



NATIONAL SENIOR CERTIFICATE

2018



03 January 2019

Advancing the Potential of Education



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





NATIONAL SENIOR CERTIFICATE

2018

Technical

Report

Results of the Class of 2018

03 January 2019

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PRESENTATION OUTLINE

- (a) Introduction
- (b) Strategic Direction
- (c) Size and Shape of the Sector
- (d) Progress of the Performance of the Sector
- (e) Class of 2018
- (f) Standardisation
- (g) Summary of 2018 Interventions
- (h) Historical Trends
- (i) Overall National Results
- (j) NSC Passes by Qualification Type
- (k) School Performance by Quintile
- (l) Subject Performance
- (m) District Performance
- (n) Special Needs Education
- (o) Performance of Part Time Candidates
- (p) Distinctions
- (q) Conclusion



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INTRODUCTION

*“By 2030, South Africans should have **access** to education and training of the **highest quality**, leading to **significantly** improved learning **outcomes**. The performance of South African learners in **international** standardised tests should be **comparable** to the performance of learners from countries at a **similar** level of development and with similar levels of access.”*

National Planning Commission: National Development Plan, November 2011)

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STRATEGIC DIRECTION

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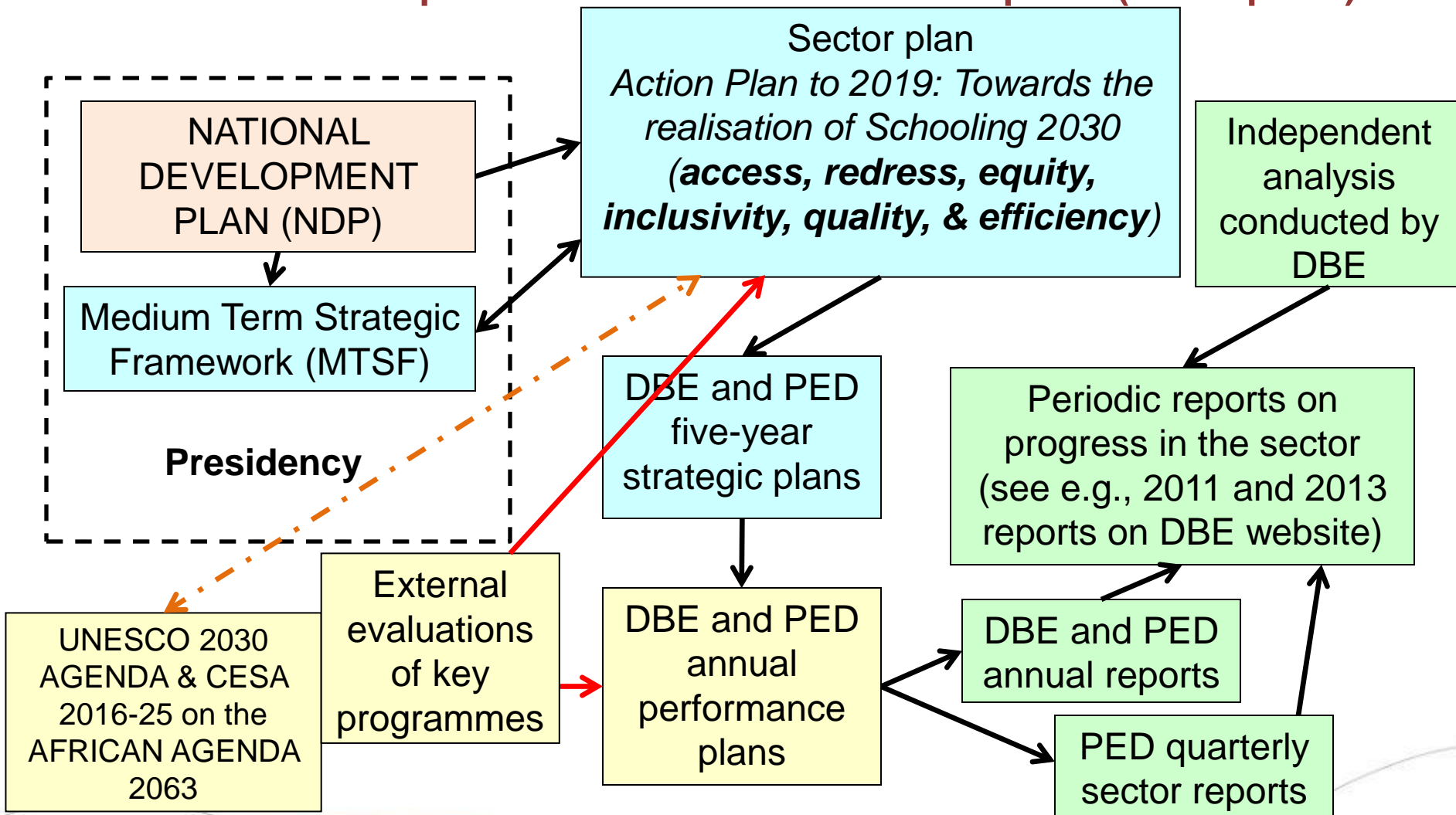
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STRATEGIC DIRECTION

How the sector plan relates to SDGs and other plans (and reports)



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SIZE & SHAPE OF THE BASIC EDUCATION SECTOR

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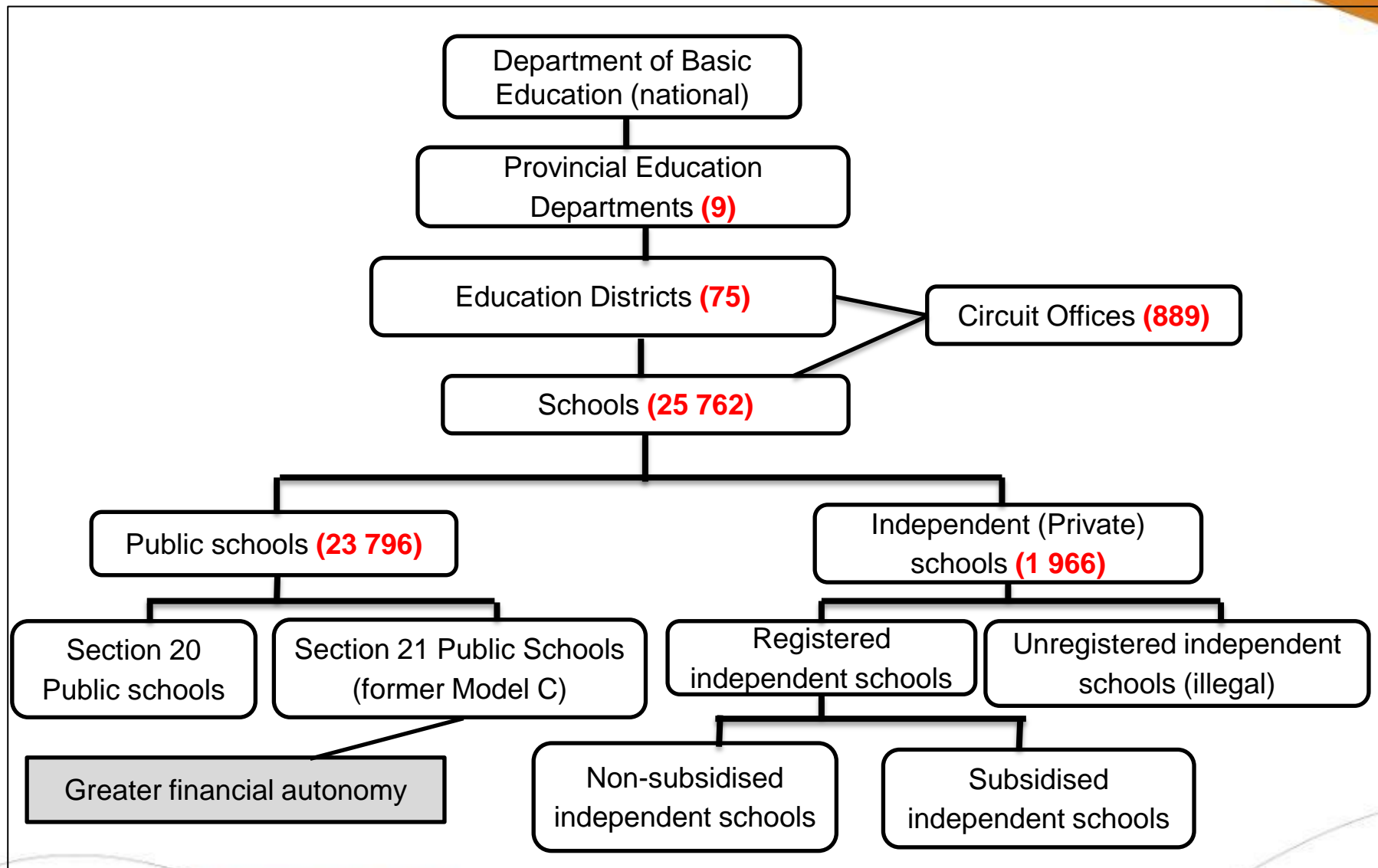
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BASIC EDUCATION SECTOR



NUMBER OF LEARNERS, EDUCATORS AND SCHOOLS IN THE ORDINARY SCHOOL SECTOR BY PROVINCE IN 2017

Province	Public			Independent			Public and Independent					
	Learners	Educators	Schools	Learners	Educators	Schools	Learners	As % of National Total	Educators	As % of National Total	Schools	As % of National Total
Eastern Cape	1 742 817	60 324	5 389	52 746	3 135	180	1 795 563	13.9	63 459	14.6	5 569	21.6
Free State	683 762	22 601	1 184	17 725	989	71	701 487	5.4	23 590	5.4	1 255	4.9
Gauteng	2 261 935	71 263	2 207	151 290	17 336	860	2 413 225	18.7	88 599	20.4	3 067	11.9
KwaZulu-Natal	2 818 213	90 561	5 879	45 103	2 779	220	2 863 316	22.2	93 340	21.5	6 099	23.7
Limpopo	1 717 779	50 825	3 866	58 688	2 911	159	1 776 467	13.8	53 736	12.4	4 025	15.6
Mpumalanga	1 076 554	33 294	1 726	19 874	1 252	110	1 096 428	8.5	34 546	8.0	1 836	7.1
Northern Cape	290 327	10 091	550	2 050	142	29	292 377	2.3	10 233	2.4	579	2.2
North West	807 263	27 054	1 487	18 513	1 178	69	825 776	6.4	28 232	6.5	1 556	6.0
Western Cape	1 091 482	33 143	1 508	36 152	4 442	268	1 127 634	8.7	37 585	8.7	1 776	6.9
South Africa	12 490 132	399 156	23 796	402 141	34 164	1 966	12 892 273	100.0	433 320	100.0	25 762	100.0

EDUCATION STATISTICS AT A GLANCE, 2017

Size of the Schooling System:

Learners: **12 892 273**

Educators: **433 320**

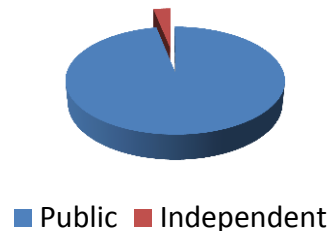
Schools: **25 762**

Official languages

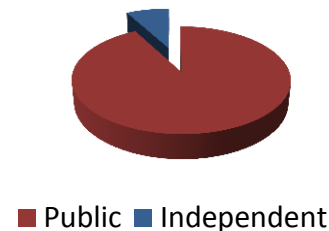
English, isiZulu,
isiXhosa, isiNdebele,
Afrikaans, siSwati,
Sepedi, Sesotho,
Setswana, Tshivenda,
Xitsonga

Sector	Learners	Educators	Schools
Public	12 490 132	399 156	23 796
Independent	402 141	34 164	1 966
Total	12 892 273	433 320	25 762

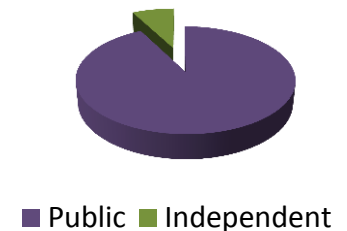
Learners



Educators



Schools



CONSOLIDATED GOVERNMENT EXPENDITURE

R1.67 TRILLION



R1.01 TRILLION

SOCIAL SERVICES



Economic regulation
and infrastructure **R97.9bn**

Industrialisation and exports **R32.9bn**

Agriculture and
rural development **R30.2bn**

Job creation
and labour affairs **R23.3bn**

Innovation, science
and technology **R15.8bn**

**ECONOMIC
DEVELOPMENT
R200.1bn**



Basic education **R230.4bn**

University transfers **R34.9bn**

National Student Financial
Aid Scheme **R22.8bn**

Skills development levy
institutions **R19.3bn**

Education administration **R16.8bn**

Technical and vocational
education and training **R10.7bn**

**LEARNING AND
CULTURE
R351.1bn**

SOCIAL JUSTICE PRINCIPLES USED TO MEASURE EDUCATION PERFORMANCE

- (a) Access
- (b) Redress
- (c) Equity
- (d) Efficiency
- (e) Quality
- (f) Inclusivity

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PROGRESS OF THE PERFORMANCE OF THE SECTOR

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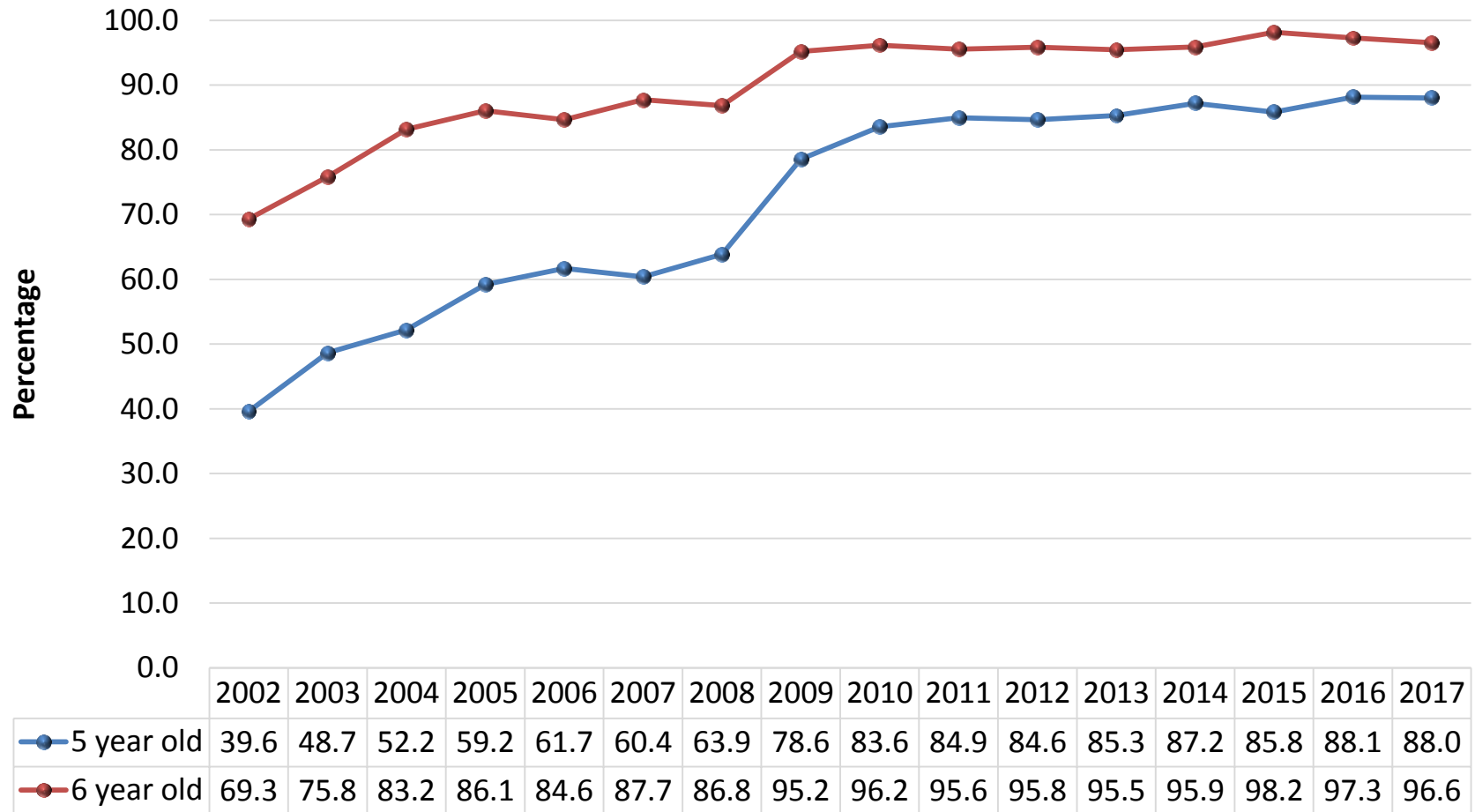
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ACCESS

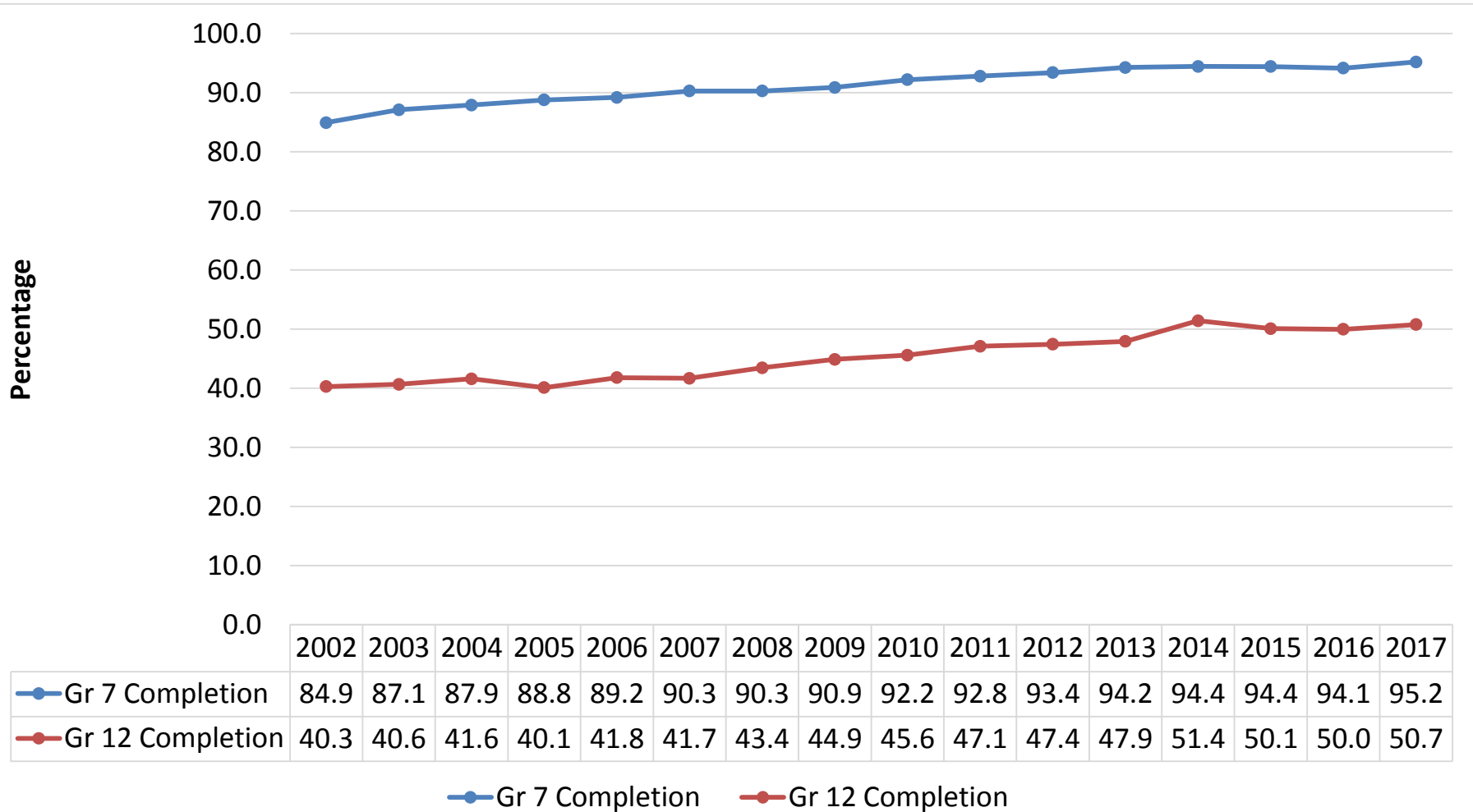
ACCESS TO SCHOOL

Percentage of 5 & 6-year-olds attending an educational institution, 2002-2017



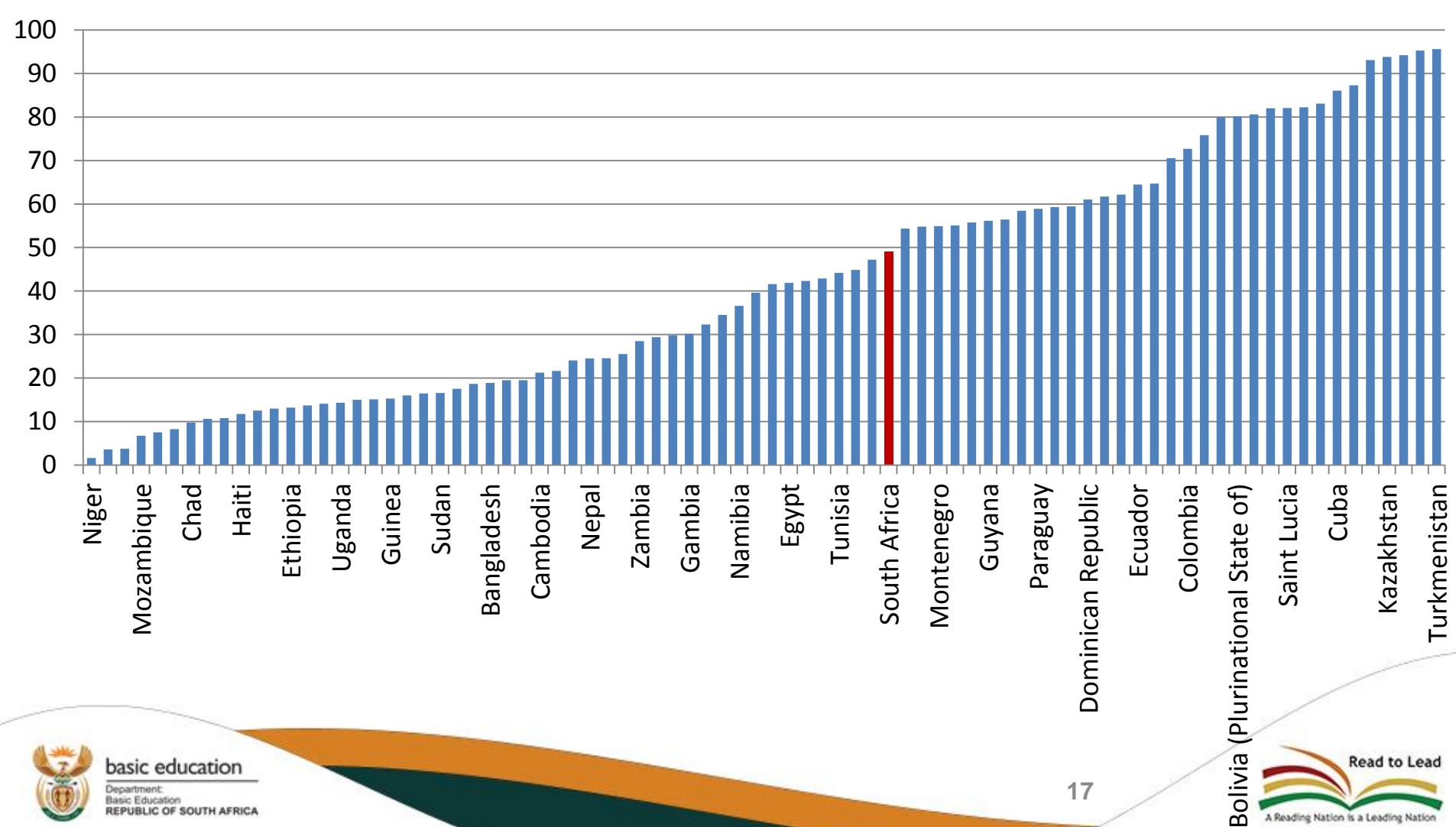
ACCESS TO SCHOOL

National Primary and Secondary completion rates

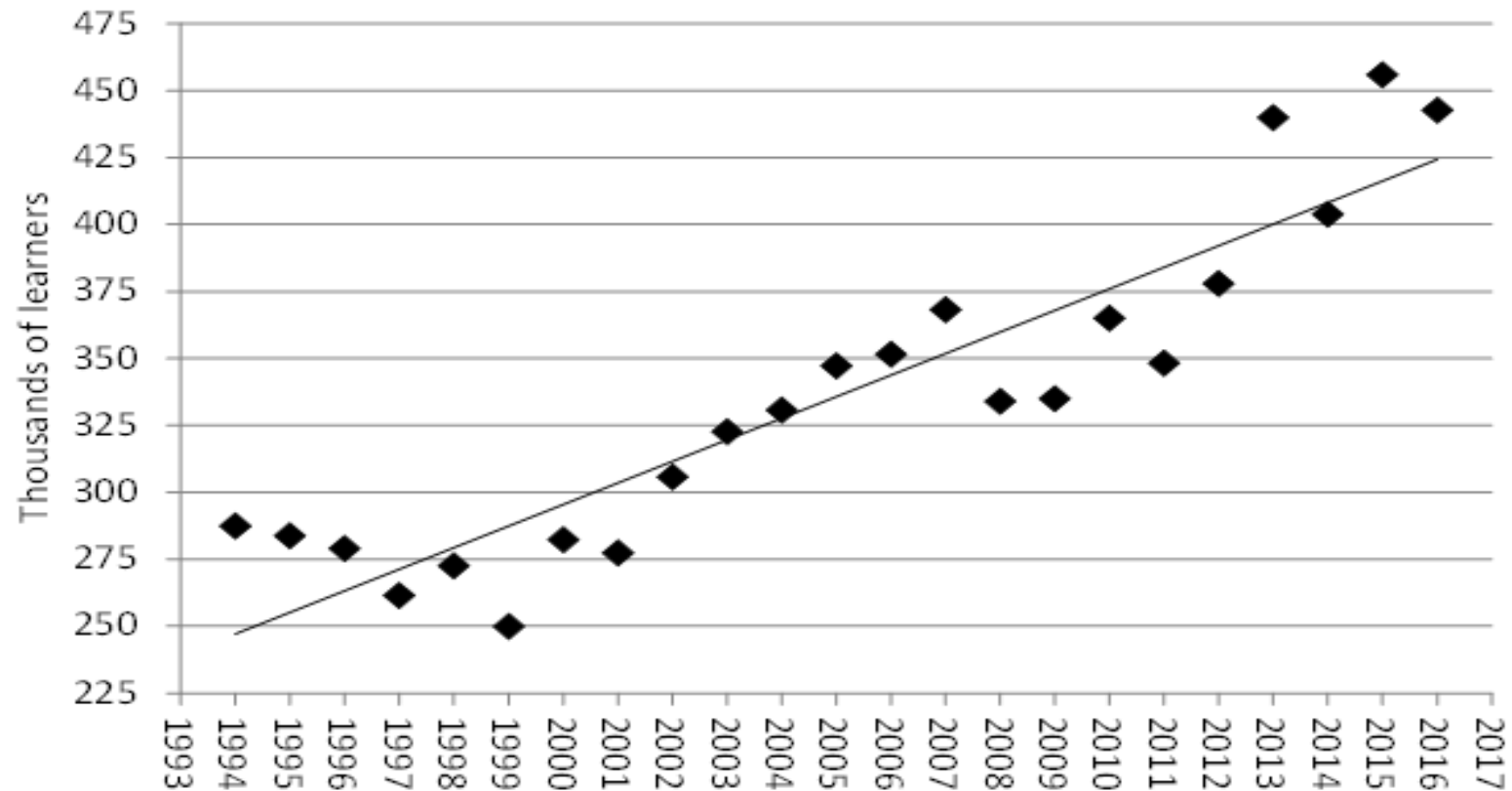


ACCESS TO SCHOOL

Secondary completion rates

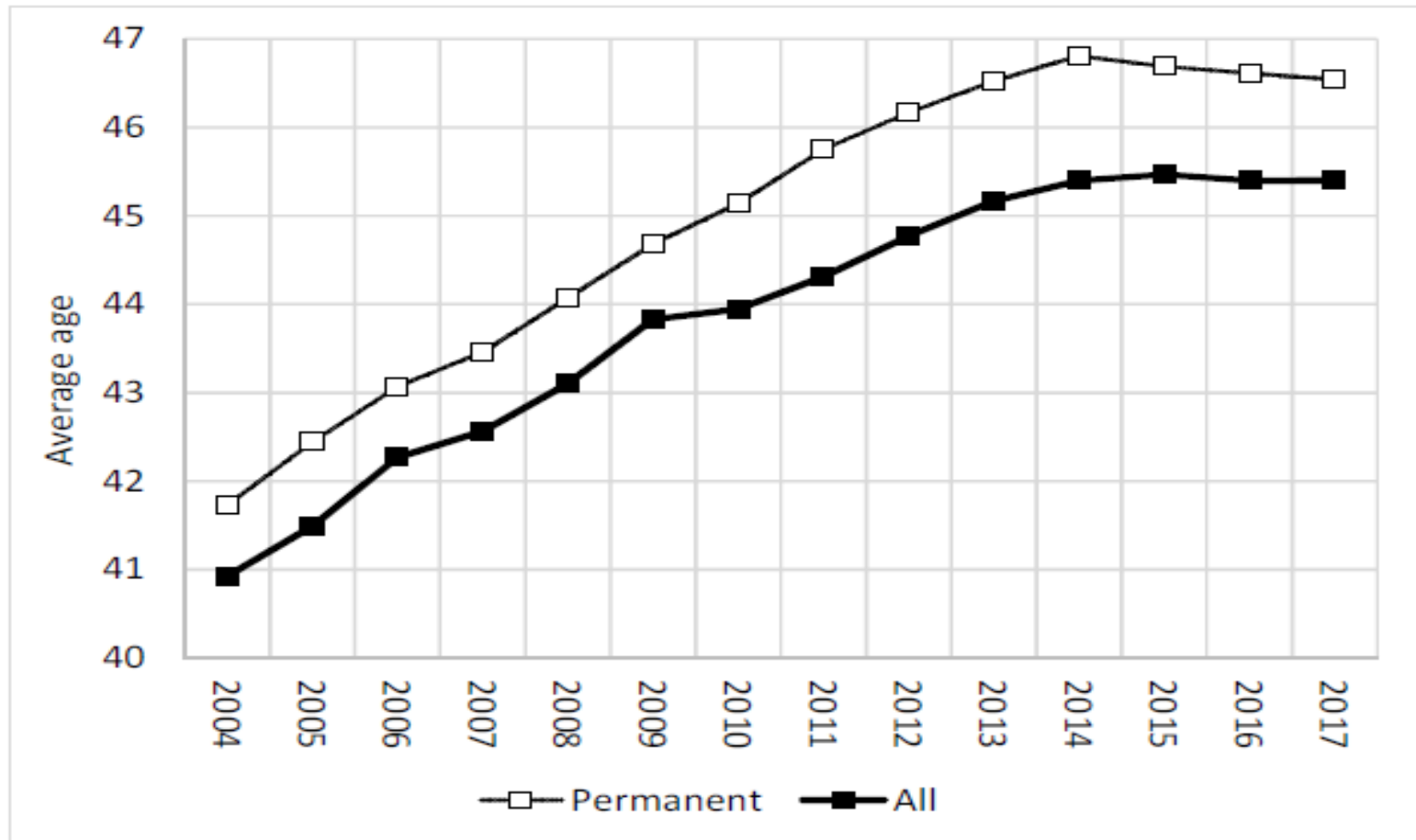


THE NUMBER OF STUDENTS OBTAINING THE 'MATRIC', 1994 – 2016

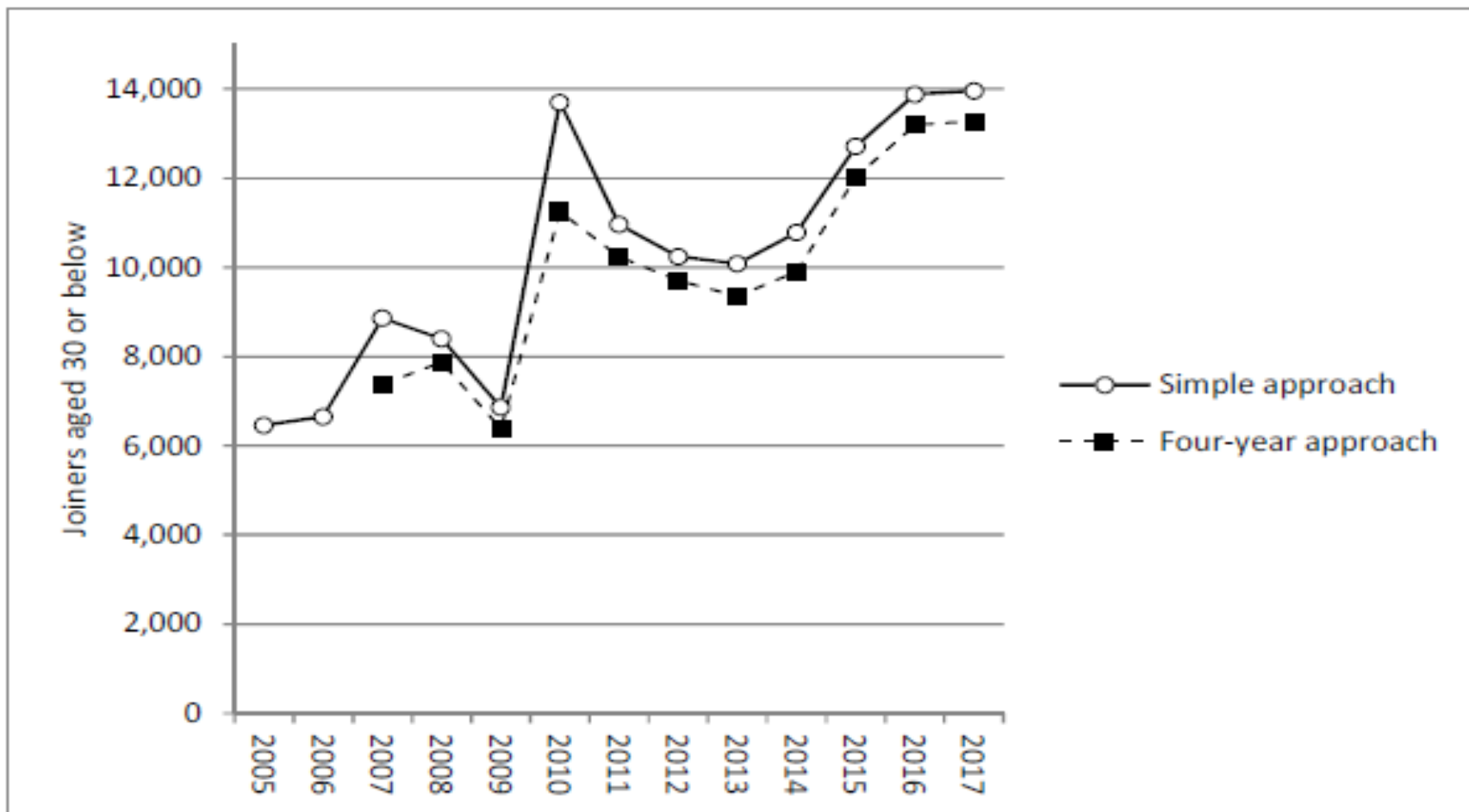


REDRESS

AVERAGE AGE OF EDUCATORS 2004 - 2017



ENTRY OF YOUNG TEACHERS



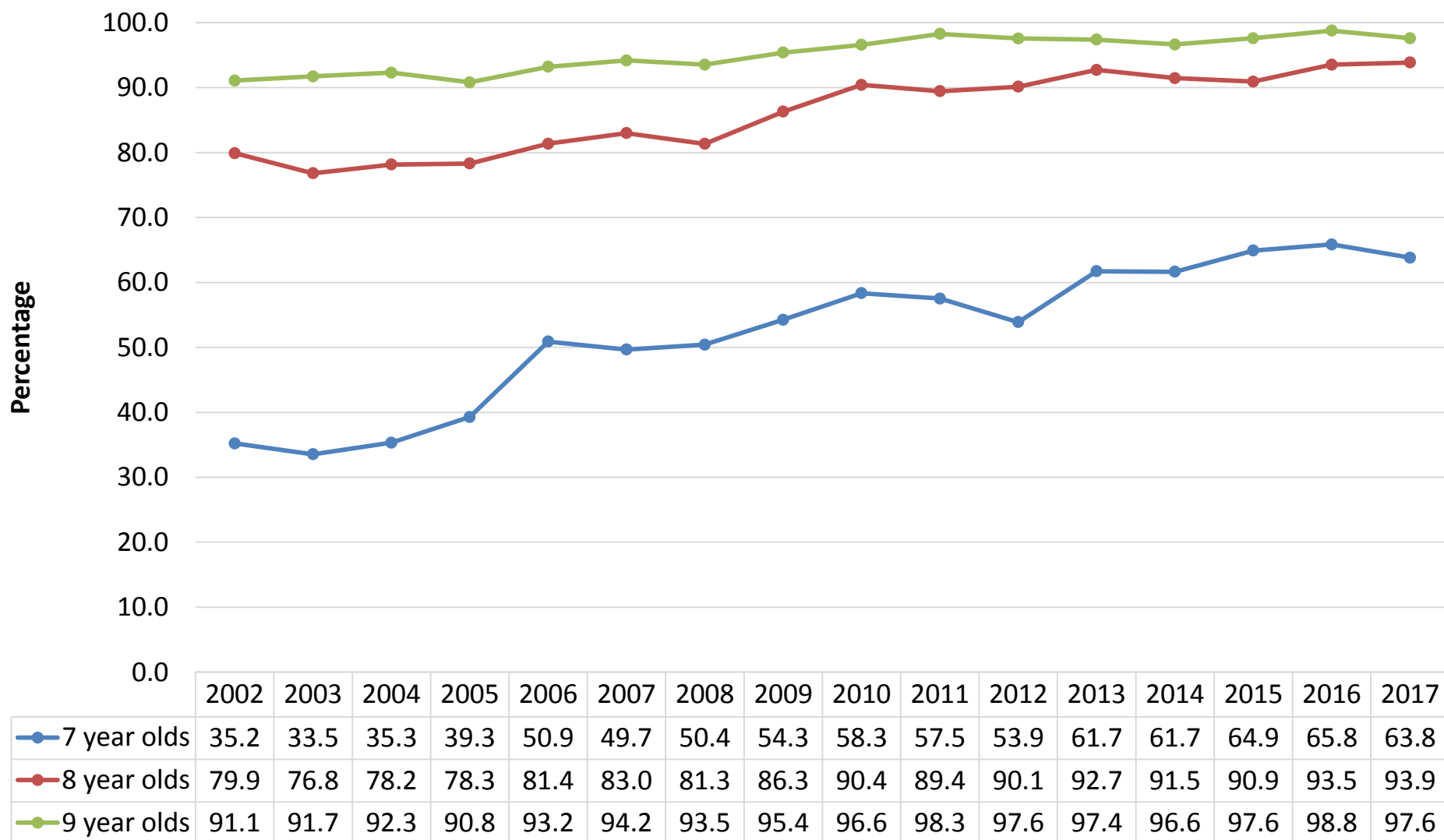
INFRASTRUCTURE FUNCTIONALITY BY PROVINCE 2017

Province	Running water	Perimeter fence	Electricity	Internet	Adequate toilets
EC	74.2%	81.8%	79.6%	43.9%	69.9%
FS	78.4%	78.4%	96.3%	77.4%	71.9%
GT	95.9%	97.6%	95.0%	88.7%	97.8%
KZ	54.6%	89.9%	86.9%	28.8%	77.2%
LP	87.4%	86.2%	98.2%	55.5%	76.8%
MP	80.2%	78.5%	94.2%	66.0%	91.7%
NC	91.0%	92.7%	99.4%	76.5%	89.1%
NW	77.0%	93.5%	87.3%	71.7%	81.5%
WC	94.3%	92.7%	98.8%	98.4%	96.3%
SA	75.9%	87.2%	89.9%	55.3%	79.9%

EFFICIENCY

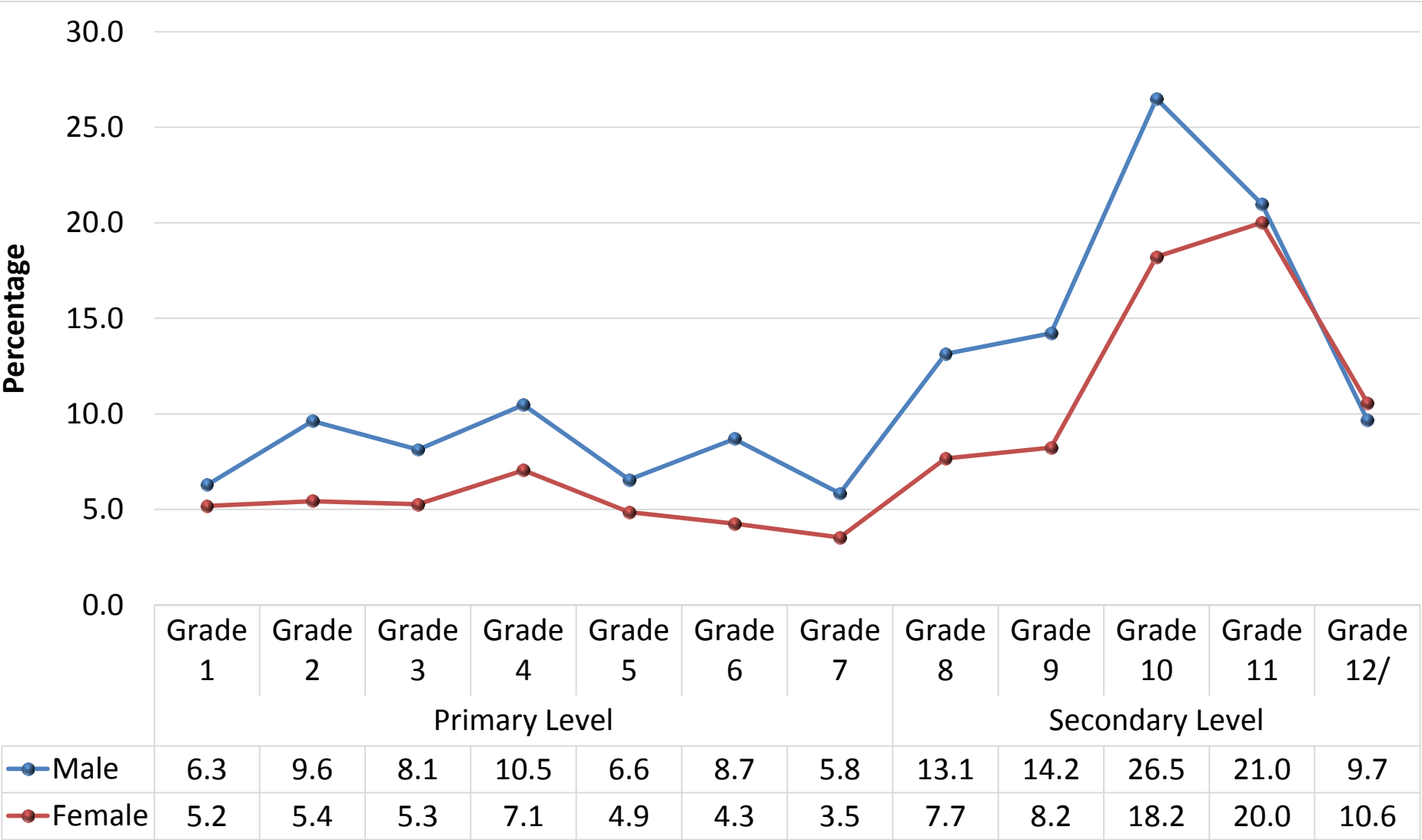
EFFICIENCY

Proportion of children having completed grade 1 by age



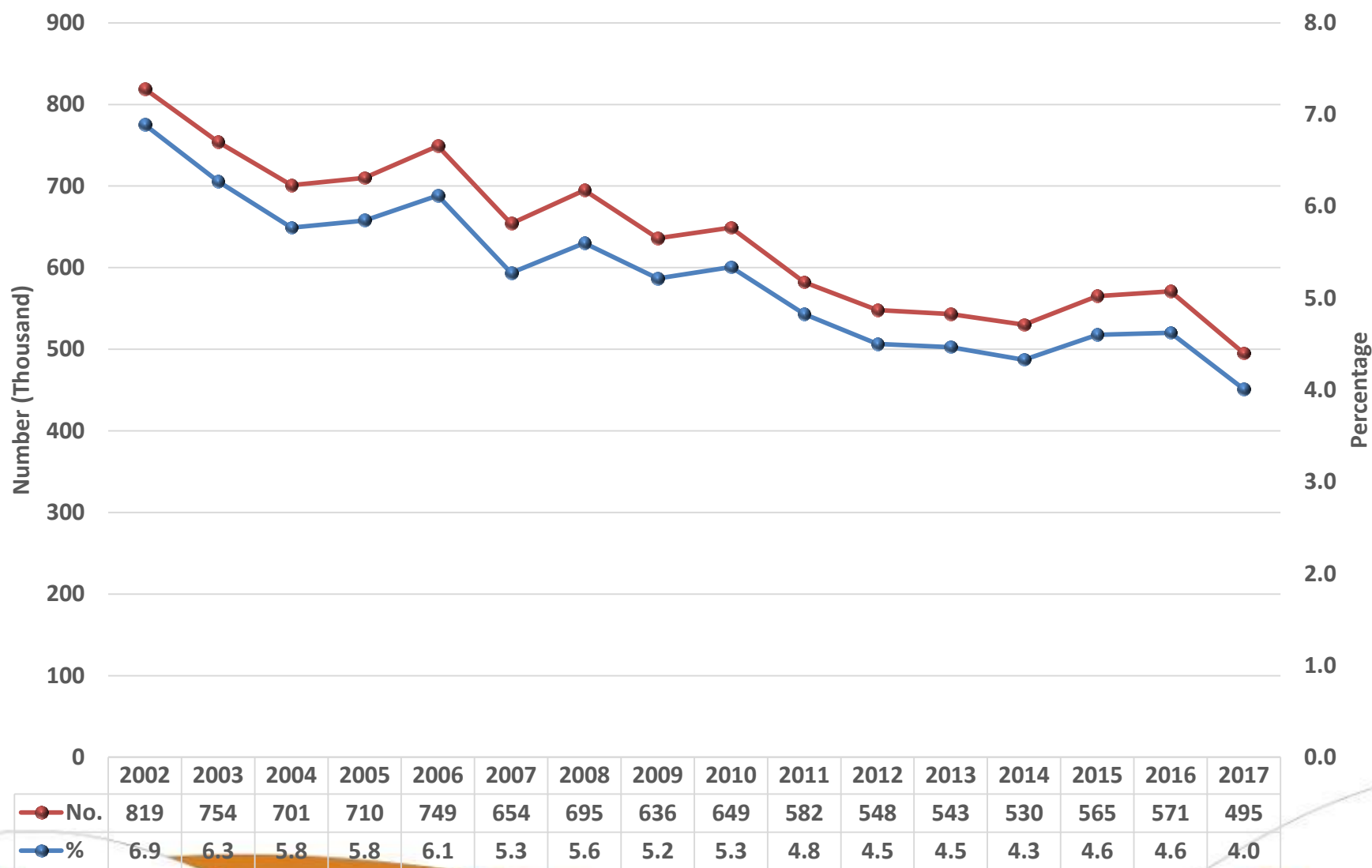
EFFICIENCY

Percentage of repeaters by grade and gender, 2017



EFFICIENCY

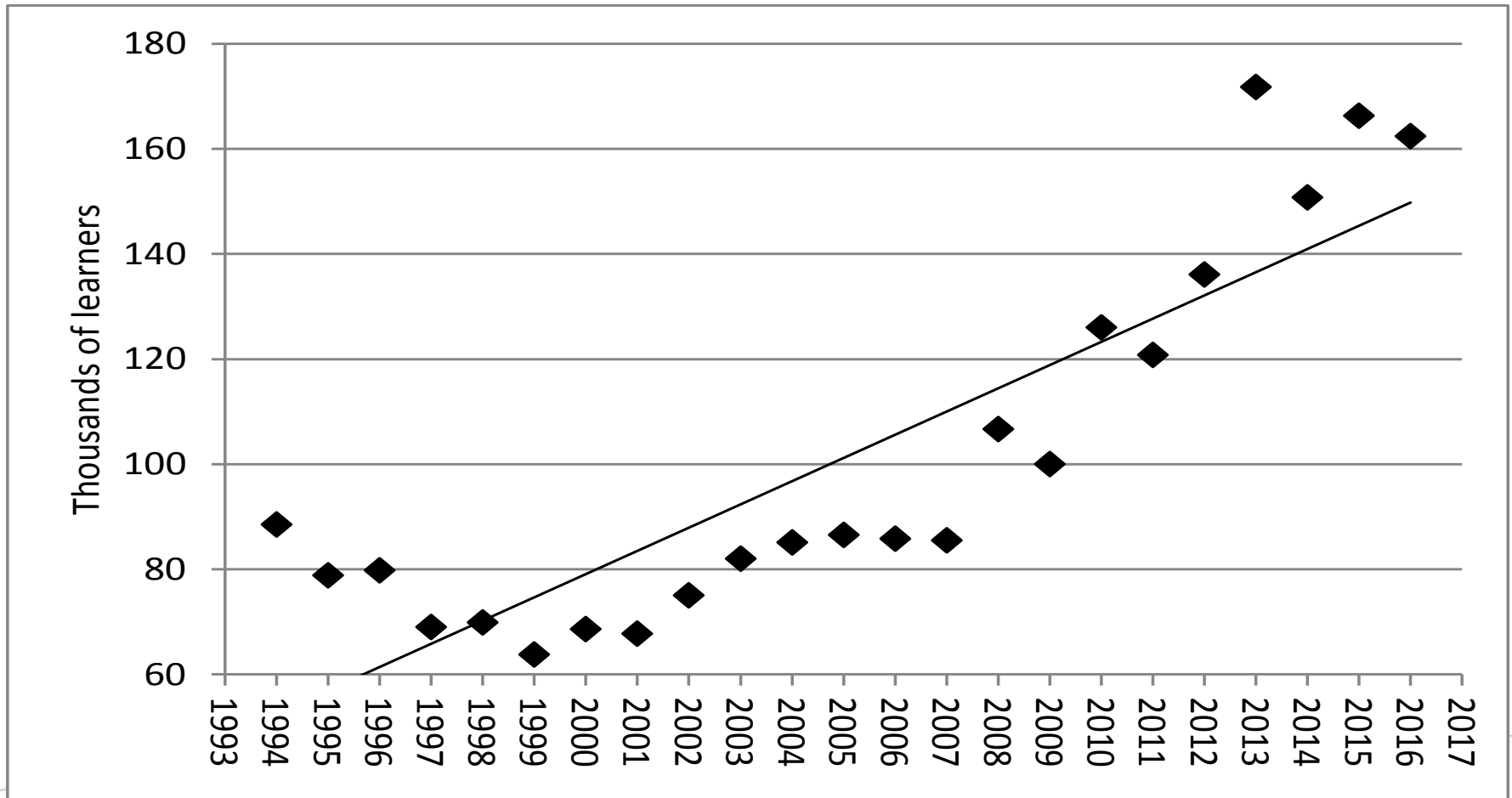
OUT OF SCHOOL YOUTH (AGE 7-18)



QUALITY

QUALITY OF LEARNING

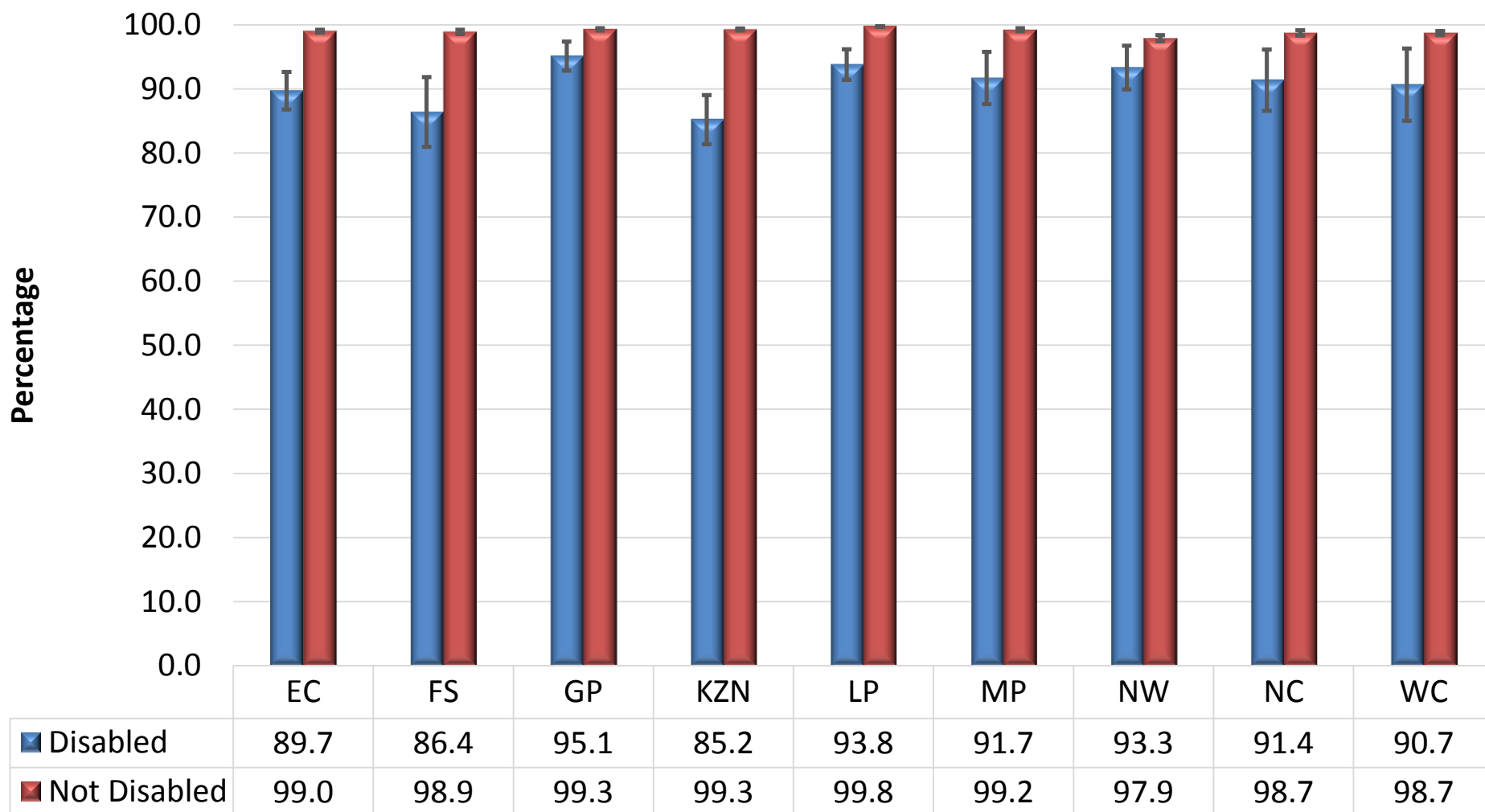
1994 to 2016 increase in 'Bachelors-level' attainment



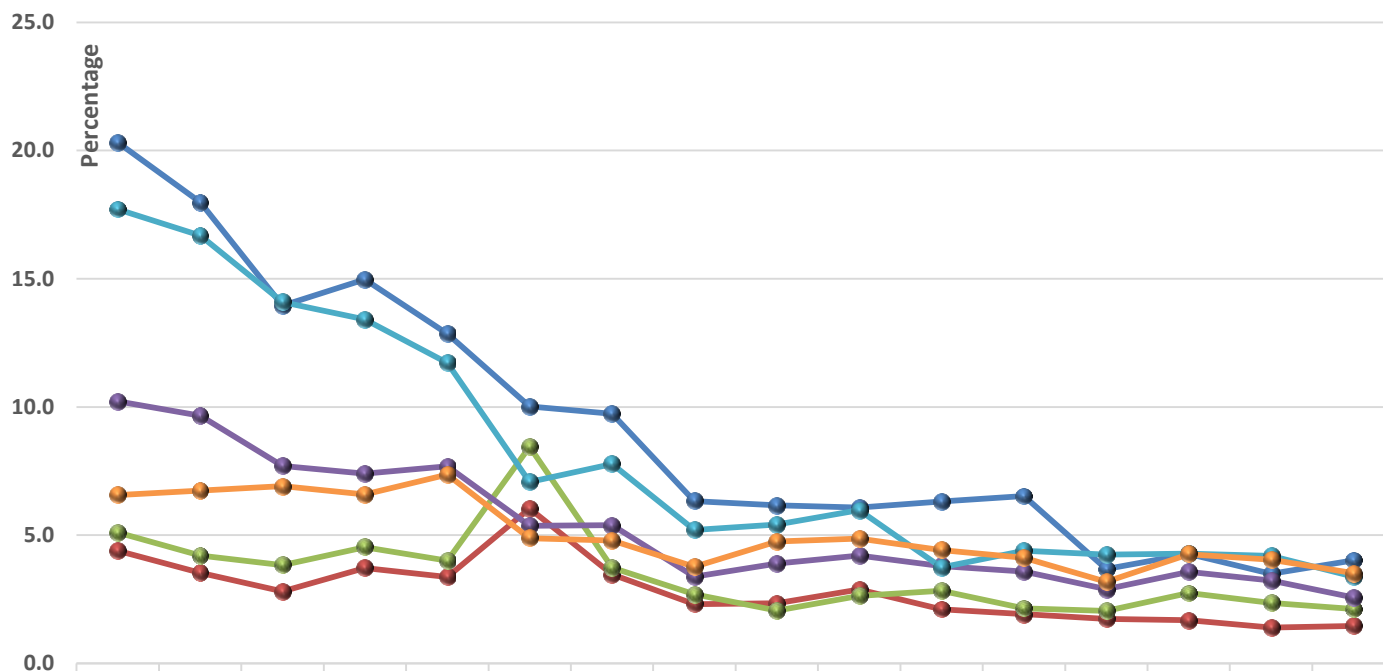
INCLUSIVITY

INCLUSIVITY

Percentage of 7 to 15 year old with disabilities and those without disabilities attending educational institutions by province, 2014-2017



COMPLAINTS ABOUT EDUCATION, 2002 – 2017



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
● Lack of books	20.3	18.0	14.0	15.0	12.9	10.0	9.7	6.3	6.2	6.1	6.3	6.5	3.7	4.3	3.5	4.0
● Poor quality of teaching	4.4	3.5	2.8	3.7	3.4	6.0	3.5	2.3	2.3	2.9	2.1	1.9	1.7	1.7	1.4	1.5
● Lack of teachers	5.1	4.2	3.8	4.5	4.0	8.4	3.7	2.7	2.1	2.6	2.8	2.1	2.0	2.7	2.4	2.1
● Facilities in bad conditions	10.2	9.7	7.7	7.4	7.7	5.4	5.4	3.4	3.9	4.2	3.8	3.6	2.9	3.6	3.2	2.6
● Fees too high	17.7	16.7	14.1	13.4	11.7	7.1	7.8	5.2	5.4	6.0	3.7	4.4	4.2	4.3	4.2	3.4
● Classes too large	6.6	6.7	6.9	6.6	7.4	4.9	4.8	3.8	4.8	4.9	4.4	4.1	3.2	4.3	4.0	3.5



SKILLS FOR A CHANGING WORLD



WORLD ECONOMIC FORUM

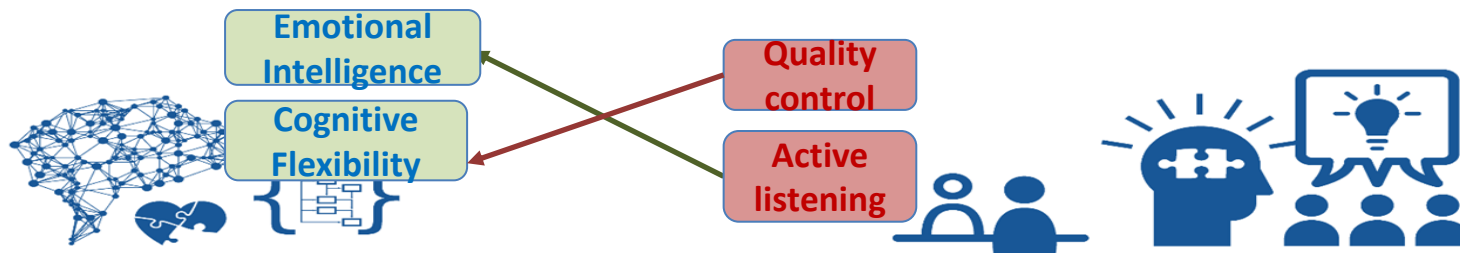
Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

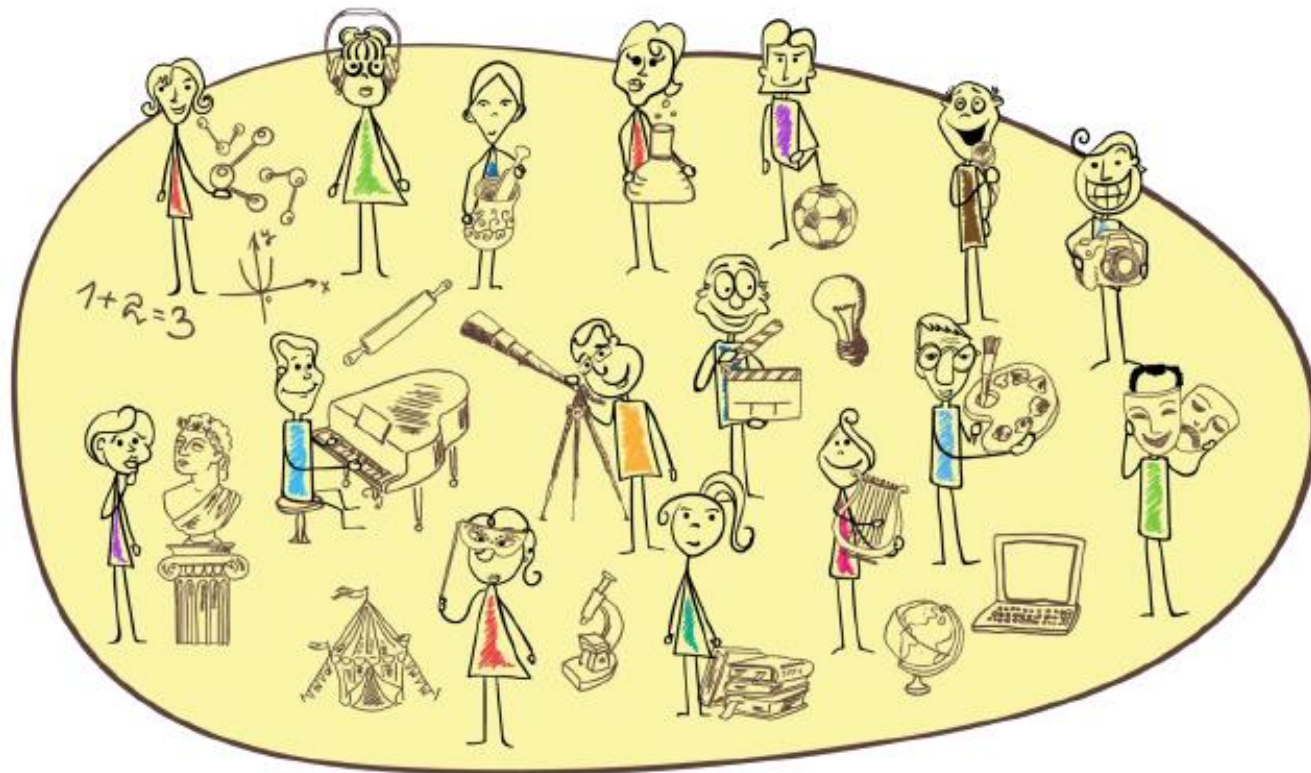


Source: Future of Jobs Report, World Economic Forum

The multi-faceted world of knowledge



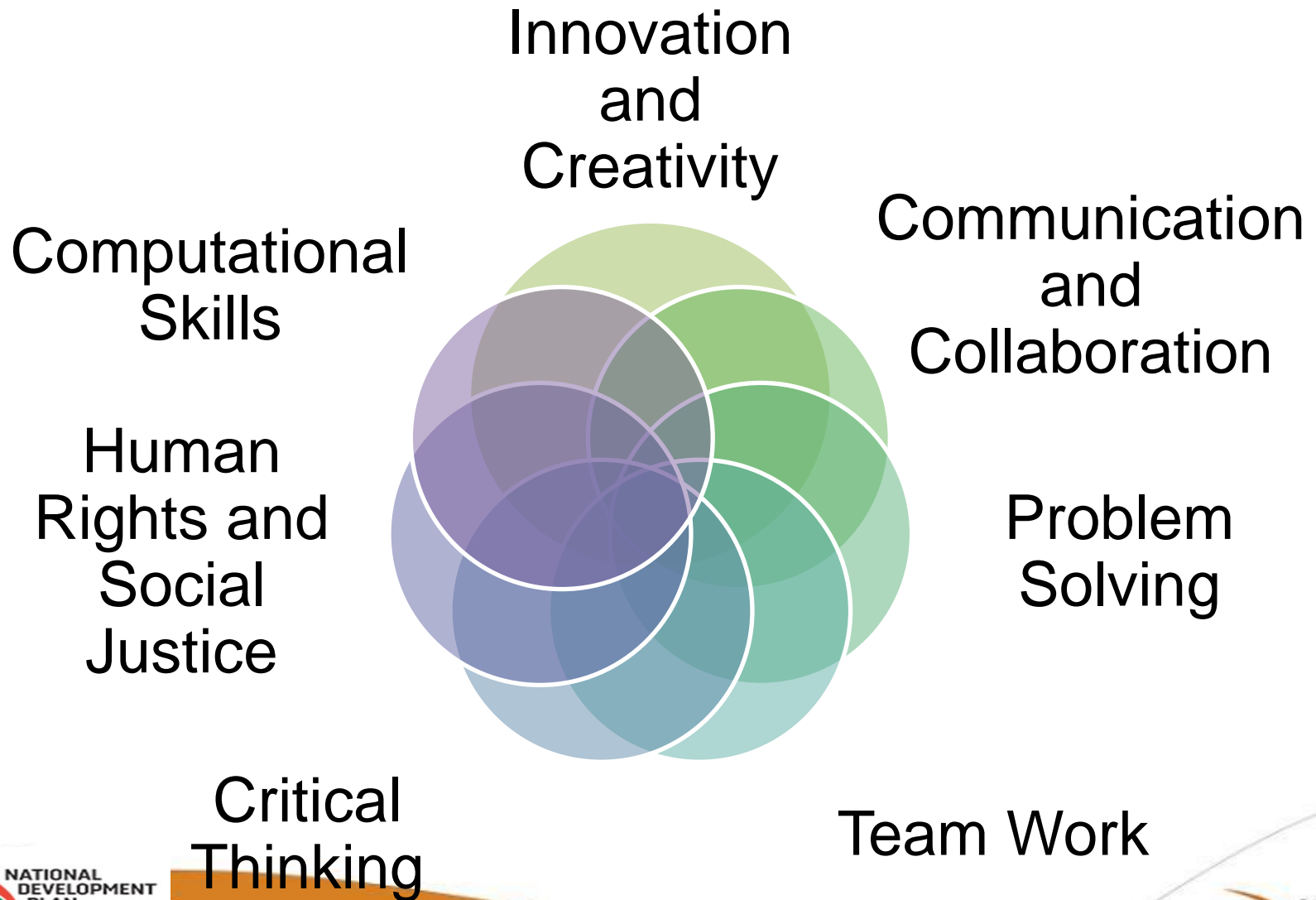
The **human** world of knowledge



BREADTH OF SKILLS



SKILLS EMBEDDED IN THE CURRICULUM



System transformations

The old bureaucratic system

The modern enabling system

Some students learn at high levels (sorting) Student inclusion **All** students need to learn at high levels

Routine cognitive skills Curriculum, instruction and assessment **Complex** ways of thinking, complex ways of doing, collective capacity

Standardisation and compliance Teacher quality **High-level** professional knowledge workers

'Tayloristic', hierarchical Work organisation Flat, collegial

Primarily to authorities Accountability Primarily to peers and stakeholders

THE CLASS OF 2018

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NSC EXAMINATION

- (a) The National Senior Certificate (NSC) examination results is one of the most important **barometers** to evaluate the **success** of the **sector**.
- (b) Progress in the sector has also been **confirmed** in the **international** and **regional assessment** programmes.
- (c) TIMSS (2015) has confirmed that South Africa has shown the largest improvement since 2003 – **87 points** in Maths and **90 points** in Science

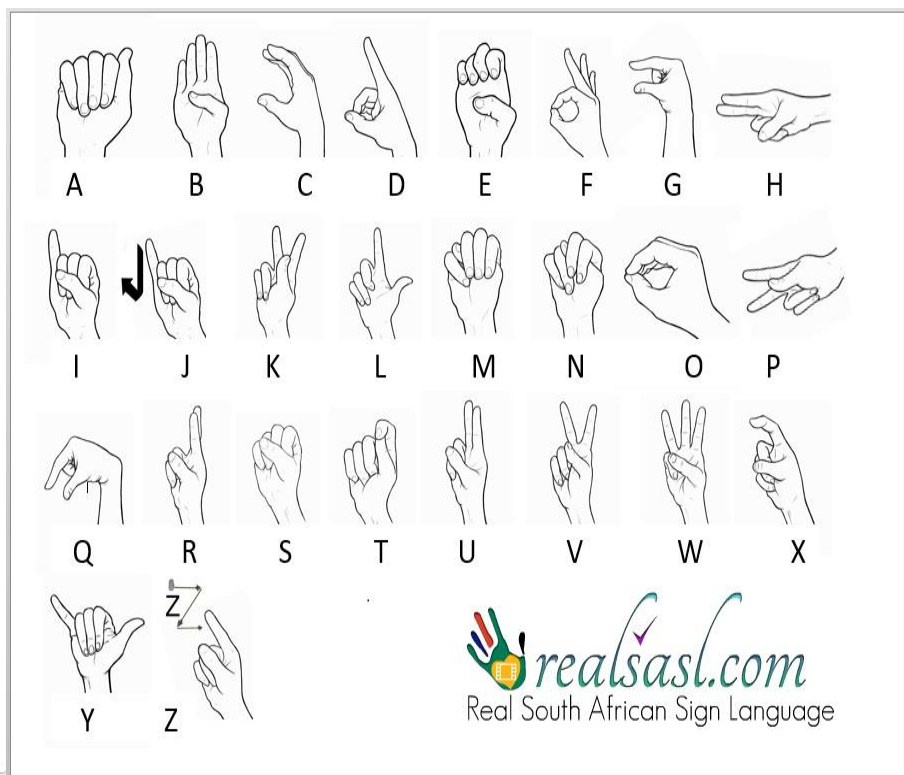
PROFILE OF THE 2018 CLASS

- (a) **Fifth cohort** to be exposed to the CAPS curriculum.
- (b) Teacher **confidence** and teacher **output** has improved.
- (c) Increased **resource material developed** over the last five years
- (d) **Standard** and **quality** of Public Examinations is **maturing** and higher standards are being phased in.
- (e) **12** new subjects.
- (f) Outputs of this cohort is predicated on the following policy imperatives:
 - Policy on Progression
 - Policy on Multiple Examination Opportunity (**MEO**)
 - Introduction of **Sign Language** (Home Language)
 - Introduction of **Specialisation** in the **Technology Subjects**
 - **Abolishment** of the **designated** list of subjects

NEW SUBJECTS ENROLMENTS

South African Sign Language (SASL) Home Language

52



NEW SUBJECTS ENROLMENTS...cont.

Technical Mathematics



11 221

Technical Sciences

11 534

Civil Technology (Construction)

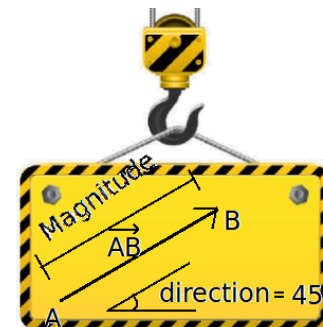
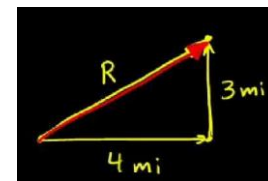
4 459

Civil Technology (Civil Services)

929

Civil Technology (Woodworking)

2 658



43

NEW SUBJECTS ENROLMENTS...CONT.

Electrical Technology (Digital Systems)

435

Electrical Technology (Electronics)

1 116

Electrical Technology (Power Systems)

5 496

Mechanical Technology (Automotive)

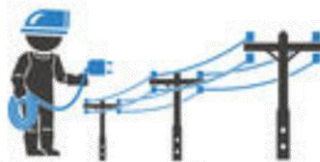
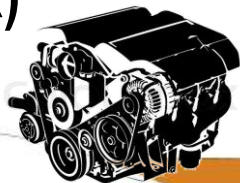
3 173

Mechanical Technology (Fitting & Machining)

2 168

Mechanical Technology (Welding & Metal Work)

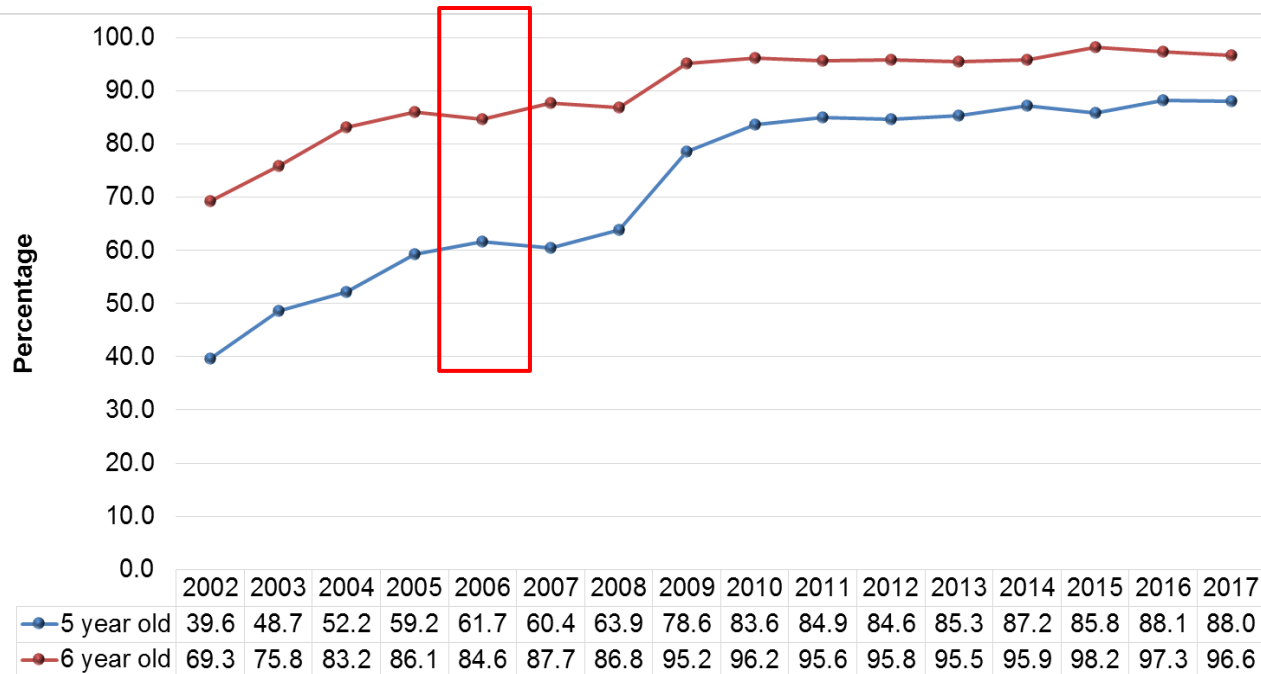
2 032



EARLY CHILDHOOD DEVELOPMENT



Percentage of 5 & 6-year-olds attending an educational institution, 2002-2017



Source: Department of Basic Education, General Household Survey (GHS): Focus on Schooling 2016

Language

Perceptual Skills

Motor Skills

Basic Numeracy

Problem-solving

Self-regulation

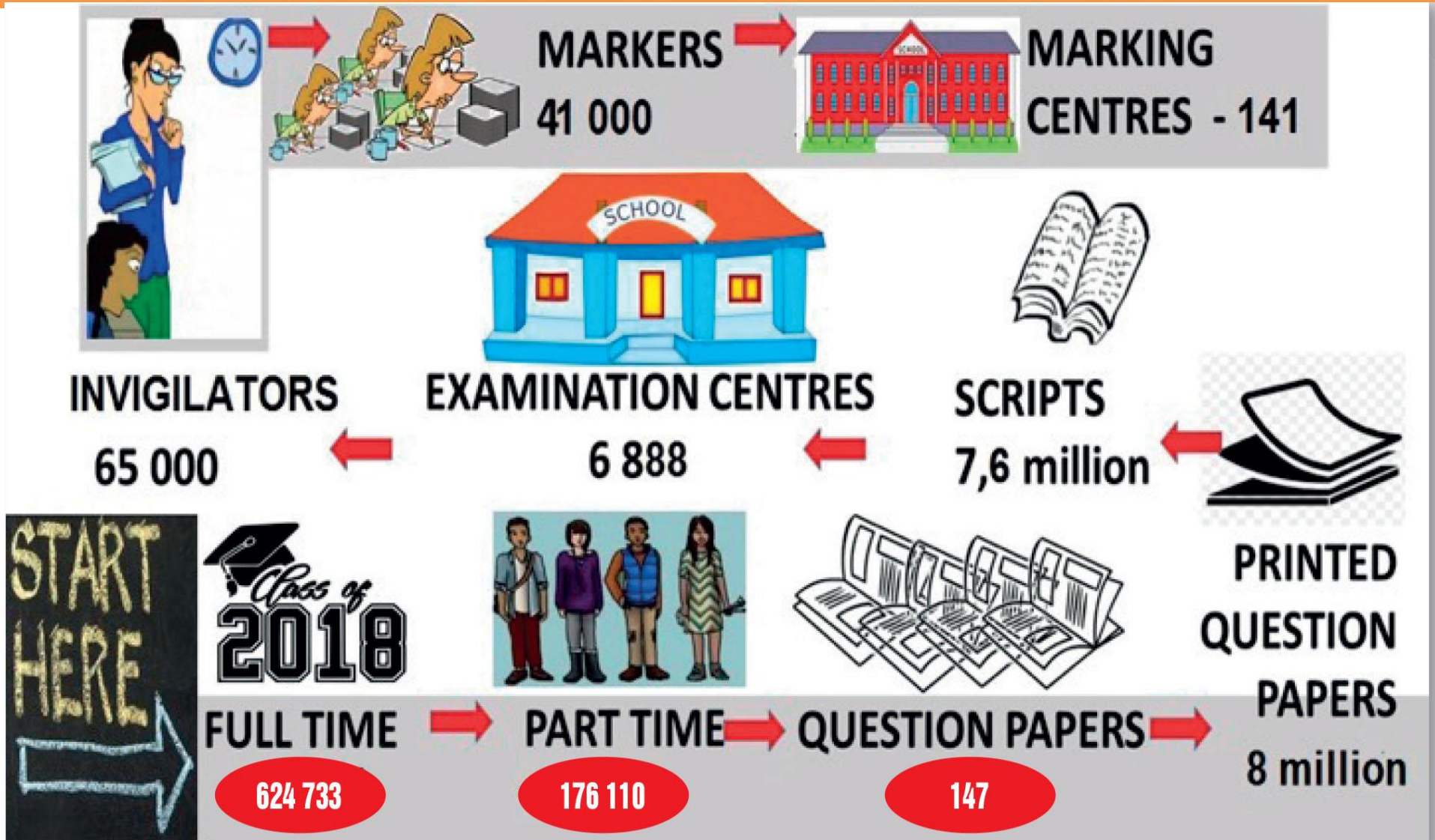
Executive Functioning

LOVE OF LEARNING

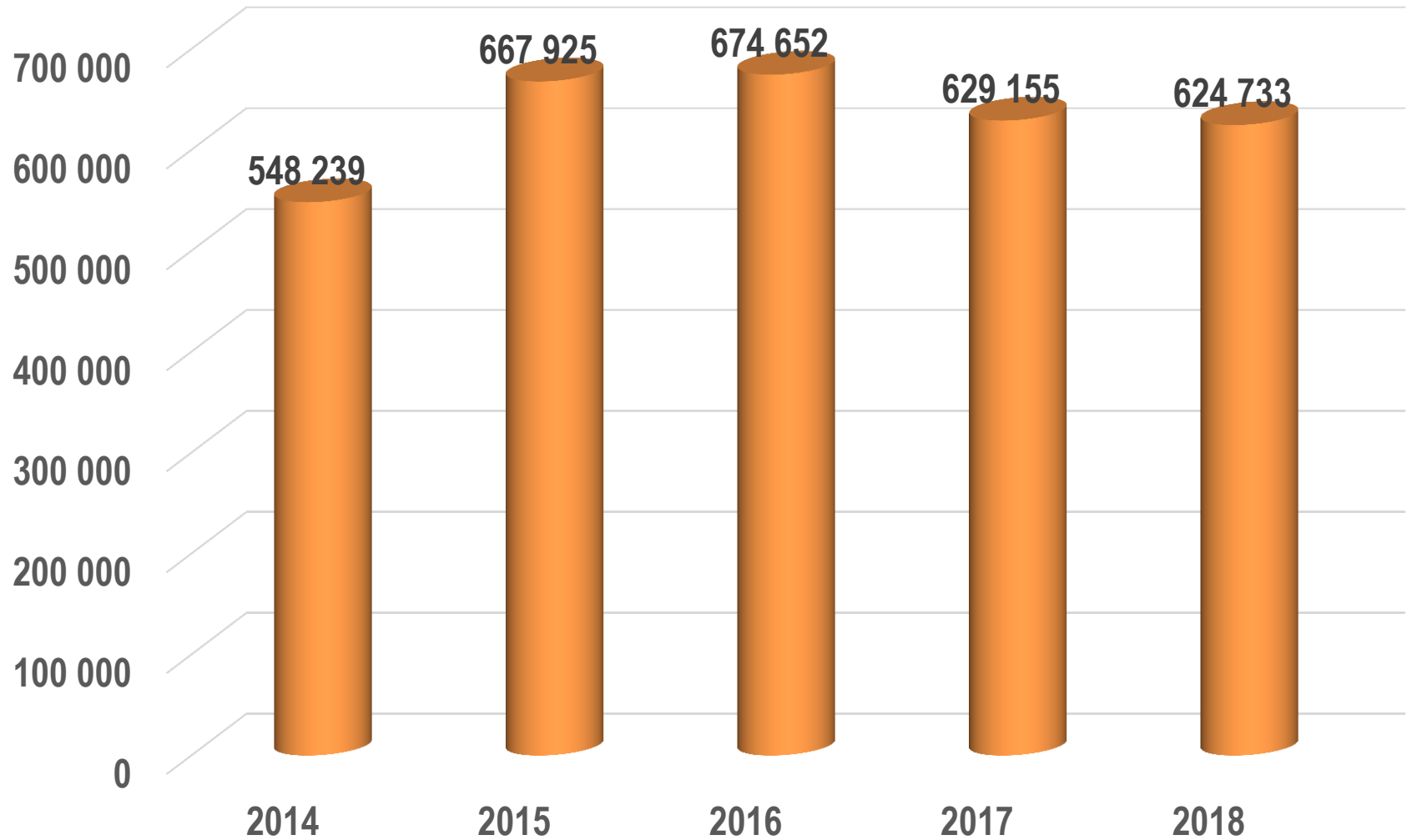
Foundation For Lifelong Learning



THE SCOPE AND SIZE OF THE 2018 NSC EXAMINATION



NSC FULL TIME ENROLMENTS: 2014 - 2018

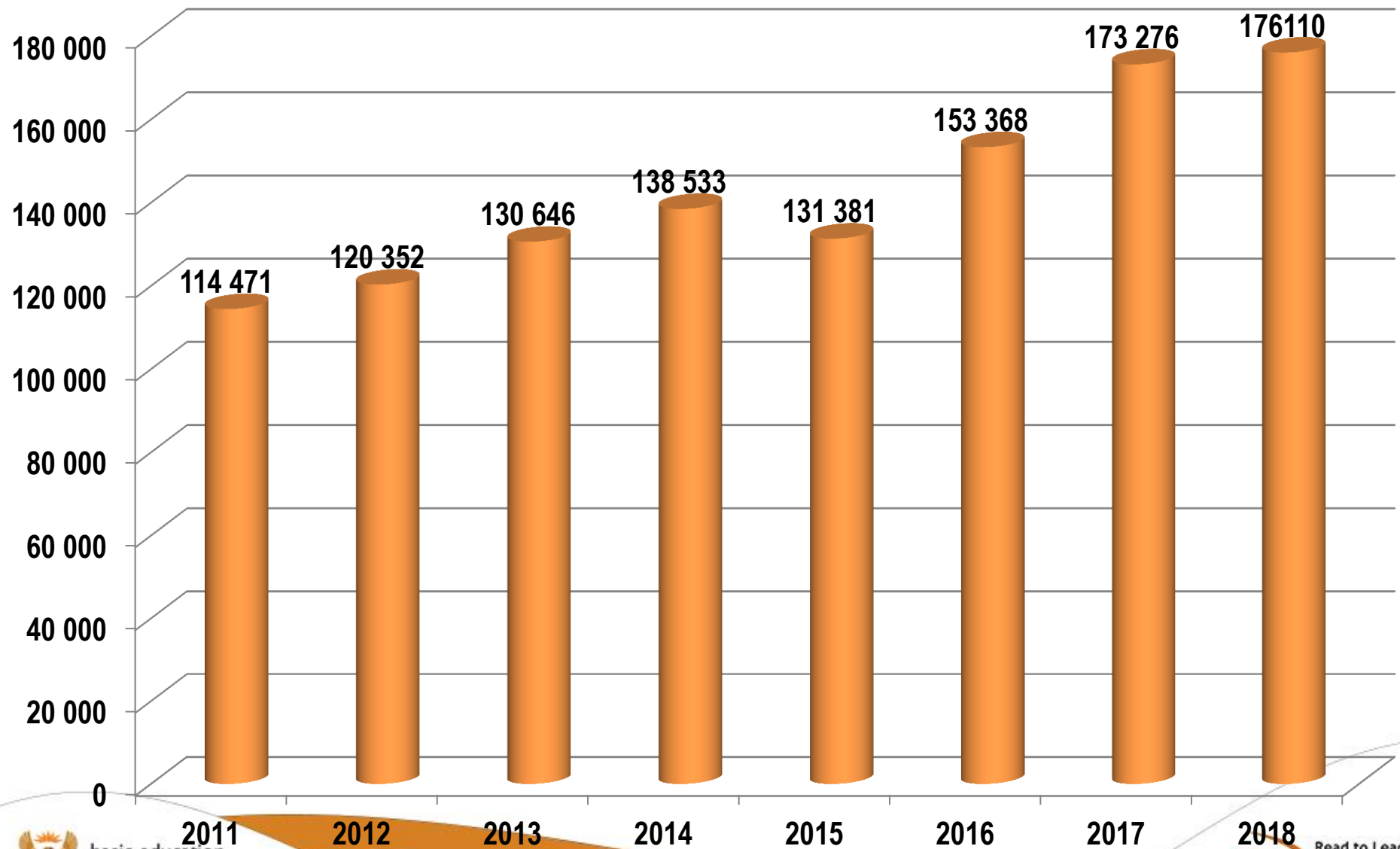


FULL-TIME ENROLMENTS: 2014 TO 2018

Provinces	Entered 2014	Entered 2015	Entered 2016	Entered 2017	Entered 2018	Difference 2018 - 2017
Eastern Cape	69 306	89 740	92 755	82 257	81 842	-415
Free State	26 756	35 209	28 901	27 723	29 209	1 486
Gauteng	101 212	112 064	112 164	108 522	107 166	-1 356
KwaZulu-Natal	147 355	169 769	169 023	153 125	151 166	-1 959
Limpopo	73 543	102 618	110 639	100 041	96 840	-3 201
Mpumalanga	45 900	55 945	60 794	59 500	57 867	-1 633
North West	26 382	33 845	35 403	35 733	34 718	-1 015
Northern Cape	8 950	12 173	11 821	10 519	12 157	1 638
Western Cape	48 835	56 562	53 152	51 735	53 768	2 033
NATIONAL	548 239	667 925	674 652	629 155	624 733	-4 422



NSC PART-TIME ENROLMENT (2011 – 2018)



ENROLMENT IN TERMS OF GENDER

Provinces	Male	Female	Male %	Female %
E Cape	36 867	44 975	45.0	55.0
Free State	13 513	15 696	46.3	53.7
Gauteng	48 673	58 493	45.4	54.6
KwaZulu-Natal	68 345	82 821	45.2	54.8
Limpopo	44 078	52 762	45.5	54.5
Mpumalanga	25 828	32 039	44.6	55.4
N West	15 987	18 731	46.0	54.0
N Cape	5 406	6 751	44.5	55.5
Western Cape	23 483	30 285	43.7	56.3
National	282 180	342 553	45.2	54.8

NSC SUBJECT ENROLMENT (2014 – 2018)

Subjects	Entered 2014	Entered 2015	Entered 2016	Entered 2017	Entered 2018	Difference 2018-2017
Accounting	128 779	143 962	137 808	116 149	104 553	-11 596
Agricultural Sciences	80 194	106 183	113 119	108 756	108 794	38
Business Studies	212 147	254 188	248 730	225 100	216 217	-8 883
Economics	140 860	169 937	165 782	144 793	133 198	-11 595
English FAL	443 145	554 565	564 814	521 306	515 937	-5 369
Geography	241 321	310 300	321 829	306 474	308 014	1 540
History	118 575	158 451	165 294	159 108	167 289	8 181
Life Sciences	290 580	355 614	368 191	352 594	351 377	-1 217
Mathematical Literacy	318 994	398 632	389 163	353 019	342 976	-10 043
Mathematics	229 888	269 253	285 406	276 084	270 516	-5 568
Physical Sciences	171 549	197 047	204 695	197 960	193 869	-4 091



NSC 2017/18 PROGRESSED LEARNERS

Province	2017			2018			Difference
	Total Entered	No Progressed	% Progressed	Total Entered	No Progressed	% Progressed	
Eastern Cape	82 257	10 937	13.3	81 842	16 708	20.4	5 771
Free State	27 723	5 288	19.1	29 209	6 588	22.6	1 300
Gauteng	108 522	13 574	12.5	107 166	15 692	14.6	2 118
KwaZulu-Natal	153 125	27 653	18.1	151 166	36 186	23.9	8 533
Limpopo	100 041	23 254	23.2	96 840	24 858	25.7	1 604
Mpumalanga	59 500	13 698	23.0	57 867	14 409	24.9	711
North West	35 733	7 432	20.8	34 718	8 162	23.5	730
Northern Cape	10 519	2 314	22.0	12 157	2 647	21.8	333
Western Cape	51 735	3 280	6.3	53 768	3 384	6.3	104
National	629 155	107 430	17.1	624 733	128 634	20.6	21 204



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SUMMARY OF 2018 INTERVENTIONS

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LEARNER SUPPORT MODEL

All Learners : Minimum prescripts / Basic

*

Teacher

* Text

* Time

In School / Teacher led Support

Additional Support:

- * In Class, Teacher led support; Often Individualised / small group support
- * Re-teaching / additional exercises to close identified gaps.

District / Provincial

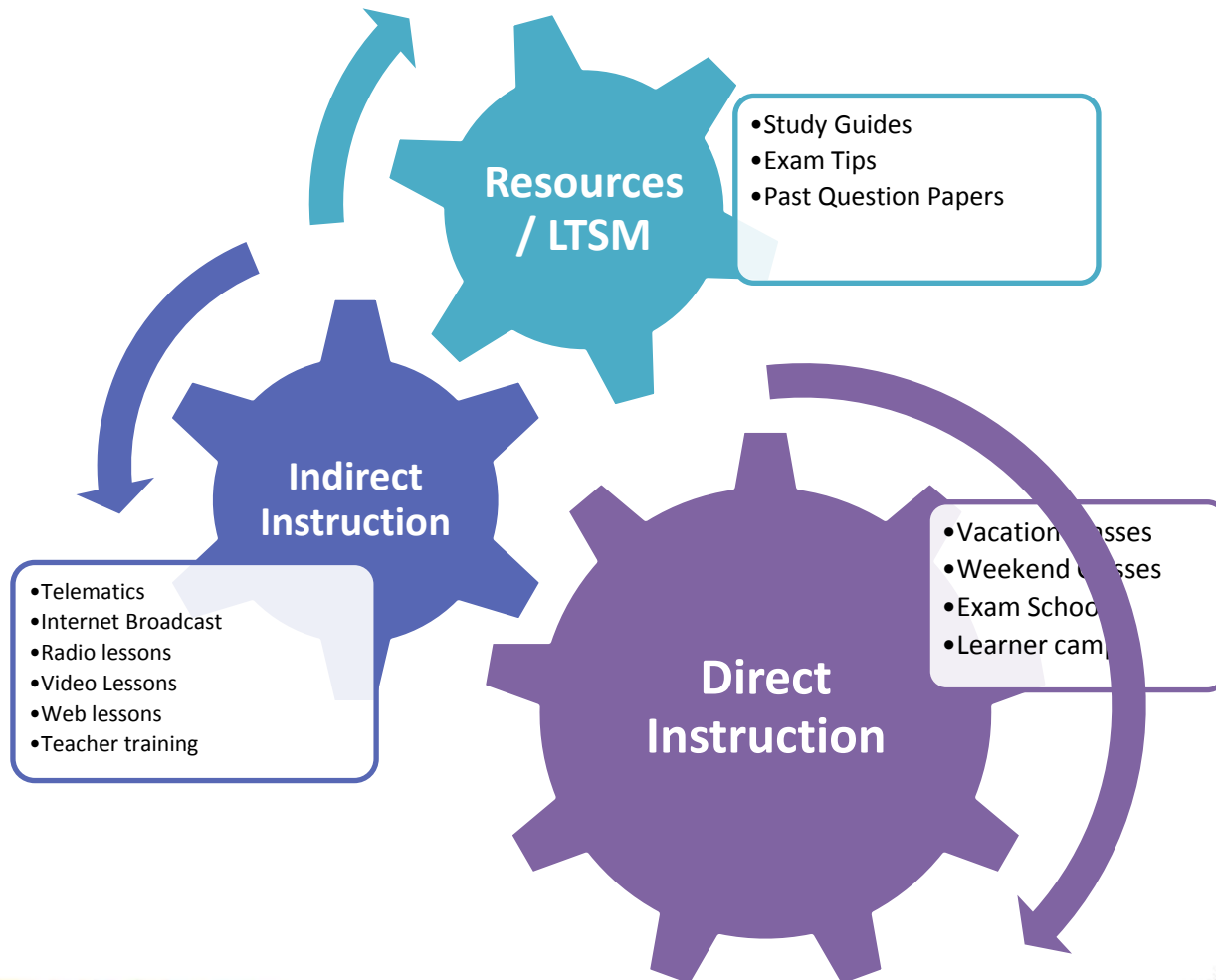
Intensive Support:

- * Differentiated;
- * Based on Needs;
- * Data Driven Support

**E
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R**



LEARNER SUPPORT: KEY LEVERS



KEY PILLARS OF LEARNER SUPPORT

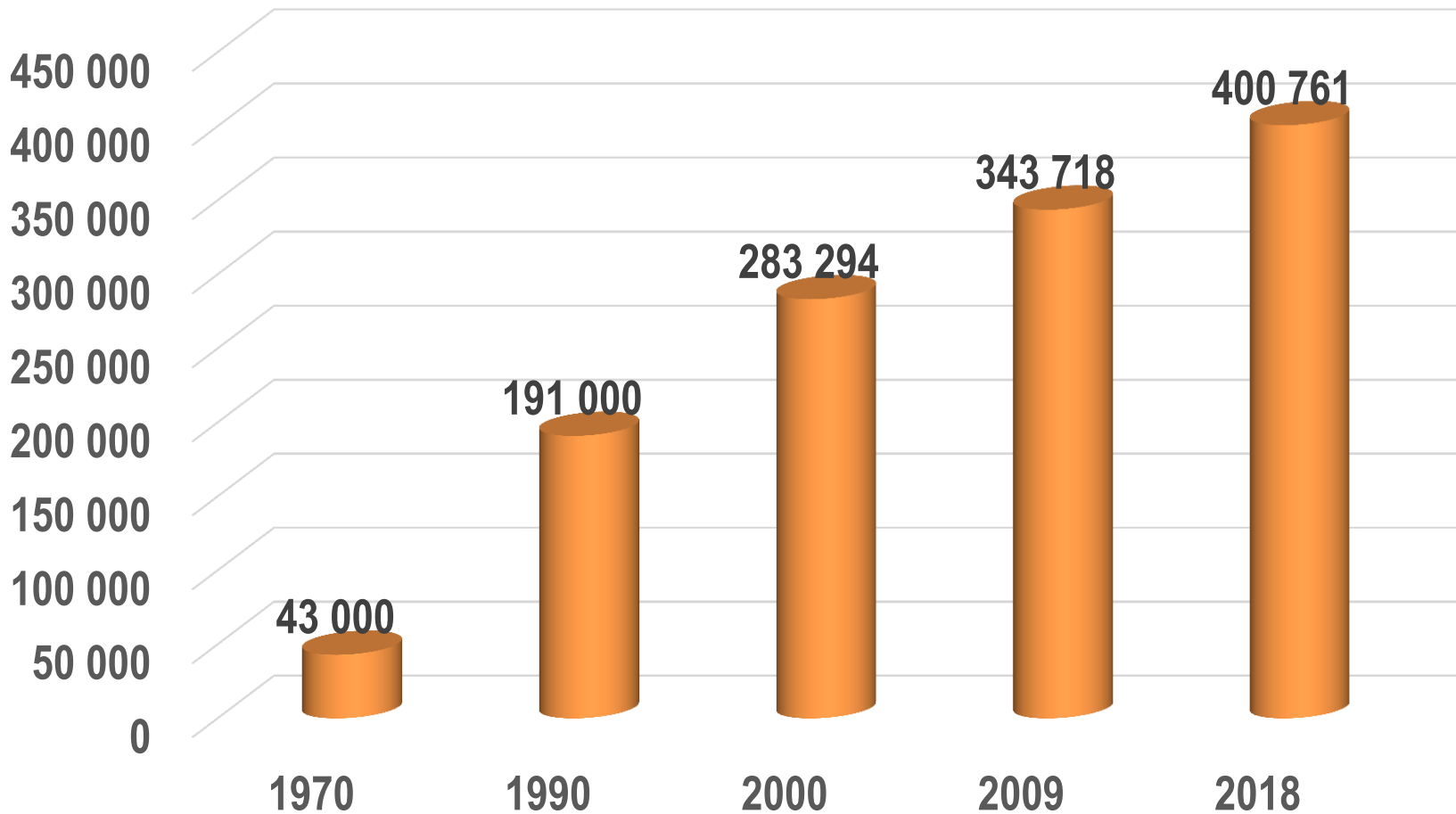
- a) National Strategy for Learner Attainment (NSLA);
- b) NSLA Oversight Visits;
- c) Additional Learning and Teaching Support Material (LTSM);
- d) ICT Provision and utilisation;
- e) Improved Monitoring and Oversight;
- f) Subject-specific Interventions including Targeted Support for New Subjects;
- g) Improving Language Proficiency;
- h) Prior Interventions and Support (2016 And 2017);
- i) Partnerships;
- j) Tracking Learner Performance and Improved Data Utilisation; and
- k) Measuring the Impact of Interventions;



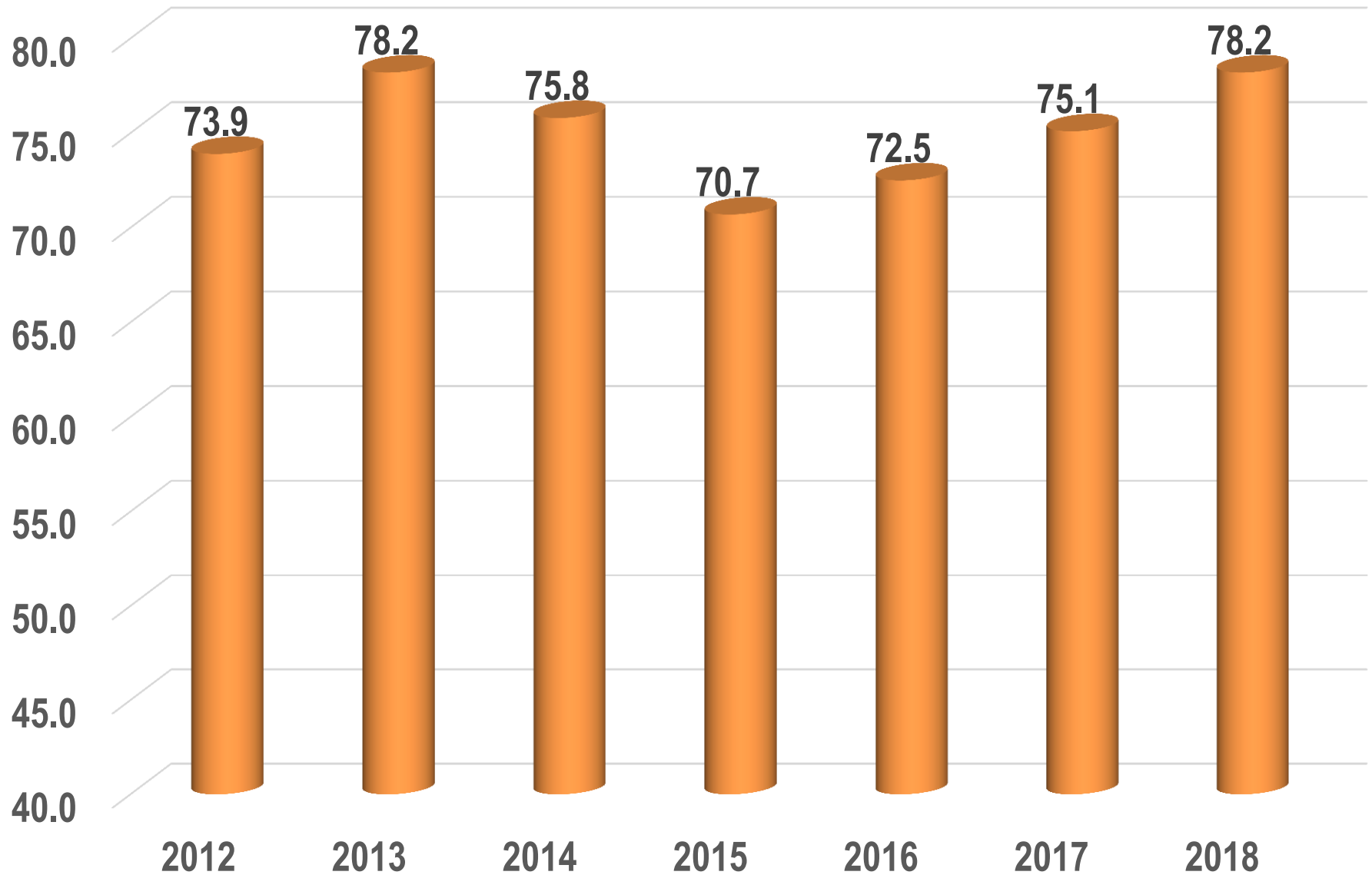
HISTORICAL TRENDS

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THE NUMBER OF CANDIDATES PASSING MATRIC SINCE 1970



NSC PERFORMANCE 2012 - 2018



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OVERALL NATIONAL RESULTS

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POLICY ON PROGRESSION

- a) The Policy on Progression is based on the principle that a learner should **not spend** more than **four years** in a phase.
- b) The notion of **progressed learners** is not new in our education system and internationally.
- c) Policy on Progression is intended to **minimise** the **high drop** out rate and **maximise** school through-put.
- d) Policy on progression is based on strict criteria.
- e) Consistent with international **best education practice** in countries such as Finland, Sweden, Denmark, Japan, Korea, and the United Kingdom.
- f) A very **strong learner support programme** based on addressing individual learner's needs must accompany Progression.

MULTIPLE EXAMINATION OPPORTUNITY (MEO)

- a) **Performance** of progressed learners will be **monitored** in the Grade 12 year.
- b) Progressed learners that demonstrate **an acceptable level** of achievement in all subjects will be allowed to write all **six** subjects.
- (c) Learners that **perform poorly** in the **Preparatory Examination**, will write a **minimum of three subjects** in the November examination and the remaining subjects in the ensuing June examination (modularisation).

PERFORMANCE OF THE CLASS OF 2018

Province	2017				2018				% Difference
	Total Wrote	Total Achieved	% Achieved	Ranking	Total Wrote	Total Achieved	% Achieved	Ranking	
EASTERN CAPE	67 648	43 981	65.0	9	65 733	46 393	70.6	8	5.6
FREE STATE	25 130	21 631	86.1	1	24 914	21 806	87.5	2	1.4
GAUTENG	97 284	82 826	85.1	2	94 870	83 406	87.9	1	2.8
KWAZULU-NATAL	124 317	90 589	72.9	7	116 152	88 485	76.2	6	3.3
LIMPOPO	83 228	54 625	65.6	8	76 730	53 254	69.4	9	3.8
MPUMALANGA	48 483	36 273	74.8	6	44 612	35 225	79.0	5	4.2
NORTH WEST	30 792	24 462	79.4	4	29 061	23 578	81.1	4	1.7
NORTHERN CAPE	8 735	6 608	75.6	5	9 909	7 264	73.3	7	-2.3
WESTERN CAPE	48 867	40 440	82.8	3	50 754	41 350	81.5	3	-1.3
NATIONAL	534 484	401 435	75.1		512 735	400 761	78.2		3.1

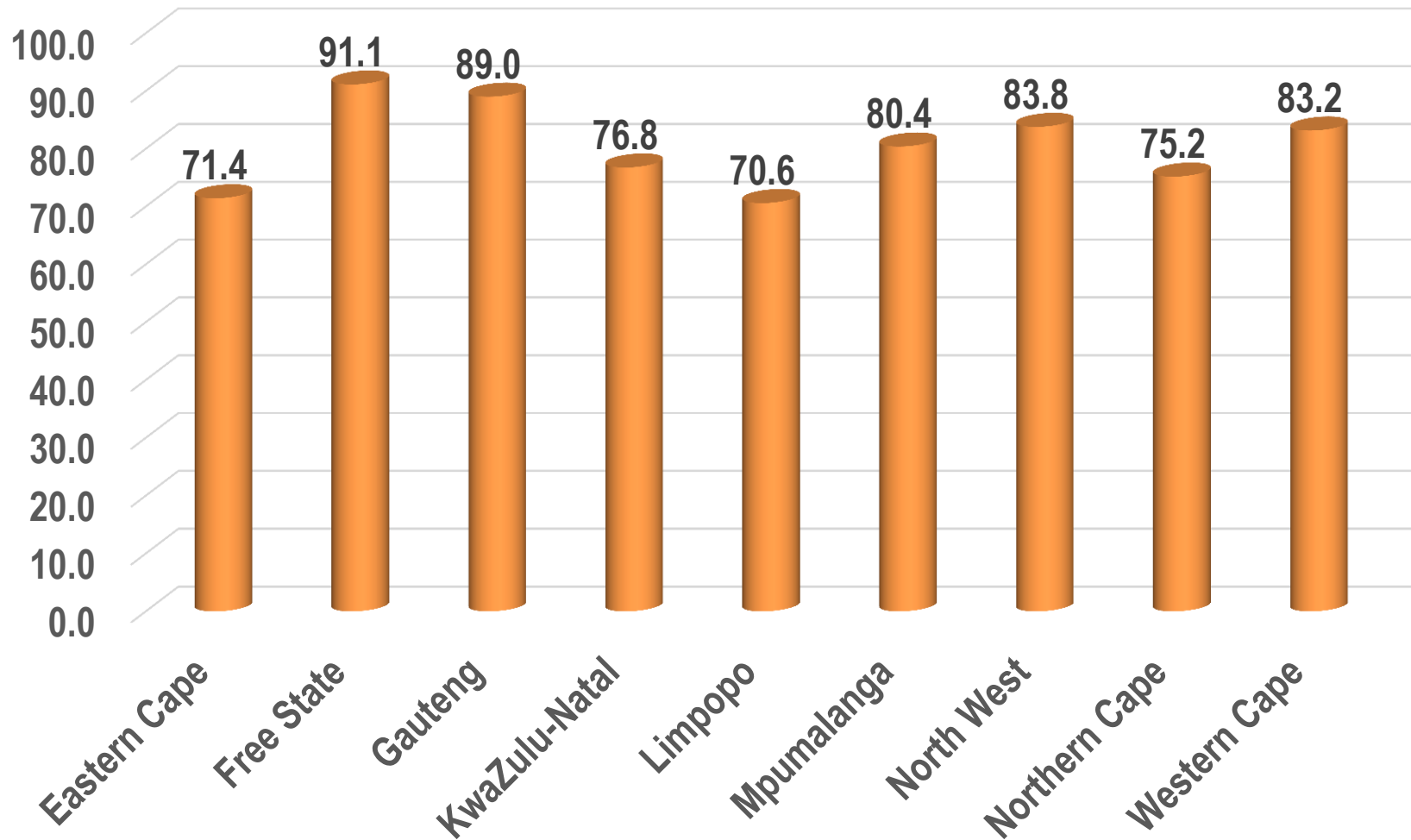


PERFORMANCE OF THE CLASS OF 2018 (PROGRESSED LEARNERS EXCLUDED)

Province	2017			2018			% Difference
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	
EASTERN CAPE	64 795	42 608	65.8	61 958	44 262	71.4	5.6
FREE STATE	21 628	19 418	89.8	21 448	19 546	91.1	1.3
GAUTENG	92 383	79 459	86.0	89 276	79 471	89.0	3.0
KWAZULU-NATAL	118 961	87 563	73.6	111 055	85 256	76.8	3.2
LIMPOPO	75 547	50 955	67.4	70 451	49 747	70.6	3.2
MPUMALANGA	44 168	33 840	76.6	40 538	32 590	80.4	3.8
NORTH WEST	27 942	22 946	82.1	26 191	21 946	83.8	1.7
NORTHERN CAPE	8 044	6 243	77.6	9 377	7 050	75.2	-2.4
WESTERN CAPE	47 005	39 652	84.4	49 029	40 771	83.2	-1.2
NATIONAL	500 473	382 684	76.5	479 323	380 639	79.4	2.9



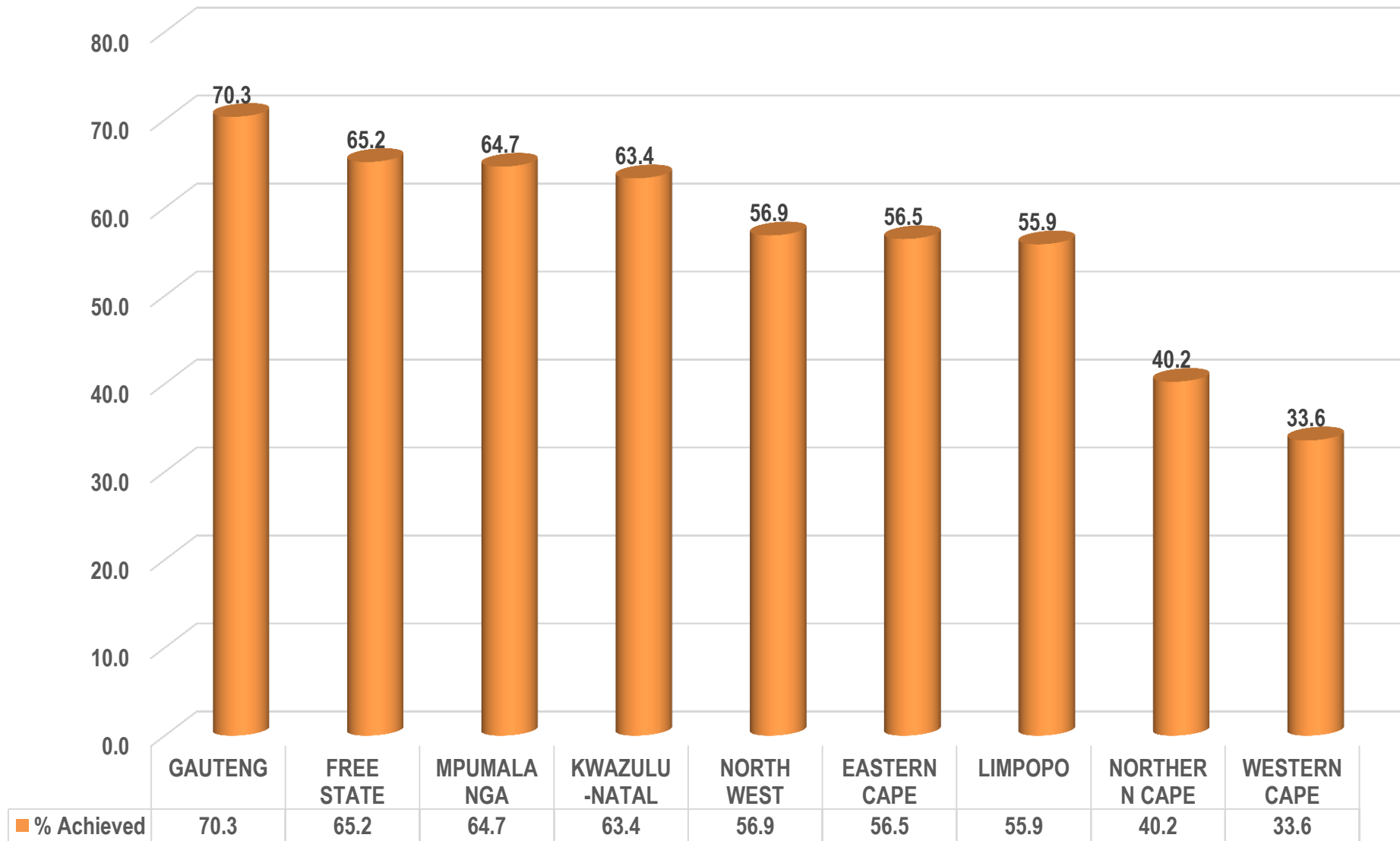
PROGRESSED LEARNERS EXCLUDED



PERFORMANCE OF PROGRESSED CANDIDATES ONLY

Provinces	Progressed Candidates			
	Entered	Wrote (all 7 subjects)	Achieved	% Achieved
Eastern Cape	16 708	3 775	2 131	56.5
Free State	6 588	3 466	2 260	65.2
Gauteng	15 692	5 594	3 935	70.3
Kwazulu-Natal	36 186	5 097	3 229	63.4
Limpopo	24 858	6 279	3 507	55.9
Mpumalanga	14 409	4 074	2 635	64.7
North West	8 162	2 870	1 632	56.9
Northern Cape	2 647	532	214	40.2
Western Cape	3 384	1 725	579	33.6
National	128 634	33 412	20 122	60.2

% ACHIEVED PROGRESSED ONLY





NATIONAL SENIOR CERTIFICATE

2018



NSC PASSES BY QUALIFICATION TYPE

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PASS AND HIGHER EDUCATION ADMISSION REQUIREMENTS

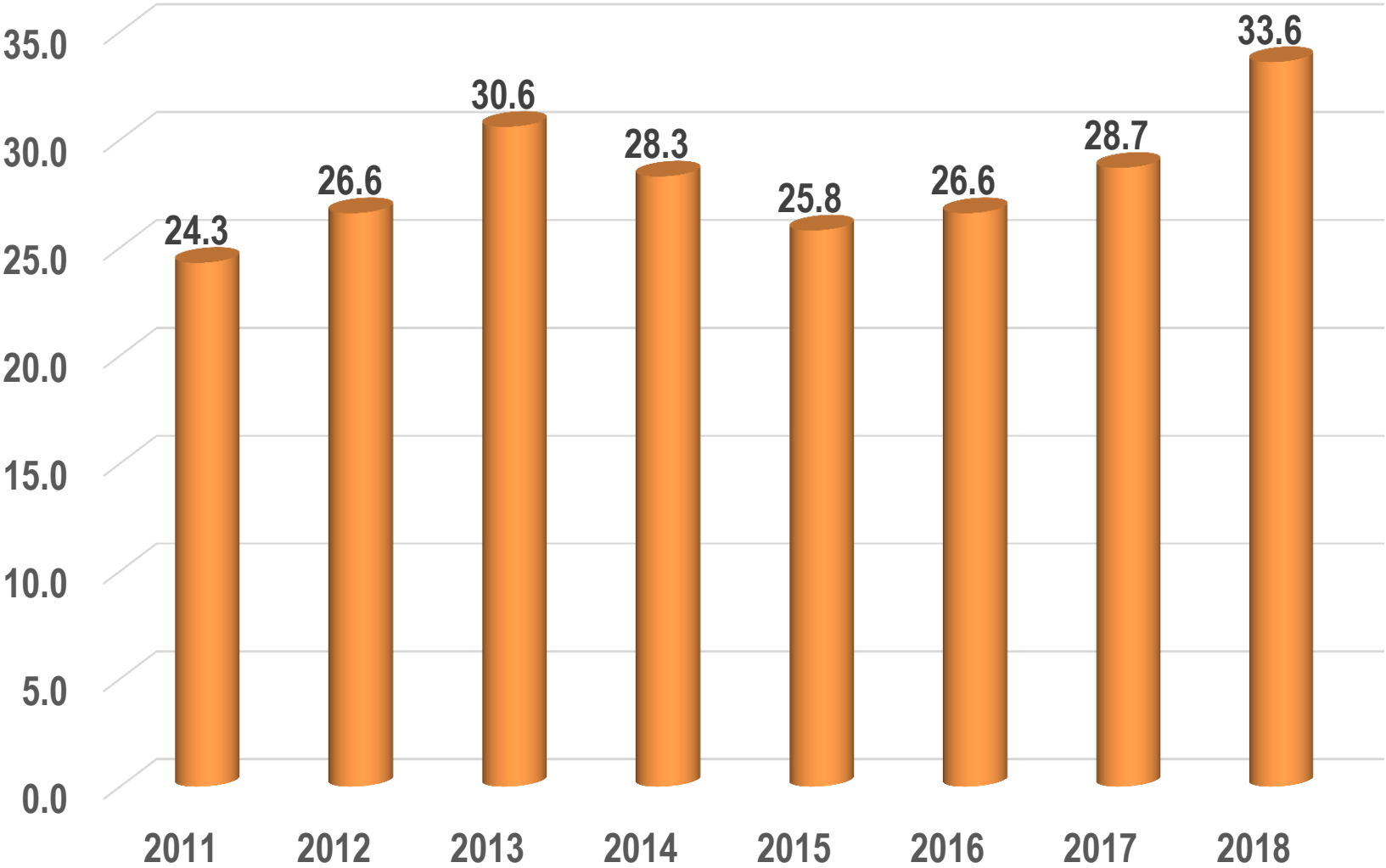
NB. Each candidate must offer 7 subjects

ACHIEVEMENT LEVEL	SUBJECT
National Senior Certificate	<ul style="list-style-type: none">• Home Language at a minimum of 40%• 2 other subjects at a minimum of 40%• 3 subjects at a minimum of 30%
Higher Certificate	<ul style="list-style-type: none">• Home Language at a minimum of 40%• First Additional Language at a minimum of 30%• Two other subjects at a minimum of 40%• Two Subjects at a minimum of 30%
Diploma	<ul style="list-style-type: none">• Home Language at a minimum of 40%• First Additional Language at a minimum of 30%• Three subjects at a minimum of 40%• One other Subject at 30%
Bachelors Degree	<ul style="list-style-type: none">• Home Language at a minimum of 40%• First Additional Language at a minimum of 30%• Four subjects at a minimum of 50%

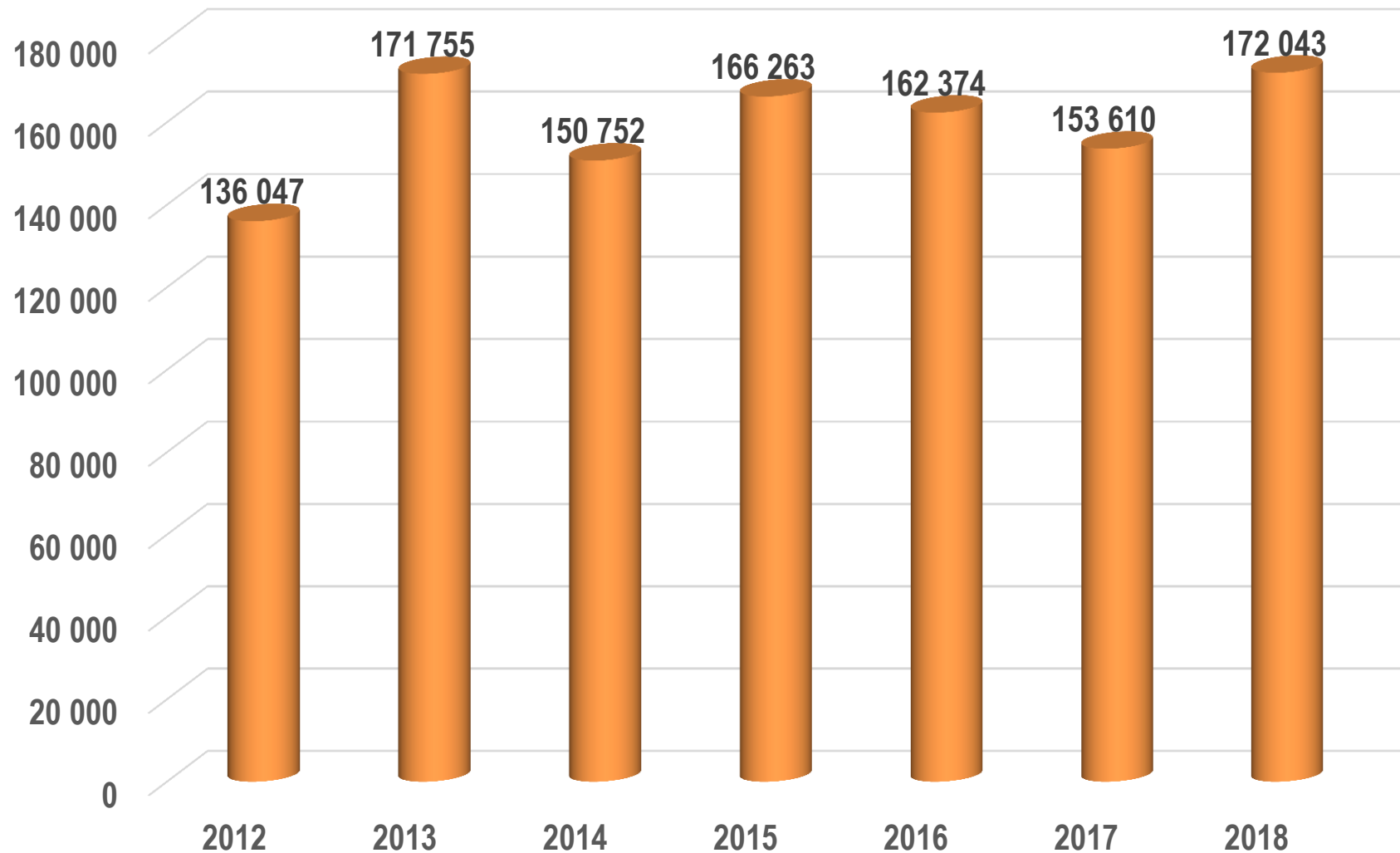
NSC PASSES BY TYPE OF QUALIFICATION, 2018

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
EC	65 733	18 001	27.4	17 163	26.1	11 204	17.0	25	0.0	46 393	70.6
FS	24 914	9 333	37.5	8 272	33.2	4 176	16.8	2	0.0	21 806	87.5
GP	94 870	41 410	43.6	28 775	30.3	13 161	13.9	0	0.0	83 406	87.9
KZN	116 152	38 571	33.2	31 225	26.9	18 647	16.1	41	0.0	88 485	76.2
LP	76 730	17 999	23.5	18 892	24.6	16 350	21.3	11	0.0	53 254	69.4
MP	44 612	13 199	29.6	13 262	29.7	8 737	19.6	19	0.0	35 225	79.0
NW	29 061	9 449	32.5	8 516	29.3	5 613	19.3	0	0.0	23 578	81.1
NC	9 909	2 589	26.1	2 684	27.1	1 989	20.1	0	0.0	7 264	73.3
WC	50 754	21 492	42.3	12 911	25.4	6 913	13.6	1	0.0	41 350	81.5
NAT	512 735	172 043	33.6	141 700	27.6	86 790	16.9	99	0.0	400 761	78.2

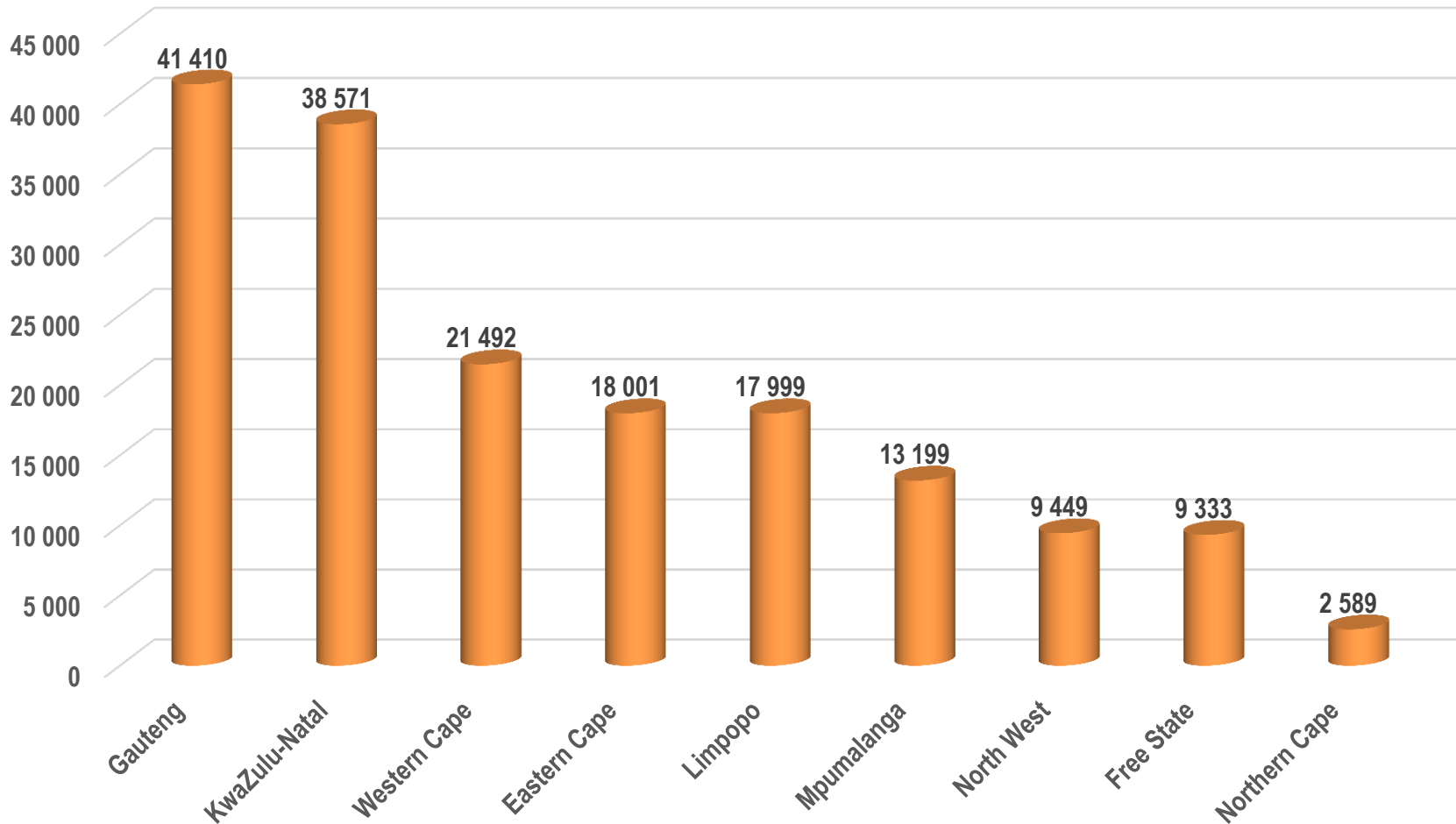
BACHELOR PASS TREND (PERCENTAGE): 2011 - 2018



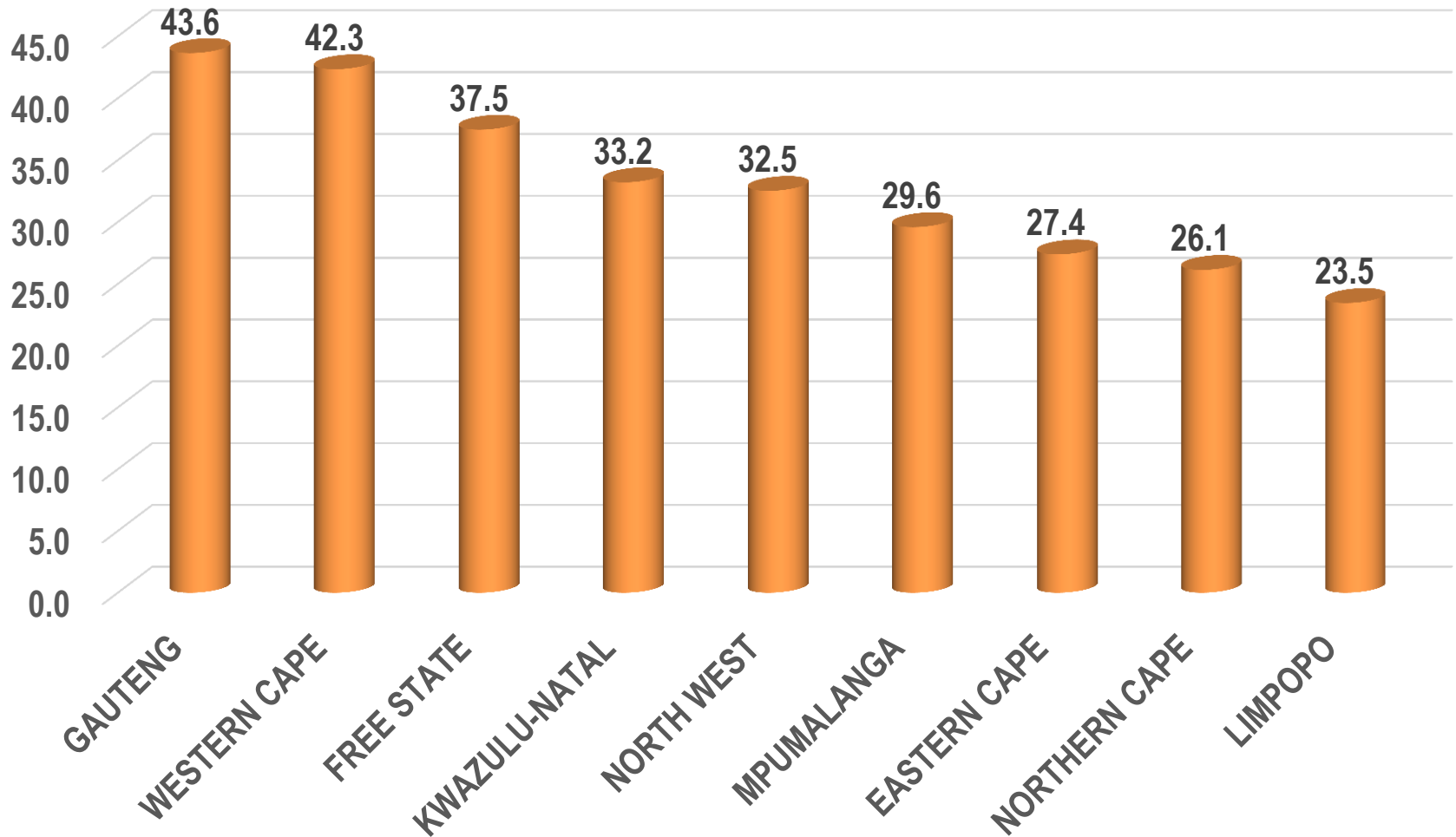
BACHELOR PASS TREND (NUMBERS): 2012 - 2018



BACHELOR PASS (NUMBERS) PER PROVINCE 2018



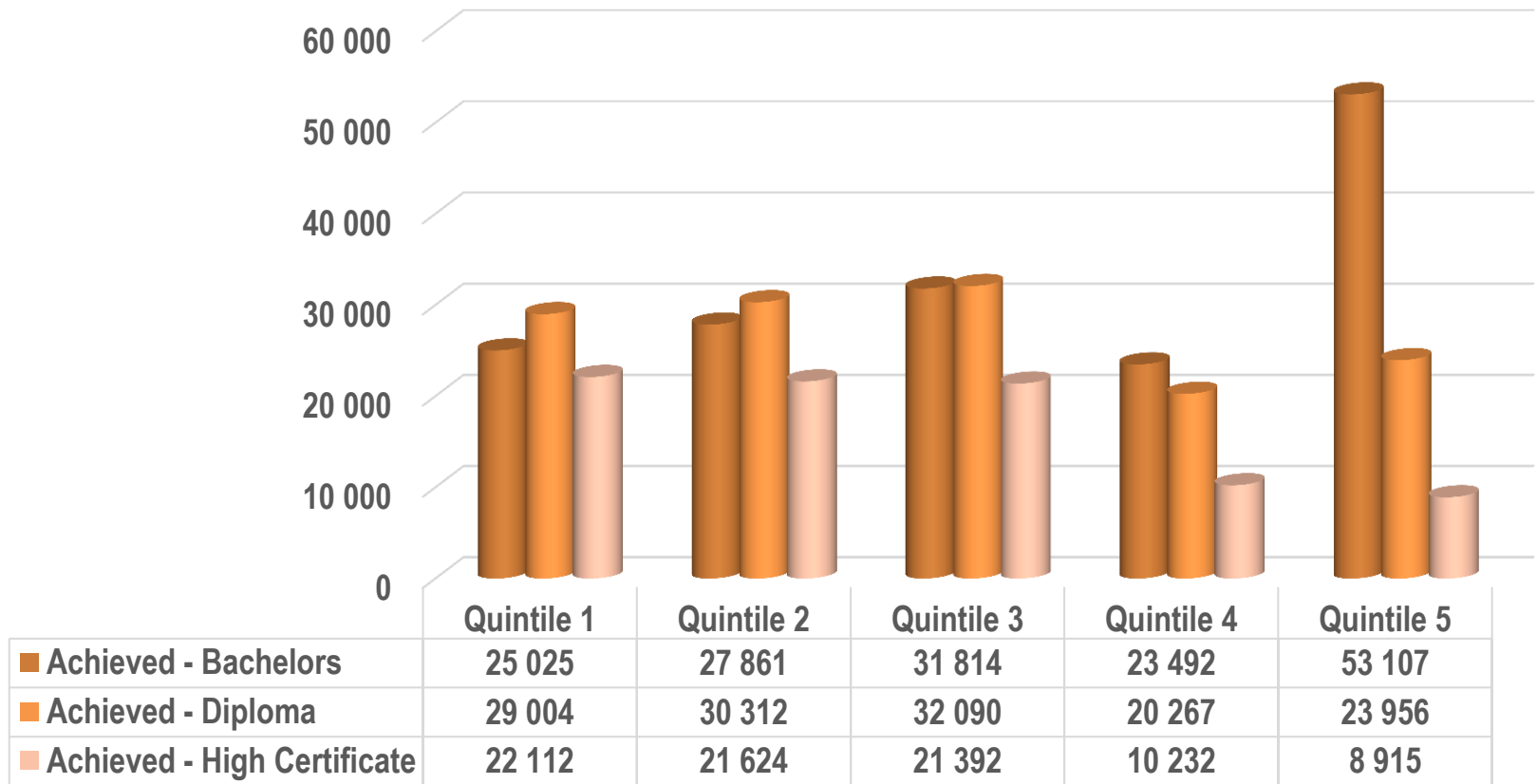
BACHELOR PASS (PERCENTAGES) PER PROVINCE 2018



BACHELOR ACHIEVEMENTS: 2017 AND 2018

Province	2017			2018		
	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor
Eastern Cape	67 648	15 523	22.7	65 733	18 001	27.4
Free State	25 130	8 822	35.1	24 914	9 333	37.5
Gauteng	97 284	35 012	36.0	94 870	41 410	43.6
Kwazulu-Natal	124 317	35 687	28.7	116 152	38 571	33.2
Limpopo	83 228	17 790	21.4	76 730	17 999	23.5
Mpumalanga	48 483	11 335	23.4	44 612	13 199	29.6
North West	30 792	8 278	26.9	29 061	9 449	32.5
Northern Cape	8 735	2 205	25.2	9 909	2 589	26.1
Western Cape	48 867	19 101	39.1	50 754	21 492	42.3
National	534 484	153 753	28.7	512 735	172 043	33.6

TYPE OF PASSES PER QUINTILE



	2017		2018	
Quntiles	Q 1-3	Q 4-5	Q 1-3	Q 4-5
No of Bachelors	76 300	67 867	84 700	76 599

ACHIEVEMENT TYPES OF PROGRESSED LEARNERS

Province Name	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Achieved H-Cert	% Achieved H-Cert	Achieved NSC	% Achieved NSC	Total Achieved	% Achieved
EASTERN CAPE	3 775	269	7.1	934	24.7	926	24.5	2	0.1	2 131	56.5
FREE STATE	3 466	229	6.6	988	28.5	1 035	29.9	0	0.0	2 252	65.0
GAUTENG	5 594	557	10.0	1 838	32.9	1 537	27.5	0	0.0	3 932	70.3
KWAZULU-NATAL	5 097	561	11.0	1 471	28.9	1 190	23.3	7	0.1	3 229	63.4
LIMPOPO	6 279	448	7.1	1 385	22.1	1 674	26.7	0	0.0	3 507	55.9
MPUMALANGA	4 074	369	9.1	1 145	28.1	1 120	27.5	1	0.0	2 635	64.7
NORTH WEST	2 870	185	6.4	606	21.1	841	29.3	0	0.0	1 632	56.9
NORTHERN CAPE	532	14	2.6	82	15.4	118	22.2	0	0.0	214	40.2
WESTERN CAPE	1 725	44	2.6	236	13.7	298	17.3	0	0.0	578	33.5
NATIONAL	33 412	2 676	8.0	8 685	26.0	8 739	26.2	10	0.0	20 110	60.2

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SCHOOL PERFORMANCE BY QUINTILES

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SCHOOL PERFORMANCE BY QUINTILE - 2017

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Exactly 0%	Exactly 100%
Quintile 1	53	207	412	568	570	3	63
Quintile 2	34	144	356	602	579	3	57
Quintile 3	16	109	286	517	476	0	33
Quintile 4	1	5	55	207	327	1	32
Quintile 5	0	2	18	107	595	0	129
Total	104	467	1127	2001	2547	7	314

SCHOOL PERFORMANCE BY QUINTILE - 2018

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Exactly 0%	Exactly 100%
Quintile 1	37	112	382	612	682	8	85
Quintile 2	28	104	321	555	708	3	70
Quintile 3	16	88	248	508	571	0	41
Quintile 4	2	6	36	198	375	0	38
Quintile 5	0	4	16	105	598	0	117
Total	83	314	1 003	1 978	2 934	11	351

SUBJECT PERFORMANCE

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CANDIDATES' PERFORMANCE IN SELECTED SUBJECTS, 2014 – 2018 (AT 30% LEVEL)

Subjects	2014	2015	2016	2017	2018
Accounting	68.0	59.6	69.5	66.1	72.5
Agricultural Sciences	82.6	76.9	75.4	70.4	69.9
Business Studies	77.9	75.7	73.7	68.0	64.9
Economics	68.9	68.2	65.3	71.0	73.3
Geography	81.3	77.0	76.5	76.9	74.2
History	86.3	84.0	84.0	86.0	89.7
Life Orientation	99.6	99.7	99.7	99.8	99.7
Life Sciences	73.8	70.4	70.5	74.4	76.3
Mathematical Literacy	84.1	71.4	71.3	73.9	72.5
Mathematics	53.5	49.1	51.1	51.9	58.0
Physical Sciences	61.5	58.6	62.0	65.1	74.2

CANDIDATES' PERFORMANCE IN SELECTED SUBJECTS, 2014 – 2018 (AT 40% LEVEL)

Subjects	2014	2015	2016	2017	2018
Accounting	44.3	36.2	44.9	42.6	48.6
Agricultural Sciences	52.9	45.0	44.5	39.9	41.8
Business Studies	53.8	51.4	49.5	42.7	40.1
Economics	38.8	39.1	36.4	42.7	44.8
English FAL	82.8	81.5	82.5	83.1	82.1
Geography	54.0	50.4	48.1	50.1	46.7
History	66.5	63.2	64.3	67.5	72.6
Life Sciences	48.9	46.0	45.2	52.1	51.7
Mathematical Literacy	59.5	44.3	46.4	45.0	45.4
Mathematics	35.1	31.9	33.5	35.1	37.1
Physical Sciences	36.9	36.1	39.5	42.2	48.7



CANDIDATES' PERFORMANCE IN HOME LANGUAGES @ 40% LEVEL

	2015	2016	2017	2018
Afrikaans	97.3	96.6	94.5	96.4
English	93.8	94.1	93.1	92.7
IsiNdebele	99.8	99.8	99.6	99.7
IsiXhosa	99.6	99.8	99.8	99.7
IsiZulu	99.4	98.8	98.9	98.8
Sepedi	99.4	98.9	98.6	98.6
Sesotho	99.4	99.4	99.4	99.4
Setswana	99.6	99.7	99.7	99.6
SiSwati	99.4	99.2	99.2	99.3
SA Sign Language	-	-	-	96.2
Tshivenda	99.9	99.9	99.8	99.9
Xitsonga	99.5	99.5	99.0	98.9



FIRST ADDITIONAL LANGUAGE @ 30% LEVEL (2014 – 2018)

First Additional Language	2015	2016	2017	2018
Afrikaans First Additional Language	92.0	90.0	93.0	93.9
English First Additional Language	97.0	97.0	97.0	97.2



DISTRICT PERFORMANCE

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DISTRICT PERFORMANCE BY ACHIEVEMENT INTERVAL AND PROVINCE: 2017

Province	Total number of Districts	2017				
		Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% & above
EC	12	0	2	8	2	0
FS	5	0	0	0	0	5
GP	15	0	0	0	1	14
KZN	12	0	0	4	6	2
LP	5	0	2	2	1	0
MP	4	0	0	0	4	0
NW	4	0	0	0	2	2
NC	5	0	0	0	4	1
WC	8	0	0	0	1	7
Total	70	0	4	14	21	31

DISTRICT PERFORMANCE BY ACHIEVEMENT INTERVAL AND PROVINCE: 2018

Province	Total number of Districts	2018				
		Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above
EC	12	0	1	4	7	0
FS	5	0	0	0	0	5
GP	15	0	0	0	0	15
KZN	12	0	0	0	11	1
LP	10	0	0	6	3	1
MP	4	0	0	0	3	1
NW	4	0	0	0	1	3
NC	5	0	0	0	4	1
WC	8	0	0	0	1	7
Total	75	0	1	10	30	34



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SPECIAL NEEDS EDUCATION

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SOUTH AFRICAN SIGN LANGUAGE (SASL)

- a) Implemented at Home Language (HL) in **Grade 10** in **2016** as part of NCS
- b) **First SASL HL** examination offered as part of the NSC Examinations in **2018**. This was a **ground breaking initiative**.
- c) Fifty eight (**58**) deaf learners, located in **ten schools** across five (5) PEDs registered for SASL HL
- d) Examination for SASL HL was **conducted** in **signed format**, and had to ascribe to the general principles of **fairness, reliability** and **validity**.
- e) **Resources** : SASL Curriculum Statements, Teacher Guides, LTSM, literature texts for the FET phase, Guidelines for the analysis of poems and short stories were provided to all schools, lesson plans
- f) **Training**: Language subject advisors (SAs), teachers and Deaf teaching assistants (DTAs).
- g) **Marking** of SASHL was **centralised**.

SPECIAL NEEDS EDUCATION (SNE) LEARNERS BY PROVINCE

Province Name	ASD,AD, ADD	Behaviour.Aad.Psycho	Dyslexia	Dyscalculia	Hearing.Loss	Learning.Difficulties	Other	Physical.Impairment	Special.Medical.Condition	Speech,Communication	Visual Impaired	Total
Eastern Cape	9	16		6	10		62	1	3			107
Free State	10	8		14			175			8		215
Gauteng	9	4	10	1	24	116	223	33	7	52	19	498
Kwazulu-Natal	21	29	2	27	8	41	85	10	16		18	257
Limpopo		24		2		2	43	114	2	4	6	197
Mpumalanga	4	4					46	5				59
Northern Cape		1	1			15	15	4		1	4	41
North-West			1		1			5	2	2		11
Western Cape	234	48	277	11	22	1 257	47	45	53	440	37	2 471
National	287	134	291	61	65	1 431	696	217	83	507	84	3 856

ACHIEVEMENT OF SNE LEARNERS

Qualification	Total	ASD,AD AND ADD	BEHAVIOUR.AND.PSYCHO	Dislexia	DYSCALCULIA	HEARING LOSS	LEARNING DIFFICULTIES	Other	PHYSICAL IMPAIRMENT	SPECIAL MEDICAL CONDITION	SPEECH AND COMMUNICATION	VISUAL IMPAIRED
Achieved - Bachelors	1 669	193	57	125	17	17	601	289	67	62	210	31
Achieved - Diploma	861	47	28	64	19	15	360	158	37	9	105	19
Achieved - Higher Certificate	402	15	12	28	5	8	173	60	28	5	59	9
Achieved - SNE NSC	119	7	2	1		1	5	96			1	6
Total	3 051	262	99	218	41	41	1 139	603	132	76	375	65

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PERFORMANCE OF PART-TIME CANDIDATES

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CANDIDATES ENROLLED/WROTE (PART TIME): 2015 - 2018

Province Name	2015		2016		2017		2018	
	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	19 312	12 618	20 847	13 819	22 754	14 335	22 263	13 314
Free State	3 470	2 118	3 775	2 430	4 653	3 150	5 792	3 558
Gauteng	39 181	28 837	42 025	32 675	42 066	32 060	44 057	33 191
KwaZulu-Natal	31 176	21 247	37 915	25 862	44 198	27 677	40 992	25 343
Limpopo	16 137	11 951	21 124	15 421	27 853	20 251	29 483	21 118
Mpumalanga	5 569	3 871	7 189	4 996	9 462	6 363	13 177	8 451
North West	3 386	2 711	3 884	3 164	4 597	3 655	5 651	4 232
Northern Cape	1 838	1 157	1 988	1 132	3 678	1 912	2 203	1 448
Western Cape	11 312	6 553	12 633	7 162	14 015	7 820	12 492	7 006
National	131 381	91 063	151 380	106 661	173 276	117 223	176 110	117 661

PERFORMANCE IN SELECTED SUBJECTS (PT): 2017 - 2018

Subjects (Part-Time)	2017			2018		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	14 899	4 373	29.4	14 261	5 121	35.9
Agricultural Sciences	8 135	3 276	40.3	9 965	4 466	44.8
Business Studies	20 735	6 603	31.8	23 446	7 479	31.9
Economics	19 650	6 938	35.3	17 946	6 502	36.2
Geography	25 782	10 671	41.4	26 866	10 556	39.3
History	6 195	2 767	44.7	5 921	3 393	57.3
Life Orientation	1 029	1 014	98.5	910	902	99.1
Life Sciences	46 098	22 755	49.4	44 351	21 226	47.9
Mathematical Literacy	32 018	12 960	40.5	34 097	13 487	39.6
Mathematics	54 138	18 228	33.7	53 530	21 721	40.6
Physical Sciences	41 337	15 562	37.6	40 639	20 241	49.8



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DISTINCTIONS

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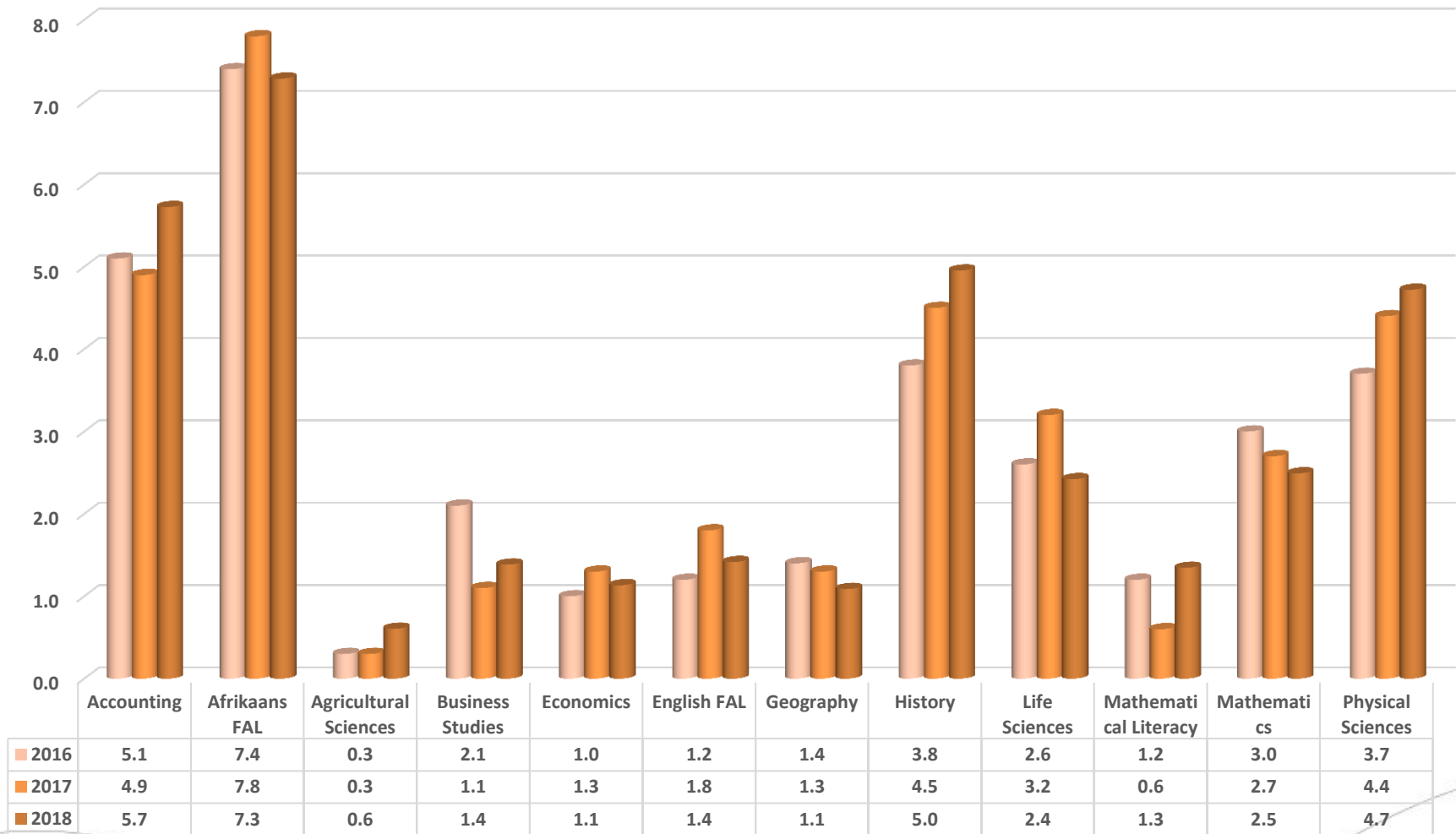
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NUMBER AND PERCENTAGE OF DISTINCTIONS IN THE 12 KEY SUBJECTS: 2017 AND 2018

Subject	2017			2018		
	Wrote	Achieved with distinction (80% - 100%)	% with Distinction	Wrote	Achieved with distinction (80% -100%)	% with Distinction
Accounting	103 427	5 040	4.9	90 278	5 169	5.7
Afrikaans First Add Language	82 017	6 406	7.8	82 525	6 013	7.3
Agricultural Sciences	98 522	272	0.3	95 291	577	0.6
Business Studies	204 849	2 343	1.1	192 139	2 660	1.4
Economics	128 796	1 683	1.3	115 169	1 306	1.1
English First Add Language	503 151	8 829	1.8	498 959	7 064	1.4
Geography	276 771	3 608	1.3	269 621	2 934	1.1
History	147 668	6 696	4.5	154 536	7 656	5.0
Life Sciences	318 474	10 102	3.2	310 041	7 507	2.4
Mathematical Literacy	313 030	1 882	0.6	294 204	3 957	1.3
Mathematics	245 103	6 726	2.7	233 858	5 828	2.5
Physical Sciences	179 561	7 861	4.4	172 319	8 135	4.7

PERCENTAGE OF DISTINCTIONS IN THE 12 KEY SUBJECTS: 2016, 2017 AND 2018



PROGRESSED CANDIDATES DISTINCTIONS

Subject	Total Wrote	Distinctions	% Distinctions
Accounting	7 979	7	0.1
Afrikaans First Additional Language	3 745	4	0.1
Afrikaans Second Additional Language	3 326	0	0.0
Business Studies	23 849	9	0.0
Computer Applications Technology	2 162	0	0.0
Dramatic Arts	1 432	0	0.0
Economics	16 668	3	0.0
English First Additional Language	111 701	22	0.0
French Second Additional Language	6	0	0.0
Geography	37 428	10	0.0
Engineering Graphics and Design	3 022	1	0.0
History	28 543	72	0.3
Information Technology	79	0	0.0
Life Sciences	34 603	17	0.0
Life Orientation	126 150	1 371	1.1
Mathematics	14 325	13	0.1
Mathematical Literacy	38 553	9	0.0
IsiNdebele Home Language	1 560	11	0.7
Physical Sciences	12 258	21	0.2
Sepedi Home Language	17 955	18	0.1
Sesotho Home Language	8 047	13	0.2
Setswana Home Language	11 766	5	0.0
SiSwati Home Language	4 485	4	0.1
Tourism	23 577	22	0.1
Tshivenda Home Language	5 689	82	1.4
Visual Arts	313	1	0.3
IsiXhosa Home Language	16 388	153	0.9
Xitsonga Home Language	5 396	21	0.4
IsiZulu First Additional Language	900	171	19.0
IsiZulu Home Language	38 992	55	0.1
Total		2 115	

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AGE ANALYSIS



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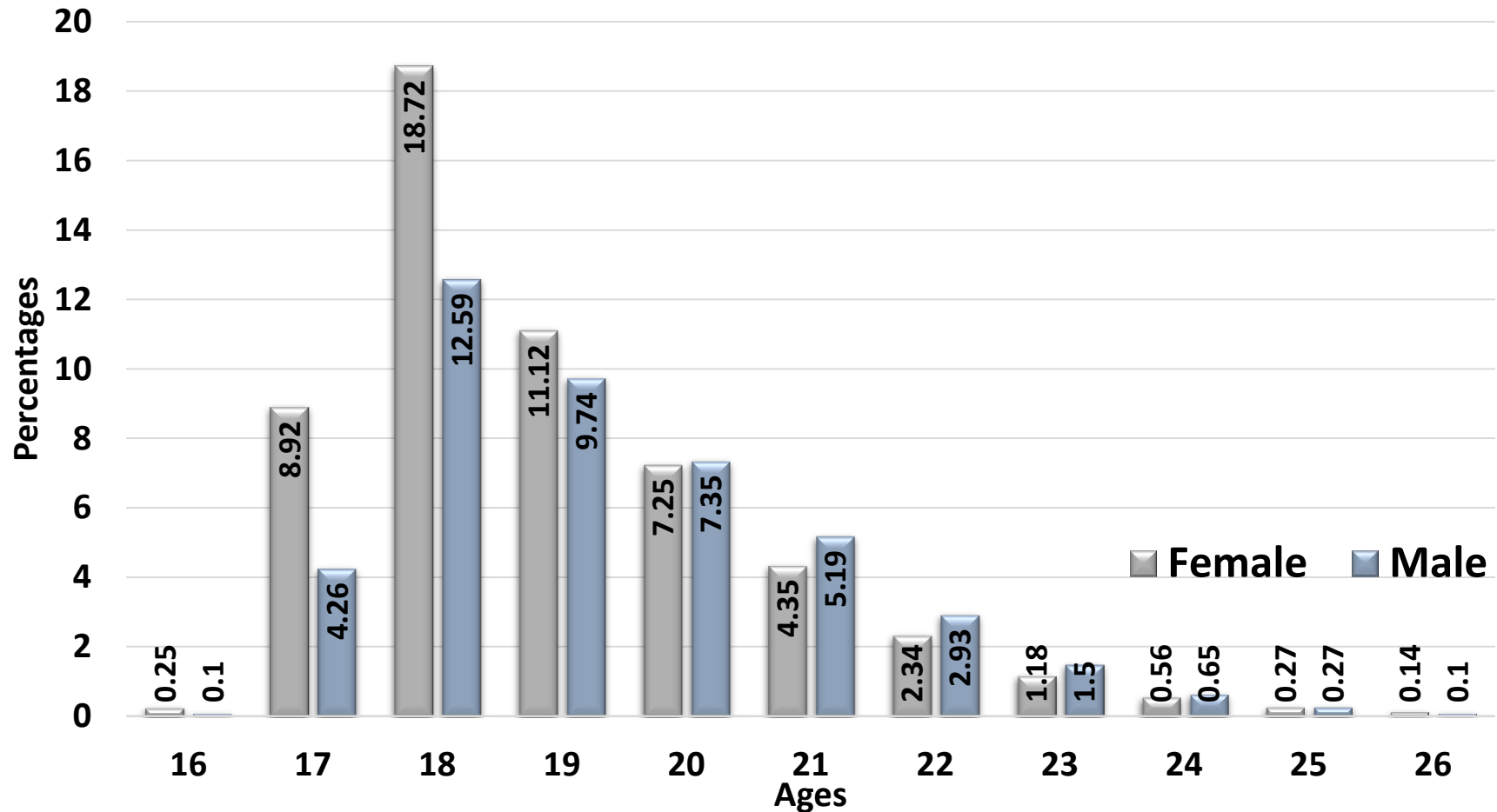


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GRADE 12 LEARNERS BY AGE AND GENDER



Performance as per age (FT)

Age	Total Entered	Total Wrote	Achieved Bachelor	Achieved Diploma	Achieved Higher Certificate	Achieved NSC	Achieved Endorsed	Total Achieved	% Achieved
15	167	153	74	48	15	0	0	137	89.5%
16	2 316	2 177	1 159	501	264	0	0	1 924	88.4%
17	82 748	79 335	38 799	22 050	9 759	3	1	70 612	89.0%
18	200 302	187 369	88 474	51 044	24 170	7	16	163 711	87.4%
19	131 345	108 631	26 285	34 236	21 750	14	48	82 333	75.8%
20	87 632	62 971	9 545	17 550	14 463	17	42	41 617	66.1%
21	57 388	36 514	3 961	8 994	8 578	27	13	21 573	59.1%
22	33 060	19 178	1 877	4 064	4 433	11	7	10 392	54.2%
23	16 026	8 618	824	1 655	1 846	9	1	4 335	50.3%
24	7 500	3 998	430	749	784	8	0	1 971	49.3%
25	3 062	1 685	214	334	332	3	0	883	52.4%
26	1 426	848	152	181	148	0	0	481	56.7%
27	667	433	69	93	89	0	0	251	58.0%
28	386	272	55	58	49	0	0	162	59.6%
29	219	169	40	41	30	0	1	112	66.3%
30	151	117	22	35	25	0	0	82	70.1%

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SOCIAL GRANTS

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Social Grant Active Recipient Achievement

Province Name	Active		
	Total Wrote	Total Achieved	% Achieved
EASTERN CAPE	9 502	6 825	64.3%
FREE STATE	3 259	2 889	81.2%
GAUTENG	12 472	10 672	77.2%
KWAZULU-NATAL	21 309	17 164	67.7%
LIMPOPO	10 236	7 737	67.1%
MPUMALANGA	6 848	5 594	70.9%
NORTH WEST	4 075	3 499	77.5%
NORTHERN CAPE	1 216	894	65.3%
WESTERN CAPE	5 070	4 033	73.1%
NATIONAL	73 987	59 307	70.3%

Active Social Grant Learner performance by Qualification Type

PROVINCE NAME	Total Wrote	Total Achieved	% Achieved	Achieved Bachelor	Achieved Diploma	Achieved Higer Certificate	Achieved NSC	Achieved Endorsed
EASTERN CAPE	9 502	6 825	64.3	3 033	2 353	1 438	1	0
FREE STATE	3 259	2 889	81.2	1 372	1 070	446	1	0
GAUTENG	12 472	10 672	77.2	5 639	3 569	1 458	0	6
KWAZULU-NATAL	21 309	17 164	67.7	8 279	5 830	3 051	4	0
LIMPOPO	10 236	7 737	67.1	3 338	2 568	1 831	0	0
MPUMALANGA	6 848	5 594	70.9	2 385	2 045	1 162	2	0
NORTH-WEST	4 075	3 499	77.5	1 574	1 218	707	0	0
NORTHERN CAPE	1 216	894	65.3	258	359	276	0	1
WESTERN CAPE	5 070	4 033	73.1	1 777	1 488	766	0	2
NATIONAL	73 987	59 307	70.3	27 655	20 500	11 135	8	9

Correctional Services (FT & PT)

Exam Date	Total Entered	Total Wrote	Admission to Bachelor	Admission to Diploma	Admission to H-Cert	Achieved NSC	Total Achieved	% Achieved	Total Not Achieved
2017	272	237	44	59	39	0	142	59.9	43
2018	235	204	67	46	29	0	142	69.6	42

Correctional Services – Provincial Performance 2018

Province	Total Entered	Total Wrote	Achieved Bachelor	Achieved Diploma	Achieved H-Cert	Achieved NSC	Achieved Endorsed	Total Achieved	% Achieved	Total Not Achieved
EASTERN CAPE	22	17	5	7	2	0	0	14	82.4	3
GAUTENG	32	28	10	3	0	0	0	13	46.4	15
KWAZULU-NATAL	71	55	21	12	3	0	0	36	65.5	5
LIMPOPO	30	30	6	3	8	0	0	17	56.7	13
MPUMALANGA	32	27	6	9	6	0	0	21	77.8	2
NORTH WEST	11	11	4	4	2	0	0	10	90.9	0
NORTHERN CAPE	21	21	8	5	6	0	0	19	90.5	1
WESTERN CAPE	16	15	7	3	2	0	0	12	80.0	3
NATIONAL	235	204	67	46	29	0	0	142	69.6	42

CONCLUSION

The system is on a rise and this is confirmed by the overall improvement in performance in 2018:

- a) Improvement in the performance of seven of the nine provinces.
- b) Increase in the numbers and percentage of learners achieving admission to Bachelors (28.7% to **33.6%**; 153 610 to **172 043**).
- c) **84 900** (76 300) of the admission to Bachelor studies come from quintile **1, 2** and 3 schools, compared to **76 599** (67 876) from quintiles 4 and 5 schools.
- d) **1 961** (1625) of the quintile 1,2 and 3 schools achieving above 80% pass rate.
- e) Improvement in the performance of key subjects – **Mathematics, Physical Science, Life Sciences, Economics, Accounting and Economics**.
- f) **20 122** (60.2%) of the progressed learners that wrote all seven subjects obtained the NSC. 2 115 of these learners obtained distinctions, even in gateway subjects.
- g) **All** of the 75 districts performing above **50%**.
- h) **34** of the 75 districts performing above **80%**





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