

**PRIMARY SCHOOL
LEAVING EXAMINATIONS**



BOTSWANA
EXAMINATIONS
COUNCIL

**2025
SUMMARY OF
PROVISIONAL
RESULTS**

25

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PART 1: ADMINISTRATIVE REPORT

1.0 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.

1.2 Candidate Registration for the 2025 Series

The 2025 candidate registration process commenced with training of all the PSLE Chief invigilators virtually from 27 to 31 January 2025.

A total of 52,771 candidates registered for the examinations in 2025 compared to 53,044 in 2024, showing a decrease of 0.51%. The decrease in candidature was noted in all the categories being the Government, private schools and the OSET.

The breakdown of the candidature by centre type for the past five (5) years is shown in **Table 1**.

Table 1: Breakdown of Candidature from 2021 to 2025

Year	Government school centres	Private school centres	OSET centre	Total
2025	49,220	3,529	22	52,771
2024	49,249	3,760	35	53,044
2023	48,497	3,651	118	52,266
2022	46,094	3,203	36	49,333
2021	43,798	3,151	35	46,984

1.2 Conduct of the 2025 Primary School Leaving Examination (PSLE)

In 2025, the PSLE was conducted at eight hundred and fifty-eight (858) centres compared to eight hundred and fifty-six (856) in 2024. Some of the centres granted Centre status did not register for PSLE reasons ranging from registering with international examination bodies to discontinuing from offering primary schooling examinations. The 2025 PSLE examination was conducted from 6th - 13th October 2025.

1.2.1 Compliance to Examination Regulations

Assessment administration practices are governed by standards that ensure consistency, fairness, and reliability of assessment outcomes, including compliance of registered centres to these standards. The standards include implementation of the timetable, support materials, regulatory documents, and monitoring of examination conduct by the BEC. The examination regulations ensure that all candidates have the same experience and that no candidate is advantaged or disadvantaged.

1.2.2 Training of Chief Invigilators on Conduct of Examinations

The training of Chief invigilators is conducted annually to ensure that examination personnel is equipped to conduct examinations in accordance with established set standards and regulations. The Chief Invigilators were trained virtually from 8th to 11th July 2025, and from the 16th to the 17th of September 2025. The second training gave Chief Invigilators who had missed training an opportunity to attend. A total of five hundred and eighteen (518 out of 858) Chief Invigilators were trained, compared to four hundred and forty-six (446 out of 856) Chief Invigilators that were trained in 2024. There was a significant improvement from 50% in 2024 to 60% in 2025. Some of the Centres that failed to join the virtual training, reported challenges with network connectivity. To ensure Centres were aware of the regulations and standards, training materials were sent to them. As a standard, Chief Invigilators are expected to train their personnel before involving them in the invigilation of BEC examinations.

1.2.3 Inspection of Live Examination at Centres

To ensure credibility and confidence in the BEC examinations and assessment system, the conduct of examination at centres was closely monitored to ensure adherence to the BEC examination standards and the monitoring was augmented by engaging outsourced personnel with a background in education management and assessment referred to as Regional Examinations Administrators (REAs). This increased BEC visibility during the examination, ensured provision of immediate support and assistance to the centres in addition to serving as a link between BEC and Chief Invigilators.

A total of three hundred and eighty-six (386) centres were sampled for monitoring in 2025 compared to one hundred and ninety-six (196) in 2024. Findings from the monitoring of conduct of examinations revealed that most centres showed an excellent understanding of the requirements for proper administration of the examinations compared to those rated as "cause for concern" and thus did not comply to regulatory requirements for conduct of examinations. Centres that were rated with 'some

cause for concern' and 'serious deficiencies" will be engaged during post examination centre inspections. The ratings are indicated in Table 2 below.

Table 2: 2025 PSLE Centre Inspections Ratings

Rating of Centres on quality assurance	% of PSLE Centres covered	BEC action
Completely satisfactory	152 (39%)	Write commendation letters and May sample for spot checks and also serve as benchmark centres.
Satisfactory with minor points	158 (40.7%)	Include during spot checks to ensure maintenance of standards.
Cause for concern	67(17.2%)	Caution centres and conduct post and pre-exam centre inspection visits in 2026.
Serious deficiencies	09 (2.3%)	Caution centres and conduct post and pre-exam inspection visits in 2026. May lead to withdrawal of centre status if inspections reveal that there has been no corrective action.

It should be noted that the ratings combined both the pre-examination (56.8%) centre inspections which focused mainly on secure storage of examinations material, invigilation training and checks on examination material receipt, documentation and the 'live' examination inspection (43.2%) which concentrated on adherence to regulation governing the conduct of examinations.

1.2.4 Examination Maladministration & Malpractice incidents

For the 2025 series, fifty-four (54) cases of maladministration and malpractice incidents were recorded and investigated, compared to 17 cases in 2024. This included two (2) suspected malpractice cases, while fifty-two (52) incidents were classified as maladministration due to gross negligence and non-compliance by the Centres. This shows a significant percentage increase of 217.6%. Overall observations on the conduct of the 2025 PSLE indicate an increase in the number of centres that have not adhered to the regulations for conduct of examinations.

1.2.4.1 Maladministration cases

The 2025 maladministration cases ranged from wrong question paper opening, discrepancies in packaging using incorrect script return envelopes as well as negligence in following correct procedure for recording oral responses for candidates with special needs. The cases are outlined on Table 3 below;

Table 3: 2025 PSLE maladministration cases

Incident type	No. of Centres	BEC Immediate Response	Action taken
Wrong question paper opening of Setswana 01 instead of Setswana 02.	1	The Centre was advised to secure the question papers and ensure that candidates sign off after the packets have been resealed.	Cautionary letter and post examination centre engagement.
Unsecure handling of scripts i) Swapping of pre-coded return envelopes and wrong packaging ii) Scripts packaged in Brown Envelopes iii) Damaged script packet	33	The Centres were advised to enclose the wrongly packaged scripts in correct envelope or another script return envelope and to reseal them following the guidelines.	Cautionary letter and post examination centre engagement.
Special Needs Discrepancies i) Audio recording errors & variance with the live scripts (18 Centres)	18	Centres were investigated to establish extent and possible compromise to security and integrity of the examination	Cautionary letter and post examination centre engagement.

1.2.4.2 Malpractice Cases

There were two (2) cases of suspected malpractice recorded in 2025 compared to five (5) in 2024 which eventually turned to be cases of Maladministration. The cases were investigated and are summarised in Table 4 below.

Table 4: Cases of Malpractice Reported at PSLE

Component: English Paper 1		
Description of incident	Findings of the Investigation	Recommendations
The BEC conducted 'live' examination centre inspection at the centre	<p>Investigations revealed that the centre was in breach of examinations regulations.</p> <ul style="list-style-type: none"> At the time of the inspection, there was no evidence that the appointed invigilators for the conduct of the 2025 PSLE had received training. Additionally, the centre did not have an Invigilation Timetable in place as 7.10.2 of EA/AA/G03.v3 Chief Invigilator was the sole key holder for both the secure storage room and the container, and the centre had only one set of keys available for access. This contravened 6.3.2 of EA/AA/G03.v3 Unsealed scripts with no explanation of why they were kept like that after candidate's written. Sealing must be done in the presence of candidates as per 8.10.3 (c) of EA/AA/G03.v3 	<ul style="list-style-type: none"> A warning letter to address deficiencies to be issued with set timelines for centre to rectify issues by April 2026 failing which the centre status will be withdrawn. Provided by 9.17 of EA/AA/G03.v3 Suspension of Chief Invigilator from conducting BEC examinations for two years as the findings indicate gross negligence regards security of examinations. This is provided for by 9.17 of EA/AA/G03.v3 on sanctions and penalties

Component: Religious and Moral Education		
Description of incident	Findings of the Investigation	Recommendations
Unauthorised extra time awarded to a candidate by invigilator an invigilator to finish RME paper while the same opportunity denied to a candidate who pleaded to finish Setswana 1.	<p>Investigations have been concluded with findings confirming that the candidate was given unauthorised extra time which was added advantage. This is against 8.2.5 of EA/AA/G03.v3</p>	<ul style="list-style-type: none"> Centre to be issued with a cautionary letter and post examination engagements. The concerned invigilator to be barred from invigilating BEC examinations for the next two years using 9.17(e) of EA/AA/G03.v3 on sanctions and penalties that marks be deducted for the questions that were answered after

		the examination had ended as per clause 9.17 (b) of EA/AA/G03.v3 on sanctions and penalties
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1.2.5 Logistics of Examinations Material

The 2025 PSLE examinations material were distributed to Centres from 10th to 19th September 2025, by BEC and Government bonded vehicles. The scripts were collected by the same on 13th - 17th October 2025.

1.3 Marking of the 2025 PSLE Examination

1.3.1 Recruitment and Appointment of Examining personnel for the PSLE marking.

The recruitment of the marking examining personnel was carried out from July to August compared to July to September in 2024. The Heads of centres were sent a list of possible examiners from their schools to authorise before the e-bus automatic system could be used to send appointment letters to individual examiners.

Table 5: 2025 PSLE Examining Personnel Count

Syllabus	Principal Examiner	Assistant Principal Examiner	Team Leaders	Expected examiners count	Actual examiners count	Shortage
English Paper 2	1	7	43	300	300	-
Setswana Paper 2	1	7	43	300	297	3
Agriculture Paper 1	1	7	45	300	300	-
Total	3	21	131	900	897	3

1.3.2 Marking of Candidates' Scripts

Marking for the Primary School Leaving Examinations (PSLE) was conducted from 03 – 16 November 2025 for three (03) components namely Setswana, English and Agriculture at Joyland Primary English Medium School at Metsimotlhabe. In 2025, a total of 1041 examiners were engaged compared to 1052 in 2024. The marking of all the three components was completed on the scheduled time. DataSmart application was used for the second time in a row for capturing and verification of marks. The technology is seen as a good development as it improves turnaround times which supports early processing and early release of results.

1.4 Candidates with Special Needs

As is the norm, applications were received from Centres for access arrangements and special consideration procedures. This is critical to ensure that candidates with special needs are also able to access the BEC examinations, bringing about equity and fairness to all candidates.

1.4.1 Access Arrangements

A total of two thousand, four hundred and thirty-eight (2 438) applications were received in 2025 compared to one thousand, eight hundred and thirty-one (1 831) in 2024, translating into an increase of 33.2%. The increase may be attributable to the increased awareness by public and Centres. However, some of the educational psychologist and other experts' assessment reports have provided information that some shows gaps with the diagnosis as well as intervention programmes at Centres. This has been observed mainly in the learning difficulty category and BEC will continue to engage on this with critical stakeholder to ensure that the integrity of the process is not compromised. Out of the 2 438 applications, 99.91% of the candidates provided supporting evidence while 0.09% did not. There was an increase in the provision of supporting evidence when compared to 2024 where 81.17% provided the evidence required.

1.4.2 Applications by Special Need Types

Most of the Special Need types recorded a decrease as observed for low vision, blind, multiple disabilities, medical conditions, including where special needs type is not specified, while the numbers increased for learning difficulties and hard of hearing. Table 6 below shows the number of applications for each of the Special Need types.

Table 6: PSLE Applications by Special Needs Type

SPECIAL NEEDS TYPE	Number of Candidates in Each Year					%Change Between 2024 and 2025
	2021	2022	2023	2024	2025	
Learning Difficulty	734	1238	1635	1569	2 309	47.16
Low Vision	31	43	40	35	34	-2.85
Profound Loss of Vision (Blind)	2		6	5	-	-100
Hearing Impairment (Deaf)	26	22	24	23	23	0
Hard of Hearing	4	25	23	4	6	50
Physical Disability	10	4	8	8	8	0
Medical Condition	20	20	59	44	26	-40.91
Multiple Disabilities	9	15	28	54	31	-42.59
Not indicated	278	82	69	89	1	-98.88
TOTAL NUMBER OF CANDIDATES	1114	1455	1892	1831	2 438	33.15

Generally, there was a decrease in the number of applications across most special need types, while applications for learning difficulties went up. This is worrying as support should be given to candidates based on their diagnosed needs as it was evident from the assessment reports that there was a general misconception regarding the provision of accommodation arrangements during examinations. A deliberate plan would be developed to intensify public education in the next examination cycle.

1.4.3 Types of Access Arrangements

A decrease was noted in applications for modified papers (learning disability) while an increase was observed for extra time, Reader and Scribe (oral response).

Table 7: PSLE Applications by Type of Access Arrangements

Access Arrangements	Number of Candidates				
	2021	2022	2023	2024	2025
Modified papers (LD)	734	431	511	404	309
Modified papers (Hearing Impairment)	26	23	22	23	23
Extra-time	981	1321	1502	1446	2201
Enlarged Print	23	51	29	31	35
Reader	712	1057	1400	1149	1855
Scribe/Oral Response	626	1039	1328	1166	1920
Braille	6	14	9	8	-
Rest breaks	60	173	123	54	56
Preferential Sitting	30	36	35	32	38
Assistive Technology Device(s)	9	12	26	24	0
Access Arrangements not Indicated	25	278	75	35	20

1.4.4 Special Consideration

The special consideration process gives access to candidates who write or miss examination components due to circumstantial, adverse or difficult situations at the time of writing. Centres apply with supporting evidence following regulatory requirements. The applications should be submitted within seven days after completion of the examination. A total of One hundred and thirty-seven (137) applications were received in 2025 compared to eighteen (18) in 2024. The drastic increase in application is due to one Centre requesting special consideration for all their candidates. A summary of the applications is provided in Table 8 below. Candidates who met the eligibility criteria were considered according to the criteria.

Table 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	23	11
Bereavement	5	1
Social problem (Trauma, Psychosocial problem)	97	0
TOTAL	125	12

PART 2: TECHNICAL REPORT

2.0 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 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, the 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 performance for the lowest grade (E) at any of the levels are unclassified and assigned letter U. Candidates who did not meet requirements for grading at syllabus and qualification level because of various reasons, are assigned letter X.

During the 2025 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. All the processes leading to the grading of the syllabuses were executed accordingly.

2.1 Technical Quality of the 2025 Question Papers

2.1.1 Multiple Choice Question Papers

There are six (6) multiple-choice question papers, each worth sixty (60) marks. Table 9 shows the technical quality of the question papers in 2023, 2024 and 2025, representing part of the evidence considered during grading.

Table 9: Statistical Parameters for Multiple choice Question Papers for 2023, 2024 & 2025.

SUBJECT	Mean			SD (%)			Alpha			Mean P		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Setswana	28.81	34.26	36.58	13.90	16.05	18.00	0.81	0.88	0.91	0.48	0.57	0.61
English	36.57	39.34	38.96	20.95	19.52	18.92	0.92	0.93	0.93	0.62	0.66	0.65
Maths	32.27	31.39	31.18	17.97	16.83	17.15	0.91	0.89	0.89	0.54	0.53	0.52
Science	29.73	36.69	33.56	16.28	17.95	18.03	0.88	0.91	0.90	0.50	0.61	0.56
Social Studies	31.04	33.54	31.56	16.63	18.92	17.83	0.89	0.91	0.90	0.52	0.56	0.54
REME	34.74	37.06	34.27	18.43	19.62	19.13	0.91	0.93	0.92	0.58	0.62	0.57

DESIRABLE STATISTICAL PARAMETER VALUE RANGES

Mean P - Difficulty level	.40 to .60
Alpha - Reliability	.60 to 1.00
SD - dispersion/spread	12% to 20%

The technical quality of the question papers was measured using four (4) parameters, being the Mean, Standard Deviation (SD), Reliability (alpha) and the difficulty (Mean P). The difficulty level of the question papers as reflected by Mean P values indicates that 5 question papers were of moderate difficulty (Setswana, Mathematics, Science, Social Studies and REME) while English was on the easier side. The difficulty of the 2025 question papers compares well with those of 2024.

All the question papers recorded SD values that are within desirable limits of 12 to 20%, reflecting that they differentiated candidates well in terms of their ability.

The level of reliability (alpha) for all the question papers is within the desirable levels for achievement tests. This level of reliability indicates the extent to which the tests will produce similar results when administered to the same cohort at a different time.

2.1.2 Constructed Response Question Papers

There were three constructed response question papers namely: Setswana 2, English 2 and Agriculture 1. Question papers for Setswana and English had a total of 20 marks each while Agriculture had a total of 60 marks. Table 10 shows statistical parameters for the constructed response question papers.

Table 10: Statistical parameters for constructed response papers

SUBJECT	Mean			Standard Deviation (%)		
	2023	2024	2025	2023	2024	2025
English 2	7.29	10.04	11.67	28.1	31.2	29.90
Setswana 2	6.04	7.51	8.24	16.4	17.7	18.45
Agriculture 1	28.20	28.11	31.52	23.0	23.50	23.30

The mean scores for all the three (3) components improved as shown in the table. However, Setswana continues to record a mean value of less than 50% suggesting that the component might be difficult for the candidates. It is worth noting that the mean is also influenced by the quality of the cohort.

Even though Setswana had a low mean value, it recorded a spread (SD) of **18.45%**, which is within the desirable levels, indicating that the test continues to differentiate candidates well across years. Agriculture and English continue to present large SD values across the years due to some candidates scoring extremely low marks while others score high marks.

It can be concluded from the statistical parameters for both multiple choice and constructed response question papers that the tests are generally of acceptable quality. Question papers with statistical parameters falling outside desirable levels that had potential of disadvantaging candidates, were mitigated against at the point of grading.

2.2 GRADING PROCESS

2.2.1 Standard Setting

The PSLE Standard Setting exercise was conducted from the 20th to 31st of October 2025. This year, the standard setting exercise was conducted online. A series of training workshops were conducted for the judges to familiarize them with the online system before the exercise started. As in the previous year, each subject was assigned 10 judges who were highly experienced and competent in making professional judgments as per the Angoff procedure. The procedure involves making a judgement on the difficulty level of each item on the question paper. The judgement of the judges is then averaged to determine the cut-off scores.

2.2.2 Validation of Cut-off Scores

Following the process of determining cut-off scores by the judges, a meeting to validate the cut-off scores was held from 24th to 26th November 2025. The validation process involved interpreting judges' cut-off scores and considering any other evidence before the cut-off scores were effected.

2.3 Validation of Outcomes

The application of cut-off scores was followed by the validation of outcomes. This involved consulting conduct of examinations incidents log and studying performance trends across Centres to understand any drastic changes.

2.3.1 2025 Incidents log

2.3.1.1 Maladministration

The results of Centres reported on the 2025 Incidents Log were interrogated to find out whether there could be any anomalies in performance. For all the Centres investigated, there were no anomalies in performance observed.

2.3.1.2 Malpractice Cases

The results of all the Centres suspected to have engaged in acts of malpractice were interrogated.

- (a) A candidate was allowed to continue working beyond the authorised time in REME examination. The work done by the candidate beyond the authorised time gives them an unfair advantage over other candidates. The work was identified and will not be considered for grading.
- (b) One Centre had not sealed returning envelope for English paper 1. The results of the Centre were interrogated and there was no anomaly detected in the performance of the Centre.

2.3.2 Centres with Drastic Changes

The process of validation involved interrogation of results of Centres which displayed either positive or negative drastic changes in performance at qualification and syllabus levels. No anomalies in the performance of the Centres were observed.

2.4 Performance by Syllabus

2.4.1 Quantitative description

This year, performance remained more or less the same as in the previous year. Across all syllabuses, almost all candidates met the minimum requirements for the award of a grade. The cumulative percentages at each grade in each syllabus and differences between 2025 and 2024 as well as the number of candidates assigned U in the different syllabuses are shown in Table 11.

Table 11: Cumulative percentage at each grade in each syllabus and differences between 2025 and 2024.

SYLLABUS	YEARS	GRADE A	GRADE B	GRADE C	GRADE D	GRADE E	Number at U & differences
Setswana	2025	18.72	54.59	81.69	93.8	99.99	6
	2024	17.02	50.66	81.03	93.04	99.99	
	Diff	1.7	3.93	0.66	0.76	0	
English	2025	25.23	54.21	76.39	87.4	98.94	559
	2024	24.16	51.34	73.31	85.45	98.75	
	Diff	1.07	2.87	3.08	1.95	0.19	
Maths	2025	11.48	28.97	63.5	90.16	99.75	130
	2024	10.56	28.12	63.39	89.31	99.52	
	Diff	0.92	0.85	0.11	0.85	0.23	
Science	2025	5.14	26.02	56.49	85.93	99.76	127
	2024	5.12	26.17	59.17	87.33	98.86	
	Diff	0.02	-0.15	-2.68	-1.4	0.9	
Social Studies	2025	11.12	34.5	61.54	90.43	99.99	3
	2024	9.98	34.22	60.47	89.94	99.99	
	Diff	1.14	0.28	1.07	0.49	0	
REME	2025	9.51	28.09	63.77	91.38	99.96	20
	2024	9.52	30.05	66.95	90.76	99.95	
	Diff	-0.01	-1.96	-3.18	0.62	0.01	
Agriculture	2025	9.23	28.34	60.84	86.93	96.35	1920
	2024	10.12	28.42	58.2	85.73	96.82	
	Diff	-0.89	-0.08	2.64	1.2	-0.47	

Red - Decline Green - Increase * Significance level = ± 2

2.4.1.1 Setswana

Performance in this syllabus shows that almost all candidates (**99.90%**) met the minimum requirements for the award of a grade as in 2024. This year, performance remained more or less the same as in the previous year, except at Grade B or better where there is a significant improvement of **3.84%**. As in past years, candidates continue to perform better in the Knowledge and Understanding Dimension than Communication Dimension.

2.4.1.2 English

This year, almost all candidates (**98.75%**) met the minimum requirements for the award of a grade as in 2024. Performance at Grade C or better improved significantly by **3.08%**, while performance at all other grades remained the same as in 2024. As in past years, candidates continue to perform better in the Comprehension and Language Use Dimension than Communication Dimension. However, some improvement has been noted in the Communication Dimension.

2.4.2.3 Mathematics

This year, performance across grades remained the same as in 2024. Almost all (**99.75%**) candidates met the minimum requirements for the award of a grade as in 2024. As in past years, candidates continue to perform better in the Application and Reasoning Dimension than in the Computation Dimension.

2.4.2.4 Science

Almost all (**99.76%**) candidates met the minimum requirements for the award of a grade. However, performance declined by **2.68%** at Grade C or better, while it remained the same across all other grades. Performance in the Application Dimension remains better than in the Knowledge and Understanding Dimension.

2.4.2.5 Social Studies

Performance at the syllabus level has remained almost the same as that of the previous year. Almost all candidates (**99.98%**) met the minimum requirements for the award of a grade. Worth noting is that performance improved in the Skills Dimension but declined in the Knowledge and Understanding Dimension.

2.4.2.6 Religious & Moral Education (REME)

Almost all candidates (**99.96%**) met the minimum requirements for the award of a grade. This year, performance remained more or less the same as in the previous year, except at Grade C or better

where there is a decline of **3.18%**. This decline in performance is attributable to the decline observed across all grades in the Knowledge Dimension.

2.4.2.7 Agriculture

This year, performance remained more or less the same as in the previous year, except at Grade C or better where there is a significant improvement of **2.64%**. The proportion of candidates who met the minimum requirements for the award of a grade is **96.35%** in 2025, compared to **96.82%** in 2024. This means that **3.65%** of candidates did not meet the requirements for award of a grade, therefore assigned letter U. This syllabus continues to have the highest proportion of candidates who do not obtain a grade compared to other syllabuses.

2.5. Qualitative Description

This year, performance remained more or less the same as in the previous year across most of the grades and across syllabuses. However, some improvement was noted at grade C or better in English and Agriculture, while there was a decline in Science and REME at the same grade. The four syllabuses are discussed below.

2.5.1 Religious and Moral Education

A decline in performance was realised more in the Knowledge dimension than the Understanding dimension. Candidates performed better in items on religion than those on morality. Although candidates performed better on religion-based items, they struggled in understanding the roles of different organizations in Christian practices. The items on morality required candidates to understand complex concepts such as ethical decision-making, standing up for one's beliefs, and acknowledging the effects of one's actions on others and more often the candidates found these concepts more challenging.

2.5.2 Science

This year performance in the Knowledge and Understanding Dimension was more or less the same as in the previous year, however a decline in performance was noted in the Application Dimension. Candidates were able to recall with understanding a number of scientific terms and concepts. Nevertheless, they were challenged in applying the concepts and making inferences. The topics such as Nature and Universe as well as Matter and Energy proved to be a challenge.

2.5.3 English

This year, the quality of work improved in both letter and composition writing. However, creativity continues to pose a challenge in both the composition and letter writing tasks. It is therefore vital that

candidates are guided on the skill of creative writing, especially the key one that demands building a story by substantiating and elaborating on ideas. Most of these year's candidates produced more legible writing suggesting that more effort was put at school level, a commendable effort.

2.5.4 Agriculture

The performance of the 2025 cohort improved in the Knowledge Dimension indicating mastery of basic agricultural concepts showing that the candidates possess a strong foundational knowledge, however, some weakness in applying the knowledge was noted. This demonstrates a knowledge-practice performance gap. A segment of the cohort could not show any knowledge including basic Agricultural concepts such as tools, units of measurement, diseases, therefore not meeting the minimum requirements to obtain a grade in this syllabus.

PART 3: SUMMARY OF RESULTS

This section presents a detailed analysis of candidates' performance for the 2025 cohort in contrast with previous cohorts. The section also provides performance analysis by gender, educational regions, Centre type and special education needs type.

3.1 Overall Performance

Performance at qualification level indicates an improvement compared to the previous year. Table 12 shows the overall performance as indicated by the cumulative percentage of Candidates at each grade in 2023, 2024 and 2025. The table also shows the differences in the proportion of candidates at each grade between 2024 and 2025.

Table 12: Overall National Performance by Grades for 2023, 2024 and 2025.

Year		A	B	C	D	E	U	X	Total
2023	No.at grade	10610	9269	17701	10405	4132	34	70	52221
	% at grade	20.3	17.8	33.9	20	7.9	0.1	0.13	
	Cum. %	20.3	38.1	72	91.9	99.8	99.9	100	
2024	No.at grade	11178	10212	17463	9793	4286	39	68	53039
	% at grade	21.1	19.3	33	18.5	8.1	0.1	0.13	
	Cum. %	21.1	40.3	73.3	91.7	99.8	99.9	100	
2025	No.at grade	11301	10436	17367	9759	3856	13	34	52766
	% at grade	21.42	19.78	32.91	18.49	7.31	0.02	0.06	
	Cum. %	21.42	41.2	74.11	92.6	99.91	99.93	100	
Diff. in cum. % (2025 and 2024)		0.32	0.9	0.81	0.9	0.11	0.03	0	

The percentage of candidates obtaining Grade E or better stands at 99.90% as opposed to 99.80% in the previous year. This year, 13 candidates compared to 39 in the previous year will be unclassified and therefore assigned letter U.

The proportion of candidates achieving an overall Grade D or better has increased by 0.90% from 91.70% in 2024 to 92.60% in 2025. Similarly, the proportion obtaining Grade C or better improved by 0.80%, from 73.30% in 2024 to 74.10% in 2025.

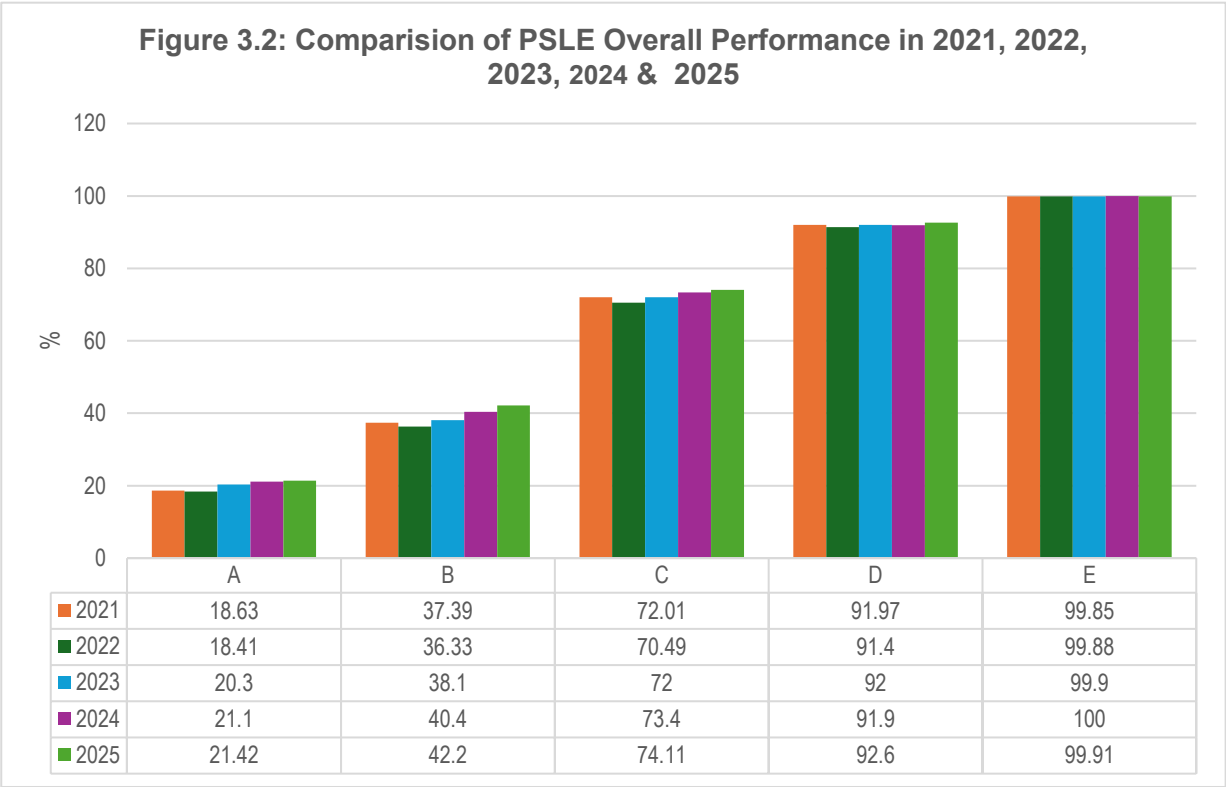
The proportion of candidates obtaining Grade B or better also increased by 0.90% from 40.30% in 2024 to 41.20% in 2025. The percentage of candidates achieving Grade A stands at 21.40%, compared to 21.10% in the previous year, representing an improvement of 0.30%.

It is worth noting that there are **34** candidates assigned **X** in 2025 compared to **68** in 2024. These are candidates who did not meet the requirements for grading due to absence in some or all of the syllabuses.

It can therefore be concluded that the overall performance in 2025 improved compared to 2024. It can be noted that the performance has been improving since 2023.

3.2 Overall Performance Trends

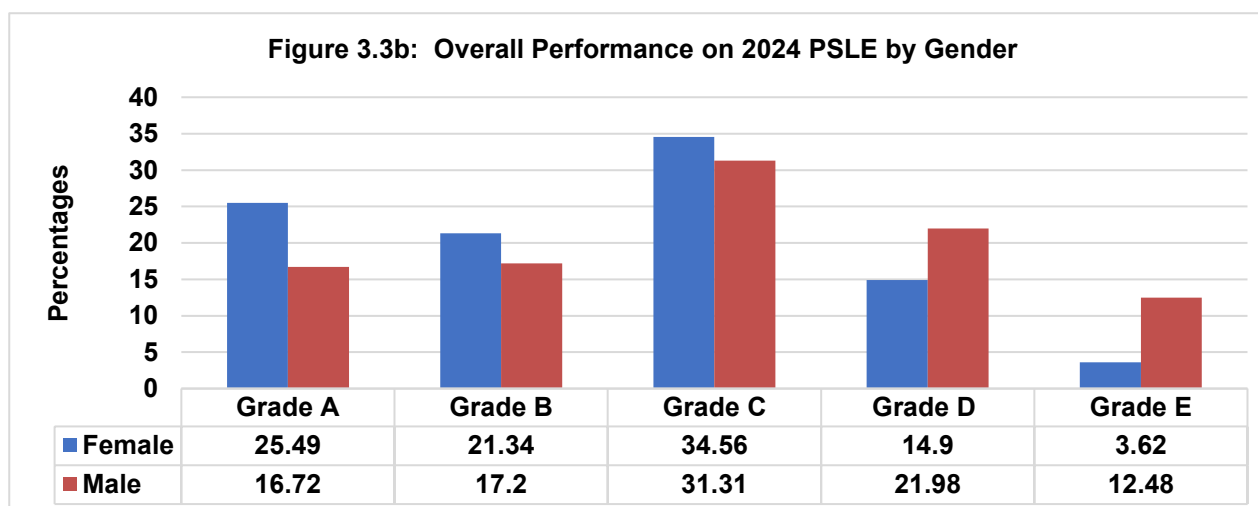
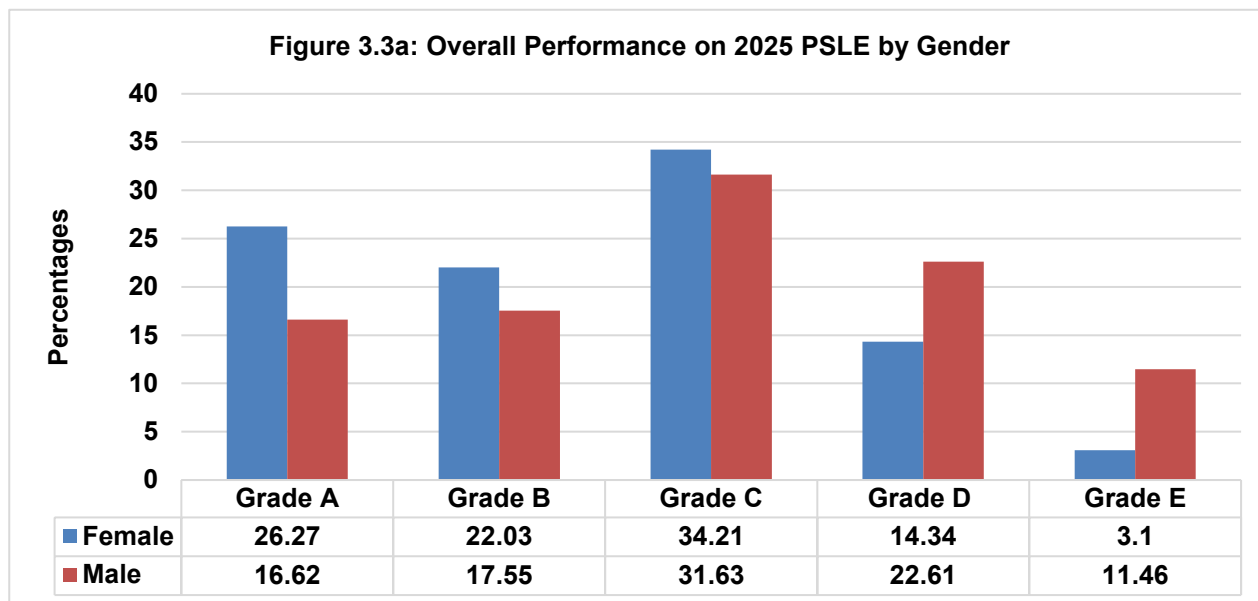
This section shows the overall performance from 2021 to 2025 across Grades A-E. Figure 3.2 shows the cumulative percentage of candidates at each grade over the 5-year period.



The performance at Grade A to C has been constantly improving from 2022 to 2025, while it has been more or less the same at Grade D and E.

3.3 Overall Performance by Gender

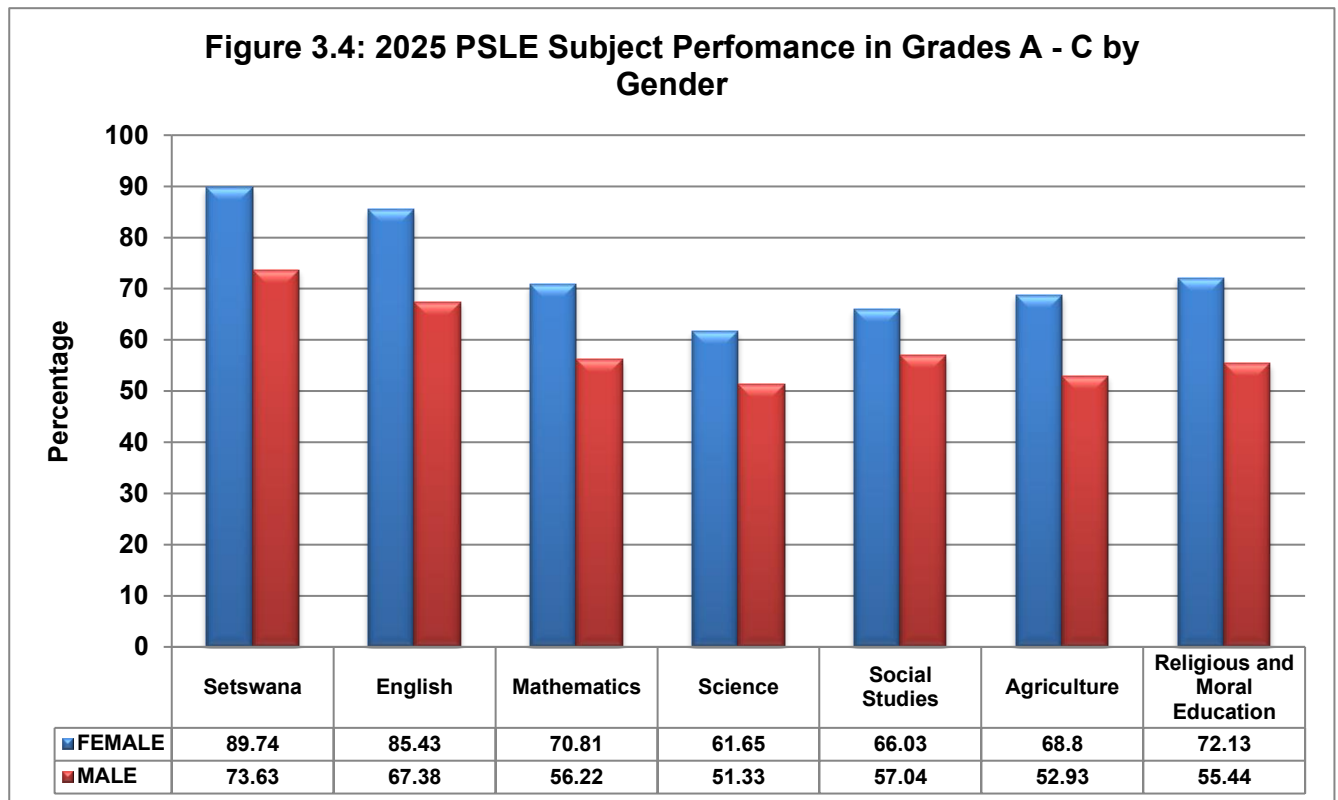
The 2025 PSLE candidature comprised of 26 233 (49.72%) females and 26 533 (50.28%) males. Figure 3.3a and 3.3b shows overall performance by gender for 2025 and 2024 respectively.



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 Syllabus Performance by Gender

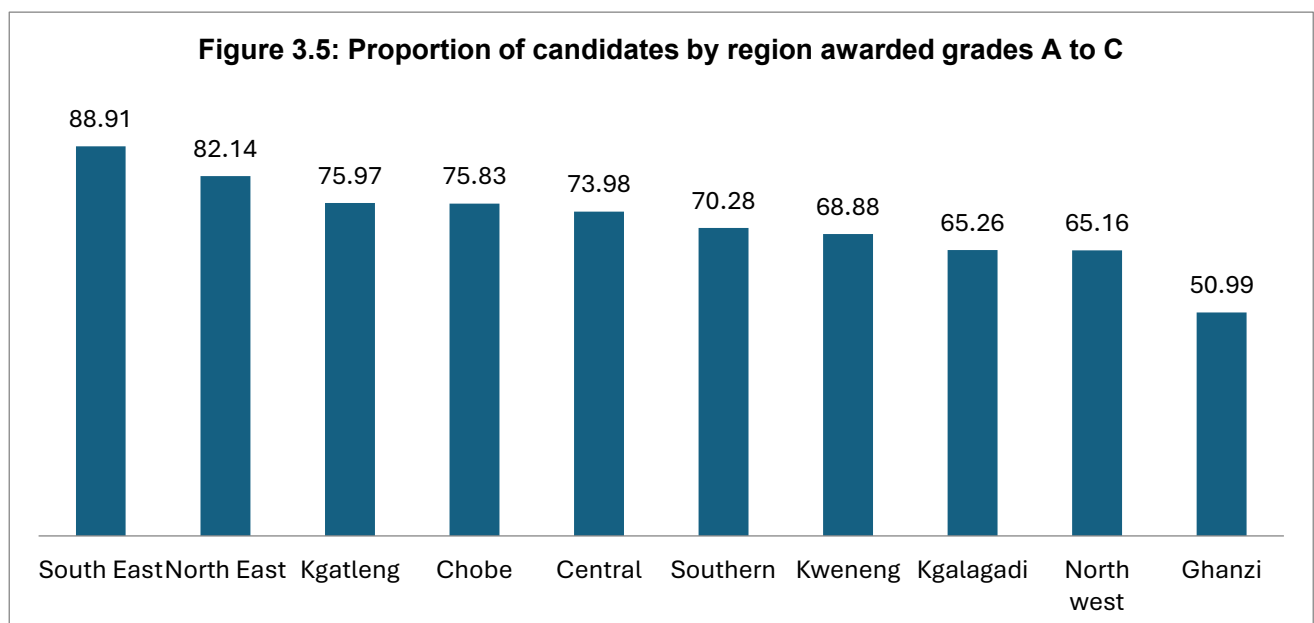
The syllabus performance by gender at Grade A to C is shown in Figure 3.4.



Female candidates outperform their male counterparts in all syllabuses at Grades A to C. The average performance for female candidates across syllabuses is about 73% while it is around 59% for males showing a clear disparity in performance by gender.

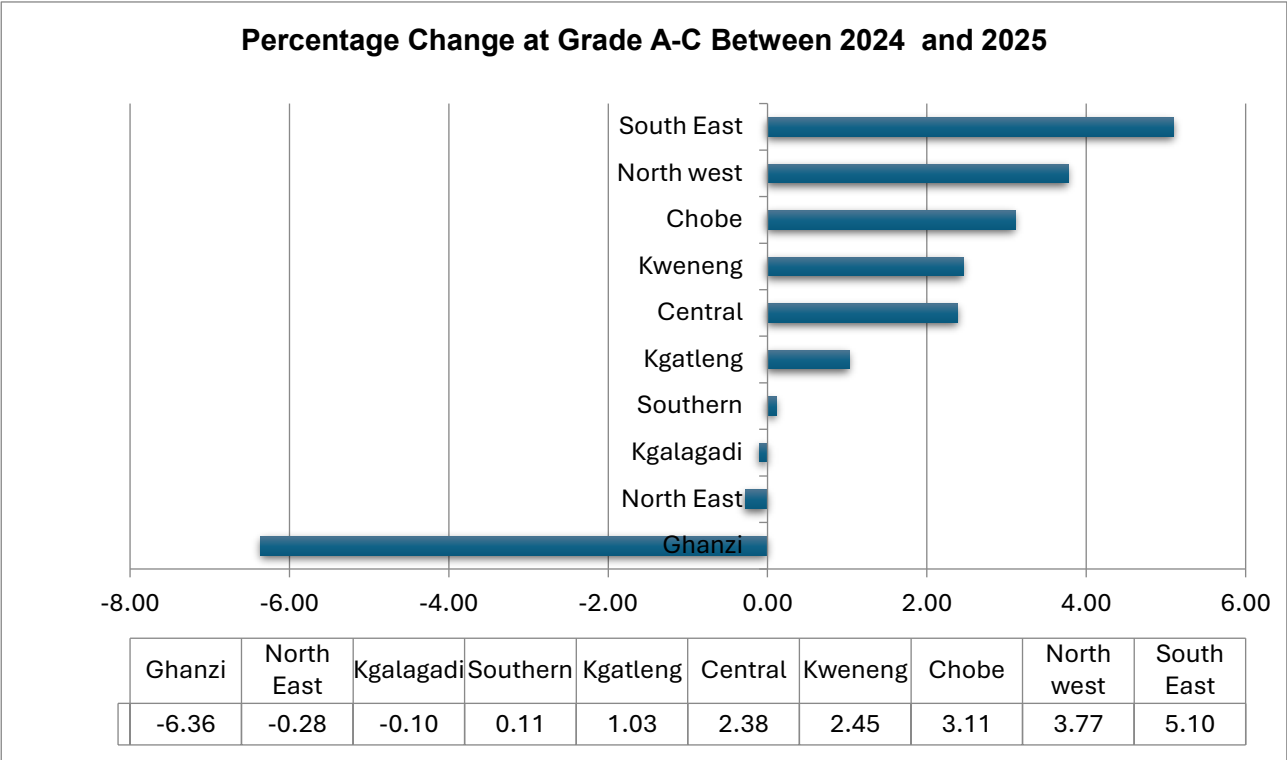
3.5 Overall Performance by Educational Region

The overall performance at Grades A to C, across 10 educational regions is shown in Figure 3.5.



The region with the highest proportion of candidates awarded Grade A to C is South East region at 88.91% meaning that 21.09% of candidates obtained Grade D and E. The region with the lowest proportion of candidates awarded Grade A to C is Ghanzi at 50.99%, suggesting that 49.01% of the candidates are in the Category of Grade D and E.

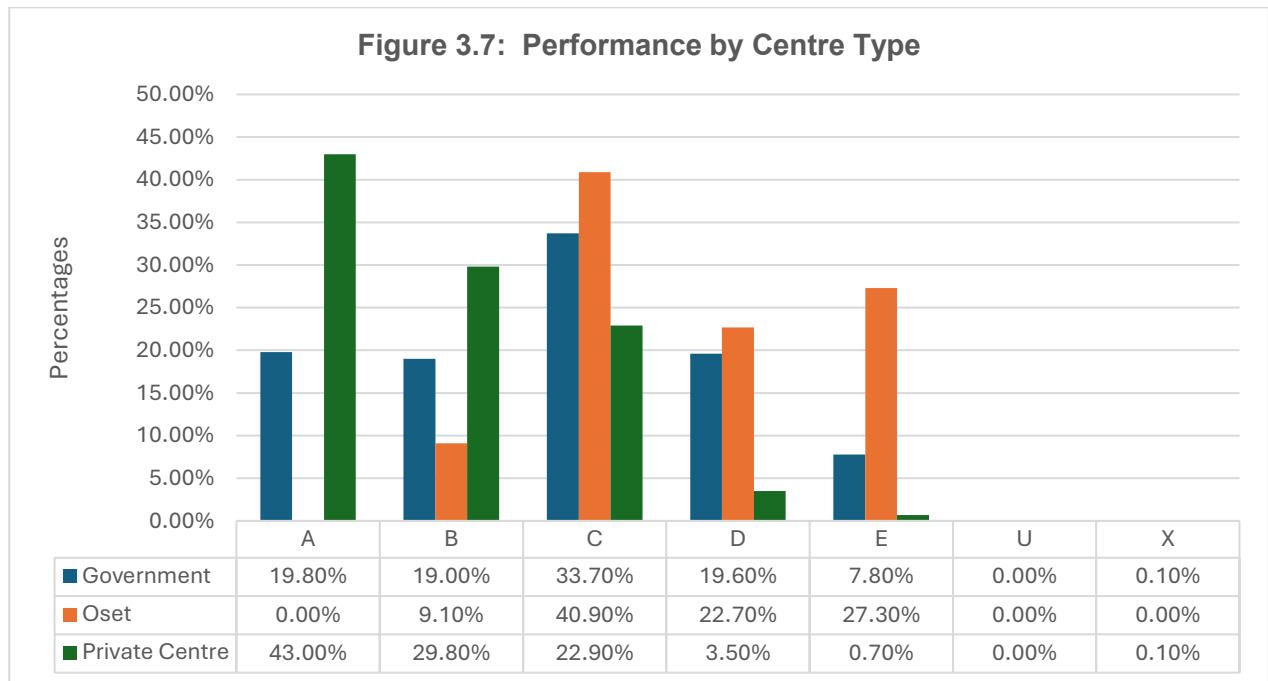
Figure 3.6 shows the change in performance for each region between 2024 and 2025.



An improvement in performance has been noted in seven (7) regions: South-East, North-West, Chobe, Kweneng, Central, Kgatleng and Southern. The most improvement was observed at South - East (+5.10%). A decline in performance was realised in 3 regions: Ghanzi, North-East and Kgalagadi, with Ghanzi experiencing the most decline (-6.36%).

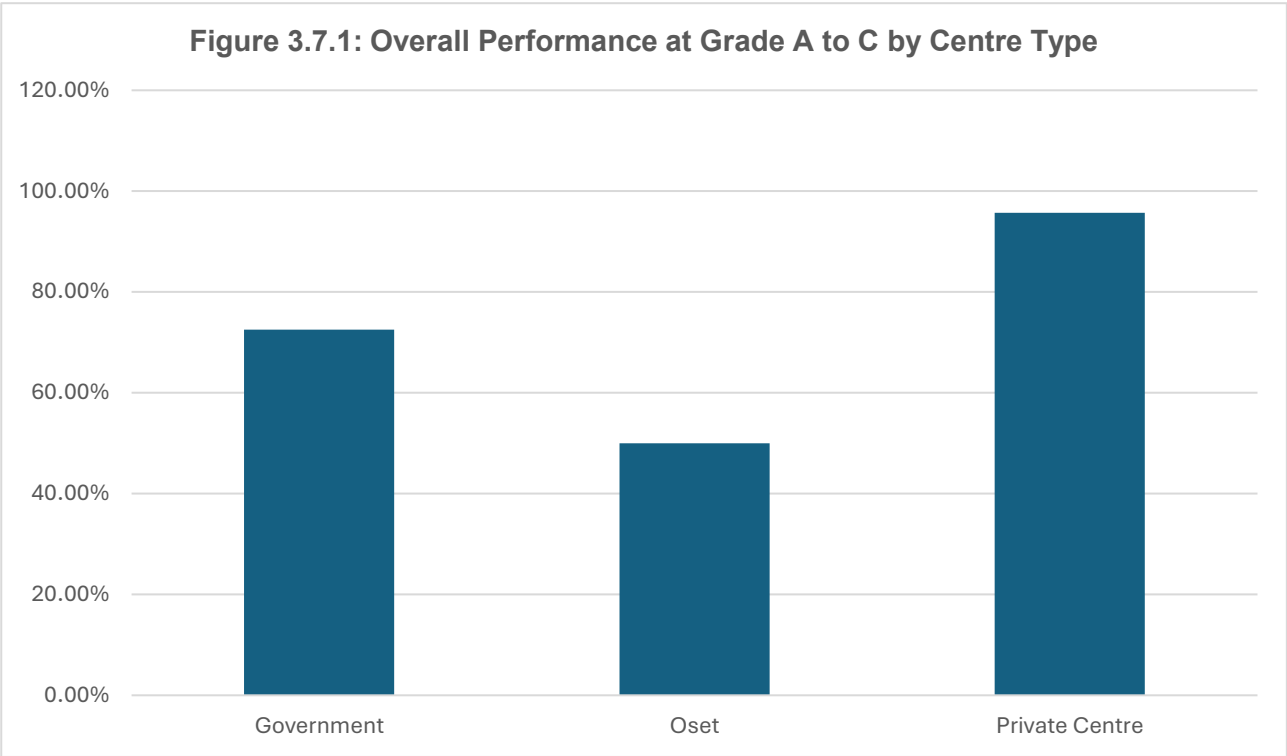
3.7: Performance by Centre Type

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



Private School Centres have a 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 Grades D and E compared to other Centre types.

Figure 3.7.1 shows performance at Grades A-C across Centre types.

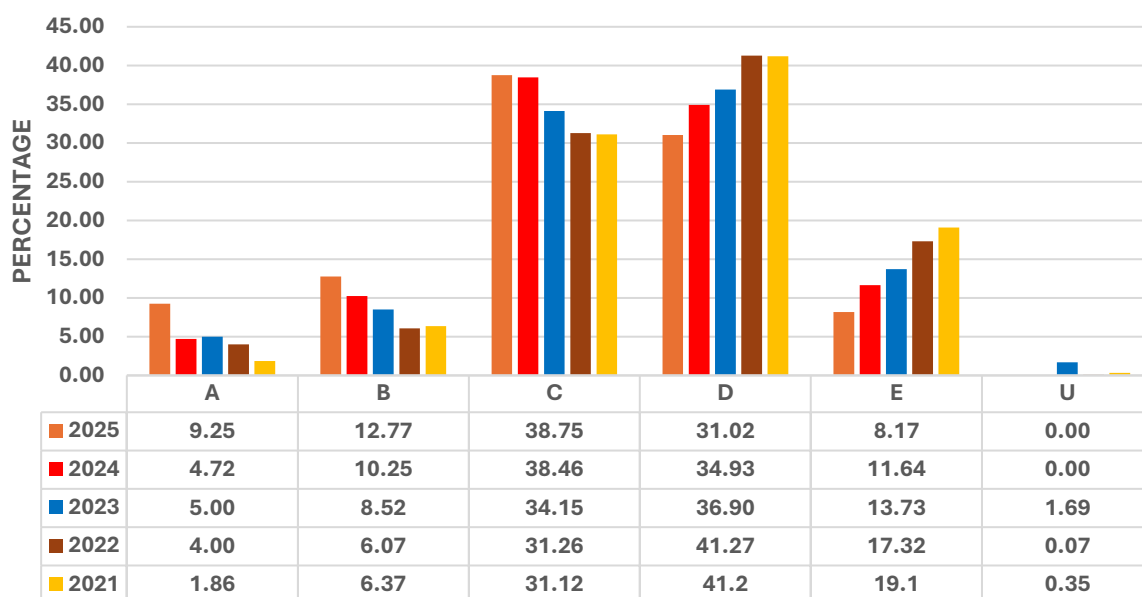


Private School Centre type recorded 95.70% of candidates awarded Grades A-C, similar to 95.26% obtained in 2024. The Government School Centre type achieved 72.50% in 2025 compared to 71.58% in 2024. The OSET Centres types realized 50.00% this year compared to 65.71% in 2024 showing a significant decline. However, the candidature for OSET Centre type is unstable and very low, hence making comparison unrealistic.

3.8 Performance by Special Educational Needs

Figure 3.8 shows the overall performance of all candidates with Special Educational Needs in the last four years.

Figure 3.8: Overall Performance of Special Educational Needs Candidates

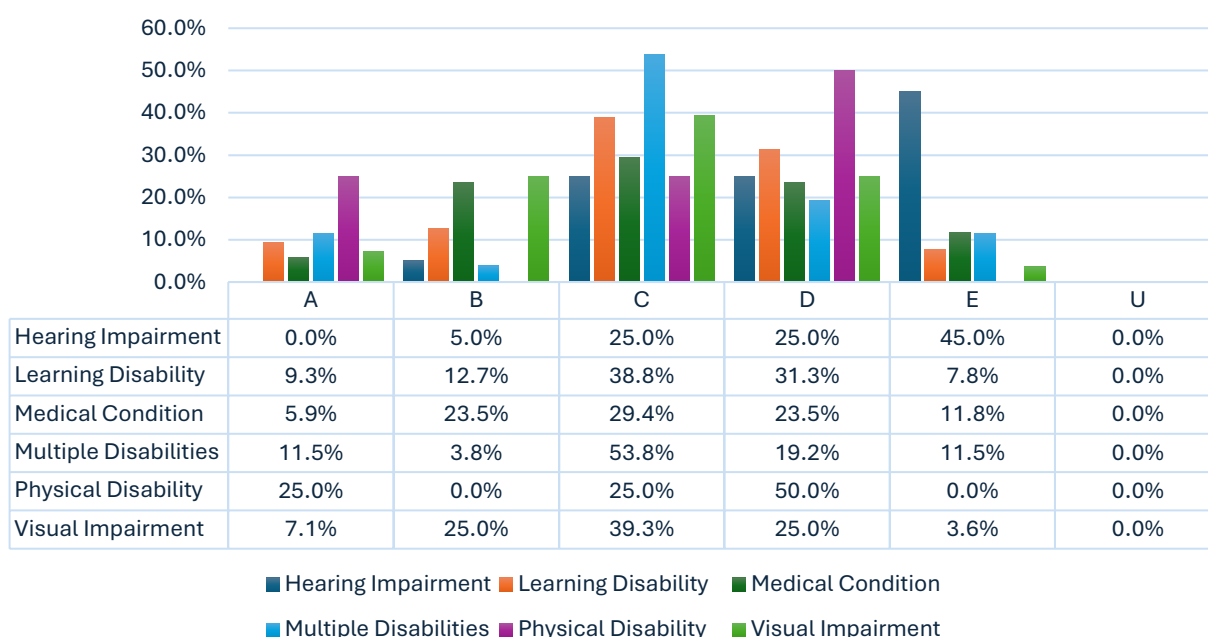


There is a notable improvement in performance of candidates with special educational needs between 2024 and 2025 at Grades A to C, while a decline was experienced at Grades D and E.

3.9 Performance by Special Educational Need Type

The Special Educational Need types accommodated are: Hearing impairment, Learning Disability, Visual Impairment, Multiple Disability, Medical Conditions and Physical Disability. Figure 3.9 shows the performance of candidates by special educational need categories.

Figure 3.9: Performance by Special Educational Needs Type



The special educational needs candidates were awarded grades A to E at varying levels for different categories, implying that access arrangements prove to be helpful. However, majority of candidates

are awarded grades C and D across categories. Worth noting is that there are no candidates denoted with letter U.

3.11 Summary of the 2025 PSLE Results

- ✓ There was a total of 52 766 candidates who sat for the 2025 PSLE compared to 53 039 in 2024. This represents a slight decline of 0.51% in candidature between 2025 and 2024.
- ✓ PSLE candidature comprised of 26 233 (49.72%) females and 26 533 (50.28%) males.
- ✓ The percentage of candidates meeting requirements for award of Grade E is 99.91% as opposed to 99.80% in 2024, an improvement of 0.11%.
- ✓ The proportion of candidates achieving an overall Grade D or better has increased by 0.90% from 91.70% in 2024 to 92.60% in 2025.
- ✓ The proportion of candidates obtaining Grade C or better improved by 0.81% from 73.30% in 2024 to 74.11% in 2025.
- ✓ The proportion of candidates awarded Grade B or better also increased by 0.90% from 40.30% in 2024 to 41.20% in 2025.
- ✓ The percentage of candidates obtaining Grade A stands at 21.42% compared to 21.10% in the previous year, which is an improvement of 0.32%.
- ✓ Female candidates continue to perform better than their male counterparts across all subjects and at overall level.