

JUNIOR SCHOOL
LEAVING EXAMINATIONS



BOTSWANA
EXAMINATIONS
COUNCIL

2014
PROVISIONAL
SUMMARY
OF RESULTS

14

2014 JCE RESULTS SUMMARY

INTRODUCTION

The Junior Certificate Examination (JCE) assesses achievement of learners who have completed three years of secondary education. The 2014 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 2014 examination is the third 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 2014 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.

2014 JCE RESULTS SUMMARY

The 2014 JCE Summary Results Report is structured as follows: -

- ◆ Candidature
- ◆ Overall Performance
- ◆ Performance by Subject
- ◆ Performance by Gender
- ◆ Performance by Education Region
- ◆ Observations at Subject Level

2014 JCE RESULTS SUMMARY

1.0 CANDIDATURE

Table 1.1 Candidature by Subjects, Gender and Year of Examination

SUBJECTS	2014			2013			2012		
	All	Male	Female	All	Male	Female	All	Male	Female
Setswana	40 269	19 822	20 447	38 636	19 344	19 291	38 252	19 223	19 029
English	40 528	19 956	20 572	38 882	19 466	19 415	38 497	19 358	19 139
Mathematics	40 519	19 948	20 571	38 791	19 425	19 365	38 492	19 357	19 135
General Science	2 090	890	1 200	1 580	708	872	917	432	485
Science	38 263	18 989	19 274	37 085	18 674	18 411	38 494	19 357	19 137
Social Studies	40 487	19 937	20 550	38 678	19 389	19 288	38 494	19 357	19 138
Design & Technology	11 188	8 990	2 198	11 027	8 800	2 227	11 184	8 881	2 303
Agriculture	40 340	19 874	20 466	38 653	19 387	19 265	38 496	19 359	19 137
Home Economics	11 020	2 546	8 474	10 523	2 403	8 120	10 141	2 309	7 832
Commerce and Office Procedure	9 579	4 139	5 440	8 869	4 058	4 811	6 449	2 576	3 871
Commerce and Accounting	6 258	2 787	3 471	5 668	2 556	3 112	4 642	1 866	2 776
Religious Education	17 498	6 417	11 081	16 999	6 658	10 340	17 936	7 217	10 746
Art	9 961	6 788	3 173	9 472	3 056	6 415	9 306	6 427	2 879
Moral Education	40 402	19 938	20 564	38 699	19 394	19 304	38 494	19 357	19 137
French	1 703	736	967	1 745	795	950	1 675	731	944
Music	1 713	720	993	1 915	884	1 031	1 687	816	870
Physical Education	12 050	6 769	5 281	11 478	6 347	5 131	11 462	6 412	5 050
TOTAL CANDIDATURE	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 2014 Junior Certificate Examination (JCE) is **40559** which is an increase of **4.2%** from the 2013 candidature. There were **19963** male candidates and **20596** female candidates. Among all subjects, English has the highest number of candidates who set for the examination, followed by Mathematics and the least is French. Art and Music has shown an increase in candidature.

2014 JCE RESULTS SUMMARY

2.0 OVERALL PERFORMANCE

Table 2.1 National Summary of Overall Grades from 2012 to 2014

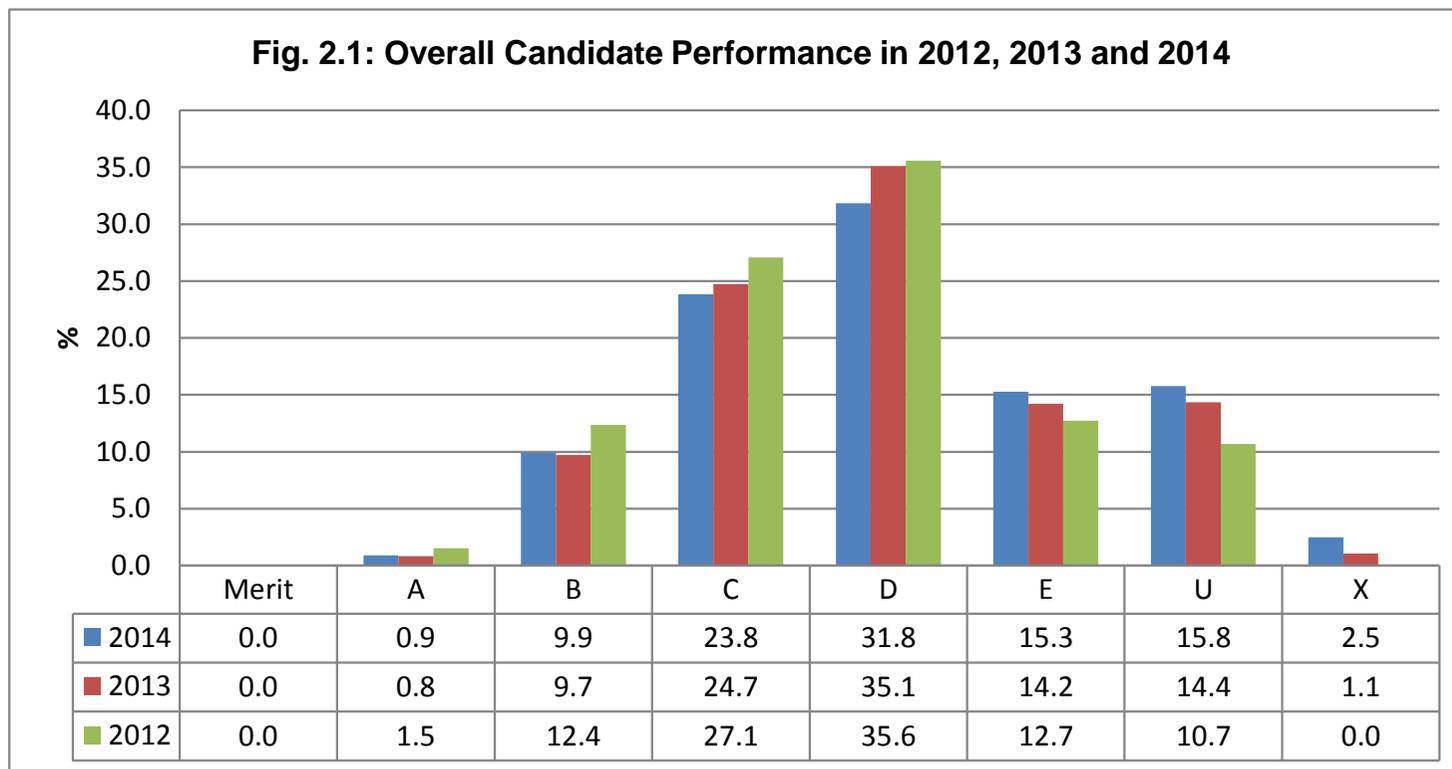
Grade	2014			2013			2012		
	Count	%	Cum %	Count	%	Cum %	Count	%	Cum %
Merit	2	0.0	0.0	0	0.0	0.0	5	0.0	0.0
A	367	0.9	0.9	325	0.8	0.8	590	1.5	1.6
B	4007	9.9	10.8	3788	9.7	10.7	4745	12.4	13.9
C	9669	23.8	34.6	9626	24.7	35.3	10386	27.1	41.0
D	12914	31.8	66.5	13662	35.1	70.4	13641	35.6	76.6
E	6201	15.3	81.8	5540	14.2	84.6	4889	12.7	89.3
U	6395	15.8	97.5	5592	14.4	98.9	4093	10.7	100.0
X	1004	2.5	100.0	412	1.1	100.0	0	0.0	100.0
Total	40559			38945			38349		

Generally the overall results of 2014 JCE are more or less the same as the 2013 across various grades. About 34.6% of the candidates have been awarded grade C or better compared to 35.3%. Two (2) candidates have satisfied the award of merit. At grade B there is a slight improvement of 0.2% between 2013 and 2014. The proportions of candidates obtaining lower grades D to U are increasing from 2012 to 2014. 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 at grade E

2014 JCE RESULTS SUMMARY



It is much evident from the graphical display that the candidates in 2012 performed better than the 2014 candidates. The proportion of candidates awarded grades A to C were much higher in 2012, followed by 2013 and lastly 2014. However, in Grade A and B, year 2013 and 2014 are slightly comparable. The 2014 year has higher proportion of candidates awarded grades E, U and X.

2014 JCE RESULTS SUMMARY

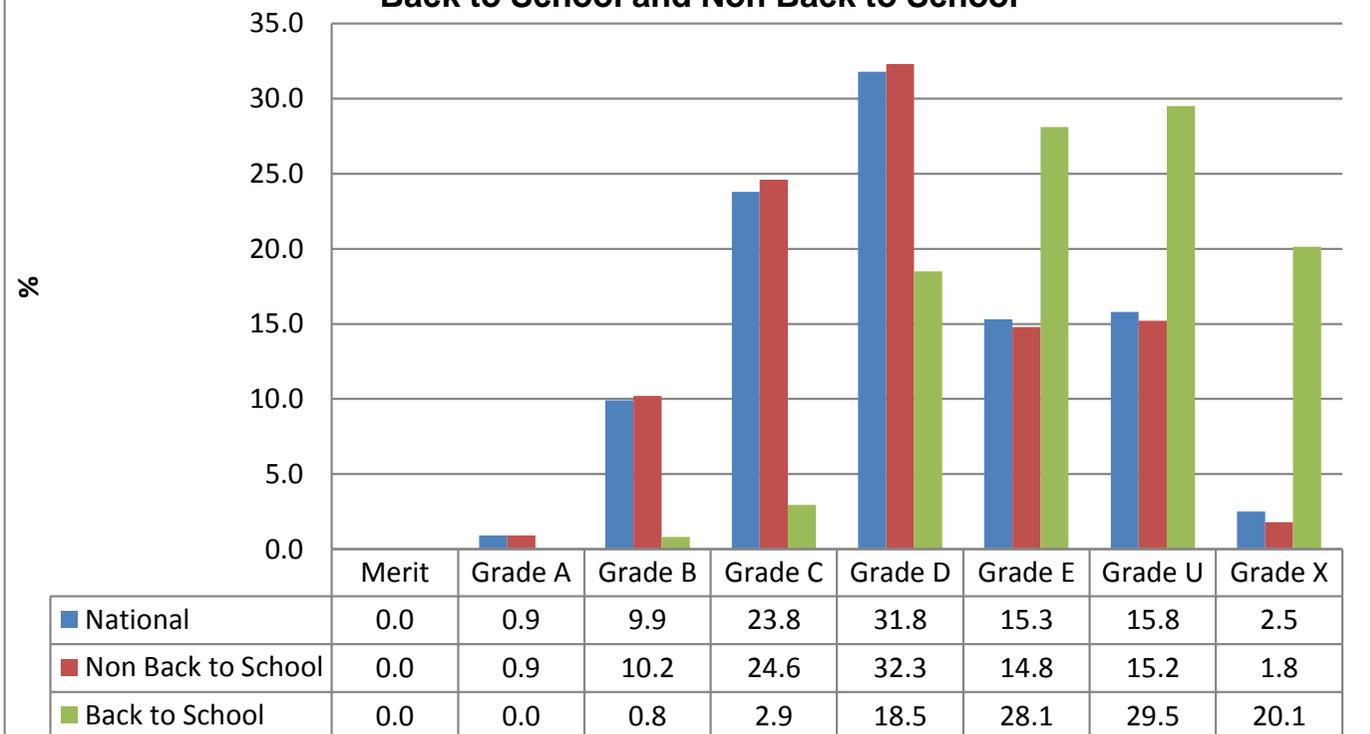
Table 2.2 Percentages and Frequency of Candidates Awarded Overall Grade for National, Back to School and Non Back to School

	National			Back to School			Non Back to School		
	Count	%	Cum %	Count	%	Cum %	Count	%	Cum %
Merit	2	0.0	0.0	0	0.0	0	2	0.0	0.0
A	367	0.9	0.9	0	0.0	0	367	0.9	0.9
B	4007	9.9	10.8	12	0.8	1	3995	10.2	11.2
C	9669	23.8	34.6	44	2.9	4	9625	24.6	35.8
D	12914	31.8	66.5	277	18.5	22	12637	32.3	68.2
E	6201	15.3	81.8	420	28.1	50	5781	14.8	83.0
U	6395	15.8	97.5	441	29.5	80	5954	15.2	98.2
X	1004	2.5	100.0	301	20.1	100	703	1.8	100
Total	40559			1495	100		39064	100	

Nationally, the higher proportion of candidates obtained grade D (31.8%) whereas for Back to School Candidates, most candidates obtained E and U. The proportion of candidates awarded grade D is also higher for Non Back to School category.

2014 JCE RESULTS SUMMARY

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

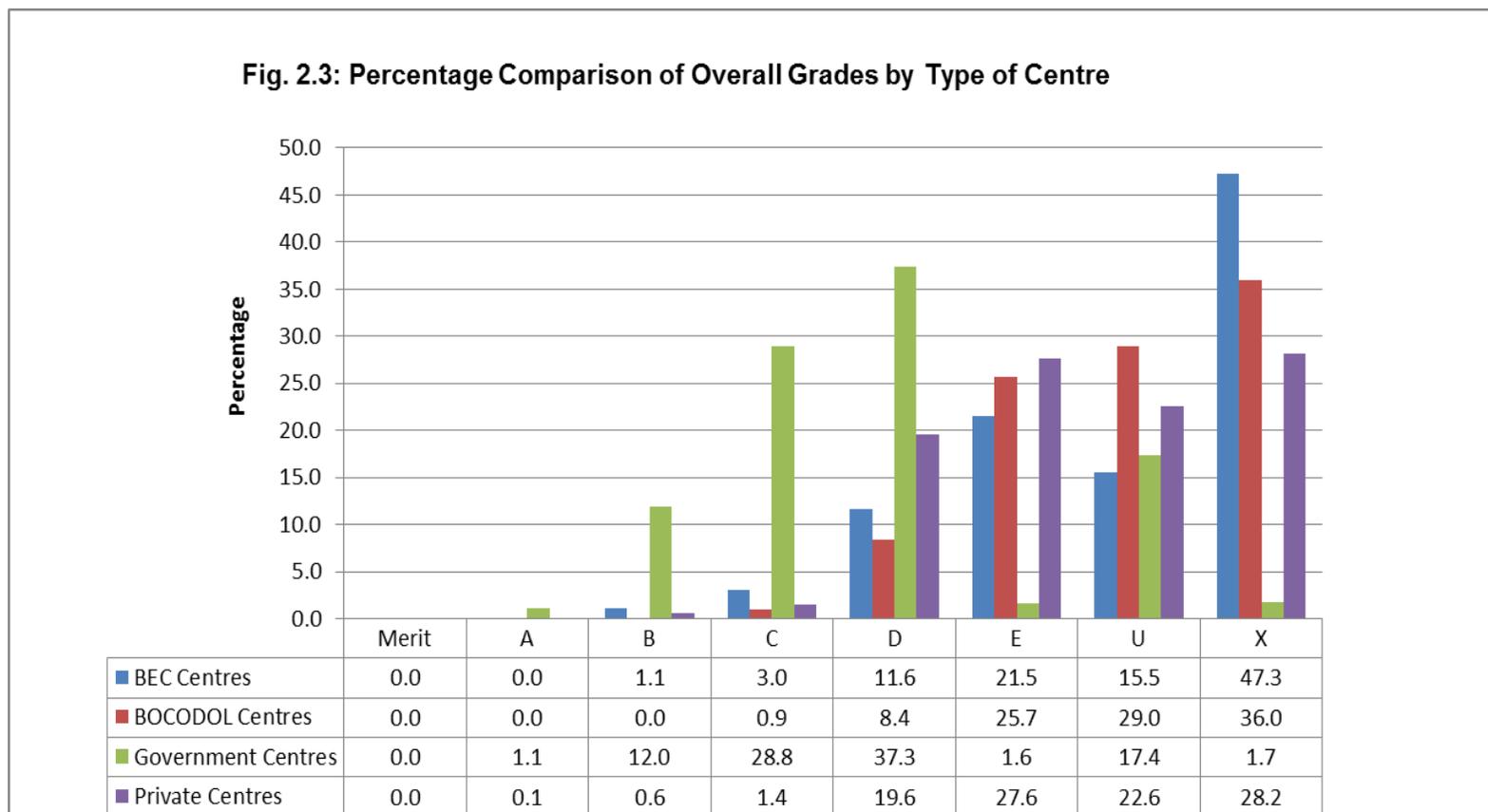


The figure shows that without Back to School there is an increase at grade D and above, for example grade B increased by 0.3%, grade C by 0.8%, grade by D 0.5%.

Back to School candidates increased the proportions of grade E by 0.5%, grade U by 0.6% and candidates not meeting the requirement of the qualification by 0.7%.

2014 JCE RESULTS SUMMARY

2.1 COMPARISON OF OVERALL GRADES BY TYPE OF CENTRE



Government centres are the only ones which obtained a Merit and recorded the highest proportions 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).

2014 JCE RESULTS SUMMARY

3.0: PERFORMANCE BY SUBJECT

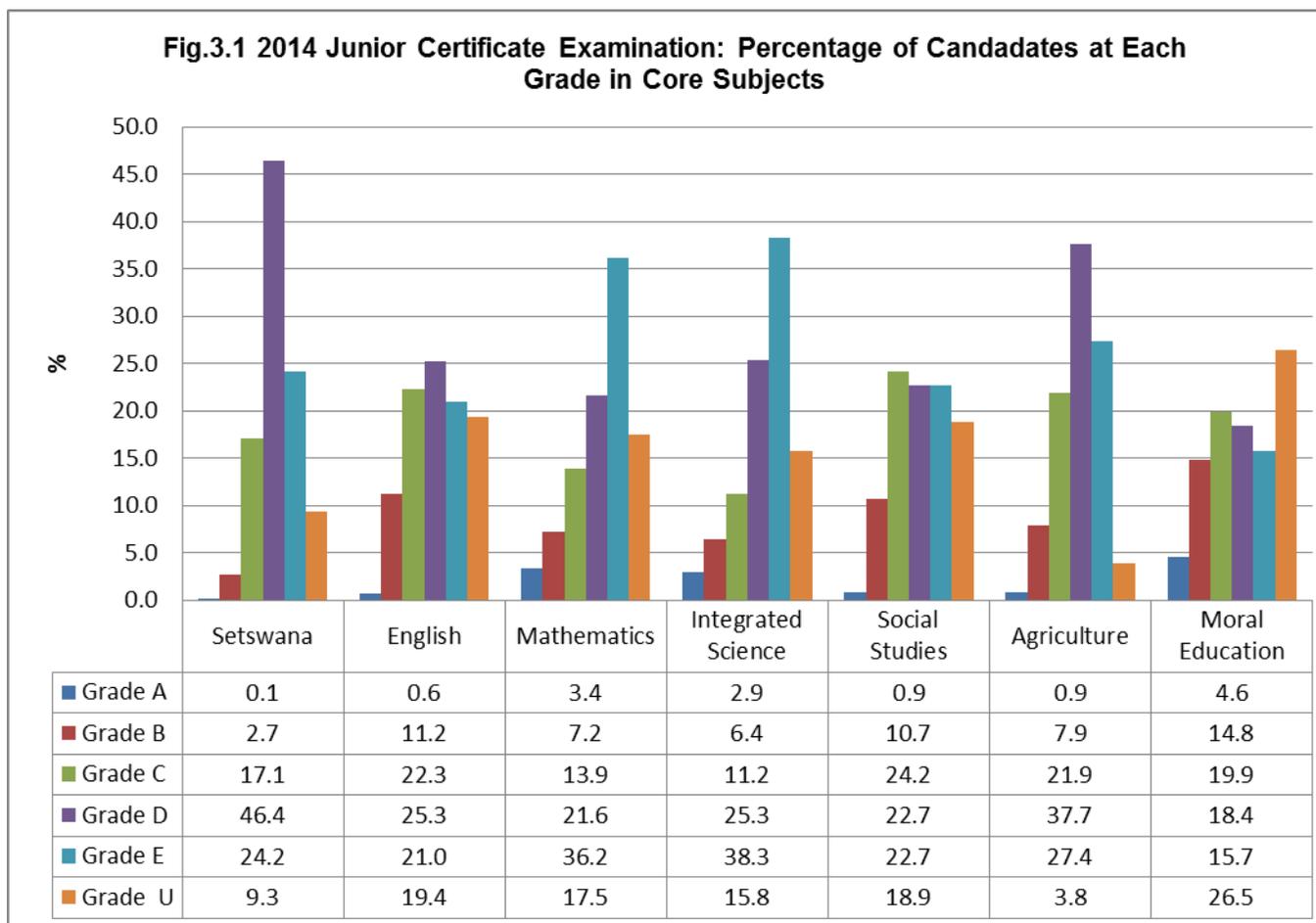
Table 3.1: Percentages of candidates awarded Grade C or better by subject in 2012, 2013 and 2014

	2012 (%)	2013 (%)	2014 (%)	% Difference
SETSWANA	30.9	26.4	19.8	-6.6
ENGLISH	35.6	28.5	34.1	5.6
MATHEMATICS	33.3	28.7	24.5	-4.2
SCIENCE	21.4	19.8	20.5	0.7
SOCIAL STUDIES	33.9	33.9	35.7	1.8
AGRICULTURE	29.3	29.9	30.7	0.8
DESIGN & TECHNOLOGY	11.4	10.1	15.6	5.5
HOME ECONOMICS	35.2	40.9	41.1	0.2
COMMERCE & OFFICE PROCEDURES	14.1	10.0	11.1	1.1
COMMERCE & ACCOUNTING	28.6	20.0	21.0	1
RELIGIOUS EDUCATION	29.5	26.4	24.7	-1.7
ART	53.3	51.5	54.7	3.2
GENERAL SCIENCE	10.2	2.9	3.2	0.3
MORAL EDUCATION	45.6	40.3	39.2	-1.1
FRENCH	11.3	8.5	10.3	1.8
MUSIC	18.7	24.8	23.1	-1.7
PHYSICAL EDUCATION	16.4	14.4	17.2	2.8

Most subjects show an insignificant increase or decrease in cumulative percentage of candidates obtaining grade C or better. English, Design and Technology, Art and Physical Education are the only subjects obtaining a significant increase in cumulative percentage of candidates at grade C or better. A decline in performance was recorded in Setswana and Mathematics. Across all subjects less than 50% of the candidates are obtaining grade C or better with the exception of Art.

2014 JCE RESULTS SUMMARY

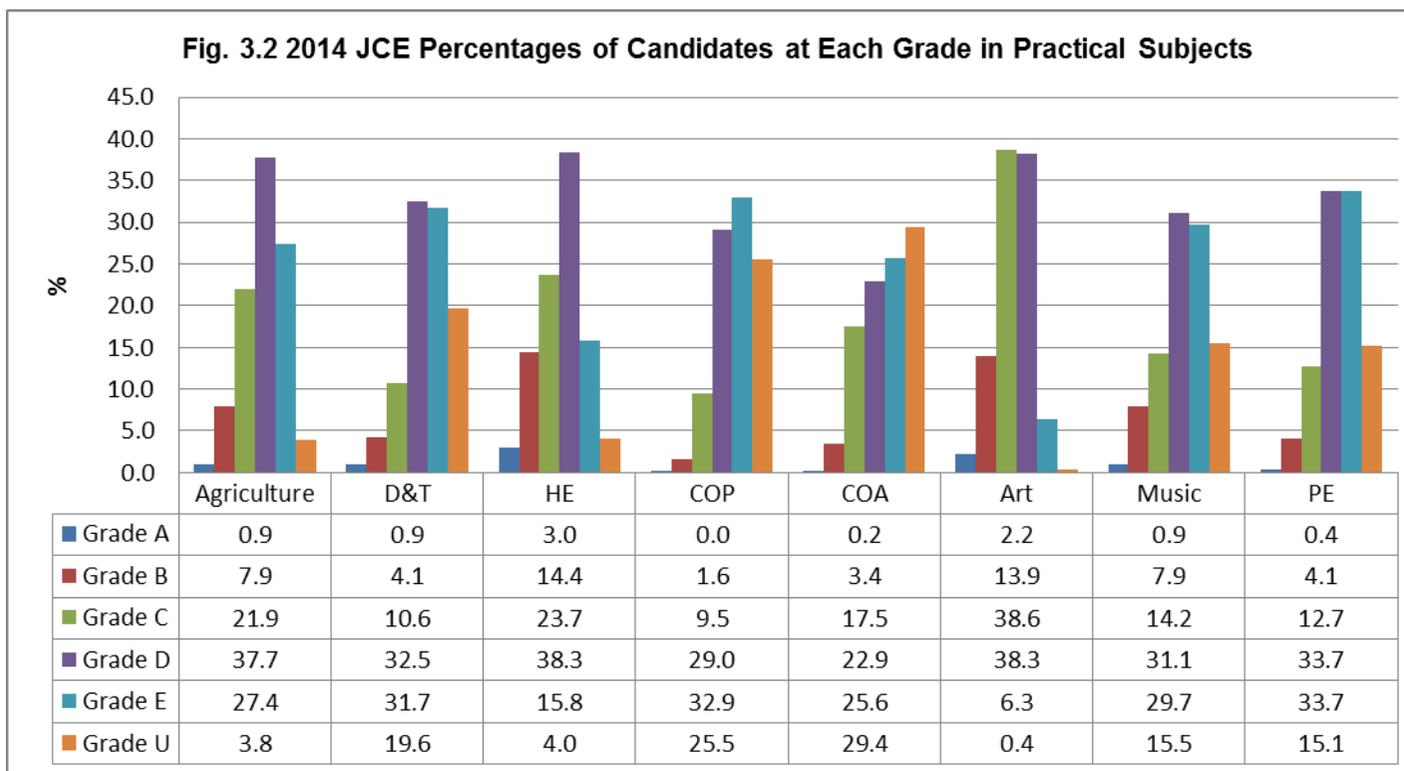
3.1 PERFORMANCE IN 2014 CORE SUBJECTS



All subjects have the highest proportion of candidates at grade D or lower, for example Setswana and English 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 as compared to lower proportion of candidates obtaining a higher grade A to C in these core subjects. This signifies a low performance especially for Core subjects which are taken as the cornerstones of candidates learning and development.

2014 JCE RESULTS SUMMARY

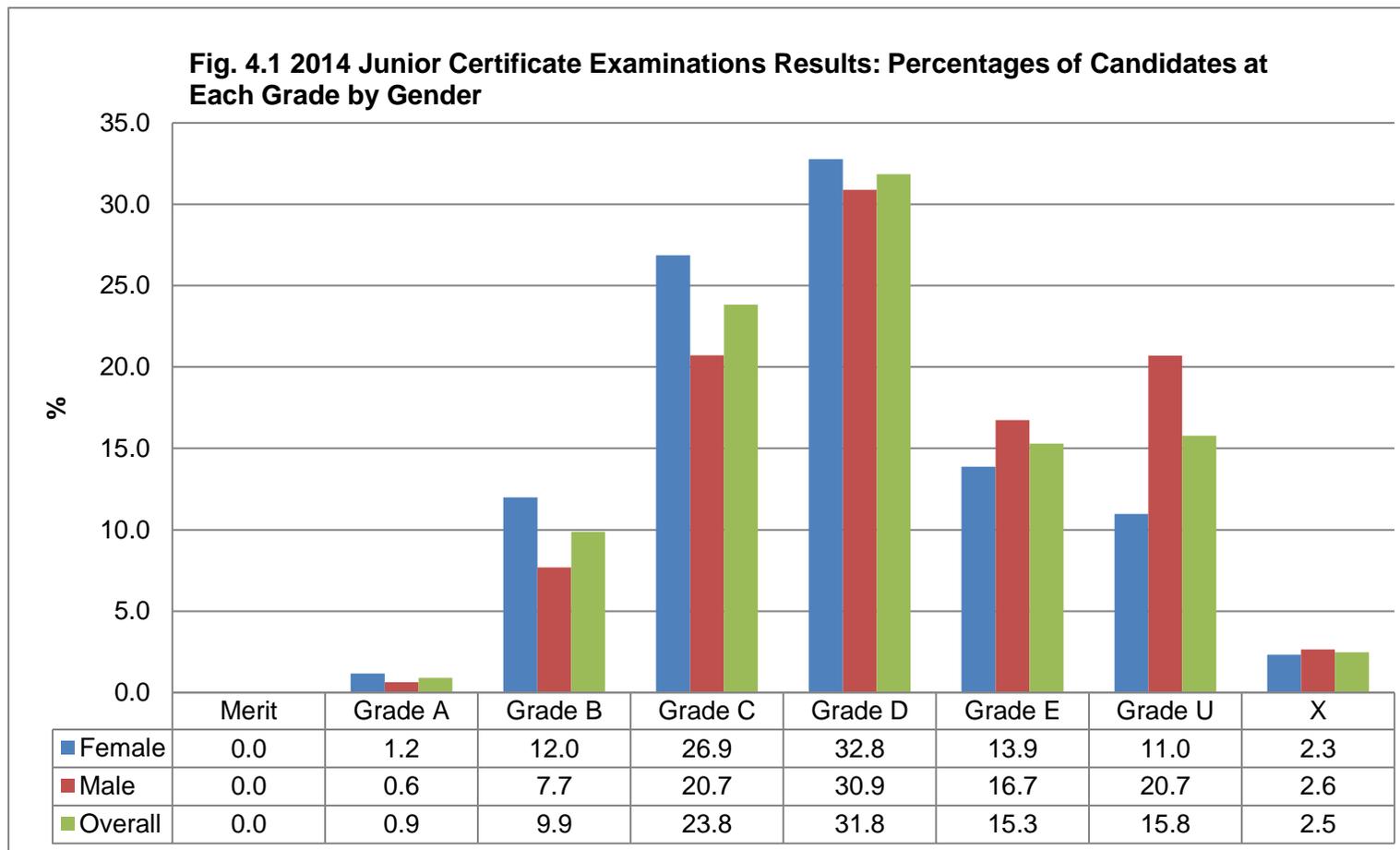
Fig. 3.2 2014 JCE Percentages of Candidates at Each Grade in Practical Subjects



The same picture observed in Core subjects can be seen in Practical subjects. More candidates are grouped at grades D or lower. However, it is encouraging that Art has the highest proportion of candidates at grade C.

2014 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 when males outnumber females.

2014 JCE RESULTS SUMMARY

Table 4.1: Percentage of Female candidates at each grade by subject in 2012, 2013 and 2014

	A			B			C			D			E			U	
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2013	2014
Setswana	0.5	0.5	0.1	11.9	9.7	4.0	29	24.8	22.9	47.2	44.7	49.3	11.3	16.0	18.7	4.3	4.7
English	2.2	0.2	1.0	17.1	9.0	14.8	26.9	25.8	26.3	37.2	34.5	26.6	16.6	22.6	19.4	7.9	11.7
Mathematics	4	3.2	3.6	10	8.8	8.0	22.9	19.9	15.5	37.7	29.4	23.2	25.5	29.2	35.1	9.6	14.3
Science	1.6	2.4	3.0	5.7	6.9	7.1	14.2	11.4	12.7	40.4	29.3	28.0	38.1	37.0	38.6	12.9	10.7
Social Studies	2.5	0.8	1.0	15.5	10.8	12.4	26.4	25.5	26.4	28.7	25.5	23.5	26.9	22.3	23.1	15.2	13.5
Agriculture	0.6	0.2	1.0	10	6.6	9.0	21	23.6	24.1	47.9	45.0	38.7	20.4	21.1	24.1	3.4	2.7
Design and Technology	1.2	0.1	0.4	2.2	4.8	2.9	6.9	4.8	9.01	25.2	37.2	33.5	64.4	40.7	36.5	16	17.0
Home Economics	3.5	4.3	3.6	15	17.2	16.7	22.3	24.3	26.1	45.4	40.0	38.4	13.7	11.6	12.6	2.6	2.0
Commerce and Office Procedures	0.1	0.0	0.0	2.5	1.6	2.1	15.9	11.3	11.5	44.1	31.2	33.1	37.3	34.1	31.6	21.8	20.4
Commerce and Accounting	0.2	0.1	0.2	8.8	5.2	4.5	25.7	19.2	20.8	35.8	24.2	25.3	29.4	29.8	24.9	21.6	23.7
Religious Education	0.1	0.3	0.4	7.7	6.8	6.4	29.2	24.4	21.4	38.3	31.1	30.3	24.7	29.1	32.1	8.3	8.8
Art	2	0.9	1.7	16.3	11.9	12.2	37.2	38.2	39.2	35.4	39.3	41.1	9.1	8.8	5.3	0.9	0.2
General Science	0.4	0.2	0.7	3.3	1.3	1.5	4.8	1.4	1.3	54.5	7.1	9.8	37	41.2	42.6	48.9	40.3
Moral Education	10.8	5.9	6.1	26.9	18.2	18.1	21.6	24.4	21.8	25.3	22.5	19.0	15.4	15.7	15.6	13.3	19.2
French	1.7	0.6	1.6	5.8	3.3	4.0	12.9	8.1	9.3	29.2	22.4	21.7	50.4	40.9	43.5	24.6	19.8
Music	0.4	1.4	1.0	6.6	9.0	10.5	18.4	21.0	16.4	51.2	35.4	34.2	23.4	23.4	28.2	9.9	9.2
Physical Education	1.3	0.7	0.3	5.9	4.9	4.0	10.9	9.1	13.4	42.9	33	35.9	39.1	41.0	33.3	13.1	13.1

Table 4.1 depicts performance of females over years. For grade A, most subjects show an increase in female performance. Only Setswana, Music and Physical Education registered a decline between 2013 and 2014. Setswana also registered a decline at grade B; but Music experienced an increase. A high proportion of females, 39.2% obtained a grade C in Art, followed by Social Studies and English. The females recorded a high proportion of grade U in General Science (over 40%) in 2013 and 2014.

2014 JCE RESULTS SUMMARY

Table 4.2: Percentage of Male candidates at each grade by subject in 2012, 2013 and 2014

Subject	A			B			C			D			E			U	
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2013	2014
Setswana	0.2	0.1	0.0	5.2	3.6	1.3	18.9	14.0	11.1	50.5	42.8	43.4	25.1	27.5	29.8	11.8	14.1
English	1.6	0.1	0.3	14.2	4.6	7.6	24.9	17.2	18.1	38	29.9	23.9	21.3	28.3	22.6	19.9	27.3
Mathematics	4.1	2.8	3.1	8.6	7.0	6.5	20.3	15.6	12.2	35.4	26.9	20.0	31.7	32.2	37.2	15.4	20.8
Science	2.3	2.6	2.8	6.6	6.3	5.8	15.2	9.9	9.7	33.2	25.2	22.7	42.4	34.3	38.1	21.7	21.0
Social Studies	2.4	0.6	0.8	15.9	8.4	8.9	26.2	21.8	21.8	27.3	23.3	21.9	28.3	21.1	22.2	24.8	24.4
Agriculture	0.7	0.3	0.7	9.8	7.1	6.8	18.9	21.9	19.7	42.2	38.8	36.6	28.2	26.1	30.8	5.8	5.0
Design and Technology	0.9	0.6	1.0	2.9	3.8	4.4	11.6	6.8	11.0	31.4	35.6	32.2	53.1	35.2	30.6	18.1	20.2
Home Economics	1.3	1.2	1.0	6.7	8.1	6.9	14	15.0	15.6	45.9	42.2	38.3	32.2	23.8	26.3	9.7	10.4
Commerce and Office Procedures	0	0.0	0.1	1.7	0.7	0.9	12	5.9	6.7	38.9	24.8	23.6	47.4	34.2	34.6	34.5	32.3
Commerce and Accounting	0.3	0	0.1	7.8	3.1	2.0	21.7	11.4	13.4	34.4	20.6	20.0	35.7	31.4	26.6	33.5	36.5
Religious Education	0.2	0.2	0.2	5	3.2	4.1	21.3	15.2	14.2	38.7	27.5	26.3	34.8	34.8	36.2	19	18.0
Art	3.4	2.3	2.5	17.1	15.3	14.7	33.3	34.2	38.3	34.7	37.1	37.0	11.5	9.5	6.8	1.6	0.4
General Science	0.5	0.4	0.5	1.6	1.1	0.2	10.2	1.4	2.0	60.4	9.6	17.1	27.4	43.4	48.8	44.1	27.8
Moral Education	5.8	2.5	3.0	21.3	10.2	11.4	21.6	19.5	17.9	28.7	21.6	17.8	22.6	19.1	15.8	27.1	34.0
French	0.5	0.5	0.5	3.4	1.3	1.8	7.8	2.5	1.9	22.7	11.2	11.4	65.6	34.7	37.0	49.8	47.2
Music	0.3	1.1	0.8	4.2	5.0	4.4	12.1	11.0	11.1	49.6	30.2	26.7	33.8	29.9	31.8	22.9	24.2
Physical Education	1.8	0.5	0.4	6.3	4.3	4.2	11.1	9.1	12.2	40.8	30.9	32.1	40.1	41.0	34.0	14.2	16.7

There are more males obtaining grade C in Art compared to other subjects; the trend is consistent over the 3 years. It is evident that fewer males are able to obtain Grade A or B in all subjects between 2012 and 2014. Art is the only subject which had a high proportion of grade C, more than 30% across the 3 years. The males recorded a high proportion of grade U in French, more than 47% in 2013 and 2014. Males also have a high proportion of grade U in Commerce and Office Procedures, Commerce and Accounting of over 30% in 2013 and 2014.

2014 JCE RESULTS SUMMARY

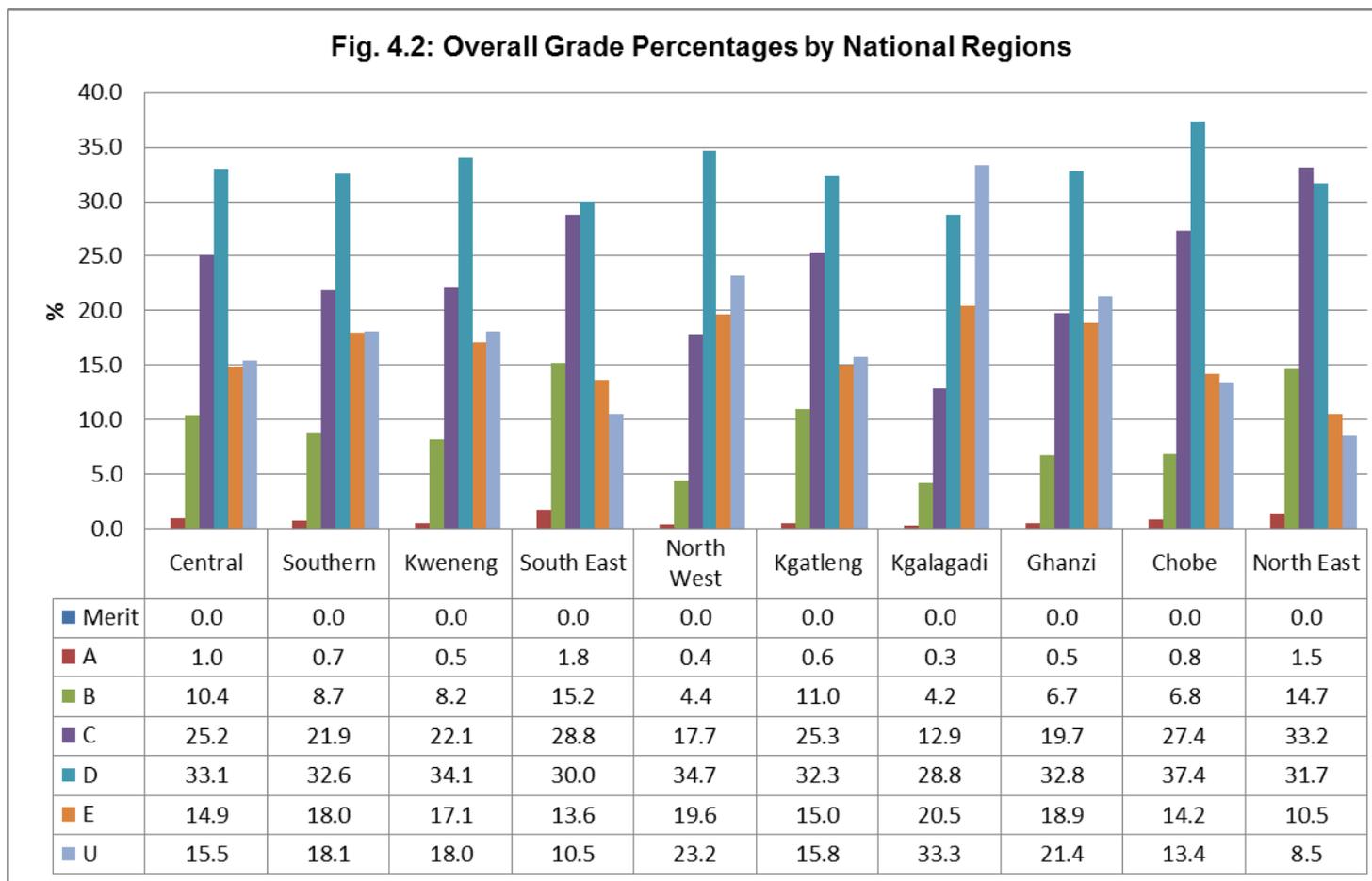


Fig. 4.2 shows the regional differences in candidates' performance. South East (1.8%) is leading in grade A, followed by North East (1.5%). More candidates are getting grade B in South East (15.2%), followed by North East (14.7). Kgalagadi and North West regions have the lowest grades of A to C and high proportions of grades E and U.

2014 JCE RESULTS SUMMARY

5.0 REPORT SUMMARY

- Most subjects showed insignificant change in cumulative percentage of candidates obtaining grade C or better
- English, Design and Technology, Art and Physical Education were the only subjects showing significant increase in cumulative percentage of candidates reaching C or better
- Setswana and Mathematics experienced significant declines of 6.6% and 4.2% respectively
- All subjects in exception of Art obtained cumulative percentages less than 50% at grade C or better
- Females 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