

2023

NSC Exam Results Technical Report

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FOREWORD



The Grade 12 learners who sat for the National Senior Certificate (NSC) Examinations in 2023, delivered a testimony of how dedication and resilience ultimately culminates in a dream translating into reality. Notwithstanding a myriad of challenges, these young individuals have crossed the threshold into the next chapter of their lives. The Class of 2023 was subjected to unusual and adverse learning conditions during their Grade 9 and Grade 10 academic years in 2020 and 2021 respectively. The cumulative effect of COVID-19 and the resultant learning losses and disengagement from education had a significant impact on this cohort. The swift and collaborative responses of the Department of Basic Education (DBE), teachers, parents, our partners in education and South Africans at large, led to the development of a holistic recovery plan that, to a large degree, mitigated the negative impact of the achievement of the key learning milestones.

The father of our great nation, Nelson Rolihlahla Mandela, believed that “Educating all our children must be one of our most urgent priorities. We all know that education, more than anything else, improves your chances of building better lives”. These words resonate with the 2023 State of the Nation Address when the President of the Republic of South Africa, the Honourable Cyril Matamela Ramaphosa, highlighted that “the performance of learners from poorer schools is steadily improving, confirming the value of the support that Government provides to them”. The President coined the improvement in Grade 12 results as “a silent revolution taking place in our schools”.

Government has made education its apex priority precisely because it is a means of promoting good citizenship and of preparing our people for the needs of a modern economy and a democratic society. Various programmes are already underway to achieve this goal. The three streams model which will allow learners to choose from an academic, a vocational or occupational stream in the Further Education and Training band is one of the key initiatives in Basic Education, that is making steady progress. Implementing the General Education Certificate (GEC) will assist in creating a balance of focus between the Further Education and Training Band and the General Education and Training (GET) Band, a much needed change. Systemic Evaluation, which is an assessment of learners and the system more broadly, targeting Grades 3, 6 and 9, will provide a more in-depth and comprehensive report on the performance of the system. The institutionalisation of the Early Learning National Assessment (ELNA), will allow us to assess the readiness of learners for Grade 1 so that the deficits can be identified at this early stage and remediated.

By embracing these relevant innovations, while staying true to the fundamentals, of basic education, we can provide our learners with a comprehensive and future-proof education that prepares them for the challenges and opportunities of the ever-changing modern world.

In reflecting on our journey as the DBE, we have also made commendable strides in addressing the educational needs of persons with disabilities and learners who experience barriers to learning. We celebrate the adoption of the Eighteenth Amendment Bill of the South African Constitution, that amended Section 6 of the Constitution of the Republic of South Africa, that made the South African Sign Language Home Language (SASLHL) the 12th official language of the country. During the 2023 academic year, the DBE engaged with a wide array of stakeholders to provide support strategies to teachers and learners who offer South African Sign Language Home Language (SASL HL). The success of the ongoing support and engagements is reflected in the remarkable improvement in the results for the subject. Furthermore, the DBE provided 51 question papers in braille for blind candidates, 61 question papers were adapted for deaf candidates, 89 question papers were made available in large print and 66 question papers were made available in audio version, to accommodate learners with barriers to learning.

The 2023 NSC results were approved by the Quality Assurance Council, Umalusi. This approval was preceded by a rigorous process of verification of all examination-related processes. No serious compromises, were recorded in the October/November 2023 NSC Examinations administered by the DBE. The NSC examination of 2023 can therefore be deemed as credible by the higher education institutions, employers, the international community, and the South African public as a whole.

The Class of 2023, despite the odds, had a number of success stories. The overall pass rate increased by 2.8% compared to 2022, four thousand and eighty (4 080) more candidates have obtained admission to Bachelor studies, 546 more schools obtained an overall pass rate above 80% and 501 of these schools are from quintiles 1, 2 and 3. One of the most significant improvement is the increase of Mathematics pass percentage from 55% in 2022 to 63.5% in 2023. This confirms that the DBE drive to increase the number of learners that can enter the fields of Science and Technology is bearing fruit.

The quality of the achievements of the Class of 2023 can be attributed to the relentless efforts of our school principals, teachers and parents, who united in the common understanding that we, as South Africans, have the power to transform the lives of millions of children, equipping them with the tools they need to succeed and positively impact the world.

We must work without ceasing to support learners who did not satisfy the requirements of the NSC, the first time round. These learners may register for the Second Chance Matric Programme. We must make passing Grade 12 a national endeavour and help our young people to reach their full potential.

The Grade 12 Class of 2024 is reminded that 'indlela ibuzwa kwabaphambili' (those who have undertaken the journey before can show the path). The good performance of the Class of 2023 will serve as a lighthouse to future generations. Together we rise while remembering that "ukusebanza ngokuzimisela yikhona okulethe imiphumela emihle yabafundi" (the success of achievers is a result of their own doing).



Minister of Basic Education



EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

A total of **715 719** full time (FT) and **182 056** part time (PT) candidates respectively registered to sit for the October/November 2023 NSC examinations. This translates to a final total of **897 775** candidates writing this examination.

The DBE set 162 question papers for the November 2023 NSC examinations. A total of **52 157** markers were appointed to mark the examination scripts in the various subjects at the **184** marking centres across the nine Provincial Education Departments (PEDs)

The national pass rate for the Class of 2023 is 82.9% which is an increase of 2.8% from the 80.1% in 2022. Table 1 below indicates the overall performance of the Class of 2023 and the individual provincial performance and their rankings.

Table 1: National Performance in the 2023 NSC Examinations.

Province	2023			
	Total Enrolled	Total Wrote	Total Achieved	% Achieved
Eastern Cape	98 418	95 697	77 917	81.4
Free State	35 634	34 451	30 673	89.0
Gauteng	132 570	127 697	109 030	85.4
KwaZulu-Natal	167 247	157 911	136 366	86.4
Limpopo	94 424	93 533	74 400	79.5
Mpumalanga	67 995	65 534	50 429	77.0
North West	42 287	41 418	33 808	81.6
Northern Cape	13 032	12 842	9 740	75.8
Western Cape	64 112	62 077	50 620	81.5
National	715 719	691 160	572 983	82.9

The graph below provides a comparison of performance from 2017 to 2023.

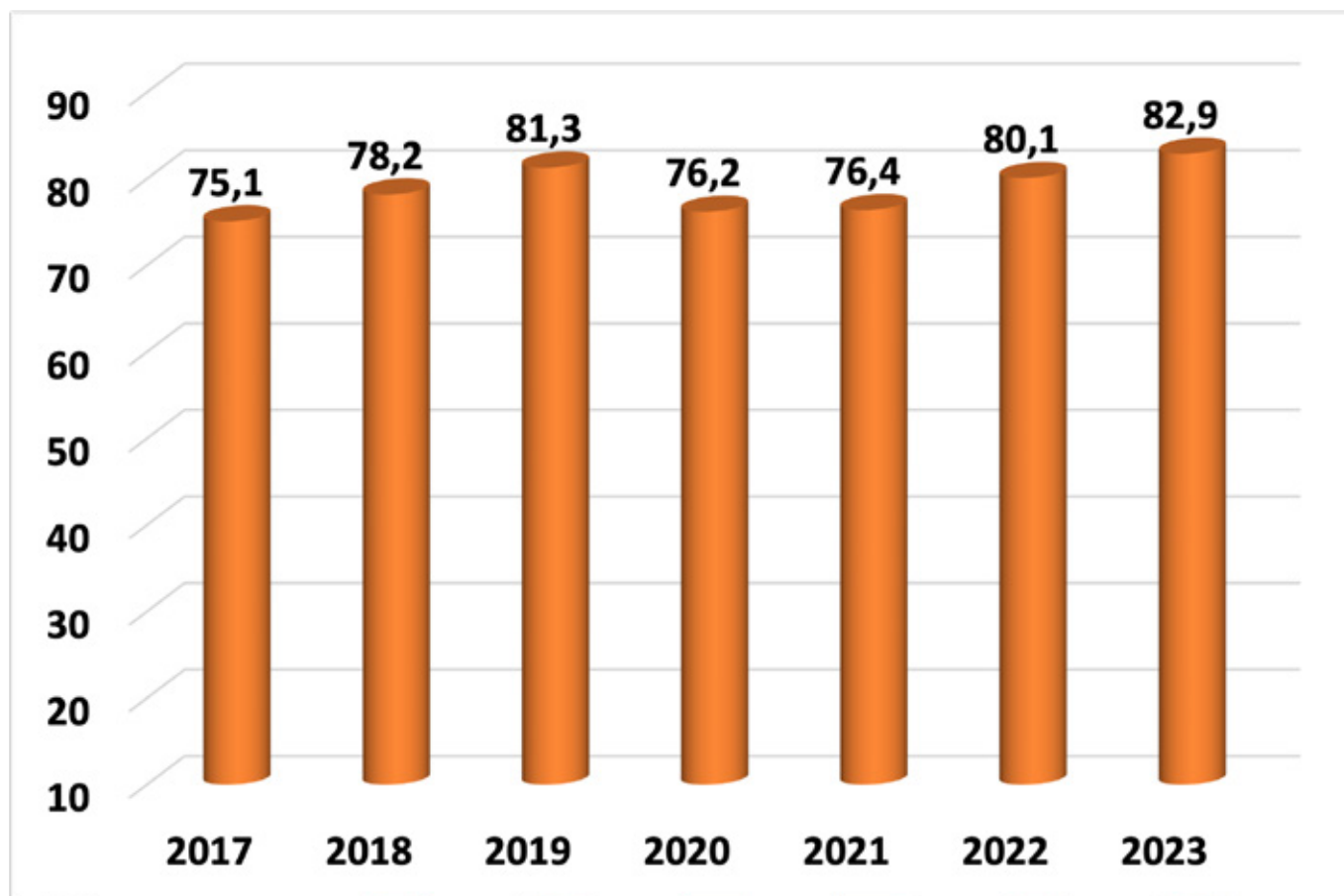


Figure 1: Comparison of performance in the NSC Examinations – 2017 to 2023

The percentage of candidates achieving admission to Bachelor Studies improved to 40.9% in 2023 from 38.4% in 2022. The graph below indicates the percentage of learners who achieved admission to Bachelor Studies since 2015.

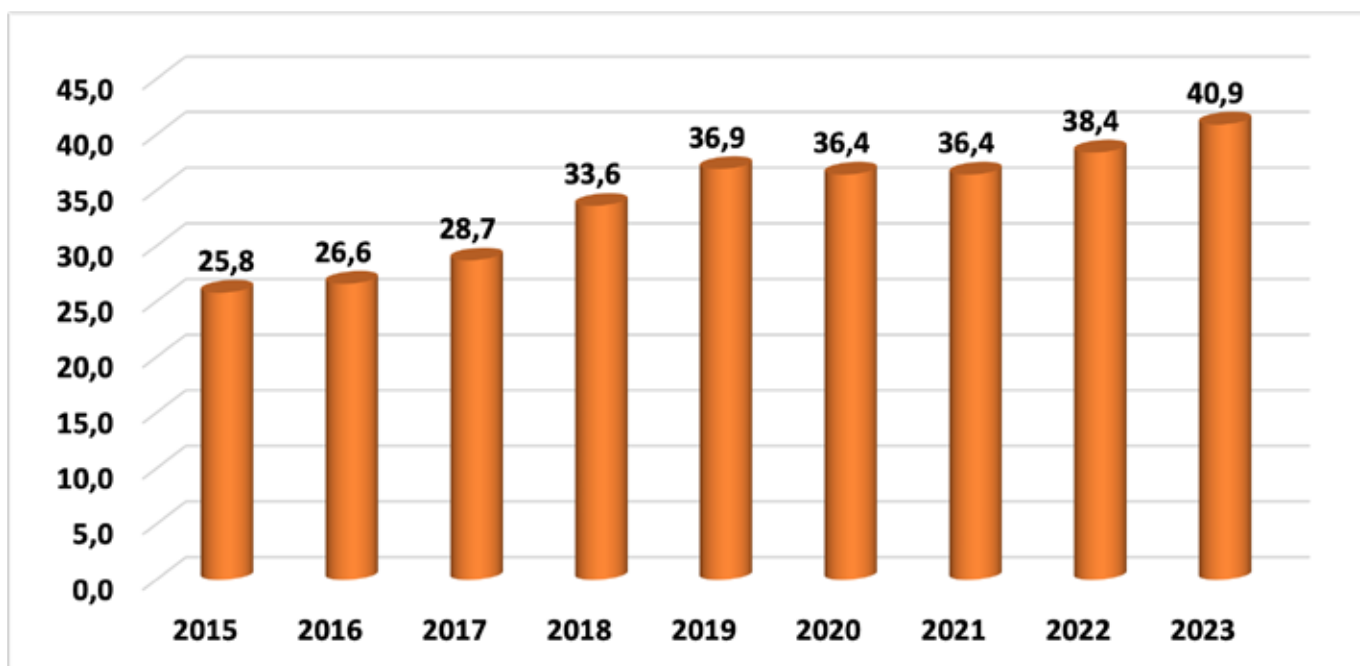


Figure 2: Percentage of admission to Bachelor passes – 2015 to 2023

The number of candidates attaining the matric certificate since 1970 increased significantly over this period.

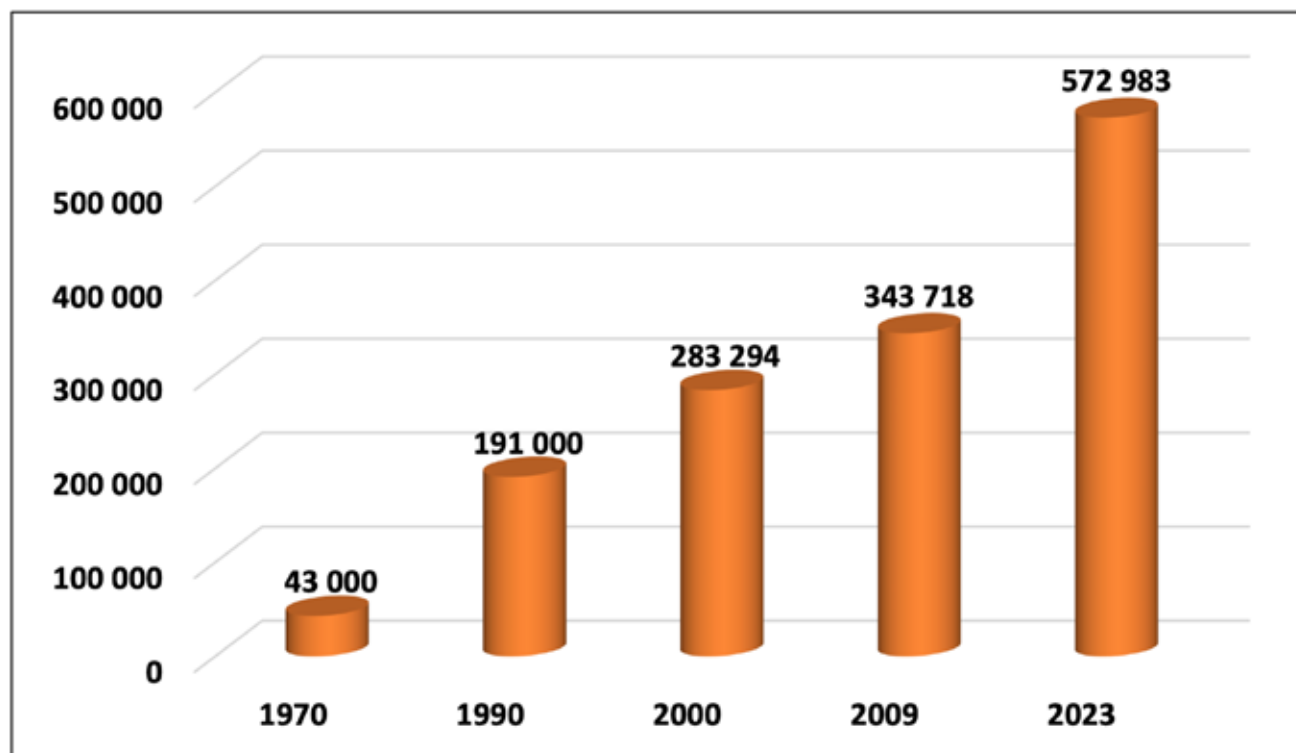


Figure 3: Number of learners attaining matric in selected years since 1970

Significant improvements in performance have been recorded in all subjects, except a few. In the table below which represents the subjects with high enrolment, an improvement is noted in all subjects except History and Mathematical Literacy. The improvement in subject performance can be viewed in the table below.

Table 2: Comparison of Performance in Gateway Subjects – 2020 to 2023

Subject Description	2020	2021	2022	2023
Accounting	75.5%	74.7%	75.4%	76.8%
Agricultural Sciences	72.7%	75.4%	75.8%	80.5%
Business Studies	77.9%	80.5%	76.7%	81.8%
Economics	68.8%	67.9%	71.5%	74.5%
Geography	75.3%	74.3%	81.3%	86.2%
History	92.1%	89.5%	88.2%	87.7%
Life Sciences	71.0%	71.5%	71.5%	75.6%
Mathematical Literacy	80.8%	74.5%	85.7%	82.3%
Mathematics	53.8%	57.6%	55.0%	63.5%
Physical Sciences	65.8%	69.0%	74.6%	76.2%



1. INTRODUCTION



1. INTRODUCTION

The National Senior Certificate (NSC) examination is in its sixteenth year of implementation in its current format and structure, and 2023 signifies 28 years of successful administration of public examinations in South Africa. The NSC examination was introduced in 2008 and it represents the first fully fledged national examination where all question papers were set by the DBE and this allowed for national standards to be firmly entrenched. The NSC is therefore a critical indicator of the performance of the schooling system as it reflects the performance of a cohort that has gone through 12-13 years of schooling.

On an annual basis, the NSC examination results enables 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. Finally, it serves as an important barometer of the health of the basic education system.

This report outlines the purposes, national imperative and improvements in the national schooling system as the backdrop against which the 2023 NSC results should be read and understood. Included in this report are pertinent details on the NSC and its significance, unique features relating to the Class of 2023, and the methodology of examination and administration processes followed this year. The presentation of results is preceded by a detailed account of enhancements on the integrity and credibility of the NSC examinations while noting certain limitations of public examinations.

The analysis of results is presented graphically and in tabular format and covers national, provincial and district contexts. The analysis covers the results of both full-time and part-time candidates. A summary of the key findings follows the analysis.





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, improved for many years. Tragically, the disruptions of the COVID-19 pandemic were a serious blow to this trajectory of improvement. A high priority of government currently is to regain lost ground and return the schooling system to the earlier upward path.

The following graph outlines achievements up to 2019 and what government targets envisage for the future, in terms of the **TIMSS¹ Grade 9 mathematics tests**. When ambitious TIMSS targets extending to 2025 in *Action Plan to 2014* were formulated, there was little certainty that they could be reached. It was thus good news when 2011, 2015 and 2019 TIMSS results revealed significant improvements, in fact along a trajectory that was about as steep as that of the fastest improving countries in the world. This put South Africa on track to achieve its long-range TIMSS targets. By 2019, South Africa had reached almost exactly Botswana's 2015 level of performance (Botswana also tests Grade 9 but did not participate in TIMSS 2019). If the improvement trajectory seen up to 2019 were to extend beyond 2019, South Africa would reach, by around 2025, a level of performance seen in Grade 8 in Thailand in 2015 and would surpass Malaysia's 2019 Grade 8 level by 2030.

However, the pandemic is likely to have compromised what is possible in the coming years, even with recovery efforts. The extent to which this is true in the case of Grade 9 will become clear once the **2023 TIMSS** results are released, towards the end of 2024. It is possible that targets will have to be recalibrated if they are to remain not just ambitious, but also realistic.

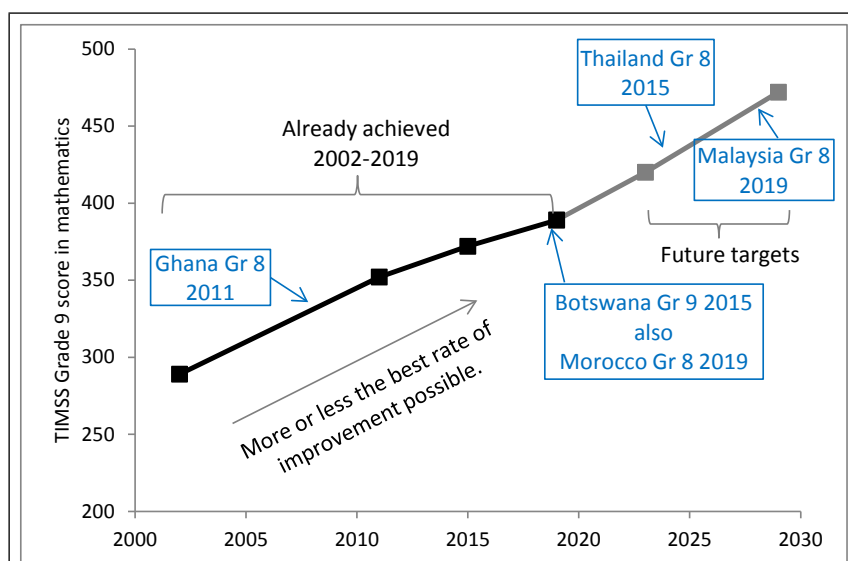


Figure 2.1: Past and envisaged educational quality trend for South Africa

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

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

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

TIMSS science results of 2019 reveal similar patterns to TIMSS mathematics. Moreover, given the inter-connectedness of subjects, the mathematics and science improvements can be considered indicative of improvements in learning and teaching across the curriculum. As shown in the Department of Basic Education's *Action Plan to 2024*, South Africa's TIMSS **gains have been strongest among the most disadvantaged learners**, meaning that schooling has contributed to reducing social inequalities. Importantly, it is these improvements in the grades below Grade 12 which largely account for upward trends in the Grade 12 indicators. Even Grade 12 learners writing the examinations since 2020, when the pandemic began, would have benefitted from improvements in the earlier grades occurring in previous years.

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. **SACMEQ² and PIRLS³ results at the primary level** are somewhat more difficult to interpret than the TIMSS Grade 9 results, in part due to statistical adjustment issues, yet they both point to 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 in the media. The PIRLS benchmark is important and is in fact used for the UN's Sustainable Development Goals. 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.

May 2023 saw the release of the first results of the new **Systemic Evaluation**, a sample-based national assessment programme. 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 9⁴.

Disappointingly, the 2015 to 2019 **TIMSS Grade 4 mathematics trend** displayed no improvement. This is concerning and cannot be attributed to the pandemic, which began only in 2020. The reasons behind this absence of progress are difficult to determine, but one possible explanation is that budgetary constraints have raised the learner-educator ratio in a context of rising enrolments, meaning that class sizes have increased.

2.3: How quality gains have been 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. *Action Plan to 2024* focusses on **five likely factors behind**

3 The World Bank's 2023 report *How the COVID-19 pandemic eroded human capital and what to do about it*, p. 66.

4 See also the 2021 report titled 'Impacts of the COVID-19 pandemic on school enrolments', available on the DBE website.

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 focussed 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 process⁵.

2.4: The various effects of the COVID-19 pandemic on schooling

The pandemic has affected schooling, including Grade 12 results, through three key factors: declines in **learner attendance** during the pandemic; declines in the **availability of teachers** due to illness and death; and pandemic-related **household traumas**. These effects, in turn, impacted negatively on what learners could learn.

The limited international comparisons currently available suggest **South Africa fared relatively well in terms of managing dropping out** during the pandemic, with virtually no lasting negative effect on levels of participation. Several other countries, including Brazil and Indonesia, have not been as fortunate⁶. What General Household Survey data up to 2022 do suggest, however, is that during the pandemic households were inclined to delay Grade R or Grade 1 entry into school, meaning that some learners in the initial grades are currently around half a year older than they would have been without the pandemic⁷. This is still being investigated. What the household data do not suggest is that compulsory schooling has been compromised in any major way. Children who should by law be in school, are in school.

New grade promotion rules introduced in 2020 intended to prevent excessive grade repetition during the pandemic had the unintended effect of lowering repetition to levels well below those seen before the pandemic. This largely explains the high levels of NSC candidates, but also passes, seen from 2021 onwards. But a further factor relates to demographics: a steep increase in births between 2003 and 2005 meant the age cohorts expected to be in Grade 12 began increasing from 2021. While it is true that the number of year-end NSCs obtained in the public examination system increased between 2019 and 2022 by 42%, if demographic factors plus the ongoing increase in survival to the NSC are taken into account, then **NSCs obtained in 2022 were 21% higher than what could be expected**. This 21% is still a large increase, and suggests that promotion practices in place before the pandemic were not as effective as was believed in predicting who was ready for the Grade 12 examinations.

The **2021 PIRLS results**, released in May 2023, confirmed that the pandemic-related disruptions to schooling had a negative effect on learning outcomes, roughly in line with what had been expected, based on separate research. It is important to interpret the PIRLS results accurately. It is clearly stated in the 2021 international PIRLS report that the results cannot be used to compare pandemic effects on learning across countries. There was simply too much inconsistency with respect to when in the year the testing occurred, the grade tested, and the duration of the pandemic effects, from March 2020 to the point at which the testing occurred⁸.

2.5: 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 an admission to Bachelor studies, achieve the lower admission to Diploma studies. For example, in 2019, 65% of these learners obtained the admission to Diploma studies. This permitted an additional 145 000 learners from the class of 2019 to study at a university (for a three-year diploma). Overall, then, **81% of those who obtained the NSC as full-time**

7 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.

8 Page 32 of PIRLS 2021 international results in reading.

students in 2019 qualified to study at a university. Figures since then have remained about the same, the 2023 statistic being 82%.

Both indicators shown in Figure 2.2 have displayed a general upward trend for the last twenty or so years. The increase in admission to Bachelor studies, at 5,0% a year for the entire 1994 to 2023 period, has been the strongest. Youths qualifying annually for entry into a bachelor's programme at a university has increased from around 100 000 in 1994, to over 250 000 in the last three years.

Figure 2.2: NSC and Bachelors-level increases since 1994

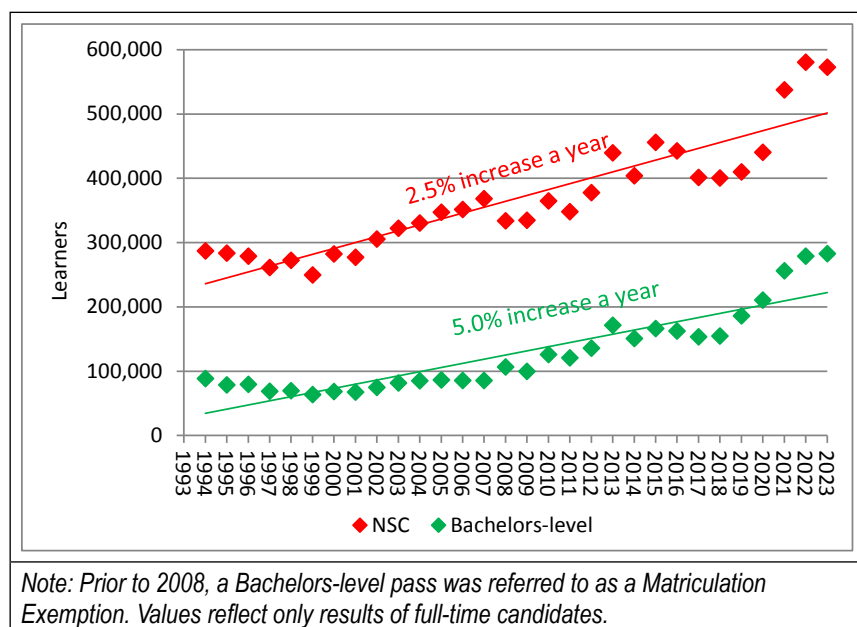
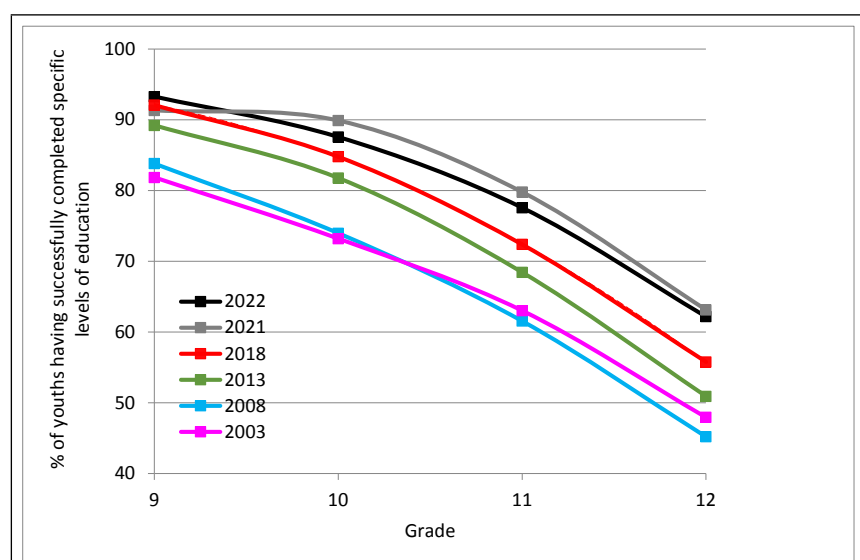


Figure 2.2 under-states the **successful completion of twelve years of education**, or National Qualifications Framework (NQF) level 4, by reflecting just NSCs obtained by full-time examination candidates after the year-end examinations, within the public examination system. What is excluded are some 39 000 NSCs obtained by part-time candidates outside the year-end process, around 10 000 NSCs obtained through the Independent Examinations Board (IEB), and around 6 000 Senior Certificate (SC) 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, a limited proportion are accounted for by youths who do not already have the NSC or ASC.

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. Schools still account for an estimated 90% of all successful completion of twelve years of education. Greater certainty in this regard will be obtained through a new joint project with the Department of Higher Education and Training (DHET) merging data from schools and TVET colleges⁹. Less dropping out, and better grade survival below Grade 12 clearly explains much of the improvement in the successful completion of twelve years of education, which **rose continually from 45% in 2008 to 62% in 2022**.

⁹ A key challenge here is that someone obtaining the NSC and then the NC(V) Level 4 at a college should only be counted once in this type of reporting. Some work has occurred to match NSC and DHET college data – see 'Factsheet on new entrants in technical and vocational education and training colleges: 2020'. The challenge is to link more years of data, including that of learners who leave school before Grade 12.

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



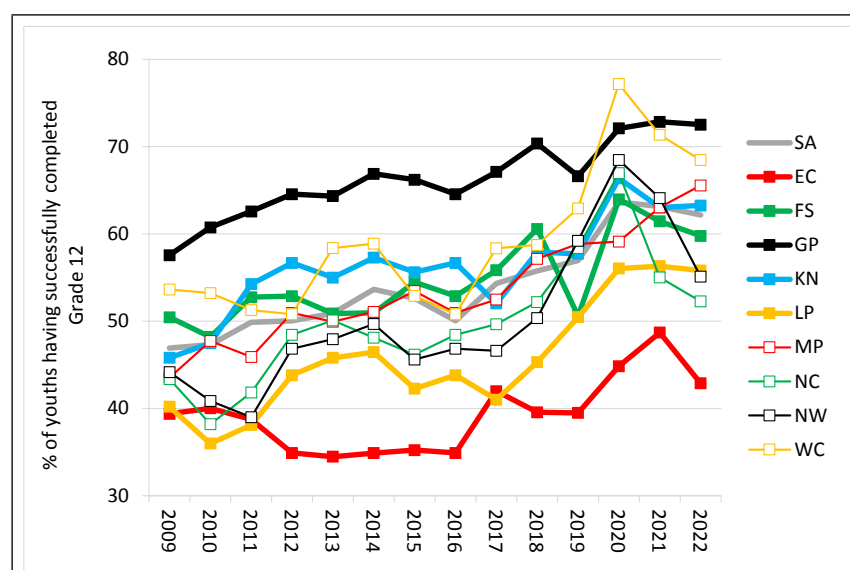
Source: Analysis of General Household Survey microdata.

Note: The methodology in relation to how variation across ages is dealt with is explained in the 2016 DBE report 'Report on progress in the schooling sector against key learner performance and attainment indicators' (p. 66), available on the DBE website.

Provincial progress with respect to youths that have successfully completed twelve years of education is shown in Figure 2.4. The provincial statistics should be interpreted with caution given **high levels of inter-provincial migration**. In particular, the Eastern Cape and Limpopo curves under-state the success of the schooling systems in those provinces in getting youths to obtain the NSC, given that many youths leave the province to study or work in another province shortly after obtaining the NSC. Similarly, Gauteng's statistics are pushed up by in-migration of youths from other provinces with the NSC.

The DBE's analysis of data collected from schools indicates that the two provinces that have been most successful in recent years in terms of ensuring that 14-year-olds, who are nearly all in school, end up obtaining the NSC in Grade 12, are **KwaZulu-Natal, Mpumalanga and Limpopo**. This would be due to a variety of factors, including success in curbing dropping out, but also limited education and employment opportunities outside the schooling system, for instance in TVET colleges.

Figure 2.4: Successful Grade 12 completion 2009-2012 from household data



Source: As for the previous graph.

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 2022 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, and 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 sustained in future attainment patterns. South Africa's ranking in this regard is confirmed by UNESCO's VIEW¹⁰ data. In an international comparison, what does stand out however is that many South African youths still complete Grade 12, or something equivalent, relatively late. Yet the phenomenon of very late attainment of 'the Matric' is a diminishing one.

2.6: Indicators of high-level Mathematics and Physical Sciences Achievement

Given the special importance of **building skills needed for mathematically-oriented and scientific professions**, DPME has set national targets for the number of learners achieving marks in mathematics and physical sciences required by university faculties such as engineering, commerce and medicine. Previously, DPME's targets focussed on achieving a 50% mark in the two subjects. In the 2019 to 2024 Medium Term Strategic Framework (MTSF), the country's five-year plan released in 2020, the threshold was raised to 60%. The thresholds 50%, 60% and 70% are important as they are all used by universities, depending on the institution and faculty concerned.

These **indicators have been complex to track**, as even with Umalusi's standardisation process, it is clear that the difficulty of reaching specific mark thresholds changes slightly over the years, in particular in mathematics. By using, as a benchmark, a set of high-performing and demographically stable schools, it has been possible to produce a more comparable set of statistics¹¹. 'Raw' and comparable indicator values, using a 50%-mark threshold, as in past NSC reports, are illustrated in Figure 2.5 below. The recalibration makes very little difference to the overall physical sciences trend, but it does influence the mathematics trend. It moreover brings the trends for the two subjects roughly in line with each other, which is what one would expect, given that they complement each other academically. The trends seen in the graph under-estimate progress as they assume the high-performing benchmark schools have seen no progress, though TIMSS data indicate that even high-performing schools have seen improvements. In short, the skills displayed by Grade 12 mathematics learners have improved over time, as one would expect, given the gains seen in Grade 9 according to TIMSS.

10 Visualizing Indicators of Education for the World. The DBE expects to publish the details of this comparison in 2024.

11 Methodology explained in Gustafsson, M. (2016). Understanding trends in high-level achievement in Grade 12 mathematics and physical science. Pretoria: Department of Basic Education.

Figure 2.5: Grade 12 Mathematics and Physical sciences

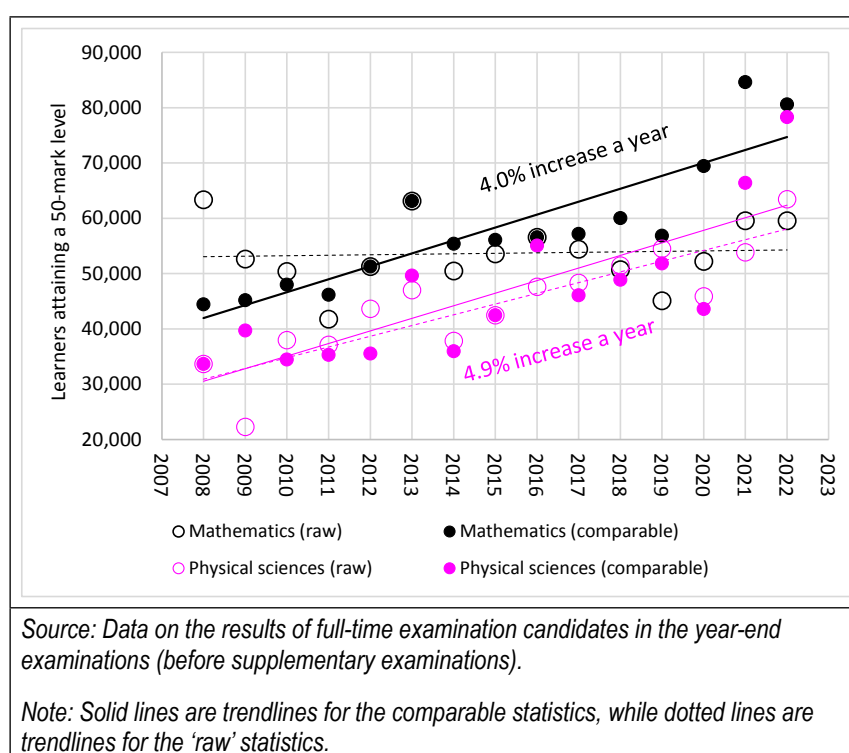


Table 2.1 below provides statistics on **how many learners reached the 60% threshold**, now used by the MTSF, in the two subjects. Each year's value reflects the situation for full-time year-end candidates only. The Table 2.1 figures are *not* adjusted in the manner of the 'comparable' statistics in Figure 2.5. It is clear that 2023 saw a steep increase in the number of youths attaining 60% in mathematics, and thus qualifying for university programmes that use this threshold. The 41 273 figure for 2023 in fact exceeds the MTSF target of 35 000 set for 2024.

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

2.7: An Improving Mix of More Academic and More Practical Subjects

Of the 44 non-language subjects featuring in the NSC, 24 are more practically oriented and thus include a practical assessment task (PAT). Between 2011 and 2022, the number candidates passing at least one practical subject increased by 92%, reaching 324 000 in 2022 – in comparison, the number of NSCs obtained increased by a lower 67% over this period. This rising importance of practical subjects is largely driven by increases in three service-oriented subjects: tourism; consumer studies; and hospitality studies. It remains a challenge to substantially increase the percentage of NSCs that include a computing- or engineering-related practical subject. These are subjects that are especially demanding with respect to specialised school facilities and appropriately specialised teachers.



3. THE NATIONAL SENIOR CERTIFICATE QUALIFICATION



3. THE NATIONAL SENIOR CERTIFICATE QUALIFICATION

3.1. The Purpose of the Qualification

The NSC is awarded as the final exit qualification at the end of Further Education and Training (FET). 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.

3.2. 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 3.2.1: 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); 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.

3.3. 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 3.3.1 below).

Table 3.3.1: 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 Subjects)	3 x 20 = 60
Total	130

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 3.3.2: 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)
<p>Achieved 40% in 3 subjects, one of which is an official language at Home Language (HL) level.</p> <p>Achieved 30% in 3 subjects provided SBA component is submitted for the failed subject.</p>	<p>Achieved 40% in Home Language.</p> <p>Achieved at least 40% in two other subjects.</p> <p>Achieved at least 30% in 3 subjects including the Language of Learning and teaching.</p>	<p>Achieved 40% in 4 subjects, one of which is official language at HL level/excluding LO.</p> <p>Achieved at least 30% for two other subjects including Language of Learning and teaching.</p>	<p>Achieved 50% in 4 subjects, excluding Life Orientation.</p> <p>Achieved at least 40% for Home Language.</p> <p>Achieved 30% in the language of learning and teaching</p>
<p>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</p>			

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 3.3.3: 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.

3.4. Curriculum Assessment Changes Implemented in 2023

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%.





4. THE CLASS OF 2023



4. THE CLASS OF 2023

4.1 Profile of the 2023 NSC Class

This Class entered the formal schooling system in Grade 1, in January 2012. This cohort is also the beneficiaries of the policy on progression which states that a candidate should not spend more than four years in a phase. Hence, if a candidate fails either Grade 10 or Grade 11 and has passed four of the seven subjects in Grade 11, inclusive of the Language of Learning and Teaching (LoLT), attended school on a regular basis and has complied with School Based Assessment (SBA) requirements in all subjects, such a candidate may be progressed to Grade 12. This is the fourth cohort that is not subject to the policy on Multiple Examination Opportunity. This implies that all progressed candidates in this class must write all six subjects in the November 2023 examination.

The class of 2023 was severely impacted by the disruption to schooling due to the Covid -19 pandemic in 2020 and 2021. The full Grade 9 and Grade 10 curricula could not be covered in 2020 and 2021 respectively. The latter part of the Grade 11 year can be considered closest to an ordinary academic year, as all learners returned to full schooling in 2022. The DBE attempted to establish the potential of this cohort compared to previous cohorts and to ensure that learner support programmes are tailored to meet their needs. As a result, Learner support from 2021 to 2023 at national and provincial levels, was customised to mitigate reduced contact time and to address learning gaps and learning losses. These support programmes further attempted to improve learner performance across the system.

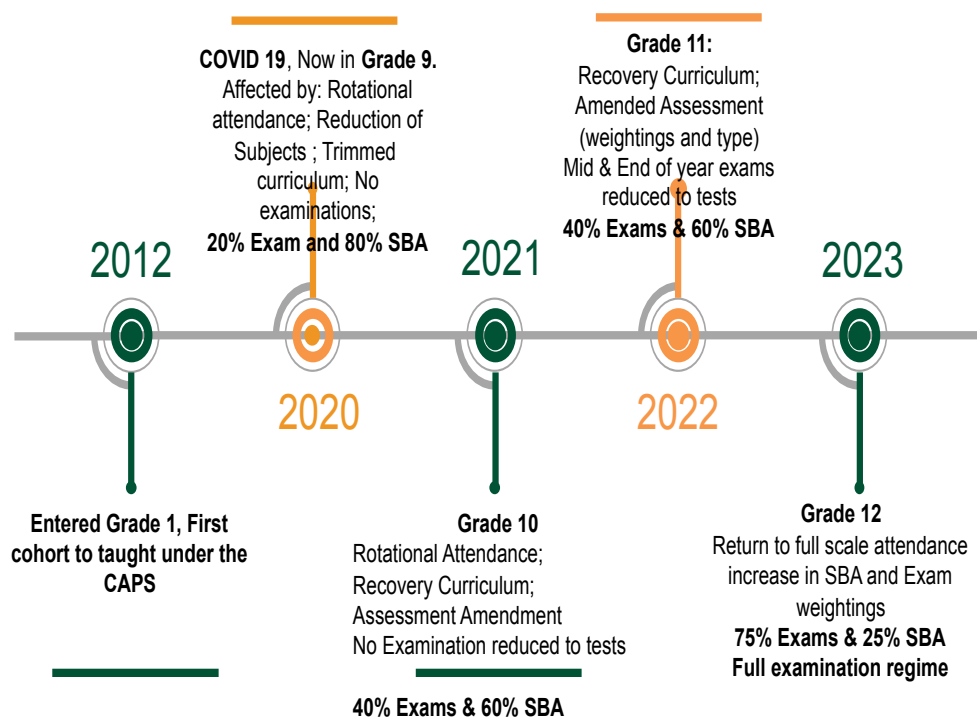
4.2 Scope and Size of the October/November 2023 NSC Examinations

The table below shows the scope and size of the Class of 2023..

2023 NSC Examinations	
Full-Time Candidates	715 719
Part-Time Candidates	182 056
Question Papers	162
Printed Question Papers	10.2 million
Scripts	9.6 million
Examination Centres	6 898
Invigilators	72 500
Markers	52 157
Marking Centres	184

4.3 Key Learner Support and Interventions for the Class of 2023

The Class of 2023



The aforementioned cohort entered the FET phase in 2021. Learners' transition from the senior phase to FET is largely found to be challenging due to subject choices and career pathing options. In addition to the transitional difficulties, the cohort faced challenges with grasping essential concepts and skills due to compromised contact time in 2020 to 2021. The cohort was also exposed to a trimmed curriculum. The trimming was effected to fit the reduced content into the contact time available. The curriculum was trimmed on average by 10–15% in grades below Grade 12. When in Grade 11 in 2022, the Grade 12 Class of 2023 was subjected to a recovery curriculum, which focused on essential content that had not been covered in Grade 10 but was imperative for Grade 12. This placed the cohort under further pressure, in addition to the reduced time available for teaching and learning. This cohort is the third cohort subjected to a revised Section 4 of the CAPS, including revisions and amendments to the examination requirements as articulated in the Examination Guidelines. Additionally, since these learners were not exposed to formal, full-scale examinations in Grade 10 and Grade 11, as part of the recovery strategy to create more time for teaching, these learners did not possess the same examination fitness that previous cohorts were able to demonstrate.

Due to the undeniable levels of inequality that still exist in the country, additional extraordinary support is entrenched in our basic education system, with the aim of providing an equitable educational opportunity to all learners. Extraordinary learner support attempts to ensure that all learners have a fair opportunity to achieve the National Senior Certificate, which grants access to post-schooling endeavours, be it higher education, the world of work or entrepreneurial opportunities. In the aftermath of COVID-19, the sustained efforts to provide extra support to learners have doubled in intensity and scope to counteract the negative effects of the pandemic in addition to the pre-existing learning gaps.

Extraordinary Learner Support for the Class of 2023 is not a once off intervention that starts in 2023, but it is institutionalised in classrooms across the country from the inception of their schooling career. However, we focus on the major elements of support received by this cohort since their entry into the FET phase in 2021.

As part of the Grade 10 (2021) cohort, support was provided through, broadcast lessons, radio lessons, self-study subject resources, and Online/Virtual support including videos on specific topics, lesson plans, PowerPoint presentations, topic tests etc. on various platforms.

The support was intensified as the cohort entered Grade 11 (2022) as COVID regulations were relaxed. These learners now received extra teaching (face to face), lesson plans with activities, access to websites/online platforms with curriculum and assessment material, participation in WhatsApp groups between teachers and learners, access to dial a tutor learner support offered for the 10 high enrolment subjects and exposure to radio lessons provided for revision, revision programmes through Saturday classes, and on demand videos with lesson recordings.

In 2023, when the class entered Grade 12, learner support was exponentially increased across all provinces. Below follows the major provincial and national support provided to this class. The most intensive support was provided to this class in 2023:

Remote & Digital Learning (RDL) Programme

Since the onset of the pandemic in 2020, the DBE embarked on a multipronged initial emergency catch-up and education recovery plan which evolved over time. Central to its approach is the investment in the RDL as a basis to enable learning continuity, curriculum catch-up, revision, examination preparation and support to learners, teachers and parents through the Woza Matrics programme. Woza Matrics provide support to Grade 12 learners and teachers in Mathematics, Life Sciences, Business Studies, Economics, Geography, Mathematical Literacy, English FAL, Physical Sciences and Accounting. The learning material is delivered across SABC 1, DStv Catchup, MatricLive, Velle and OpenView Channel 122, radio and other social media platforms.

In addition, the programme includes a repository of electronic curriculum-aligned/enriched content resources, including study guides, interactive workbooks, free core textbooks and videos are available. The resources aim to support and enrich learners' educational experiences. It empowers learners to explore and engage with their studies in a meaningful and accessible manner.

The dissemination of these valuable resources occurs through three primary methods:

- Offline mode: The resources are made available to provincial education departments (PEDs) for subsequent distribution to schools. This is achieved through a diverse set of ICT initiatives, ensuring accessibility to these educational materials in an offline setting.
- Television channels: SABC 1, DStv Catchup and DBE Channel (OpenView Channel 122)
- Online mode: Digital resources are accessed through the following platforms.

The Woza Matrics YouTube channel has hosted a total of 34 000 subscribers.

The WhatsApp lines serves as a convenient platform for learners to reach out and obtain assistance, whether it is questions about supplementary support resources, questions related to the TV broadcast, or discussions about the educational videos available on YouTube. The WhatsApp line provides a direct and interactive channel for learners to connect with the Department.

Support Broadcasting of lessons on radio was offered by the SABC and community radio stations as follows:

- Limpopo: Capricorn FM, Munghana Lo Nene FM, Thobela FM and Phalapala FM radio stations
- Mpumalanga: Ikwekwezi FM, Pulpit FM, Ligwalagwala FM, Radio Laeveld, Radio Kragbron, community radio stations and Rise FM Radio Stations Eastern Cape: Umhlobo Wenene FM Radio Station
- Northwest: Motsweding FM, You FM and a variety of community radio stations
- Western Cape: Radio RSG (Afrikaans), Radio 2000 (English), Radio Zibongele (IsiXhosa)
- Gauteng: Using a variety of national and community radio stations.
- KwaZulu-Natal: Using a variety of national and community radio stations.

- Northern Cape: Motsweding FM and a variety of community radio stations
- Free State: Using a variety of national and community radio stations.

The DBE provided workbooks for Grades 8–9 Mathematics. The current cohort had exposure to these useful resources when they were in Grade 8 and Grade 9 in 2019 and 2020 respectively. The DBE also provided the following additional LTSM to benefit the Class of 2023:

- Grades 10, 11 and 12 Mathematics and Physical Sciences Siyavula textbooks in partnership with the Shuttleworth Foundation
- Mind the Gap self-study guides in hard and soft copy.

The Mind the Gap study guide series has twenty-eight print-ready titles and each title is designed to assist Grade 12 learners by bridging the gap in the learners' understanding of commonly tested concepts and skills, as well as for the Grade 12 candidates to improve the quality of their performance in the National Senior Certificate Examinations

The biggest support programmes for Grade 12 learners were the vacation classes, offered across all 9 provinces as follows:

- During the autumn vacation 315 728 learners received extra tuition for a minimum of 5 days
- During the winter vacation 475 819 learners received extra tuition for a minimum of 10 days
- During spring vacation 359 927 learners received extra tuition for a minimum of 5 days.

In addition, school-based examinations support (10 - 20 days before the start of the NSC examinations), was provided to learners as a final opportunity to prepare for the examination. The purpose of the vacation programmes was for revision and remediation. Revision classes were based on an analysis of the preparatory examinations, from the beginning of Term 4. Examination support included **dedicated teaching per paper, individual study sessions** as well as **peer learning** through **study groups**. Learner support continued until the **day before** the last **examination paper** was **written**.

The 2023 extraordinary support programmes were delivered over and above the day-to-day teaching and learning opportunities. The support programmes was characterised by the following features: (i) Recruitment of the best teachers in different subjects (ii) Partnerships to assist extraordinary programmes (iii) The use and integration of ICT in lessons (iv) Learner motivation sessions (v) Forging partnerships with former learners who obtained distinctions in different subjects and are currently attending universities, to support study groups and classes in the gateway subjects during the holidays (vi) Collaboration with well-resourced centres and top-performing teachers to lead support programmes (vii) Individualised, differentiated support classes, e.g. for low- or borderline-performing learners, average performing learners, top-performing learners and high enrolment subject clusters.

The seasonal vacation classes had all provinces actively supporting learners to achieve optimum results in the 2023 NSC Examinations. On average, participating learners received an additional 20 days of extra tuition offered during the vacation periods. The average learner attendance was high with average attendance at 79.9% in autumn, 77.4% in winter and 71.2% in spring. Languages and non-languages formed part of the daily support programme. The high quality of teaching was confirmed through the positive feedback from learners on the quality of support provided. Learners received extra tuition and support in at least 3 to 4 subjects to enhance maximum learning for an average of 7 hours per day (140 hours of additional tuition) and average of 398 000 learners benefitted.

In summary, additional online and offline LTSM including study guides, revision guides, additional textbooks, workbooks were provided to compensate for the disrupted teaching programme caused by COVID, that confronted this class.



5. ADMINISTRATION OF THE NOVEMBER 2023 NSC EXAMINATION



5. ADMINISTRATION OF THE NOVEMBER 2023 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 SASAMs (South African School Administration and Management Systems) data that is uploaded onto the 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 uploaded 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. However, a few cases of unregistered candidates have been identified. Most of the cases of non-registered candidates emerged from part-time candidates based on the fact that the PEDs have no contact with these candidates since they only arrive to write the examination.

The DBE promotes examination access to all learners irrespective of their circumstances including Learners with Special Educational Needs (LSEN). Special concessions are provided to accommodate learners with Special Needs. These candidates are accommodated, in that their question papers are adapted according to their special needs and in some cases a scribe or Amanuensis is appointed for candidates who require such assistance. Provision is also made for the candidates who are blind, partially sighted, deaf, physically impaired, dyslexic etc. These candidates are also granted extra time 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 5288 learners with Special Needs (LSEN) enrolled for the November 2023 NSC examinations. The DBE will continue to ensure that advocacy is improved in this regard so that learners are all made aware of the available opportunities.

5.2 Development of National Question Papers

The Class of 2023 is the third cohort who sat for question papers based on the 2021 Examination Guidelines that were revised in line with the Abridged CAPS that was implemented from 2021. A total of 162 question papers were set by the Department of Basic Education (DBE) for the October/November 2023 NSC Examinations.

After Umalusi's approval, question papers were quality assured, proofread and adapted for learners who experience barriers to learning. The quality assurance included an intense inhouse editing and reading of the 2023 NSC question papers by independent editors from the provincial education departments (PEDs) with the focus on technical correctness and language simplification. The proofread question papers were handed over to PEDs for printing and the administration of the examination.

In 2023, a total of 128 full time candidates enrolled to sit for the examinations in South African Sign Language Home Language (SASL HL). The DBE set, moderated, administered and centrally marked the final examinations in SASL HL.

Printing, Packing, storage and distribution

The processes of printing, packing and distribution of question papers are done by provincial education departments. Most PEDs commenced with the printing of question papers in September 2023 and concluded this process by November 2023.

In 2023, the DBE and the State Security Agency embarked on a full audit of all PEDs' printing, packing, storage, and distribution sites for question papers. This process was concluded in November 2023. Security risks were identified and the DBE and the PEDs addressed these shortcomings, prior to the commencement of the examination.

5.3 The Writing of the Examinations

The DBE conducted Standard Setting Meetings (SSMs), which is done on an annual basis, in order to ensure uniformity in the conduct, administration and management of specific examination processes in all nine PEDs. At these meetings, the Norms and Standards that were previously formulated, were reviewed, refined and amended in line with developments over the past three years. These were also mediated with participants from PEDs to ensure a common understanding and effective implementation of these standards.

Most PEDs adopted a cluster-training approach for the rigorous training of chief invigilators and invigilators. 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 the standardisation of the training of invigilators at all schools. This approach was widely adopted by most PEDs and in cases where the traditional approach to training was followed, the DBE has requested the adoption of the cluster approach when training for future examinations.

The 2023 cohort ceremoniously signed the pledge in October, prior to the commencement of the examinations. By signing the pledge, the learners made a commitment to comply with the examination code of conduct. In addition to the pledge, the commitment agreement was initiated by the DBE five years ago. This agreement is signed by parents of Grade 12 learners, committing themselves to aiding in the adherence to all examination regulations. The agreement highlights key rules and regulations which candidates and parents/guardians should be aware of to ensure that candidates oblige. These practices are found to have contributed significantly to the decrease in the 'Acts of Dishonesty' by candidates since its inception. The possible sanctions that could be imposed by the DBE in the event of a contravention, are also outlined in the commitment agreement. The increased awareness regarding examination malpractices has dissuaded candidates from getting involved in such acts and has consequently contributed to the reduction of examination misdemeanours.

The DBE and PEDs engaged a number of strategic Stakeholders for support to ensure the smooth conduct and administration of the November 2023 NSC examinations. These include the State Security Agency (SSA) the National Joint Operational and Intelligence Structure (NATJOINTS) and Provincial Joint Committees (PROVJOINTS) which comprises the SAPS, Crime Intelligence and Disaster Management services. These stakeholders provided intelligence to ensure security of question papers as well as ensure candidates' safe arrival at examination centres during community protests and inclement weather. The DBE also engaged ESKOM, specifically on matters relating to the writing of the practical papers for Computer Applications Technology and Information Technology, and SASLHL for which, uninterrupted electricity is essential.

All provinces monitored at least 70% of their examination centres during the writing of the examination. In addition a total of 43 DBE part-time monitors, 11 school improvement support coordinators (SISCO) and 6 quality learning and teaching campaigns (QLTC) personnel were deployed to provinces to monitor the writing of the 2023 NSC examination. These delegates monitored 791 selected examination centres/schools. In addition, they verified the monitoring processes of PEDs across 210 storage/nodal/distribution points and 38 district offices. The PEDs also trained and deployed their delegates to monitor the writing of the examinations. For purposes of analysis and review, the DBE required PEDs to compile daily reports on the writing and administration of the examination. The reports covered all irregularities and incidents that were detected during the writing of the examinations.

5.4 Marking

Marking of the 2023 NSC October/November examinations officially commenced on the 07 December 2023 and was concluded on 22 December 2023. A total of **52 157** markers were appointed for the 2023 November marking session which took place in 184 marking centres across the country.

A total of 145 National Marking Standardization Meetings (MSMs) were convened, prior to the commencement of the marking process. The purpose of the MSMs is to ensure that a common approach is followed in the marking of a paper across the provinces and that all acceptable alternative responses to questions are included in the marking guideline. The participants included the DBE panel, Umalusi Moderators, subject specialists from DBE and PEDs,

Umalusi Verifiers and DBE marking moderators. Some of the MSMs were fully virtual, others were face to face and in some cases a hybrid approach was used. The meetings were convened between 31 October 2023 and 11 December 2023.

A Tolerance Range (TR) is an agreed degree of deviation between marks awarded by a marker and moderated marks. It is anticipated that variances may exist between markers and between a marker and a moderator in terms of their mark allocations. In 2023 a Tolerance Range of between 2% - 3% was allowed in the marking of each question paper

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. The Chief Marker and Internal Moderator were provided with a sample of scripts to mark. After each Chief Marker and Internal Moderator complied with the Tolerance Range, they were officially authorised to lead the marking process in their respective capacities/roles for the current examination.

The DBE centralised the marking of selected small enrolment subjects in Pretoria from 07 December 2023 to 22 December 2023. In cases where PEDs lacked adequate capacity to mark and moderate the scripts of learners, the limited marking capacity from each of the PEDs was pooled at a central venue in Pretoria. The DBE Internal Moderators and Chief Examiners led and managed the marking of the 61 question papers with low enrolments that were centralised and were supported by markers and senior marker from the PEDs. The subjects that were centrally marked by the DBE in 2023 included Agricultural Management Practices, Agricultural Technology, Dance Studies, Music, Agricultural Technology, Marine Sciences, selected First Additional Languages (FAL) and Second Additional Languages (SAL) and South African Sign Language Home Language (SASL HL)

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) comprises different forms of assessment which are conducted by the teacher at school level. SBA includes assignments, projects, simulations, research, demonstrations, role plays, listening exercises, homework pieces, class work pieces, tests and examinations. In subjects with a practical component, SBA includes assessment of practical skills and in the case of languages, assessment of oral skills.

SBA comprises 25% of the final examination mark in Grade 12. In the case of the subjects with a practical component and the languages, the weighting of SBA is higher than 25% (SBA 25%, Oral 12,5% and PAT 25%). In the case of Life Orientation, the assessment is totally school based (i.e. 100% SBA). SBA is intended to provide information and insight into learner achievement through a range of designated assessment tasks that are administered to assess knowledge and skills.

The programme of assessment comprises of designated formal and informal assessment tasks, which cover a range of knowledge forms and skills. These tasks are set and administered by the teacher and allows learners to identify their weaknesses ahead of the final written examination. The DBE is mandated by policy to monitor, and quality assure the provincial implementation of SBA in Grade 12. This ensures that the outcomes of the SBA component are reliable, valid and complies with national standards. The moderation modality implemented by the DBE was a combination of onsite moderation at a school; off-site moderation via sampled portfolios submitted by schools to the district; and the use of online/electronic modalities to upload digital learner evidence.

The Department of Basic Education (DBE) deployed a team of national SBA moderators to all 9 Provincial Education Departments (PEDs). Nine provinces, 36 districts, 540 schools and 3600 learner files were sampled in 2023. The sampled subjects were Accounting, Business Studies, Economics, English FAL, Geography, History, Life Sciences,

Marine Sciences, Mathematics, Physical Sciences and South African Sign Language (Home Language), (SASL HL). The moderation of Life Orientation and English FAL, Oral, was done in all nine Provinces. The DBE moderated all schools offering SASL HL.

The quality assurance of the SBA entailed the moderation of the assessment tasks designed by the teacher, the district and/or the provincial head office, as well as the moderation of the marking of the Preparatory Exam, Life Orientation CAT and the verification of the SA-SAMS mark sheets. The DBE provided preliminary feedback after each quality assurance. The SBA Feedback Reports provide valuable feedback to teaching and learning, and informed districts about schools that need support. The preliminary feedback and a training workshop included Provincial SBA coordinators, Provincial Subject Facilitators, Subject Advisors, and Lead Teachers of the sampled districts. 595 participants from the nine (9) PEDs attended the virtual workshop on the setting of alternative tasks, after which the DBE presented all attendees and PEDs with exemplars.

Sampled subjects for the moderation of PAT were Design, Technical Sciences, Technical Mathematics, Tourism, Visual Arts, Civil, Electrical and Mechanical Technology (all three specialisations). Nine provinces, 302 schools and 1900 learner evidence were sampled in 2023.

It was evident from this quality assurance that the provincial moderation system is improving, as well as the overall quality and standard of the teacher files. There was notable improvement in compliance with policy and the technical quality and design of the assessment tasks. However, there are still areas that require further support and intervention to improve the quality and standard of SBA.

The DBE also moderated the Preparatory Examination Question papers from seven of the PEDs. Provincial examination panels were supported throughout the setting and moderation by subject managers. This capacity-building process was implemented as part of the DBE's moderation and feedback process. The subjects which were moderated across the PEDs (except Gauteng and Western Cape) were Accounting, Agricultural Sciences, Business Studies, Economics, English FAL, History, Geography, Life Sciences, Mathematics, Mathematical Literacy, Physical Sciences, Technical Mathematics and Technical Sciences.

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 Department of Basic Education (DBE) can confidently state that there has been an improvement in the management of both administrative and serious irregularities.

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 it occurs, that it is detected and managed appropriately, without compromising the examinations:

- a) The DBE and the PEDs conducted a thorough audit of all printing venues as well as the entire distribution chain to ensure strict security in the printing and distribution of question papers.
- b) All schools hosted a Pledge Signing Ceremony for all Grade 12 learners across the country, prior to the commencement of the examinations. At this ceremony, learners 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 found 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, if aware of any such irregularity, to bring it to the attention of the school principal.

- d) 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 must be brought to the attention of the school principal. Failure to do so would be considered collusion, for which the candidate would be held accountable.

The NEIC convened on 2nd January 2024 to make final pronouncements on the examination irregularities committed during the November 2023 NSC examinations. Generally, the number of behavioural offences and acts of dishonesty has drastically reduced. Unfortunately, due to printing errors and question paper errors, the number of candidates affected by administrative errors and omissions increased. All provinces presented the reports from their PEIC, which 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 all outstanding irregularities be concluded prior to the release of results, with the exception of cases that involved hearings or further investigations.

The DBE presented a full report on the integrity of the 2023 NSC examinations to Umalusi on 12th January 2024. This was for the consideration of the Umalusi Council to determine whether the examinations were conducted in accordance with policy and *Regulations on the Conduct, Administration and Management of the National Senior Certificate and Senior Certificate Examinations*, and whether there were any serious irregularity which could have undermined the integrity and credibility of the examination as a whole.

Umalusi has approved the 2023 NSC results for release by the DBE, provided that the results of those candidates who were implicated in examination irregularities are blocked pending the completion of the investigation.

5.7 Resulting and release of results

The DBE processed the results after approval by Umalusi. The Minister officially released the November 2023 NSC examination results on the 18th of January 2024 and candidates results were made available to their individual schools on 19 January 2024.

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 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 the ex-departments of education. All the data from the ex-departments has been converted into electronic formats and is now accessible to all provincial education departments.



6. PERFORMANCE OF THE CLASS OF 2023



6. PERFORMANCE OF THE CLASS OF 2023

6.1 Overall Performance in the 2023 NSC Examinations

The Tables below indicate the overall performance of the Class of 2023. The performance of this cohort is also compared to others from previous years.

Table 6.1.1: Overall Performance of the 2023 Grade 12 Cohort

Provinces	2023			Rankings
	Total Wrote	Total Achieved	% Achieved	
Eastern Cape	95 697	77 917	81.4	6
Free State	34 451	30 673	89.0	1
Gauteng	127 697	109 030	85.4	3
Kwazulu-Natal	157 911	136 366	86.4	2
Limpopo	93 533	74 400	79.5	7
Mpumalanga	65 534	50 429	77.0	8
North West	41 418	33 808	81.6	4
Northern Cape	12 842	9 740	75.8	9
Western Cape	62 077	50 620	81.5	5
National	691 160	572 983	82.9	

Table 6.1.2: NSC passes by Province – 2021 to 2023

Province	2021			2022			2023		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Eastern Cape	91 500	66 770	73.0	94 993	73 386	77.3	95 697	77 917	81.4
Free State	35 055	30 037	85.7	36 607	32 397	88.5	34 451	30 673	89.0
Gauteng	127 523	105 526	82.8	133 841	113 006	84.4	127 697	109 030	85.4
Kwazulu-Natal	166 570	127 990	76.8	164 308	136 388	83.0	157 911	136 366	86.4
Limpopo	105 101	70 124	66.7	110 295	79 493	72.1	93 533	74 400	79.5
Mpumalanga	66 756	49 133	73.6	67 367	51 751	76.8	65 534	50 429	77.0
North West	41 081	32 143	78.2	43 823	34 960	79.8	41 418	33 808	81.6
Northern Cape	12 726	9 089	71.4	13 574	10 072	74.2	12 842	9 740	75.8
Western Cape	57 709	46 875	81.2	60 338	49 102	81.4	62 077	50 620	81.5
National	704 021	537 687	76.4	725 146	580 555	80.1	691 160	572 983	82.9

The performance of the Class of 2023 per category is compared with the performance of other cohorts in Tables 6.1.1 to 6.1.10.

Table 6.1.3: 2023 NSC Performance by Qualification Excluding Endorsed Candidates

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	95 697	37 898	39,6	25 997	27,2	13 992	14,6	30	0,0	77 917	81,4
Free State	34 451	15 414	44,7	10 282	29,8	4 952	14,4	0	0,0	30 648	89,0
Gauteng	127 697	56 552	44,3	35 038	27,4	17 364	13,6	2	0,0	108 956	85,4
KwaZulu-Natal	157 911	72 099	45,7	43 769	27,7	20 435	12,9	55	0,0	136 358	86,4
Limpopo	93 533	34 018	36,4	24 481	26,2	15 894	17,0	7	0,0	74 400	79,5
Mpumalanga	65 534	21 819	33,3	17 412	26,6	11 196	17,1	2	0,0	50 429	77,0
North West	41 418	15 061	36,4	11 647	28,1	7 093	17,1	0	0,0	33 801	81,6
Northern Cape	12 842	3 851	30,0	3 665	28,5	2 222	17,3	0	0,0	9 738	75,8
Western Cape	62 077	26 182	42,2	15 585	25,1	8 825	14,2	0	0,0	50 592	81,5
National	691 160	282 894	40,9	187 876	27,2	101 973	14,8	96	0,0	572 839	82,9

Table 6.1.4: Comparison of the NSC Performance by type of Qualification from 2021 to 2023 Excluding Endorsed Candidates

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	2021	91 500	31 384	34,3	22 411	24,5	12 957	14,2	16	0,02	66 768	73,0
	2022	94 993	34 974	36,8	24 465	25,8	13 923	14,7	24	0,03	73 386	77,3
	2023	95 697	37 898	39,6	25 997	27,2	13 992	14,6	30	0,0	77 917	81,4
Free State	2021	35 055	13 971	39,9	10 836	30,9	5 188	14,8	1	0,0	29 996	85,6
	2022	36 607	15 747	43,0	11 471	31,3	5 174	14,1	1	0,0	32 393	88,5
	2023	34 451	15 414	44,7	10 282	29,8	4 952	14,4	0	0,0	30 648	89,0
Gauteng	2021	127 523	55 848	43,8	34 174	26,8	15 459	12,1	0		105 481	82,7
	2022	133 841	58 119	43,4	37 156	27,8	17 655	13,2	1	0,0	112 931	85,4
	2023	127 697	56 552	44,3	35 038	27,4	17 364	13,6	2	0,0	108 956	85,4
KwaZulu--Natal	2021	166 570	61 856	37,1	42 128	25,3	23 945	14,4	61	0,0	127 990	76,8
	2022	164 308	69 849	42,5	43 908	26,7	22 560	13,7	70	0,0	136 387	83,0
	2023	157 911	72 099	45,7	43 769	27,7	20 435	12,9	55	0,0	136 358	86,4
Limpopo	2021	105 101	28 072	26,7	23 533	22,4	18 516	17,6	3	0,0	70 124	66,7
	2022	110 295	32 878	29,8	27 020	24,5	19 585	17,8	10	0,0	79 493	72,1
	2023	93 533	34 018	36,4	24 481	26,2	15 894	17,0	7	0,0	74 400	79,5
Mpumalanga	2021	66 756	21 044	31,5	16 948	25,4	11 120	16,7	21	0,0	49 133	73,6
	2022	67 367	22 576	33,5	18 088	26,8	11 096	16,5	11	0,0	51 751	76,8
	2023	65 534	21 819	33,3	17 412	26,6	11 196	17,1	2	0,0	50 429	77,0
North West	2021	41 081	13 875	33,8	10 794	26,3	7 470	18,2	0		32 139	78,2
	2022	43 823	14 733	33,6	12 370	28,2	7 853	17,9	0	0,0	34 956	79,8
	2023	41 418	15 061	36,4	11 647	28,1	7 093	17,1	0	0,0	33 801	81,6
Northern Cape	2021	12 726	3 856	30,3	3 119	24,5	2 114	16,6	0		9 089	71,4
	2022	13 574	4 177	30,8	3 652	26,9	2 242	16,5	0	0,0	10 071	74,2
	2023	12 842	3 851	30,0	3 665	28,5	2 222	17,3	0	0,0	9 738	75,8
Western Cape	2021	57 709	26 125	45,3	13 629	23,6	7 090	12,3	1	0,0	46 845	81,2
	2022	60 338	25 761	42,7	15 247	25,3	8 071	13,4	0	0,0	49 079	81,3
	2023	62 077	26 182	42,2	15 585	25,1	8 825	14,2	0	0,0	50 592	81,5
National	2021	704 021	256 031	36,4	177 572	25,2	103 859	14,8	103	0,01	537 565	76,4
	2022	725 146	278 814	38,4	193 357	26,7	108 159	14,9	117	0,02	580 447	80,0
	2023	691 160	282 894	40,9	187 876	27,2	101 973	14,8	96	0,01	572 839	82,9

Table 6.1.5 Comparison of NSC passes by province by gender from 2021 to 2023

Province	Gender	Total Wrote			Total Achieved			% Achieved		
		2021	2022	2023	2021	2022	2023	2021	2022	2023
Eastern Cape	Male	39 442	40 537	40 805	28 854	31 107	33 387	73,2	76,7	81,82
	Female	52 058	54 456	54 892	37 916	42 279	44 530	72,8	77,6	81,12
Free State	Male	15 769	16 094	15 226	13 649	14 399	13 664	86,6	89,5	89,74
	Female	19 286	20 513	19 225	16 388	17 998	17 009	85,0	87,7	88,47
Gauteng	Male	56 802	59 180	56 285	46 858	49 720	48 023	82,5	84,0	85,32
	Female	70 721	74 661	71 412	58 668	63 286	61 007	83,0	84,8	85,43
Kwazulu-Natal	Male	75 474	71 503	68 179	57 513	58 824	58 747	76,2	82,3	86,17
	Female	91 096	92 805	89 732	70 477	77 564	77 619	77,4	83,6	86,50
Limpopo	Male	48 311	49 258	40 896	32 556	35 709	32 742	67,4	72,5	80,06
	Female	56 790	61 037	52 637	37 568	43 784	41 658	66,2	71,7	79,14
Mpumalanga	Male	30 136	29 938	28 708	22 215	22 860	21 945	73,7	76,4	76,44
	Female	36 620	37 429	36 826	26 918	28 891	28 484	73,5	77,2	77,35
North West	Male	18 423	19 457	18 539	14 430	15 588	15 121	78,3	80,1	81,56
	Female	22 658	24 366	22 879	17 713	19 372	18 687	78,2	79,5	81,68
Northern Cape	Male	5 592	5 882	5 650	4 008	4 413	4 326	71,7	75,0	76,57
	Female	7 134	7 692	7 192	5 081	5 659	5 414	71,2	73,6	75,28
Western Cape	Male	24 938	26 057	27 322	20 452	21 041	22 154	82,0	80,7	81,08
	Female	32 771	34 281	34 755	26 423	28 061	28 466	80,6	81,9	81,90
National	Male	314 887	317 906	301 610	240 535	253 661	250 109	76,4	79,8	82,92
	Female	389 134	407 240	389 550	297 152	326 894	322 874	76,4	80,3	82,88
	Both	704 021	725 146	691 160	537 687	580 555	572 983	76,4	80,1	82,90

Table 6.1.6 Comparison of bachelor achievement by gender by province from 2021 to 2023

Province Name	Gender	2021			2022			2023		
		Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors
Eastern Cape	Male	39 442	13 334	33,8	40 537	14 507	35,8	40 805	15 872	38,90
	Female	52 058	18 050	34,7	54 456	20 467	37,6	54 892	22 026	40,13
Free State	Male	15 769	6 227	39,5	16 094	7 143	44,4	15 226	6 924	45,47
	Female	19 286	7 744	40,2	20 513	8 604	41,9	19 225	8 490	44,16
Gauteng	Male	56 802	23 112	40,7	59 180	23 713	40,1	56 285	23 222	41,26
	Female	70 721	32 736	46,3	74 661	34 406	46,1	71 412	33 330	46,67
Kwazulu-Natal	Male	75 474	26 627	35,3	71 503	29 455	41,2	68 179	30 291	44,43
	Female	91 096	35 229	38,7	92 805	40 394	43,5	89 732	41 808	46,59
Limpopo	Male	48 311	12 931	26,8	49 258	14 751	29,9	40 896	15 075	36,86
	Female	56 790	15 141	26,7	61 037	18 127	29,7	52 637	18 943	35,99
Mpumalanga	Male	30 136	9 161	30,4	29 938	9 583	32,0	28 708	9 179	31,97
	Female	36 620	11 883	32,4	37 429	12 993	34,7	36 826	12 640	34,32
North West	Male	18 423	6 019	32,7	19 457	6 322	32,5	18 539	6 471	34,90
	Female	22 658	7 856	34,7	24 366	8 411	34,5	22 879	8 590	37,55
Northern Cape	Male	5 592	1 609	28,8	5 882	1 726	29,3	5 650	1 576	27,89
	Female	7 134	2 247	31,5	7 692	2 451	31,9	7 192	2 275	31,63
Western Cape	Male	24 938	10 855	43,5	26 057	10 379	39,8	27 322	10 777	39,44
	Female	32 771	15 270	46,6	34 281	15 382	44,9	34 755	15 405	44,32
National	Male	314 887	109 875	34,9	317 906	117 579	37,0	301 610	119 387	39,58
	Female	389 134	146 156	37,6	407 240	161 235	39,6	389 550	163 507	41,97
	Both	704 021	256 031	36,4	725 146	278 814	38,4	691 160	282 894	40,93

Table 6.1.7: Number of schools within different pass rate categories

School Intervals	2021		2022		2023	
	Total Number of Schools	% of schools	Total Number of Schools	% of schools	Total Number of Schools	% of schools
0 - 19.9%	34	0.5	19	0.3	15	0.2
20 - 39.9%	218	3.2	130	1.9	68	1.0
40 to 59.9%	1 010	14.7	627	9.1	386	5.6
60 to 79.9%	2 464	36.0	2 118	30.7	1 932	28.0
80 to 100%	3 124	45.6	4 002	58.0	4 493	65.2
Exactly 0%	1	0.0	4	0.1	5	0.1
Exactly 100%	515	7.5	628	9.1	674	9.8

Table 6.1.8 Number of schools performing at the different categories from 2022 to 2023

Province	Total Number of Schools		0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Exactly 0%		Exactly 100%	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Eastern Cape	944	953	2		19	13	105	68	342	311	476	561	1		46	43
			0.2	0.0	2.0	1.4	11.1	7.1	36.2	32.6	50.4	58.9	0.1	0.0	4.9	4.5
Free State	343	347			1		3	1	49	52	290	294			52	47
			0.0	0.0	0.3	0.0	0.9	0.3	14.3	15.0	84.5	84.7	0.0	0.0	15.2	13.5
Gauteng	916	917	1	4	1	2	29	12	213	212	672	687		3	146	141
			0.1	0.4	0.1	0.2	3.2	1.3	23.3	23.1	73.4	74.9	0.0	0.3	15.9	15.4
KwaZulu-Natal	1 765	1 760	5	3	22	15	112	63	445	346	1 181	1 333		1	210	246
			0.3	0.2	1.2	0.9	6.3	3.6	25.2	19.7	66.9	75.7	0.0	0.1	11.9	14.0
Limpopo	1 317	1 302	7	6	71	25	245	115	496	445	498	711		1	47	69
			0.5	0.5	5.4	1.9	18.6	8.8	37.7	34.2	37.8	54.6	0.0	0.1	3.6	5.3
Mpumalanga	566	569	2	1	9	8	57	63	205	203	293	294	1		26	24
			0.4	0.2	1.6	1.4	10.1	11.1	36.2	35.7	51.8	51.7	0.2	0.0	4.6	4.2

Province	Total Number of Schools		0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Exactly 0%		Exactly 100%	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
North-West	443	447	2 0.5	1 0.2	3 0.7	2 0.4	23 5.2	16 3.6	170 38.4	153 34.2	245 55.3	275 61.5	2 0.5		25 5.6	26 5.9
Northern Cape	145	145			2	2	25	18	47	57	71	68			9	9
Western Cape	457	454			2	1	28	30	151	153	276	270			67	70
			0.0	0.0	0.4	0.2	6.1	6.6	33.0	33.7	60.4	59.5	0.0	0.0	14.7	15.3
National	6 896	6 894	19	15	130	68	627	386	2 118	1 932	4 002	4 493	4	5	628	641
			0.3	0.2	1.9	1.0	9.1	5.6	30.7	28.0	58.0	65.2	0.1	0.1	9.1	9.3

Table 6.1.9: 2023 School performance by Quintile

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Total
Quintile 1	7	33	145	536	1 083	1 804
Quintile 2	3	13	107	501	1 045	1 669
Quintile 3	1	12	75	518	865	1 471
Quintile 4		3	22	204	400	629
Quintile 5			11	116	598	725
Total	11	61	360	1 875	3 991	6 298

Table 6.1.10: NSC performance by type of Qualification and Quintile

Fee Status	Quintiles	Total Wrote	Achieved Bachelor	Achieved Diploma	% Achieved Bachelor	% Achieved Diploma	Achieved Higer Certificate	% Achieved Higher Certificate	Achieved NSC	% Achieved NSC
	Quintile 1	152 010	54 412	41 638	35,8	27,4	25 420	16,7	49	0,0
	Quintile 2	149 200	56 219	41 285	37,7	27,7	24 313	16,3	22	0,0
	Quintile 3	167 905	64 045	46 077	38,1	27,4	26 395	15,7	18	0,0
	Quintile 4	86 926	33 919	24 693	39,0	28,4	12 465	14,3	3	0,0
	Quintile 5	107 121	58 918	27 088	55,0	25,3	10 584	9,9	3	0,0
	Quintile 9	26 139	14 662	6 586	56,1	25,2	2 532	9,7	1	0,0

Table 6.1.11: Number of candidates in schools per percentage interval per Quintile – 2022 to 2023

% Interval (Candidates)	2022					2023						
	Q 1	Q 2	Q 3	Q 4	Q 5	Total	Q 1	Q 2	Q 3	Q 4	Q 5	Total
No with 0 to 19.9%	342	96	28	0	0	466	157	51	9	0	0	217
No with 20 to 39.9%	3 395	2 421	1 939	119	229	8 103	1 656	647	491	300	0	3 094
No with 40 to 59.9%	21 647	19 064	14 828	3 645	2 086	61 270	11 501	8 398	6 936	3 163	1 253	31 251
No with 60 to 79.9%	57 776	63 380	73 917	36 786	16 712	248 571	50 419	46 215	64 182	31 087	16 757	208 660
No with 80 to 100%	76 484	78 334	87 285	48 416	89 344	379 863	88 053	93 685	96 287	52 376	89 111	419 512
Total	159 644	163 295	177 997	88 966	108 371	698 273	151 786	148 996	167 905	86 926	107 121	662 734

6.2 Performance in the 2023 NSC Examinations in terms of Inclusive Basket

Table 6.2.1: National performance according to Inclusive Basket

Province	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Eastern Cape	81,4%	76,9%	46,1%	70,5%	70,4%	44,9%	36,8%	3,7%	66,0%
Free State	89,0%	83,8%	64,6%	80,6%	94,3%	37,4%	43,0%	3,3%	58,5%
Gauteng	85,4%	79,8%	62,7%	76,7%	89,3%	33,1%	43,4%	4,5%	66,4%
Kwazulu-Natal	86,4%	72,2%	54,6%	77,3%	88,6%	38,5%	42,5%	6,0%	66,0%
Limpopo	79,5%	71,8%	49,9%	73,3%	74,4%	43,5%	29,8%	2,5%	71,2%
Mpumalanga	77,0%	72,4%	52,8%	68,1%	81,6%	42,1%	33,5%	2,6%	72,4%
North-West	81,6%	74,4%	59,9%	77,3%	69,5%	25,4%	33,6%	2,5%	61,4%
Northern Cape	75,8%	68,1%	51,5%	69,5%	88,0%	21,0%	30,8%	2,0%	59,4%
Western Cape	81,5%	76,6%	67,9%	81,1%	91,4%	25,9%	42,7%	6,2%	70,5%
National	82,9%	75,4%	55,0%	74,6%	81,8%	37,2%	38,4%	4,2%	66,8%

Table 6.2.2: National performance according to Fee paying Status

Province	2023											
	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
Eastern Cape	10 382	9 109	87,74%	4 413	3 735	84,64%	80 902	65 073	80,43%	95 697	77 917	81,42%
Free State	7 278	6 796	93,38%	921	840	91,21%	26 252	23 037	87,75%	34 451	30 673	89,03%
Gauteng	69 156	59 673	86,29%	11 086	10 301	92,92%	47 455	39 056	82,30%	127 697	109 030	85,38%
KwaZulu-Natal	42 707	37 049	86,75%	3 026	2 678	88,50%	112 178	96 639	86,15%	157 911	136 366	86,36%
Limpopo	5 575	4 969	89,13%	3 777	3 414	90,39%	84 181	66 017	78,42%	93 533	74 400	79,54%
Mpumalanga	6 471	5 801	89,65%	2 487	2 227	89,55%	56 576	42 401	74,95%	65 534	50 429	76,95%
North-West	8 588	7 555	87,97%	723	689	95,30%	32 107	25 564	79,62%	41 418	33 808	81,63%
Northern Cape	5 081	4 257	83,78%	13	11	84,62%	7 748	5 472	70,62%	12 842	9 740	75,84%
Western Cape	38 809	32 542	83,85%	1 552	1 420	91,49%	21 716	16 658	76,71%	62 077	50 620	81,54%
National	194 047	167 751	86,45%	27 998	25 315	90,42%	469 115	379 917	80,99%	691 160	572 983	82,90%

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

Province	Fee Status											
	Fee Paying				Independent				No Fee			
	Total Wrote ¹	Achieved Bachelor ¹	% Achieved Bachelor	RANK Bachelors along Table (Down)	Total Wrote ¹	Achieved Bachelor ¹	% Achieved Bachelor	RANK Bachelors along Table (Down)	Total Wrote ¹	Achieved Bachelor ¹	% Achieved Bachelor	RANK Bachelors along Table (Down)
Eastern Cape	10 382	5 601	53,9%	3	4 413	1 964	44,5%	8	80 902	30 333	37,5%	4
Free State	7 278	4 067	55,9%	1	921	472	51,2%	6	26 252	10 875	41,4%	2
Gauteng	69 156	31 499	45,5%	8	11 086	6 549	59,1%	2	47 455	18 504	39,0%	3
KwaZulu-Natal	42 707	20 639	48,3%	7	3 026	1 765	58,3%	3	112 178	49 695	44,3%	1
Limpopo	5 575	3 082	55,3%	2	3 777	2 141	56,7%	5	84 181	28 795	34,2%	5
Mpumalanga	6 471	3 270	50,5%	4	2 487	1 160	46,6%	7	56 576	17 389	30,7%	7
North-West	8 588	4 132	48,1%	6	723	405	56,0%	4	32 107	10 524	32,8%	6
Northern Cape	5 081	1 989	39,1%	9	13	2	15,4%	9	7 748	1 860	24,0%	9
Western Cape	38 809	18 558	47,8%	5	1 552	923	59,5%	1	21 716	6 701	30,9%	8
National	194 047	92 837	47,8%		27 998	15 381	54,9%		469 115	174 676	37,2%	
										691 160	282 894	40,9%

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

Province Name	Fee Status															
	Fee Paying				Independent				Non Fee				All Categories			
	Distinctions Achieved	Distinctions	% Distinctions Achieved	RANK along Province Name	Distinctions Achieved	Distinctions	% Distinctions Achieved	RANK along Province Name	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK along Province Name	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK Distinctions
EASTERN CAPE	73 462	5 175	7,0%	5	31 754	1 503	4,7%	6	580 360	22 386	3,9%	2	685 576	29 064	4,2%	4
FREE STATE	51 567	3 967	7,7%	3	6 634	192	2,9%	8	189 053	4 497	2,4%	7	247 254	8 656	3,5%	6
GAUTENG	496 315	26 489	5,3%	8	83 598	7 125	8,5%	4	346 542	9 313	2,7%	5	926 455	42 927	4,6%	3
KWAZULU-NATAL	311 573	30 254	9,7%	2	23 187	3 281	14,2%	1	840 651	63 451	7,5%	1	1 175 411	96 986	8,3%	1
LIMPOPO	39 191	3 826	9,8%	1	26 527	2 775	10,5%	2	591 500	17 004	2,9%	4	657 218	23 605	3,6%	5
MPUMALANGA	45 685	3 033	6,6%	6	20 484	747	3,6%	7	421 981	12 382	2,9%	3	488 150	16 162	3,3%	8
NORTH WEST	60 578	3 671	6,1%	7	5 362	351	6,5%	5	227 972	5 879	2,6%	6	293 912	9 901	3,4%	7
NORTHERN CAPE	35 891	960	2,7%	9	91	0	0,0%	9	54 998	542	1,0%	9	90 980	1 502	1,7%	9
WESTERN CAPE	275 522	21 021	7,6%	4	11 211	1 077	9,6%	3	155 465	2 884	1,9%	8	442 198	24 982	5,6%	2
NATIONAL	1 389 784	98 396	7,1%		208 848	17 051	8,2%		3 408 522	138 338	4,1%		5 007 154	253 785	5,1%	

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

Province	Fee Status											
	Fee Paying				Independent				Non Fee			
	Total Wrote	Total Enrolled	% Throughput	RANK	Total Wrote	Total Enrolled	% Throughput	RANK	Total Wrote	Total Enrolled	% Throughput	RANK
Northern Cape	10 382	12 704	81,7%	3	4 413	3 817	100,0%	1	80 902	123 585	65,5%	3
Limpopo	7 278	9 126	79,8%	4	921	1 129	81,6%	7	26 252	52 012	50,5%	9
Mpumalanga	69 156	96 295	71,8%	7	11 086	12 737	87,0%	6	47 455	82 814	57,3%	6
Free State	42 707	60 259	70,9%	8	3 026	2 969	100,0%	2	112 178	176 664	63,5%	4
North-West	5 575	6 535	85,3%	1	3 777	3 237	100,0%	3	84 181	139 833	60,2%	5
Eastern Cape	6 471	8 029	80,6%	2	2 487	1 114	100,0%	4	56 576	81 600	69,3%	1
Western Cape	8 588	11 317	75,9%	5	723	917	78,8%	8	32 107	57 791	55,6%	7
Kwazulu-Natal	5 081	8 074	62,9%	9	13	27	48,1%	9	7 748	14 408	53,8%	8
Gauteng	38 809	52 461	74,0%	6	1 552	1 505	100,0%	5	21 716	32 707	66,4%	2
Grand Total	194 047	264 800	73,3%		27 998	27 452	100,0%		469 115	761 414	61,6%	
									691 160	1 053 666	65,6%	

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

Province	Accounting											
	Fee Paying				Independent				No Fee Paying			
	Accounting Wrote	Accounting Achieved	% Accounting Achieved	RANK Accounting	Accounting Wrote	Accounting Achieved	% Accounting Achieved	RANK Accounting	Accounting Wrote	Accounting Achieved	% Accounting Achieved	RANK Accounting
EASTERN CAPE	1 830	1 542	84,3%	4	586	491	83,8%	7	10 911	8 195	75,1%	3
FREE STATE	1 859	1 615	86,9%	2	170	154	90,6%	1	6 013	4 786	79,6%	1
GAUTENG	10 262	8 144	79,4%	8	2 185	1 855	84,9%	6	6 240	4 600	73,7%	5
KWAZULU-NATAL	8 965	6 971	77,8%	9	654	565	86,4%	5	18 794	13 976	74,4%	4
LIMPOPO	756	669	88,5%	1	850	747	87,9%	3	9 781	7 365	75,3%	2
MPUMALANGA	1 215	1 029	84,7%	3	233	202	86,7%	4	7 041	5 172	73,5%	6
NORTH WEST	1 160	970	83,6%	5	128	107	83,6%	8	3 276	2 405	73,4%	7
NORTHERN CAPE	668	545	81,6%	6	0	0			511	306	59,9%	9
WESTERN CAPE	4 786	3 854	80,5%	7	136	120	88,2%	2	1 964	1 187	60,4%	8
NATIONAL	31 501	25 339	80,4%		4 942	4 241	85,8%		64 531	47 992	74,4%	
									100 974	77 572	76,8%	

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			
	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK % Tech Maths	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK % Tech Maths	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK % Tech Maths
EASTERN CAPE	311	258	83,0%	9	89	64	71,9%	1	2 288	1 774	77,5%	8
FREE STATE	338	296	87,6%	6	0	0			1 459	1 406	96,4%	1
GAUTENG	1 898	1 786	94,1%	3	0	0			705	659	93,5%	3
KWAZULU-NATAL	969	918	94,7%	2	0	0			1 294	1 237	95,6%	2
LIMPOPO	297	278	93,6%	4	0	0			1 273	1 111	87,3%	6
MPUMALANGA	208	207	99,5%	1	0	0			780	702	90,0%	5
NORTH WEST	701	608	86,7%	7	0	0			1 033	787	76,2%	9
NORTHERN CAPE	140	127	90,7%	5	0	0			258	223	86,4%	7
WESTERN CAPE	794	674	84,9%	8	0	0			358	331	92,5%	4
NATIONAL	5 656	5 152	91,1%		89	64	71,9%		9 448	8 230	87,1%	
									15 193	13 446	88,5%	

6.3 Subject Performance

Table 6.3.1: Candidates' performance in Official Home Languages – 2021 to 2023

Subject Name (Home Languages)	2021			2022			2023		
	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved
Afrikaans Home Language	47 337	45 079	95,2	47 648	45 035	94,5	48 385	46 485	96,1
English Home Language	122 189	113 775	93,1	127 633	119 462	93,6	127 623	118 682	93,0
IsiNdebele Home Language	6 115	6 106	99,9	6 378	6 370	99,9	5 911	5 900	99,8
IsiXhosa Home Language	105 490	105 130	99,7	110 210	109 560	99,4	110 021	109 646	99,7
IsiZulu Home Language	184 543	183 116	99,2	182 798	181 612	99,4	177 564	177 021	99,7
Sepedi Home Language	81 777	80 474	98,4	85 300	84 171	98,7	76 183	75 527	99,1
Sesotho Home Language	40 499	40 165	99,2	42 497	42 104	99,1	38 851	38 640	99,5
Setswana Home Language	57 102	56 817	99,5	61 073	60 559	99,2	56 264	55 938	99,4
SiSwati Home Language	21 699	21 574	99,4	22 139	21 976	99,3	20 325	20 237	99,6
South African Sign Language Home Language	127	116	91,3	210	162	77,1	128	109	85,2
Tshivenda Home Language	21 423	21 398	99,9	23 010	22 981	99,9	18 240	18 221	99,9
Xitsonga Home Language	32 193	31 775	98,7	34 525	34 066	98,7	29 062	28 742	98,9

Table 6.3.2: Candidates' Performance in Official First Additional Languages – 2021 to 2023

Subject Name (1st Additional Languages)	2021			2022			2023		
	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved
Afrikaans First Additional Language	93 813	87 986	93,8	98 046	91 943	93,8	97 654	92 171	94,4
English First Additional Language	592 008	585 785	98,9	609 901	604 912	99,2	574 968	572 467	99,6
IsiNdebele First Additional Language	30	30	100,0	48	48	100,0	53	53	100,0
IsiXhosa First Additional Language	2 871	2 866	99,8	3 058	3 049	99,7	3 716	3 703	99,7
IsiZulu First Additional Language	17 312	17 160	99,1	18 012	17 787	98,8	17 821	17 654	99,1
Sepedi First Additional Language	616	612	99,4	614	613	99,8	662	662	100,0
Sesotho First Additional Language	513	510	99,4	502	499	99,4	597	596	99,8
Setswana First Additional Language	477	476	99,8	506	504	99,6	551	550	99,8
SiSwati First Additional Language	335	330	98,5	323	319	98,8	300	298	99,3
Tshivenda First Additional Language	40	40	100,0	53	53	100,0	77	77	100,0
Xitsonga First Additional Language	27	27	100,0	46	46	100,0	77	77	100,0

Table 6.3.3: Candidates' performance at 30% and above in Selected Non Language Subjects, Full-Time - 2021 to 2023

Subjects	2021			2022			2023		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	105 894	79 093	74,7	104 798	78 993	75,4	100 974	77 572	76,8
Agricultural Science	123 990	93 447	75,4	125 353	95 070	75,8	115 894	93 279	80,5
Business Studies	243 843	196 233	80,5	241 989	185 503	76,7	227 632	186 191	81,8
Economics	139 191	94 479	67,9	137 657	98 414	71,5	123 661	92 140	74,5
Geography	358 655	266 402	74,3	368 882	299 751	81,3	344 301	296 887	86,2
History	227 448	203 473	89,5	237 327	209 315	88,2	225 731	198 052	87,7
Life Sciences	384 216	274 584	71,5	399 007	285 217	71,5	379 024	286 708	75,6
Mathematical Literacy	441 067	328 382	74,5	450 005	385 515	85,7	421 835	347 227	82,3
Mathematics	259 143	149 177	57,6	269 734	148 346	55,0	262 016	166 337	63,5
Physical Science	196 968	135 915	69,0	209 004	155 877	74,6	206 399	157 368	76,2

Table 6.3.4: Number and Percentage of Distinctions in selected Gateway Subjects – 2021 to 2023

Subjects	2021			2022			2023		
	Wrote	Achieved with Distinction	% with Distinction	Wrote	Achieved with Distinction	% with Distinction	Wrote	Achieved with Distinction	% with Distinction
Accounting	105 894	6 571	6.2	104 798	5 831	5.6	100 974	5 631	5.6
Afrikaans FAL	93 813	7 311	7.8	98 046	6 102	6.2	97 654	4 227	4.3
Agricultural Sciences	123 990	1 469	1.2	125 353	2 667	2.1	115 894	2 935	2.5
Business Studies	243 843	13 052	5.4	241 989	14 575	6.0	227 632	14 747	6.5
Economics	139 191	1 646	1.2	137 657	2 703	2.0	123 661	2 752	2.2
English FAL	592 008	8 818	1.5	609 901	14 188	2.3	574 968	10 151	1.8
Geography	358 655	1 911	0.5	368 882	3 607	1.0	344 301	7 807	2.3
History	227 448	12 887	5.7	237 327	8 434	3.6	225 731	7 188	3.2
Life Sciences	384 216	14 310	3.7	399 007	9 845	2.5	379 024	8 760	2.3
Mathematical Literacy	441 067	10 005	2.3	450 005	7 792	1.7	421 835	9 142	2.2
Mathematics	259 143	7 725	3.0	269 734	7 304	2.7	262 016	8 964	3.4
Physical Sciences	196 968	6 771	3.4	209 004	6 556	3.1	206 399	6 513	3.2

Table 6.3.5: Candidates' Performance in Technical Subjects – 2021 to 2023

Subject Description	2021			2022			2023		
	Wrote	Total Achieved	% Achieved 30-100%	Wrote	Total Achieved	% Achieved 30-100%	Wrote	Total Achieved	% Achieved 30-100%
Civil Technology (Civil Services)	627	608	97.0	4 773	4 646	97.3	769	751	97.7
Civil Technology (Construction)	4 474	4 406	98.5	728	705	96.8	4 387	4 317	98.4
Civil Technology (Woodworking)	2 366	2 294	97.0	2 542	2 430	95.6	2 213	2 127	96.1
Electrical Technology (Digital Systems)	371	351	94.6	391	382	97.7	391	380	97.2
Electrical Technology (Electronics)	1 143	1 040	91.0	1 199	1 105	92.2	1 112	1 067	96.0
Electrical Technology (Power Systems)	5 675	5 357	94.4	5 907	5 561	94.1	5 938	5 694	95.9
Engineering Graphics and Design	37 131	34 463	92.8	38 879	34 830	89.6	38 006	35 603	93.7
Mechanical Technology (Automotive)	3 330	3 171	95.2	3 601	3 388	94.1	3 711	3 572	96.3
Mechanical Technology (Fitting and Machining)	1 991	1 933	97.1	1 937	1 870	96.5	2 019	1 959	97.0
Mechanical Technology (Welding and Metal Works)	2 308	2 091	90.6	2 397	2 227	92.9	2 400	2 238	93.3
Technical Mathematics	13 403	8 060	60.1	14 657	11 993	81.8	15 193	13 446	88.5
Technical Sciences	14 642	12 758	87.1	15 753	14 168	89.9	16 322	15 609	95.6

Table 6.3.6: Candidates' Performance in Mathematics by Province and level of achievement – 2021 to 2023

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		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Eastern Cape	43 886	42 640	43 021	20 452	19 652	24 678	46.6	46.1	57.4	12 286	11 967	15 944	28.0	28.1	37.1
Free State	12 745	13 681	12 845	8 494	8 834	8 974	66.6	64.6	69.9	5 456	5 627	6 021	42.8	41.1	46.9
Gauteng	39 842	44 241	42 773	27 184	27 719	29 551	68.2	62.7	69.1	19 256	19 637	21 291	48.3	44.4	49.8
Kwazulu-Natal	61 506	63 259	61 162	33 354	34 508	39 239	54.2	54.6	64.2	21 504	22 131	27 053	35.0	35.0	44.2
Limpopo	44 874	47 971	44 821	24 477	23 918	26 965	54.5	49.9	60.2	15 111	14 753	17 976	33.7	30.8	40.1
Mpumalanga	28 580	28 340	28 019	15 443	14 977	16 253	54.0	52.8	58.0	9 924	9 721	10 951	34.7	34.3	39.1
North West	9 815	11 139	11 126	7 017	6 671	7 423	71.5	59.9	66.7	4 685	4 219	4 943	47.7	37.9	44.4
Northern Cape	2 689	2 847	2 725	1 591	1 465	1 552	59.2	51.5	57.0	1 052	928	991	39.1	32.6	36.4
Western Cape	15 206	15 616	15 524	11 165	10 602	11 702	73.4	67.9	75.4	8 287	8 058	9 141	54.5	51.6	58.9
National	259 143	269 734	262 016	149 177	148 346	166 337	57.6	55.0	63.5	97 561	97 041	114 311	37.6	36.0	43.6

Table 6.3.7: Candidates' Performance in Physical Sciences by Province and level of achievement – 2021 to 2023

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		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Eastern Cape	30 738	31 365	31 894	19 142	22 107	23 926	62.3	70.5	75.0	11 510	13 776	15 386	37.4	43.9	48.2
Free State	9 826	10 835	10 339	7 380	8 729	8 289	75.1	80.6	80.2	4 723	5 816	5 430	48.1	53.7	52.5
Gauteng	29 425	33 263	32 317	21 622	25 525	25 176	73.5	76.7	77.9	14 997	17 728	17 724	51.0	53.3	54.8
Kwazulu-Natal	44 908	47 811	47 231	31 988	36 964	36 743	71.2	77.3	77.8	21 088	25 402	25 176	47.0	53.1	53.3
Limpopo	36 659	38 736	37 458	24 840	28 406	28 863	67.8	73.3	77.1	15 250	17 861	18 524	41.6	46.1	49.5
Mpumalanga	25 471	25 763	25 604	15 668	17 535	17 509	61.5	68.1	68.4	9 801	11 741	11 441	38.5	45.6	44.7
North West	8 054	9 220	9 399	6 240	7 129	7 179	77.5	77.3	76.4	4 059	4 534	4 526	50.4	49.2	48.2
Northern Cape	2 086	2 193	2 075	1 361	1 524	1 395	65.2	69.5	67.2	884	925	832	42.4	42.2	40.1
Western Cape	9 801	9 818	10 082	7 674	7 958	8 288	78.3	81.1	82.2	5 852	6 028	6 375	59.7	61.4	63.2
National	196 968	209 004	206 399	135 915	155 877	157 368	69.0	74.6	76.2	88 164	103 811	105 414	44.8	49.7	51.1

Table 6.3.8: Candidates Performance in Mathematics by Province @ 50% 2021 - 2023

Mathematics								
Province	Total Wrote			Total achieved at 50% and above			% achieved at 50% and above	
	2021	2022	2023	2021	2022	2023	2021	2023
Eastern Cape	43 886	42 640	43 021	7 032	6 819	9 358	16,0	21,8
Free State	12 745	13 681	12 845	3 187	3 365	3 745	25,0	29,2
Gauteng	39 842	44 241	42 773	12 643	12 800	14 309	31,7	33,5
Kwazulu-Natal	61 506	63 259	61 162	12 716	13 097	16 614	20,7	27,2
Limpopo	44 874	47 971	44 821	8 734	8 627	11 034	19,5	24,6
Mpumalanga	28 580	28 340	28 019	5 894	5 796	6 813	20,6	24,3
North West	9 815	11 139	11 126	2 800	2 482	2 982	28,5	26,8
Northern Cape	2 689	2 847	2 725	623	568	592	23,2	21,7
Western Cape	15 206	15 616	15 524	5 944	5 896	6 679	39,1	43,0
National	259 143	269 734	262 016	59 573	59 450	72 126	23,0	27,5

Table 6.3.9: Candidates Performance in Physical Sciences by Province @ 50% 2021 - 2023

Physical Sciences									
Province	Total Wrote			Total achieved at 50% and above			% achieved at 50% and above		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Eastern Cape	30 738	31 365	31 894	6 505	7 775	8 829	21.2	24.8	27.7
Free State	9 826	10 835	10 339	2 842	3 471	3 247	28.9	32.0	31.4
Gauteng	29 425	33 263	32 317	10 046	11 609	11 620	34.1	34.9	36.0
Kwazulu-Natal	44 908	47 811	47 231	12 727	15 416	15 143	28.3	32.2	32.1
Limpopo	36 659	38 736	37 458	8 726	10 437	10 682	23.8	26.9	28.5
Mpumalanga	25 471	25 763	25 604	5 767	7 124	6 945	22.6	27.7	27.1
North West	8 054	9 220	9 399	2 365	2 641	2 672	29.4	28.6	28.4
Northern Cape	2 086	2 193	2 075	502	551	484	24.1	25.1	23.3
Western Cape	9 801	9 818	10 082	4 364	4 433	4 694	44.5	45.2	46.6
National	196 968	209 004	206 399	53 844	63 457	64 316	27.3	30.4	31.2

Table 6.3.10: Candidates' performance in Mathematics and Physical Science by gender – 2021 to 2023

Subjects	Exam Years	Mathematics			Physical Science		
		Female	Male	Total	Female	Male	Total
Total Wrote	2021	151 849	107 294	259 143	115 072	81 896	196 968
Achieved at 30% & above		84 897	64 280	149 177	79 521	56 394	135 915
% Achieved		55.9	59.9	57.6	69.1	68.9	69.0
Total Wrote	2022	162 341	107 393	269 734	125 770	83 234	209 004
Achieved at 30% & above		84 957	63 389	148 346	93 649	62 228	155 877
% Achieved		52.3	59.0	55.0	74.5	74.8	74.6
Total Wrote	2023	160 524	101 492	262 016	127 035	79 364	206 399
Achieved at 30% & above		98 263	68 074	166 337	96 588	60 780	157 368
% Achieved		61.2	67.1	63.5	76.0	76.6	76.2

Table 6.3.11: Candidates' Performance in Accounting by Province and level of Achievement from 2022 to 2023

Accounting										
Province	2022					2023				
	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	12 989	9 993	6 867	76.9	52.9	13 327	10 228	6 847	76.7	51.4
Free State	8 084	6 774	4 768	83.8	59.0	8 042	6 555	4 467	81.5	55.5
Gauteng	19 001	15 159	10 988	79.8	57.8	18 687	14 599	10 235	78.1	54.8
Kwazulu-Natal	29 586	21 369	14 328	72.2	48.4	28 413	21 512	14 312	75.7	50.4
Limpopo	13 298	9 550	6 161	71.8	46.3	11 387	8 781	5 819	77.1	51.1
Mpumalanga	8 883	6 429	4 391	72.4	49.4	8 489	6 403	4 271	75.4	50.3
North West	5 009	3 729	2 322	74.4	46.4	4 564	3 482	2 291	76.3	50.2
Northern Cape	1 152	784	545	68.1	47.3	1 179	851	513	72.2	43.5
Western Cape	6 796	5 206	3 921	76.6	57.7	6 886	5 161	3 754	74.9	54.5
Total	104 798	78 993	54 291	75.4	51.8	100 974	77 572	52 509	76.8	52.0

Table 6.3.12: Candidates' performance in Business Studies by province and level of achievement from 2022 to 2023

Business Studies										
Province	2022				2023				% Pass 40 - 100%	% Pass 30 - 100%
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	25 719	19 409	14 353	75.5	55.8	26 005	21 291	16 512	81.9	63.5
Free State	14 061	11 975	8 884	85.2	63.2	12 963	11 437	8 680	88.2	67.0
Gauteng	56 212	43 553	31 623	77.5	56.3	52 461	43 698	33 108	83.3	63.1
Kwazulu-Natal	64 699	50 708	38 791	78.4	60.0	60 334	51 021	40 264	84.6	66.7
Limpopo	18 915	15 008	11 159	79.3	59.0	16 006	13 474	10 571	84.2	66.0
Mpumalanga	19 827	13 880	9 405	70.0	47.4	18 180	13 098	9 005	72.0	49.5
North West	13 078	10 316	7 381	78.9	56.4	12 025	9 577	6 884	79.6	57.2
Northern Cape	4 233	2 592	1 629	61.2	38.5	4 178	2 883	1 893	69.0	45.3
Western Cape	25 245	18 062	13 105	71.5	51.9	25 480	19 712	14 687	77.4	57.6
Total	241 989	185 503	136 330	76.7	56.3	227 632	186 191	141 604	81.8	62.2

Table 6.3.13: Candidates' performance in Economics by province and level of achievement from 2022 to 2023

Province	Economics									
	2022					2023				
	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	17 250	13 559	9 548	78.6	55.4	16 700	13 071	8 455	78.3	50.6
Free State	8 034	6 407	4 138	79.7	51.5	7 197	5 461	3 410	75.9	47.4
Gauteng	26 802	18 064	11 770	67.4	43.9	24 140	17 135	11 520	71.0	47.7
Kwazulu-Natal	33 809	25 674	17 113	75.9	50.6	31 046	24 023	15 987	77.4	51.5
Limpopo	21 893	14 924	9 706	68.2	44.3	17 137	13 235	9 012	77.2	52.6
Mpumalanga	11 051	7 516	4 460	68.0	40.4	9 699	6 252	3 708	64.5	38.2
North West	7 753	5 325	3 222	68.7	41.6	6 737	4 934	3 217	73.2	47.8
Northern Cape	1 871	885	517	47.3	27.6	1 631	966	530	59.2	32.5
Western Cape	9 194	6 060	4 085	65.9	44.4	9 374	7 063	5 118	75.3	54.6
Total	137 657	98 414	64 559	71.5	46.9	123 661	92 140	60 957	74.5	49.3

Table 6.3.14: Candidates' performance in History by province and level of achievement from 2022 to 2023

History										
Province	2022					2023				
	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	33 999	29 638	23 147	87.2	68.1	34 597	31 127	25 157	90.0	72.7
Free State	7 954	7 469	6 194	93.9	77.9	7 344	6 692	4 987	91.1	67.9
Gauteng	51 422	46 567	37 503	90.6	72.9	49 100	42 158	30 950	85.9	63.0
Kwazulu-Natal	56 748	51 240	42 482	90.3	74.9	54 651	51 998	45 843	95.1	83.9
Limpopo	24 862	21 267	16 374	85.5	65.9	18 073	15 746	12 073	87.1	66.8
Mpumalanga	14 621	12 401	9 745	84.8	66.7	14 296	11 069	7 781	77.4	54.4
North West	13 677	11 359	7 948	83.1	58.1	12 809	10 976	7 975	85.7	62.3
Northern Cape	6 345	5 756	4 588	90.7	72.3	6 052	5 253	3 723	86.8	61.5
Western Cape	27 699	23 618	17 502	85.3	63.2	28 809	23 033	16 012	80.0	55.6
Total	237 327	209 315	165 483	88.2	69.7	225 731	198 052	154 501	87.7	68.4

Table 6.3.15: Candidates' performance in Life Science by province and level of achievement from 2022 to 2023

Life Science										
Province	2022					2023				
	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	56 496	40 793	28 759	72.2	50.9	56 252	43 100	30 714	76.6	54.6
Free State	17 559	14 538	10 607	82.8	60.4	16 163	13 803	9 929	85.4	61.4
Gauteng	60 413	45 936	32 544	76.0	53.9	58 199	45 045	31 992	77.4	55.0
Kwazulu-Natal	88 768	65 713	45 681	74.0	51.5	86 657	67 849	47 412	78.3	54.7
Limpopo	77 605	51 027	32 805	65.8	42.3	66 883	50 833	34 020	76.0	50.9
Mpumalanga	41 667	29 093	19 220	69.8	46.1	40 847	28 763	18 998	70.4	46.5
North West	22 920	15 670	10 194	68.4	44.5	21 254	15 433	10 184	72.6	47.9
Northern Cape	6 037	3 453	2 105	57.2	34.9	4 960	3 077	1 833	62.0	37.0
Western Cape	27 542	18 994	13 705	69.0	49.8	27 809	18 805	13 227	67.6	47.6
Total	399 007	285 217	195 620	71.5	49.0	379 024	286 708	198 309	75.6	52.3

Table 6.3.16: Candidates' performance in Mathematical Literacy by province and level of achievement from 2022 to 2023

Mathematical Literacy										
Province	2022					2023				
	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	50 727	42 134	28 982	83.1	57.1	50 658	40 834	27 846	80.6	55.0
Free State	21 839	20 294	15 563	92.9	71.3	20 223	18 142	13 372	89.7	66.1
Gauteng	89 391	80 191	59 834	89.7	66.9	84 337	72 750	52 720	86.3	62.5
Kwazulu-Natal	101 153	84 677	58 223	83.7	57.6	96 924	77 725	51 930	80.2	53.6
Limpopo	61 111	50 412	33 563	82.5	54.9	47 435	39 406	26 835	83.1	56.6
Mpumalanga	39 489	33 022	22 744	83.6	57.6	37 287	29 066	19 321	78.0	51.8
North West	31 286	27 142	18 720	86.8	59.8	28 840	23 737	15 930	82.3	55.2
Northern Cape	10 465	8 492	5 375	81.1	51.4	9 837	7 419	4 548	75.4	46.2
Western Cape	44 544	39 151	28 826	87.9	64.7	46 294	38 148	26 543	82.4	57.3
Total	450 005	385 515	271 830	85.7	60.4	421 835	347 227	239 045	82.3	56.7

Table 6.3.17: Candidates' performance in Geography by province and level of achievement from 2022 to 2023

Geography										
Province	2022				2023					
	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	40 655	31 619	20 690	77.8	50.9	40 561	35 297	26 025	87.0	64.2
Free State	16 356	14 896	10 336	91.1	63.2	15 075	14 034	10 706	93.1	71.0
Gauteng	65 596	57 149	38 216	87.1	58.3	62 011	54 543	39 221	88.0	63.2
Kwazulu-Natal	84 402	69 574	47 040	82.4	55.7	80 165	70 610	52 573	88.1	65.6
Limpopo	70 064	53 816	32 882	76.8	46.9	58 121	50 018	35 383	86.1	60.9
Mpumalanga	32 370	24 829	14 565	76.7	45.0	30 921	24 537	15 996	79.4	51.7
North West	27 418	22 581	13 951	82.4	50.9	25 838	22 112	14 999	85.6	58.1
Northern Cape	7 668	5 648	2 912	73.7	38.0	6 750	5 215	2 963	77.3	43.9
Western Cape	24 353	19 639	12 020	80.6	49.4	24 859	20 521	13 508	82.5	54.3
Total	368 882	299 751	192 612	81.3	52.2	344 301	296 887	211 374	86.2	61.4

Table 6.3.18: Candidates' performance in Agricultural Science by province and level of achievement from 2022 to 2023

Agricultural Science										
Province	2022					2023				
	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	27 501	22 314	16 552	81.1	60.2	27 907	23 401	17 809	83.9	63.8
Free State	2 638	2 216	1 466	84.0	55.6	2 444	2 092	1 445	85.6	59.1
Gauteng	1 151	891	561	77.4	48.7	984	829	585	84.2	59.5
Kwazulu-Natal	23 598	19 933	15 228	84.5	64.5	23 585	20 409	15 391	86.5	65.3
Limpopo	38 485	26 730	16 767	69.5	43.6	31 608	25 536	17 632	80.8	55.8
Mpumalanga	21 753	15 630	10 263	71.9	47.2	19 847	14 201	9 312	71.6	46.9
North West	8 001	5 902	3 585	73.8	44.8	7 574	5 517	3 282	72.8	43.3
Northern Cape	1 518	923	471	60.8	31.0	1 283	814	415	63.4	32.3
Western Cape	708	531	358	75.0	50.6	662	480	304	72.5	45.9
Total	125 353	95 070	65 251	75.8	52.1	115 894	93 279	66 175	80.5	57.1

6.4 Performance of Learners with Special Needs

Table 6.4.1: Performance of Learners with Special Needs

Province	2023							
	Total Entered	Total Wrote	Total Achieved	% Achieved	Achieved Bachelor	Achieve Diploma	Achieve Higher Certificate	Achieved Endorsed
Eastern Cape	412	399	331	83.0	180	114	37	
Free State	1 743	1 677	1 475	88.0	763	478	210	24
Gauteng	712	700	659	94.1	342	200	46	71
Kwazulu-Natal	520	504	435	86.3	188	152	87	8
Limpopo	102	102	88	86.3	40	26	22	
Mpumalanga	287	274	167	60.9	83	44	40	
North West	95	89	79	88.8	30	31	11	7
Northern Cape	93	92	61	66.3	19	22	18	2
Western Cape	1 494	1 451	1 286	88.6	846	293	120	27
National	5 458	5 288	4 581	86.6	2 491	1 360	591	139

6.5 Performance of Progressed Learners

Table 6.5.1: The number of progressed learners that enrolled for the 2021 - 2023

Province	Progressed 2021	Progressed 2022	Progressed 2023
Eastern Cape	7 160	5 459	6 952
Free State	3 604	3 638	3 606
Gauteng	9 480	9 124	8 096
KwaZulu-Natal	13 838	13 736	13 307
Limpopo	15 515	9 687	10 313
Mpumalanga	6 880	4 181	6 393
North West	2 025	3 801	3 427
Northern Cape	1 115	1 012	1 076
Western Cape	2 172	2 323	1 773
National	61 789	52 961	54 943

Table 6.5.2: Number of Progressed Learners who wrote and achieved the NSC per province in 2023

Province	Progressed Candidates			
	Entered	Wrote	Achieved	% Achieved
Eastern Cape	6 952	6 364	2 413	37.9
Free State	3 606	3 227	1 829	56.7
Gauteng	8 096	7 194	3 158	43.9
Kwazulu-Natal	13 307	11 266	6 342	56.3
Limpopo	10 313	10 092	4 261	42.2
Mpumalanga	6 393	5 909	2 801	47.4
North West	3 427	3 268	1 263	38.6
Northern Cape	1 076	1 032	295	28.6
Western Cape	1 773	1 514	326	21.5
National	54 943	49 866	22 688	45.5

6.6 Performance of Part-Time Candidates

Table 6.6.1: Part Time Candidates Enrolment – 2021 to 2023

	2021		2022		2023	
Province	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	18 334	9 466	18 665	11 135	17 323	10 701
Free State	7 976	5 067	7 845	5 577	8 542	6 037
Gauteng	42 887	28 792	55 849	37 066	59 094	39 756
KwaZulu-Natal	24 677	15 289	23 598	14 997	25 366	15 857
Limpopo	36 044	19 999	34 150	22 775	35 733	24 481
Mpumalanga	10 985	6 317	10 552	7 089	16 367	7 723
North West	5 352	3 237	4 250	2 871	4 214	3 000
Northern Cape	3 512	1 821	2 263	1 324	2 581	1 589
Western Cape	14 198	6 668	11 459	6 585	12 836	6 927
National	163 965	96 656	168 631	109 419	182 056	116 071

Table 6.6.2: Part-Time Candidates' performance at 30% and above in Gateway subjects - 2021 to 2023

Subjects (Part-Time)	2021			2022			2023		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	8 306	4 203	50.6	9 062	4 083	45.1	8 646	3 455	40.0
Agricultural Sciences	8 789	5 036	57.3	8 445	3 787	44.8	8 074	3 240	40.1
Business Studies	17 095	10 115	59.2	16 697	8 112	48.6	17 730	8 511	48.0
Economics	12 774	5 247	41.1	13 877	5 539	39.9	12 627	4 274	33.8
Geography	22 560	12 018	53.3	26 383	15 066	57.1	24 811	14 177	57.1
History	4 270	2 773	64.9	5 209	3 158	60.6	6 426	3 633	56.5
Life Orientation	39 108	20 945	53.6	525	508	96.8	383	366	95.6
Life Sciences	1 111	1 061	95.5	42 692	20 805	48.7	47 259	24 545	51.9
Mathematical Literacy	43 075	20 900	48.5	32 156	21 577	67.1	29 729	17 050	57.4
Mathematics	25 680	12 593	49.0	47 604	19 824	41.6	53 208	24 921	46.8
Physical Sciences	32 159	16 757	52.1	34 968	17 674	50.5	37 193	18 503	49.7

6.7 District Performance

6.7.1: District Performance: Eastern Cape in terms of the inclusive basket for 2022 & 2023

Province	Province Districts	Year	% Achieved	% Accounting	% Maths	% Physical Science	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions	% Throughput
Eastern Cape	Alfred Nzo East	2023	85,1%	83,1%	61,9%	80,9%	89,5%	52,8%	41,9%	3,7%	69,2%
		2022	77,0%	76,2%	48,0%	72,1%	76,5%	54,5%	36,7%	2,9%	65,7%
	Alfred Nzo West	2023	84,2%	82,3%	50,6%	73,4%	84,8%	56,7%	42,2%	3,5%	73,7%
		2022	82,7%	84,9%	40,1%	70,6%	94,4%	58,1%	40,5%	3,0%	62,8%
	Amathole East	2023	82,5%	82,0%	57,7%	74,9%	74,5%	54,9%	41,0%	4,8%	82,9%
		2022	78,0%	80,6%	44,5%	67,2%	66,2%	56,3%	37,2%	4,1%	75,8%
	Amathole West	2023	77,6%	74,9%	51,8%	76,2%	62,0%	21,9%	34,8%	3,7%	69,6%
		2022	78,3%	76,6%	44,6%	78,5%	63,3%	21,3%	35,9%	2,9%	71,0%
	Buffalo City	2023	81,3%	75,2%	65,1%	74,7%	75,2%	33,3%	42,5%	4,5%	68,3%
		2022	81,5%	75,1%	62,1%	76,4%	74,5%	31,3%	43,5%	4,5%	68,0%
	Chris Hani East	2023	84,1%	80,7%	57,7%	74,2%	72,1%	54,5%	45,1%	6,4%	64,2%
		2022	79,6%	81,3%	47,9%	70,5%	75,2%	57,7%	41,3%	5,7%	63,1%
	Chris Hani West	2023	80,9%	71,3%	60,4%	73,0%	75,8%	32,1%	35,9%	3,3%	64,9%
		2022	72,0%	70,6%	46,6%	61,0%	58,3%	31,6%	30,5%	2,6%	64,4%
	Joe Gqabi	2023	83,9%	74,2%	58,7%	80,2%	82,5%	33,5%	35,6%	3,0%	55,5%
		2022	71,7%	75,6%	43,6%	63,1%	65,1%	32,9%	30,8%	2,6%	61,0%
	Nelson Mandela Metro	2023	83,1%	76,9%	75,0%	80,9%	69,9%	25,1%	41,0%	3,8%	62,3%
		2022	80,4%	76,5%	61,4%	76,9%	63,8%	27,1%	38,2%	3,8%	63,9%
	Or Tambo Coastal	2023	78,4%	71,3%	49,8%	72,5%	67,4%	59,6%	35,3%	4,2%	67,2%
		2022	71,2%	73,7%	36,8%	65,0%	63,7%	57,6%	30,8%	3,0%	62,1%
	Or Tambo Inland	2023	79,6%	76,8%	56,0%	73,4%	87,7%	61,6%	40,5%	5,6%	78,5%
		2022	76,8%	76,8%	44,6%	73,8%	73,7%	61,0%	38,3%	4,9%	75,4%
	Sarah Baartman	2023	76,6%	68,0%	63,3%	79,9%	45,5%	18,1%	33,7%	2,6%	54,2%
		2022	75,5%	72,6%	58,0%	84,0%	28,6%	17,3%	33,1%	2,8%	55,7%

6.7.2: District Performance – Eastern Cape - 2021 to 2023

EASTERN CAPE DISTRICTS	2021			2022			2023		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
PROVINCE	91 500	66 770	73,0	94 993	73 386	77,3	95 697	77 917	81,4
Alfred Nzo East	6 107	4 441	72.7	6 233	4 801	77.0	6 303	5 365	85.1
Alfred Nzo West	8 960	6 607	73.7	8 779	7 261	82.7	9 277	7 815	84.2
Amathole East	7 622	5 670	74.4	7 938	6 195	78.0	8 290	6 838	82.5
Amathole West	3 677	2 744	74.6	3 994	3 127	78.3	4 295	3 335	77.6
Buffalo City	10 274	8 112	79.0	11 095	9 039	81.5	11 182	9 086	81.3
Chris Hani East	4 971	3 457	69.5	4 733	3 767	79.6	4 865	4 090	84.1
Chris Hani West	5 852	4 206	71.9	5 997	4 319	72.0	5 631	4 554	80.9
Joe Gqabi	5 094	3 527	69.2	4 840	3 470	71.7	4 276	3 588	83.9
Nelson Mandela Metro	11 489	8 985	78.2	11 920	9 583	80.4	11 962	9 945	83.1
OR Tambo Coastal	12 704	8 598	67.7	13 389	9 527	71.2	13 158	10 314	78.4
OR Tambo Inland	11 265	7 917	70.3	12 377	9 504	76.8	12 653	10 073	79.6
Sarah Baartman	3 485	2 506	71.9	3 698	2 793	75.5	3 805	2 914	76.6

6.7.3: District Performance: Free State in terms of the inclusive basket for 2022 & 2023

Province	Province Districts	Year	% Achieved	% Accounting	% Maths	% Physical Science	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions	% Throughput
Free State	Fezile Dabi	2023	89,6%	83,9%	74,1%	79,5%	89,9%	33,4%	44,0%	2,7%	53,8%
		2022	90,4%	88,9%	69,2%	82,6%	81,3%	33,9%	42,3%	2,5%	57,3%
	Lejweleputswa	2023	85,4%	74,4%	61,9%	73,8%	91,1%	39,0%	36,2%	2,2%	54,8%
		2022	85,7%	75,8%	57,4%	73,1%	97,0%	39,0%	35,6%	2,0%	57,8%
	Motho	2023	91,2%	85,7%	74,3%	81,6%	97,3%	35,0%	48,6%	4,5%	58,1%
		2022	90,8%	88,5%	70,1%	84,3%	99,5%	35,8%	49,5%	4,3%	61,7%
	Thabo Mofutsanyana	2023	89,4%	82,0%	70,0%	84,2%	98,8%	42,8%	47,4%	4,0%	53,6%
		2022	87,3%	82,6%	62,4%	81,7%	99,2%	41,5%	42,5%	3,7%	56,4%
	Xhariep	2023	86,6%	78,5%	61,5%	69,7%	100,0%	22,7%	43,9%	2,7%	56,7%
		2022	87,5%	92,2%	68,2%	84,1%	100,0%	23,6%	44,3%	2,9%	59,4%

6.7.4: District Performance – Free State -2021 to 2023

FREE STATE DISTRICTS	2021			2022			2023		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
PROVINCE	35 055	30 037	85,7	36 607	32 397	88,5	34 451	30 673	89,0
Fezile Dabi	5 939	5 194	87,5	6 228	5 628	90,4	5 675	5 085	89,6
Lejweleputswa	7 161	6 131	85,6	8 027	6 882	85,7	7 163	6 114	85,4
Motho	10 319	9 073	87,9	10 647	9 668	90,8	10 587	9 651	91,2
Thabo Mofutsanyana	10 332	8 524	82,5	10 388	9 067	87,3	9 687	8 663	89,4
Xhariep	1 304	1 115	85,5	1 317	1 152	87,5	1 339	1 160	86,6

6.7.5: District Performance: Gauteng in terms of the inclusive basket for 2022 & 2023

Province	Province Districts	Year	% Achieved	Accounting %	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions	Throughput %
Gauteng	Ekurhuleni North	2023	82,3%	69,1%	66,2%	76,3%	94,0%	35,5%	39,3%	3,5%	74,2%
		2022	82,9%	74,9%	60,2%	75,3%	72,5%	36,3%	40,2%	3,6%	70,5%
	Ekurhuleni South	2023	86,0%	76,2%	66,1%	72,5%	97,7%	33,2%	42,7%	3,7%	71,1%
		2022	85,7%	79,9%	59,9%	73,3%	99,4%	31,9%	43,6%	3,6%	68,2%
	Gauteng East	2023	82,8%	75,1%	56,2%	64,0%	84,9%	26,8%	39,2%	2,2%	61,8%
		2022	83,6%	72,3%	56,0%	67,2%	88,0%	27,2%	40,6%	2,2%	57,9%
	Gauteng North	2023	88,4%	86,9%	72,0%	81,2%	98,1%	27,3%	43,9%	3,1%	56,7%
		2022	87,7%	84,3%	69,3%	83,1%	100,0%	27,1%	45,8%	3,3%	59,5%
	Gauteng West	2023	86,7%	79,8%	66,7%	78,4%	85,7%	31,8%	42,3%	3,5%	58,0%
		2022	82,1%	79,6%	55,1%	75,1%	72,9%	29,7%	38,3%	3,1%	61,1%
	Johannesburg Central	2023	83,0%	78,2%	69,2%	78,7%	95,3%	28,6%	39,0%	4,3%	65,2%
		2022	82,0%	81,0%	61,0%	75,2%	68,0%	29,4%	38,0%	3,7%	65,0%
Johannesburg East	2023	81,8%	78,6%	69,2%	76,5%	100,0%	36,5%	43,2%	4,6%	67,6%	
	2022	84,2%	80,6%	66,1%	75,7%	96,6%	37,2%	45,2%	4,6%	69,2%	
Johannesburg North	2023	86,1%	80,1%	73,7%	83,7%	96,9%	36,4%	48,3%	6,1%	70,9%	
	2022	86,2%	84,0%	71,0%	83,6%	96,5%	35,7%	49,0%	6,3%	70,5%	
Johannesburg South	2023	85,4%	75,0%	65,1%	75,6%	94,9%	34,7%	46,4%	6,5%	59,2%	
	2022	82,8%	76,7%	59,0%	74,9%	90,3%	33,0%	43,0%	5,7%	61,5%	
Johannesburg West	2023	92,5%	85,2%	77,3%	88,4%	100,0%	26,9%	52,9%	5,8%	63,3%	
	2022	89,7%	80,9%	62,9%	82,6%	86,2%	28,8%	49,0%	5,1%	61,9%	
Sedibeng East	2023	83,7%	80,5%	71,3%	75,9%	97,1%	29,7%	42,0%	3,9%	72,2%	
	2022	85,2%	84,1%	61,1%	77,6%	100,0%	31,7%	41,1%	3,7%	65,3%	
Sedibeng West District	2023	82,9%	75,7%	60,2%	71,2%	98,9%	30,8%	38,4%	2,8%	61,6%	
	2022	81,7%	75,4%	49,7%	68,4%	99,0%	31,7%	36,7%	2,8%	65,1%	
Tshwane North	2023	86,4%	76,4%	74,4%	81,3%	98,0%	33,6%	47,6%	3,9%	63,2%	
	2022	83,5%	72,9%	65,8%	79,4%	94,8%	30,4%	43,8%	3,7%	70,4%	
Tshwane South	2023	90,4%	85,6%	81,5%	88,6%	87,4%	40,8%	56,0%	9,1%	76,0%	
	2022	89,0%	89,1%	77,4%	87,4%	87,2%	39,1%	55,0%	9,4%	71,7%	
Tshwane West	2023	84,1%	77,9%	62,6%	75,7%	97,2%	36,7%	41,0%	4,0%	67,0%	
	2022	82,0%	80,0%	55,8%	73,9%	94,5%	36,3%	38,7%	3,6%	69,2%	

6.7.6: District Performance – Gauteng - 2021 to 2023

GAUTENG DISTRICTS	2021			2022			2023		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
PROVINCE	127 523	105 526	82,8	133 841	113 006	84,4	127 697	109 030	85,4
Ekurhuleni North	11 724	9 637	82.2	12 364	10 253	82.9	12 142	9 996	82.3
Ekurhuleni South	13 512	11 654	86.2	14 650	12 553	85.7	14 085	12 107	86.0
Gauteng East	8 829	6 848	77.6	8 935	7 468	83.6	8 672	7 177	82.8
Gauteng North	2 363	1 894	80.2	2 327	2 041	87.7	2 240	1 980	88.4
Gauteng West	9 287	7 361	79.3	9 004	7 392	82.1	8 110	7 035	86.7
Johannesburg Central	10 050	8 122	80.8	9 907	8 127	82.0	9 737	8 086	83.0
Johannesburg East	8 756	7 305	83.4	9 336	7 862	84.2	9 327	7 631	81.8
Johannesburg North	8 965	7 615	84.9	9 041	7 792	86.2	9 049	7 791	86.1
Johannesburg South	8 502	6 659	78.3	8 507	7 044	82.8	8 002	6 837	85.4
Johannesburg West	6 635	5 742	86.5	6 356	5 704	89.7	6 238	5 773	92.5
Sedibeng East	3 295	2 682	81.4	3 605	3 073	85.2	3 488	2 920	83.7
Sedibeng West	6 720	5 314	79.1	7 287	5 952	81.7	6 833	5 662	82.9
Tshwane North	8 003	6 659	83.2	9 292	7 755	83.5	7 998	6 912	86.4
Tshwane South	12 141	10 839	89.3	13 550	12 054	89.0	12 798	11 570	90.4
Tshwane West	8 741	7 195	82.3	9 680	7 936	82.0	8 978	7 553	84.1

6.7.7: District Performance: KwaZulu-Natal in terms of the inclusive basket for 2022 & 2023

Province	Province Districts	Year	% Achieved	% Accounting	% Maths Achieved	% Physical Science	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions	% Throughput
KwaZulu-Natal	Amajuba	2023	87,0%	76,2%	73,0%	82,5%	99,4%	38,2%	44,8%	8,6%	65,3%
		2022	85,5%	79,1%	64,0%	83,2%	99,3%	38,5%	42,8%	6,3%	61,6%
	Harry Gwala	2023	87,1%	85,1%	62,8%	81,8%	100,0%	32,5%	46,1%	7,0%	55,8%
		2022	82,5%	75,9%	51,7%	82,1%	98,8%	32,2%	38,9%	4,5%	58,6%
	Ilembe	2023	88,6%	77,1%	60,7%	76,8%	97,3%	34,9%	44,8%	6,1%	58,0%
		2022	83,9%	73,2%	47,4%	75,4%	82,9%	37,1%	41,1%	4,5%	60,1%
	King Cetshwayo	2023	83,4%	71,6%	60,0%	70,5%	87,0%	42,4%	43,6%	7,8%	81,4%
		2022	81,7%	67,0%	52,6%	71,7%	76,8%	43,0%	42,0%	6,1%	77,3%
	Pinetown	2023	85,6%	78,7%	68,2%	79,7%	90,3%	31,9%	46,6%	8,5%	59,0%
		2022	80,5%	73,3%	57,5%	77,7%	96,7%	30,2%	41,1%	5,8%	62,6%
	Ugu	2023	89,5%	87,4%	77,2%	88,4%	100,0%	29,0%	49,3%	9,9%	59,0%
		2022	87,2%	84,9%	64,6%	84,0%	95,2%	29,8%	48,6%	7,3%	56,5%
	Umgungundlovu	2023	85,1%	73,1%	66,0%	79,3%	92,3%	36,3%	46,8%	9,0%	65,6%
		2022	84,1%	70,4%	56,6%	80,4%	90,0%	35,9%	44,9%	6,9%	65,0%
	Umkhanyakude	2023	90,0%	77,8%	67,6%	80,5%	94,8%	35,7%	46,2%	7,5%	72,0%
		2022	86,3%	69,8%	58,1%	79,1%	67,4%	34,6%	43,9%	5,0%	74,7%
	Umlazi	2023	86,1%	74,8%	60,4%	74,5%	97,8%	45,5%	47,7%	8,9%	69,1%
		2022	82,8%	71,9%	54,3%	75,9%	89,3%	44,0%	45,1%	7,5%	70,8%
	Umzinyathi	2023	86,6%	80,1%	63,7%	81,0%	96,0%	48,4%	43,5%	8,6%	61,5%
		2022	79,8%	73,9%	47,6%	74,3%	73,1%	51,1%	37,9%	5,3%	60,5%
	Uthukela	2023	82,9%	72,5%	61,2%	79,0%	100,0%	40,9%	40,6%	7,8%	64,5%
		2022	80,0%	72,7%	52,8%	80,8%	76,2%	40,0%	37,4%	5,1%	62,8%
	Zululand	2023	87,2%	66,2%	61,2%	74,9%	98,5%	41,8%	46,2%	8,4%	69,5%
		2022	83,7%	65,5%	52,8%	75,9%	92,0%	41,8%	43,2%	5,7%	70,1%

6.7.8: District Performance – Kwa-Zulu Natal - 2021 to 2023

KWAZULU-NATAL DISTRICTS	2021			2022			2023		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	166 570	127 990	76,8	164 308	136 388	83,0	157 911	136 366	86,4
Amajuba	9 147	7 291	79,7	8 676	7 420	85,5	8 383	7 293	87,0
Harry Gwala	7 229	5 497	76,0	7 919	6 532	82,5	7 037	6 126	87,1
Ilembe	9 429	7 135	75,7	9 096	7 631	83,9	8 395	7 436	88,6
King Cetshwayo	18 914	14 637	77,4	18 849	15 409	81,7	18 927	15 785	83,4
Pinetown	19 548	14 626	74,8	19 703	15 865	80,5	17 797	15 231	85,6
Ugu	10 811	8 696	80,4	10 153	8 853	87,2	10 633	9 517	89,5
Umgungundlovu	13 874	10 613	76,5	13 454	11 318	84,1	12 908	10 980	85,1
Umkhanyakude	16 598	12 500	75,3	15 342	13 246	86,3	14 687	13 218	90,0
Umlazi	21 235	16 987	80,0	21 125	17 495	82,8	20 202	17 388	86,1
Umzinyathi	10 212	7 320	71,7	10 399	8 301	79,8	10 231	8 859	86,6
Uthukela	12 113	9 033	74,6	11 891	9 509	80,0	11 571	9 595	82,9
Zululand	17 460	13 655	78,2	17 701	14 809	83,7	17 140	14 938	87,2

6.7.9: District Performance – Limpopo in terms of the inclusive basket for 2022 & 2023

Province	Province Districts	Year	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Limpopo	Capricorn North	2023	80,9%	80,0%	60,0%	76,0%	97,8%	49,1%	36,7%	4,1%	66,0%
		2022	75,8%	79,5%	51,3%	74,9%	71,7%	47,4%	32,8%	3,2%	70,7%
	Capricorn South	2023	81,9%	78,1%	60,6%	75,7%	89,8%	52,3%	41,6%	3,9%	69,1%
		2022	76,7%	73,3%	53,0%	75,2%	79,6%	51,2%	36,1%	3,2%	75,1%
	Mogalakwena	2023	82,6%	74,7%	62,5%	82,7%	97,1%	45,0%	38,5%	2,3%	61,2%
		2022	78,3%	71,5%	52,8%	81,0%	79,1%	45,5%	32,8%	1,7%	61,1%
	Mopani East	2023	77,3%	80,4%	59,3%	74,5%	70,4%	40,5%	33,5%	2,8%	58,6%
		2022	68,4%	80,5%	50,3%	70,6%	78,4%	34,2%	26,8%	2,0%	71,5%
	Mopani West	2023	83,8%	78,9%	66,0%	80,5%	100,0%	38,1%	42,9%	3,8%	60,9%
		2022	76,7%	72,8%	51,8%	76,7%	94,0%	33,9%	33,6%	2,4%	73,2%
	Sekhukhune East	2023	74,7%	73,2%	53,2%	75,2%	83,0%	57,2%	32,2%	1,7%	59,3%
		2022	64,5%	59,9%	41,2%	66,3%	64,4%	55,1%	24,8%	1,4%	69,5%
	Sekhukhune South	2023	73,4%	66,5%	53,6%	72,9%	49,7%	52,8%	32,0%	2,3%	58,8%
		2022	66,8%	64,4%	45,1%	68,2%	40,7%	49,2%	27,6%	1,9%	66,4%
	Vhembe East	2023	82,5%	78,7%	66,1%	81,9%	96,4%	51,9%	37,6%	6,3%	63,8%
		2022	72,3%	72,5%	52,5%	76,9%	87,3%	42,8%	28,4%	3,7%	75,3%
	Vhembe West	2023	79,1%	81,6%	59,8%	76,5%	93,3%	45,3%	33,0%	3,6%	65,5%
		2022	70,8%	71,3%	50,1%	73,0%	53,7%	38,7%	26,8%	2,5%	74,1%
	Waterberg	2023	78,4%	79,6%	66,4%	73,5%	96,0%	28,3%	34,0%	2,4%	56,1%
		2022	77,5%	76,5%	61,1%	79,4%	93,9%	25,4%	32,4%	1,9%	62,6%

6.7.10: District Performance - Limpopo 2021 to 2023

LIMPOPO DISTRICTS	2021			2022			2023		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
PROVINCE	105 101	70 124	66.7	110 295	79 493	72.1	93 533	74 400	79.5
Capricorn North	9 726	6 598	67.8	9 644	7 311	75.8	8 986	7 273	80.9
Capricorn South	14 146	10 439	73.8	14 523	11 133	76.7	13 506	11 066	81.9
Mogalakwena	4 870	3 507	72.0	5 360	4 199	78.3	5 096	4 209	82.6
Mopani East	11 874	7 369	62.1	12 057	8 246	68.4	9 446	7 306	77.3
Mopani West	9 329	6 259	67.1	9 718	7 450	76.7	8 078	6 768	83.8
Sekhukhune East	10 546	6 179	58.6	11 176	7 206	64.5	9 722	7 259	74.7
Sekhukhune South	11 847	7 043	59.4	11 653	7 784	66.8	9 851	7 231	73.4
Vhembe East	16 466	11 657	70.8	18 904	13 663	72.3	14 583	12 031	82.5
Vhembe West	12 410	8 300	66.9	13 016	9 210	70.8	10 444	8 261	79.1
Waterberg	3 887	2 773	71.3	4 244	3 291	77.5	3 821	2 996	78.4

6.7.11: District Performance – Mpumalanga in terms of the inclusive basket for 2022 & 2023

Province	Province Districts	Year	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Mpumalanga	Bohlabela District	2023	69,1%	59,9%	42,7%	53,3%	93,8%	45,5%	26,4%	1,1%	92,8%
		2022	79,3%	67,3%	50,5%	67,6%	77,7%	47,2%	34,2%	1,3%	94,0%
	Ehlanzeni District	2023	81,8%	80,4%	61,5%	71,5%	93,2%	41,3%	37,7%	3,8%	68,2%
		2022	76,2%	73,2%	50,0%	63,4%	77,3%	40,0%	34,4%	3,0%	69,8%
	Gert Sibande District	2023	79,8%	79,0%	64,4%	75,4%	85,0%	44,2%	36,1%	3,3%	71,6%
		2022	77,7%	73,6%	57,5%	74,0%	76,3%	42,5%	34,5%	2,6%	68,2%
	Nkangala District	2023	76,4%	76,2%	63,6%	73,1%	99,3%	40,4%	32,4%	4,9%	63,8%
		2022	74,5%	73,6%	53,8%	67,8%	97,1%	39,6%	31,1%	3,3%	65,9%

6.7.12: District Performance – Mpumalanga - 2021 to 2023

MPUMALANGA DISTRICTS	2021			2022			2023		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
PROVINCE	66 756	49 133	73,6	67 367	51 751	76,8	65 534	50 429	77,0
Bohlabela	16 030	11 889	74,2	14 893	11 817	79,3	15 451	10 683	69,1
Ehlanzeni	18 545	14 011	75,6	18 786	14 320	76,2	17 421	14 254	81,8
Gert Sibande	15 121	10 914	72,2	15 822	12 300	77,7	15 747	12 571	79,8
Nkangala	17 060	12 319	72,2	17 866	13 314	74,5	16 915	12 921	76,4

5.7.13: District Performance – North West in terms of the inclusive basket for 2022 & 2023

Province	Province Districts	Year	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
North-West	Bojanala Platinum District	2023	84,2%	80,3%	67,3%	77,6%	81,2%	29,1%	39,5%	3,9%	64,2%
		2022	81,4%	75,8%	59,3%	76,4%	65,4%	28,1%	36,0%	2,8%	68,4%
	Dr. K. Kaunda District	2023	83,5%	76,1%	66,6%	75,4%	83,9%	27,6%	38,3%	3,8%	54,5%
		2022	80,8%	71,5%	60,3%	79,0%	82,8%	25,2%	35,6%	3,3%	57,0%
	Dr. R.s. Mompoti District	2023	77,2%	62,8%	62,0%	74,5%	74,4%	20,8%	30,5%	2,0%	56,7%
		2022	76,8%	70,1%	57,1%	79,3%	71,3%	19,1%	29,0%	1,4%	57,8%
	Ngaka M. Molema District	2023	79,0%	75,4%	68,1%	75,6%	79,7%	26,5%	33,7%	3,0%	56,7%
		2022	78,4%	76,2%	62,0%	77,0%	63,5%	25,2%	31,4%	2,3%	57,1%

6.7.14: District Performance – North West - 2021 to 2023

NORTH WEST DISTRICTS	2021			2022			2023		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
PROVINCE	41 081	32 143	78.2	43 823	34 960	79.8	41 418	33 808	81.6
Bojanala Platinum	16 964	13 844	81.6	18 047	14 689	81.4	17 075	14 384	84.2
Dr. K. Kaunda	7 311	5 800	79.3	7 527	6 080	80.8	7 046	5 884	83.5
Dr. R.S. Mompoti	6 168	4 496	72.9	6 992	5 369	76.8	6 624	5 111	77.2
Ngaka M. Molema	10 638	8 003	75.2	11 257	8 822	78.4	10 673	8 429	79.0

6.7.15: District Performance – Northern Cape in terms of the inclusive basket for 2022 & 2023

Province	Province Districts	Year	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Northern Cape	Frances Baard	2023	73.9%	68.8%	56.9%	67.1%	92.5%	25.3%	30.9%	1.8%	58.2%
		2022	72.1%	64.1%	53.3%	71.3%	83.6%	22.8%	29.7%	2.1%	61.0%
	John Taolo Gaetsewe	2023	73.7%	80.5%	53.2%	64.7%	76.9%	25.0%	29.3%	1.4%	58.0%
		2022	68.0%	65.6%	40.7%	63.2%	86.1%	24.5%	25.6%	1.4%	63.9%
	Namakwa	2023	81.6%	81.1%	62.6%	79.6%	94.1%	18.9%	29.3%	2.0%	62.1%
	Namaqua	2022	80.0%	69.3%	50.0%	80.0%	82.4%	17.2%	33.3%	1.9%	59.7%
	Pixley Ka Seme	2023	74.2%	69.8%	64.0%	69.4%	98.1%	13.1%	25.9%	1.6%	52.6%
		2022	78.3%	74.1%	70.0%	74.7%	98.0%	14.2%	32.7%	1.9%	50.4%
	Z F Mgcawu	2023	81.4%	71.3%	59.2%	70.0%	98.7%	14.7%	32.3%	1.6%	55.3%
		2022	83.8%	72.0%	61.2%	77.2%	100.0%	17.3%	39.1%	2.7%	57.0%

6.7.16: District Performance – Northern Cape - 2021 to 2023

NORTHERN CAPE DISTRICTS	2021			2022			2023		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
PROVINCE	12 726	9 089	71,4	13 574	10 072	74,2	12 842	9 740	75,8
Frances Baard	4 473	3 111	69,6	4 937	3 558	72,1	4 478	3 309	73,9
John Taolo Gaetsewe	3 507	2 357	67,2	3 818	2 598	68,0	3 417	2 520	73,7
Namaqua	903	733	81,2	848	678	80,0	861	703	81,6
Pixley Ka Seme	1 608	1 105	68,7	1 623	1 270	78,3	1 631	1 210	74,2
Z F Mgcawu	2 235	1 783	79,8	2 348	1 968	83,8	2 455	1 998	81,4

6.7.17: District Performance – Western Cape in terms of the inclusive basket for 2022 & 2023

Province	Province Districts	Year	% Achieved	Accounting % Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Western Cape	Cape Winelands	2023	74,7%	80,5%	77,0%	86,5%	98,9%	24,1%	38,2%	7,4%	74,2%
		2022	77,7%	79,6%	69,4%	85,7%	100,0%	25,2%	40,5%	8,2%	70,6%
	Eden & Central Karoo	2023	84,6%	77,0%	79,4%	84,9%	79,5%	18,5%	41,6%	4,5%	66,9%
		2022	83,5%	72,3%	66,6%	84,9%	89,7%	18,9%	39,9%	4,8%	67,5%
	Metro Central	2023	82,4%	79,9%	77,7%	84,8%	93,4%	32,8%	45,4%	8,2%	74,7%
		2022	85,2%	84,3%	72,4%	85,4%	95,9%	33,8%	48,3%	9,1%	73,7%
	Metro East	2023	83,8%	68,3%	71,8%	79,9%	90,8%	25,2%	42,2%	4,2%	69,6%
		2022	78,4%	72,2%	59,9%	76,6%	85,5%	27,0%	39,9%	4,2%	68,9%
	Metro North	2023	85,9%	74,6%	81,1%	86,4%	77,5%	26,0%	48,3%	6,6%	73,2%
		2022	85,9%	77,6%	77,4%	84,6%	96,7%	26,6%	49,2%	7,5%	69,7%
	Metro South	2023	78,5%	73,4%	69,6%	75,1%	86,8%	26,1%	39,0%	4,3%	71,2%
		2022	79,0%	72,7%	62,3%	73,4%	90,2%	26,2%	40,2%	4,4%	71,4%
Overberg	Overberg	2023	84,1%	74,3%	68,9%	69,6%	75,0%	15,6%	40,5%	3,4%	67,5%
		2022	84,0%	82,2%	69,7%	76,0%	87,0%	15,9%	41,4%	4,9%	66,8%
	West Coast	2023	77,7%	70,0%	71,6%	84,4%	71,8%	16,9%	36,7%	3,8%	73,6%
		2022	79,0%	72,5%	66,2%	85,5%	95,2%	17,8%	37,5%	3,8%	75,8%

6.7.18: District Performance – Western Cape - 2021 to 2023

WESTERN CAPE DISTRICTS	2021			2022			2023		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
PROVINCE	57 709	46 875	81.2	60 338	49 102	81.4	62 077	50 620	81.5
Cape Winelands	8 487	6 490	76.5	8 656	6 723	77.7	8 815	6 589	74.7
Eden & Central Karoo	5 869	4 951	84.4	6 226	5 196	83.5	6 397	5 413	84.6
Metro Central	9 139	7 692	84.2	9 409	8 017	85.2	9 547	7 871	82.4
Metro East	10 677	8 258	77.3	11 220	8 801	78.4	11 428	9 573	83.8
Metro North	9 132	7 873	86.2	9 265	7 958	85.9	10 049	8 628	85.9
Metro South	9 675	7 772	80.3	10 239	8 090	79.0	10 269	8 065	78.5
Overberg	2 069	1 692	81.8	2 224	1 868	84.0	2 367	1 990	84.1
West coast	2 661	2 147	80.7	3 099	2 449	79.0	3 205	2 491	77.7

6.7.19: Summary of District Performance - 2022 & 2023

Province	2022						2023					
	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	9	3	12	0	0	0	4	8
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	1	11	12	0	0	0	0	12
Limpopo	10	0	0	3	7	0	10	0	0	0	5	5
Mpumalanga	4	0	0	0	4	0	4	0	0	1	2	1
North West	4	0	0	0	2	2	4	0	0	0	2	2
Northern Cape	5	0	0	1	2	2	5	0	0	0	3	2
Western Cape	8	0	0	0	4	4	8	0	0	0	3	5
Total	75	0	0	4	29	42	75	0	0	1	19	55

Table 6.7.20: Top Performing Districts: 80% Category

Province	District Names	% Achieved
Eastern Cape	Alfred Nzo East	85,1
Eastern Cape	Alfred Nzo West	84,2
Eastern Cape	Amathole East	82,5
Eastern Cape	Buffalo City	81,3
Eastern Cape	Chris Hani East	84,1
Eastern Cape	Chris Hani West	80,9
Eastern Cape	Joe Gqabi	83,9
Eastern Cape	Nelson Mandela Metro	83,1
Free State	Fezile Dabi	89,6
Free State	Lejweleputswa	85,4
Free State	Motheo	91,2
Free State	Thabo Mofutsanyana	89,4
Free State	Xhariep	86,6
Gauteng	Ekurhuleni North	82,3
Gauteng	Ekurhuleni South	86,0
Gauteng	Gauteng East	82,8
Gauteng	Gauteng North	88,4
Gauteng	Gauteng West	86,7
Gauteng	Johannesburg Central	83,0
Gauteng	Johannesburg East	81,8
Gauteng	Johannesburg North	86,1
Gauteng	Johannesburg South	85,4
Gauteng	Johannesburg West	92,5
Gauteng	Sedibeng East	83,7
Gauteng	Sedibeng West	82,9
Gauteng	Tshwane North	86,4
Gauteng	Tshwane South	90,4

Province	District Names	% Achieved
Gauteng	Tshwane West	84,1
Kwazulu-Natal	Amajuba	87,0
Kwazulu-Natal	Harry Gwala	87,1
Kwazulu-Natal	Ilembe	88,6
Kwazulu-Natal	King Cetshwayo	83,4
Kwazulu-Natal	Pinetown	85,6
Kwazulu-Natal	Ugu	89,5
Kwazulu-Natal	Umgungundlovu	85,1
Kwazulu-Natal	Umkhanyakude	90,0
Kwazulu-Natal	Umlazi	86,1
Kwazulu-Natal	Umzinyathi	86,6
Kwazulu-Natal	Uthukela	82,9
Kwazulu-Natal	Zululand	87,2
Limpopo	Capricorn North	80,9
Limpopo	Capricorn South	81,9
Limpopo	Mogalakwena	82,6
Limpopo	Mopani West	83,8
Limpopo	Vhembe East	82,5
Mpumalanga	Ehlanzeni District	81,8
North West	Bojanala Platinum	84,2
North West	Dr. K. Kaunda	83,5
Northern Cape	Namakwa	81,6
Northern Cape	Z F Mgcawu	81,4
Western Cape	Eden & Central Karoo	84,6
Western Cape	Metro Central	82,4
Western Cape	Metro East	83,8
Western Cape	Metro North	85,9
Western Cape	Overberg	84,1



7. SUMMARY OF ACHIEVEMENTS



7. SUMMARY OF ACHIEVEMENTS

The comprehensive analysis of the November 2023 NSC data shows that there is overall 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. A “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 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 **715 719** Full Time candidates enrolled to write the NSC examination.
- b) **572 983** FT candidates attained an NSC
- c) **4 080** more candidates attaining admission to Bachelor Studies compared to 2022.
- d) A total of **441 871 (81.3%)** of social grant learners attained an NSC.

7.2 Redress

Relating to redressing the socio-economic disparities of the past, the October/November 2023 NSC examination achieved the following:

- a) **379 917 (81.0%)** candidates from “no-fee” schools obtained an NSC compared to 167 751 from “Fee paying” schools.
- b) **174 676 (37.2%)** of the **469 115** “no fee” learners attained admission to Bachelors Studies
- c) **303 676 (64.7%)** of the **469 115** “no-fee” learners have access to a Higher Education study.
- d) **3 147 (6.3%)** of the progressed learners obtained admission to Bachelor Studies.

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 2023 NSC examination was able to demonstrate the following:

- a) **403 595** girls, compared to **312 124** boys entered the NSC examination (**91 471**) more girls than boys)
- b) **322 874** girls, compared **250 109** boys, passed the 2023 NSC examinations.
- c) **163 507** girls attained admission to Bachelor Studies compared to **119 387** boys.
- d) **66.4%** of the distinctions were attained by girl candidates, including distinctions in critical subjects such as Accounting, Business Studies, Economics, Mathematics, and Physical Science.

7.4 Quality

A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. South 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 2023 NSC examination that serve as pointers of improvement in quality are the following:

- a) Improvement in Accounting from **75.4%** to **76.8%**, Agricultural Sciences from **75.8%** to **80.5%**, Business Studies from **76.7%** to **81.9%**, Economics from **71.5%** to **74.5%**, Geography from **81.3%** to **86.2%**, Life Sciences from **71.5%** to **75.6%**, Mathematics from **55.0%** to **63.5%** and Physical Sciences from **74.6%** to **76.2%**;
- b) Increase in subject performance at the **40%** level: Agricultural Sciences from 51.8% to 57.1%, Business Studies from **56.3%** to **62.2%**, Economics from 46.9% to 49.3%; Geography from **52.2%** to **61.4%**; Mathematics from **36%** to **43.6%** and Physical Sciences from **49.7%** to **51.1%**,
- c) **282 894** learners achieved admission to Bachelor studies, which is equivalent to **40.9%** an increase from **38.4%** in 2022.
- d) **470 770** candidates (**68.1%**), who achieved admission to Bachelor and Diploma studies, are eligible to register for studies at higher education institutions.
- e) Only 1 of the 75 districts performing below **70%**.
- f) A total of 55 (83.3%) of the 75 districts are performing above **80%**.

7.5 Efficiency

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

- a) **22 688 (45.5%)** of the progressed learners that wrote all seven subjects obtained the NSC. Progressed learners also got distinctions in 38 subjects.
- b) **5 288** SNE learners wrote the NSC examination in 2023.
- c) **86.6%** of the learners with special education needs, who wrote the 2023 NSC examinations, passed.
- d) **89.5%** of **18** year-olds, **91.9%** of **17** year-olds, **94.3%** of **16** year-olds passed and **89.4%** of 15 year-olds passed the 2023 NSC examinations.
- e) **715 719** out of **1 208 973** learners who were in Grade 1 in 2012 enrolled for the Grade 12 in 2023 and **572 983** passed.
- f) Only **3.43%** of the learners enrolled did not write the Exams.

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 2023, the sixth cohort sat for examinations in South African Sign Language (SASL HL). In term of the November 2023 NSC examinations, the following confirms the sector's commitment to inclusivity:

- a) A total of 109 (**85.2%**) candidates out of 129 candidates passed SASL HL at 40% and above. This is the highest achievement since 2018.
- b) A total of **5 288** learners with special needs wrote the NSC examination and **4 544 (87.1%)** learners attained the NSC.
- c) **2 491** learners with special needs attained admission to Bachelor Studies, **1 360** achieved admission to Diploma Studies and **591** achieved admission to Higher Certificate Studies.



8. CONCLUSION



8. CONCLUSION

The performance of the Class of 2023 is the highest ever since the inception of the National Senior Certificate examinations in 2008. This cohort performed exceptionally well despite the challenges they faced which include rotational school attendance and learning losses during their Grade 9 and Grade 10 years due to Covid-19. Once again, the schooling system has shown without any doubt that it is resilient, maturing and that it is certainly a system on the rise. 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 2023, the following are highlighted:

- a) The overall performance improved from **80.1%** in 2022 to **82.9%** in 2023;
- b) **73.3% (55 of the 70 districts)** of the districts performed above **80%**.
- c) There is a significant improvement in the Mathematics pass rate from **55.0%** in 2022 to **63.5%** in 2023.
- d) Notable improvements in performance in Accounting, Economics, Business Studies, Geography, Physical Sciences; Life Sciences and Agricultural Sciences have been recorded.
- e) There is a continuous decline in the number of schools performing at **0% - 19.9%**. Only 15 schools performed between **0% and 19.9%** in 2023 compared to 19 in 2022.
- f) A marked improvement in the number of learners with special educational needs enrolling for the Grade 12 end of year examinations. A total of **5 458** learners with special educational needs enrolled to write the November 2023 NSC examinations compared to **2 489** in 2022.

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

- a) The observed discrete practice by some principals not to allow some of the Grade 12 learners to write a full complement of subjects at the end of Grade 12 examinations based on their performance in the preliminary examinations and other internal assessment activities.
- b) The administration of examinations has improved significantly over the years, but the printing errors in question papers will be addressed so that candidates are provided with error-free question papers.
- c) Closer monitoring of PEDs to ensure that learners select the most appropriate subjects in Grade 10 which will assist them in their future career plans and also ensure an alignment between the subjects offered at school and the needs of the economy.
- d) Quality of passes across all subjects so that more learners are able to perform at higher levels and thus qualify for admission to the more advanced and relevant field of study.

NOTES

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