



BOTSWANA  
EXAMINATIONS  
COUNCIL

BOTSWANA GENERAL CERTIFICATE  
OF SECONDARY EDUCATION

# ASSESSMENT SYLLABUS

**SOCIAL STUDIES**

**CODE 0585**



**Effective for examination from 2021**

0585  
CODE

## **Changes to the syllabus effective from 2021**

According to the rebranded Social Studies Assessment Syllabus to be used in 2021, there are only two Assessment Objectives, Knowledge and Understanding and Application, Analysis and Problem Solving. The Syllabus has been updated by numbering the objectives but there are no changes in the content of the syllabus. There is detailed information on the relationship between the assessment objectives and the components indicating the weight for each assessment objective in each component.

The Assessment Grid now shows the raw marks and the weighting of each skill area by component as well as the total for each skill area in the overall assessment.

The duration for Component 2 has been adjusted from 2 hours 15 minutes to 2 hours 30 minutes.

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# I. INTRODUCTION

As part of the Senior Secondary Education Programme, this Social Studies Assessment Syllabus is designed to assess candidates who have completed a two-year course based on the Senior Secondary Social Studies Teaching Syllabus.

This syllabus aims to assess positive achievement at all levels of ability and candidates will be assessed in ways that encourage them to show what they know, understand and can do.

The candidates will sit 3 papers, details of which are given in Section 4.

Differentiation will be achieved by task and outcome, with candidates sitting the same papers based on common content.

Candidates will be graded on a scale of A\* - G.

As a guide to what might be expected of a candidate's performance, grade descriptions are given in Section 5.

This syllabus should be used in conjunction with:

- (a) the Senior Secondary Social Studies Teaching Syllabus;
- (b) the specimen question papers and marking schemes.

## **Progression**

The BGCSE is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications.

## 2. SCHEME OF ASSESSMENT

### 2.1. SCHEME OF ASSESSMENT

Candidates will be assessed on components 1, 2 and 3.

#### Paper 1

**Written** **1 hour 30 minutes** **50 marks**

The paper is divided into two sections and all questions are compulsory.

**Section A** will consist of data response questions based on social issues. Candidates will be required to interpret and analyse data. (20 marks)

**Section B** will consist of three structured questions which will require candidates to explain socio-political, economic and environmental concepts. Questions may follow a stimulus. (30 marks)

#### Paper 2

**Written** **2 hours 30 minutes** **100 marks**

The paper has **five** essay questions which will be structured and each worth 20 marks. All questions are compulsory.

#### Paper 3

**Written** **1 hour** **50 marks**

This paper will have **two** compulsory questions based on research techniques.

The paper is intended for private candidates who cannot do coursework. It will also be used by school candidates whilst necessary preparations for Coursework are being made.

### 2.2 Availability

This syllabus is available to school candidates and private candidates.

### **3. SYLLABUS AIMS AND ASSESSMENT OBJECTIVES**

#### **3.1 Aims**

Candidates who have followed this syllabus should have:

1. developed desirable attitudes and behavioural patterns in interacting with the environment in a manner that is protective, preserving and nurturing;
2. acquired the knowledge, skills and attitudes that will create in them the spirit of tolerance, respect for others and willingness to accept change;
3. acquired knowledge, understanding and appreciation for different cultures and problems arising from cultural change;
4. acquired knowledge, attitude and practices that will enable them to appreciate and respect equality of humankind irrespective of colour, race, ethnic group, gender, class or creed;
5. acquired knowledge and ability to interact with and learn about their community, the government of their country and the world around them;
6. developed study skills required for life long learning;
7. developed their own special interests, talents and skills whether these be dexterity, physical strength, intellectual ability and or artistic gifts;
8. developed an appreciation of people in special difficult circumstances such as: destitute, orphans, disabled, etc;
9. acquired an understanding of emerging issues such as HIV/AIDS, Global warming, globalisation, and gender relations;
10. developed attitudes, values and skills necessary for participation in the socio-economic development of a society;
11. acquired a foundation for life long education through the development of moral and social values, cultural identity and self esteem, good citizenship and desirable work ethics;
12. acquired knowledge, attitudes and practices that will ensure good family and health practices including awareness and management of epidemics and natural disasters;
13. acquired values and attitudes in order to understand execution of rights and responsibilities as good citizens of Botswana and the world;
14. developed skills such as problem solving, critical thinking, communication, inquiring, team work/interpersonal, to help them to be productive and adaptive to survive in a changing environment;
15. developed an understanding and appreciation of information technology and its influence in the day-to-day activities.

### **3.2 Assessment Objectives**

There are two main Assessment Objectives

- 1. Knowledge and Understanding**
- 2. Application, Analysis and Problem Solving**

For assessment purposes, the objectives have been broken down into smaller units.

#### **1. Knowledge and Understanding**

Candidates should be able to:

- 1.1 define and describe Social Studies concepts;
- 1.2 identify a wide range of elements of the physical and social environment and their interrelationships;
- 1.3 explain ways that contribute to the development of physical, social, political and cultural environment.

#### **2. Application, Analysis and Problem Solving**

Candidates should be able to:

- 2.1 demonstrate an understanding of attitudes and values of people towards environment, cultural diversity and nationhood;
- 2.2 interpret data including maps, charts, cartoons and pictures;
- 2.3 use basic qualitative techniques in research;
- 2.4 infer future trends and consequences related to socio, cultural, political, economic and environmental interactions;
- 2.5 initiate and participate actively in environmental, political and social-economic projects defending the principles of sustainable development.
- 2.6 examine the growth of human communities and its impact on the physical, socio-economic and cultural environment;
- 2.7 analyse the environmental, cultural, political and socio-economic changes which occur with time.
- 2.8 evaluate the role of stakeholders on socio-economic and political developments nationally and in the global village;
- 2.9 assess and evaluate socio-economic, political, cultural and environmental problems and make sound conclusions and recommendations.

### 3.3. Relationship between Assessment Objectives and Components

The approximate weightings allocated to each assessment objective are summarised below:

Assessment Objectives	Marks for Skill Areas and Weightings in Paper						Total Weighting
	Paper 1	Skill Weighting	Paper 2	Skill Weighting	Paper 3	Skill Weighting	
Knowledge & Understanding	40	80%	60	60%	20	40%	60%
Application, Analysis And Problem Solving	10	20%	40	40%	30	60%	40%
<b>Total Marks</b>	<b>50</b>	<b>100%</b>	<b>100</b>	<b>100%</b>	<b>50</b>	<b>100%</b>	
<b>Weighting of the paper</b>	<b>30%</b>		<b>50%</b>		<b>20%</b>		<b>100%</b>



## 4. CONTENT

The content is organised in six modules:

1. Social Studies and Research Methods
2. Environment and Humanity
3. Kagisanyo in Botswana
4. Citizenship and International Relations
5. Culture
6. Education and Economic Development in Botswana

Each section has one or more sub-sections. The sub-sections are presented in three columns:

### **(a) Topics**

A topic refers to the main subject, which candidates should have studied.

### **(b) General Objectives**

General Objectives are derived from the topics and are the general knowledge, understanding and demonstration of skills on which candidates may be assessed.

### **(c) Specific Objectives**

Specific Objectives are detailed aspects of the General Objectives. They indicate which aspects of the topic are likely to be assessed.

## MODULE 1: SOCIAL STUDIES AND RESEARCH METHODS

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<b>1.1 Nature and scope of Social Studies</b>	1.1.1 Understand and appreciate the nature and scope of Social Studies.	1.1.1.1 define Social Studies; 1.1.1.2 explain the nature of Social Studies; 1.1.1.3 explain the importance of Social Studies in Botswana; 1.1.1.4 evaluate the significance of Social Studies in Botswana
<b>1.2 Research Methods</b>	1.2.1 Understand and apply research methods .	1.2.1.1 identify different research methods as quantitative and qualitative; 1.2.1.2 explain quantitative and qualitative research methods; 1.2.1.3 assess the strengths and or weaknesses of different research methods; 1.2.1.4 explain different ways of collecting data; 1.2.1.5 explain different ways of presenting data; 1.2.1.6 design research instruments; 1.2.1.7 collect and analyse data; 1.2.1.8 present research findings including a written report.

## MODULE 2: ENVIRONMENT AND HUMANITY

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<b>2.1 Environmental Concepts and Concerns</b>	2.1.1 Demonstrate an increased awareness of environmental issues and actively participate in environmental conservation.	2.1.1.1 define environment, land degradation, environmental impact assessment, sustainability; 2.1.1.2 identify different types of environment in Botswana; 2.1.1.3 explain the importance of different types of environment to human life; 2.1.1.4 investigate the impact of human beings on the environment e.g. land degradation, pollution, poaching, etc; 2.1.1.5 explain the importance of Environmental Impact Assessment (EIA); 2.1.1.6 describe different ways in which the environment can be sustained, for example: eco tourism, afforestation, game farming, etc; 2.1.1.7 explain different ways stakeholders care for the environment; 2.1.1.8 evaluate the role of stakeholders in conserving the environment (local communities, government, NGOs).
<b>2.2 Population Dynamics</b>	2.2.1 Understand population dynamics and its impact on the environment.	2.2.1.1 define population concepts such as: population dynamics, fertility rate, mortality rate, migration, population census; 2.2.1.2 discuss socio-economic and cultural factors influencing fertility rate; 2.2.1.3 explain factors that contribute to population growth; 2.2.1.4 explain the effect of population growth on the environment; 2.2.1.5 examine the impact of rapid population growth on available resources; 2.2.1.6 suggest possible solutions to rapid population growth; 2.2.1.7 examine the impact of HIV/AIDS on the population; 2.2.1.8 discuss the importance of population census; 2.2.1.9 assess the significance of population and development planning; 2.2.1.10 describe causes of population migration within and between countries; 2.2.1.11 evaluate the importance of population policy; 2.2.1.12 discuss the trend of rural-urban migration; 2.2.1.13 discuss the role played by different stakeholders including the youth in addressing problems resulting from rural-urban migration; 2.2.1.14 describe causes of conflict over use of natural resources; 2.2.1.15 discuss ways of resolving conflicts arising from the use of scarce resources by stakeholders/communities/ government and NGOs; 2.2.1.16 suggest possible solutions to problems caused by population growth on the environment; 2.2.1.17 discuss the effects of population migration locally and internationally.

## MODULE 3: KAGISANYO IN BOTSWANA

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<b>3.1 Family</b>	3.1.1 Recognise and appreciate the need to belong to a family.	3.1.1.1 explain the need for socialisation at family level; 3.1.1.2 discuss division of labour in traditional family set up; 3.1.1.3 discuss division of labour in the modern family; 3.1.1.4 explain the role of the family in addressing issues of gender imbalance, sex education, teenage pregnancy and HIV/AIDS; 3.1.1.5 give opinion on effective and appropriate ways of addressing sex education, teenage pregnancy, gender and HIV/AIDS.
	3.1.2 Recognise and appreciate the need to belong to a family. (cont)	3.1.2.1 discuss the significance of inter-marriages across ethnic groups in Botswana and globally; 3.1.2.2 explain the role of different stakeholders in promoting family life and relationships such as the religious organisations, communities, cultural organisations, NGOs, UN; 3.1.2.3 evaluate the role of the state in promoting family ties in Botswana; 3.1.2.4 describe issues/challenges that threaten the family as a social unit both in Botswana and internationally; 3.1.2.5 compare and contrast changes occurring in the family in Botswana and outside Botswana; 3.1.2.6 evaluate the impact of the changing family systems in Botswana and globally (orphans, old age homes, destitutes, street children, etc.).

<p><b>3.2 Nation Building</b></p>	<p>3.2.1 Understand and appreciate the importance of Nation Building</p>	<p>3.2.1.1 locate settlement and distribution of peoples in Southern Africa around the 1800s;</p> <p>3.2.1.2 analyse how the Mfecane conflicts in Southern Africa affected the lives of Batswana from 1820s to the 1900s;</p> <p>3.2.1.3 describe the origins of their ethnic group and how they became a part of the Nation of Botswana;</p> <p>3.2.1.4 discuss multi-ethnicity as an important component of Nation Building both in Botswana and internationally;</p> <p>3.2.1.5 evaluate the role played by Batswana Dikgosi and the missionaries in the face of threats of assimilation and or take over by the BSA Company and the Boer states of Goshen and Stella land in the 1850's until 1895;</p> <p>3.2.1.6 discuss the process leading to the declaration of protectorate and responses of the Batswana Dikgosi;</p> <p>3.2.1.7 discuss the challenges of the 1934 Native Administration Proclamation and Native Tribunal Proclamation in relation to the powers of the Dikgosi and the Kgotla as a social, political and judicial institution;</p> <p>3.2.1.8 discuss the role of the African, European, Joint Advisory Councils and the LEGCO in preparing Batswana for independence;</p> <p>3.2.1.9 assess the contribution of Batswana Dikgosi in preserving the land of Botswana;</p> <p>3.2.1.10 discuss how colonisation contributed to early nationalists movements;</p> <p>3.2.1.11 explain how nationalism contributes to Nation Building.</p> <p>3.2.1.12 explain the importance of Nation Building;</p> <p>3.2.1.13 explain how Botswana's five national principles contribute to Nation Building;</p> <p>3.2.1.14 examine challenges encountered in Nation Building;</p> <p>3.2.1.15 analyse the significance of national symbols in Nation Building;</p> <p>3.2.1.16 evaluate the role of different stakeholders in Nation Building (youth, individuals, government, Bogosi, ethnic groups/societies, NGOs);</p> <p>3.2.1.17 one country in Africa and globally.</p>
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<p><b>3.3 Governance</b></p>	<p>3.3.1 Understand Botswana's constitutional democracy in relation to other forms of government in the world.</p>	<p>3.3.1.1 define governance, government, constitutional democracy;</p> <p>3.3.1.2 explain characteristics of good governance such as: accountability, transparency, the rule of law etc;</p> <p>3.3.1.3 describe the main features of Botswana's constitution;</p> <p>3.3.1.4 describe the three branches of government in Botswana;</p> <p>3.3.1.5 analyse with examples the separation of powers between the Executive, Legislature and Judiciary as provided for in the constitution of Botswana;</p> <p>3.3.1.6 evaluate the constitutional limitations on the power of government in Botswana;</p> <p>3.3.1.7 explain the stages of law making in Botswana;</p> <p>3.3.1.8 analyse the role of various institutions in promoting good governance (Ombudsman, Media, DCEC, IEC, Bogosi and NGOs);</p> <p>3.3.1.9 describe the formation of government in Botswana;</p> <p>3.3.1.10 evaluate the role of opposition parties in ensuring good governance in Botswana;</p> <p>3.3.1.11 discuss the strengths and weaknesses of the electoral system in Botswana;</p> <p>3.3.1.12 explain reasons for voter apathy in Botswana;</p> <p>3.3.1.13 demonstrate how elections are conducted in Botswana;</p> <p>3.3.1.14 examine the relationship between the elected and the electorate at local and national levels;</p> <p>3.3.1.15 describe non-democratic forms of government;</p> <p>3.3.1.16 compare and contrast Botswana's constitutional; democracy with any two forms of government in the world.</p>
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## MODULE 4: CITIZENSHIP AND INTERNATIONAL RELATIONS

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<b>4.1 Citizenship in Botswana</b>	4.1.1 Know and appreciate citizenship obligations and be ready for effective participation at both local and national levels.	4.1.1.1 explain ways through which citizenship is acquired in Botswana; 4.1.1.2 describe the different levels of citizenship; 4.1.1.3 discuss citizenship at family level; 4.1.1.4 discuss rights and responsibilities of citizens at different levels; 4.1.1.5 explain the importance of groups such as the youth, NGOs; women, ethnic minorities etc. in promoting responsible citizenry and participatory democracy; 4.1.1.6 discuss ways of facilitating for peace and harmony among all cultural, political, spritual and ethnic groups in a democratic state like Botswana; 4.1.1.7 analyse the qualities of a good citizen.
<b>4.2 Citizenship in Botswana (cont)</b>	4.2.1 Know and appreciate citizenship obligations and be ready for effective participation at both local and national levels (cont).	4.2.1.1 describe the rights and responsibilities of the State to citizens; 4.2.1.2 evaluate the role of the state to its citizens; 4.2.1.3 compare and contrast traditional attributes of citizenship with those of the modern Botswana (communal land, ethnic group, location, age regiment/National: boundary, passport, Omang, flag, Anthem, Coat of Arms, Currency); 4.2.1.4 assess the impact of globalisation on citizens in Botswana
<b>4.3 Global Citizenry</b>	4.3.1 Know and appreciate the impact of globalisation on citizens and workout survival techniques as global citizens.	4.3.1.1 describe ways through which international citizenry is acquired; 4.3.1.2 explain the importance of United Nations Charter of Human Rights in promoting sound global citizenry; 4.3.1.3 evaluate the role played by any three of the following organisations in sustaining human life, dignity and peace: International Red Cross, Amnesty International, Survival International, International Court of Justice, UN Peace Keeping Forces, SADC, EU, AU; 4.3.1.4 analyse the qualities of a good global citizen; 4.3.1.5 make an assessment of any one global crises such as HIV/AIDS, global warming, terrorism, desertification; 4.3.1.6 emphathise with a global crises.

<b>4.4 International Relations</b>	4.4.1 Understand how international relations can affect the economic growth and strength of nations.	4.4.1.1 define the following concepts: international relations, foreign policy, sovereignty; 4.4.1.2 analyse the national principles that guide Botswana in her international relations; 4.4.1.3 discuss the importance of international relations; 4.4.1.4 explain the role played by Botswana on international relations at regional, continental and international levels; 4.4.1.5 explain how Botswana benefits from international relations (regional, continental and international); 4.4.1.6 discuss challenges faced by Botswana in international relations; 4.4.1.7 explain the role of international organisations in conflict resolution; 4.4.1.8 evaluate efforts made in promoting international relations.
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## MODULE 5: CULTURE

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<b>5.1 Cultural Diversity In Botswana</b>	5.1.1 Understand and appreciate the different cultures of Botswana.	5.1.1.1 define culture and cultural diversity; 5.1.1.2 describe the basic aspects of culture; 5.1.1.3 classify culture into material and non-material; 5.1.1.4 assess the changing attitudes towards the non-verbal aspects of culture; 5.1.1.5 describe the different cultures of Botswana; 5.1.1.6 examine the cultural changes that have taken place in Botswana since independence; 5.1.1.7 explain the significance of cultural identity and preservation in Botswana; 5.1.1.8 discuss the need for cultural tolerance, space, appreciation and liberty in Botswana; 5.1.1.9 practise speaking and writing in any language spoken locally; 5.1.1.10 discuss ways of promoting traditional culture; 5.1.1.11 evaluate the importance of culture; 5.1.1.12 discuss gender disparities resulting from cultural practices; 5.1.1.13 suggest possible solutions to address issues of gender imbalances within cultural practices; 5.1.1.14 evaluate the impact of culture in promoting National Principles of Unity, Democracy, Development, Self-Reliance and Botho for peace and prosperity of the Nation of Botswana; 5.1.1.15 assess the impact of globalisation on local and national cultures in Botswana.
<b>5.2 World Cultures</b>	5.2.1 Understand and appreciate cultural unity in diversity	5.2.1.1 compare and contrast Botswana National culture with those of the world; 5.2.1.2 demonstrate cultural tolerance towards international citizens; 5.2.1.3 discuss global gender disparities resulting from cultural practices; 5.2.1.4 suggest possible solutions to address issues of gender imbalances within cultural practices internationally; 5.2.1.5 discuss the need for cultural tolerance, space, appreciation and liberty in the world; 5.2.1.6 discuss the role of mass-media in influencing culture; 5.2.1.7 discuss ways of promoting one's culture internationally.

## MODULE 6: EDUCATION AND ECONOMIC DEVELOPMENT IN BOTSWANA

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<b>6.1 Economic Development in Botswana</b>	6.1.1 Understand how various economic sectors contribute to economic development.	6.1.1.1 define economic development; 6.1.1.2 identify different economic sectors in Botswana; 6.1.1.3 explain the factors that contribute to economic development; 6.1.1.4 discuss the challenges faced by each economic sector; 6.1.1.5 evaluate the contribution of each sector to the economy; 6.1.1.6 suggest possible solutions to the problems faced by each economic sector; 6.1.1.7 examine how corruption undermines economic development; 6.1.1.8 explain ways of sustaining economic diversification; 6.1.1.9 evaluate the role of stakeholders in promoting economic diversification (Youth, Gov't, NGOs, Private Sector, Aid Agencies); 6.1.1.10 assess the importance of global economic forces for economic development in Botswana.
<b>6.2 Education in Botswana</b>	6.2.1 Differentiate between traditional and modern education systems.	6.2.1.1 define education; 6.2.1.2 differentiate between the types of education ; 6.2.1.3 explain the importance of traditional education; 6.2.1.4 discuss the differences and similarities between the traditional and modern education systems; 6.2.1.5 discuss the purpose of education; 6.2.1.6 explain the role of education in promoting :a healthy society;consumer awareness;voter education. outline steps to take when consumer, voter and health rights are violated; 6.1.2.7 discuss consumer , voter and health obligations and choices.
<b>6.3 Education and Human Resource Development</b>	6.3.1 Understand and appreciate the importance of education in promoting socio-economic development.	6.3.1.1 discuss the role of education in promoting economic development; 6.3.1.2 explain the challenges of self employment in a developing nation like Botswana; 6.3.1.3 suggest strategies of job creation for the youth in Botswana; 6.3.1.4 explain how the disabled should be catered for in Botswana's education system; 6.3.1.5 outline strategies of empowering the youth, disabled and the disadvantaged members of the community. 6.3.1.6 analyse how the youth, disabled and disadvantaged members of the community can contribute to Botswana's economic development; 6.3.1.7 evaluate the role of stakeholders in promoting human resource development in Botswana (Govt, NGOs).

## 5. OTHER INFORMATION

### 5.1 GRADING AND REPORTING

BGCSE results are reported on a scale of A\* - G, A\* being the highest and G the lowest. Ungraded (U) indicates that the candidates' performance fell short of the standard required for Grade G. Ungraded (U) will be reported on the statement of results but not on the certificate. The letters Q (result pending) and X (no result) may also appear on the statement of results.

### 5.2 GRADE DESCRIPTORS

Grade Descriptions are provided to give a general indication of the standards of achievement expected of candidates for the award of particular grades. The grade awarded will depend on the extent to which the candidate has met the Assessment Objectives.

#### Grade A

The candidate will have:

- demonstrated a wide knowledge and clear understanding of underlying concepts and facts;
- identified and clearly evaluated issues and themes significant to their society;
- analysed interdependence between societies and their environment, thoroughly examined the dynamic nature of this interdependence and how they may change over time;
- made a reasoned and balanced judgement on socio-economic, cultural and political issues arising from their societies and the world at large;
- investigated and assessed socio-economic, political and environmental issues using a wide variety of instruments of data collection; analysed and presented these issues with a high degree of accuracy, consistency and cohesion.

#### Grade C

The candidate will have:

- demonstrated knowledge and understanding of concepts and facts;
- identified and explained issues and themes significant to the society;
- explained interdependence between societies and their environment, examined the dynamic nature of their interdependence and how they may change over time;
- made judgement on socio-economic cultural and political issues arising from their societies;
- investigated and assessed socio-economic and environmental issues using different instruments of data collection; analysed and interpreted issues.

#### Grade F

The candidate will have:

- demonstrated an elementary level of knowledge and understanding of concepts and facts;
- identified and described issues and themes significant to the society;
- described interdependence between society and the environment;
- investigated socio-economic, cultural, political and environmental issues but using inadequate instruments of data collection.