

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

BGCSE DEVELOPMENT STUDIES

2023



Paper 1: Written Paper

Section 1: General Comments

The 2023 paper was generally of the same quality with 2022 paper. The 2023 cohort however seemed to be stronger as compared to the 2022 cohort. The candidates accessed the paper better than the previous cohort as they went further to explain tasks and write more points than the question demanded. Repeating of the concepts for Section A in definitions was still visible in some centres; candidates repeated words from the concept they were asked to define. For example, they would repeat concepts such as in 2(a) family, 3(a) industry and 4(a) head, household, or female. Questions 2(a) & (b) were a challenge to most candidates as they did not know the new roles of family members in the traditional rural societies. Question 5 also posed a challenge for some candidates, and this challenge was more of lack of content. Section B was more favourable than Section A; some candidates got maximum marks and a lot got over half of the total marks.

Section 2: Comments on Individual Items

- 1 (a) This question was not accessible to most candidates, many defined capitalism as business but for some centres it was a clear indication of lack of content.
(b) Candidates failed to score on this question since most of them were giving benefits of privatisation instead of those of capitalism.
- 2 (a) Majority of candidates failed to access this question mostly because they failed to capture the concept in relation to family.
(b) Majority of candidates failed to identify new roles of family in the traditional rural societies instead wrote general statements and some wrote traditional old roles of family.
- 3 (a) A significant number of candidates performed well on this question, even though there were some who repeated the term industry. Some failed to capture the use of advanced technology.
(b) Majority of candidates were able to access this question, most candidates scored maximum marks on this question.
- 4 (a) Majority of candidates did well on this question; however, there were a few who failed to capture the concept of women headed.
(b) Majority of candidates performed well on this question. Candidates were able to come up with the strategies that the government is using to improve the lives of women in Botswana.
- 5 (a) Most candidates did well this question. They managed to define the concept of foreign aid by using terms related to from outside, and without words in the concept.
(b) This question was accessible to most candidates; however, some failed to show the benefits of foreign aid to the recipient country.



- 6 (a) (i) This was the most accessible question. Candidates managed to identify the life expectancy of females in 2015. However, a few failed to include the units to the number.
- (ii) Majority of the candidates got the calculations correct. This was a favourable question although the answer had a range from 11 to 12 years which gave candidates an advantage to score a mark. The few who got it wrong had failed to include units.
- (b) A lot of candidates did well on this question. Most candidates were able to give reasons for low life expectancy in Botswana.
- (c) The question was well performed by majority of candidates. They were able to come up with the measures that the government has put in place to improve health care.
- (d) This was a more challenging question. Candidates failed to give benefits of a healthy population to a country, instead they used different responses which meant the same thing or had the same idea, resulting in them losing marks.
- 7 (a) (i) The question was well attempted; most candidates were able to identify the informal sector with the smallest educational attainment.
- (ii) Most candidates were able to calculate the percentage difference between people working in the informal sector who attained primary and secondary education.
- (b) The question was performed well by majority of candidates. Most candidates were able to give the advantages of the informal sector.
- (c) The question was well done by most candidates. Candidates were able to come up with problems caused by people in the informal sector.
- (d) The question was more of a follow up to (c), which made it to be more accessible to candidates who scored at (c).



Paper 2: Written

Section 1: General Comments

Most centres have maintained the continuous style of writing which is recommended for this paper. This is commendable and all centres that complied to this good practice are encouraged to keep up the good work. However, there are some centres where candidates bulleted their responses or presented them in short phrases. This is not a good practice, and centres are advised to coach candidates to avoid it and instead write an opening sentence and follow it with points written in full sentences. In some centres, candidates tended to write lengthy answers. This is also discouraged because it tends to take candidate's time without increasing the marks. As a guide, candidates could write a part answer e.g. (a)(i) in half a page thereby using only one leaf for one complete question.

The number of rubric cases where candidates do not follow instructions are on the rise and this is a concern. In some centres, candidates tended to ignore the instructions and attempted to answer ALL the 5 options instead of choosing ONLY THREE. Centres are advised to discourage this because it does not only take the examiner's time but also takes the candidates' time that they could have put to better use coming up with quality responses.

The most popular options were questions 1,3 and 4 followed by question 2. Excellent responses were presented enabling most candidates to score around 16 out of 20 even up to 20 out of 20. The least popular option was question 5 and most of those who chose this question tended to score poorly.

Section 2: Comments on Individual Questions

- 1 (a) (i) This question was well done. Candidates were able to give factors such as occurrence of diseases, lack of skilled manpower etc. as reasons why most African countries are still poor.
- (ii) Well done question. Candidates were able to give reasonable suggestions as to ways by which Less Developed Countries can raise their life expectancies. Responses such as provision of safe water, provision of food baskets to the needy, conduct of activities of primary health care such as teaching on nutrition, immunisation etc. were commonly given.
- (b) (i) Fairly done question. Candidates were expected to describe actions such as break links with the North, save rather than borrow, promotion of regional integration so that they trade among themselves. Most candidates provided correct responses although some candidates confused policy implications with weaknesses of the policy and gave responses such as it is difficult for Less Developed Countries to cut links with the North because they cannot raise enough capital by themselves.
- (ii) Candidates performed poorly done on this question. Most candidates including those who scored highly on this option failed to score a reasonable number of points on this part. Candidates who attempted this option failed to come up with expected answers such as better participation in decision making, ability to fill forms, ability to learn, capacity building etc. Many candidates lost marks because they confused literacy with education so they wrote on what a skilled person can do rather than what a literate person can do.



- 2 (a) (i) Candidates were able to mention simple, intermediate, and complex technology and describe them correctly. However, there some candidates who gave appropriate technology as a type. This is wrong because any type of technology can be appropriate.
- (ii) The question was well done. Candidates were able to give correct responses such as rigidity, shortage of skilled manpower, occurrence of epidemics, large population etc.
- (b) (i) This question was well done. Candidates were able to give correct responses such as good working conditions, use of advanced technology, incentives, education and training, good supervision etc. However, a few candidates gave many examples of incentives but were awarded only 1 mark. Centres are advised to teach candidates to give different points to score more marks.
- (ii) The question was performed well. Most candidates were able to give correct responses such as loss of experienced expatriate workers, xenophobia or marred international relations, increase in corruption etc. as negative impact of localisation in Botswana.
- 3 (a) (i) Most candidates were able to give correct responses such as availability of workers, availability of advanced technology, availability of utilities such as water and electricity etc. as factors to be considered when setting up an industry.
- (ii) The question was poorly done. Most candidates tended to give negative effects of industries on the environment. They cited pollution, deforestation etc. as answers when they were expected to focus on the negative effects of industries on people. Expected answers were displacement of people as land is taken for industrial development, dehumanisation of people as they try to match the pace of machines, loss of craftsmanship, stress from repetitive boring jobs, diseases caused by pollution etc.
- (b) (i) Candidates performed well on this question. Candidates were able to give correct responses such as shortage of skilled manpower, small domestic market, poor infrastructure, heavy taxation etc. as
- (ii) Fairly well done by most candidates. Most candidates were able to give correct responses such as invitation of Multinational Companies, loans from financial institutions, investment in science and technology as reasons why Newly Industrialised countries took a short time to develop. However, most candidates failed to come up with more points, so they scored poorly. Others simply stated that NICs followed the modernisation theory. Such a compound answer only attracted 1 mark. There was need to unpack this idea to come up with the specific actions shown in the expected answers.
- 4 (a) (i) Well done. Most candidates scored well on this part giving correct responses such as littering, depletion of natural resources etc. However, some candidates gave effect of overpopulation on people, thus losing marks. Centres are advised to emphasize negative effects of overpopulation on both people and environment.



- (ii) Well done. Most candidates gave the correct responses such as provision of contraceptives, enacting laws against child labour, provision of old age pension etc. However, some candidates tended to repeat the provision of contraceptives in various forms e.g. birth control/ family planning methods. Such candidates were not awarded extra marks as this was a case of repetition of one point.
- (b) (i) Well done. Most candidates scored very well on this part. They were able to describe the negative impact/results of HIV/AIDS on Botswana's economic development. Common responses were loss of skilled manpower, loss of breadwinners, increased expenditure on health, and diversion of funds from development projects to deal with HIV/ AIDS related activities. However, in most centres candidates failed to separate the high expenditure on health from redirection of funds from other development activities to HIV/ AIDS related activities. Centres are advised to separate these points.
- (ii) Well done. Most candidates in most centres were able to describe ways by which the health system is addressing the HIV/ AIDS scourge in Botswana although a few tended to repeat teaching about HIV/ AIDS in various forms. They would write about teaching people about the dangers of HIV/ AIDS, and continued to repeat it as giving health talks at the clinics and hospitals and writing HIV/ AIDS messages on billboards etc. Again, repetition of a point did not score any mark.
- 5 (a) (i) Performance on this question was poor. Most candidates who attempted this option failed to give reasons why it is important to involve people in decision making although the extract had some hints on expected answers. The assumption is that most centres did not cover Module 7 of the syllabus which is on politics and development. Centres are advised to benchmark with other centres on strategies of covering the syllabus adequately. The expected responses were ownership of projects/ decisions made from diverse ideas, accurate needs identified, capacity building etc.
- (ii) Fairly performed. Candidates who got more than 2 out of the possible 6 marks tended to use information from Module 1 on Development. Centres are advised to discuss some aspects of government when they cover aspects of development since our subject has a spiral type of curriculum.
- (b) (i) Fairly done. Some candidates were able to give expected responses such as lack of capital, corruption by NGO leaders, politicisation of NGOs, selective operations of NGOs etc. Many candidates failed to score any point possibly because of inadequate syllabus coverage as cited in (a) (i) above.
- (ii) Poorly done. Most candidates only cited financial assistance to enable citizens to operate their own businesses. This was correct but many expected responses were lacking. Other expected answers included localisation policy, tax holidays for local producers, protection of infant industries, reduction of welfare programmes, improvement of education/training, mindset change etc.



Paper 3: Coursework

Section 1: General Comments

The general observation for 2023 Development Studies coursework verification is that most centres submitted their candidates' work well on time to be verified by external moderators.

The quality of the projects was still the same compared to the previous years. However, it has also been observed that there are some centres which seem not to be doing internal moderation as required in because there was no consistency on marks distributed throughout the centre; as a result, there were five centres which were made to re-mark the candidates' projects. Centres are advised to ensure that internal moderation is carried out to avoid situations like these. On another note, for the first time in many years, there were candidates from some centres who just submitted files with their names written but no projects inside.

Most centres have improved on packaging of projects, which is commendable. Centres are advised to label boxes as well on sides for easy identification. Some summary mark sheets were not signed by responsible personnel while some were missing. Some centres did not submit Order of Merit forms which delayed the verification. Centres are advised to ensure that all necessary documents are signed and submitted with the candidates' work.

Section 2: Comments on Individual Criteria

1. Project identification and Rationale

In most centres candidates demonstrated an understanding and knowledge on identifying their projects. In most centres candidates were able to produce good quality on introduction, background, planning and feasibility study. The only concern is that it looks like most centres and candidates spent more time doing this criterion, which then made them to neglect other criteria.

2. Aims and Objectives

Candidates showed adequate knowledge of choosing aims and objectives in relation to their project topic. The only problem is that some centres do not write full Aims and Objectives. Some Aims were also not structured the way aims are supposed to be written. Centres should guide candidates on how to write aims and objectives.

3. Use of appropriate techniques

Majority of candidates were able to access maximum marks (2 marks) for this criterion. A few who failed is because they mentioned less than 3 techniques.

4. Evidence of investigation, selection of appropriate data and participation

Candidates from most centres showed evidence of investigation that was satisfactory, however in some centres this was not reflected throughout the circle of the project. Another downfall was picked where candidates failed to bring out full evidence of investigation and participation throughout. It is advisable for centres to guide candidates on how to narrate their activities in detail to enable them to access marks of the last level of this criterion. Project activities need to be well elaborated or explained to help bring out the



evidence, appropriate data and participation which will help candidates to score better marks on this criterion.

5. Interpretation and Analysis

Centres should note that interpretation and analysis should also be done in relation to aims and objectives. It has been observed that some centres do this at the needs assessment stage or at the beginning of the project. This limits candidates to access marks at the higher level of the criterion. It was also observed that, candidates were able to do good interpretation but failed to analyse, which puts them at an average mark of the criterion. Centres need to go an extra mile to improve on this criterion as this will lead to candidates to access marks on the last level of the criterion, being 9 - 10 marks.

6. Evaluation, conclusion, recommendations and exit strategy.

An average performance was noted across centres. Evaluation and recommendations were still a challenge for most centres as they didn't come out well-reasoned and justified as required. Centres are advised to guide candidates more on this criterion so that they can be able to access marks of the last level of the criterion, being (7 - 8 marks)

7. Project presentation and layout

Some centres still lack variety on presentation, which was done on prose and table most of the time. This leads to candidates losing marks which they could otherwise have scored if they had varied their methods of data presentation.

8. Use of development terms and concepts

Most candidates demonstrated knowledge on the usage of development terms and concepts throughout the project hence scored full marks on this criterion, i.e. (2 marks).