



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

REPORT ON THE 2019 NATIONAL SENIOR CERTIFICATE EXAMINATION

January 2020

A System on the Rise

The fear and anxiety has vanished,
The little bulbs in our children's
minds are lighting up,
The whole path is illuminated,
We know where we are going,
We are surely a System on a Rise,
The DBE is on the move,
Watch the Space!



Let's grow South Africa together



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Minister's Foreword Et Executive Summary



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Minister's Foreword



The Class of 2019 sat for the National Senior Certificate (NSC) examinations in a year that our great nation celebrated 25 years of democracy, constituted the sixth democratic parliament and South Africans united in celebrating yet another Rugby World Cup victory. In his State of the Nation Address, the President of the Republic of South Africa, His Excellency, President Cyril Matamela Ramaphosa highlighted education as one of the seven priorities of the new administration. The cornerstone of the democratic era has been an improving education system committed to the pursuit of quality basic education, the necessary raising of standards and careful introspection of progress. Government's strategy of improving the quality of basic education has been articulated in the National Development Plan (NDP) Vision 2030: Our future – Make it work.

In this regard, the education sector has listed eleven priorities for this administration, which include inter alia, improving the foundational skills of literacy and numeracy; implementation of a curriculum with skills and competencies for a changing world; dealing decisively with the quality and efficiency through the implementation of standardised assessments; urgent implementation of the two-years of Early Childhood Development before Grade 1, promoting school safety, health and social cohesion and completing an integrated Infrastructure Development Plan. It is against these priorities and noting that the education enterprise is a highly complex activity where the outcome is based on a multiplicity of factors, that we use the National Senior Certificate examination results, as one of the barometers

to evaluate our success. There are noteworthy signs of progress as observed in the recent cycles of international and regional assessment programmes.

In terms of the Action Plan of the Department of Basic Education (DBE), the following three key targets are directly measured through the performance in the National Senior Certificate:

- (a) Increase the number of Grade 12 learners who become eligible for a Bachelor's Programme at a university;
- (b) Increase the number of Grade 12 learners who pass Mathematics; and
- (c) Increase the number of Grade 12 learners who pass Physical Science

The Quality Assurance Council, Umalusi, which plays a critical role in upholding the integrity of the NSC examination, has after rigorous verification of all examination processes, approved the results of the 2019 NSC examination. This achievement has been attributed to an examination and assessment system that has robust administrative systems and processes, sets papers that are internationally comparable, improved its marking processes so that competent markers are appointed and trained, and introduced robust quality assurance measures to improve the quality of marking. The strengthened administration processes saw a reduction in examination irregularities. The NSC results are subjected to a rigorous standardisation process conducted by Umalusi prior to the release. The NSC examination processes have been consistently reviewed and strengthened over the past 25 years and the qualification is

therefore trusted by employers, higher education institutions and the South African public.

A total of 616 754 full-time candidates entered the 2019 NSC examinations. The achievements of the class of 2019 confirm that the standard and quality of the South African examinations system is improving annually and stabilising. The proficiency of our education system is confirmed by:

- An improvement in the pass rate and quality of passes in most of the Gateway subjects;
- A noteworthy and credible increase in the percentage of learners who achieved the NSC;
- A significant increase in the percentage of learners qualifying for Bachelor studies; and
- The phenomenal gains in the margins of improvement among Quintile 1 to 3 schools.

We celebrate the achievements of the Class of 2019. A number of our learners have persevered despite all odds to ensure that they attain the National Senior Certificate that serves as a Gateway to a career, entrepreneurial opportunities or further studies. We congratulate you on your achievements and we are confident that you will make a difference not only to your families, but to your communities and to our nation as a whole.

The objective of the schooling system is to ensure that every learner attains a National Senior Certificate. Therefore, learners who do not meet the requirements of the NSC in their first attempt, are offered a second opportunity in the June Examinations. The Department has also established a Second Chance Programme, which offers support to learners that would require to write either the June Examination or the November Examination as a part-time candidate.

I encourage all learners to see this achievement as an important milestone to even greater success in furthering their life opportunities in higher education, in the workplace and as valuable citizens in our constitutional democracy. I also thank parents, teachers, principals, teacher unions, communities, district and provincial officials, and social partners for supporting the Class of 2019. I therefore invite all education stakeholders and the broader South African public to view the results with a sense of ownership and involvement, to support the projects, programmes and efforts of the Department in our mission to deliver quality basic education to all learners.

There is no doubt that the results of the Class of 2019 are remarkable but the greater challenge is to work together to sustain this achievement.

We need to focus on learner well-being thus ensuring that our children are protected from social ills which have a bearing on their performance. It is really now in our hands as a country to work collaboratively to sustain the upward trajectory of the basic education system.



Mrs AM Motshekga, MP

Minister of Basic Education



Executive Summary

A total of 787 717 candidates entered for the November 2019 NSC examination. This number was made up of 616 754 full time and 170 963 part time candidates. This was the sixth cohort of candidates to write the NSC examination that is aligned to the national Curriculum and Assessment Policy Statement (CAPS), a curriculum which is benchmarked against international standards.

Umalusi has shown great appreciation for the heightened standards under which the Department of Basic Education (DBE) administers the NSC examination. Apart from the marked improvement in the quality of question papers set for the NSC examination, Umalusi has commended the DBE for conducting a successful NSC examination with no systemic irregularities that would have jeopardised the integrity and credibility of the 2019 NSC examination.

The Class of 2019 is the second cohort to be introduced to 12 new subject offerings, comprising the South African Sign Language (SASL) as Home Language (HL), Civil Technologies, Mechanical Technologies, and Electrical Technologies – each with three subject specialisations; as well as Technical Mathematics and Technical Sciences. The number of candidates offering these new subjects is still generally low given that this is only the second year of implementation. It is encouraging that the number of SASLHL candidates has increased from 54 candidates in 2018 to 99 in 2019.

The overall candidate performance in the November 2019 NSC has improved significantly compared to the previous years. The Class of 2019 registered an overall pass percentage of 81,3%, which is an improvement of 3.1% to the performance of the November 2018 cohort and is the highest pass percentage recorded in the last 25 years. The graph below represents the past percentage in the last 12 years.

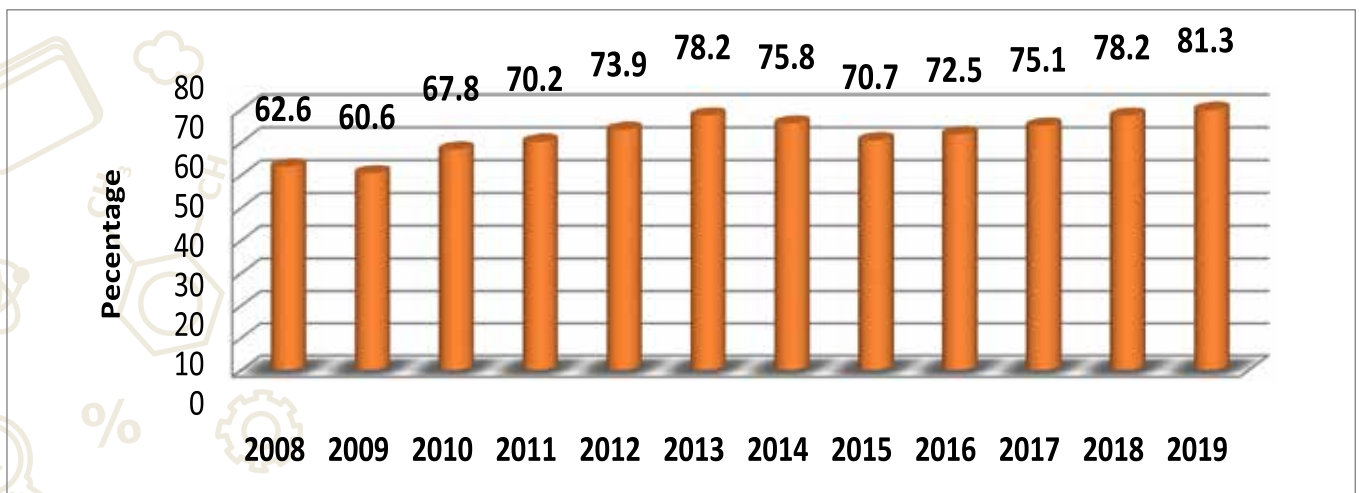


Figure 1: Comparison of performance in the NSC Examinations: 2008 to 2019

Table 1 below indicates the performance of provinces in the November 2019 NSC examination and their ranking.

Table 1: 2019 NSC provincial performance and their ranking

Province	2018				2019				% Difference
	Total Wrote	Total Achieved	% Achieved	Ranking	Total Wrote	Total Achieved	% Achieved	Ranking	
EASTERN CAPE	65 733	46 393	70.6	8	63 198	48 331	76.5	7	5.9
FREE STATE	24 914	21 806	87.5	2	25 572	22 602	88.4	1	0.9
GAUTENG	94 870	83 406	87.9	1	97 829	85 342	87.2	2	-0.7
KWAZULU-NATAL	116 152	88 485	76.2	6	116 937	95 017	81.3	5	5.1
LIMPOPO	76 730	53 254	69.4	9	70 847	51 855	73.2	9	3.8
MPUMALANGA	44 612	35 225	79.0	5	43 559	34 995	80.3	6	1.4
NORTH WEST	29 061	23 578	81.1	4	26 819	23 272	86.8	3	5.6
NORTHERN CAPE	9 909	7 264	73.3	7	9 138	6 990	76.5	7	3.2
WESTERN CAPE	50 754	41 350	81.5	3	50 404	41 502	82.3	4	0.9
NATIONAL	512 735	400 761	78.2		504 303	409 906	81.3		3.1

The number of learners who qualify to enrol for the bachelor programmes at institutions of higher learning has improved significantly compared to previous years (see the Table 2 below).

Table 2: Comparison of admission to Bachelor programmes: 2018 - 2019

Province	2018			2019		
	Number Wrote	Number Achieved with Admission to Bachelor	% Achieved with Admission to Bachelor	Number Wrote	Number Achieved with Admission to Bachelor	% Achieved with Admission to Bachelor
Eastern Cape	65 733	18 001	27.4	63 198	20 419	32.3
Free State	24 914	9 333	37.5	25 572	9 992	39.1
Gauteng	94 870	41 410	43.6	97 829	43 494	44.5
Kwazulu-Natal	116 152	38 571	33.2	116 937	44 189	37.8
Limpopo	76 730	17 999	23.5	70 847	19 022	26.8
Mpumalanga	44 612	13 199	29.6	43 559	14 228	32.7
North West	29 061	9 449	32.5	26 819	9 964	37.2
Northern Cape	9 909	2 589	26.1	9 138	2 769	30.3
Western Cape	50 754	21 492	42.3	50 404	21 981	43.6
National	512 735	172 043	33.6	504 303	186 058	36.9

Although there is a drop in the number of candidates passing Mathematics in the November 2019 NSC examination compared to 2018, the trend with regard to learners attaining admission to Bachelor studies and passing Physical Sciences as per the indicators outlined in the National Development Plan is on an upward trajectory. The Table below indicates the performance of full time candidates attaining 30% and above in the 11 "Gateway subjects".

Table 3: Candidates' performance in Gateway subjects at the 30% level and above – 2015 to 2019

Subjects	2015	2016	2017	2018	2019
Accounting	59.6	69.5	66.1	72.5	78.4
Agricultural Science	76.9	75.4	70.4	69.9	74.6
Business Studies	75.7	73.7	68.0	64.9	71.0
Economics	68.2	65.3	71.0	73.3	69.3
Geography	77.0	76.5	76.9	74.2	80.5
History	84.0	84.0	86.0	89.7	90.0
Life Sciences	70.4	70.5	74.4	76.3	72.3
Mathematical Literacy	71.4	71.3	73.9	72.5	80.6
Mathematics	49.1	51.1	51.9	58.0	54.6
Physical Science	58.6	62.0	65.1	74.2	75.5

The following are notable achievements in the November 2019 NSC examination:

- Significant improvement in performance in 7 of the 11 Gateway subjects (Accounting, Agricultural Sciences, Business Studies, Geography, History, Mathematical Literacy and Physical Sciences).
- Improvement in the number of learners qualifying for admission to bachelor studies from 172 043 to 186 058 (3.3% improvement).
- Improvement in the number of learners qualifying for admission to diploma studies from 141 700 to 144 672 (1.1% improvement).
- The number of quintile 1 to 3 schools performing at an overall pass percentage of 80% and above increased from 1 961 in 2018 to 2 484 in 2019. This represents 50% of the total number of quintile 1, 2 and 3 schools countrywide.
 - Improvement in the overall pass percentages of 8 of the 9 provinces.
 - 96 976 of the admission to bachelors studies come from quintiles 1, 2 and 3 as compared to 78 037 that are coming from quintiles 4 and 5.
- All the 75 districts are performing at 60% and above with 45 of the districts (compared to 34 in 2018) performing at 80% and above.



Introduction

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1. Introduction

The NSC examination is primarily designed for certification i.e. to assess candidates' attainment of expected learning outcomes at the end of twelve years of teaching and learning. However, the NSC examination has over the years become the central indicator of the performance of the system as a whole. It provides valuable data to education planners, institutional role players and decision makers in the sector to improve the quality of basic education. It also has an important diagnostic role in assisting educators and subject specialists to identify areas of weakness and strength in each of the subjects offered in the qualification.

The plan that drives the Basic Education Sector is the Action Plan, 2030, which provides the key targets for the sector and on an annual basis, the performance of the system is measured against these targets. The Department of Basic Education has over the last few years, recognised the importance of the early years of schooling which is the more important determinant of performance of learners at the end of twelve years of schooling. Hence, much of the efforts of the sector have now been devoted to early childhood development (ECD) and the General Education and Training (GET) Band.

In sync with the focus on ECD and the GET band, the assessment regime of the sector is also in the process of being re-aligned so that the assessment system is more reflective of the fundamental tenets of quality education, which are developed in the early years of schooling. The Department has adopted the National Assessment Framework (NAF), which has three core components and these include: ongoing formative assessment, systemic evaluation and summative assessments. These three components will be embedded in the entire schooling system and there will be a concerted effort to focus more attention on the ongoing formative assessment that takes place in the classroom. The model for systemic evaluation has been approved and will be implemented for the first time in Grades 3, 6 and 9 in 2020. This will provide the system with a more holistic evaluation of the performance of the system in the GET band. In an effort to ensure that there is a standardized universal assessment at a level below Grade 12, the Department is targeting the implementation of a General Education Certificate at the end of Grade 9, in 2022. This will provide learners, teachers and parents with an authentic indicator of performance after ten years of schooling and this will allow for remedial measures to be taken ahead of Grade 12.

This report provides a consolidation of the performance of learners in the 2019 National Senior Certificate examination at the national, provincial, district and school levels. Included in this report are also pertinent details on the NSC and the underlying methodology of examination processes followed this year. The presentation of results is preceded by a detailed account of specific quality controls on question paper development, examination administration, marking, and school based assessment. The analysis of results is presented graphically and in tabular format and covers national, provincial and district contexts. The analysis covers the results of both full-time and part-time candidates. A summary of the key improvements concludes the report.

2



Progress in the Sector

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2. Progress in the Sector

Prior to a presentation of the results of the Class of 2019, which is an important barometer, of the progress made in the system, it is necessary to reflect on the progress made in the schooling sector based on national, regional and international data available. At the heart of development in the schooling sector must obviously be what learners learn. This is made clear in the National Development Plan (NDP) and the Sustainable Development Goals. It continues to be of great significance for South Africa's development that learning outcomes, according to reliable standardised testing programmes, have continued to improve.

The following graph outlines past achievements and what government targets envisage for the future, in terms of the **TIMSS¹ Mathematics tests**. When ambitious TIMSS targets extending to 2025 in *Action Plan to 2014* were formulated, there was little certainty that they could be reached. It was thus good news when 2011 and 2015 TIMSS results revealed significant improvements, in fact along a trajectory that was about as steep as that of the fastest improving countries in the world (for instance Brazil's PISA² improvements between 2000 and 2012). This puts South Africa on track to achieving its long-range TIMSS targets. By 2015, South Africa was almost on par with Botswana (which also tested Grade 9 in 2015). Assuming that past improvement trends continue, South Africa is set to reach a level of performance seen in Grade 8 in Thailand in 2015 by around 2022, and would surpass Malaysia's 2015 level by 2030. These further improvements are of course not guaranteed, but sustained dedication to the activities outlined in the DBE's plans, and the NDP, would improve the chances of reaching the targets.

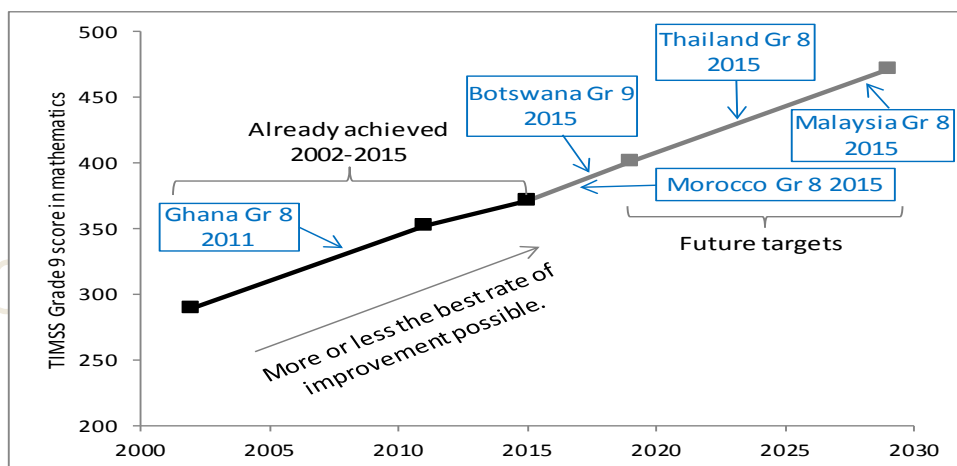


Figure 2.1: Past and envisaged educational quality trend for South Africa

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

Note: All the South Africa points refer to Grade 9. The 2002 Grade 8 average was 264, 21 points below the Grade 9 average for the same year, but this Grade 8 figure is not reflected in the graph. The 2019 target of 401 is from MTSF targets published online in 2016. The 2029 target of 472 is from Action Plan to 2019.

1 Trends in International Mathematics and Science Study.
2 Programme for International Student Assessment.

Mathematics trends to those of other developing countries is telling. South Africa has experienced the steepest and most sustained improvement, though Ghana in the years 2003 to 2011 saw a similarly positive trend. TIMSS science results reveal similar patterns to TIMSS Mathematics. Analysis for the landmark 2017 High Level Panel report of the legislative sector confirmed that South Africa's TIMSS's gains were strongest amongst the most disadvantaged, meaning that schooling has contributed to reduce social inequalities. Importantly, it is these improvements in the grades below Grade 12 which account for upward trends in the Grade 12 indicators.

SACMEQ³ and **PIRLS**⁴ results at the primary level are somewhat more difficult to interpret than the TIMSS results, in part due to statistical adjustment issues, yet they both point to improvements of a magnitude comparable to those seen in TIMSS. Specifically, while TIMSS Mathematics improvements in Grade 9 for 2002 to 2015 came to 0.07 standard deviations a year, the 2007 to 2013 improvement in Grade 6 Mathematics, according to SACMEQ, came to a similar 0.06 standard deviations a year. Looking at annual improvements this way, in terms of standard deviations, allows one to make approximate comparisons of trends across different testing programmes.

Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with admission to Bachelors studies, both certificates which tend to have a decisive influence on the opportunities available to young South Africans, are illustrated in Figure 2.2 below. It is important to note that most learners who obtain the NSC, but not admission to Bachelors studies, achieve the lower level of admission to Diploma studies. For example, in 2019 65% of learners with an NSC but not admission to Bachelor studies obtained the admission to Diploma studies. This permitted an additional 145 000 learners from the class of 2019 to study for a Diploma at a university. Overall then, 81% of those who obtained the NSC as full-time students in 2018 have qualified to study at a university. Both indicators shown in Figure 2.2 have displayed a general upward trend for the last twenty or so years. The increase in Bachelors-level passes, at 4.3% a year, has been the strongest. Youths qualifying for entry into a Bachelors programme at a university has increased from around 100 000 in 1994, to around 160 000 in recent years. These figures are from the public examination system only and exclude, above all, the approximately 10 000 a year Bachelors-level passes emerging from the Independent Examinations Board (IEB) system.

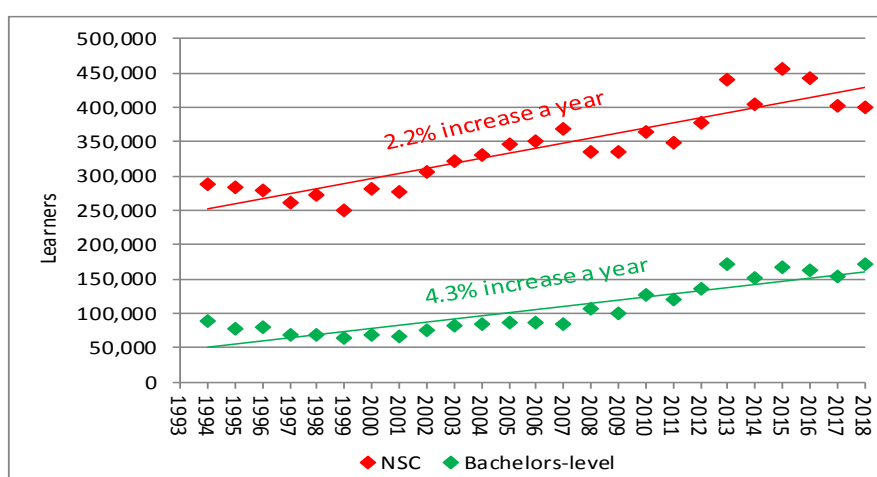


Figure 2.2: NSC and Admission to Bachelors-level increases since 1994

Note: Prior to 2008, admission to Bachelors studies was referred to as a Matriculation Exemption. Values reflect only results of full-time candidates, excluding the effect of the supplementary examinations and any examinations taken by MEO (Multiple Examination Opportunity) candidates in the following year.

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

4 Progress in International Reading Literacy Study.

Figure 2.2 under-states the progress made by reflecting just certificates received by full-time examination candidates after the first sitting of the examinations. What is thus not reflected are the following: the situation after **supplementary examinations** used to be written early in the following year, before the supplementary examination was merged with the June Senior Certificate examination; NSCs obtained by **part-time examination candidates**, generally youths repeating all or part of their Grade 12 studies; and credits obtained in the following year for **Multiple Examination Opportunity** (MEO) candidates. In addition, a comprehensive tallying of the NSCs needs to take into account the fact that roughly 4 000 learners a year obtain the NSC in their second attempt, as part of an effort to improve their subject-specific results. These factors describe opportunities that have become increasingly available to youths to pursue the 'Matric' beyond their first attempt. The MEO was introduced only in 2015. The number of part-time candidates has increased dramatically, from around 1 000 in 2008, to 83 000 in 2010, to around 170 963 in 2019. Once all these factors have been taken into account, the net result is that the number of NSCs obtained per year in the public examination system is around 23 000 higher than the levels illustrated in Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with admission to Bachelor studies, both certificates which tend to have a decisive influence on the opportunities available to young South Africans, are illustrated in Figure 2.2 below. It is important to note that most learners who obtain the NSC, but not admission to Bachelor studies, achieve the lower admission to Diploma studies.

Thus one can say that in 2018 around 425 000 youths obtained the NSC for the first time. Around one-third of the additional 23 000 is due to part-time candidates qualifying for the NSC, while two-thirds is due to full-time candidates failing on their first attempt, but then reaching a point where they fulfil all the NSC requirements, via a second opportunity.

Stats SA data collected from **households confirm the rise in the number of youths obtaining the NSC**. Specifically, the percentage of youths successfully completing Grade 12 has increased from about 45% in 2005, to over 55% in 2018 (very similar statistics are obtained from the National Income Dynamics Study [NIDS] data of the Department of Planning, Monitoring and Evaluation [DPME]).

Figure 2.3 breaks Grade 12 (or NSC) attainment down by province. These patterns offer important contextual information for understanding the NSC pass rate. For instance, KwaZulu-Natal, which has historically not performed particularly well in terms of the pass rate (NSCs divided by examination takers), does in fact do relatively well in terms of ensuring that a high proportion of youths obtain the NSC. In the case of KwaZulu-Natal, the relatively low pass rate is due to this province's tendency to curb dropping out below Grade 12 and to ensure that a relatively high proportion of youths get to participate in the Grade 12 examination – this inflates the denominator in the pass rate.

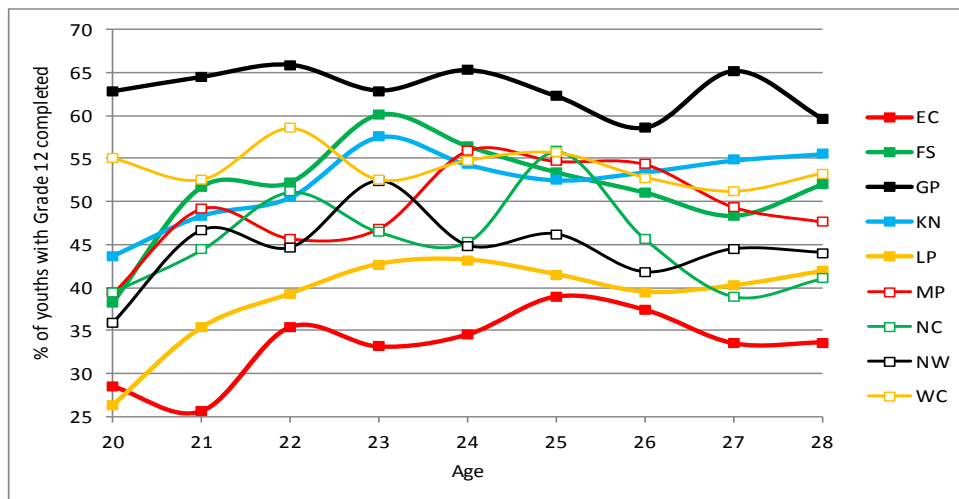


Figure 2.3: Grade 12 attainment by province according to household data

Source: Stats SA's General Household Survey. The mean statistics across the three values for 2016, 2017 and 2018 are represented.

The fact that just under a half of youths do not obtain the NSC, and thus leave the schooling system without a formal qualification with which to navigate post-school education and the labour market, is a concern that is often raised. Successful completion of Grade 12 must continue to increase, but it should also be remembered that **South Africa's secondary school completion is not unusual among developing countries**. According to UNESCO, the upper secondary education completion rate for South Africa has been equal to that of middle income countries in general in recent years. By comparison, it is currently slightly above those of Tunisia, Egypt and Uruguay, but a bit below that of Indonesia.

Given the special importance of **building skills needed for mathematically-oriented and scientific professions**, the Department of Performance Monitoring and Evaluation (DPME) has set targets for the number of learners achieving a 50% mark in Mathematics and Physical Science. These have been complex indicators to track, as even with Umalusi's standardisation process, it is clear that the difficulty of reaching specific mark thresholds has changed slightly over the years, in particular in Mathematics in the years following 2008 (this was the year when the National Senior Certificate replaced the Senior Certificate). By using, as a benchmark, a set of high-performing and stable schools, it was possible to produce a more comparable set of statistics. Both the 'raw' and comparable indicator values are illustrated in Figure 2.4 below. The recalibration makes very little difference to the overall Physical Sciences trend, but it does influence the Mathematics trend. It moreover brings the trends for the two subjects roughly in line with each other, which is what one would expect, given that they complement each other academically. The recalibration has a rather large impact on the 2019 Mathematics points in the graph – the 'raw' figure is 45 101, against a recalibrated figure of 56 833. Trends in the high-performing and stable schools sample (32 schools nationally for Mathematics), suggest strongly that since 2016, examinations have become increasingly demanding. The 2019 targets set in the MTSF for achievement of a 50% mark were 64 646 for Mathematics and 46 233 for Physical Science. The general trend since 2008 has allowed the Physical Science target to be exceeded, while the system is not too far from achieving the Mathematics target. Importantly, and according to published research, the improvements seen with respect to these indicators are mainly the result of more high-level subject passes in historically disadvantaged schools. The trend has thus contributed to narrowing historical inequalities.

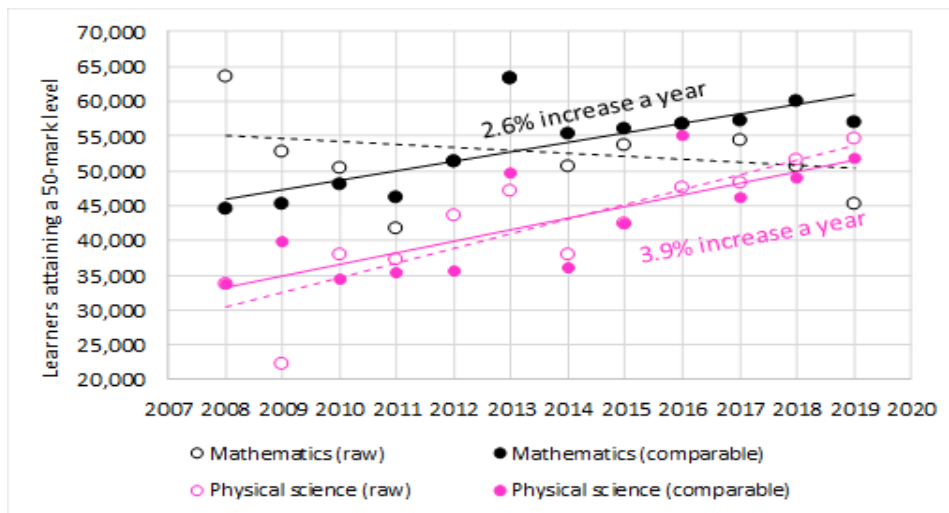


Figure 2.4: Grade 12 Mathematics and Physical Science

Source: Data on the results of full-time examination candidates after the first sitting (before supplementary examinations).

Note: Solid lines are trendlines for the comparable statistics, while dotted lines are trendlines for the 'raw' statistics.

Improvements in the quality of schooling are a large part of the reason why **more youths are 'surviving' school to a higher grade** and obtaining the NSC. An analysis of Grade 11 completion along the lines of Figure 2.3 reveals that nationally completion of this grade improved from 61% in 2007 to 73% in 2018. The corresponding figures for Grade 10 are 73% and 84%. This trend has occurred without a noticeable increase in the average age of learners. For instance, the average age of Grade 12 full-time examination candidates, on 1 January of their Grade 12 year, has remained stable at around 18.1 years since at least 2008.

The evidence presented above points unequivocally to progress in the Basic Education sector in the area that matters most, namely learning outcomes. It is important to understand as best as possible what drove this progress, as this needs to inform the way forward. Apart from the intervention strategies implemented by the Department, the new policies that were introduced in the education system added value to the improvements and successes achieved by the system. **Five policy related changes in the sector seem to stand out** as those that contributed directly to the improvements and successes of the system. These policy changes, which were also discussed in some depth in the 2018 examinations report, include: (a) the CAPS tools designed to facilitate the implementation of the curriculum in the classroom; (b) better access among learners to high-quality books, such as the national workbooks; (c) more focussed assessment practices; (d) improved subject knowledge among newly graduated teachers; and (e) increasing access to both Grade R and pre-school below Grade R.

3



The Class of 2019

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3. The Class of 2019

3.1 Profile of the 2019 NSC Class

The Class of 2019 entered the formal schooling system in Grade 1, in January 2008, the same year in which the first group of Grade 12 learners wrote the first National Senior Certificate (NSC) examination. This implies that this class is the 12th cohort of candidates to write the NSC. The Class of 2019 has therefore been the beneficiaries of twelve successive years of development and support relating to the NSC, improved teacher confidence and consequently improved teacher output. The Class of 2019 has also had the advantage of being the sixth cohort to be exposed to the Curriculum and Assessment Policy Statement (CAPS), which was introduced in 2014, at a time when the standard and quality of the public examination system was considered to be maturing and stabilising.

The policy on progression was first introduced in 2014 in the Further Education and Training (FET) band and the criteria for progression were reviewed in 2016. The basic principle relating to the policy on progression is that no learner should spend more than four years in a phase. However, the following criteria were added as pre-requisites to a candidate being progressed from either Grade 10 to Grade 11 or from Grade 11 to Grade 12. These criteria included the following:

- (a) The learner must have failed to meet the promotion requirements of either Grade 10 or Grade 11 and repeated either Grade 10 or Grade 11.
- (b) The learner must have passed the language of learning and teaching (LoLT) and another three of the seven subjects.
- (c) The learner must have attended school on a regular basis, and absenteeism in excess of 20 days without a valid reason, will disqualify a learner from being progressed.
- (d) The learner must have complied with the school based assessment requirements in all subjects, for that academic year.

The Multiple Examination Opportunity (MEO) option was applied for the first time in the 2015 NSC examinations. In order to ensure uniformity in the application of the Multiple Examination Opportunity option, a set of criteria was developed to determine which learners should be allowed to exercise the MEO option. These criteria were applied more stringently since 2018. A learner qualifies to exercise the MEO option when he/she meets the following criteria:

- i. be a progressed learner;
- ii. have completed all his/her SBA requirements in all seven subjects;
- iii. have attended school regularly (not absent for more than 20 days without a valid reason);
- iv. have written the preparatory examination in all subjects; and
- v. have failed a minimum of three subjects.

The number of subjects for which an MEO candidate may sit for in the final examination is determined by his/her performance in the preparatory examinations. The learner must sit for a minimum of three subjects, excluding Life Orientation.

The Class of 2019 is the second cohort to offer a series of new subjects in the Grade 12 NSC examinations. These include South African Sign Language Home Language (SASL HL), Technical Mathematics, Technical Science, Civil Technology (Construction/Civil Services/Woodworking), Electrical Technology (Digital Systems/Electronic/Power Systems) and Mechanical Technology (Automotive/Fitting and Machining/Welding and Metal Work).

The other feature of the Class of 2019 is that **87.7%** of the learners who were **6 year-olds** in 2007 went through *Early Childhood Development (ECD) programmes*. The foundations for lifelong learning that these young learners were exposed to, included *language, motor skills, perceptual skills, problem-solving, basic numeracy, self-regulation, executive functioning and the love for learning*.

The Class of 2019 was also exposed to a high degree of stability in the schooling system with minimum or no disruptions to schooling. The implementation of the National Strategy for Learner Attainment (NSLA) has taken firm root, resulting in provinces, districts and schools *heightening* their efforts in implementing *differentiated* but *specific* learner support programmes and the *effect and impact* of major learner support programmes are constantly measured and monitored. It is also noteworthy that the *standard and quality* of the public examination system is gradually *maturing*, and *higher standards* are being phased in. The DBE has improved its data collection, data analysis, and data feedback processes such that learner performance data is collected on a quarterly basis from every school in the country, in every subject and this data is consolidated per district, per province and nationally and analysed so as to track learner performance on a quarterly basis. This allows for schools and specific subjects with poor performance to be identified early in the schooling continuum so that remedial measures can be implemented.

3.2 Scope and Size of the November 2019 NSC Examinations

The Table below indicates the scope and size of the November 2019 NSC examination.

2019 NSC Examinations	
Full-Time Candidates entered	616 754
Part-Time Candidates entered	170 963
Question Papers	147
Printed Question Papers	8 million
Scripts	7,6 million
Examination Centres	6 870
Invigilators	65 000
Markers	45 500
Marking Centres	141

3.3 Key Learner Support and Interventions for the Class of 2019

Given South Africa's divided past, and the continued negative impact of socio-economic realities, especially poverty, on learning outcomes, the intervention programmes attempt to counteract the unintended negative impact thereof on learner attainment. Accordingly, the learning interventions that have been established over the years cater for progressed learners, learners at risk of failing, as well as learners that are moderate to high achievers. This differentiated approach aims to address both content deficiencies that may prevent learners from achieving an NSC as well as support moderate to high achievers to improve their performance, and thereby improving the quality of learning outcomes.



Figure 4: The illustration above highlights the key drivers for learner support in the South African context.

Academic learner support in South African schools is not a new phenomenon, it comprises a broad collection of educational strategies, including supplementary material, vacation classes, after-school programmes, teacher content training, volunteer teachers such as university students, as well as alternative (differentiated) ways of grouping and teaching learners. Schools also provide learner support programmes to address specific performance results or trends, such as challenging content identified through various modalities. The Class of 2019 therefore, also benefitted from targeted support to increase their potential to obtain a quality National Senior Certificate (NSC).

While the design and purpose of academic-support programmes may vary widely from province to province, district to district and at times school to school, the following are some representative examples of common forms of learner support offered in all nine provinces.

- Classroom-based strategies: Teachers continually monitor student performance and learning needs, and then adjust what they teach or how they teach to improve and strengthen the process of learning.
- School-based strategies: Schools create learning-support opportunities during the school day, such as learning hubs, to increase the instructional time that academically struggling learners receive, whilst also varying the method of instruction. For example, if learners primarily learn in large or small groups

that all work at the same pace, learners in a support programme might work one-on-one with a teacher and be given more time to practice skills or learn complex concepts.

- After-hours strategies: Schools provide after-school or before-school programmes, usually within the school building, to provide learners with additional teaching or mentoring, or to help with preparation for classes or to acquire self-study skills.
- Extra –mural -school strategies: Corporate and community groups as well as volunteer-based learning programmes, often work in partnership with schools, to provide a variety of complementary programmes that enrich the learning process.
- Provincially driven strategies, e.g. Vacation schools: These are traditionally large scale centrally controlled interventions, either at Provincial and or at District level. The focus of these classes vary, based on the needs of the targeted population. These additional learning opportunities are provided during vacation classes in autumns, winter and spring.
- Technology-assisted strategies: Provinces, on an increasing scale are using digital and online learning applications to help learners grasp difficult concepts. These options may be self-directed by learners or overseen by teachers, or they may be provided during the school day or may allow learners to work from home at their own pace.

Learner support programmes are primarily offered based on the *three wave model* of educational interventions. The first wave is to ensure that all learners are exposed to quality teaching and learning within the classroom context. The second wave of intervention and support relies on subject teachers identifying content and skills deficits during teaching and offering additional support to identified learners at school level. This support is usually more differentiated and focuses on particular areas of needs. The third wave, is driven by the provincial and district offices, includes both performing and underperforming learners. Support is offered to a larger cohort of learners based on their specific needs to address specific performance trends, such as challenging content, improving the number of learners who obtain subject distinctions, achieve a pass at bachelor level or improving the performance of girl learners in STEM subjects. The main feature of the three wave model is the increase in intensity of support in each wave and the decrease in learner numbers in each wave.

By far, the biggest learner support programme, in terms of scope and reach, is the vacation school programmes, offered during autumn, winter and spring vacations. The programme targets a diverse set of learners including progressed learners, learners at risk of not achieving the NSC and learners that have the potential to achieve distinctions in various subjects in an effort to focus on quality improvement. Vacation classes aided approximately \pm 40% of the Class of 2019. The 2019 cohort received on average between 15 – 20 additional days (120 – 160 hours) of extra tuition across either face to face or through ICT enabled platforms.

Vacation schools are offered across all nine provinces, ranging in length from 5 – 10 days per vacation, across a range of subjects. The key subjects offered at vacation schools include Accounting, Agricultural Sciences, Business Studies, Economics, Geography, History, Life Sciences, Mathematics, Mathematical Literacy, Physical Sciences and English First Additional Language. Of note is that a significant number of provinces offered additional support for historically “smaller” subjects such as Dramatic Arts, Consumer Studies, Religion Studies, Tourism, Agricultural Management Practices, Technical Mathematics, Technical Sciences, Engineering Graphics and Design, Technology subjects with specialisations, Agricultural Technology, and Computer Applications Technology. Differentiating learners based on performance, needs and gender further enhanced the learning experience.

In 2019, all provinces also expanded extra tuition and support for all Home Languages including South African Sign Language (SASL) as the newest Home Language. The increase in the scope of intervention to include Home Languages augurs well given the role of Home Languages in the ultimate attainments of the NSC. Approximately 40% of the 2019 full time cohort attended vacation schools, which resulted in exposure to an additional 15 – 20 days (120 – 160 hours) of high quality teaching and learning. The 2019 interventions also included efforts by the system to determine, the immediate impact of interventions through the implementation of diagnostic pre-and post-tests for both teacher and learner driven interventions.

The Class of 2019, was also exposed to a myriad of technology enabled interventions which include broadcast lessons via dedicated platforms such as Telematics, Internet Broadcast programmes (IBP) and live streaming from You Tube channels created specifically to support learning on a continuous basis. The utilisation of a blended approach to improve learning allows learners to take responsibility for their own learning and extend the exposure to quality teaching and learning beyond the classroom.

In addition to the core textbooks, a repository of supplementary electronic curriculum aligned/enriched content resources such as additional textbooks, study guides, past question papers, interactive workbooks, access to broadcast lessons and revision guides were provided both as online and offline content, spanning a multiplicity of subjects to the class of 2019, to mediate topics that are challenging for both teachers and learners in targeted schools.

Learner support to the Class of 2019 span a number of years. For instance, between 2014 - 2016 when the Class of 2019 was in Grades 7 - 9, the DBE provided free Mathematics workbooks as follows: Grade 7 (1 928 640) , Grade 8 (1 982 300) Grade 9 (3 857 280). Furthermore, 24 386 020 free Language workbooks were provided by the DBE, when the cohort completed Grade 6 in 2013. Likewise, support was intensified between Grades 10 – 12 with the provision of additional LTSM, extra tuition, ensuring exposure to quality school based assessment, providing standardised high quality common examinations and tests in high enrolment subjects, in an effort to ensure the Class of 2019, achieve at optimum level.

A main feature of the learner support programmes was the determination of the impact of support programmes and the quarterly tracking of learner performance. Interventions are delivered and informed by deep level analysis and intelligent use of qualitative and quantitative data. Vacation schools included pre- and post-tests as an indicator of the success of the intervention, with a view of refining the support programme based on the findings.

Besides academic support, other dimensions to the support programmes include study skills, psycho-social support, and exposure to motivational speakers, career guidance and assisting with application forms for tertiary institutions. In 2019, non-governmental organisations, corporates, institutions of higher learning, community groups as well as volunteer-based learning programmes, often worked in partnership with schools, to provide a variety of complementary programmes that enriched the learning process for the Class of 2019.

A



*Administration of
the November
2019 NSC
Examination*

Let's grow South Africa together





4. Administration of the November 2019 NSC Examination

The level of efficiency in which an examination is administered and conducted is often used as the measure of its credibility. The policy requirements for the administration and conduct of an examination must be followed thoroughly to ensure that the credibility of the examination is not compromised. The *Regulations pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination* is followed by the DBE in preparing for the conduct and administration of the NSC examinations. During each examination cycle, the DBE ensures that all examination processes during the preparation for the administration of the examinations are implemented as per the policy. The following are key examination processes that warrant precise planning, preparation and implementation in preparation for the NSC examination:

- Registration of Examination Centres and Candidates
- Development of National Question Papers
- Quality assurance of School Based Assessment
- Writing of the NSC Examination
- Marking of the NSC Examination Scripts
- Management of examination irregularities.
- Managing Resulting and Certification processes

This section of the report focuses on the activities implemented by the DBE in preparation for the conduct and administration of the November 2019 NSC examination and also highlights new innovations and strategies that the DBE employed to ensure that the 2019 NSC examination is credible and that its integrity is not compromised.

4.1 Registration

It is imperative for all candidates at Grade 12 level who intend to write the NSC examination to register for the examination at an institution that is accredited by Umalusi and has satisfied all the requirements to be registered as an examination centre by the respective Provincial Education Department (PED). Two categories of candidates are registered for the NSC examinations; full – time and part – time candidates. Full time candidates are usually based at a formal school, public or independent, where they receive full – time tuition for the entire academic year. Part – time candidates are mainly repeat candidates who were unsuccessful in one or more subjects in their attempts to obtain the NSC in previous examinations.

It is of paramount importance to ensure that all candidates who register for the NSC examinations at Grade 12 satisfy all the requirements, which include having satisfied the pass requirements in their Grade 10 and 11 years. For this reason, PEDs conduct an intensive verification process of the Grade 11 schedules prior to the registration of candidates for the NSC examination. The DBE has ensured that the verification process is completed by all PEDs before the registration data for the 2019 Grade 12 cohort is loaded into the examination system for processing.

All centres are also verified and checked prior to registration and, only independent centres accredited by Umalusi are eligible to conduct the NSC examinations.

The Minister granted a special dispensation for the Senior Certificate (SC) candidates to write the November 2019 NSC examination. In terms of the dispensation, only the following categories of the SC candidates qualified to write the November 2019 NSC examination:

- a) Only candidates who registered and wrote the June 2019 examination and failed (i.e. achieved below 30% for the subject or below 40% in the case of Home Language).
- b) Candidates who registered and were absent with a valid reason.

This dispensation has necessitated for system changes and development to be made on the Integrated Examination Computer System (IECS) to be able to accommodate the SC candidates for both registration and resulting purposes.

4.2 Development of National Question Papers

The question paper remains the de facto standard of the curriculum, therefore setting a question paper that accurately reflects the standard and the intended outcomes of the curriculum is of paramount importance. To ensure this, the DBE appointed and trained panels of examiners and Internal Moderators per subject. Each panel comprises a minimum of three examiners, a chief examiner and one or two Internal Moderators, based on their expertise and experience. Prior to the commencement of setting of the November 2019 examinations the panels reviewed and considered the feedback received from the 2018 marking processes, the standardisation of the November 2018 results, public and professional bodies. This feedback fulfilled a cardinal role in improving the quality of the 2019 question papers.

A total of 147 question papers were set by the DBE for the November 2019 NSC examination. The November 2019 question papers were developed following the format of the November 2018 and May/June 2019 examinations. In addition, based on a contractual arrangement with the Independent Examinations Board (IEB), 45 question papers for non-official Languages were set by the IEB. Fifty five (55) question papers were adapted for Braille, 73 papers were offered in large print and 53 question papers were adapted for deaf learners. The adaptation of the question papers for the blind and deaf was conducted by special examiners, who are mainly subject specialists with proven experience in the education of the blind and deaf, together with the chief examiners or Internal Moderators from the national panel.

In 2019, a series of new subjects were offered for the second time in the Grade 12 NSC examinations. These include South African Sign Language Home Language (SASL HL), Technical Mathematics, Technical Science, Civil Technology (Construction/ Civil Services/ Woodworking), Electrical Technology (Digital Systems/ Electronics /Power Systems) and Mechanical Technology (Automotive/ Fitting and Machining/ Welding and Metal Work). These learners are the beneficiaries of the educational transformation that heralded the move towards a technologically-enhanced curriculum.

All question papers were internally moderated by independent DBE-appointed Internal Moderators to ensure that the question paper was of the appropriate quality and standard. Once the question papers were approved by the Internal Moderators, Umalusi's external moderators verified, evaluated and approved

all the question papers for the November 2019 and June 2020 NSC examinations concurrently, to ensure comparable standards. The rigorous external moderation process ensured that the question papers were of a high quality and an appropriate standard for Grade 12 learners.

The final quality assurance of the 2019 NSC question papers was conducted at the DBE in collaboration with the PEDs. The quality assurance process comprises editing, correlation, proofreading and quality control. After the DBE's editing team had completed the editing and correlation, a team of selected editors from different provinces were used to conduct a second round of editing and proofreading of the question papers. The external and Internal Moderators also proofread and signed off, the final print-ready copies of each question paper and the marking guidelines.

The November 2019 question papers compared favourably with that of previous years. The question papers complied with the prescripts of the Curriculum and Assessment Policy Statements and the Examination Guidelines. The rigorous internal and external moderation processes ensured that the question papers were of a high quality and an appropriate standard for Grade 12 learners. This was evident in the Umalusi approval summary which indicated that 97% of the November 2019 question papers were approved at first and second moderation levels. After approval by Umalusi, the question papers were subjected to in-house quality assurance and fairness review to ensure language is of the appropriate standard and accessible to all learners, free of any bias and errors.

Question papers were released to the PEDs, based on their printing plans and in seven of the nine PEDs, a 'Just in time', printing approach was adopted. This minimised the exposure of the question papers and thus enhanced the security of the question paper.

4.3 The writing of the examination

In order to ensure uniformity in the conduct, administration and management of examinations in all 9 PEDs, the DBE conducts standard setting meetings for all key examination processes annually. At these meetings, Norms and Standards were reviewed, refined and amended in line with developments over the previous years. These were also mediated with participants from PEDs to ensure a common understanding and implementation of these standards.

The standards setting meetings has culminated in the development of the Standard Operating Procedure (SOPs) Manuals for the various examination processes such as the Standard Operating Procedures for the writing of the NSC examination, Chief Invigilator Training Manual, Invigilation Procedure Manual and the Standard Operating Procedure Manual for Monitoring and Evaluation of Examination Systems and Processes. The manuals deal with aspects relating to invigilation, as well as Pre-, during- and Post-writing procedures, including the collection and the return of examination material. PEDs make use of these manuals, especially the Chief Invigilator Training Manual and the Invigilation Procedure Manual in the training of chief invigilators.

The training of chief invigilators and invigilators in preparation for the November 2019 NSC examination was rigorous and most PEDs adopted a cluster training approach. Chief invigilators were trained by the provincial training team, and invigilators were clustered together in circuits and trained by a provincial training team, that utilised district officials. This ensured better standardisation and ensured that the training of invigilators was not left to a single chief invigilator. This approach was adopted by most PEDs and the DBE will continue to encourage the PEDs that are still following the traditional approach to the training of invigilators to adopt the cluster training approach as it has proved to be more effective. The Western Cape

enhanced its training of invigilators by producing video material that recorded the actual execution of the responsibilities of the Chief Invigilator and Invigilator in a real examination context.

In 2013, the DBE introduced the initiative of signing a pledge by candidates. In signing the pledge, the candidates make a commitment to comply with the examination code of conduct and to uphold the examination rules in general. The class of 2019 signed the pledge on Friday, 11 October 2019. The signing of the pledge is a formal ceremony conducted across the nine provinces at each school on the same day at more or less the same time. This practice has contributed significantly to the reduction in the 'Acts of dishonesty' by candidates. In addition, the DBE developed a commitment agreement which all candidates and parents/legal guardians of candidates signed prior to the examination. The agreement highlights key rules and regulations which candidates and parents/guardians should be aware of and to ensure compliance. The possible sanctions that could be imposed by the DBE in the event of a contravention, are also outlined in the Commitment Agreement. It is envisaged that the increased awareness regarding examination malpractices has dissuaded candidates from getting involved in such acts.

Examination centres were audited by the PEDs and categorized according to their risk profiles based on previous irregularities. All schools/centres with a previous history of irregularities were classified as high risk centres and the administration of the examination at such centres was taken over by the provincial officials or district officials. All independent centres were also audited by the PEDs and in cases where the integrity of the examination was questionable, a resident monitor was placed at that centre or alternatively, the administration of examinations at the centre was taken over by the provincial or district officials. Medium risk centres were assigned a roving monitor who covered a group of centres.

The DBE views the monitoring of the examination processes as a critical aspect towards ensuring that the credibility of the examination is not compromised. The monitoring of the writing of the November 2019 NSC examination was enhanced and intensified by the DBE part-time monitors and the School Improvement Support Coordinators (SISCO). The participation by the SISCO in the monitoring of the writing of the November 2019 NSC examination increased the coverage of the centres thereby increasing the scope of monitoring. The SISCO also assisted the DBE in the "monitoring of the monitor" initiative across districts as they also checked on the frequency in which specific centres are monitored. The DBE part-time monitors on the other hand followed the whole distribution chain where they monitored the collection of examination materials at distribution points and followed up to the storage and administration of the examination at centre level including the return of the scripts to the collection/distribution point.

In addition the DBE monitored the monitoring capacity of PEDs and a minimum average percentage coverage of 60% was recommended in terms of the number of centres and subjects/papers monitored for the duration of the examination and a number of PEDs exceeded this minimum.

To ensure that the security of the examination materials is intensified, the DBE continued to engage the State Security Services and requested intelligence support from National Intelligence Agency (NIA) during the writing of the 2018 NSC examinations. This also assisted the DBE to respond timeously to social acts such as community protests to ensure that the writing of the November 2019 NSC examination was not disrupted. In addition, the collaborative structure which was established with SAPs, Crime Intelligence and Disaster Management services through National Joint Operational and Intelligence Structure (NATJOINTS) and Provincial Joint Committees (PROVJOINTS) were briefed and they all supported the DBE and PEDs in conducting the examinations.

4.4 Marking

Reliable marking is a priority for the Department of Basic Education as the national assessment body in South Africa. The outcomes of reliable marking are that Markers' judgments are appropriate, consistent and fair to candidates. Marking reliability is shaped by factors such as Marker competency, standardization of the marking process and the marking guideline, the organization of the marking process, implementation of quality assurance measures and the quality assurance of the marking of the examination.

For the marking of the 2019 NSC examination, a range of integrated interventions were implemented to ensure the confidence in the credibility of the marking of the examination by both the candidates and the public. This year the DBE continued to refine the following marking standardisation systems and processes:

- (a) Audit of PED 2019 NSC Marker selection and appointments.
- (b) Improvement of the rigour of 2019 NSC Marking Standardisation meetings.
- (c) Implementation of Centralised Marking of selected small enrolment subjects that included South African Sign Language (Home Language) which was offered for the second year in Grade 12 in 2019.
- (d) Quality assurance of the marking conducted in all the Gateway subjects and selected subject fields across all provinces.
- (e) Monitoring of marking centres.

a) The Audit of Marker Appointments

The appointment of approximately 45 500 Markers for the 2019 NSC examination across nine provincial education departments was an intricate and comprehensive process that required advocacy, screening, verification, and recommendation of the shortlisted Markers for appointment. The Marker appointments were made in adherence to the basic selection criteria as stipulated in the Personnel Administrative Measures (PAM). To ensure that the full complement of Markers was appointed in all subjects, the DBE conducted an audit of the recommended 2019 NSC Markers, to evaluate the PEDs' levels of compliance with the selection criteria stipulated in the PAM and to verify the Grade 12 teaching and marking profiles of the experienced and novice Markers appointed. Feedback and monitoring of the appointments ensured that only Markers who met the criteria were approved for appointment to mark the 2019 NSC examination.

b) Improvement of the rigour of the Marking Standardisation Meetings

The national marking standardisation meetings were convened at the DBE from 24 October 2019 to 30 November 2019. The objectives of the marking standardisation meetings were to:

- (a) Facilitate feedback on the question paper by the Chief Markers and Internal Moderators, discuss any questions that were deemed unfair so that those questions could be appropriately mediated and discussed during the standardisation of the marking guideline;
- (b) Facilitate inputs into the amended marking guideline by all PEDs so that all possible alternative responses could be accommodated on the approved, signed off marking guideline that would be implemented by the Markers; and
- (c) Facilitate the training of Chief Markers and Internal Moderators so that they were able to replicate the training process in PEDs and ensure a uniform application of the marking guideline during the marking session.

To ensure objectivity of the process and to strengthen the collaborative accountability of all participants in the decisions and discussions that informed the standardisation of the 2019 NSC marking guidelines, the DBE continued with the practice of having a nominated senior official from the DBE or a PED, from the level of Director and above, to chair the marking standardisation meetings. The allocation of a neutral chairperson served to ensure that the integrity and professionalism of the marking standardisation meeting was assured.

Building on a practice introduced to improve the accuracy of marking of the dummy scripts during the training in 2018, all panels continued to focus on the individual variance patterns against the agreed scores, as well as on group variance patterns, to ensure stronger agreement among Chief Markers and Internal Moderators, or within a provincial team. This peer group was able to identify and locate the variance in marks at an item level, and discuss the reasons for a mark allocation that may have contributed to the variances in the marks awarded on the same question. This depth of the process enabled vigorous discussion that led to agreement about the specific open ended/ subjective questions at which the Tolerance Range (TR) could be set.

Once the TR was set, all Chief Markers and Internal Moderators were expected to mark within the Tolerance Range and to be authorized to lead the marking process in their respective provinces. For the marking of the NSC examinations, a Tolerance Range of a maximum of between 2% - 3% was adopted in most papers. To ensure the standardisation of the marking of the 2019 NSC examination, the PED Chief Markers and Internal Moderators were required to replicate the standardised Marker training done at the DBE, with their marking teams in their respective provinces.

c) Centralised Marking of small enrolment subjects by the DBE

The purpose of centralizing the marking of selected small enrolment subjects was to ensure that marking was reliable and valid. The centralised marking approach was implemented due to low entries in some PEDs which did not justify the appointment of the different levels of moderators for quality assurance. Centralised marking allowed for the limited marking expertise and capacity to be pooled together from across the country to promote reliability in the assessment of learner scripts.

The following 2019 NSC subjects were centrally marked by the DBE: Agricultural Management Practice (AMP), Agricultural Technology (AT), Dance Studies, Music, Second Additional Languages (SAL) namely: English, IsiZulu, IsiXhosa, SiSwati, IsiNdebele, Tshivenda, Xitsonga, Setswana, Sesotho and Sepedi, and, the First Additional Languages (FAL) namely: SiSwati, IsiNdebele, Tshivenda, Xitsonga, Setswana, Sesotho, Sepedi. South African Sign Language Home Language (SASL HL) was also marked centrally by the Department of Basic Education.

The marking of scripts for blind and deaf candidates was centralised in Gauteng and Western Cape Provinces to ensure consistency in the marking which is achieved by making sure that only practitioners in this field are allowed to mark these scripts.

d) Quality Assurance of Marking

Marking was conducted at 141 marking centres in the country. The quality of marking was ensured through national monitoring and moderation conducted.

The DBE deployed a team of onsite moderators to quality assure the marking of 21 NSC subjects. These included the following: Accounting, Agricultural Sciences, Business Studies, Economics, English First

Additional Language, Geography, History, Life Sciences, Mathematical Literacy, Mathematics, Physical Sciences, Afrikaans First Additional Language, IsiXhosa FAL, IsiXhosa Home Language, Sepedi Home Language, Civil Technology, Electrical Technology, Mechanical Technology, Visual Arts, Tourism and Information Technology.

The onsite moderators were able to observe, evaluate and report on the following aspects of the marking of each subject:

- Implementation of the standardised approach to the training of the Markers.
- Organisation of marking in terms of the ratio of Markers to Senior Markers, and Senior Markers to Deputy Chief Markers and hierarchical structure of the marking teams.
- Frequency, modality and quality of moderation conducted by the Senior Markers, Deputy Chief Marker, Chief Marker and Internal Moderator;
- Adherence by the Markers to the established Tolerance Ranges per paper;
- Consistent and correct application of, and adherence to, the marking guideline by the Markers;
- Application of the technical marking principles that underpinned the marking within each subject, including the interpretation and application of rubrics;
- Frequency and quality of feedback and retraining of Markers within the hierarchical line function in the marking teams;
- Sustainability of marking quality throughout the marking session;
- The management and leadership of the Chief Marker and Internal Moderator as the custodians of the marking of 2019 NSC examination.

The DBE onsite moderators were able to provide support for the training of Markers, and where required, they were able to engage in an open, developmental and professional manner with the Chief Markers and Internal Moderators, where relevant.

e) Monitoring of marking centres

The Department of Basic Education monitored the marking of the November 2019 National Senior Certificate (NSC) examinations across the nine Provincial Education Departments (PEDs). The DBE monitoring teams conducted visits to a sample of marking centres at which the Gateway and new subjects were marked at each of the nine PED. The focus of the monitoring of the 2019 NSC marking was as follows:

- (a) Evaluation of the general organisation of the marking centres (including how the centre was organised, the flow and management of scripts, deployment of Markers, security at the marking centre)
- (b) Identification and Management of Irregularities
- (c) Quality of Marking
- (d) Capture of Marks

A new area of focus for the DBE monitoring team was to evaluate the quality of marking by conducting a qualitative longitudinal evaluation of the quality assurance chain (from Marker to Internal Moderator). This was done through the conduct of short interviews with the marking personnel at various levels. Information was gathered about the mode of training facilitated and received, the authorisation process, the organisation of the marking of the particular subject/paper, the monitoring and moderation conducted by each level in the hierarchical structure. The interviewees were also asked to make recommendations to improve marking processes in 2020.

The DBE monitoring team also sampled scripts from completed batches of marked scripts to establish Marker and moderator agreement at each level of the marking process (Marker and Senior Marker, Senior

Marker and Deputy Chief Marker, Deputy Chief Marker and Chief Marker, Chief Marker and Internal Moderator) and verify the internal moderation model in place from the Senior Marker level (per question moderation) and from the Deputy Chief Marker to Internal Moderator level (whole script moderation).

Verifiable evidence of the training of Markers, internal moderation processes, feedback and retraining was found across all the marking centres visited and subjects sampled. The lessons extrapolated from the monitoring reports will be used to review, refine and strengthen marking systems and practice in 2020.

4.5 School Based Assessment

In a predominantly examination-dominated and assessment of learning driven culture, School Based Assessment (SBA) provides opportunities for educators to integrate the assessment of learning and the assessment for learning. The National Protocol for Assessment Grades R-12, complemented by the assessment framework provided in the CAPS, outlined the designated Grade 12 SBA, PAT, Oral assessment tasks that have to be administered by the educators under controlled conditions and stipulated timeframes. School Based Assessment (SBA) comprises 25% of the final examination mark. SBA provides information and insight on learner achievement in a range of designated assessment tasks that are administered to assess knowledge and skills that may not be tested in the written examination.

Evidence of learner achievement are gathered from formally administered SBA tasks, PATs, Oral Assessment and observing and signing assessment tasks, during each term. The formative potential of SBA in the classroom, is intended to supplement the summative nature of external examinations, provide a more holistic and valid measure of learners' abilities, and to ensure that learners develop the range of skills and knowledge that prepare and enable them to participate in a variety of real world contexts. Educators therefore play the crucial, yet dual role of facilitating learning, and assessing what has been taught, which in turn enables them to continuously evaluate and adjust their teaching to match the desired learning outcomes.

The variable contexts in which SBA is implemented across our schools, districts and provinces, presents a challenge to the standardised implementation of SBA in the system. The following national standards and quality control measures were implemented to ensure that the outcomes of the 2019 NSC SBA are reliable and valid:

a) Implementation of a four tiered national moderation system

This tiered approach to quality assuring SBA implementation in all provinces enabled the DBE to evaluate and compare the standards of the SBA assessment tasks and performance of candidates within and across schools at each level of the system, and to provide iterative feedback to enhance teaching and learning. This included the quality assurance of Provincial SBA and Practical Assessment Task (PAT) moderation systems and processes as well as the quality assurance of the moderation of the common Assessment Task for Life Orientation.

b) Quality Assurance of PED PAT moderation in selected subjects

The provincial moderation programmes were shadowed and quality assured in the following selected subjects with a practical component: Design, Civil Technology, Electrical Technology, Mechanical Technology, Engineering Graphics and Design, Technical Sciences, Tourism, and Visual Arts. Since the PATs are nationally set, the quality assurance of moderation systems, processes and learner outcomes provided the DBE with an insight into the contextual and resource challenges that impacted on the effective administration and reliable moderation of the respective 2019 NSC PATs, and to identify lessons to refine the setting of the PATs in future examinations.

c) The quality assurance of provincially set Preparatory Examination question papers, marking guidelines and analysis grids

The DBE implemented this intervention with the dual purpose of setting national standards and building the professional and technical capacity of provincial examiners in the setting of the 2019 NSC Preparatory Examinations question papers in the 11 Gateway subjects. The question papers set were rigorously moderated by the DBE panels to ensure that they are of an equivalent standard to the final written examination. Iterative feedback was provided to the PEDs to ensure that the question papers were print ready and that marking guidelines were reliable and valid. The approved Preparatory Examination question papers were administered in provinces in accordance with the respective provincial examination timetables.

d) Setting National Common Assessments

In addition to standard setting of the 2019 NSC Preparatory Examinations, the DBE set Common Examinations for Grades 10 and 11 in English First Additional Language (Paper 3), Mathematics and Physical Sciences. These examinations are set and administered to learners in the FET phase to enable the system to keep abreast of progress made by learners against the standard set. Tracking learner performance in these subjects enables the system to identify interventions needed to ensure learners have the requisite skills and knowledge that must be demonstrated in the Grade 12 NSC final examination. The marking of these internally administered examinations was standardized nationally to ensure credible marking of these examinations at schools.

e) The setting of the 2019 NSC Grade 12 Practical Assessment Tasks (PATs)

Practical Assessment Tasks were set in the following subjects: Agricultural Management Practice, Agricultural Technology, Dance Studies, Dramatic Arts, Music, Visual Arts, Civil Technology, Electrical Technology, Mechanical Technology (for all three specialisations within each subject), Engineering Graphic and Design, Computer Applications Technology, Information Technology, Consumer Studies, Hospitality Studies, Tourism and Technical Sciences. The national PAT Guidelines for teachers and learners outlined the controlled conditions under which every PAT must be administered and moderated. The quality assurance of the PED moderation systems included an evaluation of compliance by all schools sampled at each level of the system.

f) Quality Assurance of the South African Sign Language Home Language (SASLHL) School Based Assessment and Observing and Signing

South African Sign Language Home Language (SASL HL) is in its second year of implementation as an NSC subject. This year a total of one hundred and two (102) Grade 12 learners at 15 schools across 7 provinces (Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Northern Cape and Western Cape) enrolled for the subject. The DBE conducted onsite moderation of SASL HL SBA and Observing and Signing to evaluate compliance with the required standards of the designated SBA tasks, and to verify the marks awarded. The onsite moderation was conducted at a centralised venue in each province and verification of the Educator's SASL HL file, all sampled learners' files with USBs (recording of learners' assessments) and the term and composite mark-sheets was conducted. Detailed feedback was given to stakeholders on the last day of the moderation process, via reflection and feedback session facilitated for all participating schools in each of the seven provinces. The findings from the quality assurance process will be utilized to strengthen systems and processes, and build educator capacity at all SASL HL schools in preparation for the 2020 academic year.

g) Standardisation of the Marking of the Practical Examinations for Design and Visual Arts

This standardization process arising out of a 2017 NSC directive issued by Umalusi resulted in the hosting of a two-day marking standardisation meeting for the Design Paper 2 and Visual Arts P2 (Practical Examination) respectively which were centralised at the DBE. The Design P2 marking standardisation meeting included the training of the PED Chief Markers and Internal Moderators through simulated moderation sessions that facilitated the application of the rubrics contained in the respective examination papers. Authentic samples of Grade 12 learners' sourcebooks and artworks across a range of design disciplines were used in the training. The Visual Arts P2 training focused on group and individual marking of sampled sourcebooks and strengthening the uniform interpretation and application of the assessment criteria to standardise the marking. Emerging from this standard setting process is the need to standardize the implementation of the Retrospective Exhibitions and administration of the Practical examinations in all provinces in 2020.

h) Strengthening the Legislative Framework for the Quality Assurance of School Based Assessment

The Draft Policy on the Quality Assurance of SBA in Grade 10-12 that was published for public comments will be promulgated in 2020. This policy aims to strengthen the current legislative framework to standardize, support and evaluate the implementation of SBA in all schools. The policy will assist PEDs to standardise and align their moderation and monitoring systems for SBA, Oral Assessment and Practical Assessment Tasks in terms of the quality assurance of assessment tasks at schools, the frequency of moderation, the composition of the moderation teams for district and provincial moderation, the sampling of schools, and portfolios, all of which contribute to improved reliability of the learners' SBA marks.

Whilst the statistical moderation of the 2019 NSC SBA moderation records conducted by Umalusi is intended to ensure that the outcomes are commensurate with that of the final written examination, the DBE has been considering how this process can be improved by introducing the following factors into the statistical moderation discourse going forward:

- (i) SBA must not be compromised by assuming that SBA and exams measure the same construct, and hence the assessment outcome should be the same.
- (ii) There is a need to distinguish the constructs measured in SBA, and treat like with like.
- (iii) Adopt a sampling technique that links the school, to the cluster, to the district, to the province and finally to the DBE and Umalusi.

Integration of a statistical moderation and expert moderation judgment methodologies will provide a more holistic frame within which to view both test and non-test type school based assessment tasks.

4.6 The management of examination irregularities

One of the key components relating to the credibility of high stakes examinations is the successful administration of the examination, where it can be confirmed that the administration of the examination complied with the Examination Regulations and protocols. Credibility is also measured by the ability of the system to identify examination malpractices and ensure that these malpractices are managed in such a manner that they do not compromise the examination as a whole.

The consistent management and adjudication of irregularities across all Provincial Education Departments (PEDs) is of cardinal importance in ensuring fairness and the credibility of the examination. The National Examination Irregularities Committee (NEIC) is a Ministerial committee established to ensure that in line with the *Regulations on the Conduct, Administration and Management of the NSC Examinations*, the irregularities are handled in a consistent manner across PEDs. This committee is chaired by an independent chairperson with a legal background, whose key role is to ensure that there is compliance to the Regulations

and that there is uniformity across the nine provincial education departments, in the way they deal with examination irregularities. The NEIC met on 20 December 2019 to discuss the preliminary reports on the examination irregularities submitted by the chairpersons of the Provincial Examinations Irregularities Committees (PEICs).

Provincial Education Departments (PEDs) managed their examination irregularities through the oversight of the Provincial Examination Irregularities Committee (PEIC). Reports arising from the investigations that were conducted by the PEDs outlined in detail all the administrative errors and omissions and behavioural offences and acts of dishonesty that were detected in each province. These reports were presented and discussed at the NEIC meeting of 20 December 2019 and the following were the key irregularities:

- (a) Unregistered candidates
- (b) Unauthorised material and equipment i.e. cellular phones and crib notes
- (c) Candidates assisting each other
- (d) Candidate/s wrote incorrect subject level

There has been a change in the focus of the NEIC meeting which now deals with, in the main, behavioural offences and acts of dishonesty and the administrative errors and omissions, are managed between the Department of Basic Education and the Provincial Education Departments, outside of the NEIC meetings. Only administrative errors and omissions that are of such a nature that they have the propensity to compromise the credibility of the examination, are dealt with by the NEIC. The target of the NEIC meeting of 20 December 2019 was to ensure that all behavioural offences and acts of dishonesty, which were of such a nature that they could be resolved prior to the release of the results on 8 January 2020, must be concluded so that the majority of candidates receive their results. Only those irregularities that could not be finalised prior to this meeting, given that candidates were not available to allow for the conduct of the investigations and the subsequent hearings, could be delayed until after 8 January 2020. The meeting also agreed that all the administrative errors and omissions that were not finalised should be finalised before the 27 December 2019. All the reports that were presented by the PEICs were endorsed by the NEIC.

The NEIC was encouraged by the reduction in both administrative errors and omissions and behavioural offences and acts of dishonesty. This attests to a system that is constantly reviewing its business processes with a view to strengthening the areas of weakness, so that a national examination system of the highest credibility is administered in the country. It was also extremely encouraging that there were no leakages of question papers which points to the success of the interventions relating to heightened security measures across all PEDs.

The NEIC after a lengthy and intensive interrogation of all the examination irregularities confirmed that there were no irregularities that compromised the examination as a whole and in the case of the individual candidate irregularities, they were appropriately managed and in most cases the results of the candidates will be finalised prior to the 8 January 2020. Only in exceptional cases where the irregularities are of such a nature that further investigations are required, and hearings need to be conducted, these will be completed by the end of January 2020 and arrangements will be made for these irregularities to be endorsed by the NEIC and Umalusi so that candidates are not subjected to a long wait for the outcome of these investigations.

4.7 Resulting and release of results

(a) Data Capturing and Processing of Results

The marks achieved by candidates are transferred from the scripts to the mark sheets immediately after the marking process has been completed. The PEDs appoint Examination Assistants (EAs) to quality assure the process of transferring marks from the answer scripts to the mark sheets. The EAs quality assure the process of transferring marks by verifying and checking that the marks have been transferred accurately to the mark sheets. Data capturers are also appointed to capture the marks from mark sheets onto the Integrated Examination Computer System (IECS).

The capturing system demands that all SBA, Oral marks, practical examination marks and written examination marks are subjected to a double capture process for quality control purposes. This double capture entails that every mark was captured independently by two separate individuals and if the mark captured by the second individual is different from the first, the system disallows the mark. A third official then verifies the captured mark before it is finally accepted onto the system. The verification of marks by three independent persons ensured a high accuracy in the capture of marks.

Final marks were computed from the combining of the different components of the subject. It is a requirement that all components of the subject are aggregated to obtain a final score. A subject will therefore not be resulted if a component is missing.

(b) Standardization of Results

Standardization is a process used in large scale public examinations to mitigate the fluctuations in learner performance caused by factors outside the learners' knowledge and aptitude. Undesirable fluctuations in examination processes such as variations in the standard of question papers and variations in the standard of the marking are addressed during the process of standardisation.

Standardisation therefore ensures that a cohort of learners is not unduly advantaged or disadvantaged by undesirable fluctuations in the examination processes, and the system produces a relatively constant quality of output from one year to the next. Historical data on learner performance for a period of five years is used to determine the norm to which current performance is compared. Umalusi makes adjustments where there are anomalies in the performance trends. Qualitative input from the marking process in terms of reports from marking is also considered in making recommendations for adjustments.

Standardisation of the results of the 2019 class was held by Umalusi on 23 December 2019. The process was observed by key stakeholders in the Basic Education Sector, including the quality councils in the education sector, Teacher Unions and representatives of Examination Councils from other countries.

(c) Final Approval of Results

The final approval and declaration on the credibility of the NSC results is the prerogative of Umalusi as the Quality Council for the General and Further Education and Training sector as mandated by the *General and Further Education and Training Quality Assurance (GENFETQA) Act No. 58 of 2001, as amended in 2008.*

The Umalusi Council, chaired by Professor Volmink, approved the results of the 2019 NSC examinations on Monday, 30 December 2019 based on the fact that the 2019 NSC examinations were administered in accordance with the applicable policies and regulations and therefore the Umalusi Council was satisfied that, based on the evidence at their disposal, there were no systemic irregularities reported that may have compromised the overall integrity and credibility of the November 2019 NSC examinations as administered by the DBE.



5



Performance of the Class of 2019

Let's grow South Africa together



5. Performance in the 2019 NSC Examinations

This section of the report provides the analysis of the data at national, provincial and district levels. The report will focus on full-time candidates that have written seven or more subjects, therefore it will be based on the 504 303 candidates that wrote the examination in all subjects. The performance of a total of 106 385 part-time candidates will be analysed separately, as these candidates register for one or more subjects and in most cases these are less than the full package of seven subjects. Therefore, their results cannot be analysed in the same way as those for the full-time candidates.

This section will focus on the following analyses:

- 5.1 Overall Performance in the 2019 NSC Examination
- 5.2 Comparison of provincial performance
- 5.3 Subject Performance
- 5.4 Performance of learners with special needs
- 5.5 Performance of repeat candidates
- 5.6 Performance of part-time candidates
- 5.7 Performance on progressed learners
- 5.8 District performance

5.1 Overall Performance in the 2019 NSC Examination

As seen in the Table 5.1.1, of the 504 303 full-time candidates who wrote seven or more subjects during the 2019 year-end examination process, 409 906 candidates, or 81.3% of the total, obtained the NSC. The achievement rate varies at the provincial level from 88.4% in the case of the Free State, to 73.2% in the case of Limpopo. Six provinces achieved pass rates above 80%, with the other 3 provinces achieving over 70%.

Table 5.1.1: Overall performance in the 2019 NSC examination

Province	2019		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	63 198	48 331	76.5
Free State	25 572	22 602	88.4
Gauteng	97 829	85 342	87.2
KwaZulu-Natal	116 937	95 017	81.3
Limpopo	70 847	51 855	73.2
Mpumalanga	43 559	34 995	80.3
North West	26 819	23 272	86.8
Northern Cape	9 138	6 990	76.5
Western Cape	50 404	41 502	82.3
National	504 303	409 906	81.3

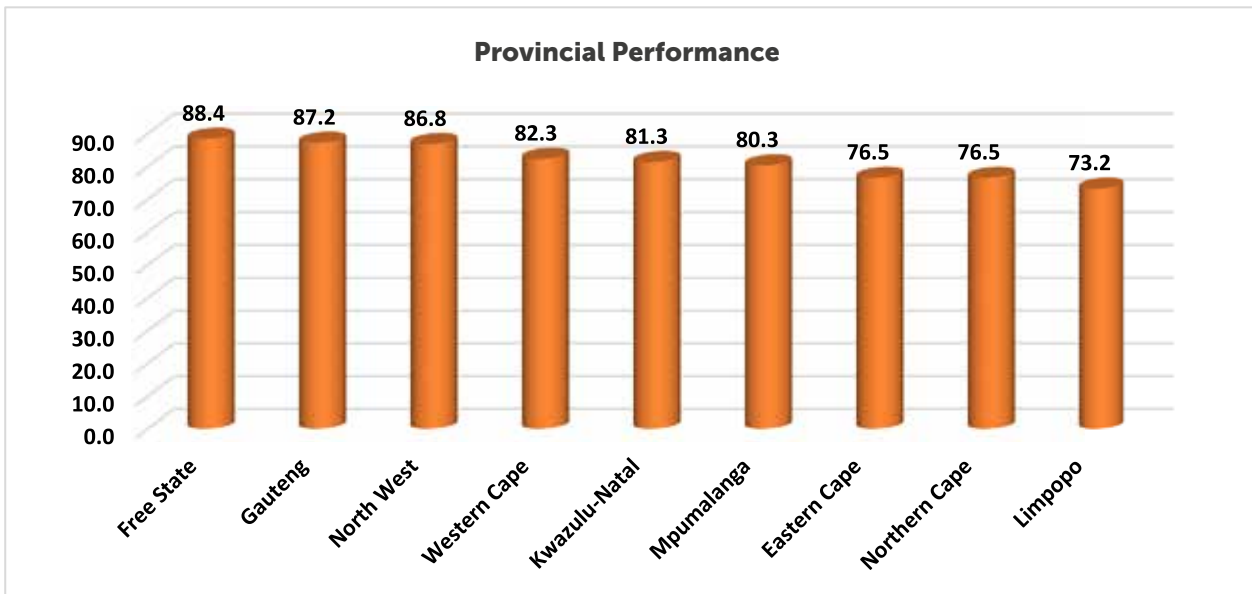


Figure 5.1.1: NSC Provincial Performance in Rank Order

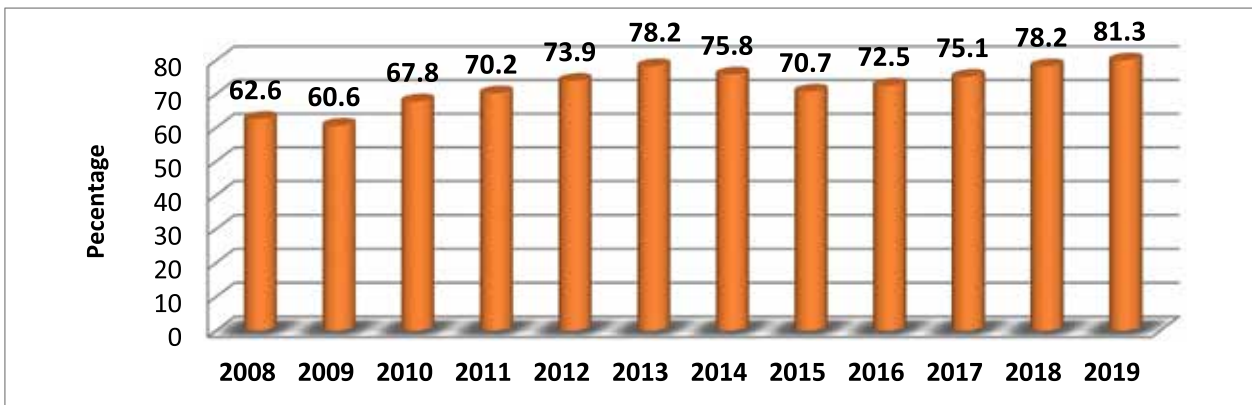


Figure 5.1.2: NSC Achievement Rate from 2008 to 2019

The figure above illustrates the achievement rate from 2008 to 2019. The 2019 performance is the highest achievement rate since 2008. A comparison of the achievement between 2008 and 2019 indicates an improvement in achievement of 18.7% over the 12 year period.

5.2 Comparison of provincial performance

Table 5.2.1: Comparison of NSC passes per province 2016 - 2019

Province	2016			2017			2018			2019		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Eastern Cape	82 902	49 168	59.3	67 648	43 981	65.0	65 733	46 393	70.6	63 198	48 331	76.5
Free State	26 786	23 629	88.2	25 130	21 631	86.1	24 914	21 806	87.5	25 572	22 602	88.4
Gauteng	103 829	88 381	85.1	97 284	82 826	85.1	94 870	83 406	87.9	97 829	85 342	87.2
KwaZulu-Natal	147 648	98 032	66.4	124 317	90 589	72.9	116 152	88 485	76.2	116 937	95 017	81.3
Limpopo	101 807	63 595	62.5	83 228	54 625	65.6	76 730	53 254	69.4	70 847	51 855	73.2
Mpumalanga	54 251	41 801	77.1	48 483	36 273	74.8	44 612	35 225	79.0	43 559	34 995	80.3
North West	32 045	26 448	82.5	30 792	24 462	79.4	29 061	23 578	81.1	26 819	23 272	86.8
Northern Cape	10 041	7 902	78.7	8 735	6 608	75.6	9 909	7 264	73.3	9 138	6 990	76.5
Western Cape	50 869	43 716	85.9	48 867	40 440	82.8	50 754	41 350	81.5	50 404	41 502	82.3
National	610 178	442 672	72.5	534 484	401 435	75.1	512 735	400 761	78.2	504 303	409 906	81.3

There has been a steady improvement in the national performance from 2016 to 2019 with an accumulative improvement of 8.8%.

Table 5.2.2: Comparison of the NSC Categories of Achievement: 2014 to 2019 (excluding Endorsed)

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	2014	66 935	13 435	20,1	18 339	27,4	11 958	17,9	45	0,07	43 777	65,4
	2015	87 090	15 291	17,6	20 055	23,0	14 119	16,2	10	0,01	49 475	56,8
	2016	82 902	15 645	18,9	19 996	24,1	13 520	16,3	5	0,01	49 166	59,3
	2017	67 648	15 380	22,7	17 908	26,5	10 672	15,8	18	0,03	43 978	65,0
	2018	65 733	18 001	27,4	17 163	26,1	11 204	17,0	25	0,04	46 393	70,6
	2019	63 198	20 419	32,3	17 816	28,2	10 055	15,9	40	0,06	48 330	76,5
Free State	2014	26 440	7 987	30,2	9 754	36,9	4 107	15,5	51	0,19	21 899	82,8
	2015	31 161	9 277	29,8	11 026	35,4	5 102	16,4	11	0,04	25 416	81,6
	2016	26 786	9 596	35,8	10 244	38,2	3 767	14,1	1	0,00	23 608	88,1
	2017	25 130	8 822	35,1	9 076	36,1	3 713	14,8	2	0,01	21 613	86,0
	2018	24 914	9 333	37,5	8 272	33,2	4 176	16,8	2	0,01	21 783	87,4
	2019	25 572	9 992	39,1	8 555	33,5	4 051	15,8	0	0,00	22 598	88,4
Gauteng	2014	99 478	36 843	37,0	35 034	35,2	12 295	12,4	75	0,08	84 247	84,7
	2015	108 442	38 760	35,7	37 375	34,5	15 191	14,0	1	0,00	91 327	84,2
	2016	103 829	37 582	36,2	37 121	35,8	13 615	13,1	0	0,00	88 318	85,1
	2017	97 284	35 012	36,0	34 444	35,4	13 296	13,7	1	0,00	82 753	85,1
	2018	94 870	41 410	43,6	28 775	30,3	13 161	13,9	0	0,00	83 346	87,9
	2019	97 829	43 494	44,5	29 616	30,3	12 193	12,5	1	0,00	85 304	87,2
Kwazulu-Natal	2014	139 367	35 724	25,6	39 751	28,5	21 544	15,5	125	0,09	97 144	69,7
	2015	162 658	34 751	21,4	39 799	24,5	24 180	14,9	31	0,02	98 761	60,7
	2016	147 648	36 139	24,5	39 507	26,8	22 347	15,1	39	0,03	98 032	66,4
	2017	124 317	35 687	28,7	36 453	29,3	18 400	14,8	47	0,04	90 587	72,9
	2018	116 152	38 571	33,2	31 225	26,9	18 647	16,1	41	0,04	88 484	76,2
	2019	116 937	44 189	37,8	32 696	28,0	18 086	15,5	43	0,04	95 014	81,3

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Limpopo	2014	72 990	16 325	22,4	20 927	28,7	15 912	21,8	15	0,02	53 179	72,9
	2015	101 575	20 992	20,7	25 434	25,0	20 513	20,2	7	0,01	66 946	65,9
	2016	101 807	18 762	18,4	23 544	23,1	21 281	20,9	7	0,01	63 594	62,5
	2017	83 228	17 790	21,4	20 011	24,0	16 809	20,2	11	0,01	54 621	65,6
	2018	76 730	17 999	23,5	18 892	24,6	16 350	21,3	11	0,01	53 252	69,4
	2019	70 847	19 022	26,8	18 558	26,2	14 270	20,1	5	0,01	51 855	73,2
Mpumalanga	2014	45 081	11 229	24,9	15 898	35,3	8 423	18,7	65	0,14	35 615	79,0
	2015	54 980	13 497	24,5	18 675	34,0	11 046	20,1	11	0,02	43 229	78,6
	2016	54 251	12 420	22,9	18 447	34,0	10 918	20,1	16	0,03	41 801	77,1
	2017	48 483	11 335	23,4	15 628	32,2	9 291	19,2	19	0,04	36 273	74,8
	2018	44 612	13 199	29,6	13 262	29,7	8 737	19,6	19	0,04	35 217	78,9
	2019	43 559	14 228	32,7	13 124	30,1	7 627	17,5	16	0,04	34 995	80,3
North West	2014	26 066	8 509	32,6	9 472	36,3	4 079	15,6	1	0,00	22 061	84,6
	2015	33 286	8 865	26,6	11 554	34,7	6 699	20,1	0		27 118	81,5
	2016	32 045	8 820	27,5	11 177	34,9	6 450	20,1	0		26 447	82,5
	2017	30 792	8 278	26,9	9 968	32,4	6 216	20,2	0		24 462	79,4
	2018	29 061	9 449	32,5	8 516	29,3	5 613	19,3	0		23 578	81,1
	2019	26 819	9 964	37,2	8 677	32,4	4 628	17,3	0	0,00	23 269	86,8
Northern Cape	2014	8 794	2 176	24,7	2 941	33,4	1 596	18,1	2	0,02	6 715	76,4
	2015	11 623	2 451	21,1	3 306	28,4	2 306	19,8	1	0,01	8 064	69,4
	2016	10 041	2 606	26,0	3 278	32,6	2 015	20,1	0		7 899	78,7
	2017	8 735	2 205	25,2	2 815	32,2	1 587	18,2	0		6 607	75,6
	2018	9 909	2 589	26,1	2 684	27,1	1 989	20,1	0		7 262	73,3
	2019	9 138	2 769	30,3	2 624	28,7	1 597	17,5	0	0,00	6 990	76,5

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Western Cape	2014	47 709	18 524	38,8	14 573	30,5	6 108	12,8	32	0,07	39 237	82,2
	2015	53 721	22 379	41,7	16 496	30,7	6 614	12,3	0		45 489	84,7
	2016	50 869	20 804	40,9	16 305	32,1	6 573	12,9	0		43 682	85,9
	2017	48 867	19 101	39,1	15 030	30,8	6 281	12,9	1	0,00	40 413	82,7
	2018	50 754	21 492	42,3	12 911	25,4	6 913	13,6	1	0,00	41 317	81,4
	2019	50 404	21 981	43,6	13 006	25,8	6 477	12,9	0	0,00	41 464	82,3
National	2014	532 860	150 752	28,3	166 689	31,3	86 022	16,1	411	0,08	403 874	75,8
	2015	644 536	166 263	25,8	183 720	28,5	105 770	16,4	72	0,01	455 825	70,7
	2016	610 178	162 374	26,6	179 619	29,4	100 486	16,5	68	0,01	442 547	72,5
	2017	534 484	153 610	28,7	161 333	30,2	86 265	16,1	99	0,02	401 307	75,1
	2018	512 735	172 043	33,6	141 700	27,6	86 790	16,9	99	0,02	400 632	78,1
	2019	504 303	186 058	36,9	144 672	28,7	78 984	15,7	105	0,02	409 819	81,3

From the table above, in the category of bachelor achievement (the highest level of the NSC), Gauteng has the highest percentage (44.5%) of candidates that qualify for admission to pursue Bachelor studies, followed by Western Cape (43.6) and Free State (39.1%) respectively. Eastern Cape has the largest increase in this category (5.9%) between 2018 and 2019. A comparison of the overall achievement at a national level in this category from 2018 (33.6%) to 2019 (36.9%) indicates a 3.2% increase.

Free State has the highest percentage of candidates that qualify for admission to pursue diploma level studies, followed by North West (32.4%) and Gauteng (30.3%).

Table 5.2.3: Comparison of NSC Admission to Bachelor Studies from 2016 - 2019

Province	2016			2017			2018			2019		
	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	82 902	15 645	18.9	67 648	15 380	22.7	65 733	18 001	27.4	63 198	20 419	32.3
Free State	26 786	9 596	35.8	25 130	8 822	35.1	24 914	9 333	37.5	25 572	9 992	39.1
Gauteng	103 829	37 582	36.2	97 284	35 012	36.0	94 870	41 410	43.6	97 829	43 494	44.5
KwaZulu-Natal	147 648	36 139	24.5	124 317	35 687	28.7	116 152	38 571	33.2	116 937	44 189	37.8
Limpopo	101 807	18 762	18.4	83 228	17 790	21.4	76 730	17 999	23.5	70 847	19 022	26.8
Mpumalanga	54 251	12 420	22.9	48 483	11 335	23.4	44 612	13 199	29.6	43 559	14 228	32.7
North West	32 045	8 820	27.5	30 792	8 278	26.9	29 061	9 449	32.5	26 819	9 964	37.2
Northern Cape	10 041	2 606	26.0	8 735	2 205	25.2	9 909	2 589	26.1	9 138	2 769	30.3
Western Cape	50 869	20 804	40.9	48 867	19 101	39.1	50 754	21 492	42.3	50 404	21 981	43.6
National	610 178	162 374	26.6	534 484	153 610	28.7	512 735	172 043	33.6	504 303	186 058	36.9

A comparison between 2018 and 2019 indicates that all provinces have shown increases in the percentage of candidates that achieved admission to Bachelor studies. This increase is an indicator of quality improvement across the system. At a National level, a comparison of the percentage achieved admission to bachelor level from 2016 (26.6%) to 2019 (36.9%), indicates an increase of 10.3% over the period under review.

Table 5.2.4: Comparison of NSC achievements in terms of gender

Province	Gender	Total Wrote				Total Achieved				% Achieved			
		2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Eastern Cape	Male	37 116	29 816	29 128	27 765	22 955	20 081	21 269	21 883	61.8	67.3	73.0	78.8
	Female	45 786	37 832	36 605	35 433	26 213	23 900	25 124	26 448	57.3	63.2	68.6	74.6
Free State	Male	12 114	11 526	11 578	11 549	10 875	10 079	10 271	10 348	89.8	87.4	88.7	89.6
	Female	14 672	13 604	13 336	14 023	12 754	11 552	11 535	12 254	86.9	84.9	86.5	87.4
Gauteng	Male	47 016	43 623	42 475	43 485	40 479	37 650	37 444	38 122	86.1	86.3	88.2	87.7
	Female	56 813	53 661	52 395	54 344	47 902	45 176	45 962	47 220	84.3	84.2	87.7	86.9
Kwazulu-Natal	Male	68 028	54 602	50 761	50 767	45 468	40 823	39 296	41 906	66.8	74.8	77.4	82.5
	Female	79 620	69 715	65 391	66 170	52 564	49 766	49 189	53 111	66.0	71.4	75.2	80.3
Limpopo	Male	46 292	37 489	34 613	32 107	30 580	26 033	25 116	24 565	66.1	69.4	72.6	76.5
	Female	55 515	45 739	42 117	38 740	33 015	28 592	28 138	27 290	59.5	62.5	66.8	70.4
Mpumalanga	Male	24 350	21 781	19 710	19 396	19 442	16 784	15 896	15 964	79.8	77.1	80.6	82.3
	Female	29 901	26 702	24 902	24 163	22 359	19 489	19 329	19 031	74.8	73.0	77.6	78.8
North West	Male	14 963	14 297	13 347	12 182	12 676	11 681	10 980	10 713	84.7	81.7	82.3	87.9
	Female	17 082	16 495	15 714	14 637	13 772	12 781	12 598	12 559	80.6	77.5	80.2	85.8
Northern Cape	Male	4 552	3 843	4 318	3 980	3 639	2 956	3 233	3 163	79.9	76.9	74.9	79.5
	Female	5 489	4 892	5 591	5 158	4 263	3 652	4 031	3 827	77.7	74.7	72.1	74.2
Western Cape	Male	22 195	21 306	22 162	22 131	19 428	17 961	18 418	18 336	87.5	84.3	83.1	82.9
	Female	28 674	27 561	28 592	28 273	24 288	22 479	22 932	23 166	84.7	81.6	80.2	81.9
National	Male	276 626	238 283	228 092	223 362	205 542	184 048	181 923	185 000	74.3	77.2	79.8	82.8
	Female	333 552	296 201	284 643	280 941	237 130	217 387	218 838	224 906	71.1	73.4	76.9	80.1
	Both	610 178	534 484	512 735	504 303	442 672	401 435	400 761	409 906	72.5	75.1	78.2	81.3

In 2019, boys continue to outperform girls and achieved a slightly higher pass rate of 82.8% compared to girls achieving at 80.1%.

Table 5.2.5: Admission to Bachelor Studies by gender (2017 – 2019)

Province Name	Gender	2017			2018			2019		
		Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors
Eastern Cape	Male	29 816	7 066	23.7	29 128	8 328	28.6	27 765	9 358	33.7
	Female	37 832	8 314	22.0	36 605	9 673	26.4	35 433	11 061	31.2
Free State	Male	11 526	4 105	35.6	11 578	4 300	37.1	11 549	4 545	39.4
	Female	13 604	4 717	34.7	13 336	5 033	37.7	14 023	5 447	38.8
Gauteng	Male	43 623	14 927	34.2	42 475	17 412	41.0	43 485	18 358	42.2
	Female	53 661	20 085	37.4	52 395	23 998	45.8	54 344	25 136	46.3
Kwazulu-Natal	Male	54 602	15 924	29.2	50 761	17 051	33.6	50 767	19 649	38.7
	Female	69 715	19 763	28.3	65 391	21 520	32.9	66 170	24 540	37.1
Limpopo	Male	37 489	8 691	23.2	34 613	8 683	25.1	32 107	9 214	28.7
	Female	45 739	9 099	19.9	42 117	9 316	22.1	38 740	9 808	25.3
Mpumalanga	Male	21 781	5 423	24.9	19 710	6 062	30.8	19 396	6 549	33.8
	Female	26 702	5 912	22.1	24 902	7 137	28.7	24 163	7 679	31.8
North West	Male	14 297	3 853	26.9	13 347	4 295	32.2	12 182	4 517	37.1
	Female	16 495	4 425	26.8	15 714	5 154	32.8	14 637	5 447	37.2
Northern Cape	Male	3 843	936	24.4	4 318	1 053	24.4	3 980	1 174	29.5
	Female	4 892	1 269	25.9	5 591	1 536	27.5	5 158	1 595	30.9
Western Cape	Male	21 306	8 169	38.3	22 162	9 347	42.2	22 131	9 384	42.4
	Female	27 561	10 932	39.7	28 592	12 145	42.5	28 273	12 597	44.6
National	Male	238 283	69 094	29.0	228 092	76 531	33.6	223 362	82 748	37.0
	Female	296 201	84 516	28.5	284 643	95 512	33.6	280 941	103 310	36.8
	Both	534 484	153 610	28.7	512 735	172 043	33.6	504 303	186 058	36.9

A higher percentage of boys (37%) achieved an admission to Bachelor studies and girls achieved slightly lower at 36.8%.

Table 5.2.6: Number of schools within different pass rate categories (2018 and 2019)

PROVINCES 2018	Total Number of Schools		0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Exactly 0%		Exactly 100%	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
	Number	936	932	17	8	97	48	211	143	324	336	287	397	0	4	43
%			1.8	0.9	10.4	5.2	22.5	15.3	34.6	36.1	30.7	42.6	0.0	0.4	4.6	4.6
Number	329	331	0	1	2	0	11	7	54	46	262	277	0	0	57	56
%			0.0	0.3	0.6	0.0	3.3	2.1	16.4	13.9	79.6	83.7	0.0	0.0	17.3	16.9
Number	898	890	0	2	7	3	30	24	148	165	713	696	0	2	136	115
%			0.0	0.2	0.8	0.3	3.3	2.7	16.5	18.5	79.4	78.2	0.0	0.2	15.1	12.9
Number	1 764	1 762	40	12	91	59	284	168	574	497	775	1 026	9	3	117	201
%			2.3	0.7	5.2	3.3	16.1	9.5	32.5	28.2	43.9	58.2	0.5	0.2	6.6	11.4
Number	1 388	1 370	23	31	120	103	330	255	479	470	436	511	3	9	56	49
%			1.7	2.3	8.6	7.5	23.8	18.6	34.5	34.3	31.4	37.3	0.2	0.7	4.0	3.6
Number	556	555	2	1	13	8	68	46	162	170	311	330	0	0	26	31
%			0.4	0.2	2.3	1.4	12.2	8.3	29.1	30.6	55.9	59.5	0.0	0.0	4.7	5.6
Number	421	428	1	0	9	2	32	13	127	84	252	329	0	0	34	48
%			0.2	0.0	2.1	0.5	7.6	3.0	30.2	19.6	59.9	76.9	0.0	0.0	8.1	11.2
Number	139	139	0	0	1	3	31	17	53	41	54	78	0	0	4	11
%			0.0	0.0	0.7	2.2	22.3	12.2	38.1	29.5	38.8	56.1	0.0	0.0	2.9	7.9
Number	447	447	2	1	2	2	41	35	152	134	250	275	0	0	70	69
%			0.4	0.2	0.4	0.4	9.2	7.8	34.0	30.0	55.9	61.5	0.0	0.0	15.7	15.4
Number	6 878	6 854	85	56	342	228	1 038	708	2 073	1 943	3 340	3 919	12	18	543	623
%			1.2	0.8	5.0	3.3	15.1	10.3	30.1	28.3	48.6	57.2	0.2	0.3	7.9	9.1

At a national level, the number of schools that achieved a pass rate of 100% increased from 543 (2018) to 623 (2019), a percentage increase of 1.2%. Northern Cape has shown the biggest percentage increase from 2.9 % (2018) to 7.9 % (2019), followed by KwaZulu Natal that achieved an increase of 4.8% over the same period.

Table 5.2.7: Number of schools within different pass rate categories by Quintile

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Total
Quintile 1	29	94	278	565	849	1 815
Quintile 2	15	75	183	530	884	1 687
Quintile 3	7	38	180	481	751	1 457
Quintile 4	1	5	23	180	408	617
Quintile 5	0	1	16	104	603	724
Total	52	213	680	1 860	3 495	6 300

The table above illustrates the number of schools from the different quintiles that achieved at various levels in 2019. The majority of schools achieved a pass rate of between 80 – 100%. The majority of schools in the aforementioned category are from the lower quintiles (1 – 3).

Table 5.2.8: Number of candidates who wrote in schools per quintile (2018 and 2019)

% Interval (Schools)	2018					2019						
	Q 1	Q 2	Q 3	Q 4	Q 5	Total	Q 1	Q 2	Q 3	Q 4	Q 5	Total
No with 0 to 19.9%	884	659	391	113	0	2 047	395	189	266	27	0	877
No with 20 to 39.9%	4 241	4 077	3 822	553	219	12 912	3 546	2 127	1 347	400	41	7 461
No with 40 to 59.9%	20 164	18 107	17 881	3 497	1 197	60 846	13 991	9 122	9 810	1 935	1 072	35 930
No with 60 to 79.9%	38 300	39 212	44 706	22 445	12 081	156 744	34 674	37 811	41 251	21 057	12 505	147 298
No with 80 to 100%	41 986	46 532	48 525	39 875	80 634	257 552	50 104	55 360	60 876	42 147	82 118	290 605
Total	105 575	108 587	115 325	66 483	94 131	490 101	102 710	104 609	113 550	65 566	95 736	482 171

The majority of candidates that wrote in 2019, are from quintiles 1, 2 and 3.

Table 5.2.9: NSC passes by Categories of Achievement per Quintile (2018 and 2019) excluding candidates who qualify for the endorsed certificate)

Achievement Status	2018					2019					Totals	
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 1	Q 2	Q 3	Q 4	Q 5		
Achieved Bachelor	25 025	27 861	31 814	23 492	53 107	28 865	32 069	36 042	24 577	53 460	10 903	185 916
Achieved Diploma	29 004	30 312	32 090	20 267	23 956	29 518	30 640	33 294	20 121	25 255	5 733	144 561
Achieved H-Certificate	22 112	21 624	21 392	10 232	8 915	19 477	19 241	19 917	9 641	8 377	2 250	78 903
Achieved NSC	48	32	17	0	1	59	30	10	1	1	4	105
Total Achieved	76 189	79 829	85 313	53 991	85 979	77 919	81 980	89 263	54 340	87 093	18 890	409 485

The combined number of candidates that achieved admission to Bachelor studies in quintiles 1 – 3 is higher than the combined number of candidates that achieved admission to Bachelor studies in quintiles 4 and 5.

5.3 Subject Performance

Table 5.3.1: Enrolment per subject (2015 – 2019)

Subjects	Entered 2015	Entered 2016	Entered 2017	Entered 2018	Entered 2019	Difference 2019 - 2018
Accounting	143 962	137 808	116 149	104 553	91 581	-12 972
Agricultural Sciences	106 183	113 119	108 756	108 794	107 068	-1 726
Business Studies	254 188	248 730	225 100	216 217	211 134	-5 083
Economics	169 937	165 782	144 793	133 198	125 536	-7 662
English FAL	554 565	564 814	521 306	515 937	506 050	-9 887
Geography	310 300	321 829	306 474	308 014	310 705	2 691
History	158 451	165 294	159 108	167 289	178 963	11 674
Life Sciences	355 614	368 191	352 594	351 377	345 209	-6 168
Mathematical Literacy	398 632	389 163	353 019	342 976	349 338	6 362
Mathematics	269 253	285 406	276 084	270 516	256 338	-14 178
Physical Sciences	197 047	204 695	197 960	193 869	186 366	-7 503

A comparison (2018 and 2019) of the number of candidates per subject in the Gateway subjects indicates a decline in enrolment across most subjects, with the highest decline in Mathematics (-14 178), Accounting (-12 972), and English FAL (-9 887). History showed a significant increase (11 674) during the same period.

Table 5.3.2: Candidates performance in selected subjects, 2015 - 2019 at 30% level

Subjects	2015	2016	2017	2018	2019
Accounting	59.6	69.5	66.1	72.5	78.4
Agricultural Science	76.9	75.4	70.4	69.9	74.6
Business Studies	75.7	73.7	68.0	64.9	71.0
Economics	68.2	65.3	71.0	73.3	69.3
Geography	77.0	76.5	76.9	74.2	80.5
History	84.0	84.0	86.0	89.7	90.0
Life Sciences	70.4	70.5	74.4	76.3	72.3
Mathematical Literacy	71.4	71.3	73.9	72.5	80.6
Mathematics	49.1	51.1	51.9	58.0	54.6
Physical Science	58.6	62.0	65.1	74.2	75.5

Seven of the 10 subjects achieved improved performance in 2019 compared to 2018, except for Economics, Life Sciences and Mathematics.

Table 5.3.3: Performance in Home Languages from 2015 to 2019

Subject Name (Home Languages)	2015			2016			2017			2018			2019		
	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved
Afrikaans Home Language	53 799	52 366	97.3	50 019	48 338	96.6	46 847	44 271	94.5	48 566	46 800	96.4	46 647	44 392	95.2
English Home Language	111 785	104 875	93.8	107 967	101 610	94.1	105 705	98 362	93.1	106 577	98 823	92.7	108 483	99 843	92.0
isiNdebele Home Language	4 869	4 861	99.8	5 649	5 640	99.8	5 240	5 217	99.6	4 688	4 673	99.7	4 558	4 551	99.8
isiXhosa Home Language	95 694	95 356	99.6	97 164	96 952	99.8	87 934	87 731	99.8	87 326	87 075	99.7	84 734	84 511	99.7
isiZulu Home Language	166 403	165 487	99.4	165 572	163 632	98.8	151 559	149 925	98.9	150 344	148 517	98.8	148 231	147 042	99.2
Sepedi Home Language	79 021	78 508	99.4	83 570	82 611	98.9	76 786	75 745	98.6	74 606	73 578	98.6	69 809	68 559	98.2
Sesotho Home Language	36 555	36 351	99.4	32 198	32 002	99.4	30 776	30 583	99.4	31 168	30 985	99.4	32 509	32 270	99.3
Setswana Home Language	47 206	47 020	99.6	48 730	48 560	99.7	46 169	46 016	99.7	46 101	45 909	99.6	44 687	44 474	99.5
SiSwati Home Language	18 589	18 474	99.4	19 649	19 501	99.2	18 123	17 981	99.2	17 573	17 454	99.3	17 255	17 089	99.0
South African Sign Language Home Language	-	-	-	-	-	-	-	-	-	52	50	96.2	97	94	96.9
Tshivenda Home Language	20 301	20 281	99.9	22 049	22 032	99.9	18 733	18 704	99.8	17 574	17 554	99.9	19 451	19 432	99.9
Xitsonga Home Language	24 473	24 349	99.5	26 681	26 556	99.5	25 937	25 690	99.0	26 536	26 250	98.9	26 698	26 359	98.7

In 2019, performance across most Home Languages remained fairly stable.

Table 5.3.4: Performance in First Additional Languages from 2015 to 2019

Subject Name (1st Additional Languages)	2015			2016			2017			2018			2019		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved
Afrikaans First Additional Language	86 987	79 882	91.8	83 883	75 530	90.0	82 017	76 222	92.9	82 525	77 500	93.9	83 889	80 502	96.0
English First Additional Language	543 941	528 157	97.1	547 292	533 235	97.4	503 151	488 572	97.1	498 959	485 112	97.2	489 072	477 560	97.6
IsiNdebele First Additional Language	32	32	100.0	36	36	100.0	30	30	100.0	41	41	100.0	33	33	100.0
IsiXhosa First Additional Language	2 369	2 362	99.7	2 220	2 215	99.8	2 272	2 264	99.6	2 365	2 358	99.7	2 557	2 553	99.8
IsiZulu First Additional Language	17 204	17 069	99.2	16 425	16 359	99.6	15 871	15 808	99.6	14 991	14 900	99.4	14 964	14 848	99.2
Sepedi First Additional Language	545	539	98.9	455	451	99.1	538	533	99.1	535	532	99.4	546	545	99.8
Sesotho First Additional Language	618	616	99.7	484	483	99.8	514	513	99.8	476	475	99.8	498	496	99.6
Setswana First Additional Language	162	162	100.0	169	169	100.0	235	235	100.0	289	289	100.0	293	293	100.0
SiSwati First Additional Language	366	359	98.1	356	350	98.3	356	347	97.5	358	355	99.2	345	341	98.8
Tshivenda First Additional Language	20	20	100.0	16	16	100.0	38	38	100.0	40	40	100.0	43	42	97.7
Xitsonga First Additional Language	24	24	100.0	23	23	100.0	32	32	100.0	23	23	100.0	26	26	100.0

Achievement levels at First Additional Language level remained stable in the period under review.

Table 5.3.5: Performance in Non- Languages from 2016 to 2019

Subjects	2016			2017			2018			2019		
	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved
Accounting	128 853	89 507	69.5	103 427	68 318	66.1	90 278	65 481	72.5	80 110	62 796	78.4
Agricultural Management Practices	2 631	2 586	98.3	2 511	2 424	96.5	2 357	2 245	95.2	3 057	2 958	96.8
Agricultural Sciences	106 386	80 184	75.4	98 522	69 360	70.4	95 291	66 608	69.9	92 680	69 132	74.6
Agricultural Technology	944	923	97.8	914	906	99.1	1 001	982	98.1	1 169	1 155	98.8
Business Studies	234 894	173 195	73.7	204 849	139 386	68.0	192 139	124 618	64.9	186 840	132 571	71.0
Civil Technology (Civil Services)	-	-	-	-	-	-	795	739	93.0	582	566	97.3
Civil Technology (Construction)	-	-	-	-	-	-	4 350	4 288	98.6	3 492	3 438	98.5
Civil Technology (Woodworking)	-	-	-	-	-	-	2 606	2 574	98.8	1 946	1 926	99.0
Computer Applications Technology	38 359	34 927	91.1	36 460	33 810	92.7	35 189	32 486	92.3	35 248	33 340	94.6
Consumer Studies	43 214	42 048	97.3	40 049	38 909	97.2	40 861	40 126	98.2	40 814	39 651	97.2
Dance Studies	461	461	100.0	561	559	99.6	598	598	100.0	552	550	99.6
Design	2 031	1 993	98.1	2 158	2 097	97.2	1 918	1 880	98.0	2 038	2 010	98.6
Dramatic Arts	9 198	9 041	98.3	9 147	8 979	98.2	11 812	11 620	98.4	13 373	13 146	98.3
Economics	155 908	101 787	65.3	128 796	91 488	71.0	115 169	84 395	73.3	107 940	74 796	69.3
Electrical Technology (Digital Systems)	-	-	-	-	-	-	407	379	93.1	323	310	96.0
Electrical Technology (Electronics)	-	-	-	-	-	-	1 077	990	91.9	938	907	96.7
Electrical Technology (Power Systems)	-	-	-	-	-	-	5 228	4 806	91.9	4 796	4 583	95.6
Engineering Graphics and Design	30 182	28 416	94.1	29 226	27 446	93.9	32 619	30 438	93.3	32 280	29 969	92.8
Geography	302 600	231 588	76.5	276 771	212 954	76.9	269 621	200 116	74.2	271 807	218 821	80.5
History	157 594	132 457	84.0	147 668	127 031	86.0	154 536	138 570	89.7	164 729	148 271	90.0
Hospitality Studies	8 032	7 867	97.9	7 321	7 132	97.4	6 842	6 753	98.7	6 771	6 686	98.7
Information Technology	4 346	3 926	90.3	4 095	3 596	87.8	4 108	3 763	91.6	3 851	3 569	92.7

Subjects	2016			2017			2018			2019		
	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved
Life Orientation	663 975	661 903	99.7	620 626	619 336	99.8	618 726	617 041	99.7	610 234	609 101	99.8
Life Sciences	347 662	245 070	70.5	318 474	236 809	74.4	310 041	236 584	76.3	301 037	217 729	72.3
Mathematical Literacy	361 865	257 881	71.3	313 030	231 230	73.9	294 204	213 225	72.5	298 607	240 816	80.6
Mathematics	265 810	135 958	51.1	245 103	127 197	51.9	233 858	135 638	58.0	222 034	121 179	54.6
Mechanical Technology (Automotive)	-	-	-	-	-	-	2 986	2 814	94.2	2 784	2 657	95.4
Mechanical Technology (Fitting and Mechining)	-	-	-	-	-	-	2 088	1 992	95.4	2 012	1 966	97.7
Mechanical Technology (Welding and Metal works)	-	-	-	-	-	-	1 934	1 835	94.9	1 682	1 552	92.3
Music	1 845	1 788	96.9	1 699	1 674	98.5	1 718	1 666	97.0	1 884	1 838	97.6
Physical Sciences	192 618	119 427	62.0	179 561	116 862	65.1	172 319	127 919	74.2	164 478	124 237	75.5
Religion Studies	8 272	7 496	90.6	8 425	7 721	91.6	10 698	9 687	90.5	11 069	9 616	86.9
Technical Mathematics	-	-	-	-	-	-	10 025	5 078	50.7	9 670	4 125	42.7
Technical Sciences	-	-	-	-	-	-	10 503	9 204	87.6	10 862	9 401	86.5
Tourism	143 650	139 293	97.0	131 644	128 386	97.5	130 326	127 640	97.9	137 546	135 367	98.4
Visual Arts	6 292	6 182	98.3	6 434	6 295	97.8	6 550	6 476	98.9	6 536	6 443	98.6

Performance across most subjects between 2018 and 2019 generally shows an increase.

Table 5.3.5: Performance in Mathematics by province and level of achievement (2017 – 2019)

MATHEMATICS															
Province	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above			% achieved at 40% and above		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Eastern Cape	35 994	36 449	35 270	15 221	16 576	14 747	42.3	45.5	41.8	9 541	9 438	8 354	26.5	25.9	23.7
Free State	10 134	9 722	9 886	7 156	7 226	6 769	70.6	74.3	68.5	4 993	4 794	4 445	49.3	49.3	45.0
Gauteng	36 937	35 279	35 412	25 022	26 366	24 012	67.7	74.7	67.8	18 320	18 510	16 891	49.6	52.5	47.7
KwaZulu-Natal	68 463	61 686	57 882	28 472	31 191	28 065	41.6	50.6	48.5	18 667	19 327	17 306	27.3	31.3	29.9
Limpopo	40 723	39 216	34 148	20 382	21 538	18 148	50.1	54.9	53.1	13 051	13 032	11 038	32.0	33.2	32.3
Mpumalanga	24 327	24 207	22 621	11 618	13 112	11 672	47.8	54.2	51.6	7 538	8 029	7 289	31.0	33.2	32.2
North West	10 232	9 083	8 783	6 266	6 259	5 463	61.2	68.9	62.2	4 097	3 941	3 420	40.0	43.4	38.9
Northern Cape	2 796	2 798	2 613	1 604	1 652	1 480	57.4	59.0	56.6	1 058	1 057	898	37.8	37.8	34.4
Western Cape	15 497	15 418	15 419	11 456	11 718	10 823	73.9	76.0	70.2	8 833	8 746	8 110	57.0	56.7	52.6
National	245 103	233 858	222 034	127 197	135 638	121 179	51.9	58.0	54.6	86 098	86 874	77 751	35.1	37.1	35.0

Achievement at 30% in Mathematics from 2018 to 2019 declined by 3.4%, and achievement at 40% declined by 2.1%.

Table 5.3.6: Performance in Physical Science from 2017 to 2019

Province	Physical Science														
	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above			% achieved at 40% and above		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Eastern Cape	24 805	24 939	23 703	14 221	16 582	16 660	57.3	66.5	70.3	8 365	9 816	10 540	33.7	39.4	44.5
Free State	8 031	7 876	7 889	6 183	6 433	6 527	77.0	81.7	82.7	4 299	4 378	4 508	53.5	55.6	57.1
Gauteng	29 178	26 763	25 765	20 536	22 335	21 649	70.4	83.5	84.0	14 425	16 308	16 077	49.4	60.9	62.4
KwaZulu-Natal	43 005	40 643	39 499	28 002	29 919	29 533	65.1	73.6	74.8	18 232	19 730	20 225	42.4	48.5	51.2
Limpopo	33 584	31 717	28 911	21 213	22 785	20 813	63.2	71.8	72.0	12 614	13 914	13 306	37.6	43.9	46.0
Mpumalanga	19 306	20 387	19 679	11 902	14 321	13 948	61.6	70.2	70.9	7 453	8 982	9 479	38.6	44.1	48.2
North West	8 451	7 348	6 939	5 434	5 775	5 484	64.3	78.6	79.0	3 329	3 688	3 679	39.4	50.2	53.0
Northern Cape	2 344	2 259	2 111	1 332	1 512	1 460	56.8	66.9	69.2	799	930	937	34.1	41.2	44.4
Western Cape	10 857	10 387	9 982	8 039	8 257	8 163	74.0	79.5	81.8	6 220	6 256	6 283	57.3	60.2	62.9
National	179 561	172 319	164 478	116 862	127 919	124 237	65.1	74.2	75.5	75 736	84 002	85 034	42.2	48.7	51.7

Achievement in Physical Sciences, both at the 30% level and the 40% level increased from 2017 to 2019.

Table 5.3.7: Performance in Accounting from 2018 to 2019

Province	Accounting									
	2018					2019				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	11 618	8 460	5 372	72.8	46.2	10 365	8 367	5 460	80.7	52.7
Free State	5 638	4 639	3 187	82.3	56.5	5 940	4 847	3 105	81.6	52.3
Gauteng	15 491	12 896	9 722	83.2	62.8	13 931	11 916	8 770	85.5	63.0
KwaZulu-Natal	24 503	16 933	11 073	69.1	45.2	22 539	16 942	11 117	75.2	49.3
Limpopo	14 188	8 841	5 008	62.3	35.3	11 394	7 815	4 597	68.6	40.3
Mpumalanga	6 608	4 753	3 107	71.9	47.0	6 409	4 987	3 328	77.8	51.9
North West	3 357	2 367	1 538	70.5	45.8	2 960	2 395	1 565	80.9	52.9
Northern Cape	1 185	825	540	69.6	45.6	806	667	451	82.8	56.0
Western Cape	7 690	5 767	4 284	75.0	55.7	5 766	4 860	3 720	84.3	64.5
Total	90 278	65 481	43 831	72.5	48.6	80 110	62 796	42 113	78.4	52.6

Achievement in Accounting both at the 30% level and the 40% level increased from 2018 to 2019.

Table 5.3.8: Performance in Business Studies from 2018 to 2019

Province	Business Studies									
	2018					2019				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	20 976	12 615	7 488	60.1	35.7	20 102	13 695	8 842	68.1	44.0
Free State	10 533	7 449	4 512	70.7	42.8	11 164	8 302	5 094	74.4	45.6
Gauteng	41 514	30 862	20 307	74.3	48.9	42 503	32 877	22 442	77.4	52.8
KwaZulu-Natal	51 588	30 672	18 324	59.5	35.5	50 518	35 289	23 405	69.9	46.3
Limpopo	18 814	11 913	7 098	63.3	37.7	15 693	10 317	6 409	65.7	40.8
Mpumalanga	14 923	9 295	5 435	62.3	36.4	13 870	8 740	5 201	63.0	37.5
North West	9 188	6 384	3 954	69.5	43.0	8 670	6 835	4 460	78.8	51.4
Northern Cape	3 336	1 669	862	50.0	25.8	3 166	1 905	1 044	60.2	33.0
Western Cape	21 267	13 759	9 125	64.7	42.9	21 154	14 611	9 345	69.1	44.2
Total	192 139	124 618	77 105	64.9	40.1	186 840	132 571	86 242	71.0	46.2

Achievement in Business Studies both at the 30% level and the 40% level increased from 2018 to 2019.

Table 5.3.9: Performance in Economics from 2018 to 2019

Province	Economics									
	2018					2019				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	14 727	10 255	6 083	69.6	41.3	14 013	10 248	6 177	73.1	44.1
Free State	6 125	4 801	2 774	78.4	45.3	6 333	4 489	2 405	70.9	38.0
Gauteng	21 472	17 978	12 070	83.7	56.2	21 188	15 980	9 822	75.4	46.4
KwaZulu-Natal	27 003	20 354	13 049	75.4	48.3	25 713	17 746	9 823	69.0	38.2
Limpopo	22 113	13 316	7 005	60.2	31.7	18 251	10 783	5 737	59.1	31.4
Mpumalanga	8 095	5 898	3 415	72.9	42.2	7 642	4 998	2 544	65.4	33.3
North West	5 102	4 047	2 504	79.3	49.1	4 647	3 477	2 002	74.8	43.1
Northern Cape	1 575	1 077	545	68.4	34.6	1 604	880	477	54.9	29.7
Western Cape	8 957	6 669	4 164	74.5	46.5	8 549	6 195	4 067	72.5	47.6
Total	115 169	84 395	51 609	73.3	44.8	107 940	74 796	43 054	69.3	39.9

Performance in Economics at 30% and at 40 % level declined during the period 2018 to 2019

Table 5.3.10: Performance in Geography from 2018 to 2019

Province	GEOGRAPHY														
	2018						2019								
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	29 046	20 705	12 984	71.3	44.7	28 256	22 830	15 561	80.8	55.1					
Free State	11 249	9 570	6 676	85.1	59.3	11 605	10 485	7 728	90.3	66.6					
Gauteng	47 305	39 976	27 219	84.5	57.5	49 437	42 382	29 007	85.7	58.7					
KwaZulu-Natal	63 897	44 008	27 183	68.9	42.5	64 999	51 235	34 153	78.8	52.5					
Limpopo	48 008	32 382	18 988	67.5	39.6	49 491	37 770	24 523	76.3	49.6					
Mpumalanga	23 660	17 141	10 217	72.4	43.2	23 169	18 005	11 128	77.7	48.0					
North West	19 168	14 664	8 801	76.5	45.9	17 743	14 917	9 361	84.1	52.8					
Northern Cape	6 361	4 409	2 325	69.3	36.6	5 895	4 354	2 366	73.9	40.1					
Western Cape	20 927	17 261	11 618	82.5	55.5	21 212	16 843	10 928	79.4	51.5					
Total	269 621	200 116	126 011	74.2	46.7	271 807	218 821	144 755	80.5	53.3					

Performance in Geography at 30% and at 40 % level increased significantly during the period 2018 to 2019

Table 5.3.11: Performance in History from 2018 to 2019

Province	History														
	2018						2019								
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	21 026	17 783	13 768	84.6	65.5	21 419	18 673	14 929	87.2	69.7					
Free State	4 873	4 473	3 532	91.8	72.5	5 366	4 796	3 773	89.4	70.3					
Gauteng	33 090	31 547	27 381	95.3	82.7	36 768	35 519	31 879	96.6	86.7					
KwaZulu-Natal	38 928	33 738	26 870	86.7	69.0	40 439	35 608	28 649	88.1	70.8					
Limpopo	15 085	13 274	10 791	88.0	71.5	17 594	14 637	11 084	83.2	63.0					
Mpumalanga	8 306	7 311	5 729	88.0	69.0	8 874	7 382	5 688	83.2	64.1					
North West	8 719	7 830	5 862	89.8	67.2	8 750	7 848	6 136	89.7	70.1					
Northern Cape	4 350	3 833	2 754	88.1	63.3	4 119	3 778	2 988	91.7	72.5					
Western Cape	20 159	18 781	15 579	93.2	77.3	21 400	20 030	16 810	93.6	78.6					
Total	154 536	138 570	112 266	89.7	72.6	164 729	148 271	121 936	90.0	74.0					

Performance in History at 30% and at 40 % level increased during the period 2018 to 2019

Table 5.3.12: Performance in Life Sciences from 2018 to 2019

Province	Life Sciences									
	2018					2019				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	44 153	32 262	21 426	73.1	48.5	41 336	29 417	19 863	71.2	48.1
Free State	12 714	10 881	7 848	85.6	61.7	12 818	10 313	7 339	80.5	57.3
Gauteng	46 340	39 786	29 318	85.9	63.3	46 850	37 057	26 165	79.1	55.8
KwaZulu-Natal	72 137	55 170	38 522	76.5	53.4	70 958	52 472	36 454	73.9	51.4
Limpopo	55 515	39 526	24 381	71.2	43.9	52 377	34 772	21 761	66.4	41.5
Mpumalanga	30 205	22 778	14 536	75.4	48.1	29 654	21 546	14 466	72.7	48.8
North West	16 580	12 798	8 317	77.2	50.2	15 400	11 395	7 398	74.0	48.0
Northern Cape	6 460	3 996	2 240	61.9	34.7	5 639	3 306	1 866	58.6	33.1
Western Cape	25 937	19 387	13 620	74.7	52.5	26 005	17 451	12 124	67.1	46.6
Total	310 041	236 584	160 208	76.3	51.7	301 037	217 729	147 436	72.3	49.0

Performance in Life Sciences at 30% and at 40 % level declined during the period 2018 to 2019

Table 5.3.13: Performance in Mathematical Literacy from 2018 to 2019

Province	Mathematical Literacy									
	2018					2019				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	30 031	19 345	11 624	64.4	38.7	28 851	21 915	14 169	76.0	49.1
Free State	15 746	12 745	8 689	80.9	55.2	16 869	14 762	10 624	87.5	63.0
Gauteng	60 228	50 674	35 616	84.1	59.1	63 439	55 497	41 002	87.5	64.6
KwaZulu-Natal	59 387	38 983	22 745	65.6	38.3	63 200	49 023	32 175	77.6	50.9
Limpopo	41 393	27 371	14 710	66.1	35.5	41 808	30 604	17 423	73.2	41.7
Mpumalanga	22 983	15 295	8 715	66.5	37.9	23 671	17 781	11 270	75.1	47.6
North West	21 087	15 293	9 133	72.5	43.3	18 734	16 149	11 191	86.2	59.7
Northern Cape	7 745	5 366	3 012	69.3	38.9	6 910	5 532	3 646	80.1	52.8
Western Cape	35 604	28 153	19 324	79.1	54.3	35 125	29 553	21 377	84.1	60.9
Total	294 204	213 225	133 568	72.5	45.4	298 607	240 816	162 877	80.6	54.5

Performance in Mathematical Literacy at 30% and at 40 % level increased significantly during the period 2018 to 2019

Subjects	2017			2018			2019		
	Wrote	Achieved with Distinction	% with Distinction	Wrote	Achieved with Distinction	% with Distinction	Wrote	Achieved with Distinction	% with Distinction
Accounting	103 427	5 040	4.9	90 278	5 169	5.7	80 110	3 875	4.8
Afrikaans First Additional Language	82 017	6 406	7.8	82 525	6 013	7.3	83 889	6 462	7.7
Agricultural Sciences	98 522	272	0.3	95 291	577	0.6	92 680	526	0.6
Business Studies	204 849	2 343	1.1	192 139	2 660	1.4	186 840	2 769	1.5
Economics	128 796	1 683	1.3	115 169	1 306	1.1	107 940	1 014	0.9
English First Additional Language	503 151	8 829	1.8	498 959	7 064	1.4	489 072	7 787	1.6
Geography	276 771	3 608	1.3	269 621	2 934	1.1	271 807	2 752	1.0
History	147 668	6 696	4.5	154 536	7 656	5.0	164 729	8 702	5.3
Life Sciences	318 474	10 102	3.2	310 041	7 507	2.4	301 037	8 525	2.8
Mathematical Literacy	313 030	1 882	0.6	294 204	3 957	1.3	298 607	6 280	2.1
Mathematics	245 103	6 726	2.7	233 858	5 828	2.5	222 034	4 415	2.0
Physical Sciences	179 561	7 861	4.4	172 319	8 135	4.7	164 478	7 763	4.7

Table 5.3.14: Number and percentage of distinctions per subject (80% - 100%)

The percentage of distinctions over the three year period has remained relatively constant over the last three years.



5.4 Performance of learners with special needs

Table 5.4.1 : Special needs learners classification per province

PROVINCE NAME	TOTAL ACHIEVED	ANXIETY	ATTENTION DEFICIT DI	ATTENTION DEFICIT HY	AUTISM	BIPOLAR	BLIND	CELEBRAL PALSY	CHRONIC	CONDUCT DISORDER	DEAF	DEPRESSION	DYSCALCULA	DYSGRAPHIA	DYSLEXIA	EPILEPSY	HARD OF HEARING	LANGUAGE DISORDER/ A	LEARNING DISABILITY	MENTAL ILLNESS	MILD INTELLECTUAL DI	OTHER	PARTIALLY SIGHTED	PHYSICAL DISABILITY	SEVERE INTELLECTUAL	SOCIAL COMMUNICATION	SPEECH SOUND DISORDE
Eastern Cape	8																					8					
Free State	91	1	10	9			1	3		1	1	1	1		19		1	8	13				13	6	4		
Gauteng	480						48		2	10	7	2	2				3	5	327			34	5	37			
KwaZulu-Natal	93	5	8	1	1	7	1	2	2		2	12	11	10	11		1		11			2	12	6	1		
Limpopo	0																										
Mpumalanga	136			5						8		13	1		1	2			2			90	9	3		3	
Northern Cape	24					1	1				5	5							5			10	2				
North-West	38					1		7				2		3					12			2	2	7		2	
Western Cape	1 385	9	62	43	17		5	14	11	4	18	23	253	290	5	10	10		409	10	24	17	12			149	
National	2 255	10	77	65	18	2	62	19	22	23	25	3	58	253	324	15	17	13	779	10	24	136	68	73	4	4	151

In 2019 there were 2 255 special needs candidates who enrolled for the NSC. The Western Cape had the highest number for learners with special needs (1385).

Table 5.4.2: Special Needs Learners achievement levels

QUALIFICATION	TOTAL ACHIEVED	ANXIETY	ATTENTION DEFICIT DI	ATTENTION DEFICIT HY	AUTISM	BIPOLAR	BLIND	CELEBRAL PALSY	CHRONIC	CONDUCT DISORDER	DEAF	DEPRESSION	DYSCALCULA	DYSGRAPHIA	DYSLEXIA	EPILEPSY	HARD OF HEARING	LANGUAGE DISORDER/ A	LEARNING DISABILITY	MENTAL ILLNESS	MILD INTELLECTUAL DI	OTHER	PARTIALLY SIGHTED	PHYSICAL DISABILITY	SEVERE INTELLECTUAL	SOCIAL COMMUNICATION	SPEECH SOUND DISORDE
A/BACH - Achieved - Bachelors	1 281	6	52	52	12	2	39	8	16	13	7	2	20	134	222	8	9	5	443	10	5	71	36	31	1	2	75
A/DIP - Achieved - Diploma	684	4	19	10	4		21	8	6	8	6		28	87	72	6	6	4	251		11	28	24	24	2	2	53
A/HC - Achieved - Higher Certificate	211		6	3			2	2		2	2	1	7	31	18	1		4	74		6	9	6	16			21
A/NSC - Achieved - NSC	1																1										
A/SNE - Achieved - SNE NSC	78				2			1			10		3	1	12		1		11		2	28	2	2	1		2

Of the 2 255 learners with special needs, 1 281 achieved admission to Bachelor studies and 684 achieved admission to Diploma studies.

Table 5.4.3. SNE Distinctions per Province

Province Name	Achieved
EASTERN CAPE	18
FREE STATE	31
GAUTENG	224
KWAZULU-NATAL	61
MPUMALANGA	85
NORTH WEST	5
NORTHERN CAPE	9
WESTERN CAPE	844
NATIONAL	1 277

Table 5.4.4 Grade 12 South African Sign Language (SASL) Home Language (HL) enrolment per school

Province	School	No. of learners enrolled	Achieved
Eastern Cape	ST THOMAS FOR THE DEAF	6	6
Free State	BARTIMEA SCHOOL FOR THE DEAF AND BLIND	4	4
Free State	THIBOLOHA SCHOOL FOR DEAF AND BLIND	1	1
Gauteng	ST VINCENT SCHOOL	3	3
Gauteng	SIZWILE SCHOOL FOR THE DEAF	11	10
Gauteng	FILADELFA	34	33
Kwazulu-Natal	VULEKA SCHOOL FOR THE DEAF	5	5
Kwazulu-Natal	ST MARTIN DE PORRES COMPREHENSIVE	6	6
Kwazulu-Natal	VN NAIK SCHOOL FOR THE DEAF	4	4
Kwazulu-Natal	FULTON SCHOOL FOR THE DEAF	5	5
Kwazulu-Natal	KWATHINTWA SCHOOL FOR THE DEAF	4	4
Limpopo	SETOTOLWANE SECONDARY	1 Full Time (FT) + 2 Part Time(PT)	1 (PT)
Northern Cape	RE TLAMELENG SPECIAL SCHOOL	1	1
Western Cape	DE LA BAT-SKOOL	11	11
Western Cape	DOMINIKAANSE SKOOL VIR DOWES	4	4
Total	15	102	98

There were 102 candidates from 15 schools who enrolled for SASL HL in 2019. This reflects a 96.1% achievement rate.

5.5 Performance of part-time candidates

Table 5.5.1 : Achievement of part-time candidates in specific subjects

Subjects (Part-Time)	2016			2017			2018			2019		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	15 328	6 142	40.1	14 899	4 373	29.4	14 261	5 121	35.9	11 264	4 193	37.2
Agricultural Sciences	6 713	3 596	53.6	8 135	3 276	40.3	9 965	4 466	44.8	10 061	4 283	42.6
Business Studies	17 942	8 016	44.7	20 735	6 603	31.8	23 446	7 479	31.9	22 811	7 766	34.0
Economics	17 257	6 293	36.5	19 650	6 938	35.3	17 946	6 502	36.2	14 926	4 439	29.7
Geography	21 245	10 404	49.0	25 782	10 671	41.4	26 866	10 556	39.3	26 475	11 905	45.0
History	5 459	3 122	57.2	6 195	2 767	44.7	5 921	3 393	57.3	4 843	2 860	59.1
Life Orientation	1 879	1 860	99.0	1 029	1 014	98.5	910	902	99.1	853	818	95.9
Life Sciences	39 008	20 092	51.5	46 098	22 755	49.4	44 351	21 226	47.9	40 195	16 306	40.6
Mathematical Literacy	27 575	13 083	47.4	32 018	12 960	40.5	53 530	21 721	40.6	32 686	14 635	44.8
Mathematics	50 925	19 273	37.8	54 138	18 228	33.7	34 097	13 487	39.6	45 405	15 918	35.1
Physical Sciences	39 801	17 315	43.5	41 337	15 562	37.6	40 639	20 241	49.8	32 904	14 694	44.7

There has been a decrease in performance in five of the eleven subjects in 2019 compared to 2018 except for Business Studies, Geography, Mathematical Literacy and Life Orientation that increased slightly.

Table 5.5.2 : Achievement of Immigrant candidates per province

Provinces	Number of Learners			% Achieved
	Enrolled	Wrote	Achieved	
Eastern Cape	211	197	182	92.4
Free State	286	267	243	91.0
Gauteng	2 893	2 627	2 425	92.3
KwaZulu -Natal	500	463	429	92.7
Limpopo	7	6	4	66.7
Mpumalanga	100	92	77	83.7
North West	3	3	3	100.0
Northern Cape	43	40	34	85.0
Western Cape	1392	1 339	1 190	88.9
National	5 435	5 034	4 587	91.1

There were 5 435 immigrant candidates that achieved an NSC in 2019

5.6 Performance on progressed learners

Table 5.6.1 Performance of Progressed Candidates per province

Provinces	Progressed Candidates			% Achieved
	Entered	Wrote	Achieved	
Eastern Cape	17 007	4 152	2 712	65.3
Free State	6 765	3 230	2 249	69.6
Gauteng	17 038	6 573	4 540	69.1
Kwazulu-Natal	33 069	6 462	4 640	71.8
Limpopo	20 961	4 473	2 989	66.8
Mpumalanga	15 853	4 445	3 216	72.4
North West	8 549	2 685	2 081	77.5
Northern Cape	2 778	568	341	60.0
Western Cape	3 671	1 910	717	37.5
National	125 691	34 498	23 485	68.1

The table 5.6.1 above shows a national pass rate of 68.1% with the North West achieving the highest pass rate of 77.5%.

Table 5.6.2: Performance of Progressed candidates per Province 2018 and 2019

Province	2018				2019				% Progression Difference
	Entered	Wrote	Achieved	% Progressed	Entered	Wrote	Achieved	% Progressed	
Eastern Cape	16 708	3 775	2 131	56,5	17 007	4 152	2 712	65,3	8,9
Free State	6 588	3 466	2 260	65,2	6 765	3 230	2 249	69,6	4,4
Gauteng	15 692	5 594	3 935	70,3	17 038	6 573	4 540	69,1	-1,3
KwaZulu-Natal	36 186	5 097	3 229	63,4	33 069	6 462	4 640	71,8	8,5
Limpopo	24 858	6 279	3 507	55,9	20 961	4 473	2 989	66,8	11,0
Mpumalanga	14 409	4 074	2 635	64,7	15 853	4 445	3 216	72,4	7,7
North West	8 162	2 870	1 632	56,9	8 549	2 685	2 081	77,5	20,6
Northern Cape	2 647	532	214	40,2	2 778	568	341	60,0	19,8
Western Cape	3 384	1 725	579	33,6	3 671	1 910	717	37,5	4,0
National	128 634	33 412	20 122	60,2	125 691	34 498	23 485	68,1	7,9

There has been an improvement in the achievement levels of eight of the nine provinces except Gauteng. North West achieved the highest improvement of 20.6%.

5.7 District performance

The performance of Districts in the nine provinces is illustrated in Tables 5.7.1 to 5.7.10 below.

Table 5.7.1 Eastern Cape District performance

EASTERN CAPE DISTRICTS	2016			2017			2018			2019		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
		82 902	49 168	59.3	67 648	43 981	65.0	65 733	46 393	70.6	63 198	48 331
Alfred Nzo East	4 816	2 654	55.1	3 674	2 294	62.4	3 511	2 524	71.9	3 653	2 835	77.6
Alfred Nzo West	7 351	4 551	61.9	6 125	4 125	67.3	6 151	4 475	72.8	6 716	5 163	76.9
Amathole East	9 016	4 726	52.4	7 533	4 274	56.7	7 062	4 852	68.7	6 173	4 764	77.2
Amathole West	7 761	4 446	57.3	4 049	2 172	53.6	3 634	2 020	55.6	3 068	1 986	64.7
Bafallo City	6 807	4 547	66.8	7 830	5 186	66.2	7 843	5 729	73.0	7 306	5 694	77.9
Chris Hani East	4 689	2 508	53.5	4 262	2 649	62.2	3 845	2 700	70.2	3 618	2 601	71.9
Chris Hani West	5 193	3 207	61.8	4 526	3 073	67.9	4 294	2 966	69.1	3 974	2 996	75.4
Joe Gqabi	3 718	2 344	63.0	3 075	2 061	67.0	3 174	2 138	67.4	3 045	2 326	76.4
Nelson Mandela Metro	3 232	2 467	76.3	8 534	6 195	72.6	8 152	6 205	76.1	8 002	6 512	81.4
OR Tambo Coastal	11 424	5 334	46.7	7 981	4 923	61.7	7 680	5 344	69.6	6 899	5 356	77.6
OR Tambo Inland	8 560	5 663	66.2	7 560	5 234	69.2	7 829	5 571	71.2	8 260	6 248	75.6
Sara Baartman	10 335	6 721	65.0	2 499	1 795	71.8	2 558	1 869	73.1	2 484	1 850	74.5

Table 5.7.2 Free State District performance

FREE STATE DISTRICTS	2016			2017			2018			2019		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
		26 786	23 629	88.2	25 130	21 631	86.1	24 914	21 806	87.5	25 572	22 602
Fezile Dabi	4 660	4 277	91.8	3 990	3 598	90.2	4 116	3 799	92.3	4 484	4 051	90.3
Lejweleputswa	5 462	4 711	86.3	5 037	4 258	84.5	5 039	4 294	85.2	5 285	4 640	87.8
Motheo	8 613	7 378	85.7	8 676	7 153	82.4	8 353	7 108	85.1	8 293	7 285	87.8
Thabo Mofutsanyana	7 104	6 392	90.0	6 541	5 889	90.0	6 481	5 833	90.0	6 657	5 868	88.1
Xhariep	947	871	92.0	886	733	82.7	925	772	83.5	853	758	88.9

Table 5.7.3 Gauteng District performance

GAUTENG DISTRICTS	2016			2017			2018			2019		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	103 829	88 381	85.1	97 284	82 826	85.1	94 870	83 406	87.9	97 829	85 342	87.2
Ekurhuleni North	9 820	8 549	87.1	8 712	7 758	89.0	8 930	7 926	88.8	9 169	8 141	88.8
Ekurhuleni South	10 290	8 893	86.4	10 480	8 458	80.7	9 634	8 333	86.5	10 390	9 081	87.4
Gauteng East	7 658	6 110	79.8	7 005	5 806	82.9	6 465	5 554	85.9	6 838	5 776	84.5
Gauteng North	2 304	1 822	79.1	1 913	1 442	75.4	1 541	1 343	87.2	1 432	1 299	90.7
Gauteng West	7 204	6 571	91.2	6 577	5 830	88.6	6 399	5 700	89.1	6 483	5 713	88.1
Johannesburg Central	7 464	6 241	83.6	7 740	6 194	80.0	7 625	6 201	81.3	7 835	6 371	81.3
Johannesburg East	6 802	5 918	87.0	6 838	6 003	87.8	7 033	6 353	90.3	7 460	6 605	88.5
Johannesburg North	7 007	6 012	85.8	6 878	5 777	84.0	6 665	5 907	88.6	7 061	6 226	88.2
Johannesburg South	6 876	5 906	85.9	6 461	5 448	84.3	6 132	5 250	85.6	6 338	5 239	82.7
Johannesburg West	4 871	4 233	86.9	4 596	4 072	88.6	4 730	4 264	90.1	4 824	4 280	88.7
Sedibeng East	2 899	2 493	86.0	2 543	2 234	87.8	2 377	2 144	90.2	2 556	2 290	89.6
Sedibeng West	5 916	4 847	81.9	5 727	4 692	81.9	4 940	4 374	88.5	5 072	4 183	82.5
Tshwane North	6 454	5 439	84.3	5 491	4 883	88.9	6 223	5 574	89.6	5 924	5 365	90.6
Tshwane South	10 675	9 234	86.5	9 669	8 683	89.8	9 626	8 830	91.7	9 727	9 073	93.3
Tshwane West	7 589	6 113	80.6	6 654	5 546	83.3	6 550	5 653	86.3	6 720	5 700	84.8

Table 5.7.4 KwaZulu-Natal District performance

KWAZULU-NATAL DISTRICTS	2016			2017			2018			2019		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	147 648	98 032	66.4	124 317	90 589	72.9	116 152	88 485	76.2	116 937	95 017	81.3
Amajuba	6 627	5 119	77.2	5 848	4 708	80.5	5 846	4 779	81.7	6 260	5 332	85.2
Harry Gwala	6 759	4 323	64.0	5 761	3 850	66.8	4 956	3 566	72.0	5 306	4 104	77.3
Ilembe	9 292	4 870	52.4	7 121	4 622	64.9	6 282	4 469	71.1	6 147	4 972	80.9
King Cetshwayo	17 172	10 893	63.4	14 439	10 344	71.6	13 722	10 141	73.9	13 713	10 876	79.3
Pinetown	19 057	12 650	66.4	15 391	11 621	75.5	14 408	11 158	77.4	13 789	11 444	83.0
Ugu	10 487	6 859	65.4	8 611	6 293	73.1	7 352	5 857	79.7	7 334	6 330	86.3
Umgungundlovu	11 958	9 129	76.3	9 388	7 652	81.5	9 999	7 757	77.6	9 436	7 816	82.8
Umkhanyakude	12 783	8 844	69.2	11 452	8 819	77.0	11 255	8 799	78.2	12 053	9 711	80.6
Umlazi	20 400	15 186	74.4	18 768	14 167	75.5	17 640	13 562	76.9	17 391	14 359	82.6
Umqinyathi	7 975	4 627	58.0	6 870	4 466	65.0	6 016	4 400	73.1	6 553	5 071	77.4
Uthukela	9 816	6 650	67.7	8 088	5 892	72.8	7 434	5 698	76.6	7 349	5 821	79.2
Zululand	15 322	8 882	58.0	12 580	8 155	64.8	11 242	8 299	73.8	11 606	9 181	79.1

Table 5.7.5 Limpopo District performance

LIMPOPO DISTRICTS	2016			2017			2018			2019		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	99 680	62 571	62.8	82 180	54 176	65.9	76 368	53 123	69.6	70 847	51 855	73.2
CAPRICORN NORTH	11 149	6 521	58.5	9 467	5 509	58.2	8 514	5 424	63.7	6 793	4 683	68.9
CAPRICORN SOUTH	15 496	9 795	63.2	13 862	8 453	61.0	11 655	7 952	68.2	9 813	7 389	75.3
MOGALAKWENA	4 647	3 092	66.5	3 826	2 587	67.6	3 559	2 550	71.6	3 457	2 373	68.6
MOPANI EAST	9 892	6 667	67.4	9 201	6 261	68.0	9 225	6 347	68.8	8 248	5 972	72.4
MOPANI WEST	8 572	5 506	64.2	7 481	5 079	67.9	7 945	5 128	64.5	6 975	4 746	68.0
SEKHUKHUNE EAST	10 392	5 096	49.0	7 678	4 110	53.5	7 350	4 450	60.5	6 707	4 228	63.0
SEKHUKHUNE SOUTH	11 402	6 261	54.9	8 789	5 414	61.6	7 889	5 273	66.8	7 127	4 876	68.4
VHEMBE EAST	14 625	10 218	69.9	11 572	9 070	78.4	10 590	8 484	80.1	11 466	9 349	81.5
VHEMBE WEST	10 569	7 550	71.4	8 151	6 110	75.0	7 406	5 880	79.4	7 947	6 355	80.0
WATERBERG 2	2 936	1 865	63.5	2 153	1 583	73.5	2 235	1 635	73.2	2 314	1 884	81.4

Table 5.7.6 Mpumalanga District performance

MPUMALANGA DISTRICTS	2016			2017			2018			2019		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	54 251	41 801	77.1	48 483	36 273	74.8	44 612	35 225	79.0	43 559	34 995	80.3
Bohlabela	12 454	9 009	72.3	11 709	8 477	72.4	11 140	8 570	76.9	10 977	8 417	76.7
Ehlanzeni	15 814	12 568	79.5	13 622	10 465	76.8	11 887	9 784	82.3	11 183	9 461	84.6
Gert Sibande	11 934	9 057	75.9	10 736	8 211	76.5	10 201	7 908	77.5	10 115	8 025	79.3
Nkangala	14 049	11 167	79.5	12 416	9 120	73.5	11 384	8 963	78.7	11 284	9 092	80.6

Table 5.7.7 North West District performance

NORTH WEST DISTRICTS	2016			2017			2018			2019		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	32 045	26 448	82.5	30 792	24 462	79.4	29 061	23 578	81.1	26 819	23 272	86.8
Bojanala Platinum	12 496	10 493	84.0	12 410	10 132	81.6	12 411	10 439	84.1	11 465	10 272	89.6
Dr. K. Kaunda	6 132	5 041	82.2	6 443	4 976	77.2	5 393	4 390	81.4	5 044	4 327	85.8
Dr. R.S. Mompoti	6 136	4 672	76.1	5 413	3 970	73.3	3 999	2 924	73.1	3 568	2 984	83.6
Ngaka M. Molema	7 281	6 242	85.7	6 526	5 384	82.5	7 258	5 825	80.3	6 742	5 689	84.4

Table 5.7.8 Northern Cape District performance

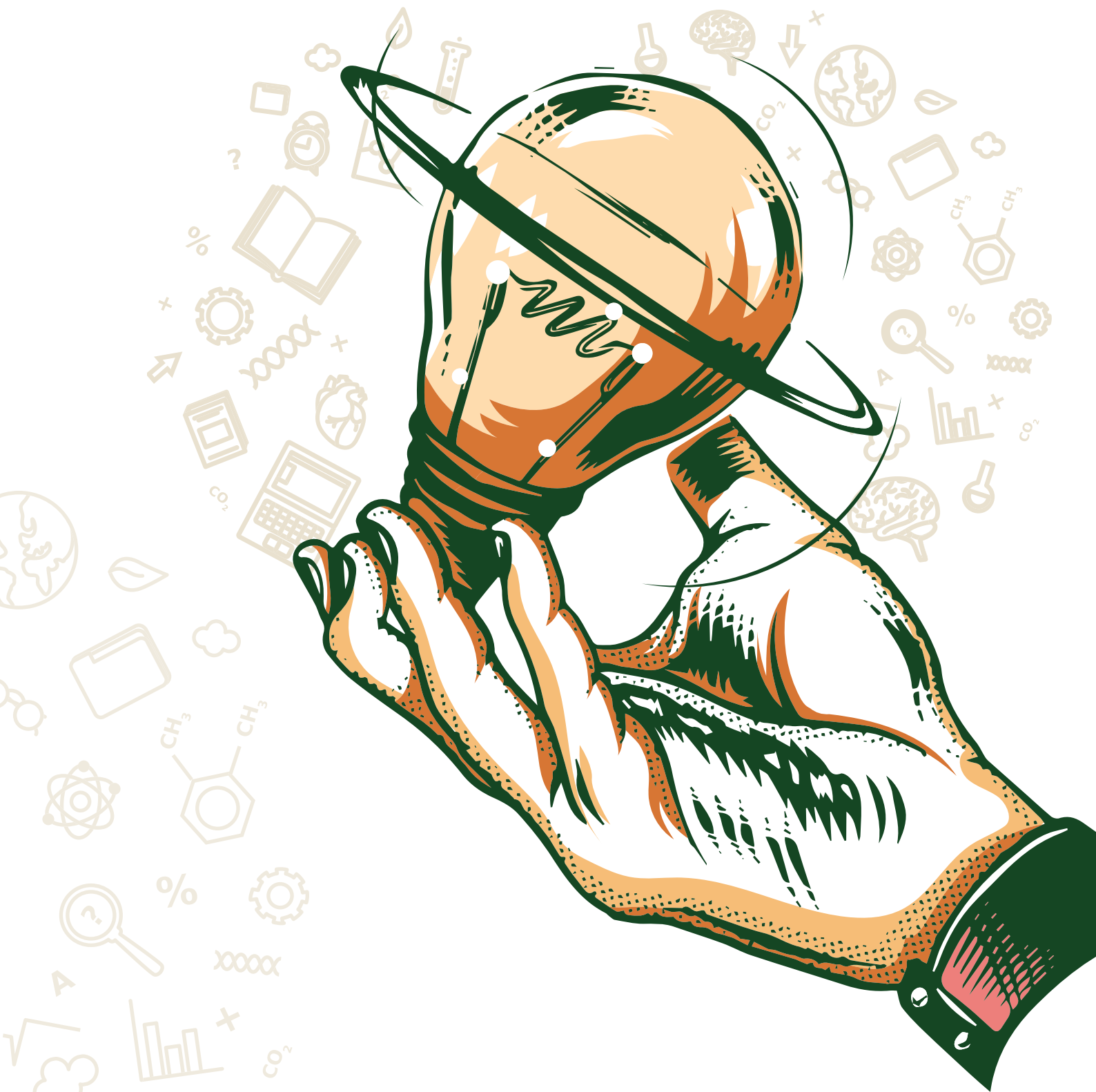
NORTHERN CAPE DISTRICTS	2016			2017			2018			2019		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	10 041	7 902	78.7	8 735	6 608	75.6	9 909	7 264	73.3	9 138	6 990	76.5
Frances Baard	3 690	2 893	78.4	3 278	2 476	75.5	3 782	2 700	71.4	3 487	2 598	74.5
John Taolo Gaetsewe	2 096	1 477	70.5	1 788	1 276	71.4	1 910	1 399	73.2	1 834	1 427	77.8
Namaqua	884	804	91.0	733	608	82.9	833	697	83.7	831	747	89.9
Pixley Ka Seme	1 254	1 040	82.9	1 106	820	74.1	1 314	923	70.2	1 210	875	72.3
Z F Mgcawu	2 117	1 688	79.7	1 830	1 428	78.0	2 070	1 545	74.6	1 776	1 343	75.6

Table 5.7.9 Western Cape District performance

WESTERN CAPE DISTRICTS	2016			2017			2018			2019		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
Cape Winelands	50 869	43 716	85.9	48 867	40 440	82.8	50 754	41 350	81.5	50 404	41 502	82.3
Eden & Central Karoo	7 562	6 405	84.7	6 955	5 729	82.4	7 570	6 109	80.7	7 424	5 994	80.7
Metro Central	5 478	4 644	84.8	4 964	4 058	81.7	5 524	4 479	81.1	5 010	4 214	84.1
Metro East	7 978	7 026	88.1	8 101	6 812	84.1	7 869	6 682	84.9	8 099	6 754	83.4
Metro North	9 268	7 659	82.6	8 748	6 798	77.7	9 052	6 917	76.4	9 080	7 110	78.3
Metro South	8 057	7 118	88.3	7 784	6 679	85.8	7 830	6 663	85.1	8 050	6 944	86.3
Overberg	8 334	7 108	85.3	8 199	6 796	82.9	8 616	6 972	80.9	8 320	6 738	81.0
West coast	1 698	1 574	92.7	1 769	1 552	87.7	1 899	1 565	82.4	1 884	1 621	86.0
	2 494	2 182	87.5	2 347	2 016	85.9	2 394	1 963	82.0	2 537	2 127	83.8

Table 5.7.10 Summary of District performance per Province

Province	2018					2019						
	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above
Eastern Cape	12	0	1	4	7	0	12	0	0	1	10	1
Free State	5	0	0	0	0	5	5	0	0	0	0	5
Gauteng	15	0	0	0	0	15	15	0	0	0	0	15
Kwazulu-Natal	12	0	0	0	11	1	12	0	0	0	5	7
Limpopo	10	0	0	6	3	1	10	0	0	5	2	3
Mpumalanga	4	0	0	0	3	1	4	0	0	0	2	2
North West	4	0	0	0	1	3	4	0	0	0	0	4
Northern Cape	5	0	0	0	4	1	5	0	0	0	4	1
Western Cape	8	0	0	0	1	7	8	0	0	0	1	7
Total	75	0	1	10	30	34	75	0	0	6	24	45



6



Summary of Achievements

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6. Summary of Achievements

The results from the 2019 NSC examination confirms that the “The System is on a Rise”. The comprehensive analysis of the NSC data shows that there is overall improvement with relation to the social justice principles of *access, redress, equity, efficiency, quality and inclusivity*.

6.1 Access

Access to education opportunities for the South African learners has increased over the years. South Africa spends a bigger share of its gross domestic product on education than any other country in Africa. A No-Fee schools policy has abolished school fees in the poorest primary schools across the country, helping to attract poor, orphaned, disabled and vulnerable children to school. In the area of assessment, there are two examination opportunities currently for candidates who want to sit for the exit NSC and SC examinations i.e. November and June respectively each year. This also confirms the greater accessibility of the education system to the broader society. Increased access to education is confirmed by the following numbers:

- 409 906** candidates attained the NSC in 2019. This represents an increase of **3.1%** compared to the 2018 cohort.
- The percentage of learners eligible for admission to Bachelor programmes at institutions of higher learning increased from **33.6% to 36.9%**. This means that 14 015 more candidates achieved their NSC with admission to Bachelor studies compared to 2018.
- 11 184** Senior Certificate (SC) candidates wrote the November examination for the first time.

6.2 Redress

With regard to matters relating to redressing the socio-economic disparities of the past, the November 2019 NSC examination achieved the following:

- 249 162** candidates from “no-fee” schools obtained an NSC compared to **141 475** from “Fee paying” schools;
- 2 484** of the “no-fee” schools achieved above **80%** pass rate;
- 306** of the “no fee” schools attained a **100%** pass rate;
- 96 976** of those eligible for admission to Bachelor studies come from “no-fee” schools, compared to **78 037** from “fee-paying” schools; and
- 23 483** (68.1%) of the progressed learners that wrote all seven subjects obtained the NSC.

6.3 Equity

Equity refers to the levelling of the playing field in education with specific focus on all aspects of the system that perpetuated unfairness. In relation to equity, the November 2019 NSC examination was able to demonstrate the following:

- a) **339 249** girls, compared to **277 505** boys entered the NSC examination (**61 744** more girls than boys);
- b) **224 906** girls, compared **185 000** boys, passed the 2019 NSC examinations;
- c) **103 310** girls attained admission to Bachelor Studies compared to **82 748** boys; and
- d) **63.8%** of the distinctions were attained by girls, including distinctions in critical subjects such as Accounting, Business Studies, Economics, Mathematics, and Physical Science.

6.4 Quality

A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well being. South African has done well in the areas of access and equity but there is need for a greater focus on ensuring quality at various levels in the system. The areas of achievement in the November 2019 NSC examination that serve as pointers of improvement in quality are the following:

- a) Improvement in the performance of key subjects at the 30% level – Accounting, Mathematical Literacy, Physical Science, Business Studies, Geography, History, Agricultural Sciences and English First Additional Language;
- b) Improvement in Physical Sciences at the 40% level from **48.7%** to **51.7%**;
- c) **186 058** learners achieved admission to Bachelor studies, which is equivalent to **36.9%**;
- d) **330 730** candidates (**65.6%**), who achieved admission to Bachelor and Diploma studies, are eligible to register for studies at higher education institutions;
- e) **All** of the 75 districts performing above **60%**; and
- f) **45** of the 75 districts performing above **80%**.

6.5 Efficiency

The efficiency of the system has improved considerably over the past years. The following in relation to the efficiency of the system can be highlighted:

- a) **23 483 (68.1%)** of the progressed learners that wrote all seven subjects obtained the NSC;
- b) Progressed learners attained **2 134** of the total number of distinctions, even in Gateway subjects;
- c) **87.5%** of the learners with special education needs who wrote the 2019 NSC examinations successfully achieved the NSC; and
- d) **1 277** distinctions of the total number of distinctions were achieved by the learners with special education needs.

6.6 Inclusivity

The DBE embraces the need for inclusivity in education as outlined in White Paper 6. Thus learners with special educational needs are not discriminated against but are offered opportunities to participate actively in the education system. In the past two years, the DBE introduced the South African Sign Language (SASLHL) as another initiative to make education programmes and assessment more inclusive. With regard to the achievement in the November 2019 NSC examination, the following confirms the sectors commitment to inclusivity:

- a) Offered the second examination in Sign language to **102** learners.
- b) A total of **2 576** learners with special needs wrote the NSC examination and **2 255** learners attained the NSC.
- c) **1 211** learners with special needs attained admission to Bachelor Studies, **640** achieved admission to Diploma Studies and **205** achieved admission to Higher Certificate Studies.



A Conclusion

A System on the Rise

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Together**





7. Conclusion

The 2019 National Senior Certificate (NSC) Report provides a comprehensive account with extensive data for education planners, institutional role players and decision makers in the sector to critically evaluate the schooling system so as to identify the good practices and their locations and at the same time to hone in on the weaknesses and areas that warrant attention. The performance in this examination confirms that the system is on a rise. As a system we need to ride the improvement wave and harness the gains and strive for excellence in every area of schooling. The following are a summary of the gains:

- a) The pass rate has increased from **78.2%** in 2018 to **81.3%**, representing an increase of **3.1%**. This is the highest pass rate in the last twenty five years. Quality cannot be adjudged by numbers alone. There needs to be a deeper probe into certain quality indicators that will lead to higher quality outputs.
- b) All PEDs have performed above **70%**. This is particularly remarkable given the variability in resources across the provincial education departments, and the contextual factors that determine education outcomes.
- c) Six of the nine provinces have performed above **80%** and this is extremely encouraging and where provinces have made significant gains, this needs to be further evaluated and good practices shared.
- d) The three rural provinces have demonstrated significant improvements in their overall percentage achievement which indicates that the intervention programmes are beginning to yield the desired outcomes:
 - Eastern Cape improved by **5.9%** from **70.6%** in 2018 to **76.5%**.
 - Limpopo improved by **3.8%** from **69.4%** in 2018 to **73.2%**.
 - KwaZulu-Natal improved by **5.1%** from **76.2%** to **81.3%**
- e) Number of candidates achieving admission to Bachelor programmes increased from **172 043 (33.6%)** in 2018 to **186 058 (36.9%)**. We need to begin to trace the performance of learners that proceed to Higher Education Institutions and establish to what extent are they succeeding.
- f) Number of Districts performing above the **80%** mark increased from **34** to **45**. Districts are the interface between the provincial head office and the school and this high level of performance attests to the success of the relationship between these two critical components of the system. The Ministerial intervention at district level is beginning to bear fruit.
- g) Number of schools achieving at **80%** and above has increased from **2 934** in 2018 to **3 495**.
- h) Number of Quintile 1 to 3 schools achieving at **80%** and above increased from **1 961** in 2018 to **2 484**. This confirms that the pro poor policies of Government are beginning to work.

Despite the gains in the 2019 NSC examinations, we acknowledge that while we have made good progress, we are still striving for the foundational skills of reading, writing and arithmetic, as well as having the basic necessities in place for quality teaching and learning to take place, especially in the early grades.