

# 2025 NATIONAL SENIOR CERTIFICATE EXAMINATION REPORT

*The Class of 2025 – A Hallmark of Resilience*



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



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## *Class of 2025 - A Hallmark of Resilience*

*Symbolic to the Baobab tree, is the Class of 2025.*

*The Baobab tree, often called the “Tree of Life”, is a powerful symbol of resilience. It thrives in some of Africa’s harshest climates, enduring droughts, poor soils, and extreme temperatures. Despite these challenges, it can live for thousands of years, storing water in its massive trunk to survive dry seasons and providing food, shelter, and medicine to communities.*

*Its ability to adapt, regenerate after damage, and continue nourishing life around it makes the Baobab a living metaphor for resilience: standing strong through adversity, sustaining others, and embodying endurance and renewal.*

*Like a baobab tree standing tall against the harsh sun, storms, and drought, the Matric class of 2025 has grown through challenges that tested their strength and patience. Each obstacle became a ring of wisdom, shaping them into individuals rooted in perseverance and unity. With deep roots grounded in lessons learned and branches reaching boldly toward the future, they embody the quiet resilience of the baobab—enduring, hopeful, and ready to thrive.*

## MINISTER'S FOREWORD

The 2025 National Senior Certificate (NSC) Report stands as a testament to achievement and collective effort. This report captures the successful conclusion of a demanding academic journey undertaken by our learners, made possible through their commitment and perseverance, as well as the steadfast support of teachers, families and communities nationwide. Confronted by a dynamic and demanding year, the 2025 cohort rose with courage and purpose, reaffirming our belief in the transformative power of education and the bright future it continues to shape.

This report encapsulates the performance of the Class of 2025 that started schooling in Grade R in 2013 with dreams and aspirations of being the best they can. However, in 2020, when they were in Grade 7, the last year of their primary schooling, they were dealt a harsh blow with the advent of Covid-19. This not only disrupted their schooling programme severely, but they had to deal with the trauma associated with Covid-19.

Besides having to cope with school closure, they were subjected to reduced teaching exposure when schools re-opened, and a condensed curriculum. This class therefore were not fully prepared to deal with the transition from primary schooling to secondary schooling. Despite these major impediments, the Class of 2025 demonstrated immense resilience and fortitude and this will be confirmed in the account presented in this comprehensive report.

Covid-19, although a major setback, developed a resoluteness that drives the schooling system despite the adversities. The South African education system has an unwavering commitment to quality and equitable learning. Strengthening early childhood development (ECD) remains a priority, with expanded training for practitioners and the registration of thousands of ECD centres, laying a strong foundation for lifelong learning. Efforts to enhance literacy and numeracy, particularly through mother-tongue-based bilingual education and targeted learning support, will further improve foundational skills among learners. Investment in teacher development, including professional support programmes, will strengthen educator capacity and address shortages in critical subject areas. Complementing these initiatives, significant resources were directed to school infrastructure and learner support, including classroom repairs, sanitation and nutrition programmes, ensuring safe and conducive environments for teaching and learning.

In his State of the Nation Address on 6 February 2025, President Cyril Ramaphosa underscored the unwavering commitment of the Government of National Unity: "Central to our efforts to end poverty and to develop our economy is to provide decent, quality education to every young South African". These words come alive in the remarkable achievements of the Class of 2025 in the National Senior Certificate (NSC) examinations, a triumph born from the dedication of teachers, learners, parents and communities across the nation. Their collective perseverance is a vivid reminder of Malala Yousafzai's words: "One child, one teacher, one book, and one pen can change the world". The accomplishments of this year's learners are not just a reflection of academic excellence, but a testament to our shared resolve to build a future of opportunity, equity, and prosperity.

The Department of Basic Education (DBE) has continued to strengthen its commitment to inclusive education through sustained and targeted support for learners with disabilities and those who encounter barriers to learning. A significant milestone remains the consolidation of South African Sign Language Home Language (SASL HL) as a fully established offering in the National Senior Certificate (NSC), now entering its eighth year in Grade 12.



Collectively, the DBE resolves to remove systemic barriers and to ensure that every learner is afforded a fair and dignified opportunity to demonstrate their knowledge and achieve academic success. In parallel, the DBE has reinforced equitable participation in the NSC examinations through an expanded and carefully differentiated suite of assessment adaptations. These include 62 question papers for Braille candidates, 58 question papers for Deaf candidates, 92 question papers available in large-print formats and 61 question papers in audio format. These test adaptations are complemented by a wide range of accommodations, like the provision of scribes, readers, assistive devices, extra time and a host of other mechanisms to ensure that learners with barriers are afforded an equivalent opportunity at demonstrating their full potential.

The Department of Basic Education has established robust systems to prevent, detect and decisively address any irregularities, including breaches such as the leakage of examination papers. The DBE remains unequivocal in its commitment to protecting the credibility of the NSC and will act firmly, swiftly and strategically against any threat to the integrity of this world-class qualification. The National Senior Certificate examinations continue to serve as a steadfast symbol of academic integrity and public confidence, providing assurance that learner achievement is credible, comparable and internationally respected. This standing is reaffirmed by Umalusi, the Quality Assurance Council, through its approval of the 2025 NSC results following a rigorous and comprehensive verification of all examination and assessment processes.

As we close this chapter and look to the road ahead, we are reminded that the true legacy of the National Senior Certificate lies not only in certificates awarded, but in minds empowered and futures transformed. Thuto e matla ho feta tshepe – education is stronger than iron, stronger than any weapon – because it shapes conscience, unlocks possibility and builds nations without destroying them. In the achievements of the Class of 2025, we see proof that when education is protected, nurtured and made accessible to all, it becomes South Africa’s most enduring force for justice, progress and shared prosperity.

We thank our parents, teachers and all our partners in education for your unflinching support during this thirteen-year journey of the Class of 2025. To our learners, this is not the end of the journey but it is just a pause moment to reflect on the road travelled and to recharge and strengthen your resolve for the road ahead.



Ms S Gwarube  
Minister of Basic Education

**EXECUTIVE SUMMARY**



## EXECUTIVE SUMMARY

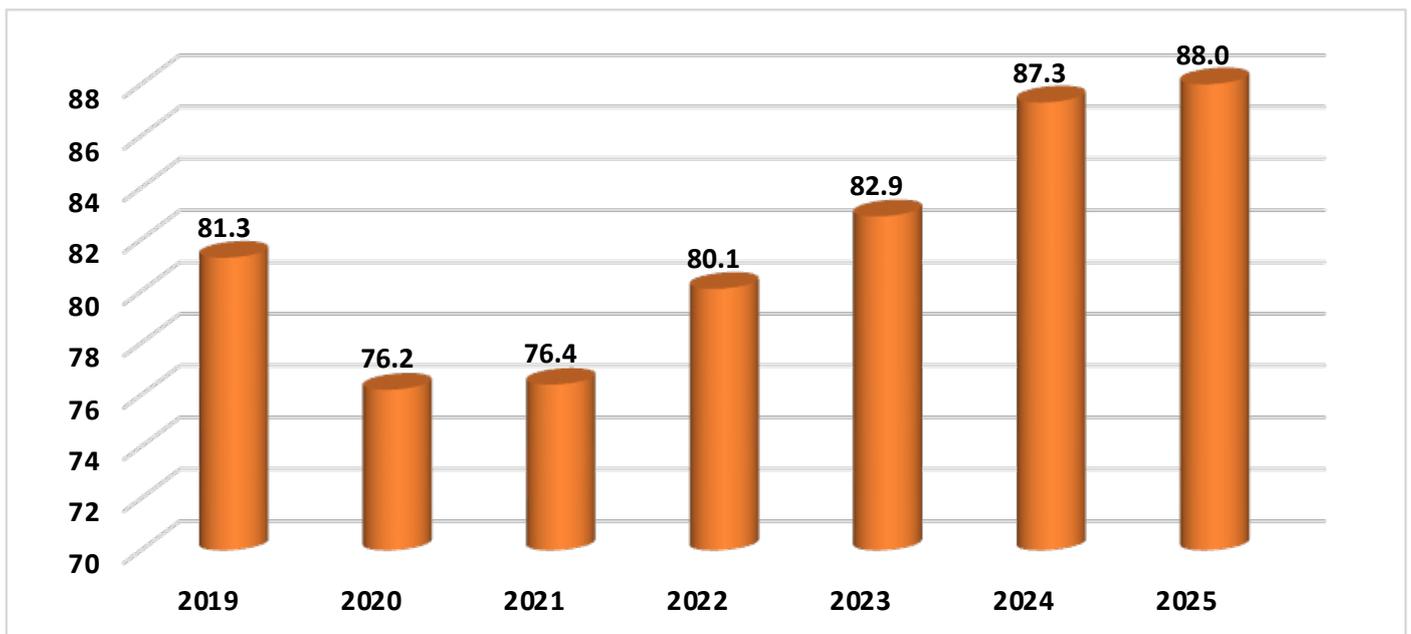
A total of 764 014 and 137 776 Full Time (FT) and Part Time (PT) candidates respectively registered to write the November 2025 NSC examinations. This translates to a total of 901 790 candidates who enrolled for the November 2025 NSC examinations.

The national pass rate for the Class of 2025 is 87.98% which is an increase of 0.74% from the 87.26% in 2024. Table 1 below indicates the overall performance of the Class of 2025 and the individual provincial performance.

**Table 1: National Performance in the 2025 NSC Examinations.**

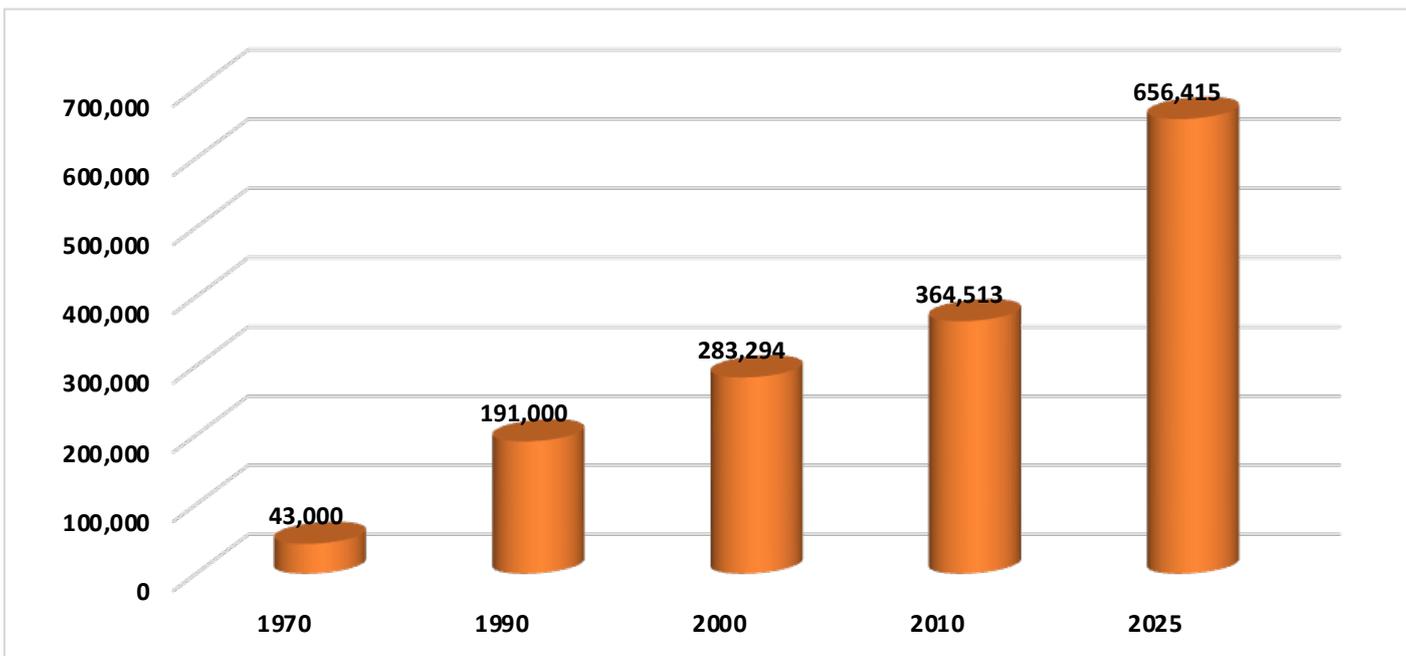
Provinces	2025		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	106,561	89,694	84.17
Free State	38,205	34,129	89.33
Gauteng	140,927	125,513	89.06
Kwazulu-Natal	171,368	155,258	90.60
Limpopo	100,973	86,986	86.15
Mpumalanga	67,114	58,084	86.55
North West	40,913	36,205	88.49
Northern Cape	14,084	12,365	87.79
Western Cape	65,965	58,181	88.20
<b>National</b>	<b>746,110</b>	<b>656,415</b>	<b>87.98</b>

The graph below provides a comparison of performance from 2019 to 2025.



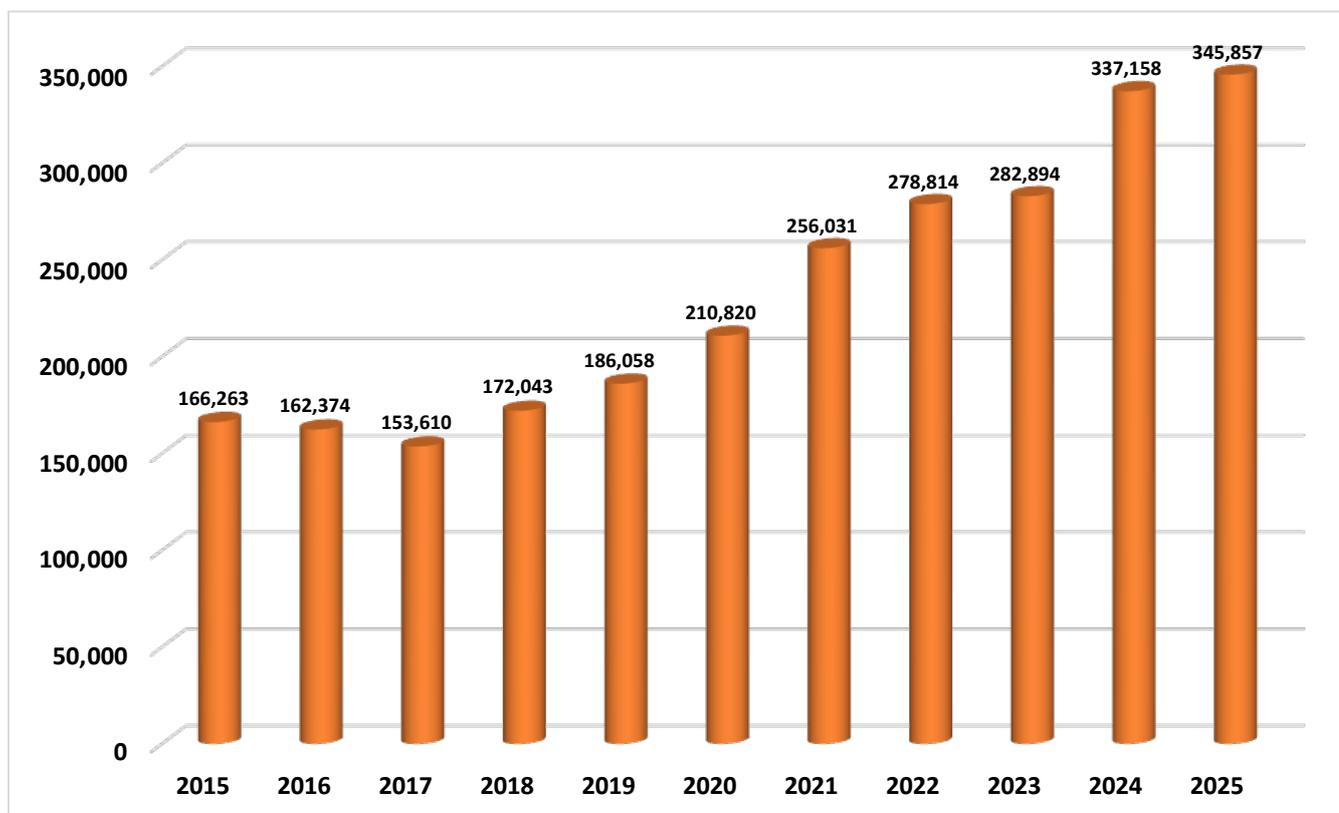
**Figure 1: Comparison of performance in the NSC Examinations: 2019 to 2025**

The number of candidates attaining the matric certificate since 1970 increased significantly over this period as reflected in Figure 2.



**Figure 2: Number of learners attaining matric in selected years since 1970**

The quality of passes has improved over the years. The number of candidates attaining the NSC with admission to Bachelor studies at 345 857 is the highest since 1996 when the first National Examination was written.



**Figure 3: Number of learners Achieving Admission to Bachelor Studies over the past ten years**

The table below provides a summary of learner attainment as per the different types of passes:

**Table 2: NSC Performance by Type of Passes**

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		National Senior Certificate	
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved
Eastern Cape	106,561	44,267	41.5	29,822	28.0	15,498	14.5	89,692	84.17
Free State	38,205	16,728	43.8	11,926	31.2	5,407	14.2	34,067	89.17
Gauteng	140,927	67,861	48.2	39,055	27.7	18,510	13.1	125,428	89.00
KwaZulu-Natal	171,368	89,161	52.0	46,791	27.3	19,098	11.1	155,253	90.60
Limpopo	100,973	43,052	42.6	28,538	28.3	15,389	15.2	86,986	86.15
Mpumalanga	67,114	28,610	42.6	19,603	29.2	9,854	14.7	58,084	86.55
North-West	40,913	18,166	44.4	12,142	29.7	5,896	14.4	36,205	88.49
Northern Cape	14,084	5,538	39.3	4,457	31.6	2,367	16.8	12,362	87.77
Western Cape	65,965	32,474	49.2	16,958	25.7	8,710	13.2	58,144	88.14
<b>National</b>	<b>746,110</b>	<b>345,857</b>	<b>46.4</b>	<b>209,292</b>	<b>28.1</b>	<b>100,729</b>	<b>13.5</b>	<b>656,221</b>	<b>87.95</b>

Although improvements in performance have been recorded in most of the gateway (high enrolment) subjects, a decline in performance is recorded for Accounting, Agricultural Science and Mathematics.

**Table 3: Comparison of Performance in Gateway Subjects – 2023 to 2025**

Subjects	2023			2024			2025		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
<b>Accounting</b>	100,974	77,572	76.8	97,636	79,261	81.2	100,485	78,326	77.9
<b>Agricultural Science</b>	115,894	93,279	80.5	114,261	99,257	86.9	121,014	98,286	81.2
<b>Business Studies</b>	227,632	186,191	81.8	233,383	200,731	86.0	244,284	215,915	88.4
<b>Economics</b>	123,661	92,140	74.5	121,560	97,801	80.5	122,191	98,770	80.8
<b>Geography</b>	344,301	296,887	86.2	346,791	310,410	89.5	364,622	332,220	91.1
<b>History</b>	225,731	198,052	87.7	237,437	214,380	90.3	261,200	239,872	91.8
<b>Life Sciences</b>	379,024	286,708	75.6	374,722	302,793	80.8	382,379	318,949	83.4
<b>Mathematical Literacy</b>	421,835	347,227	82.3	442,741	380,994	86.1	477,160	411,509	86.2
<b>Mathematics</b>	262,016	166,337	63.5	251,488	173,774	69.1	254,415	162,947	64.0
<b>Physical Science</b>	206,399	157,368	76.2	200,715	151,839	75.6	205,017	158,547	77.3

The DBE uses the Inclusive Basket of criteria to evaluate and monitor both the quality of results and system improvements over the years. The table below provides the analysis of the performance of the class of 2025 using the Inclusive Basket of Criteria.

**Table 4: Analysis of the performance of the 2025 Class using the Inclusive Basket criteria**

Province	% Achieved	% Accounting Achieved	% Mathematics Achieved	% Physical Sciences Achieved	% Technical Mathematics	% Mathematics Participation	% Bachelors	% Distinctions Achieved	% Throughput
Eastern Cape	84.2%	77.4%	56.8%	74.2%	89.3%	39.9%	41.5%	4.4%	69.7%
Free State	89.3%	77.5%	63.3%	74.5%	95.7%	33.3%	43.8%	3.9%	57.6%
Gauteng	89.1%	78.8%	67.0%	76.5%	97.4%	30.0%	48.2%	5.1%	66.5%
KwaZulu-Natal	90.6%	76.2%	65.8%	77.9%	98.0%	35.0%	52.0%	8.6%	64.5%
Limpopo	86.1%	80.5%	62.8%	81.9%	96.3%	41.3%	42.6%	4.3%	59.7%
Mpumalanga	86.5%	79.7%	62.9%	74.7%	96.2%	38.7%	42.6%	4.6%	67.1%
North-West	88.5%	75.7%	67.8%	79.1%	83.7%	25.9%	44.4%	3.9%	53.6%
Northern Cape	87.8%	74.5%	55.3%	71.2%	96.0%	18.5%	39.3%	2.3%	58.5%
Western Cape	88.2%	79.9%	73.7%	80.6%	92.1%	24.3%	49.2%	6.7%	71.7%
National	88.0%	77.9%	64.0%	77.3%	94.0%	34.1%	46.4%	5.6%	64.4%



All the 75 districts across the nine provinces registered pass rates of over 80% for the first time since the inception of the National Curriculum Statement (NCS) in 2008. Table 5 provides the analysis of district performance for the Class of 2025 compared to the Class of 2024.

**Table 5: Analysis of District Performance for the Class of 2024 Compared to the Class of 2025**

Province	2024						2025					
	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% & 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	0	1	11	12	0	0	0	0	12
Free State	5	0	0	0	0	5	5	0	0	0	0	5
Gauteng	15	0	0	0	0	15	15	0	0	0	0	15
KwaZulu-Natal	12	0	0	0	0	12	12	0	0	0	0	12
Limpopo	10	0	0	0	0	10	10	0	0	0	0	10
Mpumalanga	4	0	0	0	1	3	4	0	0	0	0	4
North-West	4	0	0	0	0	4	4	0	0	0	0	4
Northern Cape	5	0	0	0	0	5	5	0	0	0	0	5
Western Cape	8	0	0	0	0	8	8	0	0	0	0	8
<b>Total</b>	<b>75</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>73</b>	<b>75</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>75</b>

The comprehensive analysis of the November 2025 NSC performance data shows that there are significant improvements in relation to the social justice principles of access, redress, equity, efficiency, quality and inclusivity. The number of candidates enrolling and meeting the pass requirements of the NSC over the years has increased significantly. Performance data also indicates that the system is efficient and that the quality of passes has improved with more learners achieving admission to Bachelor studies compared to those achieving an admission to Diploma and higher certificate studies combined. The number of learners with special needs in education and girl learners participating in the system has increased over time and this, amongst other factors, indicates that the system has become more inclusive.



# 1.

## INTRODUCTION



# 1. INTRODUCTION

The National Senior Certificate (NSC) examination is in its seventeenth year of implementation in its current format and structure, with the introduction of the National Senior Certificate in 2008. However, 2025 also signifies 29 years of successful administration of national examinations in the democratic era with the first national examination being written in 1996. The NSC is therefore a critical indicator of the performance of the schooling system over these many years as it reflects the performance of a specific cohort of learners over thirteen years of schooling (Grade R to Grade 12) .

On an annual basis, the NSC results enable the education sector to take cognisance of successes and review deficiencies of various strategies and interventions that have impacted on participating candidates. The NSC examination is multi-fold in its purpose. It is premised on providing valuable data to education planners, institutional role players and decision makers in the sector, to identify weaknesses in the system with a view to improving the quality of basic education. It also serves a certification role, confirming candidate attainment of expected learning outcomes. It is an important barometer of the health of the Basic Education System.

This report provides a summary of the performance of the Class of 2005 which serves as a lens through which improvements in the national schooling system can be gauged. Included in this report are pertinent details on the NSC and its significance, unique features relating to the Class of 2025, the methodology of examination and administration processes and the enhancements to the integrity and credibility of the NSC examinations, while noting certain limitations of public examinations. The results, which focus mainly on the full-time candidates, are presented graphically and in tabular format and cover national, provincial and district contexts.



# 2.

## PROGRESS IN THE SECTOR



## 2. PROGRESS IN THE SECTOR

### 2.1 Quality gains at the secondary level since 2002

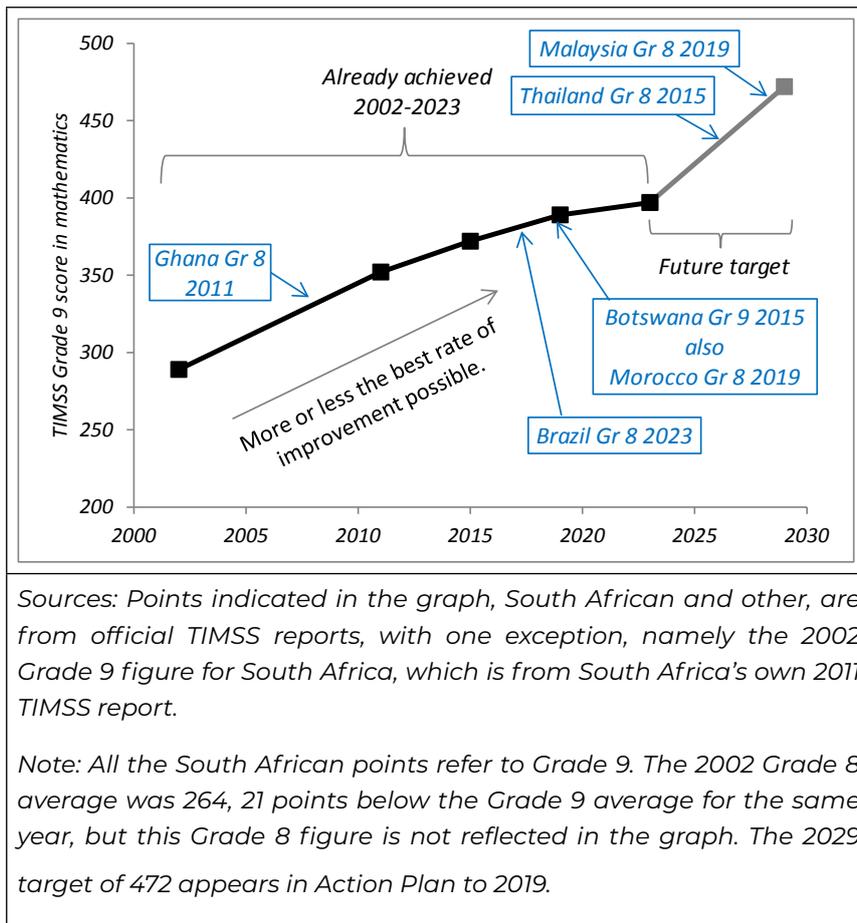
At the heart of development in the schooling sector must be what learners learn. This is made clear in the **National Development Plan (NDP)** and the **Sustainable Development Goals**. It continues to be of great significance for South Africa's development that learning outcomes, according to reliable standardised testing programmes, showed sustained improvement over many years. These improvements have been acknowledged in, for instance, the 2024 McKinsey report on countries displaying promising improvements<sup>1</sup>. Tragically, the disruptions of the COVID-19 pandemic were a serious blow to this trajectory of improvement. Yet there are signs that the system is not just recovering from the disruptions, but also returning to a trajectory of quality improvements.

The following graph outlines achievements up to 2023, the most recent year for which **international TIMSS<sup>2</sup> Grade 9 mathematics** results are available. It also illustrates government targets envisaged for the future. TIMSS Grade 9 results, together with grade survival (or 'throughput') statistics, are arguably the most important indicators of how the schooling system contributes towards a more prosperous and equal South Africa. Mathematics trends provide an indication of what is occurring across the curriculum. Mathematics performance is enhanced by better language skills, while mathematics skills facilitate a proper grasp of physical sciences, and so on. Moreover, mathematics in itself is a critical skills area which is essential for several key professions which remain in short supply in South Africa. TIMSS, unlike the Grade 12 examinations, is specifically designed to detect national improvements in educational quality. Lastly, outcomes in Grade 9 reflect the presence, or lack thereof, of effective teaching and learning in the earlier grades.

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. Even the 2019 to 2023 mathematics trend was a positive one, despite the pandemic, though less so than in previous periods. TIMSS 2023 results provide some encouraging indications of South Africa's ranking globally. The country performed better in mathematics at the lower secondary level than in a few other developing countries, including Brazil and Morocco. But this needs to be seen against the fact that South Africa tested Grade 9, where other countries tested Grade 8. Moreover, in South Africa tested learners were around a year older than in other countries. As can be seen from Figure 2.1, South Africa will have to work hard to achieve the 2029 target set back in 2014 and published in Action Plan to 2019 of the Department of Basic Education (DBE). Specifically, a steeper improvement than originally envisaged would be necessary to compensate for the slowdown caused by the pandemic. To provide an idea of the meaning of the 2029 target of 472 TIMSS points, this is slightly above what Grade 8 learners in Malaysia achieved in 2019, just before the pandemic.

1 Spark & sustain: How all the world's school systems can improve learning at scale. Available on the McKinsey website.  
2 Trends in International Mathematics and Science Study.

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



Analysis published in various places, including the DBE's Action Plan to 2024, have indicated that quality gains in South Africa's schooling system have been **strongest among the most disadvantaged learners**. The 2023 TIMSS results released in 2024 point to Grade 9 mathematics outcomes still being unequally distributed, yet less unequally than in Malaysia, Brazil, Chile or Iran<sup>3</sup>.

## 2.2 Gains and challenges at the primary level

Improvements in Grade 12 in the long run depend on what happens at the primary level now. SACMEQ<sup>4</sup> and PIRLS<sup>5</sup> results at the primary level prior to the pandemic are somewhat more difficult to interpret than the TIMSS Grade 9 results, in part due to statistical adjustment issues, yet they both point to pre-pandemic 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 for the period 2006 to 2016, following a PIRLS correction detailed in Action Plan to 2024, is 0.07 standard deviations a year. Looking at annual improvements this way, in terms of standard deviations, allows one to make approximate comparisons of trends across different testing programmes.

Importantly, the fact that around four-fifths of South Africa's learners did not reach the low international benchmark in PIRLS, both in 2016 and 2021, should not be interpreted as meaning that four-fifths of South Africa's Grade 4 learners cannot read at all. This is unfortunately the message that is sometimes conveyed

<sup>3</sup> The measure used here is the gap between the 5th and 95th percentiles as reported by the international TIMSS report.  
<sup>4</sup> Southern and Eastern Africa Consortium for Monitoring Educational Quality.  
<sup>5</sup> Progress in International Reading Literacy Study.

in the media. The PIRLS benchmark is important, and is in fact used when Statistics South Africa reports against the UN's Sustainable Development Goals<sup>6</sup>. However, learners who do not reach this benchmark display varying degrees of reading skills. As indicated in *Action Plan to 2024*, **93% of PIRLS 2016 test-takers were able to answer at least one constructed response question correctly** (a constructed response question requires a written response, and is not a multiple-choice question). There are few developing countries that participate in PIRLS and TIMSS, and it is thus difficult to use these programmes to detect how South Africa's performance compares to that of other developing countries in general. Comparing South Africa to Morocco in PIRLS Grade 4 and also TIMSS at the primary level is instructive. Both countries have seen steep improvements before 2020, though Morocco is around five years ahead of South Africa. Details in this regard are presented in the DBE's 2024 sector review<sup>7</sup>.

2024 saw the release of the final report of the 2022 round of the new Systemic Evaluation, a sample-based national assessment programme<sup>8</sup>. This programme is designed to facilitate measurement of South Africa's achievement against SDG benchmarks, and presents results which are not just comparable over time, but also across grades 3, 6 and 9. This national sample-based assessment represents a major step forward in South Africa's ability to monitor and understand learning, using tools custom-made for the South African context.

In November 2025 the reports for the sample-based **Funda Uphumelele** survey were released. This survey complements the Systemic Evaluation by examining in depth, across grades 1 to 4, how learners acquire reading and writing skills, and thus the foundations for all formal education. This survey, which includes one-on-one assessments of learners, provides guidance on how to implement the sector's revised 2024 to 2030 literacy strategy.

Disappointingly, the 2015 to 2023 **TIMSS Grade 4 mathematics trend** has displayed no improvement. This is concerning and cannot only be attributed to the pandemic as even the 2015 to 2019 trend was essentially flat. The reasons are difficult to determine, but one possible explanation is that budgetary constraints raised the learner-educator ratio in a context of rising enrolments, meaning that class sizes increased.

## 2.3 How quality gains were achieved in the past

It is important to understand as best as possible what drove improvements up to 2019 in the case of secondary schooling, and up to around 2015 in the case of primary schooling. Though past strategies to improve learning may become less applicable with time, as the context changes, it is nonetheless important to learn from the remarkable improvements seen in past years. It is impossible to attribute these 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. The newly released Action Plan to 2029 focuses on five likely factors behind the improvements: (1) the CAPS documentation designed to facilitate the implementation of the curriculum in the classroom; (2) better access among learners to high-quality books, such as the national workbooks; (3) more focused assessment practices; (4) improved subject knowledge among newly graduated teachers; and (5) increasing access to both Grade R and pre-school below Grade R. There is also evidence that certain improvements in the home backgrounds of learners, for instance increasing access to someone at home with a Grade 12 qualification, have facilitated the schooling process<sup>9</sup>.

6 See the 2023 country report.

7 *Review of progress in the basic education sector to 2024: Analysis of key statistics*. Available on the DBE website under 'Publications'.

8 *South African Systemic Evaluation 2022: Volume 1: Technical report*. Available on the DBE website.

9 Gustafsson, M. & Taylor, S. (2022). What lies behind South Africa's improvements in PIRLS? An *Oaxaca-Blinder* analysis of the 2011 and 2016 data. Stellenbosch: Stellenbosch University.

## 2.4 NSC attainment since 1994

Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with a Bachelors-level pass, both qualifications which tend to have a decisive influence on the opportunities available to young South Africans, are illustrated in Figure 2.2 below. It is important to note that most learners who obtain the NSC, but not a Bachelors-level pass, achieve the lower Diploma-level pass. This means that in 2025, **85% of learners who obtained the NSC as full-time candidates qualified to study at a university**, either for Bachelors studies or for a three-year diploma programme. This percentage has been on the rise. For example, in 2019, just before the pandemic, it was 81%.

Both indicators shown in Figure 2.2 have displayed a general upward trend for the last twenty or so years. In the last three years, the **number of Bachelors-level passes stood at 4.3 times the level it was during the first decade of democracy**. The number of NSC passes obtained by full-time candidates now stands at around double the level seen in the first decade of democracy. Clearly, the steepest upward trend of the two is that for Bachelors-level passes.

**Figure 2.2: NSC and Bachelors-level increases since 1994**

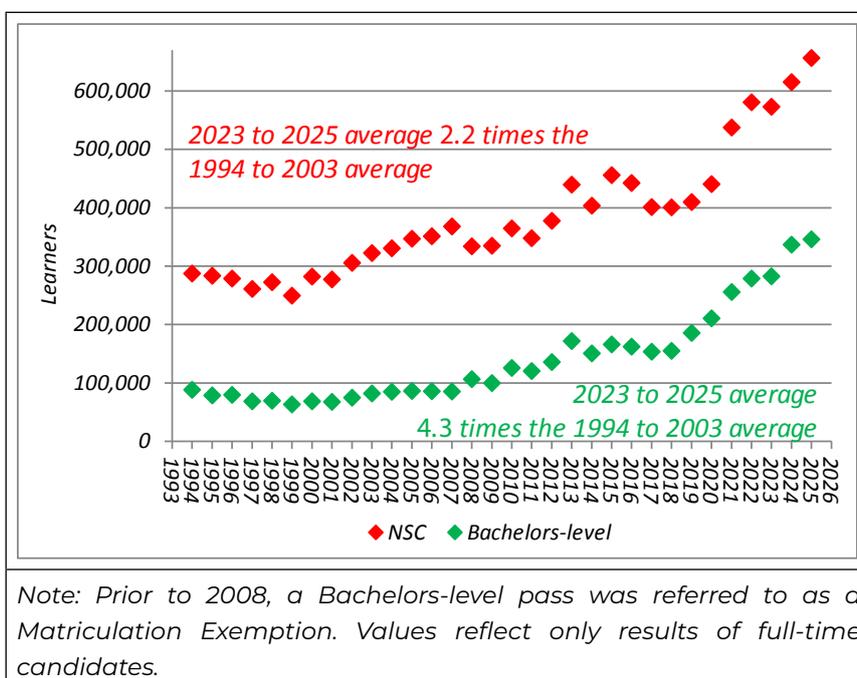
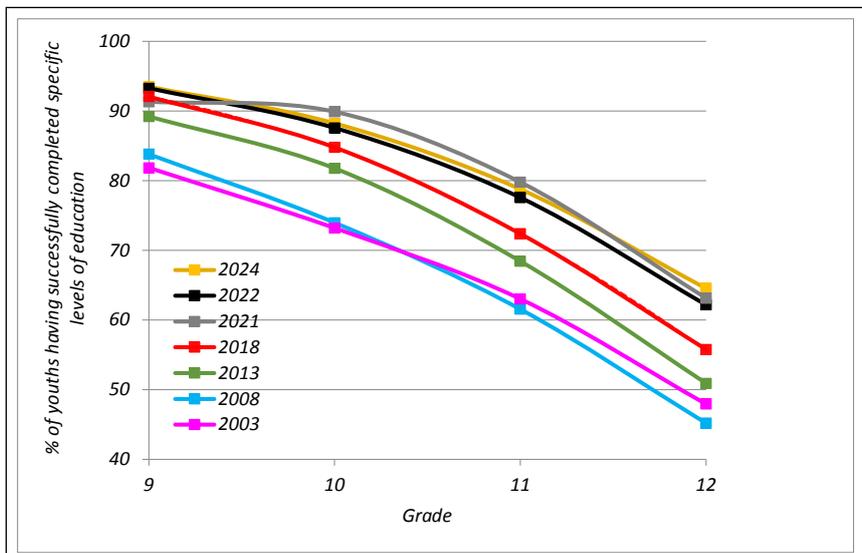


Figure 2.2 under-states the successful completion of twelve years of education, or National Qualifications Framework (NQF) level 4, by reflecting just NSCs obtained by full-time examination candidates after the year-end examinations, within the public examination system. What is excluded, above all, are some 40 000 NSCs obtained by part-time candidates in the public examinations outside the year-end process, around 10 000 NSCs obtained through the Independent Examinations Board (IEB), and around 6 000 Amended Senior Certificate (ASC) qualifications obtained through a separate public route. In addition, of the approximately 65 000 NQF level 4 qualifications issued by public and private TVET colleges each year, in other words qualifications which are equivalent to the NSC, around a third are accounted for by youths who do not already have the NSC or ASC<sup>10</sup>. There are thus **around 80 000 first-time NSC-level qualifications obtained by youths each year which are outside of the year-end NSCs** the current report focuses on.

<sup>10</sup> See further details in the DBE's 2024 sector review.

Figure 2.3 below reflects the percentage of youths successfully completing grades 9, 10 and 11 at a school, and Grade 12 at a school or something equivalent outside a school, using Stats SA household data. Less dropping out, and better grade survival below Grade 12 clearly explain much of the improvement in the successful completion of twelve years of education, which **rose from 45% in 2008 to 65% in 2024**.

**Figure 2.3: Grades 9 to 12 attainment nationally according to household data**



Source: Analysis of General Household Survey microdata.

Note: The methodology in relation to how variation across ages is dealt with is explained in the DBE's 2024 sector review.

Household data are of limited use in determining the success of provincial schooling systems in getting young people to successfully obtain the NSC, or something equivalent, because especially after leaving school many youths migrate across provinces. It is thus not clear where youths with twelve years of education obtained their school education. Fortunately, **the information systems of the schooling system, specifically EMIS<sup>11</sup>, have matured over the years**. In recent years it has become possible to track individual learners as they move up the schooling system, but also across provinces.

Figure 2.4 below indicates what percentage of young learners in each province ultimately gets to obtain the NSC as a full-time NSC candidate, whether in their original province or another province. Specifically, the percentage of learners found in EMIS data for 2017 to 2021 in a public or independent school, who were born in 2003, and who were subsequently picked up in the NSC examinations data for 2019 to 2023 as having obtained the NSC, is illustrated. Using these data makes it possible to account for almost the entire pre-Grade 12 dropout phenomenon. The graph confirms what previous analyses have found, namely that **the provincial pass rate – NSCs obtained over candidates – produces a very different picture to the percentage of learners who were enrolled and then obtained the NSC**. In many ways the latter, often referred to as the 'throughput rate' in South Africa<sup>12</sup>, is more meaningful as it takes into account learners who drop out before Grade 12. What stands out in particular is that though Limpopo and Mpumalanga typically display low pass rates, they are among the most successful provinces when it comes to ensuring that learners remain in school and obtain the NSC. Factors behind this include an ability to curb dropping out, but also limited post-school education and employment opportunities.

<sup>11</sup> Education Management Information System.

<sup>12</sup> Outside South Africa, and within UNESCO, the term 'survival rate' is mostly used.

**Figure 2.4: NSC survival rates for 2003 birth cohort**

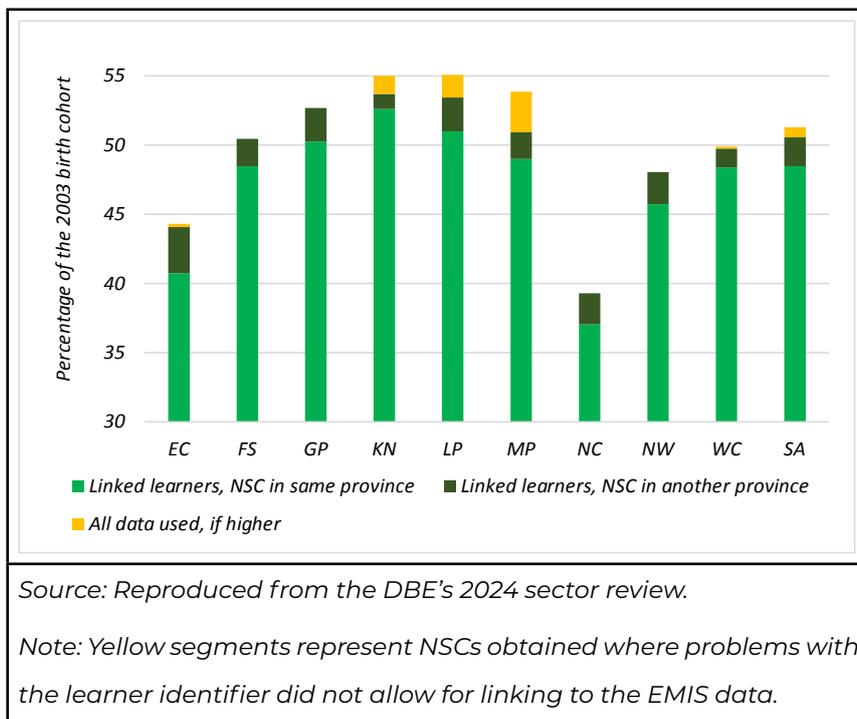


Figure 2.4 also makes it clear that **though many learners who schooled in Eastern Cape do not obtain the NSC in that province, a substantial number do so in another province.** The DBE's 2024 sector review provides further details indicating the migration patterns of learners across provinces. In the case of Eastern Cape, for instance, the most common destination of learners who ultimately obtain the NSC is Western Cape.

Despite Eastern Cape's poor ranking in Figure 2.4, this province has demonstrated **the most rapid increase in the number of NSCs obtained from schools in the 2009 to 2025 period**, which is all the more remarkable considering Eastern Cape is the only province with a substantial decline in the number of 18-year-olds in the population. Despite these improvements, Eastern Cape, but also North West and Northern Cape, still lag behind other provinces when it comes to survival to the NSC.

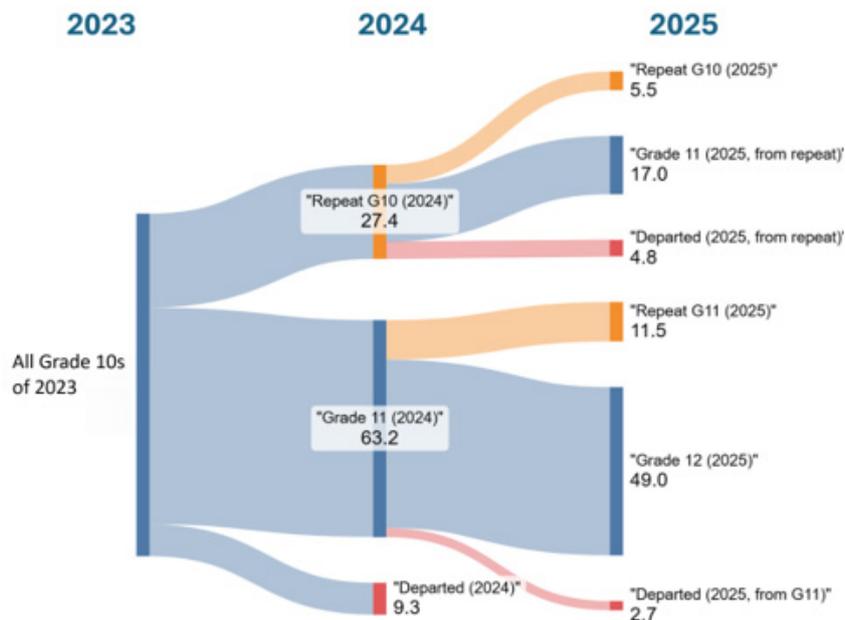
The fact that around a third of youths do not successfully complete twelve years of education, and thus leave the education system without a formal qualification with which to navigate the labour market, is a concern that is often raised. Successful completion of Grade 12 must continue to increase, but it should also be remembered that **South Africa's secondary level completion is not unusual among developing countries**, especially after the rapid and unexpected increase in the number of NSCs during the pandemic, the effects of which are expected to be largely sustained in future attainment patterns<sup>13</sup>. As explained in the DBE's 2024 sector review, changes to the grade promotion rules at the start of the pandemic, intended to prevent excessive grade repetition, had the unintended consequence of reducing repetition to levels below what had been seen before the pandemic. This, and to some extent a 2003 to 2005 births surge, largely explain the post-2020 rise in NSCs obtained seen in Figure 2.2.

Figure 2.5 below presents an extract from research within the DBE about to be published. Specifically, this analysis illustrates the **various pathways learners in Grade 10 in 2023 took** over the subsequent two years. Both public and independent school learners are included. Of those in Grade 10 in 2023, 49% became Grade 12 learners in 2025. Some would clearly end up in Grade 12 in the following year, namely 2026. It is worth noting that among those who departed from the schooling system (which could mean

13 2024 sector review.

a move to a non-school education institution such as a TVET college), 80% were over-aged for their grade in 2023, and 60% are male. Taking this type of research forward is a priority for the DBE, given national concerns around the 'throughput rate' and the pathways of young South Africans.

**Figure 2.5: Flows of learners across the final grades**



## 2.5 Indicators of high-level mathematics and physical sciences achievement

Given the special importance of **building skills needed for mathematically-oriented and scientific professions**, the Department of Planning, Monitoring and Evaluation (DPME) has set national targets for the number of Grade 12 learners achieving marks in mathematics and physical sciences required by university faculties such as engineering, commerce and medicine. Previously, DPME’s targets focused 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%. This 60% threshold is maintained in the 2024 to 2029 Medium Term Development Plan (MTDP) document. The thresholds 50%, 60% and 70% are important as they are all used by universities, depending on the institution and faculty concerned.

Table 2.1 and Figure 2.6 below illustrate the trends since 2017 for the two indicators. Figures are based only on year-end full-time candidates in the public examination system, meaning mathematics and physical sciences performance among the 80 000 or so additional NQF level 4 achievers discussed above is not taken into account. Among these 80 000, high-level mathematics and science achievers are likely to be concentrated among the 10 000 or so IEB NSC passes<sup>14</sup>. For both indicators the general trend has been an upward one – see the dotted trendlines in Figure 2.6. Moreover, **the MTSF target of 35 000 achievers by 2024 in each of the subjects has clearly been exceeded in the case of mathematics**, though this target has been missed in the case of physical sciences.

The unevenness of the trend for the actual values seen in Figure 2.6 is noteworthy, and has led to speculation during certain years in the past that the quality of teaching and learning in a subject is on

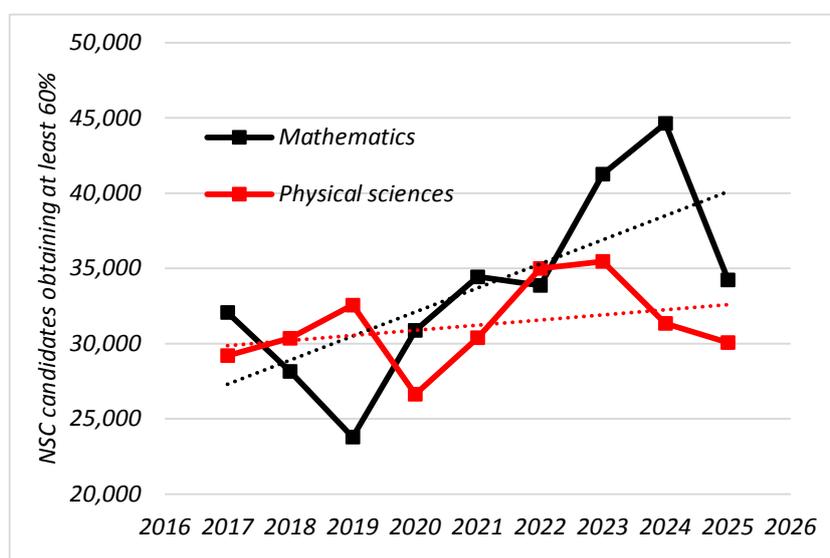
<sup>14</sup> Unfortunately, the Independent Examinations Board does not publish statistics in this regard.

the decline. Here it is important to distinguish between marks obtained by candidates, and what skills candidates possess. Though in general the former reflects the latter, this may not always be true. As in other examination systems, standardisation of the kind implemented by Umalusi is never perfect. The TIMSS results discussed above indicate that **the skills of learners have moved upward in a linear fashion, and that sudden declines in these skills over one or two years are unlikely**, unless there is a major disruption such as school closures. The DBE has in the past reported<sup>15</sup> on analysis of the NSC data that uses a benchmark of stable high-performing schools. This analysis confirms that much of the unevenness seen in Figure 2.6 is the result of slightly varying levels of difficulty in the examination papers over time.

**Table 2.1: Full-time candidates with 60% or more in the year-end examinations**

	Mathematics	Physical sciences
2017	32 071	29 208
2018	28 152	30 369
2019	23 796	32 572
2020	30 882	26 641
2021	34 451	30 398
2022	33 874	34 998
2023	41 273	35 468
2024	44 636	31 345
2025	<b>34,243</b>	<b>30,071</b>

**Figure 2.6: Mathematics and physical sciences high-level passes**



The **reduction in the number of mathematics achievers with a mark of 60% between 2024 and 2025 of just over 10 000** is obviously striking. It is likely that this is largely driven by slightly varying difficulty in the examination papers across years. Even so, it is concerning that the declines were worse in less advantaged parts of the country. The number of high-level mathematics achievers declined by 28% in quintiles 1 to

15 See for instance the 2023 NSC report.

3 schools between 2024 and 2025, against 18% in quintiles 4 and 5 schools. The worst declines were in Limpopo (33%) and Eastern Cape (32%). The explanation is likely to be that in these parts of the country more learners were close to the 60% mark threshold and therefore missed it by a few marks given a more demanding examination. Universities will need to take this into account in their admissions processes. The best evidence we have that mathematics skills themselves are not in decline is that TIMSS Grade 9 results improved between 2019 and 2023, as discussed above.

While it is encouraging that the MTSF targets have been partially met, **it is clear that high-level achievement in mathematics and physical sciences continues to be a serious challenge in the schooling system.** Specifically, higher numbers of learners achieving, for instance, 60% in the two subjects is needed to address skills shortfalls in the labour market, which slow down the prospects for higher economic growth<sup>16</sup>. The ongoing increases in the number of school-leavers with an NSC qualifying them to study at a university is a major achievement that provides more young people with opportunities and hope. However, it should be noted that the annual intake of universities is less than half the number of learners with an NSC permitting university studies. In this sense, the schooling sector supplies more than what is demanded. However, it is estimated that around two-thirds of first-year university students are subject to admissions requirements that include minimum marks in, especially, mathematics but also in many instances physical sciences. Here the schooling system has in fact under-supplied what is needed to some extent<sup>17</sup>. Universities are thus forced to relax mathematics and physical sciences requirements in the case of some students in order to reach enrolment targets. Ideally, there should be enough applicants at universities with marks in the two subjects which are well above the minimum thresholds. This would, among other things, improve the ability of university students to progress through their university studies.

A large part of the challenge is to increase **the number of high-achieving black African and coloured mathematics candidates in the examinations.** This is essential if South Africa is to see a more representative workforce in areas such as accounting and engineering. Ministerial awards have in the past acknowledged districts displaying exceptional success in ensuring that a higher percentage of black learners who enrol at school get to exit the system with at least 60% in mathematics<sup>18</sup>. The districts which emerge in such a comparison are often surprising. Rural districts, particularly in Limpopo, often perform well and offer lessons to the rest of the country. Figure 2.7 below, from recent research about to be published by the DBE, illustrates by district what percentage of black youths aged 15 in 2018 got to obtain 60% in mathematics as full-time Grade 12 candidates in any year up to 2024. Specifically, black African and coloured learners are counted in this graph. Among the top ten districts, five are in Limpopo, with the remaining five coming from the five provinces Western Cape, Gauteng, Eastern Cape, Mpumalanga and KwaZulu-Natal. In the best performing district, Capricorn South in Limpopo, 5.7% of the black youth cohort in question got to achieve 60% in mathematics in the NSC examinations. If the more traditional approach of analysing all learners without a breakdown by race is pursued, as in Figure 2.8, a rather different picture emerges. Clearly, both approaches to understanding the NSC data are relevant for tracking the ability of the schooling system to bring about change.

16 See the 2022 Department of Higher Education and Training report titled Skills supply and demand *in South Africa*, available on the DHET website.

17 See the 2024 sector review.

18 See for instance DBE news article 'Top performing districts and schools honoured at the 8th National Education Excellence Awards'.

Figure 2.7: Ranking of districts by mathematics achievement of black learners

% of birth cohort becoming high-level mathematics achievers

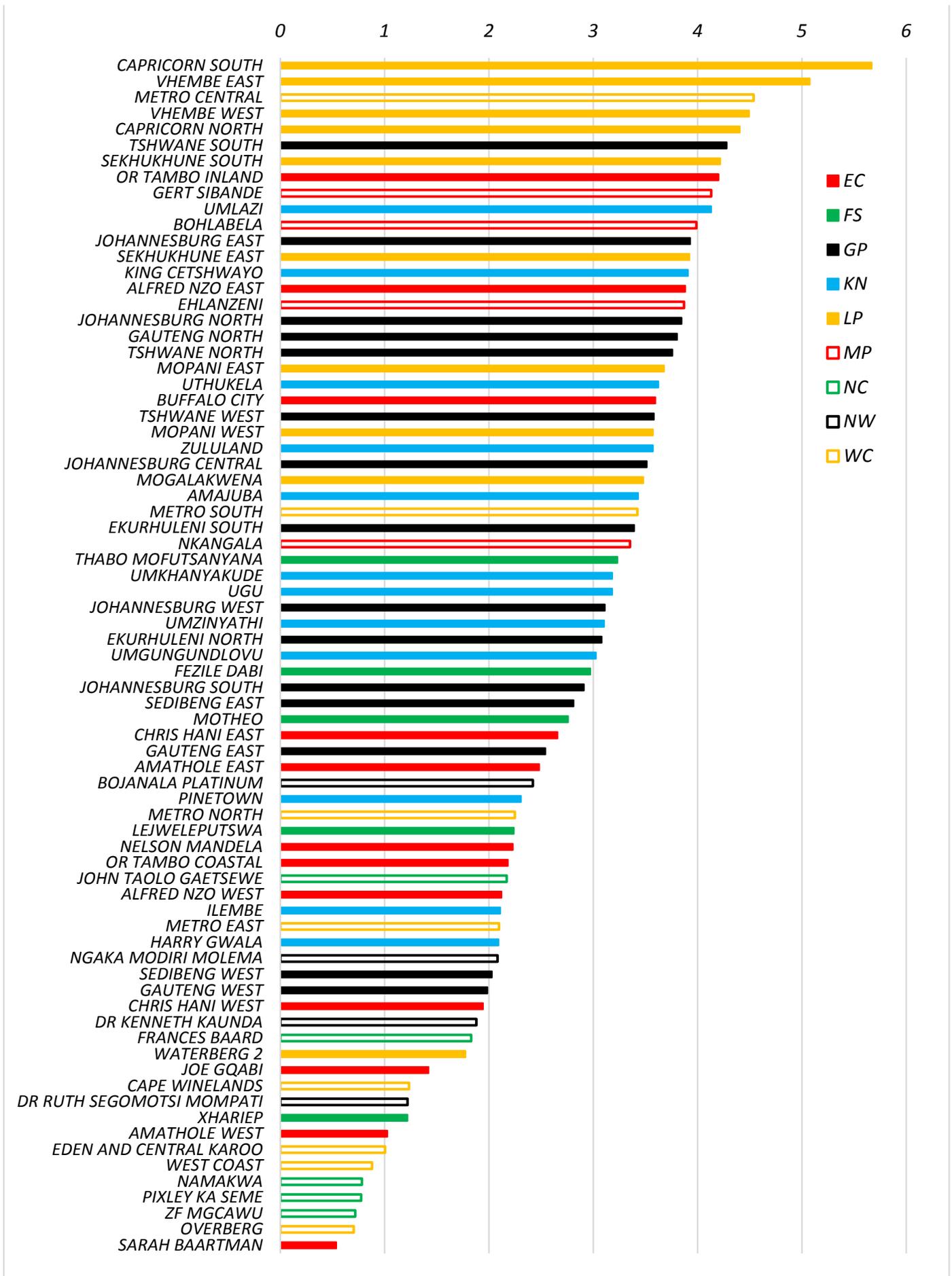
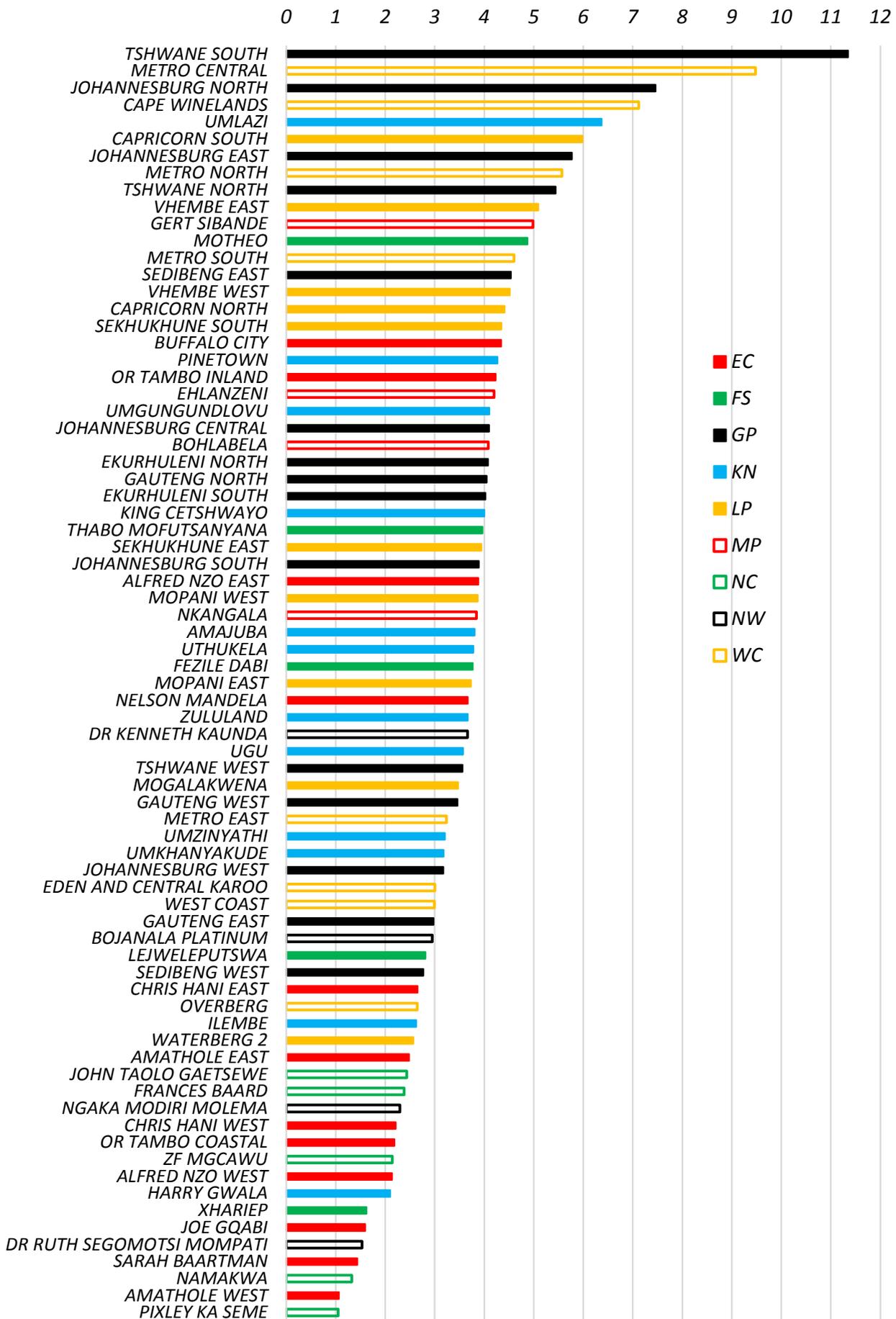


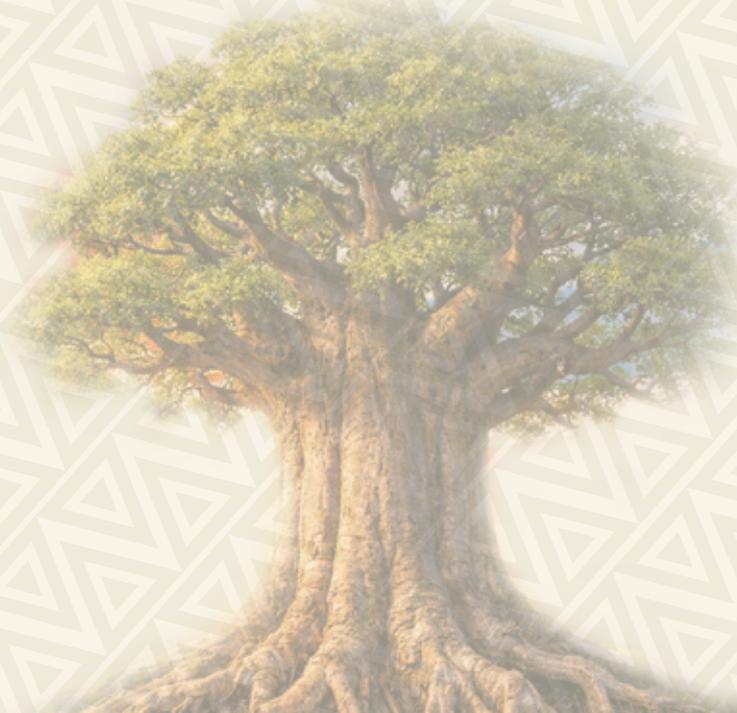
Figure 2.8: Ranking of districts by mathematics achievement of learners

% of birth cohort becoming high-level mathematics achievers



# 3.

## THE NATIONAL SENIOR CERTIFICATE QUALIFICATION



## 3. THE NATIONAL SENIOR CERTIFICATE QUALIFICATION

### 3.1 The Qualification Overview

The National Senior Certificate (NSC) is a qualification at NQF Level 4 on the General and Further Education and Training Qualifications Sub-Framework (GFETQSF) of the National Qualifications Framework (NQF).

The NSC is registered as a qualification with a minimum of 130 credits. The qualification is registered as a whole qualification, as it is not based on unit standards. The outcomes of the qualification are further defined in the curriculum. A minimum of seven subjects are required for successful completion of the qualification.

The NSC is awarded as the final exit qualification at the end of Further Education and Training (FET). Learners are prepared in the General Education and Training (GET) for entry into the NSC qualification. The NSC is supported by curricula for all subjects. The FET national examination is moderated externally and quality assured according to Umalusi's quality assurance policies. The qualification is certified by Umalusi according to Umalusi's directives for the certification of the NSC.

### 3.2 The Purpose of the Qualification

South Africa aspires to provide education that responds to the human resource and development needs of the country for personal and social prospects.

The purpose of the NSC qualification is to prepare learners for entry to higher education institutions and the world of work. It also aims to ensure that children acquire and apply knowledge, skills, attitudes and values in ways that are meaningful to their own lives. The NSC qualification has the following objectives:

- (a) To equip all candidates, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country.
- (b) To provide access to higher education.
- (c) To facilitate the transition of learners from education institutions to the workplace.
- (d) To provide employers with a sufficient profile of a learner's competence and skills.

### 3.3 The principles underpinning the NSC of the National Curriculum Statement Grades R-12

The NSC qualification is based on the following principles:

- (a) Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population.
- (b) Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given information.
- (c) High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified. High, achievable standards are set in all subjects.
- (d) Progression: content and context of each grade shows progression from simple to complex.
- (e) Human rights, inclusivity, environmental and social justice: infusing the principles and practices of

social and environmental justice and human rights, as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

- (f) Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution.
- (g) Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

### 3.4 Duration and General Requirements of the NSC

The duration of the NSC programme is three years. In order to obtain a NSC qualification, a learner must:

- a) Study all subjects selected for all three grades (Grades 10–12) and complete the programme requirements for these grades separately.
- b) Comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12, as contemplated in the NPA policy document, the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12 (NPPPR), and the Curriculum and Assessment Policy Statement (CAPS) documents of the various subjects. The duration of the NSC learning programme is three years which spans the three final years of schooling i.e. Grade 10, Grade 11 and Grade 12.

### 3.5 Curriculum overview of the NSC

The NSC is underpinned by the NCS for Grades R - 12, which represents a policy statement for learning and teaching in South African schools. The curriculum foregrounds the various programmes followed in each grade from Grades R–12. It comprises of:

- the Curriculum and Assessment Policy Statement (CAPS) documents for all approved subjects;
- the National Protocol on Promotion and Progression Requirements (NPPPR);
- the National Protocol on Assessment (NPA), Grades R – 12.

### 3.6 The Structure of the Qualification

The NSC qualification offers a differentiated curriculum that comprises subjects that enable learners who exit the system to follow either an academic or a technical pathway. The approved NSC qualification subjects are grouped into two main categories, namely Group A and Group B, and are listed in the following policy documents: National Policy pertaining to the Programme and Promotion Requirements Grades R-12; and Regulations Pertaining to the National Curriculum Statement Grades R-12.

**Table 3.6.1: Nationally approved subjects listed in terms of the organising field of learning of the National Qualifications Framework**

No.	Organising fields of learning	Subjects
1.	Agriculture and Nature Conservation	Agricultural Management Practices; Agricultural Sciences; Agricultural Technology
2.	Culture and Arts	Dance Studies; Design; Dramatic Arts; Music; Visual Arts
3.	Business, Commerce and Management Studies	Accounting; Business Studies; Economics
4.	Communication Studies and Languages	All official languages and all approved non-official languages
5.	Manufacturing, Engineering and Technology	Civil Technology (Construction); Civil Technology (Woodworking); Civil Technology (Civil Services); Electrical Technology (Power Systems); Electrical Technology (Electronics); Electrical Technology (Digital Systems); Engineering Graphics and Design; Mechanical Technology (Automotive); Mechanical Technology (Fitting and Machining); Mechanical Technology (Welding and Metalwork)
6.	Human and Social Studies	Religion Studies; Geography; History; Life Orientation
7.	Physical, Mathematical, Computer and Life Sciences	Computer Applications Technology; Information Technology; Life Sciences; Marine Sciences; Mathematical Literacy; Mathematics; Technical Mathematics; Physical Sciences, Technical Sciences
8.	Services	Consumer Studies; Hospitality Studies; Tourism

The duration of the NSC learning programme is three years which spans the three final years of schooling i.e. Grade 10, Grade 11 and Grade 12.

### 3.7 The Requirements of the Qualification

An NSC is issued to a candidate who has complied with the programme and promotion requirements, as contemplated in the applicable legislative framework. In order to obtain a NSC, a learner must comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12, as communicated in the National Protocol for Assessment, the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12 (NPPPR), and the Curriculum and Assessment Policy Statement (CAPS) documents of the various approved subjects. The NSC with endorsement for learners who experience barriers to learning is issued to a candidate who has complied with the programme and promotion requirements of a National Senior Certificate with endorsement, as expressed in the above-mentioned policies. A minimum of seven subjects are required for successful completion of the qualification. The weighting of the seven subjects varies, with six subjects with 20 credits each and one subject with 10 credits (see Table 3.7.1 below).

**Table 3.7.1: Allocation of Credits**

Subject	Credits
Language 1 (Home Language)	20
Language 2 (First Additional Language)	20
Mathematics, Technical Mathematics and Mathematical Literacy	20
Life Orientation	10
Group B subjects (3 x 4 hours)	3 x 20 = 60
<b>Total</b>	<b>130</b>

Provisos for the NSC are stipulated in the NCS regulations and policies. The provisos are mainly on conditions regarding selection of subjects and can be accessed from the NPPPR document and the regulations pertaining to the National Curriculum Statement Grades R-12. Furthermore, the NSC qualification provides concessions for immigrant candidates and learners who experience barriers to learning. These concessions can be accessed in the above-mentioned NCS policy documents. The NSC differentiates achievement into the following categories based on performance in specified subjects.

**Table 3.7.2: Categories of NSC passes**

Pass requirements (pass at least 6 subjects)	NSC with admission requirements to:		
	Higher Certificate (pass at least 6 subjects)	Diploma (pass at least 6 subjects)	Bachelor's (pass at least 6 subjects)
Achieved 40% in 3 subjects, one of which is an official language at Home Language (HL) level.  Achieved 30% in 3 subjects provided SBA component is submitted for the failed subject.	Achieved 40% in Home Language.  Achieved at least 40% in two other subjects.  Achieved at least 30% in 3 subjects including the Language of Learning and teaching.	Achieved 40% in 4 subjects, one of which is official language at HL level/excluding LO.  Achieved at least 30% for two other subjects including Language of Learning and teaching.	Achieved 50% in 4 subjects, excluding Life Orientation.  Achieved at least 40% for Home Language. Achieved 30% in the language of learning and teaching.
Condonation of a maximum of one subject is applied if a learner requires a maximum of an additional 2% to obtain a pass at either 30% or 40% provided the condonation allows the candidate to obtain the NSC qualification.			

Seven levels of competence have been described for each subject in the National Protocol for Assessment and the CAPS documents for the subjects listed in the National Curriculum Statement Grades R-12. The various achievement levels and their corresponding percentage bands are shown in the table below.

**Table 3.7.3: Scale of Achievement for the National Curriculum Statement Grades 10 – 12**

Achievement Level	Achievement Description	Marks %
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

These descriptions are intended to assist teachers and examiners to assess learners and grade them at the correct level.

### 3.8 Assessment Changes that Impacted on the Class of 2025

In light of the loss of teaching time suffered by learners in 2020 and 2021, the School-Based Assessment (SBA) regime was amended to support the curriculum recovery strategy. The revision of the programme of assessment (Grades 10 and 11) necessitated a review of the weightings in most subjects in 2021. The SBA which previously carried a weighting of 25% in the FET band was increased to 60% and examinations which carried a weighting of 75%, was reduced to 40%. This was applicable in 2021 and 2022. In November 2022, the Council of Education Ministers (CEM) approved a recommendation to increase the weighting of the examination component in Grade 10 and 11 to 60% and decrease the SBA weighting from 60% to 40%, effective from 2023. This decision was made to ensure that the learners have adequate exposure to examinations in Grade 10 and Grade 11, in preparation for the Grade 12 examination which carries a weighting of 75%. The approved SBA weightings continued to be used in 2025.

### 3.9 Improving Learning Outcomes through Curriculum Strengthening

As part of ongoing efforts to improve the quality of basic education in South Africa and considering the continued impact of the Covid-19 pandemic on schooling the Department of Basic Education (DBE) adopted a Learning Recovery Programme (LRP) in 2021. The LRP proposes two key pillars. The first pillar focuses on ensuring an intense system wide focus on recovering the learning losses (both pre-Covid and due to Covid). The second pillar focuses on initiating a multi-year process to holistically strengthen teaching, learning and assessment. This process intends to build on key amendments adopted as part of the recovery of learning, by conducting a more comprehensive curriculum strengthening that will take cognisance of the knowledge, skills, attitudes, and values learners need to thrive in a fast-changing world. It is also intended to enhance alignment across the sector regarding teaching practices, assessment, LTSM, and learning environments that will support the development of desired competencies among South African learners.

While South Africa has made progress in improving learning outcomes through a stable curriculum and other systemic interventions, research shows that learners consistently struggle with foundational skills, and even more so with tasks that demand higher order cognitive skills and deep conceptual knowledge (Reddy et al., 2021). Many teachers perceive the basic education system to be assessment-driven and content-driven and feel ill-equipped to implement the curriculum as it was intended (Care et al., 2017).

To respond holistically and sustainably to these multifaceted challenges, including the losses in learning brought about by the Covid-19 pandemic, the sector proposes deliberate action in five broad areas, or 'levers to effect change' namely:

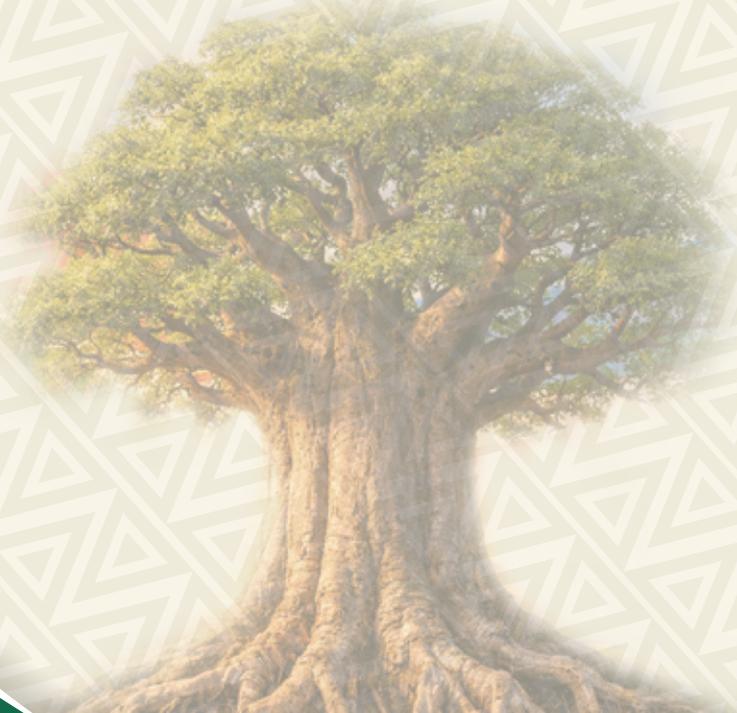
- (a) Curriculum Policy: review, revise, trim and update the Curriculum and Assessment Policy Statement (CAPS).
- (b) Assessment: updating and strengthening current assessment policies and practices.
- (c) Teacher Development: equipping and supporting teachers with effective pedagogical practices.
- (d) Learning Environment: Enhancing the space (physical and non-physical/virtual) in which learning takes place, to enable effective teaching and learning.
- (e) Learning and Teaching Support Material (LTSM): strengthening the basic compulsory learning resources per subject.

The re-alignment and synergy between the areas outlined above will strengthen the implementation of the intended, implemented, assessed, and attained curriculum. The process of curriculum strengthening is aimed at building on the gains of the past, whilst aligning the system to equip learners with skills and competencies for the future.



**4.**

**THE CLASS OF 2025**



## 4. THE CLASS OF 2025

### 4.1 Profile of the 2025 NSC Class

The Grade 12 Class of 2025 began Grade 1 in 2014 and entered Grade 8 in 2021, a year still heavily impacted by the aftershocks of the Covid-19 pandemic. Their transition to secondary school was marked by disrupted academic routines, rotational timetables and reduced contact time, particularly in the first half of 2021. This affected foundational concepts necessary for subject selection and deeper conceptual understanding in the FET phase.

Their Grade 9 year in 2022 continued under the influence of recovery plans. While schools had resumed full-time attendance, the residual effects of prior disruptions – including learning losses, emotional strain, and uneven academic performance – were still evident. The curriculum was gradually realigned during their Grade 10 and 11 years, with greater emphasis on full curriculum coverage, improved pacing, and intensified support.

By the time they entered Grade 12 in 2025, this cohort had experienced a hybrid schooling journey, shaped by both trimmed and re-expanded curricula. While they benefitted from ongoing national and provincial support interventions – such as targeted learning support, revised Annual Teaching Plans (ATPs), increased availability of digital and print-based study materials, and the continuation of the mid-year examinations – the long-term impact of earlier foundational gaps has remained a concern.

This cohort also faced broader systemic challenges including teacher attrition in some provinces, socioeconomic disparities and the lingering effects of psycho-social trauma from the pandemic years.

The Class of 2025 is the eighth cohort to offer a range of new subjects in the Grade 12 NSC examinations, including South African Sign Language at Home Language level (SASL HL), Technical Mathematics, Technical Sciences, Civil Technology (Construction /Civil Services/Woodworking), Electrical Technology (Digital Systems/Electronics/Power Systems), and Mechanical Technology (Automotive/Fitting and Machining/Welding and Metal Work). Additionally, they are the fifth cohort to sit for two question papers in Accounting and Business Studies, and to offer Marine Sciences.



## 4.2 Scope and Size of the October/November 2025 NSC Examinations

The table below shows the scope and size of the Class of 2025 as compared to the previous years.

**Table 4.2.1: Scope and size of the Class of 2025 as compared to the previous years**

	2020	2021	2022	2023	2024	2025
<b>Full-Time Candidates</b>	<b>607 226</b>	<b>733 198</b>	<b>752 003</b>	<b>715 719</b>	<b>724 156</b>	764 014
<b>Part-Time Candidates</b>	<b>117 808</b>	<b>163 965</b>	<b>168 631</b>	<b>182 056</b>	<b>155 948</b>	137 776
<b>Question Papers</b>	149	162	162	162	162	162
<b>Printed Question Papers</b>	8 Million	9.9 Million	10.4 Million	10.2 Million	10.4 Million	11 Million
<b>Scripts</b>	7.6 Million	9.4 Million	9.8 Million	9.6 Million	9.7 Million	10.8 Million
<b>Examination Centres</b>	<b>6 857</b>	<b>6 860</b>	<b>6 907</b>	<b>6 898</b>	<b>6 933</b>	6 956
<b>Invigilators</b>	65 000	71 000	73 000	72 500	72 500	73 000
<b>Markers</b>	45 809	45 000	52 000	52 500	50 741	55 014
<b>Marking Centres</b>	177	191	191	184	183	192
<b>Monitors</b>	-	5 331	5 631	5 734	5 375	5 500

## 4.3 Key Learner Support Programme for the Class of 2025

The Class of 2025 is the twelfth cohort exposed to the Curriculum and Assessment Policy Statement (CAPS). These learners entered formal schooling in 2014 and are beneficiaries of the progression policy, which stipulates a maximum duration of four years per phase for a learner. These learners experienced significant disruptions during their foundational years, particularly in Grades 7 to 9, due to rotational schooling and reduced contact time. In 2020 and 2021, many learners attended school for only one or two days per week, relying on home-based learning for the remainder of the week. This limited engagement amplified pre-existing learning gaps and hindered the acquisition of essential skills. Furthermore, the trimming of 10–20% of subject content and the delayed return to full-scale examinations until Grade 10 (2023) had left this cohort with reduced exam readiness and heightened anxiety as they approached the National Senior Certificate (NSC) examinations.

The DBE and the PEDs introduced extensive support measures over time such as vacation classes, after-school programmes, digital learning platforms and teacher training sessions to the class of 2025 to address deep learning gaps. Without the additional targeted support, many learners would have risked underperformance, which could have long-term consequences for their access to higher education, employment and economic mobility. To mitigate the aforementioned challenges, the DBE introduced revised Annual Teaching Plans (ATPs) and a curriculum recovery programme aimed at prioritising critical content. Also, the Department directed much of its resources to improving the quality of teaching and learning across the schooling system as well as strengthening the credibility and integrity of the NSC examination.

## Director General Monitoring & Support Programme

The Director-General of the Department of Basic Education, Mr Hubert Mathanzima Mveli, embarked on many intervention initiatives alongside other key officials from DBE with the intention of improving learning outcomes. The support and monitoring of the 2025 Learner Support Programme in the 75 districts and an average of 10 schools per district commenced in January 2025 and concluded in August 2025. The purpose of the meeting with learners was to appreciate the enormous sacrifices made by teachers; School Management Teams (SMTs); school principals and parents for supporting learners, as well as to challenge the Class of 2025 to surpass the record of performance of the previous classes. A total of **130 061** learners at **665** centres across the nine provinces benefitted from these interventions. Included in the DG's address to learners were motivational talks and discussions on study techniques aimed at encouraging learners to work hard and prepare adequately for the examinations.

### Subject-Specific Support

The Class of 2025 benefitted from a plethora of resources including e-Learning platforms provided by MTN, Vodacom, Telkom and Siyavula Foundation Online High School Maths and Science Practice to support their learning endeavours. Lessons were also delivered remotely through television and radio across provinces.

### LTSM Support

Ensuring that every learner has access to the minimum set of textbooks (one textbook per subject) and workbooks is a critical priority for the DBE and the PEDs. The DBE supported the cohort with a variety of LTSM such as workbooks, Siyavula textbooks (hard copies) and Mind the Gap study guides as well as online access to the Mind the Gap series. Out of their own initiative, PEDs also provided learners with additional textbooks and other additional online resources to realise this priority. Also, Siyavula with online practice has been provided at zero rating by the Sasol Foundation.

### Psychosocial Support

Psychosocial support was also provided for the Class of 2025. Learners who sat for the 2025 NSC exams were provided with:

- (a) Talks at schools and camps on strategies for managing exam anxiety and study skills.
- (b) Daily motivational messages through study groups and social media.
- (c) Daily distribution of national 24-hour counselling support resources.
- (d) Social Media talks and posts on No-Pens down for substance use prevention.
- (e) Assistance with NSFAS applications.
- (f) Vacation Learner Support Programmes

All provinces successfully implemented autumn, winter and spring support classes for the Grade 12 Class of 2025. The vast majority of centres were rated as fully functional, with teaching quality rated as “Good” to “Excellent”. Overwhelmingly positive feedback from learners was recorded (>98% in some centres), who found the classes crucial for revision and exam preparation. Support expanded beyond core subjects to include Languages, Technical, Arts and Services subjects. The purpose of the support classes was to:

- (a) Cover curriculum and revise Terms 1, 2, and 3 content;
- (b) Improve knowledge and develop higher-order thinking skills;
- (c) Assist learners with barriers to learning (progressed, at-risk, moderate, high-flyers); and,
- (d) Boost learner confidence and morale ahead of final examinations.

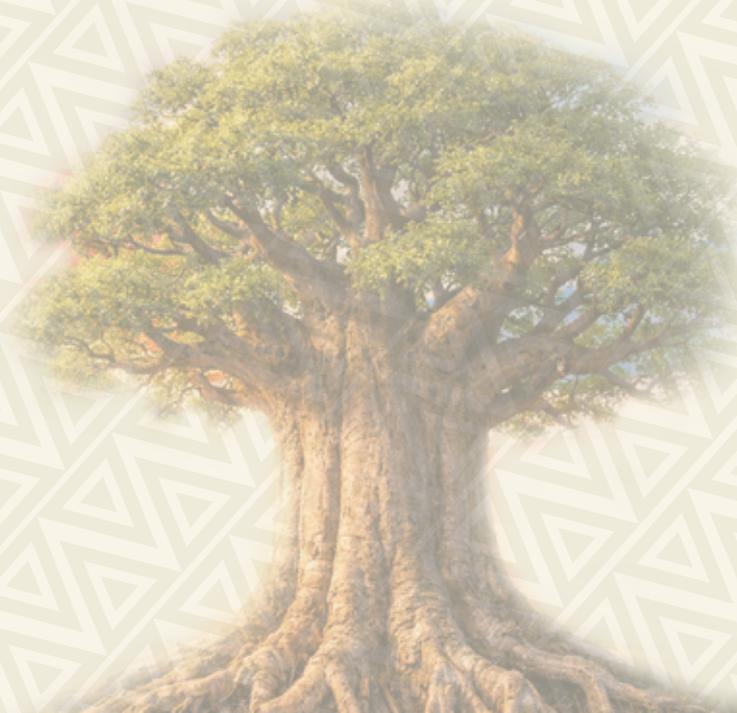
Learners received extra tuition and support in at least three to four subjects per day to enhance maximum learning for an average of 6-8 hours. All residential camps operated beyond eight hours incorporating self-study/consolidation sessions to conclude each day. Lesson duration ranged between 1,5–2hrs of contact time per subject.

Learner support remains critical to ensuring equitable access to the NSC despite systemic inequalities. While the sector continues to expand the scope and intensity of interventions, the long-term impact of disrupted learning since 2020 cannot be fully erased.



# 5.

## ADMINISTRATION OF THE NOVEMBER 2025 NSC EXAMINATIONS



## 5. ADMINISTRATION OF THE NOVEMBER 2025 NSC EXAMINATION

### 5.1 Registration

Registration of both examination centres and candidates on the Integrated Examination Computer System (IECS) is a critical activity in the examination cycle. The DBE has introduced strict verification measures on registration processes which are closely monitored across all PEDs. In the case of candidate registration, there is a significant improvement across the PEDs in the usage of South African School Administration and Management Systems (SASAMS) data that is uploaded onto the Integrated Examination Computer System (IECS) for registration purposes. Manual capturing of registration data from application forms has been minimised and is mainly used for the registration of part time candidates who obviously are not part of the schooling system at the time of writing. After the learner registration data was available on the IECS, at least two preliminary schedules with all the candidate data were printed and provided to individual candidates for checking and approval. Corrections were effected and a final examination schedule was printed and forwarded to schools. This ensured improved accuracy in registration data for the FT candidates.

In relation to centre registrations, only independent schools that are accredited with Umalusi are allowed to be registered as examination centres. PEDs identified a number of examination centres that were administering the NSC examinations, but were not accredited with Umalusi. In all such centres, the PED either took over the management of the examinations or alternatively, relocated these candidates to designated centres established by the PED. PEDs also created designated centres for use mainly by part-time candidates and/or candidates from unaccredited independent schools.

The DBE promotes access for all learners irrespective of their circumstances including Learners with Special Educational Needs (LSEN). Special concessions are allowed to accommodate Learners with Special Needs. Such learners are evaluated and verified by the relevant support structures at the various Provincial Education Departments and approved by the provincial Head of Education. These candidates are accommodated, in that their question papers are adapted according to their special needs and in some cases a scribe or reader is appointed for candidates who require such assistance. Provisions are made for the candidates who are blind, partially sighted, deaf, physically impaired, dyslexic etc. These candidates are also granted extra time in accordance with the requested concession to complete their examinations. Learners with severe barriers to learning may also qualify to write the Endorsed NSC, which comprises a five subject NSC. A total of 7 059 Learners with Special Needs (LSEN) enrolled for the November 2025 NSC examinations of which 285 candidates enrolled for the Endorsed National Senior Certificate. The DBE will continue to ensure that advocacy is improved in this regard so that all qualifying learners are made aware of the available opportunities.

### 5.2 Development of National Question Papers

The Class of 2025 represents the fifth cohort to sit for question papers developed in accordance with the 2021 Examination Guidelines, which were revised to align with the Abridged CAPS amendments. A total of 162 question papers were set by the Department of Basic Education (DBE) for the October/November 2025 National Senior Certificate (NSC) Examinations. This total included back-up question papers for Life Orientation, Information Technology Paper 1 and Computer Applications Technology Paper 1. The question papers approved for the May/June 2026 Examinations served as back-up question papers for the October/November 2025 Examinations.

Following approval by Umalusi, the question papers were subjected to quality assurance, proofreading and adaptation for learners who experience barriers to learning. The quality assurance process entailed intensive in-house editing and review of the 2025 NSC question papers by independent editors from the provincial education departments (PEDs), with a specific focus on technical accuracy and language simplification. Upon completion of the proofreading process, the question papers were released to the PEDs for printing and the administration of the October/November 2025 Examinations.

## **Adaptations for Learners Who Experience Barriers to Learning**

The DBE adapted 62 question papers for Braille candidates, 58 question papers for Deaf candidates, and made 92 question papers available in large-print formats, offered in font sizes 18 pt, 20 pt and 24 pt. In addition, 61 question papers were made available in audio format. The adaptation of question papers for candidates who use Braille and large-print formats was undertaken by chief examiners or internal moderators from the national examination panels. Specialists in Deaf education were appointed to adapt the question papers for Deaf candidates.

In 2025, a total of 158 full-time candidates enrolled to sit for the examinations in South African Sign Language (SASL) Home Language. The DBE set, moderated, administered and centrally marked the final examinations in SASL Home Language.

## **Question Papers for Non-official Languages**

In terms of a contractual arrangement with the Independent Examinations Board (IEB), 37 question papers for non-official languages, Nautical Sciences, Maritime Economics, Equine Studies, and Sport and Exercise Sciences were set by the IEB.

## **5.3 The Writing of the Examinations**

The DBE conducts Standard Setting Meetings (SSMs) annually to ensure uniformity in the conduct, administration and management of examinations in all nine PEDs. The first and the second SSMs for the 2025 academic year were conducted during the March/April and July/August 2025. At these meetings, Norms and Standards were reviewed, refined and amended in line with developments over the past three years. These standards were also mediated with participants from PEDs to ensure a common understanding and effective implementation.

The three key Standard Operating Procedure (SOPs) Manuals in relation to the administration of national examinations (*Standard Operating Procedures for the writing of the NSC examination*, *Chief Invigilator Training Manual* and *Invigilation Procedure Manual*) were discussed and fully mediated with all provincial participants. The DBE continued to share and mediate the content of these SOPs to assist in the standardisation of the administration of the writing phase of the examination. The manuals dealt with aspects relating to invigilation, as well as pre-, during- and post-writing procedures, which include the collection and the return of examination material. PEDs also used these manuals in the training of chief invigilators. The SOP for Monitoring focuses on the procedures to be followed in the monitoring of all examination processes including registration, auditing of examination centres, auditing of storage, nodal and distribution points, the writing, distribution of question papers, collection of scripts etc. This SOP for Monitoring provides the PEDs with a tool on how to monitor and evaluate their practices relating to all examination processes to ensure that the credibility of the NSC examinations is not compromised.

The training of chief invigilators and invigilators was rigorous and most PEDs adopted a cluster training approach as advocated by the DBE. Chief invigilators were trained by the provincial training team and invigilators were clustered together in circuits and trained by a district training team. This ensured better standardisation of practice during the conduct of the examinations and that the training of invigilators in any school was not left to a single chief invigilator.

The signing of the pledge by all learners has added value to the credibility of the NSC examination since its introduction in 2013. All the candidates that registered to write the November 2025 NSC from the various provinces signed the pledge on various dates during October 2025. In signing the pledge, the candidates were making a commitment to comply with the examination code of conduct. This practice has been found to have significantly contributed to the reduction in the 'Acts of dishonesty' by candidates since its inception. In addition, the commitment agreement, which the DBE initiated about five years ago, was also signed alongside the pledge where both parents and learners made a commitment to adhere to examination rules and regulations. The agreement highlights key rules and regulations which candidates and parents/guardians should be aware of and ensure that they are complied with by candidates. The possible sanctions that could be imposed by the DBE in the event of a contravention of the examination rules, are also outlined in the Commitment Agreement. It is envisaged that the increased awareness regarding examination malpractices has dissuaded candidates from getting involved in such acts.

Examination centres were audited by PEDs and categorized according to their risk profiles based on previous irregularities. All schools/centres with a previous history of irregularities were classified as high-risk centres and such centres had to be closely monitored, including the deployment of resident monitors where necessary during the writing of the examinations. All independent centres were also audited by the PEDs and in cases where the integrity of the examination was questionable, a resident monitor was placed at that centre or alternatively, the management of examinations at the centre was taken over by the provincial or district officials. An area of good practice by some PEDs has been noted in this regard where the risk status of any secondary school where a new principal (management) is appointed is changed immediately, for example; from low risk to medium risk. Medium risk centres were assigned a roving monitor who covered a group of centres during a writing session.

Over the years, the DBE has strengthened the evaluation criteria used to audit the suitability of the storage, nodal and distribution points to store question papers. All storage points were evaluated accordingly prior to the examination and only storage points that met the relevant criteria were allowed to store question papers. As a result, most PEDs were able to strengthen the security measures at most of their storage, nodal and distribution points to ensure that they comply with the required standards.

A total of 47 DBE Part-Time Monitors and 23 School Improvement Support Coordinators (SISCO) were deployed to provinces to monitor the writing of the November 2025 NSC examinations. These monitors visited over 500 selected examination centres/schools, 180 storage/nodal/distribution points and 31 district offices to verify the monitoring processes of the PEDs. The PEDs also trained and deployed their monitors to monitor the writing of the examinations.

The DBE continued to engage the State Security Services and requested intelligence support from National Intelligence Agency (NIA) during the writing of the November 2025 NSC examinations. In addition, the collaborative structure which was established with SAPS, Crime Intelligence and Disaster Management services through the National Joint Operational and Intelligence Structure (NATJOINTS) and Provincial Joint Committees (PROVJOINTS) were briefed and they all supported the DBE and PEDs during the conduct of the examinations. The DBE also engaged with ESKOM specifically on matters relating to the writing of the practical papers for Computer Applications Technology and Information Technology

which require learners to have a steady supply of electricity during writing. In addition, municipalities were requested to scale down on load reduction to enable learners to have extended access to electricity to prepare adequately for the examinations, especially in townships and rural areas.

## 5.4 Marking

Marking of the 2025 NSC October/November examinations officially commenced on 15 November 2025 and was concluded on 14 December 2025 across all provinces. A total of 192 marking centres were used to conduct the marking processes across TWO marking sessions, an early marking session and a main marking session.

The National Marking Standardisation Meetings (MSMs) of October/November 2025 included 96 subject paper meetings hosted by the DBE from 27 October to 30 November 2025. The participants included the DBE panel, Umalusi moderators, subject curriculum specialists, analytical moderators from DBE and PEDs, Umalusi verifiers and DBE marking moderators. The sessions were chaired by independent and nominated chairpersons who provided the oversight and meeting procedure management required for MSM meetings.

A mixed modality approach was utilised. Meetings were either fully virtual, in person or hybrid. Full-fledged face-to-face modality was reserved for all high enrolment subjects where all panels from the DBE, PED and Umalusi were hosted in the DBE Conferencing rooms at the DBE. The purpose of the marking standardisation meetings was to:

- (a) Provide DBE examining panels and Umalusi external moderators the opportunity to complete preparations for the standardisation of the marking guidelines through the review of the PED pre-marking reports and the amendments of the preliminary marking guidelines and to prepare for the training of the chief markers and internal moderators;
- (b) Allow for the question paper to be reviewed by chief markers and internal moderators and to identify questions that may have been found to be unfair, or faulty so that they could be appropriately mediated and discussed during the marking standardisation process;
- (c) Allow amendments/additions/changes on the marking guidelines so that all viable alternative responses could be accommodated prior to commencement of marking;
- (d) Allow the training of chief markers and internal moderators with the aim that they will be able to replicate the principles and approach to the training in provinces to ensure a uniform interpretation and application of the marking guidelines in each subject and paper during marking; and
- (e) Establish a tolerance range per question for the marking and moderation of each paper.

### Implementation of the Tolerance Range in the moderation of marking

A Tolerance Range (TR) is an agreed degree of deviation between marks awarded by a marker and the moderated marks. Since marking is not an exact science, it is anticipated that variances may exist between markers and between a marker and a moderator in terms of their mark allocations, especially in subjects using rubrics for marking. In 2025, a Tolerance Range of between 2-3% was allowed in the marking of each question paper.

The quality and accuracy of marking was tested and discussed intensively during the marking of training (dummy) scripts. The scores from the marking of the authorisation scripts were recorded and used as an indication of the level of competence of the Chief Marker and Internal Moderator.

## *Authorisation of Chief Markers and Internal Moderators by DBE*

Chief Markers and Internal Moderators were duly authorised by the DBE before they were allowed to participate in the marking processes in their respective provinces. Following the standardisation of each marking guideline, the Chief Marker and Internal Moderator were provided with a sample of scripts to mark. Only after each Chief Marker and Internal Moderator complied with the Tolerance Range, were they officially authorised to lead the marking process in their respective capacities/roles for the current examination.

## *Centralised marking of subjects with low enrolments*

The DBE centralised the marking of selected low-enrolment subjects in Pretoria from 30 November–13 December 2025. A total of 43 MSMs were held. The centralised marking approach ensured that there was adequate marking capacity and that the hierarchy and the mandatory quality assurance levels could be implemented to ensure reliable marking in all subjects. The DBE Internal Moderators and Chief Examiners led and managed the marking of 43 subject papers that were centralised and were supported by the requisite markers and senior markers sourced from PEDs. The subjects that were centrally marked by the DBE in 2025 included Agricultural Management Practices, Agricultural Technology, Dance Studies, Music, selected First Additional Languages (FAL) and Second Additional Languages (SAL) and South African Sign Language Home Language (SASL HL) and Marine Sciences.

## *Quality Assurance of Marking*

The DBE trained and deployed national marking moderators to the various marking centres across all nine PEDs. The moderators ensured that a consistent standard of marking was maintained across all provinces. They also observed and reported on the PED hierarchical organisation of marking and adherence to the ratio of 1 Senior marker :5 markers in its marking organisation.

## **5.5 School-based Assessment**

School-Based Assessment (SBA) is a compulsory component of the National Senior Certificate (NSC) and is designed to assess learner performance continuously throughout the academic year. SBA comprises a range of assessment activities conducted internally at school level, including assignments, projects, investigations, research tasks, simulations, demonstrations, role plays, practical exercises, oral assessments, classwork, tests and examinations. These activities provide structured evidence of learner performance across cognitive, practical and communicative competencies, as prescribed by the Curriculum and Assessment Policy Statement (CAPS).

In most subjects, SBA contributes 25% to the final NSC mark. In subjects with additional assessment components, SBA is complemented by Practical Assessment Tasks (PATs) and/or Oral Assessments, resulting in higher internal assessment weightings. In the case of Life Orientation, assessment is entirely school-based and constitutes 100% of the final promotion mark. Given its weighting and influence on learner outcomes, SBA remains a critical determinant of the credibility, reliability and fairness of the NSC.

For the Class of 2025, the National Programme of Assessment comprised prescribed formal assessment tasks implemented in accordance with CAPS requirements. Continuous assessment and timely feedback were emphasised to support learner development, inform teaching practices and strengthen learner readiness for the external examination.

## 5.5.1 Administration of SBA and moderation systems at School, District and Provincial levels

The Department of Basic Education (DBE) is mandated to monitor and quality assure the implementation of SBA in Grade 12 across all nine Provincial Education Departments (PEDs) to ensure compliance with national policy and the attainment of comparable standards. In 2025, SBA quality assurance was implemented in accordance with the Guideline for the Quality Assurance of School-Based Assessment in Grades 10–12 (Circular E06 of 2022), and the SBA Standard Operating Procedures (SOP).

The DBE conducted Phase 1 and Phase 2 national SBA moderation across all nine provinces, applying a strengthened quality-assurance model anchored in five core pillars:

- (a) Audit of SBA systems.
- (b) Moderation of assessments.
- (c) Monitoring the administration of assessments.
- (d) Moderation of learner evidence.
- (e) Effective and timeous feedback and reporting to all levels.

Targeted audits of provincial and district SBA systems were conducted to evaluate compliance with prescribed policies, procedures and administrative controls. These audits focused on the planning and implementation of the Programme of Assessment, as well as the functionality and effectiveness of moderation structures across the system. The audit process enabled the DBE to identify systemic risks, including weaknesses in internal controls, gaps in district-level oversight, and inconsistencies in the implementation of national directives. Audit findings informed targeted support, corrective actions and follow-up monitoring, contributing to strengthened accountability, standardisation, and the overall credibility of SBA implementation across provinces.

The moderation modalities applied included onsite moderation at sampled schools, off-site moderation through the submission of learner portfolios to district or provincial offices, and electronic moderation through the submission of digital evidence. The combination of modalities allowed for broader coverage while accommodating contextual and logistical constraints across provinces.

During 2025, the DBE conducted Phase 1 and Phase 2 quality assurance of all nine Provincial Education Departments (PEDs). A total of nine provinces, 20 districts, 900 schools and 4 200 learner files were sampled. The purpose of the national quality assurance process was to ensure the maintenance of comparable standards nationally and the consistent implementation of the Guideline for the Quality Assurance of School-based Assessment in grades 10-12 (Circular E06 of 2022).

Gateway subjects sampled for SBA moderation included Accounting, Business Studies, Economics, Geography, History, Life Sciences, Mathematical Literacy, Mathematics and Physical Sciences. In addition, Life Orientation, South African Sign Language Home Language (SASL HL) and English First Additional Language (Oral) were moderated nationally across all provinces. The quality assurance process focused on the standard and quality of assessment tasks, the consistency of marking, the effectiveness of moderation processes at school, district and provincial levels, and the integrity of final SBA mark submissions. This included moderation of the Preparatory Examination and Life Orientation Continuous Assessment task (LO CAT).

To consolidate findings, the DBE hosted virtual preliminary feedback sessions with provinces. These sessions recorded a total of 1 909 attendees, compared to 822 in 2024, reflecting increased provincial

engagement, accountability and collaboration. Invitations were extended to curriculum structures at all levels of the education system, enabling direct follow-up on findings and alignment between curriculum and assessment.

Furthermore, the DBE conducted national quality assurance of Practical Assessment Tasks (PATs) in all nine provinces during 2025. A total of 99 schools and 378 learner evidence were sampled. Subjects moderated included Civil Technology (Civil Services, Construction and Woodworking), Electrical Technology (Digital, Electronics and Power Systems), Mechanical Technology (Automotive, Fitting and Machining, and Welding and Metalwork), and the moderation of all nine provinces in Tourism PAT. Notable improvements on the quality of SBA conducted by schools are observed and good practices are shared for system-wide improvements. Areas requiring further support as revealed through the quality assurance process receive attention from both the DBE and the PEDs.

## 5.6 The Management of Examination Irregularities

Examination and assessment irregularities has the potential to tarnish public confidence in the validity and legitimacy of results. When irregularities occur, it is imperative that they are dealt with as a matter of urgency by the structures established for this purpose. The DBE can confidently state that there has been an improvement in the management of both administrative and serious irregularities such as group copying.

The National Examinations Irregularities Committee (NEIC) is a national structure established by the minister in accordance with Regulations on the Conduct, Administration and Management of the National Senior Certificate Examinations, to manage irregularities emanating from NSC examinations. In turn, Provincial Examinations Irregularities Committees (PEICs) are established in provinces to deal with irregularities at a provincial level. These two structures are therefore mandated to ensure that systems and processes are put in place to manage the prevalence of examination irregularities so that the credibility and integrity of all national examinations are upheld.

The DBE has over the years continued to strengthen the following mechanisms to ensure that irregularities are minimised and where they occur, they are detected as early as possible and managed appropriately, without compromising the examination processes:

- (a) The DBE and the PEDs conducted a thorough audit of the entire distribution chain of question papers to ensure that strict security measures are in place at all the printing sites, storage and distribution points.
- (b) A **Pledge Signing Ceremony** by all Grade 12 learners was hosted at all schools (examination centres) across the country, just prior to the commencement of the examinations. At this ceremony, learners publicly pledged not to participate in acts of dishonesty during the writing of the examination.
- (c) A **Commitment Agreement** informed both learners and parents of the consequences of being guilty of an irregularity. In the Commitment Agreement both parents and learners signed a written agreement committing not to engage in any acts of dishonesty and to bring this to the attention of the school principal, if they are aware of any such irregularity.
- (d) **Electronic Devices Register:** The Electronic Devices Register required all candidates to record all details of the cellphones or any other electronic devices that they would be using during the examination period, commencing 21 October 2025 and concluding on 28 November 2025.
- (e) **Reporting of Examination Irregularities:** Candidates were made aware that it is their responsibility and that of the parent to report any information or rumour regarding examination irregularities to

the examination hotline established for that purpose. The examination hotline is a 24-hour service. In addition to reporting to the examination hotline, this information was to be brought to the attention of the school principal. Failure to do so would be considered to be collusion for which the candidate would be held accountable.

The NEIC convened from 28 to 29 December 2025 to make final pronouncements on the examination irregularities committed during the November 2025 NSC examinations. Generally, the number of Behavioural offences and Acts of dishonesty has reduced. All provinces presented the reports from their PEIC on identified irregularities and the proposed sanctions. The NEIC endorsed all the reports received from the provinces as all irregularities were dealt with in accordance with the *Regulations on the Conduct, Administration and Management of the National Senior Certificate Examinations*. NEIC also recommended that as much as possible all outstanding irregularities be concluded prior to the release of results unless in cases that involved hearings or further investigations.

The DBE presented a full report on the integrity of the 2025 NSC examinations to Umalusi on 6 January 2026 for consideration by the Umalusi Council as to whether the examinations were conducted in accordance with the policy and *Regulations on the Conduct, Administration and Management of the National Senior Certificate and Senior Certificate Examinations*. Having noted that there are no serious irregularities which may undermine the integrity and credibility of the examination processes, Umalusi approved the results of October/November 2025 examinations for release.

## 5.7 Resulting and release of results

The DBE processed the results after approval by Umalusi. The Minister will officially release the November 2025 NSC examination results on Monday, 12 January 2026 and candidates' results will be made available to the provinces and the individual schools on 13 January 2026.

## 5.8 Certification

All candidates who write the NSC examination are issued with a NSC certificate that confirms that the candidate has satisfied all the requirements of the NSC qualification. The certificate will indicate whether the candidate qualifies for admission to higher certificate studies, diploma studies or Bachelor studies at an institution of higher learning. In cases where the candidate does not satisfy the requirements for the full qualification but obtains a pass in one or more subjects, such candidates will be issued with a subject certificate.

The DBE maintains the historical records of all certification data, extending from as early as 1914. This includes the certification records of all previous departments of education. All the data from previous departments has been converted into electronic formats and is now accessible to all provincial education departments.

The background features a large, light-colored circular area with a repeating geometric pattern of interlocking triangles. To the left, there are overlapping geometric shapes in shades of red, orange, and green. At the bottom, a large, detailed image of a tree with a thick trunk and dense green foliage is visible.

**6.**

**PERFORMANCE OF  
THE CLASS OF 2025**

## 6. PERFORMANCE OF THE CLASS OF 2025

The previous sections of this report have assisted in contextualising and profiling the Class of 2025 and has provided the details relating to the administration of the October/November 2025 NSC examinations. This section provides a broad analysis of the performance of the Class of 2025 at various levels and sections of the education system. The learner performance will be analysed at national, provincial, district and school levels. Other areas of analysis will include performance across key subjects, performance of learners with special educational needs, performance of progressed learners, and performance of part-time candidates.

In addition to the traditional reporting of performance, which provides pass rates across provinces, the DBE has adopted a more comprehensive approach to reporting which provides a holistic account of performance of the schooling system based on the Inclusive Basket of Criteria. The Inclusive Basket of Criteria has identified nine key criteria to be used for the analysis and reporting on the performance of the system, which include the following:

- (a) Overall Achievement
- (b) Attainment in Accounting
- (c) Participation in Mathematics
- (d) Attainment in Mathematics
- (e) Attainment in Physical Sciences
- (f) Attainment in Technical Mathematics
- (g) Attainment in terms of admission to Bachelor studies
- (h) Attainment in terms of Distinctions
- (i) Throughput rate

These nine criteria will serve as the reporting criteria for the performance of the system at the various levels of the system: school, district, province and national.

In addition, the performance of the Class of 2025 will be analysed based on the poverty index of the school. The indicator for this purpose is the fee-paying status of the school. This will include the “Fee-Paying Schools” and “No-Fee Paying Schools”. “No-Fee Paying” schools are schools that are from the lower quintiles (quintiles 1–3) whilst the “Fee-Paying Schools” are from the higher quintiles (quintiles 4–5). The third category of schools will be the independent schools that write the state examination.

**Table 6.1.1: Overall performance of candidates in the 2025 NSC examination**

Provinces	2025		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	106,561	89,694	84.17
Free State	38,205	34,129	89.33
Gauteng	140,927	125,513	89.06
Kwazulu-Natal	171,368	155,258	90.60
Limpopo	100,973	86,986	86.15
Mpumalanga	67,114	58,084	86.55
North West	40,913	36,205	88.49
Northern Cape	14,084	12,365	87.79
Western Cape	65,965	58,181	88.20
<b>National</b>	<b>746,110</b>	<b>656,415</b>	<b>87.98</b>

Table 6.1.2: NSC Passes by province - 2023 - 2025

Province	2023			2024			2025		
	"Total Wrote"	"Total Achieved"	"% Achieved"	"Total Wrote"	"Total Achieved"	"% Achieved"	"Total Wrote"	"Total Achieved"	"% Achieved"
Eastern Cape	95,697	77,917	81.4	99,739	84,760	85.0	106,561	89,694	84.17
Free State	34,451	30,673	89.0	36,312	33,039	91.0	38,205	34,129	89.33
Gauteng	127,697	109,030	85.4	133,228	117,793	88.4	140,927	125,513	89.06
Kwazulu-Natal	157,911	136,366	86.4	161,962	144,990	89.5	171,368	155,258	90.60
Limpopo	93,533	74,400	79.5	93,474	79,461	85.0	100,973	86,986	86.15
Mpumalanga	65,534	50,429	77.0	64,201	54,567	85.0	67,114	58,084	86.55
North West	41,418	33,808	81.6	40,575	35,513	87.5	40,913	36,205	88.49
Northern Cape	12,842	9,740	75.8	12,937	10,892	84.2	14,084	12,365	87.79
Western Cape	62,077	50,620	81.5	62,863	54,414	86.6	65,965	58,181	88.20
<b>National</b>	<b>691,160</b>	<b>572,983</b>	<b>82.9</b>	<b>705,291</b>	<b>615,429</b>	<b>87.3</b>	<b>746,110</b>	<b>656,415</b>	<b>87.98</b>

Table 6.1.3: 2025 NSC Performance by Types of Passes (including endorsed)

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	106,561	44,267	41.5	29,822	28.0	15,498	14.5	105	0.1	89,692	84.17
Free State	38,205	16,728	43.8	11,926	31.2	5,407	14.2	6	0.0	34,067	89.17
Gauteng	140,927	67,861	48.2	39,055	27.7	18,510	13.1	2	0.0	125,428	89.00
KwaZulu- Natal	171,368	89,161	52.0	46,791	27.3	19,098	11.1	203	0.1	155,253	90.60
Limpopo	100,973	43,052	42.6	28,538	28.3	15,389	15.2	7	0.0	86,986	86.15
Mpumalanga	67,114	28,610	42.6	19,603	29.2	9,854	14.7	17	0.0	58,084	86.55
North West	40,913	18,166	44.4	12,142	29.7	5,896	14.4	1	0.0	36,205	88.49
Northern Cape	14,084	5,538	39.3	4,457	31.6	2,367	16.8	0	0.0	12,362	87.77
Western Cape	65,965	32,474	49.2	16,958	25.7	8,710	13.2	2	0.0	58,144	88.14
<b>National</b>	<b>746,110</b>	<b>345,857</b>	<b>46.4</b>	<b>209,292</b>	<b>28.1</b>	<b>100,729</b>	<b>13.5</b>	<b>343</b>	<b>0.0</b>	<b>656,221</b>	<b>87.95</b>

Table 6.1.4: Comparison of the NSC performance by type of qualification from 2023 to 2025

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	2023	94 993	34 974	36.8	24 465	25.8	13 923	14.7	24	0.03	73 386	77.3
	2024	95 697	37 898	39.6	25 997	27.2	13 992	14.6	30	0.03	77 917	81.4
	<b>2025</b>	<b>99 739</b>	<b>45 662</b>	<b>45.8</b>	<b>26 153</b>	<b>26.2</b>	<b>12 909</b>	<b>12.9</b>	<b>31</b>	<b>0.0</b>	<b>84 755</b>	<b>85.0</b>
Free State	2023	36 607	15 747	43.0	11 471	31.3	5 174	14.1	1	0.0	32 393	88.5
	2024	34 451	15 414	44.7	10 282	29.8	4 952	14.4	0	0.0	30 648	89.0
	<b>2025</b>	<b>36 312</b>	<b>17 486</b>	<b>48.2</b>	<b>10 889</b>	<b>30.0</b>	<b>4 621</b>	<b>12.7</b>	<b>2</b>	<b>0.0</b>	<b>32 998</b>	<b>90.9</b>
Gauteng	2023	133 841	58 119	43.4	37 156	27.8	17 655	13.2	1	0.0	112 931	84.4
	2024	127 697	56 552	44.3	35 038	27.4	17 364	13.6	2	0.0	108 956	85.3
	<b>2025</b>	<b>133 228</b>	<b>66 979</b>	<b>50.3</b>	<b>35 040</b>	<b>26.3</b>	<b>15 699</b>	<b>11.8</b>	<b>2</b>	<b>0.0</b>	<b>117 720</b>	<b>88.4</b>
KwaZulu--Natal	2023	164 308	69 849	42.5	43 908	26.7	22 560	13.7	70	0.0	136 387	83.0
	2024	157 911	72 099	45.7	43 769	27.7	20 435	12.9	55	0.0	136 358	86.4
	<b>2025</b>	<b>161 962</b>	<b>84 470</b>	<b>52.2</b>	<b>42 835</b>	<b>26.4</b>	<b>17 609</b>	<b>10.9</b>	<b>76</b>	<b>0.0</b>	<b>144 990</b>	<b>89.5</b>
Limpopo	2023	110 295	32 878	29.8	27 020	24.5	19 585	17.8	10	0.0	79 493	72.1
	2024	93 533	34 018	36.4	24 481	26.2	15 894	17.0	7	0.0	74 400	79.5
	<b>2025</b>	<b>93 474</b>	<b>41 370</b>	<b>44.3</b>	<b>24 591</b>	<b>26.3</b>	<b>13 500</b>	<b>14.4</b>	<b>0</b>	<b>0.0</b>	<b>79 461</b>	<b>85.0</b>
Mpumalanga	2023	67 367	22 576	33.5	18 068	26.8	11 096	16.5	11	0.0	51 751	76.8
	2024	65 534	21 819	33.3	17 412	26.6	11 196	17.1	2	0.0	50 429	77.0
	<b>2025</b>	<b>64 201</b>	<b>27 885</b>	<b>43.4</b>	<b>17 775</b>	<b>27.7</b>	<b>8 897</b>	<b>13.9</b>	<b>10</b>	<b>0.0</b>	<b>54 567</b>	<b>85.0</b>
North West	2023	43 823	14 733	33.6	12 370	28.2	7 853	17.9	0	0.0	34 956	79.8
	2024	41 418	15 061	36.4	11 647	28.1	7 093	17.1	0	0.0	33 801	81.6
	<b>2025</b>	<b>40 575</b>	<b>18 279</b>	<b>45.0</b>	<b>11 455</b>	<b>28.2</b>	<b>5 772</b>	<b>14.2</b>	<b>0</b>	<b>0.0</b>	<b>35 506</b>	<b>87.5</b>
Northern Cape	2023	13 574	4 177	30.8	3 652	26.9	2 242	16.5	0	0.0	10 071	74.2
	2024	12 842	3 851	30.0	3 665	28.5	2 222	17.3	0	0.0	9 738	75.8
	<b>2025</b>	<b>12 937</b>	<b>4 996</b>	<b>38.6</b>	<b>4 003</b>	<b>30.9</b>	<b>1 893</b>	<b>14.6</b>	<b>0</b>	<b>0.0</b>	<b>10 892</b>	<b>84.2</b>
Western Cape	2023	60 338	25 761	42.7	15 247	25.3	8 071	13.4	0	0.0	49 079	81.3
	2024	62 077	26 182	42.2	15 585	25.1	8 825	14.2	0	0.0	50 592	81.5
	<b>2025</b>	<b>62 863</b>	<b>30 031</b>	<b>47.8</b>	<b>16 007</b>	<b>25.5</b>	<b>8 344</b>	<b>13.3</b>	<b>0</b>	<b>0.0</b>	<b>54 382</b>	<b>86.5</b>
National	2023	725 146	278 814	38.4	193 357	26.7	108 159	14.9	117	0.02	580 447	80.0
	2024	691 160	282 894	40.9	187 876	27.2	101 973	14.8	96	0.01	572 839	82.9
	<b>2025</b>	<b>705 291</b>	<b>337 158</b>	<b>47.8</b>	<b>188 748</b>	<b>26.8</b>	<b>89 244</b>	<b>12.7</b>	<b>121</b>	<b>0.02</b>	<b>615 271</b>	<b>87.2</b>

Table 6.15: Comparison of number of NSC passes by province and gender from 2023 to 2025

Province	Gender	Total Wrote			Total Achieved			% Achieved		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Eastern Cape	Male	40,805	43,574	46,365	33,387	37,040	38,881	81.8	85.0	83.9
	Female	54,892	56,165	60,196	44,530	47,720	50,813	81.1	85.0	84.4
Free State	Male	15,226	16,511	17,241	13,664	15,157	15,600	89.7	91.8	90.5
	Female	19,225	19,801	20,964	17,009	17,882	18,529	88.5	90.3	88.4
Gauteng	Male	56,285	59,231	62,958	48,023	52,582	56,231	85.3	88.8	89.3
	Female	71,412	73,997	77,969	61,007	65,211	69,282	85.4	88.1	88.9
KwaZulu-Natal	Male	68,179	70,105	74,097	58,747	62,838	67,175	86.2	89.6	90.7
	Female	89,732	91,857	97,271	77,619	82,152	88,083	86.5	89.4	90.6
Limpopo	Male	40,896	41,509	44,809	32,742	35,586	38,773	80.1	85.7	86.5
	Female	52,637	51,965	56,164	41,658	43,875	48,213	79.1	84.4	85.8
Mpumalanga	Male	28,708	28,272	29,173	21,945	23,969	25,156	76.4	84.8	86.2
	Female	36,826	35,929	37,941	28,484	30,598	32,928	77.3	85.2	86.8
North West	Male	18,539	18,174	18,229	15,121	16,065	16,244	81.6	88.4	89.1
	Female	22,879	22,401	22,684	18,687	19,448	19,961	81.7	86.8	88.0
Northern Cape	Male	5,650	5,866	6,278	4,326	4,961	5,454	76.6	84.6	86.9
	Female	7,192	7,071	7,806	5,414	5,931	6,911	75.3	83.9	88.5
Western Cape	Male	27,322	27,575	28,839	22,154	23,833	25,357	81.1	86.4	87.9
	Female	34,755	35,288	37,126	28,466	30,581	32,824	81.9	86.7	88.4
National	Male	301,610	310,817	327,989	250,109	272,031	288,871	82.9	87.5	88.1
	Female	389,550	394,474	418,121	322,874	343,398	367,544	82.9	87.1	87.9
	Both	691,160	705,291	746,110	572,983	615,429	656,415	82.9	87.3	88.0

Table 6.1.6 Comparison of Bachelor Achievement by gender by province: 2023 - 2025

Province Name	Gender	2023			2024			2025		
		Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors
Eastern Cape	Male	40,805	15,872	38.9	43,574	19,258	44.2	46,365	18,181	39.2
	Female	54,892	22,026	40.1	56,165	26,404	47.0	60,196	26,086	43.3
Free State	Male	15,226	6,924	45.5	16,511	7,905	47.9	17,241	7,504	43.5
	Female	19,225	8,490	44.2	19,801	9,581	48.4	20,964	9,224	44.0
Gauteng	Male	56,285	23,222	41.3	59,231	27,973	47.2	62,958	28,154	44.7
	Female	71,412	33,330	46.7	73,997	39,006	52.7	77,969	39,707	50.9
KwaZulu-Natal	Male	68,179	30,291	44.4	70,105	35,403	50.5	74,097	36,836	49.7
	Female	89,732	41,808	46.6	91,857	49,067	53.4	97,271	52,325	53.8
Limpopo	Male	40,896	15,075	36.9	41,509	18,329	44.2	44,809	18,707	41.7
	Female	52,637	18,943	36.0	51,965	23,041	44.3	56,164	24,345	43.3
Mpumalanga	Male	28,708	9,179	32.0	28,272	11,768	41.6	29,173	11,741	40.2
	Female	36,826	12,640	34.3	35,929	16,117	44.9	37,941	16,869	44.5
North West	Male	18,539	6,471	34.9	18,174	7,857	43.2	18,229	7,697	42.2
	Female	22,879	8,590	37.5	22,401	10,422	46.5	22,684	10,469	46.2
Northern Cape	Male	5,650	1,576	27.9	5,866	2,157	36.8	6,278	2,205	35.1
	Female	7,192	2,275	31.6	7,071	2,839	40.1	7,806	3,333	42.7
Western Cape	Male	27,322	10,777	39.4	27,575	12,327	44.7	28,839	13,347	46.3
	Female	34,755	15,405	44.3	35,288	17,704	50.2	37,126	19,127	51.5
National	Male	301,610	119,387	39.6	310,817	142,977	46.0	327,989	144,372	44.0
	Female	389,550	163,507	42.0	394,474	194,181	49.2	418,121	201,485	48.2
Both		691,160	282,894	40.9	705,291	337,158	47.8	746,110	345,857	46.4

**Table 6.1.7: Number of schools within different pass rate categories: 2023 - 2025**

School Intervals	2023		2024		2025	
	Total Number of Schools	% of schools	Total Number of Schools	% of schools	Total Number of Schools	% of schools
<b>0 - 19.9%</b>	15	0.3	9	0.2	7	0.1
<b>20 - 39.9%</b>	68	1.9	28	1.0	26	0.4
<b>40 to 59.9%</b>	386	9.1	180	5.6	142	2.0
<b>60 to 79.9%</b>	1,932	30.7	1,321	28.0	1,193	17.2
<b>80 to 100%</b>	4,493	58.0	5,387	65.2	5,582	80.3
<b>Exactly 0%</b>	5	0.1	3	0.1	1	0.0
<b>Exactly 100%</b>	674	9.1	902	9.8	920	13.2



Table 6.1.8: Number of schools within different pass rate categories 2024 to 2025 (Provincial)

PROVINCES	Total Number of Schools		Number and Percentage	0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Exactly 0%		Exactly 100%	
	2024	2025		2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
Eastern Cape	953	965	Number	4	1	5	4	34	33	249	269	673	657	1		63	57
			%	0.4	0.1	0.5	0.4	3.5	3.4	25.8	27.9	69.7	68.2	0.1	0.0	6.5	5.9
Free State	347	355	Number		1	3	4	3	4	34	39	318	315			67	45
			%	0.0	0.0	0.0	0.3	0.8	1.1	9.6	10.9	89.6	87.7	0.0	0.0	18.9	12.5
Gauteng	917	930	Number		1	1	2	6	5	141	117	782	813			147	180
			%	0.0	0.1	0.1	0.2	0.6	0.5	15.2	12.5	84.1	86.7	0.0	0.0	15.8	19.2
KwaZulu-Natal	1 760	1 761	Number	2	2	10	9	44	40	226	187	1,481	1,526			321	313
			%	0.0	0.1	0.6	0.5	2.5	2.3	12.8	10.6	84.1	86.5	0.0	0.0	18.2	17.7
Limpopo	1 302	1 287	Number	2	2	7	7	59	36	302	272	917	961		1	109	134
			%	0.2	0.2	0.5	0.5	4.6	2.8	23.5	21.3	71.3	75.2	0.0	0.1	8.5	10.5
Mpumalanga	569	575	Number	2	1	3	2	20	14	134	130	416	436	1		58	57
			%	0.3	0.2	0.5	0.3	3.5	2.4	23.3	22.3	72.3	74.8	0.2	0.0	10.1	9.8
North West	447	444	Number		1	5	1	5	5	80	70	358	373			44	45
			%	0.0	0.0	0.2	0.2	1.1	1.1	18.0	15.6	80.6	83.1	0.0	0.0	9.9	10.0
Northern Cape	145	144	Number	1				4	2	41	19	98	125	1		15	11
			%	0.7	0.0	0.0	0.0	2.8	1.4	28.5	13.0	68.1	85.6	0.7	0.0	10.4	7.5
Western Cape	454	464	Number			1		5	3	114	90	344	376			78	78
			%	0.0	0.0	0.2	0.0	1.1	0.6	24.6	19.2	74.1	80.2	0.0	0.0	16.8	16.6
National	6 894	6 925	Number	9	7	28	26	180	142	1,321	1,193	5,387	5,582	3	1	902	920
			%	0.1	0.1	0.4	0.4	2.6	2.0	19.1	17.2	77.8	80.3	0.0	0.0	13.0	13.2

**Table 6.1.9: 2025 School performance by Quintile**

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Total
Quintile 1	5	5	58	383	1,377	<b>1,828</b>
Quintile 2	1	11	37	309	1,307	<b>1,665</b>
Quintile 3	0	3	27	314	1,135	<b>1,479</b>
Quintile 4	0	0	3	93	546	<b>642</b>
Quintile 5	0	1	1	44	653	<b>699</b>
<b>Total</b>	<b>6</b>	<b>20</b>	<b>126</b>	<b>1,143</b>	<b>5,018</b>	<b>6,313</b>

**Table 6.1.10: 2025 NSC performance by type of Passes and Quintile**

Quintiles	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Achieved Higer Certificate	% Achieved Higher Certificate	Achieved NSC	% Achieved NSC
<b>1</b>	168,202	69,335	<b>41.2</b>	49,319	<b>29.3</b>	26,036	<b>15.5</b>	184	0.1
<b>2</b>	161,556	68,936	<b>42.7</b>	46,872	<b>29.0</b>	24,360	<b>15.1</b>	84	0.1
<b>3</b>	184,849	79,738	<b>43.1</b>	53,279	<b>28.8</b>	26,731	<b>14.5</b>	70	0.0
<b>4</b>	90,361	41,376	<b>45.8</b>	26,118	<b>28.9</b>	12,075	<b>13.4</b>	4	0.0
<b>5</b>	111,053	67,543	<b>60.8</b>	26,903	<b>24.2</b>	9,371	<b>8.4</b>	1	0.0
<b>9</b>	29,208	18,474	<b>63.2</b>	6,545	<b>22.4</b>	2,058	<b>7.0</b>	0	0.0

**Table 6.1.11: Number of candidates in schools per percentage interval per Quintile – 2024 to 2025**

% Interval (Candidates)	2024						2025					
	Q 1	Q 2	Q 3	Q 4	Q 5	Total	Q 1	Q 2	Q 3	Q 4	Q 5	Total
<b>No with 0 to 19.9%</b>	72	109	0	0	3	<b>184</b>	148	115	0	0	0	<b>263</b>
<b>No with 20 to 39.9%</b>	671	143	325	0	0	<b>1,139</b>	260	550	50	0	5	<b>865</b>
<b>No with 40 to 59.9%</b>	3,462	3,726	3,182	812	212	<b>11,394</b>	3,829	2,169	2,126	509	145	<b>8,778</b>
<b>No with 60 to 79.9%</b>	37,678	28,995	43,385	17,588	9,548	<b>137,194</b>	35,835	31,436	39,054	15,280	6,555	<b>128,160</b>
<b>No with 80 to 100%</b>	115,261	118,427	125,975	68,233	99,007	<b>526,903</b>	128,130	127,017	143,619	74,572	104,348	<b>577,686</b>
<b>Total</b>	<b>157,144</b>	<b>151,400</b>	<b>172,867</b>	<b>86,633</b>	<b>108,770</b>	<b>676,814</b>	<b>168,202</b>	<b>161,287</b>	<b>184,849</b>	<b>90,361</b>	<b>111,053</b>	<b>715,752</b>

## 6.2 Performance in the 2025 NSC Examinations in terms of Inclusive Basket

Table 6.2.1: National performance according to Fee paying Status

Province	2025															
	Fee Paying				Independent				No-Fee				All Categories			
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	
Eastern Cape	9,158	8,511	92.9%	3,187	2,794	87.7%	94,216	78,389	83.2%	106,561	89,694	84.2%	106,561	89,694	84.2%	
Free State	7,265	6,801	93.6%	917	876	95.5%	30,023	26,452	88.1%	38,205	34,129	89.3%	38,205	34,129	89.3%	
Gauteng	74,702	67,063	89.8%	12,633	11,895	94.2%	53,592	46,555	86.9%	140,927	125,513	89.1%	140,927	125,513	89.1%	
KwaZulu-Natal	44,529	41,326	92.8%	3,163	2,835	89.6%	123,676	111,097	89.8%	171,368	155,258	90.6%	171,368	155,258	90.6%	
Limpopo	5,587	5,050	90.4%	3,681	3,493	94.9%	91,705	78,443	85.5%	100,973	86,986	86.1%	100,973	86,986	86.1%	
Mpumalanga	6,801	6,396	94.0%	2,662	2,391	89.8%	57,651	49,297	85.5%	67,114	58,084	86.5%	67,114	58,084	86.5%	
North-West	8,494	7,844	92.3%	811	772	95.2%	31,608	27,589	87.3%	40,913	36,205	88.5%	40,913	36,205	88.5%	
Northern Cape	5,218	4,772	91.5%	12	12	100.0%	8,854	7,581	85.6%	14,084	12,365	87.8%	14,084	12,365	87.8%	
Western Cape	39,660	35,722	90.1%	3,023	2,855	94.4%	23,282	19,604	84.2%	65,965	58,181	88.2%	65,965	58,181	88.2%	
<b>National</b>	<b>201,414</b>	<b>183,485</b>	<b>91.1%</b>	<b>30,089</b>	<b>27,923</b>	<b>92.8%</b>	<b>514,607</b>	<b>445,007</b>	<b>86.5%</b>	<b>746,110</b>	<b>656,415</b>	<b>88.0%</b>	<b>746,110</b>	<b>656,415</b>	<b>88.0%</b>	

Table 6.2.2: National Performance in the November 2025 NSC Examinator in term of overall criteria

Province	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Eastern Cape	84.2%	77.4%	56.8%	74.2%	89.3%	39.9%	41.5%	4.4%	69.7%
Free State	89.3%	77.5%	63.3%	74.5%	95.7%	33.3%	43.8%	3.9%	57.6%
Gauteng	89.1%	78.8%	67.0%	76.5%	97.4%	30.0%	48.2%	5.1%	66.5%
KwaZulu-Natal	90.6%	76.2%	65.8%	77.9%	98.0%	35.0%	52.0%	8.6%	64.5%
Limpopo	86.1%	80.5%	62.8%	81.9%	96.3%	41.3%	42.6%	4.3%	59.7%
Mpumalanga	86.5%	79.7%	62.9%	74.7%	96.2%	38.7%	42.6%	4.6%	67.1%
North-West	88.5%	75.7%	67.8%	79.1%	83.7%	25.9%	44.4%	3.9%	53.6%
Northern Cape	87.8%	74.5%	55.3%	71.2%	96.0%	18.5%	39.3%	2.3%	58.5%
Western Cape	88.2%	79.9%	73.7%	80.6%	92.1%	24.3%	49.2%	6.7%	71.7%
<b>National</b>	<b>88.0%</b>	<b>77.9%</b>	<b>64.0%</b>	<b>77.3%</b>	<b>94.0%</b>	<b>34.1%</b>	<b>46.4%</b>	<b>5.6%</b>	<b>64.4%</b>

Table 6.2.3: National Performance in terms of Admission to Bachelor according to Fee paying Status

Province	Fee Status															
	Fee Paying				Independent				No Fee				All Categories			
	Total Wrote!	Achieved Bachelor!	% Achieved Bachelor	RANK Bachelors along Table (Down)	Total Wrote!	Achieved Bachelor!	% Achieved Bachelor	RANK Bachelors along Table (Down)	Total Wrote!	Achieved Bachelor!	% Achieved Bachelor	RANK Bachelors along Table (Down)	Total Wrote!	Achieved Bachelor!	% Achieved Bachelor	RANK Bachelors along Table (Down)
<b>Eastern Cape</b>	9,158	5,623	61.4%	1	3,187	1,681	52.7%	8	94,216	36,963	39.2%	7	106,561	44,267	41.5%	8
<b>Free State</b>	7,265	4,172	57.4%	4	917	562	61.3%	6	30,023	11,994	39.9%	6	38,205	16,728	43.8%	5
<b>Gauteng</b>	74,702	37,180	49.8%	8	12,633	8,196	64.9%	3	53,592	22,485	42.0%	2	140,927	67,861	48.2%	3
<b>KwaZulu-Natal</b>	44,529	25,890	58.1%	5	3,163	1,992	63.0%	5	123,676	61,279	49.5%	1	171,368	89,161	52.0%	1
<b>Limpopo</b>	5,587	3,254	58.2%	3	3,681	2,401	65.2%	2	91,705	37,397	40.8%	3	100,973	43,052	42.6%	7
<b>Mpumalanga</b>	6,801	4,075	59.9%	2	2,662	1,472	55.3%	7	57,651	23,063	40.0%	5	67,114	28,610	42.6%	6
<b>North-West</b>	8,494	4,769	56.1%	6	811	499	61.5%	4	31,608	12,898	40.8%	4	40,913	18,166	44.4%	4
<b>Northern Cape</b>	5,218	2,510	48.1%	9	12	4	33.3%	9	8,854	3,024	34.2%	9	14,084	5,538	39.3%	9
<b>Western Cape</b>	39,660	21,446	54.1%	7	3,023	2,122	70.2%	1	23,282	8,906	38.3%	8	65,965	32,474	49.2%	2
<b>National</b>	201,414	108,919	54.1%	1	30,089	18,929	62.9%	1	514,607	218,009	42.4%	1	746,110	345,857	46.4%	1

Table 6.2.4: National performance in terms of Distinctions Achieved and according to Fee paying Status

Province	Fee Status															
	Fee Paying				Independent				Non Fee				All Categories			
	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK along Province Name	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK along Province Name	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK along Province Name	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK along Province Name
<b>Eastern Cape</b>	64,690	5,205	8.0%	5	22,813	1,500	6.6%	6	674,884	26,576	3.9%	3	762,387	33,281	4.4%	5
<b>Free State</b>	51,441	4,174	8.1%	4	6,622	370	5.6%	7	216,513	6,036	2.8%	7	274,576	10,580	3.9%	8
<b>Gauteng</b>	531,431	31,185	5.9%	8	93,975	8,454	9.0%	4	387,470	11,879	3.1%	5	1,012,876	51,518	5.1%	3
<b>KwaZulu-Natal</b>	323,790	33,858	10.5%	1	23,738	3,137	13.2%	2	916,599	71,562	7.8%	1	1,264,127	108,557	8.6%	1
<b>Limpopo</b>	39,287	3,722	9.5%	2	25,958	3,308	12.7%	3	643,360	23,235	3.6%	4	708,605	30,265	4.3%	6
<b>Mpumalanga</b>	47,948	3,591	7.5%	6	21,491	1,068	5.0%	8	426,755	18,253	4.3%	2	496,194	22,912	4.6%	4
<b>North West</b>	60,128	4,349	7.2%	7	5,939	410	6.9%	5	224,764	6,642	3.0%	6	290,831	11,401	3.9%	7
<b>Northern Cape</b>	37,324	1,373	3.7%	9	84	0	0.0%	9	65,603	950	1.4%	9	103,011	2,323	2.3%	9
<b>Western Cape</b>	280,660	23,550	8.4%	3	21,672	3,210	14.8%	1	165,820	4,460	2.7%	8	468,152	31,220	6.7%	2
<b>National</b>	1,436,699	111,007	7.7%	1	222,292	21,457	9.7%	1	3,721,768	169,593	4.6%	1	5,380,759	302,057	5.6%	1

Table 6.2.5: National performance in terms of Through-put and according to Fee paying Status

Province	Fee Status															
	Fee Paying				Independent				Non Fee				All Categories			
	Total Write	Grade 10 ASS	% Throughput	RANK	Total Write	Grade 10 ASS	% Throughput	RANK	Total Write	Grade 10 ASS	% Throughput	RANK	Total Write	Grade 10 ASS	% Throughput	RANK
<b>Eastern Cape</b>	9,158	10,552	86.8%	1	3,187	2,585	100.0%	1	94,216	139,656	67.5%	1	106,561	152,793	69.7%	2
<b>Free State</b>	7,265	9,424	77.1%	4	917	1,249	73.4%	8	30,023	55,643	54.0%	8	38,205	66,316	57.6%	8
<b>Gauteng</b>	74,702	104,884	71.2%	7	12,633	13,796	91.6%	6	53,592	93,282	57.5%	6	140,927	211,962	66.5%	4
<b>KwaZulu-Natal</b>	44,529	65,151	68.3%	8	3,163	3,493	90.6%	5	123,676	197,183	62.7%	4	171,368	265,827	64.5%	5
<b>Limpopo</b>	5,587	6,817	82.0%	2	3,681	3,589	100.0%	2	91,705	158,837	57.7%	5	100,973	169,243	59.7%	6
<b>Mpumalanga</b>	6,801	8,779	77.5%	3	2,662	1,468	100.0%	3	57,651	89,776	64.2%	3	67,114	100,023	67.1%	3
<b>Northern Cape</b>	8,494	11,392	74.6%	5	811	919	88.2%	7	31,608	64,022	49.4%	9	40,913	76,333	53.6%	9
<b>North-West</b>	5,218	8,153	64.0%	9	12	26	46.2%	9	8,854	15,882	55.7%	7	14,084	24,061	58.5%	7
<b>Western Cape</b>	39,660	53,811	73.7%	6	3,023	3,039	99.5%	4	23,282	35,210	66.1%	2	65,965	92,060	71.7%	1
<b>Grand Total</b>	<b>201,414</b>	<b>278,963</b>	<b>72.2%</b>	<b>1</b>	<b>30,089</b>	<b>30,164</b>	<b>99.8%</b>	<b>1</b>	<b>514,607</b>	<b>849,491</b>	<b>60.6%</b>	<b>1</b>	<b>746,110</b>	<b>1,158,618</b>	<b>64.4%</b>	<b>1</b>

Table 6.2.6: National performance in terms of Accounting and according to Fee paying Status

Province	Accounting													
	Fee Paying			Independent			No Fee Paying			All Categories				
	Accounting Wrote	Accounting Achieved	RANK	Accounting Wrote	Accounting Achieved	RANK	Accounting Wrote	Accounting Achieved	RANK	Accounting Wrote	Accounting Achieved	RANK		
<b>Eastern Cape</b>	1,519	1,333	3	377	301	8	10,906	8,280	75.9%	3	12,802	9,914	77.4%	6
<b>Free State</b>	1,759	1,531	4	212	177	7	6,150	4,588	74.6%	4	8,121	6,296	77.5%	5
<b>Gauteng</b>	10,857	8,855	9	2,185	1,903	4	6,945	4,985	71.8%	6	19,987	15,743	78.8%	4
<b>KwaZulu-Natal</b>	8,513	7,103	7	600	519	5	18,782	13,636	72.6%	5	27,895	21,258	76.2%	7
<b>Limpopo</b>	790	719	2	698	625	2	8,869	6,998	78.9%	1	10,357	8,342	80.5%	1
<b>Mpumalanga</b>	1,330	1,226	1	250	223	3	7,507	5,790	77.1%	2	9,087	7,239	79.7%	3
<b>North West</b>	1,211	1,037	5	178	149	6	3,121	2,230	71.5%	7	4,510	3,416	75.7%	8
<b>Northern Cape</b>	626	517	8	0	0		416	259	62.3%	9	1,042	776	74.5%	9
<b>Western Cape</b>	4,525	3,862	6	305	278	1	1,854	1,202	64.8%	8	6,684	5,342	79.9%	2
<b>National</b>	<b>31,130</b>	<b>26,183</b>	<b>1</b>	<b>4,805</b>	<b>4,175</b>	<b>1</b>	<b>64,550</b>	<b>47,968</b>	<b>74.3%</b>	<b>1</b>	<b>100,485</b>	<b>78,326</b>	<b>77.9%</b>	<b>1</b>

Table 6.2.7: National performance in terms of Mathematics and according to Fee paying Status

Mathematics																
Province	Fee Paying				Independent				No Fee Paying				All Categories			
	Maths Wrote	Maths Achieved	% Maths Achieved	RANK	Maths Wrote	Maths Achieved	% Maths Achieved	RANK	Maths Wrote	Maths Achieved	% Maths Achieved	RANK	Maths Wrote	Maths Achieved	% Maths Achieved	RANK
<b>Eastern Cape</b>	3,432	2,766	80.6%	1	1,605	1,046	65.2%	8	37,488	20,354	54.3%	8	42,525	24,166	56.8%	8
<b>Free State</b>	2,826	2,123	75.1%	4	282	227	80.5%	2	9,626	5,715	59.4%	6	12,734	8,065	63.3%	5
<b>Gauteng</b>	24,686	17,258	69.9%	8	5,116	3,785	74.0%	5	12,465	7,269	58.3%	7	42,267	28,312	67.0%	3
<b>KwaZulu-Natal</b>	16,914	11,902	70.4%	7	1,453	1,064	73.2%	6	41,528	26,432	63.6%	3	59,895	39,398	65.8%	4
<b>Limpopo</b>	3,280	2,386	72.7%	6	2,363	1,868	79.1%	3	36,105	21,948	60.8%	4	41,748	26,202	62.8%	7
<b>Mpumalanga</b>	3,093	2,412	78.0%	2	959	692	72.2%	7	21,928	13,235	60.4%	5	25,980	16,339	62.9%	6
<b>North West</b>	2,967	2,217	74.7%	5	292	223	76.4%	4	7,342	4,747	64.7%	2	10,601	7,187	67.8%	2
<b>Northern Cape</b>	1,168	710	60.8%	9	0	0			1,440	733	50.9%	9	2,608	1,443	55.3%	9
<b>Western Cape</b>	10,842	8,239	76.0%	3	1,293	1,049	81.1%	1	3,922	2,547	64.9%	1	16,057	11,835	73.7%	1
<b>National</b>	69,208	50,013	72.3%	1	13,363	9,954	74.5%	1	171,844	102,980	59.9%	1	254,415	162,947	64.0%	1

Table 6.2.8: National performance in terms of Physical Science according to Fee paying Status

Province	Physical Science															
	Fee Paying			Independent			No Fee Paying			All Categories						
	Physical Science Total Wrote	Physical Science Total Achieved	Physical Science % Achieved 30-100%	RANK	Physical Science Total Wrote	Physical Science Total Achieved	Physical Science % Achieved 30-100%	RANK	Physical Science Total Wrote	Physical Science Total Achieved	Physical Science % Achieved 30-100%	RANK				
<b>Eastern Cape</b>	2,428	2,074	85.4%	1	1,194	933	78.1%	7	29,889	21,866	73.2%	6	33,511	24,873	74.2%	8
<b>Free State</b>	1,953	1,593	81.6%	5	207	181	87.4%	2	8,130	5,887	72.4%	7	10,290	7,661	74.5%	7
<b>Gauteng</b>	18,485	14,424	78.0%	8	3,645	3,022	82.9%	5	10,997	7,889	71.7%	8	33,127	25,335	76.5%	5
<b>KwaZulu-Natal</b>	12,376	9,941	80.3%	6	1,064	876	82.3%	6	34,491	26,524	76.9%	3	47,931	37,341	77.9%	4
<b>Limpopo</b>	2,663	2,130	80.0%	7	1,916	1,768	92.3%	1	30,120	24,519	81.4%	1	34,699	28,417	81.9%	1
<b>Mpumalanga</b>	2,539	2,102	82.8%	4	736	573	77.9%	8	20,333	14,966	73.6%	5	23,608	17,641	74.7%	6
<b>North West</b>	2,388	1,988	83.2%	2	212	182	85.8%	4	6,532	5,050	77.3%	2	9,132	7,220	79.1%	3
<b>Northern Cape</b>	793	591	74.5%	9	0	0			1,226	847	69.1%	9	2,019	1,438	71.2%	9
<b>Western Cape</b>	6,843	5,676	82.9%	3	820	706	86.1%	3	3,037	2,239	73.7%	4	10,700	8,621	80.6%	2
<b>National</b>	<b>50,468</b>	<b>40,519</b>	<b>80.3%</b>	<b>1</b>	<b>9,794</b>	<b>8,241</b>	<b>84.1%</b>	<b>1</b>	<b>144,755</b>	<b>109,787</b>	<b>75.8%</b>	<b>1</b>	<b>205,017</b>	<b>158,547</b>	<b>77.3%</b>	<b>1</b>

Table 6.2.9: National performance in terms of Technical Mathematics according to Fee paying Status

Province	Technical Mathematics															
	Fee Paying				Independent				No Fee Paying				All Categories			
	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK
<b>Eastern Cape</b>	272	249	91.5%	6	8	8	100.0%	1	2,943	2,622	89.1%	8	3,223	2,879	89.3%	8
<b>Free State</b>	364	333	91.5%	7	0	0			1,917	1,850	96.5%	4	2,281	2,183	95.7%	6
<b>Gauteng</b>	2,589	2,527	97.6%	4	0	0			1,203	1,165	96.8%	3	3,792	3,692	97.4%	2
<b>KwaZulu-Natal</b>	1,318	1,307	99.2%	3	0	0			1,821	1,770	97.2%	2	3,139	3,077	98.0%	1
<b>Limpopo</b>	457	455	99.6%	2	0	0			1,811	1,730	95.5%	6	2,268	2,185	96.3%	3
<b>Mpumalanga</b>	253	252	99.6%	1	0	0			1,035	987	95.4%	7	1,288	1,239	96.2%	4
<b>North West</b>	715	620	86.7%	9	0	0			1,175	962	81.9%	9	1,890	1,582	83.7%	9
<b>Northern Cape</b>	218	210	96.3%	5	0	0			303	290	95.7%	5	521	500	96.0%	5
<b>Western Cape</b>	1,115	996	89.3%	8	0	0			412	410	99.5%	1	1,527	1,406	92.1%	7
<b>National</b>	7,301	6,949	95.2%	1	8	8	100.0%	1	12,620	11,786	93.4%	1	19,929	18,743	94.0%	1

## 6.3 Subject Performance

Table 6.3.1: Candidates' performance in Official Home Languages – 2023 to 2025

Subject Name (Home Languages)	2023			2024			2025		
	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved
Afrikaans Home Language	48,385	46,485	96.1	47,765	46,905	98.2	48,554	47,772	98.4
English Home Language	127,623	118,682	93.0	129,772	125,701	96.9	135,099	131,007	97.0
IsiNdebele Home Language	5,911	5,900	99.8	5,187	5,185	100.0	5,665	5,661	99.9
IsiXhosa Home Language	110,021	109,646	99.7	114,660	114,469	99.8	122,760	122,278	99.6
IsiZulu Home Language	177,564	177,021	99.7	181,448	181,160	99.8	194,126	193,673	99.8
Sepedi Home Language	76,183	75,527	99.1	75,609	75,324	99.6	79,540	78,769	99.0
Sesotho Home Language	38,851	38,640	99.5	40,695	40,554	99.7	43,050	42,905	99.7
Setswana Home Language	56,264	55,938	99.4	55,231	55,083	99.7	57,269	57,148	99.8
SiSwati Home Language	20,325	20,237	99.6	19,712	19,656	99.7	20,571	20,507	99.7
South African Sign Language Home Language	128	109	85.2	173	154	89.0	155	140	90.3
Tshivenda Home Language	18,240	18,221	99.9	18,265	18,256	100.0	20,915	20,904	99.9
Xitsonga Home Language	29,062	28,742	98.9	30,313	30,123	99.4	31,611	31,418	99.4

**Table 6.3.2: Candidates' Performance in Official First Additional Languages – 2023 to 2025**

Subject Name (1st Additional Languages)	2023			2024			2025		
	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved
	<b>Afrikaans First Additional Language</b>	97,654	92,171	<b>94.4</b>	99,826	93,948	<b>94.1</b>	104,041	98,279
<b>English First Additional Language</b>	574,968	572,467	<b>99.6</b>	583,624	581,718	<b>99.7</b>	618,678	614,934	<b>99.4</b>
<b>IsiNdebele First Additional Language</b>	53	53	<b>100.0</b>	39	39	<b>100.0</b>	36	35	<b>97.2</b>
<b>IsiXhosa First Additional Language</b>	3,716	3,703	<b>99.7</b>	3,614	3,604	<b>99.7</b>	3,836	3,828	<b>99.8</b>
<b>IsiZulu First Additional Language</b>	17,821	17,654	<b>99.1</b>	18,532	18,357	<b>99.1</b>	19,096	18,879	<b>98.9</b>
<b>Sepedi First Additional Language</b>	662	662	<b>100.0</b>	686	682	<b>99.4</b>	774	774	<b>100.0</b>
<b>Sesotho First Additional Language</b>	597	596	<b>99.8</b>	590	587	<b>99.5</b>	616	615	<b>99.8</b>
<b>Setswana First Additional Language</b>	551	550	<b>99.8</b>	460	459	<b>99.8</b>	427	427	<b>100.0</b>
<b>SiSwati First Additional Language</b>	300	298	<b>99.3</b>	356	348	<b>97.8</b>	323	317	<b>98.1</b>
<b>Tshivenda First Additional Language</b>	77	77	<b>100.0</b>	118	118	<b>100.0</b>	117	117	<b>100.0</b>
<b>Xitsonga First Additional Language</b>	77	77	<b>100.0</b>	90	90	<b>100.0</b>	112	111	<b>99.1</b>

**Table 6.3.3: Candidates' performance at 30% and above in Selected Non-Language Subjects Full-Time - 2023 to 2025**

Subjects	2023			2024			2025		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	100,974	77,572	76.8	97,636	79,261	81.2	100,485	78,326	77.9
Agricultural Science	115,894	93,279	80.5	114,261	99,257	86.9	121,014	98,286	81.2
Business Studies	227,632	186,191	81.8	233,383	200,731	86.0	244,284	215,915	88.4
Economics	123,661	92,140	74.5	121,560	97,801	80.5	122,191	98,770	80.8
Geography	344,301	296,887	86.2	346,791	310,410	89.5	364,622	332,220	91.1
History	225,731	198,052	87.7	237,437	214,380	90.3	261,200	239,872	91.8
Life Sciences	379,024	286,708	75.6	374,722	302,793	80.8	382,379	318,949	83.4
Mathematical Literacy	421,835	347,227	82.3	442,741	380,994	86.1	477,160	411,509	86.2
Mathematics	262,016	166,337	63.5	251,488	173,774	69.1	254,415	162,947	64.0
Physical Science	206,399	157,368	76.2	200,715	151,839	75.6	205,017	158,547	77.3

**Table 6.3.4: Number and Percentage of Distinctions in selected Gateway Subjects – 2023 to 2025**

Subjects	2023			2024			2025		
	Wrote	Achieved with Distinction	% with Distinction	Wrote	Achieved with Distinction	% with Distinction	Wrote	Achieved with Distinction	% with Distinction
Accounting	100,974	5,631	5.6	97,636	6,219	6.4	100,485	6,101	6.1
Afrikaans FAL	97,654	4,227	4.3	99,826	6,386	6.4	104,041	6,806	6.5
Agricultural Sciences	115,894	2,935	2.5	114,261	3,950	3.5	121,014	1,776	1.5
Business Studies	227,632	14,747	6.5	233,383	16,140	6.9	244,284	15,704	6.4
Economics	123,661	2,752	2.2	121,560	4,053	3.3	122,191	2,653	2.2
English FAL	574,968	10,151	1.8	583,624	10,620	1.8	618,678	11,915	1.9
Geography	344,301	7,807	2.3	346,791	11,287	3.3	364,622	8,675	2.4
History	225,731	7,188	3.2	237,437	7,461	3.1	261,200	5,309	2.0
Life Sciences	379,024	8,760	2.3	374,722	15,135	4.0	382,379	15,759	4.1
Mathematical Literacy	421,835	9,142	2.2	442,741	12,151	2.7	477,160	12,479	2.6
Mathematics	262,016	8,964	3.4	251,488	9,752	3.9	254,415	4,900	1.9
Physical Sciences	206,399	6,513	3.2	200,715	5,680	2.8	205,017	3,866	1.9

**Table 6.3.5: Candidates' Performance in Technical Subjects – 2023 to 2025**

Subjects	2023			2024			2025		
	Wrote	Achieved 30% & above	% Achieved	Wrote	Achieved 30% & above	% Achieved	Wrote	Achieved 30% & above	% Achieved
Civil Technology (Civil Services)	769	751	<b>97.7</b>	798	792	<b>99.2</b>	991	987	<b>99.6</b>
Civil Technology (Construction)	4,387	4,317	<b>98.4</b>	4,571	4,516	<b>98.8</b>	5,427	5,377	<b>99.1</b>
Civil Technology (Woodworking)	2,213	2,127	<b>96.1</b>	2,310	2,265	<b>98.1</b>	2,804	2,762	<b>98.5</b>
Electrical Technology (Digital Systems)	391	380	<b>97.2</b>	416	409	<b>98.3</b>	417	403	<b>96.6</b>
Electrical Technology (Electronics)	1,112	1,067	<b>96.0</b>	1,061	997	<b>94.0</b>	1,106	1,067	<b>96.5</b>
Electrical Technology (Power Systems)	5,938	5,694	<b>95.9</b>	5,670	5,506	<b>97.1</b>	6,263	6,097	<b>97.3</b>
Engineering Graphics and Design	38,006	35,603	<b>93.7</b>	38,506	36,771	<b>95.5</b>	42,680	39,900	<b>93.5</b>
Mechanical Technology (Automotive)	3,711	3,572	<b>96.3</b>	3,963	3,904	<b>98.5</b>	4,672	4,599	<b>98.4</b>
Mechanical Technology (Fitting and Machining)	2,019	1,959	<b>97.0</b>	1,957	1,914	<b>97.8</b>	2,097	2,055	<b>98.0</b>
Mechanical Technology (Welding and Metal Works)	2,400	2,238	<b>93.3</b>	2,444	2,371	<b>97.0</b>	2,717	2,677	<b>98.5</b>
Technical Mathematics	15,193	13,446	<b>88.5</b>	16,579	15,340	<b>92.5</b>	19,929	18,743	<b>94.0</b>
Technical Sciences	16,322	15,609	<b>95.6</b>	17,273	16,854	<b>97.6</b>	20,504	19,768	<b>96.4</b>

**Table 6.3.6: Candidates' Performance in Mathematics by Province and level of achievement**

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			Total Achieved at 50% and above			% Achieved at 50% and above		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
<b>Eastern Cape</b>	43,021	42,765	<b>42,525</b>	24,678	26,617	<b>24,166</b>	57.4	62.2	<b>56.8</b>	15,944	17,282	<b>14,596</b>	37.1	40.4	<b>34.3</b>	9,358	10,216	<b>7,974</b>	21.8	23.9	<b>18.8</b>
<b>Free State</b>	12,845	12,242	<b>12,734</b>	8,974	8,962	<b>8,065</b>	69.9	73.2	<b>63.3</b>	6,021	5,947	<b>4,794</b>	46.9	48.6	<b>37.6</b>	3,745	3,534	<b>2,738</b>	29.2	28.9	<b>21.5</b>
<b>Gauteng</b>	42,773	41,948	<b>42,267</b>	29,551	30,603	<b>28,312</b>	69.1	73.0	<b>67.0</b>	21,291	22,327	<b>19,836</b>	49.8	53.2	<b>46.9</b>	14,309	15,038	<b>12,809</b>	33.5	35.8	<b>30.3</b>
<b>KwaZulu-Natal</b>	61,162	59,184	<b>59,895</b>	39,239	40,725	<b>39,398</b>	64.2	68.8	<b>65.8</b>	27,053	28,630	<b>26,346</b>	44.2	48.4	<b>44.0</b>	16,614	17,959	<b>15,662</b>	27.2	30.3	<b>26.1</b>
<b>Limpo-po</b>	44,821	41,239	<b>41,748</b>	26,965	28,521	<b>26,202</b>	60.2	69.2	<b>62.8</b>	17,976	19,328	<b>16,284</b>	40.1	46.9	<b>39.0</b>	11,034	11,881	<b>9,185</b>	24.6	28.8	<b>22.0</b>
<b>Mpumalanga</b>	28,019	26,140	<b>25,980</b>	16,253	17,348	<b>16,339</b>	58.0	66.4	<b>62.9</b>	10,951	11,624	<b>10,443</b>	39.1	44.5	<b>40.2</b>	6,813	7,062	<b>6,050</b>	24.3	27.0	<b>23.3</b>
<b>North West</b>	11,126	10,497	<b>10,601</b>	7,423	7,753	<b>7,187</b>	66.7	73.9	<b>67.8</b>	4,943	5,186	<b>4,528</b>	44.4	49.4	<b>42.7</b>	2,982	3,141	<b>2,631</b>	26.8	29.9	<b>24.8</b>
<b>North-ern Cape</b>	2,725	2,494	<b>2,608</b>	1,552	1,566	<b>1,443</b>	57.0	62.8	<b>55.3</b>	991	1,030	<b>864</b>	36.4	41.3	<b>33.1</b>	592	643	<b>509</b>	21.7	25.8	<b>19.5</b>
<b>Western Cape</b>	15,524	14,979	<b>16,057</b>	11,702	11,679	<b>11,835</b>	75.4	78.0	<b>73.7</b>	9,141	9,076	<b>8,879</b>	58.9	60.6	<b>55.3</b>	6,679	6,584	<b>6,255</b>	43.0	44.0	<b>39.0</b>
<b>National</b>	262 016	251 488	<b>254 415</b>	166 337	173 774	<b>162,947</b>	63.5	69.1	<b>64.0</b>	114 311	120 430	<b>106,570</b>	43.6	47.9	<b>41.9</b>	72 126	76 058	<b>63 813</b>	27.5	30.2	<b>25.1</b>

**Table 6.3.7: Candidates' Performance in Physical Sciences by Province and level of achievement – 2023 to 2025**

Physical Science																					
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			Total Achieved at 50% and above			% Achieved at 50% and above		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
<b>Eastern Cape</b>	31,894	32,513	<b>33,511</b>	23,926	24,434	<b>24,873</b>	75.0	75.2	<b>74.2</b>	15,386	15,750	<b>15,330</b>	48.2	48.4	<b>45.7</b>	8,829	8,815	<b>8,322</b>	27.7	27.1	<b>24.8</b>
<b>Free State</b>	10,339	9,999	<b>10,290</b>	8,289	7,741	<b>7,661</b>	80.2	77.4	<b>74.5</b>	5,430	4,939	<b>4,569</b>	52.5	49.4	<b>44.4</b>	3,247	2,777	<b>2,441</b>	31.4	27.8	<b>23.7</b>
<b>Gauteng</b>	32,317	32,559	<b>33,127</b>	25,176	24,245	<b>25,335</b>	77.9	74.5	<b>76.5</b>	17,724	16,560	<b>17,049</b>	54.8	50.9	<b>51.5</b>	11,620	10,447	<b>10,666</b>	36.0	32.1	<b>32.2</b>
<b>KwaZulu-Natal</b>	47,231	46,355	<b>47,931</b>	36,743	35,094	<b>37,341</b>	77.8	75.7	<b>77.9</b>	25,176	23,581	<b>24,875</b>	53.3	50.9	<b>51.9</b>	15,143	13,685	<b>14,247</b>	32.1	29.5	<b>29.7</b>
<b>Limpopo</b>	37,458	34,645	<b>34,699</b>	28,863	26,770	<b>28,417</b>	77.1	77.3	<b>81.9</b>	18,524	17,004	<b>18,000</b>	49.5	49.1	<b>51.9</b>	10,682	9,562	<b>10,035</b>	28.5	27.6	<b>28.9</b>
<b>Mpumalanga</b>	25,604	23,681	<b>23,608</b>	17,509	17,450	<b>17,641</b>	68.4	73.7	<b>74.7</b>	11,441	11,529	<b>11,254</b>	44.7	48.7	<b>47.7</b>	6,945	6,815	<b>6,408</b>	27.1	28.8	<b>27.1</b>
<b>North West</b>	9,399	8,965	<b>9,132</b>	7,179	6,839	<b>7,220</b>	76.4	76.3	<b>79.1</b>	4,526	4,218	<b>4,303</b>	48.2	47.0	<b>47.1</b>	2,672	2,305	<b>2,238</b>	28.4	25.7	<b>24.5</b>
<b>North-ern Cape</b>	2,075	2,000	<b>2,019</b>	1,395	1,332	<b>1,438</b>	67.2	66.6	<b>71.2</b>	832	780	<b>860</b>	40.1	39.0	<b>42.6</b>	484	441	<b>503</b>	23.3	22.1	<b>24.9</b>
<b>Western Cape</b>	10,082	9,998	<b>10,700</b>	8,288	7,934	<b>8,621</b>	82.2	79.4	<b>80.6</b>	6,375	5,861	<b>6,387</b>	63.2	58.6	<b>59.7</b>	4,694	4,148	<b>4,525</b>	46.6	41.5	<b>42.3</b>
<b>National</b>	<b>206 399</b>	<b>200 715</b>	<b>205 017</b>	<b>157 368</b>	<b>151 839</b>	<b>158,547</b>	<b>76.2</b>	<b>75.6</b>	<b>77.3</b>	<b>105 414</b>	<b>100 222</b>	<b>102,627</b>	<b>51.1</b>	<b>49.9</b>	<b>50.1</b>	<b>64 316</b>	<b>58 995</b>	<b>59 385</b>	<b>31.2</b>	<b>29.4</b>	<b>29.0</b>

**Table 6.3.8: Candidates' Performance in Mathematics by Province at 50% – 2023 to 2025**

Mathematics									
Province	Total Wrote			Total Achieved at 50% and above			% Achieved at 50% and above		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Eastern Cape	43,021	42,765	42,525	9,358	10,216	7,974	16.0	23.9	18.8
Free State	12,845	12,242	12,734	3,745	3,534	2,738	25.0	28.9	21.5
Gauteng	42,773	41,948	42,267	14,309	15,038	12,809	31.7	35.8	30.3
KwaZulu-Natal	61,162	59,184	59,895	16,614	17,959	15,662	20.7	30.3	26.1
Limpopo	44,821	41,239	41,748	11,034	11,881	9,185	19.5	28.8	22.0
Mpumalanga	28,019	26,140	25,980	6,813	7,062	6,050	20.6	27.0	23.3
North West	11,126	10,497	10,601	2,982	3,141	2,631	28.5	29.9	24.8
Northern Cape	2,725	2,494	2,608	592	643	509	23.2	25.8	19.5
Western Cape	15,524	14,979	16,057	6,679	6,584	6,255	39.1	44.0	39.0
<b>National</b>	<b>262 016</b>	<b>251 488</b>	<b>254 415</b>	<b>72 126</b>	<b>76 058</b>	<b>63 813</b>	<b>23.0</b>	<b>30.2</b>	<b>25.1</b>

**Table 6.3.9: Candidates' Performance in Physical Sciences by Province at 50% – 2023 to 2025**

Physical Sciences									
Province	Total Wrote			Total Achieved at 50% and above			% Achieved at 50% and above		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Eastern Cape	31,894	32,513	33,511	8,829	8,815	8,322	21.2	24.8	24.8
Free State	10,339	9,999	10,290	3,247	2,777	2,441	28.9	32.0	23.7
Gauteng	32,317	32,559	33,127	11,620	10,447	10,666	34.1	34.9	32.2
KwaZulu-Natal	47,231	46,355	47,931	15,143	13,685	14,247	28.3	32.2	29.7
Limpopo	37,458	34,645	34,699	10,682	9,562	10,035	23.8	26.9	28.9
Mpumalanga	25,604	23,681	23,608	6,945	6,815	6,408	22.6	27.7	27.1
North West	9,399	8,965	9,132	2,672	2,305	2,238	29.4	28.6	24.5
Northern Cape	2,075	2,000	2,019	484	441	503	24.1	25.1	24.9
Western Cape	10,082	9,998	10,700	4,694	4,148	4,525	44.5	45.2	42.3
<b>National</b>	<b>206 399</b>	<b>200 715</b>	<b>205 017</b>	<b>64 316</b>	<b>58 995</b>	<b>59 385</b>	<b>31.2</b>	<b>29.4</b>	<b>29.0</b>

Table 6.3.10: Candidates' Performance in Mathematics and Physical Sciences by Gender

Subjects	Exam Years	Mathematics			Physical Science		
		Female	Male	Total	Female	Male	Total
<b>Total Wrote</b>	<b>2023</b>	160,524	101,492	262,016	127,035	79,364	206,399
<b>Achieved at 30% &amp; above</b>		98,263	68,074	166,337	96,588	60,780	157,368
<b>% Achieved</b>		<b>61.2</b>	<b>67.1</b>	<b>63.5</b>	<b>76.0</b>	<b>76.6</b>	<b>76.2</b>
<b>Total Wrote</b>	<b>2024</b>	154,820	96,668	251,488	124,686	76,029	200,715
<b>Achieved at 30% &amp; above</b>		103,397	70,377	173,774	94,209	57,630	151,839
<b>% Achieved</b>		<b>66.8</b>	<b>72.8</b>	<b>69.1</b>	<b>75.6</b>	<b>75.8</b>	<b>75.6</b>
<b>Total Wrote</b>	<b>2025</b>	157,550	96,865	254,415	127,933	77,084	205,017
<b>Achieved at 30% &amp; above</b>		96,519	66,428	162,947	98,464	60,083	158,547
<b>% Achieved</b>		<b>61.3</b>	<b>68.6</b>	<b>64.0</b>	<b>77.0</b>	<b>77.9</b>	<b>77.3</b>

Table 6.3.11: Candidates' Performance in Accounting by Province and level of Achievement

Province	Accounting									
	2024					2025				
	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%
<b>Eastern Cape</b>	13,045	10,567	7,166	<b>81.0</b>	<b>54.9</b>	12,802	9,914	6,782	<b>77.4</b>	<b>53.0</b>
<b>Free State</b>	8,045	6,762	4,558	<b>84.1</b>	<b>56.7</b>	8,121	6,296	4,096	<b>77.5</b>	<b>50.4</b>
<b>Gauteng</b>	18,801	15,372	11,141	<b>81.8</b>	<b>59.3</b>	19,987	15,743	11,242	<b>78.8</b>	<b>56.2</b>
<b>KwaZulu-Natal</b>	27,045	21,622	15,178	<b>79.9</b>	<b>56.1</b>	27,895	21,258	14,544	<b>76.2</b>	<b>52.1</b>
<b>Limpopo</b>	10,172	8,458	5,743	<b>83.1</b>	<b>56.5</b>	10,357	8,342	5,849	<b>80.5</b>	<b>56.5</b>
<b>Mpumalanga</b>	8,827	6,921	4,826	<b>78.4</b>	<b>54.7</b>	9,087	7,239	5,215	<b>79.7</b>	<b>57.4</b>
<b>North West</b>	4,425	3,626	2,464	<b>81.9</b>	<b>55.7</b>	4,510	3,416	2,225	<b>75.7</b>	<b>49.3</b>
<b>Northern Cape</b>	1,065	810	546	<b>76.1</b>	<b>51.3</b>	1,042	776	510	<b>74.5</b>	<b>48.9</b>
<b>Western Cape</b>	6,211	5,123	3,892	<b>82.5</b>	<b>62.7</b>	6,684	5,342	4,087	<b>79.9</b>	<b>61.1</b>
<b>Total</b>	<b>97 636</b>	<b>79 261</b>	<b>55 514</b>	<b>81.2</b>	<b>56.9</b>	<b>100,485</b>	<b>78,326</b>	<b>54,550</b>	<b>77.9</b>	<b>54.3</b>

**Table 6.3.12: Candidates' Performance in Business Studies by Province and level of Achievement**

Province	Business Studies									
	2024					2025				
	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	27,259	23,347	18,463	85.6	67.7	28,701	24,987	20,119	87.1	70.1
Free State	14,165	12,249	9,053	86.5	63.9	14,137	12,746	9,873	90.2	69.8
Gauteng	53,900	47,062	36,598	87.3	67.9	56,954	50,624	40,168	88.9	70.5
KwaZulu-Natal	62,474	54,340	43,257	87.0	69.2	65,061	58,184	46,840	89.4	72.0
Limpopo	16,018	14,519	12,143	90.6	75.8	18,010	16,728	14,177	92.9	78.7
Mpumalanga	17,791	14,311	10,556	80.4	59.3	18,498	16,027	12,268	86.6	66.3
North West	11,572	10,096	7,859	87.2	67.9	11,716	10,607	8,462	90.5	72.2
Northern Cape	4,115	2,919	1,833	70.9	44.5	4,410	3,284	2,233	74.5	50.6
Western Cape	26,089	21,888	17,038	83.9	65.3	26,797	22,728	18,006	84.8	67.2
<b>Total</b>	<b>233 383</b>	<b>200 731</b>	<b>156 800</b>	<b>86.0</b>	<b>67.2</b>	<b>244,284</b>	<b>215,915</b>	<b>172,146</b>	<b>88.4</b>	<b>70.5</b>

**Table 6.3.13: Candidates' Performance in Economics by Province and level of Achievement**

Province	Economics									
	2024					2025				
	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	17,018	13,887	9,933	81.6	58.4	17,170	13,588	8,765	79.1	51.0
Free State	7,351	5,756	3,820	78.3	52.0	6,960	5,315	3,292	76.4	47.3
Gauteng	24,466	18,435	13,131	75.3	53.7	24,910	19,125	13,284	76.8	53.3
KwaZulu-Natal	30,611	25,667	18,594	83.8	60.7	31,050	26,609	19,003	85.7	61.2
Limpopo	16,335	13,392	9,640	82.0	59.0	17,134	14,368	9,809	83.9	57.2
Mpumalanga	9,198	7,560	5,328	82.2	57.9	8,773	6,795	4,237	77.5	48.3
North West	6,476	5,548	4,162	85.7	64.3	6,083	5,210	3,669	85.6	60.3
Northern Cape	1,378	964	665	70.0	48.3	1,495	942	538	63.0	36.0
Western Cape	8,727	6,592	4,728	75.5	54.2	8,616	6,818	5,003	79.1	58.1
<b>Total</b>	<b>121 560</b>	<b>97 801</b>	<b>70 001</b>	<b>80.5</b>	<b>57.6</b>	<b>122,191</b>	<b>98,770</b>	<b>67,600</b>	<b>80.8</b>	<b>55.3</b>

**Table 6.3.14: Candidates' Performance in History by Province and level of Achievement**

Province	History									
	2024					2025				
	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	37,593	33,325	25,428	88.6	67.6	42,099	38,415	30,372	91.2	72.1
Free State	8,331	7,831	6,220	94.0	74.7	9,497	8,550	5,908	90.0	62.2
Gauteng	51,942	47,062	36,823	90.6	70.9	56,235	50,149	36,097	89.2	64.2
KwaZulu-Natal	57,063	54,294	48,306	95.1	84.7	62,987	61,046	55,181	96.9	87.6
Limpopo	19,774	17,136	12,303	86.7	62.2	24,069	21,706	15,840	90.2	65.8
Mpumalanga	15,013	12,508	9,361	83.3	62.4	15,562	13,492	9,878	86.7	63.5
North West	12,670	11,459	9,069	90.4	71.6	12,942	12,148	9,541	93.9	73.7
Northern Cape	6,216	5,711	4,506	91.9	72.5	6,987	6,435	4,605	92.1	65.9
Western Cape	28,835	25,054	18,507	86.9	64.2	30,822	27,931	21,337	90.6	69.2
<b>Total</b>	<b>237 437</b>	<b>214 380</b>	<b>170 523</b>	<b>90.3</b>	<b>71.8</b>	<b>261,200</b>	<b>239,872</b>	<b>188,759</b>	<b>91.8</b>	<b>72.3</b>

**Table 6.3.15: Candidates' Performance in Life Sciences by Province and level of Achievement**

Province	Life Sciences									
	2024					2025				
	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	57,536	47,730	37,134	83.0	64.5	60,442	50,026	38,511	82.8	63.7
Free State	16,252	14,303	11,247	88.0	69.2	17,271	14,995	11,461	86.8	66.4
Gauteng	58,832	47,867	36,927	81.4	62.8	60,173	49,305	37,643	81.9	62.6
KwaZulu-Natal	86,453	70,314	53,264	81.3	61.6	87,850	75,333	58,493	85.8	66.6
Limpopo	65,465	53,555	40,158	81.8	61.3	67,367	56,490	42,809	83.9	63.5
Mpumalanga	38,957	30,481	22,371	78.2	57.4	39,098	32,778	25,046	83.8	64.1
North West	20,450	16,118	11,778	78.8	57.6	19,793	16,200	12,126	81.8	61.3
Northern Cape	4,598	3,104	2,049	67.5	44.6	4,384	3,277	2,370	74.7	54.1
Western Cape	26,179	19,321	14,433	73.8	55.1	26,001	20,545	15,646	79.0	60.2
<b>Total</b>	<b>374 722</b>	<b>302 793</b>	<b>229 361</b>	<b>80.8</b>	<b>61.2</b>	<b>382,379</b>	<b>318,949</b>	<b>244,105</b>	<b>83.4</b>	<b>63.8</b>

**Table 6.3.16: Candidates' Performance in Mathematical Literacy by Province and level of Achievement**

Province	Mathematical Literacy									
	2024					2025				
	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	50 658	40 834	27 846	80.6	55.0	54 611	46 146	33 049	84.5	60.5
Free State	20 223	18 142	13 372	89.7	66.1	22 480	20 648	15 357	91.9	68.3
Gauteng	84 337	72 750	52 720	86.3	62.5	89 201	78 916	58 723	88.5	65.8
KwaZulu-Natal	96 924	77 725	51 930	80.2	53.6	101 953	86 351	62 158	84.7	61.0
Limpopo	47 435	39 406	26 835	83.1	56.6	50 792	44 979	32 786	88.6	64.5
Mpumalanga	37 287	29 066	19 321	78.0	51.8	37 706	31 472	22 576	83.5	59.9
North West	28 840	23 737	15 930	82.3	55.2	28 706	24 868	17 397	86.6	60.6
Northern Cape	9 837	7 419	4 548	75.4	46.2	10 062	7 694	4 688	76.5	46.6
Western Cape	46 294	38 148	26 543	82.4	57.3	47 230	39 920	28 161	84.5	59.6
<b>Total</b>	<b>421 835</b>	<b>347 227</b>	<b>239 045</b>	<b>82.3</b>	<b>56.7</b>	<b>442 741</b>	<b>380 994</b>	<b>274 895</b>	<b>86.1</b>	<b>62.1</b>

**Table 6.3.17: Candidates' Performance in Geography by Province and level of Achievement**

Province	Geography									
	2024					2025				
	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	40 561	35 297	26 025	87.0	64.2	42 461	37 769	28 895	88.9	68.1
Free State	15 075	14 034	10 706	93.1	71.0	16 155	15 099	11 779	93.5	72.9
Gauteng	62 011	54 543	39 221	88.0	63.2	63 071	57 013	42 916	90.4	68.0
KwaZulu-Natal	80 165	70 610	52 573	88.1	65.6	80 305	72 144	55 748	89.8	69.4
Limpopo	58 121	50 018	35 383	86.1	60.9	59 493	53 539	40 570	90.0	68.2
Mpumalanga	30 921	24 537	15 996	79.4	51.7	29 161	25 503	18 807	87.5	64.5
North West	25 838	22 112	14 999	85.6	58.1	25 674	22 861	16 692	89.0	65.0
Northern Cape	6 750	5 215	2 963	77.3	43.9	6 541	5 613	3 646	85.8	55.7
Western Cape	24 859	20 521	13 508	82.5	54.3	23 930	20 869	14 757	87.2	61.7
<b>Total</b>	<b>344 301</b>	<b>296 887</b>	<b>211 374</b>	<b>86.2</b>	<b>61.4</b>	<b>346 791</b>	<b>310 410</b>	<b>233 810</b>	<b>89.5</b>	<b>67.4</b>

**Table 6.3.18: Candidates' Performance in Agricultural Science by Province and level of Achievement**

Province	Agricultural Science											
	2024						2025					
	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%		
<b>Eastern Cape</b>	29,174	25,959	20,682	89.0	70.9	32,568	26,639	19,254	81.8	59.1		
<b>Free State</b>	2,436	2,120	1,457	87.0	59.8	2,689	2,092	1,328	77.8	49.4		
<b>Gauteng</b>	1,069	922	674	86.2	63.0	1,225	1,023	702	83.5	57.3		
<b>KwaZulu-Natal</b>	23,681	21,446	17,066	90.6	72.1	24,659	21,510	16,278	87.2	66.0		
<b>Limpopo</b>	31,311	26,896	19,277	85.9	61.6	32,656	26,404	17,857	80.9	54.7		
<b>Mpumalanga</b>	17,872	14,934	10,743	83.6	60.1	18,238	14,100	9,223	77.3	50.6		
<b>North West</b>	6,788	5,475	3,554	80.7	52.4	6,921	5,018	3,005	72.5	43.4		
<b>Northern Cape</b>	1,180	889	492	75.3	41.7	1,174	853	514	72.7	43.8		
<b>Western Cape</b>	750	616	426	82.1	56.8	884	647	435	73.2	49.2		
<b>Total</b>	<b>114 261</b>	<b>99 257</b>	<b>74 371</b>	<b>86.9</b>	<b>65.1</b>	<b>121,014</b>	<b>98,286</b>	<b>68,596</b>	<b>81.2</b>	<b>56.7</b>		

## 6.4 Performance of Learners with Special Needs

Table 6.4.1: Performance of Learners with Special Needs

Province Name	2024			2025		
	Total Entered	Total Wrote	Achieved	Total Entered	Total Wrote	Achieved
Eastern Cape	472	467	402	734	724	651
Free State	2,180	2,113	1,882	3,816	3,680	3,190
Gauteng	657	647	619	915	888	857
KwaZulu-Natal	489	465	413	583	573	526
Limpopo	204	191	174	241	224	208
Mpumalanga	280	275	200	455	452	391
North West	329	322	264	305	291	269
Northern Cape	58	58	51	174	168	139
Western Cape	1,973	1,932	1,758	3,232	3,188	2,929
<b>National</b>	<b>6,642</b>	<b>6,470</b>	<b>5,763</b>	<b>10,455</b>	<b>10,188</b>	<b>9,160</b>

## 6.5 Performance of Progressed Learners

Table 6.5.1: Number of progressed Learners enrolled for the NSC from 2023 to 2025

Province	Progressed 2023	Progressed 2024	Progressed 2025
Eastern Cape	6,952	7,920	7,970
Free State	3,606	4,995	5,097
Gauteng	8,096	10,428	10,855
KwaZulu-Natal	13,307	12,440	4,425
Limpopo	10,313	11,635	10,509
Mpumalanga	6,393	2,161	1,330
North West	3,427	2,654	2,558
Northern Cape	1,076	1,686	1,713
Western Cape	1,773	2,617	2,902
<b>National</b>	<b>54,943</b>	<b>56,536</b>	<b>47,359</b>

Table 6.5.2: Number of Progressed Learners who wrote and achieved the NSC per province in 2025

Provinces	Progressed Candidates			
	Entered	Wrote	Achieved	% Achieved
Eastern Cape	7,970	7,709	3,232	<b>41.9</b>
Free State	5,097	4,637	2,764	<b>59.6</b>
Gauteng	10,855	10,199	5,663	<b>55.5</b>
KwaZulu-Natal	4,425	3,977	2,665	<b>67.0</b>
Limpopo	10,509	10,378	5,695	<b>54.9</b>
Mpumalanga	1,330	1,207	905	<b>75.0</b>
North West	2,558	2,466	1,490	<b>60.4</b>
Northern Cape	1,713	1,691	966	<b>57.1</b>
Western Cape	2,902	2,583	988	<b>38.3</b>
<b>National</b>	<b>47,359</b>	<b>44,847</b>	<b>24,368</b>	<b>54.3</b>

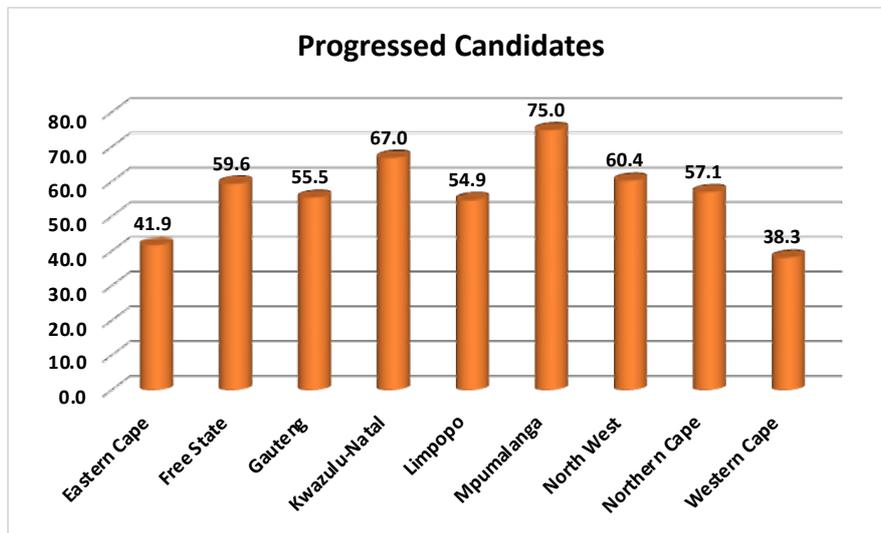


Figure 6.5.1: Overall Performance of Progressed Learners per province.

## 6.6 Performance of Part-Time Candidates

Table 6.6.1: Candidates enrolled as Part Time – 2023 to 2025

Province	2023		2024		2025	
	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	17,323	10,701	15,694	9,498	13,707	8,389
Free State	8,542	6,037	8,191	6,170	8,839	6,515
Gauteng	59,094	39,756	53,705	37,253	48,516	33,242
KwaZulu-Natal	25,366	15,857	20,416	13,726	16,406	11,448
Limpopo	35,733	24,481	30,480	21,735	25,571	17,598
Mpumalanga	16,367	7,723	10,904	7,965	9,432	7,174
North West	4,214	3,000	3,656	2,727	3,601	2,625
Northern Cape	2,581	1,589	1,606	1,047	1,858	1,152
Western Cape	12,836	6,927	11,296	6,463	9,846	5,737
<b>National</b>	<b>182,056</b>	<b>116,071</b>	<b>155,948</b>	<b>106,584</b>	<b>137,776</b>	<b>93,880</b>

Table 6.6.2: Part Time Candidates' Performance in Gateway Subjects – 2023 to 2025

Subjects (Part-Time)	2023			2024			2025		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	8,646	3,455	40.0	8,155	3,875	47.5	6,681	3,102	46.4
Agricultural Sciences	8,074	3,240	40.1	6,536	3,125	47.8	4,834	2,279	47.1
Business Studies	17,730	8,511	48.0	15,191	8,099	53.3	12,316	7,481	60.7
Economics	12,627	4,274	33.8	10,541	4,135	39.2	7,939	3,346	42.1
Geography	24,811	14,177	57.1	19,650	11,785	60.0	15,325	9,844	64.2
History	6,426	3,633	56.5	6,887	4,272	62.0	6,273	4,138	66.0
Life Orientation	383	366	95.6	362	343	94.8	310	302	97.4
Life Sciences	47,259	24,545	51.9	43,684	25,678	58.8	34,647	22,173	64.0
Mathematical Literacy	29,729	17,050	57.4	28,007	18,055	64.5	24,170	16,416	67.9
Mathematics	53,208	24,921	46.8	49,194	22,858	46.5	44,835	20,191	45.0
Physical Sciences	37,193	18,503	49.7	33,986	15,955	46.9	32,958	16,974	51.5

## 6.7 District Performance

6.7.1: District Performance – Eastern Cape in terms of the inclusive basket for 2024 and 2025

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Eastern Cape	Alfred Nzo East	2025	81.1%	72.9%	58.2%	72.7%	87.9%	48.5%	37.4%	3.1%	85.5%
		2024	85.9%	87.8%	64.0%	75.0%	97.4%	52.5%	45.6%	4.0%	78.5%
	Alfred Nzo West	2025	84.3%	75.1%	45.8%	69.1%	79.1%	49.3%	40.0%	3.9%	77.2%
		2024	87.0%	81.3%	54.5%	72.5%	86.8%	54.5%	48.8%	4.3%	73.3%
	Amathole East	2025	85.1%	79.6%	55.9%	75.3%	77.4%	48.2%	43.3%	4.9%	78.2%
		2024	87.8%	80.6%	63.3%	79.2%	81.1%	53.9%	50.9%	5.9%	76.3%
	Amathole West	2025	80.3%	78.9%	50.6%	74.6%	84.8%	20.5%	36.0%	3.1%	71.6%
		2024	81.5%	85.7%	58.3%	76.5%	45.0%	19.2%	39.7%	3.7%	67.1%
	Buffalo City	2025	85.3%	79.9%	67.7%	75.5%	95.2%	30.5%	45.1%	4.3%	69.3%
		2024	84.4%	78.4%	71.8%	75.5%	76.2%	31.1%	46.1%	4.8%	65.7%
	Chris Hani East	2025	88.1%	80.6%	64.1%	78.6%	99.4%	41.4%	47.7%	6.2%	67.6%
		2024	88.5%	82.5%	65.5%	79.4%	98.1%	46.6%	52.2%	8.1%	62.2%
	Chris Hani West	2025	83.8%	74.3%	59.9%	73.4%	94.9%	28.8%	39.3%	3.2%	65.7%
		2024	84.4%	79.7%	65.7%	72.2%	90.2%	28.8%	42.8%	3.6%	60.5%
	Joe Qqabi	2025	88.4%	82.7%	62.0%	79.0%	94.4%	31.4%	41.5%	3.3%	56.6%
		2024	85.2%	74.5%	66.5%	75.5%	96.5%	33.5%	42.7%	3.8%	51.0%
	Nelson Mandela Metro	2025	87.4%	84.6%	69.7%	78.3%	88.0%	24.8%	44.5%	4.2%	63.0%
		2024	86.7%	84.1%	74.5%	78.1%	79.5%	24.1%	45.2%	4.8%	63.2%
	Or Tambo Coastal	2025	82.2%	77.1%	48.6%	74.7%	89.3%	52.8%	38.5%	4.5%	65.9%
		2024	84.0%	80.3%	55.0%	73.7%	88.3%	56.2%	44.4%	5.0%	63.5%
	Or Tambo Inland	2025	81.2%	72.2%	57.6%	72.4%	93.7%	52.4%	42.2%	6.1%	80.8%
		2024	83.0%	78.4%	61.1%	73.6%	92.2%	59.2%	46.0%	6.5%	79.1%
	Sarah Baartman	2025	86.4%	74.1%	69.0%	84.8%	100.0%	15.9%	40.1%	3.1%	50.7%
		2024	78.6%	79.7%	72.5%	82.7%	90.9%	16.9%	38.2%	3.4%	51.1%

6.7.2: District Performance – Eastern Cape - 2023 to 2025

Eastern Cape Districts	2023			2024			2025		
	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"
	95,697	77,917	81.4	99,739	84,760	85.0	106,561	89,694	84.2
Alfred Nzo East	6,303	5,365	85.1	7,248	6,226	85.9	8,112	6,581	81.1
Alfred Nzo West	9,277	7,815	84.2	10,017	8,711	87.0	10,592	8,930	84.3
Amathole East	8,290	6,838	82.5	8,352	7,335	87.8	8,851	7,529	85.1
Amathole West	4,295	3,335	77.6	4,423	3,603	81.5	4,765	3,828	80.3
Buffalo City	11,182	9,086	81.3	11,641	9,823	84.4	12,314	10,507	85.3
Chris Hani East	4,865	4,090	84.1	5,070	4,489	88.5	5,306	4,676	88.1
Chris Hani West	5,631	4,554	80.9	5,709	4,817	84.4	6,358	5,330	83.8
Joe Gqabi	4,276	3,588	83.9	4,159	3,543	85.2	4,638	4,101	88.4
Nelson Mandela Metro	11,962	9,945	83.1	12,370	10,729	86.7	13,030	11,384	87.4
OR Tambo Coastal	13,158	10,314	78.4	13,400	11,252	84.0	14,552	11,968	82.2
OR Tambo Inland	12,653	10,073	79.6	13,434	11,153	83.0	13,976	11,345	81.2
Sarah Baartman	3,805	2,914	76.6	3,916	3,079	78.6	4,067	3,515	86.4

6.7.3: District Performance – Free State in terms of the inclusive basket for 2024 and 2025

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Free State	Fezile Dabi	2025	89.4%	78.3%	62.7%	70.3%	88.9%	33.4%	41.9%	2.8%	53.4%
		2024	93.5%	85.4%	75.3%	75.2%	96.5%	31.5%	48.8%	2.7%	49.9%
	Lejweleputswa	2025	86.1%	76.0%	55.6%	68.9%	93.5%	34.4%	37.1%	2.6%	52.6%
		2024	87.5%	82.1%	66.9%	71.9%	90.9%	33.2%	41.0%	2.4%	53.5%
	Motho	2025	92.0%	79.8%	70.6%	79.2%	99.6%	30.5%	49.9%	5.1%	62.0%
		2024	92.2%	84.8%	77.1%	80.5%	99.4%	30.5%	50.1%	3.9%	60.4%
	Thabo Mofutsanyana	2025	89.1%	76.7%	63.3%	76.4%	97.4%	36.9%	43.6%	4.1%	59.4%
		2024	90.6%	84.4%	73.0%	79.0%	98.1%	41.2%	51.4%	3.9%	53.9%
	Xhariep	2025	87.9%	74.8%	56.9%	71.6%	100.0%	20.3%	42.2%	3.1%	61.0%
		2024	92.2%	81.7%	71.3%	80.8%	100.0%	20.3%	46.2%	2.7%	60.4%

6.7.4: District Performance – Free State -2023 to 2025

Free State Districts	2023			2024			2025		
	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"
	34,451	30,673	89.0	36,312	33,039	91.0	38,205	34,129	89.3
Fezile Dabi	5,675	5,085	89.6	5,704	5,333	93.5	6,080	5,433	89.4
Lejweleputswa	7,163	6,114	85.4	7,633	6,678	87.5	7,775	6,692	86.1
Motho	10,587	9,651	91.2	11,622	10,718	92.2	10,966	10,092	92.0
Thabo Mofutsanyana	9,687	8,663	89.4	9,864	8,937	90.6	11,810	10,528	89.1
Xhariep	1,339	1,160	86.6	1,489	1,373	92.2	1,574	1,384	87.9

6.7.5: District Performance – Gauteng in terms of the inclusive basket for 2024 and 2025

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Gauteng	Ekurhuleni North	2025	87.4%	71.7%	61.7%	75.1%	97.6%	31.8%	44.7%	4.1%	74.2%
		2024	86.0%	75.4%	67.9%	71.4%	97.9%	34.8%	45.5%	4.2%	71.4%
Gauteng	Ekurhuleni South	2025	87.9%	74.8%	62.8%	71.3%	95.3%	29.4%	44.9%	3.7%	70.5%
		2024	87.4%	80.7%	71.2%	69.7%	98.1%	29.7%	47.2%	4.2%	71.2%
Gauteng	Gauteng East	2025	83.7%	65.4%	56.3%	61.4%	92.5%	24.0%	38.4%	2.4%	65.2%
		2024	84.5%	70.8%	60.5%	60.6%	92.5%	24.3%	43.4%	2.9%	69.8%
Gauteng	Gauteng North	2025	86.9%	81.3%	58.1%	72.5%	99.5%	25.2%	42.1%	3.9%	56.1%
		2024	89.0%	90.8%	71.5%	71.3%	100.0%	28.0%	49.2%	3.8%	56.3%
Gauteng	Gauteng West	2025	89.3%	81.8%	60.6%	74.3%	96.5%	27.0%	45.7%	4.5%	59.3%
		2024	88.3%	81.5%	67.7%	72.0%	89.1%	30.3%	47.1%	3.9%	57.2%
Johannesburg	Johannesburg Central	2025	88.5%	81.9%	65.2%	76.0%	95.6%	28.3%	44.8%	4.0%	65.7%
		2024	87.2%	83.1%	70.2%	72.4%	100.0%	28.2%	45.3%	5.0%	62.8%
Johannesburg	Johannesburg East	2025	89.7%	79.7%	71.8%	80.4%	100.0%	32.2%	51.8%	5.6%	68.3%
		2024	88.7%	83.7%	75.8%	77.2%	100.0%	33.7%	52.5%	5.8%	64.0%
Johannesburg	Johannesburg North	2025	90.9%	81.8%	75.4%	84.5%	98.8%	34.1%	53.4%	6.8%	70.7%
		2024	89.5%	86.4%	78.6%	79.2%	97.4%	36.1%	55.6%	7.1%	68.2%
Johannesburg	Johannesburg South	2025	89.6%	79.0%	60.9%	72.3%	98.2%	30.2%	47.6%	4.8%	56.8%
		2024	87.7%	77.8%	66.9%	71.2%	98.0%	31.2%	48.9%	5.8%	51.8%
Johannesburg	Johannesburg West	2025	96.2%	87.5%	76.3%	89.2%	100.0%	24.3%	62.8%	7.7%	62.6%
		2024	97.0%	89.6%	85.1%	88.8%	100.0%	25.4%	65.6%	7.6%	58.9%
Sedibeng	Sedibeng East	2025	89.4%	84.0%	67.6%	70.7%	99.0%	27.9%	46.1%	4.7%	68.3%
		2024	87.1%	78.6%	73.9%	72.0%	98.3%	28.9%	49.2%	5.3%	70.6%
Sedibeng	Sedibeng West	2025	86.0%	71.7%	50.1%	58.4%	99.5%	27.3%	40.5%	3.0%	63.2%
		2024	85.1%	75.3%	61.9%	59.7%	99.4%	28.7%	41.9%	3.1%	60.5%
Tshwane	Tshwane North	2025	92.0%	81.7%	75.4%	83.1%	96.7%	27.1%	52.8%	4.5%	61.3%
		2024	90.0%	81.6%	78.7%	79.7%	99.4%	29.7%	54.1%	4.1%	59.0%
Tshwane	Tshwane South	2025	90.3%	84.1%	79.4%	85.2%	100.0%	38.6%	57.7%	10.0%	75.9%
		2024	91.7%	88.4%	85.1%	85.2%	95.4%	38.8%	60.1%	9.5%	73.1%
Tshwane	Tshwane West	2025	89.6%	78.6%	66.4%	82.0%	98.6%	30.6%	45.7%	5.0%	65.8%
		2024	88.9%	84.0%	70.3%	78.0%	94.2%	34.2%	49.5%	5.1%	63.5%

6.7.6: District Performance – Gauteng - 2023 to 2025

Gauteng Districts	2023			2024			2025		
	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"
	127,697	109,030	85.4	133,228	117,793	88.4	140,927	125,513	89.1
Ekurhuleni North	12,142	9,996	82.3	12,808	11,018	86.0	13,496	11,800	87.4
Ekurhuleni South	14,085	12,107	86.0	15,148	13,237	87.4	15,538	13,654	87.9
Gauteng East	8,672	7,177	82.8	9,414	7,956	84.5	10,082	8,439	83.7
Gauteng North	2,240	1,980	88.4	2,247	1,999	89.0	2,391	2,078	86.9
Gauteng West	8,110	7,035	86.7	8,596	7,587	88.3	8,997	8,032	89.3
Johannesburg Central	9,737	8,086	83.0	10,106	8,810	87.2	10,779	9,541	88.5
Johannesburg East	9,327	7,631	81.8	9,558	8,476	88.7	10,048	9,016	89.7
Johannesburg North	9,049	7,791	86.1	9,320	8,345	89.5	10,013	9,098	90.9
Johannesburg South	8,002	6,837	85.4	8,051	7,058	87.7	8,870	7,945	89.6
Johannesburg West	6,238	5,773	92.5	6,321	6,133	97.0	6,711	6,456	96.2
Sedibeng East	3,488	2,920	83.7	3,662	3,190	87.1	3,776	3,374	89.4
Sedibeng West	6,833	5,662	82.9	6,911	5,882	85.1	7,479	6,435	86.0
Tshwane North	7,998	6,912	86.4	8,114	7,304	90.0	8,470	7,795	92.0
Tshwane South	12,798	11,570	90.4	13,525	12,402	91.7	14,046	12,682	90.3
Tshwane West	8,978	7,553	84.1	9,447	8,396	88.9	10,231	9,168	89.6

6.7.7: District Performance – Kwa-Zulu Natal in terms of the inclusive basket for 2024 and 2025

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
KwaZulu-Natal	Amajuba	2025	91.3%	79.1%	72.6%	83.6%	98.7%	34.1%	51.4%	10.3%	69.3%
		2024	89.8%	82.9%	74.3%	80.8%	99.4%	36.5%	52.2%	12.7%	64.3%
	Harry Gwala	2025	89.7%	81.6%	67.9%	79.5%	100.0%	29.6%	46.2%	6.3%	57.3%
		2024	88.9%	84.3%	72.8%	76.6%	98.9%	31.1%	49.4%	8.8%	55.6%
	Ilembe	2025	91.5%	73.1%	60.6%	71.7%	99.5%	29.6%	50.4%	6.5%	58.8%
		2024	89.5%	77.9%	63.1%	71.1%	100.0%	32.4%	48.6%	8.5%	56.1%
	King Cetshwayo	2025	89.4%	74.1%	64.6%	77.0%	90.0%	39.5%	51.5%	8.8%	76.4%
		2024	88.6%	80.4%	67.1%	73.8%	91.2%	41.5%	52.0%	10.8%	73.7%
	Pinetown	2025	92.2%	82.5%	75.0%	84.6%	98.6%	26.7%	58.0%	9.1%	56.0%
		2024	89.4%	80.7%	73.4%	79.0%	97.2%	28.3%	54.0%	10.4%	53.5%
	Ugu	2025	91.8%	87.7%	73.2%	83.5%	95.0%	29.8%	51.5%	9.2%	57.9%
		2024	91.7%	89.9%	78.8%	85.4%	100.0%	28.3%	55.0%	12.3%	54.1%
	Umgungundlovu	2025	90.4%	76.7%	66.9%	79.4%	98.5%	32.3%	52.8%	9.0%	63.8%
		2024	89.3%	80.6%	72.6%	78.4%	98.5%	33.7%	53.3%	11.6%	60.6%
	Umkhanyakude	2025	93.6%	78.1%	69.4%	80.0%	98.5%	33.1%	54.1%	7.7%	71.4%
		2024	92.8%	84.2%	74.9%	79.8%	99.2%	34.2%	55.1%	10.0%	69.9%
	Umlazi	2025	92.0%	79.7%	62.0%	75.6%	99.6%	40.2%	57.9%	9.5%	68.0%
		2024	89.8%	79.5%	63.9%	72.0%	100.0%	42.7%	54.6%	11.4%	66.4%
	Umzinyathi	2025	88.8%	74.4%	67.2%	78.9%	100.0%	43.1%	47.7%	9.2%	61.0%
		2024	89.1%	81.8%	70.0%	78.7%	94.7%	44.8%	49.8%	12.6%	63.5%
	Uthukela	2025	86.2%	69.7%	60.7%	75.6%	97.8%	37.6%	45.0%	7.4%	58.4%
		2024	85.0%	75.4%	64.5%	73.8%	100.0%	38.7%	45.2%	9.8%	58.6%
	Zululand	2025	88.9%	63.3%	58.7%	72.1%	99.4%	38.3%	48.4%	8.4%	71.4%
		2024	89.5%	69.8%	62.9%	69.4%	99.3%	39.7%	51.5%	10.4%	66.3%

6.7.8: District Performance – Kwa-Zulu Natal - 2023 to 2025

KwaZulu-Natal Districts	2023			2024			2025		
	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"
	157,911	136,366	86.4	161,962	144,990	89.5	171,368	155,258	90.6
Amajuba	8,383	7,293	87.0	8,662	7,781	89.8	9,442	8,617	91.3
Harry Gwala	7,037	6,126	87.1	7,562	6,720	88.9	7,817	7,015	89.7
Ilembe	8,395	7,436	88.6	9,174	8,211	89.5	9,776	8,945	91.5
King Cetshwayo	18,927	15,785	83.4	18,414	16,320	88.6	19,398	17,337	89.4
Pinetown	17,797	15,231	85.6	17,981	16,075	89.4	19,134	17,642	92.2
Ugu	10,633	9,517	89.5	10,638	9,758	91.7	11,748	10,786	91.8
Umgungundlovu	12,908	10,980	85.1	12,982	11,593	89.3	13,989	12,644	90.4
Umkhanyakude	14,687	13,218	90.0	15,480	14,373	92.8	16,066	15,043	93.6
Umlazi	20,202	17,388	86.1	20,980	18,850	89.8	21,757	20,013	92.0
Umzinyathi	10,231	8,859	86.6	10,758	9,589	89.1	11,325	10,061	88.8
Uthukela	11,571	9,595	82.9	11,699	9,944	85.0	12,121	10,450	86.2
Zululand	17,140	14,938	87.2	17,632	15,776	89.5	18,795	16,705	88.9

**6.7.9: District Performance – Limpopo in terms of the inclusive basket for 2024 and 2025**

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Limpopo	Capricorn North	2025	87.9%	83.4%	61.9%	84.4%	91.2%	47.1%	44.8%	4.6%	56.6%
		2024	84.9%	85.9%	68.1%	80.2%	96.1%	47.2%	43.9%	5.5%	62.5%
	Capricorn South	2025	85.0%	78.1%	60.7%	78.7%	96.8%	45.6%	45.5%	4.3%	64.0%
		2024	85.8%	82.4%	69.7%	75.8%	98.2%	47.8%	47.1%	4.9%	63.5%
	Mogalakwena	2025	90.9%	84.8%	67.4%	90.8%	99.4%	36.6%	48.6%	3.7%	55.9%
		2024	87.8%	86.6%	69.3%	82.4%	100.0%	40.4%	48.5%	3.9%	58.0%
	Mopani East	2025	85.1%	84.8%	63.9%	81.2%	98.9%	35.9%	41.4%	3.9%	55.3%
		2024	85.3%	86.3%	69.7%	77.7%	88.9%	38.5%	43.1%	4.1%	56.9%
	Mopani West	2025	87.8%	82.3%	66.4%	83.2%	98.3%	30.3%	44.8%	4.8%	65.2%
		2024	87.2%	84.4%	74.0%	80.2%	93.5%	34.6%	47.4%	5.5%	63.7%
	Sekhukhune East	2025	86.7%	79.2%	62.5%	84.2%	95.4%	48.2%	41.3%	2.7%	52.9%
		2024	84.0%	79.1%	67.6%	77.9%	90.2%	52.0%	42.1%	3.0%	51.2%
	Sekhukhune South	2025	83.7%	75.5%	57.2%	81.6%	90.9%	46.9%	40.9%	3.6%	57.9%
		2024	80.4%	75.7%	61.8%	75.8%	70.2%	47.5%	40.9%	3.4%	59.6%
	Vhembe East	2025	85.9%	81.5%	63.9%	81.7%	98.4%	44.1%	41.3%	5.9%	67.0%
		2024	85.8%	83.1%	71.2%	76.6%	99.2%	48.0%	45.1%	6.8%	63.0%
	Vhembe West	2025	86.9%	79.1%	65.4%	80.6%	98.2%	38.3%	41.0%	4.3%	59.5%
		2024	84.8%	85.3%	70.4%	75.7%	96.7%	41.2%	42.5%	4.4%	59.0%
	Waterberg 2	2025	82.7%	84.0%	65.4%	71.0%	99.1%	25.9%	36.0%	2.5%	53.8%
		2024	85.0%	91.1%	75.1%	70.3%	98.4%	29.2%	40.5%	3.2%	52.3%

6.7.10: District Performance – Limpopo - 2023 to 2025

Limpopo Districts	2023			2024			2025		
	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"
	93,533	74,400	79.5	93,474	79,461	85.0	100,973	86,986	86.1
Capricorn North	8,986	7,273	80.9	8,930	7,583	84.9	8,785	7,724	87.9
Capricorn South	13,506	11,066	81.9	13,528	11,602	85.8	14,459	12,296	85.0
Mogalakwena	5,096	4,209	82.6	4,973	4,364	87.8	5,197	4,722	90.9
Mopani East	9,446	7,306	77.3	9,395	8,016	85.3	10,169	8,658	85.1
Mopani West	8,078	6,768	83.8	8,916	7,777	87.2	9,695	8,510	87.8
Sekhukhune East	9,722	7,259	74.7	8,882	7,458	84.0	9,845	8,536	86.7
Sekhukhune South	9,851	7,231	73.4	10,216	8,214	80.4	10,409	8,713	83.7
Vhembe East	14,583	12,031	82.5	14,984	12,861	85.8	17,316	14,878	85.9
Vhembe West	10,444	8,261	79.1	9,919	8,415	84.8	10,982	9,547	86.9
Waterberg 2	3,821	2,996	78.4	3,731	3,171	85.0	4,116	3,402	82.7

6.7.11: District Performance – Mpumalanga in terms of the inclusive basket for 2024 and 2025

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Mpumalanga	Bohlabela District	2025	83.5%	70.8%	52.4%	66.6%	99.3%	38.6%	37.8%	1.9%	87.5%
		2024	78.6%	61.6%	51.4%	60.7%	88.5%	42.4%	36.8%	1.9%	91.4%
	Ehlanzeni District	2025	88.0%	82.8%	66.0%	76.6%	100.0%	37.1%	45.2%	5.9%	63.7%
		2024	88.4%	82.2%	70.6%	77.7%	99.0%	38.5%	48.2%	6.4%	61.8%
	Cert Sibande District	2025	87.1%	81.3%	65.2%	78.0%	92.7%	43.3%	44.9%	5.1%	67.0%
		2024	87.7%	86.1%	73.4%	81.1%	91.1%	42.9%	46.1%	5.3%	64.9%
	Nkangala District	2025	87.4%	79.2%	67.3%	76.6%	96.2%	36.0%	42.2%	5.5%	57.9%
		2024	85.2%	77.7%	70.9%	75.1%	100.0%	39.1%	42.5%	6.1%	56.6%

6.7.12: District Performance – Mpumalanga - 2023 to 2025

Mpumalanga Districts	2023			2024			2025		
	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"
	65,534	50,429	77.0	64,201	54,567	85.0	67,114	58,084	86.5
Bohlabela	15,451	10,683	69.1	16,118	12,668	78.6	15,806	13,197	83.5
Ehlanzeni	17,421	14,254	81.8	16,772	14,832	88.4	17,742	15,605	88.0
Gert Sibande	15,747	12,571	79.8	15,512	13,600	87.7	16,515	14,383	87.1
Nkangala	16,915	12,921	76.4	15,799	13,467	85.2	17,051	14,899	87.4

6.7.13: District Performance – North West in terms of the inclusive basket for 2024 and 2025

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
North West	Bojanala Platinum	2025	90.8%	77.9%	70.1%	80.0%	88.7%	27.2%	47.1%	3.9%	59.8%
		2024	89.4%	84.7%	75.4%	75.2%	80.6%	28.4%	49.4%	4.8%	62.5%
	Dr. K. Kaunda	2025	87.8%	77.5%	67.1%	76.9%	87.9%	26.3%	42.7%	4.6%	49.3%
		2024	87.8%	80.9%	73.9%	77.8%	92.4%	24.8%	43.8%	3.9%	54.5%
	Dr. R.s. Mompoti	2025	87.2%	69.8%	67.0%	79.0%	75.3%	20.0%	42.1%	2.9%	48.3%
		2024	84.7%	73.5%	70.1%	79.9%	82.8%	19.9%	39.9%	2.3%	50.9%
	Ngaka M. Molema	2025	85.6%	72.6%	64.6%	78.7%	76.7%	27.0%	42.1%	4.0%	50.7%
		2024	85.7%	80.8%	72.5%	75.7%	71.3%	25.8%	41.4%	3.6%	54.2%

6.7.14: District Performance – North West - 2023 to 2025

North West Districts	2023			2024			2025		
	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"
	41,418	33,808	81.6	40,575	35,513	87.5	40,913	36,205	88.5
Bojanala Platinum	17,075	14,384	84.2	17,392	15,548	89.4	17,809	16,174	90.8
Dr. K. Kaunda	7,046	5,884	83.5	7,383	6,481	87.8	7,049	6,192	87.8
Dr. R.S. Mompoti	6,624	5,111	77.2	5,857	4,962	84.7	6,086	5,305	87.2
Ngaka M. Molema	10,673	8,429	79.0	9,943	8,522	85.7	9,969	8,534	85.6

6.7.15: District Performance – Northern Cape in terms of the inclusive basket for 2024 and 2025

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Northern Cape	Frances Baard	2025	86.3%	72.6%	54.3%	69.7%	95.1%	20.5%	40.5%	2.7%	61.4%
		2024	84.6%	69.3%	63.7%	63.5%	87.4%	23.0%	40.1%	2.8%	55.7%
Northern Cape	John Taolo Gaetsewe	2025	87.0%	68.6%	55.4%	69.6%	94.3%	20.8%	38.4%	1.9%	57.5%
		2024	81.4%	71.2%	59.9%	65.5%	88.4%	20.2%	36.6%	1.6%	54.7%
Northern Cape	Namaqua	2025	90.5%	87.2%	48.4%	74.7%	95.8%	18.6%	39.8%	2.0%	59.0%
		2024	85.9%	84.6%	68.5%	71.8%	91.3%	16.2%	40.2%	2.4%	58.8%
Northern Cape	Pixley Ka Seme	2025	89.3%	65.2%	65.9%	80.6%	100.0%	12.7%	37.2%	2.2%	51.3%
		2024	85.4%	82.0%	79.1%	84.1%	100.0%	12.1%	35.7%	1.9%	46.3%
Northern Cape	Z F Mgcawu	2025	90.1%	80.1%	54.9%	74.5%	98.7%	14.9%	39.7%	1.9%	60.1%
		2024	86.3%	81.2%	56.4%	69.4%	100.0%	16.4%	40.1%	2.1%	56.9%

6.7.16: District Performance – Northern Cape - 2023 to 2025

Province	Districts	2023			2024			2025			
		Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"	
Northern Cape Districts		Wrote									
		12,842	9,740	75.8	12,937	10,892	84.2	14,084	12,365	87.8	
Frances Baard		4,478	3,309	73.9	4,494	3,804	84.6	5,048	4,357	86.3	
John Taolo Gaetsewe		3,417	2,520	73.7	3,703	3,013	81.4	3,939	3,426	87.0	
Namaqua		861	703	81.6	804	691	85.9	832	753	90.5	
Pixley Ka Seme		1,631	1,210	74.2	1,506	1,286	85.4	1,711	1,528	89.3	
Z F Mgcawu		2,455	1,998	81.4	2,430	2,098	86.3	2,554	2,301	90.1	

6.7.17: District Performance – Western Cape in terms of the inclusive basket for 2024 and 2025

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Western Cape	Cape Winelands	2025	83.6	87.2	81.6	84.8	100.0	22.6	46.3	8.1	69.4
		2024	74.7	80.5	77.0	86.5	98.9	24.1	38.2	7.4	74.2
	Eden & Central Karoo	2025	89.3	82.6	79.7	77.2	85.7	16.7	46.4	5.2	67.1
		2024	84.6	77.0	79.4	84.9	79.5	18.5	41.6	4.5	66.9
	Metro Central	2025	85.2	84.6	78.8	81.9	87.7	30.1	48.7	7.8	73.4
		2024	82.4	79.9	77.7	84.8	93.4	32.8	45.4	8.2	74.7
	Metro East	2025	88.6	80.8	78.9	77.5	92.2	24.4	49.5	5.3	70.4
		2024	83.8	68.3	71.8	79.9	90.8	25.2	42.2	4.2	69.6
	Metro North	2025	88.8	77.6	81.2	80.5	90.8	24.8	52.0	7.0	73.0
		2024	85.9	74.6	81.1	86.4	77.5	26.0	48.3	6.6	73.2
	Metro South	2025	84.3	82.9	71.8	74.1	88.9	25.7	44.6	5.2	69.1
		2024	78.5	73.4	69.6	75.1	86.8	26.1	39.0	4.3	71.2
	Overberg	2025	88.3	84.8	67.1	78.6	100.0	15.1	45.1	3.9	62.3
		2024	84.1	74.3	68.9	69.6	75.0	15.6	40.5	3.4	67.5
West Coast	2025	84.2	82.5	72.3	81.7	86.5	17.7	43.2	4.7	63.5	
	2024	77.7	70.0	71.6	84.4	71.8	16.9	36.7	3.8	73.6	

**6.7.18: District Performance – Western Cape - 2023 to 2025**

Western Cape Districts	2023			2024			2025		
	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"	Wrote	Achieved	"% Achieved"
	62,077	50,620	81.5	62,863	54,414	86.6	65,965	58,181	88.2
Cape Winelands	8,815	6,589	74.7	8,936	7,467	83.6	8,979	7,592	84.6
Eden & Central Karoo	6,397	5,413	84.6	6,670	5,955	89.3	7,178	6,397	89.1
Metro Central	9,547	7,871	82.4	9,719	8,284	85.2	9,826	8,545	87.0
Metro East	11,428	9,573	83.8	11,545	10,226	88.6	12,208	11,012	90.2
Metro North	10,049	8,628	85.9	10,563	9,381	88.8	11,569	10,315	89.2
Metro South	10,269	8,065	78.5	10,135	8,546	84.3	10,468	9,184	87.7
Overberg	2,367	1,990	84.1	2,339	2,066	88.3	2,473	2,284	92.4
West coast	3,205	2,491	77.7	2,956	2,489	84.2	3,264	2,852	87.4

**6.7.19: Summary of District Performance - 2024 to 2025**

Province	2024						2025					
	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	0	1	11	12	0	0	0	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	0	15
KwaZulu-Natal	12	0	0	0	0	12	12	0	0	0	0	12
Limpopo	10	0	0	0	0	10	10	0	0	0	0	10
Mpumalanga	4	0	0	0	1	3	4	0	0	0	0	4
North West	4	0	0	0	0	4	4	0	0	0	0	4
Northern Cape	5	0	0	0	0	5	5	0	0	0	0	5
Western Cape	8	0	0	0	0	8	8	0	0	0	0	8
<b>Total</b>	<b>75</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>73</b>	<b>75</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>75</b>

**Table 6.7.20: District Performance in the November 2025 NSC Examination**

<b>Province</b>	<b>District Names</b>	<b>% Achieved</b>
<b>EASTERN CAPE</b>	ALFRED NZO EAST	<b>81.13</b>
<b>EASTERN CAPE</b>	ALFRED NZO WEST	<b>84.31</b>
<b>EASTERN CAPE</b>	AMATHOLE EAST	<b>85.06</b>
<b>EASTERN CAPE</b>	AMATHOLE WEST	<b>80.34</b>
<b>EASTERN CAPE</b>	BUFFALO CITY	<b>85.33</b>
<b>EASTERN CAPE</b>	CHRIS HANI EAST	<b>88.13</b>
<b>EASTERN CAPE</b>	CHRIS HANI WEST	<b>83.83</b>
<b>EASTERN CAPE</b>	JOE GQABI	<b>88.42</b>
<b>EASTERN CAPE</b>	NELSON MANDELA METRO	<b>87.37</b>
<b>EASTERN CAPE</b>	OR TAMBO COASTAL	<b>82.24</b>
<b>EASTERN CAPE</b>	OR TAMBO INLAND	<b>81.17</b>
<b>EASTERN CAPE</b>	SARAH BAARTMAN	<b>86.43</b>
<b>FREE STATE</b>	FEZILE DABI	<b>89.36</b>
<b>FREE STATE</b>	LEJWELEPUTSWA	<b>86.07</b>
<b>FREE STATE</b>	MANGAUNG METROPOLITAN	<b>92.03</b>
<b>FREE STATE</b>	THABO MOFUTSANYANA	<b>89.14</b>
<b>FREE STATE</b>	XHARIEP	<b>87.93</b>
<b>GAUTENG</b>	EKURHULENI NORTH	<b>87.43</b>
<b>GAUTENG</b>	EKURHULENI SOUTH	<b>87.87</b>
<b>GAUTENG</b>	GAUTENG EAST	<b>83.70</b>
<b>GAUTENG</b>	GAUTENG NORTH	<b>86.91</b>
<b>GAUTENG</b>	GAUTENG WEST	<b>89.27</b>
<b>GAUTENG</b>	JOHANNESBURG CENTRAL	<b>88.51</b>
<b>GAUTENG</b>	JOHANNESBURG EAST	<b>89.73</b>
<b>GAUTENG</b>	JOHANNESBURG NORTH	<b>90.86</b>
<b>GAUTENG</b>	JOHANNESBURG SOUTH	<b>89.57</b>
<b>GAUTENG</b>	JOHANNESBURG WEST	<b>96.20</b>
<b>GAUTENG</b>	SEDIBENG EAST	<b>89.35</b>
<b>GAUTENG</b>	SEDIBENG WEST	<b>86.04</b>
<b>GAUTENG</b>	TSHWANE NORTH	<b>92.03</b>
<b>GAUTENG</b>	TSHWANE SOUTH	<b>90.29</b>
<b>GAUTENG</b>	TSHWANE WEST	<b>89.61</b>
<b>KWAZULU-NATAL</b>	AMAJUBA	<b>91.26</b>
<b>KWAZULU-NATAL</b>	HARRY GWALA	<b>89.74</b>
<b>KWAZULU-NATAL</b>	ILEMBE	<b>91.50</b>
<b>KWAZULU-NATAL</b>	KING CETSHWAYO	<b>89.38</b>
<b>KWAZULU-NATAL</b>	PINETOWN	<b>92.20</b>
<b>KWAZULU-NATAL</b>	UGU	<b>91.81</b>

Province	District Names	% Achieved
KWAZULU-NATAL	UMGUNGUNDLOVU	90.39
KWAZULU-NATAL	UMKHANYAKUDE	93.63
KWAZULU-NATAL	UMLAZI	91.98
KWAZULU-NATAL	UMZINYATHI	88.84
KWAZULU-NATAL	UTHUKELA	86.21
KWAZULU-NATAL	ZULULAND	88.88
LIMPOPO	CAPRICORN NORTH	87.92
LIMPOPO	CAPRICORN SOUTH	85.04
LIMPOPO	MOGALAKWENA	90.86
LIMPOPO	MOPANI EAST	85.14
LIMPOPO	MOPANI WEST	87.78
LIMPOPO	SEKHUKHUNE EAST	86.70
LIMPOPO	SEKHUKHUNE SOUTH	83.71
LIMPOPO	VHEMBE EAST	85.92
LIMPOPO	VHEMBE WEST	86.93
LIMPOPO	WATERBERG 2	82.65
MPUMALANGA	BOHLABELA	83.49
MPUMALANGA	EHLANZENI	87.96
MPUMALANGA	GERT SIBANDE	87.09
MPUMALANGA	NKANGALA	87.38
NORTH WEST	BOJANALA PLATINUM	90.82
NORTH WEST	DR. K. KAUNDA	87.84
NORTH WEST	DR. R.S. MOMPATI	87.17
NORTH WEST	NGAKA M. MOLEMA	85.61
NORTHERN CAPE	FRANCES BAARD	86.31
NORTHERN CAPE	JOHN TAOLO GAETSEWE	86.98
NORTHERN CAPE	NAMAKWA	90.50
NORTHERN CAPE	PIXLEY KA SEME	89.30
NORTHERN CAPE	Z F MGCAWU	90.09
WESTERN CAPE	CAPE WINELANDS	84.55
WESTERN CAPE	EDEN & CENTRAL KAROO	89.12
WESTERN CAPE	METRO CENTRAL	86.96
WESTERN CAPE	METRO EAST	90.20
WESTERN CAPE	METRO NORTH	89.16
WESTERN CAPE	METRO SOUTH	87.73
WESTERN CAPE	OVERBERG	92.36
WESTERN CAPE	WEST COAST	87.38

# 7.

## SUMMARY OF ACHIEVEMENTS



## 7. THE SUMMARY OF ACHIEVEMENTS

The comprehensive analysis of the November 2025 NSC performance data shows that there is significant improvement in relation to the social justice principles of access, redress, equity, efficiency, quality and inclusivity.

### 7.1 Access

Access to education opportunities for the South African learners has increased over the years. South Africa spends a bigger share of its gross domestic product on education than any other country in Africa. The “No-Fee” schools’ policy has abolished school fees in the poorest primary and secondary schools across the country, helping to attract poor, orphaned, disabled and vulnerable children to school. In addition, the National School Nutrition Programme (NSNP) has proven to be a huge support to learners from previously disadvantaged communities leading to improved learner attendance at schools.

In the area of assessment, there are two examination opportunities currently for candidates who want to sit for the exit NSC and SC examinations i.e., November and June examinations, respectively each year. This also confirms the greater accessibility of the education system to the broader society. Increased access to education is confirmed by the following numbers:

- (a) A total of **764 014** full-time candidates in 2025 enrolled to write the NSC examinations compared to **724 156 in 2024**, representing an increase of 39 858 candidates.
- (b) **656 415** FT candidates met the requirement of the NSC in 2025, compared to 615 429 in 2024 which is an increase of **40 986**.
- (c) A total number of **512 357 (77.70 %)** of social grant learners met the requirements of the NSC in 2025 compared to **479 103 (86.06%)** in 2024, which is an increase of **33 254**.
- (d) A total of 746 110 learners wrote the NSC in 2025 compared to **705 291** in 2024.
- (e) A total of 180 and 811 learners wrote the Grade 12 NSC examinations in Marine Sciences and Maritime Economics respectively in 2025.

### 7.2 Redress

Relating to redressing the socio-economic disparities of the past, the October/November 2025 NSC examinations achieved the following:

- (a) **428 344** girls, compared to **335 670** boys entered the NSC examination (**92 674** more girls than boys) in 2025.
- (b) **445 007(86.5%)** of candidates from “No-Fee” schools met the requirements of the NSC in 2025 compared to **183 485(91.1%)** from “Fee Paying” schools.
- (c) **86.5%** of learners from “No-Fee” schools met the requirements of the NSC examination in 2025 compared to **85.8%** in 2024.
- (d) **218 009(66.7%)** learners of Quintile 1-3 schools achieved Bachelor studies in 2025 as opposed to 108 **919 (33.3%)** learners of Quintile 4-5 schools compared to **214 500 (67.1%)** and **105 096 (32.9%)** in 2024 respectively.
- (e) **218 009(42.4%)** of the **514 607** learners attending “No Fee” schools attained admission to Bachelor Studies in 2025 compared to **214 500 (44.6%)** of the **481 408** in 2024.
- (f) **218 009** of the admission to Bachelor studies are from “no-fee” paying schools, compared to **108 919** from “fee-paying” schools.

## 7.3 Equity

Equity refers to the “levelling of the playing field” in education with specific focus on all aspects of the system that perpetuated unfairness. In relation to equity, the November 2025 NSC examinations were able to demonstrate the following:

- (a) **367 544 (87.9%)** girls, compared to 288 871 (88.1%) boys, met the requirements of the NSC in 2025.
- (b) **201 485 (48.2%)** girls attained admission to Bachelor studies compared to 144 372 (44%) boys in 2025.
- (c) **203 295** girl learners obtained Distinctions compared to 97 824 boy learners in 2025.

## 7.4 Quality

A good quality education is one that provides all learners with the capabilities that they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. South Africa has done well in the areas of access and equity but there is need for a greater focus on ensuring quality at various levels in the system. The areas of achievement in the November 2025 NSC examinations that serve as pointers of improvement in quality are indicated below:

- (a) Improvement in subject performance (focusing on gateway subjects) has been recorded in Business Studies, Economics, Geography, History, Life Sciences, Mathematical Literacy and Physical Sciences. Only three gateway subjects registered a slight decline in performance, namely, Accounting, Agricultural Science and Mathematics.
- (b) There is a general increase in subject performance at the **40%** level indicating systemic improvement in the quality of passes.
- (c) Although a decline of 1.4% in Bachelor passes has been recorded in 2025 compared to 2024, the percentage of candidates achieving admission to Bachelor studies is always higher than candidates passing with admission to Diploma and Higher Certificate studies combined (this comparison excludes candidates who registered for the endorsed NSC).
- (d) 252 597 of social grant beneficiaries achieved Bachelor studies in 2025 compared to **247 342** in 2024.
- (e) Schools which obtained **80-100%** increased from **5 387** in 2024 to **5 582** in 2025.
- (f) All the 75 districts across the nine provinces performed above **80%** in 2025.

## 7.5 Efficiency

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

- (a) **93.4%** of the 18-year-olds in 2025 met the requirements of the National Senior Certificate compared to **92.7%** in 2024.
- (b) **95.0%** of the 17-year-olds in 2025 met the requirements of the National Senior Certificate compared to **94.4%** in 2024.
- (c) **94.6%** of the 16-year-old in 2025 met the requirements of the National Senior Certificate compared to **95.5%** in 2024.
- (d) **97.3%** of the 15-year-olds in 2025 met the requirements of the National Senior Certificate compared to **93.2%** in 2024.
- (e) **24 368 (54.3%)** of the progressed learners that wrote all seven subjects met the requirements of the NSC in 2025 compared to **29 091(54.7%)** in 2024.

- (f) **764 014 out of 1 235 901** learners who were in Grade 1 in 2014 enrolled for the Grade 12 in 2025 and **656 415** passed, compared to 724 156 out of 1 222 851 learners who were in Grade 1 in 2013 enrolled for the Grade 12 in 2024 and 615 429 passed.
- (g) Only **2.34%** learners enrolled in 2025 did not write the exams compared to **2.63%** in 2024.

## 7.6 Inclusivity

The DBE embraces the need for inclusivity in education as outlined in White Paper 6. Learners who experience barriers to learning are offered opportunities to participate actively in the education system. In 2025, the eighth cohort sat for examinations in South African Sign Language Home Language (SASL HL).

In terms of the November 2025 NSC examinations, the following confirms the sector's commitment to inclusivity:

- (a) A total of **140 (90.3%)** candidates out of **155** candidates who wrote SASL HL passed at 40% and above. The performance in the SASL HL continues to improve on a yearly basis.
- (b) A total of **10 188** learners with special needs wrote the NSC examination and **9 210 (90.4%)** learners attained the NSC.
- (c) **5 136** learners with special needs attained admission to Bachelor Studies, **2 555** achieved admission to Diploma Studies and only 1 101 achieved admission to Higher Certificate Studies.



# 8.

## CHALLENGES EXPERIENCED DURING THE 2024 NSC EXAMINATIONS



## 8. CHALLENGES EXPERIENCED DURING THE 2025 NSC EXAMINATIONS

The November 2025 examinations were efficiently and successfully managed and administered. A significant decline in irregularities of a serious nature was observed. However, the following challenges in the administration of the examination were noted:

- (a) Late start to examinations due to inclement weather and other incidents such as community protests and other administrative challenges. In all cases candidates were compensated for lost time as well as given a chance to rewrite the missed papers where necessary.
- (b) Candidates falling ill during the examination and missed some of their papers. These candidates will be allowed to write the missed papers during the May/June 2025 examination.
- (c) Candidates being prevented from writing examinations by some principals due to poor performance during the preparatory examinations. This is a recurring incident and a cause for concern. The DBE will continue to institute disciplinary action against the identified principals and measures will be put in place to ensure that this unacceptable practice is rooted out of the system.
- (d) Learners becoming victims of criminality during late night studying where they were robbed at gun point of their valuables, including cell phones, computers. The DBE worked in collaboration with the affected PEDs and provided psychosocial support to the affected candidates.
- (e) The examination breach where the question papers and marking guidelines in three subjects were leaked to a selected number of Grade 12 learners is of serious concern to the DBE. The National Investigative Task Team (NITT) as instituted by the Director-General is hard at work to ensure that the perpetrators are identified and prosecuted accordingly. In addition, the NITT will evaluate the security measures across the system and provide recommendations on strategies needed to strengthen the security of question papers and other examination materials.
- (f) Although there has been a significant decline in cases of group copying over the years, the prevalence of isolated cases of organised and orchestrated group copying in some provinces, remain an issue of concern for the DBE. These cases are receiving close attention from the DBE and proper procedures will be followed to implement consequence management where necessary.



# 9.

## CONCLUSION



## 9. CONCLUSION

The performance at Grade 12 has been in an upward trajectory since 2020 at 76.2% and the current performance is at 87.98%. The 2025 performance is the highest since the inception of the National Senior Certificate examinations in 2008. The exceptional performance by this cohort can be attributed to the adaptability of learners to the strengthened remote learning modalities by learners in the system and the intensified support programmes by the DBE since the negative impact on learning brought about by Covid-19 over four years ago. Once again, the schooling system has shown without any doubt that it is resilient, robust and maturing. The observed performance trends since 2020 confirm that the education system in the country is surely on the rise, stable, robust and resilient. Significant improvements have been recorded in a number of areas in relation to the six social justice principles of access, redress, equity, quality, efficiency and inclusivity.

In relation to the performance of the Class of 2025, the following should be highlighted:

- (a) The overall performance improved from 87.3% in 2023 to 87.98% in 2025.
- (b) None of the provinces performed below 84%.
- (c) All of the 75 districts across the nine provinces performed above 80%.
- (d) Notable improvements in performance in (gateway) subjects such as Business Studies, Economics, Geography, History; Life Sciences, Mathematical Literacy and Physical Sciences have been recorded.
- (e) There is a continuous decline in the number of schools performing at 0% - 19.9%: 19 in 2022, 15 in 2023, 9 in 2024 and only 7 in 2025.
- (f) There is a consistent increase in the number of learners with special educational needs enrolling for the Grade 12 end of year examinations: 2 489 in 2022, 5 458 in 2023, 6 300 in 2024 and 10 455 in 2025.

However, the DBE would like to focus its attention on the following areas for improvement:

- (a) Ensure that no learners are prevented from writing all their registered subjects irrespective of their performance in the preparatory examination and other internal assessments.
- (b) Improve the quality of question papers by strengthening the quality assurance measures to ensure that question papers are error free.
- (c) Although the quality of passes across most of the subjects shows improvement overall, the DBE will focus its attention on improving the performance in technical subjects.

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