

# NATIONAL SENIOR CERTIFICATE EXAMINATION

## TECHNICAL REPORT

2012

5 years:  
NSC



**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
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
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
IECS	Integrated Examination Computer System
IEB	Independent Examination Board
IPEAC	Inter-Provincial Examination and Assessment Committee
IT	Information Technology
IQMS	Integrated Quality Management System
LO	Life Orientation
LTSM	Learning and Teaching Support Material
MEC	Member of Executive Council
NCS	National Curriculum Statement
NEIC	National Examination Irregularities Committee
NEAC	National Examination and Assessment Committee
NCS	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
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



It is indeed a delightful moment for me to release this Technical Report on the results of the 2012 National Senior Certificate examination. The National Senior Certificate is in its fifth year of implementation and I can attest to the stability and general improvement in the educational quality over the last five years. A higher level of teacher confidence coupled with a larger range of resource material and support programmes has contributed to the improved level of learner performance.

The achievement of a pass rate of 73.9% is indeed a significant achievement and the Class of 2012 needs to be commended for this achievement. The improvements in the provincial pass rates confirms that *Action Plan to 2014, Towards Schooling 2025*, is beginning to take root and as a Department we are firmly on an upward swing. Twenty nine thousand (29 000) more learners attained a National Senior Certificate in 2012 and now have access to the world of work or higher education institutions. The percentage of Grade 12 learners who qualified for Bachelor's studies increased from 20.1% in 2008 to 26.6% in 2012. There was an improvement in eight subjects at the 30% pass requirement and in six subjects at the 40% achievement requirement.

The improvement on the results of the 2012 NSC examinations is a culmination of a number of sustained systemic interventions aimed at strengthening and improving performance at all levels of the system. The intervention strategies of 2012 were in the main, driven by the strategic priorities of the DBE which encompass the Curriculum and Assessment Policy Statement (CAPS), Annual National Assessment (ANA), Workbooks and Infrastructure in one consolidated approach. The National Strategy for Learner Attainment (NSLA) embraced these four key strategic priorities in the design and implementation of the 2012 intervention strategies.

Informed by the 2011 NSC examination results, the findings in the 2011 NSC marking process and the 2011 National Diagnostic Report on Learner performance in the NSC examinations, PEDs developed support plans targeting the underperforming schools as well as identified areas of weaknesses in teaching, learning and assessment. Teacher support, the development of resources, content coverage, supplementary tuition, and assessment interventions are just a few of the strategies that were employed across all PEDs.

For 2013 and beyond, as a Department we will focus on those areas that we are still grappling with in terms of subject improvement and much of our efforts will be vested in enhancing our teacher development programme, together with learning support material. I am encouraged by the strong collaboration between the national and provincial education departments. This will augur well for the galvanising of our efforts to quality education for all.

I want to take this opportunity to thank parents, teachers and principals as well as members of communities for their support in improving the quality of education at all our schools. In spite of our improvements, we have not reached our goal of ensuring that all learners have a fair chance to succeed and to take up their rightful place in society.

My heartfelt congratulations to the Class of 2012 on their achievements in the National Senior Certificate examination! We will continue to work tirelessly and persistently to ensure that all learners, irrespective of their socio-economic background, attain high quality results. To those of you that have not done so well, do not lose heart – there are various options that are still available to you.

A handwritten signature in black ink, appearing to read 'Am Motshekga'. The signature is fluid and cursive.

**MRS AM MOTSHEKGA, MP**

**MINISTER OF BASIC EDUCATION**

**2 JANUARY 2013**

## 1. Introduction

A society's most valuable resource is its people, and education and training is the process by which society invests in the development of its people. This is because successful modern economies and societies require citizens with a strong foundation of general education, and the desire and ability to continue to learn. The National Senior Certificate examination is the culmination of twelve years of teaching and learning. Therefore, this examination is an important indicator of the extent to which the basic education system, is inculcating and developing the skills, knowledge and values in the young people of this country to take up their place in modern economies and societies.

The National Curriculum Statement: Grades R – 12, encapsulates the knowledge, skills and values that must be attained by all learners in the education system over the twelve years of schooling and through the ongoing assessment at the school level and the external examinations, the acquisition of these knowledge, skills and values, are evaluated.

2012 was the fifth year in which the National Senior Certificate (NSC) examination was administered across the country. This is a reasonable period to reflect on the achievements over the last five years, and also highlight the challenges that confront the system in attaining its world class status. It is encouraging to note that the Public Examinations have attained a high level of stability and in many respects have entrenched their practices across all provinces.

This report is one of four reports released by the Minister of Basic Education that seeks to capture the performance of the five hundred and eleven thousand, one hundred and fifty two (511 152) candidates that wrote the National Senior Certificate examination after twelve years of schooling. This report will focus on performance at the national, provincial and District level and will review the performance of the schooling system in terms of poverty indicators referred to as quintile scores. In the other two reports, the performance of the individual schools will be reflected in terms of the overall school performance and in terms of the performance in specific subjects. In the last report, the learner performance in selected subjects is analysed from a diagnostic perspective, with a view to highlighting areas of weakness and proposing remedial measures in the teaching of these subjects.

## 2. The National Senior Certificate Examination and Action Plan to 2014

The Annual National Assessment (ANA) and the National Senior Certificate examination are at the heart of the Education Sector Plan, *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The key thrust and long-term focus of the Sector Plan, hereafter referred to as the *Action Plan*, is to improve the quality of basic education. The Action Plan outlines clear and measurable outcomes that the Sector has identified within the priorities of Government. In particular, the improvement of the quality of basic education has been identified as the top priority of Government on which the Department of Basic Education (DBE) has to deliver. Within this context, ANA and the NSC examinations are critical measures for monitoring progress in achieving set targets in terms of learner achievement.

Over the last few years, the NSC examination was the only reliable source of data on the performance of the system at the terminal point in the schooling system. Therefore, the *Action Plan* has introduced ANA as a testing programme that requires all schools in the country to conduct the same grade-specific Language and Mathematics tests for Grades 1 to 6 and Grade 9. The choice of subjects to prioritise for monitoring has been informed by the worldwide recognition of Literacy and Numeracy as the key foundational skills that predispose learners to effective learning in all fields of knowledge.

In terms of the *Action Plan*, the following three key targets are directly measured through the performance in 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 Grade 12 learners who pass Physical Science.



Whilst assessment and examinations by themselves cannot improve learning, they provides important evidence to inform planning and development of appropriate interventions for improvement at all levels, from national, through provinces and Districts, to individual schools.

### 3. The Importance of the National Senior Certificate (NSC) in the South African education system

The National Senior Certificate is the qualification that is attained after having satisfied the requirements contained in the National Curriculum Statement. The NSC is a three year qualification covering Grades 10, 11 and 12. The NSC is the apex of the twelve years of schooling, and the teaching and learning of the preceding twelve years is embodied in this qualification. Therefore, in understanding the importance of the NSC in the South African education system, it is imperative to first sketch the South African context.

#### 3.1 The South African Context

South Africa is in its eighteenth year of the democratic dispensation and shrugging off the remnants of an apartheid education system fragmented along racial and ethnic lines, and driven by unequal access to education and training, is indeed proving to be a long drawn out process – longer than expected.

The South African Education system has undergone major policy changes following the first democratic elections. These policy changes can be categorised into three broad phases in the policy cycle, namely: policy formulation, followed by a concentrated effort at implementation, and the third and current phase of policy being re-formulated or revised to address problems identified during implementation. Despite these important policy changes and significant national investments in education, educational outcomes are still unequal across schools. Also, inspite of the impressive progress in education legislation, policy development, curriculum reform and implementation of new ways in delivering education, the challenges remain in student outcomes and the relevance labour market.

The South African education system is a complex one. Although the legislative framework is comparable to the best in developed countries, the translation of these policies into effective practice remains a major challenge given the contextual challenges.

#### 3.2 The South African Education System and the central role played by the National Senior Certificate

The Department of Basic Education has been engaged in a curriculum transformation process, which began in 2002 in the General and Further Education and Training band, and in 2006, in the Further Education and Training band (FET). The new qualification that was issued at the end of Grade 12 in 2008 replaced the Senior Certificate and is referred to as the National Senior Certificate (NSC). The new curriculum seeks to address the holistic development of the learner, and ensures that learners are better prepared for higher education, the world of work and better citizenry. The assessment regime comprises of external examinations and School Based Assessment (SBA). The external examinations constitute 75% of the final assessment, and SBA or CASS (continuous assessment) or internal assessment will constitute the remaining 25%. This is in keeping with the arrangement of the Senior Certificate, except that the internal assessment requirement applies to full-time, part-time and private candidates. The other addition is Life Orientation (LO), where the internal assessment component will be 100% (DoE, 2005). The difference with regard to the NSC will also lie in the structure and form of the internal assessment.

The primary purpose of the National Senior Certificate is to:

- (a) equip learners with knowledge, skills, values and attitudes that will enable learners to participate meaningfully in society;
- (b) provide access to higher education;
- (c) facilitate the transition of learners from education institutions to the workplace; and
- (d) provide employers with a sufficient profile of a learner's competencies.

The National Senior Certificate qualification, examined for the first time in 2008, is underpinned by the National Curriculum Statement Grades R-12. It is based on the following principles:

- (a) Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- (b) Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- (c) High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, as achievable standards in all subjects;
- (d) Progression: content and context of each grade shows progression from simple to complex;
- (e) Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- (f) Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- (g) Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

### 3.3 The South African Examination System

The South African examination system has, since 1994, developed from a disparate examination system administered by the nineteen different education departments to a national examination conducted under the banner of the National Department of Education (DoE), in collaboration with the nine provincial examining authorities. Question papers were set by the nine provincial education departments and quality assured by Umalusi and the previous South African Certification Council (SAFCERT). The administration of the examination, the marking and the subsequent resulting was the responsibility of the Provincial Education Departments (PEDs). The DoE was responsible for policy development relating to examinations and assessment and for the monitoring of policy implementation.

In 2000, the Department of Education took on the responsibility of setting national question papers in five of the key subjects which was later increased to six. This initiative was introduced to set a common national standard in these subjects. In 2008, with the introduction of the National Senior Certificate (NSC), all question papers were set by the DBE and externally moderated by Umalusi. This ensured that a common standard was implemented across all subjects. PEDs continued with the management of the examination administration and the marking process, while the DBE managed the centralized resulting of all candidates on the Integrated Examination Computer System (IECS).

The current examination system is integrated to a large extent and national policy is implemented across all PEDs. However, there are aspects of the examination system that are differently implemented across PEDs and this is the area that warrants greater attention in 2013 and thereafter, so that a fully national system can be actualised.

Within the South African examination system there are three critical role-players and these are the Department of Basic Education, the Provincial Education Departments and the Quality Assurance Council, Umalusi.

#### (a) Provincial Education Departments

Provincial Education Departments are responsible for the administration of the examination process and this includes printing and distribution of question papers to examination centres. PEDs also take responsibility for the marking process and capturing of the marks on the Integrated Examination Computer System (IECS).

**(b) The Department of Basic Education**

The Department of Basic Education (DBE) is responsible for the drafting of all policy relating to education, and this policy must then be approved by the Minister of Education. In addition to policy development, the DBE must ensure policy implementation and policy compliance. This alludes to a support, monitoring and evaluation function.

**(c) Umalusi, the Council for Quality Assurance in General and Further Education and Training**

The Council for Quality Assurance in General and Further Education Training has been established under the General and Further Education and Training Quality Assurance Act (Act No 58 of 2001), to “ensure that continuous enhancement of quality is achieved in the delivery and outcomes of the General and Further Education and Training sectors of the national education and training system”.

The Council’s domain of responsibility lies in ensuring that the education being provided to the nation in these sectors is purposeful and, more importantly, of quality.

The Council’s quality assurance functions focus on:

- (i) The quality assurance of learner achievements;
- (ii) The quality assurance of qualifications and learning programmes;
- (iii) Accreditation of institutions; and
- (iv) Certification.

Umalusi as the quality assurance body has the responsibility of ensuring consistency of standards from year to year within each assessment body, and consistency of standards across assessment authorities. In view of this, assessment authorities must comply with the quality assurance body’s requirements regarding the external moderation of question papers and scripts, as well as the different components of School Based Assessment.

**3.4 Examination Structures**

The South African examination system, given its size and magnitude, is dependent on strong co-ordination and co-operative relationships across the system. This is particularly essential in the case of the DBE and PEDs and other key examination and assessment stakeholders. The following are the key organisational structures that give effect to the effective examination administration:

**(a) National Examinations and Assessment Committee (NEAC)**

The National Examinations and Assessment Committee (NEAC) is a sub-committee of the Heads of Department Committee (HEDCOM) to advise HEDCOM on all matters relating to examinations and assessment. NEAC is representative of the various stakeholders/role players in examinations and assessment such as Provincial Heads of Examinations from both public and private examining bodies. The private organisations and examining bodies represented are the National Association of Independent Schools (NAISA) and the Independent Examination Board (IEB) respectively. The other role-players, [Higher Education South Africa (HESA), Umalusi, South African Qualifications Authority (SAQA), Independent College Group (ICG) and the Teacher Unions] have made significant contributions in establishing credibility for and integrity in the public examinations in the Republic of South Africa.

**(b) Structures established for dealing with irregularities**

There are four important structures established with respect to the different tiers of governance to manage the examination irregularities. These are the: National Examinations Irregularities Committee (NEIC), Provincial Examination Irregularities Committee (PEIC), District Assessment Irregularities Committee (DAIC) and the School Assessment Irregularities Committee (SAIC). These committees are established in terms of the *Regulations on the Conduct, Administration and Management of the National Senior Certificate*.

The National Examination Irregularities Committee (NEIC) comprises of two (2) representatives from the Department of Basic Education (DBE), one (1) official from each of the Provincial Educational Departments (PEDs), and one (1) representative each from Higher Education South Africa (HESA), South African Qualification Authority (SAQA), Umalusi and from each of the recognised Teacher Unions, who serve as observers.

The NEIC co-ordinates the irregularities identified during the conduct of Examinations, and reports to the Minister on all examination irregularities detected during the conduct of the NSC examinations in that year. Based on these irregularities, the Umalusi Council establishes whether the irregularities reported are of the nature that would have compromised the credibility and integrity of the examinations. Thereafter, Umalusi Council approves the results.

The Provincial Examinations Irregularities Committee (PEIC) is responsible for the handling of assessment irregularities at a provincial level. The PEIC may utilise the services of other officials from the PED to conduct investigations and hearings. These officials operate under the jurisdiction of the PEIC and report to the PEIC. After every examination, the PEIC is required to convene its meeting and deal with irregularities before it presents the report on all irregularities to the NEIC for final ratification.

The District Assessment Irregularities Committee (DAIC) is established by the Head of Department and takes responsibility for the handling of irregularities relating to the internal assessment conducted at the school level. This is done to ensure a consistent approach in the handling of irregularities across all schools in the District. The DAIC becomes involved in the handling of examination related irregularities, only on instruction of the PEIC or the Head of Examination in the province.

The School Assessment Irregularities Committee (SAIC) is effectively established by the school principal, subject to the approval of the Head of Department or an official delegated by the Head of Department. This committee ensures the credibility of internal assessment and examinations conducted at school, by co-ordinating the handling of irregularities and ensuring a consistent approach in the handling of irregularities.

## 4. The National Senior Certificate: 5 Year History

The National Senior Certificate (NSC) was introduced in 2008 in response to the shortcomings and deficiencies manifested by the Senior Certificate. Intense preparation which commenced in 2006 was undertaken to prepare the education system for the new curriculum leading to the new qualification.

### 4.1 Transition from Senior Certificate to National Senior Certificate

The National Senior Certificate was phased in over a three year period, commencing with Grade 8 in 2006. The new curriculum was designed to be responsive to the social, cultural and economic needs of the South African citizenry. The National Curriculum Statement is based on the critical outcomes, which drive learning and assessment practices. These outcomes are drawn directly from the Constitution of the country.

The NSC requires that all learners from Grades 10 to 12 do seven subjects. Two of these subjects must be South African Languages. In addition to the two languages, all learners must offer either Mathematics or Mathematical Literacy and all learners must offer Life Orientation. The compulsory requirement of Mathematics or Mathematical Literacy aims to ensure that all learners are prepared for life and work in an increasingly technological, numerical and information driven world. Life Orientation aims at building civic participation and understanding. In addition to these four compulsory subjects, learners must choose three subjects from a list of approved subjects.

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 admission 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.

The following criteria are set for entry into Higher Certificate, Diploma and Degree study:

Qualification	Minimum entry requirement
<b>Higher Certificate</b>	Pass NSC with: At least rating of 2 for the Language of Learning and Teaching (LOLT) of the higher education institution.
<b>Diploma</b>	Pass NSC with: <ul style="list-style-type: none"> <li>• An achievement rating of 3 (40–49%) or better in four subjects.</li> <li>• At least rating of 2 for the Language of Learning and Teaching (LOLT) of the higher education institution.</li> </ul>
<b>Bachelor Degree</b>	Pass NSC with: <ul style="list-style-type: none"> <li>• An achievement rating of 4 (50–59%) or better in four subjects from the designated list.</li> <li>• At least rating of 2 for the Language of Learning and Teaching (LOLT) of the higher education institution.</li> </ul>

The pass requirements for the National Senior Certificate are equivalent, if not higher than the old Senior Certificate (SC). The higher standards of the National Senior Certificate (NSC) can be attested to by the following:

- The National Senior Certificate (NSC) requires a candidate to offer seven subjects, while the old Senior Certificate (SC) required six subjects.
- To obtain a Senior Certificate a candidate must pass five of the six subjects, two of which must be languages and only one of these languages must be passed at 40%. To obtain a pass in the other subjects a candidate could obtain a mark as low as 25% (lower grade pass). The 25% converted pass mark earned the candidate a SC provided the learner satisfied the aggregate requirement of 720. This implies that the candidate could perform extremely well in one or two subjects and obtain 25% in the remaining subjects, provided he/she makes the 720 aggregate requirements.
- To obtain a National Senior Certificate, a learner must pass three subjects at 40% and three subjects at 30%, one of which must be the home language, passed at 40%. There is no aggregate requirement for the NSC, since the aggregate is made redundant by the specification that three subjects must be passed at 40% and three at 30%.
- To obtain admission to University study for Bachelor's, in terms of the SC, a candidate needed to pass four subjects at 40% and two at 33,3%. In the case of the National Senior Certificate, admission to Bachelor studies requires a pass in four subjects at 50% and the remaining subjects at 30%, provided the home language is passed at 40% and the language of learning and teaching (LoLT) at 30%.

Given the above, it is clear that admission to the Bachelor studies in terms of the NSC requires a pass at 50% in four subjects, which is higher than the SC, viz. 40%. Furthermore, the subjects to be passed at 50% are from a designated list determined by the University sector and not any of the NSC subjects.

- All subjects offered for the NSC are at one level which is equivalent to the previous Higher grade level. In the Senior Certificate, learners could offer a subject at higher grade or standard grade level and also obtain a converted pass on the standard grade (33,3%) or lower grade (25%).

## 4.2 Improvements made during the first 5 year cycle of the NSC

The implementation of the NSC has resulted in significant improvements to the teaching, learning and assessment and these can be summarised as follows:

- All learners that enrolled for the NSC qualification now offer some form of Mathematics, either pure Mathematics or Mathematical Literacy;
- With the inclusion of Life Orientation, as a compulsory subject, all learners now are exposed to moral, civic and physical education;

- (c) There has been a steady improvement in learner performance from 60.6% in 2009 to 70.2% in 2011;
- (d) A significant increase in the number of part time candidates, from 39 255 in 2009 to 120 484 in 2012, although school based assessment is a compulsory component of the qualification for part-time candidates;
- (e) Over the last five years, there has been the development of a sound legislative framework that regulates the administration of the examination across the nine provincial education departments, mandates the Department of Basic Education to set norms and standards and monitor the implementation of these standards;
- (f) The setting of national standards through the setting of national question papers for all subjects is done by the Department of Basic Education, which are written by all provincial education departments. This ensures that every learner in the country writes the same examination, and is therefore assessed against a common yardstick;
- (g) There is strong collaboration between the DBE and the nine Provincial Education Departments (PEDS), through the National Examination Assessment Committee (NEAC), which gives effect to the principle of co-operative governance, enshrined in the Constitution;
- (h) The establishment of a national and provincial moderation system of School Based Assessment (SBA), which includes Life Orientation, that has contributed to the improvement of the quality of the assessment, although there is still much work to be done in this area;
- (i) The establishment of the Quality Assurance Council, Umalusi, that replaced SAFCERT takes full and final responsibility for the quality assurance for the examinations and school based assessment. This allows Umalusi to issue a common National Certificate if it is satisfied that the examination and the assessment have complied with the national standard; and
- (j) The standard of question papers set has improved through the incorporation of the comments from the international benchmarking exercise, pre-test writing of question papers, a common language assessment framework for languages and extensive training of examiners.

### 4.3 Challenges experienced during the first 5 years of the NSC

Since the approval of the *National Curriculum Statement Grades 10-12* in 2005, the Department has been criticised for the apparently low promotion requirements of the National Senior Certificate qualification. The promotion requirements of a pass at 40% in three subjects and 30% in any three of the remaining four subjects were regarded as too low. Despite the Department's numerous attempts to defend it by comparing it with the promotion requirements of the previous qualification, namely the Senior Certificate, the critics are still not convinced.

There has also been concern about the larger number of candidates enrolling for Mathematical Literacy rather than Mathematics. The current ratio of Mathematics to Mathematical Literacy stands at 45: 55. However, it is the intention of the DBE to see more learners taking Mathematics. This situation is possibly accentuated by the gate keeping practice of school principals, who are desirous of better pass rates and therefore encourage learners to migrate to Mathematical Literacy.

The value of Life Orientation as an examinable subject in the school curriculum has been questioned. Given that the assessment is entirely school based, the performance of learners is exceptionally high and hence there are concerns about the reliability of this assessment. The higher education sector has, as a consequence, excluded Life Orientation from the designated list of subjects.

There is also concern about the competency of teachers to deal with certain content areas in the curriculum and the DBE is addressing this challenge through its intensive teacher development programme.

In response to the challenges relating to the standards of the NSC, the Minister is in the process of establishing a Ministerial committee that will do the following:

- (a) Establish from current research and other media reports the main criticisms against the NSC;
- (b) Conduct a comparative study of the promotion requirements of the NSC and other similar exit qualifications in a few countries that are of international repute;
- (c) Consult with the key recipients of the NSC in the South African academic, workplace and business environment and identify their concerns about the NSC and how these can be rectified in the short to medium term;
- (d) Evaluate the current nature of Mathematics and Mathematical Literacy and whether this is the best option for the South African schooling system in terms of preparing learners for the work place, higher education studies and personal citizenry; and
- (e) Evaluate the “value add” of Life Orientation as a subject that is designed to inculcate morals, values, physical education and career guidance to learners.

## 5. The Class of 2012

### 5.1 Characteristics of the Class of 2012

The cohort of learners exiting Grade 12 this year has affectionately been called South Africa’s “born frees”, since they were among the over 600 000 people born in the year of the first democratic and free elections. These are, therefore, the first fully fledged children of our democracy. This cohort of learners has experienced 12 years of schooling based on the new curriculum.

Having enrolled in Grade 1 in 2001, seven years after the democratic dispensation was installed, it implies that the class of 2012 has had 12 years of schooling under a democratic government, when education systems and processes were relatively well established. They also wrote the fifth nationally set NSC examinations, when the standard and quality of the examinations and system is said to be maturing and stabilizing.

Furthermore, the Class of 2012 had additional support in terms of the examination materials they had access to i.e. the exemplars, examination question papers from the NSC examinations and Supplementary examinations from the previous four examinations. This means that they had extensive supplementary materials for revision, which assisted them in adapting to the demands of the new curriculum, particularly with regard to assessment and examination, and educators were better prepared and more confident to teach the new curriculum.

The teaching and learning environments for Grade 12 learners, across schools, in eight provinces was stable this year. There was no political or social instability that could have spilled over into the school communities and disrupted teaching and learning. The exception is the Northern Cape, where teaching and learning was disrupted in the John Taolo Gaetsewe District due to service delivery protests, which resulted in the local communities preventing learners from attending school for four months. However, the swift action of the province ensured that the Grade 12 learners were adequately prepared for the examinations just like their counterparts in other provinces. Learners were re-located to a special camp where they received tuition in all their subjects and were finally accommodated at the camp to write the November examination.

### 5.2 Learner readiness to undertake the National Senior Certificate examinations

Improving learner performance is the fundamental objective of *Action Plan to 2014: Towards the Realisation of Schooling 2025* and has been the thrust of all interventions, undertaken by the DBE since 2010 which were built on in 2011 and continued through 2012. The strategic priority of the DBE which focuses on Curriculum and Assessment Policy Statements (C), Annual National Assessments (A), Workbooks and Infrastructure (WI) - i.e. CAWI, is a long term consolidated approach to enhance school and learner performance. The intervention strategies of 2012 were in the main, driven through CAWI and the National Strategy for Learner Attainment (NSLA). Therefore, to understand the issue of learner readiness for the National Senior Certificate, it has to be reviewed in the context of the *Action Plan 2014* and the holistic learner improvement plan of the DBE.

With regards to CAPS, the intention was to provide training to teachers in preparation for the implementation of the recent revisions made to the National Curriculum Statement. Principals and School Management Teams (SMTs) monitored the implementation of CAPS for teacher development and planning. Districts also monitored the implementation in sample schools. Curriculum coverage was also monitored, and appropriate resources were made available by the DBE to enhance teaching and learning.

The implementation of the Annual National Assessment (ANA) and the focus on the early years of schooling will collectively ensure that the interventions target the lower levels. This will allow for early detection of learner shortcomings which will then allow for these to be turned around well ahead of the Grade 12 examination. For the ANA rollout, Districts were expected to set targets and to ensure that the District and school performance targets were met. The DBE provided exemplars for schools to assist teachers and learners in their preparations for the ANA tests. School support plans were developed by Districts to also assist schools in their teaching and learning and preparation for the ANA. The ANA was successfully administered and some improvements have been noted in the Numeracy and Literacy levels in all Grades, except Grades 6 and 9.

Workbooks are core materials. These were produced for Grades 1 to 9 and distributed to schools to ensure that each learner had their own workbook. These workbooks were to be integrated in the teaching of CAPS and expected to provide additional resource for extra exercises for the learner and teacher. Parents could have access to their learners' workbooks and also support them at home.

Through the Accelerated Schools Infrastructure Delivery Initiative (ASIDI), the DBE was able to provide classrooms as appropriate learning spaces which are aligned to the pedagogical needs of the curriculum.

### 5.2.1 Intervention Strategies for 2012

Within the framework of the NSLA, each province developed its own Provincial Strategy for Learner Attainment (PSLA), which was integrated at the national level, as a comprehensive turnaround strategy covering Grade R to 12. Two key strategies, namely: the 3 Ts (Teachers, Text and Time), and focus on the utilisation of the Diagnostic Report by teachers and schools, were emphasised in 2012 in addition to other interventions. These key focus areas are seen as long term systemic programmes for the improvement of schools, teaching and learning, and subsequently learner performance.

#### (a) Teachers, Text and Time

Provinces heeded Minister Motshekga's call to Districts in May 2012 to ensure that Teachers, Text and Time were at the heart of all interventions which will drive the 2013 turnaround strategy envisioned in the NSLA.

Since teachers are essential for mediating learning in the classroom, so it was expected that every teacher would ensure full curriculum coverage in all Grades (10, 11 and 12), improve the quality and quantity of Assessment Tasks in all Grades and Practical Assessment Tasks (PATs) in all Grades. and Teachers were also expected to provide opportunities for more written work by learners and to provide regular feedback to learners' parents/guardians on learner performance. Teachers were to be held accountable for curriculum coverage and for the quality of teaching and assessment tasks given to learners.

The reference to texts encompasses the provision of quality resources that provide learners with a consolidation of content and assists teachers in developing activities to support learning. The focus in 2012 was to improve the provision and optimal utilization of textbooks and workbooks. To ensure that textbooks provided were optimally utilised, PEDs were expected to monitor the delivery and utilization of the textbooks.

Time on Task is one of the underlying objectives of the NSLAS; hence protecting time for teaching and learning, and increased efforts on Time on Task was also a key focus area in 2012. Schools were monitored in the effective utilization of instructional time and reports in this regard were submitted to the DBE.



**(b) Diagnostic report on learner performance**

In January 2012, the DBE released a Diagnostic Report based on a detailed per question analysis of candidates' responses to questions in 11 key subjects. Common errors and misconceptions, as well as content areas that proved to be problematic were identified. The report made suggestions which the Grade 12 subject teachers and subject advisors could apply to remediate the respective subject content and methodology in 2012. PEDs utilised this report in planning their intervention programmes to focus on the areas of weaknesses highlighted in the report. As a result, a number of the Teacher and Learner Support Programmes focused on specific content areas in the 11 key subjects.

**(c) Improving learner and teacher access to materials (Textbooks and Study Guides)**

The DBE delivered over **4 million supplementary textbooks** which were developed as part of the Siyavula Project in partnership with the Shuttleworth Foundation. These resources were distributed by the end of February 2012 to all Grades 10 to 12 learners. A total of 302 660 Mathematics and 230 715 Physical Science textbooks were distributed to schools in this programme, over and above the standard provision of textbooks in these subjects.

In a targeted response to the areas of weaknesses identified in the 2011 National Diagnostic report, the Mind the Gap series was developed in 4 key subjects, namely: Economics, Life Sciences, Accounting and Geography for Grade 12. These books were distributed to Eastern Cape, Limpopo and Northern Cape provinces as shown on the accompanying table.

**Table 1: Distribution of *Mind the Gap* Series**

Province	Economics	Life Sciences	Accounting	Geography
Limpopo	19 150	40 219	15 246	33 232
Eastern Cape	18 393	37 396	16 916	24 987
Northern Cape	100	405	150	290

**(d) Development of Practical Assessment Tasks (PATs)**

The DBE developed the Practical Assessment Tasks (PATs) for the **16** subjects in the National Curriculum Statements (NCS), which contain a practical component. These tasks were moderated by the Examination panel as well as Umalusi moderators of the specific subjects. These were distributed to provinces and administered by all schools offering these subjects. The DBE had developed these tasks to ensure that the quality and standards are consistent across the system.

**(e) Mathematics, Science and Technology (MST)**

The DBE has prioritised Mathematics, Science and Information Technology skills, in line with the national human resource development priorities. The **500** Dinaledi schools continue to provide a locus for focused support and strengthening of interventions in MST. In pursuance of strengthening Maths and Science learning, the Dinaledi schools' programme received a conditional grant of **R99.7 million** for 2012/13. Provinces reported utilising these funds to purchase Maths and Science equipment, develop LTSM for Maths and Science, and to train Mathematics and Science teachers on subject content knowledge.

It is also noteworthy to state that the Telkom Masters Services Agreement was signed on 27 March 2012 for the Phase 1 implementation of the Connectivity Plan. This initiative will provide internet connectivity to 1 650 schools for a period of 3 years. The agreement will also see access to Britannica by all selected schools.

**(f) Teacher Development Programme Partnerships**

Teacher Development Programmes were co-ordinated with Provincial Departments in targeted priority areas with **184 207** teachers, with the clear goal of improving professionalism, teaching skills and subject knowledge of teachers. In addition, a collaborative programme with teacher unions was initiated and an agreement with the PEDs of KwaZulu-Natal and Mpumalanga was reached for the orientation of teachers. A reported **21 306** teachers participated in CAPS orientation as part of this collaboration programme, in these two provinces. The provision of training programmes to teachers is the function of the PEDs, and the DBE plays a co-ordinating role. Orientation for the introduction of CAPS to **90 000** Foundation Phase and **60 000** Grade 10 teachers was co-ordinated in conjunction with PEDs across all PEDs.

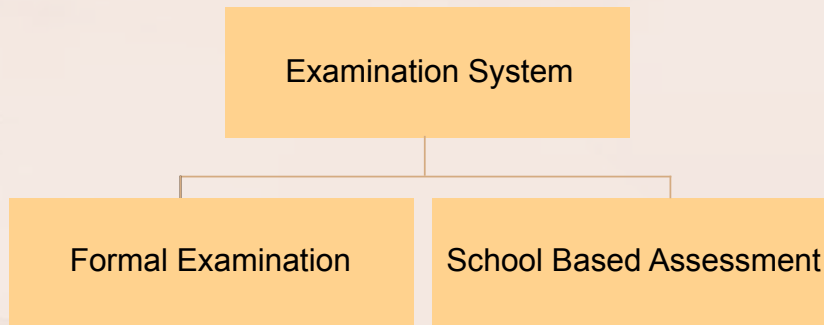
**(g) Syllabus completion:**

Non-completion of the syllabi was identified as a contributory factor to the declining pass rates in a number of subjects in each of the provinces. To monitor content coverage, and to ensure syllabi completion in good time, the DBE introduced a monitoring tool for all schools to complete and submit to the District office. This integrated tool submitted on a monthly basis, provided a report on curriculum and assessment tasks achieved or not. Since its introduction in 2011, a gradual improvement in syllabi coverage and syllabi completion in many schools has been noted. PEDs also developed Pace setters and teacher work schedules to assist teachers in this regard. Innovations to ensure syllabus completion came in the form of the supplementary tuition programmes which were implemented in a variety of modes that suited the needs of respective schools, Districts and provinces. As a result, most schools reported that they had achieved **100%** coverage of the Grade 12 content by the end of August, allowing for adequate time for revision by learners.

## 6. The South African Public Examination System

The public exam system is based on the National Senior Certificate (NSC) that reflects the total accumulated competencies acquired by learners exiting the schooling system. The qualification consists of an examination component and a School Based Assessment (SBA) component.

**Figure 1: Public examinations system**



The final promotion mark for the National Senior Certificate comprises **75%** of the examination mark and **25%** of the SBA mark.

### 6.1 The Magnitude and Size of the National Senior Certificate Examination

A total of **526 590** fulltime candidates enrolled for the 2012 National Senior Certificate examination and 510 173 fulltime candidates finally wrote the examination.

The table below indicates the number of fulltime and part time candidates that enrolled and wrote the 2012 NSC examination.

**Table 2: The number of full time and part time candidates who enrolled and wrote the 2012 National Senior Certificate per province**

Province	Number of Candidates enrolled					
	2012					
	Number enrolled		Number wrote		Difference	
					enrolled-wrote	
	Full time	Part time	Full time	Part time	Full time	Part time
Eastern Cape	69 427	18 719	63 989	8 898	5 438	9 821
Free State	24 616	3 234	24 265	2 042	351	1 192
Gauteng	91 503	36 854	89 627	29 105	1 876	7 749
KwaZulu-Natal	132 503	24 844	127 253	16 534	5 250	8 310
Limpopo	78 211	14 623	77 360	10 902	851	3 721
Mpumalanga	49 203	7 308	47 889	4 408	90	2 900
North West	27 555	3 437	27 174	2 629	381	808
Northern Cape	9 234	2 137	8 925	1 110	309	1 027
Western Cape	45 562	9 328	44 670	5 924	892	3 404
<b>National</b>	<b>527 814</b>	<b>120 484</b>	<b>511 152</b>	<b>81 552</b>	<b>15 438</b>	<b>38 932</b>

The table below indicates the number of examination centres that were prepared to administer the 2012 NSC examinations.

**Table 3: The number of examination Centres utilised in the 2012 NSC examination**

Provinces	2011	2012
	Public/ Independent	Public/ Independent
Eastern Cape	915	907
Free State	318	326
Gauteng	771	781
KwaZulu-Natal	1 701	1 712
Limpopo	1 410	1 411
Mpumalanga	526	541
North West	379	384
Northern Cape	133	134
Western Cape	417	427
<b>National</b>	<b>6 570</b>	<b>6 623</b>

**Table 4: The number of Candidates enrolled for the National Senior Certificate examination from 2010 to 2012 (part time and full time) per province**

Province	Number of Candidates								
	2010			2011			2012		
	Full Time	Part time	Total	Full Time	Part time	Total	Full Time	Part time	Total
<b>Eastern Cape</b>	68 110	11 311	<b>79 421</b>	68 253	16 183	<b>84 436</b>	69 427	18 719	<b>88 146</b>
<b>Free State</b>	28 505	2 061	<b>30 566</b>	26 792	2 184	<b>28 976</b>	24 616	3 234	<b>27 850</b>
<b>Gauteng</b>	94 628	23 477	<b>118 105</b>	88 048	34 740	<b>122 788</b>	91 503	36 854	<b>128 357</b>
<b>KwaZulu-Natal</b>	130 452	20 582	<b>151 034</b>	126 874	22 556	<b>149 430</b>	132 503	24 844	<b>157 347</b>
<b>Limpopo</b>	95 851	9 846	<b>105 697</b>	74 605	12 678	<b>87 283</b>	78 211	14 623	<b>92 834</b>
<b>Mpumalanga</b>	54 540	5 016	<b>59 556</b>	49 630	5 980	<b>55 610</b>	49 203	7 308	<b>56 511</b>
<b>North West</b>	29 586	2 679	<b>32 265</b>	25 934	3 125	<b>29 059</b>	27 555	3 437	<b>30 992</b>
<b>Northern Cape</b>	10 405	1 381	<b>11 786</b>	10 547	1 630	<b>12 177</b>	9 234	2 137	<b>11 371</b>
<b>Western Cape</b>	46 903	6 200	<b>53 103</b>	41 346	9 161	<b>50 507</b>	45 562	9 328	<b>54 890</b>
<b>National</b>	<b>558 980</b>	<b>82 553</b>	<b>641 533</b>	<b>512 029</b>	<b>108 237</b>	<b>620 266</b>	<b>527 814</b>	<b>120 484</b>	<b>647 074</b>

The formal examination is set by the DBE and administered by the PEDs. The 2012 National Senior Certificate Examination (NSC) was administered across 6623 examination centres

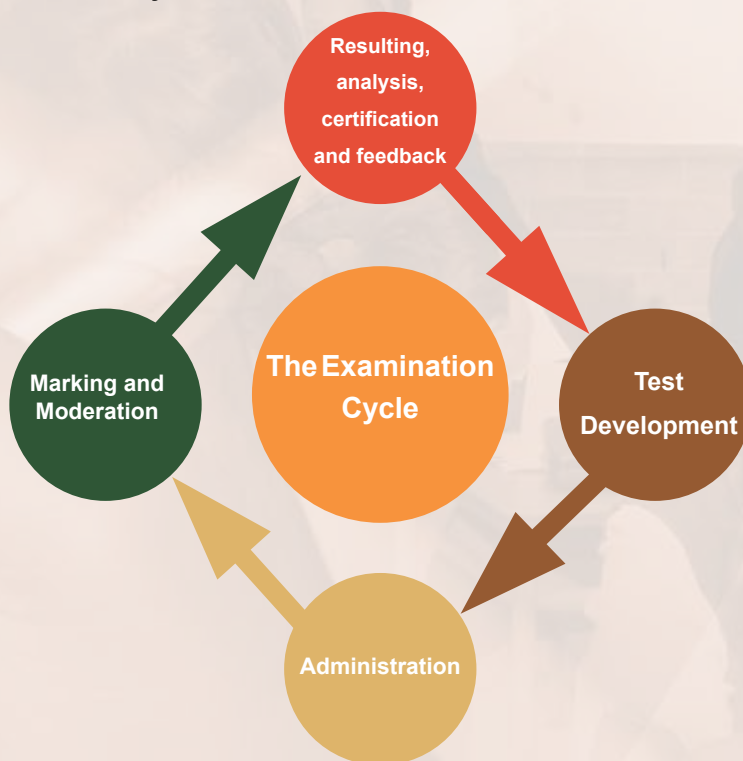
## 6.2 Formal Examinations

The formal examination refers to the external examination conducted under controlled conditions. The examination cycle comprises a series of activities undertaken to ensure that the examination is conducted under credible conditions and that candidates are ultimately issued with a NSC certificate. The examination cycle extends over a period of eighteen months (18). The process begins with registration of examination centres as well as candidates and ends with candidates being certified, and exiting the system to seek admission to Higher Education or the world of work.

The key processes in the examination cycle are, among others: development of test items or setting of question papers; administration and conduct of examinations; marking of candidate's answer books or answer scripts; release of results; and certification of candidates.

The figure that follows indicates the key processes in the examination cycle.

Figure 2: Processes in examination cycle



### 6.2.1 Test Development

A test is an instrument designed to measure knowledge, skills, values or attitudes as stipulated in the curriculum in order to establish whether the intended aims or outcomes of the curriculum have been achieved by a learner, and the required competencies have been acquired. Tests are therefore a guarantee or assurance that those awarded qualifications have met the required standards for the qualification.

Test development involves the process of creating items that are fair, valid and reliable and compiling the items into a question paper or test instrument based on a pre-determined assessment framework, or test specification. There is no shortcut to this process, and hence a number of steps are involved. The test development process for the NSC question papers is outlined in section 5.2.1(b) of this report.

#### (a) Evolution of national question papers

The standard of the question papers has evolved over the past 5 years of the NSC. In 2001, the Department of Education (DoE) set question papers in five critical subjects, centrally. These included: Mathematics, Physical Science, Biology, Accounting and English Second Language. In 2007, the number of question papers set nationally was increased to cover the 11 key subjects with the highest enrolments. Geography, Agricultural Science, History, Economics, Business studies, Religion Studies were added to the nationally set subjects. In the 2008 examination, 216 national question papers were set and administered nationally across all nine provinces and for the first time, all candidates were exposed to a common standard in all subjects in the NSC examination. Since 2009, a total of 260 nationally set question papers are administered annually in the November and March examinations.

Moving from provincial to national question papers has not only contributed to an improvement in the standard of question papers but also in establishing a national standard in the country, which has been found to be comparable to international standards, in the international benchmarking exercises.

Since 2008, the DBE has continued to employ new strategies to improve on the standard of the question papers. The attainment of the current standard of the NSC question papers can be attributed to the specific mechanisms of standard setting in question paper development which has been employed over the past five years. These include, *inter alia*, the question papers are set by a panel of examiners consisting of 3-5 members representative of as many provinces as possible, and examiners' subject expertise is thoroughly scrutinized prior to appointment.

**(b) Process of Test Development**

The key success indicators reflective of the test development process are as follows:

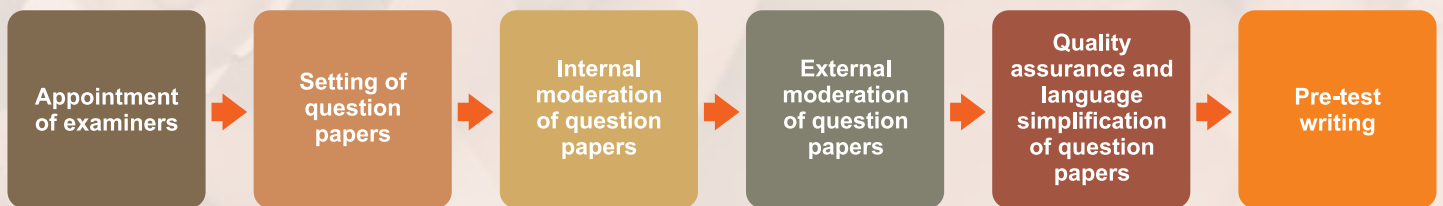
**Key success indicators**

- High quality question papers are set and moderated.
- Question papers are accurately printed.
- Question papers are distributed on time to all schools and candidates and strict security measures adhered to in the distribution process.

The key steps in the test development process are outlined in the figure below:

**Figure 3: Test Development Process**

**Test Development**



**(i) Appointment of Examiners**

The first step of the test development cycle is the appointment of examiners and moderators in the identified subjects. A rigorous process was employed in the appointment of examiners and internal moderators. The criteria for the appointment of examiners as stipulated in the *Personnel Administrative measures (PAM)*, include, at least a three-year post-matriculation qualification which must include the subject concerned at second or third-year level, 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 5 years at the appropriate level. In addition, other criteria such as experience in the setting of provincial common tests and examinations and experience in the marking of national examinations was considered.

Potential examiners were short listed on the basis of the criteria stipulated in the *PAM*. The short listed examiners were subjected to a competency test based on knowledge of the content, knowledge and expertise in assessment and development of items as well as computer literacy. The successful candidates were subsequently interviewed by a panel of curriculum and assessment specialists before a final selection was made. The successful examiners are considered to be national experts in their subjects, reputed for their expertise and contribution to their field. The selected examiners were constituted into panels of examiners comprising 3 examiners, a chief examiner and one internal moderator based on their expertise and experience. The panel of examiners was trained prior to the commencement of the setting process.

**(ii) Setting of Question Papers**

All question papers for the November 2012 NSC examinations, were set by a national panel of examiners consisting of between 3 - 5 examiners per panel and one internal moderator. A total of two hundred and forty three (243) examiners and 49 internal moderators consisting of the top teachers, subject advisors and university lecturers were involved in the setting and moderation of the Grade 12 November 2012/March 2013 National Senior Certificate examination question papers.

Prior to the commencement of the setting, each panel of examiners carefully studied and considered comments from teachers, chief markers, reports from the 2011 Marking Guideline Discussions, Internal Moderators' Reports from the 2011 marking, External Moderators Reports from the 2011 setting and moderation processes as well as reports from international benchmarking of the 2012 question papers.

The setting and moderation of question papers for the November 2012/March 2013 examinations commenced in August 2011 and was concluded in July 2012, when they were officially handed over to PEDs for printing. All question papers were set within the secure environment of the Department of Basic Education. The question papers for the November 2012 and March 2013 were set concurrently, to ensure a comparable standard between the November and March examinations, given that these two examinations are regarded as one sitting.

A total of **262** question papers were set by the DBE for the November 2012 and March 2013 NSC examination. In addition, based on a contractual arrangement with the Independent Examination Board (IEB), **67** question papers for all Non Official Languages were set by the IEB. In order to cater for learners with special needs, **57** question papers were adapted for Braille and **92** question papers were adapted for deaf learners. The papers for the blind were printed in both the Unified British font, as well as in Unicode so that each candidate received their Braille papers printed in the specific font he/she has been taught. Special examiners, who are mainly subject specialists with proven experience in education for the deaf were utilised to adapt the papers for the deaf.

The setting process commenced with the development of a Test Specification (Analysis Grid), which shows the distribution of the subject content according to the topics, the weighting and the cognitive levels, the Learning Outcomes and Assessment Standards, and the Mark Allocation. This ensured that all aspects required in setting a balanced question paper are considered prior to the development of the items. The chief examiner is required to ensure that the question paper covers the Learning Outcomes, Assessment Standards and the Subject content as stipulated in the Subject Assessment Guidelines (SAG) and the Examination Guidelines of the subject, and also that the weightings and distribution of questions as set out on the test specification are adhered to.

Across all subjects, questions were carefully set to ensure that appropriate scaffolding is provided for each question and also the principle of moving from the simple to the more complex was applied in all question papers. A variety of types of questions assessing a variety of skills including critical thinking and problem solving skills were included in all the question papers.

The following improvements are noted in the approach utilised in the setting of the 2012 question papers:

- Training sessions were conducted for examiners and moderators specifically in the languages, focussing on aspects of 'Assessment of Visual Literacy' which has proven to be challenging for language examiners in all 11 Languages.
- To ensure comparability of standards across all language question papers, a common languages assessment framework was fully implemented for the first time in the setting of the November 2012/March 2013 Language examination question papers. The Assessment Framework specified the number of texts per subject, mark allocation, kinds of texts to be used and length of texts. This ensured uniformity in the format, types and levels of questions across the language question papers.
- The results of the intensive post test analysis conducted on the 2011 NSC question papers by Umalusi as well as other independent assessment experts were taken into consideration in the setting of the 2012 question papers.
- The findings from the international benchmarking conducted on 15 selected NSC 2010 question papers were incorporated into the 2012 question papers, where necessary.
- Pre-test writing of question papers was conducted in four of the key subjects, namely: Economics, Accounting, Physical Sciences and Mathematics, and the question papers were refined in light of the comments received.

**(iii) Internal moderation of question papers**

Internal moderation is done by an independent subject expert appointed by the DBE. Once the question paper and marking guidelines have been drafted, the drafts are submitted to the internal moderator together with the analysis grid or Test Specifications. The question paper, marking guidelines and analysis grids are then reviewed by the internal moderator, who evaluates the question paper utilising the Umalusi criteria for evaluation of question papers listed in 5.2.1 b (iv). The moderator then writes a set of comments on each of the set criteria highlighting the appropriateness of each individual question, the question paper as a whole, as well as on the suggested responses in the marking guideline. These comments are sent to the examining panel who then revise the question paper, the marking guidelines and the analysis grid in line with the comments of the internal moderator. Upon approval by the internal moderator the paper is then submitted to Umalusi, the external quality assurance council, for external moderation.

**(iv) External Moderation of Question Papers**

A total of eighty four (84) External Moderators from Umalusi verified, evaluated and approved all question papers for the November 2012 and March 2013 NSC examination concurrently to ensure comparable standards. The rigorous external moderation process contributed to ensuring that the question papers were of a high quality and appropriate standard for Grade 12 learners.

**Criteria for evaluation of question papers**

The DBE internal moderators and Umalusi external moderators utilised the following set of criteria developed by Umalusi, in their evaluation of the November 2012 and March 2013 question papers:

- (i) Adherence to Assessment Policies/Guideline Documents
- (ii) Content coverage
- (iii) Cognitive skills
- (iv) Language and bias
- (v) Predictability
- (vi) Marking memorandum/guideline
- (vii) Technical criteria
- (viii) Internal moderation
- (ix) Overall impression of the paper

According to the Internal and External Moderators' Reports the papers set were of appropriate standard and covered the prescribed content. The cognitive levels of these question papers were appropriate and accommodated problem solving and critical thinking skills demanded by the curriculum.

**(v) Quality Assurance and Language simplification of question papers**

The final quality assurance of the 2012 NSC question papers was conducted at the DBE in collaboration with PEDs. The quality assurance process included editing, correlation, proofreading and quality control.

A three-tier editing process was followed. The first step involved editing which was done concurrently with language simplification, to ensure that the language is accessible, and that there is judicious correlation between Afrikaans and English versions of the question papers. Accuracy in language, format and translation as well as correct and consistent use of terminology was ensured. The layout and design of all the question papers were checked to ensure that they are learner friendly, consistent and uniform across all subjects. In addition, all accompanying diagram sheets and annexures were checked for clarity and legibility.



After the DBE editors completed editing and correlation, a second step was employed where a team of selected editors from different provinces were utilised to conduct another round of editing and proofreading of the question papers. Then finally, the external moderators and internal moderators also proofread the final print ready copies before they were handed over to PEDs. This multi step approach in the quality assurance of question papers ensured error-free question papers.

#### (vi) Pre-Test Writing

Pre-test writing of question papers was conducted in four of the key subjects, namely: Economics, Accounting, Physical Sciences and Mathematics. Independent, experienced subject experts were appointed to write the question papers under examination conditions. A full report on the length of the paper, time allocation, language accessibility, clarity of items was provided to the panel on the basis of which the question papers were further refined. This process has proven to be very valuable in improving the standard and quality of the question paper and reducing ambiguity in questions. The DBE intends to progressively increase the number of question papers pre-tested in subsequent examination cycles.

#### (c) Printing, Packing and distribution

Printing, packaging and distribution of question papers is done by Provincial Education Departments (PEDs). Question papers for the mainstream learners were handed over to PEDs in monthly consignments from 30 June to 30 August for printing. Question papers for the deaf were handed to PEDS also in August for printing, while the braille question papers were handed to PEDs a few weeks prior to the commencement of the examination for final packaging and distribution. Most PEDS commenced with the printing of question papers from August and were completed by mid-October 2012. The packing of question papers commenced in August 2012 and concluded in October 2012.

In 2010, the DBE in conjunction with PEDs developed the *Norms and Standards for Printing, Packing and Distribution of Question Papers*, to ensure consistency regarding these processes across PEDs. PEDs were given a time frame within which to attain full compliance to the Norms and Standards. It is encouraging to note that, on an annual basis, there are improvements with regards to compliance to the stipulated Norms and Standards by PEDs.

In 2012, there were a reduced number of queries received from examination centres in terms of shortage of question papers. PEDS have developed efficient, secure and well managed in-house printing facilities. This allows for full control by the department and minimises risks. In a few of the PEDs, printing is done by a reputable service provider, under the direct supervision of the PED. In 2012, three PEDs, namely: Mpumalanga, Northern Cape and KwaZulu-Natal invested in 'State of the Art' printing machines with the latest technology and automated pre-sealing mechanisms, which is highly commendable.

In all PEDS, all question papers for the 2012 examination were pre-sealed to ensure that the packers do not have direct access to the actual question papers during the packing process. Full compliance with regards to pre-sealing was achieved for the first time in 2012. Security measures were also enhanced across the entire system.

Provincial examination offices are responsible for distributing question papers to District offices. The question papers are delivered on a daily basis to schools in most provinces.

### 6.2.2 Administration

The administration of the NSC examination involves the following four key components, namely: registration of centres and candidates; the writing of the examination; monitoring of the examination; and managing the examination irregularities.

Figure 4: The Administration process



The key success indicators for the administration process are as follows:

#### Administration: Success Indicators

- Examination centres and candidates are accurately registered on the examination computer system.
- All candidates including learners with special needs are accommodated in the examination.
- Examinations are conducted under controlled conditions.
- All Examination irregularities are appropriately managed.

#### (a) Registration of Centres and Candidates

An examination centre is the venue at which a candidate is assigned to write the examination. In accordance with the Regulations and *Policy on the Conduct, Administration and Management of the National Senior Certificate Examinations*, which stipulates that, “all examination centres must be evaluated, to verify that all the necessary facilities required for conducting the examination are available at the centre”, the PEDs audited the centres to ensure that they satisfy the requirements to serve as examinations centres. In cases where centres had flouted policies and regulations, such centres were deregistered. For 2012, special centres were established and registered by PEDs to cater for the candidates who would have written the examinations of the Eksamen Raad vir Christelike Onderwys (ERCO). In addition, some provinces like Limpopo, Western Cape, Free State and Eastern Cape also established special centres specifically for part-time candidates in their provinces, with the aim of improving the management of repeat candidates and ensuring accessibility to the writing venue.

For a candidate to qualify to write the examinations, he/she must be registered on the Integrated Examinations Computer System (IECS). In terms of the Regulations the candidates are required to be registered on the system by the 15<sup>th</sup> of March in the year they will be writing the examination. This is crucial as it indicates to the province how many candidates will be sitting for a particular paper and the entire examinations, thereby informing planning in terms of the number of question papers and answer books the provinces need to print and prepare for the candidates.

These candidates are registered either as full time candidates based at the public or independent schools or as repeater candidates who were unsuccessful in one or more subjects in the 2011 or previous NSC examinations. The repeater candidates are attached to an institution only for examination purposes and are allowed to enrol for subjects they did not pass in previous examinations. Repeater candidates may carry over their SBA marks to the subsequent year of registration and this is valid for 5 years. These are therefore not compelled to re-do their SBA. However, candidates that intend to improve their SBA mark may register to do so.

### **Promotion of learner access to examinations**

The Department of Basic Education is committed to the principle of broadening access to education in all its programmes. In terms of Public Examinations the Department promotes access in the following ways:

#### **(i) Free Examinations**

Prior to 1996, candidates were required to pay for the examinations. The scrapping of examination fees post 1996 has ensured that no candidate is deprived of the opportunity to register for the NSC examinations.

#### **(ii) No limit to number of subjects**

The candidates are given the latitude to register for any NCS subject of their choice, even if it is registered as the 8<sup>th</sup> subject<sup>1</sup>. However, the NSC requirements must be satisfied, the candidate should be offered tuition in the subject and be able to produce evidence of SBA.

In addition, question papers are made available for all subjects registered irrespective of the number of candidates registered to write the subject. Equine Studies, Nautical Science and Maritime Studies, together with non-official languages, are offered as special subjects to candidates.

#### **(iii) National Senior Certificate Examinations written in prisons**

Prisoners are also allowed to write the examinations in prisons, under very strict conditions similar to the ones applicable to other provincial candidates. This confirms the Department's commitment to ensuring access to all citizens irrespective of their status.

The Department of Correctional Services has established learning centres in at least four provinces to ensure that these candidates are prepared on fulltime basis and supported to write the examinations.

#### **(iv) Candidates allowed to write the examination wherever they are**

Provided prior arrangements are made ahead of schedule, all registered candidates for the National Senior Certificate examination are allowed to write the examinations irrespective of where they are at the time of the conduct of the examination, including hospitals and abroad. These include candidates who may be representing the country in a recognised and registered sport or cultural events, anywhere in the country or abroad. This is done to ensure that no candidate is denied the opportunity to write the examination.

#### **(v) Accommodation of the Grade 12 learners from Eksamenraad Vir Christelike Onderwys (ERCO) seeking to write the National Senior Certificate (NSC) Examination**

Eksamenraad Vir Christelike Onderwys (ERCO) is an independent examining Body that used to conduct the NSC examinations for learners who are from the Christelike Volkseie Onderwys (CVO), Accelerated Christian Education (ACE) independent schools and home scholars.

At the end of 2011, Umalusi, the Council for Quality Assurance in General and Further Education and Training indicated that, the provisional accreditation for ERCO as an examining body will not be extended beyond September 2012. This meant that ERCO was not allowed to examine the NSC for certification purpose in 2012.

<sup>1</sup> Candidates are required in terms of the NSC requirements to register for 7 subjects

Nevertheless, it was agreed by Umalusi and DBE that the learners who would have written the NSC examinations under the ERCO, and who satisfied the requirements to write the 2012 NSC examination be accommodated by the DBE. To that end, all eligible ERCO learners were accommodated to write the 2012 NSC examinations across all nine provinces.

**(vi) Concession for Learners with Special Needs**

Special concessions are also allowed to accommodate Learners with Special Needs who have obtained a Grade 9 certificate or its equivalent, to enroll for the Endorsed National Senior Certificate in Grade 10. These learners are evaluated and their evaluation is verified by the relevant support structures at the various Provincial Education Departments. But the final approval lies with the Head of Education. These candidates are also accommodated further in that their question papers are adapted according to their special needs.

For example, provisions are made for the candidates with the following barriers:

No.	Barrier	Concession
(i)	Blindness	Candidates provided with Brailled paper
(ii)	Visually impaired	Question papers prepared in large print
(iii)	Physically impaired	Scribe
(iv)	Deaf/ hard of hearing	Adapted question papers with simplified language provided for the deaf
(v)	Dyslexic learner	Additional time

Furthermore, these candidates are given an additional time, of up to a maximum of 15 minutes per hour. These scripts are also marked by educators who are experts in special education so as to ensure that these learners are not disadvantaged in any way.

In 2012 the DBE centralized the marking of scripts for the blind and deaf candidates in two provinces namely Gauteng and Western Cape. The aim was to ensure that the answer scripts for these learners are marked consistently across all provinces and discrepancies in the marking are minimized.

A total of 423 Learners with Special Needs (LSEN) in Special Schools enrolled for the 2012 NSC examinations.

**(b) Writing of examination**

The 2012 National Senior Certificate (NSC) Examination was administered across 6623 examination centres to a total of **511 152 fulltime and 81 552 part time** candidates.

Prior to the commencement of the examinations, the candidates need to know their examination numbers, have a confirmation of the subjects they have been registered for and the date the examination will be written. As a result, it is common practice that the examination timetable is made available to schools and individual examination timetables/ admission letters<sup>2</sup> are also distributed in good time by PEDs to all examination centres for collection by all the candidates registered for the examination. In cases where the centre has a candidate(s), with disabilities that have been approved for concession or for which an amanuensis is required, the necessary arrangements for scribes/readers/concessions are also made long before examinations are written.

As part of the preparation for the writing, PEDs are in terms of the regulations expected to ensure that the school principal is appointed as Chief invigilator by the District office. The chief invigilator in turn appoints in writing all teachers to be utilised as invigilators for the examination at his/her centre. Private invigilators are usually only appointed for private centres. The Western Cape Province has also since moved from the old practice of appointing private Chief Invigilators and invigilators and from 2012 appointed teachers as invigilators as well, though on **50%** basis with the hope of ultimately appointing only teachers as invigilators.

2 Candidates are not allowed to write the examination without this admission letters

Invigilation is one of the crucial processes in the conduct of the examinations, as it ensures that the examination at the examination centre is conducted in accordance with the prescribed rules and regulations, thereby ensuring a credible NSC examination. To realise this objective, the PEDs have therefore, in terms of the regulations, trained the chief invigilators irrespective of the number of years and times they have been trained or served as Chief invigilators/invigilators to administer the 2012 NSC examination. This training of invigilators is vital as it ensures that; the invigilators are reminded of the procedure to be followed prior to the conduct of the examinations and that the correct procedures are followed when an irregularity is detected.

In most of the PEDs, the training of invigilators was conducted by District officials using a cascading model. In Limpopo, the cascading model is also used but the Head Office officials are also involved in the training at District level. This is a good practice as it ensures that the same message is communicated to District officials as well as chief invigilators and invigilators.

### (c) Monitoring of examinations

In accordance with regulations, the PEDs satisfactorily managed the conduct of the examination and there was also an extensive network of monitoring of the conduct of the examinations across the country. The network of monitors comprised monitors from DBE, PEDs, provincial legislatures, and Districts. The DBE also appointed **29** independent monitors and utilised the services of the Integrated Quality Management System (IQMS) moderators to monitor the writing of the examination. The involvement of these additional monitors assisted in increasing the number of examination centres monitored and an estimated 80% of examination centres were monitored at least once during the conduct of the examination.

It is also noteworthy that the Portfolio Committee on Basic Education also conducted oversight visits to KwaZulu-Natal and Northern Cape provinces during the writing of examinations.

The monitoring and support team of the DBE visited examination centres, marking centres, nodal points, distribution points and mark capturing stations in all PEDs throughout the period of the conduct of the 2012 NSC examination, to ensure compliance with the *Regulations on the Conduct, Administration and Management of the National Senior Certificate National Policy on the conduct, administration and management of the assessment of the Senior Certificate*, thereby enhancing and increasing the degree of confidence in the credibility of the 2012 NSC examination.

### (d) Dealing with irregularities

All irregularities that were identified during the writing of the 2012 NSC examination were reported immediately and forwarded to the DBE by the PEDs and other Independent Examination bodies daily. These Assessment bodies investigated their respective irregularities and compiled detailed reports, which were then submitted by the Provincial Examination Irregularity Committee (PEIC) to the National Examination Irregularities Committee (NEIC).

The NEIC interrogated these irregularities and where there was a need for further investigation or a review of the action taken or sanction imposed, recommendations were made to the respective PEICs.

Following these processes, a preliminary report was submitted to the Minister of Basic Education and Umalusi, on 27 December 2012, for consideration and approval. On the basis of this report and its own reports, Umalusi was able to declare the 2012 National Senior Certificate examination as credible. To that end, *the Council for Quality Assurance in General and Further Education and Training*, acknowledged that:

*“The November 2012 NSC examinations were administered in terms of the examination policy. There is no current report of any irregularities that would have jeopardized the credibility of the examinations”*

Lastly, it is worth noting that the DBE views any failure to report an irregularity in a very serious light and considers it an irregularity in itself for which PEDs are required to provide a written explanation.

### 6.2.3 Marking

Marking is a critical process of measuring the learners' intellectual performance with the sole purpose of making a judgement. The overarching aim of the marking process is to produce scores that are valid and reliable. The DBE has developed a manual for the marking process which is intended to standardise the marking of all examination processes across provinces. Currently, there are some divergent practices regarding a number of the marking processes. The manual sets norms and standards in each component of the marking process and seeks to establish standardisation. This manual will be implemented in 2013. Figure 5 shows the key components involved in the marking of the NSC examinations.

**Figure 5: The NSC Marking process**



The key success indicators for the marking process are as follows:

**Marking: Success Indicators**

- All logistical arrangements for marking venues, e.g. transport etc were successfully executed.
- Markers, Senior markers and chief markers are appointed in accordance with the PAM, and trained.
- All answer scripts collected, accounted for and distributed to marking centres.
- Answer scripts accurately marked and moderated and raw marks recorded on the mark sheets.

**(a) Appointment of markers**

The appointment of markers is carried out in accordance with criteria set out in the Personnel Administrative Measure (PAM) document. A circular is sent to schools by all provinces and prospective markers who are eligible to apply for marking are requested to apply. The criteria prescribed by the PAM document are as follows:

- (i) A three year post matric qualification with the subject at second or third year level;
- (ii) Three years Grade 12 teaching experience; and
- (iii) Must be currently teaching grade 12.

The information on applications is verified by the school principal. The applications are subjected to the scrutiny of curriculum specialists at the District level who attest to the subject knowledge of the teachers and their level of competence. The applications that comply with the requirements are forwarded to the province for final selection. For the final selection, the criteria in the PAM document are used in collaboration with additional criteria such as the performance of learners taught by the teacher in Grade 12, marking experience and other general indicators of the teacher's performance. To ensure fairness in the process, teacher unions are invited to observe the process. The selection panel makes recommendations to the Head of Department who approves the recommendations and signs the letters of appointment.

A total of 39 039 markers were appointed across provinces in different categories as shown below.

Markers	Number of Markers
Markers	31 325
Senior Markers	5 543
Deputy Chief Markers	778
Chief Markers	725
Internal moderators	668
<b>Total</b>	<b>39 039</b>

The DBE introduced competency tests to assess the proficiency of the teachers in the subject they applied to mark. The competency tests for the selected subjects were developed and approved by the DBE. The policy on the implementation of the competency test was published for public comment. However, due to the non-finalisation of the policy, the competency test could not be piloted in 2012. Plans are afoot to finalise the policy in January 2013 so that the competency test can be implemented in seven subjects in March 2013. The subjects selected for 2013 include Mathematics, Physical Sciences, Life Sciences, Accounting, History, Geography and English First Additional Language. More subjects will be included incrementally and by 2015, all markers for all subjects will be subjected to the competency test before they are appointed.

#### **(b) Selection and Management of the marking centres**

There was a slight reduction in the number of marking centres utilised for the marking of the 2012 NSC, from 123 in 2011 to 118 in 2012. The reduction was welcomed by Umalusi as a move towards ensuring a smaller and more tightly controlled marking process.

All marking centres were selected in accordance with the *Regulations Pertaining to Conduct, Management and Administration of Assessment for the National Senior Certificate*. The following key requirements were considered in the selection of the marking centres, namely: suitable accommodation and appropriate seating facilities, proper ablution facilities, parking space, high security system, appropriate catering facilities and office equipment. In addition, marking centres were expected to have a health clearance certificate and safety measures in terms of fire. The marking centres had to be situated in stable and peaceful environments that were conducive for this crucial process.

All marking centres across provinces are managed by a centre manager and a deputy centre manager. The centre manager is responsible for the overall management of the marking centre. The management team at the marking centres includes the script control manager, who ensures that there is strict control of the flow and the movement of scripts within the marking centre. The chief marker is responsible for the management of the marking of a specific paper and he/she takes final responsibility for the quality and standard of marking of the specific question papers.

The centre manager is also responsible for the management of irregularities that are found at the marking centre. At each of these marking centres a dedicated irregularity officer is appointed to handle all irregularities identified at the marking centre. The intention is to always ensure that all irregularities identified at the marking centre are resolved at the marking centre and only in cases where there is adequate evidence that warrants further investigation, will the results be withheld.

Security is a top priority at the marking centre. Admission to the marking centre is strictly controlled based on authorised officials with identification. Twenty four hour security guard control is a compulsory requirement.

**(c) National standardisation of marking guidelines**

The 2012 marking process began with the national standardisation meeting where chief markers and internal moderators for each of the subjects, whose responsibility is to lead the marking process in each province, were assembled at separate national meetings to refine and review the marking guideline. At the end of this discussion, the marking guideline was finalised and this was the document which served as the standard against which marking across all provinces took place. Any deviations from the marking guideline, for whatever reason, could only be done with the prior approval of the DBE. The internal moderators and chief markers were then exposed to a training session in which exemplar scripts were used to standardise the marking guideline. The same three exemplar scripts were marked by all chief markers and internal moderators and the marks obtained were compared. The training continued until a relative sense of consistency was reached in the awarding of marks by each of the internal moderators and chief markers.

After the national standardisation meeting, internal moderators and chief markers were deployed to marking centres across provinces. The internal moderators and chief markers conducted similar standardisation meetings with the provincial markers to ensure that there was a common understanding of the questions and the expected responses from candidates. The internal moderators and chief markers utilised copies of scripts used at the national standardisation meeting to set a national standard at all marking centres. This approach also provided an opportunity to diagnose markers' strengths and weakness in marking certain questions, which was utilised in the allocation of questions to teams of markers led by the senior markers.

**(d) Marking Process and Moderation of scripts**

At all marking centres, the question marking approach is used to ensure standardisation of marking across specific questions. Moderation is a quality control process used to guide markers to avoid markers being either too stringent or too lenient. The quality assurance comprises one senior marker for five markers, one deputy chief marker for seven senior markers per paper. The deputy chief marker is supervised by the chief marker and the internal moderator is at the pinnacle of the hierarchical structure and is the final arbiter of standards at the marking centres.

The moderation of learners' scripts is the responsibility of the senior marker, the deputy chief marker, the chief marker and the internal moderator. When markers mark their quota based on particular items, these are subjected to moderation by the senior marker who moderates ten percent. Senior markers are expected to focus on markers with more recurrent discrepancies so as to promote reliability in the marking process and reduce the number of appeals by learners who are not satisfied with the final results.

Moderation is also conducted on an external level by the Department of Basic Education and the Quality Assurance Council, Umalusi.

**(e) Monitoring of the marking process**

The DBE appointed **22** moderators who possess high qualifications in the respective subject with extensive experience in the marking of learners' scripts in senior positions, to moderate marking across the 9 provinces in all key subjects. Some of the appointed moderators are current members of the national examining panel. The responsibilities of these moderators were to ensure that there is fairness and reliability in the marking of scripts across provinces.

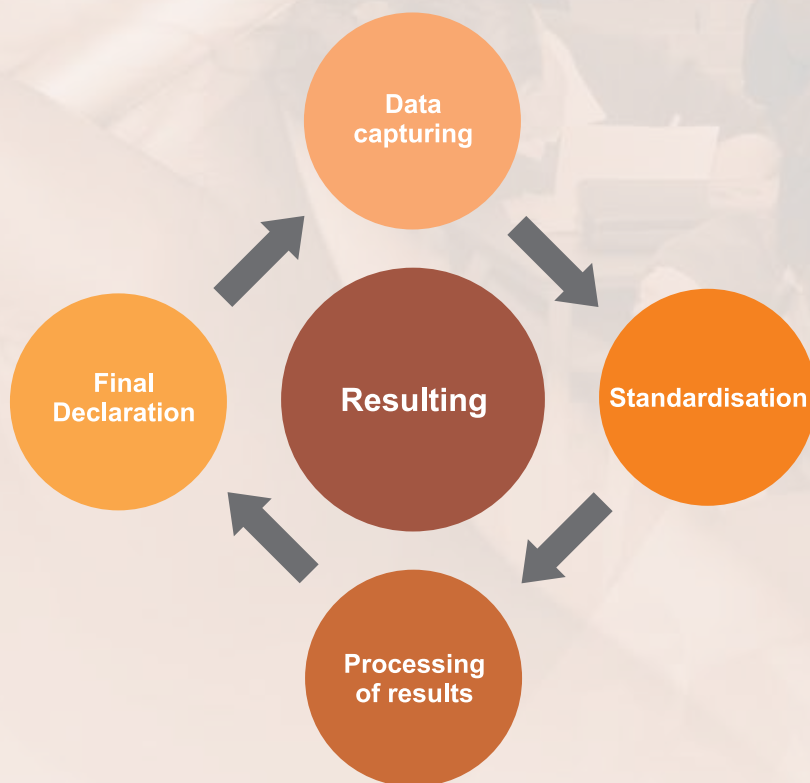
Monitors from the DBE and PEDs were deployed for all marking centres across provinces to ensure that the marking process was conducted in accordance with the regulations.



### 6.2.4 Resulting, analysis, feedback, appeal and certification

The final leg of the examination process comprises the resulting, analysis of the results and certification. Candidates are also provided an opportunity to appeal should they consider that the results do not accurately reflect their performance in the examination.

**Figure 6: Resulting Process**



The key success indicators for the resulting, analysis, feedback, appeals and certification processes are as follows:

**Resulting: Success Indicators**

- All examination and SBA marks are accurately captured on the examination computer system.
- All candidates are accurately and timeously resulted.
- Effective feedback provided to schools.
- All eligible candidates receive certificates.

**(a) Resulting**

Resulting in the examination process is the most crucial stage as it brings to finality the entire examination process. The resulting process is made up of the following :

**(i) Data capturing**

Data capturing is the responsibility of each of the provincial education departments. Marks for school based assessment are captured on mark sheets by the subject teacher and verified by the principal. These marks are then moderated by the subject advisor and only mark sheets that carry the approval of the subject advisor will be captured on the IECS.

In the case of the examination marks, the final marks are transferred from the scripts to the mark sheets. The totaling of marks on the scripts and the transfer of marks to the mark sheet are checked by the examination assistants, appointed for this purpose at the marking centre. These examination mark sheets are then transferred to the capture centre for capture on to the IECS.

The DBE adopts a double mark capture process and the system is designed to ensure that two separate data capture systems must be used for this purpose.

**(ii) Standardisation**

In South Africa, Umalusi is responsible for overseeing the quality assurance of the NSC. One of the important aspects of the quality assurance protocol of Umalusi is the standardisation of the marks, done on a subject level basis. Observers i.e. Higher Education South Africa (HESA), the South African Qualifications Authority (SAQA) and the teacher unions are invited to the meeting at which the results are standardised.

The purpose of the standardisation process is to ensure that candidates are not advantaged or disadvantaged by variations in standards that may occur from year to year. It is based on the principle of equivalence of standards from year to year. Umalusi establishes norms for each subject based on the performance over the last five years and marks are adjusted to these norms, unless there are compelling arguments to indicate otherwise.

The following principles apply to the standardisation process:

- (a) In general, no adjustment should exceed 10% or the historical average;
- (b) Adjustments in excess of 10% could be considered at the upper end to increase the number of distinctions in a subject;
- (c) In the case of individual candidates, the adjustment effected should not exceed 50% of the mark obtained by the candidate;
- (d) If the distribution of the raw marks is below the historical average, the marks may be adjusted upwards, subject to the limitations;
- (e) If the distribution of the raw marks is above the historical average, the marks should be adjusted downwards, subject to the limitations;
- (f) The computer adjusted mark is calculated based on the above principles; and
- (g) For those subjects with a practical component of 50%, raw marks could be accepted.

**(iii) Processing of results**

Once the data has been captured on the IECS, the data is processed to produce subject results per candidate. This result is based only on the examination mark which is used by Umalusi in the standardisation of the marks. After the standardisation process, the other components, i.e. the School Based Assessment (SBA) and practical marks are then added and processed to produce the final mark per subject and this is then further processed to produce the overall result per candidate.

**(iv) Final approval of results**

Umalusi based on its quality assurance processes will consider the final approval of the NSC examination results. The approval of the NSC results is based on:

- a) Compliance with the policy on examinations in the administration of the NSC examinations; and
- b) The occurrence of any serious irregularity that could have compromised the examinations as a whole.

The results of the 2012 NSC examination was approved by Umalusi on 28 December 2012, without any disclaimer or conditions.

**(b) Analysis and feedback**

The analysis of the NSC examination data is important with a view to identifying the weaknesses and strengths as

indicated by the performance of learners, to putting plans in place to address these shortcomings and thus improving learner performance in the ensuing years. Data analysis can be divided into two types, namely: quantitative and qualitative.

Quantitative analysis entails the determination of the national pass rate, the provincial rates, the overall performance of the District and the pass rate per individual school. Added to this is the national, provincial pass rate per subject together with the school subject pass rate. The quantitative data is compared with previous years to determine trends.

The qualitative analysis provides teachers, subject advisors and curriculum planners with diagnostic information regarding the performance of learners in the selected subjects. The qualitative data is consolidated in the National Diagnostic Report which includes a general overview on the learners' performance in each subject, common errors and misconceptions as expressed in the learner responses and suggestions for improvement with regards to teaching and learning. PEDs can use the National Diagnostic Report together with their own Provincial Analysis report on subject performance to plan and develop support strategies for under-performing schools and subjects.

### (c) Certification and Historical records

All candidates that write the NSC examination are issued with a NSC certificate that confirms that the learner has satisfied all the requirements of the NSC qualification. The certificate will indicate whether the learner qualifies for admission to certificate studies, diploma studies or bachelor studies at a higher education institution. In cases where the candidate does not satisfy the requirements for the full qualification but obtains a pass in one or more subjects, such candidates will be issued with a subject certificate.

The DBE maintains the historical records of all certification data, extending from as early as 1914. This includes the certification records of all the ex-departments of education. All the data from the ex-departments has been converted into electronic format and is now accessible to all provincial education departments.

## 6.3 School Based Assessment (SBA)

School Based Assessment comprises the internal informal and formal programme of assessment. The formal programme of assessment is a component that constitutes formal tests, internal examinations as well as practical tests as stipulated in the SAG.

These are recorded and constitute 25% of the final year mark. The informal programme of assessment is made up of assessment tasks and tests that are developed by the teachers based on the criteria set out in the SAG for formative purposes only.

The implementation of school based assessment is the core responsibility of the curriculum section of the provincial education department and subject advisors are entrusted with the task of building the capacity of teachers to develop quality assessment tasks. The examination directorate conducts moderation of the SBA to establish its validity and reliability for inclusion in the final promotion mark in the subject.

**The key success indicators for school based assessment process are as follows**

#### Key Success Indicators

- (a) Assessment tasks that are administered are of the appropriate standard and quality.
- (b) All assessment tasks are marked and marks recorded and finally captured on the IECS.
- (c) A functional moderation system is operational at school, District, provincial and national level.

### 6.3.1 Moderation of School Based Assessment

The moderation conducted by the DBE focused on the evaluation of assessment tasks which are considered as critical inputs in enhancing the validity and reliability of school based assessment. The moderation was conducted from June to August 2012 and focused on the following Grade 12 subjects from selected Districts and schools in all nine provinces, namely, Accounting, English FAL, Geography, History, Life Orientation, Life Sciences, Mathematics and Physical Sciences. The final moderation process conducted in October and November 2012 focused on the moderation of assessment tasks and learner evidence in order to ascertain whether the provincial moderation systems are effective in ensuring the production of reliable scores. This final moderation served as a final verification process before marks were included in the final promotion marks. The national moderation team was accompanied by Umalusi moderators who quality assured the process.

In engaging with assessment tasks and tests, the team of moderators appointed by DBE conducted an intensive evaluation of the quality of the assessment tasks and tests and the level of compliance with the prescribed guidelines and relevant Subject Assessment Guidelines. A common national moderation instrument was utilised to measure the quality of the assessment tasks. The criteria include: the quality of the task, time allocation, mark allocation, compliance with content requirement and appropriate distribution of cognitive levels. These criteria allowed moderators to scrutinize and evaluate the credibility and validity of the assessment tasks set and administered for continuous assessment. Feedback was provided to schools and provinces to assist in improving in the quality of assessment tasks in future.

The general findings of the moderation team were as follows:

- (a) Schools complied with the SBA requirements as stipulated in the SAG across provinces.
- (b) There is also an effort by teachers to achieve and maintain the required NCS Grade 12 standard, as displayed in the quality of assessment tasks. Most of the questions were modelled from past years' exam papers. However, the quality of the other assessment tasks such as the case study, written reports and the controlled test was poor in most Districts.
- (c) There is an over-dependence on the past years' papers amongst a large number of teachers.
- (d) Most provinces have systems in place for moderation. There is some evidence to confirm that moderation is taking place at three levels i.e. school level; at cluster level and at District level.

### 6.4 Supplementary Examination

The Supplementary examination is a special examination, which provides learners with a second opportunity to write the NSC examination. Candidates<sup>3</sup> that wrote the 2012 NSC examinations may, in terms of current policy apply for the 2013 NSC Supplementary examination provided they satisfy the following conditions:

- (a) The candidate has not met the minimum promotion and certification requirements, but requires a maximum of two subjects to obtain the National Senior Certificate,
- (b) The 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) The candidate that does not satisfy the minimum higher education, higher education faculty requirements or the requirements for the specific occupation may be allowed to register for the supplementary examination in a maximum of two subjects, provided the:
  - (i) candidate is one requirement short in meeting the minimum admission requirements for Higher Certificate, Diploma and Bachelor's degree programmes requiring a National Senior Certificate; or

<sup>3</sup> This applies to full-time, repeat and part-time candidates:

- (ii) candidate 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 for the candidate's absence, he or she may register for the supplementary examination.

The closing date for the 2013 NSC supplementary examination application is Monday, 21 January 2013. Application forms for the 2013 NSC supplementary examination are available from schools or centres where the candidates sat for the examination. The timetable for the 2013 NSC supplementary examination is available on [www.education.gov.za](http://www.education.gov.za) and can be obtained from the PEDs.

## 7. The Nine Provincial Examination Departments

### 7.1 Eastern Cape Provincial Education Department



The Eastern Cape is a largely rural province, some 168 966 km<sup>2</sup> in extent (13, 8% of the total land area of South Africa). It is home to some 6,6 million people, the overwhelming majority of whom are isiXhosa mother tongue speakers. About 2 040 311 people are attending educational institutions of some sort or another.

Educationally, the Eastern Cape is divided into 23 Districts, each with its own District office. Schools are administered through circuits. In total there are 906 senior secondary schools within the Province offering Grade 12 to 69 427 full time candidates. The province has a wide range of schools including special schools urban schools, peri-urban, township and rural schools.

There is dire poverty in the province, with 51, 2% of economically active persons being unemployed. The Eastern Cape has the highest illiteracy rate in the country, with more than 26.5% of its residents having less than a Grade 7 education level.

The Provincial examination system is founded on the prescripts of service delivery, honesty and commitment. The Examinations Directorate is currently located in the Chief Directorate responsible for examinations, assessment, curriculum support and teacher support. This location of examinations has ensured an integrated approach to curriculum and assessment and also brought stability to the process. The unit has a total staff capacity of 50 dedicated staff members.

The province boasts a very efficient script control system which ensures that all scripts are safe, accounted for, well archived and easily retrievable. In addition, the province conducts quality assurance of all Grade 11 promotion and progression schedules prior to the commencement of the new academic year. This ensures that all learners admitted to Grade 12 are legitimate Grade 12 learners. In order to improve examinations and assessment in the province, the Eastern Cape plans to upgrade infrastructure in the Districts to ensure the provision of strong-room facilities in all Districts.

## 7.2 Free State Provincial Education Department



The Free State has 593 examination centres with 24 265 full time candidates and 3 380 part time candidates. The province has a large rural population and the majority of the learners were part of the ex-Bophuthatswana and Qwaqwa Education Departments. The province is currently divided into 5 Districts which are: Motheo, Xhariep, Lejweleputswa, Fezile Dabi and Thabo Mofutsanyana.

The Examinations and Assessment unit in the province administers examinations and assessment relating to the National Senior Certificate (NSC), Senior Certificate (SC), Adult Basic Education and Training (ABET) Level 4, Grade 12 preparatory examinations, Grade 11 final examinations and annual national assessment in Grades 3, 6 and 9.

The Department has a well-functioning unit for examinations and assessment at the provincial office with fully decentralized units in the 5 District offices. The annual budget for exams amounts to an estimate R30 million.

The province introduced item analysis of sampled NSC scripts and this constituted the provincial diagnostic report. The information from the item analysis is utilised by subject advisors to support classroom practice. The positive effect of this is evident in the consistent improvement in the NSC results of the province over the past 4 years.

In addition, a special registration project was introduced in January 2012 to verify grade promotions of learners and ensure that candidates are registered for the correct subject in Grade 12. The province uses SA-SAMS to register candidates for the Grade 12 examination. With the utilization of SA-SAMS, the province is also able to verify the Grade 10 and 11 promotions so as to ensure compliance in terms of the three year NSC qualification.

The province has an efficient script control system in which each script is assigned a unique bar code and scanned to improve control. Thus every script can be tracked throughout the entire process. In addition, plastic pre-sealed bags have been introduced for secure dispatch of scripts.

### 7.3 Gauteng Provincial Education Department



Gauteng is the smallest province in South Africa, with only 1.4% of the land area measuring approximately 18 178km<sup>2</sup>. Gauteng is highly urbanized. Since 2011, it has had a population of nearly 12.3 million, making it the most highly densely populated province in the country. Its population constitutes almost 25% of the total South African population. Gauteng accounts for 33% of South Africa's Gross Domestic Product (GDP) and is the largest sub-national African economy. Gauteng is also responsible for 49.6% of all employee remuneration in the country and 52% of all turn-over institutions. The province's unemployment stands at 25.7%.

The 2012 National Senior Certificate Examinations were written at 787 full-time and 474 part-time/repeater centres. A total of 93 003 full-time candidates were registered for the 2012 NSC examination.

In terms of the management of examinations and assessment, there are two directors – one for the management of Examinations and the other for Assessment (SBA). The directorate has a staff complement of 160 personnel. The Annual budget for exams is about R200 Million.

The following are some of the achievements of the Examinations Directorate in the past five years:

- (a) There has been a reduction in appeals and requests for re-mark and re-check which indicates that candidates have more confidence in the marking processes.
- (b) The MP- Flow software was introduced to track and record the movement of scripts, which ensures that no scripts are lost or unaccounted for.
- (c) The System Change Control (SSC) method to pay markers within 30 calendar days has ensured prompt remuneration of markers.



## 7.4 KwaZulu-Natal Provincial Education Department



The province of KwaZulu-Natal stretches from Port Edward in the south to the borders of Mozambique to the north. The northern part of the province also stretches up to the Swaziland border. It is the country's third smallest province taking up 7.7% of South Africa's land area. The total population in KwaZulu-Natal is 9 790 629.

The KwaZulu-Natal Department of Education is divided into 12 managerial Districts, namely: Amajuba, uMlazi, iLembe, Sisonke, Ugu, uMgungundlovu, uMkhanyakude, uMzinyathi, uThukela, uThungulu and Zululand. The province has 2 781 368 learners in public ordinary schools and 59 767 learners in independent ordinary schools. The province of KwaZulu-Natal is the largest in terms of learner population. KwaZulu-Natal has 132 503 full time candidates.

The examination system in KwaZulu-Natal operates as a Chief Directorate with three directorates, namely: Assessment, Accreditation and Certification, Quality Assurance, and the Examination Administration Directorate. The current staff compliment is 147 personnel. The annual budget for exams is an estimated R200 million.

The province has established twelve District examination offices. Currently, the twelve Districts have surveillance cameras, strong rooms as well as office space and electronic tools of trade required to manage large scale public examinations. The establishment of these offices has contributed to the efficient administration of the examination in the province.

The Department of Education has identified Malgate House as the provincial 'Examination House', which will accommodate all examination officials and processes. State of the Art printing facilities and improved security systems are in the pipeline for 2013.

# Faces and Proc



Director-General: Mr PB Soobrayan



Deputy Director-General: Planning, Information and Assessment Mr SG Padayachee



Chief Director: National Assessment and Public Examinations Dr RR Poliah



Director: Public Examinations Ms P Ogunbanjo



Chief Education Specialists in Public Examinations (Mr W Venter, Ms K Sechoaro, Dr MD Ramoroka)



Director: Examinations and Assessment Free State Mr J Joubert



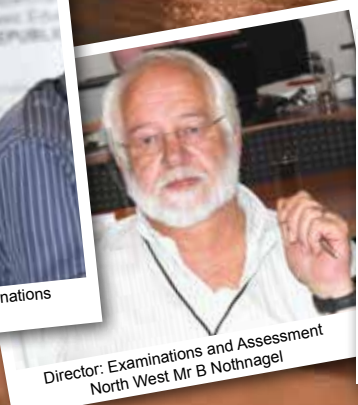
Director: Examinations and Assessment Gauteng Mr P Masilo



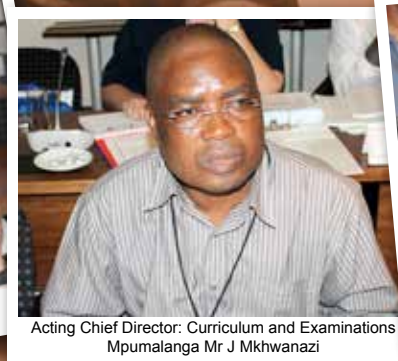
Director: Examinations and Assessment Northern Cape Ms P Phuzi



Chief Director: Curriculum and Examinations North West Dr K Myburg



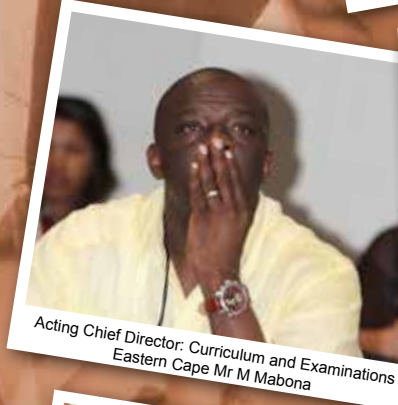
Director: Examinations and Assessment North West Mr B Nothnagel



Acting Chief Director: Curriculum and Examinations Mpumalanga Mr J Mkhwanazi



Director: Examinations and Assessment Mpumalanga Mr C Manyabane



Acting Chief Director: Curriculum and Examinations Eastern Cape Mr M Mabona



Acting Director: Examinations and Assessment Eastern Cape Ms P Edley



Chief Director: Curriculum and Examinations Western Cape Ms T Singh



Director: Examinations Western Cape Mr AP Classen



Chief Director: Curriculum and Examinations Limpopo Mr M Mphahlele



Director: Examinations and Assessment Limpopo Ms V Tshetho



Chief Director: Curriculum and Examinations KwaZulu-Natal Dr B Mthembu



Director: Examinations and Assessment KwaZulu-Natal Ms P Majazi

# Processes of Exams



Chief Directorate: National Assessment and Public Examinations



Script library for the archiving of NSC learners' scripts



Digital printing and packaging of question papers in Mpumalanga Examinations



Heads of examinations and Umalusi System Administrator



Meeting with Correctional Services



Batches of learners' scripts



Candidate writing examinations



Notice board in the marking centre



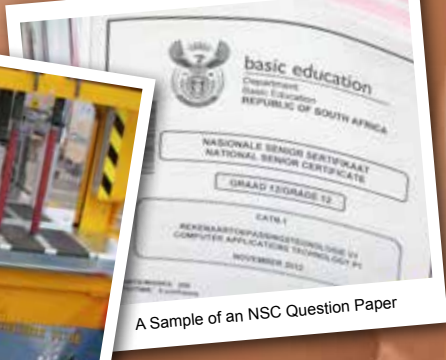
Meeting with CIE delegation



The training of markers in Free State



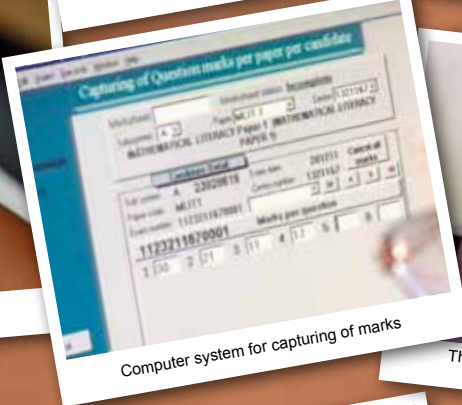
Digital printing and packing in the Northern Cape Exams



A Sample of an NSC Question Paper



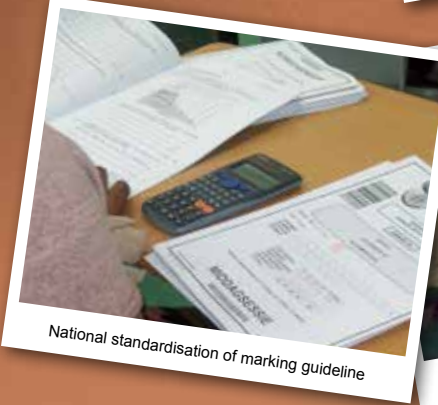
Computer system for capturing of marks



The Minister visits the candidate writing examinations in Hospital



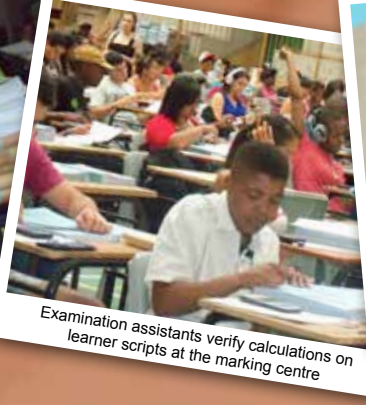
Marksheet with learners' scores



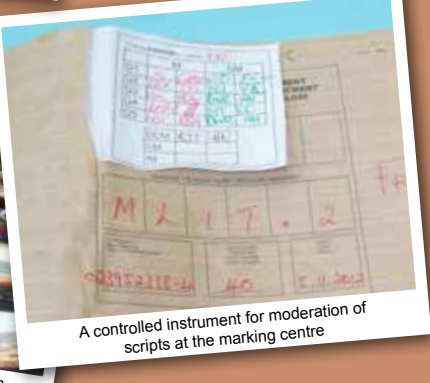
National standardisation of marking guideline



Script Control



Examination assistants verify calculations on learner scripts at the marking centre



A controlled instrument for moderation of scripts at the marking centre

## 7.5 Limpopo Provincial Education Department



Limpopo Province is both vast and predominantly rural, with the majority of schools in the rural areas. The majority of the learners were part of the ex-Lebowa, Venda and Gazankulu Homelands. The average distance to the furthest schools is approximately 400km from the Provincial Office. For the 2011/12 Grade 12 NSC Examinations, 92 766 candidates were registered at 1703 Examination Centres in the Province.

The province has five Districts and 134 Circuits managed by District Senior Managers and Circuit Managers respectively. The province is in the process of moving to a ten District structure.

The examinations and assessment directorate is currently operating as a Chief Directorate with three directorates namely: *Examination Services, Systems Administration and Logistics*.

Some of the significant achievements in the last five years include:

- (a) A three-tier checking/quality assurance of internal end of year schedules to ensure strict compliance with promotion requirements in grades 9, 10 and 11;
- (b) Significantly minimised occurrence of irregularities in subject changes and unregistered candidates. This is evident in the decline in provisional/manually generated mark-sheets (in full time examination centres); and

The province plans to train and support the District Assessment Irregularities Committee (DAIC), Circuit Managers and Curriculum/Subject Advisors on Management of Internal Assessment (SBA, Oral and Practical Assessment Task (PAT)) Irregularities.

## 7.6 Mpumalanga Provincial Education Department



Mpumalanga means “Place Where the Sun Rises”. Due to the province’s spectacular scenic beauty and abundance of wildlife, it is one of South Africa’s major tourist destinations. The province has a population of 4 039 939 people and its area covers 76 495 km<sup>2</sup> translating into 6.3% of the total size of the country (RSA). The learner population is 1 054 783.

The Mpumalanga Province has an enrollment of 47 979 full time candidates. The province is predominantly rural with four regions, three of them i.e. Bushbuckridge, Gert Sibande and Nkangala being at least 90% rural. The fourth region, Ehlanzeni region, with mainly township and urban schools has the highest enrolment of 14 960 full time candidates.

Examinations and assessment in the province is managed by the directorate for public examinations that operates from an Examinations House situated in Nelspruit within the Mbombela municipality and has four District public examination offices. Each District has a staff complement of fifteen (15) exam personnel while the provincial Head Office has a staff establishment of seventy three (73) personnel. The annual budget for examinations is an estimated R165 million.

The province has established a ‘State of the Art’ in-house print facility that is able to create barcodes for each question paper, pre-seal, pack and stack electronically with limited human interaction. A central script library has been established for the filing of scripts and this enhances the efficiency and promptness in the retrieval of scripts. The security at the provincial examination house is enhanced by electronic surveillance coverage of the premises and the security systems in all District storage facilities have also been improved. The province has also introduced the registration of learners from grades 10 to 12 on the examination computer system, so that learners are programmatically promoted on an annual basis.

## 7.7 Northern Cape Provincial Education Department



The Northern Cape has an enrollment of 9 234 candidates, writing the NSC examination at 134 centres. The province is predominantly rural with five Districts and twenty six (26) circuits

The province is predominately Afrikaans speaking with different groups clustered in certain areas. The John Taolo Gaetsewe District is Setswana dominant, Pixley Ka Seme is isiXhosa and Afrikaans; and Namaqua and Siyanda are predominantly Afrikaans. The Francis Baard area is a diverse District, predominantly Setswana and Afrikaans.

The vast geographical nature of the Northern Cape distinguishes it from the rest of the country. It has fewer candidates, but distances between towns and schools are huge. This fact necessitated the employment of contract workers to execute the newly implemented distribution model of question papers. The new model ensures the daily delivery of question papers to examination centres.

Examination and Assessment in the province is managed by the examinations directorate which has recently been upgraded to a Chief Directorate. The directorate currently has a staff complement of 75 exam personnel. The annual budget for exams is about R 48 million.

Nodal points have been created to ensure daily delivery of question papers and stationery. This has necessitated the improvement of security and monitoring at nodal points. New buildings have been erected at the provincial examinations Head Office, namely the system administration block, the packaging block and the storage block. This development has provided the PED with more space and flexibility in the examination building. In addition new printing and packing machines have been recently acquired.

Plans are underway in the near future to train and capacitate the Item Development Unit to develop assessment items of a appropriate standard which can be made available for use by teachers and in so doing improve the quality of classroom assessment in schools.

## 7.8 North West Provincial Education Department



North West Province has an enrollment of 27 555 full time candidates, registered at 363 examination centres. The province is a predominately rural province that stretches from Moretele in the far East (along the Mpumalanga and Limpopo borders) to Greater Taung in the West (along the Northern Cape and Free State borders). Towards the South West is the deep rural area of Kagisano Molopo extending to the borders of Botswana. The majority of people are Setswana mother tongue speakers, with few Afrikaans; Sesotho and IsiXhosa speakers. English is spoken primarily as a second language. The majority of the learners were part of the ex- Bophuthatswana Education Department, with schools in all different categories from town, township, rural and farm.

The province has four main Education Districts namely Dr Kenneth Kaunda, Bojanala, Ngaka Modiri Molema and Dr Ruth Segomotsi Mompati.

The Examinations Directorate is located in the Chief Directorate: General and Further Education Training services, responsible for examinations, assessment and curriculum. This location of examinations is crucial because it ensures an integrated approach to curriculum and assessment. The directorate has a staff complement of 62 personnel which includes both professional and admin staff. The Annual budget for examinations is an estimated R100 million.

The province has developed a special computer programme to check whether learners meet the promotion requirements for Grade 10, 11 and 12. This programme was made available to circuit managers, who are responsible for signing off all promotion schedules. This ensures that all learners are correctly promoted in these grades.

There have been improvements in the security systems at the printing section and some Districts, where CCTV cameras have been installed. A double sealing system for scripts has also been introduced. The province plans to introduce the electronic scanning of scripts in 2013.

## 7.9 Western Cape Provincial Education Department



The Western Cape has an enrollment of 45 562 full time candidates writing the NSC examination at 428 centres. The province is a mix of rural and urban with eight Districts (4 rural and 4 urban) and forty nine (49) circuits

The examination and assessment function of the WCED is centrally managed by the Chief Directorate: Assessment and Examinations located at the provincial Head Office in Cape Town. The Chief Directorate consists of the Directorate: Examinations Administration, and the Directorate: Assessment Management.

WCED has made significant improvements in many areas in examination administration and assessment. In 2011, the WCED administered competency tests for prospective markers in the following seven subjects with large enrolments: Accounting, Business Studies, Geography, History, Life Sciences and Mathematics. Markers who obtained 60% and above in the competency tests were reappointed for 2012. For 2012 competency tests were administered in ten subjects (Consumer Studies, Economics and Mathematical Literacy were added).

The province has also introduced a unique code for each marker in order to be able to identify the marker who marked each question. This has proved to be useful in identifying incompetent markers. The WCED has an electronic system for managing subject changes in Grades 10, 11 and 12. The application for Grade 12 subject changes is made on CEMIS at school level, recommended at District level and approved at Head Office. In this way the WCED is able to trace the subject changes in the FET Band.

The province has put forward a proposal of decentralising selected examination functions to Districts. WCED is also currently in the process of investigating the possibility of decentralising the delivery of question papers to Districts and/or nodal points. The daily delivery of question papers will be tested with the Senior Certificate Examination of May/June 2013. Daily collection of scripts from schools has been piloted in the 2012 examinations and will be extended to cover more subjects in future examinations.



## 8. ANALYSIS OF 2012 NATIONAL SENIOR CERTIFICATE (NSC) EXAMINATION RESULTS

### 8.1 2012 NSC Examination Results for full time candidates

Overall performance of candidates (full time) in the 2012 NSC examination:

The overall national results reveal that the 2012 cohort has achieved the highest pass rate of 73.9% since the implementation of the NSC curriculum in 2008 in Grade 12. This significant improvement is a signal that the system is maturing and that teachers and learners are becoming more confident about the content and skills that are assessed in the NSC examinations. The results provide evidence that learner performance is on an upward trajectory and this momentum needs to be maintained and enhanced in coming years. The DBE has also recognised the achievements of the Gauteng province which has recorded the highest achievement rate in 2012 compared to other provinces. The Western Cape and Free State are also commended for achieving 82% and 81% respectively.

The analysis of the subject performance reveals a notable improvement in candidates' performance in key subjects such as Mathematics, Physical Sciences, Accounting, History, Geography and Economics. Improved performance was also noted in the Technical and Arts subjects. The results of the class of 2012 reflect a significant improvement in the quality of education in the country.

The DBE has noted a significant improvement in most of the Districts across provinces which is an indication that systematic monitoring of the curriculum implementation is beginning to bear fruit. The DBE will focus its attention on the following Districts which have experienced a slight drop in performance in the 2012 NSC examination compared to 2011: Sisonke, Umzinyathi, Umlazi and Umgungundlovu ( Kwazulu-Natal), Qumbu, Ngcobo, MT Fletcher, King Williams Town, Lady Frere and Cradock (Eastern Cape) Capricorn (Limpopo) Dr. R.S. Mompoti District (North West) , Cape Winelands, Metropole\_South and Overberg (Western Cape). It is important to recognize the significant improvement of Bohlabela District in the Mpumalanga province which has over a four year period, achieved remarkable improvement from 28% in 2009 to 61% in 2012.

**Table 5: Overall performance of candidates in the 2012 NSC examination**

Province	2012		
	Total wrote	Total Achieved	% achieved
Eastern Cape	63 989	39 443	61.6
Free State	24 265	19 676	81.1
Gauteng	89 627	75 214	83.9
KwaZulu-Natal	127 253	93 003	73.1
Limpopo	77 360	51 745	66.9
Mpumalanga	47 889	33 504	70.0
North West	27 174	21 609	79.5
Northern Cape	8 925	6 661	74.6
Western Cape	44 670	36 974	82.8
<b>National</b>	<b>511 152</b>	<b>377 829</b>	<b>73.9</b>

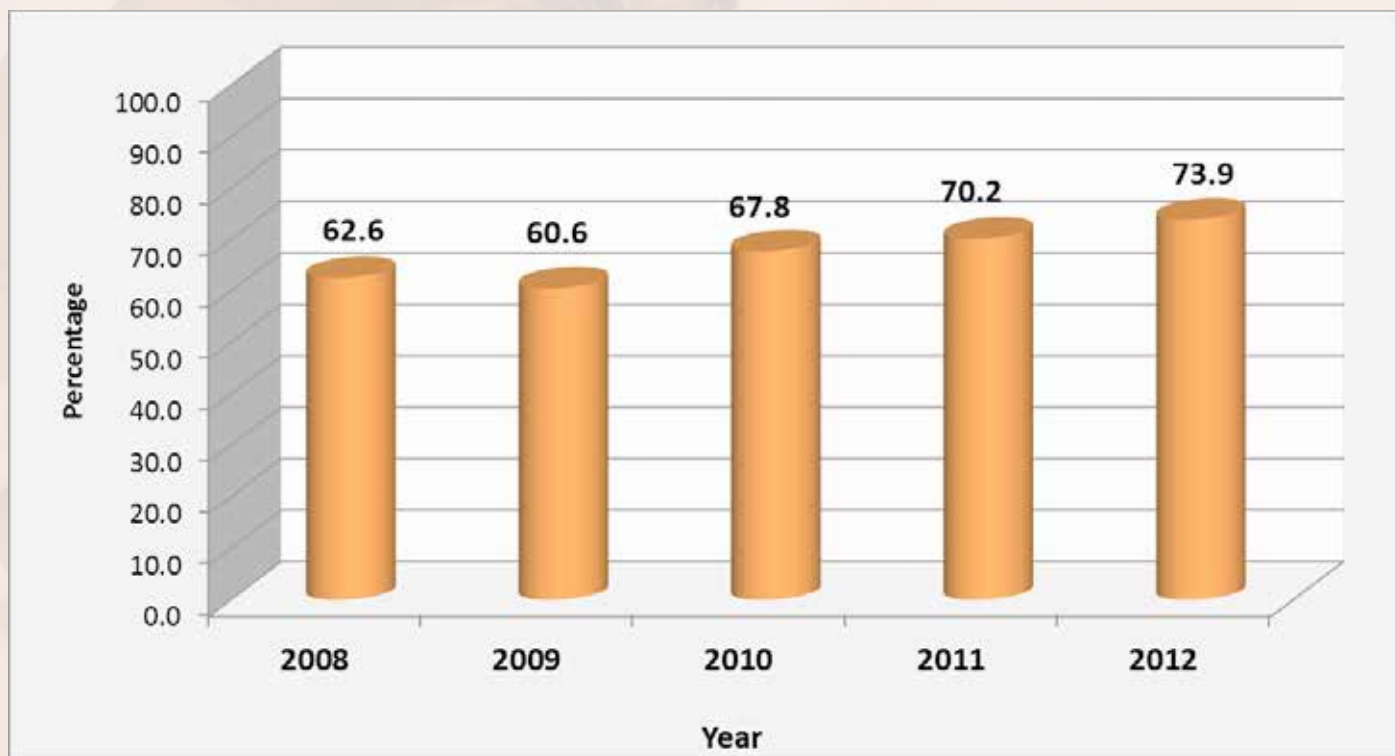
The overall achievement rate for 2012 is **73.9%**. This is an increase of **3.7 %**.

Table 6: Comparison of NSC passes from 2009 to 2012 by province

Province	2009			2010			2011			2012		
	Total wrote	Total Achieved	% achieved	Total wrote	Total Achieved	% achieved	Total wrote	Total Achieved	% achieved	Total wrote	Total Achieved	% achieved
Eastern Cape	68 129	34 731	51.0	64 090	37 345	58.3	65 359	37 997	58.1	63 989	39 443	61.6
Free State	29 808	20 680	69.4	27 586	19 484	70.6	25 932	19 618	75.7	24 265	19 676	81.1
Gauteng	98 659	70 871	71.8	92 241	72 538	78.6	85 367	69 216	81.1	89 627	75 214	83.9
KwaZulu- Natal	132 176	80 733	61.1	122 444	86 556	70.7	122 126	83 204	68.1	127 253	93 003	73.1
Limpopo	83 350	40 776	48.9	94 632	54 771	57.9	73 731	47 091	63.9	77 360	51 745	66.9
Mpumalanga	53 978	25 852	47.9	51 695	29 382	56.8	48 135	31 187	64.8	47 889	33 504	70.0
North West	30 665	20 700	67.5	28 909	21 874	75.7	25 364	19 737	77.8	27 174	21 609	79.5
Northern Cape	10 377	6 356	61.3	10 182	7 366	72.3	10 116	6 957	68.8	8 925	6 661	74.6
Western Cape	44 931	34 017	75.7	45 764	34 831	76.1	39 960	33 110	82.9	44 670	36 974	82.8
<b>National</b>	<b>552 073</b>	<b>334 716</b>	<b>60.6</b>	<b>537 543</b>	<b>364 147</b>	<b>67.8</b>	<b>496 090</b>	<b>348 117</b>	<b>70.2</b>	<b>511 152</b>	<b>377 829</b>	<b>73.9</b>

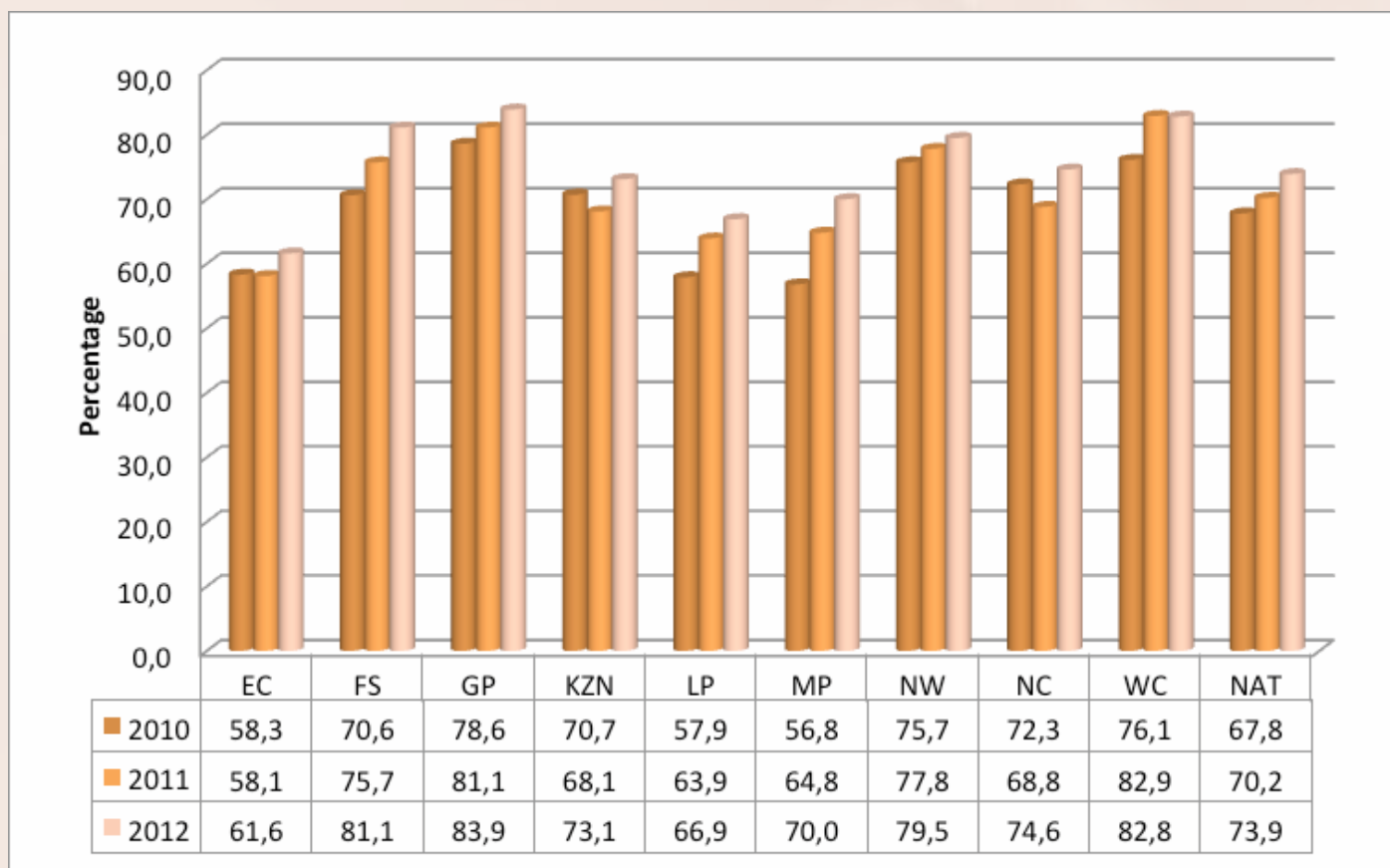
The number of candidates passing NSC examinations increased from **348 117** in 2011 to **377 829** in 2012.

Figure 7: NSC performance, 2008 to 2012



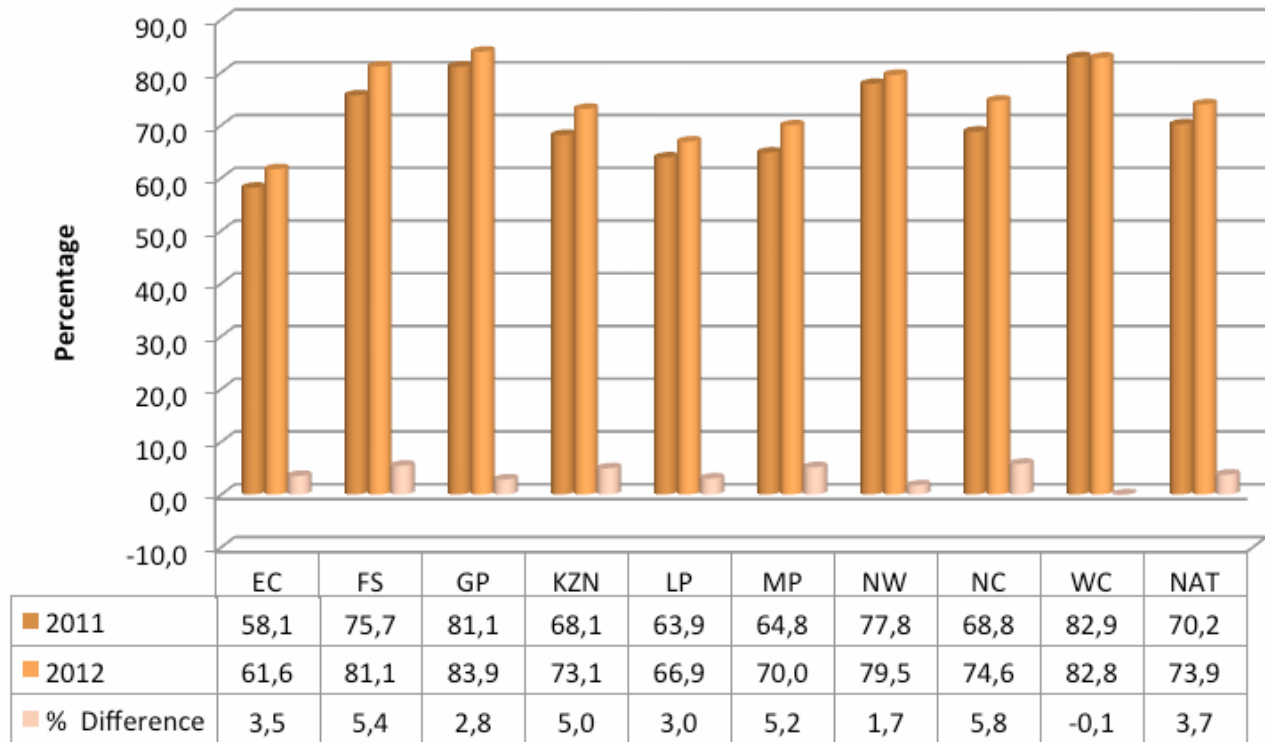
The overall pass rate in 2012 is 73.9%, this shows a significant increase from 62.6% in 2008.

Figure 8: Comparison of NSC passes by province, 2010 to 2012



In 2012, Gauteng had the highest percentage of NSC passes. There has been a remarkable increase across the provinces although there was a slight drop in the Western Cape.

Figure 9: Percentage difference in performance in provinces between 2011 and 2012



In 2012, Northern Cape had the highest percentage increase from 2011.

Table 7: NSC passes by type of qualification, 2012

Province Name	Total Wrote	Achieved Bachelor	% achieved Bachelor	achieved Diploma	% achieved Diploma	Achieved Higher Certificate	% achieved Higher Certificate	Achieved NSC	% achieved NSC	Achieved	% achieved
EC	63 989	11 246	17.6	16 148	25.2	11 998	18.8	51	0.1	39 443	61.6
FS	24 265	6 937	28.6	8 553	35.2	4 181	17.2	5	0.0	19 676	81.1
GP	89 627	32 449	36.2	30 422	33.9	12 335	13.8	8	0.0	75 214	83.9
KZN	127 253	34 779	27.3	36 841	29.0	21 274	16.7	109	0.1	93 003	73.1
LP	77 360	15 324	19.8	20 103	26.0	16 301	21.1	17	0.0	51 745	66.9
MP	47 889	9 495	19.8	14 277	29.8	9 633	20.1	99	0.2	33 504	70.0
NW	27 174	7 445	27.4	9 151	33.7	5 010	18.4	3	0.0	21 609	79.5
NC	8 925	2 055	23.0	2 787	31.2	1 819	20.4	0	0.0	6 661	74.6
WC	44 670	16 317	36.5	14 599	32.7	6 053	13.6	5	0.0	36 974	82.8
National	511 152	136 047	26.6	152 881	29.9	88 604	17.3	297	0.1	377 829	73.9

Of the total number of learners who wrote the NSC examination in 2012, 26.6% qualify for admission to Bachelor studies.

Table 8: Comparison of the NSC performance by type of qualification from 2009 to 2012

Province	Year	Number who wrote		Achieved with Bachelor		% achieved Bachelors		Achieved with Diploma		% achieved Diploma		Achieved with Higher Certificate		% achieved Higher Certificate		WITH NSC		% achieved NSC		Total achieved		% achieved	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Eastern Cape	2009	68 129		9 492	13.9	13 883	20.4	11 240	16.5	116	0.2	34 731	51.0										
	2010	64 090		10 225	16.0	15 278	23.8	11 802	18.4	147	0.2	37 345	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										
Free State	2009	29 808		6 030	20.2	8 691	29.2	5 912	19.8	47	0.2	20 680	69.4										
	2010	27 586		5 890	21.4	8 180	29.7	5 367	19.5	62	0.2	19 484	70.6										
	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										
Gauteng	2009	98 659		28 709	29.1	28 017	28.4	14 092	14.3	53	0.1	70 871	71.8										
	2010	92 241		31 301	33.9	28 938	31.4	12 293	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										
KwaZulu-Natal	2009	132 176		26 287	19.9	31 406	23.8	22 719	17.2	321	0.2	80 733	61.1										
	2010	122 444		31 466	25.7	34 708	28.3	20 169	16.5	245	0.2	86 556	70.7										
	2011	122 126		27 397	22.4	34 708	28.4	21 331	17.5	286	0.2	83 204	68.1										
	2012	127 253		34 779	27.3	36 841	29.0	21 274	16.7	109	0.1	93 003	73.1										
Limpopo	2009	83 350		10 202	12.2	15 375	18.4	15 164	18.2	35	0.0	40 776	48.9										
	2010	94 632		14 739	15.6	21 471	22.7	18 483	19.5	103	0.1	54 771	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										

Province	Year	Number who wrote	Achieved with Bachelor	% achieved Bachelors	Achieved with Diploma	% achieved Diploma	Achieved with Higher Certificate	% achieved Higher Certificate	WITH NSC	% achieved NSC	Total achieved	% achieved
			Number	%	Number	%	Number	%	Number	%	Number	%
Mpumalanga	2009	53 978	6 556	12.1	10 165	18.8	9 107	16.9	26	0.0	25 854	47.9
	2010	51 695	8 147	15.8	11 955	23.1	9 183	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
North West	2009	30 665	6 356	20.7	8 161	26.6	6 181	20.2	2	0.0	20 700	67.5
	2010	28 909	8 021	27.7	8 937	30.9	4 916	17.0	1	0.0	21 874	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
Northern Cape	2009	10 377	1 741	16.8	2 660	25.6	1 953	18.8	2	0.0	6 356	61.3
	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
Western Cape	2009	44 931	14 324	31.9	12 677	28.2	6 988	15.6	28	0.1	34 017	75.7
	2010	45 764	14 412	31.5	13 734	30.0	7 524	16.4	4	0.0	34 831	76.1
	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
National	2009	552 073	109 697	19.9	131 035	23.7	93 356	16.9	630	0.1	334 718	60.6
	2010	537 543	126 371	23.5	146 224	27.2	91 947	17.1	677	0.1	364 513	67.8
	2011	496 090	120 767	24.3	141 584	28.5	85 296	17.2	470	0.1	348 117	70.2
	2012	511 152	136 047	26.6	152 881	29.9	88 604	17.3	297	0.1	377 829	73.9

When comparing the NSC performance by type of qualification, the Table shows that the number of candidates qualifying for Bachelor studies has increased from 120 767 in 2011 to 136 047 in 2012.

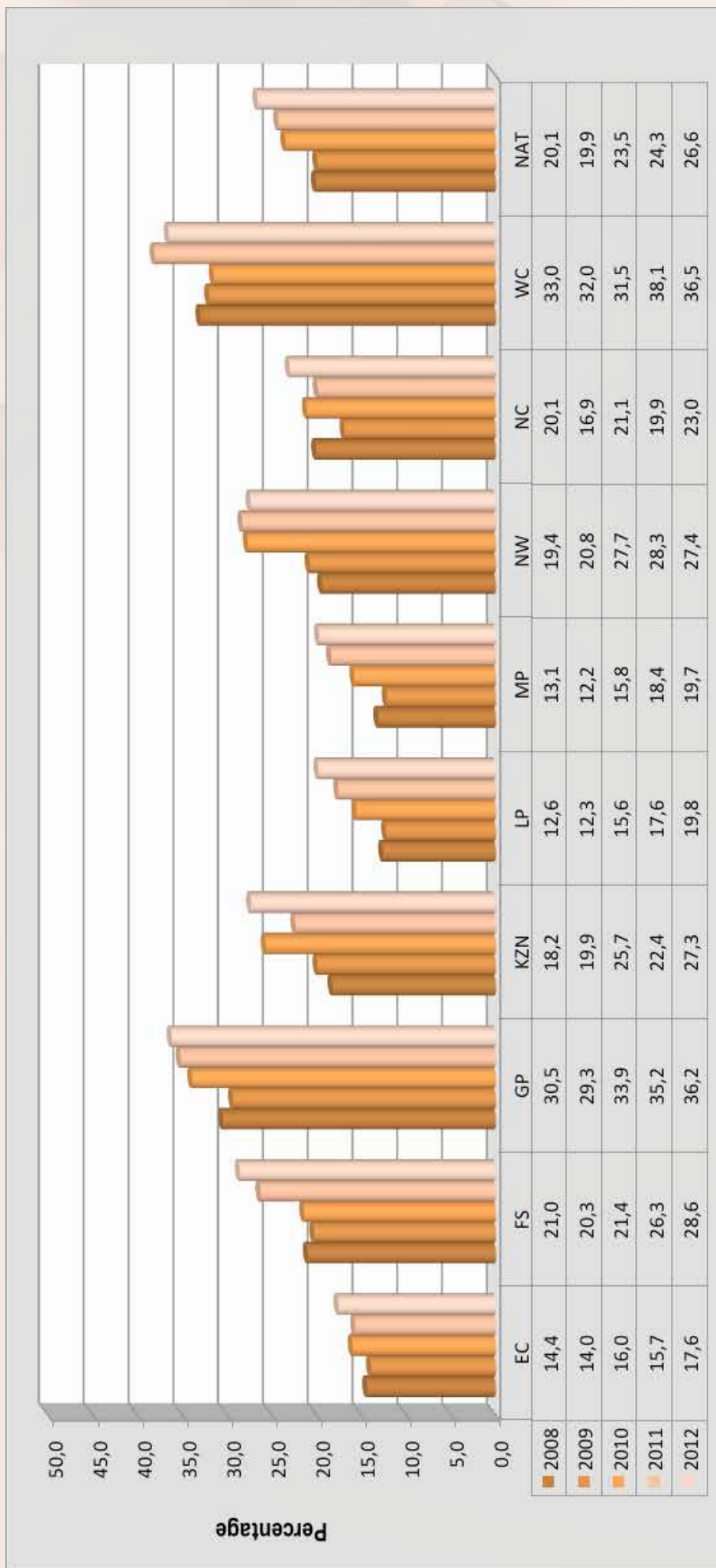
Table 9: Comparison of Bachelor's passes by province between 2009 and 2012

	2009			2010			2011			2012		
	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	68 129	9 492	13.9	64 090	10 225	16	65 359	10 291	15.7	63 989	11 246	17.6
Free State	29 808	6 030	20.2	27 586	5 890	21.4	25 932	6 817	26.3	24 265	6 937	28.6
Gauteng	98 659	28 709	29.1	92 241	31 301	33.9	85 367	30 037	35.2	89 627	32 449	36.2
KwaZulu-Natal	132 176	26 287	19.9	122 444	31 466	25.7	122 126	27 397	22.4	127 253	34 779	27.3
Limpopo	83 350	10 202	12.2	94 632	14 757	15.6	73 731	12 946	17.6	77 360	15 324	19.8
Mpumalanga	53 978	6 556	12.1	51 695	8 147	15.8	48 135	8 866	18.4	47 889	9 495	19.8
North West	30 665	6 356	20.7	28 909	8 021	27.7	25 364	7 187	28.3	27 174	7 445	27.4
Northern Cape	10 377	1 741	16.8	10 182	2 152	21.1	10 116	2 012	19.9	8 925	2 055	23.0
Western Cape	44 931	14 324	31.9	45 764	14 412	31.5	39 960	15 214	38.1	44 670	16 317	36.5
<b>National</b>	<b>552 073</b>	<b>109 697</b>	<b>19.9</b>	<b>537 543</b>	<b>126 371</b>	<b>23.5</b>	<b>496 090</b>	<b>120 767</b>	<b>24.3</b>	<b>511 152</b>	<b>136 047</b>	<b>26.6</b>

In 2012, Western Cape had the highest percentage of learners that passed with Bachelor's at 36.5%, followed by Gauteng at 36.2%. However it is important to note that there has been a general increase in the number of Bachelor passes across all provinces.



Figure 10: Comparison of Bachelor's passes by provinces, 2008 - 2012



Candidates qualifying for Bachelor studies increased from 20% in 2008 to 26.6% in 2012.

Table 10: Overall performance of candidates in the 2012 NSC examination by gender

PROVINCE	Gender	Number Wrote	Number achieved	% achieved
EASTERN CAPE	Male	28 438	18 235	64.1
	Female	35 551	21 208	59.7
FREE STATE	Male	11 428	9 477	82.9
	Female	12 837	10 199	79.5
GAUTENG	Male	40 274	34 080	84.6
	Female	49 353	41 134	83.3
KWAZULU-NATAL	Male	59 399	43 826	73.8
	Female	67 854	49 177	72.5
LIMPOPO	Male	35 986	25 525	70.9
	Female	41 374	26 220	63.4
MPUMALANGA	Male	22 015	15 989	72.6
	Female	25 874	17 515	67.7
NORTH WEST	Male	12 819	10 470	81.7
	Female	14 355	11 139	77.6
NORTHERN CAPE	Male	4 082	3 119	76.4
	Female	4 843	3 542	73.1
WESTERN CAPE	Male	19 361	16 335	84.4
	Female	25 309	20 639	81.5
NATIONAL	<b>Male</b>	<b>233 802</b>	<b>177 056</b>	<b>75.7</b>
	<b>Female</b>	<b>277 350</b>	<b>200 773</b>	<b>72.4</b>
	<b>Both</b>	<b>511 152</b>	<b>377 829</b>	<b>73.9</b>

When comparing overall performance of candidates by gender, a higher percentage (75.7%) of males compared to females (72.4%) passed the NSC examination in 2012.

Table 11: Comparison of number of NSC passes by province and gender from 2009 to 2012

Province	Gender	Total wrote				Total Achieved				% achieved			
		2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Eastern Cape	Male	29 980	28 196	28 825	28 438	15 666	16 793	17 516	18 235	52.3	59.6	60.8	64.1
	Female	38 149	35 894	36 534	35 551	19 065	20 552	20 481	21 208	50.0	57.3	56.1	59.7
Free State	Male	13 974	13 259	12 307	11 428	9 862	9 569	9 550	9 477	70.6	72.2	77.6	82.9
	Female	15 834	14 327	13 625	12 837	10 818	9 915	10 068	10 199	68.3	69.2	73.9	79.5
Gauteng	Male	44 861	41 531	39 586	40 274	32 218	32 545	32 341	34 080	71.8	78.4	81.7	84.6
	Female	53 798	50 710	45 781	49 353	38 653	39 993	36 875	41 134	71.8	78.9	80.5	83.3
KwaZulu-Natal	Male	61 182	56 463	58 729	59 399	37 099	40 159	40 337	43 826	60.6	71.1	68.7	73.8
	Female	70 994	65 981	63 397	67 854	43 634	46 397	42 867	49 177	61.5	70.3	67.6	72.5
Limpopo	Male	37 819	43 049	34 415	35 986	20 312	26 810	23 440	25 525	53.7	62.3	68.1	70.9
	Female	45 531	51 583	39 316	41 374	20 464	27 961	23 651	26 220	44.9	54.2	60.2	63.4
Mpumalanga	Male	25 245	24 082	22 478	22 015	12 862	14 275	15 146	15 989	50.9	59.3	67.4	72.6
	Female	28 733	27 613	25 657	25 874	12 990	15 107	16 041	17 515	45.2	54.7	62.5	67.7
North West	Male	14 279	13 407	12 148	12 819	9 954	10 422	9 637	10 470	69.7	77.7	79.3	81.7
	Female	16 386	15 502	13 216	14 355	10 746	11 452	10 100	11 139	65.6	73.9	76.4	77.6
Northern Cape	Male	4 789	4 588	4 613	4 082	2 972	3 350	3 186	3 119	62.1	73.0	69.1	76.4
	Female	5 588	5 594	5 503	4 843	3 384	4 016	3 771	3 542	60.6	71.8	68.5	73.1
Western Cape	Male	19 338	19 783	17 745	19 361	14 846	15 359	14 904	16 335	76.8	77.6	84.0	84.4
	Female	25 593	25 981	22 215	25 309	19 171	19 472	18 206	20 639	74.9	74.9	82.0	81.5
National	Male	251 467	244 358	230 846	233 802	155 791	169 282	166 057	177 056	62.0	69.3	71.9	75.7
	Female	300 606	293 185	265 244	277 350	178 925	194 865	182 060	200 773	59.5	66.5	68.6	72.4
	Both	552 073	537 543	496 090	511 152	334 716	364 147	348 117	377 829	60.6	67.8	70.2	73.9

Table 12: Pass rates within different percentage categories, 2012

	No of Schools		Exactly 0%		Exactly 100%		0 to 19.9%		20 to 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Eastern Cape	907	0.0	0	0.0	30	3.3	44	4.9	174	19.2	235	25.9	259	28.6	195	21.5
Free State	326	0.0	0	0.0	43	13.2	0	0.0	4	1.2	27	8.3	95	29.1	200	61.3
Gauteng	781	0.0	0	0.0	85	10.9	3	0.4	9	1.2	67	8.6	224	28.7	478	61.2
Kwazulu-Natal	1 712	0.1	1	0.1	107	6.3	34	2.0	109	6.4	329	19.2	595	34.8	645	37.7
Limpopo	1 411	0.0	1	0.1	36	2.6	39	2.8	141	10.0	353	25.0	503	35.6	375	26.6
Mpumalanga	541	0.0	0	0.0	18	3.3	5	0.9	24	4.4	145	26.8	192	35.5	175	32.3
North West	384	0.0	0	0.0	36	9.4	1	0.3	10	2.6	34	8.9	131	34.1	208	54.2
Northern Cape	134	0.0	0	0.0	20	14.9	0	0.0	6	4.5	16	11.9	45	33.6	67	50.0
Western Cape	427	0.0	0	0.0	66	15.5	0	0.0	7	1.6	23	5.4	132	30.9	265	62.1
<b>National</b>	<b>6 623</b>	<b>0.0</b>	<b>2</b>	<b>0.0</b>	<b>441</b>	<b>6.7</b>	<b>126</b>	<b>1.9</b>	<b>484</b>	<b>7.3</b>	<b>1 229</b>	<b>18.6</b>	<b>2 176</b>	<b>32.9</b>	<b>2 608</b>	<b>39.4</b>

In 2012, a high percentage (39.4%) of schools performed between 80% and 100%.

Table 13: Pass rates within different percentage categories, 2011 and 2012

	Total number of schools		0-19.9%		20-39.9%		40-59.9%		60-79.9%		80-100%		Exactly 0%		Exactly 100%		
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	
Eastern Cape	Number	915	907	58	44	175	174	248	235	244	259	190	195	4	0	47	30
	%			6.3	4.9	19.1	19.2	27.1	25.9	26.7	28.6	20.8	21.5	0.4	0	5.1	3.3
Free State	Number	318	326	1	0	8	4	51	27	103	95	155	200	0	0	45	43
	%			0.3	0.0	2.5	1.2	16.0	8.3	32.4	29.1	48.7	61.3	0	0	14.2	13.2
Gauteng	Number	771	781	1	3	16	9	98	67	210	224	446	478	0	0	100	85
	%			0.1	0.4	2.1	1.2	12.7	8.6	27.2	28.7	57.8	61.2	0	0	13	10.9
KwaZulu-Natal	Number	1 701	1 712	50	34	174	109	408	329	491	595	578	645	4	1	116	107
	%			2.9	2.0	10.2	6.4	24	19.2	28.9	34.8	34	37.7	0.2	0.1	6.8	6.3
Limpopo	Number	1 410	1 411	34	39	180	141	389	353	413	503	394	375	4	1	60	36
	%			2.4	2.8	12.8	10.0	27.6	25.0	29.3	35.6	27.9	26.6	0.3	0.1	4.3	2.6
Mpumalanga	Number	526	541	8	5	71	24	135	145	169	192	143	175	0	0	18	18
	%			1.5	0.9	13.5	4.4	25.7	26.8	32.1	35.5	27.2	32.3	0	0	3.4	3.3
North West	Number	379	384	2	1	13	10	52	34	108	131	204	208	0	0	45	36
	%			0.5	0.3	3.4	2.6	13.7	8.9	28.5	34.1	53.8	54.2	0	0	11.9	9.4
Northern Cape	Number	133	134	1	0	9	6	28	16	40	45	55	67	0	0	21	20
	%			0.8	0.0	6.8	4.5	21.1	11.9	30.1	33.6	41.4	50.0	0	0.0	15.8	14.9
Western Cape	Number	417	427	1	0	4	7	28	23	117	132	267	265	0	0	92	66
	%			0.2	0.0	1	1.6	6.7	5.4	28.1	30.9	64	62.1	0	0	22.1	15.5
<b>National</b>	<b>Number</b>	<b>6 570</b>	<b>6 623</b>	<b>156</b>	<b>126</b>	<b>650</b>	<b>484</b>	<b>1 437</b>	<b>1 229</b>	<b>1 895</b>	<b>2 176</b>	<b>2 432</b>	<b>2 608</b>	<b>12</b>	<b>2</b>	<b>544</b>	<b>441</b>
	<b>%</b>			<b>2.4</b>	<b>1.9</b>	<b>9.9</b>	<b>7.3</b>	<b>21.9</b>	<b>18.5</b>	<b>28.8</b>	<b>32.9</b>	<b>37.0</b>	<b>39.4</b>	<b>0.2</b>	<b>0</b>	<b>8.3</b>	<b>6.7</b>

Approximately 72% of schools performed at 60% and above in 2012. This shows that the performance of schools is improving.

**Table 14: Pass Interval by Quintiles, 2012**

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Exactly 0%	Exactly 100%
Quintile 1	46	167	400	592	450	3	49
Quintile 2	49	140	364	612	478	1	38
Quintile 3	18	122	275	510	431	1	34
Quintile 4	2	19	87	250	307	0	25
Quintile 5	3	13	27	107	581	0	123
<b>Total</b>	<b>118</b>	<b>461</b>	<b>1 153</b>	<b>2 071</b>	<b>2 247</b>	<b>5</b>	<b>429</b>

NB: 573 Schools do not have a Quintile ranking, hence these schools are excluded from this table.

## SUBJECT ANALYSIS

## NSC CANDIDATES' PERFORMANCE IN HOME LANGUAGES, 2010 to 2012

Table 15: Candidates' performance in Home Languages (official languages), 2010 - 2012

Home Language	2010			2011			2012		
	Total Wrote	No. achieved 40% & above	% achieved 40% & above	Total Wrote	No. achieved 40% & above	% achieved 40% & above	Total Wrote	No. achieved 40% & above	% achieved 40% & above
Afrikaans	53 439	51 944	97.2	47 971	47 068	98.1	48 471	47 650	98.3
English	94 929	88 060	92.8	85 495	80 407	94.0	95 338	90 821	95.3
IsiNdebele	4 190	4 181	99.8	3 685	3 682	99.9	3 525	3 523	99.9
IsiXhosa	70 377	70 131	99.7	71 780	71 665	99.8	72 215	72 112	99.9
IsiZulu	122 694	121 643	99.1	124 412	123 637	99.4	125 325	124 617	99.4
Sepedi	68 569	68 104	99.3	58 122	57 612	99.1	60 296	60 081	99.6
Sesotho	28 750	28 461	99.0	26 482	26 287	99.3	25 151	25 066	99.7
Setswana	41 095	40 847	99.4	35 213	35 006	99.4	36 698	36 600	99.7
SiSwati	16 037	15 902	99.2	15 527	15 436	99.4	16 214	16 101	99.3
Tshivenda	19 702	19 669	99.8	12 649	12 639	99.9	13 607	13 595	99.9
Xitsonga	27 102	26 855	99.1	21 279	21 137	99.3	20 964	20 797	99.2

Generally, candidates performed well in Home Languages.

Table 16: Candidates' performance in First Additional Language, 2010 to 2012

Subject Name	2010			2011			2012		
	Wrote	Achieved at 30% & above	% achieved	Wrote	Achieved at 30% & above	% achieved	Wrote	Achieved at 30% & above	% achieved
Afrikaans First Additional Language	77 449	72 191	93.2	68 455	63 965	93.4	75 843	69 880	92.1
English First Additional Language	449 080	424 392	94.5	414 480	398 740	96.2	419 263	410 255	97.9
IsiNdebele First Additional Language	0	0	0	1	1	100.0	17	17	100.0
IsiXhosa First Additional Language	1 446	1 440	99.6	1 547	1 541	99.6	1 774	1 772	99.9
IsiZulu First Additional Language	11 094	11 019	99.3	10 943	10 887	99.5	12 829	12 768	99.5
Sepedi First Additional Language	350	349	99.7	280	275	98.2	397	393	99.0
Sesotho First Additional Language	538	535	99.4	593	588	99.2	533	533	100.0
Setswana First Additional Language	203	203	100.0	181	179	98.9	244	244	100.0
SiSwati First Additional Language	285	282	98.9	281	279	99.3	314	314	100.0
Tshivenda First Additional Language	15	15	100.0	8	8	100.0	18	18	100.0
Xitsonga First Additional Language	17	17	100.0	9	9	100.0	21	21	100.0

Candidates' performance in First Additional Languages is consistent.



## COMPARISON OF NSC CANDIDATES' PERFORMANCE BY SELECTED SUBJECT, 2009 TO 2012

Table 17: Candidates' performance at 30% and above in selected subjects, 2009 – 2012

Subjects	2009			2010			2011			2012		
	Total Wrote	Achieved at 30% & above	% achieved	Total Wrote	Achieved at 30% & above	% achieved	Total Wrote	Achieved at 30% & above	% achieved	Total Wrote	Achieved at 30% & above	% achieved
Accounting	174 347	107 156	61.5	160 991	101 093	62.8	137 903	84 972	61.6	134 978	88 508	65.6
Agricultural Sciences	90 136	46 597	51.7	85 523	53 573	62.6	77 719	55 404	71.3	78 148	57 571	73.7
Business Studies	206 553	148 469	71.9	200 795	142 742	71.1	187 677	147 559	78.6	195 507	151 237	77.4
Economics	153 522	109 955	71.6	147 289	110 824	75.2	133 358	85 411	64.0	134 369	97 842	72.8
Geography	215 120	155 481	72.3	209 854	145 187	69.2	199 248	139 405	70.0	213 735	162 046	75.8
History	90 054	65 025	72.2	87 675	66 428	75.8	85 928	65 239	75.9	94 489	81 265	86.0
Life Orientation	575 039	572 695	99.6	550 813	548 777	99.6	506 138	503 985	99.6	522 132	520 502	99.7
Life Sciences	298 663	195 652	65.5	285 496	212 895	74.6	264 819	193 946	73.2	278 412	193 593	69.5
Mathematical Literacy	277 677	207 326	74.7	280 836	241 576	86	275 380	236 548	85.9	291 341	254 611	87.4
Mathematics	290 407	133 505	46	263 034	124 749	47.4	224 635	104 033	46.3	225 874	121 970	54.0
Physical Sciences	220 882	81 356	36.8	205 364	98 260	47.8	180 585	96 441	53.4	179 194	109 918	61.3

There has been an improvement in candidates' performance in selected subjects, particularly, in Mathematics and Physical Science.

Figure 11: Candidates' performance at 30% and above in selected subjects, 2008 – 2012

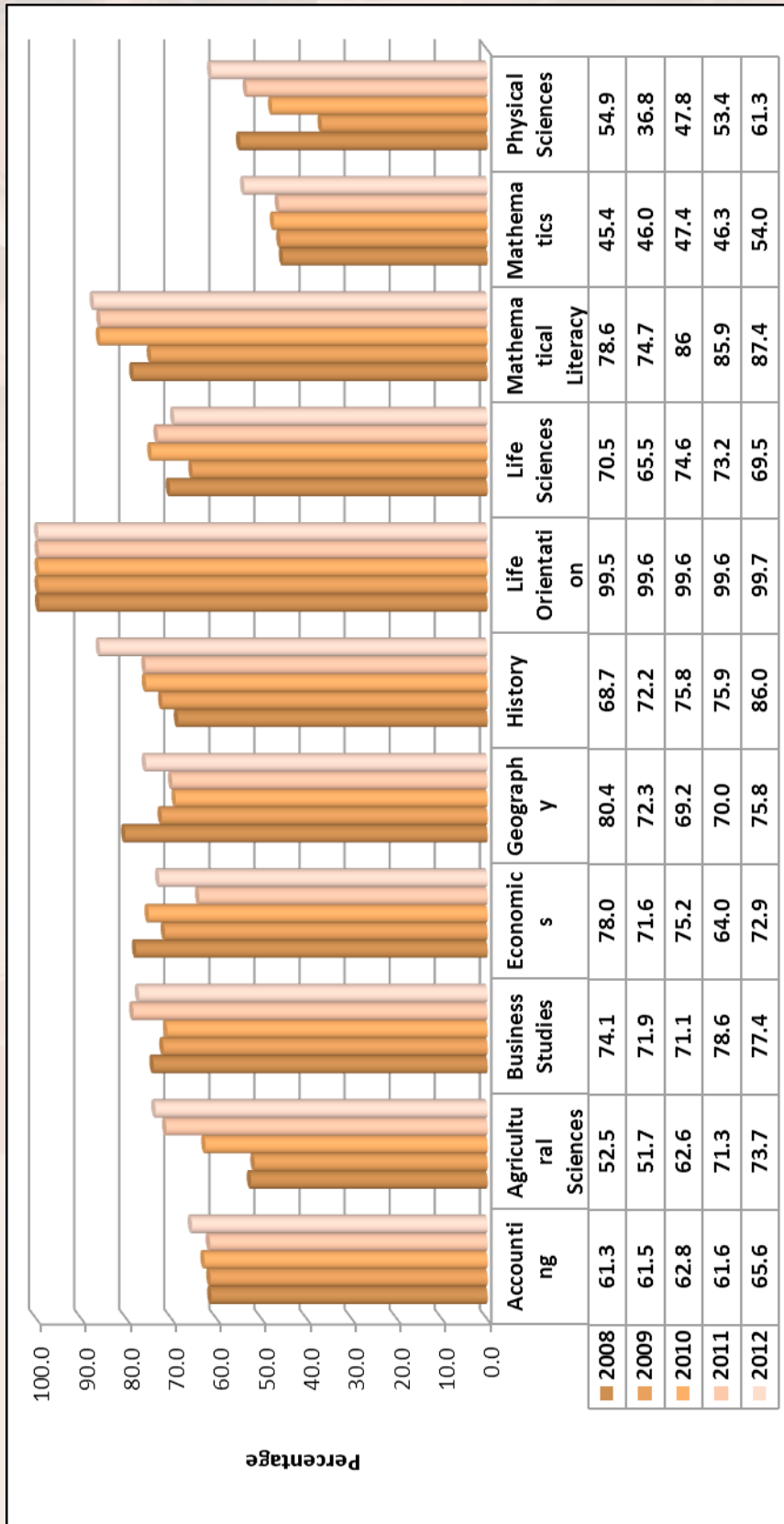


Table 18: Candidates' performance in selected subjects, 2009 - 2012

Subjects	2009			2010			2011			2012		
	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	174 347	107 156	61.5	160 991	101 093	62.8	137 903	84 972	61.6	134 978	88 508	65.6
Agricultural Management Practices	1 068	1 052	98.5	1 128	1 090	96.6	1 100	1 084	98.5	1 223	1 223	100.0
Agricultural Sciences	90 136	46 597	51.7	85 523	53 573	62.6	77 719	55 404	71.3	78 148	57 571	73.7
Agricultural Technology	539	539	100	534	527	98.7	590	587	99.5	675	670	99.3
Business Studies	206 553	148 469	71.9	200 795	142 742	71.1	187 677	147 559	78.6	195 507	151 237	77.4
Civil Technology	9 576	8 478	88.5	9 108	8 522	93.6	8 227	7 954	96.7	8 759	8 597	98.2
Computer Applications Technology	51 069	42 938	84.1	48 928	43 342	88.6	44 866	40 019	89.2	44 555	41 183	92.4
Consumer Studies	32 568	31 418	96.5	32 994	31 792	96.4	32 560	31 962	98.2	36 001	34 797	96.7
Dance Studies	377	349	92.6	430	400	93	406	387	95.3	435	422	97.0
Design	2 714	2 520	92.9	2 486	2 305	92.7	2 247	2 178	96.9	2 106	2 043	97.0
Dramatic Arts	6 173	6 013	97.4	6 043	5 961	98.6	6 098	6 006	98.5	6 813	6 763	99.3
Economics	153 522	109 955	71.6	147 289	110 824	75.2	133 358	85 411	64.0	134 369	97 842	72.8
Electrical Technology	6 354	5 338	84	5 843	5 305	90.8	4 836	4 331	89.6	5 010	4 725	94.3
Engineering Graphics and Design	25 578	22 670	88.6	25 880	24 458	94.5	23 824	22 599	94.9	25 070	23 812	95.0
Geography	215 120	155 481	72.3	209 854	145 187	69.2	199 248	139 405	70.0	213 735	162 046	75.8
History	90 054	65 025	72.2	87 675	66 428	75.8	85 928	65 239	75.9	94 489	81 265	86.0
Hospitality Studies	10 984	10 462	95.2	10 255	10 038	97.9	8 922	8 840	99.1	8 378	8 319	99.3
Information Technology	6 249	5 497	88	4 884	4 545	93.1	4 313	4 055	94.0	4 428	4 141	93.5
Life Orientation	575 039	572 695	99.6	550 813	548 777	99.6	506 138	503 985	99.6	522 132	520 502	99.7
Life Sciences	298 663	195 652	65.5	285 496	212 895	74.6	264 819	193 946	73.2	278 412	193 593	69.5
Mathematical Literacy	277 677	207 326	74.7	280 836	241 576	86	275 380	236 548	85.9	291 341	254 611	87.4
Mathematics	290 407	133 505	46	263 034	124 749	47.4	224 635	104 033	46.3	225 874	121 970	54.0
Mathematics: probability; data handling; geometry	11 755	6 007	51.1	9 454	6 451	68.2	8 871	6 948	78.3	8 878	7 337	82.6
Mechanical Technology	7 093	6 442	90.8	6 859	6 333	92.3	5 831	5 470	93.8	5 801	5 484	94.5
Music	1 456	1 352	92.9	1 424	1 355	95.2	1 560	1 442	92.4	1 679	1 618	96.4

Subjects	2009			2010			2011			2012		
	Wrote	Achieved at 30% & above	% achieved	Wrote	Achieved at 30% & above	% achieved	Wrote	Achieved at 30% & above	% achieved	Wrote	Achieved at 30% & above	% achieved
Physical Sciences	220 882	81 356	36.8	205 364	98 260	47.8	180 585	96 441	53.4	179 194	109 918	61.3
Religion Studies	1 870	1 613	86.3	2 275	2 006	88.2	3 221	2 929	90.9	4 212	4 023	95.5
Tourism	74 564	68 870	92.4	78 488	74 509	94.9	84 354	82 094	97.3	93 254	90 962	97.5
Visual Arts	6 852	6 499	94.8	6 651	6 433	96.7	6 254	6 059	96.9	6 409	6 280	98.0

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

Table 19: Candidates' performance in Mathematics by province and level of achievement, 2010 - 2012

Province	Total Wrote			Total achieved at 30% and above			% achieved at 30% & above			Total achieved at 40% and above			% achieved at 40% & above		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Eastern Cape	38 801	38 067	37 038	14 457	12 752	14 114	37.3	33.5	38.1	8 280	7 469	8 124	21.3	19.6	21.9
Free State	11 003	10 001	9 512	5 321	5 395	6 167	48.4	53.9	64.8	3 422	3 462	4 114	31.1	34.6	43.3
Gauteng	40 024	32 665	33 682	23 839	20 027	23 899	59.6	61.3	71	17 465	14 706	17 638	43.6	45	52.4
KwaZulu-Natal	65 973	61 483	63 168	31 407	24 284	30 408	47.6	39.5	48.1	19 425	14 235	18 676	29.4	23.2	29.6
Limpopo	49 192	35 118	35 044	19 469	15 618	18 346	39.6	44.5	52.4	11 757	9 580	11 926	23.9	27.3	34
Mpumalanga	24 167	19 899	18 835	10 007	9 199	9 998	41.4	46.2	53.0	6 429	5 947	6 539	26.6	29.9	34.7
North West	12 703	9 818	10 344	6 782	5 282	6 160	53.4	53.8	59.6	4 458	3 361	3 901	35.1	34.2	37.7
Northern Cape	3 627	3 280	2 864	1 896	1 656	1 572	52.3	50.5	54.9	1 259	1 022	1 045	34.7	31.2	36.5
Western Cape	17 544	14 304	15 387	11 571	9 820	11 306	66	68.7	73.5	8 879	7 759	8 753	50.6	54.2	56.9
<b>National</b>	<b>263 034</b>	<b>224 635</b>	<b>225 874</b>	<b>124 749</b>	<b>104 033</b>	<b>121 970</b>	<b>47.4</b>	<b>46.3</b>	<b>54.0</b>	<b>81 374</b>	<b>67 541</b>	<b>80 716</b>	<b>30.9</b>	<b>30.1</b>	<b>35.7</b>

The performance of Mathematics candidates who passed at 30% and above has increased from 47.4% in 2010 to 54% in 2012. Similarly, Mathematics candidates who passed at 40% and above increased from 30.9% in 2010 to 35.7% in 2012.

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

Table 20: Number of candidates who achieved in Physical Sciences, by province and level of achievement, 2010 - 2012

Province	Physical Sciences														
	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above			% achieved at 40% and above		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Eastern Cape	27 163	26 367	25 603	11 753	12 123	12 911	43.3	46	50.4	6 371	6 831	6 922	23.5	25.9	27.0
Free State	10 592	9 901	8 487	4 656	5 466	5 820	44.0	55.2	68.6	2 853	3 467	3 748	26.9	35	44.2
Gauteng	33 763	28 605	29 001	18 777	17 069	20 335	55.6	59.7	70.1	12 969	12 142	14 649	38.4	42.4	50.5
KwaZulu-Natal	47 323	45 340	45 951	23 856	23 516	26 783	50.4	51.9	58.3	14 322	13 965	16 163	30.3	30.8	35.2
Limpopo	39 523	30 874	30 975	16 328	16 079	18 566	41.3	52.1	59.9	9 417	9 569	11 194	23.8	31	36.1
Mpumalanga	20 139	17 280	16 493	8 352	9 025	10 426	41.5	52.2	63.1	4 980	5 747	6 842	24.7	33.3	41.4
North West	11 270	8 624	9 225	5 662	4 853	5 769	50.2	56.3	62.5	3 481	3 103	3 593	30.9	36	38.9
Northern Cape	2 965	2 667	2 202	1 352	1 173	1 324	45.6	44	60.1	827	736	840	27.9	27.6	38.1
Western Cape	12 626	10 927	11 257	7 524	7 137	7 984	59.6	65.3	70.9	5 697	5 549	6 125	45.1	50.8	54.4
<b>National</b>	<b>205 364</b>	<b>180 585</b>	<b>179 194</b>	<b>98 260</b>	<b>96 441</b>	<b>109 918</b>	<b>47.8</b>	<b>53.4</b>	<b>61.3</b>	<b>60 917</b>	<b>61 109</b>	<b>70 076</b>	<b>29.7</b>	<b>33.8</b>	<b>39.1</b>

The performance of Physical Science candidates who passed at 30% and above has increased from 47.8% in 2010 to 61.3% in 2012. Similarly, Physical Science candidates who passed at 40% and above increased from 29.7% in 2010 to 39.1% in 2012.

## NSC PERFORMANCE IN MATHEMATICS AND PHYSICAL SCIENCE BY GENDER

Table 21: Candidates' performance in Mathematics and Physical Science by gender, 2009 - 2012

Subject		Mathematics			Physical Sciences		
	Gender	Female	Male	Total	Female	Male	Total
2009	Total Wrote	156 953	133 454	290 407	112 910	107 972	220 882
	achieved at 30% & above	66 533	66 972	133 505	38 760	42 596	81 356
	% achieved	42.4	50.2	46	34.3	39.5	36.8
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	<b>49.2</b>	<b>59.7</b>	<b>54.0</b>	<b>58.9</b>	<b>64.0</b>	<b>61.3</b>

In 2012, the performance of males and females in Mathematics and Physical Sciences has improved. In Mathematics females improved from 42.4% in 2009 to 49.2% in 2012; and males improved from 50.2% in 2009 to 59.7% in 2012. In Physical Sciences, females improved from 34.3% in 2009 to 58.9% in 2012; and males improved from 39.5% in 2009 to 64% in 2012.

## CANDIDATES' PERFORMANCE IN SELECTED BY PROVINCE AND LEVEL OF ACHIEVEMENT

Table 22: Candidates' performance in Accounting by province and level of achievement, 2011 – 2012

Provinces	Accounting																																																																																																												
	Wrote	2011				2012				Wrote	No. Pass 30-100%	% Pass 40-100%																																																																																																	
		No. Pass 30-100%	No. Pass 40-100%	% Pass 100%	% Pass 30-100%	No. Pass 40-100%	No. Pass 30-100%	% Pass 40-100%	No. Pass 40-100%				% Pass 30-100%																																																																																																
Eastern Cape	17 547	10 550	5 711	60.1	32.5	17 273	10 617	6 362	61.5	36.8	Free State	7 974	4 803	2 793	60.2	35.0	6 892	4 944	3 350	71.7	48.6	Gauteng	25 319	16 637	10 854	65.7	42.9	23 626	16 234	11 509	68.7	48.7	Kwazulu-Natal	40 064	24 980	14 356	62.4	35.8	40 642	26 993	17 584	66.4	43.3	Limpopo	17 602	10 110	4 983	57.4	28.3	17 984	11 210	6 472	62.3	36.0	Mpumalanga	12 101	5 993	3 081	49.5	25.5	11 251	6 173	3 726	54.9	33.1	North West	5 993	3 883	2 188	64.8	36.5	5 810	3 638	2 247	62.6	38.7	Northern Cape	2 257	1 332	775	59.0	34.3	2 001	1 485	962	74.2	48.1	Western Cape	9 046	6 684	4 627	73.9	51.1	9 499	7 214	5 451	75.9	57.4	<b>Total</b>	<b>137 903</b>	<b>84 972</b>	<b>49 368</b>	<b>61.6</b>	<b>35.8</b>	<b>134 729</b>	<b>88 383</b>	<b>57 538</b>	<b>65.6</b>	<b>42.7</b>

The performance of Accounting candidates who passed at 30% and above has increased from 61.6% in 2011 to 65.6% in 2012.

Table 23: Candidates' performance in Business Studies by province and level of achievement, 2011 – 2012

	Business Studies									
	2011					2012				
	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	22 270	16 072	10 155	72.2	45.6	22 972	16 543	10 428	72.0	45.4
Free State	10 488	9 007	6 506	85.9	62.0	10 181	7 150	4 457	70.2	43.8
Gauteng	38 693	33 718	25 836	87.1	66.8	40 278	34 246	25 268	85.0	62.7
Kwazulu-Natal	49 847	39 074	27 859	78.4	55.9	51 804	44 440	33 753	85.8	65.2
Limpopo	19 314	13 571	8 982	70.3	46.5	21 353	13 195	7 093	61.8	33.2
Mpumalanga	17 758	11 815	7 212	66.5	40.6	18 215	12 410	7 274	68.1	39.9
North West	8 709	7 564	5 622	86.9	64.6	8 911	7 219	4 844	81.0	54.4
Northern Cape	3 949	2 838	1 696	71.9	42.9	3 508	2 470	1 432	70.4	40.8
Western Cape	16 649	13 900	10 159	83.5	61.0	18 285	13 564	8 921	74.2	48.8
<b>Total</b>	<b>187 677</b>	<b>147 559</b>	<b>104 027</b>	<b>78.6</b>	<b>55.4</b>	<b>195 507</b>	<b>151 237</b>	<b>103 470</b>	<b>77.4</b>	<b>52.9</b>

The performance of Business Studies candidates who passed at 30% and above has slightly decreased from 78.6% in 2011 to 77.4% in 2012.



Table 24: Candidates' performance in Economics by province and level of achievement, 2011 – 2012

	Economics									
	2011					2012				
	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	18 073	9 928	4 427	54.9	24.5	18 396	11 710	6 712	63.7	36.5
Free State	6 731	4 148	1 891	61.6	28.1	6 205	4 713	2 811	76.0	45.3
Gauteng	25 136	17 365	9 068	69.1	36.1	24 531	18 546	11 951	75.6	48.7
Kwazulu-Natal	33 893	25 023	15 040	73.8	44.4	34 116	27 653	19 390	81.1	56.8
Limpopo	20 708	12 299	5 882	59.4	28.4	22 139	15 606	9 157	70.5	41.4
Mpumalanga	13 673	6 495	2 670	47.5	19.5	13 448	8 046	4 250	60.0	31.8
North West	5 544	3 312	1 512	59.7	27.3	5 448	4 489	2 921	82.4	53.6
Northern Cape	1 855	1 237	561	66.7	30.2	1 568	1 164	601	74.2	38.3
Western Cape	7 745	5 604	3 154	72.4	40.7	8 518	5 915	3 659	69.4	43.0
<b>Total</b>	<b>133 358</b>	<b>85 411</b>	<b>44 205</b>	<b>64.0</b>	<b>33.1</b>	<b>134 369</b>	<b>97 842</b>	<b>61 452</b>	<b>72.8</b>	<b>45.8</b>

The performance of Economics candidates who passed at 30% and above has increased from 64% in 2011 to 72.8% in 2012.

Table 25: Candidates' performance in Geography by province and level of achievement, 2011 – 2012

	Geography									
	2011					2012				
	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	24 696	15 271	8 273	61.8	33.5	25 794	17 139	9 061	66.4	35.1
Free State	8 102	5 334	2 817	65.8	34.8	8 107	6 617	4 141	81.6	51.1
Gauteng	30 976	24 246	15 765	78.3	50.9	33 829	28 377	19 129	83.9	56.5
Kwazulu-Natal	48 252	35 569	23 636	73.7	49.0	52 757	40 064	26 188	75.9	49.6
Limpopo	36 008	24 127	13 579	67.0	37.7	38 899	28 831	17 375	74.1	44.7
Mpumalanga	20 195	12 775	7 239	63.3	35.8	20 418	14 224	8 149	69.5	39.8
North West	12 255	9 167	5 232	74.8	42.7	13 794	10 905	6 051	79.1	43.9
Northern Cape	4 616	2 863	1 430	62.0	31.0	4 050	3 019	1 558	74.5	38.5
Western Cape	14 148	10 053	6 198	71.1	43.8	16 087	12 870	8 108	80.0	50.4
<b>Total</b>	<b>199 248</b>	<b>139 405</b>	<b>84 169</b>	<b>70.0</b>	<b>42.2</b>	<b>213 735</b>	<b>162 046</b>	<b>99 760</b>	<b>75.8</b>	<b>46.7</b>

The performance of Geography candidates who passed at 30% and above has increased from 70% in 2011 to 75.8% in 2012.

Table 26: Candidates' performance in History by province and level of achievement, 2011– 2012

	History									
	2011					2012				
	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	12 337	7 940	4 912	64.4	39.8	13 573	10 561	7 348	77.8	54.1
Free State	3 171	1 994	1 081	62.9	34.1	3 047	2 627	1 906	86.2	62.6
Gauteng	15 271	14 258	11 574	93.4	75.8	18 215	16 888	13 720	92.7	75.3
Kwazulu-Natal	21 436	17 343	12 867	80.9	60.0	23 394	20 971	17 039	89.6	72.8
Limpopo	10 827	6 385	3 291	59.0	30.4	11 392	8 890	5 786	78.0	50.8
Mpumalanga	5 779	3 371	1 923	58.3	33.3	5 665	4 039	2 700	71.6	48.0
North West	4 054	3 468	2 565	85.5	63.3	4 551	4 088	3 052	89.8	67.1
Northern Cape	2 916	2 005	989	68.8	33.9	2 598	2 198	1 347	84.6	51.8
Western Cape	10 137	8 475	6 075	83.6	59.9	12 054	11 003	8 505	91.3	70.6
<b>Total</b>	<b>85 928</b>	<b>65 239</b>	<b>45 277</b>	<b>75.9</b>	<b>52.7</b>	<b>94 489</b>	<b>81 265</b>	<b>61 403</b>	<b>86.0</b>	<b>65.0</b>

The performance of History candidates who passed at 30% and above has increased from 75.9% in 2011 to 86% in 2012.

Table 27: Candidates' performance in Life Sciences by province and level of achievement, 2011 – 2012

	Life Sciences									
	2011					2012				
	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	38 373	24 966	13 990	65.1	36.5	39 007	24 772	14 254	63.5	36.5
Free State	12 733	10 801	7 580	84.8	59.5	11 709	9 652	6 618	82.4	56.5
Gauteng	38 910	32 342	23 258	83.1	59.8	42 129	33 559	23 334	79.7	55.4
Kwazulu-Natal	63 566	43 704	26 691	68.8	42.0	68 750	46 083	28 684	67.0	41.7
Limpopo	45 987	33 561	19 767	73.0	43.0	48 169	31 292	17 747	65.0	36.8
Mpumalanga	25 087	17 331	10 312	69.1	41.1	24 672	16 118	9 325	65.3	37.7
North West	13 778	10 633	6 596	77.2	47.9	15 270	10 467	6 109	68.5	40.0
Northern Cape	6 262	4 209	2 309	67.2	36.9	5 425	3 360	1 795	61.9	33.1
Western Cape	20 123	16 399	11 799	81.5	58.6	23 281	18 290	12 868	78.6	55.3
<b>Total</b>	<b>264 819</b>	<b>193 946</b>	<b>122 302</b>	<b>73.2</b>	<b>46.2</b>	<b>278 412</b>	<b>193 593</b>	<b>120 734</b>	<b>69.5</b>	<b>43.4</b>

The performance of Life Science candidates who passed at 30% and above has decreased from 73.2% in 2011 to 69.5% in 2012.

Table 28: Candidates' performance in Mathematical Literacy by province and level of achievement, 2011 – 2012

Province	Mathematical Literacy									
	2011					2012				
	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	27 770	21 933	15 172	79.0	54.6	29 925	23 581	13 989	78.8	46.7
Free State	16 113	15 112	12 407	93.8	77.0	14 870	14 112	10 942	94.9	73.6
Gauteng	53 550	50 457	43 305	94.2	80.9	56 718	54 321	45 092	95.8	79.5
Kwazulu-Natal	61 591	49 847	34 863	80.9	56.6	65 313	52 456	32 067	80.3	49.1
Limpopo	38 904	30 846	20 161	79.3	51.8	42 516	35 631	21 947	83.8	51.6
Mpumalanga	28 582	23 013	16 426	80.5	57.5	29 248	24 846	16 427	84.9	56.2
North West	15 714	14 624	11 685	93.1	74.4	16 939	16 004	12 057	94.5	71.2
Northern Cape	7 010	6 315	4 720	90.1	67.3	6 265	5 745	4 143	91.7	66.1
Western Cape	26 146	24 401	20 160	93.3	77.1	29 547	27 915	22 124	94.5	74.9
<b>Total</b>	<b>275 380</b>	<b>236 548</b>	<b>178 899</b>	<b>85.9</b>	<b>65.0</b>	<b>291 341</b>	<b>254 611</b>	<b>178 788</b>	<b>87.4</b>	<b>61.4</b>

The performance of Mathematics Literacy candidates who passed at 30% and above has increased from 85.9% in 2011 to 87.4% in 2012.

**Table 29: Overall performance of learners with special needs in the 2012 NSC**

Province Name	Total Entered	Total Wrote	Total Achieved	% Achieved
Eastern Cape	5	5	3	60.0
Free State	61	61	53	86.9
Gauteng	267	266	250	94.0
KwaZulu-Natal	23	15	15	100.0
Limpopo	31	31	18	58.1
Mpumalanga	2	2	2	100.0
North West	6	6	6	100.0
Northern Cape	0	0	0	0
Western Cape	28	27	21	77.8
<b>National</b>	<b>423</b>	<b>413</b>	<b>368</b>	<b>89.1</b>

**Note:** The above table includes all candidates in special schools. Learners with special needs in other public schools are not included in this table.

## NATIONAL SENIOR CERTIFICATE (NSC) DISTRICT PERFORMANCE, 2009 to 2012

	2009			2010			2011			2012		
	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved
<b>EASTERN CAPE</b>	<b>68 129</b>	<b>34 731</b>	<b>51.0</b>	<b>64 090</b>	<b>37 364</b>	<b>58.3</b>	<b>65 359</b>	<b>37 997</b>	<b>58.1</b>	<b>63 989</b>	<b>39 443</b>	<b>61.6</b>
BUTTERWORTH	4 107	1 496	34.8	3 339	1 559	46.7	3 813	1 746	45.8	3 925	2 115	53.9
COFIMVABA	2 237	810	36.6	1 746	995	57.0	1 379	955	69.3	1 560	1 131	72.5
CRADOCK	888	604	65.8	747	563	75.4	814	601	73.8	896	648	72.3
DUTYWA	3 002	1 304	40.5	3 146	1 627	51.7	3 186	1 617	50.8	3 188	1 625	51.0
EAST LONDON	6 199	3 717	53.5	5 608	3 754	66.9	6 284	4 006	63.7	5 811	3 995	68.7
FORT BEAUFORT	2 081	894	42.5	1 986	874	44.0	1 927	804	41.7	1 857	830	44.7
GRAAFF-REINET	829	543	65.0	814	584	71.7	810	571	70.5	724	517	71.4
GRAHAMSTOWN	1 027	588	60.0	901	579	64.3	904	626	69.2	861	583	67.7
KING WILLIAMS TOWN	5 452	2 664	47.1	5 112	2 701	52.8	4 984	2 864	57.5	4 977	2 830	56.9
LADY FRERE	1 256	622	56.9	1 249	756	60.5	1 131	760	67.2	1 323	833	63.0
LIBODE	4 425	2 331	54.2	4 891	2 295	46.9	5 772	2 299	39.8	3 653	2 169	59.4
LUSIKISIKI	3 012	1 484	47.9	2 497	1 508	60.4	2 978	1 739	58.4	3 592	2 133	59.4
MALUTI	1 784	925	51.8	1 427	990	69.4	1 331	955	71.8	1 707	1 227	71.9
MBIZANA	3 065	1 157	42.7	2 634	1 312	49.8	2 929	1 609	54.9	2 931	1 689	57.6
MT FLETCHER	1 650	671	44.2	1 374	755	54.9	1 183	810	68.5	1 351	911	67.4
MT FRERE	2 003	917	42.5	1 916	1 011	52.8	2 371	1 118	47.2	2 350	1 166	49.6
MTHATHA	5 578	2 762	45.2	5 531	3 469	62.7	5 464	3 464	63.4	5 690	3 739	65.7
NGCOBO	1 392	687	49.3	1 180	776	65.8	1 312	918	70.0	1 503	910	60.5
PORT ELIZABETH	7 847	5 122	63.6	8 147	5 233	64.2	7 012	4 755	67.8	6 877	4 890	71.1
QUEENSTOWN	2 704	1 446	49.2	2 815	1 659	58.9	2 780	1 588	57.1	2 559	1 587	62.0
QUMBU	2 293	813	38.3	1 905	1 085	57.0	1 748	1 039	59.4	2 107	1 035	49.1
STERKSPRUIT	2 013	1 046	55.1	2 110	1 171	55.5	2 140	1 050	49.1	1 996	1 120	56.1
UITENHAGE	3 285	2 128	59.9	3 015	2 108	69.9	3 107	2 103	67.7	2 551	1 760	69.0

	2009			2010			2011			2012		
	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved
<b>FREE STATE</b>	<b>29 808</b>	<b>20 680</b>	<b>69.4</b>	<b>27 586</b>	<b>19 499</b>	<b>70.7</b>	<b>25 932</b>	<b>19 618</b>	<b>75.7</b>	<b>24 265</b>	<b>19 676</b>	<b>81.1</b>
FEZILE DABI	4 625	3 220	69.6	4 401	3 032	68.9	4 184	3 087	73.8	3 864	3 112	80.5
LEJWELEPUTSWA	6 413	4 427	69.0	5 373	3 901	72.6	5 051	4 040	80.0	4 936	4 079	82.6
MOTHEO	9 545	6 857	71.8	8 861	6 609	74.6	8 297	6 199	74.7	7 871	6 309	80.2
THABO MOFUTSANYANA	8 153	5 381	66.0	7 927	5 207	65.7	7 359	5 464	74.2	6 779	5 509	81.3
XHARIEP	1 072	795	74.2	1 024	750	73.2	1 041	828	79.5	815	667	81.8

	2009			2010			2011			2012		
	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved
<b>GAUTENG</b>	<b>9 244</b>	<b>6 852</b>	<b>76.4</b>	<b>92 241</b>	<b>72 537</b>	<b>81.1</b>	<b>85 367</b>	<b>69 216</b>	<b>81.1</b>	<b>89 627</b>	<b>75 214</b>	<b>83.9</b>
EKURHULENI NORTH DISTRICT	9 587	6 957	74.1	8 564	7 132	83.3	7 923	6 837	86.3	8 163	7 165	87.8
EKURHULENI SOUTH	7 489	4 929	67.8	8 929	7 110	79.6	8 886	7 217	81.2	9 247	7 563	81.8
GAUTENG EAST DISTRICT	1 634	1 137	70.7	6 156	4 885	79.4	5 491	4 392	80.0	6 167	4 979	80.7
GAUTENG NORTH DISTRICT	5 111	4 083	81.0	1 470	1 147	78.0	1 287	1 137	88.3	1 564	1 398	89.4
GAUTENG WEST DISTRICT	8 366	5 470	65.2	6 199	5 081	82.0	6 013	5 074	84.4	6 207	5 242	84.5
JOHANNESBURG CENTRAL	6 930	5 042	74.6	7 911	5 411	68.4	7 064	4 790	67.8	6 776	5 417	79.9
JOHANNESBURG EAST DISTRICT	6 839	4 734	71.2	6 889	5 216	75.7	6 159	5 246	85.2	6 418	5 426	84.5
JOHANNESBURG NORTH DISTRICT	5 834	3 999	68.6	6 559	4 972	75.8	5 818	4 565	78.5	5 881	4 989	84.8
JOHANNESBURG SOUTH DISTRICT	4 436	3 321	73.6	5 509	4 243	77.0	5 163	4 055	78.5	5 870	4 575	77.9
JOHANNESBURG WEST DISTRICT	1 289	877	72.9	4 426	3 420	77.3	4 171	3 314	79.5	4 200	3 578	85.2
SEDIBENG EAST DISTRICT	2 906	2 279	78.6	2 541	2 087	82.1	2 397	2 011	83.9	2 468	2 118	85.8
SEDIBENG WEST DISTRICT	6 167	3 511	58.5	5 332	3 573	67.0	4 723	3 398	71.9	4 875	3 861	79.2
TSHWANE NORTH DISTRICT	5 784	4 499	79.2	5 674	4 856	85.6	5 117	4 352	85.0	5 413	4 765	88.0
TSHWANE SOUTH DISTRICT	11 181	8 643	77.2	9 844	8 185	83.1	9 550	8 138	85.2	9 992	8 695	87.0
TSHWANE WEST	5 862	4 538	78.3	6 238	5 219	83.7	5 605	4 690	83.7	6 386	5 443	85.2



	2009			2010			2011			2012		
	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved
	<b>KWAZULU-NATAL</b>	<b>132 176</b>	<b>80 733</b>	<b>61.1</b>	<b>122 444</b>	<b>86 556</b>	<b>70.7</b>	<b>122 126</b>	<b>83 204</b>	<b>68.1</b>	<b>127 253</b>	<b>93 003</b>
AMAJUBA	6 268	4 045	62.2	5 249	4 135	78.8	5 687	4 156	73.1	6 364	4 942	77.7
EMPANGENI/UTHUNGULU	13 541	7 164	50.3	13 638	8 726	64.0	14 230	9 070	63.7	14 022	9 416	69.2
ILEMIBE	7 732	4 301	52.7	6 749	4 679	69.3	7 030	4 616	65.7	7 165	5 038	70.3
OBONJENI/UMKHANYAKUDE	10 331	5 044	48.3	9 418	5 983	63.5	10 400	5 748	55.3	10 407	6 781	65.2
UTHUKELA	8 617	5 570	64.4	8 282	6 079	73.4	8 756	5 991	68.4	8 440	6 175	73.2
PINETOWN	17 219	11 153	64.7	15 874	11 309	71.2	14 314	9 807	68.5	15 556	12 046	77.4
SISONKE	6 090	2 786	45.9	4 774	2 961	62.0	5 339	3 523	66.0	5 500	3 789	68.9
UGU	10 030	6 021	57.7	8 892	6 143	69.1	9 128	6 241	68.4	9 370	6 745	72.0
UMGUNGUNDLOVU	11 952	7 970	63.0	11 174	8 477	75.9	10 700	7 733	72.3	11 643	8 693	74.7
UMLAZI	20 577	14 840	71.0	18 996	14 978	78.8	16 392	12 620	77.0	18 554	14 832	79.9
UMZINYATHI	6 913	3 866	55.9	6 511	4 507	69.2	6 522	4 627	70.9	7 460	5 281	70.8
VRYHEID/ZULULAND	12 906	7 973	60.4	12 887	8 579	66.6	13 628	9 072	66.6	12 772	9 265	72.5

	2009			2010			2011			2012		
	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved
	<b>LIMPOPO</b>	<b>83 350</b>	<b>40 776</b>	<b>48.9</b>	<b>94 632</b>	<b>54 809</b>	<b>57.9</b>	<b>73 731</b>	<b>47 091</b>	<b>63.9</b>	<b>77 360</b>	<b>51 745</b>
CAPRICORN	17 708	10 211	57.7	22 625	14 563	64.4	19 755	13 188	66.8	21 378	14 104	66.0
GREATER SEKHUKHUNE	15 550	6 268	40.3	15 916	8 351	52.5	12 610	7 667	60.8	13 835	8 714	63.0
MOPANI	18 075	7 480	41.4	21 008	10 903	51.9	16 846	10 121	60.1	16 762	10 587	63.2
VHEMBE	24 048	13 320	55.4	26 515	16 718	63.1	17 156	12 055	70.3	18 453	14 176	76.8
WATERBERG	7 969	3 497	43.9	8 568	4 274	49.9	7 364	4 060	55.1	6 932	4 164	60.1

	2009			2010			2011			2012		
	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved
<b>MPUMALANGA</b>	53 978	25 854	47.9	51 695	29 382	56.8	48 135	31 187	64.8	47 889	33 504	70.0
BOHLABELA DISTRICT	13 806	3 897	28.2	12 761	5 117	40.1	10 930	5 594	51.2	10 258	6 330	61.7
EHLANZENI DISTRICT	15 365	8 751	57.0	14 615	9 876	67.6	14 923	10 727	71.9	14 580	10 782	74.0
GERT SIBANDE DISTRICT	11 336	5 919	52.2	11 096	6 581	59.3	10 703	7 005	65.4	10 451	7 208	69.0
NIKANGALA DISTRICT	13 471	7 287	54.1	13 223	7 808	59.0	11 579	7 861	67.9	11 628	8 492	73.0

	2009			2010			2011			2012		
	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved
<b>NORTH WEST</b>	30 665	20 700	67.5	28 909	21 876	75.7	25 364	19 737	77.8	27 174	21 609	79.5
BOJANALA PLATINUM DISTRICT	12 646	8 598	68.0	12 103	9 356	77.3	10 410	7 996	76.8	10 941	8 723	79.7
DR. K. KAUNDA DISTRICT	5 965	4 344	72.8	5 513	4 267	77.4	5 327	4 274	80.2	5 383	4 448	82.6
DR. R.S. MOMPATI DISTRICT	5 106	3 272	64.1	4 786	3 268	68.3	4 093	3 003	73.4	4 539	3 256	71.7
NGAKA M. MOLEMA DISTRICT	6 948	4 486	64.6	6 507	4 985	76.6	5 534	4 464	80.7	6 311	5 182	82.1

	2009			2010			2011			2012		
	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved
<b>NORTHERN CAPE</b>	10 377	6 356	61.3	10 182	7 366	72.3	10 116	6 957	68.8	8 925	6 661	74.6
FRANCES BAARD	4 131	2 512	60.8	3 756	2 713	72.2	3 588	2 551	71.1	3 363	2 557	76.0
JOHN TAOLO GAETSEWE	2 188	1 063	48.6	2 336	1 383	59.2	2 312	1 182	51.1	1 774	1 126	63.5
NAMAQUA	782	678	86.7	879	800	91.0	975	864	88.6	832	719	86.4
PIXLEY KA SEME	1 500	863	57.5	1 362	1 029	75.6	1 352	926	68.5	1 234	879	71.2
SIYANDA	1 776	1 240	69.8	1 849	1 441	77.9	1 889	1 434	75.9	1 722	1 380	80.1

	2009			2010			2011			2012		
	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved	Wrote	Achieved	% achieved
<b>WESTERN CAPE</b>	<b>44 931</b>	<b>34 017</b>	<b>75.7</b>	<b>45 764</b>	<b>35 124</b>	<b>76.8</b>	<b>39 960</b>	<b>33 110</b>	<b>82.9</b>	<b>44 663</b>	<b>36 967</b>	<b>82.8</b>
CAPE WINELANDS	6 805	5 265	77.4	6 611	5 336	80.7	5 697	4 843	85.0	6 392	5 381	84.2
EDEN AND CENTRAL KAROO	4 753	3 775	79.4	4 843	3 670	75.8	4 115	3 489	84.8	4 758	4 139	87.0
METROPOLE CENTRAL	7 882	5 746	72.9	7 573	6 062	80.0	6 934	5 743	82.8	7 554	6 323	83.7
METROPOLE EAST	7 065	4 723	66.9	7 673	5 076	66.2	6 524	4 939	75.7	7 041	5 429	77.1
METROPOLE NORTH	8 024	6 453	80.4	8 178	6 535	79.9	7 541	6 392	84.8	8 142	6 963	85.5
METROPOLE SOUTH	6 813	5 087	74.7	7 247	5 563	76.8	5 929	4 907	82.8	7 271	5 698	78.4
OVERBERG	1 502	1 225	81.6	1 678	1 244	74.1	1 322	1 155	87.4	1 453	1 247	85.8
WESTCOAST	2 087	1 743	83.5	1 961	1 638	83.5	1 898	1 642	86.5	2 052	1 787	87.1

## Summary of District Performance 2011

Province	2011					2012					
	Total number of Districts	Below 50%	50% to 59.9%	60% to 70%	70% to 80%	80% and above	Below 50%	50% to 59.9%	60% to 70%	70% to 80%	80% and above
Eastern Cape	23	5	6	8	4	0	3	7	8	5	0
Free State	5	0	0	0	4	1	0	0	0	0	5
Gauteng	15	0	0	1	4	10	0	0	0	3	12
KwaZulu-Natal	12	0	1	7	4	0	0	0	3	9	0
Limpopo	5	0	1	3	1	0	0	0	4	1	0
Mpumalanga	4	0	1	2	1	0	0	0	2	2	0
North West	4	0	0	0	2	2	0	0	0	2	2
Northern Cape	5	0	1	1	2	1	0	0	1	2	2
Western Cape	8	0	0	0	1	7	0	0	0	1	7
<b>Total</b>	<b>81</b>	<b>5</b>	<b>10</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>3</b>	<b>7</b>	<b>18</b>	<b>25</b>	<b>28</b>

Of the 81 education Districts, 78 Districts are performing above 50% in 2012. Further, of the 78 Districts, 71 are performing at 60% and above.

## Names of Districts performing below 50%

	2011			2012		
	Total Wrote	Number Achieved	% achieved	Total Wrote	Number Achieved	% achieved
<b>EASTERN CAPE</b>						
FORT BEAUFORT	1 904	795	41.8	1 857	830	44.7
MT FRERE	2 374	1 062	44.7	2 350	1 166	49.6
QUMBU	1 748	1 039	59.4	2 107	1 035	49.1

## Names Districts performing between 50 and 59%

	2011			2012		
	Total Wrote	Number Achieved	% achieved	Total Wrote	Number Achieved	% achieved
<b>EASTERN CAPE</b>						
BUTTERWORTH	3 813	1 746	45.8	3 925	2 115	53.9
DUTYWA	3 186	1 617	50.8	3 188	1 625	51.0
KING WILLIAMS TOWN	4 984	2 864	57.5	4 977	2 830	56.9
LIBODE	5 772	2 299	39.8	3 653	2 169	59.4
LUSIKISIKI	2 978	1 739	58.4	3 592	2 133	59.4
MBIZANA	2 929	1 609	54.9	2 931	1 689	57.6
STERKSPRUIT	2 140	1 050	49.1	1 996	1 120	56.1

## 9. CONCLUSION

The 2012 NSC Technical Report provides a valuable repository of data that is relevant for the continuous review and reshaping of the educational endeavour which is multifaceted and highly complex. This report serves as an important point of departure for the five year review, which will be further analysed, interrogated and consolidated over the next few months at all levels in the system. There are certainly a number of significant gains made in the system over the last five years of the National Senior Certificate and there are areas that warrant much attention and effort in the next few years. This report, together with the School Performance Report, the School Subject Report and the National Diagnostic Report on Learner Performance, will constitute the armoury of all curriculum and assessment officials who will be traversing the length and breadth of the country, confronting and engaging with the impediments of quality education. The Department of Basic Education is convinced that the schooling sector, despite its serious challenges, is beginning to move forward on the trajectory of improved school performance.



Published by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

ISBN: 978-1-4315-1560-8

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