

**JUNIOR CERTIFICATE  
EXAMINATIONS**



BOTSWANA  
EXAMINATIONS  
COUNCIL

**2023  
PROVISIONAL  
SUMMARY  
OF RESULTS**

**23**

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## 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 2023 cohort was carried out on seventeen (17) syllabuses with a total of forty-six (46) components as published in the JCE timetable. The examinations were conducted from 16 October 2023 to 03 November 2023.

The 2023 cohort comprised of candidates from public schools, private schools, Botswana Open University and individual candidates who registered directly with BEC.

The administration report is intended to provide a background to the environment under which the 2023 examinations were conducted. Generally, the administration went well however, this year there were more cases of maladministration recorded and new cases of malpractice that were investigated.

### 1.1 Administration of the 2023 Junior Certificate Examination

#### 1.1.1 Registration

Registration was conducted through the Malepa web application, and all centres registered online. The main challenge as with all the years was that some centres particularly Government Centres failed to meet the deadlines for submission of their registration entries as well as syllabus amendments. The BEC has applied penalties to nine centres that failed to meet the registration deadlines. This is important since failure to meet registration dates has implications on the ordering of examinations material, which should be sufficient for examinations. It is hoped that centres will eventually adhere to registration deadlines which will improve the overall efficiency of the administration of examinations.

#### 1.1.2 Registration of Centres

In this cycle a total of 256 centres registered candidates compared to 261 in 2022. Of the 256 centres; 209 were Government school centres, 19 were BEC private centres, 16 were private school centres, 11 were BOU centres while one was a private examination centre. It can be observed that the number of centres declined by five (5) across all the centre types except for Government centres. There were no new centres registered in 2023.

## 1.1.3 Candidature

**Table 1.1** below shows the number of candidates who sat the Junior Certificate Examination from 2019 to 2023. A total of 44,750 candidates sat for the 2023 JEC examination. A decrease of 4.45 % has been recorded in the candidature for 2023 when compared to candidature in 2022. The decline in candidature was experienced across all centre types with Government Centre category having registered 3.75% less in 2023 compared to the 2022 candidature. The decline in candidature for other Centre types was not as pronounced as for that of Government Centre Category. A survey to determine the factors leading to the decline in candidature in 2023 would be carried out in the 2024 examination cycle and the findings would be used to inform the registration of the subsequent years.

*Table 1.1: Candidature for the Years 2019 to 2023*

Year	Government School Centre Candidates	Private School Centre Candidates	BOU Centre Candidates	BEC Centre Candidates	Total Number
<b>2023</b>	41,309	232	1,071	2,138	44,750
<b>2022</b>	42,917	397	1,122	2,399	46,835
<b>2021</b>	42,407	721	1,694	1,445	46,267
<b>2020</b>	40,619	657	1,551	1,120	43,947
<b>2019</b>	38,608	619	962	862	41,051

## 1.2 Compliance to Examination Regulations

### 1.2.1 Training of Chief Invigilators

To ensure compliance to examination regulations, the JCE Chief Invigilators were trained virtually using 'Microsoft Teams Platform' from 23 to 29 August 2023. In 2023, a total of 199 out of 256 Centres compared to 196 in 2022, were able to log on to the virtual training platform and those that had difficulties to log in had their training material sent to them and were guided on the expectations. Prior to that, coursework and practical examinations preparatory meeting was held on 15 June 2023 to emphasise on expectations regarding preparatory work before submission of coursework marks and for practical examination preparations. Both trainings are conducted annually as they are critical in ensuring that examinations personnel is equipped to conduct examinations in accordance with set standards. As a standard, the trained Chief Invigilators were also required to train centre personnel before engaging them in invigilation services and to keep a record of the attendance.

## 1.2.2 'Live Examination' Centre Inspections

For the public as well as centres and candidates to have greater confidence in the BEC examinations and assessment system, the conduct and administration of examination at centres should adhere to the BEC standards. To achieve this, in 2023, the BEC engaged outsourced inspectors referred to as Regional Examinations Administrators (REAs) to monitor the conduct of examinations at JCE. This was meant to augment the monitoring which is normally carried out by the BEC personnel to ensure adherence to standards by centres. The REAs also enhanced visibility as well as provision of immediate assistance to the centres in addition to serving as a link between BEC and Chief Invigilators.

A total of 140 (55%) JCE centres were sampled for inspections during the examinations. Findings from the monitoring of conduct of examinations revealed that most centres ranged from those that showed an excellent understanding of the requirements for proper administration of the examinations to those where there was cause for concern and may require remedial action in the next examination cycle. The ratings for the centres were categorised as completely satisfactory, satisfactory with minor points, cause for concern and those with serious deficiencies as shown in **Table 1.2**.

*Table 1.2: JCE Centre Inspections Ratings*

Rating for centres for quality assurance	% of JCE centres covered	BEC action
Completely satisfactory	55%	May sample for spot checks & write commendation letters.
Satisfactory with minor points	31%	Include during spot checks to ensure maintenance of standards.
Cause for concern	12%	Caution centres and conduct pre-exam inspection visits in 2024.
Serious deficiencies	2%	Caution centres and conduct pre-exam inspection visits in 2024. May lead to withdrawal of centre status if inspections reveal that there has been no corrective action.

It should be noted that the ratings concentrated mainly on “secure storage of examinations material, invigilation training, adherence to assessment administration procedures and regulations governing conduct of examinations”.

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### 1.3 Maladministration and Malpractice Cases

A total of eleven (11) incidents of maladministration cases were reported and four (4) malpractice cases during the conduct of the 2023 JCE. Investigations were conducted so that sanctions and penalties could be applied to ensure no candidate or centre had an unfair advantage over their counterparts.

#### 1.3.1 Maladministration cases

Cases of maladministration involving eleven (11) centres were recorded and investigated during the conduct of the 2023 JCE compared to seven (7) in 2022 and the outcomes reported in Table 1.3 below;

*Table 1.3: 2023 JCE Maladministration Cases*

Incident type	No. of Centres	BEC Immediate Response	Action taken
Opening of wrong question paper packets for components: General Science Paper 43/2 instead of English Paper 12/3, Art 33/1 instead of Setswana 11/1, and Commerce & Accounting Paper 26/2 instead Paper 26/4.	3	In all the instances, the Centres were advised to follow the procedure to secure the question papers and ensure that candidates sign off after the packets have been re-sealed.	The BEC security officers and REAs visited the affected Centres to investigate the matter.  Centres cautioned in writing.
Editing, translation and explanation of questions for candidates with special needs established during verification of submitted oral recording against written scripts	4	The audio verifiers engaged by BEC were able to authenticate the work of the candidates and that is what was presented for marking.	Any work that was not the original submission of the candidate was not considered.  Centres cautioned in writing.
General negligence to use of guidelines for conduct of examinations and use of obsolete documents.	4	Centres were investigated to establish extent and possible compromise to security and integrity of the examination	Centres cautioned in writing.

#### 1.3.2 Malpractice Cases

In 2023, there were four centres that were investigated, compared to none in 2022. The malpractice incidents were confirmed involving two components: Agriculture 16/1 and Art 33/2. This is a worrisome development which threatens the integrity of the examinations. A review will be conducted to enhance training as well as increase pre-exam and live exam centre inspections to ensure compliance and elimination of incidents of malpractice.

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*Table 1.3.2: Cases of Malpractice Reported at JCE*

Component: Agriculture 16/1		
Number of Candidates: 06		
<b>Description of incident</b>	<b>Findings of the Investigation</b>	<b>Action Taken</b>
A whistle blower reported that there was reason to suspect that examination was not conducted well at the centre.	Investigations revealed that generally the centre did not adhere to examination regulations. Interviews conducted revealed that the invigilator neglected their duty as candidates admitted to exchanging the agriculture multiple choice paper 1 during the writing of the paper.	Application of penalties for implicated candidates.  Warning letter to the centre.

Component: Art 33/2		
Number of candidates: 130		
<b>Description of incident</b>	<b>Findings of the Investigation</b>	<b>Action Taken</b>
During marking of the component, the examiners reported that some of the pieces submitted did not seem to be the original work of the candidates.	During investigations, candidates confirmed that teachers handed them complete pieces. Further to this, the teachers interviewed at the centres revealed that that there was a general practice of assisting candidates and or providing them with pre-worked pieces during the exam. It was established that the candidates that were normally assisted, would submit more than one piece and in certain instances there would be photocopies of work stamped and submitted as original work.	Application of penalties for implicated candidates.  Warning letter to the centres

## 1.4 Moderation of Coursework & Practical Examinations

The JCE coursework marks were moderated statistically in 2023 as in previous years. However, for moderation to continue, centres were required to capture marks in the Malepa as per the dates published in the timetable and shared with centres. At the time of results processing, there was submission rate of over 90% across syllabuses which was a positive development. This was after repeated follow ups and engagements were made with the centres. Only six (6) centres reported that the candidates did not do coursework at all. Partial submissions were observed at some Centres.

## 1.5 Marking of Candidates' Scripts

A total of 2, 136 examining personnel were engaged to mark the 2023 JCE written papers compared to 1, 953 in 2022. This was an improvement in the number of examiners which serves to improve efficiency in marking and reduce fatigue on the examiners as well as adherence to the marking dates. Five hundred and eighteen checkers were also engaged in 2023, compared to three hundred and eighty-seven (387) engaged in 2022. The numbers were increased to improve turnaround times in marking.

The JCE marking was conducted in two phases in December 2023, with phase 1 components marked from 04 – 20 December 2023 at Philip Moshotle Primary School and phase 2 components marked from 11 – 23 December 2023 at Mogoditshane Senior Secondary School. The marking was in two phases as senior schools that normally host the marking for JCE were still administering examinations for BGCSE. The JCE marking went on well, except for a few challenges including 'stress' on the school infrastructure of Mogoditshane SSS which hosted large number of personnel using facilities such as ablution which were over stretched to capacity.

### 1.6.1 Access Arrangements and Special Consideration

#### 1.6.1 Applications for Access Arrangements

A total of 2, 351 applications were received in 2023 compared to 2, 061 in 2022 as shown in **Table 1.6**. Out of the 2,351 applications 1,631 (69%) candidates provided supporting evidence and 720 (31%) candidates did not. There was a notable increase (14%) in the applications received in 2023 compared to applications in 2022.

***Table 1.6: Status of Provision of Supporting Evidence***

Status	Number of Candidates
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	2019	2020	2021	2022	2023
Provided	1, 070	1, 104	1, 211	1, 804	1, 631
Outstanding	181	321	145	257	720
Total	<b>1, 251</b>	<b>1, 425</b>	<b>1, 356</b>	<b>2, 061</b>	<b>2, 351</b>

Applications from candidates who applied for access arrangements and met the criteria were approved. For those that had not provided the evidence, the approval was subject to provision of supporting evidence that met the criteria.

### 1.6.2 Observations from analysis of the applications

- 1.6.2.1 Even though the deadline for applications is communicated as the 30 June every year through various platforms, several centres submitted their applications after the deadline with some requests received until the sitting of examinations. This included known special needs centres which were followed up to submit their applications.
- 1.6.2.2 Provisions were not made for candidates with hearing impairment to respond using sign language in some centres even though BEC provides for such.
- 1.6.2.3 Some of the diagnostic reports that were received from private specialists lacked differentiation for all candidates assessed and there were also inconsistencies with the findings and recommendations. Affected centres were informed and requested to refer candidates for re-assessment and to further provide individual candidate tracking data to support the applications.
- 1.6.2.4 Some of the requests for Reader, Scribe/writer and Oral Response were not approved due to the inconsistencies in the supporting evidence provided. Centres were given feedback and given an option to apply for alternative arrangements.

### 1.7 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, however, there was an increase in number of requests for most access arrangements.

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**Table 1.7** shows the types of access arrangements that candidates applied for. There was an increase in most applications except for Modified question papers, Enlarged Print, Practical Assistant, and Assistive Technology Devices while requests for coloured paper stayed the same. All the JCE centres specified the access arrangements requested.

*Table 1.7: Access Arrangement Types and Number of Candidates per Request*

Access Arrangements	Number of Candidates				
	2019	2020	2021	2022	2023
Modified Papers (LD & Extra-time)	452	679	489	450	327
Modified Papers (Hearing Impairment)	31	18	14	24	21
Extra-time	763	1, 025	932	1,998	2, 129
Enlarged Print	56	47	52	48	43
Reader	629	797	672	1,039	1, 118
Scribe/Oral Response	690	863	583	958	1, 024
Braille	11	3	7	6	13
Assistive Technology Devices	1	6	7	6	0
Rest Breaks	49	156	74	103	116
Exemptions from Setswana	31	18	14	24	21
Preferential Sitting	0	58	32	60	33
Coloured Paper	0	1	1	1	1
Exemption from English Listening Comprehension for Hard of Hearing and Deaf Candidates	31	18	14	24	24
Practical Assistant	64	43	45	72	25

### 1.8 Applications for Special Consideration

A total of fifty (50) applications were received in 2023 compared to sixty-five (65) received in 2022. Of the 50 applications received, thirty-six (36) were submitted with supporting evidence while fourteen (14) had no supporting evidence. From the total that applied, forty-five (45) were deemed to have met

the criteria and thus granted special consideration while five (5) were not eligible and therefore not successful.

*Table 1.8: Applications by Special Consideration Type*

Special Consideration Type	Number of Candidates with supporting evidence	Number of Candidates without supporting evidence
Ill Health during examination at the centre or hospitalised	27	13
Bereavement (immediate member of the family of the candidate)	2	1
Social problem (Assault, Trauma, Psychological problem)	3	0
Other (already catered for Access Arrangements)	4	0
<b>TOTAL</b>	<b>36</b>	<b>14</b>

### 1.9 Processing of the JCE Data

All forms both answer sheets and mark sheets were scanned using the new image scanners while data cleaning was done using the data validation application. This development was initiated in 2022 and significantly improved the processing of answer sheets and the overall efficiency of the capturing, processing and maintenance of data integrity.

#### 1.9.1 Scanning of Data

The scanning of the 2023 JCE data was completed 08 January 2024. The use of the new image scanners has proven to be more efficient in data capturing as there were no validations done at scanner level.

### 1.9.1 Online Data Capturing

Online data capturing of marks for senior examining personnel was planned to be done at the two marking venues: Phillip Moshotle Primary and Mogoditshane Senior Secondary School from 06 to 23 December 2023 after commencement of marking. Forty-four (44) Data Capturers were engaged in the different marking venues to capture the marks as the marking progressed. However, the capturing was not concluded as planned and had to be extended to January 2024. This was due to the redevelopment of the data cleaning application which ran into some challenges and has caused significant delay in the processing of answer sheet thus affecting the schedules.

## PART II TECHNICAL REPORT

### 2.0 Introduction

The report presents the outcomes of the 2023 Junior Certificate Examination (JCE). It focuses on outcomes for the Government centre population only, which is considered stable, therefore enabling reliable comparisons across years.

This year, the total number of syllabuses graded for the examination remained at 17 as in the previous year. Among these 17 syllabuses, French is the only Outcome Based Education (OBE) syllabus and was assessed for the first time in 2023. All these syllabuses constitute a total of 46 components which encompass 11 Multiple-Choice, 23 Constructed Responses, 4 practical and 8 coursework. It is worth noting that out of the 46 components, the 2 components for General Science are only available to private candidates. Just like in the previous year, candidates taking Agriculture, Commerce & Accounting and Commerce & Office Procedures in Government centres were assessed through an alternative paper to coursework.

Candidates at JCE are graded at component level and the component scores are weighted to obtain a syllabus grade. The syllabus grades are then aggregated following specified criteria to obtain a qualification grade. 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'. In contrast, candidates who did not meet the requirements for grading at component level are assigned letter 'X' at syllabus or qualification level.

In preparation for grading, the standard setting exercise was conducted by Examiners during marking followed by pre-grading meetings by Subject Officers (SO) which were held from the 21<sup>st</sup> to 22<sup>nd</sup> of January 2024. All the processes leading to the grading of the syllabuses were executed well as per procedures. It is worth noting that JCE is a selection examination for senior secondary schooling therefore, fairness to all candidates is of paramount importance. The BEC upholds fairness in the assessment of JCE so as to ensure credibility of the qualification.

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. This cohort was impacted by Covid-19 at the commencement of their secondary schooling however, unlike their predecessors, evidence of the impact of the pandemic was less pronounced. Nonetheless, where the impact was evident, a post-examination adjustment was applied at national level.

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All 5 coursework components met the 90% submission threshold by the extended submission deadline. However, BEC continues to experience challenges related to the submission of marks from coursework assessment. It is worth noting that coursework assessment is a powerful tool for imparting knowledge and skills to learners therefore, as a system, there is need to intensify monitoring of its implementation to maximise the benefits.

### 2.1 Technical Quality of Question Papers

This section will present characteristics of Multiple-Choice, Coursework, Practical and Constructed Response papers.

#### 2.1.1 Technical Quality of Multiple Choice Papers

There were 11 Multiple-Choice question papers, one of which was General Science which was available to private candidates only and therefore will not be covered here. Table 2.1 presents the statistical parameters of the Multiple-Choice question papers for 2023 against those of 2022.

**Table 2.1: Statistical Parameters of the Multiple-Choice Papers**

Subject	2022				2023			
	Mean (%)	SD (%)	Mean <i>P</i>	Alpha	Mean (%)	SD (%)	Mean <i>P</i>	Alpha
<b>Setswana</b>	53	13	.53	.71	45	10	.44	.56
<b>English</b>	63	18	.62	.88	62	20	.61	.89
<b>Mathematics</b>	42	17	.41	.82	40	17	.40	.82
<b>Science</b>	43	15	.43	.78	45	14	.44	.74
<b>Social Stu.</b>	47	16	.47	.80	52	15	.51	.80
<b>Agriculture</b>	53	13	.53	.74	54	14	.54	.77
<b>Design Technology &amp;</b>	53	14	.52	.74	54	14	.52	.74
<b>Religious Education</b>	65	17	.65	.86	62	18	.63	.86
<b>Art</b>	53	15	.53	.78	55	17	.55	.84
<b>Moral Educ.</b>	66	21	.65	.91	68	22	.68	.92

ACCEPTABLE STATISTICAL PARAMETER VALUE RANGES	
Mean <i>P</i> – Difficulty level	.4 - .6
Reliability (Alpha)	.7 – 1.0
Standard Deviation – dispersion/spread	12% - 20%

### ***Difficulty level (mean $p$ )***

Almost all the question papers were of moderate difficulty as indicated by mean  $p$  values ranging from .4 to .6, which is the desired level of difficulty except for Moral Education which was slightly on the easier side.

### ***Spread (SD)***

The Standard Deviation reflected that almost all the question papers except Moral Education and Setswana separated candidates very well in terms of their ability. In Setswana, candidates were clustered around the mean score while in Moral Education they were widely spread.

### ***Reliability (alpha)***

This year, all question papers with the exception of Setswana presented a very good reliability index ranging from .74 to .92. This means that if the question papers were to be administered again to the same cohort, they would yield similar outcomes.

Generally, the instruments worked well in measuring the abilities of the candidates and all identified deficiencies were mitigated at the point of grading. Nonetheless, more effort will be directed towards further improvement of the instruments.

## **2.2 Coursework Assessment**

There are 8 syllabuses with a coursework component. Out of these, 3 were assessed through alternative to coursework papers. The remaining 5 were marked by Centres and quality assured by BEC. What is worth noting is that unlike in the previous year, all coursework components were considered in grading the 2023 cohort.

### **2.2.1 Validation of Coursework Components**

A team of subject specialists composed of retired teachers, serving Education Officers and BGCSE teachers were engaged to validate the coursework scores in November 2023. Five syllabuses were validated to confirm the authenticity of the scores using statistical moderation is used as opposed to moderation by inspection. The validation exercise was carried out in two stages, starting with spot checks at Centres and later validation of marks against documented evidence of work. The spot checks were intended to check if the coursework products at Centres were conforming to the expectations of the assessment syllabus and whether marks were awarded in adherence to the prescribed marking criteria.

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Most Centres marked according to the set marking standards. However, validators found that in some instances there were inconsistencies in marking suggesting that the internal standardisation was not conducted prior to marking. In cases where there was evidence that Centres inflated marks and did not comply with the marking criteria, the moderation procedure was applied.

This year, it is only in Design & Technology where non-submission affecting the whole centre was observed. A total of 6 Centres did not present any evidence candidates work in coursework nor candidates' marks. Some two Centres had partial submissions in D&T and Music. Worth noting is that the grading of syllabuses with coursework was executed as per the requirements of the grading procedure.

### 2.2.2 Technical Quality of Coursework Components

Table 2.2 shows the statistical parameters of Coursework components. These are 3 alternatives to coursework components and 5 components that were statistically moderated.

*Table 2.2: Statistical parameters for Coursework Components in 2022 and 2023.*

Syllabus Name	maximum Raw Score	2022		2023	
		Mean Mark (%)	SD (%)	Mean Mark (%)	SD (%)
Art	100	64	15	65	15
Commerce & Accounting	40	25	15	16	14
Commerce & Office Procedures	40	21	12	14	12
Agriculture	40	48	22	41	21
Home Economics	60	75	9	75	9
Design & Technology	80	*	*	58	17
Music	70	*	*	53	19
Physical Education	180	*	*	59	10

\*The components were not used for grading in 2022

The parameters in Table 2.2 show that the alternative to coursework components have low mean marks which is an indication that candidates may have not acquired adequate practical skills. Art, Home Economics, Design & Technology, and Physical Education have high mean scores, a situation which is common with Centre marked components. The spread for Home Economics and Physical Education are narrow and the scores are clustered towards high scores indicating the inadequacy of coursework to differentiate candidates in terms of ability.



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### 2.3 Technical Quality of Practical Components

Table 2.3 shows the statistical parameters of Practical Components.

**Table 2.3: Statistical parameters of Practical components for 2022 and 2023.**

Syllabus Name	Component	Maximum Raw Score	2022		2023	
			Mean Mark (%)	SD (%)	Mean Mark (%)	SD (%)
Home Economics	2	70	64	20	70	18
Art	2	60	51	15	51	15
Music	3	50	59	26	57	28
French	3	40	N/A	N/A	61	24

The mean scores for Practical components continue to be above 50% indicating that the candidates do well in practical skills. All the Practical papers discriminated candidates very well according to their abilities.

### 2.4 Technical Quality of Constructed Response Papers

Table 2.4 shows statistical parameters for 22 Constructed Response question papers.

**Table 2.4: Statistical Parameters for Constructed Response Components in 2022 and 2023.**

Syllabus Name	Component	Maximum Raw Score	2022		2023	
			Mean Mark (%)	SD (%)	Mean Mark (%)	SD (%)
Setswana	2	50	35	16	38	16
	3	45	47	17	43	15
English	2	60	45	22	46	23
	3	45	24	18	24	17
	4	30	52	21	45	22
Mathematics	2	100	34	24	26	17
Science	2	80	31	18	25	16
Social Studies	2	80	33	19	32	17
Agriculture	2	60	28	16	26	16
Design and Technology	2	60	41	19	33	18
Moral Education	2	60	33	22	42	24
Home Economics	1	50	42	21	39	21
	1	50	22	14	24	18

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Syllabus Name	Component	Maximum Raw Score	2022		2023	
			Mean Mark (%)	SD (%)	Mean Mark (%)	SD (%)
Commerce and Office Procedures	2	50	29	19	31	19
Commerce and Accounting	1	50	30	18	31	22
	2	50	25	23	36	24
French	1	50	24	18	43	15
	2	45	32	19	33	24
Music	1	35	28	14	20	14
	2	50	21	15	22	16
Physical Education	1	60	33	19	47	24
Religious Education	2	60	35	21	36	22

It can be noted from Table 2.4 that most of the Constructed Response components recorded mean values way below 50% with the exception of Setswana, English, Moral Education, French and Physical Education which have at least 1 component with a mean score above 40%. This is an indication that candidates are challenged when expected to showcase high order thinking skills. The Standard Deviation reflected that most of the question papers separated candidates very well in terms of their ability. However, the spread for 7 syllabuses, 2 of which are core syllabuses indicates that candidates score very low and very high marks.

### 2.5 The Grading Process

Grading decisions at JCE are based on a combination of professional judgment and statistical evidence. The professional judgement is made by marking teams led by Principal Examiners (PE) and the statistical evidence is interpreted by grading committees.

#### 2.5.1 Standard Setting by Examiners

Standard setting as usual started at the stage of script selection in November through to December 2023 whereby Examiners analysed the 2023 examination papers against the previous year's papers for comparability of difficulty level. The exercise resulted in the determination and recommendations of cut-off scores by the component teams.

### 2.5.1.1 Pre-grading

The pre-grading meetings for the 2023 JCE took place from 21st January 2024. Just like in the previous year, PEs did not join the Subject Officers for presentation to the Grading Advisory Committee (GAC). The process entailed the interpretation of statistical evidence by SOs in relation to the PE's professional judgement. The SOs ultimately recommended cut-off scores which were presented to the Grading Advisory Committee (GAC).

### 2.5.1.2 Grading and Awarding

The meeting of Grading Advisory Committee took place from 23<sup>rd</sup> to 25<sup>th</sup> January 2024. The GAC had representation from within BEC, comprising of Management from Directorates of Assessment Design and Assessment Administration. Assessment Compliance was also in attendance for quality assurance of the grading process. External stakeholder representation comprised of two Officers from the Ministry of Education and Skills Development; one from the Department of Educational Planning & Research Services and one from the Department of Curriculum Development & Evaluation as well as an Officer from Botswana Open University.

The SOs presented both the PE's and the syllabus reports to GAC. The recommendations from both reports were interrogated and well-informed decisions on cut-off scores to be applied for the 2023 examination were reached.

## 2.6 Validation of Prospective Results

The prospective results were validated from 27 to 28 January 2024 as per best practice after the application of the GAC approved cut-off scores. The validation process involved the interrogation of Examination Administration incidents Log and Centres with drastic changes in performances.

### 2.6.1 Examination Administration Incidents Log

The 2023 Examination administration incidents log registered 15 Centres with the potential of compromising the integrity of the examination. Of these centres, 11 were cases of maladministration while 4 were cases of malpractice.

#### 2.6.1.1 Maladministration

The performance of all centres with cases of maladministration were interrogated for any anomalous trends, however, no evidence of abnormal performance was established.

### 2.6.1.2 Malpractice

There are 4 centres with reported cases of malpractice in Agriculture and Art.

(a) Agriculture Paper 1

A case of malpractice has been established at one centre involving 6 candidates.

(b) Art Paper 2

Cases of malpractice have been established at three (3) Centres involving a total of 130 candidates.

Administrative investigations have been concluded and the technical investigations of the impact on performance are ongoing. These will be concluded within the 6-weeks enquiries about results period. This being the case, the results of the concerned candidates will be withheld to allow conclusion of technical considerations.

### 2.6.2 Drastic changes in performance

Another validation step involved checking both positive and negative changes in the percentage of candidates obtaining Grade C or better across Centres. The results for all Centres with drastic changes were interrogated and no evidence of anomalous performance was observed.

## 2.7 Outcomes of Grading

This section will report on outcomes at syllabus and qualification level for Government Centres.

### 2.7.1 Performance at Syllabus Level

#### 2.7.1.1 Quantitative description

Table 2.7 presents performance of the 2022 and 2023 cohorts as reflected by cumulative percentage of candidates at each grade across 16 syllabuses as well as differences in cumulative percentages between the two years. Generally, performance across syllabuses has remained more or less the same between 2022 and 2023.

## 2023 JCE Provisional Results Report

**Table 2.7 : Cumulative Percentages at Syllabus Grade for 2022 and 2023 with Differences**

Syllabus	Cumulative % at grade							X
	Year	A	B	C	D	E	U	
Setswana	2023	0.21	4.59	23.87	71.05	89.47	99.94	100
	2022	0.56	5.49	22.58	65.15	89.99	99.95	100
	Diff.	-0.35	-0.90	1.29	5.9	-0.52	-0.01	0
English	2023	1.16	12.49	37.66	64.04	80.66	99.86	100
	2022	0.78	11.47	35.12	62.38	81.46	99.93	100
	Diff.	0.38	1.02	2.54	1.66	-0.80	-0.07	0
Mathematics	2023	4.74	12.00	23.59	44.04	74.17	99.94	100
	2022	5.38	12.08	21.91	43.45	74.83	99.97	100
	Diff.	-0.64	-0.08	1.68	0.49	-0.66	-0.03	0
Science	2023	1.85	7.48	18.50	47.31	85.87	99.90	100
	2022	2.12	8.24	18.24	47.82	83.37	99.97	100
	Diff.	-0.27	-0.76	0.26	-0.51	2.50	-0.07	0
Social Studies	2023	0.27	6.24	29.26	55.71	80.06	99.91	100
	2022	0.40	6.79	27.54	54.62	78.31	99.95	100
	Diff.	-0.13	-0.55	1.72	1.09	1.75	-0.04	0
Agriculture	2023	0.75	13.01	46.06	73.95	92.26	99.90	100
	2022	0.56	12.40	46.21	76.04	92.30	99.92	100
	Diff.	0.19	0.61	-0.15	-2.19	-0.04	0.02	0
Design and Technology	2023	1.76	7.59	18.11	56.09	82.25	98.71	100
	2022	1.09	4.97	16.12	54.28	82.51	99.97	100
	Diff.	0.67	2.62	1.99	2.98	-0.26	-1.26	0
Home Economics	2023	0.04	4.92	23.91	67.85	90.36	99.79	100
	2022	0.04	5.38	28.24	71.17	90.67	99.93	100
	Diff.	0.00	-0.46	-4.33	-3.32	-0.31	-0.04	0
Commerce and Office Procedures	2023	0.07	2.01	9.46	33.21	63.69	99.84	100
	2022	0.09	1.29	7.73	32.05	68.24	99.90	100
	Diff.	-0.02	0.72	1.73	1.16	-4.55	-0.06	0
Commerce and Accounting	2023	1.15	9.27	23.92	41.39	62.71	99.79	100
	2022	1.00	9.63	24.82	42.41	66.63	99.78	100
	Diff.	0.15	-0.36	-0.90	-1.02	-3.92	0.01	0
Religious Education	2023	4.16	18.60	38.51	66.39	86.80	99.83	100
	2022	3.17	16.82	37.36	66.37	87.80	99.96	100

## 2023 JCE Provisional Results Report

Syllabus	Cumulative % at grade							X
	Year	A	B	C	D	E	U	
	Diff.	0.99	1.78	1.15	0.02	-1.00	-0.13	0
Art	2023	2.07	20.33	61.09	92.65	98.81	99.63	100
	2022	1.99	22.22	62.31	94.45	98.94	99.98	100
	Diff.	0.08	-1.89	-1.22	-1.81	-0.13	-0.35	0
Moral Education	2023	2.81	15.71	35.06	60.24	76.10	99.88	100
	2022	3.15	15.74	35.83	59.75	77.91	99.96	100
	Diff.	-0.34	-0.03	-0.77	0.49	-1.81	-0.08	0
French	2023	8.61	21.36	35.65	59.25	82.72	99.87	100
	2022							
	Diff.							0
Music	2023	1.02	6.82	23.01	60.04	82.41	98.22	100
	2022	0.65	7.57	28.42	65.47	84.56	100	100
	Diff.	0.37	-0.75	-5.41	-5.47	-2.15	-1.78	0
Physical Education	2023	6.81	15.57	24.34	54.46	75.12	99.57	100
	2022	2.94	10.08	21.17	49.44	77.52	99.94	100
	Diff.	3.87	5.49	3.17	5.02	-2.4	-0.37	0

Key Grades Significant: Increase Decline

### 2.7.1.1.1 *Pass grades at syllabus level (Grade E or better)*

The proportion of candidates who satisfy the requirements for the award of a syllabus grade remains lower than 90% for almost all the syllabuses with the exception of Agriculture, Home Economics and Art. This indicates that, in most of the syllabuses, more than 10% of the candidates and as high as 37% for Commerce & Accounting are not awarded a syllabus grade and therefore assigned letter **U**.

### 2.7.1.1.2 *Credit grades at syllabus level (Grade C or better)*

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. Commerce & Office Procedures syllabus continues to be the lowest with about 09% of candidates awarded Grade C or better. This indicates that very few candidates gained any useful knowledge and skills from the syllabus. BEC will continue to engage with the relevant stakeholders regarding this performance.

### 2.7.1.1.3 *Changes in performance*

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 last year for 8 syllabuses and only changed significantly in 7 syllabuses. It is worth noting that 3 syllabuses have a positive change with 5 syllabuses having significant changes in the negative. The syllabuses showing a positive significant change in performance at one of the key grades are English, Science and Physical Education.

A significant decline in the cumulative percentage of candidates at one of the key grades is observed mostly in small entry optional syllabuses with a coursework component. Of these syllabuses, 3 recorded a significant decline in cumulative percentages at Grade E or better. It is worth noting that unlike the previous year, none of the core syllabuses recorded a significant decline in any of the key grades.

### 2.7.2 **Qualitative description**

The description is meant to give a synopsis on the quality of candidates work for the syllabuses showing a significant change in performance in at least one of the key grades. A detailed report describing performance across components of a syllabus will be provided in due course to stakeholders.

*English:* The 2023 cohort displayed an improvement as compared to the previous cohort. Candidates demonstrated a slight improvement in the use of language mechanics and vocabulary. Candidates also used the correct format of presentation.

*Science:* The 2023 cohort recorded an improvement in the use of basic concepts and principles of science. The candidates managed to translate information from one form to another better than the previous cohort.

*Commerce and Accounting:* The 2023 cohort fell short of showing an understanding of tasks as some provided concepts not required by the items. The majority of the candidates were limited in explaining concepts as in most cases they would just state instead of providing explanations. For questions which required simple calculations, most candidates partially answered the questions. The majority fell short in selecting and classifying simple business information as they just copied the information provided.

*Commerce and Office Procedures:* The candidates were limited in demonstrating basic business knowledge. Most of them had insufficient understanding of business concepts. This was evident in questions which required simple recall. Instead of defining the concepts asked, they defined related concepts not addressed by the questions. For explanations of business concepts, most candidates

simply stated a point without supporting it. They were challenged to relate business concepts logically. Simple business calculations were also a challenge.

*Music:* The 2023 cohort displayed weaker skills and competencies in performing practical tasks as compared to the previous cohort. They struggled to demonstrate an understanding of musical abbreviations, dynamics and rhythmic interpretations in the musical pieces as well as general melody analysis. Their mastery of music vocabulary for providing definitions of musical terms and musical concepts remained weak, further demonstrating their challenges to effectively deal with tasks on music notation and analysis.

*Home Economics:* This year's cohort was challenged in knowledge and understanding of concepts. The candidates demonstrated limitation in the interpretation of information as well as the logical use of available information to address the given tasks. In addition, candidates were challenged in executing tasks related to meal planning and food preparation. They were even challenged by the use of correct tools and equipment. They fell short in identifying, presenting and handling information from different sources during meal planning. Candidates were limited in problem-solving skills.

*Art:* The 2023 cohort was weaker as compared to the previous year. The candidates were drawing from secondary sources under observational study instead of using direct sources. Some candidates were limited in the use of art elements and principles.

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 not acquired the requisite knowledge and skills.

### **2.8 Performance at Qualification Level**

The overall performance of the 2023 cohort has remained more or less the same as that of the 2022 cohort except at Grade E where there is a decline.

Table 2.8 shows the number of candidates at each qualification grade, percentage at grade, cumulative percentage at grade and the difference in cumulative percentages at a grade between 2022 and 2023.



## 2023 JCE Provisional Results Report

**Table 2.8: Performance at Qualification Level: Government Centres**

Year Frequency		Merit	A	B	C	D	E	U	X
2023	No.at grade	5	434	4323	10491	13740	5128	6783	405
	% at grade	0.00	1.10	10.50	25.40	33.30	12.40	16.40	1.00
	Cum. %	0.00	1.10	11.60	37.00	70.30	82.70	99.10	100
2022	No.at grade	8	488	4152	10639	14696	5694	5819	1420
	% at grade	0.00	1.20	10.00	25.60	35.40	13.70	14.00	3.31
	Cum. %	0.00	1.20	11.20	36.80	72.30	86.00	96.70	100
Diff. in cum. %		<b>0.00</b>	<b>-0.10</b>	<b>0.40</b>	<b>0.20</b>	<b>-2.00</b>	<b>-3.30</b>	<b>2.40</b>	<b>0</b>

In 2023 **37.00%** of candidates obtained Grade C or better compared to **36.80%** in 2022 showing an improvement of **0.20%**. Candidates obtaining Grade B or better increased from 11.20 in 2022 to 11.60 in 2023. The candidates obtaining Grade E or better stand at **82.70%** compared to **86.00%** in 2022, showing a decline of **3.30%**.

Further to note is that **16.40%** of candidates compared to **14.00%** of the previous year did not meet the minimum requirements for the award of Grade E and were assigned letter '**U**', an increase of 2.4%.

### 2.8.1 Outstanding Performance

The attainment of a Merit is classified as outstanding performance. The requirement for a Merit, is to obtain at least 7 grade A's at syllabus level following prescribed criteria. In this series, 5 candidates from 4 different Centres qualify for the award of a Merit compared to 8 candidates from 8 different Centres in the previous year. Of the 5 candidates qualifying for the award of a Merit, only one candidate obtained Grade A in all their 9 syllabuses compared to 4 candidates in the previous year.

## PART III RESULTS ANALYSIS

Part III of the 2023 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

### 3.0 Candidature

The total candidature in 2023 was 44 750, which is a decline of **4.45%** from 2022 total candidature of 46 835. The distribution of candidature by gender shows that among 44 750 who sat for the 2023 examinations, 22 462 (50.2%) were females and 22 288 (49.8%) were males.

The general trend shown in Table 3.1 is that female candidates outnumber their male counterparts in all subjects across the years except for Design and Technology, Art and Physical Education. However, the difference in the number of males and female is consistent from year 2021 to 2023.

*Table 3.1: Candidature by Subjects, Gender and Year of Examination (2021 – 2023)*

SUBJECTS	2021			2022			2023		
	All	Male	Female	All	Male	Female	All	Male	Female
<b>Setswana</b>	45097	22074	23023	45578	22451	23127	43409	21673	21736
<b>English</b>	45852	22448	23404	46378	22831	23547	44209	22051	22158
<b>Mathematics</b>	46022	22492	23530	46635	22887	23748	44586	22199	22387
<b>General Science</b>	3650	1728	1922	3739	1768	1971	3274	1607	1667
<b>Integrated Science</b>	42373	20747	21626	42917	21127	21790	41309	20581	20728
<b>Social Studies</b>	45173	22091	23082	45614	22419	23195	43329	21602	21727
<b>Design &amp; Technology</b>	12114	10152	1962	12244	10368	1876	12193	10230	1963
<b>Agriculture</b>	44658	21834	22824	44905	22104	22801	42964	21392	21572
<b>Home Economics</b>	12343	2827	9516	12389	2781	9608	12110	2705	9405

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<b>Commerce and Office Procedure</b>	8754	3765	4989	8565	3652	4913	7246	3229	4017
<b>Commerce and Accounting</b>	9501	4002	5499	9799	4167	5632	9647	4262	5385
<b>Religious Education</b>	17024	5374	11650	16906	5274	11632	15886	5049	10837
<b>Art</b>	12096	8547	3549	12246	8745	3501	11879	8331	3548
<b>Moral Education</b>	45069	22034	23034	45459	22339	23120	43228	21547	21681
<b>French</b>	1670	590	1080	1699	618	1081	1573	567	1006
<b>Music</b>	1681	794	887	1703	806	897	1569	727	842
<b>Physical Education</b>	12827	6900	5927	12883	6998	5885	12372	6901	5471
<b>TOTAL CANDIDATURE</b>	46232	22603	23629	46835	22998	23837	44750	22288	22462

### 3.1 Overall Performance

The analysis in this section is based on **all** candidates who sat for examinations in all types of Centres in year 2021, 2022 and 2023: Government or Public School Centres, Private School centers and Private Centre Candidates (BOU Centres and BEC Centres).

## 2023 JCE Provisional Results Report

Table 3.2: National summary of overall grades from 2021 to 2023

Grade	2021			2022			2023		
	Count	%	Cum%	Count	%	Cum%	Count	%	Cum%
Merit	14	0.03	0.03	7	0.01	0.01	5	0.01	0.01
A	543	1.17	1.20	488	1.04	1.05	438	0.97	0.98
B	4176	9.03	10.23	4152	8.87	9.92	4344	9.68	10.66
C	10322	22.33	32.56	10681	22.81	32.73	10563	23.58	34.24
D	15367	33.24	65.80	15234	32.53	65.26	14158	31.64	65.88
E	6112	13.22	79.02	6014	12.84	78.10	5318	11.91	77.79
U	6744	14.59	93.61	7368	15.73	93.83	6875	15.38	93.17
X	2955	6.39	100.00	2891	6.17	100.00	3049	6.83	100.00
<b>Total</b>	<b>46232</b>			<b>46835</b>			<b>44750</b>		

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

Table 3.2 shows the count, percentage at Grade and cumulative percentages of candidates awarded overall grades Merit, A, B, C, D and E. The table also shows the statistics for candidates who failed to meet the requirements of Grade E, therefore assigned U as well as those who did not meet grading requirements denoted by 'X'. The credit pass rate (Grade C or better) is 34.24% in 2023 compared to 32.73% in 2022, showing an improvement of 1.51%. The overall pass rate (Grade E or better), stood at 77.79% in 2023 compared to 78.10% in 2022 which signify same level of performance with a slight difference of 0.31% from 2022. On the other hand, five (5) candidates displayed an outstanding performance, as they were awarded Merit. However, this is a drop from eight (8) candidates who were awarded a Merit Grade in 2022. The proportion of candidates who failed to meet the requirements for an award of a grade decreased by 0.66% which is an improvement, which shows that more candidates met the requirements for an award of a grade.

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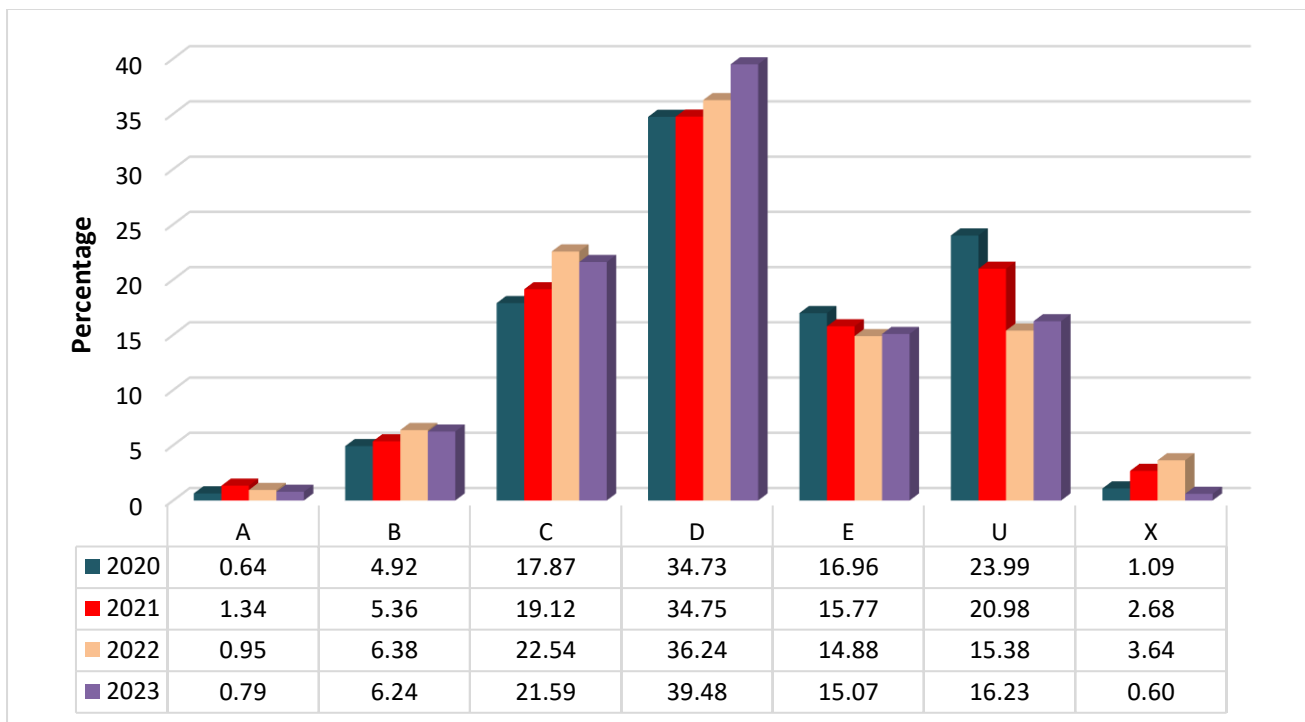
### 3.1.1 Performance by Special Needs Candidates

Table 3.3: Categories of Special Needs

SPECIAL NEEDS TYPE	NUMBER OF CANDIDATES	PERCENTAGE
Learning Disability	1927	89.09
Physical Disability	15	0.69
Hearing Impairment	33	1.53
Visual Impairment	68	3.14
Medical Condition	71	3.28
Multiple Disabilities	43	1.99
Other	6	0.28
Total	2163	100,00

Table 3.3 shows the type of special needs by candidates in the 2023 examination cycle. The major disability is Learning Disability at 89.09% while the rest are below 5%. The Learning Disability category is varied containing learners with dyslexia, dysgraphia, intellectually challenged etc.

Figure 3.1: Overall Performance of Candidates with Special Needs



## 2023 JCE Provisional Results Report

Figure 3.1 presents overall performance of candidates with special needs for the years 2020, 2021, 2022 and 2023. There is an indication of a minor decline for Grades A-C, and some improvements at Grades D-E. The candidates' modal grade is D followed by unclassified U for the four years. However, the overall pass rate (A-E) has been increasing for the past four years with 2023 recording a pass rate of 83.17% which is an increase of 2.18% from 2022 (80.99%). The Credit pass (A-C) declined from 29.87% in 2022 to 28.62% in 2023 by 1.25%.

*Figure 3.2: Performance by Special Need Type*

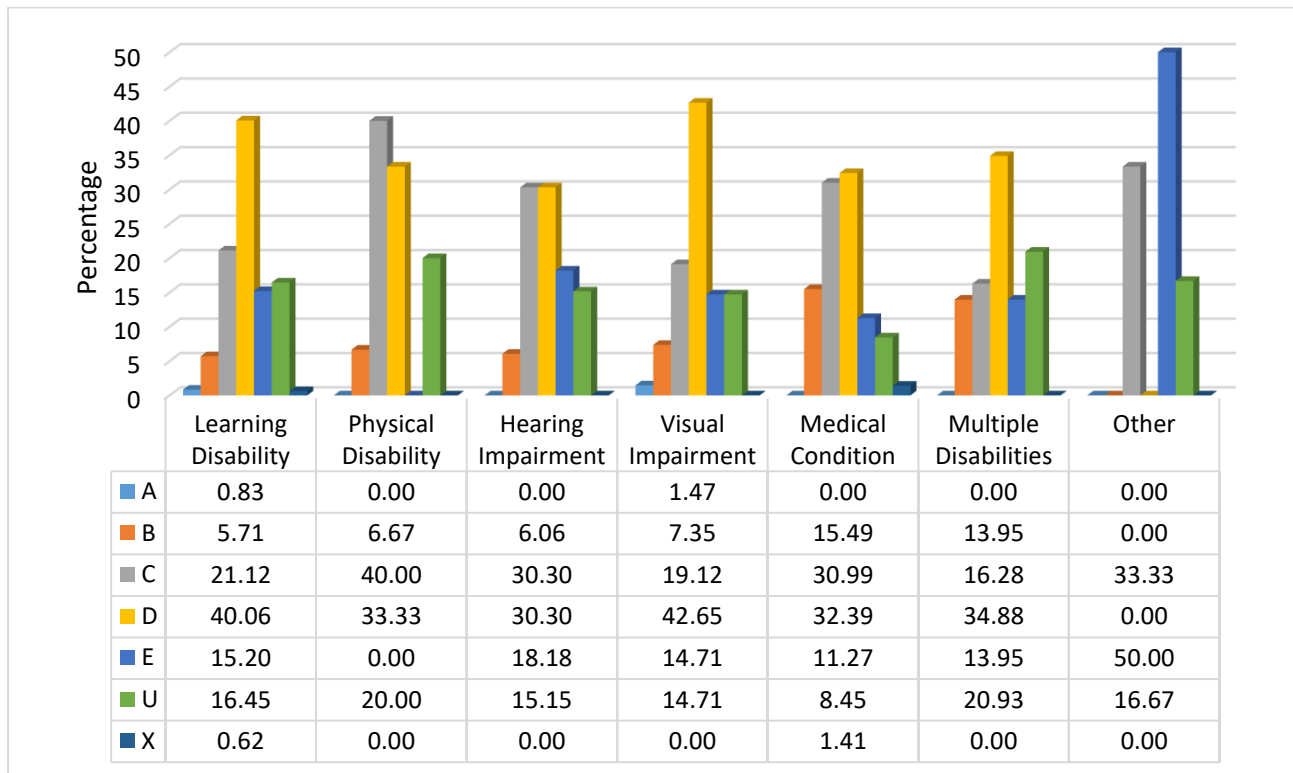


Figure 3.2 presents performance of candidates by type of special need. The graph shows that only Learning Disability and Visual Impairment candidates managed to obtain Grade A at 0.83% and 1.47%, respectively. Candidates with Medical Condition and those with Multiple Disabilities have higher proportions at Grade B with 15.49% and 13.95%, respectively. Almost all special need types managed to obtain A-C percentage pass of 30% or more, except Learning Disability and Visual Impairment. However, most have Grade D as their modal grade.

## 2023 JCE Provisional Results Report

### 3.2 Performance by Subject: All Candidates

Table 3.4 shows cumulative percentages of candidates awarded Grade C or better and Grade E or better across subjects in 2021, 2022 and 2023. In Table 3.4, it is evident that performance in Art had been higher than 60% across years in grade category of C or better. It is also evident that the changes in performance within subjects at Grade C or better had been small in most of the subjects across years. The small changes around 2% shows that the cohort of candidates had been comparable across years which is highly expected owing to the large number of populations taking the examination every year. However, it is worth noting that some subjects like Home Economics, experienced a larger negative difference above 2% in Grade category C or better, which signify a drop in performance between 2022 and 2023. In category E or better a large negative difference in performance between 2022 and 2023 was observed in Commerce and Office Procedure, Commerce and Accounting and Physical Education. The large positive change in both categories was observed in French which should be compared with caution since the syllabus changed in 2023.

Table 3.4: Percentages of All candidates awarded Grade E or better and C or better by subject in 2021, 2022 and 2023

	Grade C or better				Grade E or better			
	2021 (%)	2022 (%)	2023 (%)	% Difference (2022/2023)	2021 (%)	2022 (%)	2023 (%)	% Difference (2022/2023)
<b>SETSWANA</b>	20.28	21.35	23.00	1.65	88.89	89.14	89.09	0.05
<b>ENGLISH</b>	31.12	33.00	35.86	2.86	79.04	80.80	80.57	-0.23
<b>MATHEMATICS</b>	21.91	20.66	22.49	1.83	78.26	73.89	73.80	-0.09
<b>INTEGRATED SCIENCE</b>	16.61	18.25	18.50	0.25	82.27	83.38	85.87	2.49
<b>SOCIAL STUDIES</b>	23.29	26.06	28.12	2.06	79.23	77.73	79.90	2.17
<b>AGRICULTURE</b>	45.32	44.72	45.05	0.33	94.77	91.60	91.92	0.32
<b>DESIGN &amp; TECHNOLOGY</b>	16.25	16.13	18.11	1.98	83.48	82.52	82.25	-0.27
<b>HOME ECONOMICS</b>	26.87	28.24	23.91	-4.33	90.71	90.67	90.35	-0.32
<b>COMMERCE &amp; OFFICE PROCEDURES</b>	8.01	7.12	8.94	1.82	71.58	66.59	62.53	-4.06
<b>COMMERCE &amp; ACCOUNTING</b>	22.38	24.02	23.45	-0.57	72.39	65.38	62.21	-3.17
<b>RELIGIOUS EDUCATION</b>	32.99	34.84	36.59	1.75	82.82	86.70	85.81	-0.89
<b>ART</b>	60.79	62.31	60.74	-1.57	98.82	98.93	98.82	-0.11
<b>GENERAL SCIENCE</b>	2.77	2.56	6.23	3.67	57.32	60.54	71.44	10.90
<b>MORAL EDUCATION</b>	33.64	34.33	33.94	-0.39	76.89	77.48	75.96	-1.52
<b>FRENCH</b>			35.54*				82.44*	
<b>MUSIC</b>	35.81	28.43	23.01	-5.42	86.68	84.56	82.41	-2.15
<b>PHYSICAL EDUCATION</b>	24.18	21.16	24.34	3.18	79.90	77.48	75.11	-2.37

\*French introduced an OBE syllabus different from Previous years

## 2023 JCE Provisional Results Report

### 3.2.1 Performance in Core Subjects

Figure 3.3: Percentage of Candidates at Each Grade in Core Subjects

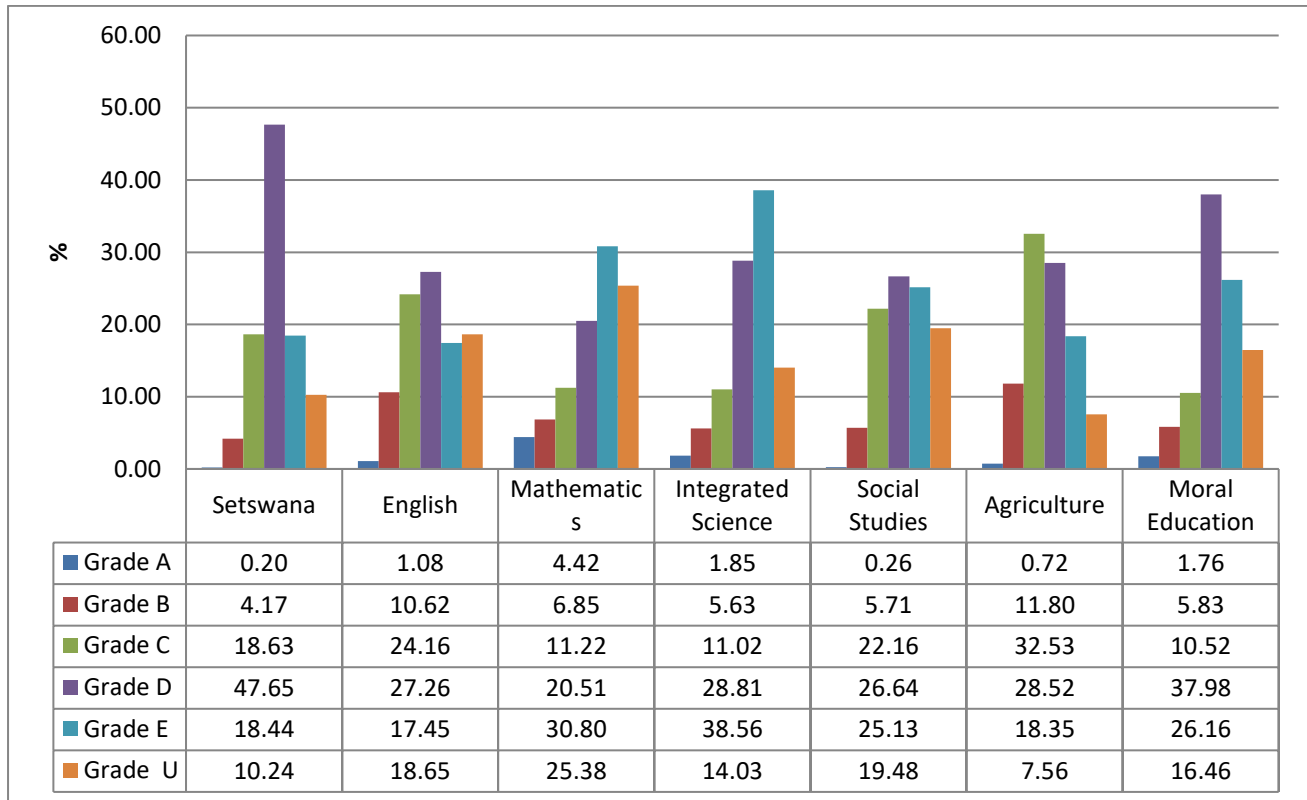


Figure 3.3 presents proportion of candidates at each grade across core subjects. Mathematics has the highest proportion of candidates at Grade A (4.42%) compared to other subjects while Setswana has the least with 0.20% compared to other subjects. Moral Education has the highest proportion of candidates at Grade B of 12.38% and Agriculture has the highest proportion at Grade C (32.53%) while Setswana has the highest proportion at Grade D (47.65%). On the other hand, Integrated Science has the highest proportion at Grade E of 38.55%. Most subjects have Grade D as the modal grade, apart from Mathematics and Integrated Science with the mode at Grade E. The performance distribution depicted at each level indicate that large proportion of candidates obtain lower grades.



## 2023 JCE Provisional Results Report

### 3.2.2 Performance in Practical Subjects

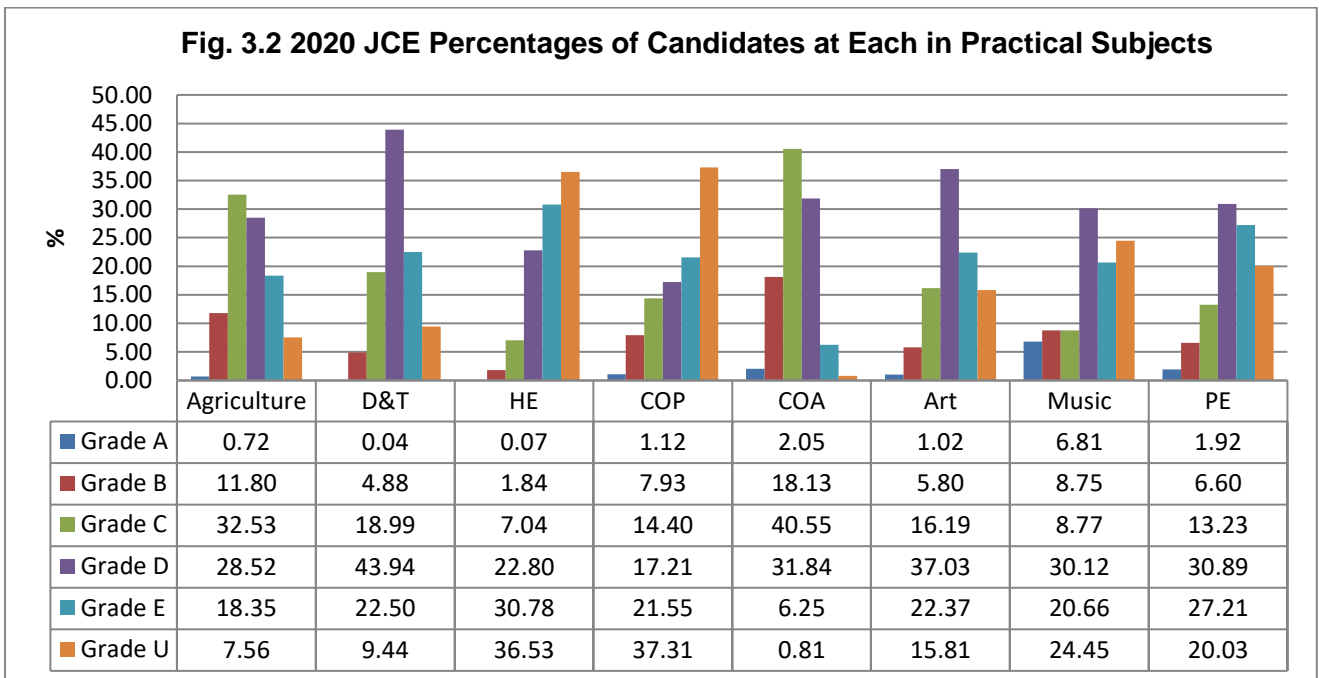


Figure 3.4 represents proportions of candidates at each grade for practical subjects. The distribution of candidates across grades has varying peak across subjects. Only Art and Agriculture have more candidates awarded Grade C compared to other grades. Several subjects have their modal performance at Grade D: Design & Technology, Home Economic, Music and Physical Education. Commerce and Office Procedure, and Commerce and Account have modal performance at grade U.

## 3.3 Performance by Gender

Fig:3.5: Percentages of Candidates at each Grade by Gender

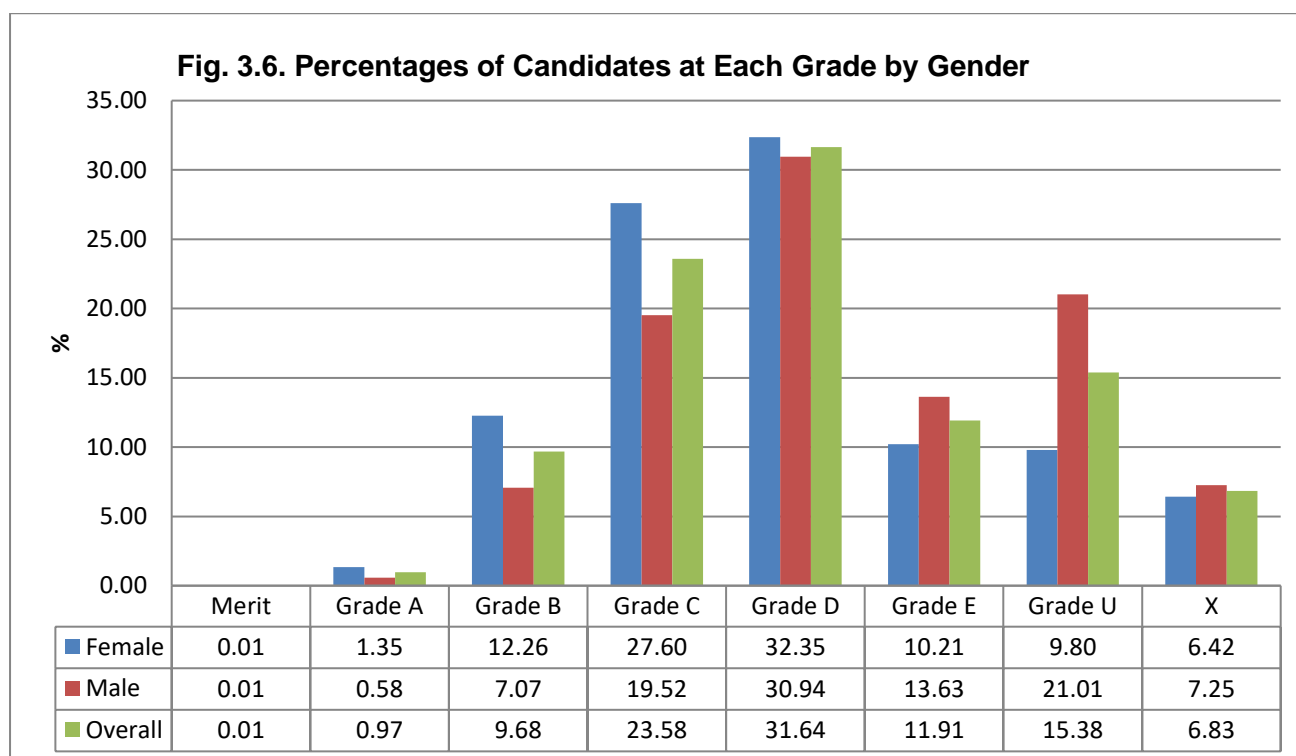


Figure 3.5 shows percentage of candidates at each overall grade by gender. Gender differentials are more evident at Grades A, B and C, where females out-perform their male counterparts. In fact, Grades B and C present bigger margins between females and males. For instance, 12.26% of females obtained Grade B compared to 7.07% for males, while for Grade C females are at 27.60% compared to 19.52% of males, some differences of 5.19% and 8.08% for Grades B and C, respectively. The performance at Grade D is almost similar with just 1.41% difference in favour of females. The males have a greater proportion of candidates awarded Grade E and U compared to females.

Table 3.5: Percentage of Female candidates at each grade by subject in 2021, 2022 and 2023

	A			B			C			D			E			U		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Setswana	0.47	0.85	0.32	6.88	7.26	6.53	20.83	22.69	26.09	49.57	45.94	50.10	16.28	17.80	11.87	4.78	4.58	4.45
English	1.53	1.09	1.64	13.35	13.97	15.05	25.70	27.38	28.96	29.04	29.09	27.88	17.56	17.00	14.90	11.44	10.41	10.83
Mathematics	4.78	5.90	4.94	8.09	7.45	7.77	12.47	10.96	12.82	24.38	24.15	22.59	33.96	32.29	31.64	15.00	18.16	19.44
Integrated Science	2.60	2.28	1.95	5.88	7.12	6.28	9.52	11.22	12.13	30.86	33.01	30.92	38.62	35.82	39.16	12.49	10.53	9.50
Social Studies	0.52	0.49	0.37	6.59	7.74	7.12	19.97	23.43	25.62	31.77	29.22	28.54	26.14	24.14	24.61	13.90	14.15	13.14
Agriculture	1.18	0.69	0.93	16.01	13.83	14.59	32.57	35.82	35.83	33.89	30.67	28.68	13.08	14.10	15.33	2.17	4.18	4.11
Design and Technology	1.43	0.85	1.73	3.52	3.36	6.57	9.17	9.70	11.26	41.08	41.42	43.35	32.21	32.46	23.38	12.39	12.21	12.38
Home Economics	0.05	0.05	0.05	4.56	6.41	5.88	26.60	26.17	21.83	43.61	45.46	46.41	19.98	16.65	20.01	5.01	5.20	5.66
Commerce and Office Procedures	0.10	0.10	0.10	1.62	1.49	2.49	8.76	7.67	8.89	33.49	26.54	27.61	36.84	38.18	31.34	16.80	24.49	28.93
Commerce and Accounting	0.07	1.03	1.52	5.36	10.32	9.81	21.08	16.96	17.14	25.86	19.28	19.31	28.46	25.50	23.14	17.82	26.26	28.71
Religious Education	4.74	3.43	4.74	13.27	14.70	15.95	20.33	21.35	21.17	28.77	30.01	29.31	20.51	21.31	19.47	10.55	8.17	8.49
Art	2.28	2.20	2.71	22.43	24.48	21.36	42.63	43.36	43.83	28.32	26.48	27.76	3.63	3.14	3.75	0.45	0.34	0.37
General Science	0.26	0.00	0.00	0.10	0.30	0.42	1.56	1.37	3.84	11.13	11.92	23.10	40.89	43.78	41.51	25.81	25.77	17.52
Moral Education	4.69	4.12	4.03	15.29	16.38	16.52	21.05	23.52	22.73	24.50	24.68	26.55	19.00	16.94	14.75	14.40	13.59	14.83
French	4.54	3.70	11.33	6.57	7.40	15.01	9.81	8.33	17.89	23.89	25.99	24.85	33.61	32.19	22.56	21.02	22.29	8.05
Music	1.92	0.89	1.43	14.99	9.25	7.13	27.85	26.76	21.26	33.37	38.35	40.62	15.56	17.39	18.65	5.41	7.36	8.67
Physical Education	3.78	3.04	7.77	7.76	8.11	10.02	14.48	12.29	9.87	29.39	30.98	32.54	28.68	29.72	21.22	15.83	15.84	18.22

Table 3.5 depicts performance of females over a three-year period (2021 – 2023). Across the three years, the proportions at each grade have been somewhat consistent. It is evident from the table that most female candidates were awarded Grade C or Grade D in all years across subjects. Proportions of candidates awarded Grade C and Grade D ranges from around 20% to above 40% in most subjects. The general picture between 2022 and 2023 shows an insignificant decline in performance across grades and within subjects. English has depicted an upward trajectory in performance for Grade A, B, C and D but downward trajectory for Grade E and U. Most subjects show some fluctuating trajectory within 3 years being compared.

Table 3.6: Percentage of Male candidates at each grade by subject in 2021, 2022 and 2023

Subject	A			B			C			D			E			U		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Setswana	0.10	0.20	0.07	2.22	1.89	1.80	9.72	9.54	11.15	41.21	38.92	45.19	29.18	33.05	25.02	16.31	15.41	16.05
English	0.36	0.35	0.51	5.35	5.81	6.13	15.56	17.10	19.39	26.27	26.43	26.67	23.04	23.14	20.02	28.01	26.04	26.49
Mathematics	3.33	4.02	3.89	5.52	5.07	5.93	9.47	7.79	9.61	20.52	18.35	18.41	33.75	31.56	29.95	26.07	32.08	31.37
Integrated Science	2.62	1.95	1.75	5.05	5.09	4.97	7.49	8.76	9.93	25.06	26.04	26.68	36.62	35.27	37.93	23.06	22.86	18.61
Social Studies	0.27	0.26	0.14	3.98	4.24	4.28	15.06	15.75	18.67	27.55	24.29	24.73	26.33	25.62	25.65	25.03	28.98	25.85
Agriculture	0.91	0.38	0.51	12.29	8.75	8.98	27.48	29.80	29.21	32.15	30.20	28.36	19.88	18.84	21.39	6.32	11.20	11.04
Design and Technology	1.72	1.13	2.13	4.73	3.97	6.54	10.20	11.42	10.79	37.79	37.57	36.72	28.27	27.47	25.78	16.97	18.40	16.81
Home Economics	0.04	0.00	0.00	1.10	1.65	1.92	11.14	11.43	9.39	34.56	34.16	35.12	3.14	29.34	30.72	22.36	23.27	22.48
Commerce & Office Procedures	0.00	0.05	0.03	0.64	0.60	1.02	4.09	3.59	4.74	22.12	17.36	16.82	32.48	35.02	30.07	37.45	41.40	45.99
Commerce and Accounting	0.07	0.86	0.61	3.10	5.62	5.56	13.52	11.74	10.93	17.67	14.18	14.55	26.41	22.56	19.54	37.21	44.18	48.17
Religious Education	2.07	1.82	2.18	7.22	8.13	8.71	12.10	14.64	14.38	24.56	26.73	25.25	26.46	26.30	24.92	24.13	20.48	22.76
Art	2.26	1.91	1.86	18.52	18.52	16.86	37.29	38.79	39.08	33.63	34.40	33.47	6.93	5.03	7.30	0.99	1.32	1.00
General Science	0.06	0.00	0.06	0.52	0.62	1.18	3.13	2.94	7.03	19.50	17.82	27.50	37.85	42.70	38.33	17.77	18.44	12.26
Moral Education	2.14	1.79	1.34	8.64	7.39	8.22	15.13	15.11	14.98	21.69	23.86	24.70	21.29	20.86	18.04	30.10	30.07	32.08
French	1.86	2.10	3.70	2.37	2.10	8.64	5.42	5.66	7.76	13.90	15.21	21.16	22.20	26.70	24.87	53.22	48.06	33.33
Music	1.13	0.37	0.69	7.56	4.34	4.40	17.13	14.27	11.83	29.97	35.61	32.05	23.05	20.97	26.27	20.53	24.44	23.52
Physical Education	3.28	2.86	6.42	7.17	6.33	7.78	12.14	10.07	7.93	27.70	25.99	28.26	26.00	26.71	20.07	23.39	27.95	29.07

Table 3.6 presents performance by males over a three-year period (2021-2023) at each grade. Across all syllabuses, a largest proportion of male candidates have been awarded Grade A in Mathematics and Physical Education compared to other syllabuses. It is also evident that larger proportion of males have been awarded Grade B and C in Art and Agriculture than in other syllabuses.

### 3.4 Performance by Educational Region

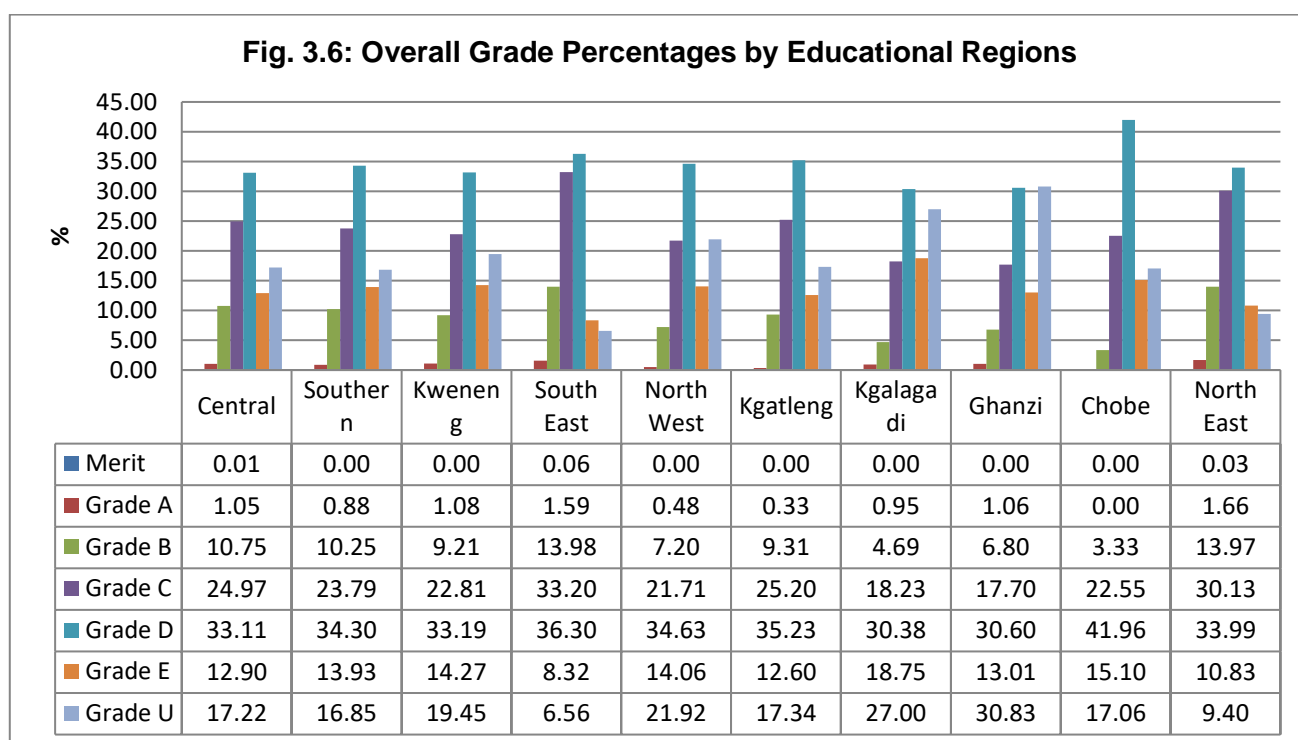


Figure 3.6 shows the regional differences in candidates' performance. Central, North East and South East regions have each recorded a Merit. North East region is leading in percentage of candidates awarded Grade A (1.66%). South East has a larger proportion of candidates awarded Grade B and Grade C with 13.98% and 33.20%, respectively followed closely by North East with a similar pattern. Chobe region leads in Grade D and Kgalagadi region leads in Grade E.

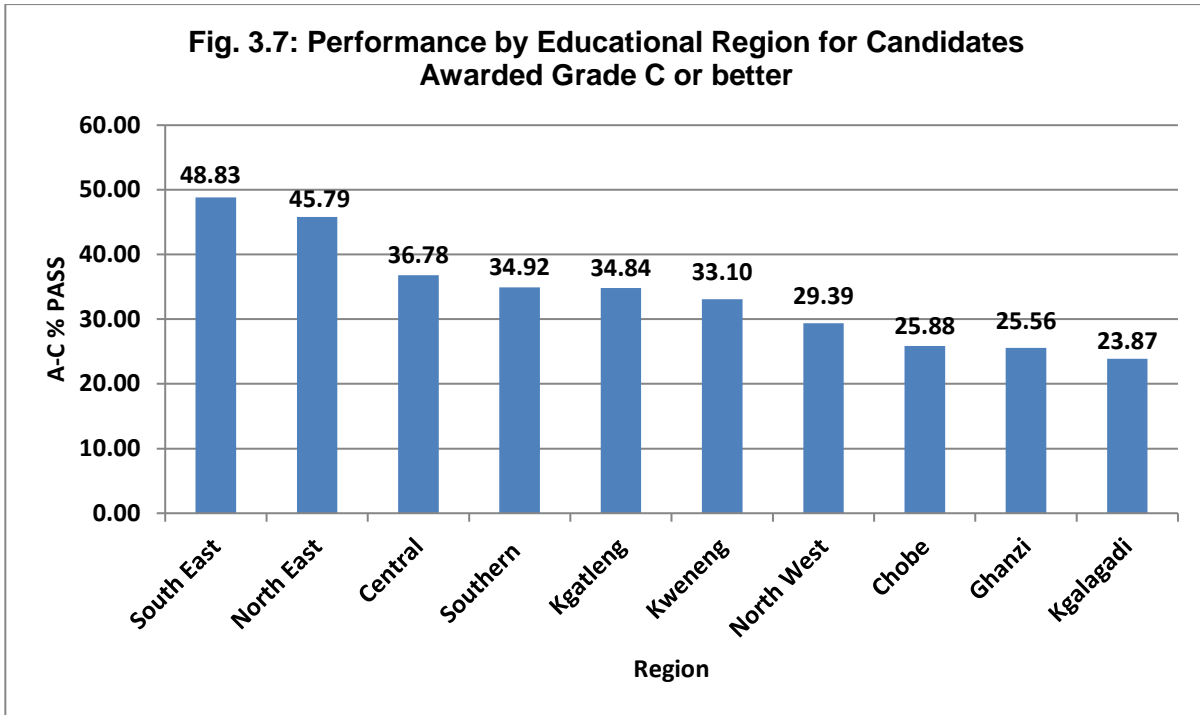


Figure 3.7 depicts performance at Grade C or better by regions. The highest performing region at Grade C or better is South East (48.83%) followed by North East (45.79%) while the least performing regions are Ghanzi and Kgalagadi at 23.87% and 25.56%, respectively.

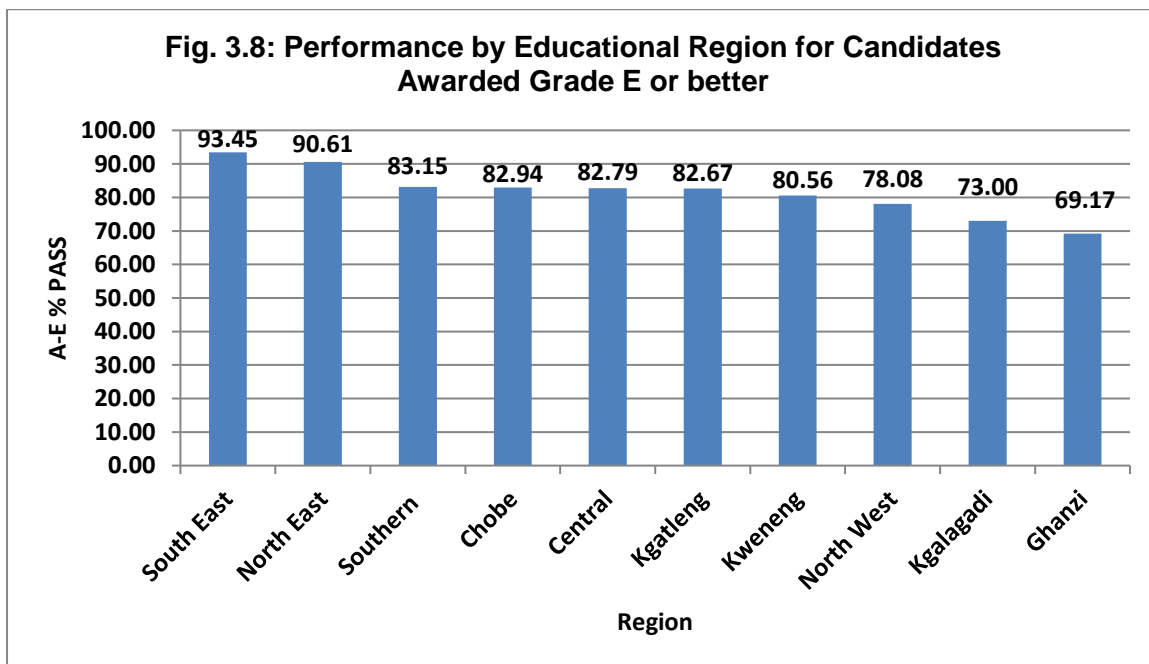


Figure 3.8 depicts performance of regions at Grade E or better. South East and North East continue to be the highest performing regions even at Grade E or better with a pass of 93.45% and 90.61% respectively. At Grade E or better, Ghanzi is the least performing region (69.17%) followed by Kgalagadi (73.00%).

### 3.5 Centres Performing at 50% or More

Table 3.7: JCE Centres obtaining 50% or more of Grades A-C by region in 2022 and 2023

	Region	Centre	Percentage (2022)	Percentage (2023)	Difference (2022/2023)
1	Kgatleng	JC0618 Precious Cornerstone Junior Secondary School	80,0	92,3	12,3
2	Central	JC0060 Meepong Junior Secondary School	72,7	79,8	7,1
3	South East	JC0116 Nanogang Junior Secondary School	59,7	75,9	16,2
4	Southern	JC0004 Itireleng Junior Secondary School	54,4	75,2	20,8
5	Central	JC0108 Makhubu Junior Secondary School	64,7	74,7	10,0
6	Central	JC0095 Orapa Junior Secondary School	66,2	68,0	1,8
7	North East	JC0020 Setlalekgosi Junior Secondary School	63,1	67,5	4,4
8	Central	JC0068 Shoshong Junior Secondary School	58,6	66,1	7,5
9	South East	JC0183 Bonnington Junior Secondary School	68,3	66,0	-2,3
10	South East	JC0182 Tlogatoga Junior Secondary School	60,7	62,4	1,7
11	Central	JC0018 Lebogang Junior Secondary School	61,0	60,5	-0,5
12	Southern	JC0184 Kgosi Mpe Junior Secondary School	58,3	59,8	1,5
13	Central	JC0133 Kgalemang Motsete Junior Secondary School	51,6	59,2	7,6
14	Central	JC0201 Phatsimo Junior Secondary School	67,3	59,1	-8,2
15	South East	JC0167 Moselewapula Junior Secondary School	64,6	58,9	-5,7
16	North East	JC0117 Goldmine Junior Secondary School		58,7	
17	South East	JC0034 Motswedi Junior Secondary School	55,1	58,5	3,4
18	Kweneng	JC0016 Letlole Mosielele Junior Secondary School		57,8	
19	Southern	JC0187 Pitikwe Junior Secondary School	53,0	56,9	3,9
20	South East	JC0180 Kgale Hill Junior Secondary School	50,7	56,3	5,6
21	Kweneng	JC0127 Dithejwane Junior Secondary School	55,7	55,4	-0,3
22	North East	JC0092 Mmei Junior Secondary School		55,3	
23	North West	JC0544 Tsau Study Group		54,5	
24	Central	JC0046 Boipelego Junior Secondary School		54,1	
25	Kgatleng	JC0006 Linchwe II Junior Secondary School	50,6	54,1	3,5
26	South East	JC0050 Maoka Junior Secondary School	51,7	53,6	1,9
27	North East	JC0030 Montsamaisa Junior Secondary School	58,3	52,6	-5,7
28	Central	JC0153 Pekenene Junior Secondary School		52,5	
29	South East	JC0181 Marulamantsi Junior Secondary School		52,2	
30	North East	JC0165 Selolwe Hill Junior Secondary School		51,8	
31	Central	JC0120 Boikhutso Junior Secondary School	59,8	51,6	-8,2
32	Central	JC0058 Metsimasweu Junior Secondary School		51,2	
33	South East	JC0179 Sir Seretse Khama Junior Secondary School		50,7	
34	Central	JC0027 Palapye Junior Secondary School	50,9	50,5	-0,4
35	North East	JC0077 Pelaelo Junior Secondary School		50,5	
36	Central	JC0207 Badale Junior Secondary School		50,0	



Table 3.7 presents a list of centres obtaining at least 50% of grades C or better in 2023, compared to 2022. Thirty- Six (36) centres managed to obtain a 50% or more pass rate on A-C grades compared to twenty- nine (29), an increase by seven (7) centres from 2022. These centres are from six regions, namely Central, South East, Southern, North East, Kgatleng and Kweneng. Out of these 36 centres, 24 centres maintained from 2022 while 12 centres are new in the list this year. From the twenty-four (24) centres that maintained a pass of 50% or more, with eight (8) centres recording significant increase; out of which Itireleng JSS, Nanogang JSS, Precious Cornerstone JSS and Makhubu JSS recording the highest increases of 20.8%, 16.2%, 12.3% and 10.0% respectively. Conversely, eight (8) have recorded a notable decrease in performance as compared to the previous year.

Table 3.8: *Outstanding Performance*

REGION	SCHOOL
Central	JC0063 Parwe Junior Secondary School
North East	JC0216 Tadabigwa Junior Secondary School
South East	JC0116 Nanogang Junior Secondary School
	JC0183 Bonnington Junior Secondary School
	JC0183 Bonnington Junior Secondary School

Table 3.8 shows schools with the best performing candidates in the 2023 JC examination and their regions. To be included in the outstanding performance list, the candidate must have been awarded an overall grade of **Merit**. In this instance, 5 candidates were awarded Merit in 2023 JCE compared to 7 in 2022. South East has 3 candidates awarded Merit grade while North East and Central regions each have 1 candidate awarded Merit.

### 3.6 Report Summary

- Candidature decreased by **4.45%** from 46 835 in 2022 to 44 750 in 2023.
- Female candidates outnumber their male counterparts in majority of the subjects.
- There is an improvement of 1.51% at credit pass (A-C) in 2023 and performance is at the same level at Grade E or better.
- There is vast variation between subjects obtaining grade C or better, with the highest (Art) obtaining **60.82%** while the least (General Science) obtained **6.23%**, which depicts a similar pattern over the years.
- The modal grade for majority of the subjects is D, with some having grade E as the mode, implying that large proportion of candidates obtain lower grades.
- All subjects with the exception of Art obtained less than 50% at grade C or better.
- Female candidates significantly outperformed their male counterparts in quality grades of A to C.
- There is an increase in centres (36) obtaining 50% or more pass rate on A-C grades in 2023 compared to (29) in 2022.
- Five (5) candidates (3 girls, 2 boys) obtained a Merit compared to eight (8) in 2022.