

PRIMARY SCHOOL LEAVING EXAMINATIONS



BOTSWANA
EXAMINATIONS
COUNCIL

2024 SUMMARY OF PROVISIONAL RESULTS

24

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PART 1: ADMINISTRATIVE REPORT

1.0 Introduction

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

1.1 Candidate Registration for the 2024 Series

For the first time in the history of the PSLE, the registration of candidates was conducted using the online registration on the Malepa platform. All the PSLE Chief invigilators were trained on the new technology from 16 to 26 January 2024. This was an in-person training. Despite the uptake being very high, there were centres that reported that they did not have internet connectivity to realise the use of Malepa. However, since the Regional Directors had been engaged before this, they had agreed to support the schools under their jurisdiction so that they could access the internet at the sub-regional offices or in the Junior or senior secondary schools within their localities. In the end, all centres were able to register using the online mode. However, due to connectivity challenges, the registration had to be extended by a month to cater for everybody. This means that, from the 2024 exam series, all examination levels have moved to online registration, which has improved efficiencies.

1.2 Conduct of the 2024 PSLE

In 2024, the PSLE was conducted at eight hundred and fifty-six (856) centres compared to eight hundred and fifty-one (851) centres in 2023. A total of 53,044 candidates sat for the examinations in 2024 compared to 52,235 in 2023, showing an increase of 1.55%. The increase in candidature was noted mainly in the private school category while a slight increase was also observed for government school centres. OSET centres registered a decline of 68% in 2024, as compared to the 2023 candidature.

Ten (10) new PSLE centres were awarded centre status in 2024 of which three (3) were government centres and seven (7) private school examination centres. Amongst schools that applied for centre status were ten (10) others whose applications were not successful as the institutions did not meet the standards for secure storage of examinations material. One (1) private school and eight (8) OSET Centres did not register candidates in 2024.

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

Table 1: Breakdown of Candidature from 2020 to 2024

Year	Government school centres	Private school centres	OSET centre	Total
2024	49,249	3,760	35	53,044
2023	48,497	3,651	118	52,266
2022	46,094	3,203	36	49,333
2021	43,798	3,151	35	46,984
2020	43,194	2,839	33	46,066

1.2.1 Compliance to Examination Regulations

Assessment administration practices are governed by standards that ensure consistency, fairness, and reliability of assessment outcomes which include compliance by registered centres to these standards. The standards comprise of timetables, support material, regulatory documents, training of centre personnel and monitoring of the conduct of examinations. The examination regulations provide candidates with an opportunity to have the same examination experience and assurance that no candidate is advantaged or disadvantaged. A report on training as well as monitoring of the conduct of examinations is therefore presented below.

1.2.2 Training of Chief Invigilators on Conduct of Examinations

The training of Chief Invigilators is conducted annually to ensure that examinations personnel is equipped to conduct examinations in accordance with set standards and ensure compliance to examination regulations. The 2024 PSLE Chief Invigilators were trained virtually using 'Microsoft Teams Platform' from 25 June to 04 August 2024, and subsequently on 25 September as a make-up for those that were not able to attend on scheduled days. A total of 446 out of 856 centre Chief Invigilators were trained in 2024, which was just over 50% of the centres registered to take PSLE for that year. Other centres were unable to log on to the virtual training platform citing difficulties to login due to network connectivity challenges. Training material was sent to the centres to enable them to follow up on training and enable training of invigilation personnel at the centres. As a standard, the Chief Invigilators are required to train centre personnel before engaging them in invigilation services.

1.2.3 Inspection of Live Examination at Centres

To assure credibility and confidence in the BEC examinations and assessment system, the conduct of examination at centres was monitored to ensure adherence to the BEC examination standards. For the second year in a row, the BEC engaged outsourced personnel with a background in education, management and assessment referred to as Regional Examinations Administrators (REAs) to monitor the conduct of examinations. This increased BEC visibility during the examination, ensuring provision of immediate assistance to the centres in addition to serving as a link between BEC and Chief Invigilators. The presence of the REAs therefore augmented the monitoring which is normally carried out by the BEC personnel.

A total of one hundred and eighty-two centres were sampled compared to approximately 10% in 2023. Findings from the monitoring of conduct of examinations revealed that most centres showed an excellent understanding of the requirements for proper administration of the examinations compared to those rated as "cause for concern" and thus did not comply to regulatory requirements for conduct of examinations. Centres that were rated with 'some cause for concern' and 'serious deficiencies' will require remedial action in the next examination cycle. The ratings are indicated in table 2 below.

Table 2: 2024 PSLE Centre Inspections Ratings

Rating of Centres on quality assurance	% of PSLE centres covered	BEC action
Completely satisfactory	81 (45%)	Write commendation letters and May sample for spot checks
Satisfactory with minor points	90 (49%) (90)	Include during spot checks to ensure maintenance of standards.
Cause for concern	7 (4%)	Caution centres and conduct post and pre-exam centre inspection visits in 2025.
Serious deficiencies	4 (2%)	Caution centres and conduct post and pre-exam inspection visits in 2025. May lead to withdrawal of centre status if inspections reveal that there has been no corrective action.

It should be noted that the ratings for pre-examination (44%) were derived mainly from focusing on secure storage of examinations material, invigilation training and checks on examination material receipt documentation whilst the live examination inspection (56%) concentrated on adherence to regulation governing the conduct of examinations.

1.2.4 Examination Maladministration & Malpractice incidents

For the 2024 series, seventeen (17) cases of maladministration and malpractice incidents were recorded and investigated. This comprised of five (5) which were suspected malpractice cases while twelve (12) were maladministration emanating from gross negligence and or non-compliance by centres. The findings from the suspected malpractice cases were found to be mostly maladministration on the part of the Centre personnel. A summary of all the cases is presented in table 3 below. Overall observations on the conduct of the 2024 PSLE indicate a worrisome development of non-adherence to regulatory requirements which may compromise the integrity of the examinations. The BEC will continue to engage with centres to ensure an improvement in the next cycle.

Table 3: 2024 PSLE maladministration cases

Incident type	No. of Centres	BEC Immediate Response	Action taken
Wrong question paper opening of Setswana 01 instead of Setswana 02.	1	The Centre was advised to secure the question papers and ensure that candidates sign off after the packets have been resealed.	Cautionary letter and post examination centre engagement.
packaging/ enclosing scripts of components in wrong return envelopes.	6	The Centre was advised to secure the question papers and ensure that candidates sign off after the packets have been resealed.	Cautionary letter and post examination centre engagement
Improperly sealed script return envelope & un-packaged script	2	The Centre was advised to secure the question papers and ensure that candidates sign off after the packets have been resealed.	Cautionary letter and post examination centre engagement
Unauthorised access arrangements	3	Centres were investigated to establish the extent and possible compromise to security and integrity of the examination. Findings revealed non-adherence to exam regulations.	Centres to be written cautionary letters. The Centres will be further engaged during the post examination visit to non-compliant centres.
Failure to observe invigilation requirements	2	The Centre was advised to secure the question papers and ensure that candidates sign off after the packets have been resealed.	Cautionary letter and post examination centre engagement
A whistle blower reported that there was reason to suspect that examination materials were accessed before the scheduled date to assist candidates in their revision.	3	For one centre, this was reported before the start of the examinations and the BEC responded by engaging the centre through controlled release of examinations as well as enhanced monitoring. Investigations for two of the centres revealed major non- adherence to exam regulations and non-compliance to standards for secure storage of examinations.	Monitoring of the centres for the next two years.

1.3 Recruitment and appointment of Examining personnel for the PSLE marking.

The recruitment of the marking examining personnel was carried out from August to September 2024. This year, the Heads of centres were sent a list of possible examiners from their schools to authorise before the e-bas automatic system could be used to send appointment letters to individual examiners. This system cuts down the time and cost of an appointment as it is instantaneous and sends letters in batches of according to syllabus. This means there is no printing costs, and the examiners respond using the online method as well. For the 2024 series, the following examiner counts were realised.

Table 4- 2024 PSLE examiner Count

Syllabus	Expected count	Actual count	Shortage
English Paper 2	300	298	2
Setswana Paper 2	300	299	1
Agriculture Paper 1	300	300	-
Total	900	897	3

The shortage was insignificant and it did not impact much on the marking time. In addition to the examiner count, three (3) Principal Examiners, 21 Assistant Principal Examiners and 131 Team leaders were engaged across the three syllabuses, bringing the total count to one thousand, and fifty-two **(1052)** examining personnel.

1.4 Marking of Candidates' Scripts

The marking exercise was conducted from 04-17 November 2024. All the three components managed to complete on time. A total of 1052 examiners were engaged in 2024 compared to 1,055 in 2023. the use of checkers was discontinued as the introduction of DataSmart application brought new and improved double verification by examiners themselves as they captured the marks and verified it online. This meant that the use of the Optical mark reader forms was also discontinued, and more cost savings were realised through an in-house technological innovation. The technology also meant that turnaround times were improved which have led to early processing and early release of results.

1.5 Candidates with Special Needs

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

1.5.1 Access Arrangements

A total of one thousand, eight hundred (1,800) applications were received in 2024 compared one thousand, eight hundred and ninety-two (1,892) in 2023, translating into a decrease of 5.1%. Out of the 1,800 applications, 81.17% of the candidates provided supporting evidence while 18.83% did not. There was an increase in the provision of supporting evidence when compared to 2023 where 77.75% provided the evidence required. The applications that were not submitted with the necessary documents were not approved. Most Centres did not have supporting evidence at the time of application but submitted it after the deadline. This delays the processing of the Special Needs applications. As in previous years, some candidates did not benefit from the procedures due to unavailability of documents that support their applications as well as non-adherence to the deadline.

1.5.2 Applications by Special Need Types

Most of the Special Need types recorded a decrease as observed for learning difficulties, hard of hearing, low vision and medical conditions while the numbers increased for multiple disabilities and those who's Special Need types were not indicated. Table 5 below shows the number of applications for each of the Special Need types.

Table 5: PSLE Applications by Special Needs Type

SPECIAL NEEDS TYPE	NUMBER OF CANDIDATES				
	2020	2021	2022	2023	2024
Learning Difficulty	780	734	1238	1635	1548
Low Vision	48	31	43	40	35
Profound Loss of Vision (Blind)	5	2	6	6	5
Hearing Impairment (Deaf)	23	26	22	24	23
Hard of Hearing	9	4	25	23	4
Physical Disability	15	10	4	8	8
Medical Condition	25	20	20	59	38
Multiple Disabilities	7	9	15	28	50
Not indicated	25	278	82	69	89
TOTAL NUMBER OF CANDIDATES	937	1114	1455	1892	1800

Generally, there was a decrease in the number of applications across most Special Need types, while applications for multiple disabilities went up. The category where the Special Need type is "Not indicated" recorded an increase of 29%. This is worrisome as support should be given to candidates based on their diagnosed needs.

1.5.3 Types of Access Arrangements

A decrease was noted in applications for modified papers (learning disability), extra time, Reader, Scribe (oral response) while an increase was observed for enlarged print and modified papers (hearing impairment). A reduction has been noted where access arrangements were not indicated which is a welcome development.

Table 6: PSLE Applications by Type of Access Arrangements

Access Arrangements	Number of Candidates				
	2020	2021	2022	2023	2024
Modified papers (LD)	488	734	431	511	404
Modified papers (Hearing Impairment)	23	26	23	22	23
Extra-time	869	981	1321	1502	1446
Enlarged Print	43	23	51	29	31
Reader	712	712	1057	1400	1149
Scribe/Oral Response	518	626	1039	1328	1166
Braille	16	6	14	9	8
Rest breaks	60	60	173	123	54
Preferential Sitting	36	30	36	35	32
Assistive Technology Device(s)	11	9	12	26	24
Access Arrangements not Indicated	1	25	278	75	35

1.5.4 Special Consideration

The special consideration process gives access to candidates who write or miss examination components due to circumstantial, adverse or difficult situations at the time of writing. Centres apply with supporting evidence following regulatory requirements. The applications should be submitted within seven days after completion of the examination. A total of eighteen applications were received in 2024 compared to twelve in 2023. A summary of the applications is provided in table 7 below.

Table 7: Applications by Special Consideration Type

SPECIAL CONSIDERATION TYPE	NUMBER OF CANDIDATES WITH SUPPORTING EVIDENCE	NUMBER OF CANDIDATES WITHOUT SUPPORTING EVIDENCE
Ill Health during examination	13	1
Bereavement	2	0
Social problem (Trauma, Psychosocial problem)	0	1
Other (access arrangements)	1	0
TOTAL	16	2

1.6 Preparation for Results Management and Enquiries about Results

Since it would be the first time that the PSLE level would have used Malepa for registration and subsequent processes, it was imperative that the Chief invigilators were empowered to handle the management of results once released and the Enquiries about Results process that start on the day of the release of results. To that end, in November 2024, the PSLE Chief Invigilators were trained on the management of results once released and the Enquiries about Results process. Since some Chief invigilators could not access the training due to unavailability of internet access, training materials were sent to all the centres through email to support them. In addition, they have also been informed about the revocation of their access rights when processing of results was ongoing and the re-instatement thereof once the results are released.

1.6.1 Release of the 2024 PSLE Examination Results

The PSLE results will be released on 13 December 2024 compared to 19th of December 2023. This was realised due to improved efficiencies using new technologies Malepa and DataSmart. The enquiries about results will start on the day release of results and run for six weeks.

PART 2: TECHNICAL REPORT

2.0 Introduction

The Primary School Leaving Examination (PSLE) is a diagnostic examination testing a total of seven syllabuses. The seven syllabuses are examined using six multiple-choice 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. All the processes leading to the grading of the syllabuses were executed accordingly.

During the 2024 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. It is worth noting that the 2024 cohort was not impacted by the COVID-19 pandemic the whole of their upper primary, therefore minimizing the effect of COVID-19 on performance. The previous cohorts were impacted by the pandemic either during study in upper primary or at the time of sitting examinations.

2.1 Technical Quality of the 2024 Question Papers

2.1.1 Multiple Choice Question Papers

There are a total of six (6) multiple-choice question papers, each worth sixty (60) marks. Table 8 shows the technical quality of the 2022, 2023, and 2024 Multiple-Choice question papers, representing part of the evidence considered during grading.

Table 8: Statistical Parameters for Multiple choice Question Papers for 2022, 2023 & 2024.

SUBJECT	Mean			SD (%)			Alpha			Mean P		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Setswana	31.61	28.81	34.26	14.52	13.90	16.05	0.84	0.81	0.88	0.52	0.48	0.57
English	35.49	36.57	39.34	19.07	20.95	19.52	0.92	0.92	0.93	0.60	0.62	0.66
Maths	35.19	32.27	31.39	17.58	17.97	16.83	0.91	0.91	0.89	0.59	0.54	0.53
Science	28.59	29.73	36.69	16.18	16.28	17.95	0.88	0.88	0.91	0.48	0.50	0.61
Social Studies	29.36	31.04	33.54	14.93	16.63	18.92	0.86	0.89	0.91	0.49	0.52	0.56
REME	32.07	34.74	37.06	17.82	18.43	19.62	0.90	0.91	0.93	0.53	0.58	0.62

DESIRABLE STATISTICAL PARAMETER VALUE RANGES

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

The difficulty level of the question papers as reflected by Mean P values indicates that 5 papers were of moderate difficulty (Setswana, Mathematics & Social Studies, Science and REME) while English was on the easier side.

The Standard Deviation (SD) values reflect that all the 2024 papers differentiated candidates well in terms of their ability and the values are more or less the same as those of the previous year except for Setswana and Social Studies where the spread improved. All the papers recorded SD values that are within desirable limits of 12 to 20%.

The level of reliability (alpha) for all the papers continues to be very good ranging from **0.88 to 0.93** which is within the desirable levels of alpha for achievement tests. This level of reliability indicates the extent to which the tests will produce similar scores when administered to the same cohort at a different time.

It can, therefore, be concluded from the statistical parameters that generally all the question papers are of acceptable quality. Any deficiencies observed in any of the question papers were mitigated at the point of grading.

2.1.2 Constructed Response Question Papers

There were three constructed response papers namely: Setswana 2, English 2 and Agriculture 1. Setswana and English question papers had a total of 20 marks each while Agriculture had a total of 60 marks. Table 9 shows statistical parameters for the constructed response question papers.

Table 9: Statistical parameters for constructed response papers

SUBJECT	Mean			Standard Deviation (%)		
	2022	2023	2024	2022	2023	2024
English 2	9.02	7.29	10.04	29.0	28.1	31.2
Setswana 2	6.87	6.04	7.51	16.1	16.4	17.7
Agriculture 1	27.18	28.20	28.11	22.5	23.0	23.5

Setswana recorded a spread (SD) of about **17.7%** indicating that the paper continues to discriminate very well across years. However, Agriculture and English continue to present large SD values across the years as a result of candidates scoring extremely low marks while some score high marks. Worth noting is that, although there is an improvement this year, a significant number of candidates still score below **10%**.

2.2 Grading Process

2.2.1 Standard Setting

The PSLE Standard Setting exercise was conducted from the 14th to 18th of October 2024. As in the previous year, each subject was assigned 10 judges who were highly experienced and competent in making professional judgments as per the Angoff procedure. This procedure is a well-established method of standard setting commonly used for multiple-choice tests because it is more objective.

The procedure involves making a 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.

2.2.1 Validation of Cut-off Scores

Following the process of determining cut-off scores by the judges, a meeting to validate the cut-off scores was held from 26th to 28th November 2024. Upon completion of the process of interpreting judges' cut-off scores and consideration of all other evidence such as Principal Examiners' reports as well as statistical evidence, the application of the cut-off scores was effected. The application of cut-off scores was followed by the validation of outcomes, the process of which the results and discussions are presented in the next section.

2.3 Validation of Outcomes

2.3.1 2024 Incidents log

2.3.1.1 Maladministration

The performance of Centres reported on the 2024 Incidents Log was interrogated to find out whether there could be any anomalies. For all the Centres investigated, there were no anomalies in performance observed.

2.3.1.2 Malpractice

The performance of all the Centres suspected to have engaged in acts of malpractice were interrogated. There was no anomaly detected in the performance of the Centres or individual candidates involved. However, the Centres will be monitored for some time to ensure that they comply with assessment guidelines.

2.3.1.3 Centres with Drastic Changes

Performance trends of Centres which displayed either positive or negative drastic changes in performance at qualification level were interrogated. The interrogation involved validation of outcomes at qualification and syllabus levels by considering the performance trend over a 3-year period. No anomalies in the performance of the Centres were observed.

2.4 Performance by Syllabus

2.4.1 Quantitative description

This year performance has improved in five (5) syllabuses while it remained the same in two (2) syllabuses.

In all syllabuses, almost all candidates were able to attain the minimum grade of E. However, Agriculture continues to have many candidates failing to obtain minimum Grade E.

The cumulative percentages at each grade in each syllabus and differences between 2024 and 2023 as well as the number of candidates assigned U in the different syllabuses are shown in Table 10.

TABLE 10: CUMULATIVE PERCENTAGE AT EACH GRADE IN EACH SYLLABUS AND DIFFERENCES BETWEEN 2024 AND 2023.

SYLLABUS	YEARS	GRADE A	GRADE B	GRADE C	GRADE D	GRADE E	Number at U & differences ¹
Setswana	2024	17.02	50.66	81.03	93.04	99.99	4
	2023	15.44	49.69	77.27	91.71	99.99	8
	Diff	1.58	0.97	3.76	1.33	0.00	-4
English	2024	24.16	51.34	73.31	85.45	98.75	665
	2023	24.12	49.35	70.76	84.39	98.89	578
	Diff	0.04	1.99	2.55	1.06	-0.14	87
Maths	2024	10.56	28.12	63.39	89.31	99.52	255
	2023	10.22	27.29	60.55	86.77	99.28	374
	Diff	0.34	0.83	2.84	2.54	0.24	-119
Science	2024	5.12	26.17	59.17	87.33	98.86	606
	2023	5.98	27.62	54.66	87.16	99.32	353
	Diff	-0.86	-1.45	4.51	0.17	-0.46	253
Social Studies	2024	9.98	34.22	60.47	89.94	99.99	4
	2023	9.95	32.72	58.39	91.57	99.98	13
	Diff	0.03	1.50	2.08	-1.63	0.01	-9
REME	2024	9.52	30.05	66.95	90.76	99.95	27
	2023	7.54	28.40	67.18	89.94	99.89	57
	Diff	1.98	1.65	-0.23	0.82	0.06	30
Agriculture	2024	10.12	28.42	58.20	85.73	96.82	1687
	2023	10.54	27.35	58.66	87.53	96.58	1786
	Diff	-0.42	1.07	-0.46	-1.80	0.24	-99

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

¹ Number not cumulative percentage

2.4.1.1 Setswana

Performance in this syllabus reflects that almost all candidates (**99.99%**) met the minimum requirements for the award of a grade like in 2023. The overall performance in the syllabus is at the same level as that of the previous year. However, there is a significant improvement of **3.76%** at Grade C or better.

2.4.1.2 English

In this year, **98.75%** of candidates met the requirements for an award of a grade compared to **98.89%** in 2023. Performance has significantly improved by **2.54%** at Grade C or better while all other grades remained almost the same as in 2023.

2.4.1.3 Mathematics

In this syllabus, **99.52%** of the candidates met the minimum requirements for the award of a grade compared to **99.28%** in 2023. The overall performance in the syllabus is at the same level as that of the previous year. However, there is a significant improvement of **2.84%** at Grade C or better.

2.4.1.4 Science

This year, **98.86%** of the candidates compared to **99.35%** in 2023 met the minimum requirements for the award of a grade. The performance improved significantly by **4.51%** at Grade C or better while it remained the same in all other grades.

2.4.1.5 Social Studies

Performance has remained almost the same as that of the previous year. Almost all the candidates (**99.99%**) met the minimum requirements for the award of a grade at the syllabus level. The performance reflects a significant improvement of **2.03%** at Grade C or better while all other grades remained almost the same as in 2023.

2.4.1.6 Religious & Moral Education

This year, **99.95%** of the candidates compared to **99.89%** in 2023 met the minimum requirements for the award of a grade. The performance at all other grades remained the same as that of the previous year.

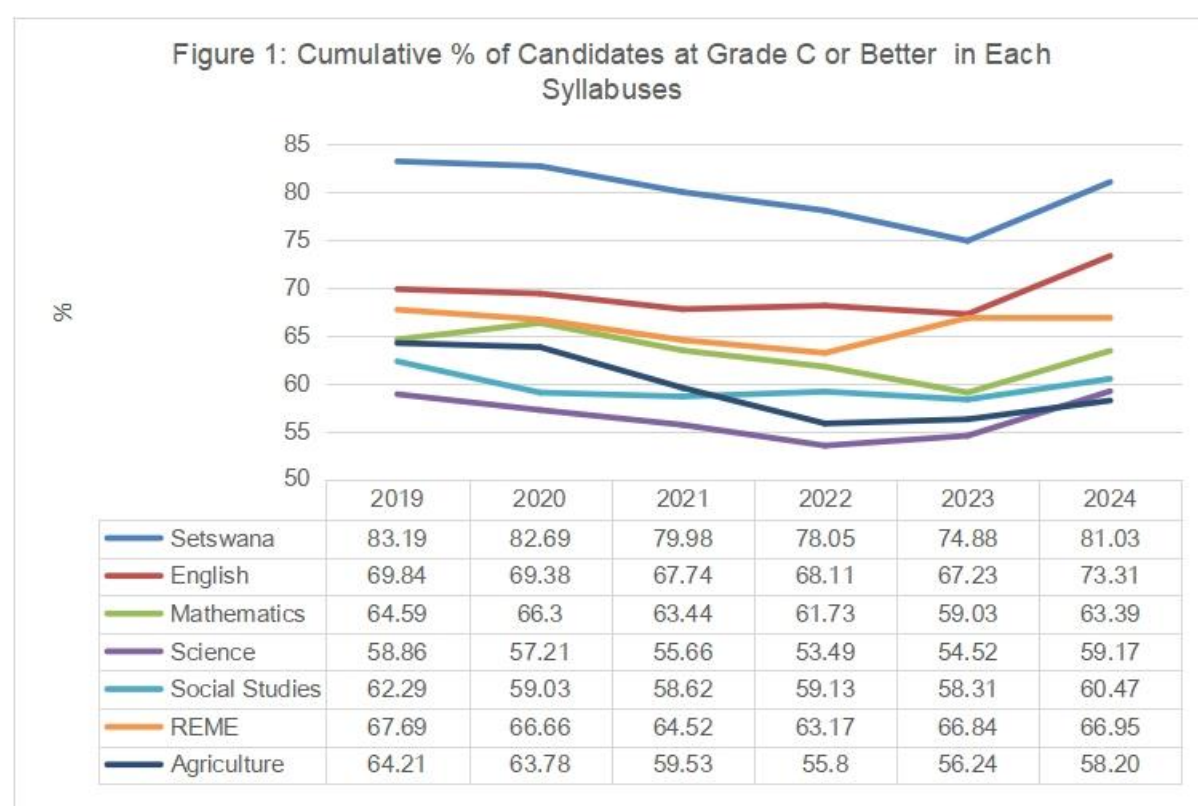
2.4.1.7 Agriculture

Performance is almost the same as that of the previous year across grades. The candidates who met the requirements for an award of a grade stood at **96.82%** in 2024 compared to **96.58%** in 2023. This indicates that **3.18%** of candidates could not meet the requirements for a grade award in 2024 compared to **3.42%** in 2023. This syllabus continues to have the highest proportion of candidates failing to get a grade award.

2.4.2 Performance Trends

The performance trends at Grade C or better for all the syllabuses from 2019 to 2024 are shown in Figure 1.

Figure 1: The graph below shows trends in Candidates' performance at Grade C or better for 6 years.



The graph indicates a consistent decline in performance across years for almost all syllabuses from 2019 to 2023. Notably, the decline in performance was a lot more pronounced in 2022 where the differences for some syllabuses were quite significant. In a few syllabuses there was significant decline in 2023. What is worth noting is that this year, five (5) syllabuses experienced a recovery in performance at Grade C or better. The decline in performance from 2019 to 2022 was most probably the impact of COVID-19 pandemic which is expected to fade away as from 2023 going forward.

2.4.3 Qualitative description

Generally, this year the Candidates' performance on the Knowledge Dimension across the different syllabuses declined except in Social Studies and Setswana where there was a significant improvement. The deficit in knowledge acquisition in the different syllabuses is concerning as the Dimension serves as a base for high order ability skills. It is advised that teaching and learning should target development of this Dimension to prepare learners for acquiring high order thinking skills in the future.

In Setswana and English languages, there has been a slight improvement in the communication Dimension this year. However, there are still many candidates assigned a U. This could be indicative of the fact that even though the candidates know 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 a larger proportion of candidates assigned U in the Computation Dimension compared to the proportion of candidates assigned U in the application and reasoning Dimension in Mathematics. In Science as well a smaller proportion of candidates perform better in the Knowledge & Understanding Dimension compared to the Application Dimension. However, generally this year there has been a decline in the proportion of candidates assigned U in these syllabuses.

Similarly, in Agriculture and REME, there has been an improvement in the Understanding Dimension whilst performance in Knowledge Dimension declined. This showed that candidates were limited in basic concepts and processes.

PART 3: SUMMARY OF RESULTS

This section presents a detailed analysis of candidates' performance for the 2024 cohort in contrast with previous cohorts. The section also provides performance analysis by gender, educational regions, Centre type and special education needs type. Out of 53 039 candidates who sat for the examination, 26 329 (49.64%) were females while 26 710 (50.36%) were males.

3.1 Overall Performance

The overall performance this year improved at Grade C or better and remained more or less the same at lower grades. The overall performance as indicated by the cumulative percentage of Candidates at each grade and the differences between 2024 and 2023 are shown in Table 11.

Table 11: Overall Performance by Grades for 2024 compared to 2023.

Year		A	B	C	D	E	U	Total
2024	No.at grade	11178	10212	17463	9793	4286	39	52971
	% at grade	21.10	19.30	33.00	18.50	8.10	0.10	
	Cum. %	21.10	40.30	73.30	91.70	99.80	99.90	
2023	No.at grade	10610	9269	17701	10405	4132	34	52151
	% at grade	20.30	17.80	33.90	20.00	7.90	0.10	
	Cum. %	20.30	38.10	72.00	91.90	99.80	99.90	
Diff. in cum. %		0.80	2.20	1.30	-0.20	0.00	0.00	

The percentage of candidates obtaining Grade E or better stands at **99.80%**, the same as the previous year's. This implies that **0.10% (39)** of the candidates will be unclassified, therefore assigned letter U. The proportion of candidates obtaining an overall Grade D or better has decreased slightly by 0.2% from **91.90%** in 2023 to **91.70%** in 2024. The proportion of candidates obtaining Grade C or better increased by **1.30%** from **72.00%** in 2023 to **73.30%** this year.

Furthermore, the percentage of candidates who obtained Grade B or better, improved significantly by **2.20%** from **38.10%** in 2023 to **40.30%** in 2024. Similarly, the percentage of candidates obtaining Grade A stands at **21.10%** compared to **20.30%** in the previous year which is an improvement of **0.80%**.

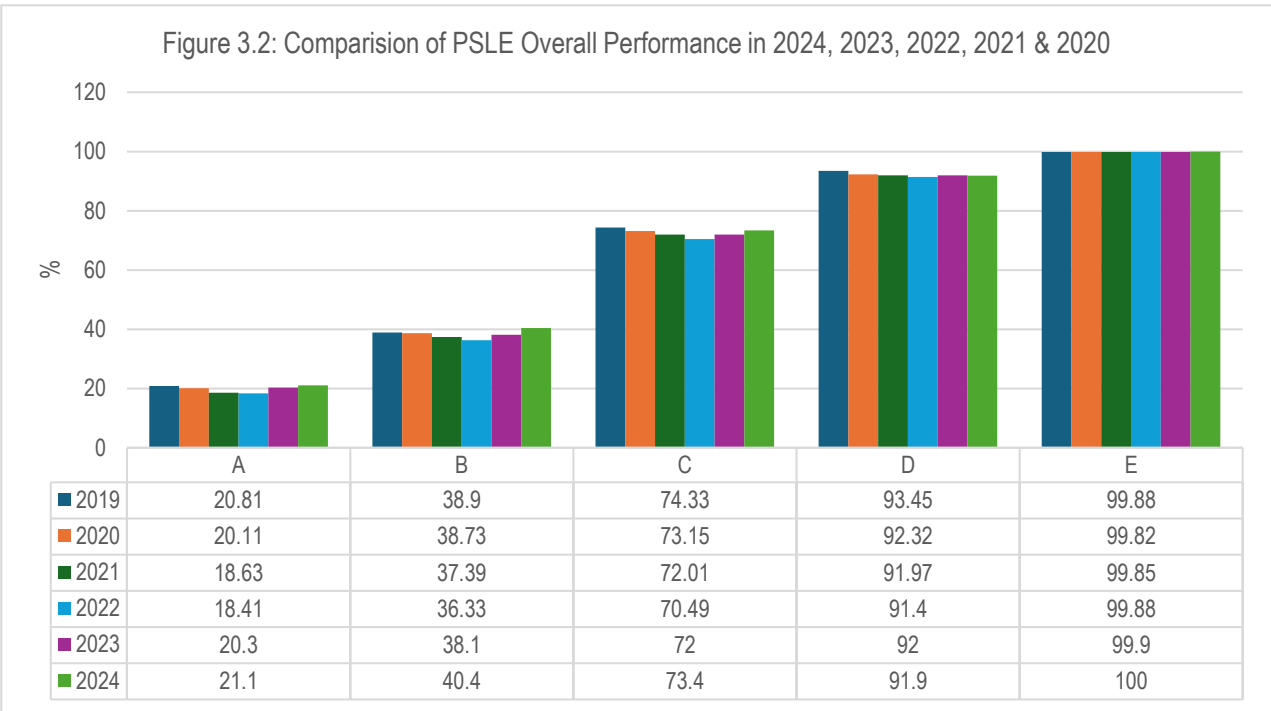
It can therefore be concluded that the overall performance in 2024 indicates some improvement compared to the previous year.

It is worth noting that there are **68** candidates denoted **X** in 2024 compared to **70** in 2023. These are candidates who did not meet the minimum requirements for grading due to various reasons and some of the cases will be resolved in due course.

3.2 Overall Performance Trends

The overall performance at PSLE is compared from 2020 to 2024 across Grades A-E.

Figure 3.2 shows the cumulative percentage of candidates at each overall grade over a 5-year period.

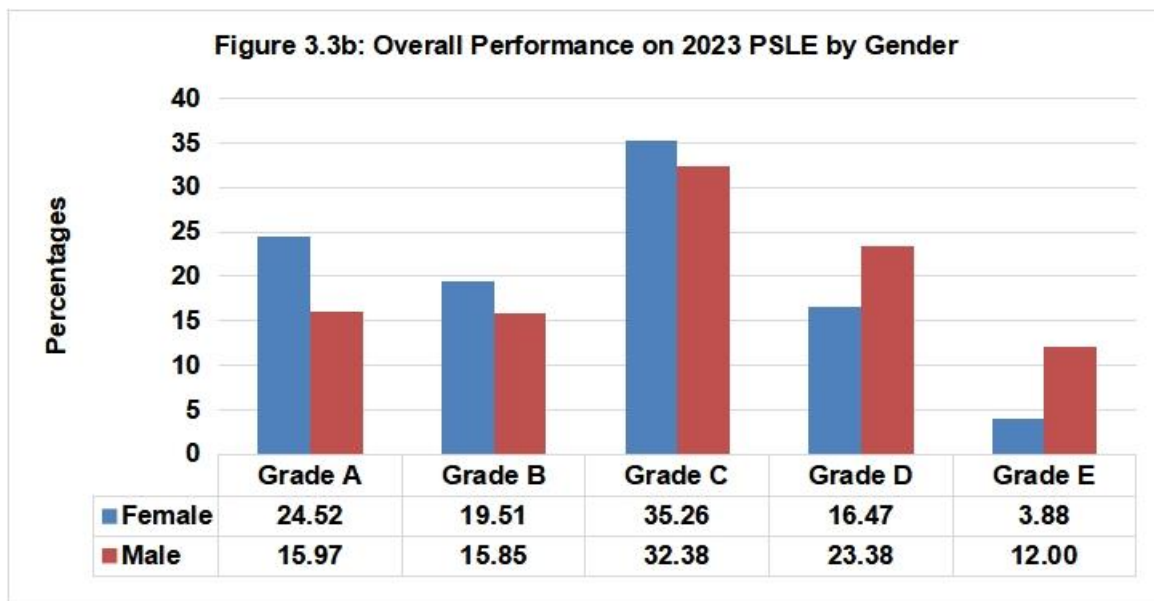
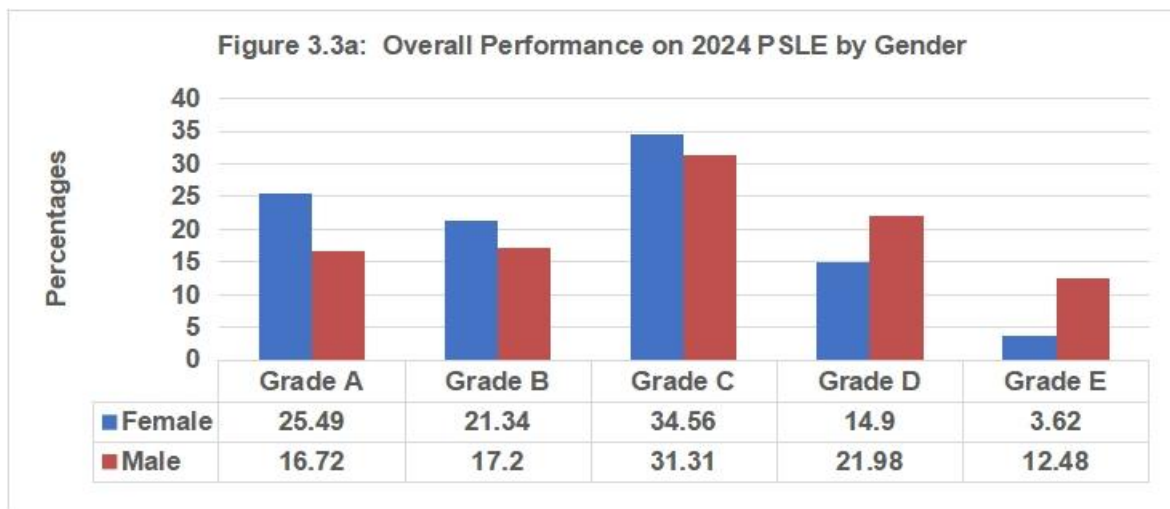


The performance has been on a somewhat upward trajectory at Grades A to C from 2023 to 2024. The proportion of candidates obtaining Grades D and E has been stable over the five years.

3.3 Overall Performance by Gender

The 2024 PSLE candidature comprised of 26 329 (49.64%) females and 26 710 (50.36%) males. The comparison of overall performance by gender for 2024 and 2023 is shown in figure 3.3a and 3.3b, respectively.

Figures 3.3(a) and Figure 3.3(b) show overall performance by gender in 2024 and 2023.

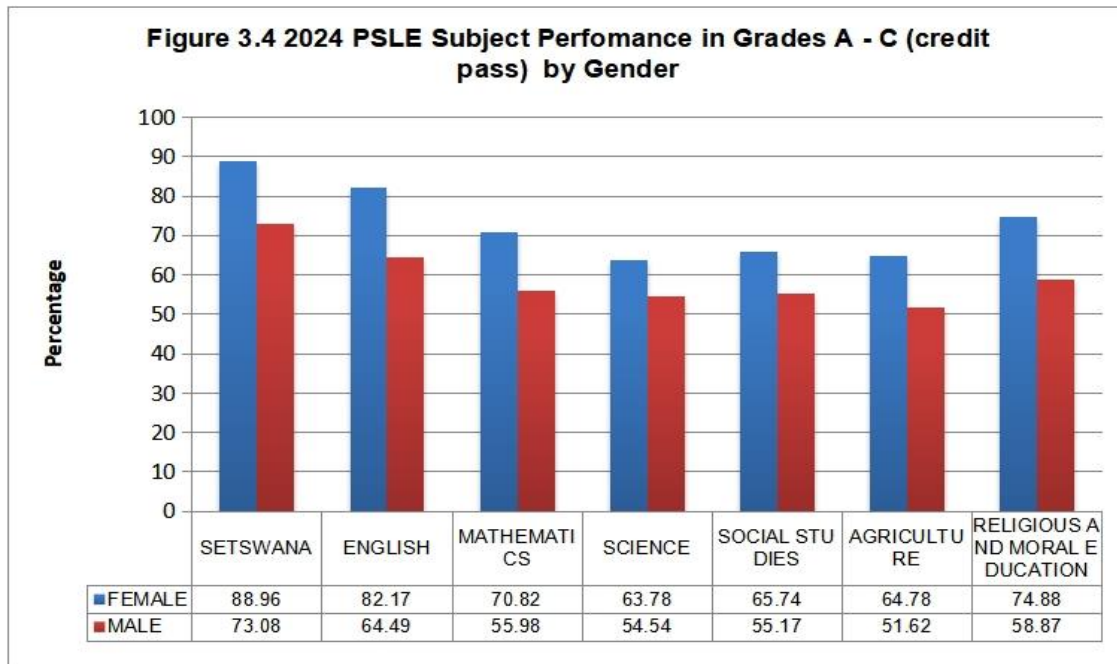


Generally, females outperformed their male counterparts at Grades A, B and C across both years. Conversely, the proportion of males obtaining Grades D and E was more than that of females for both years.

3.4 Syllabus Performance by Gender

The syllabus performance by gender is shown in figure 3.4.

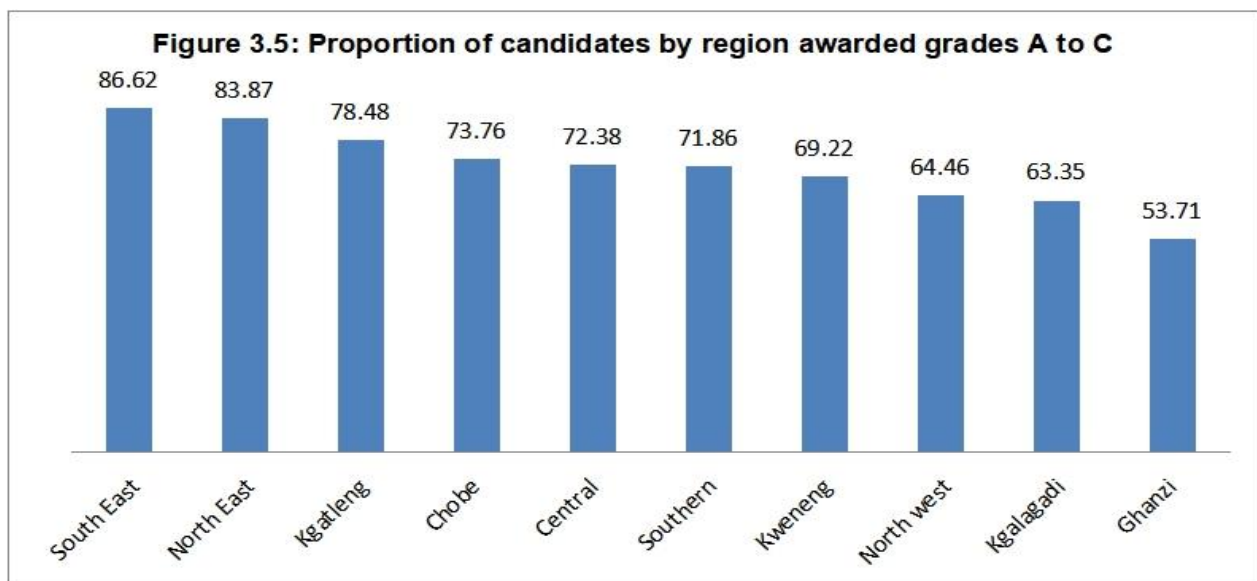
Figure 3.4 shows syllabus performance by gender by Grades A-C.



Female candidates continue to significantly outperform their male counterparts in all syllabuses at Grades A to C.

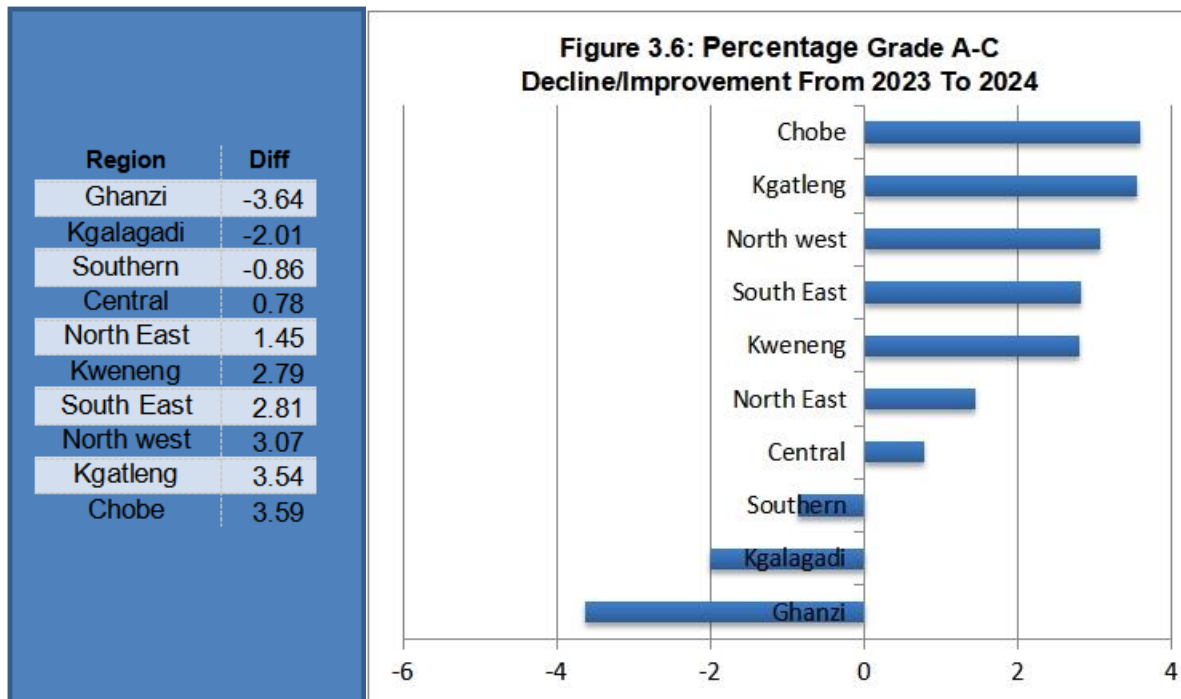
3.5 Overall Performance by Educational Region

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



It is observed that South East region performed the highest (86.62%) followed by North East region (83.87%). The lowest performing region is Ghanzi at 53.71% followed by Kgalagadi at 63.35%.

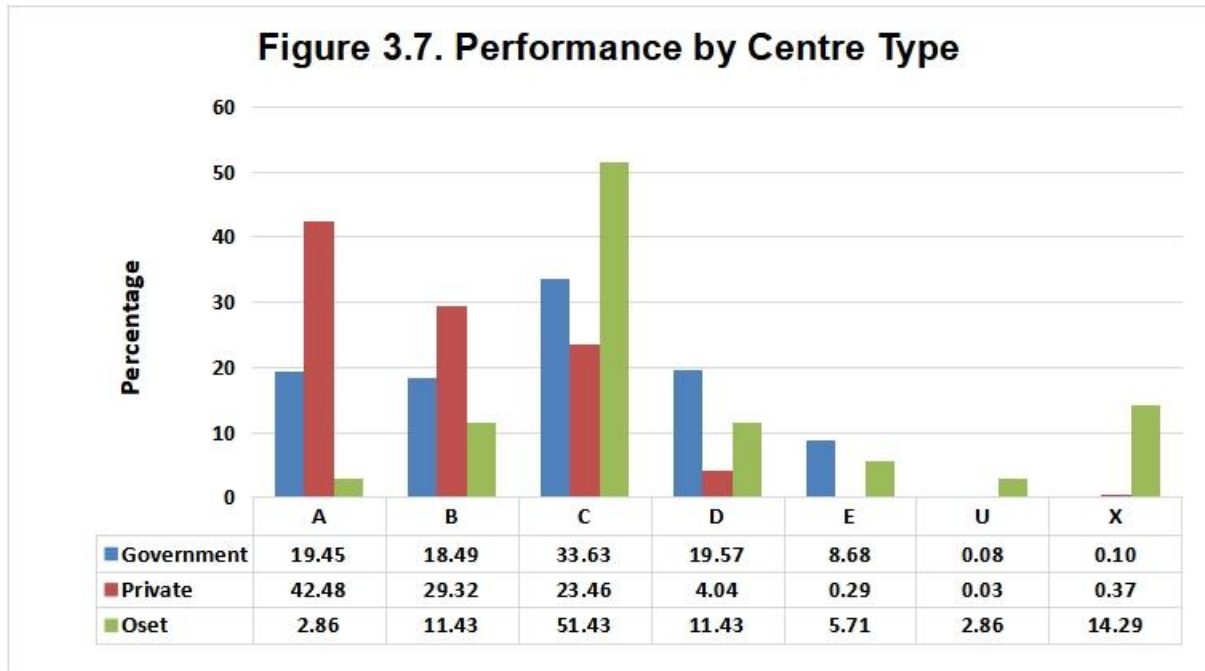
Figure 3.6 shows the change in performance for each region between 2024 and 2023.



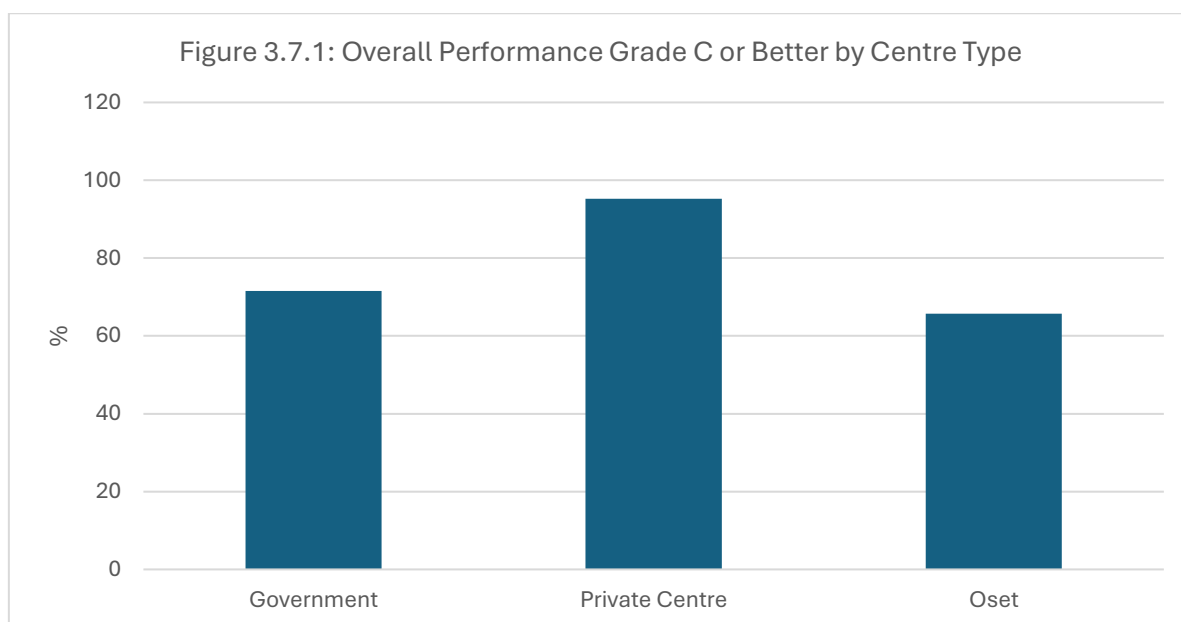
Five (5) regions, Chobe, Kgatleng, North West, South East and Kweneng experienced some improvement in the A-C grades of over 2%. Only two regions experienced a significant decline, namely, Ghanzi (-3.64%), Kgalagadi (-2.01%). An insignificant improvement was realized in the North East and Central regions, whilst Southern region experienced an insignificant decline in performance.

3.7: Performance by Centre Type

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



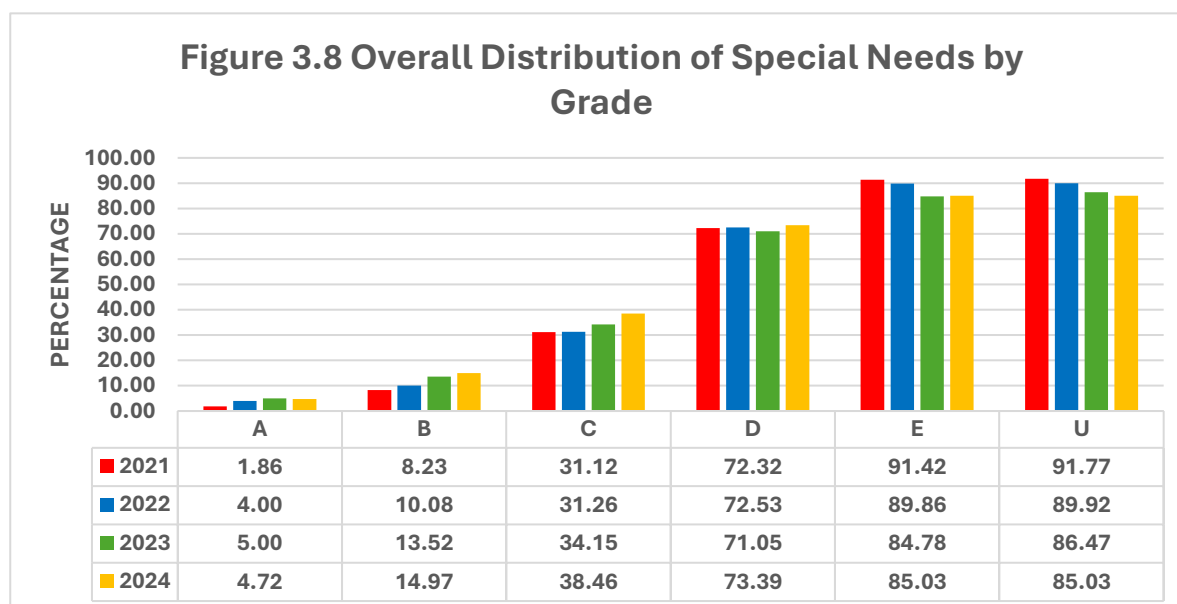
Private School Centres have a larger proportion of candidates awarded Grades A and B compared to other Centre types. Government School Centres have the largest proportion of candidates awarded Grade C compared to other Centre types, while OSET Centres have a larger proportion of candidates awarded Grade D compared to other Centre types. Figure 3.7.1 sums up performance at Grades A-C across Centre types.



Private School Centres (95.26%) have the highest proportion of candidates awarded Grades A-C followed by Government School Centres (71.58%). There has also been a significant improvement for OSET Centres, from 37.84% in 2023 to 65.71% in 2024.

3.8 Performance by Special Educational Needs

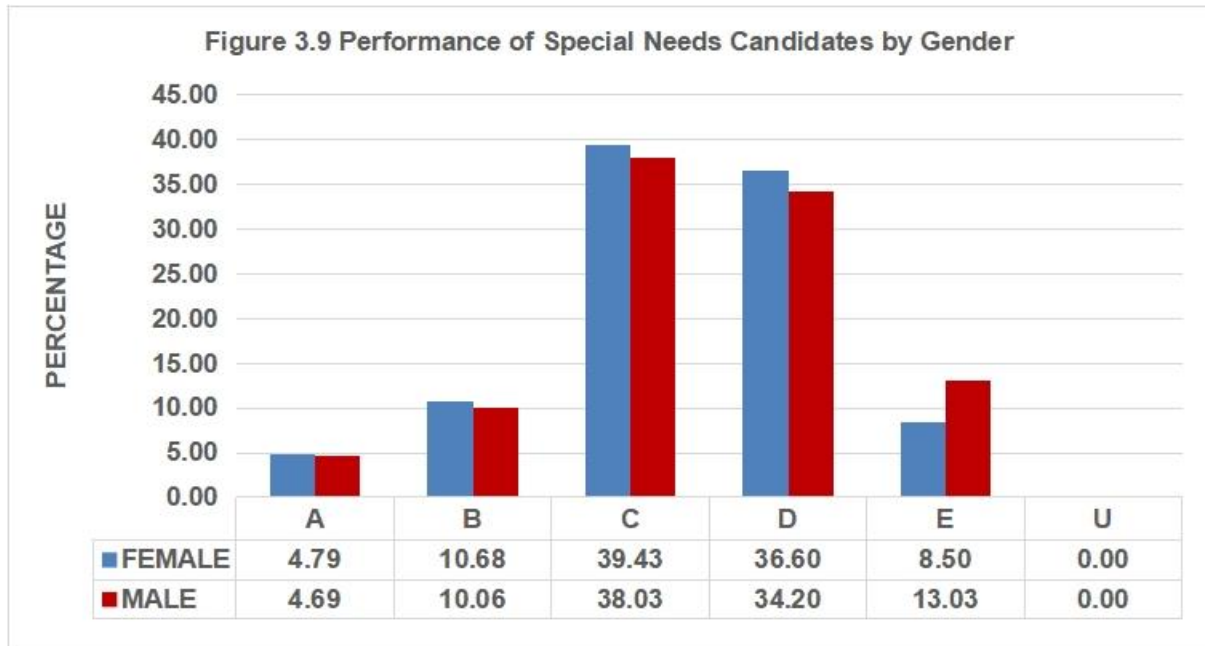
Figure 3.8 shows the overall performance of all candidates with Special Educational Needs in the last four years.



There is an improvement in performance of candidates with special educational needs between 2024 and 2023, in Grades B to E. This is corroborated by the decline in the proportion of candidates denoted U. Performance at Grade A this year is more or less the same as that of the previous year.

3.9 Performance of Special Needs Candidates by Gender

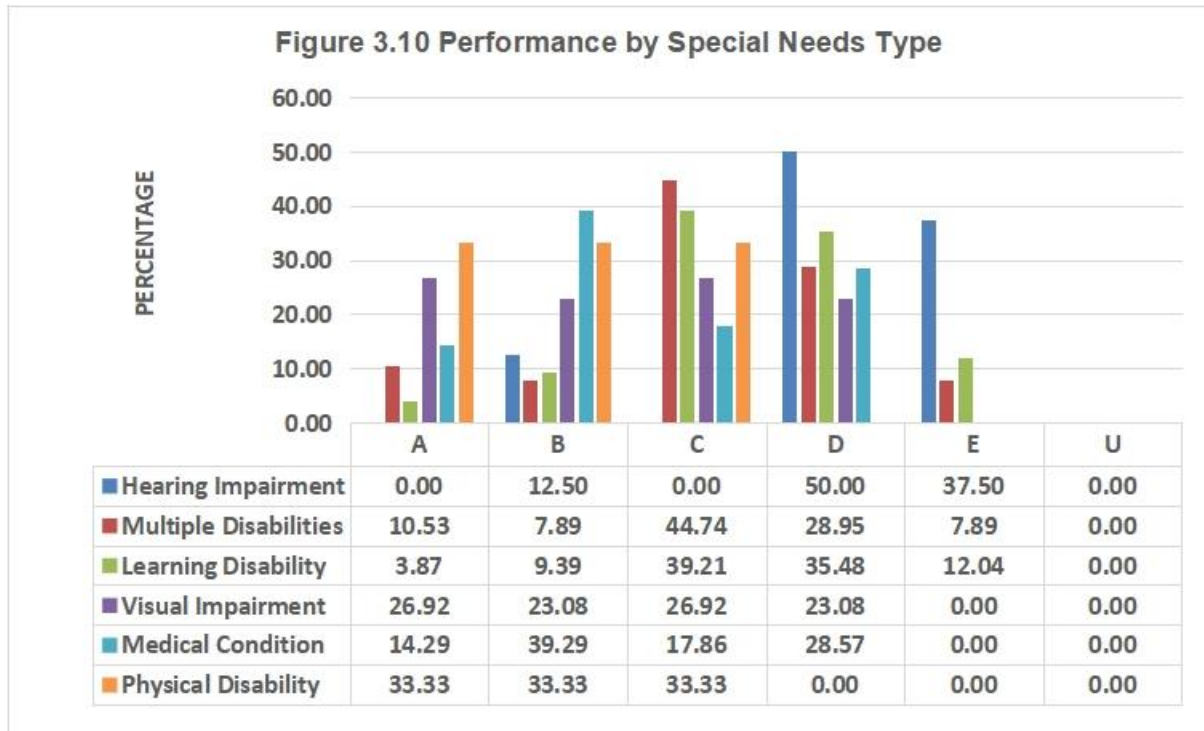
Fig. 3.9. Shows the performance of Special Needs Candidates at each grade by gender.



The graph shows that females outperformed males at Grade A- D whereas males have a higher proportion at Grade E. The proportion of candidates at Grades A-C for females is 54.9% while males are at 52.78%.

3.10 Performance by Special Need Type

The Special Educational needs types accommodated are: Hearing impairment, Learning Disability, Visual Impairment, Multiple Disability, Medical Conditions and Physical Disability. Figure 3.10 shows the performance of candidates by special needs categories.



Most candidates with hearing impairment were awarded Grades D and E at 50.00% and 37.50% respectively. It is worth noting that some candidates, although with learning disability, obtained Grade B (12.50%). Most candidates with learning disability were awarded Grades C and D. Candidates with medical conditions mostly obtained Grades B and D.

3.11 Summary of the 2024 PSLE Results

- ✓ There was a total of 53 039 candidates who sat the 2024 PSLE compared to 52 226 in 2023. This represents a slight increase of 1.55% in candidature between 2024 and 2023.
- ✓ PSLE candidature comprised of 26 329 (49.64%) females and 26 710 (50.36%) males.
- ✓ The percentage of candidates obtaining Grade E or better stands at **99.80%** which is similar to the previous year.
- ✓ The proportion of candidates awarded Grade C or better increased by **1.30%** from **72.00%** in 2023 to **73.30%** this year.
- ✓ The percentage of candidates obtaining Grade A rests at **21.10%** compared to **20.30%** in the previous year which is an improvement of **0.80%**.
- ✓ Female candidates continue to perform better than their male counterparts across all subjects and at overall level.
- ✓ South East and North East are the highest performing regions at 86.62% and 83.87%, respectively, while Ghanzi trails behind at 53.71% followed by Kgalagadi at 63.35%.
- ✓ The regions that improved significantly at Grades A-C are Chobe, Kgatleng, North West, South East and Kweneng, in that order.