

**JUNIOR CERTIFICATE
EXAMINATIONS**



BOTSWANA
EXAMINATIONS
COUNCIL

**2021
SUMMARY OF
PROVISIONAL
RESULTS**

21

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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 in to senior secondary education and vocational & technical education as well as the world of work. The assessment of the 2021 cohort was carried out on seventeen (17) syllabuses through eleven (11) multiple-choice components, twenty-seven (27) open-ended components, three (3) practical examinations and eight (8) coursework assessment components. The 2021 cohort comprised of candidates from public schools, private schools and individuals who registered with BEC.

The administration report is intended to provide a background to the environment under which the 2021 examinations were conducted. Generally, the administration went well although there were a few incidents that were recorded.

1.1 Administration of the 2021 Junior Certificate Examination

1.1.1 Registration

Registration was conducted through the online facility. All Centres registered online. The main challenge was that of some Centres failing to meet the deadlines for submission of their registration entries as well as syllabus amendments. The BEC has however, applied penalties to those who failed to meet the deadlines, and it is hoped that Centres will improve and this will eventually improve the overall efficiency of the administration of the examination.

1.1.2 Registration of Centres

In this cycle 248 Centres registered candidates compared to 246 in 2020. Out of the 248 centres, 209 were government school centres, 15 were private school centres and 24 were private centres.

1.1.3 Registration of Candidates

Table 1.1 below shows the number of candidates who sat the examination from 2017 to 2021. An increase has been noted across all centre types in 2021 when compared with 2020.

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Table 1.1: Candidature for the Years 2017 to 2021

	Government Candidates	School Centre	Private Centres	School Candidates	Private Candidates	Centre	Total Number
2021	42,373		720		3,139		46,232
2020	40,619		657		2,671		43,947
2019	38,608		619		1,824		41,051
2018	38,409		779		1,551		40,739
2017	38,668		613		1,319		40,600

1.2 Examinations under COVID-19 Conditions

All the JCE Centres were provided with regulatory documents on how to administer examinations during the COVID-19 period. Arrangements were made for Centres that had closed for COVID-19 exposure, candidates on quarantine or isolation to ensure that candidates did not miss any of the examinations, be they practical or written examinations. In addition, the deadlines for capturing of coursework marks on Malepa were extended by three to four weeks while practical examinations were re-scheduled to take into account preparatory time lost by schools during the schools' closure period.

To a very large extent most Centres adhered to the guidelines and health protocols in 2021 just as they had done in 2020. Twelve (12) cases of COVID-19 were reported in 2021 compared to two hundred and eighteen (218) reported in 2020. None of the candidates reported missed any examinations due to COVID-19. The candidates were invigilated according to the guidelines provided and Centres submitted reports on the administration of the examinations.

1.3 Compliance to Examination Regulations

Due to the outbreak of the COVID-19 pandemic and in line with the National COVID-19 Health protocols of maintaining social distancing amongst others, the JCE Chief Invigilators were trained virtually using 'Microsoft Teams Platform' from 14 - 16 September 2021. The training of Chief Invigilators is critical as it is meant to ensure that examinations personnel is equipped to conduct examinations in accordance with set standards. A total of 244 Centres were able to log on and attend while only four (4) Centres experienced connectivity challenges. Overall, the Centres complied with the laid down guidelines during the conduct of examinations even though there were a few reports of maladministration. There were no cases of malpractice recorded at this level in this cycle.

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1.4 Maladministration and Malpractice Cases

1.4.1 Maladministration Cases

Four (4) cases of maladministration as shown in **Table 1.2** below were reported at JCE in 2021 which was the same as in 2020.

Table1.2: Incidents Recorded at JCE

Incident type	No. of Centres	BEC immediate response	Action taken
Wrong opening of question paper packets. The following components were wrongly opened: <ul style="list-style-type: none">• Setswana 11/1 instead of 11/2• Social Studies (Modified) paper 15/1 instead of Social studies 15/2• Religious Education 31/1 instead of 31/2• Design & Technology 17/1 instead of 17/2.	4	The centres were advised to secure the question papers until the scheduled time of the examinations.	The Centres were written cautionary letters and advised on the relevant clauses to follow in the Guidelines for Conduct of Examinations.

1.4.2 Malpractice Cases

There were no malpractice cases recorded at JCE in 2021 compared to a total of six (6) recorded in 2020. Usually all the cases of malpractice identified in the past would involve coursework components and would be brought up during moderation. However, this year there was no visiting or central moderation as the BEC used a different model for moderation which is also expected to pick irregularities in candidates' marks submitted.

1.5 Coursework Moderation and Marking

1.5.1 Moderation of Coursework Marks

In 2021 JCE coursework marks were moderated statistically for the first time and Centres were requested to enter marks in Malepa and also submit projects, summary mark sheets and folios to BEC to facilitate the statistical moderation. A schedule of dates for capturing marks into Malepa by centre personnel was shared with Centres and most of them complied even though some marks were captured well after the deadlines had passed.

The statistical moderation procedure was designed here at the BEC and tested on historical data to ensure that it yields the comparable outcomes.

1.5.2 Marking

1.5.2.1 Examiners

A total of 2,178 examiners were engaged to mark the 2021 JCE written papers compared to 2,220 in 2020. All the components completed marking on the scheduled date of 24 December 2021 including the Setswana Paper 2 which in the past would have been completed later than other components. Three hundred and sixty-six (366) independent checkers were engaged in 2021 to check all the JCE marked components compared to five hundred and thirty-nine (539) engaged in 2020. The fewer number was due to unavailability of the required personnel and it resulted in the delays in the processing of data for the 2021 series.

The JCE marking was once again decentralised in 2021 as it was in 2020 but to only two marking venues in the Greater Gaborone when compared to six venues across the country in 2020. The move was necessitated by the decrease in national statistics on COVID-19 positive cases and also the nationwide vaccination campaigns aimed at reducing the risk of transmission. A total of seventeen (17) cases of COVID-19 compared to one (1) in 2020 were reported amongst examiners from the two marking venues; Naledi SSS and St Joseph's College. The cases were reported towards the end of marking exercise and therefore did not cause any disruptions to the marking process.

1.5.2.2 Marking Fees

JCE examiners did not raise any issues in 2021 regarding the set composite marking fees except the French examiners who raised a concern that the use of checkers eroded their overall claims as they felt their remuneration was low. The examiners were requested to put down their concerns in writing and submit to BEC.

1.6 Access Arrangements and Special Consideration

1.6.1 Applications for Access Arrangements

A total of 1,356 applications were received in 2021 compared to 1,425 in 2020 as shown in **Table 1.3**. Out of the 1,356 applications, 1,211 (89%) candidates provided supporting evidence and 145 (11%) applications did not. There was a notable decrease of 4.8% in the applications received in 2021 compared to applications in 2020. The decrease could be attributed to the fact that in 2021 there was strict adherence to the set deadlines including extensions for the provision of supporting evidence.

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Table 1.3: Status of Provision of Supporting Evidence

Status	Number of Candidates				
	2017	2018	2019	2020	2021
Provided	401	834	1,070	1,104	1,211
Outstanding	167	172	181	321	145
Total	568	1,006	1,251	1,425	1,356

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

1.6.2 Applications by Special Needs Type and Access Arrangement Type

The applications received this year were more of the same special needs type as those received in previous years, however, there was a decrease in number of requests for most access arrangements.

Table 1.4 shows the types of access arrangements that candidates applied for. There was a notable decline in all the applications except for Enlarged Print, Braille and Practical assistant while requests for coloured paper stayed the same. All the JCE centres specified the access arrangements requested.

Table 1.4: Access Arrangements Types

Access Arrangements	Number of Candidates					
	2016	2017	2018	2019	2020	2021
Modified Papers (LD & Extra-time)	326	160	595	452	679	489
Modified Papers (Hearing Impairment)	25	23	25	31	18	14
Extra-time	38	207	515	763	1,025	932
Enlarged Print	26	44	28	56	47	52
Reader	214	208	502	629	797	672
Scribe/Oral Response	150	163	400	690	863	583
Braille	13	14	5	11	3	7
Assistive Technology Devices	0	14	15	1	6	7
Rest Breaks	32	36	25	49	156	74
Exemptions from Setswana	26	23	25	31	18	14
Preferential Sitting	13	8	9	0	58	32

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Coloured Paper	1	0	1	0	1	1
Exemption from English Listening Comprehension for Hard of Hearing and Deaf Candidates	26	23	27	31	18	14
Practical Assistant	18	14	3	64	43	45

1.6.3 Applications for Special Consideration

Sixty-seven (67) candidates from forty (40) Centres applied for special consideration in 2021. The number of applications increased from fifty-eight (58) in 2020 to sixty-seven (67) in 2021, which is an increase of 15.5%. All sixty-seven (67) candidates provided supporting evidence which is 100% as it was in 2020.

Table 1.5: Applications by Special Consideration Type

Special Consideration Type		Number of Candidates With Supporting Evidence	Number of Candidates Without Supporting Evidence	Total
Ill-health	COVID-19 related	13	0	13
	General ill-health	43	0	43
Bereavement		8	0	8
Other		3	0	3
Total		67	0	67

1.7 Processing of the JCE data

The processing of marks for JCE went well despite some challenges experienced which resulted in delays in the conclusion of the processing of the data. The main challenges experienced are summarized below.

1.7.1 Scanning

The scanning of the JCE data was conducted as per the revised schedule and was concluded on 10 January 2021. Below are issues that affected the speed of the scanning process and subsequently the overall processing of marks for the 2021 JCE:

- Errors in the answer sheets due to non-personalisation of the forms
- Constant breakdown of the obsolete OMR scanners.

1.7.2 Online data capturing

Online data capturing of marks for senior examiners was planned to be done at the two marking venues from 13 to 24 December 2021. Eleven (11) 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 2022. The major huddles experienced were:

- Shortage of equipment and the new procedure for tracking the scripts
- Interruptions in internet connectivity.

PART II TECHNICAL REPORT

2.0 Introduction

This part of the report presents the outcomes for the 2021 Junior Certificate Examination (JCE) focusing on government centre population only which is considered to be stable therefore enabling reliable comparisons across years.

The assessment structure for 2021 was the same as that of 2020 which was a total of 17 syllabuses comprising a total of 49 components of which 11 are Multiple-Choice, 27 open-ended, 3 practical examinations and 8 coursework. It is worth noting that from the 49 components, only 5 were exclusively available to private candidates and these are 1 component of Agriculture, 2 components for General Science and 2 components for Business subjects. Unlike in the previous year, candidates taking Agriculture in government centres were assessed through the usual coursework and not the alternative to coursework.

Candidates at JCE are graded at syllabus level. The syllabus grades are then aggregated following a 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.

During the 2021 examination series, candidates were provided with an opportunity to show what they know and what they can do, and to the same level of demand as in previous years. The 2021 cohort had to show what they know and what they can do under a challenging environment which was similar to that of their immediate predecessors due to the COVID-19 pandemic. Although the environment was similar, the magnitude of the impact experienced by the 2021 cohort extended over a period of two years compared to that of the previous cohort which was impacted for only one year. The impact of the pandemic meant that candidates taking examinations in 2021 and even 2020 are **likely** to demonstrate a lower level of knowledge, skills and understanding at an overall national level, than those of previous years, through no fault of their own. Therefore, in subjects where this was evident, a post examination adjustment that compensates candidates who were disadvantaged at the time of the examination due to circumstances beyond their control was applied at a national level as impact at individual candidate level could not be easily quantified. It should be noted that such procedure is part of best practice in exercising the principle of fairness given that the circumstances experienced by candidates were beyond their control.

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It should further be noted that application of the procedure will not change the circumstances that the cohort faced as it also ensures that the integrity of the assessment is **not** compromised.

2.1 Summary of candidate scores across syllabuses

Table 2.1 shows a summary of candidates' raw scores across syllabuses expressed as percentages for the years 2019, 2020 and 2021. The syllabus score gives an indication about the ability of a test taker even though it may be affected by the quality of the test. For large populations like the JCE cohort, the mean score values are expected to be around 50%.

Table 2.1: Percentage Syllabus Mean Scores from 2019 to 2021

Syllabus	Syllabus Mean Score (%)			
	2019	2020	2021	Diff. 2021-2019
Setswana	43.89	43.40	44.27	0.38
English	45.48	43.66	47.79	2.31
Mathematics	33.63	29.86	33.59	-0.04
Science	31.15	32.00	29.51	-1.64
Social studies	38.81	45.05	35.18	-3.63
Agriculture	55.74	42.58*	54.56	-1.18
Design and Technology	45.19	49.63	43.55	-1.64
Home Economics	49.89	52.45	50.74	0.85
Commerce and Office Procedures	31.92	31.91	28.93	-2.99
Commerce and Acc	30.39	31.43	28.77	-1.62
Religious Education	44.28	47.52	45.23	0.95
Art	56.08	53.01	53.95	-2.13
Moral Education	41.99	44.79	39.72	-2.27
French	30.55	34.09	29.89	-0.66
Music	41.65	39.72	40.11	-1.54
Physical Education	43.30	47.74	46.18	2.88

Art, Home Economics and Agriculture are the only subjects with a syllabus mean score above 50%. However, Religious Education, Physical Education and English have syllabus mean scores below but close to 50%. The remaining 10 syllabuses have syllabus mean scores below 45% and as low as 28% for Commerce and Accounting.

It can be observed that the mean scores across syllabuses tend to be lower than the expected 50%. Furthermore, it can be observed that there has been a general decline in mean scores across syllabuses with reference to 2019, a year before the outbreak of COVID-19. This trend is much likely to be pointing towards a cohort that was disrupted by a challenging environment to acquire the necessary knowledge and skills.

2.2 The Grading Process

Normally grading decisions at JCE are based on a combination of professional judgement and statistical evidence where professional judgement is made by marking teams led by Principal Examiners (PE) and the statistical evidence is interpreted by Product Development Officers. However this year, grading decisions relied heavily on statistical evidence than professional judgement in an effort to mitigate the impact of the COVID-19 pandemic. This is an approach usually adopted in situations where a candidate(s) were disadvantaged at the time of the examination due to circumstances beyond their control.

2.2.1 Grading and Awarding

The Grading Advisory Committee (GAC) which is a validation structure for the recommended grading decisions sat from the 18 to 20 January 2021. The GAC had representation from within BEC and stakeholder representation comprising of two Officers from the Ministry of Basic Education; one from the Department of Planning, Educational Research & Statistics and the other from the Department of Curriculum Development & Evaluation as well as an Officer from Botswana Open University.

The committee approved recommendations regarding grade thresholds to be applied for the 2021 examination for all the 49 components of the 17 syllabuses.

2.3 Validation of Prospective Results

The prospective results were validated as per best practice after application of the GAC approved grade thresholds.

2.3.1 Examination Administration Incidents Log

The 2021 Examination administration incidents log was consulted to identify incidents with a potential of compromising the integrity of the examination. The results of the concerned centres were interrogated for any anomalous performance trends and it was established that none of the centres had an unusual performance.

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2.3.2 Drastic changes in performance

Another validation step involved checking drastic changes in percentage of candidates obtaining Grade C or better. The results for all of the centres with drastic changes were interrogated and the changes were deemed legitimate.

2.4 Outcomes of Grading

This section presents outcomes at syllabus and qualification level for government centres only.

2.4.1 Performance at Syllabus Level

2.4.1.1 Quantitative description

Table 2.2 presents performance of the 2021 and 2020 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.

Table 2.2: Cumulative Percentages at Syllabus Grade for 2021 and 2020 with Differences

Syllabus	Cumulative % at Grade						
	Year	A	B	C	D	E	U
Setswana	2021	0.3	5.21	21.49	67.21	89.51	99.95
	2020	0.26	4.42	23.35	70.13	89.79	99.95
	Diff.	0.04	0.79	-1.86	-2.92	-0.28	0
English	2021	1	11.2	33.1	60.2	79.8	99.9
	2020	0.95	10.54	32.14	58.89	78.49	99.95
	Diff.	0.05	0.66	0.96	1.31	1.31	-0.05
Mathematics	2021	4.4	11.8	23.5	46.4	79.5	100
	2020	4.54	11.06	23.35	44.56	78.57	100
	Diff.	-0.14	0.74	0.15	1.84	0.93	0
Science	2021	2.6	8.1	16.6	44.6	82.2	100
	2020	2.83	8.92	18.04	45.79	83	100
	Diff.	-0.23	-0.82	-1.44	-1.19	-0.8	0
Social Studies	2021	0.4	6.1	24.7	55	80.1	100
	2020	0.48	9.11	29.41	57.97	80.58	100
	Diff.	-0.08	-3.01	-4.71	-2.97	-0.48	0
Agriculture	2021	1.1	16	47.3	80.1	96.1	100
	2020	1.28	17.06	47.08	78.15	95.61	100
	Diff.	-0.18	-1.06	0.22	1.95	0.49	0
Design and Technology	2021	1.7	6.2	16.2	54.5	83.4	99.6
	2020	1.38	6.02	15.69	53.31	82.59	100
	Diff.	0.32	0.18	0.51	1.19	0.81	-0.4

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Home Economics	2021	0.1	3.9	27	68.5	90.8	99.8
	2020	0.11	4.32	27.08	69.97	91.87	99.8
	Diff.	-0.01	-0.42	-0.08	-1.47	-1.07	0
Commerce and Office Procedures	2021	0.1	1.4	8.9	40.5	75.7	99.6
	2020	0.06	1.92	10.5	41.45	75.93	99.8
	Diff.	0.04	-0.52	-1.6	-0.95	-0.23	-0.2
Commerce and Accounting	2021	0.1	4.7	23.3	46.6	74.4	99.3
	2020	0.1	4.09	21.85	46.18	77.08	99.7
	Diff.	0	0.61	1.45	0.42	-2.68	-0.4
Religious Education	2021	4.3	16.9	36.3	64.4	84.9	99.7
	2020	4.22	18.25	36.03	67.88	88.57	99.9
	Diff.	0.08	-1.35	0.27	-3.48	-3.67	-0.2
Art	2021	2.3	22	60.9	93	99	99.8
	2020	2.23	22.91	63.28	92.78	99.16	99.9
	Diff.	0.07	-0.91	-2.38	0.22	-0.16	-0.1
Moral Education	2021	3.7	16.5	35.4	58.2	77.6	100
	2020	3.51	16.17	36.53	59.3	75.4	99.9
	Diff.	0.19	0.33	-1.13	-1.1	2.2	0.1
French	2021	3.6	8.7	17	37.5	67	99.5
	2020	2.73	7.95	15.47	38.53	67.29	100
	Diff.	0.87	0.75	1.53	-1.03	-0.29	-0.5
Music	2021	1.6	13.1	35.9	67.7	86.8	99.4
	2020	0.56	7.59	27.88	65.76	86.18	100
	Diff.	1.04	5.51	8.02	1.94	0.62	-0.6
Physical Education	2021	3.5	11	24.2	52.7	79.9	99.8
	2020	1.91	8.64	21.93	52.79	79.9	99.9
	Diff.	1.59	2.36	2.27	-0.09	0	-0.1
Key Grades Significant: Increase Decline							

2.4.1.1.1 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 Setswana, Agriculture, Home Economics and Art. This indicates that, in the majority of the syllabuses, more than 10% of the candidates and as high as 33% for French are not awarded a syllabus grade and therefore assigned letter **U**. It ought to be noted that the curriculum for the French syllabus has been revised and currently the design for its assessment is under development for first examination in 2023.

From table 2.2, syllabuses not cumulating to 100% at U indicate that there are some candidates who did not meet the requirements for grading and are currently assigned letter X. These candidates will

be graded and awarded a syllabus grade accordingly once they have satisfied the requirements for grading.

2.4.1.1.2 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. It is worrisome that the Commerce and Office Procedures syllabus continues to be the lowest with about 09% of candidates awarded grade C or better. This indicates that very few candidates gain any useful knowledge and skills from the syllabus. BEC will continue to engage with the relevant stakeholders on how to mitigate this unsatisfactory performance.

2.4.1.1.3 Changes in performance

Performance across syllabuses has remained more or less the same between 2020 and 2021 for 9 syllabuses and only changed significantly in 7 syllabuses and it is worth noting that 4 of these significant changes are in the negative whilst 3 are in the positive. The syllabuses showing a positive significant change at one of the key grades are Moral Education, Physical Education and Music. Those showing a significant decline in one of the key grades are Social Studies, Commerce & Accounting, Religious Education and Art. The significant decline in cumulative percentage at grade C or better is noted only in Social Studies and Art while for Commerce & Accounting and Religious Education, is evident only at grade E or better.

2.4.1.2 Qualitative description

The description is meant to give a synopsis on the quality of candidates' work for the syllabuses showing significant decline in performance in at least one of the key grades.

Art: As in the previous year, most candidates displayed limitation in the skill of creativity when carrying out their projects on Observation Drawing. While some candidates demonstrated effective use of media as well as good organization of space and special relationships, many candidates were limited in the use of Art elements and principles.

Social Studies: Candidates had challenges in using factual knowledge and stimulus material to explain, discuss and evaluate issues. They could hardly make well-reasoned and balanced judgments on socio-economic, cultural and political issues presented. Furthermore, Candidates displayed weaknesses on research skills unlike the previous cohort who were comfortable in coming up with research titles, objectives, findings and drawing conclusions.

Religious Education: The cohort this year, unlike in 2020 had limited understanding and ability to expand on various religious concepts. Furthermore, a good number of candidates could not

adequately handle given information to solve problems. Where they were able to state a concept, more often, they would fail to explain, apply or further elaborate on aspects of a given religion. Even if they try to raise issues, their level of discussion was not satisfactorily balanced.

Commerce and Accounting: The 2021 cohort could not explain business concepts since they failed to even state the facts related to a concept. Candidates are expected to select and classify simple business information, however the 2021 cohort could only select information but limited in classifying business information appropriately. Candidates also displayed inadequate business and entrepreneurial skills as they failed to perform simple business transactions when compared to their counterparts of 2020.

What is evident is that candidates were a lot more challenged across syllabuses unlike in the previous year where the challenges were concentrated in skill based syllabuses. This could be suggestive of the fact that they had insufficient time for a proper teaching and learning process due to disruptions caused by the COVID-19 pandemic which might have ultimately impacted on their acquisition of general knowledge and skills. It is worth noting that all syllabuses and indeed syllabuses in this category were accorded special consideration at cohort level as the impact was due to factors out of the control of candidates.

2.4.2 Performance at Qualification Level

Overall performance of the 2021 cohort in government centres has remained more or less the same as that of the 2020 cohort. There are insignificant negative differences in cumulative percentages recorded across most qualification grades.

Table 2.3 shows the number of candidates at each qualification grade, percentage at grade, cumulative percentage at grade (correct to 1 decimal place) and the difference in cumulative percentages at a grade between 2021 and 2020.

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Table 2.3: Performance at Qualification Level

Year Frequency		Merit	A	B	C	D	E	U	X
2021	No. at grade	13	541	4170	10269	14738	5757	6534	351
	% at grade	0.0	1.3	9.8	24.2	34.8	13.6	15.4	0.8
	Cum. %	0.0	1.3	11.2	35.3	70.1	83.7	99.1	100.0
2020	No. at grade	11	485	4188	9838	14129	5 479	6402	97
	% at grade	0.0	1.2	10.3	24.3	34.9	13.5	15.8	0.2
	Cum. %	0.0	1.2	11.6	35.8	70.7	84.2	99.8	100.0
Diff. in cum. %		0.0	0.1	-0.4	-0.5	-0.6	-0.5	-0.7	0.0

The overall pass rate at qualification level (Grade E or better) stands at **83.7%**, of which **35.3%** are credit grades. This is in comparison with the overall pass rate of **84.2%** and **35.8%** credit grades in 2020 which indicate an insignificant decline of **0.5%** in the overall pass rate and another insignificant decline of **0.5%** in the credit grades.

What is worth noting is that, **15.4% (6 534)** of candidates compared to **15.80% (6 402)** of the previous year, are assigned letter **U**. In conclusion, the overall performance this year is at the same level as that of 2020.

Further to note is that, 351 candidates did not meet requirements for grading at qualification level therefore denoted with letter **X**. The candidates will be graded and awarded qualification grades accordingly once they have satisfied requirements for grading. In 2020 at the point of results release, there were 97 such candidates.

2.4.2.1 Outstanding performance

The attainment of a Merit is classified as outstanding performance. The requirement for a Merit, is at least 7 grade A's at syllabus level following a prescribed criteria. In this series, 13 candidates (12 females and 1 male) from 12 different centres across regions qualify for the award of a Merit compared to 11 candidates from 11 different centres in the previous year. This year, 1 centre has 2 candidates who qualified for the award of a Merit unlike in the previous year where the 11 candidates came from different centres. One of the 12 centres this year was amongst the 11 centres that had a candidate

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who was awarded a Merit in the previous year indicating a random distribution of the outstanding performance across centres.

Of the 13 candidates qualifying for the award of a Merit, 5 candidates obtained grade A in all of their 9 syllabuses compared to 1 candidate in the previous year. Further to note is that all the 13 candidates obtained grade A at PSLE with 7 of them having obtained straight A's in the PSLE syllabuses.

PART III RESULTS ANALYSIS

Part III of the 2021 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

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3.0 Candidature

The total candidature in 2021 was 46232, which is an increase of **5.35%** from 2020. Of the 46232 who sat for the 2021 examinations, 23629 (51.1%) were females and 22603 (48.9%) were males.

The general picture 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.

Table 3.1: Candidature by Subjects, Gender and Year of Examination (2019 – 2021)

SUBJECTS	2019			2020			2021		
	All	Male	Female	All	Male	Female	All	Male	Female
Setswana	40831	20118	20713	43360	21441	21919	45097	22074	23023
English	41031	20212	20819	43739	21622	22117	45852	22448	23404
Mathematics	41025	20207	20818	43804	21634	22170	46022	22492	23530
General Science	2403	1039	1364	3170	1490	1680	3650	1728	1922
Integrated Science	38608	19161	19447	40620	20144	20476	42373	20747	21626
Social Studies	41007	20199	20808	43267	21409	21858	45173	22091	23082
Design & Technology	11092	9267	1825	11620	9689	1931	12114	10152	1962
Agriculture	40983	20197	20786	42977	21229	21748	44658	21834	22824
Home Economics	11261	2757	8504	11685	2797	8888	12343	2827	9516
Commerce and Office Procedure	9747	4187	5560	9366	4042	5324	8754	3765	4989
Commerce and Accounting	7947	3411	4536	8664	3809	4855	9501	4002	5499
Religious Education	16543	5457	11086	16653	5499	11154	17024	5374	11650
Art	10827	7747	3080	11515	8204	3311	12096	8547	3549
Moral Education	40991	20192	20799	43240	21374	21866	45069	22034	23034
French	1528	595	933	1656	599	1057	1670	590	1080
Music	1341	596	745	1621	725	896	1681	794	887
Physical Education	11812	6435	5377	12351	6688	5663	12827	6900	5927
TOTAL CANDIDATURE	41048	20219	20829	43883	21683	22200	46232	22603	23629

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3.1 Overall Performance

The analysis in this section is based on **all candidates** who sat for 2021 examinations from Government or Public School Centres, Private School Centers and Private Centre Candidates.

Table 3.2: National summary of overall grades from 2019 to 2021

Grade	2019			2020			2021		
	Count	%	Cum	Count	%	Cum	Count	%	Cum%
Merit	3	0.01	0.01	11	0.03	0.03	13	0.03	0.03
A	484	1.18	1.19	485	1.11	1.14	543	1.17	1.20
B	4205	10.24	11.43	4187	9.54	10.68	4176	9.03	10.23
C	9833	23.95	35.38	9865	22.48	33.16	10322	22.33	32.56
D	14181	34.55	69.93	14924	34.01	67.17	15367	33.24	65.80
E	6088	14.83	84.76	5947	13.55	80.72	6112	13.22	79.02
U	5920	14.42	99.18	6626	15.10	95.82	6744	14.59	93.61
X	334	0.81	100.00	1838	4.19	100.00	2955	6.39	100.00
Total	41048			43883			46232		

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

The overall pass rate (grade E or better), stood at 79.02% in 2021 compared to 80.72% in 2020 which is a decline of 1.70%. The credit pass rate (grade C or better) is 32.56% compared to 33.16% in 2020, a decline of **0.60%**. Comparing 2020 and 2021, a decline in performance is also observed across all grades with the exception of the Merit and A grades. Thirteen (13) candidates satisfied the award of a Merit in 2021 compared to eleven (11) in 2020. The overall performance is presented in Table 3.2

There is significant increase in the proportion of candidates who were assigned X (**2.20%**). The number of candidates who were assigned X were as follows: 2019 (334), 2020 (1838) and 2021 (2955).

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3.1.1 Comparison of overall grades by type of Centre

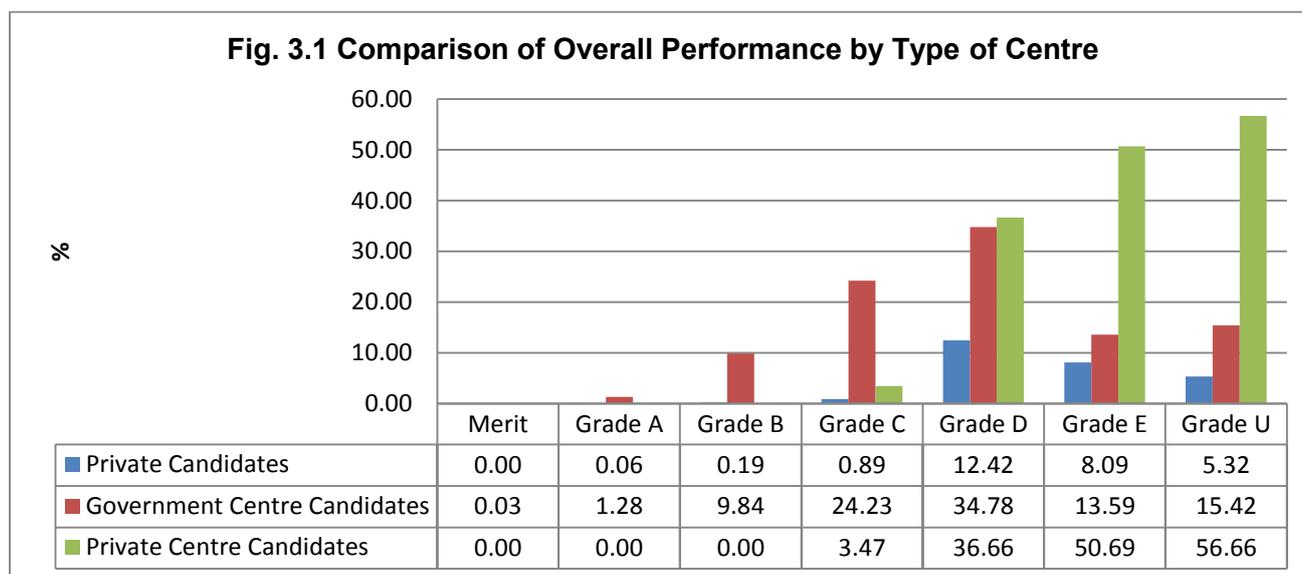


Figure 3.1 presents overall performance of candidates by type of centre at each grade. The results indicate that candidates from government centres recorded the highest proportion in the grades C or better (35.38%) while private centre candidates recorded the highest proportion classified under U at 56.66%.

3.1.2 Performance by Special Needs Candidates

Table 3.3: Categories of Special Needs

SPECIAL NEEDS TYPE	NUMBER OF CANDIDATES	PERCENTAGE
Learning Disability	1118	83.18
Physical Disability	10	0.74
Hearing Impairment	24	1.79
Visual Impairment	78	5.80
Medical Condition	57	4.24
Multiple Disabilities	50	3.72
Other	7	0.52
Total	1344	100.00

Table 3.3 shows type of special needs in the 2021 examination. The major disability is Learning Disability at 83.18% while the rest are below 6%. The Learning Disability category is varied containing learners with dyslexia, intellectually challenged etc.

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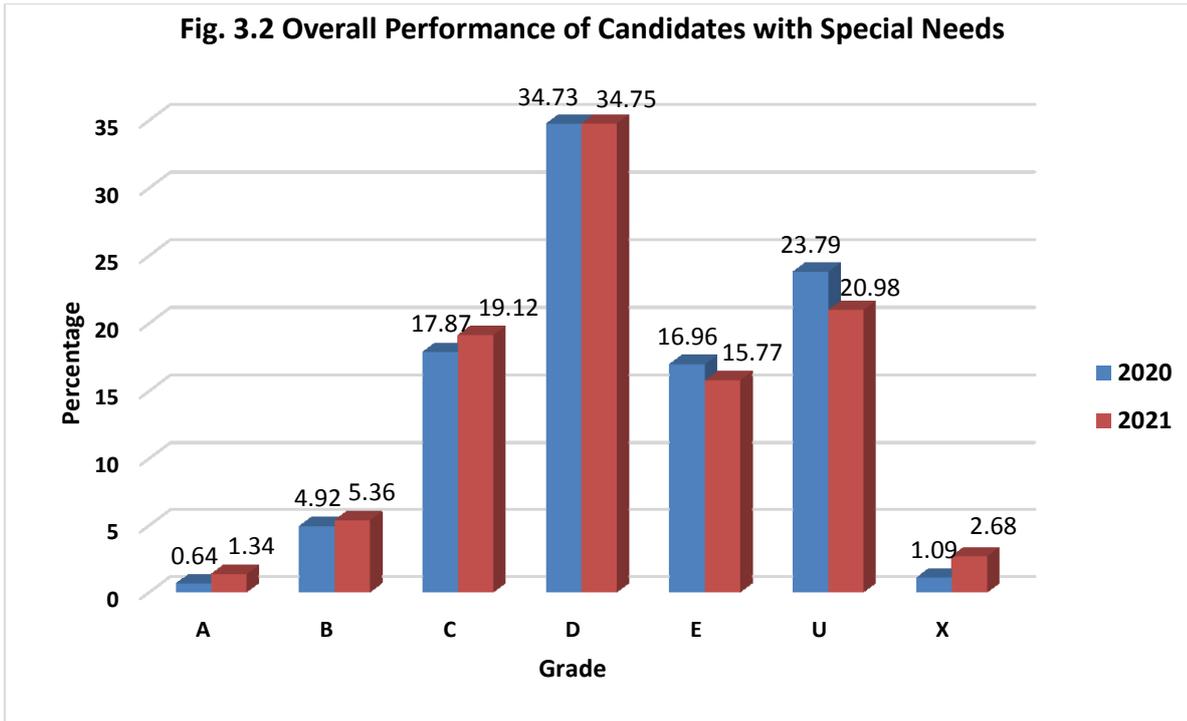


Figure 3.2 presents overall performance of candidates with special needs for the years 2020 and 2021. The candidates' modal grade is D followed by unclassified U for both years. However, the overall pass rate (A-E) is at 76.34% for 2021 which is an increase of 1.22% from 2020 (75.12%). The Credit pass (A-C) is at 25.82% in 2021 which is an increase of 2.39% from 2020 (23.43%). Grade A was attained by 1.34% of the candidates which is an increase of 0.70% from 2020.

Fig. 3.3 Performance by Special Need Type

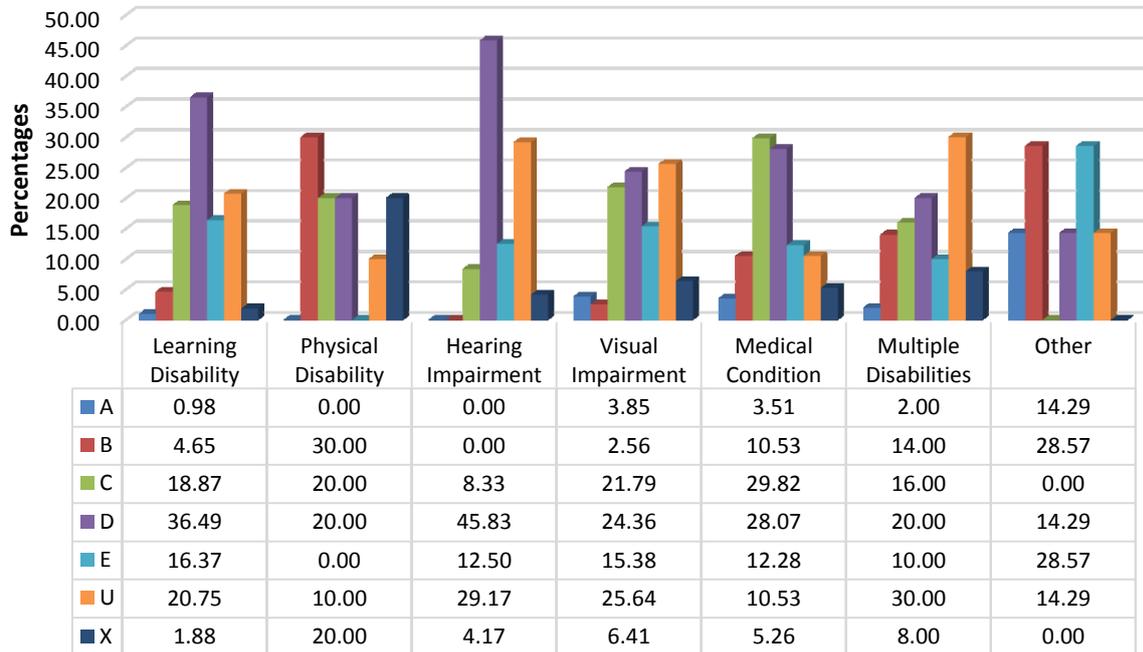


Figure 3.3 presents performance of candidates by type of special need. The graph shows that Learning Disability, Visual Impairment, Medical Condition, Multiple Disabilities and Other special need types have candidates who managed to obtain grade A at 0.98%, 3.85%, 3.51, 2.00 and 14.29% respectively. The special need types with A-C percentage pass of 30% or more are Physical Disability at 50.00%, followed by Other (42.86%) and Multiple Disabilities (32.00%). Hearing Impairment has the largest proportion of candidates at grade D while Multiple Disabilities has the highest proportion of candidates assigned U.

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3.2 Performance by Subject

Table 3.4 shows performance at subject level. There is vast variation between subjects obtaining grade C or better. For example, Art obtained 60.79% while General Science obtained 2.77% (subject offered to private candidates only). Art continues to be consistently the only subject with more than 50% of the candidates obtaining grade C or better across all the three (3) years. The following subjects have the proportion of candidates reaching more than 90% at grade E or better over the two years; Agriculture, Home Economics and Art. Social Studies and Art have significantly declined for candidates obtaining grade C or better. Significant improvements at grade C or better are noted in Music and Physical Education.

Table 3.4: Percentages of All candidates awarded Grade E or better and C or better by subject in 2019, 2020 and 2021

	Grade C or better				Grade E or better			
	2019 (%)	2020 (%)	2021 (%)	% Difference (2020/2021)	2019 (%)	2020 (%)	2021 (%)	% Difference (2020/2021)
SETSWANA	21.75	21.94	20.28	-1.66	90.22	88.54	88.89	0.35
ENGLISH	32.22	30.13	31.12	0.99	78.52	77.50	79.04	1.54
MATHEMATICS	25.57	21.94	21.91	-0.03	78.27	77.05	78.26	1.21
INTEGRATED SCIENCE	17.17	18.04	16.61	-1.43	83.02	82.98	82.27	-0.71
SOCIAL STUDIES	30.74	27.72	23.29	-4.43	84.74	79.72	79.23	-0.49
AGRICULTURE	46.05	45.15	45.32	0.17	97.25	94.37	94.77	0.40
DESIGN & TECHNOLOGY	16.07	15.68	16.25	0.57	82.24	82.57	83.48	0.91
HOME ECONOMICS	29.24	27.06	26.87	-0.19	92.17	91.81	90.71	-1.10
COMMERCE & OFFICE PROCEDURES	7.92	9.10	8.01	-1.09	66.36	69.08	71.58	2.50
COMMERCE & ACCOUNTING	20.02	20.88	22.38	1.50	71.22	74.37	72.39	-1.98
RELIGIOUS EDUCATION	31.89	31.86	32.99	1.13	85.40	85.67	82.82	-2.85
ART	64.16	63.26	60.79	-2.47	99.52	99.12	98.82	-0.30
GENERAL SCIENCE	0.75	1.83	2.77	0.94	57.55	49.08	57.32	8.24
MORAL EDUCATION	36.42	34.76	33.64	-1.12	77.16	74.76	76.89	2.13
FRENCH	17.28	15.40	16.95	1.55	67.03	67.03	66.89	-0.14
MUSIC	29.90	30.35	35.81	5.46	88.73	86.62	86.68	0.06
PHYSICAL EDUCATION	22.90	21.75	24.18	2.43	83.63	79.85	79.90	0.05

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Significant improvements at grade E or better were observed in General Science, Moral Education and Commerce and Office Procedures. On the other hand, Religious Education experienced a significant decline .

3.2.1 Performance in core subjects

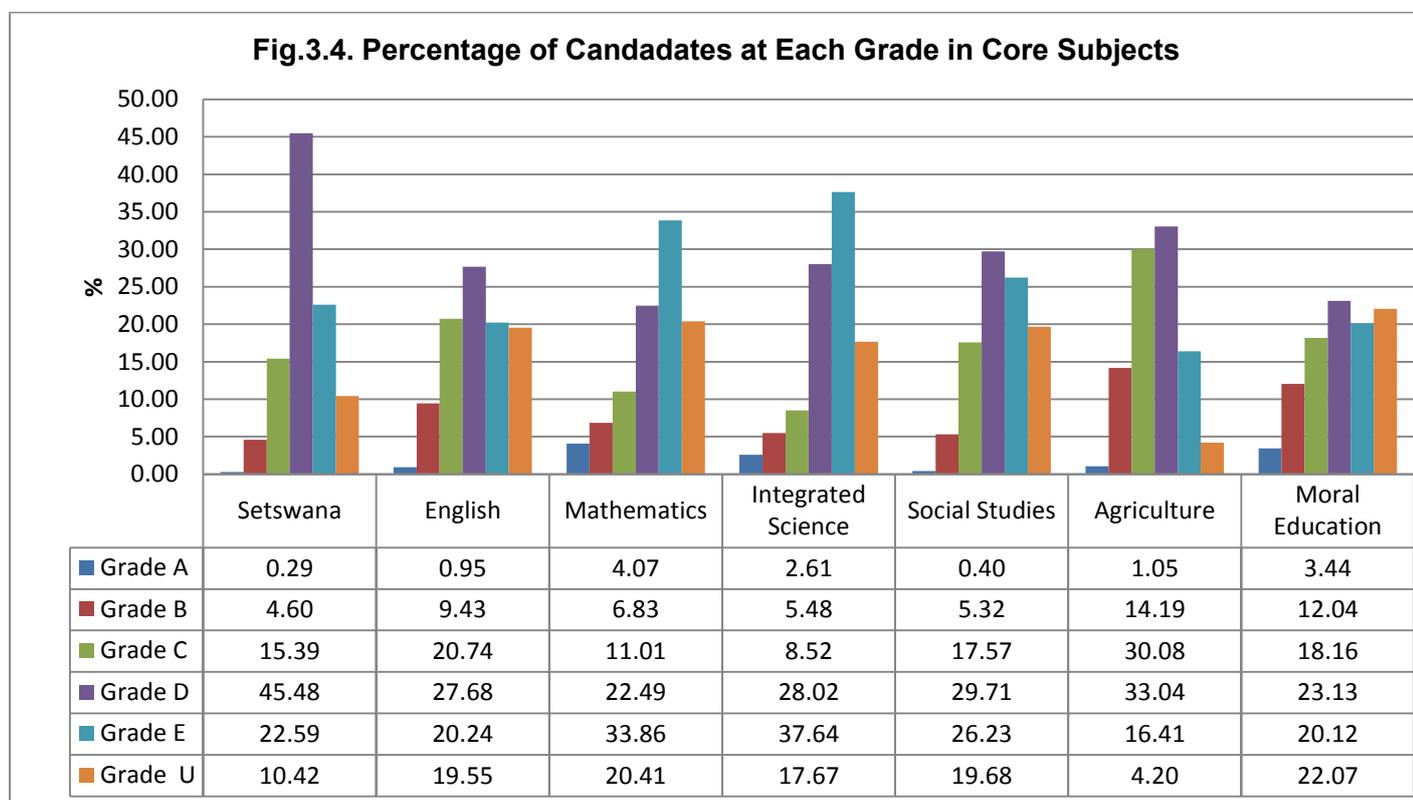


Figure 3.4 presents proportion of candidates at each grade across core subjects. Mathematics has the highest proportion of candidates at grade A (4.07%) while Setswana has the least with 0.29%. Agriculture has the highest proportion of candidates at grade B of 14.19%, while Setswana again has the least at 4.60%. Almost all subjects have grade D as the modal grade, with the exception of Mathematics and Integrated Science with the mode at grade E. The performance distribution depicted at each level shows an indication that large proportion of candidates obtain lower grades. This signifies low performance in Core subjects which are taken by all candidates.

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Fig. 3.5. Percentages of Candidates at Each in Practical Subjects

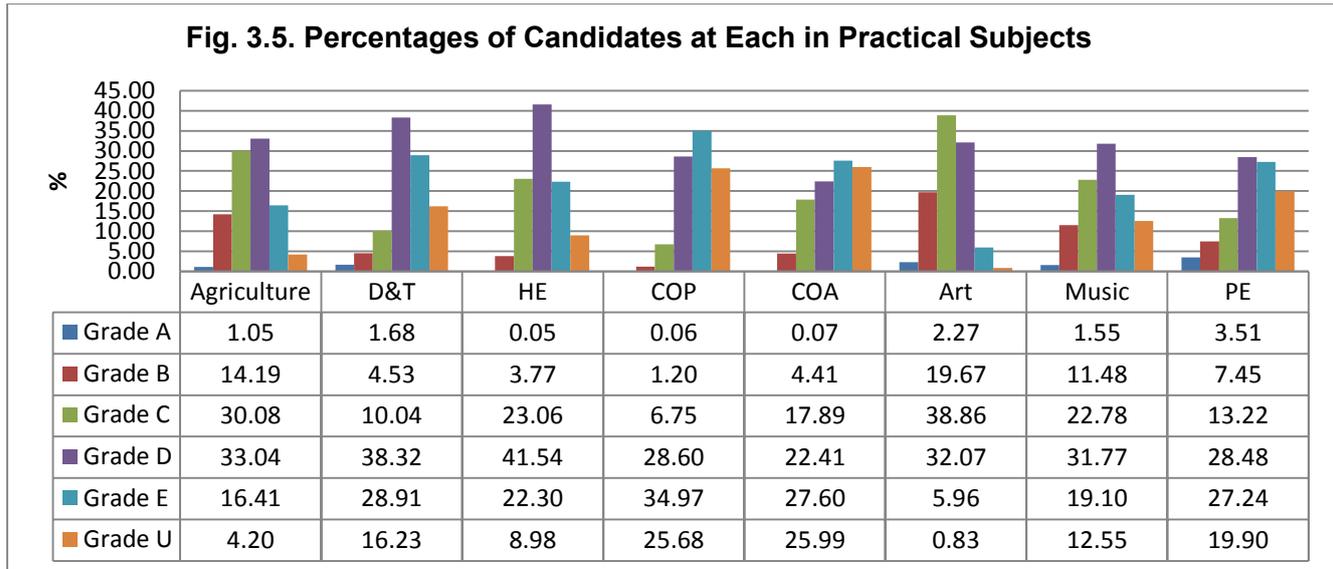


Figure 3.5 presents proportions of candidates at each grade for practical subjects. The same picture observed in core subjects can be seen in practical subjects. More candidates are grouped at grades D or lower. Physical Education has the highest proportion of candidates at grade A (3.51%), while Art has the highest proportion of candidates at grades B (19.67%) and C (38.86%). Commerce and Office Procedures have high proportions of candidates at grade E (34.97%) while Commerce and Accounting has highest proportion of candidates assigned U at 25.99% followed by Commerce and Office Procedures with 25.68%.

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3.3: Performance by Gender

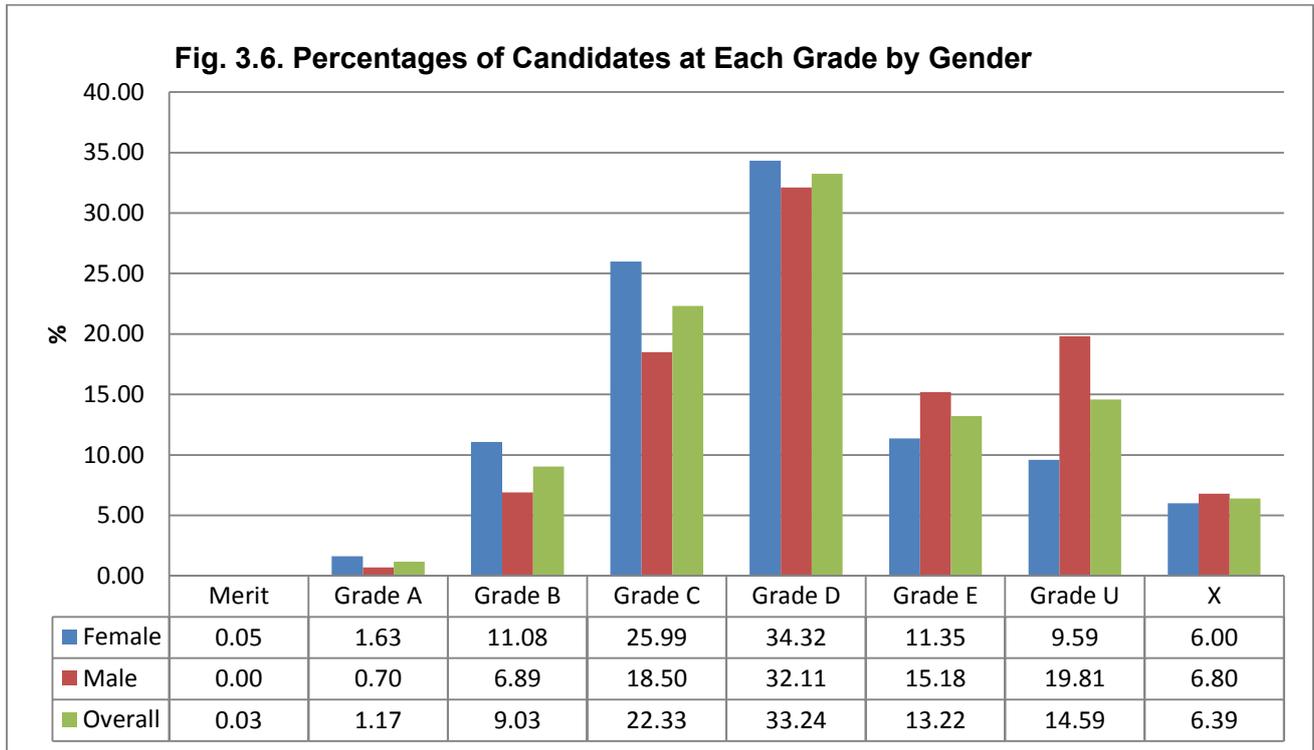


Figure 3.6 shows percentage of candidates at each grade by gender. Gender differentials are more evident at grades A, B and C, where females out-perform their male counterparts. In fact, grades B and C present bigger margins between females and males. For instance, 11.08% of females obtained grade B compared to 6.89% for males, while for grade C females are at 25.99% and males are at 18.50%, a difference of 4.19% and 7.49% respectively. The males have a greater proportion of candidates' assigned U.

Table 3.5 Percentage of Female candidates at each grade by subject in 2019, 2020 and 2021

	A			B			C			D			E			U		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Setswana	0.37	0.38	0.47	6.44	6.20	6.88	24.44	24.96	20.83	48.15	49.07	49.57	15.94	13.29	16.28	4.14	4.69	4.78
English	1.63	1.32	1.53	13.96	12.43	13.35	25.03	25.02	25.70	28.82	28.79	29.04	16.64	18.37	17.56	13.41	12.66	11.44
Mathematics	5.40	4.94	4.78	8.79	7.22	8.09	14.91	13.94	12.47	22.82	23.19	24.38	31.11	33.14	33.96	16.43	16.08	15.00
Integrated Science	2.00	2.69	2.60	5.51	6.55	5.88	10.52	9.88	9.52	31.57	30.17	30.86	37.78	38.74	38.62	12.60	11.91	12.49
Social Studies	0.62	0.60	0.52	10.08	10.40	6.59	24.18	22.34	19.97	31.35	29.74	31.77	24.08	23.32	26.14	9.14	12.41	13.90
Agriculture	1.56	1.59	1.18	17.70	17.88	16.01	30.07	32.02	32.57	34.97	31.95	33.89	13.62	13.34	13.08	1.54	2.10	2.17
Design and Technology	0.99	1.24	1.43	3.62	4.25	3.52	8.33	10.41	9.17	40.05	41.90	41.08	31.95	31.33	32.21	14.96	10.88	12.39
Home Economics	0.12	0.12	0.05	5.03	5.13	4.56	28.74	26.36	26.60	44.38	44.86	43.61	17.26	18.71	19.98	4.47	4.73	5.01
Commerce and Office Procedures	0.05	0.08	0.10	2.09	2.10	1.62	7.82	9.75	8.76	29.30	30.63	33.49	33.40	34.13	36.84	25.61	21.15	16.80
Commerce and Accounting	0.18	0.10	0.07	7.34	4.78	5.36	16.91	20.23	21.08	24.71	27.02	25.86	29.01	29.41	28.46	21.08	17.73	17.82
Religious Education	3.70	4.55	4.74	13.95	14.87	13.27	19.23	18.06	20.33	29.51	31.64	28.77	23.16	21.20	20.51	9.31	7.51	10.55
Art	2.14	2.33	2.28	23.41	22.38	22.43	41.40	42.65	42.63	27.95	27.76	28.32	4.90	4.56	3.63	0.19	0.33	0.45
General Science	0.07	0.00	0.26	0.15	0.18	0.10	0.37	0.95	1.56	5.50	6.43	11.13	43.70	36.55	40.89	41.06	33.63	25.81
Moral Education	4.48	4.53	4.69	15.77	15.61	15.29	23.42	23.13	21.05	24.51	24.56	24.50	16.47	15.30	19.00	14.81	15.70	14.40
French	4.07	3.60	4.54	6.65	5.96	6.57	11.15	9.74	9.81	23.15	28.76	23.89	32.26	31.13	33.61	22.51	20.44	21.02
Music	1.21	0.89	1.92	9.66	9.71	14.99	26.31	27.79	27.85	41.48	39.84	33.37	16.51	14.40	15.56	4.83	7.37	5.41
Physical Education	2.85	2.10	3.78	7.74	7.42	7.76	14.04	14.74	14.48	33.14	33.69	29.39	30.41	27.65	28.68	11.83	14.22	15.83

Table 3.5 depicts performance of females over a three-year period (2019 – 2021). Across the three years, the proportions at each grade have been somewhat consistent. Mathematics, Religious Education and Moral Education have the highest proportion of female candidates obtaining Grade A. General Science recorded the highest proportion of candidates assigned U at 25.81% although it was an improvement from 2020 (33.63%).

Table 3.6 Percentage of Male candidates at each grade by subject in 2019, 2020 and 2021

Subject	A			B			C			D			E			U		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Setswana	0.05	0.11	0.10	1.70	1.51	2.22	10.22	10.52	9.72	42.12	44.41	41.21	30.86	26.52	29.18	14.68	15.68	16.31
English	0.68	0.44	0.36	6.71	5.32	5.35	16.19	15.53	15.56	26.68	24.76	26.27	20.48	22.80	23.04	28.89	29.88	28.01
Mathematics	4.30	3.48	3.33	6.32	4.94	5.52	11.33	9.26	9.47	19.84	18.08	20.52	31.59	35.77	33.75	26.23	27.16	26.07
Integrated Science	2.14	2.97	2.62	5.15	5.61	5.05	9.02	8.34	7.49	27.02	25.26	25.06	35.26	35.63	36.62	21.37	22.16	23.06
Social Studies	0.31	0.30	0.27	6.41	5.75	3.98	19.75	15.93	15.06	28.07	27.08	27.55	24.47	23.86	26.33	20.62	25.90	25.03
Agriculture	1.44	0.84	0.91	14.63	11.89	12.29	26.60	25.93	27.48	34.78	32.04	32.15	19.10	21.23	19.88	3.08	7.03	6.32
Design and Technology	1.36	1.40	1.72	5.76	4.72	4.73	9.57	9.52	10.20	35.49	36.76	37.79	29.52	28.86	28.27	18.27	18.69	16.97
Home Economics	0.00	0.07	0.04	1.27	1.25	1.10	13.64	11.26	11.14	38.45	36.54	34.56	28.44	31.96	3.14	18.21	18.91	22.36
Commerce & Office Procedures	0.02	0.02	0.00	0.91	0.96	0.64	4.28	4.38	4.09	19.85	21.92	22.12	32.94	31.79	32.48	40.55	38.03	37.45
Commerce and Accounting	0.21	0.08	0.07	3.58	2.60	3.10	10.38	12.81	13.52	17.97	18.48	17.67	29.84	31.24	26.41	37.23	33.89	37.21
Religious Education	1.81	2.00	2.07	7.31	7.18	7.22	12.63	11.26	12.10	26.50	27.97	24.56	28.70	27.82	26.46	21.57	19.79	24.13
Art	2.62	2.19	2.26	22.24	19.98	18.52	38.20	39.43	37.29	29.22	30.22	33.63	7.14	7.07	6.93	0.50	1.00	0.99
General Science	0.10	0.00	0.06	0.10	0.60	0.52	0.77	2.01	3.13	15.88	12.82	19.50	50.91	39.26	37.85	25.12	22.68	17.77
Moral Education	2.14	2.04	2.14	9.31	8.15	8.64	17.51	15.87	15.13	22.22	22.19	21.69	18.26	17.95	21.29	30.18	32.75	30.10
French	1.51	1.17	1.86	3.03	3.84	2.37	5.55	3.51	5.42	11.93	12.69	13.90	28.91	24.37	22.20	48.40	54.26	53.22
Music	0.84	0.41	1.13	5.54	5.93	7.56	14.43	14.07	17.13	34.90	32.83	29.97	25.00	25.93	23.05	19.30	20.83	20.53
Physical Education	2.74	1.76	3.28	6.56	5.91	7.17	12.17	11.95	12.14	28.50	28.51	27.70	29.88	26.84	26.00	20.16	24.96	23.39

Table 3.6 presents performance by males over a three-year period (2019-2021) at each grade. There are more males obtaining grade A, B and C in Art compared to other subjects; the trend is consistent for the past three (3) years. It is evident that fewer males obtained Grade A or B in all subjects between 2020 and 2021. Art is the only subject which had a high proportion of grade C, more than 30% across the 3 years. The males recorded the highest proportion of candidates assigned U in French (53.22%), Commerce & Office Procedures (37.45%), Commerce and Accounting (37.21%) and Moral Education (30.10%).

Fig. 3.7. Overall Grade Percentages by Educational Regions

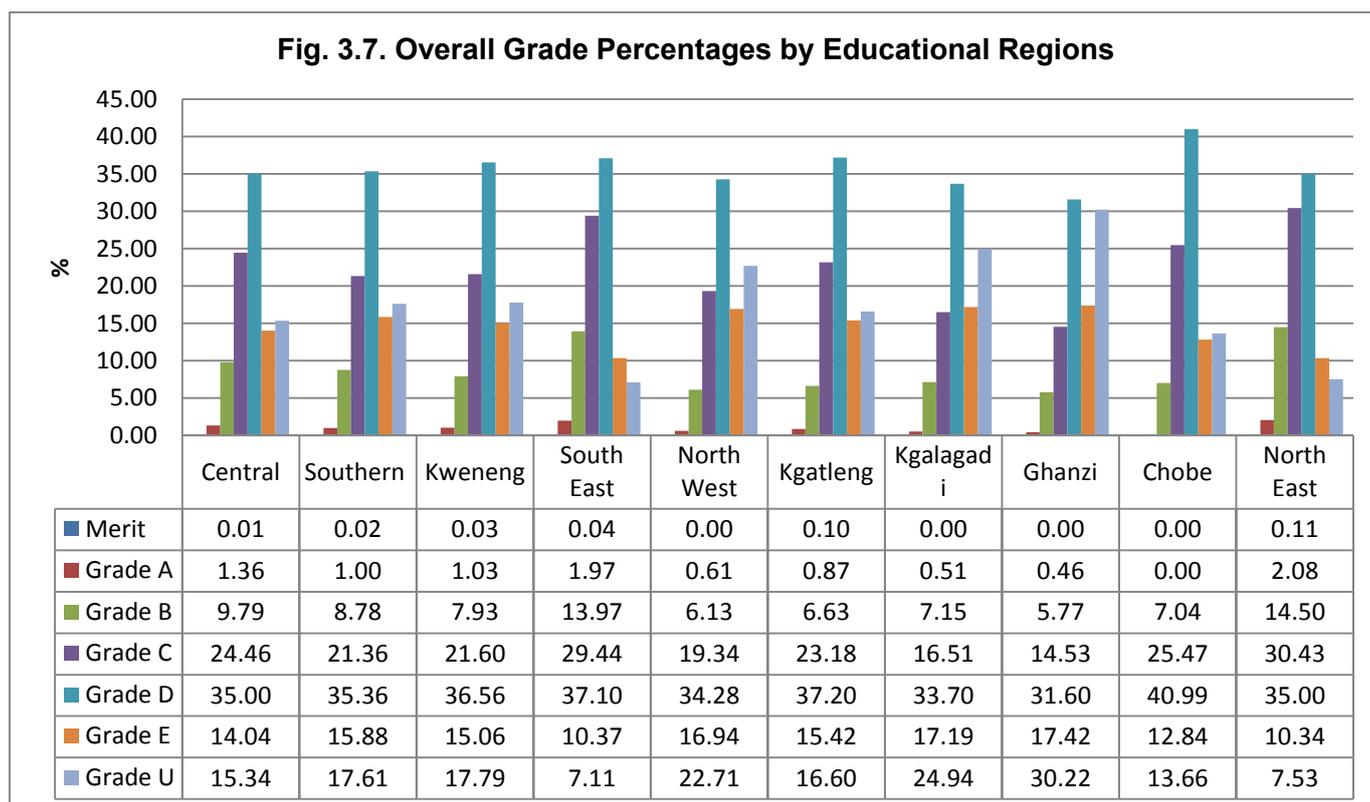


Figure 3.7 shows the regional differences in candidates' performance. Central, Southern, Kweneng, South East, North East and Kgatleng regions recorded merit passes. North East region is leading in percentage of candidates awarded grades A (2.08%), B (14.50%) and C (30.43%). Kgalagadi, Ghanzi, Chobe and North West regions have the lowest proportion of candidates obtaining grades A to C. Chobe has the highest proportions of grade D while Kgalagadi and Ghanzi have high proportions of grades E and those assigned U.

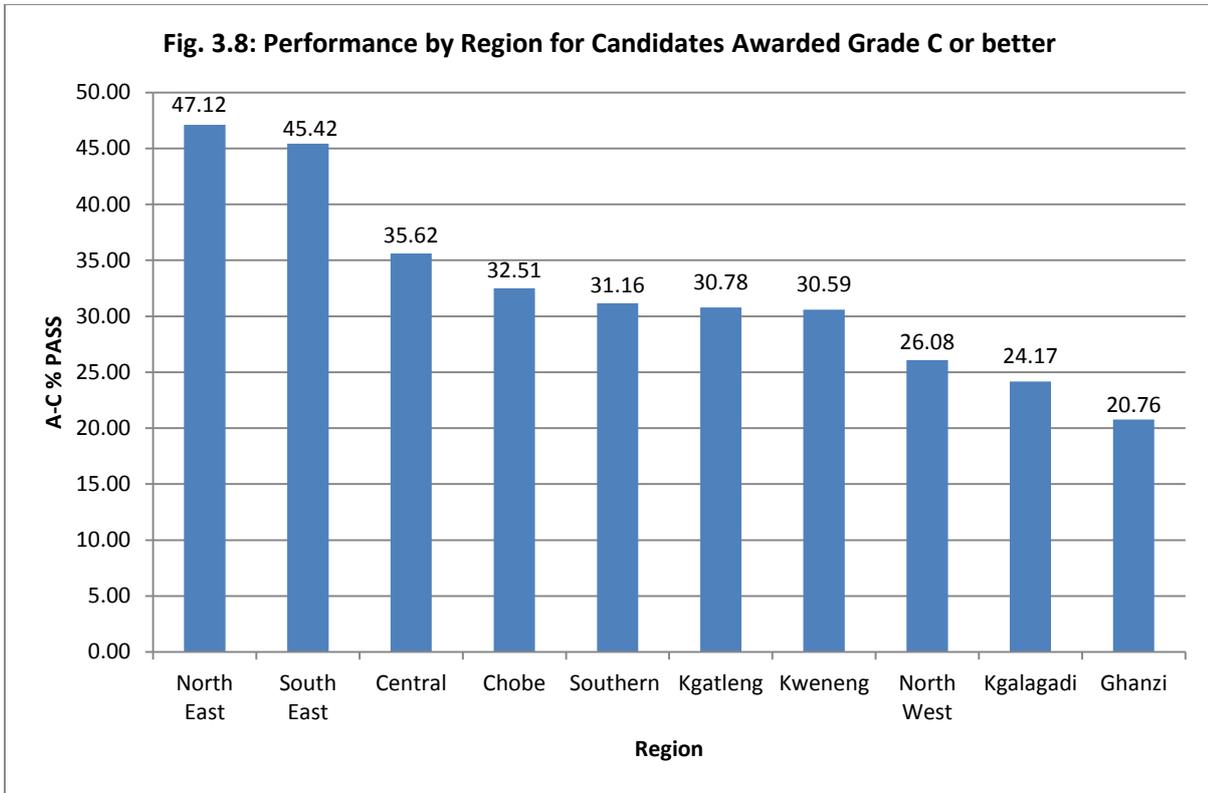


Figure 3.8 depicts performance at grade C or better by regions. The highest performing region at Grade C or better is North East (47.12%) followed by South East (45.42%) while the least performing regions are Kgalagadi and Ghanzi at 24.17% and 20.76% respectively.

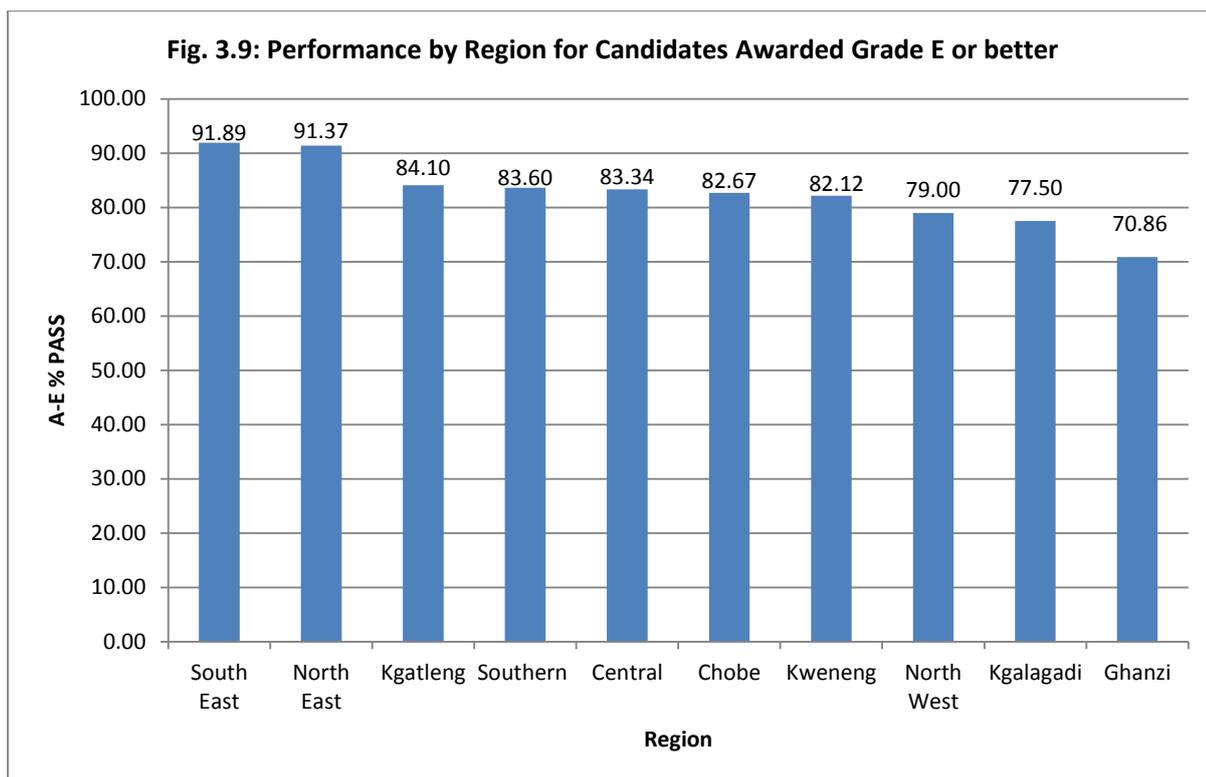


Figure 3.9 depicts performance of regions at grade E or better. South East and North East continue to be the highest performing regions even at grade E or better with 91.89% and 91.37% passes respectively. At grade E or better, Ghanzi is the least performing region (70.86%) followed by Kgalagadi (77.50%), implying 29.14% and 22.50% ungraded candidates respectively.

Table 3.7 JCE Centres obtaining 50% or more of grades A-C by region in 2020 and 2021

	Region	Centre	Percentage (2020)	Percentage (2021)	Difference (2019/2020)
1	Central	JC0060 Meepong Junior Secondary School	76.2	76.4	0.2
2	Central	JC0095 Orapa Junior Secondary School	72.7	76.4	3.7
3	South East	JC0183 Bonnington Junior Secondary School	57.7	69.2	11.5
4	Central	JC0108 Makhubu Junior Secondary School	65.4	67.3	1.9
5	North East	JC0020 Setlalekgosi Junior Secondary School	52.8	67.1	14.3
6	Central	JC0201 Phatsimo Junior Secondary School	62.5	66.7	4.2
7	South East	JC0116 Nanogang Junior Secondary School	77.7	66.1	-11.6
8	Central	JC0018 Lebogang Junior Secondary School	-	65.6	
9	South East	JC0182 Tlogatloga Junior Secondary School	67.9	62.7	-5.2
10	North East	JC0089 Madawu Junior Secondary School	-	62.5	
11	Southern	JC0004 Itireleng Junior Secondary School	64.3	60.0	-4.3
12	South East	JC0180 Kgale Hill Junior Secondary School	56.7	59.7	3
13	Central	JC0012 Mannathoko Junior Secondary School	54.3	59.0	4.7
14	North East	JC0030 Montsamaisa Junior Secondary School	66.3	58.3	-8
15	South East	JC0167 Moselewapula Junior Secondary School	66.5	57.7	-8.8

	Region	Centre	Percentage (2020)	Percentage (2021)	Difference (2019/2020)
16	South East	JC0050 Maoka Junior Secondary School	56.3	57.6	1.3
17	South East	JC0179 Sir Seretse Khama Junior Secondary School	52.4	57.0	4.6
18	Kweneng	JC0127 Dithejwane Junior Secondary School	-	55.7	
19	North East	JC0083 Thamani Junior Secondary School	-	55.7	
20	Southern	JC0184 Kgosi Mpe Junior Secondary School	58.0	55.5	
21	Central	JC0200 Mojamorago Junior Secondary School	69.8	54.4	-15.4
22	Central	JC0134 Sedimo Hill Junior Secondary School	-	54.2	
23	North East	JC0117 Goldmine Junior Secondary School	-	53.5	
24	North East	JC0146 Maenjane Junior Secondary School	-	53.2	
25	North East	JC0092 Mmei Junior Secondary School	53.8	53.0	-0.8
26	Central	JC0133 Kgalemang Motsete Junior Secondary School	59.1	52.9	-6.2
27	South East	JC0034 Motswedi Junior Secondary School	59.2	52.9	-6.3
28	Central	JC0120 Boikhutso Junior Secondary School	-	51.1	
29	North East	JC0216 Tadabigwa Junior Secondary School	50.6	51.1	0.5
30	Central	JC0058 Metsimasweu Junior Secondary School	55.2	50.9	-4.3
31	North East	JC0074 Zwenshambe Junior Secondary School	-	50.9	
32	North East	JC0118 Donga Junior Secondary School	-	50.6	
33	Central	JC0027 Palapye Junior Secondary School	-	50.4	
34	South East	JC0033 Matlala Junior Secondary School	-	50.4	
35	North East	JC0054 Batanani Junior Secondary School	-	50.3	
36	Central	JC0153 Pekenene Junior Secondary School	-	50.2	
37	Central	JC0011 Gosemama Junior Secondary School	-	50.0	
	Central	JC0068 Shoshong Junior Secondary School	55.6	-	
	Central	JC0046 Boipelego Junior Secondary School	51.7	-	
	Kgatleng	JC0006 Linchwe II Junior Secondary School	54.8	-	
	Southern	JC0007 Boswelagosi Junior Secondary School	50.0	-	

Table 3.7 presents a list of centres obtaining at least 50% of grades C or better in 2021, compared to 2020. Thirty-seven (37) centres managed to obtain a 50% or more pass rate on A-C grades compared to twenty-six (26), an increase by eleven (11) centres from 2020. These centres are from five regions, namely Central, South East, Southern, North East and Kweneng. Out of these 37 centres, 22 centres maintained from 2020 while 15 centres are new in the list this year. From the 22 centres that maintained attaining 50% or more, 11 have an increase in performance as compared to the previous year, with Setlalekgosi JSS obtaining a significant increase of 14.3% in performance while 11 have a decrease in A-C performance. Mojamorago JSS and Nanogang JSS registering a significant decrease in A-C% pass of 15.4% and 11.6%, respectively. The results also show that from the previous years' centres that managed to obtain 50% or more grade A-C, 4 centres dropped.

Table 3.8 Outstanding Performance

REGION	SCHOOL
North East	JC0118 Donga JSS
	JC0020 Setlalekgosi JSS
	JC0092 Mmei JSS (2)
Kgatleng	JC0101 Bakgatle JSS
	JC0131 Radikolo JSS
Kweneng	JC0127 Dithejwane JSS
	JC0019 Mahupu JSS
Central	JC0153 Pekenene JSS
	JC0088 Denjebuya JSS
South East	JC0180 Kgale Hill JSS
	JC0183 Bonnington JSS
Southern	JC0197 Diratsame JSS

Table 3.8 shows schools of the best performing candidates in the 2021 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 13 candidates were awarded Merit in 2021 JCE. North East has 4 candidates awarded Merit grade, South East 2, Kweneng 2, Central 2, Kgatleng 2 and Southern 1.

4.0 Report Summary

- Candidature increased by **5.35%** from 43883 in 2020 to 46232 in 2021.
- Female candidates outnumber their male counterparts in majority of the subjects.
- The overall pass rate at grade E or better stood at 80.72% in 2020 compared to 79.02% in 2021 which is a decline of **1.70%**. This decline is also observed, at credit pass (A-C), **0.60%**, suggesting that the quality of 2021 cohort is slightly lower than that of the previous year presumably due to the magnitude of the COVID 19 impact.
- There is vast variation between subjects obtaining grade C or better, with the highest (Art) obtaining **60.79%** while the least (General Science) obtained **2.77%**.
- The modal grade for majority of the subjects is D, with some having grade E as the mode, implying large proportion of candidates obtaining lower grades.
- 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 (37) obtaining 50% or more pass rate on A-C grades compared to twenty-six (26) during the previous year.
- Thirteen (13) candidates (12 girls, 1 boy) obtained a Merit compared to Eleven (11) in 2020.

