

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

BGCSE DEVELOPMENT STUDIES 2024

PAPER 1: WRITTEN PAPER

General Comments

The 2024 paper was generally of the same quality with the 2023 paper. The 2024 cohort however seemed to be somewhat weaker as compared to the 2023 cohort. The candidates could not access the paper as they failed to give precise answers to specific questions. They repeated words from the concept they were asked to define. For example, they repeated all the section A concepts. Question 3 was a challenge to most candidates as they failed to show knowledge and understanding of migratory labour as a concept. Question 6 (b) was the least accessed question as the candidates could not think outside the box. Question 7 (d) was demanding for the candidates as they were expected to show comprehension of related concepts, like benefits of parastatals and reasons for privatisation for them to understand the question.

Comments on Individual Items

Section A

- 1 (a) This question was accessible to most candidates although a significant number of candidates did not capture theory, while others repeated theory and development.
(b) This question did not attract marks since most candidates mixed economic characteristics with social characteristics.
- 2 (a) Majority of candidates failed to access this question mostly because they repeated the terms rural and life.
(b) Majority of candidates did not relate their responses to rural industrialisation, instead they wrote general benefits of development
- 3 (a) Majority of candidates were not able to access this question because they repeated the concept to be defined - migratory labour.
(b) Candidates did not easily access this question due to lack of content.
- 4 (a) Majority of candidates repeated the word population density and in some cases repeated both words.
(b) Majority of candidates gave expected responses and managed to access more marks for this question.
- 5 (a) A small number of candidates accessed this question, most of the candidates repeated the concept, private, in their answer.
(b) The candidates comprehended the question very well,
- 6 (a) (i) This was the most accessible question.

- (ii) Majority of the candidates got the question correct.
 - (b) Most candidates could not differentiate renewable sources of energy from non-renewable sources of energy. Some actually wrote the sources of energy not available in Botswana.
 - (c) Most candidates accessed this question.
 - (d) This was also a favourable question as most candidates were able to come up with the different policies which SADC could implement to achieve sustainable development.
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- (a)
 - (i) The question was well attempted, most candidates were able to interpret the pie chart .
 - (ii) Most candidates were able to calculate the difference in water demand between agriculture and mining.
 - (b) The question was easily accessible to candidates as most of them could easily relate to the concept of agriculture.
 - (c) The question was accessed by the majority of candidates. Candidates were able to come up with problems that people are likely to experience as a result of shortage of water.
 - (d) This question was more difficult for most candidates.

PAPER 2: WRITTEN

General Comments

Most centres have maintained the continuous style of writing which is recommended for this paper and that is commendable. Also, the length of paragraphs are reasonable which is helpful in managing the time. However, cases of rubric have increased. In most cases candidates answered fewer questions than the required which is three. This was disappointing because it occurred even in government centres where national mock examinations were conducted mimicking final BGCSE standards and instructions. Centres are advised to guide students to answer three questions out of five presented.

The most popular questions were questions 1,2 and 3. Excellent responses were presented where candidates scored up to 9 or 10 out of the possible 10 marks. A few candidates were able to score 20 out of 20 possible marks in three questions. The least popular questions were questions 4 and 5 but question 5 on United Nations and regional integration was better than question 4 which was on nation building. Very few candidates chose questions 4 or 5. In most cases their responses were weak in many ways.

Comments on Individual Questions

1 A very popular question, almost all candidates answered it and did very well on it.

- (a) (i) *Well done.* Expected characteristics of partnership such as capital contributed by partners, owned by 2 to 20 people, unlimited liability, profits/loss shared by partners were usually given. However, in some Centres candidates lost marks stating that it is owned by two or more people. Others lost marks by giving advantages such as 'there is continuity when one member dies', 'partnership allows for division of labour'. Others included disadvantages such as decision making is delayed by consultation. Centres are advised to differentiate between characteristics which are features from advantages and disadvantages.
- (ii) *Well done.* Expected answers such as financial assistance, education and training, provision of serviced land etc were given. However, many candidates tended to repeat points such as loans and grants, advertising of products and marketing. Centres are advised to include some less common but correct answers such as privatisation as ways that the government uses to promote entrepreneurship.
- (b) (i) *Well done.* Expected answers such as job losses, widening of the gap between the rich and the poor, few skilled locals were given as problems of privatisation of parastatals in Botswana. Centres are advised to include points such as emergence of private monopolies, increase in the cost of goods, high cost of advertising, lack of cooperation from locals when they cover this objective.
- (ii) *Well done.* Expected answers such as poor work ethics among locals, fronting, straining of international relations were readily given as reasons for the difficulties hindering full implementation of the localisation policy in Botswana.

2 One of the most popular questions.

- (a) (i) *Well done.* Candidates were able to provide expected characteristics of informal sector such as takes place in temporary shelter, people use natural skills, operate on small scale.

(ii) *Well done.* Candidates were able to describe the benefits of informal sector to people in urban areas. Expected answers such as people supplement their income, helps people to network, helps to clean up the environment through recycling, brings unique goods, formal sector is convenient due to flexible working hours. However, it was clear that cheap accommodation by informal settlement was missed by many centres. Centres are advised to include it when teaching informal sector of the economy.

(b) (i) *Performance was fair.* Candidates were able to mention low industrialisation, small commercial sector, lack of education, poor attitudes towards work as causes for low employment rates in developing countries. However, some important points such as too much reliance on subsistence agriculture, lack of political will from the leaders.

(ii) *Well done.* Candidates were able to suggest challenges such as high corporate tax, high cost of utilities, shortage of capital, poor infrastructure.

3 Almost all candidates answered it and most of them scored high marks.

(a) (i) *Well done.* Candidates were able to present expected characteristics of traditional health care such as the traditional doctor is the healer, herbs are used, it is based on beliefs. However, some Centres, candidates confused traditional health care with use in a hunter gatherer society.

(ii) *Well done.* Candidates were able to mention prevention of diseases, provision of energy, provision of nutrients which were expected. However, candidates tended to repeat points. Centres are advised to avoid that and include mental development and prevention of starvation when they cover importance of balanced diet.

(b) (i) *Well done.* Candidates wrote most of the expected points and scored high marks. Answers such as eating unbalanced diets, drinking contaminated water, poor sanitation, substance abuse and sedentary lifestyle were presented and were correct. However other correct points such as backbreaking jobs and outbreak of diseases/ pandemics e.g. COVID were very uncommon. Centres are advised to include these points when they cover this objective.

(ii) *Performance was fair.* Expected answers were lack of funds by the government to carry out primary health care activities, the community shuns primary health care activities, the community shuns primary health care, lack of knowledge on prevention of diseases, interference of culture or religion. However, some candidates gave answers on secondary health care and lost marks. Centres are advised to carefully differentiate primary health care from secondary health care.

4 The most unpopular option possibly because most centres do not cover this objective on nation building possibly because the core textbook does not address this objective. Centres are advised to take advantage of the free internet in schools to research on this topic. The candidates who chose this option scored poorly.

(a) (i) *Performance was just fair.* Candidates only had correct ideas about profession/ trade and ethnicity but struggled to describe class and status. They confused class which is division of

people according to their wealth or property with status which is the respect people accord individuals within the society.

- (ii) *Performance was just fair.* Candidates only presented cultural festivals, celebration of president's day as ways of promoting ethnic tolerance. However, Centres are advised to include other correct answers such as use of different indigenous languages in the public media, use of indigenous languages in schools, infusion of cultural studies in the school curriculum, admission of students to study across the country, posting of government officials to work across the country, intermarriage across tribes etc.
 - (b) (i) *Performance was poor.* Candidates only presented cultural diversity and past conflicts as problems faced by developing countries when they promote nation building. Centres are advised to include other correct points when they cover this objective.
 - (ii) *Performance was poor.* Candidates showed limited knowledge on ways of promoting nation building. They mostly cited the equal treatment of all tribes and celebration of Independence Day, and these were correct points such as the use of national language, respect for national symbols, allocation of land anywhere, removal of tribal based boundaries, sports competitions, singing of the national anthem etc. Centres are advised to include these points when they cover the objective.
- 5 This option was also unpopular. However, candidates who attempted this question were more than those who attempted question 4. The cause for unpopularity could be that module 8 is covered in a hurry just before examinations and candidates do not have enough opportunity to be tested on it internally. Centres are advised to benchmark with other centres on strategies to complete the syllabus on time.
- (a) (i) *Performance was fair.* Candidates had ideas on roles played by UNHCR, WHO, and UNICEF. They however tended to struggle to separate the roles of FAO from that of WFP. Centres are advised to note that FAO addresses food production whilst WFP addresses food distribution to those in need. The worst problem was observed on UNDP ; Most candidates failed to describe its role which is on developing nations which can withstand crisis. Centres are advised to teach on all specialised agencies.
 - (ii) *Performance was fair.* Candidates were able to cite wars, misuse/ sell donated food, cultural barriers where people rejected food from other cultures and use of donated food as political baits by leaders as problems faced by WFP. However other correct points were very uncommon. These were uncooperative leaders wanting to control the duties of WFP, poor roads to remote areas, large populations to feed, lack of funds by WFP to buy food and poor climatic conditions disturbing food production. Centres are advised to include these points when they cover the WFP specialised agency.
 - (b) (i) *Fairly well done.* Candidates were able to cite promotion of peace, promotion of free trade among members, improvement of transport networks, promotion of free movement of labour as the main aims of SADC. However other correct points were very uncommon. These were achievement of economic growth in the region, promotion of socio-cultural development,



harmonisation of national/ regional development strategies and reduction of poverty. Centres are advised to include these when they cover the objective.

- (ii) *Fairly well done.* Candidates were able to cite correct points on the ways in which regional cooperations help member states. Points such as expanded markets, sharing of ideas, small countries gaining audience/ voice, infrastructural development were common. However other correct points such as national specialisation, technological transfer, research and development e.g. in health and agriculture, sharing of national benefits e.g. Trans frontier National Park were very uncommon. Centres are advised to include these when they cover the objective.

PAPER 3: COURSEWORK

The Development Studies validation exercise started on 14 to 27 October 2024. The validation exercise has indicated that majority of candidates did well across many criterions. There is a slight difference in terms of this years (2024) performance and last years (2023) coursework performance. Schools that were called for re-marking last year did better this year as there is an improvement in their internal moderation.

Criterion 1

Most of the schools performed well as they scored marks in higher levels in the marking scheme. This shows a good understanding of the requirements needed for the criterion. A lot of school gave detailed background information, though in project identification more needs to be done.

Criterion 2

One of the most accessible criterions for most of candidates in most schools. Majority of candidates were able to get maximum marks with the exception of only few candidates.

Criterion 3

A satisfactory performance by many schools as majority of candidates scored higher marks.

Criterion 4

This is one of the most challenging criterions and accounts for more marks. One of the weaknesses identified is that in most schools, candidates do not show their participation during data collection process. They do not show how they used the methods (interview, observation e.t.c) as well as the findings from them. Most candidates were only interested in showing their participation during the implementation process.

Criterion 5

Very few candidates were able to score higher marks in the higher levels of the marking key. This is because they did not address all the requirements needed by the marking key. The focus was mostly on giving statistics and comparison of the variables at the expense of other important requirements such as value judgement and one's view.

Criterion 6

Most of the candidates did well as they scored higher marks. Those who did not do well were just giving brief descriptions of the needed requirements. Most candidates were very brief in giving evaluation of the project. However, they did well in the conclusions, recommendations, and the exit strategy.

Criterion 7

Majority of schools did exceptionally well in this criterion. A very commendable effort. More emphasis should be put on using different methods of data presentation.

Criterion 8

One of the accessible criterions as evidenced by a very good performance by majority of the candidates in most schools.