PRIMARY SCHOOL LEAVING EXAMINATIONS

REPORT OF PROVISIONAL RESULTS

BOTSWANA EXAMINATIONS COUNCIL

2020

Administration of PSLE 2020

○ The 2020 PSLE examination was administered at the centres from 12th to 19th October 2020. It was initially scheduled from 5th to 12th October 2020 and was moved as a response to the closure of schools due to the COVID-19 pandemic.

○ The annual training for Chief Invigilators could not be conducted physically by the BEC to reduce contact during the pandemic period. To ensure that the administration of the examination was standardised across the country, training material, which included guidelines for conduct of the examinations as well as those for administration of examinations under the COVID-19 pandemic were shared with all centres. Compliance to the examination regulations at the centres was also monitored through inspection visits, which were conducted before and during the examinations period.

Candidature

Candidature from 2016 to 2020

Year	Government school centres	Private school centres	OSET centre	Total
2016	39 950	2 434	133	42 517
2017	41 731	2 584	112	44 427
2018	43 747	2 613	75	46 435
2019	44 657	2 783	78	47 518
2020	43 170	2 860	33	46 063

Compliance to Conduct of Examination Processes

Examinations under COVID-19 Conditions

Centres were provided with regulatory documents on how to administer examinations during the COVID-19 period. These enabled centres to respond accordingly in the event of suspected or positive COVID-19 cases. A total of eighty-three (83) candidates sat for their examinations while in isolation or quarantine. Out of these ten (10) candidates were in isolation while seventy-three (73) were on quarantine. All candidates were invigilated according to the guidelines provided and centres submitted reports on the administration of the examinations.

Compliance to Examinations Regulations

Inspections were conducted before and during the examinations to ensure compliance to the regulations. It was noted during the inspections that there were some security concerns at some centres in relation to secure storage. Some of the secure storage facilities at the centres were not compliant with Standards for Secure Storage of Examinations Materials issued by BEC.

Incidents during the Examinations

Nine (9) cases of maladministration and one (1) of malpractice were reported at PSLE as shown in Table 2 below. There were four cases of opening of wrong packets reported at this level which was an increase of one (1) compared to three (3) in 2019. The number of break-ins remained at three (3) which is the same as the previous year.

Marking of Candidates'Script

Marking

Marking

Marking of PSLE scripts, which was scheduled from 9th to 22nd November 2020, was completed as per schedule at three (3) different marking venues compared to one (1) marking venue in 2019. The decentralisation of marking was meant to decongest the marking venues to reduce the spread of the virus and mitigate risk of exposure to examiners. In total of 1 004 examiners were engaged to mark the scripts compared to 1 047 in 2019. Although the numbers were slightly lower, the work was completed as planned. One hundred and forty (140) independent checkers were engaged to minimise errors during marking, ultimately reducing the time spent during data cleaning.

Issues raised by Examiners

The use of composite fee is now a standard form of payment for examiners and it seems to have been accepted. However, a concern was raised that the composite fee would need to be regularly revised to take into consideration cost of living inflationary adjustment. Another issue raised by examiners was that of tax deductions. Examiners were of the view that BEC should continue to engage BURS to negotiate for the payment of tax to be deducted at 25% of the script fees as in previous years to reduce the debts incurred at the time of filing tax returns.

Applications for access arrangements by special needs type

	SPECIAL NEEDS TYPE	NUMBER OF CANDIDATES				
		2016	2017	2018	2019	2020
1	Learning Difficulties	205	137	425	572	780
2	Visual Impairment (Low Vision)	35	40	48	46	48
3	Visual Impairment (Blind)	8	3	9	2	5
4	Hearing Impairment (Deaf)	30	21	24	22	23
5	Hearing Impairment (Hard of Hearing)	3	3	2	9	9
6	Physical Disability	7	4	4	15	15
7	Intellectual Disability/Multiple Disability	12	20	54	16	7
8	Medical Condition	14	20	20	25	25
9	Special Needs Type Not specified	23	22	95	11	25
	TOTAL NUMBER OF CANDIDATES	340	270	681	717	937

Access arrangements awarded across years

TYPE OF ACCESS	NUMBER OF CANDIDATES				
	2016	2017	2018	2019	2020
Modified Papers	182	53	459	375	511
Extra-time	115	82	346	626	869
Enlarged Print	33	49	46	35	43
Reader	137	71	177	484	712
Separate Room	89	150	321	678	937
Sign Language Interpreter	30	20	34	22	23
Braille	13	3	16	2	16
Assistive Technology Devices	5	1	15	11	9
Rest Breaks	48	29	68	69	60
Oral Response/ Writer/Scribe	213	64	160	455	518
Preferential Sitting	0	8	2	5	36

Applications for Special Considerations

SPECIAL CONSIDERATION TYPE		NUMBER OF CANDIDATES WITH SUPPORTING EVIDENCE	NUMBER OF CANDIDATES WITHOUT SUPPORTING EVIDENCE	TOTAL
Ill health	COVID-19 related	35	0	35
	General Ill-health	18	0	18
Bereavement		4	0	4
Other (Social Problem)		1	0	1
Total		**58**	**0**	**58**

Technical Processes

- The PSLE is a diagnostic examination testing in a total of seven syllabuses.

- The grades available at the three levels (Dimension, Syllabus and Qualification) are on a scale of A to E.

- The 2020 cohort had to face the examination under an environment that was exceptionally different from that of their predecessors due to the COVID-19 pandemic. The approach taken in grading the 2020 cohort was first to establish whether or not candidates had been adversely impacted in each of the seven PSLE syllabuses.

- Factors considered here included the study of current and previous statistics of mark distributions. In subjects where there was evidence that the cohort had been negatively impacted, an established post examination procedure used internationally within the area of assessment and examinations, was applied at a national level.

Grading Process

- Standard Setting

- Validation of Outcomes

- Centres flagged from previous year

- Centres with drastic changes

- 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.

Performance by Syllabus

	Grade A	Grade B	Grade C	Grade D	Grade E
Setswana	16.68 (0.74)	55.24 (-1.06)	81.85 (-1.90)	92.09 (-1.43)	99.80 (-0.18)
English	23.71 (0.29)	49.11 (1.41)	69.38 (-0.48)	85.08 (-0.90)	99.01 (-0.26)
Mathematics	12.15 (0.95)	32.75 (0.86)	66.30 (1.73)	89.44 (-1.57)	99.51 (-0.25)
Science	7.02 (-0.91)	23.61 (-3.29)	57.21 (-1.57)	89.68 (-1.52)	99.46 (-0.23)
Social Studies	8.27 (0.33)	29.23 (-0.86)	59.03 (-3.26)	88.39 (-1.53)	99.89 (-0.08)
Agriculture	9.61 (0.65)	30.00 (0.92)	63.78 (-0.17)	88.94 (-0.24)	96.99 (-0.17)
REME	9.95 (0.15)	30.15 (1.07)	66.66 (-1.03)	92.91 (-0.2)	99.62 (-0.34)

Qualification Results

Overall Performance by grades for 2020 compared to 2019

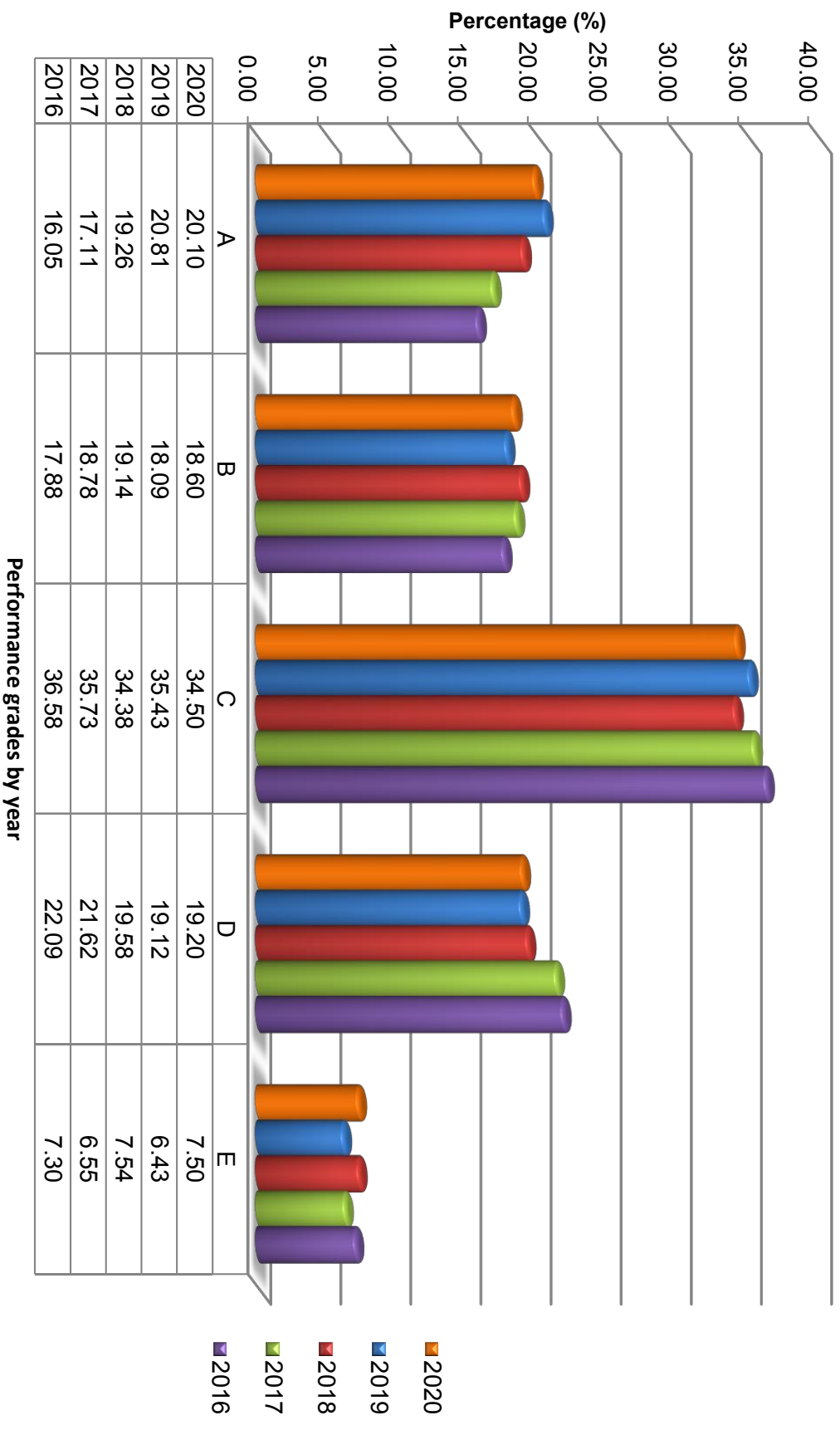| Grade	2020	Cumulative % 2019	Difference
A	20.41	20.81	-0.40
B	39.10	38.90	0.20
C	73.44	74.33	-0.89
D	92.42	93.45	-1.03
E	99.87	99.89	-0.02

Results Analysis

- The overall percentage of candidates at grades A to E has remained largely the same with insignificant changes: At A a slight decline by 0.40% . At B, a slight increase of 0.59%. At C, a slight decline of 0.93%. Cumulatively, the percentage of credit pass grades (A-C) is 73.44% in 2020 compared to 74.33% in 2019. This represents an insignificant overall decline of 0.89% at A-C grades.

- At grade D, a slight decline of 0.15% while Grade E has experienced an insignificant increase of 1.01% from 6.43% in 2019 to 7.44% in 2020.

- Grade E represents fulfilment of the minimum requirements for the award.

Overall Performance Across Years

Figure 3.1: Camparison of PSLE overall performance by grade between 2020, 2019, 2018, 2017 and 2016

Performance grades by year	A	B	C	D	E
2020	20.10	18.60	34.50	19.20	7.50
2019	20.81	18.09	35.43	19.12	6.43
2018	19.26	19.14	34.38	19.58	7.54
2017	17.11	18.78	35.73	21.62	6.55
2016	16.05	17.88	36.58	22.09	7.30

Percentage (%)

Legend: 2020, 2019, 2018, 2017, 2016

Trends over five years

Figure 3.1b: Overall Grade Trends (A-B, A-C, A-D, A-E) 2016-2020

Percentage Pass

	2016	2017	2018	2019	2020
A-B %Pass	33.93	35.89	38.40	38.90	39.09
A-C %Pass	70.51	71.62	72.78	74.33	73.40
A-D %Pass	92.6	93.24	92.36	93.45	92.37
A-E %PASS	99.99	99.79	99.90	99.88	99.81
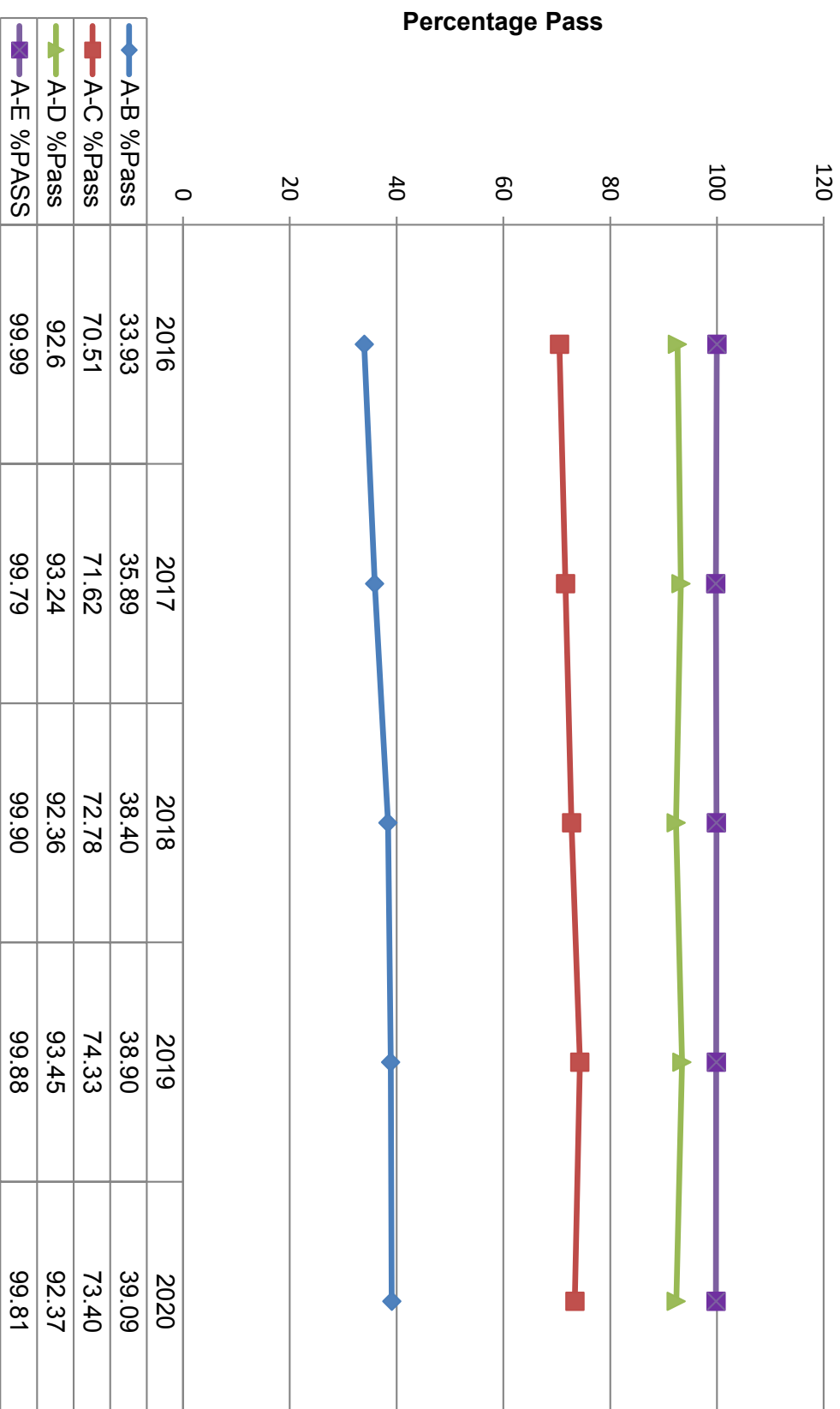
Performance by Out of School Education and Training (OSET) Centres

Fig. 3.2: Overall OSET Candidates Performance by Grade

Percentage

Grade	Percentage
C	30.3
D	42.42
E	6.06
X	21.21
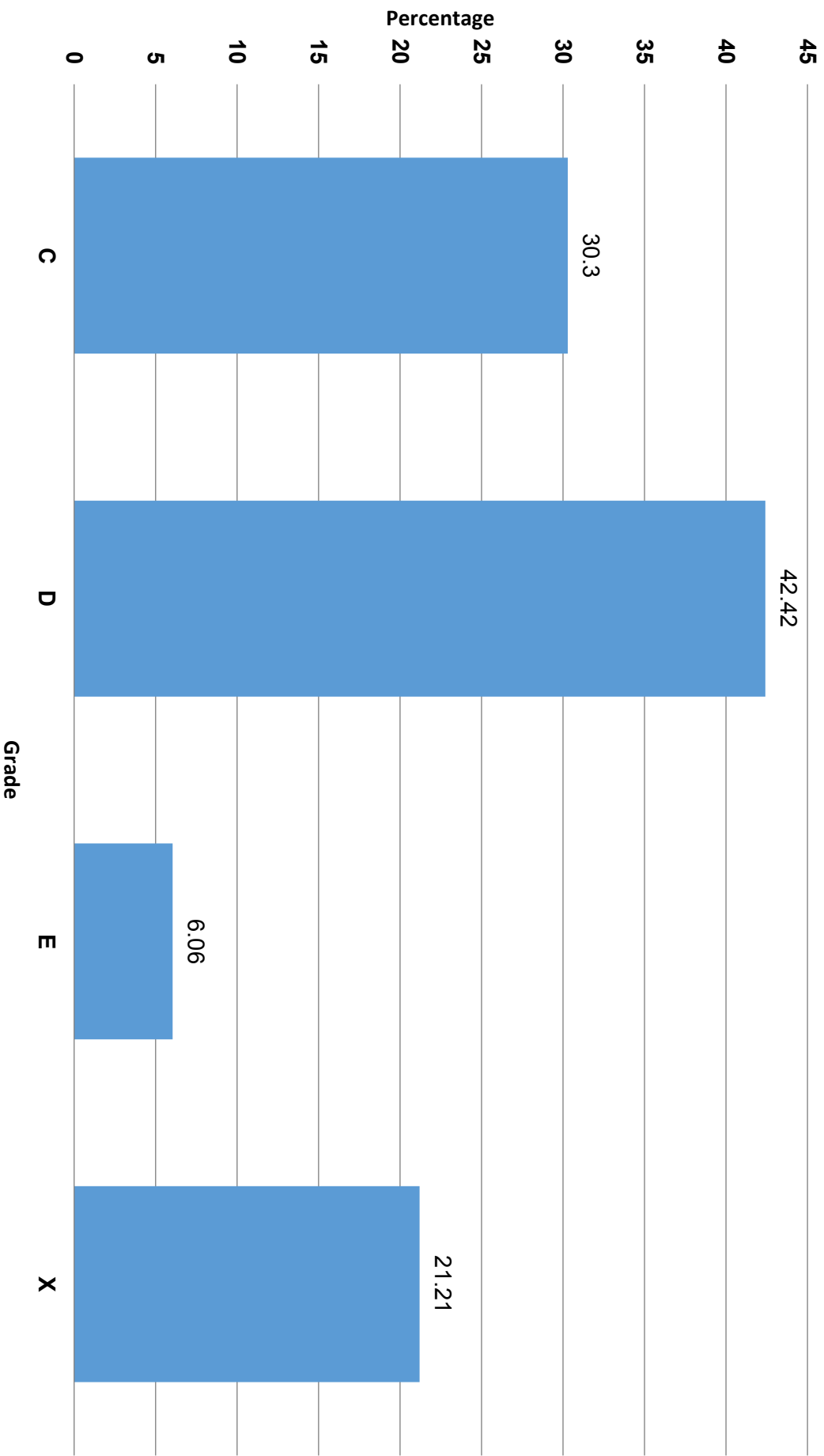
Grade

Performance of Learners with Special Education Needs
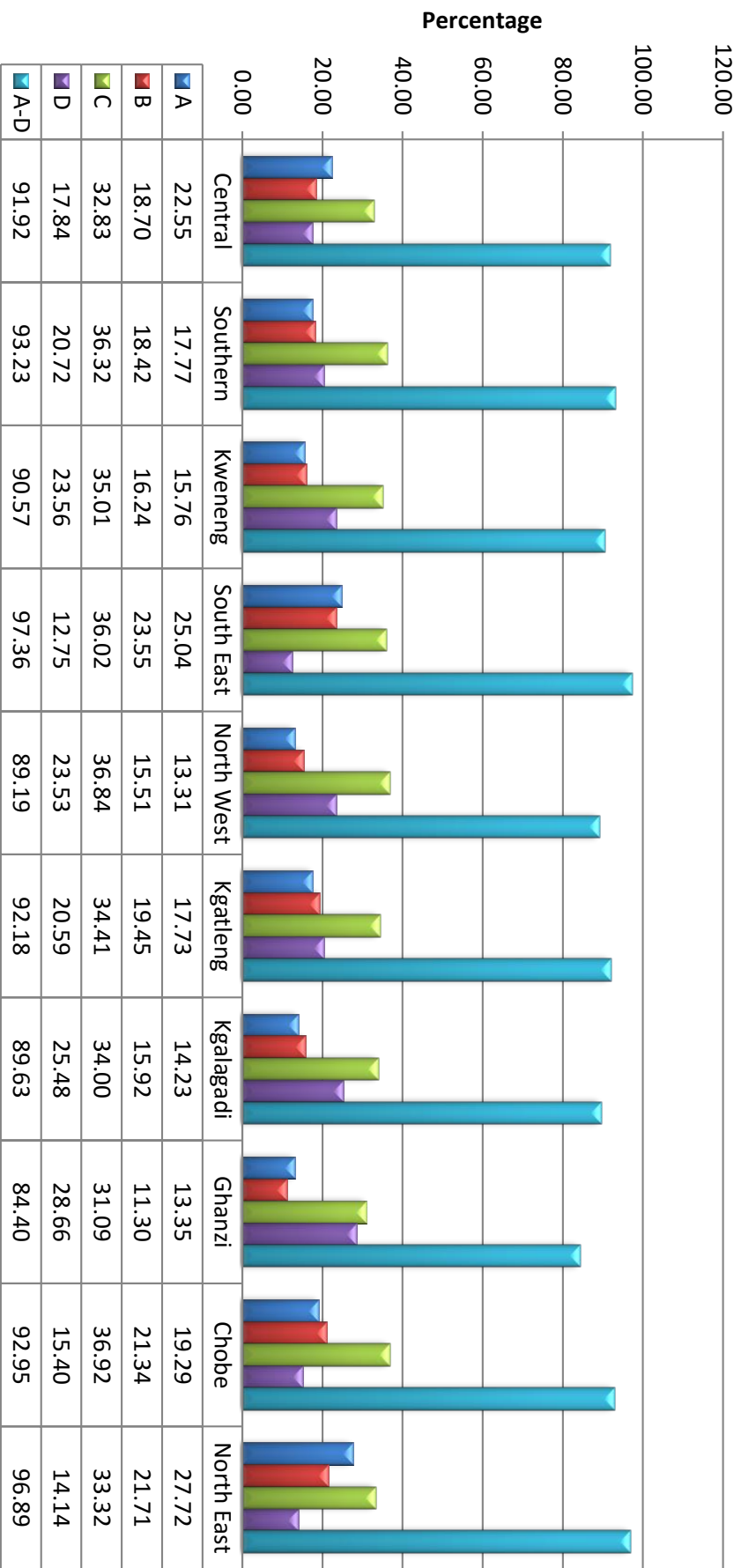

Figure 3.3: Overall Distribution of Special Needs Candidates by Grade
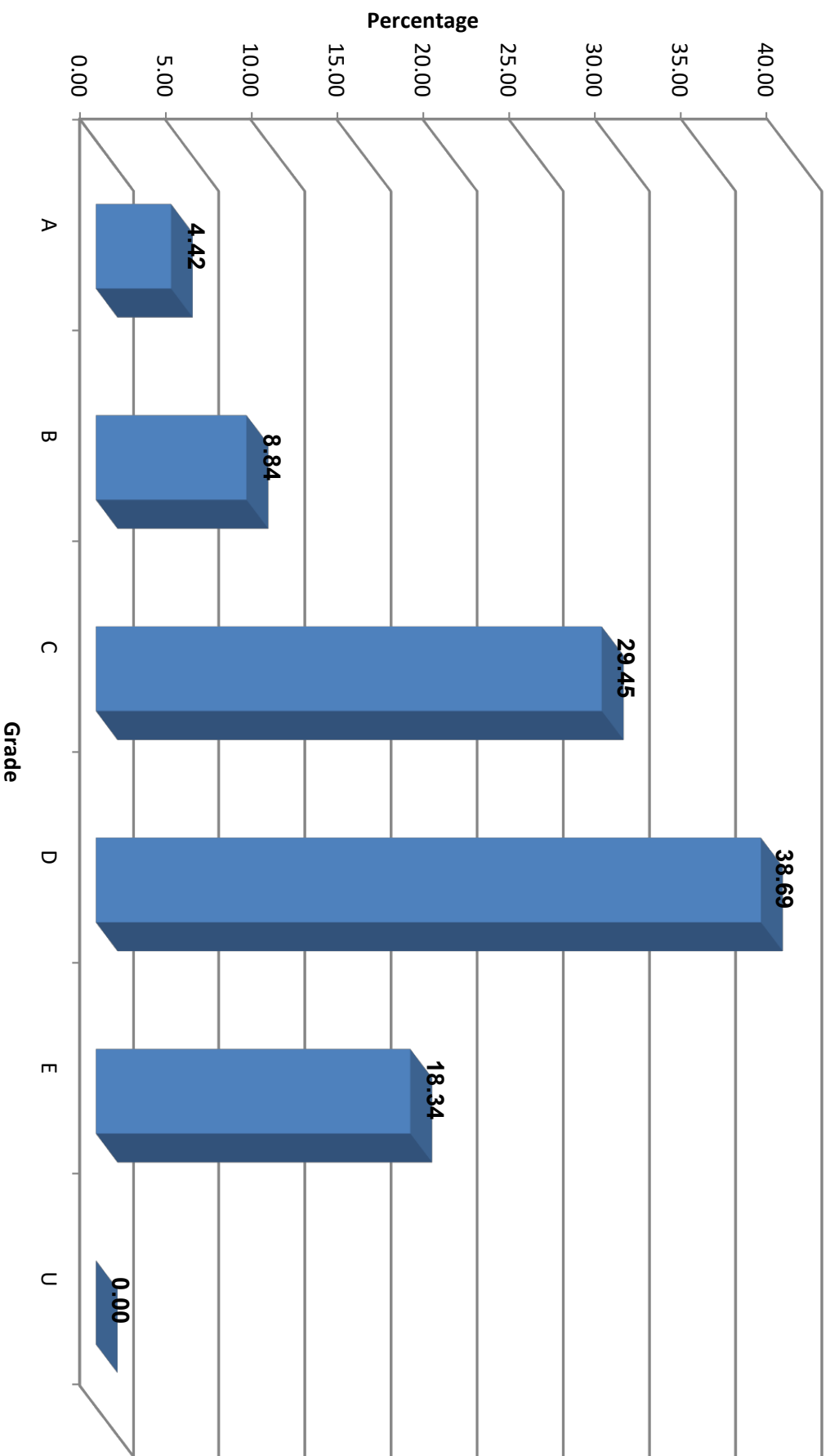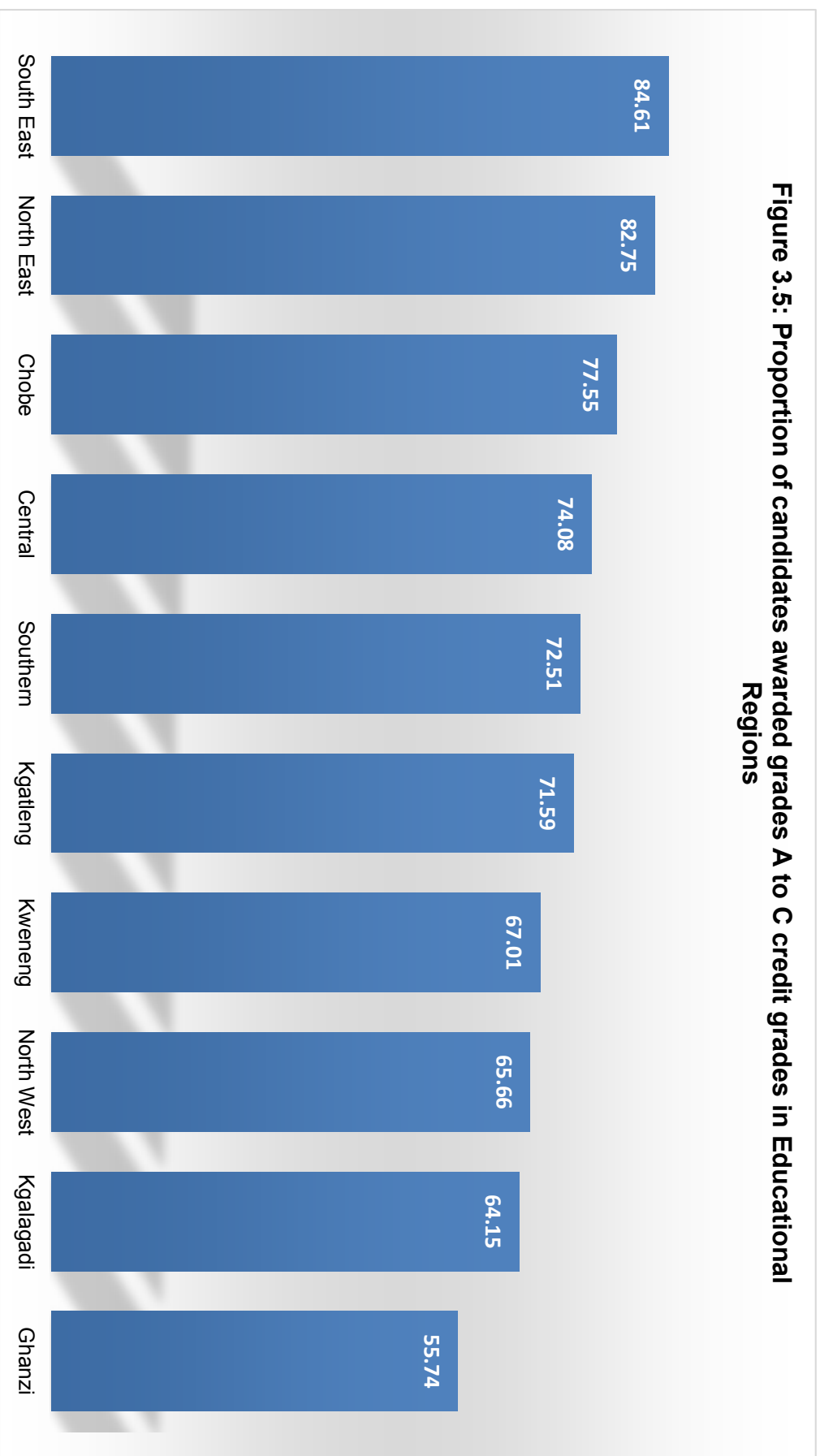
Performance by Educational Regions

North East region has the highest proportion of Grade A (27.72%) while North West has the lowest proportion of Grade A (13.31%), and Ghanzi has the largest proportion of Grade D (28.66%).

	Central	Southern	Kweneng	South East	North West	Kgatleng	Kgalagadi	Ghanzi	Chobe	North East
A	22.55	17.77	15.76	25.04	13.31	17.73	14.23	13.35	19.29	27.72
B	18.70	18.42	16.24	23.55	15.51	19.45	15.92	11.30	21.34	21.71
C	32.83	36.32	35.01	36.02	36.84	34.41	34.00	31.09	36.92	33.32
D	17.84	20.72	23.56	12.75	23.53	20.59	25.48	28.66	15.40	14.14
A-D	91.92	93.23	90.57	97.36	89.19	92.18	89.63	84.40	92.95	96.89

Figure 3.4: Proportion of Candidates Awarded Grade A to D by Educational Regions

Grades A-C by Educational Regions

Figure 3.5: Proportion of candidates awarded grades A to C credit grades in Educational Regions

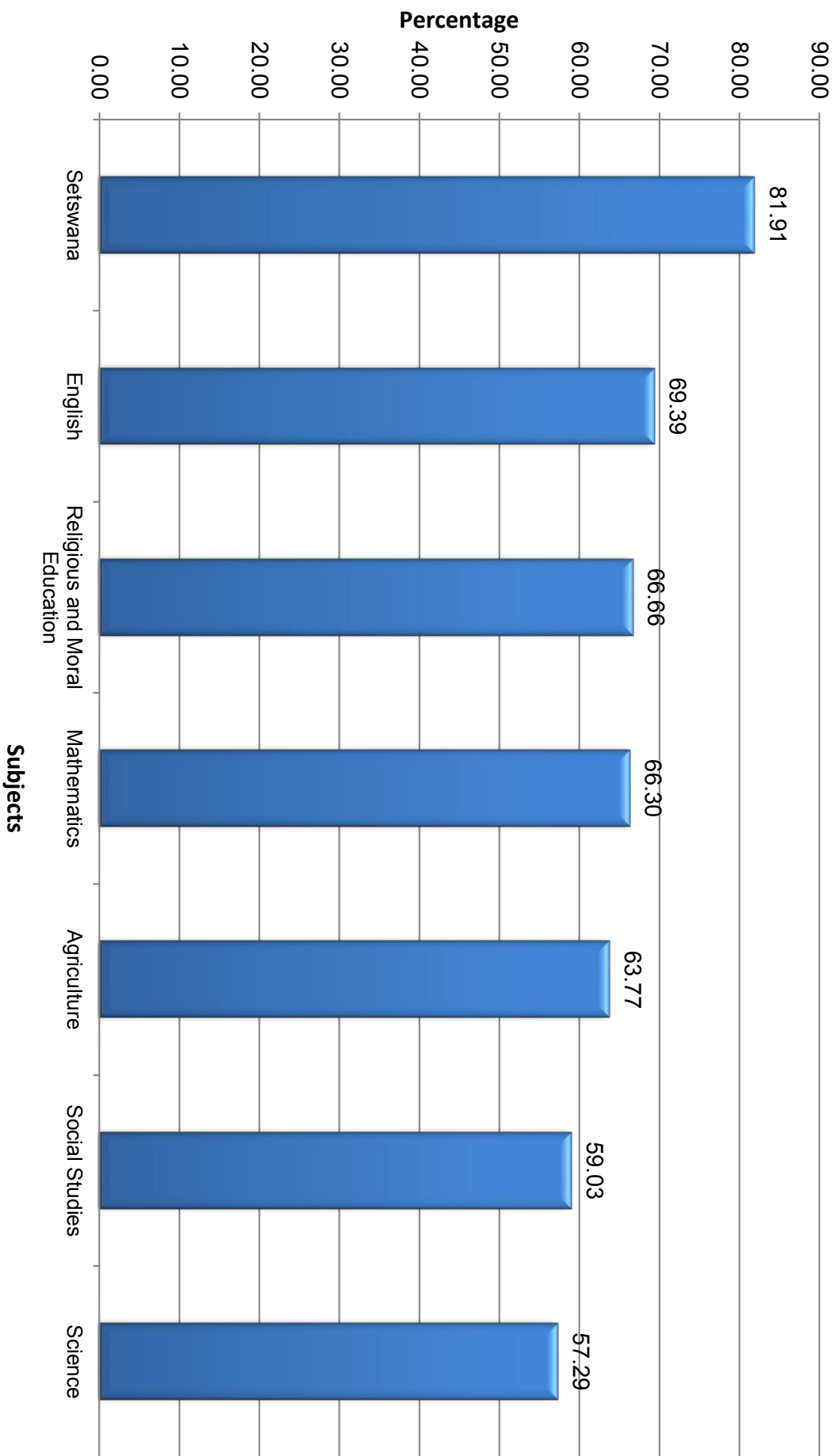| Region	Value
South East	84.61
North East	82.75
Chobe	77.55
Central	74.08
Southern	72.51
Kgatleng	71.59
Kweneng	67.01
North West	65.66
Kgalagadi	64.15
Ghanzi	55.74

Performance by Subject

- The highest proportion of candidates awarded grade A was in English at 23.73%. The lowest proportion of candidates awarded grade A was in Science at 7.02%.

- For English and Setswana, grade B is the modal grade, at 24.41% and 38.44% respectively. Grade C is the modal grade for other syllabi. Religious and Moral Education had the highest proportion of candidates awarded grade C at 36.51% compared to other subjects. Surprisingly, English has the highest proportion of candidates awarded grade E at 14.91% even though it also has the highest proportion of Grade A candidates.
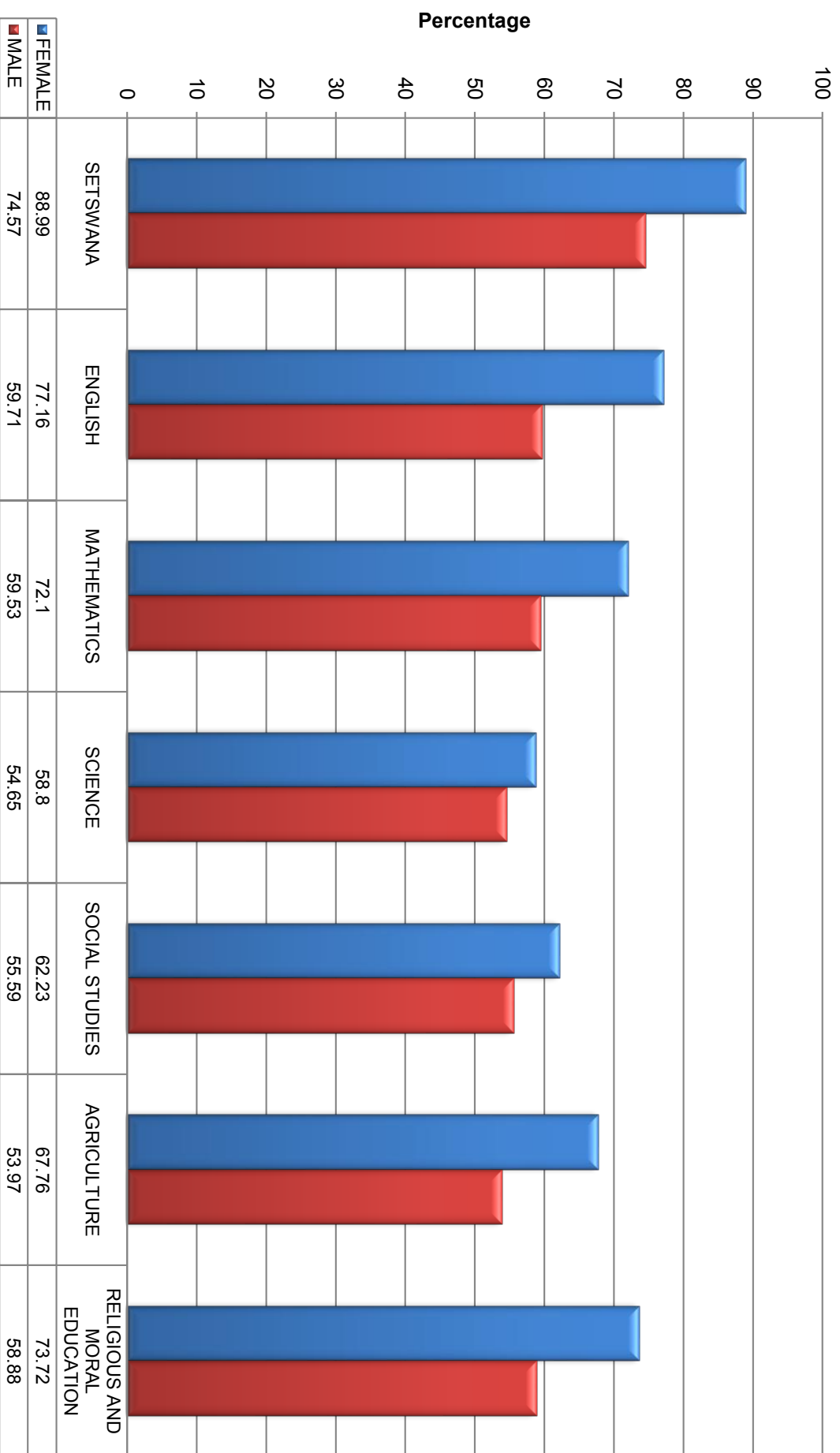
Grades A-C by Subject

Figure 3.8: 2020 PSLE Subject Pass Levels: Credit Pass Grades (A-C) by Subject

Subject	Percentage
Setswana	81.91
English	69.39
Religious and Moral Education	66.66
Mathematics	66.30
Agriculture	63.77
Social Studies	59.03
Science	57.29

Performance by Gender

Figure 3.11: 2020 PSLE Subject Credit Pass Grades (A-C) by Gender

	SETSWANA	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES	AGRICULTURE	RELIGIOUS AND MORAL EDUCATION
FEMALE	88.99	77.16	72.1	58.8	62.23	67.76	73.72
MALE	74.57	59.71	59.53	54.65	55.59	53.97	58.88

Summary of the 2020 PSLE Results

- A total of 46 063 candidates sat the 2020 PSLE compared to 47 518 in 2019, representing a decrease of 3.06% in candidature between 2020 and 2019.

- Overall, there is a decrease of 0.89% in the candidates awarded Credit Pass Grades A to C, in 2020 (73.44%) compared to 2019(74.33%).

- Setswana registered the highest A to C grades at 81.91% followed by English at 69.39%, while Science has the lowest A to C grades at 57.29%.

- Females performed better than males across all subjects.

- Analysis by dimensions indicates that generally, candidates are weak on high order thinking skills.

- Four Regions experienced improvement compared to 2019, while the other four experienced declined. The remaining two regions performed almost at the same level.

THANK YOU!!!!