

BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
QUALIFICATION DEVELOPER (S)				BSSE Qualification Development Task Team										
TITLE		Botswana General Education Certificate IV							NCQF LEVEL		4			
STRANDS (where applicable)		1. 2. 3. 4.												
FIELD		Generic Skills							CREDIT VALUE		170			
SUB FIELD		General Education Qualification												
New Qualification		✓		Legacy Qualification					Renewal Qualification					
									Registration Code					
SUB-FRAMEWORK		General Education			✓		TVET					Higher Education		
QUALIFICATION TYPE		Certificate		I	II	III	IV	✓ V	Diploma		Bachelor			
		Bachelor Honours			Post Graduate Certificate					Post Graduate Diploma				
		Masters							Doctorate/ PhD					
RATIONALE AND PURPOSE OF THE QUALIFICATION														
RATIONALE The Botswana General Education Certificate IV in Botswana is designed to develop learners with the knowledge, skills, and attitudes required for further education, career readiness, and active citizenship, in line with National Development Plan (NDP) 12, which envisions a high-quality, inclusive, and future-ready education system that produces globally competitive human capital. This aligns with Botswana's transition to a Knowledge Based Economy (KBE), where innovation and knowledge application drive sustainable development. The qualification is consistent with the Revised National Policy on Education														

(RNPE) and the goals of the Botswana Education and Training Sector Strategic Plan (ETSSP) and Botswana Economic Transformation Programme (BETP), which promote a learner-centred system responsive to national priorities and the demands of the Fourth Industrial Revolution (4IR). It emphasises 21st-century skills—critical thinking, problem-solving, creativity, communication, and digital literacy—as outlined in the General Education Curriculum and Assessment Framework (GECAF) (Ministry of Child Welfare and Basic Education, 2025), and supports human capital development in line with Vision 2036 and the National Human Resource Development Strategy (NHRDS). The qualification also fosters ethical behaviour, social responsibility, and active citizenship while aligning with national, regional, and international standards.

PURPOSE:

The purpose of the qualification is to produce graduates with broad knowledge, skills and competence to;

1. Demonstrate problem-solving strategies and apply them to a variety of concrete, abstract and unfamiliar problems.
2. Work effectively individually and in groups, dealing with complex issues and are result oriented.
3. Use appropriate technologies, languages, symbols and texts to solve abstract and unfamiliar problems in real life situations.
4. Apply knowledge of the social, cultural, economic, political and environmental development in the local and global context.

MINIMUM ENTRY REQUIREMENTS (including access and inclusion)

1. **NCQF LEVEL 2 CERTIFICATE II OR EQUIVALENT**
2. **Recognition of Prior Learning (RPL)** will be considered for admission as per the established RPL policy.
3. **Credit Accumulation and Transfer (CAT)** will be considered for admission as per the established RPL policy.

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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
1. Solve problems by applying appropriate strategies in concrete, abstract and unfamiliar problems.	1.1. Identify a variety of problem-solving strategies relevant to different types of problems encountered in real life situations. 1.2. Select suitable problem-solving strategies for problems encountered in various contexts. 1.3. Apply creative thinking to adapt solutions to various contexts. 1.4. Evaluate the effectiveness of the strategies applied in a variety of contexts
2. Apply critical thinking skills, creativity and innovation to solve a wide variety of problems in different contexts.	2.1 Analyse and interpret problems to identify a variety of possible innovative solutions. 2.2 Generate creative and innovative ideas in response to different problems encountered in various contexts. 2.3 Demonstrate sound judgement in selecting solutions in a variety of problem solving contexts. 2.4 Evaluate situations critically and make informed decisions based on research.
3. Work independently and with others in solving real life problems	3.1 Demonstrate accountability for personal responsibilities within the group including supervisory functions. 3.2 Analyse complex issues by breaking them into manageable components in both groups and individual settings 3.3 Display effective collaboration in group settings.

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	3.4 Manage and resolve conflict arising from groups or teams taking in to consideration group dynamics. 3.5 Communicate effectively when working with others in solving real life problems.
4. Demonstrate leadership skills by effectively managing and resolving conflict in group or team setting.	4.1 Lead a group or team to accomplish intended results. 4.2 Manage and resolve conflicts arising from groups or teams taking into consideration group dynamics. 4.3 Apply group dynamics strategies to promote inclusive participation and maintain positive working relationships within the team.
5. Apply appropriate technologies, tools, and symbolic representations to analyse and solve real-life problems in familiar and unfamiliar contexts.	5.1 Select appropriate technologies, tools, resources, and symbolic representations for problem-solving. 5.2 Apply selected technologies and symbolic representations to generate solutions to identified problems. 5.3 Assess the effectiveness and impact of technological solutions in local and global contexts. 5.4 Demonstrate ethical, safe, and responsible use of technology.
6. Apply relevant languages, texts, and symbols to communicate effectively	6.1 Interpret relevant languages, texts, and symbols correctly in a given context. 6.2 Use appropriate languages, texts and symbols to convey meaning accurately in a variety of real-life contexts 6.3 Apply suitable language conventions, texts and symbolic representations to enhance clarity and effectiveness in communication.

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	6.4 Communicate solutions clearly and accurately using relevant languages, texts and symbols in real life situations.
7. Apply knowledge of social, political, cultural, economic and environmental development in local and global contexts.	8.1 Demonstrate awareness of own cultural identity and heritage and that of others and its contribution to the world 8.2 Recognise and respond appropriately against forms of discrimination, violence, and anti-social behaviors in the community. 8.3 Use various forms of art as a means of communication and interpret them in various contexts. 8.4 demonstrate knowledge and understanding of the relationship between health and lifestyle. 8.5 Interact with the global environment in a manner that is protective, conserving and nurturing. 8.6 determine principles and actions that characterise a just, peaceful, pluralistic, inclusive and democratic society, and act accordingly. 8.7 apply knowledge and skills of the creative arts for economic development. 8.8 Apply entrepreneurial skills in real life situations. 8.9 Demonstrate knowledge and understanding of sustainable development and its implications for the environment, locally and globally

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level [4]	
FUNDAMENTAL COMPONENT Subjects/ Courses/ Modules/Units	Life Skills Education			10	10
	Computer Awareness			10	10
	Physical Activity			8	8
CORE COMPONENT Subjects/Courses/ Modules/Units	English			20	20
	Scientific Mathematics or General Mathematics			22	22
	Setswana			20	20
STRANDS/ SPECIALIZATION	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level []	Level []	Level [4]	
1.	STEM Pathway				
	Physics			22	22
	Chemistry			22	22
	Biology			22	22
	Pre-vocational Pathway				

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	Music			30	30
	Visual Arts			30	30
	Physical Education			30	30
	Animal Production			30	30
	Field Crop Production			30	30
	Horticulture			30	30
	Hospitality and Tourism Studies			30	30
	D&T-System and Control			30	30
	D&T-Resistant Materials			30	30
	D&T-Graphics			30	30
	Innovative Design and Aesthetics			30	30
	D&T-System and Control			30	30
	Textile and Clothing Design			30	30
	Food Studies			30	30
	Humanities and Social Science Pathway				
	History			20	20
	Geography			20	20
	Social Studies			20	20
	Development Studies			20	20
	Religious Education			20	20

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	Accounts			20	20
	Business Management			20	20
	Economics			20	20
	Entrepreneurship			20	20
Electives					
STEM Electives	Statistics			22	22
	Agricultural Science			22	22
	Information & Communications Technology			22	22
	Computer Science			22	22
	History			20	20
	Geography			20	20
	Social Studies			20	20
	Development Studies			20	20
	Religious Education			20	20
	Accounts			20	20
	Business Management			20	20
	Economics			20	20
	Entrepreneurship			20	20
	Music			30	30
	Visual Arts			30	30
	Physical Education			30	30
	Animal Production			30	30

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	Field Crop Production			30	30
	Horticulture			30	30
	Hospitality and Tourism Studies			30	30
	D&T-System and Control			30	30
	D&T-Resistant Materials			30	30
	D&T-Graphics			30	30
	Innovative Design and Aesthetics			30	30
	D&T-System and Control			30	30
	Textile and Clothing Design			30	30
	Food Studies			30	30
	Literature in English			20	20
	French			20	20
	Other Language			20	20
Humanities & Social Science Electives	Literature in English			20	20
	French			20	20
	Other Language			20	20
	Physics			22	22
	Chemistry			22	22
	Biology			22	22
	General Science			22	22

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	Music			30	30
	Visual Arts			30	30
	Physical Education			30	30
	Animal Production			30	30
	Field Crop Production			30	30
	Horticulture			30	30
	Hospitality and Tourism Studies			30	30
	D&T-System and Control			30	30
	D&T-Resistant Materials			30	30
	D&T-Graphics			30	30
	Innovative Design and Aesthetics			30	30
	D&T-System and Control			30	30
	Textile and Clothing Design			30	30
	Food Studies			30	30
	Statistics			22	22
	Agricultural Science			22	22
	Information & Communications Technology			22	22
	Computer Science			22	22
Pre-vocational electives	Statistics			22	22

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	Agricultural science			22	22
	Information & Communications Technology			22	22
	General Science			22	22
	Computer Science			22	22
	Literature in English			20	20
	French			20	20
	Other Language			20	20
	Physics			20	20
	Chemistry			20	20
	Biology			20	20
	History			20	20
	Geography			20	20
	Social Studies			20	20
	Development Studies			20	20
	Religious Education			20	20
	Accounts			20	20
	Business Management			20	20
	Economics			20	20
	Entrepreneurship			20	20

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value	Comments
Fundamentals	28 (3)	Taken by all learners
Core	62 (3)	Taken by all learners
STEM	66 (3)	Select one pathway from the 3 pathways
Humanities and Social Sciences	40 (2) or 60 (3)	
Prevocational	30 (1)	
Electives	STEM min 20 Humanities & SS min 40 if 2 were selected above or min of 20 if 3 were selected above Pre-vocational min 60 credits	- STEM: Minimum of 1 elective. - Humanities and Social Sciences: Minimum of 2 electives if 2 pathway subjects are selected; minimum of 1 elective if 3 pathway subjects are selected. - Prevocational: Minimum of 3 electives
TOTAL CREDITS	Minimum credits 170	

Rules of Combination:

(Please Indicate combinations for the different constituent components of the qualification)

Fundamental Subjects

All learners will do the fundamental subjects which are Life Skills, Computer Awareness and Physical Activity.

Core Subjects

All learners will do the **core** subjects (English, Setswana, General Mathematics or Scientific Mathematics). International learners may be exempted from Setswana. In such cases, they must choose one elective subject.

PATHWAYS

STEM Pathway

Learners select two (2) or three (3) Pure Science subjects. If two (2) Pure Sciences are selected, one additional subject must be chosen from Statistics, Computer Science, Information & Communications Technology, or Agricultural Science. All learners must also select at least one (1) further STEM elective to reach a minimum of ten (10) subjects.

Humanities and Social Sciences Pathway

Learners choose a minimum of two (2) subjects in the Humanities and Social Sciences Pathway. Where two (2) Humanities and Social Sciences subjects are chosen, learners must select at least two electives. Those who choose 3 Humanities and Social Sciences subjects must select at least one (1) subject from the Humanities and Social Sciences electives to make a minimum of ten subjects (10).

Pre-vocational Pathway

Learners choose one (1) subject in the Pre-Vocational Pathway. They then choose at least three (3) subject from the Pre-Vocational electives to make a minimum of ten subjects (10).

N.B.

While all subjects undertaken by a learner are credited, the three fundamental components: Physical Activity, Computer Awareness, and Life Skills have minimal contact hours and carry a lower credit weighting. Computer Awareness shall be offered at Form 4 only and Physical Activity shall be offered at Form 5 only. Life Skills shall be offered from Form 4 to Form 5.

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ASSESSMENT ARRANGEMENTS

Formative assessment (school based) – 60%
Summative assessment (awarding body) - 40%

MODERATION ARRANGEMENTS

There shall be provision for internal and external moderation according to laid out policies.
Assessors and moderators shall be accredited by BQA.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) shall be considered for award of the qualification in line with relevant policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation and Transfer (CAT) shall be considered for award of the qualification in line with relevant policies.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning pathway

- Horizontal articulation – TVET NCQF qualification level 4
- Vertical articulation –
 - Certificate NCQF level 5
 - Diploma qualifications
 - Bachelor's Degree
- Employment pathway
 - Self-employment
 - The learners from this qualification are Industry ready.
 - Apprenticeship.

QUALIFICATION AWARD AND CERTIFICATION

Qualification award – For the graduate to be awarded Botswana General Education Certificate IV they must have attained a minimum of 170 credits and having satisfied all assessment requirements in line with Botswana National Policy on Assessment.

Certification – Graduates who have been awarded the qualification will be issued with Botswana General Education Certificate IV and transcript.

SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

Title of Qualification: NQF Level & Credit Value or Duration (where applicable)

Similarities

- All benchmarked qualifications are at level IV of the NQF or its equivalent.

Differences

- The qualification duration varies from 2 years to 5 years with Botswana being the lowest at 2 years.
- The credits differ from one country to another and in some cases from one subject to another due to different credit systems applied.

Domains/Modules/Courses/Subjects covered (Fundamental, core & electives)

Similarities

- All the qualifications offer core subjects as languages, maths and science subjects.
- South Africa and Botswana offer life skills education as a core subject. Canada offers a similar subject, Career Studies and Civics.
- All the qualifications divide their electives from Commerce, Science/Technology, Humanities/Arts and Vocational/Technical, which helps a learner select their preferred pathway.

Differences

- No observed differences.

Main Exit Outcome(s)

Similarities

- The main exit outcomes of the developed qualification (BGEC VI) are generally anchored at the same level as all other qualifications it was benchmarked against. The qualification(s) emphasises on producing graduates with cognitive understanding and application of a range of skills and Technology coupled with profound knowledge rooted on research skills within their area of focus.

Differences

- No observed differences.

Assessment strategies and Weightings

Similarities

- All qualifications benchmarked against have PBA and External Examinations. The developed qualification is similar to Canada High School Diploma (HSD) as assessment is weighted at an average of 65% PBA and 35% external exam.

Differences.

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- The developed qualification differs with South Africa National Senior Certificate and United Kingdom International General Certificate of Secondary Education (IGCSE) as their PBA is lower at 25%-30% and higher external examinations at 70%-75% respectively.

Qualification rules and minimum standards for the award of the qualification

Similarities

- All the qualifications require completion of core subjects to meet qualification rules.
- They all have minimum credit standards to ensure learners are eligible for tertiary education or further training.

Differences

- South Africa NSC has formal life orientation which is awarded ten (10) credits as opposed to others.

Education and Employment Pathways

Similarities

- The qualifications allow graduates to enter into the world of work, further training and self-employment.

Differences:

- Upon completion of the UK IGCSE, it is mandatory that graduates enter into A-levels or IB (International Baccalaureate) Diploma.

Conclusion

The BGEC IV qualification is similar to others in terms of exit outcomes and core subjects offered. The closest to the developed qualifications in the region is the South Africa National Senior Certificate. Internationally, BGEC IV qualification is closest to the Canada High School Diploma, particularly with Formative assessment of 70% and Summative assessment of 30%.

REVIEW PERIOD

5 years

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For Official Use Only:

CODE (ID)			
REGISTRATION STATUS	BQA DECISION NO.	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	

Appendix A.

References

1. Human Resource Development Council (2009), Human Resource Development Strategy (2009 – 2022), Gaborone, Botswana.
2. Republic of Botswana (1994) The revised National Policy on Education, Gaborone, Botswana.
3. Ministry of Child Welfare and Basic Education (2025) General Education Curriculum and Assessment Framework. Gaborone, Botswana.
4. United Nations Convention for Rights of Persons with Disabilities (2006), United Nations Headquarters, New York, USA
5. Republic of Botswana. (2025). *Botswana economic transformation programme*.
6. Republic of Botswana. (2025). *National development plan 12 (2025–2030)*.

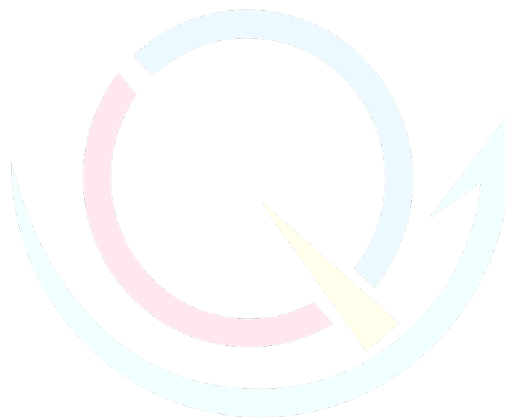
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COMMENT SECTION



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