

REPORT ON THE NATIONAL SENIOR CERTIFICATE EXAMINATION 2011

TECHNICAL REPORT



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Foreword



It is my special privilege to report on matric learner performance which is one of the most important indicators of the performance of the schooling system. In comparison to previous years, 2011 can be regarded as having been a productive year for the education sector. There has been a positive response to the President's call in his State of the Nation address to make education a societal issue. In the past year there has been an overwhelming response from educators, learners, parents, business and civil society at large to make education work. This has resulted in a sector that is bolder in carrying out its service delivery mandate, in line with the interventions articulated in the sectoral *Action Plan to 2014, Towards the Realisation of Schooling 2025*.

We have now set a new benchmark in attaining an achievement rate of 70.2% in the 2011 National Senior Certificate examination. Four hundred ninety six thousand, and ninety (496 090) learners wrote the examination and three hundred, forty eight thousand, one hundred and seventeen (348 117) learners satisfied the requirements for the National Senior Certificate. We have also recorded improvements in five of the gateway subjects and these include; Physical Science, Agricultural Science, Business Studies, Geography and History. This places the schooling system on a firm foundation for achieving the commitment of delivering quality basic education.

In the year in question, the Department of Basic Education registered a number of key successes and this can be attested to by the successful delivery of workbooks in all 11 official languages on time, to help raise the learners' literacy levels. This was supplemented by the testing of all learners in Grades 3 and 6 and this will enable Government to improve quality in the early years of learning in order to provide a firmer foundation for success in the further education and training band, and beyond.

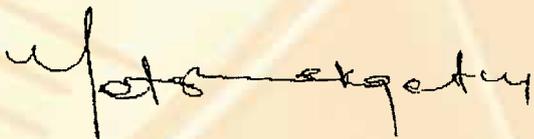
The National Senior Certificate is in its fourth year of implementation and I have observed a high level of confidence amongst educators in the delivery of this new curriculum, which will prepare our learners more appropriately for higher education, the world of work and general citizenry. There has been a clear consolidation of our efforts in the basic education sector and this is confirmed by the performance of the system.

In an attempt to make the curriculum more specific, teacher-learner-friendly and streamlined, I commissioned the development of the *Curriculum and Assessment Policy Statement (CAPS)* which will be implemented in the foundation phase and in Grade 10 in 2012. Provincial Education Departments, in partnership with teacher unions have ensured that our teachers are trained extensively and Learning and Teaching Support Material (LTSM) has been developed to high standards to give effect to the successful launch of the CAPS in 2012. We will continue to monitor the implementation of the new curriculum and will ensure that our learners receive the best quality of teaching. We will also ensure that the coverage, quality and implementation of our new curriculum are optimised for improved learner performance.

The considerable work on item development, question banks will be used to support the rigour of our established assessment processes and this will enable our learners to perform better and achieve higher levels of competence in all aspects of the curriculum in Grade 12 as well as in earlier grades in the schooling system. In addition, the Department of Basic Education will build on these results to influence and assist in strengthening School Based Assessment processes, outcomes, and interventions in practical ways in all provinces.

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

My sincere congratulations to all learners who have successfully attained the National Senior Certificate. We wish you well in all your future endeavours.

A handwritten signature in black ink, appearing to read 'Am Motshekga', is positioned above the typed name.

MRS AM MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION
4 JANUARY 2012

1. Introduction

Examinations and assessment are the cornerstones of a successful education system. Internationally it has been demonstrated that improvement in learner performance requires the articulation of high achievement standards, transformation of those standards into rigorous assessments, and the enforcement of accountability for student achievement as reflected in student examination and assessment scores. *Action Plan to 2014, Towards the Realisation of Schooling 2025*, focuses on improving learner outcomes through monitoring and accountability. The Annual National Assessment and the National Senior Certificate examinations are the key monitoring tools that need to provide valid and reliable data on learner performance.

In this regard, examinations and assessment should serve two critical roles. Together with the National Curriculum Statement (NCS), they set the standards of learner achievement and they need to provide accurate data on learner performance. As much as the National Senior Certificate examination is primarily geared towards certifying learners based on twelve years of schooling, it must satisfy its secondary role of setting learning performance standards, which is equally important in the South African context.

The 2011 National Senior Certificate (NSC) examination is the sixteenth exit examination administered under the democratic dispensation of the Republic of South Africa. Prior to 1996, exit examinations were administered by the nineteen racially based ex-departments, and standards across these ex-departments, were substantially different. Over the past sixteen years, the Department has made significant strides in establishing a single examination system which is nationally standardised. Irrespective of the school location, profile or history, all learners now write a national examination that is regarded as being internationally comparable.

The examination system in South Africa, has matured over the last ten years. There were incidents in the not so distant past that have marred the credibility of examinations in the country. The Department has doubled its efforts and has successfully reviewed and re-configured its examination systems and processes, and this therefore explains the incident free examinations that have been administered over the last two years. Each of the provincial systems has entrenched a culture of examination integrity and credibility that is being jealously guarded by all examination officials and managers.

2. The National Senior Certificate Examinations and Action Plan 2014

The performance in the National Senior Certificate examination, together with the Annual National Assessment (ANA), will provide evidence on the attainment of the targets set in *Action Plan to 2014*. Specific targets have been set that must be achieved by 2014 and subsequently in 2025. The targets that will be measured specifically through the performance in the National Senior Certificate relate to the following:

- (a) Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university;

- (b) Increase the number of Grade 12 learners who pass mathematics; and
- (c) Increase the number of Grade 12 learners who pass Physical Science.

In providing data on learner performance, the following should always be maintained:

- (a) The performance data must be valid and reliable and must be able to stand national and international scrutiny;
- (b) The assessment instrument that is used should not present a barrier to the collection of valid evidence;
- (c) A comprehensive analysis of the examination and assessment data is provided to the key role players; and
- (d) Effective feedback from the NSC examination must be made available for diagnostic analysis and improvement to teaching and learning.

A number of initiatives have been put in place by the Department of Basic Education towards the realisation of the goals spelt out in *Action Plan to 2014*. It is envisaged that ANA will expand and improve and become a cornerstone of quality improvements in South Africa's schools, providing important information on learning and its context to teachers, parents, district officials and the country as a whole.

Prior to the introduction of ANA, the results of twelve years of schooling could only be measured at the last year of schooling but now a tracking system that measures performance at regular intervals, has been established. This will serve as an early warning system to education planners. The introduction of the Annual National Assessment has a dual purpose of improving performance at Grades 3, 6 and 9 while preparing learners for better performance at higher grades. This can only enhance the performance of the system as a whole.

3. The Class of 2011

The Class of 2011 is a special cohort in that these learners were born just a few months prior to the birth of our democracy. These are therefore the first fully fledged children of our democracy. This is the fourth cohort of learners that wrote the National Senior Certificate Examination. This group of learners enrolled in Grade 1 in 2000, six years after the democratic dispensation was installed. This implies that the class of 2011 has had 12 years of schooling under the democratic government, when education systems and processes were relatively well established. This cohort of learners was exposed to 12 years of the new curriculum, unlike the class of 2008, which was the first group of learners to sit for the NSC examination.

The 2011 National Senior Certificate (NSC) examination marks the fourth year of the implementation of the new curriculum, the National Curriculum Statement (NCS). The first NSC examination based on the new curriculum was implemented in 2008. Therefore, the experiences and the gains of the previous three years

(2008 to 2010) have been used to improve teaching, learning and assessment in 2011. There has also been a sense of improved teacher confidence in the implementation of the new curriculum. Furthermore, based on comments and quality improvement interventions relating to the standard of the national question papers the quality and standard of the national papers have significantly improved.

Furthermore, the Class of 2011 had additional support in terms of the examination materials they had access to i.e. the exemplars, examination question papers from the NSC examinations and supplementary examinations from the previous three examinations. This means that they had materials for revision, which assisted them in adapting to the demands of the new curriculum, particularly with regard to assessment and examination and educators were more prepared and confident to teach the new curriculum.

It is also noteworthy that this cohort has been through all the different curriculum changes, which include Curriculum 2005, Revised National Curriculum Statement (RNCS) and National Curriculum Statement (NCS). These candidates also experienced the change in the content of Life Sciences. In 2009, a revised curriculum for Life Sciences was introduced in Grade 10. These are therefore the first candidates to write the examination based on the revised curriculum in Grade 12. The impact of this change on these learners needs to be carefully considered.

The Class of 2011 entered Grade 1 in 2000, when the age of admission was raised to the learner turning seven prior to June of the year of admission. Therefore, a large number of learners would not have been allowed admission to Grade 1 in 2000 and this resulted in the noticeable drop in the number of learners who are sat for the 2011 NSC examination compared to 2010.

4. The Development of a National Examination System

The Department of Education has, over the last sixteen years, made considerable progress in establishing a national examination system that enjoys public confidence and compares favourably in terms of international standards. Prior to 1994, there were nineteen departments of Education and each of these departments administered its own examination and therefore, in essence, nineteen different standards were maintained across racial lines. In 1996, the first common examination was written, administered by the nine provincial education departments, under the banner of the South African Certification Council (SAFCERT). These examinations have since been enhanced and improved to reflect a national examination system. The following are some of the interventions that have raised the profile of the South African examination system to one that has matured over the years and has attained a high level of stability and recognition internationally:

- (a) The development of a sound legislative framework that regulates the administration of the examination across the nine provincial education departments, and mandates the Department of Education to set norms and standards and monitor the implementation of these standards;
- (b) The setting of national standards through the setting of national question papers for all subjects by the Department of Basic Education, which are written by all provincial education departments. This ensures

that every learner in the country writes the same examination, and is therefore assessed against a common yardstick;

- (c) The development of a rigorous monitoring system that ensures that all PEDs comply with the policy and regulations relating to the administration of examinations;
- (d) Strong collaboration between the DBE and the nine Provincial Education Departments (PEDS), through the Interprovincial Examinations and Assessment Committee (IPEAC), which gives effect to the principle of co-operative governance, enshrined in the Constitution;
- (e) The establishment of a national and provincial moderation system for School Based Assessment (SBA), which includes Life Orientation, that has contributed to the improvement of the quality of the assessment, although there is still much work to be done in this area; and
- (f) The establishment of the Quality Assurance Council, Umalusi, that replaced SAFCERT and takes full and final responsibility for the quality assurance of the examinations and school based assessment. This allows Umalusi to issue a common National Certificate, if it is satisfied that the examination and the assessment have complied with the national standard.

In building a national credible examination system, the DBE is responsive to the inputs and comments from the public and specifically from the Quality Assurance Council. In 2010, Umalusi in its Annual Report on the Quality Assurance of the National Senior Certificate raised the following main concerns:

- (a) The quality and standard of SBA and Life Orientation implementation warranted the attention of the DBE;
- (b) There was a lack of comparability in the question papers for the 11 official languages;
- (c) The quality of the papers set for CAT, IT and Consumer Studies; and
- (d) The competency of markers.

In response to these concerns the DBE:

- (a) established a cadre of SBA moderators who were deployed to the PEDs in the second and third quarter to moderate SBA and Life Orientation;
- (b) convened a workshop of all internal moderators, chief examiners and curriculum experts to standardise the setting of question papers across the eleven official languages. The proposal was endorsed by HEDCOM and CEM and will be implemented in 2012;
- (c) the panels of selected subjects were reviewed and in the case of Consumer Studies the Examination Guidelines were reviewed to provide clarity with regard to the scope and depth of the question papers; and

- (d) drafted a proposal on the administration of a competency test as a selection criterion for markers. This proposal was endorsed by HEDCOM and CEM and will be implemented in 2012.

The DBE will continue to persevere in its programme of action relating to the establishment of a national examination system that is credible, reliable and dependable.

5. The 2011 National Senior Certificate (NSC) Examination

5.1 Policy requirements for registration to write the NSC examinations

To register for and obtain the National Senior Certificate examination (NSC) a learner must complete the programme requirements for Grades 10, 11 and 12 separately and not just Grade 12 as was the case with the Senior Certificate (SC), where learners could register for a subject at Grade 12 only and still acquire a Senior Certificate. To ensure that completion of Grade 10 and 11 is verified, the Provincial Education Departments (PEDs) are required to register the candidates on the computer system in Grade 10 and 11. The candidates are also expected to have satisfied the requirements for School Based Assessment (SBA) in all the subjects.

5.2. Candidates writing the 2011 NSC Examination

There are two categories of candidates who are eligible to write the NSC examination. These are the full-time and part time candidates. Full time candidates are learners who attend school on a full-time basis and receive tuition either at a public or private school. Part-time candidates are learners who do not attend school on a full-time basis but register with the PED to write the examination. In most cases these are candidates who have written the NSC examination in previous years, but may have failed to meet the NSC requirements and are therefore repeating these subjects. These repeat candidates have a mark for the SBA, which is valid and therefore are not required to repeat the SBA.

Candidates who have failed to meet the NSC requirements of an examination may also choose to repeat the examination on a full-time basis, which implies they attend school and must redo all subjects and comply with all the assessment requirements of the NSC. Such candidates are also referred to as full-time candidates.

Candidates who write the NSC examination are in the majority of candidates who attend public schools. However, there are a large number of independent schools that have also chosen to write the state examination. The other independent schools will write the examination administered by the Independent Examinations Board (IEB) or the Eksamen Raad vir Christelike Onderwys (ERCO), which are the two independent examinations board in the country.

5.2.1 The magnitude and size of the National Senior Certificate examination

Over the last four years, there has been a gradual decrease in the number of fulltime candidates and an increase in the number of part-time candidates.

For a candidate to qualify to write the examinations, he/she must be registered on the learner registration data base, which closes on 15 March in the year of the examination. However, not all learners who register to write the examination, finally arrive to write the examination. Therefore, in understanding the magnitude and size of the examination, one needs to take note of the number that enrolled and the number that wrote.

Table 1: The number of full time candidates who enrolled and wrote the 2011 National Senior Certificate examination by province

Province	Number of Candidates enrolled and wrote		
	2011		
	Number enrolled	Number wrote	Difference enrolled-wrote
Eastern Cape	68 069	65 359	2 710
Free State	26 394	25 932	462
Gauteng	87 630	85 367	2 263
KwaZulu-Natal	127 056	122 126	4 930
Limpopo	74 673	73 731	942
Mpumalanga	49 600	48 135	1 465
North West	25 930	25 364	566
Northern Cape	10 425	10 116	309
Western Cape	41 261	39 960	1 301
National	511 038	496 090	14 948

Table 2: The number of part-time candidates who enrolled and wrote the 2011 National Senior Certificate examination

Province	Number of Candidates enrolled and wrote		
	2011		
	Number enrolled	Number wrote	Difference enrolled-wrote
Eastern Cape	16 465	11 545	4 9200
Free State	2 589	1 604	985
Gauteng	35 493	28 021	7 472
KwaZulu-Natal	24 752	15 719	9 033
Limpopo	12 854	9 620	3 234
Mpumalanga	6 495	4 298	2 197
North West	3 144	2 382	762
Northern Cape	1 691	967	724
Western Cape	9 297	5 960	3 337
National	112 780	80 116	32 664

The total number of learners who enrolled for the National Senior Certificate (NSC) examination in 2011 is 623 818, which is 17 715 less compared to 641 533 who enrolled in 2010.

Table 3: The number of Candidates enrolled for the National Senior Certificate examination from 2009 to 2011 (part-time and full-time) per province

Province	Number of Candidates								
	2009			2010			2011		
	Full time	Part time	Total	Full time	Part time	Total	Full time	Part time	Total
Eastern Cape	71 115	3 516	74 631	68 110	11 311	79 421	68 069	16 465	84 534
Free State	30 462	919	31 381	28 505	2 061	30 566	26 394	2 589	28 983
Gauteng	101 269	8 265	109 534	94 628	23 477	118 105	87 630	35 493	123 123
KwaZulu-Natal	139 908	12 546	152 454	130 452	20 582	151 034	127 056	24 752	151 808
Limpopo	93 409	7 820	101 229	95 851	9 846	105 697	74 673	12 854	87 527
Mpumalanga	55 729	2 982	58 711	54 540	5 016	59 556	49 600	6 495	56 095
North West	31 418	993	32 411	29 586	2 679	32 265	25 930	3 144	29 074
Northern Cape	10 766	500	11 266	10 405	1 381	11 786	10 425	1 691	12 116
Western Cape	46 861	1 714	48 575	46 903	6 200	53 103	41 261	9 297	50 558
National	580 937	39 255	620 192	558 980	82 553	641 533	511 038	112 780	623 818

Figure 1: The number of Candidates enrolled (full-time and part-time) for Grade 12 examinations from 2006 to 2011

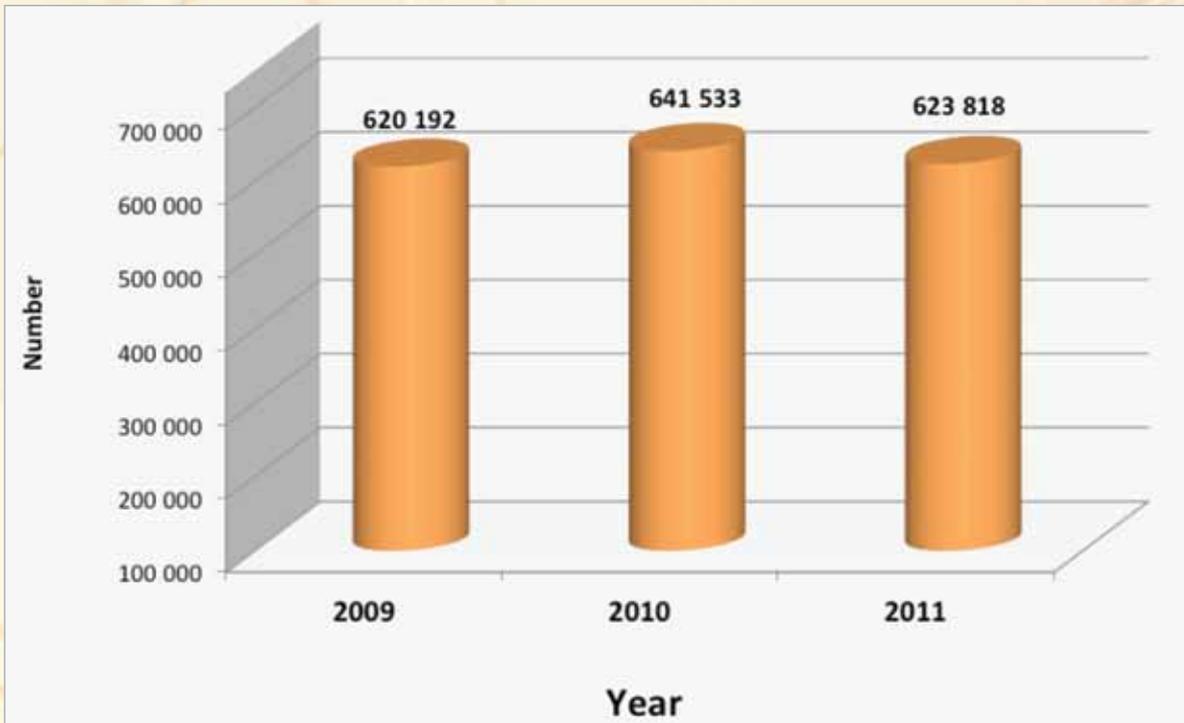
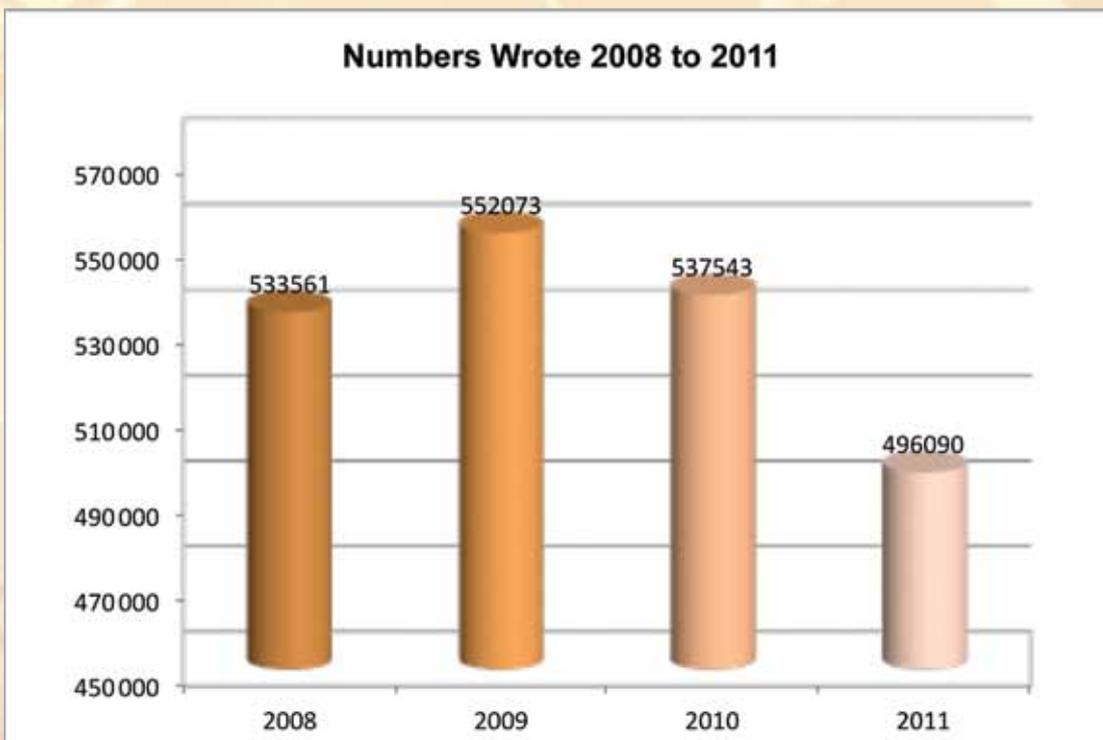


Figure 2: The number of Candidates that wrote NSC examination from 2008 to 2011 (full time only)



In 2011, there were 496 090 candidates that wrote as full time candidates and an additional 80 116 part time candidates. A total of 576 206 candidates wrote this examination.

5.2.2 Learners with Special Needs

A total of 957¹ Learners with Special Education Needs (LSEN) enrolled for the 2011 NSC examination across provinces. These are candidates who, due to specific barriers to learning, require alternative assessment methods or require special conditions to be able to write the examinations. The DBE and PEDs make provisions for candidates with the following barriers to learning:

- (a) Blindness;
- (b) Visually impaired;
- (c) Physically impaired;
- (d) Deaf/hard of hearing; and
- (e) Dyslexic learners.

These candidates are accommodated further in that their question papers are adapted according to their special needs. The concessions that are granted included the following:

- (a) **Braille** : Candidates provided with Braille papers;
- (b) **Enlarged text** : Question papers prepared in large print;
- (c) **Dictaphone** : The question paper is read to the candidate, or he/she listens to a tape recorder or the candidate reads the question paper and records the answers on a Dictaphone;
- (d) **Additional time** : A candidate is given additional time, of up to a maximum of 15 minutes per hour;
- (e) **Use of a Person as Additional Support during Assessment:** An amanuensis (reader and scribe), a Scribe or a Reader is defined as follows:
 - (i) **Amanuensis** “refers to the practice where a person (reader/scribe) reads the tasks/questions to the learner and writes down the learner’s spoken words (responses) verbatim. This will happen in cases where the learner’s reading/writing ability prevents him or her from giving a true account of his or her knowledge and/or competence or where the learner cannot write the examination question paper due to the severity of a disability”.
 - (ii) **A scribe** writes the exact text as communicated by the learner – orally, through interpreted sign language, by finger spelling or any other appropriate medium. The scribe should be an educator or a departmental

¹ The number excludes special needs candidates in public schools

official, but should not be a member of staff of the centre concerned, nor may the scribe be related to the candidate.

5.3 Examination centres

In terms of the *National Policy on the Conduct, Administration and Management of the National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF): 16 October 2009*, the Provincial Education Departments are responsible for the administration of the National Senior Certificate examination for all public schools in the respective provinces and any other school e.g. Independent schools that register with the Provincial Education Department to write the National Senior Certificate examination.

All PEDs have audited the centres to ensure that they satisfy the requirements to serve as examination centres. In cases where centres have flouted policies and regulations, such centres have been deregistered. In the majority of cases, the schools that fail to comply with the policy requirements are independent schools.

The table below reflects the total number of examination centres that were utilised in the 2011 NSC examination. Of the total of 6 592 centres, 471 of these centres are independent centres.

Table 4: The number of examination Centres utilised in the 2011 NSC examination

Provinces	Examination centres		Total
	Public centres	Independent centres	
Eastern Cape	873	45	918
Free State	303	16	319
Gauteng	597	181	778
KwaZulu-Natal	1 639	69	1 708
Limpopo	1 340	71	1 411
Mpumalanga	511	16	527
North West	363	16	379
Northern Cape	131	3	134
Western Cape	364	54	418
National	6 121	471	6 592

5.4. National question papers

National question papers ensure that standards of assessment across subjects are comparable in terms of cognitive skills and difficulty levels. The national question papers have assisted in establishing a national standard over the last three years and remain a valuable resource for teaching and learning in schools, as exemplars and as benchmarks in the development of SBA tasks.

5.4.1. The Scope of National Question Papers

A total of 262 question papers were set by the DBE for the November 2011 and March 2012 NSC examinations. In addition, based on a contractual arrangement with the Independent Examination Board (IEB), 67 question papers for all non official languages were set by the IEB. Practical Assessment Tasks (PATs) were set in 16 subjects, which assess the applied competencies of candidates. The 262 question papers included practical examination papers for Computer Applications Technology (CAT), Information Technology (IT), Visual Arts and Design. In 2011, two versions of question papers were set for Life Sciences. This was to accommodate repeater candidates from 2010; since the new content framework for Life Sciences implemented in 2009 in Grade 10 was assessed in Grade 12 in 2011 for the first time. This was done to ensure that repeater candidates were fairly assessed on the content they had studied. The DBE will continue to provide two versions of the Life Sciences question papers until 2012.

In order to cater for learners with special needs, a total of 53 question papers were adapted for Braille and 47 question papers were adapted for deaf learners. The adaptation for Braille entails modifying specific questions that have visuals so that they can be accessible to blind candidates. This is done in a way that ensures that the cognitive challenge and the skills assessed are still maintained. The adapted papers are then brailled for each candidate. In 2011 a total of 665 question papers were brailled for blind candidates. The Braille papers were printed both in the Unified British font, as well as in Unicode so that each candidate received their Braille papers printed in the specific font he/she has been taught. In the case of the adaptation for the deaf, the language is simplified, given the limited vocabulary of the deaf learner. Special examiners, who are mainly subject specialists with proven experience in education for the deaf, were utilised to adapt the papers for the deaf.

In total, 179 examiners, 41 internal moderators, 89 external moderators, 6 special examiners and 16 editors were involved in the setting, moderation, adaptation and quality assurance of the Grade 12 2011/March 2012 NSC examination question papers. The panel of examiners and moderators consisted of experienced and qualified subject specialists, teachers and university lecturers.

5.4.2 Setting, Moderation and quality assurance process for National Question Papers.

(a) Setting of the 2011 Question Papers

To ensure maximum security, all question papers were set within the secure environment of the DBE. The setting and moderation of question papers for the November 2011/March 2012 examinations commenced in September 2010 and was concluded in August 2011, when they were officially handed over to PEDs for printing. The question papers for November 2011/March 2012 were concurrently set, internally moderated and externally moderated by Umalusi to ensure a comparable standard between the November and March examinations, given that these two examinations are regarded as one sitting. The question papers were set by panels of examiners consisting of between 3 - 5 examiners per panel and one internal moderator, who are recruited for this task on the basis of their exceptional expertise in the subject.

In the setting of the question papers, special attention was paid to the weightings in terms of the Learning Outcomes and Assessment Standards, mark allocation, inclusion of a variety of cognitive skills, and questions of varying levels of difficulty to ensure that all learners are adequately catered for.

Every question paper was developed with an accompanying memorandum and an analysis grid showing the spread in terms of the types of questions, mark allocation, coverage of learning outcomes and assessment standards as well as cognitive skills. These analysis grids assisted in ensuring a balance in the structure of the question papers as was attested to by some of the external moderators, who confirmed that “a good variety of questions types have been used, and a correlation between mark allocations, level of difficulty and time allocation are evident in the paper”.

(b) Enhancements in the setting of the 2011 question papers

The 2011 setting sessions commenced with a series of review meetings and seminars for all panels. At these meetings, feedback from the previous examinations, the benchmarking reports, and the 2009 and 2010 Umalusi maintaining standards reports, as well as comments from teachers and the general public, were reviewed. The comments provided valuable input and feedback to the panels on the strengths and weaknesses of the 2010 question papers and established a benchmark for the development of the 2011 question papers. Throughout the setting process, each panel continued to make reference and carefully considered these comments to ensure improvement in the quality of the 2011 question papers.

Varying standards across the official languages question papers, and the lack of clarity in the scope and depth of the content to be assessed in Consumer studies were some of the areas of concern raised in the Umalusi 2010 NSC examination report. To improve the comparability of standards across language question papers in 2011, a review seminar was conducted. The seminar provided an opportunity for examiners, internal moderators, external moderators and curriculum specialists in all the 11 official languages to critically examine the issues that caused the discrepancy in the 2010 Language question papers. The examination guidelines for Languages were scrutinised and a common assessment framework was developed on the basis of which all the 2011 question papers for languages were set. This assisted in streamlining the structure, format and content assessed across all languages examination papers, that were of the same level.

The DBE developed a detailed examination guideline for Consumer Studies, to further provide clarity in terms of the scope and depth of the content to be assessed in Consumer Studies. In addition, amendments were made to the examination guidelines for Design, Music and Civil Technology, addressing specific sections that required further clarity. The examination guidelines assisted in guiding teachers and learners in their preparation for the 2011 examinations.

In 2010, the DBE piloted pre-test writing in Accounting. This was extended in 2011 to include Mathematics, Physical Sciences and Accounting. In these three subjects, independent subject specialists were appointed to write the paper in advance and provide feedback to the panel. The feedback received was utilised to further refine the paper before finalisation. This process has proved to be very valuable in reducing flaws and

ambiguity in items thereby improving the validity and reliability of the items in the question paper. The plan of the DBE is to progressively increase the number of question papers pre tested annually.

(c) Internal moderation of question papers

Once the panel of examiners completed setting the examination paper, marking guideline and analysis grid, the question papers were submitted to the internal moderator whose responsibility it is to review the question papers according to the agreed criteria. The Umalusi criteria for evaluation of question papers are used by the internal moderators to review and moderate the NSC question papers. The criteria include:

- (i) adherence to Assessment Policies/Guideline Documents;
- (ii) content coverage;
- (iii) cognitive skills;
- (iv) language and bias;
- (v) predictability;
- (vi) marking memorandum/guideline;
- (vii) technical criteria;
- (viii) internal moderation; and
- (ix) overall impression of the paper.

Question papers are restructured in line with comments of the internal moderator and upon approval by the internal moderator, the paper is then submitted to Umalusi, the External Quality Assurance Council, for external moderation.

(d) External moderation of question papers

External moderators from Umalusi verified, evaluated and approved all question papers for the November 2011/ March 2012 NSC examinations concurrently. The rigorous external moderation process certainly contributed to ensuring that the question papers were of a high quality and appropriate standard for Grade 12 learners.

According to the internal and external moderators' reports, the papers set were of appropriate standards and covered the prescribed content. The cognitive levels of these question papers were very demanding and accommodated problem solving and critical thinking demanded by the curriculum. The language used by most question papers was accessible.

The following comments from the moderators' reports confirm the standard of the question papers:

"The examiners and moderators must be complimented for producing a paper that examines all aspects of the curriculum. It is pleasing to note that the examining panel now seems to understand clearly the requirements in respect to setting a paper of a very high quality without compromising standards".

"The panel should be congratulated on a good selection of sources, appropriate questions and an effective memorandum. The paragraph and extended writing questions are of a high standard".

(e) Final quality assurance of question papers

Editing, language simplification and proofreading are some of the final quality assurance processes utilised to ensure that the question papers are of high quality and standard, error free, valid and reliable instruments of assessment. The final editing and proofreading was a collaborative effort between DBE editors, selected editors from PEDs, as well as reputable independent editors appointed by the DBE.

The three teams of editors formed a three tier system where the question papers were first edited by DBE editors, then by independent editors followed by selected editors from PEDs. Thereafter the question papers were proofread and signed off by external moderators and then finalised by DBE editors, before the papers were handed to PEDs for printing.

The approach increased the rigour in the final quality assurance process which ensured that errors were eliminated. The DBE editors were trained in "Plain Language", a course which equipped the editors to simplify the language in the question papers as part of the editing process. The simplification process ensured that the language used in the question paper is simple and accessible to Non-Home language speakers, and comparable across all subjects.

5.4.3 Focus for 2012

The Item Development Unit piloted the development of the item banks in five selected subjects in 2011 namely: Mathematics, Mathematical Literacy, English First Additional Language, History and Physical Sciences. Item writers have been appointed and trained and are currently engaged in the development and reviewing of items on an ongoing basis. The DBE intends to increase the number of subjects in the pilot project to 10 in 2012. The development of item banks will provide educators with a large sample of reviewed items that could be used in their ongoing assessment in the classroom. This will improve the quality and standard of testing and assessment in the classroom.

With the imminent implementation of the Curriculum and Assessment Policy Statements (CAPs) in 2012 in Grade 10, the DBE intends to provide assessment guidance to support learners and teachers in their preparation for all forms of assessment. A collection of exemplar items for Grade 10 will be developed in selected subjects and handed to schools early in 2012. The DBE will progressively produce exemplar items, exemplar question papers and examination guidelines as the curriculum is phased in from grade 10 to 12 from 2012 to 2014.

5.5 Printing, Packing and Distribution of Question papers

Each PED is responsible for the printing, packing, storage and distribution of question papers to its examination centres. The administration of this process varies from one province to the other. In 2010, Norms and Standards for Printing, Packing and Distribution of question papers were developed by the DBE and implemented to address the inconsistencies in the standard and quality of the question papers across PEDs. The adherence to these norms was closely monitored across all nine provinces in the printing, packing and distribution of question papers in 2011. PEDs were given a time frame within which to attain full compliance to the stipulated norms and standards.

One of the key norms enforced in 2011 was to reduce the number of storage and distribution points, and minimise the storage of question papers at schools. A number of PEDs have made remarkable progress in this area and most PEDs established nodal points for distribution of question papers to ensure that question papers are not stored overnight in schools.

All PEDs, except for Limpopo, Eastern Cape, Mpumalanga and Free State, have developed efficient and well managed in-house printing facilities. The in-house printing facilities is considered a strength of these examination systems as it allows for full control by the department and minimises the security risk in the printing. However, it has been established that partnership arrangements with private service providers improves the efficiency and quality of service, if firm controls are established.

Question papers were handed over to PEDs, for printing, in monthly consignments from 30 June to 30 August 2011 and the Braille question papers were handed to PEDs in September 2011. Most PEDs commenced with the printing of question papers from August 2011, and completed by mid October 2011. The packing of question papers across all PEDs commenced in mid September 2011. This is an area that PEDS have improved on over the years, but still remains one of the key areas of risks, as packing errors are yet to be completely eradicated. PEDs registered a few packing errors in the 2011 examinations and the DBE shall continue to provide support to PEDs in this area. PEDs have put in additional measures, such as a bar-coding system which prints a unique barcode on each question paper. This is a special security feature, which allows for tracking of the question paper to the schools.

5.6. The writing of the 2011 National Senior Certificate (NSC)

5.6.1 Examination Timetable

A national timetable is compiled after several consultations and discussions at the Inter Provincial Examination and Assessment Committee (IPEAC) meetings, where Provinces, Labour Organisations, Higher Education South Africa (HESA), South African Qualifications Authority (SAQA), Umalusi² and other Examining bodies

2 General and Further Education Quality Assurance Council

such as Independent Examination Board (IEB) and Eksamenraad Christelike Onderwys (ERCO) are duly represented. The timetable is finally approved by the Heads of Departments Committee (HEDCOM) and the Council of Education Ministers (CEM), at least twelve months ahead of the examination date.

The timetable is developed in such a way that it allows for more teaching time and allows the examination to be concluded in six weeks. In 2012, the examination will be reduced to a five week period to extend the time allowed for teaching and learning. The timetable is distributed to schools and also published in the newspapers and posted on the Department of Basic Education website, thus allowing access to every learner, parent and other stakeholders.

5.6.2 Invigilation

Invigilation is one of the crucial processes in the conduct of the examinations, which ensures that the examination at the examination centre is conducted in accordance with the prescribed rules and regulations.

The chief invigilators and invigilators are provided with the *National Guidelines on Invigilation for the NSC external examination* and are required to undergo training prior to the commencement of the examinations. The school principal is appointed as the chief invigilator by the PED and he/she is in turn authorised to train and appoint invigilators from the school. Teachers are not allowed to invigilate the subject which they have taught and in some cases, private invigilators are appointed. These are normally members of high standing in the community.

5.7 Processing and Resulting of Marks on the Integrated Examination Computer System (IECS).

After the examination scripts are marked by a team of markers, the marks for every learner are captured on the examination computer system, which is referred to as the Integrated Examination Computer System (IECS). In order to ensure accurate capture of the examination marks, all marks are subject to double capture. This implies that every mark is captured independently by two separate individuals and if the mark captured the second time is different from the first, the system will disallow such a mark. This has to be verified by a third official before it is accepted by the system.

The IECS has been programmed to process the marks by combining the various components of the subject and arriving at a total for each subject. The subject data based on raw scores is presented to Umalusi for verification and standardisation. After the standardisation decisions have been applied to the subject data, the system will aggregate the marks for each candidate, which is a sum of the examination and the school based assessment scores. The school based assessment scores are also subjected to a statistical moderation process conducted by Umalusi.

The final marks are generated for each candidate and after the marks are thoroughly verified, they are printed on the statement of results and made available to the candidates.

5.8 Standardisation of the NSC Results

The standardisation is an educational process practised world over, which is meant to normalise examination scores of candidates through a process based on sound educational principles.

The objectives of the standardisation process are to:

- (a) ensure that the cohort of learners are not advantaged or disadvantaged by fluctuations of results;
- (b) ensure that consistent quality is produced over the years; and
- (c) mitigate fluctuations of learner performance as a result of other factors other than learners performance themselves.

The 2011 standardisation process was conducted in such a way that ensured that candidates are afforded a fair and just consideration. The principles outlined by the Umalusi Council and applied in order to achieve the purpose of standardisation were as follows:

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

The meeting for the standardisation of the 2011 National Senior Certificate examination results was hosted by Umalusi on Friday, 23 December 2011. The standardisation process was observed by representatives from the Lesotho Examination Council. This practice was introduced by Umalusi to promote the partnership with African countries and also to add to the credibility of the National Senior Certificate. The Umalusi Council, in accordance with the General and Further Education and Training Quality Assurance Act, must also approve the examination results for publication. In this regard, Umalusi based on the report on examination irregularities and on the outcome of their quality assurance processes, approved the publication of the results on 29 December 2011.

5.9 Viewing, Remarking and Rechecking of results/Appeal processes

In terms of Chapter 9, paragraph 43(1) (a) and (b) and paragraph 44 (1) of the Regulations pertaining to the Conduct, Administration and Management of Assessment of the National Senior Certificate, “a candidate may apply for the re-marking, re-checking and viewing of his/her examination answer script, within 21 calendar days of the official release of the results”. This provision is applicable to November/December NSC and February/March NSC Supplementary examinations.

PEDs appoint senior persons such as the Chief Markers and Senior Markers to remark the scripts of the candidates. If the candidate is still not satisfied with the outcome of the re-mark, the candidate or his/her parent may within 7 days of release of the re-marked results apply to view the examination answer script. However, an applicant must provide a clear reason for the request.

5.10 Supplementary examinations

The Supplementary examination is a special examination, which provides learners with a second opportunity to write the NSC examination, provided they satisfy the following conditions:

- (a) If a candidate has not met the minimum promotion and certification requirements, but requires a maximum of two subjects to obtain the National Senior Certificate;
- (b) If a candidate is medically unfit and, as a result, is absent from one or more external examinations, he/she may register for the supplementary examination;
- (c) A candidate who does not satisfy the minimum higher education requirements or higher education faculty requirements. In such cases the candidate must be one requirement short in meeting the minimum admission requirements for Higher Certificate, Diploma and Bachelor’s degree programmes requiring a National Senior Certificate; or
- (d) A candidate who provides documentary evidence that he or she is being considered for an occupation but satisfies the requirements for the specific occupation; and
- (e) If there is a death in the immediate family of a candidate, or other special reasons for the candidate’s absence, he/she may register for the supplementary examination.

The other important prescripts relating to the writing of the supplementary examination are the following:

- (f) The School-Based Assessment of the Grade 12-year will be used, including practical or oral assessment marks where applicable, in order to meet the School-Based Assessment and external examination requirements;

- (g) In a case where an irregularity is being investigated, provisional enrolment for the supplementary examination may be granted to the candidate concerned, pending the outcome of the investigation; and
- (h) A candidate who did not write or complete the end-of year examination with a valid reason has the opportunity to write the supplementary examination for the specific examination question paper that he/she did not write in the end-of-year-examination. However, should the candidate select to write the entire subject, even though he/she has been absent for one or more examination question papers, the candidate should be allowed to exercise this option.

5.11 Promotion requirements

5.11.1 Promotion Requirements

In accordance with the National Curriculum Statements, for a learner/candidate to obtain a National Senior Certificate, a learner must offer seven approved subjects and provide full evidence of School Based Assessment for each subject.

The minimum duration of the National Senior Certificate Grades 10-12 (General) programme is three years, namely Grades 10, 11 and 12.

For a candidate to obtain a National Senior Certificate he/she must:

- (a) Complete the programme requirements for Grades 10, 11 and 12 separately and obtain the distinct outcomes and associated assessment standards of all three years;
- (b) Comply with the internal assessment requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12; and
- (c) The qualification is structured according to specific categories of subjects and rules of combination.

The minimum requirements to obtain a National Senior Certificate are:

- (a) Achieve 40% in three subjects, one of which is an official language at Home Language Level;
- (b) Achieve 30 % in three subjects; and
- (c) Provide full evidence in the school-based assessment component in the subject failed.

Subject	Achievement Level	
One Home Language	40%	
One Home or First Additional Language		
Mathematics or Mathematical Literacy	} 2 x subjects with 40%	
Life Orientation		} 3 x subjects with 30%
3 x subjects selected from Group B		} x subject less than 30% (evidence of SBA)

(a) Subject credits and combinations

It is important to note that the credits obtained in the National Senior Certificate cannot be combined with credits that a candidate obtained in a Senior Certificate Examination or a National Certificates (N courses for colleges).

(b) Scale of achievement/level descriptors

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

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

Minimum Higher Education Admission requirements in accordance with the 3 levels of undergraduate programmes are as follows:

- (a) Higher Certificate
- (b) Diploma
- (c) Bachelor's Degree

(a) Higher Certificate

The minimum admission requirement is a National Senior Certificate with a minimum of 30% in the language of learning and teaching of the Higher Education Institution as certified by Umalusi, the Quality Assurance

Council. Institutional and programme needs may require additional combinations of recognised NSC subjects and levels of achievement.

(b) Diploma

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

(c) Bachelor's Degree

The minimum admission requirement is a National Senior Certificate with a minimum of 30% in the language of learning and teaching of the Higher Education Institution as certified by Umalusi, the Quality Assurance Body, coupled with an achievement rating of 4 (Adequate achievement, 50% – 59%) or better in four subjects chosen from the following recognised 20-credit NSC subjects (which will be known as the designated subject list):

The Higher Education designated subject list is as follows

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

5.11.3 Minimum Promotion requirements for awarding the National Senior Certificate to candidates with special needs

Grade 10 – 12 learners who experience barriers to learning are allowed to follow an alternative pathway to obtain a National Senior Certificate. The endorsed National Senior Certificate is for candidates who cannot, despite the concessions granted in the policy, meet the stipulated requirements and who will be awarded the Endorsed National Senior Certificate for learners with special educational needs. Barriers to learning identified in the policy include: visual, aural, and hearing impairment, aphasia, dyslexia and mathematical disorders such as dyscalculia.

To ensure access to the qualification, a learner who has obtained a Grade 9 certificate or its equivalent may enrol for the Endorsed National Senior Certificate in Grade 10. These learners are evaluated and their

evaluation is verified by the relevant support structures at the various Provincial Education Departments. But the final approval lies with the Head of Education in the province.

An Endorsed National Senior Certificate is offered by a candidate who experiences special educational needs and who offers the approved subjects for the National Senior certificate with the concession of offering only five (5) subjects (First Additional Language, Mathematics or Mathematical Literacy, Life Orientation and 2 subjects selected from group B). Such a candidate will be awarded the endorsed National Senior Certificate if he/she has achieved 30% in five subjects.

5.12 Certification

Certification is the culmination of the examination and curriculum processes conducted by the DBE and provides a valid measure of the acquired skills, knowledge, understanding and competence. It is also a formal recognition of learners who have complied with the requirements of all the domains or subjects that are a pre-requisite to the attainment of National Senior Certification.

The integrity, quality and long term credibility of the certificate of achievement depends entirely on the quality control systems that are set and monitored by an assessment body. To preserve the integrity of the NSC qualification which is manifested in the NSC certificate, the following processes are established and rigorously applied:

- (a) The registration of all learners is verified to ensure that all relevant details are captured;
- (b) The high quality examination question papers are enhanced to ensure that they are internationally comparable;
- (c) High quality internal assessment tasks are moderated through rigorous quality control systems to ensure that the mark scores are valid and reliable;
- (d) NSC examinations are conducted by subjecting all learners to the same conditions during the examination and it is ensured that no one is unfairly advantaged or disadvantaged;
- (e) The marking system ensures that the mark scores emanating from the marking process are fair, reliable, valid and consistent; and
- (f) The computer system that processes the marks of learners must do so with precision and must ensure that learners are given the grading of the results according to their performance in the examinations.

In terms of the processes of producing the certificate, marks are processed after the marking process and learners are presented with a statement of results outlining their overall performance per subject. This statement of results is a preliminary document outlining to the candidate, the outcome of the examination. The Quality Assurance Council, Umalusi then conducts a complete audit of the examination data and if it is satisfied that the individual learner results were accurately processed, a certificate is issued to the candidate.

6. Examination Irregularities

The credibility of the examination system depends on the entrenchment of the ethical conduct of learners and examination officials in ensuring that the examination processes are managed in an honest manner. To achieve this, the DBE has established a committee referred to as the National Examination Irregularities Committee (NEIC) to manage effectively the irregularities and malpractices associated with the conduct of NSC examination. The NEIC develops systems through the establishment of Provincial Examination Irregularities Committees (PEICs) across the nine provinces, which are required by regulations to handle irregularities in a standardised manner. These committees comprise relevant stakeholders including teacher unions, Higher Education South Africa (HESA), officials from Labour relations, South African Qualification Authority, curriculum and assessment officials. These committees are chaired by senior officials of the Department. In addition to the NEIC and PEIC, the regulations make provision for the establishment of the District Assessment Irregularities Committee (DAIC) and the School Assessment Irregularities Committee to manage examination and assessment irregularities at the district and school level.

The irregularities that are identified and how these examination irregularities are managed are critical indicators of the overall credibility of the examination. It is encouraging to note that there were no serious examination irregularities reported in this examination. Most of the irregularities were technical in nature which are referred to as administrative errors or omissions which are expected in an examination of this size and magnitude. These technical matters refer to the following:

- (a) candidates not registered to write the examination;
- (b) shortage of question papers due to packing omissions and errors;
- (c) late delivery of question papers to the examination centre;
- (d) shortage of answer books;
- (e) power outages; and
- (f) late return of scripts to the district office.

In terms of these administrative errors, there are clear directives to deal with these omissions and none of the above errors have impacted negatively on the examination. The more serious examination irregularities relate to crib notes and copying from other candidates which have been significantly reduced from previous years. This can be attributed to the vigilance of the invigilators and the advocacy relating to the repercussions for examination irregularities.

7. Monitoring and Support of Provincial Examination Sections

In keeping with the Minister's mandate to ensure that standards are maintained across the system, the Department of Basic Education (DBE) monitors and supports the Provincial Education Departments (PEDs) in their maintenance and improvement of their examination and assessment systems, to ensure that all nine PEDs administer a credible National Senior Certificate examination. To that end, the DBE monitored the following activities/processes in the examination cycle:

- (a) the state of readiness of PEDs to conduct the NSC examinations;
- (b) the writing of the examinations; and
- (c) the marking of examinations.

7.1 Monitoring the State of Readiness of Provincial Education Departments to conduct NSC examination

In 2011, the DBE approached the monitoring differently. As a result, as part of monitoring, support and evaluation of the level of preparedness of the Provincial Education Departments (PEDs) to administer credible National Senior Certificate examination in 2011, DBE followed a differentiated approach in its monitoring and support. The provinces were grouped in accordance with the 4:1:4 model. The four provinces that have been disadvantaged in terms of their historical and contextual factors i.e Limpopo, KwaZulu-Natal, Eastern Cape and Free State were provided with intensive support. In the case of the Mpumalanga province, the DBE worked closely with the province to ensure that no aspect of the examination is compromised. In the remaining four provinces, where there are established examination systems, a less intense approach was adopted.

During the first visit, a detailed audit of the examination processes, facilities and resources in the province, paying special attention to the management procedures followed in the examination cycle, was conducted. Based on the audit and the areas of weakness identified, the DBE team together with the province developed an improvement plan. Follow up visits were also conducted to establish the progress in the implementation of the improvement plan as well as the level of preparedness to administer the 2011 NSC examination. This intensive evaluation of the readiness of the PEDs to administer the NSC examination was carried out, so as to identify any shortcomings prior to the examination and assessment process as well as guarding the credibility of this examination.

7.2 Monitoring the writing of examinations

The 2011 National Senior Certificate (NSC) Examination was conducted across 6 719 examination centres for a period of six weeks from Monday, 25 October 2011 to Friday, 3 December 2011.

One of the main objectives of the Department of Basic Education is to ensure that all nine Provincial Education Departments (PEDs) administer a credible National Senior Certificate examination. In accordance with the Regulations pertaining to the Conducting, Administration and Management of Assessment for the National Senior Certificate, the DBE and PEDs monitored the writing of the 2011 National Senior Certificate Examinations.

To ensure that many examination centres are monitored, the DBE utilised the services of the 69 Integrated Quality Management System (IQMS) moderators to monitor the examination across all PEDs. These IQMS moderators were trained in the examination processes and provided with a monitoring instrument for this purpose. To that end, over and above the examination centres monitored by the departmental officials, the IQMS moderators monitored 1658 examination centres as well as 166 nodal/distribution points and district offices. These unannounced visits and increased presence at the examination centres during the writing of the examinations added to the reduction of malpractices and boosted the credibility of the examinations.

The monitoring focused on the tracking of the question papers from the provincial offices to schools where the examination is written and also tracking the answer scripts from the examination centres to where they are packed and stored in preparation for marking. The DBE is pleased with the control mechanisms employed by all PEDs.

7.3 Monitoring the marking of examinations

Officials from the DBE together with the IQMS monitors were deployed to the 123 marking centres located across the nine provinces. A specially designed instrument was used by the monitors to cover all aspects of the marking process, the marking venue and specifically the quality of marking. The reports from all the monitors were extremely positive regarding the level of organisation and the measures put in place to ensure quality of marking. It was encouraging to note that across all provinces, the ratio of five markers to one senior marker was strictly observed. This has ensured that there is more intensive supervision of the markers and more extensive moderation of the marker scripts. This will certainly result in an improved standard of marking.

7.4 Support to the Mpumalanga Province

In 2010, the Minister of Basic Education mandated the examination chief directorate to manage the examination in the Mpumalanga province in collaboration with the Mpumalanga province. The DBE deployed its officials to the four districts in Mpumalanga province to manage all examination processes. The intervention by the DBE was designed to improve the integrity and public confidence in the management of examinations in the province.

In 2011, the Minister of Basic Education took a decision to hand over the management of the examination process back to the Mpumalanga province. The DBE will provide support to the province in the management of the examinations.

In preparation for the takeover of the management of the examination by the province, the DBE managed the 2011 supplementary and re-marking processes in collaboration with the provincial officials. This included the registration of learners, writing of the examinations and the marking process. The collaboration in these processes ensured a smooth transfer of authority to the Mpumalanga province. Subsequently the province was allowed to manage the 2011 Senior Certificate examination on its own. All examination processes in the Senior Certificate examination were managed with integrity. This was a confirmation that the province was ready to manage the NSC examination with the DBE support.

The intervention of the DBE in the Mpumalanga province has vaulted the examination systems and processes in the province to a level that is comparable to the best systems in the country. It enabled the province to conduct an internal audit of all the examination processes including the identification of potential risks. The PED presented detailed plans that also incorporated some of the concerns of the DBE especially the need to establish in-house printing facilities.

The storage facilities at the provincial level and in all four districts are considered the best in the Republic. All security systems are in place including the CCTV cameras, biometrix system, alarm systems with motion detectors and a huge contingency of security personnel. In addition, to these security measures, all the Mpumalanga staff members working in the examination environment have undergone the first phase of vetting.

The DBE is satisfied with the manner in which the 2011 NSC examination was managed by the Mpumalanga province. The DBE will continue to support the province in its noble endeavours to establish an examination and assessment system that is of the highest standard.

8. Marking of the National Senior Certificate examination

The marking of learners scripts is a meticulous and systematic process that is based on a reasoned judgement based on learner evidence and agreed standards. The precision in awarding learners marks that are commensurate with their abilities, requires competent and experienced markers, senior markers, chief markers and internal moderators. This evaluation of learner evidence requires a training session which is robust in sharpening the judgement skills of these marking officials. Proficiency in the subject knowledge and evaluation skills is critical in ensuring that the assessment of learners' scripts is fair, reliable, consistent and valid. This section therefore articulates how these quality control mechanisms have been utilised strategically to ensure fair-minded intellectual judgement at the marking centres.

8.1 Marking Centres

The marking centres are selected according to the criteria set out in the Regulations Pertaining to the Conduct, Management and Administration of the National Senior Certificate. The regulations require that the marking centres should have suitable accommodation and catering facilities. There should also be adequate office facilities to assist the centre managers to manage the centre effectively.

One hundred and twenty three (123) marking centres were selected across provinces and all were audited and declared by the PEDs to be compliant with the regulations. Each marking centre was managed by a marking centre manager and a deputy centre manager supported by administrative staff from the examinations units and the examinations assistants employed on a short-term contract. Each marking centre was secured by 24 hour security personnel to ensure that the flow of scripts within the marking centre takes place in a secure environment. The security personnel are critical in ensuring that learners' scripts are secure.

Stringent security measures were put in place across marking centres. Vehicles entering and leaving the marking centres are thoroughly searched and unauthorised persons are prohibited from entering the marking centres. All markers, including the administrative staff, are required to produce identification on entry and within the parameters of the marking centres. All monitors are required to produce a letter of authorisation and identification and their vehicles are thoroughly searched, and this prevents any person masquerading as a marker from entering the marking premises.

The table below indicates the number of marking centres established across provinces for the 2011 NSC examination.

Table 5: Comparison of the number of marking centres in 2010 and 2011 by province

Province	Number of Marking Centres	
	2010	2011
Eastern Cape	14	14
Free State	16	17
Gauteng	8	08
KwaZulu-Natal	33	29
Limpopo	20	20
Mpumalanga	17	17
North West	14	14
Northern Cape	3	03
Western Cape	2	01
National	127	123

A total of **123** marking centres were established across provinces, which is 4 marking centres fewer than in 2010.

8.2 Selection of markers

The selection of markers is a lengthy process that commences with the advertisement of the marking positions in a provincial circular. In this advertisement, the criteria for the appointment of the various categories of markers are stipulated. As early as March/April 2011, eligible markers completed the applications in accordance with the guideline. The basic criteria for the selection of markers are listed in the Personnel Administrative Measure

document which includes the relevant qualifications, teaching and marking experience. In addition, markers are required to include a record of the previous performance of their learners at Grade 12 level, which was used as a guideline in the selection of markers in different categories. The directive of the DBE to the provinces was that there should be a reasonable degree of differentiation in the criteria for selecting the different categories of markers. PEDs have adhered to this directive and have employed additional measures in the selection of senior markers, deputy chief markers, chief markers and internal moderators.

Applications were screened by principals, circuit managers and subject specialists who attest to the fact that these applicants are not only qualified in teaching the subject but are also teaching the subject at Grade 12 for a substantial number of years. A few of the provinces have also utilised a competency test, a proposal mooted by the DBE, which assesses the basic elements of the subject or domain that are pre-requisites in making judgment on learner performance. The DBE will continue to negotiate with all stakeholders on the importance of administering the competency test prior to the final selection of markers and will ensure that in 2012 a competency test is incorporated in policy.

Some provinces also used the data collected through remarking and evaluation of markers from previous marking sessions. Other provinces maintained a database of experienced markers who, in a number of years, have consistently demonstrated precision in the marking of learners' scripts. The DBE is confident that the markers, senior markers, deputy chief markers and internal moderators are educators of integrity and they have made appropriate assessment decisions that are consistent with the learners' abilities.

8.3 National Standardisation of marking

The marking guideline which is a yard stick used in making intellectual judgement on learner evidence is standardised at a national standardisation meeting attended by provincial experts across nine provinces and is chaired by the internal moderator of the national examining panel. The meeting is also attended by the external moderators appointed by Umalusi. The Provincial delegates include the chief markers and internal moderator whose responsibilities are to lead the marking process at the various marking centres across nine provinces.

At the standardisation meeting, provincial delegates are given the opportunity to critique the question paper. Their criticisms are based on the input from teachers and subject advisors from the province. The criticisms are intended to identify items that were considered unfair and that needs to be addressed at this meeting to ensure that learners are not disadvantaged. If it is found that a question was ambiguous and has misled learners, that question is removed from the question paper and the total marks are then recalculated to the initial total. This practice has effectively ensured that learners are not disadvantaged by unfair questions.

The chief markers and internal moderators from various provinces are required to prepare thoroughly before attending the standardisation meetings. After a paper has been written, these delegates are given a period of five days to review the paper and the preliminary marking guideline and solicit the input of a selected number of teachers and subject specialists and add additional responses to the marking guideline. The chief markers and internal moderators are also required to mark a sample of 20 scripts selected from high, medium and

low performing schools. This process ensures that the marking guidelines are not only a product of academic discourse but a standard that has also incorporated the typical responses from learners.

The final marking guideline is signed off by the national internal moderator and the external moderator and it is regarded as an agreed standard that should be followed at all marking centres. The representatives to the marking guideline discussion are also provided with a procedure to deal with correct but unexpected responses, from learners, that may emerge at the marking centre. Where the responses are of such a nature that they require the approval of the internal and external moderator, a mechanism is put in place to ensure that this happens. The DBE monitors and moderators were deployed to all marking centres to ensure that the standard agreed upon at this meeting is accurately implemented.

8.4 Training of markers

The training of markers is yet another quality control measure to ensure that the marking system produces scores that are valid, reliable and consistent. The nature of the training involves the marking of a common sample of candidates' scripts from the current examination. These sample scripts are marked by all chief markers and internal moderators. The training of these officials is organised by the DBE and the training takes place a day after the standardisation of the marking guidelines. Copies of the same scripts are distributed to all chief markers and internal moderators and all are provided with the approved version of the marking guidelines. After the common scripts are independently marked, the marks awarded to learners are compared and discrepancies discussed and ironed out. This process is repeated until the difference in the marks awarded by the chief markers and internal moderators are within an accepted range. Each chief marker and internal moderator is then charged with the responsibility of replicating the training at all marking centres. This approach to training of markers has contributed to a significant improvement in the standard and quality of marking.

8.5 Marking Procedure

The marking process is organised systematically in a pyramidal structure with the internal moderator at the pinnacle of the structure. The DBE has requested PEDs to decrease the number of markers allocated to a senior marker. The ratio of markers to senior markers was changed to 5 : 1. This has significantly increased the number of senior markers and by implication more scripts will be subjected to a rigorous quality control process. Seven senior markers are supervised by one deputy chief marker and deputy chief markers are supervised by the chief marker. The internal moderator at the marking centre is the final arbiter of standards. The levels of quality control are organised in such a way that it becomes virtually impossible for a script to slip through the net and not be subjected to critical scrutiny by the senior marker, deputy chief marker, chief marker or the internal moderator.

It is also policy that the question marking approach should be utilised at the marking centres. This implies that a particular marker marks a specific question or a group of questions and not the entire script. This allows

markers to focus on questions in which they are competent and it also ensures a higher consistency in the marking of the script.

The DBE appointed 25 moderators who were deployed to 35 marking centres to conduct external moderation of learner evidence. The purpose of these moderators was to ascertain whether these marking centres follow the marking guidelines approved by the DBE and Umalusi. The moderators also assess whether there is consistency in the judgment of learner evidence across provinces. These moderators reported that a uniform and fair application of the marking guideline was implemented across these marking centres and that markers were neither lenient nor stringent but allocated marks according to the dictates of the marking guideline.

9. Moderation of School-Based Assessment

The Department of Basic Education has constantly monitored the implementation of School Based Assessment in order to assess the degree of compliance with the policy prescriptions. The DBE appointed sixty (60) School-Based Assessment moderators for eight subjects, namely: Accounting, Mathematics, Physical Sciences, Life Sciences, History, Geography, English First Additional Language and Life Orientation. These moderators were tasked to focus on not only compliance with the policy but also to evaluate the quality of the assessment tasks and to moderate the marking of the learner evidence. The moderators appointed were excellent teachers and subject advisors nominated by provinces. These moderators were trained rigorously to establish a notion of national standards in the moderation of school-based assessment.

The objectives of the moderation process were as follows to:

- (a) verify that the assessment is fair, reliable and practicable;
- (b) ensure that consistency is maintained in the implementation of SBAs at all sites nationally;
- (c) assess the quality of assessment tasks and instruments;
- (d) assess the standard of marking; and
- (e) evaluate the performance of assessors and moderators at different levels.

The moderation was conducted in selected districts and schools in June and October 2011 across all provinces. The moderation was conducted utilising a selection of a random sample of underperforming and well performing, urban and rural schools, across districts. The sample comprised two districts per province and ten schools across two districts. Two hundred (200) pieces of learner evidence and teachers files were moderated per subject, per province. The moderators were organised into teams of two to three per subject led by a team leader. Each team spent three days in a province moderating the assessment tasks and the assessment evidence. These moderators provided preliminary feedback to the district officials on the third day. The moderation process was verified by Umalusi moderators who were deployed immediately after the DBE moderation had taken place.

9.1 Findings of the moderation processes conducted in June and October 2011

The summary of findings included the following:

- (a) There was general compliance with the requirements of the Subject Assessment Guidelines in terms of the number and the nature of the tasks to be assessed;
- (b) Assessment tasks in most cases were based on past question papers, which indicated a lack of confidence in setting their own tasks;
- (c) The assessment tasks set by educators focused mainly on recall and did not address the higher cognitive levels; and
- (d) Moderation at school and district level was evident but lacked the insight and feedback necessary for the improvement of SBA.

The robust ways in which the DBE conducted the moderation process in 2011 will assist provinces in diagnosing the shortcomings in the implementation and moderation of school-based assessment. This aspect will continue to be the focus of the DBE's intervention plan for the future.

9.2 The moderation of Life Orientation

Sixty nine (69) schools were sampled across nine provinces and 900 pieces of evidence of learner performance and teachers' files were evaluated by the national Life Orientation moderators.

The findings revealed that most schools had very neatly organised files where tasks were systematically arranged. Learners' evidence was also neatly presented, systematically organised and some tasks such as the projects were comprehensively done. Regarding the quality of tasks, all provinces set tasks that addressed the Grade 12 content. Where there was pre-moderation and guidance in the setting of tasks, it was found that the tasks were of a good quality. The tasks in most of the provinces engaged learners in extensive reading and writing at all three cognitive levels. It was encouraging to observe that learners were involved in critical thinking and problem solving skills, both in theory and in practice.

There were, however, weaknesses identified during the moderation process. Some teacher work schedules did not cover all relevant content and others did not indicate terms or weeks within which such content was covered. In some provinces, schools did not have evidence of June exams and Task 2. There were no detailed moderation instruments at both school and district level in some provinces, hence teachers were not provided with constructive feedback.

10. International Benchmarking

It is the intention of the Department of Basic Education to set question papers that assess critical thinking and problem-solving skills because these skills are necessary to capacitate learners to cope with the rapid changing world and will also contribute to the emancipation of the majority of the impoverished communities. Therefore, the DBE has to ensure that certain question papers are truly based on higher order thinking skills. It was essential to solicit an international perspective on this critical aspect of the question papers.

The DBE embarked on an international evaluation of question papers in 2007 in which question papers for ten major subjects were evaluated by the three assessment bodies namely, Cambridge International Examinations (CIE), Scottish Qualification Authority (SQA) and Board of Studies New South Wales (BSNSW). The report was made available to examiners and moderators to improve the quality of question papers. It was therefore necessary to ascertain whether, after three years of the implementation of the new curriculum, the standard of question papers that are set in South Africa has improved to a comparable level of the three assessment bodies. The 2011 benchmarking process was therefore embarked upon and an important addition in the 2011 process was the inclusion of Higher Education South Africa (HESA). Fifteen question papers for the 2010 National Senior Certificate examination, that covers the seven critical subjects, namely, Accounting, Mathematics, Physical Sciences, Life Sciences, History, Geography and English First Additional Language were evaluated by the same three international assessment bodies and HESA. The inclusion of HESA has ensured that inputs are obtained from the local higher education sector on the standard of the question papers and this will facilitate the alignment of the national question papers with the requirements of the Higher Education sector.

In summary the evaluation of the Grade 12 national question papers by internationally and locally recognised assessment institutions will:

- (a) Determine the extent to which the Grade 12 question papers compare to international standards;
- (b) Provide an indication of whether the content and skills tested in the NSC are comparable to those tested in these selected countries;
- (c) Contribute to South Africa preparing learners more appropriately for the global community;
- (d) Assist in the continuous improvement of the quality and standard of question papers; and
- (e) Assist in ensuring that the Grade 12 question papers represent a pre-university exit level standard.

10.1 General findings of the evaluation of Grade 12 question papers

There is a considerable degree of consensus among the four institutions that the question papers are well designed by international standards and assess what they purport to assess. They adequately measure the learning outcomes and assessment standards that are articulated in the National Curriculum Statement and

the Subject Assessment Guidelines. Some questions across all papers have been considered to be assessing critical thinking and problem solving skills.

There is agreement regarding the standard of Mathematics as all assessment bodies concur that it is pitched at the right level, assesses critical thinking and compares well with the standard of the three international assessment bodies. The CIE considers Life Sciences to be pitched at the correct level and to be comparable to the standard of CIE papers. SQA considers Accounting examination instrument to be sufficiently demanding and comparable to its advanced level. The other important findings related to the correlation between mark allocation, time allocation and item difficulty in the question papers especially Mathematics, Accounting and Physical Sciences. It was also noted that the challenging questions especially in Physical Sciences and Accounting have been allocated more marks and learners who demonstrated deep understanding were rewarded accordingly.

The four institutions have agreed that the percentage of critical thinking and problem-solving needs to be increased systematically in certain subjects. However, the overall judgment is that the question papers were of the appropriate standard and set in accordance with prescribed policies.

11. Support Programmes for Grade 12 teaching and learning

The results of the NSC examination are not only an indicator of the performance of the system in each academic year, but are used to provide valuable and detailed feedback to the learners and the system as a whole. There are various diagnostic exercises that are conducted which are both qualitative and quantitative to produce the appropriate feedback necessary for schools, districts and the provincial offices. In 2010, the DBE for the first time published a diagnostic subject report which evaluated the performance of learners in the key subjects, highlighting the areas of weakness, with suggestions for improvement with regard to teaching and learning.

The Departments of Basic Education³ (DBE) as well as the Provincial Education Department (PEDs) hosted various *Lekgotlas / imbizos / bosberade* to develop strategies to address the short comings to improve performance in the new year. Some of these intervention strategies are more long term and their impact may be observed over the next 3 – 5 years. There are other intervention strategies which are directed specifically at Grade 12 performance and are more short term in nature. The class of 2011 have also benefited from the strategies implemented while they were still in Grade 10 or even in lower grades.

11.1 National Intervention Strategies for 2011

Following the release of the 2010 National Senior Certificate examination results, the Department of Basic Education undertook an exercise of analysing the answer scripts in 24 subjects excluding the Art subjects.

³ Curriculum Unit, the unit responsible for the National Strategy for Learner Attainment (NSLA)

Provinces were each requested to submit 30 scripts per paper per subject using a stratified method of sampling, in terms of 10 scripts with low marks, 10 scripts with average marks and 10 scripts with high marks. A total of 270 scripts per subject were analysed. The analysis assisted the department in identifying areas that were challenging or difficult for learners. The marking reports were also analysed and that, together with the report on item analysis, constituted the Diagnostic Subject Report. The other interventions included the following:

(a) Self Study Guides in selected Subjects

The self study guides in selected subjects⁴ were developed in 2010. These self study guides were still relevant for utilisation in 2011 as the same content gaps were observed during item analysis in January 2010.

(b) Development of Practical Assessment Tasks (PATs)

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

(c) Support from social partners

(i) Mindset Learn Xtra

Mindset Network is a non-profit organisation that is involved in formal education amongst other things. The Network has to date developed and sourced various educational resources for use in classroom and other educational settings. These include:

- (aa) Curriculum-aligned video content on DVDs;
- (bb) Interactive Multimedia lessons;
- (cc) A Saturday School broadcast programme with revision print material;
- (dd) Stand alone print materials (that have been used by SciBono's SSIP project);
- (ee) Examination revision broadcasts ; and
- (ff) Broadcast lessons beamed to winter classes.

(ii) Interactive Multimedia lessons;

The video lessons were broadcast on DSTV Channel 319 and Top TV Channel 319 daily, from 09:00 to 19:00, focusing on a single examination paper per day during winter and spring holidays.

⁴ Accounting; Agriculture Sciences; Mathematics; Mathematical Literacy; Life Sciences; Physical Sciences; Experiments for Chemistry; Geography; History; Computer Applications Technology; and Languages (11).

(d) Dinaledi Project Plan for 2011/2012

The Department of Basic Education was allocated R70 million in 2011 and R100 million in 2012 to support the Dinaledi School Project. This is the first time that the Dinaledi School Project has been allocated national funding. This allocation was used to steer the Dinaledi Schools Project in a manner that will strengthen these schools' contribution to improved Mathematics and Physical Science performance.

11.2 Provincial Intervention Strategies

The intervention strategies employed by PEDs were wide ranging and extensive and include teacher development, subject advisory support and learning and teaching support materials. The PEDs purchased and provided extra Learning and Teaching Support Material (LTSM) to Grade 12 learners which included additional support to learners and other strategic interventions. Some provinces provided additional support in the form of:

(a) Additional support and training for teachers and School Management Teams

Additional support and training for teachers and School Management Teams was done through workshops organised by the Education Leadership Institutes and Human Resource Development (HRD) sections in PEDs;

(b) Revision camps

Winter schools offering tuition by expert teachers were held over the June/July 2011 vacation for Grade 12 learners:

- (i) ILIMA Project revision camps in Eastern Cape (172 camps involving 186 poor performing schools and 12 000 learners).
- (ii) Camp holiday programmes and examination preparation programmes residential and walk-in camps (18 residential camps catering for about 9 921 learners across the province and 106 walk-in camps catering for about 52 767 learners) in Gauteng.
- (iii) Winter classes conducted and 21 540 grade 12 learners attended. Extra tuition by forging partnerships with private sector in Mpumalanga. One hour study time compulsory for all secondary schools.
- (iv) Cinema presentations, winter schools, afternoon classes and spring school/camps in Northern Cape.
- (v) Vacation classes and radio lessons in key subjects-and tutoring programme – 178 schools in Western Cape. Telematics programme to 148 schools (allows schools to receive lessons via satellite) in Western Cape.

(c) Compulsory provincial common assessment

Most of the schools conducted standardised quarterly tests and half yearly examination and preparatory examinations set by the province. Based on an analysis of performance in these tests and examinations, there was a significant improvement after every test which is an indication that the interventions were, in the main, bearing the desired outcomes.

Provinces such as KwaZulu-Natal, Eastern Cape, Free State and Limpopo conducted a common testing programme for all under-performing schools in March, June and September. In the Eastern Cape, common tasks were set and administered in each term. Quarterly and midyear tests were used to diagnose weaknesses and remedial strategies were developed.

In some PEDs such as KwaZulu-Natal the Member of Executive Council (MEC), Head of Department (HOD) and Senior Management visited Districts as part of support to schools for improvement of results. North West placed a total of 223 schools in a mentorship programme where assigned mentors in the senior and middle management of the department visited the schools to check whether these schools comply with the departmental policies.

12. Analysis of 2011 National Senior Certificate (NSC) Examination Results

12.1 2011 NSC Examination Results for full time candidates

This section looks at the performance of candidates who wrote 7 or more subjects and were offered tuition on full time basis.

12.1.1 Overall performance of candidates (Full time) in the 2011 NSC examination

Table 6: Overall performance of candidates in the 2011 NSC examination

Province	2011		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	65 359	37 997	58.1
Free State	25 932	19 618	75.7
Gauteng	85 367	69 216	81.1
KwaZulu-Natal	122 126	83 204	68.1
Limpopo	73 731	47 091	63.9
Mpumalanga	48 135	31 187	64.8
North West	25 364	19 737	77.8
Northern Cape	10 116	6 957	68.8
Western Cape	39 960	33 110	82.9
National	496 090	348 117	70.2

The overall achievement rate for 2011 is 70.2. %. This is an increase of 2.4 %.

Table 7: Comparison of NSC passes from 2008 to 2011 by province

Province	2008			2009			2010			2011		
	Total wrote	Total Achieved	% Achieved	Total wrote	Total Achieved	% Achieved	Total wrote	Total Achieved	% Achieved	Total wrote	Total Achieved	% Achieved
Eastern Cape	60 294	30 496	50.6	68 129	34 731	51.0	64 090	37 345	58.3	65 359	37 997	58.1
Free State	29 963	21 503	71.8	29 808	20 680	69.4	27 586	19 484	70.6	25 932	19 618	75.7
Gauteng	92 723	70 822	76.4	98 659	70 871	71.8	92 241	72 538	78.6	85 367	69 216	81.1
KwaZulu-Natal	136 743	78 747	57.6	132 176	80 733	61.1	122 444	86 556	70.7	122 126	83 204	68.1
Limpopo	84 614	45 958	54.3	83 350	40 776	48.9	94 632	54 771	57.9	73 731	47 091	63.9
Mpumalanga	42 153	21 815	51.8	53 978	25 852	47.9	51 695	29 382	56.8	48 135	31 187	64.8
North West	33 157	22 554	68.0	30 665	20 700	67.5	28 909	21 874	75.7	25 364	19 737	77.8
Northern Cape	9 948	7 230	72.7	10 377	6 356	61.3	10 182	7 366	72.3	10 116	6 957	68.8
Western Cape	43 966	34 479	78.4	44 931	34 017	75.7	45 764	34 831	76.1	39 960	33 110	82.9
National	533 561	334 239	62.6	552 073	334 716	60.6	537 543	364 147	67.8	496 090	348 117	70.2

The table indicates a notable improvement of the national and the provincial results. Six provinces have experienced improvements and in three provinces there has been a drop in performance.

Figure 3: NSC performance, 2008 to 2011

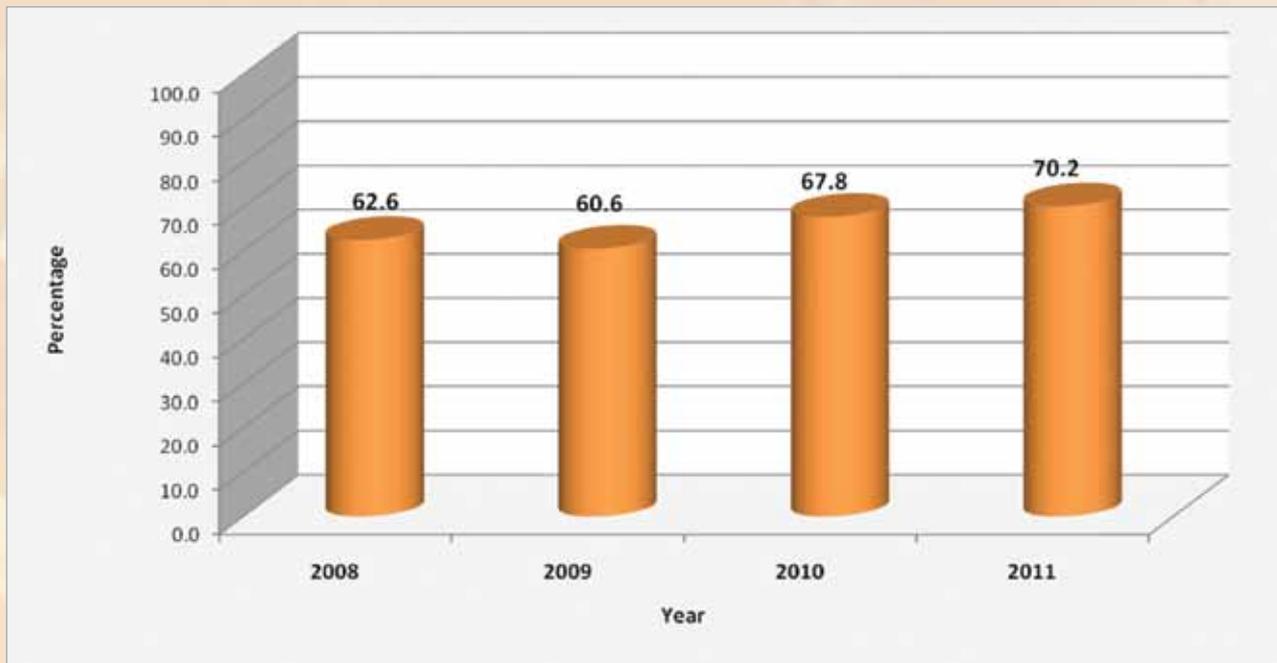


Figure 4: Comparison of NSC passes by province between 2010 and 2011

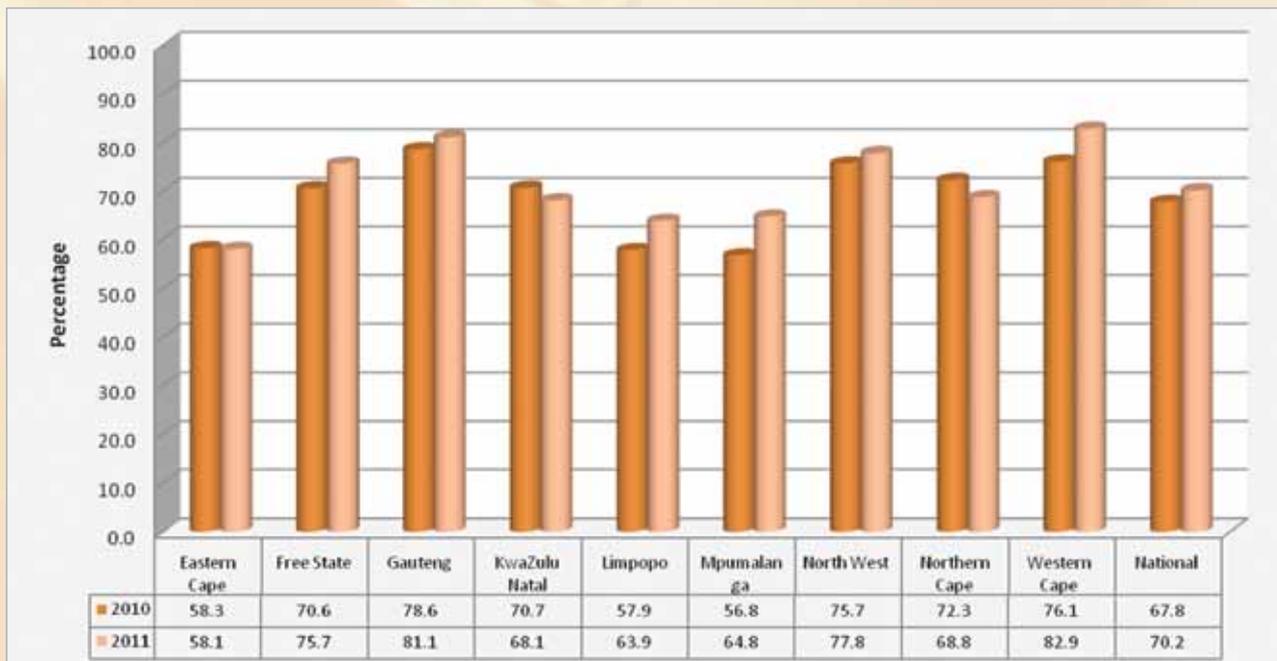


Table 8: 2011 NSC passes by type of qualification

	Total Wrote	Achieved with Bachelor's	% Achieved with Bachelor's	Achieved with Diploma	% Achieved with Diplomas	Achieved Higher Certificate	% Achieved with Higher Certificate	Achieved NSC	% Achieved NSC	Total Achieved
Eastern Cape	65 359	10 291	15.7	15 530	23.8	12 102	18.5	74	0.11	37 997
Free State	25 932	6 817	26.3	8 371	32.3	4 413	17.0	17	0.07	19 618
Gauteng	85 367	30 037	35.2	27 776	32.5	11 394	13.3	9	0.01	69 216
KwaZulu-Natal	122 126	27 397	22.4	34 190	28.0	21 331	17.5	286	0.23	83 204
Limpopo	73 731	12 946	17.6	18 868	25.6	15 253	20.7	24	0.03	47 091
Mpumalanga	48 135	8 866	18.4	13 195	27.4	9 072	18.8	54	0.11	31 187
North West	25 364	7 187	28.3	8 373	33.0	4 177	16.5	0	0.00	19 737
Northern Cape	10 116	2 012	19.9	2 871	28.4	2 074	20.5	0	0.00	6 957
Western Cape	39 960	15 214	38.1	12 410	31.1	5 480	13.7	6	0.02	33 110
National	496 090	120 767	24.3	141 584	28.5	85 296	17.2	470	0.09	348 117

The highest percentage of learners who satisfied the requirement for admission to Bachelor Studies in higher education is in Western Cape. However, Gauteng has obtained the highest number of learners in this same category.

Table 9: Comparison of the NSC performance by type of qualification from 2009 - 2011

Province	Year	Number who wrote	Achieved with Bachelor		Achieved with Diploma		Achieved with Higher Certificate		WITH NSC		Total	
			Number	%	Number	%	Number	%	Number	%	Number	%
Eastern Cape	2009	68 129	9 492	13.9	13 883	20.4	11 240	16.5	116	0.2	34 731	51.0
	2010	64 090	10 225	16.0	15 281	23.8	11 711	18.3	147	0.2	37 364	58.3
	2011	65 359	10 291	15.7	15 530	23.8	12 102	18.5	74	0.1	37 997	58.1
Free State	2009	29 808	6 030	20.2	8 691	29.2	5 912	19.8	47	0.2	20 680	69.4
	2010	27 586	5 890	21.4	8 180	29.7	5 367	19.5	62	0.2	19 499	70.7
	2011	25 932	6 817	26.3	8 371	32.3	4 413	17.0	17	0.1	19 618	75.7
Gauteng	2009	98 659	28 709	29.1	28 017	28.4	14 092	14.3	53	0.1	70 871	71.8
	2010	92 241	31 301	33.9	28 938	31.4	12 290	13.3	8	0.0	72 537	78.6
	2011	85 367	30 037	35.2	27 776	32.5	11 394	13.3	9	0.0	69 216	81.1
KwaZulu Natal	2009	132 176	26 287	19.9	31 406	23.8	22 719	17.2	321	0.2	80 733	61.1
	2010	122 444	31 466	25.7	34 708	28.3	20 137	16.4	245	0.2	86 556	70.7
	2011	122 126	27 397	22.4	34 190	28.0	21 331	17.5	283	0.2	83 201	68.1
Limpopo	2009	83 350	10 202	12.2	15 375	18.4	15 164	18.2	35	0.0	40 776	48.9
	2010	94 632	14 757	15.6	21 471	22.7	18 478	19.5	103	0.1	54 809	57.9
	2011	73 731	12 946	17.6	18 868	25.6	15 253	20.7	24	0.0	47 091	63.9
Mpumalanga	2009	53 978	6 556	12.1	10 165	18.8	9 107	16.9	26	0.0	25 854	47.9
	2010	51 695	8 147	15.8	11 955	23.1	9 176	17.8	104	0.2	29 382	56.8
	2011	48 135	8 866	18.4	13 195	27.4	9 072	18.8	54	0.1	31 187	64.8

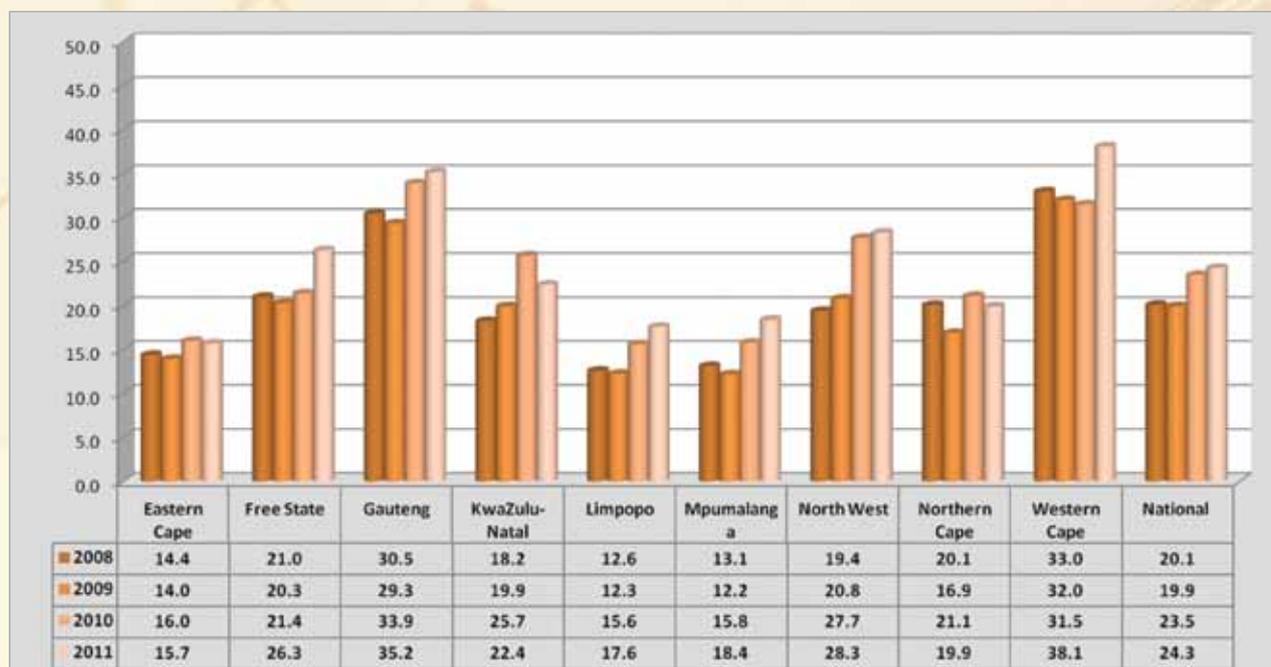
Province	Year	Number who wrote	Achieved with Bachelor		Achieved with Diploma		Achieved with Higher Certificate		WITH NSC		Total	
			Number	%	Number	%	Number	%	Number	%	Number	%
North West	2009	30 665	6 356	20.7	8 161	26.6	6 181	20.2	2	0.0	20 700	67.5
	2010	28 909	8 021	27.7	8 937	30.9	4 917	17.0	1	0.0	21 876	75.7
	2011	25 364	7 187	28.3	8 373	33.0	4 177	16.5	0	0.0	19 737	77.8
Northern Cape	2009	10 377	1 741	16.8	2 660	25.6	1 953	18.8	2	0.0	6 356	61.3
	2010	10 182	2 152	21.1	3 001	29.5	2 210	21.7	3	0.0	7 366	72.3
	2011	10 116	2 012	19.9	2 871	28.4	2 074	20.5	0	0.0	6 957	68.8
Western Cape	2009	44 931	14 324	31.9	12 677	28.2	6 988	15.6	28	0.1	34 017	75.7
	2010	45 764	14 412	31.5	13 753	30.1	6 955	15.2	4	0.0	35 124	76.8
	2011	39 960	15 214	38.1	12 410	31.1	5 480	13.7	6	0.0	33 110	82.9
National	2009	552 073	109 697	19.9	131 035	23.7	93 356	16.9	630	0.1	334 718	60.6
	2010	537 543	126 371	23.5	146 224	27.2	91 241	17.0	677	0.1	364 513	67.8
	2011	496 090	120 767	24.3	141 584	28.5	85 296	17.2	467	0.1	348 114	70.2

The drop in the number of learners obtaining admission to Bachelor Studies is due to the decrease in the overall enrollment.

Table 10: Comparison of Bachelor's passes, between 2008 and 2011, by province

Province	2008			2009			2010			2011		
	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number achieved with Bachelor	% Achieved with Bachelor
Eastern Cape	60 294	8 673	14.4	68 129	9 492	13.9	64 090	10 225	16	65 359	10 291	15.7
Free State	29 963	6 291	21	29 808	6 030	20.2	27 586	5 890	21.4	25 932	6 817	26.3
Gauteng	92 723	28 248	30.5	98 659	28 709	29.1	92 241	31 301	33.9	85 367	30 037	35.2
KwaZulu-Natal	136 743	24 940	18.2	132 176	26 287	19.9	122 444	31 466	25.7	122 126	27 397	22.4
Limpopo	84 614	10 651	12.6	83 350	10 202	12.2	94 632	14 757	15.6	73 731	12 946	17.6
Mpumalanga	42 153	5 535	13.1	53 978	6 556	12.1	51 695	8 147	15.8	48 135	8 866	18.4
North West	33 157	6 436	19.4	30 665	6 356	20.7	28 909	8 021	27.7	25 364	7 187	28.3
Northern Cape	9 948	1 997	20.1	10 377	1 741	16.8	10 182	2 152	21.1	10 116	2 012	19.9
Western Cape	43 966	14 503	33	44 931	14 324	31.9	45 764	14 412	31.5	39 960	15 214	38.1
National	533 561	107 274	20.1	552 073	109 697	19.9	537 543	126 371	23.5	496 090	120 767	24.3

Figure 5: Comparison of Bachelors passes by provinces , 2008 - 2011



Overall NSC performance by gender: 2011**Table 11: Overall performance of candidates in the 2011 NSC examination by gender**

	Gender	Number Wrote	Number achieved	% Achieved
Eastern Cape	Male	28 825	17 516	60.8
	Female	36 534	20 481	56.1
Free State	Male	12 307	9 550	77.6
	Female	13 625	10 068	73.9
Gauteng	Male	39 586	32 341	81.7
	Female	45 781	36 875	80.5
KwaZulu-Natal	Male	58 729	40 337	68.7
	Female	63 397	42 867	67.6
Limpopo	Male	34 415	23 440	68.1
	Female	39 316	23 651	60.2
Mpumalanga	Male	22 478	15 146	67.4
	Female	25 657	16 041	62.5
North West	Male	12 148	9 637	79.3
	Female	13 216	10 100	76.4
Northern Cape	Male	4 613	3 186	69.1
	Female	5 503	3 771	68.5
Western Cape	Male	17 745	14 904	84.0
	Female	22 215	18 206	82.0
National	Male	230 846	166 057	71.9
	Female	265 244	182 060	68.6
	Both	496 090	348 117	70.2

More females than males wrote the examination and in terms of numbers, more females achieved the NSC. However, the percentage of males who achieved the NSC is higher than the percentage of females. This confirms that males are performing better than females.

Table 12: Comparison of number of NSC passes by province and gender, 2008 - 2011

Province	Gender	Total Wrote				Total achieved				% Achieved			
		2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Eastern Cape	Male	26 303	29 980	28 196	28 825	13 560	15 666	16 793	17 516	51.6	52.3	59.6	60.8
	Female	33 991	38 149	35 894	36 534	16 991	19 065	20 552	20 481	50.0	50.0	57.3	56.1
Free State	Male	14 176	13 974	13 259	12 307	10 303	9 862	9 569	9 550	72.7	70.6	72.2	77.6
	Female	15 787	15 834	14 327	13 625	11 200	10 818	9 915	10 068	70.9	68.3	69.3	73.9
Gauteng	Male	41 866	44 861	41 531	39 586	31 935	32 218	32 545	32 341	76.3	71.8	78.4	81.7
	Female	50 857	53 798	50 710	45 781	38 978	38 653	39 993	36 875	76.6	71.8	78.9	80.5
KwaZulu-Natal	Male	64 251	61 182	56 463	58 729	36 498	37 099	40 159	40 337	56.8	60.6	71.1	68.7
	Female	72 492	70 994	65 981	63 397	42 244	43 634	46 397	42 867	58.3	61.5	70.3	67.6
Limpopo	Male	39 475	37 819	43 049	34 415	23 042	20 312	26 810	23 440	58.4	53.7	62.3	68.1
	Female	45 139	45 531	51 583	39 316	22 898	20 464	27 961	23 651	50.7	44.9	54.2	60.2
Mpumalanga	Male	19 889	25 245	24 082	22 478	10 772	12 862	14 275	15 146	54.2	50.9	59.3	67.4
	Female	22 264	28 733	27 613	25 657	11 012	12 990	15 107	16 041	49.5	45.2	54.7	62.5
North West	Male	15 448	14 279	13 407	12 148	10 551	9 954	10 422	9 637	68.3	69.7	77.8	79.3
	Female	17 709	16 386	15 502	13 216	12 003	10 746	11 452	10 100	67.8	65.6	73.9	76.4
Northern Cape	Male	4 620	4 789	4 588	4 613	3 341	2 972	3 350	3 186	72.3	62.1	73.0	69.1
	Female	5 328	5 588	5 594	5 503	3 888	3 384	4 016	3 771	73.0	60.6	71.8	68.5
Western Cape	Male	18 815	19 338	19 783	17 745	14 979	14 846	15 359	14 904	79.6	76.8	78.3	84.0
	Female	25 151	25 593	25 981	22 215	19 479	19 171	19 472	18 206	77.4	74.9	75.6	82.0
National	Male	244 843	251 467	244 358	230 846	154 981	155 791	169 282	166 057	63.3	62.0	69.3	71.9
	Female	288 718	300 606	293 185	265 244	178 693	178 925	194 865	182 060	61.9	59.5	66.5	68.6
	Both	533 561	552 073	537 543	496 090	334 239	334 716	364 147	348 117	62.6	60.6	67.8	70.2

The trend relating to the performance of males and females is observed across all four years (2008 - 2011).

Table 13: Pass rates within different percentage categories, 2011

Province	Number of Schools	Pass interval													
		0 to 19.9%		20 to 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Exactly 0%		Exactly 100%	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Eastern Cape	915	58	6.3	175	19.1	248	27.1	244	26.7	190	20.8	4	0.4	47	5.1
Free State	318	1	0.3	8	2.5	51	16.0	103	32.4	155	48.7	0	0.0	45	14.2
Gauteng	771	1	0.1	16	2.1	98	12.7	210	27.2	446	57.8	0	0.0	100	13.0
KwaZulu-Natal	1 701	50	2.9	174	10.2	408	24.0	491	28.9	578	34.0	4	0.2	116	6.8
Limpopo	1 410	34	2.4	180	12.8	389	27.6	413	29.3	394	27.9	4	0.3	60	4.3
Mpumalanga	526	8	1.5	71	13.5	135	25.7	169	32.1	143	27.2	0	0.0	18	3.4
North West	379	2	0.5	13	3.4	52	13.7	108	28.5	204	53.8	0	0.0	45	11.9
Northern Cape	133	1	0.8	9	6.8	28	21.1	40	30.1	55	41.4	0	0.0	21	15.8
Western Cape	417	1	0.2	4	1.0	28	6.7	117	28.1	267	64.0	0	0.0	92	22.1
National	6 570	156	2.4	650	9.9	1 437	21.9	1 895	28.8	2 432	37.0	12	0.2	544	8.3

The above table confirms that 65.8% of the schools are performing above 60%.

Table 14: Pass rates within different percentage categories, 2010 and 2011

	Number	Total number of schools		0-19.9%		20-39.9%		40-59.9%		60-79.9%		80-100%		Exactly 0%		Exactly 100%	
		2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
Eastern Cape	Number	907	915	53	58	207	175	237	248	228	244	182	190	5	4	44	47
	%			5.8	6.3	22.8	19.1	26.1	27.1	25.1	26.7	20.1	20.8	0.6	0.4	4.9	5.1
Free State	Number	316	318	1	1	15	8	69	51	115	103	116	155	1	0	40	45
	%			0.3	0.3	4.7	2.5	21.8	16.0	36.4	32.4	36.7	48.7	0.3	0	12.7	14.2
Gauteng	Number	742	771	5	1	23	16	114	98	191	210	409	446	1	0	94	100
	%			0.7	0.1	3.1	2.1	15.4	12.7	25.7	27.2	55.1	57.8	0.1	0	12.7	13
KwaZulu-Natal	Number	1 691	1 701	35	50	172	174	355	408	512	491	617	578	4	4	118	116
	%			2.1	2.9	10.2	10.2	21.0	24	30.3	28.9	36.5	34	0.2	0.2	7.0	6.8
Limpopo	Number	1 416	1 410	57	34	283	180	413	389	401	413	262	394	6	4	37	60
	%			4.0	2.4	20.0	12.8	29.2	27.6	28.3	29.3	18.5	27.9	0.4	0.3	2.6	4.3
Mpumalanga	Number	518	526	18	8	111	71	162	135	134	169	93	143	0	0	12	18
	%			3.5	1.5	21.4	13.5	31.3	25.7	25.9	32.1	18.0	27.2	0.0	0	2.3	3.4
North West	Number	376	379	1	2	11	13	67	52	122	108	175	204	0	0	42	45
	%			0.3	0.5	2.9	3.4	17.8	13.7	32.4	28.5	46.5	53.8	0.0	0	11.2	11.9
Northern Cape	Number	134	133	1	1	9	9	24	28	36	40	64	55	0	0	27	21
	%			0.7	0.8	6.7	6.8	17.9	21.1	26.9	30.1	47.8	41.4	0.0	0	20.1	15.8
Western Cape	Number	416	417	1	1	13	4	69	28	109	117	224	267	1	0	90	92
	%			0.2	0.2	3.1	1	16.6	6.7	26.2	28.1	53.8	64	0.2	0	21.6	22.1
National	Number	6 516	6 570	172	156	844	650	1 510	1 437	1 848	1 895	2 142	2 432	18	12	504	544

The table indicates a significant increase in the number of schools that obtained 100% in 2011 compared to 2010. The number of schools that obtained 100% achievement rate has more than doubled.

Table 15: Pass Interval by Quintiles, 2010 - 2011

Quintile	0 -19.9%	20 - 39.9%	40 -59.9%	60 -79.9%	80 - 100%	Exactly 100%	Exactly 0%
Unspecified	16	48	119	154	356	147	3
Quintile 1	49	236	440	506	413	48	4
Quintile 2	33	131	293	377	342	55	0
Quintile 3	38	152	359	457	445	58	3
Quintile 4	11	47	150	261	313	44	0
Quintile 5	9	36	77	139	562	192	2
Total	156	650	1 438	1 894	2 431	544	12

967 schools in Quintile 1 have performed at 60% and above.

12.1.2 Subject Analysis for full time candidates

Table 16: Candidates' performance in Home Languages (official languages), 2009 - 2011

Home Language	2009			2010			2011		
	Total Wrote	No. achieved 40% & above	% Achieved 40% & above	Total Wrote	No. achieved 40% & above	% Achieved 40% & above	Total Wrote	No. achieved 40% & above	% Achieved 40% & above
Afrikaans	54 916	51 904	94.5	53 439	51 944	97.2	47 971	47 068	98.1
English	96 999	90 400	93.2	94 929	88 060	92.8	85 495	80 407	94.0
IsiNdebele	4 264	4 255	99.8	4 190	4 181	99.8	3 685	3 682	99.9
IsiXhosa	74 460	74 260	99.7	70 377	70 131	99.7	71 780	71 665	99.8
IsiZulu	133 701	131 798	98.6	122 694	121 643	99.1	124 412	123 637	99.4
Sepedi	69 292	68 234	98.5	68 569	68 104	99.3	58 122	57 612	99.1
Sesotho	32 117	31 213	97.2	28 750	28 461	99.0	26 482	26 287	99.3
Setswana	43 373	43 043	99.2	41 095	40 847	99.4	35 213	35 006	99.4
SiSwati	16 153	15 967	98.8	16 037	15 902	99.2	15 527	15 436	99.4
Tshivenda	18 521	18 477	99.8	19 702	19 669	99.8	12 649	12 639	99.9
Xitsonga	27 056	26 751	98.9	27 102	26 855	99.1	21 279	21 137	99.3

The performance of all home languages is comparable and the achievement rate is high across all home languages, except English Home Language. The slightly lower performance in English Home Language is due to the large number of non-home language speakers that offer English Home Language.

Table 17: Candidates' performance in First Additional Language, 2010 and 2011

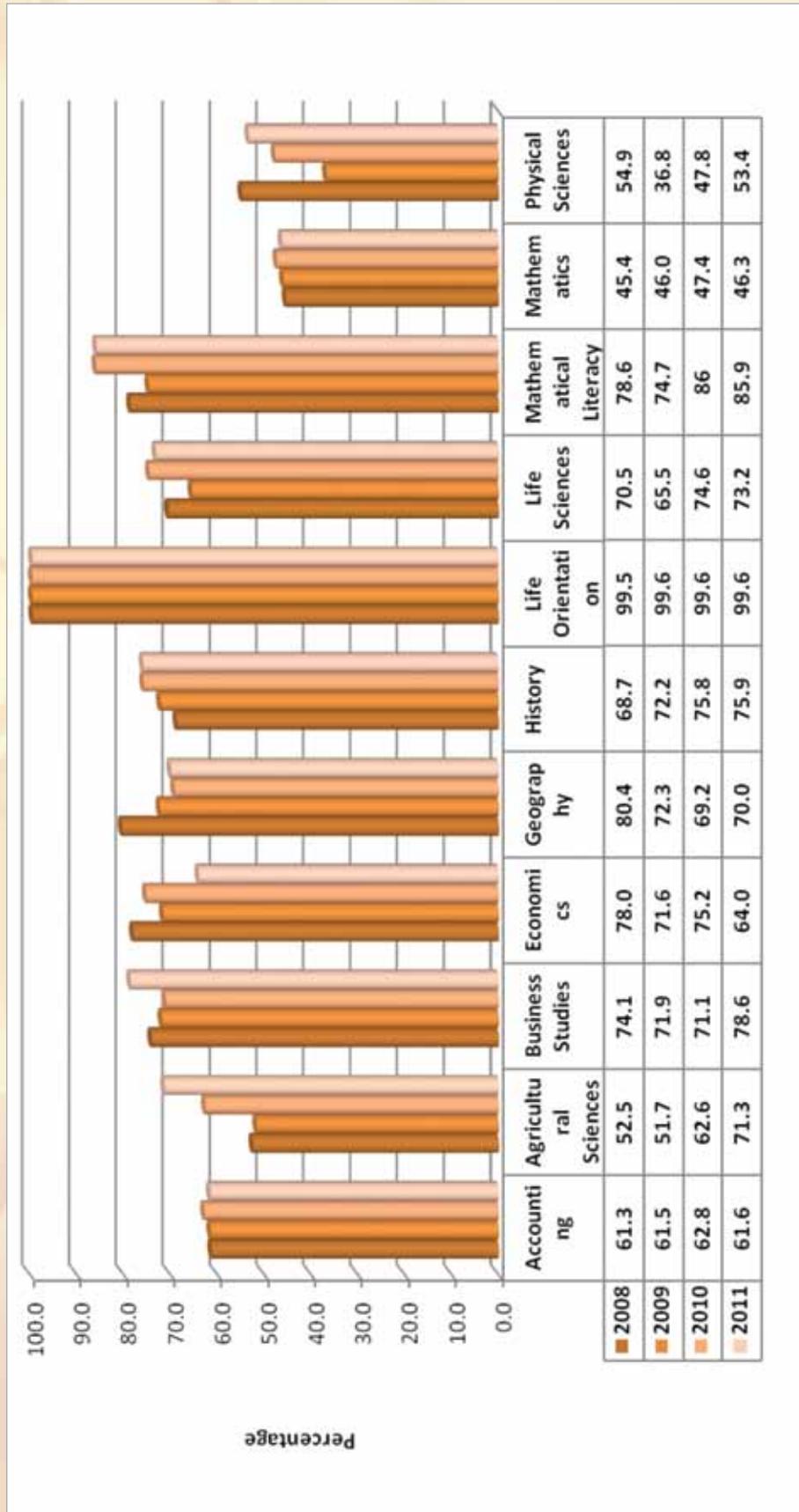
Subject Name	2010			2011		
	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved
Afrikaans First Additional Language	77 449	72 191	93.2	68 455	63 965	93.4
English First Additional Language	449 080	424 392	94.5	414 480	398 740	96.2
IsiNdebele First Additional Language	0	0	0	1	1	100.0
IsiXhosa First Additional Language	1 446	1 440	99.6	1 547	1 541	99.6
IsiZulu First Additional Language	11 094	11 019	99.3	10 943	10 887	99.5
Sepedi First Additional Language	350	349	99.7	280	275	98.2
Sesotho First Additional Language	538	535	99.4	593	588	99.2
Setswana First Additional Language	203	203	100.0	181	179	98.9
SiSwati First Additional Language	285	282	98.9	281	279	99.3
Tshivenda First Additional Language	15	15	100.0	8	8	100.0
Xitsonga First Additional Language	17	17	100.0	9	9	100.0

The performance in First Additional Language is high.

Table 18: Candidates' performance in 11 most popular subjects, 2008 – 2011

Subjects	2008			2009			2010			2011		
	Total Wrote	Achieved at 30% & above	% Achieved	Total Wrote	Achieved at 30% & above	% Achieved	Total Wrote	Achieved at 30% & above	% Achieved	Total Wrote	Achieved at 30% & above	% Achieved
Accounting	176 366	108 106	61.3	174 347	107 156	61.5	160 991	101 093	62.8	137 903	84 972	61.6
Agricultural Sciences	86 251	45 247	52.5	90 136	46 597	51.7	85 523	53 573	62.6	77 719	55 404	71.3
Business Studies	204 963	151 895	74.1	206 553	148 469	71.9	200 795	142 742	71.1	187 677	147 559	78.6
Economics	154 518	120 520	78.0	153 522	109 955	71.6	147 289	110 824	75.2	133 358	85 411	64.0
Geography	214 299	172 242	80.4	215 120	155 481	72.3	209 854	145 187	69.2	199 248	139 405	70.0
History	93 864	64 464	68.7	90 054	65 025	72.2	87 675	66 428	75.8	85 928	65 239	75.9
Life Orientation	575 660	572 653	99.5	575 039	572 695	99.6	550 813	548 777	99.6	506 138	503 985	99.6
Life Sciences	298 210	210 283	70.5	298 663	195 652	65.5	285 496	212 895	74.6	264 819	193 946	73.2
Mathematical Literacy	267 236	210 134	78.6	277 677	207 326	74.7	280 836	241 576	86.0	275 380	236 548	85.9
Mathematics	300 008	136 184	45.4	290 407	133 505	46.0	263 034	124 749	47.4	224 635	104 033	46.3
Physical Sciences	217 300	119 206	54.9	220 882	81 356	36.8	205 364	98 260	47.8	180 585	96 441	53.4

Figure 6: Candidates' performance in selected subjects, 2008 – 2011 at 30% achievement level



Agricultural Sciences, Business Studies, History, Geography and Physical Sciences showed improvements in 2011.

Table 19: Candidates' performance in selected subjects, 2008 - 2011 (Non Languages)

Subjects	2008			2009			2010			2011		
	Total Wrote	Achieved at 30% & above	% Achieved	Total Wrote	Achieved at 30% & above	% Achieved	Total Wrote	Achieved at 30% & above	% Achieved	Total Wrote	Achieved at 30% & above	% Achieved
Accounting	176 366	108 106	61.3	174 347	107 156	61.5	160 991	101 093	62.8	137 903	84 972	61.6
Agricultural Management Practices	1 264	1 192	94.3	1 068	1 052	98.5	1 128	1 090	96.6	1 100	1 084	98.5
Agricultural Sciences	86 251	45 247	52.5	90 136	46 597	51.7	85 523	53 573	62.6	77 719	55 404	71.3
Agricultural Technology	531	530	99.8	539	539	100.0	534	527	98.7	590	587	99.5
Business Studies	204 963	151 895	74.1	206 553	148 469	71.9	200 795	142 742	71.1	187 677	147 559	78.6
Civil Technology	9 435	8 733	92.6	9 576	8 478	88.5	9 108	8 522	93.6	8 227	7 954	96.7
Computer Applications Technology	49 059	40 200	81.9	51 069	42 938	84.1	48 928	43 342	88.6	44 866	40 019	89.2
Consumer Studies	30 957	29 240	94.5	32 568	31 418	96.5	32 994	31 792	96.4	32 560	31 962	98.2
Dance Studies	375	356	94.9	377	349	92.6	430	400	93.0	406	387	95.3
Design	2 402	2 164	90.1	2 714	2 520	92.9	2 486	2 305	92.7	2 247	2 178	96.9
Dramatic Arts	5 562	5 430	97.6	6 173	6 013	97.4	6 043	5 961	98.6	6 098	6 006	98.5
Economics	154 518	120 520	78.0	153 522	109 955	71.6	147 289	110 824	75.2	133 358	85 411	64.0
Electrical Technology	6 991	6 403	91.6	6 354	5 338	84.0	5 843	5 305	90.8	4 836	4 331	89.6
Engineering Graphics and Design	25 310	22 821	90.2	25 578	22 670	88.6	25 880	24 458	94.5	23 824	22 599	94.9
Geography	214 299	172 242	80.4	215 120	155 481	72.3	209 854	145 187	69.2	199 248	139 405	70.0
History	93 864	64 464	68.7	90 054	65 025	72.2	87 675	66 428	75.8	85 928	65 239	75.9
Hospitality Studies	11 111	10 495	94.5	10 984	10 462	95.2	10 255	10 038	97.9	8 922	8 840	99.1
Information Technology	6 590	6 282	95.3	6 249	5 497	88.0	4 884	4 545	93.1	4 313	4 055	94.0
Life Orientation	575 660	572 653	99.5	575 039	572 695	99.6	550 813	548 777	99.6	506 138	503 985	99.6

Subjects	2008			2009			2010			2011		
	Total Wrote	Achieved at 30% & above	% Achieved	Total Wrote	Achieved at 30% & above	% Achieved	Total Wrote	Achieved at 30% & above	% Achieved	Total Wrote	Achieved at 30% & above	% Achieved
Life Sciences	298 210	210 283	70.5	298 663	195 652	65.5	285 496	212 895	74.6	264 819	193 946	73.2
Mathematical Literacy	267 236	210 134	78.6	277 677	207 326	74.7	280 836	241 576	86.0	275 380	236 548	85.9
Mathematics	300 008	136 184	45.4	290 407	133 505	46.0	263 034	124 749	47.4	224 635	104 033	46.3
Mathematics: probability; data handling; geometry	12 315	6 181	50.2	11 755	6 007	51.1	9 454	6 451	68.2	8 871	6 948	78.3
Mechanical Technology	7 525	6 910	91.8	7 093	6 442	90.8	6 859	6 333	92.3	5 831	5 470	93.8
Music	1 494	1 390	93.0	1 456	1 352	92.9	1 424	1 355	95.2	1 560	1 442	92.4
Physical Sciences	217 300	119 206	54.9	220 882	81 356	36.8	205 364	98 260	47.8	180 585	96 441	53.4
Religion Studies	1 486	1 292	86.9	1 870	1 613	86.3	2 275	2 006	88.2	3 221	2 929	90.9
Tourism	70 406	64 641	91.8	74 564	68 870	92.4	78 488	74 509	94.9	84 354	82 094	97.3
Visual Arts	6 579	6 143	93.4	6 852	6 499	94.8	6 651	6 433	96.7	6 254	6 059	96.9

Table 20: Candidates' performance in Mathematics by province and level of achievement: 2009 – 2011

Province	Total Wrote			Total achieved at 30% and above			% achieved at 30% & above			Total achieved at 40% and above			% achieved at 40% & above		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Eastern Cape	43 251	38 801	38 067	16 198	14 457	12 752	37.5	37.3	33.5	9 206	8 280	7 469	21.3	21.3	19.6
Free State	13 258	11 003	10 001	7 062	5 321	5 395	53.3	48.4	53.9	4 365	3 422	3 462	32.9	31.1	34.6
Gauteng	47 567	40 024	32 665	26 499	23 839	20 027	55.7	59.6	61.3	18 827	17 465	14 706	39.6	43.6	45
KwaZulu-Natal	74 215	65 973	61 483	33 094	31 407	24 284	44.6	47.6	39.5	20 249	19 425	14 235	27.3	29.4	23.2
Limpopo	50 342	49 192	35 118	19 716	19 469	15 618	39.2	39.6	44.5	11 804	11 757	9 580	23.4	23.9	27.3
Mpumalanga	24 860	24 167	19 899	9 596	10 007	9 199	38.6	41.4	46.2	5 889	6 429	5 947	23.7	26.6	29.9
North West	13 684	12 703	9 818	7 119	6 782	5 282	52	53.4	53.8	4 616	4 458	3 361	33.7	35.1	34.2
Northern Cape	4 020	3 627	3 280	1 754	1 896	1 656	43.6	52.3	50.5	1 031	1 259	1 022	25.6	34.7	31.2
Western Cape	19 210	17 544	14 304	12 467	11 571	9 820	64.9	66.0	68.7	9 369	8 879	7 759	48.8	50.6	54.2
National	290 407	263 034	224 635	133 505	124 749	104 033	46.0	47.4	46.3	85 356	81 374	67 541	29.4	30.9	30.1

There has been an improvement in the performance of learners at 40% in Free State, Gauteng, Limpopo, Mpumalanga and Western Cape in 2011.

Table 21: Number of candidates who achieved in Physical Sciences, by province and level of achievement: 2009 – 2011

Province	Physical Sciences														
	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above			% achieved at 40% and above		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Eastern Cape	30 121	27 163	26 367	8 628	11 753	12 123	28.6	43.3	46.0	4 167	6 371	6 831	13.8	23.5	25.9
Free State	12 010	10 592	9 901	4 789	4 656	5 466	39.9	44.0	55.2	2 607	2 853	3 467	21.7	26.9	35
Gauteng	39 688	33 763	28 605	16 910	18 777	17 069	42.6	55.6	59.7	10 314	12 969	12 142	26.0	38.4	42.4
KwaZulu-Natal	50 470	47 323	45 340	19 800	23 856	23 516	39.2	50.4	51.9	10 847	14 322	13 965	21.5	30.3	30.8
Limpopo	39 469	39 523	30 874	12 558	16 328	16 079	31.8	41.3	52.1	6 366	9 417	9 569	16.1	23.8	31
Mpumalanga	20 666	20 139	17 280	5 979	8 352	9 025	28.9	41.5	52.2	3 099	4 980	5 747	15.0	24.7	33.3
North West	12 006	11 270	8 624	4 593	5 662	4 853	38.3	50.2	56.3	2 614	3 481	3 103	21.8	30.9	36
Northern Cape	3 103	2 965	2 667	1 035	1 352	1 173	33.4	45.6	44.0	544	827	736	17.5	27.9	27.6
Western Cape	13 349	12 626	10 927	7 064	7 524	7 137	52.9	59.6	65.3	4 894	5 697	5 549	36.7	45.1	50.8
National	220 882	205 364	180 585	81 356	98 260	96 441	36.8	47.8	53.4	45 452	60 917	61 109	20.6	29.7	33.8

There has been an improvement in the performance of learners that passed at 40% in 2011 compared to 2010 across eight provinces except the Northern Cape. This is also confirmed by the improvement in performance at the 30% level and 40% level, nationally. The increase in the number of learners achieving at the 40% level by 11 585 from 2009 to 2011 is a remarkable improvement.

Table 22: Candidates' performance in Mathematics and Physical Science by gender, 2009 – 2011.

	Subject	Mathematics		Physical Sciences	
		Female	Male	Female	Male
2009	Total Wrote	156 953	133 454	112 910	107 972
	achieved at 30% & above	66 533	66 972	38 760	42 596
	% achieved	42.4	50.2	34.3	39.5
2010	Total Wrote	142 990	120 044	106 746	98 618
	achieved at 30% & above	62 197	62 552	48 763	49 497
	% achieved	43.5	52.1	45.7	50.2
2011	Total Wrote	119 645	104 990	92 984	87 601
	achieved at 30% & above	50 158	53 875	46 683	49 758
	% achieved	41.9	51.3	50.2	56.8
				Total	Total
				290 407	220 882
				133 505	81 356
				46.0	36.8
				263 034	205 364
				124 749	98 260
				47.4	47.8
				224 635	180 585
				104 033	96 441
				46.3	53.4

The number of female learners who wrote Mathematics and Physical Sciences over a period of three years has been higher than the number of Male learners. However, the performance of male learners is better than that of the female learners in Mathematics and Physical Sciences over a three year period.

Table 23: Candidates' performance in Accounting by province and level of achievement, 2010 – 2011

Province Name	Accounting									
	2010					2011				
	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%
Eastern Cape	18 055	11 180	5 942	61.9	32.9	17 547	10 550	5 711	60.1	32.5
Free State	9 644	5 223	2 629	54.2	27.3	7 974	4 803	2 793	60.2	35.0
Gauteng	29 560	19 371	12 249	65.5	41.4	25 319	16 637	10 854	65.7	42.9
KwaZulu-Natal	42 647	29 417	17 362	69.0	40.7	40 064	24 980	14 356	62.4	35.8
Limpopo	24 839	15 022	6 720	60.5	27.1	17 602	10 110	4 983	57.4	28.3
Mpumalanga	13 793	6 366	3 172	46.2	23.0	12 101	5 993	3 081	49.5	25.5
North West	7 748	4 491	2 343	58.0	30.2	5 993	3 883	2 188	64.8	36.5
Northern Cape	2 651	1 787	1 012	67.4	38.2	2 257	1 332	775	59.0	34.3
Western Cape	12 054	8 236	5 323	68.3	44.2	9 046	6 684	4 627	73.9	51.1
Total	160 991	101 093	56 752	62.8	35.3	137 903	84 972	49 368	61.6	35.8

In six provinces the achievement rate at 40% in 2011 is higher than in 2010.

Table 24: Candidates' performance in Business Studies by province and level of achievement, 2010 – 2011

	Business Studies									
	2010					2011				
	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%
Eastern Cape	21 797	14 108	8 158	64.7	37.4	22 270	16 072	10 155	72.2	45.6
Free State	11 405	8 158	4 609	71.5	40.4	10 488	9 007	6 506	85.9	62.0
Gauteng	40 147	33 121	23 833	82.5	59.4	38 693	33 718	25 836	87.1	66.8
KwaZulu-Natal	49 477	38 214	26 840	77.2	54.2	49 847	39 074	27 859	78.4	55.9
Limpopo	26 600	15 920	9 002	59.8	33.8	19 314	13 571	8 982	70.3	46.5
Mpumalanga	18 219	9 613	5 195	52.8	28.5	17 758	11 815	7 212	66.5	40.6
North West	9 509	7 643	5 123	80.4	53.9	8 709	7 564	5 622	86.9	64.6
Northern Cape	3 707	2 907	1 645	78.4	44.4	3 949	2 838	1 696	71.9	42.9
Western Cape	19 934	13 058	7 854	65.5	39.4	16 649	13 900	10 159	83.5	61.0
Total	200 795	142 742	92 259	71.1	45.9	187 677	147 559	104 027	78.6	55.4

There has been a remarkable improvement in the performance of learners that achieved at both 30% and 40%.

Table 25: Candidates' performance in Economics by province and level of achievement, 2010 – 2011

	Economics											
	2010						2011					
	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%		Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%	
Eastern Cape	17 501	12 468	7 082	71.2	40.5		18 073	9 928	4 427	54.9	24.5	
Free State	7 949	5 922	3 175	74.5	39.9		6 731	4 148	1 891	61.6	28.1	
Gauteng	27 197	21 686	14 283	79.7	52.5		25 136	17 365	9 068	69.1	36.1	
KwaZulu-Natal	33 702	27 309	18 409	81.0	54.6		33 893	25 023	15 040	73.8	44.4	
Limpopo	27 996	20 982	12 909	74.9	46.1		20 708	12 299	5 882	59.4	28.4	
Mpumalanga	15 032	9 250	4 531	61.5	30.1		13 673	6 495	2 670	47.5	19.5	
North West	6 687	5 201	3 118	77.8	46.6		5 544	3 312	1 512	59.7	27.3	
Northern Cape	2 002	1 428	683	71.3	34.1		1 855	1 237	561	66.7	30.2	
Western Cape	9 223	6 578	3 974	71.3	43.1		7 745	5 604	3 154	72.4	40.7	
Total	147 289	110 824	68 164	75.2	46.3		133 358	85 411	44 205	64.0	33.1	

The significant decrease in performance in Economics warrants special attention in 2012.

Table 26: Candidates' performance in Geography by province and level of achievement, 2010 – 2011

	Geography									
	2010			2011						
	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%
Eastern Cape	23 823	15 915	8 651	66.8	36.3	24 696	15 271	8 273	61.8	33.5
Free State	8 055	5 531	2 905	68.7	36.1	8 102	5 334	2 817	65.8	34.8
Gauteng	31 984	25 667	16 904	80.2	52.9	30 976	24 246	15 765	78.3	50.9
KwaZulu-Natal	45 680	32 559	21 025	71.3	46.0	48 252	35 569	23 636	73.7	49.0
Limpopo	45 332	28 285	15 139	62.4	33.4	36 008	24 127	13 579	67.0	37.7
Mpumalanga	21 702	13 372	7 455	61.6	34.4	20 195	12 775	7 239	63.3	35.8
North West	13 114	9 518	5 105	72.6	38.9	12 255	9 167	5 232	74.8	42.7
Northern Cape	4 614	3 127	1 516	67.8	32.9	4 616	2 863	1 430	62.0	31.0
Western Cape	15 550	11 213	6 541	72.1	42.1	14 148	10 053	6 198	71.1	43.8
Total	209 854	145 187	85 241	69.2	40.6	199 248	139 405	84 169	70.0	42.2

The performance of learners has been stable over the two year period.

Table 27: Candidates' performance in History by province and level of achievement, 2010 – 2011

	History									
	2010					2011				
	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%
Eastern Cape	12 185	8 925	5 835	73.2	47.9	12 337	7 940	4 912	64.4	39.8
Free State	2 984	2 124	1 238	71.2	41.5	3 171	1 994	1 081	62.9	34.1
Gauteng	14 628	13 643	11 056	93.3	75.6	15 271	14 258	11 574	93.4	75.8
KwaZulu-Natal	19 664	16 508	12 663	84.0	64.4	21 436	17 343	12 867	80.9	60.0
Limpopo	13 876	7 825	4 014	56.4	28.9	10 827	6 385	3 291	59.0	30.4
Mpumalanga	7 089	3 489	1 842	49.2	26.0	5 779	3 371	1 923	58.3	33.3
North West	3 782	3 622	3 009	95.8	79.6	4 054	3 468	2 565	85.5	63.3
Northern Cape	2 503	1 994	1 011	79.7	40.4	2 916	2 005	989	68.8	33.9
Western Cape	10 964	8 298	5 373	75.7	49.0	10 137	8 475	6 075	83.6	59.9
Total	87 675	66 428	46 041	75.8	52.5	85 928	65 239	45 277	75.9	52.7

There is an improvement of 0.2% in the performance of learners at 40% in 2011 compared to 2010.

Table 28: Candidates' performance in Life Sciences by province and level of achievement, 2010 – 2011

	Life Sciences									
	2010					2011				
	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%
Eastern Cape	38 293	25 238	16 053	65.9	41.9	38 373	24 966	13 990	65.1	36.5
Free State	12 813	10 932	8 104	85.3	63.2	12 733	10 801	7 580	84.8	59.5
Gauteng	41 632	34 576	26 453	83.1	63.5	38 910	32 342	23 258	83.1	59.8
KwaZulu-Natal	64 412	49 340	35 172	76.6	54.6	63 566	43 704	26 691	68.8	42.0
Limpopo	56 658	39 507	25 001	69.7	44.1	45 987	33 561	19 767	73.0	43.0
Mpumalanga	27 633	18 573	12 179	67.2	44.1	25 087	17 331	10 312	69.1	41.1
North West	15 755	12 906	9 034	81.9	57.3	13 778	10 633	6 596	77.2	47.9
Northern Cape	6 067	4 272	2 607	70.4	43.0	6 262	4 209	2 309	67.2	36.9
Western Cape	22 233	17 551	12 915	78.9	58.1	20 123	16 399	11 799	81.5	58.6
Total	285 496	212 895	147 518	74.6	51.7	264 819	193 946	122 302	73.2	46.2

The change in the Life Sciences content framework has contributed to the decline in performance.

Table 29: Candidates' performance in Mathematical Literacy by province and level of achievement, 2010 – 2011

	Mathematical Literacy									
	2010					2011				
	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%	Wrote	Pass 30-100%	Pass 40-100%	% Pass 30-100%	% Pass 40-100%
Eastern Cape	26 140	20 903	14 161	80.0	54.2	27 770	21 933	15 172	79.0	54.6
Free State	16 837	15 904	12 824	94.5	76.2	16 113	15 112	12 407	93.8	77.0
Gauteng	53 130	49 796	42 472	93.7	79.9	53 550	50 457	43 305	94.2	80.9
KwaZulu-Natal	58 001	48 195	34 763	83.1	59.9	61 591	49 847	34 863	80.9	56.6
Limpopo	45 840	37 061	24 852	80.8	54.2	38 904	30 846	20 161	79.3	51.8
Mpumalanga	29 099	21 773	14 503	74.8	49.8	28 582	23 013	16 426	80.5	57.5
North West	16 416	14 954	11 479	91.1	69.9	15 714	14 624	11 685	93.1	74.4
Northern Cape	6 629	6 062	4 583	91.4	69.1	7 010	6 315	4 720	90.1	67.3
Western Cape	28 744	26 928	22 157	93.7	77.1	26 146	24 401	20 160	93.3	77.1
Total	280 836	241 576	181 794	86.0	64.7	275 380	236 548	178 899	85.9	65.0

The performance of learners between the two years has been fairly stable.

12.2 2011 NSC examination Results for Part time candidates

This section looks at the performance of part time / repeater candidates. These candidates are attached to an institution only for examination purposes and are allowed to enrol for subjects that they did not pass in previous examinations.

12.2.1 Subjects performance (Part time)

Table 30: Performance in Most Popular Subject

Subject	Total Enrolled	Total Wrote	Achieved 30-100%	Achieved 40-100%
Accounting	20 147	13 405	4 213	1 693
Afrikaans 1st Add Lang	2 461	1 623	860	360
Agricultural Sciences	8 673	5 696	1 756	588
Business Studies	21 138	13 853	6 341	2 901
Economics	15 080	9 936	3 040	935
English 1st Add Lang	24 565	15 993	13 790	7 735
Geography	19 133	12 514	4 068	1 589
History	5 624	3 293	1 094	461
Life Sciences	35 442	24 083	12 352	5 795
Mathematical Literacy	18 622	12 137	6 285	3 206
Mathematics	64 601	46 067	11 234	5 414
Physical Sciences	53 382	38 226	11 827	5 609

12.3 Overall 2011 NSC Performance in Special Schools (LSEN)

This section looks at the performance of Learners with Special Needs (LSEN) who experience barrier/s to learning and are granted special concessions according to their needs.

12.3.1 Overall performance of Learners with Special Needs in the 2011 NSC examination

Table 31: Overall performance of Learners with Special Needs in the 2011 NSC examination

Province	Entered	Wrote	Achieved
Eastern Cape	81	78	64
Free State	41	36	33
Gauteng	383	369	340
KwaZulu-Natal	6	6	5
Limpopo	206	179	96
Mpumalanga	0	0	0
North West	4	4	4
Northern Cape	118	117	61
Western Cape	118	92	60
National	957	881	663

Numbers in the table reflect all candidates in special schools who wrote both the endorsed certificate as well as the normal NSC. This table excludes special needs candidates in normal public schools.

12.4 National Senior Certificate (NSC) District Performance, 2009 - 2011

Table 32: National Senior Certificate (NSC) District Performance, 2009 – 2011

	2009			2010			2011		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
Eastern Cape	68 129	34 731	51.0	64 090	37 364	58.3	65 359	37 997	58.1
Butterworth	4 107	1 496	34.8	3 339	1 559	46.7	3 813	1 746	45.8
Cofimvaba	2 237	810	36.6	1 746	995	57.0	1 379	955	69.3
Craddock	888	604	65.8	747	563	75.4	814	601	73.8
Dutywa	3 002	1 304	40.5	3 146	1 627	51.7	3 186	1 617	50.8
East London	6 199	3 717	53.5	5 608	3 754	66.9	6 284	4 006	63.7
Fort Beaufort	2 081	894	42.5	1 986	874	44.0	1 927	804	41.7
Graaff-Reinet	829	543	65.0	814	584	71.7	810	571	70.5
Grahamstown	1 027	588	60.0	901	579	64.3	904	626	69.2
King Williams Town	5 452	2 664	47.1	5 112	2 701	52.8	4 984	2 864	57.5
Lady Frere	1 256	622	56.9	1 249	756	60.5	1 131	760	67.2
Libode	4 425	2 331	54.2	4 891	2 295	46.9	5 772	2 299	39.8
Lusikisiki	3 012	1 484	47.9	2 497	1 508	60.4	2 978	1 739	58.4
Maluti	1 784	925	51.8	1 427	990	69.4	1 331	955	71.8
Mbizana	3 065	1 157	42.7	2 634	1 312	49.8	2 929	1 609	54.9
Mt Fletcher	1 650	671	44.2	1 374	755	54.9	1 183	810	68.5
Mt Frere	2 003	917	42.5	1 916	1 011	52.8	2 371	1 118	47.2
Mthatha	5 578	2 762	45.2	5 531	3 469	62.7	5 464	3 464	63.4
Ngcobo	1 392	687	49.3	1 180	776	65.8	1 312	918	70.0
Port Elizabeth	7 847	5 122	63.6	8 147	5 233	64.2	7 012	4 755	67.8
Queenstown	2 704	1 446	49.2	2 815	1 659	58.9	2 780	1 588	57.1
Qumbu	2 293	813	38.3	1 905	1 085	57.0	1 748	1 039	59.4

	2009			2010			2011		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
Sterkspruit	2 013	1 046	55.1	2 110	1 171	55.5	2 140	1 050	49.1
Uitenhage	3 285	2 128	59.9	3 015	2 108	69.9	3 107	2 103	67.7
The overall performance of the Eastern Cape province is relatively stable between 2010 and 2011.									
Free State	29 808	20 680	69.4	27 586	19 499	70.7	25 932	19 618	75.7
Fezile Dabi	4 625	3 220	69.6	4 401	3 032	68.9	4 184	3 087	73.8
Lejweleputswa	6 413	4 427	69.0	5 373	3 901	72.6	5 051	4 040	80.0
Motheo	9 545	6 857	71.8	8 861	6 609	74.6	8 297	6 199	74.7
Thabo Mofutsanyana	8 153	5 381	66.0	7 927	5 207	65.7	7 359	5 464	74.2
Xhariep	1 072	795	74.2	1 024	750	73.2	1 041	828	79.5
The province has experienced a significant improvement over a three year period. There is notable improvement in Fezile Dabi, Lejweleputswa, Thabo Mofutsanyana and Xhariep.									
Gauteng	9 244	6 852	76.4	92 241	72 537	78.6	85 367	69 216	81.1
Ekurhuleni North District	9 587	6 957	74.1	8 564	7 132	83.3	7 923	6 837	86.3
Ekurhuleni South	7 489	4 929	67.8	8 929	7 110	79.6	8 886	7 217	81.2
Gauteng East District	1 634	1 137	70.7	6 156	4 885	79.4	5 491	4 392	80.0
Gauteng North District	5 111	4 083	81.0	1 470	1 147	78.0	1 287	1 137	88.3
Gauteng West District	8 366	5 470	65.2	6 199	5 081	82.0	6 013	5 074	84.4
Johannesburg Central	6 930	5 042	74.6	7 911	5 411	68.4	7 064	4 790	67.8
Johannesburg East District	6 839	4 734	71.2	6 889	5 216	75.7	6 159	5 246	85.2
Johannesburg North District	5 834	3 999	68.6	6 559	4 972	75.8	5 818	4 565	78.5
Johannesburg South District	4 436	3 321	73.6	5 509	4 243	77.0	5 163	4 055	78.5
Johannesburg West District	1 289	877	72.9	4 426	3 420	77.3	4 171	3 314	79.5
Sedibeng East District	2 906	2 279	78.6	2 541	2 087	82.1	2 397	2 011	83.9

	2009			2010			2011		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
Sedibeng West District	6 167	3 511	58.5	5 332	3 573	67.0	4 723	3 398	71.9
Tshwane North District	5 784	4 499	79.2	5 674	4 856	85.6	5 117	4 352	85.0
Tshwane South District	11 181	8 643	77.2	9 844	8 185	83.1	9 550	8 138	85.2
Tshwane West	5 862	4 538	78.3	6 238	5 219	83.7	5 605	4 690	83.7
There has been an improvement in fourteen (14) districts. Johannesburg Central, given the slight drop in 2011, needs special attention.									
KwaZulu-Natal	132 176	80 733	61.1	122 444	86 556	70.7	122 126	83 204	68.1
Amajuba	6 268	4 045	62.2	5 249	4 135	78.8	5 687	4 156	73.1
Empangeni	13 541	7 164	50.3	13 638	8 726	64.0	14 230	9 070	63.7
Ilembe	7 732	4 301	52.7	6 749	4 679	69.3	7 030	4 616	65.7
Obonjeni	10 331	5 044	48.3	9 418	5 983	63.5	10 400	5 748	55.3
Othukela	8 617	5 570	64.4	8 282	6 079	73.4	8 756	5 991	68.4
Pinetown	17 219	11 153	64.7	15 874	11 309	71.2	14 314	9 807	68.5
Sisonke	6 090	2 786	45.9	4 774	2 961	62.0	5 339	3 523	66.0
Ugu	10 030	6 021	57.7	8 892	6 143	69.1	9 128	6 241	68.4
Umgungundlovu	11 952	7 970	63.0	11 174	8 477	75.9	10 700	7 733	72.3
Umlazi	20 577	14 840	71.0	18 996	14 978	78.8	16 392	12 620	77.0
Umzinyathi	6 913	3 866	55.9	6 511	4 507	69.2	6 522	4 627	70.9
Vryheid	12 906	7 973	60.4	12 887	8 579	66.6	13 628	9 072	66.6

The province experienced improvements in Sisonke and Umzinyathi and most of the remaining districts experienced a slight decline while the performance of Vryheid remained stable. The slight drop by these districts has affected the overall performance of the province.

	2009			2010			2011		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
Limpopo	83 350	40 776	48.9	94 632	54 809	57.9	73 731	47 091	63.9
Capricorn	17 708	10 211	57.7	22 625	14 563	64.4	19 755	13 188	66.8
Greater Sekhukhune	15 550	6 268	40.3	15 916	8 351	52.5	12 610	7 667	60.8
Mopani	18 075	7 480	41.4	21 008	10 903	51.9	16 846	10 121	60.1
Vhembe	24 048	13 320	55.4	26 515	16 718	63.1	17 156	12 055	70.3
Waterberg	7 969	3 497	43.9	8 568	4 274	49.9	7 364	4 060	55.1
The improved performance in the province is attributed to the improvements experienced by all districts.									
Mpumalanga	53 978	25 854	47.9	51 695	29 382	56.8	48 135	31 187	64.8
Bohlabela District	13 806	3 897	28.2	12 761	5 117	40.1	10 930	5 594	51.2
Ehlanzeni District	15 365	8 751	57.0	14 615	9 876	67.6	14 923	10 727	71.9
Gert Sibande District	11 336	5 919	52.2	11 096	6 581	59.3	10 703	7 005	65.4
Nkangala District	13 471	7 287	54.1	13 223	7 808	59.0	11 579	7 861	67.9
The province has experienced a significant improvement over a period of three years. The improvement in the Bohlabela District is encouraging.									
North West	30 665	20 700	67.5	28 909	21 876	75.7	25 364	19 737	77.8
Bojanala Platinum District	12 646	8 598	68.0	12 103	9 356	77.3	10 410	7 996	76.8
Dr. K. Kaunda District	5 965	4 344	72.8	5 513	4 267	77.4	5 327	4 274	80.2
Dr. R.S. Mompoti District	5 106	3 272	64.1	4 786	3 268	68.3	4 093	3 003	73.4
Ngaka M. Molema District	6 948	4 486	64.6	6 507	4 985	76.6	5 534	4 464	80.7
The improvement in the province is attributed to improvements registered in three districts.									

	2009			2010			2011		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
Northern Cape	10 377	6 356	61.3	10 182	7 366	72.3	10 116	6 957	68.8
Frances Baard	4 131	2 512	60.8	3 756	2 713	72.2	3 588	2 551	71.1
John Taolo Gaetsewe	2 188	1 063	48.6	2 336	1 383	59.2	2 312	1 182	51.1
Namaqua	782	678	86.7	879	800	91.0	975	864	88.6
Pixley Ka Seme	1 500	863	57.5	1 362	1 029	75.6	1 352	926	68.5
Siyanda	1 776	1 240	69.8	1 849	1 441	77.9	1 889	1 434	75.9
The drop in the provincial performance is due to a drop in all districts.									
Western Cape	44 931	34 017	75.7	45 764	35 124	76.8	39 960	33 110	82.9
Cape Winelands	6 805	5 265	77.4	6 611	5 336	80.7	5 697	4 843	85.0
Eden And Central Karoo	4 753	3 775	79.4	4 843	3 670	75.8	4 115	3 489	84.8
Metropole Central	7 882	5 746	72.9	7 573	6 062	80.0	6 934	5 743	82.8
Metropole East	7 065	4 723	66.9	7 673	5 076	66.2	6 524	4 939	75.7
Metropole North	8 024	6 453	80.4	8 178	6 535	79.9	7 541	6 392	84.8
Metropole South	6 813	5 087	74.7	7 247	5 563	76.8	5 929	4 907	82.8
Overberg	1 502	1 225	81.6	1 678	1 244	74.1	1 322	1 155	87.4
Westcoast	2 087	1 743	83.5	1 961	1 638	83.5	1 898	1 642	86.5

The improved performance is attributed to the significant improvement in all districts.

Table 33: Summary of District Performance 2011

Province	Total number of Districts	Districts performing below 49%	Districts performing between 50% and 59%	Districts performing at 60% and above
Eastern Cape	23	5	6	12
Free State	5	0	0	5
Gauteng	14	0	0	14
KwaZulu-Natal	12	0	1	11
Limpopo	6	0	1	5
Mpumalanga	4	0	1	3
North West	4	0	0	4
Northern Cape	5	0	1	4
Western Cape	8	0	0	8
Total	81	5	10	66

Table 34: Names of Districts performing below 49%

	2011		
	Total Wrote	Number Achieved	% Achieved
Eastern Cape			
Butterworth	3 789	1 743	46.0
Fort Beaufort	1 904	795	41.8
Libode	5 766	2 252	39.1
Mt Frere	2 374	1 062	44.7
Sterkspruit	2 120	1 035	48.8

Table 35: Names Districts performing between 50 and 59%

	2011		
	Total Wrote	Number Achieved	% Achieved
Eastern Cape			
King Williams Town	4 984	2 864	57.5
Dutywa	3 186	1 617	50.8
Lusikisiki	2 978	1 739	58.4
Mbizana	2 929	1 609	54.9
Queenstown	2 780	1 588	57.1
Qumbu	1 748	1 039	59.4
KwaZulu-Natal			
Obonjeni	10 400	5 748	55.3
Limpopo			
Waterberg	1	4 060	55.1
Mpumalanga			
Bohlabela District	10 930	5 594	51.2
Northern Cape			
John Taolo Gaetsewe	2 312	1 182	51.1

13. Conclusion

This technical report confirms the improvement of performance at the Grade 12 level which is the culmination of 12 years of schooling. This improvement is a consolidation of the improvement trend that was initiated in 2010.

The Department of Basic Education will continue to harness its efforts to ensure that this trend is maintained and entrenched. However, the department is still concerned about the number of schools that are performing below the national average. Through the *Action Plan to 2014: Towards the Realisation of Schooling 2025*, these schools will be closely monitored and supported so as to ensure that all learners are afforded an equal opportunity in succeeding and obtaining the National Senior Certificate.

N/B: To assist with the improvement plans a separate individual School Performance Analysis Report as well as a National Diagnostic Report on Learner Performance are available on the website of the department (www.education.co.za).

List of Acronyms

ANA	Annual National Assessments
BSNSW	Board of Studies New South Wales
CAPS	Curriculum and Assessment Policy Statements
CAT	Computer Applications Technology
CEM	Council of Education Ministers
CIE	Cambridge International Examinations
DAIC	District Assessment Irregularities Committee
DBE	Department of Basic Education
ERCO	Eksamenraad Christelike Onderwys
LSEN	Learners with Special Education Needs
HEDCOM	Heads of Departments Committee
HESA	Higher Education South Africa
HOD	Head of Department
IECS	Integrated Examination Computer System
IEB	Independent Examination Board
IPEAC	Inter-Provincial Examination and Assessment Committee
IT	Information Technology
IQMS	Integrated Quality Management System
LTSM	Learning and Teaching Support Material
MEC	Member of Executive Council
NCS	National Curriculum Statement
NEIC	National Examination Irregularities Committee
NSC	National Senior Certificate
PATs	Practical Assessment Tasks
PEDs	Provincial Education Departments
PEIC	Provincial Examination Irregularities Committee
RNCS	Revised National Curriculum Statement
SAFCERT	South African Certification Council
SAG	Subject Assessment Guidelines
SAIC	School Assessment Irregularities Committee
SAQA	South African Qualifications Authority
SBA	School-Based Assessment
SQA	Scottish Qualification Authority
Umalusi	Council for Quality Assurance in General and Further Education and Training

