and Moral Education. In addition Arts & Culture, Physical Education, ICT Literacy and Basic Information Science are offered. Depending on their preference they also choose two extra subjects
<b>Senior Secondary</b>	Choose two languages one at first language and the other at second language level from: Afrikaans* ,Khoekhoegowab Rukwangali, Afrikaans 2nd Language, Namibian Sign Language, Rumanyo, English, Oshikwanyama, Setswana, English 2nd Language, Oshindonga, Silozi, German, Otjiherero, Thimbukushu, And then choose four additional subjects with mathematics being compulsory

## Zambia

The table below display information about subjects that constitute the Zambian primary curriculum. These subjects include mathematics, sciences, technical subjects, arts, humanities, indigenous languages and English. In addition, Life skills a cross cutting issue is integrated in all the subjects. All subjects are compulsory in Zambia. There are no electives at all levels. It is interesting to note that Zambia has Technology Studies as a subject at primary level and this is a positive development for the country.



Grade	Core Subjects	Other Subjects	Electives
1	<ul style="list-style-type: none"> <li>English, Mathematics,</li> <li>Integrated Science,</li> <li>Creative and Technology Studies,</li> <li>Social and Development Studies.</li> </ul>	Zambian Language	
2	<ul style="list-style-type: none"> <li>English, Mathematics,</li> <li>Integrated Science,</li> <li>Creative and Technology Studies,</li> <li>Social and Development Studies.</li> </ul>	Zambian Language	
3	<ul style="list-style-type: none"> <li>English, Mathematics,</li> <li>Integrated Science,</li> <li>Creative and Technology Studies,</li> <li>Social and Development Studies.</li> </ul>	Zambian Language	
4	<ul style="list-style-type: none"> <li>English, Mathematics,</li> <li>Integrated Science,</li> <li>Creative and Technology Studies,</li> <li>Social and Development Studies.</li> </ul>	Zambian Language	
5	<ul style="list-style-type: none"> <li>English, Mathematics,</li> <li>Integrated Science,</li> <li>Creative and Technology Studies,</li> <li>Social and Development Studies.</li> </ul>	Zambian Language	
6	<ul style="list-style-type: none"> <li>English, Mathematics,</li> <li>Integrated Science,</li> <li>Creative and Technology Studies,</li> <li>Social and Development Studies.</li> </ul>	Zambian Language	
7	<ul style="list-style-type: none"> <li>English, Mathematics,</li> <li>Integrated Science,</li> <li>Creative and Technology Studies,</li> <li>Social and Development Studies.</li> </ul>	<ul style="list-style-type: none"> <li>Zambian Language (Ichibemba)</li> <li>Zambian Language (Silozi)</li> <li>Zambian Language (Chinyanja)</li> <li>Zambian Language (Chitonga)</li> <li>Zambian Language (Luvale)</li> <li>Zambian Language (Kiikaonde)</li> <li>Zambian Language (Lunda)</li> </ul>	

### Junior Secondary Level

The table below display information about subjects that constitute the Zambian junior secondary level curriculum. These subjects include life skills, mathematics, sciences, commercials, technicals, arts, humanities, indigenous languages and foreign languages such as English and French. All subjects are compulsory in Zambia. There are no electives at all levels. It is interesting to note that Zambia has 7 core

subjects, which is not the case with Zimbabwe. There seems to be a lost link with regards to Technology Studies at the junior secondary level.

Form	Core Subjects	Other Subjects	Electives
<b>Grade 8</b>	<ul style="list-style-type: none"> <li>Mathematics,</li> <li>Environmental Science,</li> <li>English,</li> <li>History,</li> <li>Civics,</li> <li>Religious Education</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>Office Practice</li> <li>Technical Drawing</li> <li>Bookkeeping</li> <li>Home Economics</li> <li>Metal Work</li> <li>Woodwork</li> <li>Art</li> <li>French</li> <li>Zambian Language (Ichibemba)</li> <li>Zambian Language (Silozi)</li> <li>Zambian Language (Chinyanja)</li> <li>Zambian Language (Chitonga)</li> <li>Zambian Language (Luvale)</li> <li>Zambian Language (Kikaonde)</li> <li>Zambian Language (Lunda)</li> </ul>	
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>Mathematics,</li> <li>Environmental Science,</li> <li>English,</li> <li>History,</li> <li>Civics,</li> <li>Religious Education</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>Office Practice</li> <li>Technical Drawing</li> <li>Bookkeeping</li> <li>Home Economics</li> <li>Metal Work</li> <li>Woodwork</li> <li>Art</li> <li>Music</li> <li>French</li> <li>Zambian Language (Ichibemba)</li> <li>Zambian Language (Silozi)</li> <li>Zambian Language (Chinyanja)</li> <li>Zambian Language (Chitonga)</li> <li>Zambian Language (Luvale)</li> <li>Zambian Language (Kikaonde)</li> <li>Zambian Language (Lunda)</li> </ul>	

### Senior Secondary Level

The table below shows information about subjects that constitute the Zambian senior secondary level curriculum. These subjects include life skills, mathematics, sciences, commercials, technicals, arts, humanities, indigenous languages and foreign languages such as English and French. All subjects are compulsory in Zambia. There are no electives at all levels.

Form	Core Subjects	Other Subjects	Electives
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>English,</li> <li>Mathematics,</li> <li>Biology,</li> </ul>	<ul style="list-style-type: none"> <li>History,</li> <li>Civic Education,</li> <li>Geography,</li> <li>Additional Mathematics,</li> <li>Science,</li> <li>Pure Physics,</li> <li>Pure Chemistry,</li> <li>Geometrical and Mechanical Drawing,</li> <li>Metal Work,</li> <li>Wood Work,</li> <li>Art and Design,</li> <li>Home Management,</li> <li>Fashion and Fabric,</li> <li>Food and Nutrition,</li> <li>Principals of Accounts,</li> <li>Commerce,</li> <li>Religious Education (2044),</li> <li>Religious Education(2046,</li> <li>Agricultural Science,</li> <li>Music</li> <li>Literature in English,</li> <li>Computer Science,</li> <li>Zambian Language (Ichibemba)</li> <li>Zambian Language (Silozi)</li> <li>Zambian Language (Chinyanja)</li> <li>Zambian Language (Chitonga)</li> <li>Zambian Language (Luvale)</li> <li>Zambian Language (Kikaonde)</li> <li>Zambian Language (Lunda</li> <li>French</li> </ul>	
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>English,</li> <li>Mathematics,</li> <li>Biology,</li> </ul>	<ul style="list-style-type: none"> <li>History,</li> <li>Civic Education,</li> <li>Geography,</li> <li>Additional Mathematics,</li> <li>Science,</li> <li>Pure Physics,</li> <li>Pure Chemistry,</li> <li>Geometrical and Mechanical</li> </ul>	

Form	Core Subjects	Other Subjects	Electives
		Drawing, <ul style="list-style-type: none"> <li>• Metal Work,</li> <li>• Wood Work,</li> <li>• Art and Design,</li> <li>• Home Management,</li> <li>• Fashion and Fabric,</li> <li>• Food and Nutrition,</li> <li>• Principals of Accounts,</li> <li>• Commerce,</li> <li>• Religious Education (2044),</li> <li>• Religious Education(2046,</li> <li>• Agricultural Science,</li> <li>• Music</li> <li>• Literature in English,</li> <li>• Computer Science,</li> <li>• Zambian Language (Ichibemba)</li> <li>• Zambian Language (Silozi)</li> <li>• Zambian Language (Chinyanja)</li> <li>• Zambian Language (Chitonga)</li> <li>• Zambian Language (Luvale)</li> <li>• Zambian Language (Kikaonde)</li> <li>• Zambian Language (Lunda</li> <li>• French</li> </ul>	
<b>Grade 12</b>	<ul style="list-style-type: none"> <li>• English,</li> <li>• Mathematics,</li> <li>• Biology,</li> </ul>	<ul style="list-style-type: none"> <li>• History,</li> <li>• Civic Education,</li> <li>• Geography,</li> <li>• Additional Mathematics,</li> <li>• Science,</li> <li>• Pure Physics,</li> <li>• Pure Chemistry,</li> <li>• Geometrical and Mechanical Drawing,</li> <li>• Metal Work,</li> <li>• Wood Work,</li> <li>• Art and Design,</li> <li>• Home Management,</li> <li>• Fashion and Fabric,</li> <li>• Food and Nutrition,</li> <li>• Principals of Accounts,</li> </ul>	

Form	Core Subjects	Other Subjects	Electives
		<ul style="list-style-type: none"> <li>• Commerce,</li> <li>• Religious Education (2044),</li> <li>• Religious Education(2046,</li> <li>• Agricultural Science,</li> <li>• Music</li> <li>• Literature in English,</li> <li>• Computer Science,</li> <li>• Zambian Language (Ichibemba)</li> <li>• Zambian Language (Silozi)</li> <li>• Zambian Language (Chinyanja)</li> <li>• Zambian Language (Chitonga)</li> <li>• Zambian Language (Luvale)</li> <li>• Zambian Language (Kikaonde)</li> <li>• Zambian Language (Lunda</li> <li>• French</li> </ul>	

## South Africa

### Foundation Phase

Grade	Core Subjects	Other Subjects	Electives
<b>R</b>	Home Language; Mathematics	Life Skills	
<b>1</b>	Home Language; Mathematics	First Additional Language; Life Skills	
<b>2</b>	Home Language; Mathematics	First Additional Language; Life Skills	
<b>3</b>	Home Language; Mathematics	First Additional Language; Life Skills	

### Intermediate Phase

Grade	Core Subjects	Other Subjects	Electives
<b>4</b>	Home Language; First Additional Language; Mathematics	Natural Sciences and Technology; Social Sciences; Life Skills	
<b>5</b>	Home Language; First Additional Language; Mathematics	Natural Sciences and Technology; Social Sciences; Life Skills	
<b>6</b>	Home Language; First Additional Language; Mathematics	Natural Sciences and Technology; Social Sciences; Life Skills	

## Senior Phase

Grade	Core Subjects	Other Subjects	Electives
7	Home Language; First Additional Language; Mathematics	Natural Sciences; Life Orientation; Social Sciences; Technology; Economic and Management Sciences; Arts and Culture	
8	Home Language; First Additional Language; Mathematics	Natural Sciences; Life Orientation; Social Sciences; Technology; Economic and Management Sciences; Arts and Culture	
9	Home Language; First Additional Language; Mathematics	Natural Sciences; Life Orientation; Social Sciences; Technology; Economic and Management Sciences; Arts and Culture	

## Further Education and Training Phase

Grade	Group A subjects	Group B subjects	Electives
10	Home Language; First Additional Language; Mathematics/Mathematical Literacy; Life Orientation	Accounting; Agricultural Management Practices; Agricultural Sciences; Agricultural Technology; Business Studies; Civil Technology Computer Applications Technology; Consumer Studies; Dance Studies; Design; Dramatic Arts; Economics Music; Electrical Technology; Engineering Graphics and Design; Geography; History; Hospitality Studies; Information Technology; Life Orientation; Life Sciences; Mathematics; Mathematical Literacy; Mechanical Technology Physical Sciences; Religion Studies; Visual Arts; Tourism	
11	Home Language; First Additional Language; Mathematics/Mathematical Literacy; Life Orientation	Accounting; Agricultural Management Practices; Agricultural Sciences; Agricultural Technology; Business Studies; Civil Technology Computer Applications Technology; Consumer Studies; Dance Studies; Design; Dramatic Arts; Economics Music; Electrical Technology; Engineering Graphics and Design; Geography; History; Hospitality Studies; Information Technology; Life Orientation; Life Sciences; Mathematics; Mathematical Literacy; Mechanical Technology; Physical Sciences; Religion Studies; Visual Arts; Tourism	
12	Home Language; First Additional Language; Mathematics/Mathematical Literacy; Life Orientation	Accounting; Agricultural Management Practices; Agricultural Sciences; Agricultural Technology; Business Studies; Civil Technology Computer Applications Technology; Consumer Studies; Dance Studies; Design; Dramatic Arts; Economics Music; Electrical Technology;	External Practical Music

Grade	Group A subjects	Group B subjects	Electives
		Engineering Graphics and Design; Geography; History; Hospitality Studies; Information Technology; Life Orientation; Life Sciences; Mathematics; Mathematical Literacy; Mechanical Technology; Physical Sciences; Religion Studies; Visual Arts; Tourism	

## Tanzania

### Primary Level

Class	Core Subjects	Other Subjects	Electives(options)
<b>1</b>	Kiswahili	NA	NA
	English	NA	NA
	Hisabati	NA	NA
	Sayansi	NA	NA
	Stadi za kazi	NA	NA
	Haiba na michezo	NA	NA
	TEHAMA	NA	NA
	Dini	NA	NA
<b>2</b>	Kiswahili	NA	NA
	English	NA	NA
	Hisabati	NA	NA
	Sayansi	NA	NA
	Stadi za kazi	NA	NA
	Haiba na michezo	NA	NA
	TEHAMA	NA	NA
	Dini	NA	NA
<b>3</b>	Kiswahili	NA	NA
	English	NA	NA
	Hisabati	NA	NA
	Sayansi	NA	NA
	Jografia	NA	NA
	Historia	NA	NA
	Uraia	NA	NA
	Stadi za kazi	NA	NA
	Haiba na michezo	NA	NA
	TEHAMA	NA	NA
	Dini	NA	NA
<b>4</b>	Kiswahili	NA	NA

Class	Core Subjects	Other Subjects	Electives(options)
	English	NA	NA
	Hisabati	NA	NA
	Sayansi	NA	NA
	Jografia	NA	NA
	Historia	NA	NA
	Uraia	NA	NA
	Stadi za kazi	NA	NA
	Haiba na michezo	NA	NA
	TEHAMA	NA	NA
	Dini	NA	NA
<b>5</b>	Kiswahili	NA	NA
	English	NA	NA
	Hisabati	NA	NA
	Sayansi	NA	NA
	Jografia	NA	NA
	Historia	NA	NA
	Uraia	NA	NA
	Stadi za kazi	NA	NA
	Haiba na michezo	NA	NA
	TEHAMA	NA	NA
Dini	NA	NA	
<b>6</b>	Kiswahili	NA	NA
	English	NA	NA
	Hisabati	NA	NA
	Sayansi	NA	NA
	Jografia	NA	NA
	Historia	NA	NA
	Uraia	NA	NA
	Stadi za kazi	NA	NA
	Haiba na michezo	NA	NA
	TEHAMA	NA	NA
Dini	NA	NA	
<b>7</b>	Kiswahili	NA	NA
	English	NA	NA
	Hisabati	NA	NA
	Sayansi	NA	NA
	Jografia	NA	NA



Class	Core Subjects	Other Subjects	Electives(options)
	Historia	NA	NA
	Uraia	NA	NA
	Stadi za kazi	NA	NA
	Haiba na michezo	NA	NA
	TEHAMA	NA	NA
	Dini	NA	NA

## Secondary Level

Form 1 - 4	Core Subjects	Other Subjects	Electives
	Basic Mathematics	NA	French
	Civics	NA	Arabic
	Geography	NA	Bible Knowledge
	Kiswahili	NA	Elimu ya dini ya Kiislamu
	English	NA	Physics
	Biology	NA	Chemistry
	History	NA	Agricultural Science
	NA	NA	Bookkeeping
	NA	NA	Commerce
	NA	NA	Fine Arts
	NA	NA	Music
	NA	NA	Physical Education
	NA	NA	Literature in English
	NA	NA	Engineering Science
	NA	NA	Computer Studies
	NA	NA	Addition Mathematics
	NA	NA	Food and Nutrition
	NA	NA	Textile and dressmaking
	NA	NA	Type writing
	NA	NA	Building Construction
	NA	NA	Architectural Draughting
	NA	NA	SURVEYING
	NA	NA	Carpentry And Joinery
	NA	NA	Brickwork And Masonry

Form 1 - 4	Core Subjects	Other Subjects	Electives
	NA	NA	Painting And Sign Writing
	NA	NA	Plumbing
	NA	NA	Electrical Engineering
	NA	NA	Radio And TV Servicing
	NA	NA	Electrical Draughting
	NA	NA	Refrigerator And Air Condition
	NA	NA	Workshop Technology
	NA	NA	Motor Vehicle Mechanics
	NA	NA	Welding And Metal Fabrication
	NA	NA	Fitting And Turning
	NA	NA	Auto Electrics
	NA	NA	Mechanical Draughting
	NA	NA	Foundry and Black smith
<b>Form 5 - 6</b>	<b>*Core subjects</b>	Other subjects	Electives
	General Studies	NA	Divinity
	History	NA	Islamic Knowledge
	Geography	NA	Computer Science
	Kiswahili	NA	Basic Applied Mathematics
	English Language	NA	NA
	French Language	NA	NA
	Arabic Language	NA	NA
	Physics	NA	NA
	Chemistry	NA	NA
	Biology	NA	NA
	Agriculture	NA	NA
	Advanced Mathematics	NA	NA
	Economics	NA	NA
	Commerce	NA	NA
	Accountancy	NA	NA
	Food and Nutrition	NA	NA

\*Core subjects: A candidate studies 3 combination subjects (Art, Science, Commerce or language biased) together with the General Study subject.

## Botswana

### Lower Primary Level

The table below shows information about subjects that constitute the Botswana lower primary curriculum. These subjects include life skills, mathematics, sciences, cultural studies, arts, indigenous languages and English. There are no electives at all levels.

Grade	Core Subjects	Other Subjects	Electives
1	Setswana	Cultural studies	
2	English	Creative and Performing Art	
3	Mathematics	Cultural studies	
4	Environmental Science	Guidance and Counselling	

### Upper Primary Level

The table below shows information about subjects that constitute the Botswana upper primary curriculum. These subjects include life skills, mathematics, sciences, cultural studies, arts, indigenous languages and English. Only one subject, that is, Guidance and Counselling is an elective.

Grade	Core Subjects	Other Subjects	Electives
1	Setswana	Social studies	Guidance and Counselling
2	English	Creative and Performing Art	
3	Mathematics	Agriculture	
4	Science	Religious and Moral Education	

### Secondary Level (Junior Secondary)

The table displays information about subjects that constitute the Botswana secondary curriculum. These subjects include mathematics, sciences, cultural studies, arts, indigenous languages and English. Quite a number of subjects are electives at this level.

Form	Core Subjects	Other Subjects	Electives
1	English	Social Studies	Commerce and Office Procedures
2	Setswana	Agriculture	Bookkeeping/Accounting
3	Maths	Moral Education	*Design and Technology
4 etc	Integrated Science	Religious Education	Art, Music Physical education

## Malawi

### Primary Level

Subjects that constitute the Malawi primary curriculum are shown in the table below. These subjects include life skills, mathematics, sciences, cultural studies, arts, indigenous languages and English. Quite a number of subjects are electives at this level.

Grade	Core Subjects	Other Subjects	Electives
1	Numeracy and Mathematics, English, Chichewa, Expressive arts		Religious education, Bible Knowledge
2	Numeracy and Mathematics, English, Chichewa, Expressive arts, Life skills		Religious education, Bible Knowledge
3	Numeracy and Mathematics, English, Chichewa, Expressive arts, Social and environmental sciences, Life skills		Religious education, Bible Knowledge
4	Numeracy and Mathematics, English, Chichewa, Expressive arts, Social and environmental sciences, Life skills Agriculture Science and Technology		Religious education, Bible Knowledge
5	Numeracy and Mathematics, English, Chichewa, Expressive arts, Social and environmental sciences, Science and Technology, Life skills, Agriculture		Religious education, Bible Knowledge
6	Mathematics, English, Chichewa, Expressive arts, Religious education, Social and environmental sciences, Science and Technology, Life skills		Religious education, Bible Knowledge
7	Mathematics, English, Chichewa, Expressive arts, Religious education, Social and environmental sciences, Science and Technology, Life skills		Religious education, Bible Knowledge
8	Mathematics, English, Chichewa, Expressive arts, Religious education, Social and environmental sciences, Science and Technology, Life skills		Religious education, Bible Knowledge

## Secondary Level

The table displays information about subjects that constitute the Malawi secondary school curriculum. These subjects include life skills, mathematics, sciences, cultural studies, arts, indigenous languages and English. Subjects that constitute electives are shown at each level.

Form	Core Subjects	Other Subjects	Electives
1	Mathematics, English, Chichewa, Biology, Physical Science, Life skills, Social and environmental sciences		Agriculture, History, Geography, French
2	Mathematics, English, Chichewa, Biology, Physical Science, Life skills		Agriculture, History, Geography, French
3	Mathematics, English, Chichewa, Biology, Physical Science, Life skills, Social and environmental sciences		Agriculture, History, Geography, French
4	Mathematics, English, Chichewa, Biology, Physical Science, Life skills, Social and environmental sciences		Agriculture, History, Geography, French

## Language of instruction

The table displays information on the language of instruction in schools of SADC member states. At lower primary school, all countries use the mother language as a language of instruction. English is used for higher levels of the school system in all the countries. This makes accessibility easier for learners to migrate within schools in SADC countries.

Country	Level of Study	Language of Instruction
<b>Zimbabwe</b>	<ul style="list-style-type: none"> <li>• ECD</li> <li>• Primary</li> <li>• Junior Secondary</li> <li>• Senior secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Mother tongue</li> <li>• Mother language &amp; English</li> <li>• English</li> <li>• English</li> </ul>
<b>Botswana</b>	<ul style="list-style-type: none"> <li>• Pre-Primary</li> <li>• Primary</li> <li>• Junior Secondary</li> <li>• Senior Secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Setswana</li> <li>• English (Setswana taught in Setswana language)</li> <li>• English (Setswana and Third language taught in vernacular language)</li> <li>• English (Setswana and Third language taught in vernacular language)</li> </ul>
<b>South Africa</b>	<ul style="list-style-type: none"> <li>• Foundation Phase</li> <li>• Intermediate Phase</li> <li>• Senior Phase</li> <li>• Further Education and Training Phase</li> </ul>	<ul style="list-style-type: none"> <li>• English/Afrikaans/Indigenous language</li> <li>• English/Afrikaans/Indigenous language</li> <li>• English/Afrikaans</li> <li>• English/Afrikaans</li> </ul>
<b>Swaziland</b>	<ul style="list-style-type: none"> <li>• Pre-school</li> <li>• Primary</li> <li>• Junior secondary</li> <li>• Senior Secondary/High school</li> </ul>	<i>Grade 1 to 2 should be SiSwati and from 3 to 12 it should be English. However, in practice all schools teach in English from Grade 1.</i>
<b>Zambia</b>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Junior secondary</li> <li>• Senior secondary</li> <li>• Tertiary</li> </ul>	<i>Familiar local languages are used up to the Fourth Grade, from the fifth grade, English language is used.</i> <ul style="list-style-type: none"> <li>• English</li> <li>• English</li> <li>• English</li> </ul>
<b>Lesotho</b>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Junior secondary</li> <li>• Senior secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Mother Tongue</li> <li>• English</li> <li>• English</li> </ul>
<b>Malawi</b>	<ul style="list-style-type: none"> <li>• Primary (1-4)</li> <li>• Primary (5-8)</li> <li>• Secondary</li> <li>• University</li> </ul>	<ul style="list-style-type: none"> <li>• Vernacular</li> <li>• English</li> <li>• English</li> <li>• English</li> </ul>
<b>Tanzania</b>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Ordinary secondary - Level</li> <li>• Advanced secondary- Level</li> </ul>	<ul style="list-style-type: none"> <li>• Kiswahili</li> <li>• English</li> <li>• English</li> </ul>

## Teaching time by Subject and School Level

### Malawi

This table shows the number of lessons and duration learners are exposed in Malawi. Lower grades spend 30 minutes in a single lesson while higher levels spend 35 minutes.

Grade	Subject	Number of lessons taught per week	Duration of each lesson	Contact time per week
1	5	27	30 min	
2	6	30	30 min	
3	7	47	35 min	
4 etc	8	47	35 min	
5	9	47	35 min	
6	9	47	35 min	
7	9	47	35 min	
8	9	47	35 min	

### Botswana

#### Lower Primary

#### Standard 1 and 2

Pupils spent between 5 to 10 periods doing English, Setswana, Mathematics and Creative and Performing Arts per week. Contact time is between 2 hours 30 minutes to 5 hours per week.

Subject	Number of periods	Time in hours per week
<b>English</b>	10	<b>5 hours</b>
Setswana	8	4 hours
Mathematics	8	4 hours
Creative and Performing Arts	5	2 hours 30 minutes
Cultural Studies	5	2 hour 30 minutes
Environmental Science	5	2 hours 30 minutes

**NB. All periods are 30 minutes**

### Standard 3 and 4

The table below indicates the time that learners are exposed to each subject in school curriculum. At this level a lesson ranges from 30-40 minutes.

Subject	Time in hours per week
English	5 hours
Setswana	4 hours
Mathematics	4 hours
Creative and Performing Arts	3 hours 20 minutes
Cultural Studies	3 hours
Environmental Science	3 hours
Guidance and Counselling	30 minutes
Total	22 hours 50 minutes
Assembly	50 minutes
Break	2 hours 30 minutes
Grand Total	26 hours 10 minutes

**NB: Periods range between 30-40 minutes**

### UPPER PRIMARY

#### Standard 5-7

For standards 5-7, the contact period for learners is distributed as in the table below per. Creative and Performance Arts and English have the highest teaching time allocated to them.

Subject	Time in hours per week
English	4 hours
Setswana	3 hours
Mathematics	3 hours 30 minutes
Creative and Performing Arts	4 hours 30 minutes
Religious and Moral Education	1 hour 30 minutes
Social Studies	2 hours
Science	3 hours
Agriculture	2 hours 30 minutes
Guidance and Counselling	1 hour
Total	25 hours

**NB: Periods range between 30-40 minutes**



## JUNIOR SECONDARY

### Number of Periods per Subject per Week

The table below shows the number of periods per week allocated to each subject at the junior secondary level. On average each subject has 4 periods per week with English having the maximum number of periods per week.

	Number Of Periods Per Week
SUBJECT	40 × 40
Core Subjects	
Moral Education	2
English	5
Social Studies	4
Mathematics	4
Integrated Science	4
Design and Technology	4
Agriculture	4
Computer Awareness	2
Setswana	4
Vocational/CAPA Subjects	4
General Subjects	2
Guidance & Counselling	1
TOTAL	40

**NB: Periods range between 35-40 minutes**

## Zambia

### Primary Level

The table below shows the number of periods and teaching time allocated to various subjects at primary level in Zambia. Also included is the contact time that a learner is exposed to a subject.

Primary Level				
Grade	Subject	Number of lessons taught per week	Duration of each lesson	Contact time per week
1	English	5	30 Minutes	150 Minutes
	Mathematics,	5	30 Minutes	150 Minutes
	Integrated Science,	3	30 Minutes	90 Minutes
	Creative and Technology Studies,	3	30 Minutes	90 Minutes
	Social and Development Studies.	3	30 Minutes	90 Minutes
	Zambian Language	4	30 Minutes	120 Minutes
Grade	Subject	Number of lessons taught per week	Duration of each lesson	Contact time per week
2	English	5	30 Minutes	150 Minutes
	Mathematics,	5	30 Minutes	150 Minutes
	Integrated Science,	3	30 Minutes	90 Minutes
	Creative and Technology Studies,	3	30 Minutes	90 Minutes
	Social and Development Studies.	3	30 Minutes	90 Minutes
	Zambian Language	4	30 Minutes	120 Minutes
Grade	Subject	Number of lessons taught per week	Duration of each lesson	Contact time per week
3	English	5	30 Minutes	150 Minutes
	Mathematics,	5	30 Minutes	150 Minutes
	Integrated Science,	3	30 Minutes	90 Minutes
	Creative and Technology Studies,	3	30 Minutes	90 Minutes
	Social and Development Studies.	3	30 Minutes	90 Minutes
	Zambian Language	4	30 Minutes	120 Minutes
Grade	Subject	Number of lessons taught per week	Duration of each lesson	Contact time per week
4	English	5	30 Minutes	150 Minutes
	Mathematics,	5	30 Minutes	150 Minutes
	Integrated Science,	3	30 Minutes	90 Minutes

Primary Level				
	Creative and Technology Studies,	3	30 Minutes	90 Minutes
	Social and Development Studies.	3	30 Minutes	90 Minutes
	Zambian Language	4	30 Minutes	120 Minutes
Grade	Subject	Number of lessons taught per week	Duration of each lesson	Contact time per week
5	English	7	40 Minutes	280 Minutes
	Mathematics,	5	40 Minutes	200 Minutes
	Integrated Science,	4	40 Minutes	160 Minutes
	Creative and Technology Studies,	5	40 Minutes	200 Minutes
	Social and Development Studies.	5	40 Minutes	200 Minutes
	Zambian Language	5	40 Minutes	200 Minutes
Grade	Subject	Number of lessons taught per week	Duration of each lesson	Contact time per week
6	English	7	40 Minutes	280 Minutes
	Mathematics,	5	40 Minutes	200 Minutes
	Integrated Science,	4	40 Minutes	160 Minutes
	Creative and Technology Studies,	5	40 Minutes	200 Minutes
	Social and Development Studies.	5	40 Minutes	200 Minutes
	Zambian Language	5	40 Minutes	200 Minutes
Grade	Subject	Number of lessons taught per week	Duration of each lesson	Contact time per week
7	English	7	40 Minutes	280 Minutes
	Mathematics,	5	40 Minutes	200 Minutes
	Integrated Science,	4	40 Minutes	160 Minutes
	Creative and Technology Studies,	5	40 Minutes	200 Minutes
	Social and Development Studies.	5	40 Minutes	200 Minutes
	Zambian Language	5	40 Minutes	200 Minutes

The table below shows the number of periods and contact time allocated to various subjects at the junior level in Zambia. Also included is the contact time that a learner is exposed to a subject. Each lesson has a duration of 40 minutes.

**Junior Secondary Level Grades 8 to 9**

<b>Grade</b>	<b>Subject</b>	<b>Number of lessons taught per week</b>	<b>Duration of each lesson</b>	<b>Contact time per week</b>
<b>8</b>	Mathematics	7	40 Minutes	280 Minutes
	Environmental Science	4	40 Minutes	160 Minutes
	English	6	40 Minutes	240 Minutes
	History	4	40 Minutes	160 Minutes
	Civics	4	40 Minutes	160 Minutes
	Religious Education	4	40 Minutes	160 Minutes
	Geography	4	40 Minutes	160 Minutes
	Office Practice	4	40 Minutes	160 Minutes
	Technical Drawing	4	40 Minutes	160 Minutes
	Bookkeeping	4	40 Minutes	160 Minutes
	Home Economics	5	40 Minutes	200 Minutes
	Metal Work	4	40 Minutes	160 Minutes
	Woodwork	4	40 Minutes	160 Minutes
	Art	4	40 Minutes	160 Minutes
	French	4	40 Minutes	160 Minutes
Zambian Languages	4	40 Minutes	160 Minutes	
<b>Grade</b>	<b>Subject</b>	<b>Number of lessons taught per week</b>	<b>40 Minutes</b>	<b>Contact time per week</b>
<b>9</b>	Mathematics	7	40 Minutes	280 Minutes
	Environmental Science	4	40 Minutes	160 Minutes
	English	6	40 Minutes	240 Minutes
	History	4	40 Minutes	160 Minutes
	Civics	4	40 Minutes	160 Minutes
	Religious Education	4	40 Minutes	160 Minutes
	Geography	4	40 Minutes	160 Minutes
	Office Practice	4	40 Minutes	160 Minutes
	Technical Drawing	4	40 Minutes	160 Minutes
	Bookkeeping	4	40 Minutes	160 Minutes
	Home Economics	4	40 Minutes	160 Minutes
	Metal Work	4	40 Minutes	160 Minutes
	Woodwork	4	40 Minutes	160 Minutes
	Art	4	40 Minutes	160 Minutes

### Junior Secondary Level Grades 8 to 9

	French	4	40 Minutes	160 Minutes
	Zambian Languages	4	40 Minutes	160 Minutes

The table below reflects the number of periods and duration of lessons allocated to various subjects at junior level in Zambia. Also included is the contact time that a learner is exposed to per subject. Each lesson has a duration of 40 minutes, thus yielding a higher contact time for learners in all the subjects.

### Senior Secondary Level

Grade	Subject	Number of lessons taught per week	Duration of each lesson	Contact time per week
<b>10</b>	English,	7	40 Minutes	280 Minutes
	Mathematics,	7	40 Minutes	280 Minutes
	Biology,	5	40 Minutes	200 Minutes
	History,	3	40 Minutes	120 Minutes
	Civic Education,	3	40 Minutes	120 Minutes
	Geography,	5	40 Minutes	200 Minutes
	Additional Mathematics,	4	40 Minutes	160 Minutes
	Science,	3	40 Minutes	120 Minutes
	Pure Physics,	5	40 Minutes	200 Minutes
	Pure Chemistry,	5	40 Minutes	200 Minutes
	Geometrical and Mechanical Drawing,	5	40 Minutes	200 Minutes
	Metal Work,	5	40 Minutes	200 Minutes
	Wood Work,	5	40 Minutes	200 Minutes
	Art and Design,	4	40 Minutes	160 Minutes
	Home Management,	5	40 Minutes	200 Minutes
	Fashion and Fabric,	6	40 Minutes	240 Minutes
	Food and Nutrition,	6	40 Minutes	240 Minutes
	Principals of Accounts,	4	40 Minutes	160 Minutes
	Commerce,	4	40 Minutes	160 Minutes
	Religious Education (2044),	3	40 Minutes	120 Minutes
Religious Education(2046,	3	40 Minutes	120 Minutes	
Agricultural Science,	4	40 Minutes	160 Minutes	
Music	4	40 Minutes	160 Minutes	
Literature in English,	4	40 Minutes	160 Minutes	

Senior Secondary Level				
	Computer Science,	4	40 Minutes	160 Minutes
	Zambian Languages	5	40 Minutes	200 Minutes
	French	4	40 Minutes	160 Minutes
<b>11</b>	English,	7	40 Minutes	280 Minutes
	Mathematics,	7	40 Minutes	280 Minutes
	Biology,	5	40 Minutes	200 Minutes
	History,	3	40 Minutes	120 Minutes
	Civic Education,	3	40 Minutes	120 Minutes
	Geography,	5	40 Minutes	200 Minutes
	Additional Mathematics,	4	40 Minutes	160 Minutes
	Science,	3	40 Minutes	120 Minutes
	Pure Physics,	5	40 Minutes	200 Minutes
	Pure Chemistry,	5	40 Minutes	200 Minutes
	Geometrical and Mechanical Drawing,	5	40 Minutes	200 Minutes
	Metal Work,	5	40 Minutes	200 Minutes
	Wood Work,	5	40 Minutes	200 Minutes
	Art and Design,	4	40 Minutes	160 Minutes
	Home Management,	5	40 Minutes	200 Minutes
	Fashion and Fabric,	6	40 Minutes	240 Minutes
	Food and Nutrition,	6	40 Minutes	240 Minutes
	Principals of Accounts,	4	40 Minutes	160 Minutes
	Commerce,	4	40 Minutes	160 Minutes
	Religious Education (2044),	3	40 Minutes	120 Minutes
	Religious Education(2046,	3	40 Minutes	120 Minutes
	Agricultural Science,	4	40 Minutes	160 Minutes
	Music	4	40 Minutes	160 Minutes
	Literature in English,	4	40 Minutes	160 Minutes
Computer Science,	4	40 Minutes	160 Minutes	
Zambian Languages	5	40 Minutes	200 Minutes	
French	4	40 Minutes	160 Minutes	
<b>12</b>	English,	7	40 Minutes	280 Minutes
	Mathematics,	7	40 Minutes	280 Minutes

### Senior Secondary Level

Biology,	5	40 Minutes	200 Minutes
History,	3	40 Minutes	120 Minutes
Civic Education,	3	40 Minutes	120 Minutes
Geography,	5	40 Minutes	200 Minutes
Additional Mathematics,	4	40 Minutes	160 Minutes
Science,	3	40 Minutes	120 Minutes
Pure Physics,	5	40 Minutes	200 Minutes
Pure Chemistry,	5	40 Minutes	200 Minutes
Geometrical and Mechanical Drawing,	5	40 Minutes	200 Minutes
Metal Work,	5	40 Minutes	200 Minutes
Wood Work,	5	40 Minutes	200 Minutes
Art and Design,	4	40 Minutes	160 Minutes
Home Management,	5	40 Minutes	200 Minutes
Fashion and Fabric,	6	40 Minutes	240 Minutes
Food and Nutrition,	6	40 Minutes	240 Minutes
Principals of Accounts,	4	40 Minutes	160 Minutes
Commerce,	4	40 Minutes	160 Minutes
Religious Education (2044),	3	40 Minutes	120 Minutes
Religious Education(2046,	3	40 Minutes	120 Minutes
Agricultural Science,	4	40 Minutes	160 Minutes
Music	4	40 Minutes	160 Minutes
Literature in English,	4	40 Minutes	160 Minutes
Computer Science,	4	40 Minutes	160 Minutes
Zambian Languages	5	40 Minutes	200 Minutes
French	4	40 Minutes	160 Minutes

**Tanzania**  
**Primary Level**

Class	Subjects	Number of lessons taught per week	Duration of each lesson	Contact time per week
1	Kiswahili	6	30 minutes	3 hours
	English	7	30 minutes	3 hours and 30 minutes
	Hisabati	7	30 minutes	3 hours and 30 minutes
	Sayansi	2	30 minutes	1 hour
	Stadi za kazi	3	30 minutes	1 hour and 30 minutes
	Haiba na michezo	2	30 minutes	1 hour
	TEHAMA	1	30 minutes	30 minutes
	Dini	2	30 minutes	1 hour
2	Kiswahili	6	30 minutes	3 hours
	English	7	30 minutes	3 hours and 30 minutes
	Hisabati	7	30 minutes	3 hours and 30 minutes
	Sayansi	2	30 minutes	1 hour
	Stadi za kazi	3	30 minutes	1 hour and 30 minutes
	Haiba na michezo	2	30 minutes	1 hour
	TEHAMA	1	30 minutes	30 minutes
	Dini	2	30 minutes	1 hour
3	Kiswahili	7	40 minutes	4 hours and 40 minutes
	English	7	40 minutes	4 hours and 40 minutes
	Hisabati	7	40 minutes	4 hours and 40 minutes
	Sayansi	4	40 minutes	2 hours and 40 minutes
	Jografia	3	40 minutes	2 hours
	Historia	2	40 minutes	1 hour and 20 minutes
	Uraia	2	40 minutes	1 hour and 20 minutes
	Stadi za kazi	2	40 minutes	1 hour and 20 minutes
	Haiba na michezo	2	40 minutes	1 hour and 20 minutes
	TEHAMA	2	40 minutes	1 hour and 20 minutes
	Dini	2	40 minutes	1 hour and 20 minutes
4	Kiswahili	7	40 minutes	4 hours and 40 minutes



Class	Subjects	Number of lessons taught per week	Duration of each lesson	Contact time per week
	English	7	40 minutes	4 hours and 40 minutes
	Hisabati	7	40 minutes	4 hours and 40 minutes
	Sayansi	4	40 minutes	2 hours and 40 minutes
	Jografia	3	40 minutes	2 hours
	Historia	2	40 minutes	1 hour and 20 minutes
	Uraia	2	40 minutes	1 hour and 20 minutes
	Stadi za kazi	2	40 minutes	1 hour and 20 minutes
	Haiba na michezo	2	40 minutes	1 hour and 20 minutes
	TEHAMA	2	40 minutes	1 hour and 20 minutes
	Dini	2	40 minutes	1 hour and 20 minutes
<b>5</b>	Kiswahili	7	40 minutes	4 hours and 40 minutes
	English	7	40 minutes	4 hours and 40 minutes
	Hisabati	7	40 minutes	4 hours and 40 minutes
	Sayansi	4	40 minutes	2 hours and 40 minutes
	Jografia	3	40 minutes	2 hours
	Historia	2	40 minutes	1 hour and 20 minutes
	Uraia	2	40 minutes	1 hour and 20 minutes
	Stadi za kazi	2	40 minutes	1 hour and 20 minutes
	Haiba na michezo	2	40 minutes	1 hour and 20 minutes
	TEHAMA	2	40 minutes	1 hour and 20 minutes
Dini	2	40 minutes	1 hour and 20 minutes	
<b>6</b>	Kiswahili	7	40 minutes	4 hours and 40 minutes
	English	7	40 minutes	4 hours and 40 minutes
	Hisabati	7	40 minutes	4 hours and 40 minutes
	Sayansi	4	40 minutes	2 hours and 40 minutes
	Jografia	3	40 minutes	2 hours
	Historia	2	40 minutes	1 hour and 20 minutes
	Uraia	2	40 minutes	1 hour and 20 minutes
	Stadi za kazi	2	40 minutes	1 hour and 20 minutes
	Haiba na michezo	2	40 minutes	1 hour and 20 minutes

Class	Subjects	Number of lessons taught per week	Duration of each lesson	Contact time per week
7	TEHAMA	2	40 minutes	1 hour and 20 minutes
	Dini	2	40 minutes	1 hour and 20 minutes
	Kiswahili	7	40 minutes	4 hours and 40 minutes
	English	7	40 minutes	4 hours and 40 minutes
	Hisabati	7	40 minutes	4 hours and 40 minutes
	Sayansi	4	40 minutes	2 hours and 40 minutes
	Jografia	3	40 minutes	2 hours
	Historia	2	40 minutes	1 hour and 20 minutes
	Uraia	2	40 minutes	1 hour and 20 minutes
	Stadi za kazi	2	40 minutes	1 hour and 20 minutes
	Haiba na michezo	2	40 minutes	1 hour and 20 minutes
	TEHAMA	2	40 minutes	1 hour and 20 minutes
	Dini	2	40 minutes	1 hour and 20 minutes

### Secondary level

Form 1 - 2	Subjects	Number of lessons taught per week	Duration of each lesson	Contact time per week
	Basic Mathematics	6	40minutes	4hours
	Civics	2	40minutes	1 hour and 20 minutes
	Geography	3	40minutes	2 hours
	Kiswahili	3	40minutes	2 hours
	English	5	40minutes	3 hours and 20 minutes
	Biology	3	40minutes	2 hours
	History	2	40minutes	1 hour and 20 minutes
	French	2	40minutes	1 hour and 20 minutes
	Arabic	2	40minutes	1 hour and 20 minutes
	Bible Knowledge	2	40minutes	1 hour and 20 minutes
	Elimu ya dini ya Kiislamu	2	40minutes	1 hour and 20 minutes
	Physics	3	40minutes	2 hours

Form 1 - 2	Subjects	Number of lessons taught per week	Duration of each lesson	Contact time per week
	Chemistry	3	40minutes	2 hours
	Agricultural Science	2	40minutes	1 hour and 20 minutes
	Bookkeeping	2	40minutes	1 hour and 20 minutes
	Commerce	2	40minutes	1 hour and 20 minutes
	Fine Arts	2	40minutes	1 hour and 20 minutes
	Music	2	40minutes	1 hour and 20 minutes
	Physical Education	2	40minutes	1 hour and 20 minutes
	Literature in English	2	40minutes	1 hour and 20 minutes
	Engineering Science	3	40minutes	2 hours
	Computer Studies	2	40minutes	1 hour and 20 minutes
	Addition Mathematics	2	40minutes	1 hour and 20 minutes
	Food and Nutrition	2	40minutes	1 hour and 20 minutes
	Textile and dressmaking	2	40minutes	1 hour and 20 minutes
	Type writing	2	40minutes	1 hour and 20 minutes
	Building Construction	2	40minutes	1 hour and 20 minutes
	Architectural Draughting	2	40minutes	1 hour and 20 minutes
	Surveying	2	40minutes	1 hour and 20 minutes
	Carpentry And Joinery	2	40minutes	1 hour and 20 minutes
	Brickwork And Masonry	2	40minutes	1 hour and 20 minutes
	Painting And Sign Writing	2	40minutes	1 hour and 20 minutes

Form 1 - 2	Subjects	Number of lessons taught per week	Duration of each lesson	Contact time per week
	Plumbing	2	40minutes	1 hour and 20 minutes
	Electrical Engineering	2	40minutes	1 hour and 20 minutes
	Radio And TV Servicing	2	40minutes	1 hour and 20 minutes
	Electrical Draughting	2	40minutes	1 hour and 20 minutes
	Refrigerator And Air Condition	2	40minutes	1 hour and 20 minutes
	Workshop Technology	2	40minutes	1 hour and 20 minutes
	Motor Vehicle Mechanics	2	40minutes	1 hour and 20 minutes
	Welding And Metal Fabrication	2	40minutes	1 hour and 20 minutes
	Fitting And Turning	2	40minutes	1 hour and 20 minutes
	Auto Electrics	2	40minutes	1 hour and 20 minutes
	Mechanical Draughting	2	40minutes	1 hour and 20 minutes
	Foundry and Black smith	2	40minutes	1 hour and 20 minutes

Form 3 - 4	Subjects	Number of lessons taught per week	Duration of each lesson	Contact time per week
	Basic Mathematics	6	40minutes	4hours
	Civics	2	40minutes	
	Geography	3	40minutes	2 hours
	Kiswahili	3	40minutes	2 hours
	English	5	40minutes	
	Biology	3	40minutes	2 hours
	History	2	40minutes	1 hour and 20 minutes
	French	2	40minutes	1 hour and 20 minutes
	Arabic	2	40minutes	1 hour and 20 minutes
	Bible Knowledge	2	40minutes	1 hour and 20 minutes
	Elimu ya dini ya Kiislamu	2	40minutes	1 hour and 20 minutes
	Physics	4	40minutes	1 hour and 20 minutes
	Chemistry	3	40minutes	2 hours
	Agricultural Science	2	40minutes	1 hour and 20 minutes
	Bookkeeping	2	40minutes	1 hour and 20 minutes
	Commerce	2	40minutes	1 hour and 20 minutes
	Fine Arts	2	40minutes	1 hour and 20 minutes
	Music	2	40minutes	1 hour and 20 minutes
	Physical Education	2	40minutes	1 hour and 20 minutes
	Literature in English	2	40minutes	1 hour and 20 minutes
	Engineering Science	4	40minutes	2 hours and 40 minutes
	Computer Studies	2	40minutes	1 hour and 20 minutes
	Addition Mathematics	2	40minutes	1 hour and 20 minutes
	Food and Nutrition	2	40minutes	1 hour and 20 minutes
	Textile and dressmaking	2	40minutes	1 hour and 20 minutes
	Type writing	2	40minutes	1 hour and 20 minutes
	Building Construction	2	40minutes	1 hour and 20 minutes
	Architectural Draughting	2	40minutes	1 hour and 20 minutes
	Surveying	2	40minutes	1 hour and 20 minutes
	Carpentry And Joinery	2	40minutes	1 hour and 20 minutes

Form 3 - 4	Subjects	Number of lessons taught per week	Duration of each lesson	Contact time per week
	Brickwork And Masonry	2	40minutes	1 hour and 20 minutes
	Painting And Sign Writing	2	40minutes	1 hour and 20 minutes
	Plumbing	2	40minutes	1 hour and 20 minutes
	Electrical Engineering	2	40minutes	1 hour and 20 minutes
	Radio And TV Servicing	2	40minutes	1 hour and 20 minutes
	Electrical Draughting	2	40minutes	1 hour and 20 minutes
	Refrigerator And Air Condition	2	40minutes	1 hour and 20 minutes
	Workshop Technology	2	40minutes	1 hour and 20 minutes
	Motor Vehicle Mechanics	2	40minutes	1 hour and 20 minutes
	Welding And Metal Fabrication	2	40minutes	1 hour and 20 minutes
	Fitting And Turning	2	40minutes	1 hour and 20 minutes
	Auto Electrics	2	40minutes	1 hour and 20 minutes
	Mechanical Draughting	2	40minutes	1 hour and 20 minutes
	Foundry and Black smith	2	40minutes	1 hour and 20 minutes

Form 5 - 6	subjects	Number of lessons taught per week	Duration of each lesson	Contact time per week
	General Studies	4	40 minutes	2 hours and 40 minutes
	History	10	40 minutes	6 hours and 40 minutes
	Geography	10	40 minutes	6 hours and 40 minutes
	Kiswahili	10	40 minutes	6 hours and 40 minutes
	English Language	10	40 minutes	6 hours and 40 minutes
	French Language	10	40 minutes	6 hours and 40 minutes
	Arabic Language	10	40 minutes	6 hours and 40 minutes
	Physics	10	40 minutes	6 hours and 40 minutes
	Chemistry	10	40 minutes	6 hours and 40 minutes
	Biology	10	40 minutes	6 hours and 40 minutes
	Agriculture	10	40 minutes	6 hours and 40 minutes
	Advanced Mathematics	10	40 minutes	6 hours and 40 minutes
	Economics	10	40 minutes	6 hours and 40 minutes
	Commerce	10	40 minutes	6 hours and 40 minutes
	Accountancy	10	40 minutes	6 hours and 40 minutes
	Food and Nutrition	10	40 minutes	6 hours and 40 minutes
	Divinity	2	40 minutes	1 hour and 20 minutes
	Islamic Knowledge	2	40 minutes	1 hour and 20 minutes
	Computer Science	10	40 minutes	6 hours and 40 minutes
	Basic Applied Mathematics	4	40 minutes	2 hours and 40 minutes

### Swaziland

There is no policy guideline to direct teaching and learning in Swaziland. Each school comes up with its own teaching time per subject.

## South Africa

### Foundation Phase

Grade	Subject	Contact time per week (Hours)	Contact teaching time per week (Hours)
<b>Grade R</b>	Home Language	10	23
	Life Skills	6	
	Mathematics	7	
<b>Grade 1 – 2</b>	Home Language	8/7	23
	First Additional Language	2/3	
	Life Skills	6	
	Mathematics	7	
<b>Grade 3</b>	Home Language	8/7	25
	First Additional Language	3/4	
	Mathematics	7	
	Life Skills	7	

### Intermediate Phase

Grade	Subject	Contact time per week (Hours)	Contact time per week (Hours)
<b>Grade 4 – 6</b>	Home Language	6	27.5
	First Additional Language	5	
	Mathematics	6	
	Life Skills	3.5	
	Mathematics	3	
	Life Skills	4	

### Senior Phase

Grade	Subject	Contact time per week (Hours)	Contact time per week (Hours)
<b>Grade 7 – 9</b>	Home Language	5	27.5
	First Additional Language	4	
	Mathematics	4.5	
	Life Orientation	2	
	Natural Sciences	3	
	Social Sciences	3	
	Technology	2	
	Economic and Management Sciences	2	
	Arts and Culture	2	



## Further Education and Training Phase

Grade	Subject	Contact time per week (Hours)	Contact time per week (Hours)
Grade 10 – 12	Home Language	4.5	27.5
	First Additional Language	4.5	
	Mathematics	4.5	
	Life Orientation	2	
	A minimum of any three subjects selected from Group B	(3x4h) 12	

## Lesotho

The table shows time and number of periods allocated to various subjects at various grade levels in Lesotho. For junior level, a lesson has 30 minutes and for grades 4-7, a lesson has 40 minutes.

Grade	Subject	No. Of lessons taught per week	Duration of each lesson	Contact time per week
1-3	Literacy and numeracy	15 each	30 mins	7.5 hours
	Integrated Syllabus	40	30 mins	20 hours
4-7	Sesotho, Maths and English	6 each	40 mins	4 hours each
	Science and Social Studies	4 each	40 mins	2.6 hours each
	Agric, Health, Home Economics	3 each	40 mins	2 hours each

## Zimbabwe

- **Primary:** The official teaching time ranges between 30-35 minutes per lesson for all the subjects
- **Junior Secondary:** The contact time is 35-45 minutes per lesson for non-practical subjects and 1 hour for practical subjects.
- **Senior Secondary:** The teaching time is 70-90 minutes per lesson.

## Curriculum application

### Schooling Levels and Teaching

#### *School levels and Public examinations*

All countries administer local national examinations save for Lesotho which is still taking University of Cambridge examinations at the higher secondary level. Some private schools in Zimbabwe take both Cambridge examinations and ZIMSEC examinations.

COUNTRY	School Level	Public Examination
<b>Zimbabwe</b>	Primary Junior Secondary Senior Secondary Private secondary School	<ul style="list-style-type: none"> <li>• Grade 7 examinations</li> <li>• ZGCE Ordinary Level examinations</li> <li>• ZGCE Advanced level examinations</li> <li>• Cambridge examinations</li> </ul>
<b>Botswana</b>	Primary Junior Senior	Primary School leaving Examinations Junior Certificate examinations Botswana General certificate of Secondary Education
<b>South Africa</b>	Grade 12	National Senior Certificate Examination
<b>Swaziland</b>	Grade 7 Grade 10 Grade 12	Swaziland primary certificate Junior certificate Swaziland General Certificate of Education
<b>Zambia</b>	Grade 7 Grade 9 Grade 12	Grade 7 composite examination Junior secondary school leaving examination Joint school certificate and general certificate of education Ordinary level
<b>Lesotho</b>	Primary Lower secondary Higher secondary	Primary school leaving certificate Junior certificate examination Cambridge Overseas school certificate
<b>Malawi</b>	Grade 8 Form two Form four	Primary school leaving certificate of education Junior certificate of education Malawi school certificate of education

### Terms of Study per year

Almost all countries have a duration of three terms per year save for South Africa and Lesotho who have four terms.

COUNTRY	Terms of study per year
Zimbabwe	3 terms per year
Botswana	3 terms per year
South Africa	4 terms per year, 3 terms per year for some private schools
Swaziland	3 terms per year
Zambia	3 terms per year
Lesotho	4 terms per year
Malawi	3 terms per year
Tanzania	Two terms. 97 working days per term

## Minimum teacher qualification requirements per level of study

This table shows minimum teacher qualifications per level of study. A Diploma in Education seems to be the minimum qualification across the school system for all countries, although South Africa seems to have the least stringent requirements for teacher qualifications.

COUNTRY	School Level	Minimum Teacher Qualification
Zimbabwe	Primary Junior Secondary Senior Secondary	Diploma in Education Primary Diploma in Education secondary Degree in area of specialization and Diploma in Education
Botswana	Pre Primary Primary Junior Senior	Diploma in primary education Diploma in primary education Diploma in secondary education Degree in area of specialisation and a professional qualification
South Africa	Foundation Phase (Grade R) Foundation Phase Intermediate phase Senior phase FET phase	Matric + 2 years or Relative Education Qualification Value (REQV) 12 Matric + 3 years or REQV 13 Matric + 3 years or REQV 13 Matric + 3 years or REQV 13 Matric + 3 years or REQV 13
Swaziland	Primary Secondary Senior Secondary	Teacher certificate Secondary teacher certificate Bachelor degree
Zambia	Primary Junior Secondary Senior Secondary	Primary Teacher certificate Teacher' diploma Teacher diploma
Lesotho	Primary Lower secondary Higher secondary	Primary Teacher certificate Secondary teacher certificate Bachelor of education degree
Malawi	Primary Secondary	Malawi School certificate of education Diploma in education
Tanzania	Primary Ordinary secondary – Level Advanced secondary- Level	Grade A Teacher Certificate in Education Diploma in Secondary Education Bachelor of Education

## Teacher/Pupil Ratio by School Level

Teacher pupil ratio is relatively lower in Botswana (1:25-35) and higher in Malawi (1: 60) at primary school level. Zambia did not supply the information on this aspect.

COUNTRY	School Level	Teacher/pupil Ratio
Zimbabwe	Primary	1:40
	Junior Secondary	1:33
	Senior Secondary	1.20
Botswana	Pre Primary	1:25-35
	Primary	1:25-35
	Junior	1:25-35
	Senior	1:25-35
South Africa	Foundation Phase	1: 40
	Intermediate phase	1:40
	Senior phase	1:40
	FET phase	1:35
Swaziland	Primary	1:40
	Secondary	1:33
	Senior Secondary	1.33
Zambia	Primary	1:40
	Junior Secondary	1:35
	Senior Secondary	1:35
Lesotho	Primary	1:35
	Lower secondary	1:40
	Higher secondary	1:40
Malawi	Primary	1:60
	Secondary	1:40
Namibia	All levels	1:35
Tanzania	All levels	1:25

## Learning pathways

On learning pathways, most countries have the same or similar groupings of subjects, such as tech voc, sciences, commercials, arts and humanities. Lesotho has an added discipline on Creative while Malawi has Technology and Law.

COUNTRY	School Level	Learning Pathways
Zimbabwe	Junior Secondary Senior Secondary	Academic Tech Vocational Humanities and Arts Sciences Commercial
Botswana	Secondary	Sciences Humanities Vocational
South Africa	Foundation Phase Intermediate phase Senior phase FET phase	Academic/Special Educational Needs Academic/Special Educational Needs Academic/Special Educational Needs Academic/vocational/technical/Special Educational Needs
Swaziland	Secondary	Commercials Sciences Humanities Vocational
Zambia	Junior Secondary	Academic Career Pathway Vocational Career Pathways – (Home Economics & Hospitality, Agricultural, Technology, Performing & Creative arts, Physical Education and Sports)
	Senior Secondary	Academic Career Pathway – (Social Sciences, Natural Sciences, Business Studies) Vocational Career Pathways – (Home Economics & Hospitality, Agricultural, Technology, Performing & Creative Arts, Physical Education and Sports)
Lesotho	Primary	Creative and vocational Sciences
	Secondary	Arts Humanities Creative, technical and vocational
Malawi	Secondary	Sciences Arts and humanities Languages Social sciences Information Technology Law
Namibia	Junior secondary	Vocational/skills training Distance learning low-level entry to employment

COUNTRY	School Level	Learning Pathways
		self-employment
	Senior Secondary level	Tertiary Self-employment Studies Vocational/ Employment Skills Training
Tanzania	Ordinary secondary - Level Advanced secondary- Level	Arts, Business, Science and Technical subjects Arts , Business, Science and Technical subjects

### Extra-Curricular Activities

It is a prerequisite in Malawi, Zimbabwe and Swaziland to have provision for extracurricular activities before establishing a school. In other countries it is not. Zimbabwe and Swaziland allocate 2-3 hours on various extracurricular activities per week.

COUNTRY	Extra Curricula activities	Time allocation	Prerequisite for establishing a school
Zimbabwe	All outdoor games Arts, cultural and activities Clubs	2 -3hours	Yes
Botswana	Clubs and sports	1 hour	No
South Africa	Various sports codes, music, indoor and outdoor games	Outside of the schooling timetable	No
Swaziland	Music and sports	2-3 hours	yes
Zambia	All outdoor and indoor games	40-80 minutes a week	No
Lesotho	Sport, music and cultural activities	N/A	No
Malawi	All outdoor and indoor games	2 hours	yes
Namibia	Various outdoor and indoor sport games – 45 minutes within schooling time		
Tanzania	Morning assembles inspection, morning speeches, national anthem, sports and games clubs, debates, environmental cleanness and scouts	Outside of school hours	Yes

### Provision for Students with Special Needs

All countries reported that they have provision for special need candidates in terms of having special centres, examination instrument modification and support for trained special needs teachers.

COUNTRY	Provision	Education levels
Zimbabwe	Special national examinations Special centres Policy guidelines Provision of support of trained special teacher	All Level
Botswana	Assessment of specific areas of concern Provision of suitable teaching and learning requisites Provision of support of trained special teacher	All levels
South Africa	Guided by White Paper No 6 which is a policy on inclusive education	All levels of schooling
Swaziland	Infrastructure that is accommodative of students with special needs	All levels
Zambia	Special schools and units Inclusive education	Grade 12
Lesotho	Extra time Special equipment special marker Special invigilator Braille and large print Interpreter	Grade 7
Malawi	Special national examination Special centres Training programmes for specialist teachers	All school levels
Namibia	Special national examination Braille and large print Extra time Special schools	All school levels
Tanzania	Additional examinations time at the rate of 20 minutes for each hour for Mathematics and 10 minutes for other subjects if the disability they have affects their speed. Special examination papers are prepared according to their visual impairments (Braille for blind candidates and papers with large font size for low vision) Examinations items with diagrams or calculations are substituted with other examinations items to suite candidate's disability.	All school levels

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## **CONCLUSION**

The information presented in this section shows that there is some substantial variability in the curriculum of SADC countries in terms of:

- Curriculum development processes
- Key players in curriculum development
- Policy guidelines for curriculum development and review
- Curriculum implementation with respect to teaching time

Notable similarities between regional systems are as follows:

- All countries offer mathematics, some form of Technical and Vocational education, Commercials and Science subjects
- All countries have provisions for candidates with special needs.
- All countries have a national examination board.
- All countries have set teacher minimum qualifications at each school level.



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# Assessment Overview

## **OVERVIEW OF THE EDUCATIONAL ASSESSMENTS CONDUCTED IN THE SADC COUNTRIES.**

### **Introduction**

Conducting educational assessment in the SADC countries obviously varies according to the distinct ecological contexts within the nations. The ecological contexts include the geopolitical, economic and demographic factors that are different from country to country. Be that as it may as noted from the conceptual framework from a global and regional perspective, harmonization aims at facilitating for the smooth movement of teachers and student among regional entities like the SADC region.

The main research question that guided the study was; What are the differences and similarities in educational assessment in the SADC countries. A questionnaire was administered to members of staff working in assessment agencies in eight countries which included Botswana, Lesotho, Namibia, Malawi, Namibia, South Africa, Swaziland Zambia and Zimbabwe. The questionnaire was intended to collect data on the organizational structures, the processes and modes related to assessment in the SAAEA countries. The underlying factor determining the scope of the questionnaire was harmonization of educational assessment.

### **Demographic context of the SADC countries.**

In the SADC region educational assessment is conducted in countries with varying national population sizes. There are countries which are lowly populated which include Botswana, Lesotho, Namibia and Swaziland having population sizes ranging from 1- 1.2 million as indicated in Table 1. Due to larger land masses Botswana and Namibia have the lowest population density of 3.54 and 2.77 respectively whilst Swaziland and Lesotho, with smaller physical sizes, have higher population densities of 61.35 and 71.5 respectively (World Bank, 2012).

Malawi, Zambia and Zimbabwe have lower middle population sizes ranging from 12-16 million people as shown in Table 1. In 2010 Malawi with the smallest land mass in that group had a population density of 158 whilst Zambia and Zimbabwe were at 17.3 and 32.5 respectively (World Bank, 2012).

South Africa is the most highly populous with a population of 52 million. In 2010 South Africa had a population density of 41.7 according to the World Bank (2012).

**Table 1 Administration of educational assessment in the SADC Region**

Country	Population	Examinations Agency	Year Agency established	Manner of establishment	Governance	Govt Funding	Offices in Districts
<b>Botswana</b>	2 000 000 (2012)	Botswana Examinations Council	2007	Act of Parliament	Parastatal	Fully Funded	–
<b>Lesotho</b>	1,930,493 (2012)	Examinations Council of Lesotho	1960	As a government department	Parastatal	Partially Funded	–
<b>Malawi</b>	16,323,044 (July 2012 est)	Malawi National Examinations Board	1987	Act of parliament	Parastatal	Fully Funded	–
<b>Namibia</b>	2 100 100	Directorate of National Examinations and Assessment	1990	By an Act of Parliament	Government Department in the Ministry of Education	Fully Funded	13
<b>South Africa</b>	52 000 000	Department of Basic Education (DBE)	1994	As a government department	Government Department in the Ministry of Education	Fully Funded	9
<b>Swaziland</b>	1 000 000	Examinations Council of Swaziland	1968	By extension of government department	Government Department	Partially Funded	4
<b>Tanzania</b>	44,928,923	National Examinations Council of Tanzania (NECTA)	1973	By an Act of Parliament	Parastatal	Partially Funded	None
<b>Zambia</b>	14 800 000	Examinations Council of Zambia for school examinations and teacher education Technical Education, Vocational and Entrepreneurship Training Authority	1983	By an Act of Parliament	Parastatal	Partially Funded	-
			1998	By an Act of Parliament	Parastatal	Partially Funded	-
<b>Zimbabwe</b>	12 973 808	Zimbabwe School Examinations Council	1996	By an Act of Parliament	Parastatal	Partially Funded	9

In the SADC region educational assessments are conducted by agencies some of which are autonomous whilst others are still government departments as illustrated in Table 1. Notably in South Africa and in Namibia, government departments in the Ministry of education conduct examinations whilst parastatal organizations do so in the rest of the countries. The agencies in Lesotho and Swaziland have the longest history of operation having commenced operations in the 1960's. The Botswana Examinations Council is the most recently established as a parastatal since it was established in 2007. The agencies in Lesotho, Swaziland, Zambia and Zimbabwe are partially funded by government and they generate funds through examination fees, certification and other services. Only Namibia, South Africa and Zimbabwe seem to have decentralized their services with 13, 9 and 9 offices in the districts respectively. The other countries do not have any offices in the districts.

### **Efforts towards transformation in assessment in the SADC countries.**

A number of developments are occurring in assessment in the SADC countries as shown in Table 2. A common development among Lesotho, Namibia and Swaziland is the localization of general certificates which have been offered through Cambridge International Examinations. Botswana, Lesotho and Zambia are in the process of introducing national assessments although this is at different levels of implementation in the three countries. A criterion based grading based grading system was introduced in 2012 in Botswana. In South Africa the new Curriculum and Assessment Policy Statements have been developed to inform assessment practices in 2014 and replace the National Curriculum Statements.

On the technological front examination agencies in Botswana and Zambia are in the process of introducing web based integrated examinations processing systems. In Zimbabwe e-testing and e-making are being implemented whilst a functional website is being installed.

### **Policies guiding the conduct of examination in the SADC countries**

As indicated in Table 3 there are three forms of policy used to guide the conduct of assessment in the different countries in the region. First, there is the model where acts of parliament that were used to establish the examination agencies provide the main guidelines for assessment. This is the practice in Botswana, Zambia and Zimbabwe. The second form of policy is that which is imbedded in the Education Acts used in Swaziland and Namibia. The third type of policy is that which specifically and directly addresses the conduct of assessment like the Examination Assessment Guidelines and Curriculum and Assessment Policy Statements used in South Africa and the Curriculum and Assessment policy in used in Lesotho.

**Table 2: Current Developments in assessment in the SADC countries**

Country	New development
<b>Botswana</b>	Introduction of Criterion based grading based grading system Introduction of a web based examination processing system Introduction of National Assessment To expand mandate to include Technical Vocational training and Informal skills certification
<b>Lesotho</b>	Localisation of Ordinary Level curriculum and examinations and introduction of continuous assessment to replace the Primary School Leaving Examinations
<b>Namibia</b>	To fully localize all IGCSE and HIGCSE subjects
<b>Swaziland</b>	Localisation of the International General Certificate of Secondary Education to the Swaziland General Certificate of Secondary Education
<b>South Africa</b>	In 2014 the National Curriculum Statements (NCS) that currently inform the examination process will be replaced or updated by the Curriculum and Assessment Policy Statements (CAPS). Ongoing investigations into the use of Item Response Theory in examinations
<b>Tanzania</b>	Teacher Education examinations to be conducted by National Council for Technical Education (NACTE) Computer integrated system
<b>Zambia</b>	Plan to introduce web based examinations processing systems Grade 9 National Assessment Survey Early Grade Assessment System Comprehensive school based assessment system
<b>Zimbabwe</b>	Establishing a functional website e-marking e-testing Introducing new subjects for examination

**Table 3: Policies guiding the conduct examinations in the SADC countries**

Country	Policies
<b>Botswana</b>	Botswana Examinations Council Act of 2002
<b>Lesotho</b>	Curriculum and Assessment policy
<b>Namibia</b>	Education Act 16 of 2001
<b>Swaziland</b>	The Education Act of 1981
<b>South Africa</b>	Examination Assessment Guidelines Subject Assessment Guidelines National Curriculum Statements Curriculum and Assessment Policy Statements
<b>Zambia</b>	Act of Parliament Number 15 of 1983 and the Council became operational as a parastatal legal entity in January, 1987 Act of Parliament Number 13 of 1998 read together with TEVET (Amendment) Act No. 11 of 2005 for Vocational and Trade schools. Also guided by the Educational Policy and Circulars from Ministry responsible for Education
<b>Zimbabwe</b>	Guided by the ZIMSEC Act of 1996 Also guided by policy circulars from Ministry of Education

**Table 4: Quality Assurance of Examinations in SAAEA countries**

Country	Accrediting Bodies	Agencies providing quality assurance	National Qualification Frameworks
<b>Botswana</b>	Cambridge International Examinations (CIE)	Cambridge International Examinations (CIE)	Establishment of the Botswana Nationally qualifications framework
<b>Lesotho</b>	Cambridge International Examinations (CIE)	Cambridge International Examinations (CIE)	Council on Higher Education (CHE)
<b>Namibia</b>	Cambridge International Examinations CIE	Cambridge International Examinations CIE	Namibian Qualification Authority (NQA)
<b>South Africa</b>	Umalusi	Umalusi	South African Qualifications Authority (SAQA)
<b>Swaziland</b>	University of Cambridge International Examinations	Cambridge International Examinations (CIE)	-
<b>Tanzania</b>	National Examinations Council of Tanzania (NECTA)	National Examinations Council of Tanzania (NECTA) For Primary and Secondary Education National Council for Technical Education (NACTE) for technical education Tanzania Commission for Universities (TCU) for University education.	Ministry of Education and Vocational Training
<b>Zambia</b>	Examinations Council of Zambia (ECZ)  Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)	Examinations Council of Zambia (ECZ) For Primary and Secondary Education Technical Education, Vocational and Entrepreneurship Training Authority for Vocational and trade Examinations.	The Zambia National qualifications Authority act was enacted in 2011 this would be the body that will accredit ECZ and TEVETA

## Quality assurance of examinations

First, as shown in Table 4 there is a common pattern among the SAAEA countries whereby Cambridge International Examinations accredits and quality assures the examinations conducted by the countries. This includes countries like Botswana, Lesotho, Namibia and Swaziland. South Africa is a unique case whereby the quality assurance and accreditation is conducted by the local agency Umalusi. Then there is a pattern whereby the examination agencies do not have accreditation and quality assurance bodies. This occurs in Zambia and Zimbabwe.

Zimbabwe and Swaziland are the only two countries that do not have national qualification authorities. For Botswana the establishment of the national qualification authority is at implementation phase.

**Table 5: International Assessments conducted in the SAAEA states**

Country	International Assessments	International Examinations
<b>Botswana</b>	The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)  Trends in International Mathematics and Science Study (TIMSS)  Progress in International Reading Literacy Study (PIRLS)	1. University of London, UK 2. Cambridge International Examinations (CIE) 3. Educational Testing Services, USA Local Aptitude Tests Acer-Australian Council For Education Research Other Examinations
<b>Lesotho</b>	LCP Advanced Certificate in Primary (ACP) MANCOSA	Cambridge Ordinary Level Examinations International General Certificate in Secondary Education (IGCSE) London General Certificate of Education City of Guilds
<b>Malawi</b>	SACMEQ	
<b>Namibia</b>	SACMEQ	IGCSE HIGCSE only in a few subjects
<b>South Africa</b>	1. Progress in International Reading, Literacy Study (PIRLS) 2. Trends in Mathematics and Science Study (TIMSS) 3. Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)	1. Cambridge International General Certificate of Education (IGCSE) 2. Cambridge Ordinary Level (“O” Level) 3. Cambridge International AS and A Level 4. International Baccalaureate
<b>Swaziland</b>	SACMEQ	1. International General Certificate of Secondary Education 2. National Senior Certificate 3. International Baccalaureate 4. Cambridge A Levels



Country	International Assessments	International Examinations
<b>Tanzania</b>	N/A	University of London International Programmes. Association of Certified International Investment Analysis (ACIISA) Associated Board of the Royal Schools of Music (ABRSM) Institute of Chartered Secretaries and Administrators(ICSA) International Advanced level(IAL)
<b>Zambia</b>	SACMEQ MLA in 1995 Programme for International Student Assessment in 2014	– IGCSE – Diploma course by London university – Cambridge international examinations – EDexcel
<b>Zimbabwe</b>	SAQMEC Zimbabwe Early Learning Assessment (ZELA)- Australian Council for Education Research (ACER) –	<i>IGCSE</i> <i>GCE</i>

### International assessments and examinations conducted in the SAAEA countries

As illustrated in Table 5 the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) is the most common learning achievement assessment conducted in the SADC having been administered in all the countries except Lesotho. Trends in Mathematics and Science Study (TIMMS) and the progress in Literacy (PIRLS) have been conducted in Botswana and South Africa. The Programme for International Student Assessment (PISA) in 2014 will be conducted in Zambia.

Most of the countries conduct the ordinary level and advanced level examinations for international agencies like the Cambridge International Examinations and University of London. The common certificates for the examinations are the International General Certificate of Secondary Education and the General Certificate in Education. Lesotho and South Africa offer examinations for the International Baccalaureate.

### National examinations and assessments conducted by the SAAEA countries

There are mainly three models of examination systems based on the levels of educational transition and educational structure existing in the countries as indicated in Table 6:

- The first discernible model of examinations is one where national examinations are conducted and certificates offered at primary, junior secondary and senior secondary levels of education. That model is peculiar to Botswana, Lesotho, Malawi, Swaziland and Zambia. The model exists in a three tier education system which includes the junior secondary level i.e. 7-3-2 or (8-2-2 –Malawi) school structure which the countries follow.
- Educational transition in Zimbabwe is based on a 7-4-2 system and offers certificates at the primary, four year secondary and two year advanced level.

- In the third model there are no examination administered at the primary level. This model exists in Namibia and South Africa who have a similar education transitional structure. The only difference between the two countries is that in Namibia standardized tests are administered at Grade 5 and 7 and a junior certificate examination is conducted at Grade 10. After the Grade 12 examination agencies in the two countries continue to conduct examinations in the vocational training sector which is not the case in the rest of the SADC countries.

**Table 6: National Examinations and Assessments conducted by SAAEA countries.**

Country	Level	Entry requirement	Examination/Assessment
<b>Botswana</b>	Standard 7	6-7 years of age	Primary School Leaving Examination Certificate (PSLE)
	Form 3	Completed 7 years of primary education PSLE	Junior Certificate
	Form 5	Junior certificate	Botswana General Certificate in Secondary Education
<b>Lesotho</b>	Primary	N/A	Primary School Leaving Examination (PSLE)
	Junior Secondary	PSLE	Junior Certificate (JC)
	Senior Secondary	JC	Cambridge Overseas School Certificate (COSC)
	Teacher Training	COSC	DIPLOMA IN Education (Primary)
<b>Malawi</b>	Standard 8		
<b>Namibia</b>	Grade 5	Grade 4	Standardised Achievement Tests (SAT)
	Grade 7	Grade 6	Standardised Achievement Tests (SAT)
	Grade 10	Grade 9	Junior Secondary Certificate
	Grade 12	Grade 10	Namibia Senior Secondary Certificate
	Vocational training	Some grade 10 and some grade 12	Several certificates and diplomas
	Teacher training	Grade 12	Bachelor of Education
<b>South Africa</b>	Grade 12	Pass 6 subjects-comprising a home Language at 40%, 40%, LOLT at 30%, Mathematical Literacy or Mathematics, Life Orientation are compulsory	National Senior Certificate
	National	ENTRY- NC (V) Level 2&3 REQUIREMENT-Offer 7	National Certificate (Vocational)

Country	Level	Entry requirement	Examination/Assessment
	Certificate (Vocational) NC(V) Level 4 (Equivalent to a Grade 12 NSC qualification)	and Pass 7, FAL/HL @40%, Mathematics/Mathematical Lit. @30%, LO @40% & 4 Vocational subjects @50%	NC(V) Level 4
	General Education and Training Certificate (GETC) NQF Level 1	An official learning area statement at Adult Basic Education and Training (ABET) level 3	General Education and Training Certificate (GETC)
<b>Swaziland</b>	Primary	Grade 7	Swaziland Primary Certificate (SPC)
	Secondary	Grade 10	Junior Certificate (JC)
	High School	Grade 12	Swaziland General Certificate of Secondary Education (SGCSE); Pre-Vocational Education Certificate
<b>Tanzania</b>	Primary	Attend classes for 7 years consecutively on a registered school.	Primary School Leaving Examinations Certificate (PSLE)
	Ordinary secondary - Level	Attend classes for 4 years consecutively on a registered school. Have Continuous assessment Have done National Form two Exam Have passed Qualifying Test or sat for the Certificate of Secondary Education Examinations (CSEE) previously for private candidates	Certificate of Secondary Education Examinations (CSEE)
	Advanced secondary- Level	Attend classes for 2 years consecutively on a registered school. Have Continuous assessment Have credits passes i.e. A or B or C in at least three (3) subjects from CSEE.	Advanced Certificate of Secondary Education Examination (ACSEE)
<b>Zambia</b>	Ordinary secondary - Level	Grade 7	Grade 7 Certificate
	Advanced secondary- Level	Grade 9	Junior Secondary School Leaving Certificate (JSJSSL)
	Senior Secondary school	Grade 12	School certificate or General Certificate of Education
<b>Zimbabwe</b>	Grade 7	7 years primary education	Grade 7 Certificate
	O-level	4 yrs secondary education	O-level Certificate
	A level	6 yrs secondary education	A-level Certificate

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## **Level of assessment and description of grade symbols**

The levels at which assessment is conducted is relatively similar in the SADC countries. Generally these assessments are conducted at the end of primary schooling, junior secondary schooling and upper secondary schooling. The grade and their descriptions are also similar, that is, a grade A is described as very good achievement grade B as good etc. Meritorious achievement is some achievement above grade A. It is assumed here that ungraded means the same across countries, that is, where a candidate either did not write all the components or all subjects therefore could not be graded, or the achievement was too low than the lowest grade offered. Most systems do have some set cut-scores for different grades. In Botswana, at some level these cut scores are preprinted at the back of the certificate. It is clear that SADC assessment systems still rely heavily of classical test theory as evidenced by the use of such cut scores. The performance is ‘Normed’ from some previous cohort. Could it be time to set some competencies to be attained for the award of a particular grade? Assessment systems across the world to have such competencies and benchmarks describing the quality of performance to be awarded a grade, e.g., the USA, Australia etc.

## Botswana

Title of Certificate awarded	Grade symbols and descriptors								
	A*	A	B	C	D	E	F	G	U
<b>PSLE</b>	Merit	Very good	Good	Fair	Pass	Fail			Ungraded
<b>JSC</b>	Merit	Very good	Good	Fair	Pass	Fail			Ungraded
<b>BGCSE</b>	Excellent	Very good	Good	Fair	Pass	Fail	Poor	Very Poor	Ungraded

## Namibia

Title of Certificate awarded	Grade symbols and descriptors								
<b>JSC</b>		A-Very good	B-Good	C-Fair	D-Pass	E-Fail	F-Poor	G-Very Poor	U-Ungraded
<b>NSSCO</b>	A* - Excellent	A-Very good	B-Good	C -Fair	D-Pass	E-Fail	F-Poor	G-Very Poor	U-Ungraded
<b>NSSCH</b>	1-Excellent	2-Very good	3-Good	4-Fair	U-Ungraded				

## South Africa

Title of Certificate awarded	Grade symbols and descriptors						
<b>National Senior Certificate</b>	Level 7: 80 - 100% (Outstanding achievement)	Level 6: 70 - 79% (Meritorious achievement)	Level 5: 60 - 69% (Substantial achievement)	Level 4: 50 - 59% (Moderate achievement)	Level 3: 40 - 49% (Adequate achievement)	Level 2: 30 - 39% (Elementary achievement)	Level 1: 0 - 29% (Not achieved - Fail)
<b>National Certificate Vocational</b>	Level 7: 80 - 100% (Outstanding achievement)	Level 6: 70 - 79% (Meritorious achievement)	Level 5: 60 - 69% (Substantial achievement)	Level 4: 50 - 59% (Moderate achievement)	Level 3: 40 - 49% (Adequate achievement)	Level 2: 30 - 39% (Elementary achievement)	Level 1: 0 - 29% (Not achieved - Fail)

## Swaziland

Swaziland Certificate awarded	Grade symbol and descriptors								
	A*	A	B	C	D	E	F	G	U
<b>SPC</b>		Very good	Good	Fair	Pass	Poor	Fail		
<b>JC</b>		Very good	Good	Fair	Average	Pass	Fail	Fail	
<b>SGCSE</b>	Excellent	Very good	Good	Fair	Average	Pass	Poor	Very Poor	Ungraded
<b>Pre-Voc</b>	A(1) Excellent	A(2) Very Good	B(3) Good	B(4) Good	C(5) Average	C(6) Average	D Pass	E Pass	U Fail

## Tanzania

Title of Certificate awarded	Grade symbols and descriptors							
<b>Primary School Leaving Examinations (PSLE)</b>	A Excellent	B Very good	C Good	D Pass	E Fail			
<b>Certificate of Secondary Education Examination (CSEE)</b>	A Excellent	B <sup>+</sup> Very good	B Good	C Average	D Satisfactory	E Unsatisfactory	F Fail	
<b>Advanced Certificate of Secondary Education Examination (ACSEE)</b>	A Excellent	B <sup>+</sup> Very good	B Good	C Average	D Satisfactory	E Unsatisfactory	F Fail	
<b>Teachers' Education Examinations</b>	A Excellent	B Very good	C Good	D Pass	F Fail			

## Zambia

Title of Certificate awarded		Grade symbols and descriptors						
<b>Junior Secondary School Leaving Certificate (JSSLC)</b>	75% and above 1	60 to 74% 2	50 to 59% 3	40 to 49% 4				
<b>School Certificate / General Certificate Of Education</b>	1 to 2 Distinction	3 to 4 Merit	5 to 6 Credit	7 to 8 Satisfactory	9 Unsatisfactory (Fail)			
<b>Grade 7 Certificate</b>	1-Very good	2-Good	3-Average	4-Below average				
<b>Primary School Teachers' Certificate</b>	A+, A Distinction	B+, B Merit	C+ Clear Pass	C Bare Pass	D+ Bare Fail	D Fail	E Worthless	
<b>Certificate/Craft Certificate/Advanced Cert./Diploma (Technology)</b>	80 – 100% Distinction	70 – 79% Merit	60 – 69% Credit	50 – 59% Pass	0 - 49% Fail			

## Zimbabwe

Title of Certificate awarded		Grade symbols and descriptors							
<b>Grade 7</b>	1 Pass	2 Pass	3 Pass	4 Pass	5 Pass	6 Pass	7 Fail	8 Fail	9 Fail
<b>O-level</b>	A-Very good	B-Pass Standard	C-Pass Credit	D-Below Pass	E-Below Pass	U-Fail Ungraded			
<b>A-level</b>	A-Pass	B-Pass	C-Pass	D-Pass	E-Pass	O-Ordinary Level	F-Fail		

## Accommodation of Special Needs candidates

Accommodation of special need candidates is seriously taken up by all assessment system in the SADC states. The use of readers, writes, brailing and enlargement of print is common across the systems. This is not surprising as these are common methods to cater for such students. The issue may be, are these students exposed to these methods at the examination time or such methods are applied at the school level? This is usually the problem assessment system encounter with candidates being exposed to such methods for the first time in the examination room.

### Botswana

National Examination/Assessment	Special needs			
<b>PSLE/JSC/BGCSE</b>	Learning Disabilities	Physical Disabilities	Hearing Impairment	Visual Impairment
<b>PSLE/JSC/BGCSE</b>	Dyslexia-paper modification to suit the candidate 25% extra time allocated	Use of writers OR readers	Sign language examination	Brail OR big print

### Lesotho

#### Provisions/Accommodations for Special Needs

National Examination/Assessment	Special needs			
	Learning Disabilities	Physical Disabilities	Hearing Impairment	Visual Impairment
<b>PSLE</b>	Special marker Extra time	Extra time Special equipment	Special invigilator Extra time	Brailled question paper &100% extra time Large print & 25% extra time
<b>JC</b>	Special marker Extra time	Extra time Special equipment	Special invigilator Extra time Interpreter	Brailled question paper &100% extra time Large print & 25% extra time
<b>COSC</b>	Special marker Extra time	Extra time Special equipment	Special invigilator Extra time Interpreter	Brailled question paper &100% extra time Large print & 25% extra time



## Namibia

National Examination/Assessment	Special needs			
	Learning Disabilities	Physical Disabilities	Hearing Impairment	Visual Impairment
<b>JSC</b>	They apply for special consideration which might include extra time.	Depends on facilities at schools	Sign language examination	Papers are either printed in big print or brail.
<b>NSSCO</b>	They apply for special consideration which might include extra time.	Depends on facilities at schools	Sign language examination	Papers are either printed in big print or brail.

## Swaziland

National Examination/Assessment	Special needs			
	Learning Disabilities	Physical Disabilities	Hearing Impairment	Visual Impairment
<b>SPC</b>	Modifications specific to each learning ability	School in collaboration with ECOS makes special arrangement with candidate	Modifications on exam are made as per request	Modifications on exam are made as per request
<b>JC</b>	Modifications specific to each learning ability	School in collaboration with ECOS makes special arrangement with candidate	Modifications on exam are made as per request	Modifications on exam are made as per request
<b>SGCSE</b>	Modifications specific to each learning ability	School in collaboration with ECOS makes special arrangement with candidate	Modifications on exam are made as per request	Modifications on exam are made as per request

## Tanzania

National Examination/Assessment	Special needs			
	Learning Disabilities	Physical Disabilities	Hearing Impairment	Visual Impairment
<b>Primary School Leaving Examinations (PSLE)</b>		Additional examinations time at the rate of 20 minutes for each hour for Mathematics and 10 minutes for other subjects.		Special examination papers are prepared according to their visual impairments (Braille for blind candidates and papers with large font size for low vision)
<b>Certificate of Secondary Education Examination</b>	NA		NA	
(CSEE)				Examinations items with diagrams or calculations are substituted with other examinations items to suite candidate's disability.
Advanced Certificate of Secondary Education Examination (ACSEE)				Additional examinations time at the rate of 20 minutes for each hour for Mathematics and 10 minutes for other subjects
Teachers' Education Examinations				

## Zambia

National Examination/Assessment-	Learning Disabilities	Physical Disabilities	Hearing Impairment	Visual Impairment
<b>Grade 7 Composite Examination</b>	25% extra time allocated Extra time can be given up to 100% where necessary  Scribe and readers allowed where necessary	25% extra time allocated extra time can be given up to 100% where necessary  Scribes and readers allowed when necessary  Special room allocation	25% extra time allocated Extra time can be given up to 100% where necessary Invigilators allowed to explain instructions in sign language but not to give explanation of what questions demand of students to do. Special room allocation	25% extra time allocated Extra time can be given up to 100% where necessary Scribes and readers are allowed when necessary Braille translation of question papers provided with necessary modifications Enlarged print question papers are provided for candidates with low vision Transcription allowed into ink print at the end of every exam paper
<b>Junior Secondary School Leaving Examination</b>	25% Extra Time Allocated Extra Time Can Be Given Up To 100% Where Necessary  Scribe And Readers Allowed When Necessary	25% Extra Time Allocated Extra Time Can Be Given Up To 100% Where Necessary  Scribes And Readers Allowed When Necessary  Special room allocation	25% Extra Time Allocated Extra Time Can Be Given Up To 100% Where Necessary Invigilators Allowed To Explain Instructions In Sign Language But Not To Give Explanation Of What Questions Demand Of Students To Do Special room allocation	25% Extra Time Allocated Extra Time Can Be Given Up To 100% Where Necessary Scribes And Readers Are Allowed When Necessary Braille Translation Of Question Papers Provided With Necessary Modifications Enlarged Print Question Papers Provided For Candidates With Low Vision Transcription Allowed Into Ink Print At The End Of Every Exam Paper
<b>School Certificate And General Certificate Examinations</b>	25 % extra time allocated extra time can be given up to 100% where necessary  scribe and readers allowed when necessary Special room allocation	25% extra time allocated extra time can be given up to 100% where necessary  scribes and readers allowed when necessary  Special room allocation	25% extra time allocated extra time can be given up to 100% where necessary invigilators allowed to explain instructions in sign language but not to give explanation of what questions demand of students to do	25% extra time allocated extra time can be given up to 100% where necessary scribes and readers are allowed when necessary Braille translation of question papers provided with necessary modifications enlarged print question papers provided for candidates with low vision transcription allowed into ink print at the end of every exam paper

## Zimbabwe

National Examination/Assessment	Special needs			
	Learning Disabilities	Physical Disabilities	Hearing Impairment	Visual Impairment
<b>Grade 7</b>	N/A	Amanuansis Additional time	Makers are teachers of deaf 2.Sign language interpretation Additional time	Enlarged print Braille Paper modification Extra time Amanuansis reader
<b>O-level/ A-Level</b>	N/A	Amanuansis Additional time	Sign language interpretation Additional time	Enlarged print Braille Paper modification Extra time Amanuansis reader

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## Assessment modes

Practical subjects by nature are assessed through some form of a practical of continuous assessment. All the systems are using such methods of assessment even though there are a few variations in some places. At the primary level there is hardly any practical work expected from candidates, but most of the assessment is objective in the form of multiple choice. This is because at this stage pupils are assumed to be lacking in reading skills therefore this is expected would hinder achievement. This could be true as research has indicated that there is a strong correlation between reading and literacy skills and performance in other subjects, e.g., mathematics and science (TIMSS/PIRLS studies 2011)

## Botswana

Examination Assessment	Subjects	Core or Elective	Mode of Assessment										
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project	Other Specify			
<b>PSLE</b>	Setswana & English	Core	NA	✓	✓								
	Mathematics, Science, Social Studies, Religious & Moral Education	Core	NA	✓									
	Agriculture	Core	NA		✓								
<b>JSC</b>			<b>Oral</b>	<b>Multiple choice</b>	<b>Short open ended items</b>	<b>Extended writing (Essay)</b>	<b>Continuous Assessment</b>	<b>Practical Examination</b>	<b>Moderated project</b>	<b>Other Specify</b>			
	Setswana & English	Core	NA	✓	✓	✓							
	Mathematics, Integrated Science	Core	NA	✓	✓								
	Agriculture, Design and Technology,	Elective	NA	✓	✓		✓						
	Commerce & Accounting, Commerce & Office Procedures	Elective	NA		✓	✓	✓						
	Art & Design,	Elective	NA	NA	✓		✓	✓					
	Religious & Moral Education, Social Studies,	Elective	NA	NA	✓	✓							
	Home Economics	Elective	NA	NA		✓	✓	✓	✓				
	Music,	Elective	NA	NA		✓	✓	✓	✓				
	Physical Education,	Elective	NA	NA		✓	✓	✓					

Examination Assessment	Subjects	Core or Elective	Mode of Assessment										
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project	Other Specify			
	French	Elective	NA	NA	✓	✓							
			NA	NA									
			NA	NA									
	Accounting & Book keeping,			NA									
			<b>Oral</b>	<b>Multiple choice</b>	<b>Short open ended items</b>	<b>Extended writing (Essay)</b>	<b>Continuous Assessment</b>	<b>Practical Examination</b>	<b>Moderated project</b>	<b>Other Specify</b>			
<b>BGCSE</b>	English, Setswana	core	NA	NA	✓	✓							
	Mathematics	core	NA	NA	✓	✓							
	Biology, Physics, Chemistry,	Elective	NA	NA	✓	✓		✓					
	Science: Double & Single Awards, Accounting	Elective	NA	✓	✓								
	Geography, History, Additional Maths, Religious & Moral Education, Social Studies, Sociology, Statistics, French	Elective	NA	NA	✓	✓							
	Human & Social Biology,	Elective	NA	✓	✓								
	Home Management, Fashion & Fabrics	Elective	NA	NA	✓		✓		✓				
	Food & Nutrition,	Elective	NA	NA	✓		✓	✓	✓				

Examination Assessment	Subjects	Core or Elective	Mode of Assessment										
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project	Other Specify			
	Computer Studies	Elective	NA	NA	✓		✓		✓				
	Agriculture	Elective	NA	✓	✓								
	Art & Design	Elective	NA	NA					✓		✓		
	Business studies, Development Studies	Elective	NA	NA	✓			✓					
	Commerce	Elective	NA	✓	✓								
	Music		NA	NA	✓			✓		✓			
	Physical Education	NA	NA		✓			✓			✓		



## Lesotho

Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment						
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project
<b>Primary Leaving Certificate</b>	Portuguese	Core	✓	✓	✓	✓	NA	NA	NA
<b>PSLE</b>	English, Sesotho, Maths, Science, Social Studies	Core		✓		✓	NA	NA	
<b>JC</b>	English, Sesotho, Maths, Science,	Core		✓	✓	✓	NA		
	Dev. Studies, Geography, History, Agric, Religion, Home Economics, Basic Handicrafts, Computer Science, Business Education	Elective		✓	✓	✓	✓	✓✓	✓
	English, Sesotho, Maths, Science,	Core		✓	✓	✓	NA		
	Dev. Studies, Geography, History, Agric, Religion, Home Economics, Basic Handicrafts, Computer Science, Business Education	Elective		✓	✓	✓	✓	✓	✓

**Malawi**

Subjects	Component(s)	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Comments
		Multiple choice	Short open ended items	Extended writing	Continuous Assessment	Practical Examination					
e.g. English Language	1. Reading	✓									
	2. Listening Skills		✓								
	3			✓							
English	Language	✓	✓	✓							
	Literature	✓	✓	✓							
Chichewa	Language	✓	✓	✓							
	Literature	✓	✓	✓							
Mathematics			✓	✓							
Agriculture			✓	✓		✓					
Bible Knowledge		✓	✓	✓							
Biology			✓	✓		✓					
Business Studies			✓	✓		✓					
Geography			✓	✓		✓					
History		✓	✓	✓		✓					
Life Skills		✓	✓	✓		✓					
Physical Science			✓	✓		✓					
Social & Development Studies		✓	✓	✓							

## Namibia

Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment										
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project	Other Specify			
Primary Leaving Certificate	Portuguese	Core	√	√	√	√	NA	NA	NA	NA	NA	NA	NA
SATs	Mathematics	Core	NA	√	NA	NA	NA	NA	NA	NA	NA	NA	NA
SATs	Natural Science and Health Education	Core	NA	√	NA	NA	NA	NA	NA	NA	NA	NA	NA
SATs	English	Core	NA	√	NA	NA	NA	NA	NA	NA	NA	NA	NA
JSC	English	Core	NA	NA	√	√	√	√	NA	NA	NA	NA	NA
	Mathematics	Core	NA	NA	√	NA	√	√	NA	NA	NA	NA	NA
	Physical Science	Core	NA	√	√	NA	√	√	NA	NA	NA	NA	NA
	Life Science	Core	NA	√	√	NA	√	√	NA	NA	NA	NA	NA
	Geography	Core	NA	NA	√	NA	√	√	NA	NA	NA	NA	NA
	History	Core	NA	√	√	NA	√	√	NA	NA	NA	NA	NA
	Accounting	Elective	NA	NA	√	NA	√	√	NA	NA	NA	NA	NA
	Entrepreneurship	Elective	NA	NA	√	NA	√	√	NA	NA	NA	NA	NA
	Design and Technology	Elective	NA	NA	√	NA	√	√	NA	NA	NA	NA	NA
	Computer Studies	Elective	NA	NA	√	NA	√	√	NA	NA	NA	NA	NA
	Home Economics	Elective	NA	NA	√	NA	√	√	NA	NA	NA	NA	NA
	Needlework and Clothing	Elective	NA	NA	√	NA	√	√	NA	NA	NA	NA	NA
	Keyboard and Word	Elective	NA	NA	√	NA	√	√	NA	NA	NA	NA	NA

Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment										
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project	Other Specify			
	Processing												
	Agriculture	Elective	NA	NA	✓	NA	✓	NA	NA	NA	NA	NA	NA
	Visual Art	Elective	NA	NA	✓	NA	✓	NA	NA	NA	NA	NA	NA
	Integrated Performing Art	Elective	NA	NA	✓	NA	✓	NA	NA	NA	NA	NA	NA
	9 African languages	Elective	NA	NA	✓	NA	✓	NA	NA	NA	NA	NA	NA
<b>NSSC</b>	English	core	✓	NA	✓	✓	NA	NA	NA	NA	✓	NA	NA
	Mathematics	core	NA		✓	NA	NA	NA	NA	NA	NA	Structured items	Structured items
	Biology	NA	NA	✓	✓	NA	NA	NA	✓ at higher level	NA	NA	Structured items	Structured items
	Physical Science	NA	NA	✓	✓	NA	NA	NA	✓ at higher level	NA	NA	Structured items	Structured items
	Geography	NA	NA	✓	NA	NA	NA	NA	NA	NA	NA	Structured items	Structured items
	History	NA	NA	✓	NA	NA	NA	NA	NA	NA	NA	Structured items	Structured items
	Accounting	NA	NA	✓	NA	NA	NA	NA	NA	NA	NA	Structured items	Structured items
	Economics	NA	NA	✓	NA	NA	NA	NA	NA	NA	NA	Structured items	Structured items
	Design and Technology	NA	NA	✓	NA	NA	NA	NA	NA	NA	✓	Structured items	Structured items

Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment									
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project	Other Specify		
	Computer Studies	NA	NA	NA	✓	NA	NA	NA	NA	✓		Structured items
	Home Economics	NA	NA	NA	✓	NA	NA	NA	NA	✓		Structured items
	Needlework and Clothing	NA	NA	NA	✓	NA	NA	NA	NA	✓		Structured items
	Agriculture	NA	NA	NA	✓	✓	NA	NA	NA	NA	NA	Structured items
	Development Studies	NA	NA	NA	✓	NA	NA	NA	NA	NA	NA	Structured items
	9 African languages	✓	NA	NA	✓	✓	NA	NA	NA	✓	NA	

## Swaziland

Subjects	Component(s)	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Comments
e.g. English Language	1. Reading	✓									
	2. Listening Skills		✓								
	3				✓						
<b>Level: Swaziland Primary Certificate</b>											
English Language	Paper 1				✓						
	Paper 2			✓							
Mathematics	P1	✓		✓							
	P2			✓							
Science	P1	✓									
	P2			✓							
SiSwati	Paper 1				✓						
	Paper 2			✓							
<b>Level : Junior Certificate</b>											
English Language	Paper 1			✓							
	Paper 2				✓						
	Paper 3			✓							
	Paper 4										Oral examination
English Literature	Paper 1				✓						

Subjects	Component(s)	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Comments
		Multiple choice	Short ended items	Extended writing	Continuous Assessment	Practical Examination	Moderated project				
	Paper 2			✓							
Mathematics	P1		✓								
	P2		✓								
Integrated Science	P1	✓									
	P2		✓								
SiSwati	Paper 1			✓							
	Paper 2		✓								
	Paper 3		✓								
<b>Level: General Certificate of Secondary Education</b>											
English Language	Paper 1		✓								
	Paper 2			✓							
	Paper 3		✓								
	Paper 4										Oral examination
Mathematics	Paper 1		✓								
	Paper 2		✓								
	Paper 3		✓								
Physical Science	Paper 1		✓								
	Paper 2		✓								
	Paper 3		✓								
	Paper 4									✓	
	Paper 5		✓								
SiSwati	Paper 1			✓							

Subjects	Component(s)	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Assessment Type	Comments
		Multiple choice	Short ended items	Extended writing	Continuous Assessment	Practical Examination	Moderated project				
	Paper 2		✓	✓							
	Paper 3		✓	✓							

### Tanzania

Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment									
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project	Other Specify		
Primary School Leaving Examinations (PSLE)	Hisabati /Mathematics	Core	NA	✓	NA	NA	NA	NA	NA	NA	NA	
	Sayansi/Science	Core	NA	✓	NA	NA	NA	NA	NA	NA	NA	
	Kiswahili	Core	NA	✓	NA	NA	NA	NA	NA	NA	NA	
	English	Core	NA	✓	NA	NA	NA	NA	NA	NA	NA	
	Maarifa/Social Studies	Core	NA	✓	NA	NA	NA	NA	NA	NA	NA	
	Basic Mathematics	Core	NA		✓	✓	✓	✓	✓	NA	✓	
Certificate of Secondary Education Examination (CSEE)	Civics	Core	NA	✓	✓	✓	✓	✓	NA	✓	✓	
	Geography	Core	NA	✓	✓	✓	✓	✓	NA	✓	✓	
	Kiswahili	Core	NA	✓	✓	✓	✓	✓	NA	✓	✓	
	English	Core	NA	✓	✓	✓	✓	✓	NA	✓	✓	
	Biology	Core	NA	✓	✓	✓	✓	✓	✓	✓	✓	
	History	Core	NA	✓	✓	✓	✓	✓	NA	✓	✓	
	French	Elective	NA	✓	✓	✓	✓	✓	NA	✓	✓	
	Arabic	Elective	NA	NA	✓	✓	✓	✓	NA	✓	✓	



Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment									
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project	Other Specify		
	Bible Knowledge	Elective	NA	NA	✓			NA	NA	✓		
	Elimu ya dini ya Kiislamu	Elective	NA	✓	✓			NA	NA	✓		
	Physics	Elective	NA	✓	✓			✓		✓		
	Chemistry	Elective	NA	✓	✓			✓		✓		
	Agricultural Science	Elective	NA	✓	✓			✓	NA	✓		
	Bookkeeping	Elective	NA	✓	✓			✓	NA	✓		
	Commerce	Elective	NA	✓	✓			✓	NA	✓		
	Fine Arts	Elective	NA	✓	✓			✓		✓		
	Music	Elective	NA	✓	✓			✓		✓		
	Physical Education	Elective	NA	✓	✓			✓	NA	✓		
	Literature in English	Elective	NA	✓	✓			✓	NA	✓		
	Engineering Science	Elective	NA	✓	✓			✓		✓		
	Computer Studies	Elective	NA	✓	✓			✓		✓		
	Addition Mathematics	Elective	NA	✓	✓			✓	NA	✓		
	Food and Nutrition	Elective	NA	✓	✓			✓		✓		
	Textile and dressmaking	Elective	NA	✓	✓			✓		✓		
	Type writing	Elective	NA	✓	✓			✓		✓		
	Building Construction	Elective	NA	✓	✓			✓	NA	✓		
	Architectural Draughting	Elective	NA	✓	✓			✓	NA	✓		
	SURVEYING	Elective	NA	✓	✓			✓	NA	✓		

Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment									
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project	Other Specify		
	Carpentry And Joinery	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Brickwork And Masonry	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Painting And Sign Writing	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Plumbing	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Electrical Engineering	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Radio And TV Servicing	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Electrical Draughting	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Refrigerator And Air Condition	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Workshop Technology	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Motor Vehicle Mechanics	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Welding And Metal Fabrication	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Fitting And Turning	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Auto Electrics	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Mechanical Draughting	Elective	NA	✓	✓	✓	✓	✓	NA	✓		
	Foundry and Black smith	Elective	NA									

Zambia

Examinations	Subjects	State whether core or elective	Mode of Assessment						practical exam	moderated project	other specify
			oral	multiple choice	short open ended items	extended writing(essay)	CA				
<b>Grade 7 Composite</b>	Cinyanja	elective	NA	yes	NA	NA	NA	NA	NA		
	Icibemba	elective	NA	yes	NA	NA	NA	NA	NA		
	Chitonga	elective	NA	yes	NA	NA	NA	NA	NA		
	Silozi	elective	NA	yes	NA	NA	NA	NA	NA		
	Lunda	elective	NA	yes	NA	NA	NA	NA	NA		
	Luvale	elective	NA	yes	NA	NA	NA	NA	NA		
	Kiikaonde	elective	NA	yes	NA	NA	NA	NA	NA		
	Icibemba	elective	NA	no	yes	yes	NA	NA	NA		
	Cinyanja	elective	NA	no	yes	yes	NA	NA	NA		
	Chitonga	elective	NA	no	yes	yes	NA	NA	NA		
	Silozi	elective	NA	no	yes	yes	NA	NA	NA		
	<b>JSSLE</b>	French	elective	yes	yes	yes	yes	NA	yes	yes	
French		elective	yes	yes	yes	yes	NA	yes	yes		
Lunda		elective	NA	yes	yes	yes	NA	NA	NA		
Luvale		elective	NA	yes	yes	yes	NA	NA	NA		
Kiikaonde		elective	NA	yes	yes	yes	NA	NA	NA		
Icibemba		elective	NA	no	yes	yes	NA	NA	NA		
Chitonga		elective	NA	NA	NA	NA	NA	NA	NA		
Silozi		elective	NA	NA	NA	NA	NA	NA	NA		
Cinyanja		elective	NA	NA	NA	NA	NA	NA	NA		
<b>G12 &amp; GCE</b>		French	elective	yes	yes	yes	yes	NA	yes	yes	
		French	elective	yes	yes	yes	yes	NA	yes	yes	
		Lunda	elective	NA	yes	yes	yes	NA	NA	NA	
	Luvale	elective	NA	yes	yes	yes	NA	NA	NA		
	Kiikaonde	elective	NA	yes	yes	yes	NA	NA	NA		
	Icibemba	elective	NA	no	yes	yes	NA	NA	NA		
	Chitonga	elective	NA	NA	NA	NA	NA	NA	NA		
	Silozi	elective	NA	NA	NA	NA	NA	NA	NA		
	Cinyanja	elective	NA	NA	NA	NA	NA	NA	NA		

Examinations	Subjects	State whether core or elective	oral	multiple choice	short open ended items	extended writing (essay)	CA	practical exam	moderated project	other specify
<b>Grade 7 Composite</b>	Mathematics	Core	NA	√	NA	NA	NA	NA	NA	NA
<b>JSSLE</b>	Mathematics P1	Core	NA	√	√	NA	NA	NA	NA	NA
	Mathematics P2	Core	NA	NA	√	√	NA	NA	NA	NA
	Mathematics p1	Core	NA	NA	√	√	NA	NA	NA	NA
<b>G12 &amp; GCE</b>	Mathematics p2	Core	NA	NA	NA	√	NA	NA	NA	NA
	Additional Maths P1	Elective	NA	NA	NA	√	NA	NA	NA	NA
	Additional Maths P2	Elective	NA	NA	NA	√	NA	NA	NA	NA
	Computer studies p1	Elective	NA	NA	√	NA	NA	NA	NA	NA
	computer studies p2	Elective	NA	NA	NA	√	NA	NA	√	
<b>Grade 7 Composite</b>	English Language	Core		Yes	NA	NA	NA	NA	NA	NA
<b>JSSLE</b>	English Language	Core		Yes	Yes	Yes	NA	NA	NA	NA
<b>G12 &amp; GCE</b>	English Language	Core		Yes	Yes	Yes	NA	NA	NA	NA
	Literature in English	Elective				Yes	NA	NA	NA	NA

Examinations	Subjects	State whether core or elective	oral	multiple choice	short open ended items	extended writing(essay)	CA	practical exam	moderated project	other specify
<b>JSSLE</b>	Environmental Science-502/1	core	NA	√	NA	NA	NA	NA	NA	
	Environmental Science-502/2	core	NA	NA	√	NA	NA	NA	NA	
	Physics-5054/1	elective	NA	√	NA	NA	NA	NA	NA	
	Physics-5054/2	elective	NA	NA	√	√	NA	NA	NA	
	Physics-5054/3	elective	NA	NA	√	NA	NA	√	NA	
	Chemistry-5070/1	elective	NA	√	NA	NA	NA	NA	NA	
	Chemistry-5070/2	elective	NA	NA	√	√	NA	NA	NA	
	Chemistry-5070/3	elective	NA	NA	√	NA	NA	√	NA	
	Science-5124/1	elective	NA	√	NA	NA	NA	NA	NA	
	Science-5124/2	elective	NA	NA	√	√	NA	NA	NA	
Science-5124/3	elective	NA	NA	√	√	NA	NA	NA		
<b>JSSLE</b>	Home Economics	Elective	N/A	N/A	Yes	No	N/A	Yes	Yes	NIL
<b>G12 &amp; GCE</b>	Fashion & Fabrics P1	Elective	N/A	N/A	Yes	No	N/A	Yes	Yes	NIL
	Food & nutrition P1	Elective	N/A	N/A	Yes	No	N/A	Yes	No	NIL
	Home Management P1	Elective	N/A	N/A	Yes	No	N/A	Yes	No	NIL

Examinations	Subjects	State whether core or elective	oral	multiple choice	short open ended items	extended writing(essay)	CA	practical exam	moderated project	other specify
<b>Grade Composite</b>	7									
	Integrated Science	core	NA	yes	NA	NA	NA	NA	NA	
	Agricultural Science	core	NA	yes	yes	NA	NA	NA	yes	
	Agricultural Science	elective	NA	NA	yes	NA	NA	yes	yes	
<b>G12 &amp; GCE</b>	Biology	core	NA	yes	yes	yes	NA	yes	NA	
<b>Grade Composite</b>	7									
	Creative and technology studies	Core	N/A	Yes	N/A	N/A	N/A	N/A	N/A	
	Art & Design	Elective	N/A	N/A	Yes	N/A	N/A	Yes	N/A	
	Metal Work	Elective	N/A	Yes	Yes	N/A	N/A	Yes	N/A	
	Technical Drawing	Elective	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Wood Work	Elective	N/A	Yes	Yes	Yes	N/A	Yes	N/A	
<b>G12 &amp; GCE</b>	Art & Design	Elective	N/A	N/A	Yes	N/A	N/A	Yes	N/A	
	Metal Work	Elective	N/A	N/A	Yes	N/A	N/A	Yes	N/A	
	Geometrical & Mech. Drawing	Elective	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Wood Work	Elective	N/A	Yes	Yes	Yes	N/A	Yes	N/A	
<b>JSSLE</b>	Bookkeeping	Elective	NA	YES,	Yes	NA	NA	NA	NA	NA
	Office Practice	Elective	NA	YES,	Yes	NA	NA	NA	NA	NA
	Commerce	Elective	NA	YES,	NA	Yes	NA	NA	NA	NA
	Principles Of Accts 1	Elective	NA	YES,	NA	NA	NA	NA	NA	NA
	Principles Of Accts 2	Elective	NA	NA	YES	NA	NA	NA	NA	NA

Examinations	Subjects	State whether core or elective	oral	multiple choice	short open ended items	extended writing(essay)	CA	practical exam	moderated project	other specify
<b>Teacher Education</b>	ZATEC									
	Education Studies	core	NA	yes	yes	yes	yes	NA	NA	NA
	Literacy And Language Ed	core	NA	yes	yes	yes	yes	NA	NA	NA
	Mathematics Education	core	NA	yes	yes	yes	yes	NA	NA	NA
	Expressive Arts	core	NA	yes	yes	yes	yes	yes	NA	NA
	Social, Spiritual & Moral Ed	core	NA	yes	yes	yes	yes	NA	NA	NA
	Technology Studies	core	NA	yes	yes	yes	yes	yes	NA	NA
	Science Education	core	NA	yes	yes	yes	yes	yes	NA	NA
	Pre - School Education								NA	NA
	Pre-Mathematics	core	NA	yes	yes	yes	yes	NA	NA	NA
	Organisation Management	core	NA	yes	yes	yes	yes	NA	NA	NA
	Language Development	core	NA	yes	yes	yes	yes	NA	NA	NA
	Health, Nutrition First Aid	core	NA	yes	yes	yes	yes	NA	NA	NA
	Production Of Visual Aid	core	NA	yes	yes	yes	yes	yes	NA	NA
	Art And Design	core	NA	yes	yes	yes	yes	yes	NA	NA
	Child Psychology	core	NA	yes	yes	yes	yes	NA	NA	NA

Zimbabwe

Part C: ASSESSMENT MODES

Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment							
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderate project	Other Specify
<b>Grade 7</b>	English	Core	✓	✓	✓	✓	N/A	N/A	N/A	N/A
	Maths	Core	✓	✓	✓	N/A	N/A	N/A	N/A	N/A
	Shona/Ndebele/Tonga/Nambiya/Venda/Shangani	Elective	✓	✓	✓	✓	N/A	N/A	N/A	N/A
	General Paper	Core	✓	✓	✓	N/A	N/A	N/A	N/A	N/A
<b>O-level</b>	English Language	Core	N/A	✓	✓	✓	N/A	N/A	N/A	N/A
	Maths	Core	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A
	Geography	Elective	✓	✓	✓	✓	N/A	N/A	N/A	N/A
	Sociology	Elective	N/A	✓	✓	✓	N/A	N/A	N/A	N/A
	Economics	Elective	✓	✓	✓	✓	N/A	N/A	N/A	N/A
	Physics	Elective	✓	✓	✓	✓	N/A	N/A	N/A	N/A
	Chemistry	Elective	✓	✓	✓	✓	N/A	N/A	N/A	N/A
	Biology	Elective	✓	✓	✓	✓	N/A	N/A	N/A	N/A
	Computer Studies	elective	✓	✓	✓	✓	✓	✓	N/A	N/A
	Principles of Accounts	Elective	✓	✓	✓	✓	N/A	N/A	N/A	N/A
	Additional Mathematics	Elective	N/A	✓	✓	✓	N/A	N/A	N/A	N/A
	Agriculture	Elective	✓	✓	✓	✓	✓	✓	✓	N/A
	Art	Elective	✓	N/A	✓	✓	✓	✓	✓	N/A



Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment											
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderate project	Other Specify				
	Building Studies	Elective		N/A	✓	✓	✓	✓		✓		✓		N/A
	Business Studies	Elective		N/A	✓	✓	✓	✓		✓		✓		N/A
	Commerce	Elective		✓	✓	✓	✓	N/A		N/A		N/A		N/A
	Commercial Studies	Elective		N/A	✓	✓	✓	N/A		✓		N/A		N/A
	Fashion & Fabrics	Elective		N/A	✓	✓	✓	✓		✓		✓		N/A
	Food & Nutrition	Elective		N/A	✓	✓	✓	✓		✓		✓		N/A
	French	Elective		N/A	✓	✓	✓	N/A		✓		N/A		N/A
	History	Core		N/A	✓	✓	✓	N/A		N/A		N/A		N/A
	Home Management	Elective		N/A	✓	✓	✓	✓		✓		✓		N/A
	Human & Social Biology	Elective		✓	✓	✓	✓	N/A		N/A		N/A		N/A
	Integrated Science	Elective		✓	✓	✓	✓	N/A		N/A		N/A		N/A
	Law	Elective		N/A	✓	✓	✓	N/A		N/A		N/A		N/A
	Literature In English	Elective		N/A	✓	✓	✓	N/A		N/A		N/A		N/A
	Metalwork	Elective		N/A	✓	✓	✓	✓		✓		✓		N/A
	Music	Elective		✓	✓	✓	✓	✓		✓		✓		N/A
	Ndebele	Elective		N/A	✓	✓	✓	N/A		N/A		N/A		N/A
	Physical Science	Elective		✓	✓	✓	✓	N/A		✓		N/A		N/A
	Religious Studies	Elective		N/A	✓	✓	✓	N/A		N/A		N/A		N/A
	Statistics	Elective		N/A	✓	✓	✓	N/A		N/A		N/A		N/A
	Technical Graphics	Elective		N/A	✓	✓	✓	✓		✓		✓		N/A

Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment											
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderate project	Other Specify				
A Level	Shona	Elective	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Lit in English	Elective	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Divinity	Elective	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	History	Elective	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Geography	Elective	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Sociology	Elective	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Economics	Elective	N/A	✓	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Maths	Elective	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Additional Maths	Elective	N/A	N/A	✓	✓	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Physics	Elective	N/A	✓	✓	✓	N/A	✓	N/A	✓	N/A	N/A	N/A	N/A
	Chemistry	Elective	N/A	✓	✓	✓	N/A	✓	N/A	✓	N/A	N/A	N/A	N/A
	Biology	Elective	N/A	✓	✓	✓	N/A	✓	N/A	✓	N/A	N/A	N/A	N/A
	Agriculture	Elective	N/A	✓	✓	✓	N/A	✓	N/A	✓	N/A	N/A	N/A	N/A
	Art	Elective	N/A	N/A	✓	✓	✓	✓	✓	✓	✓	✓	N/A	N/A
	Textile, Clothing and Design	Elective	N/A	N/A	N/A	✓	✓	✓	✓	N/A	✓	✓	N/A	N/A
French	Elective	N/A	N/A	✓	✓	N/A	✓	N/A	N/A	N/A	N/A	N/A	N/A	
Business Studies	Elective	N/A	N/A	✓	✓	N/A	✓	N/A	N/A	N/A	N/A	N/A	N/A	

Examination Assessment	Subjects	State whether Core or Elective	Mode of Assessment									
			Oral	Multiple choice	Short open ended items	Extended writing (Essay)	Continuous Assessment	Practical Examination	Moderated project	Other Specify		
	Accounting	Elective	N/A	√	√	√	N/A	N/A	N/A	N/A	N/A	N/A
	Computing	Elective	N/A	N/A	√	√	N/A	N/A	√	√	N/A	N/A
	Food Science	Elective	N/A	√	√	√	N/A	N/A	√	√	N/A	N/A
	Mechanical and Design	Elective	N/A	√	√	√	N/A	N/A	√	√	N/A	N/A