Examinations Council of Zambia

2025 JUNIOR SECONDARY SCHOOL LEAVING (JSSL) (GRADE 9) EXAMINATION PERFORMANCE ANALYSIS REPORT

Foreword

The Junior Secondary School Leaving Examination (JSSLE) marks the end of Lower Secondary education. The examination provides a basis for the certification of learners' competencies and for the placement of learners into Senior Secondary schools. It also provides information on the extent to which learners have acquired the required competencies to transition to Senior Secondary education.

The information generated offers system-level feedback on learning achievement, which is useful for improving teaching and learning processes. The Examinations Council of Zambia (ECZ) therefore produces performance review reports after each examination cycle to provide feedback and detailed analysis of learning achievement. These reports present information on learners' achievements, strengths, weaknesses, trends, and challenges. Furthermore, they identify best practices, gaps, and areas for improvement in teaching and learning processes.

This report provides information and analysis of the 2025 Junior Secondary School Leaving Examination. It is expected that this report will serve as a valuable resource for research and development, benchmarking, and the improvement of learner achievement levels.

Dr. Michael M. Chilala
Executive Director
Examinations Council of Zambia

Acknowledgements

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Examinations Council of Zambia

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1.0 Introduction

This report provides a summary of the 2025 Junior Secondary School Leaving (Grade 9 Internal) Examination results, focusing on candidature, absenteeism, and performance.

The examination was conducted from Wednesday, 19 November to Thursday, 27 November 2025. Candidates and invigilators were sensitised on the guidelines on Tuesday, 18 November 2025.

2.0 Candidature

A total of 303,674 candidates registered for the 2025 Grade 9 Examination. Of these, 144,976 (47.74%) were boys, while 158,698 (52.26%) were girls.

The total number of candidates who registered for the 2025 Junior Secondary School Leaving (Grade 9 Internal) Examination decreased by 6.59 percent compared to the previous year, 2024.

Table 1: Grade 9 Candidate Entry: 2020 to 2025

Year	Boys	Girls	Total
2020	139,777	144,978	284,755
2021	135,890	143,982	279,872
2022	147,366	159,932	307,301
2023	148,042	165,749	313,791
2024	154,345	170,763	325,108
2025	144,976	158,698	303,674
Change	9,369	12,065	21,434
% Change	**6.07**	**7.07**	**6.59**

Out of the 303,674 candidates who registered, 285,634 sat for the 2025 Examination. This represented an increase of 1.44 percentage points from the 93.16 percent recorded in 2024. Increases were also recorded in 2024, 2023, 2022, 2021, and 2020.

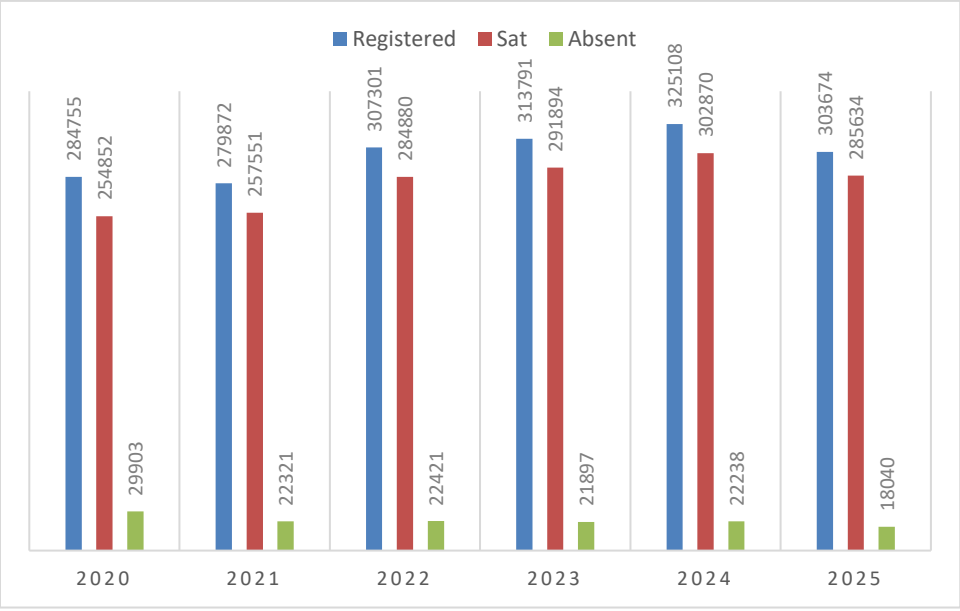


Figure 1: Candidature for the years 2020 to 2025

3.0 Absenteeism

The absenteeism rate for 2025 was 5.94 percent, reflecting a decrease of 0.90 percentage points from the 6.84 percent recorded in 2024. Absenteeism rates have been consistently decreasing since 2020.

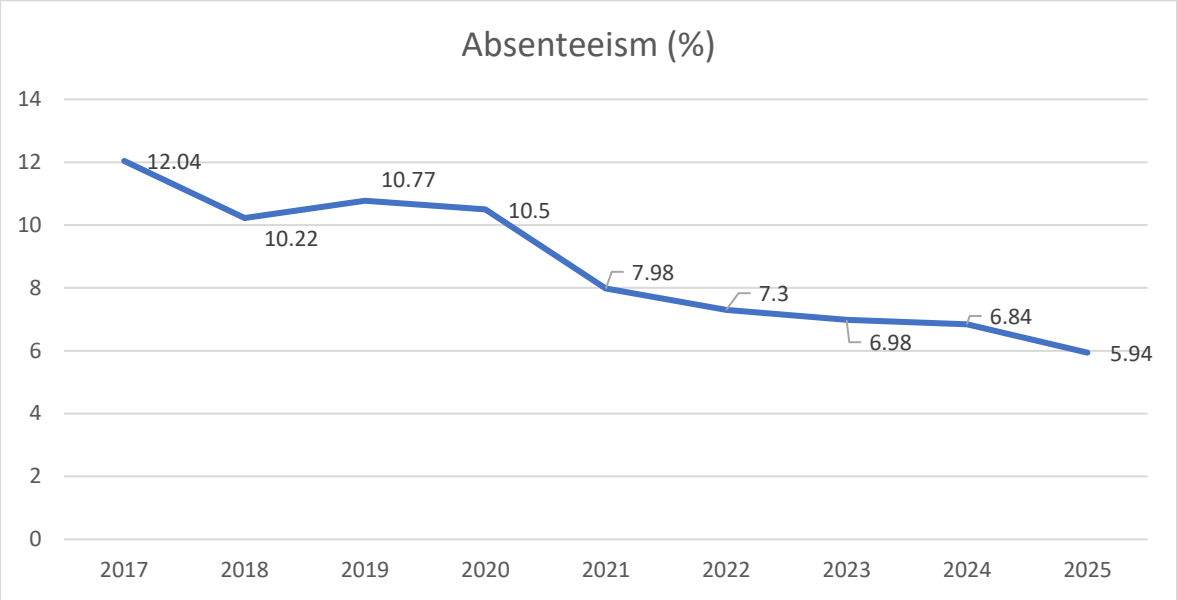
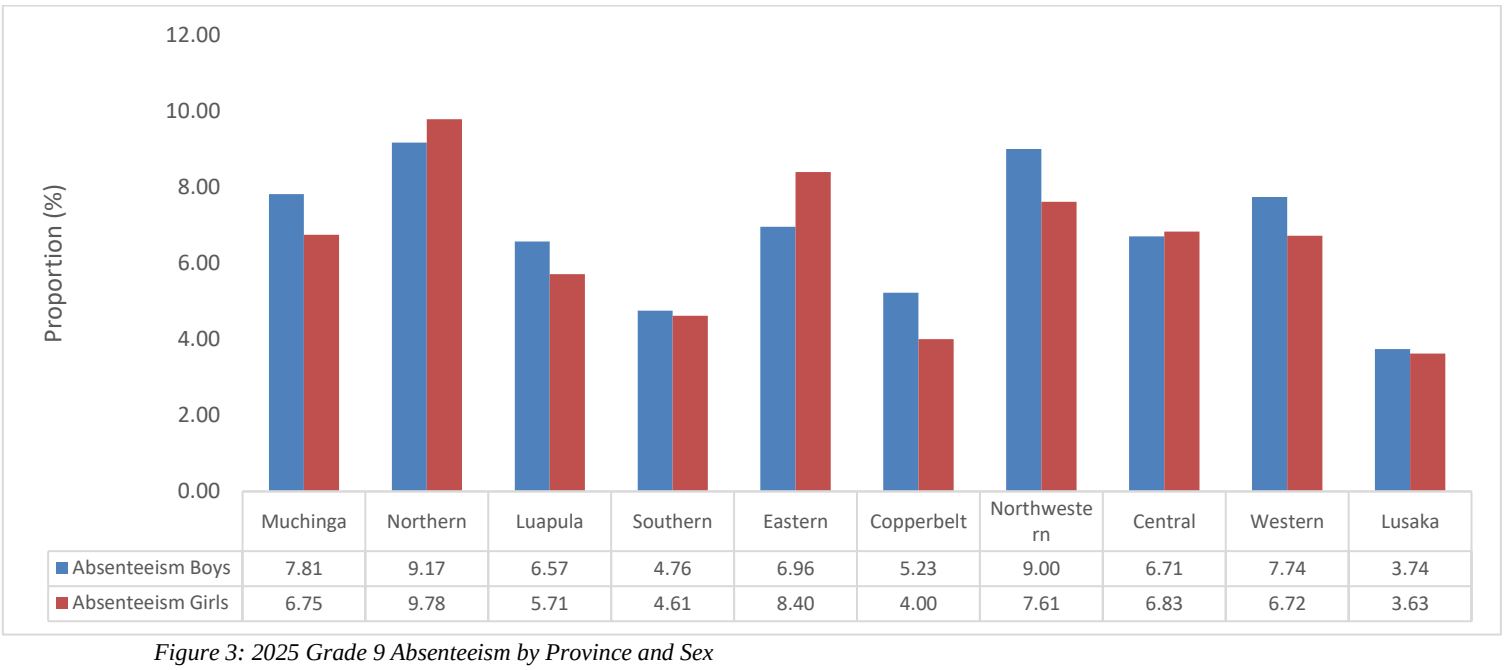


Figure 2: Absenteeism Rate from 2017 to 2025

In 2025, the absenteeism rate for girls decreased to 5.73 percent from 6.40 percent in 2024, while the rate for boys decreased to 6.17 percent from 7.33 percent in 2024.

Except for the Northern, Eastern, and Central provinces, the absenteeism rate for boys in 2025 was higher than that of girls across all provinces (see Figure 3)



	Muchinga	Northern	Luapula	Southern	Eastern	Copperbelt	Northwestern	Central	Western	Lusaka
Absenteeism Boys	7.81	9.17	6.57	4.76	6.96	5.23	9.00	6.71	7.74	3.74
Absenteeism Girls	6.75	9.78	5.71	4.61	8.40	4.00	7.61	6.83	6.72	3.63

Figure 3: 2025 Grade 9 Absenteeism by Province and Sex

The highest absenteeism rate in 2025 was recorded in Northern Province at 9.47 percent, followed closely by Northwestern at 8.28 percent and Eastern at 7.68 percent. Lusaka recorded the lowest at 3.68 percent (see Figure 4).

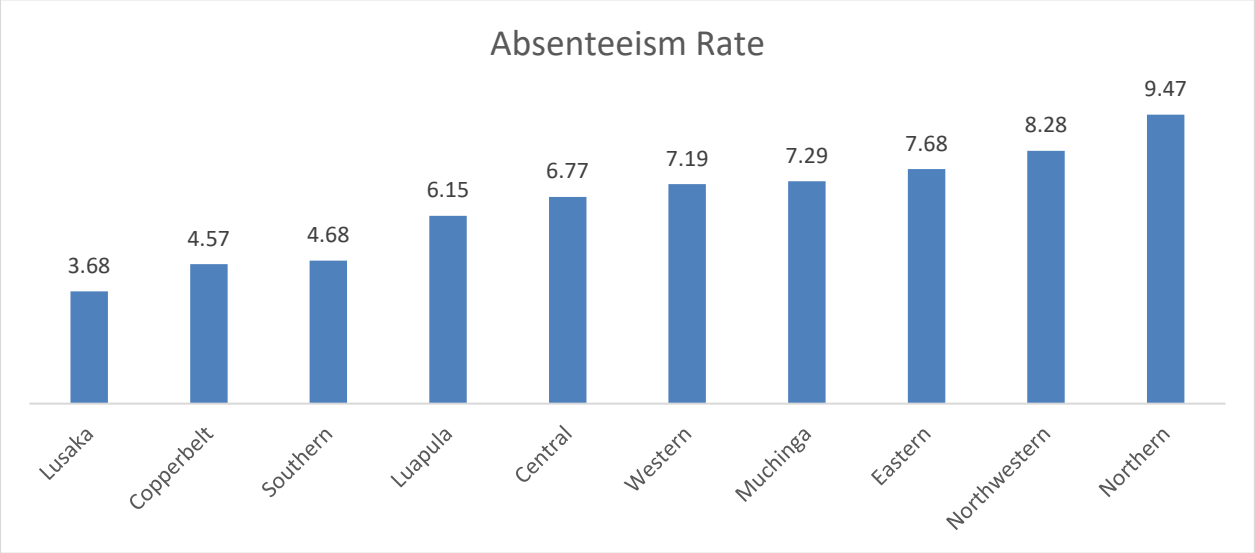


Figure 4: 2025 Grade 9 Absenteeism Rates by Province (%)

4.0 General Performance

4.1 Certificate and Grade Classification

The scores for different paper components of the subjects are aggregated to create a subject score for each subject area.

The certificate awards classification for the Junior Secondary School Examination is in three categories: namely, Certificate, Statement, and Fail.

- ***Certificate***: A candidate awarded the Junior Secondary School Leaving Examination (JSSLE) Certificate must score at least 40 percent in at least 6 subjects.
- ***Statement***: A candidate who obtains a statement must score a minimum of 40 percent in less than 6 subjects.
- ***Fail***: A candidate is considered to have failed if he/she has scored less than 40 percent in all the subjects.

For selection and certification purposes, a candidate's best six subject scores are aggregated. The grade boundaries used at the Junior Secondary School level are as follows:

Table 2: Grade Classification

Range	Grade	Grade Description
75% to 100%	Grade 1	Distinction
60% to 74%	Grade 2	Merits
50% to 59%	Grade 3	Credits
40% to 49%	Grade 4	Pass
39% to 0%		Fail

Of the **285,634** candidates who sat the 2025 JSSLE, **72.25** percent were awarded certificates, while **25.32** percent received a statement of results, and **2.44** percent did not pass the examination. These proportions highlight the overall distribution of candidate performance in the 2025 JSSLE.

A notable performance improvement was recorded in 2025, with **72.25 percent** of candidates awarded certificates, compared to **55.89 percent** in 2024. This increase in the proportion of candidates obtaining certificates is largely attributable to the implementation of competence-based progression at the primary

school level in 2023. The policy ensured that learners advanced to secondary school only after attaining minimum competency thresholds, thereby strengthening foundational skills.

From a gender perspective, **72.30 percent** of boys obtained certificates in 2025, compared to **72.20 percent** of girls, mirroring the pattern observed in the 2024 JSSLE. Although the difference is marginal, it indicates a persistent gender disparity. However, the gap has narrowed compared to 2024, suggesting gradual progress toward gender parity.

Overall, there was a positive trend in candidate performance, with increased proportions of candidates obtaining a certificate and a corresponding decrease in both the issuance of statements and failure rates. This reflects a broader improvement in performance.

Table 3: Performance awards classifications

Awards Classification		2025			2024		
		BOYS	**GIRLS**	**TOTAL**	**BOYS**	**GIRLS**	**TOTAL**
Certificates	Number	98352	108005	206357	81344	87936	169280
	Proportion (%)	***72.30***	***72.20***	***72.25***	**56.87**	**55.02**	**55.89**
Statements	Number	33911	38410	72321	49721	60482	110203
	Proportion (%)	***24.93***	***25.68***	***25.32***	**34.76**	**37.84**	**36.39**
Fail	Number	3772	3184	6956	11973	11414	23387
	Proportion (%)	***2.77***	***2.13***	***2.44***	**8.37**	**7.14**	**7.72**

5.0 Certificate Awards Performance by Province

This analysis examines the proportion of candidates obtaining certificates across provinces in 2025, compared to 2024, with a focus on provincial rankings and performance trends. The findings reveal notable shifts in candidate performance, both in terms of the percentage of certificates awarded and changes in rank order.

Four provinces, namely: North-western (75.41%), Lusaka (74.03%), Northern (73.45%), and Luapula (72.28%), recorded certificate attainment rates above the national average of 72.24 percent. Northwestern province emerged as the top performer in 2025, with 75.41 percent of candidates obtaining certificates, earning it the 1st position. In contrast, the Muchinga province recorded 63.77 percent of candidates obtaining certificates in 2025, placing it in the 10th position.

Table 4: Performance by Provinces

Year	2025		2024	
	Certificates (%)	**Rank**	**Certificates (%)**	**Rank**
Northwestern	75.41	1	48.73	9
Lusaka	74.03	2	57.82	5
Northern	73.45	3	58.96	3
Southern	72.84	4	51.26	8
Luapula	72.28	5	51.67	7
National	**72.24**		**55.89**	
Copperbelt	72.20	6	60.34	2
Eastern	71.80	7	63.03	1
Central	71.35	8	55.57	6
Western	69.01	9	47.97	10
Muchinga	63.77	10	58.36	4

6.0 Analysis of Mean Scores Performance

This analysis examines the mean scores of five subject groupings— Business Studies, Languages, Natural Sciences, Practical Subjects, and Social Sciences.

High performance was observed in the Practical Subjects. The range of mean score performance in this grouping was between 56.35 percent (Physical Education) and 73.74 percent (Art and Design).

The lowest performance was observed in the Social Sciences category, where the mean score was less than 40 percent

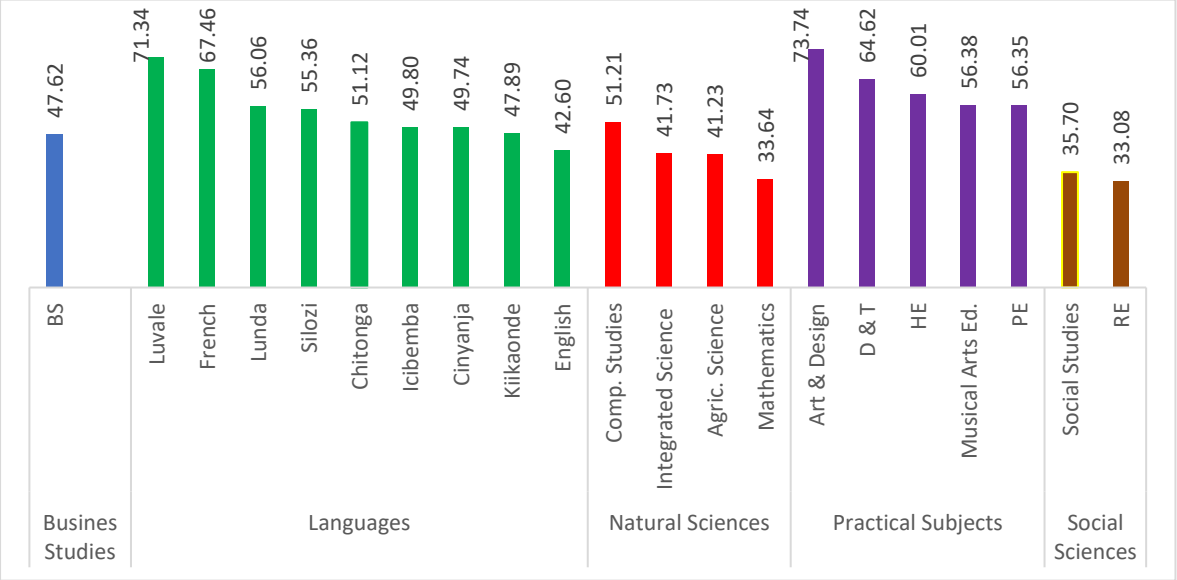


Figure 5: Mean Performance by Subject

This analysis also examines the mean scores of six core subjects— Business Studies, Computer Studies, English Language, Integrated Science, Mathematics, and Social Studies—over four years (2022, 2023, 2024, and 2025). The subjects were part of the Junior Secondary School Leaving Examination (Grade 9 Internal). Notably, Computer Studies is an optional subject, and its performance comparison is limited to selected schools.

In the 2025 Examination, the mean scores for these six subjects ranged from 33.64 percent (Mathematics) to 51.21 percent (Computer Studies). Four subjects—Computer Studies (51.21%), Business Studies (47.62%), English Language (42.60%), and Integrated Science (41.73%)— recorded mean scores above the pass mark of 40.

Computer Studies recorded the highest mean score of 51.21 percent, highlighting it as the subject in which candidates performed better. Computer Studies also recorded the highest mean score even in 2024 among these subjects. This suggests a solid understanding of the subject matter and higher levels of achievement in Computer Studies relative to other disciplines.

Conversely, Mathematics had the lowest mean score in 2025, at 33.64 percent. A similar trend was observed in 2024. The low mean score underscores the need for targeted interventions to address gaps in mathematics proficiency.

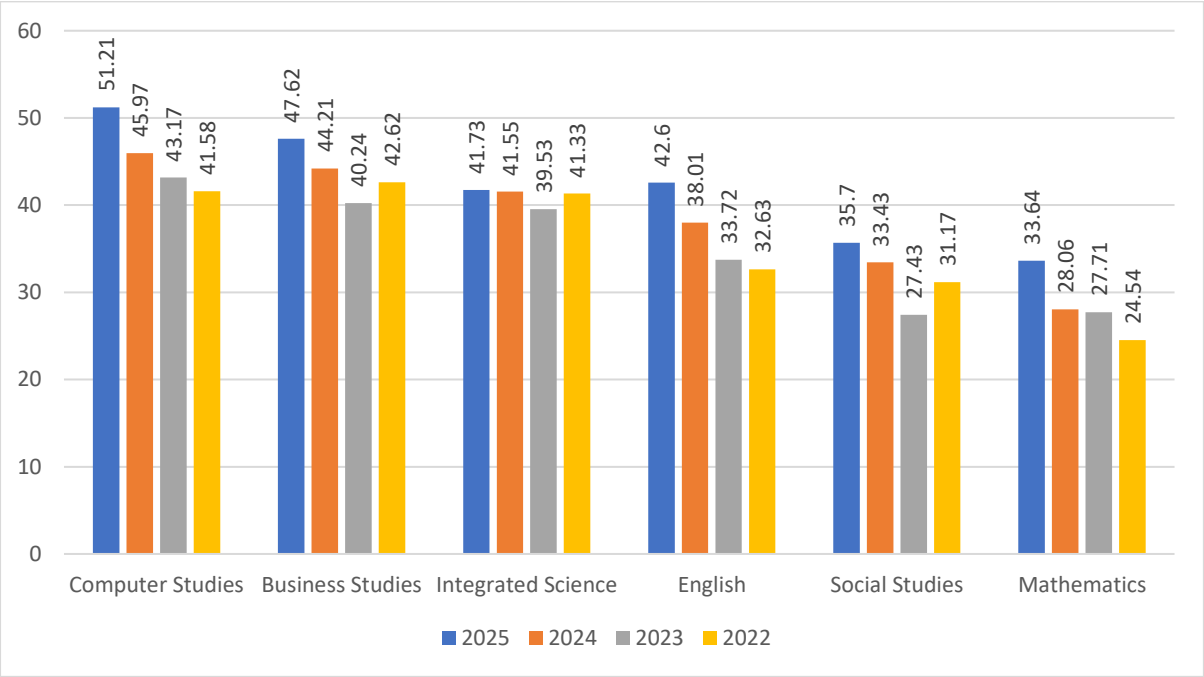


Figure 6: Mean Score performance by subject

When comparing 2025 performance to that of the previous year (2024), all six subjects exhibited improvements, reflecting an overall positive trend in candidate performance across the curriculum. The most significant gains were observed in Mathematics and Computer Studies, which recorded increases of 5.58 and 5.20 percentage points, respectively.

7.0 Performance According to Grade Distributions

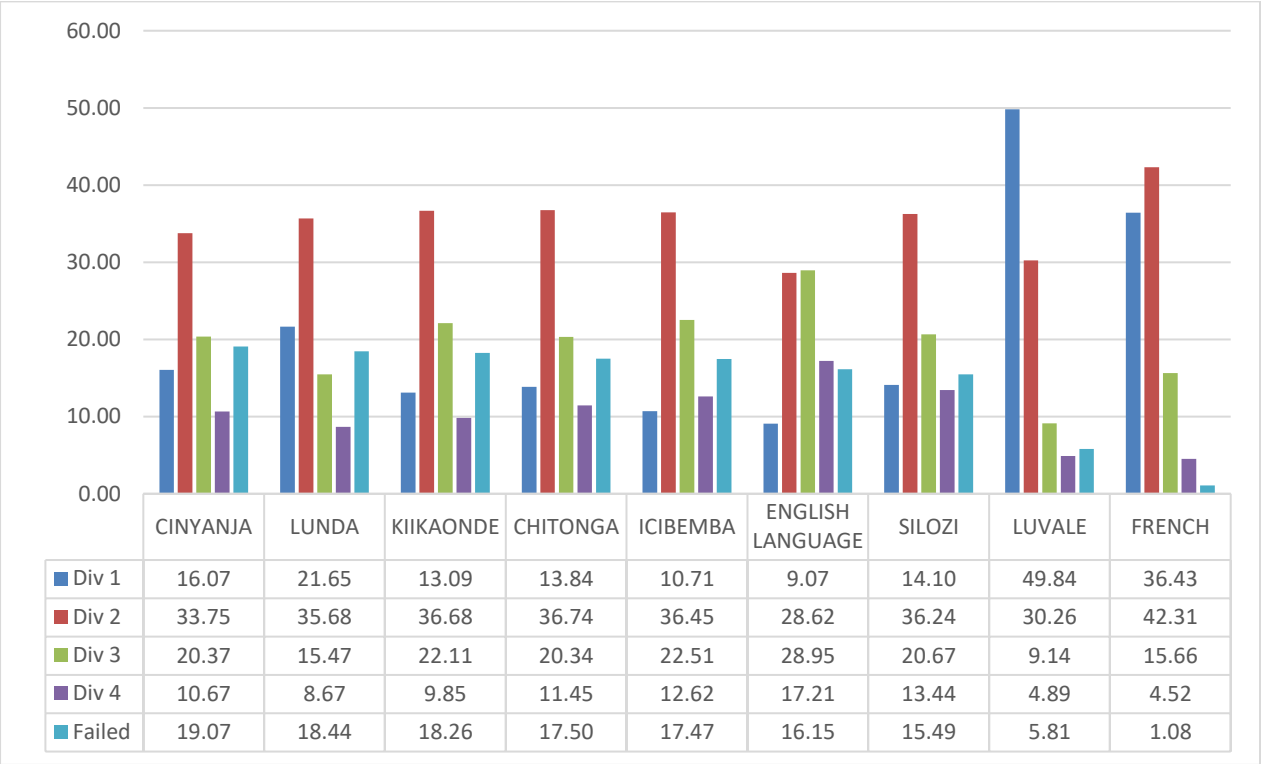
7.1 Performance According to Grade Distributions: Literature and Languages

Among the subjects in Literature and Languages, Luvale emerged as the standout performer, with an impressive 49.84 percent of candidates achieving division one. This was followed by French, with 36.53 percent of candidates in the top division, while Lunda closely trailed in third place with a commendable 21.65 percent of candidates attaining division one, highlighting the varying levels of success across these subjects.

The lowest Division One proportions were recorded in English at 9.07 percent and Icibemba at 10.71 percent, a contrast from 2024, which had Kiikaonde and Cinyanja with the lowest proportions.

The analysis of Division Three or better performance in the languages grouping indicated that the highest performance was recorded in French at 94.4 percent, followed by Luvale at 89.24 percent. The lowest proportions were recorded in the English Language at 66.64 percent.

In terms of failure rate, the highest proportion of candidates was recorded in Cinyanja at 19.07 percent. Lunda was second at 18.44 percent, while French had the least failure rate at 1.08 percent.



	CINYANJA	LUNDA	KIIKAONDE	CHITONGA	ICIBEMBA	ENGLISH LANGUAGE	SILOZI	LUVALE	FRENCH
Div 1	16.07	21.65	13.09	13.84	10.71	9.07	14.10	49.84	36.43
Div 2	33.75	35.68	36.68	36.74	36.45	28.62	36.24	30.26	42.31
Div 3	20.37	15.47	22.11	20.34	22.51	28.95	20.67	9.14	15.66
Div 4	10.67	8.67	9.85	11.45	12.62	17.21	13.44	4.89	4.52
Failed	19.07	18.44	18.26	17.50	17.47	16.15	15.49	5.81	1.08

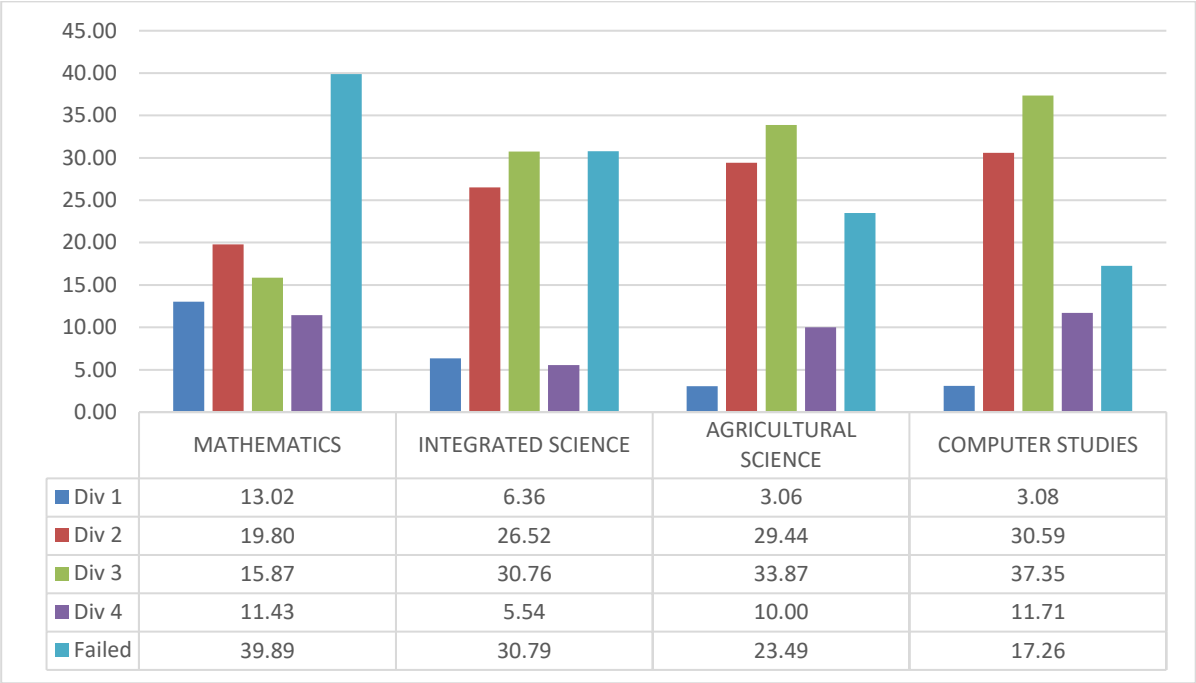
Figure 7: Grade classification in Literature and Languages

7.2 Performance According to Grade Distributions: Natural Sciences

Similar to 2024, Mathematics in 2025 had the highest proportion of candidates who achieved Division One with 13.02 percent. On the other hand, the lowest proportion was observed in Agricultural Science, at 3.06 percent. In 2024, Computer Studies had the lowest proportion of candidates obtaining Division One.

The highest performance by subject for Division Three or better was recorded in Computer Studies with 71.02 percent, this was followed by Agricultural Science with 66.37 percent. However, similar to 2024, Mathematics had the lowest proportion of candidates with Division Three or better at 48.69 percent.

Further, the largest proportion of candidates who failed was recorded in Mathematics at 39.89 percent.



	MATHEMATICS	INTEGRATED SCIENCE	AGRICULTURAL SCIENCE	COMPUTER STUDIES
Div 1	13.02	6.36	3.06	3.08
Div 2	19.80	26.52	29.44	30.59
Div 3	15.87	30.76	33.87	37.35
Div 4	11.43	5.54	10.00	11.71
Failed	39.89	30.79	23.49	17.26

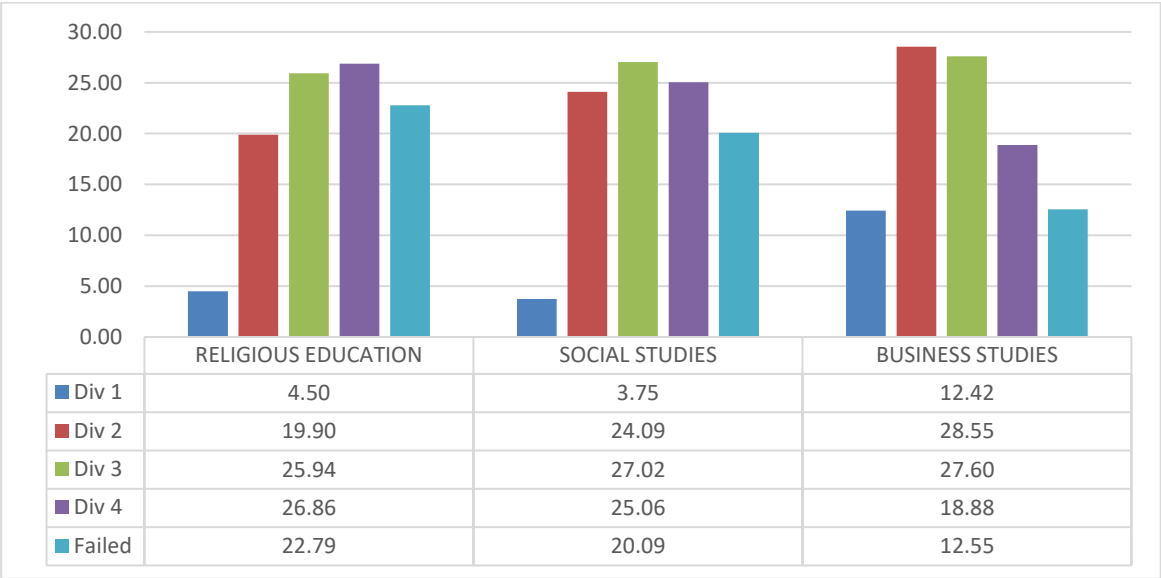
Figure 8: Candidate Performance in Natural Sciences Subjects

7.3 Performance According to Grade Distributions: Business and Social Sciences

The highest percentage of candidates achieving Division One was observed in Business Studies, with a rate of 12.42 percent, an increase from the 8.26 percent recorded in 2024. Social Studies saw the lowest proportion of candidates, with only 3.75 percent of candidates reaching the top division.

In 2025, Business Studies had the highest proportion of candidates who obtained grades of Division Three or Better at 68.57 percent. This was followed by Social Studies with 54.86 percent and Religious Education at 50.34 percent. (See Figure 9).

Religious Education recorded the highest proportion of candidates that failed at 22.79 percent, similar to 2024, while the lowest was recorded in Business Studies (12.55%)



	RELIGIOUS EDUCATION	SOCIAL STUDIES	BUSINESS STUDIES
Div 1	4.50	3.75	12.42
Div 2	19.90	24.09	28.55
Div 3	25.94	27.02	27.60
Div 4	26.86	25.06	18.88
Failed	22.79	20.09	12.55

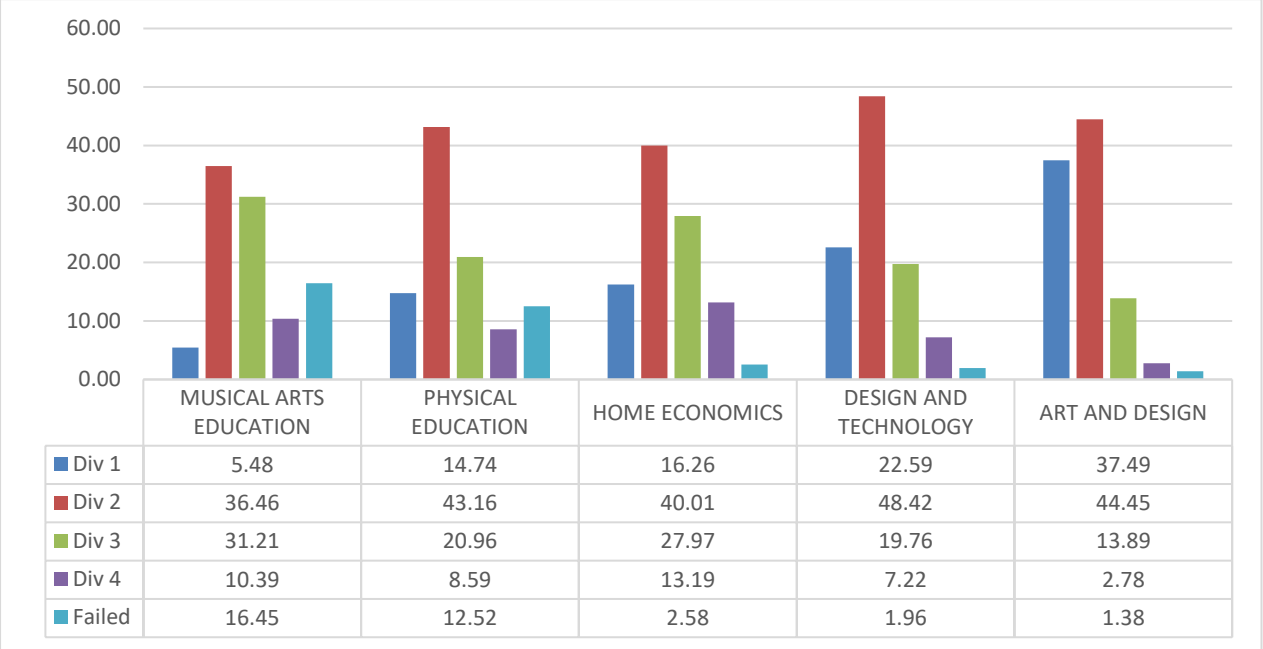
Figure 9: Candidate Performance in Business and Social Sciences Subjects

7.4 Performance According to Grade Distributions: Vocational & Technology Pathway Subjects

The largest proportion of candidates who scored Division One was recorded in Art and Design at 37.49 percent, followed by Design and Technology at 22.59 percent. Musical Arts Education had the lowest proportion at 5.48 percent.

The highest proportion of candidates obtaining Division Three or Better was recorded in Art and Design at 95.83 percent, an increase from the 90.11 percent recorded in 2024; this was followed by Design and Technology at 90.77 percent, while the least proportion was recorded in Musical Arts Education at 73.15 percent.

Musical Arts Education recorded the largest proportion of candidates that failed at 16.45 percent in this category, breaking the trend that has existed since 2022, where Physical Education has been recording the highest proportion of failures.



	MUSICAL ARTS EDUCATION	PHYSICAL EDUCATION	HOME ECONOMICS	DESIGN AND TECHNOLOGY	ART AND DESIGN
Div 1	5.48	14.74	16.26	22.59	37.49
Div 2	36.46	43.16	40.01	48.42	44.45
Div 3	31.21	20.96	27.97	19.76	13.89
Div 4	10.39	8.59	13.19	7.22	2.78
Failed	16.45	12.52	2.58	1.96	1.38

Figure 10: Candidate Performance in Vocational Subjects

8.0 Performance by Subject Groupings

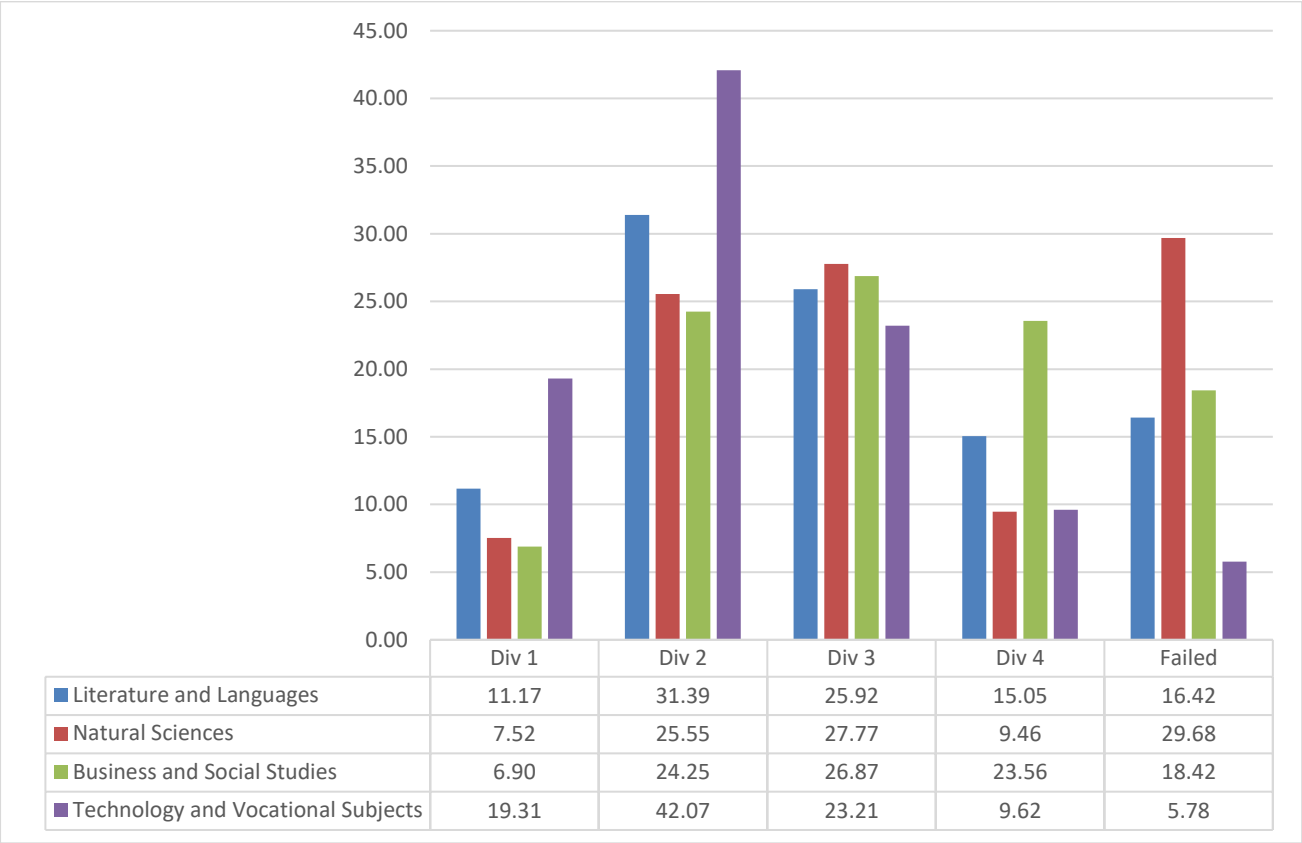
This section provides an analysis of candidate performance for different subject groupings.

8.1 General Performance Across Subject Groupings

Technology and vocational subjects had the largest proportion of candidates who obtained Division One, with 19.37 percent, followed by literature and language subjects with 11.17 percent. Business and Social Studies subjects had the lowest proportion with 6.9 percent.

Technology and Vocational subjects had the highest proportion of candidates that obtained Division Three or better at 84.59 percent while Business and Social Studies had the lowest with 58.02 percent

Natural Sciences (29.68%) had the highest proportion of candidates that failed, while Technology and Vocational Subjects had the lowest with 5.78 percent.



	Div 1	Div 2	Div 3	Div 4	Failed
Literature and Languages	11.17	31.39	25.92	15.05	16.42
Natural Sciences	7.52	25.55	27.77	9.46	29.68
Business and Social Studies	6.90	24.25	26.87	23.56	18.42
Technology and Vocational Subjects	19.31	42.07	23.21	9.62	5.78

Figure 11: Candidate Performance by Subject Grouping

9.0 Performance According to Grade Distribution by Sex across all Subjects

This section analyses candidates' performance by sex across all subjects, with a focus on grade distributions.

9.1 Six Core Subjects

Girls continued to record higher overall pass rates in English Language than boys. A greater proportion of girls attained the quality grades (Grades 1–3), while boys recorded higher proportions in Grade 4 and higher failure proportions. When compared with the 2024 examination session, both sexes showed substantial improvement in 2025, with failure rates declining by 15.65 percentage points among girls and 17.72 percentage points among boys.

In contrast, Mathematics performance favoured boys, who recorded higher proportions in the quality grades (Grades 1–3). Girls recorded more proportions in Grade 4 and, in the fail category. However, it is worth noting that performance in Mathematics in 2025 improved for both sexes when compared to 2024. Failure rates in 2025 declined by 12.55 percentage points among girls and 10.83 percentage points among boys.

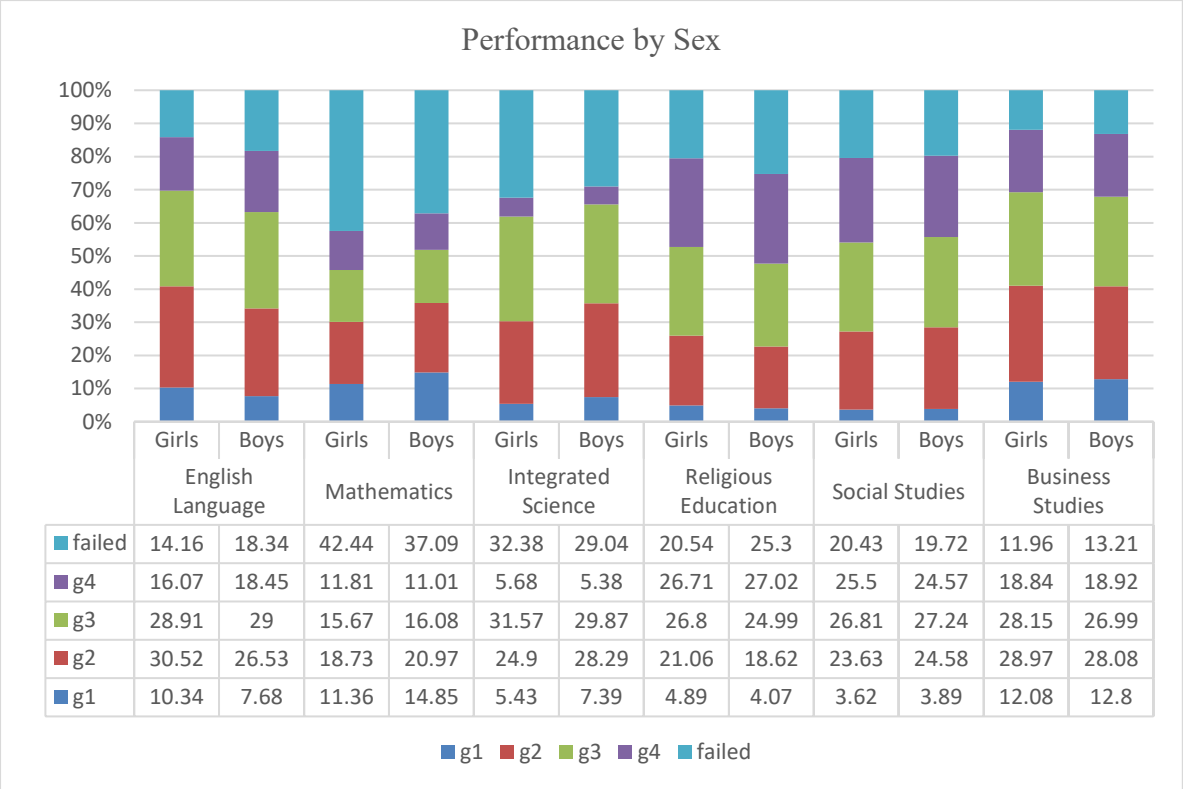
Similar to Mathematics, boys recorded higher proportions in the quality grades (Grades 1–3) in Integrated Science, while girls recorded higher proportions in Grade 4 and failure category.

In the two Social Science subjects of Religious Education and Social Studies, differing gender patterns were observed. In Religious Education, girls recorded higher proportions in the quality grades (Grades 1–3) compared to boys, with boys recording higher failure rates. On the

contrary, in Social Studies, boys recorded slightly higher proportions in the quality grades than girls, although failure rates between the two sexes were comparatively similar.

In Business Studies, boys recorded higher proportions in grades 1 and 4, while girls dominated grades 2 and 3. Despite this distribution, boys registered a slightly higher failure rate than girls.

Overall, the 2025 examination session recorded notable improvements in performance across subjects and between sexes. However, gender disparities continued to exist, with English Language continuing to favour girls, while Mathematics and Integrated Science remained more favourable to boys.



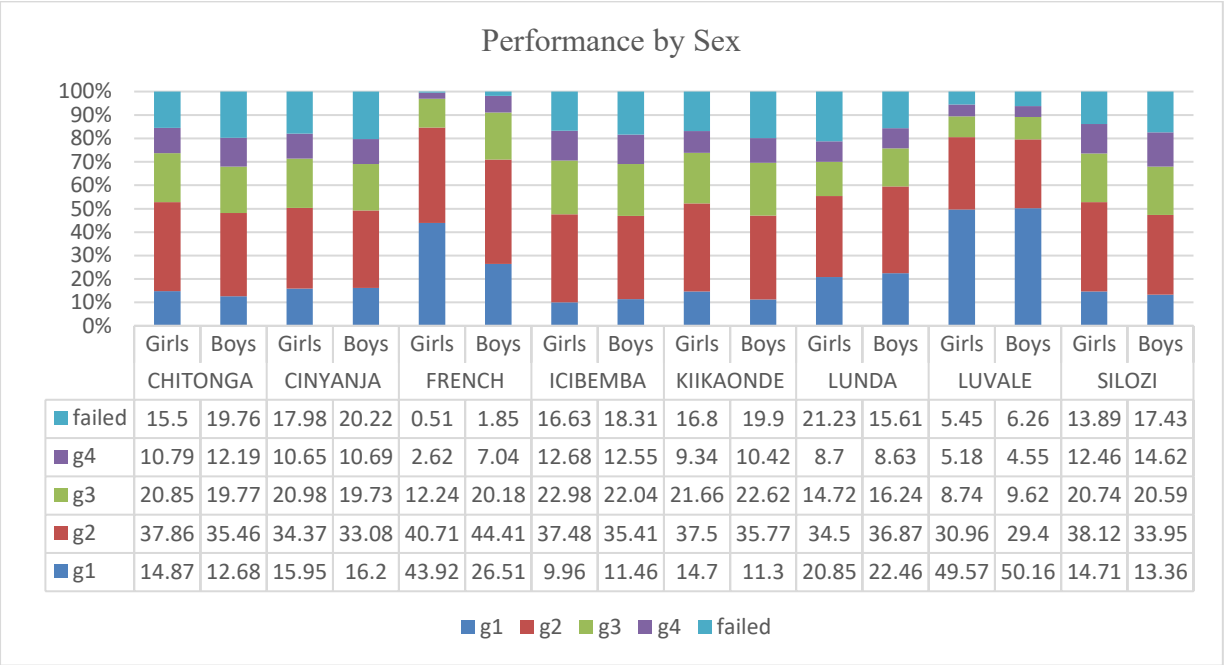
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	English Language		Mathematics		Integrated Science		Religious Education		Social Studies		Business Studies	
failed	14.16	18.34	42.44	37.09	32.38	29.04	20.54	25.3	20.43	19.72	11.96	13.21
g4	16.07	18.45	11.81	11.01	5.68	5.38	26.71	27.02	25.5	24.57	18.84	18.92
g3	28.91	29	15.67	16.08	31.57	29.87	26.8	24.99	26.81	27.24	28.15	26.99
g2	30.52	26.53	18.73	20.97	24.9	28.29	21.06	18.62	23.63	24.58	28.97	28.08
g1	10.34	7.68	11.36	14.85	5.43	7.39	4.89	4.07	3.62	3.89	12.08	12.8

Figure 12: Performance of boys and girls in Core Subjects

9.2 Performance by Sex in Language Subjects

Except for Lunda, girls outperformed boys in both Zambian and Foreign language subjects, recording higher proportions in the quality grades (Grades 1–3) and lower failure rates. Notable performance was observed in Luvale and French, where girls demonstrated a very strong performance, with nearly half of the candidates attaining grade one. A similarly strong performance was also observed among boys in Luvale.

Overall, the 2025 examination session recorded improved performance in both Zambian and Foreign language subjects across both sexes.



	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	CHITONGA		CINYANJA		FRENCH		ICIBEMBA		KIIKAONDE		LUNDA		LUVALE		SILOZI	
failed	15.5	19.76	17.98	20.22	0.51	1.85	16.63	18.31	16.8	19.9	21.23	15.61	5.45	6.26	13.89	17.43
g4	10.79	12.19	10.65	10.69	2.62	7.04	12.68	12.55	9.34	10.42	8.7	8.63	5.18	4.55	12.46	14.62
g3	20.85	19.77	20.98	19.73	12.24	20.18	22.98	22.04	21.66	22.62	14.72	16.24	8.74	9.62	20.74	20.59
g2	37.86	35.46	34.37	33.08	40.71	44.41	37.48	35.41	37.5	35.77	34.5	36.87	30.96	29.4	38.12	33.95
g1	14.87	12.68	15.95	16.2	43.92	26.51	9.96	11.46	14.7	11.3	20.85	22.46	49.57	50.16	14.71	13.36

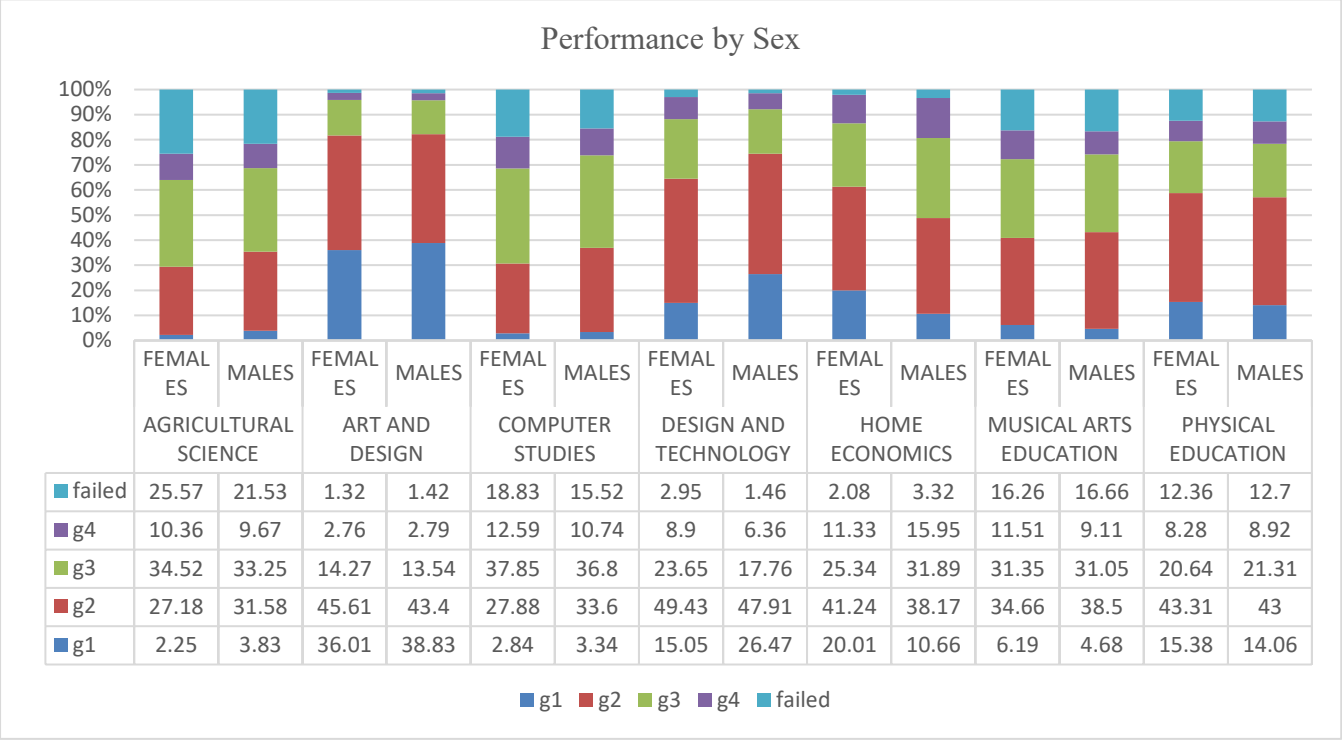
Figure 13: Performance of boys and girls in Language Subjects grouping

9.3 Performance by Sex in Vocational Pathway Subjects

In this subject grouping, boys outperformed girls in three of the seven subjects: Agricultural Science, Computer Studies, and Design and Technology. Conversely, girls performed better in Home Economics and slightly surpassed boys in Art and Design, Musical Arts Education, and Physical Education.

Similar to the 2024 examination session, Art and Design, Design and Technology, and Home Economics for both boys and girls recorded very low failure rates, all below three percent. In contrast, Agricultural Science had the highest failure rates within this grouping, with 25.57 percent for girls and 21.53 percent for boys.

Overall, performance improvements were observed for both genders in all subjects during the 2025 examination session compared to 2024. However, despite these improvements, differences in performance between genders remained evident. The gender disparities noted in this grouping, along with those seen in Language and STEM subjects, highlight the need for targeted, gender-responsive instructional interventions.



	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES
	AGRICULTURAL SCIENCE		ART AND DESIGN		COMPUTER STUDIES		DESIGN AND TECHNOLOGY		HOME ECONOMICS		MUSICAL ARTS EDUCATION		PHYSICAL EDUCATION	
failed	25.57	21.53	1.32	1.42	18.83	15.52	2.95	1.46	2.08	3.32	16.26	16.66	12.36	12.7
g4	10.36	9.67	2.76	2.79	12.59	10.74	8.9	6.36	11.33	15.95	11.51	9.11	8.28	8.92
g3	34.52	33.25	14.27	13.54	37.85	36.8	23.65	17.76	25.34	31.89	31.35	31.05	20.64	21.31
g2	27.18	31.58	45.61	43.4	27.88	33.6	49.43	47.91	41.24	38.17	34.66	38.5	43.31	43
g1	2.25	3.83	36.01	38.83	2.84	3.34	15.05	26.47	20.01	10.66	6.19	4.68	15.38	14.06

Figure 14: Performance of Boys and Girls in Vocational Subjects

10.0 Quality of Passing Across Subjects

Art and Design (95.83%), French (94.40%), and Design and Technology (90.77%) recorded the highest proportions of candidates attaining quality passes (total of grades 1 – 3), coupled with very low failure rates of below two percent. Similarly, Luvale (89.24%), Home Economics (84.24%), and Physical Education (78.86%) demonstrated strong performance.

Lunda (72.8%), Chitonga (70.92%), Cinyanja (70.19%), Silozi (71.01%), Kiikaonde (71.88%), Icibemba (69.67%), and English Language (66.64%) followed with failure proportions ranging between 15 and 19 percent. This category also included Musical Arts Education (73.15%), Computer Studies (71.02%), Business Studies (68.57%), Agricultural Science (66.37%) and Integrated Science (66.37%). While approximately two-thirds of Integrated Science candidates obtained quality pass grades, the subject recorded the second-highest failure rate (30.79%), after Mathematics (39.89%).

Social Studies (54.86%) and Religious Education (50.34%) recorded modest proportions of quality passes, with around half of the candidates attaining quality pass grades (1-3). Mathematics recorded the lowest quality pass rate (48.69%) and the highest failure rate (39.89%).

	AGRICULTURAL SCIENCE	ART AND DESIGN	BUSINESS STUDIES	CHITONGA	CINYANJA	COMPUTER STUDIES	DESIGN AND TECHNOLOGY	ENGLISH LANGUAGE	FRENCH	HOME ECONOMICS	ICIBEMBA	INTEGRATED SCIENCE	KIIKAONDE	LUNDA	LUVALE	MATHEMATICS	MUSICAL ARTS EDUCATION	PHYSICAL EDUCATION	RELIGIOUS EDUCATION	SILOZI	SOCIAL STUDIES
Fail	23.5	1.38	12.6	17.5	19.1	17.3	1.96	16.2	1.08	2.58	17.5	30.8	18.3	18.4	5.81	39.9	16.5	12.5	22.8	15.5	20.1
Pass	10	2.78	18.9	11.5	10.7	11.7	7.22	17.2	4.52	13.2	12.6	5.54	9.85	8.67	4.89	11.4	10.4	8.59	26.9	13.4	25.1
Quality Pass	66.3	95.8	68.5	70.9	70.1	71.0	90.7	66.6	94.4	84.2	69.6	63.6	71.8	72.8	89.2	48.6	73.1	78.8	50.3	71.0	54.8

Figure 15: Quality of Passing Across subjects

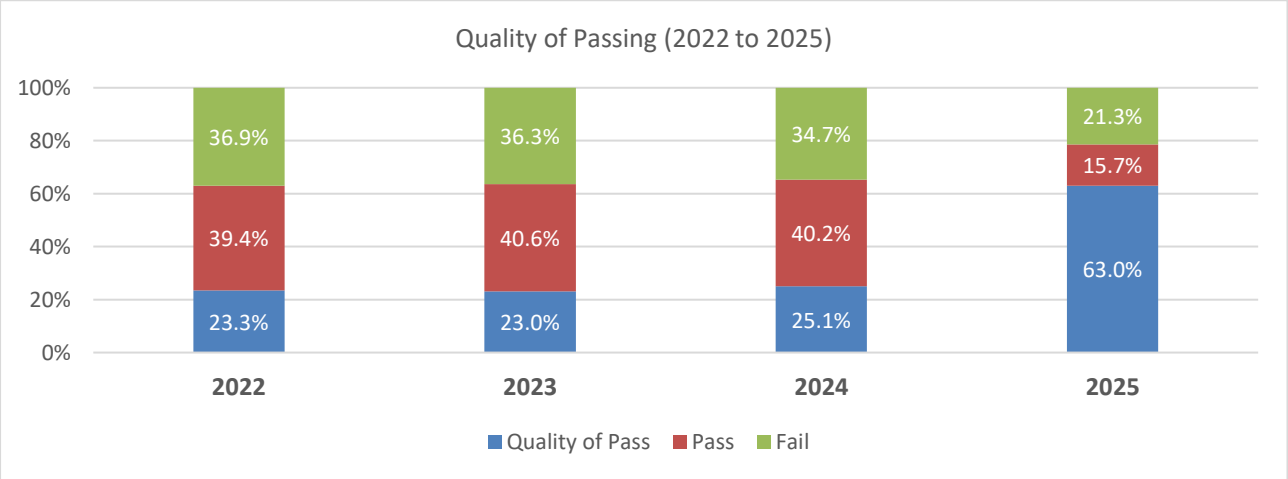


Figure 16: Aggregated Quality of Passing Across all Subjects

Pooling across all subjects, the 2025 JSSLE Examination recorded significant improvements in grade distributions, with the proportion of candidates attaining quality passes rising to 63.0 percent. When compared to 2024, failure rates in 2025 declined by about 13.4 percentage points, while about 24.5 percentage points moved from the pass to the quality pass category.

Figure 17: Trends in Quality of Passing Across subjects

11.0 Conclusion

The total number of candidates registered for the 2025 Junior Secondary School Leaving (Grade 9 Internal) Examination declined by 6.59 percent compared to 2024. Candidature decreased by 6.07 percent among boys and 7.07 percent among girls. Significant performance improvement was recorded in 2025, with a higher proportion of **72.25** percent obtaining certificates. The absenteeism rate for 2025 was recorded at 5.94 percent, reflecting a decrease of 0.90 percentage points from the 6.84 percent recorded in 2024. Absenteeism rates have been consistently decreasing since 2020.

All subjects recorded improvements in performance for both sexes in the 2025 examination session compared to 2024. However, despite these improvements, gender-based performance differences remained evident. It is also noteworthy that Mathematics and Integrated Science recorded the highest failure rates (over 30 percent), indicating continued performance

challenges among candidates. Lastly, the 2025 Grade 9 Internal Examination was conducted and processed successfully.

12.0 Qualitative Analysis of Learners Performance

This report highlights and identifies the challenges and achievements exhibited by low, average, and high performing candidates in the 2025 Junior Secondary School Leaving Examination. It also presents recommendations.

12.1 English Language

The paper consists of two sections covering two components of the English language: composition (continuous writing) and summary. The skills assessed include analysis and synthesis of information, creative writing, correct use of grammar, and interpretation.

Challenges exhibited by low-performing candidates (Mark range: 05 to 13 out of 40)

- Failure to understand questions.
- Failure to adhere to the word limit (in English composition, 200–250 words). This is also known as infringement of the rubric. For example, some candidates wrote 53 or 193 words. These are referred to as freak or short essays (short or underdeveloped essays).
- Mere lifting of given points (in composition) or copying and pasting from the passage (in summary).
- Lack of summary and comprehension skills.
- Poor spelling, e.g., ‘doen’s’ instead of ‘doesn’t’, ‘hepening’ instead of ‘happening’, and ‘accedent’ instead of ‘accident’.
- Poor punctuation.
- Poor sentence construction – lack of correct order (S + V + O: subject + verb + object) or inability to construct correct sentences.
- Misapplication of tenses.
- In extreme cases, failure to answer the question and merely copying the question with numerous spelling errors, indicating poor literacy skills.
- Most candidates, however, showed some knowledge of paragraphing, though it was often inadequate.

Challenges identified in average-performing candidates (Mark range: 19 to 23 out of 40)

- Poor use of punctuation marks.
- Incorrect use of tense and sentence structure.
- Fairly good understanding of the question.
- Good development and presentation of compositions.
- Fair to good interpretation of questions in both composition and summary.
- Minimal misunderstanding of structures.
- Minor spelling errors, e.g., ‘atire’ instead of ‘attire’.
- Good paragraphing.
- Good sentence structure.
- Some candidates performed well in summary (scoring up to 20 marks) but scored zero (0) in composition.

Characteristics observed in High-performing candidates (Mark range: 34 to 38 out of 40)

- Correct interpretation of the question.
- Excellent handling of language with minimal errors.
- Ability to construct grammatically correct sentence structures.
- Good use of tense and punctuation.
- Good use of vocabulary.
- Adherence to the rubric (200–250 words).
- Excellent control of expression and paragraphing. Example: "I was never warned because I owned several businesses, enough to sustain my family and me."
- Good presentation of both summary and composition.
- Ability to use tense and punctuation correctly.
- Excellent selection skills in summary (20/20).

Conclusion

The analysis of candidates' performance in English Language revealed varying levels of competence in the skills assessed, namely composition and summary writing. High-performing candidates demonstrated a strong command of the language, including accurate interpretation of questions, effective organisation of ideas, correct use of grammar and punctuation, and adherence to the required rubric.

However, average and low performing candidates exhibited challenges in several areas requiring improvement. Many experienced difficulties in interpreting questions, maintaining prescribed word limits, and applying correct grammatical structures. Weaknesses were also observed in spelling, punctuation, sentence construction, and use of tense. In summary writing, some candidates relied heavily on copying from the passage instead of synthesising information and expressing ideas in their own words.

Overall, the analysis indicated the need for greater emphasis on the systematic teaching of reading, writing, speaking, and listening skills, as well as targeted instruction in composition and summary writing techniques. Increased exposure to reading materials, comprehension exercises, and structured writing tasks will help learners develop stronger literacy competencies. By strengthening these foundational language skills, learners will be better equipped to interpret examination questions accurately, express ideas clearly, and demonstrate higher levels of performance in future assessments.

Recommendations

1. Learners need to be taught all structures in the English Language Junior Secondary School syllabus.
2. Teachers should effectively teach all four language skills: reading, speaking, listening, and writing.
3. Teachers should teach summary and composition writing skills explicitly.
4. Emphasis should be placed on reading instructions carefully to avoid infringement of the rubric (e.g., word limits).

5. Emphasis should also be placed on summary writing skills such as skimming and scanning.
6. Learners should be exposed to a wide range of comprehension passages before the examination.

12.2 French Language

The French examination assesses candidates' proficiency in key language competencies, namely: oral, aural, reading comprehension, summary and translation, language structure, and basic composition. French is assessed through both School-Based Assessment (SBA) and a centrally set theory paper.

The SBA, administered at school level from Grades 8 to 9, evaluates candidates' speaking and listening comprehension competencies and contributes 40 percent to the final score. The theory paper, which contributes 60 percent, assesses language structures, reading comprehension, summary, translation, and composition.

Characteristics Exhibited by High-Performing Candidates

Part I: Structure and Grammar

- Candidates demonstrated excellent application of basic French grammar. Determiners (masculine and feminine), nouns, adjectives, and pronouns were used correctly.
- They exhibited excellent use of tenses taught at this level, including the present, past, and near future, applied accurately in sentences.
- Jumbled words were correctly arranged, indicating strong familiarity with basic French vocabulary.

Part II: Reading Comprehension

- Candidates demonstrated excellent reading and comprehension skills, answering all questions correctly.
- They showed a strong ability to interpret and summarise texts accurately.

Part III: Composition

- Candidates demonstrated good narrative writing skills as prescribed in the syllabus.
- However, performance in this section was moderate.

Observed weaknesses:

- In translation tasks, some candidates failed to construct correct French sentences.
- Incorrect use of past participles in agreement with gender (e.g., *née*).
- Incorrect indication of gender in composition (e.g., *cher/chère*).
- Some candidates used verbs in the infinitive form instead of conjugating them correctly in the present tense.

Characteristics Exhibited by Average-Performing Candidates

Part I: Structure and Grammar

- Candidates demonstrated a fair level of knowledge of French grammar. However, determiners, and agreement of gender and number were sometimes incorrectly applied.
- There was inconsistent use of the three key tenses: *le présent*, *le passé composé*, and *le futur proche*.
- Some candidates showed limited understanding of basic French vocabulary and incorrect word order (e.g., pronoun/noun + verb + object).

Part II: Reading Comprehension

- Candidates demonstrated fairly good reading comprehension skills and were able to respond to most questions.
- However, in Text 2, candidates showed limited understanding of key terms and struggled with some questions.
- Translation into French was often incorrect.

Part III: Composition

- Candidates demonstrated limited vocabulary and weak sentence construction skills.
- Pronouns were sometimes used incorrectly, and verbs were often left in the infinitive form (e.g., *je manger*, *je aller*).
- Subject–verb agreement was frequently incorrect.
- Performance in this section was generally weak.

Characteristics Exhibited by Low-Performing Candidates

Part I: Structure and Grammar

- Candidates demonstrated very limited knowledge and application of French grammar and language structures.
- There was poor use of determiners and incorrect application of past participles.
- Candidates failed to conjugate verbs correctly and showed limited understanding of the three key tenses (*le présent*, *le passé composé*, and *le futur proche*).
- Poor understanding of basic vocabulary resulted in incorrect word order and sentence construction.

Part II: Reading Comprehension

- Candidates demonstrated poor comprehension skills and struggled to answer questions, especially in Text 2.
- There was a lack of understanding of key interrogative words (e.g., *qui*, *combien*, *où*, *qu'est-ce que*, *quelle*).
- Summary and translation skills were very weak, with incorrect use of pronouns and inability to construct sentences in French.

Part III: Composition

Candidates showed:

- Poor understanding of instructions
- Very weak sentence construction
- Poor verb conjugation
- Incorrect spelling of words and verbs

Conclusion

The analysis of candidates' performance in French indicates clear differences in competency levels across performance groups. High-performing candidates demonstrated strong mastery of grammar, reading comprehension, and composition skills, although some challenges were observed in translation tasks. Average-performing candidates exhibited a fair understanding of basic grammatical structures and reading skills but faced difficulties in accurate sentence construction and translation. Low-performing candidates demonstrated significant gaps in both knowledge and application of the language, particularly in grammar, comprehension, and writing skills.

12.3 Mathematics

This report presents an analysis of candidates' performance in the 2025 Examinations. Candidates are grouped into three performance levels: high, average, and low. Assessment is based on the achievement of key competencies, namely knowledge, comprehension, application, and analysis of mathematical concepts and skills appropriate to this level

Analysis of Performance

The analysis is based on sampled scripts representing candidates across three performance categories: high, average, and low.

CHARACTERISTICS OF HIGH-PERFORMING CANDIDATES

1. Candidates demonstrated a high level of understanding, successfully answering almost all questions in both Paper One and Paper Two. However, in Paper One, Question 3 (significant figures in *60200*) posed a challenge even to some high achievers, preventing full scores.
2. Candidates answered nearly all items correctly and accurately, with only minor difficulties in isolated areas:
    - In Paper One, a challenge was noted in the content area of Approximation.
    - In Paper Two, difficulties were observed in the content area of Computers, specifically in completing algorithmic steps for calculating and displaying mass (M):

START
Enter ……
M = ……
Display ……
STOP ……

3. Candidates accurately applied the four basic operations in algebraic expressions, including correct substitution of variables.
4. Candidates demonstrated proficiency in the accurate use of geometrical instruments during constructions.
5. Candidates effectively interpreted word problems. For example, in the electricity billing item involving 280 units costing K580.00 (including a K20.00 fine), all high-performing candidates correctly calculated the unit charge.
6. Candidates showed a strong understanding of almost all Grade 9 mathematical concepts.
7. They exhibited high-level mathematical reasoning, accuracy, and strong problem-solving skills, including the ability to formulate and solve complex problems.
8. Candidates demonstrated competence in drawing and interpreting diagrams and graphs.

CHARACTERISTICS OF AVERAGE PERFORMING CANDIDATES

1. Candidates often presented incomplete solutions, particularly in Paper Two. For example, in a matrix question:
    a. (a) State the order of matrix B
    b. (b) Find 2B
    Some candidates answered only one part.

$$\begin{pmatrix} 3 & 2 \\ 1 & -4 \\ \\ 1 & 5 \end{pmatrix}$$

2. Candidates were able to interpret some word problems correctly.
3. Candidates correctly applied some formulas, but not consistently.
4. Candidates struggled with interpreting shaded Venn diagrams in set notation.
5. Candidates showed partial ability in drawing and interpreting diagrams and graphs.
6. Some word problems were answered correctly, though inconsistently.
7. Candidates demonstrated understanding of some prerequisite concepts, but application remained limited.

Characteristics of The Low Performing Candidates

1. Candidates failed to answer even simple items correctly. For example, in evaluating +5 + (–7), some candidates incorrectly gave –12.
2. Candidates demonstrated poor interpretation of word problems.
3. Candidates showed weak understanding of fundamental mathematical concepts. In some cases, candidates scored zero marks across sampled scripts.

Challenges in Mathematics

a) Learners struggled with:
- Understanding abstract mathematical concepts and relationships
- Interpreting mathematical language
- Retrieving basic facts and executing multi-step procedures

b) Evidence from responses (e.g., Item 16 in Paper One: factorise $4x^2 – 12xy$) shows that many low achievers did not attempt the question, while average achievers only partially completed it.

c) Performance in Approximation and Estimation was weak across all groups. For example, many candidates incorrectly identified the number of significant figures in 60300 as five. Teachers should reinforce conceptual understanding in this area.
d) Learners showed lack of prerequisite knowledge before progressing to more advanced topics. For example, in simplifying $2x - 9y + 5x + 4y$, many learners failed to group like terms correctly.

Conclusion

The analysis of candidates' performance in the 2025 Examinations reveals significant disparities across performance levels. High-performing candidates demonstrated strong conceptual understanding, effective problem-solving skills, and the ability to accurately apply mathematical principles across both papers. Their performance reflects readiness for more advanced mathematical tasks.

Average-performing candidates showed partial understanding, often characterized by incomplete responses and inconsistent application of concepts. While some competencies were evident, gaps in foundational knowledge limited overall performance. Low-performing candidates exhibited serious deficiencies in basic mathematical understanding, struggling even with elementary concepts and computations.

The challenges identified particularly in teaching approaches, learner engagement, and support systems, underscore the need for targeted interventions. Strengthening concept-based teaching, improving learner motivation, and enhancing academic support systems are critical to improving mathematics outcomes across all performance levels.

Recommendations

The following are the recommendations

1. Support for struggling learners should be strengthened.
2. Teachers should be upskilled in handling mixed-ability classrooms and in applying effective problem-solving approaches. Greater emphasis should be placed on real-life applications.
3. Performance in Approximation and Estimation was weak across all groups. For example, many candidates incorrectly identified the number of significant figures in *60300* as five. Teachers should reinforce conceptual understanding in this area.
4. Learners should be adequately grounded in prerequisite knowledge before progressing to more advanced topics. Teachers should ensure mastery of the four basic operations before introducing algebraic expressions.

12.4 Design and Technology

The purpose of grade 9 Design and Technology assessments is to evaluate learners' achievement against the specified competences, as well as their acquisition of knowledge and problem-solving skills outlined in the syllabus. Candidates are assessed based on the following: knowledge and understanding, application, and analysis of concepts and skills gained from grades 8 to 9.

A. TOPIC

1. WORKSHOP PRACTICES

Generally, most of the candidates performed well in this topic.

HIGH PERFORMERS

Competences

(i) Candidates were able to correctly explain why safety rules are important.
(ii) Given the diagram of a cutting tool (chisel), candidates were able to apply the safety precautions observed when using that tool.
(iii) On the personal protective equipment, candidates were able to correctly identify the given personal protective equipment in the diagram, apply it when it's used and describe the material from which they are made.

Challenges

Candidates were unable to correctly describe the specific type of material that the personal protective equipment given is made of. For instance, instead of writing high-density polyethene, they simply wrote plastic. Stating the specific type of material enables learners to appreciate their physical properties, such as durability, strength, e.t.c.

AVERAGE PERFORMERS

Competences

(i) Candidates were asked to state why safety rules are important.
(ii) Instead of being specific, such as putting on safety goggles, safety gloves or safety boots, candidates were given general safety precautions, such as wearing safety clothes.
(iii) Candidates were able to correctly identify the given personal protective equipment. On their functions and their uses, they could simply say, when cutting metal or wood, instead of being specific, such as when cutting metal using the angle grinder or when ripping wood using the rip saw.

Challenges

Candidates were unable to correctly describe the specific type of material each piece of personal protective equipment is made of. For instance, instead of writing high-density polyethene, they simply wrote plastic.

LOW PERFORMERS

Competences

(i) Candidates were able to explain why safety rules are important but most of them had very poor command of the technical language.
(ii) Candidates could not explain the uses of the tools given in the diagram.
(iii) Candidates could barely identify the personal protective equipment given. Most of them had poor spelling.
(iv) Candidates confused the uses of the personal protective equipment given with other personal protective equipment not given.

Challenges

Candidates were unable to correctly explain the specific type of material each Personal protective equipment item is made out of. For instance, instead of writing high-density polyethene, they simply wrote plastic or metal.

Recommendation

Candidates should clearly describe the material from which the personal protective equipment item is made for them to appreciate aesthetics and the properties of these materials.

2. TOPIC: GRAPHIC COMMUNICATION

This topic was well covered by most of the candidates

HIGH PERFORMERS

Competences

(i) On angles, candidates were able to identify the given angle constructed in the diagram correctly.
(ii) On the projection of solids, Candidates were able to correctly identify the plan view when given the block in an isometric drawing.
(iii) However, on circles in contact, candidates could not correctly apply the two needed radii to enable them to find the centre of the internal arc.

AVERAGE PERFORMERS

(i) On angles, candidates were able to identify the given angle constructed in the drawn diagram correctly.
(ii) On circles in contact, candidates could not correctly apply the two radii to enable them to find the centre of the internal arc.
(iii) On solid projection, Candidates were unable to correctly identify the plan view when given the drawing in an isometric drawing.

LOW PERFORMERS

(i) On angles, candidates were able to identify the given angle constructed in the drawn diagram correctly.
(ii) On circles in contact, candidates could not correctly apply the two radii to enable them to find the centre of the internal arc.
(iii) On solid projection, Candidates were unable to correctly identify the plan view when given the drawing of the block in isometric.

Misconceptions

Graphic communication has a less significant contribution to the overall percentage of the paper.

One can use any type of drawing instrument in graphic communication.

3. TOPIC: DESIGN AND COMMUNICATION

This topic was fairly covered by most of the candidates

HIGH PERFORMERS

Competences

(i) On drawing the given letter 'W', using the grid paper, candidates were able to draw it in isometric using the standard drawing instruments according to the given measurements.
(ii) Candidates were able to design and draw the pentagon logo correctly using the drawing instruments and print and render the required words 'DESIGN AND TECHNOLOGY' in the design.
(iii) On the design process, candidates were able to interpret the statement which a person intends to do about an existing problem as the 'design brief.'
(iv) Given the situation in the form of a picture, candidates were able to correctly interpret the problem, correctly formulate the design brief and the specifications.
(v) Candidates were able to sketch the standard freehand pictorial drawing and render the possible solution, including the annotations.

Challenges

(i) Candidates could only manage to draw the given letter 'W' using the grid paper in isometric drawing and not oblique drawing.

AVERAGE PERFORMERS

(i) Candidates could only draw the given letter 'W' in 2 dimensions using the grid paper.
(ii) Candidates could partially design and draw the pentagon correctly using the drawing instruments. Printing the required words 'DESIGN AND TECHNOLOGY' in the design, as well as the rendering, was not good.
(iii) On the design process, candidates were able to partially formulate the statement which a person intends to make about an existing problem as a design brief.
(iv) Candidates could not fully formulate the problem that could arise from the situation given in the picture. The design brief lacked the key term 'To design and make'.

(v) Candidates could not formulate the specifications clearly.
(vi) The candidates' freehand pictorial drawing of the possible solution was drawn correctly but did not have annotations, and was not rendered.

Challenges

(i) Candidates could only manage to draw the given letter 'W' using the grid paper in isometric and not oblique drawing.
(ii) Most of the candidates could not give a clear description of the problem.
(iii) In the design brief, candidates were expected to include function, place and user.

LOW PERFORMERS

(i) Candidates could not draw the given letter 'W' in an isometric drawing using the grid paper. Grid papers were handed in blank.
(ii) Candidates could not design and draw the pentagonal logo correctly using the drawing instruments, and the printing of the required letters 'DESIGN AND TECHNOLOGY' was poor, with no rendering done.
(iii) Candidates could not even formulate the problem that could arise from the situation given in the picture. They could not state the design brief.
(iv) Candidates did not formulate the specifications required.
(v) The candidates' freehand pictorial drawing of the possible solution was badly drawn, had no annotation and was not rendered.

Challenges

(i) Candidates could only manage to draw the given letter 'W' using the grid paper in isometric and not oblique drawing.
(ii) Most of the candidates could not formulate a clear description of the problem.
(iii) In the design brief, candidates were expected to include function, place and user.

Misconceptions

Freehand sketches must be drawn with the aid of straight edges.

Recommendations

Candidates should be systematically and extensively guided in practising freehand sketches. Most of the sketches drawn were of poor quality.

Candidates should be systematically guided on the use of standard drawing instruments and constantly taken through on how to use the grid paper.

4. TOPIC: MANUFACTURING MATERIALS

Candidates' performance on this topic was generally fair.

HIGH PERFORMERS

Competences

(i) On classification of hand tools, labelling their parts and explaining how they are used, candidates were able to state the purpose of the edge on the Hand File as to 'avoid damaging the shoulder.'

(ii) Candidates were able to classify the type of chisel used to clean the dovetail joint as the bevel-edged chisel.

(iii) Given the illustration of the joint, candidates could not identify the riveted joint correctly.

(iv) Candidates were able to apply the materials they would use to make the artifact as wood, metal and plastic.

(v) On the types of joints: Fixing materials: candidates were able to correctly apply the advantage of the type of nailing shown in the diagram (toe nailing), having holding strength.

(vi) Candidates were able to correctly apply the type of rendering for the wooden material given.

(vii) Most of the candidates could not describe the correct type of material used for making safety goggles as acrylic or nylon.

(viii) Given the recycling symbol (LDPE), candidates were able to describe correctly that its purpose is to minimise wastage because it is recyclable.

(ix) Given the diagram of a Rack, Candidates were able to correctly state the material that could be used to make it as 'aluminium, MDF or manufactured board.

(x) Given different hand tools in the table, candidates were required to identify each tool, state their functions and mention one safety precaution observed when using them.

Challenges

(i) Most of the candidates could not name the scriber, screwdriver and combination square correctly. But they were able to name the Pliers and the Trowel and mentioned their functions and safety precautions correctly.

(ii) When required to sketch hand tools, candidates' sketches, rendering and labelling were poorly done.

(iii) Types of screws and suitable screwdriver to use: this was a challenge to the candidates.

(iv) Candidates had challenges explaining treatment processes and why the cutting edges of tools are heat-treated. Understanding these concepts enables learners to understand the physical and mechanical properties of metals, such as strength, wear resistance, ductility and malleability.

(v) Recommending the ratio of the thickness of the tenon to the dovetail thickness was challenging.

AVERAGE PERFORMERS

(i) On identification of hand tools, labelling their parts and explaining how they are used, some candidates were able to state the purpose of the edge on the Hand File as to 'avoid damaging the shoulder.'
(ii) Some Candidates were able to identify the type of chisel used to clean the dovetail joint as the bevel-edged chisel.
(iii) Given the illustration of the joint, candidates could not identify the riveted joint correctly.
(iv) Candidates were able to state the materials they would use to make the artefact as wood, metal and plastic.
(v) Fixing materials: Some candidates were able to correctly state the advantage of the type of nailing shown in the diagram, having holding strength.
(vi) Some Candidates were able to identify correctly the type of rendering for the wooden material given.
(vii) Few candidates could manage to use the correct type of material used for making safety goggles, such as Acrylic or nylon.
(viii) Given the recycling symbol (LDPE), some candidates were able to identify correctly that its purpose is to minimise wastage because it is recyclable.
(ix) Given the diagram of a Rack, some Candidates were unable to correctly state the material that could be used to make it. Most of them gave general terms such as metal, wood or plastic.

Challenges

(i) Most of the candidates could not identify the scriber, screwdriver and combination square correctly. They simply named the screwdriver the chisel and the combination square the ruler. But they were able to name the Pliers and the Trowel, but they could not state the functions and safety precautions correctly.
(ii) Types of screws and suitable screwdriver to use: this was a challenge to the candidates.
(iii) Recommending the ratio of the thickness of the tenon to the dovetail thickness was challenging.
(iv) Candidates had challenges explaining treatment processes and why the cutting edges of tools are heat-treated. Understanding these concepts enables learners to understand the physical and mechanical properties of metals, such as strength, wear resistance, ductility and malleability.
(v) When required to sketch hand tools, candidates' sketches, rendering and labelling were poorly done.

LOW PERFORMERS

(i) On classification of hand tools, labelling their parts and explaining how they are used, candidates were unable to give the purpose of the edge on the Hand File to avoid damaging the shoulder.
(ii) Candidates were not able to identify the type of chisel used to clean the dovetail joint as a bevel-edged chisel.
(iii) Given the illustration of the joint, candidates could not identify the riveted joint correctly.
(iv) Candidates were able to apply the materials they would use to make the artefact as wood, metal and plastic.

(v) Candidates were not able to correctly explain the advantage of the type of nailing shown in the diagram, having holding strength.
(vi) Candidates were not able to apply the type of rendering given for wooden material.
(vii) Given the recycling symbol (LDPE), candidates were not able to identify correctly that its purpose is to minimise wastage because it is recyclable.

Challenges

(i) Most of the candidates could not name the hand tools given in the table correctly, and they could not state their functions and safety precautions.
(ii) Types of screws and suitable screwdriver to use: this was a challenge to most of the candidates.
(iii) Recommending the ratio of the thickness of the tenon to the dovetail thickness was challenging.
(iv) Candidates had challenges explaining treatment processes and why the cutting edges of tools are heat-treated. Understanding these concepts enables learners to understand the physical and mechanical properties of metals, such as strength, wear resistance, ductility and malleability.
(v) When required to sketch hand tools, candidates' sketches, rendering and labelling were poorly done. Their proportion was too small, with no rendering or labelling.

Recommendations

When asked to state the material they could use, Candidates should clearly specify it as mild steel or MDF.
To enable candidates to understand the different types of joints, different teaching methods should be blended, which should embrace charts and hands-on projects.

5. TOPIC: ELECTRICAL ENGINEERING

Few candidates managed to answer questions correctly on this topic.

HIGH PERFORMERS

Competences

(i) On energy conversions, candidates identify the electrical component which converts electrical energy to light energy as the light-emitting diode.
(ii) Given the circuit diagram, some candidates were able to identify the electronic components, such as the voltage, the light-dependent diode and the switch, correctly.
(iii) Candidates were able to explain the function of the ammeter.

Challenges

(i) Given the illustration of a circuit symbol, few candidates could identify the circuit symbol for the circuit breaker.
(ii) Given the table of an incomplete electric installation bill of quantity, most of the candidates had challenges relating the MCB size to the cable size and the components supplied.

AVERAGE PERFORMERS

(i) On energy conversions, candidates could identify the electrical component which converts electrical energy to light energy as the light-emitting diode.
(ii) Given the circuit diagram, fewer candidates were able to identify the electronic components, such as the voltage, the light-dependent diode and the switch, correctly.
(iii) Candidates could not explain the function of the ammeter.

Challenges

(i) Given the illustration of a circuit symbol, very few candidates could identify the circuit symbol for the circuit breaker.
(ii) Given the table of an incomplete electric installation bill of quantity, most of the candidates had challenges relating the MCB size to the cable size and the components supplied.

LOW PERFORMERS

(i) On energy conversions, candidates could not identify the electrical component which converts electrical energy to light energy as the light-emitting diode.
(ii) Given the circuit diagram, most of the candidates were not able to identify the electronic components, such as the voltage, the light-dependent diode and the switch correctly.
(iii) Candidates could not explain the function of the ammeter.

Challenges

(i) Given the illustration of a circuit symbol, very few candidates could identify the circuit symbol for the circuit breaker.
(ii) Given the table of an incomplete electric installation bill of quantity, most of the candidates had challenges stating the MCB size, the cable size and the components supplied.

6. TOPIC: SYSTEMS TECHNOLOGY

Most of the candidates performed well in this topic.

HIGH PERFORMERS

Competences

(i) On the illustration of the pincer removing the nail, candidates were able to apply where the pivot is located.
(ii) Given an illustration of the water tank standing on the tank stand, most of the candidates were able to correctly identify the type of force that the water tank was exerting on the tank stand as the dynamic force.
(iii) Given an illustration of a Car Jack, Candidates were able to apply the two types of motions that were involved in the labelled parts.

AVERAGE PERFORMERS

(i) On the illustration of the pincer removing the nail, candidates were able to apply where the pivot is located.
(ii) Given an illustration of the Water Tank standing on the Tank Stand, some candidates were able to correctly apply the type of force that the water tank was exerting on the tank stand as the dynamic force.

Challenges

(i) Given an illustration of a Car Jack, Candidates were unable to identify the two types of motions that were involved in the labelled parts.
(ii) Given the table of an incomplete electric installation bill of quantity, most of the candidates had challenges relating the MCB size to the cable size and the components supplied.

LOW PERFORMERS

(i) On the illustration of the pincer removing the nail, candidates were not able to state where the pivot is located.
(ii) Given an illustration of the water tank standing on the tank stand, a few of the candidates were able to correctly identify the type of force that the water tank was exerting on the tank stand as the dynamic force.
(iii) Given an illustration of a Car Jack, candidates could not identify the two types of motions that were involved in the labelled parts.

Challenges

(i) Given an illustration of a Car Jack, Candidates were unable to identify the two types of motions that were involved in the labelled parts.
(ii) Given the table of an incomplete electric installation bill of quantity, most of the candidates had challenges relating the MCB size to the cable size and the components supplied.

Recommendations

In order for learners to be able to relate what they learn to real-life objects and motions, they should be subjected to handling actual machines and equipment so that they are able to link and understand the different types of motions applied.

7. TOPIC: ENTREPRENEURSHIP

This topic was more challenging for most candidates.

HIGH PERFORMERS

Competences

(i) Given the material cost and the labour charge in the form of a percentage, few candidates were able to calculate the selling price.
(ii) Candidates correctly differentiated the use of a business plan from those that are not used.

AVERAGE PERFORMERS

(i) Given the material cost and the labour charge in the form of a percentage, very few candidates were able to calculate the selling price.
(iii) Candidates correctly differentiated the use of a business plan from those that are not used.

LOW PERFORMERS

(i) Given the material cost and the labour charge in the form of a percentage, very few candidates were able to calculate the selling price.

(iv) Candidates could not differentiate the use of a business plan from those that are not used.

12.5 Home Economics

This report analyses learners' performance in Home Economics, focusing on key syllabus areas assessed in the examination, including Food and Nutrition, Home Management, Health Education, and Needlework and Crafts. Responses are categorised into high, average, and low performance to identify understanding patterns and areas for improvement.

The analysis evaluates how well learners demonstrated knowledge and skills in both theoretical and practical aspects of Home Economics, such as meal planning and household management. Findings indicate strengths in recalling information and answering theoretical questions, but also highlight challenges in interpreting diagrams, differentiating concepts, and applying knowledge to real-life situations.

By identifying these strengths and weaknesses, the report offers insights for teachers and education stakeholders to enhance instructional practices, recommending increased practical exposure, effective teaching aids, and better access to resources.

High Performance – Strengths

a) Learners showed a good understanding of the topic.
b) Learners were able to give correct answers to questions.
c) Learners were able to recall the information on topics correctly.
d) Learners were able to draw required diagrams correctly.
e) Learners were able to interpret the diagram correctly.
f) Learners showed understanding of content matter of the syllabus.
g) Learners handwriting was clear and easy to read their answers.

High Performance – Weaknesses

a) Learners showed few misconceptions on the questions, e.g. importance of planning meals and points to consider when planning meals in section A.
b) Some learners failed to illustrate by way of a diagram.
   - Food and Nutrition- Section A
     Learners demonstrated a good understanding of topics and had knowledge of the content areas.
   - Home Management – Section B
     Learners failed to recall the cleaning agent used in the refrigerator after cleaning. Practice was not done, and the topic was not clearly outlined in the syllabus.
c) Learners were not able to differentiate between laundry equipment and laundry materials. Learners failed to apply this to a real situation when washing at home.

Health Education – Section C

a) Learners were not able to recall the information on disposal of sanitary towels correctly.
b) Learners struggled to recall ways of treating constipation.

Needle Work and Crafts Section D

a) Learners lacked knowledge and understanding of topics such as stitches and processes in dress construction.

b) Learners struggled to illustrate the last stage of making gathers in the form of a diagram.
c) Learners failed to identify the knitting stitches and crocheting
Steps: This was a challenging topic.

SKILLS PORTRAYED

- Learners had a good understanding of the topics covered in the syllabus and were able to recall the exact answers.
- Learners demonstrated the skills of identifying, classifying, analysing and making/application of concepts in the syllabus.
- Learners displayed good grammar and handwriting.
- Learners showed confidence in answering the questions correctly.
- Learners portrayed good communication skills in writing exact answers.
- Learners demonstrated ability to apply knowledge to real situations, e.g., on disposal of sanitary towels.

AVERAGE PERFORMANCE – STRENGTHS

- Learners showed good understanding of the topics covered in the questions.
- Learners recalled some information correctly
- Learners attempted all questions
- Learners showed a bit of confidence

AVERAGE PERFORMANCE WEAKNESSES

- Learners did not clearly understand the requirements of the question.
- Learners were unable to draw the diagram;
- Learners did not show confidence in their answers, as shown by a lot of cancellations made.
- Learners had misconceptions on the understanding of the questions e.g. on importance of planning meals and points to consider when planning meals and points to consider when planning meals.

TOPICS WHERE CHALLENGES WERE OBSERVED

- Crocheting
- Knitting
- Needlework process

SECTIONS: -

1. Food and Nutrition
    a) Learners demonstrated good understanding of the topics covered.
    b) Learners were unable to recall the exact information.

2. Home Management
    a) Learners failed to identify the parts of the sink.
    b) Learners were unable to recall the cleaning agent used in the refrigerator.
    c) Learners were unable to mention consumer rights and state characteristic of a customer care provider.
    d) Learners drew the diagrams with misconceptions.
    e) Learners failed to give the properties of cotton. This was a challenging question.

f) Learners were unable to name the types of ornaments. This was a challenging question.
g) Learners were unable to contrast/differentiate between laundry equipment and laundry materials. Had misconceptions between equipment and materials.

3. Health Education: -
   a) Learners were not able to label the parts of the skin. Correctly, but had a good understanding of the function of part (iii), failed to recall the parts of the skin.
   b) Learners showed a lot of misconceptions
   c) Learners failed to understand the key requirements of the question.
   d) Learners demonstrated a lack of knowledge on the content.

4. Needle Work and Crafts
   a) Learners performed below average in this section.
   b) Learners did not demonstrate a good understanding of the topics covered.
   c) Learners failed to recall knowledge in most questions on different topics asked.
   d) Learners were unable to interpret the diagram drawn and also failed to illustrate by use of a diagram.
   e) Learners showed a lack of subject matter/material.
   f) Learners demonstrated difficulties in answering this section. Learners lacked knowledge of the topics covered.
   g) Learners did not apply knowledge in real-life situations.

LOW PERFORMANCE – STRENGTHS

Learners performed very low and below average.

a) Learners performed very low and below average.
b) Learners were able to give answers, though not correct.
c) Learners demonstrated the skill of writing with wrong spellings.
d) Learners showed some confidence in answering and writing the answers.

LOW PERFORMANCE – WEAKNESSES

a) Learners had one content of the subject.
b) Learners failed to recall knowledge.
c) Learners showed confusion on the understanding of the requirements of the question.
d) Learners showed poor grammar in their answers and wrong spellings.
e) Learners showed a lot of misconceptions in their answers
f) Learners did not draw the diagrams.
g) Learners failed to interpret the diagrams.
h) Learners left some part of the questions unanswered in some sections for example, Health Education

TOPICS WHERE CHALLENGES WERE OBSERVED

a) Learners demonstrated significant difficulties on all the topics covered in the syllabus.
b) Learners failed to interpret the diagrams in Section B.
c) Learners demonstrated difficulty in drawing the laundry symbol, leaving it blank.
d) Learners did not answer all the parts of the questions.

e) Learners performed very poorly in all the sections.
f) Learners had very bad handwriting.
g) Learners lacked confidence and had no good communication, especially in writing.
h) Learners demonstrated weak understanding of the theory.
i) Learners struggled to integrate the theory and the practical.

CHALLENGING QUESTIONS

SECTION B: Home Management

Learners failed to apply a real practical situation on improvisation of kitchen utensils.
Learners struggled to recall the cleaning agent used to remove bad smell from the refrigerator.
Learners were confused, and some wrote about the advantages of cotton learners failed to portray the skill of observing different fabrics.
Learners failed to recall types of ornaments. Syllabus on Home Decorations.

SECTION B: Needlework and Craft

Learners struggled to identify the knitting stitches and crocheting steps.

Conclusion

The candidates demonstrated that learning is occurring in schools; however, teachers should focus on teaching topics holistically rather than merely preparing students for exams. The analysis of learners' performance in Home Economics reveals varying levels of understanding across different topics assessed in the examination. While high-performing learners displayed a strong mastery of the subject content, including accurate information recall and correct interpretation of certain diagrams, average and low-performing learners faced numerous conceptual and practical challenges. These challenges were particularly evident in areas such as home management procedures, identification of fabrics and materials, understanding needlework processes, and diagram interpretation.

A key finding from the analysis was that many learners struggled to connect theoretical knowledge with practical application, especially in topics that required hands-on skills like crocheting, knitting, dress construction, and household management activities. Additionally, misconceptions about specific concepts and difficulties recalling certain information from the syllabus suggest that some learners may not have had enough opportunities to practice the practical components of the subject. The findings highlight the importance of enhancing the teaching and learning of Home Economics through hands-on activities, the use of appropriate teaching aids, and adequate access to tools and equipment. Teachers should emphasise practical demonstrations and real-life applications of concepts to help learners develop a deeper understanding and hone their skills. Moreover, ensuring that students have access to textbooks, workshop spaces, and practical materials will improve their ability to integrate theory with practice. Overall, improving learner performance in Home Economics requires a balanced approach that combines theoretical knowledge with practical experience. By implementing the recommended strategies, educators can support learners in developing the knowledge, skills, and confidence necessary to apply Home Economics concepts effectively in both academic settings and everyday life.

RECOMMENDATIONS

1. Learners to be taught all the topics in the syllabus.
2. Learners to have enough textbooks, tools/equipment to practice.
3. Learners need to practice regularly so they can be able to recall information related to the application/practice.
4. The teacher must understand the concepts clearly so they can explain them clearly to the learners.
5. Enough time must be allowed to practical subjects for the learners to understand the theory behind practical work, e.g., to know why each step is done.
6. Learners need to be motivated so they can have confidence.
7. There is a need to have workshop rooms so that learners are exposed to proper use of the equipment.
8. Learners show practice drawing diagrams as a skill.
9. Learners should be shown teaching aids like diagrams of structure so that they will be able to recall and interpret clearly. Enough textbooks should be provided.
10. Learners should be strongly advised to attempt all parts of the question.
11. Teachers should be using real situations in explaining certain concepts of the topic.
12. Real teaching, aids like good staff and equipment/tools must be provided. Materials for Needlework and crafts must be available, e.g., crocheting and knitting tools.

12.6 Musical Arts Education

This section reviews performance of learners in Musical Arts Education. It highlights observations on each of the items from the four sections of the paper: A, B, C and D. The report has been segmented into three parts: High Achievers, Average Achievers and Low Achievers, with each segment highlighting candidates' performance in all topics presented in the items. Lastly, observations are made, challenging questions are identified, and finally, recommendations are presented.

HIGH PERFORMERS

Section A: Aural Skills

Topic: Intervals

- The candidates demonstrated a low sense of pitch to distinguish tone and semitone, and skills in demonstrating both qualitative and quantitative value of an interval.

Topic: Matching Melodies

- Candidates demonstrated high skills in aural analysis of rhythm and pitch. They were able to match all the melodies in the items with what they heard on the CD.

Topic: Chord Progression

- Candidates were able to identify major and minor chords in the progressions and clearly indicated them in the order they were played. They demonstrated a good sense of pitch and the ability to use Roman numerals in identifying the chords.

Section B. Music Literacy

Topic: Names of the lines and spaces of the staff.

- Candidates applied their knowledge of the recognition of the treble clef staff. They also demonstrated understanding of accidentals.

Topic: Barring/ Time Signatures.

- Candidates were able to analyse and balance the bar by providing one missing note. This showed competence in barring and time signatures.

Topic: Note Value and equivalent rests

- Candidates demonstrated understanding of note values and their equivalent rests. They were able to recall and identify the given note as its equivalent rest by naming it correctly.

Topic: Intervals

- Candidates could not fully describe the intervals by stating both the quantitative value and the qualitative value.
- The majority remembered the topic but had challenges applying the knowledge of the qualitative value of an interval.

Topic: Scales.

- Candidates demonstrated understanding of the construction of a scale. They remembered to indicate the correct key signature of the G major scale either at the beginning of the staff or an accidental within the scale.
- They also applied knowledge of the use of semitones in descending order to show pitch.

Topic: Triad

- Candidates demonstrated knowledge of identifying major and minor triads. They also demonstrated knowledge of the inversions of triads
- They had challenges in identifying the triad using technical names.

Topic: Music Translations

- Candidates demonstrated understanding of note values and their equivalent punctuations.
- They demonstrated knowledge in translating music in diatonic melody from sofa notation to staff notation
- They had challenges in placing the notes on the correct pitch on the staff.

Topic: Transposition.

- Candidates remembered concepts around music transposition, e.g., intervals and key signatures. They also demonstrated the ability to write music in different keys and sight-read.

Topic: Completing a given melody.

- Candidates were able to analyse the given part of the melody by applying knowledge of key signature, time signature, rhythm, intervals, and barring.

- They demonstrated their knowledge and ability to compose a melody

Section C: Score Analytical Skills
Topic: Metre/Time signature

- Candidates demonstrated understanding of common time by identifying and naming it.

Topic: Musical Terms and Symbols

- Candidates applied their knowledge of musical terms and dynamics and were able to interpret them accordingly

Topic: Bar Lines

- Candidates did not apply knowledge of bar lines to interpret the time signature with an anacrusis bar. They counted the first and the last bar as complete bars.

Topic: Technical names of the scale

- Candidates were able to apply knowledge of the technical names in a given scale.

Topic: Pitch

- Candidates applied their knowledge of treble clef staff, key signature, scales, and pitch to locate the sofa or letter names of the lines and spaces on the staff.

SECTION D: MUSICAL-RELATED KNOWLEDGE
Topic: Cultural Roles of Music

- Candidates demonstrated knowledge of the roles of music in society.
- They had challenges in bringing out the various roles that music plays in society

AVERAGE PERFORMERS
Section A: Aural Skills.
Topic: Intervals

- The candidates demonstrated an average sense of pitch to distinguish tone and semitone, and average skills in demonstrating both qualitative value and quantitative value of an interval.

Topic: Matching Melodies

- Candidates demonstrated average skills in aural analysis of rhythm and pitch. They were not able to match all the melodies in the items with what they heard on the CD.

Topic: Chord Progression

- Candidates were able to identify major and minor chords in the progressions and clearly indicated them in the order they were played. They demonstrated a good sense of pitch and the ability to use Roman numerals in identifying the chords.

Section B. Music Literacy.

Topic: Names of the lines and spaces of the staff.

- Candidates applied their knowledge of the musical staff. They also demonstrated understanding of the use of accidentals.

Topic: Barring/ Time Signatures.

- Candidates were able to analyse and balance the bar by providing one missing note. This demonstrated competence in barring and time signatures.

Topic: Note Value and equivalent rests

- Candidates demonstrated understanding of note values and their equivalent rests. They were able to recall and identify the given note as its equivalent rest by naming it correctly.

Topic: Intervals

- Candidates could not fully describe the intervals by stating both the quantitative value and the qualitative value.
- The majority attempted the item but could only get one part correct, with the majority getting the quantitative value correct.
- They had challenges in describing the quantitative value of the item

Topic: Scales.

- Candidates demonstrated understanding of the construction of a scale. They remembered to indicate the correct key signature of the G major scale either at the beginning of the staff or with accidentals within the scale.
- Candidates also demonstrated knowledge of the use of semibreves in descending order to represent pitch.

Topic: Triad

- Candidates demonstrated knowledge of identifying major and minor triads. They also demonstrated knowledge of the inversions of triads
- They had challenges in identifying the triad using technical names.

Topic: Music Translations

- Candidates demonstrated understanding of note values and their equivalent punctuations.
- They demonstrated knowledge in translating music in diatonic melody from sofa notation to staff notation.
- They had challenges in placing the notes on the correct pitch on the staff.

Topic: Transposition.

- Candidates remembered concepts around music transposition, e.g., intervals and key signatures. They also demonstrated the ability to write music in different keys and sight-read.

Topic: Completing a given melody.

- Candidates were not able to analyse the given part of the melody by applying knowledge of key signature, time signature, rhythm, intervals, and barring.
- Most of the answers were either incomplete or the item was not attempted.
- They did not demonstrate their knowledge and ability to compose a melody

Section C: Score Analytical Skills
Topic: Metre/ Time signature

- Candidates demonstrated understanding of common time by identifying and naming it.

Topic: Musical Terms and Symbols

- Candidates did not apply their knowledge of musical terms and dynamics. They were not able to interpret the given musical symbols in the item.

Topic: Bar Lines

- Candidates did not apply knowledge of bar lines to interpret the time signature with an anacrusic bar. They counted the first and the last bar as complete bars.

Topic: Technical names of the scale

- Candidates were able to apply knowledge of the technical names in a given scale.

Topic: Pitch

- Candidates applied their knowledge of treble clef staff, key signature, scales, and pitch to locate the sofa or letter names of the lines and spaces on the staff.

SECTION D: MUSICAL-RELATED KNOWLEDGE
Topic: Cultural Roles of Music

- Candidates demonstrated knowledge of the cultural roles of music in society, but they had challenges in concentrating on the cultural roles of music and mixed with other roles that music plays in society, such as career and commercial use, e.g., advertisement.

LOW PERFORMERS
Section A: Aural Skills
Topic: Intervals

- The candidates demonstrated a low sense of pitch to distinguish tone and semitone, and low skills in demonstrating both qualitative and quantitative value of an interval.

Topic: Matching Melodies

- Candidates demonstrated average skills in aural analysis of rhythm and pitch. They were not able to match all the melodies in the items with what they heard on the CD.

Topic: Chord Progression

- Some candidates were able to identify major and minor chords in the progressions and clearly indicated them in the order they were played. They demonstrated a good sense of pitch and the ability to use Roman numerals in identifying the chords.
- Some candidates were writing the tonic chord as the first chord they heard as part of the progressions.

Section B. Music Literacy.
Topic: Names of the lines and spaces of the staff.

- Candidates did not apply knowledge of the musical staff. They also did not demonstrate understanding of the use of accidentals to identify B flat.

Topic: Barring/ Time Signatures.

- Candidates did not analyse and balance the bar by providing one missing note. This demonstrated a lack of knowledge in barring and time signatures.

Topic: Note Value and equivalent rests

- Candidates did not demonstrate understanding of note values and their equivalent rests. They did not calculate the number of quavers that make a crotchet.

Topic: Intervals

- Candidates could not fully describe the intervals by stating both the quantitative value and the qualitative value.
- The majority attempted the item but could only get one part correct, with the majority getting the quantitative value correct.
- They had challenges in describing the quantitative value of the item

Topic: Scales.

- Candidates did not demonstrate understanding of the construction of a scale.
- They did not remember to indicate the correct key signature of the G major scale either at the beginning of the staff or accidentals within the scale.

Topic: Triad

- Candidates did not apply their knowledge of identifying major and minor triads.
- They did demonstrate knowledge of the inversions of triads.
- They had challenges in identifying the triad using technical names.

Topic: Music Translations

- Candidates did not apply their understanding of note values and their equivalent punctuations.
- They did not demonstrate knowledge in translating music in diatonic melody from sofa notation to staff notation
- They had challenges in placing the notes on the correct pitch on the staff.

Topic: Transposition.

- Candidates did not apply knowledge of intervals and key signatures.
- They did not demonstrate the ability to write the key signature for D major.
- They had challenges in locating the exact pitches in the transposed key,

Topic: Completing a given melody.

- Candidates were not able to analyse the given part of the melody by applying knowledge of key signature, time signature, rhythm, intervals and barring.
- Most of the answers were either incomplete or the item was not attempted.
- They did not demonstrate their knowledge and ability to compose a melody

Section C: Score Analytical Skills
Topic: Metre/ Time signature

- Candidates did not demonstrate understanding of common time by identifying and naming it in the item.
- Others found the time signature instead of identifying and naming it

Topic: Musical Terms and Symbols

- Candidates did not apply their knowledge of musical terms and dynamics. They were not able to interpret the given musical symbols in the item.

Topic: Bar Lines

- Candidates did not apply knowledge of bar lines to interpret the time signature with an anacrusic bar. They counted the first and the last bar as complete bars.

Topic: Technical names of the scale

- Candidates were not able to apply the knowledge of technical names in a given scale.

Topic: Pitch

- Candidates did not apply their knowledge of treble clef staff, key signature, scales, and pitch to locate the sofa or letter names of the lines and spaces on the staff.

Section D: Musical-Related Knowledge
Topic: Cultural Roles of Music

- Candidates did not demonstrate knowledge of the cultural roles of music in society.
- They had challenges in concentrating on the cultural roles of music, which they mixed with other roles that music plays in society, such as career and commercial use e.g advertisement.

Overall Observations

High Performers

High achievers' good performance could be attributed to their ability to demonstrate their high understanding of various topics and concepts, and apply them in various situations. They were able to interpret, analyse, and apply skills in listening and writing music correctly. They also demonstrated resilience by attempting all the questions neatly and clearly

Average Performers

Average achievers attempted most of the questions but did not demonstrate understanding of various topics. Their analytical skills were average. They also did not attempt all the items; in some cases, some answers were incomplete.

Low Performers

Low achievers did not demonstrate analytical skills in many items. They did not apply their knowledge of various concepts to topics. They were not able to interpret, analyse, and apply skills in listening and writing music correctly. They also demonstrated a lack of resilience by not attempting all items.

Challenging topics

Overall, it has been observed that candidates have challenges in answering questions based on the following topics;

1. Aural Skills
    - Melody matching
    - Chord progressions

2. Music Literacy Skills
    - Major and minor keys with flats.
    - Music translations
    - Transposition
    - Anacrusic music
    - Music terminologies and symbols

Recommendations

The following recommendations would help improve grades in the items with the topics identified as challenging.

Aural Skills

- Candidates should be exposed to vigorous drills in pitch using various pitched instruments and tools such as piano, guitar, recorders, radio, and singing.

Musical Literacy

- Candidates should have a basic understanding of pitch
- Candidates should know both major and minor scales, both theoretically and practically to apply them on the staff
- Candidates should have knowledge of punctuation marks used to translate to musical notes and their pitch.

- Candidates should be taught skills in writing and identifying various key signatures and technical knowledge of the language used when transposing melodies, such as the use of technical names of the scale.
- Candidates should be drilled in rhythm, note value, and metering when the first and the last bar of a melody are not balanced according to the time signature used.
- Candidates should read widely on the various musical terms and symbols
- More time in the schemes of work should be allocated to practical and remedial work to train drill learners in various musical skills.
- Candidates should practice drawing the musical notes, clefs, and symbols to improve their writing skills.

Conclusions

In conclusion, there were varied performance levels in Musical Arts that highlight the need for targeted interventions, especially in areas such as aural skills and music literacy. To address these challenges, the recommendations emphasise the importance of providing learners with comprehensive resources, regular practice opportunities, and a clear understanding of theoretical concepts. Encouraging familiarity with real-life applications of the subjects will further empower students to bridge the gap between knowledge and practice. By implementing these strategies, educators can foster a learning environment that not only boosts academic performance but also equips students with essential life skills, ultimately enhancing their confidence and proficiency in Musical Arts.

12.7 Physical Education

Physical Education plays a key role in the overall development of students, contributing not only to their physical fitness but also to their mental and emotional well-being. This report aims to dissect the strengths and weaknesses observed in students' responses, providing valuable insights for enhancing future learning experiences in Physical Education. By identifying specific areas for improvement and recommending targeted strategies, we can foster a more effective learning environment that encourages success for all students.

HIGH ACHIEVERS

- The answering was clear and precise.
- They were able to understand and identify the correct answers without a way.
- The candidates were able to demonstrate concepts in an orderly and clear way.
- The essays were skilfully organised in connection with the subject matter.
- They had a great ability to communicate well during their essay writing.
- Although high achievers showed good skills in answering the questions, there was a common trend of getting the same question in Section C.

THE AVERAGE

- The performance was not clear.
- Candidates were able to answer all the questions.
- The performance was not very bad in Section B, even though the questions were very clear.
- Question 3, which is derived from movements and perceptual learning, candidates needed to study the movements of bones in the skeletal system for them to go about the combination of warm-up, main active, and cool-down format almost daily, for them to get it right.

- Question 5 is also one example that candidates got wrong. The topic is on sports skills documents
- Candidates needed to be exposed to practical skills during class and outside lessons to enable them to know about the formation of the game in terms of how hints are made into points, like in the game of Volleyball.
- Generally, in Section B, the candidates failed to demonstrate the concentrated thinking of the question.
- The essay writing was not attempted accordingly.
- The candidates lost concentration in exposing their answers.
- They lacked the concept of complication in their writing.
- They needed the idea of teaching aids for them to be able to identify points to indicate in the essays.
- They also needed practical studies, which were on learning.

LOW PERFORMANCE

- They got most of the questions wrong.
- They did not do well in all the sections.
- There was a failure in grasping the information.
- Candidates displayed a lack of understanding on the part of the content
- They were answering contrary to the questions.

OBSERVATIONS

- Some candidates performed well and showed good knowledge and understanding of the subject matter.
- They demonstrated through correct and accurate application and interpretation of the question by writing good essays.
- Some candidates did not easily demonstrate an actual understanding of subject matter.
- To conclude, most candidates did not prepare for the examination because they had not fully developed their ideas.

Conclusion

In conclusion, the performance analysis of candidates in Physical Education highlights significant disparities in understanding and application of the subject matter. While high achievers displayed clarity and depth in their responses, average and low-performing students struggled with fundamental concepts and practical applications. This indicates a need for targeted interventions to address knowledge gaps and enhance overall comprehension. By implementing the recommended strategies, such as focused practice, peer learning, and practical engagement, we can create a more effective and supportive environment for all students. This will not only improve their academic performance but also contribute to their physical and emotional growth, ensuring a well-rounded educational experience in Physical Education.

Recommendations

- Analyse errors through feedback on past papers to identify specific weak areas of the candidates.
- Peer groups can be utilised to enhance active learning and focus on individual progress rather than comparing results with peers.
- To encourage candidates to spend more time on the subject differently and actively ask teachers for advice on how to improve for the next attempt.
- Candidates in a spot, for example, are required to spend time doing practical skills before examination time to increase performance.
- Practical studies are supposed to be engaged to enable candidates to focus on learning by doing this helps to integrate hands-on physical activities with theoretical cognitive function.

12.8 Integrated Science

Integrated science serves as a vital foundation for understanding the interconnectedness of various scientific disciplines, including biology, chemistry, and physics. In grades 8 and 9, students encounter a diverse range of topics such as the human body, health, plants, animals, materials, energy, and the environment. Mastery of these subjects not only enhances their scientific literacy but also fosters critical thinking and practical skills essential for real-world applications. This analysis outlines the characteristics that differentiate high-performing candidates from their average and low-performing peers, shedding light on their respective strengths and weaknesses. Such insights aim to inform instructional strategies and improve student outcomes, ensuring that all learners can engage meaningfully with integrated science concepts and develop a deeper appreciation for the scientific phenomena that shape their world.

Characteristics of High-Performing Candidates

a) Were able to explain concepts in their own words. For example, section B5. Materials and Energy, Volume, Mass and Density. The candidates were able to explain why the object was able to float using their own language.
b) They were able to interpret the experiments given. For example, questions on Materials and Energy, which have an experimental background, learners were able to interpret the practical given and use scientific facts to calculate variables such as density. They were able to draw valid conclusions from experiments.
c) They were able to identify the parts of the human body when asked. They were also able to label the parts correctly.

Characteristics of Average-Performing Candidates

a) Demonstrated minor difficulties in knowledge. Interpreting diagrams using scientific facts was a struggle for them. For example, topics on the Human Body, which needed parts to be labelled. Most of them struggled to identify the parts and label them.
b) They also struggled to manipulate figures and use a formula to calculate density.
c) They also struggled to interpret and apply scientific facts to questions which have an experimental nature. For example, the topic Materials and Energy Separation Technique. They could not properly explain the Separation Technique, even when the clue was clear that it was about Magnetism.

Characteristics of Low-Performing Candidates

a) The learners struggle with the skill of differentiating. For example, the subtopic of communication. They were not able to differentiate Analogue device from a digital device.
b) Demonstrated a lack of in-depth knowledge in interpretations of diagram using human body; most of them struggled or failed to label parts correctly.
c) They struggled to explain ideas and scientific concepts in their own words. For example, on the topic of Material and Energy. They could not explain in their own words why an object will float on water.
d) They got confused when interpreting and applying scientific knowledge when presented with a situation. For example, the topic on plants and Animals. (Photosynthesis). They could not indicate the correct colour changes when starch is not present.
e) They could not manipulate figures and units to calculate required variables. They lacked the skill of manipulating figures to solve a problem. For example, the calculations on density. They struggled to calculate density.
f) On the topic of Materials and Energy (Heat Transfer). Learners were not able to interpret the principle of heat loss by either conduction, convection or radiation. They lacked analysis skills.
g) Topics which had a background of hands-on experiments were poorly tackled. For example, Materials and Energy. The subtopics are Density and Separation Techniques. Questions in these topics were not properly answered. Indicating that they did not experiment with the lessons. This is because these are lessons which are practical in nature; learners need to carry out an experiment on the separation technique for them to understand better.

Conclusion

The main challenge observed is the limited application of skills to a related context. The remedial is to ensure that when teaching/learning activities, more hands-on activities are done. Generally, the analysis of student performance in integrated science reveals a clear distinction between high-performing, average, and low-performing candidates. High-performing students demonstrate a solid understanding of scientific concepts, effective interpretation of experiments, and the ability to articulate their knowledge clearly. In contrast, average and low-performing students face challenges in fundamental areas such as diagram interpretation, application of scientific principles, and hands-on experimentation. To bridge these gaps, it is essential to implement targeted instructional strategies that foster critical thinking, enhance practical skills, and engage students through interactive learning experiences. By incorporating visual aids, real-life examples, and hands-on experiments, educators can facilitate a deeper understanding of integrated science concepts, ultimately improving student outcomes and fostering a lasting appreciation for the scientific processes that govern our world.

Recommendations

a) To help learners acquire differentiating skills, teaching/learning should include more visual Aids and real-life objects. For example, the topic of communication. Digital Devices and Analogue Devices to be brought during the lesson. The use of charts should be enhanced

- Analogue devices include
  A radio with a turning knob, a wall clock with hands, and a mercury in glass thermometer.
- Digital devices include digital
  Clock, digital thermometer, smartphone.

b) The teaching learning process must include more hands-on experiments. Ensure the learners perform the experiment in order to increase the retention of knowledge. For example, the question one separates technique, when teaching Magnetism as a separation technique. Bring iron filings mixed with sand to a petri dish. Then, attract the Magnet to the petri dish. The learners will be able to see the iron fillings being attracted to the magnet, while the sand, which is nonmagnetic, will remain on the petri dish

c) Teaching and learning to enhance research and experimental work. This will help improve the skill of research and interpreting data. For example, when teaching the process of photosynthesis, learners should be guided to examine the conditions necessary for photosynthesis. This lesson should be done in several days. For example, Day one and two carryout an experiment to demonstrate why light is necessary for photosynthesis. In this experiment, learners will be exposed to hands on experiment. After exposing leaves to the sun and other leaves covered with foil paper, the learners will then carry out the test for starch on the two leaves. When they carry out the test for starch, they will be able to observe the colour changes and hence be able to draw a conclusion.

   Ii, More practical/Experimental works, for example, on the topic Materials and Energy. If learners carried out an experiment on the decomposition of copper (ii) carbonate in class, they would have been able to write the word equation for the reaction. This thermal decomposition is a hands-on experiment which would help the learners to draw their own conclusions from their work.

d) There is a need for in-depth coverage of the syllabus. Teaching Aids such as charts, diagrams, interactive Aids such as 3D models and digital simulations. For example, 3D model to show the parts of the human heart, skills of comparisons, identification and Analysis can be improved with visual Aid. The difference in deficiency disease, charts, pictures and diagrams of a child with the symptoms to be displayed. If allowed, a case study at the clinic showing real-life examples of children suffering from deficient diseases should be done.

12.9 Agricultural Science

Agricultural science is an essential subject that involves studying various aspects of farming, crop production, livestock management, and sustainable practices vital for food security and environmental conservation. This assessment focuses on the performance of candidates in the Grade 9 Agricultural Science examination, highlighting both strengths and weaknesses across different topics. Analysing candidates' performance not only provides insight into their grasp of key concepts but also helps identify knowledge gaps that need to be addressed.

Analysis of Performance

The following topics were covered in the examination paper:

1. Agriculture in Zambia
2. Soil Science
3. Crop production
4. Livestock production
5. Forestry and conservation farming
6. Farm Structures
7. Farm machinery
8. Farm management

Performance of candidates:

The following topics were well scored by most candidates:

1. **Agriculture in Zambia**

Skill: Candidates were tested on the skill of understanding the farming systems in Zambia and how they affect factors such as transport Systems and population growth.

2. **Soil Science**

Candidates were tested on their understanding of crop classification, nutrients and their deficiency symptoms and the importance of crop protection.

3. **Farm management**

Candidates were tested on the comprehension of the use of limited resources in agriculture and were able to recall facts on record keeping and factors of production.

The candidates were able to exhibit the following skills in answering the above-mentioned questions.

i) Candidates were able to recall the (show knowledge) the main related agricultural activities carried out in Zambia.
ii) Candidates were able to present a logical explanation of how transport and population growth affect land use in agriculture.
iii) Candidates were able to exhibit good knowledge and understanding of soil types, the importance of soil mineral nutrients and causes of soil degradation.
iv) Candidates were asked to recall facts that they used to define the term management, and were able to explain the concepts of resources needed for an agricultural enterprise.

The candidates did not perform well in the following topics:

1. Crop production: Candidates were tested on their understanding of crop classification, the importance of soil nutrients and crop protection.
2. Forestry and conservation farming.
3. Livestock production
4. Farm structures

Candidates failed to:

i) Exhibit the knowledge of how dead animal and plant materials break down into components used by plants.
ii) Explain the role played by plants in soil water conservation
iii) Recall the characteristics of a good granary.
iv) Identify the parts of a ruminant digestive system that carry out rumination and trapping foreign objects.

Characteristics of high-performing candidates

The candidates exhibited the following characteristics:

i) Logical explanation of concepts, for instance, how trees conserve soil water when used in Conservation farming.
ii) Demonstrated Knowledge and understanding of the role of major soil nutrients in plant growth.

iii) Demonstrated Knowledge of farm implements, farm machinery and farm Structures used in Agriculture in Zambia.

Characteristics of Average-Performing Candidates

These candidates exhibited the following characteristics

i) Demonstrated the knowledge of digestive systems of different animals, especially the ruminants, but had challenges explaining the cause of mass loss by cattle feeding paddock in May to August.
ii) Demonstrated Knowledge of implements, farm machinery and farm structures, but had challenges with the characteristics of a granary.

Characteristics of low-performing candidates

These candidates had the following difficulties.

i) Presenting a logical explanation of concepts. For instance, how dead animal and plant material are broken down to components that are used by plants.
ii) Demonstrating knowledge in farm implements, farm machinery and farm structures used in Agriculture in Zambia.
iii) Identifying parts indicated in the diagram, picture or image and stating their function. For instance, most candidates were unable to identify parts of a ruminant digestive system that carried out the functions of rumination and trapping foreign objects.

Characteristics of high performing candidates

i) Logical presentation and explanation of concepts, for instance, on how trees conserve soil & water.
ii) Demonstrated knowledge and understanding of the role of the major plant nutrients in plant growth.
iii) Demonstrated knowledge of farm structure and farm machinery used in Agriculture.

Characteristics of average-performing candidates.

Demonstrated knowledge of the animal digestive system, especially in ruminants, but had challenges explaining the cause of mass loss by cattle that were allowed to graze in a paddock from May to August.

Characteristics of low

“Low-performing Candidates had the following difficulties.’

i) Presenting logical explanations of Scientific principles. For instance, how dead animal and plant material are broken down to components that are used by plants.
ii) Demonstrating knowledge of farm structures and farm machinery used in Agriculture in Zambia.
iii) Identifying parts indicated in a diagram, picture or image and stating their function. For instance, most candidates were unable to identify parts of the ruminant digestive system that carried out the function of rumination and trapping foreign objects.

Challenges

i) Misrepresentation of Scientific concepts and principles among low achievers.
ii) Limited understanding of the concepts leading to poor application of concepts in new Situations to solve problems.
iii) Failure to handle questions that required higher-order thinking Skills, for instance, application of knowledge to improve productivity in agriculture. This was common among the average and low-performing candidates.

Recommendations

1. There is a need for thorough coverage of the topics and the syllabus. For instance, examination questions from different papers can be used to assess learners in class exercises and homework after a topic.
2. The teaching and learning process should include practical and field work. For instance, the teachers can test the understanding of learners by subjecting them to hands-on activities in the school garden or production. For example, learners can test the importance of fertilisers in crop production by having two plots of crops in the garden, one with fertilisers applied and the other without fertilisers.
3. Consistent and quality assessments that cover high-order thinking skills. For example, learners can rear chicks in the school poultry section and divide them into two lots/groups. Feeding them on the required feeds from different brands. They should collect data on the growth rate and analyse it.
4. Use of learner-centred approaches to encourage the participation of learners. For instance, learners can be divided into groups and given parts of a topic to discuss and present to their entire class.
5. Teachers should frequently administer class exercises after each lesson, weekly homework and provide weekend topical assignments. After feedback, the class should go through the assessment and make corrections before new work is taught.
6. The teacher should provide learning materials such as textbooks that are approved by the Ministry of Education, or provide printed notes on topics in advance.

12.10 Art and Design

This section covers candidates' performance in the 2025 Grade 9 Junior Secondary School Leaving Examination in Art and Design. The Grade 8-9 syllabus includes six topics: Introduction to Art, Drawing and Painting, Pattern Making, Constructional Crafts, Lettering and Poster Work, and Entrepreneurship in Art and Design.
The report categorizes candidates' performance into three groups: above average, average, and below average, and it outlines the characteristics of each category.

High-Performing Candidates

The high performing Candidates were able to exhibit the following characteristics;

- They exhibited high levels of knowledge recall through their responses to questions that required them to remember, such as in questions 1, 2 and 3 of Part II.
- Their application of theories was correctly performed. This was evident in the way they explained concepts in relation to the test items. For instance, in question 7 of part II.

- They were able to analyse diagrams and information before responding to the questions. For instance, the question on colour required critical analysis, and all the candidates in this category managed to respond correctly.
- The candidates were able to study the picture given in section B, which was a composition of different elements. Generally, they responded correctly apart from question 4 on pattern making, in which all of them exhibited challenges by failing to respond. Correctly, suggesting low or poor coverage of the topic.
- They made correct evaluations of given situations or scenario-based items, and their level of explanation was precise.
- They demonstrated digital literacy skills by stating ways of using Compute applications to produce artworks.
- Failure by some candidates to respond to questions on pattern indicated a lack of knowledge by the candidate because of poor Syllabus coverage.
- Most of the questions on Crafts in all sections were not popular among most candidates. This suggests that more attention was focused on making artworks theoretical understanding of the processes involved.
- Their overall high performance was an indicator of their ability to solve most problems.

Average Performing Candidates

The average performing Candidates exhibited the following characteristics:

- They made a lot of alterations to most of their responses, indicating levels of uncertainty in the subject matter.
- All the candidates failed to respond correctly to the question on lettering and poster work, suggesting a lack of knowledge in the subject matter. This is evident because some of them indicated logo and emblem as types of posters, serious matter of concern.
- Most candidates exhibited poor understanding of types of drawing - They used words in the questions and repeated them as answers.
- They were able to relate the questions to real-life scenarios as reflected in their responses.
- Certain topic; pottery making and pattern making were most challenging to the Candidates suggesting low knowledge levels, because they all failed to respond correctly.
- Some candidates managed to interpret the diagram that required analytical thinking, as could be seen in their response. Others failed (i) and respond wrongly.

Low-Performing Candidates

The low performing Candidates were able to exhibit the following characteristics;

- One general observation is that candidates faced challenges in interpreting the questions. This was evident in their responses, as many answers were unrelated to the questions across various topics. Many candidates left some answer spaces blank, indicating either a failure to understand the questions or a lack of knowledge in the subject matter.
- Numerous grammatical errors were noted in their responses, including misspellings, uncoordinated text, and a lack of clarity. Most candidates struggled to express themselves in written English.
- Low literacy levels were apparent in many of their expressions.

- Mismanagement of spelling and generally poor handwriting were observed.
- Most candidates had difficulty interpreting diagrams. For example, in question 6 of part II, they failed to identify the missing colours on the colour wheel.
- Almost all topics were challenging for candidates, except for design and pattern making, colour, painting, and entrepreneurship. This may be due to insufficient coverage of the syllabus.
- Many candidates demonstrated a lack of basic knowledge of the subject matter, as evident from their incorrect responses.
- The presentation of their work suggested a lack of exposure to written assignments. This may also result from teachers not providing adequate notes or failing to consolidate the knowledge imparted.
- Poor comprehension levels were evident in their incorrect or poorly-structured responses.
- The legibility of their work suffered due to poor handwriting and numerous cancellations.
- Some candidates simply rephrased the words in the questions and used them as their answers.

Most challenging topics

Out of the six (06) main topics from the Grade 8-9 Art and Design syllabus, the following were identified as the most challenging topics, and the possible reasons are given accordingly.

1. **Pattern Making**

This topic largely involved practical activities in printing on surfaces like fabric, walls, paper or metal. The activities can be done with very simple instructions. As a result, most teachers neglect the aspect of explaining concepts, processes and techniques involved, and the benefit as outlined in the syllabus. As a result, candidates are unable to explain concepts or activities theoretically due to a lack of conceptual understanding.

2. **Pottery making (Craft)**

This topic is bulky in nature and has a lot of details in the process of material preparation and production of pottery. Hence, most teachers could have taught inconclusively, resulting in knowledge gaps. The candidate could not even identify techniques of pottery making from a picture study, which could be considered basic knowledge in pottery.

Secondly, most likely the teacher did not explain in detail what is involved in the process of pottery material, from clay preparation to glazing.

3**. Drawing and Painting**

Drawing and painting are activities that can be carried out without any need for detailed explanation. This belief in most teaches affect learner performance because of the lack of a detailed explanation of the concepts by the teacher. Learners were unable to describe techniques, processes and reasons in a clear manner. Some candidates who are exceptional in practical assessment may perform poorly in the written assessment because of this observation.

4. **Colour (Drawing and Painting)**

This topic was challenging among low performing Candidates. This could be a result of a lack of exposure and practical engagement with real colours. The topic of colour is easily understood when accompanied by practical explorations. The candidates failed to identify the missing colour on the wheel despite doing the foundation of colour theory.

Recommendations

The performance analysis indicates that the observations need the attention of the teachers and administrators. The following are the general recommendations.

1. Teachers must ensure to use artistic language in their delivery of lessons and when explaining artistic concepts.
2. The teacher must ensure that learners are given adequate notes for every topic, target, including practical-oriented activities, because some of the observations indicated that learners did not have adequately written notes for practical topics such as drawing and painting, caving and poster making.
3. Ensure that learners have the correct concept in their notes.
4. The teacher must constantly assess learners for every lesson taught through written quiz tests. Homework, debate and assessment. This will help consolidate content and competencies.
5. The teacher must prepare examination papers in line with the ECZ Examinations standard in relation to paper structure. This will help to prepare learners in terms of paper layout, how to respond to different types of questions, such as multiple choice, short phrase and essay questions.
6. The teacher must be monitored constantly by the administration to ensure authenticity and commitment to lesson delivery. Most of the learners' challenges suggest a lack of subject content.
7. Encourage candidates to revise through ECZ past examination papers for exposition, retain information, improve understanding and prepare for assessment.
8. Emphasis to the learners to pay attention to the verbs that are used in each item and respond correctly. For example, the difference between describing and recalling applies to analysing, to respond correctly.

12.11 Social Studies

This section covers candidates' performance in the 2025 Grade 9 Junior Secondary School Leaving Examination in Social Studies. The analysis categorizes candidates' performance by topic and into three groups: above average, average, and below average, and it outlines the characteristics of each category.

General Comments

1. Questions were spread across the syllabus, an example would be in History where all the major covered; these being; “Basic Map Reading Techniques”, “Man and the Environment”, “Man the Social Being”, Pre-Colonial Societies in Zambia”., “Foreign Influence on Zambia”, “Political Development in Zambia”, “Governance” and “Economic Development”
2. The paper managed to test the cognitive skills, that is, recall, comprehension, application, and analysis aspects.

3. What has been observed is that all Learners performed well in Section A, which mostly recorded every individual's highest mark. This reveals how Map reading enabled Learners to score good marks, which can be a direct attribute to how teachers of geography always teach this topic, as it is generally expected to appear in the exam.

Analysis of Performance Section A.

Multiple choice section was well covered across categories.

Learners did well in this section, with most having their highest marks from this section. Examples of topics which were covered under multiple-choice questions include: Basic Map Reading Techniques, Man the Social Being, Pre-colonial Societies in Zambia, Governance and Political Development in Zambia. Which were presented in the form of Maps and Diagrams.

Learners were required to identify and plot accordingly. Generally, the learners did well. Some learners failed to locate the town due to poor reading culture, especially the low category candidate. They were also able to identify the weather instrument shown on the Diagram they were presented with.

Some learners were able to distinguish between Centralised societies and Decentralised societies. However, most Learners failed to answer Question 22 in Section A (Multiple Choice), which required them to name the place where the Bemba came from according to Oral Tradition. This showed the misconception that learners only need to know the origin of Pre-colonial societies in Zambia as evidenced by written records and are taught without referencing on their origins according to Oral traditions hence the failure to differentiate.

Performance Analysis by Topic

Topic	Cognitive level demand	Performance
Basic Map Reading Techniques	Identification, Interpretation & Application	Learners generally exhibited good reading and interpretation skills. They were able to identify from the maps and diagrams, as observed through their performance in Section A (MCQs)
Man, and the Environment	Recall, Identification, Interpretation & Application	Most Learners were able to recall and describe the fishing methods used in Zambia. They managed to identify names of fisheries placed on the Map. Learners understood what the essay questions they attempted required of them and were able to answer accordingly, showing their good comprehension skills. For example, in Section C, part 1, question 3 they displayed a skill of being able to name the tourist attractions in Zambia and brought out the advantages of tourism in Zambia. This showed that they had the knowledge which helped them gain marks. With a few learners exhibiting limited knowledge of the topic leading them to getting few marks.

Man, the Social Being	Comprehension, Identification, Interpretation & Application	Were able to comprehend and show knowledge of the various methods used to learn about the past. They were also able to compute dates, which is a skill needed to measure time in history. The Learners were able to differentiate the versions of the origins of man which is a specific outcome captured under the sub-topic " Origins and Development of Man". Most of the learners attempted the essay question in Section C, part 2, question 1, from this topic and they were able to bring out points describing the man- like creatures namely; Proconsul africanus and Australopithecus and were able to clearly distinguish between the two creatures.
Pre-colonial societies of Zambia	Comprehension, Recall, Identification, Interpretation & Application	Had limited understanding of what the question on the spread of farming in Africa from Sub-topic " Origins and movement of the Bantu speaking people." was requiring, which was to describe the spread of farming and iron-technology into Central Africa, as well as its importance. Those who attempted this question did try to clearly explain the importance of iron-technology. They described the spread of farming and stated the period when it occurred. While the low achievers who attempted to answer on this topic which came in form of an essay question in Section C, Part 2, Question 2, merely indicated the question number and left the part blank which contributed to them getting low marks and ultimately affecting their overall performance.
Foreign influence on Zambia	Comprehension, Recall, Identification, Interpretation, Application & Analytical skills.	Had knowledge and understanding of the topic even when it was assessed in form of a map as presented in Section B, Question 2, they were able to locate the slave trade routes on the map and further explain the importance of slave trade among local African chiefs which responds to the specific outcome from the syllabus on "motive behind slavery and slave trade." However, most Learners exhibited a gap in knowledge on the places on the map where captured slaves from Central Africa were exported as they failed to mention the places. They did not attempt to answer an essay question on John Cecil Rhodes, nor did they

		state the steps taken by Johnn Cecil Rhodes towards occupation of North-Western Rhodesia, from sub-topic "European Occupation of Central Africa" under this Topic, seeing that most Learners opted for Question 1 or 2 of part 2 in Section C, it can be stated that this topic was considered challenging.
Political Development in Zambia.	Comprehension, Recall, Identification, Interpretation & Application	Questions from this topic mostly appeared in Section A (MCQs), and learners had limited information regarding the topic as most could not correctly apply the correct answer.
Governance	Comprehension, Recall, Identification, Interpretation, & Application.	Most Learners had limited recall of the functions of the central government. While others were able to identify the organ labelled on the diagram and fairly explain how the judiciary protects the rights of citizens in Zambia.
Economic Development	Comprehension, Recall, Identification, Interpretation, & Application.	Questions from this topic mostly appeared in Section A (MCQs), and learners were able to recall and select the right answers. The performance was fair. Learners were able to comprehend and displayed consistency in mark attainment. However, the low achievers struggled due to their inability to recall information on the topic.

Category	**Topic**	**cognitive level demand**	**Characteristics for higher achievers**	**Characteristics for low achievers**
Most Challenging Topic	Foreign Influence on Zambia and Governance	Comprehension, Recall, Identification, Interpretation, Application & Analytical skills	Learners demonstrated limited knowledge of the topic; they were able to narrow down and identify the specific sub-topics, for example, they could name the types of Constitution. However, they could not clearly explain why the constitution is important.	Learners revealed a high knowledge gap as most of them did not attempt to answer questions on this topic especially in essay part in Section C, as such, displaying lack of comprehension, lack of critical thinking skills and their inability to recall information pertaining to this topic which ultimately reflects non-attainment

				of expected specific outcomes. Most learners left black spaces and lost their marks.
Most Simple Topic	Man and the environment	Comprehension, Recall, Identification, Interpretation, Application & Analytical skills	Most Learners exhibited knowledge of the topic. They could recall the names of the two major tourist attractions in Zambia and clearly explained the advantages of tourism in Zambia.	Even though the marks were not as high compared to high achievers, most low achievers managed in some cases to identify and recall information though they were not coherent in describing the types of vegetations found in Zambia. They had limited points to explain the importance of conserving and preserving forests, leading them to losing marks.

Competencies (skills) exhibited by High performers:

Ability to use map reading techniques to measure, interpret and locate named features on maps and diagrams in section A, multiple

Choice Questions and Section B: Semi-structured section.

Information flow was orderly and very good in section C for essays.

Ability to write fully developed essays in Section C with clear points, good grammar, and correct punctuation.

Displayed understanding of geographical, historical, and civic education facts.

Scores were good across all the sections of the examination.

Display of higher-order cognitive levels was good in Section C.

Competencies (skills) exhibited by Average performers:

Limited ability to recall historical facts, leading to a few points being written as they attempted to answer questions.

Essay presentations were neither coherent nor orderly in Section C. In some cases, answers were misplaced.

Learners demonstrated a fair interpretation of maps, charts, diagrams, and statistical data in Sections A and B.

Inability to consistently and fully apply the knowledge of historic, civic, cultural, geographical and political nature across sections,

causing them to perform poorly in some sections and ultimately affecting their performance.

In some cases, learners presented incomplete work in sections B and C, which affected their marks.

Competencies (skills) exhibited by Low performers:

Exhibited a lack of conceptual understanding as well as displayed a lack of analytical skills, especially in essay writing in Section C.

Misinterpreted charts, diagrams, and maps.

Lack of coherence in essay writing.

Poor knowledge of basic map-reading techniques in section A

Lacked comprehension skills.

Revealed high levels of knowledge gap on topics mainly covered in sections B and C.

Learners presented incomplete work and blank spaces in Sections B and C

Recommendations

1. Teachers could expose learners to hands-on exercises on map reading and aspects such as the identification of map features.
2. Presentation of teaching Aids to be enhanced during lessons, teaching and the learning process
3. Learners to be drilled in essay writing skills and choice of questions in Section C, and teachers could put more emphasis on the use of brief paragraphs and not bullets in Section C, as it contributes to a loss of marks.

12.12 Religious Education

This section covers candidates' performance in the 2025 Grade 9 Junior Secondary School Leaving Examination in Religious Education. The section categorizes candidates' performance into three groups: above average, average, and below average, and it outlines the characteristics of each category.

HIGHER ACHIEVERS

- They performed generally well
- Scored percent and above.
- Candidates had knowledge of the subject and remembrance.
- Identified, made decisions and applied what they learnt.
- The following sections had a bit of a challenge.
- SECTION D.2 question g from the topic authority and leadership
- Learners could not apply the skill of identification between types of leadership and leadership styles.
- SECTION A: Question 18 was answered incorrectly.
- The question is from an old grade Nine text book on suffering and death.
- Candidates failed to apply the skill of identification of the four given choices, especially between choices A and B.

CHALLENGES

Meeting high expectations: pressure to perform well and meet high standards.

RECOMMENDATIONS

- Deep Dive into Texts. (or prescribed scriptures e.g reading different Religions Education grade 9 text book.

AVERAGE PERFORMANCE

1. The candidates scored ranging from 40-63 percent.
2. They varied in performance, 10 and above.
3. They lacked knowledge of the subject because they could not apply what they learnt correctly.
4. The different wrong answers were from the following questions.
5. Question 2: The question is from the topic of morality and values.
6. The candidate wrote answer B instead of D.
7. The candidate did not state the meaning of values.
8. Question 4: from the Topic major Religions in Zambia.
9. The candidate was supposed to believe that Muslims believe that Allah is the one and only God. Option D is not the master of life, option C.
10. Question 9: from the Topic competition, cooperation and Trust.
11. The candidate was supposed to analyse the four options, leading to the correct option D, not C.
12. Question 10: From the Topic suffering and death.
13. The candidate failed to define Karma and wrote option 'D' for moksha.
14. Lacked application of knowledge.
15. Question 12, from the Topic learning and Truth failure to think critically and apply the knowledge.
16. Question 18, from the Topic suffering and death.
17. The candidate failed to remember the meaning of the resurrection of Jesus Christ for death and why it is an important event in the History of Christianity.

- He/She was supposed to recall and apply the correct option.
- Question 19. From the Topic Prayer,
- The candidate did not have the knowledge to state the types of prayer in the given religion.
- Remembrance and analytical thinking to help arrive at the correct option.
- In Section B most questions required two answers.
- Candidates were getting one from the two e.g. questions 4, 7, 8, 10, 12, 13 and 15. These came from the following topics

a) Learning about Religion
b) Division, Sin and Forgiveness.
c) Authority and Leadership.
d) Suffering and Death
e) Ambitions and hope.

- The learners lacked the skill of application, identification and critical thinking.
- Bible passages were not well written
- Learners needed to think critically in identifying roles'
- Remember what they read and learnt in order to come up with correct answers from the two topics learning and Truth and Authority and leadership.
- They did not analyze and evaluate the passage.

CHALLENGES

- SECTION B: had more questions from the Topic suffering and death.
- These questions required two answers each.
- It disadvantaged learners who did not study widely. E.g. Question 12, 13.
- Low performance was recorded on the Bible passages i.e. Ruth 1:1.
- Candidates did not perform well because they did not comprehend what they learnt analyse and apply to given situations.

RECOMMENDATIONS

- Group discussions for a study circle to debate topics.
- Practice past exam papers familiarize themselves with Exam Format and Questions.

LOW PERFORMANCE

- Ranges from 36-43 percent.
- The general performance was not good across all the sections
- E.g from section A. the following questions were not gotten right by candidates 2, 4, 6, 8, 9, 10, 11, 12, 13, 15, 16, 18 and 19.
- The questions were well phrased.
- Learners failed to Identify, Apply, Analyse and Critically differentiate destructors from answers hence arriving at wrong answers.
- They need to study to enable them apply what they learn.
- SECTION B. ranges from 27-30percent'
- Candidates had no masterly of content learnt.
- Candidates were supposed to remember, identify, analyse, decide and apply in order to show case masterly of knowledge.
- Generally, Section C. was badly written with percentages ranging from 10-40.
- Lacked Bible knowledge on the given Scenarios.
- They did not think critically and recall in order to come up with correct answers.

CHALLENGES

- They failed to answer questions correctly because they could not remember what they learnt,
- Lack of understanding: - Not grasping Key Concepts. Biblical context or religious teachings.
- Insufficient practice
- Learning blank spaces.

RECOMMENDATIONS

- Never leave blank spaces
- Practice with past papers

12.13 Business Studies

This section covers candidates' performance in the 2025 Grade 9 Junior Secondary School Leaving Examination in Business Studies. The section categorizes candidates' performance into three groups: above average, average, and below average, and it outlines the characteristics of each category.

LOW PERFORMING LEARNERS

SECTION A.

Challenges identified under this section were as follows;

- Candidates failed to calculate the Gross pay. This question is from the topic wages and salaries. The failure to calculate Gross pay could be attributed to the fact that candidates did not understand the formula to use from the pay slip to arrive at the Gross pay. They were supposed to add the basic pay and total allowances.
- Candidates failed to identify the correct ledger in which to record credit customers' accounts. This question is coming from the topic on types of ledgers. The candidate got the question wrong because they method the concept on the type of transaction which are recorded I the different ledgers.
- The candidates failed to identify types of filing equipment. The question is from the topic filing. The failure to get the answer correct could be attributed how each filing equipment in use filing.

SECTION B

1. The candidates failed to identify the method of filing and how to do the recording.
2. The candidates did not have the ability to fill in information in the documents. Used in trade. In this case they could note fill in missing information in the quotation and invoice despite being given information in the question. This gives an impression that they did not understand the meaning of the details in the documents such as, Quantity Description Unit Price as well as how to identify who the sender and receiver in the information given.
3. The candidates struggled to fill in information in the withdraw slip. This entails that the candidate did not understand the features on the withdraw slip such as; Branch, Account Name and the amounts.

STRENGTH

Candidates were able to prepare a personal budget and correctly calculate the surplus.

1. Candidates lacked the ability to record business transactions in the books of original entry from source documents. For example, they failed to:
    - Record transactions in the Purchases Returns Journal
    - Compute figures correctly
    - Calculate the discount amount
2. Candidates did not demonstrate the ability to prepare ledger accounts, specifically the Rent Received Account. They:
    - Failed to distinguish between the debit and credit sides
    - Were unable to correctly post entries
    - Failed to balance off the ledger account

3. Candidates failed to correctly prepare the Trial Balance. They:
    - Did not apply the double-entry principle correctly
    - Were unable to determine which items to debit and which to credit
4. Candidates lacked the ability to prepare the final accounts of a business:
    - They failed to prepare the Profit and Loss Account
    - They were unable to correctly identify items belonging to the Profit and Loss Account, often including items meant for the Balance Sheet
    - They failed to calculate the Net Profit
    - They also lacked the ability to prepare the Balance Sheet, and therefore could not determine the closing capital

- This suggests that candidates were not adequately exposed to sufficient practice in this topic.

OBSERVATIONS

Most candidates prepared the Rent account wrongly by recording the figures on the wrong side of the account and failed to Balance off.

- On the trial Balance, most candidates wrote all the items in one Column either Debit side only or credit side only. Others failed to align the text with the figure given in question.
- Most candidates had challenges in preparing final account. Most candidates had illogical and unsystematic presentation of work with a lot of cancellation and blank spaces left.
- Some candidates performed well and showed good knowledge and understanding of the subject matter. They demonstrated through correct and accurate interpretation of question and by logical and systematic presentation of work.
- Some candidates did to fully demonstrate understanding of subject matter. In conclusion we can sum up by saying most candidates did not prepare adequately for the examination.

RECOMMENDATION

- The syllabus should always be thoroughly covered to it's entirely.
- Teachers to allocate more time in teaching final accounts as it is the backbone accounting and also comes more marks in the examination.
- Teachers should also endeavour to teach ledger account, double entry in the ledger accounts and guide one how to balance off.
- Teacher to teach all topics thoroughly and effectively without selecting and isolating topics.
- Adequately prepare learners first by teaching them to understand the lesson content and practice on several topics in preparation of final examinations.

AVERAGE GROUP

SECTION A:

Challenges identified in this Section are as follows;

Q. 16- The candidates failed to identify scenarios offered by the past office.

Q. 8- They failed to identify source documents used when recording business transactions in the case book.

Q. 12- They failed to calculate the opening capital in the balance sheet as well as failed to calculate a worker's gross profit on the pay slip.

SECTION B

a) The candidates could not fill in the required information in the document used in Businesses such as the Quotation Note and the Invoice. They failed to identify the sender and the receiver on the document in question.
b) They also failed to identify the reason for Entrepreneurship in the statements that were given. Candidates managed to prepare the personal budget.

SECTION C

CHALLENGING QUESTION

1. a) The candidates failed to enter information in the book of original entry. They could not compute figures and later on calculate he discount figure.
1. a) They failed to prepare the ledger accounts as they did not understand the side to debt and credit,

3.a.b They had difficulties in preparing the final accounts in this case the profit and loss account and the Balance Sheet.

- They could not calculate the Net Profit and failed to calculate the capital at end in the Balance Sheet.
- Most of the candidates let blank in this question.
- The candidates failed to write items under correct heading. E.g in the profit and loss account they were supposed to reflect the sub-headings. Gains. Through some wrote, they indicated wrong items under the sub-headings e.g motor vehicle.

HIGHER ACHIEVERS

These did extremely well in all the Sections

STRENGTHS

SECTION A:

- They answered almost all questions correct given and impression they hand knowledge on the topics which were covered I the syllabus.

STRENGTH

SECTION B:

- The candidates were able to fill in the one-word answers correctly.
- They had the ability to fail in the information in the documents used in trade as well as documents used in Banking correctly.

STRENGTHS

SECTION C:

- The candidates were able to Record transaction in the books of original entry from the source documents correctly computed the figures correctly and calculated the discount figure.
- The candidates had the ability to post the transactions using the principles of double Entry. They managed to debt the Rent received account correctly and Balanced off correctly.
- The candidates managed to prepare the Trial Balance correctly bearing in mind the double entry system on which to debt and the one to credit. they applied the Golden Rule correctly.
- The candidates had the ability to prepare the Final Accounts of the Business correctly.
- They were able to prepare the profit and loss account and calculated the Gross profit of the business. They also managed to entre only items to be recorded in the profit and loss account.
- The candidates also managed to prepare the Balance Sheet and calculated the capital and end correctly.
- The candidates demonstrated a high level of mastery of the final accounts by indicating items under the correct sub heading. E.g under fixed assets they indicated the correct items like machinery.

12.14 Computer Science

This report presents an analysis of learners' performance in Computer Science, focusing on key topic areas assessed in the examination. The analysis categorises learner performance into three achievement levels—high achievers, average achievers, and low achievers—in order to identify patterns of understanding, misconceptions, and learning gaps across the assessed topics. The major topics examined include Basic Operations, Information Technology in Everyday Life, Introduction to Computer Studies, Multimedia Files, Networks and the Internet, and Productivity Tools.

The purpose of this analysis is to provide insights into how learners engaged with the different concepts assessed in the examination and to highlight areas of strength as well as areas that require further instructional support. By examining learners' responses to both multiple-choice and structured questions, the report identifies specific conceptual difficulties such as misunderstandings of computer components, challenges in differentiating storage media, limited understanding of networking concepts, and difficulties with productivity software tools. The findings presented in this report aim to inform teachers, curriculum developers, and education stakeholders about the effectiveness of current teaching approaches and the extent to which learners have mastered fundamental computer science concepts. Furthermore, the recommendations provided seek to support improvements in classroom instruction by encouraging practical engagement, the use of real-world examples, and increased hands-on learning experiences in computer laboratories. Strengthening these areas is essential for enhancing learners' digital literacy and ensuring that they acquire the competencies necessary to participate effectively in an increasingly technology-driven society.

TOPIC	HIGH ACHIEVERS	AVERAGE ACHIEVERS	LOW ACHIEVERS	RECOMMENDATIONS
Basic Operations	Were able to relate computer parts to the basic operations and demonstrated an understanding of the components of a computer system. In Section A (Multiple Choice) some learners showed misinterpretation of physical care with software care and security. Were able to show knowledge of correct posture while operating a computer to avoid injuries.	In Section A (Multiple Choice) some learners showed misinterpretation of physical care with software care and security. Most of the learners were able to show knowledge of correct posture while operating a computer to avoid injuries. Most learners performed well on Security and Viruses	Some learners were not able to relate computer parts to the basic operations and demonstrated an understanding of the components of a computer system. Most learners were able to show knowledge of problem faces by incorrect posture while operating a computer to avoid injuries, but failed to outline the Preventive measures to avoid the problems.	Increase hands-on practical activities in the computer lab. Use real computer parts for demonstrations and allow learners to physically identify components. Provide more practice questions focusing on functions of hardware and basic operations.
Information technology in everyday life	Were able to describe cashless payments and the benefits of the trend towards cashless	Some learners were able to describe cashless payments and the benefits of the trend towards cashless	Learners were able to describe cashless payments and the benefits of the trend towards	Use real-life examples such as mobile money, online shopping, and digital banking. Encourage group discussions and case studies on ICT applications in daily life.

	electronic transaction. Failed to associate the terminology 'Digital Divide' with the gap between access levels of computer facilities.	electronic transaction while some learners were not able to. Some learners interpreted the terminology cashless as 'free things'. Learners failed to associate the terminology 'Digital Divide' with the gap between access levels of computer facilities.	cashless electronic transaction while some learners were not able to. Learners failed to associate the terminology 'Digital Divide' with the gap between access levels of computer facilities (Multiple Choice).	
I Introduction to Computer Studies	Were able to show an understanding of the Input-process-output operations of a computer and did well in Question 1 from Section A (Multiple Choice) posed a challenge for the learners as the word 'Getting' was used as opposed to 'Displaying'. This led learners to think it Process instead of Output. Were able to difference between data	Most Learners were not able to show an understanding of the Input-process-output operations of a computer. The Performance was average in section A (multiple choice) and not good in Section B and C. Were not able to differentiate different types of storage media with memory functionality (ROM, RAM).	Most Learners were not able to show an understanding of the Input-process-output operations of a computer. Learners could not list the input captured by scanners and state their advantages. Some learners mistook a printer and a monitor for a scanner, others listed a camera and a touch screen	Reinforce foundational concepts (Input-Process-Output cycle) using diagrams and flowcharts.

	and information. We're not able to differentiate between different types of storage media with memory functionality (ROM, RAM).		as types of input by a scanner. Learners were not able to differentiate different types of storage media with memory functionality (ROM, RAM).	
Multimedia Files	Were able to identify sound, video and graphics as one of the various types of media.	Were able to identify sound, video and graphics as one of the various types of media.	Most learners were able to identify sound as a type of multimedia but were not able to list video and graphics as other types of multimedia files. A few outlined the software that produces multimedia.	Use practical demonstrations of audio, video, and image files. Allow learners to create simple multimedia projects to strengthen understanding. Differentiate instruction for learners who struggle with file types and formats.
Networks and the Internet	Were able to differentiate between wired and wireless networks Were able to Display understanding of the network terminology Wide area network (WAN). Were fairly able to outline the	Were able to differentiate between wired and wireless networks Were able to Display understanding of the network terminology Wide area network (WAN). Were fairly able to outline the	Some learners were not able to differentiate between wired and wireless networks while others did. Most learners displayed a lack of understandin g of the	Use visual aids to explain wired vs wireless networks. Demonstrate basic network setups where possible.

	advantages and disadvantages of networks apart from sharing hardware and software. Showed a lack of understanding of the hardware devices associated with networks (Servers, Routers).	advantages and disadvantages of networks apart from sharing hardware and software.	network terminology Wide Area Network (WAN) and Local Area Network (LAN). Some learners were identifying WAN as Metropolitan Area Network (MAN). Some learners were able to outline the advantages of networks apart from sharing hardware and software but failed to outline the disadvantages.	
Productivity Tools (Desktop Publisher, PowerPoint, Spreadsheet and Word Processing)	Were able to identify features in Productivity Tools (Desktop publishing) that are used for picture editing. Were able to demonstrate an understanding of the Slide Master in Microsoft PowerPoint, its use,	Most learners were not able to identify common features of a spreadsheet (cells, formula bars). Most of the learners did not do well in the Productivity tools (PowerPoint). They lacked an understanding	Most learners were able to identify common features of a spreadsheet (cells, formula bars). Most of the learners did not do well in the Productivity tools (PowerPoint). They lacked	Provide structured practical exercises using Word, PowerPoint and Publisher.

	advantages and disadvantages. Were able to identify common features of a spreadsheet (cells, formula bars). Were able to identify the main functions of the keyboard, shift and control keys associated with productivity Tools (Word Processing).	of the use of the Slide Master. Most learners were not able to identify the main functions of the keyboard, shift and control keys associated with productivity Tools (Word Processing).	an understandin g of the use of the Slide Master. Most learners were not able to identify the main functions of the keyboard, shift and control keys associated with productivity Tools (Word Processing).	

Conclusion

The analysis of learners' performance in Computer Science reveals varying levels of understanding across the assessed topics. While high-achieving learners demonstrated a strong grasp of key concepts, including computer components, multimedia types, networking structures, and the use of productivity tools, average and low-achieving learners experienced several conceptual challenges. These challenges were particularly evident in areas such as distinguishing between hardware components and their functions, understanding the Input–Process–Output cycle, identifying different types of storage media, interpreting networking terminology, and applying knowledge of productivity software.

In several instances, learners demonstrated partial understanding but struggled to apply concepts correctly, suggesting that conceptual knowledge is often not sufficiently reinforced through practical application. Misinterpretations of key terminology, such as the concept of the digital divide, as well as confusion between input devices and other hardware components, indicate the need for clearer instructional strategies and more contextualised examples.

To address these gaps, the report emphasises the importance of strengthening practical teaching approaches, including the use of real computer hardware for demonstrations, hands-on laboratory activities, and structured exercises using common productivity software. Additionally, integrating real-life examples such as mobile money, digital banking, and online services can help learners better understand the relevance of information technology in everyday life.

Overall, improving learners' performance in Computer Science requires a balanced instructional approach that combines conceptual understanding with practical experience. By implementing the recommended strategies, educators can enhance learners' digital competencies, improve conceptual clarity, and support the development of essential skills needed for academic progression and participation in the modern digital world.

Appendix One – Summary Awards

Examinations Council of Zambia

2025 JUNIOR SECONDARY SCHOOL LEAVING EXAMINATION

AWARDS SUMMARY STATISTICS

Province	Number Entered			Number Sat			Certificate			Statement			Fail			Absenteeism			Absenteeism in %			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	2025	2024	2023	2022
Muchinga	7015	6848	13863	6467	6386	12853	4258	3938	8196	1998	2283	4281	211	165	376	548	462	1010				
Percent	***4.84***	***4.32***	***4.57***	***92.19***	***93.25***	***92.71***	***65.84***	***61.67***	***63.77***	***30.90***	***35.75***	***33.31***	***3.26***	***2.58***	***2.93***	***7.81***	***6.75***	***7.29***	***7.29***	***7.88***	***7.13***	***17.12***
Northern	11050	10353	21403	10037	9340	19377	7626	6606	14232	2217	2525	4742	194	209	403	1013	1013	2026				
Percent	***7.62***	***6.52***	***7.05***	***90.83***	***90.22***	***90.53***	***75.98***	***70.73***	***73.45***	***22.09***	***27.03***	***24.47***	***1.93***	***2.24***	***2.08***	***9.17***	***9.78***	***9.47***	***9.47***	***8.62***	***11.38***	***7.38***
Luapula	9745	9091	18836	9105	8572	17677	6843	5934	12777	2140	2510	4650	122	128	250	640	519	1159				
Percent	***6.72***	***5.73***	***6.20***	***93.43***	***94.29***	***93.85***	***75.16***	***69.23***	***72.28***	***23.50***	***29.28***	***26.31***	***1.34***	***1.49***	***1.41***	***6.57***	***5.71***	***6.15***	***6.15***	***7.07***	***7.91***	***6.18***
Southern	16842	19030	35872	16041	18152	34193	11522	13383	24905	3970	4382	8352	549	387	936	801	878	1679				
Percent	***11.62***	***11.99***	***11.81***	***95.24***	***95.39***	***95.32***	***71.83***	***73.73***	***72.84***	***24.75***	***24.14***	***24.43***	***3.42***	***2.13***	***2.74***	***4.76***	***4.61***	***4.68***	***4.68***	***6.69***	***6.12***	***5.21***
Eastern	14318	14492	28810	13322	13275	26597	9972	9125	19097	3166	3943	7109	184	207	391	996	1217	2213				
Percent	***9.88***	***9.13***	***9.49***	***93.04***	***91.60***	***92.32***	***74.85***	***68.74***	***71.80***	***23.77***	***29.70***	***26.73***	***1.38***	***1.56***	***1.47***	***6.96***	***8.40***	***7.68***	***7.68***	***6.14***	***8.25***	***12.59***
Copperbelt	25217	28976	54193	23899	27816	51715	16756	20583	37339	6500	6807	13307	643	426	1069	1318	1160	2478				
Percent	***17.39***	***18.26***	***17.85***	***94.77***	***96.00***	***95.43***	***70.11***	***74.00***	***72.20***	***27.20***	***24.47***	***25.73***	***2.69***	***1.53***	***2.07***	***5.23***	***4.00***	***4.57***	***4.57***	***5.36***	***4.63***	***4.70***
Northwestern	10077	11009	21086	9170	10171	19341	6869	7716	14585	2086	2271	4357	215	184	399	907	838	1745				
Percent	***6.95***	***6.94***	***6.94***	***91.00***	***92.39***	***91.72***	***74.91***	***75.86***	***75.41***	***22.75***	***22.33***	***22.53***	***2.34***	***1.81***	***2.06***	***9.00***	***7.61***	***8.28***	***8.28***	***9.77***	***8.06***	***6.61***
Central	15391	17017	32408	14359	15855	30214	10268	11289	21557	3511	4048	7559	580	518	1098	1032	1162	2194				
Percent	***10.62***	***10.72***	***10.67***	***93.29***	***93.17***	***93.23***	***71.51***	***71.20***	***71.35***	***24.45***	***25.53***	***25.02***	***4.04***	***3.27***	***3.63***	***6.71***	***6.83***	***6.77***	***6.77***	***8.56***	***9.65***	***9.74***
Western	8761	10370	19131	8083	9673	17756	5502	6752	12254	2198	2556	4754	383	365	748	678	697	1375				
Percent	***6.04***	***6.53***	***6.30***	***92.26***	***93.28***	***92.81***	***68.07***	***69.80***	***69.01***	***27.19***	***26.42***	***26.77***	***4.74***	***3.77***	***4.21***	***7.74***	***6.72***	***7.19***	***7.19***	***8.60***	***8.73***	***6.62***
Lusaka	26476	31451	57927	25485	30310	55795	18674	22632	41306	6120	7083	13203	691	595	1286	991	1141	2132				
Percent	***18.26***	***19.82***	***19.08***	***96.26***	***96.37***	***96.32***	***73.27***	***74.67***	***74.03***	***24.01***	***23.37***	***23.66***	***2.71***	***1.96***	***2.30***	***3.74***	***3.63***	***3.68***	***3.68***	***4.96***	***4.70***	***6.00***
National	**144892**	**158637**	**303529**	**135968**	**149550**	**285518**	**98290**	**107958**	**206248**	**33906**	**38408**	**72314**	**3772**	**3184**	**6956**	**8924**	**9087**	**18011**				
Percent	***99.94***	***99.96***	***99.95***	***93.84***	***94.27***	***94.07***	***72.29***	***72.19***	***72.24***	***24.94***	***25.68***	***25.33***	***2.77***	***2.13***	***2.44***	***6.16***	***5.73***	***5.93***	***5.93***		***6.98***	***7.30***
St Jeff's	84	61	145	67	49	116	62	47	109	5	2	7	0	0	0	17	12	29				
Percent	***0.06***	***0.04***	***0.05***	***79.76***	***80.33***	***80.00***	***92.54***	***95.92***	***93.97***	***7.46***	***4.08***	***6.03***	***0.00***	***0.00***	***0.00***	***20.24***	***19.67***	***20.00***	***20.00***	***1.50***	***4.79***	***4.79***
Overall	**144976**	**158698**	**303674**	**136035**	**149599**	**285634**	**98352**	**108005**	**206357**	**33911**	**38410**	**72321**	**3772**	**3184**	**6956**	**8941**	**9099**	**18040**				
Percent	***100.00***	***100.00***	***100.00***	***93.83***	***94.27***	***94.06***	***72.30***	***72.20***	***72.25***	***24.93***	***25.68***	***25.32***	***2.77***	***2.13***	***2.44***	***6.17***	***5.73***	***5.94***	***5.94***	***6.84***	***6.98***	***7.30***

Key

Certificate: A candidate passes in atleast six subjects

Statement: A Candidate passes in less than six subjects

Fail: A Candidate does not pass in any subject