

JUNIOR CERTIFICATE
EXAMINATIONS



BOTSWANA
EXAMINATIONS
COUNCIL

2015 PROVISIONAL
SUMMARY OF RESULTS

15

2015 JCE RESULTS SUMMARY

INTRODUCTION

The Junior Certificate Examination (JCE) assesses achievement of learners who have completed three years of secondary education. The 2015 JCE assessed candidates on seventeen (17) syllabi, one (1) of which was available to private candidates only. The assessment was carried through written examinations, practical examinations and coursework assessment. There was a total of forty-nine (49) papers comprising of; eleven (11) multiple choice papers, twenty seven (27) open-ended or free response papers, eight (8) coursework components and three (3) practical examinations. The 2015 examination is the fourth assessment on the revised curriculum that was introduced in 2010. The main thrust of the revised curriculum is to provide learners with pre-vocational preparation through knowledge and selected practical experiences as well as building a foundation that enables individuals to cultivate manipulative ability, positive work attitudes and ultimately making informed choices for future careers. In response to this, BEC developed new sets of assessments aimed at supporting the new curriculum by bringing out of the learners important skills which will position the candidates for the world of work and vocational preparedness as well as preparing them for long life learning. Thus, standard-based grading was introduced in 2012, continued for the 2015 JCE. Candidates were graded in all the syllabi they sat for.

For the award of a JCE qualification, candidates were graded on 7 syllabi as follows:

- Candidates taking Setswana were graded on seven syllabi, which include English, Setswana, Mathematics, Science/General Science, the best syllabus from the optional group and the best two from the remaining syllabi.
- Candidates exempted from Setswana were also graded on seven syllabi, which include English, Mathematics, Science/General Science, the best syllabus from the optional group and the best three from the remaining syllabi.
- Private candidates who sit between one and six syllabi in any given year can be considered for the award of an overall grade after they have completed seven syllabi in a maximum of 5 consecutive years.

2015 JCE RESULTS SUMMARY

The 2015 JCE Summary Results Report is structured as follows: -

- ◆ Candidature
- ◆ Overall Performance
- ◆ Performance by Subject
- ◆ Performance by Gender
- ◆ Performance by Education Region

2015 JCE RESULTS SUMMARY

1.0 CANDIDATURE

Table 1.1: Candidature by Subjects, Gender and Year of Examination (2012 – 2015)

SUBJECTS	2015			2014			2013			2012		
	All	Male	Female									
Setswana	41 646	20 483	21 163	40 269	19 822	20 447	38 636	19 344	19 291	38 252	19 223	19 029
English	41 896	20 599	21 297	40 528	19 956	20 572	38 882	19 466	19 415	38 497	19 358	19 139
Mathematics	41 893	20 594	21 299	40 519	19 948	20 571	38 791	19 425	19 365	38 492	19 357	19 135
General Science	2 359	950	1 409	2 090	890	1 200	1 580	708	872	917	432	485
Science	39 516	19 646	19 870	38 263	18 989	19 274	37 085	18 674	18 411	38 494	19 357	19 137
Social Studies	41 864	20 583	21 281	40 487	19 937	20 550	38 678	19 389	19 288	38 494	19 357	19 138
Design & Technology	11 667	9 460	2 207	11 188	8 990	2 198	11 027	8 800	2 227	11 184	8 881	2 303
Agriculture	41 830	20 568	21 262	40 340	19 874	20 466	38 653	19 387	19 265	38 496	19 359	19 137
Home Economics	11 488	2 773	8 715	11 020	2 546	8 474	10 523	2 403	8 120	10 141	2 309	7 832
Commerce and Office Procedure	9 783	4 177	5 606	9 579	4 139	5 440	8 869	4 058	4 811	6 449	2 576	3 871
Commerce and Accounting	6 893	2 918	3 975	6 258	2 787	3 471	5 668	2 556	3 112	4 642	1 866	2 776
Religious Education	17 783	6 424	11 359	17 498	6 417	11 081	16 999	6 658	10 340	17 936	7 217	10 746
Art	10 588	7 282	3 306	9 961	6 788	3 173	9 472	3 056	6 415	9 306	6 427	2 879
Moral Education	41 858	20 583	21 275	40 402	19 938	20 564	38 699	19 394	19 304	38 494	19 357	19 137
French	1 813	729	1 084	1 703	736	967	1 745	795	950	1 675	731	944
Music	1 311	593	718	1 713	720	993	1 915	884	1 031	1 687	816	870
Physical Education	12 487	6 843	5 644	12 050	6 769	5 281	11 478	6 347	5 131	11 462	6 412	5 050
TOTAL CANDIDATURE	41 938	20 621	21 317	40 559	19 963	20 596	38 944	19 490	19 454	38 497	19 358	19 139

The total number of candidates who satisfied the requirements of the 2015 Junior Certificate Examination (JCE) is **41 938** which is an increase of **3.4%** from the 2014 candidature. Among the 41938 candidates were 2002 Back to School candidates. There were **20 621** male candidates and **21 317** female candidates. There was a notable decline of 402 candidates in Music between 2014 and 2015. Other subjects remained within normal fluctuations

2015 JCE RESULTS SUMMARY

Table 2.1: National Summary of Overall Grades from 2012 to 2015

Grade	2015			2014			2013			2012		
	Count	%	Cum %	Count	%	Cum %	Count	%	Cum %	Count	%	Cum %
Merit	1	0.0	0.0	2	0.0	0.0	0	0.0	0.0	5	0.0	0.0
A	197	0.47	0.47	367	0.9	0.9	325	0.8	0.8	590	1.5	1.6
B	3662	8.73	9.2	4007	9.9	10.8	3788	9.7	10.7	4745	12.4	13.9
C	10154	24.21	33.41	9669	23.8	34.6	9626	24.7	35.3	10386	27.1	41.0
D	14030	33.45	66.86	12914	31.8	66.5	13662	35.1	70.4	13641	35.6	76.6
E	5987	14.28	81.14	6201	15.3	81.8	5540	14.2	84.6	4889	12.7	89.3
U	6932	16.53	97.67	6395	15.8	97.5	5592	14.4	98.9	4093	10.7	100.0
X	975	2.32	99.99	1004	2.5	100.0	412	1.1	100.0	0	0.0	100.0
Total	41938			40559			38945			38349		

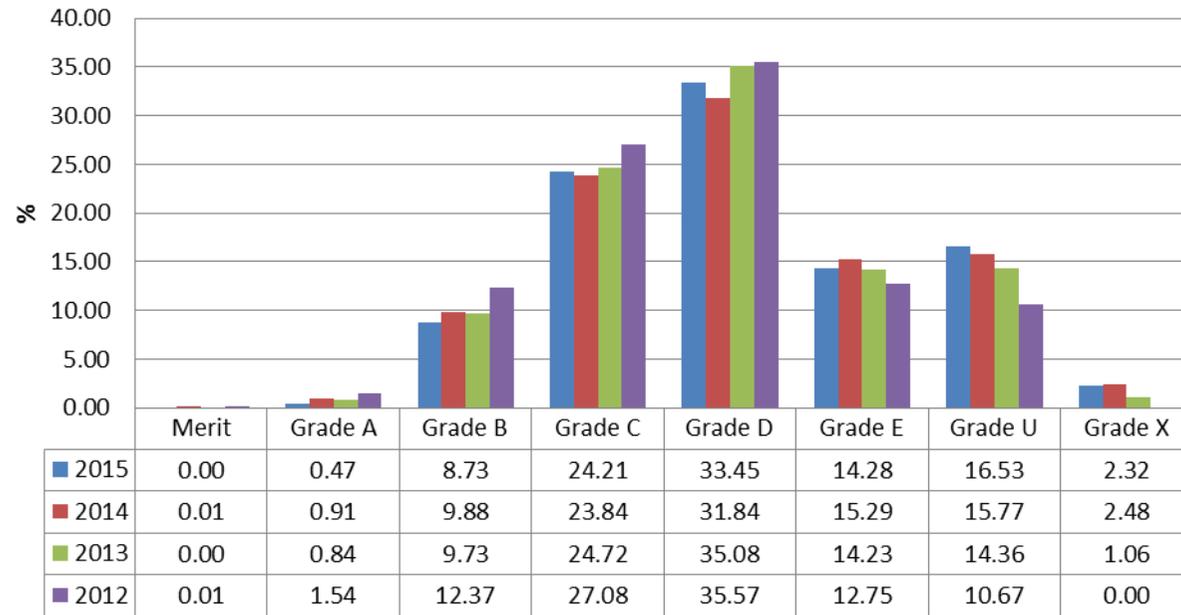
Generally the overall results of 2015 JCE are more or less the same as the 2014 across various grades. About 33.4% of the candidates have been awarded grade C or better compared to 34.6% in 2014. Only one candidate has satisfied the award of Merit in 2015. The proportions of candidates obtaining lower grades D to U have increased from 2012 to 2015. This is graphically presented in figure 2.1.

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

U denotes failure to meet minimum requirements for grade E

2015 JCE RESULTS SUMMARY

Fig. 2.1: Overall Candidate Performance in 2012, 2013, 2014 and 2015



Patterns of performance over a four-year period show a significant drop in quality pass between 2012 and 2013. From 2013 to 2015 quality pass rates remained within normal fluctuations.

2015 JCE RESULTS SUMMARY

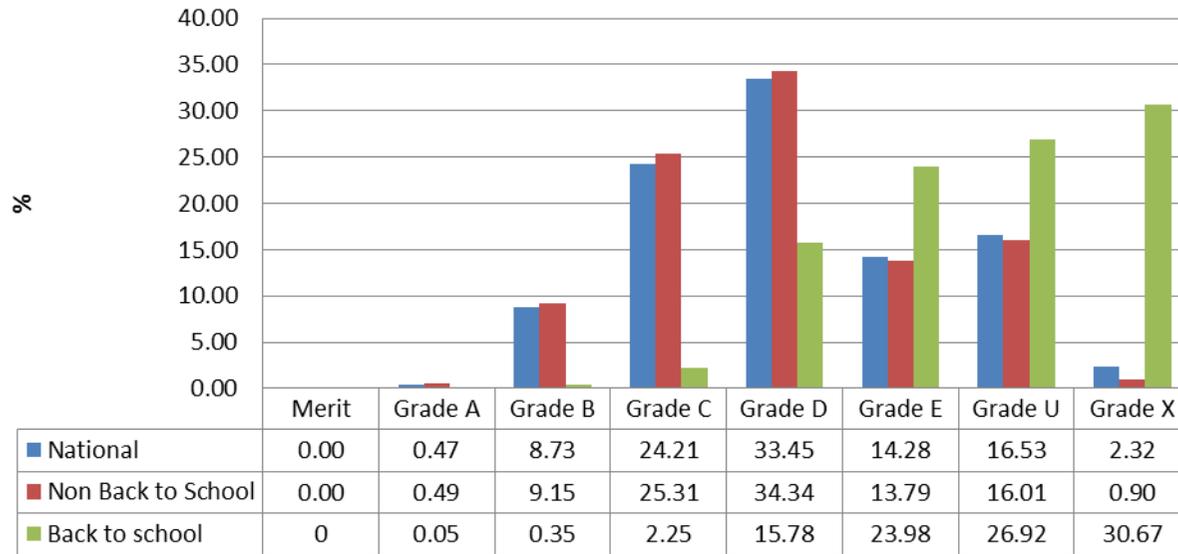
Table 2.2: Percentages and Frequency of Candidates Awarded Overall Grade for National, Back to School and Non Back to School

	National			Back to School			Non Back to School		
	Count	%	Cum %	Count	%	Cum %	Count	%	Cum %
Merit	1	0.0	0.0	0	0.0	0.0	1	0.0	0.0
A	197	0.47	0.47	1	0.05	0.05	196	0.49	0.49
B	3662	8.73	9.2	7	0.35	0.40	3655	9.15	9.64
C	10154	24.21	33.41	45	2.25	2.65	10109	25.31	34.95
D	14030	33.45	66.86	316	15.78	18.43	13714	34.34	69.29
E	5987	14.28	81.14	480	23.98	42.42	5507	13.79	83.08
U	6932	16.53	97.67	539	26.92	69.33	6393	16.01	99.09
X	975	2.32	99.99	614	30.67	100	361	0.90	100
Total	41938			2002	100		39936	100	

Of the 33.41% A-C grades, Back to School (BTS) contributed 0.38%. Nationally, the majority of candidates obtained grade D (33.45%) while for BTS candidates, most candidates obtained grades E, U and X. The proportion of candidates awarded grade D is also higher (34.34%) for Non Back to School category.

2015 JCE RESULTS SUMMARY

Fig. 2.2: Percentages of Overall Grade compared between National, Back to School and Non Back to School

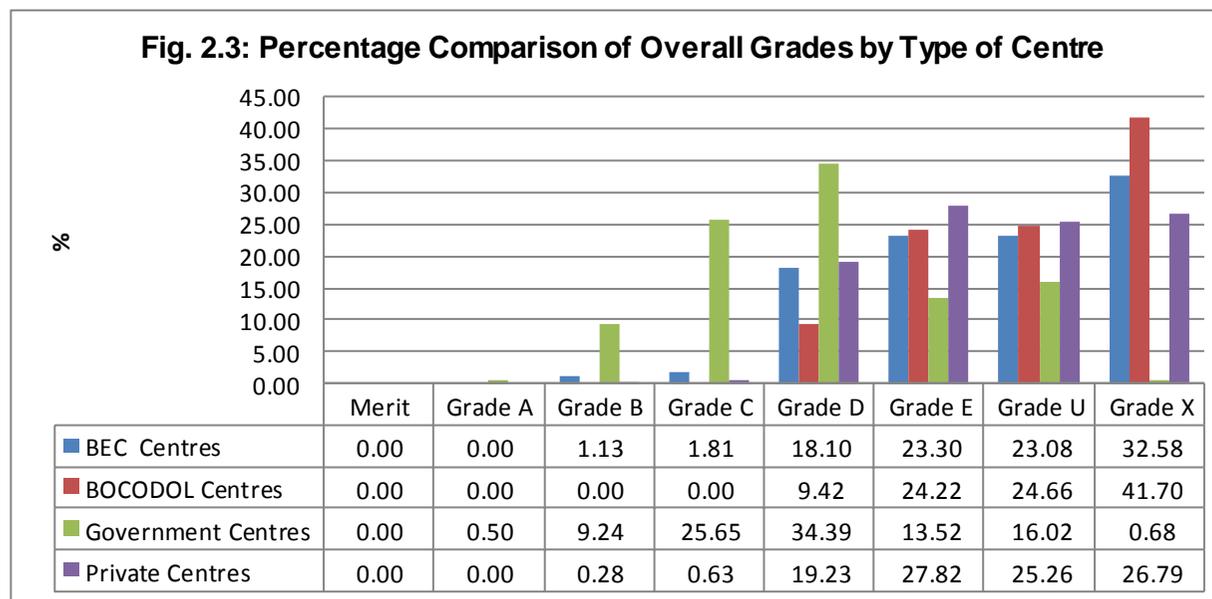


The figure shows that without Back to School there is a slight increase at grade D or better, for example grade B increased by 0.42%, grade C by 1.1%, grade by D 0.89%.

Back to School candidates increased the proportions of grade E by 0.49%, grade U by 0.52% and candidates not meeting the requirement of the qualification by 1.42%.

2015 JCE RESULTS SUMMARY

2.1 Comparison of overall grades by type of centre



Only one candidate was awarded a Merit grade and the candidate was from a Government centre. Government centres also recorded the highest proportion of candidates in the grades A to D.

BOCODOL has the highest proportion of grade U followed by Private Centres. BEC Centres have the highest proportion of candidates who did not meet the requirements of the qualification(X).

2015 JCE RESULTS SUMMARY

3.0: PERFORMANCE BY SUBJECT

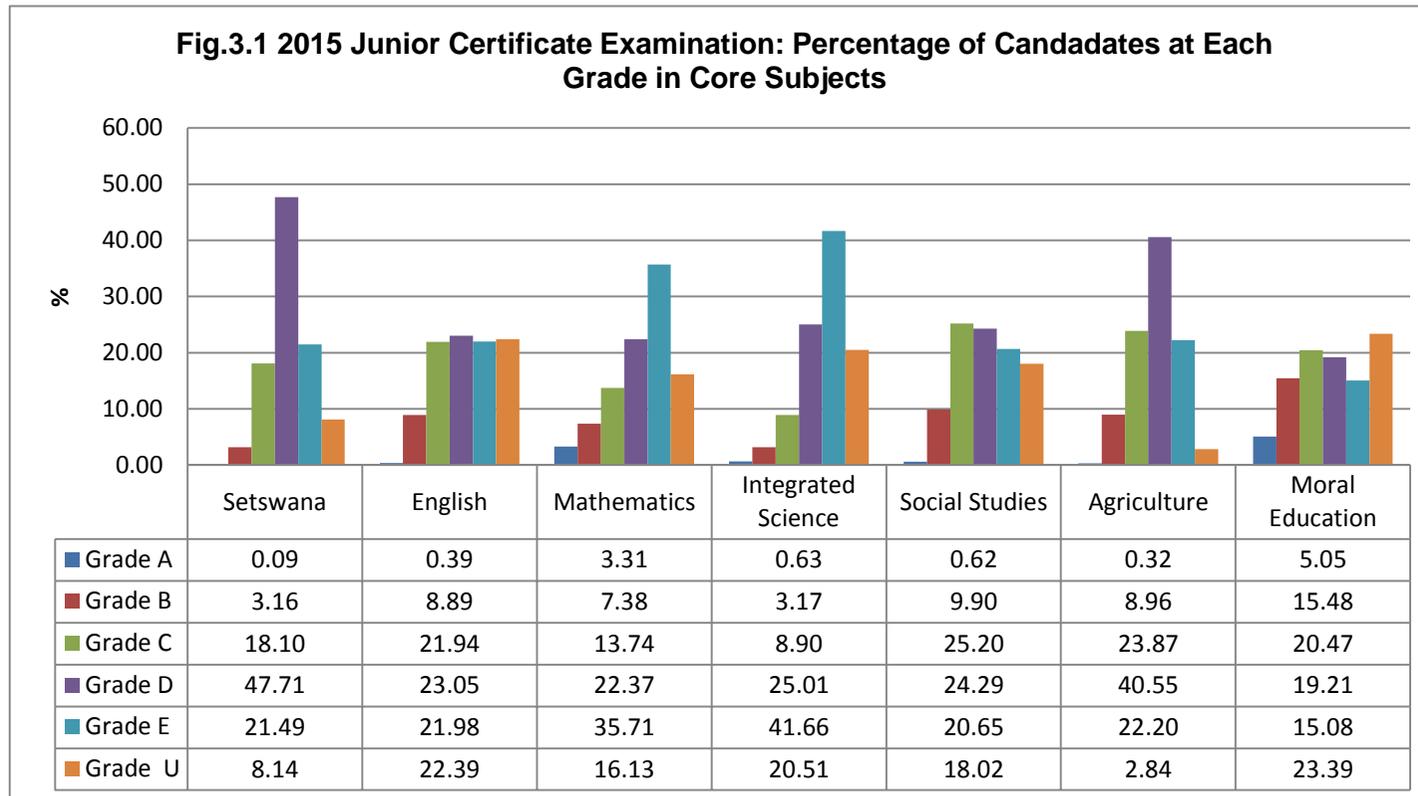
Table 3.1: Percentages of candidates awarded Grade C or better by subject in 2012, 2013, 2014 and 2015

	2012 (%)	2013 (%)	2014 (%)	2015(%)	% Difference (2014/2015)
SETSWANA	30.9	26.4	19.8	21.3	1.5
ENGLISH	35.6	28.5	34.1	31.2	-2.9
MATHEMATICS	33.3	28.7	24.5	24.4	-0.1
SCIENCE	21.4	19.8	20.5	12.7	-7.8
SOCIAL STUDIES	33.9	33.9	35.7	35.7	0
AGRICULTURE	29.3	29.9	30.7	33.1	2.4
DESIGN & TECHNOLOGY	11.4	10.1	15.6	12.2	-3.4
HOME ECONOMICS	35.2	40.9	41.1	40.5	-0.6
COMMERCE & OFFICE PROCEDURES	14.1	10.0	11.1	9.8	-1.3
COMMERCE & ACCOUNTING	28.6	20.0	21.0	19.1	-1.9
RELIGIOUS EDUCATION	29.5	26.4	24.7	23.3	-1.4
ART	53.3	51.5	54.7	54.4	-0.3
GENERAL SCIENCE	10.2	2.9	3.2	0.6	-2.6
MORAL EDUCATION	45.6	40.3	39.2	41.0	1.8
FRENCH	11.3	8.5	10.3	12.5	2.2
MUSIC	18.7	24.8	23.1	22.6	-0.4
PHYSICAL EDUCATION	16.4	14.4	17.2	16.9	-0.3

Two (2) subjects showed significant increase in cumulative percentage of candidates obtaining grade C or better, namely Agriculture and French. Science recorded a significant decline of 7.8. Other subjects with significant decline are English, Design and Technology and General Science. Art is consistently the only subject with more than 50% of the candidates obtaining grade C or better across all the four (4) years.

2015 JCE RESULTS SUMMARY

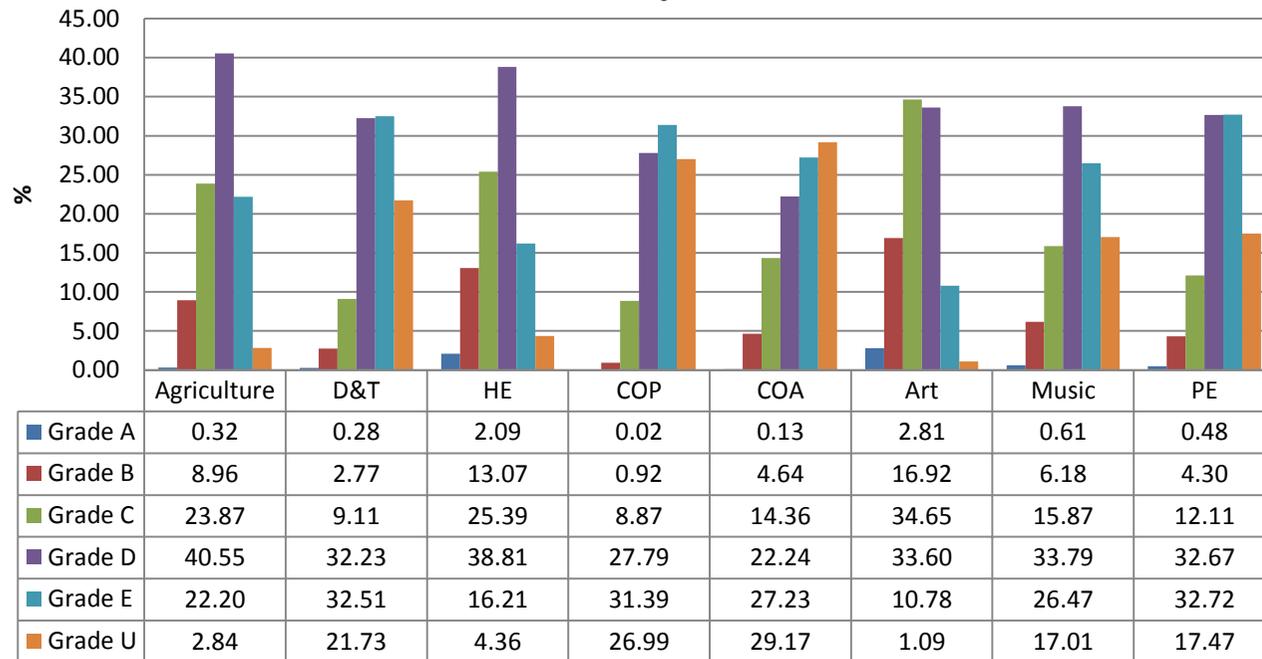
3.1 Performance in Core Subjects- 2015



All subjects have the highest proportion of candidates at grade D or lower, for example Setswana and Agriculture have the highest proportions at grade D, while Mathematics and Science at E. The exception is Social Studies which has a peak at C. The performance distribution depicted at each level is skewed to the right implying large proportion of candidates obtaining lower grades compared to lower proportion of candidates obtaining grade A to C in these core subjects. This signifies a low performance especially for Core subjects which are taken as the cornerstone of candidates learning and development.

2015 JCE RESULTS SUMMARY

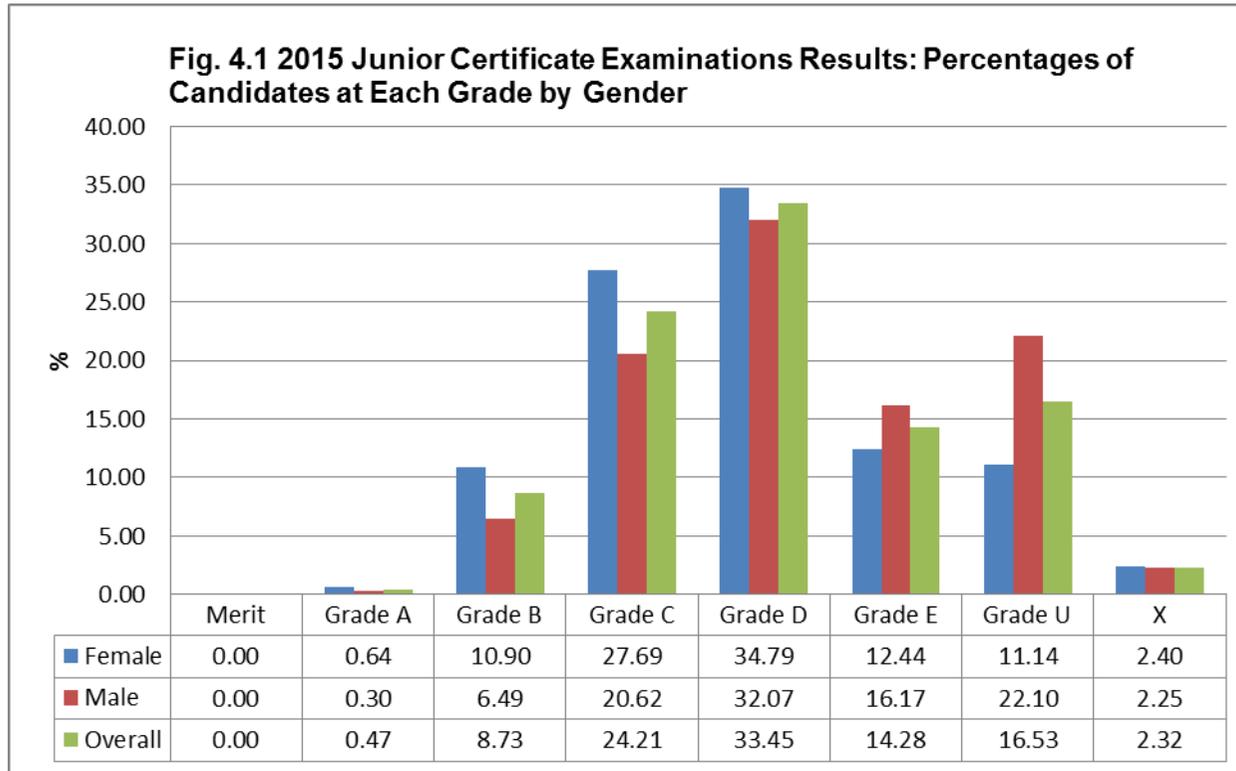
Fig. 3.2 2015 JCE Percentages of Candidates at Each Grade in Practical Subjects



The same picture observed in core subjects can be seen in practical subjects. More candidates are grouped at grades D or lower. Art has the highest proportion of candidates at grade C.

2015 JCE RESULTS SUMMARY

4.0: PERFORMANCE BY GENDER



Gender differential in overall pass grade is more evident at grades B and C, where females are out-performing their male counterparts. It is also evident at lower grade E and U where males out number females.

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Table 4.1: Percentage of Female candidates at each grade by subject in 2013, 2014 and 2015

	A			B			C			D			E			U		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Setswana	0.5	0.1	0.1	9.7	4.0	4.9	24.8	22.9	24.7	44.7	49.3	49.6	16.0	18.7	15.0	4.3	4.7	3.9
English	0.2	1.0	0.6	9.0	14.8	12.3	25.8	26.3	26.2	34.5	26.6	24.9	22.6	19.4	20.8	7.9	11.7	13.4
Mathematics	3.2	3.6	3.6	8.8	8.0	8.5	19.9	15.5	15.8	29.4	23.2	24.6	29.2	35.1	34.6	9.6	14.3	11.0
Science	2.4	3.0	0.5	6.9	7.1	3.1	11.4	12.7	9.3	29.3	28.0	27.3	37.0	38.6	43.8	12.9	10.7	15.9
Social Studies	0.8	1.0	0.8	10.8	12.4	11.5	25.5	26.4	28.1	25.5	23.5	25.6	22.3	23.1	20.0	15.2	13.5	12.2
Agriculture	0.2	1.0	0.4	6.6	9.0	10.0	23.6	24.1	25.8	45.0	38.7	42.2	21.1	24.1	18.0	3.4	2.7	2.0
Design and Technology	0.1	0.4	0.1	4.8	2.9	1.5	4.8	9.01	7.5	37.2	33.5	32.7	40.7	36.5	37.5	16	17.0	19.4
Home Economics	4.3	3.6	2.6	17.2	16.7	15.2	24.3	26.1	28.2	40.0	38.4	38.6	11.6	12.6	13.2	2.6	2.0	2.1
Commerce and Office Procedures	0.0	0.0	0.0	1.6	2.1	1.3	11.3	11.5	11.2	31.2	33.1	30.6	34.1	31.6	29.9	21.8	20.4	22.1
Commerce and Accounting	0.1	0.2	0.2	5.2	4.5	5.9	19.2	20.8	17.0	24.2	25.3	24.2	29.8	24.9	28.3	21.6	23.7	22.0
Religious Education	0.3	0.4	0.3	6.8	6.4	6.9	24.4	21.4	19.6	31.1	30.3	29.9	29.1	32.1	29.1	8.3	8.8	11.0
Art	0.9	1.7	2.0	11.9	12.2	14.3	38.2	39.2	36.7	39.3	41.1	34.8	8.8	5.3	11.2	0.9	0.2	1.0
General Science	0.2	0.7	0.0	1.3	1.5	0.1	1.4	1.3	0.4	7.1	9.8	0.8	41.2	42.6	19.8	48.9	40.3	54.4
Moral Education	5.9	6.1	6.9	18.2	18.1	18.9	24.4	21.8	22.7	22.5	19.0	19.6	15.7	15.6	14.2	13.3	19.2	15.9
French	0.6	1.6	2.6	3.3	4.0	6.1	8.1	9.3	9.3	22.4	21.7	22.0	40.9	43.5	40.8	24.6	19.8	18.6
Music	1.4	1.0	0.8	9.0	10.5	8.8	21.0	16.4	18.3	35.4	34.2	39.3	23.4	28.2	22.8	9.9	9.2	10.0
Physical Education	0.7	0.3	0.5	4.9	4.0	4.5	9.1	13.4	13.1	33	35.9	36.3	41.0	33.3	31.4	13.1	13.1	14.0

Table 4.1 depicts performance of females over a three year period (2013 – 2015). Across the three years, proportions at each grade has been consistent. In 2015, Moral Education had the highest proportion of females obtaining Grade A and Grade B. The females recorded a high proportion of grade U in General Science (54.4%) in 2015.

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Table 4.2: Percentage of Male candidates at each grade by subject in 2013, 2014 and 2015

Subject	A			B			C			D			E			U		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Setswana	0.1	0.0	0.0	3.6	1.3	1.4	14.0	11.1	11.3	42.8	43.4	45.8	27.5	29.8	28.2	11.8	14.1	12.5
English	0.1	0.3	0.2	4.6	7.6	5.4	17.2	18.1	17.5	29.9	23.9	21.2	28.3	22.6	23.2	19.9	27.3	31.6
Mathematics	2.8	3.1	3.0	7.0	6.5	6.2	15.6	12.2	11.6	26.9	20.0	20.0	32.2	37.2	36.8	15.4	20.8	21.4
Science	2.6	2.8	0.7	6.3	5.8	3.3	9.9	9.7	8.5	25.2	22.7	22.7	34.3	38.1	39.5	21.7	21.0	25.2
Social Studies	0.6	0.8	0.5	8.4	8.9	8.3	21.8	21.8	22.2	23.3	21.9	22.9	21.1	22.2	21.3	24.8	24.4	24.0
Agriculture	0.3	0.7	0.3	7.1	6.8	7.9	21.9	19.7	21.9	38.8	36.6	38.8	26.1	30.8	26.6	5.8	5.0	3.8
Design and Technology	0.6	1.0	0.3	3.8	4.4	3.1	6.8	11.0	9.5	35.6	32.2	32.1	35.2	30.6	31.4	18.1	20.2	22.3
Home Economics	1.2	1.0	0.5	8.1	6.9	6.3	15.0	15.6	16.7	42.2	38.3	39.4	23.8	26.3	25.6	9.7	10.4	11.4
Commerce & Office Procedures	0.0	0.1	0.0	0.7	0.9	0.5	5.9	6.7	5.7	24.8	23.6	24.0	34.2	34.6	33.4	34.5	32.3	33.5
Commerce and Accounting	0	0.1	0.1	3.1	2.0	3.0	11.4	13.4	10.8	20.6	20.0	19.5	31.4	26.6	25.7	33.5	36.5	39.0
Religious Education	0.2	0.2	0.1	3.2	4.1	3.3	15.2	14.2	13.6	27.5	26.3	24.9	34.8	36.2	32.2	19	18.0	23.0
Art	2.3	2.5	3.2	15.3	14.7	18.1	34.2	38.3	33.7	37.1	37.0	33.1	9.5	6.8	10.6	1.6	0.4	1.1
General Science	0.4	0.5	0.0	1.1	0.2	0.7	1.4	2.0	0.0	9.6	17.1	3.2	43.4	48.8	26.0	44.1	27.8	52.5
Moral Education	2.5	3.0	3.1	10.2	11.4	11.9	19.5	17.9	18.2	21.6	17.8	18.8	19.1	15.8	16.0	27.1	34.0	31.1
French	0.5	0.5	0.8	1.3	1.8	1.1	2.5	1.9	2.5	11.2	11.4	11.3	34.7	37.0	34.0	49.8	47.2	50.2
Music	1.1	0.8	0.3	5.0	4.4	3.0	11.0	11.1	13.0	30.2	26.7	27.2	29.9	31.8	30.9	22.9	24.2	25.5
Physical Education	0.5	0.4	0.5	4.3	4.2	4.1	9.1	12.2	11.3	30.9	32.1	29.7	41.0	34.0	33.8	14.2	16.7	20.3

There are more males obtaining grade C in Art compared to other subjects; the trend is consistent for the past three (3) years. It is evident that fewer males are able to obtain Grade A or B in all subjects between 2013 and 2015. Art is the only subject which had a high proportion of grade C, more than 30% across the 3 years. The males recorded the highest proportion of grade U in General Science (52.5) and French (50.2) respectively in 2015. For General Science, it was a giant leap from 27.8% in 2014 to 52.5% in 2015.

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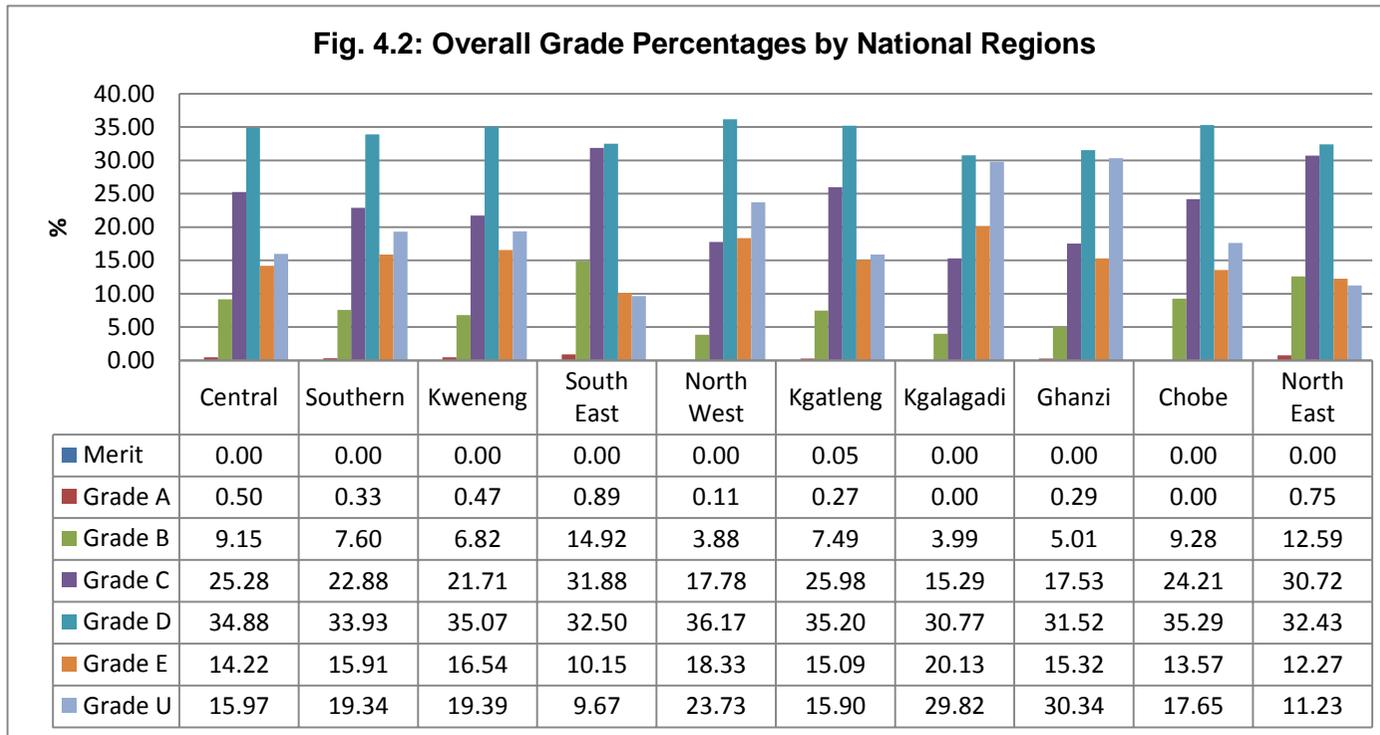


Fig. 4.2 shows the regional differences in candidates' performance. South East (0.89%) is leading in grade A, followed by North East (0.75%). More candidates are getting grade B in South East (14.92%), followed by North East (12.59%). Kgalagadi and North West regions have the lowest grades of A to C. Kgalagadi and Ghanzi have high proportions of grades E and U.

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Table 4.3: Centres obtaining 50% or more of grades A-C by region

Region	Centre	Percentage Pass
South East	Nanogang Junior Secondary School	82.9
Central	Orapa Junior Secondary School	79.5
Central	Makhubu Junior Secondary School	73.8
South East	Moselewapula Junior Secondary School	72.4
Central	Meepong Junior Secondary School	70.5
Central	Mannathoko Junior Secondary School	67.8
South East	Bonnington Junior Secondary School	66.4
South East	Tlogatloga Junior Secondary School	60.2
North East	Montsamaisa Junior Secondary School	60.1
North East	Setlalekgosi Junior Secondary School	58.9
Central	Phatsimo Junior Secondary School	58.3
Central	Bakwena Kgari Junior Secondary School	57.4
South East	Maikano Junior Secondary School	56.9
North East	Donga Junior Secondary School	56.6
South East	Marulamantsi Junior Secondary School	56.4
South East	Sir Seretse Khama Junior Secondary School	56.2
Southern	Pitikwe Junior Secondary School	56.2
Central	Lebogang Junior Secondary School	56.2
Central	Kgalemang Motsete Junior Secondary School	54.3
North East	Selepa Junior Secondary School	53.3
South East	Kgale Hill Junior Secondary School	53.1
North East	Pelaelo Junior Secondary School	52.9
South East	Ramotswa Junior Secondary School	52.3
Central	Gosemama Junior Secondary School	52.2
Southern	Kgosi Mpe Junior Secondary School	51.4
North East	Mmei Junior Secondary School	50.5
North East	Tashata Junior Secondary School	50.2
Central	Mabogo Junior Secondary School	50.2
Southern	Morama Junior Secondary School	50.0

Twenty- nine (29) out of 207 government centres managed to obtain a 50% or more pass rate on A-C grades. These centres are from four regions, namely South East, Central, North East and Southern.

2015 JCE RESULTS SUMMARY

6.0 REPORT SUMMARY

- Most subjects showed insignificant change in cumulative percentage of candidates obtaining grade C or better.
- Agriculture and French are the only subjects showing significant increase in cumulative percentage of candidates reaching C or better.
- Science, Design and Technology and English experienced significant declines of 7.8%, 3.4% and 2.9% respectively.
- All subjects in exception of Art obtained cumulative percentages less than 50% at grade C or better.
- Female candidates outperformed their male counterparts in overall grade and in most subjects.
- North East and South East regions recorded higher proportions of candidates obtaining grades A to C.