

National Senior Certificate

2020

EXAMINATION REPORT



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



TOGETHER WE CAN BEAT THE CORONAVIRUS





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FOREWORD



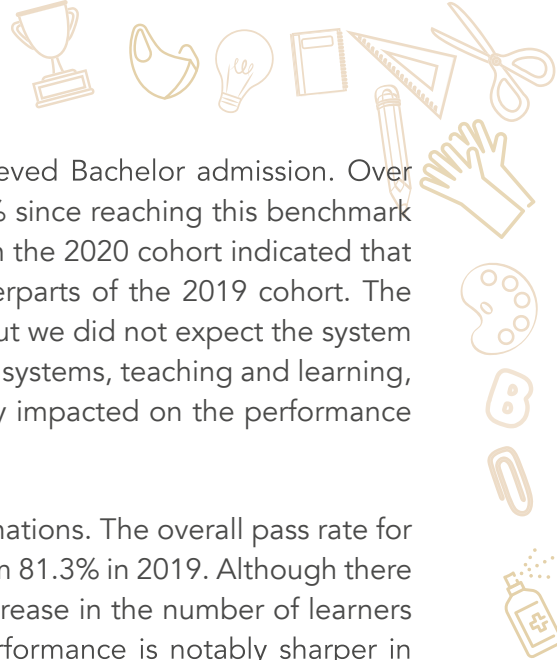
One of the barometers to evaluate success in the South African education landscape, is the National Senior Certificate examination results. The South African Public Examination standards are comparable to the best in the world. At the heart of a successful education system, is a credible public examination system built on the foundations and pillars of integrity, credibility and fairness. The National Senior Certificate has stood the test of time and enjoys respect and is acknowledged by higher education institutions, employers and the public as whole

The year 2020 will go down in history as one in which we faced unprecedented challenges that affected every facet of human life. A rapid global analysis conducted by UNESCO in April 2020 to assess the impact of school closures on the conduct of assessments and examinations indicated that 58 out of 84 countries surveyed had postponed or rescheduled examinations. Twenty-

three countries had introduced alternative methods such as online or home based testing. Twenty-two countries maintained examinations as a modality of assessment but 11 countries cancelled examinations completely. South Africa was among the 22 countries that opted to maintain the grade 12 exit level National Senior Certificate Examination. This examination was written later between November 2020 and 15 December 2020. The marking and resulting processes were extended into the beginning of 2021. The academic year for university students was also adjusted to commence in March 2021 to enable universities to confirm placement offers to students based on their 2020 NSC results that would be released on 23 February 2021.

The pandemic did not derail the Department of Basic Education from its primary objective to deliver quality education and credible examinations. We have taken extraordinary measures to combat and manage the spread of the epidemic in our sector. We adopted a staggered approach for the re-opening of schools to avoid congestion and observe the novel social distancing. Our strategy to rescue the 2020 academic year was predicated on curriculum trimming for all grades, except Grade 12. The full curriculum coverage for Grade 12 aimed to ensure that the exit qualification of the Class of 2020 enjoys the same status as the previous cohorts. I am also pleased to report that the required credentials of the grade 12 assessment programme remained largely in-tact and policy revisions were restricted to a cancelled June Examination sitting.

The systemic trend of learner achievement of which this cohort has been a part of over the last 12 years was an upward trajectory. In 2009, the National Senior Certificate pass rate was 60% and 109 000 learners qualified for Bachelor admissions. In 2020, 76.2% of learners who wrote the National



Senior Certificate examination passed and 210 820 of them achieved Bachelor admission. Over the last 10 years, the pass rate has remained consistently over 70% since reaching this benchmark in 2011. Internal analyses by the Department of Basic Education on the 2020 cohort indicated that the Grade 11 and Grade 10 results were higher than their counterparts of the 2019 cohort. The predictive analysis pointed to a continued upward trend in 2020. But we did not expect the system to be faced with a devastating pandemic that engrossed education systems, teaching and learning, parents and learners across the world into crisis. This unfortunately impacted on the performance of the Class of 2020.

A total of 578 468 full-time candidates sat for the 2020 NSC examinations. The overall pass rate for the 2020 cohort represents a decrease of 5.1 percentage points from 81.3% in 2019. Although there is a decrease in the pass percentage, there has been a notable increase in the number of learners that attained the National Senior Certificate. The decrease in performance is notably sharper in provinces that have a significant rural constituency and is less pronounced in provinces with more urban settings. This may be ascribed to the COVID-19 pandemic conditions having a greater impact on schooling in rural areas and their constrained ability to re-organise and regain lost learning time due to school closures, learner absenteeism, teacher well-being, and access to resources.

Despite the challenges posed by the pandemic and against all odds, the Class of 2020 persevered to ensure that more than 75% of candidates attain the National Senior Certificate that serves as a gateway to a career, entrepreneurial opportunities or further studies. We celebrate the perseverance, resilience, and agility of the Class of 2020. They are indeed a cohort of overcomers! We are confident that whatever challenges and obstacles come their way, they already have a historical roadmap to success on which future successes can be built.

The achievement of the Class of 2020 should be acknowledged with due respect to the fallen heroes of the education sector. In the past year, the sad loss of teachers and officials who succumbed to the pandemic has robbed learners, families, the education sector and society of a multitude of individual talents, skills, dedication, and commitment that served generations of South African children from early learning to adolescence. The contribution of these “soldiers of learning”, many of whom invested into the achievements of the Class of 2020 will be forever remembered. In light of this I thank parents, teachers, principals, teacher unions, communities, district and provincial officials, and social partners for supporting the Class of 2020.

The Xitsonga saying, ‘Dyondzo I xitlhangu xa vutomi’ is forever true. Roughly translated, ‘Education is the shield of life’. I therefore invite all education stakeholders and the broader South African public to view the results with a sense of ownership and involvement and to support the projects, programmes and efforts of the Department in our mission in 2021 to remediate and accelerate learning and assessment as learners return to schools.

**MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION**

EXECUTIVE SUMMARY

The 2020 Combined June and November examination will be remembered and acknowledged as not only the largest examination that was written, but an examination that had to accommodate major challenges relating to the COVID-19 pandemic that impacted on every facet of human life. The successful administration of this examination was a major achievement for the Department of Basic Education.

The 2020 examination was a combined examination that included both the May/June Senior Certificate (SC) candidates and the October/November National Senior Certificate (NSC) candidates. The number of candidates that wrote the October/November 2020 NSC examination is **607 226** full-time candidates and **117 808** part-time candidates.

The Class of 2020 is the third cohort to be introduced to 12 new subject offerings, namely South African Sign Language Home Language, 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 third year of implementation. In addition, the class of 2020 is the first cohort to sit for the NSC examinations with Accounting and Business Studies split into two papers.

The overall candidate performance in the November 2020 NSC has declined when compared to the previous years in terms of overall pass percentage. However, there has been an increase in the number of candidates that attained the National Senior Certificate. There are many factors that led to the decline in the pass percentage, which could be attributed in the main to the impact of Covid-19 on the school calendar and the restrictions on gatherings as per the disaster management regulations. The Class of 2020 registered an overall pass percentage of 76,2%, which is a decline of 5,1% compared to the performance of the November 2019 cohort.

Figure 1 below shows the Grade 12 pass percentages of the past 13 years, since the inception of the NSC in 2008.

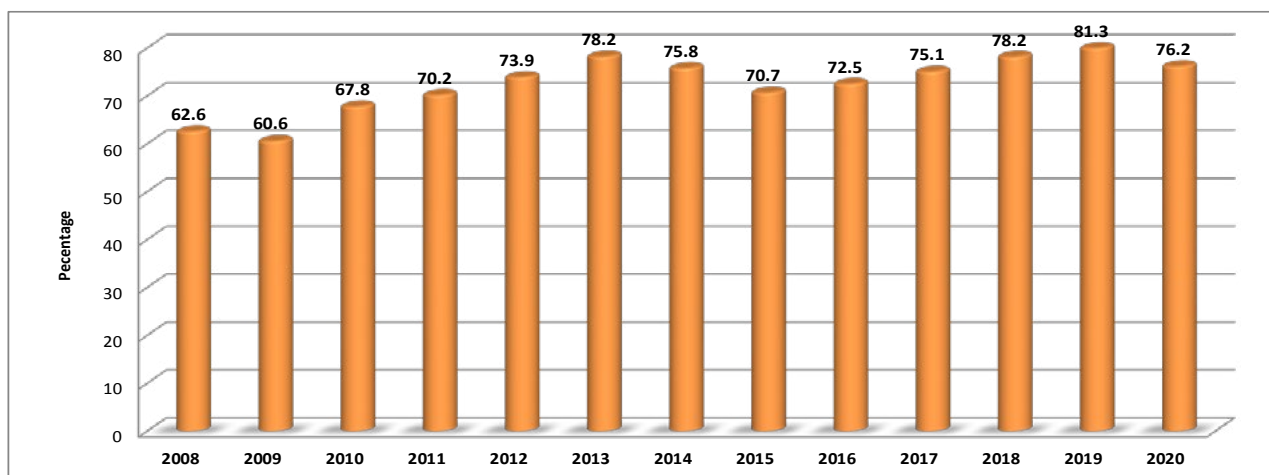


Figure 1: Comparison of performance in the NSC Examinations: 2008 to 2020



Table 1 below indicates the performance of provinces in the November 2020 NSC examinations.

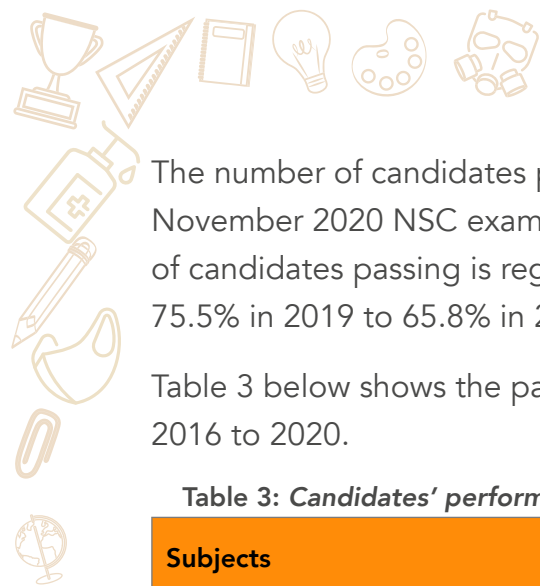
Table 1: 2020 NSC Provincial performance in the 2020 National Senior Certificate examinations

Province	2020			
	Total Wrote	Total Achieved	% Achieved	Ranking
Eastern Cape	72 926	49 691	68.1	8
Free State	27 928	23 779	85.1	1
Gauteng	110 191	92 285	83.8	2
KwaZulu-Natal	135 225	104 938	77.6	4
Limpopo	78 695	53 634	68.2	7
Mpumalanga	53 391	39 367	73.7	6
North West	36 871	28 093	76.2	5
Northern Cape	11 608	7 665	66.0	9
Western Cape	51 633	41 250	79.9	3
National	578 468	440 702	76.2	

Although the percentage of candidates who qualify for Bachelor studies has declined from 36,9% in 2019 to 36,4 % in 2020, the actual number of candidates who obtained Bachelor passes increased by **24 762** from **186 058** in 2019 to **210 820** in 2020. Table 2 below provides a comparison of the number of candidates who qualified to register for a Bachelor programmes from 2015 to 2020 at a national level.

Table 2: Comparison of Bachelor achievement: 2015–2020

Year	Total Number Wrote	Bachelor	
		Achieved	% Achieved
2015	644 536	166 263	25.8
2016	610 178	162 374	26.6
2017	534 484	153 610	28.7
2018	512 735	172 043	33.6
2019	504 303	186 058	36.9
2020	578 468	210 820	36.4



The number of candidates passing Mathematics and Physical Sciences has declined in the November 2020 NSC examination compared to 2019. The biggest drop in the number of candidates passing is registered in Physical Sciences with the pass rate dropping from 75.5% in 2019 to 65.8% in 2020.

Table 3 below shows the pass percentages of learners on selected gateway subjects from 2016 to 2020.

Table 3: Candidates' performance in gateway subjects at the 30% level and above – 2016 to 2020

Subjects	2016	2017	2018	2019	2020
Accounting	69.5	66.1	72.5	78.4	75.5
Agricultural Science	75.4	70.4	69.9	74.6	72.7
Business Studies	73.7	68.0	64.9	71.0	77.9
Economics	65.3	71.0	73.3	69.3	68.8
Geography	76.5	76.9	74.2	80.5	75.3
History	84.0	86.0	89.7	90.0	92.1
Life Orientation	99.7	99.8	99.7	99.8	99.4
Life Sciences	70.5	74.4	76.3	72.3	71.0
Mathematical Literacy	71.3	73.9	72.5	80.6	80.8
Mathematics	51.1	51.9	58.0	54.6	53.8
Physical Science	62.0	65.1	74.2	75.5	65.8

The following are the notable achievements in the November 2020 NSC examinations:

- **74 165** more learners wrote the 2020 NSC examination compared to 2019
- **440 702** candidates attained a NSC, an increase of **30 796** from 2019
- **24 762** more candidates attained admission to Bachelor Studies compared to 2019
- A total of **323 343 (65.87%)** of Social grant learners attained an NSC
- **943** learners with special needs attained admission to Bachelor studies and **582** attained achieved admission to diploma Studies.
- Learners with special educational needs attained a total of **653** distinctions.
- **216 075** of the **387 717** "no-fee" learners have access to a Higher Education study, with **115 444** having attained admission to Bachelor Studies and **100 631** having attained admission to Diploma studies.
- **3 026** of the progressed learners that wrote all seven subjects obtained the NSC.
- **65.0%** of the distinctions were attained by girl learners, including distinctions in critical subjects such as Accounting, Business Studies, Economics, Mathematics, and Physical Science.





INTRODUCTION

1.





1. INTRODUCTION

The NSC examinations are primarily designed for certification, i.e. to assess candidates' attainment of expected learning outcomes at the end of 12 years of teaching and learning. However, over the years the NSC examinations have 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 basic charter of the sector is the Action Plan, 2030, which provides the key targets for the sector and on an annual basis, the performance of the system, more specifically, in terms of the Further Education and Training Band, is measured against these targets and the results of the NSC examinations serve as the most reliable indicator of the extent to which these targets are achieved. 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 are currently in the process of being embedded in the entire schooling system and there is a concerted effort to focus more attention on the ongoing formative assessment that takes place in the classroom. The systemic evaluation is intended to 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 standardised universal assessment at a level below Grade 12, the Department is targeting the implementation of a General Education Certificate (GEC) at the end of Grade 9, in 2023. 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.

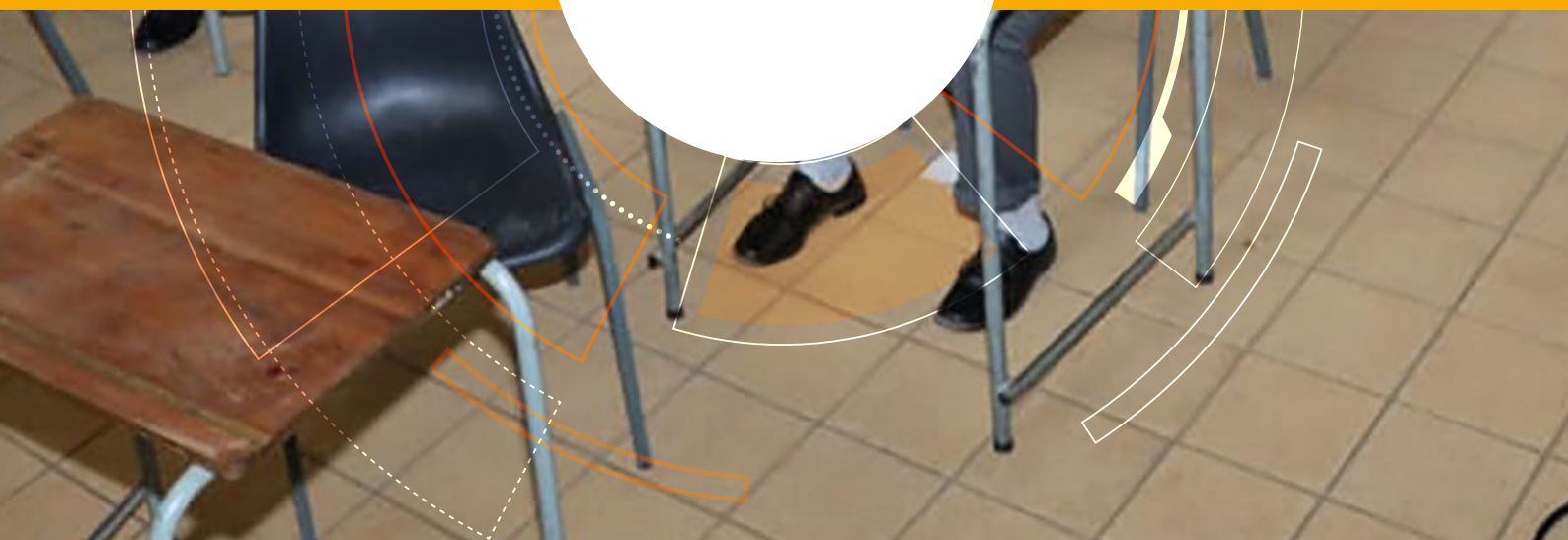
This report provides a consolidation of the performance of learners in the 2020 National Senior Certificate examinations at national, provincial, district and school level. Included in this report are also pertinent details of the NSC and the underlying methodology of examination processes followed this 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.

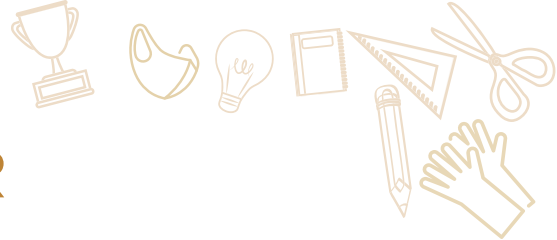
The 2020 examination was a combined examination that included both May/June Senior Certificate candidates and October/November National Senior Certificate candidates. This report covers only the 2020 National Senior Certificate candidates that registered for the October/November examination. The analysis covers the results of both full-time and part-time candidates.



PROGRESS IN THE SECTOR

2.





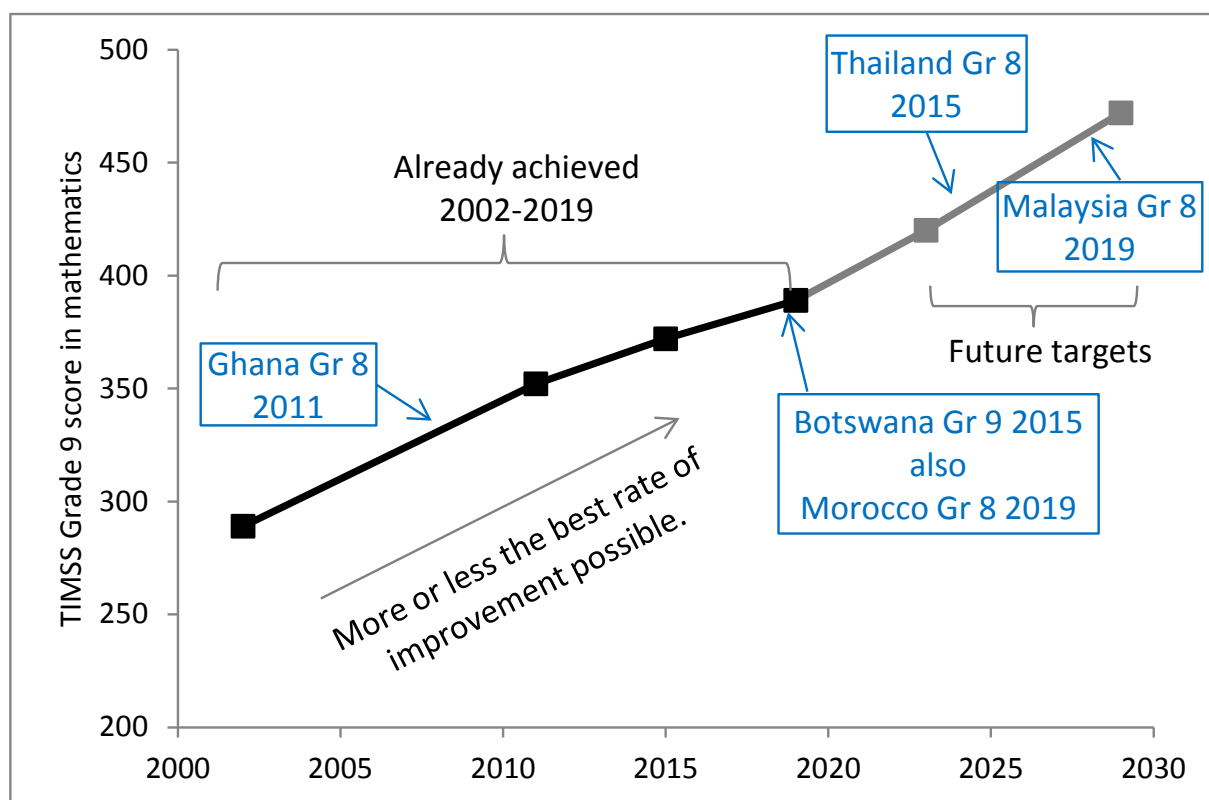
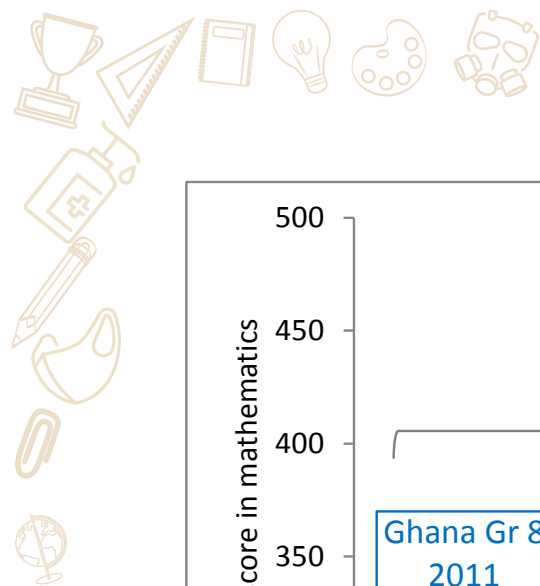
2. PROGRESS IN THE SECTOR

At the heart of development in the schooling sector must obviously be what learners learn. This is made clear in the National Development Plan (NDP) and the Sustainable Development Goals. It continues to be of great significance for South Africa's development that learning outcomes, according to reliable standardised testing programmes, have improved for many years.

The following graph outlines past achievements and what government targets envisage for the future, in terms of the TIMSS1 Grade 9 Mathematics tests. When ambitious TIMSS targets extending to 2025 in Action Plan to 2014 were formulated, there was little certainty that they could be reached. It was thus good news when 2011, 2015 and 2019 TIMSS results revealed significant improvements, in fact along a trajectory that was about as steep as that of the fastest improving countries in the world. This put South Africa on track to achieve its long-range TIMSS targets. By 2019, South Africa had reached almost exactly Botswana's 2015 level of performance (Botswana also tests Grade 9, but did not participate in TIMSS 2019). Assuming that past improvement trends continue, South Africa is set to reach, by around 2025, a level of performance seen in Grade 8 in Thailand in 2015, and would surpass Malaysia's 2019 level by 2030. These further improvements are of course not guaranteed, especially in the context of the Covid-19 pandemic, but sustained dedication to the activities outlined in the DBE's plans, and the NDP, would improve the chances of reaching the targets.



1 Trends in International Mathematics and Science Study.



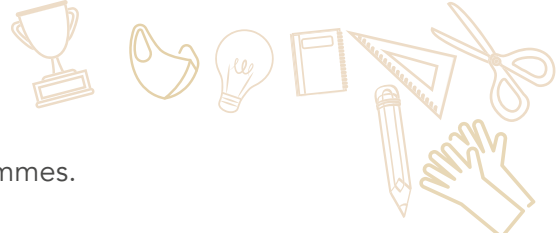
Sources: Points indicated in the graph, South African and other, are from official TIMSS reports, with one exception, namely the 2002 Grade 9 figure for South Africa, which is from South Africa's own 2011 TIMSS report.

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

TIMSS science results reveal similar patterns to TIMSS Mathematics. As shown in the Department of Basic Education's Action Plan to 2024, South Africa's TIMSS **gains have been strongest among the most disadvantaged learners**, meaning that schooling has contributed to reducing social inequalities. Importantly, it is these improvements in the grades below Grade 12 which account for upward trends in the Grade 12 indicators.

Improvements in Grade 12 in the long run depends on what happens at the primary level now. **SACMEQ² and PIRLS³ results at the primary level** are somewhat more difficult to interpret than the TIMSS Grade 9 results, in part due to statistical adjustment issues, yet they both point to past improvements of a magnitude comparable to those seen in TIMSS. Specifically, while TIMSS Mathematics improvements in Grade 9 for 2002 to 2019 came to 0.07 standard deviations a year, the 2007 to 2013 improvement in Grade 6 Mathematics, according to SACMEQ, came to a similar 0.06 standard deviations a year. The figure for PIRLS Grade 4 reading, following a PIRLS correction detailed in Action Plan to 2024, for the period 2006 to 2016, is 0.07 standard deviations a year. Looking at annual improvements this way, in terms of standard deviations, allows one to make

2 Southern and Eastern Africa Consortium for Monitoring Educational Quality. See in particular Department of Basic Education (2017a).
3 Progress in International Reading Literacy Study.

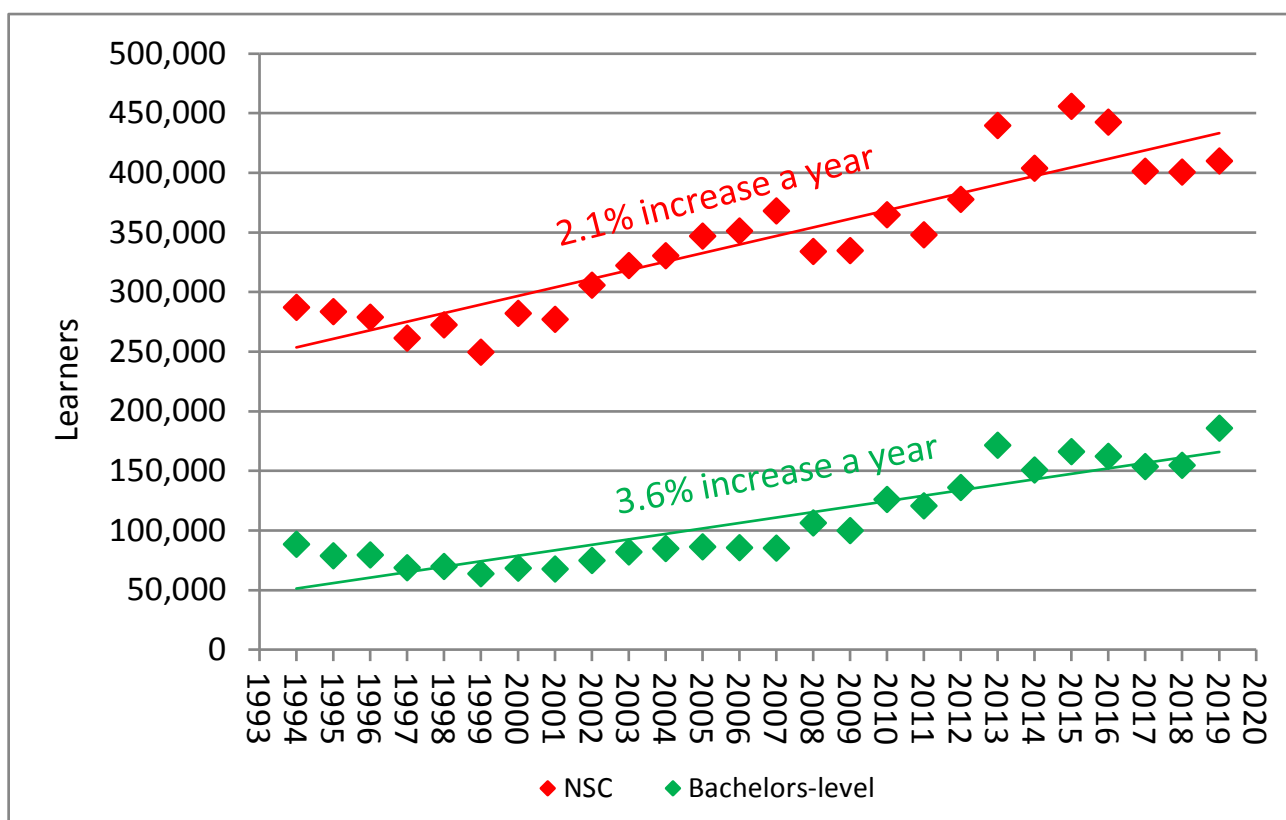


approximate comparisons of trends across different testing programmes.

Disappointingly, the 2015 to 2019 **TIMSS Grade 4 Mathematics trend** displayed no improvement. This is the most recent trend available from the international programmes at primary level. This is concerning. The reasons behind this absence of progress are being investigated by the DBE.

Trends in the attainment of the National Senior Certificate, and a subset of this, the NSC with an admission to Bachelor studies, have a decisive influence on the opportunities available to young South Africans, are illustrated in Figure 2.2 below. It is important to note that most learners who obtain the NSC, but not a Bachelors-level pass, achieve the lower diploma-level pass. For example, in 2019 65% of these learners obtained the diploma-level pass. This permitted an additional 145 000 learners from the class of 2019 to study for a diploma at a university. Overall then, **81% of those who obtained the NSC as full-time students in 2019 have qualified to study at a university.** Similar patterns are seen in 2020.

Both indicators shown in Figure 2.2 have displayed a general upward trend for the last 20 years. The increase in Bachelors-level passes, at 3,6% 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 165 000 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 Bachelors-level increases since 1994



NOTE: Prior to 2008, a Bachelors-level pass was referred to as a Matriculation Exemption. Values reflect only results of full-time candidates.

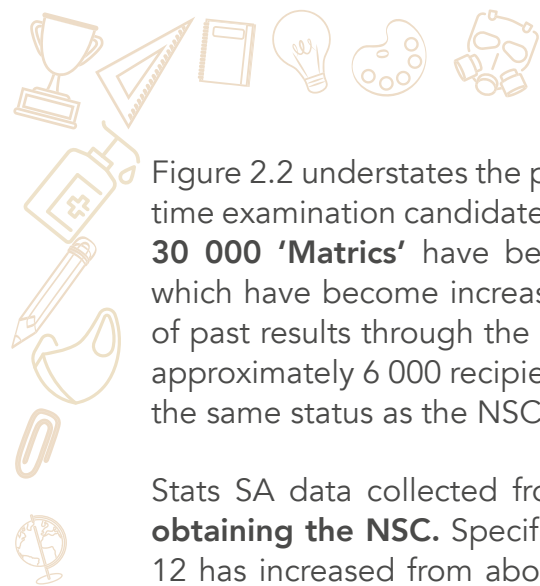
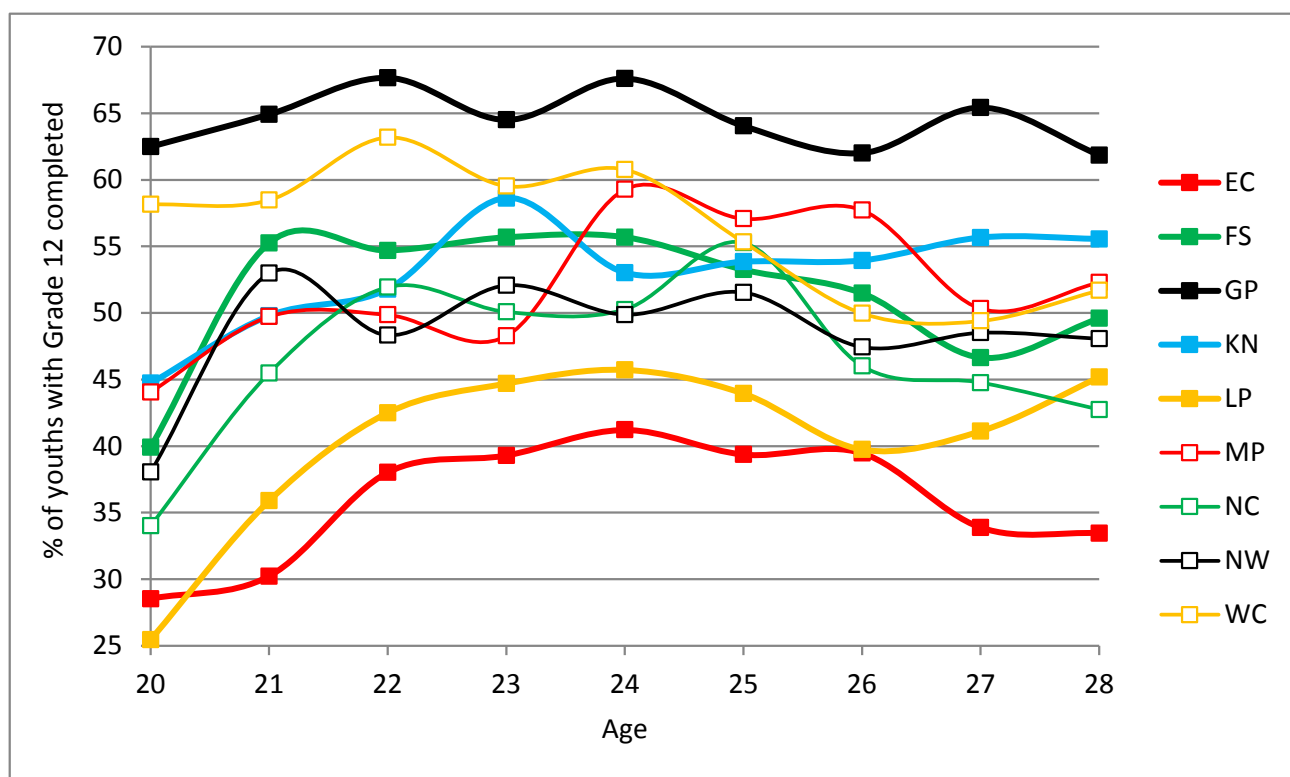


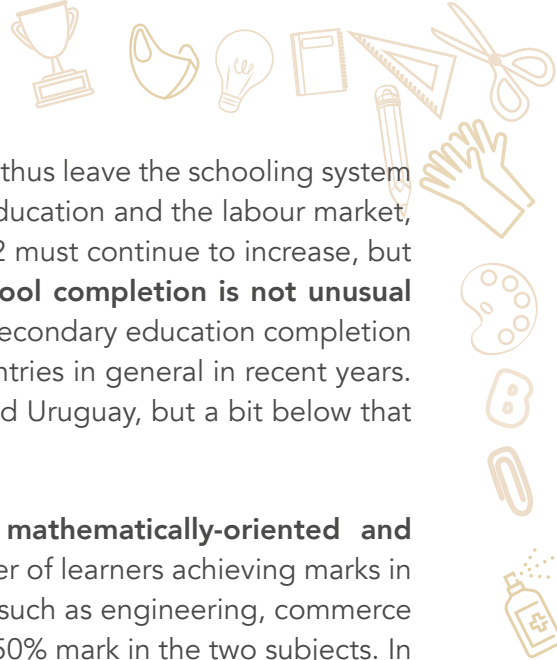
Figure 2.2 understates the progress made by reflecting on the qualification received by full-time examination candidates after the first sitting of the examinations. In addition, a **further 30 000 'Matrics'** have been obtained annually in recent years through other avenues which have become increasingly available, including part-time studies and improvements of past results through the supplementary and June examinations. Among the 30 000 are approximately 6 000 recipients of the Senior Certificate (as amended), which carries exactly the same status as the NSC in the National Qualifications Framework.

Stats SA data collected from **households confirms the rise in the number of youths obtaining the NSC**. Specifically, the percentage of youths successfully completing Grade 12 has increased from about 45% in 2005, to around 57% in 2019 (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 Matric) 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 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 examinations – 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 2017, 2018 and 2019 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. To illustrate, 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**, DPME has set national targets for the number of learners achieving marks in Mathematics and Physical Sciences required by university faculties such as engineering, commerce and medicine. Previously, DPME's targets focussed on achieving a 50% mark in the two subjects. In the 2019 to 2024 Medium-term Strategic Framework (MTSF), the country's five-year plan released in 2020, the threshold was raised to 60%. The thresholds 50%, 60% and 70% are all important as they are all used by the university sector, depending on the institution and faculty concerned.

These **indicators have been complex to track**, as even with Umalusi's standardisation process, it is clear that the difficulty of reaching specific mark thresholds changes slightly over the years, in particular in Mathematics 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 has been possible to produce a more comparable set of statistics. 'Raw' and comparable indicator values, using a 50%-mark threshold, as in the previous year's NSC report, 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. Moreover, the trends seen in the graph underestimate progress as they assume the high-performing benchmark schools have seen no progress, though TIMSS data indicates that even high-performing schools have seen improvements. In short, the skills displayed by Grade 12 Mathematics learners have improved over time.

The 2020 school disruptions caused by **the COVID-19 pandemic** have clearly affected performance in the Grade 12 examinations, and relative performance across subjects. Subjects which rely to a high degree on contact teaching, and perhaps the use of equipment in the classroom, would have suffered most. Subjects which lend themselves to more independent studying by learners would have fared better. Moreover, the fact that learners spent less time in school, and were less subject to the rigours of the school timetable, is likely to have affected the spread of learner effort across subjects. What is already clear from the 2020 data, is that learners performed relatively poorly in physical sciences. This could have been because of the role played by experiments and classroom demonstrations in this subject. The 2020 'raw' numbers in Figure 2.4 point to a decline in the case of physical sciences. The DBE is still looking into how these patterns were influenced by the 2020 disruptions. What is important is not just the marks obtained by learners, but also the underlying abilities of learners, built up during over a decade of schooling, which may not be perfectly reflected by the marks.

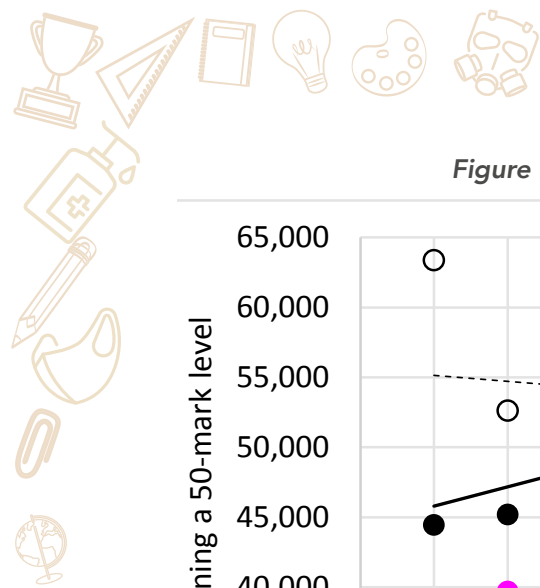
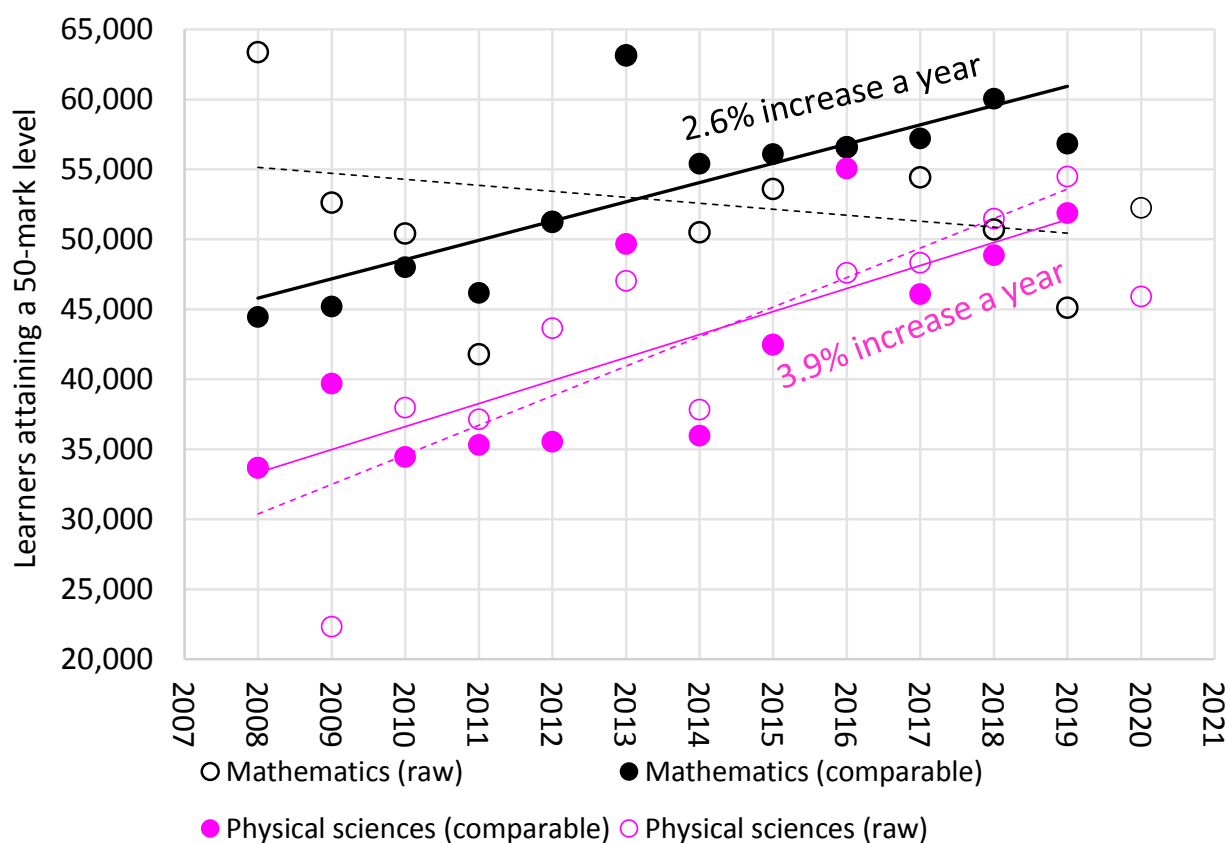


Figure 2.4: Grade 12 mathematics and physical science



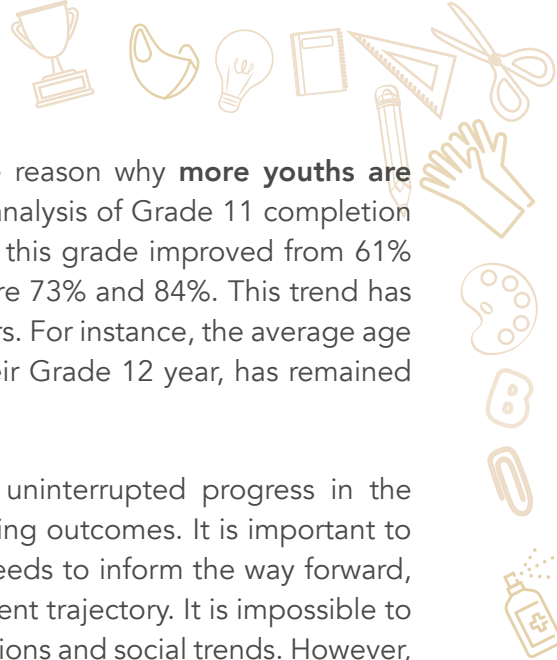
Source: Data on the results of full-time examination candidates after the first sitting (before supplementary examinations).

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

Table 2.1 below provides statistics on how many learners reached the 60% threshold, now used by the MTSF, in the two subjects. Each year's value reflects the situation for full-time candidates only before any supplementary examinations, in order to make values comparable to the 2020 values. The trends here are similar to those for 'raw' in Figure 2.4 (which uses a 50%-mark threshold). As shown above, the 2017 to 2019 trend for Mathematics, at face value a downward trend, is largely influenced by increasingly difficult papers.

Table 2.1: Full-time candidates with 60% or more in the first sitting

	Mathematics	Physical Sciences
2017	32,071	29,208
2018	28,152	30,369
2019	23,796	32,572
2020	30,882	26,641



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 2019. 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 almost uninterrupted 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, and strategies to return the primary level to its pre-2015 improvement trajectory. It is impossible to attribute the improvements in any scientific way to specific interventions and social trends. However, new policies, and successes in implementing these policies, provide an indication of the likely drivers of change. Action Plan to 2024 focusses on **five likely factors behind the improvements**:

- the CAPS tools designed to facilitate the implementation of the curriculum in the classroom;
- better access among learners to high-quality books, such as the national workbooks;
- more focussed assessment practices;
- improved subject knowledge among newly graduated teachers; and
- increasing access to both Grade R and pre-school.

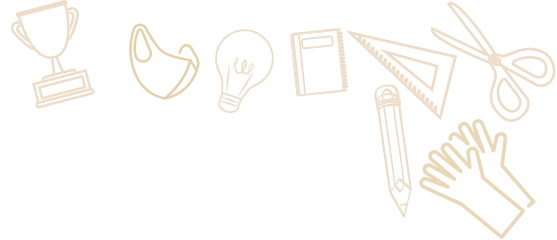




THE CLASS OF 2020

3.





3. THE CLASS OF 2020

3.1 Profile of the 2020 NSC Class

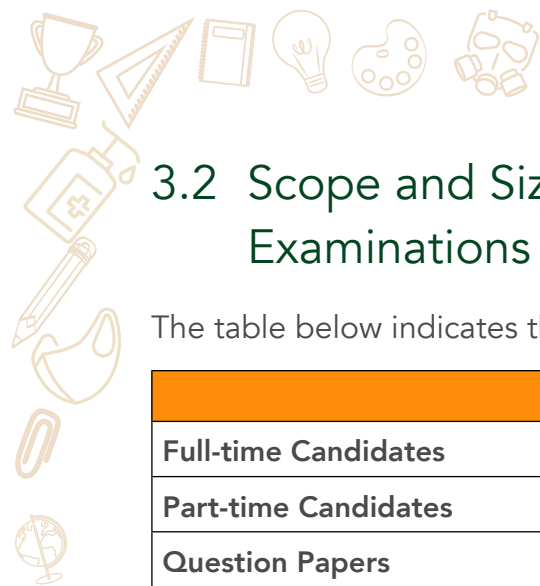
The Class of 2020 is the seventh cohort to be exposed to the Curriculum Assessment Policy Statement (CAPS). Hence, we can infer that this class benefitted from the developments of the last seven years relating to CAPS, which would have created a high degree of stability in the system with regard to the teaching, learning and assessment.

These learners are also the beneficiaries of the educational transformation that heralded the move towards a technologically enhanced curriculum. The Class of 2020 is the third cohort to offer a series of new subjects in the Grade 12 NSC examinations. These include South African Sign Language at Home Language level (SASL HL), Technical Mathematics, Technical Sciences, Civil Technology (Construction/Civil Services/ Woodworking), Electrical Technology (Digital Electronics/Electronics/ Power Systems) and Mechanical Technology (Automotive/Fitting and Machining/Welding and Metal Work).

In a bid to ensure that the examinations at Grade 12 level are more reflective of the scope of the subject, the number of question papers in Accounting and Business Studies have been changed to two each. This will allow learners to be examined on specific aspects of the curriculum in Paper 1 and Paper 2 and hence their preparation will be more focussed. This approach allows learners more time to be tested in the individual papers. The Class of 2020 was the first cohort to be exposed to this new paper format.

In 2019, the policy on Multiple Examination opportunity was discontinued, which implies that the learners that are progressed in 2020, will not write their subjects over two years as their counterparts in previous years did. This may be regarded as a disadvantage to the progressed learners but it may also be regarded as a stimulant to motivate learners to apply themselves more seriously knowing that they will be subjected to a full examination at the end of the year.

The Grade 12 candidates of 2020 were unfortunately subjected to a myriad of challenges, brought about by the COVID-19 pandemic. It resulted in the national lockdown and the disruption of schooling. Despite all efforts by the Department to insulate the Grade 12 class of 2020 from the ill effects of the pandemic and to grant them maximum exposure to face-to-face teaching and learning, the challenges posed by the pandemic impacted significantly on the teaching and learning programmes, contact time, access to information etc. This certainly will be observed in the final performance of the Class of 2020.



3.2 Scope and Size of the November 2020 NSC Examinations

The table below indicates the scope and size of the November 2020 NSC examinations.

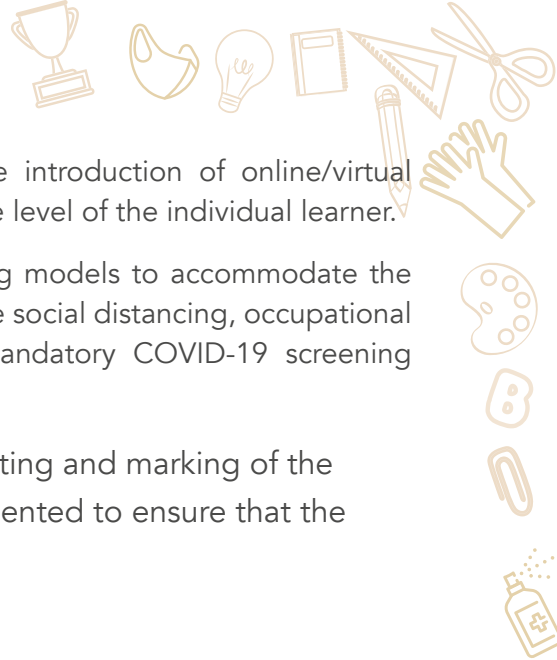
2020 NSC Examinations	
Full-time Candidates	607 226
Part-time Candidates	117 808
Question Papers	149
Printed Question Papers	8 million
Scripts	7.6 million
Examination Centres	6 872
Invigilators	80 000
Markers	45 000
Marking Centres	190

3.3 Impact of the COVID-19 Pandemic on Teaching, Learning and Assessment

The 2020 academic year and the responsiveness of education systems around the world were tested by the occurrence of the global COVID-19 pandemic which led to the disruption of daily life, including schooling for South African learners. It is estimated that Grade 12 learners lost the least number of school days because their return to school was prioritized as a secondary school exit level grade. Between late March and July 2020 the country was placed on risk alert level 5 and subsequently moved to risk alert level 1 by September 2020. The education system went into immediate recovery planning mode to mitigate the impact of the loss of contact time and prepared for a range of possible scenarios that would enable access to learning for all learners in the schooling system. This resulted in national policy review and adjustments to enable optimal curriculum recovery and minimize learning loss.

Some of the interventions included:

- Grade 12 learners returning to school before the other grades;
- Social distancing necessitated that classes had to be divided so that a smaller number of learners were accommodated in each class. This implied that teachers from Grade 10 and Grade 11, who were qualified to teach the subject, were used to teach the additional classes.
- The SBA requirements in Grade 12 were reviewed to allow for additional teaching time.
- A variety and range of curriculum support material was developed and provided on the DBE and provincial websites.



- Adapted teaching and assessment modalities, including the introduction of online/virtual teaching, self-directed learning and a refocus of learning to the level of the individual learner.
- The development and implementation of different timetabling models to accommodate the safe return to school for learners and teachers to accommodate social distancing, occupational health and safety protocols, the wearing of masks and mandatory COVID-19 screening procedures.

To mitigate the impact of the COVID-19 pandemic on the writing and marking of the 2020 NSC examinations the following measures were implemented to ensure that the assessment process was accessible, fair, reliable and valid:

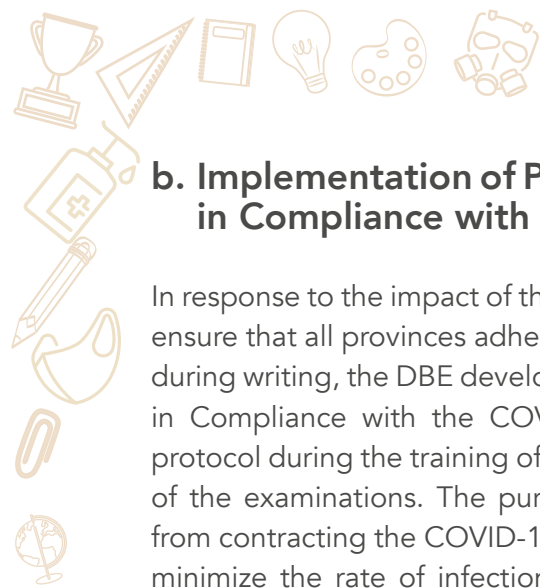
a. Review of the SBA Requirements

There was no trimming of the curriculum but the SBA had to be reviewed to allow for more teaching time in Grade 12 and to ensure that the COVID-19 regulations relating to social distancing and hygiene were implemented and complied with. The following principles underpinned the review of the SBA for the Grades 12:

- All SBA requirements, Term 1, had to be completed by each school.
- The 2020 June examinations were excluded but the Preparatory Examinations were still be written at all schools.
- Where possible, written tests that constituted part of the SBA tasks were excluded in favour of alternative forms of assessment tasks, such as projects, assignments and case studies that would enable the assessment of knowledge, skills and competencies that could not be assessed in the written examinations.
- The number of Oral Tasks in Languages were reduced.
- All practical assessment tasks (PATs) were reviewed to accommodate the COVID-19 regulations. Consideration was also given to the occupational health and safety measures that had to be applied in all the Technology, Services and Arts subject fields.
- The practical aspect of the Life Orientation (LO) PET was excluded to accommodate the COVID-19 health and safety protocols. An outline of the theoretical aspects of the PET was provided to schools.
- Group/Ensemble performances in the Performing Arts were adapted to solo performances aligned to the same assessment criteria.

Districts were required to ensure that all schools implement the COVID-19 social distancing protocols, hand sanitisation, sanitisation of the work spaces in all subjects with a practical component and to monitor and to ensure:

- The rotation of learners in workshop situations and the sanitisation of workshop equipment and machinery.
- Clear guidelines were provided to teachers and learners to confirm the use of face masks in the conduct of certain performance tasks in subjects like Dramatic Arts, Music and Dance Studies.



b. Implementation of Protocol for the Writing of the 2020 NSC examination in Compliance with the COVID-19 Requirements

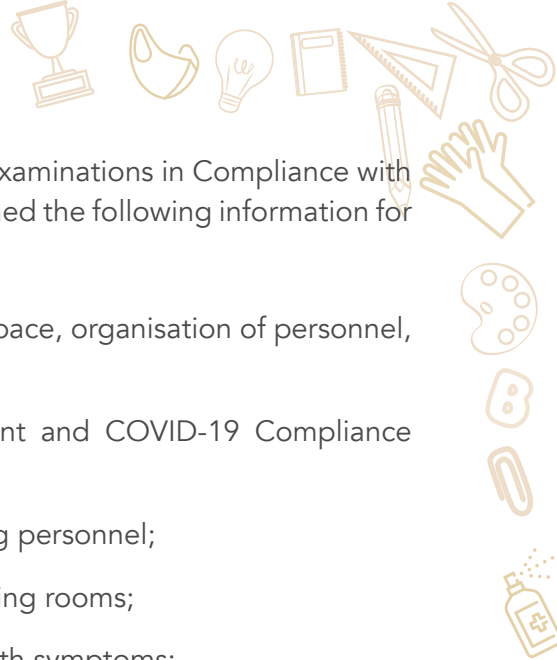
In response to the impact of the COVID-19 environment on examination processes, and the need to ensure that all provinces adhered to the health protocols for the safety of both staff and candidates during writing, the DBE developed the Protocol on the Writing of the 2020 November Examinations in Compliance with the COVID-19 Requirements. All the PEDs were required to include this protocol during the training of invigilators and implement these protocols during the administration of the examinations. The purpose of this protocol was to prevent both candidates and officials from contracting the COVID-19 virus, and to encourage hygienically approved practices that would minimize the rate of infection, during the writing of examinations. The need to maintain social distancing, to sanitise hands and to wear personal protective equipment, such as face masks, as a strategy instituted by the World Health Organisation (WHO) to combat the spread of COVID-19 had a direct impact on the occupational health and safety processes to be followed during the writing of examinations. Most importantly, this protocol aimed to provide standardised procedures to be implemented as precautionary measures at all examination centres when managing the following processes relating to the writing of examinations:

- Preparation of the examination centre
- Preparation of the examination room
- Admitting candidates into the examination room.
- Invigilation of the writing of the examination.
- Management of irregularities associated with the writing.
- Monitoring of the writing.
- Management of COVID-19 cases.
- Management of scribes and readers

Candidates who had tested positive for COVID-19 and those who displayed symptoms relating to COVID-19 were allowed to sit for their examinations under strictly controlled conditions at specifically designated isolation centres. The writing of the examinations by candidates that tested positive was managed in conjunction with the Department of Health to ensure that the protocols were strictly adhered to.

c. Implementation of a Protocol for the Marking of the 2020 NSC Examinations in Compliance with the COVID-19 Requirements

To ensure the health and safety of all officials involved in the marking process, the DBE developed a Protocol for the Marking of the Combined NSC and SC Examinations in compliance with the COVID-19 requirements. Marker wellness and the psychological well-being of marking personnel was prioritised to ensure that they marked in enabling and safe conditions. Initially the protocol was developed for a Risk Alert Level 1 context but due to the occurrence of the 2nd wave of infections and the publication of Government Gazette No. 44044 on 29 December 2020, the Protocol was revised to respond to the mandatory health and safety measures that were to be applicable at marking centres at adjusted Risk Alert Level 3.



The Protocol for the Marking of the 2020 Combined NSC and SC Examinations in Compliance with the COVID-19 Requirements that was disseminated to PEDs contained the following information for a nationally coordinated implementation at all marking centres:

- The guiding principles related to screening, sanitising, use of space, organisation of personnel, expected conduct and behaviour of all marking personnel;
- Roles and responsibilities of the marking centre management and COVID-19 Compliance Officer;
- Accessing testing and emergency medical help for sick marking personnel;
- Organisation and conditions that had to be in place in all marking rooms;
- Management and intervention related to marking personnel with symptoms;
- Management and intervention (prior, during the marking session) of marking personnel who tested positive for COVID-19;
- Organisation, management, safety related to accommodation and catering; and
- Identification of anticipated contextual/operational challenges that might occur and how to respond.

The dedicated efforts of marking personnel in all marking centres ensured adherence to the Protocol in a responsible and empathetic manner. Centre management, supported by COVID-19 Compliance Officers, provided support and ensured compliance to the safety measures intended to protect the lives of everyone based at a marking centre.

3.4 Key Learner Support and Interventions for the Class of 2020

The persistence of socioeconomic divide in the South African schooling system continues to engrave negative trends of learner performance in disadvantaged communities. In an attempt to address the adverse effects of uneven performance of learners in schools, the Department of Basic Education devised various intervention strategies to assist and support learners to overcome their constraints, including the learning deficiencies accumulated during their schooling years.

The establishment of learning interventions over the years have proven to cater for progressed learners, learners at risk of failing, as well as moderate to high achievers. In essence, the differentiated approach utilised in learner support and related interventions aims to address both content deficiencies that may prevent learners from achieving an NSC as well as provide support to moderate to high achievers to improve their performance, and subsequently improve the quality of learning outcomes.

The year 2020, brought about an unprecedented unique educational context for the Class of 2020. The Basic Education sector responded swiftly to implement a holistic recovery plan to mitigate against the negative impact on learning.

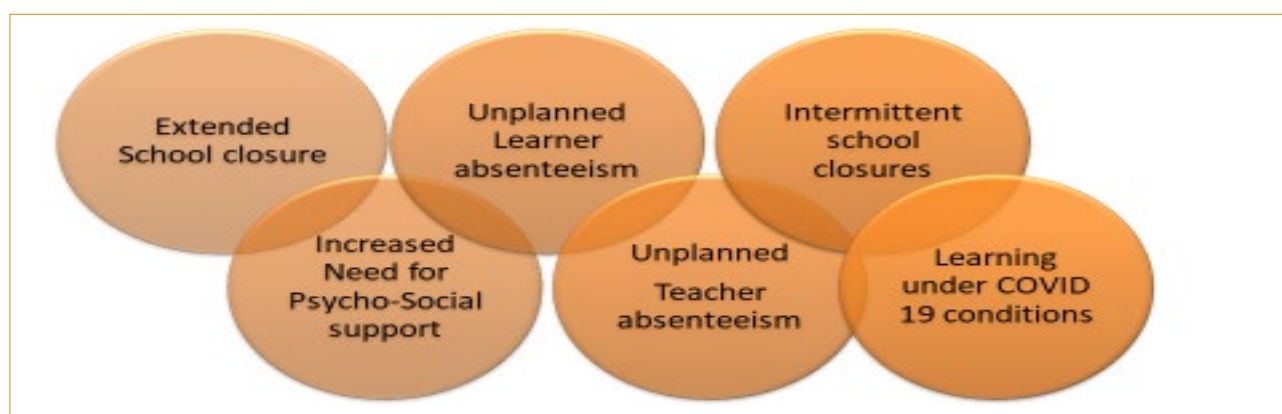
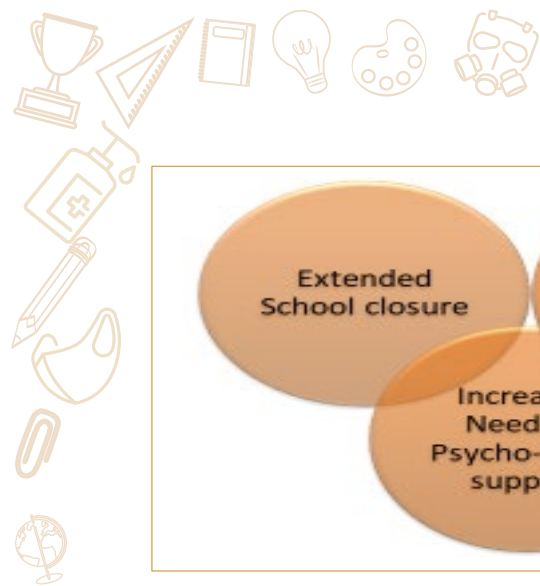


Figure 3.4.1: Unique educational context of the Class of 2020

A number of broad educational strategies were implemented for academic support in South African schools. The most widely used learner support interventions included:

- a. Provision of supplementary material;
- b. Offering vacation classes and after-school programmes;
- c. Conducting teacher content training;
- d. Service of volunteer teachers such as university students; and
- e. Alternative (differentiated) ways of grouping and teaching learners.

In spite of the strategies that were implemented, the 2020 academic year has witnessed a volatile educational landscape within which the insurgence of the Corona virus resulted in the extended closure of schools. Similar to its global counterparts, South Africa had to venture into the distinctive territories of e-learning, remote learning and at-home learning, where learning was offered on digital platforms. In 2020, interventions implemented to support learning, were characterised by a significant increase in online learner support since the inception of level 5 lockdown procedures.

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

- a. Classroom-based strategies;
- b. School-based strategies, such as before-school or after-hours classes;
- c. Extra-mural co-curricular programmes;
- d. Provincially driven strategies, e.g. vacation schools; and
- e. Technology-assisted strategies.

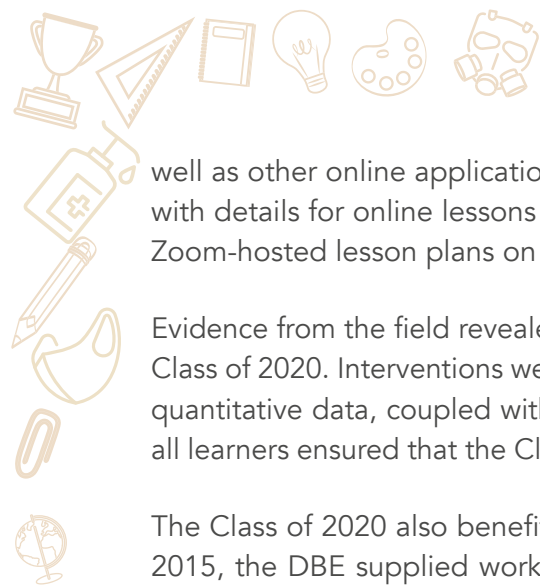
Adherence to lockdown and social distancing protocols disrupted most of the planned face-to-face interventions such as the autumn and winter vacation classes. The Class of 2020 benefitted from spring vacation classes in October, as well as weekend classes during August and September, where face-to-face revision classes were offered. In contrast to previous years, the classes were mostly offered on-site at schools, as opposed to the large-scale residential camps hosted in the past, to ensure the health and safety of learners.



Due to the lockdown, the use of digital and online learning applications, such as radio lessons, video lessons offered on various platforms and social media platforms and e-resources on various national and provincial websites, grew exponentially. One of the major interventions was the nationally driven development and broadcasting of virtual lessons during lockdown since April on 'free-to-air programmes', 'user pay channels' as well as the extensive use of national, community and regional radio stations to offer lessons to the Class of 2020.

The key subjects covered in the virtual lessons were the 10 gateway subjects plus offering lessons to cover the entire curriculum in most subjects. The Woza Matrics catch-up programme emerged as an answer to continue learning during the extended lockdown. It exploited the fact that 81% of SA homes have at least one TV set (Stats SA, 2018) and started as a 'free-to-air' educational TV programme to 'offline' and online learner support. The 2020 cohort also had access to online Siyavula textbooks. The total number of learners who used Siyavula textbooks during the 2020 academic year was more than 1,5 million inclusive of other grades besides Grade 12. Grade 12 Siyavula textbooks in Mathematics and Physical Sciences have questions for learners to practise through the online practice platform. Furthermore, in 2020 Siyavula made provision for IT and CAT textbooks to broaden the spectrum for learner support.

As in previous years, the Class of 2020, continued to benefit from a myriad of technology enabled interventions which included broadcast lessons via dedicated platforms such as virtual schools, online schools, telematics lessons, internet broadcast programmes (IBP) and live streaming from YouTube 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 exposure to quality teaching and learning opportunities beyond the classroom. Subject specialists and teachers prepared virtual lessons using MS Teams or Zoom platforms, as



well as other online applications with various access levels. In addition, schools were also supplied with details for online lessons and broadcasting programmes. Novice teachers were provided with Zoom-hosted lesson plans on challenging topics where support was required.

Evidence from the field revealed that the DBE and PEDs have provided extraordinary support to the Class of 2020. Interventions were informed by deep-level analysis and used advanced qualitative and quantitative data, coupled with an increased desire to improve the quality of learning outcomes for all learners ensured that the Class of 2020 received optimum support to successfully obtain the NSC.

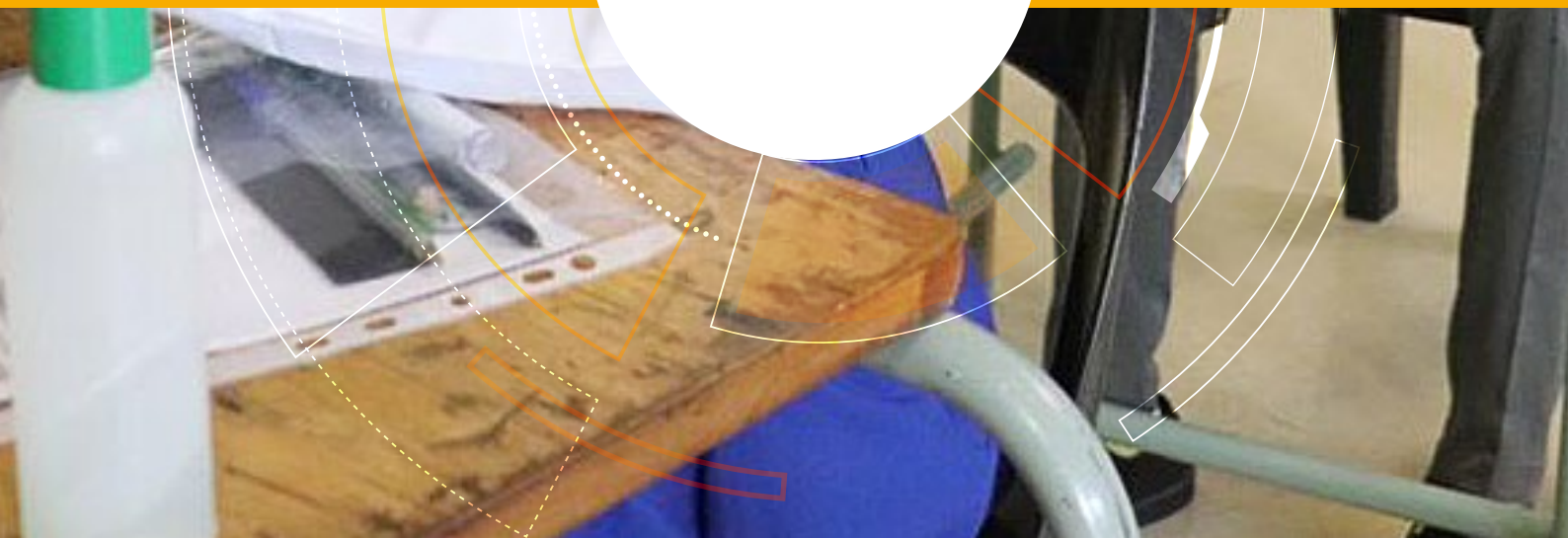
The Class of 2020 also benefitted from interventions and support in earlier grades, for example in 2015, the DBE supplied workbooks for Grades 8–9 Mathematics. The 2020 cohort had exposure to these useful resources when they were doing Grade 8 and 9 in 2016 and 2017 respectively. The Class of 2020 also benefitted from workbooks in Home Languages; Mathematics; Life Skills and English First Additional Language when completing the foundation and intermediate phases. The class of 2020 also benefitted from the state-owned Siyavula textbooks in Grades 10 and 11 for Mathematics and Physical Sciences in partnership with the Shuttleworth Foundation. The above resources and support testify of a targeted approach to provide learner support prior to Grade 12. In all provinces, there was substantiating evidence of the implementation of subject improvement plans linked to the implementation of the NSLA to enhance the quality of the 2020 NSC results.

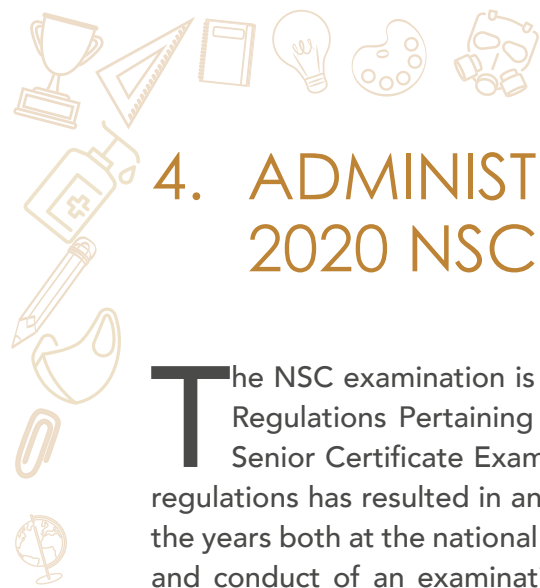
Despite the negative and disruptive impact of COVID-19 on teaching and learning, innovative measures were developed and implemented to ensure the readiness of the Class of 2020 for final NSC assessment. Provinces, partners, educational stakeholders, parents and civil society (NGOs) went beyond the call of duty to assist and support Grade 12 learners in 2020. Learners, teachers and SMTs are commended for the resilience portrayed throughout 2020 in an effort to brave the pandemic in pursuit of the ultimate goal to achieve the best possible outcome for the Class of 2020.



ADMINISTRATION OF THE NOVEMBER 2020 NSC EXAMINATION

4.





4. ADMINISTRATION OF THE NOVEMBER 2020 NSC EXAMINATION

The NSC examination is administered under strict rules and regulations as contained in the Regulations Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examinations policy document. The strict adherence to the examination regulations has resulted in an improved efficiency in the administration of the examinations over the years both at the national and provincial levels. 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. During each examination cycle, the DBE ensures that all examination processes relating to the administration of the examinations are implemented as per the policy. The following are key examination processes that warrant precise planning, preparation, implementation and monitoring:

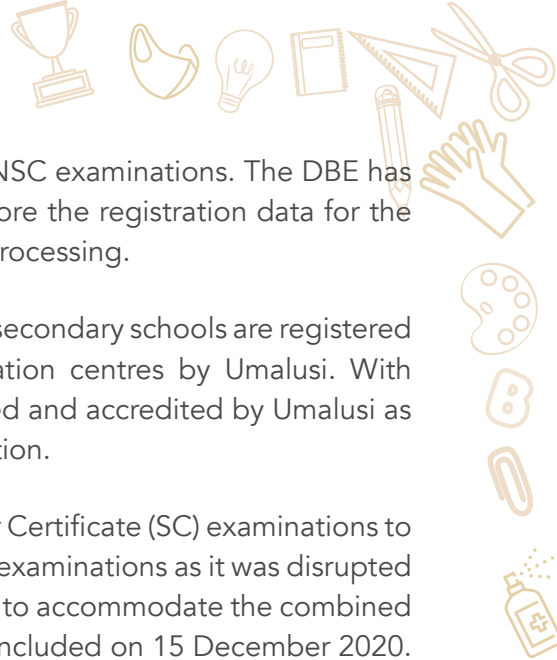
- Registration of examination centres and candidates
- Development of national question papers
- Quality assurance of school-based assessment
- Writing of the NSC examinations
- Marking of the NSC examination scripts
- Management of examination irregularities.
- Managing resulting and certification processes

This section of the report focuses on the activities implemented by the DBE in preparation for the conduct and administration of the November 2020 NSC examinations and also highlights new innovations and strategies that the DBE employed to ensure that, despite the impact of Covid-19, the 2020 NSC examination is credible and that its integrity is not compromised.

4.1 Registration

All candidates at Grade 12 level who intend to write the NSC examinations are expected to register for the examinations at an institution that has satisfied all the requirements to be registered as an examination centre by the respective provincial education department (PED) and in the case of independent schools, is accredited by Umalusi. 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 attempt 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 level satisfy all the requirements, which include having satisfied the pass requirements in their Grade 10 and Grade 11 years. For this reason, PEDs conduct an intensive verification of the



Grade 11 schedules prior to the registration of candidates for the NSC examinations. The DBE has ensured that the verification process is completed by all PEDs before the registration data for the 2020 Grade 12 cohort is loaded onto the examination system for processing.

All centres are also verified and checked prior to registration. Public secondary schools are registered by the province and receive automatic accreditation as examination centres by Umalusi. With regard to independent centres, only those that have been evaluated and accredited by Umalusi as examination centres are permitted to administer the NSC examination.

The Minister granted a special dispensation for the May/June Senior Certificate (SC) examinations to be combined with the writing of the October/November 2020 NSC examinations as it was disrupted by the advent of COVID-19. The examination timetable was revised to accommodate the combined examination and the examinations commenced later, on 11 November 2020 and concluded on 15 December 2020.

4.2 Development of National Question Papers

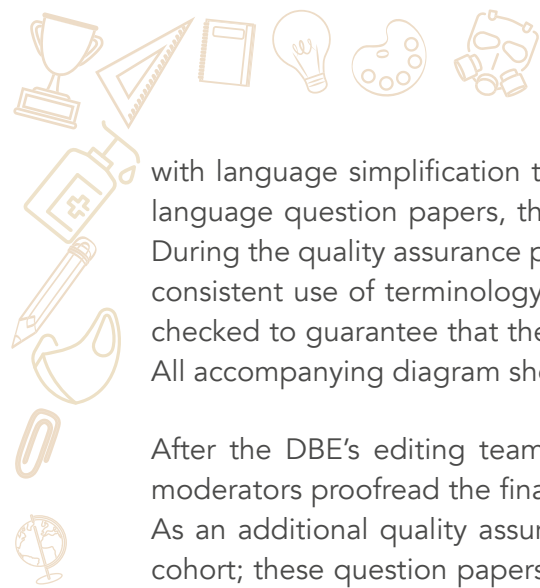
The success of any examination relies on the quality of question papers. The reliability and validity of questions forms the foundation of assessment. Question papers need to be of high quality in order to provide the relevant evidence required to evaluate educational progress.

The DBE set a total of 149 high quality question papers for the November 2020 NSC examinations, which included back-up question papers for Life Orientation, Information Technology Paper 1 and Computer Applications Technology Paper 1. The Class of 2020 was the first cohort to sit for two separate question papers in Accounting and Business Studies. The splitting of these papers was phased in from Grade 10 in 2018, Grade 11 in 2019 and then Grade 12 in 2020.

The 2020 May/June examinations were postponed due to the amendment of the school calendar to accommodate COVID-19 pandemic. The question papers, that were scheduled to be written in the May/June 2020 examinations were now written in the October/November 2020 examinations. These question papers were developed following the format of the November 2019 question papers and were set concurrently with those of November 2019. It is important to note that the question papers were not changed and the content was neither trimmed nor reduced as was the case with Grades 1 to 11 due to challenges posed by the COVID-19 pandemic.

All question papers were internally moderated by independent DBE-appointed internal moderators to ensure that they were error-free and pitched at the correct cognitive level. Once the question papers were approved by the internal moderators, Umalusi's external moderators verified, evaluated and approved all the question papers. The rigorous internal and external moderation processes followed by the DBE and Umalusi ensured that the question papers were of a high quality and an appropriate standard for Grade 12 learners. The cognitive levels of these question papers were appropriate and accommodated problem-solving and the critical thinking skills as required by the Curriculum and Assessment Policy Statements (CAPS).

The final quality assurance of the 2020 NSC question papers was conducted at the DBE. The quality assurance process comprises editing, correlation, proofreading and quality control. A four-tier editing process is followed. The first step involves editing, which is done concurrently



with language simplification to ensure that the language used is accessible and that, in the non-language question papers, there is judicious correlation between Afrikaans and English versions. During the quality assurance process accuracy in language, format, translation, and the correct and consistent use of terminology are ensured. The layout and design of all question papers are also checked to guarantee that they are learner-friendly, consistent and uniform across all the subjects. All accompanying diagram sheets and annexures are checked for clarity and legibility.

After the DBE's editing team completed the editing and correlation, the external and internal moderators proofread the final print-ready copies of each question paper and marking guidelines. As an additional quality assurance measure and to ensure that the papers were fair to the 2020 cohort; these question papers were reviewed and proofread again in July 2020 and August 2020. Both internal and external moderators were invited to the DBE to review these question papers.

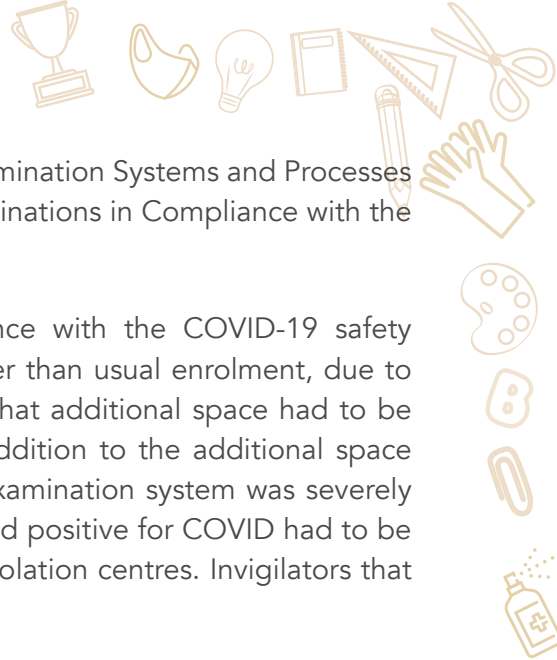
In addition, the DBE adapted 64 question papers for Braille candidates, 55 question papers for deaf candidates and 51 question papers were made available in large print and 61 question papers were made available in an audio version. The adaptation of the question papers for the blind, partially sighted and deaf was done by special examiners, who are mainly subject specialists with proven experience in education for learners with special needs together with the chief examiners or internal moderators from the national panel. In 2020, a total of 135 deaf candidates enrolled for the examination in South African Sign Language Home Language (SASL HL). The DBE set, moderated, administered and centrally marked the final examinations in SASL HL.

After, the quality assurance processes and adaptations were completed, question papers were released to provincial education departments (PEDs) for printing, packing and distribution. Each PED has developed printing and packing procedures that adhere to the DBE's standard operating procedures. The DBE and PEDs have implemented measures to ensure that the quality of the printing of question papers is not compromised in any way.

4.3 The writing of the examinations

There is a need to ensure uniformity in the conduct, administration and management of examinations in all nine (9) PEDs. To synchronise processes and to ensure uniformity when the examinations are administered, all PEDs are expected to comply with the norms and standards as stipulated in the standard operating procedure manuals (SOPs) for each of the examination processes. The SOPs cover a number of critical examination processes such as invigilation, monitoring, measures relating to the safety and security of question papers during storage and distribution, setting up of marking centres and management of scripts during marking.

PEDs adopted various modes of training for invigilators in preparation for the writing of the Combined 2020 Grade 12 examinations due to the impact of the COVID-19 pandemic. In most cases, PEDs used a virtual modality during the training of chief invigilators by the provincial head office staff whilst a face-to-face modality was used for the training of the invigilators by the chief invigilators. A standardised national video that captured actual writing sessions were used in the training. Training across all PEDs for both chief invigilators and invigilators was rigorous and this contributed to the successful administration of the examinations. The training content was based on the following SOP manuals, namely the Standard Operating Procedures for the Writing of the NSC Examinations, Chief Invigilator Training Manual, Invigilation Procedure Manual and the Standard



Operating Procedure Manual for Monitoring and Evaluation of Examination Systems and Processes as well as the Protocol on the Writing of the 2020 November Examinations in Compliance with the COVID-19 Requirements

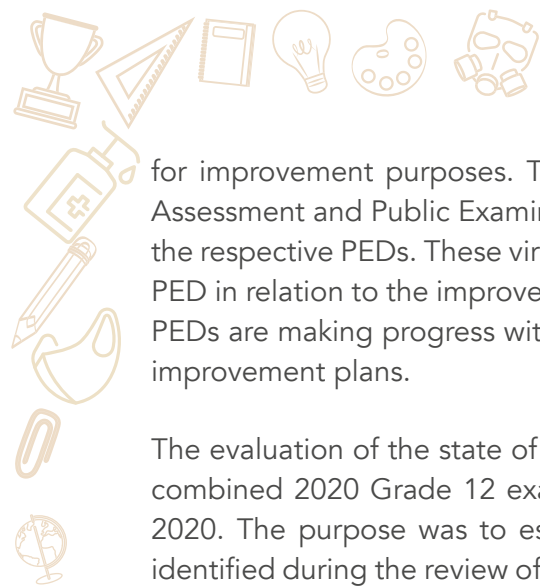
Examination centres were audited by PEDs firstly for compliance with the COVID-19 safety protocols as well as to determine the monitoring strategy. A larger than usual enrolment, due to the combining of the June and November examinations, meant that additional space had to be prepared to accommodate the large number of candidates, in addition to the additional space required to comply with the social distancing requirement. The examination system was severely tested by the impact of COVID-19 pandemic as learners who tested positive for COVID had to be accommodated to sit for the examinations at special quarantine/isolation centres. Invigilators that tested positive also had to be replaced.

All centres were categorized according to their risk profiles based on previous irregularities and the outcomes of the audits. All schools/centres with a previous history of irregularities were classified as high-risk centres and the administration of the examinations 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 examinations was questionable, a resident monitor was placed at that centre or, alternatively, the administration of examinations at the centre was taken over by provincial or district officials. Medium-risk centres were assigned a roving monitor who covered a group of centres during the monitoring of the writing.

In 2013, the DBE introduced the initiative of candidates signing a pledge. 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 2020 signed the pledge on Friday, 16 October 2020. 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 were expected to sign prior to the examinations. The agreement highlights key rules and regulations which candidates and parents/guardians must be aware of and must ensure compliance. The possible sanctions that could be imposed on the candidates 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.

The DBE views the monitoring of the examination processes as a critical aspect towards ensuring that the credibility and the integrity of the examination is not compromised. Based on the norms and standards as outlined in the SOPs, the DBE embarked on a series of monitoring activities to ensure that PEDs comply with the *Regulations Pertaining to the Conduct, Administration and Management of the NSC Examinations* as well as the *Protocol on the Writing of the 2020 November Examinations in Compliance with the Covid-19 Requirements*.

All the examination system evaluation and support activities to the PEDs for the 2020 academic year were conducted virtually to avoid close contact of personnel in a bid to minimise and avoid the transmission of COVID-19. The integrated evaluation of the status of the national examination system with regard to the preparation for the 2020 combined November examinations, which included the DBE, was conducted with all the PEDs following a virtual modality during the month of August 2020. All the PEDs and the DBE received reports on the evaluation which detailed the areas that needed attention and provided specific intervention strategies that were to be implemented



for improvement purposes. The evaluation teams were composed of officials from the National Assessment and Public Examinations (NAPE) chief directorate and the Heads of Examinations from the respective PEDs. These virtual engagements focussed on evaluating the progress made by each PED in relation to the improvement plan as developed during the previous review visits. In general, PEDs are making progress with regard to the areas identified for intervention as indicated on their improvement plans.

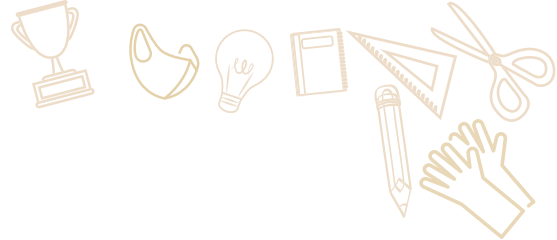
The evaluation of the state of readiness of PEDs to manage the conduct and administration of the combined 2020 Grade 12 examinations was also conducted virtually during September/October 2020. The purpose was to establish progress made by each PED in the areas of risks/concerns identified during the review of the examination system and support conducted earlier in the year, to assess the PEDs' preparations towards the administration of the combined 2020 Grade 12 November examinations and to ascertain their level of readiness to manage the conduct and administration of the examinations. The level of preparedness of the PEDs was found to be satisfactory and most of the examination processes were almost complete at the time of evaluation.

A total of 56 DBE officials comprising 24 part-time monitors, 24 School Improvement Support Coordinators (SISCO) and 8 officials from the Examinations Directorate and other directorates were deployed to provinces to monitor the writing of the November 2020 NSC examinations. There were monitoring visits to examination centres/schools, nodal points, distribution points/district and provincial offices. The chief invigilators of these examination centres/schools, district officials and senior personnel at provincial offices involved in the conduct of the examinations were interviewed and examination facilities were inspected.

In addition to the expected monitoring of the writing at centres/schools, SISCO officials monitored and reported on the frequency of monitoring of the centres/schools by the officials at both provincial and district levels. It is pleasing to note that the frequency at which centres/schools were monitored was satisfactory (for the sample of centres where SISCO officials were able to monitor). The DBE part-time monitors on the other hand monitored the collection of examination materials at distribution points and followed it up to the storage and administration of the examination at centre level including the return of the scripts to the collection/distribution point. The involvement of both the SISCO officials and the DBE part-time monitors was crucial because it increased the scope of the DBE monitoring.

Each province submitted a daily report on the writing of the question paper/s for the day. All the monitoring teams also submitted monitoring reports to the DBE. The monitoring reports were analysed by the DBE on a daily bases and any non-compliance was then communicated to the affected Heads of Examinations immediately to ensure that these were rectified.

The DBE also monitored the marking of the combined 2020 Grade 12 examinations at a selected sample of marking centres across the provinces. The focus of the monitoring was on the organisation of marking including the hierarchical structure for the management of marking, preparation of the marking venues, adherence to the marking protocols and compliance to the Covid-19 safety protocols. A total of 14 DBE part-time monitors and four DBE officials monitored a selected sample of marking centres across the nine provinces.



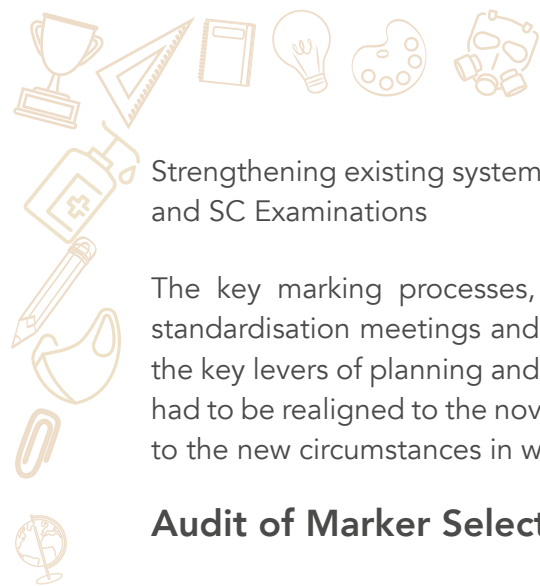
4.4 Marking

Since this high-stakes examination and its outcomes impact on the economic and social mobility of candidates in their pursuance of higher education, other educational, or entrepreneurial or employment opportunities, the DBE is committed to ensuring that the national standard and quality are constant across all key processes relating to examinations. Central to the credibility of the marking process are marker competency, experience and accuracy, a rigorous marking standardisation processes, reliable and valid marking guidelines, uniform organisation of markers, consistent quality control and quality assurance measures. All of which was implemented with the express aim of ensuring reliable and valid outcomes for every candidate.

Despite the disruption of routine planning and preparations during the course of 2020, the Department of Basic Education placed the integrity, reliability and credibility of the marking at the centre of all preparations and planning at provincial and national levels. Qualitative and quantitative evidence of the required rigour in the following key processes was monitored at regular intervals and national support and assistance was provided to the PEDs in the following areas:

- The recruitment and appointment of adequate, appropriately qualified and experienced markers;
- Reconfiguration of the 2020 Marking Standardisation Meetings (MSMs) that incorporated a mixed modality approach (integration of contact meetings and virtual meetings) to ensure the health and safety of all officials involved in the marking standardisation process;
- An increase in the number of days allocated to mark the combined examination scripts for a period of up to 18 days (an extension of the norm of 10-12 days used for marking under normal circumstances);
- Ensuring a fit-for-purpose work environment at the DBE and in PEDS to implement the mixed modality approach to the 2020 NSC and SC MSMs;
- Collaborative planning for the full participation of PEDS and hosting by the DBE of the fully fledged MSMs to ensure a reliable and valid output, i.e. an approved marking guideline that would be mediated and implemented with accuracy and confidence by markers.
- The adapted approach and modality that would be implemented to standardise the marking processes and train markers to ensure the national standard and maintain marking consistency and high inter-marker agreement in all subjects within the new workplace safety rules, anxieties that needed to be managed;
- Information Technology support and resourcing as well as various logistical conditions required to facilitate and respond to new conditions impacted by the COVID-19 pandemic;
- Development and implementation of the Protocol for the Marking of the Combined 2020 NSC and SC Examinations in compliance with the COVID-19 requirements; and

Compliance with internal and external quality assurance processes through implementation of the tolerance range, standardised internal moderation systems and processes that had to be in place in place through the hierarchical organisation of marking and the quality assurance of marking through, onsite moderation in selected subjects this year.



Strengthening existing systems and processes required for the marking of the Combined 2020 NSC and SC Examinations

The key marking processes, i.e. marker selection and appointments, hosting of the marking standardisation meetings and the administration and conduct of the marking session remained as the key levers of planning and preparation across the system. However, the following key processes had to be realigned to the novel context and in some cases refined or reconfigured to be responsive to the new circumstances in which the marking session was to be conducted.

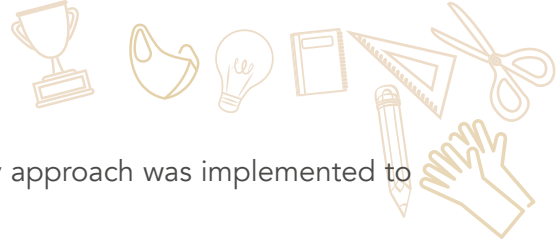
Audit of Marker Selection

Marker selection and appointment processes in all provinces were adapted due to the impact of the hard lockdown implemented since March 2020. The prolonged school and office closures caused delays to the administrative processing of application forms, verification processes at the respective levels of the system and the timelines in which marker selection meetings would have been held. However, provinces were resilient in harnessing human and technical resources and made a lot of effort to migrate from manual, paper-based marker selection systems to the use of virtual platforms to conduct ranking, shortlisting and selection of markers by panels. To assist the marker selection process that was further exacerbated by applicants with comorbidities withdrawing applications, a national decision was made to roll over the appointed markers from 2019, provided that verification of all markers on the provincial databases was done. To address growing marker shortages, provinces were permitted to appoint additional novice and reserve markers as part of the contingency planning. Where in-person marker selection meetings were held, these were conducted in smaller groups, and involved the grouping of a fewer subjects across a few venues, and over more days to mitigate the risk of infection of any officials involved in the selection process. Several provinces had to postpone the marker selection process to ensure that members of the selection panels felt safe enough to travel to a venue to conduct the selection of markers. Due to the restriction on interprovincial travel, the DBE conducted a desktop verification of PED marker recruitment circulars, communiques, online/virtual selection processes and document reviews to ensure compliance with the marker selection criteria articulated in the Personnel Administrative Measures. Under severe constraints, provinces were able to appoint the required markers for the marking session scheduled for 3 to 22 January 2021.

Mixed Modality Approach to the Marking Standardisation Meetings

The national marking standardisation meetings were convened at the DBE from 27 October 2020 to 22 December 2020. The last Marking Standardisation Meeting was convened between 28 and 30 December 2020. The Marking Standardisation Meetings were conceived of and implemented using two main modalities, viz. Modality 1 which was a hybrid model of the face-face and virtual meeting. This took place under the supervision of the examination official in province for the full duration of the two-day MSM in the respective subjects. Both modalities required that the DBE panels and external moderators be convened at a central venue to facilitate the respective marking standardization meetings.

Whilst the mixed modality approach had to incorporate the ergonomics of virtual meetings into the facilitation and approach, there was strict adherence to the two-day format, objectives, outcomes and outputs of the marking standardisation meetings. Notwithstanding minor technical glitches



and connectivity issues that were experienced, the mixed modality approach was implemented to comply with the following established and standard practice:

- Provision of qualitative feedback on the question papers by the chief markers and internal moderators and curriculum specialists, identification and motivation for any questions that were considered to be unfair and enabled discussion on the content and construct validity of such questions. The pre-marking of sampled scripts formed the basis for the qualitative and quantitative analyses done;
- Development of an amended marking guideline that was disseminated to provinces in preparation for the collective standardisation of the marking guidelines;
- Samples of dummy scripts provided by PEDs that were considered in the compilation of the training and authorisation materials disseminated to all participants;
- Facilitation of the training of chief markers and internal moderators, with the required adaptations to a virtual modality, conducted in real time and rendered effective through the discipline and professionalism of all participants so that they would be able to further adapt and replicate the training process at the marking centres in compliance with the COVID-19 health and safety measures in place.; and
- Establishment of a tolerance range at the end of the training process so that all chief markers and internal moderators could then apply this tolerance range in the marking of the authorisation scripts. For the marking of the combined 2020 NSC and SC examinations, a tolerance range of a maximum of between 2% and 3% was adopted in most papers.

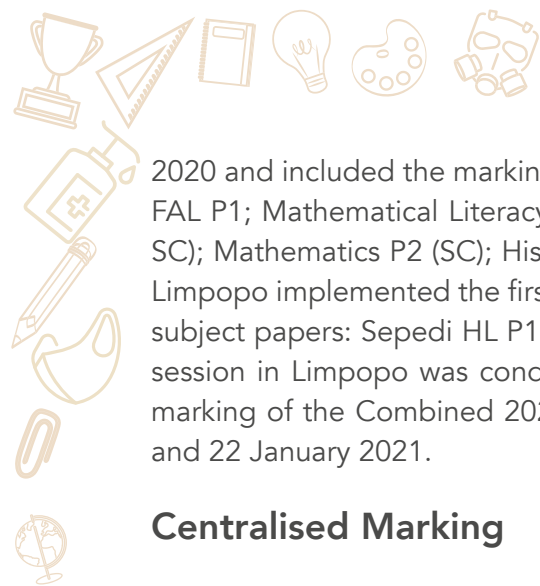
To ensure the integrity of the mixed modality approach to the marking standardisation meetings, the PEDs and the DBE had clearly articulated roles and responsibilities to guide implementation and to enable collective risk management and contingency planning and optimal deployment of human and technical resources that at times became severely constrained.

Staggered Marking of the combined examinations

The examination regulations allow for a staggered start to the marking process where localised circumstances necessitate it. The marking of the Combined 2020 NSC and SC examinations was scheduled nationally from 3 to 22 January 2021. However, three provinces, viz. Mpumalanga, Gauteng and Limpopo opted to stagger the marking of selected subjects predominantly because of historic/chronic marker shortages experienced in these subject papers. An additional factor was the lack of adequate marking venues and accommodation space during the main marking session to accommodate all the markers in all subjects.

The space requirements were further impacted by the rules that applied to social distancing and the accommodation of 50% of a marking centre/hostel's capacity in adherence with the Risk Adjusted Level 3 Covid-19 safety measures that were applied.

Consequently, Mpumalanga conducted Session 1 of the marking from 1 to 12 December 2020 to mark English Home Language Paper 1. Session 2 (main marking session) was conducted between 4 and 22 January 2021. Gauteng opted to stagger the marking sessions so that they could manage the impact of historic marker shortages as well as expand the scale of their e-marking pilot to include a wider range of Senior Certificate subjects. Session 1 was held from 13 to 22 December



2020 and included the marking of the following subjects: English HL P1; Afrikaans HL P1; Afrikaans FAL P1; Mathematical Literacy NSC P1; Mathematical Literacy P2 (SC); Mathematics NSC P1 (and SC); Mathematics P2 (SC); History P1; Business Studies (SC); Life Sciences (SC); CAT P1 and IT P1. Limpopo implemented the first marking session from 5 to 18 December 2020 to mark the following subject papers: Sepedi HL P1; English FAL P1; Xitsonga HL P1; English FAL P2. The main marking session in Limpopo was conducted from 6 to 19 January 2021. All other PEDs administered the marking of the Combined 2020 NSC and SC examination across 178 marking centres between 3 and 22 January 2021.

Centralised Marking

Since 2014 the centralised marking approach has been implemented in certain subjects in which the low enrolment in some PEDs does not justify the appointment of the different levels of moderators for quality assurance. Centralised marking allowed the DBE to harness the pool of subject and marking expertise and capacity from provinces to conduct reliable and valid marking of the selected small enrolment subjects of the 2020 Combined NSC and SC Examinations. The following subjects were centrally marked in Pretoria: Agricultural Management Practice (AMP), Agricultural Technology (AT), Dance Studies and Music, Second Additional Languages (SAL), namely English, IsiZulu, IsiXhosa, Tshivenda, Xitsonga, Setswana, Sesotho, Siswati and Sepedi, and the First Additional Languages (FAL) for Tshivenda, Xitsonga, Setswana, Sesotho, Sepedi, Siswati and IsiNdebele and South African Sign Language Home Language (SASL HL).

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

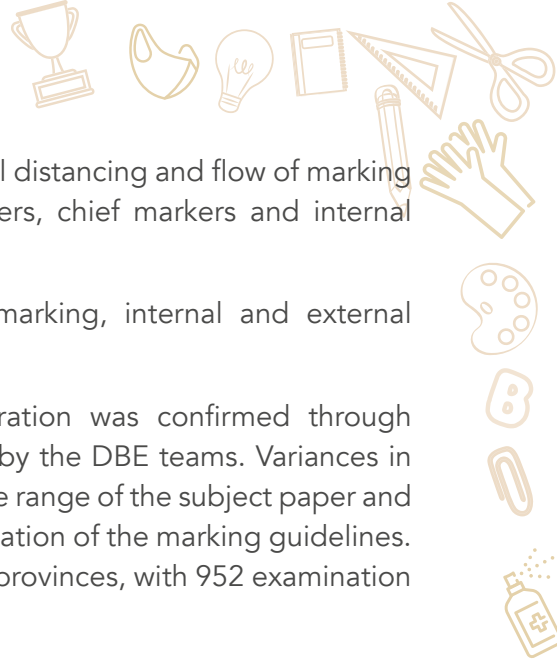
Quality Assurance of Marking of the Combined 2020 NSC and SC Examinations

The quality of the marking of the combined 2020 NSC and SC examinations was ensured through internal moderation processes at each of the 179 (including the one centralised marking centre hosted by the DBE) marking centres as well as the external quality assurance conducted by the DBE via on-site moderation.

Due to the unique circumstances, many on-site moderators withdrew from on-site moderation deployment during the marking session due to personal concerns about safety and fears among on-site moderators to travel to other provinces and marking centres that were considered to be Covid-19 hotspots. Consequently, in 2020, due to the limited capacity of on-site moderators, the subject coverage for quality assurance was severely impacted.

The on-site moderation tools were updated to include the following additional indicators to evaluate the conditions at the marking centre:

- The adapted training approach implemented with DCMs/SMs and markers in respect of Covid-19 health and safety requirements;



- Organisation of markers in the marking room in respect of social distancing and flow of marking and quality assurance by senior markers, deputy chief markers, chief markers and internal moderators; and
- Safe handling, management, movement of scripts during marking, internal and external moderation.

The reliability and validity of the marking and internal moderation was confirmed through comprehensive recording and reporting of the scripts moderated by the DBE teams. Variances in marks awarded by the external moderators were within the tolerance range of the subject paper and gave credence to the accuracy of the marking and consistent application of the marking guidelines. As such the marking of 13 subjects was quality assured across nine provinces, with 952 examination centres and 2 097 whole scripts moderated.

The on-site moderators reported excellent levels of compliance with the Covid-19 protocols implemented at marking centres, the organisation of markers was carefully planned and implemented using additional space. There was sound adherence to the national training and authorisation model and the suggested adapted approaches that could be implemented to ensure the safety of all markers during the training implemented across subjects. Adherence to the marking guidelines and implementation of the required internal quality assurance of marking, the management of additional novice markers and their integration into the marking teams were verified by the on-site moderators.

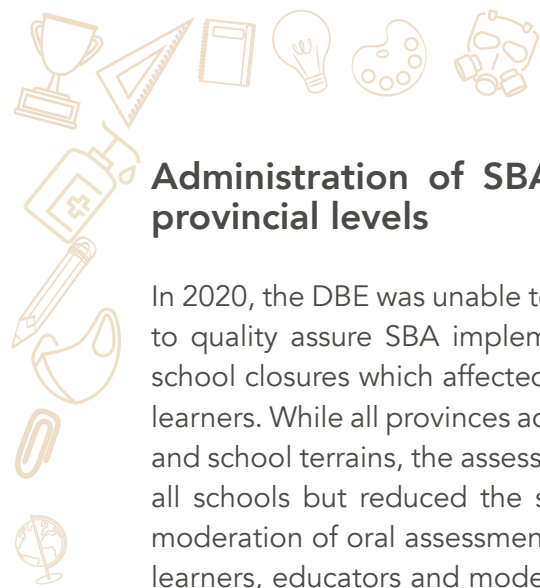
Areas of concern identified were predominantly technical or related to specific marking principles that applied to a specific paper. Feedback to improve internal moderation systems and to streamline the work of chief markers in large enrolment subjects was highlighted. This iterative feedback will be incorporated into the diagnostic reporting and analysis and will be included in the professional capacity-building engagements with educators and markers during the 2021 academic year.

4.5 School-based Assessment

School-based Assessment (SBA) comprises 25% of the final examination mark. For the class of 2020, the programme of assessment comprised of designated formal and informal assessment tasks, both of which require that regular feedback be given to learners to enhance their mastery of specific skills and knowledge. SBA is intended to provide information and insight into 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.

Through the programme of assessment, educators are able to integrate the assessment of learning and the assessment for learning in an effort to enhance the quality of teaching and learning, and to ensure that learners develop and build the range of generic skills and learning outcomes that prepares them for participation in a variety of real world contexts.

To ensure compliance with national standards the DBE is mandated by policy to monitor and quality assure provincial implementation of SBA in Grade 12 on an annual basis to ensure that the outcomes of the NSC SBA component are reliable and valid. This year the DBE's quality assurance role was restricted due to the impact of the global pandemic on schooling. However, the DBE was still able to adapt its engagement with PEDS to monitor, support and verify the following key aspects of SBA implementation:



Administration of SBA and moderation systems at school, district and provincial levels

In 2020, the DBE was unable to conduct in-person visits to provinces to conduct on-site moderation to quality assure SBA implementation in all provinces due to the impact of the lockdowns and school closures which affected the timelines in which the designated tasks could be completed by learners. While all provinces adapted their moderation modalities to respond to the localised district and school terrains, the assessment criteria were implemented without change. Districts moderated all schools but reduced the sample of learners and portfolios of evidence for moderation. The moderation of oral assessment and performance arts subjects was adapted to ensure the safety of learners, educators and moderators, while ensuring the integrity of the learners' performance and the moderation processes.

The DBE in turn enhanced its monitoring of SBA implementation through virtual engagements with PEDs to track the adapted modalities and approaches that schools and districts were implementing to ensure learners completed their tasks and complied with the SBA requirements for each term. The resilience and strength of the provincial moderation systems were evident in the adaptability of educators, learners and school communities to the new modalities in which the SBA and performance of candidates within and across schools at each level of the system could be administered, internally moderated and quality assured at district and provincial level. This adaptability extended to the administration of practical assessment tasks (PAT), the credibility of the moderation systems and processes and the verification of the marks.

During the fourth term, the DBE conducted centralised verification of eight (8) PEDs' teacher files between 17 and 20 December 2020. The Western Cape (the ninth province) submitted electronic evidence of their online moderation processes. Cognisance was taken of the different modalities of SBA administration, adapted sampling and moderation approaches implemented in each province.

Selected gateway subjects, with the inclusion of Life Orientation, were sampled across all provinces for moderation purposes. The DBE identified two districts per province and sampled schools that were already selected for moderation by the PED. The schools and subjects sampled in the Eastern Cape were drawn from the schools that participated in the Pilot Project on Bilingual Trial Examination question papers implemented in Mathematics, Physical Sciences and Life Sciences. The DBE team moderated non-test type assessment tasks and the Preparatory Examinations in the sampled schools. To ensure accuracy in the capturing of SBA marks, given the changes in the SA-SAMS and working mark sheets, the respective SA-SAMS patches were issued by the DBE to all PEDs.

Devolving the setting and quality assurance of Preparatory Examination question papers to the PEDS

Due to differential progress of schools on the teaching programme it was not advisable for all schools to write a common preparatory examination. The national decision was that schools would set their own preparatory examinations with support from subject advisors. However, eight provinces (except the Western Cape) had already appointed provincial examiners and had begun the drafting of the question papers by mid-March 2020, so they were able to proceed with the setting and internal approval of these question papers, marking guidelines and analysis grids. In the Western Cape, schools set their own



preparatory examinations and continued with this practice in 2020. Thus systems were in place in all PEDs to proceed with the internal setting and moderation of the preparatory examination papers that were administered between September and the first week in October 2020 in accordance with the provincial timetables.

The setting and Review of the 2020 NSC Grade 12 Practical Assessment Tasks (PATs)

At the beginning of the school year, the DBE set and disseminated the practical assessment tasks (PATs) for the following subjects to the PEDs: 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 Graphics 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 practical assessment tasks (PATs) for 2020 were subsequently reviewed in line with Covid-19 protocol and regulations. Among others, these reviews included reduced human contact, social distancing and minimising group work. In most instances, without compromising the standard and quality of assessment, the modalities of assessment had to be amended. For example, instead of face-to-face presentations, learners submitted video-recorded tasks.

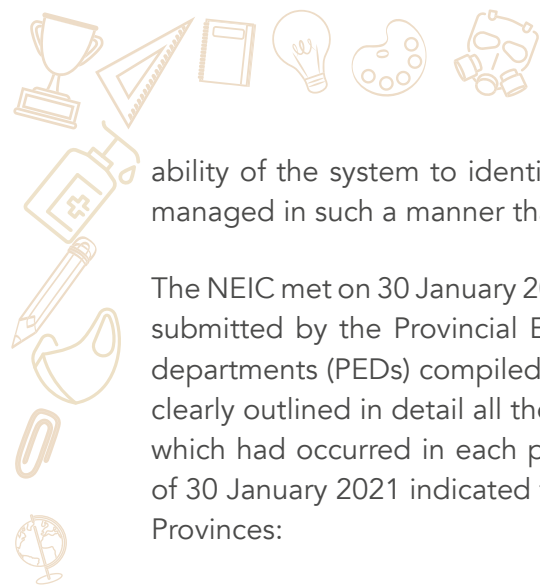
Standardisation of the Marking of the Practical Examinations for 2020 NSC Design Paper 2 and Visual Arts Paper 2

The marking standardisation meetings for the Visual Arts and Design practicals were conducted virtually. The PED chief markers, internal moderators participated in the one-day meeting that focused on standardising the marking of these practical examinations in respect of the following:

- The implementation of the standardised criteria to be utilised for the evaluation of learners' Retrospective Exhibitions as a cohesive body of work by utilising the rubrics provided in the Design and Visual Arts 2020 PAT documents; and
- The uniform approach to ensuring the fair assessment of learners who were not able to attend school due to comorbidities or other health concerns and could not set up their exhibitions. In this case it was agreed that they could have independent exhibitions to ensure their work was marked and moderated.

4.6 The management of examination irregularities

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 the" PEDs, in a high-stakes examination. The credibility of all high-stakes examinations are determined by the successful administration of the examinations, where it can be confirmed that the administration of the examination complied with the Examination Regulations. 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 NEIC met on 30 January 2021 to discuss the preliminary reports on the examination irregularities submitted by the Provincial Examinations Irregularities Committees (PEICs). Provincial education departments (PEDs) compiled PEIC reports in preparation for the NEIC meeting and these reports clearly outlined in detail all the administrative errors and behavioural offences/serious irregularities which had occurred in each province. The reports presented and discussed at the NEIC meeting of 30 January 2021 indicated that the following are the key irregularities that occurred across most Provinces:

The NEIC was encouraged by the reduction in both Administrative Errors and Technical Omissions and Behavioural Offences and Acts of Dishonesty in the National Senior certificate examinations. 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. The unfortunate leakage of the Mathematic P2 and Physical sciences P2 of the 2020NSC examinations was a threat to the credibility of the examinations. However, the swift action of the DBE to deal with these irregularities ensured that the credibility of the examinations in these subjects and in the examinations as a whole was maintained.

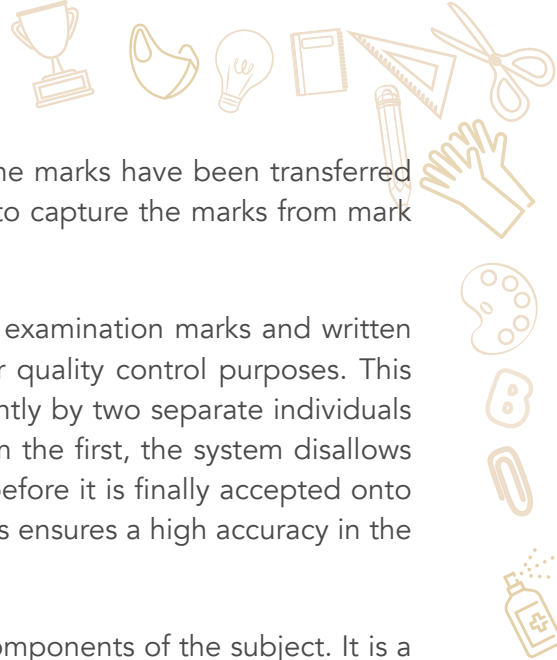
The Director General established the National Investigation Task Team (NITT), that was tasked to fully investigate the source of the leak, the extent of the leak, whether the examination in these papers were compromised and to make recommendations on how the examination system can be improved to avoid such leakages. The initial recommendation by the NITT to re-write both Mathematics Paper 2 and Physical Science Paper 2, was over-turned by the high court and hence the NITT after having continued with its investigation and carried out the investigative marking, interviews with the learners implicated and conducting the statistical analysis, was able to conclude that even though it is not possible to determine the full extent of the leak, given the mode of transmission, the NITT was confident that the spread of the leaked question papers was limited. Therefore, the NITT recommended to the Director General and Umalusi, that the results of the candidates in these two papers be released, except where there is evidence that the learners were directly implicated in sourcing the question paper or were responsible for spreading the leaked question paper.

The recommendation regarding the leaked papers was accepted by Umalusi and the investigation will continue to ensure that the learners implicated are penalised appropriately.

4.7 Resulting and release of results

Data Capturing and Processing of Results

Marks obtained by individual candidates in each subject are transferred from the scripts to the mark sheets at the marking centres after the marking process has been completed and intensive verification has been conducted. 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 entailed 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 capture. A third official then verifies the captured mark before it is finally accepted onto the system. The verification of marks by three independent persons ensures 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.

Standardisation of Results

Standardisation 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.

The standardisation meeting for the results of the November 2020 NSC examinations was held on 3 February 2020. During standardisation, Umalusi was able to consider the inputs provided by the DBE and the final standardisation decisions were made by Umalusi.

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 2020 National Senior Certificate examinations on Friday, 12 February 2020. In their statement, Umalusi indicated that despite the identified isolated irregularities, including the group copying and the unprecedented leakages of the Mathematics P2 and Physical Sciences P2 question papers, the DBE has been able to manage the conduct and administration of the November 2020 NSC examinations without any systemic irregularities that may have compromised the integrity and the credibility of the examination.



PERFORMANCE OF THE CLASS OF 2020

5.



5. PERFORMANCE OF THE CLASS OF 2020

This chapter provides some basic analysis of the performance data at national, district and provincial levels. The analysis is based on the performance of the full-time candidates who enrolled and sat for seven or more subjects in the November 2020 NSC examinations. The total number of candidates who sat for seven or more subjects during the November 2020 NSC examinations is **578 468**. The performance of the part-time candidates will be analysed and reported on separately from the full-time candidates as they did not write the full package of subjects at a single sitting.

The analysis of the candidate performance results will focus on the following:

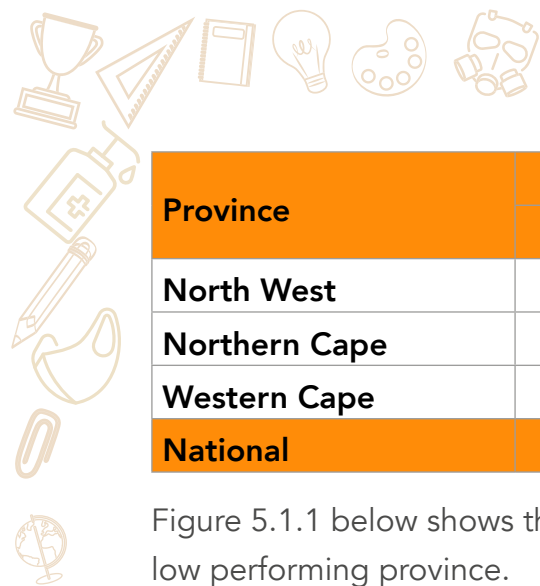
- Overall Performance in the 2020 NSC Examinations;
- Comparison of Provincial Performance;
- Subject Performance;
- Performance of Learners with Special Needs;
- Performance of Repeat Candidates;
- Performance of Part-time Candidates;
- Performance of Progressed Learners; and
- District Performance.

5.1 Overall Performance in the 2020 NSC Examinations

A total of 440 702 of the 578 468 candidates who sat for seven or more subjects in the November 2020 NSC examinations obtained the NSC. This translates to an overall national pass percentage of 76,2%. This performance shows a decline of 5.1% compared to the overall national pass rate of 81,3% attained in 2019. Two provinces performed above 80%, four provinces performed between 70% and 79% and three provinces performed between 60% and 69%. Table 5.1.1 below indicates the overall performance in the November 2020 NSC examinations.

Table 5.1.1: Overall Performance in the 2020 NSC Examinations

Province	2020		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	72 926	49 691	68.1
Free State	27 928	23 779	85.1
Gauteng	110 191	92 285	83.8
KwaZulu-Natal	135 225	104 938	77.6
Limpopo	78 695	53 634	68.2
Mpumalanga	53 391	39 367	73.7



Province	2020		
	Total Wrote	Total Achieved	% Achieved
North West	36 871	28 093	76.2
Northern Cape	11 608	7 665	66.0
Western Cape	51 633	41 250	79.9
National	578 468	440 702	76.2

Figure 5.1.1 below shows the provincial performance ranked from the top performing to low performing province.

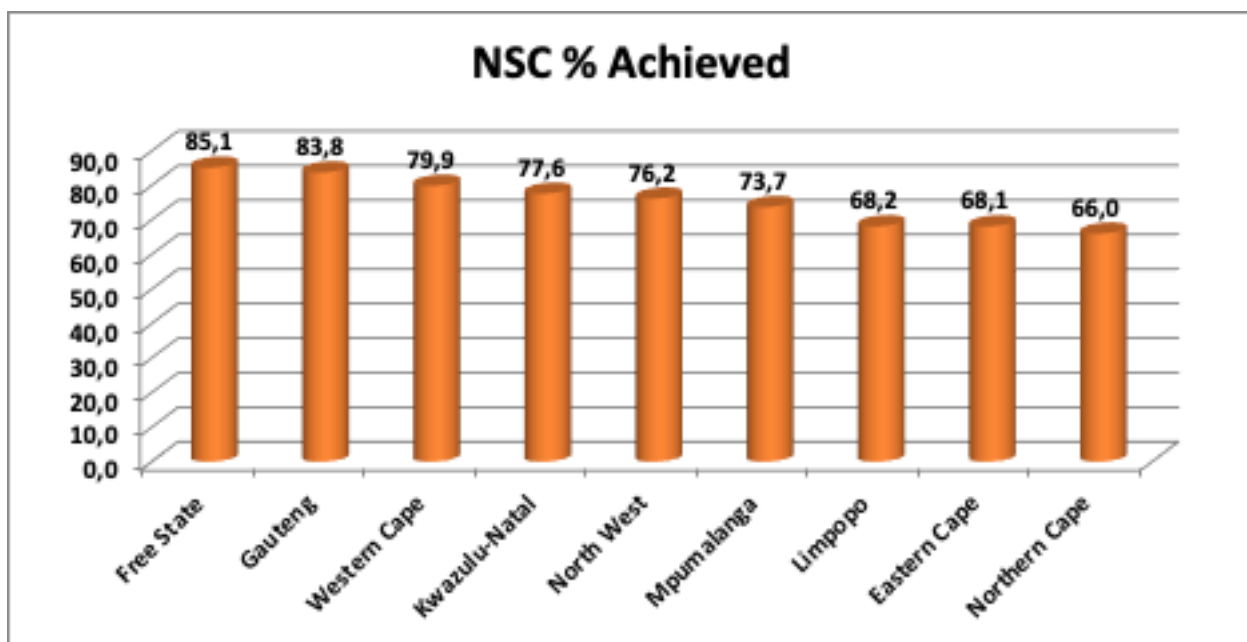


Figure 5.1.1: NSC Provincial Performance in Rank order

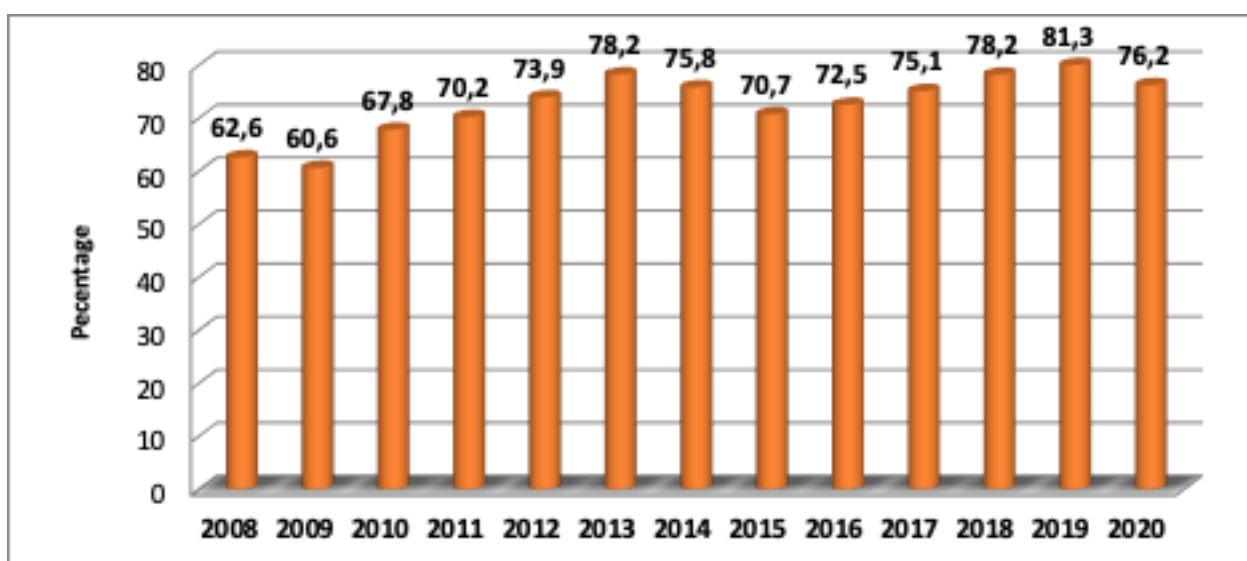


Figure 5.1.2: National NSC pass rate from 2008 to 2020

Figure 5.1.2 indicates that the overall pass percentage in 2020 is the first decline recorded in the past five years.

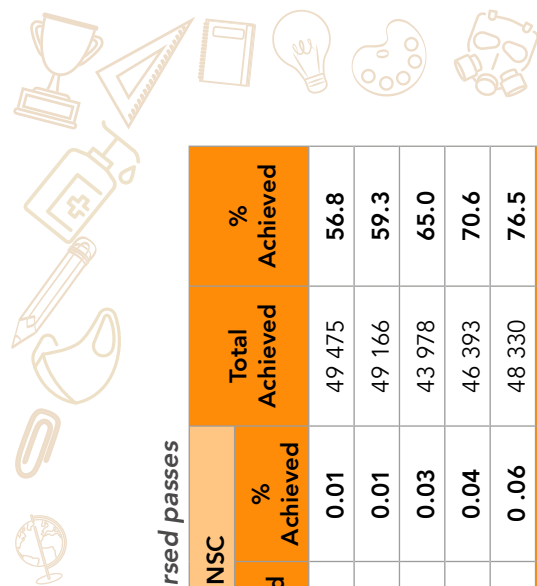
5.2 Comparison of Provincial Performance

Table 5.2.1: Comparison of NSC Passes per Province from 2017 to 2020

Province	2017			2018			2019			2020		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Eastern Cape	67 648	43 981	65.0	65 733	46 393	70.6	63 198	48 331	76.5	72 926	49 691	68.1
Free State	25 130	21 631	86.1	24 914	21 806	87.5	25 572	22 602	88.4	27 928	23 779	85.1
Gauteng	97 284	82 826	85.1	94 870	83 406	87.9	97 829	85 342	87.2	110 191	92 285	83.8
KwaZulu-Natal	124 317	90 589	72.9	116 152	88 485	76.2	116 937	95 017	81.3	135 225	104 938	77.6
Limpopo	83 228	54 625	65.6	76 730	53 254	69.4	70 847	51 855	73.2	78 695	53 634	68.2
Mpumalanga	48 483	36 273	74.8	44 612	35 225	79.0	43 559	34 995	80.3	53 391	39 367	73.7
North West	30 792	24 462	79.4	29 061	23 578	81.1	26 819	23 272	86.8	36 871	28 093	76.2
Northern Cape	8 735	6 608	75.6	9 909	7 264	73.3	9 138	6 990	76.5	11 608	7 665	66.0
Western Cape	48 867	40 440	82.8	50 754	41 350	81.5	50 404	41 502	82.3	51 633	41 250	79.9
National	534 484	401 435	75.1	512 735	400 761	78.2	504 303	409 906	81.3	578 468	440 702	76.2

The overall performance in all provinces has declined by between 3% and 9%.

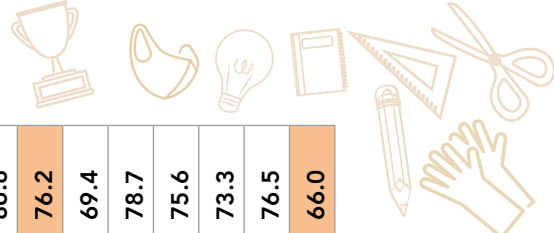


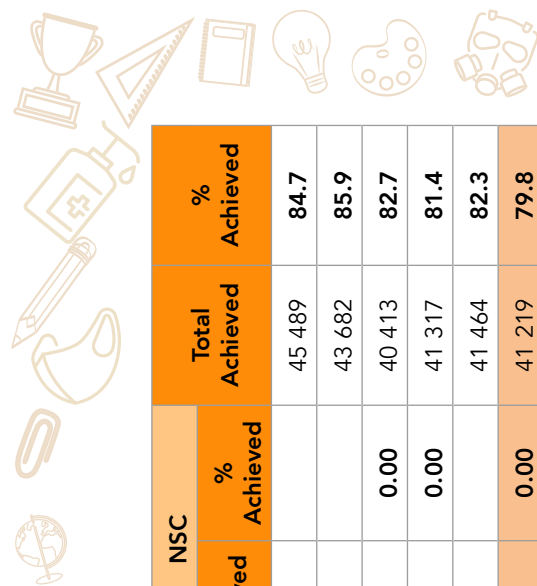


5.2.2: Comparison of the NSC Categories of Achievement from 2015 to 2020 excluding endorsed passes

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	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
	2020	72 926	21 886	30.0	17 753	24.3	10 039	13.8	13	0.02	49 691	68.1
Free State	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		22 598	88.4
	2020	27 928	11 284	40.4	8 740	31.3	3 740	13.4	0	0.00	23 764	85.1
Gauteng	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		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		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
	2020	110 191	49 680	45.1	30 675	27.8	11 879	10.8	1	0.00	92 235	83.7
KwaZulu-Natal	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
	2020	135 225	51 060	37.8	35 195	26.0	18 658	13.8	24	0.02	104 937	77.6

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Limpopo	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
	2020	78 695	22 907	29.1	18 588	23.6	12 134	15.4	5	0.01	53 634	68.2
Mpumalanga	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
	2020	53 391	16 251	30.4	14 421	27.0	8 677	16.3	18	0.03	39 367	73.7
North West	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		23 269	86.8
	2020	36 871	11 822	32.1	9 987	27.1	6 282	17.0	0	0.00	28 091	76.2
Northern Cape	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		6 990	76.5
	2020	11 608	3 296	28.4	2 797	24.1	1 567	13.5	0	0.00	7 660	66.0





Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Western Cape	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		41 464	82.3
	2020	51 633	22 634	43.8	12 444	24.1	6 141	11.9	0	0.00	41 219	79.8
National	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
	2020	578 468	210 820	36.4	150 600	26.0	79 117	13.7	61	0.01	440 598	76.2

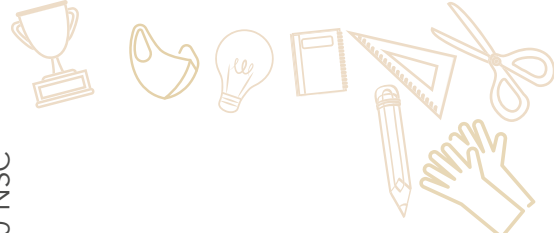
Table 5.2.2 indicates that in the category of Bachelor achievement, which is the highest level of achievement of the NSC, Gauteng is the top province registering a bachelor pass rate of 45.1%. Another two provinces that registered a Bachelor pass rate of above 40% are Free State (40.4%) and Western Cape (43.8%). The national performance rate at Bachelor level is at 36.4%, which indicates a decline of 0.5% compared to 2019.

Gauteng (44.5%) still leads with candidates that qualify to enrol for diploma programmes at institutions of higher learning. They are followed by the Western Cape at 43.6%.

Table 5.2.3: Comparison of NSC Admission to Bachelor Studies from 2017 to 2020

Province	2017			2018			2019			2020		
	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	67 648	15 380	22.7	65 733	18 001	27.4	63 198	20 419	32.3	72 926	21 886	30.0
Free State	25 130	8 822	35.1	24 914	9 333	37.5	25 572	9 992	39.1	27 928	11 284	40.4
Gauteng	97 284	35 012	36.0	94 870	41 410	43.6	97 829	43 494	44.5	110 191	49 680	45.1
KwaZulu-Natal	124 317	35 687	28.7	116 152	38 571	33.2	116 937	44 189	37.8	135 225	51 060	37.8
Limpopo	83 228	17 790	21.4	76 730	17 999	23.5	70 847	19 022	26.8	78 695	22 907	29.1
Mpumalanga	48 483	11 335	23.4	44 612	13 199	29.6	43 559	14 228	32.7	53 391	16 251	30.4
North West	30 792	8 278	26.9	29 061	9 449	32.5	26 819	9 964	37.2	36 871	11 822	32.1
Northern Cape	8 735	2 205	25.2	9 909	2 589	26.1	9 138	2 769	30.3	11 608	3 296	28.4
Western Cape	48 867	19 101	39.1	50 754	21 492	42.3	50 404	21 981	43.6	51 633	22 634	43.8
National	534 484	153 610	28.7	512 735	172 043	33.6	504 303	186 058	36.9	578 468	210 820	36.4

Despite the drop in the overall pass percentages across the provinces, four provinces, Free State (40,4%), Gauteng (45,1%), Limpopo (29,1%) and the Western Cape (43,8%) have registered an increase in the number of candidates achieving at Bachelor level during the November 2020 NSC when compared to 2019.



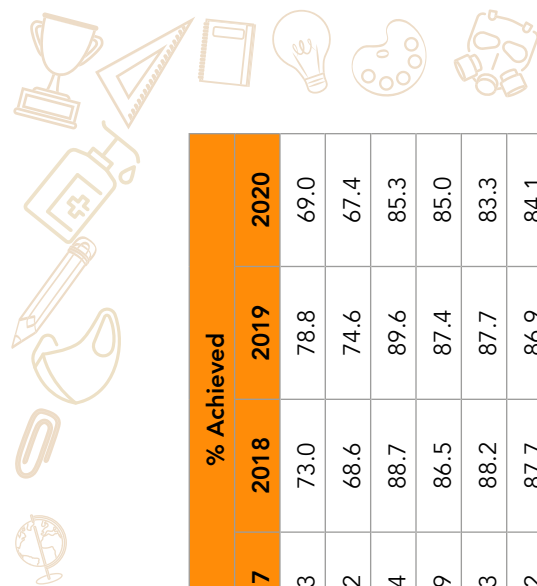


Table 5.2.4: Comparison of NSC Achievements in terms of Gender

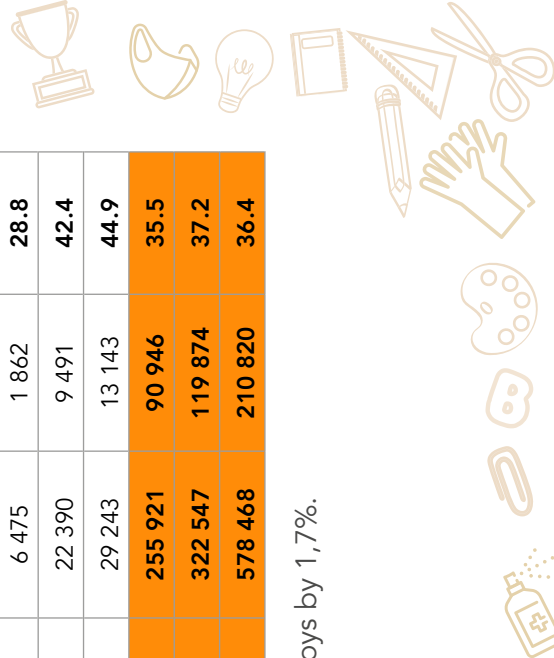
Province	Gender	Total Wrote				Total Achieved				% Achieved			
		2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
Eastern Cape	Male	29 816	29 128	27 765	31 987	20 081	21 269	21 883	22 086	67.3	73.0	78.8	69.0
	Female	37 832	36 605	35 433	40 939	23 900	25 124	26 448	27 605	63.2	68.6	74.6	67.4
Free State	Male	11 526	11 578	11 549	12 601	10 079	10 271	10 348	10 754	87.4	88.7	89.6	85.3
	Female	13 604	13 336	14 023	15 327	11 552	11 535	12 254	13 025	84.9	86.5	87.4	85.0
Gauteng	Male	43 623	42 475	43 485	48 638	37 650	37 444	38 122	40 523	86.3	88.2	87.7	83.3
	Female	53 661	52 395	54 344	61 553	45 176	45 962	47 220	51 762	84.2	87.7	86.9	84.1
KwaZulu-Natal	Male	54 602	50 761	50 767	59 574	40 823	39 296	41 906	46 369	74.8	77.4	82.5	77.8
	Female	69 715	65 391	66 170	75 651	49 766	49 189	53 111	58 569	71.4	75.2	80.3	77.4
Limpopo	Male	37 489	34 613	32 107	35 241	26 033	25 116	24 565	24 436	69.4	72.6	76.5	69.3
	Female	45 739	42 117	38 740	43 454	28 592	28 138	27 290	29 198	62.5	66.8	70.4	67.2
Mpumalanga	Male	21 781	19 710	19 396	23 706	16 784	15 896	15 964	17 746	77.1	80.6	82.3	74.9
	Female	26 702	24 902	24 163	29 685	19 489	19 329	19 031	21 621	73.0	77.6	78.8	72.8
North West	Male	14 297	13 347	12 182	16 651	11 681	10 980	10 713	12 812	81.7	82.3	87.9	76.9
	Female	16 495	15 714	14 637	20 220	12 781	12 598	12 559	15 281	77.5	80.2	85.8	75.6
Northern Cape	Male	3 843	4 318	3 980	5 133	2 956	3 233	3 163	3 457	76.9	74.9	79.5	67.3
	Female	4 892	5 591	5 158	6 475	3 652	4 031	3 827	4 208	74.7	72.1	74.2	65.0
Western Cape	Male	21 306	22 162	22 131	22 390	17 961	18 418	18 336	17 989	84.3	83.1	82.9	80.3
	Female	27 561	28 592	28 273	29 243	22 479	22 932	23 166	23 261	81.6	80.2	81.9	79.5
National	Male	238 283	228 092	223 362	255 921	184 048	181 923	185 000	196 172	77.2	79.8	82.8	76.7
	Female	296 201	284 643	280 941	322 547	217 387	218 838	224 906	244 530	73.4	76.9	80.1	75.8
	Both	534 484	512 735	504 303	578 468	401 435	400 761	409 906	440 702	75.1	78.2	81.3	76.2

Table 5.2.4 indicates that boys outperformed girls in the November 2020 NSC examinations by a margin of 0,9%.

Table 5.2.5: Admission to Bachelor Studies by Gender

Province Name	Gender	2018			2019			2020		
		Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors
Eastern Cape	Male	29 128	8 328	28.6	27 765	9 358	33.7	31 987	9 465	29.6
	Female	36 605	9 673	26.4	35 433	11 061	31.2	40 939	12 421	30.3
Free State	Male	11 578	4 300	37.1	11 549	4 545	39.4	12 601	4 989	39.6
	Female	13 336	5 033	37.7	14 023	5 447	38.8	15 327	6 295	41.1
Gauteng	Male	42 475	17 412	41.0	43 485	18 358	42.2	48 638	20 348	41.8
	Female	52 395	23 998	45.8	54 344	25 136	46.3	61 553	29 332	47.7
KwaZulu-Natal	Male	50 761	17 051	33.6	50 767	19 649	38.7	59 574	22 377	37.6
	Female	65 391	21 520	32.9	66 170	24 540	37.1	75 651	28 683	37.9
Limpopo	Male	34 613	8 683	25.1	32 107	9 214	28.7	35 241	10 406	29.5
	Female	42 117	9 316	22.1	38 740	9 808	25.3	43 454	12 501	28.8
Mpumalanga	Male	19 710	6 062	30.8	19 396	6 549	33.8	23 706	7 167	30.2
	Female	24 902	7 137	28.7	24 163	7 679	31.8	29 685	9 084	30.6
North West	Male	13 347	4 295	32.2	12 182	4 517	37.1	16 651	5 269	31.6
	Female	15 714	5 154	32.8	14 637	5 447	37.2	20 220	6 553	32.4
Northern Cape	Male	4 318	1 053	24.4	3 980	1 174	29.5	5 133	1 434	27.9
	Female	5 591	1 536	27.5	5 158	1 595	30.9	6 475	1 862	28.8
Western Cape	Male	22 162	9 347	42.2	22 131	9 384	42.4	22 390	9 491	42.4
	Female	28 592	12 145	42.5	28 273	12 597	44.6	29 243	13 143	44.9
National	Male	228 092	76 531	33.6	223 362	82 748	37.0	255 921	90 946	35.5
	Female	284 643	95 512	33.6	280 941	103 310	36.8	322 547	119 874	37.2
	Both	512 735	172 043	33.6	504 303	186 058	36.9	578 468	210 820	36.4

The number of girls qualifying for Bachelor studies at institutions of higher learning is greater than that of boys by 1,7%.



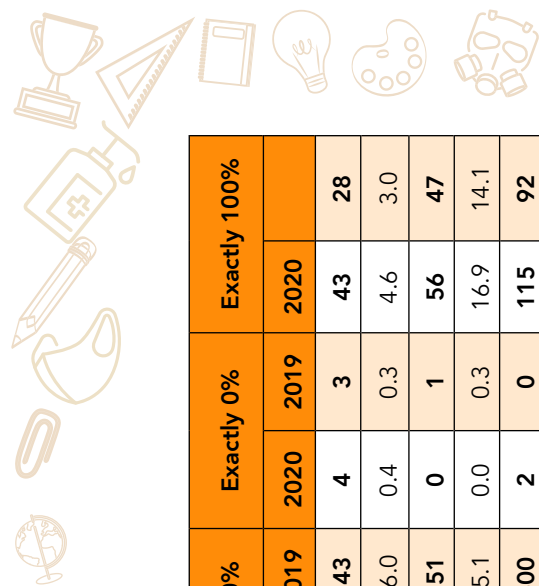


Table 5.2.6: Number of Schools within different pass rate categories

PROVINCES 2019	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%	
	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
EASTERN CAPE	932		8	12	48	95	143	236	336	348	397	243	4	3	43	28
			0.9	1.3	5.2	10.2	15.3	25.3	36.1	37.3	42.6	26.0	0.4	0.3	4.6	3.0
FREE STATE	331		1	1	0	1	7	11	46	70	277	251	0	1	56	47
			0.3	0.3	0.0	0.3	2.1	3.3	13.9	21.0	83.7	75.1	0.0	0.3	16.9	14.1
GAUTENG	890		2	2	3	4	24	42	165	234	696	600	2	0	115	92
			0.2	0.2	0.3	0.5	2.7	4.8	18.5	26.5	78.2	68.0	0.2	0.0	12.9	10.4
KWAZULU-NATAL	1 762		12	7	59	57	168	243	497	591	1 026	867	3	2	201	146
			0.7	0.4	3.3	3.2	9.5	13.8	28.2	33.5	58.2	49.1	0.2	0.1	11.4	8.3
LIMPOPO	1 370		31	33	103	130	255	348	470	442	511	387	9	7	49	42
			2.3	2.5	7.5	9.7	18.6	26.0	34.3	33.0	37.3	28.9	0.7	0.5	3.6	3.1
MPUMALANGA	555		1	1	8	24	46	96	170	191	330	243	0	0	31	30
			0.2	0.2	1.4	4.3	8.3	17.3	30.6	34.4	59.5	43.8	0.0	0.0	5.6	5.4
NORTH WEST	428		0	1	2	9	13	56	84	164	329	202	0	0	48	30
			0.0	0.2	0.5	2.1	3.0	13.0	19.6	38.0	76.9	46.8	0.0	0.0	11.2	6.9
NORTHERN CAPE	139		0	2	3	10	17	33	41	52	78	41	0	0	11	4
			0.0	1.4	2.2	7.2	12.2	23.9	29.5	37.7	56.1	29.7	0.0	0.0	7.9	2.9
WESTERN CAPE	447		1	0	2	10	35	42	134	147	275	250	0	0	69	60
			0.2	0.0	0.4	2.2	7.8	9.4	30.0	32.7	61.5	55.7	0.0	0.0	15.4	13.4
NATIONAL	6 854		56	59	228	340	708	1 107	1 943	2 239	3 919	3 084	18	13	623	479
			0.8	0.9	3.3	5.0	10.3	16.2	28.3	32.8	57.2	45.2	0.3	0.2	9.1	7.0

The number of schools achieving at 100% across the provinces has declined. At national level, 3 084 schools performed at 100% in the November 2020 NSC compared to 3 919 in 2019.

Table 5.2.7: School Performance by Quintile

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Total
Quintile 1	27	141	387	611	642	1 808
Quintile 2	15	101	333	616	600	1 665
Quintile 3	9	77	278	609	494	1 467
Quintile 4	0	7	53	225	324	609
Quintile 5	0	4	23	109	601	737
Total	51	330	1,074	2,170	2,661	6 286

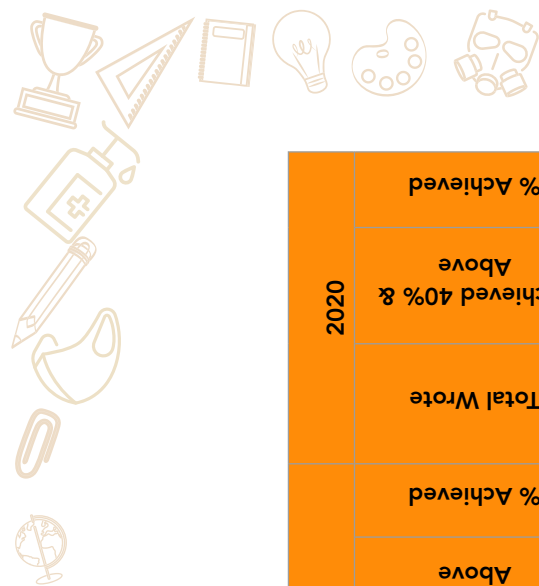
Table 5.2.7 shows that the quintiles 1 and 2 schools form the bulk of schools performing at the level of 80 % to 100%.

Table 5.2.8: NSC passes by Type of Qualification per Quintile (2019 and 2020)

Achievement Status	2019						2020							
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 99	Totals	Q 1	Q 2	Q 3	Q 4	Q 5	Q 99	Totals
Achieved Bachelor	28 865	32 069	36 042	24 577	53 460	10 903	185 916	34 664	37 954	42 826	27 205	56 258	11 913	210 820
Achieved Diploma	29 518	30 640	33 294	20 121	25 255	5 733	144 561	31 841	32 189	36 601	20 183	24 006	5 780	150 600
Achieved H-Certificate	19 477	19 241	19 917	9 641	8 377	2 250	78 903	20 013	18 927	20 600	9 216	8 347	2 014	79 117
Achieved NSC	59	30	10	1	1	4	105	38	11	8	0	1	3	61
Total Achieved	77 919	81 980	89 263	54 340	87 093	18 890	409 485	86 556	89 081	100 035	56 604	88 612	19 710	440 598

The combined number of learners passing the NSC at both Bachelor and diploma levels is higher for quintiles, 1, 2 and 3 compared to quintiles 4 and 5.





5.3 Subject Performance

Table 5.3.1: Candidate Performance in Home Languages from 2016 to 2020

Subject Name (Home Languages)	2016			2017			2018			2019			2020		
	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	50 019	48 338	96.6	46 847	44 271	94.5	48 566	46 800	96.4	46 647	44 392	95.2	44 909	42 853	95.4
English Home Language	107 967	101 610	94.1	105 705	98 362	93.1	106 577	98 823	92.7	108 483	99 843	92.0	110 784	104 724	94.5
IsiNdebele Home Language	5 649	5 640	99.8	5 240	5 217	99.6	4 688	4 673	99.7	4 558	4 551	99.8	4 624	4 621	99.9
IsiXhosa Home Language	97 164	96 952	99.8	87 934	87 731	99.8	87 326	87 075	99.7	84 734	84 511	99.7	83 590	83 256	99.6
IsiZulu Home Language	165 572	163 632	98.8	151 559	149 925	98.9	150 344	148 517	98.8	148 231	147 042	99.2	144 747	143 364	99.0
Sepedi Home Language	83 570	82 611	98.9	76 786	75 745	98.6	74 606	73 578	98.6	69 809	68 559	98.2	63 277	62 484	98.7
Sesotho Home Language	32 198	32 002	99.4	30 776	30 583	99.4	31 168	30 985	99.4	32 509	32 270	99.3	32 104	31 827	99.1
Setswana Home Language	48 730	48 560	99.7	46 169	46 016	99.7	46 101	45 909	99.6	44 687	44 474	99.5	49 668	49 436	99.5
SiSwati Home Language	19 649	19 501	99.2	18 123	17 981	99.2	17 573	17 454	99.3	17 255	17 089	99.0	16 906	16 835	99.6
South African Sign Language Home Language							52	50	96.2	97	94	96.9	100	97	97.0
Tshivenda Home Language	22 049	22 032	99.9	18 733	18 704	99.8	17 574	17 554	99.9	19 451	19 432	99.9	15 610	15 597	99.9
Xitsonga Home Language	26 681	26 556	99.5	25 937	25 690	99.0	26 536	26 250	98.9	26 698	26 359	98.7	23 986	23 800	99.2

The performance of candidates in all Home Languages remained stable over the years at above 90%.

Table 5.3.2: Candidates Performance in Selected Subjects from 2016 to 2020

Subjects	2016			2017			2018			2019			2020		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 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	92 767	70 014	75.5
Agricultural Science	106 386	80 184	75.4	98 522	69 360	70.4	95 291	66 608	69.9	92 680	69 132	74.6	96 155	69 916	72.7
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	207 045	161 224	77.9
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	118 484	81 536	68.8
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	287 629	216 467	75.3
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	173 498	159 737	92.1
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	589 870	586 360	99.4
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	319 228	226 700	71.0
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	341 363	275 684	80.8
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	233 315	125 526	53.8
Physical Science	192 618	119 427	62.0	179 561	116 862	65.1	172 319	127 919	74.2	164 478	124 237	75.5	174 310	114 758	65.8



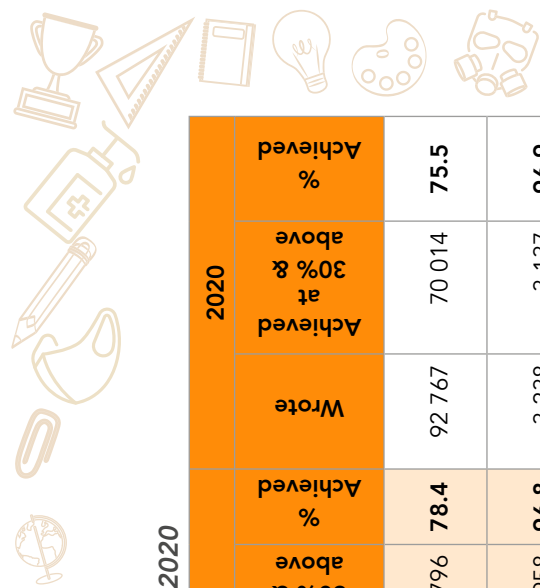
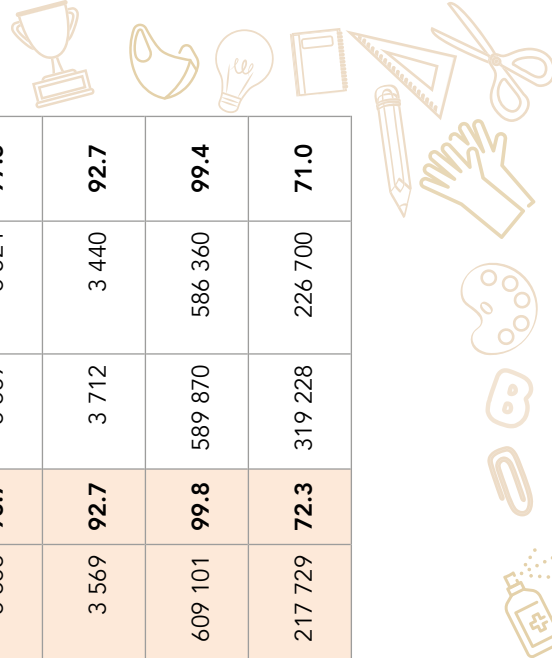
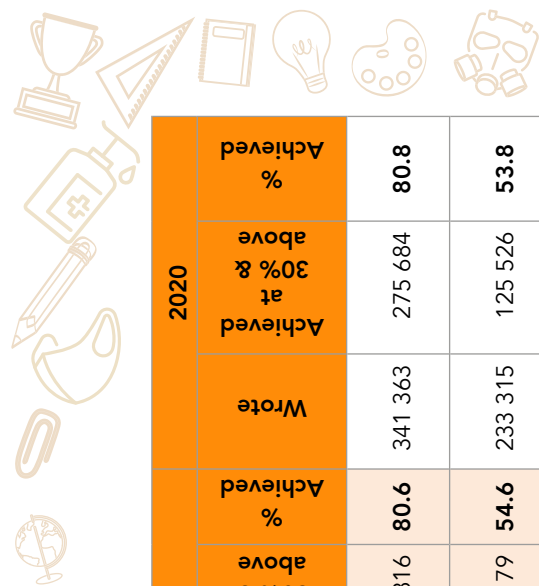


Table 5.3.3: Candidates' Performance in other Non-Language Subjects from 2016 to 2020

Subjects	2016			2017			2018			2019			2020		
	Wrote	Achieved at 30% & above	Achieved %	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	92 767	70 014	75.5
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	3 238	3 137	96.9
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	96 155	69 916	72.7
Agricultural Technology	944	923	97.8	914	906	99.1	1 001	982	98.1	1 169	1 155	98.8	1 368	1 339	97.9
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	207 045	161 224	77.9
Civil Technology	10 613	10 303	97.1	9 158	8 846	96.6									
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	36 095	34 411	95.3
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	41 421	40 462	97.7
Dance Studies	461	461	100.0	561	559	99.6	598	598	100.0	552	550	99.6	583	583	100.0
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	1 866	1 836	98.4

Subjects	2016			2017			2018			2019			2020		
	Wrote	Achieved at 30% & above	Achieved %	Wrote	Achieved at 30% & above	Achieved %	Wrote	Achieved at 30% & above	Achieved %	Wrote	Achieved at 30% & above	Achieved %	Wrote	Achieved at 30% & above	Achieved %
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	14 473	14 186	98.0
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	118 484	81 536	68.8
Electrical Technology	6 487	6 166	95.1	6 125	5 808	94.8									
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	32 538	30 529	93.8
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	287 629	216 467	75.3
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	173 498	159 737	92.1
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	6 689	6 524	97.5
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	3 712	3 440	92.7
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	589 870	586 360	99.4
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	319 228	226 700	71.0





Subjects	2016			2017			2018			2019			2020		
	Wrote	Achieved at 30% & above	Achieved %	Wrote	Achieved at 30% & above	Achieved %	Wrote	Achieved at 30% & above	Achieved %	Wrote	Achieved at 30% & above	Achieved %	Wrote	Achieved at 30% & above	Achieved %
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	341 363	275 684	80.8
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	233 315	125 526	53.8
Mechanical Technology	7 218	6 761	93.7	6 853	6 491	94.7									
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	1 933	1 887	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	174 310	114 758	65.8
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	12 131	10 127	83.5
Technical Mathematics							10 025	5 078	50.7	9 670	4 125	42.7	10 731	3 476	32.4
Technical Sciences							10 503	9 204	87.6	10 862	9 401	86.5	11 655	9 375	80.4
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	150 401	148 230	98.6
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	6 147	6 081	98.9

Generally, the performance across subjects shows stability with a few isolated cases of decline in performance in selected subjects over the past five years.

Table 5.3.4: Number and Percentage of Distinctions in Gateway subjects

Subject	2018			2019			2020		
	Wrote	Achieved with distinctions	% with Distinction	Wrote	Achieved with distinctions	% with Distinction	Wrote	Achieved with distinctions	% with Distinction
Accounting	90 278	5 169	5.7	80 110	3 875	4.8	92 767	5 777	6.2
Afrikaans First Additional Language	82 525	6 013	7.3	83 889	6 462	7.7	85 920	6 420	7.5
Agricultural Sciences	95 291	577	0.6	92 680	526	0.6	96 155	786	0.8
Business Studies	192 139	2 660	1.4	186 840	2 769	1.5	207 045	8 069	3.9
Economics	115 169	1 306	1.1	107 940	1 014	0.9	118 484	1 533	1.3
English First Additional Language	498 959	7 064	1.4	489 072	7 787	1.6	474 718	10 301	2.2
Geography	269 621	2 934	1.1	271 807	2 752	1.0	287 629	2 755	1.0
History	154 536	7 656	5.0	164 729	8 702	5.3	173 498	10 935	6.3
Life Sciences	310 041	7 507	2.4	301 037	8 525	2.8	319 228	7 317	2.3
Mathematical Literacy	294 204	3 957	1.3	298 607	6 280	2.1	341 363	5 696	1.7
Mathematics	233 858	5 828	2.5	222 034	4 415	2.0	233 315	7 424	3.2
Physical Sciences	172 319	8 135	4.7	164 478	7 763	4.7	174 310	6 368	3.7

The percentage of distinctions achieved in Accounting, Business Studies, Economics, English First Additional Language, History and Mathematics increased in 2020 than in 2019. A few gateway subjects show slight decreases in the distinction rate



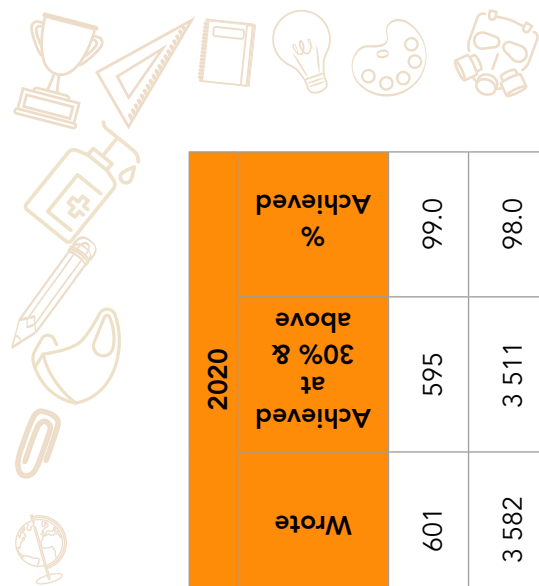


Table 5.3.5: Candidates' Performance in Technical Subjects

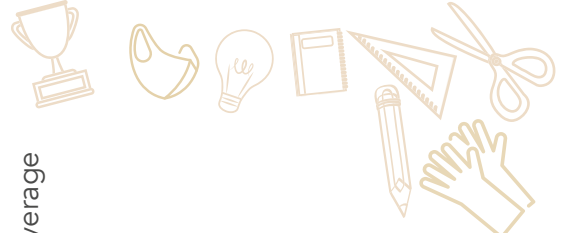
Subjects	2018			2019			2020		
	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved
Civil Technology (Civil Services)	795	739	93.0	582	566	97.3	601	595	99.0
Civil Technology (Construction)	4 350	4 288	98.6	3 492	3 438	98.5	3 582	3 511	98.0
Civil Technology (Woodworking)	2 606	2 574	98.8	1 946	1 926	99.0	1 837	1 777	96.7
Electrical Technology (Digital Systems)	407	379	93.1	323	310	96.0	422	409	96.9
Electrical Technology (Electronics)	1 077	990	91.9	938	907	96.7	968	938	96.9
Electrical Technology (Power Systems)	5 228	4 806	91.9	4 796	4 583	95.6	4 623	4 387	94.9
Mechanical Technology (Automotive)	2 986	2 814	94.2	2 784	2 657	95.4	2 839	2 671	94.1
Mechanical Technology (Fitting and Machining)	2 088	1 992	95.4	2 012	1 966	97.7	1 914	1 853	96.8
Mechanical Technology (Welding and Metal Works)	1 934	1 835	94.9	1 682	1 552	92.3	1 683	1 495	88.8
Technical Mathematics	10 025	5 078	50.7	9 670	4 125	42.7	10 731	3 476	32.4
Technical Sciences	10 503	9 204	87.6	10 862	9 401	86.5	11 655	9 375	80.4

The candidates' performance in most technical subjects has remained stable over the years performing mainly above 90%. However, the performance in Technical Mathematics remains a concern at an average of 41.9 over the past three years.

Table 5.3.6: Candidates' Performance in Mathematics and Physical Sciences by Gender

Subject		Mathematics			Physical Science		
Years	Gender	Female	Male	Total	Female	Male	Total
2016	Total Wrote	146 270	119 540	265 810	103 010	89 608	192 618
	Achieved at 30% & above	67 830	68 128	135 958	61 438	57 989	119 427
	% Achieved	46.4	57.0	51.1	59.6	64.7	62.0
2017	Total Wrote	137 483	107 620	245 103	97 873	81 688	179 561
	Achieved at 30% & above	64 782	62 415	127 197	61 122	55 740	116 862
	% Achieved	47.1	58.0	51.9	62.5	68.2	65.1
2018	Total Wrote	133 175	100 683	233 858	96 268	76 051	172 319
	Achieved at 30% & above	71 358	64 280	135 638	70 263	57 656	127 919
	% Achieved	53.6	63.8	58.0	73.0	75.8	74.2
2019	Total Wrote	127 976	94 058	222 034	93 376	71 102	164 478
	Achieved at 30% & above	63 866	57 313	121 179	69 088	55 149	124 237
	% Achieved	49.9	60.9	54.6	74.0	77.6	75.5
2020	Total Wrote	135 865	97 450	233 315	100 432	73 878	174 310
	Achieved at 30% & above	68 389	57 137	125 526	65 158	49 600	114 758
	% Achieved	50.3	58.6	53.8	64.9	67.1	65.8

The number of girls who enrolled for Mathematics and Physical Sciences over the past five years is greater than that of boys. However, on average boys performed better than girls in the two subjects over the period under review.



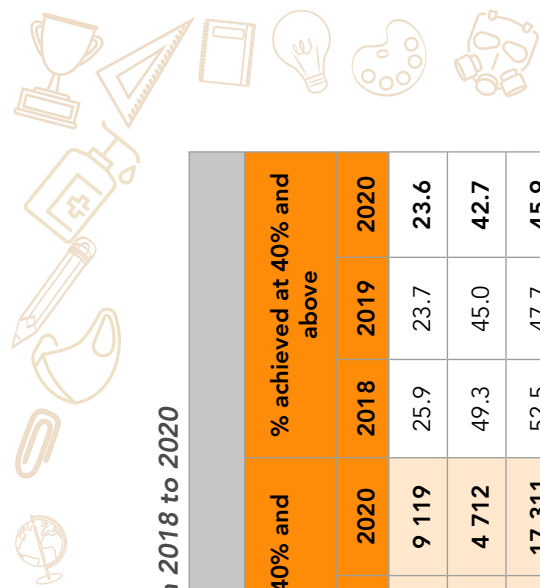


Table 5.3.7: Candidates' Performance in Mathematics by Province and Level of Achievement from 2018 to 2020

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		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Eastern Cape	36 449	35 270	38 717	16 576	14 747	15 364	45.5	41.8	39.7	9 438	8 354	9 119	25.9	23.7	23.6
Free State	9 722	9 886	11 040	7 226	6 769	7 321	74.3	68.5	66.3	4 794	4 445	4 712	49.3	45.0	42.7
Gauteng	35 279	35 412	37 680	26 366	24 012	24 639	74.7	67.8	65.4	18 510	16 891	17 311	52.5	47.7	45.9
Kwazulu-Natal	61 686	57 882	56 506	31 191	28 065	28 924	50.6	48.5	51.2	19 327	17 306	18 869	31.3	29.9	33.4
Limpopo	39 216	34 148	38 447	21 538	18 148	19 108	54.9	53.1	49.7	13 032	11 038	12 108	33.2	32.3	31.5
Mpumalanga	24 207	22 621	24 663	13 112	11 672	12 560	54.2	51.6	50.9	8 029	7 289	8 228	33.2	32.2	33.4
North West	9 083	8 783	9 232	6 259	5 463	5 851	68.9	62.2	63.4	3 941	3 420	3 887	43.4	38.9	42.1
Northern Cape	2 798	2 613	2 708	1 652	1 480	1 498	59.0	56.6	55.3	1 057	898	945	37.8	34.4	34.9
Western Cape	15 418	15 419	14 322	11 718	10 823	10 261	76.0	70.2	71.6	8 746	8 110	7 785	56.7	52.6	54.4
National	233 858	222 034	233 315	135 638	121 179	125 526	58.0	54.6	53.8	86 874	77 751	82 964	37.1	35.0	35.6

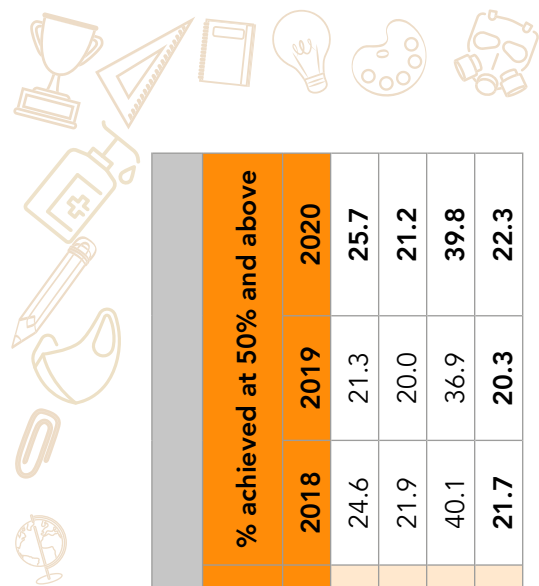
There is a general decline in the number of candidates performing at 30% and above in Mathematics nationally over the past three years. The number of candidates who performed at 40% and above in Mathematics remained steady at an average of 35%.

Table 5.3.8: Candidates' Performance in Physical Sciences by Province and Level of Achievement from 2018 to 2020

Province	Physical Science											
	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Eastern Cape	24 939	23 703	25 870	16 582	16 660	14 396	66.5	70.3	55.6	9 816	10 540	8 349
Free State	7 876	7 889	8 727	6 433	6 527	6 215	81.7	82.7	71.2	4 378	4 508	3 931
Gauteng	26 763	25 765	27 096	22 335	21 649	19 680	83.5	84.0	72.6	16 308	16 077	13 592
Kwazulu-Natal	40 643	39 499	40 402	29 919	29 533	28 159	73.6	74.8	69.7	19 730	20 225	18 570
Limpopo	31 717	28 911	31 290	22 785	20 813	19 725	71.8	72.0	63.0	13 914	13 306	11 986
Mpumalanga	20 387	19 679	21 794	14 321	13 948	13 082	70.2	70.9	60.0	8 982	9 479	8 254
North West	7 348	6 939	7 482	5 775	5 484	5 122	78.6	79.0	68.5	3 688	3 679	3 160
Northern Cape	2 259	2 111	2 186	1 512	1 460	1 167	66.9	69.2	53.4	930	937	699
Western Cape	10 387	9 982	9 463	8 257	8 163	7 212	79.5	81.8	76.2	6 256	6 283	5 441
National	172 319	164 478	174 310	127 919	124 237	114 758	74.2	75.5	65.8	84 002	85 034	73 982

Table 5.3.9: Candidates' Performance in Mathematics by Province and level of Achievement at 50% and above

Province	Mathematics											
	Total Wrote			Total achieved at 50% and above			% achieved at 50% and above			% achieved at 50% and above		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Eastern Cape	36 449	35 270	38 717	4 948	4 354	5 272	13.6	12.3	13.6	13.6	12.3	13.6
Free State	9 722	9 886	11 040	2 792	2 597	2 778	28.7	26.3	25.2	28.7	26.3	25.2
Gauteng	35 279	35 412	37 680	11 635	10 542	11 510	33.0	29.8	30.5	33.0	29.8	30.5
Kwazulu-Natal	61 686	57 882	56 506	10 850	9 540	11 539	17.6	16.5	20.4	17.6	16.5	20.4
Limpopo	39 216	34 148	38 447	7 006	5 886	7 233	17.9	17.2	18.8	17.9	17.2	18.8
Mpumalanga	24 207	22 621	24 663	4 450	4 085	5 087	18.4	18.1	20.6	18.4	18.1	20.6



Mathematics						
Province	Total Wrote			Total achieved at 50% and above		
	2018	2019	2020	2018	2019	2020
North West	9 083	8 783	9 232	2 231	1 870	2 373
Northern Cape	2 798	2 613	2 708	613	523	574
Western Cape	15 418	15 419	14 322	6 176	5 693	5 707
National	233 858	222 034	233 315	50 701	45 090	52 073
				21.7	20.3	22.3

Table 5.3.10: Candidates' Performance in Physical Sciences by Province and level of Achievement at 50% and above

Physical Science						
Province	Total Wrote			Total achieved at 50% and above		
	2018	2019	2020	2018	2019	2020
Eastern Cape	24 939	23 703	25 870	5 382	6 206	4 715
Free State	7 876	7 889	8 727	2 669	2 869	2 284
Gauteng	26 763	25 765	27 096	11 037	11 137	9 072
Kwazulu-Natal	40 643	39 499	40 402	11 901	12 931	11 403
Limpopo	31 717	28 911	31 290	7 875	8 051	6 997
Mpumalanga	20 387	19 679	21 794	5 256	5 911	4 984
North West	7 348	6 939	7 482	2 130	2 180	1 905
Northern Cape	2 259	2 111	2 186	598	569	441
Western Cape	10 387	9 982	9 463	4 618	4 613	4 059
National	172 319	164 478	174 310	51 466	54 467	45 860
				29.9	33.1	26.3

The number of candidates performing at 30% and above in Physical Sciences is higher compared to those who perform at 40% and above over the past three years.

The number of candidates performing at 50% and above in both Mathematics and Physical Sciences is significantly low at an average of 21.4% and 29.8% respectively over the past three years.

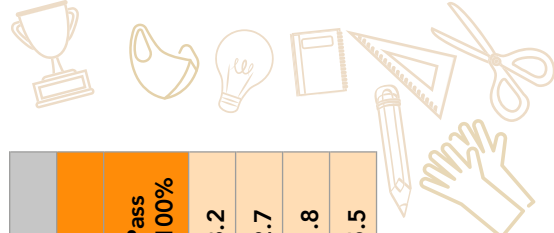
Table 5.3.11: Candidates' Performance in Accounting by Province and level of Achievement from 2019 to 2020

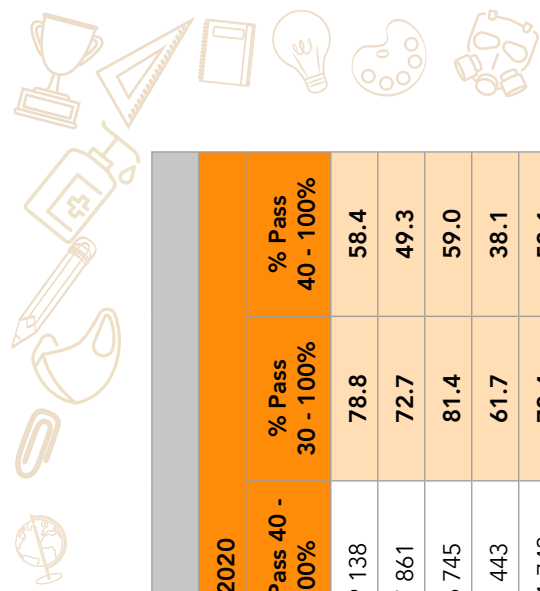
Province	Accounting									
	2019					2020				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	10 365	8 367	5 460	80.7	52.7	11 635	8 414	5 640	72.3	48.5
Free State	5 940	4 847	3 105	81.6	52.3	6 315	5 458	3 962	86.4	62.7
Gauteng	13 931	11 916	8 770	85.5	63.0	17 547	14 465	10 737	82.4	61.2
Kwazulu-Natal	22 539	16 942	11 117	75.2	49.3	25 614	18 208	12 409	71.1	48.4
Limpopo	11 394	7 815	4 597	68.6	40.3	11 880	8 251	5 388	69.5	45.4
Mpumalanga	6 409	4 987	3 328	77.8	51.9	7 576	5 568	3 901	73.5	51.5
North West	2 960	2 395	1 565	80.9	52.9	4 330	3 277	2 238	75.7	51.7
Northern Cape	806	667	451	82.8	56.0	1 108	842	586	76.0	52.9
Western Cape	5 766	4 860	3 720	84.3	64.5	6 762	5 531	4 242	81.8	62.7
Total	80 110	62 796	42 113	78.4	52.6	92 767	70 014	49 103	75.5	52.9

Performance in Accounting at 30% and above has declined from 2019 to 2020 while performance at 40% and above has remained reasonably steady.

Table 5.3.12: Candidates' Performance in Business Studies by Province and level of Achievement from 2019 to 2020

Province	Business Studies									
	2019					2020				
	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	20 102	13 695	8 842	68.1	44.0	21 950	17 088	12 769	77.8	58.2
Free State	11 164	8 302	5 094	74.4	45.6	11 172	9 431	7 004	84.4	62.7
Gauteng	42 503	32 877	22 442	77.4	52.8	49 077	40 434	30 350	82.4	61.8
Kwazulu-Natal	50 518	35 289	23 405	69.9	46.3	55 943	42 482	31 047	75.9	55.5





Business Studies										
Province	2019					2020				
	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%
Limpopo	15 693	10 317	6 409	65.7	40.8	15 642	12 325	9 138	78.8	58.4
Mpumalanga	13 870	8 740	5 201	63.0	37.5	15 939	11 594	7 861	72.7	49.3
North West	8 670	6 835	4 460	78.8	51.4	11 425	9 303	6 745	81.4	59.0
Northern Cape	3 166	1 905	1 044	60.2	33.0	3 783	2 334	1 443	61.7	38.1
Western Cape	21 154	14 611	9 345	69.1	44.2	22 114	16 233	11 743	73.4	53.1
Total	186 840	132 571	86 242	71.0	46.2	207 045	161 224	118 100	77.9	57.0

The performance of candidates in Business studies at both 30% above and 40% above has increased from 2019 to 2020.

Table 5.3.13: Candidates' Performance in Economics by Province and level of Achievement from 2019 to 2020

Economics										
Province	2019					2020				
	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	14 013	10 248	6 177	73.1	44.1	14 875	10 435	6 609	70.2	44.4
Free State	6 333	4 489	2 405	70.9	38.0	6 223	4 696	2 756	75.5	44.3
Gauteng	21 188	15 980	9 822	75.4	46.4	25 000	17 853	11 723	71.4	46.9
Kwazulu-Natal	25 713	17 746	9 823	69.0	38.2	28 640	20 664	12 730	72.2	44.4
Limpopo	18 251	10 783	5 737	59.1	31.4	17 487	11 074	6 301	63.3	36.0
Mpumalanga	7 642	4 998	2 544	65.4	33.3	8 951	5 789	3 189	64.7	35.6
North West	4 647	3 477	2 002	74.8	43.1	6 582	4 242	2 340	64.4	35.6
Northern Cape	1 604	880	477	54.9	29.7	1 820	803	410	44.1	22.5
Western Cape	8 549	6 195	4 067	72.5	47.6	8 906	5 980	3 900	67.1	43.8
Total	107 940	74 796	43 054	69.3	39.9	118 484	81 536	49 958	68.8	42.2

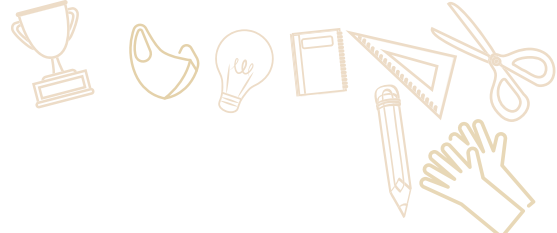
The performance of candidates in Economics at 30% and above has remained steady at an average of 69% whilst the performance at 40% and

above increased slightly by 1.3%.

Table 5.3.14: Candidates' Performance in Geography by Province and level of Achievement from 2019 to 2020

Province	Geography									
	2019					2020				
	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	28 256	22 830	15 561	80.8	55.1	30 538	21 074	12 443	69.0	40.7
Free State	11 605	10 485	7 728	90.3	66.6	11 594	10 188	7 001	87.9	60.4
Gauteng	49 437	42 382	29 007	85.7	58.7	52 754	43 583	27 850	82.6	52.8
Kwazulu-Natal	64 999	51 235	34 153	78.8	52.5	69 720	50 054	30 217	71.8	43.3
Limpopo	49 491	37 770	24 523	76.3	49.6	47 124	35 637	22 983	75.6	48.8
Mpumalanga	23 169	18 005	11 128	77.7	48.0	25 376	19 007	11 271	74.9	44.4
North West	17 743	14 917	9 361	84.1	52.8	23 090	16 827	9 410	72.9	40.8
Northern Cape	5 895	4 354	2 366	73.9	40.1	6 507	4 183	1 967	64.3	30.2
Western Cape	21 212	16 843	10 928	79.4	51.5	20 926	15 914	9 813	76.0	46.9
Total	271 807	218 821	144 755	80.5	53.3	287 629	216 467	132 955	75.3	46.2

The number of candidates performing at both 30% and above and 40% and above over the two years has declined significantly by 5.2% and 7.1% respectively.



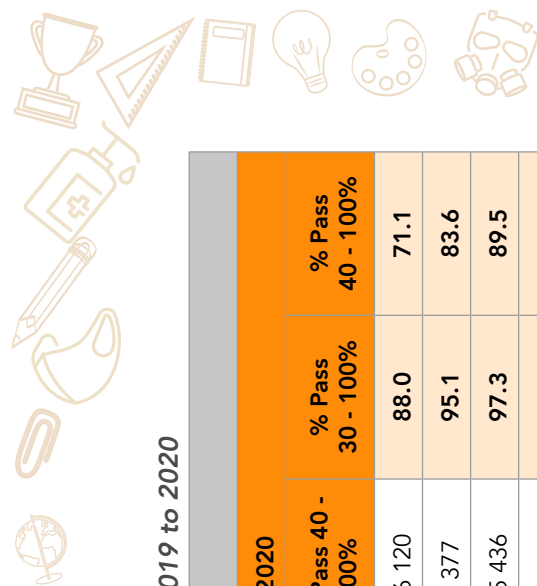


Table 5.3.15: Candidates' Performance in History by Province and level of Achievement from 2019 to 2020

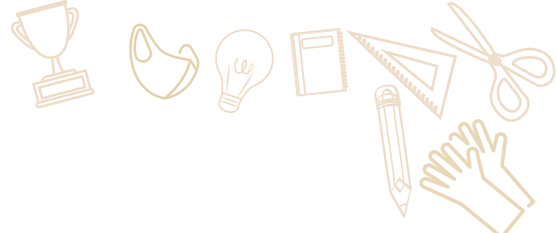
Province	History									
	2019					2020				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	21 419	18 673	14 929	87.2	69.7	22 666	19 936	16 120	88.0	71.1
Free State	5 366	4 796	3 773	89.4	70.3	5 236	4 979	4 377	95.1	83.6
Gauteng	36 768	35 519	31 879	96.6	86.7	39 589	38 506	35 436	97.3	89.5
Kwazulu-Natal	40 439	35 608	28 649	88.1	70.8	43 452	39 966	33 603	92.0	77.3
Limpopo	17 594	14 637	11 084	83.2	63.0	14 162	12 845	10 544	90.7	74.5
Mpumalanga	8 874	7 382	5 688	83.2	64.1	10 011	8 765	6 987	87.6	69.8
North West	8 750	7 848	6 136	89.7	70.1	11 304	10 061	7 908	89.0	70.0
Northern Cape	4 119	3 778	2 988	91.7	72.5	4 886	4 537	3 707	92.9	75.9
Western Cape	21 400	20 030	16 810	93.6	78.6	22 192	20 142	15 928	90.8	71.8
Total	164 729	148 271	121 936	90.0	74.0	173 498	159 737	134 610	92.1	77.6

The number of candidates performing at both 30% and above and 40% and above over the two years in History has increased significantly by 2.1% and 3.6% respectively.

Table 5.3.16: Candidates' Performance in Life Sciences by Province and level of Achievement from 2019 to 2020

Province	Life Science									
	2019					2020				
	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	41 336	29 417	19 863	71.2	48.1	43 678	30 041	19 771	68.8	45.3
Free State	12 818	10 313	7 339	80.5	57.3	13 751	11 356	8 231	82.6	59.9
Gauteng	46 850	37 057	26 165	79.1	55.8	49 718	38 045	26 500	76.5	53.3
Kwazulu-Natal	70 958	52 472	36 454	73.9	51.4	73 663	54 377	37 584	73.8	51.0
Limpopo	52 377	34 772	21 761	66.4	41.5	55 502	38 582	25 421	69.5	45.8
Mpumalanga	29 654	21 546	14 466	72.7	48.8	32 594	22 551	14 721	69.2	45.2
North West	15 400	11 395	7 398	74.0	48.0	18 927	12 095	7 427	63.9	39.2
Northern Cape	5 639	3 306	1 866	58.6	33.1	6 078	3 262	1 868	53.7	30.7
Western Cape	26 005	17 451	12 124	67.1	46.6	25 317	16 391	11 505	64.7	45.4
Total	301 037	217 729	147 436	72.3	49.0	319 228	226 700	153 028	71.0	47.9

The number of candidates performing at both 30% and above and 40% in Life Sciences has remained steady for the past two years.



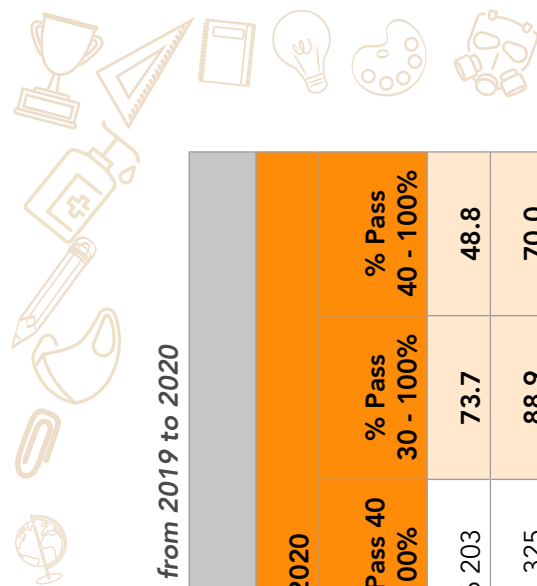


Table 5.3.17: Candidates' Performance in Mathematical Literacy by Province and level of Achievement from 2019 to 2020

Mathematical Literacy										
Province	2019					2020				
	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	28 851	21 915	14 169	76.0	49.1	33 223	24 479	16 203	73.7	48.8
Free State	16 869	14 762	10 624	87.5	63.0	16 178	14 381	11 325	88.9	70.0
Gauteng	63 439	55 497	41 002	87.5	64.6	72 274	63 113	48 975	87.3	67.8
Kwazulu-Natal	63 200	49 023	32 175	77.6	50.9	79 005	60 518	41 527	76.6	52.6
Limpopo	41 808	30 604	17 423	73.2	41.7	39 606	30 716	20 977	77.6	53.0
Mpumalanga	23 671	17 781	11 270	75.1	47.6	28 588	22 790	15 781	79.7	55.2
North West	18 734	16 149	11 191	86.2	59.7	26 651	21 878	14 995	82.1	56.3
Northern Cape	6 910	5 532	3 646	80.1	52.8	8 677	6 566	4 319	75.7	49.8
Western Cape	35 125	29 553	21 377	84.1	60.9	37 161	31 243	23 029	84.1	62.0
Total	298 607	240 816	162 877	80.6	54.5	341 363	275 684	197 131	80.8	57.7

The number of candidates performing at both 30% and above and 40% in Mathematical Literacy has also remained steady for the past two years.

5.4 Performance of Learners with Special Needs

Table 5.4.1: Performance of Learners with Special Needs per Province per Category

Province Name	Achieved Bachelors	Achieved Diploma	Achieved Higher Certificate	Achieved SNE NSC	Grand Total
EASTERN CAPE	15	8	1		24
FREE STATE	438	325	154	6	923
GAUTENG	384	189	37	8	618
KWAZULU-NATAL	23	16	3	1	43
LIMPOPO	16	9	2		27
MPUMALANGA	19	18	3		40
NORTH WEST	16	5	3	1	25
NORTHERN CAPE	10	4		5	19
WESTERN CAPE	22	8	1	7	38
NATIONAL	943	582	204	28	1757

The number of learners with special educational needs who achieved at Bachelor level is significantly higher compared to those achieving at diploma and higher certificate levels.



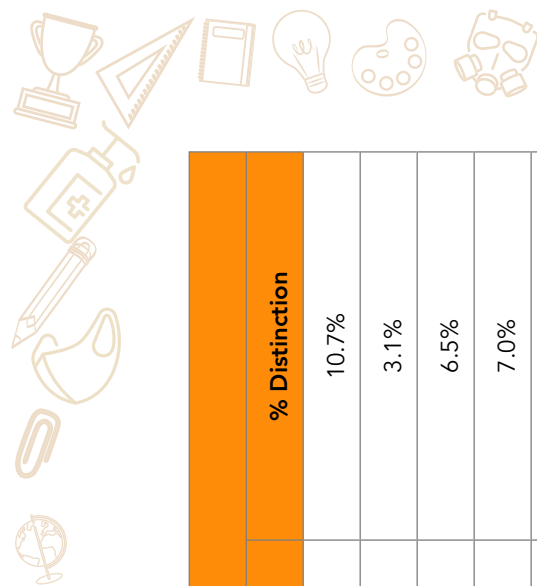


Table 5.4.2: Number of Distinctions per Province for SNE Candidates

SNE Distinctions			
Province Name	Distinction Potential	Distinctions	% Distinction
EASTERN CAPE	225	24	10.7%
FREE STATE	7874	245	3.1%
GAUTENG	4805	313	6.5%
KWAZULU-NATAL	370	26	7.0%
LIMPOPO	217	7	3.2%
MPUMALANGA	294	5	1.7%
NORTH WEST	190	19	10.0%
NORTHERN CAPE	142	2	1.4%
WESTERN CAPE	282	12	4.3%
NATIONAL	14399	653	4.5%

A total of 653 distinctions were achieved by learners with special educational needs in the November 2020 NSC examination.

Table 5.4.3: South African Sign Language Home Language Enrolment per School and Performance

Province	School	Enrolled	Wrote	Achieved
EASTERN CAPE	EFATA SCHOOL FOR THE BLIND & DEAF	3	2	2
EASTERN CAPE	REUBEN BIRIN SPECIAL SCHOOL	3	3	2
EASTERN CAPE	SIVE SPECIAL SCHOOL	4	4	4
EASTERN CAPE	ST THOMAS FOR THE DEAF	3	3	3
FREE STATE	BARTIMEA SCHOOL FOR THE DEAF AND BLIND	5	5	5
FREE STATE	THIBOLOHA SCHOOL FOR DEAF AND BLIND	5	5	5

Province	School	Enrolled	Wrote	Achieved
GAUTENG	ST VINCENT SCHOOL	17	17	17
GAUTENG	TRANSORANJE-SKOOL VIR DOWES	2	2	2
KWAZULU-NATAL	FULTON SCHOOL FOR THE DEAF	3	3	3
KWAZULU-NATAL	KWATHINTWA SCHOOL FOR THE DEAF	6	6	6
KWAZULU-NATAL	ST MARTIN DE PORRES COMPREHENSIVE	5	5	5
KWAZULU-NATAL	VN NAIK SCHOOL FOR THE DEAF	12	12	12
KWAZULU-NATAL	VULEKA SCHOOL FOR THE DEAF	13	12	10
WESTERN CAPE	DE LA BAT-SKOOL	14	13	13
WESTERN CAPE	DOMINIKAANSE SKOOL VIR DOWES	8	8	8
Total		103	100	97

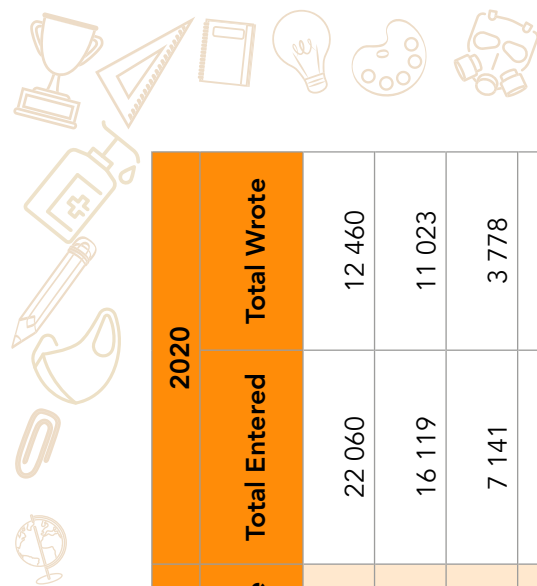
The total number of learners who passed South African Sign Language Home Language is 97 out of a total of 100 who wrote the examination across the provinces.

5.5 Performance of Part-Time Candidates

Table 5.5.1: Comparison of the Number of Part-time Candidates enrolled for the NSC Examinations per Province

Province Name	2017		2018		2019		2020	
	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	22 754	14 335	22 263	13 314	21 166	11 839	14 854	6 535
Free State	4 653	3 150	5 792	3 558	6 404	3 772	7 215	3 507
Gauteng	42 066	32 060	44 057	33 191	42 787	30 248	34 316	23 371





Province Name	2017		2018		2019		2020	
	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
KwaZulu-Natal	44 198	27 677	40 992	25 343	37 016	20 564	22 060	12 460
Limpopo	27 853	20 251	29 483	21 118	31 998	20 114	16 119	11 023
Mpumalanga	9 462	6 363	13 177	8 451	14 068	8 606	7 141	3 778
North West	4 597	3 655	5 651	4 232	6 281	4 370	3 429	2 443
Northern Cape	3 678	1 912	2 203	1 448	2 079	1 288	1 709	875
Western Cape	14 015	7 820	12 492	7 006	9 164	5 584	10 965	5 322
National	173 276	117 223	176 110	117 661	170 963	106 385	117 808	69 314

The number of candidates who enrolled as part-time candidates for the NSC over the past four years has remained fairly stable. However, only a few present themselves to sit for the examinations over the years as indicated in Table 6.5.1.

Table 5.5.2: Performance of Part-time Candidates at 30% and above in Selected Subjects

Subjects (Part-Time)	2017			2018			2019			2020		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	14 899	4 373	29.4	14 261	5 121	35.9	11 264	4 193	37.2	6 199	2 930	47.3
Agricultural Sciences	8 135	3 276	40.3	9 965	4 466	44.8	10 061	4 283	42.6	5 575	2 784	49.9
Business Studies	20 735	6 603	31.8	23 446	7 479	31.9	22 811	7 766	34.0	13 129	7 042	53.6
Economics	19 650	6 938	35.3	17 946	6 502	36.2	14 926	4 439	29.7	9 544	3 974	41.6

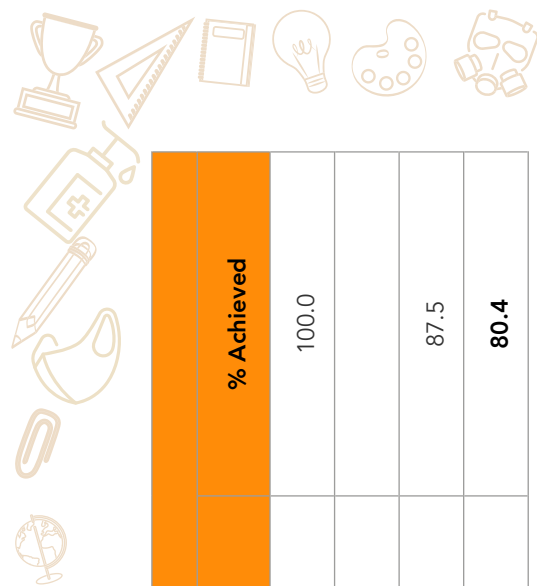
Subjects (Part-Time)	2017			2018			2019			2020		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Geography	25 782	10 671	41.4	26 866	10 556	39.3	26 475	11 905	45.0	15 336	7 665	50.0
History	6 195	2 767	44.7	5 921	3 393	57.3	4 843	2 860	59.1	3 229	2 269	70.3
Life Orientation	1 029	1 014	98.5	44 351	21 226	47.9	853	818	95.9	522	505	96.7
Life Sciences	46 098	22 755	49.4	910	902	99.1	40 195	16 306	40.6	26 966	14 335	53.2
Mathematical Literacy	32 018	12 960	40.5	53 530	21 721	40.6	32 686	14 635	44.8	20 097	11 369	56.6
Mathematics	54 138	18 228	33.7	34 097	13 487	39.6	45 405	15 918	35.1	31 252	14 211	45.5
Physical Sciences	41 337	15 562	37.6	40 639	20 241	49.8	32 904	14 694	44.7	21 318	10 235	48.0

The performance of part-time candidates in the various subjects over the past four years has remained fairly steady with the exception of History and Life Sciences where the performance has been fluctuating.

Table 5.5.3: Overall Performance of Repeat Full-Time Candidates in the 2020 NSC Examination

Provinces	2020			
	Total Enrolled	Total Wrote	Total Achieved	% Achieved
Eastern Cape	2 965	2 792	2 277	81.6
Free State				
Gauteng	2	2	1	50.0
KwaZulu-Natal	2 354	1 891	1 582	83.7
Limpopo	8 084	7 940	6 283	79.1
Mpumalanga	233	224	192	85.7





Provinces	2020			
	Total Enrolled	Total Wrote	Total Achieved	% Achieved
North West	7	5	5	100.0
Northern Cape				
Western Cape	8	8	7	87.5
National	13 653	12 862	10 347	80.4

Repeat full-time candidates who wrote the November 2020 NSC achieved an average pass percentage of 80.4%.

5.6 Performance of Progressed Learners

Table 5.6.1: Number wrote and Achieved NSC as Progressed Learners in 2020

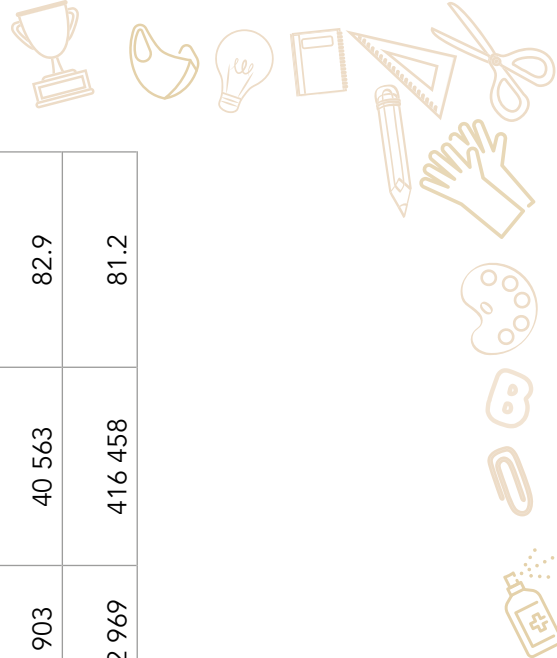
Provinces	Progressed Candidates			
	Entered	Wrote	Achieved	% Achieved
Eastern Cape	9 759	9 025	2 260	25.0
Free State	5 258	4 890	2 682	54.8
Gauteng	11 655	10 698	4 382	41.0
KwaZulu-Natal	15 447	13 851	5 501	39.7
Limpopo	12 050	11 783	4 195	35.6
Mpumalanga	6 564	6 262	2 677	42.7
North West	4 189	3 995	1 306	32.7
Northern Cape	2 427	2 265	554	24.5
Western Cape	3 216	2 730	687	25.2
National	70 565	65 499	24 244	37.0

The national overall pass percentage of progressed learners that wrote the November 2020 NSC examinations is 37.0%.

Table 5.6.2: Comparison of Performance between the Progressed and Non-Progressed Candidates in the 2020 NSC

Provinces	Total Entered	Progressed				Non-Progressed			
		Entered	Wrote	Achieved	% Achieved	Entered	Wrote	Achieved	% Achieved
Eastern Cape	77 620	9 759	9 025	2 260	25.0	67 861	63 901	47 431	74.2
Free State	29 289	5 258	4 890	2 682	54.8	24 031	23 038	21 097	91.6
Gauteng	115 069	11 655	10 698	4 382	41.0	103 414	99 493	87 903	88.4
KwaZulu-Natal	144 307	15 447	13 851	5 501	39.7	128 862	121 374	99 437	81.9
Limpopo	79 813	12 050	11 783	4 195	35.6	67 763	66 912	49 439	73.9
Mpumalanga	56 030	6 564	6 262	2 677	42.7	49 466	47 129	36 690	77.9
North West	38 292	4 189	3 995	1 306	32.7	34 103	32 876	26 787	81.5
Northern Cape	12 021	2 427	2 265	554	24.5	9 594	9 343	7 111	76.1
Western Cape	54 785	3 216	2 730	687	25.2	51 569	48 903	40 563	82.9
National	607 226	70 565	65 499	24 244	37.0	536 663	512 969	416 458	81.2

The overall national pass percentage excluding the progressed learners is at 81.2%



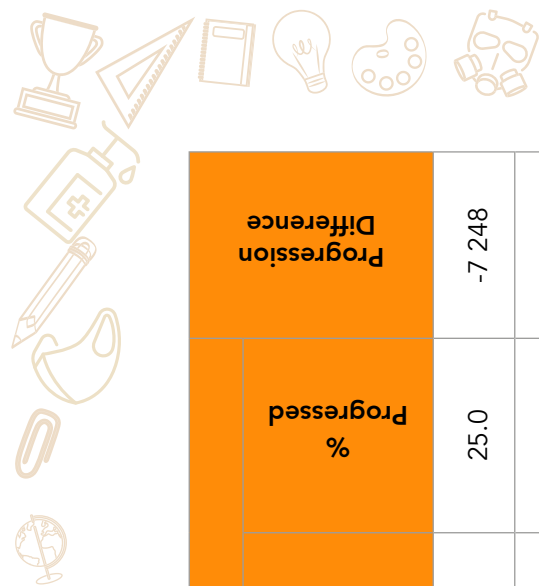


Table 5.6.3: Performance of Progressed Learners from 2019 to 2020

Province	2019				2020				Progression Difference
	Entered	Wrote	Achieved	% Progressed	Entered	Wrote	Achieved	% Progressed	
Eastern Cape	17 007	4 152	2 712	65.3	9 759	9 025	2 260	25.0	-7 248
Free State	6 765	3 230	2 249	69.6	5 258	4 890	2 682	54.8	-1 507
Gauteng	17 038	6 573	4 540	69.1	11 655	10 698	4 382	41.0	-5 383
Kwa Zulu-Natal	33 069	6 462	4 640	71.8	15 447	13 851	5 501	39.7	-17 622
Limpopo	20 961	4 473	2 989	66.8	12 050	11 783	4 195	35.6	-8 911
Mpumalanga	15 853	4 445	3 216	72.4	6 564	6 262	2 677	42.7	-9 289
North West	8 549	2 685	2 081	77.5	4 189	3 995	1 306	32.7	-4 360
Northern Cape	2 778	568	341	60.0	2 427	2 265	554	24.5	-351
Western Cape	3 671	1 910	717	37.5	3 216	2 730	687	25.2	-455
National	125 691	34 498	23 485	68.1	70 565	65 499	24 244	37.0	-55 126

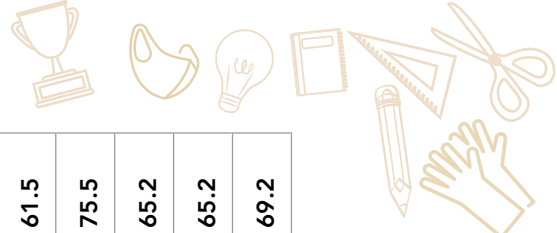
The overall national pass percentage of progressed learners in the NSC examination has declined drastically from 68.1% in 2019 to 37.0% in 2020.

5.7 District Performance

The performance of districts in the nine provinces is illustrated in Tables 5.7.1 to 5.7.9 below.

Table 5.7.1: Eastern Cape District Performance

	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
EASTERN CAPE DISTRICTS	67 648	43 981	65.0	65 733	46 393	70.6	63 198	48 331	76.5	72 926	49 691	68.1
Alfred Nzo East	3 674	2 294	62.4	3 511	2 524	71.9	3 653	2 835	77.6	4 438	3 030	68.3
Alfred Nzo West	6 125	4 125	67.3	6 151	4 475	72.8	6 716	5 163	76.9	8 032	5 419	67.5
Amathole East	7 533	4 274	56.7	7 062	4 852	68.7	6 173	4 764	77.2	6 483	4 364	67.3
Amathole West	4 049	2 172	53.6	3 634	2 020	55.6	3 068	1 986	64.7	3 065	1 936	63.2
Buffalo City	7 830	5 186	66.2	7 843	5 729	73.0	7 306	5 694	77.9	8 301	6 113	73.6
Chris Hani East	4 262	2 649	62.2	3 845	2 700	70.2	3 618	2 601	71.9	4 118	2 562	62.2
Chris Hani West	4 526	3 073	67.9	4 294	2 966	69.1	3 974	2 996	75.4	4 465	3 147	70.5
Joe Gqabi	3 075	2 061	67.0	3 174	2 138	67.4	3 045	2 326	76.4	3 781	2 325	61.5
Nelson Mandela Metro	8 534	6 195	72.6	8 152	6 205	76.1	8 002	6 512	81.4	9 373	7 081	75.5
OR Tambo Coastal	7 981	4 923	61.7	7 680	5 344	69.6	6 899	5 356	77.6	9 127	5 947	65.2
OR Tambo Inland	7 560	5 234	69.2	7 829	5 571	71.2	8 260	6 248	75.6	8 933	5 823	65.2
Sara Baartman	2 499	1 795	71.8	2 558	1 869	73.1	2 484	1 850	74.5	2 810	1 944	69.2



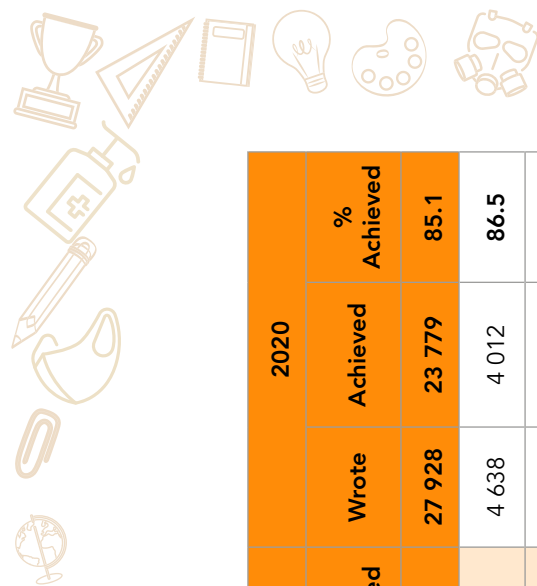


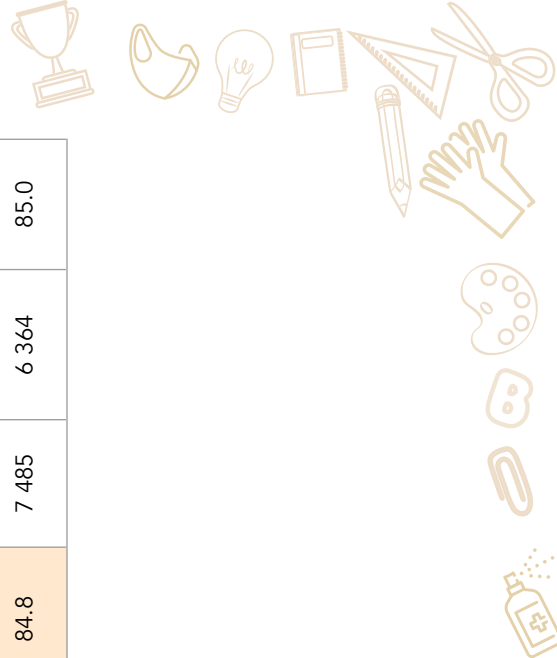
Table 5.7.2: Free State District Performance

FREE STATE DISTRICTS	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	25 130	21 631	86.1	24 914	21 806	87.5	25 572	22 602	88.4	27 928	23 779	85.1
Fezile Dabi	3 990	3 598	90.2	4 116	3 799	92.3	4 484	4 051	90.3	4 638	4 012	86.5
Lejweleputswa	5 037	4 258	84.5	5 039	4 294	85.2	5 285	4 640	87.8	5 961	4 999	83.9
Motho	8 676	7 153	82.4	8 353	7 108	85.1	8 293	7 285	87.8	8 593	7 324	85.2
Thabo Mofutsanyana	6 541	5 889	90.0	6 481	5 833	90.0	6 657	5 868	88.1	7 657	6 572	85.8
Xhariep	886	733	82.7	925	772	83.5	853	758	88.9	1 079	872	80.8

Table 5.7.3: Gauteng District Performance

GAUTENG DISTRICTS	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	97 284	82 826	85.1	94 870	83 406	87.9	97 829	85 342	87.2	110 191	92 285	83.8
Ekurhuleni North	8 712	7 758	89.0	8 930	7 926	88.8	9 169	8 141	88.8	10 339	8 524	82.4
Ekurhuleni South	10 480	8 458	80.7	9 634	8 333	86.5	10 390	9 081	87.4	11 731	10 022	85.4
Gauteng East	7 005	5 806	82.9	6 465	5 554	85.9	6 838	5 776	84.5	7 673	6 012	78.4
Gauteng North	1 913	1 442	75.4	1 541	1 343	87.2	1 432	1 299	90.7	1 837	1 598	87.0
Gauteng West	6 577	5 830	88.6	6 399	5 700	89.1	6 483	5 713	88.1	7 737	6 461	83.5
Johannesburg Central	7 740	6 194	80.0	7 625	6 201	81.3	7 835	6 371	81.3	8 503	6 798	79.9
Johannesburg East	6 838	6 003	87.8	7 033	6 353	90.3	7 460	6 605	88.5	7 749	6 593	85.1

GAUTENG DISTRICTS	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	97 284	82 826	85.1	94 870	83 406	87.9	97 829	85 342	87.2	110 191	92 285	83.8
Johannesburg North	6 878	5 777	84.0	6 665	5 907	88.6	7 061	6 226	88.2	7 445	6 473	86.9
Johannesburg South	6 461	5 448	84.3	6 132	5 250	85.6	6 338	5 239	82.7	6 825	5 425	79.5
Johannesburg West	4 596	4 072	88.6	4 730	4 264	90.1	4 824	4 280	88.7	5 615	4 946	88.1
Sedibeng East	2 543	2 234	87.8	2 377	2 144	90.2	2 556	2 290	89.6	2 943	2 555	86.8
Sedibeng West	5 727	4 692	81.9	4 940	4 374	88.5	5 072	4 183	82.5	6 265	4 802	76.6
Tshwane North	5 491	4 883	88.9	6 223	5 574	89.6	5 924	5 365	90.6	7 051	5 864	83.2
Tshwane South	9 669	8 683	89.8	9 626	8 830	91.7	9 727	9 073	93.3	10 993	9 848	89.6
Tshwane West	6 654	5 546	83.3	6 550	5 653	86.3	6 720	5 700	84.8	7 485	6 364	85.0



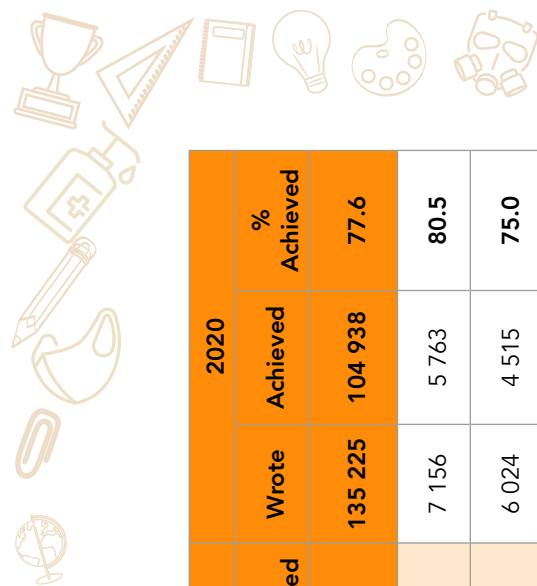


Table 5.7.4: KwaZulu-Natal District Performance

	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
KWAZULU-NATAL DISTRICTS	124 317	90 589	72.9	116 152	88 485	76.2	116 937	95 017	81.3	135 225	104 938	77.6
Amajuba	5 848	4 708	80.5	5 846	4 779	81.7	6 260	5 332	85.2	7 156	5 763	80.5
Harry Gwala	5 761	3 850	66.8	4 956	3 566	72.0	5 306	4 104	77.3	6 024	4 515	75.0
Ilembe	7 121	4 622	64.9	6 282	4 469	71.1	6 147	4 972	80.9	7 145	5 495	76.9
King Cetshwayo	14 439	10 344	71.6	13 722	10 141	73.9	13 713	10 876	79.3	15 240	11 396	74.8
Pinetown	15 391	11 621	75.5	14 408	11 158	77.4	13 789	11 444	83.0	16 957	12 857	75.8
Ugu	8 611	6 293	73.1	7 352	5 857	79.7	7 334	6 330	86.3	8 617	7 041	81.7
Umgungundlovu	9 388	7 652	81.5	9 999	7 757	77.6	9 436	7 816	82.8	10 652	8 555	80.3
Umkhanyakude	11 452	8 819	77.0	11 255	8 799	78.2	12 053	9 711	80.6	13 433	10 828	80.6
Umlazi	18 768	14 167	75.5	17 640	13 562	76.9	17 391	14 359	82.6	18 353	14 855	80.9
Umzinyathi	6 870	4 466	65.0	6 016	4 400	73.1	6 553	5 071	77.4	7 956	5 779	72.6
Uthukela	8 088	5 892	72.8	7 434	5 698	76.6	7 349	5 821	79.2	9 763	7 172	73.5
Zululand	12 580	8 155	64.8	11 242	8 299	73.8	11 606	9 181	79.1	13 929	10 682	76.7

Table 5.7.5: Limpopo District Performance

LIMPOPO DISTRICTS	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	82 180	54 176	65.9	76 368	53 123	69.6	70 847	51 855	73.2	78 695	53 634	68.2
Capricorn North	9 467	5 509	58.2	8 514	5 424	63.7	6 793	4 683	68.9	7 874	5 065	64.3
Capricorn South	13 862	8 453	61.0	11 655	7 952	68.2	9 813	7 389	75.3	11 131	8 047	72.3
Mogalakwena	3 826	2 587	67.6	3 559	2 550	71.6	3 457	2 373	68.6	3 819	2 549	66.7
Mopani East	9 201	6 261	68.0	9 225	6 347	68.8	8 248	5 972	72.4	8 460	5 692	67.3
Mopani West	7 481	5 079	67.9	7 945	5 128	64.5	6 975	4 746	68.0	7 165	4 903	68.4
Sekhukhune East	7 678	4 110	53.5	7 350	4 450	60.5	6 707	4 228	63.0	7 952	4 458	56.1
Sekhukhune South	8 789	5 414	61.6	7 889	5 273	66.8	7 127	4 876	68.4	9 016	5 355	59.4
Vhembe East	11 572	9 070	78.4	10 590	8 484	80.1	11 466	9 349	81.5	11 897	9 168	77.1
Vhembe West	8 151	6 110	75.0	7 406	5 880	79.4	7 947	6 355	80.0	8 770	6 373	72.7
Waterberg 2	2 153	1 583	73.5	2 235	1 635	73.2	2 314	1 884	81.4	2 611	2 024	77.5



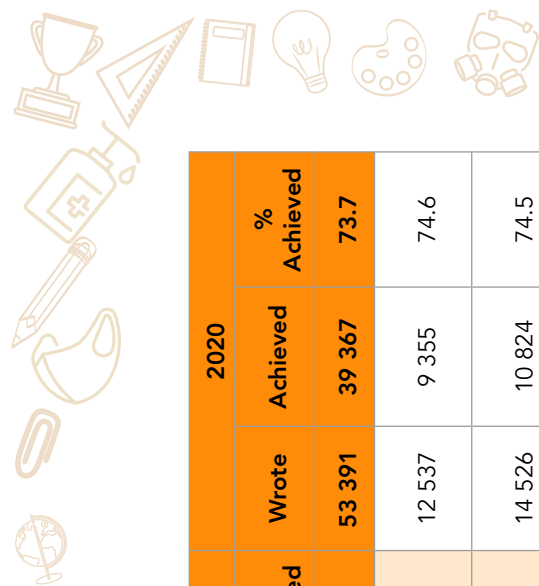


Table 5.7.6: Mpumalanga District Performance

	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
MPUMALANGA DISTRICTS	48 483	36 273	74.8	44 612	35 225	79.0	43 559	34 995	80.3	53 391	39 367	73.7
Bohlabela	11 709	8 477	72.4	11 140	8 570	76.9	10 977	8 417	76.7	12 537	9 355	74.6
Ehlanzeni	13 622	10 465	76.8	11 887	9 784	82.3	11 183	9 461	84.6	14 526	10 824	74.5
Gert Sibande	10 736	8 211	76.5	10 201	7 908	77.5	10 115	8 025	79.3	12 421	8 807	70.9
Nkangala	12 416	9 120	73.5	11 384	8 963	78.7	11 284	9 092	80.6	13 907	10 381	74.6

Table 5.7.7: North West District Performance

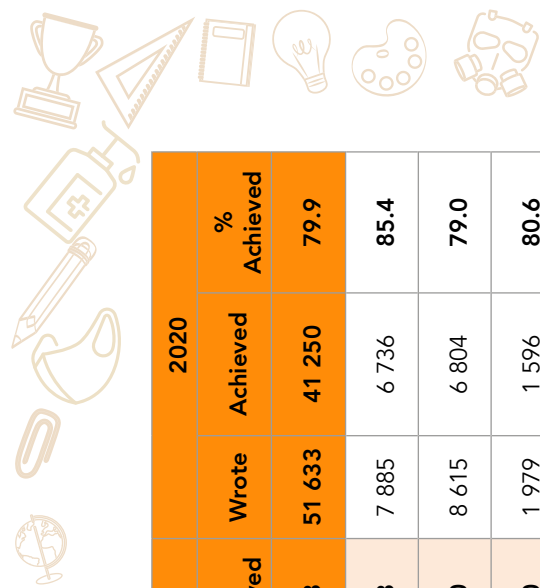
	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
NORTH WEST DISTRICTS	30 792	24 462	79.4	29 061	23 578	81.1	26 819	23 272	86.8	36 871	28 093	76.2
Bojanala Platinum	12 410	10 132	81.6	12 411	10 439	84.1	11 465	10 272	89.6	15 045	12 212	81.2
Dr. K. Kaunda	6 443	4 976	77.2	5 393	4 390	81.4	5 044	4 327	85.8	6 504	5 178	79.6
Dr. R.S. Mompoti	5 413	3 970	73.3	3 999	2 924	73.1	3 568	2 984	83.6	5 415	3 856	71.2
Ngaka M. Molema	6 526	5 384	82.5	7 258	5 825	80.3	6 742	5 689	84.4	9 907	6 847	69.1

Table 6.7.8: Northern Cape District Performance

	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
NORTHERN CAPE DISTRICTS	8 735	6 608	75.6	9 909	7 264	73.3	9 138	6 990	76.5	11 608	7 665	66.0
Frances Baard	3 278	2 476	75.5	3 782	2 700	71.4	3 487	2 598	74.5	4 010	2 605	65.0
John Taolo Gaetsewe	1 788	1 276	71.4	1 910	1 399	73.2	1 834	1 427	77.8	3 166	1 900	60.0
Namaqua	733	608	82.9	833	697	83.7	831	747	89.9	810	637	78.6
Pixley Ka Seme	1 106	820	74.1	1 314	923	70.2	1 210	875	72.3	1 461	983	67.3
Z F Mgcawu	1 830	1 428	78.0	2 070	1 545	74.6	1 776	1 343	75.6	2 161	1 540	71.3

Table 5.7.9: Western Cape District Performance

	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
WESTERN CAPE DISTRICTS	48 867	40 440	82.8	50 754	41 350	81.5	50 404	41 502	82.3	51 633	41 250	79.9
Cape Winelands	6 955	5 729	82.4	7 570	6 109	80.7	7 424	5 994	80.7	7 317	5 744	78.5
Eden & Central Karoo	4 964	4 058	81.7	5 524	4 479	81.1	5 010	4 214	84.1	5 405	4 275	79.1
Metro Central	8 101	6 812	84.1	7 869	6 682	84.9	8 099	6 754	83.4	8 116	6 809	83.9
Metro East	8 748	6 798	77.7	9 052	6 917	76.4	9 080	7 110	78.3	9 796	7 214	73.6



WESTERN CAPE DISTRICTS	2017			2018			2019			2020		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	48 867	40 440	82.8	50 754	41 350	81.5	50 404	41 502	82.3	51 633	41 250	79.9
Metro North	7 784	6 679	85.8	7 830	6 663	85.1	8 050	6 944	86.3	7 885	6 736	85.4
Metro South	8 199	6 796	82.9	8 616	6 972	80.9	8 320	6 738	81.0	8 615	6 804	79.0
Overberg	1 769	1 552	87.7	1 899	1 565	82.4	1 884	1 621	86.0	1 979	1 596	80.6
West coast	2 347	2 016	85.9	2 394	1 963	82.0	2 537	2 127	83.8	2 520	2 072	82.2

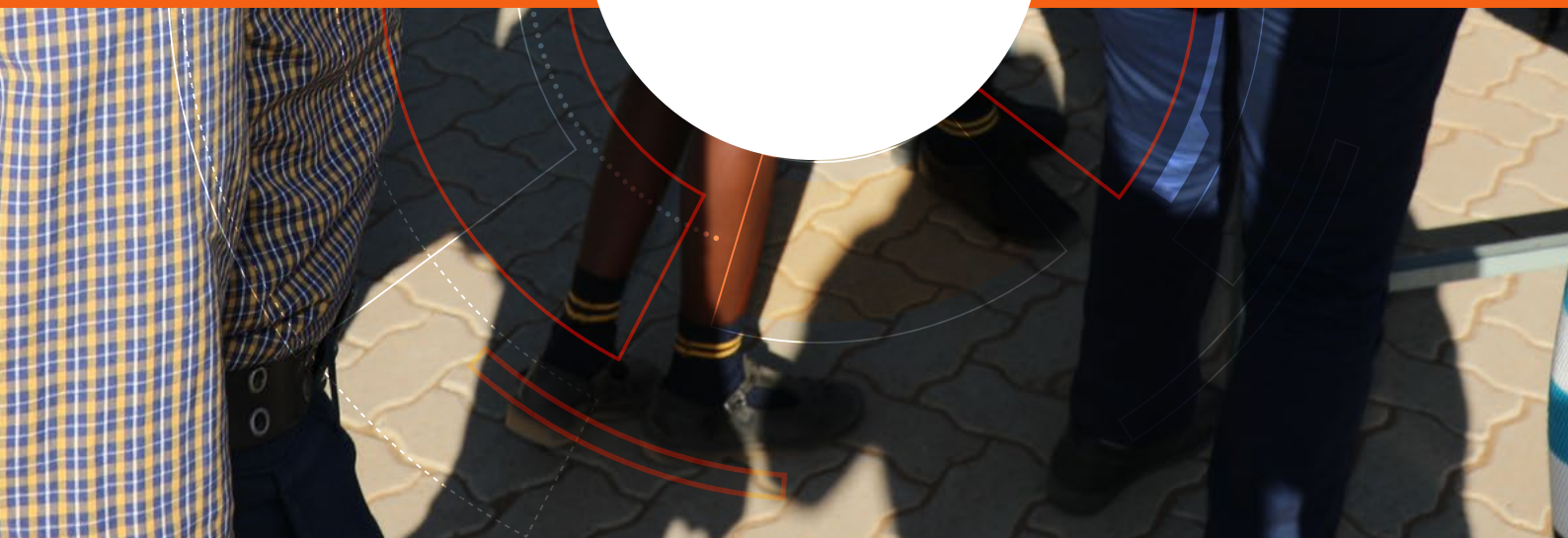
Table 5.7.10: Summary of District Performance from 2019 to 2020

Province	2019						2020					
	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above
Eastern Cape	12	0	0	1	10	1	12	0	0	9	3	0
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	4	11
Kwazulu-Natal	12	0	0	0	5	7	12	0	0	0	7	5
Limpopo	10	0	0	5	2	3	10	0	2	4	4	0
Mpumalanga	4	0	0	0	2	2	4	0	0	0	4	0
North West	4	0	0	0	0	4	4	0	0	1	2	1
Northern Cape	5	0	0	0	4	1	5	0	0	3	2	0
Western Cape	8	0	0	0	1	7	8	0	0	0	4	4
Total	75	0	0	6	24	45	75	0	2	17	30	26



SUMMARY OF ACHIEVEMENTS

6.





6. SUMMARY OF ACHIEVEMENTS

The overall performance of the November 2020 NSC candidates has declined from 81,3% in 2019 to 76,2% in 2020. The general decline in performance can be attributed to the impact on teaching and learning brought about by the unprecedented advent of the Covid-19 pandemic. However, the comprehensive analysis of the system over the past 26 years shows that there is overall improvement in access, redress, equity, efficiency and quality.

6.1 Access

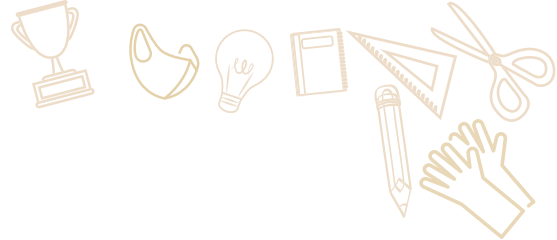
The DBE has improved access to examination opportunities to the general public over the past years. Currently there are two examination opportunities for candidates who want to sit for the exit NSC and SC examinations in November and June respectively each year. Due to the impact of the Covid-19 pandemic, it was not possible to conduct the administration of the SC June examinations in 2020. Hence the granting of permission by the Minister of Basic Education to postpone the writing of the June 2020 examinations to November 2020, thereby merging the November and June examinations. Over one million candidates wrote the November 2020 combined examinations. The number of Part time candidates registering to write the NSC examinations has increased exponentially over the years, from as little as 39 719 in 2013 to over 170 000 in the past few years. This also confirms the greater accessibility of the education system to the broader society in the republic. Achievement in terms of numbers and percentages for the November 2020 NSC examination is given below:

- a) A total of **440 702** candidates from the total of **578 468** that wrote the November 2020 NSC attained the NSC. This translates to an overall national pass percentage of **76,2%**;
- b) Of the **440 702** learners who achieved the NSC in 2020, **210 820** are eligible for admission to Bachelor programmes at institutions of higher learning. This translates into **36,4%** of the total number of learners who sat for the November 2020 NSC examinations; and

6.2 Redress

With regard to matters relating to redressing the socio-economic disparities of the past, the November 2020 NSC examinations achieved the following:

- a) **249 162** candidates from “no-fee” schools obtained an NSC compared to **141 433** from “Fee paying” schools;
- b) **1 736** of the “no-fee” schools achieved above **80%** pass rate in the November 2020 NSC compared to **2 484** in the November 2019 NSC examination; and
- c) **24 244** of the progressed learners that wrote all seven subjects obtained the NSC. This number increased from **23 483** in the November 2019 NSC. This translates into a percentage increase of 3,1%.



6.3 Equity

Equity is one of the critical social justice principles that the system needs to pay special attention to as it helps in eradicating the social divide between girls and boys. In relation to equity matters, the November 2020 NSC examinations were able to achieve the following:

- a) **339 628** girls compared to **267 598** boys enrolled for the November 2020 NSC examinations (**72 030**) more girls than boys);
- b) **244 530** girls, compared **196 172** boys, passed the 2020 NSC examinations; and
- c) **119 874** girls attained admission to Bachelor studies compared to **90 946** boys.

6.4 Quality

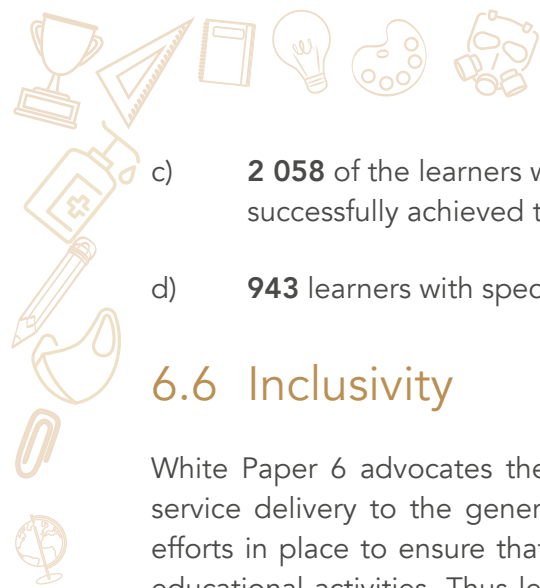
A general improvement in the quality of results attained by candidates in the NSC has been observed over the past 26 years. Furthermore, there is a general trend of decline in the number of candidates achieving at higher certificate level and a noticeable increase in the number of learners achieving at Bachelor and diploma levels. The following areas of achievement in relation to quality for the November 2020 NSC examinations are highlighted:

- a) Improvement in the performance of key subjects at the 30% level – Accounting, Mathematical Literacy, Business Studies, History, Agricultural Sciences and English First Additional Language;
- b) **210 820** learners achieved admission to Bachelor studies compared to 186 058 in 2019.
- c) **361 420** candidates (**62,5%**), who achieved admission to Bachelor and diploma studies, are eligible to register for studies at higher education institutions;
- d) Only two (2) of the 75 districts are performing below **60%**; and
- e) **26** of the **75** districts are performing above **80%**.

6.5 Efficiency

It is worth noting that 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) **24 244** of the **65 499** progressed learners that wrote all seven subjects obtained the November 2020 NSC;
- b) Progressed learners attained **2 134** of the total number of distinctions, even in gateway subjects;



- c) **2 058** of the learners with special education needs who wrote the 2020 NSC examinations successfully achieved the NSC; and
- d) **943** learners with special educational needs achieved at Bachelor level.

6.6 Inclusivity

White Paper 6 advocates the need for inclusivity in all government and individual department service delivery to the general public. The DBE embraces the need for inclusivity and has put efforts in place to ensure that none of the learners are excluded from effectively participating in educational activities. Thus learners with special educational needs are not discriminated against but are offered opportunities to participate actively in the education system. In the past three years, the DBE introduced the SASLHL as another effort to make education programmes and assessment more inclusive. With regard to the achievement of the November 2020 NSC examination in relation to inclusivity, the following is highlighted:

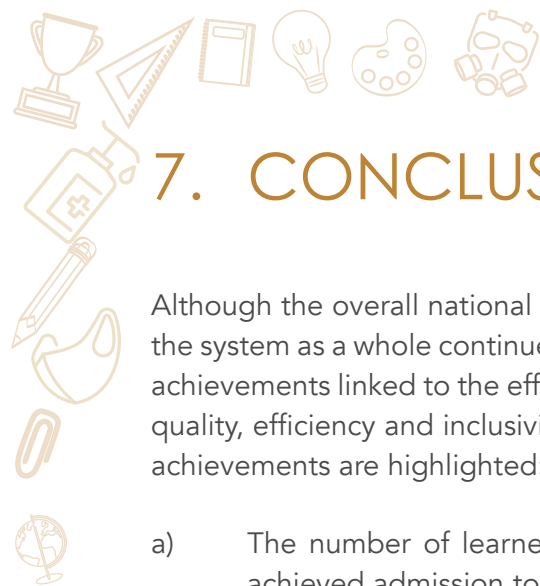
- a) A third opportunity for learners to sit for the examination in the South African Sign Language Home Language was offered to a total of **103** learners;
- b) From a total of **2 058** learners with special needs that wrote the November 2020 NSC as full-time candidates, **1 757** attained the NSC. This translates to **85.4%** overall pass percentage for learners with special educational needs; and
- c) **943** learners with special needs attained admission to Bachelor studies, **582** achieved admission to diploma Studies, **204** achieved admission to higher certificate studies and **28** achieved the SNE NSC.



CONCLUSION

7.





7. CONCLUSION

Although the overall national pass percentage has declined from 81,3% in 2019 to 76,2% in 2020, the system as a whole continues to show improvement in a number of critical areas, including visible achievements linked to the efforts to address the six social justice principles; access, redress, equity, quality, efficiency and inclusivity. In relation to the performance of the Class of 2020, the following achievements are highlighted:

- a) The number of learners achieving at Bachelor level continued to rise. **210 820** learners achieved admission to Bachelor studies in the November 2020 NSC compared to **186 058** in 2019;
- b) Although there has been a number of disruptions to the academic creating instability to teaching and learning, none of the provinces performed below an average pass percentage of 60%. Only two of the 75 districts performed below 60%; and
- c) A significant improvement in the overall learner performance in Business Studies and the improvement in the number of learners attaining distinctions in Accounting. This may be attributed to the split into two papers for each of the subjects.

However, there are areas which warrant greater attention and these relate to:

- a) The decline in the overall pass percentage in the November 2020 NSC;
- b) The significant decline in the pass rate for Mathematics and Physical Sciences;
- c) Although more girls than boys are enrolling for the gateway subjects such as Physical Sciences and Mathematics, their performance is still trailing that of boys;
- d) The low enrolment of special needs learners remains as a concern;
- e) Raising the bar in terms of learner performance levels (40%); and
- f) The safety and security of question papers during the conduct of the examinations is of great concern. The leakage of the Mathematics P2 and the Physical Sciences P2 question papers during the November 2020 NSC examinations has indicated a need for the DBE to put in place stricter measures to ensure the security of question papers from printing, storage to distribution.

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