

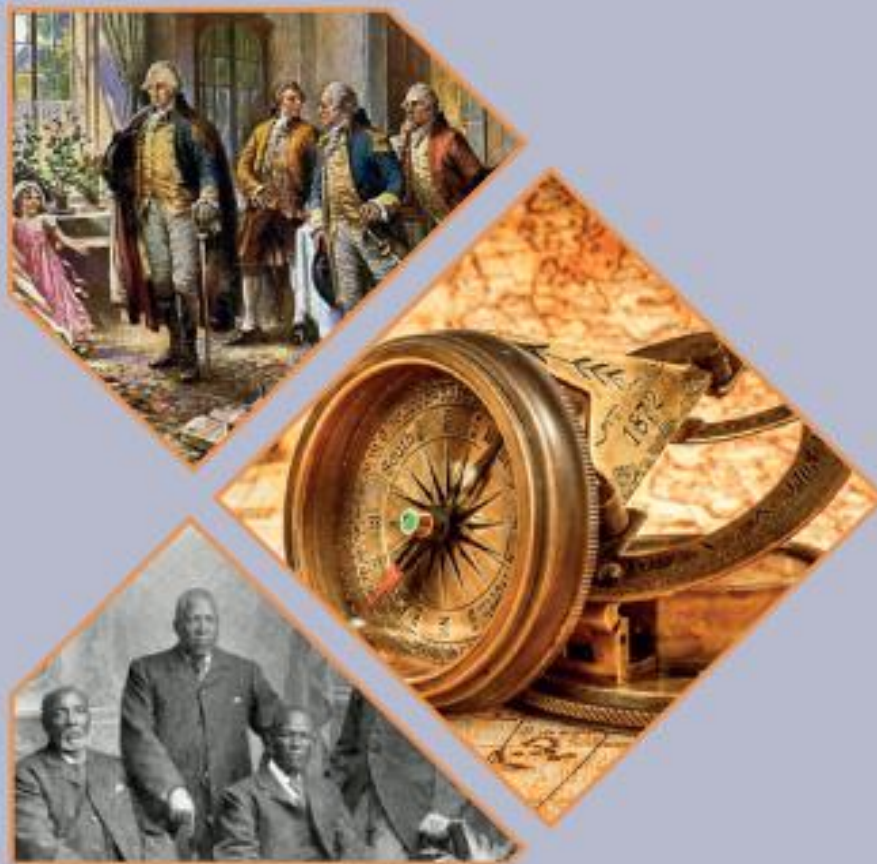


BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA SENIOR SECONDARY EDUCATION ASSESSMENT SYLLABUS

HISTORY

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2024 - 2029

FOREWORD

The Botswana Examinations Council (BEC) is pleased to authorise the publication of the Outcome Based Assessment (OBA) syllabus for History in the Botswana Senior Secondary Education (BSSE) programme. The assessment syllabus forms part of the Botswana General Certificate of Secondary Education (BGCSE) suite of syllabuses available to candidates who have followed the BSSE 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 'a globally recognised assessment and awarding body of excellence'. In the quest for responsiveness, the BEC has aligned the assessment to Outcome Based Education (OBE) that recognises the need to impart 21st century skills on learners. As such, Provider-Based Assessment (PBA) forms a component of the final assessment. Furthermore, periodic reviews are promoted for the assessment syllabuses 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 International as part of the Accreditation Agreement between them and the Council.

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Dr Moreetsi Thobega

Chief Executive Officer; Botswana Examinations Council

ACKNOWLEDGEMENT

The Botswana Examinations Council wishes to acknowledge the diligent contribution of all the stakeholders who played a pivotal role in the development of the History assessment syllabus for the Botswana Senior Secondary Education (BSSE) programme. 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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1.0 INTRODUCTION

The History assessment syllabus outlines how candidates who have completed a two-year course based on the BSSE History teaching syllabus are to be assessed.

The syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to demonstrate what they know, understand and can do. Provider Based Assessment (PBA) shall contribute to the final grade of assessment.

The syllabus will be assessed through two written papers and Provider Based Assessment the details of which are outlined in the Scheme of Assessment. This History assessment syllabus should be read in conjunction with:

- (a) the Botswana Senior Secondary Education History teaching syllabus
- (b) the specimen question papers and mark schemes

Prior Learning

The History assessment syllabus is for candidates who have completed a two-year BSSE History.

Progression

The Botswana General Certificate of Secondary Education is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications.

2.0 FACILITATOR SUPPORT

A number of support structures are available for facilitators handling the History assessment syllabus.

2.1 Support Documents

To ensure uniformity of standards across Education and Training Providers (ETPs), the Botswana Examinations Council will provide ETPs with documents and materials that will guide them on how to conduct valid and reliable assessments. These will include guidelines for Outcome Based Assessments, specimen papers with corresponding mark schemes, annual Principal Moderator and Principal Examiners' reports to Centres. The same documents will also be available on the BEC website.

2.2 Training

BEC will offer periodic training to personnel conducting Provider Based Assessment to equip them with requisite knowledge and skills to deliver credible, valid and reliable assessments.

3.0 SYLLABUS OUTCOMES

According to the BSSE History teaching syllabus, candidates following the syllabus should upon completion be able to:

- 3.1 Demonstrate knowledge of historical evidence and historical concepts, such as cause and effect, change and continuity, and similarities and differences, and show understanding of the past and plan for the future.
- 3.2 Apply historical methods such as data collection, analysis, interpretation, evaluation and presentation/reporting and use research and management skills for further study and competence in the world of work.
- 3.3 Demonstrate an understanding of the different stages and phases of human cultural, technological and political developments in relation to the global environment and management of emerging issues.
- 3.4 Use knowledge and understanding of the history of the peoples of Botswana through the following stages: Pre-Colonial, Colonial and Post-Colonial
- 3.5 Demonstrate an appreciation of the contributions of all classes, age groups, gender and ethnic groups and apply ethical values as an important aspect in development and nation building.
- 3.6 Display understanding of major historical developments that have shaped the contemporary world.
- 3.7 Apply historical knowledge and skills such as **Botho** in everyday life.

4.0 ASSESSMENT OBJECTIVES

The main Assessment Objectives are:

AO 1 Knowledge, Understanding and Explanation

AO 2 Use Historical Sources

AO 3 Problem Solving

A description of each Assessment Objective is:

AO 1 Knowledge, Understanding and Explanation

Candidates should be able to:

- 1 recall, organise, select and use knowledge of the syllabus content,
- 2 use historical concepts to construct historical explanations,
- 3 demonstrate an understanding of the motives, intentions and beliefs of people in the past.

AO 2 Use Historical Sources

Candidates should be able to:

- 1 interpret, analyse, and evaluate historical sources,
- 2 use a range of Historical sources to reach and support conclusions.

AO 3 Problem Solving

Candidates should be able to:

- 1 organise and conduct historical research,
- 2 analyse a historical problem or issue,
- 3 construct and support judgements.

5.0 SCHEME OF ASSESSMENT

5.1 The Components

The candidates are to be assessed through **three** compulsory papers:

- 1 Paper 1 – Structured Questions
- 2 Paper 2 – Structured and Source-Based Questions
- 3 Paper 3 - Provider Based Assessment

The papers are described in the table:

Paper 1	2 hours 30 minutes	80 marks	50%
<p>A written paper consisting of eight structured questions. Part (a) of these questions will test knowledge and description, part (b) knowledge and explanation, and part (c) knowledge and constructing and supporting a judgement.</p> <p>The questions shall be from Modules 1 to 4, with two questions from each module. Candidates are to answer any four questions, with one question selected from each module.</p> <p>The level of difficulty of the paper is appropriate to grades A to G.</p>			
Paper 2	2 hours 15 minutes	60 marks	30%
<p>A written paper consisting of two sections: Section A and Section B. The questions will be from Module 5. Section A consists of two questions each structured into two parts. Part (a) will test knowledge and description, part (b) knowledge and constructing and supporting a judgement. Section B consists of two source-based questions, each using six sources (pictorial and written) and structured into six parts. The questions will test a range of source skills.</p> <p>Candidates answer one question from Section A and one question from Section B.</p> <p>The level of difficulty of the paper is appropriate to grades A to G.</p>			
Paper 3	January – August Form 5	60 marks	20%
<p>Provider Based Assessment. A school-based research project based on a question provided to candidates. Candidates will have a choice of one question from two questions and will produce a research report of between 2000 and 3000 words. The candidates are to carry out the research project on their own unaided by the teacher. Teachers should only discuss the general layout, plans and progress of the research project with the candidates.</p> <p>The level of difficulty of the paper is appropriate to grades A to G.</p>			

5.2 Weightings of Assessment Objectives

The weightings of the assessment objectives are shown in the table:

Assessment Objectives	Weight
AO 1 Knowledge, Understanding and Explanation	47.5%
AO 2 Use Historical Sources	26.7%
AO 3 Problem Solving	25.8%
Total	100%

The distribution of the weightings of the assessment objectives in each paper are shown in the table:

Assessment Objectives	Skill Weightings in Components		
	Paper 1	Paper 2	Paper 3
AO 1 Knowledge, Understanding and Explanation	75%	33.3%	0
AO 2 Use Historical Sources	0	66.7%	33.3%
AO 3 Problem Solving	25%	0	66.7%
Total	100%	100%	100%
Paper Weighting	50%	30%	20%

The distribution of the marks of the assessment objectives in each paper are shown in the table:

Assessment Objectives	Mark Distribution in Components		
	Paper 1	Paper 2	Paper 3
AO 1 Knowledge, Understanding and Explanation	60	20	0
AO 2 Use Historical Sources	0	40	20
AO 3 Problem Solving	20	0	40
Total Marks	80	60	60

5.3 Grade Descriptions

A **Grade A** candidate should be able to:

- recall, organise, select and use knowledge in a wide range of the syllabus content,
- use a wide range of historical concepts to construct historical explanations,
- demonstrate an excellent understanding of the motives, intentions and beliefs of people in the past,
- critically interpret, analyse, and evaluate a wide range of historical sources,
- use a wide range of Historical sources to reach and support conclusions,
- organise and conduct comprehensive historical research independently,
- critically analyse a historical problem or issue,
- construct and support a wide range of judgements.

A **Grade C** candidate should be able to:

- recall, organise, select and use knowledge in a range of the syllabus content,
- use a range of historical concepts to construct historical explanations,
- demonstrate a good understanding of the motives, intentions and beliefs of people in the past,
- interpret, analyse, and evaluate a range of historical sources,
- use a range of Historical sources to reach and support conclusions,
- organise and conduct historical research independently,
- analyse a historical problem or issue,
- construct and support a range of judgements.

A **Grade E** candidate should be able to:

- recall, organise, select and use some knowledge of the syllabus content,
- use historical concepts to construct some historical explanations,
- demonstrate some understanding of the motives, intentions and beliefs of people in the past,
- interpret, analyse, and evaluate some historical sources,
- use some Historical sources to reach and support conclusions,
- organise and conduct historical research with minimal assistance,
- analyse a historical problem or issue,
- construct and support a range of judgements.

A **Grade G** candidate should be able to:

- recall, organise, select and use limited knowledge of the syllabus content,
- use limited historical concepts to construct historical explanations,
- demonstrate a limited understanding of the motives, intentions and beliefs of people in the past,

- interpret, analyse, and evaluate a limited number of historical sources,
- use limited Historical sources to reach and support conclusions,
- organise and conduct historical research with extensive assistance,
- provide a limited analysis of a historical problem or issue,
- construct and support limited judgements.

5.4 Availability of the Syllabus

This syllabus is available to candidates in full attendance of school and private candidates.

5.5 Combining the Syllabus with Other Syllabuses

Candidates may combine this syllabus with any Botswana Senior Secondary Education syllabus in the Humanities Academic Pathway in an examination series.

6.0 CONTENT

The table shows the Modules and the Learning Outcomes that are covered in the BSSE History teaching syllabus. The details of the Performance Criteria and the content of each Learning Outcome are also covered in the teaching syllabus.

Module 1	
HISL 1	EXPLORE FUNDAMENTALS OF HISTORY
HISL 1.1: Explore the Nature of History. HISL 1.2: Explore the Origins of Humankind. HISL 1.3: Examine the Transition from Stone Age to Iron Age Civilisations.	
Module 2	
HISL 2	EXAMINE DEVELOPMENTS IN PRE-INDEPENDENCE BOTSWANA FROM 1800 to 1966
HISL 2.1: Examine the way of life of the peoples of pre- independence Botswana. HISL 2.2: Assess the rise of nationalism before independence. HISL 2.3: Examine the nature of the British declaration of a protectorate over Bechuanaland. HISL 2.4: Assess the rise of nationalism during the colonial period.	
Module 3	
HISL 3	ANALYSE DEVELOPMENTS IN POST-INDEPENDENCE BOTSWANA
HISL 3.1: Analyse the socio- economic and political changes in Botswana after independence. HISL 3.2: Assess the development of mining. HISL 3.3: Assess Botswana's foreign policy.	
Module 4	
HISL 4	EXAMINE THE IMPACT OF SLAVERY, COLONIALISM AND RACE RELATIONS
HISL 4.1: Examine the Trans-Atlantic Slave Trade HISL 4.2: Evaluate the concept of Pan Africanism HISL 4.3: Assess Race Relations in Southern Africa HISL 4.4: Explain the role played by Botswana in the liberation struggle of Southern Africa	
Module 5	
HISL 5	EXPLORE THE DYNAMICS OF MODERN WORLD HISTORY
HISL 5.1: Analyse the causes of World War I. HISL 5.2: Evaluate the efforts made for promotion of peace and cooperation from 1919 to 1939. HISL 5.3: Examine post-World War II international relations. HISL 5.4: Assess the rise of global economic powers from 1945 (USA, China, and Singapore).	

7.0 PROVIDER BASED ASSESSMENT

Provider Based Assessment in History is a school-based research project based on a question provided to candidates.

7.1 Composition of Provider Based Assessment

Provider Based Assessment shall be performed by all ETPs in all the Learning Outcomes as per the requirement of the BSSE History teaching syllabus. However, for purposes of grading, the learners shall be provided with a research topic where they are to make use of the skills they acquired during teaching and learning in carrying out the research.

Provider Based Assessment accounts for 20% of the total syllabus scores. It is a research essay completed over two terms of the course. It will test Assessment Objectives 2 and 3 and will be between 2000 and 3000 words in length. The candidates are to carry out the research work on their own. The teacher's advice to candidates should be on areas of general structure of the essay, the plan and submission timelines. The Education and Training Provider (ETP) shall assess the completed essay using the generic mark scheme provided. Any work that is proven not to be the candidate's own shall be considered **plagiarised** and shall not be given a score.

7.2 Moderation of Provider Based Assessment

Moderation shall be carried out to ensure that all ETPs have adhered to the standard laid out for the Provider Based Assessments. There shall be both internal and external moderation. The internally moderated scores shall be subject to external moderation.

7.2.1 Internal Moderation

Internal Moderation is an ETP based quality assurance process which ensures that assessment of outcomes is fair, valid, reliable and consistent. The purpose of internal moderation is to standardise the application of the marking criteria and ensure that teachers' judgements within an ETP are consistent.

7.2.2 External Moderation

External Moderation shall be carried out by trained moderators engaged by the Botswana Examinations Council. The BEC shall provide the ETPs with an external moderation schedule in advance of the moderation exercise.

8.0 OTHER INFORMATION

8.1 Equality 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. This assessment was designed with the aim of avoiding direct and indirect discrimination, to comply with assessment standards.

The standard assessment arrangements may present unnecessary barriers for candidates with special learning needs. Access arrangements shall be put in place to enable such candidates to be assessed and to be given fair recognition of their attainment. Access arrangements that give a candidate an unfair advantage over the others or that compromise the standards being assessed shall 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 shall be in line with the Special Education Needs guidelines of BEC. It is recommended that 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 grading for BGCSE is at syllabus level with no aggregation of the results. The BGCSE syllabus results are reported on a scale of A* – G, A* being the highest and G the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for grade G. Ungraded (U) shall 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.

9.0 APPENDICES

A Guidelines for Preparing a Research Report

The research report should include the following:

(i) Title page

It should include the names of the researcher, name of the school, the name of the department, the title of the research, name of the supervisor and year of research.

(ii) Table of Contents

An outline of topics covered in the research project.

(iii) Introduction

It should include the background, aims of the study and research questions.

Background: a brief description of the research project.

Definition of key terms: definition of terms used in the report to guide the reader.

(iv) Body

Discussion: Uses both primary and secondary sources to raise issues for the topic.

Analysis: Presentation of arguments using the information and sources available.

(vii) Conclusion

The conclusion should reflect on the title of the research and on the sources used.

(viii) Bibliography

List of sources used arranged in alphabetical order.

The report should be typed using Times New Roman font, size 12 and spacing of 1.5. The report should have between 2000 and 3000 words.

B Research Marking Criteria

The points to be considered on the research work are:

(a) General Layout	4
The report should be organised consistently and accurately following the table of contents	
All the expected topics should be covered and used accurately	
(b) Introduction	12
General overview of the topic adequately stated	
Consistent use of appropriate historical language	
Key terms clearly defined and appropriately used	
(c) Body	25
Claims developed thoughtfully and persuasively	
Multiple primary and secondary sources used	
Arguments presented sequentially	
Research topic adequately addressed	
(d) Conclusion	15
Provides a clear, thoughtful and engaging conclusion	
Conclusion adequately addresses the research topic	
Critically reflects on primary and secondary sources used.	
(e) Bibliography	4
Sources used arranged in alphabetical order	
Follows correct referencing style (e.g. Chicago) consistently	
All sources used in text referenced	
At least 5 sources used	

C Glossary of Terms

Performance Criteria in the content section of the teaching syllabus are expressed in terms of what candidates **know**, **understand** and **can do**. The words used on the examination papers in connection with the assessment of these learning outcomes are contained in this glossary. This is neither exhaustive nor definitive but is meant to provide some useful guidance.

The command word used should consider the skills and the assessment objectives that are being tested by the question. The command word should be clear and prompt the answer expected from the candidates.

command word	meaning
describe	state the points of a topic / give characteristics and main features
discuss	write about issue(s) or topic(s) in depth in a structured way
explain	set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence
identify	name/select/recognise
outline	set out main points
state	express in clear terms