

NATIONAL SENIOR CERTIFICATE 2022

Examination Report

*"Beyond doubt...
A System on the Rise..."*



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FOREWORD

The Grade 12 Class of 2022 is extraordinary - a description reserved for only the remarkable!



Since the pandemic began in 2020, the well-being of young people enduring unprecedented challenges was one of the major concerns of the Department of Basic Education (DBE). The year 2020, when the Class of 2022 faced great uncertainty in their Grade 10 year, is most certainly not a year on which we will look back with undiluted pleasure. Yet the Class of 2022 forged ahead, and despite the myriad of challenges, these champions sat for the November 2022 National Senior Certificate (NSC) Examinations and have produced results that attest to resilience and fortitude.

As we reflect, we recall the words of former President Nelson Mandela who reminded us that 'everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do.'. The Class of 2022 mustered the courage and they have proven to the South African nation that success can be a reality amidst great adversity.

The National Senior Certificate remains one of the most important barometers of the health of the South African education system. The Department is in the process of entrenching other more holistic indicators of success across the various components of the system and one of them is the model for Systemic Evaluation which will provide a more in-depth and comprehensive report on the performance of the system. However, all indications prior to COVID, confirmed that we are a system on the rise. COVID has been a setback but the Class of 2022 has affirmed that we are clawing back the gains of the pre-COVID years.

The Class of 2022 were the beneficiaries of significant learner support programmes implemented to ensure that quality education is offered to all our learners. The Grade 12 class of 2022 benefited from the differentiated targeted learner support programmes; such as extra tuition over weekends, vacation classes, the provision of additional learning and teaching support material (LTSM), revision guides, school based assessment exemplars, broadcast lessons, online and radio lessons, content and pedagogy workshops for teachers.

The Learning Recovery Plan of the Department of Basic Education which resulted in a trimming of the curriculum and a revision of the assessment programme for all grades, has allowed the system to focus on core content and skills and explore other more relevant forms of assessment. At the centre of the Learning Recovery

Plan was an assessment of the learning deficits and the development of learning programmes to address these deficits. The system has also over the years established a strong data driven focus of monitoring and feedback and hence there is a continuous identification of gaps and weakness in the system and the implementation of initiatives to address these gaps.

The DBE is committed to a comprehensive curriculum strengthening process that will take into cognisance learners' competencies that they need to thrive socially and economically in a fast-changing world. Efforts are afoot to infuse a skills-based focus into the existing curriculum. In 2022, Marine Sciences was offered for the second time as an examinable subject in the Grade 12 NSC examinations. Various technical vocational specialisations, including Civil Technology, Electrical Technology, Mechanical Technology, Technical Mathematics and Technical Sciences were offered for the fifth year since their introduction in 2018. The grand idea is to make schools not only sites of academic achievement but also sites of development of vocational and occupational skills.

As a Department we will work without ceasing to support learners who do not obtain their NSC the first time around. All provinces and districts will encourage these learners to enroll for the Second Chance Matric Programme. We are making the attainment of the National Senior Certificate, with its vocational specialisations a national endeavour. No matter the failure or the poor performance, there is as second chance, as expressed in Sesotho, 'Leboela le a ja' – perseverance pays.

The Executive Committee (EXCO) of Umalusi Council concluded that the 2022 NSC examinations were administered largely in accordance with the Regulations Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examinations. In view of this, the Quality Assurance Council, Umalusi, approved the release of the results for the October/November 2022 Examinations. This approval was preceded by a holistic and comprehensive verification of all examination-related processes. Umalusi further confirmed that the irregularities identified during the writing and marking of the examinations were not systemic and therefore did not compromise the overall credibility and integrity of the October/November 2022 Examinations administered by the DBE.

The nation owes its gratitude to parents, teachers, principals, teacher unions, communities, district and provincial officials, and social partners for their commitments to supporting the Class of 2022. The work we do in basic education has a multiplier effect. A country's economy becomes more productive as the proportion of educated individuals increases.

I am confident that by working together yet again, we can support the Class of 2023 in the manner that we supported their predecessors.



Ms A Motshekga
Minister of Basic Education



EXECUTIVE SUMMARY

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A total of **752 003** Full-time (FT) and **168 631** Part-time (PT) candidates respectively registered to sit for the November 2022 NSC examinations. This translates to a total of **920 634** candidates which is the largest class to date to sit for the Grade 12 NSC examinations since its inception in 2008.

A total of 162 question papers was set by the DBE for the November 2022 NSC examinations. A total of **52 000** markers were appointed to mark the examination scripts in the various subjects and papers at **187** marking centres in the nine provinces.

The national pass rate for the Class of 2022 is 80,1%, which is an increase of 3,7% from the 76,4% in 2021. Table 1 below indicates the overall performance of the Class of 2022 and the individual provincial performance and their rankings.

Table 1: Overall and provincial performance and their rankings

Provinces	2022			Rankings
	Total Wrote	Total Achieved	% Achieved	
Eastern Cape	94 993	73 386	77,3	6
Free State	36 607	32 397	88,5	1
Gauteng	133 841	113 006	84,4	2
KwaZulu-Natal	164 308	136 388	83,0	3
Limpopo	110 295	79 493	72,1	9
Mpumalanga	67 367	51 751	76,8	7
North West	43 823	34 960	79,8	5
Northern Cape	13 574	10 072	74,2	8
Western Cape	60 338	49 102	81,4	4
National	725 146	580 555	80,1	

The graph below provides a comparison of performance from 2016 to 2022.

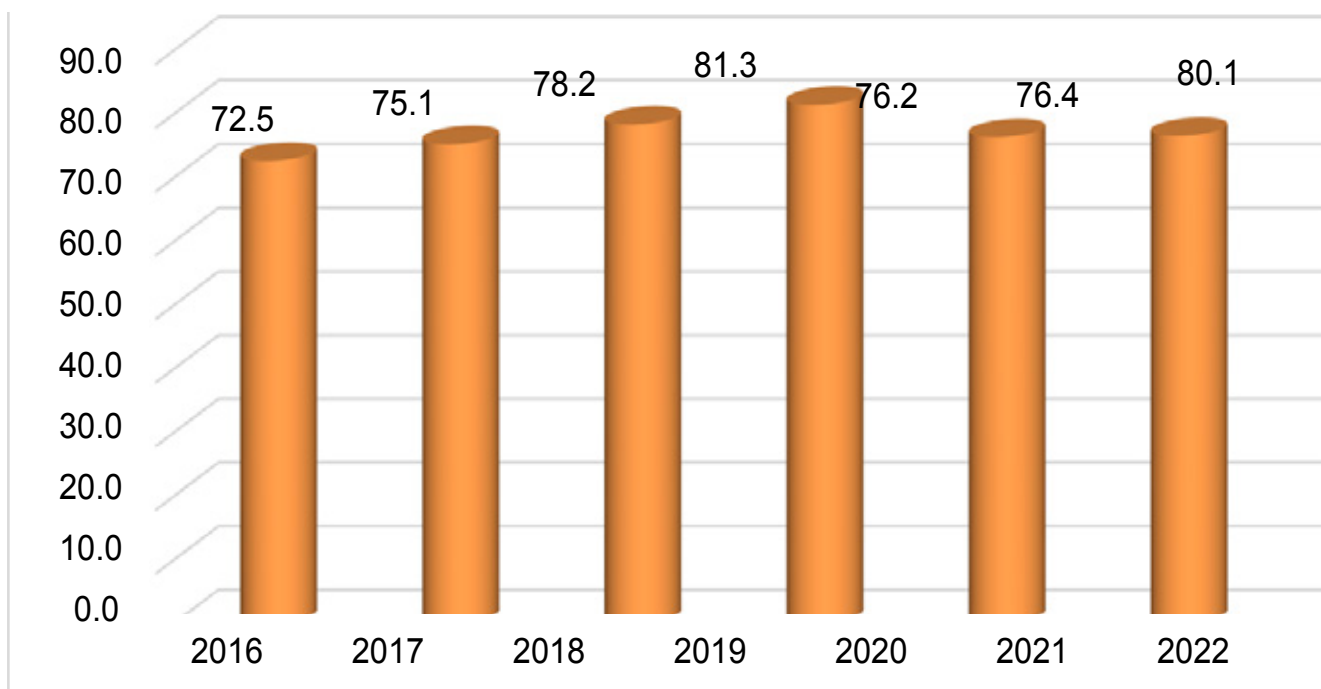


Figure 1: Comparison of performance in the NSC Examinations – 2016 to 2022

The percentage of candidates achieving admission to Bachelor studies improved in 2022. It is noted that the bachelor's pass rate remained relatively constant over the past five years. The graph below indicates the percentage of learners who achieved admission to Bachelor studies since 2014.

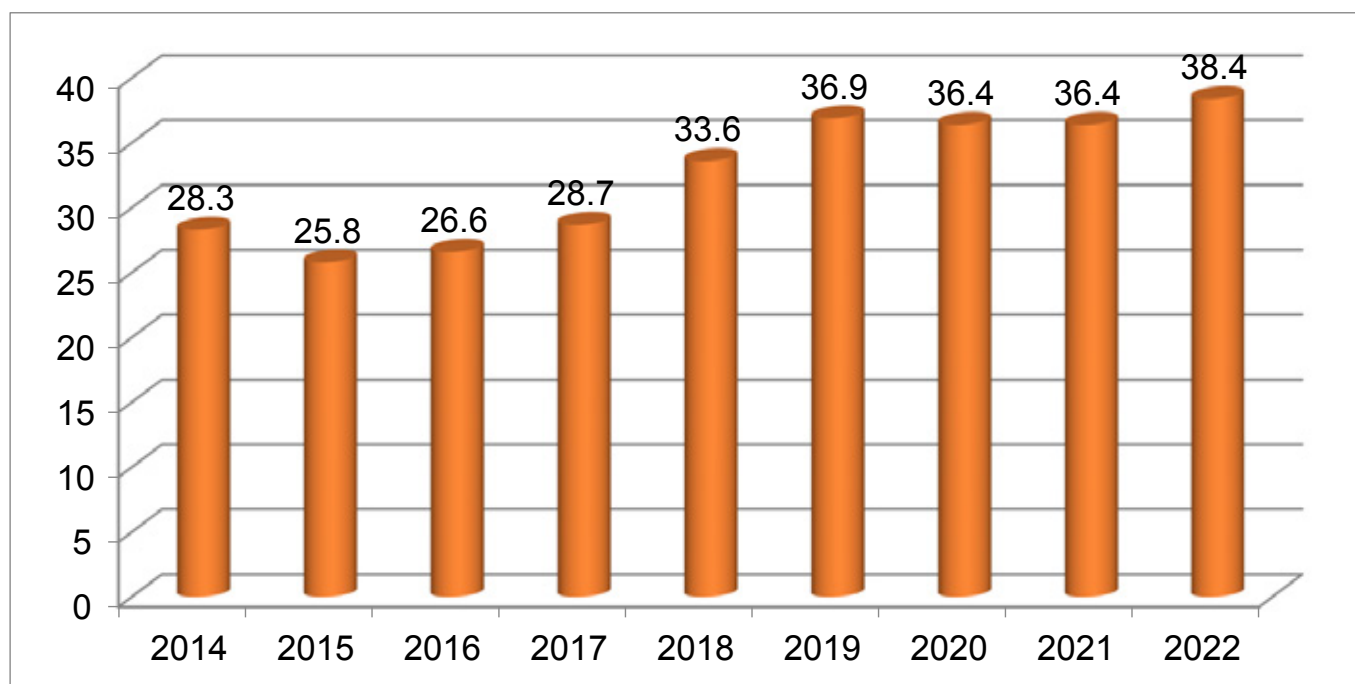


Figure 2: Percentage of Bachelor passes – 2014 to 2022

The number of candidates attaining the matric certificate since 1970 has increased significantly over this period.

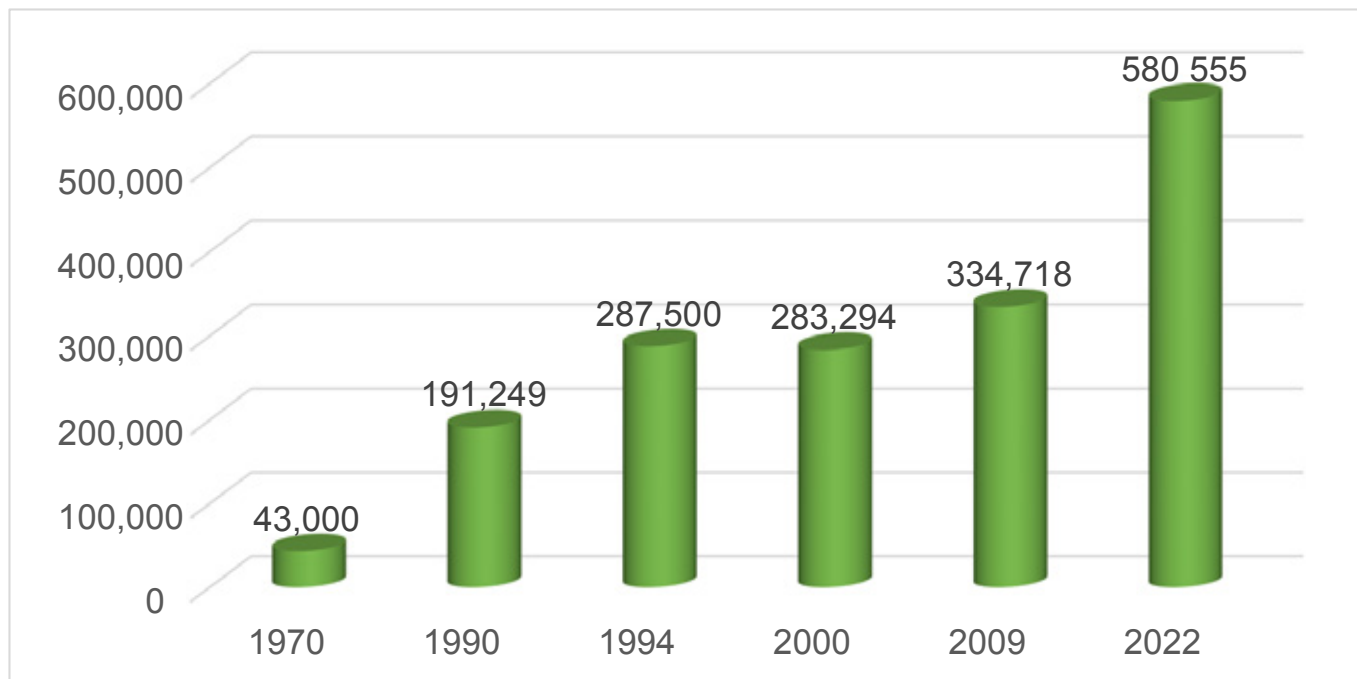


Figure 3: Number of learners attaining matric in selected years since 1970

Improvements in performance have been recorded in selected subjects such as Accounting, Economics, Geography, Mathematical Literacy and Physical Sciences. In the case of Business Studies, History and Mathematics, and a few other subjects there has been a drop in performance. The table below reflects the performance in selected high enrolment subjects.

Table 2: Comparison of performance in gateway subjects – 2019 to 2021

Subject Description	2019	2020	2021	2022
Accounting	78,4%	75,5%	74,7%	75,4%
Agricultural Sciences	74,6%	72,7%	75,4%	75,8%
Business Studies	71,0%	77,9%	80,5%	76,7%
Economics	69,3%	68,8%	67,9%	71,5%
Geography	80,5%	75,3%	74,3%	81,3%
History	90,0%	92,1%	89,5%	88,2%
Life Sciences	72,3%	71,0%	71,5%	71,5%
Mathematical Literacy	80,6%	80,8%	74,5%	85,7%
Mathematics	54,6%	53,8%	57,6%	55,0%
Physical Sciences	75,5%	65,8%	69,0%	74,6%

Generally, the system has shown an improvement in performance in the six social justice principles, namely access, redress, equity, efficiency, quality and inclusivity. The social justice principles are critical measuring tools that are used to evaluate the performance of the system. The following are notable achievements in the November 2022 NSC examinations:

- The overall pass percentage improved by 3,7% from 76,4% in 2021 to 80,1% in 2022.
- All provincial education departments have improved their overall pass rates with improvements ranging from 0,2% to 6,2%.
- A total of **278 814** candidates achieved admission to Bachelor studies in 2022 compared to **256 031** in 2021.
- A total of **439** learners with special needs attained admission to Bachelor studies, **241** achieved admission to diploma studies, **108** achieved admission to higher certificate studies out of the **1 092** who wrote the November 2022 NSC examinations.
- The number of schools performing at a 100% pass rate increased from **515** in 2020 to **641** in 2022.

The decline in the performance in Mathematics, Business Studies and History warrants focussed attention in 2023.





1. INTRODUCTION

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Since its inception, the NSC examinations provided the education system with a clear and concise account of the performance of the schooling system. It is thus a critical indicator of the performance of the schooling system as it provides the performance of a cohort that completed 13 years of schooling, including Grade R. In addition to the NSC examinations, the Department of Basic Education has developed a programme of Systemic Evaluation which measures the performance of the system at the end of Grades 3, 6 and 9. The Systemic Evaluation model was implemented for the first time in 2022 and the outcome of this study will be released later in 2023. South African learners also participate in international assessments such as Progress in International Reading Literacy Study (PIRLS), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ) and Trends in International Mathematics and Science Study (TIMSS). These international studies are quoted in the National Development Plan (NDP), as the standardised assessments that must be used to evaluate the quality improvements in the system.

This report provides an account of the performance of the system by focusing on the Class of 2022, who have gone through thirteen years of schooling. The NSC examinations provides an annual report on the performance of the schooling system and is used as an important source of data for the improvement of the system. This cohort of learners suffered the negative impact of the Covid-19 pandemic during their FET schooling years at Grade 10 and Grade 11, when the pandemic broke out in 2020. The outbreak of the pandemic presented the education system with unprecedented challenges that generally impacted negatively on education programmes, including assessment-related activities. Hence, the performance of the Class of 2022 cannot be strictly compared to previous years, except for the Classes of 2020 and 2021. Hence the comparisons to years prior to 2020, must be done with circumspection.

This report will firstly focus on the progress in the sector, as reflected by performance in the NSC examinations and on other international assessments over the last few years. The report will provide a profile of the Class of 2022 and how they were supported to circumvent the negative impact of Covid-19. Thereafter, the report will provide the analysis of the performance of the Class of 2022 looking at the national, provincial, district and school level.





2. PROGRESS IN THE SECTOR

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2.1 Quality gains at the secondary level since 2002

At the heart of development in the schooling sector must obviously be what learners learn. This is made clear in the National Development Plan (NDP) and the Sustainable Development Goals. It continues to be of great significance for South Africa's development that learning outcomes, according to reliable standardised testing programmes, have improved for many years. But equally, the devastating effects of the Covid-19 pandemic on teaching and learning routines at school since March 2020 are a cause for great concern. The trajectory of improvement has undoubtedly been interrupted by the pandemic, and a high priority of government currently is to regain lost ground and return the schooling system to the earlier improvement trajectory.

The following graph outlines achievements up to 2019 and what government targets envisage for the future, in terms of the **TIMSS¹ Grade 9 mathematics tests**. When ambitious TIMSS targets extending to 2025 in *Action Plan to 2014* were formulated, there was little certainty that they could be reached. It was thus good news when 2011, 2015 and 2019 TIMSS results revealed significant improvements, in fact along a trajectory that was about as steep as that of the fastest improving countries in the world. This put South Africa on track to achieve its long-range TIMSS targets. By 2019, South Africa had reached almost exactly Botswana's 2015 level of performance (Botswana also tests Grade 9, but did not participate in TIMSS 2019). If the improvement trajectory seen up to 2019 were to extend beyond 2019, South Africa would reach, by around 2025, a level of performance seen in Grade 8 in Thailand in 2015, and would surpass Malaysia's 2019 Grade 8 level by 2030.

However, the pandemic will have compromised expected improvements beyond 2019. The exact magnitude of the losses in the case of Grade 9 will become clear once the **2023 TIMSS** results are released, towards the end of 2024. It is likely that targets will have to be recalibrated if they are to remain not just ambitious, but also realistic.

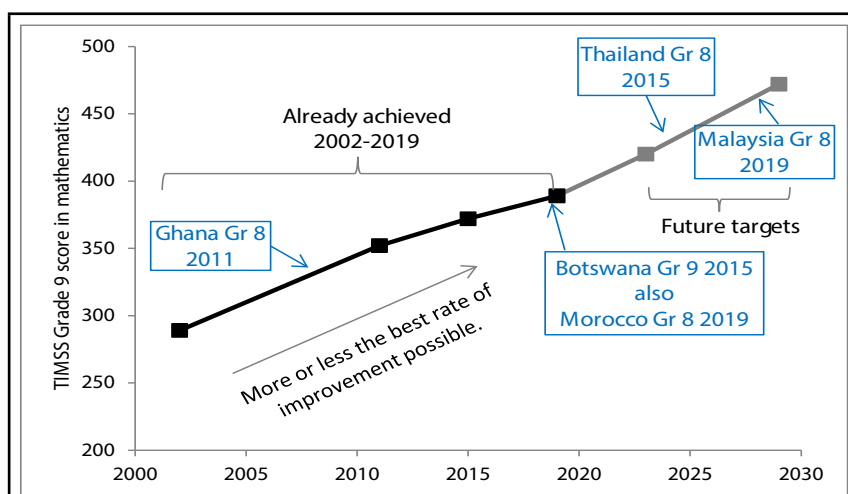


Figure 2.1 Past and envisaged educational quality trend for South Africa

Sources: Points indicated in the graph, South African and other, are from official TIMSS reports, with one exception, namely the 2002 Grade 9 figure for South Africa, which are from South Africa's own 2011 TIMSS report,

Note: All the South Africa points refer to Grade 9, The 2002 Grade 8 average was 264, 21 points below the Grade 9 average for the same year, but this Grade 8 figure is not reflected in the graph, The 2023 target of 420 is from the 2019 to 2024 MTSP five-year plan, The 2029 target of 472 appears in Action Plan to 2019,

TIMSS science results to 2019 reveal similar patterns to TIMSS mathematics. Moreover, given the inter-connectedness of subjects, the mathematics and science improvements can be considered indicative of improvements in learning and teaching across the curriculum. As shown in the Department of Basic Education's Action Plan to 2024. South Africa's TIMSS gains have been strongest among the most disadvantaged learners, meaning that schooling has contributed to reducing social inequalities. Importantly, it is these improvements in the grades below Grade 12 which account for upward trends in the Grade 12 indicators. Even Grade 12 learners writing the examinations since 2020, when the pandemic began, would have benefitted from improvements in the earlier grades occurring in previous years.

2.2 Gains and challenges at the primary level

Improvements in Grade 12 in the long run depend on what happens at the primary level now, **SACMEQ² and PIRLS³ results at the primary level** are somewhat more difficult to interpret than the TIMSS Grade 9 results, in part due to statistical adjustment issues, yet they both point to past improvements of a magnitude comparable to those seen in TIMSS. Specifically, while TIMSS mathematics improvements in Grade 9 for 2002 to 2019 came to 0,07 standard deviations a year, the 2007 to 2013 improvement in Grade 6 mathematics, according to SACMEQ, came to a similar 0,06 standard deviations a year. The figure for PIRLS Grade 4 reading for the period 2006 to 2016, following a PIRLS correction detailed in *Action Plan to 2024*, is 0,07 standard deviations a year. Looking at annual improvements this way, in terms of standard deviations, allows one to make approximate comparisons of trends across different testing programmes.

Disappointingly, the 2015 to 2019 **TIMSS Grade 4 mathematics trend** displayed no improvement. This is the most recent trend available from the international programmes at the primary level. This is concerning and cannot be attributed to the pandemic, which began only in 2020. The reasons behind this absence of progress are being investigated by the DBE. One possible explanation is that budgetary constraints have raised the learner-educator ratio in a context of rising enrolments, meaning that class sizes have increased.

The **2021 PIRLS results** will be released in May 2023, This will provide a vital indication of the effects of the pandemic on the quality of schooling in the early primary grades.

2.3 How quality gains have been achieved in the past

It is important to understand as best as possible what drove improvements up to 2019 in the case of secondary schooling, and up to around 2015 in the case of primary schooling. Though past ways of improving learning may become less applicable with time, as the context changes, it is nonetheless important to learn from the remarkable improvements seen in past years. It is impossible to attribute these improvements in any scientific way to specific interventions and social trends. However, new policies, and successes in implementing these policies, provide an indication of the likely drivers of change. *Action Plan to 2024* focusses on **five likely factors behind the improvements**: (1) the CAPS tools designed to facilitate the implementation of the curriculum in the classroom; (2) better access among learners to high-quality books, such as the national workbooks; (3) more focussed assessment practices; (4) improved subject knowledge among newly graduated teachers; and (5) increasing access to both Grade R and pre-school below Grade R. There is also evidence that certain improvements in the home backgrounds of learners, for instance increasing access to someone at home with a Grade 12 qualification, have facilitated the schooling process⁴.

2.4 The various effects of the Covid-19 pandemic on schooling

The Secretary-General of the United Nations, António Guterres, has described the impact of the pandemic on

² Southern and Eastern Africa Consortium for Monitoring Educational Quality. See in particular Department of Basic Education (2017a).

³ Progress in International Reading Literacy Study.

⁴ Gustafsson, M. & Taylor, S. (2022). *What lies behind South Africa's improvements in PIRLS? An Oaxaca-Blinder analysis of the 2011 and 2016 data*, Stellenbosch: Stellenbosch University.

schooling as a '**generational catastrophe**'. The effects have indeed been widespread and deep. Measurable effects on the level of education and earnings of adults are likely to be seen decades into the future.

The pandemic has affected schooling, including Grade 12 results, in three main ways: declines in **learner attendance**; declines in the **availability of teachers**; and pandemic-related **household traumas**. These effects, in turn, have impacted negatively on what learners learn.

Especially during 2020 and 2021, learner attendance declined due to school closures, the implementation of rotational, or staggered, attendance to promote social distancing, and a worsening of attendance even when learners could attend school. Fortunately, the severity of the pandemic declined in 2022 and at the start of February a return to regular attendance for all learners became mandatory⁵. There was considerable confusion around exactly how much contact time learners lost in 2020 and 2021. Research released by the DBE in early 2022 points to **59% of contact time having been lost in 2020, and 22% in 2021**⁶.

South Africa fared relatively well in terms of managing dropping out during the pandemic. The DBE's comparison of enrolment statistics for the first quarters of 2020 and 2021 points to relatively small declines in enrolment related to the pandemic. In particular, the first-time enrolment of learners in grades R and 1 in 2021 was around 2,3% lower than expected, possibly because parents were delaying first-time entry as a result of health concerns. Enrolments for learners aged 15 and above in fact increased, with **Grade 12 enrolments increasing by as much as 20% between 2020 to 2021**. This was largely due to new grade promotion rules introduced in 2020 in response to the pandemic, a change which made it easier for learners to stay on in school⁷. Grade 12 enrolments increased by a further 3% approximately between 2021 and 2022, which reflects a continued decline in pre-Grade 12 dropping out from schools.

Teacher availability declined due to policy, applicable only in 2020, which allowed teachers with co-morbidities to work from home, but also illness among teachers, and pandemic-related teacher deaths. The DBE's tracking of teacher excess deaths during the pandemic points to **around 3 000 teachers tragically having lost their lives** due to the pandemic. This translates to around one in 130 educators. It was mostly difficult to replace teachers with new or substitute teachers within a short space of time. This has inevitably affected teaching and learning.

South Africa has been at the forefront in investing in research to understand the magnitude and nature of learning losses caused by the pandemic⁸. Test data from shortly before the pandemic and test data collected during the pandemic point to learners at the primary level losing around two-thirds of a year's worth of learning in 2020, which is even greater than the loss in contact time. **By 2021, primary learners were around 1,3 years behind** in their learning⁹. Some recovery of lost ground is likely to have occurred in 2022, with the return of regular attendance and the implementation of catch-up programmes, but the magnitude of this effect is still being determined.

In the Grade 12 examinations, subjects which lend themselves to more independent studying by learners suffered lower losses. For instance, examinations data indicate that more theoretical **subjects, such as mathematics, were less affected** than subjects such as physical sciences, which rely considerably on classroom and laboratory work.

2.5 NSC attainment since 1994

Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with a Bachelors-level pass, both qualifications which tend to have a decisive influence on the opportunities available to young South Africans, are illustrated in Figure 2.2 below. It is important to note that most learners who obtain the NSC, but not a Bachelors-level pass, achieve the lower Diploma-level pass. For example, in 2019 65% of these learners obtained the Diploma-level pass. This permitted an additional 145 000 learners from the class of 2019 to study for a Diploma at a university.

⁵ Government Notice 806 of 2022.

⁶ Report titled 'The Covid-19 pandemic, enrolments, dropping out and attendance explained', available on the DBE website.

⁷ DBE Circular S7 of 2020, titled 'Revised promotion requirements for Grade 10 and 11 for the 2020 academic year'. The applicability of the changes to promotions at the end of 2021 are detailed in DBE Circular S17 of 2021.

⁸ See UNESCO (2021). The state of the global education crisis: A path to recovery. Paris. Also Moscoviz, L. & Evans, D.K. (2022). *Learning loss and student dropouts during the Covid-19 pandemic: A review of the evidence two years after schools shut down*. Washington: Center for Global Development.

⁹ Ardington, C., Wills, G. & Kotze, J. (2021). Covid-19 learning losses: Early grade reading in South Africa, *International Journal of Educational Development*, 86. Also Kotze, J., Wills, G., Ardington, C., Taylor, S., Mohohlwane, N. & Nuga Deliwé, C. (2022). *Advisory note for the Reading Panel 2022: Learning losses due to the COVID- pandemic*. Stellenbosch.

Overall then, **81% of those who obtained the NSC as full-time students in 2019 have qualified to study at a university**. The figures for 2020, 2021 and 2022 are 82%, 81% and 81% respectively.

Both indicators shown in Figure 2.2 have displayed a general upward trend for the last twenty or so years. The increase in Bachelors-level passes, at 4,9% a year for the entire 1994 to 2022 period, has been the strongest. Youths qualifying for entry into a Bachelors programme at a university has increased from around 100 000 in 1994, to over 250 000 in the last two years. These figures are from the public examination system only and exclude, above all, the approximately 10 000 a year Bachelors-level passes emerging from the Independent Examinations Board (IEB) system.

Figure 2.2 NSC and Bachelors-level increases since 1994

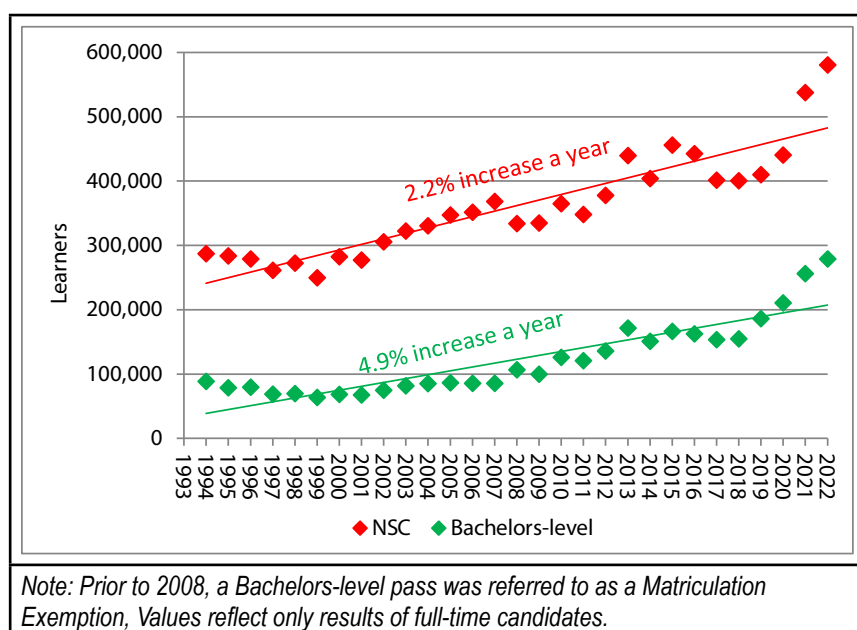


Figure 2.2 under-states the progress made by reflecting just qualifications received by full-time examination candidates after the year-end examinations. In addition, **a further 30 000 'Matrics'** have been obtained annually in the public system in recent years through other avenues which have become increasingly available, including part-time studies, and improvements of past results through supplementary examinations. Among the 30 000 are some approximately 6 000 recipients of the Amended Senior Certificate, which carries exactly the same status as the NSC in the National Qualifications Framework.

Stats SA data collected from **households confirm the rise in the number of youths obtaining the NSC**. Specifically, the percentage of youths successfully completing Grade 12 has increased from about 45% in 2005, to around 62% in 2021 (similar statistics have been obtained from the National Income Dynamics Study [NIDS] data of the Department of Planning, Monitoring and Evaluation [DPME]). Figure 2.3, which uses household data, confirms that the improvement has continued over the last five years. The increase in younger individuals aged 18 and 19 with the NSC for 2021 seen in the graph is in line with the large increase in passes, and candidates, in the 2020 year-end examinations.

Figure 2.3 Grade 12 attainment nationally according to household data

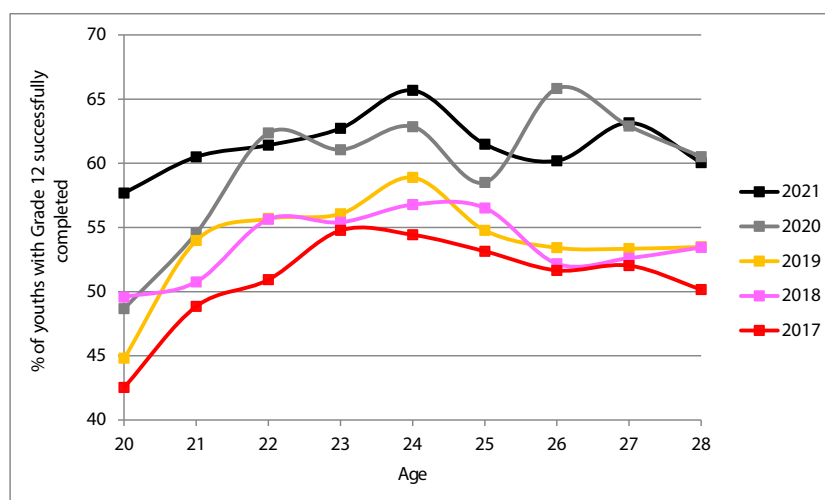
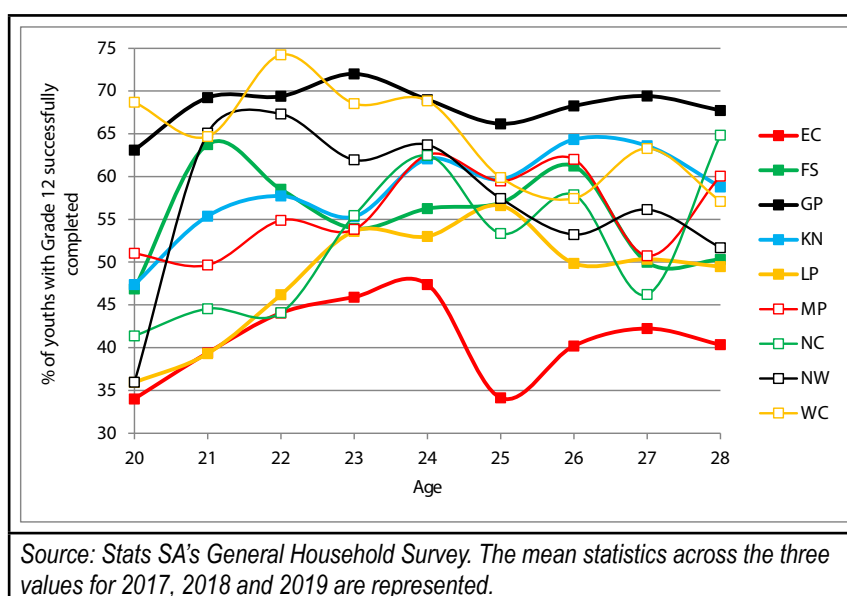


Figure 2.4 breaks the household statistics down by province, with a focus on the last three years. These patterns offer important contextual information for understanding the provincial NSC pass rate. For instance, **KwaZulu-Natal**, which has historically not performed well in terms of the pass rate (NSCs divided by examination takers), does appear to do relatively well in terms of ensuring that a high proportion of youths obtain the NSC, even if many only achieve this in their twenties. In the case of KwaZulu-Natal, the relatively low pass rate is due to this province's tendency to curb dropping out below Grade 12 and to ensure that a relatively high proportion of youths get to participate in the Grade 12 examinations – this inflates the denominator in the pass rate.

Figure 2.4 Grade 12 attainment by province according to household data



One thing the previous graph does not take into account is **interprovincial migration**. For instance, someone aged 26 with an NSC in Gauteng may have obtained the NSC not in Gauteng, but in Mpumalanga. In fact, the DBE's analysis of data collected from schools indicates that the two provinces that have been most successful in recent years in terms of ensuring that 14-year-olds, who are nearly all in school, end up obtaining the NSC in Grade 12, are KwaZulu-Natal and Mpumalanga. This could be due to a variety of factors, including success in curbing dropping out, but also limited education and employment opportunities outside the schooling system, for instance in **TVET colleges**.

Improvements in the quality of schooling are a large part of the reason why **more youths are ‘surviving’ school to a higher grade** and obtaining the NSC. An analysis of Grade 11 completion along the lines of Figure 2.3 reveals that nationally completion of this grade improved from 61% in 2007 to 78% in 2021. The corresponding figures for Grade 10 are 73% and 88%. This trend has occurred without a noticeable increase in the average age of learners. For instance, the average age of Grade 12 full-time examination candidates, on 1 January of their Grade 12 year, has remained stable at around 18.0 years since at least 2018.

The fact that just under a half of youths do not obtain the NSC, and thus leave the schooling system without a formal qualification with which to navigate post-school education and the labour market, is a concern that is often raised. Successful completion of Grade 12 must continue to increase, but it should also be remembered that **South Africa’s secondary school completion is not unusual among developing countries**. According to UNESCO, the upper secondary education completion rate for South Africa has been roughly equal to that of other middle income countries in recent years. Even if UNESCO statistics are taken at face value¹⁰. South Africa’s Grade 12 completion is currently slightly above that of Algeria and Uruguay, but a bit below that of Mexico.

2.6 Indicators of high-level mathematics and physical sciences achievement

Given the special importance of **building skills needed for mathematically-oriented and scientific professions**, DPME has set national targets for the number of learners achieving marks in mathematics and physical sciences required by university faculties such as engineering, commerce and medicine. Previously, DPME’s targets focussed on achieving a 50% mark in the two subjects. In the 2019 to 2024 Medium Term Strategic Framework (MTSF), the country’s five-year plan released in 2020, the threshold was raised to 60%. The thresholds 50%, 60% and 70% are all important as they are all used by universities, depending on the institution and faculty concerned.

These **indicators have been complex to track**, as even with Umalusi’s standardisation process, it is clear that the difficulty of reaching specific mark thresholds changes slightly over the years, in particular in mathematics. By using, as a benchmark, a set of high-performing and demographically stable schools, it has been possible to produce a more comparable set of statistics¹¹. ‘Raw’ and comparable indicator values, using a 50%-mark threshold, as in past NSC reports, are illustrated in Figure 2.5 below. The recalibration makes very little difference to the overall physical science trend, but it does influence the mathematics trend. It moreover brings the trends for the two subjects roughly in line with each other, which is what one would expect, given that they complement each other academically. The trends seen in the graph underestimate progress as they assume the high-performing benchmark schools have seen no progress, though TIMSS data indicate that even high-performing schools have seen improvements. In short, the skills displayed by Grade 12 mathematics learners have improved over time, as one would expect, given the gains seen in Grade 9 according to TIMSS.

¹⁰ South Africa’s upper secondary completion rate for 2021 appears as 48,6%, using UNESCO Institute for Statistics values extracted in January 2023. The same source points to the value being 47,7% in 2012. What is thus not captured in the UNESCO statistics is the increase in upper secondary completion that has occurred over a couple of decades. As indicated above, Stats SA data point to the value being around 62% in 2021. The explanation seems to be that the UNESCO statistics are based on a modelling exercise, using only one or two household data collections from South Africa, none of them being those of Statistics South Africa. Specifically, it appears that the Demographic and Health Survey datasets of 2003 and 2016 were used, though the relevant UNESCO technical report from the Visualizing Indicators of Education for the World (VIEW) programme does not make this explicit.

¹¹ Methodology explained in Gustafsson, M. (2016), *Understanding trends in high-level achievement in Grade 12 mathematics and physical science*, Pretoria: Department of Basic Education.

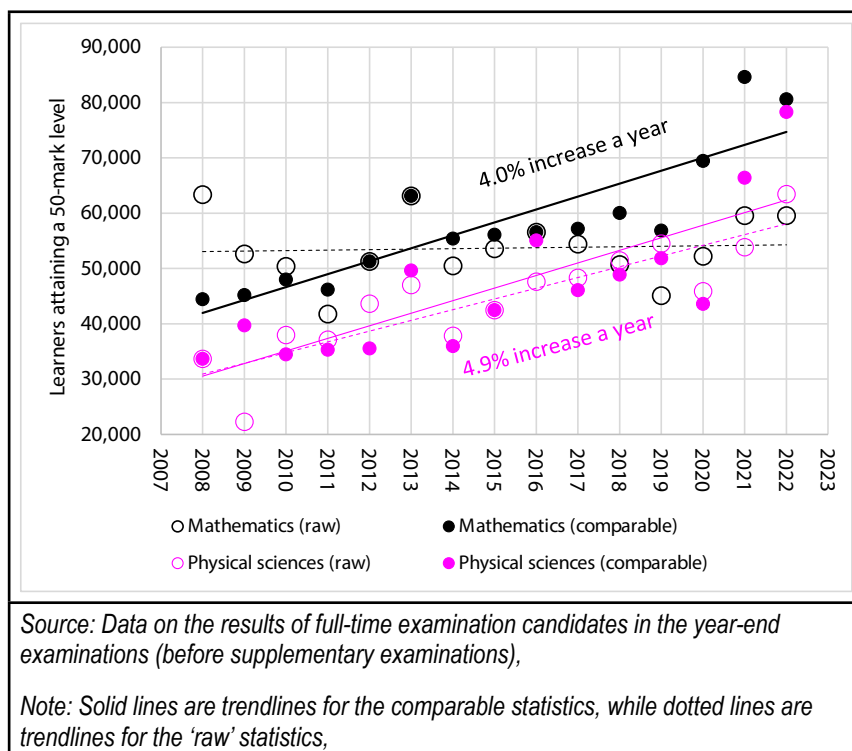


Figure 2.5 Grade 12 mathematics and physical sciences

Table 2.1 below provides statistics on **how many learners reached the 60% threshold**, now used by the MTSF, in the two subjects. Each year's value reflects the situation for full-time candidates only before any supplementary examinations, in order to make values comparable to the 2022 values. The trends here are similar to those for 'raw' in Figure 2.5 (where a 50% mark threshold is used). The Table 2.1 figures are *not* adjusted in the manner of the 'comparable' statistics in Figure 2.5.

Table 2.1 Full-time candidates with 60% or more in the year-end examinations

	Mathematics	Physical sciences
2017	32 071	29 208
2018	28 152	30 369
2019	23 796	32 572
2020	30 882	26 641
2021	34 451	30 398
2022	33 815	34 993



3. THE NATIONAL SENIOR CERTIFICATE QUALIFICATION

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3.1. The Purpose of the Qualification

The NSC is awarded as the exit qualification at the end of Further Education and Training (FET). The purpose of the NSC qualification is to prepare learners for entry to higher education institutions and the world of work. It also aims to ensure that children acquire and apply knowledge, skills, attitudes and values in ways that are meaningful to their own lives. The NSC qualification has the following objectives:

- a) To equip all candidates, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country.
- b) To provide access to higher education.
- c) To facilitate the transition of learners from education institutions to the workplace.
- d) To provide employers with a sufficient profile of a learner's competence and skills.

3.2. The Structure of the Qualification

The NSC qualification offers a differentiated curriculum that comprises subjects that enable learners who exit the system to follow either an academic or a technical pathway. The approved NSC qualification subjects are grouped into two main categories, namely Group A and Group B, and are listed in the following policy documents: *National Policy pertaining to the Programme and Promotion Requirements Grades R-12*; and *Regulations Pertaining to the National Curriculum Statement Grades R-12*.

Table 3.2.1: Nationally approved subjects listed in terms of the organising field of learning of the National Qualifications Framework

No.	Organising fields of learning	Subjects
1.	Agriculture and Nature Conservation	Agricultural Management Practices; Agricultural Sciences; Agricultural Technology
2.	Culture and Arts	Dance Studies; Design; Dramatic Arts; Music; Visual Arts
3.	Business, Commerce and Management Studies	Accounting; Business Studies; Economics
4.	Communication Studies and Languages	All official languages and all approved non-official languages
5.	Education, Training and Development	
6.	Manufacturing, Engineering and Technology	Civil Technology (Construction); Civil Technology (Woodworking); Civil Technology (Civil Services); Electrical Technology (Power Systems); Electrical Technology (Electronics); Electrical Technology (Digital Systems); Mechanical Technology (Automotive); Mechanical Technology (Fitting and Machining); Mechanical Technology (Welding and Metalwork)
7.	Human and Social Studies	Religion Studies; Geography; History; Life Orientation
8.	Law, Military Science and Security	
9.	Health Sciences and Social Services	

No.	Organising fields of learning	Subjects
10.	Physical, Mathematical, Computer and Life Sciences	Computer Applications Technology; Information Technology; Life Sciences; Marine Sciences; Mathematical Literacy; Mathematics; Technical Mathematics; Physical Sciences, Technical Sciences
11.	Services	Consumer Studies; Hospitality Studies; Tourism
12.	Physical Planning and Construction	

The duration of the NSC learning programme is three years which spans the three final years of schooling i.e. Grade 10, Grade 11 and Grade 12.

3.3. The Requirements of the Qualification.

An NSC is conferred to a candidate who complies with the programme and promotion requirements, as contemplated in the applicable legislative framework. In order to obtain a NSC, a learner must comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12, as contemplated in the National Protocol for Assessment, the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12 (NPPPR), and the Curriculum and Assessment Policy Statement (CAPS) documents of the various approved subjects. The NSC with endorsement for learners who experience barriers to learning is issued to a candidate who has complied with the programme and promotion requirements of a National Senior Certificate with endorsement, as contemplated in the above-mentioned policies. A minimum of seven subjects are required for successful completion of the qualification by learners excluding those with special needs. Learners with special needs can offer five subjects and will receive an endorsed NSC. The weighting of the seven subjects varies, with six subjects with 20 credits each and one subject with 10 credits (see Table 3.3.1 below).

Table 3.3.1: Allocation of Credits

Subject	Credits
Language 1 (Home Language)	20
Language 2 (First Additional Language)	20
Mathematics, Technical Mathematics and Mathematical Literacy	20
Life Orientation	10
Group B subjects (3 x 4 hours)	3 x 20 = 60
Total	130

Provisos for the NSC are stipulated in the NCS regulations and policies. The provisos are mainly on conditions regarding selection of subjects and can be accessed from the NPPPR policy document and the regulations pertaining to the National Curriculum Statement Grades R-12. Furthermore, the NSC qualification provides concessions for immigrant candidates and learners who experience barriers to learning. These concessions can be accessed in the above-mentioned NCS policy documents. The NSC differentiates achievement into the following categories based on performance in specified subjects.

Table 3.3.2: Categories of NSC passes

Pass requirements (pass at least 6 subjects)	NSC with admission requirements to:		
	Higher Certificate (pass at least 6 subjects)	Diploma (pass at least 6 subjects)	Bachelor's (pass at least 6 subjects)
<p>Achieved 40% in 3 subjects, one of which is an official language at Home Language (HL) level.</p> <p>Achieved 30% in 3 subjects provided SBA component is submitted for the failed subject</p>	<p>Achieved 40% in Home Language.</p> <p>Achieved at least 40% in two other subjects.</p> <p>Achieved at least 30% in 3 subjects including the Language of Learning and teaching.</p>	<p>Achieved 40% in 4 subjects, one of which is official language at HL level/excluding LO.</p> <p>Achieved at least 30% for two other subjects including Language of Learning and teaching.</p>	<p>Achieved 50% in 4 subjects, excluding Life Orientation.</p> <p>Achieved at least 40% for Home Language.</p> <p>Achieved 30% in the language of learning and teaching</p>
<p>Condonation of a maximum of one subject is applied if a learner requires a maximum of an additional 2% to obtain a pass at either 30% or 40% provided the condonation allows the candidate to obtain the NSC qualification</p>			

Seven levels of competence have been described for each subject in the National Protocol for Assessment and the CAPS documents for the subjects listed in the National Curriculum Statement Grades R–12. The various achievement levels and their corresponding percentage bands are shown in the table below.

Table 3.3.3: Scale of Achievement for the National Curriculum Statement Grades 10 – 12

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

These descriptions are intended to assist teachers and examiners to assess learners and grade them at the correct level.

3.4. Curriculum Assessment Changes Implemented in 2022

In light of the loss of teaching time suffered by learners in 2020 and 2021, the School-Based Assessment (SBA) regime was amended to support the curriculum recovery strategy. The revision of the programme of assessment (Grades 10 and 11) necessitated a review of the weightings in most subjects. The SBA which previously carried a weighting of 25% in the FET band was increased to 60% and examinations which carried a weighting of 75%, was reduced to 40%.

In addition to the above, the 2021 cohort was the first to be subjected to a revised Section 4 of the Curriculum and Assessment Policy Statement (CAPS). The implementation of the amended Abridged Section 4 CAPS in the Further Education and Training (FET) phase brought about changes in selected subjects and question papers for the November 2021 and November 2022 examinations. The Examination Guidelines in all subjects were revised in line with the Abridged CAPS changes. These changes were mainly in the format/structure, shifting of topics between papers and some were about the duration of the papers.





4. THE CLASS OF 2022

4. THE CLASS OF 2022

4.1 Profile of the 2022 NSC Class

The Class of 2022 entered the formal schooling system in Grade 1 in January 2011 and the class has had the advantage of being the ninth cohort to be exposed to examinations based on the Curriculum Assessment Policy Statement (CAPS). Hence, we can infer that this class benefitted from the developments of the last nine years relating to CAPS, which would have created a high degree of stability in the system with regard to the teaching, learning and assessment.

The last two years (2020 and 2021) have been unprecedented, and this called for extraordinary measures to be implemented to ensure teaching, learning and assessment were maintained in schools. These candidates bore the brunt of Covid-19 in that they were confronted with a disrupted academic year in Grade 10 and Grade 11. There was a change in the assessment in Grade 10 and Grade 11 with a greater focus on SBA and controlled tests that replaced formal examinations in Grade 10 and Grade 11. Subsequently, candidates sat for formal examinations only in Grade 12. Moreover, the impact of severe loadshedding cannot be ignored, which impacted on their preparations for this examination and the writing of this examination, particularly in subjects that were dependent on electricity.

4.2 Scope and Size of the October/November 2022 NSC Examinations

The table below shows the scope and size of the Class of 2022.

4.2.1: Scope and Size of the October/November 2022 NSC Examinations

2022 NSC Examinations	
Full-Time Candidates	752 003
Part-Time Candidates	168 631
Question Papers	162
Printed Question Papers	10,4 million
Scripts	9,8 million
Examination Centres	6 904
Invigilators	73 000
Markers	52 000
Marking Centres	187

There is an increase in the number of full-time enrolments in 2022. The number of full-time enrolments increased from 733 917 in 2021 to 752 265 in 2022.

4.3 Key Learner Support and Interventions for the Class of 2021

Due to the unusual educational context of the Class of 2022; the DBE and the Provincial Education Departments (PEDs) provided direct and indirect key intervention strategies to support the attainment of the learning outcomes and improvement in performance of the 2022 National Senior Certificate (NSC) examinations.

While the design and purpose of academic-support programmes varied widely from province to province, district to district and even school to school, the following were representative examples of common forms of learner support offered:

Classroom-based strategies: Teachers continually monitored student performance and learning needs, and then adjusted what they taught or how they taught, to improve and strengthen the process of learning.

School-based strategies: Schools created learning support opportunities during the school day, such as learning

labs, to increase the instructional time that academically struggling learners receive, while also varying the method of instruction. For example, if learners primarily learn in large groups that all progress at the same pace, learners in a support programme arranged by the school, work one-on-one with a teacher and are thus given more time to practice skills or learn complex concepts.

After-hours strategies: Schools provided after-school or before-school programmes, usually within the school building, to afford learners with additional teaching or mentoring, or to help with preparation for classes, or to acquire study skills.

Extramural school strategies: Corporate, community and volunteer-based learning programmes and organisations often worked with schools to provide a variety of complementary programmes that enrich the learning process.

Provincially-driven strategies: These are traditionally large-scale, centrally controlled interventions, either at the Provincial or District level. The focus of these classes varied based on the needs of the targeted population. These additional learning opportunities were provided during vacation classes in autumn, winter and spring.

Technology-assisted strategies: Provinces managed to use digital and online learning applications on an increasing scale, including video lessons, broadcasting initiatives such as IBP, Telematics lessons, Edu-kite and Mindset, and television broadcasts to help learners grasp difficult concepts and revise content. These options were mostly self-directed by learners or in some cases overseen by teachers.

Furthermore, the Department of Basic Education (DBE) continued on its multi-pronged emergency catch-up and education recovery plan which was introduced since 2020. Central to this approach was the investment in the Remote and Digital Learning (RDL) that enabled learning continuity, curriculum catch-up, revision, examination preparation and support to learners, teachers, and parents through the Woza Matrics programme. WOZA Matrics provided support to Gr 12 learners and teachers of Mathematics, Life Sciences, Business Studies, Economics, Geography, Mathematical Literacy, English FAL, Physical Sciences, Accounting. The Learning experiences were delivered across SABC 1, DStv Catchup, MatricLive, Velle and OpenView Channel 122, radio and social media, Matric Live, Velle and MTN Online School, SADAG and loveLife provided phyco-social support over and above content support.

The 2022 learner support programme has the following distinct features in comparison to previous years that supported the Class throughout the final academic year:

a) An increase in:

- the number of residential camps (16,7%) than the previous year (13,2%);
- the number of learners supported;
- the number of weekend support programmes;
- the number of subjects offered in the support programme than previous years; and
- home languages offered in the support programme than previous years,

b) Extensive motivational support that was provided through the Director-General's oversight visits and non-governmental organisations' (NGO's) support programmes.

c) Top teachers in provinces partnered with teachers in residential support programmes to build and strengthen capacity of resident teachers.

d) Both the Department and schools organized lock-in camps wherein learners arrived on Fridays and left Sunday afternoon regularly.

e) The Learner Support Programme started much earlier in the academic year and only ended when the last learner had finished the last paper.



5. ADMINISTRATION OF THE NOVEMBER 2022 NSC EXAMINATION

5. ADMINISTRATION OF THE NOVEMBER 2022 NSC EXAMINATIONS

5.1 Registration

Registration of candidates is the first and one of the most crucial steps in the administration of successful examinations. Candidates must be accurately registered in terms of the details required and this must be verified so that every learner is appropriately accommodated for every question paper that he/she will write. Equally important is the school or the examination centre at which the candidate is scheduled to write the examinations. Examinations must be conducted under strict conditions as articulated in the Regulations on the Conduct. Administration and Management of the National Senior Certificate examinations. The Department has over the last few years implemented a very stringent approach in the registration of public and independent schools as examination centres. As much as public schools are deemed to be registered to write the National Senior Certificate examinations, public schools that do not satisfy the criteria for credible examination administration are excluded from conducting examinations.

In the case of independent schools, only schools that are accredited with Umalusi are allowed to be registered as examination centres. The PEDs have since removed Grade 12 candidates from unregistered and unaccredited centres, and these candidates were accommodated at alternative venues which are either public schools or designated centres managed by the PEDs that cater for candidates from different centres.

The DBE promotes access for all learners, irrespective of their circumstances, including learners with barriers to learning. Special concessions are allowed to accommodate Learners with Barriers to Learning. Such learners are evaluated and verified by the relevant support structures at the various PEDs and approved by the provincial Head of Education. These candidates are accommodated in that their question papers are adapted according to their special needs and for some cases a scribe or amanuensis is appointed for candidates who require such assistance. Provisions are made for the candidates who are blind, partially-sighted, deaf, physically impaired, dyslexic, etc. These candidates are also granted extra time per hour to complete their examinations depending on the type and/or severity of the condition. Learners with severe barriers to learning may also qualify to sit for the Endorsed NSC, which comprises a five-subject NSC.

5.2 Development of National Question Papers

A total of 162 question papers was set by the DBE for the November 2022 NSC examinations, which included back-up question papers for Life Orientation, Information Technology Paper 1 and Computer Applications Technology Paper 1.

Non-official languages and adaptations for learners who experience barriers to learning

Based on a contractual arrangement with the Independent Examinations Board (IEB), 43 question papers for non-official Languages, Nautical Sciences, Maritime Economics, Equine Studies and Sport and Exercise Sciences were set by the Independent Examination Board (IEB). Furthermore, the DBE adapted 63 question papers for Braille candidates, 58 question papers for Deaf candidates and 84 question papers were made available in large print. In addition, 70 question papers were made available in audio version.

In 2022, a total of 210 full-time candidates enrolled to write the South African Sign Language Home Language (SASL HL). The DBE set, moderated, administered and centrally marked the final examinations in SASL HL. This is the highest enrolment since the inception of the subject.

Printing, Packing, storage and distribution

Printing, packing and distribution of question papers are done by provincial Education Departments,

In 2022, in collaboration with the State Security Agency (SSA), DBE conducted a full audit of all PEDs' printing, packing, storage and distribution sites for question papers. This process was done to ensure that the question papers are handled with the utmost care at each of the critical points and that the security of the question papers is not compromised.

5.3 The Writing of the Examinations

The DBE conducted Standard Setting Meetings (SSMs), which are done on a yearly basis, in order to ensure uniformity in the conduct, administration and management of examinations in all 9 PEDs. At these meetings, Norms and Standards were reviewed, refined and amended in line with developments over the past three years. These were also mediated with participants from PEDs to ensure a common understanding and effective implementation of these standards.

The training of chief invigilators and invigilators was rigorous and most PEDs adopted a cluster training approach. Chief invigilators were trained by the provincial training team, and invigilators were clustered together in circuits and trained by a district training team. This ensured better standardisation of practice during the conduct of the examination and the training of invigilators in any school was not left to a single chief invigilator.

The signing of the pledge by all learners has added value to the credibility of the NSC examination since its introduction in 2013. In signing the pledge, the candidates were making a commitment to comply with the examination code of conduct. This practice has been found to have significantly contributed to the reduction in the 'Acts of dishonesty' by candidates since its inception. In addition, the parents and candidates signed a commitment agreement alongside the pledge where both parents and learners made a commitment to adhere to examination rules and regulations. It is envisaged that the increased awareness regarding examination malpractices has dissuaded candidates from getting involved in such acts.

Examination centres were audited by PEDs and categorized according to their risk profiles based on previous irregularities. All schools/centres with a previous history of irregularities were classified as high risk centres and such centres had to be closely monitored, including the deployment of resident monitors where necessary during the examinations. All independent centres were also audited by the PEDs and in cases where the integrity of the examination was questionable, a resident monitor was placed at that centre or alternatively, the management of examinations at the centre was taken over by the provincial or district officials.

5.4 Marking

Marking is a critical process in examinations as it adjudicates on the performance of learners. It is therefore necessary for the DBE to ensure that only markers that are qualified, capable and competent are appointed to mark the examinations. The DBE monitored the marker appointment processes as conducted by the PEDs. This included the auditing of the marker selection processes which included a thorough evaluation of the suitability of individual applicants based on professional qualifications, experience and number of years of teaching the subject at Grade 12 level as articulated in the Personnel Administrative Measures (PAM) document. A total of 52 000 marking officials were appointed to conduct the marking of the November 2022 NSC examinations across 187 marking centres around the nine provinces.

Some PEDs have adapted their marker recruitment, application and appointment process to an online approach. The transition to an online marker application system has minimised some of the administrative challenges experienced in the past such as submission of qualification transcripts on yearly basis. The administrative data is saved and kept for future use/reference when an online marker selection is used.

National marking standardization meetings (MSMs) are held before the commencement of marking to finalise the marking guidelines before they could be used as a toll to mark the examinations. The Marking Standardisation meetings allow for amendments and adaptations that so that all possible alternative responses could be accommodated. The

Marking Standardization Meetings incorporates the training of Chief Markers and internal moderators with the aim to replicate the principles and approach to the training in provinces and ensure that a uniform interpretation and application of the marking guidelines in each subject and paper across the nine PEDs is achieved.

A Tolerance Range (TR) is an agreed degree of deviation between marks awarded by a marker and moderated marks. Since marking is not an exact science, it is anticipated that variances may exist between markers and between a marker and a moderator in terms of their mark allocations. In 2022 a Tolerance Range of between 2% - 3% was allowed in the marking of each question paper

Chief Markers and Internal Moderators were duly authorised by the DBE before they were allowed to participate in the marking processes in their respective provinces. Following the standardisation of each marking guideline, the Chief Marker and Internal Moderator were provided with a sample of scripts to mark. After each Chief Marker and Internal Moderator complied with the Tolerance Range, they were officially authorised to lead the marking process in their respective capacities/roles for the current examination.

Centralised marking for low enrolment subjects

The DBE hosted 179 markers for the marking of selected small enrolment subjects at the centralised venue in Pretoria, where adequate subject and marking expertise is restricted to a few provinces. The Centralised Marking model promoted the increased capacity and quality assurance levels in small enrolment subjects to ensure reliable marking. The DBE Internal Moderators and Chief Examiners led and managed the marking and were supported by the requisite markers and senior markers sourced from PEDs. The subjects that were centrally marked by the DBE in 2022 were: Agricultural Management Practices, Agricultural Technology, Dance studies, Music and Agricultural Technology, selected First Additional Languages (FAL) and Second Additional Languages (SAL). South African Sign Language Home Language (SASL HL) was also included in the pool of centrally marked subjects in the DBE Centralised Marking process

The Electronic Marking Pilot

The DBE E-Marking pilot which incorporated the electronic marking of Accounting Paper 1 and Music Paper 2 was officially launched during the 2022 NSC Marking session. In partnership with the Gauteng Department of Education (GDE) the DBE was able to bring on board the eight remaining provinces to the e-marking platform. At the GDE the scripts were guillotined, scanned, reconstituted and returned to the PED in preparation of the e-marking of Accounting P1. The E-Marking Pilot, served as the first step in the introduction of this very important marking innovation which will finally not only reduce costs, but also facilitate improved marking quality.

On-site Moderation of Marking

The DBE trained and deployed a team of on-site moderators to quality assure the marking of the following subjects: Accounting, Agricultural Sciences, Economics, English First Additional Language, Electrical Technology, Civil Technology, History, Life Sciences, Mathematical Literacy, Mathematics, Geography, Physical Sciences. The on-site moderators were able to monitor and evaluate the following:

5.5 School-based Assessment

School-based Assessment (SBA) comprises different forms of assessment which are conducted by the teacher at school level. SBA includes assignments, projects, simulations, research, demonstrations, role plays, listening exercises, homework pieces, class work pieces, tests and examinations. In subjects with a practical component and in the case of languages with an oral component. SBA includes assessment of practical skills and in the case of languages, assessment of oral skills.

SBA comprises 25% of the final examination mark. In the case of the subjects with a practical component and the languages, the weighting of SBA is higher than 25% (SBA 25%, Oral 12,5% and PAT 25%). In the case of Life

Orientation, the assessment is totally school based (i.e. 100% SBA). SBA is intended to provide information and insight into learner achievement through a range of designated assessment tasks that are administered to assess knowledge and skills.

For the class of 2022, the programme of assessment comprise designated formal and informal assessment tasks, both of which require that regular feedback be given to learners to enhance their mastery of specific skills and knowledge. The programme of assessment enables teachers to enhance the quality of teaching and learning, and to ensure that learners develop a range of skills and learning outcomes that prepare them for participation in a variety of real-world contexts.

The Department of Basic Education (DBE) deployed a team of national moderators to all 9 Provincial Education Departments (PEDs). Nine provinces, 36 districts, 288 schools and 3600 learner files were sampled in 2022. The purpose of the national quality assurance is to ensure that a comparable standard is maintained in all nine provinces.

Sampled subjects were Accounting, Business Studies, Economics, English FAL, Geography, History, Life Sciences, Mathematics, Physical Sciences and South African Sign Language (Home Language). The quality assurance of Life Orientation was done in all nine Provinces. The quality assurance of the SBA entailed the moderation of the assessment tasks designed by the teacher, the district and/or the provincial head office, as well as the moderation of the marking of the Preparatory Exam, Life Orientation CAT and the verification of the SA-SAMS mark sheets.

The SBA Feedback Reports provide valuable feedback to teaching and learning, and also informed districts about schools that need support. Furthermore, a workshop on the setting of alternative tasks (non-test tasks), was facilitated by the DBE. The preliminary feedback and workshop was presented to Provincial SBA coordinators, Provincial Subject Facilitators, Subject Advisors, and Lead Teachers of the sampled districts.

It was evident from this quality assurance that the moderation system is improving, as well as the overall quality and standard of the teacher files. There was notable improvement in compliance with policy and the technical quality and design of the assessment tasks. However, there are still areas that require further support and intervention to improve the quality and standard of SBA.

The setting and review of the 2022 NSC Grade 12 Practical Assessment Tasks (PATs)

The PAT mark is a compulsory component of the final promotion mark for all candidates with subjects that have a practical component. The PAT is implemented across the first three terms of the school year. Schools had to make sure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the 2022 school year.

At the beginning of the 2022 school year, the DBE disseminated the PATs for the following subjects to the PEDs: Agricultural Management Practices, Agricultural Technology, Dance Studies, Design, Dramatic Arts, Music, Visual Arts, Civil Technology, Electrical Technology, Mechanical Technology (for all three specialisations within each subject), Engineering Graphics and Design, Computer Applications Technology, Information Technology, Consumer Studies, Hospitality Studies, Tourism, Technical Sciences and Technical Mathematics. The national PAT Guidelines for teachers and learners outlined the controlled conditions under which every PAT had to be administered and moderated.

The national quality assurance of the PAT focused on the marking and moderation of the PAT at school, district and provincial level. DBE conducted on-site quality assurance in Agricultural Technology, Engineering Graphics and Design, Mechanical Technology (all three specialisations) and Technical Sciences. Centralised quality assurance was done in Technical Mathematics and Visual Arts quality assured learner evidence online.

5.6 The Management of examination irregularities

Examination and assessment irregularities have the potential to tarnish public confidence in the validity and legitimacy of results. When irregularities occur, it is imperative that they are dealt with as a matter of urgency by the structures established for this purpose. The Department of Basic Education (DBE) can confidently state that there has been an improvement in the management of both administrative and serious irregularities in the 2022 NSC examination.

The National Examinations Irregularities Committee (NEIC) is a national structure established by the minister in accordance with *Regulations on the Conduct, Administration and Management of the National Senior Certificate Examinations*, to manage irregularities emanating from NSC examinations. In turn, Provincial Examinations Irregularities Committees (PEICs) are established in provinces to deal with irregularities at a provincial level. These two structures are therefore mandated to ensure that systems and processes are put in place to manage the prevalence of examination irregularities so that the credibility and integrity of all national examinations are upheld.

The DBE has over the years continued to strengthen the following mechanisms to ensure that irregularities are minimised and where they occur, they are detected and managed appropriately, without compromising the examinations:

- a) The DBE and the PEDs conducted a thorough audit of all printing venues as well as the entire distribution chain to ensure strict security in the printing and distribution of question papers.
- b) All schools hosted a **Pledge Signing Ceremony** by all Grade 12 learners across the country, just prior to the commencement of the examinations. At this ceremony, learners publicly pledged not to participate in acts of dishonesty during the writing of the examination.
- c) **A Commitment Agreement** informed both learners and parents of the consequences of being guilty of an irregularity. In the Commitment Agreement both parents and learners signed a written agreement committing not to engage in any acts of dishonesty and to bring this to the attention of the school principal, if they are aware of any such irregularity.
- d) **Electronic Devices Register:** The Electronic Devices Register required all candidates to record all details of the cellphones or any other electronic devices that they would be using during the examination period, commencing 31 October 2022 and concluding on 7 December 2022.
- e) **Reporting of Examination Irregularities:** Candidates were made aware that it is their responsibility and that of the parent to report any information or rumour regarding examination irregularities to the examination hotline established for that purpose. The examination hotline is a 24-hour service. In addition to reporting to the examination hotline, this information was to be brought to the attention of the school principal. Failure to do so would be considered to be collusion for which the candidate would be held accountable.

The NEIC convened twice on 3 and 10 January 2023 to make final pronouncements on the examination irregularities committed during the the November 2022 NSC examinations. All PEICs presented their identified irregularities and their respective proposed sanctions. The NEIC endorsed all the reports received from the provinces as all irregularities were dealt with in accordance with the *Regulations on the Conduct, Administration and Management of the National Senior Certificate Examinations*.

The DBE presented a report on the integrity of the November 2022 NSC examinations on 12 January 2023 to Umalusi and the Umalusi Council approved the release of the results based on the fact that the examinations were conducted in accordance with the policy and *Regulations on the Conduct, Administration and Management of the National Senior Certificate and Senior Certificate Examinations*, and that there are no serious irregularities which may undermine the integrity and credibility of the examination processes.

5.7 Resulting and release of results

The DBE and the PEDs processed the results after approval by Umalusi as the Quality Assurance council. The Minister officially announced the November 2022 NSC examination results on the 19th of January 2023. The results will be released at the various schools on the morning of 20th January 2023.

5.8 Certification

All candidates who sit for 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 Higher 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.





6. PERFORMANCE OF THE CLASS OF 2022

6. PERFORMANCE OF THE CLASS OF 2022

6.1 Overall Performance in the 2022 NSC Examinations

The previous sections of this report have assisted in contextualizing and profiling the Class of 2022 and also providing the details relating to the administration of the 2022 October/November examinations. In this section, the performance of the Class of 2022 will be analysed in terms of different units of analysis and also at different levels of the education system. The learner performance data will be analysed nationally, provincially and from a district and school perspective. The other units of analysis will include the performance across the key subjects, the performance of learners with special needs, the performance of progressed learners and the performance of part-time candidates.

Over the past few years we have been piloting a new form of reporting which removes the focus from the one variable i.e. pass rate, which does not provide a holistic and comprehensive account of the performance of the schooling system. The Inclusive Basket of Criteria which has identified nine key criteria for the reporting on the performance of the system and these include the following:

- a) Overall Achievement
- b) Attainment in Accounting
- c) Attainment in Mathematics
- d) Participation in Mathematics
- e) Attainment in Physical Science.
- f) Attainment in Technical Mathematics
- g) Attainment in terms of admission to Bachelor Studies
- h) Attainment in terms of Distinctions
- i) Throughput rate

These nine criteria will serve as the reporting criteria for the performance at the school, district, provincial and national level. This will ensure that these nine performance criteria drive performance at the different levels of the system.

An added contextual criteria that will feature prominently in the analysis of the data is the fee paying status of the school. All public schools are categorized as follows:

- a) Fee Paying Schools (Quintiles 4 and 5)
- b) No Fee Paying Schools (Quintiles 1, 2 and 3)

The third category of schools, used to distinguish the context, are the Independent schools that write the State examination. The Independent schools are not categorised into quintiles and will be reflected as a separate category.

Table 6.1.1: Overall Performance of the 2022 Grade 12 Cohort

Provinces	2022			Rankings
	Total Wrote	Total Achieved	% Achieved	
Eastern Cape	94 993	73 386	77,3	6
Free State	36 607	32 397	88,5	1
Gauteng	133 841	113 006	84,4	2
KwaZulu-Natal	164 308	136 388	83,0	3
Limpopo	110 295	79 493	72,1	9
Mpumalanga	67 367	51 751	76,8	7
North West	43 823	34 960	79,8	5
Northern Cape	13 574	10 072	74,2	8
Western Cape	60 338	49 102	81,4	4
National	725 146	580 555	80,1	

Table 6.1.2: NSC passes by Province – 2020 to 2022

Province	2020			2021			2022		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Eastern Cape	72 926	49 691	68,1	91 500	66 770	73,0	94 993	73 386	77,3
Free State	27 928	23 779	85,1	35 055	30 037	85,7	36 607	32 397	88,5
Gauteng	110 191	92 285	83,8	127 523	105 526	82,8	133 841	113 006	84,4
KwaZulu-Natal	135 225	104 938	77,6	166 570	127 990	76,8	164 308	136 388	83,0
Limpopo	78 695	53 634	68,2	105 101	70 124	66,7	110 295	79 493	72,1
Mpumalanga	53 391	39 367	73,7	66 756	49 133	73,6	67 367	51 751	76,8
North West	36 871	28 093	76,2	41 081	32 143	78,2	43 823	34 960	79,8
Northern Cape	11 608	7 665	66,0	12 726	9 089	71,4	13 574	10 072	74,2
Western Cape	51 633	41 250	79,9	57 709	46 875	81,2	60 338	49 102	81,4
National	578 468	440 702	76,2	704 021	537 687	76,4	725 146	580 555	80,1

Table 6.1.3: National Performance in terms of Overall Achievement, according to Fee paying Status (2022).

Province	2022												All Categories			
	Fee Paying				No Fee				Independent							
	Total Wrote	Total Achieved	% Achieved	RANK	Total Wrote	Total Achieved	% Achieved	RANK	Total Wrote	Total Achieved	% Achieved	RANK	Total Wrote	Total Achieved	% Achieved	RANK
Eastern Cape	9 808	8 753	89,2%	3	81 404	61 456	75,5%	5	3 781	3 177	84,0%	8	94 993	73 386	77,3%	8
Free State	7 205	6 721	93,3%	1	28 629	24 949	87,1%	1	773	727	94,0%	1	36 607	32 397	88,5%	1
Gauteng	72 695	62 361	85,8%	7	51 426	41 588	80,9%	3	9 720	9 057	93,2%	3	133 841	113 006	84,4%	2
KwaZulu-Natal	45 102	37 592	83,3%	9	115 936	95 898	82,7%	2	3 270	2 898	88,6%	7	164 308	136 388	83,0%	5
Limpopo	5 553	4 913	88,5%	4	101 285	71 337	70,4%	8	3 457	3 243	93,8%	2	110 295	79 493	72,1%	6
Mpumalanga	6 157	5 566	90,4%	2	59 110	44 259	74,9%	6	2 100	1 926	91,7%	5	67 367	51 751	76,8%	4
North-West	8 659	7 539	87,1%	5	34 486	26 794	77,7%	4	678	627	92,5%	4	43 823	34 960	79,8%	3
Northern Cape	5 004	4 307	86,1%	6	8 560	5 757	67,3%	9	10	8	80,0%	9	13 574	10 072	74,2%	9
Western Cape	37 851	32 328	85,4%	8	20 922	15 363	73,4%	7	1 565	1 411	90,2%	6	60 338	49 102	81,4%	7
National	198 034	170 080	85,9%	1	501 758	387 401	77,2%	1	25 354	23 074	91,0%	1	725 146	580 555	80,1%	1

Table 6.1.4: 2022 NSC Performance by Qualification Type

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	94 993	34 974	36,8	24 465	25,8	13 923	14,7	24	0,0	73 386	77,3
Free State	36 607	15 747	43,0	11 471	31,3	5 174	14,1	1	0,0	32 397	88,5
Gauteng	133 841	58 119	43,4	37 156	27,8	17 655	13,2	1	0,0	113 006	84,4
KwaZulu-Natal	164 308	69 849	42,5	43 908	26,7	22 560	13,7	70	0,0	136 388	83,0
Limpopo	110 295	32 878	29,8	27 020	24,5	19 585	17,8	10	0,0	79 493	72,1
Mpumalanga	67 367	22 576	33,5	18 068	26,8	11 096	16,5	11	0,0	51 751	76,8
North West	43 823	14 733	33,6	12 370	28,2	7 853	17,9	0	0,0	34 960	79,8
Northern Cape	13 574	4 177	30,8	3 652	26,9	2 242	16,5	0	0,0	10 072	74,2
Western Cape	60 338	25 761	42,7	15 247	25,3	8 071	13,4	0	0,0	49 102	81,4
National	725 146	278 814	42,7	193 357	26,7	108 159	14,9	117	0,0	580 555	80,1

Table 6.1.5: Comparison of the NSC Performance by type of Qualification from 2020 to 2022

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	2020	72 926	21 886	30,0	17 753	24,3	10 039	13,8	13	0,02	49 691	68,1
	2021	91 500	31 384	34,3	22 411	24,5	12 957	14,2	16	0,02	66 768	73,0
	2022	94 993	34 974	43,0	24 465	31,3	13 923	14,1	24	0,00	73 386	77,3
Free State	2020	27 928	11 284	40,4	8 740	31,3	3 740	13,4	0		23 764	85,1
	2021	35 055	13 971	39,9	10 836	30,9	5 188	14,8	1	0,00	29 996	85,6
	2022	36 607	15 747	43,4	11 471	27,8	5 174	13,2	1	0,00	32 397	88,5
Gauteng	2020	110 191	49 680	45,1	30 675	27,8	11 879	10,8	1	0,00	92 235	83,7
	2021	127 523	55 848	43,8	34 174	26,8	15 459	12,1	0		105 481	82,7
	2022	133 841	58 119	42,5	37 156	26,7	17 655	13,7	1	0,04	113 006	84,4
KwaZulu-Natal	2020	135 225	51 060	37,8	35 195	26,0	18 658	13,8	24	0,02	104 937	77,6
	2021	166 570	61 856	37,1	42 128	25,3	23 945	14,4	61	0,04	127 990	76,8
	2022	164 308	69 849	29,8	43 908	24,5	22 560	17,8	70	0,01	136 388	83,0
Limpopo	2020	78 695	22 907	29,1	18 588	23,6	12 134	15,4	5	0,01	53 634	68,2
	2021	105 101	28 072	26,7	23 533	22,4	18 516	17,6	3	0,00	70 124	66,7
	2022	110 295	32 878	33,5	27 020	26,8	19 585	16,5	10	0,02	79 493	72,1
Mpumalanga	2020	53 391	16 251	30,4	14 421	27,0	8 677	16,3	18	0,03	39 367	73,7
	2021	66 756	21 044	31,5	16 948	25,4	11 120	16,7	21	0,03	49 133	73,6
	2022	67 367	22 576	33,6	18 088	28,2	11 096	17,9	11	0,00	51 751	76,8
North West	2020	36 871	11 822	32,1	9 987	27,1	6 282	17,0	0		28 091	76,2
	2021	41 081	13 875	33,8	10 794	26,3	7 470	18,2	0		32 139	78,2
	2022	43 823	14 733	30,8	12 370	26,9	7 853	16,5	0	0,00	34 960	79,8
Northern Cape	2020	11 608	3 296	28,4	2 797	24,1	1 567	13,5	0		7 660	66,0
	2021	12 726	3 856	30,3	3 119	24,5	2 114	16,6	0		9 089	71,4
	2022	13 574	4 177	42,7	3 652	25,3	2 242	13,4	0	0,00	10 072	74,2
Western Cape	2020	51 633	22 634	43,8	12 444	24,1	6 141	11,9	0		41 219	79,8
	2021	57 709	26 125	45,3	13 629	23,6	7 090	12,3	1	0,00	46 845	81,2
	2022	60 338	25 761	38,4	15 247	26,7	8 071	14,9	0	0,02	49 102	81,4
National	2020	578 468	210 820	36,4	150 600	26,0	79 117	13,7	61	0,01	440 598	76,2
	2021	704 021	256 031	36,4	177 572	25,2	103 859	14,8	103	0,01	537 565	76,4
	2022	725 146	278 814	38,4	193 357	26,7	108 159	14,9	117	0,02	580 555	80,1

Table 6.1.6 Comparison of NSC passes, by province and by gender from 2020 to 2022

		Year					
		2021			2022		
Province	Gender	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Total Wrote	Achieved Bachelor	% Achieved Bachelor
Eastern Cape	Female	52 058	18 050	57,50%	54 456	20 467	58,50%
	Male	39 442	13 334	42,50%	40 537	14 507	41,50%
Free State	Female	19 286	7 744	55,40%	20 513	8 604	54,60%
	Male	15 769	6 227	44,60%	16 094	7 143	45,40%
Gauteng	Female	70 721	32 736	58,60%	74 661	34 406	59,20%
	Male	56 802	23 112	41,40%	59 180	23 713	40,80%
KwaZulu-Natal	Female	91 096	35 229	57,00%	92 805	40 394	57,80%
	Male	75 474	26 627	43,00%	71 503	29 455	42,20%
Limpopo	Female	56 790	15 141	53,90%	61 037	18 127	55,10%
	Male	48 311	12 931	46,10%	49 258	14 751	44,90%
Mpumalanga	Female	36 620	11 883	56,50%	37 429	12 993	57,60%
	Male	30 136	9 161	43,50%	29 938	9 583	42,40%
North-West	Female	22 658	7 856	56,60%	24 366	8 411	57,10%
	Male	18 423	6 019	43,40%	19 457	6 322	42,90%
Northern Cape	Female	7 134	2 247	58,30%	7 692	2 451	58,70%
	Male	5 592	1 609	41,70%	5 882	1 726	41,30%
Western Cape	Female	32 771	15 270	58,40%	34 281	15 382	59,70%
	Male	24 938	10 855	41,60%	26 057	10 379	40,30%
National	Female	389 134	146 156	57,10%	407 240	161 235	57,80%
	Male	314 887	109 875	42,90%	317 906	117 579	42,20%

Table 6.1.7 Comparison of bachelor achievement by gender and by province from 2020 to 2022

Province Name	Gender	2020			2021			2022		
		Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors
Eastern Cape	Male	31 987	9 465	29,6	39 442	13 334	33,8	40 537	14 507	35,8
	Female	40 939	12 421	30,3	52 058	18 050	34,7	54 456	20 467	37,6
Free State	Male	12 601	4 989	39,6	15 769	6 227	39,5	16 094	7 143	44,4
	Female	15 327	6 295	41,1	19 286	7 744	40,2	20 513	8 604	41,9
Gauteng	Male	48 638	20 348	41,8	56 802	23 112	40,7	59 180	23 713	40,1
	Female	61 553	29 332	47,7	70 721	32 736	46,3	74 661	34 406	46,1
KwaZulu-Natal	Male	59 574	22 377	37,6	75 474	26 627	35,3	71 503	29 455	41,2
	Female	75 651	28 683	37,9	91 096	35 229	38,7	92 805	40 394	43,5
Limpopo	Male	35 241	10 406	29,5	48 311	12 931	26,8	49 258	14 751	29,9
	Female	43 454	12 501	28,8	56 790	15 141	26,7	61 037	18 127	29,7
Mpumalanga	Male	23 706	7 167	30,2	30 136	9 161	30,4	29 938	9 583	32,0
	Female	29 685	9 084	30,6	36 620	11 883	32,4	37 429	12 993	34,7
North West	Male	16 651	5 269	31,6	18 423	6 019	32,7	19 457	6 322	32,5
	Female	20 220	6 553	32,4	22 658	7 856	34,7	24 366	8 411	34,5
Northern Cape	Male	5 133	1 434	27,9	5 592	1 609	28,8	5 882	1 726	29,3
	Female	6 475	1 862	28,8	7 134	2 247	31,5	7 692	2 451	31,9
Western Cape	Male	22 390	9 491	42,4	24 938	10 855	43,5	26 057	10 379	39,8
	Female	29 243	13 143	44,9	32 771	15 270	46,6	34 281	15 382	44,9
National	Male	255 921	90 946	35,5	314 887	109 875	34,9	317 906	117 579	37,0
	Female	322 547	119 874	37,2	389 134	146 156	37,6	407 240	161 235	39,6
	Both	578 468	210 820	36,4	704 021	256 031	36,4	725 146	278 814	38,4

Table 6.1.8: Number of schools within different pass rate categories (National)

School Intervals	2020		2021		2022	
	Total Number of Schools	% of schools	Total Number of Schools	% of schools	Total Number of Schools	% of schools
0 - 19,9%	59	0,9	34	0,5	17	0,3%
20 - 39,9%	340	5,0	218	3,2	130	2,2%
40 to 59,9%	1 107	16,2	1 010	14,7	652	9,4%
60 to 79,9%	2 239	32,8	2 464	36,0	2 150	31,1%
80 to 100%	3 084	45,2	3 124	45,6	3 946	57,2%
Exactly 0%	13	0,2	1	0,0	4	0,1%
Exactly 100%	432	6,3	515	7,5	641	9,3%

Table 6.1.9 Number of schools performing at the different categories from 2021 to 2022 (Provincial)

Province	Total Number of Schools		0 - 19,9%		20 - 39,9%		40 to 59,9%		60 to 79,9%		80 to 100%		Exactly 0%		Exactly 100%	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Eastern Cape	943	944	5	2	18	19	202	111	377	342	300	421	3	1	38	48
Free State	338	343	0,5%	0,2%	1,9%	2,0%	21,4%	11,8%	40,0%	36,2%	31,8%	44,6%	0,3%	0,1%	4,0%	5,1%
						1	9	3	69	52	214	235			46	52
Gauteng	894	921	0,0%	0,0%	0,0%	0,3%	2,7%	0,9%	20,4%	15,2%	63,3%	68,5%	0,0%	0,0%	13,6%	15,2%
			2	5	6	2	33	33	263	217	461	515			129	149
KwaZulu-Natal	1,759	1,768	0,2%	0,5%	0,7%	0,2%	3,7%	3,6%	29,4%	23,6%	51,6%	55,9%	0,0%	0,0%	14,4%	16,2%
			6	8	47	20	224	113	639	458	698	957			145	212
Limpopo	1,330	1,317	0,3%	0,5%	2,7%	1,1%	12,7%	6,4%	36,3%	25,9%	39,7%	54,1%	0,0%	0,0%	8,2%	12,0%
			19	6	117	72	359	246	521	495	282	450	1		31	48
Mpumalanga	559	566	1,4%	0,5%	8,8%	5,5%	27,0%	18,7%	39,2%	37,6%	21,2%	34,2%	0,1%	0,0%	2,3%	3,6%
			3	1	19	9	79	64	216	204	223	260	1	1	18	27
			0,5%	0,2%	3,4%	1,6%	14,1%	11,3%	38,6%	36,0%	39,9%	45,9%	0,2%	0,2%	3,2%	4,8%

Province	Total Number of Schools		0 - 19,9%		20 - 39,9%		40 to 59,9%		60 to 79,9%		80 to 100%		Exactly 0%		Exactly 100%	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
North-West	438	443	1 0,2%		4 0,9%	3 0,7%	43 9,8%	28 6,3%	174 39,7%	175 39,5%	188 42,9%	209 47,2%		2 0,5%	28 6,4%	26 5,9%
Northern Cape	145	145			5 3,4%	2 1,4%	24 16,6%	25 17,2%	66 45,5%	51 35,2%	41 28,3%	58 40,0%			9 6,2%	9 6,2%
Western Cape	454	457			2 0,4%	2 0,4%	38 8,4%	29 6,3%	141 31,1%	156 34,1%	202 44,5%	200 43,8%			71 15,6%	70 15,3%
National	6 860	6 904	36 0,5%	22 0,3%	218 3,2%	130 1,9%	1 011 14,7%	652 9,4%	2 466 35,9%	2 150 31,1%	2 609 38,0%	3 305 47,9%	5 0,1%	4 0,1%	515 7,5%	641 9,3%

Table 6.1.10: 2022 School performance by Quintile

Quintiles	0 - 19,9%	20 - 39,9%	40 - 59,9%	60 - 79,9%	80 - 100%	Total
Quintile 1	9	58	252	586	909	1,814
Quintile 2	4	35	190	590	851	1,670
Quintile 3	2	25	142	571	732	1,472
Quintile 4		1	27	228	371	627
Quintile 5	1	6	20	115	616	758
Total	16	125	631	2,090	3,479	6,341

Table 6.1.11: NSC performance by type of Qualification and Quintile

Fee Status2	Quintile	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Achieved Higher Certificate	% Achieved Higher Certificate	Achieved NSC	% Achieved NSC	Achieved Endorsed
No Fee	Quintile 1	160 232	52 897	33,0%	42 627	26,6%	26 704	16,7%	60	0,0%	0
	Quintile 2	163 295	54 843	33,6%	43 600	26,7%	27 459	16,8%	38	0,0%	0
	Quintile 3	178 231	62 163	34,9%	48 318	27,1%	28 677	16,1%	15	0,0%	0
Fee Paying	Quintile 4	89 215	33 348	37,4%	25 820	28,9%	13 089	14,7%	2	0,0%	67
	Quintile 5	108 819	60 551	55,6%	27 112	24,9%	10 085	9,3%	2	0,0%	4
Independent	Unclassified	25 354	15 012	59,2%	5 880	23,2%	2 145	8,5%	0	0,0%	0
National		725 146	278 814	38,4%	193 357	26,7%	108 159	14,9%	117	0,0%	108

Table 6.1.12: Number of candidates in schools per percentage interval per Quintile – 2021 to 2022

% Interval (Candidates)	2021					2022						
	Q 1	Q 2	Q 3	Q 4	Q 5	Total	Q 1	Q 2	Q 3	Q 4	Q 5	Total
No with 0 to 19,9%	404	591	388			1 383	342	96	28		0	466
No with 20 to 39,9%	8 788	3 997	2 709	811	34	16 339	3 395	2 421	1 939	119	229	8 103
No with 40 to 59,9%	30 026	25 903	26 892	5 754	2 658	91 233	21 647	19 064	14 828	3 645	2 086	61 270
No with 60 to 79,9%	67 163	71 273	83 334	35 109	14 765	271 644	58 364	63 380	74 151	37 035	17 160	250 090
No with 80 to 100%	50 335	57 290	61 420	41 731	88 744	299 520	76 484	78 334	87 285	48 416	89 344	379 863
Total	156 716	159 054	174 743	83 405	106 201	680 119	160 232	163 295	178 231	89 215	108 819	699 792

6.2 Performance in the 2022 NSC Examinations in terms of the Inclusive Basket

Table 6.2.1: National performance according to the Inclusive Basket

Province	% Achieved	% Accounting	% Maths	% Physical Science	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions	% Throughput
Eastern Cape	77,3%	76,9%	46,1%	70,5%	70,4%	44,9%	36,8%	3,7%	66,0%
Free State	88,5%	83,8%	64,6%	80,6%	94,3%	37,4%	43,0%	3,3%	58,5%
Gauteng	84,4%	79,8%	62,7%	76,7%	89,3%	33,1%	43,4%	4,5%	66,4%
KwaZulu-Natal	83,0%	72,2%	54,6%	77,3%	88,6%	38,5%	42,5%	6,0%	66,0%
Limpopo	72,1%	71,8%	49,9%	73,3%	74,4%	43,5%	29,8%	2,5%	71,2%
Mpumalanga	76,8%	72,4%	52,8%	68,1%	81,6%	42,1%	33,5%	2,6%	72,4%
North-West	79,8%	74,4%	59,9%	77,3%	69,5%	25,4%	33,6%	2,5%	61,4%
Northern Cape	74,2%	68,1%	51,5%	69,5%	88,0%	21,0%	30,8%	2,0%	59,4%
Western Cape	81,4%	76,6%	67,9%	81,1%	91,4%	25,9%	42,7%	6,2%	70,5%
National	80,1%	75,4%	55,0%	74,6%	81,8%	37,2%	38,4%	4,2%	66,8%

The above table must be read and interpreted in conjunction with the criteria relating to the Inclusive Basket of Criteria, which includes the following: Overall Achievement; Attainment in Accounting; Attainment in Mathematics; Attainment in Physical Science; Attainment in Technical Mathematics; Participation in Mathematics; Attainment of Bachelors; Attainment of Distinctions and Throughput rate. The shading is also reflective of the performance of the province and this can be interpreted as follows:

- a) Shades of Green: Performance well above the national standard.
- b) Shades of Yellow to Amber: Performance either slightly above, equal or slightly below the standard
- c) Red: Performance well below the standard.

It is interesting to note that PEDs that perform well in the overall achievement also perform well in Accounting, Mathematics, Physical Science and in terms of Distinctions. However, in the case of Mathematics participation, Limpopo, Eastern Cape and Mpumalanga are the front runners in terms of promoting mathematics participation while the top performing PEDs, i.e. Gauteng, Western Cape, North West and Free State are not the leaders in Mathematics participation. The other area of concern is that Free State which is the top performing province has the lowest throughput rate, followed by North West which has the second lowest throughput rate. Throughput rate measures the progress of learners from Grade 10 to Grade 12.

Table 6.2.3: National Performance in terms of Distinctions Achieved according to Fee paying Status

Province	Fee Status															
	Fee Paying				Independent				Non Fee				All Categories			
	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK Distinctions	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK Distinctions	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK Distinctions along Table (Down)	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK Distinctions
Eastern Cape	69 316	5 449	7,9%	5	27 225	1 512	5,6%	6	585 595	18 133	3,1%	2	682 136	25 094	3,7%	4
Free State	51 326	4 061	7,9%	4	5 635	235	4,2%	7	206 434	4 300	2,1%	5	263 395	8 596	3,3%	5
Gauteng	520 707	27 640	5,3%	8	73 097	6 925	9,5%	4	375 163	8 733	2,3%	3	968 967	43 298	4,5%	3
KwaZulu-Natal	329 268	26 619	8,1%	3	25 801	3 479	13,5%	1	864 488	42 526	4,9%	1	1 219 557	72 624	6,0%	2
Limpopo	39 046	3 712	9,5%	1	24 351	2 417	9,9%	3	712 374	13 604	1,9%	6	775 771	19 733	2,5%	8
Mpumalanga	43 442	2 978	6,9%	6	18 746	653	3,5%	8	448 356	9 527	2,1%	4	510 544	13 158	2,6%	6
North West	61 121	3 639	6,0%	7	4 844	290	6,0%	5	244 249	3 974	1,6%	8	310 214	7 903	2,5%	7
Northern Cape	35 324	1 317	3,7%	9	70	1	1,4%	9	60 676	578	1,0%	9	96 070	1 896	2,0%	9
Western Cape	268 385	22 627	8,4%	2	11 390	1 257	11,0%	2	149 373	2 544	1,7%	7	429 148	26 428	6,2%	1
National	1 417 935	98 042	6,9%	1	191 159	16 769	8,8%	1	3 646 708	103 919	2,8%	1	5 255 802	218 730	4,2%	1

Table 6.2.7: National performance in terms of Achievement in Physical Sciences and according to Fee paying Status

Physical Sciences																
Province	Fee Paying				Independent				No Fee Paying				All Categories			
	Total Wrote	Total Achieved	% Achieved 30-100%	RANK	Total Wrote	Total Achieved	% Achieved 30-100%	RANK	Total Wrote	Total Achieved	% Achieved 30-100%	RANK	Total Wrote	Total Achieved	% Achieved 30-100%	RANK
	13 888	10 017	72,1%	9	1 542	1 219	79,1%	8	15 935	10 871	68,2%	6	31 365	22 107	70,5%	7
	5 405	4 446	82,3%	2	217	182	83,9%	6	5 213	4 101	78,7%	1	10 835	8 729	80,6%	2
	23 385	18 154	77,6%	4	2 920	2 558	87,6%	2	6 958	4 813	69,2%	5	33 263	25 525	76,7%	5
	25 005	19 237	76,9%	5	1 236	1 043	84,4%	5	21 570	16 684	77,3%	2	47 811	36 964	77,3%	4
LIMPOPO	11 852	8 891	75,0%	7	1 721	1 612	93,7%	1	25 163	17 903	71,1%	4	38 736	28 406	73,3%	6
MPUMALANGA	3 973	3 006	75,7%	6	695	569	81,9%	7	21 095	13 960	66,2%	7	25 763	17 535	68,1%	9
NORTH WEST	5 727	4 484	78,3%	3	189	165	87,3%	3	3 304	2 480	75,1%	3	9 220	7 129	77,3%	3
NORTHERN CAPE	1 415	1 025	72,4%	8					778	499	64,1%	8	2 193	1 524	69,5%	8
WESTERN CAPE	8 083	6 766	83,7%	1	367	319	86,9%	4	1 368	873	63,8%	9	9 818	7 958	81,1%	1

6.3 Subject Performance

Table 6.3.1: Candidates' performance in Official Home Languages – 2020 to 2022

Subject Name (Home Languages)	2020			2021			2022		
	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved
Afrikaans Home Language	44 909	42 853	95,4	47 337	45 079	95,2	47 648	45 035	94,5
English Home Language	110 784	104 724	94,5	122 189	113 775	93,1	127 633	119 462	93,6
IsiNdebele Home Language	4 624	4 621	99,9	6 115	6 106	99,9	6 378	6 370	99,9
IsiXhosa Home Language	83 590	83 256	99,6	105 490	105 130	99,7	110 210	109 560	99,4
IsiZulu Home Language	144 747	143 364	99,0	184 543	183 116	99,2	182 798	181 612	99,4
Sepedi Home Language	63 277	62 484	98,7	81 777	80 474	98,4	85 300	84 171	98,7
Sesotho Home Language	32 104	31 827	99,1	40 499	40 165	99,2	42 497	42 104	99,1
Setswana Home Language	49 668	49 436	99,5	57 102	56 817	99,5	61 073	60 559	99,2
SiSwati Home Language	16 906	16 835	99,6	21 699	21 574	99,4	22 139	21 976	99,3
South African Sign Language Home Language	100	97	97,0	127	116	91,3	210	162	77,1
Tshivenda Home Language	15 610	15 597	99,9	21 423	21 398	99,9	23 010	22 981	99,9
Xitsonga Home Language	23 986	23 800	99,2	32 193	31 775	98,7	34 525	34 066	98,7

Table 6.3.2: Candidates' Performance in Official First Additional Languages – 2020 to 2022

Subject Name (1st Additional Languages)	2020			2021			2022		
	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved
Afrikaans First Additional Language	85 920	80 551	93,8	93 813	87 986	93,8	98 046	91 943	93,8
English First Additional Language	474 718	471 072	99,2	592 008	585 785	98,9	609 901	604 912	99,2
IsiNdebele First Additional Language	39	39	100,0	30	30	100,0	48	48	100,0
IsiXhosa First Additional Language	527	527	100,0	2 871	2 866	99,8	3 058	3 049	99,7
IsiZulu First Additional Language	524	522	99,6	17 312	17 160	99,1	18 012	17 787	98,8
Sepedi First Additional Language	442	442	100,0	616	612	99,4	614	613	99,8
Sesotho First Additional Language	338	335	99,1	513	510	99,4	502	499	99,4
Setswana First Additional Language	28	27	96,4	477	476	99,8	506	504	99,6
SiSwati First Additional Language	2 611	2 605	99,8	335	330	98,5	323	319	98,8
Tshivenda First Additional Language	22	22	100,0	40	40	100,0	53	53	100,0
Xitsonga First Additional Language	15 037	14 908	99,1	27	27	100,0	46	46	100,0

Table 6.3.3: Candidates' performance at 30% and above in Selected Non Language Subjects. Full-Time - 2020 to 2022

Subjects	2020			2021			2022		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	92 767	70 014	75,5	105 894	79 093	74,7	104 798	78 993	75,4
Agricultural Science	96 155	69 916	72,7	123 990	93 447	75,4	125 353	95 070	75,8
Business Studies	207 045	161 224	77,9	243 843	196 233	80,5	241 989	185 503	76,7
Economics	118 484	81 536	68,8	139 191	94 479	67,9	137 657	98 414	71,5
Geography	287 629	216 467	75,3	358 655	266 402	74,3	368 882	299 751	81,3
History	173 498	159 737	92,1	227 448	203 473	89,5	237 327	209 315	88,2
Life Sciences	319 228	226 700	71,0	384 216	274 584	71,5	399 007	285 217	71,5
Mathematical Literacy	341 363	275 684	80,8	441 067	328 382	74,5	450 005	385 515	85,7
Mathematics	233 315	125 526	53,8	259 143	149 177	57,6	269 734	148 346	55,0
Physical Science	174 310	114 758	65,8	196 968	135 915	69,0	209 004	155 877	74,6

Table 6.3.4: Number and Percentage of Distinctions in selected Gateway Subjects – 2020 to 2022

Subjects	2020			2021			2022		
	Wrote	Achieved with Distinction	% with Distinction	Wrote	Achieved with Distinction	% with Distinction	Wrote	Achieved with Distinction	% with Distinction
Accounting	92 767	5 777	6,2	105 894	6 571	6,2	104 798	5 831	5,6
Afrikaans FAL	85 920	6 420	7,5	93 813	7 311	7,8	98 046	6 102	6,2
Agricultural Sciences	96 155	786	0,8	123 990	1 469	1,2	125 353	2 667	2,1
Business Studies	207 045	8 069	3,9	243 843	13 052	5,4	241 989	14 575	6,0
Economics	118 484	1 533	1,3	139 191	1 646	1,2	137 657	2 703	2,0
English FAL	474 718	10 301	2,2	592 008	8 818	1,5	609 901	14 188	2,3
Geography	287 629	2 755	1,0	358 655	1 911	0,5	368 882	3 607	1,0
History	173 498	10 935	6,3	227 448	12 887	5,7	237 327	8 434	3,6
Life Sciences	319 228	7 317	2,3	384 216	14 310	3,7	399 007	9 845	2,5
Mathematical Literacy	341 363	5 696	1,7	441 067	10 005	2,3	450 005	7 792	1,7
Mathematics	233 315	7 424	3,2	259 143	7 725	3,0	269 734	7 304	2,7
Physical Sciences	174 310	6 368	3,7	196 968	6 771	3,4	209 004	6 556	3,1

Table 6.3.5: Candidates' Performance in Technical Subjects – 2020 to 2022

Subject Description	2020			2021			2022		
	Wrote	Total Achieved	% Achieved 30-100%	Wrote	Total Achieved	% Achieved 30-100%	Wrote	Total Achieved	% Achieved 30-100%
Civil Technology (Civil Services)	601	595	99,0%	627	608	97,0%	728	705	96,8%
Civil Technology (Construction)	3 582	3 511	98,0%	4 474	4 406	98,5%	4 773	4 646	97,3%
Civil Technology (Woodworking)	1 837	1 777	96,7%	2 366	2 294	97,0%	2 542	2 430	95,6%
Computer Applications Technology	36 095	34 411	95,3%	42 722	39 556	92,6%	46 382	42 839	92,4%
Electrical Technology (Digital Systems)	422	409	96,9%	371	351	94,6%	391	382	97,7%
Electrical Technology (Electronics)	968	938	96,9%	1 143	1 040	91,0%	1 199	1 105	92,2%
Electrical Technology (Power Systems)	4 623	4 387	94,9%	5 675	5 357	94,4%	5 907	5 561	94,1%
Engineering Graphics and Design	32 538	30 529	93,8%	37 131	34 463	92,8%	38 879	34 830	89,6%
Mechanical Technology (Automotive)	2 839	2 671	94,1%	3 330	3 171	95,2%	3 601	3 388	94,1%
Mechanical Technology (Fitting and Machi	1 914	1 853	96,8%	1 991	1 933	97,1%	1 937	1 870	96,5%
Mechanical Technology (Welding and Metal	1 683	1 495	88,8%	2 308	2 091	90,6%	2 397	2 227	92,9%
Technical Mathematics	10 731	3 476	32,4%	13 403	8 060	60,1%	14 657	11 993	81,8%
Technical Sciences	11 655	9 375	80,4%	14 642	12 758	87,1%	15 753	14 168	89,9%
Engineering Graphics and Design	32 538	30 529	93,8	37 131	34 463	92,8	38 879	34 830	89,6

Table 6.3.6: Candidates' Performance in Mathematics by Province and level of achievement

Mathematics																		
Province	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above			% achieved at 40% and above			Total achieved at 50% and above		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Eastern Cape	38 717	43 886	42 640	15 364	20 452	19 652	39,7	46,6	46,1	9 119	12 286	11 967	23,6	28,0	28,1	5 272	7 032	6 819
Free State	11 040	12 745	13 681	7 321	8 494	8 834	66,3	66,6	64,6	4 712	5 456	5 627	42,7	42,8	41,1	2 778	3 187	3 365
Gauteng	37 680	39 842	44 241	24 639	27 184	27 719	65,4	68,2	62,7	17 311	19 256	19 637	45,9	48,3	44,4	11 510	12 643	12 800
KwaZulu-Natal	56 506	61 506	63 259	28 924	33 354	34 508	51,2	54,2	54,6	18 869	21 504	22 131	33,4	35,0	35,0	11 539	12 716	13 097
Limpopo	38 447	44 874	47 971	19 108	24 477	23 918	49,7	54,5	49,9	12 108	15 111	14 753	31,5	33,7	30,8	7 233	8 734	8 627
Mpumalanga	24 663	28 580	28 340	12 560	15 443	14 977	50,9	54,0	52,8	8 228	9 924	9 721	33,4	34,7	34,3	5 087	5 894	5 796
North West	9 232	9 815	11 139	5 851	7 017	6 671	63,4	71,5	59,9	3 887	4 685	4 219	42,1	47,7	37,9	2 373	2 800	2 482
Northern Cape	2 708	2 689	2 847	1 498	1 591	1 465	55,3	59,2	51,5	945	1 052	928	34,9	39,1	32,6	574	623	568
Western Cape	14 322	15 206	15 616	10 261	11 165	10 602	71,6	73,4	67,9	7 785	8 287	8 058	54,4	54,5	51,6	5 707	5 944	5 896
National	233 315	259 143	269 734	125 526	149 177	148 346	53,8	57,6	55,0	82 964	97 561	97 041	35,6	37,6	36,0	52 073	59 573	59 450

Table 6.3.7: Candidates' Performance in Physical Sciences by Province and level of achievement – 2020 to 2022

Physical Science																					
Province	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above			% achieved at 40% and above			Total achieved at 50% and above			% achieved at 50% and above		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Eastern Cape	25 870	30 738	31 365	14 396	19 142	22 107	55,6	62,3	70,5	8 349	11 510	13 776	32,3	37,4	43,9	4 715	6 505	7 775	18,2	21,2	24,8
Free State	8 727	9 826	10 835	6 215	7 380	8 729	71,2	75,1	80,6	3 931	4 723	5 816	45,0	48,1	53,7	2 284	2 842	3 471	26,2	28,9	32,0
Gauteng	27 096	29 425	33 263	19 680	21 622	25 525	72,6	73,5	76,7	13 592	14 997	17 728	50,2	51,0	53,3	9 072	10 046	11 609	33,5	34,1	34,9
KwaZulu-Natal	40 402	44 908	47 811	28 159	31 988	36 964	69,7	71,2	77,3	18 570	21 088	25 402	46,0	47,0	53,1	11 403	12 727	15 416	28,2	28,3	32,2
Limpopo	31 290	36 659	38 736	19 725	24 840	28 406	63,0	67,8	73,3	11 986	15 250	17 861	38,3	41,6	46,1	6 997	8 726	10 437	22,4	23,8	26,9
Mpumalanga	21 794	25 471	25 763	13 082	15 668	17 535	60,0	61,5	68,1	8 254	9 801	11 741	37,9	38,5	45,6	4 984	5 767	7 124	22,9	22,6	27,7
North West	7 482	8 054	9 220	5 122	6 240	7 129	68,5	77,5	77,3	3 160	4 059	4 534	42,2	50,4	49,2	1 905	2 365	2 641	25,5	29,4	28,6
Northern Cape	2 186	2 086	2 193	1 167	1 361	1 524	53,4	65,2	69,5	699	884	925	32,0	42,4	42,2	441	502	551	20,2	24,1	25,1
Western Cape	9 463	9 801	9 818	7 212	7 674	7 958	76,2	78,3	81,1	5 441	5 852	6 028	57,5	59,7	61,4	4 059	4 364	4 433	42,9	44,5	45,2
National	174 310	196 968	209 004	114 758	135 915	155 877	65,8	69,0	74,6	73 982	88 164	103 811	42,4	44,8	49,7	45 860	53 844	63 457	26,3	27,3	30,4

Table 6.3.8: Candidates' Performance in Mathematics and Physical Sciences by Gender

Subjects	Exam Years	Mathematics			Physical Science		
		Female	Male	Total	Female	Male	Total
Gender							
Total Wrote		135 865	97 450	233 315	100 432	73 878	174 310
Achieved at 30% & above	2020	68 389	57 137	125 526	65 158	49 600	114 758
% Achieved		50,3	58,6	53,8	64,9	67,1	65,8
Total Wrote		151 849	107 294	259 143	115 072	81 896	196 968
Achieved at 30% & above	2021	84 897	64 280	149 177	79 521	56 394	135 915
% Achieved		55,9	59,9	57,6	69,1	68,9	69,0
Total Wrote		162 341	107 393	269 734	125 770	83 234	209 004
Achieved at 30% & above	2022	84 957	63 389	148 346	93 649	62 228	155 877
% Achieved		52,3	59,0	55,0	74,5	74,8	74,6

Table 6.3.9: Candidates' Performance in Accounting by Province and level of Achievement

Accounting										
Province	2021					2022				
	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	13 256	10 123	7 015	76,4	52,9	12 989	9 993	6 867	76,9	52,9
Free State	8 189	6 709	4 455	81,9	54,4	8 084	6 774	4 768	83,8	59,0
Gauteng	19 538	16 010	11 625	81,9	59,5	19 001	15 159	10 988	79,8	57,8
KwaZulu-Natal	29 444	20 633	14 128	70,1	48,0	29 586	21 369	14 328	72,2	48,4
Limpopo	13 316	8 677	5 419	65,2	40,7	13 298	9 550	6 161	71,8	46,3
Mpumalanga	9 046	6 462	4 341	71,4	48,0	8 883	6 429	4 391	72,4	49,4
North West	4 763	3 791	2 595	79,6	54,5	5 009	3 729	2 322	74,4	46,4
Northern Cape	1 061	857	591	80,8	55,7	1 152	784	545	68,1	47,3
Western Cape	7 281	5 831	4 349	80,1	59,7	6 796	5 206	3 921	76,6	57,7
Total	105 894	79 093	54 518	74,7	51,5	104 798	78 993	54 291	75,4	51,8

Table 6.3.10: Candidates' Performance in Business Studies by Province and level of Achievement

Business Studies										
Province	2021				2022				% Pass 30 - 100%	% Pass 40 - 100%
	Wrote	No, Pass 30 - 100%	No, Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No, Pass 30 - 100%	No, Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	25 187	20 294	15 516	80,6	61,6	25 719	19 409	14 353	75,5	55,8
Free State	14 776	12 854	9 559	87,0	64,7	14 061	11 975	8 884	85,2	63,2
Gauteng	56 352	47 625	36 556	84,5	64,9	56 212	43 553	31 623	77,5	56,3
KwaZulu-Natal	67 662	52 848	39 761	78,1	58,8	64 699	50 708	38 791	78,4	60,0
Limpopo	19 504	15 298	11 536	78,4	59,1	18 915	15 008	11 159	79,3	59,0
Mpumalanga	19 425	14 675	10 230	75,5	52,7	19 827	13 880	9 405	70,0	47,4
North West	12 305	10 449	7 848	84,9	63,8	13 078	10 316	7 381	78,9	56,4
Northern Cape	4 257	2 909	1 925	68,3	45,2	4 233	2 592	1 629	61,2	38,5
Western Cape	24 375	19 281	14 467	79,1	59,4	25 245	18 062	13 105	71,5	51,9
Total	243 843	196 233	147 398	80,5	60,4	241 989	185 503	136 330	76,7	56,3

Table 6.3.11: Candidates' Performance in Economics by Province and level of Achievement

Economics										
Province	2021					2022				
	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	17 129	12 574	8 201	73,4	47,9	17 250	13 559	9 548	78,6	55,4
Free State	8 480	6 138	3 131	72,4	36,9	8 034	6 407	4 138	79,7	51,5
Gauteng	27 269	18 796	11 186	68,9	41,0	26 802	18 064	11 770	67,4	43,9
KwaZulu-Natal	34 704	23 989	14 271	69,1	41,1	33 809	25 674	17 113	75,9	50,6
Limpopo	22 005	13 055	7 391	59,3	33,6	21 893	14 924	9 706	68,2	44,3
Mpumalanga	11 192	6 735	3 657	60,2	32,7	11 051	7 516	4 460	68,0	40,4
North West	7 305	4 993	2 926	68,4	40,1	7 753	5 325	3 222	68,7	41,6
Northern Cape	1 928	1 099	572	57,0	29,7	1 871	885	517	47,3	27,6
Western Cape	9 179	7 100	4 810	77,4	52,4	9 194	6 060	4 085	65,9	44,4
Total	139 191	94 479	56 145	67,9	40,3	137 657	98 414	64 559	71,5	46,9

Table 6.3.12: Candidates' Performance in History by Province and level of Achievement

Province	History									
	2021					2022				
	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	31 104	27 774	22 784	89,3	73,3	33 999	29 638	23 147	87,2	68,1
Free State	7 418	6 983	6 087	94,1	82,1	7 954	7 469	6 194	93,9	77,9
Gauteng	49 295	46 327	39 939	94,0	81,0	51 422	46 567	37 503	90,6	72,9
KwaZulu-Natal	58 472	51 689	42 506	88,4	72,7	56 748	51 240	42 482	90,3	74,9
Limpopo	22 490	18 533	13 605	82,4	60,5	24 862	21 267	16 374	85,5	65,9
Mpumalanga	13 604	11 964	9 759	87,9	71,7	14 621	12 401	9 745	84,8	66,7
North West	13 256	11 665	8 906	88,0	67,2	13 677	11 359	7 948	83,1	58,1
Northern Cape	5 575	4 871	3 636	87,4	65,2	6 345	5 756	4 588	90,7	72,3
Western Cape	26 234	23 667	19 354	90,2	73,8	27 699	23 618	17 502	85,3	63,2
Total	227 448	203 473	166 576	89,5	73,2	237 327	209 315	165 483	88,2	69,7

Table 6.3.13: Candidates' Performance in Life Sciences by Province and level of Achievement

Life Science										
Province	2021					2022				
	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	55 061	38 998	27 977	70,8	50,8	56 496	40 793	28 759	72,2	50,9
Free State	16 077	13 334	10 112	82,9	62,9	17 559	14 538	10 607	82,8	60,4
Gauteng	56 343	43 504	32 731	77,2	58,1	60 413	45 936	32 544	76,0	53,9
KwaZulu-Natal	88 233	64 615	46 586	73,2	52,8	88 768	65 713	45 681	74,0	51,5
Limpopo	73 732	48 501	33 025	65,8	44,8	77 605	51 027	32 805	65,8	42,3
Mpumalanga	40 790	28 664	20 176	70,3	49,5	41 667	29 093	19 220	69,8	46,1
North West	21 352	14 590	9 982	68,3	46,7	22 920	15 670	10 194	68,4	44,5
Northern Cape	6 000	3 465	2 222	57,8	37,0	6 037	3 453	2 105	57,2	34,9
Western Cape	26 628	18 913	14 206	71,0	53,3	27 542	18 994	13 705	69,0	49,8
Total	384 216	274 584	197 017	71,5	51,3	399 007	285 217	195 620	71,5	49,0

Table 6.3.14: Candidates' Performance in Mathematical Literacy by Province and level of Achievement

Mathematical Literacy										
Province	2021					2022				
	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	46 960	33 934	21 904	72,3	46,6	50 727	42 134	28 982	83,1	57,1
Free State	21 450	18 394	12 845	85,8	59,9	21 839	20 294	15 563	92,9	71,3
Gauteng	87 381	72 179	51 420	82,6	58,8	89 391	80 191	59 834	89,7	66,9
KwaZulu-Natal	105 651	72 429	45 860	68,6	43,4	101 153	84 677	58 223	83,7	57,6
Limpopo	59 560	40 016	23 655	67,2	39,7	61 111	50 412	33 563	82,5	54,9
Mpumalanga	37 857	27 082	17 321	71,5	45,8	39 489	33 022	22 744	83,6	57,6
North West	30 125	23 372	15 123	77,6	50,2	31 286	27 142	18 720	86,8	59,8
Northern Cape	9 813	6 998	4 278	71,3	43,6	10 465	8 492	5 375	81,1	51,4
Western Cape	42 270	33 978	24 286	80,4	57,5	44 544	39 151	28 826	87,9	64,7
Total	441 067	328 382	216 692	74,5	49,1	450 005	385 515	271 830	85,7	60,4

Table 6.3.15: Candidates' Performance in Geography by Province and level of Achievement

Geography										
Province	2021					2022				
	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	39 528	29 185	17 384	73,8	44,0	40 655	31 619	20 690	77,8	50,9
Free State	14 614	12 791	7 983	87,5	54,6	16 356	14 896	10 336	91,1	63,2
Gauteng	61 708	48 894	29 235	79,2	47,4	65 596	57 149	38 216	87,1	58,3
KwaZulu-Natal	87 620	64 143	38 238	73,2	43,6	84 402	69 574	47 040	82,4	55,7
Limpopo	66 891	47 058	26 940	70,4	40,3	70 064	53 816	32 882	76,8	46,9
Mpumalanga	31 828	22 811	12 308	71,7	38,7	32 370	24 829	14 565	76,7	45,0
North West	25 874	19 382	10 583	74,9	40,9	27 418	22 581	13 951	82,4	50,9
Northern Cape	7 155	4 954	2 380	69,2	33,3	7 668	5 648	2 912	73,7	38,0
Western Cape	23 437	17 184	10 009	73,3	42,7	24 353	19 639	12 020	80,6	49,4
Total	358 655	266 402	155 060	74,3	43,2	368 882	299 751	192 612	81,3	52,2

Table 6.3.16: Candidates' Performance in Agricultural Science by Province and level of Achievement

Agricultural Science										
Province	2021					2022				
	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	26 710	21 679	15 176	81,2	56,8	27 501	22 314	16 552	81,1	60,2
Free State	2 323	1 995	1 336	85,9	57,5	2 638	2 216	1 466	84,0	55,6
Gauteng	1 004	830	548	82,7	54,6	1 151	891	561	77,4	48,7
KwaZulu-Natal	24 513	19 856	13 976	81,0	57,0	23 598	19 933	15 228	84,5	64,5
Limpopo	37 770	26 181	15 608	69,3	41,3	38 485	26 730	16 767	69,5	43,6
Mpumalanga	21 695	15 796	9 751	72,8	44,9	21 753	15 630	10 263	71,9	47,2
North West	7 701	5 544	3 035	72,0	39,4	8 001	5 902	3 585	73,8	44,8
Northern Cape	1 542	947	449	61,4	29,1	1 518	923	471	60,8	31,0
Western Cape	732	619	429	84,6	58,6	708	531	358	75,0	50,6
Total	123 990	93 447	60 308	75,4	48,6	125 353	95 070	65 251	75,8	52,1

6.4 Performance of Learners with Special Needs

Table 6.4.1: Performance of Special Needs Education Candidates

Province	2021		2022	
	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	130	121	192	188
Free State	736	711	5	4
Gauteng	1 048	1 000	249	242
KwaZulu-Natal	93	92	198	193
Limpopo	43	43	106	96
Mpumalanga	202	199	280	271
North West	77	77	38	36
Northern Cape	48	45	39	39
Western Cape	112	109	25	23
National	2 489	2 397	1 132	1 092

6.5 Performance of Progressed Learners

Table 6.5.1: Number of progressed Learners enrolled for the NSC from 2020 to 2022

Province	Progressed 2020	Progressed 2021	Progressed 2022
Eastern Cape	9 759	7 160	5 459
Free State	5 258	3 604	3 638
Gauteng	11 655	9 480	9 124
KwaZulu-Natal	15 447	13 838	13 736
Limpopo	12050	15515	9687
Mpumalanga	6 564	6 880	4 181
North West	4 189	2 025	3 801
Northern Cape	2 427	1 115	1 012
Western Cape	3 216	2 172	2 323
National	70 565	61 789	52 961

Table 6.5.2: Number of Progressed Learners who wrote and achieved the NSC per province in 2022

Province	Progressed Candidates			
	Entered	Wrote	Achieved	% Achieved
Eastern Cape	5 459	5 035	1 948	38,7
Free State	3 638	3 245	1 765	54,4
Gauteng	9 124	8 163	3 714	45,5
KwaZulu-Natal	13 736	11 958	5 997	50,2
Limpopo	9 687	9 455	3 114	32,9
Mpumalanga	4 181	3 885	2 117	54,5
North West	3 801	3 616	1 429	39,5
Northern Cape	1 012	974	354	36,3
Western Cape	2 323	2 030	537	26,5
National	52 961	48 361	20 975	43,4

6.6 Performance of Part-Time Candidates

Table 6.6.1: Candidates enrolled as Part-time – 2020 to 2022

Province	2020		2021		2022	
	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	14 854	6 535	18 334	9 466	18 665	11 135
Free State	7 215	3 507	7 976	5 067	7 845	5 577
Gauteng	34 316	23 371	42 887	28 792	55 849	37 066
KwaZulu-Natal	22 060	12 460	24 677	15 289	23 598	14 997
Limpopo	16 119	11 023	36 044	19 999	34 150	22 775
Mpumalanga	7 141	3 778	10 985	6 317	10 552	7 089
North West	3 429	2 443	5 352	3 237	4 250	2 871
Northern Cape	1 709	875	3 512	1 821	2 263	1 324
Western Cape	10 965	5 322	14 198	6 668	11 459	6 585
National	117 808	69 314	163 965	96 656	168 631	109 419

Table 6.6.2: Part-time Candidates' Performance in Gateway Subjects – 2020 to 2022

Subjects (Part-Time)	2020			2021			2022		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	6 199	2 930	47,3	8 306	4 203	50,6	9 062	4 083	45,1
Agricultural Sciences	5 575	2 784	49,9	8 789	5 036	57,3	8 445	3 787	44,8
Business Studies	13 129	7 042	53,6	17 095	10 115	59,2	16 697	8 112	48,6
Economics	9 544	3 974	41,6	12 774	5 247	41,1	13 877	5 539	39,9
Geography	15 336	7 665	50,0	22 560	12 018	53,3	26 383	15 066	57,1
History	3 229	2 269	70,3	4 270	2 773	64,9	5 209	3 158	60,6
Life Orientation	522	505	96,7	39 108	20 945	53,6	525	508	96,8
Life Sciences	26 966	14 335	53,2	1 111	1 061	95,5	42 692	20 805	48,7
Mathematical Literacy	20 097	11 369	56,6	43 075	20 900	48,5	32 156	21 577	67,1
Mathematics	31 252	14 211	45,5	25 680	12 593	49,0	47 604	19 824	41,6
Physical Sciences	21 318	10 235	48,0	32 159	16 757	52,1	34 968	17 674	50,5



6.7 District Performance

6.7.1: District Performance – Eastern Cape in terms of the inclusive basket for 2022

Province	Province Districts	Year	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Eastern Cape	Alfred Nzo East	2022	77,0%	76,2%	48,0%	72,1%	76,5%	54,5%	36,7%	2,9%	65,7%
		2021	72,7%	73,6%	49,6%	63,5%	51,0%	54,2%	32,8%	2,4%	65,2%
	Alfred Nzo West	2022	82,7%	84,9%	40,1%	70,6%	94,4%	58,1%	40,5%	3,0%	62,8%
		2021	73,7%	81,1%	35,9%	59,1%	62,9%	61,7%	33,9%	2,5%	67,8%
	Amathole East	2022	78,0%	80,6%	44,5%	67,2%	66,2%	56,3%	37,2%	4,1%	75,8%
		2021	74,4%	76,8%	47,7%	62,6%	37,4%	60,3%	35,7%	4,3%	70,9%
	Amathole West	2022	78,3%	76,6%	44,6%	78,5%	63,3%	21,3%	35,9%	2,9%	71,0%
		2021	74,6%	75,6%	47,2%	67,1%	62,9%	24,0%	35,9%	2,4%	69,2%
	Buffalo City	2022	81,5%	75,1%	62,1%	76,4%	74,5%	31,3%	43,5%	4,5%	68,0%
		2021	79,0%	79,4%	63,4%	69,7%	59,2%	32,3%	42,9%	5,0%	69,5%
	Chris Hani East	2022	79,6%	81,3%	47,9%	70,5%	75,2%	57,7%	41,3%	5,7%	63,1%
		2021	69,5%	76,6%	44,8%	58,0%	36,3%	64,1%	31,1%	4,1%	67,7%
	Chris Hani West	2022	72,0%	70,6%	46,6%	61,0%	58,3%	31,6%	30,5%	2,6%	64,4%
		2021	71,9%	75,1%	51,7%	60,4%	53,5%	33,8%	30,9%	2,8%	66,5%
	Joe Gqabi	2022	71,7%	75,6%	43,6%	63,1%	65,1%	32,9%	30,8%	2,6%	61,0%
		2021	69,2%	81,4%	48,0%	60,2%	47,7%	34,1%	27,3%	2,2%	65,1%
	Nelson Mandela Metro	2022	80,4%	76,5%	61,4%	76,9%	63,8%	27,1%	38,2%	3,8%	63,9%
		2021	78,2%	79,8%	65,3%	68,9%	52,2%	24,6%	39,2%	4,4%	66,2%
	Or Tambo Coastal	2022	71,2%	73,7%	36,8%	65,0%	63,7%	57,6%	30,8%	3,0%	62,1%
		2021	67,7%	70,3%	36,9%	57,5%	43,6%	67,5%	28,0%	2,9%	57,8%
	Or Tambo Inland	2022	76,8%	76,8%	44,6%	73,8%	73,7%	61,0%	38,3%	4,9%	75,4%
		2021	70,3%	74,2%	46,7%	63,5%	63,0%	65,6%	34,9%	5,0%	69,1%
	Sarah Baartman	2022	75,5%	72,6%	58,0%	84,0%	28,6%	17,3%	33,1%	2,8%	55,7%
		2021	71,9%	80,0%	67,3%	78,7%	16,7%	15,6%	33,6%	3,6%	54,2%

6.7.2: District Performance – Eastern Cape - 2020 to 2022 in terms of Overall Achievement

	2020			2021			2022		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
EASTERN CAPE DISTRICTS	72 926	49 691	68,1	91 500	66 770	73,0	94 993	73 386	77,3
Alfred Nzo East	4 438	3 030	68,3	6 107	4 441	72,7	6 233	4 801	77,0
Alfred Nzo West	8 032	5 419	67,5	8 960	6 607	73,7	8 779	7 261	82,7
Amathole East	6 483	4 364	67,3	7 622	5 670	74,4	7 938	6 195	78,0
Amathole West	3 065	1 936	63,2	3 677	2 744	74,6	3 994	3 127	78,3
Buffalo City	8 301	6 113	73,6	10 274	8 112	79,0	11 095	9 039	81,5
Chris Hani East	4 118	2 562	62,2	4 971	3 457	69,5	4 733	3 767	79,6
Chris Hani West	4 465	3 147	70,5	5 852	4 206	71,9	5 997	4 319	72,0
Joe Gqabi	3 781	2 325	61,5	5 094	3 527	69,2	4 840	3 470	71,7
Nelson Mandela Metro	9 373	7 081	75,5	11 489	8 985	78,2	11 920	9 583	80,4
OR Tambo Coastal	9 127	5 947	65,2	12 704	8 598	67,7	13 389	9 527	71,2
OR Tambo Inland	8 933	5 823	65,2	11 265	7 917	70,3	12 377	9 504	76,8
Sarah Baartman	2 810	1 944	69,2	3 485	2 506	71,9	3 698	2 793	75,5

6.7.3: District Performance – Free State in terms of the inclusive basket for 2022

Province	Province Districts	Year	% Achieved	% Accounting	% Maths	% Physical Science	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions	% Throughput
Free State	Fezile Dabi	2022	90,4%	88,9%	69,2%	82,6%	81,3%	33,9%	42,3%	2,5%	57,3%
		2021	87,5%	82,9%	78,0%	81,2%	68,3%	30,6%	40,5%	2,9%	56,7%
	Lejweleputswa	2022	85,7%	75,8%	57,4%	73,1%	97,0%	39,0%	35,6%	2,0%	57,8%
		2021	85,6%	79,0%	62,5%	70,0%	65,8%	36,3%	35,8%	2,4%	53,8%
	Motho	2022	90,8%	88,5%	70,1%	84,3%	99,5%	35,8%	49,5%	4,3%	61,7%
		2021	87,9%	89,0%	71,7%	78,5%	83,3%	34,9%	46,2%	4,6%	62,0%
	Thabo Mofutsanyana	2022	87,3%	82,6%	62,4%	81,7%	99,2%	41,5%	42,5%	3,7%	56,4%
		2021	82,5%	78,0%	60,3%	72,9%	72,3%	42,9%	36,5%	3,6%	56,5%
	Xhariep	2022	87,5%	92,2%	68,2%	84,1%	100,0%	23,6%	44,3%	2,9%	59,4%
		2021	85,5%	80,7%	66,8%	73,8%	100,0%	22,6%	35,6%	2,6%	64,6%

6.7.4: District Performance – Free State -2020 to 2022 in terms of Overall Achievement

FREE STATE DISTRICTS	2020			2021			2022		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	27 928	23 779	85,1	35 055	30 037	85,7	36 607	32 397	88,5
Fezile Dabi	4 638	4 012	86,5	5 939	5 194	87,5	6 228	5 628	90,4
Lejweleputswa	5 961	4 999	83,9	7 161	6 131	85,6	8 027	6 882	85,7
Motho	8 593	7 324	85,2	10 319	9 073	87,9	10 647	9 668	90,8
Thabo Mofutsanyana	7 657	6 572	85,8	10 332	8 524	82,5	10 388	9 067	87,3
Xhariep	1 079	872	80,8	1 304	1 115	85,5	1 317	1 152	87,5

6.7.5: District Performance – Gauteng in terms of the inclusive basket for 2022

Province	Province Districts	Year	% Achieved	Accounting %	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	Throughput %
Gauteng	Ekurhuleni North	2022	82,9%	74,9%	60,2%	75,3%	72,5%	36,3%	40,2%	3,6%	70,5%
		2021	82,2%	77,5%	63,9%	72,6%	62,2%	34,1%	41,5%	4,3%	75,3%
	Ekurhuleni South	2022	85,7%	79,9%	59,9%	73,3%	99,4%	31,9%	43,6%	3,6%	68,2%
		2021	86,2%	85,5%	67,7%	73,1%	81,6%	29,5%	45,1%	4,2%	69,8%
	Gauteng East	2022	83,6%	72,3%	56,0%	67,2%	88,0%	27,2%	40,6%	2,2%	57,9%
		2021	77,6%	75,9%	61,3%	65,0%	51,2%	25,3%	38,0%	2,7%	62,5%
	Gauteng North	2022	87,7%	84,3%	69,3%	83,1%	100,0%	27,1%	45,8%	3,3%	59,5%
		2021	80,2%	82,5%	69,8%	70,8%	76,9%	24,6%	40,6%	3,2%	63,5%
	Gauteng West	2022	82,1%	79,6%	55,1%	75,1%	72,9%	29,7%	38,3%	3,1%	61,1%
		2021	79,3%	81,2%	59,5%	67,0%	30,9%	26,0%	38,1%	3,8%	69,5%
	Johannesburg Central	2022	82,0%	81,0%	61,0%	75,2%	68,0%	29,4%	38,0%	3,7%	65,0%
		2021	80,8%	81,4%	64,6%	72,3%	54,0%	28,4%	37,3%	5,0%	71,3%
	Johannesburg East	2022	84,2%	80,6%	66,1%	75,7%	96,6%	37,2%	45,2%	4,6%	69,2%
		2021	83,4%	78,5%	70,1%	73,7%	76,8%	36,6%	46,8%	5,1%	73,7%
	Johannesburg North	2022	86,2%	84,0%	71,0%	83,6%	96,5%	35,7%	49,0%	6,3%	70,5%
		2021	84,9%	83,7%	77,5%	82,3%	76,5%	33,8%	50,7%	7,2%	74,6%
	Johannesburg South	2022	82,8%	76,7%	59,0%	74,9%	90,3%	33,0%	43,0%	5,7%	61,5%
		2021	78,3%	78,6%	61,2%	66,7%	74,5%	32,6%	39,9%	5,6%	68,8%
	Johannesburg West	2022	89,7%	80,9%	62,9%	82,6%	86,2%	28,8%	49,0%	5,1%	61,9%
		2021	86,5%	84,0%	70,1%	77,3%	51,9%	24,9%	45,8%	4,6%	69,3%
	Sedibeng East	2022	85,2%	84,1%	61,1%	77,6%	100,0%	31,7%	41,1%	3,7%	65,3%
		2021	81,4%	83,2%	66,2%	70,1%	76,5%	33,7%	45,4%	5,4%	74,7%
	Sedibeng West District	2022	81,7%	75,4%	49,7%	68,4%	99,0%	31,7%	36,7%	2,8%	65,1%
		2021	79,1%	79,3%	55,5%	63,3%	81,4%	30,6%	36,1%	3,1%	68,7%
	Tshwane North	2022	83,5%	72,9%	65,8%	79,4%	94,8%	30,4%	43,8%	3,7%	70,4%
		2021	83,2%	79,0%	77,6%	77,7%	71,3%	27,4%	44,1%	4,5%	65,2%
	Tshwane South	2022	89,0%	89,1%	77,4%	87,4%	87,2%	39,1%	55,0%	9,4%	71,7%
		2021	89,3%	90,6%	81,7%	84,6%	63,1%	40,1%	58,9%	10,9%	69,1%
	Tshwane West	2022	82,0%	80,0%	55,8%	73,9%	94,5%	36,3%	38,7%	3,6%	69,2%
		2021	82,3%	82,1%	64,8%	72,2%	67,9%	33,1%	41,5%	4,5%	70,5%

6.7.6: District Performance – Gauteng - 2020 to 2022 in terms of Overall Achievement

GAUTENG DISTRICTS	2020			2021			2022		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	110 191	92 285	83,8	127 523	105 526	82,8	133 841	113 006	84,4
Ekurhuleni North	10 339	8 524	82,4	11 724	9 637	82,2	12 364	10 253	82,9
Ekurhuleni South	11 731	10 022	85,4	13 512	11 654	86,2	14 650	12 553	85,7
Gauteng East	7 673	6 012	78,4	8 829	6 848	77,6	8 935	7 468	83,6
Gauteng North	1 837	1 598	87,0	2 363	1 894	80,2	2 327	2 041	87,7
Gauteng West	7 737	6 461	83,5	9 287	7 361	79,3	9 004	7 392	82,1
Johannesburg Central	8 503	6 798	79,9	10 050	8 122	80,8	9 907	8 127	82,0
Johannesburg East	7 749	6 593	85,1	8 756	7 305	83,4	9 336	7 862	84,2
Johannesburg North	7 445	6 473	86,9	8 965	7 615	84,9	9 041	7 792	86,2
Johannesburg South	6 825	5 425	79,5	8 502	6 659	78,3	8 507	7 044	82,8
Johannesburg West	5 615	4 946	88,1	6 635	5 742	86,5	6 356	5 704	89,7
Sedibeng East	2 943	2 555	86,8	3 295	2 682	81,4	3 605	3 073	85,2
Sedibeng West	6 265	4 802	76,6	6 720	5 314	79,1	7 287	5 952	81,7
Tshwane North	7 051	5 864	83,2	8 003	6 659	83,2	9 292	7 755	83,5
Tshwane South	10 993	9 848	89,6	12 141	10 839	89,3	13 550	12 054	89,0
Tshwane West	7 485	6 364	85,0	8 741	7 195	82,3	9 680	7 936	82,0

6.7.7: District Performance – KwaZulu Natal in terms of the inclusive basket for 2022

Province	Province Districts	Year	% Achieved	% Accounting	% Maths Achieved	% Physical Science	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions	% Throughput
KwaZulu-Natal	Amajuba	2022	85,5%	79,1%	64,0%	83,2%	99,3%	38,5%	42,8%	6,3%	61,6%
		2021	79,7%	78,2%	64,7%	78,6%	95,2%	34,6%	39,2%	5,1%	72,0%
	Harry Gwala	2022	82,5%	75,9%	51,7%	82,1%	98,8%	32,2%	38,9%	4,5%	58,6%
		2021	76,0%	72,4%	51,9%	73,4%	47,0%	30,7%	33,4%	3,8%	60,3%
	Ilembe	2022	83,9%	73,2%	47,4%	75,4%	82,9%	37,1%	41,1%	4,5%	60,1%
		2021	75,7%	69,8%	44,3%	64,8%	54,6%	35,7%	33,8%	4,0%	67,0%
	King Cetshwayo	2022	81,7%	67,0%	52,6%	71,7%	76,8%	43,0%	42,0%	6,1%	77,3%
		2021	77,4%	66,4%	50,1%	68,2%	56,6%	43,9%	38,0%	4,7%	83,8%
	Pinetown	2022	80,5%	73,3%	57,5%	77,7%	96,7%	30,2%	41,1%	5,8%	62,6%
		2021	74,8%	73,5%	60,4%	75,8%	74,6%	28,0%	38,0%	5,6%	67,2%
	Ugu	2022	87,2%	84,9%	64,6%	84,0%	95,2%	29,8%	48,6%	7,3%	56,5%
		2021	80,4%	78,5%	66,4%	81,7%	87,0%	26,4%	40,4%	6,2%	64,5%
	Umgungundlovu	2022	84,1%	70,4%	56,6%	80,4%	90,0%	35,9%	44,9%	6,9%	65,0%
		2021	76,5%	71,4%	59,4%	75,6%	67,5%	33,1%	39,3%	6,2%	74,7%
	Umkhanyakude	2022	86,3%	69,8%	58,1%	79,1%	67,4%	34,6%	43,9%	5,0%	74,7%
		2021	75,3%	56,2%	54,9%	66,1%	36,3%	32,0%	32,9%	3,7%	87,5%
	Umlazi	2022	82,8%	71,9%	54,3%	75,9%	89,3%	44,0%	45,1%	7,5%	70,8%
		2021	80,0%	75,5%	54,5%	72,0%	54,8%	42,2%	43,0%	7,3%	76,4%
	Umzinyathi	2022	79,8%	73,9%	47,6%	74,3%	73,1%	51,1%	37,9%	5,3%	60,5%
		2021	71,7%	68,7%	44,4%	65,7%	47,5%	52,2%	30,5%	4,0%	65,0%
	Uthukela	2022	80,0%	72,7%	52,8%	80,8%	76,2%	40,0%	37,4%	5,1%	62,8%
		2021	74,6%	67,8%	53,3%	73,5%	64,1%	39,2%	32,8%	3,8%	66,6%
	Zululand	2022	83,7%	65,5%	52,8%	75,9%	92,0%	41,8%	43,2%	5,7%	70,1%
		2021	78,2%	65,1%	53,9%	69,6%	73,1%	41,2%	37,5%	4,0%	73,6%

6.7.8: District Performance – Kwa-Zulu Natal - 2020 to 2022 in terms of Overall Achievement

KWAZULU-NATAL DISTRICTS	2020			2021			2022		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	135 225	104 938	77,6	166 570	127 990	76,8	164 308	136 388	83,0
Amajuba	7 156	5 763	80,5	9 147	7 291	79,7	8 676	7 420	85,5
Harry Gwala	6 024	4 515	75,0	7 229	5 497	76,0	7 919	6 532	82,5
Ileembe	7 145	5 495	76,9	9 429	7 135	75,7	9 096	7 631	83,9
King Cetshwayo	15 240	11 396	74,8	18 914	14 637	77,4	18 849	15 409	81,7
Pinetown	16 957	12 857	75,8	19 548	14 626	74,8	19 703	15 865	80,5
Ugu	8 617	7 041	81,7	10 811	8 696	80,4	10 153	8 853	87,2
Umgungundlovu	10 652	8 555	80,3	13 874	10 613	76,5	13 454	11 318	84,1
Umkhanyakude	13 433	10 828	80,6	16 598	12 500	75,3	15 342	13 246	86,3
Umlazi	18 353	14 855	80,9	21 235	16 987	80,0	21 125	17 495	82,8
Umzinyathi	7 956	5 779	72,6	10 212	7 320	71,7	10 399	8 301	79,8
Uthukela	9 763	7 172	73,5	12 113	9 033	74,6	11 891	9 509	80,0
Zululand	13 929	10 682	76,7	17 460	13 655	78,2	17 701	14 809	83,7

6.7.9: District Performance – Limpopo in terms of the inclusive basket for 2022

Province	Province Districts	Year	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Limpopo	Capricorn North	2022	75,8%	79,5%	51,3%	74,9%	71,7%	47,4%	32,8%	3,2%	70,7%
		2021	67,8%	67,5%	51,8%	67,5%	46,2%	48,8%	27,5%	2,5%	71,5%
	Capricorn South	2022	76,7%	73,3%	53,0%	75,2%	79,6%	51,2%	36,1%	3,2%	75,1%
		2021	73,8%	70,5%	57,1%	71,5%	62,1%	48,5%	32,9%	2,9%	72,7%
	Mogalakwena	2022	78,3%	71,5%	52,8%	81,0%	79,1%	45,5%	32,8%	1,7%	61,1%
		2021	72,0%	64,7%	55,5%	74,3%	70,7%	44,3%	28,7%	1,4%	59,9%
	Mopani East	2022	68,4%	80,5%	50,3%	70,6%	78,4%	34,2%	26,8%	2,0%	71,5%
		2021	62,1%	67,3%	55,2%	66,6%	61,0%	33,7%	22,8%	1,4%	72,6%
	Mopani West	2022	76,7%	72,8%	51,8%	76,7%	94,0%	33,9%	33,6%	2,4%	73,2%
		2021	67,1%	62,6%	58,0%	69,3%	46,5%	31,7%	27,1%	2,0%	70,9%
	Sekukhune East	2022	64,5%	59,9%	41,2%	66,3%	64,4%	55,1%	24,8%	1,4%	69,5%
		2021	58,6%	51,8%	45,2%	58,1%	42,9%	54,6%	22,1%	1,2%	66,6%
	Sekukhune South	2022	66,8%	64,4%	45,1%	68,2%	40,7%	49,2%	27,6%	1,9%	66,4%
		2021	59,4%	59,7%	48,0%	60,7%	30,3%	47,8%	22,9%	1,4%	68,7%
	Vhembe East	2022	72,3%	72,5%	52,5%	76,9%	87,3%	42,8%	28,4%	3,7%	75,3%
		2021	70,8%	70,8%	60,4%	75,3%	74,1%	43,2%	28,6%	4,2%	69,7%
	Vhembe West	2022	70,8%	71,3%	50,1%	73,0%	53,7%	38,7%	26,8%	2,5%	74,1%
		2021	66,9%	67,5%	58,6%	69,3%	46,4%	37,4%	25,8%	3,1%	71,4%
	Waterberg 2	2022	77,5%	76,5%	61,1%	79,4%	93,9%	25,4%	32,4%	1,9%	62,6%
		2021	71,3%	61,6%	66,2%	68,3%	79,5%	25,4%	29,8%	1,9%	60,7%

6.7.10: District Performance – Limpopo - 2020 to 2022 in terms of Overall Achievement

LIMPOPO DISTRICTS	2020			2021			2022		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	78 695	53 634	68,2	105 101	70 124	66,7	110 295	79 493	72,1
Capricorn North	7 874	5 065	64,3	9 726	6 598	67,8	9 644	7 311	75,8
Capricorn South	11 131	8 047	72,3	14 146	10 439	73,8	14 523	11 133	76,7
Mogalakwena	3 819	2 549	66,7	4 870	3 507	72,0	5 360	4 199	78,3
Mopani East	8 460	5 692	67,3	11 874	7 369	62,1	12 057	8 246	68,4
Mopani West	7 165	4 903	68,4	9 329	6 259	67,1	9 718	7 450	76,7
Sekhukhune East	7 952	4 458	56,1	10 546	6 179	58,6	11 176	7 206	64,5
Sekhukhune South	9 016	5 355	59,4	11 847	7 043	59,4	11 653	7 784	66,8
Vhembe East	11 897	9 168	77,1	16 466	11 657	70,8	18 904	13 663	72,3
Vhembe West	8 770	6 373	72,7	12 410	8 300	66,9	13 016	9 210	70,8
Waterberg 2	2 611	2 024	77,5	3 887	2 773	71,3	4 244	3 291	77,5

6.7.11: District Performance – Mpumalanga in terms of the inclusive basket for 2022

Province	Province Districts	Year	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Mpumalanga	Bohlabela District	2022	79,3%	67,3%	50,5%	67,6%	77,7%	47,2%	34,2%	1,3%	94,0%
		2021	74,2%	65,1%	46,1%	57,0%	53,1%	46,2%	31,5%	1,3%	100,0%
	Ehlanzeni District	2022	76,2%	73,2%	50,0%	63,4%	77,3%	40,0%	34,4%	3,0%	69,8%
		2021	75,6%	77,0%	53,3%	59,2%	97,7%	39,8%	32,4%	2,5%	73,7%
	Gert Sibande District	2022	77,7%	73,6%	57,5%	74,0%	76,3%	42,5%	34,5%	2,6%	68,2%
		2021	72,2%	71,0%	57,6%	65,6%	70,4%	46,0%	31,2%	2,5%	70,4%
	Nkangala District	2022	74,5%	73,6%	53,8%	67,8%	97,1%	39,6%	31,1%	3,3%	65,9%
		2021	72,2%	70,0%	59,8%	64,6%	83,2%	40,0%	30,8%	3,5%	66,3%

6.7.12: District Performance – Mpumalanga - 2020 to 2022 in terms of Overall Achievement

MPUMALANGA DISTRICTS	2020			2021			2022		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	53 391	39 367	73,7	66 756	49 133	73,6	67 367	51 751	76,8
Bohlabela	12 537	9 355	74,6	16 030	11 889	74,2	14 893	11 817	79,3
Ehlanzeni	14 526	10 824	74,5	18 545	14 011	75,6	18 786	14 320	76,2
Gert Sibande	12 421	8 807	70,9	15 121	10 914	72,2	15 822	12 300	77,7
Nkangala	13 907	10 381	74,6	17 060	12 319	72,2	17 866	13 314	74,5

5.7.13: District Performance – North West in terms of the inclusive basket for 2022

Province	Province Districts	Year	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
North-West	Bojanala Platinum District	2022	81,4%	75,8%	59,3%	76,4%	65,4%	28,1%	36,0%	2,8%	68,4%
		2021	81,6%	82,4%	71,9%	77,5%	47,9%	25,8%	37,5%	3,0%	68,4%
	Dr, K, Kaunda District	2022	80,8%	71,5%	60,3%	79,0%	82,8%	25,2%	35,6%	3,3%	57,0%
		2021	79,3%	75,7%	73,7%	78,5%	57,2%	24,6%	36,3%	4,7%	58,5%
	Dr, R,s, Mompoti District	2022	76,8%	70,1%	57,1%	79,3%	71,3%	19,1%	29,0%	1,4%	57,8%
		2021	72,9%	77,2%	71,3%	79,6%	61,7%	17,7%	28,4%	1,3%	55,4%
	Ngaka M, Molema District	2022	78,4%	76,2%	62,0%	77,0%	63,5%	25,2%	31,4%	2,3%	57,1%
		2021	75,2%	78,2%	69,3%	75,7%	34,6%	23,9%	29,2%	2,1%	55,2%

6.7.14: District Performance – North West - 2020 to 2022 in terms of Overall Achievement

NORTH WEST DISTRICTS	2020			2021			2022		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	36 871	28 093	76,2	41 081	32 143	78,2	43 823	34 960	79,8
Bojanala Platinum	15 045	12 212	81,2	16 964	13 844	81,6	18 047	14 689	81,4
Dr, K, Kaunda	6 504	5 178	79,6	7 311	5 800	79,3	7 527	6 080	80,8
Dr, R,S, Mompoti	5 415	3 856	71,2	6 168	4 496	72,9	6 992	5 369	76,8
Ngaka M, Molema	9 907	6 847	69,1	10 638	8 003	75,2	11 257	8 822	78,4

6.7.15: District Performance – Northern Cape in terms of the inclusive basket for 2022

Province	Province Districts	Year	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Northern Cape	Frances Baard	2022	72,1%	64,1%	53,3%	71,3%	83,6%	22,8%	29,7%	2,1%	61,0%
		2021	69,6%	80,7%	59,2%	62,5%	55,3%	25,4%	29,7%	2,6%	57,7%
	John Taolo Gaetsewe	2022	68,0%	65,6%	40,7%	63,2%	86,1%	24,5%	25,6%	1,4%	63,9%
		2021	67,2%	86,0%	56,1%	64,2%	51,8%	22,0%	26,5%	1,3%	60,2%
	Namakwa	2022	80,0%	69,3%	50,0%	80,0%	82,4%	17,2%	33,3%	1,9%	59,7%
		2021	81,2%	89,8%	63,2%	76,4%	71,4%	15,1%	35,0%	2,1%	60,8%
	Pixley Ka Seme	2022	78,3%	74,1%	70,0%	74,7%	98,0%	14,2%	32,7%	1,9%	50,4%
		2021	68,7%	68,5%	61,5%	61,2%	64,3%	12,9%	28,2%	1,7%	51,2%
	Z F Mgcawu	2022	83,8%	72,0%	61,2%	77,2%	100,0%	17,3%	39,1%	2,7%	57,0%
		2021	79,8%	82,6%	62,0%	74,1%	75,9%	19,6%	37,0%	2,9%	56,0%

6.7.16: District Performance – Northern Cape - 2020 to 2022 in terms of Overall Achievement

NORTHERN CAPE DISTRICTS	2020			2021			2022		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
Frances Baard	11 608	7 665	66,0	12 726	9 089	71,4	13 574	10 072	74,2
John Taolo Gaetsewe	4 010	2 605	65,0	4 473	3 111	69,6	4 937	3 558	72,1
Namaqua	3 166	1 900	60,0	3 507	2 357	67,2	3 818	2 598	68,0
Pixley Ka Seme	810	637	78,6	903	733	81,2	848	678	80,0
Z F Mgcawu	1 461	983	67,3	1 608	1 105	68,7	1 623	1 270	78,3
	2 161	1 540	71,3	2 235	1 783	79,8	2 348	1 968	83,8

6.7.17: District Performance – Western Cape in terms of the inclusive basket for 2022

Province	Province Districts	Year	% Achieved	Accounting %	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Western Cape	Cape Winelands	2022	77,7%	79,6%	69,4%	85,7%	100,0%	25,2%	40,5%	8,2%	70,6%
		2021	76,5%	79,9%	74,8%	84,4%	80,2%	25,3%	42,2%	8,8%	72,0%
	Eden & Central Karoo	2022	83,5%	72,3%	66,6%	84,9%	89,7%	18,9%	39,9%	4,8%	67,5%
		2021	84,4%	77,8%	77,1%	78,9%	60,9%	19,0%	46,4%	6,0%	66,6%
	Metro Central	2022	85,2%	84,3%	72,4%	85,4%	95,9%	33,8%	48,3%	9,1%	73,7%
		2021	84,2%	88,4%	79,7%	83,9%	72,2%	32,8%	50,8%	10,8%	77,6%
	Metro East	2022	78,4%	72,2%	59,9%	76,6%	85,5%	27,0%	39,9%	4,2%	68,9%
		2021	77,3%	75,7%	63,7%	68,2%	54,5%	27,4%	40,2%	4,8%	70,1%
	Metro North	2022	85,9%	77,6%	77,4%	84,6%	96,7%	26,6%	49,2%	7,5%	69,7%
		2021	86,2%	82,2%	79,8%	83,8%	66,2%	28,7%	51,8%	8,3%	74,5%
	Metro South	2022	79,0%	72,7%	62,3%	73,4%	90,2%	26,2%	40,2%	4,4%	71,4%
		2021	80,3%	74,8%	68,8%	74,3%	66,9%	26,5%	43,6%	5,6%	71,0%
Overberg		2022	84,0%	82,2%	69,7%	76,0%	87,0%	15,9%	41,4%	4,9%	66,8%
		2021	81,8%	82,5%	74,4%	78,5%	80,0%	15,1%	42,0%	5,7%	69,9%
	West Coast	2022	79,0%	72,5%	66,2%	85,5%	95,2%	17,8%	37,5%	3,8%	75,8%
		2021	80,7%	84,2%	68,2%	77,6%	37,0%	20,0%	40,1%	4,8%	70,8%

6.7.18: District Performance – Western Cape - 2020 to 2022 in terms of Overall Achievement

WESTERN CAPE DISTRICTS	2020			2021			2022		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	51 633	41 250	79,9	57 709	46 875	81,2	60 338	49 102	81,4
Cape Winelands	7 317	5 744	78,5	8 487	6 490	76,5	8 656	6 723	77,7
Eden & Central Karoo	5 405	4 275	79,1	5 869	4 951	84,4	6 226	5 196	83,5
Metro Central	8 116	6 809	83,9	9 139	7 692	84,2	9 409	8 017	85,2
Metro East	9 796	7 214	73,6	10 677	8 258	77,3	11 220	8 801	78,4
Metro North	7 885	6 736	85,4	9 132	7 873	86,2	9 265	7 958	85,9
Metro South	8 615	6 804	79,0	9 675	7 772	80,3	10 239	8 090	79,0
Overberg	1 979	1 596	80,6	2 069	1 692	81,8	2 224	1 868	84,0
West coast	2 520	2 072	82,2	2 661	2 147	80,7	3 099	2 449	79,0

6.7.19: Summary of District Performance - 2020 to 2022

Province	2021						2022					
	Total Number of Districts	Below 50%	50% to 59,9%	60% to 69,9%	70% to 79,9%	80% and above	Total Number of Districts	Below 50%	50% to 59,9%	60% to 69,9%	70% to 79,9%	80% and above
Eastern Cape	12	0	0	3	9	0	12	0	0	0	9	3
Free State	5	0	0	0	0	5	5	0	0	0	0	5
Gauteng	15	0	0	0	4	11	15	0	0	0	0	15
KwaZulu-Natal	12	0	0	0	10	2	12	0	0	0	1	11
Limpopo	10	0	2	4	4	0	10	0	0	3	7	0
Mpumalanga	4	0	0	0	4	0	4	0	0	0	4	0
North West	4	0	0	0	3	1	4	0	0	0	2	2
Northern Cape	5	0	0	3	1	1	5	0	0	1	2	2
Western Cape	8	0	0	0	2	6	8	0	0	0	4	4
Total	75	0	2	10	37	26	75	0	0	4	29	42

Table 6.7.20: Top Performing Districts in the November 2022 NSC Examination

Province	District Names	% Achieved
Free State	Motheo	90,8
Free State	Fezile Dabi	90,4
Gauteng	Johannesburg West	89,7
Gauteng	Tshwane South	89,0
Gauteng	Gauteng North	87,7
Free State	Xhariep	87,5
Free State	Thabo Mofutsanyana	87,3
KwaZulu-Natal	Ugu	87,2
KwaZulu-Natal	Umkhanyakude	86,3
Gauteng	Johannesburg North	86,2
Western Cape	Metro North	85,9
Free State	Lejweleputswa	85,7
Gauteng	Ekurhuleni South	85,7
KwaZulu-Natal	Amajuba	85,5
Gauteng	Sedibeng East	85,2
Western Cape	Metro Central	85,2
Gauteng	Johannesburg East	84,2
KwaZulu-Natal	Umgungundlovu	84,1
Western Cape	Overberg	84,0
KwaZulu-Natal	Ilembe	83,9
Northern Cape	Z F Mgcawu	83,8
KwaZulu-Natal	Zululand	83,7

Province	District Names	% Achieved
Gauteng	Gauteng East	83,6
Gauteng	Tshwane North	83,5
Western Cape	Eden & Central Karoo	83,5
Gauteng	Ekurhuleni North	82,9
KwaZulu-Natal	Umlazi	82,8
Gauteng	Johannesburg South	82,8
Eastern Cape	Alfred Nzo West	82,7
KwaZulu-Natal	Harry Gwala	82,5
Gauteng	Gauteng West	82,1
Gauteng	Johannesburg Central	82,0
Gauteng	Tshwane West	82,0
KwaZulu-Natal	King Cetshwayo	81,7
Gauteng	Sedibeng West District	81,7
Eastern Cape	Buffalo City	81,5
North West	Bojanala Platinum District	81,4
North West	Dr, K, Kaunda District	80,8
KwaZulu-Natal	Pinetown	80,5
Eastern Cape	Nelson Mandela Metro	80,4
KwaZulu-Natal	Uthukela	80,0
Northern Cape	Namakwa	80,0



7. SUMMARY OF ACHIEVEMENTS

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There is a general improvement on yearly basis on the areas of access, redress, equity, efficiency, quality and inclusivity.

7.1 Access

The following can be deduced with regard to access to education in relation to the Class of 2022:

- a) A total of **752 003** Full-time candidates enrolled to write the NSC examination;
- b) More learners wrote (**725 146**) than in 2021 (**703 599**)
- c) **580 555 FT** candidates attained the NSC qualification, an increase of **41 819** from 2021;
- d) **22 783** more candidates attaining admission to Bachelor Studies compared to 2021; and
- e) A total of **448 392 (71,27%)** of Social grant learners attained the NSC qualification.

7.2 Redress

The following is noted with regard to matters relating to redress:

- a) **387 401** candidates from “no-fee” schools obtained the NSC qualification compared to 170 080 from “Fee paying” schools;
- b) **77,2%** of the “No-fee” learners achieved the NSC qualification;
- c) **169 903 (33,9%)** of the 501 759 “no fee” learners attained admission to Bachelors Studies;
- d) **169 703** of the admission to Bachelor studies come from “no-fee” schools, compared to **93 899** from “fee-paying” schools; and
- e) A total of **3 440 (6,1%)** more progressed learners compared to last year (**6,68%**) obtained admission to Bachelor Studies.

7.3 Equity

With regard to equity, the following can be deduced:

- a) **422 478** girls compared to **329 522** boys wrote the 2022 NSC examination. Thus **92 956** more girls than boys enrolled for the NSC in 2022;
- b) **326 894** girls compared **253 661** boys, passed the 2022 NSC examinations;
- c) **161 235** girls attained admission to Bachelor Studies compared to **117 579** boys; and
- d) 65,0 % of the distinctions were attained by girl candidates, including distinctions in critical subjects such as Accounting, Business Studies, Economics, Mathematics, and Physical Sciences.

7.4 Quality

- a) Improvement in Agricultural Sciences from **75,4 %** to **75,8%**, Economics from **67,9%** to **71,5%**, Geography from **74,3%** to **81,3%**, Accounting from **74,7%** to **75,4%** and Physical Sciences from **69,9%** to **74,6%**.

- b) **Increase** in subject performance at the **40%** level: Agricultural Sciences from **48,7%** to **52,0%**, Economics from **40,3%** to **46,9%**; Geography from **43,2%** to **52,2%**; and Physical Sciences from **44,4%** to **49,7%**.
- c) **278 814** learners achieved admission to Bachelor studies, which is equivalent to **38,4%**.
- d) **472 171** candidates (**65,1%**), who achieved admission to Bachelor and Diploma studies, are eligible to register for studies at higher education institutions.
- e) **Only 4** of the 75 districts performing below **70%**.
- f) **Twenty (31)** of the 75 districts performing above **80%**.

7.5 Efficiency

With regard to efficiency, the following can be deduced:

- a) **21 928 (37,3%)** of the progressed learners who sat for all seven subjects obtained the NSC.
- b) **80,8%** of the learners with special education needs, who wrote the 2022 NSC examinations passed.

7.6 Inclusivity

The following can be deduced with regard to matters relating to inclusivity:

- a) In 2022 the DBE offered the fifth examination in Sign language to **210** learners of which **162 (77%)** achieved the NSC qualification;
- b) A total of **1 092** learners with special needs wrote the NSC examination and **893 (79%)** learners attained the NSC; and
- c) **439** learners with special needs attained admission to Bachelor Studies, **264** achieved admission to Diploma Studies and **108** achieved admission to Higher Certificate studies.





8. CONCLUSION

8, CONCLUSION

Despite the challenges which include fewer hours of studying due to the persistent load-shedding, the Class of 2022 has demonstrated their resilience and resolve to overcome the odds. This is an indication that the schooling system is definitely maturing and it is a system on the rise. The schooling system has shown significant improvement in a number of areas such as improved performance in relation to the six social justice principles of access, redress, equity, quality, efficiency and inclusivity. Although the Class of 2022 commenced with the FET phase during the out-break of the Covid-19 pandemic in 2020 and have endured the negative impact of the pandemic on the education system since then, they were able to perform exceptionally well registering an improvement in the overall performance from 76,4% in 2021 to 80,1% in 2022. In relation to the performance of the Class of 2022, the following are highlighted:

- a) The overall performance improved from 76,4% in 2020 to 80,1%;
- b) None of the provinces performed below 70% and all Districts performed above 60%. The two Districts in Limpopo that consistently performed under 60% in past examinations, namely; Sekhukhune East and Sekhukhune South have now achieved above 60% with 63% and 65,5% respectively.
- c) Significant improvements in performance in Accounting, Economics, Geography, Mathematical Literacy and Physical Sciences; and
- d) The number of schools performing at 0% - 19% has declined from 41 in 2021 to 26 in 2022.

However, the DBE would like to focus its attention on the following areas for improvement:

- a) The number of schools performing at the 0 – 19,9% interval is still high at 26 in 2022;
- b) The low numbers of special education needs learners enrolling for the NSC Grade 12 examination remains a matter of concern;
- c) The suitability of some of the storage points for question papers posing a risk to the safety and security of the examination material is of great concern.



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