



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

THUTO



NEWSLETTER

Minister Motshekga announces 72.5% national pass rate for the Class of 2016



“The cry of the African child has reverberated throughout the corners of the globe. There is now a global education agenda, the UNESCO Education Agenda 2030, which is part of the seventeen UNESCO sustainable development goals. The UNESCO Sustainable Development Goal 4, the *Continental Education Strategy for Africa on the African Agenda 2063*, the *National Development Plan (NDP) Vision 2030*, and the *Action Plan 2019: Towards Schooling 2030* provide a clear direction in improving access, redress, equity, efficiency and quality of learning outcomes through the implementation of the Medium-Term Strategic Framework and the *National Strategy for Learner Attainment*,” the Minister for Basic Education, Mrs Angie Motshekga, said during the release of the 2016 National Senior Certificate (NSC) Examination results.

The NSC Examination results are one of the most important barometers to evaluate progress made by Government. Progress in the sector has also been confirmed by the results of recent regional and international assessment studies such as the Trends in International Mathematics and Science Study (TIMSS) 2015 and the SACMEQ IV, showing that the performance of South African learners is improving, symptomatic of a system in an upward trajectory.

Minister Angie Motshekga, announced the 2016 NSC results on 04 January 2017 at Vodacom World in Midrand, Johannesburg, saying that the Class of 2016 has achieved an overall national pass rate of 76.2% without progressed learners, an increase from 74.1%. However, when including progressed learners, the figure was 72.5%, an increase from a previous figure of 70.7%. For the past six years the NSC pass rate has consistently been above the 70% threshold.

The Class of 2016 is the ninth cohort of learners to sit for the NSC Examinations and the third cohort to write the National Curriculum and Assessment Policy Statement (CAPS) aligned NSC Examinations. The Class of 2016 has also recorded the highest enrolment of Grade 12 learners in the history of the basic education system in South Africa. The total number of candidates, who registered for the November 2016 NSC examinations, was 828,020; comprising of 674,652 full-time candidates and 153,368 part-time candidates. Of these candidates, 610,178 full-time candidates and 107,793 part-time candidates wrote the 2016 NSC examinations.

The number of learners qualifying for admission to Bachelor studies is 162,374; the number of passes with a Diploma is 179,619; and the number of passes with Higher Certificates is 100,486. The Class of 2016 also registered an increased number of distinctions being obtained, with the Minister also confirming that the performance of learners in Mathematics and Physical Science, which are gateway subjects, have also shown an increase in the number of passes. “In 2016, a total of 158,160 distinctions were achieved. In the 12 key subjects (including Mathematics, Physical Science, Accounting, Economics, among others) the total number of distinctions increased from 63,348 in 2015 to 65,154 in 2016.

The Minister commended the Free State Education MEC and his team for attaining the first place in the 2016 NSC Examinations results. She provided a glimpse of results captured without progressed learners. The Free State Province was the only province that broke the 90% threshold, with 93.2% pass rate. It was followed by the Western Cape Province with 87.7%, and Gauteng Province with 87%. Gauteng Province was followed by the North West Province with 86.2%; the Northern Cape Province with 82.2%; Mpumalanga Province with 81.3%; KwaZulu-Natal Province with 69.5%; Limpopo Province with 68.2%; and the Eastern Cape Province with 63.3%. The Minister commended the six provinces which recorded more than 80% performance in their 2016 NSC Examination performance.

Conrad Strydom, from Hermanus High School in the Western Cape Province, was announced as the overall top Grade 12 performer for 2016 and the best achiever in Mathematics. Strydom said that he plans to study Physics at the University of Stellenbosch to become a world class physicist. He has won various awards during his matric year, one of which was first place during the 2016 South African Physics Olympiad competition.

Click on the below link to view Minister Motshekga's full speech:

<http://www.education.gov.za/Newsroom/Speeches/tabid/950/ctl/Details/mid/3816/ItemID/4238/Default.aspx>

NSC Candidates may apply for the re-marking or re-checking of examination scripts

NSC 2016 EXAMINATION RESULTS



2016 National Senior Certificate Examination candidates may apply for the re-marking or re-checking of their examination scripts. Registration can be done at either the school or district office in the province (all instructions appear on the reverse side of the Statement of Results). The closing date for applications is 19 January 2017. The fees for re-marking or re-checking per subject are R92.00 (re-mark) and R21.00 (re-check).

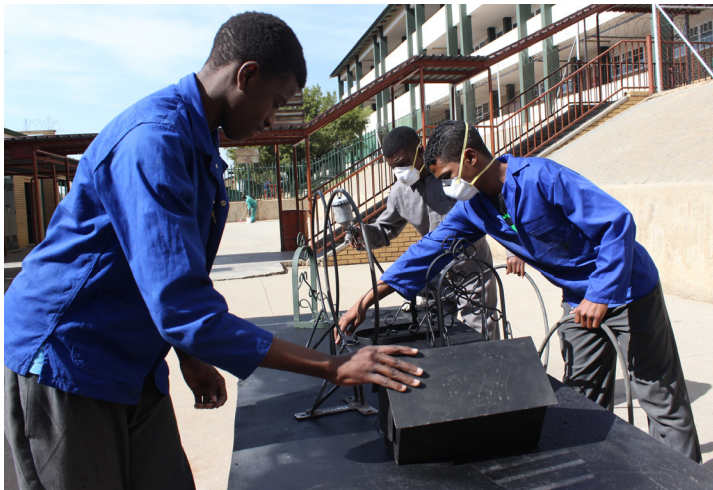
The viewing of scripts may only be done after the re-marking or re-checking of the results. The closing date for applications is seven days after the release of the re-marking or the re-checking of results. The viewing fee is R180.00.

A supplementary examination may be granted to an unsuccessful NSC candidate, provided they meet specific criteria and conditions. The closing date for applications for the supplementary examination is also 19 January 2017.

Click on the below link to view the conditions for entry as per the regulations governing the supplementary examination:

[http://www.education.gov.za/Curriculum/NationalSeniorCertificate\(NSC\)Examinations/Releaseof2016NSCResults.aspx](http://www.education.gov.za/Curriculum/NationalSeniorCertificate(NSC)Examinations/Releaseof2016NSCResults.aspx)

Towards Inclusive and Equitable Quality Education and the Promotion of Lifelong Learning Opportunities for All



The Department of Basic Education (DBE) has made significant inroads in terms of its focus on Sustainable Development Goal (SDG) 4: *to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*.

The Chief Director for Curriculum Implementation and Monitoring, Mr Suren Govender, addressed various education stakeholders during the South African launch of the *Global Education Monitoring (GEM) Report* held at the Kara Institute in Pretoria on 31 November 2016. Mr Govender highlighted that there are basic principles used to determine the performance of the Education System, which are access, redress, equity, efficiency, quality and inclusivity and added: “The DBE has registered significance progress in these areas”.

Mr Govender shared some progress made according to the sector priorities, based on the NDP: “In terms of access, the Department has increased the enrolment at schools; hence 99.3% of learners from the age of 7 to 13 are currently registered in education institutions. The DBE also succeeded in the provision of Learner Teaching and Support Materials such as Workbooks. Grade 1 to 9 Maths and Language Workbooks/Study Guides are delivered to schools every year. The Department is hard at work in ensuring that schools have access to Information and Communication Technology (ICT) and has established an education TV channel.

Another progress reported on during the launch was redress. “The DBE’s *No Fee School Policy* had also played a crucial role in transforming the education system for the better. Approximately 80% of learners registered in South African schools do not pay school fees. The Department is also providing a nutritious daily meal to 9.6 million learners in 21,177 schools across the country through the National School Nutrition Programme (NSNP). A total of 386,446 learners benefited from scholar transport.

Mr Govender also hailed Basic Education Minister, Mrs Angie Motshekga, for having spearheaded the neglected non-academic stream to address quality and efficiency within the schooling system. The DBE has introduced a *Three Stream Model* providing Academic, Technical Occupational and Technical Vocational support to those learners who experience challenges in the Academic Stream. “The Academic Stream focuses on Grade R to 12 CAPS. The Technical Vocational Stream offers six subjects: Engineering Graphic Design, Civil Technology, Electrical Technology, Mechanical Technology, Technical Maths and Technical Science; whereas the Technical Occupational Stream will be comprising of 26 subjects: Arts and Crafts, Hairdressing, Office Administration, Panel Beating and Spray Painting, amongst others”.

Mr Govender stated that, although there has been a significance achievement in terms of improving quality education, more still needs to be done to address the high dropout and failure rates. However, during 2017, the DBE will continue to advance towards *Inclusive and Equitable Quality Education and the Promotion of Lifelong Learning Opportunities for All*.

District Directors at the coal face of education delivery



It has been a very long challenging journey for Education Districts to claim their rightful place in the education landscape. For many years Districts were viewed as the weak link in the education delivery chain. Not anymore. Districts have come into their own and Minister Motshekga now calls them “the backbone of education” – and rightly so.

For many years there was no clearly defined role for Districts although they were considered a useful conduit through which the national and provincial departments conveyed policies and programmes to schools. They were also considered very useful in “processing paper” from schools through to the various provinces. Their professional role was often forgotten in the process. All this changed when the *Policy on the Organisation, Roles and Responsibilities of Education Districts* was published in March 2013. This started a chain of events that did not only recognise the importance of Education Districts, but placed them at the centre of education delivery. Not only were the roles and responsibilities of Districts clearly defined, but space was created to work directly with Education Districts in their development and support.

A number of key milestones have helped propel Districts to take their place as key professional role players in the delivery of education. Key amongst these was the establishment of a Forum of Education Districts to act as a Professional Learning Community (PLC) to strengthen district operations. This Forum has ensured that Districts participate collectively in determining their own developmental trajectory and decide on activities that will drive their development. Amongst the key issues that this Forum has spearheaded in this space have been:

- Determining the Minimum Resource Package for Districts and their Circuits to operate effectively (basic Tools of Trade). This is now used across the country to resource Districts;
- Prioritising posts to be filled in line with the country’s development agenda;
- Refining recruitment and selection processes for the filling of District posts so that the right people are appointed in the right roles;
- Determining key capabilities required in District offices and working on a capability development programme for District officials – including an Induction and Orientation Programme for newly appointed District officials;
- Developing a National Guide on Standard Routines and Operation for Education Districts to safeguard basic operations that should be observed by all 86 Districts; and
- Agreeing on how excellence in District operations will be recognised and celebrated.

The quarterly meetings of the Forum of Education Districts have become the highlight of the annual calendar of District Directors throughout the country and are rarely attended by less than 120 participants. The last meeting for the 2016 academic year, held from 01 to 02 December 2016 at the St George Hotel in Centurion, was no exception. It was attended by officials from 79 Districts and 18 officials from Provincial Head Offices.

The success of these meetings lies in making sure that the agenda for each meeting is rich, substantive, informative and relevant to the work of District officials. Through this Forum, the Sector has ensured that District Directors, who are at the coal face of education delivery, meet and reflect on critical policy together, share best practice and together plan for the improvement of the delivery of education throughout South Africa. Minister Motshekga, who spearheaded the formation of this Forum, and Deputy Minister Enver Surty attend each of these meetings, engaging and guiding delegates throughout the two days. It is this commitment from our top leaders that has made every District Director want to attend the meeting.

During the last meeting of 2016, District Directors had the opportunity to reflect on a range of weighty topics including the Mathematics and Science Achievement of South African Grade 9 learners in TIMMS 2015, as well as the Mathematics Achievement of South African Grade 5 learners in the same study. This was an important item given the pressing agenda to improve the quality of learning outcomes in all subjects, but even more so in Mathematics and Science.

The meeting also reflected on issues affecting the day-to-day operations of District Directors such as the findings of the investigation on the selling of posts, an area directly in the scope of control of District Directors. Very robust engagements paved the way for the more functional management of Progressed Learners during 2017 with a primary focus on how these learners should, and will be supported by Districts. There is no doubt that this Forum has added immense value to the business of education and has established a working model for a professional community of practice with peers sharing best practice and growing together. We look forward to a great 2017, working with, and through our Districts.

Upcoming Events

- 11 January 2017: Opening of Schools for the 2017 Academic Year
- 15 January to 22 January 2017: The National Adjudication of the 17th Annual NTA will be taking place in the Gauteng Province
- 19 January 2017: Closing day for applications for 2016 NSC Examination paper/s re-mark/re-check
- 19 January 2017: Closing day for applications for NSC Supplementary Examinations
- 31 January 2017: Due date for the submission of public comment to the draft policy on the Provision of Quality Education and Support and the Learning Programme for Children with Severe to Profound Intellectual Disability
- 07 April 2017: Closing date for the submission of the 2017 Southern African Development Community (SADC) Secondary Schools Essay Competition entries to the Provincial Education Departments



Published by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

© Department of Basic Education

website

www.education.gov.za

facebook

www.facebook.com/BasicEd

twitter

www.twitter.com/dbe_sa