NATIONAL SENIOR CERTIFICATE EXAMINATION

2014

TECHNICAL REPORT

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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List of Acronyms

ACE	Accelerated Christian Education
ANA	Annual National Assessments
BSNSW	Board of Studies New South Wales
CAPS	Curriculum and Assessment Policy Statements
CASS	Continuous Assessment
CAT	Computer Applications Technology
CATs	Common Assessment Tasks
CEM	Council of Education Ministers
CIE	Cambridge International Examinations
CVO	Christelike Volkseie Onderwys
DAIC	District Assessment Irregularities Committee
DBE	Department of Basic Education
DoE	Department of Education
ENSC	Endorsed National Senior Certificate
FET	Further Education and Training
ERCO	Eksamenraad Christelike Onderwys
LSEN	Learners with Special Education Needs
HEDCOM	Heads of Departments Committee
HESA	Higher Education South Africa
HOD	Head of Department
ICG	Independent College Group
ICT	Information and Communication Technology
IECS	Integrated Examination Computer System
IEB	Independent Examination Board
IPEAC	Inter-Provincial Examination and Assessment Committee
IT	Information Technology

IQMS	Integrated Quality Management System
LAIS	Learner Attainment Improvement Strategy
LO	Life Orientation
LTSM	Learning and Teaching Support Material
MEC	Member of Executive Council
NATJOINT	National Joint Operational and Intelligence Structure
NCS	National Curriculum Statement
NDP	National Development Plan
NEAC	National Examination and Assessment Committee
NEIC	National Examination Irregularities Committee
NSC	National Senior Certificate
NSLA	National Strategy for Learner Attainment
PAM	Personnel Administrative Measures
PATs	Practical Assessment Tasks
PEDs	Provincial Education Departments
PEIC	Provincial Examination Irregularities Committee
PSLA	Provincial Strategy for Learner Attainment
RNCS	Revised National Curriculum Statement
SACAI	South African Comprehension Assessment Institute
SAFCERT	South African Certification Council
SAG	Subject Assessment Guidelines
SAIC	School Assessment Irregularities Committee
SAQA	South African Qualifications Authority
SBA	School Based Assessment
SC	Senior Certificate
SMTs	School Management Teams
SQA	Scottish Qualification Authority
Umalusi	Council for Quality Assurance in General and Further Education and Training

Foreword

As we mark 20 years of democracy, I am pleased to release the Technical Report on the National Senior Certificate which encapsulates the performance of the cohort of learners who wrote the exit examination this year. The Class of 2014 entered the education system in 2003, in the ninth year of the democratic era in South Africa and have been the beneficiaries of an education system that is premised on justice and equal opportunity for all. This is therefore yet another opportunity to evaluate the gains made and challenges experienced by another cohort that has journeyed through the twelve grades of the South African schooling system. In the last twelve years there has been policy and organizational changes that impacted on the Class of 2014, and the outcome of the National Senior Certificate examination is one indicator of the progress made.

Whilst the curriculum has undergone changes since its inception in 1998 the Class of 2014 experienced a smooth transition from the Revised National Curriculum Statement in the General Education and Training (GET) band, and the Curriculum and Assessment Policy Statement (CAPS) in the Further Education and Training (FET) band. CAPS was introduced to reduce the administrative burden that was prevalent driving the implementation of the National Curriculum Statement, with the intention of providing teachers with clear guidance on what should be taught, per quarter, and how the assessment of learning should be conducted. CAPS was also intended to infuse quality into the system, based on the raising of standards and higher cognitive demands reflected in the curriculum, design and structure of question papers. Minor fluctuations in learner performance were expected in the 2014 NSC examination but this does not detract from the overall upward trajectory envisaged for the system in terms of the Annual Performance Plan 2014—2015 and National Development Plan: Vision for 2030.

This cohort have also been the recipients of an examination and assessment system that has bolstered its administrative systems and processes, set question papers that are internationally comparable, improved its marking processes so that high-quality markers are appointed and trained, and introduced robust quality assurance measures to improve the quality of marking. These enhancements attest to an examination system that is highly credible and reliable and therefore the outcome of the examination can be trusted by employers, the higher education institutions and the South African public.

The pass rate over the last twenty years has increased from 53% in 1994 to 78% in 2013, an increase of more than 25 percentage points. This confirms that the democratic dispensation is not only granting greater access to schooling but is providing learners with the skills and knowledge that will allow them to access the world of work and higher education. The decrease in the overall pass rate in 2014 to 75.8% was not only expected in light of the policy changes that directly affected the teaching and learning of the Class of 2014,

but it is also minor in relation to the historical gains achieved in the performance of learners in Grade 12. The system is expected to recoup from this setback in future years. My concern lies with the challenges that we face with Mathematics and Physical Sciences, where we have failed to meet the targets set in the Annual Performance Plan. I am however, confident that with the establishment of a dedicated Mathematics, Science and Technology Directorate, there would be an earnest drive to improve overall learner participation and outcomes in Mathematics and Physical Sciences in the FET phase.

Despite the challenges, let us not lose sight of the fact that 403 874 learners have satisfied the requirements of the National Senior Certificate, in a rigorous and robust examination that was quality assured during every phase of the examination cycle by the independent Quality Assurance Council, Umalusi.

Congratulations to the Class of 2014 and remember that this is a stepping stone to greater successes that lie beyond the horizon. My sincere appreciation to the parents, guardians, school governing bodies, school managers, and all social partners for supporting the class of 2014.

MRS AM MOTSHEKGA
MINISTER
05 JANUARY 2015

Executive Summary

The National Senior Certificate and its implementation in the Further Education and Training band, over the last seven years, coupled with the introduction of the Curriculum and Assessment Policy (CAPS) since 2012 in Grade 10, is of profound importance. Preparation for the implementation of CAPS commenced in 2012 and there was a three pronged preparatory initiative which targeted curriculum delivery, teacher training and assessment adjustment.

As an instrument that is used to measure the performance of the system, there is always a sense of expectation on the outcome of the NSC examination, because it determines the future life chances of learners and provide valuable information on the health of the system. It is encouraging that the implementation of CAPS has had a marginal impact on learner performance and there is a confidence that the system is on the right path to higher standards and improved quality.

The National Senior Certificate and the Annual National Assessments (ANAs) are vital in terms of measuring the progress in achieving the set targets as outlined in the Action Plan to 2019: Towards the Realisation of Schooling 2030, and the National Development Plan. The following three targets are directly measured through performance in the National Senior Certificate:

(a) Increase the number of Grade 12 learners who become eligible for a Bachelor Programme at a University;
(b) Increase the number of Grade 12 learners who pass Mathematics; and
(c) Increase the number of learners who pass Physical Science.

The South African examination system has grown in its credibility and integrity over the years and much is being done to continuously improve the test instruments, its administration and the marking process. The marking of the NSC examinations across the 118 marking centres, has improved significantly in 2014 with the focus being on the appointment of markers, their training and the introduction of additional stringent measures to ensure that answer scripts are marked to ensure minimum discrepancies.

The 2014 National Senior Certificate examination was written by 532 860 full-time candidates and 94 884 part-time candidates. Of the full-time candidates who wrote the examination, 403 874 candidates attained a National Senior Certificate, which constitutes a 75.8% pass rate, which is the second highest since the advent of democracy in the country. The table below provides a summary of the achievements of the nine provinces:

Province	2014		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	66 935	43 777	65.4
Free State	26 440	21 899	82.8
Gauteng	99 478	84 247	84.7
KwaZulu-Natal	139 367	97 144	69.7
Limpopo	72 990	53 179	72.9
Mpumalanga	45 081	35 615	79.0
North West	26 066	22 061	84.6
Northern Cape	8 794	6 715	76.4
Western Cape	47 709	39 237	82.2
National	**532 860**	**403 874**	**75.8**

The other notable achievements of the 2014 National Senior Certificate examination are the following:

(a) 150 752 learners qualified for Bachelor Studies at Higher Education Institutions (28.3%);
(b) 166 689 learners qualified for Diploma Studies at Higher Education Institutions (31.3%);
(c) 82 705 female learners qualified for Bachelor Studies at Higher Education Institutions (28.5%);
(d) 68 047 male learners qualified for Bachelor Studies at Higher Education Institutions (28%);
(e) 3003 schools attained a pass percentage of 80% and above (44.8%);
(f) 515 schools attained a pass percentage of 100% (7.7%);
(g) 520 schools from quintile 1, attained a pass percentage of 80% and above (31.2%);
(h) 56 731 learners from quintiles 1, 2 and 3 schools qualified for Bachelor Studies at Higher Education institutions;
(i) At the 30% achievement level, the pass rate in Accounting, Agricultural Science, Geography and Life Sciences has increased.
(j) 74 of the 81 districts attained a pass rate of 60% and above.

The Department of Basic Education has noted the status of the basic education system as depicted by learner performance in the 2014 NSC examination. The concern is the overall drop in the pass rate which is being attributed to the introduction of CAPS, but further investigation in this regard will be undertaken to iron out the creases and ensure that the transition relating to the revised curriculum is smoother. The challenges relating to Mathematics and Physical Science are still being grappled with and the revised curriculum together with the establishment of a dedicated unit in the Department to manage the teaching and learning of Mathematics, Science and Technology, will take us forward. The DBE will continue to vigorously pursue its drive for quality improvements across the whole system, in 2015 and beyond.

1. Introduction

The National Senior Certificate (NSC) is in its seventh year of implementation, and 2014 signifies the completion of the implementation of the Curriculum and Assessment Policy Statement (CAPS) across the General Education and Training (GET) and the Further Education and Training (FET) bands. This was the first year in which the Grade 12 cohort wrote the CAPS aligned NSC examinations.

The National Senior Certificate examination is an important barometer of the performance of the system, given that it captures the achievement of the education system over 12 years. On an annual basis the successes and deficiencies linked to the NSC are reviewed, so as to ensure that there is continuous progress in the attainment of the goal of quality education.

The NSC examination, however, is multi-fold in its purpose, in that it not only serves as a systemic indicator of performance, but it also has a certification role, confirming the attainment of the expected learning outcomes by individual learners as articulated in the National Curriculum Statement. It also has an important diagnostic role in assisting education stakeholders to identify the areas of weakness and strength in each of the subjects.

The National Senior Certificate, as an exit certificate, replaced the Senior Certificate in 2008. The National Curriculum Statement (NCS), which provides the disciplinary content to the qualification, has been reviewed and replaced by the Curriculum and Assessment Policy Statements (CAPS), which is a streamlined version of the NCS. The CAPS have been implemented in Grades R - 3 and 10 in 2012, Grades 4 - 6 and 11 in 2013, and were implemented for the first time in 2014, in Grade 7 - 9 and Grade 12. The CAPS, as implemented in Grade 10, 11 and 12 have proven to be beneficial to both teachers and learners in that it clearly indicates the scope and depth of the content to be covered, together with the assessment requirements and the pacing of the content areas per quarter. This report is therefore of critical importance in that it provides the system with performance data on how the CAPS was experienced by the learners.

This report is one of four reports released by the Minister of Basic Education, that will provide an analysis of the NSC examination results at the national, provincial and district levels, and will review the performance of the schooling system. This report will cover the results of both full-time and part-time candidates.

2. Purpose of this Report

The National Senior Certificate Examination Technical Report is a comprehensive account that is published annually after the results of the National Senior Certificate examinations are finalized. It captures the details of related systems and processes that enable the administration of the examination, and the results of the Grade 12 learners, presented at the national, district and school levels.

The purpose of this Technical Report is to provide learner performance data on the Class of 2014 at the different levels of the system, subject data at national and provincial levels, and present an analysis of the data in terms of the gender of candidates and quintile rankings in which schools are categorised. This report is the first in a compilation of four reports covering the National Senior Certificate (NSC) examination and it is accompanied by the following three complementary reports:

(a) National Schools Report that presents the overall school results, per school over the last three years;
(b) National Subject Report which provides the results of selected subjects, per individual school; and
(c) National Diagnostic Report which analyses learner performance in the gateway subjects, identifies the areas of poor performance and recommends appropriate remedial measures in each of the subjects.

This report will provide education planners and decision-makers with valuable data on learner performance after twelve years of schooling and also serves as an indicator of the performance of the basic education system as a whole. This report will assist the Department of Basic Education to evaluate its progress in terms of the national targets that have been set for the sector and to lead the adjustments and re-alignments that are necessary going forward.

3. The National Mandate

The government of South Africa is driven and guided by the tenets of the National Development Plan (NDP) which seek to eliminate poverty and reduce inequality by 2030. The NDP is directed at changing the life chances of millions of South Africans, especially the youth. Improving education, innovation and training is fundamental to achieving the agreed goals. Consequently, the following outputs, from the National Development Plan, have underpinned the plans of the DBE:

(a) Improved quality of teaching and learning through development, supply and effective utilisation of teachers;
(b) Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning, and Teaching Support Materials (LTSM);
(c) Tracking of learner performance through reporting and analysis of the Annual National Assessment (ANA) at Grades 3, 6 and 9 levels and improving ANA over time to ensure appropriate feedback to learners and teachers, and benchmark performance over time;
(d) Expanded access to Early Childhood Development and improvement of the quality of Grade R;
(e) Strengthening accountability and improving management at the school, community and district levels; and
(f) Partnerships for education reform and improved quality.

The NDP provides the broad mandate for Basic Education and these have been further articulated in the Action Plan to 2019: Towards the Realisation of Schooling 2030, which is the DBEs strategy to respond to and strengthen areas of weakness in the education system in order to ensure that the priorities of the NDP are achieved. In terms of the Action Plan, the following three targets are directly linked to the National Senior Certificate:

(a) Increase the number of Grade 12 learners who become eligible for a Bachelor's Programme at a University;
(b) Increase the number of Grade 12 learners who pass Mathematics; and
(c) Increase the number of learners who pass Physical Sciences.

4. Importance of the National Senior Certificate (NSC) in the Context of the National Mandate

4.1 NSC an indicator of the Achievements of the National Mandate

The imperatives listed in the NDP and the targets listed in the Action Plan, are all directed towards the attainment of high quality education. The system is therefore output driven and one of the key outputs is the National Senior Certificate. The performance of candidates in the National Senior Certificate ranks as one of the indicators of quality with regard to the performance of the schooling system as a whole. The NSC is the qualification that is offered to learners in the Further Education and Training band (i.e. Grades 10, 11 and 12) and therefore the achievement of this qualification signifies the readiness of learners for higher education and the world of work. The number of learners that attain this qualification and the level of performance of learners in this qualification, especially the type of NSC certificate achieved, is therefore a strong indicator of the performance of the education system.

Over the last few years, the focus on analysing the performance in the National Senior Certificate examinations has honed in on the extent to which the system has achieved the targets set in terms of the number of learners eligible for the study of a Bachelor programme at university, the number of passes in Mathematics and the number of passes in Physical Sciences. These targets will continue to be the focus of measuring the DBE's achievement of targets in the quality of NSC passes in 2014 and in subsequent years.

4.2 Structure and Format of the National Senior Certificate

4.2.1 General Requirements of the National Senior Certificate

The National Senior Certificate (NSC) is based on the National Curriculum Statement (NCS).
In accordance with the National Curriculum Statements, for a learner or candidate to obtain a National Senior Certificate, a learner must offer seven approved subjects and provide full evidence of School Based Assessments for each subject.
The minimum duration of the National Senior Certificate, Grades 10 – 12 (General) programme is three years, namely; Grades 10, 11 and 12. For a candidate to obtain a National Senior Certificate, he or she must:

a) Complete the programme requirements for Grades 10, 11 and 12 separately, and obtain the stipulated outcomes and associated assessment requirements of all three years; and
b) Comply with both, the internal and external assessment requirements for Grades 10, 11 and 12.

The qualification is structured according to specific categories of subjects and rules of combination. The minimum requirements for a candidate to obtain a National Senior Certificate are that a candidate should:

a) Achieve 40% in three subjects, one of which is an official language at Home Language level;

b) Achieve 30% in three subjects; and

c) Provide full evidence in the School Based Assessment component in the subjects not achieved.

4.2.2 Minimum Requirements for Admission to the Higher Certificate, Diploma and Bachelor's Degree

The National Senior Certificate qualification is also the gateway for further study at higher education institutions. For this purpose, Higher Education South Africa (HESA) has developed minimum requirements based on the National Senior Certificate for admission to higher education institutions, namely studies leading to a Higher Certificate, Diploma or Bachelor's Degree.

a) Higher Certificate

The minimum admission requirement is a National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, the Quality Assurance Council. Institutional and programme needs may require additional combinations or recognized NSC subjects and levels of achievement.

b) Diploma

The minimum admission requirement is the National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, the Quality Assurance Council, coupled with an achievement rating of 3 (moderate achievement, 40% – 49%) or better in four (4) recognized NSC 20-credit subjects. Institution and programme needs may require additional combinations of recognized NSC subjects and levels of achievement.

c) Bachelor Degree

The minimum admission requirement is the National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, the Quality Assurance Council, coupled with an achievement rating of 4 (adequate achievement, 50% – 59%) or better in four subjects chosen from the following recognized 20-credit bearing NSC subjects (known as the designated subject list).

The Higher Education designated subject list is as follows:

Accounting	Information Technology
Agricultural Sciences	Languages
Business Studies	Life Sciences
Consumer Studies	Mathematics
Dramatic Arts	Mathematical Literacy
Economics	Music
Engineering, Graphics and Design	Physical Sciences
Geography	Religion Studies
History	Visual Arts

4.2.3 Minimum Promotion Requirements for awarding the National Senior Certificate to Candidates with Special Needs

Further Education and Training Phase (Grade 10-12) learners who experience barriers to learning enrolled in Grade 10 – 12 are allowed to follow alternative pathways to obtain a National Senior Certificate. The Endorsed National Senior Certificate is for candidates who cannot, despite the concessions granted in the policy, meet the stipulated requirements. Barriers to learning identified in the policy include visual, aural and hearing impairment, aphasia, and dyslexia, and Mathematical disorders such as dyscalculia.

Candidates registered for the Endorsed NSC only need to offer five subjects (First Additional Language, Mathematics or Mathematical Literacy, Life Orientation and two subjects selected from group B). A candidate is expected to achieve a minimum of 30% in the five subjects to be awarded the Endorsed NSC.

5. Systemic Improvements over the last twenty years

In our focus on the performance of the Class of 2014, and its role in evaluating the achievement of the national mandate, it is necessary to recap on the improvements that have been attained across the education system over the last twenty years. The achievements of the last twenty years are a constant reminder of where we come from and where we need to head to in respect of the Vision for 2030 that is outlined in the NDP. The systemic improvements of the last twenty years are extensive and permeate all aspects of the education system. For the purpose of this report, the systemic improvements will focus on improved access and participation, improvement in literacy and other more significant quality improvements.

5.1 Improved Access and Participation

Substantial changes in the composition and nature of schooling in South Africa have been introduced and intensified in the past 20 years of democracy. The South African schooling system now caters for 13 grades; from Grade R to 12, covering 12.4 million children across nine provinces, with 1 571 independent schools out of a total of 25 826 schools. According to Statistics South Africa, 1 in 4 of the 48 million people in South Africa in 2012 are in the schooling system. The expansion in participation has been linked to the roll out of no-fee schools and the publicly funded nutrition programmes in recent years. Trends in participation in the last two decades have been encouraging in terms of enrolment rates, per capita funding and convergence in key areas of inequity between the nine provinces making up the unitary State that is South Africa. Per capita growth in spending per learner (in school) has tripled in real terms from R3, 379 to R 10, 619 in 2010 according to the National Treasury. The number of learners in no-fee schools totals 8.7 million (around 73% of the school enrolment population).

Public investment in Early Childhood Development (ECD) grew at triple the growth in participation, increasing from 7.5% of 0 - 4 year olds in 2002 to 36.5% in 2012. The 40% participation rate of 5 year olds in pre-school in 2002 has also doubled to 82% in 2012, with 94% of entrants in the schooling system having been exposed to school-based Grade R programmes as reported in 2012. Repetition and dropout rates particularly in primary school are declining with the result that access and efficiency concerns are progressively being overcome.

Unfortunately, growth in enrolment in educational institutions among the 16 to 18 year-old cohort has not changed significantly from 83% in 2002 to 86% in 2012, despite the growth of post schooling options for young people.z

5.2 Improving Adult Literacy Rates

In response to low levels of literacy in the out-of-school youth and adult population, a national mass literacy campaign was launched. The Kha Ri Gude Mass Literacy Campaign, launched in February 2008, was intended to enable 4.7 million adults above the age of 15 years of age to become literate and numerate in one of the eleven official languages. Between 2008 and 2012, 2.9 million adults enrolled, and this increased to 3.4 million adults in 2014.

5.3 Quality Improvement Initiatives

The post-apartheid administration focused on introducing quality improvement initiatives that included the:

- Introduction of the NSC examinations and common papers set nationally to increase the standard of high quality examination papers; increased oversight and security management has assisted in the benchmarking and standardisation of the examination processes, quality assurance systems, and administration of the previously fragmented school leaving qualification;
- Launch of the Dinaledi schools for Maths, Science and Technology excellence;
- Implementation of the Foundations for Learning programme and national reading campaigns;
- Launch of teaching bursaries and the expansion of student bursaries for disadvantaged students in higher education studies;
- Social mobilisation and community action in support of education; and
- Establishment of no-fee school policy following the recommendation of the 2003 Ministerial report on costs, resourcing and financing of schooling in South Africa.

In the last ten years of the democratic era the ministry has initiated progressive changes to improve the delivery of basic education by focusing on the outputs and outcomes of the education system; a reliance on credible data and information; and increasing sectoral , national and international pressure for accountability, efficiency and evidence of quality improvement and progress in schooling.
The introduction of quality learning materials which were developed on a mass scale by the state and distributed to all schools, stabilisation of the curriculum reform process and the emphasis on quality education for all, meant that all levels of the system had to collectively respond to the educational imperatives set out in the Constitution of the Republic.

In the last 5 years, there has been an emphasis on the responsibility for monitoring according to the requirements of the National Education Policy Act (NEPA), to ensure a more refined approach to systems, processes, and incentives to enhance learning and achieve learner outcomes.

A pioneering set of assessment tools, in the form of the Annual National Assessments (ANA) were introduced for the first time in 2011, and served to bring the education system sharply into the public domain. For the first time, we were able to assess the performance of all learners in the system – and the results, though sobering in terms of Numeracy and Literacy performance scores, enabled us to focus on barriers to teaching and learning country-wide. This systemic intervention was done deliberately, and with the knowledge that the learning was a necessity to forge the path towards education quality and development in the country.

5.4 Looking ahead

After two decades of successfully improving access to near universal levels, leveraging financing of schools to those comparable to many industrialised countries, and improving equity in the system, we have stabilised the curriculum reform and delivery processes However, we must make our schools function better as there are very real institutional and structural factors which continue to militate against improving the quality of learning and teaching in many schools, particularly those schools which serve the most disadvantaged learners. The management and oversight of schools needs to prioritise the identification, diagnosis and remediation of learning and teaching problems in classrooms. Our teachers, school managers and subject advisors need to collectively focus on raising the quality of learning and teaching by being open to the measures used to identify where the problems are and how to correct them.

Whilst these NSC examinations have provided a keyhole through which to view the entire education system, this diverse and complex basic education sector requires a comprehensive coordination of various inputs, by committed partners and actors in order to secure learning gains that produce quality basic education that is critical to achieving our national development needs as articulated in the National Development Plan and the constitution of our country.

6. The Class of 2014

6.1 Characteristics of the Class of 2014

The Class of 2014 entered the schooling system in 2003. They are the first generation to have always lived in a digital world and have been surrounded from birth by digital products driven by on-going developments in technology. This therefore implies that the learners of the current generation are better informed and have greater exposure to knowledge and information than their predecessors. Surveys of this millennial generation's views of South Africa, in both urban and rural provinces have shown that the youth of today are both positive and independent. The Institute for Justice and Reconciliation's annual barometer survey (2013) found that young people are "confident, active and creative".

The class of 2014 is the seventh cohort of learners to sit for the National Senior Certificate (NSC) since its inception in 2008. Seven years of the implementation of the National Curriculum Statement (NCS) have ensured a high degree of stability and teacher confidence in the delivery of the new curriculum. This cohort has benefited from this maturity which the system has garnered over the last six years.

In 2014, the Curriculum and Assessment Policy Statement (CAPS) that was introduced in the Further Education and Training band in 2012, in Grade 10, was implemented for the first time in Grade 12. The CAPS is not a new curriculum, but it is an initiative to introduce a more streamlined curriculum from Grade 10 to ensure progression and continuity, and standardise assessment across the FET phase. This is part of the Department's on-going mission to raise the standard and quality of teaching and learning. The CAPS ensures that greater specificity and guidance is provided to the teacher and the learner. It has also resulted in re-organisation of the sequencing of the curriculum so that it is more appropriate for the learners in the FET band.

The CAPS has resulted in three aspects of change, which relate to:

(a) Change in content in subjects like Mathematics, Business Studies and Physical Sciences;
(b) Change in the design and format of the question papers e.g. Economics, Mathematics and Languages; and
(c) Change in the cognitive demand of the questions e.g. Mathematics Literacy.

One of the greatest benefits that have accrued to the Class of 2014 is the focus of the Department of Education on Early Childhood Development (ECD), which has impacted on this group and subsequent groups of learners. The Internal Efficiency of the School System Report (2013) indicates that in 2002, 40% of the five (5) year olds were enrolled in an educational institution. According to the Age Admission Policy, the majority of these five year olds could have been enrolled in the reception year (Grade R). The University of Stellenbosch Report (2012) has shown that learners who access Grade R are likely to perform better than those who did not as they are able to develop foundational skills and are school-ready before enrolling in Grade 1. Further, a report on Grade R (DoE, 2011) indicates that there has been a steady increase in Grade R participation at 15% of the population in 1999 – 2010 in schools. This excludes access in community-based sites.

Although the National Curriculum Statement was reviewed three times since its inception, the 2014 cohort went through a single curriculum in each band, the Revised National Curriculum Statement (RNCS Grades R-9) in the GET: 2002-2011 and the National Curriculum Statement Grades R-12 (commonly known as CAPS) in the FET: 2012-2014. This cohort has had a relatively stable learning environment.

6.2 Scope and Size of the Class of 2014.

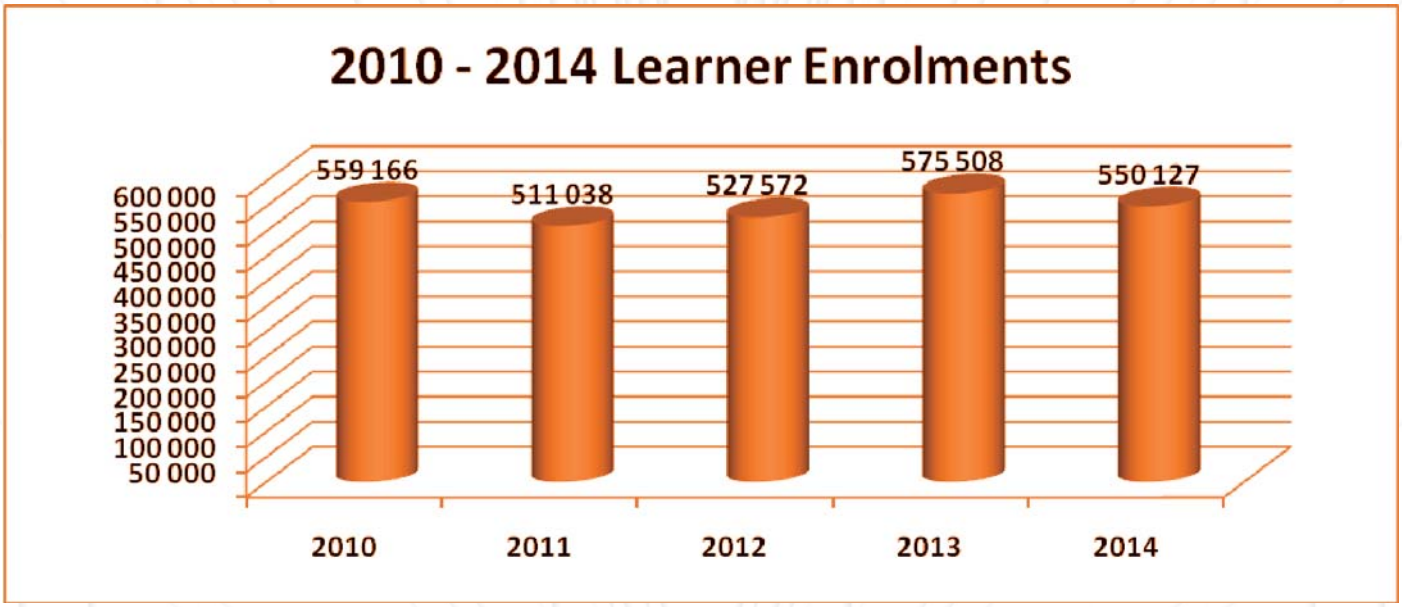
Table 1 : Full-time and Part-time Enrolment – 2013 and 2014

Province	2013			2014			Difference in FT 2014-2013
	Full-time	Part-time	Total	Full-time	Part-time	Total	
EASTERN CAPE	74 998	20 536	95 534	69 736	21 397	91 133	-5 262
FREE STATE	28 019	3 208	31 227	26 833	3 041	29 874	-1 186
GAUTENG	99 504	41 408	140 912	101 284	42 375	143 659	1 780
KWAZULU-NATAL	150 154	24 888	175 042	147 605	26 570	174 175	-2 549
LIMPOPO	83 594	16 993	100 587	73 542	19 673	93 215	-10 052
MPUMALANGA	51 206	7 391	58 597	45 967	7 776	53 743	-5 239
NORTH WEST	29 539	3 604	33 143	26 382	3 797	30 179	-3 157
NORTHERN CAPE	10 693	1 760	12 453	9 504	2 111	11 615	-1 189
WESTERN CAPE	48 783	10 858	59 641	49 274	11 793	61 067	491
TOTAL	576 490	130 646	707 136	550 127	138 533	688 660	-26 363

A total of 688 660 candidates registered for the 2014 NSC examination, of which, 550 127 were Full-time candidates and 138 533 were Part-time candidates. There is a noticeable decrease in Full-time enrolments in seven of the nine provinces, with Limpopo Province experiencing the sharpest decline of -10 052 for 2014. Gauteng and Western Cape showed a small increase in enrolment in 2014.

The enrolment in 2014 has been consistent with the enrolment figure in 2010, and the decline in 2011 and the subsequent increase in the numbers in the next two years can be attributed to the change in the age admission policy in Grade 1 which was introduced in 2000.

Figure 1: Full-time Enrolments: 2010 to 2014



The 2014 full-time cohort comprises of 54.6% of female candidates, and 45.4% of male candidates.

Table 2: Subject Enrolments: 2010 to 2014

SUBJECT	2010	2011	2012	2013	2014
Accounting	165 522	140 849	137 587	147 950	128 779
Afrikaans FAL	78 502	69 287	76 841	88 672	83 866
Agricultural Sciences	88 075	79 680	79 963	85 234	80 194
Business Studies	206 625	191 850	199 506	222 928	212 147
Economics	151 911	136 652	137 645	153 340	140 860
English FAL	462 959	424 346	430 897	464 377	443 145
Geography	215 815	203 805	218 048	244 121	241 321
History	90 595	88 290	96 550	111 459	118 575
Life Sciences	292 865	270 540	283 811	307 062	290 580
Mathematical Literacy	288 370	281 613	297 514	330 329	318 994
Mathematics	270 598	229 371	230 022	245 344	231 180
Physical Sciences	210 168	184 052	182 126	187 109	171 549

Enrolment in History has shown to be growing in numbers with 118 575 candidates registering for the subject, an increase of 7 116 candidates from 2013. Over the last 5 years, more candidates have enrolled for Mathematical Literacy than for Mathematics, an increase of 30 624 candidates since 2010. This increase is due to the decrease in the Mathematics enrolment over the same period from 270 598 to 231 180, a decrease of 39 418 candidates. This migration to Mathematical Literacy is contrary to the target set by the Department to increase the candidature in Mathematics and the number of passes. The decrease in Physical Sciences by almost 40 000 in the last five years is also an area that is being prioritized by the Department

Figure 2: NSC Full-time Mathematics Enrolments: 2010 to 2014

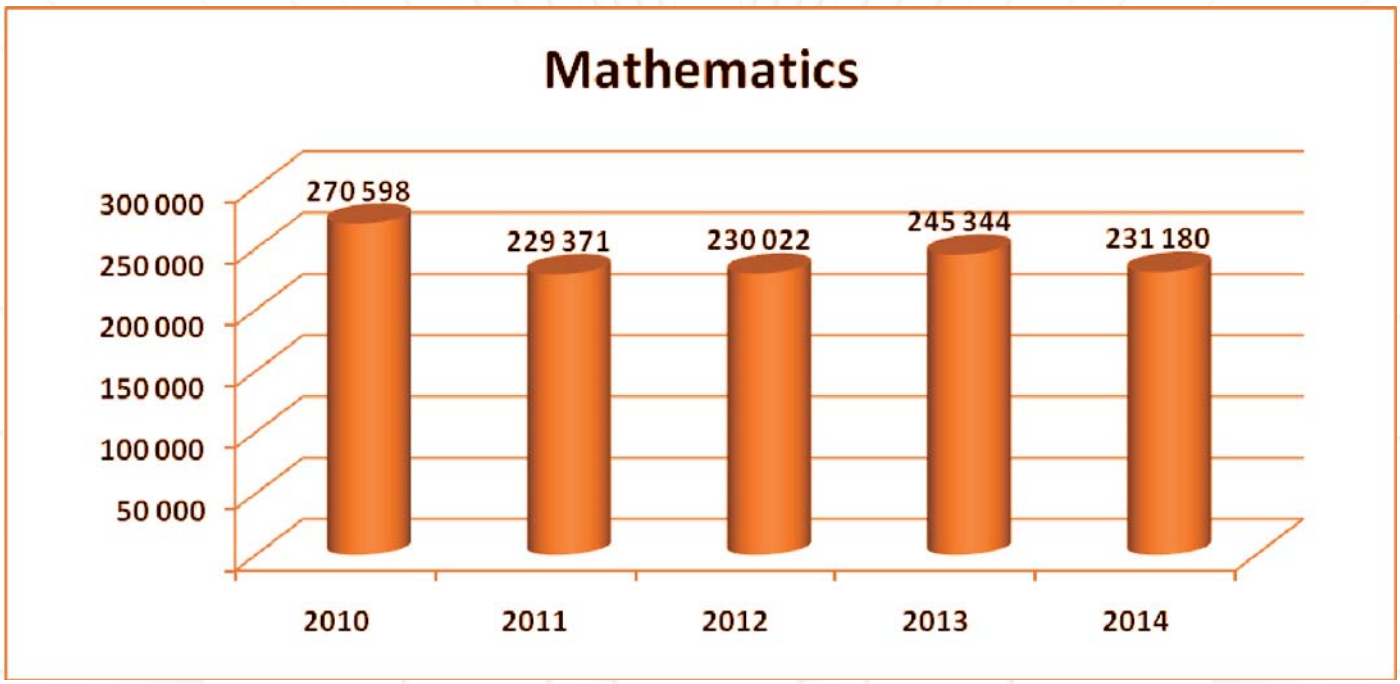
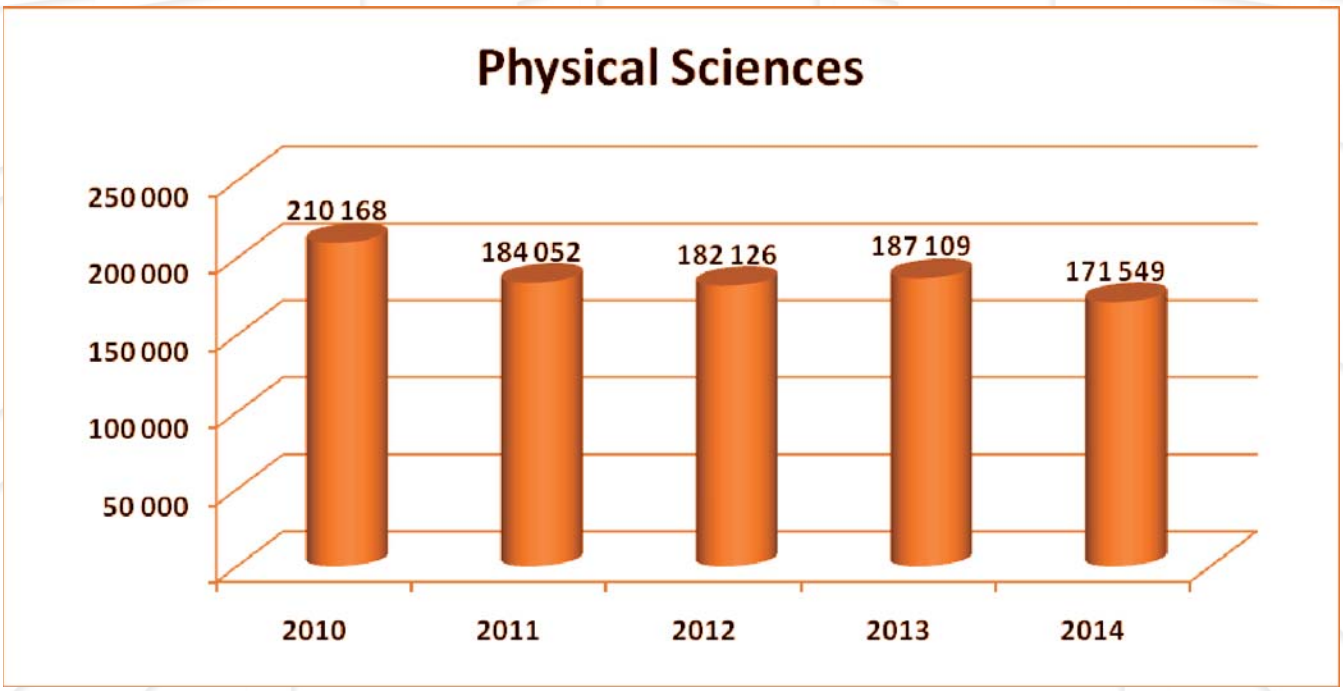


Figure 3 : NSC Full-time Physical Sciences Enrolments: 2010 to 2014



6.3 Policy Changes that shaped the teaching and learning of experiences of the Class of 2014

It is important to note that change no matter how well intended, or planned, and irrespective of how small, will bring about uncertainty and instability in the system. As such the performance of the Class of 2014 must be considered in relation to the policy changes that impacted on this specific cohort. These policy changes relate to the introduction of the Curriculum and Assessment Policy Statement (CAPS), the change in the Policy on Progression and Promotion in the FET band and the change in the language compensation policy as administered by Umalusi.

The Class of 2014 were the first learners to write the NSC question papers that were different, in content and format in certain subjects, from previous papers. The candidates who enrolled for Mathematics, for the first time had their curriculum knowledge examined through two question papers instead of three. This implied that the contents of the third paper comprising of the high demanding topics such as Euclidean Geometry and Probability, Statistics and Data Handling, were now compulsory for all candidates. This was coupled with a change in the design of question papers in Economics, as well as changes in the mark allocation of a number of other papers and an increase in the cognitive demand of certain question papers. In subjects like Physical Sciences, Mathematics, Mathematical Literacy and Business Studies, there were changes to the content in the curriculum.

The introduction of the policy on progression in 2013 which states that a learner in the FET phase, Grades 10-12 may only fail once before progressing to the next grade, has also impacted on the performance of the Class of 2014. The underlying principle of this policy is that learners remain with their age cohort as far as is possible and should therefore not repeat a year more than once in a phase. However, progression in the FET phase does not guarantee the final certification of a learner in Grade 12. Secondly, the underpinning rationale for the introduction of the progression policy is that it is intended to minimise learner dropout allowing learners to be progressed to the next grade provided they are supported in the areas they have not met the outcomes in the previous grade. However, the extent of the support provided has varied from province to province and from school to school and the academic requirements of Grade 12 are such that progression in the FET phase does not guarantee the final certification of a learner in Grade 12.

The other critical policy change related to the change in the language compensation policy for the NSC. As from form 1999 all learners whose first language was not Afrikaans or English and were, therefore, required to write in a second or third language received a compensation of 5% of their original mark in non-language subjects. As form 1999 all learners who do not offer English or Afrikaans as their home language were compensated for the fact that they were being taught and assessed in a language that was not their first language. This implies that such learners had a mark of 5% of the mark they obtained in their non-language subjects being added to each of their non-language subject marks. However, due to the interventions across all provinces over the last few years, to improve the language competency of learners across all grades, the continued implementation of 5% language compensation was reviewed by Umalusi, and this has been reduced to 4% in 2014 and will be progressively reduced over the next four years.

6.4 Preparations for the implementation of Curriculum and Assessment Policy Statements (CAPS) in 2014

6.4.1 Preparations relating to curriculum delivery

After the National Curriculum and Assessment Policy Statements (CAPS) Grade R-12 was published in 2011 and distributed across PEDs in preparation for the phased-in implementation in the FET band between 2012 and 2014, supplementary policies such as the National Policy Pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R-12, the National Curriculum Statement Grades R-12 and the National Protocol for Assessment (Grades R - 12) were also developed to constitute the policy framework for the management of school assessment, school assessment records and basic requirements for learner profiles, teacher portfolios, report cards, record sheets and schedules for Grades R – 12. These Policy documents were mediated across PEDs by teachers and education officials to enable them to have a common and accurate understanding of the content changes and the associated assessment programme requirements.

6.4.2 Preparation relating to teacher and subject advisory support.

For the successful implementation of the CAPS, it was required that provincial officials, principals, heads of department and teachers be trained. Between 2011 and 2014 a series of training programmes across different PEDs were held. The DBE conducted orientation programmes across all PEDs. In addition, training in respect of new content areas in certain subjects such as Mathematics was also conducted. The Grade 12 Curriculum and Assessment Policy Statement (CAPS) orientation took place between February and April of 2013. This was a culmination of a process that started in 2011 as part of a five-year plan to support the implementation of the Curriculum and Assessment Policy Statement, Grades R – 12 in schools. In 2012, 2639 subject advisors were trained on Grade 12 CAPS and in three years, a total of 8268 subject advisors had been orientated on the CAPS.

6.4.3 Preparations for the administration of the 2014 NSC Examinations

(a) Amendment of Examination Policy and regulations

To ensure the successful conduct of the 2014 National Senior Certificate examination based on the new curriculum, it was necessary that both the National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination, and the Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination, be updated. The National Policy Pertaining to the conduct, administration and management of the National Senior Certificate Examination was published as Government Notice No.371.in Government Gazette No. 37651 of 16 May 2014.and the Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate, was published in Government Notice No.372 and 373 of 16 May 2014.

(b) Development of Exemplars

Since the class of 2014 was the first cohort to write the National Senior Certificate examination based on the CAPS, the preparation of this cohort to write the CAPS aligned NSC examination commenced in 2012, when CAPS was phased into the FET phase in Grade 10. Exemplar question papers were developed in key subjects to guide and support teachers and learners in the implementation of the CAPs in the FET phase. In 2012 Grade 10 exemplars were generated in eight key subjects and in 2013 exemplars were developed in nine subjects for the Grade 11 learners. For the Grade 12 class of 2014, exemplars were developed in all subjects and distributed to schools at the beginning of the 2014 academic year.

(c) Development of Examination guidelines

Examination Guidelines were also developed in all subjects for grade 12 in 2014. The examination guidelines provide clarity on the scope and depth of the content to be studied and assessed. In addition, assessment rubrics for the languages were reviewed and adapted to be CAPS compliant and these were distributed to schools.

(d) Common Examinations

In addition common examinations were administered in Grade 11 for Mathematics and Physical Sciences in 2013 and 2014 respectively. These Grade 11 examinations provided a common and agreed standard to be emulated across PEDs in provincial examinations as learners were prepared for the final examinations.

With the implementation of the CAPS there were certain changes that were expected in the design and format of the 2014 question papers compared to those set in 2013.The main design changes required by the CAPS include slight changes in content, minor cognitive weighting adjustments in certain subjects, and changes in the structure and format of the question paper. The extent of the changes differed from one subject to another and was not applicable across all subjects. The most significant change in content and format was applicable in Mathematics and Economics.

In Mathematics a section previously examined in an optional paper (Paper 3) was incorporated as part of the compulsory content to be assessed in Paper 2. Economics which was previously assessed as one paper was assessed in two papers in 2014. It was therefore pertinent to ensure that the transition was properly managed and monitored so that the 2014 cohort would not be unduly disadvantaged due to the enhancements in the setting process.

(e) Practical/Performance Assessment Tasks

Practical/Performance Assessment Tasks (PATs) were developed for the 16 subjects that have a practical component and require that learners be assessed practically. These tasks were developed by the DBE, and internally moderated as well as externally moderated by Umalusi. These were distributed to provinces and administered by all schools offering these subjects. The DBE developed these tasks to ensure that assessment quality and standards are consistent across the system.

6.5 Intervention Programmes targeting the Class of 2014

6.5.1 Intervention Programmes implemented to supplement teaching and learning in 2014

In 2014, all provinces implemented the National Strategy for Learner Attainment (NSLA) which is a comprehensive transversal strategy to co-ordinate provincial improvement plans and steers the sector towards optimal performance of all learners, from Grades R-12. The NSLA is based on sound educational principles and the philosophy that all learners irrespective of their backgrounds can succeed.

The key objectives of the NSLA include:

(a) Sustained improvement in learner outcomes or performance;
(b) Enhanced accountability at all levels of the system;
(c) Greater focus on basic functionality of schools;
(d) Protecting time for teaching and learning;
(e) Improved support for teaching and learning; and
(f) Increased efforts on time on task.

The NSLA has been implemented via the Provincial Improvement Plans (PIP), District Improvement Plans (DIP) and School Improvement Plans (SIP). Schools and districts report to the province on a monthly basis and the provinces in turn report to the DBE on a quarterly basis on progress with the implementation of the NSLA. The reports are then interrogated and feedback is provided to provinces for remedial action and improvement. Whilst all provinces have been affected by widespread cost containment measures, all PEDs have worked to ensure that the resourcing of their 2014 NSLA improvement plans were insulated and protected to add value to the wide range of targeted Grade 12 teaching and learning environments.

Provinces adopted an integrated approach by focusing on resource provisioning, efficient school support, enhanced proficiency in the languages, improving Mathematics and Science performance, protecting teaching time and the quality of contact time, and the effective implementation of credible assessment in schools.

In the section that follows some of the key national and provincial interventions will be discussed in detail.

(a) Dissemination of Learning and Teaching Support Materials (LTSMs) to Grade 12 teachers and learners

The DBE developed a Sector Plan (SP) to guide the procurement, delivery, management and retention of LTSMs in the education system. The procurement and delivery of LTSMs was monitored in line with the Sector Plan for schools that opted for central procurement. A necessary next step to intensify support to teachers and learners, towards improving learner outcomes, was the provision of relevant and contextually appropriate resources to extend the learning experience that took place in the classrooms across the country. Provinces intensified the provision of a variety of LTSMs to teachers and learners, such as, DVDs, CDs, vocabulary lists, study guides, newspaper supplements, revision notes and pamphlets explaining problematic concepts which are a challenge to learners in selected subjects.

The provision of Siyavula Mathematics and Physical Sciences supplementary textbooks is an initiative that responds to Goals 5 and 6 in the Annual Performance Plan (APP) which focuses on increasing the number of Grade 12 learners who pass Mathematics and Physical Sciences. Since 2012, the Department of Basic Education (DBE) has worked in partnership with the Shuttleworth Foundation, to develop and distribute the Siyavula Mathematics and Physical Sciences textbooks for Grades 10-12, to all schools offering these subjects. In total 1 277 550 Mathematics textbooks and 934 700 Physical Sciences textbooks have reached their target groups. The class of 2014 has benefited from the Siyavula textbooks which were CAPS aligned since 2012 when these learners were in Grade 10. This makes them the first cohort to have accessed and used all three versions of the Siyavula textbooks. In addition, learners could access the Siyavula Grade 10 Life Sciences and Mathematical Literacy textbooks which are available on the DBE website.

In a targeted response to the areas of content knowledge weaknesses identified from 2011 National Diagnostic report, the Mind the Gap Series were developed in 4 key subjects, viz.: Economics, Life Sciences, Accounting and Geography. These study guides were initially distributed to only two provinces, Limpopo and Eastern Cape in 2012, and in subsequent years to schools offering the subject in all nine provinces.

To supplement the teaching and learning of Information and Communication Technology (ICT), a range of ICT mediated interventions have been implemented in provinces to support teaching and learning. Whilst, infrastructure and usage of ICT varied from province to province, learners were supported through the provision of DVDs and CDs, and had access to broadcast lessons, interactive telematics and broadcast solutions. In 2014, the two main ICT initiatives were located in the Western Cape and Free State, and other provinces continued to implement their customised ICT interventions.

During 2014, the DBE provided subject advisors with the following supplementary resources to enhance teaching and learning:

- Provision of CDs and DVDs with exemplars in all NSC subjects;
- Uploaded onto the DBE website self-study guides in the ten key subjects; and
- Provision of Cambridge Study and Master Guides for Grade 12 learners in Limpopo.

(b) Teacher Development initiative to improve the teaching of English across the curriculum

To enhance teacher capacity and to improve the teaching of English across the (CAPS) curriculum, the DBE collaborated with the British Council on the Certificate in Secondary English Language Teaching (CISELT) programme which was rolled out to 114 participants including DBE Subject Specialists, Provincial Subject Advisors, teacher unions, experts from Higher Education Institutions and the National Task Team. This intervention was embarked on, in order to assist learners who experienced barriers to learning in their content subjects due to being taught through a language that is not their mother tongue. The DBE also developed a Strategy and Manual for teaching Language/English across the Curriculum. Both resources were uploaded onto the DBE website to enable wider access by other teachers, subject advisors and stakeholders supporting the teaching of language.

(c) Subject Specific Remedial Plans

The 2013 Diagnostic Report presented a detailed analysis of the responses of candidates in each of the following high enrolment subjects; Accounting, Agricultural Sciences, Business Studies, Economics, English First Additional Language, Geography, History, Life Sciences, Mathematics, Mathematical Literacy and Physical Sciences. Based on the analysis, specific areas of the curriculum were identified as problematic and the frequently occurring errors and misconceptions were indicated in this report, together with proposed remedial measures that could be utilized by teachers in the classroom. The Diagnostic Report was distributed to each school by the PEDs and used by the schools to develop their subject-based intervention programmes. In other cases the Diagnostic Report was mediated by the subject advisor with the schools under his/her jurisdiction. Further, an Evidence Based Report Template was developed for the collation of information from provinces on the impact of interventions implemented for both teachers and learners in the high enrolment subjects.

Whilst selected key subjects were targeted for systemic interventions across all PEDs, the priority subjects for intervention varied according to provincial contexts and needs as PEDs were also able to focus on subjects where the performance in the previous academic year was unsatisfactory and required intervention to inform the required improvements in teaching and learning. The Systemic Interventions and Support Programmes, over and above the normal teaching and learning programmes were employed by all provinces to bring about targeted improvements in learner performance during this school year.

(d) Provision of Extra Tuition to Grade 12 learners

The most popular mode of supplementary tuition programmes preferred by all provinces was in the form of winter and spring camps/ schools (which were scheduled during the school holidays, on weekends or after school classes) and revision camps. This particular mode of support enabled provinces or districts to have a concentrated focus on, and maximum reach of, a large number of learners at the same time, in the same location. The provision of supplementary classes was one of the many planned interventions in 2014 to improve and strengthen Grade 12 learner performance in all public schools, and in particular in the under-performing schools in every province. Generally, under-performing schools that were in close proximity to each other were clustered together to afford the learners an opportunity to be exposed to high quality tuition that focused on revision and consolidation of challenging content and topics.

(e) Tracking learner performance

Provinces used different approaches to track Grade 12 learner performance across the system in 2014 in an attempt to identify general trends in learner performance, identify challenges in specific content in a subject, on a per school and per learner basis, and to inform the design of interventions required.

In some provinces tracking was done by following the learner performance in the June exam, or preparatory examination of the cohort over a fixed period. While some provinces compared this cohort's performance against previous cohorts, and some provinces tracked the subject performance of the cohort in the FET phase.

Since the 2014 cohort was the first group to write the NSC Mathematics examination that was for the first time condensed into two question papers instead of three, their performance in Mathematics was tracked to provide a comparative picture of their performance trends between Grade 10 and Grade 12, as well as to understand changes in the cohort with regard to dropout, progression, or repetition of learners as they moved through the FET phase.

(f) Partnerships

To ensure that the intervention strategies planned for 2014 were effective, optimized the best resources and were efficiently and cost effectively implemented, the Department partnered with a number of social partners to improve the Grade 12 learning performance. Most of the partnerships were entered into with social partners at a provincial level to enable effective coordination, delivery, monitoring and support to targeted schools. In most provinces the partnerships were based on the type of intervention and the resourcing required in broad areas such as broadcast radio and television lessons, ICT interventions, extra-tuition and teacher training initiatives.

(g) Monitoring, support and oversight of the implementation of the NSLA

The DBE and PEDs coordinated and managed the monitoring of the 2014 strategic interventions by evaluating progress with the activities and targets set out in provincial improvement plans, to quality assure the various interventions and ascertain their effectiveness in each of the provinces. Monitoring by the DBE and PEDs also facilitated the identification of best practices in every province as each sought to design, adapt, and innovate to meet the needs of their particular Grade 12 target groups. Provincial monitoring of the implementation of the NSLA included the following key activities:

- Face-to-face sessions held with senior curriculum officials in each province to ensure accountability at all levels of the system;
- Tracking of learner performance and strengthened inter-provincial collaboration through shared best practices; and
- Development of provincial quarterly progress reports of the strategic activities identified as deliverables in the NSLA.

The DBE monitored implementation of the NSLA and provided oversight through the:

- Evaluation of provinces per deliverable and provision of feedback;
- Analysis of the quarterly provincial reports and customised feedback provided to provinces for relevant improvements required at particular stages of implementation; and
- Presentation of consolidated reports on provincial progress to the Heads of Education Departments Committee (HEDCOM) during 2014.

7. Integrity and Credibility of the 2014 National Senior Certificate Examination

The Integrity and credibility of the NSC examination is predicated upon the validity of the examination systems and processes relating to the development, administration and evaluation of the assessment as well as the reporting of the outcomes.

To ensure efficiency and integrity of the examination, preparation for the conduct of the 2014 National Senior Certificate examination commenced 18 months prior to the examination with a sequence of processes that began with the registration of examination centres and ends with certification.

The following were the key examination processes that entailed precise planning, preparation and implementation:

- Registration of Examination Centres and Candidates;
- Development of National Question Papers;
- School Based Assessment;
- Writing of the 2014 NSC Examination;
- Marking of the 2014 NSC Examination;
- Monitoring of the National Senior Certificate Examination;
- Dealing with Examination Irregularities; and
- Resulting and Certification.

7.1 Registration of Examination Centres and Candidates

7.1.1 Policy pertaining to the registration of candidates

A candidate in Grade 12, who registers for the National Senior Certificate examination, must have complied with the promotion requirements for Grades 10 and 11 as contemplated in the National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12. These requirements also include the completion and achievement of the outcomes relating to School Based Assessment (SBA) for Grades 10, 11 and 12 as stipulated in the policy.

In addition, learners receiving home-based education are required to show evidence that they were registered with an education service provider before they can register for the National Senior Certificate examination.

In order to ensure that only legitimate candidates register for the NSC examination, PEDs verify the Grade 11 Promotion Schedules of candidates in order to ensure that all candidates have indeed complied with the promotion requirements to progress to Grade 12. Since 2012 PEDs have registered learners on the Integrated Examination Computer system (IECS) in Grade 10, to ensure better control and management of the progression of learners from Grade 10 to 12. In 2014, five of the nine provinces were able to track learners from Grade 10 to Grade 12, and by 2016 all PEDS will be able to transfer candidates from Grade 10 and hence generate candidates' registration data from the IECS.

7.1.2 Registration of Candidates

There are two categories of candidates that may register for the NSC examinations i.e. part-time candidates and full-time candidates. Full-time candidates are usually based at public or independent schools and receive full-time tuition while part-time candidates are attached to centres for examination purposes only and do not attend school. Most part-time candidates are repeat candidates who were unsuccessful in one or more subjects in their previous NSC examinations.

Uniformity in the criteria for registration is of paramount importance and therefore, all candidates, whether part-time or full-time must fulfil the SBA requirements to obtain the NSC.

The Policy prescribes that SBA marks remain valid for three years, therefore part-time or repeat candidates whose SBA is still valid need not re-do the SBA but may opt to do so if they wish to improve the SBA marks. However, part-time candidates who are not repeat candidates must be attached to institutions where they can complete their SBA requirements.

7.1.3 Registration of Examination Centres

To register as an examination centre, schools must also satisfy certain criteria stipulated in the Regulations Pertaining to the Conduct, Administration and Management of the National Senior Certificate. All public and independent schools wishing to conduct the National Senior Certificate examinations must be evaluated and approved in the year prior to the examination sitting.
The DBE approval of an independent school to serve as an examination centre is preceded by registration with the Provincial Education Department (PED) to offer teaching and learning and accreditation by Umalusi. In addition all registered independent centres must be evaluated and audited annually, while public schools are audited periodically by PEDs to ensure that they have the required facilities and security to conduct the examination.

In the registration of examination centres, centres which flouted the policies and regulations, or were guilty of maladministration in the previous examinations were deregistered by the PEDs. In addition, resident monitors were placed at centres where there were doubts about the integrity of the centre in conducting the examination, and in specific cases the management of examinations at the centres was taken over by the provincial or district officials.

The NSC examinations are written at public schools, independent schools and at correctional services facilities across the country. The following table indicates the number of examination centres that administered the 2014 NSC examination.

Table 3: Number of Public and Independent centres

Province	2013			2014		
	Public	Independent	Total	Public	Independent	Total
Eastern Cape	885	41	926	883	41	924
Free State	309	23	332	310	17	327
Gauteng	605	201	806	623	208	831
KwaZulu-Natal	1 656	67	1 723	1 664	77	1 741
Limpopo	1 362	52	1 414	1 363	54	1 417
Mpumalanga	506	33	539	508	35	543
North West	362	18	380	360	14	374
Northern Cape	131	3	134	122	3	125
Western Cape	369	62	431	370	64	434
National	6 185	500	6 685	6 203	513	6 716

7.1.4 Accommodation of Learners with Special Needs

As indicated earlier, the DBE promotes access to the examination for all learners irrespective of their circumstances, but this is done on the basis of clearly specified policy prescripts. The regulations make provision for Grade 12 candidates with special needs to register for and obtain the NSC based on offering the Endorsed NSC. Candidates registered for the Endorsed NSC only need to offer five subjects (First Additional Language, Mathematics or Mathematical Literacy, Life Orientation and two subjects selected from group B). A candidate is expected to achieve a minimum of 30% in the five subjects to be awarded the Endorsed NSC. These learners are first evaluated at district level, and their evaluation was verified by the relevant support structures at the various Provincial Education Departments and then approved by the provincial Heads of Department.

A total of 1357 learners with Special Needs enrolled for Grade 12 in 2014, and of this number, only 311 enrolled for the Endorsed National Senior Certificate in 2014. The remaining candidates enrolled for the standards NSC.

These candidates are also accommodated further in the adaptation of the question papers.
Question papers are adapted according to their respective special needs and in some cases a scribe or Amanuensis will be arranged for candidates who required such assistance. Specific provisions are made for the candidates who are blind, partially sighted, deaf, physically impaired, dyslexic etc. to ensure that they write the examinations under enabling conditions. Furthermore, these candidates are allowed a concession of additional time, of up to a maximum of 15 minutes per hour. The scripts are marked by educators who are experts in special education so as to ensure that these learners are not disadvantaged in any way.

7.2 Development of National Question Papers

7.2.1 Appointment of Examiners and Moderators

To ensure that the question papers are set and moderated by a panel of experts with the highest level of knowledge and skills, a rigorous process is adopted in the selection of national examiners and moderators. Selection is based on the criteria for the appointment of examiners as stipulated in the Personnel Administrative Measures (PAM). In terms of the PAM, the prospective examiner must possess at least a three-year post-matriculation qualification which must include the subject concerned at second or third-year level; and extensive experience as an educator in the particular subject or a related area and at least two years teaching or other curriculum-related experience within the last five years at the appropriate level. In addition, other criteria such as experience in the setting of provincial common tests and examinations and complementary experience in the marking of national examinations are considered.

The selected examiners are constituted into specialist teams convened per paper comprising a minimum of 3 examiners, a chief examiner and a team of two internal moderators based on their expertise and experience. This ensures that the required expertise is carefully distributed and balanced in the setting of each paper.

A total of 280 examiners and 65 internal moderators were utilised for the setting and moderation of the 2014 question papers. Each panel of examiners and moderators were thoroughly trained prior to the commencement of the setting process to ensure that are clear about their scope of work and their roles and responsibilities as a panel.

7.2.2 Setting, Moderation and quality assurance of the 2014 NSC Question Papers

The processes that are undertaken for the setting, moderation and quality assurance of question papers have been standardised and are implemented on an annual basis. The comparability in the standard of the 2014 CAPS aligned examination question papers to those of previous years was a central focus in the development of the 2014 examination question papers and as such the same processes were followed for the 2014 NSC examination.

(a) Setting of the question papers

The setting process commences with the development of a test specification, which shows details of the distribution of the subject content according to the topics and skills to be assessed, the weighting, the cognitive skills, levels of difficulty and mark allocation. This ensures that a balanced question paper is set. A variety of questions assessing a wide range of skills including critical thinking and problem solving skills are included in all the question papers. Each question paper is developed with an accompanying memorandum and test specification grid.

(b) Internal moderation

Rigorous internal moderation processes ensure that the items included in the papers are valid and the standard of the question paper is commensurate to the Grade 12 level. Once the chief examiner and the panel have completed setting the question paper, accompanying marking guidelines and a test specification grid are submitted to the internal moderator for scrutiny. The internal moderator reviews the questions against a set of agreed criteria and, where necessary, the question papers are restructured in line with the internal moderator's comments. Once the papers are approved by the internal moderator, they are submitted to Umalusi, the external quality assurance council, for external moderation and subsequent approval.

(c) External moderation of question Papers

Policy prescribes that all question papers should be approved six months prior to the examinations, which means that external moderation must be concluded by April. External moderators verify, evaluate and approve all the question papers for the March and November NSC examination concurrently to ensure comparable standards in both examinations.

The following criteria are utilised in the review and evaluation of the question papers by Umalusi. Each question paper must comply in all respects before it is approved to be written.

I. Technical criteria
II. Internal moderation
III. Content coverage
IV. Text selection, types and quality of questions
V. Cognitive skills
VI. Marking memorandum / guideline
VII. Language and bias
VIII. Predictability

The rigorous external moderation process contributes to ensuring that the question papers are of a high quality and appropriate standard for Grade 12 learners.

(d) Quality Assurance and language simplification of question papers

The final quality assurance of the NSC question papers consists of a fairness review process coupled with a four tier editing process.

Once the question papers and accompanying marking guidelines are approved, a panel of reviewers are convened to review the papers in relation to any representations of bias, stereotypes and language accessibility. The fairness review is conducted by independent subject specialists and language editors. All question papers are reviewed by the fairness review team.

The review process is followed by the quality assurance process which includes editing, checking for correlation, proofreading and quality control. A four-tier approach is utilised in the final quality assurance process. Once the DBE editors are completed with the editing, a team of selected editors from different provinces are required to conduct an edit and proofread of the question papers. This is followed by proofreading by the internal and external moderators. Prior to the release of the question papers to PEDs, DBE Assessment Specialists also proofread the question papers and accompanying marking guidelines. The multi-step approach ensures that the question papers are error-free.

7.2.3 Printing, packing and distribution

Printing, packaging and distribution of question papers is done by Provincial Education Departments (PEDs). Most PEDS have developed efficient, secure and well managed in-house printing facilities with the exception of the Limpopo Education Department which uses the Government Printing Works (GPW) in Pretoria. In-house printing facilities allow for full control by the department and minimize the risk of compromise. In a few of the PEDs printing is done by a reputable service provider, under the direct supervision of the PED.

Provincial examination directorates are responsible for distributing question papers to district offices, based on a detailed plan. In most provinces, question papers are delivered to schools on a daily basis.

7.3 School Based Assessment

The assessment of the National Senior Certificate comprises both the external examinations and school based assessment. The school based assessment, comprises 25% of the final promotion mark and given the varying capacities of schools to conduct SBA, there is a need to assure the quality of school based assessment. This is done through various moderation and quality assurance mechanisms.

In 2013, the DBE introduced an audit of the SBA provincial systems, which was continued in 2014. This entailed conducting a systems audit of the provincial and district systems to manage and conduct SBA. The audit process includes a scrutiny of the policy documents, reports, guidelines, curriculum support material, moderation instruments, and the approach to the moderation of assessment tasks in all provinces. Through this process the organizational shortcomings are identified and improvement plans are developed in conjunction with the PEDs.

The other quality enhancement processes include the training of the chief examiners in seven key subjects on how to set quality question papers for their respective provinces and to develop assessment tasks covering a variety of questions and cognitive levels. After the training of the provincial chief examiners, the DBE national internal moderators then moderate the provincially set preparatory examination question papers in the seven key subjects. Through the feedback given to both the provincial chief examiners and the internal moderators on the standard of the moderated Preparatory Examination question papers, it is affirmed that the question papers are of equivalent standard to the final November NSC examination question papers.

The DBE also appoints SBA moderators and trains them on the moderation process. After the training, these moderators are deployed to PEDs for the SBA moderation process across the nine provinces. This process entails the evaluation of the assessment tasks, the marking of the learner evidence and feedback provided to the teachers. This moderation is conducted in June and November of each year.

Two districts per province and 20 schools per district are selected and audited in each province.
In order to ascertain that the SBA intervention and support programmes designed by provinces to address assessment shortcomings, achieve what was intended, DBE moderators engage with the curriculum planners and subject advisors of the sampled districts in in-depth interviews.

7.4 The Writing of the 2014 NSC Examination

The manner in which the examination is conducted contributes significantly to the credibility of the examinations as a whole. The 2014 NSC examination was administered across 6 735 examination centres in the country, under the supervision of an estimated 65 000 invigilators who were responsible for ensuring that the examination is written under conditions that are free of any malpractice.

To ensure that question papers are not compromised, strict security is maintained in the storage and distribution of question papers and all examination stationery. PEDs audit their storage sites to ensure that they comply with the required security standards. A collaborative structure which was established in 2013 with the South African Police Service (SAPs), Crime Intelligence and Disaster Management services, the National Joint Operational and Intelligence Structure (NATJOINTS), was also operationalized in 2014. During the writing of the examination, discreet, general surveillance was also provided by the South African Police Service (SAPS), ensuring that storage and writing centres are closely monitored. The Provincial Joint Committees (PROVJOINTS) ensure that support is provided in terms of disaster management if required and in cases where there were social unrests, the SAPs ensure that the question papers reach the affected centres on time and scripts are safely returned to district offices after the writing concluded.

Stringent, compliant and ethical invigilation is vital in ensuring that credibility and integrity is upheld in the conduct and administration of the examinations. Prior to the examinations, PEDs appoint and train chief invigilators who are usually principals of the schools. Chief invigilators are trained mainly by provincial examination staff in collaboration with district examination staff. The chief invigilators in turn appoint invigilators and cascade the training to their respective invigilators per centre. The invigilator training at centres is monitored by district officials. In schools with a history of irregularities, the training of invigilators is conducted by the district examination officials to ensure compliance with policy and to eradicate a recurrence of any malpractice.

In some PEDs, private invigilators are also appointed, trained and deployed to augment the number of invigilators available in a province or district. Invigilator training was enhanced across all PEDs since PEDs incorporated learning from previous years into the 2014 training to highlight administrative and behavioural malpractice that should be avoided and to remind chief invigilators of the accountability that is commensurate with their appointment as such.

To improve the efficiency of script control, PEDs produced and supplied bar-coded stickers to candidates to be attached to the examination scripts. This enabled PEDs to scan and account for all scripts at key points in the script flow process. In the 2014 examination 5 of the 9 PEDs were able to scan scripts. It is envisaged that the other 4 PEDs will also include this security control measure in their processes in 2015.

The DBE also introduced a common answer book which was implemented across 6 of the 9 PEDs in 2014. The common answer books were designed to limit the use of loose answer sheets in a number of subjects, which tended to contribute to irregularities. PEDs that could not use the common answer books in 2014, due to having excess stock of answer books will implement the common answer books in 2015.

Norm times for the sealing of scripts at the centre after the conclusion of the examination, as well as, the norm time for the return of scripts between the centre and the collection points were also set. This implies that scripts must be sealed at specified times and returned to specific points on the return route, within specified times. The DBE monitored the adherence to these norm times during the writing of the examination across all PEDs.

7.5 Marking of the 2014 National Senior Certificate Examinations

The reliability of the marking system is dependent on a number of factors which relate to the professional competency and calibre of markers, the standardization of the marking guidelines, training of markers and organization of the marking process and the moderation of the marking.

7.5.1 National Marking Guidelines Standardization Meetings

The marking guidelines standardisation meeting is a forum where subject experts engage to refine and finalise the marking guidelines taking into consideration inputs from subject advisors and teachers across all PEDs. These meetings are characterised by vigorous discussions between subject specialists on each question paper to ensure that all acceptable and correct alternative responses are included in the marking guidelines. The meeting also addresses any ambiguities that may be identified in the question paper to ensure that no candidates are disadvantaged. This year the DBE hosted 206 national marking guidelines standardization meetings prior to the marking of the 2014 NSC examination.

Each meeting was facilitated by the Internal Moderator of the national examination panel, and attended by Umalusi external moderators and the internal moderators, and chief markers from each of the Provincial Education Departments.

In 2014 the DBE strengthened certain aspects of the national marking guideline standardization process by ensuring the following:

(a) Intensive preparations prior to the marking guideline discussions by all chief markers and internal moderators. This is of paramount importance as the success of the marking guideline discussions is determined by the extent of the preparatory work done prior to the meetings. The preparation

entailed the pre-marking of a sample of at least 20 scripts from low, medium and high achieving schools, by all chief markers and internal moderators prior to attending the marking guideline standardization meetings. The chief markers were also expected to have held subject meetings with subject advisors and a few teachers in order to solicit their input on the standard of question papers and add additional responses on the preliminary marking guideline. The input from the provinces was noted and used to refine the marking guidelines.

(b) Each subject marking guideline meeting was hosted over two days. On the first day the marking guideline discussion took place and the second day was dedicated to the training and evaluation of chief markers and internal moderators.

(c) The DBE evaluated the assessment skills and subject knowledge of the chief markers and internal moderators through the marking of dummy scripts marked by them. This was done by assessing the extent of the deviation in the dummy scripts they had marked the agreed tolerance range. Chief markers and internal moderators were authorised to mark only after they had attained the agreed levels of consistency and were within the tolerance range.

(d) Where the chief marker or internal moderator was not authorised or where there was doubt about the capacity of the internal moderator and the chief marker to lead the marking process in a particular subject, the DBE deployed national moderators to support the province throughout the duration of the entire marking process. Comprehensive reports about the accuracy of marking conducted by markers, senior markers and internal moderator in each province were provided after the marking was completed.

The final marking guidelines were approved by the DBE moderator and Umalusi moderators, and officially signed off and made available to PEDs for use as the approved marking guidelines for the marking of the 2014 NSC examinations.

7.5.2 Training of Markers

Uniform and consistent application of the marking guidelines across all learners' scripts is required to ensure reliability in marking. The DBE conducted a thorough and intensive training for all chief markers and internal moderators, which was based on the use of "dummy scripts". The Chief Markers and Internal Moderators were required to replicate the DBE's training approach that they were exposed to during their two day training session.

During training, markers at the provincial department were requested to mark ten scripts which were then moderated by the senior marker before they were authorized to mark. Markers were provided with regular feedback and continuously supported throughout the training process to achieve the required levels of accuracy. In cases where a marker was still not able to achieve scores in alignment with the acceptable tolerance range, these markers were retrained and redeployed to questions where they were more competent.

The DBE monitored the training of markers as well as the entire marking process across all PEDs and found the training to be of comparable standard to that of the DBE's training.
The implementation of the tolerance range has ensured that the marking guideline is consistently applied thus enhancing the reliability and quality of marking across all provinces.
The implementation of the tolerance range will be extended to cover more subjects in 2015

7.5.3 Marking Organisation

The markers are organised in the form of a pyramidal hierarchy which is structured in such a way that each level is responsible for the quality assurance and optimal functionality of the levels below it. It was noted that the pyramidal arrangement was implemented across all provinces in the organisation of marking.

At the lowest level of the pyramid are markers who are selected on the basis of their subject knowledge and expertise. Each team has five markers assigned to a particular question supervised by a senior marker who ensures that the marking guidelines are consistently and accurately applied in the assigned question. A group of five senior Markers is supervised by a Deputy Chief Marker (DCM). The five groups are organised in such a way that the marking of all the questions in the script is completed within the groups under the supervision of one Deputy Chief Marker. The DCM evaluates the judgement made by the Senior Markers under his control and thereby quality assures the marking of the teams under his control.

The Chief Marker, as the next level on the structure, occupies a critical position and supervises the moderation processes of both the Senior Markers and Deputy Chief Markers and confirms or negates their judgments on the quality of marking. The Chief Marker has additional management responsibilities to ensure that scripts are controlled and that all markers are performing their responsibilities as per policy prescripts. At the top of the hierarchy is the internal moderator who is the final arbiter of standards in the marking process. The internal moderator is also responsible for the analyses of the performance of learners and the standard of the question paper.

7.5.4 Moderation of Learners' Scripts

Moderation is a quality control process which validates a marker's judgement by reviewing the awarding of marks by the marker using the same measuring tool, i.e. the marking guidelines. Moderation ensures that the quality of marking meets the agreed standard. Moderation is infused at every level of the marking process. Four levels of moderation exist in the marking centre and these are the senior marker, deputy chief marker, chief marker and internal moderator. This is then followed by moderation by the Department of Basic Education and the Quality Assurance Council, Umalusi.

The moderator at each level uses a sampling method to validate the marking standard. The policy prescribes that a percentage of ten (10%) of the scripts should be moderated. The senior marker thus moderates at least 10% of the scripts marked by the five markers under his supervision in the assigned question. The DCM conducts whole script moderation and moderates a minimum of 10% of scripts moderated by each senior marker, including a few randomly selected un-moderated scripts.

During the moderation at the different levels, where discrepancies are identified that are outside the accepted tolerance range, these are corrected to ensure that no learner is disadvantaged. Through the moderation process, inconsistent and aberrant markers are identified and supported. The scripts marked by such markers are rigorously moderated by all senior marking personnel to ensure standards are adhered to.

DBE moderators were deployed to provinces to conduct an additional level of onsite moderation of marking. This team conducted a quality audit and an investigative audit. The DBE moderators concentrated on scripts moderated by the internal moderator and chief marker. Some scripts from senior markers as well as markers were also moderated. Samples of un-moderated scripts were also audited to verify consistency of marking. In all cases the marks obtained by the marker, the provincial moderator and the DBE moderator were recorded and noted. Continuous feedback was provided to the chief markers where necessary to enhance the marking accuracy and quality.
The investigative audit was conducted to identify any irregularities that may have gone undetected by markers and moderators and to follow due process in the resolution of any irregularities found.

7.5.5 Enhancements to the Marking Process

In 2014, the DBE introduced interventions to improve the quality of marking, in the short, medium and long-terms, commencing from 2014. The aspects of the improvement plan implemented in 2014 focused on the appointment of markers, strengthening the national standardization of marking guidelines, improving the training of markers and strengthening the moderation of marking. A description of the key interventions implemented in the 2014 marking process follows:

(a) Audit of marker appointments in key subjects by the DBE:

The DBE conducted an audit of marker appointments in key subjects across all nine PEDs.
The audit was undertaken to ensure that PEDs comply with the stipulated PAM criteria for appointments. It was found that markers have been appointed based on the criteria articulated in the Personnel Administrative Measures (PAM) and most PEDs have added learner performance as an additional criterion.

More experienced markers were appointed as senior markers. In most PEDs the appointment of Chief Markers and Internal Moderators followed a rigorous interview and selection process that was conducted separately from the marker selection process. The evaluation of marker performance during the 2014 marking process will be utilized as feedback for subsequent appointments.

(b) Introduction of Tolerance Range in the moderation of marking

A tolerance range is an agreed degree of deviation between marked and moderated examination marks. Marking is not an exact science, therefore it is expected that differences will exist between a marker and a moderator in terms of their mark allocations. A tolerance range of between 2% - 3% was piloted and implemented for each examination question paper in seven key subjects in 2014. The quality and accuracy of marking was therefore monitored and maintained by ensuring that a marker does not deviate from the accepted tolerance range in the batch. The key subjects in which the Tolerance range was piloted in 2014 are Accounting, English First Additional Language, Physical Sciences, Life Sciences, Mathematics, Geography and History. In each case the Tolerance Range was set at the individual question level and at the total mark level.

(c) Authorisation of Chief Markers and Internal Moderators by DBE

Chief Markers and Internal Moderators were approved and authorised by the Department of Basic Education (DBE) before they were allowed to participate in the marking processes. This was done by the DBE at the national training session held after the marking guideline discussions. The Internal Moderator and Chief Marker were provided with a sample of scripts to mark and were officially authorized to lead the marking process as Internal Moderator or Chief Marker for the current examination only after they had complied with the tolerance range. Where a chief marker or internal moderator failed to comply with the tolerance range they did not qualify for an authorised status. The DBE deployed national moderators to support such chief markers and internal moderators with the training of markers in the provinces as well as the moderation of marking to ensure that the common agreed upon standard is maintained.

(d) Authorisation of Markers by PEDs

Prior to the marking in Provinces, markers also had to be authorized. After the training, which took the same form as that conducted at the DBE, markers were provided with batches of scripts to mark and were only authorised to commence with full marking after the scripts had been moderated and they were marking within the tolerance range. Markers were given multiple opportunities and support to ensure that they reach the desired level of accuracy and were able to mark within the established tolerance range. Those markers who, after multiple opportunities, were unable to comply with the tolerance range were redeployed to easier questions.

The implementation of the tolerance range has enabled PEDs to quality assure the marking using a common measure, and has enabled the DBE and Umalusi to utilize a common yardstick to measure the quality of marking across PEDs. The DBE will evaluate the impact of the implementation of a tolerance range on the quality of marking as well as marking norm times. On the basis of the findings, the DBE will review the implementation in 2015, make necessary improvements and extend the quality assurance processes to include more subjects.

(e) Centralised Marking of Small Subjects.

The standardization of marking is promoted through the centralisation of marking. Centralisation refers to all marking processes, including marker appointments being located at one venue, under single management. This will ensure that the many variables that are associated with marking quality and processes are more tightly controlled and therefore the impact of such is accordingly minimized. The centralization of marking will allow for the pooling of the limited human resources across the country and will promote validity and reliability in the assessment of learner scripts. As a pilot process for 2014, the DBE centrally marked Dance Studies and Agricultural Technology in Pretoria. The DBE plans to centralize the marking of more subjects in 2015.

In addition, provinces were discouraged from marking subjects with very small enrolments where the numbers did not allow for the appointment of more than one marker and hence there was no provision for moderation. In such instances the marking was centralized in provinces where the expertise to mark these subjects was concentrated. For example IsiNdebele and SiSwati scripts for all PEDs, were centrally marked by the Mpumalanga province. This ensured that quality marking and a common standard were applied.

7.6 Monitoring of the 2014 National Senior Certificate Examination

Monitoring and evaluation is pivotal to administering credible public examinations in South Africa. The five pillars of the DBE's enhanced monitoring and evaluation approach that are continually being improved upon, are the development of norms and standards, the mediation of these norms and standards, coordination of the examination processes, monitoring and support of Provincial Education Departments, and feedback through regular reporting and dialogue. This monitoring and evaluation programme is intended to systematically measure, track and analyse data against the key performance indicators which reflect the NSC examination cycle.

This year the DBE implemented an enhanced monitoring approach that was based on a tiered model to allow all levels of the system (district, province, national) to track all inputs, outputs and results that constitute the common management plan for administering the National Senior Certificate examination. Qualitative and quantitative monitoring data collected from the 2013 Audit Visit, the State of Readiness, the Monitoring of Writing, the Monitoring and Moderation of Marking, Monitoring of printing, packing and distribution and National Examinations Irregularities Committee (NEIC) deliberations were used as baseline data to systematically track progress and identify targeted support and interventions required by a province during 2014. This was the point of departure for the first monitoring visit, based on a collaborative review of the key issues requiring support and intervention in 2014.

7.6.1 Collaborative review of examinations systems and Processes

For on-going improvement, and to bolster transparency, engender joint accountability, and build stakeholder capacity, the DBE's first monitoring visit for the year took the form of a collaborative review process. The purpose of this monitoring visit was to:

- enable the PEDs and DBE to engage in a joint analysis of the critical risk issues that were identified in the respective examination processes during 2013;
- acknowledge progress made and creative interventions introduced by the PEDs since 2013, and:
- agree on the necessary improvements required in respective examination processes, that should be in place when the State of Readiness was conducted between August and September 2014.

On completion of the review process a feedback report was provided by the DBE, for the PEDs to implement corrective action where required.

7.6.2 Monitoring the State of Readiness of Provincial Education Departments to Conduct the NSC Examinations

Subsequent to the collaborative review, the DBE visited PEDs between September and early October 2014 to conduct an evaluation of the state of readiness of provinces and districts to administer the 2014 NSC examination. The areas of risk identified during the collaborative review served as the point of departure for the state of readiness evaluation. During this visit the DBE aimed to:

(a) Establish whether issues highlighted and discussed in the Collaborative Review Process during the first DBE monitoring visit had been attended to as agreed with the PEDs;
(b) Assess the final planning and arrangements relating to printing, storage and distribution of question papers/tests and the general conduct of examinations;
(c) Establish the level of preparedness to conduct the final moderation of 2014 School Based Assessment (SBA);
(d) Appraise the systems, processes relating to the handling of examinations irregularities;
(e) Establish the level of preparedness to conduct quality marking across all NSC subjects; and,
(f) Assess the progress made in terms of all other processes in the examination cycle, i.e. registration, resulting and certification.

For the first time the DBE attempted to evaluate the education districts' state of readiness for the NSC examination by conducting site visits to evaluate their management of examination centres, nodal points and distribution points. Sixty three (63) districts were visited during the period by multiple monitoring teams having been deployed across all provinces. The information gathered from the multiple sites was consolidated and a report was presented to each PED so that they could incorporate the recommendations into their final preparations leading up to the commencement of the examination.

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7.6.3 Monitoring the writing of the Examinations

The monitoring by the DBE focused on an evaluation of the provincial monitoring systems which included an analysis of the provincial monitoring approach, monitoring plans, teams, instruments and reports. This was to ensure that the monitoring of PEDs was carefully planned and executed to achieve the desired outcome. PEDs were expected to submit to the DBE and Umalusi daily situational reports as well as fortnightly reports on the conduct and administration of the examinations.

The DBE expanded and strengthened the monitoring team that was deployed to provinces during the writing of the 2014 NSC examinations. A team of 68 part-time monitors, 24 Integrated Quality Management System (IQMS) officials and 14 DBE officials were deployed to the provinces. The focus was the district with officials being stationed in each district for the full duration of the examination. The officials were trained and deployed across the districts to monitor the writing of the examination over the five week period. This resulted in a stronger presence of the DBE in the province and it instilled a sense of strict compliance with the examination code.

The provincial monitoring teams comprised of both provincial and district officials deployed to monitor the conduct of the examinations. A differentiated approach was employed by most provinces in the monitoring of the 2014 examinations, where centres with a history of irregularities were targeted and more closely monitored. There was also a focus on independent centres which entailed close and intensive monitoring of independent centres during the writing of the 2014 NSC examinations.

Monitors verified the security of examination material at provincial, district as well as nodal points, the issuing, control, return and collection of examination material and stationery. They tracked the route of the question papers from provincial offices to nodal points and examination centres and answer scripts on the return journey from examination centres to collection points where they were stored temporarily prior to marking

7.6.4 Monitoring the Marking of the Examinations

A strengthened DBE monitoring team comprising subject specialists was deployed across all nine provinces to marking centres to quality assure the marking and moderation of learners' scripts in key subjects, namely Accounting, English FAL, Geography, History, Life Sciences, Mathematics and Physical Sciences. Each provincial team was made of seven internal moderators led by a DBE official. The scope of work of each team included three key audits:

(a) An organisational audit of the administration and management of the marking process;
(b) A quality audit with respect to the quality of marking and moderation; and
(c) An investigative audit of irregularities identified at the marking centres.

The DBE teams spent 7 to 12 days in the provinces to ensure that the entire marking process was audited and monitored from beginning to conclusion. In provinces where there was a need for an extension of the audit period this was done to ensure that all cases where there was suspicion of group copying was thoroughly investigated by the DBE. The DBE can attest to the high standards evident across provinces with respect to the organization of marking as well as the quality of the moderation processes.

7.7 Dealing with Examination Irregularities

Umalusi approves the results based on the assurance by the Department of Basic Education (DBE) that the Policy and Regulations on the Conduct, Administration and Management of the National Senior Certificate has been complied with, and that there are no serious irregularities which may have undermined the integrity and credibility of the examination processes. In addition, Umalusi requires the Provincial Examination Irregularities Committee (PEIC) and the National Examination Irregularities Committee (NEIC) to deal with all the irregularities reported to them and appropriate sanctions must be imposed. The DBE and PEDs strive to reduce examination irregularities and also to improve the detection and subsequent management of these irregularities. Over the last few years the DBE has established appropriate structures across the different levels to manage the irregularities, trained examination officials in the identification and management of irregularities and focused on the inculcation of high morals and values among candidates and officials to ensure examinations of the highest integrity.

For the first time in 2013, all candidates participated in a pledge signing ceremony, prior to the official commencement of the examination. The pledge signing ceremony was continued in 2014. This was done in the presence of the school principal and staff, and parents were invited. This allowed every school in the country to highlight the principle of honesty and adherence to high morals and values in the examination and every candidate made a public commitment to uphold these principles.

In dealing with the irregularities detected in the 2014 NSC examination, all Provincial Education Departments (PEDs) submitted, through their respective PEICs, comprehensive irregularity reports to the NEIC, which were intensely interrogated. The NEIC meeting ratified the recommendations of the PEIC and where there was a need for amendments these were communicated to the Provincial Education Departments.

A preliminary report on the integrity of the NSC was submitted to the Minister of Basic Education and Umalusi on 24 December 2014 for consideration and approval. On the basis of this report as well as Umalusi's own quality assurance and monitoring reports, the Umalusi Council was able to pronounce on the credibility of the 2014 NSC examinations.

Of the total number of 688 660 candidates (both full-time and part-time) that wrote the examination, there were 314 cases of serious irregularities, which related to behavioural offences and acts of dishonesty. This implicated 5305 candidates and it represents 0.7% of the total number of candidates. However, the concern is that this is an increase from 2013, where there were only 473 candidates implicated. The improved detection and reporting of irregularities attests to the additional mechanisms that have been instituted by the DBE and the PEDs which is exposing irregularities that were previously undetected.

There are still a comparatively large number of registration problems in Gauteng, KwaZulu-Natal, Limpopo and Western Cape provinces, and the DBE will continue to provide targeted support to these provinces in the 2015 cycle. The DBE will also provide clear guidelines relating to the reporting of irregularities so that reporting becomes more streamlined and comparable.

7.8 RESULTING AND CERTIFICATION

7.8.1 Standardization of Results

Standardization is a process used in large scale public examinations to mitigate the fluctuations in learner performance caused by factors outside the learners' knowledge and aptitude. Undesirable fluctuations in examination processes such as variations in the standard of question papers and variations in the standard of the marking are addressed during the process of standardization.

This therefore ensures that a cohort of learners is not unduly advantaged or disadvantaged by undesirable fluctuations in the examination processes, and the system produces a relatively constant quality of output from one year to the next. Historical data on learner performance for a period of five years is used to determine the norm to which current performance is compared. Umalusi makes adjustments where there are anomalies in the performance trends. Qualitative input from the marking process in terms of reports from marking is also considered in making recommendations for adjustments.

Umalusi hosted the 2014 NSC standardization meeting on 23 December 2014. The process was observed by members of the Portfolio committee on Basic Education, teacher unions as well as representatives from the Kenya and Malawi examinations councils.

7.8.2 Data Capturing and Processing of Results

After the marking process is completed, marks from the answer scripts are transferred on to the mark sheets. Examination Assistants (EAs), appointed mainly for quality assurance purposes, verify and check that the marks have been accurately transferred to the mark sheet, before the mark sheets are captured on the Integrated Examination Computer System (IECS).

In terms of the capturing process, all SBA, oral marks, practical examination marks and written examination marks are subjected to a double capture process. This double capture entails that every mark is captured independently by two separate individuals and if the mark captured by the second individual is different from the first, the system disallows the mark. A third official then verifies the captured mark before it is finally accepted onto the system. The verification of marks by three independent persons ensures that there is high accuracy in the capture of marks.
Final marks are computed from the combining of the different components of the subject. It is a requirement that all components of the subject are aggregated to obtain a final score. A subject will therefore not be resulted if a component is missing.

Umalusi adjustment decisions from the standardization process described in section 7.8.1 are applied to the each subject's data on the examination mark. SBA marks are also statistically moderated. The final exam mark and the SBA mark are then combined to obtain a final score for the subject. The final marks are verified and checked before statements of results are generated and printed for each candidate.

7.8.3 Final Approval of Results

As mandated by the General and Further Education and Training Quality Assurance (GENFETQA) Act, final approval and declaration on the credibility of the results is the prerogative of Umalusi, the Council for Quality assurance in the General and Further Education and Training bands

The Umalusi Council approved the 2014 National Senior Certificate examinations on Tuesday, 30 December 2014 without any disclaimer or conditions. In approving the results the chairman of Umalusi council Prof. Volmink said, “Umalusi was satisfied that the examinations were “fair and valid and credible and that nothing has compromised the integrity or credibility of the exams as a whole.”

7.8.4 Re-checking, Re-marking and Viewing of Results and the Appeal Processes

A candidate may apply for the re-checking or re-marking of his or her examination answer script within 21 days of the official release of results by the Minister of Basic Education. This applies to both the (October/ November) final and (May/June) Supplementary examinations. If the candidate is still not satisfied with the outcome of the re-mark, the candidate or his/her parent may apply to view the examination answer script within 7 days of the release of the re-marked results and must provide clear reasons for the request.

7.9 Supplementary Examinations

The supplementary examination is a special examination, which provides learners with an additional opportunity to write the NSC examination based on certain pre-determined conditions. For this purpose, the end-of-year and the supplementary examinations are regarded as one examination sitting.

A candidate who did not write or complete the end-of year examination with a valid reason has the opportunity to write the supplementary examination for the specific examination question paper that he or she did not write in the end-of-year-examination. The School Based Assessment mark for the Grade 12-year will be used, including practical or oral assessment marks where applicable, in order to meet the School Based Assessment and external examination requirements.

A supplementary examination will be granted under the following conditions to a full-time, repeat or part-time candidate:

(a) If a candidate has not met the minimum promotion and certification requirements, but requires a maximum of two subjects to obtain the National Senior Certificate;

(b) If a candidate is medically unfit and, as a result, is absent from one or more external examinations, he or she may register for the supplementary examination;

(c) A candidate that does not satisfy the minimum higher education requirements, higher education faculty requirements or the requirements for the specific occupation in the end-of-year examination, may be allowed in terms of the following to register for a maximum of two subjects in the supplementary examination provided the candidate is:

(i) one requirement short in meeting the minimum admission requirements for Higher Certificate, Diploma and Bachelor's degree programmes requiring a National Senior Certificate; or

(ii) provides documentary evidence that he or she qualifies for admission to a higher education institution or for an occupation, but does not satisfy the higher education faculty requirements or the requirements for the specific occupation.

(d) If there is a death in the immediate family of a candidate, or other special reasons which meets the approval of the Head of the assessment body for the candidate's absence, he or she may register for the supplementary examination; and

(e) In a case where an irregularity is being investigated, provisional enrolment for the supplementary examination may be granted to the candidate concerned, pending the outcome of the investigation.

8. ANALYSIS OF 2014 NATIONAL SENIOR CERTIFICATE (NSC) EXAMINATION RESULTS

This section of the report will provide the analysis of the data at national, provincial and district levels. The report will focus on full-time candidates that have written six or more subjects and this is based on the 532 860 candidates listed in Table 4. The performance of the part-time candidates, totalling to 94 884, is included in Table 34. Given that the part-time candidates register for one or more subjects, and in most cases these are less than the full package of seven subjects, the results of these candidates cannot be analysed in the same way as those for the full-time candidates. The results of these candidates will be analysed in terms of subject performance, and an overall pass rate for part-time candidates cannot be calculated.

This section will focus on the following analyses:

(a) National pass rates and pass rate trends over the last four years;

(b) Analysis of provincial performance;

(c) Comparison of NSC passes by type of qualification;

(d) Comparison of NSC passes by gender;

(e) Analysis of school pass rates with different percentage categories;

(f) Analysis of subject performance;

(g) Analysis of school performance by quintile ranking;

(h) Performance of learners with special needs;

(i) Analysis of district performance; and

(j) Subject performance of part-time candidates.

8.1 Overall performance of candidates (full-time) in the 2014 NSC examination

Table 4: Overall performance of candidates in the 2014 NSC examination

Province	2014		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	66 935	43 777	65.4
Free State	26 440	21 899	82.8
Gauteng	99 478	84 247	84.7
KwaZulu-Natal	139 367	97 144	69.7
Limpopo	72 990	53 179	72.9
Mpumalanga	45 081	35 615	79.0
North West	26 066	22 061	84.6
Northern Cape	8 794	6 715	76.4
Western Cape	47 709	39 237	82.2
National	**532 860**	**403 874**	**75.8**

The overall achievement rate for 2014 is **75.8%.** This is a decrease of **2.4** percentage points from the 2013 pass rate.

8.2 Comparison of NSC passes

Figure 4: Comparison of NSC performance, 2008 to 2014

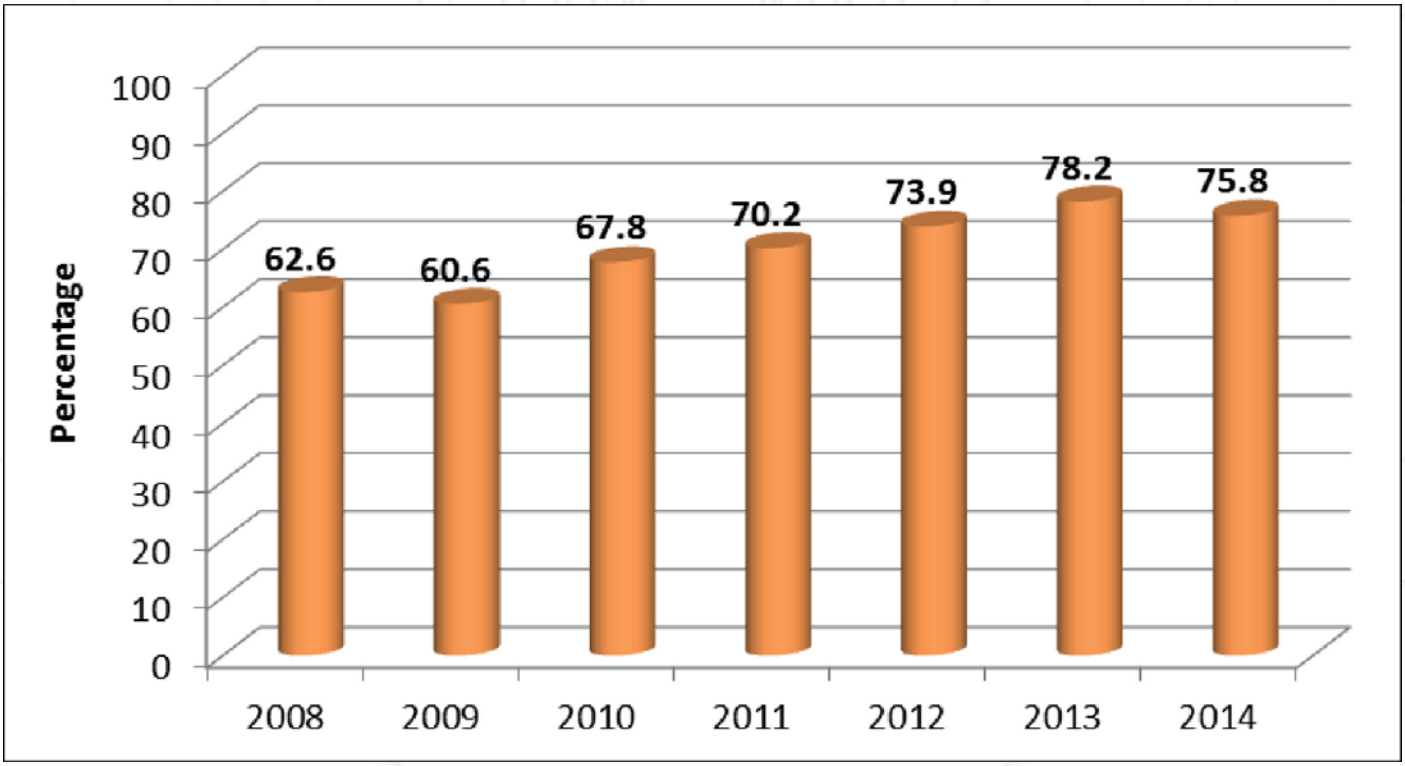
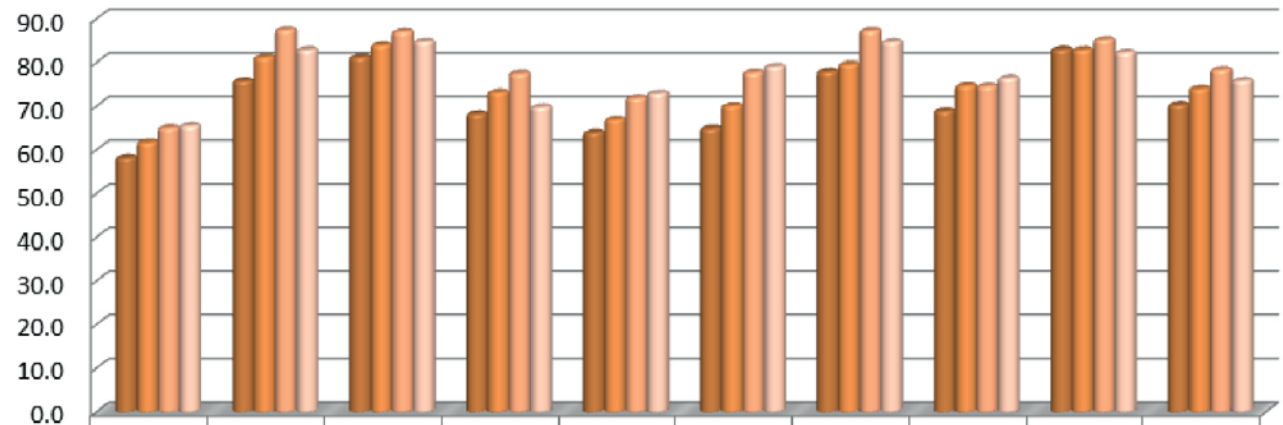


Figure 4 shows the significant increase in the pass rate from **62.6%** in 2008 to **75.8 % in 2014**.**Table 5: Comparison of NSC passes by province, 2011 to 2014**

Province	2011			2012			2013			2014		
	Total wrote	Total Achieved	% achieved	Total wrote	Total Achieved	% achieved	Total wrote	Total Achieved	% achieved	Total wrote	Total Achieved	% achieved
Eastern Cape	65 359	37 997	58.1	63 989	39 443	61.6	72 138	46 840	64.9	66 935	43 777	65.4
Free State	25 932	19 618	75.7	24 265	19 676	81.1	27 105	23 689	87.4	26 440	21 899	82.8
Gauteng	85 367	69 216	81.1	89 627	75 214	83.9	97 897	85 122	87.0	99 478	84 247	84.7
KwaZulu-Natal	122 126	83 204	68.1	127 253	93 003	73.1	145 278	112 403	77.4	139 367	97 144	69.7
Limpopo	73 731	47 091	63.9	77 360	51 745	66.9	82 483	59 184	71.8	72 990	53 179	72.9
Mpumalanga	48 135	31 187	64.8	47 889	33 504	70.0	50 053	38 836	77.6	45 081	35 615	79.0
North West	25 364	19 737	77.8	27 174	21 609	79.5	29 140	25 414	87.2	26 066	22 061	84.6
Northern Cape	10 116	6 957	68.8	8 925	6 661	74.6	10 403	7 749	74.5	8 794	6 715	76.4
Western Cape	39 960	33 110	82.9	44 670	36 974	82.8	47 615	40 542	85.1	47 709	39 237	82.2
National	496 090	348 117	70.2	511 152	377 829	73.9	562 112	439 779	78.2	532 860	403 874	75.8

The number of candidates that passed NSC examinations increased from **348 117** in 2011 to **403 874** in 2014.

Figure 5: Comparison of NSC passes by province, 2011 to 2014



	EC	FS	GP	KZ	LP	MP	NW	NC	WC	NAT
2011	58.1	75.7	81.1	68.1	63.9	64.8	77.8	68.8	82.9	70.2
2012	61.6	81.1	83.9	73.1	66.9	70.0	79.5	74.6	82.8	73.9
2013	64.9	87.4	87.0	77.4	71.8	77.6	87.2	74.5	85.1	78.2
2014	65.4	82.8	84.7	69.7	72.9	79.0	84.6	76.4	82.2	75.8

In 2014, **Gauteng** had the highest percentage of NSC passes (84.7%). Provinces that recorded pass rates of above **80**%, are, **Free State, Gauteng, North West,** and **Western Cape.** Provinces that have shown pass rate increases are **Limpopo, Mpumalanga, Eastern Cape and Northern Cape.**

8.3 Performance by Type of Qualification

Table 6: NSC passes by type of qualification, 2014

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	66 935	13 435	20.1	18 339	27.4	11 958	17.9	45	0.1	43 777	65.4
Free State	26 440	7 987	30.2	9 754	36.9	4 107	15.5	51	0.2	21 899	82.8
Gauteng	99 478	36 843	37.0	35 034	35.2	12 295	12.4	75	0.1	84 247	84.7
KwaZulu-Natal	139 367	35 724	25.6	39 751	28.5	21 544	15.5	125	0.1	97 144	69.7
Limpopo	72 990	16 325	22.4	20 927	28.7	15 912	21.8	15	0.0	53 179	72.9
Mpumalanga	45 081	11 229	24.9	15 898	35.3	8 423	18.7	65	0.1	35 615	79.0
North West	26 066	8 509	32.6	9 472	36.3	4 079	15.6	1	0.0	22 061	84.6
Northern Cape	8 794	2 176	24.7	2 941	33.4	1 596	18.1	2	0.0	6 715	76.4
Western Cape	47 709	18 524	38.8	14 573	30.5	6 108	12.8	32	0.1	39 237	82.2
National	532 860	150 752	28.3	166 689	31.3	86 022	16.1	411	0.1	403 874	75.8

Of the total number of learners who wrote the NSC examination in 2014, **150 752 (28.3%)** qualified for admission to Bachelor studies.

Figure 6: Number of learners who qualify for admission to Bachelor studies, by province, 2014

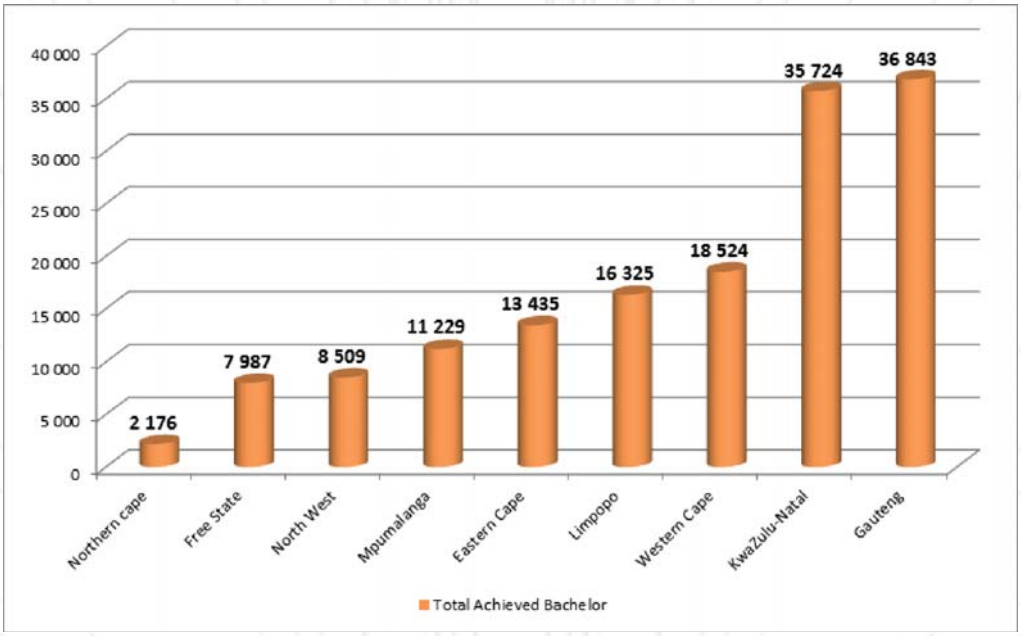
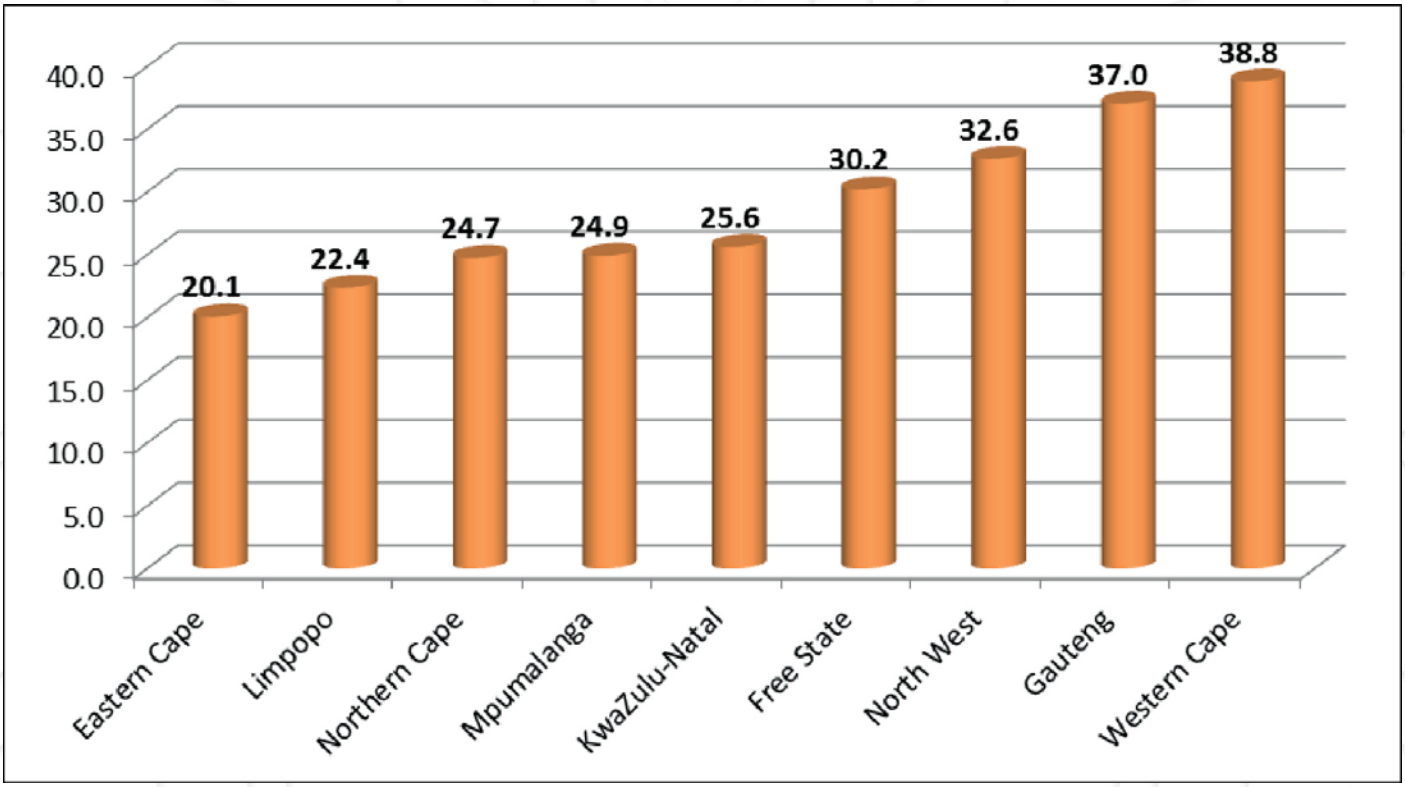


Figure 6 shows that Gauteng (36 843) has the highest number of candidates qualifying for Bachelor studies in 2014, followed by KwaZulu-Natal (35 724) and Western Cape at (18 524). The number of learners qualifying for Bachelor studies from Limpopo are also notable at 16 325.

Figure 7: Percentage of learners qualifying for Bachelors studies, by province, 2014



Western Cape has the highest proportions (**at 38.8%)** of candidates qualifying for Bachelor studies in relation to the total number of learners who wrote NSC examinations, followed by Gauteng at **37%.**

Table 7: Comparison of the NSC performance by type of qualification from 2010 to 2014

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	2010	64 090	10 225	16.0	15 281	23.8	11 711	18.3	147	0.2	37 364	58.3
	2011	65 359	10 291	15.7	15 530	23.8	12 102	18.5	74	0.1	37 997	58.1
	2012	63 989	11 246	17.6	16 148	25.2	11 998	18.8	51	0.1	39 443	61.6
	2013	72 138	13 686	19.0	19 179	26.6	13 950	19.3	25	0.0	46 840	64.9
	2014	66 935	13 435	20.1	18 339	27.4	11 958	17.9	45	0.1	43 777	65.4
Free State	2010	27 586	5 890	21.4	8 180	29.7	5 367	19.5	62	0.2	19 499	70.7
	2011	25 932	6 817	26.3	8 371	32.3	4 413	17.0	17	0.1	19 618	75.7
	2012	24 265	6 937	28.6	8 553	35.2	4 181	17.2	5	0.0	19 676	81.1
	2013	27 105	8 961	33.1	10 089	37.2	4 636	17.1	3	0.0	23 689	87.4
	2014	26 440	7 987	30.2	9 754	36.9	4 107	15.5	51	0.2	21 899	82.8
Gauteng	2010	92 241	31 301	33.9	28 938	31.4	12 290	13.3	8	0.0	72 537	78.6
	2011	85 367	30 037	35.2	27 776	32.5	11 394	13.3	9	0.0	69 216	81.1
	2012	89 627	32 449	36.2	30 422	33.9	12 335	13.8	8	0.0	75 214	83.9
	2013	97 897	38 104	38.9	33 716	34.4	13 295	13.6	7	0.0	85 122	87.0
	2014	99 478	36 843	37.0	35 034	35.2	12 295	12.4	75	0.1	84 247	84.7
KwaZulu-Natal	2010	122 444	31 466	25.7	34 708	28.3	20 137	16.4	245	0.2	86 556	70.7
	2011	122 126	27 397	22.4	34 190	28.0	21 331	17.5	283	0.2	83 201	68.1
	2012	127 253	34 779	27.3	36 841	29.0	21 274	16.7	109	0.1	93 003	73.1
	2013	145 278	47 202	32.5	42 760	29.4	22 328	15.4	113	0.1	112 403	77.4
	2014	139 367	35 724	25.6	39 751	28.5	21 544	15.5	125	0.1	97 144	69.7
Limpopo	2010	94 632	14 757	15.6	21 471	22.7	18 478	19.5	103	0.1	54 809	57.9
	2011	73 731	12 946	17.6	18 868	25.6	15 253	20.7	24	0.0	47 091	63.9
	2012	77 360	15 324	19.8	20 103	26.0	16 301	21.1	17	0.0	51 745	66.9
	2013	82 483	18 781	22.8	22 694	27.5	17 695	21.5	14	0.0	59 184	71.8
	2014	72 990	16 325	22.4	20 927	28.7	15 912	21.8	15	0.0	53 179	72.9
Mpumalanga	2010	51 695	8 147	15.8	11 955	23.1	9 176	17.8	104	0.2	29 382	56.8
	2011	48 135	8 866	18.4	13 195	27.4	9 072	18.8	54	0.1	31 187	64.8
	2012	47 889	9 495	19.8	14 277	29.8	9 633	20.1	99	0.2	33 504	70.0
	2013	50 053	12 954	25.9	16 366	32.7	9 507	19.0	9	0.0	38 836	77.6
	2014	45 081	11 229	24.9	15 898	35.3	8 423	18.7	65	0.1	35 615	79.0
North West	2010	28 909	8 021	27.7	8 937	30.9	4 917	17.0	1	0.0	21 876	75.7
	2011	25 364	7 187	28.3	8 373	33.0	4 177	16.5	0	0.0	19 737	77.8
	2012	27 174	7 445	27.4	9 151	33.7	5 010	18.4	3	0.0	21 609	79.5
	2013	29 140	10 166	34.9	10 249	35.2	4 998	17.2	1	0.0	25 414	87.2
	2014	26 066	8 509	32.6	9 472	36.3	4 079	15.6	1	0.0	22 061	84.6

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Northern Cape	2010	10 182	2 152	21.1	3 001	29.5	2 210	21.7	3	0.0	7 366	72.3
	2011	10 116	2 012	19.9	2 871	28.4	2 074	20.5	0	0.0	6 957	68.8
	2012	8 925	2 055	23.0	2 787	31.2	1 819	20.4	0	0.0	6 661	74.6
	2013	10 403	2 424	23.3	3 207	30.8	2 118	20.4	0	0.0	7 749	74.5
	2014	8 794	2 176	24.7	2 941	33.4	1 596	18.1	2	0.0	6 715	76.4
Western Cape	2010	45 764	14 412	31.5	13 753	30.1	6 955	15.2	4	0.0	35 124	76.8
	2011	39 960	15 214	38.1	12 410	31.1	5 480	13.7	6	0.0	33 110	82.9
	2012	44 670	16 317	36.5	14 599	32.7	6 053	13.6	5	0.0	36 974	82.8
	2013	47 615	19 477	40.9	15 032	31.6	6 029	12.7	4	0.0	40 542	85.1
	2014	47 709	18 524	38.8	14 573	30.5	6 108	12.8	32	0.1	39 237	82.2
National	2010	537 543	126 371	23.5	146 224	27.2	91 241	17.0	677	0.1	364 513	67.8
	2011	496 090	120 767	24.3	141 584	28.5	85 296	17.2	467	0.1	348 114	70.2
	2012	511 152	136 047	26.6	152 881	29.9	88 604	17.3	297	0.1	377 829	73.9
	2013	562 112	171 755	30.6	173 292	30.8	94 556	16.8	176	0.0	439 779	78.2
	2014	532 860	150 752	28.3	166 689	31.3	86 022	16.1	411	0.1	403 874	75.8

When comparing the NSC performance by type of qualification, the table shows that the number of learners qualifying for Bachelor studies has increased from **126 371** in 2010 to **150 752** in 2014**.** There has been a decrease of **21 003** candidates qualifying for Bachelor studies between 2013 and 2014.

Figure 8: Number of learners qualifying for admission to Bachelor studies, 2008 to 2014

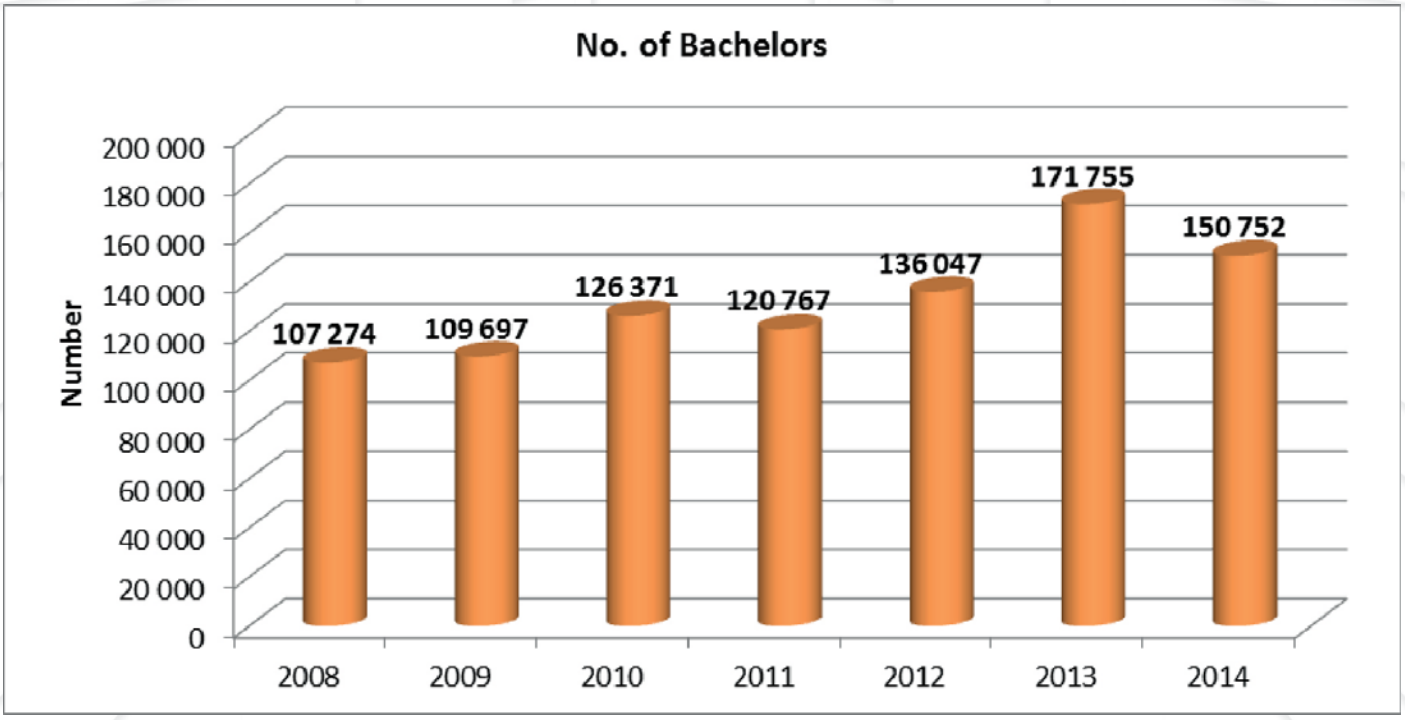
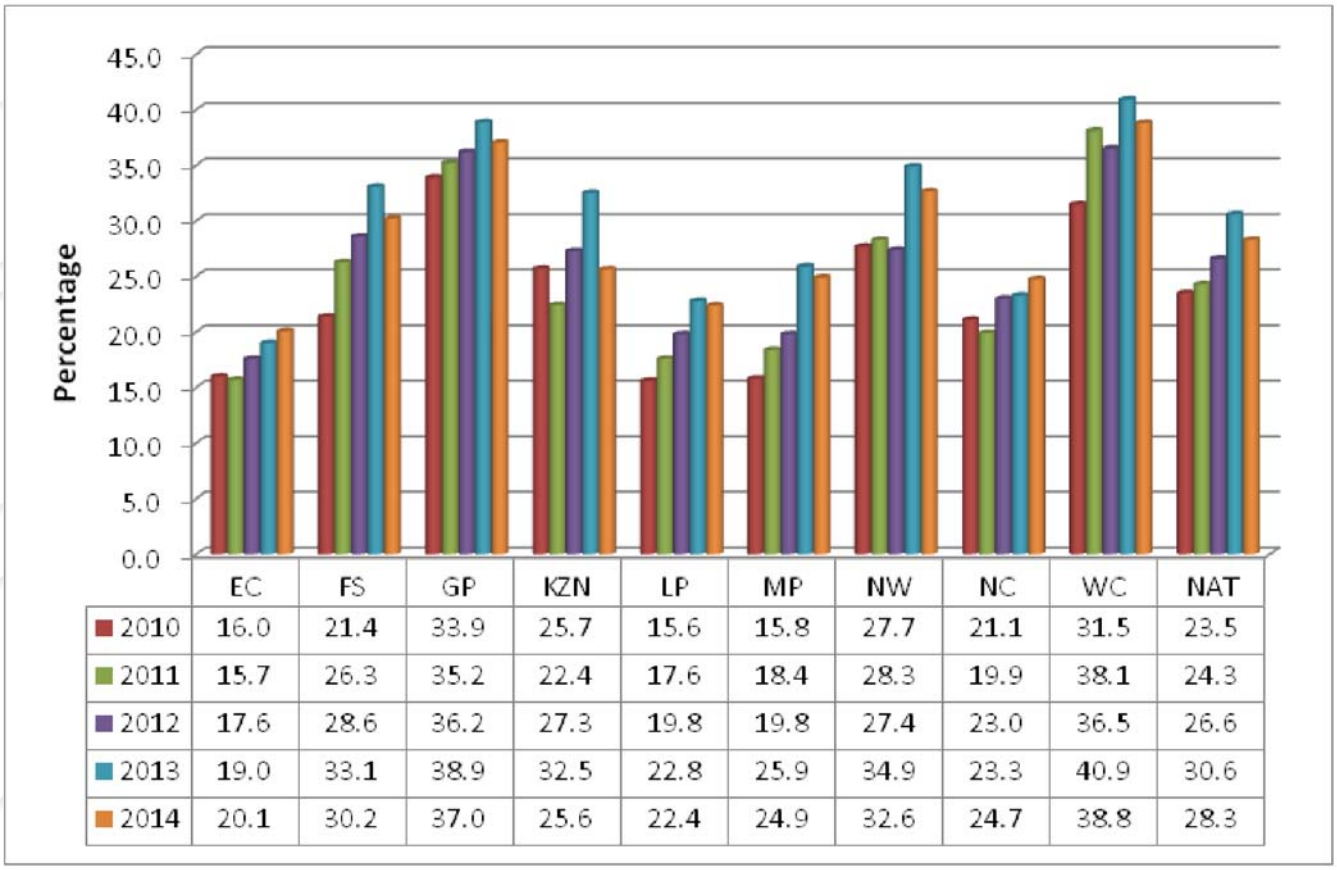


Table 8: Comparison of Bachelor passes by province between 2011 and 2014

Province	2011			2012			2013			2014		
	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor
Eastern Cape	65 359	10 291	15.7	63 989	11 246	17.6	72 138	13 686	19.0	66 935	13 435	20.1
Free State	25 932	6 817	26.3	24 265	6 937	28.6	27 105	8 961	33.1	26 440	7 987	30.2
Gauteng	85 367	30 037	35.2	89 627	32 449	36.2	97 897	38 104	38.9	99 478	36 843	37.0
KwaZulu-Natal	122 126	27 397	22.4	127 253	34 779	27.3	145 278	47 202	32.5	139 367	35 724	25.6
Limpopo	73 731	12 946	17.6	77 360	15 324	19.8	82 483	18 781	22.8	72 990	16 325	22.4
Mpumalanga	48 135	8 866	18.4	47 889	9 495	19.8	50 053	12 954	25.9	45 081	11 229	24.9
North West	25 364	7 187	28.3	27 174	7 445	27.4	29 140	10 166	34.9	26 066	8 509	32.6
Northern Cape	10 116	2 012	19.9	8 925	2 055	23.0	10 403	2 424	23.3	8 794	2 176	24.7
Western Cape	39 960	15 214	38.1	44 670	16 317	36.5	47 615	19 477	40.9	47 709	18 524	38.8
National	496 090	120 767	24.3	511 152	136 047	26.6	562 112	171 755	30.6	532 860	150 752	28.3

In terms of numbers, **Gauteng (36 843) and KwaZulu-Natal (35 724)** supplied the largest number of candidates who are eligible for Bachelor studies.

Figure 9: Comparison of Bachelor's passes by provinces, 2010 to 2014



Admission for Bachelor studies has increased by **4.8** percentage points from **23.5% in 2010 to 28.3 % in 2014.** However, there has been a decrease compared to 2013 of **2.3** percentage points.

Table 9: Number of candidates qualifying for Bachelor studies by gender, 2012 to 2014

Province	Gender	2012			2013			2014		
		Total Wrote	Total Achieved Bachelor	% Achieved Bachelors	Total Wrote	Total Achieved Bachelor	% Achieved Bachelors	Total Wrote	Total Achieved Bachelor	% Achieved Bachelors
Eastern Cape	Male	28 438	5 194	18.3	32 010	6 504	20.3	30 106	6 104	20.3
	Female	35 551	6 052	17	40 128	7 182	17.9	36 829	7 331	19.9
Free State	Male	11 428	3 176	27.8	12 588	4 195	33.3	12 320	3 632	29.5
	Female	12 837	3 761	29.3	14 517	4 766	32.8	14 120	4 355	30.8
Gauteng	Male	40 274	13 672	33.9	43 798	16 145	36.9	44 700	15 686	35.1
	Female	49 353	18 777	38	54 099	21 959	40.6	54 778	21 157	38.6
KwaZulu-Natal	Male	59 399	15 873	26.7	65 291	20 997	32.2	64 647	16 194	25
	Female	67 854	18 906	27.9	79 987	26 205	32.8	74 720	19 530	26.1
Limpopo	Male	35 986	7 861	21.8	38 301	9 787	25.6	33 737	8 323	24.7
	Female	41 374	7 463	18	44 182	8 994	20.4	39 253	8 002	20.4
Mpumalanga	Male	22 015	4 619	21	23 044	6 448	28	20 511	5 394	26.3
	Female	25 874	4 876	18.8	27 009	6 506	24.1	24 570	5 835	23.7
North West	Male	12 819	3 572	27.9	13 056	4 674	35.8	12 111	4 012	33.1
	Female	14 355	3 873	27	16 084	5 492	34.1	13 955	4 497	32.2
Northern Cape	Male	4 082	915	22.4	4 756	1 105	23.2	3 983	935	23.5
	Female	4 843	1 140	23.5	5 647	1 319	23.4	4 811	1 241	25.8
Western Cape	Male	19 361	6 901	35.6	20 628	8 211	39.8	20 950	7 767	37.1
	Female	25 309	9 416	37.2	26 987	11 266	41.7	26 759	10 757	40.2
National	Male	233 802	61 783	26.4	253 472	78 066	30.8	243 065	68 047	28.0
	Female	277 350	74 264	26.8	308 640	93 689	30.4	289 795	82 705	28.5
	Total	511 152	136 047	26.6	562 112	171 755	30.6	532 860	150 752	28.3

There is a slight increase in the percentage of candidates qualifying for admission to Bachelor studies by gender between 2012 and 2014 (increase from **26%** to **28%**).

8.4 OVERALL NSC PERFORMANCE BY GENDER (2014)

Table 10: Overall performance of candidates in the NSC examination by gender, 2014

Province	Gender	No. Wrote	No. Achieved	% Achieved
Eastern Cape	Male	30 106	20 397	67.8
	Female	36 829	23 380	63.5
Free State	Male	12 320	10 404	84.4
	Female	14 120	11 495	81.4
Gauteng	Male	44 700	38 218	85.5
	Female	54 778	46 029	84.0
KwaZulu-Natal	Male	64 647	45 648	70.6
	Female	74 720	51 496	68.9
Limpopo	Male	33 737	25 855	76.6
	Female	39 253	27 324	69.6
Mpumalanga	Male	20 511	16 668	81.3
	Female	24 570	18 947	77.1
North West	Male	12 111	10 575	87.3
	Female	13 955	11 486	82.3
Northern Cape	Male	3 983	3 059	76.8
	Female	4 811	3 656	76.0
Western Cape	Male	20 950	17 433	83.2
	Female	26 759	21 804	81.5
National	Male	243 065	188 257	77.5
	Female	289 795	215 617	74.4
	Both	532 860	403 874	75.8

Although a higher number of females than males achieved the NSC, a higher percentage (**77.5%)** of males compared to females (**74.4%)** achieved the NSC in 2014.

Table 11: Comparison of number of NSC passes by province and gender from 2011 to 2014

Province	Gender	Total wrote				Total Achieved				% achieved			
		2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
Eastern Cape	Male	28 825	28 438	32 010	30 106	17 516	18 235	21 911	20 397	60.8	64.1	68.5	67.8
	Female	36 534	35 551	40 128	36 829	20 481	21 208	24 929	23 380	56.1	59.7	62.1	63.5
Free State	Male	12 307	11 428	12 588	12 320	9 550	9 477	11 199	10 404	77.6	82.9	89.0	84.4
	Female	13 625	12 837	14 517	14 120	10 068	10 199	12 490	11 495	73.9	79.5	86.0	81.4
Gauteng	Male	39 586	40 274	43 798	44 700	32 341	34 080	38 326	38 218	81.7	84.6	87.5	85.5
	Female	45 781	49 353	54 099	54 778	36 875	41 134	46 796	46 029	80.5	83.3	86.5	84.0
KwaZulu-Natal	Male	58 729	59 399	65 291	64 647	40 337	43 826	50 958	45 648	68.7	73.8	78.0	70.6
	Female	63 397	67 854	79 987	74 720	42 867	49 177	61 445	51 496	67.6	72.5	76.8	68.9
Limpopo	Male	34 415	35 986	38 300	33 737	23 440	25 525	28 982	25 855	68.1	70.9	75.7	76.6
	Female	39 316	41 374	44 183	39 253	23 651	26 220	30 202	27 324	60.2	63.4	68.4	69.6
Mpumalanga	Male	22 478	22 015	23 044	20 511	15 146	15 989	18 359	16 668	67.4	72.6	79.7	81.3
	Female	25 657	25 874	27 009	24 570	16 041	17 515	20 477	18 947	62.5	67.7	75.8	77.1
North West	Male	12 148	12 819	13 056	12 111	9 637	10 470	11 598	10 575	79.3	81.7	88.8	87.3
	Female	13 216	14 355	16 084	13 955	10 100	11 139	13 816	11 486	76.4	77.6	85.9	82.3
Northern Cape	Male	4 613	4 082	4 756	3 983	3 186	3 119	3 603	3 059	69.1	76.4	75.8	76.8
	Female	5 503	4 843	5 647	4 811	3 771	3 542	4 146	3 656	68.5	73.1	73.4	76.0
Western Cape	Male	17 745	19 361	20 628	20 950	14 904	16 335	17 805	17 433	84.0	84.4	86.3	83.2
	Female	22 215	25 309	26 987	26 759	18 206	20 639	22 737	21 804	82.0	81.5	84.3	81.5
National	Male	230 846	233 802	253 471	243 065	166 057	177 056	202 741	188 257	71.9	75.7	80.0	77.5
	Female	265 244	277 350	308 641	289 795	182 060	200 773	237 038	215 617	68.6	72.4	76.8	74.4
	Both	496 090	511 152	562 112	532 860	348 117	377 829	439 779	403 874	70.2	73.9	78.2	75.8

The number of females that wrote and passed the NSC has been consistently higher than the number of males from 2011 to 2014. However in terms of the proportion, the percentage of males that passed the NSC examination has been consistently higher than the percentage of females that passed.

8.5 School performance within different percentage categories

Table 12: Pass rates within different percentage categories, 2014

Provinces		Total Number of Schools	0 - 19.9%	20 - 39.9%	40 to 59.9%	60 to 79.9%	80 to 100%	Exactly 0%	Exactly 100%
Eastern Cape	Number	921	36	139	228	289	229	4	38
	%		3.9	15.1	24.8	31.4	24.9	0.4	4.1
Free State	Number	327	0	3	22	78	224	0	50
	%		0.0	0.9	6.7	23.9	68.5	0.0	15.3
Gauteng	Number	835	1	13	50	200	571	1	115
	%		0.1	1.6	6.0	24.0	68.4	0.1	13.8
KwaZulu-Natal	Number	1 731	87	196	353	523	572	8	93
	%		5.0	11.3	20.4	30.2	33.0	0.5	5.4
Limpopo	Number	1 417	25	91	261	496	544	3	55
	%		1.8	6.4	18.4	35.0	38.4	0.2	3.9
Mpumalanga	Number	543	0	17	67	172	287	0	27
	%		0.0	3.1	12.3	31.7	52.9	0.0	5.0
North West	Number	374	1	5	21	102	245	0	48
	%		0.3	1.3	5.6	27.3	65.5	0.0	12.8
Northern Cape	Number	125	0	2	20	44	59	0	13
	%		0.0	1.6	16.0	35.2	47.2	0.0	10.4
Western Cape	Number	431	0	3	31	125	272	0	76
	%		0.0	0.7	7.2	29.0	63.1	0.0	17.6
National	**Number**	**6 704**	**150**	**469**	**1 053**	**2 029**	**3 003**	**16**	**515**
	%		**2.2**	**7.0**	**15.7**	**30.3**	**44.8**	**0.2**	**7.7**

In 2014, **3003 (44.8%)** of schools performed between 80% and 100%.

Table 13: Pass rates within different percentage categories, 2013 and 2014

PROVINCES 2013		Total Number of Schools		0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9		80 to 100%		Exactly 0%		Exactly 100%	
		2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	
Eastern Cape	Number	918	921	29	36	121	139	261	228	287	289	220	229	3	4	36	38
	%			3.2	3.9	13.2	15.1	28.4	24.8	31.3	31.4	24.0	24.9	0.3	0.4	3.9	4.1
Free State	Number	332	327	0	0	1	3	8	22	63	78	260	224	0	0	50	50
	%			0.0	0.0	0.3	0.9	2.4	6.7	19.0	23.9	78.3	68.5	0.0	0.0	15.1	15.3
Gauteng	Number	806	835	1	1	7	13	35	50	179	200	584	571	1	1	122	115
	%			0.1	0.1	0.9	1.6	4.3	6.0	22.2	24.0	72.5	68.4	0.1	0.1	15.1	13.8
KwaZulu-Natal	Number	1 723	1 731	23	87	95	196	272	353	530	523	803	572	2	8	116	93
	%			1.3	5.0	5.5	11.3	15.8	20.4	30.8	30.2	46.6	33.0	0.1	0.5	6.7	5.4
Limpopo	Number	1 413	1 417	26	25	94	91	276	261	530	496	487	544	2	3	51	55
	%			1.8	1.8	6.6	6.4	19.5	18.4	37.5	35.0	34.4	38.4	0.1	0.2	3.6	3.9
Mpumalanga	Number	539	543	2	0	10	17	82	67	190	172	255	287	0	0	25	27
	%			0.4	0.0	1.9	3.1	15.2	12.3	35.3	31.7	47.3	52.9	0.0	0.0	4.6	5.0
North West	Number	380	374	0	1	1	5	11	21	80	102	288	245	0	0	48	48
	%			0.0	0.3	0.3	1.3	2.9	5.6	21.1	27.3	75.8	65.5	0.0	0.0	12.6	12.8
Northern Cape	Number	134	125	0	0	3	2	21	20	43	44	67	59	0	0	14	13
	%			0.0	0.0	2.2	1.6	15.7	16.0	32.1	35.2	50.0	47.2	0.0	0.0	10.4	10.4
Western Cape	Number	431	431	1	0	2	3	25	31	97	125	306	272	1	0	89	76
	%			0.2	0.0	0.5	0.7	5.8	7.2	22.5	29.0	71.0	63.1	0.2	0.0	20.6	17.6
National	**Number**	**6 676**	**6 704**	**82**	**150**	**334**	**469**	**991**	**1 053**	**1 999**	**2 029**	**3 270**	**3 003**	**9**	**16**	**551**	**515**
	%			**1.2**	**2.2**	**5.0**	**7.0**	**14.8**	**15.7**	**29.9**	**30.3**	**49.0**	**44.8**	**0.1**	**0.2**	**8.3**	**7.7**

A total of 78.9% of the schools performed at 60% and above in 2014

8.6 School performance by quintiles

Table 14: Pass rates within different percentage categories by Quintiles, 2014

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Total
Quintile 1	68	183	367	530	520	1 668
Quintile 2	51	119	291	545	570	1 576
Quintile 3	18	108	212	413	384	1 135
Quintile 4	5	14	68	171	277	535
Quintile 5	0	10	22	105	438	575
Total	142	434	960	1 764	2 189	5 489

Please note: Independent, special and other schools are not classified in quintiles. Therefore, **1 215** schools are not included in this table.

Table 15: NSC passes by type of qualification per Quintile, 2013 to 2014

Achievement Status	2013							2014						
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 99	Totals	Q 1	Q 2	Q 3	Q 4	Q 5	Q 99	Totals
Achieved Bachelor	21 068	26 931	30 408	26 225	55 181	11 942	171 755	16 486	19 677	20 568	15 831	34 843	43 347	150 752
Achieved Diploma	30 734	35 893	37 758	28 386	32 296	8 225	173 292	26 636	30 018	28 718	19 103	22 070	40 144	166 689
Achieved H-Cert	22 653	24 605	23 132	12 489	8 417	3 244	94 540	19 648	20 272	17 208	8 166	6 288	14 440	86 022
Achieved NSC	82	53	14	7	1	20	177	167	72	35	9	5	123	411
Total Achieved	74 537	87 482	91 312	67 107	95 895	23 431	439 764	62 937	70 039	66 529	43 109	63 206	98 054	403 874

Please note Q99 refers to schools that are not classified into quintiles.

Table 16: Number of candidates in schools per percentage interval per Quintile, 2013 to 2014

% Interval (Schools)	2013						2014					
	Q 1	Q 2	Q 3	Q 4	Q 5	Total	Q 1	Q 2	Q 3	Q 4	Q 5	Total
No with 0 to 19.9%	1 209	1 136	386	42	75	2 848	2 778	2 064	593	217	0	5 652
No with 20 to 39.9%	7 609	4 602	3 671	683	917	17 482	9 022	5 651	6 767	1 176	1 040	23 656
No with 40 to 59.9%	22 223	19 672	16 504	6 253	2 173	66 825	20 639	18 802	17 240	6 702	2 090	65 473
No with 60 to 79.9%	34 499	45 850	46 684	23 346	10 298	160 677	31 918	38 195	37 761	16 998	12 134	137 006
No with 80 to 100%	40 414	48 475	54 742	51 747	90 881	286 259	29 993	35 739	32 401	30 063	55 938	184 134
Grand Total	105 954	119 735	121 987	82 071	104 344	534 091	94 350	100 451	94 762	55 156	71 202	415 921
Exactly 0%	37	9	56	0	0	102	94	43	14	14	0	165
Exactly 100%	1 227	1 036	1 953	1 208	14 635	20 059	2 453	1 166	1 660	1 747	9 807	16 833

8.7 National Subject analysis

NSC CANDIDATES' PERFORMANCE IN HOME LANGUAGES

Table 17: Candidates' performance in Home Languages (official languages), 2011 to 2014

Subject Name (Home Languages)	2011			2012			2013			2014		
	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved
Afrikaans Home Language	47 971	47 068	98.1	48 471	47 650	98.3	50 101	49 058	97.9	48 885	47 363	96.9
English Home Language	85 495	80 407	94.0	95 338	90 821	95.3	110 243	106 715	96.8	105 480	100 279	95.1
IsiNdebele Home Language	3 685	3 682	99.9	3 525	3 523	99.9	4 287	4 281	99.9	3 363	3 360	99.9
IsiXhosa Home Language	71 780	71 665	99.8	72 215	72 112	99.9	79 307	79 193	99.9	74 925	74 788	99.8
IsiZulu Home Language	124 412	123 637	99.4	125 325	124 617	99.4	136 302	135 869	99.7	138 004	137 194	99.4
Sepedi Home Language	58 122	57 612	99.1	60 296	60 081	99.6	65 207	64 960	99.6	58 042	57 643	99.3
Sesotho Home Language	26 482	26 287	99.3	25 151	25 066	99.7	28 243	28 165	99.7	27 794	27 657	99.5
Setswana Home Language	35 213	35 006	99.4	36 698	36 600	99.7	40 719	40 603	99.7	35 939	35 863	99.8
SiSwati Home Language	15 527	15 436	99.4	16 214	16 101	99.3	16 586	16 467	99.3	15 545	15 478	99.6
Tshivenda Home Language	12 649	12 639	99.9	13 607	13 595	99.9	14 914	14 912	100.0	13 952	13 947	100.0
Xitsonga Home Language	21 279	21 137	99.3	20 964	20 797	99.2	21 984	21 882	99.5	19 577	19 471	99.5

Generally, candidates performed well in Home Languages.

Table 18: Candidates' performance in First Additional Language, 2011 to 2014

Subject Name (1st Additional Languages)	2011			2012			2013			2014		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Afrikaans First Additional Language	68 455	63 965	93.4	75 843	69 880	92.1	87 930	81 662	92.9	82 649	76 855	93.0
English First Additional Language	414 480	398 740	96.2	419 263	410 255	97.9	454 666	449 420	98.8	432 933	423 134	97.7
IsiNdebele First Additional Language	1	1	100.0	17	17	100.0	23	23	100.0	26	26	100.0
IsiXhosa First Additional Language	1 547	1 541	99.6	1 774	1 772	99.9	1 880	1 875	99.7	2 043	2 040	99.9
IsiZulu First Additional Language	10 943	10 887	99.5	12 829	12 768	99.5	15 345	15 254	99.4	15 381	15 316	99.6
Sepedi First Additional Language	280	275	98.2	397	393	99.0	387	385	99.5	421	418	99.3
Sesotho First Additional Language	593	588	99.2	533	533	100.0	652	648	99.4	702	702	100.0
Setswana First Additional Language	181	179	98.9	244	244	100.0	217	216	99.5	217	217	100.0
SiSwati First Additional Language	281	279	99.3	314	314	100.0	326	326	100.0	362	359	99.2
Tshivenda First Additional Language	8	8	100.0	18	18	100.0	24	24	100.0	21	21	100.0
Xitsonga First Additional Language	9	9	100.0	21	21	100.0	19	19	100.0	13	12	92.3

Candidates performance in all First Additional Languages is above 90%.

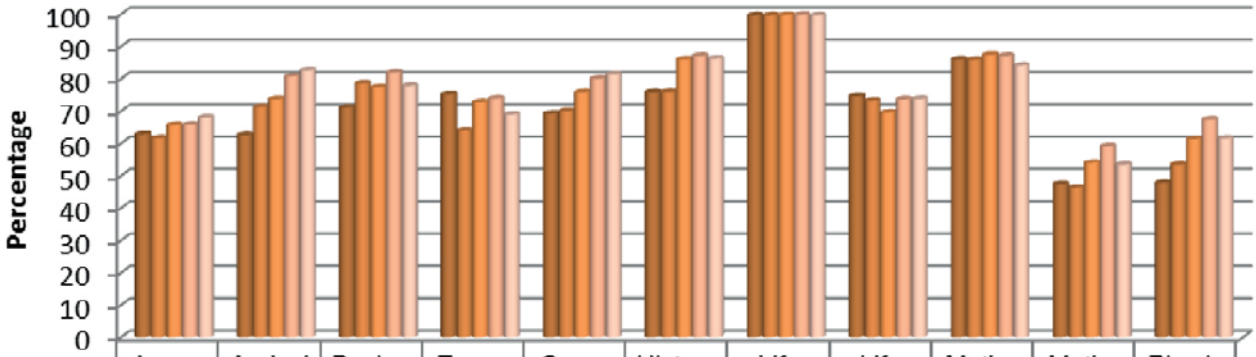
COMPARISON OF NSC CANDIDATES' PERFORMANCE IN SELECTED SUBJECTS

Table 19: Candidates' performance at 30% and above in selected subjects, 2011 to 2014

Subjects (Full-Time)	2011			2012			2013			2014		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	137 903	84 972	61.6	134 978	88 508	65.6	145 427	95 520	65.7	125 987	85 681	68.0
Agricultural Sciences	77 719	55 404	71.3	78 148	57 571	73.7	83 437	67 308	80.7	78 063	64 486	82.6
Business Studies	187 677	147 559	78.6	195 507	151 237	77.4	218 914	179 329	81.9	207 659	161 723	77.9
Economics	133 358	85 411	64.0	134 369	97 842	72.8	150 114	110 869	73.9	137 478	94 779	68.9
Geography	199 248	139 405	70.0	213 735	162 046	75.8	239 657	191 834	80.0	236 051	191 966	81.3
History	85 928	65 239	75.9	94 489	81 265	86.0	109 046	94 982	87.1	115 686	99 823	86.3
Life Orientation	506 138	503 985	99.6	522 132	520 502	99.7	569 530	568 311	99.8	542 956	540 810	99.6
Life Sciences	264 819	193 946	73.2	278 412	193 593	69.5	301 718	222 374	73.7	284 298	209 783	73.8
Mathematical Literacy	275 380	236 548	85.9	291 341	254 611	87.4	324 097	282 270	87.1	312 054	262 495	84.1
Mathematics	224 635	104 033	46.3	225 874	121 970	54.0	241 509	142 666	59.1	225 458	120 523	53.5
Physical Sciences	180 585	96 441	53.4	179 194	109 918	61.3	184 383	124 206	67.4	167 997	103 348	61.5

From the above list of subjects, there has been an improvement in Agricultural Sciences, Geography, Accounting and Life Sciences.

Figure 10: Candidates' performance at 30% and above in selected subjects, 2010 – 2014



	Accounting	Agricultural Sciences	Business Studies	Economics	Geography	History	Life Orientation	Life Sciences	Mathematical Literacy	Mathematics	Physical Sciences
2010	62.8	62.6	71.1	75.2	69.2	75.8	99.6	74.6	86	47.4	47.8
2011	61.6	71.3	78.6	64	70	75.9	99.6	73.2	85.9	46.3	53.4
2012	65.6	73.7	77.4	72.8	75.8	86	99.7	69.5	87.4	54	61.3
2013	65.7	80.7	81.9	73.9	80	87.1	99.8	73.7	87.1	59.1	67.4
2014	68.0	82.6	77.9	68.9	81.3	86.3	99.6	73.8	84.1	53.5	61.5

Table 20: Candidates' performance in all non-language subjects, 2011 – 2014

Subjects	2011			2012			2013			2014		
	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved
Accounting	137 903	84 972	61.6	134 978	88 508	65.6	145 427	95 520	65.7	125 987	85 681	68.0
Agricultural Management Practices	1 100	1 084	98.5	1 223	1 223	100.0	1 417	1 412	99.6	1 615	1 599	99.0
Agricultural Sciences	77 719	55 404	71.3	78 148	57 571	73.7	83 437	67 308	80.7	78 063	64 486	82.6
Agricultural Technology	590	587	99.5	675	670	99.3	688	687	99.9	705	700	99.3
Business Studies	187 677	147 559	78.6	195 507	151 237	77.4	218 914	179 329	81.9	207 659	161 723	77.9
Civil Technology	8 227	7 954	96.7	8 759	8 597	98.2	9 073	8 849	97.5	9 210	8 961	97.3
Computer Applications Technology	44 866	40 019	89.2	44 555	41 183	92.4	44 848	41 348	92.2	40 910	37 379	91.4
Consumer Studies	32 560	31 962	98.2	36 001	34 797	96.7	39 504	39 231	99.3	38 511	37 820	98.2
Dance Studies	406	387	95.3	435	422	97.0	449	443	98.7	544	543	99.8
Design	2 247	2 178	96.9	2 106	2 043	97.0	2 178	2 153	98.9	2 135	2 097	98.2
Dramatic Arts	6 098	6 006	98.5	6 813	6 763	99.3	7 695	7 666	99.6	8 214	8 149	99.2
Economics	133 358	85 411	64.0	134 369	97 842	72.8	150 114	110 869	73.9	137 478	94 779	68.9
Electrical Technology	4 836	4 331	89.6	5 010	4 725	94.3	5 124	4 988	97.3	5 332	5 143	96.5
Engineering Graphics and Design	23 824	22 599	94.9	25 070	23 812	95.0	27 027	26 076	96.5	26 540	24 934	93.9
Geography	199 248	139 405	70.0	213 735	162 046	75.8	239 657	191 834	80.0	236 051	191 966	81.3
History	85 928	65 239	75.9	94 489	81 265	86.0	109 046	94 982	87.1	115 686	99 823	86.3
Hospitality Studies	8 922	8 840	99.1	8 378	8 319	99.3	8 778	8 686	99.0	8 428	8 298	98.5
Information Technology	4 313	4 055	94.0	4 428	4 141	93.5	4 874	4 651	95.4	4 820	4 464	92.6
Life Orientation	506 138	503 985	99.6	522 132	520 502	99.7	569 530	568 311	99.8	542 956	540 810	99.6
Life Sciences	264 819	193 946	73.2	278 412	193 593	69.5	301 718	222 374	73.7	284 298	209 783	73.8
Mathematical Literacy	275 380	236 548	85.9	291 341	254 611	87.4	324 097	282 270	87.1	312 054	262 495	84.1
Mathematics	224 635	104 033	46.3	225 874	121 970	54.0	241 509	142 666	59.1	225 458	120 523	53.5
Mechanical Technology	5 831	5 470	93.8	5 801	5 484	94.5	6 223	5 891	94.7	6 375	6 108	95.8
Music	1 560	1 442	92.4	1 679	1 618	96.4	1 762	1 702	96.6	1 744	1 659	95.1
Physical Sciences	180 585	96 441	53.4	179 194	109 918	61.3	184 383	124 206	67.4	167 997	103 348	61.5
Religion Studies	3 221	2 929	90.9	4 212	4 023	95.5	5 241	4 810	91.8	5 802	5 325	91.8
Tourism	84 354	82 094	97.3	93 254	90 962	97.5	110 565	106 449	96.3	116 179	113 251	97.5
Visual Arts	6 254	6 059	96.9	6 409	6 280	98.0	6 871	6 755	98.3	6 892	6 814	98.9

The performance in Mathematics is the lowest **(53.5%)** followed by Physical Sciences at **61.5%.**

Table 21: Candidates' performance in Mathematics and Physical Science by gender, 2010 to 2014

Subject		Mathematics			Physical Science		
	Gender	Female	Male	Total	Female	Male	Total
2010	Total Wrote	142 990	120 044	263 034	106 746	98 618	205 364
	Achieved at 30% & above	62 197	62 552	124 749	48 763	49 497	98 260
	% Achieved	43.5	52.1	47.4	45.7	50.2	47.8
2011	Total Wrote	119 645	104 990	224 635	92 984	87 601	180 585
	Achieved at 30% & above	50 158	53 875	104 033	46 683	49 758	96 441
	% Achieved	41.9	51.3	46.3	50.2	56.8	53.4
2012	Total Wrote	122 620	103 254	225 874	94 279	84 915	179 194
	Achieved at 30% & above	60 322	61 648	121 970	55 575	54 343	109 918
	% Achieved	49.2	59.7	54.0	58.9	64.0	61.3
2013	Total Wrote	132 784	108 725	241 509	97 995	86 388	184 383
	Achieved at 30% & above	72 069	70 597	142 666	64 376	59 830	124 206
	% Achieved	54.3	64.9	59.1	65.7	69.3	67.4
2014	Total Wrote	123 045	102 413	225 458	88 729	79 268	167 997
	Achieved at 30% & above	59 814	60 709	120 523	52 449	50 899	103 348
	% Achieved	48.6	59.3	53.5	59.1	64.2	61.5

Mathematics: In 2014 the performance of male and female candidates in Mathematics and Physical Sciences has decreased compared to 2013. In Mathematics performance of females decreased from **54.3%** in 2013 to **48.6%** in 2014; and performance of males decreased from **64.9%** in 2013 to **59.3%** in 2014.

Physical Sciences: In Physical Sciences performance of females' decreased from **65.7%** in 2013 to **59.1%** in 2014; while performance of males also dropped from **69.3%** in 2013 to **64.2%** in 2014.

8.8 Provincial subject performance

Comparison of candidates' performance in Mathematics by province and level of achievement

Table 22: Candidates' performance in Mathematics by province and level of achievement, 2012 to 2014

Province	Mathematics														
	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above			% achieved at 40% and above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	37 038	36 274	31 091	14 114	15 753	13 054	38.1	43.4	42.0	8 124	9 564	7 812	21.9	26.4	25.1
Free State	9 512	9 629	10 135	6 167	6 847	6 665	64.8	71.1	65.8	4 114	4 794	4 506	43.3	49.8	44.5
Gauteng	33 682	36 908	35 572	23 899	27 150	24 661	71.0	73.6	69.3	17 638	20 088	18 035	52.4	54.4	50.7
KwaZulu-Natal	63 168	73 019	71 634	30 408	39 151	29 188	48.1	53.6	40.7	18 676	25 841	17 405	29.6	35.4	24.3
Limpopo	35 044	35 558	32 122	18 346	21 088	18 265	52.4	59.3	56.9	11 926	14 224	11 485	34.0	40.0	35.8
Mpumalanga	18 835	19 400	17 767	9 998	11 301	10 050	53.1	58.3	56.6	6 539	7 719	6 330	34.7	39.8	35.6
North West	10 344	10 906	9 478	6 160	7 350	5 846	59.6	67.4	61.7	3 901	4 889	3 819	37.7	44.8	40.3
Northern Cape	2 864	3 139	2 411	1 572	1 810	1 529	54.9	57.7	63.4	1 045	1 198	1 022	36.5	38.2	42.4
Western Cape	15 387	16 676	15 248	11 306	12 216	11 265	73.5	73.3	73.9	8 753	9 473	8 636	56.9	56.8	56.6
National	225 874	241 509	225 458	121 970	142 666	120 523	54.0	59.1	53.5	80 716	97 790	79 050	35.7	40.5	35.1

Mathematics candidates who passed at 30% and above has decreased from **59.1%** in 2013 to **53.1%** in 2014. Similarly, Mathematics candidates who passed at 40% and above decreased from **40.5%** in 2013 to **35.1%** in 2014.

Comparison of candidates' performance in Physical Sciences by province and level of achievement

Table 23: Number of candidates who achieved in Physical Sciences, by province and level of achievement, 2012 to 2014

Province	Physical Science														
	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above			% achieved at 40% and above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	25 603	25 218	21 855	12 911	14 061	11 263	50.4	55.8	51.5	6 922	7 534	5 793	27.0	29.9	26.5
Free State	8 487	8 288	8 641	5 820	6 280	5 959	68.6	75.8	69.0	3 748	4 047	3 699	44.2	48.8	42.8
Gauteng	29 001	29 836	29 093	20 335	22 557	19 881	70.1	75.6	68.3	14 649	15 750	13 353	50.5	52.8	45.9
KwaZulu-Natal	45 951	50 332	45 143	26 783	33 442	25 177	58.3	66.4	55.8	16 163	20 875	14 077	35.2	41.5	31.2
Limpopo	30 975	30 758	26 691	18 566	20 180	17 801	59.9	65.6	66.7	11 194	12 233	10 384	36.1	39.8	38.9
Mpumalanga	16 493	16 952	15 210	10 426	11 104	8 921	63.2	65.5	58.7	6 842	6 958	5 234	41.5	41.0	34.4
North West	9 225	8 978	8 191	5 769	6 686	5 243	62.5	74.5	64.0	3 593	4 182	3 012	38.9	46.6	36.8
Northern Cape	2 202	2 540	2 082	1 324	1 563	1 258	60.1	61.5	60.4	840	916	765	38.1	36.1	36.7
Western Cape	11 257	11 481	11 091	7 984	8 333	7 845	70.9	72.6	70.7	6 125	6 182	5 715	54.4	53.8	51.5
National	179 194	184 383	167 997	109 918	124 206	103 348	61.3	67.4	61.5	70 076	78 677	62 032	39.1	42.7	36.9

Physical Sciences candidates who passed at 30% and above has decreased from **67.4%** in 2013 to **61.5%** in 2014. Similarly, Physical Sciences candidates who passed at 40% and above decreased from **42.7%** in 2013 to **36.9%** in 2014.

Table 24: Candidates' performance in Accounting by province and level of achievement, 2013 to 2014

Accounting										
Province	2013					2014				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	18 104	10 359	5 843	57.2	32.3	15 482	9 508	5 831	61.4	37.7
Free State	7 379	5 375	3 432	72.8	46.5	6 620	5 277	3 730	79.7	56.3
Gauteng	25 413	17 873	12 331	70.3	48.5	23 777	17 236	12 210	72.5	51.4
KwaZulu-Natal	44 493	30 232	19 543	67.9	43.9	37 968	23 901	14 866	63.0	39.2
Limpopo	20 247	12 209	6 710	60.3	33.1	17 320	12 076	7 251	69.7	41.9
Mpumalanga	11 013	6 178	3 592	56.1	32.6	9 205	6 193	3 854	67.3	41.9
North West	6 435	4 400	2 585	68.4	40.2	4 337	3 272	2 208	75.4	50.9
Northern Cape	1 974	1 176	707	59.6	35.8	1 726	1 134	703	65.7	40.7
Western Cape	10 369	7 718	5 568	74.4	53.7	9 552	7 084	5 184	74.2	54.3
National	145 427	95 520	60 311	65.7	41.5	125 987	85 681	55 837	68.0	44.3

Accounting candidates who passed at 30% and above has increased from **65.7%** in 2013 to **68.0%** in 2014.

Table 25: Candidates' performance in Business Studies by province and level of achievement, 2013 to 2014

Business Studies										
Province	2013					2014				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	25 596	18 511	11 590	72.3	45.3	23 581	17 420	11 248	73.9	47.7
Free State	11 621	10 128	7 109	87.2	61.2	11 009	8 807	5 970	80.0	54.2
Gauteng	44 162	39 408	29 701	89.2	67.3	44 936	40 126	31 199	89.3	69.4
KwaZulu-Natal	60 045	51 766	39 752	86.2	66.2	60 157	43 155	29 017	71.7	48.2
Limpopo	24 355	15 168	8 288	62.3	34.0	20 717	13 892	7 889	67.1	38.1
Mpumalanga	18 770	14 161	8 780	75.4	46.8	16 265	12 671	8 021	77.9	49.3
North West	10 322	9 134	6 538	88.5	63.3	7 814	6 749	4 818	86.4	61.7
Northern Cape	3 921	3 008	1 785	76.7	45.5	3 251	2 528	1 519	77.8	46.7
Western Cape	20 122	18 045	13 879	89.7	69.0	19 929	16 375	12 062	82.2	60.5
National	218 914	179 329	127 422	81.9	58.2	207 659	161 723	111 743	77.9	53.8

The Business Studies candidates who passed at 30% and above has decreased from **81.9%** in 2013 to **77.9%** in 2014.

Table 26: Candidates' performance in Economics by province and level of achievement, 2013 to 2014

Economics										
Province	2013					2014				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	20 686	12 068	5 823	58.3	28.1	18 353	10 945	5 239	59.6	28.5
Free State	7 170	5 674	3 188	79.1	44.5	6 822	4 383	2 103	64.2	30.8
Gauteng	26 980	22 227	14 481	82.4	53.7	27 336	21 232	12 871	77.7	47.1
KwaZulu-Natal	37 959	30 164	20 431	79.5	53.8	36 230	25 241	14 781	69.7	40.8
Limpopo	25 678	18 041	10 446	70.3	40.7	22 002	14 334	7 614	65.1	34.6
Mpumalanga	13 622	8 022	3 958	58.9	29.1	11 579	6 524	2 849	56.3	24.6
North West	6 788	5 926	4 028	87.3	59.3	4 627	3 919	2 560	84.7	55.3
Northern Cape	1 974	1 597	889	80.9	45.0	1 513	1 137	645	75.1	42.6
Western Cape	9 257	7 150	4 551	77.2	49.2	9 016	7 064	4 632	78.3	51.4
National	150 114	110 869	67 795	73.9	45.2	137 478	94 779	53 294	68.9	38.8

The Economics candidates who passed at 30% and above has decreased from **73.9%** in 2013 to **68.9%** in 2014.

Table 27: Candidates' performance in Geography by province and level of achievement, 2013 to 2014

Geography										
Province	2013					2014				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	27 654	19 334	11 088	69.9	40.1	26 379	19 702	11 747	74.7	44.5
Free State	9 808	8 369	5 440	85.3	55.5	9 409	8 183	5 549	87.0	59.0
Gauteng	39 337	34 445	25 030	87.6	63.6	41 090	36 341	26 459	88.4	64.4
KwaZulu-Natal	61 955	49 896	35 088	80.5	56.6	64 057	49 303	33 238	77.0	51.9
Limpopo	41 315	32 177	20 724	77.9	50.2	37 603	30 720	19 124	81.7	50.9
Mpumalanga	22 047	17 308	11 201	78.5	50.8	20 259	16 923	11 355	83.5	56.0
North West	14 926	12 685	8 346	85.0	55.9	14 270	12 328	7 905	86.4	55.4
Northern Cape	5 070	3 925	2 164	77.4	42.7	4 366	3 115	1 462	71.3	33.5
Western Cape	17 545	13 695	8 792	78.1	50.1	18 618	15 351	10 519	82.5	56.5
National	239 657	191 834	127 873	80.0	53.4	236 051	191 966	127 358	81.3	54.0

The Geography candidates who passed at 30% and above has increased slightly from **80.0**% in 2013 to **81.3**% in 2014.

Table 28: Candidates' performance in History by province and level of achievement, 2013 to 2014

History										
Province	2013					2014				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	15 667	12 825	9 312	81.9	59.4	15 877	12 359	8 271	77.8	52.1
Free State	4 238	3 889	3 160	91.8	74.6	4 062	3 629	2 917	89.3	71.8
Gauteng	22 483	20 297	15 992	90.3	71.1	25 319	22 684	17 852	89.6	70.5
KwaZulu-Natal	27 325	24 843	20 709	90.9	75.8	31 224	28 006	23 121	89.7	74.0
Limpopo	12 200	8 591	5 047	70.4	41.4	11 202	8 395	5 261	74.9	47.0
Mpumalanga	5 570	4 898	3 848	87.9	69.1	5 386	4 958	4 279	92.1	79.4
North West	5 130	4 619	3 587	90.0	69.9	5 272	4 988	4 190	94.6	79.5
Northern Cape	2 922	2 629	1 774	90.0	60.7	2 525	2 175	1 479	86.1	58.6
Western Cape	13 511	12 391	9 707	91.7	71.8	14 819	12 629	9 534	85.2	64.3
National	109 046	94 982	73 136	87.1	67.1	115 686	99 823	76 904	86.3	66.5

The History candidates who passed at 30% and above has decreased slightly from **87.1%** in 2013 to **86.3%** in 2014.

Table 29: Candidates' performance in Life Sciences by province and level of achievement, 2013 to 2014

Life Science										
Province	2013					2014				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	41 368	26 659	14 870	64.4	35.9	37 564	24 937	15 698	66.4	41.8
Free State	12 521	10 528	7 318	84.1	58.4	12 644	10 347	7 554	81.8	59.7
Gauteng	45 690	37 129	26 839	81.3	58.7	45 980	37 043	26 762	80.6	58.2
KwaZulu-Natal	78 353	58 313	39 206	74.4	50.0	74 496	54 184	35 850	72.7	48.1
Limpopo	50 440	35 661	20 611	70.7	40.9	44 889	32 187	19 650	71.7	43.8
Mpumalanga	26 461	19 281	12 138	72.9	45.9	23 953	18 459	11 875	77.1	49.6
North West	16 026	12 548	8 090	78.3	50.5	14 956	11 432	7 353	76.4	49.2
Northern Cape	6 165	3 589	2 052	58.2	33.3	5 331	3 384	1 946	63.5	36.5
Western Cape	24 694	18 666	13 231	75.6	53.6	24 485	17 810	12 421	72.7	50.7
National	301 718	222 374	144 355	73.7	47.8	284 298	209 783	139 109	73.8	48.9

The Life Science candidates who passed at 30% and above has increased slightly from **73.7%** to **73.8%.**

Table 30: Candidates' performance in Mathematical Literacy by province and level of achievement, 2013 to 2014

Mathematical Literacy										
Province	2013					2014				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	36 520	28 557	17 517	78.2	48.0	36 467	28 120	17 666	77.1	48.4
Free State	17 619	16 656	12 720	94.5	72.2	16 462	14 904	11 327	90.5	68.8
Gauteng	61 732	57 952	46 315	93.9	75.0	64 586	60 502	49 198	93.7	76.2
KwaZulu-Natal	73 156	59 547	40 443	81.4	55.3	70 070	53 154	34 110	75.9	48.7
Limpopo	47 248	40 539	27 029	85.8	57.2	41 044	34 132	21 240	83.2	51.7
Mpumalanga	30 848	26 453	18 418	85.8	59.7	27 438	22 060	14 726	80.4	53.7
North West	18 357	17 247	13 069	94.0	71.2	16 703	15 040	10 923	90.0	65.4
Northern Cape	7 354	6 403	4 304	87.1	58.5	6 454	5 802	4 263	89.9	66.1
Western Cape	31 263	28 916	22 476	92.5	71.9	32 830	28 781	22 075	87.7	67.2
National	324 097	282 270	202 291	87.1	62.4	312 054	262 495	185 528	84.1	59.5

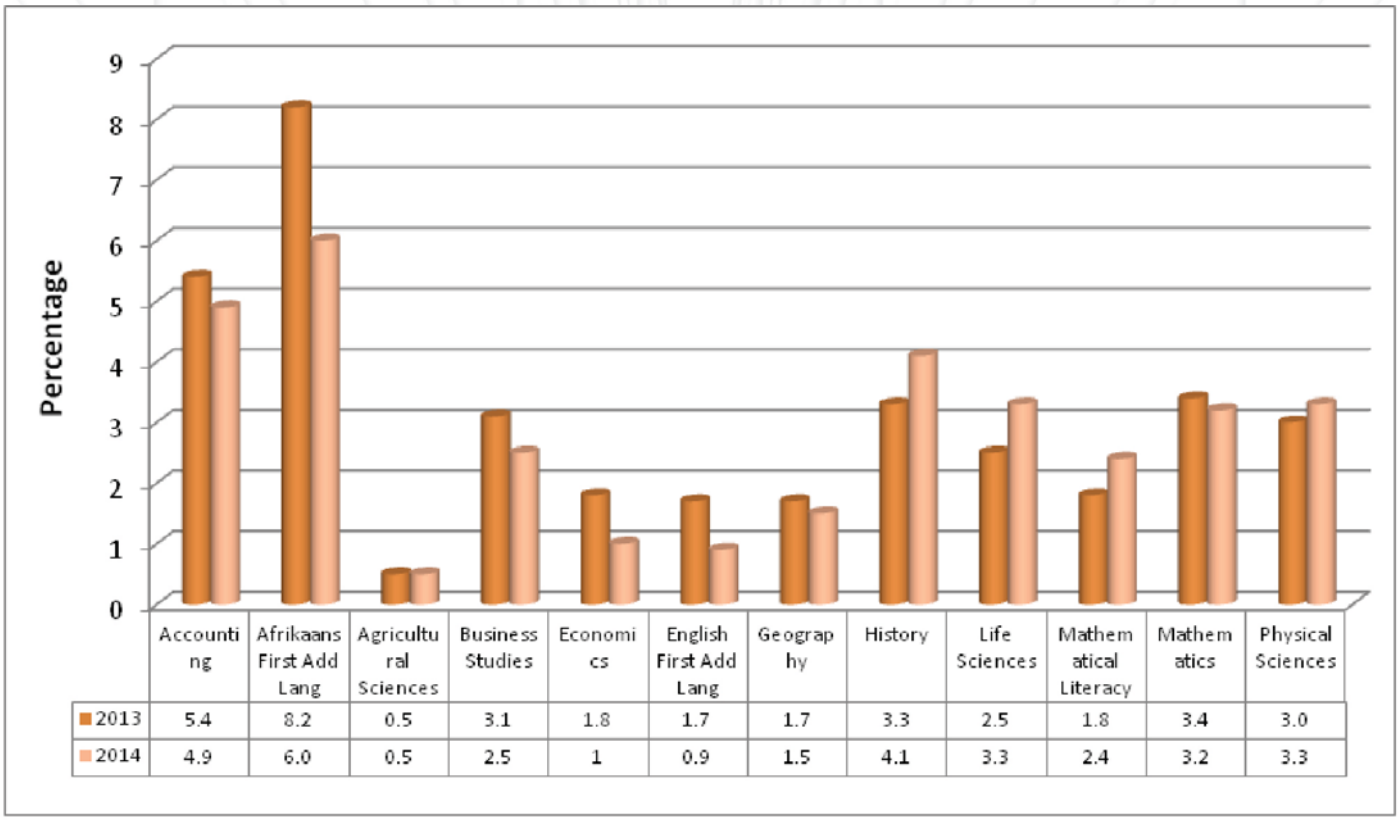
The Mathematical Literacy candidates who passed at 30% and above has decreased from 87.1% in 2013 to 84.1% in 2014.

8.9 National subject performance based on distinctions

Table 31: Number and percentage of distinctions (80% -100%) in Key Subjects, 2013 and 2014

	2013			2014		
Subject	Wrote	Achieved with distinction	% with Distinction	Wrote	Achieved with distinction	% with Distinction
Accounting	145 427	7 789	5.4	125 987	6 235	4.9
Afrikaans First Add Language	87 930	7 215	8.2	82 649	4 992	6.0
Agricultural Sciences	83 437	442	0.5	78 063	401	0.5
Business Studies	218 914	6 791	3.1	207 659	5 276	2.5
Economics	150 114	2 682	1.8	137 478	1 318	1.0
English First Add Language	454 666	7 847	1.7	432 933	3 899	0.9
Geography	239 657	4 135	1.7	236 051	3 454	1.5
History	109 046	3 559	3.3	115 686	4 774	4.1
Life Sciences	301 718	7 590	2.5	284 298	9 516	3.3
Mathematical Literacy	324 097	5 972	1.8	312 054	7 387	2.4
Mathematics	241 509	8 217	3.4	225 458	7 216	3.2
Physical Sciences	184 383	5 616	3.0	167 997	5 513	3.3

Figure 11: Distinction percentages in the 12 Key Subjects, 2013 and 2014



	Accounting	Afrikaans First Add Lang	Agricultural Sciences	Business Studies	Economics	English First Add Lang	Geography	History	Life Sciences	Mathematical Literacy	Mathematics	Physical Sciences
2013	5.4	8.2	0.5	3.1	1.8	1.7	1.7	3.3	2.5	1.8	3.4	3.0
2014	4.9	6.0	0.5	2.5	1	0.9	1.5	4.1	3.3	2.4	3.2	3.3

8.10 Performance of Candidates in special needs education

Table 32: Special Needs Education (SNE) candidates (incl. concession candidates) – Full-time, 2014

Province	Total Wrote	Achieved Bachelors	Achieved Diploma	Achieved H/Cert	Achieved NSC	Achieved Endorsed NSC	Did Not Achieve
Eastern Cape	146	22	57	14	0	1	53
Free State	58	6	28	11	5	46	7
Gauteng	730	203	375	52	37	69	63
KwaZulu-Natal	103	20	64	6	0	4	13
Limpopo	51	3	8	10	6	6	2
Mpumalanga	7	4	3	0	0	0	0
North West	23	4	14	3	0	0	2
Northern Cape	19	6	9	0	2	1	2
Western Cape	183	40	79	8	24	27	13
National	1 320	308	637	104	74	154	155

541 (31.5%) of candidates with special needs achieved passes qualifying them for admission to Bachelor studies and a further **724 (42.1%)** obtained passes qualifying them for admission to Diploma studies.

8.11 District performance

Table 33: District performance in the National Senior Certificate, 2011 to 2014

EASTERN CAPE	2011			2012			2013			2014		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	65 359	37 997	58.1	63 989	39 443	61.6	72 138	46 840	64.9	66 935	43 777	65.4
Butterworth	3 813	1 746	45.8	3 925	2 115	53.9	4 407	2 596	58.9	3 619	2 068	57.1
Cofimvaba	1 379	955	69.3	1 560	1 131	72.5	1 839	1 300	70.7	1 648	1 100	66.7
Cradock	814	601	73.8	896	648	72.3	853	627	73.5	690	568	82.3
Dutywa	3 186	1 617	50.8	3 188	1 625	51.0	3 540	2 152	60.8	3 418	1 978	57.9
East London	6 284	4 006	63.7	5 811	3 995	68.7	6 138	4 488	73.1	5 922	4 434	74.9
Fort Beaufort	1 927	804	41.7	1 857	830	44.7	1 911	1 082	56.6	1 674	952	56.9
Graaff-Reinet	810	571	70.5	724	517	71.4	824	557	67.6	861	545	63.3
Grahamstown	904	626	69.2	861	583	67.7	1 060	662	62.5	935	672	71.9
King Williams Town	4 984	2 864	57.5	4 977	2 830	56.9	5 232	3 414	65.3	5 013	3 204	63.9
Lady Frere	1 131	760	67.2	1 323	833	63.0	1 417	942	66.5	1 353	864	63.9
Libode	5 772	2 299	39.8	3 653	2 169	59.4	5 580	3 356	60.1	4 717	2 944	62.4
Lusikisiki	2 978	1 739	58.4	3 592	2 133	59.4	3 792	2 240	59.1	2 522	1 541	61.1
Maluti	1 331	955	71.8	1 707	1 227	71.9	1 799	1 267	70.4	1 914	1 181	61.7
Mbizana	2 929	1 609	54.9	2 931	1 689	57.6	3 210	1 885	58.7	3 068	1 845	60.1
MT Fletcher	1 183	810	68.5	1 351	911	67.4	1 654	1 081	65.4	1 638	1 063	64.9
MT Frere	2 371	1 118	47.2	2 350	1 166	49.6	2 329	1 370	58.8	3 483	1 920	55.1
Mthatha	5 464	3 464	63.4	5 690	3 739	65.7	6 718	4 518	67.3	5 497	3 716	67.6
Ngcobo	1 312	918	70.0	1 503	910	60.5	1 729	1 174	67.9	1 809	1 192	65.9
Port Elizabeth	7 012	4 755	67.8	6 877	4 890	71.1	7 575	5 609	74.0	7 613	5 655	74.3
Queenstown	2 780	1 588	57.1	2 559	1 587	62.0	2 732	1 800	65.9	3 028	1 757	58.0
Qumbu	1 748	1 039	59.4	2 107	1 035	49.1	2 547	1 339	52.6	1 329	997	75.0
Sterkspruit	2 140	1 050	49.1	1 996	1 120	56.1	2 133	1 219	57.1	2 225	1 346	60.5
Uitenhage	3 107	2 103	67.7	2 551	1 760	69.0	3 119	2 162	69.3	2 959	2 235	75.5

FREE STATE	2011			2012			2013			2014		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	25 932	19 618	75.7	24 265	19 676	81.1	27 105	23 689	87.4	26 440	21 899	82.8
Fezile Dabi	4 184	3 087	73.8	3 864	3 112	80.5	4 679	4 025	86.0	4 316	3 611	83.7
Lejweleputswa	5 051	4 040	80.0	4 936	4 079	82.6	5 594	4 842	86.6	5 554	4 489	80.8
Motheo	8 297	6 199	74.7	7 871	6 309	80.2	8 519	7 488	87.9	8 913	7 196	80.7
Thabo Mofutsanyana	7 359	5 464	74.2	6 779	5 509	81.3	7 282	6 438	88.4	6 563	5 747	87.6
Xhariep	1 041	828	79.5	815	667	81.8	1 031	896	86.9	1 094	856	78.2

GAUTENG	2011			2012			2013			2014		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	85 367	69 216	81.1	89 627	75 214	83.9	97 897	85 122	87.0	99 478	84 247	84.7
Ekurhuleni North District	7 923	6 837	86.3	8 163	7 165	87.8	9 116	8 039	88.2	8 767	7 780	88.7
Ekurhuleni South District	8 886	7 217	81.2	9 247	7 563	81.8	10 308	8 711	84.5	11 134	8 878	79.7
Gauteng East District	5 491	4 392	80.0	6 167	4 979	80.7	6 507	5 696	87.5	6 898	5 599	81.2
Gauteng North District	1 287	1 137	88.3	1 564	1 398	89.4	1 728	1 529	88.5	1 836	1 591	86.7
Gauteng West District	6 013	5 074	84.4	6 207	5 242	84.5	6 333	5 703	90.1	5 904	5 471	92.7
Johannesburg Central	7 064	4 790	67.8	6 776	5 417	79.9	7 702	6 537	84.9	8 344	6 775	81.2
Johannesburg East District	6 159	5 246	85.2	6 418	5 426	84.5	6 969	6 137	88.1	7 689	6 452	83.9
Johannesburg North District	5 818	4 565	78.5	5 881	4 989	84.8	6 355	5 518	86.8	6 644	5 686	85.6
Johannesburg South District	5 163	4 055	78.5	5 870	4 575	77.9	6 272	5 296	84.4	6 099	5 376	88.1
Johannesburg West District	4 171	3 314	79.5	4 200	3 578	85.2	4 556	4 082	89.6	4 804	4 145	86.3
Sedibeng East District	2 397	2 011	83.9	2 468	2 118	85.8	2 576	2 337	90.7	2 427	2 213	91.2
Sedibeng West District	4 723	3 398	71.9	4 875	3 861	79.2	5 354	4 440	82.9	5 897	4 619	78.3
Tshwane North District	5 117	4 352	85.0	5 413	4 765	88.0	6 466	5 684	87.9	6 210	5 214	84.0
Tshwane South District	9 550	8 138	85.2	9 992	8 695	87.0	10 353	9 163	88.5	10 296	8 959	87.0
Tshwane West District	5 605	4 690	83.7	6 386	5 443	85.2	7 302	6 250	85.6	6 529	5 489	84.1

KWAZULU-NATAL	2011			2012			2013			2014		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	122 126	**83 204**	**68.1**	**127 253**	**93 003**	**73.1**	**145 278**	**112 403**	**77.4**	**139 367**	**97 144**	**69.7**
Amajuba	5 687	4 156	73.1	6 364	4 942	77.7	6 908	5 482	79.4	7 463	4 891	65.5
ILembe	7 030	4 616	65.7	7 165	5 038	70.3	8 358	6 054	72.4	7 963	4 714	59.2
Pinetown	14 314	9 807	68.5	15 556	12 046	77.4	19 248	15 694	81.5	18 592	14 099	75.8
Sisonke	5 339	3 523	66.0	5 500	3 789	68.9	5 889	4 162	70.7	6 382	4 126	64.7
UGu	9 128	6 241	68.4	9 370	6 745	72.0	10 171	7 648	75.2	9 542	6 921	72.5
UMgungundlovu	10 700	7 733	72.3	11 643	8 693	74.7	12 866	10 245	79.6	12 249	9 271	75.7
UMkhanyakude	10 400	5 748	55.3	10 407	6 781	65.2	10 461	7 757	74.2	10 308	7 413	71.9
Umlazi	16 392	12 620	77.0	18 554	14 832	79.9	23 099	19 340	83.7	21 056	16 272	77.3
UMzinyathi	6 522	4 627	70.9	7 460	5 281	70.8	8 471	6 083	71.8	7 545	4 163	55.2
UThukela	8 756	5 991	68.4	8 440	6 175	73.2	9 284	7 315	78.8	8 853	6 493	73.3
UThungulu	14 230	9 070	63.7	14 022	9 416	67.2	16 137	11 733	72.7	15 034	9 626	64.0
Zululand	13 628	9 072	66.6	12 772	9 265	72.5	14 386	10 890	75.7	14 380	9 155	63.7

LIMPOPO	2011			2012			2013			2014		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	73 731	**47 091**	**63.9**	**77 360**	**51 745**	**66.9**	**82 483**	**59 184**	**71.8**	**72 990**	**53 179**	**72.9**
Capricorn	19 755	13 188	66.8	21 378	14 104	66.0	22 232	15 592	70.1	19 449	13 916	71.6
Greater Sekhukhune	12 610	7 667	60.8	13 835	8 714	63.0	15 469	10 173	65.8	14 690	9 389	63.9
Mopani	16 846	10 121	60.1	16 762	10 587	63.2	17 256	11 949	69.2	13 963	10 369	74.3
Vhembe	17 156	12 055	70.3	18 453	14 176	76.8	20 396	16 436	80.6	18 403	14 932	81.1
Waterberg	7 364	4 060	55.1	6 932	4 164	60.1	7 130	5 034	70.6	6 485	4 573	70.5

MPUMALANGA	2011			2012			2013			2014		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	48 135	**31 187**	**64.8**	**47 889**	**33 504**	**70.0**	**50 053**	**38 836**	**77.6**	**45 081**	**35 615**	**79.0**
Bohlabela District	10 930	5 594	51.2	11 230	7 022	62.5	11 057	7 966	72.0	9 753	7 491	76.8
Ehlanzeni District	14 923	10 727	71.9	14 580	10 782	74.0	14 586	12 079	82.8	13 792	11 324	82.1
Gert Sibande District	10 703	7 005	65.4	10 451	7 208	69.0	10 992	8 396	76.4	10 376	8 005	77.1
Nkangala District	11 579	7 861	67.9	11 628	8 492	73.0	13 418	10 395	77.5	11 160	8 795	78.8

NORTH WEST	2011			2012			2013			2014		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	25 364	**19 737**	**77.8**	**27 174**	**21 609**	**79.5**	**29 140**	**25 414**	**87.2**	**26 066**	**22 061**	**84.6**
Bojanala Platinum District	10 410	7 996	76.8	10 941	8 723	79.7	11 873	10 366	87.3	9 979	8 598	86.2
Dr. K. Kaunda District	5 327	4 274	80.2	5 383	4 448	82.6	5 626	4 883	86.8	5 309	4 450	83.8
Dr. R.S Mompati District	4 093	3 003	73.4	4 539	3 256	71.7	4 891	4 058	83.0	4 622	3 658	79.1
Ngaka M. Molema District	5 534	4 464	80.7	6 311	5 182	82.1	6 750	6 107	90.5	6 156	5 355	87.0

NORTHERN CAPE	2011			2012			2013			2014		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	10 116	**6 957**	**68.8**	**8 925**	**6 661**	**74.6**	**10 403**	**7 749**	**74.5**	**8 794**	**6 715**	**76.4**
Frances Baard	3 588	2 551	71.1	3 363	2 557	76.0	4 114	3 007	73.1	3 461	2 632	76.0
John Taolo Gaetsewe	2 312	1 182	51.1	1 774	1 126	63.5	2 172	1 545	71.1	1 421	1 034	72.8
Namaqua	975	864	88.6	832	719	86.4	919	822	89.4	921	755	82.0
Pixley Ka Seme	1 352	926	68.5	1 234	879	71.2	1 342	962	71.7	1 178	881	74.8
ZF Mgcawu	1 889	1 434	75.9	1 722	1 380	80.1	1 856	1 413	76.1	1 813	1 413	77.9

WESTERN CAPE	2011			2012			2013			2014		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	39 960	**33 110**	**82.9**	**44 663**	**36 967**	**82.8**	**47 615**	**40 542**	**85.1**	**47 709**	**39 237**	**82.2**
Cape Winelands	5 697	4 843	85.0	6 392	5 381	84.2	6 823	5 918	86.7	6 932	5 773	83.3
Eden and Central Karoo	4 115	3 489	84.8	4 758	4 139	87.0	5 231	4 580	87.6	5 452	4 373	80.2
Metropole Central	6 934	5 743	82.8	7 554	6 323	83.7	7 963	6 829	85.8	8 049	6 619	82.2
Metropole East	6 524	4 939	75.7	7 041	5 429	77.1	7 670	6 180	80.6	7 129	5 809	81.5
Metropole North	7 541	6 392	84.8	8 142	6 963	85.5	8 741	7 500	85.8	9 227	7 498	81.3
Metropole South	5 929	4 907	82.8	7 271	5 698	78.4	7 539	6 285	83.4	7 319	5 986	81.8
Overberg	1 322	1 155	87.4	1 453	1 247	85.8	1 549	1 394	90.0	1 505	1 326	88.1
Westcoast	1 898	1 642	86.5	2 052	1 787	87.1	2 099	1 856	88.4	2 096	1 853	88.4

Summary of District Performance 2013 and 2014

Province	2013						2014				
	Total number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above
Eastern Cape	23	0	7	11	5	0	0	5	12	5	1
Free State	5	0	0	0	0	5	0	0	0	1	4
Gauteng	15	0	0	0	0	15	0	0	0	2	13
KwaZulu-Natal	12	0	0	0	10	2	0	2	4	6	0
Limpopo	5	0	0	2	2	1	0	0	1	3	1
Mpumalanga	4	0	0	0	3	1	0	0	0	3	1
North West	4	0	0	0	0	4	0	0	0	1	3
Northern Cape	5	0	0	0	4	1	0	0	0	4	1
Western Cape	8	0	0	0	0	8	0	0	0	0	8
Total	81	0	7	13	24	37	0	7	17	25	32

All **(81)** education districts performed **above 50%** in 2014. Furthermore, **74** Districts performed at **60%** and above, **57** districts **(70%)** performed at **70%** and above. Only **7** districts (**5** of which are in the Eastern Cape and two **(2)** from KwaZulu-Natal) performed between **50%** and **60%**.

Names of Districts performing between 50% and 59.9%, 2014

Province	2014		
	Wrote	Achieved	% Achieved
Eastern Cape			
Butterworth	3 619	2 068	57.1
Dutywa	3 418	1 978	57.9
Fort Beaufort	1 674	952	56.9
Mt Frere	3 483	1 920	55.1
Queenstown	3 028	1 757	58.0
KwaZulu-Natal			
ILembe	7 963	4 714	59.2
UMzinyathi	7 545	4 163	55.2

Eastern Cape and KwaZulu-Natal have seven **(7)** districts combined performing between **50%** and **59.9%**. However, overall there is no district that performed below **50%** in 2014.

8.12 Performance of part-time candidates

Table 34: Numbers wrote NSC Part-time, 2012 and 2014

	2012		2013		2014	
Province Name	**Total Entered**	**Total Wrote**	**Total Entered**	**Total Wrote**	**Total Entered**	**Total Wrote**
Eastern Cape	18 719	8 898	20 634	13 838	21 503	11 909
Free State	3 234	2 042	3 285	2 262	3 101	2 023
Gauteng	36 854	29 105	41 423	31 672	42 538	32 491
KwaZulu-Natal	24 844	16 534	25 147	16 853	26 666	18 181
Limpopo	14 623	10 902	16 993	12 339	19 673	14 373
Mpumalanga	7 308	4 408	7 442	4 979	8 008	5 142
North West	3 437	2 629	3 609	2 830	3 794	2 802
Northern Cape	2 137	1 110	1 783	1 032	2 583	1 335
Western Cape	9 328	5 924	10 928	6 806	11 842	6 628
National	**120 484**	**81 552**	**131 244**	**92 611**	**139 708**	**94 884**

Figure 12: Numbers wrote NSC Part-time, 2012 to 2014

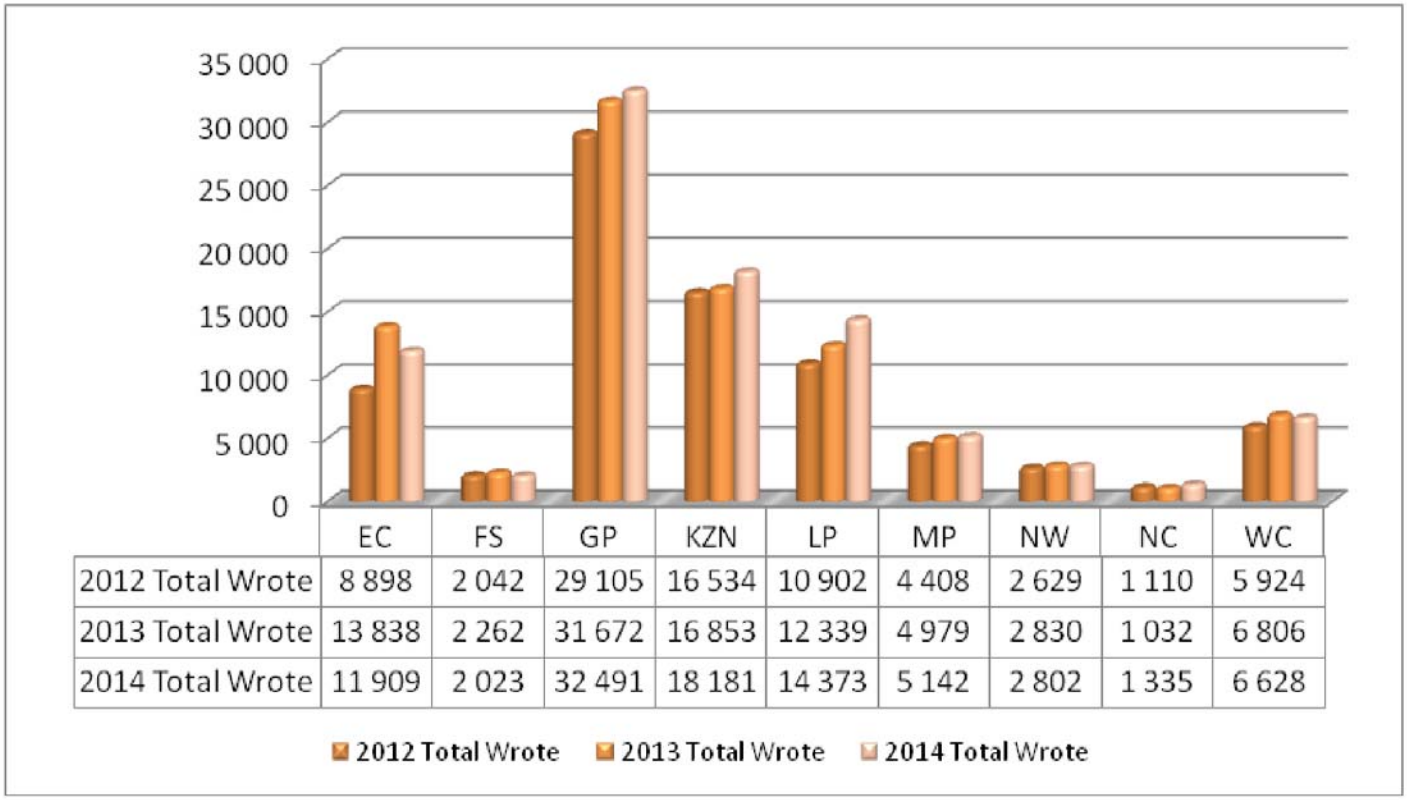


Table 35: Part-time candidates' performance at 30% and above in selected subjects, 2010 to 2014

Subjects (Part-time)	2010			2011			2012			2013			2014		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	9 179	3 310	36.1	13 405	4 213	31.4	7 664	2 147	28.0	14 030	3 336	23.8	15 274	4 410	28.9
Agricultural Sciences	3 977	1 238	31.1	5 696	1 756	30.8	3 135	1 030	32.9	6 582	2 140	32.5	6 340	2 893	45.6
Business Studies	8 579	3 414	39.8	13 853	6 341	45.8	8 162	3 170	38.8	16 024	6 902	43.1	16 905	6 687	39.6
Economics	7 018	3 590	51.2	9 936	3 040	30.6	6 857	2 400	35.0	13 530	3 818	28.2	14 894	4 217	28.3
Geography	7 369	2 872	39.0	12 514	4 068	32.5	7 680	2 593	33.8	17 474	6 617	37.9	18 272	8 005	43.8
History	2 168	872	40.2	3 293	1 094	33.2	2 309	1 085	47.0	3 984	1 729	43.4	4 312	1 609	37.3
Life Orientation	980	946	96.5	535	501	93.6	790	757	95.8	2 000	1 877	93.9	1 416	1 343	94.8
Life Sciences	17 891	9 267	51.8	24 083	12 352	51.3	13 918	5 165	37.1	32 820	12 409	37.8	34 688	15 651	45.1
Mathematical Literacy	8 720	5 004	57.4	12 137	6 285	51.8	8 273	4 219	51.0	18 204	9 919	54.5	19 265	10 382	53.9
Mathematics	31 132	9 174	29.5	46 067	11 234	24.4	24 405	6 334	26.0	47 067	15 766	33.5	45 114	12 421	27.5
Physical Sciences	27 388	9 662	35.3	38 226	11 827	30.9	19 776	5 341	27.0	38 537	13 356	34.7	36 862	11 703	31.7

The performance of Part-time candidates has improved for the following subjects Mathematics, Physical Science, Business Studies and Geography.

9. Conclusion

There are significant lessons that can be extracted from the outcome of the 2014 National Senior Certificate results. The drop in the overall pass rate is noted and as indicated this is attributed in the main to the changes in the policy that was implemented in 2014. However, decline in subject performance, will be investigated more thoroughly so as not to exclude other factors that may have contributed to these drops, besides the policy changes that have been alluded to.

In summarising the gains emanating from the 2014 NSC results, it can be concluded that the basic education system is making steady progress but there is still a long road to be travelled. The more tangible gains can be summarised as follows:

(a) 403 874 learners attained a National Senior Certificate pass in 2014, representing a pass rate of 75.8%, which is 2.4% lower than 2013 but it is higher than the pass rate of any of the previous years, since the installation of the democratic dispensation in 1994.

(b) Despite the drop in the national pass rate from 2013 and the drop in the pass rate of five of the nine provinces, the pass rate has increased in four of the provinces i.e. Eastern Cape, Limpopo. Mpumalanga and Northern Cape. This confirms that the improvement interventions in the poor performing provinces are beginning to take root.

(c) Even though the number of learners qualifying for Bachelor passes has decreased from 2013, the number has increased from 126 371 in 2010 to 150 752 in 2014 (an increase of 24 381).

(d) The total number of learners that qualify for admission to higher education studies i.e. admission to Bachelor Studies and admission to Diploma Studies is 317 441 which is 59.5% of the learners that wrote.

(e) The number of learners qualifying for admission to bachelor studies has increased by 43 478 since 2008 when the first NSC was implemented (an increase of 40.5%).

(f) 82 705 of the girl learners qualify for admission to Bachelor Studies and 68 047 boy learners qualified for admission to Bachelor Studies.

(g) 215 617 girl learners (74.4%) passed the NSC examination and 188 257 boy learners (77.5%) passed the NSC examination.

(h) 3003 (44.8%) of the 6735 centres attained a pass percentage of 80% and above.

(i) 1474 of the total number of schools in low poverty quintiles (quintiles 1, 2 and 3) scored 80% and above. The total number of secondary schools in quintiles 1,2 and 3 is 4379. This represents 34% of the low poverty quintiles.

(j) 56 731 learners from quintiles 1, 2 and 3 obtained admission to Bachelor studies.

(k) There has been a consistent improvement in the pass rate of the following subjects: Accounting,

Agricultural Sciences, Geography and Life Sciences, since 2011. There has been a drop in the performance of the other subjects which can be attributed to changes emanating from CAPS.

(l) In the case of Physical Sciences and Mathematics there has been a gradual increase in the performance since 2010, however, there is concern about the drop in the performance from 2013

(m) There has been a slight increase in the distinction passes in the following subjects: Economics, History, Life Sciences, Mathematical Literacy, and Physical Sciences.

(n) Districts are once again showing good performance, with all 81 districts scoring above 50%

The public examination system is evolving on an ongoing basis to keep abreast with the changes in assessment and also to ensure the highest levels of examination credibility. The improvements to the marking processes have contributed to improved confidence in the marker reliability but there is still much to be done to ensure quality marking across the 118 marking centres. School Based Assessment still remains an area of focus for the next few years and the provision of exemplars of high quality assessment tasks and exemplars of learner evidence will be prioritised.

The reports that have been generated from this process will provide the appropriate feedback to the national, province, district and school levels. The National Diagnostic Report will provide important input to teaching and learning in the classroom and the 2015 NSC examination will confirm the extent of the progress made during the course of this academic year.

Let us together ensure that the national mandate for the improved quality of education in South Africa is a reality in the next few years.

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222 Struben Street

Private Bag X895, Pretoria, 0001

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