PRIMARY SCHOOL LEAVING EXAMINATIONS

BOTSWANA EXAMINATIONS COUNCIL

2023
SUMMARY OF PROVISIONAL RESULTS

23

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PART 1: ADMINISTRATIVE REPORT

1.1.   INTRODUCTION

The PSLE is a national examination that candidates sit for at the end of the seven years of primary schooling. Candidates are assessed on the completion of the three-year upper primary curriculum. The examination is intended to be diagnostic to provide candidates and the schools with information on what has been achieved as well as identify areas of weakness.

This year, the examination was administered at the centres from 04th to 11th October 2023. The annual training for Chief Invigilators was conducted virtually. The virtual training will be reviewed to include aspects of physical training to enhance interactions with the Chief Invigilators so that there is emphasis on regulations for conduct of exam.

The training is conducted to ensure that the administration of the examinations is standardised across all the BEC registered centres, and the training material, which included guidelines for conduct of the examinations were shared with all centres. Compliance to the examination regulations at the centres was also monitored through inspections, which were conducted before and during the examinations period.

1.2.   Conduct of the 2023 PSLE

1.2.1. Candidature

A total of 52,235 candidates sat for the examinations in 852 centres compared to 49,333 in 2022, showing an increase of 5.88%. The increase in candidature was noted mainly in the government school's category while a slight increase was also observed for private school centres and Out of School Education and Training (OSET). Fourteen (14) new PSLE centres were registered in 2023 of which four (4) are government centres, five (5) private school examination centres, one (1) private examination venue and four (4) OSET centres. Three (3) private schools at PSLE did not register candidates in 2023 while Seven (7) other applications were not accepted as the institutions did not meet the standards for secure storage of examinations material.

The breakdown of the candidature by centre type for the past five (5) years is shown in **Table1.**

Table 1: Breakdown of Candidature from 2019 to 2023

Year	Government school centres	Private school centres	OSET centre	Total
2023	48,478	3,646	111	52,235
2022	46,094	3,203	36	49,333
2021	43,798	3,151	35	46,984
2020	43,194	2,839	33	46,066
2019	44,659	2,783	78	47,520

1.2.2. Incidents during the Examinations

Four (4) types of incidents were recorded during the sitting of the 2023 PSLE, involving five (5) Centres as shown on the table below.

Table 2: Incidents recorded at PSLE during 2023 examinations

Incident type	No. of Centres	BEC Immediate Response	Action taken
Two (2) audio recordings for Agriculture (06/01) were found in the recording device during verification of audio scripts against a candidate's oral response which was submitted for a candidate with special needs	1	An investigation was conducted by the BEC to verify the recording and it was established that one of the recordings was a practice test which should have been deleted before submission of the audio exam script.	A case of maladministration has been established at the centre and a cautionary letter to be written to the centre.
Opening of wrong question paper packets for English Paper 1	2	Centres were advised to follow the procedure for resealing a wrongly opened	A case of maladministration has been established.

(02/01) instead of English Paper 2 (02/02) and Science Paper 1 (04/1) instead of English Paper 2 (02/2).		question paper packet as provided for in the guidelines for conduct of exam. Further investigations were conducted by the BEC to rule out malpractice. It was established that the procedure for opening of examination packets was not followed.	Cautionary letters to be written to the two centres.
A candidate script for Agriculture (06/01) was found enclosed with Setswana Paper 2 scripts during marking.	1	An investigation into the matter was conducted.	A case of maladministration has been established at the centre. Cautionary letter to be written to the centre.
Suspected malpractice for Agriculture Paper 1: There was evidence to suggest that candidates could have been assisted with answers as the cancellations and replaced answers were similar across the affected candidates.	1	An investigation was conducted, and a case of malpractice was confirmed.	Candidates were credited for questions they were not assisted on.

1.3. Marking of Candidates' Scripts

The 2023 PSLE marking exercise was conducted at Joyland English Medium School in Metsimotlhabe after a successful bid of a tender. All the three components, which are Agriculture Paper 1, English Letter and Composition Paper 2 and Setswana Letter and Composition Paper 2 were marked in one venue unlike in 2022 where marking was conducted

in two venues. The marking exercise commenced from 30 October 2023 and ended on 12 November 2023.

A total of 1,055 examiners were engaged in 2023 to mark the scripts compared to 1,069 in 2022. A total of 147 checkers were engaged to check PSLE scripts at the marking venue compared to 140 checkers in 2022. The checkers were taken through orientation on expectations as well as purpose which was to ensure error free marking.

1.4. Candidates with Special Needs

A number of applications were received from Centres for access arrangements and special consideration procedures. The two procedures are proving to be critical in improving access to BEC assessments by candidates with special needs. Candidates whose applications met the criteria for the two procedures were approved. As in previous years, there were candidates who did not benefit from the procedures due to unavailability of documents that support their applications.

1.4.1. Access Arrangements

A total of 1,892 applications were received in 2023 compared to 1,455 in 2022 at this examination level, showing an increase of about 30.03%. Out of the 1,892 applications, 77.75% of the candidates provided supporting evidence while 22.25% did not. There was a decrease in the provision of supporting evidence when compared to 2022, where 81% provided the evidence required. The applications that were not submitted with the necessary documents were not approved. Most Centres did not have supporting evidence at the time of application but submitted it after the deadline. As in previous years, the bulk of the evaluation reports were received late due to backlog at the Central Resource Centre (CRC) and other specialists.

1.4.2. Applications by Special Needs Type

Most of the special need types recorded an increase as observed for learning difficulties, deaf, physical disability, medical conditions and multiple disabilities while the numbers decreased for low vision, hard of hearing and those whose special needs types were not indicated. The numbers of candidates with low vision (blind) remained the same. The decrease for candidates

who did not indicate the special needs type is a welcome development as it means proper intervention measures will be put in place. ***Table 3*** below shows the number of applications for each of the special need types.

Table 3: PSLE Applications by Special Needs Type

SPECIAL NEEDS TYPE	NUMBER OF CANDIDATES				
	2019	**2020**	**2021**	**2022**	**2023**
Learning Difficulty	572	780	734	1238	1635
Low Vision	40	48	31	43	40
Profound Loss of Vision(Blind)	2	5	2	6	6
Hearing Impairment (Deaf)	22	23	26	22	24
Hard of Hearing	9	9	4	25	23
Physical Disability	7	15	10	4	8
Medical Condition	12	25	20	20	59
Multiple Disabilities	16	7	9	15	28
Not indicated	13	25	278	82	69
TOTAL NUMBER OF CANDIDATES	**693**	**937**	**1114**	**1455**	**1892**

Generally there was an increase in the number of applications across all special need types the highest being Medical Condition and the lowest being hard of hearing. The category where the special need type is not indicated recorded a decrease of -15.9% in the number of candidates from 82 in 2022 to 69 in 2023 which means that centres improved in completion of forms and indicating the special need type in the application form.

1.4.3. Types of PSLE Access Arrangements

At this level an increase was noted in applications for Modified papers (Learning Disability), extra time, Reader, Scribe (oral response) while a decrease was observed for enlarged print, braille, preferential sitting and rest breaks. A reduction has been noted where access arrangements were not indicated.

Table 4: PSLE Applications by Type of Access Arrangements

Access Arrangements	Number of Candidates				
	2019	2020	2021	2022	2023
Modified papers (LD)	682	488	734	431	511
Modified papers (Hearing Impairment)	46	23	26	23	22
Extra-time	302	869	981	1321	1502
Enlarged Print	35	43	23	51	29
Reader	651	712	712	1057	1400
Scribe/Oral Response	455	518	626	1039	1328
Braille	2	16	6	14	9
Rest breaks	69	60	60	173	123
Exemption from Setswana	0	0	0	0	0
Preferential Sitting	5	36	30	36	35
Assistive Technology Device(s)	15	11	9	12	26
Access Arrangements not Indicated	38	1	25	278	75

1.4.4. Special Consideration

A total of thirty-eight (38) applications were received in 2023 compared to forty-six (46) received in 2022 showing a decrease of 17.4%. Centres provided supporting evidence for all candidates that applied and were granted special consideration after going through approval structures.

A positive for this year 2023, is that all PSLE candidates who applied for special consideration did not miss any component as was the case in the past years. Candidates are not expected to miss a component at PSLE as they will not have an overall grade. These candidates will be assigned letter 'X', denoting no result.

Applications by special consideration type were received as shown in Table 5 below.

Table 5: Applications by special consideration type

SPECIAL CONSIDERATION TYPE	NUMBER OF CANDIDATES WITH SUPPORTING EVIDENCE	NUMBER OF CANDIDATES WITHOUT SUPPORTING EVIDENCE
III Health during examination at the centre or hospitalized	6	0
Bereavement	30	0
Social problem (Assault, Trauma, Psychological problem)	2	0
TOTAL	**38**	0

PART 2: TECHNICAL REPORT

2.1 Introduction

The Primary School Leaving Examination (PSLE) is a diagnostic examination testing a total of seven syllabuses. The seven syllabuses, are examined using six multiple-choice components and three constructed response components, making a total of nine components. The examination is composed of predominantly multiple-choice components in support of the curriculum at this level which is largely knowledge inclined.

To support the diagnostic nature of the examination, each syllabus is divided into content domains of learning called Dimensions and grading is conducted at the level of a Dimension. The Dimension grades for each syllabus are then aggregated to obtain a syllabus grade and finally these syllabus grades are aggregated into a qualification grade. The grades available at the three levels (Dimension, Syllabus and Qualification) are on a scale of A to E. Candidates failing to meet the minimum requirements for the lowest grade (E) at any of the levels are unclassified and assigned letter U. Grading of the syllabuses entails a number of processes which were executed accordingly.

During the 2023 examination series, the 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. What is worth noting is that even though the 2023 cohort was not impacted by the COVID-19 pandemic at the time of the examination, they faced a challenging environment due to the COVID-19 pandemic at the commencement of their upper primary programme which was characterized by learning interruptions yet the bulk of the content for almost all the syllabuses is expected to be covered at the beginning of the programme. The disruptions due to the pandemic meant that candidates taking examinations in 2023 are **likely** to demonstrate a lower level of knowledge, skills and understanding at an overall national level than those who sat for examinations before 2020, through no fault of their own. What needs to be noted is that unlike their predecessors, the impact of the pandemic was not evident for the current cohort.

2.2   Technical Quality of the 2023 Question Papers

2.2.1   Multiple Choice Question Papers

There is a total of six (6) multiple choice question papers, each worth sixty (60) marks. Table 6 shows the technical quality of 2021, 2022 and 2023 Multiple Choice question papers, representing part of the evidence considered during grading.

Table 6: Statistical parameters for multiple choice question papers for 2021, 2022 & 2023.

SUBJECT	Mean			SD			Alpha			Mean P		
	2021	**2022**	**2023**	**2021**	**2022**	**2023**	**2021**	**2022**	**2023**	**2021**	**2022**	**2023**
Setswana	30.89	31.61	28.81	8.53	8.71	8.34	.84	.84	.81	.52	.52	.48
English	37.51	35.49	36.57	12.33	11.44	12.57	.93	.92	.92	.63	.60	.62
Maths	34.79	35.19	32.27	11.24	10.55	10.78	.91	.91	.91	.58	.59	.54
Science	31.82	28.59	29.73	10.44	9.71	9.77	.90	.88	.88	.54	.48	.50
Social Studies	26.54	29.36	31.04	9.97	8.96	9.98	.86	.86	.89	.47	.49	.52
REME	36.44	32.07	34.74	10.08	10.69	11.06	.90	.90	.91	.61	.53	.58

ACCEPTABLE STATISTICAL PARAMETER VALUE RANGES	
Mean P – Difficulty level	.40 to .60
Alpha - Reliability	.61 to 1.00
SD – dispersion/spread	12% to 20%

The difficulty level of question papers as reflected by Mean P values indicates that all papers were of moderate difficulty except for English which continues to be on the easier side. However, Setswana has shifted towards a slightly demanding paper when compared to that of the previous year while Religious and Moral Education (REME) shifted to a slightly easier paper. Therefore, the apparent easiness or difficulty of each of the papers was considered at the point of validating cut-off scores.

The Standard Deviation (SD) values reflect that all the 2023 papers differentiated candidates well in terms of their ability and the values are more or less the same as those of the previous year. All the papers recorded an SD that is at a desirable level of about **16%.**

The level of reliability (alpha) for all the papers continues to be very good ranging from **.81 to .92** which is above the minimum acceptable levels of alpha for achievement tests. This level of reliability indicates the extent to which the tests will produce similar scores when administered to the same cohort at a different time.

It can therefore, be concluded from the statistical parameters that generally all the question papers are within the acceptable quality levels.

2.2.2 Constructed Response Question Papers

There are three constructed response papers which are Setswana 2, English 2 and Agriculture. Setswana and English papers have a total of 20 marks each while Agriculture has a total of 60 marks. Table 7 shows statistical parameters for constructed response papers.

Table 7: Statistical parameters for constructed response papers

SUBJECT	Mean			Standard Deviation		
	2021	**2022**	**2023**	**2021**	**2022**	**2023**
English 2	9.48	9.02	7.29	6.30	5.79	5.61
Setswana 2	7.47	6.87	6.04	3.09	3.21	3.27
Agriculture 1	28.93	27.18	28.20	12.93	13.50	13.77

Setswana recorded an SD of about 16% indicating that the paper continues to discriminate very well across years. What is worth noting is that Agriculture and English continue to present large SD values across years as a result of a significant number of candidates scoring extremely low marks while others score high marks.

2.3 GRADING PROCESS

2.3.1 Standard Setting

The PSLE Standard Setting exercise this year was conducted from 16th to 20th November 2023. As in the previous year, each subject was assigned 10 judges who were highly experienced and competent in making professional judgement as per the Angoff procedure. The normal standard setting procedure for PSLE (Angoff Procedure) was followed and judges for each of the subjects recommended cut-off scores to be considered for grading in 2023.

The Angoff procedure involves making judgement on the difficulty level of each item in a paper. The outcomes of each judge are then averaged to determine the cut-off scores. It is a well-

established method of standard setting commonly used for Multiple Choice tests because it is more objective.

2.3.2   Validation of Cut-off Scores

Following the process of determination of the cut-off scores by the judges, cut-off score validation meeting was held from 05th to 12th December 2023.

Upon completion of the process of interpreting judges' cut-off scores and consideration of all other variables such as Principal Examiner reports as well as statistical evidence, the application of the cut-off scores was affected. The application of cut-off scores was followed by validation of outcomes, the process of which the results and discussions are presented in the next section.

2.3.3   Validation of Outcomes

2.3.3.1 2023 Incidents log
2.3.3.2 Maladministration
The Centres reported on the 2023 Incidents Log were interrogated to find out whether there could be any anomalies. No anomalies were observed for all the Centres.

2.3.3.3 Malpractice

A case of malpractice was established at one Centre for the Agriculture syllabus. A teacher at the Centre who was an invigilator in one of the examination rooms, assisted the candidates to answer some questions. A total of twenty-three (23) candidates out of 123 were involved. Marks were deducted from parts where assistance was given.

2.3.3.4 Centres with drastic changes
Centres which displayed either positive or negative drastic changes in performance at qualification level this year were interrogated. The interrogation involves validation of outcomes at qualification and syllabus levels by considering the performance trend over a 3-year period. No anomalies in the performance of the centres were observed.

2.4   Performance by Syllabus

2.4.1   Quantitative description

Generally performance this year remained more or less the same as that of the previous year in almost all the syllabuses. What is worth noting is that there are three syllabuses that recorded a significant increase at one of the grades. On the other hand, as in the previous year three syllabuses recorded a significant decline in one or more grades.

Furthermore, almost all candidates at syllabus level were able to attain the minimum Grade of E across all syllabuses except in Mathematics and Agriculture where there is a significant

number who failed to achieve Grade E. This year, what also needs to be noted is the slight increase in the number of candidates assigned U in some syllabuses even though Agriculture continues to record the highest number of candidates in this category, this year there is significant reduction of 29.46% from 2573 to 1815.

Cumulative percentages at each grade in each syllabus and differences between 2023 and 2022 are shown in Table 8 as well as the number of candidates assigned U in the different syllabuses.

TABLE 8: CUMULATIVE PERCENTAGE AT EACH GRADE IN EACH SYLLABUS AND DIFFERENCES   BETWEEN   2023 AND 2022.

SYLLABUS	YEARS	GRADE A	GRADE B	GRADE C	GRADE D	GRADE E	Number at U & differences[1]
Setswana	2022	14.55	50.07	78.05	90.86	99.99	3
	2023	14.74	47.14	74.88	90.73	99.67	112
	Diff	0.19	**-2.93**	**-3.17**	-0.13	-0.32	**109**
English	2022	21.77	46.69	68.11	83.01	98.80	590
	2023	22.08	45.43	67.23	83.24	98.44	601
	Diff	0.31	-1.27	-0.89	0.23	-0.36	**11**
Maths	2022	9.30	27.68	61.73	87.86	99.35	320
	2023	9.84	26.51	59.03	84.77	97.06	395
	Diff	0.54	-1.17	**-2.70**	**-3.09**	**-2.29**	**75**
Science	2022	4.62	24.40	53.49	86.25	99.44	275
	2023	5.96	27.55	54.52	86.91	99.01	425
	Diff	1.34	**3.15**	1.03	0.66	-0.43	**150**
Social Studies	2022	8.27	30.53	59.13	89.86	99.97	17
	2023	9.94	32.67	58.31	91.44	99.84	30
	Diff	1.67	**2.14**	-0.82	1.48	-0.13	**13**
REME	2022	6.97	25.83	63.17	90.86	99.85	74
	2023	7.46	28.16	66.84	89.52	99.43	72
	Diff	0.49	**2.33**	**3.67**	-1.34	-0.42	**-2**
Agriculture	2022	9.22	25.17	55.80	83.64	94.78	2573
	2023	10.13	26.25	56.24	83.78	92.41	1815
	Diff	0.91	1.08	0.44	0.14	**-2.37**	**-758**

Red – Decline   **Yellow** – Increase   *** Significance level** = ±2

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[1] Number not cumulative percentage

2.4.1.1   Setswana

Performance in this syllabus reflects that almost all candidates **(99.67%)** met the minimum requirements for the award of a grade at syllabus level. The overall performance in the syllabus is at the same level as that of the previous year with an insignificant decline across grades except at Grade B and C where the drop is significant. The significant drop is due to an increase in the number of candidates who failed to meet the minimum requirements for the award of a grade in the Communication Dimension.

2.4.1.2   English

In this syllabus, performance remains at the same level as that of last year as reflected by the insignificant differences across all grades.   Almost all candidates **(98.44%)** met the requirements for the award of a grade as in the previous year at syllabus level.

2.4.1.3   Mathematics

Performance in this syllabus indicates that most of the candidates (**97.06%)** met the minimum requirements for the award of a grade at syllabus level. What is worth noting is that this year, the syllabus recorded a decline across grades which became more significant at Grades C, D and E. This year, more candidates could not qualify for a minimum grade in both the Computation Dimension as well as the Application & Reasoning Dimension.

2.4.1.4   Science

Nearly all the candidates **(99.01%)** met the minimum requirements for the award of a grade at syllabus level. This year, performance at syllabus level reflects an insignificant increase across almost all the grades except at Grade B where the increase is quite significant. There is an increase in the number of candidates who met the minimum requirement for the award of a grade in the Knowledge and Understanding Dimension as compared to last year.

2.4.1.5   Social Studies

Performance in this syllabus remains almost similar to that of the previous year indicating that almost all the candidates **(99.84%)** met the minimum requirements for the award of a grade at syllabus level. The performance reflects an insignificant increase across almost all the grades except at Grade B where the increase is quite significant.

2.4.1.6   Religious & Moral Education

This year, candidates' overall performance remained at the same level **(99.43%)** as that of the previous year reflecting an insignificant increase across all the grades except at Grade B & C where there is a significant increase. The improvement is attributed to an increase in the number of candidates who met the minimum requirements for a grade award in the Knowledge Dimension.

2.4.1.6   Agriculture

Performance at syllabus level is almost the same as that of the previous year across Grades except at Grade E. The candidates who met the requirements are at **92.41%.** As in the previous year, some candidates still could not meet the requirements for a grade award at syllabus level and their percentage has increased from **5.22% to 7.59%** this year**.** The percentage of unclassified candidates in the syllabus continues to be significantly higher than the rest of the syllabuses which is indicative of the fact that across years a significant number of candidates complete the programme without having acquired basic skills in Agriculture. What is worth noting is that there is an increase in candidates who fell short of meeting the minimum requirements for a grade award in both dimensions.

2.4.2 Performance Trends

The graph below shows trends in Candidates' performance at Grade C or better over a period of 5 years.

Figure 1: Cumulative % of Candidates Obtaining Grade C or Better in Each Syllabus

Figure 1: Cumulative % of Candidates at Grades C or Better in each Syllabus

	2019	2020	2021	2022	2023
Setswana	83,19	82,69	79,98	78,05	74,88
English	69,84	69,38	67,74	68,11	67,23
Mathematics	64,59	66,3	63,44	61,73	59,03
Science	58,86	57,21	55,66	53,49	54,52
Social Studies	62,29	59,03	58,62	59,13	58,31
REME	67,69	66,66	64,52	63,17	66,84
Agriculture	64,21	63,78	59,53	55,8	56,24
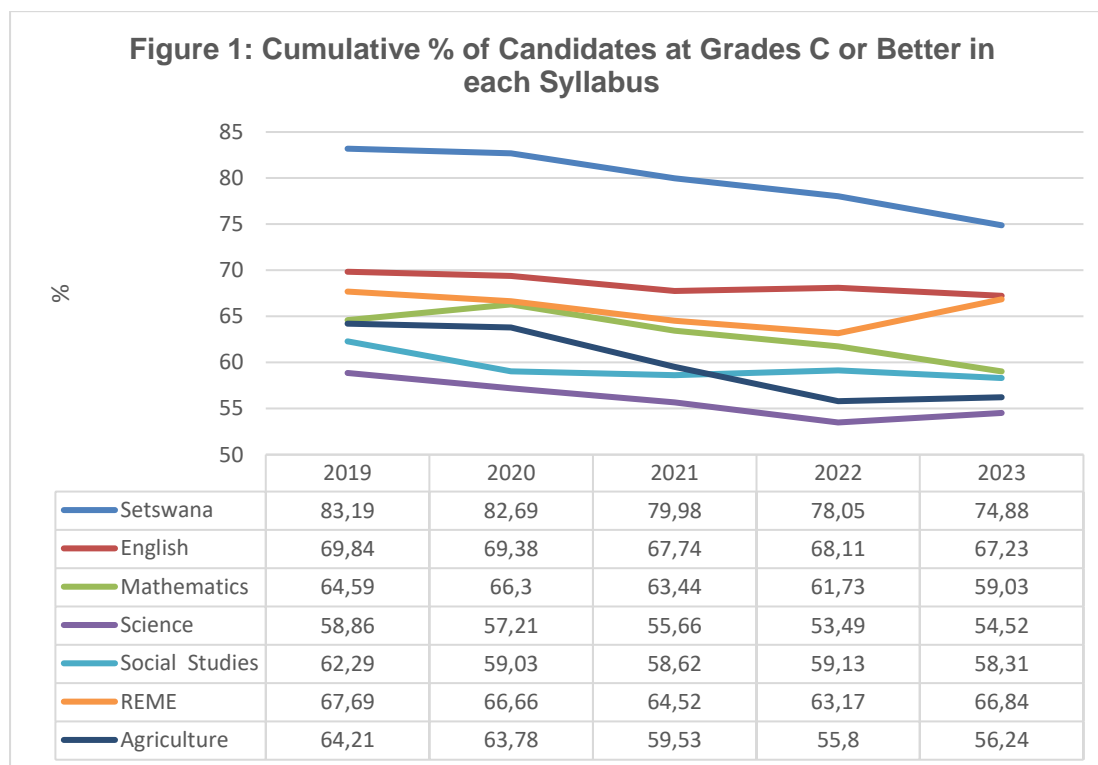
The graph indicates a consistent decline in performance across years for almost all the syllabuses from 2019 to 2023. Notably, the decline in performance was a lot more pronounced in 2021 where the differences for some syllabuses are quite significant. What is also worth noting is that this year, even though there is a further decline in Candidates performance at Grade C or better for most of the syllabuses, there is a sign of recovery for Agriculture, REME and Science which recorded a slight improvement.

2.4.3 Qualitative description

Unlike in the previous year where there was a clear pattern indicating a decline in the Candidates' performance on the Knowledge Dimension across the different syllabuses, this year performance in the Knowledge Dimension has improved. There is an indication that the basic underlying concepts and principles for the different syllabuses has been grasped by most of the candidates. The knowledge deficit is only reflected in Mathematics and Agriculture syllabuses.

In languages, Setswana and English, there has been a significant number of Candidates assigned a U in the Communication Dimension just like in the previous year. This could be indicative of the fact that even though the Candidates have knowledge of the different language attributes, they have a challenge when they are expected to use those attributes for effective communication.

In Mathematics and Science on the other hand, Candidates perform better in the Dimensions where they are expected to apply mathematical and scientific concepts & principles while they are challenged when they are expected to display basic knowledge of those concepts and principles. This is evidenced by the increase in the number of candidates assigned U in the Computation Dimension in Mathematics as well as the Knowledge & Understanding Dimension in Science even though it recorded a decrease in the number of Candidates assigned U from **11.00% to 8.40%** this year.

In Agriculture, Candidates continue to be challenged in both Dimensions. They have proved to be limited when probed to provide basic information on Agricultural concepts and processes. Similarly, they find it difficult to justify their responses, especially in cases where the evidence required is embedded in the stimulus material. This, therefore, could be an indication of their short-coming in the use of high-order thinking skills.

A diagnostic report on Candidates' performance will be disseminated through engagements of critical stakeholders in due course.

PART 3:   SUMMARY OF RESULTS

This section presents a detailed analysis of candidates' performance for the 2023 cohort contrasting with previous cohorts. The statistics are mostly aggregated across grades. The section also provides performance analysis by gender, educational regions, centre type and special education needs type. Out of a total of 52 235 candidates who sat for the examination, 26 265 (50.28%) were females while 25 970 (49.72%) were males.

3.1   Overall Performance

Performance at qualification level is more or less the same as that of the previous year with insignificant differences across grades.

The overall performance as indicated by the cumulative percentage of Candidates at each grade and the differences between 2023 and 2022 are shown in Table 9.

Table 9: Overall Performance by grades for 2023 compared to 2022.

Year		A	B	C	D	E	U	X	Total
2023	No.at grade	10587	9238	17670	10398	4136	34	171	52235
	% at grade	20.27	17.69	33.83	19.91	7.92	0.07	0.33	
	Cum. %	20.27	37.96	71.79	91.70	99.62	99.69	100	
2022	No.at grade	9084	8842	16850	10318	4181	35	23	49333
	% at grade	18.41	17.92	34.16	20.92	8.48	0.07	0.04	
	Cum. %	18.41	36.33	70.49	91.41	99.89	99.96	100	
Diff. in cum. %		**1.86**	**1.63**	**1.30**	**0.29**	**-0.27**	**-0.27**		

The percentage of candidates obtaining Grade E or better stands at **99.62%** which is a slight decrease of **0.27%** from the previous year**.** This implies that **0.07% (34)** of the candidates are unclassified, therefore assigned letter U. The proportion of candidates obtaining overall Grade D or better remains almost the same across the two years at **91.70%** for 2023 and **91.41%** for 2022. The proportion of candidates obtaining Grade C or better has increased insignificantly by **1.30%** from **70.49%** to **71.79%** this year.

The percentage of candidates obtaining Grade A rests at **20.27%** compared to **18.41%** in the previous year which is an improvement by **1.86%.** The candidates who obtained Grade B or better, improved by **1.63%** from **36.33%** in 2022 to **37.96%** this year.

It can be concluded that the overall performance this year has improved slightly though not statistically significant from that of the previous year.

3.2   Overall Performance Trends

Figure 3.2 shows the overall performance of candidates over a 5-year period.

Figure 3.2: Camparison of PSLE Overall performance in 2023, 2022, 2021, 2020 and 2019

	A	B	C	D	E
2023	20,27	17,69	33,83	19,91	7,92
2022	18,41	17,92	34,16	20,91	8,48
2021	18,63	18,76	34,62	19,96	7,88
2020	20,11	18,62	34,42	19,17	7,50
2019	20,81	18,09	35,43	19,12	6,43

Performance grades by year
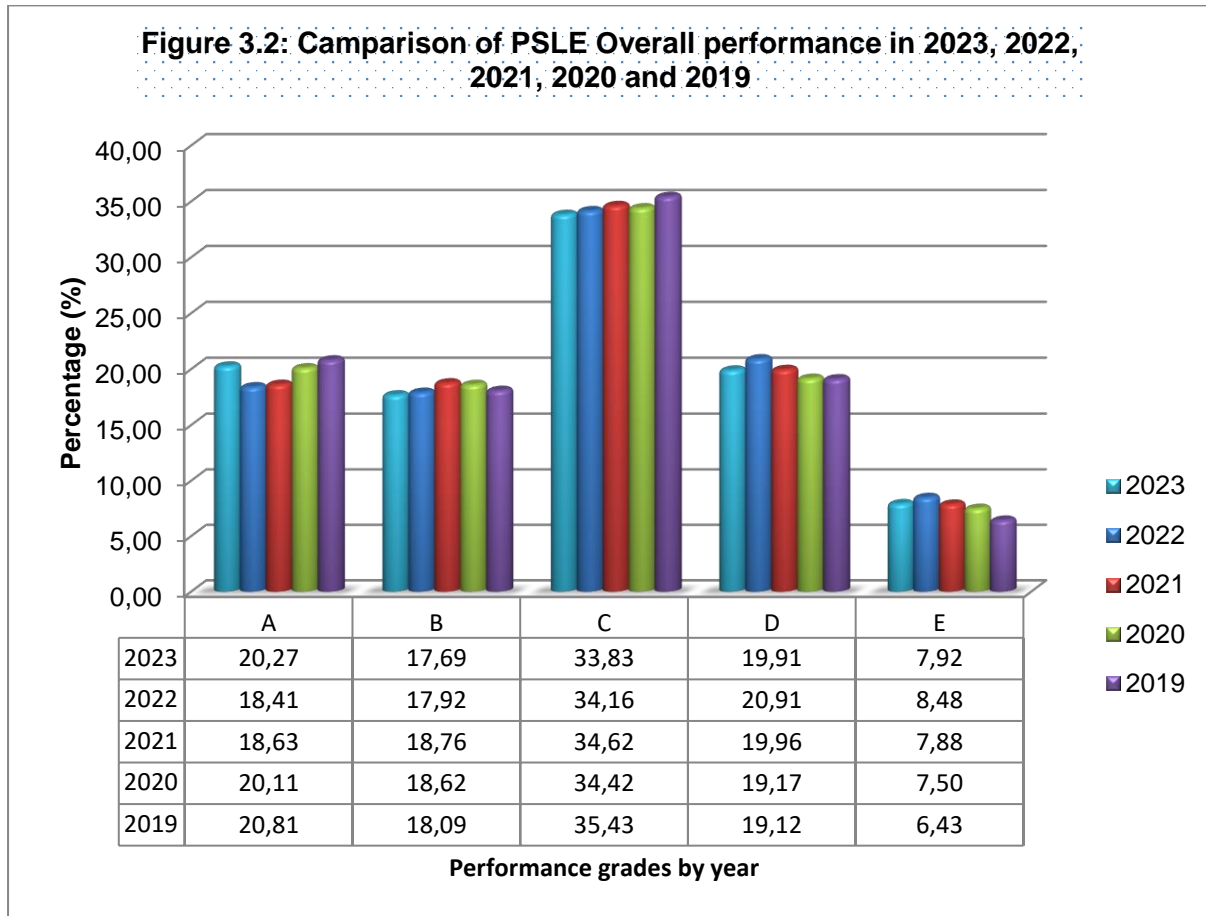
The performance has been declining at Grade A since 2020 to 2022. However, this year there has been an improvement. The performance at Grade B has remained relatively the same over the five-year period. At Grade C the performance has been declining steadily from 2019 to 2023. The proportion of candidates Grade D and E is increasing indicating a general decline performance. However, it is worth noting that the differences in performance are statistically insignificant.

3.3   Overall Performance by Gender

Figures 3.3(a) and Figure 3.3(b) show overall performance by gender in 2022 and 2023.

Figure 3.3a: Overall Performance on 2023 PSLE by Gender

	Grade A	Grade B	Grade C	Grade D	Grade E
Female	24,52	19,51	35,26	16,47	3,88
Male	15,97	15,85	32,38	23,38	12,00

Figure 3.3b: Overall Performance on 2022 PSLE by Gender

	Grade A	Grade B	Grade C	Grade D	Grade E
Female	21,97	20,24	35,93	17,67	4,11
Male	14,73	15,51	32,32	24,27	12,99
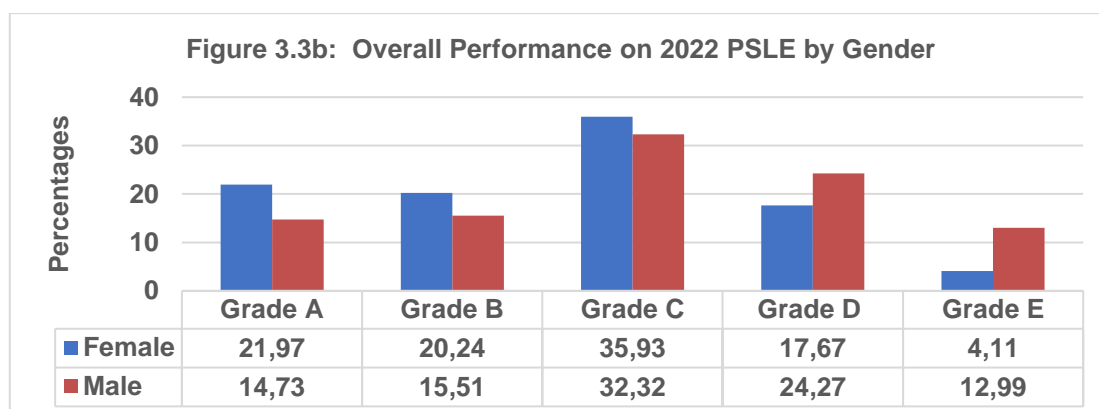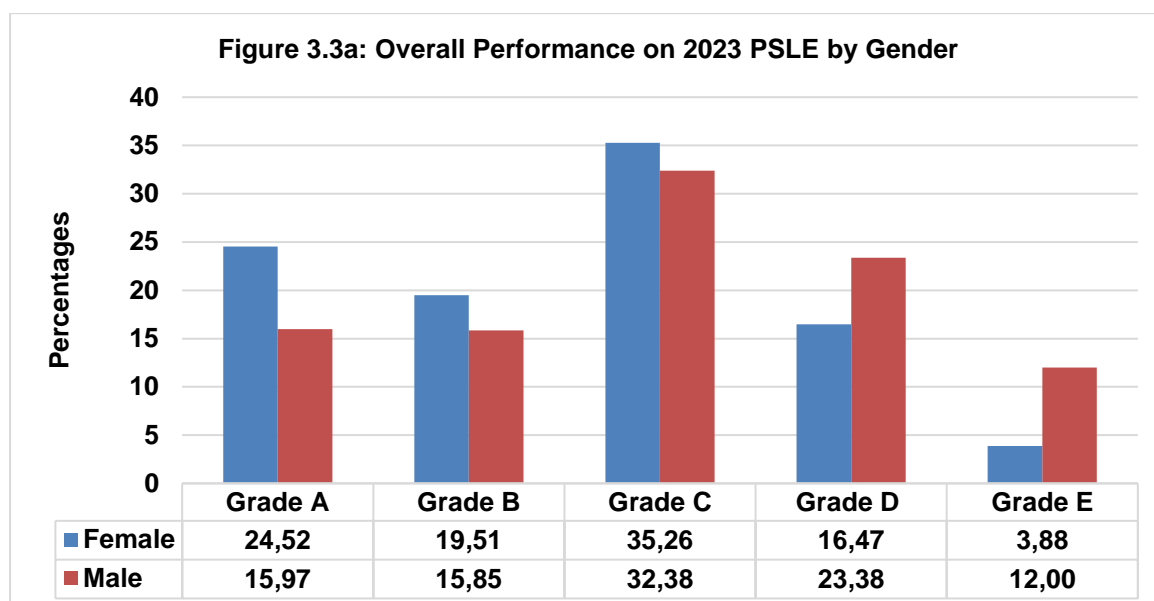
Generally, females outperformed their male counterparts at Grades A, B and C across both years. Conversely, the proportion of males obtaining Grades D and E was more than that of females for both years.

3.4   Subject Performance by Gender

Figure 3.4 shows performance in each subject by gender.

Figure 3.4 2023 PSLE Subject Perfomance in Grades A - C (credit pass) by Gender

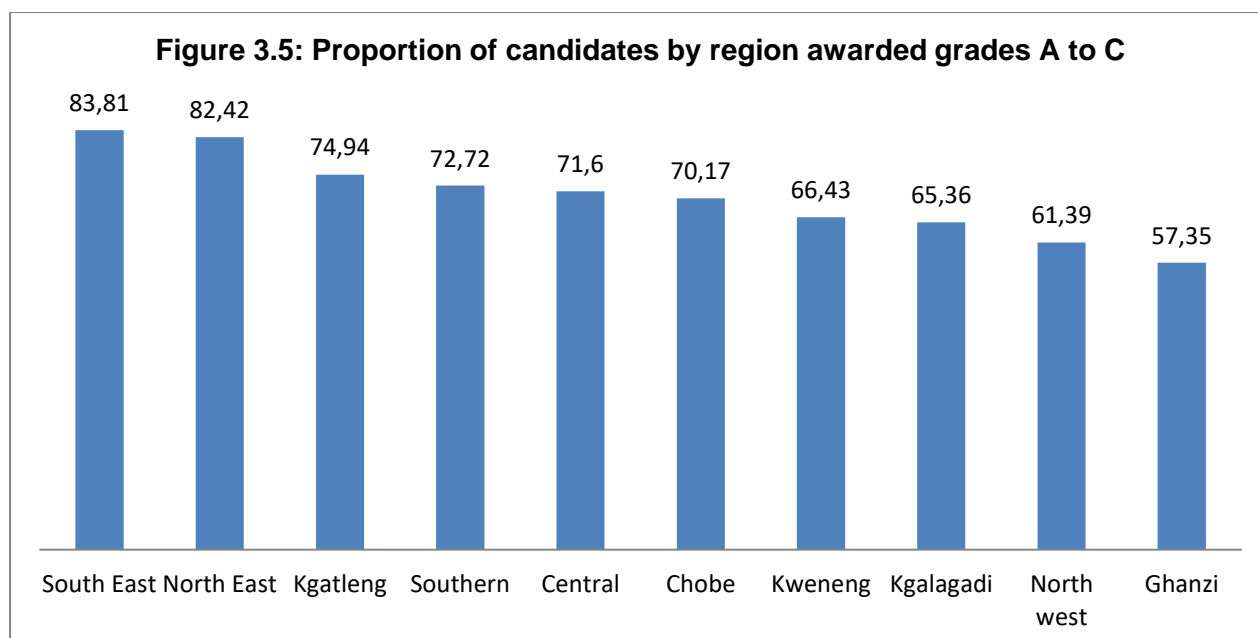|	SETSWANA	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES	AGRICULTURE	RELIGIOUS AND MORAL EDUCATION
FEMALE	85,28	79,84	66,12	58,28	62,32	64,82	75,11
MALE	68,62	61,38	54,72	50,86	54,27	52,29	58,99
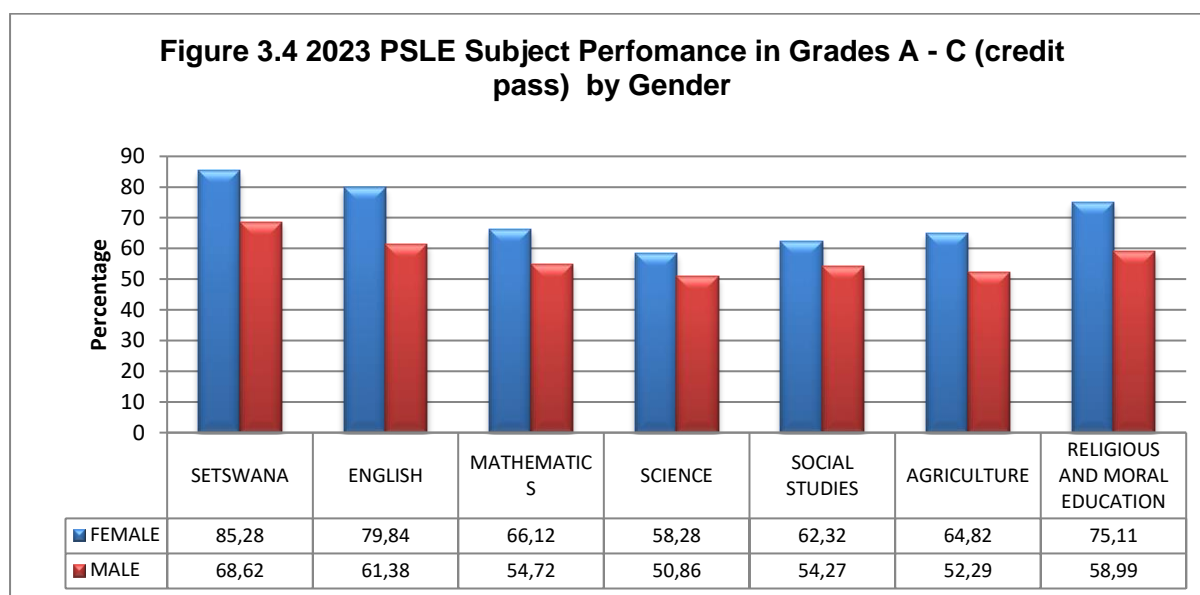
Female candidates continue to outperform their male counterparts in all subjects at Grades A to C.

3.5   Performance by Educational Region

Figure 3.5 shows proportion of candidates awarded Grades A to C by region.

Figure 3.5: Proportion of candidates by region awarded grades A to C

Region	Proportion
South East	83,81
North East	82,42
Kgatleng	74,94
Southern	72,72
Central	71,6
Chobe	70,17
Kweneng	66,43
Kgalagadi	65,36
North west	61,39
Ghanzi	57,35

It is observed that South East region performed the highest (83.81%) followed by North East (82.42%). The least performed region is Ghanzi at 57.35%. Although, Ghanzi performed the

least, it is one of the regions that showed significant improvement compared to the previous year (2.74%).

Figure 3.6 shows the performance difference in each region between 2022 and 2023.

Region	Diff
Chobe	-2.95
North East	-1.15
Kgatleng	0.77
South East	1.03
Central	1.06
North west	1.87
Ghanzi	2.74
Southern	2.9
Kgalagadi	3.22
Kweneng	3.32

Figure 3.6: Percentage Grade A-C Decline/Improvement From 2022 To 2023
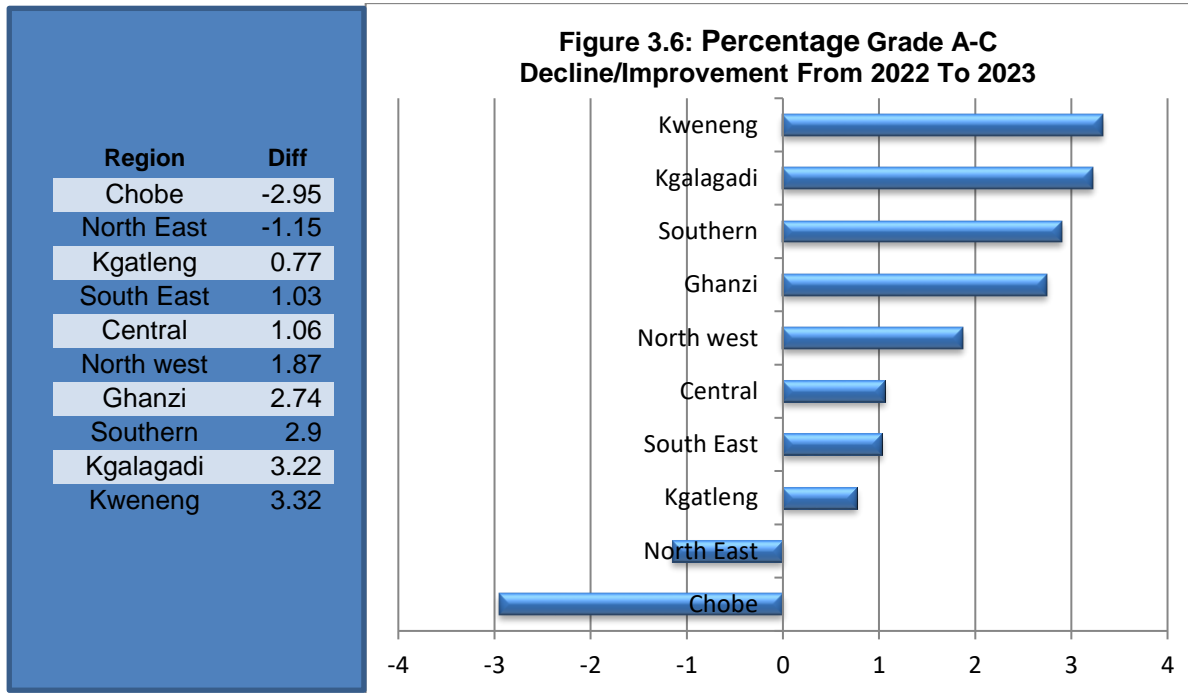
Only two regions experienced a decline, namely, Chobe (-2.95%) and North East (-1.15%). Four (4) regions, Kweneng, Kgalagadi, Ghanzi and Southern experienced some improvement in the A-C grades of over 2%.

3.7: Performance by Centre Type

There are three centre types: Government school centres, Private school centre and OSET centre. Figure 3.7 shows the performance by centre type across grades.

Figure 3.7. Performance by Centre Type

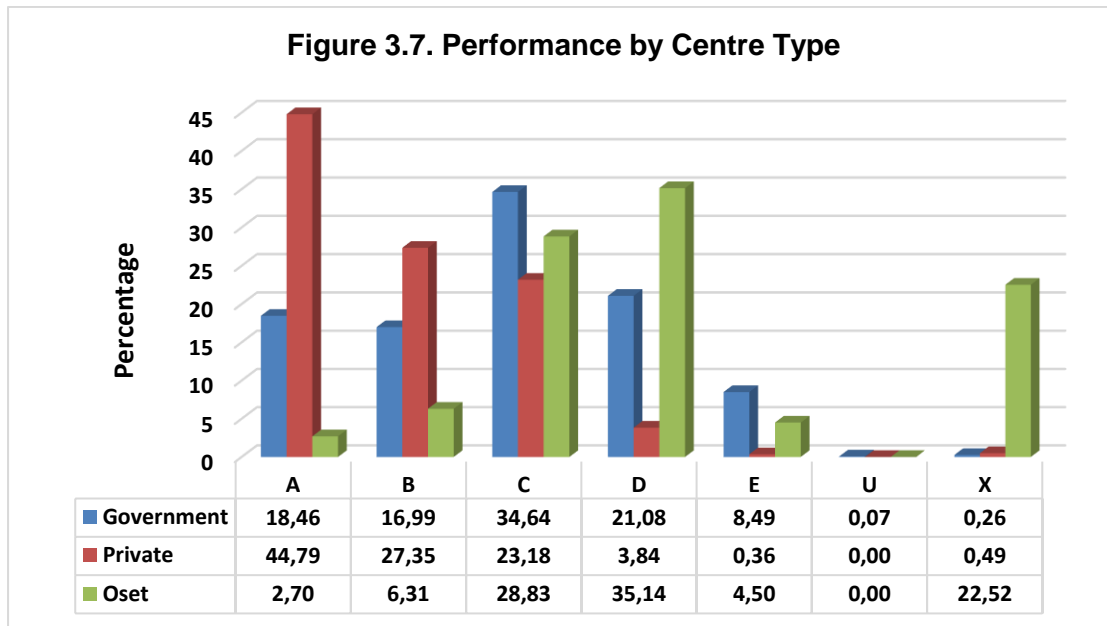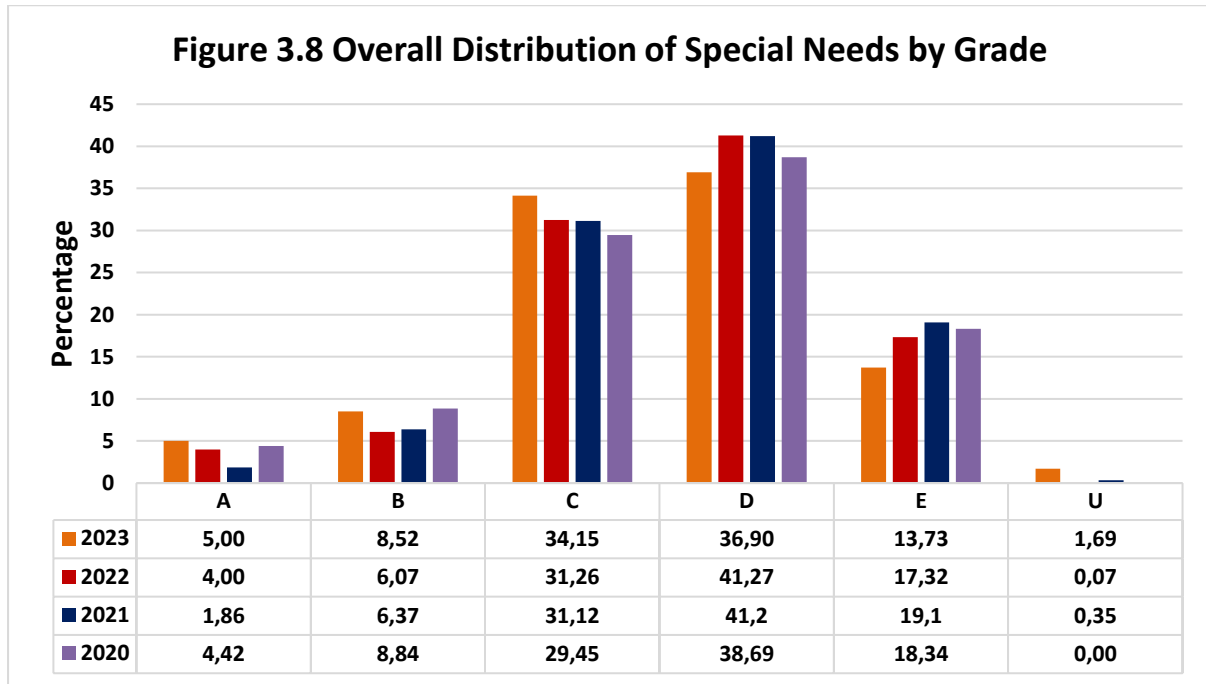|	A	B	C	D	E	U	X
■ Government	18,46	16,99	34,64	21,08	8,49	0,07	0,26
■ Private	44,79	27,35	23,18	3,84	0,36	0,00	0,49
■ Oset	2,70	6,31	28,83	35,14	4,50	0,00	22,52

Figure 3.7 shows overall performance for centre types across grades. Private school centres have larger proportion of candidates awarded Grades A and B compared to other centre types. Government school centres have the largest proportion of candidates awarded Grade C compared to other centre types, while OSET centres have a larger proportion of candidates awarded Grade D compared to other centre types. Figure 3.7.1 sums up performance at Grades A-C across centre type.

Figure 3.7.1. A-C % Pass by Centre Type

Centre Type	A-C % Pass
Government	70,09
Private	95,31
Oset	37,84
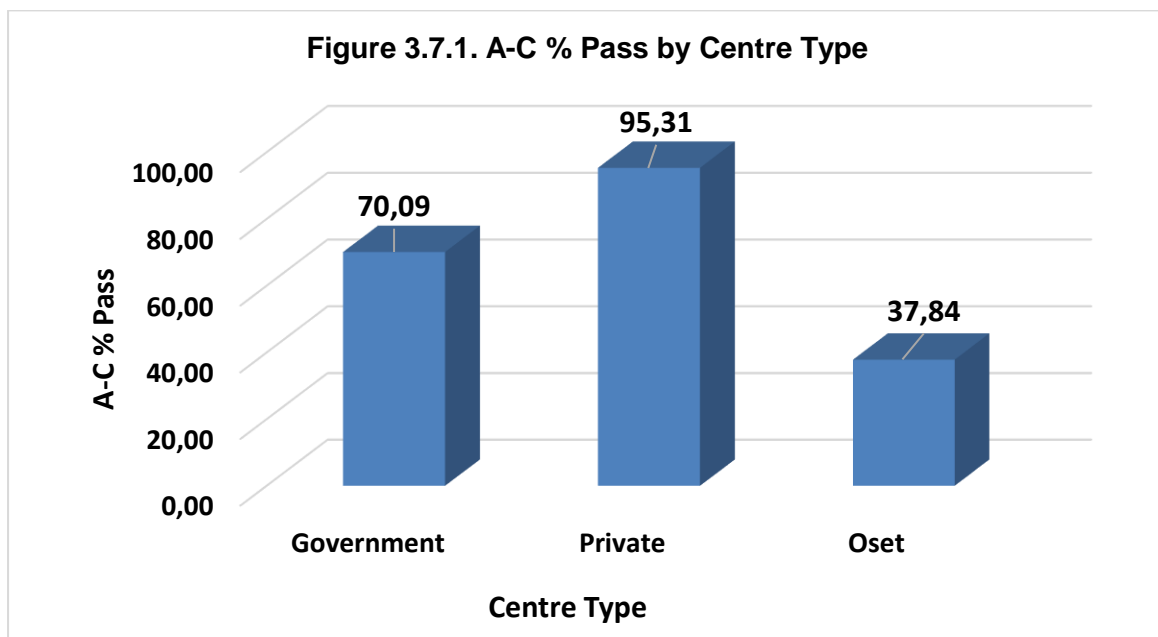
Private school centres (95, 31%) had the largest candidates awarded grades A-C followed by Government centres (70.09%).

### 3.8   Performance by Special Educational Needs

The special Educational needs types are: Hearing impairment, Learning Disability, Visual Impairment, Multiple Disability, Medical Conditions and Physical Disability. Figure 3.8 shows the overall performance of candidates with Special Educational Needs in the last four years.

Figure 3.8 Overall Distribution of Special Needs by Grade

	A	B	C	D	E	U
2023	5,00	8,52	34,15	36,90	13,73	1,69
2022	4,00	6,07	31,26	41,27	17,32	0,07
2021	1,86	6,37	31,12	41,2	19,1	0,35
2020	4,42	8,84	29,45	38,69	18,34	0,00

There is an improvement in performance of candidates with special educational needs between 2023 and 2022, in Grades A to C. In all the years, Grade D is the mode.

3.9   Performance of Special Needs Candidates by Gender

Fig. 3.9. Shows the performance of Special Needs Candidates at each grade by gender.

Figure 3.9 Performance of Special Needs Candidates by Gender

	A	B	C	D	E	U
Female	6,11	8,56	33,25	38,63	12,22	1,22
Male	4,55	8,51	34,52	36,20	14,34	1,88
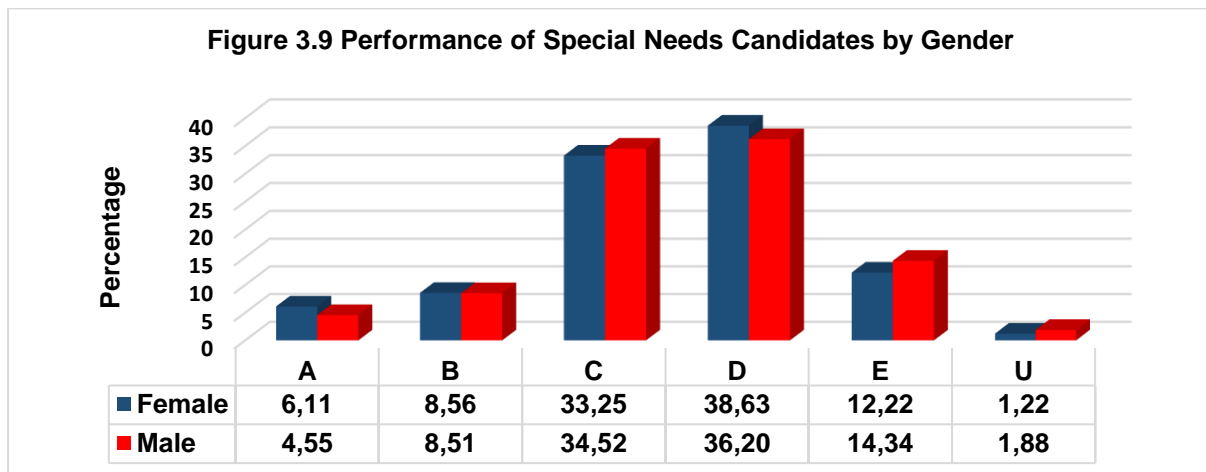
The graph shows that females outperformed males at Grade A whereas males do better than females at Grade C, with a more or less same performance at Grade B. However, proportion of candidates at Grades A-C is about the same for females (47.92%) and males (47.58%).

3.10   Performance by Special Need Type

Figure 3.10 shows performance of candidates who sat for the 2022 examinations by special needs categories.

Figure 3.10: Performance by Special Needs Type

	A	B	C	D	E	U
Hearing Impairment	3,70	0,00	3,70	14,81	33,33	44,44
Multiple Disabilities	4,76	0,00	33,33	23,81	23,81	14,29
Learning Disability	5,05	8,73	35,47	37,80	12,50	0,45
Visual Impairment	3,45	6,90	3,45	31,03	44,83	10,34
Medical Condition	11,11	22,22	33,33	22,22	11,11	0,00
Physical Disability	0,00	33,33	66,67	0,00	0,00	0,00
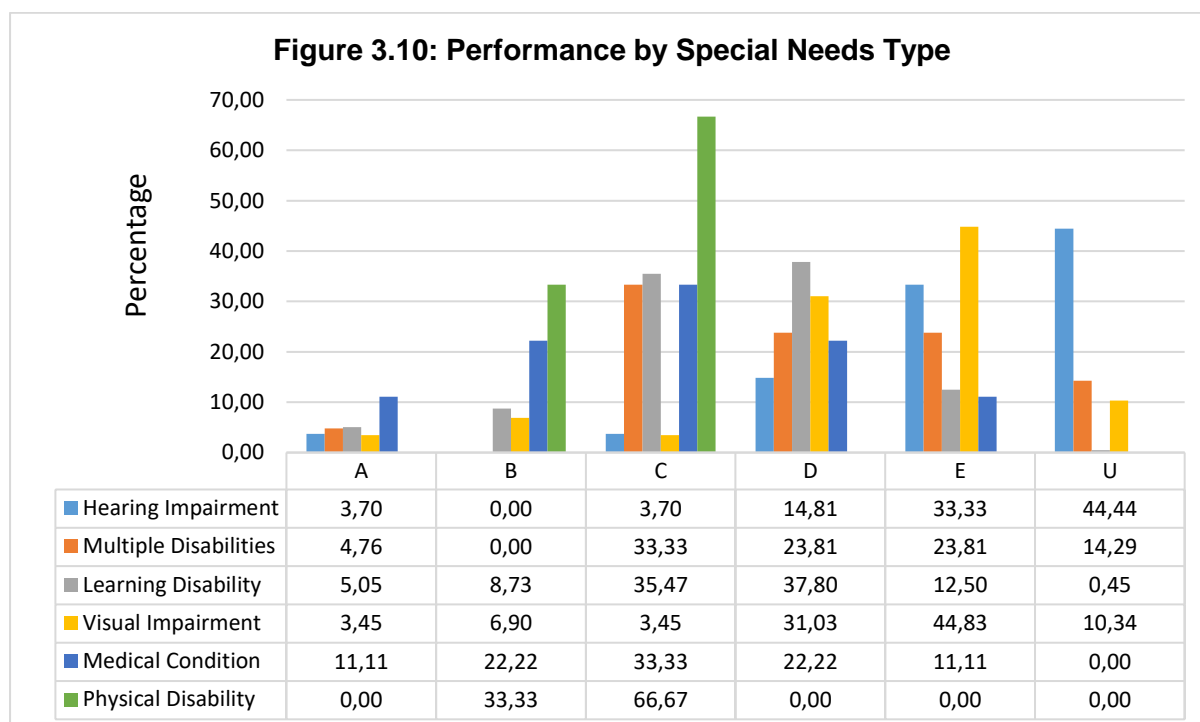
Most candidates with hearing impairment were awarded Grades D and E and a significant proportion of them were unclassified (44.44%). Most Candidates with learning disability were awarded Grades C and D. It is worth noting that some candidates, although with learning disability, obtained Grades A and B (13.78%). Candidates with visual impairment mostly obtained Grades D and E while some candidates were unclassified (10.34%).

3.8   Summary of the 2023 PSLE Results

✓   There was a total of 52 235 candidates who sat the 2023 PSLE compared to 49 333 in 2022. This represents an increase of 5.88% in candidature between 2023 and 2022.

✓   The percentage of candidates obtaining Grade E or better stands at **99.62%** which is a slight decrease of **0.27%** from the previous year**.**

✓   The proportion of candidates obtaining Grade C or better has increased insignificantly by **1.30%** from **70.49%** to **71.79%** this year.

✓   The percentage of candidates obtaining Grade A rests at **20.27%** compared to **18.41%** in the previous year which is an improvement by **1.86%.**

✓   Female candidates continue to perform better than males across all subjects.

✓   Analysis of performance by dimensions indicates that generally, candidates are challenged on high order thinking skills.

✓   South East and North East are the highest performing regions at 83.81% and 82.42% respectively while Ghanzi is the lowest performing at 57.35%. However, it is worth noting that Ghanzi is among the most improved at grade A to C by 2.74%

✓   Kweneng is the most improved at Grades A-C by 3.32%.