

2013

NATIONAL SENIOR CERTIFICATE EXAMINATION

TECHNICAL REPORT



**NELSON
MANDELA**
1918 - 2013



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



A Tribute to Tata Nelson Mandela:

Appreciating how much he valued Education

Tata Madiba was a man that belonged to the world, to Africa, and most importantly, to South Africa – the nation, for which he gave a greater part of his life, fighting for freedom, so that generations to come may live out their dreams as free beings. It is this freedom that has allowed for the continuous improvement of education in our nation. Here is a summary of Tata's Education journey, in the hope that it will both inspire and challenge us to press forward for greater heights in terms of Education.

Nelson Rolihlahla Mandela was a well-educated man. He was a great believer in education and life-long learning.

He attended Primary school in Qunu, completed his Junior Certificate at Clarkebury Boarding Institute, and went on to Healdtown, a Wesleyan secondary school of some repute, where he matriculated.

Nelson Mandela began his studies for a Bachelor of Arts degree at the University of Fort Hare but did not complete the degree there as he was expelled for joining in a student protest. He completed his BA degree through the University of South Africa, and went

back to Fort Hare for his graduation in 1943.

He then also began studying for a Bachelor in Law (LLB) at the University of the Witwatersrand, but by his own admission, he was a poor student and left the university in 1952 without graduating. He only started studying again through the University of London after his imprisonment in 1962, but also did not complete that degree.

Mr. Mandela studied law on and off for 50 years since 1939, failing about half the courses he took. A two-year diploma in Law, in addition to his undergraduate university degree (BA), allowed Nelson Mandela to practice law, and in August 1952, he and Oliver Tambo established South Africa's first black law firm, Mandela and Tambo in Soweto, Johannesburg. He persevered to finally secure a law degree while in prison in 1989.



"EDUCATION IS THE MOST
POWERFUL WEAPON WHICH
YOU CAN USE TO
CHANGE THE
WORLD"

NELSON MANDELA

For Madiba, one of the most important things is for every person to be educated: "Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another."

With this, we say together with the rest of the nation, Africa and the world – Hamba Kahle, Tata.

The background of the cover is a photograph of students in a classroom. In the foreground, a student is seated at a wooden desk, looking down at a book or paper. In the background, other students are visible, slightly out of focus. The overall tone is educational and professional.

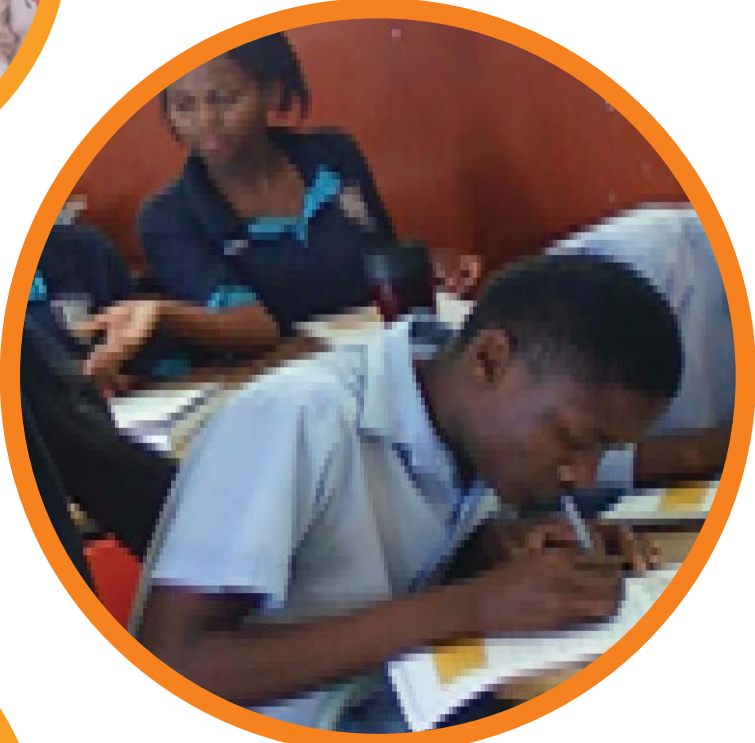
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Pledge signing ceremony in preparation



for the 2013 NSC examination

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List of Acronyms

ACE	Accelerated Christian Education
ANA	Annual National Assessments
BSNSW	Board of Studies New South Wales
CAPS	Curriculum and Assessment Policy Statements
CASS	Continuous Assessment
CAT	Computer Applications Technology
CATs	Common Assessment Tasks
CEM	Council of Education Ministers
CIE	Cambridge International Examinations
CVO	Christelike Volkseie Onderwys
DAIC	District Assessment Irregularities Committee
DBE	Department of Basic Education
DoE	Department of Education
ENSC	Endorsed National Senior Certificate
FET	Further Education and Training
ERCO	Eksamenraad Christelike Onderwys

LSEN	Learners with Special Education Needs
HEDCOM	Heads of Departments Committee
HESA	Higher Education South Africa
HOD	Head of Department
ICG	Independent College Group
ICT	Information and Communication Technology
IECS	Integrated Examination Computer System
IEB	Independent Examination Board
IPEAC	Inter-Provincial Examination and Assessment Committee
IT	Information Technology
IQMS	Integrated Quality Management System
LAIS	Learner Attainment Improvement Strategy
LO	Life Orientation
LTSM	Learning and Teaching Support Material
MEC	Member of Executive Council
NATJOINT	National Joint Operational and Intelligence Structure
NCS	National Curriculum Statement
NDP	National Development Plan
NEAC	National Examination and Assessment Committee
NEIC	National Examination Irregularities Committee
NSC	National Senior Certificate
NSLA	National Strategy for Learner Attainment
PAM	Personnel Administrative Measures
PATs	Practical Assessment Tasks
PEDs	Provincial Education Departments
PEIC	Provincial Examination Irregularities Committee
PSLA	Provincial Strategy for Learner Attainment

RNCS	Revised National Curriculum Statement
SACAI	South African Comprehension Assessment Institute
SAFCERT	South African Certification Council
SAG	Subject Assessment Guidelines
SAIC	School Assessment Irregularities Committee
SAQA	South African Qualifications Authority
SBA	School Based Assessment
SC	Senior Certificate
SMTs	School Management Teams
SQA	Scottish Qualification Authority
Umalusi	Council for Quality Assurance in General and Further Education and Training

FOREWORD BY THE MINISTER



It is a great pleasure to release the Technical Report on the results of the National Senior Certificate for the class of 2013. The striking feature about this cohort of learners, often referred to as the 'born free generation', is that they were born and brought up in a democratic South Africa, which has been fashioned by the values of Nelson Mandela, one of the greatest leaders in the history of South Africa and the world. His humanity and wisdom are reflected in one of many quotations from him, including that "There is no keener revelation of a society's soul than the way in which it treats its children". As a tribute to this great leader, this cohort and subsequent generations of young people should strive to preserve the quality of education, the flourishing of democracy in governance, enhancement of peace, reconciliation and justice for all, and the demonstration of humility, empathy and *Ubuntu*.

In 2014, South Africa will be celebrating 20 years of democracy and this presents an opportunity to reflect on the education system, with an emphasis on the examination system in this instance. There have been notable achievements in national examinations over the past 20 years. At its inception, the examination system was provincially based, and as such question papers were developed by the respective provinces, which resulted in a fragmented education system as well as varying examination standards. This created biases in the admission of learners into higher education institutions and the work environment. To address this limitation, the former national Department of Education was mandated to standardise examinations in line with the national curriculum, by setting national question papers for the respective subjects, which would be written by all learners in the country. This effort has not only resulted in high quality and improved credibility of the Grade 12 examinations but has also become a unifying national force. The national examinations are cognitively sound and robust in assessing higher order thinking skills, aligned to further education and workplace demands.

The Quality Assurance Council, Umalusi, which plays a critical role in protecting the integrity of the National Senior Certificate examinations, has after rigorous verification of all examination processes, declared the 2013 NSC examinations as free and fair. This achievement is attributed to the unwavering commitment demonstrated by examination officials at the Department of Basic Education and across the provinces, who worked beyond the call of duty to protect the credibility of the examinations. It must furthermore be acknowledged that these great efforts have been consistently upheld and strengthened over the past 20 years.

In order to ensure that the question papers that are developed in South Africa are comparable to the standards of the best assessment bodies, the DBE took a firm decision to benchmark the standard of the question papers against the standard of the question papers of three esteemed international assessment bodies, viz, the Scottish Qualifications Authority, the Cambridge International Examinations, and the Board of Studies New South Wales. According to the three international assessment bodies, the standard of the South African question papers is comparable to international standards and the country is on the right path in upholding quality standards.

The achievement rate of 78.2% is a significant achievement and the class of 2013 needs to be commended for this. I am also pleased that there was a significant increase in the number of learners that qualified for admission to Bachelor studies. This achievement is the result of a number of interventions that were embarked upon by the DBE and Provincial Education Departments, in order to support the class of 2013. The interventions that are implemented are responsive to the educational needs of learners. The areas of low performance identified from the analysis of the 2012 results were given adequate attention to ensure that the class of 2013 is better supported in the said areas.

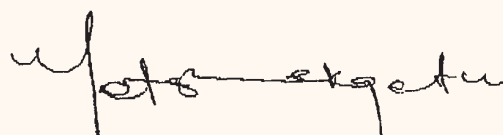
Congratulations to the class of 2013 for being the best class since the advent of democracy. I encourage all learners to go further than their predecessors and to strive to excel in higher education, the workplace and in their contributions as South African citizens.

My gratitude goes to the Deputy Minister Mr Enver Surty, MP, the Director-General, Mr PB Soobrayan and the Acting Director-General, Mr SG Padayachee, for their hard work and support during the 2013 school year.

We also thank parents, teachers, principals, teacher unions, communities, district and provincial officials for supporting the class of 2013.

To those of you that have not done so well, do not lose heart – there are various options that are still available to you so that you can achieve your full potential and to contribute meaningfully to building our great country.

As Tata Madiba said, “After climbing a great hill, one only finds there are many more hills to climb”. Let’s keep pressing forward, with the aim to do better each time.



MRS AM MOTSHEKGA, MP

MINISTER

06 JANUARY 2014



EXECUTIVE SUMMARY

The attainment of quality education for the population at large, particularly the youth, has been a national priority since the advent of democracy in South Africa. The National Senior Certificate Report is one of the crucial sources of data to indicate whether quality education is in fact being realised. The NSC is in its sixth year of implementation as an exit certificate measuring learner performance at the Grade 12 level, which marks the end of formal schooling. In addition, the NSC is a critical barometer of success given that it captures the achievement of the system over twelve years.

The National Senior Certificate and the Annual National Assessments (ANAs) are vital in terms of measuring the progress in achieving the set targets as outlined in the *Action Plan to 2014: Towards the Realisation of Schooling 2025*, and the National Development Plan. The following three targets are directly measured through performance in the National Senior Certificate:

- Increase the number of Grade 12 learners who become eligible for a Bachelor Programme at a University;
- Increase the number of Grade 12 learners who pass Mathematics; and
- Increase the number of learners who pass Physical Science.

The national examination system has developed a high degree of stability given the continuous review and improvements of systems and processes over the past twenty years. The Department of Basic Education has a sound legislative framework that governs the administration of examinations across all levels in the system. In addition, the setting of national question papers by the DBE has assisted in the constitution of a national standard of examinations, which continues to filter through as a common standard for teaching and learning. The administration of examinations has become the cornerstone of examinations' credibility in the country, given the efficient and successful manner in which examinations are conducted across all nine provinces. No serious examination irregularities have been reported over the last few years. The marking of the NSC examinations across the 118 examination centres, has improved significantly over the years with the prescription of criteria for the appointment of markers, the convening of national marking guideline discussions which standardise the marking guidelines, the rigorous control measures which ensure the intensive moderation of marking and the opportunity for appeal, if necessary.

The 2013 National Senior Certificate examination was written by 562 112 full-time candidates and 92 611 part-time candidates. Of the full-time candidates who wrote the examination, 439 779 candidates attained a National Senior Certificate, which constitutes a 78.2% pass rate, which is the highest since the advent of democracy in the country. The table below provides a summary of the achievements of the nine provinces:

Province	2013		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	72 138	46 840	64.9
Free State	27 105	23 689	87.4
Gauteng	97 897	85 122	87.0
KwaZulu-Natal	145 278	112 403	77.4
Limpopo	82 483	59 184	71.8
Mpumalanga	50 053	38 836	77.6
North West	29 140	25 414	87.2
Northern Cape	10 403	7 749	74.5
Western Cape	47 615	40 542	85.1
National	562 112	439 779	78.2

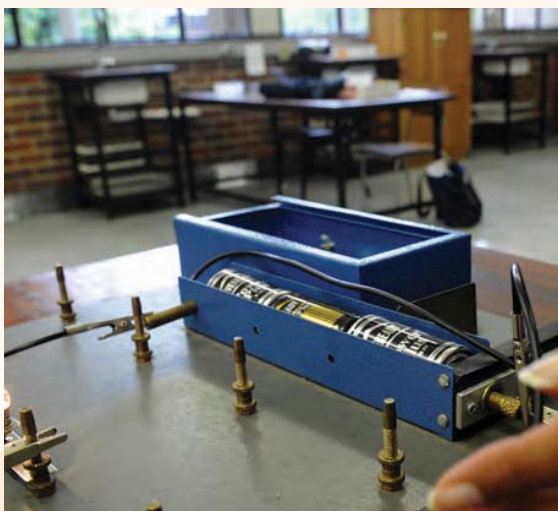
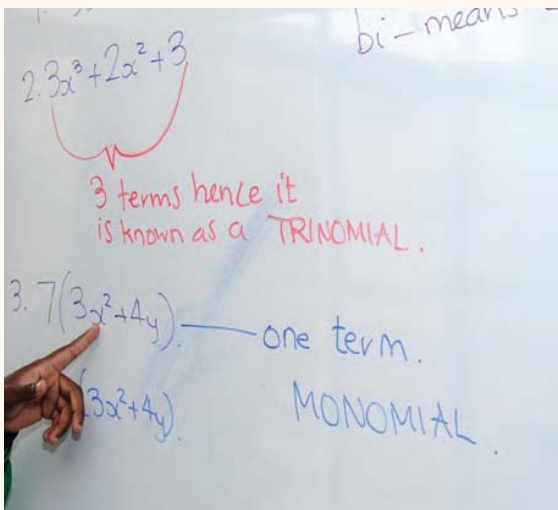
- The other notable achievements of the 2013 National Senior Certificate examination are the following:
- 171 755 learners qualify for Bachelor Studies at Higher Education Institutions (30.6%);
- 173 292 learners qualify for Diploma Studies at Higher Education Institutions (30.8%);
- 35 708 more candidates qualify for Bachelor Studies at Higher Education Institutions, in 2013 compared to 2012;
- 20 411 more candidates qualify for Diploma Studies in 2013 compared to 2012;
- 93 689 female learners qualify for Bachelor Studies at Higher Education Institutions (30.4%);
- 78 066 male learners qualify for Bachelor Studies at Higher Education Institutions (30.8%);



- 3 270 of schools attained a pass percentage of 80% and above (49%);
- 551 schools attained a pass percentage of 100% (8.3%);
- 631 schools from quintile 1, attained a pass percentage of 80% and above (38%);
- 78 407 learners from quintiles 1, 2 and 3 schools qualified for Bachelor Studies at Higher Education institutions;
- At the 30% achievement level, the pass rate in Mathematics has increased from 54.0% to 59.1% (142 666 candidates achieved at 30% and above). At the 40% achievement level, the pass rate has increased from 35.7% to 40.5% (97 790 candidates achieved at the 40% level);
- At the 30% achievement level, the pass rate in Physical Science has increased from 61.3% to 67.4% (124 206 candidates achieved at 30% and above). At the 40% achievement level, the pass rate has increased from 39.1% to 42.7% (78 677 candidates achieved at the 40% level); and
- 74 of the 81 districts attained a pass rate of 60% and above.

The Department of Basic Education has noted the improvement in performance in the 2013 NSC examination which demonstrates clearly that as a sector we are on track to meeting the Bachelor target for 2014. However, there is much greater effort needed to meet the Mathematics and Physical Science target for 2014. The DBE will continue to vigorously pursue its drive for quality improvements across the whole system, in 2014 and beyond.

1. Introduction



The National Senior Certificate (NSC) is in its sixth year of implementation, and on an annual basis the successes and deficiencies linked to the NSC are reviewed, so as to ensure that there is continuous progress in the attainment of the goal of quality education.

The National Senior Certificate examination is an important barometer of success given that it captures the achievement of the system over 12 years. The NSC examination, however, is multi-fold in its purpose, in that it not only serves as a systemic indicator of performance, but it also has a certification role, confirming the attainment of the expected learning outcomes as articulated in the National Curriculum Statement by individual learners. It also has an important diagnostic role in assisting education stakeholders to identify the areas of weakness and strength in each of the subjects.

The National Senior Certificate, as an exit certificate, replaced the Senior Certificate in 2008. The National Curriculum Statement (NCS), which provides the disciplinary content to the qualification, has been reviewed and replaced by the Curriculum and Assessment Policy Statements (CAPS), which is a streamlined version of the NCS. The CAPS have been implemented in Grades R - 3 and 10 in 2012, Grades 4 - 9 and 11 in 2013, and will be implemented for the first time in 2014, in Grade 12. The 2013 NSC examination is therefore, the last examination based on the original version of the NCS. The CAPS, as implemented in Grade 10 and 11, have proven to be beneficial to both teachers and learners, in that they clearly indicate the scope and depth of the content to be covered, together with the assessment requirements and the pacing of the content areas per quarter.

This report is one of four reports released by the Minister of Basic Education, that will provide an analysis of the results at the national, provincial and district levels, and will review the performance of the schooling system in terms of poverty indicators referred to as quintile scores. This report will cover the results of both full-time and part-time candidates, with full-time candidates being learners who attend school on a full-time basis and part-time learners generally defined as candidates who are repeaters who do not attend school, but will write one or more subjects in the examination.



2. The Importance of the National Senior Certificate in the South African Context

The data emanating from the National Senior Certificate and the Annual National Assessments (ANAs) is vital in terms of measuring the progress in achieving the set targets as outlined in the *Action Plan to 2014: Towards the Realisation of Schooling 2025*, and the National Development Plan.

The National Senior Certificate is a three year qualification which is attained after completing Grades 10, 11 and 12. It is however, based on the teaching and learning that takes place over the twelve years of schooling.

In terms of the Action Plan, the following three targets are directly measured through performance in the National Senior Certificate:

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

The National Development Plan (NDP) envisages that by 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The NDP makes new proposals in some areas, and in others it outlines more general points of departure to frame and guide reforms in education.

In terms of the NDP, the specific focus over the next 18 years should be on:

- a) Improving Literacy, Numeracy/Mathematics and Science outcomes;
- b) Increasing the number of learners eligible to study Mathematics and Science-based degrees at university;

- c) Improving performance in international comparative studies; and
- d) Retaining more learners in the education system to improve the life chances of young people through better educational and economic opportunities, so that they can contribute to the future growth of the economy and the country.

In terms of the outcomes of the National Senior Certificate, and in terms of the NDP priorities, it can be reported that all learners who enrolled for the NSC qualification have attained some form of Mathematics, either pure Mathematics or Mathematical Literacy. With the inclusion of Life Orientation, as a compulsory subject, all learners are now exposed to moral, civic and physical education. There has been a steady improvement in overall learner performance from 60.6% in 2009 to 70.2% in 2011, and 78.2% in 2013. We have seen considerable improvements in the schools serving learners from disadvantaged communities, and have reduced the number of underperforming schools in the National Senior Certificate (NCS). The 78.2% pass rate achieved in 2013 was achieved through sustained effort, support and development throughout the system.



3. The National Senior Certificate Examination: Two Decades of Democracy

The Public Examination System in South Africa has made significant strides in the last twenty years, to become a system that is comparable in administration and standards to the best in the world.

Under the apartheid government, examinations were administered by each of the ex-departments and this resulted in different standards across the nineteen different ex-departments. In 1994, with the dawn of the new dispensation, the nineteen departments were integrated into one national Department of Education, and hence, the need for one national examination system. The transition to a single national system of examinations has been gradual and twenty years down the line, significant progress has been made in the establishment of a national standard which can be regarded as internationally comparable. The establishment of the external quality assurance council, Umalusi, as the custodian of the national standard has advanced the course of a national examination system, and the establishment and maintenance of a national standard.

3.1. The South African Examination System: 1994 – 2007

In 1994, the then Department of Education inherited an unwieldy Senior Certificate curriculum listed in the policy document, viz. *A resumé of instructional programmes in public schools, Report 550 (97/06)*. The situation was further aggravated by a system of differentiation of Higher, Standard and Lower Grade subjects, which caused a proliferation of subjects and resulted in a bulky curriculum of 264 subjects listed for the Senior Certificate which had to be examined.

In 1994, with the first democratic elections, there was a refinement of the curriculum but examination question papers continued to be set by the ex-departments. It was only in 1996, that the first examinations under the democratic dispensation were administered by the nine Provincial Education Departments, and quality assured by Umalusi's predecessor, the South African Certification

Council (SAFCERT). The administration of the examination, the marking and the subsequent resulting were the responsibility of the Provincial Education Departments.

In 2000, the then Department of Education took on the responsibility of setting national examination question papers in five key subjects, which were later increased to six. This was finally increased to 11 of the gateway subjects. The initiative was introduced to set a common national standard in these subjects. The argument that was cited by the then Minister of Education, Professor Kader Asmal, was that the setting of nine different question papers, by the nine Provincial Education Departments, entrenched nine different standards, even though learners were finally awarded with one certificate by the SAFCERT.

In 2002, with the promulgation of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 86 of 2001)*, Umalusi was established as the successor to SAFCERT, with an expanded quality assurance mandate. It was in this period that the concept of the national examination system was beginning to take firm root. These were challenging years for examinations in this country as the new system required the integration of the disparate systems of the ex-departments, together with capacitating the examination units in each of the provinces with the requisite skills and knowledge.

The year 2007 was the last year for a full-fledged examination based on the old Senior Certificate curriculum, namely Report 550, which was an examination of the 11 nationally set examination question papers and various other provincially set examination question papers.

3.2. The National Examination System: 2008 – 2013

With the introduction of the National Curriculum Statement in 2008, the then national Department of Education took on the responsibility of setting all question papers required for the National Curriculum Statement (NCS).



This entailed the setting of 130 question papers for 28 subjects.

The first National Senior Certificate examination underpinned by the National Curriculum Statement, Grades 10-12, was conducted in November 2008 and it built on the strengths of the Senior Certificate examination. All examination question papers were set by the Department of Education and externally moderated by Umalusi. This ensured that a common standard was implemented across all subjects.

In addition to the setting of national question papers, the National Department also enhanced the marking process by strengthening the criteria for the appointment of markers, conducting national marking guideline discussions for all subjects, reducing the number of markers supervised by a senior marker, and enforcing stricter moderation procedures across all marking centres.

Over the period in question, substantial progress has been made in terms of the establishment and maintenance of a credible national examination system, and these include the following:

- a) The development of a sound legislative framework that regulates the administration of the examinations across the 9 Provincial Education Departments, and mandates the Department of Basic Education to set norms and standards and monitor the implementation.
- b) The setting of national standards through the setting of national question papers for all subjects by the Department of Basic Education (DBE), which are written by learners in all Provincial Education Departments. This ensures that every learner in the country writes the same examination, and is therefore, assessed against a common yardstick.
- c) The development of a rigorous monitoring system that ensures that all PEDs comply with the policy and regulations relating to the administration of exams. The monitoring system has over the years been extended to include an intensive system's audit that covers the entire examination cycle.
- d) Strong collaboration between the DBE and the nine Provincial Education Departments (PEDs), through the National Examinations and Assessment Committee (NEAC), which gives effect to the principle of co-operative governance, enshrined in the Constitution. The NEAC is not only responsible for policy proposals, but also for the establishment of structures to ensure that the whole examination process is successfully conducted.
- e) The establishment of national and provincial moderation systems for School-Based Assessments (SBA), which includes Life Orientation. This has contributed to the improvement of the quality of School-Based Assessment although there is still much work to be done in this area.
- f) The provision of assessment exemplars that provide educators and subject advisors with samples of questions and tests pitched at the appropriate level, which has assisted in the setting of benchmarks for school assessment. This has also been extended to Common Assessment Tasks (CATs) in Life Orientation and the provision of exemplars of learner evidence relating to learner responses to examination questions.
- g) The establishment of the Quality Assurance Council, Umalusi, that replaced SAFCERT and takes full and final responsibility for the quality assurance of the NSC examination and School Based Assessment. This allows the Umalusi to issue a common National Certificate, if it is satisfied that the examinations and the assessments have complied with the national standard.
- h) To promote the international comparability of the NSC question papers, the DBE embarked on an international evaluation of question papers in 2007, 2011 and 2013, in which question papers for ten major subjects were evaluated by the three reputable assessment bodies, namely, the Cambridge International Examinations (CIE), the Scottish Qualification Authority (SQA) and the Board of Studies New South Wales (BSNSW).

4. The Class Of 2013

4.1. Characteristics of the Class of 2013

The Class of 2013 started their schooling in 2002 and have been exposed to a stable education under a democratic dispensation.

In 2013, 707 136 candidates registered for the Grade 12 school exit examination. They are the sixth cohort of learners to sit for the National Senior Certificate since its inception in 2008.

All provinces reflected an enrolment of 10% more female than male candidates. Compared to 2012, there were 26 000 more full-time Mathematics enrolments and approximately 5000 more full-time candidates for Physical Sciences. These learners are South Africa's Generation Y – those young people who have grown up using digital platforms for both communication and learning. As the most technologically equipped generation in human history, they are revolutionising the way we conceive career choices and the world of work after matric, as they can use tools of communication, collaboration and mobility to innovate about their futures in a cost effective and competitive way, that may enable them to circumvent the unacceptably high level of youth unemployment in South Africa.

The class of 2013 has had a stable and relatively uninterrupted academic year, allowing for the completion of the curriculum under the National Curriculum Statement. Service delivery protests and industrial action have had a negligible impact since provinces had contingency plans in place to mitigate and manage potential risks. All provinces implemented strategic interventions to supplement classroom instruction, with the anticipation that these would have a positive impact on the 2013 NSC learner outcomes.

The 2013 National Senior Certificate examination has been the largest since 2008 with a total enrolment of 707 136, which includes 576 490 full-time candidates and 130 646 part-time candidates. The full-time enrolment represents an increase of 49 155 candidates compared to 2012 and this increase is in keeping with the upward trend observed from 2011. The part-time enrolment also increased by 10 294.

Table 1: NSC Enrolments per Province, 2012 and 2013

Province	2012			2013			Diff in FT 2013-2012
	Full-time	Part-time	Total	Full-time	Part-time	Total	
E Cape	69 199	18 664	87 863	74 998	20 536	95 534	5 799
F State	24 760	3 354	28 114	28 019	3 208	31 227	3 259
Gauteng	91 475	36 849	128 324	99 504	41 408	140 912	8 029
KZN	132 272	24 602	156 874	150 154	24 888	175 042	17 882
Limpopo	78 182	14 584	92 766	83 594	16 993	100 587	5 412
MP	48 989	7 349	56 338	51 206	7 391	58 597	2 217
N West	27 575	3 434	31 009	29 539	3 604	33 143	1 964
N Cape	9 281	2 139	11 420	10 693	1 760	12 453	1 412
W Cape	45 602	9 377	54 979	48 783	10 858	59 641	3 181
Total	527 335	120 352	647 687	576 490	130 646	707 136	49 155



Table 2: Subject Enrolments 2009 – 2013

Subject	Entered 2009	Entered 2010	Entered 2011	Entered 2012	Entered 2013
Accounting	177 757	165 522	140 849	137 527	148 374
Afrikaans First Additional Language	81 673	78 502	69 287	76 797	88 727
Agricultural Sciences	92 124	88 075	79 680	79 828	85 098
Business Studies	211 167	206 625	191 850	199 377	223 467
Economics	157 147	151 911	136 652	137 524	153 644
English First Additional Language	482 144	462 959	424 346	430 521	464 997
Geography	219 425	215 815	203 805	217 875	244 457
History	92 453	90 595	88 290	96 481	111 568
Life Sciences	304 469	292 865	270 540	283 611	307 303
Mathematical Literacy	284 174	288 370	281 613	297 074	330 789
Mathematics	296 164	270 598	229 371	230 194	245 663
Physical Sciences	224 902	210 168	184 052	182 083	187 170

The number of candidates who registered for Mathematics is 245 663, an increase of 15 469 candidates since 2012. The enrolment in Physical Science has also increased from 182 083 to 187 170, an increase of 5 087 candidates.

The highest NSC subject enrolment in 2013 was for English First Additional Language with 464 997 candidates, an increase of 34 476 more candidates than in 2012. Other high enrolment NSC subjects were Mathematical Literacy at 330 789, Life Sciences, at 307 303 and Mathematics at 245 663 candidates.

The Table below indicates the number of examination centres that administered the 2013 NSC examination. These centres include public centres, which are Public schools, Independent schools and Correctional Services centres (prisons).

Table 3: NSC Examination Centres 2013

Province	2012 Public/ Independent	2013 Public/ Independent
Eastern Cape	907	918
Free State	326	332
Gauteng	781	806
KwaZulu-Natal	1712	1723
Limpopo	1411	1413
Mpumalanga	541	539
North West	384	380
Northern Cape	134	134
Western Cape	427	431
National	6623	6676

4.2. Learner Readiness to Undertake the National Senior Certificate Examinations

The 2013 intervention strategies build on those initiated in previous years and all PEDs have continued to improve interventions that focus on Grade 12 teacher support, the development of resources, supplementary tuition, and enhanced assessment interventions that were anticipated to impact positively on the 2013 NSC learner outcomes.

Improved, intensive and strategic curriculum and assessment support to the Class of 2013 is anchored in the *Action Plan to 2014: Towards the Realisation of Schooling 2025*, which specifies the following key targets that are directly measured through performance in the National Senior Certificate:

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

As a result, the DBE, through the National Strategy for Learner Attainment (NSLA), was steadfast in its efforts to ensure high impact of the various curriculum and assessment interventions to improve Grade 12 learner outcomes in 2013 as enunciated in the *Action Plan to 2014*. The NSLA is implemented in conjunction with the Learner Attainment Improvement Strategy (LAIS), and the turnaround plan in each province that hones in on targeted support for underperforming schools. Subject advisors, circuit managers, multidisciplinary teams, school managers and teachers comprise the key agents of implementation, monitoring, compliance and accountability. PEDs focused on specific challenges in low performing subjects, informed by the findings in the 2012 NSC Diagnostic Report on Learner Performance, in the NSC examinations.

The key intervention strategies that targeted the Further Education and Training band included, inter alia, the following:

(a) Provision of Additional Learning Support Material

In 2013, the DBE provided Grade 12 learners in the public schooling system with *Mind the Gap* study guides (1 169 800 copies) for Accounting, Economics, Geography and Life Sciences. They were distributed to two provinces; Limpopo and Eastern Cape in 2012, but in 2013, were distributed to all schools offering these subjects in all nine provinces. In addition, the DBE, in partnership with the Shuttleworth Foundation, developed and distributed *Siyavula* Mathematics and Physical Sciences supplementary textbooks. A total of 1 277 550 Mathematics, and 934 000 Physical Sciences Grades 10-12 textbooks have been distributed to schools for learners.

Past year examination question papers and memoranda have been availed to Grade 12 learners via the DBE website and the respective Provincial Education Department (PED) websites to supplement their revision and enhance their preparation for the examinations. In addition, districts were provided with Compact Disks (CDs) containing past examination papers (Physical Sciences experiments) and exemplars of good practices from provinces. A CD with self-study guides in selected subjects which were developed in 2010, 2011 and 2012 was redistributed to provinces and districts in 2013 because the same content gaps were observed during the 2012 items analysis of Accounting, Business Studies, Economics, Agricultural Sciences, Mathematics, Mathematical Literacy, Life Sciences, Physical Sciences, Geography, History, Computer Applications Technology; and Languages (the 11 official languages in South Africa).

To enhance practical work, a self-study guide for Chemistry and Physics experiments using household equipment was also included in the CD. Subject specialists scripted procedures for experiments and these were also on CDs that were then distributed to districts and schools. Exemplar Grade 12 worksheets for experiments were also prepared for learners. Sunday Times supplementary materials which were quality assured by subject specialists were published in September 2013 to support learners in Mathematics, Mathematics Literacy, Physical Sciences, Accounting, Life Sciences and Geography.

(b) Subject Specific Remedial Plans

The 2012 Diagnostic Report presented a detailed analysis of the responses of candidates in each of the following high enrolment subjects, namely: Accounting, Agricultural Science, Business Studies, Economics, English First Additional Language, Geography, History, Life Sciences, Mathematics, Mathematical Literacy and Physical Sciences. Based on the analysis, specific areas of the curriculum were identified as problematic and the frequently occurring errors and misconceptions were indicated in this report, together with proposed remedial measures that could be utilised by teachers in the classroom. The Diagnostic Report was distributed to each school by the PEDs and used by the schools to develop their subject-based intervention programmes. In other cases, the Diagnostic Report was mediated by the subject advisor with the schools under his/her jurisdiction.

(c) Curriculum Content Coverage

The DBE has developed a national instrument to monitor curriculum coverage in schools. The instrument focuses on ensuring full curriculum coverage in all grades, improving the quantity of assessment tasks in all grades, optimal use of teaching and learning time, and regular monitoring of achievement.

In September 2013, a random sample of 67 schools was selected by the DBE to monitor curriculum coverage. The monitoring focused, among other things, on the following:

- The number of formal recorded assessment tasks required for the terms 1 – 3, and the actual tasks completed;
- The number of content topics to be covered as per the approved teaching plan and the actual number of topics completed;
- Evidence of effective planning and time management by the teacher/s and the school;
- The availability of the required learning and teaching resources for Grade 12;
- The availability and utilisation of other support materials such as Mind the Gap, Siyavula Maths and Sciences textbooks, self-study guides, and past exemplar question papers and memos; and

- Strategies and plans to improve the success rate at Grade 12 by the teachers and the school.

The report from the monitoring showed that most of the schools had covered 95% of the required curriculum content and the formal assessment tasks planned for the terms. This confirms that the Grade 12 class completed at least 95% of the curriculum.

(d) ICT Initiatives to Support Teaching and Learning

A number of Information and Communications Technology (ICT) mediated interventions have been implemented in all provinces to support teaching and learning. These include the Interactive Telematics Teaching Programme, which is a collaborative project between the Western Cape Education Department (WCED) and the Division of Telematic Services at the University of Stellenbosch. The programme consists of live televised broadcasts of lessons by expert teachers via satellite to schools from a studio at Stellenbosch University. Broadcast subjects included Mathematics, Physical Sciences, Life Sciences, Accounting, English First Additional Language, Afrikaans Home Language and Geography. The programme also allowed learners to interact with the presenter in the studio through the Internet or a cell phone. They could also pose questions to the presenter after the broadcasts. A total of 146 schools across the Western Cape province received the broadcasts and evidence shows that the Telematics programme has contributed to improving performance levels in Grade 12.

The Northern Cape Education Department has also implemented the Telematics programme in 76 schools. The intervention has recently been introduced to four schools in the Free State. A recent analysis of the schools participating in the Telematics programme showed that the NSC pass rate of schools participating grew from 60.37% in 2010 to 72.49% in 2012. The number of candidates at Telematics schools achieving the NSC with a Bachelor's pass increased from 2 499 to 3 506 over these three years, representing an increase from 12.53% to 18.96%.

The Mindset Network programmes source and produce high quality curriculum-aligned video content which is distributed via television, the internet and Digital Versatile Discs (DVDs) and is supported by print and multimedia materials.

In addition, the National Educational Portal, *Thutong* provided learners and teachers with access to online educational content resources to support teaching and learning. Currently the portal has 28,097 registered users and 31,496 content resources tagged on the portal.

It is evident that the sum of these strategic interventions across provinces has contributed to improved learner attainment in the 2013 NSC examinations.

(e) Vacation Programmes

Another key initiative in provinces was in the form of the Vacation Schools programme, which targeted intervention to improve and strengthen Grade 12 learner performance in all public schools, but, in particular the underperforming schools. Generally, underperforming schools that are in close proximity to vacation school centres are clustered and learners are exposed to high quality tuition that focuses on revision and consolidation.

(f) Assessment Based Interventions

The DBE supported provinces by implementing the following assessment interventions in 2013:

- Exemplification of learner evidence in four NSC subjects was disseminated to schools in the first term. The publication exemplified excellent, moderate and poor candidate evidence;
- PEDs administered Common Assessment Tasks for Life Orientation in all schools in all provinces. Stringent marking and moderation was applied to ensure objectivity in the assessment;
- Question papers in seven subjects for the preparatory examinations were moderated by the DBE;
- A common assessment framework for the Language question papers developed in 2011 is now fully implemented to ensure alignment to a common standard in terms of the weighting of cognitive demand; and
- DBE moderators (80) were trained and deployed across all 9 provinces for SBA moderation in two cycles: June – July and September – October 2103.



5. The National Senior Certificate: An Exit Qualification

In accordance with the National Curriculum Statements, for a learner or candidate to obtain a National Senior Certificate, a learner must offer seven approved subjects and provide full evidence of School Based Assessments for each subject.

The minimum duration of the National Senior Certificate Grades 10–12 (General) programme is three years, namely; Grades 10, 11 and 12.

For a candidate to obtain a National Senior Certificate, he or she must:

- a) Complete the programme requirements for Grades 10, 11 and 12 separately, and obtain the distinct outcomes and associated assessment standards of all three years; and
- b) Comply with the internal assessment requirements for Grades 10, 11 and 12, and the external assessment.

The qualification is structured according to specific categories of subjects and rules of combination. The minimum requirements to obtain a National Senior Certificate are:

- a) Achieve 40% in three subjects, one of which is an official language at Home language level;
- b) Achieve 30% in three subjects; and
- c) Provide full evidence in the School Based Assessment component in the subjects failed.

5.1 Minimum Requirements for Admission to the Higher Certificate, Diploma and Bachelor's Degree

The National Senior Certificate qualification is also the gateway for further study at higher education institutions. For this purpose, Higher Education South Africa (HESA),

has developed minimum requirements based on the National Senior Certificate for admission to higher education institutions, namely studies leading to a Higher Certificate, Diploma or Bachelor's degree.

a) Higher Certificate

The minimum admission requirement is a National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, the Quality Assurance Council. Institutional and programme needs may require additional combinations or recognised NSC subjects and the levels of achievement.

b) Diploma

The minimum admission requirement is the National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, the Quality Assurance Council, coupled with an achievement rating of 3 (moderate achievement, 40% – 49%) or better in four (4) recognised NSC 20 credit subjects. Institution and programme needs may require additional combinations of recognised NSC subjects and levels of achievement.

c) Bachelor Degree

The minimum admission requirement is the National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, the Quality Assurance Council, coupled with an achievement rating of 4 (adequate achievement, 50% – 59%) or better in four subjects chosen from the following recognised 20 credit bearing NSC subjects (which is known as the designated subject list).



The Higher Education designated list is as follows:

Accounting	Information technology
Agricultural Sciences	Languages
Business Studies	Life Sciences
Consumer Studies	Mathematics
Dramatic Arts	Mathematical literacy
Economics	Music
Engineering Graphics and Design	Physical Sciences
Geography	Religion Studies
History	Visual Arts

5.2 Minimum Promotion Requirements for awarding the National Senior Certificate to Candidates with Special Needs

Grade 10–12 learners who experience barriers to learning are allowed to follow alternative pathways to obtain a National Senior Certificate. The Endorsed National Senior Certificate is for candidates who cannot, despite the concessions granted in the policy, meet the stipulated requirements. Barriers to learning identified in the policy include visual, aural and hearing impairment, aphasia, and dyslexia, and Mathematical disorders such as dyscalculia.

Candidates registered for the Endorsed NSC only need to offer five subjects (First Additional Language, Mathematics or Mathematical Literacy, Life Orientation and two subjects selected from group B). A candidate is expected to achieve a minimum of 30% in the five subjects to be awarded the Endorsed NSC.



6. The 2013 National Senior Certificate Examination

The preparation for the conduct of the National Senior Certificate examination encompasses a sequence of processes often referred to as the examination cycle. The processes which begin with the registration of examination centres and end with certification commence at least 18 months prior to the scheduled examination date.

The following are some key aspects relating to the preparation, administration and management of the National Senior Certificate Examination:

- Registration of examination centres and candidates;
- Setting of question papers;
- The writing of the examination;
- The marking process;
- The monitoring of the examination systems and processes;
- Dealing with examination Irregularities;
- Resulting, analysis, feedback, appeal and certification; and
- Supplementary examinations.



6.1 Registration of Examination Centres and Candidates

Registration refers to the process of obtaining all the relevant information relating to the candidates who will be writing the NSC examination, verifying the authenticity of the data and then recording all these details on the examination computer system. This data, once captured on the computer system, must be verified by the school to ensure accuracy of the captured data. The same procedure applies to the examination centre at which the candidates will be writing the examination. In addition, independent centres must be audited to ensure that they satisfy the requirements for the conduct of an examination.

6.1.1 Policy Requirements for Registration to write the NSC Examinations

Given that the NSC is a three year qualification, a learner must complete the programme requirements for Grades 10, 11 and 12 in order to register for and obtain a NSC. In addition, candidates must also satisfy the SBA requirements for all the subjects they intend to register. In light of this, PEDs conducted a verification of Grade 11 schedules to ensure that the 2013 learners in Grade 12 had indeed passed Grade 11. To facilitate the management of progression of learners from Grade 10 to Grade 12, PEDs are expected to register learners on the Integrated Examination Computer System (IECS) from Grade 10. A few of the PEDs have commenced with this practice and this will be made compulsory for all PEDs as from 2014. This will go a long way in improving the management of subject changes and will assist in tracking learner progression in the FET band.



6.1.2 Registration of Examination Centres

In terms of the *Regulations Pertaining to the conduct, Administration and management of the National Senior Certificate Examinations*, all public and independent schools offering the National Senior Certificate wishing to conduct examinations are required to register as examination centres annually, at least three months prior to the year of the examination. The prospective centres are required to satisfy certain criteria stipulated in the *Regulations*.

Provincial Education Departments audit all prospective centres the year preceding the examination, to ensure that they have the required facilities and security to conduct the National Senior Certificate examination before they are registered. In addition, all registered independent centres are evaluated and audited annually, while public schools are audited periodically by PEDs to ensure that they maintain the appropriate facilities to serve as examination centre. Centres which are found to flout policies and regulations, or are guilty of maladministration, or have recurrent irregularities, are deregistered.

In other instances where there are doubts about the integrity of the examination at a particular centre, a resident monitor is placed at that centre or alternatively, the management of examinations at the centre is taken over by the provincial or district officials.

In 2012, Limpopo, Eastern Cape, Free State and Western Cape established special centres for part-time candidates so as to exercise tighter control over the management of examinations taken by part-time candidates. These special centres were retained in 2013, and have gone a long way in strengthening the administration of the examinations for part-time candidates in these provinces. In the main, the 2013 NSC examinations were written at public centres, independent centres and at Correctional Services facilities across the country.

6.1.3 Registration of Candidates

Every qualifying candidate desirous of writing the NSC must be registered on the Integrated Examination Computer System (IECS) by 15 March in the year of the examination. Candidates can either register as full-time candidates based at public or independent schools where they receive tuition and support, or as part-time candidates. Part-time candidates are usually attached to institutions only for examination purposes, and are not offered full-time tuition at a school.

Part-time candidates are generally repeater candidates (not limited to repeater category) who were unsuccessful in one or more subjects in the 2012 or previous examination. Completion of SBAs is a requirement for obtaining the NSC. Since SBA marks remain valid for 3 years, repeater candidates are not compelled to re-do their SBA. They may, however, opt to do so if they intend to improve their SBA mark. Part-time candidates who are not repeaters must however be attached to institutions where they can complete their SBA requirements. The DBE also registered 970 private candidates across the nine provinces from the South African Comprehensive Assessment Institute (SACAI). The SACAI was granted provisional accreditation by the Umalusi to commence with the assessment of the NSC, starting with a piloting of their examination system in the Preparatory examination. Therefore, the DBE was requested to offer the formal examination to these candidates, in 2013, and SACAI is expected to take full responsibility for the NSC examination in 2014.

To ensure the accuracy of registration of all candidates, two schedules of entries were sent to all schools for verification. Subject changes, immigrant candidates and special concessions were appropriately managed and the final registration data was audited by the DBE in readiness for the conduct of the examination.

6.1.4 Accommodations for Learners with Special Needs

Accommodations refer to the mechanisms and procedures in the conduct of assessment to provide equitable instructional and assessment access for learners who experience barriers to learning, specifically learners with disabilities.

Assessment accommodations are designed to equalise opportunities for all learners by addressing barriers which learners may experience.

Learners with special needs are also accommodated in the writing of the National Senior Certificate examinations. Although the NSC is a seven subject qualification, the Endorsed NSC makes provision for Grade 12 candidates with special needs to obtain the NSC based on offering five subjects for the NSC examination. In the 2013 NSC examinations, 191 candidates registered for the Endorsed NSC.

In addition, learners who experience any form of barriers to learning, may apply for and be granted special concessions according to their needs. Provision is made for candidates who are blind, partially sighted, deaf, hard of hearing, dyslexic, or have learning disabilities, are physically impaired, and have other disabilities, to obtain these concessions. All applications for special concessions, however, have to go through a special screening process to ensure that only those candidates who qualify for concessions related to their specific learning disabilities actually benefit from such concessions.

A total of 874 learners with special needs wrote for the 2013 NSC examinations. The special concessions granted in the 2013 NSC examinations include:

- i. Braille question papers for blind learners;
- ii. Question papers in enlarged print for the partially sighted learners;
- iii. Adapted question papers for deaf candidates. In this case the language in the question paper was simplified to accommodate the low language abilities of deaf learners;
- iv. Additional time of up to a maximum of 15 minutes per hour for candidates who qualified for additional time;
- v. Scribes were appointed for candidates who were unable to physically write. A scribe is expected to write the exact text communicated by the learner, orally, through sign language, or any other medium; and
- vi. Amanuenses were appointed for those candidates who required having the questions read, and answers written out for them. An amanuensis is a reader/scribe, who reads the questions to the learner and also writes the responses.

All these concessions are managed rigorously in order to ensure that the credibility of the examination is not compromised.



6.2. Development of National Question Papers

6.2.1 Appointment of Examiners

The appointment of the right calibre of examiners and moderators is crucial to the development of high quality question papers.

The criteria for the appointment of examiners as stipulated in the *Personnel Administrative measures (PAM)*, includes, at least a three-year post-matriculation qualification which must include the subject concerned at second or third-year level. In addition, extensive experience as an educator in the particular subject or a related area and at least two years of teaching or other curriculum-related experience within the last five years at the appropriate level is a prerequisite. Other criteria such as experience in the setting of provincial common tests and examinations and experience in the marking of national examinations are also considered.

Prospective examiners are shortlisted on the basis of the criteria stipulated in the *PAM*. The shortlisted examiners are subjected to a competency test based on the knowledge of the content and expertise in assessment and development of items, as well as computer literacy. The successful candidates are subsequently interviewed by a panel of curriculum and assessment specialists before a final selection is made.

The selected examiners are constituted into panels comprising at least three Examiners, a Chief Examiner and one Internal Moderator. The panel of Examiners are trained prior to the commencement of the setting process.

The November 2013 and March 2014 examination also marks an end to the implementation and assessment based on the National Curriculum Statement, Grades 10 – 12. A streamlined version of the National Curriculum Statement referred to as Curriculum and Assessment Policy Statements (CAPS) will be implemented in Grade 12 in 2014 for the first time.

The contracts of all Examiners and Internal Moderators came to an end with the setting of the November 2013 and March 2014 question papers. New examiners and Internal Moderators have been appointed, trained, and have commenced with the development the question papers for the 2014 examination in all the subjects.

6.2.2 Setting, Moderation and Quality Assurance of National Question Papers

The DBE set a total of 258 question papers for the November 2013 and March 2014 NSC examination. In addition, based on a contractual arrangement with the Independent Examination Board (IEB), 66 question papers for all Non-Official Languages were set by the Independent Examinations Board (IEB). In order to cater for learners with special educational needs, 55 question papers were adapted for the blind learners and 49 question papers were adapted for deaf learners. The papers for the blind were printed in both the Unified British font, as well as in Unicode so that each candidate received their Braille papers printed in the specific font he/she was taught.

In addition to this, 79 question papers were provided in enlarged prints to cater for learners who are partially sighted. The adaptation for the deaf, the blind, as well as enlarged prints was done by special examiners, who are mainly subject specialists with experience in education for the blind and deaf. This was done in conjunction with the chief examiners from the national panel.

(a) Setting of 2013 Question Papers

A national panel of examiners consisting of between 3 - 5 Examiners per panel and one Internal Moderator were responsible for the setting of all the question papers for the November 2013 NSC examinations.

A total of 204 Examiners and 48 Internal Moderators consisting of the top teachers, subject advisors and university lecturers were involved in the setting and

moderation of the Grade 12 November 2013/March 2014 National Senior Certificate examination question papers.

Prior to the commencement of the setting, each panel of examiners carefully studied and considered comments from teachers and chief markers, reports from the 2012 Marking Guideline Discussions, Internal Moderators' Reports from the 2012 marking process, as well as the External Moderators' Reports from the 2012 setting and moderation processes. In addition, reports from the international benchmarking of the question papers from International Examination Bodies were also taken into consideration during the setting.

The setting, moderation and quality assurance of question papers for the November 2013/March 2014 examinations commenced in August 2012, and were concluded in July 2013. All question papers were set within the secure environment of the Department of Basic Education. The question papers for November 2013 and March 2014 were set concurrently, to ensure a comparable standard between the November and March examinations, given that these two examinations are regarded as one sitting.

The setting process commenced with the development of a Test Specification, which shows the distribution of the subject content according to the topics, the weighting, the cognitive skills and levels of difficulty, the Learning Outcomes and Assessment Standards and the Mark Allocation. This ensured that a balanced question paper was set.

Across all subjects, questions were carefully set to ensure that appropriate scaffolding was provided for each question and also the principle of moving from the simple to the more complex, was applied in all the question papers. A variety of questions assessing a wide range of skills including critical thinking and problem solving skills were included in all the question papers.

(b) Enhancements in the Setting of the 2013 Question Papers.

The following additional inputs were utilised in the setting of the 2013 question papers, which contributed to the improvement in the quality of the question papers:

- The results of the intensive post-test analysis conducted on the 2012 NSC question papers by Umalusi as well as other independent assessment experts were taken into consideration in the setting of the 2013 question papers;
- The findings from the international benchmarking exercise conducted in 2011 were incorporated into the 2013 question papers where necessary; and
- Pre-test writing of question papers was conducted in six of the key subjects, namely, Economics, Accounting, Physical Sciences, Agricultural Sciences, Geography and Mathematics. Independent experienced subject experts were appointed to write the question papers under examination conditions. Feedback, on the length of the paper, time allocation, language accessibility, and clarity of items was provided to the panel. Using this information, the question papers were further refined.

(c) Internal Moderation of Question Papers

Internal moderation was done by an independent subject expert appointed by the DBE. Once the question paper and marking guidelines had been drafted, the drafts were submitted to the internal moderator together with the Test Specifications. The question paper, marking guidelines and analysis grids were then reviewed by the internal moderator. The question paper was evaluated utilising the Umalusi criteria. The moderators' comments on each of the criteria were provided to the examining panel who then revised the question paper, the marking guidelines and the Test Grids, accordingly. Upon approval by the internal moderator, the paper was then submitted to Umalusi, the external quality assurance council, for external moderation and subsequent approval.

(d) External Moderation of Question Papers

A total of ninety two (92) External Moderators from Umalusi evaluated and approved all the question papers for the November 2013 and March 2014 NSC examination concurrently, to ensure comparable standards. The rigorous external moderation process contributed to ensuring that the question papers were of a high quality

and appropriate standard for Grade 12 learners.

(e) Criteria for the Evaluation of Question Papers

The DBE Internal Moderators and Umalusi External Moderators made use of the following set of criteria developed by Umalusi in their evaluation of the November 2013 and March 2014 question papers.

- (i) Technical criteria;
- (ii) Internal;
- (iii) Content coverage;
- (iv) Text selection, types and quality of questions;
- (v) Cognitive skills;
- (vi) Marking memorandum / guideline;
- (vii) Language and bias;
- (viii) Predictability; and
- (ix) Overall impression.

According to the Internal and External Moderators' Reports, the papers set were of an appropriate standard and covered the prescribed content. The cognitive levels of these question papers were appropriate, and accommodated problem solving and critical thinking skills required by the curriculum.

(f) Quality Assurance and Language Simplification of Question Papers

The final quality assurance of the 2013 NSC question papers was conducted at the DBE in collaboration with the PEDs. The quality assurance process included editing, correlation, proofreading and quality control.

After the DBE editors had completed the editing and correlation, a team of selected editors from different provinces was utilised to conduct another round of editing and proofreading of the question papers. The external moderators and internal moderators also proofread the final print-ready copies.

The DBE assessment specialists also read all the question papers and marking guidelines after they had been proof-read by the internal and external moderators before being released to PEDs. This multi-step approach in the quality assurance of question papers ensured error free question papers.

6.2.3 Printing Packing and Distribution

Printing, packaging and distribution of question papers was done by Provincial Education Departments (PEDs). Question papers for the mainstream learners were handed over to PEDs one week prior to printing in accordance with the provincial printing plan. PEDs were not allowed to commence with the printing prior to 01 August 2013. The principle of 'just in time' printing and packing reduces the risk associated with long periods of storage of live question papers. Question papers for the deaf were also handed to PEDs in September for printing, while the braille question papers were handed to PEDs a few weeks prior to the commencement of the examination for final packaging and distribution. Most PEDs commenced with the concurrent printing and packing of question papers from August and completed by mid-October 2013.

In 2010, the DBE in conjunction with PEDs developed the *Norms and Standards for Printing, Packing and Distribution of Question Papers*, to ensure consistency regarding these processes across PEDs. PEDs were given a time frame within which to attain full compliance with the Norms and Standards. It is encouraging to note that, on an annual basis, there are improvements in terms of compliance to the stipulated Norms and Standards by PEDs. As a result, there were a reduced number of queries received from examination centres in 2013 relating to shortages of question papers or printing errors. PEDs have developed efficient, secure and well managed in-house printing facilities, and installed automated packing machines. This has allowed for full control by the Department and minimized security risks. In a few of the PEDs, printing was done by a reputable service provider, under the direct supervision of the PED.

In all PEDs, all question papers for the 2013 examination were pre-sealed to ensure that the packers did not have direct access to the actual question papers during the

packing process. Across the entire system, security relating to the printing, packing and distribution of question papers was enhanced.

Provincial examination directorates are responsible for distributing question papers to District offices and most provinces deliver question papers on a daily basis to the schools.

6.3 The Writing of the 2013 NSC Examination

The 2013 NSC examination was written by 562 112 full-time candidates and 92 611 part-time candidates across 6676 examination centres, over a period of 5 weeks from Monday, 28 October 2013 to Friday, 29 November 2013.

Proper invigilation is paramount to ensuring credible administration of the examination and preventing irregularities. Prior to the examination, as per the regulations, PEDs are expected to appoint a chief invigilator, per centre, who is usually the Principal of the school. The chief invigilator in turn appoints the invigilators, who are usually teachers in the school. Private invigilators may also be appointed, where necessary.

Across all PEDs, extensive training of chief invigilators and invigilators was conducted to ensure that the examination is administered in accordance with the prescripts of the regulations, and that a common acceptable standard is upheld during the writing of the examination. Chief invigilators were trained mainly by provincial examination staff in collaboration with district examination staff. The chief invigilators cascaded the training to their respective invigilators per centre.

A collaborative structure was established with the South African Police Service (SAPS), Crime Intelligence and Disaster Management services through the National Joint Operational and Intelligence Structure (NATJOINTS). A priority committee on Education was formed. This committee reviewed the security arrangements across all examination processes to improve security across all points in the examination cycle. During the writing of the examination, discrete general surveillance was provided by the South African Police Service (SAPS), ensuring that

storage and writing centres were closely monitored.

To ensure tighter control of scripts, bar-coded stickers were supplied to candidates and used on the examination scripts. This enabled PEDs to scan and account for all scripts at key points in the script flow process.

The DBE also introduced norm times for the return of scripts between the different collection points. This implies that scripts must be returned to specific points on the return route, within specified times.



6.4. Marking of the 2013 National Senior Certificate Examination

The core business of assessment is to measure learners' intellectual abilities, through an appropriate assessment instrument, in order to make judgment on their academic progression.

The marking system must produce scores that are valid and reliable, and stringent quality controls have been entrenched in all marking processes over the years.

The processes include a rigorous process on the appointment of markers to ensure that only competent markers are appointed, refinement and thorough interrogation of the marking guideline at the national marking standardisation meeting, the rigorous moderation and controls instituted at the marking centre and the final quality assurance of this process by Umalusi.

6.4.1 Appointment of Markers

Markers are appointed based on stringent criteria relating to teaching experience and qualification in the subject. These are regulated in the Personnel Administrative Measures (PAM) and they include the following:

- a) A recognised three year post school qualification which must include the subject concerned at second or third year level or other appropriate post matric qualifications;
- b) Appropriate teaching experience, including teaching experience at the appropriate level, in the subject concerned;
- c) Language competency; and
- d) In addition to the above criteria, preference is given to serving educators who are currently teaching the subject concerned.

The above criteria, together with a report on the performance of the prospective marker as a teacher in the classroom and his/her performance in previous marking sessions are strictly applied, thus ensuring that the most suitable educators are appointed.

It was also noted in the 2013 National Senior Certificate examination, that most provinces used an additional criterion for teachers teaching Grade 12 when appointing markers. Only teachers that were able to produce learner performance above a specific threshold were considered for marking. To ensure fairness and equity in the appointment process, teacher unions were allowed to observe the process.

In terms of the appointment of Chief Markers and Internal Moderators, high qualifications and extensive experience

in teaching and assessment are some of the criteria that are used to select them in order to occupy these critical positions. In the case of Senior Markers, the same stringent criteria apply and only the most experienced and competent markers will be appointed to these positions. In certain provinces, Markers, Senior Markers and Deputy Chief Markers were required to write a placement test called the Placement Assessment Battery. This practice is encouraging and will be built on in the next year.

Markers and Senior Markers are evaluated continuously in order to minimize marking errors that threaten the validity and reliability of the process.

The outcome of this evaluation is also used to profile markers at the end of the marking session. Markers are evaluated using an instrument that is based on a five point scale, and those that are judged to be excellent are considered for senior positions, whereas some markers, based on their poor performance, may not be appointed in the subsequent marking cycle.

The DBE can confirm that this experience of working in an environment that demands accuracy and precision has produced a contingent of competent markers at various levels. It is this extensive experience that is critical in the appointment of senior marking officials, and the PEDs have maintained this experienced backbone of seasoned markers over the years.





6.4.2 National Marking Guidelines Standardisation Meetings

The national marking guidelines standardisation meeting or the marking guideline discussion (memo discussion), as it is commonly known, is a robust discourse by subject specialists on each question that appeared on the question paper, to ensure that it accommodates all possible correct responses, that may be presented by candidates. This is also an opportunity to address any ambiguities that may be identified by the panel of experts that are present at this meeting. The meeting is facilitated by the Internal Moderator of the national examination panel, and attended by Umalusi External Moderators and the Internal Moderators, and Chief Markers from each of the Provincial Education Departments.

To further enhance the discussions at this meeting, the Chief Markers and Internal Moderators are expected to bring along to the meeting enabling data on learner performance collected from their own provinces, and this is done by marking 20 learner scripts from low, medium and high achieving schools. These officials are also expected to convene a meeting of a small selected group of subject specialists and teachers in the province to solicit their inputs on the question paper and preliminary marking guidelines. This information will ensure that Chief Markers and Internal Moderators bring to the meeting provincial specific information that will enrich the refinement of the marking guidelines. This process refines the marking guidelines into a valid measurement tool that would be used in the marking of learner scripts across all marking

centres.

The internal moderator, panel of examiners and external moderators play a critical role in ensuring that additional responses that are included in the final marking guideline do not water down but enhance the quality of assessment. The final marking guidelines are approved by the DBE moderator and Umalusi moderators, and officially signed off, and only this version of the marking guidelines is used at marking centres across provinces.

6.4.3 Training of Markers

Despite the formulation of an extensive and comprehensive marking guideline, the real challenge lies in the application of the marking guideline uniformly and consistently across all learners' scripts. Hence, there is a need for intensive training of markers in the consistent application of the marking guidelines. The training was based on the use of live scripts, where the same script was photocopied and made available to each Chief Marker and Internal Moderator, and marking of this common script was done at the same time on the second day of marking guidelines discussion. The marks awarded by each of the Chief Markers and Internal Moderators for the same scripts were recorded and the differences in the final marks noted.

The difference between the highest and lowest marks was noted and recorded as the variation. A discussion then followed on each question and the mark allocated and the reasons for the difference were debated, until a consensus mark could be reached. The second, third and fourth scripts were then marked in the same way, and the variation was noted in each case. This standardisation of the marking could only be terminated after an acceptable tolerance range was reached and this was agreed to be between 1 – 2% of the total marks in the paper. This process enhanced the marking consistency across all Chief Markers and Internal Moderators and at the end it was evident that the critical judgment skills of Chief Markers and Internal Moderators were sharpened. This cohort of Chief Markers and Internal Moderators was declared competent to undertake the marking process at the provincial marking centres.

The Chief Markers and Internal Moderators convened the marking guidelines discussion at each of the provincial marking centres; this was followed by a training session which was a repeat of the national standardisation meeting. A sample of three to seven scripts was again used for this process, until an acceptable tolerance range was reached at the marking centre. This implies that standardisation was initially established at a national meeting, and that same standard was cascaded to each of the provincial marking centres, so that a provincial standard could be established, which is reflective of the national standard.

During the monitoring of the marking process by the DBE, it was found that the training across provinces was in line with the standard set by the DBE. Discrepancies in the marking of these sample scripts were addressed. What was also observed in a few provinces is that before the question paper marking could begin, Markers were allocated 5 to 10 scripts to mark and these were moderated by the Senior Marker. These Markers were only authorised to mark if their margin of error was within the acceptable tolerance range. Where their awarding of marks was outside the tolerance range, these Markers were supported to achieve the desired accuracy. This practice is still in its early stages of implementation and will be promoted across all marking centres.

6.4.4 Organisation of Marking

The marking process is organised in accordance with the pyramidal principle prescribed by the *Regulations Pertaining to the Conduct, Management and Administration of Assessment for the National Senior Certificate Examinations*. This structure is organised in a hierarchical order with the Internal Moderator at the pinnacle of the pyramidal structure as the final arbiter of standards in the marking processes. At the lowest level of the structure, there are Markers who are selected based on their subject knowledge and experience in particular subjects. Five Markers are grouped and assigned a specific domain or question and are supervised by the Senior Marker. The task of the Senior Marker is to constantly review the marks allocated by the Markers under his/her supervision. This is done by assessing the degree of exactness of these Markers in the allocation of marks. A group of five to seven Senior Markers is supervised by a Deputy Chief

Marker, whose responsibility is to evaluate the judgement made by the Senior Markers under his control.

The Chief Marker, as the next level on the structure, occupies a critical position and supervises the moderation processes of both the Senior Markers and Deputy Chief Markers and confirms or negates their judgments on the quality of marking.

In addition, the Chief Marker has an added management responsibility to ensure that scripts are controlled and that all Markers are performing their responsibilities as per policy prescripts. The Internal Moderator, who is the final arbiter of standards, will then ensure finally that all scripts that have been moderated by the Chief Marker are finally approved by him or her, as the final quality assurer.

6.4.5 Moderation of Learners' Scripts

Moderation is a quality control process of ensuring standards of assessment, with specific reference to the marking of scripts, in this case. Moderation is infused at every level of the marking process and after marking is done by the marker, there are four subsequent levels of moderation that are based at the marking centre. This is then followed by moderation by the Department of Basic Education and the Quality Assurance Council, Umalusi.

The moderator at each level uses a sampling method to validate the marking standard. Policy prescribes ten percent (10%) of the scripts should be moderated. Moderators at all levels have been trained to demonstrate the principles of detachment, impartiality, and integrity. Where there are discrepancies that are outside the accepted tolerance range, these are corrected to ensure that no learner is disadvantaged.

Through the moderation process, it is expected that lower performing markers would be identified and supported. The scripts marked by the said Markers would be rigorously moderated by all senior marking personnel and if it is established that the Marker is deficient in his knowledge of the subject, the Marker's contract would be terminated.

DBE moderators, as part of an integrated team of monitors and moderators were also deployed to provinces to

moderate marking. The moderators were provided with an instrument that required them to moderate a sample of scripts that were moderated by the Internal Moderator of the province, and another sample of scripts moderated by Senior Markers, Deputy Chief Markers and Chief Marker. This moderation by the DBE moderators, added another tier of quality assurance in the marking process.

6.5 Monitoring of the National Senior Certificate Examination

The Department of Basic Education (DBE) monitors and supports the Provincial Education Departments (PEDs) in their maintenance and improvement of their examination and assessment systems.

Monitoring also ensures that the processes relating to the administration, management and conduct of the examination are fair, credible and of integrity.

The monitoring of the 2013 examination was conducted extensively across all provinces by the DBE, PEDs and Umalusi. Monitoring by the DBE focused on the following key activities / processes in the examination cycle:

- (a) The state of readiness of PEDs to conduct the NSC Examination;
- (b) The writing of the Examination; and
- (c) The marking of the Examination.

6.5.1 Monitoring the State of Readiness of Provincial Education Departments to Conduct the NSC Examination

The 2013 DBE monitoring and evaluation plan focused on two key aspects: An intensive Audit of Examination Systems and Processes and a State of Readiness Visit. The Systems and Process Audit was conducted in all nine provinces between April and July 2013. The aim of the audit was to gain deeper insights and have a better understanding of how national examinations and assessment are operationalised across provinces. Particular attention was paid to all examination and assessment processes, facilities and resources in the province, as well as management procedures followed in

the examination and assessment cycle.

On completion of the audit process, each PED was provided with a preliminary report, which contained a summary of the risks identified within each component of the examination cycle, highlighting the key areas of concern that would require additional support and intervention. Each PED was given the opportunity to respond to the audit findings and outline their intervention strategies.

In September 2013, the DBE conducted its NSC 2013 State of Readiness visits to PEDs that required follow-up and mentoring after the intensive audit earlier in the year. Specific areas of the exam cycle that were perceived to be at risk and required stringent risk management and control were the focus of this visit. A differentiated approach was adopted for the monitoring of the State of Readiness. The DBE allocated more time to provinces that were regarded as being in need of greater support.

Both the Examination Systems Audit and the State of Readiness Visits have provided the DBE with the opportunity to identify and acknowledge improvements in the provincial examination system, and to identify problem areas and provide adequate support, with a view to standardising examination delivery across PEDs. The strides made by PEDs are encouraging and the reflective practice that has begun will be used to inform planning and preparation for 2014.

6.5.2 Monitoring the writing of the Examination

To ensure that the examination is conducted in accordance with the *Regulations pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate*, the writing of the examinations was monitored across all PEDs by the DBE as well as PEDs. Provincial monitoring teams comprised provincial and district officials. In addition to the monitoring visits, daily situational reports were received from all PEDS throughout the entire period of the examinations. The DBE appointed 27 part-time monitors to augment the DBE staff to ensure that as many centres as possible are monitored.

The monitoring by the DBE also focused on the monitoring systems that PEDs have in place, to ensure compliance with policy across the entire system. This was a significant shift in the monitoring approach adopted in 2012. The part-time monitors, in the main focussed on the security of examination material; issuing, control, return and collection of examination material/stationery; and the tracking of question papers from provincial offices to nodal points and examination centres as well as tracking answer scripts from examination centres to where they are stored before the marking process.

There was evidence across PEDs that effective systems of invigilation and the script management procedures are in place, hence the reduction in the number of missing scripts reported in certain provinces. However, further attention is needed in this area in certain provinces, where there are still cases of missing scripts. The security at provincial, district level as well as nodal points was satisfactory.

6.5.3 Monitoring the Marking of the Examination

To ensure credible marking processes in the 2013 NSC, the DBE monitored and moderated marking across all PEDs. For the first time, an integrated approach was implemented in the monitoring of the 2013 NSC marking process. The approach entailed the deployment of a team comprising of DBE appointed monitors, nationally appointed moderators, and officials from the examinations and the curriculum directorate to each province over a three day period. During this period intensive monitoring and moderation of marking was conducted concurrently across as many marking centres as possible in each province. The monitors focused on all administrative tasks that are performed at the marking centres, which included the flow of scripts and mark sheets, the handling of irregularities, security at the marking centres and the features of a suitable environment for the marking process. The moderators on the other hand focused on the training of markers, the marking process and the moderation of learner scripts. This ensured a holistic approach which not only focused on the conduct of marking in the province in terms of marking administration, but also on the quality of marking. Over 70% of the 118 marking centres were monitored and scripts in seven key subjects were

moderated by nationally appointed moderators across all PEDs.

Across all provinces, the ratio of five markers to one senior marker was strictly adhered to, which allowed for more extensive moderation of scripts. Reports from the monitors and moderators regarding the administration and quality of the 2013 marking are encouraging and the DBE intends to strengthen the marking process further in 2014.

6.6 Dealing with Examination Irregularities

The Regulations Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination, together with the effective functioning of the structures that deal with irregularities at all levels, have contributed to the reduction in the number of irregularities.

The National Examination Irregularities Committee (NEIC) as a national structure exercising national oversight in the handling of irregularities, together with the Provincial Examinations Irregularities Committee (PEIC) are serving as valuable custodians of the integrity of the examinations in terms of irregularities.

The signing of the Examination Pledge by all learners writing the 2013 NSC examination was a meaningful intervention that has rekindled the moral obligation of all candidates to an examination that is free of acts of dishonesty. This has certainly contributed to the reduction of serious irregularities that have the propensity of undermining the credibility of the examination.

In dealing with the irregularities detected in the 2013 NSC examination, all Provincial Education Departments (PEDs) submitted, through their respective PEICs, comprehensive irregularity reports to the NEIC, which were intensely interrogated. Recommendations emanating from the NEIC meeting were made to the respective Provincial Examination Irregularities Committees (PEICs) for immediate ratification and implementation by the Provincial Heads of Department, so that the candidates' results that are cleared can be released.

A preliminary report on the integrity of the NSC was submitted to the Minister of Basic Education and Umalusi on 28 December 2013 for consideration and approval. On the basis of this report as well as Umalusi's own quality assurance and monitoring reports, the Umalusi Council was able to pronounce on the credibility of the 2013 NSC examinations.

In the 2013 NSC examination, administrative errors and omissions, relating in the main, to unregistered candidates were the common problem. The number of irregularities reported is insignificant when compared to the enrolment figures. The number of administrative errors and omissions also decreased significantly across all provinces compared to previous years. It is encouraging that, in an examination written by 654 723 candidates, only 147 cases of serious irregularities relating to behavioural offences or acts of dishonesty were reported. This implicated 473 candidates who represent 0.07% of the total number of candidates who sat for the 2013 NSC examinations. This also represents a 0.09% decrease from the 0.16% of serious irregularities reported in the 2012 NSC examinations. This is highly commendable and goes a long way in inspiring confidence in the credibility and integrity of the public examination system.

There are still comparatively large numbers of registration problems in the Gauteng, Free State and Limpopo Provinces, although declining, and the DBE will continue to provide targeted support to these provinces in this regard in the 2014 examination cycle.

6.7 Resulting and Certification

6.7.1 Standardisation of NSC Results

Standardisation of marks is an international practice used in large scale assessments to mitigate fluctuations in learner performance that are as a result of factors within the examination processes rather than the knowledge, aptitude or abilities of learners.

Standardisation ensures that a cohort of learners is not unduly advantaged or disadvantaged by undesirable fluctuations in the examination processes, and that the system produces a relatively constant quality of output

from one year to the next. The standardisation process therefore, addresses any variation in the standard of question papers and any variation in the standard of marking that may occur from year to year and across all the nine provinces and subject areas.

The Umalusi uses historical data on the performance of candidates in the previous five years to establish norms to which current performance is compared. Where there are unexplained discrepancies observed in current performance, then adjustments are made. Qualitative data emanating from the marking process is also considered in making adjustment decisions.

The following principles also apply to the standardisation process:

- In general, no adjustments should exceed 10%;
- Adjustments in excess of 10% could be considered in exceptional cases;
- In the case of the individual candidate, the adjustment effected should not exceed 50% of the mark obtained by the candidate;
- For those subjects with a practical component of 50%, raw marks could be accepted; and
- In subjects with enrolments of less than 500 candidates, raw marks could be accepted. However, where there are compelling reasons to do so, adjustments may be made.

The standardisation of the 2013 NSC results was hosted by the Umalusi on 23 December 2013. The process was observed by members of the Parliamentary Portfolio Committee on Basic Education, and representatives from the Zimbabwe Schools Examinations Council and the Botswana Examinations Council. Reciprocal arrangements of this nature with other examination councils in Africa is commendable as it provides an opportunity for sharing best practices, and encourages partnerships within the continent.

6.7.2 Data Capturing and Processing of Results

After the marking process is completed, the marks from the scripts are entered on to mark sheets. These marks are then captured on the Integrated Examination Computer System (IECS). In terms of the capture process, all SBA and examination marks are subjected to a double capture process.

This implies that every mark is captured independently by two separate individuals, and if the mark captured the second time is different from the first, the system will disallow such a mark. The mark is then subjected to verification by a third official before it is finally accepted onto the system.

Final results are computed from the aggregation of the different components of each subject. The IECS is programmed to process marks by combining the various components of the subject and arriving at a total score. Where a component is missing, the subject cannot be resulted.

The examination marks are subjected to the Umalusi standardisation process as described in 6.7.1. The standardisation decisions from Umalusi are then applied to each subject data and the final marks, which include the examinations and School-Based Assessment (SBA) scores are then computed, after the SBA marks are statistically moderated. The final marks are thoroughly verified prior to the statement of results being printed and made available to the candidates.

6.7.3. Final Approval of Results

In terms of the General and Further Education and Training Quality Assurance Amendment (GENFETQA) Act, the final approval and declaration on the credibility of the results is the prerogative of Umalusi, the Council for Quality Assurance in the General and Further Education and Training Bands.

On Monday, 30 December 2013, the Umalusi Council, consistent with its constitutional mandate, convened a special meeting and pronounced that the 2013 National Senior Certificate results have been fair and credible, and an unqualified approval for the release of the results was granted.

6.7.4 Viewing, Remarking and Rechecking of Results/ Appeal Processes

In terms of the *Regulations pertaining to the Conduct, Administration and Management of Assessment of the National senior Certificate Examination*, “a candidate may apply for the re-marking, re-checking and viewing of his or her examination answer script within 21 calendar days of the official release of the results”. This provision is applicable to November / December NSC and February / March NSC Supplementary examinations. Provincial Education Departments (PEDs) appoint Chief Markers and Senior Markers to re-mark the scripts of the candidates. If the candidate is still not satisfied with the outcome of the re-mark, the candidate or his / her parent may within 7 days of release of the re-marked results apply to view the examination answer script. However, an applicant must provide a clear reason for the request.

6.8 Supplementary Examination

The supplementary examination is an examination designed to provide specific learners with an additional opportunity to write the examination, based on certain pre-determined conditions. A supplementary examination will be granted under the following conditions to a full-time and/or part-time candidate:

- a) If the candidate has not met the minimum promotion and certificate requirements, but requires a maximum of two subjects to obtain the National Senior Certificate;



- b) If the candidate is medically unfit and as a result, is absent from one or more external examinations, he or she may register for the supplementary examination;
- c) A candidate that does not satisfy the minimum higher education faculty requirements or requirements for the specific occupation may be allowed to register for the supplementary examination in a maximum of two subjects, provided the candidate:
 - (i) is one requirement short in meeting the minimum admission requirements to higher education faculty requirements, or
 - (ii) provides documentary evidence that he or she qualifies for admission to a higher education institution or occupation, but is one requirement short of the higher education faculty requirements or the requirements for the specific occupation; or
- d) If there is death in the immediate family of a candidate or other special reasons for the candidate's absence, he or she may register for the Supplementary examination.

The SBA marks for the Grade 12-year will be used, including practical or oral assessment marks where applicable, in order to meet the SBA and external examination requirements. In a case where an irregularity is being investigated, provisional enrolment for the supplementary examination may be granted to the candidate concerned, pending the outcome of the investigation.



School-Based Assessment (SBA) is an important component of the examination and assessment system, and has been a part of the exit qualification requirement since the year 2000, when it was formally introduced into the system.

The School-Based Assessment constitutes 25% of the promotion scores while the examination contributes 75%. Over the last thirteen years, the reliability and validity of School-Based Assessment has been a major challenge, given the variation in standard of assessment from one school to another, from one district to another, and from one province to another. The DBE has stepped up its support to PEDs in this area, and has also strengthened its approach to the moderation of SBA while PEDs have likewise improved on the moderation systems at school, district, and provincial levels.

The main challenges relating to SBA include the following:

- (a) Internal moderation done at school and district level, focus on compliance and not on the quality of SBAs;
- (b) Poor quality and standard of assessment tasks developed by teachers, which results in inflated marks achieved by candidates;
- (c) SBA are still dominated by tests and not alternative forms of assessment, which means that the reason for SBA is not being addressed; and
- (d) The use and development of rubrics is problematic for teachers.

Although the moderation of School-Based Assessment has been conducted by PEDs over the years, valid and reliable scores are still difficult to achieve. In 2011, the DBE launched a team of moderators to conduct provincial moderation of School-Based Assessments in order to promote standardisation across provinces and also to strengthen the quality assurance processes employed by provinces. The DBE moderation process has now been entrenched as an integral part of the quality assurance of internal assessment throughout the system.

7. School-Based Assessment

The DBE conducts a moderation process in June and October every year to evaluate the internally developed tasks, in a sample of schools across two districts in each year. In 2013, the DBE conducted a system's audit of the SBA process in the provinces, in addition to the moderation process, in order to evaluate the provincial mechanisms to ensure the quality of SBA. This exercise has identified the gaps in the provincial system that are limiting progress in the implementation of successful SBA, and recommendations were made on how these matters could be addressed in the medium to long term.

The DBE appointed 68 moderators, who are excellent teachers and subject advisors. These moderators were trained and taken through the elements of what constitutes a rigorous and efficient system of SBA, in terms of the provincial and district level, together with the development of assessment tasks and the moderation of SBA. The assessment principles of validity and reliability and the criteria for evaluating the quality of assessment tasks and marking of learner evidence were clearly elaborated. The following subjects were sampled: Accounting, Mathematics, Physical Sciences, Life Sciences, History, Geography, English First Additional Language and Life Orientation.

The objectives of the 2013 SBA intervention strategies were as follows:

- (a) strengthen provincial moderation systems for the production of quality assessment tasks;
- (b) review assessment tasks and learner evidence in order to promote validity and reliability of scores;
- (c) capacitate subject advisors on the development of assessment tasks;
- (d) strengthen the quality of assessment tasks such as research assignment, practical investigation, and ensure that they are a valid measurement of skills that cannot be tested through examination; and

- (e) promote quality control processes for accurate marking;

Two instruments were used in the 2013 quality assurance of SBAs, namely, the system's audit instrument and the moderation instrument. The system's audit instrument encompassed, *inter alia*, the following aspects: location of the SBA function in the provincial management structure, structures supporting SBA implementation, training programme for subject advisors and teachers, feedback on moderation, common tests, etc. The moderation instrument, on the other hand, focussed on the following criteria relating to the quality of the assessment instrument: content coverage, cognitive levels, language usage and technical aspects.

The system's audit inspected the provincial and district systems to ascertain their potential to support School-Based Assessment. In order to ascertain programmes designed by provinces to address assessment shortcomings, DBE moderators engaged the curriculum planners and subject advisors of the sampled districts in in-depth interviews. The audit also scrutinised the policy documents, reports, guidelines, curriculum materials, instruments of moderation, and the approach to the moderation of assessment tasks were explored.

The moderation process entailed the evaluation of the assessment tasks, the marking of the learner evidence and the nature and form of feedback provided to the teachers.

The findings across all moderation sessions have been consistent despite the rotation of districts and schools. Therefore, these findings are legitimate and clearly indicate that there are areas of good practices while there are also areas of concern that need to be corrected by provinces. The findings of the 2013 moderation session were as follows:



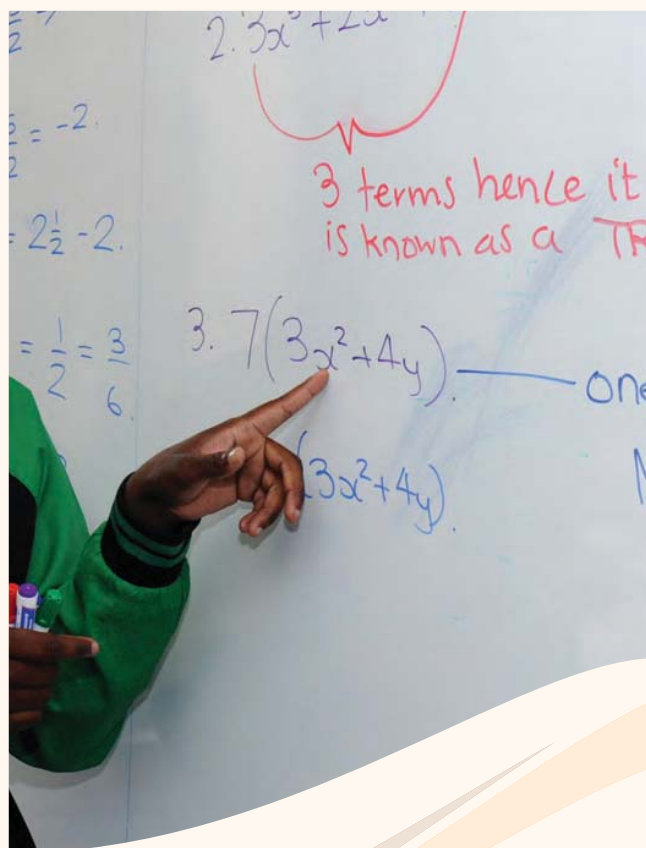
7.1 The Strengths of School-Based Assessment

- a) There is general compliance to the requirements of the Subject Assessment Guidelines (SAG) and subject policy guideline documents;
 - b) The learner evidence and teacher files are neatly organised and well managed;
 - c) There is evidence of good assessment tasks and standardised tests in some of the sampled schools;
 - d) In terms of tests and exams, the format, layout and presentation of the question papers are generally neat;
 - e) Evidence of post moderation in some form is present in some provinces. In most cases, this reflected school, district and provincial levels of moderation; and
 - f) There are schools that provided effective feedback to both teachers and learners.
- (a) The DBE will develop quality exemplar assessment tasks in selected subjects that will be distributed to all schools to serve as guidelines for the development of assessment tasks by teachers;
 - (b) The DBE will embark on a training programme targeting subject advisors, given that evidence points to the lack of capacity among subject advisors to support and train teachers in the implementation of SBA;
 - (c) The DBE will intensify the provincial moderation of the assessment tasks and the learner evidence, focusing on sampled schools from districts not targeted in previous years;
 - (d) The DBE will follow up of the audit findings of 2013, ensuring that PEDs have clearly formulated improvement plans and that these plans are being implemented and progress is being monitored; and
 - (e) In the case of Life Orientation, the DBE will continue with the setting of a Common Assessment Task (CAT), which will be increased in weighting so that the CAT can improve the standard of assessment in this subject.

7.2 Shortcomings of School-Based Assessment

- a) There is evidence of poor marking processes, resulting in the inflation of marks, inaccurate marking guideline, and misapplication of rubrics
- b) There is also some evidence of poor moderation of learner evidence which manifests into the so-called shadow marking;
- c) Lack of quality moderation of assessment tasks was noted in certain schools sampled;
- d) The quality of assessment tasks and tests generated from certain schools are of a poor standard; and
- e) Poor feedback to learners is caused by inconsistent marking.

On the basis of the above shortcomings, the DBE will prioritize the quality improvement of SBA in 2014, and the intervention programme for 2014 will include the following:



8. International and National Evaluation of the National Senior Certificate Examination Question Papers

Ensuring that the NSC question papers are comparable in standards with the question papers of reputable international assessment bodies in equivalent qualifications is a necessary process for the South African schooling system.

The efforts by the DBE to subject its question papers to international scrutiny and benchmarking by reputable institutions, clearly demonstrates the DBE's commitment to pursuing international quality standards in education.

The DBE embarked on an international benchmarking of question papers for the first time in 2002 with the Scottish Qualification authority (SQA). This was an unprecedented effort in the democratic South Africa and served as the first step in improving the quality of the Senior Certificate papers (old qualification) as the Department moved to strengthening the national examination system.

In 2007, the DBE took a decision to systematically benchmark the standard of the NSC question papers with three of the esteemed international assessment bodies, namely, the Cambridge International Examinations (CIE), the Scottish Qualification Authority (SQA) and the Board of Studies New South Wales (BSNSW). The 2010 and 2012 NSC question papers were subsequently subjected to international scrutiny in 2011 and 2013, respectively. The benchmarking process covered seven critical subjects, viz, Accounting, Mathematics, Physical Sciences, Life Sciences, History, Geography, English First Additional Language, and Mathematical Literacy. The 2011 and 2013 benchmarking process included the Higher Education South Africa (HESA). The reports emanating from the evaluation were made available to examiners and moderators to improve the quality of the question papers set in the years that followed.

The DBE sees benchmarking as an on-going process of evaluation, which is critical in promoting public confidence and the credibility of the National Senior Certificate qualification in the Republic of South Africa. This practice has become entrenched in the question paper

development processes.

There is consensus among the three institutions that the standard of the examinations is comparable to that of the international assessment bodies and that it prepares learners appropriately for the global community. High level skills are being assessed by South African papers in a creative manner that enable learners to demonstrate critical thinking and problem-solving skills. However, more needs to be done to increase the opportunities for extended writing and this can be done by eliminating some of the low mark value questions in question papers.

The specific strengths that emanated from this benchmarking process included the following:

- a) Question papers, including Mathematics and Accounting were considered to assess analytical and critical thinking skills;
- b) There is agreement among the three institutions that Mathematics is pitched at a high level;
- c) The standard of the Accounting paper was considered to be challenging and comparable to Scottish Advanced Higher level papers. The paper was considered to be an excellent assessment instrument by Scottish experts;
- d) There is correlation between mark allocation, time allocation and item difficulty across most of the papers;
- e) The papers generally complied with the prescribed learning outcomes, assessment standards and required content;
- f) Most of the question papers were considered to assess the latest development in each subject, which is in keeping with the discipline of the subjects; and
- g) Mathematical Literacy, which was benchmarked for the first time in 2013, was considered by the Board



of Studies New South Wales to be challenging. The paper was considered to assess critical thinking and was deemed comparable to General Mathematics offered by the Board of Studies New South Wales in Australia.

However, one of the weaknesses raised by the evaluators against some of the NSC question papers is that even though the question papers addressed critical thinking skills to some degree, they did not provide adequate opportunity for learners to demonstrate critical thinking. Secondly, there was a strong recommendation to reduce the breadth of the content listed in the curriculum statement, so as to allow for an assessment of the depth of the content knowledge. This will promote the demonstration of the conceptual knowledge of learners.

The DBE has noted these constructive criticisms and is progressively implementing these inputs to raise the standard of the question papers.

9. Provincial Education Departments and their Role in the National Examination System

The examination system in South Africa is based on a traditional provincial model. However, there has been growing support for the standardisation of examination question papers and examination processes. Hence, in the year 2000, the setting of question papers at a national level was initiated and in 2008, the first examination based on all question papers being nationally set was implemented. This development set a national standard not only for examinations but also for teaching and learning, since examinations have an important wash back effect.

With the centralisation of the setting of question papers, the Provincial Education Departments (PEDs) retained their administrative responsibilities relating to examinations, which included: registration of candidates and examination centres, printing, packing and distribution of question papers, the writing of the examination, the marking process, capturing of marks and the release of results to candidates. All of these functions are administered in conjunction with the DBE as the co-ordinating centre, which ensures that PEDs comply with the standards articulated in the policy that governs the administration of examinations.

The role of each of the Provincial Education Departments is critical to the successful administration of any examination. The co-ordination of examinations across the nine PEDs is facilitated by the Heads of Department Committee (HEDCOM), which has established a sub-committee, the National Examinations and Assessment Committee (NEAC), to manage all matters relating to examinations and to report accordingly to HEDCOM on all these matters.

The nine Provincial Education Departments, in terms of the last 20 years have made significant progress given that each of these provinces had to establish provincial examination systems emanating from the dismantling of the nineteen ex-departments. It is also common knowledge that the disparities of the old apartheid system impacted on the newly established Provincial Education Departments

differently, with some being more disadvantaged than others. However, over the last 20 years, much has been achieved to ensure that the examination systems in each of the Provincial Education Departments are operating on the basis of a common standard. There are still areas that need improvement in this regard, but the PEDs must be commended for the progress made to date.

The following section provides a short background to each of the provincial examination systems, and its contribution to national examinations in South Africa.

9.1. Mpumalanga



Mpumalanga Province is located in the east of South Africa and was formerly known as the Eastern Transvaal. The name “Mpumalanga” means east or literally “*the place where the sun rises*” in SiSwati, IsiXhosa, IsiNdebele and IsiZulu languages. This province is known for its beautiful natural vegetation, and for producing various fruit and vegetables and is a popular tourist destination.

Mpumalanga is divided into four districts; Gert Sibande, Nkangala, Ehlanzeni and Bojale. In the past, Gert Sibande was the best performing district but Ehlanzeni is now the best performing district and has demonstrated this upward trajectory over a four year period. The dominant home languages in Mpumalanga are Afrikaans, SiSwati, XiTsonga, IsiNdebele and English.

The examination system has experienced challenges in the past in terms of examination irregularities, but the



Mpumalanga PED has worked tirelessly to strengthen its processes and to bring stability to examinations in the province. The examination system is now working effectively and efficiently, and the province can be counted amongst the best in the country in terms of the examination system. This consistency will enable the province to grow in terms of its examination credibility and integrity.

Mpumalanga must be commended for having installed state of the art digital printing equipment with an automated facility that prints, barcodes and packs question papers without manual operation by officials. The security system of the province relating to the packaging and distribution of papers is of the highest standard, and this clearly shows the extent to which this province has decisively addressed its previous challenges. It has appointed efficient staff members with specialised skills to ensure the examination is run with integrity.

The stability of the examination has had a ripple effect on the learner performance in the province. The provincial performance has improved from 47.9% in the year 2009 to 77.6% in 2013. The provincial improvement in the results has also been demonstrated in the Bohlabela district, where the district performance improved from 28% in 2009 to 72% in 2013. Mpumalanga will continue to strengthen its intervention programme to ensure greater improvements in the system.

9.2. Eastern Cape



The Eastern Cape Province is the amalgamation of two independent Xhosa homelands of Transkei and Ciskei. Eastern Cape has produced some of the most prolific leaders including the likes of the late Nelson Mandela, Walter Sisulu and Oliver Tambo.

The Eastern Cape is the fourth largest province, with a Grade 12 enrolment of 63 989 full-time candidates and 8 898 part-time candidates in 2013 NSC examination. The province manages 915 examination centres ensuring that all these centres are monitored and certified for their readiness to conduct the NSC examination. The Eastern Cape is divided into 23 districts and these are: Butterworth, Cofimvaba, Gradock, Dutywa, East London, Fort Beaufort, Graaf-Reinet, Grahamstown, King Williams Town, Lady Frere, Libode, Lusikosiki, Maluti, Mbizana, Mt Fletcher, Mt Frere, Mthatha, Ngcobo, Port Elizabeth, Queenstown, Qumbu, Sterkspruit and Uitenhage. The highest performing districts are Port Elizabeth and Cradock. The majority of the districts are performing below 70% and there is a need for serious interventions in 2014 and beyond.

Despite the poor performance demonstrated by the province in terms of the results, and the other challenges that confront the Department, the examination directorate has continued to run a successful and credible examinations. The province has one of the more organised script libraries in the country, which has contributed to their efficient management of examination scripts. The province has also resolutely addressed the verification of learners registered on the system to write the Grade 12 examination, ensuring that they have all satisfied the Grade 11 requirements. Through this process, they were able to identify learners that would have been erroneously promoted to grade 12 and this was corrected.

The examination officials in the province must be commended for their commitment to a successful examination despite the odds that constantly confront them.

9.3. Limpopo

The dominant home languages in the Limpopo Province are Afrikaans, XiTsonga, TshiVenda, and Sepedi. The province comprises of five districts; Capricorn, Greater Sekhukhune, Mopani, Vhembe and Waterberg, and the highest performing district is Vhembe which obtained 80.6% in the 2013 NSC examination.

Limpopo is commended for producing large numbers of

Mathematics and Physical Sciences passes despite the great disadvantage due to the high level of poverty in the province. The province received 18 awards in the 2012 NSC examinations, and the top learner who obtained 100% in Mathematics, Physical Sciences and Accounting in the 2012 NSC examination comes from this province. The overall performance of Limpopo has improved from 48.9% in 2009 to 71.7% in 2013. This is a significant improvement and the province will continue to strive for an improvement in the quality of passes in the province.



Limpopo Province is managing one of the largest examination systems in the country, and there has been an improvement in the management of the registration of candidates, the training of invigilators, the management of the certification process and a reduction in the examination irregularities. The officials responsible for examinations in the province must be commended for their commitment to ensuring a credible examination despite the challenges.

9.4. Northern Cape

The Northern Cape is the largest in geographical area, but the most sparsely populated province. There are four major languages in the Northern Cape, namely; Afrikaans, SeTswana, IsiXhosa, and English. There are also other indigenous languages that are spoken by a few people, such as Nama and Khwe. The Northern Cape is also the home of over 1,000 San who emigrated from Namibia following the independence of that country.

The province is divided into five districts: Frances Baard, John Taolo Gaetsewe, Namaqua, Pixley Ka Seme and the ZF Mgcawu districts. The best performing district is the Namaqua district, with a pass rate of 89.4% while the other districts are performing at the 70% level.

The Northern Cape examination is managed by a young team of committed officials, who have adapted their systems to cope with the large distances that need to be travelled between schools and districts. It has done well in a number of areas, including the establishment of a digital printing system that is supported by an automated packaging machine. It has made significant strides in accommodating the daily delivery of question papers to examination centres that are within reasonable distance from the district offices or a distribution point. This has minimised the storage of question papers at school and thus reduced the risks associated with the storage of question papers at schools. There has also been a move to collect scripts from the schools where this is possible, so as to reduce the provincial dependence on the Post Office, which has not always been the most secure method of collecting scripts from the school.

The province has also put systems in place to promote the quality of School-Based Assessment by strengthening its district and provincial moderation processes.



The province needs to step up its intervention programme to improve its learner attainment given its gradual drop in performance over the years. The Northern Cape has shown no improvement in performance from its 74.6% gained in 2012 but has instead declined to 74.5%.

9.5. KwaZulu-Natal

The province of KwaZulu-Natal is known for producing some of the strongest historical leaders, such as King Shaka, Mzilikazi and Dingane who shaped the pre-colonial history of Southern Africa. It is also the birth place of leaders of the calibre of Pixley ka Isaka Seme, and Anton Lembede.

The province has the second largest population in South Africa, and has the largest education system in the republic. There are 145 278 full-time and 16 822 part-time candidates that wrote the 2013 NSC, constituting 25% of the Class of 2013. It has 12 districts, with only two of these districts having performed above 80%, and these are Umlazi and Pinetown districts; the rest of the districts have performed at the 70% level.



The KZN examination system is the largest in the country with 1 723 examination centres that receive delivery of question papers on a daily basis. In terms of the marking process, the province has established 27 marking centres that are managed in a standardised manner. KZN has an improved mechanism of candidate registration, which registers candidates in Grade 10 and transfers them to Grade 11 and Grade 12. This assists in tracking learners over the three year term of the qualification. The province has reduced the occurrence of serious examination irregularities and this is highly commendable.

Given the size of the province, there are numerous challenges that confront the administration of the examination, but the provincial are persevering in their endeavours to constructively address these challenges.

9.6. Gauteng

Gauteng province is the smallest province in terms of area but the second largest in terms of Grade 12 enrolment. This province is home to all eleven official languages spoken in the country. It is divided into fifteen districts and the performance of the province and the fifteen districts is noteworthy. All fifteen districts are performing above 80%, with two districts performing above 90%, namely, Gauteng West at 90.1% and Sedibeng East 90.7%, the

best performing district in the country.

Gauteng has established an effective and credible examination system. It has been commended for its efficient coordination of examination processes with the fifteen districts so as to minimise all examination risks. It has a printing and packing facility that is under excellent management and has a well-planned distribution system to schools and districts. It has also included learner performance in the appointment of markers, and this has assisted in ensuring that the most competent markers are appointed.



Gauteng has devoted a significant amount of its resources to the under-performing schools and has also hosted study camps for Grade 12 learners, particularly for those from Bekkersdal, where the community protest action posed a threat to the examinations. These learners were accommodated at these camps for the duration of the examinations.

The province is also commended for its management and moderation of school based assessment that includes rigorous control and monitoring from the provincial and district offices.

9.7. Western Cape

The Western Cape is the fourth largest of the nine provinces in terms of both area and population. The dominant language groups in this province are the Afrikaans, English and IsiXhosa. It has eight districts, and all the districts have performed at about 80%, with one district, Overberg performing at 90%.

The province is also managing one of the best examination

systems in the country. It has utilised the latest digital printing system for the printing of the NSC question papers, and through its CEMIS system, is able to register learners online and also capture the SBA marks online. Western Cape has made significant strides in the marking process and must be commended for their handling of examination irregularities. They are commended for piloting the daily delivery of question papers and collection of scripts from examination centres in 2013, and it is envisaged that this pilot will be extended in 2014 to cover more districts.



The province has also established an effective system of SBA implementation and moderation and the districts have contributed significantly to this improvement.

9.8. North West

North West includes parts of the former Transvaal Province and Cape Province, as well as most of the former Bophuthatswana. The North West Province has four municipalities that also act as districts of the Department of Education, and these are, Bojanala Platinum, Ngaka Modiri Molema, Dr Kenneth Kaunda and Dr Ruth Segomotse Moipati.



The dominant home languages in the North West province are Setswana and Afrikaans.

The province enrolled 27 574 full-time candidates and 3 434 part-time candidates.

The performance of North West over the last three years has been encouraging.

It experienced improved results from 75.7 in 2010, to 87.2% in 2013.

The North West has made significant strides in the management and administration of the examinations. They have managed their independent centres very tightly, and where there is an indication of a lack of compliance to policy, strong action is taken. The programme developed by the province, to verify promotion requirements in Grades 10, 11 and 12 is being used effectively in the province. The province must also be commended for its strong co-ordination strategy between the districts and the provincial head office. This contributes to the success of examinations in the province.

The North West has engaged in a very extensive intervention programme targeting learners in the FET band. Vacation camps were conducted in all districts and a total of 16 872 learners were in attendance. Learners were presented with revision material for challenging topics in each subject. All of the four districts performed above 80%, with Ngaka M Molema district performing at 90.4%, which is the highest performing district in the North West in 2013.

9.9. Free State



The dominant languages in the Free State province include Afrikaans and SeSotho. The Free State is divided into four districts and these are: Fezile Dabi, Thabo

Mofutsanyane, Motheo, Xhariep and Lejweleputswa. Free State has shown consistent improvement over the last five years, from a pass percentage of 69.4% in the year 2009, to attaining the highest percentage in 2013 of 87.4%. All five districts have obtained a pass of above 85%.

The province has a stable examination system. It utilises the SASAMS data for the registration of candidates for the National Senior Certificate examination. This is extremely pleasing as this is in keeping with the directive from HEDCOM for SASAMS to be used as the primary data source for all processes, including examinations. The province has also significantly improved the management of the marking process by interviewing Chief Markers and appointing them on a four year contract, thus bringing greater stability to marking standards. It utilises the evaluation reports of markers from previous years to determine their re-appointment.

The Free State has expended a significant percentage of its budget on improving performance at the Grade 12 level. It has supported the principals of under-performing schools by activating a mentoring programme, and also supported newly appointed principals. The subject advisory team in this province has been effective in assisting under-performing schools, particularly in under-performing subjects. The close monitoring of curriculum coverage and the content training workshops has borne fruit in this province.

Congratulations to the Free State for the high achievement and consistent improvement over the past four years.



DBE MONITORING VISITS TO PROVINCES

A photograph of a classroom scene. In the foreground, a student with a long braid, wearing a white shirt and a dark green vest, is seated at a wooden desk. She is holding a small, open book with both hands, looking down at it. On the desk in front of her is a stack of papers. To her right, a black and white patterned bag is partially visible. In the background, two other students in similar uniforms are seated at their desks, looking down. The background is slightly blurred. An orange semi-transparent banner is overlaid across the middle of the image, containing the text "GALLERY WALK....".

GALLERY WALK....

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DBE TEAM



PRE-STANDARDISATION TEAM



EXAMINATION TECHNICAL TEAM

NATIONAL AND PROVINCIAL EXAMINATION TEAM



DBE WRITING TEAM



*National Examinations Irregularity committee
meeting (NEIC)– 19 December 2013*



Pre-Standardisation meeting – 21 December 2013

10. Analysis of 2013 National Senior Certificate (NSC) Examination Results

The NSC class of 2013 has recorded the highest pass rate of 78.2%, which not only represents an increase of 4.3 percentage point on the 2012 pass rate, but also the highest pass rate since the advent of the democratic South Africa. The results provide evidence of a stabilising and maturing system, where systemic interventions are beginning to bear fruit and teachers and learners are becoming more confident about the content and skills assessed in the NSC examinations.

This section of the report will provide the analysis of the data at national, provincial and district levels. The report will focus on full-time candidates that have written six or more subjects and this is based on the 562 112 candidates listed in Table 4. The performance of the part-time candidates, totalling to 92 611, is included in Table 36. Given that the part-time candidates register for one or more subjects, and in most cases these are less than the full package of seven subjects, the results of these candidates cannot be analysed in the same way as those for the full-time candidates. The results of these candidates will be analysed in terms of subject performance, and an overall pass rate for part-time candidates cannot be calculated.

This section will focus on the following analyses:

- (a) National pass rates and pass rate trends over the last four years;
- (b) Analysis of provincial performance;
- (c) Comparison of NSC passes by type of qualification;
- (d) Comparison of NSC passes by gender;
- (e) Analysis of school pass rates with different percentage categories;
- (f) Analysis of subject performance;
- (g) Analysis of school performance by quintile rating;
- (h) Performance of learners with special needs;
- (i) Analysis of district performance; and
- (j) Subject performance of part-time candidates.



10.1 Overall performance of full-time candidates in the 2013 NSC examination

Table 4: Overall performance of candidates in the 2013 NSC examination

Province	2013		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	72 138	46 840	64.9
Free State	27 105	23 689	87.4
Gauteng	97 897	85 122	87.0
KwaZulu-Natal	145 278	112 403	77.4
Limpopo	82 483	59 184	71.8
Mpumalanga	50 053	38 836	77.6
North West	29 140	25 414	87.2
Northern Cape	10 403	7 749	74.5
Western Cape	47 615	40 542	85.1
National	562 112	439 779	78.2

The overall achievement rate for 2013 is **78.2%**. This is an increase of **4.3** percentage points from the 2012 achievement rate.

10.2 Comparison of NSC passes

Figure 1: Comparison of NSC performance, 2008 to 2013

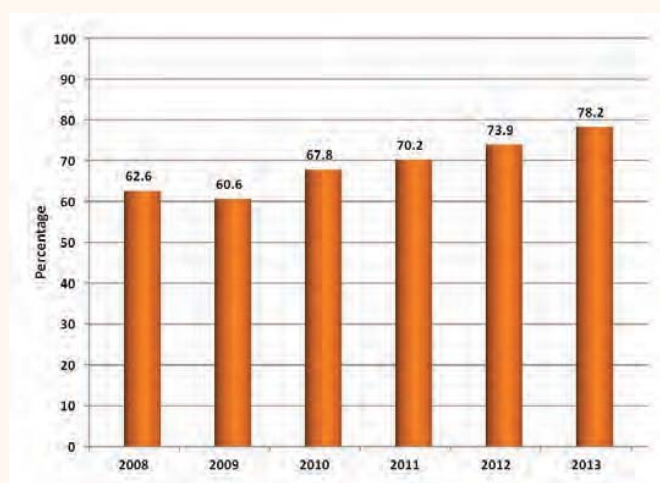


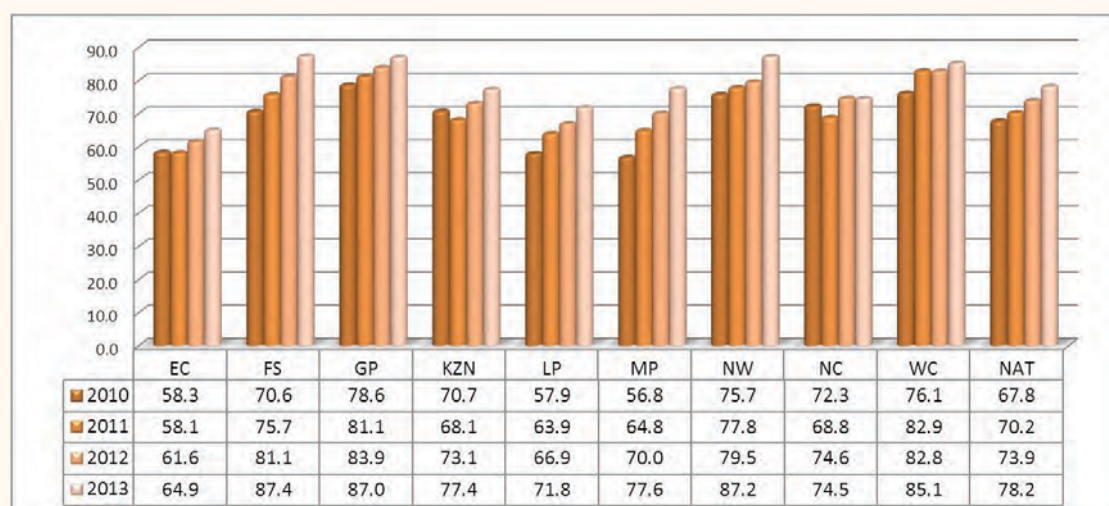
Figure 1 shows the significant increase in the pass rate from **62.6%** in 2008 to **78.2%** in **2013**. This represents an overall increase of 15.6 percentage points.

Table 5: Comparison of NSC passes by province, 2010 to 2013

Province	2010			2011			2012			2013		
	Total wrote	Total Achieved	% achieved	Total wrote	Total Achieved	% achieved	Total wrote	Total Achieved	% achieved	Total wrote	Total Achieved	% achieved
Eastern Cape	64 090	37 345	58.3	65 359	37 997	58.1	63 989	39 443	61.6	72 138	46 840	64.9
Free State	27 586	19 484	70.6	25 932	19 618	75.7	24 265	19 676	81.1	27 105	23 689	87.4
Gauteng	92 241	72 538	78.6	85 367	69 216	81.1	89 627	75 214	83.9	97 897	85 122	87.0
KwaZulu- Natal	122 444	86 556	70.7	122 126	83 204	68.1	127 253	93 003	73.1	145 278	112 403	77.4
Limpopo	94 632	54 771	57.9	73 731	47 091	63.9	77 360	51 745	66.9	82 483	59 184	71.8
Mpumalanga	51 695	29 382	56.8	48 135	31 187	64.8	47 889	33 504	70.0	50 053	38 836	77.6
North West	28 909	21 874	75.7	25 364	19 737	77.8	27 174	21 609	79.5	29 140	25 414	87.2
Northern Cape	10 182	7 366	72.3	10 116	6 957	68.8	8 925	6 661	74.6	10 403	7 749	74.5
Western Cape	45 764	34 831	76.1	39 960	33 110	82.9	44 670	36 974	82.8	47 615	40 542	85.1
National	537 543	364 147	67.8	496 090	348 117	70.2	511 152	377 829	73.9	562 112	439 779	78.2

The number of candidates passing NSC examinations increased from **364 147** in 2010 to **439 779** in 2013, an increase of 75 532 candidates

Figure 2: Comparison of NSC passes by province, 2010 to 2013



In 2013, Free State scored the highest percentage of 87.4%. There has been a remarkable increase in the pass rate across all provinces except for the Northern Cape. Four provinces recorded pass rates of above 80%, namely, Free State, North West, Gauteng and Western Cape.

10.3 Performance by type of Qualification

Table 6: NSC passes by type of qualification, 2013

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	72 138	13 686	19.0	19 179	26.6	13 950	19.3	25	0.0	46 840	64.9
Free State	27 105	8 961	33.1	10 089	37.2	4 636	17.1	3	0.0	23 689	87.4
Gauteng	97 897	38 104	38.9	33 716	34.4	13 295	13.6	7	0.0	85 122	87.0
KwaZulu-Natal	145 278	47 202	32.5	42 760	29.4	22 328	15.4	113	0.1	112 403	77.4
Limpopo	82 483	18 781	22.8	22 694	27.5	17 695	21.5	14	0.0	59 184	71.8
Mpumalanga	50 053	12 954	25.9	16 366	32.7	9 507	19.0	9	0.0	38 836	77.6
North West	29 140	10 166	34.9	10 249	35.2	4 998	17.2	1	0.0	25 414	87.2
Northern Cape	10 403	2 424	23.3	3 207	30.8	2 118	20.4	0	0.0	7 749	74.5
Western Cape	47 615	19 477	40.9	15 032	31.6	6 029	12.7	4	0.0	40 542	85.1
National	562 112	171 755	30.6	173 292	30.8	94 556	16.8	176	0.0	439 779	78.2

Of the total number of learners who wrote the NSC examination in 2013, **171 755** (30.6%) qualified for admission to Bachelor studies. An additional **173 292** (30.8%) candidates, qualified for admission to Diploma studies. This implies that a total of 61.4% of the learners qualify for admission to Higher Education Institutions.

Figure 3: Number of Bachelors passes by province, 2013

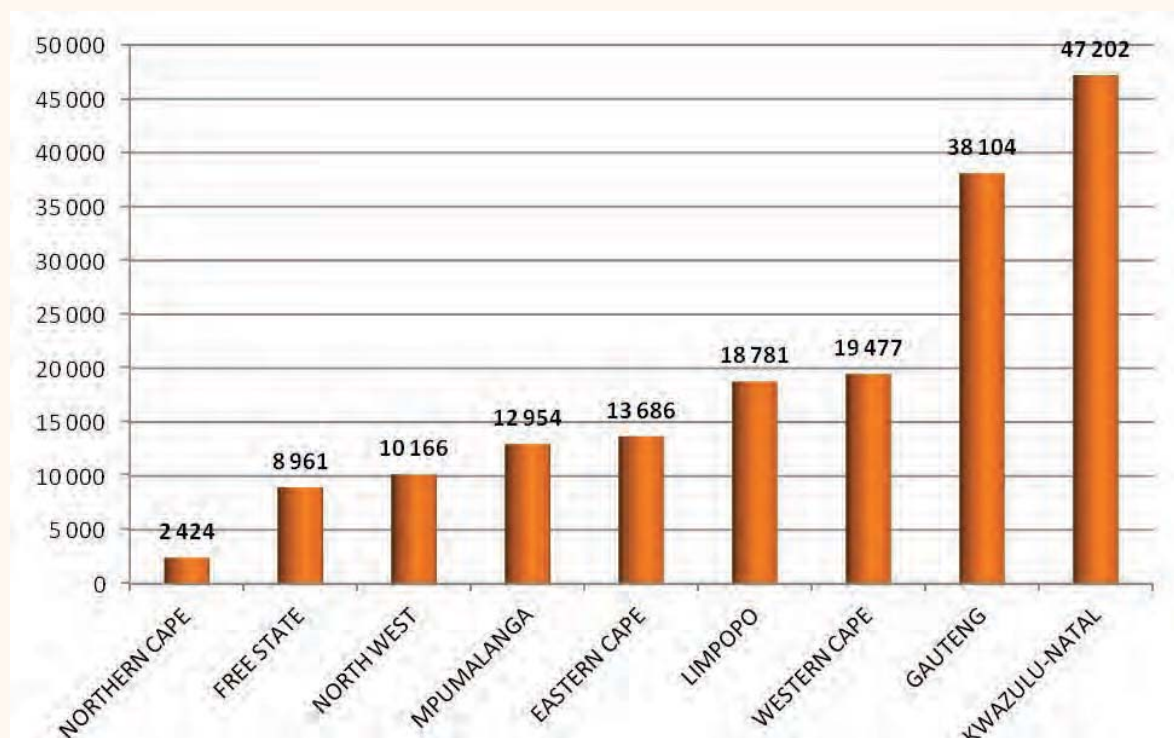


Figure 3 shows that KZN has the highest number of candidates qualifying for Bachelor studies in 2013 with **47 202 candidates**, followed by Gauteng and Western Cape at **38 104** and **19 477** respectively. The number of Bachelor passes from Limpopo are also notable at **18 781**.

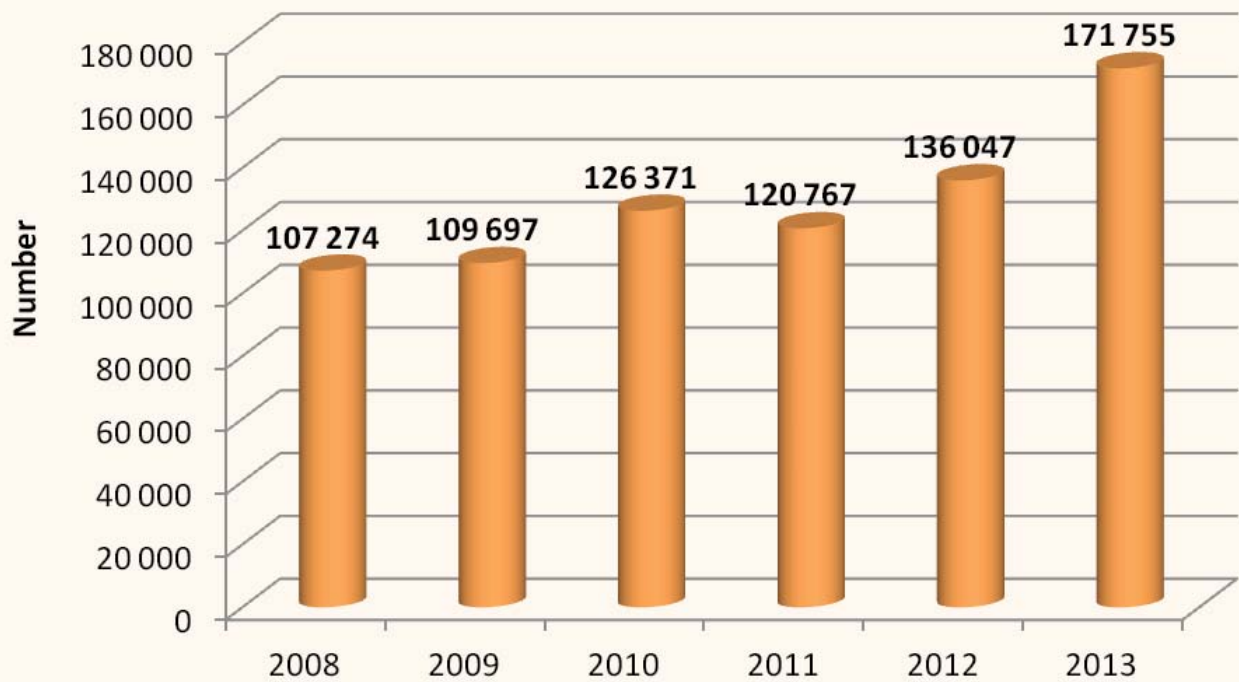
Table 7: Comparison of the NSC performance by type of qualification from 2010 to 2013

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	2010	64 090	10 225	16.0	15 281	23.8	11 711	18.3	147	0.2	37 364	58.3
	2011	65 359	10 291	15.7	15 530	23.8	12 102	18.5	74	0.1	37 997	58.1
	2012	63 989	11 246	17.6	16 148	25.2	11 998	18.8	51	0.1	39 443	61.6
	2013	72 138	13 686	19.0	19 179	26.6	13 950	19.3	25	0.0	46 840	64.9
Free State	2010	27 586	5 890	21.4	8 180	29.7	5 367	19.5	62	0.2	19 499	70.7
	2011	25 932	6 817	26.3	8 371	32.3	4 413	17.0	17	0.1	19 618	75.7
	2012	24 265	6 937	28.6	8 553	35.2	4 181	17.2	5	0.0	19 676	81.1
	2013	27 105	8 961	33.1	10 089	37.2	4 636	17.1	3	0.0	23 689	87.4
Gauteng	2010	92 241	31 301	33.9	28 938	31.4	12 290	13.3	8	0.0	72 537	78.6
	2011	85 367	30 037	35.2	27 776	32.5	11 394	13.3	9	0.0	69 216	81.1
	2012	89 627	32 449	36.2	30 422	33.9	12 335	13.8	8	0.0	75 214	83.9
	2013	97 897	38 104	38.9	33 716	34.4	13 295	13.6	7	0.0	85 122	87.0
KwaZulu-Natal	2010	122 444	31 466	25.7	34 708	28.3	20 137	16.4	245	0.2	86 556	70.7
	2011	122 126	27 397	22.4	34 190	28.0	21 331	17.5	283	0.2	83 201	68.1
	2012	127 253	34 779	27.3	36 841	29.0	21 274	16.7	109	0.1	93 003	73.1
	2013	145 278	47 202	32.5	42 760	29.4	22 328	15.4	113	0.1	112 403	77.4
Limpopo	2010	94 632	14 757	15.6	21 471	22.7	18 478	19.5	103	0.1	54 809	57.9
	2011	73 731	12 946	17.6	18 868	25.6	15 253	20.7	24	0.0	47 091	63.9
	2012	77 360	15 324	19.8	20 103	26.0	16 301	21.1	17	0.0	51 745	66.9
	2013	82 483	18 781	22.8	22 694	27.5	17 695	21.5	14	0.0	59 184	71.8

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Mpumalanga	2010	51 695	8 147	15.8	11 955	23.1	9 176	17.8	104	0.2	29 382	56.8
	2011	48 135	8 866	18.4	13 195	27.4	9 072	18.8	54	0.1	31 187	64.8
	2012	47 889	9 495	19.8	14 277	29.8	9 633	20.1	99	0.2	33 504	70.0
	2013	50 053	12 954	25.9	16 366	32.7	9 507	19.0	9	0.0	38 836	77.6
North West	2010	28 909	8 021	27.7	8 937	30.9	4 917	17.0	1	0.0	21 876	75.7
	2011	25 364	7 187	28.3	8 373	33.0	4 177	16.5	0	0.0	19 737	77.8
	2012	27 174	7 445	27.4	9 151	33.7	5 010	18.4	3	0.0	21 609	79.5
	2013	29 140	10 166	34.9	10 249	35.2	4 998	17.2	1	0.0	25 414	87.2
Northern Cape	2010	10 182	2 152	21.1	3 001	29.5	2 210	21.7	3	0.0	7 366	72.3
	2011	10 116	2 012	19.9	2 871	28.4	2 074	20.5	0	0.0	6 957	68.8
	2012	8 925	2 055	23.0	2 787	31.2	1 819	20.4	0	0.0	6 661	74.6
	2013	10 403	2 424	23.3	3 207	30.8	2 118	20.4	0	0.0	7 749	74.5
Western Cape	2010	45 764	14 412	31.5	13 753	30.1	6 955	15.2	4	0.0	35 124	76.8
	2011	39 960	15 214	38.1	12 410	31.1	5 480	13.7	6	0.0	33 110	82.9
	2012	44 670	16 317	36.5	14 599	32.7	6 053	13.6	5	0.0	36 974	82.8
	2013	47 615	19 477	40.9	15 032	31.6	6 029	12.7	4	0.0	40 542	85.1
National	2010	537 543	126 371	23.5	146 224	27.2	91 241	17.0	677	0.1	364 513	67.8
	2011	496 090	120 767	24.3	141 584	28.5	85 296	17.2	467	0.1	348 114	70.2
	2012	511 152	136 047	26.6	152 881	29.9	88 604	17.3	297	0.1	377 829	73.9
	2013	562 112	171 755	30.6	173 292	30.8	94 556	16.8	176	0.0	439 779	78.2

When comparing the NSC performance by type of qualification, the table shows that the number of candidates qualifying for Bachelor studies has increased from **126 371 in 2010 to 171 755 in 2013**, which is an additional **45 384** candidates.

Figure 4: Number of Bachelors passes, 2008 -2013



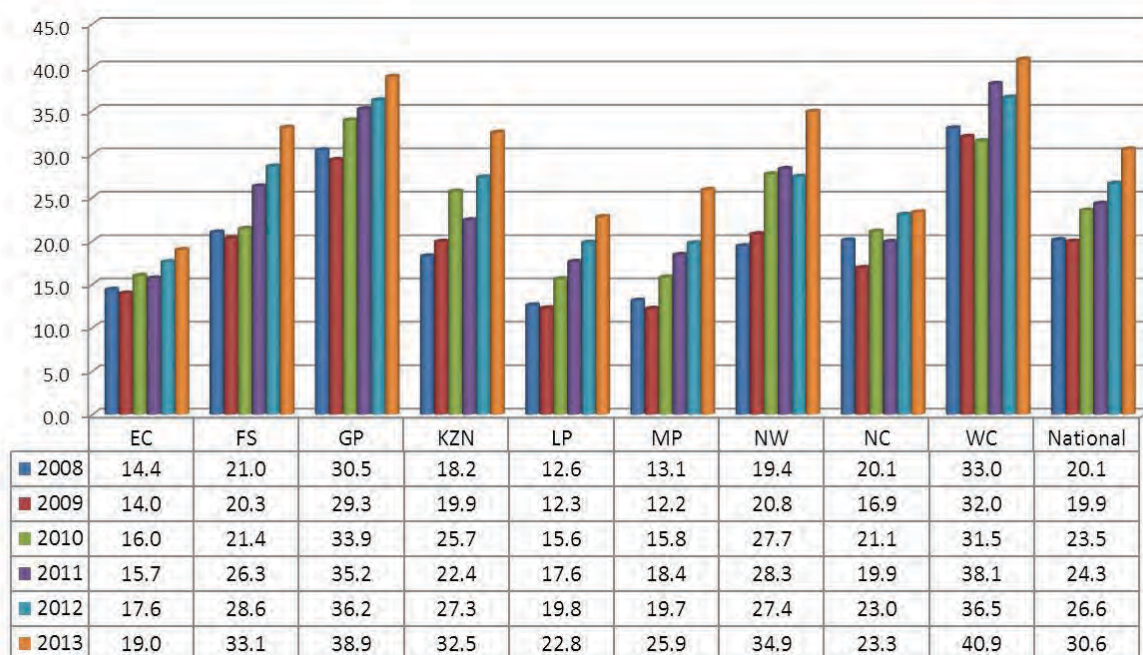
A total of **35 708** more candidates qualified for admission to Bachelor studies in 2013 compared to 2012 and **64 481** more candidates qualified for admission to Bachelor Studies, compared with 2008.

Table 8: Comparison of Bachelor's passes by province between 2010 and 2013

Province	2010			2011			2012			2013		
	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor
Eastern Cape	64 090	10 225	16.0	65 359	10 291	15.7	63 989	11 246	17.6	72 138	13 686	19.0
Free State	27 586	5 890	21.4	25 932	6 817	26.3	24 265	6 937	28.6	27 105	8 961	33.1
Gauteng	92 241	31 301	33.9	85 367	30 037	35.2	89 627	32 449	36.2	97 897	38 104	38.9
KwaZulu-Natal	122 444	31 466	25.7	122 126	27 397	22.4	127 253	34 779	27.3	145 278	47 202	32.5
Limpopo	94 632	14 757	15.6	73 731	12 946	17.6	77 360	15 324	19.8	82 483	18 781	22.8
Mpumalanga	51 695	8 147	15.8	48 135	8 866	18.4	47 889	9 495	19.8	50 053	12 954	25.9
North West	28 909	8 021	27.7	25 364	7 187	28.3	27 174	7 445	27.4	29 140	10 166	34.9
Northern Cape	10 182	2 152	21.1	10 116	2 012	19.9	8 925	2 055	23.0	10 403	2 424	23.3
Western Cape	45 764	14 412	31.5	39 960	15 214	38.1	44 670	16 317	36.5	47 615	19 477	40.9
National	537 543	126 371	23.5	496 090	120 767	24.3	511 152	136 047	26.6	562 112	171 755	30.6

In 2013, Western Cape had the highest percentage of candidates that qualified for admission to Bachelor studies at **40.9%**, followed by Gauteng at **38.9%**. It is also important to note that there has been a general increase in the numbers and percentage of learners eligible for Bachelor studies across all provinces.

Figure 5: Comparison of Bachelors passes by provinces, 2008 - 2013



Candidates qualifying for Bachelor studies has increased by **10.5%** percentage points from **20.1% in 2008 to 30.6% in 2013**.

Table 9: Bachelors passes by Gender, 2012-2013

Province	Gender	2012			2013		
		Total Wrote	Total Achieved Bachelor	% Achieved Bachelors	Total Wrote	Total Achieved Bachelor	% Achieved Bachelors
Eastern Cape	Female	35 551	6 052	17.0	40 128	7 182	17.9
	Male	28 438	5 194	18.3	32 010	6 504	20.3
Free State	Female	12 837	3 761	29.3	14 517	4 766	32.8
	Male	11 428	3 176	27.8	12 588	4 195	33.3
Gauteng	Female	49 353	18 777	38.0	54 099	21 959	40.6
	Male	40 274	13 672	33.9	43 798	16 145	36.9
KwaZulu-Natal	Female	67 854	18 906	27.9	79 987	26 205	32.8
	Male	59 399	15 873	26.7	65 291	20 997	32.2
Limpopo	Female	41 374	7 463	18.0	44 182	8 994	20.4
	Male	35 986	7 861	21.8	38 301	9 787	25.6
Mpumalanga	Female	25 874	4 876	18.8	27 009	6 506	24.1
	Male	22 015	4 619	21.0	23 044	6 448	28.0
North West	Female	14 355	3 873	27.0	16 084	5 492	34.1
	Male	12 819	3 572	27.9	13 056	4 674	35.8
Northern Cape	Female	4 843	1 140	23.5	5 647	1 319	23.4
	Male	4 082	915	22.4	4 756	1 105	23.2

Province	Gender	2012			2013		
		Total Wrote	Total Achieved Bachelor	% Achieved Bachelors	Total Wrote	Total Achieved Bachelor	% Achieved Bachelors
Western Cape	Female	25 309	9 416	37.2	26 987	11 266	41.7
	Male	19 361	6 901	35.6	20 628	8 211	39.8
National	Female	277 350	74 264	26.8	308 640	93 689	30.4
	Male	233 802	61 783	26.4	253 472	78 066	30.8
	Total	511 152	136 047	26.6	562 112	171 755	30.6

A total of **30.4%** of the female candidates qualified for Bachelor studies in 2013 compared to **26.8%** in 2012 (an increase of **3.6** percentage points). A total of **30.8%** of male candidates qualified for Bachelor studies in 2013 compared to **26.4%** in 2012, an increase of **4.4** percentage points.

10.4 OVERALL NSC PERFORMANCE BY GENDER (2013)

Table 10: Overall performance of candidates in the 2013 NSC examination by gender

Province	Gender	No. Wrote	No. Achieved	% Achieved
Eastern Cape	Male	32 010	21 911	68.5
	Female	40 128	24 929	62.1
Free State	Male	12 588	11 199	89.0
	Female	14 517	12 490	86.0
Gauteng	Male	43 798	38 326	87.5
	Female	54 099	46 796	86.5
KwaZulu-Natal	Male	65 291	50 958	78.0
	Female	79 987	61 445	76.8
Limpopo	Male	38 300	28 982	75.7
	Female	44 183	30 202	68.4
Mpumalanga	Male	23 044	18 359	79.7
	Female	27 009	20 477	75.8
North West	Male	13 056	11 598	88.8
	Female	16 084	13 816	85.9
Northern Cape	Male	4 756	3 603	75.8
	Female	5 647	4 146	73.4
Western Cape	Male	20 628	17 805	86.3
	Female	26 987	22 737	84.3
National	Male	253 471	202 741	80.0
	Female	308 641	237 038	76.8
	Both	562 112	439 779	78.2

When comparing overall performance of candidates by gender, a higher percentage (**80.0%**) of males compared to females (**76.8%**) passed the NSC examination in 2013. This is in contrast to the larger number of females than males that wrote the examination and the larger number of females than males that passed.

Table 11: Comparison of number of NSC passes by province and gender from 2010 to 2013

Province	Gender	Total wrote				Total Achieved				% achieved		
		2010	2011	2012	20113	2010	2011	2012	2013	2010	2011	2012
Eastern Cape	Male	28 196	28 825	28 438	32 010	16 793	17 516	18 235	21 911	59.6	60.8	64.1
	Female	35 894	36 534	35 551	40 128	20 552	20 481	21 208	24 929	57.3	56.1	59.7
Free State	Male	13 259	12 307	11 428	12 588	9 569	9 550	9 477	11 199	72.2	77.6	82.9
	Female	14 327	13 625	12 837	14 517	9 915	10 068	10 199	12 490	69.2	73.9	79.5
Gauteng	Male	41 531	39 586	40 274	43 798	32 545	32 341	34 080	38 326	78.4	81.7	84.6
	Female	50 710	45 781	49 353	54 099	39 993	36 875	41 134	46 796	78.9	80.5	83.3
KwaZulu-Natal	Male	56 463	58 729	59 399	65 291	40 159	40 337	43 826	50 958	71.1	68.7	73.8
	Female	65 981	63 397	67 854	79 987	46 397	42 867	49 177	61 445	70.3	67.6	72.5
Limpopo	Male	43 049	34 415	35 986	38 300	26 810	23 440	25 525	28 982	62.3	68.1	70.9
	Female	51 583	39 316	41 374	44 183	27 961	23 651	26 220	30 202	54.2	60.2	63.4
Mpumalanga	Male	24 082	22 478	22 015	23 044	14 275	15 146	15 989	18 359	59.3	67.4	72.6
	Female	27 613	25 657	25 874	27 009	15 107	16 041	17 515	20 477	54.7	62.5	67.7
North West	Male	13 407	12 148	12 819	13 056	10 422	9 637	10 470	11 598	77.7	79.3	81.7
	Female	15 502	13 216	14 355	16 084	11 452	10 100	11 139	13 816	73.9	76.4	77.6
Northern Cape	Male	4 588	4 613	4 082	4 756	3 350	3 186	3 119	3 603	73.0	69.1	76.4
	Female	5 594	5 503	4 843	5 647	4 016	3 771	3 542	4 146	71.8	68.5	73.1
Western Cape	Male	19 783	17 745	19 361	20 628	15 359	14 904	16 335	17 805	77.6	84.0	84.4
	Female	25 981	22 215	25 309	26 987	19 472	18 206	20 639	22 737	74.9	82.0	81.5
National	Male	244 358	230 846	233 802	253 471	169 282	166 057	177 056	202 741	69.3	71.9	75.7
	Female	293 185	265 244	277 350	308 641	194 865	182 060	200 773	237 038	66.5	68.6	72.4
	Both	537 543	496 090	511 152	562 112	364 147	348 117	377 829	439 779	67.8	70.2	73.9

The percentage of males that passed the NSC examination has been consistently higher than the percentage of females that passed, from 2010 to 2013. The number of females that wrote and passed has also been consistently higher than the number of males, from 2010 to 2013.

10.5 School performance within different percentage categories

Table 12: Pass rates within different percentage categories, 2013

Provinces	No of Schools Number	Exactly 0%		Exactly 100%		0 to 19,9%		20 to 39,9%		40 to 59,9%		60 to 79,9		80 to 100%	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Eastern Cape	918	3	0.3	36	3.9	29	3.2	121	13.2	261	28.4	287	31.3	220	24.0
Free State	332	0	0.0	50	15.1	0	0.0	1	0.3	8	2.4	63	19.0	260	78.3
Gauteng	806	1	0.1	122	15.1	1	0.1	7	0.9	35	4.3	179	22.2	584	72.5
KwaZulu-Natal	1 723	2	0.1	116	6.7	23	1.3	95	5.5	272	15.8	530	30.8	803	46.6
Limpopo	1 413	2	0.1	51	3.6	26	1.8	94	6.7	276	19.5	530	37.4	487	34.5
Mpumalanga	539	0	0.0	25	4.6	2	0.4	10	1.9	82	15.2	190	35.3	255	47.3
North West	380	0	0.0	48	12.6	0	0.0	1	0.3	11	2.9	80	21.1	288	75.8
Northern Cape	134	0	0.0	14	10.4	0	0.0	3	2.2	21	15.7	43	32.1	67	50.0
Western Cape	431	1	0.2	89	20.6	1	0.2	2	0.5	25	5.8	97	22.5	306	71.0
National	6 676	9	0.1	551	8.3	82	1.2	334	5.0	991	14.8	1 999	29.9	3 270	49.0

In 2013, a high percentage (49%) of schools performed between 80% and 100%. This is a positive signal confirming that almost half of the schools are scoring above 80%.

Table 13: Pass rates within different percentage categories, 2012 and 2013

PROVINCES		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%	
		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Eastern Cape	Number	907	918	44	29	174	121	235	261	259	287	195	220	0	3	30	36
	%			4.9	3.2	19.2	13.2	25.9	28.4	28.6	31.3	21.5	24.0	0.0	0.3	3.3	3.9
Free State	Number	326	332	0	0	4	1	27	8	95	63	200	260	0	0	43	50
	%			0.0	0.0	1.2	0.3	8.3	2.4	29.1	19.0	61.3	78.3	0.0	0.0	13.2	15.1
Gauteng	Number	781	806	3	1	9	7	67	35	224	179	478	584	0	1	85	122
	%			0.4	0.1	1.2	0.9	8.6	4.3	28.7	22.2	61.2	72.5	0.0	0.1	10.9	15.1
KwaZulu-Natal	Number	1 712	1 723	34	23	109	95	329	272	595	530	645	803	1	2	107	116
	%			2.0	1.3	6.4	5.5	19.2	15.8	34.8	30.8	37.7	46.6	0.1	0.1	6.3	6.7
Limpopo	Number	1 411	1 413	39	26	141	94	353	276	503	530	375	487	1	2	36	51
	%			2.8	1.8	10.0	6.7	25.0	19.5	35.6	37.4	26.6	34.5	0.1	0.1	2.6	3.6
Mpumalanga	Number	541	539	5	2	24	10	145	82	192	190	175	255	0	0	18	25
	%			0.9	0.4	4.4	1.9	26.8	15.2	35.5	35.3	32.3	47.3	0.0	0.0	3.3	4.6
North West	Number	384	380	1	0	10	1	34	11	131	80	208	288	0	0	36	48
	%			0.3	0.0	2.6	0.3	8.9	2.9	34.1	21.1	54.2	75.8	0.0	0.0	9.4	12.6
Northern Cape	Number	134	134	0	0	6	3	16	21	45	43	67	67	0	0	20	14
	%			0.0	0.0	4.5	2.2	11.9	15.7	33.6	32.1	50.0	50.0	0.0	0.0	14.9	10.4
Western Cape	Number	427	431	0	1	7	2	23	25	132	97	265	306	0	1	66	89
	%			0.0	0.2	1.6	0.5	5.4	5.8	30.9	22.5	62.1	71.0	0.0	0.2	15.5	20.6
National	Number	6 623	6 676	126	82	484	334	1 229	991	2 176	1 999	2 608	3 270	2	9	441	551
	%			1.9	1.2	7.3	5.0	18.6	14.8	32.9	29.9	39.4	49.0	0.0	0.1	6.7	8.3

Approximately **78.9%** of schools performed at 60% and above in 2013, compared 72.4% in 2012. This represents 485 more schools that are now performing at 60% and above.

10.6 School performance by Quintiles

Table 14: Pass rates within different percentage categories by Quintiles, 2013

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Total
Quintile 1	31	138	327	532	631	1 659
Quintile 2	26	81	307	606	658	1 678
Quintile 3	14	70	215	477	543	1 319
Quintile 4	2	8	71	199	413	693
Quintile 5	1	12	23	84	620	740
Total	74	309	943	1 898	2 865	6 089

NB: Independent and special schools are not classified in quintiles. Therefore, 587 schools are not included in this table.

It is interesting to note that 631 schools from quintile 1 schools obtained a pass rate of 80% and above, compared to the 620 schools in quintile 5. This must however be viewed in the context of the larger number of schools in the quintile 1 category.

Table 15: NSC passes by type of qualification per Quintile, 2012 -2013

Achievement Status	2012							2013						
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 99	Totals	Q 1	Q 2	Q 3	Q 4	Q 5	Q 99	Totals
Achieved Bachelor	16 296	19 752	25 252	18 497	46 795	9 455	136 047	21 068	26 931	30 408	26 225	55 181	11 942	171 755
Achieved Diploma	26 885	30 251	34 476	24 179	29 851	7 239	152 881	30 734	35 893	37 758	28 386	32 296	8 225	173 292
Achieved H-Cert	21 208	22 504	22 083	11 660	8 052	3 097	88 604	22 653	24 605	23 132	12 489	8 417	3 244	94 540
Achieved NSC	167	72	39	8	0	11	297	82	53	14	7	1	20	177
Total Achieved	64 556	72 579	81 850	54 344	84 698	19 802	377 829	74 537	87 482	91 312	67 107	95 895	23 431	439 764

NB: Q99 refers to schools that are not classified into quintiles.

Table 16: Number of candidates in schools, per percentage interval, per Quintile, 2012-2013

% Interval (Schools)	2012						2013					
	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%	1 671	2 142	920	67	168	4 968	1 209	1 136	386	42	75	2 848
No with 20 to 39.9%	9 731	7 688	6 285	1 302	774	25 780	7 609	4 602	3 671	683	917	17 482
No with 40 to 59.9%	23 828	23 497	22 565	7 389	2 268	79 547	22 223	19 672	16 504	6 253	2 173	66 825
No with 60 to 79.9%	35 937	44 762	46 929	28 662	12 215	168 505	34 499	45 850	46 684	23 346	10 298	160 677

% Interval (Schools)	2012						2013					
	Q 1	Q 2	Q 3	Q 4	Q 5	Total	Q 1	Q 2	Q 3	Q 4	Q 5	Total
No with 80 to 100%	26 671	29 879	39 065	32 903	77 971	206 489	40 414	48 475	54 742	51 747	90 881	286 259
Grand Total	97 838	107 968	115 764	70 323	93 396	485 289	105 954	119 735	121 987	82 071	104 344	534 091
	2012						2013					
	Q 1	Q 2	Q 3	Q 4	Q 5	Total	Q 1	Q 2	Q 3	Q 4	Q 5	Total
Exactly 0%	37	9	56	0	0	102	8	11	40	0	0	59
Exactly 100%	1 227	1 036	1 953	1 208	14 635	20 059	2 141	2 024	1 974	3 118	18 909	28 166

10.7 National Subject analysis

NSC CANDIDATES' PERFORMANCE IN HOME LANGUAGES

Table 17: Candidates' performance in Home Languages (official languages), 2011 – 2013

Subject Name (Home Languages)	2011			2012			2013		
	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved
Afrikaans Home Language	47 971	47 068	98.1	48 471	47 650	98.3	50 101	49 058	97.9
English Home Language	85 495	80 407	94.0	95 338	90 821	95.3	110 243	106 715	96.8
IsiNdebele Home Language	3 685	3 682	99.9	3 525	3 523	99.9	4 287	4 281	99.9
IsiXhosa Home Language	71 780	71 665	99.8	72 215	72 112	99.9	79 307	79 193	99.9
IsiZulu Home Language	124 412	123 637	99.4	125 325	124 617	99.4	136 302	135 869	99.7
Sepedi Home Language	58 122	57 612	99.1	60 296	60 081	99.6	65 207	64 960	99.6
Sesotho Home Language	26 482	26 287	99.3	25 151	25 066	99.7	28 243	28 165	99.7
Setswana Home Language	35 213	35 006	99.4	36 698	36 600	99.7	40 719	40 603	99.7
SiSwati Home Language	15 527	15 436	99.4	16 214	16 101	99.3	16 586	16 467	99.3
Tshivenda Home Language	12 649	12 639	99.9	13 607	13 595	99.9	14 914	14 912	100.0
Xitsonga Home Language	21 279	21 137	99.3	20 964	20 797	99.2	21 984	21 882	99.5

Candidates performed above 99% in all Home Languages, except Afrikaans Home Language.

Table 18: Candidates' performance in First Additional Languages, 2011 to 2013

Subject Name (1st Additional Languages)	2011			2012			2013		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Afrikaans First Additional Language	68 455	63 965	93.4	48 471	47 650	98.3	87 930	81 662	92.9
English First Additional Language	414 480	398 740	96.2	95 338	90 821	95.3	454 666	449 420	98.8
IsiNdebele First Additional Language	1	1	100.0	3 525	3 523	99.9	23	23	100.0
IsiXhosa First Additional Language	1 547	1 541	99.6	72 215	72 112	99.9	1 880	1 875	99.7
IsiZulu First Additional Language	10 943	10 887	99.5	125 325	124 617	99.4	15 345	15 254	99.4
Sepedi First Additional Language	280	275	98.2	60 296	60 081	99.6	387	385	99.5
Sesotho First Additional Language	593	588	99.2	25 151	25 066	99.7	652	648	99.4
Setswana First Additional Language	181	179	98.9	36 698	36 600	99.7	217	216	99.5
SiSwati First Additional Language	281	279	99.3	16 214	16 101	99.3	326	326	100.0
Tshivenda First Additional Language	8	8	100.0	13 607	13 595	99.9	24	24	100.0
Xitsonga First Additional Language	9	9	100.0	20 964	20 797	99.2	19	19	100.0

Candidates' performance in all First Additional Languages is also above **99%**, except for Afrikaans First Additional Language.

COMPARISON OF NSC CANDIDATES' PERFORMANCE IN SELECTED SUBJECTS

Table 19: Candidates' performance at 30% and above in selected subjects, 2010 – 2013

Subjects (Full-Time)	2010			2011			2012			2013		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	160 991	101 093	62.8	137 903	84 972	61.6	134 978	88 508	65.6	145 427	95 520	65.7
Agricultural Science	85 523	53 573	62.6	77 719	55 404	71.3	78 148	57 571	73.7	83 437	67 308	80.7
Business Studies	200 795	142 742	71.1	187 677	147 559	78.6	195 507	151 237	77.4	218 914	179 329	81.9
Economics	147 289	110 824	75.2	133 358	85 411	64.0	134 369	97 842	72.8	150 114	110 869	73.9
Geography	209 854	145 187	69.2	199 248	139 405	70.0	213 735	162 046	75.8	239 657	191 834	80.0
History	87 675	66 428	75.8	85 928	65 239	75.9	94 489	81 265	86.0	109 046	94 982	87.1
Life Orientation	550 813	548 777	99.6	506 138	503 985	99.6	522 132	520 502	99.7	569 530	568 311	99.8
Life Sciences	285 496	212 895	74.6	264 819	193 946	73.2	278 412	193 593	69.5	301 718	222 374	73.7

Subjects (Full-Time)	2010			2011			2012			2013		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Mathematical Literacy	280 836	241 576	86.0	275 380	236 548	85.9	291 341	254 611	87.4	324 097	282 270	87.1
Mathematics	263 034	124 749	47.4	224 635	104 033	46.3	225 874	121 970	54.0	241 509	142 666	59.1
Physical Sciences	205 364	98 260	47.8	180 585	96 441	53.4	179 194	109 918	61.3	184 383	124 206	67.4

There has been an improvement in candidates' performance in all the key subjects except for Mathematical Literacy, which recorded a small decrease of **0.3** percentage points in 2013 compared to 2012. The improvement in Mathematics and Physical Sciences is encouraging.

Figure 6: Candidates' performance at 30% and above in selected subjects, 2009 – 2013

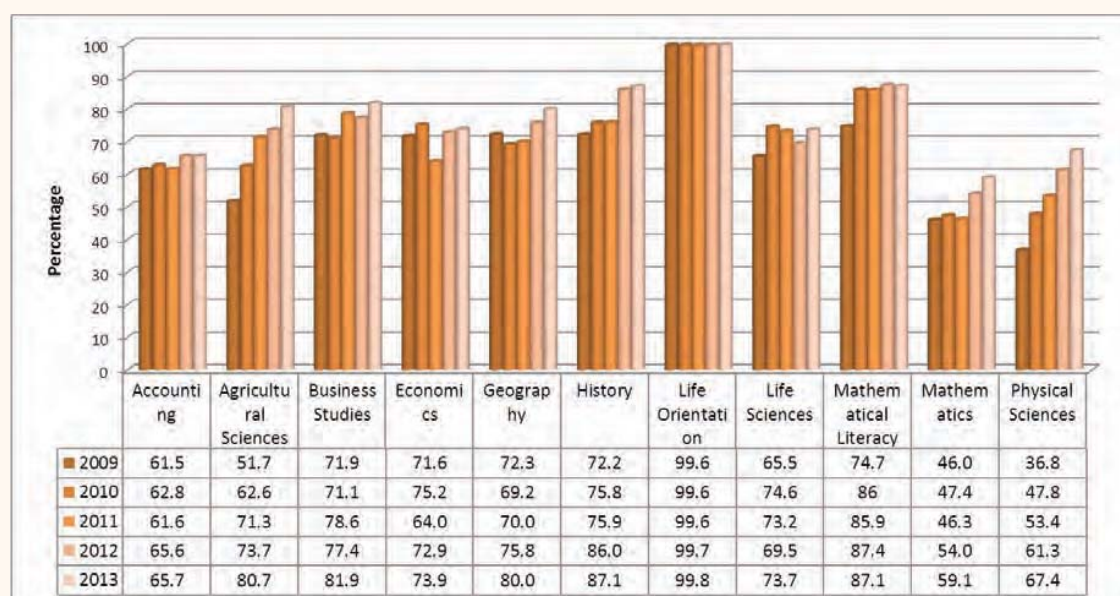


Table 20: Candidates' performance in all non-language subjects, 2010 - 2013

Subjects	2010			2011			2012			2013		
	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved
Accounting	160 991	101 093	62.8	137 903	84 972	61.6	134 978	88 508	65.6	145 427	95 520	65.7
Agricultural Management Practices	1 128	1 090	96.6	1 100	1 084	98.5	1 223	1 223	100.0	1 417	1 412	99.6
Agricultural Sciences	85 523	53 573	62.6	77 719	55 404	71.3	78 148	57 571	73.7	83 437	67 308	80.7
Agricultural Technology	534	527	98.7	590	587	99.5	675	670	99.3	688	687	99.9
Business Studies	200 795	142 742	71.1	187 677	147 559	78.6	195 507	151 237	77.4	218 914	179 329	81.9
Civil Technology	9 108	8 522	93.6	8 227	7 954	96.7	8 759	8 597	98.2	9 073	8 849	97.5
Computer Applications Technology	48 928	43 342	88.6	44 866	40 019	89.2	44 555	41 183	92.4	44 848	41 348	92.2
Consumer Studies	32 994	31 792	96.4	32 560	31 962	98.2	36 001	34 797	96.7	39 504	39 231	99.3
Dance Studies	430	400	93.0	406	387	95.3	435	422	97.0	449	443	98.7
Design	2 486	2 305	92.7	2 247	2 178	96.9	2 106	2 043	97.0	2 178	2 153	98.9
Dramatic Arts	6 043	5 961	98.6	6 098	6 006	98.5	6 813	6 763	99.3	7 695	7 666	99.6
Economics	147 289	110 824	75.2	133 358	85 411	64.0	134 369	97 842	72.8	150 114	110 869	73.9
Electrical Technology	5 843	5 305	90.8	4 836	4 331	89.6	5 010	4 725	94.3	5 124	4 988	97.3
Engineering Graphics and Design	25 880	24 458	94.5	23 824	22 599	94.9	25 070	23 812	95.0	27 027	26 076	96.5
Geography	209 854	145 187	69.2	199 248	139 405	70.0	213 735	162 046	75.8	239 657	191 834	80.0
History	87 675	66 428	75.8	85 928	65 239	75.9	94 489	81 265	86.0	109 046	94 982	87.1
Hospitality Studies	10 255	10 038	97.9	8 922	8 840	99.1	8 378	8 319	99.3	8 778	8 686	99.0
Information Technology	4 884	4 545	93.1	4 313	4 055	94.0	4 428	4 141	93.5	4 874	4 651	95.4
Life Orientation	550 813	548 777	99.6	506 138	503 985	99.6	522 132	520 502	99.7	569 530	568 311	99.8
Life Sciences	285 496	212 895	74.6	264 819	193 946	73.2	278 412	193 593	69.5	301 718	222 374	73.7
Mathematical Literacy	280 836	241 576	86.0	275 380	236 548	85.9	291 341	254 611	87.4	324 097	282 270	87.1
Mathematics	263 034	124 749	47.4	224 635	104 033	46.3	225 874	121 970	54.0	241 509	142 666	59.1

Subjects	2010			2011			2012			2013		
	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved
Mathematics: probability; data handling;	9 454	6 451	68.2	8 871	6 948	78.3	8 878	7 337	82.6	9 306	7 783	83.6
Mechanical Technology	6 859	6 333	92.3	5 831	5 470	93.8	5 801	5 484	94.5	6 223	5 891	94.7
Music	1 424	1 355	95.2	1 560	1 442	92.4	1 679	1 618	96.4	1 762	1 702	96.6
Physical Sciences	205 364	98 260	47.8	180 585	96 441	53.4	179 194	109 918	61.3	184 383	124 206	67.4
Religion Studies	2 275	2 006	88.2	3 221	2 929	90.9	4 212	4 023	95.5	5 241	4 810	91.8
Tourism	78 488	74 509	94.9	84 354	82 094	97.3	93 254	90 962	97.5	110 565	106 449	96.3
Visual Arts	6 651	6 433	96.7	6 254	6 059	96.9	6 409	6 280	98.0	6 871	6 755	98.3

Improvements are noted in most of the subjects listed in the table above.

Table 21: Candidates' performance in Mathematics and Physical Sciences by gender, 2010 – 2013

Subject		Mathematics			Physical Sciences		
Gender		Female	Male	Total	Female	Male	Total
2010	Total Wrote	142 990	120 044	263 034	106 746	98 618	205 364
	Achieved at 30% & above	62 197	62 552	124 749	48 763	49 497	98 260
	% Achieved	43.5	52.1	47.4	45.7	50.2	47.8
2011	Total Wrote	119 645	104 990	224 635	92 984	87 601	180 585
	Achieved at 30% & above	50 158	53 875	104 033	46 683	49 758	96 441
	% Achieved	41.9	51.3	46.3	50.2	56.8	53.4
2012	Total Wrote	122 620	103 254	225 874	94 279	84 915	179 194
	Achieved at 30% & above	60 322	61 648	121 970	55 575	54 343	109 918
	% Achieved	49.2	59.7	54.0	58.9	64.0	61.3
2013	Total Wrote	132 784	108 725	241 509	97 995	86 388	184 383
	Achieved at 30% & above	72 069	70 597	142 666	64 376	59 830	124 206
	% Achieved	54.3	64.9	59.1	65.7	69.3	67.4

In 2013, the performance of male and female candidates in Mathematics and Physical Sciences has improved. In Mathematics, females improved from **43.5% in 2010 to 54.3% in 2013**; and performance of males increased from **52.1% in 2010 to 64.9% in 2013**.

In Physical Sciences females improved from **45.7% in 2010 to 65.7% in 2013**; while males increased from **50.2% in 2010 to 69.3% in 2013**.

10.8 Provincial subject performance

Comparison of candidates' performance in Mathematics by province and level of achievement

Table 22: Candidates' performance in Mathematics by province and level of achievement, 2011 - 2013

Province	Mathematics											
	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Eastern Cape	38 067	37 038	36 274	12 752	14 114	15 753	33.5	38.1	43.4	7 469	8 124	9 564
Free State	10 001	9 512	9 629	5 395	6 167	6 847	53.9	64.8	71.1	3 462	4 114	4 794
Gauteng	32 665	33 682	36 908	20 027	23 899	27 150	61.3	71.0	73.6	14 706	17 638	20 088
KwaZulu-Natal	61 483	63 168	73 019	24 284	30 408	39 151	39.5	48.1	53.6	14 235	18 676	25 841
Limpopo	35 118	35 044	35 558	15 618	18 346	21 088	44.5	52.4	59.3	9 580	11 926	14 224
Mpumalanga	19 899	18 835	19 400	9 199	9 998	11 301	46.2	53.1	58.3	5 947	6 539	7 719
North West	9 818	10 344	10 906	5 282	6 160	7 350	53.8	59.6	67.4	3 361	3 901	4 889
Northern Cape	3 280	2 864	3 139	1 656	1 572	1 810	50.5	54.9	57.7	1 022	1 045	1 198
Western Cape	14 304	15 387	16 676	9 820	11 306	12 216	68.7	73.5	73.3	7 759	8 753	9 473
National	224 635	225 874	241 509	104 033	121 970	142 666	46.3	54.0	59.1	67 541	80 716	97 790

The performance of Mathematics candidates who passed at 30% and above has increased from **46.3%** in 2011 to **59.1%** in 2013. Similarly, Mathematics candidates who passed at 40% and above increased from **30.1%** in 2011 to **40.5%** in 2013.

Comparison of candidates' performance in Physical Sciences by province and level of achievement

Table 23: Number of candidates who achieved in Physical Sciences, by province and level of achievement, 2011 – 2013

Province	Physical Sciences											
	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Eastern Cape	26 367	25 603	25 218	12 123	12 911	14 061	46.0	50.4	55.8	6 831	6 922	7 534
Free State	9 901	8 487	8 288	5 466	5 820	6 280	55.2	68.6	75.8	3 467	3 748	4 047
Gauteng	28 605	29 001	29 836	17 069	20 335	22 557	59.7	70.1	75.6	12 142	14 649	15 750
KwaZulu-Natal	45 340	45 951	50 332	23 516	26 783	33 442	51.9	58.3	66.4	13 965	16 163	20 875
Limpopo	30 874	30 975	30 758	16 079	18 566	20 180	52.1	59.9	65.6	9 569	11 194	12 233
Mpumalanga	17 280	16 493	16 952	9 025	10 426	11 104	52.2	63.2	65.5	5 747	6 842	6 958
North West	8 624	9 225	8 978	4 853	5 769	6 686	56.3	62.5	74.5	3 103	3 593	4 182
Northern Cape	2 667	2 202	2 540	1 173	1 324	1 563	44.0	60.1	61.5	736	840	916
Western Cape	10 927	11 257	11 481	7 137	7 984	8 333	65.3	70.9	72.6	5 549	6 125	6 182
National	180 585	179 194	184 383	96 441	109 918	124 206	53.4	61.3	67.4	61 109	70 076	78 677

The performance of Physical Sciences candidates who passed at 30% and above has increased from **53.4%** in 2011 to **67.4%** in 2013. Similarly, Physical Sciences candidates who passed at 40% and above increased from **33.8%** in 2011 to **42.7%** in 2013.

Table 24: Candidates' performance in Accounting by province and level of achievement, 2012 – 2013

Accounting										
Province	2012					2013				
	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	17 273	10 617	6 362	61.5	36.8	18 104	10 359	5 843	57.2	32.3
Free State	6 892	4 944	3 350	71.7	48.6	7 379	5 375	3 432	72.8	46.5
Gauteng	23 626	16 234	11 509	68.7	48.7	25 413	17 873	12 331	70.3	48.5
KwaZulu-Natal	40 642	26 993	17 584	66.4	43.3	44 493	30 232	19 543	67.9	43.9
Limpopo	17 984	11 210	6 472	62.3	36.0	20 247	12 209	6 710	60.3	33.1
Mpumalanga	11 251	6 173	3 726	54.9	33.1	11 013	6 178	3 592	56.1	32.6
North West	5 810	3 638	2 247	62.6	38.7	6 435	4 400	2 585	68.4	40.2
Northern Cape	2 001	1 485	962	74.2	48.1	1 974	1 176	707	59.6	35.8
Western Cape	9 499	7 214	5 451	75.9	57.4	10 369	7 718	5 568	74.4	53.7
Total	134 978	88 508	57 663	65.6	42.7	145 427	95 520	60 311	65.7	41.5

The performance of Accounting candidates who passed at 30% and above has increased from **65.6% in 2012 to 65.7% in 2013**.

The 1.2 percentage points decline in the candidates who achieved at 40% and above in 2013 compared to 2012, needs to be given special attention in 2014.

Table 25: Candidates' performance in Business Studies by province and level of achievement, 2012 – 2013

Business Studies										
Province	2012					2013				
	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	22 972	16 543	10 428	72.0	45.4	25 596	18 511	11 590	72.3	45.3
Free State	10 181	7 150	4 457	70.2	43.8	11 621	10 128	7 109	87.2	61.2
Gauteng	40 278	34 246	25 268	85.0	62.7	44 162	39 408	29 701	89.2	67.3
KwaZulu-Natal	51 804	44 440	33 753	85.8	65.2	60 045	51 766	39 752	86.2	66.2
Limpopo	21 353	13 195	7 093	61.8	33.2	24 355	15 168	8 288	62.3	34.0
Mpumalanga	18 215	12 410	7 274	68.1	39.9	18 770	14 161	8 780	75.4	46.8
North West	8 911	7 219	4 844	81.0	54.4	10 322	9 134	6 538	88.5	63.3
Northern Cape	3 508	2 470	1 432	70.4	40.8	3 921	3 008	1 785	76.7	45.5
Western Cape	18 285	13 564	8 921	74.2	48.8	20 122	18 045	13 879	89.7	69.0
Total	195 507	151 237	103 470	77.4	52.9	218 914	179 329	127 422	81.9	58.2

The performance of Business Studies candidates who passed at 30% and above has increased from **77.4% in 2012 to 81.9% in 2013**, and at 40% and above, there was an increase from **52.9% in 2012 to 58.2% in 2013**.

Table 26: Candidates' performance in Economics by province and level of achievement, 2012 – 2013

Economics										
Province	2012					2013				
	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	18 396	11 710	6 712	63.7	36.5	20 686	12 068	5 823	58.3	28.1
Free State	6 205	4 713	2 811	76.0	45.3	7 170	5 674	3 188	79.1	44.5
Gauteng	24 531	18 546	11 951	75.6	48.7	26 980	22 227	14 481	82.4	53.7
KwaZulu-Natal	34 116	27 653	19 390	81.1	56.8	37 959	30 164	20 431	79.5	53.8
Limpopo	22 139	15 606	9 157	70.5	41.4	25 678	18 041	10 446	70.3	40.7
Mpumalanga	13 448	8 046	4 250	59.8	31.6	13 622	8 022	3 958	58.9	29.1
North West	5 448	4 489	2 921	82.4	53.6	6 788	5 926	4 028	87.3	59.3
Northern Cape	1 568	1 164	601	74.2	38.3	1 974	1 597	889	80.9	45.0
Western Cape	8 518	5 915	3 659	69.4	43.0	9 257	7 150	4 551	77.2	49.2
Total	134 369	97 842	61 452	72.8	45.7	150 114	110 869	67 795	73.9	45.2

The performance of Economics candidates who passed at 30% and above has increased from **72.8% in 2012** to **73.9% in 2013**.

Table 27: Candidates' performance in Geography by province and level of achievement, 2012 – 2013

Geography										
Province	2012					2013				
	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	25 794	17 139	9 061	66.4	35.1	27 654	19 334	11 088	69.9	40.1
Free State	8 107	6 617	4 141	81.6	51.1	9 808	8 369	5 440	85.3	55.5
Gauteng	33 829	28 377	19 129	83.9	56.5	39 337	34 445	25 030	87.6	63.6
KwaZulu-Natal	52 757	40 064	26 188	75.9	49.6	61 955	49 896	35 088	80.5	56.6
Limpopo	38 899	28 831	17 375	74.1	44.7	41 315	32 177	20 724	77.9	50.2
Mpumalanga	20 418	14 224	8 149	69.7	39.9	22 047	17 308	11 201	78.5	50.8
North West	13 794	10 905	6 051	79.1	43.9	14 926	12 685	8 346	85.0	55.9
Northern Cape	4 050	3 019	1 558	74.5	38.5	5 070	3 925	2 164	77.4	42.7
Western Cape	16 087	12 870	8 108	80.0	50.4	17 545	13 695	8 792	78.1	50.1
Total	213 735	162 046	99 760	75.8	46.7	239 657	191 834	127 873	80.0	53.4

The performance of Geography candidates who passed at 30% and above has increased from **75.8% in 2012** to **80.0% in 2013**, and at 40% and above from **46.7% in 2012** to **53.4% in 2013**.

Table 28: Candidates' performance in History by province and level of achievement, 2012– 2013

History										
Province	2012					2013				
	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	13 573	10 561	7 348	77.8	54.1	15 667	12 825	9 312	81.9	59.4
Free State	3 047	2 627	1 906	86.2	62.6	4 238	3 889	3 160	91.8	74.6
Gauteng	18 215	16 888	13 720	92.7	75.3	22 483	20 297	15 992	90.3	71.1
KwaZulu-Natal	23 394	20 971	17 039	89.6	72.8	27 325	24 843	20 709	90.9	75.8
Limpopo	11 392	8 890	5 786	78.0	50.8	12 200	8 591	5 047	70.4	41.4
Mpumalanga	5 665	4 039	2 700	71.3	47.7	5 570	4 898	3 848	87.9	69.1
North West	4 551	4 088	3 052	89.8	67.1	5 130	4 619	3 587	90.0	69.9
Northern Cape	2 598	2 198	1 347	84.6	51.8	2 922	2 629	1 774	90.0	60.7
Western Cape	12 054	11 003	8 505	91.3	70.6	13 511	12 391	9 707	91.7	71.8
Total	94 489	81 265	61 403	86.0	65.0	109 046	94 982	73 136	87.1	67.1

The performance of History candidates who passed at 30% and above has increased from **86% in 2012** to **87.1% in 2013**, and at 40% and above from **65.0% to 67.1%**.

Table 29: Candidates' performance in Life Sciences by province and level of achievement, 2012 – 2013

Life Science										
Province	2012					2013				
	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	39 007	24 772	14 254	63.5	36.5	41 368	26 659	14 870	64.4	35.9
Free State	11 709	9 652	6 618	82.4	56.5	12 521	10 528	7 318	84.1	58.4
Gauteng	42 129	33 559	23 334	79.7	55.4	45 690	37 129	26 839	81.3	58.7
KwaZulu-Natal	68 750	46 083	28 684	67.0	41.7	78 353	58 313	39 206	74.4	50.0
Limpopo	48 169	31 292	17 747	65.0	36.8	50 440	35 661	20 611	70.7	40.9
Mpumalanga	24 672	16 118	9 325	65.3	37.8	26 461	19 281	12 138	72.9	45.9
North West	15 270	10 467	6 109	68.5	40.0	16 026	12 548	8 090	78.3	50.5
Northern Cape	5 425	3 360	1 795	61.9	33.1	6 165	3 589	2 052	58.2	33.3
Western Cape	23 281	18 290	12 868	78.6	55.3	24 694	18 666	13 231	75.6	53.6
Total	278 412	193 593	120 734	69.5	43.4	301 718	222 374	144 355	73.7	47.8

The performance of Life Science candidates who passed at 30% and above has increased from **69.5% in 2012** to **73.7% in 2013** and at 40% from **43.4% in 2012** to **47.8% in 2013**.

Table 30: Candidates' performance in Mathematical Literacy by province and level of achievement, 2012 – 2013

Mathematical Literacy										
Province	2012					2013				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	29 925	23 581	13 989	78.8	46.7	36 520	28 557	17 517	78.2	48.0
Free State	14 870	14 112	10 942	94.9	73.6	17 619	16 656	12 720	94.5	72.2
Gauteng	56 718	54 321	45 092	95.8	79.5	61 732	57 952	46 315	93.9	75.0
KwaZulu-Natal	65 313	52 456	32 067	80.3	49.1	73 156	59 547	40 443	81.4	55.3
Limpopo	42 516	35 631	21 947	83.8	51.6	47 248	40 539	27 029	85.8	57.2
Mpumalanga	29 248	24 846	16 427	84.9	56.2	30 848	26 453	18 418	85.8	59.7
North West	16 939	16 004	12 057	94.5	71.2	18 357	17 247	13 069	94.0	71.2
Northern Cape	6 265	5 745	4 143	91.7	66.1	7 354	6 403	4 304	87.1	58.5
Western Cape	29 547	27 915	22 124	94.5	74.9	31 263	28 916	22 476	92.5	71.9
Total	291 341	254 611	178 788	87.4	61.4	324 097	282 270	202 291	87.1	62.4

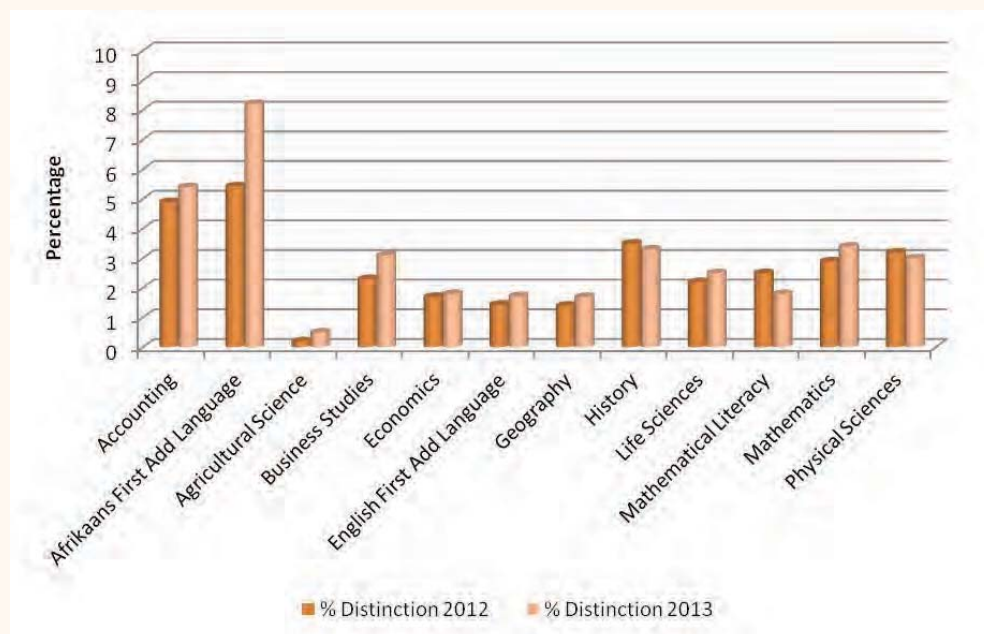
The performance of Mathematics Literacy candidates who passed at 30% and above has dropped slightly from **87.4% to 87.1%, between 2012 and 2013**. However, a **1.0%** percentage point increase is noted in the number of candidates who passed at 40% and above.

10.9 National subject performance based on distinctions

Table 31: Number and percentage of distinctions per subject

Subject	2012			2013		
	Wrote	Achieved with distinction	% with Distinction	Wrote	Achieved with distinction (80% -100%)	% with Distinction
Accounting	134 978	6 550	4.9	145 427	7 789	5.4
Afrikaans First Add Language	76 038	4 126	5.4	87 930	7 215	8.2
Agricultural Science	78 148	176	0.2	83 437	442	0.5
Business Studies	195 507	4 529	2.3	218 914	6 791	3.1
Economics	134 369	2 294	1.7	150 114	2 682	1.8
English First Add Language	420 039	6 047	1.4	454 666	7 847	1.7
Geography	213 735	2 967	1.4	239 657	4 135	1.7
History	94 489	3 294	3.5	109 046	3 559	3.3
Life Sciences	278 412	6 230	2.2	301 718	7 590	2.5
Mathematical Literacy	291 341	7 189	2.5	324 097	5 972	1.8
Mathematics	225 874	6 591	2.9	241 509	8 217	3.4
Physical Sciences	179 194	5 657	3.2	184 383	5 616	3

Figure 7: The percentage of candidates who obtained distinctions in 2013 compared to 2012.



10.10 Performance of learners with special education needs

Table 32: Special Needs Education (SNE) candidates (incl. concession candidates) – Full-Time 2013

Province	Total Wrote	Achieved Bachelors	Achieved Diploma	Achieved H/Cert	Achieved NSC	Achieved Endorsed NSC	Did Not Achieved
Eastern Cape	69	25	22	7	0	7	8
Free State	58	11	12	8	0	18	9
Gauteng	170	29	47	6	1	60	27
KwaZulu-Natal	112	33	55	10	0	6	8
Limpopo	50	9	23	6	0	10	2
Mpumalanga	24	8	16	0	0	0	0
North West	8	2	2	4	0	0	0
Northern Cape	4	1	0	0	0	0	3
Western Cape	379	224	95	20	0	18	22
National	874	342	272	61	1	119	79

10.11 District performance

Table 33: District performance in the National Senior Certificate, 2010 to 2013

EASTERN CAPE	2010			2011			2012			2013		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	64 090	37 364	58.3	65 359	37 997	58.1	63 989	39 443	61.6	72 138	46 840	64.9
Butterworth	3 339	1 559	46.7	3 813	1 746	45.8	3 925	2 115	53.9	4 407	2 596	58.9
Cofimvaba	1 746	995	57.0	1 379	955	69.3	1 560	1 131	72.5	1 839	1 300	70.7
Cradock	747	563	75.4	814	601	73.8	896	648	72.3	853	627	73.5
Dutywa	3 146	1 627	51.7	3 186	1 617	50.8	3 188	1 625	51.0	3 540	2 152	60.8
East London	5 608	3 754	66.9	6 284	4 006	63.7	5 811	3 995	68.7	6 138	4 488	73.1
Fort Beaufort	1 986	874	44.0	1 927	804	41.7	1 857	830	44.7	1 911	1 082	56.6
Graaff-Reinet	814	584	71.7	810	571	70.5	724	517	71.4	824	557	67.6
Grahamstown	901	579	64.3	904	626	69.2	861	583	67.7	1 060	662	62.5
King Williams Town	5 112	2 701	52.8	4 984	2 864	57.5	4 977	2 830	56.9	5 232	3 414	65.3
Lady Frere	1 249	756	60.5	1 131	760	67.2	1 323	833	63.0	1 417	942	66.5
Libode	4 891	2 295	46.9	5 772	2 299	39.8	3 653	2 169	59.4	5 580	3 356	60.1
Lusikisiki	2 497	1 508	60.4	2 978	1 739	58.4	3 592	2 133	59.4	3 792	2 240	59.1
Maluti	1 427	990	69.4	1 331	955	71.8	1 707	1 227	71.9	1 799	1 267	70.4
Mbizana	2 634	1 312	49.8	2 929	1 609	54.9	2 931	1 689	57.6	3 210	1 885	58.7
MT Fletcher	1 374	755	54.9	1 183	810	68.5	1 351	911	67.4	1 654	1 081	65.4
MT Frere	1 916	1 011	52.8	2 371	1 118	47.2	2 350	1 166	49.6	2 329	1 370	58.8
Mthatha	5 531	3 469	62.7	5 464	3 464	63.4	5 690	3 739	65.7	6 718	4 518	67.3
Ngcobo	1 180	776	65.8	1 312	918	70.0	1 503	910	60.5	1 729	1 174	67.9
Port Elizabeth	8 147	5 233	64.2	7 012	4 755	67.8	6 877	4 890	71.1	7 575	5 609	74.0
Queenstown	2 815	1 659	58.9	2 780	1 588	57.1	2 559	1 587	62.0	2 732	1 800	65.9
Qumbu	1 905	1 085	57.0	1 748	1 039	59.4	2 107	1 035	49.1	2 547	1 339	52.6
Sterspurit	2 110	1 171	55.5	2 140	1 050	49.1	1 996	1 120	56.1	2 133	1 219	57.1
Uitenhage	3 015	2 108	69.9	3 107	2 103	67.7	2 551	1 760	69.0	3 119	2 162	69.3

FREE STATE	2010			2011			2012			2013		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	27 586	19 499	70.7	25 932	19 618	75.7	24 265	19 676	81.1	27 105	23 689	87.4
Fezile Dabi	4 401	3 032	68.9	4 184	3 087	73.8	3 864	3 112	80.5	4 679	4 025	86.0
Lejweleputswa	5 373	3 901	72.6	5 051	4 040	80.0	4 936	4 079	82.6	5 594	4 842	86.6
Motheo	8 861	6 609	74.6	8 297	6 199	74.7	7 871	6 309	80.2	8 519	7 488	87.9
Thabo Mofutsanyana	7 927	5 207	65.7	7 359	5 464	74.2	6 779	5 509	81.3	7 282	6 438	88.4
Xhariep	1 024	750	73.2	1 041	828	79.5	815	667	81.8	1 031	896	86.9

GAUTENG	2010			2011			2012			2013		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	92 241	72 537	78.6	85 367	69 216	81.1	89 627	75 214	83.9	97 897	85 122	87.0
Ekurhuleni North District	8 564	7 132	83.3	7 923	6 837	86.3	8 163	7 165	87.8	9 116	8 039	88.2
Ekurhuleni South District	8 929	7 110	79.6	8 886	7 217	81.2	9 247	7 563	81.8	10 308	8 711	84.5
Gauteng East District	6 156	4 885	79.4	5 491	4 392	80.0	6 167	4 979	80.7	6 507	5 696	87.5
Gauteng North District	1 470	1 147	78.0	1 287	1 137	88.3	1 564	1 398	89.4	1 728	1 529	88.5
Gauteng West District	6 199	5 081	82.0	6 013	5 074	84.4	6 207	5 242	84.5	6 333	5 703	90.1
Johannesburg Central	7 911	5 411	68.4	7 064	4 790	67.8	6 776	5 417	79.9	7 702	6 537	84.9
Johannesburg East District	6 889	5 216	75.7	6 159	5 246	85.2	6 418	5 426	84.5	6 969	6 137	88.1
Johannesburg North District	6 559	4 972	75.8	5 818	4 565	78.5	5 881	4 989	84.8	6 355	5 518	86.8
Johannesburg South District	5 509	4 243	77.0	5 163	4 055	78.5	5 870	4 575	77.9	6 272	5 296	84.4
Johannesburg West District	4 426	3 420	77.3	4 171	3 314	79.5	4 200	3 578	85.2	4 556	4 082	89.6
Sedibeng East District	2 541	2 087	82.1	2 397	2 011	83.9	2 468	2 118	85.8	2 576	2 337	90.7
Sedibeng West District	5 332	3 573	67.0	4 723	3 398	71.9	4 875	3 861	79.2	5 354	4 440	82.9
Tshwane North District	5 674	4 856	85.6	5 117	4 352	85.0	5 413	4 765	88.0	6 466	5 684	87.9

GAUTENG	2010			2011			2012			2013		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	92 241	72 537	78.6	85 367	69 216	81.1	89 627	75 214	83.9	97 897	85 122	87.0
Tshwane South District	9 844	8 185	83.1	9 550	8 138	85.2	9 992	8 695	87.0	10 353	9 163	88.5
Tshwane West District	6 238	5 219	83.7	5 605	4 690	83.7	6 386	5 443	85.2	7 302	6 250	85.6

KWAZULU-NATAL	2010			2011			2012			2013		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	122 444	86 556	70.7	122 126	83 204	68.1	127 253	93 003	73.1	145 278	112 403	77.4
Amajuba	5 249	4 135	78.8	5 687	4 156	73.1	6 364	4 942	77.7	6 908	5 482	79.4
Ilembe	6 749	4 679	69.3	7 030	4 616	65.7	7 165	5 038	70.3	8 358	6 054	72.4
Pinetown	15 874	11 309	71.2	14 314	9 807	68.5	15 556	12 046	77.4	19 248	15 694	81.5
Sisonke	4 774	2 961	62.0	5 339	3 523	66.0	5 500	3 789	68.9	5 889	4 162	70.7
Ugu	8 892	6 143	69.1	9 128	6 241	68.4	9 370	6 745	72.0	10 171	7 648	75.2
Umgungundlovu	11 174	8 477	75.9	10 700	7 733	72.3	11 643	8 693	74.7	12 866	10 245	79.6
Umkhanyakude	9 418	5 983	63.5	10 400	5 748	55.3	10 407	6 781	65.2	10 461	7 757	74.2
Umlazi	18 996	14 978	78.8	16 392	12 620	77.0	18 554	14 832	79.9	23 099	19 340	83.7
Umzinyathi	6 511	4 507	69.2	6 522	4 627	70.9	7 460	5 281	70.8	8 471	6 083	71.8
Uthukela	8 282	6 079	73.4	8 756	5 991	68.4	8 440	6 175	73.2	9 284	7 315	78.8
Uthungulu	13 638	8 726	64.0	14 230	9 070	63.7	14 022	9 416	67.2	16 137	11 733	72.7
Zululand	12 887	8 579	66.6	13 628	9 072	66.6	12 772	9 265	72.5	14 386	10 890	75.7

LIMPOPO	2010			2011			2012			2013		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	94 632	54 809	57.9	73 731	47 091	63.9	77 360	51 745	66.9	82 483	59 184	71.8
Capricorn	22 625	14 563	64.4	19 755	13 188	66.8	21 378	14 104	66.0	22 232	15 592	70.1
Greater Se-khukhune	15 916	8 351	52.5	12 610	7 667	60.8	13 835	8 714	63.0	15 469	10 173	65.8
Mopani	21 008	10 903	51.9	16 846	10 121	60.1	16 762	10 587	63.2	17 256	11 949	69.2
Vhembe	26 515	16 718	63.1	17 156	12 055	70.3	18 453	14 176	76.8	20 396	16 436	80.6
Waterberg	8 568	4 274	49.9	7 364	4 060	55.1	6 932	4 164	60.1	7 130	5 034	70.6

MPUMALANGA	2010			2011			2012			2013		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	51 695	29 382	56.8	48 135	31 187	64.8	47 889	33 504	70.0	50 053	38 836	77.6
Bohlabela District	12 761	5 117	40.1	10 930	5 594	51.2	11 230	7 022	62.5	11 057	7 966	72.0
Ehlanzeni District	14 615	9 876	67.6	14 923	10 727	71.9	14 580	10 782	74.0	14 586	12 079	82.8
Gert Sibande District	11 096	6 581	59.3	10 703	7 005	65.4	10 451	7 208	69.0	10 992	8 396	76.4
Nkangala District	13 223	7 808	59.0	11 579	7 861	67.9	11 628	8 492	73.0	13 418	10 395	77.5

NORTH WEST	2010			2011			2012			2013		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	28 909	21 876	75.7	25 364	19 737	77.8	27 174	21 609	79.5	29 140	25 414	87.2
Bojanala Platinum District	12 103	9 356	77.3	10 410	7 996	76.8	10 941	8 723	79.7	11 873	10 366	87.3
Dr. K. Kaunda District	5 513	4 267	77.4	5 327	4 274	80.2	5 383	4 448	82.6	5 626	4 883	86.8
Dr. R.S Mompati District	4 786	3 268	68.3	4 093	3 003	73.4	4 539	3 256	71.7	4 891	4 058	83.0
Ngaka M. Molema District	6 507	4 985	76.6	5 534	4 464	80.7	6 311	5 182	82.1	6 750	6 107	90.5

NORTHERN CAPE	2010			2011			2012			2013		
	20.883	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	10 182	7 366	72.3	10 116	6 957	68.8	8 925	6 661	74.6	10 403	7 749	74.5
Frances Baard	3 756	2 713	72.2	3 588	2 551	71.1	3 363	2 557	76.0	4 114	3 007	73.1
John Taolo Gaetsewe	2 336	1 383	59.2	2 312	1 182	51.1	1 774	1 126	63.5	2 172	1 545	71.1
Namaqua	879	800	91.0	975	864	88.6	832	719	86.4	919	822	89.4
Pixley Ka Seme	1 362	1 029	75.6	1 352	926	68.5	1 234	879	71.2	1 342	962	71.7
ZF Mgcawu	1 849	1 441	77.9	1 889	1 434	75.9	1 722	1 380	80.1	1 856	1 413	76.1

WESTERN CAPE	2010			2011			2012			2013		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	45 764	35 124	76.8	39 960	33 110	82.9	44 663	36 967	82.8	47 615	40 542	85.1
Cape Winelands	6 611	5 336	80.7	5 697	4 843	85.0	6 392	5 381	84.2	6 823	5 918	86.7
Eden and Central Karoo	4 843	3 670	75.8	4 115	3 489	84.8	4 758	4 139	87.0	5 231	4 580	87.6
Metropole Central	7 573	6 062	80.0	6 934	5 743	82.8	7 554	6 323	83.7	7 963	6 829	85.8
Metropole East	7 673	5 076	66.2	6 524	4 939	75.7	7 041	5 429	77.1	7 670	6 180	80.6
Metropole North	8 178	6 535	79.9	7 541	6 392	84.8	8 142	6 963	85.5	8 741	7 500	85.8
Metropole South	7 247	5 563	76.8	5 929	4 907	82.8	7 271	5 698	78.4	7 539	6 285	83.4
Overberg	1 678	1 244	74.1	1 322	1 155	87.4	1 453	1 247	85.8	1 549	1 394	90.0
Westcoast	1 961	1 638	83.5	1 898	1 642	86.5	2 052	1 787	87.1	2 099	1 856	88.4

Table 34: Summary of District Performance 2012 and 2013

Province	2012						2013					
	Total number of Districts	Below 50%	50% to 59.9%	60% to 70%	70% to 80%	80% and above	Below 50%	50% to 59.9%	60% to 70%	70% to 80%	80% and above	
Eastern Cape	23	3	7	8	5	0	0	7	11	5	0	
Free State	5	0	0	0	0	5	0	0	0	0	5	
Gauteng	15	0	0	0	3	12	0	0	0	0	15	
KwaZulu-Natal	12	0	0	3	9	0	0	0	0	10	2	
Limpopo	5	0	0	4	1	0	0	0	2	2	1	
Mpumalanga	4	0	0	2	2	0	0	0	0	3	1	
North West	4	0	0	0	2	2	0	0	0	0	4	
Northern Cape	5	0	0	1	2	2	0	0	0	4	1	
Western Cape	8	0	0	0	1	7	0	0	0	0	8	
Total	81	3	7	18	25	28	0	7	13	24	37	

All **(81)** education districts performed **above 50% in 2013**. Furthermore, **74** districts performed at 60% and above, **61** districts (**75%**) registered the pass rate of 70% and above. Only **7** districts, (all of which are in the Eastern Cape) performed below 60%.

Table 35: Names of Districts performing between 50% and 59.9%

	2013		
	Wrote	Achieved	% Achieved
EASTERN CAPE	72 138	46 840	64.9
Butterworth	4 407	2 596	58.9
Fort Beaufort	1 911	1 082	56.6
Lusikisiki	3 792	2 240	59.1
Mbizana	3 210	1 885	58.7
MT Frere	2 329	1 370	58.8
Qumbu	2 547	1 339	52.6
Sterspurit	2 133	1 219	57.1

Eastern Cape is the only province with districts performing between 50% and **59.9%**. There is no district that performed below 50% in 2013.

10.12 Performance of part-time candidates

Table 36: Numbers wrote: NSC Part-Time 2012 and 2013

Province	2012		2013	
	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	18 719	8 898	20 634	13 838
Free State	3 234	2 042	3 285	2 262
Gauteng	36 854	29 105	41 423	31 672
KwaZulu-Natal	24 844	16 534	25 147	16 853
Limpopo	14 623	10 902	16 993	12 339
Mpumalanga	7 308	4 408	7 442	4 979
North West	3 437	2 629	3 609	2 830
Northern Cape	2 137	1 110	1 783	1 032
Western Cape	9 328	5 924	10 928	6 806
National	120 484	81 552	131 244	92 611

Figure 8: Numbers wrote: NSC Part-Time 2012 and 2013

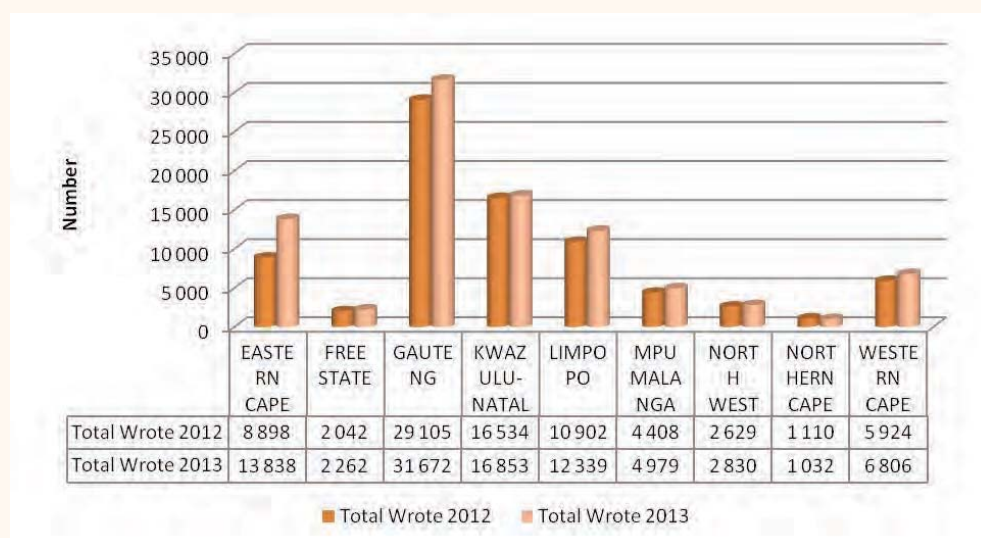


Table 37: Part-Time candidates' performance at 30% and above in selected subjects, 2010 to 2013

Subjects (Part-Time)	2010			2011			2012			2013		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	9 179	3 310	36.1	13 405	4 213	31.4	1 248	341	27.3	14 030	3 336	23.8
Agricultural Science	3 977	1 238	31.1	5 696	1 756	30.8	327	125	38.2	6 582	2 140	32.5
Business Studies	8 579	3 414	39.8	13 853	6 341	45.8	1 668	577	34.6	16 024	6 902	43.1
Economics	7 018	3 590	51.2	9 936	3 040	30.6	1 044	333	31.9	13 530	3 818	28.2
Geography	7 369	2 872	39.0	12 514	4 068	32.5	1 612	517	32.1	17 474	6 617	37.9
History	2 168	872	40.2	3 293	1 094	33.2	572	286	50.0	3 984	1 729	43.4
Life Orientation	980	946	96.5	535	501	93.6	790	757	95.8	2 000	1 877	93.9
Life Sciences	17 891	9 267	51.8	24 083	12 352	51.3	2 749	1 055	38.4	32 820	12 409	37.8
Mathematical Literacy	8 720	5 004	57.4	12 137	6 285	51.8	1 681	1 021	60.7	18 204	9 919	54.5
Mathematics	31 132	9 174	29.5	46 067	11 234	24.4	4 722	1 273	27.0	47 067	15 766	33.5
Physical Sciences	27 388	9 662	35.3	38 226	11 827	30.9	3 715	994	26.8	38 537	13 356	34.7

The performance of part time candidates between 2012 and 2013 has improved in the following subjects; Mathematics, Physical Sciences, Business Studies and Geography. The decrease in the other subjects i.e. Accounting, Agricultural Science, Economics, History, Life Orientation, Life Sciences, and Mathematical Literacy, has been noted and will be investigated further.

11. Conclusion

The 2013 examination cycle has been successfully concluded. However, the examination process is not an end in itself. The successful conclusion of the 2013 examination can only be attained if the data emanating from this examination reaches every school in the country and is appropriately utilised to improve learner performance in every classroom. With the results and diagnostic analysis we have completed in the Annual National Assessments and in the National Senior Certificate, we are convinced that we have the tools to strengthen learning and effective teaching in our system.



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ISBN : 978-1-4815-1878-4

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