EXAMINATIONS COUNCIL OF ZAMBIA

2025 TEACHER EDUCATION EXAMINATIONS PERFORMANCE ANALYSIS REPORT

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Foreword

The Examinations Council of Zambia (ECZ) has made remarkable progress in conducting examinations for teacher education. ECZ administers teacher training examinations for Early Childhood Education, Primary, and Secondary School Education. The examinations not only provide a basis for certification and progression but valuable feedback on teacher training.

In this regard, the ECZ analyses the performance of candidates after every examination cycle. The analyses aim to provide feedback on candidate performance, from which decisions, both at policy-making and implementation levels can be made. This report provides a comprehensive overview of the strengths, weaknesses, trends, and challenges of candidates' who sat the 2025 Examinations Council of Zambia Teacher Education Examinations.

It is our hope that this report provides valuable feedback that will inform stakeholders on candidates' performance during the 2025 academic year.

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

Acknowledgements

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Contents

1.0 2025 Early Childhood Education Teacher Diploma Year I Examination

The performance of candidates who took the first year Early Childhood Education Teacher's Diploma examination in 2025, was as follows:

1.1 Candidature by Sex

1.1.1 A total of two hundred and fifty-three **(253)** candidates registered for the 2025 Early Childhood Teacher Education Year One (I) examination. Of these, 213 **(84.19%)** were female, while 40 **(15.81%)** were male. Compared to 2024, candidature in 2025 decreased by 19.17 percent, representing a reduction of 60 candidates.

1.1.2 Of the 253 candidates who registered for the examination, 241 **(95.26%)** sat the 2025 ECE Year I examination. Compared to 2024, the proportion of candidates who sat the examination decreased by **0.59** percentage points.

1.1.3 Twelve (12) candidates, representing **4.74** percent, were absent from the 2025 ECE Year I examination. This reflected an increase of **1.12** percentage points in absenteeism when compared to 2024.

1.1.4 While ECE Year I recorded an increasing candidature since 2021, the 2025 examination experienced a decline in the number of candidates.

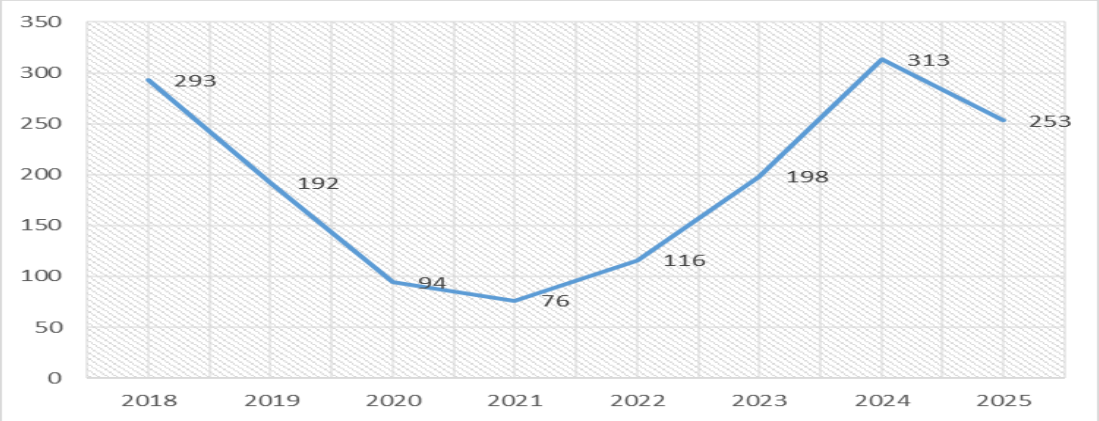


Figure 1: Trend in ECE Year 1 candidate entry (2018-2025)

1.2 General Performance

1.2.1 Of the candidates who sat the 2025 ECE Year I examination, **195 (80.91%)** obtained a clear pass, **40 (16.60%)** proceeded, **3 (1.24%)** were referred, **1 (0.41%)** repeated, and **2 (0.83%)** were excluded. Compared to 2024, the proportion of candidates obtaining a clear pass decreased by **7.79** percentage points in 2025.

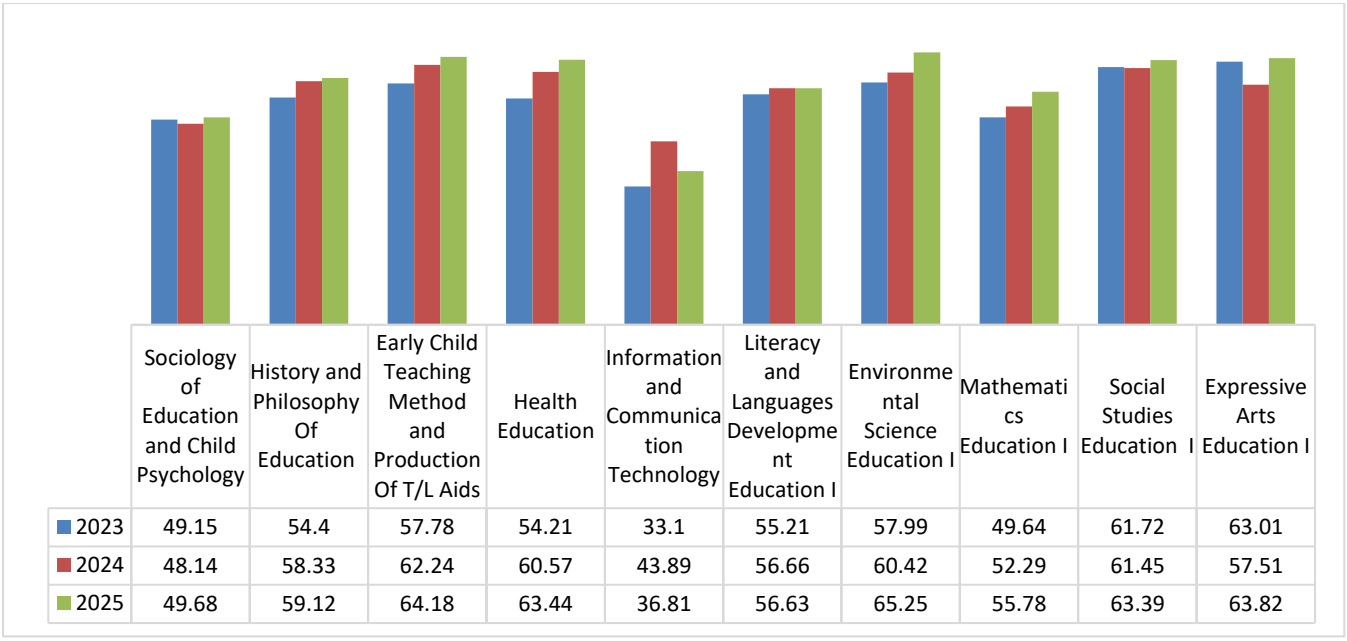
1.2.2 No College of Education recorded a 100 percent clear pass in the 2025 ECE Year I examination.

1.2.3 Except for Information and Communication Technology (36.81%), the mean scores for ECE Year I courses in 2025 were above the natural pass mark of 40 percent. In 2024, all ECE Year I courses recorded mean scores above 40 percent.

1.2.4 Two courses in 2025, namely; Information and Communication Technology and Literacy and Languages Development Education I, recorded decreases in mean scores of 7.08 and 0.03 percentage points, respectively. In 2024, three courses (Sociology of Education and Child Psychology, Social Studies, and Expressive Arts) recorded decreases.

1.2.5 The highest mean score in 2025 was recorded in Environmental Science Education I (65.25%). In 2024, the highest mean score was 62.24 percent in Early Child Teaching Method and Production of Teaching and Learning Aids.

1.2.6 The lowest mean score in 2025 was recorded in Information and Communication Technology (36.81%). ICT has consistently recorded the lowest mean score over the past six years, highlighting the need to investigate challenges faced by students in this course at this level.



	Sociology of Education and Child Psychology	History and Philosophy Of Education	Early Child Teaching Method and Production Of T/L Aids	Health Education	Information and Communication Technology	Literacy and Languages Development Education I	Environmental Science Education I	Mathematics Education I	Social Studies Education I	Expressive Arts Education I
2023	49.15	54.4	57.78	54.21	33.1	55.21	57.99	49.64	61.72	63.01
2024	48.14	58.33	62.24	60.57	43.89	56.66	60.42	52.29	61.45	57.51
2025	49.68	59.12	64.18	63.44	36.81	56.63	65.25	55.78	63.39	63.82

Figure 2: 2023, 2024 and 2025 Mean Scores of Courses offered at ECE Year 1

2.0 2025 Early Childhood Education Teacher Diploma Year II Examination

The candidature and performance in the Early Childhood Teachers' Diploma for the 2025 Year Two (II) examinations were as follows:

2.1 Candidature

2.1.1 A total of two hundred and sixty-six **(266)** candidates registered for the 2025 ECE Year II examination. Of these, **233 (87.59%)** were female, and **33 (12.41%)** were male.

2.1.2 Attendance for the 2025 ECE Year II examination was 100 percent, as all registered candidates sat the examination.

2.1.3 Compared to 2024, candidature in 2025 increased by 43.78 percent. ECE Year II has experienced continuous growth in candidature since 2022.

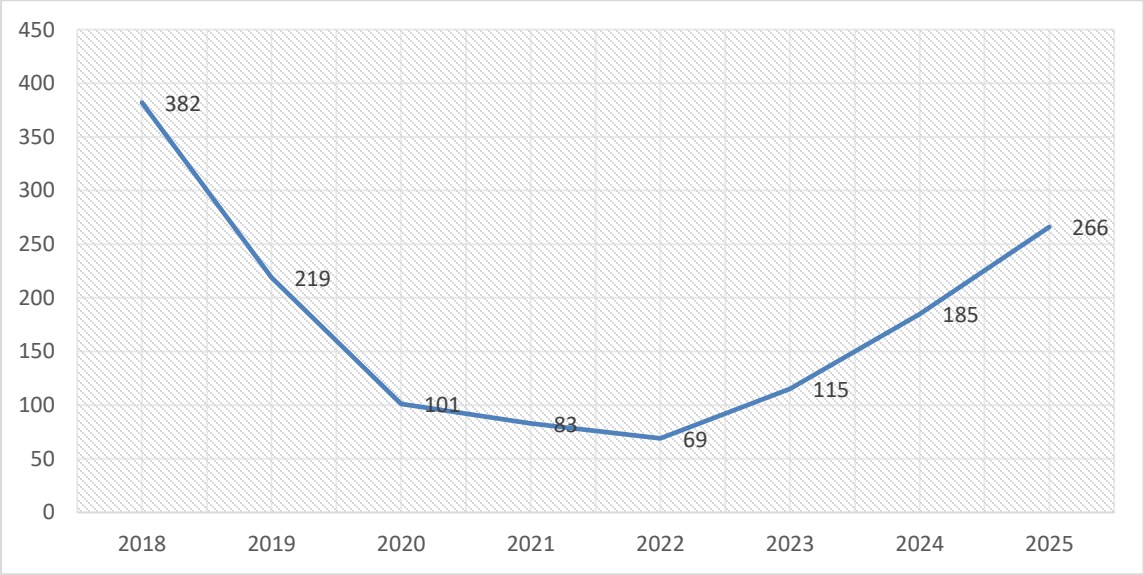


Figure 3: Trend in ECE Year 2 candidature (2018-2025)

2.2 General Performance

2.2.1 Of the 266 candidates who sat the 2025 ECE Year II Diploma examination, **242 (90.98%)** obtained a clear pass, **20 (7.52%)** proceeded, **1 (0.38%)** repeated, and **3 (1.13%)** were excluded. No candidates were recorded in the Referred category.

2.2.2 Kitwe College of Education recorded the highest proportion of candidates obtaining a clear pass at **95.12** percent.

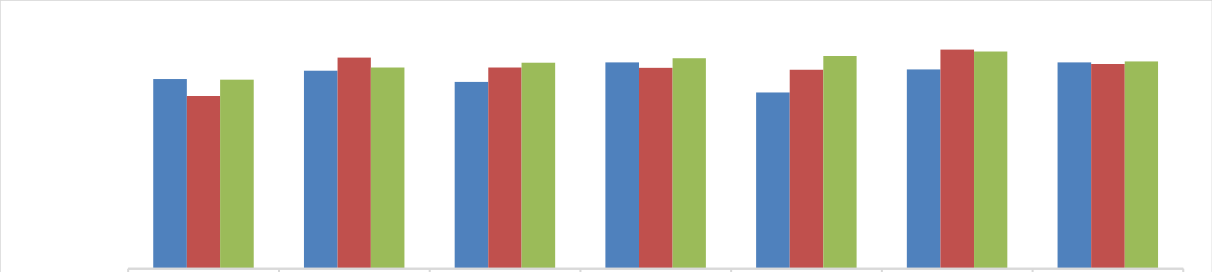
2.2.3 Similar to 2024, the mean scores for all seven ECE Year II courses in 2025 were above the pass mark of 40 percent. This trend was also observed in 2023.

However, two courses namely; Early Education Management and Organisation, and Social Studies Education II, recorded decreases of 2.95 and 0.60 percentage points, respectively, in 2025.

2.2.4 In terms of improvement in performance, Special Education Guidance and Counselling recorded the highest increase in performance (4.81%), followed by Pre- Mathematics Education II (3.99%).

2.2.5 Despite recording a decrease in its 2025 Mean score when compared to 2024, Social Studies II recorded the highest mean score in 2025 at **63.45** percent. The course also recorded the highest mean score in 2024.

2.2.6 In contrast, Special Education Guidance and Counselling recorded the lowest mean score in 2025 at 55.27 percent, despite recording the highest improvement. The lowest mean score in 2024 was recorded in Pre-Mathematics Education II at 58.18 percent.



	Special Education Guidance and Counselling	Early Education Management and Organisation	Literacy and Languages Development Education II	Environmental Science Education II	Pre-Mathematics Education II	Social Studies Education II	Expressive Arts Education II
2023	55.47	57.86	54.56	60.3	51.5	58.24	60.33
2024	50.46	61.73	58.84	58.73	58.18	64.05	59.82
2025	55.27	58.78	60.17	61.47	62.17	63.45	60.61

Figure 4: 2023, 2024, and 2025 Mean Scores of Courses Offered at ECE Year II

3.0 2025 Early Childhood Education Teacher Diploma Year III Examinations

The candidature and performance in the Early Childhood Teachers' Diploma for the 2025 Year Three (III) examinations were as follows:

3.1 Candidature by Sex

3.1.1 A total of one hundred and seventy-five **(175)** candidates registered for the 2025 Early Childhood Teacher Education Year III examinations. Of these, **142 (81.1%)** were female and **33 (18.9%)** were male. Compared to 2024, candidature in 2025 increased by **71.56** percent.

3.1.2 All the 175 registered candidates (100% turnout) sat the ECE Year III examination.

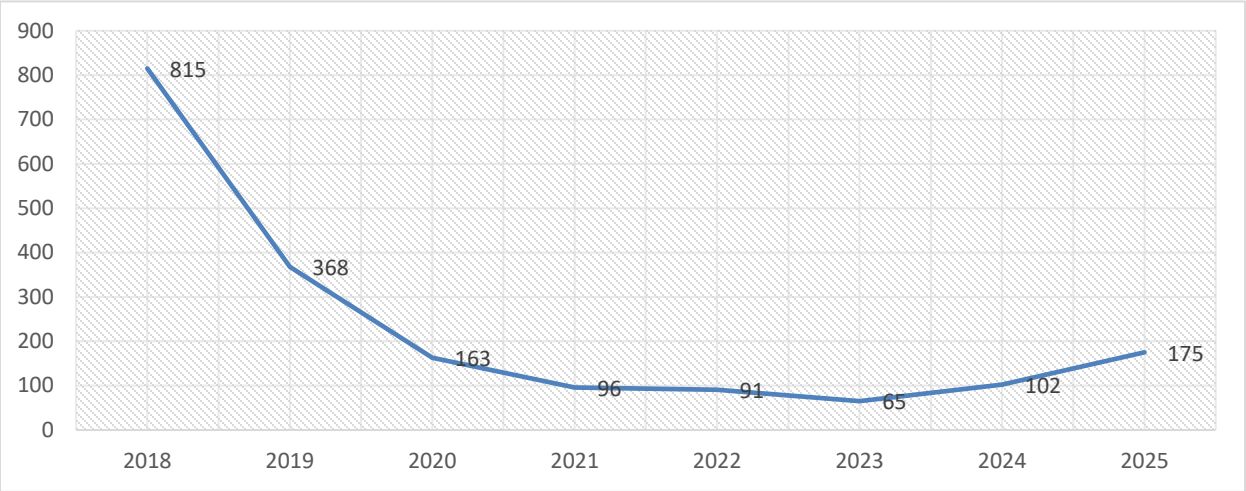


Figure 5: Trend in ECE Year 3 candidature (2018-2025)

3.2 General Performance

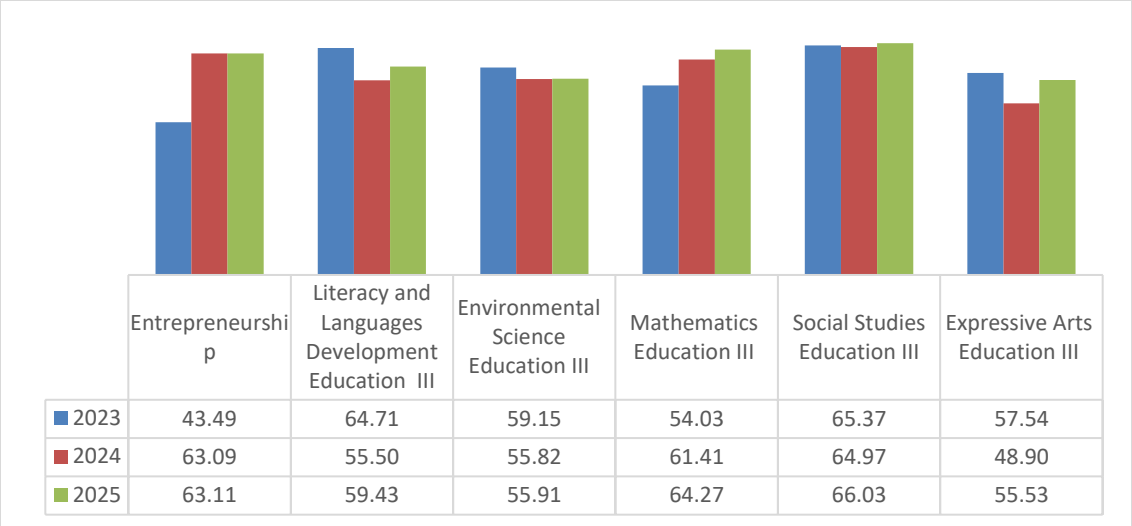
3.2.1 Of the 175 candidates who sat the 2025 ECE Year III examination, **159 (90.86%)** obtained a clear pass, **15 (8.57%)** proceeded, and **1 (0.57%)** was referred. No candidate was recorded in the Repeated or Excluded categories. Solwezi and Mansa Colleges of Education recorded a 100 percent clear pass in the 2025 ECE Year III examination.

3.2.2 Similar to 2024, all ECE year III courses in 2025 recorded mean scores above the 40 percent pass mark.

3.2.3 All courses recorded improvements in their mean scores in 2025. Expressive Arts Education III recorded the highest improvement of 6.63 percent, followed by Literacy and Languages Development Education III, which improved by 3.93 percent.

3.2.4 Similar to 2023 and 2024, the highest mean score in 2025 was recorded in Social Studies Education III at 66.03 percent.

3.2.5 Despite recording the highest improvement in 2025, Expressive Arts Education III recorded the lowest mean score at **45.53** percent. This was also the case in 2024.



	Entrepreneurship	Literacy and Languages Development Education III	Environmental Science Education III	Mathematics Education III	Social Studies Education III	Expressive Arts Education III
2023	43.49	64.71	59.15	54.03	65.37	57.54
2024	63.09	55.50	55.82	61.41	64.97	48.90
2025	63.11	59.43	55.91	64.27	66.03	55.53

Figure 6: 2023, 2024 & 2025 Mean Scores of Courses offered at ECE Year III

4.0 2025 Primary Teachers' Diploma Year I Examination

The candidature and performance of candidates in the 2025 Primary Teacher Diploma (PTD) Year One (I) examination were as follows:

4.1 Candidature by Sex

4.1.1 A total of **239** candidates registered for the 2025 PTD Year One examination, representing a **9.13** percent increase compared to 2024. Of the registered candidates, **186 (77.8%)** were female, while **53 (22.2%)** were male.

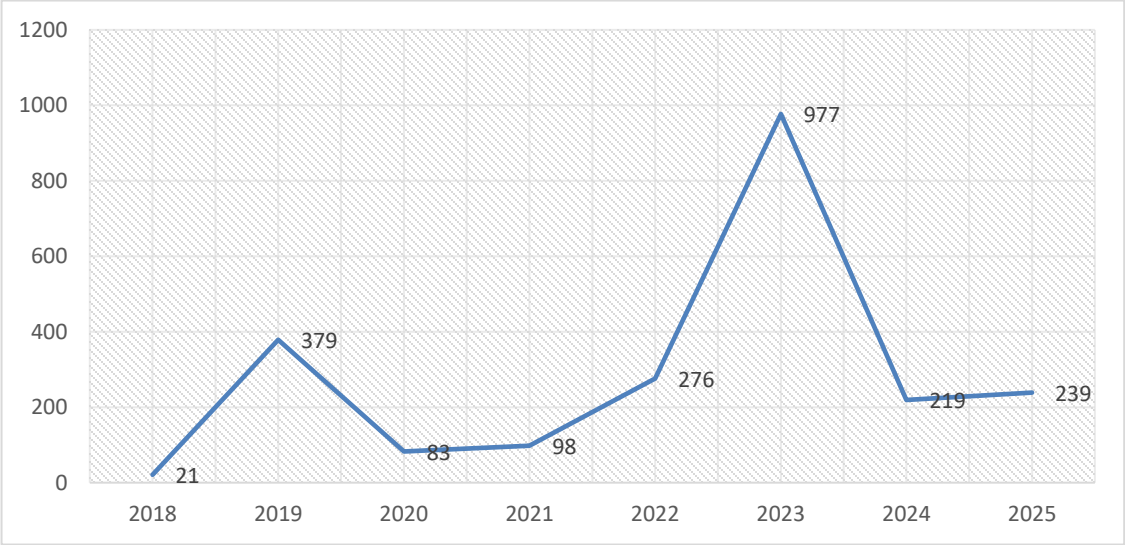


Figure 7: Trend in PTD Year 1 candidature (2018-2025)

4.1.2 Of the 239 registered candidates, **209 (87.45%)** sat the 2025 PTD Year One examination.

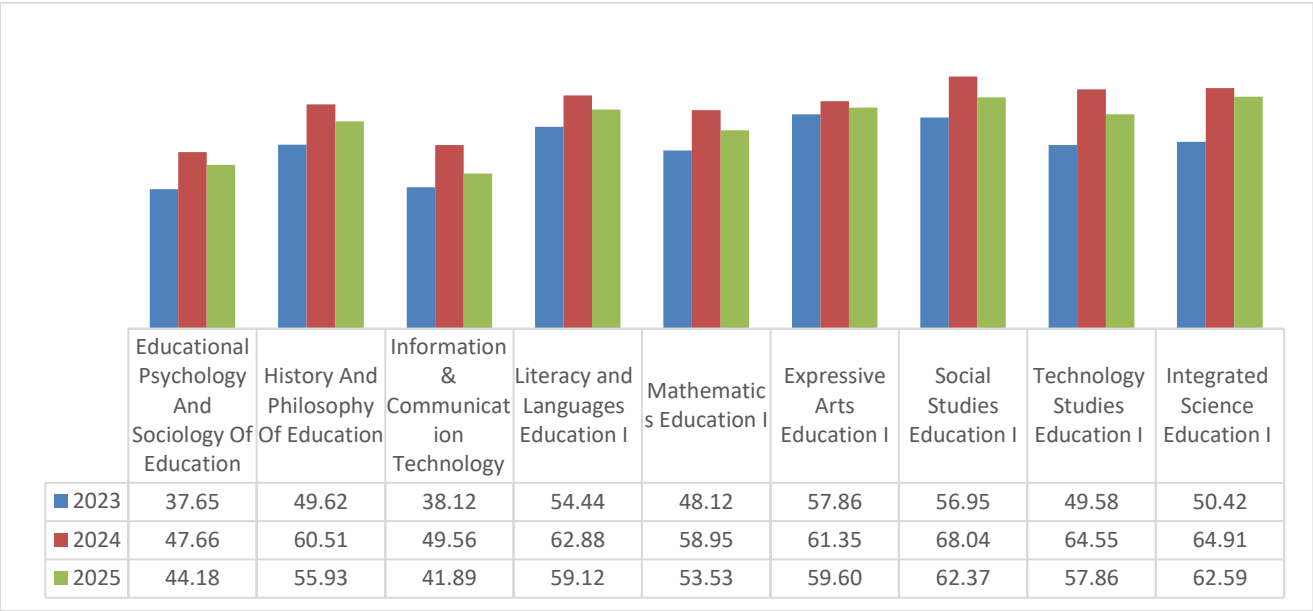
4.1.3 A total of thirty (30) candidates, representing **12.55 percent,** were absent from the examination.

4.2 **General Performance**

4.2.1 Of the 209 candidates who sat the 2025 PTD Year I examination, **164 (78.47%)** obtained a clear pass, while **45 (21.53%)** proceeded. No candidates were referred, repeated, or excluded. Solwezi College of Education recorded a 100 percent clear pass rate.

4.2.2 Similar to 2024, all nine courses at this level recorded mean scores above the 40 percent pass mark. Mean scores ranged from **41.89 percent** in Information & Communication Technology to **62.59 percent** in Integrated Science Education I.

4.2.3 A comparison with 2024 showed that performance declined across all courses in 2025.



	Educational Psychology And Sociology Of Education	History And Philosophy Of Education	Information & Communication Technology	Literacy and Languages Education I	Mathematics Education I	Expressive Arts Education I	Social Studies Education I	Technology Studies Education I	Integrated Science Education I
2023	37.65	49.62	38.12	54.44	48.12	57.86	56.95	49.58	50.42
2024	47.66	60.51	49.56	62.88	58.95	61.35	68.04	64.55	64.91
2025	44.18	55.93	41.89	59.12	53.53	59.60	62.37	57.86	62.59

Figure 8: 2023; 2024 and 2025 Mean scores of courses offered at PTD Year I

5.0 2025 Primary Teachers' Diploma Year II Examination

The candidature and performance of candidates in the 2025 Primary Teacher Diploma (PTD) Year Two (II) examination were as follows:

5.1 **Candidature by Sex**

5.1.1 A total of **154** candidates registered for the 2025 PTD Year II examination, representing a **49.84** percent decrease in candidature compared to 2024. Of the registered candidates, **119 (77.3%)** were female, while 35 **(22.7%)** were male.

5.1.2 Of the 154 registered candidates, **147** sat the examination, resulting in an absenteeism rate of **4.5** percent (7 candidates). This represented a **3** percentage-point decrease from the 7.5 percent absenteeism rate recorded in 2024.

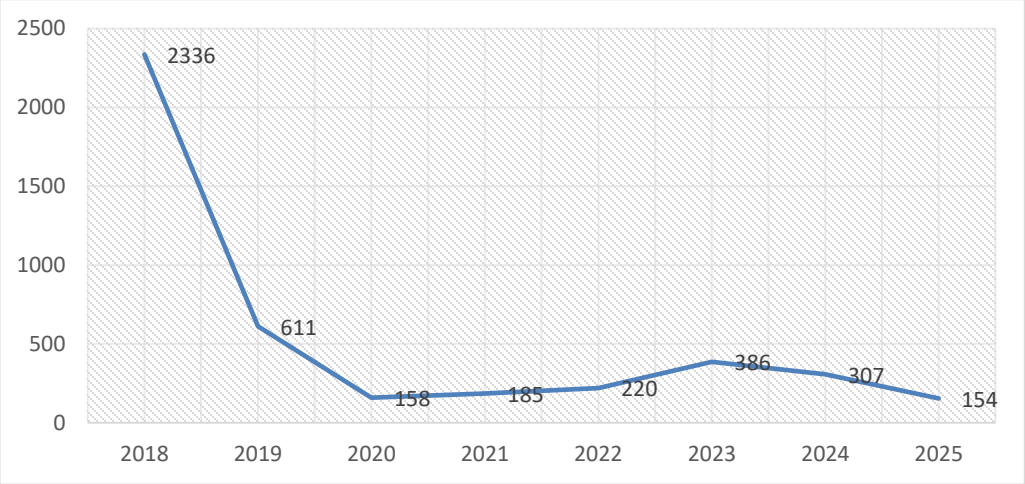


Figure 9: Trend in PTD Year II candidature (2018-2025)

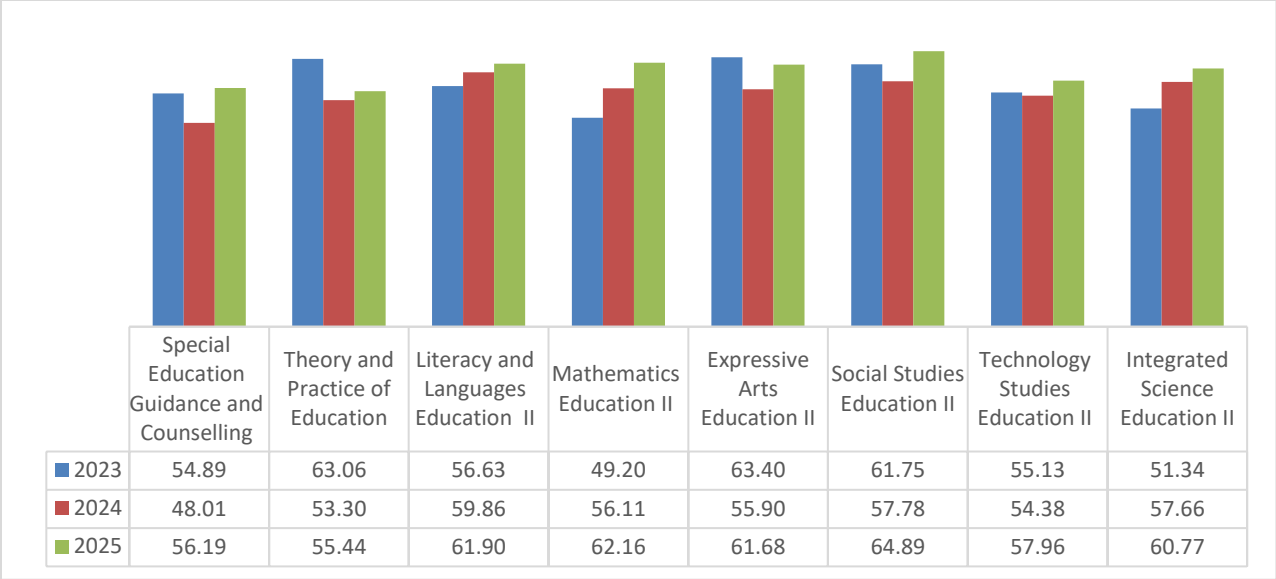
5.2 General Performance

5.2.1 Of the 154 candidates who sat the 2025 PTD Year II examinations, **131 (89.12%)** obtained a clear pass, **11 (7.14%)** proceeded, and **5 (3.25%)** were excluded. No candidates were recorded in the Referred or Repeated categories. Kitwe, Chipata, and Sambizga Colleges of Education recorded a 100 percent clear pass rate.

5.2.2 As was the case in 2024, all courses in the 2025 PTD Year II examination recorded mean scores above the 40 percent pass mark.

5.2.3 Similar to 2024, all courses in the 2025 PTD Year II session recorded improvements in performance. The improvements ranged from 2.04 percent in Literacy and Languages Education II to 8.18 percent in Special Education Guidance and Counselling.

5.2.4 The highest mean score in 2025 was recorded in Social Studies Education II at 64.89 percent, while the lowest mean score was in Theory and Practice of Education at 55.44 percent.



	Special Education Guidance and Counselling	Theory and Practice of Education	Literacy and Languages Education II	Mathematics Education II	Expressive Arts Education II	Social Studies Education II	Technology Studies Education II	Integrated Science Education II
2023	54.89	63.06	56.63	49.20	63.40	61.75	55.13	51.34
2024	48.01	53.30	59.86	56.11	55.90	57.78	54.38	57.66
2025	56.19	55.44	61.90	62.16	61.68	64.89	57.96	60.77

Figure 10: 2023; 2024 and 2025 Mean Scores of Courses offered at PTD Year II

6.0 2025 Primary Teachers' Diploma Year III Examination

The candidature and performance of candidates in the 2025 Primary Teacher Diploma (PTD) Year Three (III) examination were as follows:

6.1 Candidature

6.1.1 A total of **340** candidates registered for the 2025 PTD Year III examination, representing a **0.89** percent increase in candidature compared to 2024. Of these, **274 (80.6%)** were female, while **66 (19.4%)** were male.

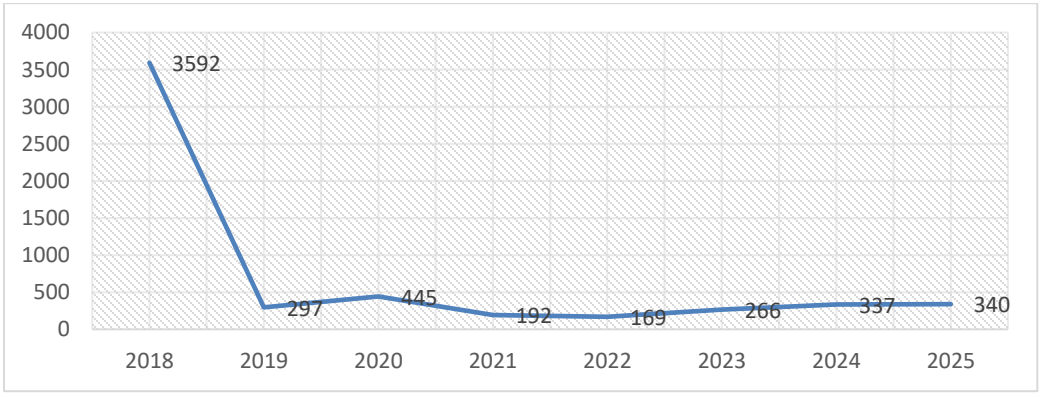


Figure 11: Trend in PTD Year 3 candidature (2018 to 2025)

6.1.2 Of the 340 candidates who registered for the 2025 PTD Year III examination, **336 (98.82%)** sat the examination, resulting in an absenteeism rate of **1.18 percent**. In 2024, absenteeism rate was at **1.19** percent.

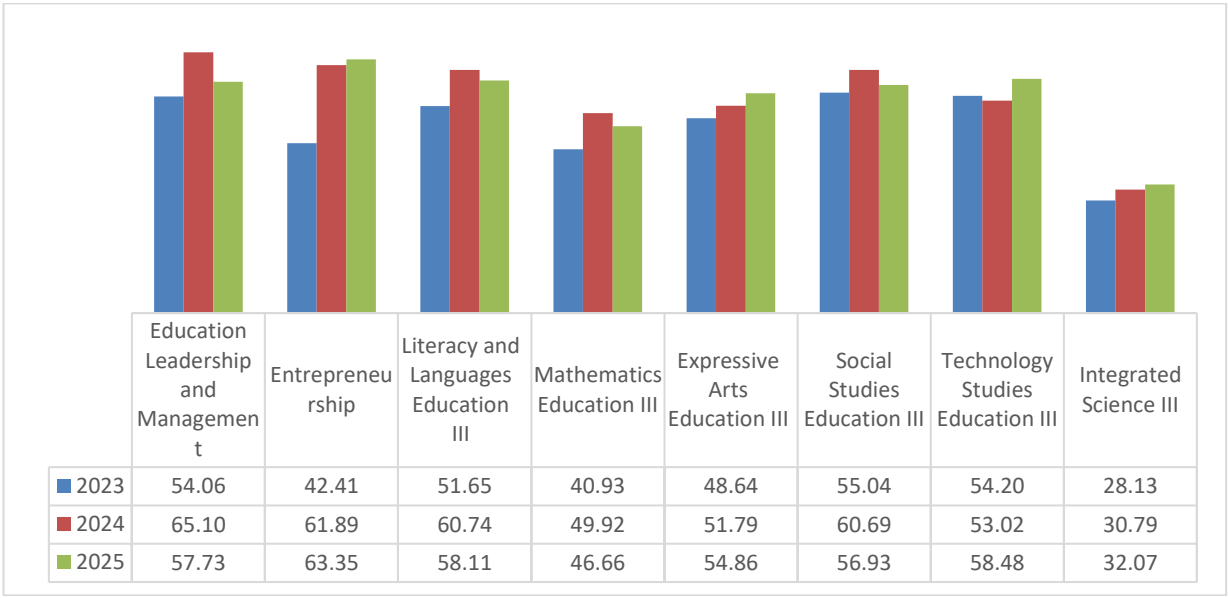
6.2 **General Performance**

6.2.1 Of the candidates who sat the 2025 PTD Year III examination, **239 (71.13%)** obtained a clear pass, **81 (24.11%)** proceeded, **8 (2.38%)** were referred, **4 (1.19%)** repeated, and **4 (1.19%)** were excluded. Nkana College of Applied Sciences recorded a 100 percent clear pass rate.

6.2.2 All 2025 PTD Year III courses, except Integrated Science III (32.07%), recorded mean scores above the 40 percent natural pass mark. This trend was also observed in 2022, 2023, and 2024. Although Integrated Science III has consistently fallen below the pass mark, it has shown gradual improvements in its mean score since 2023.

6.2.3 Apart from Integrated Science III, other courses that recorded improvements in 2025 were Technology Studies Education III, Expressive Arts Education III, and Entrepreneurship.

6.2.4 Entrepreneurship recorded the highest mean score in 2025 at 63.35 percent, while Integrated Science III recorded the lowest mean score at 32.07 percent.



	Education Leadership and Management	Entrepreneurship	Literacy and Languages Education III	Mathematics Education III	Expressive Arts Education III	Social Studies Education III	Technology Studies Education III	Integrated Science III
2023	54.06	42.41	51.65	40.93	48.64	55.04	54.20	28.13
2024	65.10	61.89	60.74	49.92	51.79	60.69	53.02	30.79
2025	57.73	63.35	58.11	46.66	54.86	56.93	58.48	32.07

Figure 12: 2023, 2024 and 2025 Mean scores of courses offered at PTD Year III

7.0 2025 Secondary Teachers' Diploma (STD) Year I Examination

The candidature and performance of candidates in the 2025 Secondary School Teacher Diploma (STD) year one examination were as follows:

7.1 Candidature

7.1.1 A total of 267 candidates entered for the 2025 STD year one examination. Of these, 120 (44.94%) were females, while 147 (55.06%) were males. In 2025, the number of candidates who entered for the STD year one examination decreased by 1.48 percent from the 271 candidates who entered in STD year one examination in 2024.

7.1.2 Of the candidates who entered for this examination, 238 (89.14%) candidates sat the examination.

7.1.3 Absenteeism rate increased to 10.86 percent from 8.40 percent in 2024.

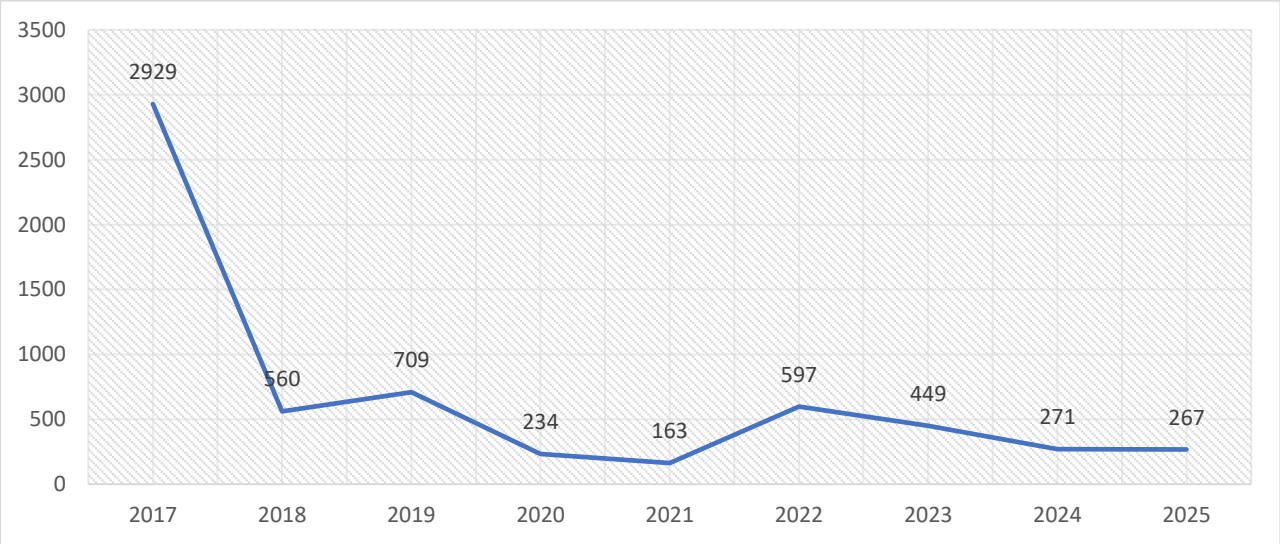


Figure 13: Trend in STD Year 1 candidature (2017-2025)

7.2 General Performance

7.2.1 Out of the 238 candidates who sat the 2025 STD year one examination, 205 (86.13%) obtained a clear pass, 28 (11.76%) proceeded, 2 (0.84%) referred and 1 (0.42%) repeated. 2 candidates (0.84%) were excluded. The proportion of candidates who obtained clear pass in the 2025 STD year one examination increased by 1.45 percent.

7.2.2 Out of the 9 Colleges that presented candidates for the 2025 STD year one examination, Four Colleges recorded a 100 percent proportion of candidates obtaining a clear pass.

7.3 Performance According to Course Categories

7.3.1 Courses were categorised into five categories: Educational Courses, Literature and Languages, Natural Sciences, Social Sciences and

Business Studies, and Practical Courses. The performance was analysed based on the Course Categories as follows:

Educational Courses

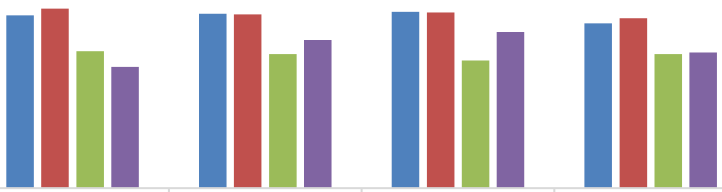
7.3.2 Educational Courses offered in the first year 2025 Secondary Teachers' Diploma (STD) include History and Philosophy of Education, Communication and Study Skills, Educational Psychology and Sociology of Education, and Information Communications Technology.

7.3.3 All the courses in this category recorded mean scores above the pass mark of 40 percent. The mean scores ranged between **40.41** percent in Information and Communication Technologies and **59.79** percent in Communication and Study Skills.

7.3.4 Education, Psychology and Sociology of Education as a course was examined for the fifth time after restructuring the courses. Education Psychology, and Sociology of Education were combined to make one course. The subject mean score for candidates was **45.58** percent from the **44.61** percent obtained in 2024.

7.3.5 An increase in Performance was recorded in Communication and Study Skills and Education Psychology and Sociology of Education.

7.3.6 Performance in History and Philosophy of Education and Information Communications Technology declined during the 2025 examination by 0.60 and 8.95 percent respectively.



	2025	2024	2023	2022
HISTORY AND PHILOSOPHY OF EDUCATION	57.49	58.09	58.70	54.83
COMMUNICATION AND STUDY SKILLS	59.79	57.82	58.51	56.57
EDUCATION PSYCHOLOGY AND SOCIOLOGY OF EDUCATION	45.58	44.61	42.50	44.63
INFORMATION COMMUNICATIONS TECHNOLOGY	40.41	49.36	51.95	45.17

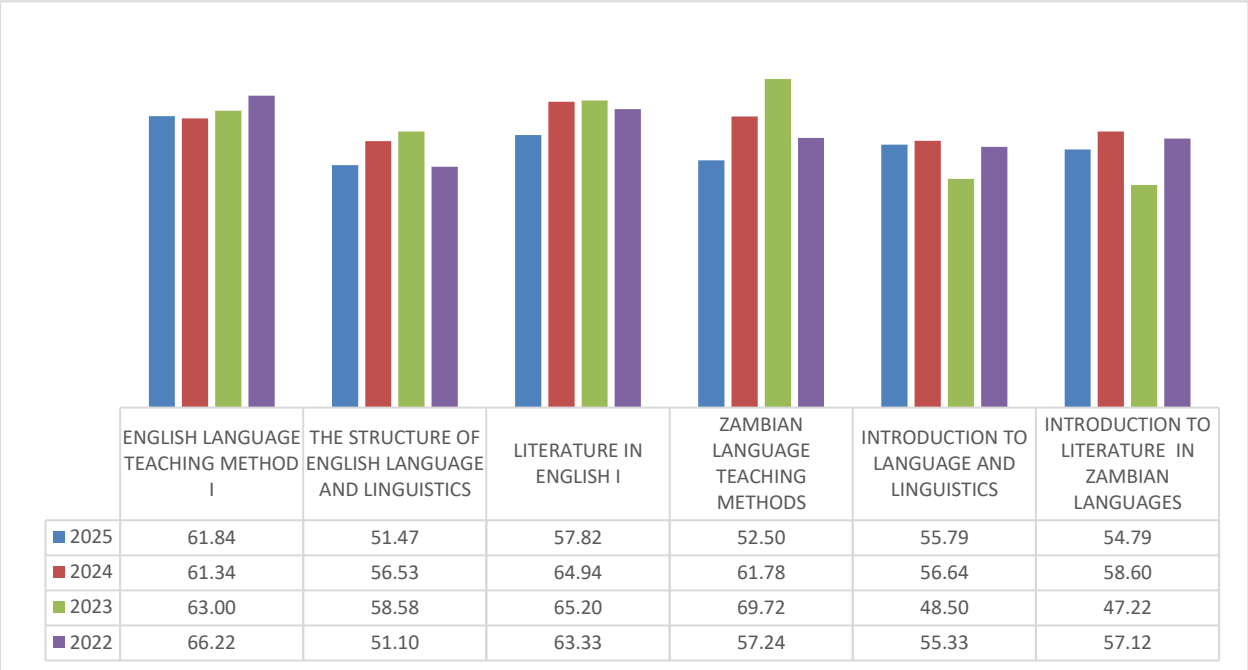
Figure 14: 2025, 2024, 2023 and 2022 Mean Scores for Educational Courses

Literature and Languages

7.3.7 Literature and Languages Category includes English Language Teaching Methods I, The Structure of English Language and Linguistics I, Literature in English I, French Teaching Methods I, Introduction to French Language, Introduction to Francophone Literature, Zambian Languages Teaching Methods I, Introduction to Language and Linguistics, and Introduction to Literature in Zambian Languages.

7.3.8 Just like it was during the 2024, 2023 and 2022 sessions, all the mean scores in this subject grouping were above the pass mark of **40** percent. The highest mean score was recorded in English Language Teaching Methods I **(61.84%)** followed by Literature in English I **(57.82%).** The lowest mean score was recorded in the Structure of English Language and Linguistics I at **51.47** percent.

7.3.9 Performance in Zambian Languages teaching Methods and Literature in English I significantly decreased by **9.28 and 7.12** percent.



	ENGLISH LANGUAGE TEACHING METHOD I	THE STRUCTURE OF ENGLISH LANGUAGE AND LINGUISTICS	LITERATURE IN ENGLISH I	ZAMBIAN LANGUAGE TEACHING METHODS	INTRODUCTION TO LANGUAGE AND LINGUISTICS	INTRODUCTION TO LITERATURE IN ZAMBIAN LANGUAGES
2025	61.84	51.47	57.82	52.50	55.79	54.79
2024	61.34	56.53	64.94	61.78	56.64	58.60
2023	63.00	58.58	65.20	69.72	48.50	47.22
2022	66.22	51.10	63.33	57.24	55.33	57.12

Figure 15: 2025, 2024**,** 2023 and 2022 Mean Scores for Literature and Languages

Natural Sciences

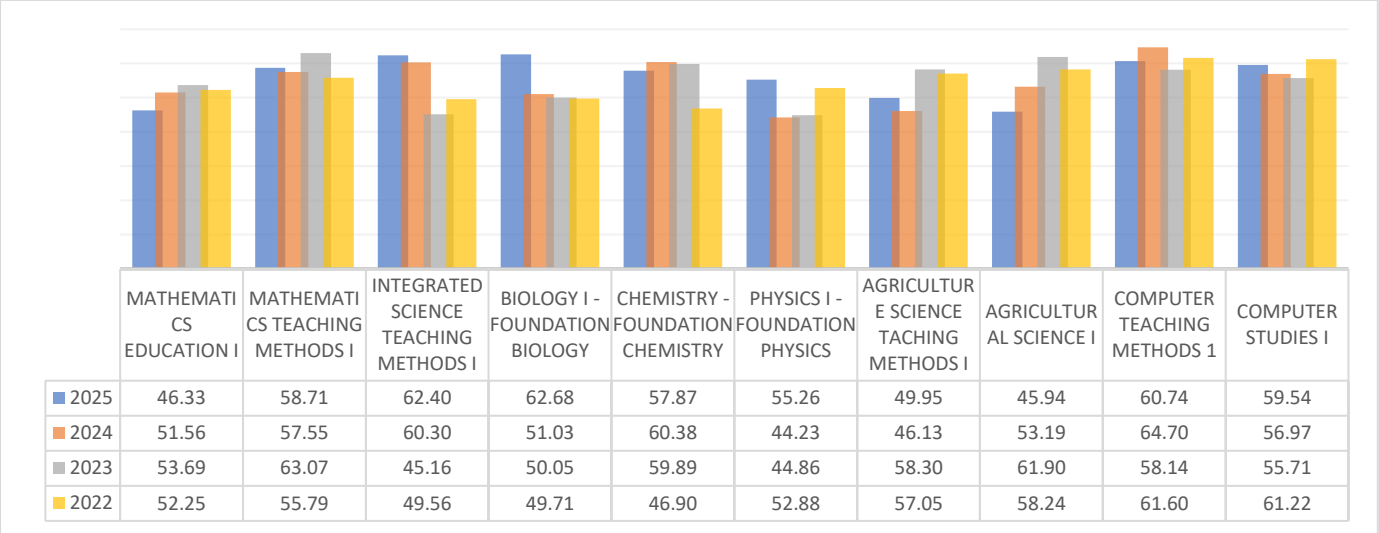
7.3.10 This subject grouping or category consists of Mathematics I, Mathematics Teaching Methods I, Integrated Science Teaching Methods I, Biology I (Foundation Biology), Chemistry I (Foundation Chemistry), Physics I

(Foundation Physics), Agricultural Science Teaching Methods I, Agricultural Science I, Computer Studies Teaching Methods I and Computer Studies I. All the courses were registered for apart from Agriculture Science Teaching Methods I and Agricultural Science I.

7.3.11 The mean scores for the Natural Science category ranged from **45.94 percent in Agricultural Science I** to **62.68** percent in Biology I.

7.3.12 The highest mean score was recorded in Biology I at **62.68** percent while the lowest was in **Agricultural Science I** at **45. 94** percent.

7.3.13 During this session, all the courses in this category recorded mean scores above the pass mark of 40 percent. However, the largest improvement of 11.65 percent was recorded in Biology I. The greatest decline of 5.23 percent in performance was recorded in Mathematics Education I.



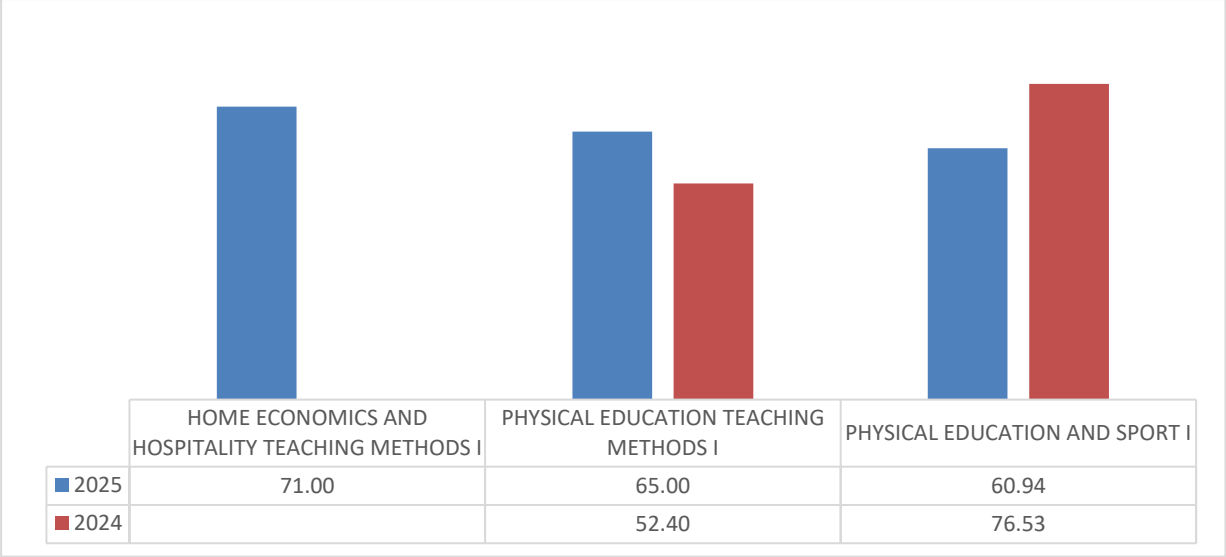
	MATHEMATICS EDUCATION I	MATHEMATICS TEACHING METHODS I	INTEGRATED SCIENCE TEACHING METHODS I	BIOLOGY I - FOUNDATION BIOLOGY	CHEMISTRY - FOUNDATION CHEMISTRY	PHYSICS I - FOUNDATION PHYSICS	AGRICULTURE SCIENCE TACHING METHODS I	AGRICULTURAL SCIENCE I	COMPUTER TEACHING METHODS 1	COMPUTER STUDIES I
2025	46.33	58.71	62.40	62.68	57.87	55.26	49.95	45.94	60.74	59.54
2024	51.56	57.55	60.30	51.03	60.38	44.23	46.13	53.19	64.70	56.97
2023	53.69	63.07	45.16	50.05	59.89	44.86	58.30	61.90	58.14	55.71
2022	52.25	55.79	49.56	49.71	46.90	52.88	57.05	58.24	61.60	61.22

Figure 16: 2025, 2024, 2023 and 2022 Mean Scores for Natural Sciences

Practical Subjects

7.3.14 This category includes Design and Technology Teaching Methods I, Graphic Communication, Home Economics and Hospitality Teaching Methods I, Food and Nutrition I, Fashion and Fabrics I, Home Management I, Art & Design Teaching Methods I, Introduction to Art and Design, Graphic Design & Crafts I, Musical Arts Teaching Methods I, Music Theory I, Physical Education Teaching Methods I and Physical Education and Sports I. However, only Home Economics and Hospitality Teaching Methods I, Food and Nutrition I, Fashion and Fabrics I and Home Management I were registered for.

7.3.15 There were only three courses for which candidates registered in this subject grouping during the 2025 examination session. The highest performance of candidates was recorded in Home Economics and Hospitality teaching Methods I at 71.00 percent.



	HOME ECONOMICS AND HOSPITALITY TEACHING METHODS I	PHYSICAL EDUCATION TEACHING METHODS I	PHYSICAL EDUCATION AND SPORT I
2025	71.00	65.00	60.94
2024		52.40	76.53

Figure 17: 2025 and 2024 Practical Subject Mean Scores

Social Sciences and Business Studies

7.3.16 The following courses constitute the Social Sciences and Business Studies category; Social Studies Teaching Methods I, Social Studies I, Business Studies Teaching Methods I, Financial Accounting, Office Management and Religious Education Teaching Methods I, and Religious Education I. However, for the 2025 examination session, no candidate registered for any of the courses in Business Studies.

7.3.17 The Mean Scores were all above the pass mark of 40 percent. Social Studies teaching Methods I had the highest mean score at **65.89** percent while Religious Education I recorded the lowest (54.80%).

7.3.18 All the courses in this category recorded improvements from 3.30 in Religious Education II to 7.25 percent in Religious Education Teaching Methods I.

	2025	2024	2023	2022
SOCIAL STUDIES TEACHING METHODS I	65.89	60.76	60.67	61.12
SOCIAL STUDIES I (MAN THE BEING POLICAL DEVELOPMENT AND GOVRENANCE IN ZAMBIA, MAN AND THE ENVIRONMENT)	60.89	55.82	57.14	61.34
RELIGIOUS EDUCATION TEACHING METHODS I	59.00	51.75	59.67	61.15
RELIGIOUS EDUCATION II	54.80	51.50	52.67	55.13

Figure 18: 2025, 2024, 2023, and 2022 Mean Scores for Social Sciences

8.0 2025 Secondary Teachers' Diploma (STD)Year II Examination

The candidature and performance of candidates in the Junior Secondary Teacher Diploma year two examinations were as follows:

8.1 Candidature

8.1.1 A total of 242 candidates registered for the 2025 STD Second Year Examination. Of these, 109 (45.04%) were females while 133 (54.96 %) were males. In 2025, the number of candidates increased from 228 in 2024 to 242.

8.1.2 Of the registered candidates, 232 (95.87%) sat the examination. Of these, 107 candidates (46.12%) were female and 125 (53.88%) were males.

8.1.3 The absenteeism rate was at **4.13** percent. By Sex, 1.83 percent of the registered female candidates and 6.02 percent of the males were absent.

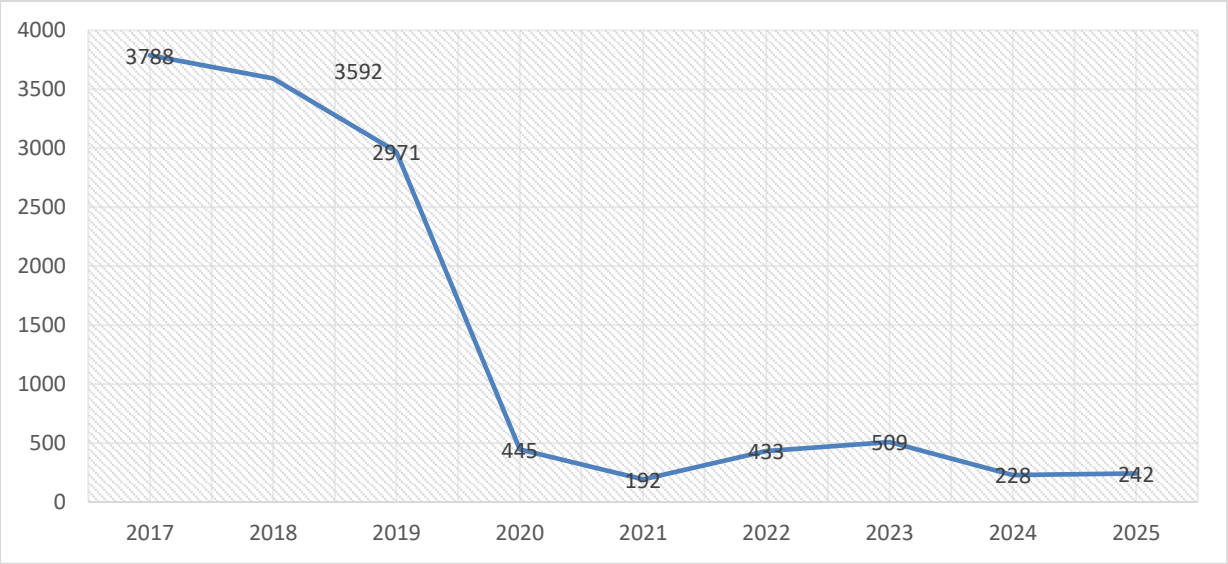


Figure 19: Trend in STD Year 2 candidature (2017-2025)

8.2 General Performance

8.2.1 Of the 232 candidates who sat the 2025 STD Second Year examination, 201 (86.64%) obtained a clear pass, 27 (11.64%) proceeded, 1 (0.43%) was referred, 1 (0.43%) repeated and 2 (0.86%) were excluded. In comparison to 2024, the proportion of students who obtained a clear pass increased by 1.44 percent.

8.2.2 Out of the 9 Colleges that presented candidates for the 2025 STD year two examination 5 Colleges had 100 percent proportion of candidates obtaining a clear pass.

Educational Courses Mean Scores

8.2.3 Special Educational Guidance and Counselling, and Curriculum Studies and Assessment were the Educational Courses at this level.

8.2.4 The highest mean score in this category was recorded in Special Educational Guidance and Counselling at 54.06 percent. This represents an improvement of 4.87 percent from 2024. The performance in Curriculum Studies and Assessment declined during the 2025 examination session by 5.68 percent.

8.2.5 Both subjects recorded mean scores above the pass mark of 40 percent. However, the average performance of fifty percent is not a very good reflection on the student teachers.

	2025	2024	2023	2022
SPECIAL EDUCATION GUIDANCE AND COUNSELLING	54.08	49.21	59.46	50.12
CURRICULUM STUDIES AND ASSESSMENT	48.02	53.70	50.25	51.65

Figure 20: 2025, 2024, 2023 & 2022 Educational Courses Mean Scores

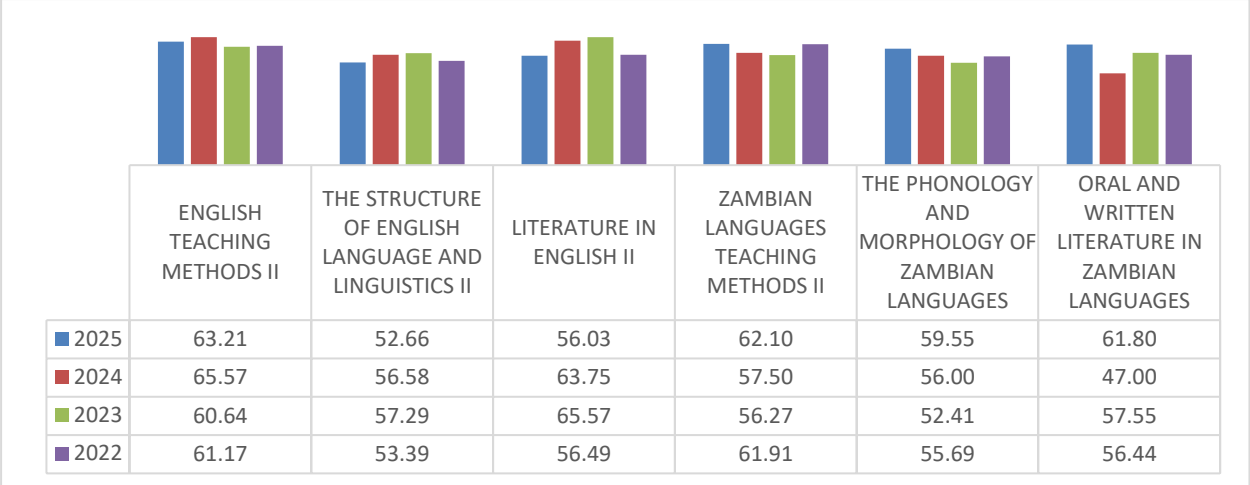
Literature and Languages

8.2.6 Six (6) courses presented candidates during the 2025 STD year II examination. These courses were Literature in English II, The Structure of English Language and Linguistics II, English Teaching Methods II, Zambian Languages Teaching Methods II, Oral and Written Literature in Zambian Languages and The Phonology and Morphology of Zambian Languages.

8.2.7 The mean scores ranged between **52.66** to **63.21** percent in 2025 from **47.00** to **65.57** percent in 2024. The 2025 range was better than the 2024 one. However, all the mean scores were above the natural pass mark of 40 percent for both 2024 and 2025.

8.2.8 The highest mean score was recorded in English Teaching Methods II at **63.21** percent while the lowest mean score was recorded in The Structure of English Language and Linguistics II at **52.66** percent.

8.2.9 Literature in English II recorded the most decline of 7.72 percent in performance during the 2025 examination.



	ENGLISH TEACHING METHODS II	THE STRUCTURE OF ENGLISH LANGUAGE AND LINGUISTICS II	LITERATURE IN ENGLISH II	ZAMBIAN LANGUAGES TEACHING METHODS II	THE PHONOLOGY AND MORPHOLOGY OF ZAMBIAN LANGUAGES	ORAL AND WRITTEN LITERATURE IN ZAMBIAN LANGUAGES
2025	63.21	52.66	56.03	62.10	59.55	61.80
2024	65.57	56.58	63.75	57.50	56.00	47.00
2023	60.64	57.29	65.57	56.27	52.41	57.55
2022	61.17	53.39	56.49	61.91	55.69	56.44

Figure 21: 2025, 2024, 2023 and 2022 Literature and Languages Percentage Mean Scores

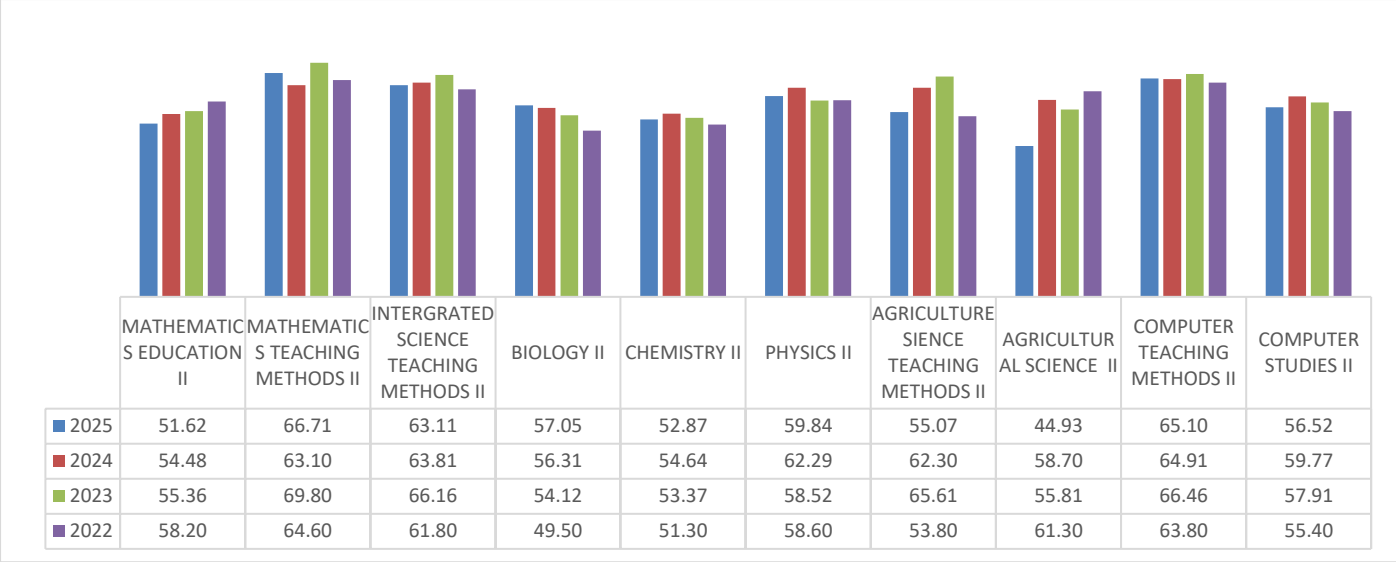
Natural Sciences

8.2.10 The following courses constitute this category: Mathematics Education II, Mathematics Teaching Methods II, Integrated Science Teaching Methods II, Biology II, Chemistry II, Physics II, Agriculture Science Teaching Methods II, Agricultural Science II, Computer Teaching Methods II, and Computer Studies II.

8.2.11 The mean scores ranged between **44.93** and **66.71** percent in 2025, from **54.48** to **64.91** percent in 2024. However, all the mean scores were above the natural pass mark of **40** percent for both 2025 and 2024.

8.2.12 The highest mean score was recorded in Mathematics Teaching Methods II at **66.71 from 64.91** percent in 2024. Agricultural Science II recorded the lowest mean score of 44.93 percent.

8.2.13 Mathematics Teaching Methods II and Computer Teaching Methods II, recorded an improvement in their mean performance during the 2025 session. Agricultural Science II recorded the worst decline of 13.77 percentage points from 2024.



	MATHEMATICS EDUCATION II	MATHEMATICS TEACHING METHODS II	INTERGRATED SCIENCE TEACHING METHODS II	BIOLOGY II	CHEMISTRY II	PHYSICS II	AGRICULTURE SIENCE TEACHING METHODS II	AGRICULTURAL SCIENCE II	COMPUTER TEACHING METHODS II	COMPUTER STUDIES II
2025	51.62	66.71	63.11	57.05	52.87	59.84	55.07	44.93	65.10	56.52
2024	54.48	63.10	63.81	56.31	54.64	62.29	62.30	58.70	64.91	59.77
2023	55.36	69.80	66.16	54.12	53.37	58.52	65.61	55.81	66.46	57.91
2022	58.20	64.60	61.80	49.50	51.30	58.60	53.80	61.30	63.80	55.40

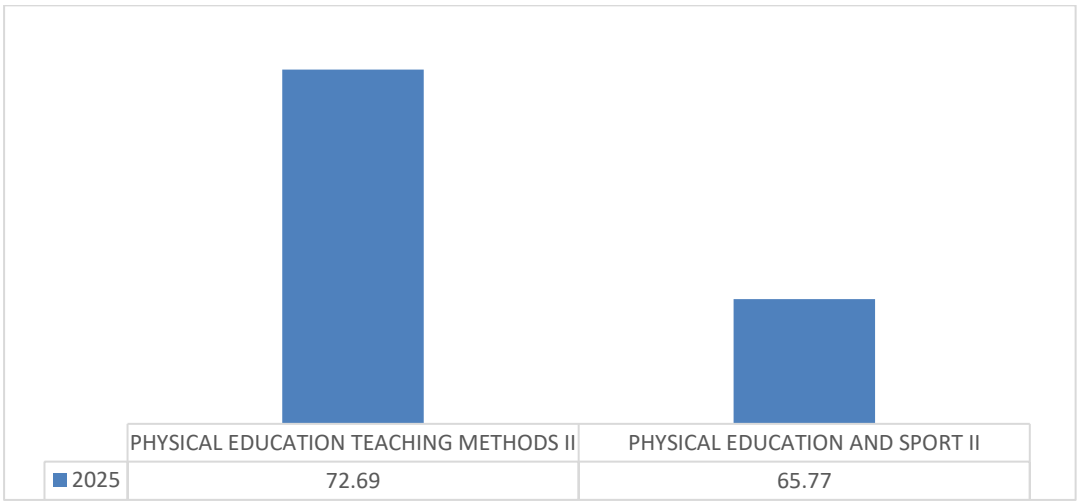
Figure 22: 2022 to 2025 Natural Sciences Mean Scores

Practical Subjects

8.2.14 Nine (9) courses had candidature in the 2022 STD year II examination. These courses were Art and Design Teaching Methods II, Graphic Design and Crafts II, Drawing Colour and Painting I, Physical Education Teaching Methods II, Physical Education and Sport II, Home Economics and Hospitality Teaching Methods II, Food and Nutrition II, Fashion and Fabrics II, and Home Management II.

8.2.15 The mean scores ranged between 65.77 and 72.69 percent in 2025. All the mean scores were above the natural pass mark of **40** percent for 2025.

8.2.16 The highest mean score was recorded in Physical Education Teaching Methods II (72.69%), while the lowest mean score was recorded in Physical Education and Sport II (65.77%).



	PHYSICAL EDUCATION TEACHING METHODS II	PHYSICAL EDUCATION AND SPORT II
2025	72.69	65.77

Figure 23: 2025 Practical Subject Mean Scores

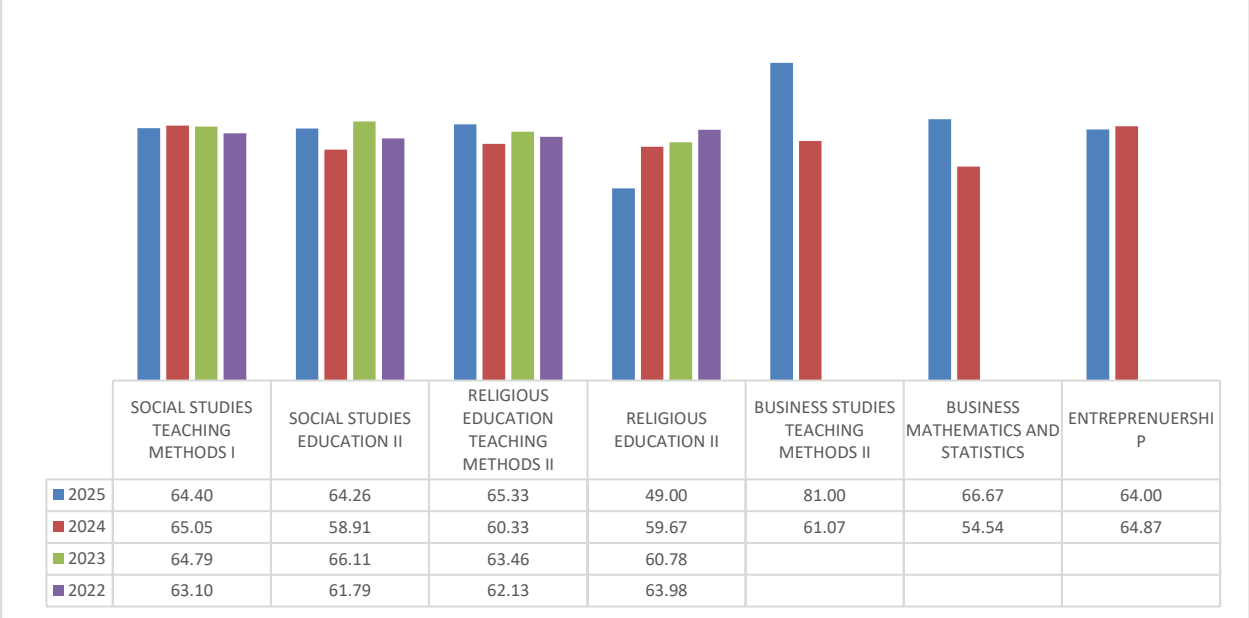
Social Sciences and Business Studies

8.2.17 The following courses were analyzed: Religious Education II, Social Studies Teaching Methods I, Religious Education Teaching Methods II and Social Studies Education II. Other courses included the following: Business Studies Teaching Methods, Business Mathematics and Statistics and Entrepreneurship.

8.2.18 All the courses in this category recorded mean scores above the natural pass mark of 40 percent. This has been the case since 2018.

8.2.19 The mean scores in 2025 ranged between **49.00 to 81.00** percent from **54.54 to 65.05** percent in 2024.

8.2.20 The highest mean score was recorded in Business Studies Teaching Methods II at **81.00** percent while the lowest mean score was recorded in Religious Education II at **49.00** percent.



	SOCIAL STUDIES TEACHING METHODS I	SOCIAL STUDIES EDUCATION II	RELIGIOUS EDUCATION TEACHING METHODS II	RELIGIOUS EDUCATION II	BUSINESS STUDIES TEACHING METHODS II	BUSINESS MATHEMATICS AND STATISTICS	ENTREPRENUERSHIP
2025	64.40	64.26	65.33	49.00	81.00	66.67	64.00
2024	65.05	58.91	60.33	59.67	61.07	54.54	64.87
2023	64.79	66.11	63.46	60.78			
2022	63.10	61.79	62.13	63.98			

Figure 24: 2025, 2024, 2023 and 2022 Social Science Mean Scores

9.0 2025 Secondary Teacher's Diploma Year III Examination

The candidature and performance of candidates in the Secondary Teacher Diploma third-year Examination were as follows:

9.1 Candidature

9.1.1 A total of 250 candidates, comprising 116 (46.40%) females and 134 (53.60%) males entered for the 2025 STD Third Year Examination. The number of candidates who registered for the 2025 STD Third Year Examination decreased by 42.00 percent from 431 in 2024.

9.1.2 Out of the 250 candidates who entered, 245 (98.00%) sat the Secondary Teachers' Diploma during the 2025 Third Year Examination. These comprised 115 (46.94%) females and 130 (53.06%) males.

9.1.3 The 2025 STD Year III absenteeism rate stood at 2.00 percent from 1.60 percent in 2024.

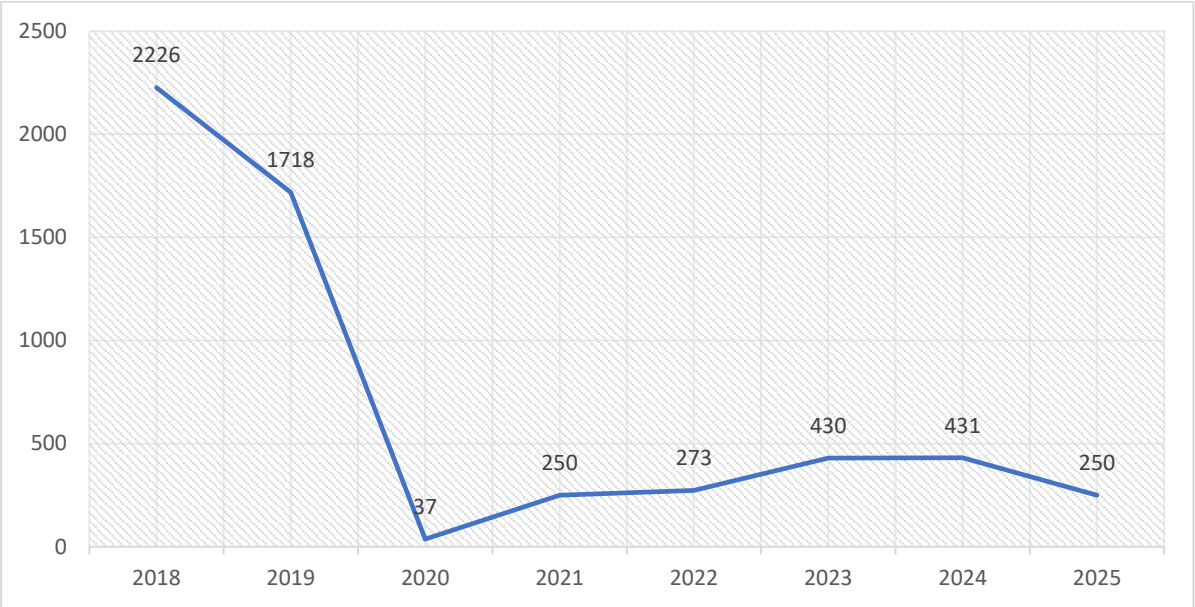


Figure 25: Trend in STD Year 3 candidature (2018-2025)

9.2 General Performance

9.2.1 Of the 245 candidates who sat the 2025 STD Third Year examination, 190 (77.55%) obtained a clear pass, 49 (20.00%) proceeded; 5 (2.04%) were referred, no candidates repeated, while 1 (0.41%) was excluded. George Benson Christian University and David Livingstone College of Education recorded 100 percent clear pass rates at this level.

9.3 Educational Courses Mean Scores

9.3.1 Educational Leadership and Management and, Entrepreneurship, were the only educational courses that were offered to third years at the Secondary Teachers' Diploma (STD) level.

9.3.2 The two educational courses recorded scores above the natural 40 percent pass mark.

9.3.3 Candidate performance declined in both courses during the 2025 examination session.

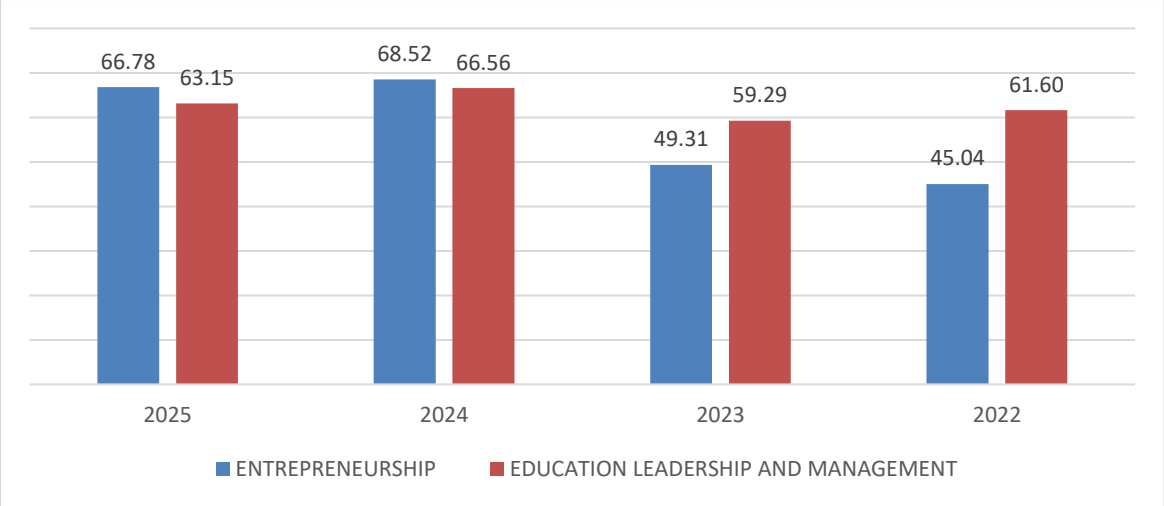


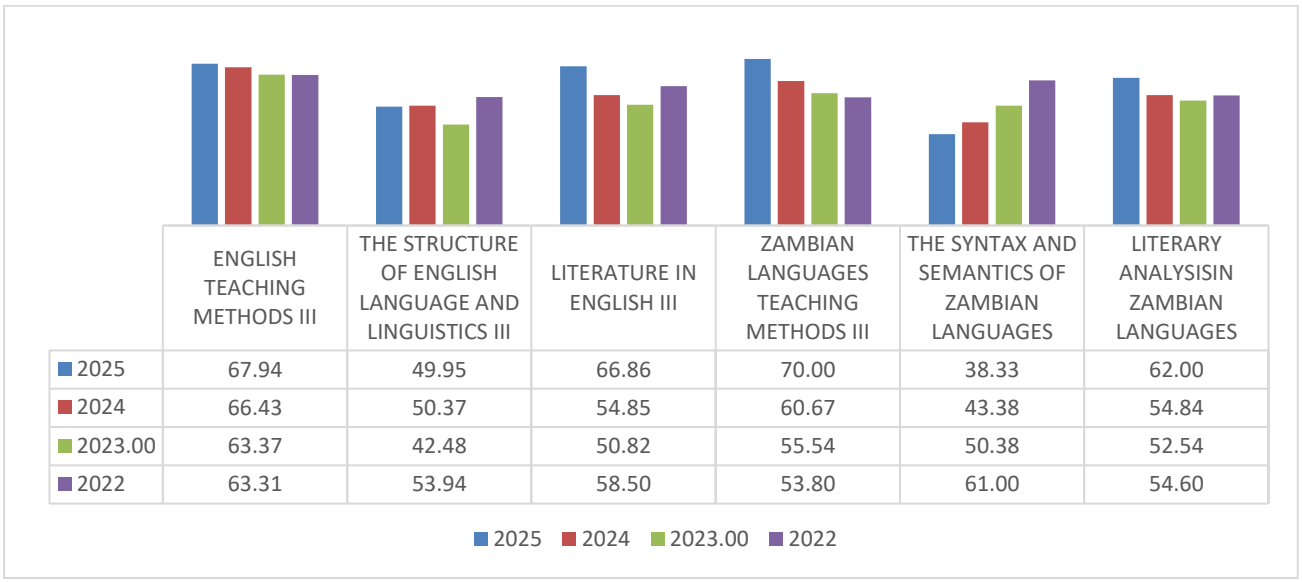
Figure 26: 2025, 2024, 2023 and 2022 Educational Courses Mean Scores

9.4 Literature and Languages

9.4.1 All the Literature and Languages courses recorded mean scores above 40 percent except in "the Syntax and Semantics of Zambian Languages'' at 38.33 percent.

9.4.2 The highest mean score was recorded in Zambian Languages Teaching Methods III at 70.00 percent.

9.4.3 The largest decline of 5.04 percent in student performance was recorded in "The Syntax and Semantics of Zambian Languages."



	ENGLISH TEACHING METHODS III	THE STRUCTURE OF ENGLISH LANGUAGE AND LINGUISTICS III	LITERATURE IN ENGLISH III	ZAMBIAN LANGUAGES TEACHING METHODS III	THE SYNTAX AND SEMANTICS OF ZAMBIAN LANGUAGES	LITERARY ANALYSISIN ZAMBIAN LANGUAGES
2025	67.94	49.95	66.86	70.00	38.33	62.00
2024	66.43	50.37	54.85	60.67	43.38	54.84
2023.00	63.37	42.48	50.82	55.54	50.38	52.54
2022	63.31	53.94	58.50	53.80	61.00	54.60

Figure 27: 2025, 2024, 2023 and 2022 Literature and Languages Mean Scores

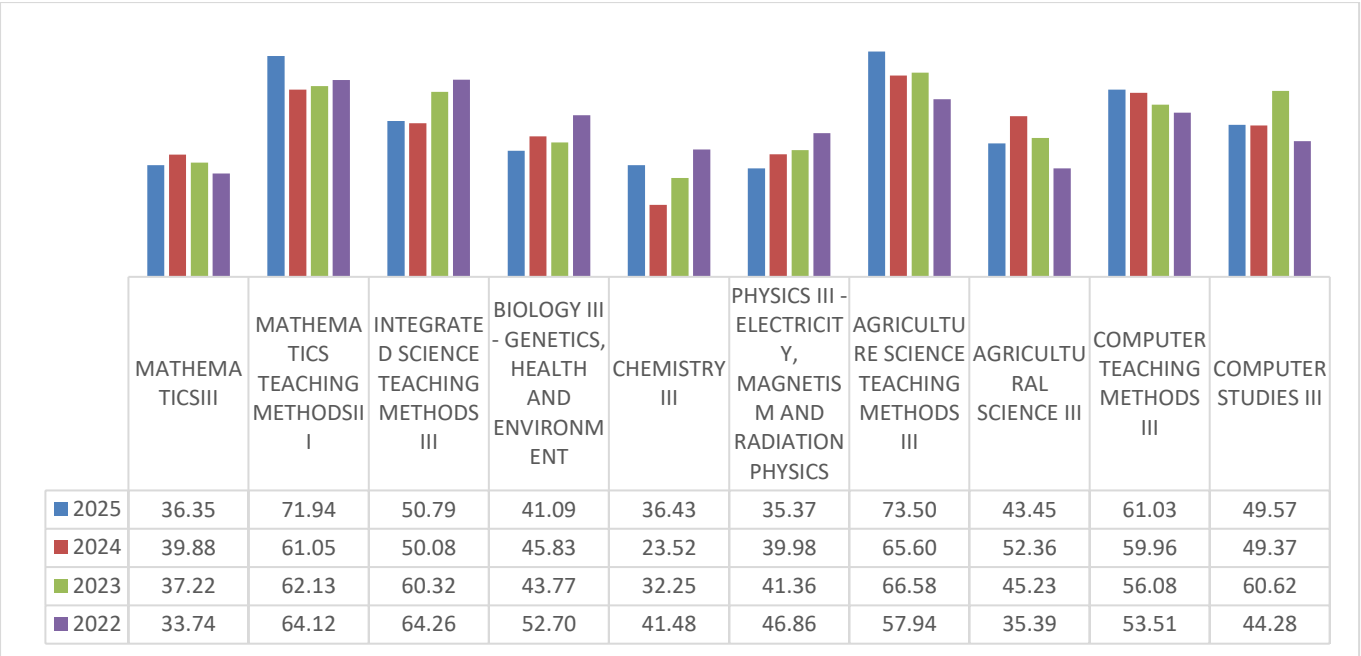
9.5 Natural Sciences

9.5.1 The Natural Sciences Category included Mathematics III, Mathematics Teaching Methods III, Integrated Science Teaching Methods III, Biology III (Genetics, Health and Environment), Chemistry III, Physics III (Electricity, Magnetism and Radiation), Computer Teaching Methods III and Computer Studies III, Agricultural Science Teaching Methods III and Agriculture Science III.

9.5.2 Mean scores for the Natural Science category in 2025 ranged from 35.37 to 73.50 percent.

9.5.3 Only Mathematics III (36.35), Chemistry III (36.43%) and Physics III (35.37%) recorded mean scores below the natural pass mark of 40 percent. This has always been the case at this level.

9.5.4 Just like last year, Agricultural Science Teaching Methods III recorded the highest mean score at 73.50 percent while Physics III had the lowest mean at 35.37 percent.



	MATHEMATICSIII	MATHEMATICS TEACHING METHODSIII	INTEGRATED SCIENCE TEACHING METHODS III	BIOLOGY III - GENETICS, HEALTH AND ENVIRONMENT	CHEMISTRY III	PHYSICS III - ELECTRICITY, MAGNETISM AND RADIATION PHYSICS	AGRICULTURE SCIENCE TEACHING METHODS III	AGRICULTURAL SCIENCE III	COMPUTER TEACHING METHODS III	COMPUTER STUDIES III
2025	36.35	71.94	50.79	41.09	36.43	35.37	73.50	43.45	61.03	49.57
2024	39.88	61.05	50.08	45.83	23.52	39.98	65.60	52.36	59.96	49.37
2023	37.22	62.13	60.32	43.77	32.25	41.36	66.58	45.23	56.08	60.62
2022	33.74	64.12	64.26	52.70	41.48	46.86	57.94	35.39	53.51	44.28

Figure 28: 2025, 2024, 2023 and 2022 Natural Sciences Mean Scores

9.6 Practical Courses

9.6.1 Practical Courses in the STD III examination include Art and Design Teaching Methods III, Graphic Design and Crafts III, Drawing Colour and Painting III, Teaching Methods in Physical Education III and Physical Education and Sports III.

9.6.2 No candidates were registered for these courses at this level for the 2025 examination session.

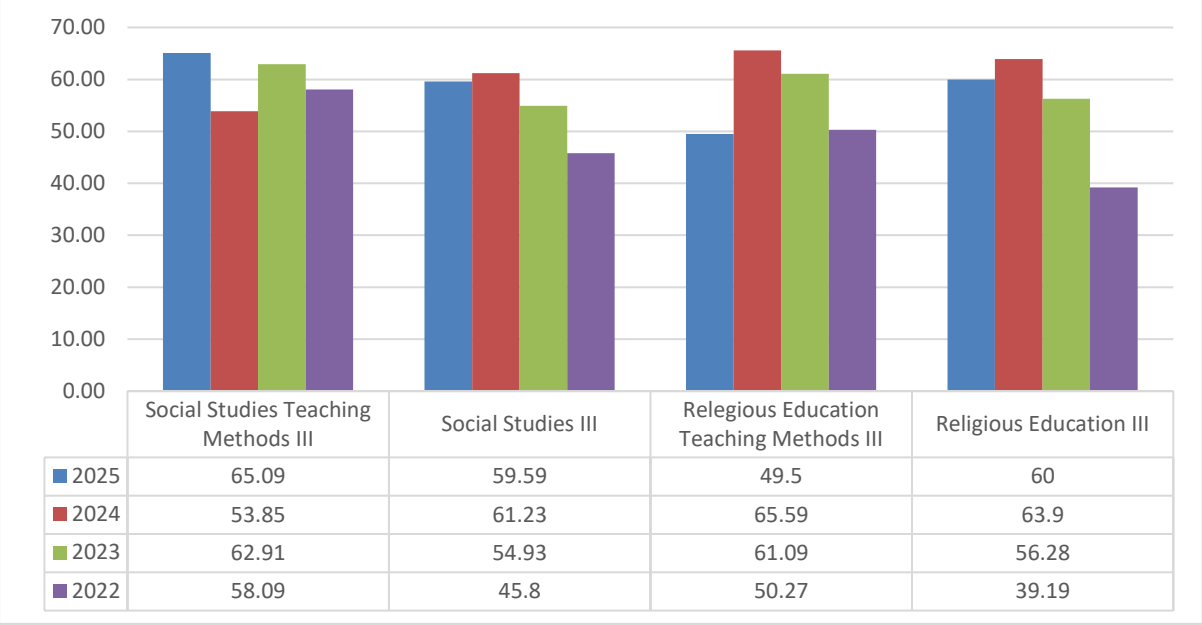
9.7 Social Sciences and Business Studies

9.7.1 This category had the following courses: Social Studies Teaching Methods III, Social Studies III, Religious Education Teaching Methods III, Religious Education III, and Business Studies Teaching Methods III.

9.7.2 Just like in 2024, all the Social Science-based courses had recorded mean scores above the natural pass mark of 40 percent with the lowest mean score of 49.50 percent.

9.7.3 Business Studies Teaching Methods III recorded the highest mean score at 71.79 percent followed by Social Studies Teaching Methods III at 65.09 percent. Religious Education Teaching Methods III recorded the most decline during the 2025 examination session of 16.09 percentage points.

9.7.4 Social Studies Teaching Methods III recorded the most improvement of 11.24 percentage points during the 2025 examination session.



	Social Studies Teaching Methods III	Social Studies III	Relegious Education Teaching Methods III	Religious Education III
2025	65.09	59.59	49.5	60
2024	53.85	61.23	65.59	63.9
2023	62.91	54.93	61.09	56.28
2022	58.09	45.8	50.27	39.19

Figure 29: 2025, 2023 and 2022 Social Sciences Mean Scores

10.0 2025 Characteristics of Teacher Education Examinations Performance

In this section of the report, candidate performance has been described at three levels: High achievers, Average achievers and Low achievers.

10.1 Courses recording Zero Scores

For all ECE, PTD1, and PTD3 courses, no students received a score of zero. Nonetheless, there were students who achieved marks as low as 3 out of 100. In PTD2, zero scores were noted in Literacy and Languages Education II (3204) and Expressive Arts Education II (3206).

10.2 Performance in Social Studies Education (PTD)

High Achievers

- They provided accurate and well-structured responses, with only a few incorrect answers.
- Although they showed difficulty in analysing and interpreting tabular data, their overall conceptual understanding remained solid.
- Their essays were generally well developed, coherent, and supported with relevant illustrations.
- They demonstrated adequate recall of content and exhibited a sound understanding of geographical, historical, and civic education concepts.
- The use of language was clear and appropriate, and their handwriting was neat and legible, enhancing the presentation of their responses.

Average Achievers

- Average achievers understood most questions and provided correct responses in several instances. However, they encountered challenges with higher-order questions, which required analysis and interpretation of tabular data.
- Their essays showed partial understanding but lacked depth and strong analytical engagement.
- The use of geographical terminology was limited, and the application of religious and geographical knowledge was insufficient.
- While handwriting was generally neat, essays were poorly organised in some cases.
- Language usage was fair, but responses reflected lower-level cognitive engagement and limited recall of subject content.

Low Achievers

- Demonstrated minimal understanding of core social studies concepts across the examination.
- Many were unable to respond effectively even to lower-order cognitive questions.
- There was a consistent inability to analyse and interpret information in tabular form.
- Responses frequently lacked relevance, coherence, and conceptual clarity.
- Essay writing was poorly structured, with weak transitions and fragmented presentation of ideas.
- Displayed inadequate mastery of geographical terminology and subject content.
- Many questions were either incorrectly answered or left unanswered.

- Handwriting was often poor, affecting readability, and there was little evidence of cognitive engagement in their responses.

Key Challenges

- A considerable challenge was the difficulty many candidates had in accurately analysing and interpreting information presented in tabular format.
- Additionally, a lack of coherence and organisation in essay writing was observed across different performance levels, particularly among average and low achievers.
- Numerous responses displayed poor logical sequencing of ideas, unclear introductions and conclusions, as well as weak transitions between paragraphs. This impacted clarity, depth of argument, and the overall quality of written communication.
- There was also evidence of insufficient mastery of subject matter across various topics.
- Some candidates demonstrated a fragmented understanding, recalling isolated facts without the ability to integrate or apply concepts in a comprehensive manner.
- Consequently, performance gaps were most evident within the low achiever category, where foundational knowledge and higher-order cognitive skills were notably weak.

Recommendations

To address the identified challenges, it is recommended that lecturers:

- Incorporate regular assessments and interactive activities to reinforce key subject concepts. This approach will help fill in knowledge gaps and ensure that students see the connections between different subject areas more clearly.
- Structured and sustained practice in essay writing should be integrated into teaching and assessment.
- Guided writing exercises, model responses, and feedback sessions will help learners improve organisation, coherence, and depth of analysis in extended responses.
- Greater instructional emphasis should be placed on developing students' ability to interpret data presented in tables, charts, and other graphical formats.
- Regular exposure to data-based questions and practical exercises in analysis will enhance critical thinking and analytical competence.
- Furthermore, instructional materials and teaching aids should be strengthened to promote active learning and deeper conceptual understanding.

- The use of visual aids, structured notes, and interactive teaching strategies will support learner engagement and improve overall academic performance.

10.3 Social Studies Education: Early Childhood Education (ECE)

High Achievers

- High achievers demonstrated strong mastery of course content and performed well overall. However, a question on identifying the stage of the human life cycle signified by imagination was answered incorrectly by all candidates, suggesting possible misinterpretation or insufficient attention to the question's requirements.
- Candidates' responses and explanations were coherent, well-organised, and supported with appropriate illustrations and examples.
- Essays were clearly structured, logically presented, and demonstrated sound language proficiency.
- Handwriting was neat and legible, contributing positively to overall presentation.

Average Achievers

- Essay writing was weak, characterised by limited coherence and poor organisation of ideas.
- While candidates attempted many questions, most responses lacked accuracy and depth.
- The command of language was inadequate, and a considerable portion of the information presented was irrelevant to the questions asked.
- Mastery of subject content across questions was incomplete, and presentation was generally untidy.

Low Achievers

- Candidates demonstrated limited conceptual understanding.
- Although they attempted most questions, many responses were incorrect and lacked relevance.
- Performance in semi-structured questions was very weak.
- Essay responses lacked structure, coherence, and clarity.
- There was insufficient mastery of content, poor command of language, and weak presentation.
- Writing was also often untidy, and answers frequently contained irrelevant information.

Key Challenges

- Data analysis and interpretation
- Limited mastery of subject content across topics
- Inability to provide accurate responses to several questions.

- Weak essay writing skills, particularly among low achievers.

Recommendations

- Greater emphasis should be placed on structured essay-writing practice, enabling students to articulate their understanding clearly and effectively.
- Continuous formative assessment is essential to identify learning gaps early, allowing for targeted interventions.
- Providing focused support to improve language proficiency and coherence in written responses will further empower students to express their ideas more confidently and accurately.

10.4 Performance in Mathematics Education (PTD)

High Achievers: Competencies and Challenges

- Candidates demonstrated strong overall performance and exhibited solid conceptual understanding and procedural fluency across most content areas examined.
- Demonstrated sound knowledge of measures of central tendency.
- Correctly applied formulas for distance, speed, and time in mensuration, including determining the volume of a cuboid and a cylinder.
- Followed appropriate conceptual and procedural steps in solving equations and simultaneous equations.
- Applied correct methods in constructing stem-and-leaf plots and interpreting bar charts, reflecting strong statistical and reasoning skills.
- Exhibited mastery in solving inequalities and representing solutions on number lines.

Challenges:

- Procedural errors in unit conversions, particularly converting fractional hours into minutes and converting km/h to m/s. Additionally, incorrect procedures when determining a missing value in a dataset where the mean and other values were provided.
- Misinterpretation of word problems, particularly in distinguishing between perimeter and area. There was occasional misinterpretation of mathematical problems presented in narrative form.
- Conceptual errors in calculating the mean, with some candidates incorrectly multiplying instead of summing values before division.

- Overall, high achievers demonstrated strong mathematical competence but require improved precision in data interpretation, word problem analysis, and unit conversions.

Average Learners: Competencies and Challenges

- Candidates displayed competence in procedural applications but struggled with the correct application of relevant mensuration formulas, particularly in calculating the volume of a cylinder.
- Ability to solve simultaneous equations using appropriate procedures.
- Demonstrated understanding of instructional approaches by accurately answering all the questions on planning.
- Proper application of the distance-speed-time relationship.
- Correct construction of stem-and-leaf plots in some instances.

Challenges

- Significant difficulty in statistics, particularly in determining a missing value when the mean was given.
- Procedural errors in converting units (e.g., km/h to m/s).
- Weak interpretation of bar charts and graphical data.
- Errors in solving inequalities and representing solutions correctly on number lines.
- Incorrect application of formulas for perimeter (e.g., use of incorrect expressions).
- Limited ability to interpret and solve mathematical word problems accurately.

Low Performers: Competencies and Challenges

- Displayed Fundamental errors in calculating measures of central tendency (e.g., incorrect computation of the mean).
- Misconceptions in mensuration, including incorrect determination of base area and volume.
- Inability to correctly apply formulas for volume and perimeter.
- Conceptual and procedural errors in solving equations, inequalities, and interpreting number lines.
- Weakness in statistical concepts, particularly in determining missing values in datasets.
- Poor interpretation of word problems and failure to identify relevant mathematical operations.
- Exhibited Limited understanding of planning-to-teach concepts and teaching methodologies since they failed questions from this content area.
- Several questions left unanswered, indicating insufficient content mastery.

- Statistics emerged as the most problematic topic within this group, followed by mensuration and algebraic concepts.

Key Challenges:

- Statistics, data analysis and interpretation were consistently problematic across performance categories.
- Word problem interpretation remains a major area of weakness.
- Unit conversions and formula application require reinforcement.
- Conceptual understanding is weaker than procedural application in the average and low-performing groups.

Recommendations

- Incorporating mathematical games and interactive strategies (e.g., number patterns, action math dice) to strengthen conceptual understanding.
- Increasing frequency of formative assessments with timely feedback to reinforce learning.
- Use of visual teaching aids (e.g., charts for inequalities and number lines) to enhance conceptual clarity.
- Adopting engaging, learner-centred teaching strategies to promote student teachers' active participation.
- Emphasising problem-solving strategies for interpreting word problems.
- Providing targeted remediation in statistics and unit conversions.

10.5 Mathematics Education – Secondary Teachers' Diploma (STD)

High Achievers: Competencies and Challenges

- Candidates demonstrated strong conceptual understanding and procedural competence across most content areas examined.
- Performance was particularly strong in Vectors, Conic Sections, and Probability, where most candidates displayed mastery of core principles and accurate application of relevant formulas.
- Demonstrated in-depth understanding of vector principles, including addition, subtraction, and position vectors.
- Correctly generated equations of conic sections and determined the centre, radius, vertices, and related properties.
- Exhibited strong performance in conditional and experimental probability, reflecting sound conceptual mastery.
- Demonstrated ability to answer questions on differentiation and integration, including finding stationary points and determining the area under a curve.

Challenges

- Procedural and conceptual errors in calculus, particularly in: Differentiation from first principles; Integration by parts and Evaluation of definite integrals (failure to substitute limits correctly).
- Occasional misconceptions in probability, including difficulty distinguishing between favourable and possible outcomes.
- Minor conceptual errors in applying the vector ratio theorem.
- In isolated cases, incorrect procedures in determining the vertex of a parabola.

Average Performers: Competencies and Challenges

- Demonstrated reasonable understanding of position vectors and vector operations.
- Showed some competence in conic sections, including determining radius and vertices.
- Exhibited partial mastery of conditional and experimental probability.
- Demonstrated basic skills in calculus, including differentiation from first principles.
- A few candidates correctly determined stationary points of functions.
- While some candidates demonstrated adequate understanding in certain areas, conceptual depth and procedural accuracy were inconsistent.

Challenges

- Probability and Calculus were the most challenging areas.
- Misunderstanding of independent and mutually exclusive events.
- Conceptual and procedural errors in theoretical and conditional probability.
- Incomplete understanding of integration techniques.
- Inability to evaluate definite integrals correctly.
- Failure to subtract functions when determining the area bounded by two curves.
- Weak differentiation of trigonometric functions.
- Inconsistent application of the vector ratio theorem.

Low Performers: Competencies and Challenges

- Candidates exhibited significant deficiencies across nearly all content areas.
- Performance was generally poor and reflected serious gaps in both conceptual understanding and procedural execution.

- Inability to correctly derive equations of conic sections or write equations of circles in standard form before determining centre and radius.
- Serious misapplication of rules of differentiation and integration.
- Failure to evaluate definite and indefinite integrals correctly.
- Inability to determine the area bounded by two curves due to failure to subtract functions appropriately.
- Fundamental misconceptions in probability, including a misunderstanding of independent, mutually exclusive, experimental, and conditional probability.
- Procedural and conceptual errors in the vector ratio theorem and position vectors.
- Inability to determine whether vectors are parallel or perpendicular using the correct criteria.

Key Challenges

- Calculus and Probability were consistently the most challenging areas across all performance categories.
- Many candidates struggled with interpreting complex mathematical problems, particularly those requiring multi-step reasoning.
- Vector operations and basic conics.
- Evaluation of definite integrals and area between curves emerged as major weaknesses.
- Misinterpretation of probability concepts

Recommendations

- Ensure comprehensive coverage of all syllabus topics, as each area is highly examinable.
- Increase structured practice through regular tests, assignments, and problem-solving sessions.
- Provide topic-specific tutorials, followed by guided in-class solution discussions.
- Emphasise conceptual understanding of calculus techniques, especially integration and differentiation from first principles.
- Reinforce probability concepts using practical demonstrations (e.g., coins, dice, simulations).
- Use visual aids and graphical tools to strengthen understanding of vectors and conic sections.
- Encourage continuous professional development (CPD) for lecturers to remain updated with modern pedagogical approaches.
- Incorporate engaging, learner-centred instructional strategies to promote active participation and deeper understanding.

10.6 Integrated Science Education Primary Teachers Diploma (PTD)

High Achievers: Competencies and Challenges

- Candidates demonstrated a strong understanding and application of core integrated science concepts.
- Showed Mastery of chemical and scientific symbols, with accurate interpretation.
- Demonstrated Effective interpretation of diagrams, including motor neurons, prisms, and electric circuits.
- Displayed clear identification of parts in complex diagrams, such as the male reproductive system, human brain, and three-pin plug.
- Showed good understanding of body systems, including circulatory, respiratory, and digestive systems.
- Demonstrated ability to translate theoretical knowledge into practical or real-life examples.

Average Achievers: Competencies and Challenges

- Showed partial knowledge of diagrams, often identifying parts but failing to state their functions.
- Displayed limited understanding of body systems such as the circulatory and reproductive systems.
- Demonstrated adequate performance on lower-order questions; some attempts at higher-order questions.
- Showed Limited ability in calculations and application of formulas.
- Demonstrated developing conceptual understanding but insufficient mastery in application and synthesis.

Low Achievers: Competencies and Challenges

- Showed inability to memorise and apply scientific formulas (e.g., current, I).
- Candidates failed to identify labelled parts in diagrams, including electric circuits.
- Showed difficulty converting units and deriving formulae.
- Poor differentiation between magnetic and non-magnetic materials.
- Misinterpretation of tables, flow charts, and radio communication stages.
- Showed limited ability to apply theoretical knowledge in practical or higher-order questions.
- Struggled with the preparation of teaching documents such as lesson plans.

Recommendations

- Use models and visual aids to enhance understanding of complex structures (e.g., body systems, electric circuits).

- Emphasise mastery and regular revision of key formulas and concepts.
- Encourage hands-on experiments to reinforce theoretical knowledge, particularly in circuits and magnetism.
- Promote careful checking of calculations and structured problem-solving practice.

10.7 Science Education Secondary Teachers Diploma (STD)

High Achievers: Competencies and Challenges

- Candidates demonstrated strong conceptual understanding and procedural competence across most content areas assessed.
- Showed sound mastery of both theoretical principles and applied chemical reasoning.
- Displayed correct application of formulas in questions involving chemical formulae and stoichiometric calculations.
- Showed accurate interpretation and balancing of chemical equations.
- Clear understanding and correct representation of organic chemical structures, including bond-line and skeletal structures.
- Demonstrated understanding of the octet rule and the ability to determine valence electrons.
- Accurate identification of oxidation and reduction processes, correctly identifying the anode and cathode in both electrolytic and galvanic cells.
- Correct application of electrochemical principles, including prediction of ion discharge based on concentration and position in the electrochemical series.
- Displayed sound knowledge of electron flow conventions in galvanic cells (electrons flow from anode to cathode).

Challenges

- Minor difficulties in some higher-order analytical questions.
- Occasional procedural lapses in more complex electrochemical or structural problems.

Average Performers: Competencies and Challenges

- Demonstrated general knowledge of chemical formulae.
- Showed partial understanding of combustion reactions and their products.
- Demonstrated basic understanding of half-reactions, although not always fully or correctly written.
- Showed some competence in interpreting bond-line and skeletal structures.
- Attempted both lower- and higher-order questions with moderate success.

Challenges:

- Demonstrated difficulty calculating formula masses despite knowing chemical formulae.
- Confusion between electrolytic and galvanic cells, including incorrect identification of anodes and cathodes.
- Simple calculation errors in organic structures and electrochemical problems.
- Failure to substitute correctly into formulae in numerical problems (e.g., electrolysis calculations).
- Limited skill in drawing and labelling electrochemical cells.
- Incomplete or incorrect half-equations.
- Spelling errors in naming organic compounds, reflecting limited familiarity with IUPAC conventions.

Low Performers: Competencies and Challenges

- Candidates demonstrated significant deficiencies in both foundational knowledge and application skills across most content areas examined.
- Poor mastery of chemical formulae and atomic masses.
- Weak understanding of the octet rule and electron transfer/sharing concepts.
- Inability to correctly write and balance chemical and half-equations.
- Misunderstanding of IUPAC naming conventions, including identifying the longest carbon chain and proper numbering.
- Incorrect prioritisation of substituents in organic compounds.
- Inability to calculate oxidation numbers correctly.
- Poor identification of primary, secondary, tertiary, and quaternary alcohols.
- Weak recognition of double bonds and functional groups in organic structures.
- Limited understanding of homologous series and organic chemistry fundamentals.
- Inability to identify components of fossil fuels.
- Poor understanding of polymer structures.
- Weak performance in higher-order analytical questions.

Key Challenges:

- Organic chemistry and electrochemistry presented challenges across all performance categories.
- Conceptual understanding was stronger among high achievers, while average and low performers struggled with application and calculation accuracy.

- IUPAC naming, oxidation numbers, and electrochemical processes were major areas of weakness.
- Higher-order analytical questions significantly differentiated performance levels.

Recommendations:

- Use molecular model kits to enhance visualisation of three-dimensional structures.
- Strengthen foundational concepts such as stoichiometry, Faraday's laws of electrolysis, oxidation and reduction, bond energy, and formal charges.
- Encouraging use of memory aids for redox concepts and electrochemical cell conventions.
- Emphasising writing and balancing complete chemical and half-equations before attempting calculations.
- Reinforcing IUPAC naming through structured practice.
- Providing guided practice in oxidation number calculations.
- Encouraging careful review of calculations and units to minimise errors.
- Incorporating higher-order problem-solving exercises to develop analytical skills.

10.8 Biology III (STD)

High Performers: Competencies and Challenges

- Candidates demonstrated strong conceptual understanding and procedural competence across most content areas assessed.
- Responses reflected sound scientific reasoning, accurate application of biological principles, and effective interpretation of diagrams.
- Demonstrated mastery of scientific formulae, particularly in calculating magnification, including correct use of units and simplification of figures.
- Accurately interpreted diagrams and flow charts, including pedigrees and the carbon cycle.
- Displayed a strong understanding of plant reproduction, including the correct chronological sequence of events.
- Showed adequate knowledge of DNA replication, complementary base pairing rules, and the roles of enzymes in replication and transcription.
- Effectively applied genetic principles using Punnett squares to determine genotypic and phenotypic ratios.
- Demonstrated sound knowledge of nuclear division (mitosis and meiosis), including events occurring at each stage.

Challenges:

- Minor gaps in responding to some higher-order analytical questions.
- Base pairing rules

Average Performers: Competencies and Challenges

- Candidates demonstrated some understanding of key biological concepts but showed inconsistencies in application, resulting in variations in detail and accuracy in their responses.
- Demonstrated knowledge of scientific formulae (e.g., magnification), though often omitted units or failed to simplify calculations.
- Showed some level of understanding of genetic principles and nuclear division.
- Displayed basic knowledge of the DNA bases involved in replication.
- Demonstrated some understanding of plant reproduction concepts such as pollination and fertilisation.
- Answered several lower-order cognitive questions correctly.

Challenges:

- Failed to include units and simplify calculations when applying formulae.
- Partial understanding of complementary base pairing rules and limited knowledge of the central dogma of molecular biology.
- Difficulty identifying specific events within stages of mitosis and meiosis.
- Incomplete understanding of the sequence of pollen tube growth and seed formation.
- Confusion between food chains and food webs.
- Inconsistent ability to construct Punnett squares correctly; some candidates substituted genetic diagrams instead.
- Limited ability to interpret plant storage organs and flow charts accurately.
- Performance on higher-order cognitive questions was generally weak.

Low Performers: Competencies and Challenges

- Low-performing candidates exhibited significant deficiencies in foundational biological knowledge and application skills across most topics examined.
- Lack of mastery of scientific formulae, including magnification calculations.
- Misinterpretation of diagrams, flow charts, and pedigree analyses.

- Confusion between stages and processes of mitosis and meiosis, including random assortment and genetic variation.
- Weak understanding of DNA replication and complementary base pairing.
- Inability to apply genetic principles, including constructing Punnett squares and calculating genotypic and phenotypic ratios.
- Limited knowledge of key genetic terminology (e.g., homozygous, heterozygous, dominant, recessive).
- Confusion between communicable and non-communicable diseases.
- Weak understanding of ecological concepts, including roles of organisms in ecosystems and energy transfer.
- Difficulty differentiating between food chains and food webs.
- Inability to describe types of asexual and sexual reproduction accurately.
- Very limited success even on lower-order questions, with significant difficulty applying knowledge in analytical and application-based questions.

Key Challenges:

- Genetics, DNA replication, and nuclear division were key differentiating topics across performance categories.
- Interpretation of diagrams (pedigrees, flow charts, ecological cycles) significantly influenced performance.
- Application-based and higher-order cognitive questions revealed notable weaknesses among average and low performers.
- Conceptual understanding of ecological relationships and biological sequencing requires reinforcement.

Recommendations

- Strengthen learners' understanding of genetic concepts and terminology through structured revision.
- Encourage practice of sequencing biological processes using flow charts and diagrams.
- Use flashcards and visual aids to reinforce identification of plant storage organs and cellular structures.

- Emphasise understanding of mitosis and meiosis stages through practical demonstrations and laboratory activities.
- Provide regular practice in calculation-based questions (e.g., magnification, energy flow).
- Reinforce complementary base pairing rules and proper construction of Punnett squares.
- Strengthen ecological concept instruction, particularly energy transfer and organism roles within ecosystems.
- Encourage critical analysis of questions to improve response accuracy.

10.9 Physics (STD)

High Performers: Competencies, Challenges, and Misconceptions

- Accurately interpreted questions involving the application and derivation of physical formulae.
- Showed adequate knowledge of unit conversions and arithmetic with fractions and decimals, with calculations clearly shown.
- Displayed strong understanding of magnetic and non-magnetic materials.
- Demonstrated sound knowledge of electrostatic principles and force laws.
- Correctly identified and drew circuit symbols.
- Demonstrated understanding of radioactivity, modulation, and communication stages.
- Correct interpretation of diagrams, including transformers and lamps.
- Performed well in both lower-order and higher-order cognitive questions.

Challenges

- Minor misconceptions and procedural errors were observed in complex calculations or diagram interpretations.
- Occasional difficulties with higher-level analytical or application-based questions.

Average Performers: Competencies and Challenges

- Showed basic competence in mathematics-based physics calculations.
- Displayed some knowledge of circuit symbols and units of measurement.

- Showed Partial understanding of electrostatic principles, modulation, communication, and radioactivity.
- Correct interpretation of some diagrams, including ideal transformers.
- Better performance in lower-order questions.

Challenges:

- Errors in substituting values and skipping calculation steps.
- Inconsistent unit usage and minor arithmetic mistakes.
- Limited understanding of transformers, Ohm's law, and higher-order applications.
- Partial diagram interpretation skills, leading to incomplete answers.

Low Performers: Competencies and Challenges

- Had difficulty applying mathematics concepts in physics problems.
- Showed Limited knowledge of unit conversions and basic physical concepts (e.g., basic and universal gates).
- Could not distinguish between permanent and induced magnets, and misapplication of electrostatic induction principles.
- Misinterpretation of diagrams, including transformers and circuit diagrams.
- Failure to draw truth tables for gates or identify circuit symbols.
- Incorrect application of formulas, such as for half-life calculations.
- Showed weak understanding of radioactivity, modulation, and communication stages.
- Poor performance in both lower and higher-order cognitive questions.

Key Challenges:

- Average performers demonstrated partial mastery but struggled with precision, unit consistency, and higher-order questions.
- Low performers exhibited fundamental gaps in both theory and practical application, leading to poor performance across all levels.
- Electrostatics, transformers, and radioactivity emerged as the most challenging areas.

Recommendations:

- Reinforce understanding of core concepts, such as universal gates, magnets, electrostatic principles, and force laws. For example, using

magnets to explore magnetic fields or building simple circuits to understand universal gates.

- Understand essential formulae, including Ohm's law and transformer equations.
- Encourage hands-on experimentation to reduce rote memorisation, e.g., using magnets to observe attraction and repulsion.
- Promote careful calculation practices, showing all steps for easy identification of errors.
- Strengthen comprehension of electrostatic principles, including right-hand and left-hand rules.
- Provide structured practice in diagram interpretation, including transformers, lamps, and circuits.
- Encourage learners to verify all calculations, particularly those involving time, decay, or derived formulae.

10.10 Science Teaching Methods (STD)

High Performers: Competencies and Strengths

- Candidates demonstrated strong theoretical knowledge and practical understanding of key teaching and science education concepts.
- Showed adequate understanding of first aid principles and proper use of items in a first aid kit.
- Demonstrated clear knowledge of different types of fire, fire components, and appropriate fire extinguishers.
- Showed Sound understanding of educational concepts, including validity, reliability, and integrated process skills.
- Demonstrated Knowledge of strategies for teaching both large and small classes, including the use of computer applications.
- Displayed good understanding of various teaching aids, their characteristics, and appropriate usage.
- Showed a strong grasp of learning theories and their implications for instructional practice.

Average Performers: Competencies and Challenges

- Demonstrated basic knowledge of first aid items but were unable to explain their specific uses.
- Showed partial understanding of fire components and types.

- Showed Limited comprehension of teaching aids and their characteristics, teaching and learning theories, approaches, and resources.
- Displayed Knowledge of assessment types but were unable to provide complete examples.
- Showed Limited ability to draft records of work, schemes, or other teaching documents.
- Performance indicates emerging theoretical knowledge but gaps in application and specificity.

Low Performers: Challenges and Misconceptions

- Showed Inadequate knowledge of administering first aid to accident victims.
- Had Difficulty in identifying integrated process skills.
- Displayed Weak recall of teaching approaches (whole class, small group, individualised).
- Demonstrated Poor knowledge of when and how to write teaching documents, such as records of work.
- Showed Limited understanding of teaching aids, learning theories, and inclusion principles.
- Answers were often generalised, lacking specificity and connection to scientific concepts.
- Showed Difficulty applying theoretical knowledge to practical classroom and teaching scenarios.

Recommendations:

- Encourage learners to provide specific examples and use visual aids when explaining theoretical concepts (e.g., first aid kit contents).
- Reinforce understanding of teaching and learning theories, including their practical implications in the classroom.
- Promote hands-on practice using computer applications (e.g., PowerPoint) to simulate teaching scenarios.
- Guide student teachers in drafting teaching documents such as records of work and schemes of work.
- Encourage peer teaching exercises to build confidence and reinforce instructional skills.

- Support learners in using local materials and improvisation for teaching aids and resources.
- Emphasise mastery of first aid procedures for different types of accident victims.

10.11 Educational Psychology & Sociology of Education

High Performers

- Essays were exceptionally structured, logically organised, and clearly articulated.
- Students demonstrated strong analytical ability and coherent argument development.
- However, even this group experienced challenges with questions related to theories of learning, cognitive development, and social stratification.

Average Performers

- Attempted most questions, but responses lacked detail and supporting examples.
- Provided descriptive rather than analytical responses in essays.

Low Performers

- Students struggled with both lower- and higher-order questions.
- They demonstrated weak comprehension, application, and analytical skills.
- Despite attempting most questions, responses were often incorrect, suggesting guesswork and limited mastery of core concepts.

Challenging Topics:

- Theories of learning
- Cognitive development
- Social institutions
- Education and social stratification
- School and social organisation

11.0 Conclusion

The 2025 Teacher Education Examinations were successfully conducted. Candidature improved for most of the programmes except for ECE level 1, PTD level 2, STD level 1 and STD level 3. While examination attendance was generally high across programmes

(PTD 1, PTD 2 (Males), and STD 1 emerge as priority areas for targeted attendance interventions).

Overall performance shows the strongest results in Social Studies, Practical Subjects, and Teaching Methods. Language and Linguistics performance has been uneven across years. Agricultural Science, ICT, and Mathematics content remain consistently weak. A clear pattern emerges: pedagogical, practical-focused courses outperform theory-heavy foundation subjects across cohorts. This presents implications for teacher trainers, and policy makers.