PRIMARY SCHOOL
LEAVING EXAMINATIONS

BOTSWANA
EXAMINATIONS
COUNCIL

2022
SUMMARY OF
PROVISIONAL
RESULTS

22

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PART 1.0: ADMINISTRATIVE REPORT

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1.1   Introduction

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

This year, the examination was administered at the centres from 05 to 12 October 2022. The annual training for Chief Invigilators was conducted virtually. More PSLE Centres logged on in 2022 as compared to 2021. The training may need to be reviewed to include aspects of physical training as there is evidence that the Chief Invigilators have somewhat slacked with the reading and interpretation of guidelines for conduct of examinations. The training is conducted to ensure that the administration of the examinations was standardised across the country, and the training material, which included guidelines for conduct of the examinations were shared with all centres.

1.2   Conduct of the 2022 PSLE

1.2.1   Candidature

A total of 49,333 candidates sat the examinations in 841 Centres compared to 46,984 in 2021, showing an increase of five percent (5%). The increase in candidature was noted mainly in the government school's category while a slight increase was also observed for private school centres and OSET. The breakdown of the candidature by centre type for the past five years is shown in *Table 1.1* below.

Table 1.1   Breakdown of Candidature from 2018 to 2022

Year	Government school centres	Private school centres	OSET centre	Total
2018	43,747	2,613	75	46,435
2019	44,659	2,783	78	47,520
2020	43,194	2,839	33	46,066
2021	43,798	3,151	35	46,984
2022	46,094	3,203	36	49,333

1.2.2 Examinations under COVID-19 Conditions

The 2022 examinations were conducted with a lessened threat to COVID-19. The protocols ha.ve been relaxed and the examinations went on without any challenges.

1.2.3 Incidents during the Examinations

Three (3) types of incidents were recorded during the sitting of the 2022 PSLE, involving six (6) Centres as shown in Table 1.2. below. All the incidents were administrative in nature, there was no case of malpractice recorded at this level. The PSLE recorded no case of opening of wrong question paper packet, which is commendable as this improvement has been noted for the past two years. There were two (2) cases of break-ins recorded compared to one (1) in the previous year.

Table 1.2.   Incidents recorded at PSLE during examinations

Incident type	No. of Centres	BEC Immediate Response
Break-ins at Centres	2	The BEC Security Office was informed, and they were able to establish through the Botswana Police that the examination papers were not tampered with.
Swapping of candidate numbers	1	The Centre was advised to be more vigilant with the remaining components.
Scripts left out during packaging after candidates had written.	3	The Centres were advised to package the scripts separately and submit to BEC.

1.3   Marking of Candidates' Scripts

Marking of PSLE scripts, which was scheduled from 31 October to 13 November 2022, was staggered over four weeks and was completed on 30 November 2022. The marking was staggered between two marking venues which were Joyland School in Metsimotlhabe, and Rainbow School in Gaborone. Marking for Agriculture Paper 1 and English Paper 2 was conducted from 31 October to 13 November 2022 while Setswana Paper 2 was marked from 16 November to 30 November 2022. The reason for the staggering was because of challenges with sourcing of marking venues as bidders were not responding to invitation to tenders and requests for quotations.

A total of 1,069 examiners were engaged to mark the scripts compared to 1,046 in 2021. One hundred and forty (140) independent checkers were engaged to minimise errors during

marking, ultimately reducing the time spent during data cleaning. Even though the time for error checking was reduced, it has been noted that the standard for checking had somewhat gone down. This finding may require review of engagement of checkers in the next cycle as well as close monitoring of examiners.

In 2022, there were no issues pertaining to marking raised by examiners except the expectation for increase of fees as per the demarcated zones. This was resolved through clarifying the terms of acceptance of the contract.

1.4   Candidates with Special Needs

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

1.5   Access Arrangements

A total of 1,455 applications were received in 2022 compared to 1,179 in 2021 at this examination level, showing an increase of about 23.4%. Out of the 1,455 applications, 81% of the candidates provided supporting evidence while 19% did not. There was a decrease in the provision of supporting evidence when compared to 2021, where 85% provided the evidence required. The applications that were not submitted with the necessary documents were followed up to do so and those that did not were not approved.

Most Centres did not have supporting evidence at the time of application but submitted after the deadline. As in previous years, the bulk of the evaluation reports were received late due to backlog at the Central Resource Centre (CRC) and other specialists.

1.5.1   Applications by special needs types

Most of the special need types recorded an increase as observed for Learning Difficulties, Low vision, Hard of Hearing and Multiple Disabilities while the numbers decreased for the Deaf, those with Physical Disabilities, Medical Conditions and those whose special needs types were not indicated. The decrease for candidates who did not indicate the special needs type is a welcome development as it means proper intervention measures will be put in place. *Table 1.3* below shows the number of applications for each of the special need types across years.

Table 1.3   PSLE Applications by Special Needs Type

Special Needs Type	Number of Candidates				
	2018	**2019**	**2020**	**2021**	**2022**
Learning Difficulties	369	572	780	804	1238
Low Vision	55	40	48	31	43
Profound Loss of Vision (Blind)	10	2	5	6	6
Hearing Impairment (Deaf)	30	22	23	26	22
Hard of hearing	2	9	9	4	25
Physical Disability	6	7	15	10	4
Medical Condition	14	12	25	30	20
Multiple Disabilities	34	16	7	9	15
Not indicated	37	13	25	259	82
Total Number of Candidates	**557**	**693**	**937**	**1,179**	**1,455**

1.5.2   Types of PSLE access arrangements

At this level a decrease was noted in applications for modified papers (for Learning Disability & Hearing Impairment) while an increase was observed for large print, scribes, braille, preferential sitting, rest breaks and assistive technology devices.

Table 1.4   PSLE Applications by Type of Access Arrangements

Access Arrangements	Number of Candidates				
	2018	**2019**	**2020**	**2021**	**2022**
Modified papers (LD)	38	682	488	734	431
Modified papers (Hearing Impairment)	34	46	23	26	23
Extra-time	440	302	869	981	1321
Enlarged Print	57	35	43	23	51
Reader	229	651	712	712	1057
Scribe/Oral Response	192	455	518	626	1039
Braille	16	2	16	6	14
Rest breaks	68	69	60	60	173
Exemption from Setswana	34	0	0	0	0
Preferential Sitting	3	5	36	30	36
Assistive Technology Device(s)	15	11	9	12	26
Access Arrangements not Indicated	38	1	25	278	75

1.6   Special Consideration

A total of forty-two (42) applications were received in 2022 compared to twenty-six (26) received in 2021. Forty-one (41) applications were submitted with supporting evidence while one (01) did not provide the required evidence. The number of application categorised by type of special consideration are shown in the Table 1.5 below.

Table 1.5   Applications by Special Consideration Type

Special Consideration Type	Number of Candidates With Supporting Evidence	Number of Candidates Without Supporting Evidence
Ill health during examination at centre or hospitalised	14	1
Bereavement of the immediate family member of the candidate	5	-
Social problems (assault, trauma, psychological problem)	22	-
TOTAL	**41**	**1**

All candidates who applied for special consideration were considered as they satisfied the criteria for eligibility. Candidates whose supporting evidence has not been submitted would be allowed to do so up to the end of the six weeks results enquiry period.

PART 2: TECHNICAL REPORT

2.1   Introduction

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

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

During the 2022 examination series, the candidates were provided with an opportunity to show what they know and what they can do, and to the same level of demand as in previous years. What is worth noting is that even though the 2022 cohort was not impacted by the COVID-19 pandemic at the time of the examination, they faced a challenging environment due to the COVID-19 pandemic at the commencement of their upper primary programme which was characterized by learning interruptions yet the bulk of the content for almost all the syllabuses is expected to be covered at the beginning of the programme. The disruptions due to the pandemic meant that candidates taking examinations in 2022 are **likely** to demonstrate a lower level of knowledge, skills and understanding at an overall national level than those who sat for examinations before 2020, through no fault of their own. Therefore, in subjects where this was evident, a post examination adjustment that compensates candidates who were disadvantaged due to circumstances beyond their control was applied at a national level. 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.

Furthermore, it is important to note that the application of the procedure will not change the circumstances the cohort faced as it also ensures that the integrity of the assessment is **not** compromised.

2.2   Grading Process

2.2.1   Standard Setting

The PSLE Standard Setting exercise this year was conducted from 17th to 21st November 2022. As in the previous year, all subjects were assigned 10 judges who were highly experienced and competent in the execution of the Angoff procedure. The normal standard setting procedure for PSLE (Angoff Procedure) was followed and judges for each of the subjects came up with cut-off scores to be applied for grading in 2022.

The Angoff procedure involves making judgement on the difficulty level of each item in a paper. The outcomes of each judge are then averaged to determine the cut-off scores. It is a well-established method of standard setting commonly used for Multiple Choice tests because it is considered to be more objective.

2.2.2   Validation of Cut-off Scores

Following the process of determination of the cut-off scores by the judges, cut-off score validation meeting was held from 05th to 13th December 2022.

Upon completion of the process of interpreting judges' cut-off scores and consideration of all the variables that could have affected the judges' decisions, the application of the cut-off scores was effected. This year, only two out of the seven syllabuses presented evidence of the need for a post examination adjustment to mitigate the impact of the pandemic. This could be an indication that the education system is slowly weaning from the effects of the COVID-19. The application of cut-off scores was followed by validation of outcomes, the process for which the results and discussions are presented in the next section.

2.2.3   Validation of Outcomes
2.2.3.1   2022 Incidents log

The 2022 Incidents Log had three Centres whose performance was interrogated to find out whether there could be any anomalies. After consideration of performance trends for 3-years, no anomalies observed for the Centres.

2.2.3.2   Centres with drastic changes

The 5 Centres which were ear-marked for monitoring because they had presented drastic positive changes in performance in the previous year have been observed to be normal. Centres which displayed either positive or negative drastic changes in performance at qualification level this year were interrogated. The interrogation involved validation of outcomes at qualification and syllabus level by considering the performance trend over a 3-year period. There were no anomalies observed.

2.3   Performance by Syllabus

2.3.1   Quantitative description

Generally performance this year remained more or less the same as that of the previous year in almost all the syllabuses. What is worth noting is that Setswana, Agriculture and Science recorded a significant decline in one of the grades in comparison to the previous year.

Furthermore, almost all candidates at syllabus level were able to attain the minimum Grade of E across all syllabuses except for Agriculture where there is still a significant number failing to achieve Grade E. Unlike in the previous year, the number of candidates' assigned U across the different syllabuses has declined except in Agriculture where it has increased. It is also worth noting though that a significant proportion of candidates are assigned U in at least one Dimension across syllabuses as in the previous year.

Setswana

Performance in this syllabus reflects that almost all candidates met the minimum requirements for the award of a grade at syllabus level. The overall performance in the syllabus is at the same level as that of the previous year with an insignificant decline across all grades except for Grade B where the decline is significant. What is worth noting is that there has been an increase in the number of candidates who failed to meet the minimum requirements for the award of a grade in the Communication Dimension from **6%** to **8%** this year.

English

In this syllabus, performance remains at the same level as that of last year as reflected by the insignificant decline across all grades. Almost all candidates met the requirements for the award of a grade as in the previous year at syllabus level. What needs to be noted is that the Communication Dimension indicates that, about **17%** of candidates could not meet the minimum requirements for the award of a grade as in the previous year. The Comprehension & Language Use Dimension on the other hand, had only **1%** of the candidates who could not qualify for a grade across the two years.

Mathematics

Performance in this syllabus indicates that almost all candidates met the minimum requirements for the award of a grade at syllabus level. As in the previous year, about **4%** of candidates could not qualify for a grade in the Computation Dimension whereas about **2%** of the candidates could not qualify for a grade in the Application & Reasoning Dimension.

Science

Nearly all the candidates met the minimum requirements for the award of a grade at syllabus level. However, in the Knowledge and Understanding Dimension, **11%** of candidates could not meet the requirements for an award of a grade as compared to **8%** in the previous year. The Application Dimension had only about **1%** of candidates who could not qualify for a grade as in the previous year.

Social studies

Performance in this syllabus indicates that almost all the candidates met the minimum requirements for the award of a grade at syllabus level with an insignificant increase across all the grades. Unlike in the previous year where the number of candidates assigned U in the Knowledge Dimension was about **3%**, this year the number dropped to **1.6%** which shows a slight improvement.

Agriculture

Performance at syllabus level portrays an insignificant decline across grades except at grades C and D where there is a significant decline as compared to last year. As in the previous year, there are candidates who still could not meet the requirements for a grade award at syllabus level and their percentage has increased from **3.46% to 5.22%** this year**.** The percentage of unclassified candidates in the syllabus continues to be significantly higher than the rest of the syllabuses which is indicative of the fact that across years a significant number of candidates complete the programme without having acquired basic skills in Agriculture.

What is worth noting is that, there is an increase of candidates who fell short of meeting the minimum requirements for a grade award in both dimensions, about **6%** in the Knowledge Dimension compared to **4%** in the previous year and **11%** in the Understanding Dimension compared to **10%** last year.

Religious & Moral Education

This year, candidates' overall performance (E or better) remained at the same level as that of the previous year reflecting an insignificant decline across all the grades. Just like in the previous year, a significant number of candidates of about **2%** fell short of meeting the requirements for a grade award in the Knowledge Dimension while **1%** could not meet the requirements for a grade award in the Understanding Dimension.

Cumulative percentages at each grade in each syllabus and differences between 2022 and 2021 are shown in Table 2.1 as well as the number of candidates assigned U in the different syllabuses.

Table 2.1: Cumulative Percentage at Each Grade in Each Syllabus and Differences Between   2022 and 2021.

Syllabus	Years	Grade A	Grade B	Grade C	Grade D	Grade E	Number at U & differences
Setswana	2021	15.80	52.59	79.98	92.42	100.00	2
	2022	14.55	50.07	78.05	90.86	99.99	3
	Diff	-1.25	-2.52	-1.93	-1.56	-0.01	1
English	2021	22.60	47.19	67.74	82.81	98.69	617
	2022	21.77	46.69	68.11	83.01	98.80	590
	Diff	-0.83	-0.50	0.37	0.20	0.11	-27
Mathematics	2021	10.58	28.62	63.44	87.56	99.24	357
	2022	9.30	27.68	61.73	87.86	99.35	320
	Diff	-1.28	-0.94	-1.71	-0.30	-0.11	-37
Science	2021	6.60	24.04	55.66	87.80	99.38	289
	2022	4.62	24.40	53.49	86.25	99.44	275
	Diff	-1.98	-0.36	-2.17	-1.55	-0.06	-14
Social Studies	2021	7.02	28.32	58.62	88.07	99.92	39
	2022	8.27	30.53	59.13	89.96	99.97	17
	Diff	1.25	2.21	0.51	1.89	0.05	-22
REME	2021	7.56	26.72	64.52	91.15	99.72	130
	2022	6.97	25.83	63.17	90.86	99.85	74
	Diff	-0.59	-0.89	-1.35	-0.29	-0.13	-56
Agriculture	2021	8.31	26.26	59.53	85.78	96.53	1628
	2022	9.22	25.17	55.80	83.64	94.78	2573
	Diff	0.91	-1.09	-3.73	-2.14	-1.75	945

2.3.2 Performance Trends

The graph 2.1 below shows trends in Candidates' performance at Grade C or better over a period of 5 years.

Figure 2.1: Cummulative % of Candidates Obtaining Grade C or better for all Syllabuses

	2018	2019	2020	2021	2022
Setswana	82.98	83.62	82.69	79.98	78.05
English	68.37	69.84	69.38	67.74	68.11
Mathematics	69.14	64.59	66.3	63.44	61.73
Science	55.62	58.86	57.21	55.66	53.49
Social Studies	60.78	62.29	59.03	58.62	59.13
REME	65.98	67.69	66.66	64.52	63.17
Agriculture	62.2	64.21	63.78	59.53	55.8
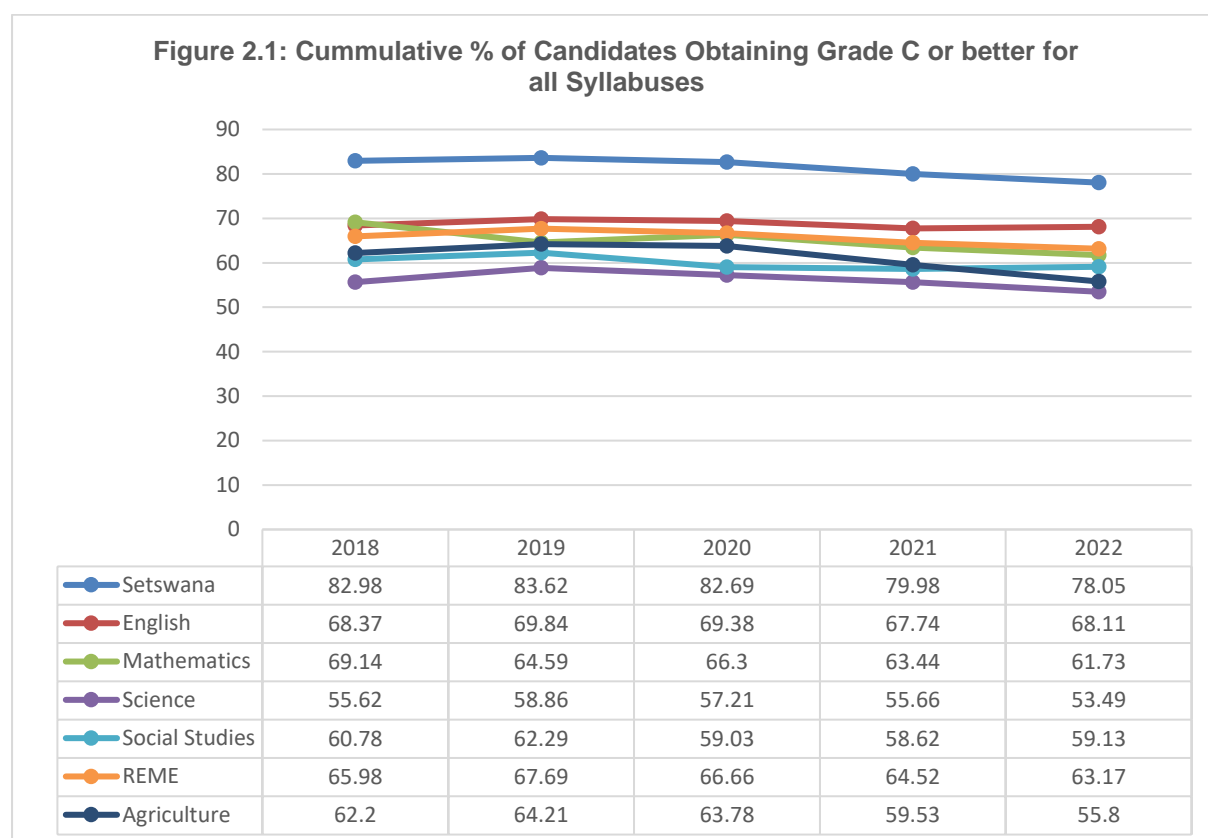
The Figure 2.1 indicates a consistent decline in performance across years for almost all the syllabuses from 2020 while for Mathematics it declined from 2019. Notably, the decline in performance was a lot more pronounced in 2021 where the differences for some syllabuses are quite significant. What is also worth noting is that this year, even though there is a further decline in Candidates performance at Grade C or better for most of the syllabuses, there is a sign of recovery for English and Social Studies which recorded a slight improvement.

2.3.3 Qualitative description

Last year there was a clear pattern indicating a decline in the Candidates' performance on the Knowledge Dimension across the different syllabuses, reflecting a deficit in knowledge acquisition in the different syllabuses. This year that trend still prevails in some syllabuses. However, it is worth noting that the decline in performance is now observable in other Dimensions.

In languages, Setswana and English, there is a significant number of Candidates assigned a U in the Communication Dimension. This could be indicative of the fact that even though the

Candidates have knowledge of the different language attributes, they have a challenge when they are expected to use those attributes for effective communication.

In Mathematics and Science on the other hand, Candidates perform better in the Dimensions where they are expected to apply mathematical and scientific concepts & principles while they are challenged when they are expected to display basic knowledge of those concepts and principles. This is evidenced by the increase in the number of candidates assigned U in the Computation Dimension in Mathematics as well as the Knowledge & Understanding Dimension in Science.

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

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

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PART 3.0: SUMMARY OF RESULTS

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This section presents a detailed analysis of candidates' performance for the 2022 cohort contrasting with previous cohorts. The statistics are mostly aggregated across grades. The section also provides performance analysis by gender, subjects and educational regions. Out of a total of 49 333 candidates who sat for the examination, 25 084 were females while 24 249 were males.

3.1 Overall Performance

Table 3.1.: Number, percentages, and cumulative percentages of candidates in each overall grade category in 2022 and 2021

	2022			**2021**		
	Count	**%**	**Cumulative %**	**Count**	**%**	**Cumulative (%)**
A	9084	18.41	18.41	8752	18.63	18.63
B.	8842	17.92	36.33	8816	18.76	37.39
C	16850	34.16	70.49	16264	34.62	72.01
D	10318	20.92	91.41	9380	19.96	91.97
E	4181	8.48	99.89	3700	7.88	99.85
U	35	0.07	99.96	52	0.11	99.96
X	23	0.04	100.00	20	0.04	100.00
Total	49333	100		46984	100	

Table 3.1 shows overall performance of candidates across all overall grades (A, B, C, D & E). The percentages of learners obtaining Grade A, B and C has declined slightly in 2022compared to 2021. In fact, the cumulative percentage for Grade C or better is 70.49% in 2022 compared to 72.01 in 2021, which represents an insignificant decline of 1.52%. More candidates obtained Grade D in 2022 compared to 2021, with a slight difference of 0.96%.

Figure 3.1a: Camparison of PSLE Overall performance in 2022, 2021, 2020, 2019 and 2018

	A	B	C	D	E
2022	18.41	17.92	34.16	20.91	8.48
2021	18.63	18.76	34.62	19.96	7.88
2020	20.11	18.62	34.42	19.17	7.50
2019	20.81	18.09	35.43	19.12	6.43
2018	19.26	19.14	34.38	19.58	7.54

Performance grades by year
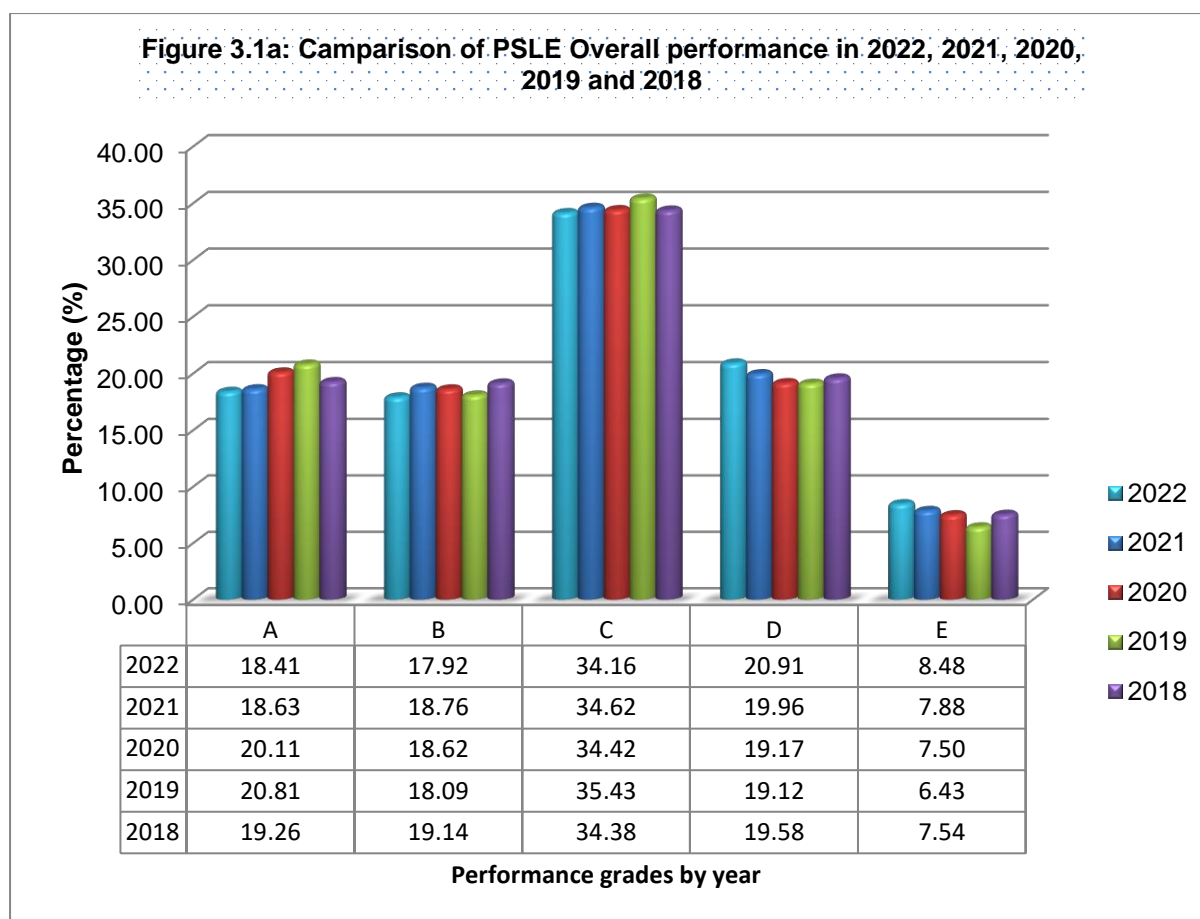
Figure 3.1a shows the overall performance of candidates over a 5-year period. The percentage of candidates obtaining grade A has declined slightly by 0.22% from 18.63% in 2021 to 18.41% in 2022. Proportion of candidates obtaining grade B has declined slightly by 0.84% from 18.76% in 2021 to 17.92% in 2022. The proportions of learners who attained Grade C has also declined by 0.46% from 34.62% in 2021 to 34.16% in 2022. Cumulatively, the percentage of credit pass grades (A-C) is 70.49% in 2022 compared to 72.01% in 2021. This represents a decline of 1.52% at A-C grades. The proportion of candidates at grade D increased slightly by 0.95% from 19.96% in 2021 to 20.91% in 2022. Grade E has experienced an increase by 0.06% from 7.88% in 2021 to 8.48% in 2022. Looking across a 5-year period, the performance trends across grades show relative decline at Grades A, and largely fluctuating at B, & C but for Grades D and E the trend is showing an increase from 2018 to 2022. However, it is worth noting that differences across grades are statistically insignificant.

Figure 3.1b: Overall Grade Trends (A-B, A-C, A-D, A-E) 2018-2022

	2018	2019	2020	2021	2022
A-B %Pass	38.40	38.90	38.73	37.39	36.33
A-C %Pass	72.78	74.33	73.15	72.01	70.49
A-D %Pass	92.36	93.45	92.32	91.87	91.41
A-E %PASS	99.90	99.88	99.81	99.85	99.89
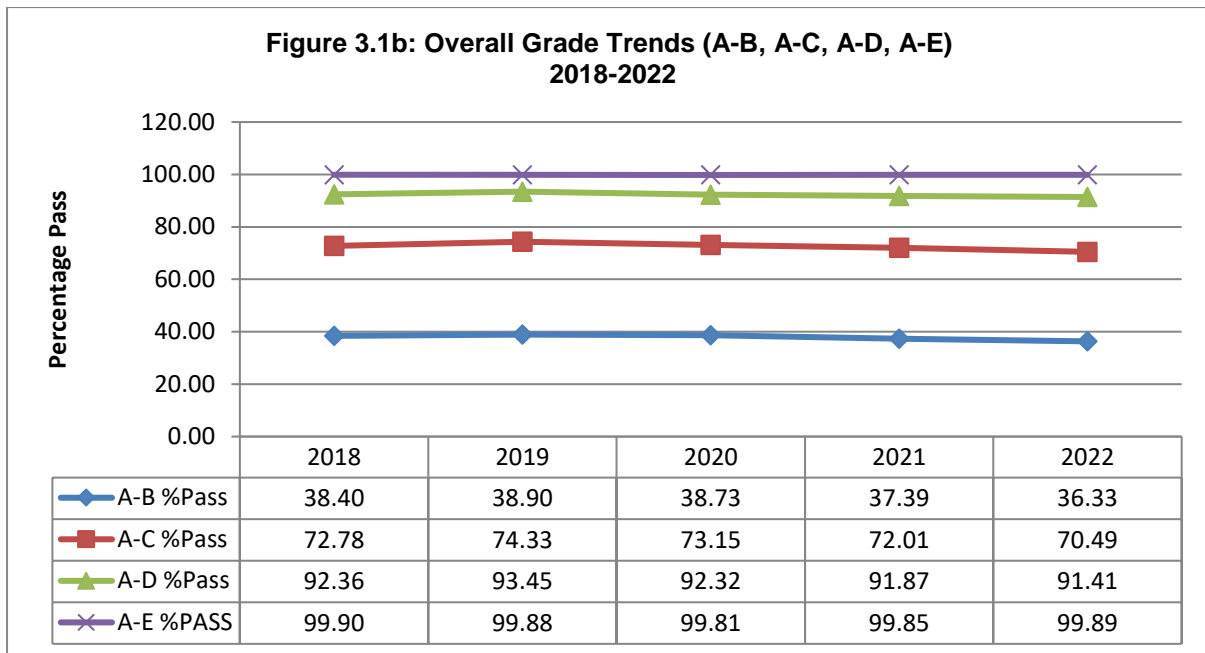
Figure 3.1b depicts a trend analysis of overall grades (A-B, A-C, A-D and A-E) over a period of 5 years. A-B registered a steady decrease from 37.39% in 2021, to 36.33% in 2022. The changes in proportions across years is small signifying a relative stable performance trend across years in this grade category. Similar observations can be said about performance trend in the A-C grades. A-E and A-D grades seem to be consistent at around 99.89% and around 91.41% respectively in the past five (5) years. The similarity of performance across grades categories suggest that the candidates had been comparable across years.

3.2:   Performance by Centre Type

Figure 3.2: Performance by Centre Type

	A	B	C	D	E	U	X
Government	16.20	17.27	35.24	22.18	9.00	0.08	0.04
Private	50.06	27.29	19.08	2.55	0.74	0.00	0.28
Oset	1.35	6.76	20.27	45.95	24.32	0.00	1.35
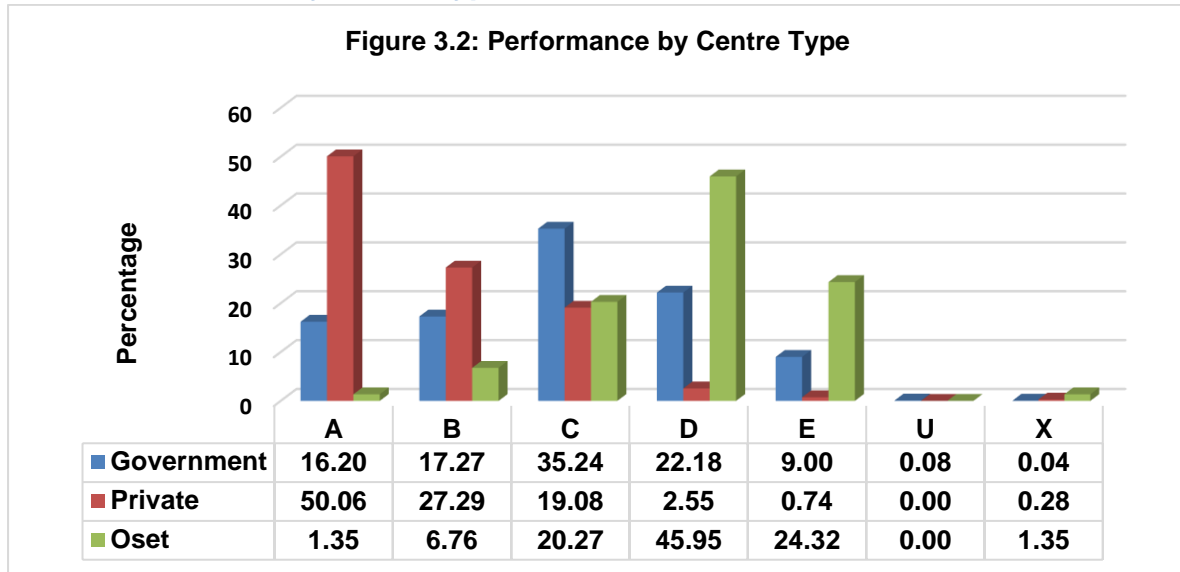
Figure 3.2 shows overall performance for centre categories across grades. Private centres had larger proportion of candidates awarded grade A and B compared to other centre types. Government centres had a largest proportion of candidates awarded Grade C compared to other grades and OSET centres had a larger proportion of candidates awarded Grade D compared to other centre types.

Figure 3.3: A-C % Pass by Centre Type

Government 68.71, Private 96.43, Oset 28.38
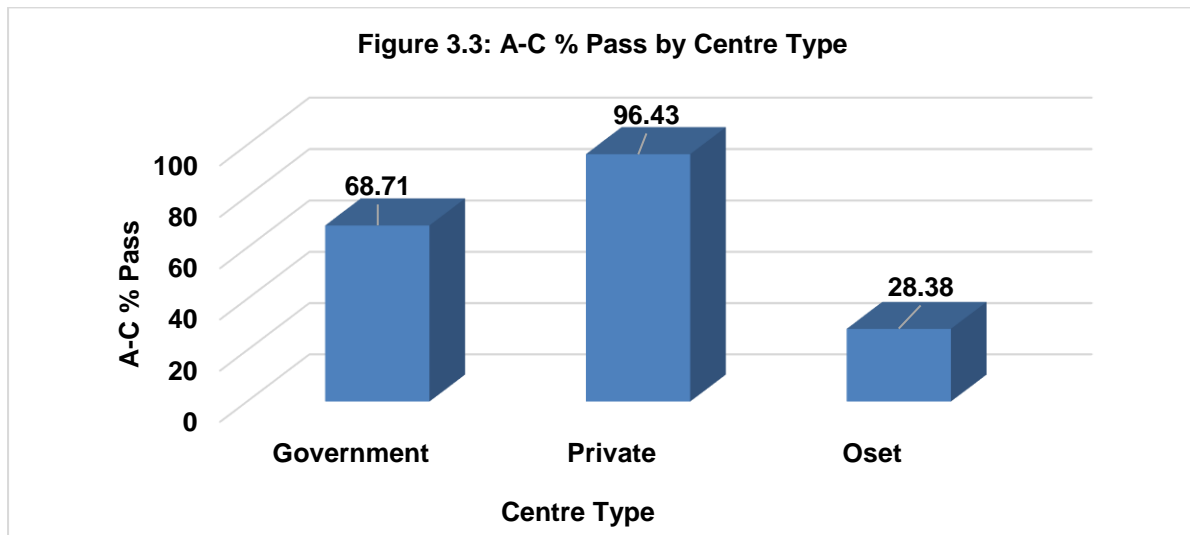
Figure 3.3 shows average Grade A-C across centre type. Private centres had the largest candidates awarded grades A-C followed by Government centres.

Figure. 3.4: Overall OSET Candidates Performance by Grade

	A	B	C	D	E	U	X
2022	1.35	6.76	20.27	45.95	24.32	0.00	1.35
2021	5.71	17.14	57.14	14.29	0.00	5.71	0.00
2020	0.00	0.00	30.30	42.42	6.06	0.00	21.21
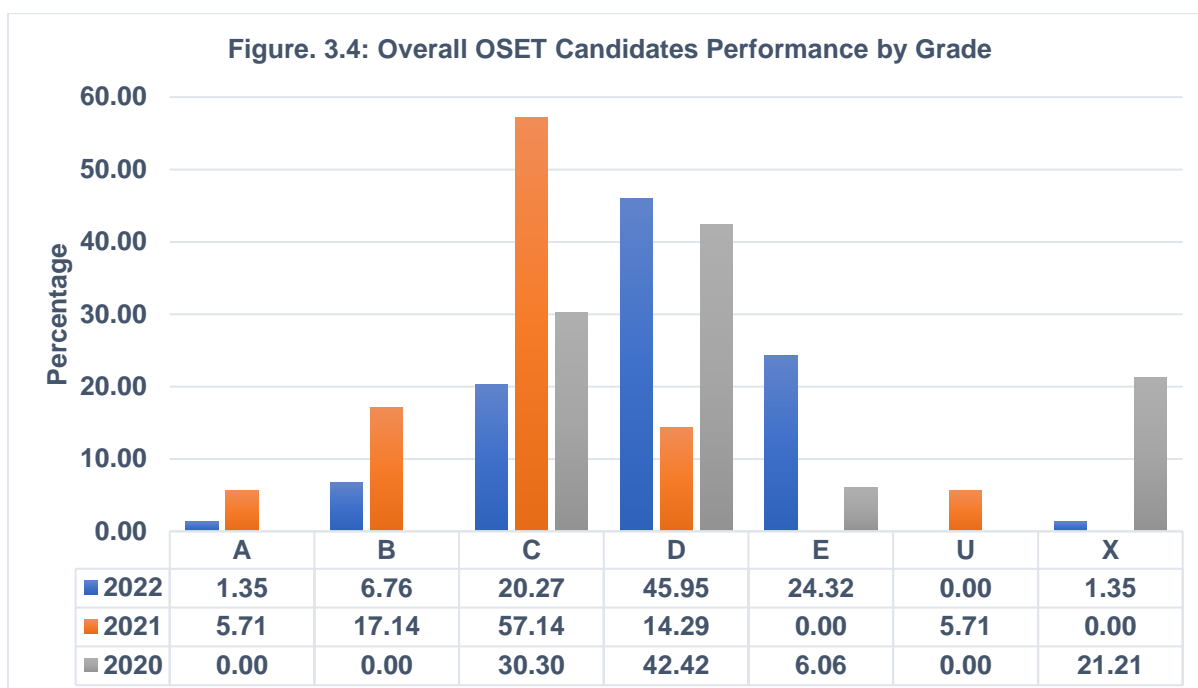
Figure 3.4 shows performance of OSET candidates in 2020, 2021 and 2022. The proportion of candidates who obtained Grades A; B & C are smaller in 2022 compared to 2021. The larger difference was in Grade C where 36.87% more candidates obtained Grade C in 2021 compared to 2022. The figure shows that in 2022 more candidates obtained Grade D and E compared to 2021. Grades A-C accounted for 28.38% and 74.33% for grades A-D in 2022, which signify a significant decline from 2021 performance of 79.99% and 94.28% respectively.

3.3 Performance by Special Educational Needs

Fig 3.5 Overall Distribution of Special Needs by Grade

	A	B	C	D	E	U
2022	4.00	6.07	31.26	41.27	17.32	0.07
2021	1.86	6.37	31.12	41.2	19.1	0.35
2020	4.42	8.84	29.45	38.69	18.34	0.00
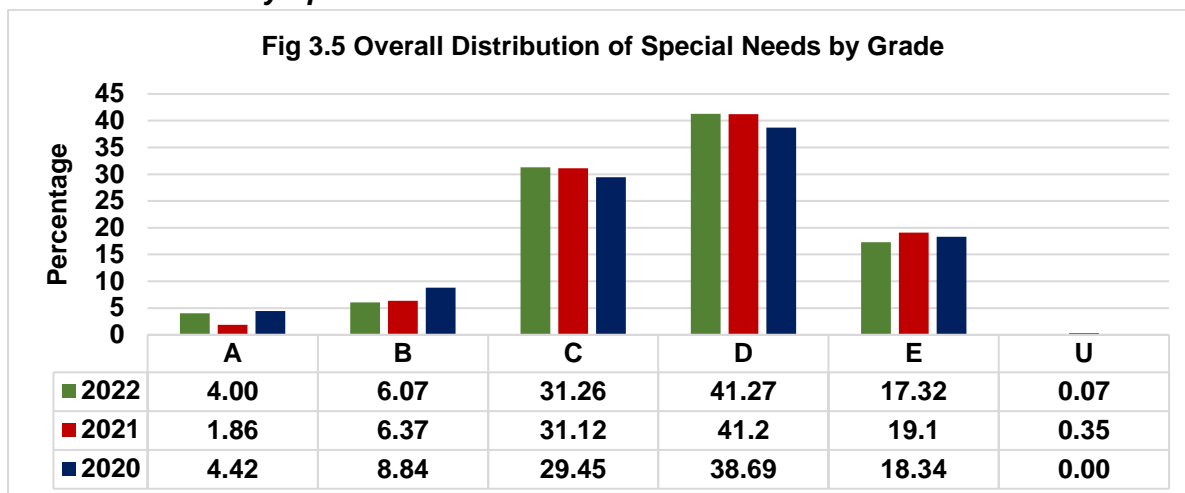
Figure 3.5 shows the overall distribution of candidates with Special Educational Needs by their grades in the last three years, 2020, 2021 and 2022. The results show an improvement in 2022 from 2021. This is shown by an increase in grade A from 1.86% in 2021 to 4.00% in 2022. Cumulative percentage of A-C has increased from 39.35% in 2021 to 41.33% in 2022, indicating a 1.98% increase. Grade E shows a decline of 1.78% from 19.10% in 2021 to 17.32% in 2022. In all the three years grade D is the modal grade.

Figure 3.6 Performance of Special Needs Candidates by Gender

	A	B	C	D	E	U
Female	4.03	5.21	32.46	41.00	17.30	0.00
Male	3.99	6.43	30.77	41.38	17.33	0.10

Fig. 3.6 shows the performance of Special Needs Candidates at each grade by gender. The graph shows that females outperformed males by a difference of 0.51% in A-C% pass. Both genders have grade D as the modal grade.

Performance by Special Needs Type

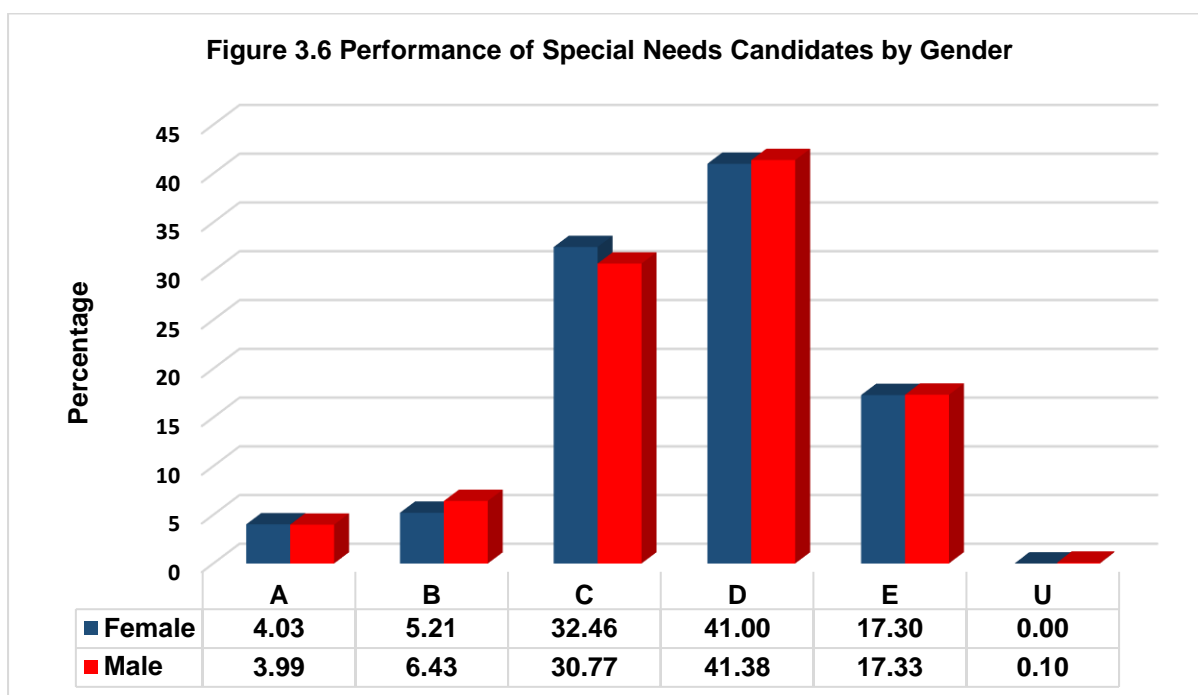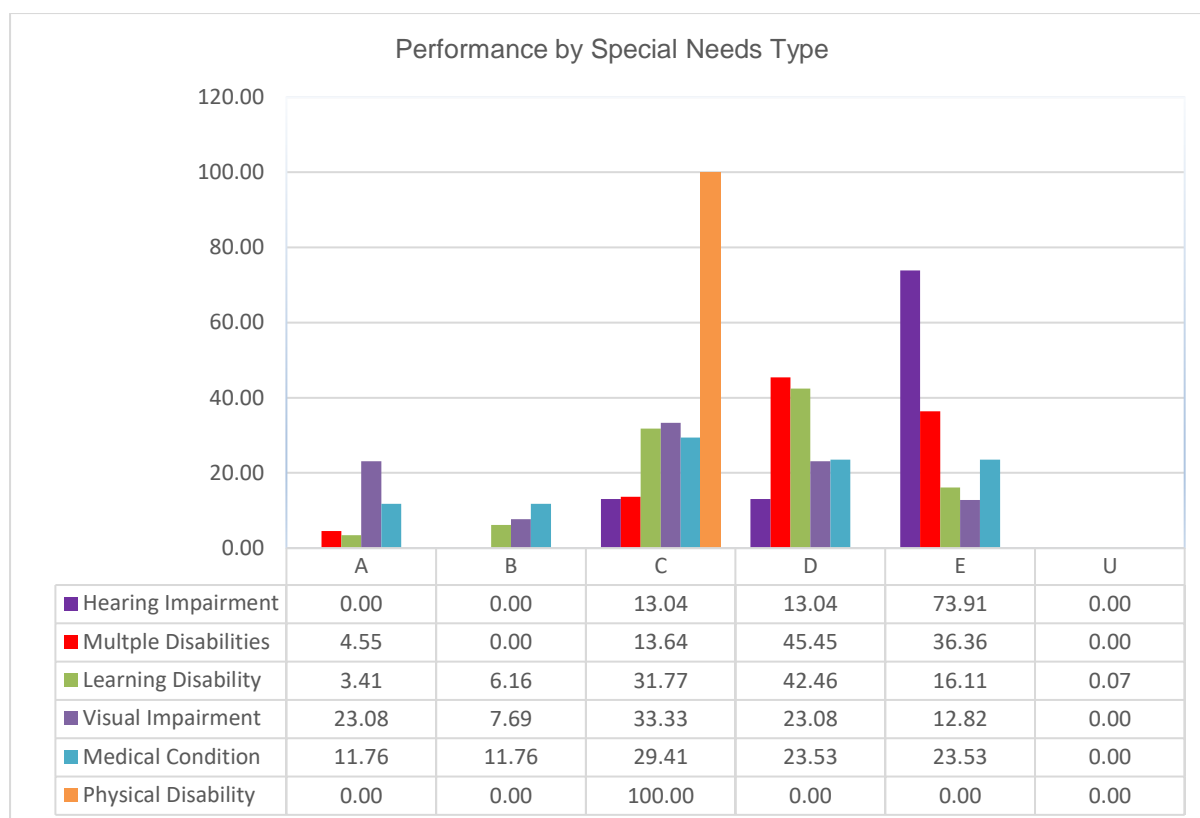|	A	B	C	D	E	U
Hearing Impairment	0.00	0.00	13.04	13.04	73.91	0.00
Multple Disabilities	4.55	0.00	13.64	45.45	36.36	0.00
Learning Disability	3.41	6.16	31.77	42.46	16.11	0.07
Visual Impairment	23.08	7.69	33.33	23.08	12.82	0.00
Medical Condition	11.76	11.76	29.41	23.53	23.53	0.00
Physical Disability	0.00	0.00	100.00	0.00	0.00	0.00

Figure 3.7 shows performance of learners who sat for the 2022 examinations by special needs categories. The assessment catered for several special needs categories which included: Hearing Disability, Multiple Disabilities, Learning Disability, Visual Impairment, Medical Condition and Physical Disability. The performance in these categories was towards the lower grades D and E. There were few candidates awarded grades A and B among most of the categories. However, it was encouraging to find out that 23.08% of candidates with Visual Impairment were awarded grade A. About 11.76% of candidates with Medical Condition were awarded grades A and B each. The physical disability candidates obtained a modal grade of C. Within the D grade, the Multiple Disabilities category was higher at 45.45% followed by Learning Disability at 42.46%. Most of the candidates with Hearing Impairment obtained grade E, at 73.91%.

3.4 Performance by Regions

Figure 3.8: Proportion of Candidates Awarded Grade A to D by Educational Regions

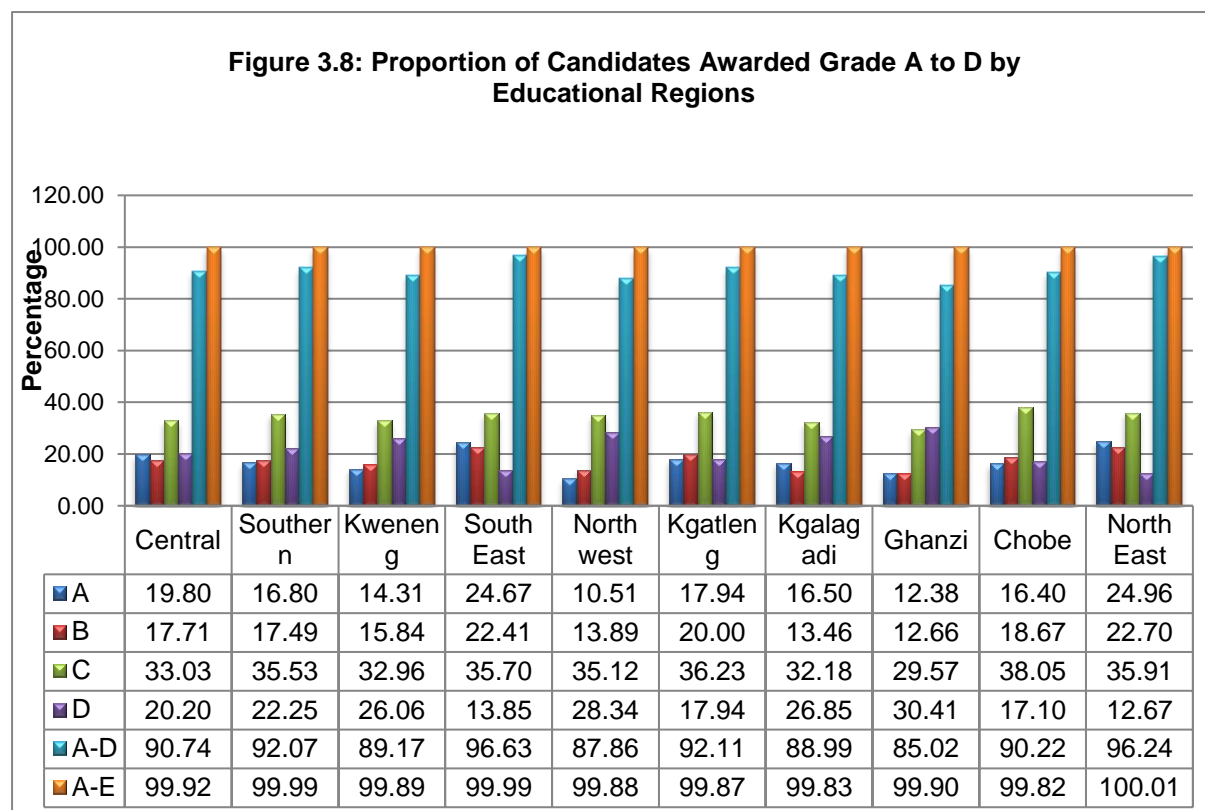|	Central	Southern	Kweneng	South East	North west	Kgatleng	Kgalagadi	Ghanzi	Chobe	North East
A	19.80	16.80	14.31	24.67	10.51	17.94	16.50	12.38	16.40	24.96
B	17.71	17.49	15.84	22.41	13.89	20.00	13.46	12.66	18.67	22.70
C	33.03	35.53	32.96	35.70	35.12	36.23	32.18	29.57	38.05	35.91
D	20.20	22.25	26.06	13.85	28.34	17.94	26.85	30.41	17.10	12.67
A-D	90.74	92.07	89.17	96.63	87.86	92.11	88.99	85.02	90.22	96.24
A-E	99.92	99.99	99.89	99.99	99.88	99.87	99.83	99.90	99.82	100.01

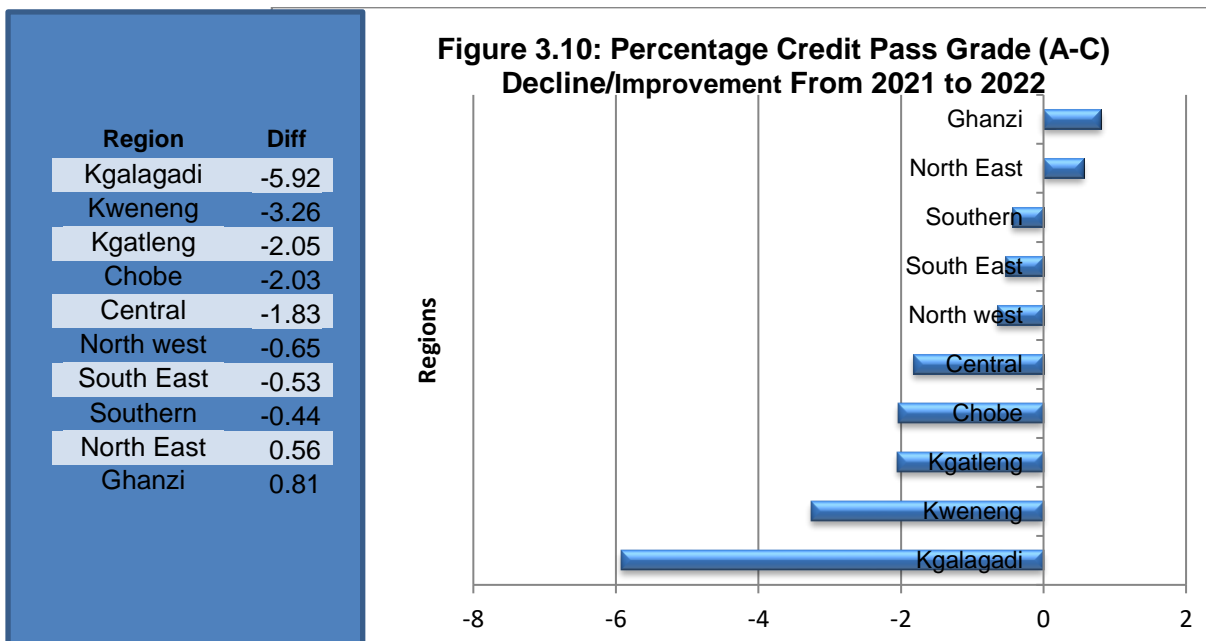Figure 3.8 shows that North East region had the highest proportion of Grade A (24.96%), followed by South East (24.67%) while North West had the lowest proportion of Grade A (10.51%), and followed by Ghanzi (12.38%). Ghanzi (85.02%) had the lowest proportion of candidates awarded A-D grades followed by North West at 87.86%. All regions have recorded at least 99% for grades A-E. There is no ungraded candidate in North East.

Figure 3.9: Proportion of candidates awarded grades A to C credit grades by Educational Regions
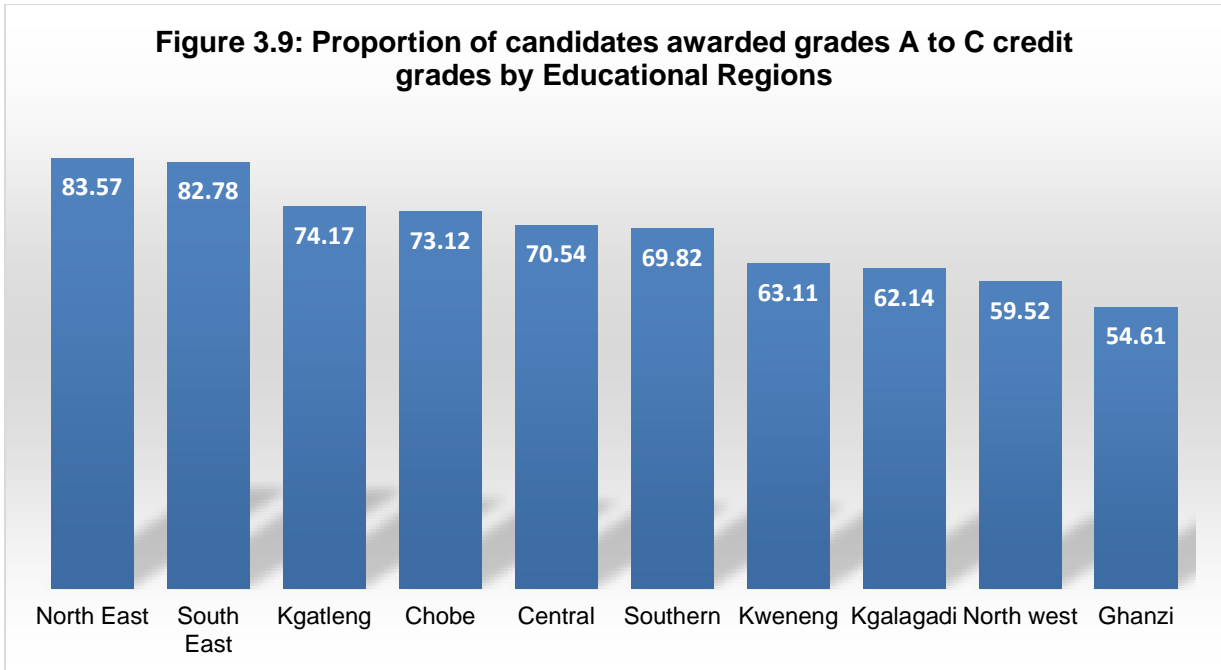
It is observed from Figure 3.9 that North East Region with 83.57% and South East Region with 82.78% performed significantly higher than other regions on proportions of candidates obtaining grade A to C. The least performing region is Ghanzi at 54.61%.

Region	Diff
Kgalagadi	-5.92
Kweneng	-3.26
Kgatleng	-2.05
Chobe	-2.03
Central	-1.83
North west	-0.65
South East	-0.53
Southern	-0.44
North East	0.56
Ghanzi	0.81

Figure 3.10: Percentage Credit Pass Grade (A-C) Decline/Improvement From 2021 to 2022

Performance differences between the years 2021 and 2022 among most of the regions shows a decline. Most regions obtained lower A-C grades in 2022 compared to 2021. The largest significant decline was experienced by Kgalagadi (-5.92%), followed by Kweneng (-3.26%), Kgatleng (-2.05%). North East and Ghanzi experienced an improvement in the A-C grades (0.56%), followed by Ghanzi (0.81%).
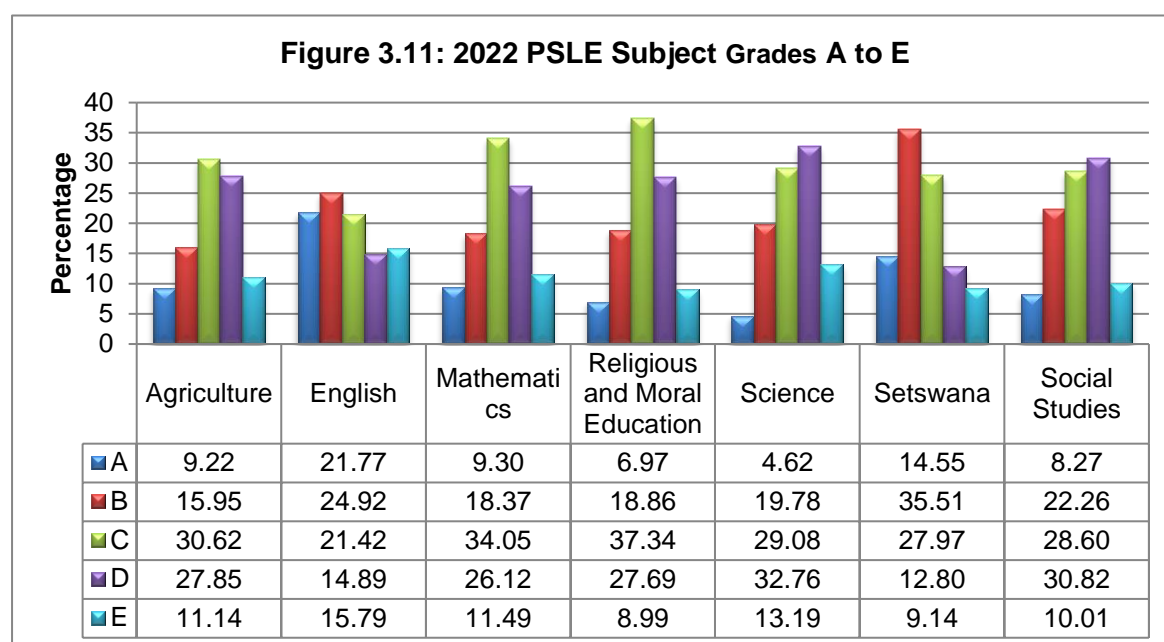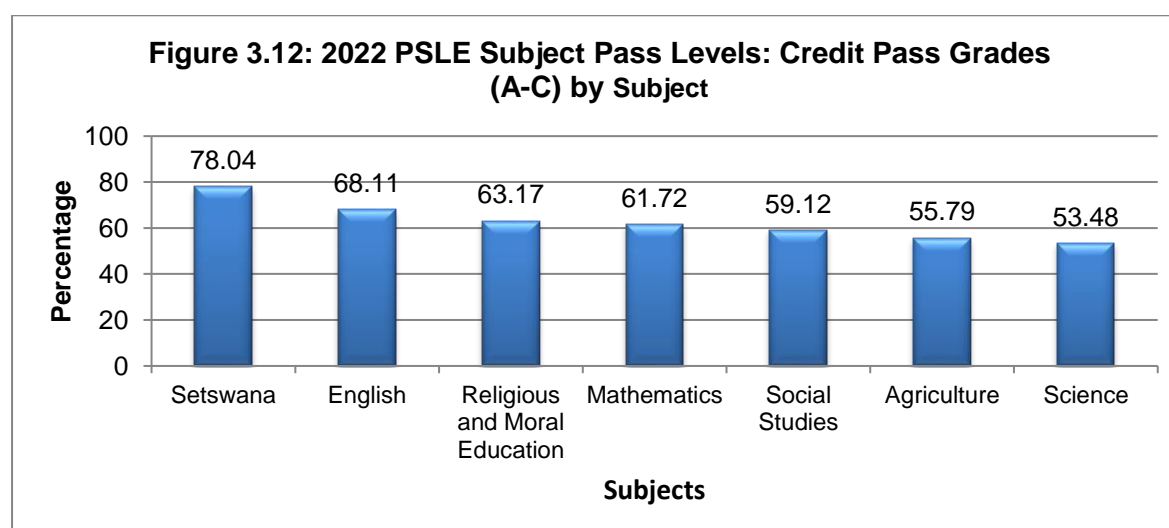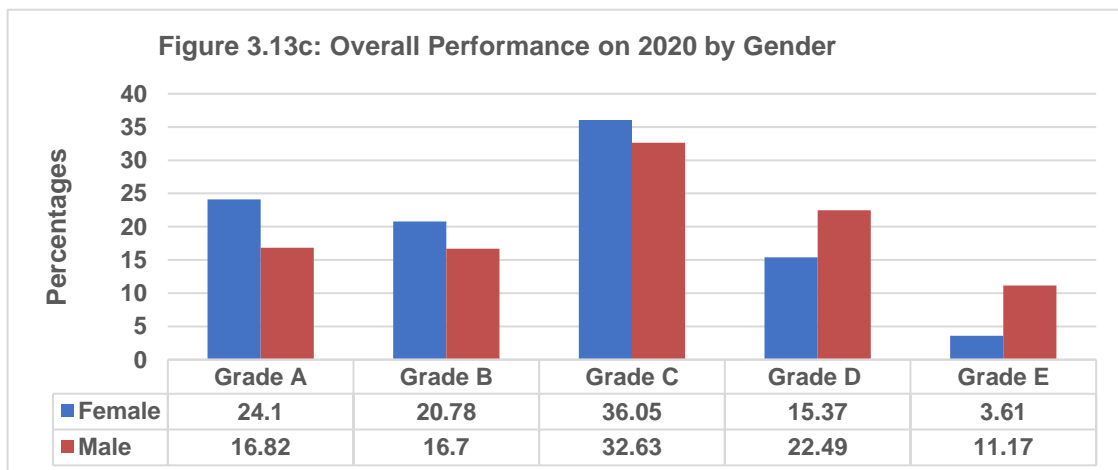
3.5 Performance by Subject

Figure 3.11: 2022 PSLE Subject Grades A to E

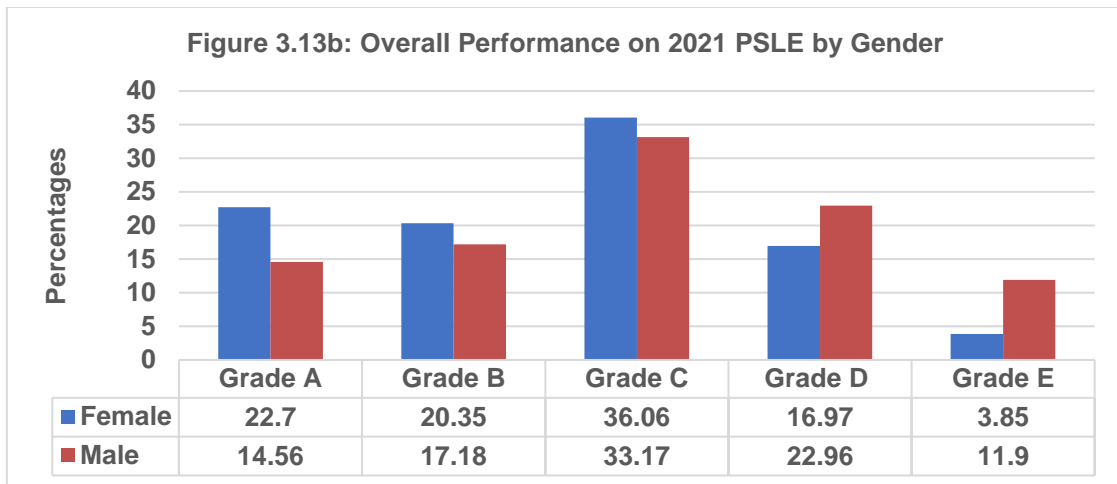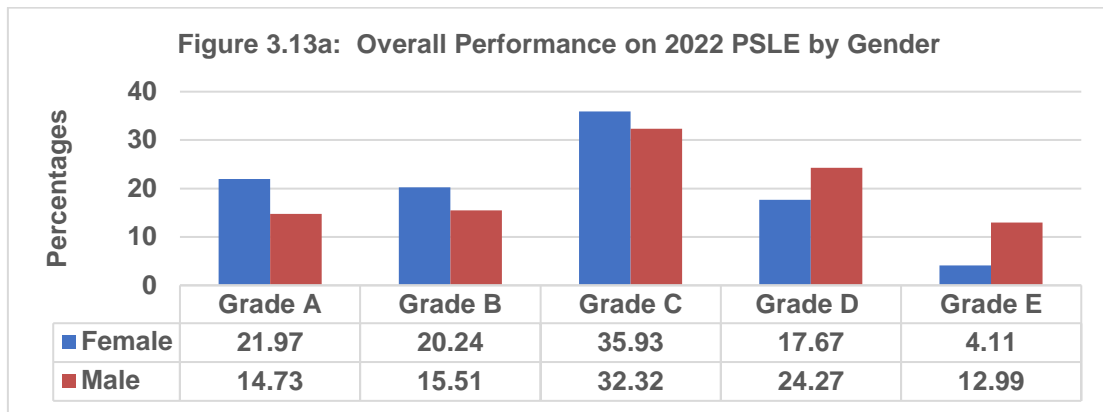|	Agriculture	English	Mathematics	Religious and Moral Education	Science	Setswana	Social Studies
A	9.22	21.77	9.30	6.97	4.62	14.55	8.27
B	15.95	24.92	18.37	18.86	19.78	35.51	22.26
C	30.62	21.42	34.05	37.34	29.08	27.97	28.60
D	27.85	14.89	26.12	27.69	32.76	12.80	30.82
E	11.14	15.79	11.49	8.99	13.19	9.14	10.01

Figure 3.11 shows that the highest proportion of candidates awarded grade A was in English at 21.77% followed by Setswana at 14.55%. The lowest proportion of candidates awarded grade A was in Science at 4.62%. For English and Setswana, grade B is the modal grade, at 24.92% and 35.51% respectively. Grade C is the modal grade for Agriculture (30.92%), Mathematics (34.05%), Religious and Moral Education (37.34%). For Science (32.76%) and Social Studies (30.82%), grade D is modal. At grade E, English had the highest proportion of candidates at 15.79% followed by Science at 13.19%.

Figure 3.12: 2022 PSLE Subject Pass Levels: Credit Pass Grades (A-C) by Subject

Subject	Percentage
Setswana	78.04
English	68.11
Religious and Moral Education	63.17
Mathematics	61.72
Social Studies	59.12
Agriculture	55.79
Science	53.48

According to Figure 3.12, Setswana registered the highest A to C grades at 78.04% followed by English at 68.11%. Science has the lowest A to C grades at 53.48%.

3.6 Overall Performance by Gender

Figure 3.13a: Overall Performance on 2022 PSLE by Gender

	Grade A	Grade B	Grade C	Grade D	Grade E
Female	21.97	20.24	35.93	17.67	4.11
Male	14.73	15.51	32.32	24.27	12.99

Figure 3.13b: Overall Performance on 2021 PSLE by Gender

	Grade A	Grade B	Grade C	Grade D	Grade E
Female	22.7	20.35	36.06	16.97	3.85
Male	14.56	17.18	33.17	22.96	11.9

Figure 3.13c: Overall Performance on 2020 by Gender

	Grade A	Grade B	Grade C	Grade D	Grade E
Female	24.1	20.78	36.05	15.37	3.61
Male	16.82	16.7	32.63	22.49	11.17

Figure 3.13d: Overall Performance on 2019 PSLE by Gender

	Grade A	Grade B	Grade C	Grade D	Grade E
■ Female	24.46	19.97	37.03	15.43	3
■ Male	17.15	16.22	33.84	22.8	9.85

Figure 3.13e: Overall Performance on 2018 PSLE by Gender

	Grade A	Grade B	Grade C	Grade D	Grade E
■ Female	22.75	21	35.92	16.71	3.56
■ Male	15.7	17.24	32.81	22.51	11.6

Generally, females outperformed their male counterparts on Grade A, B and C across a stretch of five (5) years; 2018,2019, 2020, 2021 and 2022 results as shown in Figures 3.13a to 3.13e. The proportion of males obtaining Grades D and E was more than that of females in the 5-year period.

Figure 3.14: 2022 PSLE Subject Credit Pass Grades (A-C) by Gender

	SETSWANA	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES	AGRICULTURE	RELIGIOUS AND MORAL EDUCATION
FEMALE	85.98	77.38	68.45	57.4	64.66	61.57	70.39
MALE	69.83	58.52	54.76	49.43	53.39	49.82	55.71
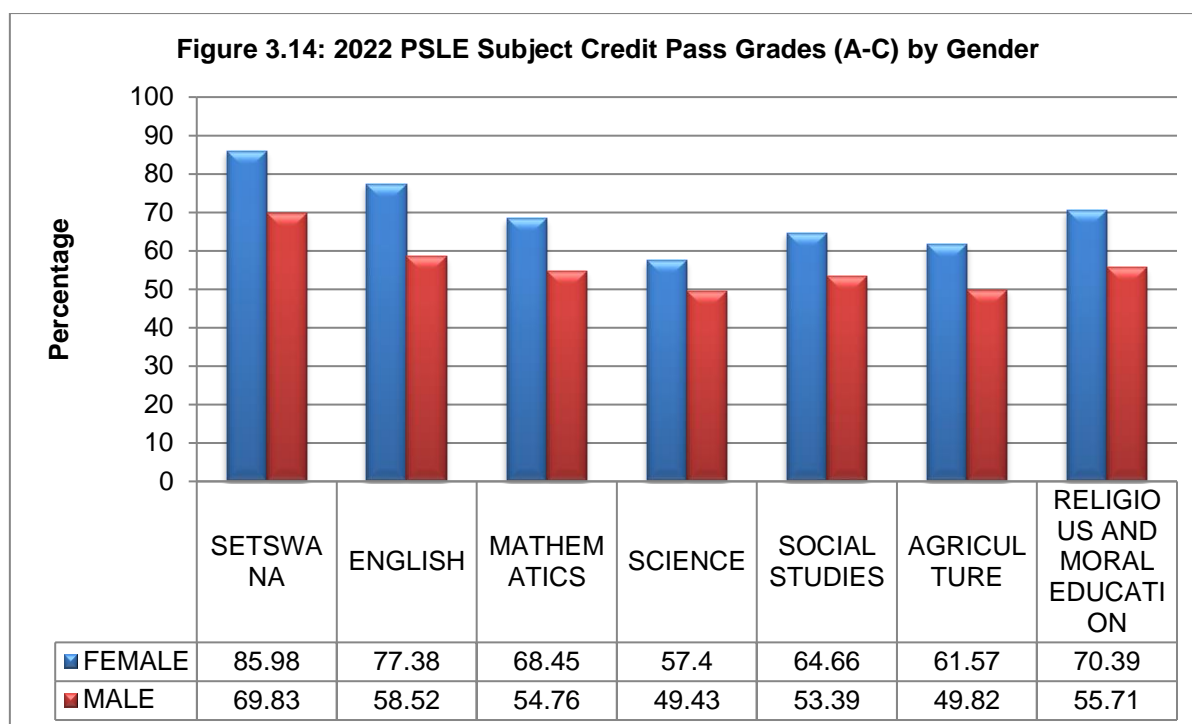
For the year 2022, at subject level, females outperformed their male counterparts in all subjects at grades A to C as depicted by Figure 3.14.

3.7   Summary of the 2022 PSLE Results

- There was a total of 49 333 candidates who sat the 2022 PSLE compared to 46 984 in 2021. This represents an increase of 4.99% in candidature between 2021 and 2022.
- Overall, there is an insignificant decrease of 1.52% in the candidates awarded Credit Pass at grades C or better in 2022 (70.49%) compared to 2021 (72.01%).
- Setswana registered the highest A to C grades at 78.04% followed by English at 68.11%, while Science has the lowest A to C grades at 53.48%.
- Female candidates continue to perform better than males across all subjects.
- Analysis by dimensions indicates that generally, candidates are challenged on high order thinking skills.
- North East and South East are the highest performing regions at 83.57% and 82.78% respectively while Ghanzi is the lowest at 54.61% but the highest improved among all regions at A-C grades.