

**JUNIOR CERTIFICATE
EXAMINATIONS**



BOTSWANA
EXAMINATIONS
COUNCIL

**2024
SUMMARY OF
PROVISIONAL
RESULTS**

24

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PART 1: ADMINISTRATIVE 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 secondary education, the results of which are mainly used for selection into senior secondary education and Vocational & Technical Education as well as the for the world of work. The assessment of the 2024 cohort was carried out on seventeen (17) syllabuses with a total of forty-six (46) components as published in the 2024 JCE timetable. The examinations were conducted from 14 October 06 November 2024 from the initial scheduled dates of 14 – 31 October 2025. The change was due to the pronouncement of the National election dates.

The 2024 cohort comprised candidates from public schools, private school, Botswana Open University (BOU) and individual candidates who registered directly with the BEC.

1.1 Candidate Registration for the 2024 Series

Registration was conducted through the Malepa web application, and all centres registered online. The main challenge was the unavailability of the Malepa application which delayed the process leading to the extension of registration deadlines.

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 Centre Candidates	Private School Centre Candidates	BOU Centre Candidates	BEC Centre Candidates	Total Number
2024	42, 422	187	1737	938	45, 284
2023	41,309	232	1,071	2,138	44,750
2022	42, 917	397	1, 122	2, 399	46, 835
2021	42, 407	721	1, 694	1, 445	46, 267
2020	40, 619	657	1, 551	1, 120	43, 947

A total of 45, 284 candidates sat for the 2024 JCE examination, which is an increase of 1.18% from 44,750 candidature recorded for the 2023 series, The increase in candidature was experienced in

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Government Centre category as well as BOU Centres with Government centre having registered 3% more and BOU with 38.3% increase.

1.2 Registration of Centres

In this cycle a total of two hundred and fifty-four (254) centres registered candidates compared to 256 in 2023. Of the 254 centres, two hundred and nine (209) were Government school centres, twenty (20) were BEC private centres, thirteen (13) were private school centres, eleven (11) were BOU centres while one (1) was a private examination centre. It can be observed that the number of centres declined by two (2) from the private school centres. One new centre registered in 2024 but did not present candidates.

1.3 Secure Transportation of Examinations Material

The 2024 JCE examinations material was distributed securely to Centres from 02 to 04 October 2024, by a Courier Service contracted by the BEC. The scripts were collected by the same Service Provider in two batches; 24 - 25 October 2024 and 1 – 4 November 2024. The JCE Moderation and Practical Examinations are conducted on scheduled dates starting from May till November.

1.4 Compliance with Examination Regulations

1.4.1 Training of Chief Invigilators

To ensure compliance to examination regulations, the JCE Chief Invigilators were trained virtually using 'Microsoft Teams Platform' from 03 to 06 September 2024 for public and private schools, and for the BEC private centres on 17 September 2024. In 2024, a total of 231 out of 254 Centres were able to log on to the virtual training platform and those that had difficulties to log in had their training material sent to them and were guided on the expectations. Training is conducted annually as it is critical in ensuring that examinations personnel is equipped to conduct examinations in accordance with set standards. As a standard, the trained Chief Invigilators were also required to train centre personnel before engaging them in invigilation services and to keep a record of the attendance.

1.4.2 'Live Examination' Centre Inspections

For the public as well as centres and candidates to have greater confidence in the BEC examinations and assessment system, the conduct and administration of examination at centres should adhere to the BEC standards. To achieve this, in 2024, the BEC increased the number of outsourced inspectors referred to as Regional Examinations Administrators (REAs) from 12 in 2023 to 20 to enhance monitoring of the conduct of examinations at JCE. This was meant to augment the monitoring which is normally carried out by the BEC personnel to ensure adherence to standards by centres. The REAs

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also enhanced visibility as well as provision of immediate assistance to the centres in addition to serving as a link between BEC and Chief Invigilators.

In the 2024 examination, a total of 176 (69.8 %) JCE centres were sampled for inspections compared to 140 (55%) in 2023. Findings from the monitoring of conduct of examinations revealed that most centres ranged from those that showed an excellent understanding of the requirements for proper administration of the examinations to those where there was cause for concern and may require remedial action in the next examination cycle. The ratings for the centres are indicated in Table 2 below.

Table 2: 2024 JCE Centre Inspections Ratings

Rating for centres for quality assurance	% of JCE centres covered	BEC action
Completely satisfactory	40.3 % (71)	May sample for spot checks & write commendation letters.
Satisfactory with minor points	49.4 % (87)	Include during spot checks to ensure maintenance of standards.
Cause for concern	8.0 % (14)	Caution centres and conduct pre-exam inspection visits in 2025.
Serious deficiencies	2.3 % (4)	Caution centres and conduct pre-exam inspection visits in 2025. May lead to withdrawal of centre status if inspections reveal that there has been no corrective action taken.

It should be noted that the ratings were for both pre and live examination inspections and focused mainly on “secure storage of examinations material, invigilation training, adherence to assessment administration procedures and regulations governing conduct of examinations.

1.5 Maladministration and Malpractice Cases

A total of fourteen (14) maladministration and malpractice incidents were reported and investigated for the 2024 JCE examination series. Seven (7) of the cases were maladministration case related to non-compliance to the BEC examination regulations whilst the other seven (7) were malpractice cases by candidates and collusion between candidates and centre staff. Investigations are usually conducted to enable appropriate sanctions and penalties to be applied and ensure no candidate or centre has an unfair advantage over their counterparts.

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1.5.1 Maladministration cases

Seven (7) cases of maladministration involving centre personnel were recorded and investigated during the conduct of the 2024 JCE compared to eleven (11) in 2023. The outcomes are reported in Table 3 below.

Table 3: 2024 JCE mal-administration cases

Incident type	No. of Centres	BEC Immediate Response	Action taken
Opening of wrong question paper packets for components <ul style="list-style-type: none"> • French Paper 32/3 instead of Home Economics 21/2 • English 12/1 (SPED modified paper) instead of opening English 12/4. 	2	Centres were advised to follow the procedure to secure the question papers and ensure that candidates sign off after the packets that have been re-sealed.	The Centres to receive cautionary letters and post examination engagement.
Wrong Packaging of scripts <ul style="list-style-type: none"> • Scripts were enclosed in wrong script return envelopes. 	2	Centres were requested to correctly secure the script.	The Centres to receive cautionary letters and post examination engagement.
Unsealed Script Return Envelopes received at BEC	2	Centres contacted to come to BEC and verify contents of packages before sealing.	The Centres to receive cautionary letters and post examination engagement.
Delayed administration of Setswana paper 3 (11/3) due to shortage and failure to verify exam material upon receipt by the centre.	1	Centres requested to write an incident report on what transpired.	The Centres to receive cautionary letters and post examination engagement.

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1.5.2 Malpractice Cases

In 2024, there were seven (7) centres that were investigated for malpractice, compared to four (4) in 2024. The malpractice incidents involved four components: French 32/3, Physical Education 35/1, Music 33/2 and Moral Education 18/2. There is a worrisome development which threatens the integrity of the examinations where teachers for coursework and practical components assist candidates beyond what they are required to do sometimes leading to collusion during the examination. A review will be conducted to enhance training as well as increase pre-exam and live exam centre inspections to ensure compliance and reduce incidents of malpractice. In addition, engagement with stakeholders, including candidates would be enhanced to increase awareness of the examination regulations.

Table 4: Cases of Malpractice Reported at JCE

Component: French 32/3 (One Centre)		
Number of Candidates: Class		
Description of incident	Findings of the Investigation	Administrative penalties once investigations have been completed and malpractice has been confirmed
Possible collusion between a teacher who is an examiner for French and candidates at the centre reported by examiner.	Preliminary investigations indicated that candidates' responses created an impression of pre-exposure to role play cards. This was confirmed by the dialogue preparation sheet candidates used, which had both the candidate and examiners part of the interview, word for word.	(I) Cautionary letter to the centre. (II) Appropriate penalties and sanctions for the implicated candidates and staff member.

Component: PE 35/1 (One Centre)		
Number of candidates: 1		Recommendation
Description of incident	Findings of the Investigation	
Candidate's mobile phone rang during PE exam. Candidate refused to hand over phone and went out of exam room after invigilator, refusing to take instruction	Investigation by REA established that the candidate had contravened examination rules and regulations. This was confirmed by the BEC investigation team that concluded that candidate contravened violated examination regulations and compromised the integrity of the examination.	(i) Candidate to be disqualified from the component. (ii) Cautionary letter to the centre to always ensure examination regulations are adhered to.

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Component: Music 34/4 (One Centre)		
Number of candidates: 12		Administrative penalties once investigations have been completed and malpractice has been confirmed
Description of incident	Findings of the Investigation	
Collusion between teachers and candidates, editing and merging of candidates' videos and possible posing of videos of from previous cohorts as current candidates' work, impersonation of other candidates by presenting part of videos on their behalf.	Validation of centre marks for the component established that the centre violated examination regulation, some candidates appeared in more than one video, disguised as the other candidates and presented their work, candidates video clips were edited and merged resulting in introduction and performance not been for the same candidate.	<ul style="list-style-type: none"> (i) Candidates to lose marks on sections which are not originally theirs. (ii) Bar the implicated centre personnel from conducting participating in any BEC activities for the next two years (Administrative penalties). (iii) Outcome letter to be written to the centre.

Component: Moral 18/2 and PE 35/1		
Number of candidates: 2 (One Centre)		Administrative penalties once investigations have been completed and malpractice has been confirmed
Description of incident	Findings of the Investigation	
Report on candidate examination script alleging possible collusion by two candidates from the same centre during the Moral 18/2 and Physical Education.	Investigations still ongoing	<ul style="list-style-type: none"> (i) Candidates to lose marks on sections which are not originally theirs. (ii) Outcome letter to be written to the centre

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Component: Moral 18/2 (Three Centres)		
Number of candidates: 4		Administrative penalties once investigations have been completed and malpractice has been confirmed
Description of incident	Findings of the Investigation	
Use of offensive/obscene language/graphics in scripts by candidates reported by examiners during marking of Moral 18/2	Investigations still ongoing	(i) Set candidates' marks to zero as they have breached examination regulations on use of language. (ii) Cautionary letter to be written to the centre.

1.6 Recruitment and appointment of Examining personnel for the JCE Marking

The recruitment of the examining personnel for the marking exercise was carried out from August to September 2024. This year, the Heads of Centres were sent a list of possible examiners from their respective 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 according to syllabus. This meant that there were no printing costs, and the examiners responded using the online method as well. For the 2024 series, the following examiner counts were realised.

Table 5- 2024 JCE examiner Count

Examining Personnel Type	Expected count	Actual count	Shortage
Principal Examiners	27	27	N/A
Assistant Principal Examiners	30	30	N/A
Team Leaders	292	272	20
Examiners	1845	1715	130
Total	2194	2044	150

Despite the shortages indicated, all the marking was completed inside the specified time.

1.7 Marking of Candidates' Scripts

The JCE marking was conducted from 09 – 24 December 2024 in three venues. The venues used were Naledi Senior Secondary School, Morula Primary School and Marulamantsi Primary School. The marking was conducted at the same time unlike in 2023 where the marking was staggered in two phases. The JCE marking went on relatively well, except for a few challenges such as shortage of classrooms at some marking venues leading to some components being moved to another marking venue. This delayed the start of the marking for the affected components.

1.8 Access Arrangements and Special Consideration

1.8.1 Applications for Access Arrangements

A total of 2,124 applications were received in 2024 compared to 2,351 in 2023 as shown in **Table 6**. Out of the 2,124 applications 1,974 (92.94%) candidates provided supporting evidence and 150 (7.06%) candidates did not. There was a notable decrease (10.69%) in the applications received in 2024 compared to applications in 2024.

Table 6: Status of Provision of Supporting Evidence

Status	Number of Candidates				
	2020	2021	2022	2023	2024
Provided	1 104	1 211	1 804	1 631	1 974
Outstanding	321	145	257	720	150
Total	1 425	1 356	2 061	2 351	2 124

Applications from candidates who applied for access arrangements and met the criteria were approved and all those that had not provided the evidence, the approval was subject to provision of supporting evidence that met the criteria.

1.8.2 Observations from evaluation of the applications

1.8.2.1 Even though the deadline for applications was communicated as the 30 June of each exam year through various platforms, several centres submitted their applications after the deadline with some requests received during the sitting of examinations. This included known special needs centres which were followed up to submit their applications. All applications received after the deadline were not considered.

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1.8.2.2 Some of the requests for Reader, Scribe/writer and Oral Response were not approved due to the inconsistencies in the supporting evidence provided. Centres were given feedback and given an option to apply for alternative arrangements.

1.8.3 Applications by Special Needs Type and Access Arrangement Type

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

Table 7 shows the types of access arrangements that candidates applied for. There was an increase in most applications except for Extra-time, Enlarged Print, Braille, and Preferential Sitting. All the JCE centres specified the access arrangements requested.

Table 7: Access Arrangement Types and Number of Candidates per Request

Access Arrangements	Number of Candidates				
	2020	2021	2022	2023	2024
Modified Papers (LD & Extra-time)	679	489	450	327	438
Modified Papers (Hearing Impairment)	18	14	24	21	23
Extra-time	1 025	932	1 998	2 129	1 718
Enlarged Print	47	52	48	43	39
Reader	797	672	1 039	1 118	1 265
Scribe/Oral Response	863	583	958	1 024	1 355
Braille	3	7	6	13	6
Assistive Technology Devices	6	7	6	0	0
Rest Breaks	156	74	103	116	119
Exemptions from Setswana	18	14	24	21	23
Preferential Sitting	58	32	60	33	27
Coloured Paper	1	1	1	1	4
Exemption from English Listening Comprehension for Hard of Hearing and Deaf Candidates	18	14	24	24	26
Practical Assistant	43	45	72	25	27

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1.9 Applications for Special Consideration

A total of thirty-three (33) applications were received in 2024 compared to fifty (50) received in 2023. Of the 33 applications received, thirty-one (31) were submitted with supporting evidence while two (02) had no supporting evidence. From the total that applied, thirty-one (31) were deemed to have met the criteria and thus granted special consideration while two (02) were not eligible and therefore not successful.

Table 8: Applications by Special Consideration Type

SPECIAL CONSIDERATION TYPE	NUMBER OF CANDIDATES WITH SUPPORTING EVIDENCE	NUMBER OF CANDIDATES WITHOUT SUPPORTING EVIDENCE
Ill Health during examination at the centre or hospitalised	28	2
Bereavement	1	0
Social problem (Assault, Trauma, Psychological problem)	0	0
Other (access arrangements)	1	0
Timetable dates changes	1	0
TOTAL	31	2

1.9.1 Scanning of Data

The scanning of the 2024 JCE OMR answer sheet data was completed on 27 November 2024. The use of the upgraded OMR Data Cleaning application has proven to be more efficient in data cleaning as deadlines were met. All answer sheet forms were scanned using the new image scanners while data cleaning was done using the updated OMR data cleaning validation application.

1.9.2 Online Data Capturing of Marks using DATASMART

Online data capturing of marks for all examining personnel was planned to be done by examining personnel at the five marking venues from 11 to 24 December 2024 after commencement of marking. Twenty-five (25) Data Capturers were engaged in the different marking venues to assist examining personnel to capture the marks using the newly developed DATASMART application. This application enhanced the capturing of marks accurately into the system at the same time validating the marks so that there would be no need for data cleaning. This improved the processing and release of results times.

PART II: TECHNICAL REPORT

2.0 Introduction

The report presents the outcomes of the 2024 Junior Certificate Examination (JCE). It focuses on outcomes for the Government centre population only, which is considered stable, therefore enabling reliable comparisons across years.

In the 2024 cycle, the total number of syllabuses graded for the examination remained at 17 as in the previous year. Among these 17 syllabuses, French is the only Outcome Based Education (OBE) syllabus and was assessed for the first time in 2023. All these syllabuses constitute a total of 46 components which encompass 11 Multiple-Choice, 23 Constructed Responses, 4 Practical and 8 Coursework. It is worth noting that out of the 46 components, the 2 components for General Science are only available to private candidates.

Candidates at JCE are graded at the component level and the component scores are weighted to obtain a syllabus grade. The syllabus grades are then aggregated following specified criteria to obtain a qualification grade. The grades available at the syllabus level are on a scale of A to E, where Grade A represents the highest level of performance and Grade E is the lowest level. At the qualification level, the grades available are Merit, A, B, C, D and E. Candidates failing to meet the minimum requirements for the lowest grade (E) at both syllabus and qualification levels are unclassified and assigned the letter 'U'. In contrast, candidates who did not meet the requirements for grading at component level are assigned the letter 'X' at syllabus and qualification level.

In preparation for grading, the standard setting exercise was conducted by Examiners during marking followed by pre-grading meetings by Executive Officers (EO) which were held from the 10th to 14th of January 2025. All the processes leading to the grading of the syllabuses were executed well as per procedures. It is worth noting that JCE is a selection examination for senior secondary schooling therefore, fairness to all candidates is of paramount importance. The BEC has ensured as much as possible, applying the same assessment standards to all candidates in this cycle.

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 teaching and learning of the 2024 cohort was not disrupted by the COVID-19 pandemic during their Junior Secondary Schooling, therefore minimizing the effect of COVID-19 on performance. The previous cohorts were impacted by the pandemic either during the length of study or at the time of sitting examinations.

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All 8 coursework components met the 90% submission threshold however, BEC continues to experience challenges related to the quality of the marks submitted and compliance with submission timelines. It is worth noting that coursework assessment is a powerful tool for imparting knowledge and skills to learners therefore, as a system, there is a need to intensify monitoring of its implementation to maximise the benefits.

2.1 Technical Quality of Question Papers

This section will present characteristics of Multiple-Choice, Coursework, Practical and Constructed Response papers.

2.1.1 Technical Quality of Multiple Choice Papers

There were 11 Multiple-Choice question papers, one of which was General Science which was available to private candidates only and therefore will not be covered here. Table 2.1 presents the statistical parameters of the Multiple-Choice question papers for 2024 against those of 2023.

Table 2.1: Statistical Parameters of the Multiple-Choice Papers

Subject	2023				2024			
	Mean (%)	SD (%)	Mean p	Alpha	Mean (%)	SD (%)	Mean p	Alpha
Setswana	45	10	.44	.56	60	16	0.60	0.81
English	62	20	.61	.89	61	20	0.62	0.90
Mathematics	40	17	.40	.82	32	11	0.32	0.63
Science	45	14	.44	.74	41	15	0.41	0.76
Social Stu.	52	15	.51	.80	53	17	0.53	0.84
Agriculture	54	14	.54	.77	54	16	0.54	0.83
Design Technology &	54	14	.52	.74	43	12	0.43	0.67
Religious Education	62	18	.63	.86	65	17	0.65	0.87
Art	55	17	.55	.84	57	17	0.58	0.83
Moral Educ.	68	22	.68	.92	62	19	0.62	0.88

ACCEPTABLE STATISTICAL PARAMETER VALUE RANGES	
Mean p – Difficulty level	.4 - .6
Reliability (Alpha)	.7 – 1.0
Standard Deviation – dispersion/spread	12% - 20%

Difficulty level (mean p)

Almost all the question papers were of moderate difficulty as indicated by mean p values ranging from .4 to .6, which is the desired level of difficulty except for Mathematics which was slightly difficult.

Spread (SD)

The Standard Deviation reflected that almost all the question papers except Mathematics, separated candidates very well in terms of their ability. Mathematics has a narrower standard deviation suggesting that the paper was not separating candidates as expected.

Reliability (alpha)

This year, all question papers except Mathematics and Design and Technology presented very good reliability indices ranging from .76 to .90. This means that if the question papers were to be administered again to the same cohort, they would yield similar outcomes.

Generally, the instruments worked well in measuring the abilities of the candidates and all identified deficiencies were mitigated at the point of grading. Nonetheless, more effort will be directed towards continual improvement of the instruments.

2.2 Coursework Assessment

There are 8 syllabuses with a coursework component. Unlike the previous year where in some syllabuses candidates sat for an alternative paper, this year all coursework syllabuses were available to the candidates.

Conventional moderation was used for four (4) syllabuses while statistical moderation was used for four (4) syllabuses. The four (4) syllabuses where conventional moderation was used are Agriculture, Design and Technology, Commerce & Office Procedure, and Commerce & Accounting. Statistical moderation was applied for Art, Physical Education, Music, and Home Economics. The scores for all four syllabuses where statistical moderation was applied were validated before moderation to ensure the Centre scores were fit for purpose.

2.2.1 Validation of Coursework Components

A team of subject specialists composed of retired teachers, serving Education Officers and teachers deployed at senior schools were engaged to validate the coursework scores in November 2024. The validation exercise was carried out in two stages, starting with spot checks at Centres and later validation of marks against documented evidence of work. The spot checks were intended to inspect coursework products at Centres to check whether they

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conform to the expectations of the assessment and whether marks were awarded in adherence to the prescribed marking criteria.

Most Centres awarded marks according to the set marking standards. However, in some instances, it was found that within a Centre, there were inconsistencies in the awarding of marks suggesting that internal standardisation was not conducted before marking. This means that the scores presented violated the Centre order of merit. Therefore, the Centres were ordered to remark before external moderation was conducted. As of 31st December 2024, a total of 30 Centres across three (3) syllabuses with coursework had not complied. This means that the marks submitted by these Centres are invalid and therefore will not be considered for grading.

2.2.2 Technical Quality of Coursework Components

Table 2.2 shows the statistical parameters of Coursework components. In 2024 all coursework components were available to candidates, unlike in 2023 where three syllabuses availed alternative to coursework components. The syllabuses were Agriculture, Commerce & Office Procedures, and Commerce & Accounting.

Table 2.2: Statistical Parameters for Coursework Components in 2023 and 2024.

Syllabus Name	maximum Raw Score	2023		2024	
		Mean Mark (%)	SD (%)	Mean Mark (%)	SD (%)
Art	100	65	15	65	15
Commerce & Accounting*	70	16	14	56	21
Commerce & Office Procedures*	70	14	12	54	21
Agriculture*	80	41	21	53	7
Home Economics	60	75	9	75	10
Design & Technology	80	58	17	63	16
Music	70	53	19	51	19
Physical Education	180	59	10	59	11

*The components used an alternative to coursework paper for grading in 2023

The parameters in Table 2.2 show mean marks and standard deviation in percentages for coursework components. The mean marks and standard deviation for Art, Home Economics and Physical Education remained relatively similar in 2023 and 2024. Design and Technology have shown an improvement in the mean mark in 2024 compared to 2023, however, with a stable standard deviation.

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While Music showed a slight decline in the mean mark and standard deviation remained similar in both years.

Commerce & Office Procedures, Commerce & Accounting and Agriculture were assessed using an alternative to coursework papers in 2023 and in 2024 the coursework paper was reintroduced. Therefore, the means and standard deviations are not comparable. However, it must be noted that the 2024 means are above 50% suggesting that the learners attained practical skills significantly. Agriculture has a narrower standard deviation which is indicative of marks clustered towards high scores, a scenario common among Centre marked components.

2.3 Technical Quality of Practical Components

Table 2.3 shows the statistical parameters of Practical Components.

Table 2.3: Statistical Parameters of Practical Components for 2023 and 2024.

Syllabus Name	Component	Maximum Raw Score	2023		2024	
			Mean Mark (%)	SD (%)	Mean Mark (%)	SD (%)
Home Economics	2	70	70	18	74	19
Art	2	60	51	15	53	15
Music	3	50	57	28	61	23
French	3	40	61	24	58	25

The mean scores for Practical components continue to be above 50%, indicating that the candidates perform well in practical skills. All the Practical papers discriminated candidates very well according to their abilities. Worth noting is that 3 components (Home Economics, Art, and Music) had higher mean scores in 2024 compared to 2023. French had a slight decline in the mean score.

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2.4 Technical Quality of Constructed Response Papers

Table 2.4 shows statistical parameters for 22 Constructed Response question papers.

Table 2.4: Statistical Parameters for Constructed Response Components in 2023 and 2024.

Syllabus Name	Component	Maximum Raw Score	2023		2024	
			Mean Mark (%)	SD (%)	Mean Mark (%)	SD (%)
Setswana	2	50	38	16	39	17
	3	45	43	15	48	17
English	2	60	46	23	49	23
	3	45	24	17	21	15
	4	30	45	22	51	23
Mathematics	2	100	26	17	24	17
Science	2	80	25	16	28	17
Social Studies	2	80	32	17	34	21
Agriculture	2	60	26	16	27	16
Design and Technology	2	60	33	18	39	18
Moral Education	2	60	42	24	31	22
Home Economics	1	50	39	21	41	20
Commerce and Office Procedures	1	50	24	18	24	15
	2	50	31	19	25	16
Commerce and Accounting	1	50	31	22	33	21
	2	50	36	24	29	20
French	1	50	43	15	43	14
	2	45	33	24	38	23
Music	1	35	20	14	22	14
	2	50	22	16	28	16
Physical Education	1	60	47	24	46	23
Religious Education	2	60	36	22	34	20

It can be noted from Table 2.4 that most of the Constructed Response components recorded mean values way below 50% except for English paper 4. Nevertheless, some components in Setswana, English, French, Home Economics and Physical Education have a mean score above 40%. This is an indication that candidates are challenged when expected to express themselves to showcase high-order thinking skills. The Standard Deviation reflected that most of the question papers separated

candidates very well in terms of their ability. However, the spread for 7 components was above 20%, suggesting that candidates scored very varied marks from lower scores to higher scores.

2.5 The Grading Process

Grading decisions at JCE are based on a combination of professional judgment and statistical evidence. The professional judgement is made by marking teams led by Principal Examiners (PE) and the statistical evidence is interpreted by grading committees.

2.5.1 Standard Setting by Examiners

Standard setting as usual started at the stage of script selection in November 2024 through to December 2024 whereby Examiners analysed the 2024 examination papers and their marking guides against the previous year's papers for comparability of difficulty level. The exercise resulted in the determination and recommendations of cut-off scores by the component teams.

2.5.1.1 Pre-grading

The pre-grading meetings for the 2024 JCE were conducted from 10th to 14th January 2025. The process entailed the interpretation of statistical evidence by Assessment Officers in relation to the PE's professional judgement. The Officers ultimately recommended cut-off scores which were presented to the Grading Advisory Committee (GAC) for approval.

2.5.1.2 Grading and Awarding

The meeting of the Grading Advisory Committee convened from 15th to 17th January 2025. The GAC had representation from within BEC, comprising Management from Directorates of Assessment Design and Assessment Administration. Assessment Compliance was also in attendance for quality assurance of the grading process. External stakeholder representation comprised an Officer from Botswana Open University and two Officers from the Ministry of Child Welfare and Basic Education: one from the Department of Educational Planning & Research Services and one from the Department of Curriculum Development & Evaluation.

The Assessment Officers presented both the PE's and the syllabus reports to GAC. The recommendations from both reports were interrogated and well-informed decisions on cut-off scores to be applied for the 2024 examination were reached.

2.6 Validation of Prospective Results

The prospective results were validated from 19 to 23 January 2025 as per best practice after the application of the GAC-approved cut-off scores. The validation process involved the interrogation of Examination Administration incidents Log and Centres with drastic changes in performances.

2.6.1 Examination Administration Incidents Log

The 2024 Examination Administration incidents log registered 13 Centres with the potential of compromising the integrity of the examination. Of these centres, 7 were cases of maladministration while 6 were cases of malpractice.

2.6.1.1 Maladministration

The performance of all centres with cases of maladministration was interrogated for any anomalous trends, however, no evidence of abnormal performance was established.

2.6.1.2 Malpractice

2.6.1.2.1 Centres that were investigated in 2024

(a) French Paper 3

A case of Malpractice is suspected in one (1) Centre. Investigations are ongoing and will be concluded within the six-week results enquiry period.

(b) Music Paper 4

An Investigation of personification in one (1) Centre is ongoing and will be concluded within the six-week results enquiry period.

(c) Physical Education Paper 1

A Candidate at the Centre violated BEC exam conduct regulations during Physical Education Paper 1 examinations and therefore disqualified from the component. It means that the candidate will not have a score for paper 1 and therefore graded with the remaining component.

(d) Moral Education Paper 2 and Physical Education Paper 1

Cases of suspected collusion between two (2) candidates in Moral Education and Physical Education were reported. Investigations are ongoing and will be concluded within the six-week results enquiry period.

2.6.1.2.2 Centres Monitored from 2023

(a) Agriculture Paper 1

In 2023, a case of malpractice was established involving six (6) candidates at the Centre and nothing anomalous was observed in 2024.

(b) Art Paper 2

In 2023, malpractice was established in Art at the three (3) Centres. The results of all the Centres in 2024 have been interrogated and there is no evidence of malpractice in the component. The Centres will continue to be monitored in the 2025 series.

2.6.2 Drastic changes in performance

Another validation step involved checking for drastic changes in performance, both positive and negative, in the percentage of candidates obtaining Grade C or better across Centres. The results for all Centres with drastic changes were interrogated and no evidence of anomalous performance was observed.

2.7 Outcomes of Grading

This section will report on outcomes at the syllabus and qualification level for Government Centres.

2.7.1 Performance at Syllabus Level

2.7.1.1 Quantitative description

Table 2.7 presents the performance of the 2023 and 2024 cohorts as reflected by the cumulative percentage of candidates at each grade across 16 syllabuses as well as differences in cumulative percentages between the two years. Generally, performance across most syllabuses has improved in 2024 compared to 2023.

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Table 2.7 : Cumulative Percentages at Syllabus Grade for 2023 and 2024 with Differences

Syllabus	Cumulative % at grade							X
	Year	A	B	C	D	E	U	
Setswana	2024	0.31	6.91	27.66	72.46	89.53	99.94	
	2023	0.18	4.28	22.74	70.41	89.34	99.94	100
	Diff.	0.13	2.63	4.92	2.05	0.19	0	
English	2024	1.4	14.04	39.81	65.19	82.67	99.94	
	2023	1.14	12.41	37.44	63.82	80.58	99.86	100
	Diff.	0.26	1.63	2.37	1.37	2.09	0.08	
Mathematics	2024	3.84	9.76	19.82	41.22	76.41	99.93	
	2023	4.74	11.99	23.55	43.97	74.09	99.94	100
	Diff.	-0.9	-2.23	-3.73	-2.75	2.32	-0.01	
Science	2024	2.18	8.63	20.84	49.47	85.13	99.94	
	2023	1.85	7.48	18.5	47.29	85.83	99.9	100
	Diff.	0.33	1.15	2.34	2.18	-0.7	0.04	
Social Studies	2024	0.31	9.37	31.8	57.16	73.7	99.93	
	2023	0.27	6.24	29.23	55.64	79.96	99.91	100
	Diff.	0.04	3.13	2.57	1.52	-6.26	0.02	
Agriculture	2024	1.25	16.87	47.44	81.58	98.24	100	
	2023	0.75	12.97	45.88	73.83	92.21	99.9	100
	Diff.	0.5	3.9	1.56	7.75	6.03	0.1	
Design and Technology	2024	1.39	5.96	16.85	57.27	81.95	99.98	
	2023	1.73	7.49	17.67	54.19	80.21	98.71	100
	Diff.	-0.34	-1.53	-0.82	3.08	1.74	1.27	
Home Economics	2024	0.07	6.98	31.58	73.96	89.71	100	
	2023	0.04	4.95	23.93	67.72	90.22	99.79	100
	Diff.	0.03	2.03	7.65	6.24	-0.51	0.21	
Commerce and Office Procedures	2024	0.09	1.58	8.31	36.92	72.3	99.93	
	2023	0.07	2.01	9.38	32.99	63.4	99.84	100
	Diff.	0.02	-0.43	-1.07	3.93	8.9	0.09	
Commerce and Accounting	2024	1.05	10.47	27.14	51.04	72.81	99.96	
	2023	1.12	9.21	23.82	41.16	62.56	99.79	100
	Diff.	-0.07	1.26	3.32	9.88	10.25	0.17	

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Syllabus	Cumulative % at grade							X
	Year	A	B	C	D	E	U	
Religious Education	2024	2.05	15.46	38.72	69.93	88.46	99.93	
	2023	3.68	17.36	36.87	64.87	85.87	99.83	100
	Diff.	-1.63	-1.9	1.85	5.06	2.59	0.1	
Art	2024	3.11	24.96	66.31	94.34	99.18	99.93	
	2023	2.1	19.94	60.09	92.32	98.91	99.63	100
	Diff.	1.01	5.02	6.22	2.02	0.27	0.3	
Moral Education	2024	5.43	19.55	36.93	58.21	74.87	99.93	
	2023	2.81	15.68	34.99	60.14	75.98	99.88	100
	Diff.	2.62	3.87	1.94	-1.93	-1.11	0.05	
French	2024	7.45	21.57	37.18	61.33	85.49	99.87	
	2023	5.23	17.78	31.87	56.66	81.9	99.87	100
	Diff.	2.22	3.79	5.31	4.67	3.59	0	0
Music	2024	1.16	5.66	21.97	67.51	89.25	100	
	2023	1.02	6.82	22.99	60	82.61	98.22	100
	Diff.	0.14	-1.16	-1.02	7.51	6.64	1.78	
Physical Education	2024	6.54	15.47	24.79	55.46	75.75	99.98	
	2023	6.54	15.11	23.73	53.45	74.23	99.57	100
	Diff.	0.00	0.36	1.06	2.01	1.52	0.41	

Key Grades Significant: Increase Decline

2.7.1.1.1 *Pass grades at syllabus level (Grade E or better)*

Generally, there is an improvement in performance at Grade E or better in 2024 compared to 2023. A decline in performance was realised only in Social Studies. Performance increased in eight (8) syllabuses among which three (3) are core syllabuses and five (5) optional syllabuses. A major change in performance was realised in Agriculture, Commerce & Office Procedure, Commerce & Accounting and Music. It is worth noting that the practical coursework for three of these syllabuses was re-introduced in 2024 which improved performance in 2024 compared to 2023.

Despite the improvement noted above, in most syllabuses, the proportion of candidates who satisfy the requirements for the award of a syllabus grade remains lower than 90% apart from Agriculture, Home Economics and Art. This indicates that, in most of the syllabuses, more than 10% of the candidates and as high as 37% for Commerce & Accounting and Commerce & Office Procedure are not awarded a syllabus grade and therefore assigned letter **U**.

2.7.1.1.2 Credit Grades at Syllabus level (Grade C or better)

In this category, eight (8) syllabuses have shown performance improvement compared to 2023. Notably, 4 are core syllabuses while 4 are optional. However, performance in Mathematics has declined in this category. It is worth noting that only in the Art syllabus in which at least 50% of candidates awarded credit grades, that is Grade C or better. Commerce & Office Procedures syllabus continues to be the lowest with about 8.5% of candidates awarded Grade C or better. This indicates that very few candidates gained any useful knowledge and skills from the syllabus.

2.7.2 Qualitative description

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

Setswana: The 2024 cohort improved in responding to tasks on literature compared to the 2023 cohort. The candidates were better at analysing texts and showed improved competencies in the use of keywords especially in speech content, which was based on audience and writing conclusions.

English: It was observed that the 2024 cohort presented facts in their compositions, bringing out the correct style, presentation, and format of the tasks compared to the 2023 cohort. Also, they were able to follow the storyline for both the poem and the short story.

Science: Compared to the 2023 cohort, the 204 cohort showed the ability to use scientific concepts and principles to define, state, describe or explain their responses. They also demonstrated interpretation skills when using numerical data and plotting points from the table to make a graph.

Mathematics: Candidates demonstrated some knowledge and understanding of mathematical concepts but showed some weaknesses compared to the 2023 cohort. Most of the candidates were able to process, and present data in tabular, graphical, and diagrammatic form but could not interpret data. Candidates mostly failed to recognize some mathematical relationships and application properties of shapes. Candidates had difficulties in recognizing and/or applying appropriate mathematical procedures for a given situation.

Social Studies: The 2024 cohort did much better in the research questions compared to the 2023 cohort.

Agriculture: Both the 2023 and 2024 candidates were good in recall and knowledge questions but were weak in questions that required descriptions of carrying out management practices. However, the 2024 cohort displayed better practical skills indicating that they engaged practical activities during teaching and learning.

Art: The 2024 cohort showed knowledge with understanding in most of their works. They demonstrated effective use of media as well as good organisation of space and spatial relationships.

The cohort displayed mastery of the use of elements and principles, effective use of media, chosen tools and equipment, and the use of space and spatial relations in their artworks.

French: The candidates demonstrated the ability to use the past, future, and present tenses. They possessed elementary vocabulary for different situations; hence, communication was mostly achieved. The candidates also were able to use the vocabulary to express themselves verbally in different scenarios.

Religious Education: The 2024 cohorts were challenged in critiquing issues. Though they managed to discuss what was brought forward, they lacked depth in critiquing what they discussed. However, the candidates displayed better knowledge and understanding of concepts than the 2023 cohort.

Commerce and Office Procedures: The cohort was able to apply operational and entrepreneurial skills better. For example, candidates were to prepare a quotation, but they were not provided with the amount of money for all items to be used in the quotation. Also, the re-introduction of coursework helped the cohort understand and apply key concepts such as SWOT analysis, financial projections, and research strategies.

Commerce and Accounting: The re-introduction of coursework helped the cohort to understand and apply key concepts such as (SWOT) analysis, financial projections, and research strategies. The research helped the candidates to practice the concepts.

2.8 Performance at Qualification Level

The overall performance of the 2024 cohort has improved compared to that of the 2023 cohort.

Table 2.8 shows the number of candidates at each qualification grade, the percentage at grade, the cumulative percentage at grade and the difference in cumulative percentages at a grade between 2023 and 2024.

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Table 2.8: Performance at Qualification Level: Government Centres

Year Frequency		Merit	A	B	C	D	E	U	X
2024	No.at grade	16	613	4790	10899	14458	5410	6107	9
	% at grade	0.04	1.45	11.32	25.76	34.18	12.79	14.44	0.02
	Cum. %	0.04	1.49	12.81	38.57	72.75	85.54	99.98	100.00
2023	No.at grade	8	440	4326	10541	13834	5166	6860	128
	% at grade	0.00	1.10	10.50	25.50	33.50	12.50	16.60	0.30
	Cum. %	0.00	1.10	11.60	37.10	70.60	83.10	99.70	100
Diff. in cum. %		0.00	0.39	1.21	1.46	2.15	2.44	0.28	0.00

In 2024, **1.49%** of candidates obtained Grade A or better compared to **1.10%** in 2023 showing an improvement of **0.39%**. Candidates obtaining Grade B or better increased by **1.21%** from **11.60%** in 2023 to **12.81%** in 2024. At Grade C or better, the performance improved by **1.46%** from **37.10%** to **38.57%** in 2024. The performance improved by **2.15%** at Grade D or better and by **2.44%** at Grade E or better. Worth noting, is that **14.44% (6107)** of candidates compared to **16.60% (6860)** of the previous year did not meet the minimum requirements for the award of Grade E and were assigned the letter 'U', a decrease of **2.16%**, which indicates an improvement.

2.8.1 Outstanding Performance

The attainment of a Merit is classified as outstanding performance. The requirement for a Merit is to obtain at least 7 grade A's at the syllabus level following prescribed criteria. In this series, 16 candidates from 15 different Centres qualify for the award of a Merit compared to 8 candidates from 6 different Centres in the previous year. Of the 16 candidates qualifying for the award of a Merit, two (2) candidates obtained Grade A in all their 9 syllabuses just as in the previous year.

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3.0 PART III RESULTS ANALYSIS

Part III of the 2024 JCE Summary Results Report is structured as follows: -

- Candidature
- Overall Performance
- Performance by Subject
- Performance by Gender
- Performance by Education Region
- Report Summary

3.1 Candidature

The total candidature in 2024 was 45 255, which is an increase of **1.13%** from 2023 total candidature of 44 750. The distribution of candidature by gender shows that among 45 284 who sat for the 2024 examinations, 22 977 (50.8%) were females and 22 278 (49.2%) were males.

The general trend shown in Table 3.1 is that female candidates outnumber their male counterparts in all subjects across the years except for Design and Technology, Art, and Physical Education. However, the difference in the number of males and females is consistent from the year 2022 to 2024.

Table 3.1: Candidature by Subjects, Gender and Year of Examination (2022 – 2024)

SUBJECTS	2022			2023			2024		
	All	Male	Female	All	Male	Female	All	Male	Female
Setswana	45578	22451	23127	43409	21673	21736	43939	21694	22245
English	46378	22831	23547	44209	22051	22158	44792	22078	22714
Mathematics	46635	22887	23748	44586	22199	22387	45178	22231	22947
General Science	3739	1768	1971	3274	1607	1667	2742	1282	1460
Integrated Science	42917	21127	21790	41309	20581	20728	42422	20941	21481
Social Studies	45614	22419	23195	43329	21602	21727	44024	21697	22327
Design & Technology	12244	10368	1876	12193	10230	1963	12407	10503	1904
Agriculture	44905	22104	22801	42964	21392	21572	43823	21596	22227
Home Economics	12389	2781	9608	12110	2705	9405	12537	2618	9919
Commerce and Office Procedure	8565	3652	4913	7246	3229	4017	7205	3196	4009

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Commerce and Accounting	9799	4167	5632	9647	4262	5385	9994	4361	5633
Religious Education	16906	5274	11632	15886	5049	10837	15880	4920	10960
Art	12246	8745	3501	11879	8331	3548	12470	8593	3877
Moral Education	45459	22339	23120	43228	21547	21681	43908	21623	22285
French	1699	618	1081	1573	567	1006	1548	578	970
Music	1703	806	897	1569	727	842	1730	788	942
Physical Education	12883	6998	5885	12372	6901	5471	12749	7078	5671
TOTAL CANDIDATURE	46835	22998	23837	44750	22288	22462	45255	22278	22977

3.2 Overall Performance

The analysis in this section is based on **all** candidates who sat for examinations in all types of Centres in year 2022, 2023 and 2024: Government or Public-School Centres, Private School centers and Private Centre Candidates (BOU Centres and BEC Centres).

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Table 3.2: National summary of overall grades from 2022 to 2024

Grade	2022			2023			2024			Diff (2024-2023)
	Count	%	Cum%	Count	%	Cum%	Count	%	Cum%	% Diff
Merit	7	0.01	0.01	8	0.01	0.01	16	0.04	0.04	0.03
A	488	1.04	1.05	438	0.97	0.98	615	1.36	1.40	0.42
B	4152	8.87	9.92	4344	9.68	10.66	4806	10.64	12.04	1.38
C	10681	22.81	32.73	10563	23.58	34.24	10946	24.24	36.28	2.04
D	15234	32.53	65.26	14158	31.64	65.88	14907	33.01	69.29	3.41
E	6014	12.84	78.10	5318	11.91	77.79	5586	12.37	81.66	3.84
U	7368	15.73	93.83	6875	15.38	93.17	6182	13.69	95.35	2.18
X	2891	6.17	100.00	3049	6.83	100.00	2105	4.66	100.00	0.00
Total	46835			44750			45163			

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

Table 3.2 shows the count, percentage at Grade and cumulative percentages of candidates awarded overall grades Merit, A, B, C, D and E. The table also shows the statistics for candidates who failed to meet the requirements of Grade E, therefore assigned U as well as those who did not meet grading requirements denoted by 'X'. The credit pass (Grade C or better) is **36.28%** in 2024 compared to **34.24%** in 2023, showing an improvement of **2.04%**. The overall pass (Grade E or better), stood at **81.66%** in 2024 compared to **77.79%** in 2023 which signifies an increased level of performance with a difference of **3.84%** from 2023. On the other hand, sixteen (16) candidates displayed an outstanding performance, as they were awarded Merit. This is an increase from eight (8) candidates who were awarded a Merit Grade in 2023. The proportion of candidates who failed to meet the requirements for an award of a grade decreased by **1.69%** in 2024 compared to 2023.

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3.3 Performance by Special Needs Candidates

Table 3.3.1: Categories of Special Needs

SPECIAL NEEDS TYPE	NUMBER OF CANDIDATES	PERCENTAGE
Learning Disability	1629	94.1
Physical Disability	9	0.5
Hard Hearing	9	0.5
Visual Impairment	29	1.7
Medical Condition	49	2.8
Other	6	0.3
Total	1731	100,00

Table 3.3.1 shows the type of special needs by candidates in the 2024 examination cycle. The major disability is Learning Disability at 94.01% while the rest are below 3%. The Learning Disability category is varied containing learners with dyslexia, dysgraphia, intellectually challenged etc.

Figure 3.3.1: Overall Performance of Candidates with Special Needs

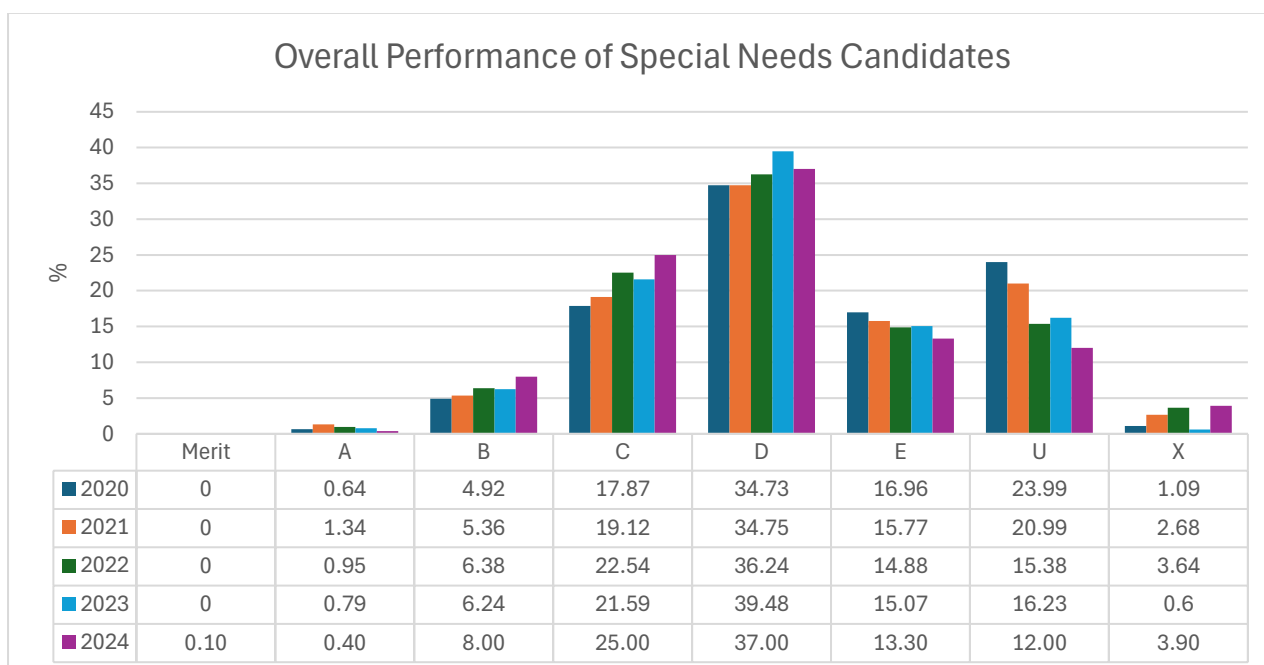


Figure 3.3.1 presents the overall performance of candidates with special needs for the years 2020, 2021, 2022, 2023 and 2024. There is an improvement at Grade C or better in 2024 compared to 2023.

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However, a decline is noticeable at Grade E or better. It is worth noting that this year a special needs candidate has achieved a Merit overall grade. This has never been achieved in the previous cohorts.

Figure 3.3.2: Performance by Special Need Type

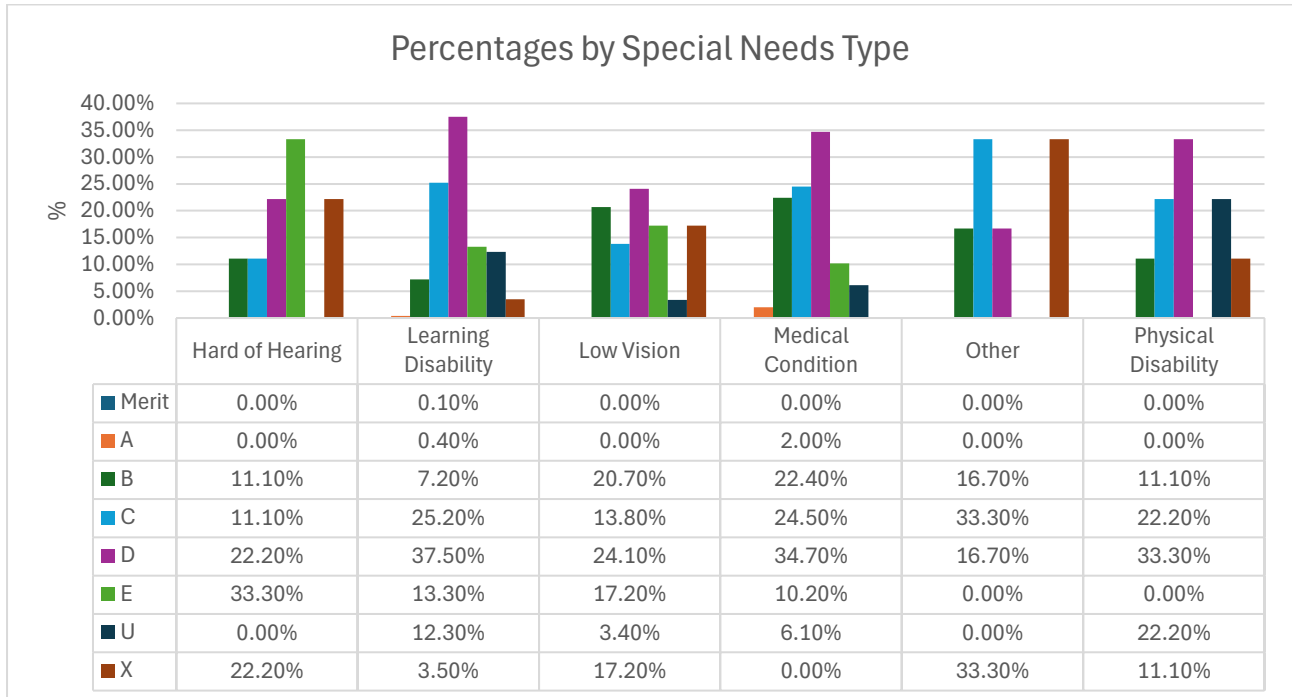


Figure 3.3.2 presents the performance of candidates by type of special need. Most of the candidates in each special needs category were awarded Grades C and D. The graph shows that 1 candidate with Learning Difficulty was awarded a Merit grade.

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3.4 Performance by Subject: All Candidates

Table 3.4.1 shows cumulative percentages of candidates awarded Grade C or better and Grade E or better across subjects in 2022, 2023, and 2024. The results shows that the performance in Art had been higher than 60% across years in the grade category of C or better, with a further increase from 60.74% in 2023 to 66.64% in 2024. This year, 8 subjects recorded an improvement of over 2% at Grade C, with Home Economics (7.70%) and Art (5.90%) recording an increase of more than 5%. On the other hand, Mathematics (3.52%) and General Science (2.04%) recorded the highest decline at Grade C or better between 2024 and 2023. In category E or better a large negative difference in performance between 2022 and 2023 was observed in Social Studies (-6.36%) and General Science (-6.60%). A large positive change in E Grade was observed in Commerce & Accounting (10.37%), Commerce & Office Procedure (8.78%), Music (7.01%) and Agriculture (5.87%).

Table 3.4.1: Percentages of All candidates awarded Grade E or better and C or better by subject in 2022, 2023 and 2024

	Grade C or better				Grade E or better			
	2022 (%)	2023 (%)	2024 (%)	% Difference (2023/2024)	2022 (%)	2023 (%)	2024 (%)	% Difference (2023/2024)
SETSWANA	21.35	23.00	26.81	3.81	89.14	89.09	89.18	0.09
ENGLISH	33.00	35.86	38.44	2.58	80.80	80.57	82.57	2.00
MATHEMATICS	20.66	22.49	18.97	-3.52	73.89	73.80	76.05	2.25
I.NTEGRATED SCIENCE	18.25	18.50	20.86	2.36	83.38	85.87	85.20	-0.67
SOCIAL STUDIES	26.06	28.12	30.87	2.75	77.73	79.90	73.54	-6.36
AGRICULTURE	44.72	45.05	46.49	1.44	91.60	91.92	97.79	5.87
DESIGN & TECHNOLOGY	16.13	18.11	16.88	-1.23	82.52	82.25	83.03	0.78
HOME ECONOMICS	28.24	23.91	31.61	7.70	90.67	90.35	89.81	-0.54
COMMERCE & OFFICE PROCEDURES	7.12	8.94	8.00	-0.94	66.59	62.53	71.31	8.78
COMMERCE & ACCOUNTING	24.02	23.45	26.88	3.43	65.38	62.21	72.58	10.37
RELIGIOUS EDUCATION	34.84	36.59	36.82	0.23	86.70	85.81	87.85	1.96
ART	62.31	60.74	66.64	5.90	98.93	98.82	99.27	0.45
GENERAL SCIENCE	2.56	6.23	4.19	-2.04	60.54	71.44	64.84	-6.60
MORAL EDUCATION	34.33	33.94	36.27	2.33	77.48	75.96	75.00	-0.96
FRENCH		35.54	37.28	1.74		82.44	85.63	3.19
MUSIC	28.43	23.01	22.14	-0.87	84.56	82.41	89.25	6.84
PHYSICAL EDUCATION	21.16	24.34	24.81	0.47	77.48	75.11	77.13	2.02

*French introduced an OBE syllabus different from Previous years

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3.4.1 Performance in Core Subjects

Figure 3.4.1: Percentage of Candidates at Each Grade in Core Subjects

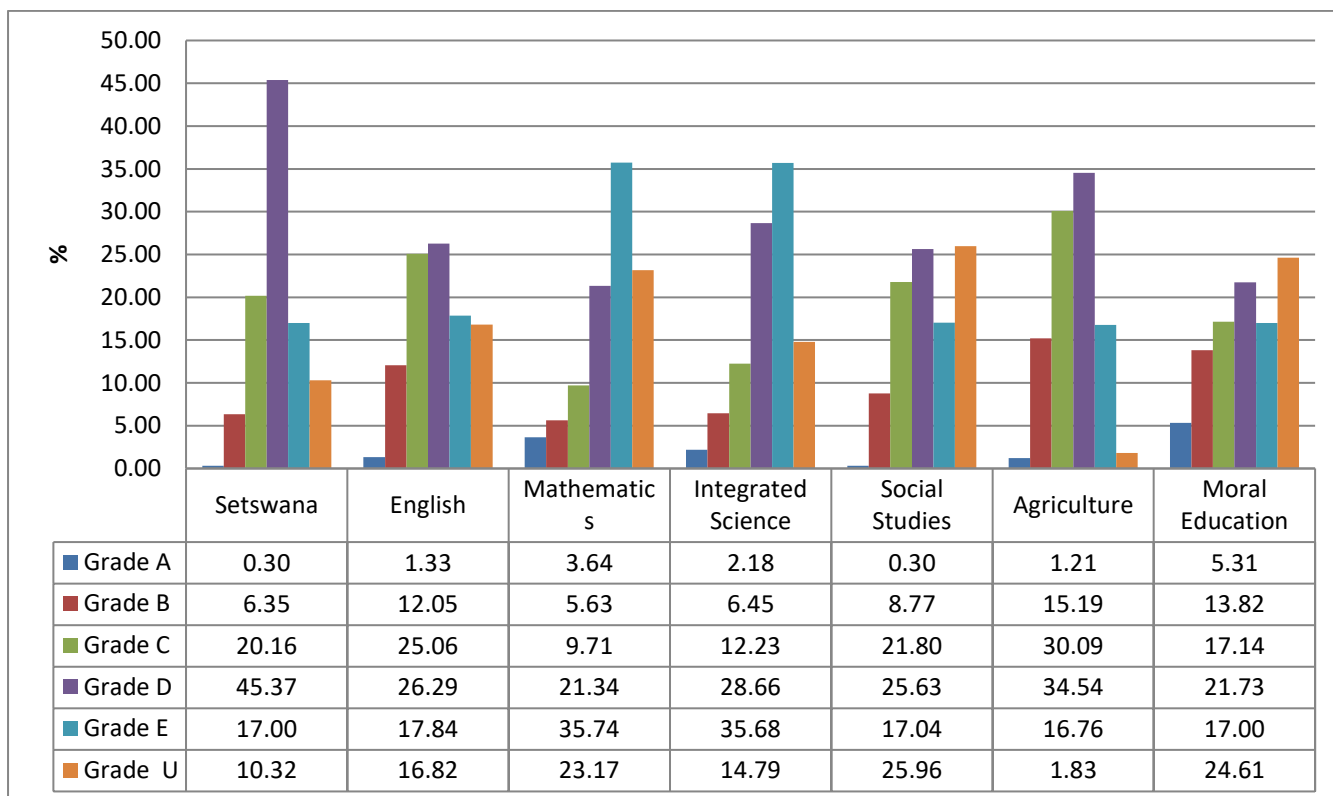


Figure 3.4.1 presents the proportion of candidates at each grade across core subjects. Moral Education has the highest proportion of candidates at Grade A (5.31%), followed by Mathematics (3.64%), while Setswana has the least with 0.30% compared to other subjects. Agriculture has the highest proportion of candidates in Grade B at 15.19% followed by Moral Education (13.82%) and English (12.05%). Agriculture has the highest proportion at Grade C (30.09%) while Setswana has the highest proportion at Grade D (45.37%). On the other hand, Mathematics and Integrated Science have the highest proportion in Grade E of 35.74% and 35.68%, respectively. Most subjects have Grade D as the modal grade, apart from Mathematics and Integrated Science with the mode at Grade E, and Moral Education with the mode at U. The performance distribution depicted at each level indicates that a large proportion of candidates obtain lower grades.

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3.4.2 Performance in Practical Subjects

Fig. 3.4.2 Percentage of Candidates at Each Grade in Practical Subjects

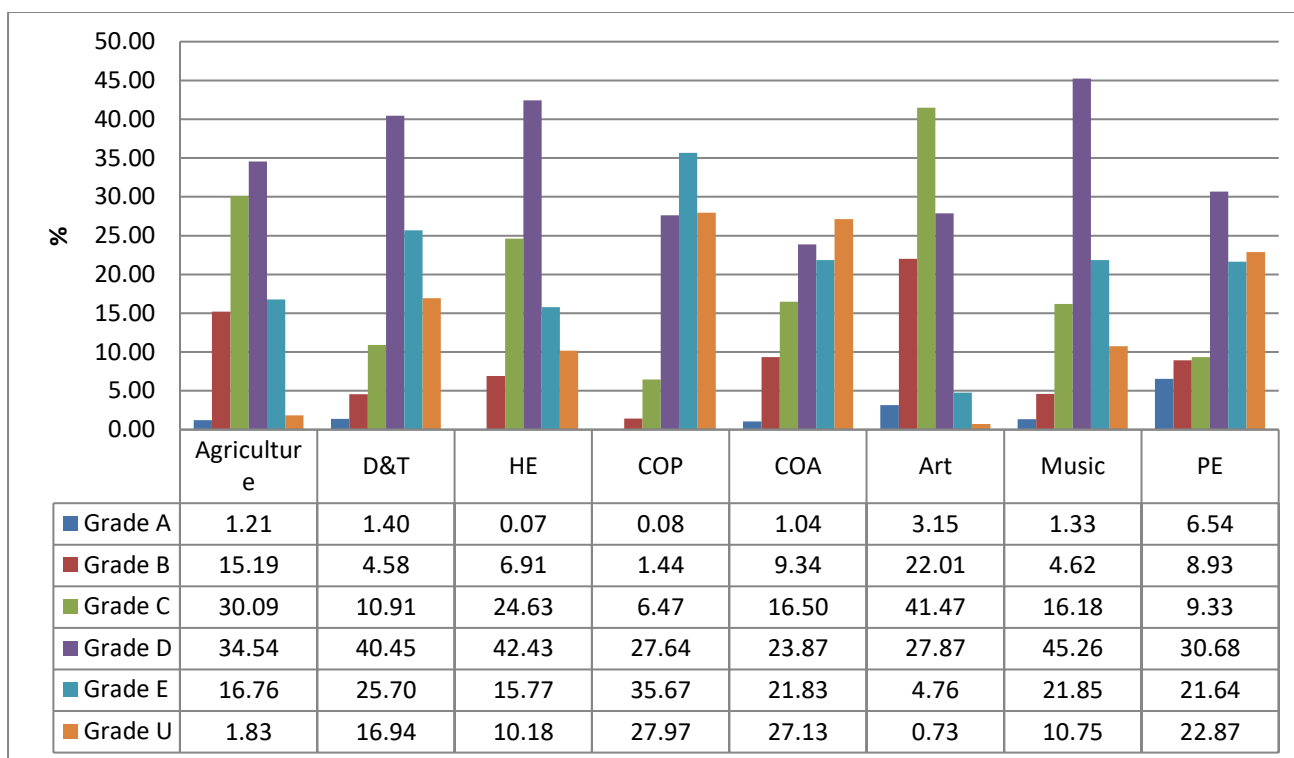


Figure 3.4.2 represents the proportions of candidates at each grade for practical subjects. The distribution of candidates across grades has varying peak across subjects. Art has more candidates awarded Grade C compared to other grades. Several subjects have their modal performance at Grade D: Design & Technology, Home Economic, Music and Physical Education. Commerce and Office Procedure has modal performance at Grade E whilst Commerce and Account has modal performance at U.

3.5 Performance by Gender

Fig:3.5.1: Percentages of Candidates at each Grade by Gender

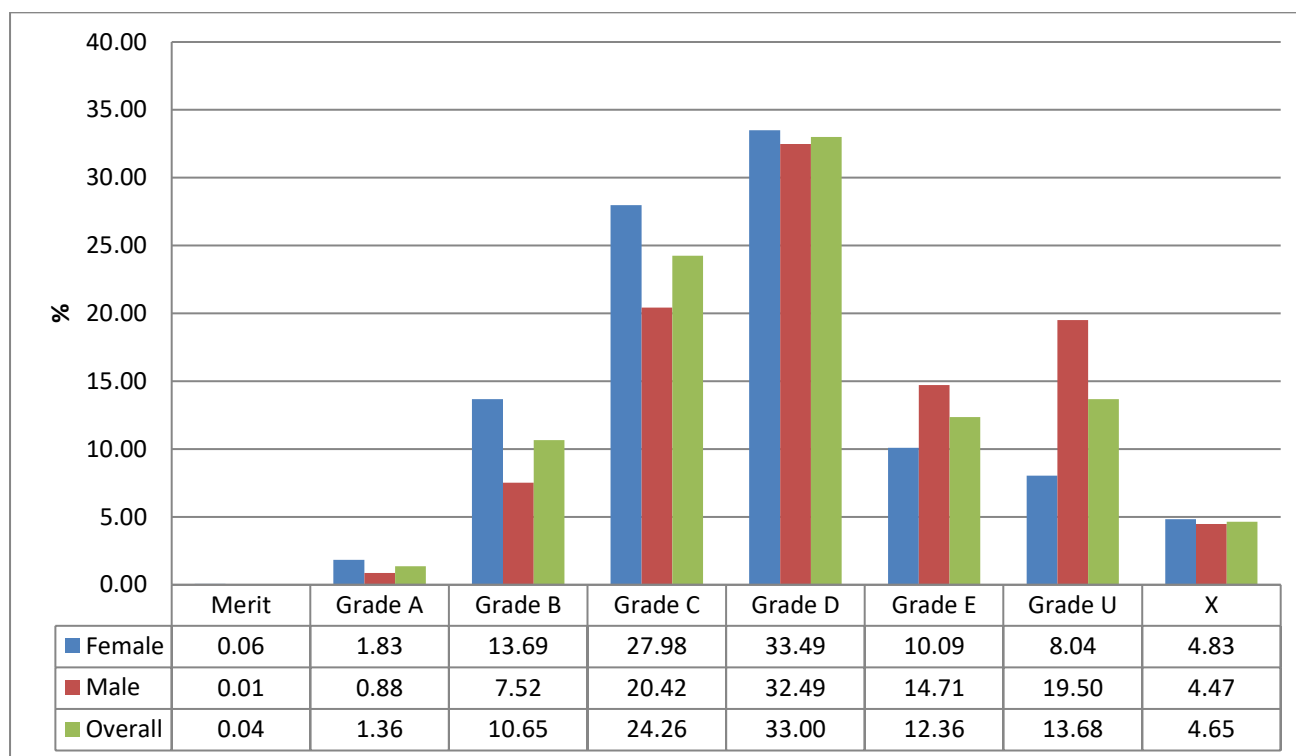


Figure 3.5.1 shows the percentage of candidates at each overall grade by gender. Gender differentials are more evident in Grades A, B, and C, where females outperform their male counterparts. Grades B and C present bigger margins between females and males. For instance, 13.69% of females obtained Grade B compared to 7.52% of males, while for Grade C females are at 27.98% compared to 20.42% of males, with some differences of 6.15% and 7.56% for Grades B and C, respectively. The performance at Grade D is almost similar with just a 1.00% difference in favour of females. The males have a greater proportion of candidates awarded Grade E and U compared to females.

Table 3.5.1: Percentage of Female candidates at each grade by subject in 2022, 2023 and 2024

	A			B			C			D			E			U		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Setswana	0.85	0.32	0.52	7.26	6.53	10.09	22.69	26.09	27.91	45.94	50.10	46.33	17.80	11.87	10.33	4.58	4.45	4.22
English	1.09	1.64	1.92	13.97	15.05	16.73	27.38	28.96	29.80	29.09	27.88	27.04	17.00	14.90	14.79	10.41	10.83	8.96
Mathematics	5.90	4.94	4.23	7.45	7.77	6.80	10.96	12.82	11.03	24.15	22.59	23.23	32.29	31.64	35.89	18.16	19.44	17.93
Integrated Science	2.28	1.95	2.44	7.12	6.28	7.15	11.22	12.13	14.00	33.01	30.92	31.06	35.82	39.16	35.87	10.53	9.50	9.36
Social Studies	0.49	0.37	0.43	7.74	7.12	11.17	23.43	25.62	25.07	29.22	28.54	27.34	24.14	24.61	16.88	14.15	13.14	18.51
Agriculture	0.69	0.93	0.79	13.83	14.59	18.05	35.82	35.83	33.08	30.67	28.68	33.51	14.10	15.33	12.18	4.18	4.11	1.03
Design and Technology	0.85	1.73	1.31	3.36	6.57	5.15	9.70	11.26	11.76	41.42	43.35	42.44	32.46	23.38	26.52	12.21	12.38	12.66
Home Economics	0.05	0.05	0.08	6.41	5.88	8.25	26.17	21.83	28.12	45.46	46.41	44.03	16.65	20.01	13.33	5.20	5.66	6.08
Commerce and Office Procedures	0.10	0.10	0.15	1.49	2.49	2.05	7.67	8.89	8.81	26.54	27.61	32.48	38.18	31.34	36.44	24.49	28.93	18.76
Commerce and Accounting	1.03	1.52	1.37	10.32	9.81	11.81	16.96	17.14	19.23	19.28	19.31	26.91	25.50	23.14	21.04	26.26	28.71	18.78
Religious Education	3.43	4.74	2.39	14.70	15.95	14.84	21.35	21.17	24.97	30.01	29.31	32.14	21.31	19.47	17.24	8.17	8.49	7.40
Art	2.20	2.71	3.46	24.48	21.36	23.29	43.36	43.83	45.22	26.48	27.76	24.94	3.14	3.75	2.63	0.34	0.37	0.31
General Science	0.00	0.00	0.07	0.30	0.42	0.75	1.37	3.84	2.26	11.92	23.10	17.81	43.78	41.51	42.47	25.77	17.52	22.33
Moral Education	4.12	4.03	7.51	16.38	16.52	17.76	23.52	22.73	19.42	24.68	26.55	22.95	16.94	14.75	16.25	13.59	14.83	15.62
French	3.70	11.33	9.18	7.40	15.01	18.14	8.33	17.89	19.18	25.99	24.85	25.57	32.19	22.56	20.41	22.29	8.05	7.32
Music	0.89	1.43	1.70	9.25	7.13	5.94	26.76	21.26	21.44	38.35	40.62	48.30	17.39	18.65	16.88	7.36	8.67	5.73
Physical Education	3.04	7.77	7.16	8.11	10.02	10.21	12.29	9.87	10.02	30.98	32.54	33.66	29.72	21.22	22.04	15.84	18.22	16.91

Table 3.5.1 depicts the performance of females over three years (2022 – 2024). Across the three years, the proportions at each grade have been somewhat consistent. It is evident from the table that most female candidates were awarded Grade C or Grade D in all years across subjects. Proportions of candidates awarded Grade C and Grade D range from around 20% to above 40% in most subjects. The general picture between 2023 and 2024 shows some improvement in performance across grades and within subjects. Most subjects have depicted an upward trajectory in performance especially Grades A, B, and C, and a downward trajectory for Grade E and U. However, Mathematics and a few other subjects show some fluctuating trajectories within 3 years being compared.

Table 3.5.2: Percentage of Male candidates at each grade by subject in 2022, 2023 and 2024

Subject	A			B			C			D			E			U		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Setswana	0.20	0.07	0.07	1.89	1.80	2.51	9.54	11.15	12.18	38.92	45.19	44.32	33.05	25.02	23.80	15.41	16.05	16.53
English	0.35	0.51	0.72	5.81	6.13	7.20	17.10	19.39	20.13	26.43	26.67	25.45	23.14	20.02	20.87	26.04	26.49	24.83
Mathematics	4.02	3.89	3.03	5.07	5.93	4.41	7.79	9.61	8.33	18.35	18.41	19.34	31.56	29.95	35.52	32.08	31.37	28.55
Integrated Science	1.95	1.75	1.90	5.09	4.97	5.73	8.76	9.93	10.37	26.04	26.68	26.12	35.27	37.93	35.41	22.86	18.61	20.34
Social Studies	0.26	0.14	0.16	4.24	4.28	6.29	15.75	18.67	18.40	24.29	24.73	23.83	25.62	25.65	17.18	28.98	25.85	33.58
Agriculture	0.38	0.51	0.79	8.75	8.98	12.22	29.80	29.21	26.94	30.20	28.36	35.52	18.84	21.39	21.36	11.20	11.04	2.69
Design and Technology	1.13	2.13	1.43	3.97	6.54	4.51	11.42	10.79	10.75	37.57	36.72	40.03	27.47	25.78	25.47	18.40	16.81	17.53
Home Economics	0.00	0.00	0.04	1.65	1.92	1.87	11.43	9.39	11.27	34.16	35.12	36.21	29.34	30.72	24.87	23.27	22.48	25.48
Commerce & Office Procedures	0.05	0.03	0.00	0.60	1.02	0.69	3.59	4.74	3.54	17.36	16.82	21.18	35.02	30.07	34.14	41.40	45.99	38.67
Commerce and Accounting	0.86	0.61	0.62	5.62	5.56	6.15	11.74	10.93	12.91	14.18	14.55	19.77	22.56	19.54	22.49	44.18	48.17	37.35
Religious Education	1.82	2.18	1.00	8.13	8.71	7.89	14.64	14.38	15.81	26.73	25.25	30.33	26.30	24.92	24.04	20.48	22.76	19.35
Art	1.91	1.86	3.00	18.52	16.86	21.45	38.79	39.08	39.72	34.40	33.47	29.08	5.03	7.30	5.68	1.32	1.00	0.88
General Science	0.00	0.06	0.23	0.62	1.18	1.17	2.94	7.03	4.06	17.82	27.50	20.59	42.70	38.33	40.48	18.44	12.26	17.94
Moral Education	1.79	1.34	3.04	7.39	8.22	9.74	15.11	14.98	14.77	23.86	24.70	20.43	20.86	18.04	17.73	30.07	32.08	33.79
French	2.10	3.70	4.67	2.10	8.64	7.44	5.66	7.76	9.52	15.21	21.16	21.80	26.70	24.87	30.28	48.06	33.33	25.95
Music	0.37	0.69	0.51	4.34	4.40	2.79	14.27	11.83	10.15	35.61	32.05	42.77	20.97	26.27	27.41	24.44	23.52	16.37
Physical Education	2.86	6.42	6.05	6.33	7.78	7.90	10.07	7.93	8.77	25.99	28.26	28.27	26.71	20.07	21.31	27.95	29.07	27.63

Table 3.5.2 presents performance by males over a three-year period (2022-2024) at each grade. Across all syllabuses, a largest proportion of male candidates have been awarded Grade A in Physical Education compared to other syllabuses. It is also evident that larger proportion of males have been awarded Grade B and C in Art and Agriculture than in other syllabuses.

3.6 Performance by Educational Region

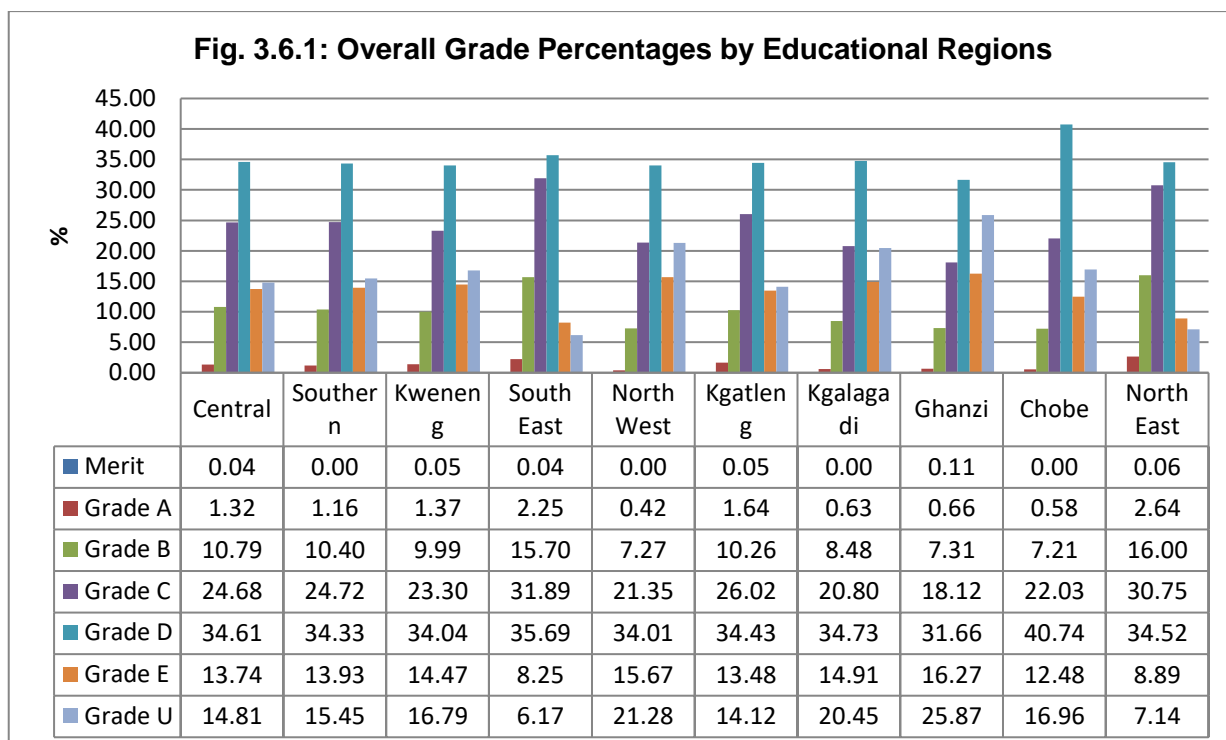


Figure 3.6.1 shows the regional differences in candidates' performance. Central, Kweneng, Kgatleng, North East, South East, and Ghanzi regions have each recorded a Merit. North East region is leading in the percentage of candidates awarded Grade A (2.64%) and Grade B (16.00%). South East region has a larger proportion of candidates awarded Grade C at 31.89% followed closely by North East with 30.75%. Chobe region leads in Grade D (40.74%) and Ghanzi region leads in Grade E.

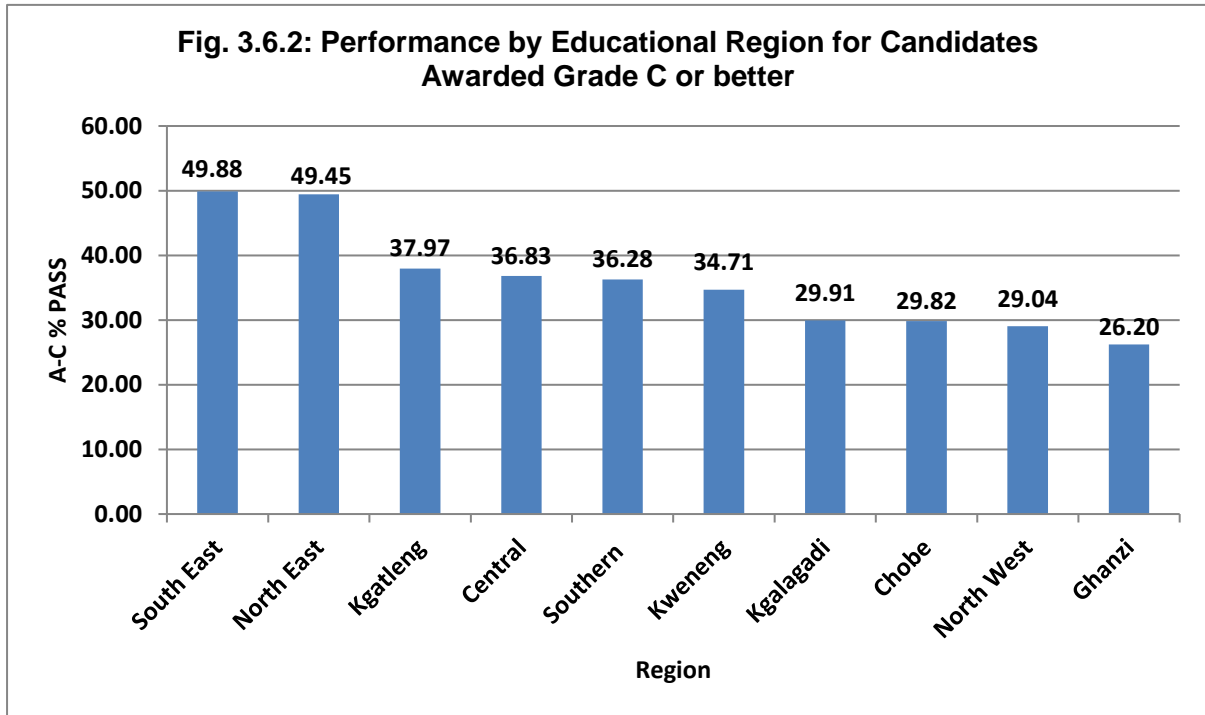


Figure 3.6.2 depicts performance at Grade C or better by regions. The highest performing region at Grade C or better is South East (48.88%) followed by North East (49.45%) while the least performing regions are Ghanzi and North West at 26.20% and 29.04%, respectively.

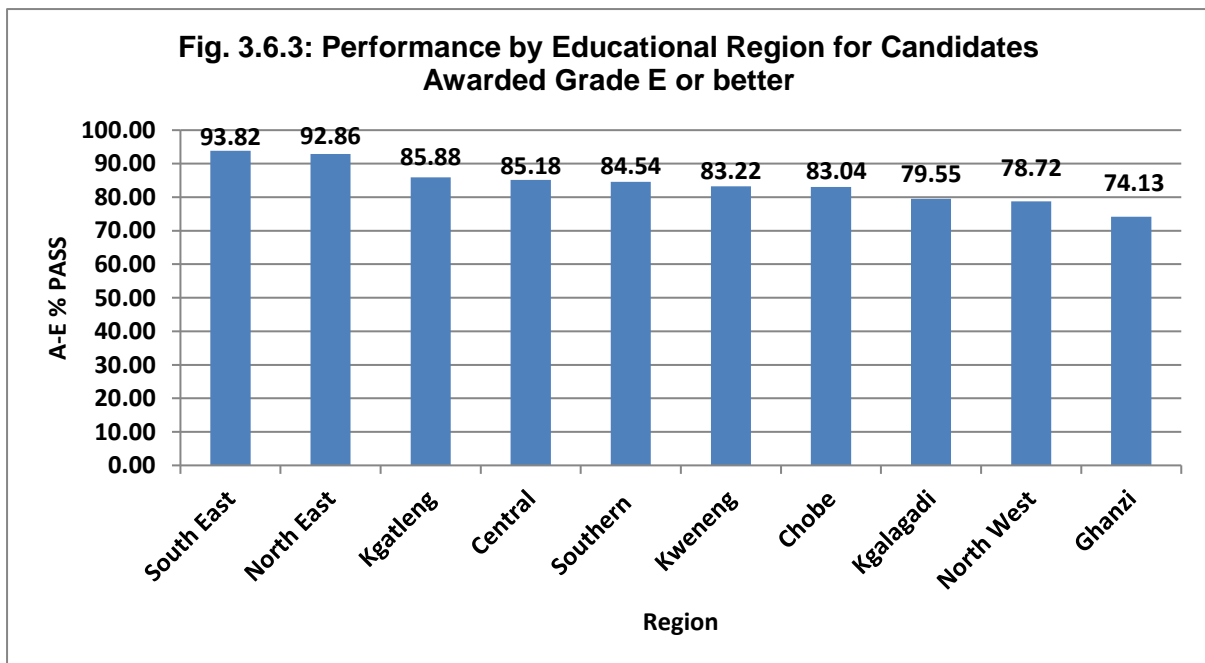


Figure 3.6.3 depicts the performance of regions at Grade E or better. South East and North East continue to be the highest performing regions even at Grade E or better with a pass of 93.82% and 92.86%, respectively. At Grade E or better, Ghanzi is the least performing region (74.13%) followed by North West (78.72%).

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3.7 Centres Performing at 50% or More

Table 3.7: JCE Centres obtaining 50% or more of Grades A-C by region in 2023 and 2024

	Region	Centre Number	Centre Name	Percentage (2023)	Percentage (2024)	Difference (2023/2024)
1	North East	JC0616	Watercres International School	-	100.00	-
2	Central	JC0095	Orapa Junior Secondary School	68.0	78.40	10.40
3	Kgatleng	JC0618	Precious Cornerstone Junior Secondary School	92.3	78.26	-14.04
4	South East	JC0116	Nanogang Junior Secondary School	75.9	76.51	0.61
5	Central	JC0060	Meepong Junior Secondary School	-	75.29	-
6	Central	JC0108	Makhubu Junior Secondary School	74.7	70.12	-4.58
7	South East	JC0183	Bonnington Junior Secondary School	66.0	67.78	1.78
8	South East	JC0167	Moselewapula Junior Secondary School	58.9	67.72	8.82
9	Southern	JC0187	Pitikwe Junior Secondary School	56.9	65.05	8.15
10	North East	JC0020	Setlalekgosi Junior Secondary School	67.5	64.62	-2.88
11	Central	JC0011	Gosemama Junior Secondary School	-	64.29	-
12	South East	JC0182	Tlogatloga Junior Secondary School	62.4	64.00	1.60
13	North East	JC0118	Donga Junior Secondary School	-	62.79	-
14	South East	JC0034	Motswedi Junior Secondary School	58.5	61.71	3.21
15	North East	JC0030	Montsamaisa Junior Secondary School	52.6	61.43	8.83
16	Kgatleng	JC0006	Linchwe II Junior Secondary School	54.1	61.27	7.17
17	Southern	JC0184	Kgosi Mpe Junior Secondary School	59.8	60.47	0.67
18	South East	JC0180	Kgale Hill Junior Secondary School	56.3	59.48	3.18
19	Kweneng	JC0196	Masilo Junior Secondary School	-	59.41	-
20	Southern	JC0004	Itireleng Junior Secondary School	75.2	59.03	-16.17
21	North East	JC0156	Selepa Junior Secondary School	-	58.19	-
22	Central	JC0201	Phatsimo Junior Secondary School	59.1	58.08	-1.02
23	North East	JC0216	Tadabigwa Junior Secondary School	-	57.30	-
24	Kweneng	JC0127	Dithejwane Junior Secondary School	55.4	57.25	1.85
25	Central	JC0200	Mojamorago Junior Secondary School	-	56.80	-
26	Central	JC0113	Sefhophe Junior Secondary School	-	56.30	-
27	South East	JC0017	Ramotswa Junior Secondary School	-	54.97	-
28	Central	JC0133	Kgalemang Motsete Junior Secondary School	59.2	54.95	-4.25
29	Central	JC0120	Boikhutso Junior Secondary School	51.6	54.92	3.32
30	North East	JC0165	Selolwe Hill Junior Secondary School	51.8	54.66	2.86
31	South East	JC0179	Sir Seretse Khama Junior Secondary School	50.7	53.44	2.74
32	North East	JC0089	Madawu Junior Secondary School	-	53.23	-
33	Central	JC0153	Pekenene Junior Secondary School	52.5	52.71	0.21
34	South East	JC0029	Mogobane Junior Secondary School	-	52.38	-

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35	Central	JC0018	Lebogang Junior Secondary School	60.5	52.33	-8.17
36	Central	JC0088	Denjebuya Junior Secondary School	-	52.27	-
37	South East	JC0050	Maaka Junior Secondary School	53.6	52.04	-1.56
38	North East	JC0092	Mmei Junior Secondary School	55.3	51.94	-3.36
39	Central	JC0058	Metsimasweu Junior Secondary School	51.2	51.92	0.72
40	Kgatleng	JC0131	Radikolo Junior Secondary School	-	51.04	-
41	Southern	JC0091	Morama Junior Secondary School	-	50.63	-

Table 3.7 presents a list of centres obtaining at least 50% of grades C or better in 2024, compared to 2023. Forty-one (41) centres managed to obtain a 50% or more pass rate on A-C grades compared to Thirty- Six (36), an increase by five (5) centres from 2023. These centres are from six regions, namely Central, South East, Southern, North East, Kgatleng and Kweneng. Out of these 41 centres, 26 centres maintained from 2023 whilst 15 centres are new in the list this year. From the twenty-six (26) centres that maintained a pass of 50% or more, ten (10) centres recorded significant increase of over 2%; out of which Orapa JSS, Moselewapula JSS, Pitikwe JSS, Montsamaisa JSS, and Linchwe II JSS recorded the highest increases of 10.40%, 8.82%, 8.15, 8.83% and 7.17%, respectively. Conversely, seven (7) have recorded a significant decrease in performance as compared to the previous year, notably, Itireleng JSS, Precious Cornerstone JSS and Lebogang JSS recorded a decline of 16.17%, 14.04% and 8.17%, respectively.

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Table 3.8: Outstanding Performance

REGIONS	SCHOOL ID	SCHOOL
Kweneng	JC0127	Dithejwane Junior Secondary School
	JC0127	Dithejwane Junior Secondary School
	JC0045	Ikageng Junior Secondary School
South East	JC0183	Bonnington Junior Secondary School
	JC0115	Maikano Junior Secondary School
North East	JC0156	Selepa Junior Secondary School
	JC0025	Matsiloje Junior Secondary School
	JC0083	Thamani Junior Secondary School
Kgatleng	JC0131	Radikolo Junior Secondary School
Ghanzi	JC0032	Itekeng Junior Secondary School
Central	JC0060	Meepong Junior Secondary School
	JC0151	Rutwang Junior Secondary School
	JC0103	Ditsweletse Junior Secondary School
	JC0168	Mokobeng Junior Secondary School
	JC0190	Merementsi Junior Secondary School
	JC0048	Ramokgonami Junior Secondary School

Table 3.8 shows schools with the best performing candidates in the 2024 JC examination and their regions. To be included in the outstanding performance list, the candidate must have been awarded an overall grade of **Merit**. In this instance, 16 candidates were awarded Merit in 2024 JCE compared to 8 in 2023. Central region has 6 candidates, Kweneng and North East both each has 3 candidates, South East has 2 candidates awarded Merit grade while Kgatleng and Ghanzi regions each have 1 candidate awarded Merit.

4.0 Report Summary

- Candidature increased by **1.13%** from 44 750 in 2023 to 45 255 in 2024.
- Female candidates outnumber their male counterparts in majority of the subjects.
- There is vast variation in performance at Grade C or better between subjects, with the highest (Art) obtaining **66.64%** while the least (General Science) obtained **4.19%**, which is a similar pattern over the years.
- All subjects with the exception of Art obtained less than 50% at Grade C or better.
- The modal grade for majority of the subjects is Grade D, with a few having Grade E as the mode, implying that a large proportion of candidates obtain lower grades.
- At qualification level, there is an improvement of **2.04%** at credit pass (A-C) in 2024 and a further improvement of **3.84%** at Grade E or better.
- Female candidates significantly outperformed their male counterparts in quality Grades of A to C, at qualification level.
- There is an increase in centres (41) obtaining 50% or more pass rate on A-C grades in 2024 compared to (36) in 2023.
- Sixteen (16) candidates obtained a Merit compared to eight (8) in 2023.