



BOTSWANA  
EXAMINATIONS  
COUNCIL

# BOTSWANA SENIOR SECONDARY EDUCATION ASSESSMENT SYLLABUS

**ECONOMICS**

[CODE: 1443]



**2024 - 2029**

## FOREWORD

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome Based Assessment (OBA) syllabus for Economics in the senior secondary education programme. The assessment syllabus forms part of the Botswana General Certificate of Secondary Education (BGCSE) suite of syllabi available to candidates who have followed the senior secondary programme. The BGCSE is designed for a wide range of learner ability in line with the aspirations of the Revised National Policy on Education of 1994, and its standards are based on Cambridge GCSE and IGCSE.

Our mission as Botswana Examinations Council is “provision of a credible and responsive assessment and examination system”. In the quest for responsiveness, the BEC has aligned the assessment to Outcome Based Education (OBE) that recognises the need to impart 21<sup>st</sup> century skills on learners. As such, School-Based Assessment (SBA) forms a component of the final assessment. Furthermore, periodic reviews are promoted for the assessment syllabi to reflect the aims of the national curriculum and international best practice. Customer feedback forms an integral part of such reviews.

This syllabus document is the outcome of a great deal of professional consultation and collaboration, and I wish to extend my thanks to all those who contributed towards its development. On behalf of the Botswana Examinations Council, I wish to record my appreciation for the part played by Cambridge as part of the Accreditation Agreement between them and the Council.

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Dr Moreetsi Thobega  
Chief Executive Officer  
Botswana Examinations Councils

## ACKNOWLEDGEMENTS

The Botswana Examinations Council wishes to acknowledge the diligent contribution of all the stakeholders who played a pivotal role in the development of the Economics Assessment syllabus for the Botswana Senior Secondary Education (BSSE). The stakeholders gave a lot of priority to this national assignment over and above regular work assignments and this document was produced within the stipulated time frame. A task such as this one requires mental focus, commitment, dedication, a high level of accountability and responsibility, as such all of them were equal to this task and are much appreciated.

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The members of the Syllabus Advisory Committee comprised of the following:

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## 1 INTRODUCTION

The Economics assessment syllabus is designed to assess candidates who have completed a two-year learning programme of the Botswana Senior Secondary Education (BSSE) Economics teaching syllabus.

This syllabus aims to assess positive achievement of candidates at all levels of ability. The candidates will be assessed in ways that encourage them to show what they know, understand, perform and provide opportunities to articulate their insights, perceptions and responses.

This assessment syllabus should be read in conjunction with:

- (a) The BSSE Economics teaching syllabus
- (b) The specimen question papers and marking schemes
- (c) Moderators guidelines
- (d) Assessment Guide

### Prior Learning

Economics will preferably be for students who have previously studied Business Subjects at Junior Secondary level or equivalent.

### Progression

Upon completion of BSSE Economics, learners may progress to tertiary or vocational institutions to study Economics related programmes.

## 2 FACILITATOR SUPPORT

The Botswana Examinations Council will provide a wide range of guidance, training and professional development on assessment. This will enable facilitators to give learners the best possible preparation for BSSE Economics. The following support documents will be availed to the facilitators,

- Assessment Syllabus
- Examiner reports
- Face-to-face workshop trainings
- Marking criteria / marking rubrics
- Assessment forms (standardised)
- Facilitator guidelines

## 3 SYLLABUS AIMS

The aims of the Economics Assessment syllabus are aligned to the syllabus outcomes of the BSSE Economics. They are to assess the candidates;

- Understanding of basic economic theory, terminology, principles and apply tools of economic analysis to address economic challenges.
- Understanding and ability to use basic numeracy and literacy.
- Ability to distinguish between facts and value judgements in economic issues.
- Attitudes towards conservation and prudent use of resources.

## **4 ASSESSMENT OBJECTIVES**

Candidates will be assessed on the following assessment objectives (AOs):

AO 1 Knowledge and Understanding

AO 2 Analysis and Application

AO 3 Evaluation and Creativity

### **AO 1 Knowledge and Understanding**

Candidates are able to:

1. recall, select and use relevant economics terms.
2. demonstrate understanding and knowledge of economic principles/concepts, theories and formulas.

### **AO 2 Analysis and Application**

Candidates are able to:

1. order, analyse and apply principles of Economics to economic issues.
2. use appropriate techniques to interpret information.

### **AO 3 Evaluation and Creativity**

Candidates are able to:

1. communicate ideas and opinions logically using appropriate economics content.
2. evaluate information, draw valid conclusions and propose solutions to economic issues.

## 5 SCHEME OF ASSESSMENT

### 5.1 The Components

Components that will be used to assess this syllabus will be Paper 1, Paper 2, and Paper 3. The papers are described in the table:

<b>Paper 1</b>	<b>50 marks</b>	<b>1 hr. 15 minutes</b>	<b>35%</b>
This will be a compulsory written <b>theory paper</b> consisting of two sections as follows:			
<b>Section A 10 marks</b>			
The section will consist multiple choice questions targeting <b>assessment objective 1 (AO1)</b> and <b>assessment objective 2 (AO2)</b> .			
<b>Section B 40 marks</b>			
The section consists of four structured questions. The candidates will answer all the questions.			
The paper will be targeting <b>assessment objective 1 (AO1)</b> , <b>assessment objective 2 (AO2)</b> . The paper will be of difficulty appropriate for grade <b>A</b> to <b>G</b> candidates.			
<b>Paper 2</b>	<b>60 marks</b>	<b>1 hr 30 Mins.</b>	<b>45%</b>
This will be a compulsory written <b>theory paper</b> consisting of two sections as follows:			
<b>Section A 15 marks</b>			
This section consists of an extract marked out of 15.			
<b>Section B 45 marks</b>			
This section has 3 stimulus responses covering various syllabus topics with marks ranging from 1 to 6, and it is marked out of 45 marks.			
The paper will be targeting <b>assessment objectives 1(AO1), 2(AO2) and 3(AO3)</b> . The paper will be of difficulty appropriate for grade <b>A</b> to <b>G</b> candidates.			
<b>Paper 3</b>	<b>40 Marks</b>	<b>PBA</b>	<b>20%</b>
<b>Provider Based Assessment:</b>			
Provider Based Assessment Targeting Assessment Objectives AO1, AO2 and AO3. The component will sample scored tasks from performance of three (3) content areas in Economics. The assessment will run the full length of the syllabus instruction. Therefore, its moderation can only be done upon completion of the teaching syllabus.			
This is a continuous assessment that will assess candidates on the following content areas i.e. Case Study, Debate and Presentations. The assessment will focus on the following:			
<ul style="list-style-type: none"><li>• communication skills</li><li>• application and analytic skills</li><li>• use of technical skills</li><li>• problem-solving</li></ul>			
Each candidate will be required to provide a portfolio of evidence. Botswana Examinations Council will give guidance to facilitators on how the tasks should be implemented and assessed.			

The candidates will be individually observed and assessed when actually carrying any two of the following:

1.	<b>Case Study</b>	<b>(20 marks)</b>	<b>50%</b>
2.	<b>Debate</b>	<b>(20 marks)</b>	<b>50%</b>
3.	<b>Presentation</b>	<b>(20 marks)</b>	<b>50%</b>

<b>Paper 4 Alternative to PBA</b>	<b>40 Marks</b>	<b>1 hour</b>	<b>20%</b>
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This will be a written **theory paper available to private candidates who are unable to enter for PBA Paper 3** consisting of two sections as follows:

#### **Section A 20 marks**

This section consists of a Case Study out of 20.

#### **Section B 20 marks**

This section has 2 compulsory essay questions covering various syllabus topics with each essay marked out of 10 marks.

The paper will be targeting **assessment objectives 1(AO1), 2(AO2) and 3(AO3)**. The paper will be of difficulty appropriate for grade **A to G** candidates.

## **5.2 Relationship Between Assessment Objectives and Components**

Assessment Objectives	Marks and Paper Weightings			Total AO Weighting
	Paper 1	Paper 2	Paper3/4	
AO 1 Knowledge and Understanding	30± 2	12 ± 2	2	30%
AO 2 Analysis and Application	20± 2	21 ± 2	19	40%
AO 3 Evaluation and Creativity		27 ± 2	19	30%
<b>Total Marks</b>	50	60	40	
<b>Paper Weighting</b>	35%	45%	20%	100%

## **5.3 Grade Descriptors**

Grade Descriptors 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**

To achieve an A grade, a candidate is able to:

- Recall, select and present relevant factual information in Economics in an effective, accurate and logical manner
- Demonstrate accurate and consistent use of Economics terms, definitions, facts, theories and principles.



- Analyse and evaluate related information and issues to draw valid and reasoned conclusions and propose appropriate solutions to economic problems.
- Communicate ideas and opinions effectively and logically using appropriate Economics terms and techniques

### **Grade C**

To achieve a C grade, a candidate is able to:

- recall, select and present some relevant factual information in Economics in an accurate and logical manner
- demonstrate some accurate use of Economics terms, definitions, facts, theories and principles.
- analyse and evaluate some related information and issues to draw some valid conclusions and propose some appropriate solutions to economic problems
- communicate some ideas and opinions effectively and logically using some appropriate economics terms and techniques

### **Grade E**

To achieve an E grade, a candidate is able to:

- recall, select and present limited-relevant factual information in Economics
- demonstrate limited accurate use of Economics terms, definitions facts, theories and principles
- analyse limited information on economic problems
- communicate limited ideas and opinions using limited appropriate Economics terms and techniques.

### **Grade G**

To achieve a G grade, a candidate is able to:

- recall and present basic factual information in Economics
- demonstrate basic use of Economics definitions, facts, theories and principles
- identify basic economic information and issues
- communicate limited ideas and opinions with basic economics terms.

## **5.4 Availability of the Syllabus**

This syllabus is available to all candidates.

## **5.5 Combining the Syllabus with Other Syllabuses**

Candidates may combine this syllabus in an examination series with the following Botswana General Certificate Secondary Education assessment syllabuses:

- 1442 Accounting
- 1441 Entrepreneurship
- 1444 Business Management

## 6 SYLLABUS CONTENT

This syllabus assesses the following Learning Outcomes (LOs):

Module 1	
<b>ECOSL 1</b>	<b>INTRODUCTION TO ECONOMICS</b>
<b>ECOSL 1.1</b> demonstrate understanding of the meaning of Economics.	
<b>ECOSL 1.2</b> demonstrate understanding of basic economic problem, factors of production, opportunity cost and production possibility curve.	
Module 2	
<b>ECOSL 2</b>	<b>THE ALLOCATION OF RESOURCES</b>
<b>ECOSL 2.1</b> demonstrate understanding of economic systems.	
<b>ECOSL 2.2</b> demonstrate knowledge of the laws of supply and demand and the market equilibrium concept.	
<b>ECOSL 2.3</b> demonstrate understanding of the concepts of elasticity of demand and supply and their influence in business decision making.	
Module 3	
<b>ECOSL 3</b>	<b>THE ROLE OF THE GOVERNMENT IN THE ECONOMY</b>
<b>ECOSL 3.1</b> demonstrate understanding of government intervention in the economy.	
<b>ECOSL 3.2</b> demonstrate understanding of the government economic objectives.	
<b>ECOSL 3.3</b> demonstrate understanding of the government economic policies.	
Module 4	
<b>ECOSL 4</b>	<b>THE PRIVATE FIRM</b>
<b>ECOSL 4.1</b> demonstrate understanding of the different sizes of the firm.	
<b>ECOSL 4.2</b> demonstrate knowledge on the costs of production and their effects on revenue and profits.	
<b>ECOSL 4.3</b> demonstrate understanding of the nature of the market, characterized by perfect competition and monopoly.	
Module 5	
<b>ECOSL 5</b>	<b>INTERNATIONAL TRADE AND GLOBALIZATION</b>
<b>ECOSL 5.1</b> demonstrate understanding of specialization by nation.	
<b>ECOSL 5.2</b> demonstrate understanding of globalization, free trade and protectionism.	
<b>ECOSL 5.3</b> demonstrate understanding of Balance of payments.	
<b>ECOSL 5.4</b> demonstrate understanding of the exchange rate fluctuations.	

The details of the Learning Outcomes and the Performance Criteria are covered in the Economics Teaching Syllabus.

## **7 PRACTICAL ASSESSMENTS**

### **7.1 Provider Based Assessment**

For Provider Based Assessment the following scored tasks will contribute to the certification

- Case study
- Debate
- Presentation

Facilitators are responsible for marking the tasks, the marking criteria will be provided by Botswana Examinations Council.

When several teachers in a centre are involved in internal assessments, arrangements must be made within the centre for all candidates to be assessed to a common standard. It is essential that the marks assigned within different teaching groups e.g. different classes are moderated internally for the whole centre entry to ensure a common standard. The centre assessments would then be subjected to external moderation.

The internally generated scores for all candidates must be recorded on the Provider Based Assessment summary sheet. This form and the instructions for completing it, would be availed to centres. A team of external moderators appointed by Botswana Examinations Council will do centre moderation. All the evidence required for moderation should be provided by the centre. BEC will provide guidelines for moderation in a separate document.

## **8 OTHER INFORMATION**

### **8.1 Equity and Inclusion**

Botswana Examinations Council has taken care in the preparation of this assessment syllabus and accompanying assessment materials to avoid bias of any kind. The assessment was designed with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with special learning needs. Access arrangements will be put in place to enable such candidates to be assessed and to be given a fair recognition of their attainment. Access arrangements that give a candidate an unfair advantage over others or that compromise the standards being assessed will not be permitted.

Candidates who are unable to access the assessments of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Modifications made to assessments will be in line with the special education needs guidelines of BEC. It is recommended when registering the candidates for entry into the syllabus, centres should specify the special learning requirements for such candidates.

### **8.2 Grading and Reporting**

The Botswana General Certificate of Secondary Education (BGCSE) reports on a grading scale ranging from A\* to G with A\* being the highest and G being the lowest. Candidates failing to reach the minimum standard for the lowest grade shall be assigned letter U.

## 9 APPENDICES

### Appendix A: Glossary of Terms

#### 1. Command verbs used in questions intended to test AO1.

##### *State*

The Learner's ability to provide a concise answer with little or no supporting argument.

##### *Name*

Learner's ability to specify as something desired, suggested or decided on.

##### *Identify*

The learner's ability to recognise or point out something based on evidence or information

##### *List*

The learner's ability to provide several relevant points with no elaboration.

##### *Define*

The learner's ability to state the meaning of a word, phrase, sign, or symbol. Only a formal statement or its equivalent is required.

##### *Outline*

The learner's ability to offer the main ideas or facts about something, without giving much details or the learner's ability to provide essential features or main aspects of something under discussion.

##### *Explain*

The learner's ability to provide reasoning or some reference to theory depending on the context. It involves making plain or clear learned concepts

#### 2. Command verbs used in questions intended to test AO2.

##### *Describe*

The learner's ability to state points of a topic in written or spoken account in presenting characteristics and aspects of that which is being "described" in sufficient detail that the audience can form a mental picture, impression, or understanding of it.

##### *Explain*

The learner's ability to provide reasoning or some reference to theory depending on the context. It involves making plain or clear straightforward learned concepts

##### *Suggest / Propose*

The learner's ability to put forward for consideration or mention as a possibility. This would relate to handling information, application and solving problems.

##### *Analyse*

The learner's ability to separate material or concepts into component parts. Study in detail to show meaning. To present logical chains of reasoning to show the progression of a line of argument. Identify elements and the relationship between links in the chain of reasoning. Distinguish between facts and inferences.

### *Apply*

Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel and practical situations.

### *Prepare*

The learner's ability to make something ready beforehand for use for an activity.

### *Conduct*

The learner's ability to organise and perform a particular activity.

### *Present*

Learner's ability to eloquently share with others what they have learnt or researched. These may include elements of creativity and attitude.

### *Interpret*

The learners' ability to discover, determine or assign meaning to text, charts, diagrams, graphs, verbal and non-verbal exchanges.

### *Illustrate*

The learners' ability to use specific examples, figures or diagrams to explain, demonstrate or clarify a problem, situation or view. Include diagrams if specifically asked for.

### *Convert*

The learners' ability to change the character of something. Change one thing to another.

### *Differentiate/Distinguish*

The learners' ability to identify distinctive features, attributes or traits. Show how one thing differs from another by using certain characteristics.

### *Compare/Contrast*

The learners' ability to identify similarities and differences between the items in question.

### *Predict*

The learner's ability to produce the required answer by making logical connections with other pieces of information. Such information may be wholly given in question or may depend on answers extracted in an early part of the question.

### *Determine*

Learner's ability to ascertain definite facts by giving a conclusion. This can be achieved through the use of a diagram, analysing, calculating, or investigating.

## **3. Command verbs used in questions intended to test AO3.**

### *Discuss*

The learner's ability to engage in a meaningful debate (written/oral) concerning a particular topic. This might require the learner to give a critical account of the alternative points involved in the topic.

### *Evaluate*

The learner's ability to carefully appraise the matter in hand, citing both advantages and limitations. Consider the extent to which the previous analysis may be true or not under different economic conditions. Emphasise the views of authorities as well as opinion to put value on something. Make judgements about the value of ideas.

### *Assess*

The learners' ability to clearly state their judgement, considering strengths and weaknesses, points for and against. Weigh up several sides of an argument.

### *Recommend/Advise*

The learners' ability to say why an economic idea or policy or something is good and deserves to be selected.