JUNIOR CERTIFICATE EXAMINATIONS

BOTSWANA
EXAMINATIONS
COUNCIL

2020

SUMMARY OF

PROVISIONAL

RESULTS

20

2020 JCE Provisional Results Report

PART I   ADMINISTRATION REPORT

1.0   Introduction

The Junior Certificate Examination (JCE) is a standards-based assessment intended to provide information on the achievement of candidates after three years of junior secondary education, the results of which are used mainly for selection into senior secondary education and vocational & technical education as well as the world of work. The assessment of the 2020 cohort was carried out through eleven (11) multiple-choice components, twenty-seven (27) open-ended components, three (3) practical examinations and eight (8) coursework assessment components on seventeen (17) syllabuses. The 2020 cohort comprised of candidates from public schools, private schools and individuals who registered with BEC.

The administration report is intended to provide a background to the environment under which the 2020 examinations were conducted. Generally, the administration went well although there were a few incidents that were recorded.

2.0   Administration of the 2020 Junior Certificate Examination

2.1   Registration
Registration was conducted through the online facility. All centres registered online.

2.1.1   Registration of Centres
In this cycle 249 centres registered candidates compared to 245 in 2019. Out of the 249 centres, 209 were government school centres, 17 were private school centres and 23 were private centres.

2.1.2   Registration of Candidates
Table 1 below shows the number of candidates who sat the examination from 2017 to 2020. An increase has been noted at both government and private centres in 2020 when compared with 2019.

Table 1: Candidature for the Years 2017 to 2020

	Government School Centre Candidates	Private School Centres Candidates	Private Centre Candidates	Total Number
2020	40 619	657	2 671	43 947
2019	38 608	619	1 824	41 051
2018	38 409	779	1 551	40 739
2017	38 668	613	1 319	40 600

2.2   Examinations under COVID-19 Conditions

All the JCE centres were provided with regulatory documents on how to administer examinations during the COVID-19 period. Arrangements were made for centres that had closed due to COVID-19 exposure, candidates on quarantine or isolation to ensure that candidates did not miss the examinations. In addition, Agriculture coursework component was replaced by an alternative written paper as candidates could not continue taking care of their plots during national lockdowns. Furthermore, the moderation of coursework marks and practical examinations were re-scheduled to take into account preparatory time lost by schools during the lockdown period.

To a very large extent most centres adhered to the guidelines and health protocols. At first there was general fear that teachers who would be engaged as invigilators might be at risk of exposure to the virus. With the help of the health officials across the country teachers were supported as much as possible with surgical masks and transport to assist them to invigilate their candidates.

Two hundred and eighteen (218) candidates were reported to be affected by the COVID-19 pandemic; one sat the examinations in isolation and the rest in quarantine. All candidates were invigilated according to the guidelines provided and centres submitted reports on the administration of the examinations.

Only two candidates at JCE missed their practical examinations due to them being hospitalised. The centre did not report this to BEC, otherwise they would have been advised to administer the examination when the candidates came out of the hospital.

2.3   Compliance to Examination Regulations

Due to the outbreak of the COVID-19 pandemic and in line with the National COVID-19 Health protocols the JCE office could not physically train the Chief Invigilators on conduct of examinations. To ensure that examinations were conducted in accordance with set standards, Chief Invigilators were provided with the guidelines for the conduct of examinations on CD. Overall, the centres

complied with the laid down guidelines even though there were a few reports of maladministration and malpractice as shown in the next section of this report.

2.4 Maladministration and Malpractice Cases

2.4.1 Maladministration Cases

Four (4) cases of maladministration as shown in **Table 2** below were reported at JCE in 2020 compared to two (2) in 2019.

Table 2: *Incidents* Recorded at JCE

Incident type	No. of centres	BEC Immediate Response	Action taken
Opening of wrong question papers.	3	The centres were advised to secure the question papers until the scheduled time of the examinations.	The centres were written cautionary letters and advised on the relevant clauses of the Guidelines for Conduct of Examinations.
One English teacher shared the title of the listening paper with other teachers ahead of the scheduled time of the exam.	1	The centre was advised to write a full report. Investigations carried out revealed that the teacher sent the title of the passage to fellow teachers an hour before the exam during the time readers are given the text to familiarise themselves before they read to candidates.	A cautionary letter has been written to the teacher to ensure guidelines for conduct of exam are adhered to at all times.

2.4.2 Malpractice Cases

A total of six (6) malpractice cases were recorded in this cycle compared to three (3) in 2019. All the cases involved coursework components. The continued occurrence of malpractice cases in coursework components is noted as a concern. The affected centres and teachers have been written warning letters to caution them against non-compliance, lack of close supervision and monitoring. All the cases have been investigated, concluded and appropriate action taken.

2.5   Coursework Moderation and Marking

2.5.1   Moderation of Coursework Marks

The number of moderators at this level was sufficient for all moderated components. Standardisation for Home Economics, Music as well as moderation for Design & Technology and Art were carried out in two COVID-19 Zones to manage transmission of the virus.

All centres submitted projects on time using the revised schedule and there were no cases of re-marking recorded.

2.5.2   Marking

2.5.2.1 Examiners

A total of 2 220 examiners were engaged to mark the JCE written papers in 2020 compared to 2 007 in 2019. All the components were completed on the scheduled date of 24 December 2021 except Setswana Paper 2 which completed on 25 December 2021. Due to the COVID-19 pandemic, the JCE marking was decentralised to six marking venues across the country. This resulted in the de-congestion of examiners and possibly reduced the rate of transmission as only one marking venue recorded a positive COVID-19 case. The contacts to the positive case, some of whom were examiners, turned out to be negative. The marking was therefore not disrupted.

2.5.2.2 Marking Fees

JCE examiners did not raise any issues in 2020 regarding the set composite marking fees. The examiners requested the Council to factor in inflationary adjustments on transport fare. They also encouraged BEC to continue to engage BURS on tax owed by examiners emanating from their engagement with BEC.

2.6   Access Arrangements and Special Consideration

2.6.1   Applications for Access Arrangements

A total of 1 425 applications were received in 2020 compared to 1 251 in 2019 as shown in **Table 3** below. Out of the 1 425 applications, 1 104 (77%) candidates provided supporting evidence and 321 (23%) candidates did not. There was a slight decrease in provision of supporting evidence when compared to 2019 where 85.5% provided the evidence required.

Status	Number of Candidates				
	2016	**2017**	**2018**	**2019**	**2020**
Provided	381	401	834	1 070	1 104
Outstanding	83	167	172	181	321
Total	**464**	**568**	**1 006**	**1 251**	**1 425**

All candidates who applied for access arrangements at this level were deemed to be eligible and their applications were approved. For those who had not provided the evidence, the approval was subject to their submission before the sitting of the examinations.

2.6.2   Applications by Special Needs Type and Access Arrangement Type

The applications received this year were more of the same special needs type as those received in previous years. But there was a decrease noted in the number of candidates with low vision as well as those who did not indicate the special needs type.

Table 4 shows the types of access arrangements. There was a notable decline in applications for Practical Assistant, Exemption from Setswana and Exemption from English Listening Comprehension for Hard of Hearing and Deaf Candidates. The greatest increase was noted for those that requested for extra-time, reader and oral response/scribe/writer.

Table 4: Access Arrangements Types

Access Arrangements	Number of Candidates				
	2016	**2017**	**2018**	**2019**	**2020**
Modified Papers(LD & Extra-time)	326	160	595	452	679
Modified Papers (Hearing Impairment)	25	23	25	31	18
Extra-time	38	207	515	763	1 025
Enlarged Print	26	44	28	56	47
Reader	214	208	502	629	797
Scribe/Oral Response	150	163	400	690	863
Braille	13	14	5	11	3
Assistive Technology Devices	0	14	15	1	6
Rest Breaks	32	36	25	49	156
Exemptions from Setswana	26	23	25	31	18
Preferential Sitting	13	8	9	0	58
Coloured Paper	1	0	1	0	1
Exemption from English Listening Comprehension for Hard of Hearing and Deaf Candidates	26	23	27	31	18
Incomplete Coursework for Physical Education Candidates	2	1	0	0	0
Practical Assistant	18	14	3	64	43
Access Arrangements Not Specified	35	0	3	6	0

2.6.3   Applications for Special Consideration

Fifty-eight (58) candidates from sixteen (16) centres applied for special consideration in 2020. All applications for special consideration were accompanied by supporting evidence.

The number of applications increased from twenty-eight (28) in 2019 to fifty-eight (58) in 2020. The increase was mainly due to the fact that in 2020 there was a high number of candidates who were affected by COVID-19 as sixty-four percent (64%) of the applications were COVID-19 related.

Table 5: Applications by Special Consideration Type

Special Consideration Type		Number of Candidates With Supporting Evidence	Number of Candidates Without Supporting Evidence	Total
Ill health	COVID-19 related	37	0	37
	General ill health	11	0	11
Bereavement		7	0	7
Trauma		1	0	1
Other		2	0	2
Total		58	0	58

2.7   Processing of the 2020 Junior Certificate Examination

The data capturing of the marks was successfully implemented using three different methods for different purposes, namely; scanning of Optical Mark Reader (OMR) forms, use of web based form directly linked to the Malepa application and capturing into the Malepa application. The use of the web based form was a new development which proved to be the most efficient way of capturing marks when compared to the use of Malepa application as it had minimal challenges. Data capture for marked scripts was started at the marking venues with the engagement of online data capturers and completed at the BEC. This helped to expedite the exercise as well as reduce the errors associated with transcription into mark sheets. There were a number of challenges experienced with the capturing of data and the major ones included:

- The printing of the answer sheets was badly done especially for JCE and BGCSE. The bubbling was misaligned, as it had shifted away from the ovals. This delayed the scanning as it required re- shading.
- Wrong appointment and non-appointment of examining personnel and checkers in the Malepa application
- Candidates continue to write without having registered for the syllabuses resulting in unregistered candidates identified during processing

PART II   TECHNICAL REPORT

1.0   Introduction

This part of the report presents the outcomes for the 2020 Junior Certificate Examination (JCE). It focuses on outcomes for government centre population only, because it is considered to be stable and therefore allows for reliable comparisons across years. JCE is a selection examination into senior secondary schooling.

This year, the total number of syllabuses graded for the examination still remained at 17 as in the previous year and these constitute a total of 48 components. Unlike in the previous year, candidates taking Agriculture in government centres were assessed through an alternative to coursework question paper as they were unable to complete their coursework due to national lockdowns as a result of the COVID-19 pandemic.

Candidates at JCE are graded at syllabus level. The syllabus grades are then aggregated to obtain a qualification grade following a specified criteria. The grades available at syllabus level are on a scale of A to E, where Grade A represents the highest level of performance and grade E the lowest level. At qualification level the grades available are Merit, A, B, C, D and E. Candidates failing to meet the minimum requirements for the lowest grade (E) at both syllabus and qualification levels are unclassified and assigned letter U.

During the 2020 examination series, candidates were provided with an opportunity to show what they know and what they can do and to the same level of demand as in previous years. However, the 2020 cohort had to show what they know and what they can do under an environment that was exceptionally different from that of their predecessors due to the COVID-19 pandemic. Such an environment is likely to impact negatively on performance of candidates taking examinations in 2020 at an overall national level than those of previous years. In subjects where this was evident, established procedures as per best practice were applied at national level. It should be noted that such procedures will not change the circumstances the cohort faced. Furthermore, it should be noted that caution was exercised when applying the procedures to ensure that the standards of the assessment are not compromised whilst ensuring fairness across cohorts. Hence Grades from this year would carry the same meaning as those of the previous years.

2.0   The Grading Process

Grading decisions at JCE are based on a combination of professional judgement and statistical evidence. Professional judgements are made by marking teams led by Principal Examiners (PE) and the statistical evidence is interpreted by Product Development Officers who would later combine the judgement and the statistical evidence to make grading decisions. The grading decisions are then validated by the Grading Advisory Committee.

GAC had representation from within BEC, comprising of Management from Directorates of PDS, EAC and RPD. Stakeholder representation comprised of an Officer from Botswana Open University, two Officers from Department of Educational Planning and Research Services in the Ministry of Basic Education and one from the Department of Curriculum Development & Evaluation.

Both the PE's and the Product Development Officer's reports from the pre-grading sessions were presented to the GAC where recommendations from both reports were interrogated and well informed decisions on cut-off scores to be applied for the 2020 examination were reached.

2.1   Validation of Results

The results were validated as per best practice after cut-scores determined during grading were applied.

2.1.1 Examination Administration Incidents Log
Examination administration incidents log was consulted and results of the concerned centres were interrogated for any anomalous performance trends. It has been established that none of the centres had suspicious performance.

2.1.2 Drastic changes in performance
Another validation step involved checking drastic changes in percentage of candidates obtaining Grade C or better. The results for all of the centres with drastic changes were interrogated, however the performance for those centres was observed to be normal.

2.1.3 Performance in Greater Gaborone COVID-19 Zone
The performance of regions within the Greater Gaborone COVID-19 Zone was interrogated as the Zone had been subjected to a longer period of lockdown than the rest. The outcome of the interrogation indicated that the zone was not affected in anyway different from the rest of the zones.

3.0   Outcomes of Grading

Candidates weighted scores at component level are aggregated to give performance at syllabus level.

3.1   Performance at Syllabus Level

3.1.1   Quantitative description

Table 6 presents performance of the 2020 and 2019 cohorts as reflected by cumulative percentage of candidates at each grade across 16 syllabuses and differences in cumulative percentages between the two years.

Table 6: Cumulative Percentages at Syllabus Grade for 2020 and 2019 with Differences

Syllabus	Cumulative % at grade						
	Year	A	B	C	D	E	U
Setswana	2020	0.26	4.42	23.35	70.13	89.79	100
	2019	0.22	4.59	22.92	67.48	90.30	100
	Diff.	0.04	-0.17	0.43	2.65	-0.51	
English	2020	0.95	10.54	32.14	58.89	78.49	100
	2019	1.23	12.26	33.87	60.71	78.31	100
	Diff.	-0.28	-1.72	-1.73	-1.82	0.18	
Mathematics	2020	4.54	11.06	23.35	44.56	78.57	100
	2019	5.16	13.18	26.93	48.62	78.91	100
	Diff.	-0.62	-2.12	-3.58	-4.06	-0.34	
Science	2020	2.83	8.92	18.04	45.79	83.00	100
	2019	2.07	7.40	17.16	46.47	83.03	100
	Diff.	0.76	1.52	0.88	0.68	-0.03	
Social Studies	2020	0.48	9.11	29.41	57.97	80.58	100
	2019	0.51	9.22	32.39	61.52	84.71	100
	Diff.	-0.03	-0.11	-2.98	-3.55	-4.13	
Agriculture	2020	1.28	17.06	47.08	78.15	95.61	100
	2019	1.58	18.79	48.74	83.27	97.95	100
	Diff.	-0.30	-1.73	-1.66	-5.12	-2.34	

Design and Technology	2020	1.38	6.02	15.69	53.31	82.59	100
	2019	1.30	6.70	16.08	52.34	82.27	100
	Diff.	0.08	-0.68	-0.39	0.97	0.32	
Home Economics	2020	0.11	4.32	27.08	69.97	91.87	100
	2019	0.09	4.20	29.24	72.17	92.17	100
	Diff.	0.02	0.12	-2.16	-2.20	-0.30	
Commerce and Office Procedures	2020	0.06	1.93	10.52	41.52	76.04	100
	2019	0.06	1.98	9.75	40.60	76.66	100
	Diff.	0.00	-0.05	0.77	0.92	-0.62	
Commerce and Accounting	2020	0.10	4.10	21.90	46.29	77.24	100
	2019	0.22	6.30	21.46	44.71	75.74	100
	Diff.	-0.12	-2.20	0.44	1.58	1.50	
Religious Education	2020	4.22	18.25	36.06	67.29	88.59	100
	2019	3.58	17.25	36.83	65.90	86.62	100
	Diff.	0.64	1.00	-0.77	1.98	1.97	
Art	2020	2.23	22.92	63.31	92.84	99.19	100
	2019	2.49	25.07	64.20	93.08	99.58	100
	Diff.	-0.26	-2.16	-0.92	-0.24	-0.39	
Moral Education	2020	3.51	16.17	36.53	59.50	75.40	100
	2019	3.53	16.86	38.12	60.75	77.08	100
	Diff.	-0.02	-0.69	-1.59	-1.25	-1.68	
French	2020	2.73	7.95	15.47	38.53	67.29	100
	2019	3.10	8.38	17.41	36.21	67.22	100
	Diff.	0.37	-0.43	-1.94	2.32	0.07	
Music	2020	0.68	8.70	30.35	67.06	86.61	100
	2019	0.97	8.87	29.90	68.46	88.74	100
	Diff.	-0.29	-0.17	0.45	-1.40	-2.13	
Physical Education	2020	1.92	8.53	21.77	52.70	79.94	100
	2019	2.89	10.05	23.09	53.82	83.77	100
	Diff.	-0.98	-1.52	-1.32	-1.12	-3.83	

Significant: `Increase` `Decline`

This year, the proportion of candidates satisfying the requirements for the award of a key syllabus grade remained more or less the same as that of the past year for 10 syllabuses and only changed

significantly in 6 syllabuses. It is worth noting that all of these significant changes are in the negative. The syllabuses showing a decline in cumulative percentage of candidates at key grades are Mathematics, Social Studies, Agriculture, Home Economics, Music and Physical Education. The significant decline in cumulative percentages is noted at grade C or better and at grade E or better for Social Studies only while a decline is recorded only at grade C or better for Mathematics and Home Economics. The syllabuses of Agriculture, Music and Physical Education have realised a decline only at grade E or better.

Further to note is that, the syllabuses with more or less the same cumulative percentage of candidates at grade C or better show slightly negative changes in 8 syllabuses and a slightly positive change in 5 syllabuses. At grade E or better there is a balance in number of syllabuses showing a negative change and those with a positive change.

It has been observed that it is still only in the Art syllabus where at least 50% of candidates are awarded credit grades, that is grade C or better. The Commerce and Office Procedures syllabus continues to be the lowest with about 11% of candidates awarded grade C or better.

The proportion of candidates who did not satisfy the requirements for the award of a syllabus grade remains high as it is only in 4 syllabuses; Setswana, Agriculture, Home Economics and Art where we observe less than 10% of candidates assigned letter U. In the majority of the syllabuses, more than 10% of the candidates and as high as 32% for French are not awarded a syllabus grade and therefore assigned letter U. It ought to be noted that the French syllabus is currently under review for possible first examination in 2023.

3.1.2   Qualitative description

The quality of work of the candidates is described for the syllabuses showing a significant decline in performance in at least one of the key grades.

Agriculture: Candidates demonstrated a decline in knowledge and understanding of Agriculture facts and concepts. They displayed weaknesses in information handling, application and problem solving especially on Agricultural production management practices.

It was evident from performance in the alternative to practical paper that candidates had insufficient practical experience. This could imply that such experience is acquired mainly through the project required by BEC for certification. There is need to carry out some research to understand instructional practices in the subject in relation to the syllabus requirements.

Mathematics: Candidates demonstrated some knowledge and understanding of mathematical concepts though application of the same concepts to real life situations were a challenge. Most of the candidates were able to present data in tabular, graphical and diagrammatic forms even though they

could not adequately interpret it. Candidates had difficulties in recognizing and/or applying appropriate mathematical procedures for a given situation.

Social Studies: Candidates had challenges in using factual knowledge and stimulus material to explain, discuss and evaluate issues. They could hardly make well-reasoned and balanced judgments on socio-economic, cultural and political issues presented.

Music: While candidates managed to demonstrate better practical skills in the execution of their musical tasks, such as pitch, rhythm and improved showcasing of skill during group performances, a significant portion of the candidature however, struggled to display adequate understanding of basic elements of musical terminology and music vocabulary. Some centres failed to make coursework submissions for all their candidates or presented incomplete performances and blank spaces for written tasks.

Physical Education: Candidates demonstrated reasonable planning, decision making and performance in their chosen practical activities. However, they were greatly challenged by inter-relating planning, performing and evaluating whilst undertaking activities.

Home Economics: The cohort had challenges in displaying knowledge and understanding of terminology. Furthermore, most candidates could not adequately handle given information to solve problems. However, most candidates displayed a fair level of Food and Nutrition skills including developing correct recipes for different dishes, observation of hygienic rules and tidiness practices. Most craft projects were complete, aesthetic and functional with harmonising skills.

What is evident is that this year candidates were a lot more challenged in skill-based syllabuses. This could be suggestive of the fact that they had insufficient practical experience due to disruptions to the teaching and learning process which might have ultimately impacted on their acquisition of general knowledge and skills to address theory papers. The syllabuses in this category are largely those that were accorded special consideration at cohort level as the impact was due to factors out of the control of candidates.

3.2   Performance at Qualification Level

Overall performance of the 2020 cohort has remained more or less the same as that of the 2019 cohort. There are insignificant negative differences in cumulative percentages recorded across all qualification grades.

Table 7 shows the number of candidates at each qualification grade, percentage at grade, cumulative percentage at grade and the difference in cumulative percentages at grade between 2020 and 2019.

Table 7: Performance at Qualification Level

Year	Frequency	Merit	A	B	C	D	E	U
2020	No. at grade	11	484	4184	9838	14134	5 479	6404
	% at grade	0.03	1.20	10.30	24.30	34.90	13.50	15.80
	Cum. %	0.03	1.20	11.50	35.80	70.70	84.20	100
2019	No. at grade	3	485	4 209	9 785	13 080	5 429	5592
	% at grade	0.00	1.30	10.90	25.40	33.90	14.10	14.50
	Cum. %	0.00	1.30	12.20	37.50	71.40	85.50	100.00
Diff. in cum. %		**0.03**	**-0.10**	**-0.70**	**-1.70**	**-0.70**	**-1.30**	**0.00**

This year, **84.20%** of candidates compared to **85.50%** in 2019, satisfied the minimum requirement for the award of the JCE qualification that is, Grade E or better, indicating an insignificant decline of **1.30%.** This means that, **15.80%** of candidates compared to **14.50%** of the previous year, did not satisfy the minimum requirement for the award of the JCE qualification and therefore assigned letter U. From the candidates qualifying for the award of the JCE qualification, **35.80%** this year compared to **37.50%** in 2019, met the minimum requirement for the award of a credit pass overall, that is Grade C or better, showing an insignificant decline of **1.70%**. These insignificant negative changes in performance between the two cohorts is also evident in other grades. In conclusion, overall performance this year is at the same level as that of 2019.

3.2.1 Outstanding performance

The attainment of a Merit is classified as outstanding performance. In this series, 11 candidates from 11 different centres across regions qualified for the award of a Merit compared to 3 candidates from 3 different centres in the previous year. It is noted that 2 of the 3 centres from the previous year are part of the 11 of this series.

PART III: RESULTS ANALYSIS

Part III of the 2020 JCE Summary Results Report is structured as follows: -

- ◈   Candidature
- ◈   Overall Performance
- ◈   Performance by Subject
- ◈   Performance by Gender
- ◈   Performance by Education Region
- ◈   Centres obtaining at least 50% pass for grades A-C
- ◈   Report Summary

1.0 Candidature

A total of 43883 set for the 2020 examinations, out of which 22200 (51%) were females and 21683 (49%) were males.

The general picture shown in Table 8 is that female candidates outnumber their male counterparts in all subjects across the years except for Design and Technology, Art and Physical Education.

Table 8: Candidature by Subjects, Gender and Year of Examination (2018 – 2020)

SUBJECTS	2018			2019			2020		
	All	Male	Female	All	Male	Female	All	Male	Female
Setswana	40773	20302	20471	40831	20118	20713	43360	21441	21919
English	41016	20404	20612	41031	20212	20819	43739	21622	22117
Mathematics	41018	20404	20614	41025	20207	20818	43804	21634	22170
General Science	2591	1236	1355	2403	1039	1364	3170	1490	1680
Integrated Science	38409	19167	19242	38608	19161	19447	40620	20144	20476
Social Studies	40942	20377	20565	41007	20199	20808	43267	21409	21858
Design & Technology	10898	9058	1840	11092	9267	1825	11620	9689	1931
Agriculture	40928	20374	20554	40983	20197	20786	42977	21229	21748
Home Economics	11057	2704	8353	11261	2757	8504	11685	2797	8888
Commerce and Office Procedure	9900	4415	5485	9747	4187	5560	9366	4042	5324
Commerce and Accounting	7712	3342	4370	7947	3411	4536	8664	3809	4855
Religious Education	16800	5953	10847	16543	5457	11086	16653	5499	11154
Art	10620	7594	3026	10827	7747	3080	11515	8204	3311
Moral Education	40923	20373	20550	40991	20192	20799	43240	21374	21866
French	1596	631	965	1528	595	933	1656	599	1057
Music	1504	642	862	1341	596	745	1621	725	896
Physical Education	11886	6477	5409	11812	6435	5377	12351	6688	5663
TOTAL CANDIDATURE	41062	20420	20642	41048	20219	20829	43883	21683	22200

2.0 Overall Performance

Table 9: National summary of overall grades from 2018 to 2020

Grade	2018			2019			2020		
	Count	%	Cum	Count	%	Cum	Count	%	Cum %
Merit	6	0.01	0.01	3	0.01	0.01	11	0.03	0.03
A	483	1.18	1.19	484	1.18	1.19	485	1.11	1.14
B	4104	9.99	11.18	4205	10.24	11.43	4187	9.54	10.68
C	9944	24.22	35.40	9833	23.95	35.38	9865	22.48	33.16
D	14234	34.66	70.06	14181	34.55	69.93	14924	34.01	67.17
E	5863	14.28	84.34	6088	14.83	84.76	5947	13.55	80.72
U	5719	13.93	98.27	5920	14.42	99.18	6626	15.10	95.82
X	709	1.73	100.0	334	0.81	100.0	1838	4.19	100.0
Total	41062			41048			43883		

Note: X denotes failure to meet grading requirements for the award of a qualification
U denotes failure to meet minimum requirements at grade E

The total candidature in 2020 was 43883, which is an increase of 6.91% from 2019.

The overall pass rate at grade E or better stood at 80.72% in 2020 compared to 84.76% in 2019 which is a significant decline of **4.04%.** At grade C or better the credit pass rate is 33.16% compared to 35.38 in 2019, a decline of **2.22%.** Comparing 2019 and 2020, a decline in performance is also observed across all grades with the exception of the Merit grade. Eleven (11) candidates satisfied the award of a Merit in 2020 compared to three (3) in 2019. The overall performance is presented in Table 9.

Candidates are awarded **X** due to incomplete information required for Grading. There is significant increase in the proportion of candidates who were assigned X **(3.38%).** The number of candidates who were assigned **X** were as follows: 2018 (709), 2019 (334) and 2020 (1838).

2.1 Comparison of overall grades by type of centre

Fig. 1 Comparison of Overall Performance by Type of Centre

	Merit	Grade A	Grade B	Grade C	Grade D	Grade E	Grade U
■ Private Candidates	0.00	0.04	0.04	0.64	20.25	13.59	7.00
■ Government Centre Candidates	0.03	1.19	10.30	24.22	34.79	13.48	15.76
■ Private Centre Candidates	0.00	0.00	0.34	1.85	42.66	18.55	6.24
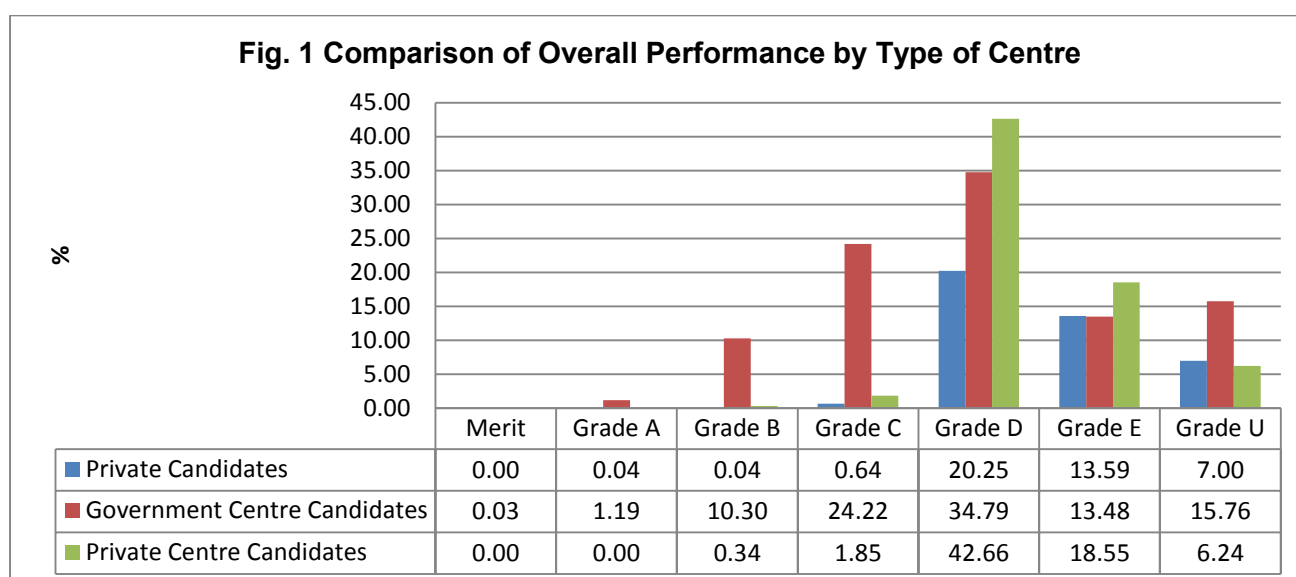
Figure 1 presents overall performance of candidates by type of centre at each grade. Candidates enter or register for an examination series either as private candidates, candidates from government centres or candidates from private centres. Private Candidates are those registered directly with BEC and through Botswana Open University (BOU).

The results indicate that candidates from government centres recorded the highest proportion in the grades C or better (35.74%) and also the highest proportion classified under U (15.76%). Private Centre candidates recorded the highest proportion at grade D of 42.66%.

3.0 Performance by Special Needs Candidates

Table 10: Categories of special Needs

SPECIAL NEEDS TYPE	NUMBER OF CANDIDATES	PERCENTAGE
Learning Disabilities	925	84.32
Physical Disability	19	1.73
Hearing Disability	22	2.00
Visual Disability	31	2.83
Medical Condition	41	3.74
Multiple Disabilities	45	4.10
Other	14	1.28
Total	**1097**	**100.00**

Table 10 shows type of special needs in the 2020 examination. The major disability is Learning disabilities at 84.32% while the rest are around 4% or below. The Learning difficulty category is varied containing learners with dyslexia, intellectually challenged etc

Fig. 2. Overall Grades by Special Needs Candidates
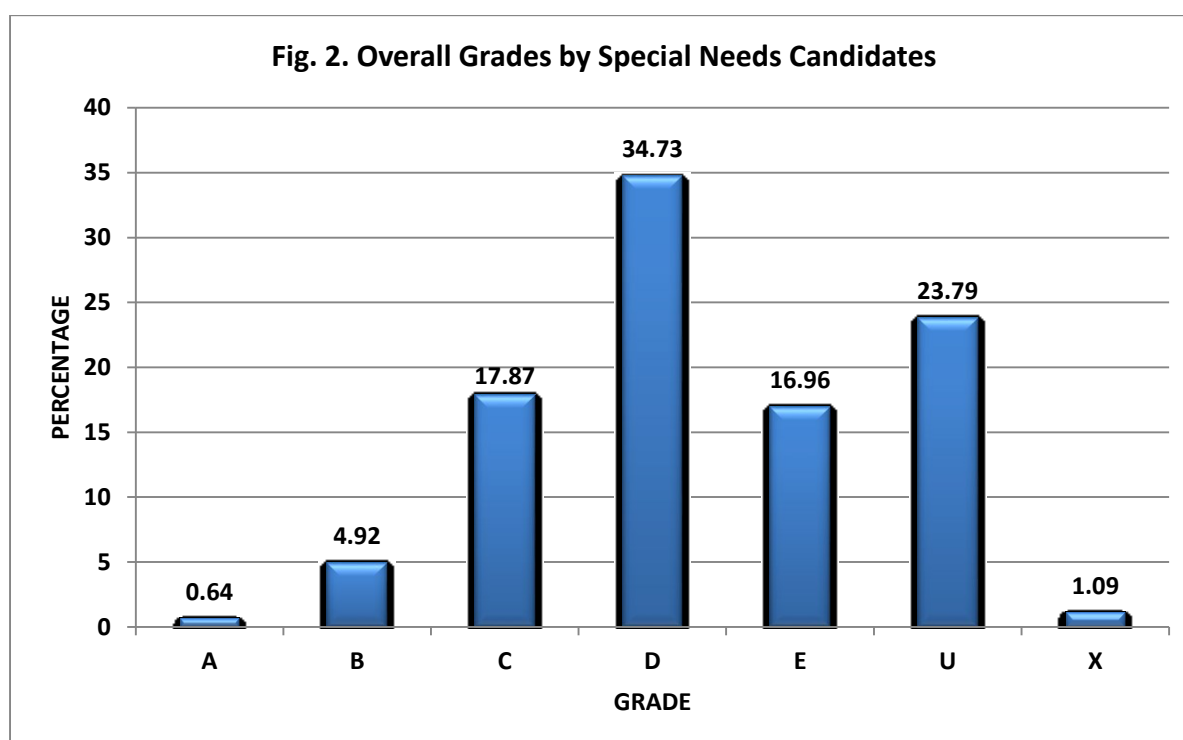
Figure 2 presents overall performance of candidates with special needs. The candidates' modal grade is D at 34.73% followed by unclassified U with 23.79%. However, the overall pass rate (A-E) is at 75.12% while the Credit pass (A-C) is at 23.43%. Grade A was attained by only 0.64% of the candidates.

Fig.3. Performance by type of Special Need

	A	B	C	D	E	U	X
◼ Learning Disability	0.43	3.46	18.38	35.46	16.76	24.65	0.86
◼ Physical Disability	0.00	5.26	31.58	42.11	5.26	15.79	0.00
◼ Hearing Disability	0.00	0.00	4.55	18.18	59.09	18.18	0.00
◼ Visual Disability	0.00	19.35	25.81	35.48	9.68	6.45	3.23
◼ Medical Condition	2.44	26.83	9.76	36.59	7.32	12.20	4.88
◼ Multiple Disabilities	4.44	6.67	13.33	31.11	8.89	33.33	2.22
◼ Others	0.00	7.14	7.14	7.14	50.00	28.57	0.00

Figure 3 presents performance of candidates by type of special need. The graph shows that Multiple Disabilities, Medical Condition and Learning Disability special need types have candidates who managed to obtain grade A at 4.44%, 2.44% and 0.43% respectively. The special need types with A-C percentage pass of 30% or more are Visual Disability at 45.16%, followed by Medical Condition (39.03%) and Physical Disability (36.84%). Hearing Disability has the largest proportion of candidates at grade D while Multiple Disabilities has the highest proportion of candidates assigned U.

4.0 Performance by Subject

Table 11 shows performance at subject level. There is vast variation between subjects obtaining grade C or better. For example, Art obtained 63.26% while General Science obtained 1.83%. Art continues to be consistently the only subject with more than 50% of the candidates obtaining grade C or better across all the three (3) years. The following subjects have the proportion of candidates reaching more than 90% cumulatively at grade E over the two years; Agriculture, Home Economics and Art. Mathematics, Social Studies, English and Home Economics have significantly declined for candidates obtaining grade C or better.

Table 11: Percentages of All candidates awarded Grade E or better and C or better by subject in 2018, 2019 and 2020

	Grade C or better				Grade E or better		
	2018 (%)	2019 (%)	2020 (%)	% Difference (2019/2020)	2019 (%)	2020 (%)	% Difference (2019/2020)
SETSWANA	19.04	21.75	21.94	0.19	90.22	88.54	-1.68
ENGLISH	29.58	32.22	30.13	-2.09	78.52	77.5	-1.02
MATHEMATICS	28.60	25.57	21.94	-3.63	78.27	77.05	-1.22
INTEGRATED SCIENCE	18.97	17.17	18.04	0.87	83.02	82.98	-0.04
SOCIAL STUDIES	30.17	30.74	27.72	-3.02	84.74	79.72	-5.02
AGRICULTURE	42.10	46.05	45.15	-0.9	97.25	94.37	-2.88
DESIGN & TECHNOLOGY	16.86	16.07	15.68	-0.39	82.24	82.57	0.33
HOME ECONOMICS	27.48	29.24	27.06	-2.18	92.17	91.81	-0.36
COMMERCE & OFFICE PROCEDURES	4.79	7.92	9.10	1.18	66.36	69.08	2.72
COMMERCE & ACCOUNTING	18.79	20.02	20.88	0.86	71.22	74.37	3.15
RELIGIOUS EDUCATION	31.15	31.89	31.86	-0.03	85.40	85.67	0.27
ART	60.15	64.16	63.26	-0.9	99.52	99.12	-0.4
GENERAL SCIENCE	1.93	0.75	1.83	1.08	57.55	49.08	-8.47
MORAL EDUCATION	38.47	36.42	34.76	-1.66	77.16	74.76	-2.4
FRENCH	16.17	17.28	15.40	-1.88	67.03	67.03	0
MUSIC	24.40	29.90	30.35	0.45	88.73	86.62	-2.11
PHYSICAL EDUCATION	19.76	22.90	21.75	-1.15	83.63	79.85	-3.78

Significant improvements at grade E or better were observed in Commerce and Accounting and Commerce and Office Procedures. On the other hand, significant declines were observed in General Science, Social Studies, Physical Education, Agriculture, Moral Education and Music.

4.1 Performance in core subjects

Fig.4. Percentage of Candadates at Each Grade in Core Subjects

	Setswana	English	Mathematics	Integrated Science	Social Studies	Agriculture	Moral Education
Grade A	0.24	0.89	4.22	2.83	0.45	1.22	3.30
Grade B	3.88	8.92	6.10	6.09	8.10	14.92	11.92
Grade C	17.82	20.33	11.63	9.12	19.16	29.01	19.54
Grade D	46.77	26.80	20.66	27.74	28.42	31.99	23.39
Grade E	19.83	20.56	34.44	37.20	23.59	17.23	16.61
Grade U	10.12	21.17	21.55	16.99	19.09	4.53	24.13

Figure 4 presents proportion of candidates at each grade across core subjects. Mathematics has the highest proportion of candidates at grade A (4.22%) while Setswana has the least with 0.24%. Agriculture has the highest proportion of candidates at grade B of 14.92%, while Setswana again has the least at 3.88%. Almost all subjects have grade D as the modal grade, with the exception of Mathematics and Integrated Science with the mode at grade E. The performance distribution depicted at each level is skewed to the right implying large proportion of candidates obtaining lower grades compared to lower proportion of candidates obtaining grade A to C in these core subjects. This signifies low performance in Core subjects which are taken by all candidates.

Fig. 5. Percentages of Candidates at Each in Practical Subjects

	Agriculture	D&T	HE	COP	COA	Art	Music	PE
Grade A	1.22	1.38	0.11	0.05	0.09	2.23	0.68	1.92
Grade B	14.92	4.64	4.20	1.61	3.82	20.67	8.02	6.60
Grade C	29.01	9.66	22.75	7.43	16.97	40.36	21.65	13.23
Grade D	31.99	37.62	42.87	26.87	23.27	29.51	36.71	30.89
Grade E	17.23	29.27	21.88	33.12	30.22	6.35	19.56	27.21
Grade U	4.53	17.39	8.12	28.43	24.84	0.81	13.39	20.03

Figure 5 presents proportions of candidates at each grade for practical subjects. The same picture observed in core subjects can be seen in practical subj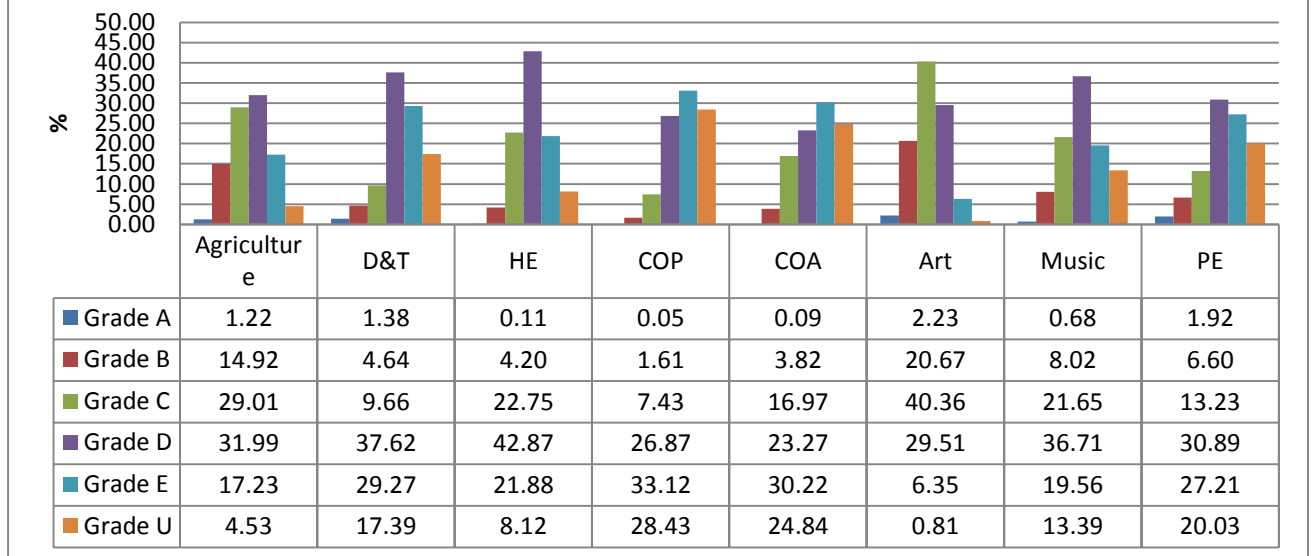ects. More candidates are grouped at grades D or lower. Art has the highest proportion of candidates at grades A (2.23%), B (20.67%) and C (40.36%). Commerce and Office Procedures and Commerce and Accounting have high proportions of candidates at grade E and those assigned U.

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5.0: Performance by Gender

Fig. 6. Percentages of Candidates at Each Grade by Gender

	Merit	Grade A	Grade B	Grade C	Grade D	Grade E	Grade U	X
Female	0.03	1.48	12.03	26.52	34.76	11.62	9.45	4.12
Male	0.02	0.72	6.99	18.35	33.24	15.53	20.89	4.26
Overall	0.03	1.11	9.54	22.48	34.01	13.55	15.10	4.19
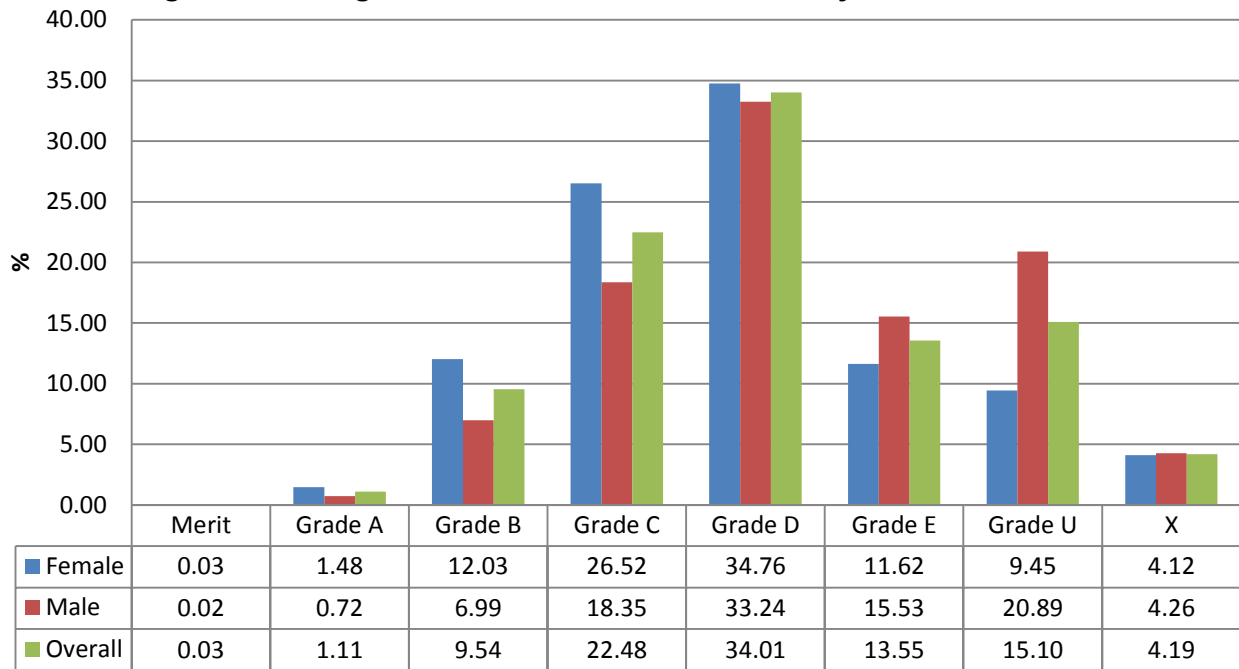
Figure 6 shows percentage of candidates at each grade by gender. Gender differentials is more evident at grades A, B and C, where females out-perform their male counterparts. In fact grades B and C presents bigger margins between females and males. For instance, 12.03% of females obtained grade B compared to 6.99% for males, while for grade C females are at 26.52 % and males are at 18.35%, a difference of 5.13% and 8.17% respectively. The males have a greater proportion of candidates assigned U.

Table 12 Percentage of Female candidates at each grade by subject in 2018, 2019 and 2020

	A			B			C			D			E			U		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Setswana	0.21	0.37	0.38	3.84	6.44	6.20	22.82	24.44	24.96	51.56	48.15	49.07	15.55	15.94	13.29	5.05	4.14	4.69
English	1.49	1.63	1.32	12.66	13.96	12.43	23.06	25.03	25.02	28.63	28.82	28.79	21.19	16.64	18.37	11.96	13.41	12.66
Mathematics	5.42	5.40	4.94	9.70	8.79	7.22	17.19	14.91	13.94	25.89	22.82	23.19	27.85	31.11	33.14	12.95	16.43	16.08
Integrated Science	3.26	2.00	2.69	6.48	5.51	6.55	10.70	10.52	9.88	30.75	31.57	30.17	35.81	37.78	38.74	12.97	12.60	11.91
Social Studies	0.85	0.62	0.60	9.43	10.08	10.40	24.52	24.18	22.34	30.47	31.35	29.74	24.03	24.08	23.32	9.79	9.14	12.41
Agriculture	1.71	1.56	1.59	15.01	17.70	17.88	28.97	30.07	32.02	37.50	34.97	31.95	14.72	13.62	13.34	1.25	1.54	2.10
Design and Technology	0.71	0.99	1.24	3.37	3.62	4.25	11.20	8.33	10.41	36.16	40.05	41.90	33.70	31.95	31.33	14.08	14.96	10.88
Home Economics	0.16	0.12	0.12	6.33	5.03	5.13	25.69	28.74	26.36	44.25	44.38	44.86	19.72	17.26	18.71	3.84	4.47	4.73
Commerce and Office Procedures	0.02	0.05	0.08	0.35	2.09	2.10	5.87	7.82	9.75	31.19	29.30	30.63	36.12	33.40	34.13	23.45	25.61	21.15
Commerce and Accounting	0.32	0.18	0.10	4.90	7.34	4.78	17.78	16.91	20.23	25.54	24.71	27.02	29.63	29.01	29.41	20.62	21.08	17.73
Religious Education	3.51	3.70	4.55	14.86	13.95	14.87	18.93	19.23	18.06	28.34	29.51	31.64	21.16	23.16	21.20	11.22	9.31	7.51
Art	3.67	2.14	2.33	21.98	23.41	22.38	34.90	41.40	42.65	31.86	27.95	27.76	7.11	4.90	4.56	0.40	0.19	0.33
General Science	0.22	0.07	0.00	0.15	0.15	0.18	0.59	0.37	0.95	6.94	5.50	6.43	45.68	43.70	36.55	27.45	41.06	33.63
Moral Education	4.86	4.48	4.53	17.56	15.77	15.61	24.03	23.42	23.13	21.95	24.51	24.56	16.08	16.47	15.30	14.63	14.81	15.70
French	4.46	4.07	3.60	6.74	6.65	5.96	10.98	11.15	9.74	26.42	23.15	28.76	31.71	32.26	31.13	19.69	22.51	20.44
Music	0.81	1.21	0.89	8.24	9.66	9.71	21.58	26.31	27.79	44.55	41.48	39.84	19.37	16.51	14.40	5.45	4.83	7.37
Physical Education	1.61	2.85	2.10	6.99	7.74	7.42	13.00	14.04	14.74	36.22	33.14	33.69	30.84	30.41	27.65	11.35	11.83	14.22

Table 12 depicts performance of females over a three-year period (2018 – 2020). Across the three years, the proportions at each grade have been somewhat consistent. Mathematics, Religious Education and Moral Education have the highest proportion of female candidates obtaining Grade A. General Science recorded the highest proportion of candidates assigned U at 33.63% although it was an improvement from 2019 (41.06%).

Table 13 Percentage of Male candidates at each grade by subject in 2018, 2019 and 2020

Subject	A			B			C			D			E			U		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Setswana	0.04	0.05	0.11	1.03	1.70	1.51	10.06	10.22	10.52	47.09	42.12	44.41	27.00	30.86	26.52	13.99	14.68	15.68
English	0.45	0.68	0.44	6.01	6.71	5.32	15.40	16.19	15.53	25.86	26.68	24.76	25.41	20.48	22.80	26.07	28.89	29.88
Mathematics	4.19	4.30	3.48	7.02	6.32	4.94	13.65	11.33	9.26	22.16	19.84	18.08	29.66	31.59	35.77	22.56	26.23	27.16
Integrated Science	2.90	2.14	2.97	5.69	5.15	5.61	8.90	9.02	8.34	25.60	27.02	25.26	35.33	35.26	35.63	21.59	21.37	22.16
Social Studies	0.48	0.31	0.30	5.90	6.41	5.75	19.12	19.75	15.93	27.92	28.07	27.08	25.27	24.47	23.86	20.60	20.62	25.90
Agriculture	1.55	1.44	0.84	11.86	14.63	11.89	25.08	26.60	25.93	37.19	34.78	32.04	22.00	19.10	21.23	1.60	3.08	7.03
Design and Technology	1.21	1.36	1.40	5.73	5.76	4.72	10.23	9.57	9.52	36.17	35.49	36.76	28.98	29.52	28.86	17.67	18.27	18.69
Home Economics	0.04	0.00	0.07	1.55	1.27	1.25	11.39	13.64	11.26	36.87	38.45	36.54	33.10	28.44	31.96	17.01	18.21	18.91
Commerce & Office Procedures	0.00	0.02	0.02	0.09	0.91	0.96	2.90	4.28	4.38	21.31	19.85	21.92	36.04	32.94	31.79	36.17	40.55	38.03
Commerce and Accounting	0.12	0.21	0.08	2.54	3.58	2.60	10.62	10.38	12.81	19.12	17.97	18.48	30.25	29.84	31.24	35.70	37.23	33.89
Religious Education	1.55	1.81	2.00	6.47	7.31	7.18	11.94	12.63	11.26	24.29	26.50	27.97	27.18	28.70	27.82	25.385	21.57	19.79
Art	4.33	2.62	2.19	22.39	22.24	19.98	33.28	38.20	39.43	31.08	29.22	30.22	8.20	7.14	7.07	0.50	0.50	1.00
General Science	0.00	0.10	0.00	0.32	0.10	0.60	2.67	0.77	2.01	17.15	15.88	12.82	43.20	50.91	39.26	19.26	25.12	22.68
Moral Education	1.98	2.14	2.04	9.33	9.31	8.15	19.11	17.51	15.87	22.17	22.22	22.19	18.77	18.26	17.95	27.94	30.18	32.75
French	0.95	1.51	1.17	1.74	3.03	3.84	4.28	5.55	3.51	14.42	11.93	12.69	28.21	28.91	24.37	50.24	48.40	54.26
Music	0.60	0.84	0.41	6.78	5.54	5.93	17.02	14.43	14.07	40.23	34.90	32.83	23.54	25.00	25.93	11.77	19.30	20.83
Physical Education	1.56	2.74	1.76	5.54	6.56	5.91	11.13	12.17	11.95	31.05	28.50	28.51	33.04	29.88	26.84	17.68	20.16	24.96

Table 13 presents performance by males over a three-year period (2018-2020) at each grade. There are more males obtaining grade A, B and C in Art compared to other subjects; the trend is consistent for the past three (3) years. It is evident that fewer males obtained Grade A or B in all subjects between 2019 and 2020. Art is the only subject which had a high proportion of grade C, more than 30% across the 3 years. The males recorded the highest proportion of candidates assigned U in French (54.26%), Commerce & Office Procedures (38.03%), Commerce and Accounting (33.89%) and Moral Education (32.75%).

Fig. 7. Overall Grade Percentages by Educational Regions

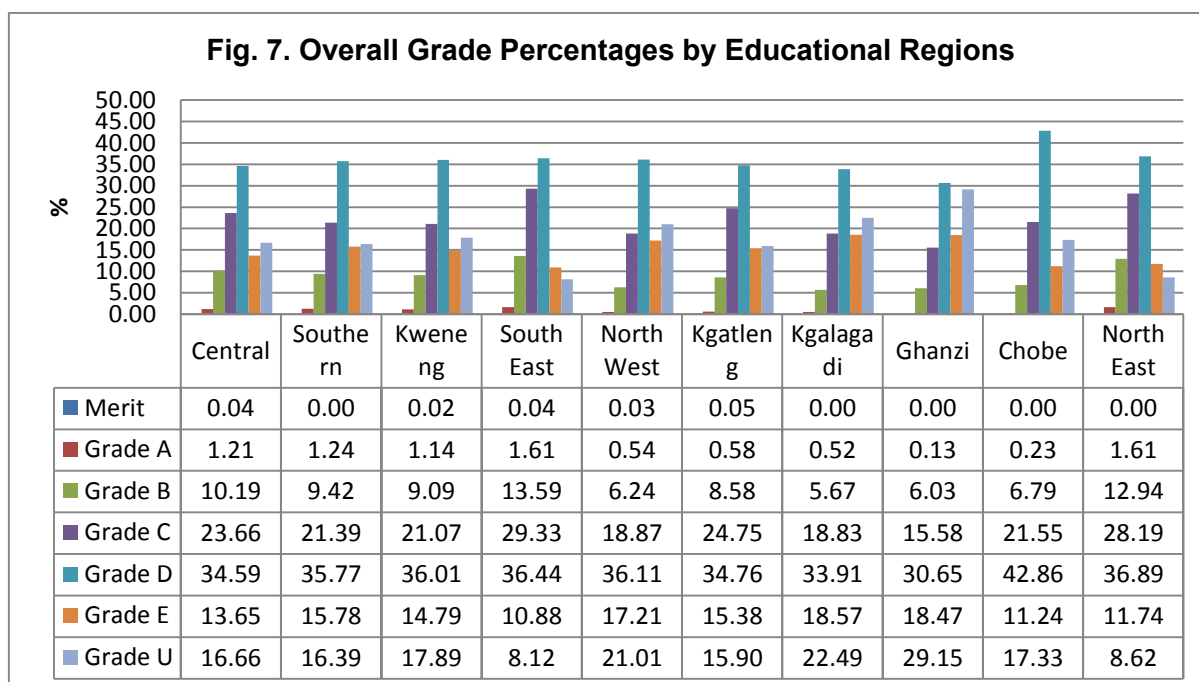|	Central	Southern	Kweneng	South East	North West	Kgatleng	Kgalagadi	Ghanzi	Chobe	North East
Merit	0.04	0.00	0.02	0.04	0.03	0.05	0.00	0.00	0.00	0.00
Grade A	1.21	1.24	1.14	1.61	0.54	0.58	0.52	0.13	0.23	1.61
Grade B	10.19	9.42	9.09	13.59	6.24	8.58	5.67	6.03	6.79	12.94
Grade C	23.66	21.39	21.07	29.33	18.87	24.75	18.83	15.58	21.55	28.19
Grade D	34.59	35.77	36.01	36.44	36.11	34.76	33.91	30.65	42.86	36.89
Grade E	13.65	15.78	14.79	10.88	17.21	15.38	18.57	18.47	11.24	11.74
Grade U	16.66	16.39	17.89	8.12	21.01	15.90	22.49	29.15	17.33	8.62

Figure 7 shows the regional differences in candidates' performance. Central, Kweneng, South East North West and Kgatleng regions recorded merit passes. North East and South East regions are leading in percentage of candidates awarded grade A at 1.61%. Compared to other regions South East recorded the highest proportion of candidates that were awarded grade B at 13.59%, followed by North East at 12.94%. Kgalagadi, Ghanzi and North West regions have the lowest proportion of candidates obtaining grades A to C. Chobe has the highest proportions of grade D while Kgalagadi and Ghanzi have high proportions of grades E and those assigned U.

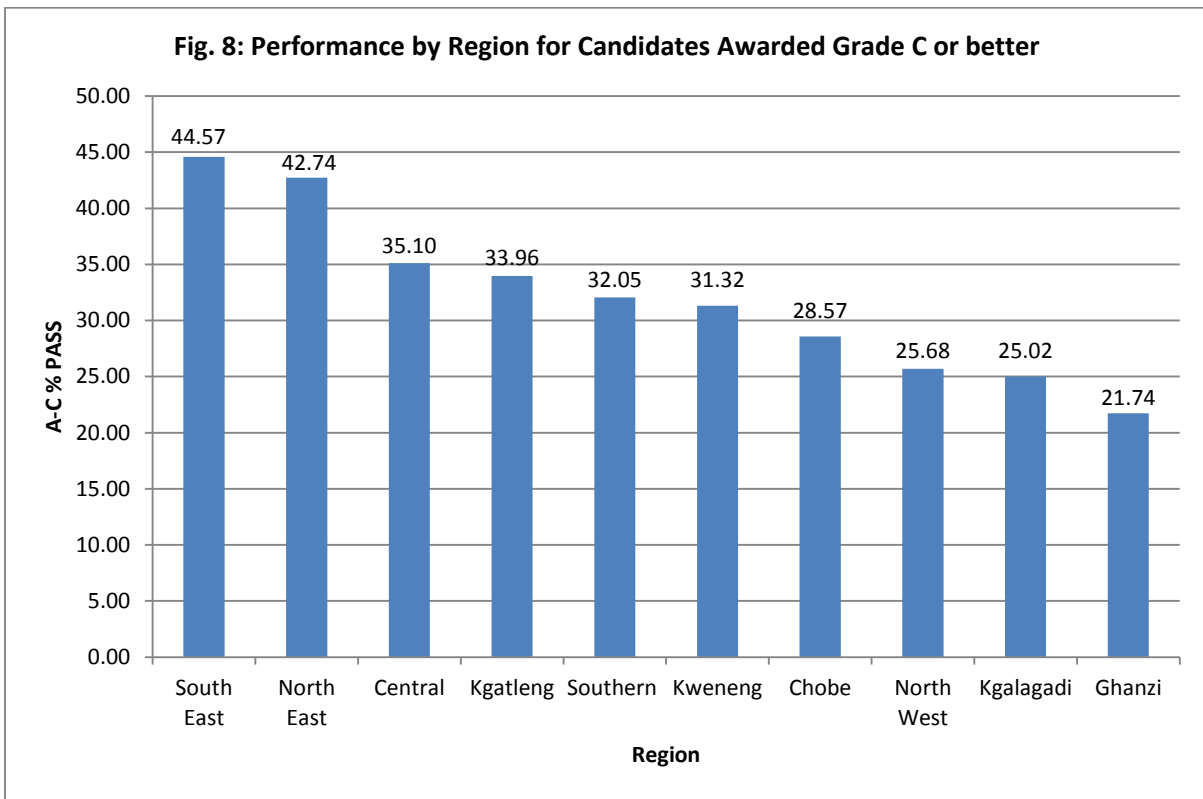**Fig. 8: Performance by Region for Candidates Awarded Grade C or better**

Figure 8 depicts performance at grade C or better by regions. The highest performing region at Grade C or better is South East (44.57%) followed by North East (43.74%) while the least performing regions are Kgalagadi and Ghanzi at 25.02% and 21.74% respectively.

Fig. 9: Performance by Region for Candidates Awarded Grade E or better
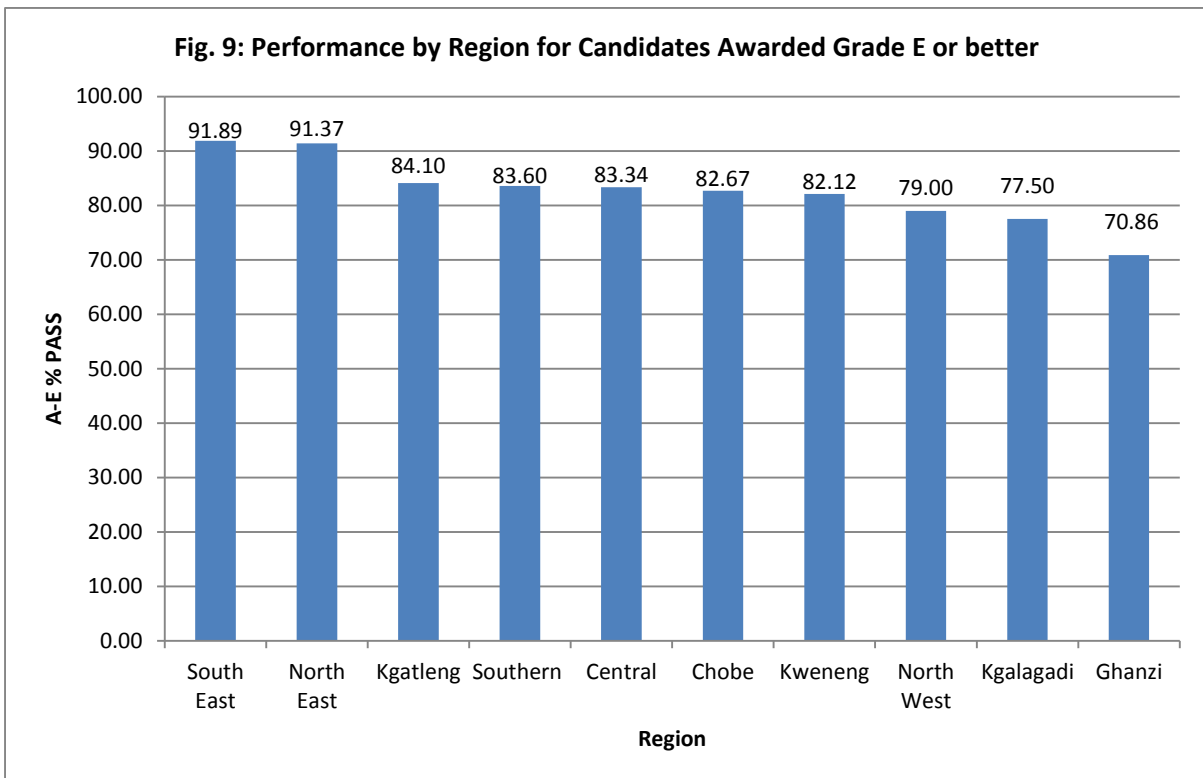
Figure 9 depicts performance of regions at grade E or better. South East and North East continue to be the highest performing regions even at grade E or better with 91.89% and 91.37% passes respectively. At grade E or better, Ghanzi is the least performing region (70.86%) followed by Kgalagadi (77.50%), implying 29.14% and 22.50% ungraded candidates respectively.

Table 14 JCE Centres obtaining 50% or more of grades A-C by region in 2019 and 2020

	Region	Centre	Percentage (2019)	Percentage (2020)	Difference (2019/2020)
1	South East	JC0116 Nanogang Junior Secondary School	78.6	77.7	-0.9
2	Central	JC0060 Meepong Junior Secondary School	73.6	76.2	2.6
3	Central	JC0095 Orapa Junior Secondary School	77.4	72.7	-4.7
4	Central	JC0200 Mojamorago Junior Secondary School	51.4	69.8	18.4
5	South East	JC0182 Tlogatloga Junior Secondary School	69.2	67.9	-1.3
6	North East	JC0030 Montsamaisa Junior Secondary School	67.8	66.3	-1.5
7	Central	JC0108 Makhubu Junior Secondary School	66.8	65.4	-1.4
8	Southern	JC0004 Itireleng Junior Secondary School	56.3	64.3	8
9	Central	JC0201 Phatsimo Junior Secondary School	61.5	62.5	1
10	South East	JC0034 Motswedi Junior Secondary School	54.5	59.2	4.7
11	Central	JC0133 Kgalemang Motsete Junior Secondary School	56.6	59.1	2.5
12	Southern	JC0184 Kgosi Mpe Junior Secondary School	59.7	58	-1.7
13	South East	JC0183 Bonnington Junior Secondary School	71.5	57.7	-13.8
14	South East	JC0180 Kgale Hill Junior Secondary School	61.2	56.7	-4.5
15	South East	JC0167 Moselewapula Junior Secondary School	66.7	56.5	-10.2
16	South East	JC0050 Maoka Junior Secondary School	53.8	56.3	2.5
17	Central	JC0068 Shoshong Junior Secondary School	51.4	55.6	4.2
18	Central	JC0058 Metsimasweu Junior Secondary School	50.6	55.2	4.6
19	Kgatleng	JC0006 Linchwe II Junior Secondary School	50	54.8	4.8
20	Central	JC0012 Mannathoko Junior Secondary School	53.5	54.3	0.8
21	North East	JC0092 Mmei Junior Secondary School	59	53.8	-5.2
22	North East	JC0020 Setlalekgosi Junior Secondary School	64.5	52.8	-11.7
23	South East	JC0179 Sir Seretse Khama Junior Secondary School	52.9	52.4	-0.5
24	Central	JC0046 Boipelego Junior Secondary School	53.4	51.7	-1.7
25	North East	JC0216 Tadabigwa Junior Secondary School	55	50.6	-4.4

				Percentage (2019)	Percentage (2020)	Difference (2019/2020)
26	Southern	JC0007	Boswelakgosi Junior Secondary School	-	50	-
	Kgatleng	JC0593	Believers Destiny College	80		
	Southern	JC0091	Morama Junior Secondary School	59		
	Central	JC0203	Bakwena Kgari Junior Secondary School	55.9		
	Southern	JC0187	Pitikwe Junior Secondary School	55.7		
	Kweneng	JC0127	Dithejwane Junior Secondary School	55		
	Region	**Centre**		**Percentage (2019)**	**Percentage (2020)**	**Difference (2019/2020)**
	North East	JC0083	Thamane Junior Secondary School	53.8		
	North East	JC0118	Donga Junior Secondary School	53		
	Central	JC0015	Kgatadimo Junior Secondary School	52.8		
	North East	JC0041	Shanganani Junior Secondary School	51.6		
	North East	JC0144	Ramoja Junior Secondary School	51		

Table 14 presents a list of centres obtaining at least 50% of grades C or better in 2020, comparing to 2019. Twenty-six (26) centres managed to obtain a 50% or more pass rate on A-C grades compared to thirty-five (35), a decrease by nine (9) centres from 2019. These centres are from five regions, namely Central, South East, Southern, North East and Kgatleng. Out of these 26 centres, 25 centres maintained from 2019 while only one centre Boswelakgosi JSS is new in the list this year. From the 25 centres that maintained attaining 50% or more, 11 have an increase in performance as compared to the previous year, with Mojamorago JSS obtaining a significant increase of 18.4% in performance while 14 have a decrease in A-C performance. Bonnington JSS, Setlalekgosi JSS and Moselewapula JSS registering a significant decrease in A-C% pass of 13.8%, 11.7% and 10.2%, respectively. The results also show that from the previous years' centres that managed to obtain 50% or more grade A-C, 10 centres failed to maintain that minimum 50% pass. Kweneng region dropped from the previous year

6.0 REPORT SUMMARY

- Candidature increased by **6.91%** from 41048 in 2019 to 43883 in 2020.

- Female candidates outnumber their male counterparts in majority of the subjects.

- The overall pass rate at grade E or better stood at 80.72% in 2020 compared to 84.76% in 2019 which is a significant decline of **4.04%.** This decline is also observed, at credit pass (A-C), **2.22%**, suggesting that the quality of 2020 cohort is slightly lower than that of the previous year.

- There is vast variation between subjects obtaining grade C or better, with the highest (Art) obtaining 63.26% while the least (General Science) obtained 1.83%.

- The modal grade for majority of the subjects is D, with some having grade E as the mode, implying large proportion of candidates obtaining lower grades, even in traditional practical subjects.

- All subjects in exception of Art obtained cumulative percentages less than 50% at grade C or better.

- Female candidates significantly outperformed their male counterparts in quality grades of A to C.

- There is a significant decline in centres (26) obtaining 50% or more pass rate on A-C grades compared to thirty-five (35) during the previous year.