



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA GENERAL CERTIFICATE
OF SECONDARY EDUCATION

ASSESSMENT SYLLABUS

DEVELOPMENT STUDIES
CODE 0586



Effective for examination from 2019

0586
CODE

Changes to Syllabus effective from 2019

The syllabus content and the structure of assessment have not changed, but rather there are some improvements made as follows:

1. Improvement of the Assessment Grid to make it more detailed than it was in the previous syllabus, showing how much of each assessment objective should be covered in each paper.
2. Numbering of topics, general objectives and specific objectives in the content section.

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1 INTRODUCTION

The Development Studies Assessment Syllabus is designed to assess candidates who have completed a two-year course based on the Senior Secondary Development Studies Teaching Syllabus.

The syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways which encourage them to show what they know, understand and can do. Differentiation will be determined by performance in all the papers.

Candidates will be graded on a scale of A* - G. As a guide to what might be expected of a candidate, Grade Descriptions are given in Section 7.

This syllabus should be read in conjunction with:

- (a) the Senior Secondary Development Studies Teaching Syllabus;
- (b) the past question papers and marking schemes.

2. AIMS

Candidates following this syllabus should:

- (a) acquire an understanding of the theory and practice of development within the context of their social, political and economic environment;
- (b) develop analytic skills necessary for the understanding of the dynamics of social, economic and political relations;
- (c) acquire an understanding of different forms of government and organisations and their impact on development;
- (d) develop the ability to critically examine and evaluate development strategies and experiences;
- (e) acquire an understanding and appreciation of the interrelated nature of development at local, national, regional and international levels;
- (f) develop an understanding of both the prospects for and the constraints on development in Botswana and other developing countries;
- (g) develop an understanding and appreciation of the role of the individual, communities, organisations and the government as agents of development;
- (h) develop an appreciation and the utilisation of their talents and the resources in their environment to counter poverty, exploitation and other forms of injustice;
- (i) acquire an understanding of emerging issues such as HIV/AIDS, global warming, globalisation, information technology, gender relations, debt crisis and structural adjustment programmes, and their impact on development;
- (j) develop an appreciation of the spirit of self-reliance, entrepreneurship and active participation in community development;
- (k) acquire an understanding of the four national principles of Botswana;
- (l) develop the ability to interpret and apply Botswana national principles.

As far as possible, the Aims will be reflected in the Assessment Objectives. However, some of them cannot be readily assessed.

3. ASSESSMENT OBJECTIVES

There are four main Assessment Objectives:

1. Knowledge and Understanding
2. Analysis and Evaluation
3. Investigation
4. Active Participation, Application and Problem-Solving

1. Knowledge and Understanding

Candidates should be able to:

- 1.1 recall, select and present relevant factual information;
- 1.2 demonstrate understanding of development terms, theories and concepts;
- 1.3 show understanding of development strategies and their application;
- 1.4 demonstrate knowledge and understanding of development issues in Botswana, Southern Africa and the rest of the world.

Questions testing these objectives will often begin with words such as *define, list, outline, write up, record, calculate, prepare, draw up, explain, etc.*

2. Analysis and Evaluation:

Candidates should be able to:

- 2.1 interpret relevant data presented in written, statistical, diagrammatic, pictorial and graphical forms;
- 2.2 Analyse and evaluate information, recognise patterns and deduce relationships and draw reasoned conclusions;
- 2.3 analyse and evaluate alternative approaches to development problems;

Questions testing these skills will often begin with words such as *compare, assess, consider, write up, record, calculate, prepare, draw up, discuss, etc.*

3. Investigation

Candidates should be able to:

- 3.1 plan and carry out a simple research exercise;
- 3.2 select and use basic techniques to observe, record and classify relevant data and extract relevant information from a range of sources;
- 3.3 organise and present their findings in a clear and coherent manner.

Questions testing these objectives will often begin with words such as *evaluate, analyse, organise, compare, discuss, examine, etc.*

4. Active Participation, Application and Problem-Solving

Candidates should be able to:

- 4.1 apply practical and cognitive skills to solving problems;
- 4.2 participate in small scale practical activities related to development.

Questions testing these objectives will often begin with words or phrases such as *suggest, advise, comment on, present, interpret, calculate, prepare, etc.*

4. SCHEME OF ASSESSMENT

Candidates will be assessed on two written papers and by coursework. Candidates will be required to sit for both written papers and submit coursework.

Paper 1

Written **1 hour 30 minutes** **40 marks**

This paper is divided into two sections.

Section A Structured short answer questions requiring candidates to explain development concepts. This section has five questions each worth four marks

Section B Structured data-based questions requiring candidates to interpret and analyse data. This section has two structured questions each worth 10 marks

Paper 2

Written **1 hour 30 minutes** **60 marks**

The paper consists of five structured questions. Questions may follow a stimulus. Candidates will be required to answer any **three** questions. Each question is worth 20 marks.

Paper 3

Coursework **50 marks**

This component takes the form of a written report by individual candidates. See Section 6.

Weighting of the Papers

PAPER	WEIGHT(%)
1	40
2	35
3	25

Assessment Grid

Assessment Objectives	Paper 1 Marks	Skill Weighting	Paper 2 Marks	Skill Weighting	Paper 3 Marks	Skill Weighting	Total Weighting
AO1: Knowledge and Understanding	10±2	10%	40±2	14%	2	1%	25%
AO2: Analysis and Evaluation	16±2	16%	20±2	7%	10	5%	28%
AO3: Investigation	0	0	0	0	24	12%	12%
AO4: Active Participation, Application and Problem Solving	14±2	14%	40±2	14%	14	7%	35%
Total Marks	40	40%	100	35%	50	25%	100%

5. CONTENT

The content is organised in 8 Modules:

1. **Measuring and Investigating Development**
2. **Production, Consumption and Investment**
3. **Rural Development**
4. **Industrialisation and Urbanisation**
5. **Women in Development**
6. **Population, Health and Education**
7. **Politics and Development**
8. **Regional Co-operation, International Trade and Foreign aid**

Each section has one or more sub-sections. The sub-sections are presented in three columns

(a) Topics

A topic refers to the main subject which candidates should have studied.

(b) General Objectives

General Objectives are derived from the topics and are the general knowledge, understanding and demonstration of skills on which candidates may be assessed.

(c) Specific Objectives

Specific Objectives are detailed aspects of the General Objectives. They indicate the aspects of the topic which are likely to be assessed.

MODULE 1: MEASURING AND INVESTIGATING DEVELOPMENT

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	Learners should be able to	Learners should be able to
1.1 Development	1.1.1 explain the concept and practice of development within the context of their social, economic and political environment.	1.1.1.1 explain the concept of development; 1.1.1.2 explain the following divisions: First, Second and Third World, Newly Industrialised Countries, North, South, Least Developed Countries and Developed Countries; 1.1.1.3 give reasons for the differences in the development levels in different countries; 1.1.1.4 identify and discuss different development indicators including Gross National Product (GNP), Gross Domestic Product (GDP), health, life expectancy, education and energy consumption; 1.1.1.5 show why political aspects of development are difficult to measure; 1.1.1.6 describe the characteristics of the developed and developing countries; 1.1.1.7 analyse and evaluate theories of development: modernisation, sustainable development, dependency and alternative strategies; 1.1.1.8 identify and evaluate development projects within their communities.
1.2 Investigation Skills for Development Studies	1.2.1 carry out an investigation on issues relating to development	1.2.1.1 identify and clearly state a problem/topic area in development; 1.2.1.2 identify sources of information; 1.2.1.3 select and justify suitable methods of investigation for data collection; 1.2.1.4 use questionnaire, interviews, observation sheets for collecting data; 1.2.1.5 present data in different ways including graphs, tables, maps and flow charts; 1.2.1.6 analyse and interpret data presented; 1.2.1.7 evaluate, draw conclusions and make recommendations based on data collected; 1.2.1.8 write and present an investigation report.

MODULE 2: PRODUCTION, CONSUMPTION AND INVESTMENT

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	Learners should be able to	Learners should be able to
2.1 Production	2.1.1 explain the concept and the process of production.	2.1.1.1 explain the concept production; 2.1.1.2 discuss the need for production including basic needs, wants (material and non-material), choice, scarcity and opportunity costs; 2.1.1.3 discuss production in hunting and gathering societies; 2.1.1.4 identify and define the factors of production; 2.1.1.5 discuss land ownership and the problems related to utilisation and ownership; 2.1.1.6 explain the various forms of capital such as finance, machinery and technology; 2.1.1.7 discuss ways of raising capital; 2.1.1.8 discuss labour and capital intensive modes of production; 2.1.1.9 discuss the determinant factors for appropriate technology; 2.1.1.10 evaluate progress in the development of relevant technology in Botswana including efforts by Rural Innovation Centre and Botswana Technology Centre; 2.1.1.11 discuss specialisation and division of labour; 2.1.1.12 describe different types of labour including specialised, skilled, semi-skilled and unskilled; 2.1.1.13 discuss conditions which either impede or promote labour efficiency; 2.1.1.14 assess how far local conditions facilitate or militate against labour efficiency; 2.1.1.15 explain entrepreneurship; 2.1.1.16 describe the role played by an entrepreneur in the process of production; 2.1.1.17 discuss economic production systems; 2.1.1.18 suggest and justify an alternative production system for Botswana's economy.
2.2 Enterprise	2.2.1 demonstrate an understanding of the role of enterprise in the process of production.	2.2.1.1 explain enterprise; 2.2.1.2 discuss the characteristics of sole proprietors, private companies, parastatals, joint ventures, partnerships and co-operatives; 2.2.1.3 discuss privatisation of parastatals, citizen empowerment, localisation, women and property ownership as strategies for development; 2.2.1.4 evaluate the role and development of the primary, secondary, tertiary and quaternary sectors of production in developing countries with specific reference to Botswana.

2.3 Consumption and Investment	2.3.1 understand and appreciate consumption and investment trends in Botswana.	2.3.1.1 explain consumption; 2.3.1.2 describe the relationships between consumption and production, supply and demand, consumption, savings and investment; 2.3.1.3 discuss the benefits and risks of investment; 2.3.1.4 discuss foreign reserves as a form of investment; 2.3.1.5 evaluate the promotion of a culture of investment in Botswana's economy.
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MODULE 3: RURAL DEVELOPMENT

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	Learners should be able to	Learners should be able to
3.1 Rural Development	3.1.1 develop an understanding and appreciation of the nature of rural development.	3.1.1.1 explain rural development; 3.1.1.2 describe types of traditional rural societies under the following headings; land use and ownership, division of labour, cultural activities, technology and dependence on the environment; 3.1.1.3 explain the concept of colonialism; 3.1.1.4 discuss the impact of colonialism on rural development with specific reference to Botswana; 3.1.1.5 discuss changes in rural areas in Botswana since independence; 3.1.1.6 discuss positive and negative aspects of rural development; 3.1.1.7 discuss strategies to solve problems of rural development; 3.1.1.8 assess different rural schemes, programmes and projects; 3.1.1.9 investigate the changing family roles in rural areas.

MODULE 4: INDUSTRIALISATION AND URBANISATION

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	Learners should be able to	Learners should be able to
4.1 Industrialisation	4.1.1 Describe the process of industrialisation and its impact on development	4.1.1.1 explain industrialisation; 4.1.1.2 evaluate different strategies for industrialisation including import substitution, export oriented industries, small and large scale enterprise, multinational companies, local investment and joint ventures; 4.1.1.3 describe the characteristics of modern industries including mechanisation; advanced technology, a wide range of raw materials, synthetic products, division of labour, automation, robotics, feminisation of the labour force, sub-contracting, cottage and co-ordination of specialised tasks; 4.1.1.4 discuss the effects of industrialisation; 4.1.1.5 discuss the successes and challenges of newly industrialised countries; 4.1.1.6 investigate the impact of industrialisation on their locality.
4.2 Urbanisation	4.2.1 explain the dynamics of urbanisation and its impact on development in Botswana and in the SADC region.	4.2.1.1 explain urbanisation, urban growth, rural-urban, urban-urban migration and primate cities; 4.2.1.2 discuss the effects of urbanisation; 4.2.1.3 suggest possible solutions to problems of urbanisation; 4.2.1.4 explain the formal and informal sectors of the economy; 4.2.1.5 account for the growth of the formal and informal sectors; 4.2.1.6 discuss the problems of the informal sector of the economy and suggest possible solutions; 4.2.1.7 compare and contrast the process and impact of urbanisation in Botswana to that of other developing countries in the SADC region.

MODULE 5: WOMEN IN DEVELOPMENT

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	Learners should be able to:	Learners should be able to:
5.1 Women in Development	5.1.1 develop an understanding and appreciation of the role of women in development.	5.1.1.1 discuss the role of women in traditional societies with reference to labour, food production, arable farming, animal husbandry and family welfare; 5.1.1.2 discuss the impact of traditional values, customs and practices, taboos and myths on women's position in society; 5.1.1.3 assess the impact of colonialism on the position of women in society in relation to education, land entitlement, wages, labour, migratory labour and commercial farming; 5.1.1.4 discuss issues relating to emerging roles of women such as equal access to jobs, new policies, women oriented schemes and female headed households; 5.1.1.5 assess the role played by women in the politics of Southern Africa with specific reference to pre-independence and post-independence eras; 5.1.1.6 account for the emergence and development of the lobbyist, educational, legal and welfarist women's organisations; 5.1.1.7 examine the role of women's organisations in the prevention of HIV/AIDS and other communicable diseases; 5.1.1.8 select one of the women's organisations in Botswana and evaluate its role and effectiveness; 5.1.1.9 explain the role of women in the formal and informal sectors of the economy; 5.1.1.10 account for the disparity in the wealth distribution between women and men in Botswana; 5.1.1.11 discuss women's problems in Botswana and suggest possible solutions.

MODULE 6: POPULATION, HEALTH AND EDUCATION

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	Learners should be able to:	Learners should be able to:
6.1 Population	6.1.1 develop an understanding and appreciation of the effects of population on development	6.1.1.1 explain the concept of population; 6.1.1.2 explain the stages of the Demographic Transition Model; 6.1.1.3 account for the different population structures presented by different population pyramids; 6.1.1.4 describe and interpret population pyramids for developing and developed countries; 6.1.1.5 discuss the main factors which influence population distribution and population density in the world; 6.1.1.6 discuss prospects and challenges presented by rapid population growth in Botswana and suggest possible solutions; 6.1.1.7 explain the impact of the population growth on Botswana's development; 6.1.1.8 demonstrate the ability to collect, analyse and present population statistics; 6.1.1.9 discuss the impact of HIV/AIDS on the population structure of Botswana; 6.1.1.10 explain the effects of overpopulation on the environment.
6.2 Health	6.2.1 explain the role of health in development	6.2.1.1 explain the concept of health; 6.2.1.2 discuss factors that influence good health such as the provision of clean water, sanitation, nutrition, entertainment, education, availability of personnel, stress and poverty; 6.2.1.3 discuss preventive and curative primary and secondary health care, traditional and modern health systems; 6.2.1.4 discuss the impact of health on Botswana's development; 6.2.1.5 discuss the impact of HIV/AIDS on Botswana's economic development. 6.2.1.6 discuss how the health system is addressing the HIV/AIDS scourge in Botswana; 6.2.1.7 demonstrate the ability to analyse and interpret health statistics.

6.3 Education	6.3.1 appreciate the role of education in development in Botswana.	6.3.1.1 explain the concept of education; 6.3.1.2 discuss modern and traditional formal, non-formal and informal education; 6.3.1.3 describe the structure of formal and non-formal education in Botswana; 6.3.1.4 discuss alternative approaches to the provision of education in Botswana including vocational education and job shadowing; 6.3.1.5 discuss the impact of information technology education on the development of Botswana; 6.3.1.6 discuss the role of environmental education on the development of Botswana; 6.3.1.7 explain the role of education in addressing the problems of HIV/AIDS.
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MODULE 7: POLITICS AND DEVELOPMENT

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	Learners should be able to:	Learners should be able to:
7.1 Government and Development	7.1.1 explain different forms of governments and their influence on development.	7.1.1.1 explain the concepts of politics, state and government; 7.1.1.2 discuss and evaluate types of governments; 7.1.1.3 discuss ways in which social, economic and political aspects interact to change society; 7.1.1.4 identify and explain decision making processes with specific reference to Botswana; 7.1.1.5 discuss the role of government in the economy with specific reference to Botswana's role in the provision of social services and the mobilisation of resources; 7.1.1.6 discuss the social structures such as class, ethnicity, status, and profession/trade; 7.1.1.7 discuss challenges of nation building on the basis of tension, conflict resolution and consensus; 7.1.1.8 evaluate any one of the following Acts: Chieftainship Act, Citizenship Act, Marriage and Property Act and Tribal Land Act.

7.2 Non-Governmental Organisations in Development	7.2.1 understand the dynamics of Non-Governmental Organisations and their impact on development in Botswana and in Southern Africa.	7.2.1.1 explain Non-Governmental Organisations; 7.2.1.2 account for the existence of Non-Governmental Organisations in Botswana 7.2.1.3 discuss the work of lobbyist, welfarist, conservationist and developmental Non-Governmental Organisations; 7.2.1.4 examine and evaluate government and Non-governmental Organisation strategies for development in Botswana.
7.3 Community Based Organisations	7.3.1 understand the nature of Community Based Organisations and their impact on development in Botswana and in Southern Africa.	7.3.1.1 identify and describe types of Community Based Organisations; 7.3.1.2 account for the existence of Community Based Organisations; 7.3.1.3 select and describe the work of one Community Based Organisation; 7.3.1.4 discuss the impact of Community Based Organisations in the development of Botswana.
7.4 The Private Sector	7.4.1 understand the nature and impact of the private sector on development in Botswana and in the Southern African Development Community (SADC) region.	7.4.1.1 identify types of private sector; 7.4.1.2 account for the existence of the private sector in Botswana; 7.4.1.3 discuss and assess the role and impact of the private sector on the development of Botswana and other countries in the SADC region. 7.4.1.4 compare government and private sector strategies for development in Botswana.

MODULE 8: REGIONAL CO-OPERATION, INTERNATIONAL TRADE AND FOREIGN AID

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
8.1 Regional Co-operation	8.1.1 develop an understanding of the nature of regional co-operation and its impact on the development of Botswana and other countries in Southern Africa.	8.1.1.1 explain regional co-operation/integration; 8.1.1.2 identify and classify regional co-operation as political, social and economic; 8.1.1.3 discuss and assess the role played by regional co-operation/communities in the development of the Southern African region; 8.1.1.4 evaluate the successes and challenges faced by such regional communities as Southern African Customs Union (SACU), Southern African Development Community (SADC).

8.2 International Trade	8.2.1 develop an understanding and appreciation of the dynamics of international trade.	8.2.1.1 explain international trade; 8.2.1.2 account for international trade; 8.2.1.3 describe global trade patterns among (a) developed countries, (b) developing countries and (c) between developed and developing countries; 8.2.1.4 discuss free trade and protectionism; 8.2.1.5 discuss the challenges of international trade.
8.3 Foreign Aid	8.3.1 understand the concept of foreign aid and its impact on development.	8.3.1.1 explain the concept of foreign aid; 8.3.1.2 describe the types and forms of foreign aid; 8.3.1.3 account for foreign aid; 8.3.1.4 evaluate the implications of foreign aid on developing countries; 8.3.1.5 discuss the roles of the specialised agencies of the United Nations.

6. COURSEWORK

Introduction

Candidates are required to participate in the identification of a project designed to benefit participants, the school and/or the community. The assessment will be based on project formulation, implementation, management, evaluation and exit strategies. Each candidate will be required to produce a written report, which will be marked at the Centre and will be moderated by BEC. The practical work should start at the beginning of Form 5.

The project is intended to benefit the school, community and the participants. Candidates can either initiate a project or participate in an on-going project. The project allows for participation in community development, and it encourages team work, self-reliance and capacity building. The project is intended to expose candidates to the world of work and allow them to put theory into practice. It allows for personal development, creativity, assertiveness and resourcefulness by both participating in the project and preparing written individual reports.

Role of the teachers

Teachers may give guidance, particularly in the selection, planning and implementation of the project. The teacher's assistance should be limited to:

- (a) preparing candidates to undertake their projects in groups and to write up their projects individually, e.g. by making them aware of the diversity of project work and by discussing diversity of choice in terms of resource availability;
- (b) guiding candidates in selecting activities;
- (c) suggesting possible approaches to activities and stimulating new ideas;
- (d) discussing problems and difficulties which may be encountered;
- (e) supervising candidates in their practical work.

The project report should be the candidate's own work.

Nature of the Project

The project will be carried out by candidates working in groups. The size of the group will depend on the nature of the project, availability of resources, the school and community. Each candidate is required to prepare and submit an individual report for both centre-based assessment and external moderation. The report should consist of about 2500 words. Candidates will select, plan, implement and evaluate a project which could be newly initiated or on-going. In preparing the project, candidates would be required to use primary and secondary sources.

Example of suitable areas for Project Work

Candidates are encouraged to be innovative, creative and imaginative to come up with project suitable for their locality.

Some suitable areas for project work are as follows:

Social: adult education, early childhood education, care for the handicapped, the aged and the needy, primary health care, theatre, entertainment etc.

Economic: poultry, piggery, fishpond, school tuck shop, hair salon etc.

Areas to be covered by the Project

Candidates' projects should centre around project identification, planning, implementation, evaluation, conclusions, exit strategies.

(a) Project Identification

Project identification should include consideration of observations, readings, consultation, questionnaires, brainstorming and discussions.

(b) Planning

The candidates identify the tasks entailed in pursuing the activities selected in relation to the chosen project and the main productive activities they would engage in. The candidates identify sources of information (primary and secondary), resources (labour, time and money) and the steps to follow. These steps are in respect of activities in order of priority in terms of proper sequence and levels of difficulty.

(c) Implementation

Candidates shall be required to detail their activities. They should state the benefits of the projects to themselves, the community and other stakeholders. They should identify the problems encountered and solutions.

(d) Evaluation

Evaluation should be both formative and summative. This can be done by considering the following:

Was a genuine need identified?

Was the project well planned?

Was it well resourced?

Were the aims achievable? etc.

Candidates should identify evaluation techniques such as questionnaires, observation, interviews, feedback from stakeholders, auditing and measuring.

(e) Conclusion, Recommendations and Exit Strategy

Conclusion

Candidates should reflect on the aims and objectives of the project and the implications of their work on development. Also, they should summarise the main activities, benefits and problems.

Recommendations

Candidates should make suggestions for future actions based on their findings. Furthermore, they should identify policy implications if any.

Exit Strategy

After completion, the project should be handed over to the authority and/or the beneficiary. The hand-over has to be well organised to allow candidates to explain how the need was identified and how the project was accomplished. It will also enable the candidate to explain to the community how the project should be sustained if possible.

7. GRADE DESCRIPTIONS

Grade Descriptions are provided to give a general indication of the standard of achievement expected of candidates for the award of a particular grade. The grade awarded will depend on the extent to which the candidate has met the Assessment Objectives.

Grade A

The candidate should be able to:

- ✓ recall, select and present relevant factual information accurately and coherently;
- ✓ demonstrate thorough understanding of development terms, theories and concepts;
- ✓ show firm understanding of development strategies and their application;
- ✓ clearly demonstrate knowledge and understanding of development issues in Botswana, Southern Africa and the rest of the world;
- ✓ accurately and effectively interpret relevant data presented in written, statistical, diagrammatic, pictorial and graphical forms;
- ✓ systematically analyse and evaluate alternative approaches to development;
- ✓ effectively select and use basic research technique to observe, record and classify relevant data and accurately extract information from a range of sources;
- ✓ organise and present findings in a coherent and logical manner;
- ✓ apply relevant practical and effective cognitive skills to solving actual problems;
- ✓ effectively plan and carry out practical project related to development.

Grade C

Candidates should be able to:

- ✓ recall, select and present factual information with some coherence;
- ✓ demonstrate sound understanding of development terms, theories and concepts;
- ✓ show understanding of development strategies and their application with some difficulty;
- ✓ demonstrate some knowledge and understanding of development issues in Botswana, Southern Africa and the rest of the world;
- ✓ make a satisfactory interpretation of relevant data presented in written, statistical, diagrammatic, pictorial and graphical forms;
- ✓ analyse and evaluate information, recognise patterns, deduce relationships and draw conclusions with some difficulty;
- ✓ analyse and evaluate alternative approaches to development problems with some difficulty;
- ✓ select and use basic research techniques to observe, record and classify relevant data and extract information from a range of sources;
- ✓ organise and present findings in a coherent manner using limited techniques;
- ✓ apply appropriate practical and cognitive skills to solving actual problems;
- ✓ plan and carry out practical project related to development.

GRADE F

Candidates should be able to:

- ✓ recall, select and present some elementary factual information;
- ✓ show some elementary understanding of development terms, theories and concepts;
- ✓ show understanding of development strategies and their application with difficulty;
- ✓ demonstrate basic knowledge and some factual understanding of development issues in Botswana, Southern Africa and the rest of the world;
- ✓ make limited basic interpretation of data presented in written, statistical, diagrammatic, pictorial and graphical forms;
- ✓ make rudimentary analysis and evaluation of information, recognise patterns and deduce relationships and draw some conclusions with difficulty;

- ✓ analyse and evaluate information, recognise patterns, deduce relationships and draw conclusions with some difficulty;
- ✓ analyse and evaluate alternative approaches to development problems with difficulty;
- ✓ select and use basic techniques to observe, record and classify relevant data and extract some limited information from a range of sources;
- ✓ present findings using limited basic techniques;
- ✓ apply limited practical and cognitive skills to solving actual problems;
- ✓ plan and carry out practical project related to development.

8. APPENDIX A

APPENDIX A: GUIDELINES FOR PREPARING A PROJECT REPORT

The project report should include the following:

- (i) **Title page**
- (ii) **Table of Contents**
- (iii) **Acknowledgements**
- (iv) **Introduction**

To include:

a brief description of the project work undertaken;

the rationale for the choice of the project;

aims/objectives

background of the project

- (v) **Planning**

This should include a feasibility study consisting of the discussion of all conditions that must be satisfied before the project can be considered to be viable, i.e. issues of resources availability, labour, time, skills, etc.

- (vi) **Implementation**

This area covers all actions/work done by the group as well as the individual in carrying out the project. There is need for each individual to describe their roles in helping the group to achieve the objectives of the project. Each student should keep a journal to be handed in with the project.

There is need to include important aspects of problem solving at this stage. All problems must be identified and possible solutions discussed.

(vii) Evaluation

This section indicates whether the project was a success or failure in terms of achieving its aims and objectives. Mention should be made of the strengths and weaknesses of the project.

It should cover the benefits to the participants, community and its viability. Finally, candidates should reflect on the methodology and evaluation instruments used.

(viii) Conclusion, Recommendations and Exit Strategy

The Conclusion should reflect on the aims and objectives of the project should be made. It should include a summary of activities, benefits, major findings and notable experiences.

In making their recommendations, candidates should make suggestions for future action based on their findings. Furthermore they should identify policy implications if any.

In their Exit Strategy, candidates should explain how the project was handed over to the authority/beneficiary. If they participated in an on-going project they should explain the stage at which they left.

(ix) References

Candidates should list the secondary sources used in this order. The list should show the name of author, initials of author, (year of publication), title (underlined), publisher and year of publication.

(x) Appendices

Items such as a glossary, questionnaires, tables, etc. should be included as appendices.

APPENDIX B: COURSEWORK ASSESSMENT CRITERIA

1. Project Identification, Aims and Objectives and Rationale

6 Marks

Candidate does not state aims, objectives and rationale	0
Identification and simple description of the project introduction / background and feasibility study briefly stated	1-2
Identification and explanation of the project introduction / background and feasibility study clearly stated	3-4
Identification and detailed coherent explanation of all the project introduction / background and feasibility study stated	5-6

2. Aims, Objectives and Rationale

4 Marks

Aims and objectives not clearly stated and not related to the topic	0
Aims and objectives briefly stated and related to the topic	1-2
Aims and objectives clearly stated, related to the topic and fully understood	3-4

3. Use of Appropriate Research Techniques

2 Marks

Candidate carries out no research	0
One or two appropriate research technique	1
Three or more appropriate research techniques used	2

4. Evidence of Investigation, Selection of Appropriate Data and Participation

14 Marks

No evidence of investigation and participation	0
Candidate has collected little data and there is little evidence of participation	1-3
Candidate has collected adequate data but with very little participation or Candidate has collected little data but with full participation	4-6
Candidate has collected adequate data and participated fully on most occasions	7-10
There is full evidence of investigation and collection of appropriate data and full participation throughout	11-14

5. Results, Analysis, Interpretation and Evaluation of Data

10 Marks

No attempt to present or analyse data	0
Results are presented and little attempt is made to analyse and interpret data	1-3
Data is analysed and interpreted with some attempt to evaluate.	4-5
Data is adequately analysed and interpreted with some attempt to evaluate in relation to the aims and objectives of the topic	6-7
Data is adequately analysed, interpreted and evaluated in relation to the aims and objectives of the topic. Shortcomings in the selected data are mentioned.	8-10

6. Conclusions, Recommendations and Exit Strategy stated based on the data

8 Marks

No conclusions, recommendations or exit strategy	0
Conclusions, recommendations or an exit strategy is stated	1-2
Conclusions drawn, recommendations made and exit strategy stated	3-4
Appropriate conclusions stated and justified but recommendations and exit strategy left undeveloped	5-6
Reasoned and justified conclusions; some evaluation of the project; recommendations and exit strategy justified by the evidence collected	7-8

7. Data Presentation

4 Marks

No data presented	0
Some data presented, but not logically and neatly	1
Data presented in a neat and varied manner	2-3
Comprehensive data presented in a varied, neat and logical manner	4

8. Use of Development Terms and Concepts

2 Marks

No use of development terms or concepts	0
Limited use of development terms and concepts.	1
Adequate use of development terms and concepts	2