

**JUNIOR CERTIFICATE
EXAMINATIONS**



BOTSWANA
EXAMINATIONS
COUNCIL

**2025
SUMMARY OF
PROVISIONAL
RESULTS**

25

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PART 1: ADMINISTRATIVE REPORT

1.0 Introduction

The Junior Certificate Examination (JCE) is a standard-based assessment designed to provide information on the achievements of candidates after three years of secondary education. The results are mainly used for selecting candidates for senior secondary education, vocational and technical education, and entry into the workplace. For the 2025 cohort, the assessment was based on seventeen (17) syllabuses, encompassing a total of forty-nine (49) components, as outlined in the 2025 JCE timetable. Practical examinations were conducted from 11th August to 22nd September 2025, while all written components were from 14th to 31st October 2025.

The 2025 cohort comprised candidates from Public Schools, Private Schools, Botswana Open University (BOU) and Individual private candidates who registered directly with the BEC.

1.1 Candidate Registration for the 2025 Series

All Centres were registered online through the Malepa web application. The registration process was initially scheduled to run from 10th February to 31st March 2025 and was later extended to 12th May 2025 to allow for entry amendments.

The breakdown of the candidature by Centre type for the past five (5) years is shown in **Table 1.1 below**.

Table 1.1: Breakdown of Candidature from 2021 to 2025

Year	Government School Centre Candidates	Private School Centre Candidates	BOU Centre Candidates	BEC Centre Candidates	Total Number
2025	45,145	160	1,082	1,493	47,880
2024	42,394	187	938	1,742	45,261
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

A total of 47,880 candidates sat for the 2025 JCE examination, which was an increase of 2.62% from 45,261 candidates recorded for the 2024 series. The greatest increase in candidature was 6.54% which was observed in the Government Centre category.

1.2 Registration of Centres

In the 2025 examination cycle, a total of two hundred and fifty-seven (257) Centres registered candidates, which was an increase of three (3) Centres compared to two hundred and fifty-four (254) Centres in 2024. Of the two hundred and fifty-seven (257) Centres, two hundred and nine (209) were Government school Centres, twenty-three (23) BEC private Centres, thirteen (13) private school Centres, eleven (11) were BOU Centres, and one (1) was a private examination Centre operated by Botswana Prison Services. It is worth noting that the number of BEC private Centres increased by three (3).

1.3 Secure Transportation of Examinations Material

The 2025 JCE examinations material was distributed securely to Centres from the 15th to 19th September 2025, by a contracted service provider. The scripts were collected by the same service provider in two batches: 22 - 23 October 2025 and 03 – 05 November 2025. The JCE Moderation and Practical Examinations were conducted on scheduled dates starting from May until November 2025.

Spot checks were conducted during transportation of examinations material to ascertain compliance to security standards by the contracted service providers as well as secure storage at centres to ensure consistency in maintenance of standards.

1.4 Compliance with Examination Regulations

1.4.1 Training of Chief Invigilators

To ensure compliance with the examination regulations, the JCE Chief Invigilators were trained virtually using the Microsoft Teams platform from 10th to 12th September 2025, for Government, BEC, and private school Centres. In 2025, a total of 201 out of 257 Centres were able to log on to the virtual training platform, and those that had difficulties logging in had their training material sent to them and were guided on the expectations. This training is conducted annually, as it is critical in ensuring that examination personnel are equipped to conduct examinations in accordance with regulatory guidelines and set standards. As a standard, Chief Invigilators were required to train Centre personnel before engaging them in invigilation services and keeping a record of their 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 examinations at Centres should adhere to the BEC standards. To achieve this, in 2025, the BEC trained twenty (20) inspectors referred to

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as Regional Examinations Administrators (REAs) to enhance monitoring of the conduct of examinations. This initiative aimed to improve the standard of monitoring by BEC personnel, ensuring that Centres comply with established standards. Therefore, the REAs improved visibility and provided immediate assistance to the Centres, while also acting as a liaison between the BEC and Chief Invigilators.

For the 2025 examination, a total of 194 (75.5%) JCE Centres were sampled for live exam Centre inspections, which was an increase from 176 (69.8%) in 2024. Most Centres demonstrated a solid understanding of the exam administration requirements, with only a few potentially needing remedial action in the next exam cycle. The ratings for the Centres are presented in Table 1.4.2 below.

Table 1.4.2: 2025 JCE Centres Inspection Rating

Rating of Centres for quality assurance	% of JCE Centres	BEC action
Completely satisfactory	34.5% (67)	Conduct spot checks and issue the commendation letters. Will serve as benchmark Centres
Satisfactory with minor points	46.9% (91)	Include during spot checks to ensure maintenance of standards.
Cause for concern	4.1% (8)	Caution Centres and conduct pre-exam inspection visits in 2026.
Serious deficiencies	14.4% (28)	Caution Centres and conduct pre-exam inspection visits in 2026 and advise Centres that this may lead to withdrawal of Centre status.

It should be noted that the ratings focused mainly on 'secure storage of examination material' as a critical aspect in curbing examination leakage, invigilation training, adherence to assessment administration procedures, and regulations governing conduct of examinations.

1.5 Maladministration and Malpractice Cases

A total of thirty-one (31) maladministration and malpractice incidents were reported and investigated for the 2025 JCE examination series. Six (6) of the cases were related to maladministration, specifically non-compliance with the BEC examination regulations, while the other twenty-five (25) involved malpractice such as copying by candidates from unauthorised gadgets, collusion between candidates, use of obscene language, and Centre staff malpractices. Investigations were conducted to enable appropriate sanctions and penalties to be applied and to ensure no candidate or Centre has an unfair advantage over their counterparts.

1.5.1 Maladministration cases

Six (6) cases of maladministration involving Centre personnel were recorded and investigated during the conduct of the 2025 JCE, equal to the 2024 cases. The outcomes are reported in Table 1.5.1 below.

Table 1.5.1: 2025 JCE Maladministration cases

Incident type	No. of Centres	BEC Immediate Response	Action taken
Opening of wrong question paper packets <ul style="list-style-type: none"> The wrong opening of Commerce and Accounting 26/2 instead of Commerce and Accounting 26/1 The wrong opening of Religious Education 31/2 instead of Religious Education 31/1 	2	Centres were advised to follow the procedure to secure the question papers and ensure that candidates sign off after the packets have been re-sealed.	Both Centres are to receive cautionary letters, as they failed to comply with sections;10.7.6 (c), (e), & (h) and 10.7.7 (c), (f) of EA/AA/G02.v3 The Centres will be engaged during post-examination inspections.
Wrong Packaging of scripts <ul style="list-style-type: none"> Scripts were enclosed in wrong script return envelopes. Moral Education 18/2, instead of Social Studies 15/2 	1	The Centre was requested to correctly secure the script following procedure 14.7.1 (i) of EA/AA/G02.v3 on wrong opening of examination packets.	The Centre to receive cautionary letter, as it failed to comply with section 14.7.1 (i) of EA/AA/G02.v3
Failure to check examination materials upon receipt. <ul style="list-style-type: none"> Torn packet of Design & Technology 17/1 which was not reported by the Centre and discovered during routine inspections. French 32/1 CD had not been delivered on the day of the exam 	2	The torn packet was appropriately sealed. The candidates were quarantined and CD sourced. Both Centres violated 8.1.6 (c), 8.5.4 (d) and 8.5.6 of EA/AA/G02.v3	The Centres to receive cautionary letters as they failed to comply with section 8.1.6 of EA/AA/G02.v3 The Centre will be engaged during post-examination inspections.

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The examiners received a blank script of a special needs candidate that had been granted the use of a reader-scribe	1	The correct script was found left at the Centre.	Suspension of the Chief Invigilator for a period of two years from conducting BEC examinations for violating sections 14.7.1 (h) and (j) of EA/AA/G02.v3 A written warning to be issued to the Centre
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1.5.2 Malpractice Cases

In 2025, twenty-five (25) cases of malpractice were investigated, compared to seven (7) in 2024. The malpractice incidents involved the following components: Art 33/2, Mathematics 13/2, Agriculture 16/1, Science 14/2, and Moral Education 18/2. BEC is concerned that Centres continue to compromise examination integrity by providing unwarranted assistance to candidates. To address this, BEC will strive to enhance the frequency of pre-exam and ‘live’ exam Centre inspections as well as training of Centre personnel to ensure compliance and reduce malpractice incidents. Additionally, BEC plans to enhance engagement with stakeholders and candidates to raise awareness of examination regulations.

Table 1.5.2: Malpractice Cases

Component: Mathematics 13/2 (One Centre)		
Number of candidates: 1		Recommendation
Description of incident	Findings of the Investigation	
The candidate was able to use the ChatGPT platform from a cell phone. The incident was reported during the exam by another candidate	The candidate admitted to having entered into the examination room with the gadget hidden in his jersey with the sole intention of accessing the AI platform. The invigilators did not check candidates for unauthorised materials nor read <i>'what to say to candidates'</i> . EA/AA/G02.v3 sections regarding unauthorised materials.	Candidate was disqualified from the component. Outcome letter to be issued to the Centre.

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Component: Agriculture 16/1 (One Centre)		
Number of candidates: 3		Recommendations
Description of incident	Findings of the Investigation	
<p>A fire incident reported was reported at the centre just before the examinations started. The three (3) candidates smuggled question papers as the incident was being managed by the Centre to minimise disruption.</p>	<p>The booklets were indeed taken out of the examination room by candidates, and they requested one of them for assistance. The Centre submitted a report confirming the incident. The conduct of the candidates breached 14.3.1 (a) & (b) of EA/AA/G02.v3</p>	<p>(i) The three (3) candidates were disqualified from the component.</p> <p>(ii) Outcome letter to be issued to the Centre.</p>

Component: Moral 18/2 (One Centre)		
Number of candidates: 1		Recommendation
Description of incident	Findings of the Investigation	
<p>During marking, examiners observed the use of offensive/obscene language/graphics in the script of the candidate</p>	<p>Investigations have confirmed the use of obscene language which was a breach of 14.3.1 (l) of EA/AA/G02.v3</p>	<p>(i) The candidate was disqualified from the component.</p> <p>(ii) Outcome letter to be issued to the Centre.</p>

Component: Science 14/2 (Three Centres)		
Number of candidates: 3		Recommendation
Description of incident	Findings of the Investigation	
<p>Use of offensive/obscene language/graphics in scripts by candidates reported by examiners during marking of Science 14/2</p>	<p>Investigations have confirmed the use of obscene language which was a breach of 14.3.1 (l) of EA/AA/G02.v3</p>	<p>(i) The three (3) candidates were disqualified from the component.</p> <p>(ii) Outcome letter to be issued to the Centre.</p>

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Component: Art 33/2 (Nineteen Centres)		
Number of candidates: All Art Candidates		Recommendation
Description of incident	Findings of the Investigation	
The Examiners reported that Candidates submitted products that were aided by unauthorised sources possibly from the internet.	Investigations have been concluded for eighteen (18) Centres ascertaining that indeed the AI was used. Investigations are still ongoing for one (1) Centre. to assess breaching of 14.3.1 (k) of EA/AA/G02.v3 by candidates.	<ul style="list-style-type: none"> i. Candidates to lose marks on work that is not authentic. ii. Results withheld for the candidates at the one Centre whose investigations are still ongoing. The results will be issued during the enquiries about results period. lii. Outcome Letter to be written to Centres.

1.6 Recruitment and appointment of Examining personnel for the JCE Marking

The recruitment of the marking examining personnel was carried out from September to October 2025 and a total of 2114 examining personnel were recruited as indicated in Table 1.6.

Table 1.6: 2025 JCE examiner Count

Examining Personnel Type	Actual count
Principal Examiners	27
Assistant Principal Examiners	29
Team Leaders	293
Examiners	1765
Total	2114

1.7 Marking of Candidates' Scripts

The JCE marking was conducted from 01 – 24 December 2025. Setswana components started on 1st December 2025 while the rest of the components started on the 8th December 2025. The marking exercise was conducted in three venues namely, Naledi Senior Secondary School, Mogoditshane

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Senior Secondary School, Marulamantsi Primary School and BEC premises. The marking went on relatively well, and all components were marked within the scheduled dates.

1.8 Access Arrangements and Special Consideration

1.8.1 Applications for Access Arrangements

A total of 2,904 applications were received in 2025 compared to 2,124 in 2024 as shown in **Table 1.8.1**. There was a notable increase (36.72%) in the applications received in 2025 compared to applications in 2024. Out of the 2,904 applications 2,701 (93%) candidates provided supporting evidence, and 203 (7%) candidates did not.

Table 1.8.1: Status of Provision of Supporting Evidence

Status	Number of Candidates				
	2021	2022	2023	2024	2025
Provided	1 211	1 804	1 631	1 974	2701
Outstanding	145	257	720	150	203
Total	1 356	2 061	2 351	2 124	2904

Applications from candidates who applied for access arrangements and met the criteria were approved while all those that had not provided the evidence were not approved.

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.

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.

Table 1.8.3: Special Needs Type and Access Arrangement Type

SPECIAL NEEDS TYPE	NUMBER OF CANDIDATES				
	2021	2022	2023	2024	2025
Learning Difficulty	906	1,589	2,036	1,876	2,612
Low Vision	65	80	34	52	78
Profound Loss of Vision (Blind)	7	0	10	6	5
Hearing Impairment (Deaf)	14	16	20	25	23
Hard of hearing	3	26	33	26	23
Physical Disability	8	7	11	33	22
Medical Condition	19	39	45	105	103
Multiple Disabilities	40	63	46	34	38
Not indicated	5	7	116	0	0
TOTAL NUMBER OF CANDIDATES	1,067	1,827	2,351	2,322	2,904

Table 1.8.3 shows the number of applications by special needs type at JCE. A significant increase was recorded for learning disability as compared to the previous year, 2024. The category where the special need type is not indicated did not record any changes, which means that more candidates were accommodated according to their diagnosis.

1.9 Applications for Special Consideration

A total of forty-eight (48) applications were received in 2025 compared to thirty-three (33) in 2024, as shown in Table 1.9. Of the 48 applications received, thirty-three (**33**) were submitted with supporting evidence while fifteen (**15**) had no supporting evidence. From the total that applied, thirty-three (33) were deemed to have met the criteria and thus granted special consideration while fifteen (15) did not provide supporting evidence and therefore not successful.

Table 1.9: 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	24	14
Bereavement	7	1
Social problem (Assault, Trauma, Psychological problem)	2	0
TOTAL	33	15

1.9.1 Scanning of Data

The scanning of the 2025 JCE OMR answer sheet data was completed on 14 December 2025. The use of the upgraded OMR Data Cleaning application has proven to be more efficient in data cleaning as deadlines in preparation for the grading process were met.

1.9.2 Online Data Capturing of Marks using DATASMART

This year the BEC officers supported the examining personnel to capture the marks online using the DataSmart application from 12th to 21st December 2025, which was an improvement compared to 2024. This was done across all syllabus components at the three marking venues. 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 more data cleaning, and this improved the processing of data.

PART II: TECHNICAL REPORT

2.0 Introduction

This report presents the outcomes of the 2025 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 2025 cycle, the total number of syllabuses graded for the examination remained at 17 as in the previous year. The syllabuses consist of a total of 49 components which encompass 11 Multiple-Choice, 27 Constructed Response, 4 Practical and 8 Coursework components. It is worth noting that out of the 49 components, 2 components for General Science are only available to private candidates.

Candidates at JCE are graded at component level. The component scores are weighted and summated to obtain a syllabus grade. The syllabus grades are then aggregated following a specified criterion 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 the lowest level. At qualification level, the grades available are Merit, A, B, C, D and E. Candidates failing to meet the minimum requirements for the lowest grade (E) at both syllabus and qualification levels, are unclassified and assigned the letter 'U'. Furthermore, candidates who do not meet the requirements for grading at component level, are assigned the letter 'X' at both syllabus and qualification level.

During the 2025 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. All the processes leading to the grading of the syllabuses were executed as per procedures. It is worth noting that the Junior Certificate Examinations (JCE) is a selection examination for senior secondary schooling therefore, fairness to all candidates is of paramount importance. The Botswana Examinations Council (BEC) has ensured that the same assessment standards are applied to all candidates in this cycle.

Coursework submissions for all the eight (8) syllabuses were satisfactory. However, the BEC continues to experience challenges relating to the reliability of the marks submitted and compliance with timelines for some Centres. It is worth noting that coursework assessment is a powerful tool for imparting knowledge and skills to learners therefore as a system, there is need to improve provision of resources for its conduct and also to intensify monitoring of its implementation to maximise the benefits.

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2.1 Technical Quality of Question Papers

This section presents characteristics of Multiple-Choice, Coursework, Practical and Constructed Response question papers.

2.1.1 Technical Quality of Multiple-Choice Question Papers

There were 11 Multiple-Choice question papers. General Science was available to private candidates only and will not be reported here. Table 2.1.1 presents the statistical parameters of the ten (10) Multiple-Choice question papers for 2025 against those of 2024.

Table 2.1.1: Statistical Parameters of the Multiple-Choice Papers

Subject	2024				2025			
	Mean (%)	SD (%)	Mean P	Alpha	Mean (%)	SD (%)	Mean P	Alpha
Setswana	60	16	0.60	0.81	53	15	0.53	0.80
English	61	20	0.62	0.90	65	21	0.65	0.91
Mathematics	32	11	0.32	0.63	29	12	0.29	0.66
Science	41	15	0.41	0.76	45	16	0.45	0.78
Social Stu.	53	17	0.53	0.84	50	16	0.50	0.80
Agriculture	54	16	0.54	0.83	59	16	0.59	0.83
Design & Technology	43	12	0.43	0.67	54	15	0.54	0.80
Religious Education	65	17	0.65	0.87	55	18	0.55	0.85
Art	57	17	0.58	0.83	53	14	0.53	0.79
Moral Educ.	62	19	0.62	0.88	58	19	0.58	0.89

Key

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 .45 to .59, which is within the desired level of difficulty except for Mathematics which was deemed to be difficult though similar to the previous year. On the other hand, English was on the easier side just like the previous year. Worth noting is that Mean P is sensitive to the ability of candidates as well.

Spread (SD)

The Standard Deviation reflected that almost all the question papers separated candidates very well in terms of their ability.

Reliability (alpha)

This year, all question papers except Mathematics presented very good reliability indices ranging from .78 to .91. This indicates that if the question papers were to be administered again to the same cohort, they would yield similar outcomes.

2.2 Coursework Components

There are eight (8) syllabuses with a coursework component. Conventional moderation was employed for four (4) syllabuses namely Agriculture, Design & Technology, Art and Physical Education. Statistical moderation was applied for four (4) syllabuses being Commerce & Office Procedures, Commerce & Accounting, Music, and Home Economics. The candidates' work where statistical moderation was utilised were subjected to a validation exercise to ensure the Centre scores were fit for purpose.

2.2.1 Validation of Coursework Components

A team of subject specialists were engaged to validate the coursework scores in November 2025. The validation exercise was carried out to check if the marking by Centres and coursework products were aligned and adhered to the prescribed marking standards.

The submission of coursework marks has improved substantially. Even though almost all Centres awarded marks according to the set marking standards, inconsistencies were noted in some Centres. In most cases, the Centre order of merit was violated, suggesting that internal standardisation may have not been conducted before marking. The affected Centres were required to remark before statistical moderation was instituted. All concerned Centres completed the remarking as per guidance.

2.2.2 Technical Quality of Coursework Components

Table 2.2.2 shows the statistical parameters of Coursework components.

Table 2.2.2: Statistical Parameters for Coursework Components in 2024 and 2025.

Syllabus Name	Maximum Raw Mark	2024		2025	
		Mean Mark (%)	SD (%)	Mean Mark (%)	SD (%)
Art	100	65	15	55	15
Commerce & Accounting	70	56	21	58	24
Commerce & Office Procedures	70	54	21	52	24
Agriculture	80	53	7	54	6
Home Economics	60	75	10	75	11
Design & Technology	80	63	16	69	18
Music	70	51	19	58	20
Physical Education	180	59	11	59	13

The mean marks for all the components are above 50% suggesting that the coursework components were accessible to most candidates. The mean mark improved for Music, Design & Technology, Agriculture and Commerce & Accounting, while a decline was observed in Art and Commerce & Office Procedures. The mean mark remained the same for Home Economics and Physical Education.

The standard deviations for most of the components fell within the desirable levels except for Commerce & Office Procedures, Commerce & Accounting and Agriculture suggesting that the components were not separating the candidates as expected.

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 2024 and 2025.

Syllabus Name	Component	Maximum Raw Mark	2024		2025	
			Mean Mark (%)	SD (%)	Mean Mark (%)	SD (%)
Home Economics	2	70	74	19	70	19
Art	2	60	53	15	50	15
Music	3	50	61	23	61	26
French	3	40	58	25	54	26

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The mean scores for most of the Practical components continue to be above 50%, suggesting that the components were accessible to most candidates. The standard deviation for Home Economics and Art is within the desirable levels while Music and French have wider standard deviations suggesting that the instrument allowed candidates to score a wide range of marks.

2.4 Technical Quality of Constructed Response Question Papers

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

Table 2.4: Statistical Parameters for Constructed Response Components in 2024 and 2025.

Syllabus Name	Component	Maximum Raw Mark	2024		2025	
			Mean Mark (%)	SD (%)	Mean Mark (%)	SD (%)
Setswana	2	50	39	17	34	16
	3	45	48	17	51	19
English	2	60	49	23	49	23
	3	45	21	15	40	26
	4	30	51	23	46	22
Mathematics	2	100	24	17	17	15
Science	2	80	28	17	33	19
Social Studies	2	80	34	21	24	16
Agriculture	2	60	27	16	34	18
Design and Technology	2	60	39	18	45	23
Moral Education	2	60	31	22	39	24
Home Economics	1	50	41	20	34	17
Commerce and Office Procedures	1	50	24	15	30	19
	2	50	25	16	31	22
Commerce and Accounting	1	50	33	21	39	24
	2	50	29	20	33	22
French	1	50	43	14	38	14
	2	45	38	23	37	23
Music	1	35	22	14	23	12
	2	50	28	16	23	17
Physical Education	1	60	46	23	43	24
Religious Education	2	60	34	20	39	23

It can be noted from Table 2.4 that most of the Constructed Response components recorded mean values below 50%. indicating that the components seem not to be accessible to the candidates. Meanwhile Setswana Paper 3, English Papers 2, 3 and 4, Design & Technology Paper 2 and Physical Education Paper 1 have mean scores above 40% which is an indication that the components were accessible to the candidates.

The Standard Deviation reflects that most of the question papers separated candidates very well in terms of their ability. However, half of the components displayed very wide standard deviations suggesting that candidates scored varied marks around the mean mark.

It has been observed from the statistical parameters for both multiple choice, coursework, practical and constructed response question papers that the instruments are generally of acceptable quality. Question papers with statistical parameters falling outside desirable levels were mitigated for at the point of grading.

2.5 The Grading Process

Grading decisions at JCE are based on a combination of professional judgment and statistical evidence. The professional judgement is provided by Examiners led by Principal Examiners (PE) having interacted with question papers and candidates' responses, and the statistical evidence is interpreted by subject officers in grading committees.

2.5.1 Standard Setting by Examiners

Standard setting as usual started at the stage of script selection in November 2025 through to December 2025. This involved Examiners analysing the 2025 examination papers and their marking guides against the previous year's question papers for comparability of difficulty level. Furthermore, Examiners provided professional judgement on the quality of the cohort. 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 2025 JCE were conducted from 10 to 12 January 2026. The process entailed the interpretation of statistical evidence by Executive 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 14 to 16 January 2026. The GAC had representation from BEC, comprising Management from Directorates of Assessment Design, Assessment Administration and Assessment Compliance. External stakeholder representation comprised an Officer from Botswana Open University and an Officer from the Department of Curriculum Development & Evaluation.

The Executive 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 2025 examination were reached.

2.6 Validation of Prospective Results

The prospective results were validated from 18 to 20 January 2026 after the application of the GAC-approved cut-off scores as per best practice. The validation process involved the interrogation of trends in performance, Centres that were monitored from the previous cycles, Incidents that occurred prior to conduct of Examinations and lastly, incidents that occurred during the administration of the examinations as captured in the Examination Administration Incidents Log.

2.6.1 Incidents that occurred prior to conduct of Examinations

There was a High Court application seeking interdiction of the French Paper 3 (32/3) examination a week before the conduct of the practical examination. The case was broadcasted via various media platforms which might have unsettled the candidates. This had a potential of negatively affecting the performance of the candidates, through no fault of their own. Therefore, a post-examination procedure that compensates candidates who might have been disadvantaged at the time of the examination due to circumstances beyond their control was applied at cohort level.

2.6.2 Examination Administration Incidents Log

The 2025 Examination Administration Incidents Log recorded Centres with the potential of compromising the integrity of the examination. Of these Centres, six (6) were cases of maladministration while twenty five (25) were cases of malpractice.

2.6.2.1 Maladministration

The performance of all Centres with cases of maladministration was interrogated for any anomalous trends. There was no evidence of abnormal performance established in each of the Centres.

2.6.2.2 Malpractice

2.6.2.2.1 Cases that were Investigated in 2025

(a) One (1) Centre

Three (3) candidates sneaked out Agriculture Paper 1 question papers during fire evacuation incident at the Centre. The recommendation from the Examination Administration Incidents Log was applied as approved.

(b) Four (4) Centres

Four (4) candidates at the Centres violated BEC examination conduct regulations through use of obscene or offensive language in Moral Education Paper 2 and Science Paper 2. The recommendation from the Examination Administration Incidents Log was applied as approved.

(c) One (1) Centre

A Candidate at the Centre brought a mobile phone into the examination room for Mathematics 01 and used Artificial Intelligence (AI) technology to answer the questions. The recommendation from the Examination Administration Incidents Log was applied as approved.

(d) Eighteen (18) Art Centres involved in Malpractice

Candidates who violated BEC examination conduct regulations in Art Paper 2 examinations through use of AI was dealt with as per the recommendation from the Examination Administration Incidents.

2.6.3 Centres that were Monitored in 2024

The performance trends of Centres that were found to have committed acts of malpractice in 2024 were investigated and no anomalous performance was found in their 2025 results.

2.6.4 Performance trends

Another validation step involved checking for drastic changes in performance, either positive or negative. The results for all Centres with drastic changes were interrogated and no evidence of malpractice was observed.

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2.7 Outcomes of Grading

This section focuses on outcomes at syllabus and qualification levels for Government Centres.

2.7.1 Performance at Syllabus Level

2.7.1.1 Quantitative analysis

Table 2.7.1 presents the performance of the 2025 cohort against 2024 cohort. The table shows the cumulative percentages of candidates at each grade across 16 syllabuses and differences in cumulative percentages between the two years. It should be noted that the analysis focuses on Key grades of A, C, and E.

Table 2.7.1: Cumulative Percentages at Syllabus Grade for 2024 and 2025 with differences

Syllabus	Cumulative % at grade						
	Year	A	B	C	D	E	U
Setswana	2025	0.81	8.59	31.26	71.01	88.82	99.79
	2024	0.31	6.91	27.66	72.46	89.53	99.94
	Diff.	0.5	1.68	3.6	-1.45	-0.71	-0.15
English	2025	1.33	15.27	37.72	60.71	75.63	99.79
	2024	1.4	14.04	39.81	65.19	82.67	99.94
	Diff.	-0.07	1.23	-2.09	-4.48	-7.04	-0.15
Mathematics	2025	3.74	9.16	20.54	40.12	80.53	99.76
	2024	3.84	9.76	19.82	41.22	76.41	99.93
	Diff.	-0.1	-0.6	0.72	-1.1	4.12	-0.17
Science	2025	2.63	10.77	25.04	53.74	82.19	99.82
	2024	2.18	8.63	20.84	49.47	85.13	99.94
	Diff.	0.45	2.14	4.2	4.27	-2.94	-0.12
Social Studies	2024	0.37	6.93	29.33	52.25	75.44	99.83
	2023	0.31	9.37	31.8	57.16	73.7	99.93
	Diff.	0.06	-2.44	-2.47	-4.91	1.74	-0.1
Agriculture	2025	2.44	18.53	49.82	80.46	97.31	99.94
	2024	1.25	16.87	47.44	81.58	98.24	100
	Diff.	1.19	1.66	2.38	-1.12	-0.93	-0.06
Design and Technology	2025	3.37	13.04	25.34	59.41	81.66	99.81
	2024	1.39	5.96	16.85	57.27	81.95	99.98
	Diff.	1.98	7.08	8.49	2.14	-0.29	-0.17
Home Economics	2025	0.05	4.47	28.69	71.82	89.55	99.99
	2024	0.07	6.98	31.58	73.96	89.71	100
	Diff.	-0.02	-2.51	-2.89	-2.14	-0.16	-0.01
Commerce and Office Procedures	2025	1.7	7.72	18.02	44.26	69.68	99.64
	2024	0.09	1.58	8.31	36.92	72.3	99.93

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Syllabus	Cumulative % at grade						
	Year	A	B	C	D	E	U
	Diff.	1.61	6.14	9.71	7.34	-2.62	-0.29
Commerce and Accounting	2025	2.93	14.49	33.74	54.13	73.97	99.91
	2024	1.05	10.47	27.14	51.04	72.81	99.96
	Diff.	1.88	4.02	6.6	3.09	1.16	-0.05
Religious Education	2025	2.51	15.09	38.14	66.5	84.58	99.78
	2024	2.05	15.46	38.72	69.93	88.46	99.93
	Diff.	0.46	-0.37	-0.58	-3.43	-3.88	-0.15
Art	2025	1.35	18.34	60.51	92.42	98.7	99.99
	2024	3.11	24.96	66.31	94.34	99.18	99.93
	Diff.	-1.76	-6.62	-5.8	-1.92	-0.48	0.06
Moral Education	2025	5.9	20.1	38.21	60.17	74.65	99.81
	2024	5.43	19.55	36.93	58.21	74.87	99.93
	Diff.	0.47	0.55	1.28	1.96	-0.22	-0.12
French	2025	6.82	19.74	36.16	59.16	82.75	99.76
	2024	7.45	21.57	37.18	61.33	85.49	99.87
	Diff.	-0.63	-1.83	-1.02	-2.17	-2.74	-0.11
Music	2025	1.31	9.14	28.62	67.75	88.13	99.94
	2024	1.16	5.66	21.97	67.51	89.25	100
	Diff.	0.15	3.48	6.65	0.24	-1.12	-0.06
Physical Education	2025	7.74	15.85	23.74	51.03	71.92	99.85
	2024	6.54	15.47	24.79	55.46	75.75	99.98
	Diff.	1.2	0.38	-1.05	-4.43	-3.83	-0.13

Key Grades Significant: Increase Decline

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

Performance at Grade E or better has remained more or less the same as in the previous year, for most of the syllabuses. However, a significant decline in performance was realised in six (6) syllabuses (English, Science, Commerce & Office Procedures, Religious Education, Physical Education and French), while there was significant improvement in Mathematics.

The proportion of candidates who satisfy the requirements for the award of a syllabus grade remains lower than 90% for all syllabuses except for Agriculture and Art. This indicates that, in most of the syllabuses, more than 10% of the candidates 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)

A significant improvement in performance was realised in seven (7) syllabuses while it remained more or less the same in five (5) of the syllabuses. However, a significant decline in performance was realised in English, Social Studies, Home Economics and Art.

It is worth noting that only in the Art and Agriculture syllabuses, at least 50% of candidates were awarded Grade C or better. The syllabuses with smallest proportion of candidates awarded Grade C or better are Commerce & Office Procedures, Mathematics, Science, Design & Technology and Physical Education. This indicates that very few candidates acquired useful knowledge and skills from the syllabuses.

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.

Music

Candidates showed some improvement, particularly in the execution of tasks assessing practical skills. They displayed better skills in performances of aspects such as pitch and rhythm, while showcasing slightly stronger competencies during group performances. Despite this improvement, many candidates still struggled in handling tasks based on listening skills as well as general understanding of basic elements of musical terminology and vocabulary.

Business Subjects

The candidates displayed improved understanding of commerce and accounting concepts, recording and analysing business information skills. There was some improvement in skills for preparing and reporting financial statements. This year, the projects were much detailed in terms of identifying a gap or a problem in the market and also describing their product ideas to bridge the gap in the market and the potential market.

Agriculture

Generally, candidates demonstrated improved knowledge and conceptual understanding of core concepts such as correct use of tools, storage and servicing commonly used equipment, soil and water conservation. The cohort struggled with tasks involving high order thinking skills however, they were able to demonstrate competence in application of computational skills. The cohort performed comparatively better in practical skills than in cognitive skills.

Science

The 2025 cohort appeared to be better in the manipulation of numerical data skills, the translation of information from one form to another and the investigative and experimental skills, but they were a little weaker in the demonstration of their understanding of scientific concepts especially in responding to description and explanation tasks.

Setswana

Candidates showed stronger analytical skills although they displayed slightly weaker poetry skills. There were improvements in the way in which candidates were able to analyse the presented text, having been consistent in sticking to the terms of the task across the different grade levels. In composition writing, an improvement was noted in the ability to respond with relevance, appropriate vocabulary and paragraphing. A greater use of a variety of punctuation marks was observed on candidates work.

Social Studies

The candidates were challenged when expected to interrogate the sources and apply their learnt knowledge. Instead, candidates merely copied statements from the scenario and used them just like they were. Majority of them were not able to study and comprehend provided stimuli materials. Their attempts to questions that require application is not so good.

Home Economics

Candidates were challenged with basic textile concepts such as textile production, fasteners, classification, tools, and garment construction. Furthermore, they struggled with the explanation of dietary guidelines. Candidates need to work more on the food preparation techniques, such as rubbing in, serving, and garnishing, as they make use of basic skills. In addition, Centres would benefit more from focusing on handling information and problem-solving tasks, in addition to sewing projects or textiles.

Physical Education

While the 2025 cohort demonstrated competence in certain areas such as interpreting graphs, identifying injuries, and understanding participation factors, there were notable weaknesses in conceptual clarity, classification, and application of principles. Common errors included misuse of terminology, confusion between related concepts, and failure to interpret data accurately. In performance candidates demonstrated mostly simple skills and also failed to show mastery in application of complex skills.

Design and Technology

The 2025 candidates generally demonstrated strength in the design process, especially in situation analysis, problem identification, problem-solving, design brief formulation and manufacturing processes. Their graphical work was also commendable, with clear sketches and also displayed a noteworthy understanding of materials and tools. However, some struggled to justify specification statements and to apply relevant constructional details to design ideas. A weakness was also noted in orthographic drawing, dimensioning and identification of components in electronic circuits.

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2.8 Performance at Qualification Level

The overall performance of the 2025 cohort shows some improvement at Grade C or better.

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 2024 and 2025.

Table 2.8: Performance at Qualification Level: Government Centres

Year	Frequency	Merit	A	B	C	D	E	U	X
2025	No.at grade	43	898	5336	11568	14001	5888	7239	132
	% at grade	0.10	2.00	11.80	25.60	31.00	13.10	16.00	0.30
	Cum. %	0.10	2.10	13.90	39.60	70.60	83.70	99.70	100.00
2024	No.at grade	16	617	4800	10912	14524	5420	6132	34
	% at grade	0.00	1.50	11.30	25.70	34.20	12.80	14.40	0.10
	Cum. %	0.00	1.50	12.80	38.50	72.70	85.50	99.90	100.00
Diff. in cum. %		0.10	0.60	1.10	1.10	-2.10	-1.80	-0.20	

In 2025, **2.10%** of candidates obtained Grade A or better compared to **1.50%** in 2024 showing an improvement of **0.60%**. Candidates obtaining Grade B or better increased by **1.10%** from **12.80%** in 2024 to **13.90%** in 2025. The performance improved by **1.10%** at Grade C or better from **38.50%** to **39.60%**. The performance declined by **2.10%** at Grade D or better and by **1.80%** at Grade E or better. Worth noting, is that **16% (7239)** of candidates compared to **14.40% (6132)** of the previous year did not meet the minimum requirements for the award of Grade E and were assigned the letter 'U'.

Candidates who do not meet requirements for award at qualification level due to absence in some or all of the syllabuses are assigned letter X. It has been observed that most of these candidates are from Centres outside urban areas and major villages.

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 syllabus level following prescribed criteria. In this series, the number of candidates with outstanding performance increased significantly. A total of 43 candidates from 39 different Centres in seven (7) regions, qualify for the award of a Merit compared to 16 candidates from 8 different Centres in the previous year. Of the 43 candidates qualifying for the award of a Merit, seven (7) candidates obtained Grade A in all their 9 syllabuses compared to 2 in the previous year.

In conclusion, there has been an improvement in performance at Grade C or better. However, performance at Grade E or better has slightly declined.

.....*END*.....

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3.0 PART III RESULTS ANALYSIS

This section presents a detailed analysis of performance for **all** candidates who sat for examinations in all types of Centres, that is, candidates from Government or Public-School Centres, Private School Centres and Private Centres. The section presents comparisons of the 2025 cohort to that of the previous cohort. The section provides the candidature, overall performance, performance analysis by: subject, gender, special needs type and Educational Region.

3.1 Candidature

The total candidature in 2025 was 47 812 which is an increase of **5.65%** from 2024 total candidature of 45 255. The distribution of candidature by gender shows that among the 47 812 who sat for the 2025 examinations, 24 542 (51.3%) were females and 23 270 (48.7%) 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 has been consistent from the year 2023 to 2025.

Table 3.1: Candidature by Gender for different Subjects (2023 – 2025)

SUBJECTS	2023			2024			2025		
	All	Male	Female	All	Male	Female	All	Male	Female
Setswana	43409	21673	21736	43939	21694	22245	46584	22707	23877
English	44209	22051	22158	44792	22078	22714	47396	23088	24308
Mathematics	44586	22199	22387	45178	22231	22947	47729	23223	24506
General Science	3274	1607	1667	2742	1282	1460	2641	1285	1356
Integrated Science	41309	20581	20728	42422	20941	21481	45053	21917	23136
Social Studies	43329	21602	21727	44024	21697	22327	46642	22720	23922
Design & Technology	12193	10230	1963	12407	10503	1904	13303	11126	2177
Agriculture	42964	21392	21572	43823	21596	22227	46351	22574	23777
Home Economics	12110	2705	9405	12537	2618	9919	13127	2640	10487
Commerce and Office Procedure	7246	3229	4017	7205	3196	4009	6845	2944	3901
Commerce and Accounting	9647	4262	5385	9994	4361	5633	11579	4997	6582

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Religious Education	15886	5049	10837	15880	4920	10960	16331	4979	11352
Art	11879	8331	3548	12470	8593	3877	13579	9167	4412
Moral Education	43228	21547	21681	43908	21623	22285	46683	22728	23955
French	1573	567	1006	1548	578	970	1688	606	1082
Music	1569	727	842	1730	788	942	1761	788	973
Physical Education	12372	6901	5471	12749	7078	5671	13719	7464	6255
TOTAL CANDIDATURE	44750	22288	22462	45255	22278	22977	47812	23270	24542

3.1.1 Candidature for Special Needs

Assessments were adapted to accommodate candidates with various types of special needs. Table 3.1.1 shows the 2025 candidature by special needs type.

Table 3.1.1: Type of Special Needs

Special Need Type	Number of Candidates	Percent
Learning Disability	2465	90.5
Medical Condition	95	3.5
Visual Impairment	56	2.1
Multiple Disabilities	53	1.9
Hearing Impairment	33	1.2
Physical Disability	13	0.5
Other	5	0.2
Low Vision	4	0.1
Total	2724	100

The most occurring Special Needs type is Learning Disability at 90.5% while the other types are below 4%.

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3.2 Performance by Syllabus

Table 3.2 shows cumulative percentages of candidates awarded Grade C or better and Grade E or better across subjects in 2023, 2024, and 2025. The results shows that the performance in Art had been higher than 60% across years in the grade category of C or better, although dropping from 66.64% in 2023 to 60.54% in 2025, but showing similar performance to 2023. Just like last year, this year, 8 subjects recorded an improvement of over 2% at Grade C, though not necessarily the same subjects. In particular, Commerce & Office Procedures (9.46%), General Science (8.99%), Design & Technology (8.48%), Commerce & Accounting (6.59%) and Music (6.48%) recorded an increase of more than 5%. On the other hand, Art (6.10%), Home Economics (2.91), Social Studies (2.34%) and English (2.04%) recorded the highest decline at Grade C or better between 2025 and 2024. In category E or better a large negative difference in performance between 2024 and 2025 was observed in English (-7.01%), Religious Education (-4.10%), Integrated Science (-2.97%) and French (-2.86). A large positive change in E Grade was observed in General Science (8.59%).

Table 3.2: Percentages of All candidates awarded Grade E or better and C or better by subject in 2023, 2024 and 2025

Syllabuses	Grade C or better				Grade E or better			
	2023 (%)	2024 (%)	2025 (%)	% Difference (2024/2025)	2023 (%)	2024 (%)	2025 (%)	% Difference (2024/2025)
SETSWANA	23.00	26.81	30.40	3.59	89.09	89.18	88.49	-0.69
ENGLISH	35.86	38.44	36.40	-2.04	80.57	82.57	75.56	-7.01
MATHEMATICS	22.49	18.97	19.93	0.96	73.80	76.05	80.18	4.13
I.NTEGRATED SCIENCE	18.50	20.86	25.05	4.19	85.87	85.20	82.23	-2.97
SOCIAL STUDIES	28.12	30.87	28.53	-2.34	79.90	73.54	75.30	1.76
AGRICULTURE	45.05	46.49	49.19	2.7	91.92	97.79	96.82	-0.97
DESIGN & TECHNOLOGY	18.11	16.88	25.36	8.48	82.25	83.03	81.70	-1.33
HOME ECONOMICS	23.91	31.61	28.70	-2.91	90.35	89.81	89.59	-0.22
COMMERCE & OFFICE PROCEDURES	8.94	8.00	17.46	9.46	62.53	71.31	68.61	-2.7
COMMERCE & ACCOUNTING	23.45	26.88	33.47	6.59	62.21	72.58	73.75	1.17
RELIGIOUS EDUCATION	36.59	36.82	36.15	-0.67	85.81	87.85	83.75	-4.1
ART	60.74	66.64	60.54	-6.1	98.82	99.27	98.75	-0.52
GENERAL SCIENCE	6.23	4.19	13.18	8.99	71.44	64.84	73.43	8.59
MORAL EDUCATION	33.94	36.27	37.39	1.12	75.96	75.00	74.64	-0.36
FRENCH	35.54	37.28	36.14	-1.14	82.44	85.63	82.77	-2.86

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MUSIC	23.01	22.14	28.62	6.48	82.41	89.25	88.14	-1.11
PHYSICAL EDUCATION	24.34	24.81	23.78	-1.03	75.11	77.13	72.02	-5.11

*French introduced an OBE syllabus different from Previous years

3.2.1 Performance in Core Subjects

Figure 3.2.1: Percentage of Candidates at Each Grade in Core Subjects

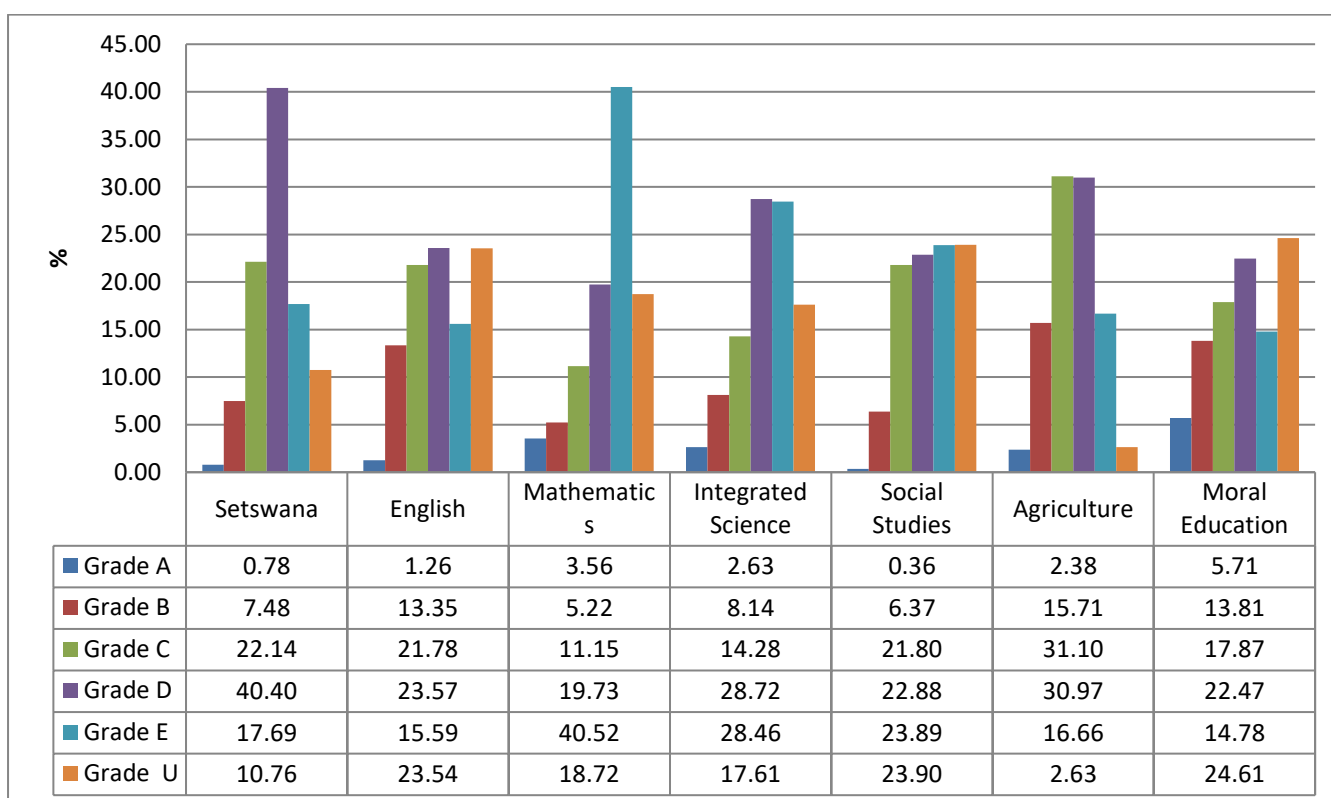


Figure 3.2.1 presents the proportion of candidates at each grade across core subjects. Moral Education has the highest proportion of candidates at Grade A (5.71%), followed by Mathematics (3.56%), while Setswana has the least with 0.78% compared to other subjects. Agriculture has the highest proportion of candidates in Grade B at 15.71% followed by Moral Education (13.81%) and English (13.35%). Agriculture has the highest proportion at Grade C (30.97%) while Setswana has the highest proportion at Grade D (40.40%). On the other hand, Mathematics has the highest proportion in Grade E of 40.52%. Generally, most subjects have Grade D as the modal grade, apart from Mathematics 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.

3.2.2 Performance in Practical Subjects

Fig. 3.2.2 Percentage of Candidates at Each Grade in Practical Subjects

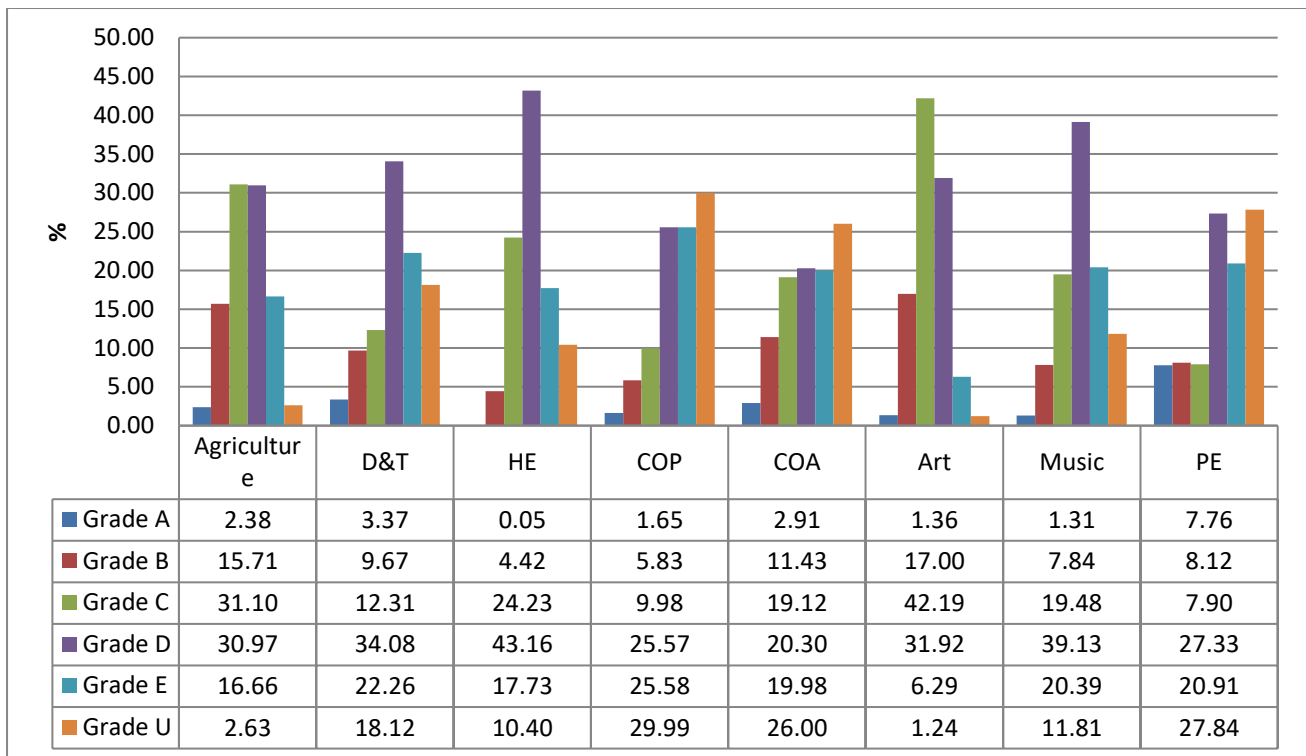


Figure 3.2.2 represents the proportions of candidates at each grade for practical subjects. The distribution of candidates across grades has varying peak across subjects. Art has more candidates awarded Grade C compared to other grades. Three subjects have their modal performance at Grade D, namely Design & Technology, Home Economic and Music, whilst Commerce and Accounting, Physical Education and Commerce and Office Procedure have modal performance at U.

3.3 Overall Performance

The analysis in this section is based on **all** candidates who sat for examinations in all types of Centres in 2023, 2024 and 2025: Government or Public-School Centres, Private School Centres and Private Centre Candidates (BOU Centres and BEC Centres). Table 3.2 shows the count, percentage at each overall grade and cumulative percentages from 2023 to 2025.

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Table 3.3: National summary of overall performance from 2023 to 2025

Overall grade	2023			2024			2025			Diff (2025-2024)
	Count	%	Cum%	Count	%	Cum%	Count	%	Cum%	% Diff
Merit	8	0.01	0.01	20	0.04	0.04	43	0.09	0.09	0.05
A	438	0.97	0.98	624	1.38	1.42	899	1.88	1.97	0.55
B	4344	9.68	10.66	4810	10.63	12.05	5356	11.20	13.17	1.12
C	10563	23.58	34.24	10977	24.25	36.30	11646	24.36	37.53	1.23
D	14158	31.64	65.88	14939	33.01	69.31	14460	30.24	67.77	-1.54
E	5318	11.91	77.79	5596	12.36	81.67	6072	12.70	80.47	-1.20
U	6875	15.38	93.17	6191	13.68	95.35	7294	15.26	95.73	0.38
X	3049	6.83	100.00	2104	4.65	100.00	2042	4.27	100.00	0.00

Note: U denotes failure to meet minimum requirements at grade E.

X denotes failure to meet grading requirements for the award of a qualification.

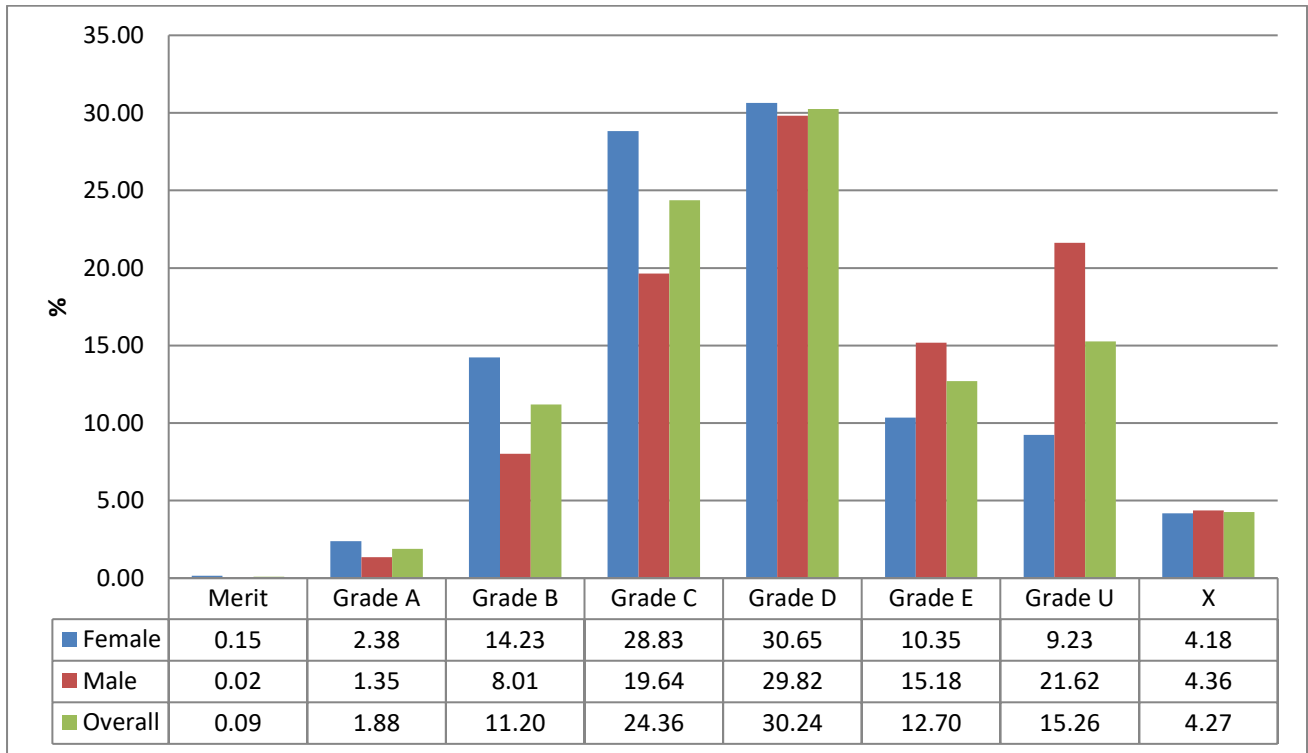
This year, forty-three (43) candidates displayed an outstanding performance, as they were awarded Merit. This is a significant increase in number of candidates awarded Merit who were twenty (20) in 2024. The proportion of candidates awarded Grade C or better stands at **37.53%** in 2025 compared to **36.30%** in 2024, showing an improvement of **1.23%**. The cumulative percentage of candidates awarded Grade E or better is **80.47%** in 2025 compared to **81.67%** in 2024 which is a drop of **1.20%**. This means that the proportion of candidates who did not meet the requirements for an award of a grade, hence assigned letter **U**, increased slightly by 1.20%.

There are 2042 candidates who were assigned letter X in 2025 compared to 2104 in 2024. These are mostly candidates who are supplementing or accumulating subject grades to ultimately merge the grades to satisfy requirements for the award of the qualification.

3.3.1 Performance by Gender

Figure 3.3.1 shows the percentage of candidates at each overall grade by gender.

Fig:3.3.1: Percentages of Candidates at each Grade by Gender

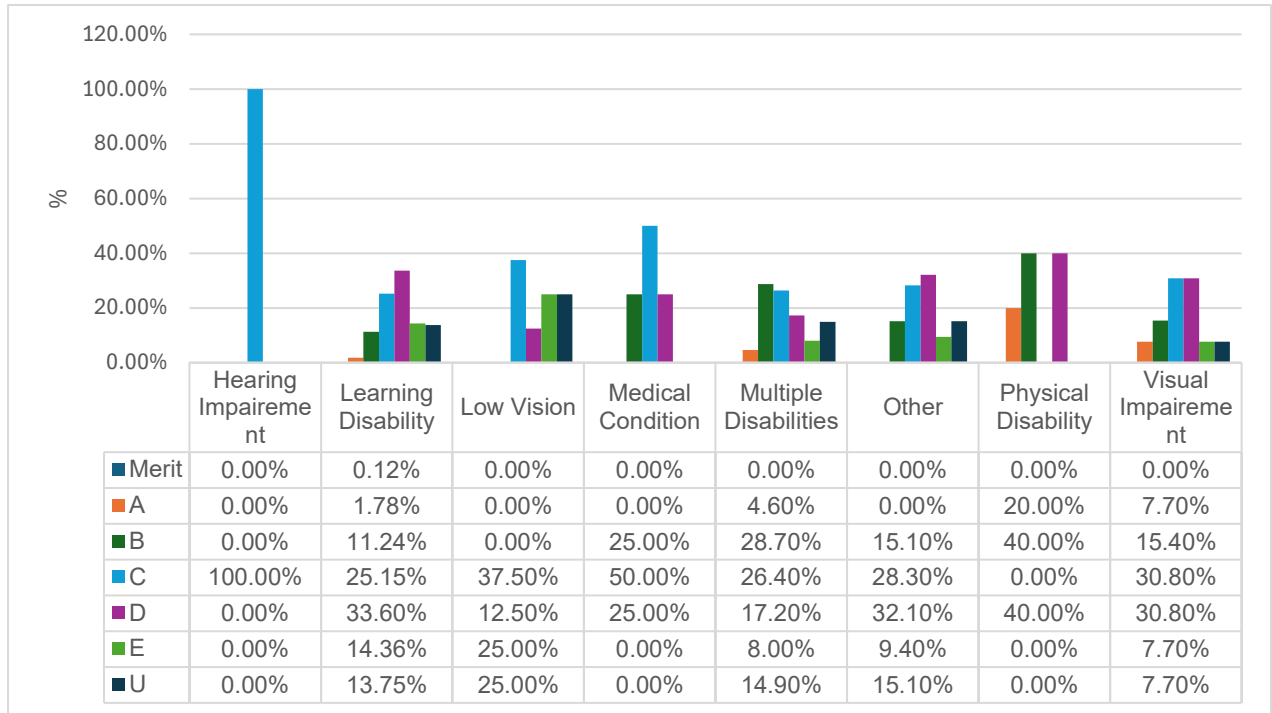


Gender differentials are more evident in Grades A, B, and C, where females outperform their male counterparts. Grades B and C present bigger margins between females and males. For instance, 14.23% of females obtained Grade B compared to 8.01% of males, while for Grade C females are at 28.83% compared to 19.64% of males, with some differences of 6.22% and 9.19% for Grades B and C, respectively. The performance at Grade D is almost similar with just a 0.83% difference in favour of females. The males have a greater proportion of candidates awarded Grade E and U compared to females.

3.3.2 Performance of Special Needs Candidates

Figure 3.3.2 presents the performance of candidates by type of special need.

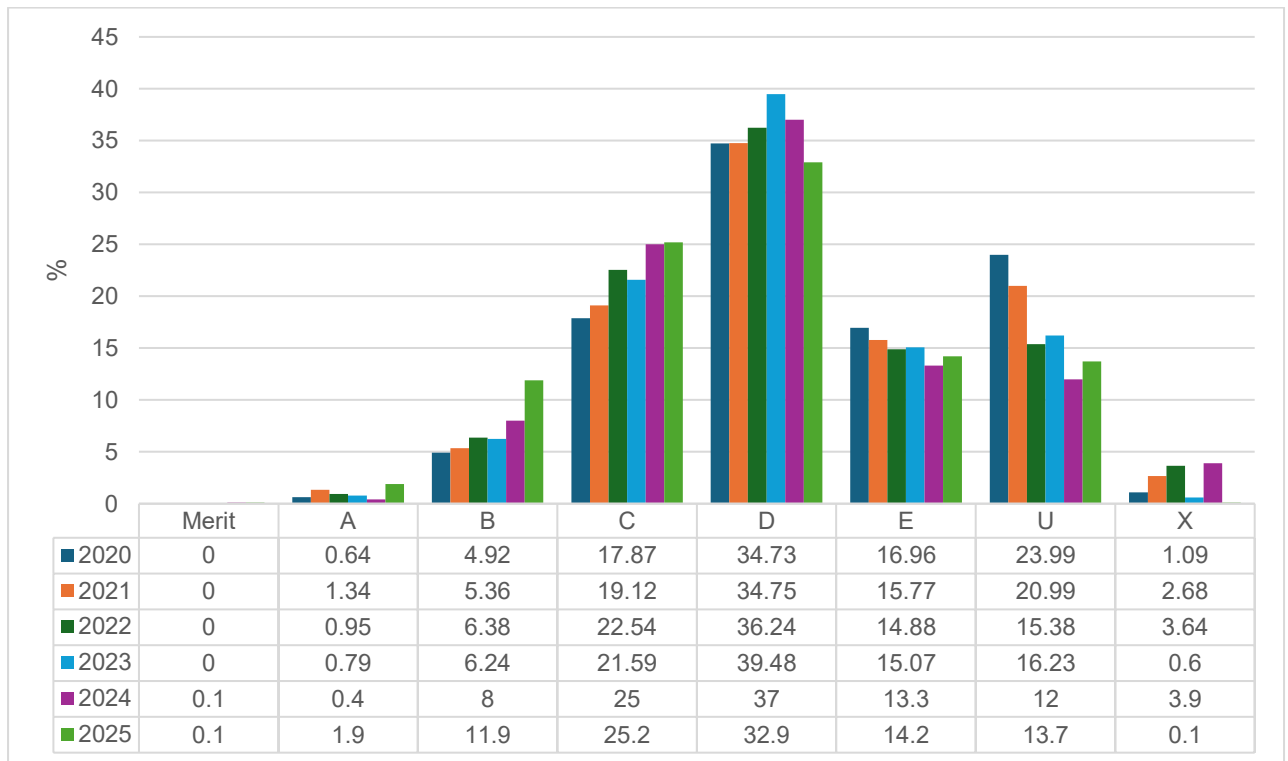
Figure 3.3.2: Performance by Special Need Type



Most of the candidates in each special needs category were awarded Grades C and D. The graph shows that 0.12% (3) candidates with Learning Difficulty were awarded a Merit grade.

Figure 3.3.3 presents the overall performance of candidates with special needs for the years 2020, 2021, 2022, 2023, 2024 and 2025.

Figure 3.3.3: Trends of Overall Performance for Candidates with Special Needs



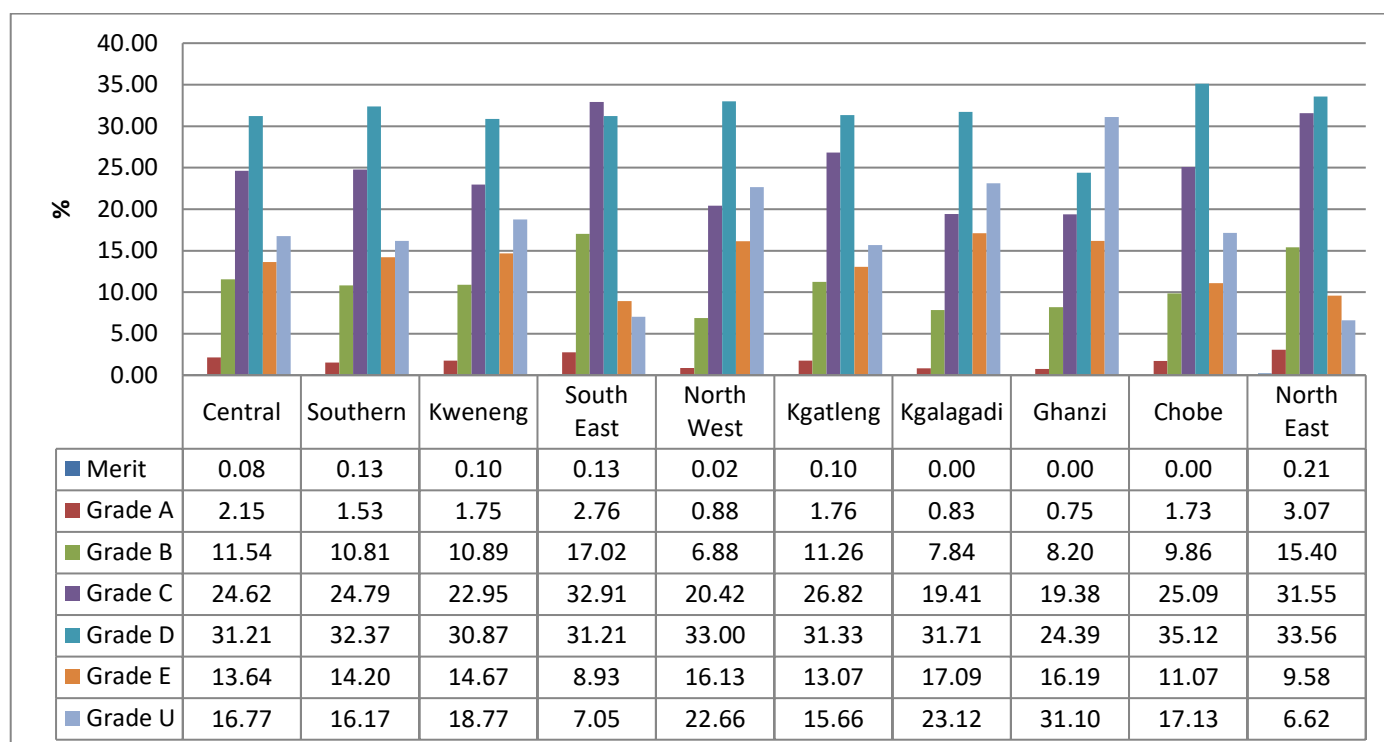
The performance at Grade C or better remained the same as in the previous year. However, a slight improvement was noticeable at Grade E or better. In 2024, one (1) candidate achieved a Merit grade compared to three (3) candidates in 2025.

3.4 Performance by Educational Region

Figure 3.4.1 shows performance of by Educational Region.

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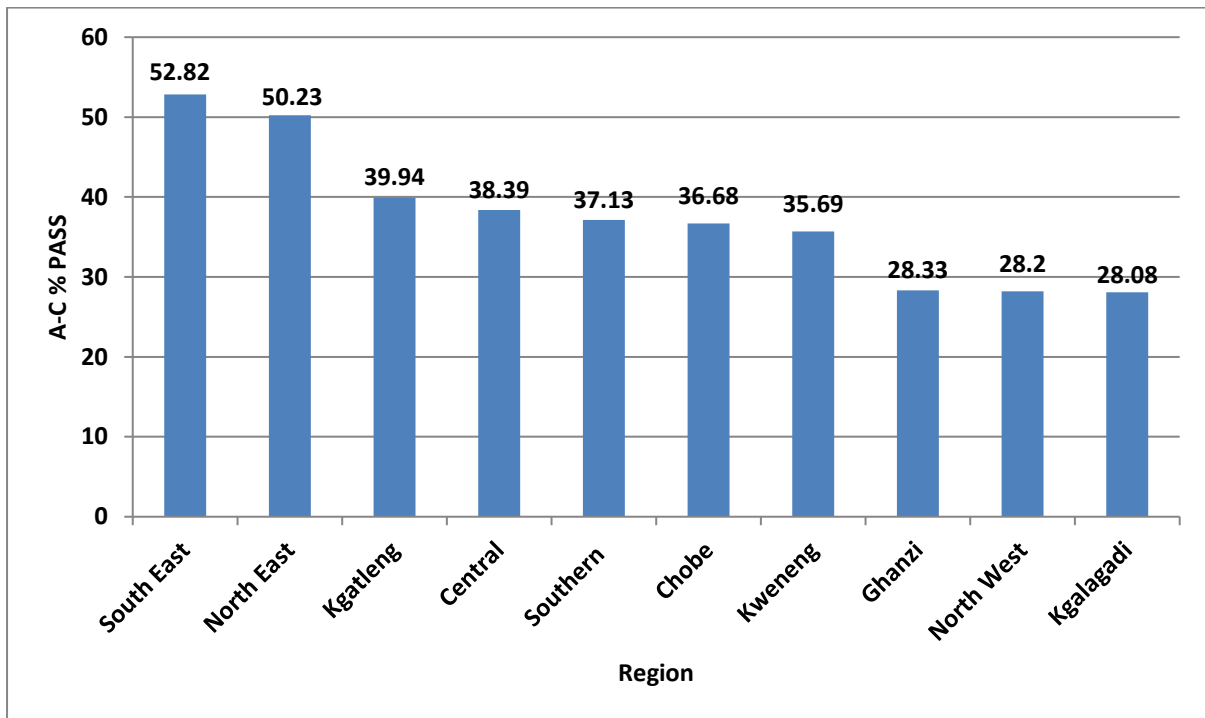
Fig.3.4.1 Overall Performance by Educational Region



This year seven (7) educational regions have each recorded a Merit, with exception of Chobe, Ghanzi and Kgalagadi. North East region has the highest percentage of candidates awarded Grade A (3.07%) followed by South East (2.76%). South East region has a larger proportion of candidates awarded Grades B (17.02%) and C (32.91%) followed by North East with 15.40% and 31.55% at Grades B and C, respectively.

Figure 3.4.2 depicts performance at Grade C or better by regions.

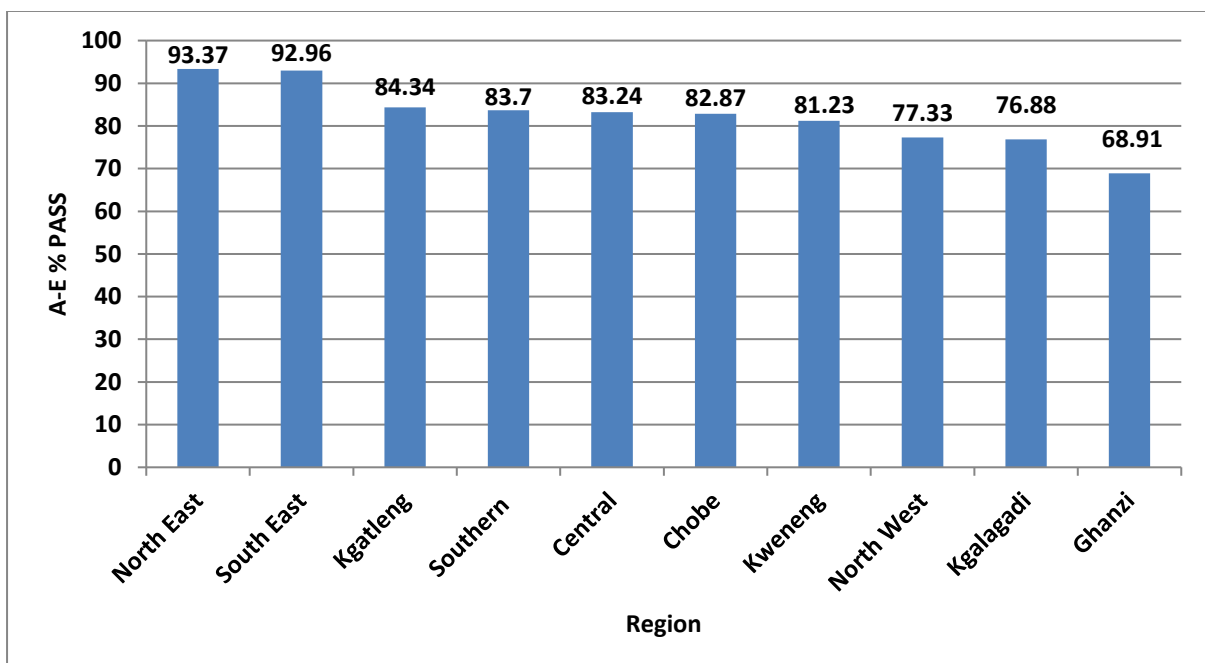
Fig. 3.4.2: Performance at Grade C or better by regions.



The highest performing region at Grade C or better is South East (52.82%) followed by North East (50.23%) while the least performing regions are Kgalagadi and North West at 28.08% and 28.20%, respectively.

Figure 3.4.3 depicts the performance of regions at Grade E or better.

Fig. 3.4.3: Performance by Educational Region at Grade E or better



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North East and South East continue to be the highest performing regions even at Grade E or better with a pass of 93.37% and 92.96%, respectively. At Grade E or better, Ghanzi is the least performing region (68.91%) followed by Kgalagadi (76.88%).

3.5 Centres Achieving at least 50% at Grade C or better

Table 3.5 presents a list of centres obtaining at least 50% of grades C or better in 2025, compared to 2024.

Table 3.5: JCE Centres Achieving at least 50% at Grade C or better in 2024 and 2025

	Region	Centre Number	Centre Name	Percentage (2025)	Percentage (2024)	Difference (2024/2025)
1	Central	JC0095	Orapa Junior Secondary School	79.1	59.15	19.95
2	Kgatleng	JC0618	Precious Cornerstone Junior Secondary School	78.1	78.26	-0.16
3	Central	JC0060	Meepong Junior Secondary School	76.3	74.86	1.44
4	Southern	JC0004	Itireleng Junior Secondary School	73.5	58.33	15.17
5	Central	JC0108	Makhubu Junior Secondary School	72.0	50.00	22.00
6	North East	JC0020	Setlalekgosi Junior Secondary School	69.6	64.62	4.98
7	South East	JC0183	Bonnington Junior Secondary School	67.9	-	-
8	South East	JC0034	Motswedi Junior Secondary School	67.7	-	-
9	South East	JC0116	Nanogang Junior Secondary School	67.3	-	-
10	Central	JC0068	Shoshong Junior Secondary School	66.1	-	-
11	South East	JC0182	Tlogatloga Junior Secondary School	65.8	64.00	1.80
12	Central	JC0200	Mojamorago Junior Secondary School	64.0	56.80	7.20
13	South East	JC0180	Kgale Hill Junior Secondary School	61.3	59.48	1.82
14	Central	JC0018	Lebogang Junior Secondary School	61.0	51.81	9.19
15	North East	JC0118	Donga Junior Secondary School	60.2	53.02	7.18
16	North East	JC0156	Selepa Junior Secondary School	60.2	57.94	2.26
17	North East	JC0030	Montsamaisa Junior Secondary School	59.3	61.43	-2.13
18	South East	JC0033	Matlala Junior Secondary School	58.2	-	-
19	South East	JC0167	Moselewapula Junior Secondary School	57.8	67.72	-9.92
20	Central	JC0120	Boikhutso Junior Secondary School	57.7	54.92	2.78
21	Kweneng	JC0127	Dithejwane Junior Secondary School	57.7	56.82	0.88

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22	North East	JC0117	Goldmine Junior Secondary School	57.4	-	-
23	Southern	JC0187	Pitikwe Junior Secondary School	57.1	65.05	-7.95
24	South East	JC0572	Terence Private Secondary School	56.5	-	-
25	Central	JC0012	Mannathoko Junior Secondary School	56.0	-	-
26	Central	JC0153	Pekenene Junior Secondary School	55.4	52.71	2.69
27	Central	JC0109	Mmaphula Junior Secondary School	55.1	-	-
28	South East	JC0115	Maikano Junior Secondary School	54.9	-	-
29	Kgatleng	JC0006	Linchwe II Junior Secondary School	54.7	59.54	-4.84
30	Southern	JC0184	Kgosi Mpe Junior Secondary School	54.4	60.47	-6.07
31	North East	JC0216	Tadabigwa Junior Secondary School	54.4	56.93	-2.53
32	Central	JC0112	Semane Junior Secondary School	54.1	-	-
33	South East	JC0017	Ramotswa Junior Secondary School	53.8	54.45	-0.65
34	Central	JC0201	Phatsimo Junior Secondary School	53.6	58.08	-4.48
35	North East	JC0165	Selolwe Hill Junior Secondary School	53.4	54.66	-1.26
36	Central	JC0204	Ranokanyane Junior Secondary School	53.2	-	-
37	South East	JC0050	Maaka Junior Secondary School	52.8	52.04	0.76
38	Central	JC0046	Boipelego Junior Secondary School	52.5	-	-
39	South East	JC0179	Sir Seretse Khama Junior Secondary School	52.4	-	-
40	Central	JC0113	Sefhophe Junior Secondary School	52.3	56.30	-4.00
41	Central	JC0058	Metsimasweu Junior Secondary School	51.8	51.92	-0.12
42	North East	JC0041	Shanganani Junior Secondary School	51.7	-	-
43	North East	JC0077	Pelaelo Junior Secondary School	51.5	-	-
44	North East	JC0090	Maruje Junior Secondary School	51.3	-	-
45	Central	JC0133	Kgalemang Motsete Junior Secondary School	50.9	54.95	-4.05
46	North East	JC0089	Madawu Junior Secondary School	50.8	53.23	-2.43
47	Kgatleng	JC0131	Radikolo Junior Secondary School	50.7	50.83	-0.13
48	North East	JC0147	Tashata Junior Secondary School	50.6	-	-
49	Southern	JC0159	Bathoeng Junior Secondary School	50.4	-	-
50	Kweneng	JC0016	Letlole Mosielele Junior Secondary School	50.0	-	-
51	North East	JC0616	Watercres International School	50.0	100.00	-50.00

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Fifty-one (51) centres managed to achieve at least 50% at Grade C or better compared to forty-one (41) in 2024, an increase by ten (10) centres. These centres are from six regions, namely Central, South East, Southern, North East, Kgatleng and Kweneng. Out of these 51 centres, 31 centres maintained the performance from 2024 while 20 centres improved to achieve the 50% benchmark. From the thirty-one (31) centres that maintained performance at least 50%, ten (10) centres recorded significant increase of over 2%.

3.6 Outstanding Performance

Table 3.6 shows Centres and Regions for candidates with outstanding performance.

Table 3.6: Outstanding Performance

REGION	CENTRE NO	CENTRE NAME
.Kweneng	JC0127	Dithejwane Junior Secondary School
	JC0016	Letlole Mosielele Junior Secondary School
	JC0169	Motswasele Junior Secondary School
	JC0070	Gabane Junior Secondary School
	JC0070	Gabane Junior Secondary School
	JC0155	Sedumedi Junior Secondary School
South East	JC0183	Bonnington Junior Secondary School
	JC0034	Motswedi Junior Secondary School
	JC0116	Nanogang Junior Secondary School
	JC0033	Matlala Junior Secondary School
	JC0167	Moselewapula Junior Secondary School
	JC0073	Tlokweneng Junior Secondary School
	JC0102	Bokamoso Junior Secondary School
North East	JC0020	Setlalekgosi Junior Secondary School
	JC0117	Goldmine Junior Secondary School
	JC0216	Tadabigwa Junior Secondary School
	JC0165	Selolwe Hill Junior Secondary School
	JC0041	Shanganani Junior Secondary School
	JC0089	Madawu Junior Secondary School
	JC0092	Mmei Junior Secondary School

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	JC0025	Matsiloje Junior Secondary School
Kgatleng	JC0006	Linchwe II Junior Secondary School
	JC0132	Borwa Junior Secondary School
North West	JC0217	Maitlamo Junior Secondary School
Southern	JC0004	Itireleng Junior Secondary School
	JC0004	JC0004 Itireleng Junior Secondary School
	JC0004	JC0004 Itireleng Junior Secondary School
	JC0197	Diratsame Junior Secondary School
	JC0072	Chichi Junior Secondary School
	JC0122	Baitirile Junior Secondary School
	JC0013	Mmanaana Junior Secondary School
Central	JC0109	Mmaphula Junior Secondary School
	JC0046	Boipelego Junior Secondary School
	JC0046	Boipelego Junior Secondary School
	JC0133	Kgalemang Motsete Junior Secondary School
	JC0027	Palapye Junior Secondary School
	JC0193	Mogorosi Junior Secondary School
	JC0137	Lethabile Junior Secondary School
	JC0103	Ditsweletse Junior Secondary School
	JC0205	Mahutagane Junior Secondary School
	JC0084	Tonota Junior Secondary School
	JC0059	Rakops Junior Secondary School
	JC0166	Dikgatlho Junior Secondary School

The attainment of a Merit is classified as outstanding performance. This year 43 candidates were awarded Merit compared to 20 in 2024. Central region has 12 candidates, North East has 8, South East and Southern each has 7 candidates, Kweneng has 6, Kgatleng has 2 while North West region has 1 candidate awarded Merit.

4.0 Report Summary

- Candidature increased by **5.65%** from 45 255 in 2024 to 47 812 in 2025.
- There were 24542 (51.3%) female candidates and 23270 (48.7%) male candidates.
- All subjects except for Art obtained less than 50% at Grade C or better.
- At qualification level, there is an improvement of **1.23%** at credit pass (A-C) in 2025 but a decline of **1.20%** at Grade E or better.
- Forty-three (43) candidates obtained a Merit compared to twenty (20) in 2024.
- the proportion of female candidates at Grade C or better stands at 28.83% compared to 19.64% achieved by their male counterparts.
- This year 51 centres achieved at least 50% at grade C or better compared to 41 centres in 2024.