

**JUNIOR CERTIFICATE
EXAMINATIONS**



BOTSWANA
EXAMINATIONS
COUNCIL

**2019
REPORT OF
PROVISIONAL
RESULTS**

19

PART I ADMINISTRATION REPORT

1.0 Introduction

The Junior Certificate Examination (JCE) is a standards-based assessment intended to provide information on the achievement of candidates after three years of junior secondary education, the results of which are used mainly for selection into senior secondary education and technical education as well as the world of work. The assessment of the 2019 cohort was carried out through eleven (11) multiple-choice components, twenty-seven (27) open-ended components, three (3) practical examinations and eight (8) coursework assessment components on seventeen (17) syllabuses. The 2019 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 2019 examinations were conducted. Generally the administration went well although there were a few incidents that were recorded.

2.0 Administration of the 2019 Junior Certificate Examination

2.1 Registration

Registration was conducted through the online facility. All centres registered online.

Registration of Centres

In this cycle 245 Centres registered candidates compared to 244 in 2018. Out of the 244, 208 were government school centres while 37 were private centres.

Registration of Candidates

Table 1 below shows the number of candidates who sat the examination from 2017 to 2019. The candidature at both government and private centres remained more or less the same compared to 2018.

Table 1: Candidature for the years 2017 to 2019

	Government candidates	centre	Private candidates	centre	Total number
2019	38 608		2 440		41 048
2018	38 409		2 654		41 063
2017	39 110		2 184		41 348

2.2 Conduct of the examination

To ensure that examinations are conducted in accordance to set standards, Chief Invigilators from all Centres were trained and provided with guidelines. The office of Compliance & Quality Assurance was involved in checking compliance to examination regulations by the centres. Overall, the centres complied with the laid down guidelines even though there were a few reports of maladministration and malpractice as shown in the next section of this report.

2.3 Maladministration and Malpractice cases

Maladministration cases

Two cases of maladministration were reported at JCE compared to four (4) in 2018 as shown in **Table 2**.

Table 2: Incidents recorded at JCE

Incident type	No. of centres	BEC Immediate Response	Action taken
Torn question paper packet.	1	Two officers were sent to the Centre to verify and secure the torn question paper packet.	It was established that the hole could not lead to leakage. The Centre was given a fresh consignment of the affected component to minimise exposure.
A candidate was denied access into the examination room because of their haircut which was deemed inappropriate as per the school policy. The candidate was given the paper to write on 07 November 2019, two days after the scheduled date of the exam.	1	A team of investigators were sent to the centre and produced a report with recommendations.	The findings indicate that the School Management was at fault. Recommendation was that the candidate should be afforded special consideration as their script could not be accepted. A cautionary letter was written to the centre.

Malpractice cases

A total of three (3) malpractice cases involving coursework components was recorded in this cycle; one (1) involves Agriculture 16/3, one (1) Commerce & Office Procedures (25/3) and one (1) Commerce & Accounting (26/3). This is noted as an improvement from 2018 where there were five (5) such cases. All the cases have been investigated and concluded with appropriate action being taken.

2.4 Coursework moderation and marking

Coursework moderation

The number of moderators at this level was sufficient for all moderated components. There were no major incidents recorded in 2019 except;

- Moderators requested clarity on tax issues which was provided.
- Moderation for Business Subjects, Physical Education and Design & Technology were extended by three to five days. The source of the challenges has been identified and will be resolved during the 2020 examination cycle.

All centres submitted projects on time and there were no delays in capturing of marks. Furthermore, no cases of re-marking were recorded except those of malpractice which are outlined above in section 2.3.

Marking

Examiners: A total of 2 007 examiners were engaged to mark the JCE written papers in 2019 compared to 2 134 in 2018. Most components managed to record the required number of examiners except for five (5) which had serious shortages of up to 46%. The syllabuses involved were Moral Education Paper 2, Setswana Paper 2 and 3, English Paper 2 and 3. Out of the five (5), Setswana Paper 2 and Setswana Paper 3 completed marking two (2) days later than the stipulated date while the other three (3) completed on time.

Marking fees: JCE Examiners seemed to have embraced the composite fee implemented in 2017 as most concerns were centred on the BURS and tax deducted from their earnings. The issue was addressed and marking progressed well.

2.5 Access arrangements and special consideration

Applications for Access arrangements

A total of 1 251 applications were received in 2019 compared to 1 006 in 2018 as shown in **Table 6**. Out of the 1 251 applications, 1 070 (82.4%) candidates provided supporting evidence and 181 (17.6%) applications did not. There was a slight decrease in provision of supporting evidence when compared to 2018, where 82.9% provided the evidence required. The 17.6% that were not able to provide the necessary documents were not approved.

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Table 3: Status of Provision of Supporting Evidence

Status	Number of Candidates			
	2016	2017	2018	2019
Provided	381	401	834	1070
Outstanding	83	167	172	181
Total	464	568	1 006	1251

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.

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 as shown in the **Table 4** below. But there was an increase noted in the number of those who did not indicate the special needs type.

Table 4: Special Needs Types

Special Needs Type	Number of Candidates			
	2016	2017	2018	2019
Learning Difficulty	325	458	862	1 015
Low Vision	43	51	31	70
Profound Loss of Vision (Blind)	3	4	2	5
Visual Impairment (Colour paper)	1	0	1	0
Hearing Impairment (Deaf)	25	23	25	31
Hard of hearing	12	6	9	9
Physical Disability	7	5	11	18
Medical Condition	20	5	26	32
Multiple Disabilities	7	17	26	34
Special Needs Type Not Specified	23	0	13	37
Total	464	568	1 006	1 251

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Table 5 shows that types of access arrangements with a notable decline in 2019 were for Modified Papers, Exemption from Setswana and Exemption from English Listening Comprehension for Hard of Hearing and Deaf Candidates. The greatest increase was noted for those that requested for extra-time, reader and oral response/scribe/writer.

Table 5: Access arrangements Types

Access arrangements	Number of Candidates				
	2015	2016	2017	2018	2019
Modified Papers(LD & Extra-time)	254	326	160	595	442
Modified Papers (Hearing Impairment)	16	25	23	25	14
Extra-time	28	38	207	515	805
Enlarged Print	28	26	4	28	52
Reader	53	214	208	502	547
Scribe/Oral Response	60	150	163	400	455
Alternative to Practical (Agriculture)	8	1	5	2	1
Braille	14	13	14	5	11
Assistive Technology Devices	17	-	14	0	2
Rest Breaks	8	32	36	25	74
Exemptions from Setswana	17	25	23	25	14
Preferential Sitting	22	13	8	9	3
Coloured Paper	-	1	0	1	3
Exemption from English Listening Comprehension for Hard of Hearing and Deaf Candidates	-	26	23	27	14
Incomplete Coursework for Physical Education Candidates	-	2	1	0	0
Practical Assistant	-	18	14	3	43
Access Arrangements Not Specified	11	35	0	3	41

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Applications for Special Consideration

Twenty-nine (29) candidates from twenty-five (25) centres applied for special consideration in 2019. Out of these, twenty-six (26) candidates provided supporting evidence while three (3) candidates did not. The centres have been contacted to provide the required documents.

The number of applications decreased from one hundred and twenty (120) in 2018 to twenty-nine (29) in 2019. The decrease was due to the fact that in 2018 there was a centre that did not give candidates the Art paper on the scheduled date and applied for special consideration for the candidates.

Applications for those who provided supporting evidence were approved by the Board Examinations Committee and should be effected immediately. Those who have not provided the evidence will be given up to the last day of the results' enquiries period.

Table 6: Applications per Special Consideration Type

Special Consideration Type	Number of Candidates With Supporting Evidence	Number of Candidates Without Evidence	Total
Ill health	20	3	23
Bereavement	2	0	2
Other	4	0	4
Total	26	3	29

PART II: TECHNICAL REPORT

1.0 Introduction

The JCE is graded on a scale of A to E at subject level and Merit to E at overall qualification. Grade E represents fulfilment of minimum requirements for the award. Candidates failing to meet minimum requirements are unclassified and assigned letter U whether at subject or qualification level.

Out of a total of seventeen syllabuses available, candidates are expected to take a minimum of 9 syllabuses as per the curriculum requirements. All the 17 syllabuses are examined through 49 components comprising of Multiple Choice papers, Open-ended papers, practical examinations and coursework components. However, candidates are graded using a total of 7 syllabuses selected according to the specified criteria.

1.1 Outcomes of 2019

1.2 Performance at Syllabus Level

The proportion of candidates satisfying minimum requirements for the award of a syllabus grade this year remains at the same level in all the syllabuses as that of last year except for Religious Education and Mathematics where performance has improved and declined respectively. Though performance in most syllabuses remain the same, the percentage of candidates who fail to meet the minimum requirements for a grade remains worrisome. For instance, it is only in four syllabuses that is Setswana, Agriculture, Home Economics and Art where the proportion of candidates who did not satisfy the requirements for the award of a grade constitute 10% or less. Otherwise, in the rest of the syllabuses more than 10% candidates fail to meet the minimum requirements. The syllabus that presented the highest proportion of candidates failing to meet the minimum requirements is French where 32% of candidates are not awarded and therefore fall under the unclassified category, denoted by letter U.

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1.3 Quantitative description

Table 7 presents cumulative percentage of candidates at each grade across syllabuses for 2018 and 2019.

Table 7: Cumulative Percentages at Grade for 2018 and 2019 with Differences

Subject	Cum. % at grade						Proportion of candidates assigned letter U
	Year	A	B	C	D	E	
Setswana	2018	0.13	2.75	20.05	69.28	90.44	9.56
	2019	0.22	4.57	22.90	67.48	90.31	9.69
	Diff.	0.09	1.82	2.85	-1.80	-0.13	
English	2018	1.04	10.96	31.14	57.99	78.08	21.9
	2019	1.23	12.24	33.83	60.71	78.30	21.7
	Diff.	0.19	1.28	2.69	2.72	0.22	
Mathematics	2018	5.12	13.98	30.09	54.33	82.44	17.56
	2019	5.15	13.17	26.92	48.61	78.91	21.09
	Diff.	0.03	-0.81	-3.17	-5.72	-3.53	
Science	2018	3.08	9.16	18.97	47.15	82.71	17.29
	2019	2.07	7.40	17.18	46.50	83.04	16.96
	Diff.	-1.01	-1.76	-1.79	-0.65	0.33	
Social Studies	2018	0.71	8.88	31.89	60.63	84.53	15.47
	2019	0.49	9.27	32.40	61.52	84.73	15.27
	Diff.	-0.22	0.39	0.51	0.89	0.20	
Agriculture	2018	1.73	16.02	44.53	81.81	99.23	0.77
	2019	1.59	18.77	48.64	83.25	97.94	2.06
	Diff.	-0.14	2.75	4.11	1.44	-1.29	
Design and Technology	2018	1.13	6.46	16.86	53.16	82.93	17.07
	2019	1.30	6.71	16.08	52.34	82.27	17.73
	Diff.	0.17	0.25	-0.78	-0.82	-0.66	
Home Economics	2018	0.13	5.28	27.39	69.77	92.86	7.14
	2019	0.09	4.20	29.24	72.17	92.17	7.83
	Diff.	-0.04	-1.08	1.85	2.40	-0.69	

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Commerce and Office Procedures	2018	0.01	0.30	5.93	38.87	77.34	22.66
	2019	0.06	2.00	9.76	40.66	76.66	23.34
	Diff.	0.05	1.70	3.83	1.79	-0.68	
Commerce and Accounting	2018	0.25	4.44	20.29	44.74	75.89	24.11
	2019	0.22	6.41	21.53	44.88	75.85	24.15
	Diff.	-0.03	1.97	1.24	0.14	-0.04	
Religious Education	2018	3.30	17.21	36.17	64.75	84.27	15.73
	2019	3.59	17.25	36.84	65.90	86.62	13.38
	Diff.	0.29	0.04	0.67	1.15	2.35	
Art	2018	4.15	26.46	60.25	91.62	99.53	0.47
	2019	2.49	25.07	64.20	93.08	99.58	0.42
	Diff.	-1.66	-1.39	3.95	1.46	0.05	
Moral Education	2018	3.64	17.90	40.07	61.37	78.30	21.7
	2019	3.52	16.85	38.11	60.77	77.10	22.9
	Diff.	-0.12	-1.05	-1.96	-0.60	-1.20	
French	2018	3.09	7.89	16.29	38.13	68.56	31.44
	2019	3.10	8.38	17.41	36.21	67.22	37.82
	Diff.	0.01	0.49	1.12	-1.92	-1.34	
Music	2018	0.60	7.38	24.4	64.63	88.16	11.84
	2019	1.04	8.87	29.90	68.46	88.74	11.26
	Diff.	0.44	1.49	5.50	3.83	0.58	
Physical Education	2018	1.57	7.77	19.68	52.94	85.03	14.97
	2019	2.79	9.88	22.90	53.51	83.64	16.36
	Diff.	1.22	2.11	3.22	0.57	-1.39	

Increase
Decline

This year, performance at syllabus level for credit grades presents a slightly different picture from that of 2018. This year, 7 syllabuses that is, Setswana, English, Agriculture, Commerce and Office Procedures, Art, Music and Physical Education recorded significant improvement in performance at credit grades as against only four syllabuses in 2018.

For the remaining eight syllabuses, the proportion of candidates obtaining credit grade remains more or less the same as that of last year.

In all the syllabuses except Agriculture and Art, the proportion of candidates who obtained a credit grade is from as low as 9% for some syllabuses.

1.4 Qualitative description

This Section presents the quality of work of the candidates, showing strengths and weaknesses observed.

Agriculture: Candidates demonstrated an improved knowledge and understanding of facts and concepts in Agriculture though they are still challenged when expected to handle information, apply and solve problems.

Art: Candidates demonstrated an improved knowledge and understanding of Art concepts and good interpretation and creative skills.

English: Candidates demonstrated improvement in listening and summary skills and they showed a fair level of creativity in their writing.

Setswana: Candidates continue to improve in articulating and discussing aspects of literature and also showed improvement in interpretation of literary aspects. Candidates still need to improve in using appropriate and effective vocabulary and grammatical structures and forms.

Commerce and Office Procedure: Candidates demonstrated improved knowledge and understanding with regards to business operations and environment. However, candidates are still challenged when it comes to business production processes and managing business information.

Music: Candidates showed noticeable improvement in exhibition of performance dynamics and display of practical skills. They improved in the use of music vocabulary and terminology. Most Centre's had their candidates submitting all pieces of work this year.

Physical Education: Candidates continue to improve in the skills and technique of performance. They demonstrated improved planning, decision making and performance in the chosen practical activities. However, there is need to improve in inter-relating planning, performance and evaluation whilst undertaking activities.

Mathematics: Candidates continued to demonstrate good knowledge and understanding of mathematical concepts but were challenged when it comes to problem solving. Most of the time candidates had difficulties in recognizing and/ or applying appropriate mathematical procedures for a given situation.

It is worth noting that even in syllabuses where candidates have shown improvement, they still lack application skills.

2.0 Performance at Qualification Level

Overall performance of the 2019 cohort has remained at the same level as that of the 2018 cohort even though performance at syllabus level was slightly different.

Table 8 shows the number of candidates at each qualification grade, percentage at grade, cumulative percentage at grade and the difference in cumulative percentages at grade between 2018 and 2019.

Table 8: Performance at Qualification Level: Government Centres

Year Frequency		A	B	C	D	E	U
2018	% at grade	1.30	10.90	25.80	34.00	13.80	14.20
	Cum. %	1.30	12.20	38.00	72.00	85.80	100
2019	% at grade	1.40	10.90	25.40	33.90	14.10	14.50
	Cum. %	1.30	12.10	37.50	71.50	85.50	100.00
Diff. in cum. %		0.00	-0.10	-0.50	-0.50	-0.30	0.00

This year, **85.50%** of candidates compared to **85.80%** in 2018, satisfied the minimum requirement for the award of the JCE qualification that is, Grade E or better. This indicates that, **14.50%** of candidates compared to **14.20%** of last year, did not satisfy the minimum requirements for the award of the JCE qualification. From the candidates to be awarded JCE qualification, **37.50%** this year compared to **38.00%** in 2018, met the minimum requirement for the award of a credit pass overall, that is Grade C or better. Within the credit bracket, only 3 candidates compared to 6 in 2018 are awarded a Merit.

In conclusion, overall performance this year is at the same level as in 2018 but it ought to be noted that for both years, quite a large number of candidates, close to 15% which translates to about 6000 candidates, are unclassified whilst a large proportion of the successful ones fall into grade D.

PART III: RESULTS ANALYSIS

The 2019 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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1.0 Candidature

The general picture shown in Table 9 is that female candidates outnumber their male counterparts in all subjects across the years except for Design and Technology, Art and Physical Education.

Table 9: Candidature by Subjects, Gender and Year of Examination (2017 – 2019)

SUBJECTS	2017			2018			2019		
	All	Male	Female	All	Male	Female	All	Male	Female
Setswana	40690	20297	20393	40773	20302	20471	40831	20118	20713
English	40882	20401	20481	41016	20404	20612	41031	20212	20819
Mathematics	40886	20401	20485	41018	20404	20614	41025	20207	20818
General Science	2189	955	1234	2591	1236	1355	2403	1039	1364
Integrated Science	38668	19433	19235	38409	19167	19242	38608	19161	19447
Social Studies	40855	20386	20469	40942	20377	20565	41007	20199	20808
Design & Technology	10952	9130	1822	10898	9058	1840	11092	9267	1825
Agriculture	40843	20385	20458	40928	20374	20554	40983	20197	20786
Home Economics	11034	2756	8278	11057	2704	8353	11261	2757	8504
Commerce and Office Procedure	9705	4292	5413	9900	4415	5485	9747	4187	5560
Commerce and Accounting	7520	3221	4299	7712	3342	4370	7947	3411	4536
Religious Education	16692	5904	10788	16800	5953	10847	16543	5457	11086
Art	10653	7568	3085	10620	7594	3026	10827	7747	3080
Moral Education	40842	20381	20461	40923	20373	20550	40991	20192	20799
French	1734	707	1027	1596	631	965	1528	595	933
Music	1516	655	861	1504	642	862	1341	596	745
Physical Education	11991	6599	5392	11886	6477	5409	11812	6435	5377
TOTAL CANDIDATURE	40896	20404	20492	41062	20420	20642	41048	20219	20829

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2.0 Overall Performance

Table 10: National summary of overall grades from 2017 to 2019

	2017			2018			2019		
Grade	Count	%	Cum %	Count	%	Cum	Count	%	Cum
Merit	2	0.00	0.00	6	0.01	0.01	3	0.01	0.01
A	376	0.92	0.92	483	1.18	1.19	484	1.18	1.19
B	3875	9.48	10.40	4104	9.99	11.18	4205	10.24	11.43
C	9568	23.40	33.80	9944	24.22	35.40	9833	23.95	35.38
D	13582	33.21	67.01	14234	34.66	70.06	14181	34.55	69.93
E	5825	14.24	81.25	5863	14.28	84.34	6088	14.83	84.76
U	6851	16.75	98.00	5719	13.93	98.27	5920	14.42	99.18
X	817	2.00	100.0	709	1.73	100.0	334	0.81	100.0
Total	4089			41062			41048		

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 at grade E or better stood at 84.76% in 2019 compared to 84.34% in 2018 which is a slight improvement of **0.42%**. Credit grades at C or better have been fluctuating between over a three year period of 2017, 2018 and 2019. There were however slight improvements at Grades A and B between 2017 and 2019. In 2019 Grades C and D slightly decreased while Grades E and U increased. Generally the 2018 and 2019 cohorts are performing at the same level at each grade. Performance remained the same at grades C or better across the 2 years. Three (3) candidates have satisfied the award of a Merit in 2019 compared to six (6) in 2018. The overall performance is graphically presented in Table 10.

Candidates are awarded X due to incomplete information required for Grading. The number of candidates who were assigned X were as follows: 2017 (817), 2018 (709) and 2019 (334).

2.1 Comparison of overall grades by type of centre

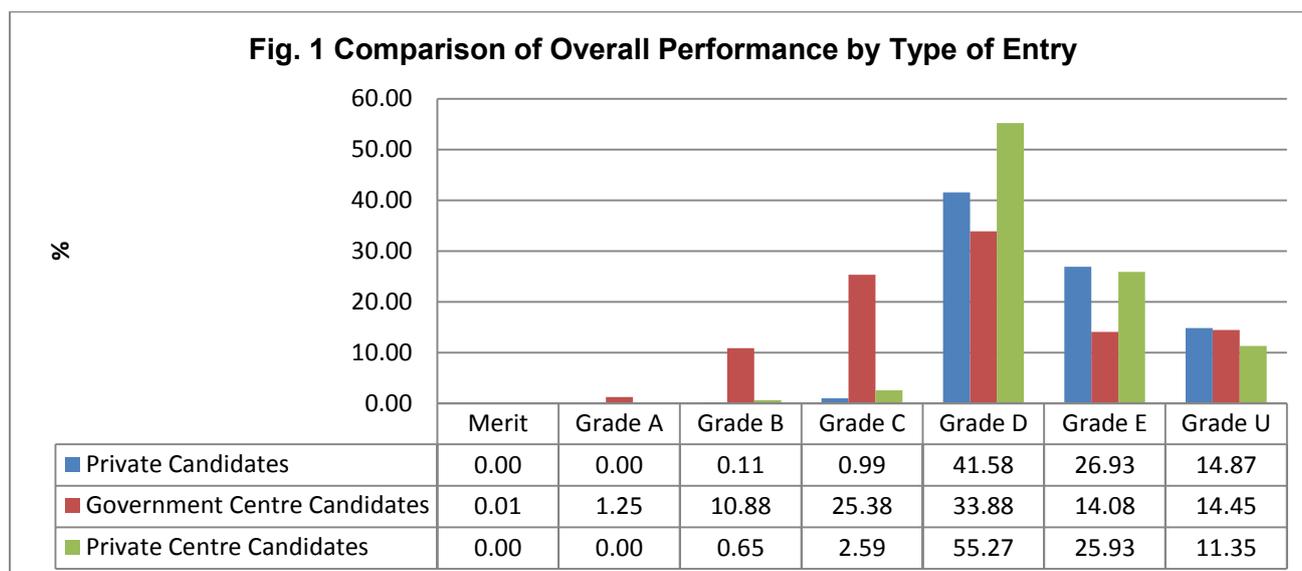


Figure 1 presents overall performance of candidates by type of entry at each grade. Candidates enter or register for an examination series either as private candidates, candidates from government centres or candidates from private centres. Private Candidates are those registered directly with BEC and through Botswana Open University (BOU).

The results indicate that candidates from government centres recorded the highest proportion in the grades C or better. Private Centre candidates recorded the highest proportion at grade D, whereas private candidates have the highest proportion of grade U.

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3.0 Performance by Subject

Table 11 shows performance at subject level. The following subjects have the proportion of candidates reaching more than 90% cumulatively at grade E over the two years; Setswana, Agriculture, Home Economics and Art. Seven (7) subjects showed an increase in cumulative percentage of over 2% for candidates obtaining grade C or better, they are Setswana, English, Agriculture, Commerce and Office Procedures, Music, Art and Physical Education. Music recorded the highest increase of 5.5%, while Mathematics and Moral Education significantly declined by 3.03% and 2.05% respectively. 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.

Table 11: Percentages of candidates awarded Grade E or better and C or better by subject in 2017, 2018 and 2019

	Grade C or better				Grade E or better		
	2017 (%)	2018 (%)	2019(%)	% Difference (2018/2019)	2018 (%)	2019 (%)	% Difference (2018/2019)
SETSWANA	15.90	19.04	21.75	2.71	90.30	90.22	-0.08
ENGLISH	29.29	29.58	32.22	2.64	80.75	78.52	-2.23
MATHEMATICS	26.20	28.60	25.57	-3.03	82.01	78.27	-3.74
INTEGRATED SCIENCE	16.80	18.97	17.17	-1.8	82.72	83.02	0.30
SOCIAL STUDIES	29.16	30.17	30.74	0.57	84.61	84.74	0.13
AGRICULTURE	40.57	42.10	46.05	3.95	98.46	97.25	-1.21
DESIGN & TECHNOLOGY	16.56	16.86	16.07	-0.79	82.89	82.24	-0.65
HOME ECONOMICS	28.49	27.48	29.24	1.76	92.91	92.17	-0.74
COMMERCE & OFFICE PROCEDURES	5.23	4.79	7.92	3.13	68.87	66.36	-2.51
COMMERCE & ACCOUNTING	17.59	18.79	20.02	1.23	71.96	71.22	-0.74
RELIGIOUS EDUCATION	32.66	31.15	31.89	0.74	82.68	85.40	2.72
ART	60.49	60.15	64.16	4.01	99.36	99.52	0.16
GENERAL SCIENCE	1.83	1.93	0.75	-1.18	65.95	57.55	-8.4
MORAL EDUCATION	39.60	38.47	36.42	-2.05	78.49	77.16	-1.33
FRENCH	13.61	16.17	17.28	1.11	68.23	67.03	-1.2
MUSIC	26.25	24.40	29.90	5.5	88.23	88.73	0.5
PHYSICAL EDUCATION	22.13	19.76	22.90	3.14	85.23	83.63	-1.6

3.1 Performance in core subjects

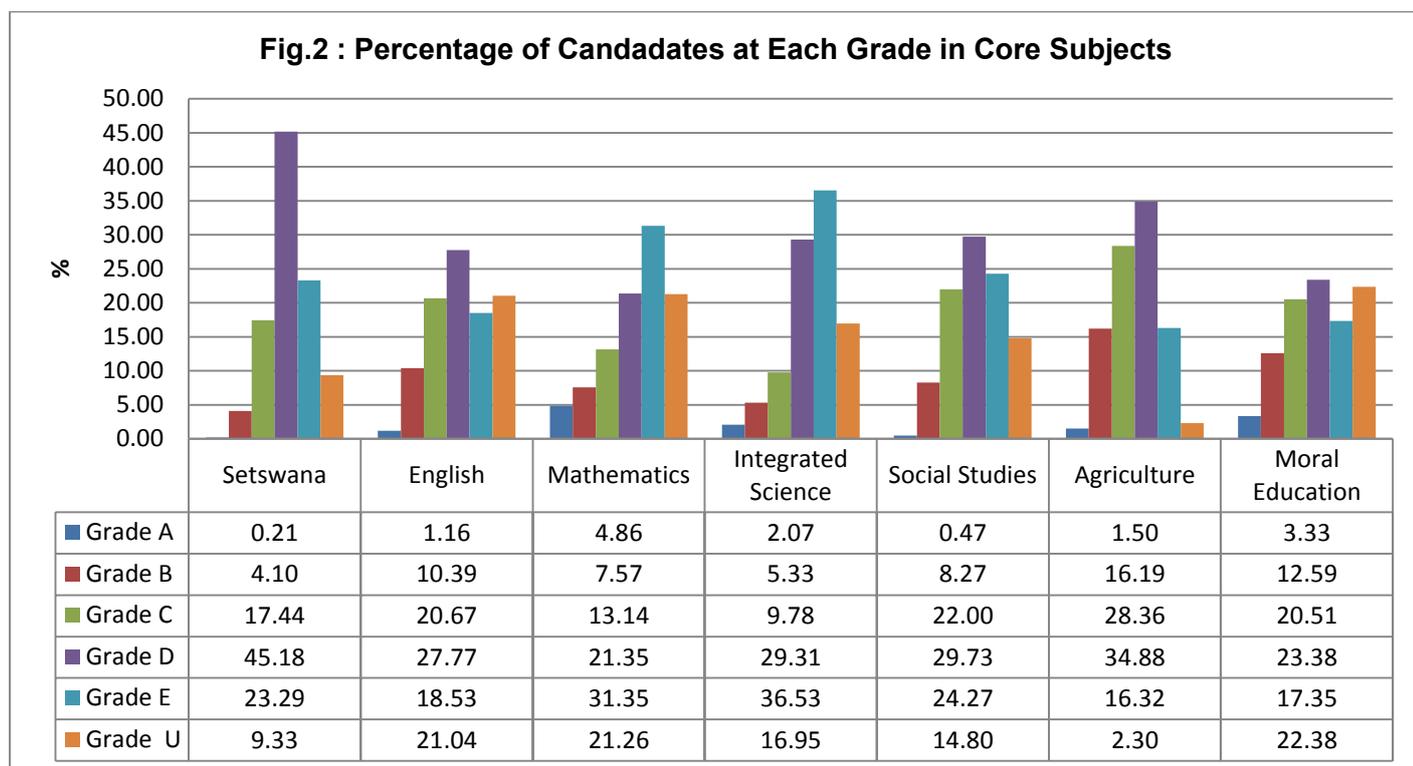


Figure 2 presents proportion of candidates at each grade across core subjects. Mathematics has the highest proportion of candidates at grade A (4.86%), while Agriculture has the highest proportion of candidates at both grade B (16.19%) and grade C (28.36%). Almost all subjects have grade D as the modal grade. For example Setswana, English, Social Studies, Agriculture and Moral Education have the highest proportions at grade D, with Mathematics and Integrated Science having the highest proportions at E. The performance distribution depicted at each level is skewed to the right implying large proportion of candidates obtaining lower grades compared to lower proportion of candidates obtaining grade A to C in these core subjects. This signifies a low performance for Core subjects which are taken by all candidates.

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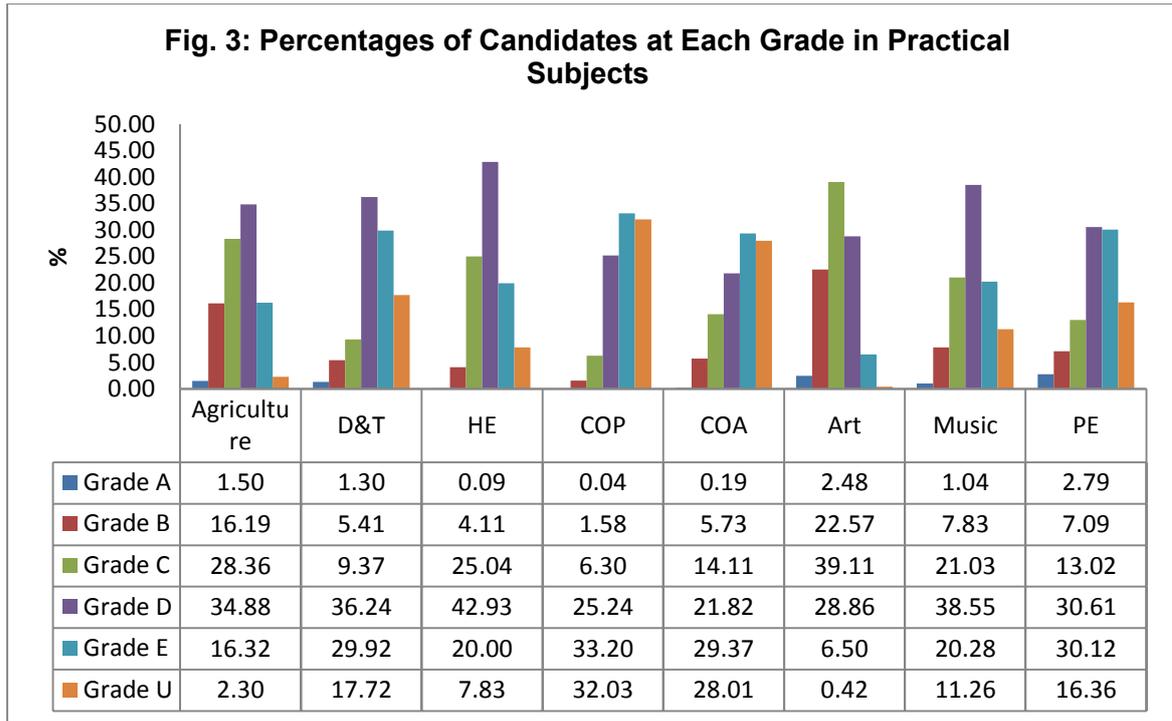


Figure 3 presents proportions of candidates at each grade across practical subjects. The same picture observed in core subjects can be seen in practical subjects. More candidates are grouped at grades D or lower. PE has the highest proportion of candidates at grade A (2.79%) while Art has the highest proportion of candidates at both grades B and C with 22.57% and 39.11%, respectively. Commerce and Office Procedures and Commerce and Accounting have high proportions of candidates at grades E and U. Art has the highest proportion of candidates at grade C.

4.0: Performance by Gender

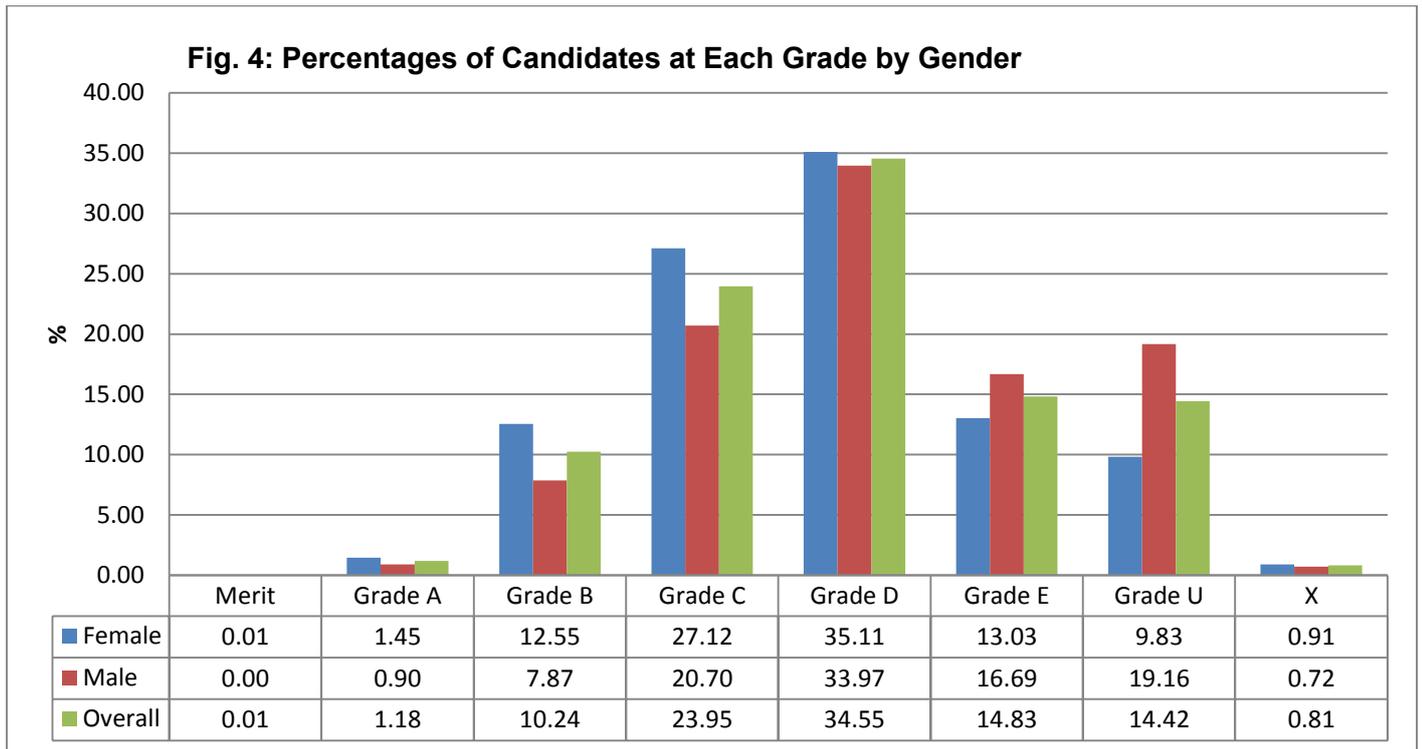


Figure 4 shows percentage of candidates at each grade by gender. Gender differentials in overall pass grade is more evident at grades A, B and C, where females are out-performing their male counterparts. In fact grades B and C presents bigger margins between females and males. For instance, 12.55% of females obtained grade B compared to 7.87% for males, while for grade C females are at 27.12 % and males are at 20.70%.

Table 12 Percentage of Female candidates at each grade by subject in 2017, 2018 and 2019

	A			B			C			D			E			U		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Setswana	0.02	0.21	0.37	2.43	3.84	6.44	20.81	22.82	24.44	47.59	51.56	48.15	20.45	15.55	15.94	7.80	5.05	4.14
English	1.02	1.49	1.63	12.17	12.66	13.96	24.43	23.06	25.03	29.68	28.63	28.82	19.41	21.19	16.64	12.39	11.96	13.41
Mathematics	3.86	5.42	5.40	9.43	9.70	8.79	16.69	17.19	14.91	21.67	25.89	22.82	32.60	27.85	31.11	14.85	12.95	16.43
Integrated Science	1.64	3.26	2.00	5.08	6.48	5.51	11.16	10.70	10.52	29.85	30.75	31.57	40.43	35.81	37.78	11.80	12.97	12.60
Social Studies	1.32	0.85	0.62	9.79	9.43	10.08	22.70	24.52	24.18	26.06	30.47	31.35	27.92	24.03	24.08	11.31	9.79	9.14
Agriculture	2.60	1.71	1.56	15.27	15.01	17.70	27.19	28.97	30.07	35.25	37.50	34.97	17.20	14.72	13.62	1.63	1.25	1.54
Design and Technology	1.21	0.71	0.99	5.54	3.37	3.62	6.70	11.20	8.33	41.88	36.16	40.05	28.98	33.70	31.95	14.71	14.08	14.96
Home Economics	0.11	0.16	0.12	6.37	6.33	5.03	26.79	25.69	28.74	43.49	44.25	44.38	18.07	19.72	17.26	5.13	3.84	4.47
Commerce and Office Procedures	0.00	0.02	0.05	0.74	0.35	2.09	5.69	5.87	7.82	28.17	31.19	29.30	36.04	36.12	33.40	26.29	23.45	25.61
Commerce and Accounting	0.21	0.32	0.18	4.58	4.90	7.34	16.10	17.78	16.91	24.77	25.54	24.71	26.68	29.63	29.01	26.31	20.62	21.08
Religious Education	4.02	3.51	3.70	14.28	14.86	13.95	20.11	18.93	19.23	25.07	28.34	29.51	22.45	21.16	23.16	12.24	11.22	9.31
Art	3.34	3.67	2.14	18.64	21.98	23.41	36.99	34.90	41.40	33.16	31.86	27.95	7.10	7.11	4.90	0.19	0.40	0.19
General Science	0.16	0.22	0.07	0.41	0.15	0.15	0.97	0.59	0.37	6.40	6.94	5.50	35.66	45.68	43.70	37.84	27.45	41.06
Moral Education	6.05	4.86	4.48	19.71	17.56	15.77	23.04	24.03	23.42	20.54	21.95	24.51	15.61	16.08	16.47	14.96	14.63	14.81
French	2.63	4.46	4.07	5.65	6.74	6.65	10.32	10.98	11.15	21.52	26.42	23.15	40.21	31.71	32.26	19.28	19.69	22.51
Music	0.70	0.81	1.21	9.87	8.24	9.66	21.95	21.58	26.31	43.44	44.55	41.48	19.74	19.37	16.51	4.30	5.45	4.83
Physical Education	1.43	1.61	2.85	6.79	6.99	7.74	15.28	13.00	14.04	38.67	36.22	33.14	24.80	30.84	30.41	12.83	11.35	11.83

Table 12 depicts performance of females over a three year period (2017 – 2019). Across the three years, the proportions at each grade have been somewhat consistent. In fact, there has been consistent increase in the higher grades A, B and C in a number of subjects. In particular, core subjects have been increasing with only Mathematics and Integrated Science declining in 2019. Mathematics has the highest proportion of females obtaining Grade A at 5.40%. The females recorded a high proportion of grade U in General Science (41.06%) in 2019 which is an increase of 13.61% from the previous year.

Table 13 Percentage of Male candidates at each grade by subject in 2017, 2018 and 2019

Subject	A			B			C			D			E			U		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Setswana	0.00	0.04	0.05	0.45	1.03	1.70	8.05	10.06	10.22	37.23	47.09	42.12	30.44	27.00	30.86	23.03	13.99	14.68
English	0.33	0.45	0.68	5.03	6.01	6.71	15.58	15.40	16.19	26.49	25.86	26.68	22.84	25.41	20.48	28.95	26.07	28.89
Mathematics	3.02	4.19	4.30	6.73	7.02	6.32	12.64	13.65	11.33	18.20	22.16	19.84	34.22	29.66	31.59	24.40	22.56	26.23
Integrated Science	1.91	2.90	2.14	4.52	5.69	5.15	9.30	8.90	9.02	24.30	25.60	27.02	37.70	35.33	35.26	22.23	21.59	21.37
Social Studies	0.76	0.48	0.31	6.14	5.90	6.41	17.60	19.12	19.75	24.13	27.92	28.07	29.10	25.27	24.47	21.50	20.60	20.62
Agriculture	2.02	1.55	1.44	11.62	11.86	14.63	22.44	25.08	26.60	32.80	37.19	34.78	27.81	22.00	19.10	2.54	1.60	3.08
Design and Technology	1.74	1.21	1.36	7.37	5.73	5.76	8.06	10.23	9.57	38.42	36.17	35.49	25.83	28.98	29.52	17.74	17.67	18.27
Home Economics	0.00	0.04	0.00	1.27	1.55	1.27	12.84	11.39	13.64	36.76	36.87	38.45	29.64	33.10	28.44	19.27	17.01	18.21
Commerce & Office Procedures	0.00	0.00	0.02	0.30	0.09	0.91	3.42	2.90	4.28	19.34	21.31	19.85	34.74	36.04	32.94	38.56	36.17	40.55
Commerce and Accounting	0.22	0.12	0.21	2.36	2.54	3.58	10.62	10.62	10.38	19.56	19.12	17.97	25.33	30.25	29.84	40.39	35.70	37.23
Religious Education	1.56	1.55	1.81	7.61	6.47	7.31	12.99	11.94	12.63	22.58	24.29	26.50	26.80	27.18	28.70	25.36	25.385	21.57
Art	5.07	4.33	2.62	20.28	22.39	22.24	35.76	33.28	38.20	29.72	31.08	29.22	8.38	8.20	7.14	0.34	0.50	0.50
General Science	0.10	0.00	0.10	0.00	0.32	0.10	2.09	2.67	0.77	13.61	17.15	15.88	38.85	43.20	50.91	25.55	19.26	25.12
Moral Education	2.64	1.98	2.14	10.76	9.33	9.31	16.96	19.11	17.51	20.75	22.17	22.22	18.40	18.77	18.26	29.71	27.94	30.18
French	0.85	0.95	1.51	2.26	1.74	3.03	3.25	4.28	5.55	10.61	14.42	11.93	32.81	28.21	28.91	49.65	50.24	48.40
Music	0.31	0.60	0.84	5.04	6.78	5.54	12.67	17.02	14.43	34.96	40.23	34.90	28.85	23.54	25.00	18.17	11.77	19.30
Physical Education	1.38	1.56	2.74	6.06	5.54	6.56	13.58	11.13	12.17	31.04	31.05	28.50	25.91	33.04	29.88	21.96	17.68	20.16

Table 13 presents performance of males over a three year period (2017-2019) 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 2018 and 2019. 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 grade U in French (48.40%) followed by Commerce & Office Procedures (40.55%) and Commerce and Accounting (37.23%) in 2019.

Fig. 5: Overall Grade Percentages by National Regions

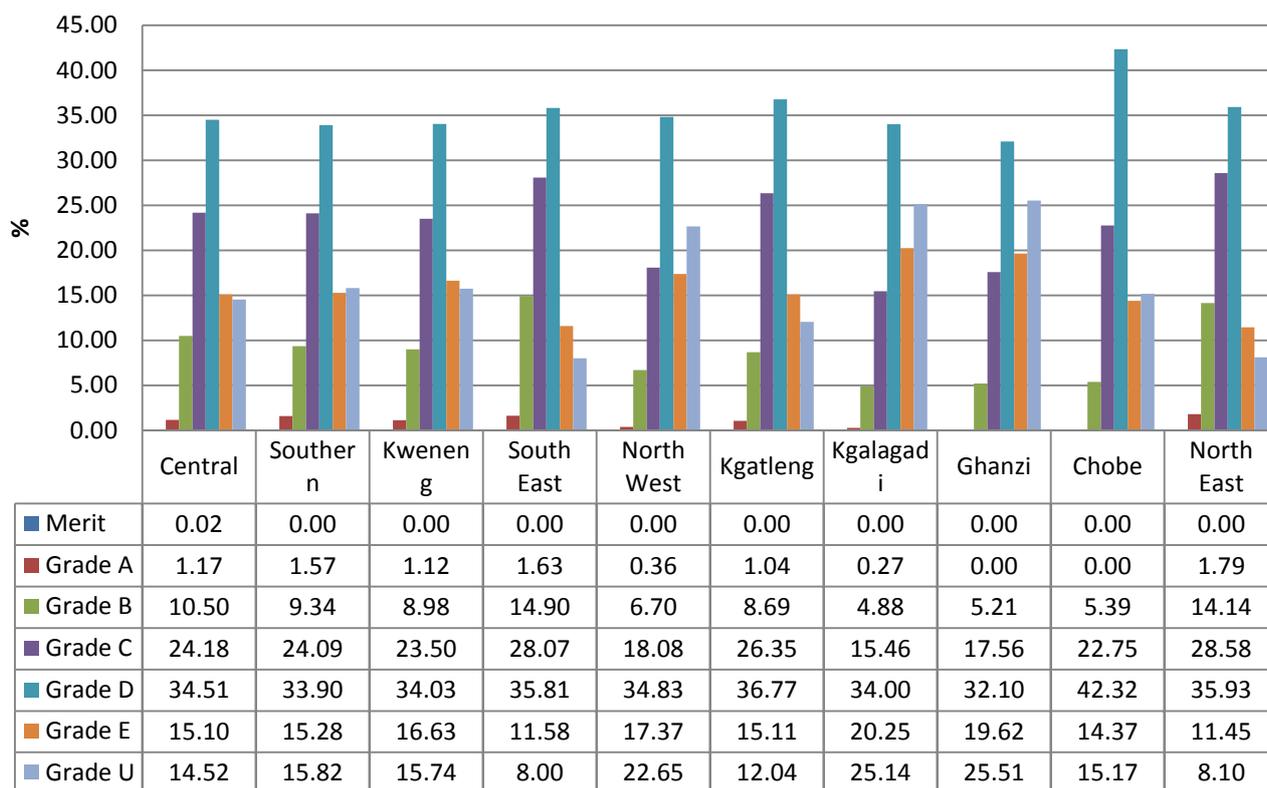


Fig. 5 shows the regional differences in candidates' performance. Central district recorded 3 merits in 2019. North East (1.79%) is leading in percentage of candidates awarded grade A, followed by South East (1.63%). Compared to other regions South East recorded the highest proportion of candidates that were awarded grade B (14.90%), followed by North East (14.14%). Kgalagadi, Ghanzi and North West regions have the lowest grades of A to C. Chobe has the highest proportions of grade D while Kgalagadi and Ghanzi have high proportions of grades E and U.

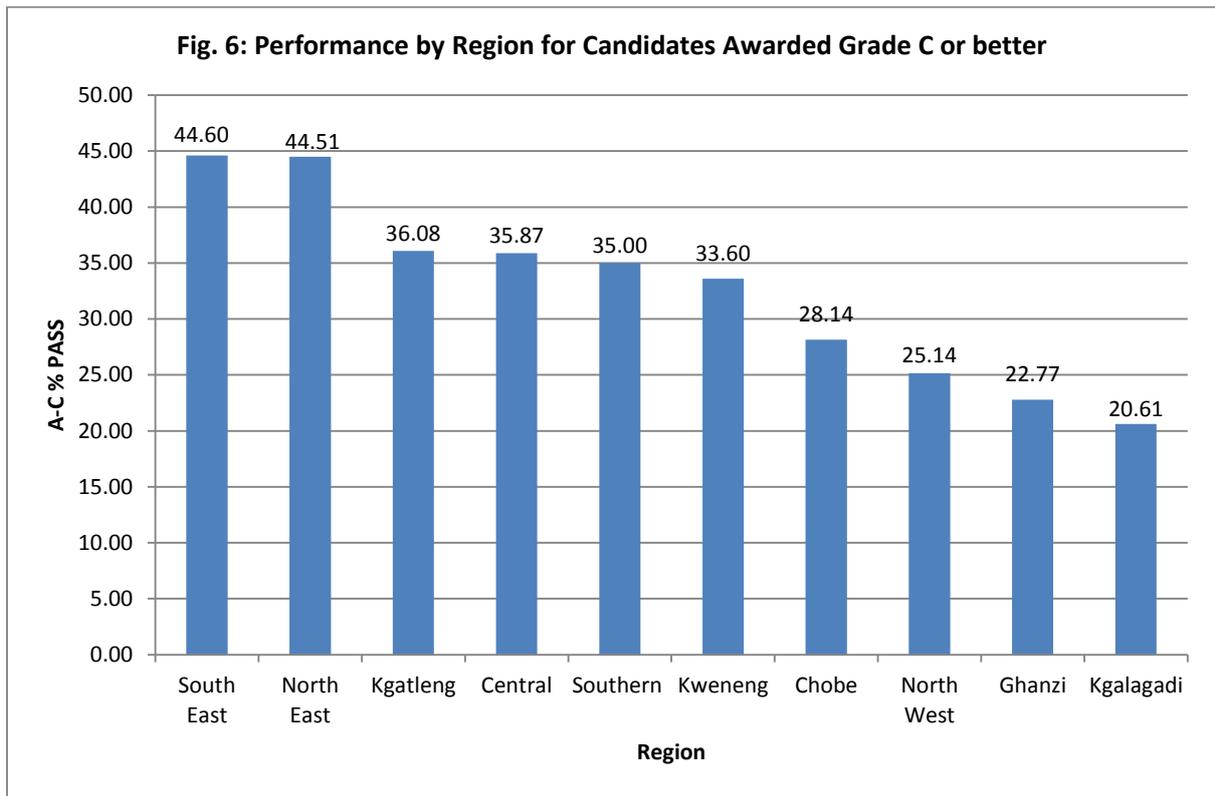


Figure 6 depicts performance of regions at grade C or better. The highest performing region at Grade C or better is South East (44.60%) followed by North East (44.51%) while the least performing region is Kgalagadi (20.61%) followed by Ghanzi (22.77%).

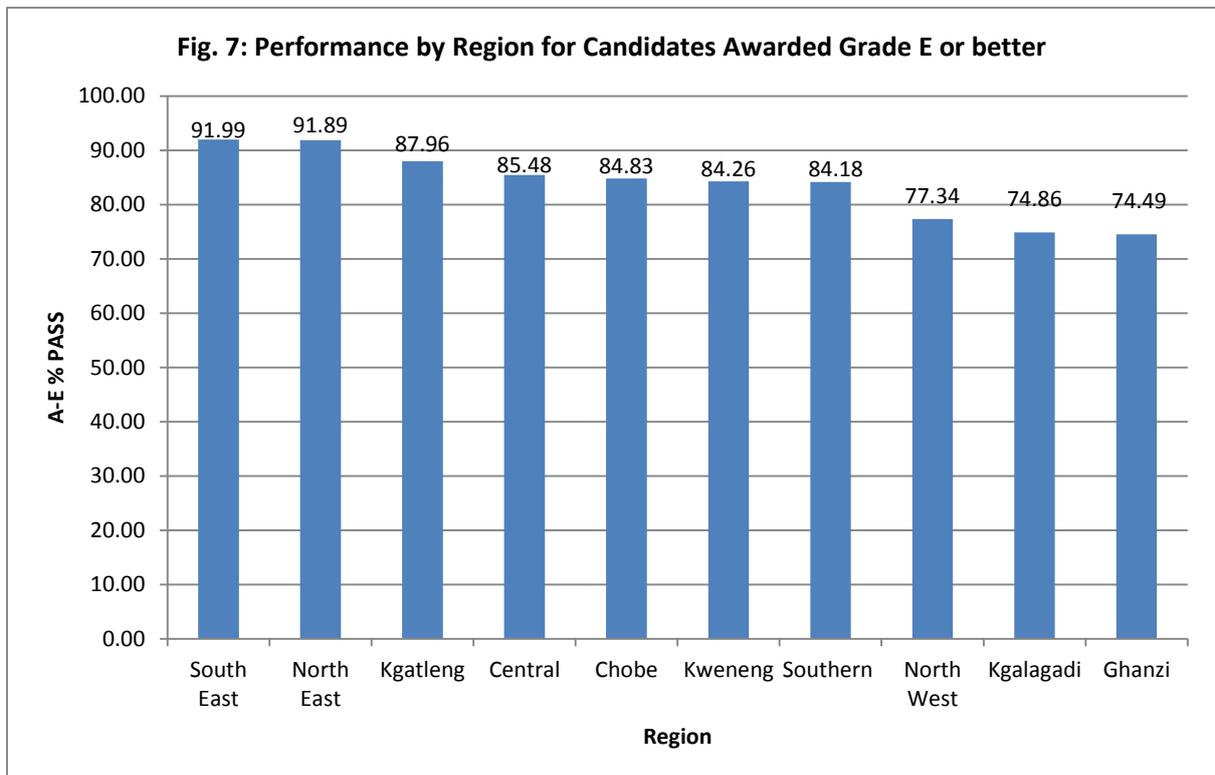


Figure 7 depicts performance of regions at grade E or better. South East and North East continue to be the highest performing regions even at grade E or better with 91.99 and 91.89 percentage passes respectively. At grade E or better, Ghanzi is the least performing region (74.49%) followed by Kgalagadi (74.86%), implying 25.51% and 25.14% ungraded candidates respectively.

Table 14 JCE Centres obtaining 50% or more of grades A-C by region in 2018

	Region	Centre	Percentage
1	Central	Orapa Junior Secondary School	77.2
2	Central	Meepong Junior Secondary School	73.9
3	South East	Bonnington Junior Secondary School	72.9
4	North East	Setlalekgosi Junior Secondary School	72.8
5	South East	Moselewapula Junior Secondary School	72.8
6	South East	Nanogang Junior Secondary School	72.1
7	Central	Makhubu Junior Secondary School	70.4
8	Central	Phatshimo Junior Secondary School	68.9
9	South East	Tlogatloga Junior Secondary School	65.3
10	North East	Thamani Junior Secondary School	64.5
11	North East	Montsamaisa Junior Secondary School	63.3
12	Central	Boipelego Junior Secondary School	62.9
13	North East	Tabitha Junior Secondary School	61.5
14	Southern	Kgosimpe Junior Secondary School	59.8
15	Central	Mojamorago Junior Secondary School	59.6
16	North East	Donga Junior Secondary School	58.6
17	Central	Kgalemang Motsete Junior Secondary School	58.5
18	Central	Mannathoko Junior Secondary School	57.6
19	South East	Kgale Hill Junior Secondary School	57.4
20	North East	Tadabijwa Junior Secondary School	57.2
21	North East	Madau Junior Secondary School	56.1
22	North East	Goldmine Junior Secondary School	55.4
23	South East	Mogobane Junior Secondary School	54.8

	Region	Centre	Percentage
24	Southern	Ntebogang Junior Secondary School	54.7
25	Kweneng	Letlole Mosielele Junior Secondary School	54.2
26	Central	Shoshong Junior Secondary School	53.8
28	Southern	Pitikwe Junior Secondary School	53.1
29	Central	Lebogang Junior Secondary School	53
30	South East	Maikano Junior Secondary School	52.9
31	Central	Gobojango Junior Secondary School	52.5
32	South East	Tlokweneng Junior Secondary School	52.4
33	Central	Ranokanyane Junior Secondary School	52.2
34	Central	Bakwenakgari Junior Secondary School	51.9
35	Kgatleng	Linchwe II Junior Secondary School	51.8
36	North East	Mmei Junior Secondary School	51.4
37	Southern	Itireleng Junior Secondary School	51.3
38	Southern	Tlhomo Junior Secondary School	51.3
39	South East	Sir Seretse Khama Junior Secondary School	51.1
40	Central	Mmaphula Junior Secondary School	50.9
41	Kweneng	Dithejwana Junior Secondary School	50.2

Table presents a list of centres obtaining at least 50% of grades C or better in 2018. Forty one (41) centres managed to obtain a 50% or more pass rate on A-C grades compared to thirty (30) in 2017, an increase by eleven (11) centres. These centres are from six regions, namely Central, South East, Southern, North East, Kweneng and Kgatleng.

Table 15 JCE Centres obtaining 50% or more of grades A-C by region in 2019

	Region	Centre	Percentage
1	Kgatleng	Believers' Destiny College	80.0
2	South East	Nanogang Junior Secondary School	78.6
3	Central	Orapa Junior Secondary School	77.4
4	Central	Meepong Junior Secondary School	73.6
5	South East	Bonnington Junior Secondary School	71.5
6	South East	Tlogatloga Junior Secondary School	69.2
7	North East	Montsamaisa Junior Secondary School	67.8
8	Central	Makhubu Junior Secondary School	66.8
9	South East	Moselewapula Junior Secondary School	66.7
10	North East	Setlalekgosi Junior Secondary School	64.5
11	Central	Phatsimo Junior Secondary School	61.5
12	South East	Kgale Hill Junior Secondary School	61.2
13	Southern	Kgosi Mpe Junior Secondary School	59.7
14	North East	Mmei Junior Secondary School	59.0
15	Southern	Morama Junior Secondary School	59.0
16	Central	Kgalemang Motsete Junior Secondary School	56.6
17	Southern	Itireleng Junior Secondary School	56.3
18	Central	Bakwena Kgari Junior Secondary School	55.9
19	Southern	Pitikwe Junior Secondary School	55.7
20	Kweneng	Dithejwane Junior Secondary School	55.0
21	North East	Tadabigwa Junior Secondary School	55.0
22	South East	Motswedi Junior Secondary School	54.5
23	North East	Thamani Junior Secondary School	53.8
24	South East	Maoka Junior Secondary School	53.8
25	Central	Mannathoko Junior Secondary School	53.5

	Region	Centre	Percentage
26	Central	Boipelego Junior Secondary School	53.4
27	North East	Donga Junior Secondary School	53.0
28	South East	Sir Seretse Khama Junior Secondary School	52.9
29	Central	Kgatadimo Junior Secondary School	52.8
30	North East	Shanganani Junior Secondary School	51.6
31	Central	Mojamorago Junior Secondary School	51.4
32	Central	Shoshong Junior Secondary School	51.4
33	North East	Ramoja Junior Secondary School	51.0
34	Central	Metsimasweu Junior Secondary School	50.6
35	Kgatlang	Linchwe II Junior Secondary School	50.0

Table 15 presents a list of centres obtaining at least 50% of grades C or better in 2019. Thirty-five (35) centres managed to obtain a 50% or more pass rate on A-C grades compared to forty-one (41), a decrease by six (6) centres from 2018. These centres are from six regions, namely Central, South East, Southern, North East, Kweneng and Kgatleng.

6.0 REPORT SUMMARY

- Overall performance of 2019 JCE cohort is similar to that of 2018.
- Setswana, English, Agriculture, Commerce and Office Procedures, Physical Education, Art and Music are showing significant increase in cumulative percentage of candidates reaching C or better.
- Mathematics and Moral Education experienced a significant decline.
- All subjects in exception of Art obtained cumulative percentages less than 50% at grade C or better.
- Female candidates outperformed their Male counterparts in overall A to C grade.
- South East region recorded the highest proportion of candidates obtaining grades A to C.