PRINCIPAL EXAMINER'S REPORT

BOTSWANA
EXAMINATIONS
COUNCIL

BGCSE SOCIAL STUDIES

2023

Paper 1: Written Paper

Section 1: General Comments

The overall performance for the component is generally not good even though there was a marked improvement in candidates' responses to SECTION A.

The 2023 cohort exhibited similar competencies as the 2022 cohort in terms of responses to most questions. Candidates across all Centres attempted most questions even though there were some instances where candidates left some questions unattempted. This is very worrisome as it shows lack of commitment on the part of the candidates. This section was poorly done across Centres.

SECTION A in 2023 was more accessible to candidates: for example: question 1, candidates seemed familiar with the environmental issues depicted by the pictures. However in question 1C and 1D most candidates failed to meet the demands of the question which expected them to use the skill of application and interpret the stimuli provided. Also in question 2 candidates failed to engage with the passage as most were just paraphrasing the passage or copying down the entire passage. However generally this question was well done compared to question 1.

It is recommended that Centres should ensure that prospective candidates practice more stimulus response questions as most of the candidates ignored the stimulus but rather just used general knowledge.

The overall performance on this SECTION shows that candidates were able to interact with the stimulus provided, however Centres are advised to give prospective candidates adequate practice in this regard through improving the quality of practice tests and exams. From the responses of candidates, it is clear that they DO NOT know how to answer application questions which is a high order skill, hence Centres are advised to prepare prospective candidates better so that they possess the requisite skills needed to answer Section A.

SECTION B on the other hand was less accessible to most candidates in the 2023 cohort as most candidates failed to meet the demands of questions: definitions of concepts was poorly attempted across the three questions. However, most candidates did **not** do well in question **3c, 4c** and **5c** which were high order tasks (discuss) hence demanded certain skills from candidates which they failed to portray. Responses of candidates in the three questions showed lack of content on concepts of "impact of terrorism at global level'' and ''Botswana's electoral system'' and 'gender imbalance' hence most candidates failed to score maximum marks on these questions. **Therefore, Centres are encouraged to teach prospective candidates the skill of properly meeting the demands of high order questions so that they get all the allocated marks. Centres are also encouraged to teach prospective candidates to differentiate between different command words according to Blooms taxonomy eg difference between describe and explain. Centres are also encouraged to motivate prospective candidates to read widely and improve their vocabulary as well as improve their knowledge on current affairs in order to be better placed to attempt questions on the subject.**

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Section 2: Comments on Individual Items

Section A

1 Generally, the candidates **performed fairly** on the question. Majority of the candidates scored slightly above 50%. The question was accessible to most candidates as they showed they were familiar with Environmental Education concepts. The question was friendly as it started from low to high order thus helping candidates to have a good feel of the paper. The candidates however, had challenges with linking the development with stimuli as was required in 1c and 1d. The use of three pictures as stimuli provided the candidates with enough content to draw answers from. These were very good stimuli.

The question was **accessible** to majority of candidates.

(a) Majority of candidates performed well on the question which shows that they were able to engage with the stimuli and draw the environmental challenges. The most common response was deforestation.

Some of the expected responses are:

- Overgrazing
- Poaching of elephants
- Drought

(b) The question tested candidates' skill of applying the stimulus. However, majority of them performed fairly on the question. Candidates were able to identify the importance of the environment to the community but did not link their development with the stimulus. Candidates for example, were expected to explain what made fishing possible in the stimuli given but instead they gave the benefits of fishing such as, source of income and source of food. Some candidates gave the importance of the environment to animals instead of the Linyanti communities. It is recommended that candidates learn how to use of stimulus materials.

Some of the expected responses are:

- Tourism since there is game viewing of elephants/ earn a living/ make money/ improve their living standards.
- Extraction of veld products e.g. fuel wood / fire wood/ source of food
- Lumbering because of the availability of trees like Mukwa
- Canoeing as water transport because of perennial rivers like Okavango and Chobe.
- Fishing due to the availability of perennial rivers.

(c) The question was challenging to most candidates. Majority of candidates performed below average. They gave general answers like Education, Legislation/Law instead of Environmental education and Environmental laws which made them loose marks. Most candidates failed to link the development with the stimuli. They gave the general role of the government in conserving the environment instead of addressing the problems depicted in the stimuli. Their response for example was*, the government came up with laws that protect the environment* instead of *the government came up with laws prohibiting excessive cutting down of trees*, which is depicted in the stimuli. A lot of negative answering was observed in the conclusion e.g., *to avoid extinction of wildlife* instead *of to curb extinction of elephants.* This made candidates to lose marks. The

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conclusion was general in most instances since most candidates extracted the conclusion from the question e.g., *so that the environment can be conserved* instead of coming up with the expected outcome of the solution they gave e.g. *leading to regeneration of plant species*.

Some of the expected responses are:

- Establishment of the Anti-poaching unit: the government has deployed game rangers /army etc. to protect the elephants from poaching/ enhance security hence curbing extinction of elephants.

- Afforestation/reforestation: the national tree planting day has been commemorated nationally inclusive of the woodland areas therefore leading to regeneration of plant species.

- Environmental treaties / Environmental laws: e.g., licenced extraction of veld products /hunting permits and quotas that govern the utilisation of such resources / establishment of national parks and game reserves/ ratification of environmental conventions leading to enhanced preservation.

- Environmental education: local communities in the Lenyati areas are empowered through forums that educate the communities on the importance of preserving elephants hence reduction in human /animal conflicts.

(d) The question was challenging to most candidates. Majority of candidates performed below average. They gave general answers like Education, Legislation/Law instead of Environmental education and Environmental laws which made them loose marks. Most candidates failed to link the development with the stimuli. They gave the general role of the government in conserving the environment instead of addressing the problems depicted in the stimuli. Their response for example was*, the government came up with laws that protect the environment* instead of *the government came up with laws prohibiting excessive cutting down of trees*, which is depicted in the stimuli. A lot of negative answering was observed in the conclusion e.g., *to avoid extinction of wildlife* instead *of to curb extinction of elephants.* This made candidates to lose marks. The conclusion was general in most instances since most candidates extracted the conclusion from the question e.g., *so that the environment can be conserved* instead of coming up with the expected outcome of the solution they gave e.g. *leading to regeneration of plant species*.

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- Environmental education: local communities in the Lenyanti areas are empowered through forums that educate the communities on the importance of preserving elephants hence reduction in human /animal conflicts.

2 Generally, the candidates performed well on the question. Majority of the candidates scored above 50%. The question was accessible to most candidates as they showed they were familiar with the sector discussed in the passage. The question was approachable as it started from low to high order thus helping candidates to flow with the question. The candidates however, had challenges especially with question 2c and 2d, where they were expected to come up with a point and development that linked with the passage. That is where most of the candidates paraphrased the passage as answers without using application skills.

(a) Majority of candidates **performed above average** on the question. Only a few candidates failed to identify the economic sector mentioned in the passage as they gave answers such as 'Agribusiness, planned system, arable farming'. On some rare occasions candidates gave far-fetched answers such as the settlement pattern in Botswana.

Some of the expected responses included Agriculture/farming.

(b) The question was accessible to majority of the candidates. Majority of candidates performed well on the question which shows that they were able to engage with the passage and draw the difficulty faced by the described sector. *In this respect, candidates should be advised to observe the mark allocation when answering such questions*.

The most common responses were rapid population growth, shortage of land, continual drought. However, some candidates failed to read and understand the question, as they came up with answers not depicted by the passage, such as 'lack of money/funds, pests and diseases, lack of unskilled labour force'.

Some of the expected responses are:

- Persistent drought

- Shortage/pressure on agricultural land/rapid population growth

- Infertile /unproductive land

- Land use conflicts/ Human/wildlife conflicts on agricultural activities

(c) The question was accessible, yet it tested candidates' skill of applying the stimulus. However, majority of them performed fairly on the question. Candidates were able to identify the problems faced by the sector from the passage but failed to come up with the solution. They failed to develop their points to show how point will solve the problem identified in the passage, for example most candidate will just give a point like 'The robust integrated land use planning system/Education on family planning/building of boreholes/ give farmers loan' and fail to link how it will solve the problem. Most Candidates nonetheless were able to pick relevant sentences that answered the question for example 'The integrated land use planning system must address competition for land use/ Integrated farming allows the landholder to concentrate production effort on a single piece of land. **It is recommended that teachers give candidates much practice on the passage and how to interpret it as the candidate does not show any application skill but paraphrased.**

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Some of the expected responses are:

- Formulation of policies: The government introduced the integrated land use policy that allowed famers to participate in multiple agricultural enterprises in one piece of land/ that control population growth/land use/ the government to assist farmers with buying of fertilizers seeds etc.

- Implementation of policies: communities should actively take part/take advantage of government initiatives/participate in government programs like Temo Letlotlo.

- Use of fertilizer: to improve soil fertility.

- Consultation/dialogue: the government should consult farmers on any decision that concerns agricultural land/ land utilisation.

(d) The question was challenging to most candidates, they did not understand the expectation of the question hence it was **fairly done**. Candidates across all Centres struggled to answer this question fully, mostly picked 'food production, create opportunity to improve land' gave answers like integrated farming/ practicing of various which they only got by copying down the passage. Across all Centres, candidates did not demonstrate the skill of discussion or answering high order tasks. They agricultural production which made them loose marks. Most candidates failed to link the development with the stimuli. Their response in development for example were, the farmer produces various food/ get income/ improve land productivity, etc. without really explaining the how part and lost marks. Candidates also paraphrased by using the word 'contribute to economic development' in their conclusion which they were simply copying from the question, hence they made candidates to lose marks.

Some of the expected responses are:

- Increase food production base: different households are afforded the opportunity to participate in different agricultural enterprises therefore resulting in increased food security in Botswana.

- Reduction of unemployment rates: employment creation/self-employment/ most farmers can engage in multiple agricultural venture e.g., poultry, arable farming within the same piece of land and sell their products leading to increased cash flow at national level.

- Contributes to human resources development: e.g., agricultural workers etc which lead to improved production.

- Land production capacity improved: farmers are able to utilise waste components of coexisting enterprises to enhance others, hence improving soil fertility and production base at national level.

3 The question was **accessible** to the majority of candidates. This is indicated by all candidates' attempts to answer it. The question was poorly to fairly done, with most candidates scoring between 4 and 6 over 10. For each question, the following observations were made:

(a) (i) This question was answered fairly by most candidates as they managed to understand and answer it correctly. Those who did not get it are those perceived to lacking vocabulary and grammar skills and candidates should be encouraged on reading widely to improve vocabulary because they need to understand English for comprehension of ideas. Candidates

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who failed to correctly answer this question used the word "tolerate" instead of defining it. The question had a lot of alternative wordings that candidates could pick from such as 'peaceful coexistence', 'respect/ acceptance' and 'appreciation' of the existence of different customs and norms / or varying ethnic groups. The expected answer was;

- Peaceful coexistence of different ethnic groups or people of varying customs and norms / It refers to the respect/ acceptance and appreciation of the existence of different customs and norms / or varying ethnic groups.

(ii) This question was **poorly done** as most candidates failed to define national culture. Most candidates scored 0/1 marks. They instead defined culture and used definitions such as 'a way of life of people in a country/nation', omitting the expected keywords like 'shared', 'common' and 'same'. The expected was along these lines:

- The beliefs and values shared by the population of a particular nation or the behaviour of inhabitants of a nation or set of norms, beliefs, customs, and values shared by the population of a sovereign nation.

(b) The question was **accessible** to most candidates as most were able to attempt it and got average to above average. However, most candidates failed to meet the requirements of the question as they mostly described instead of explaining the role of mass media in promoting culture. For example, candidates identified a point and failed to explain why mass media promoted culture. They instead described how mass-media promoted culture. The following are some of the incorrect responses given by the candidates:

- 'Teaching about culture: people will know through post on social media and television about culture'

Some gave examples of mass-media and failed to expand on how they promoted culture, and the expansion would be marked as the point. For example:

- 'Television/Facebook: educates people about culture and people learn about others culture.'

Others associated the role of mass-media in promoting culture with economic benefit. For example,

- 'Advertisement: people post cultural events on televisions and radios for tourists to come and visit and bring money.'

All the above answers failed to successfully meet the requirements of the question as the expected answers had to relate to promotion of culture as some of the following:

- Promotes exchange of culture: The cyber space has allowed interactions especially among the youth which has provided plat forms for sharing culture ideas and opinions. This is beneficial to enrichment of culture.

- Enhance culture preservation: Audio, visual and digital content can be shared and stored electronically for current/present and future generations to use.

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(c) This question was quite challenging to most candidates and was **fairly attempted**. Most candidates' scores ranged between 2 and 4 marks. A few who got 4 marks and above managed to identify a point and its expansion. Most struggled to expand and conclude their points.

HOWEVER, a majority of candidates across all Centres failed to link points identified to gender imbalance hence at most a majority of candidates were able to score 4/6 on the question as they identified the points and developed them **but did not have an end result**. It was also noted that some candidates from some Centres clearly lacked the skill of answering high order questions as they were identifying 3 points and describing them. This was a clear sign that they had no idea of how to answer high order tasks.

The main observations that were made, are as follows:

- Candidates seemed not to understand the term 'gender imbalance' as some interpreted it to mean gender balance within families as they gave answers such as 'balancing the gender by having an equal number of boys and girls', some mentioned the use of contraceptives to control population of which was completely not related to the expectations of the question.

- Some candidates gave answers that supported gender imbalance such as 'giving heavy jobs to men and lighter jobs to women because women are weaker than men'.

- Others compared traditional setup with modern. For example, 'In the past men were heads and provided for their families while women stayed home taking care of the children and performing household chores'.

- A handful who demonstrated understanding of the question gave correct answers and expansions but would struggle with conclusions as they gave conclusions like, 'leading to gender equity/ equality/ men and women being the same', which was a repetition of the question.'

The following were some of the expected answers:

- Existence of gender-neutral support groups such as Tsogang Banna, Emang Basadi etc./ allowing formation of gender support groups which conscientise individuals on the importance of equity and even provide both emotional, social, and economic empowerment to their beneficiaries leading to active participation in community/ national developments by all.

- Women empowerment: Women should be encouraged/ taught to be independent/ take up positions of responsibility for them to realise that they have the same potential as men. This can be done through deliberate constitutional changes that give women economic independence. This will result in reduced cases of gender-based violence and too much dependence on male spouses.

4 This question was generally not accessibly to candidates as most candidates **did not attempt.** The response of candidates showed lack of content as they failed to score maximum marks on the questions with majority of them scoring 2/10 marks. Quite a number of them left some blank spaces on this question.

(a) (i) Candidates across centres performed **poorly** on the question. Majority failed to define the ''Rule of law''. Most candidates failed because while defining the concept they failed to include both key ideas/themes which are ''arbitrary arrest'' and ''no one is above the law''. The

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definitions did not include the aspect of citizens and government institutions e.g. ordinary people and those in authority e.g. President. Below are some of the incorrect responses from the candidates.

- Laws that everyone should obey

- Law created by the country for the citizens to follow and they are punished if not followed.

One of the correct definitions of the concept is: The rule of law is the principle that all people and institutions are subjected to and are accountable to law that is fairly applied and enforced.

(ii) The question was **fairly done**. Candidates failed to define the concept because they talked about place or process instead of a person. Some failed because of the word they used in their definitions like choose, elect, and participate instead of vote. Below are some incorrect responses from the candidates.

- A person participating in general elections

- Someone standing for elections

- A person who wants to be voted

- A person conducting elections

(b) The question was **fairly done**. Some candidates were able to give correct answers as they stated that the Ombudsman ''investigates various public institutions and take remedial action''. However, there were some candidates that confused the roles of the Ombudsman with those of DCEC. Below are some common responses from the candidates.

- Investigate corruption done by members of Parliament

- Protect consumer rights.

Majority left out action verbs which defines the statement, they just wrote separate independent word such as accountability and transparency. They also indicated that the Ombudsman punishes which is factually wrong.

Some correct responses must include:

- Investigates complaints of injustice or maladministration in the public service: after which remedial action for compliance is recommended.

- Prevents human rights violations: this includes receiving complaints from persons from various public institutions

- Resolves disputes from a neutral point of view: hence providing impartial judgement and resulting in peace and harmony.

- Characteristics of good governance such as rule of law, accountability, consultation were also credited but a candidate was expected to include the action words 'promote, encourage etc' for them to score a mark.

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(c) The question was **not well done**. **Most candidates left this question unanswered, and this showed lack of content.** Some candidates discussed the reasons for voter apathy e.g. lack of transport, long ques etc. instead of addressing First Past The Post, they confused it with constitutional limitations on the power of government and weaknesses of the IEC. Some managed to state the point but did not expand the idea. Below are some of the common responses from the candidates which were not correct.

- The elections are not fair enough

- Corruption: people may cheat during elections

- Long lines at polling stations

Some of the expected responses are:

- Lack of Presidential elections: the President is not elected on popular vote but arises from the winning party and this means that he is imposed on the electorates/ people.

- Exclusion of minority groups/ parties: minority or small groups are not represented at parliament since this electoral system is based on winner takes it all thereby depriving the minority a quota/ slot of a selected representatives in parliament.

- Demarcation of constituencies: the delimitation of constituencies is liable to manipulation in favor of the ruling party leading to insignificant participation of the opposition parties on issues of good governance.

IMPORTANT NOTE: CANDIDATES ACROSS ALL CENTRES DID NOT ATTEMPT QUESTION 4. A MAJORITY OF THOSE WHO DID ATTEMPT DID SCORED LESS.

This really showed lack of content hence Centres are encouraged to correct the anomaly

5 The question was **fairly done**. Majority of candidates who were able to answer it scored. There were some candidates who did not attempt to answer (scripts were left blank) while some choose to answer some items leaving others blank.

(a) (i) The question was **not well done**: majority of candidates were defining a desert/ land degradation/soil erosion/deforestation/drought. Candidates who were able to score defined it by saying "desertification is the formation of a desert."

(ii) The question was **fairly done**: mark guide provided key words that made it possible for candidates to score a mark i.e. self-rule, independence. Some candidates were also credited when they wrote "when a country handles its affairs without interference." Some candidates showed lack of content on the concept as their answers were quite far from definition of sovereignty. Some answered by saying ''when a country manages its affairs.'' Or they just defined self-reliance which was not correct.

Centres are advised to help candidates to improve their accuracy when defining concepts.

(b) The question was **not well attempted** across all Centres with almost no candidate getting the correct answer: candidates confused role of AI with those of Red Cross/ SOS/SI eg some candidates wrote "provide for the poor: AI helps in donating to the poor with basic needs such as food and this sustains human life". Candidates used words such as 'punish', impose sanctions and

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blacklist countries', but AI, **does not** have those powers but rather it campaigns, advocates or recommends. Majority failed to show the role of AI. The most common answer candidates wrote was "protection of human rights.

Some expected responses include:

- Prevents human rights abuse: by lobbying for compliance to the international laws/ standards

- Lobbying for abolishment of capital punishment: to save lives in affected countries.

- Recommend economic sanctions: mobilise public opinion to generate pressure on governments where abuse takes place.

(c) The question was **fairly done**: majority were able to score. The word 'at global level" in the question caused confusion to some candidates, confusing it with global warming, eg candidates will write:

- "terrorism destroy the ozone layer leading to rise in temperatures", "rise in sea levels etc." some said "usage of bombs produced certain gases leading to global warming".

- Some also confused terrorism to tourism e.g. "it scares away tourists: some countries earn more money through tourism which they use to develop the country and buy medicine."

- Some were failing to use action words, e.g. just write word 'death' , 'conflicts' etc.

- some were evaluating the question rather than discussing it, eg "brain drain: more skilled people will leave the country as they do not want to lose their lives however this creates job opportunities as more people will be leaving the country" or even wrote multiple conclusions, e.g. loss of life lead to loss of breadwinners and the family will be in poverty, hence this puts pressure on the government to care for destitutes.

- The most common points identified by candidates were loss of lives and destruction of infrastructure.

Some expected responses include:

- Loss of life: terrorists instill fear and terror to citizens/communities by killing them using different means such as suicide bombings, torture leading to mass exodus of people from one country to safer ones.

- A decline in world economies; as terrorists strike essential or key services / facilities such as oil/ airports/ railway lines etc which leads to economic collapse or world recession.

- Enhances international cooperation in curbing terrorism: countries all over the world have been compelled to collaborate in different ways of curbing terrorism across the globe by either sharing different intelligence data on fighting terrorism, jointly fighting terrorists etc ultimately resulting in collective security at global level.

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Paper 2: Written Paper

Section 1: General Comments

The 2023 candidates showed a slight improvement on answering analysis questions which are more demanding such as assess. Generally, most candidates still have not yet fully mastered skills to address assess questions as this is evidenced by the fact that candidates could only manage to identify points and then develop them but failed to conclude. One other observation is that most of their assessment was mostly one-sided which led to loss of marks e.g. Q2(c), 4(c), and 5(c).

Questions 1a, 2a, 3a, 3b and 5a, were generally well answered by candidates. Candidates managed to identify points and generously expanded on the very well. Most of the responses showed high understanding of the questions and mostly met the demands of the describe and explain skills. Good marks were scored in Q3(b).

Questions 1c, 4a, 5c, were fairly done as most candidates were able to identify the points but could only partially develop them. In most cases candidates lacked comprehension on the expectation of the questions.

Questions 1b, 2b, 2c, 3c, 4b, 4c, 5b, were poorly answered as most candidates confused concepts. There was evidence of lack of enough content on some concepts. Also, most responses showed that there is still lack of conclusion in answering assess questions.

Section 2: Comments on Individual Questions

1   (a)   The question was generally done well across centres. Majority of candidates managed to recognise that the question was asking for push factors instead of pull factors. Majority managed to score at least 4/6. There were some candidates who could not score maximum marks because they repeated points on lack of infrastructure and lack of facilities. However there were few candidates who did not attempt answering this question which might be attributed to lack of content.

    (b)   This question was not well performed. Most of the candidates' responses were not relevant to the question. For instance, responses given were on duties of the government to its citizens, activities of the independence days and duties of the Judiciary. However, from those who were trying to be relevant a greater percentage of them were discussing the African Advisory Council (AAC) and confused the roles of Joint Advisory Council for those ones of AAC. Also, some of the responses given by candidates were just general statements e.g. instead of writing that Joint Advisory Council promoted the spirit of cooperation between the blacks and the whites, they wrote that it promoted cooperation between people.

    (c)   The question was fairly done. On the other hand, there were some candidates who confused concepts in nation building as some of their responses diverted to the effects of Mfecane instead of challenges faced in nation building. There was also a lot of repetition on the point of corruption/favouritism/nepotism in an attempt to answer the question.

2   (a)   The question was well answered by most centres as most of their answers were aligned to the question. Most candidates managed to describe roles of men in a traditional society and expressed themselves well and as a result they obtained full marks 6/6. Only a small percentage of the candidates could not differentiate between being a head of family and a breadwinner and also repeated the role of men on performing tough chores.

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(b) Most candidates performed poorly on this question. Most of their responses showed lack of understanding the demand of the question. For example, they described different types of economic crime such as bribery, embezzlement etc. Many of the candidates' responses repeated same points such as delayed developments, slow developments. There was an indication that candidates did not understand what corruption, robbery and other petty crimes mean. There were also a great percentage of candidates who concentrated on defining what is corruption but failed to link how corruption damages the economy of Botswana.

(c) The question was poorly performed, and it seems most of the candidates were in the dark about the impacts of desertification. This is evidenced by their answers which were mostly about global warming. This clearly showed that there was confusion of concepts. There were also some few candidates who dwelled on how the desert is formed which was a sign of lack of understanding the demands of the question. Those who tried to be relevant to the question also failed to show how desertification affected the world.

3 (a) It was well done by most candidates. Majority of the candidates managed to outline characteristics of modern education. However some small percentage of candidates responses were about the importance of Education e.g. that ' it improves people's skills and knowledge', ' makes people to be aware of their rights'.

(b) Most candidates did very well on this question because most of their answers were relevant to the question. Generally candidates were able to describe factors that lead to an increase in population such as sex preferences, religious beliefs, cultural values etc. which made majority of them to score maximum marks. There were some candidates however who kept on repeating the point of migration which made them to lose marks.

(c) The performance of most candidates on this question was poorly done. This is because most of the responses which candidates wrote were not relevant to the question. It is very clear from those responses that most of the candidates do not know the NGO's that deal with environmental conservation but instead confused NGO's with roles of the government and communities. They even brought up Ipelegeng as one of the NGOs which led to loss of marks. Assessment of the roles of the NGO'S was also not satisfactory as the candidates failed to bring in conclusions. Therefore that majority of those candidates who attempted this question correctly could only get maximum 6 marks.

4 (a) Most candidates performed fairly on this question with majority of them scoring partial marks. Most of their answers were not relevant to health obligations but rather tended to write more on the health rights than responsibilities/obligations. Those who outlined the correct health obligations could not describe them and they ended up with 3 marks out of 6 on this question. And this alone indicated less knowledge on health obligations.

(b) The question was poorly done. Most candidates' responses were only limited to cultural erosion/loss of culture as there was a lot of repetition on the point especially on loss of dress, food and language.

(c) Poorly done across centres as most candidates did not get maximum marks. They could not get full marks because they could only identify and assess extinction of animal species only. Their developments on the point of 'decline in tourism' was always gravitating towards the point on 'extinction of animals' hence repetition of points and developments.

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5 **(a)** The question was well done. Most candidates scored full marks across Centres, and this gave an impression that the question was easily accessible. Majority of candidates managed to explain the challenges of self-employment. They were able to identify challenges such as lack of funds, poor business, managerial skills and competition for markets among many other challenges in self-employment.

(b) Poorly done by most centres. Most candidates scored no mark at all because their responses were in no way linked to traditional attributes and modern attributes. Majority of candidates' responses were instead on non-verbal aspects of culture, ways of acquiring citizenship in Botswana and other concepts on citizenship. It is evident from these responses that candidates confused attributes with ways of acquiring citizenship as they gave answers such as 'by birth, naturalisation, assimilation etc. Moreover, candidates who attempted to answer with correct attributes did not know how to contrast the two levels of citizenship i.e. traditional versus modern because they could not show the other side of attributes.

(c) The question was fairly done. Most candidates gave relevant answers, but they failed to score maximum marks because they did not address the conclusion part. They only managed to identify points like funding, provision of subsidies by government, education among many others then developed them well but could not meet the full assessment demands of the question as they failed to conclude. As a result, they scored between 4 marks and 6 marks.

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Paper 3: Written

Section 1: General Comments

The 2023 paper was generally almost similar to the ones written in the previous years with most questions being research based. However, it is still evident that candidates are failing to write basic components of research like aims, findings and recommendations as there were questions 1c, 1f and 2d which were not done as expected by most candidates because they failed to provide key opening stems for aims and findings as well as **authority** and the command words **must/should** when writing recommendations. Therefore, Centres are encouraged to emphasise research components and all their technicalities as they prepare candidates for the examinations.

Candidates were inadequate in presenting given data in a bar graph omitting very important aspects like providing a scale, title, key, labelling axis. Some candidates even drew the bar graph for Q1g on the blank page at the end of the question paper and this resulted in misplaced answers to an item. Therefore, Centres are urged to encourage candidates to practice data presentation methods and write answers on the spaces provided for each question as e-marking is now done at item level and misplacing an answer might compromise marking and ultimately disadvantage the candidate.

Centres are also urged to encourage candidates to answer questions on the question paper **only**. It was observed especially for candidates with Special Educational Needs (SEN) that they used continuation sheets tied with strings despite the question paper having ample space in the form of three blank pages. This also made it difficult or impossible for the papers to be scanned for e-marking hence delaying the marking process.

Presentation of candidates' work has improved in most Centres as it was observed that even though some candidates drew incomplete bar graphs and questionnaires, they were using pencils to draw graphs unlike in the past years where they drew graphs using pens and cancellation of such work messed their work resulting in very untidy scripts and loss of marks. Most Centres also displayed knowledge on designing a questionnaire; however, candidates still need to be encouraged to observe the allotted marks when writing questions, most of them provided few questions which limited attainment of the maximum marks

Section 2: Comments on Individual Questions

1   **(a)** Most candidates failed to come up with a suitable title, some either reproduced the instruction for the question or wrote incomplete titles instead of writing: Prices for different aggregate loads for Greater Gaborone

      (b) The question was well answered as most candidates were able to provide other data presentation methods like bar graph, histogram, text etc.

      However, there are still candidates who write data presentation methods as qualitative and quantitative hence emphasis should be made on data presentation methods.

      (c) The question was fairly done because some candidates left out the opening statement; 'To find out:

      Others wrote aims on causes, effects… instead of coming up with aims that could have generated the scenario before them eg

      The researcher wanted to find out:

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- Prices for each aggregate

- The aggregate with the highest or lowest price

- The types of aggregates available in Greater Gaborone

(d) Poorly answered questions because candidates failed to come up with the purpose for which the research findings could be used for. Even if they did, they repeated the same purpose, like it will provide knowledge on available aggregates, it will provide information on available aggregates, they will know the prices of aggregates (these were typical responses).

Other candidates answered with preconceived order of questions where they just assumed that findings should follow immediately after the aims and they wrote findings. Therefore, candidates must be encouraged to read questions carefully before they can answer to avoid loss of marks.

(e) Fairly answered question, candidates could recall the disadvantages of using document study however candidates must be advised to desist from negative answering which was common. The disadvantages should have been stated as: ***Documents may contain outdated information; The method is suitable for literate people only; Researcher may repeat mistakes of previous researchers etc.***

(f) Poorly answered question. Candidates did not provide the **authority** and also in place of **should/must**, they wrote ***can*, could** e.g. **They can formulate laws** instead of ***the government should formulate laws…***

Centres are urged to provide more training on this component as this has been observed even the past exams that candidates do not comply to this rule of writing recommendations.

(g) Fairly answered as most candidates drew the bar graph, however how they fared was affected by the scale as the candidates failed to start their scale with zero and some failed to maintain a consistent scale interval, failure to honour this resulted in loss of marks for plotting as well, therefore Centres are encouraged to advice candidates to practice on data presentation methods for them to master the different methods and label them accordingly looking at the marks allocated. There was an improvement on number of candidates who drew the key as most candidates provided elaborate keys though there were some who did not include it hence, they lost the mark for the key

2 (a) The question was accessible to most candidates as they could come up with a name or two of institutions e.g. Kgotla, Morula Police station, NGOs like ChildLine, SOS. However, there were candidates who wrote professions like Social Worker, councillor, counsellor etc as such candidates must be advised to differentiate institutions and names of professions.

(b) The question was answered well with a few exceptions where candidates wrote aims instead of hypothesis. There was a significant improvement on how candidates answered this question compared to previous years.

(c) The question was poorly done, candidates wrote steps to follow before collecting data. The expected responses for this question were whether the topic is ***researchable, availability of resources, whether the topic is within the laws and time constraints.*** Centres are advised to emphasise on these objectives so that candidates can see the difference between them to avoid future loss of marks.

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(d) The question was answered well though there were some candidates who did not begin with the opening statement: ***The researcher found out:***

Most of them came up with findings like:
The researcher found out:

- Most of the children were neglected because of poverty

- Males are the ones that neglect children most

- Young parents are the ones who neglect children as they feel they were not ready to have children etc

(e) Most candidates were able to state the problems encountered such as extreme weather conditions, lack of transport, uncooperative respondents. However candidates must be advised to desist from stating **lack of money, lack of time** as problems because these are factors that the researcher considers before he or she can start the research (they should be addressed at the preparatory stage)

(f) Just like the previous years, the candidates jumbled the steps taken after collecting data which resulted in low achievement in this question. Candidates must be advised to always state the steps in chronology or logical sequence in a descending manner (from the first to the last eg beginning with **compile data, analyse data, interpret and draw conclusions etc** ending with **file the report**)

(g) Compared to previous years, the question was answered well; most candidates wrote questionnaires that met the requirements of a questionnaire which include at least two items of the bio data and in this case six questions. However, there were candidates who limited their scoring by writing fewer than six questions which led to them scoring less hence candidates should be advised to always look at the total marks allocated and always remember the golden rule that ***two marks is for bio data and the rest for the questions.***

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