



## NATIONAL SENIOR CERTIFICATE

# 2018 EXAMINATION REPORT



Advancing the Potential of Education



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





**ADVANCING  
THE  
POTENTIAL  
OF  
EDUCATION**



# **REPORT ON THE 2018 NATIONAL SENIOR CERTIFICATE EXAMINATION**

**ADVANCING THE POTENTIAL  
OF EDUCATION**

***Celebrating 25 Years of  
Quality Basic Education***

**3 January 2019**

# Table of Contents

---

FOREWORD

EXECUTIVE  
SUMMARY

SECTION

**1**

INTRODUCTION  
AND PURPOSE

PAGE

**1**

SECTION

**2**

REVIEW OF  
PROGRESS IN  
THE SECTOR

PAGE

**4**

SECTION

**3**

THE CLASS  
OF 2018

PAGE

**14**

SECTION

**4**

THE FOCUS  
ON SPECIAL  
COHORTS IN 2018

PAGE

**20**





**SECTION**  
**5**      LIMITATIONS  
             OF THE  
             EXAMINATION  
             SYSTEM      **PAGE**  
                                 **30**

**SECTION**  
**6**      THE CREDIBILITY  
             OF THE 2018 NSC  
             EXAMINATION  
             SYSTEM      **PAGE**  
                                 **32**

**SECTION**  
**7**      PERFORMANCE IN  
             THE 2018 NSC  
             EXAMINATIONS      **PAGE**  
                                 **44**

**SECTION**  
**8**      THE DIAGNOSTIC  
             REPORT AND ITS  
             UTILISATION      **PAGE**  
                                 **78**

**SECTION**  
**9**      CONCLUSION      **PAGE**  
                                 **79**



# Foreword



## Advancing the potential of education

In 2018, we celebrated the centennial birthdays of our esteemed struggle icons, the late President Nelson Rolihlahla Mandela and Mama Albertina Sisulu, and recalled how their selfless service and dedicated lives translated into a promise of a better tomorrow. Drawing lessons and inspiration from both these icons, the class of 2018 and subsequent generations of young people should strive to advance high quality education, the flourishing of democracy in governance, enhancement of peace, reconciliation and justice for all, and the demonstration of humility, empathy and Ubuntu. This was the Mandela miracle of 1994 and 25 years into our democracy, we necessarily embolden our youth to embrace a new dawn graced with modernization, opportunity and skill. To quote Tata Madiba: "I do not expect you to be like me, I expect you to be more than me."

**"I do not expect you to be like me,  
I expect you to be more than me."**

The sentiment of Madiba and Ma Sisulu's life's journeys affirms the declaration and upliftment of the United Nations sustainable development goal that every child is a national asset. From foundation to senior years, the quality of a child's growth and learning is dependent on the education platforms the child is exposed to. From their initial learning footprint, to informal discoveries, to formal investigations, to solving algorithms and riders; from entry to exit schooling, the education system has in its palms the learning trajectory and societal obligation to support these gems that parents entrust to it and then release them as shining diamonds to an expectant society.

The education ministry has made the point across different platforms that improving education systems is not a sprint but rather a marathon and we have been steadily and consistently improving in the key performance areas of our basic education system by focussing on the principles of Access, Redress, Equity, Efficiency, Quality, and Inclusivity. The performance of the Class of 2018 in their National Senior Certificate examination is a rally of further evidence of exponential achievement and upward trajectory of a rising system.



**NATIONAL SENIOR CERTIFICATE EXAMINATION REPORT 2018**

It is with extreme delight, that we celebrate and recognise the outstanding achievement rate of 78.2% for the Class of 2018, which equals the highest achievement rate recorded in 2013.

This result is encouraging and circumspect, as the 2018 World Bank Report recently highlighted a global learning crisis, evidenced through poor learning outcomes, in the context of changing world patterns and learning behaviour. Shining a spotlight on the learner performance at key stages, such as the National Senior Certificate (NSC), is critical not only for advancing progress in achieving education for all, but also for realising all of the Sustainable Development Goals, since education plays an essential role in advancing economic development, poverty alleviation and well-being. More broadly, delivered well, education has many benefits for economies and for societies as a whole. For individuals, education promotes employment, earnings, and health. It raises pride and opens new horizons. Within this thrust, 11 technical subjects, offering a range of industry relevant content in the different specialisations of Civil Technology, Electrical Technology and Mechanical Technology have been included in the NSC qualification.

At the top level, we have earned the trust of the South African public in relation to setting high quality question papers and administering well-run examination systems. The high standards attached to the NSC has maintained its significance as a critical indicator of progress, as observed by our increasing numbers of candidates achieving admission to Bachelor Studies and overall pass rates. The qualification continues to grow in inclusivity and diversity, with the steady streaming in of technical subjects and the abolishment of the designated list of subjects. In a historic first, deaf learners in South Africa had the opportunity to sit for the first South African Sign Language-Home Language examinations in the 2018 NSC.

The focus for the Sector since 2009 has been on teacher, text and time as crucial levers for providing quality education. Over the last 5 years, the tracking of learning outcomes has pointed towards critical systemic gains relating to access, redress, equity, efficiency and quality, as well as anchor interventions, progress and achievements. Evidence of improved learning outcomes was observed through critical gains in learner achievement below Grade 12, in three international benchmark studies (SEACMEQ, TIMSS and PIRLS) that referenced the skills of South African learners on achievement norms in Mathematics, Science and Reading Comprehension. The incredible gains observed in the TIMSS 2015 and SEACMEQ IV study (which was the largest among participating countries) arose out of deliberate efforts to uplift learning outcomes through targeted strategies such as the Annual National Assessments, provision of workbooks for every learner in quintile 1-3 schools and a rapid improvement in the infrastructure of schools through the ASIDI project. These efforts provided an expansion of high quality learning opportunities, especially to the disadvantaged.

To further support the class of 2018, we brought about stability in curriculum implementation, which has led to a sustained improvement of the teaching and learning outcomes, and strengthened our National Curriculum Statements through the introduction of the Curriculum Assessment Policy Statements (CAPS), which is viewed as one of the best in the world.



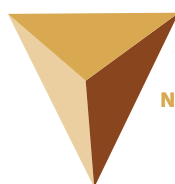
In 2018, we saw a total of 624 733 full-time candidates participating in the 2018 NSC examinations. A total of 147 Grade 12 papers were set. The NSC examination is the culmination of a number of efforts by the department to get the system functioning optimally, and delivering quality basic education to all learners. The critical role played by provincial education departments and district education offices cannot be overlooked in a system that pulls together to afford learners the best opportunity to succeed as they exit the schooling system. In the last push, from the registration of Grade 12 candidates to marking and resulting, there was commonality of purpose and alignment of goals among all in the examination value chain: teachers, parents, officials, and learners enabling a successful community of practice.

The improved NSC result by 3.1 percentage points from 75.1% in 2017 to 78.2% in 2018 is a celebration of concerted and collective efforts of the educational hierarchy of learner, teacher and system, working as a coherent sector. Four provinces achieved above 80%. It is highly welcome, though not unexpected, that a significant number of schools in provinces with traditional rural locations improved their results. The improvement margin of 5.6% points in Eastern Cape and 4.1% points in Mpumalanga is remarkable. Although Gauteng had a notable improvement of 2.8% points and achieved the highest ranking, the improvement margins of rural provinces outweighed those of urban provinces.

As in 2017, we continue to see significant gains in the margins of improvement among quintiles 1 to 3 schools which point towards an average annual increase in black African high-level achievers since 2008. Many of these learners come from historically disadvantaged schools, giving them access to career pathways and professions that the economy needs.

The 2018 results provide further evidence that the intensive support provided to low performing provinces in 2017 have borne fruit and is a testament that Government's pro-poor policies to the most disadvantaged are working and sustainable. In 1994, the achievement rate was 58% and over the last 25 years, the achievement rate has improved by 20.2% points. The achievement rate has consistently remained above 70% for the past eight years. The class of 2018 should be commended for their contribution towards a continued rise in the system performance. Overall, a reconciliation of the international assessment and the NSC results indicates that at key levels of the system, there are encouraging gains that can be built on to strengthen an upward momentum going into 2019.

Congratulations to the Class of 2018! Our great heroes of the past such as Nelson Mandela and Albertina Sisulu would have been proud of your outstanding effort. Your hard work shines like a diamond, and you should ready yourself to be society's future heroes. I encourage you to see this achievement as an important milestone to even greater success in furthering your life opportunities in higher education, in the workplace and as valuable citizens in further shaping our democratic freedom and advancing the limitless potential of education. I also thank parents, teachers, principals, teacher unions, communities, district and provincial officials, and social partners for supporting the Class of 2018.



At the official launch of the “Thuma Mina” campaign, President Cyril Ramaphosa’s call to South Africans was how can we envision a better life for South Africans, especially for the learners in schools. When we improve basic education we give hope, we craft dreams and, indeed, lay the foundation for better living conditions for our people.

The target has been set for the Class of 2019 to aim towards. I call upon all of you to help us maintain the upward trajectory in the system.

I therefore invite all education stakeholders and the broader South African public to view the results with a sense of ownership and involvement and to support the projects, programmes and efforts of the Department in our mission to deliver and assure quality basic education to all learners.

**“A bright future beckons. The onus is on us,  
through hard work, honesty and integrity, to  
reach for the stars.”**

**Nelson Mandela**



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

**03 JANUARY 2019**

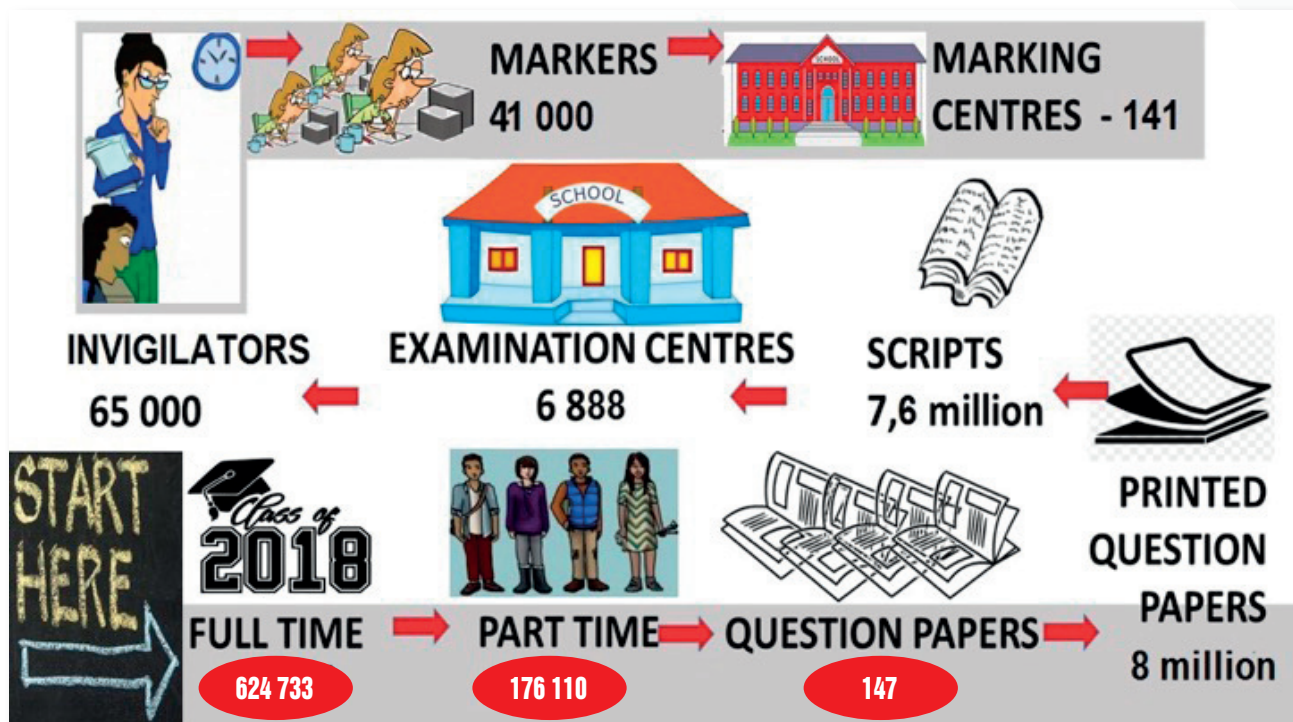




# Executive Summary

The 2018 National Senior Certificate (NSC) Examination was administered to 624 733 full-time candidates and 176 110 part-time candidates. The Class of 2018 is the fifth cohort of candidates to write the NSC examination that is aligned with the internationally benchmarked national Curriculum and Assessment Policy Statement (CAPS). With each cohort that wrote the NSC, candidates were exposed to higher standard and precision of examination administration. The NSC is regarded as a credible and trust-worthy public examination with higher standards being phased in with each cycle.

The 2018 UMALUSI report on the quality assurance of the NSC confirmed that the 2018 NSC Examination was credible with an improved administration process. Building on the gains of the 2017 cohort, the Department of Basic Education improved its data collection, data analysis and feedback processes. The infographic below summarises the scope of the 2018 NSC Examination.



The twelve new subjects that were included in the 2018 NSC included:

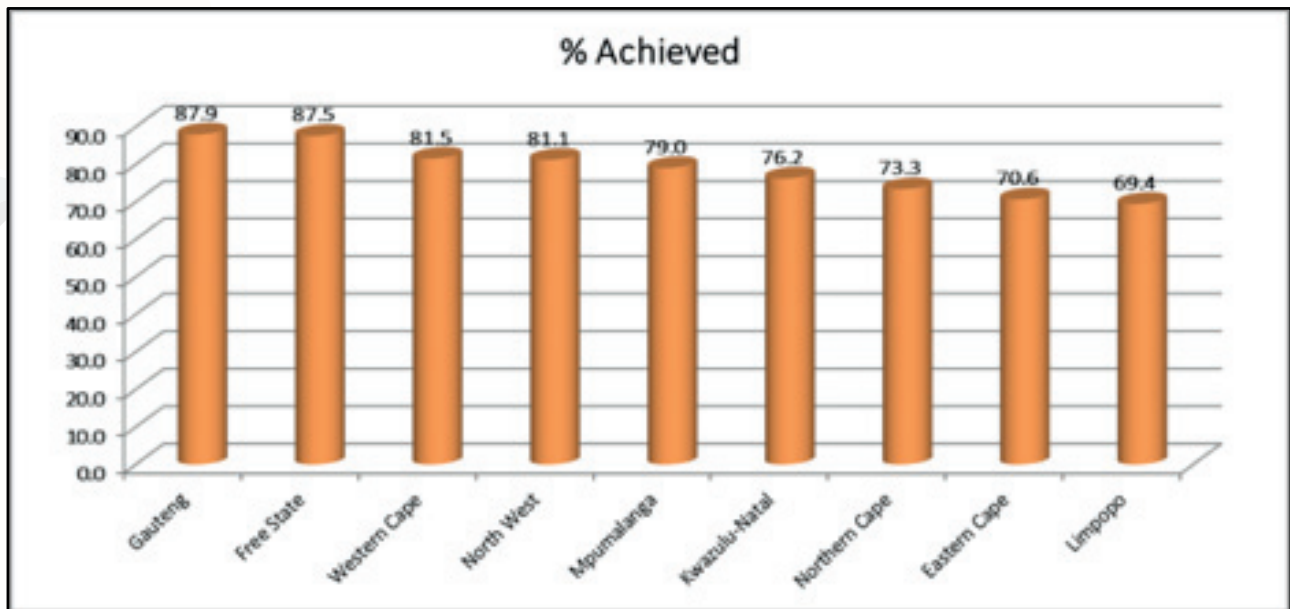
- a) South African Sign Language (SASL HL)
- b) Technical Mathematics
- c) Technical Science
- d) Civil Technology (Construction)
- e) Civil Technology (Civil Services)
- f) Civil Technology (Woodworking)
- g) Electrical Technology (Digital System)
- h) Electrical Technology (Electronics)
- i) Electrical Technology (Power Systems)
- j) Mechanical Technology (Automotive)
- k) Mechanical Technology (Fitting and Machining)
- l) Mechanical Technology (Welding and Metal Work)



**Table 1: Overall Performance of the Class of 2018**

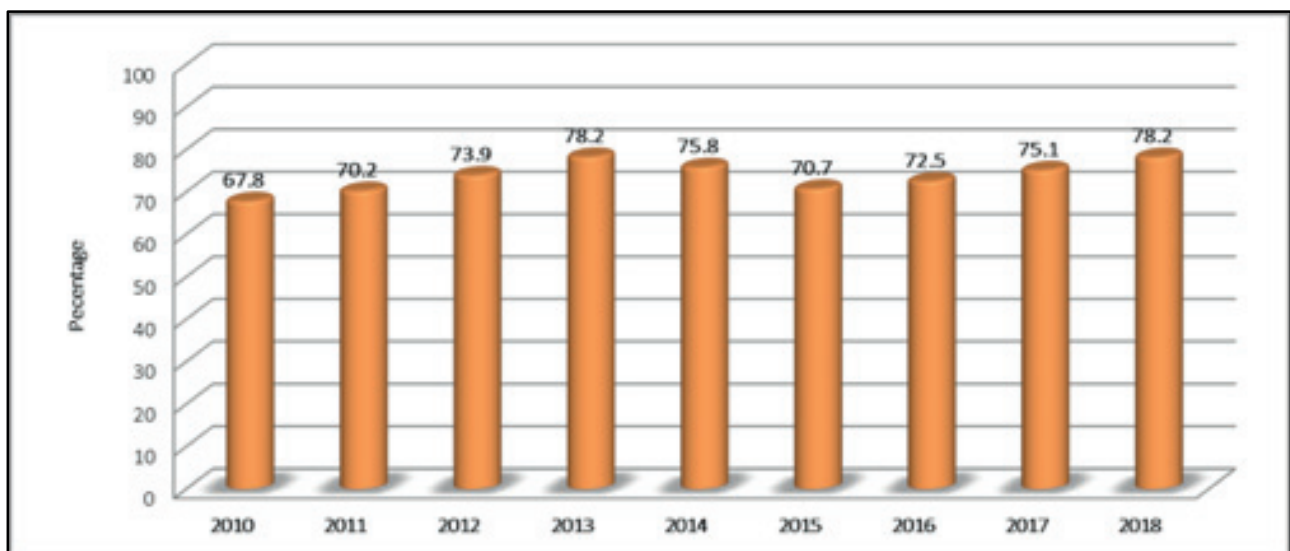
| Province        | 2018           |                |             |
|-----------------|----------------|----------------|-------------|
|                 | Total Wrote    | Total Achieved | % Achieved  |
| Eastern Cape    | 65 733         | 46 393         | 70.6        |
| Free State      | 24 914         | 21 806         | 87.5        |
| Gauteng         | 94 870         | 83 406         | 87.9        |
| Kwazulu-Natal   | 116 152        | 88 485         | 76.2        |
| Limpopo         | 76 730         | 53 254         | 69.4        |
| Mpumalanga      | 44 612         | 35 225         | 79.0        |
| North West      | 29 061         | 23 578         | 81.1        |
| Northern Cape   | 9 909          | 7 264          | 73.3        |
| Western Cape    | 50 754         | 41 350         | 81.5        |
| <b>National</b> | <b>512 735</b> | <b>400 761</b> | <b>78.2</b> |

The figure below shows the performance of provinces in rank order



**Figure 1: 2018 NSC provincial performance in rank order**

The improved achievement rate shows a system that has consistently achieved above 70% over the last 8 years (see Figure 2 below).



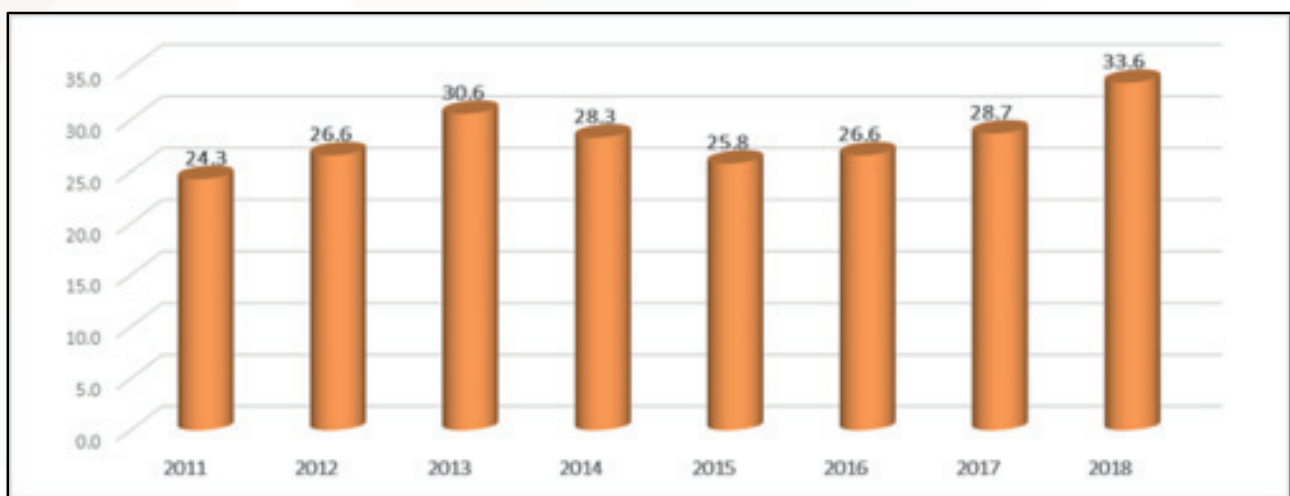
**Figure 2: Comparison of NSC performance: 2010 to 2018**



Against the three indicators articulated in the National Development Plan directly linked to the promotion of excellence and scarce skills in Grade 12, the Class of 2018 showed an improvement on:-

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

The improvements on Bachelor passes is indicated in Figure 2 below.



**Figure 3: Bachelor Pass Trend (Percentage): 2011 – 2018**

**Table 2** below shows the performance of full time candidates at 30% and above in the 11 key subjects from 2014 and 2018.

**Table 2: Candidates' performance in selected subjects, 2014 – 2018 at 30% level**

| Subjects              | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------------|------|------|------|------|------|
| Accounting            | 68.0 | 59.6 | 69.5 | 66.1 | 72.5 |
| Agricultural Science  | 82.6 | 76.9 | 75.4 | 70.4 | 69.9 |
| Business Studies      | 77.9 | 75.7 | 73.7 | 68.0 | 64.9 |
| Economics             | 68.9 | 68.2 | 65.3 | 71.0 | 73.3 |
| Geography             | 81.3 | 77.0 | 76.5 | 76.9 | 74.2 |
| History               | 86.3 | 84.0 | 84.0 | 86.0 | 89.7 |
| Life Sciences         | 73.8 | 70.4 | 70.5 | 74.4 | 76.3 |
| Mathematical Literacy | 84.1 | 71.4 | 71.3 | 73.9 | 72.5 |
| Mathematics           | 53.5 | 49.1 | 51.1 | 51.9 | 58.0 |
| Physical Science      | 61.5 | 58.6 | 62.0 | 65.1 | 74.2 |

The notable achievement trends of the 2018 NSC examination include the following:

- Improvement in the performance of seven of the nine provinces.
- Increase in the numbers and percentage of learners achieving admission to Bachelors studies (28.7% to 33.6%; 153 610 to 172 043).
- 84 900 of the admission to Bachelor studies come from quintile 1, 2 and 3 schools, compared to 76 599 from quintiles 4 and 5 schools.
- 1 961 of the quintile 1, 2 and 3 schools achieving above 80% pass rate.
- Improvement in the performance of key subjects – Mathematics, Physical Science, Life Sciences, Economics, Accounting and Economics.
- 20 122 (60.2%) of the progressed learners that wrote all seven subjects obtained the NSC. 2 115 of these learners obtained distinctions, even in gateway subjects.
- All of the 75 districts performing above 50%.
- 34 of the 75 districts performing above 80%.
- Overall, the performance in 2018 shows that the system remains firmly on an upward trajectory.











# 1. Introduction and Purpose

The Class of 2018 represented the eleventh (11th) cohort of learners to sit for the National Senior Certificate (NSC) and fifth (5th) cohort to write a Curriculum and Assessment Policy Statement (CAPS) aligned NSC Examination. These candidates entered the formal schooling system in January 2007 and the NSC examination is the culmination of twelve years of teaching and learning. The final outcome of this examination, which is captured in this Report, is indicative of one of the most important indicators of performance of the schooling system in the 2018 academic year.

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

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

In 2018, the basic education cohort had almost 12 932 565 learners in ordinary public and independent schools in South Africa, who attended 25 574 schools and were served by 418 613 educators. Within this cohort, a total of 624 733 full-time candidates participated in the National Senior Certificate (NSC) examination. Within the Action Plan, the NSC and our international benchmark studies (TIMSS, PIRLS and SEACMEQ) are considered valuable indicators of measuring quality basic education. They provide a snapshot of basic education quality in a range of key performance areas within the DBE and across relevant transversal departments within the public service. The Department uses these results to mentor poor performing districts with the intention of ensuring that results improve. They also provide evidence for building specific strategies that would transform the basic education sector and tracking progress on learning outcomes.

The output goals focusing on improving average performance include improving the access of youth to FET strands beyond Grade 9. A key indicator in the programme performance measures (PPM) for provincial education departments is the total number of secondary schools that has achieved an average pass of 60% and above in the NSC.

The performance against these indicators show how well the Department is performing against its aims and objectives in relation to the national imperative. Credible performance information helps identify the policies and processes that work and why they work. Therefore, making the best use of available data and knowledge is critical for improving the quality of basic education and for the Department to better understand the issues involved.

The purpose of the NSC in its current form is namely, to:

- (a) represent a planned combination of learning outcomes that has a defined purpose or purposes, and is intended to provide qualifying learners with applied competence and a basis for further learning;
- (b) enrich the qualifying learner;

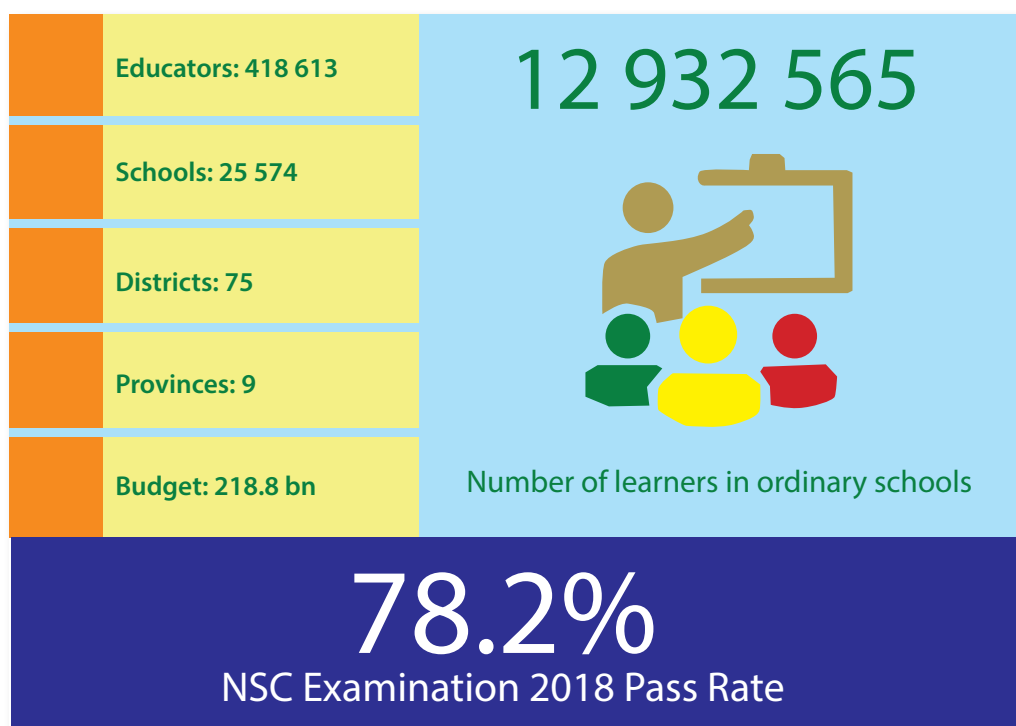


(c) provide benefits to society and the economy; and

(d) comply with the objectives of the NQF.

Ultimately, we need to acknowledge that the nature and quality of NSC assessment systems should be scrutinized, analysed, revised and improved on a constant basis. Given the current interface, the DBE aims to refine assessment policies and guidelines, streamline the quality of setting and moderation processes and use international benchmarking of question papers to inform future planning. The ultimate aim is to ensure that the NSC prepares candidates adequately to cope with the challenges posed by higher education and the world of work.

This report details the profile of the Class of 2018 and the interventions provided to specifically support this cohort. The Report outlines the purpose, noteworthy trends on historical performance, and key challenges confronting the NSC in the national schooling system as the backdrop against which the results of the class of 2018 should be read and understood. Included in this report are pertinent details on the NSC and the underlying methodology of examination processes followed this year. To better understand the methodology of the examination, a detailed account of specific quality controls on question paper development, examination administration, marking, and school based assessment is provided. The analysis of results is presented graphically and in tabular format and covers national, provincial and district contexts. Specific analyses on progressed and special needs learners are included in the results section. The analysis covers the results of both full-time and part-time candidates. A summary of the challenges facing the NSC and measures to further strengthen its diagnostic use concludes the report.





The purpose of this report is provide a credible account of the conduct of the NSC as a high stakes examination and indicate how the Class of 2018 performed. It provides a detailed account of system performance through aggregated learner performance data on the Class of 2018 at the different levels of the system, subject data at national and provincial levels, and presents an analysis of data in terms of the gender of candidates and quintile rankings in which schools are categorised. This report is the first in a compilation of four reports covering the NSC examinations. In addition to the NSC Examination Report, the following three reports have been published:

- (a) National Schools Report that presents the overall school results per school over the last three years;
- (b) National Subject Report which provides the results of selected subjects per individual school; and,
- (c) National Diagnostic Report (Part 1 and Part 2) which analyses learner performance in the gateway subjects, identifies the areas of poor performance and recommends appropriate remedial measures in each of the subjects.

The reports have been designed to provide the education sector with valuable data on learner performance after 12 years of schooling and empirical evidence on the performance of the basic education system on quality learning outcomes. The key findings are listed in the NSC Examination Report to provide an evaluation of national achievements of the sector and to further assist in understanding existing disparities for future planning.

Finally, this report is intended to assist managers at the national, provincial, district and circuit level in planning their programmes for the 2018 academic year, and beyond. The data provided, will be used by educational researchers to conduct a deeper analysis of learner performance so as to make recommendations for improved performance.

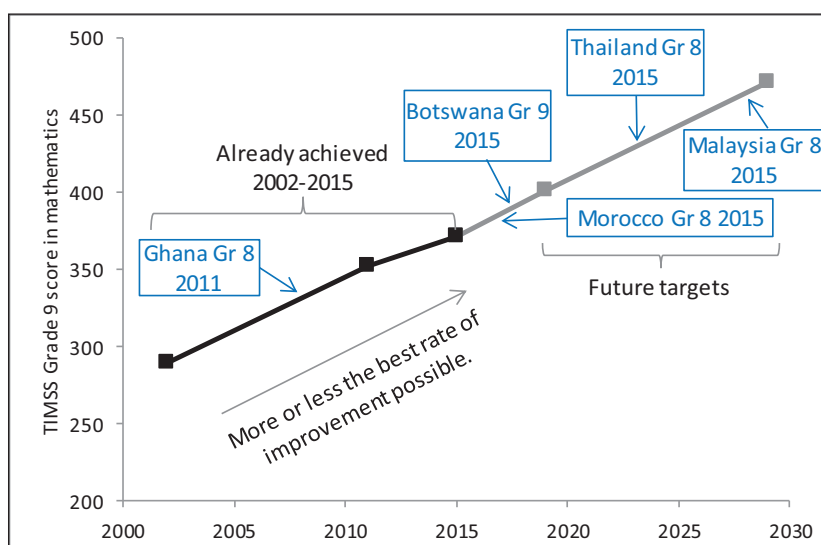




## 2. Review of Progress in the Sector

At the heart of development in the schooling sector must obviously be what learners learn. This is made clear in the National Development Plan (NDP) and the Sustainable Development Goals. It continues to be of great significance for South Africa's development that learning outcomes, according to several reliable standardised testing programmes, have continued to improve. The following graph outlines past achievements and what government targets envisage for the future, in terms of the TIMSS<sup>1</sup> mathematics tests. When ambitious TIMSS targets extending to 2025 in Action Plan to 2014 were formulated, there was little certainty that they could be reached. It was thus good news when 2011 and 2015 TIMSS results revealed significant improvements, in fact along a trajectory that was about as steep as that of the fastest improving countries in the world (for instance Brazil's PISA<sup>2</sup> improvements between 2000 and 2012). This puts South Africa on track to achieve its long-range TIMSS targets. By 2015, South Africa was almost on par with Botswana (which also tested Grade 9 in 2015). Assuming that past improvement trends continue, South Africa is set to reach a level of performance seen in Grade 8 in Thailand in 2015 by around 2022, and would surpass Malaysia's 2015 level by 2030. These further improvements are of course not guaranteed, but sustained dedication to the activities outlined in the DBE's plans, and the NDP, would improve the chances of reaching the targets. The Matric class of 2018 has performed well, and is an integral part of a greater national journey towards better quality education.

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



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

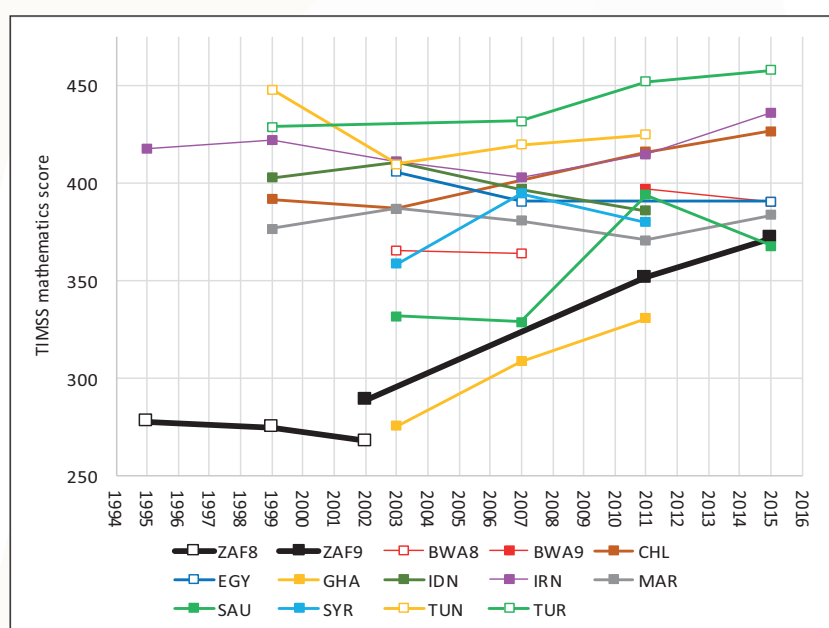
Note: All the South Africa points refer to Grade 9. The 2002 Grade 8 average was 264, 21 points below the Grade 9 average for the same year, but this Grade 8 figure is not reflected in the graph. The 2019 target of 401 is from MTSF targets published online in 2016. The 2029 target of 472 is from Action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

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



Comparing South Africa's long-range TIMSS mathematics trends to those of other developing countries is telling. As seen in Figure 2.2 below, South Africa has experienced the steepest and most sustained improvement, though Ghana in the years 2003 to 2011 saw a similarly positive trend.

**Figure 2.2: The TIMSS lower secondary trends of developing countries**

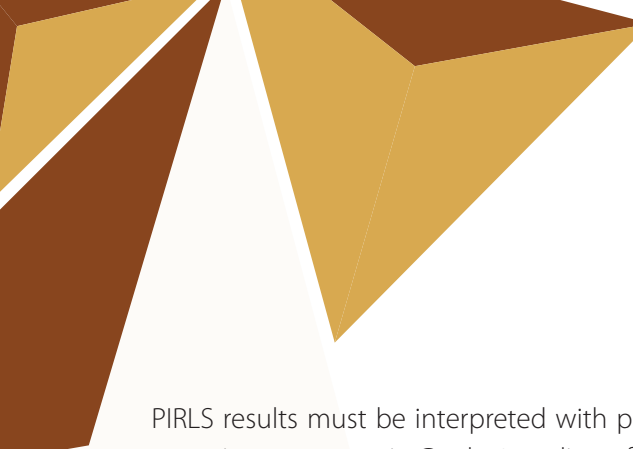


Note: ZAF9 refers to South Africa Grade 9, ZAF8 to South Africa Grade 8, BWA8 to Botswana Grade 8, and BWA9 to Botswana Grade 9. Three-letter country codes are standard ISO codes. In what is referred to officially as 'TIMSS 2003', South Africa tested learners in 2002.

TIMSS science results reveal similar patterns to TIMSS mathematics. Analysis for the landmark 2017 High Level Panel report of the legislative sector confirmed that South Africa's TIMSS trends are based on a comparable sample of learners, and that the improvements were strongest amongst the most disadvantaged, meaning that schooling has contributed to reducing social inequalities. Importantly, it is these improvements in the grades below Grade 12 which account for upward trends in the Grade 12 indicators. SACMEQ<sup>3</sup> and PIRLS<sup>4</sup> results at the primary level are somewhat more difficult to interpret than the TIMSS results, in part due to statistical adjustment issues, yet they both point to improvements of a magnitude comparable to those seen in TIMSS. Specifically, while TIMSS mathematics improvements in Grade 9 for 2002 to 2015 came to 0.07 standard deviations a year, the 2007 to 2013 improvement in Grade 6 mathematics, according to SACMEQ, came to a similar 0.06 standard deviations a year. Looking at annual improvements this way, in terms of standard deviations, allows one to make approximate comparisons of trends across different testing programmes.

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

4 Progress in International Reading Literacy Study.



PIRLS results must be interpreted with p

Turning to Grade 12 results, the highly publicised pass rate, meaning National Senior Certificates (NSCs) obtained divided by learners writing the examination, is but one of many indicators tracking trends at this level. Government's Medium Term Strategic Framework (MTSF), which is based on the NDP, emphasises the aim of getting all youth to obtain the NSC, or an equivalent qualification, either from a school or TVET<sup>5</sup> institution. It also emphasises the attainment of an NSC allowing for Bachelors-level studies at a university, and obtaining a mark of at least 50% in mathematics and physical science. In the case of mathematics, this 50% threshold is the lowest threshold applied for entry into mathematically-oriented university programmes such as accounting and economics.

Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with admission to Bachelor Studies pass, both qualifications which tend to have a decisive influence on the opportunities available to young South Africans, are illustrated in Figure 2.3 below.

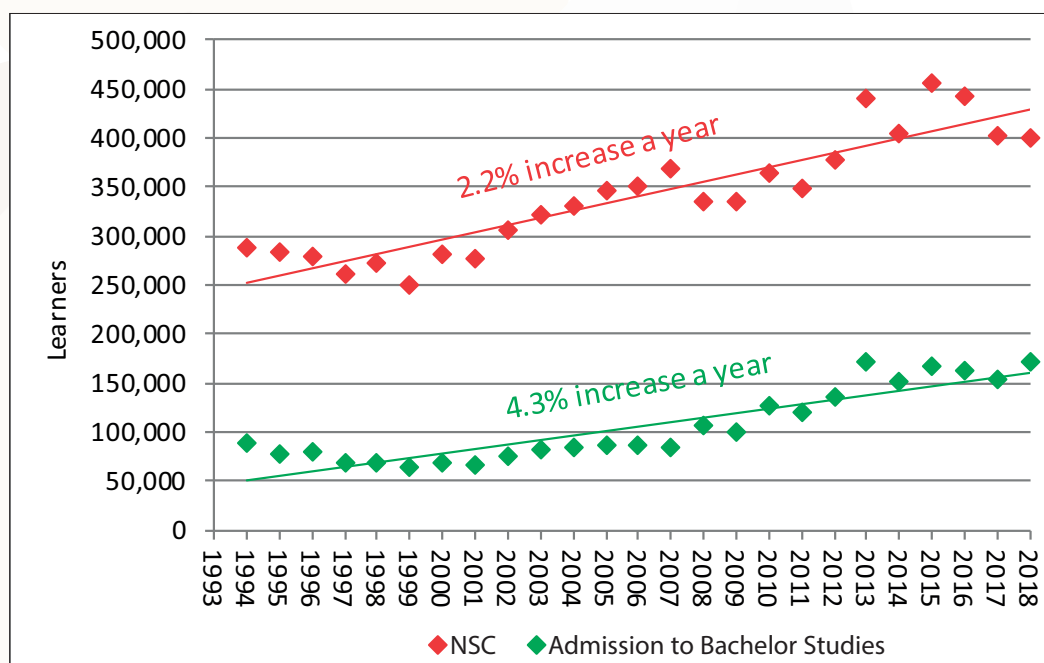
It is important to note that most learners who obtain the NSC, but not admission to Bachelor Studies, achieve the lower admission to Diploma Studies. For example, in 2018 62% of these learners obtained admission to Diploma Studies. This permitted an additional 140 000 learners from the class of 2018 to study for a Diploma at a university.

Overall then, 78% of those who obtained the NSC as full-time candidates in 2018 have qualified to study at a university. Both indicators shown in Figure 2.3 have displayed a general upward trend for the last twenty or so years. The increase in the admission to Bachelor Studies, at 4,3% a year, has been the strongest. Youth qualifying for entry into a Bachelors programme at a university has increased from around 100 000 in 1994, to around 160 000 in recent years. These figures are from the public examination system only and exclude, above all, the approximately 10 000 a year admission to Bachelor Studies passes emerging from the Independent Examinations Board (IEB) system.

The trends seen in the graph should be viewed in the light of population trends. Statistics South Africa (Stats SA) mid-year population estimates point to negative growth in the population aged 18. Specifically, demographic factors have resulted in a shrinkage, by about 1,0% a year, of the age 18 population since 2011. This means that the increase in the likelihood of obtaining a qualification for the average youth has been even greater than the values in Figure 2.3 suggest.

5 Technical and vocational education and training.

**Figure 2.3: NSC and Admission to Bachelor Studies increases since 1994**

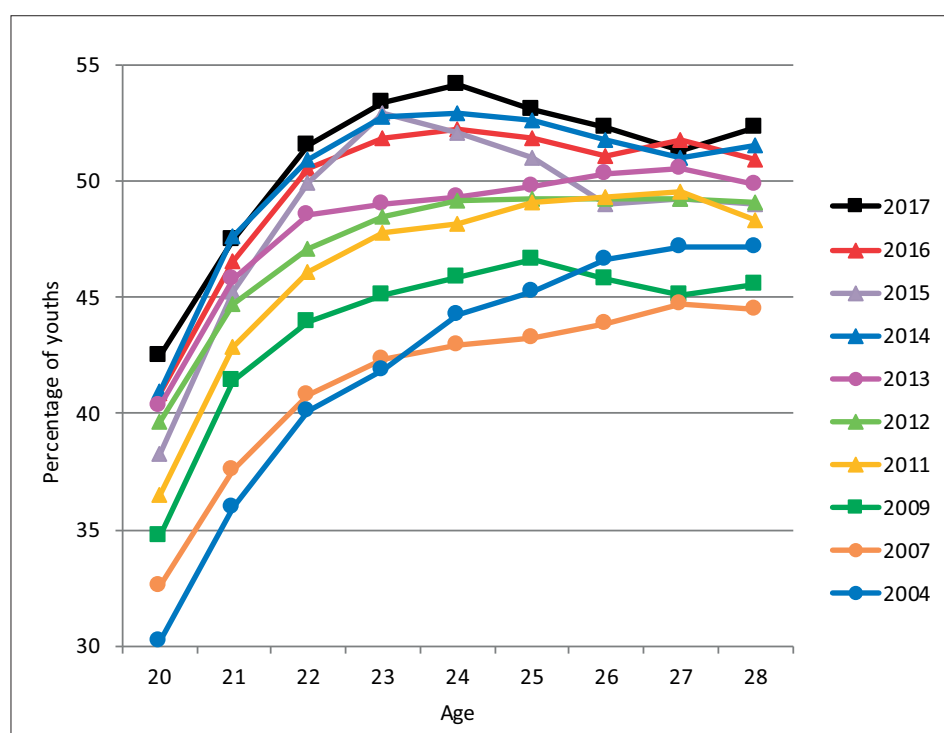


Note: Prior to 2008, a admission to Bachelor Studies pass was referred to as a Matriculation Exemption. Values reflect only results of full-time candidates, excluding the effect of the supplementary examinations and any examinations taken by MEO (Multiple Examination Opportunity) candidates in the following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

Figure 2.3 moreover under-states the progress made by reflecting just qualifications received by full-time examination candidates after the first sitting of the examinations. What is thus not reflected are the following: the situation after supplementary examinations are written early in the following year; NSC passes obtained by part-time examination candidates, generally youth repeating all or part of their Grade 12 studies; and credits obtained in separate examinations in the following year for Multiple Examination Opportunity (MEO) candidates. In addition, what a comprehensive accounting for NSCs needs to take into account is the fact that roughly 4 000 learners a year obtain the NSC for the second time, as part of an attempt to improve their subject-specific results. These factors describe opportunities that have become increasingly available to youth to pursue the 'Matric' beyond their first attempt. MEO was introduced only in 2015. The number of part-time candidates has increased dramatically, from around 1 000 in 2008, to 83 000 in 2010, to around 167 000 in 2018. Once all these factors have been taken into account, the net result is that the number of NSCs obtained per year in the public examination system is around 35 000 higher than the levels illustrated in Figure 2.3. Thus one can say that in 2018 around 435 000 youth obtained the NSC for the first time. Around two-thirds of the additional 35 000 is due to part-time candidates qualifying for the NSC, while one-third is due to full-time candidates improving their results, either through supplementary or MEO examinations.

Stats SA data collected from households confirm the rise in the number of youth obtaining the NSC. As shown by Figure 2.4, the percentage of youth successfully completing Grade 12 has increased from about 45% in 2005, to close to 55% in 2017 (very similar statistics are obtained from the National Income Dynamics Study [NIDS] data of the Department of Planning, Monitoring and Evaluation [DPME]). The peaks of the various curves in the graph point to the fact that many youth obtain their NSC rather late. For instance, in 2017 the peak at age 24 illustrates that below this age many youth had still not obtained the NSC. This reflects opportunities created to allow youth to achieve the NSC beyond their first attempt. However, it also points to a challenge, namely the need to get more youth to complete their secondary schooling successfully at a younger age.

**Figure 2.4: Grade 12 attainment among youth according to household data**



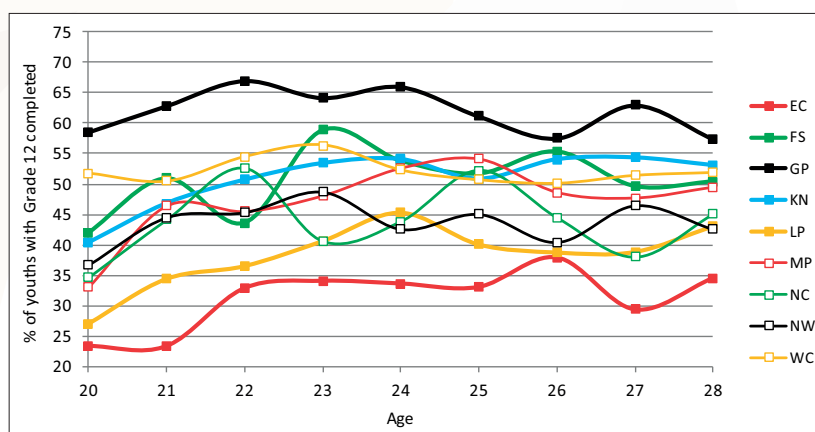
Source: Stats SA's General Household Survey.

Figure 2.5 breaks Grade 12 (or NSC) attainment down by province. These patterns offer important contextual information for understanding the NSC pass rate. For instance, KwaZulu-Natal, which has historically not performed particularly well in terms of the pass rate (NSCs divided by examination takers), does in fact do relatively well in terms of ensuring that a high proportion of youth obtain the NSC. In the case of KwaZulu-Natal, the relatively low pass rate is due to this province's tendency to curb dropping out below Grade 12 and to ensure that a relatively high proportion of youth get to participate in the Grade 12 examination – this inflates the denominator in the pass rate.





**Figure 2.5: Grade 12 attainment by province according to household data**



Source: Stats SA's General Household Survey. The mean statistics across the three values for 2015, 2016 and 2017 are represented.

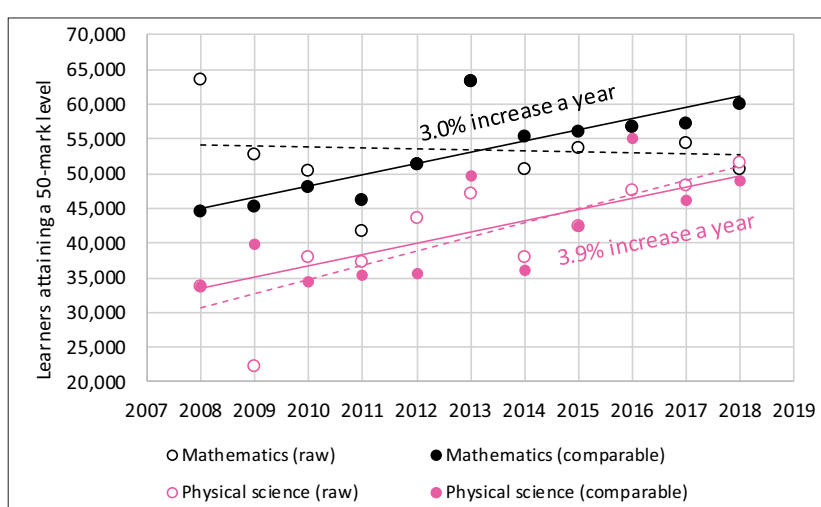
The fact that just under a half of youth do not obtain the NSC, and thus leave the schooling system without a formal qualification with which to navigate post-school education and the labour market, is a concern that is often raised. Successful completion of Grade 12 must continue to increase, but it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

Government's targets envisage that by 2019 there would be 270 000 Bachelors Studies NSC passes per year, with this number rising to 435 000 by 2030. The NDP envisages that by 2030 there would be 425 000 university graduates produced annually, essentially candidates obtaining Bachelors degrees. While the 4,3% annual increase in the number of Bachelors-level NSCs seen in Figure 2.3 helps take the country closer to these targets, the increase needs to roughly double between 2019 and 2030 if the 2030 targets are to be reached.

Given the special importance of building skills needed for mathematically-oriented and scientific professions, the MTSF sets targets for the number of learners achieving a 50% mark in mathematics and physical science. These have been complex indicators to track, as even with Umalusi's standardisation process, it is clear that the difficulty of reaching specific mark thresholds has changed slightly over the years, in particular in mathematics in the years following 2008 (this was the year when the National Senior Certificate replaced the Senior Certificate). By using, as a benchmark, a set of high-performing and stable schools, it was possible to produce a more comparable set of statistics. Both the 'raw' and comparable indicator values are illustrated in Figure 2.6 below. The recalibration makes very little difference to the overall physical science trend, but it does influence the mathematics trend. It moreover brings the trends for the two subjects roughly in line with each other, which is what one would expect, given that they complement each academically. The recalibration has a rather large impact on the 2018 mathematics points in the graph – the 'raw' figure is 50 703, against a recalibrated figure of 60 059. Trends in the high-performing and stable schools sample (32 schools nationally for

mathematics), suggest strongly that the 2018 mathematics examination was particularly demanding. The 2018 targets set in the MTSF for achievement of a 50% mark are 64 646 for mathematics and 46 233 for physical science. The general trend since 2008 has allowed the physical science target to be exceeded, while the system got close to achieving the mathematics target. Importantly, and according to published research, the improvements seen with respect to these indicators are mainly the result of more high-level subject passes in historically disadvantaged schools. The trend has thus contributed to narrowing historical inequalities.

**Figure 2.6: Grade 12 mathematics and physical science**



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

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

Improvements in the quality of schooling are a large part of the reason why more youth are 'surviving' school to a higher grade and obtaining some form for NSC. An analysis of Grade 11 completion along the lines of Figure 2.4 reveals that completion of this grade improved from 61% in 2007 to 70% in 2017. The corresponding figures for Grade 10 are 73% and 81%. This trend has occurred without a noticeable increase in the average age of learners. For instance, the average age of Grade 12 full-time examination candidates, on 1 January of their Grade 12 year, has remained stable at around 18,1 years since at least 2008.

The evidence presented above points unequivocally to progress in the basic education sector in the area that matters most, namely learning outcomes. It is important to understand as best as possible what drove this progress, as this needs to inform the way forward. It is impossible to attribute the improvements in any scientific way to specific interventions and social trends. However, new policies, and successes in implementing these policies, provide an indication of the likely drivers of change. Five changes in the sector seem to stand out, and are discussed below: (1) the CAPS tools designed to facilitate the implementation of the curriculum in the classroom; (2) better access among learners to high-quality books, such as the national workbooks; (3) more focused assessment practices; (4) improved subject knowledge among newly graduated teachers; and (5) increasing access to both Grade R and pre-school below Grade R.



The Curriculum and Assessment Policy Statement (CAPS) was a set of guides introduced into the schooling system between 2012 and 2014 and intended to clarify exactly what had to be taught in the various subjects and grades. The CAPS provided certainty where, it had been argued, the previous curriculum documents, introduced in 2002, were too vague and difficult to interpret. Greater levels of specificity in the curriculum guides began even before the implementation of the CAPS, with the launch of the Foundations for Learning programme in 2008. In 2017, DPME released an evaluation of the implementation of CAPS, according to which the great majority of the users of the guides found them superior to preceding guides. An earlier 2014 evaluation by Umalusi had arrived at similar conclusions. While both reports underline that good curriculum guides on their own are no guarantee of quality schooling, and that how the curriculum is implemented is key, the fact that better curriculum documentation became available to teachers is a likely factor behind the improvements in learning outcomes described above. The 'Matric class of 2018' would have been taught, from Grade 8, by teachers using the CAPS tools.

It has become increasingly clear that in one critical area the CAPS and accompanying materials need to provide teachers, and their trainers, with clearer guidance. This is the area of early grade reading. Reading is poorly taught in the initial grades in much of the schooling system. Gaps in this regard can disadvantage a learner for the rest of his or her schooling career. An increasing awareness of this problem led in 2015 to an ambitious research and materials development initiative known as the Early Grade Reading Study (EGRS), managed by the DBE but involving a wide range of partners. The study (report available on the DBE website), covering various 'treatment' groups of schools and a 'control group', found that specific actions could improve the reading abilities of learners during their first two grades by between 0,05 and 0,17 of a standard deviation per year.



Such improvements compare favourably with, for instance, the 0,07 standard deviations a year of improvement seen in TIMSS (discussed above). The ‘treatments’ in this study thus emerge as significant opportunities to strengthen early grade reading. What were the treatments? Essentially the intervention involved getting teachers to devote more time to specific types of group-guided activities in the classroom, and tasks where learners worked on their own, with the teacher’s oversight.

As emphasised by UNESCO, the drive to improve access to books among learners, while important, can easily result in insufficient attention being paid to the quality of books used in schools. Clearly, all learners need access to not just books, but quality books aligned to the needs and circumstances of learners and teachers. Several initiatives to improve the quality of textbooks used in schools have been undertaken in recent years. The DBE has developed its own Foundation Phase (grades R to 3) materials, in particular guided readers and Big Books, to strengthen alignment to the CAPS, while drawing from the latest evidence on best classroom practices. Official national catalogues of approved books help to ensure that poor quality materials are kept out of public schools. The prioritisation of budgets devoted to learning and teaching support materials (LTSMs), advocacy for lower book prices, in particular where books are bought in bulk, and a strong focus on improving systems delivering materials, in particular the DBE’s own national workbook (a resource which has been internationally acclaimed), to schools, have borne fruit in the form of more widespread access to quality materials. This is confirmed by a vital source, Statistics South Africa’s General Household Survey, which has tracked whether children themselves say they access the books they need. This source points, for instance, to the fact that the percentage of learners reporting that they experienced a lack of books in school decreased steadily from 20% in 2002 to 4% in 2016, with the largest improvements seen in KwaZulu-Natal and Eastern Cape. GHS data from 2016 indicate that 96% of grades 1 to 9 learners had access to national workbooks in 2016. The Matric class of 2018 would have been in Grade 5 when the new national workbooks were introduced, in 2011.

**Since the launch of the Foundations for Learning programme in 2008, there has been an especially strong focus on using assessments to improve teaching in the classroom and monitoring of the system as a whole. Important lessons were learnt, for instance from the Annual National Assessments programme, operational from 2011 to 2014, which played an important role of signalling to all stakeholders the centrality of learning and basic competencies. These lessons are being incorporated into the DBE’s new National Integrated Assessment Framework (NIAF). Since 2015, in the Foundation Phase considerable effort and spending have gone into training teachers in the use of the Early Grade Reading Assessment (EGRA) tools.**

The 2007 and 2013 SACMEQ teacher test score data have recently been analysed in more depth. Both datasets point to the same remarkable fact: the subject knowledge of younger teachers emerging from the post-2000 teacher training system, whereby training became purely university-based, is vastly superior to that of older teachers. While the transition to university-based teacher education has not been without problems, the data suggest that it was necessary, and has contributed to raising the quality of teaching in the classroom.





Better funding of Grade R and pre-school by government is part of the reason why participation in formal Early Childhood Development (ECD) has improved over the years. The Matric class of 2018 would have been too old to benefit from a particularly strong increase in ECD participation during the years 2007 to 2012, when enrolment in some educational institution for children aged 0 to 6 increased from 32% to 52%, with substantial increases occurring at every age. However, the educational benefits of this trend are likely to be seen in the coming years in further improvements in the Grade 12 results.

Apart from the above five areas of intervention, relatively good financial management in the sector, despite the recent context of serious budget constraints, has ensured that the 80 to 20 split between personnel and non-personnel spending has on the whole been upheld, meaning for instance that spending on social protection in the form of school nutrition, scholar transport and no-fee schooling has been preserved, and in some cases even increased.

The overall picture of the last 25 years is thus one of steady quality improvements, revealed above all through rigorous and respected international testing programmes, especially since around 2002. The improvements have largely been driven by interventions aimed at addressing South Africa's serious educational inequalities. These inequalities persist, and remain glaring, but they have narrowed. Above all, lessons learnt in South Africa and from abroad place the country on a sound footing to entrench policies and practices which work, and to innovate appropriately, for instance in areas such as assessments and the teaching of early grade reading, in order to raise the bar further and achieve the targets set out in the National Development Plan.





## 3. The Class of 2018

### 3.1 What are the defining characteristics of the Class of 2018

The Class of 2018 is the fifth cohort to be exposed to the Curriculum Assessment Policy Statement (CAPS). This implies that teacher confidence has improved and, consequently, improved teacher output is expected. Learners writing this examination have benefitted from the increased resource material that has been developed over the last five years. This also includes the high quality question papers that have been developed over the five-year period, which served as an exemplar pool to this Class of 2018. However, this cohort is also writing the NSC Examinations at a time when the standard and quality of the public examination system is considered to be maturing, stabilising and at the same time gradually phasing in higher standards.

**The profile of the Class of 2018 must be viewed in the context of the following important policy imperatives:**

- Policy on progression;
- Policy on multiple examination opportunity (MEO);
- Introduction of Sign Language Home Language;
- Introduction of specialisation in the technology subjects; and
- Abolishment of the designated list of subjects.

The policy on progression was first introduced in 2013 in the FET band. The provision of this policy states that a learner should not spend more than four years in a phase. This implies that if a learner fails the same grade for the second time, such a learner should be progressed to avoid the learner spending more than four years in the phase. However, in 2016, it was observed that learners that were progressed to Grade 12 were not coping. Therefore additional criteria were introduced to ensure that only learners that have satisfied certain other basic criteria, in addition to the clause regarding the four years in the phase, should be progressed. The additional criteria included that the learner must:

- Pass four of the seven subjects (Life Orientation included);
- Pass the language of learning and teaching (LoLT);
- Attend school on a regular basis; and
- Have complied with school-based assessment (SBA) requirements in all subjects.

The multiple examination opportunity (MEO) option was applied for the first time in the 2016 NSC Examinations to ease the burden on progressed learners. Based on this policy a progressed learner may not sit for all six subjects in the final November examinations. However, based on his/her performance throughout the Grade 12 year, a progressed learner may sit for the six subjects (Life Orientation excluded) in two sittings. In order to ensure uniformity in the application of the MEO option, a set of criteria was developed in determining which learners should be allowed to exercise the MEO option. These criteria included that the learner:

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



The number of subjects for which an MEO candidate may sit for in the final examination is determined by his/her performance in the Preparatory Examinations.

In 2018 a series of new subjects have been offered for the first time in the Grade 12 NSC Examinations. These include South African Sign Language Home Language (SASL HL), Technical Mathematics, Technical Sciences, Civil Technology (Construction/Civil Services/Woodworking), Electrical Technology (Digital Systems/Electronic/Power Systems) and Mechanical Technology (Automotive/Fitting and Machining/Welding and Metalwork). These learners are the beneficiaries of the move towards a technologically-enhanced curriculum.

The introduction of an examination for SASL HL is a ground-breaking venture, not only by South African standards, but also internationally. A total of 58 Deaf candidates have had the opportunity of sitting for the very first examination in SASL HL.

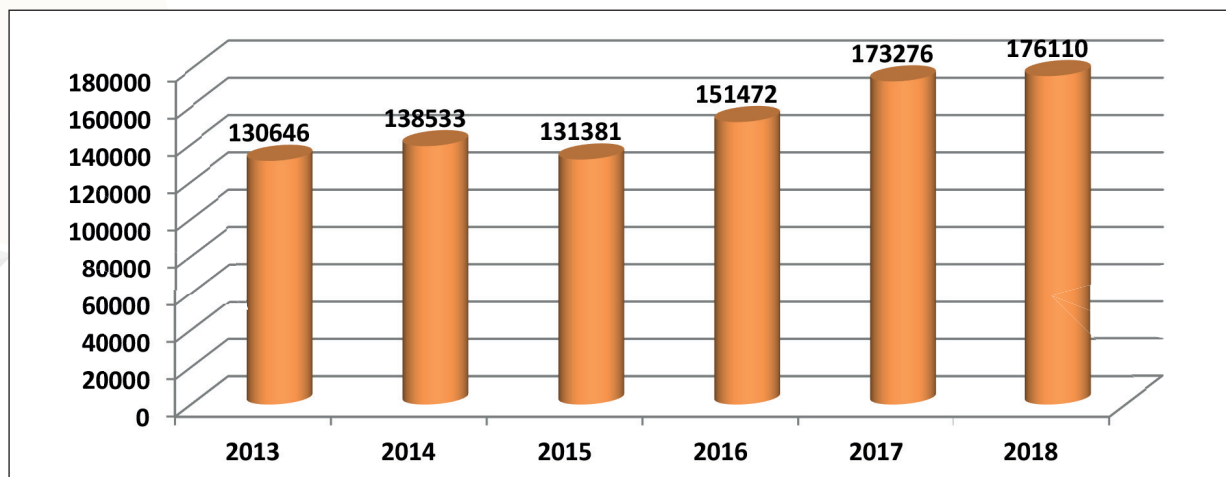
Another important policy change that will impact on the results of the Class of 2018 is the abolishment of the designated list of subjects that governed admission to the Bachelor Studies programme. With effect from 1 October 2018 all subjects offered as part of the CAPS programme, except Life Orientation, can constitute one of the four subjects to be passed at 50% to qualify for admission to the Bachelor Studies programme. This will allow an increased number of learners with admission to the Bachelor Studies programme in 2019.

### 3.2 Enrollment trends

**Table 3.1: NSC Enrolments per province**

| Province        | Entered<br>2014 | Entered<br>2015 | Entered<br>2016 | Entered<br>2017 | Entered<br>2018 | Difference<br>2018 - 2017 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|---------------------------|
| Eastern Cape    | 69 306          | 89 740          | 92 755          | 82 257          | 81 842          | -415                      |
| Free State      | 26 756          | 35 209          | 28 901          | 27 723          | 29 209          | 1 486                     |
| Gauteng         | 101 212         | 112 064         | 112 164         | 108 522         | 107 166         | -1 356                    |
| KwaZulu-Natal   | 147 355         | 169 769         | 169 023         | 153 125         | 151 166         | -1 959                    |
| Limpopo         | 73 543          | 102 618         | 110 639         | 100 041         | 96 840          | -3 201                    |
| Mpumalanga      | 46 900          | 55 945          | 60 794          | 59 500          | 57 867          | -1 633                    |
| North West      | 26 382          | 33 845          | 35 403          | 35 733          | 34 718          | -1 015                    |
| Northern Cape   | 8 950           | 12 173          | 11 821          | 10 519          | 12 157          | 1 638                     |
| Western Cape    | 48 835          | 56 562          | 53 152          | 51 735          | 53 768          | 2 033                     |
| <b>National</b> | <b>548 239</b>  | <b>667 925</b>  | <b>674 652</b>  | <b>629 155</b>  | <b>624 733</b>  | <b>-4 422</b>             |

The national decrease of 4 422 candidates is less than 1% and is therefore insignificant. However, provincial changes in enrolments show a slightly different picture. The largest decrease is observed in Limpopo. Eastern Cape, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga and North West have also registered decreases in enrolment numbers. Enrolments in the Free State, Northern Cape and Western Cape have increased, with the largest increase in the Western Cape at 2 033. In terms of numbers the most substantial increase is in the Western Cape, which registered 2 033 more candidates compared to the 2017 enrolment.



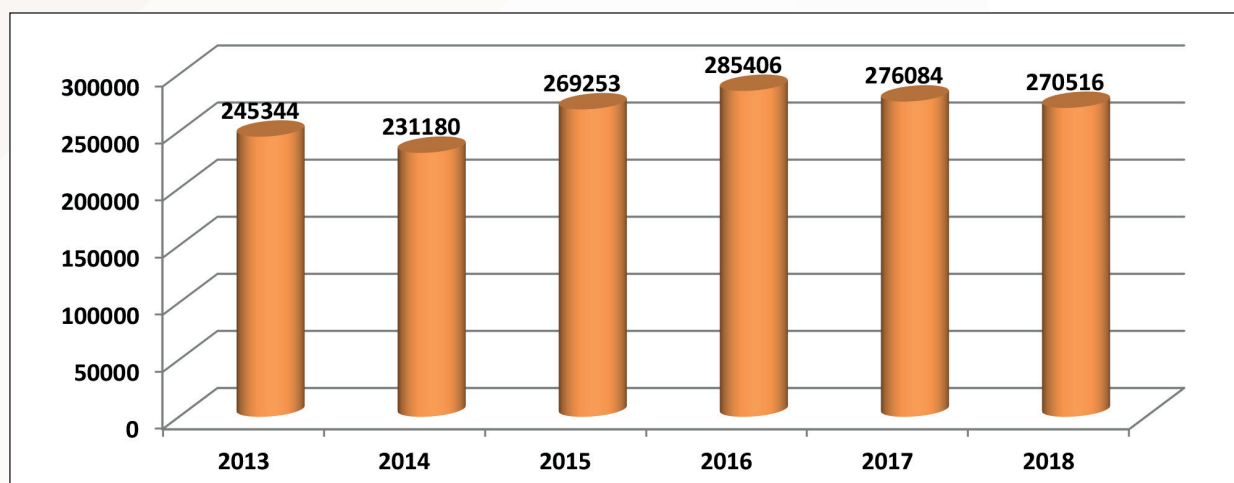
**Figure 3.1: Part-time candidates enrolled from 2013 to 2018**

The number of part-time candidates has been steadily increasing since 2015 and it seems as if the number of part-time candidates is reaching its plateau.

**Table 3.2: Subject Enrolments- 2014 to 2018**

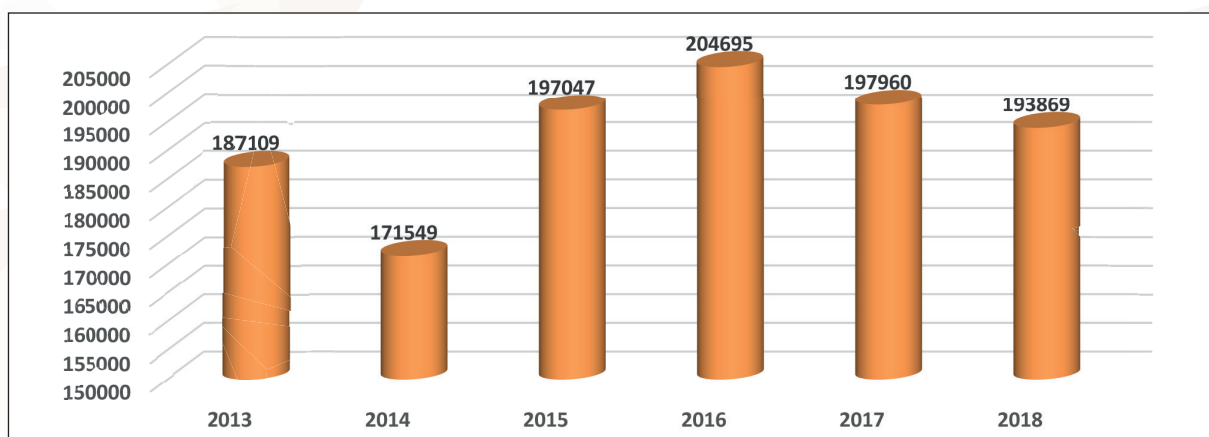
| Subjects              | Entered 2014 | Entered 2015 | Entered 2016 | Entered 2017 | Entered 2018 | Difference 2018 - 2017 |
|-----------------------|--------------|--------------|--------------|--------------|--------------|------------------------|
| Accounting            | 128 779      | 143 962      | 137 808      | 116 149      | 104 553      | 11 596                 |
| Agricultural Sciences | 80 194       | 106 183      | 113 119      | 108 756      | 108 794      | -38                    |
| Business Studies      | 212 147      | 254 188      | 248 730      | 225 100      | 216 217      | 8 883                  |
| Economics             | 140 860      | 169 937      | 165 782      | 144 793      | 133 198      | 11 595                 |
| English FAL           | 443 145      | 554 565      | 564 814      | 521 306      | 515 937      | 5 369                  |
| Geography             | 241 321      | 310 300      | 321 829      | 306 474      | 308 014      | -1 540                 |
| History               | 118 575      | 158 451      | 165 294      | 159 108      | 167 289      | -8 181                 |
| Life Sciences         | 290 580      | 355 614      | 368 191      | 352 594      | 351 377      | 1 217                  |
| Mathematical Literacy | 318 994      | 398 632      | 389 163      | 353 019      | 342 976      | 10 043                 |
| Mathematics           | 229 888      | 269 253      | 285 406      | 276 084      | 270 516      | 5 568                  |
| Physical Sciences     | 171 549      | 197 047      | 204 695      | 197 960      | 193 869      | 4 091                  |

The DBE has identified 11 key subjects as the main focus for intervention (see table above). These subjects generally have high enrolments of more than 100 000 learners. Performance in these subjects significantly impacts the overall achievement in the NCS results in terms of quality and quantity of the pass rate, thus the need for intervention. The table above indicates the number of learners entered in these key subjects from 2013–2018:



**Figure 3.2: Full time enrolments for Mathematics**

Full-time enrolments in Mathematics has increased steadily since 2014 to 2016. Another encouraging observation is that, despite the decrease in numbers in both Mathematical Literacy and Mathematics in 2018 owing to the decline in overall enrolments and also the offering of Technical Mathematics, the decrease has been greater in Mathematical Literacy compared to a smaller decrease in Mathematics. This confirms that there is gradual shift towards Mathematics.



**Figure 3.3: Full time enrolments for Physical Science**

Enrolment in Physical Sciences has decreased since 2016 with the lowest enrolment over the last 5-year period observed in 2014. The 2018 total of 193 869 entries represents a decrease from the 2017 entries for Physical Sciences. This decrease can be attributed to the decrease in the overall enrolment. The offering of Technical Sciences by 11 534 candidates confirms that it is not all Physical Sciences learners that have migrated to Technical Sciences, but learners who would have chosen other subjects and are now offering Technical Sciences.

### 3.3 Key Interventions for the class of 2018

The 2018 learner support programmes focused on providing differentiated, targeted support, to not only improve the overall achievement, but to significantly impact on the quality of learning outcomes. The width, scope and cognitive demand of the curriculum requires more time for learners with varied cognitive levels to master the content. In addition, the ever increasing demands placed on both learners and teachers by the National Senior Certificate examinations, as part of a concerted effort to continually raise standards, requires additional learner support to ensure optimum conditions for success and enhancing the quality of educational provision.

The 2018 support was characterised by intensive analysis of the 2017 NSC results, a review of the 2017 support programmes and the identification of gaps and challenges, with the aim of improving the quality of learners support. In addition, all provinces set clear targets and developed measurable strategies to implement in 2018.

Support provided to learners can be categorised into three main areas, namely, direct instruction which include vacation schools, weekend schools, exam schools and learner incubation camps. The second category is indirect instruction which include the use of Information and Communication Technologies such as internet broadcast lessons, telematics lessons, radio lessons, television broadcast lessons and a series of teacher training to improve content and methodology of teachers. The final category focused on the provision of additional learning and study material.

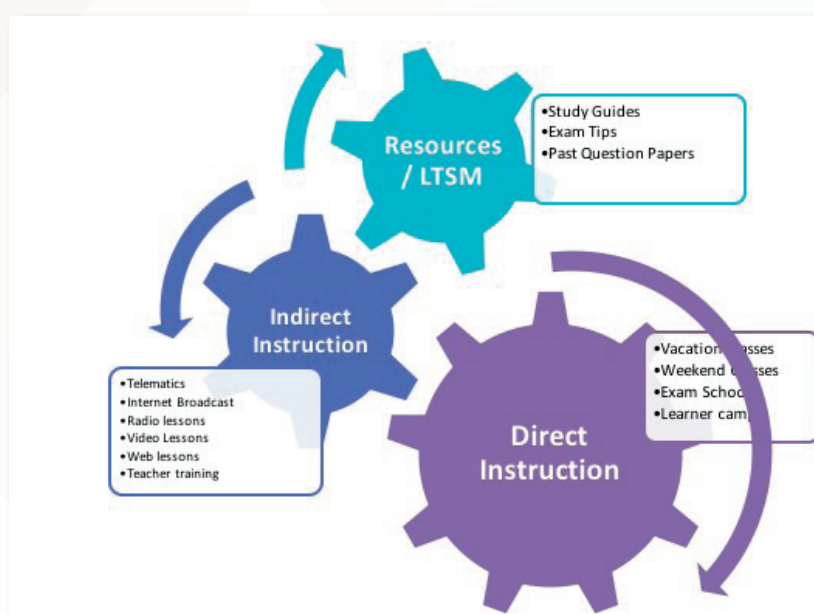
**One of the biggest interventions is the vacation schools offered during autumn, winter and spring vacations. Learners received high quality lessons focusing on challenging content in a variety of subjects. These lessons provided enrichment opportunities for learners to master subject content. The vacation school programme is the biggest learner support intervention with a footprint across all nine provinces. While the size and scope of the vacation school programme differs from province to province, provinces annually increase the scope of the vacation school programme to expose more learners to the programme. The focus and purpose of most provinces' vacation schools was to address challenges as pointed in the 2017 NSC diagnostic report.**

Another nationally driven intervention implemented in all provinces is the focused support to improve the quality of School Based Assessment (SBA). All schools received SBA Booklets for all subjects containing exemplar tasks to guide and support quality formal assessment and assist with the introduction of new subjects, such as Technical Mathematics and Technical Sciences and the Technology Subjects.





In 2018, provinces provided needs based support to targeted groups of learners such as progressed learners, learners at risk, moderate and high achievers. The focus of all provinces on quality improvement, signals a clear departure from the exclusive focus on quantity to a focus on quality improvement of learning outcomes. The 2018 interventions also included huge efforts by the system to determine, albeit on an elementary level, the immediate impact of interventions through the institutionalisation of pre-tests and post-tests for large scale provincially driven teacher and learner interventions. Based on the findings of the tests, support for learners was customised to improve the impact of future interventions.



## 4. The Focus on Special Cohorts in 2018

### 4.1 Progressed learners

In 2017, a significant percentage of the cohort were classified as progressed learners. The table below indicates the total number of progressed learners per province, the total candidates entered, the total candidates that entered 7 or more, as well as the difference in the number of progressed learners in 2018 as compared to 2017.

**Table 4.1: Progressed learners per province**

| Province       | 2017    |        |          |              | 2018    |        |          |              | Progression Difference |
|----------------|---------|--------|----------|--------------|---------|--------|----------|--------------|------------------------|
|                | Entered | Wrote  | Achieved | % Progressed | Entered | Wrote  | Achieved | % Progressed |                        |
| Eastern Cape   | 10 937  | 2 853  | 1 373    | 48.1         | 16 708  | 3 775  | 2 131    | 56.5         | 5 771                  |
| Free State     | 5 288   | 3 502  | 2 213    | 63.2         | 6 588   | 3 466  | 2 260    | 65.2         | 1 300                  |
| Gauteng        | 13 574  | 4 901  | 3 367    | 68.7         | 15 692  | 5 594  | 3 935    | 70.3         | 2 118                  |
| Kwa Zulu-Natal | 27 653  | 5 356  | 3 026    | 56.5         | 36 186  | 5 097  | 3 229    | 63.4         | 8 533                  |
| Limpopo        | 23 254  | 7 681  | 3 670    | 47.8         | 24 858  | 6 279  | 3 507    | 55.9         | 1 604                  |
| Mpumalanga     | 13 698  | 4 315  | 2 433    | 56.4         | 14 409  | 4 074  | 2 635    | 64.7         | 711                    |
| North West     | 7 432   | 2 850  | 1 516    | 53.2         | 8 162   | 2 870  | 1 632    | 56.9         | 730                    |
| Northern Cape  | 2 314   | 691    | 365      | 52.8         | 2 647   | 532    | 214      | 40.2         | 333                    |
| Western Cape   | 3 280   | 1 862  | 788      | 42.3         | 3 384   | 1 725  | 579      | 33.6         | 104                    |
| National       | 107 430 | 34 011 | 18 751   | 55.1         | 128 634 | 33 412 | 20 122   | 60.2         | 21 204                 |

## 4.2 Learners with special needs

A total of 3 856 candidates with special needs sat for the November 2018 NSC Examinations. The DBE accommodated these candidates in teaching, learning and assessment.

**Table 4.2: Learners with Special Education Needs**

| Province Name | Total | ASD, AD and ADD | Behaviour and psycho | Dyslexia | Dyscalculia | Hearing loss | Learning difficulties | Other | Physical Impairment | Special medical conditions | Speech and communication | Visually impaired |
|---------------|-------|-----------------|----------------------|----------|-------------|--------------|-----------------------|-------|---------------------|----------------------------|--------------------------|-------------------|
| Eastern Cape  | 107   | 9               | 16                   |          | 6           | 10           |                       | 62    | 1                   | 3                          |                          |                   |
| Free State    | 215   | 10              | 8                    |          | 14          |              |                       | 175   |                     |                            | 8                        |                   |
| Gauteng       | 498   | 9               | 4                    | 10       | 1           | 24           | 116                   | 223   | 33                  | 7                          | 52                       | 19                |
| KwaZulu-Natal | 257   | 21              | 29                   | 2        | 27          | 8            | 41                    | 85    | 10                  | 16                         |                          | 18                |
| Limpopo       | 197   |                 | 24                   |          | 2           |              | 2                     | 43    | 114                 | 2                          | 4                        | 6                 |
| Mpumalanga    | 59    | 4               | 4                    |          |             |              |                       | 46    | 5                   |                            |                          |                   |
| Northern Cape | 41    |                 | 1                    | 1        |             |              | 15                    | 15    | 4                   |                            | 1                        | 4                 |
| North-West    | 11    |                 |                      | 1        |             | 1            |                       |       | 5                   | 2                          | 2                        |                   |
| Western Cape  | 2 471 | 234             | 48                   | 277      | 11          | 22           | 1 257                 | 47    | 45                  | 53                         | 440                      | 37                |
| National      | 3 856 | 287             | 134                  | 291      | 61          | 65           | 1 431                 | 696   | 217                 | 83                         | 507                      | 84                |

A total of 1 669 special needs learners achieved admission to Bachelor Studies.

**Table 4.3: Performance of Special Needs Education (SNE) Learners by Qualification Type**

| Qualification                 | Total        | ASD, AD and ADD | Behaviour and psycho | Dyslexia   | Dyscalculia | Hearing loss | Learning difficulties | Other      | Physical Impairment | Special medical conditions | Speech and communication | Visually impaired |
|-------------------------------|--------------|-----------------|----------------------|------------|-------------|--------------|-----------------------|------------|---------------------|----------------------------|--------------------------|-------------------|
| Achieved – Bachelors          | 1 669        | 193             | 57                   | 125        | 17          | 17           | 601                   | 289        | 67                  | 62                         | 210                      | 31                |
| Achieved – Diploma            | 861          | 47              | 28                   | 64         | 19          | 15           | 360                   | 158        | 37                  | 9                          | 105                      | 19                |
| Achieved – Higher Certificate | 402          | 15              | 12                   | 28         | 5           | 8            | 173                   | 60         | 28                  | 5                          | 59                       | 9                 |
| Achieved – SNE NSC            | 119          | 7               | 2                    | 1          |             | 1            | 5                     | 96         |                     |                            | 1                        | 6                 |
| <b>Total</b>                  | <b>3 051</b> | <b>262</b>      | <b>99</b>            | <b>218</b> | <b>41</b>   | <b>41</b>    | <b>1 139</b>          | <b>603</b> | <b>132</b>          | <b>76</b>                  | <b>375</b>               | <b>65</b>         |

### 4.3 Gender

Table 4.4 shows the enrolment per gender. More females than males completed the NSC examinations.

**Table 4.4: Enrolments in terms of Gender**

| Provinces       | 2018           |                |             |             |
|-----------------|----------------|----------------|-------------|-------------|
|                 | Male           | Female         | Male %      | Female %    |
| Eastern Cape    | 36 867         | 44 975         | 45.0        | 55.0        |
| Free State      | 13 513         | 15 696         | 46.3        | 53.7        |
| Gauteng         | 48 673         | 58 493         | 45.4        | 54.6        |
| Kwazulu-Natal   | 68 345         | 82 821         | 45.2        | 54.8        |
| Limpopo         | 44 078         | 52 762         | 45.5        | 54.5        |
| Mpumalanga      | 25 828         | 32 039         | 44.6        | 55.4        |
| North West      | 15 987         | 18 731         | 46.0        | 54.0        |
| Northern Cape   | 5 406          | 6 751          | 44.5        | 55.5        |
| Western Cape    | 23 483         | 30 285         | 43.7        | 56.3        |
| <b>National</b> | <b>282 180</b> | <b>342 553</b> | <b>45.2</b> | <b>54.8</b> |

The ratio of male learners and female learners remained constant over the last few years with more female learners enrolled in all nine provinces.





## 4.4 Poverty classification

Table 4.5 shows the number of schools per quintile in each province. Nationally, 4 892 schools are rated as no-fee schools (Quintile 1, Quintile 2 and Quintile 3). The majority of schools in Limpopo, KwaZulu-Natal, Mpumalanga and the Eastern Cape fall in these quintile ratings. In Gauteng and the Western Cape, most schools are classified as Quintile 4 and Quintile 5. Only 10.6% of schools in South Africa are classified as Quintile 5.

**Table 4.5: School by Quintile**

| Quintiles    | 0 – 19.9% | 20 – 39.9% | 40 – 59.9%   | 60 – 79.9%   | 80 – 100%    | Total        |
|--------------|-----------|------------|--------------|--------------|--------------|--------------|
| Quintile 1   | 37        | 112        | 382          | 612          | 682          | 1 825        |
| Quintile 2   | 28        | 104        | 321          | 555          | 708          | 1 716        |
| Quintile 3   | 16        | 88         | 248          | 508          | 571          | 1 431        |
| Quintile 4   | 2         | 6          | 36           | 198          | 375          | 617          |
| Quintile 5   | 0         | 4          | 16           | 105          | 598          | 723          |
| <b>Total</b> | <b>83</b> | <b>314</b> | <b>1 003</b> | <b>1 978</b> | <b>2 934</b> | <b>6 312</b> |

## 4.5 Age categories

**Table 4.6: Age analysis per Qualification Type**

| Age             | Total Entered  | Total Wrote    | Achieved<br>– Bachelors | Achieved<br>– Diploma | Achieved<br>– Higher<br>Certificate | Achieved<br>– NSC | Achieved<br>– SNE NSC | Total<br>Achieved | % Achieved  |
|-----------------|----------------|----------------|-------------------------|-----------------------|-------------------------------------|-------------------|-----------------------|-------------------|-------------|
| <b>16</b>       | 2 317          | 2 178          | 1 159                   | 501                   | 264                                 |                   |                       | 1 924             | <b>88.3</b> |
| <b>17</b>       | 82 754         | 79 339         | 38 798                  | 22 052                | 9 761                               | 3                 | 1                     | 70 615            | <b>89.0</b> |
| <b>18</b>       | 200 288        | 187 358        | 88 474                  | 51 039                | 24 167                              | 7                 | 16                    | 163 703           | <b>87.4</b> |
| <b>19</b>       | 131 340        | 108 626        | 26 282                  | 34 235                | 21 750                              | 14                | 48                    | 82 329            | <b>75.8</b> |
| <b>20</b>       | 87 631         | 62 974         | 9 545                   | 17 551                | 14 463                              | 17                | 42                    | 41 618            | <b>66.1</b> |
| <b>21</b>       | 57 390         | 36 514         | 3 961                   | 8 994                 | 8 578                               | 27                | 13                    | 21 573            | <b>59.1</b> |
| <b>22</b>       | 33 061         | 19 180         | 1 878                   | 4 064                 | 4 434                               | 11                | 7                     | 10 394            | <b>54.2</b> |
| <b>23</b>       | 16 025         | 8 617          | 825                     | 1 654                 | 1 846                               | 9                 | 1                     | 4 335             | <b>50.3</b> |
| <b>24</b>       | 7 499          | 3 997          | 429                     | 749                   | 784                                 | 8                 |                       | 1 970             | <b>49.3</b> |
| <b>25</b>       | 3 063          | 1 685          | 214                     | 334                   | 332                                 | 3                 |                       | 883               | <b>52.4</b> |
| <b>26</b>       | 1 426          | 848            | 152                     | 181                   | 148                                 |                   |                       | 481               | <b>56.7</b> |
| <b>27</b>       | 668            | 434            | 70                      | 93                    | 89                                  |                   |                       | 252               | <b>58.1</b> |
| <b>All Ages</b> | <b>623 462</b> | <b>511 750</b> | <b>171 787</b>          | <b>141 447</b>        | <b>86 616</b>                       | <b>99</b>         | <b>128</b>            | <b>400 077</b>    | <b>78.2</b> |

Over the last few years the DBE has been monitoring the age of candidates writing the NSC Examinations, which is an important indicator of throughput of the system. In terms of the current admission age, learners in Grade 12 should be either 18 or 19 years old if they progress through the schooling system without failing a grade.

**Table 4.7: Age of Grade 12 learners per gender:**

| Age       | Enrolment |        |         | Percentage |        |         |
|-----------|-----------|--------|---------|------------|--------|---------|
|           | Female    | Male   | Total   | Female %   | Male % | Total % |
| <b>16</b> | 1 740     | 659    | 2 399   | 0.28       | 0.1    | 0.38    |
| <b>17</b> | 56 378    | 26 919 | 83 297  | 8.92       | 4.26   | 13.17   |
| <b>18</b> | 118 395   | 79 636 | 198 031 | 18.72      | 12.59  | 31.32   |
| <b>19</b> | 70 297    | 61 613 | 131 910 | 11.12      | 9.74   | 20.86   |
| <b>20</b> | 45 820    | 47 630 | 93 450  | 7.25       | 7.53   | 14.78   |
| <b>21</b> | 27 512    | 32 839 | 60 351  | 4.35       | 5.19   | 9.54    |
| <b>22</b> | 14 826    | 18 530 | 33 356  | 2.34       | 2.93   | 5.27    |
| <b>23</b> | 7 478     | 9 464  | 16 942  | 1.18       | 1.5    | 2.68    |
| <b>24</b> | 3 525     | 4 134  | 7 659   | 0.56       | 0.65   | 1.21    |
| <b>25</b> | 1 728     | 1 678  | 3 406   | 0.27       | 0.27   | 0.54    |
| <b>26</b> | 899       | 660    | 1 559   | 0.14       | 0.1    | 0.25    |

From the above table it is evident that 51% of the full-time candidates are in the age category 18–19 years. These are learners that progressed through the schooling system without failing a grade. It is also interesting that 13.55% of Grade 12 learners are either 16 or 17 years old. These are learners that may have been admitted to school prior to the year in which they turned six. The concern lies with the 34.27% of candidates that are 20 years and older, who may have failed a grade or may have started school late. The greater concern lies with the 62 922 candidates who are 22 years and older and are sitting for their final examination.



## 4.6 South African Sign Language (SASL)

The DBE implemented SASL at Home Language (HL) level, in Grade 10 in 2016 as part of the National Curriculum Statement (NCS). The first SASL HL examination was offered as part of the NSC Examinations in 2018. Fifty eight (58) deaf learners, located in ten schools across five PEDs (including Free State, Gauteng and Western Cape) registered for SASL HL. These learners were therefore able to sit for the 7-subject NSC in their home language, SASL HL.

The examination for SASL HL was conducted in signed format, and had to ascribe to the general principles of fairness, reliability and validity thereby ensuring that the basic principles of assessment, i.e. fair and equitable opportunities for all learners, are maintained.

**Table 4.8: Grade 12 SASL HL schools**

| Province     | School                | Number of learners – Grade 12  |
|--------------|-----------------------|--------------------------------|
| EC           | Efata                 | 3                              |
| EC           | St Thomas             | 10 (full-time) + 6 (part-time) |
| FS           | Bartimea              | 4                              |
| FS           | Thiboloha             | 2                              |
| GP           | Sizwile               | 11                             |
| KZN          | Fulton                | 3                              |
| KZN          | Kwathintwa            | 8                              |
| KZN          | St Martin             | 7                              |
| WC           | De-la-Bat             | 1                              |
| WC           | Dominican (Wittebome) | 3                              |
| <b>TOTAL</b> | <b>10</b>             | <b>58</b>                      |

Support provided to the candidates offering SASL HL included the development of teacher guides and supporting documents and Learning and Teaching Support Materials (LTSM). In addition, extra tuition with lesson plans for three subjects, SASL (HL), Maths, Literature and English FAL, were developed to support teachers.

The National Catalogue for Grades 4–12 was released in January 2018 and Circular S1 of 2018 on the prescribed SASL literature texts for the FET phase was released in February 2018. Guidelines for the analysis of poems and short stories were provided to all schools.

Provinces had to nominate language subject advisors who would monitor and support the implementation of the SASL CAPS in their respective schools as dedicated subject advisors have not yet been appointed. National training sessions were conducted with respective language subject advisors (SAs), teachers and Deaf teaching assistants (DTAs) in the year preceding the implementation.

## 4.6 Multiple Examination Opportunity (MEO)

The multiple examination opportunity (MEO) option was applied for the first time in the 2016 NSC Examinations to ease the burden on progressed learners. Based on this policy a progressed learner may not sit for all six subjects in the final November examinations. However, based on his performance throughout the Grade 12 year, a progressed learner may sit for the six subjects (Life Orientation excluded) in two sittings. In order to ensure uniformity in the application of the MEO option, a set of criteria was developed in determining which learners should be allowed to exercise the MEO option. The number of subjects for which an MEO candidate may sit for in the final examination is determined by his/her performance in the Preparatory Examinations.

## 4.7 Support for New Subjects

The new technical CAPS was developed to focus on specialisation areas within the three technical subjects: Civil Technology (Woodworking, Construction and Civil Services); Electrical Technology (Power Systems, Digital Electronics and Electronics) and Mechanical Technology: Automotive, Fitting and Machining and Welding.

The new technical CAPS curriculum with specialisation was incrementally implemented from Grade 10 in 2016 to Grade 12 in 2018. Table 4.9 provides the provincial breakdown of technical schools:





**Table 4.9: Provincial breakdown of technical schools**

| Province     | Engineering<br>Graphics and<br>Design | Electrical<br>Technology | Civil Technology | Mechanical<br>Technology |
|--------------|---------------------------------------|--------------------------|------------------|--------------------------|
|              | Number of Schools                     |                          |                  |                          |
| EC           | 97                                    | 46                       | 51               | 43                       |
| FS           | 57                                    | 23                       | 24               | 23                       |
| GP           | 196                                   | 77                       | 100              | 76                       |
| KZN          | 273                                   | 71                       | 94               | 71                       |
| LP           | 72                                    | 40                       | 35               | 20                       |
| MP           | 53                                    | 25                       | 29               | 23                       |
| NW           | 46                                    | 23                       | 34               | 22                       |
| NC           | 19                                    | 11                       | 8                | 9                        |
| WC           | 91                                    | 21                       | 85               | 24                       |
| <b>TOTAL</b> | <b>904</b>                            | <b>337</b>               | <b>460</b>       | <b>311</b>               |

In 2017 a total of 1 339 Grade 12 teachers and subject advisors were trained at the skills training centres for technical subject specialisations. 391 subject advisors were trained in Technical Mathematics and Technical Sciences in preparation for implementation in 2018.

In terms of LTSM provisioning, all Grade 10–12 textbooks were developed in partnership with Sasol-Inzalo (Technical Maths/Sciences) and Publishers (specialisations). All books were screened and quality assured to ensure high quality resources which were CAPS compliant. The Grade 12 National Catalogue was released to provinces on 30 June 2017. Examination guidelines were developed, distributed to all provinces and uploaded onto the DBE website.

The DBE also ensured that all 1 007 schools offering technical subject specialisations have functional workshops. A total of 27 schools were visited per quarter to monitor implementation of the CAPS and utilization of the equipment and resources in the workshops.

## 4.8 Repeat candidates

Table 4.10 and Table 4.11 show the number of repeat candidates who sat for the November 2018 NSC examinations. The Second-Chance Programme is an initiative of the DBE that offers support to repeat candidates. A total of **27 976** full time repeat candidates sat for the examinations and **176 110** part time repeat candidates enrolled for the examinations. Limpopo, Eastern Cape and KwaZulu Natal registered **11 709**, **6 689** and **5 152** full time repeat candidates respectively.

**Table 4.10: Overall performance of Repeat Candidates (Full-time) in the 2018 NSC**

| Provinces     | 2018           |             |                |            |
|---------------|----------------|-------------|----------------|------------|
|               | Total Enrolled | Total Wrote | Total Achieved | % Achieved |
| Eastern Cape  | 6 689          | 6 471       | 4 932          | 76.2       |
| Free State    | 0              | 0           | 0              | 0.0        |
| Gauteng       | 0              | 0           | 0              | 0.0        |
| Kwazulu-Natal | 5 152          | 4 794       | 3 794          | 79.1       |
| Limpopo       | 11 709         | 11 444      | 7 924          | 69.2       |
| Mpumalanga    | 4 399          | 4 166       | 3 480          | 83.5       |
| North West    | 27             | 26          | 20             | 76.9       |
| Northern Cape | 0              | 0           | 0              | 0.0        |
| Western Cape  | 0              | 0           | 0              | 0.0        |
| National      | 27 976         | 26 901      | 20 150         | 74.9       |

**Table 4.11: Candidates Enrolled/ Wrote (Part-time): 2015-2018**

| Province Name | 2015          |             | 2016          |             | 2017          |             | 2018          |             |
|---------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
|               | Total Entered | Total Wrote | Total Entered | Total Wrote | Total Entered | Total Wrote | Total Entered | Total Wrote |
| Eastern Cape  | 19 312        | 12 618      | 20 847        | 13 819      | 22 754        | 14 335      | 22 263        | 13 314      |
| Free State    | 3 470         | 2 118       | 3 775         | 2 430       | 4 653         | 3 150       | 5 792         | 3 558       |
| Gauteng       | 39 181        | 28 837      | 42 025        | 32 675      | 42 066        | 32 060      | 44 057        | 33 191      |
| KwaZulu-Natal | 31 176        | 21 247      | 37 915        | 25 862      | 44 198        | 27 677      | 40 992        | 25 343      |
| Limpopo       | 16 137        | 11 951      | 21 124        | 15 421      | 27 853        | 20 251      | 29 483        | 21 118      |
| Mpumalanga    | 5 569         | 3 871       | 7 189         | 4 996       | 9 462         | 6 363       | 13 177        | 8 451       |
| North West    | 3 386         | 2 711       | 3 884         | 3 164       | 4 597         | 3 655       | 5 651         | 4 232       |
| Northern Cape | 1 838         | 1 157       | 1 988         | 1 132       | 3 678         | 1 912       | 2 203         | 1 448       |
| Western Cape  | 11 312        | 6 553       | 12 633        | 7 162       | 14 015        | 7 820       | 12 492        | 7 006       |
| National      | 131 381       | 91 063      | 151 380       | 106 661     | 173 276       | 117 223     | 176 110       | 117 661     |



## 4.9 Immigrant candidates

Table 4.12 shows the number of immigrant candidates per province who sat for the 2018 NSC examinations. A total of **5 177** candidates registered for the examinations. Gauteng has the largest number of immigrant candidates (**2 919**), followed by the Western Cape (**899**). North West (**5**), and Free State (**0**) and had the lowest number of entries.

**Table 4.12: Immigrant candidates**

| Provinces       | Number of Learners |
|-----------------|--------------------|
| Eastern Cape    | 126                |
| Free State      | 0                  |
| Gauteng         | 2919               |
| KwaZulu-Natal   | 513                |
| Limpopo         | 112                |
| Mpumalanga      | 579                |
| North West      | 5                  |
| Northern Cape   | 24                 |
| Western Cape    | 899                |
| <b>National</b> | <b>5 177</b>       |



## 5. Limitations of the Examination System

The Quality Assurance Council, Umalusi, plays a critical role in protecting the integrity of the NSC examinations. After the Council has completed a rigorous verification of all examination processes, it declares the examination free and fair. However, the NSC has certain limitations that must be borne in mind when reading the Report

**a) Limited pre-testing of items:** The NSC is a public examination utilising secure test items unseen to candidates. The risk of test item exposure does not allow for pre-testing of items. Examination panels comprising of subject experts do not make use of statistical information on test item discrimination and difficulty levels to refine question papers. Instead they are assisted by intensive post-test analyses of the previous year's (2014) NSC question papers and international benchmarking exercises. Examination panels carefully consider the analyses conducted by Umalusi and other independent assessment experts in the setting of question papers. Pre-test writing of question papers in key subjects by independent subject experts provides feedback on the face-validity of questions. Using this information, the question papers are further refined.

### **b) Subjectivity in determining cognitive and difficulty levels:**

The construct of question papers is based on test specifications, which shows the details of the cognitive and difficulty levels. Examination panels use pre-determined cognitive levels and difficulty levels listed in subject assessment guidelines to classify items to a test specification grid. This is done according to specific assessment weightings to ensure that balanced examination papers are set comprising a variety of critical thinking and problem solving skills. There is currently a lack of explicit criteria in CAPS to exemplify and differentiate the various categories used to describe cognitive and difficulty levels. Examination panels use their individual subject expertise to match test items to listed categories and this process allows for potentially different analyses of test item classifications by different individuals. The DBE has initiated a process of enhancing assessment guidelines to provide further clarity on this matter.

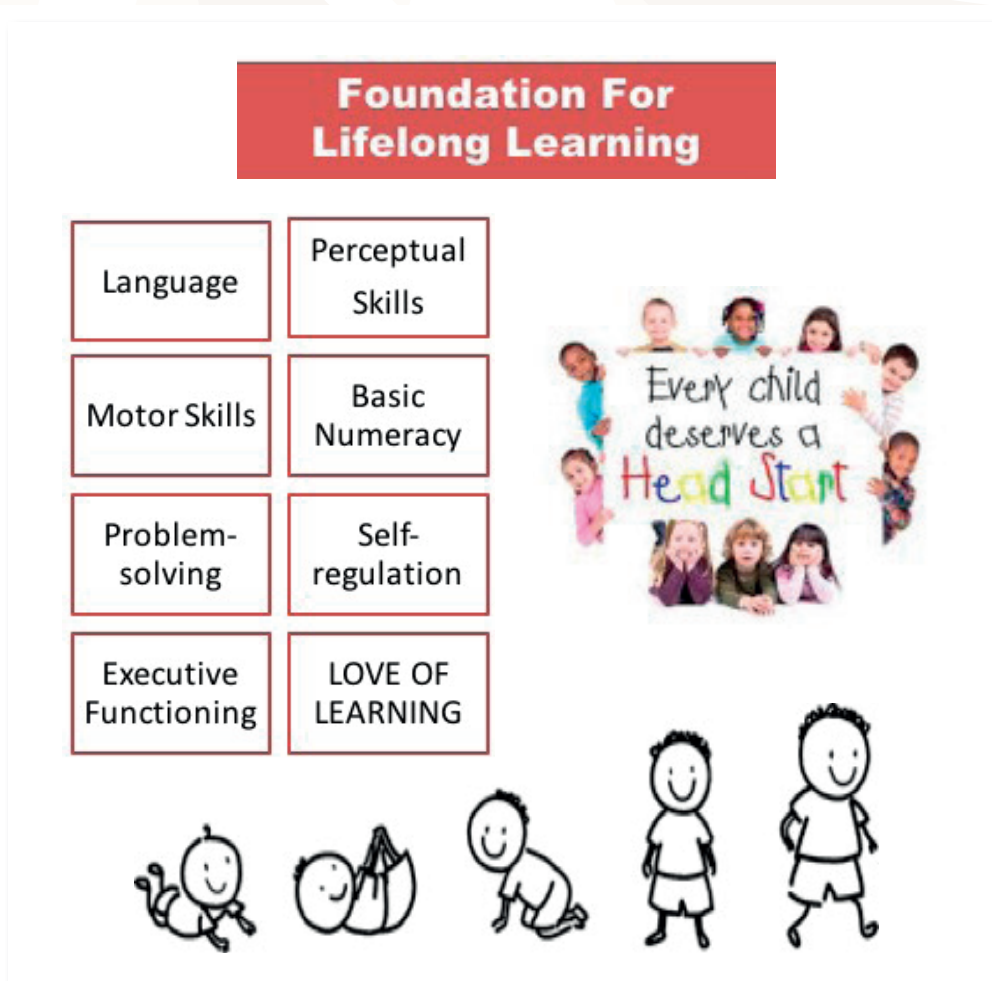
**c) Marker competency:** The reliability of the marking system is primarily dependent on the professional competency and caliber of markers. Uniform and consistent application of the marking guidelines across all learners' scripts is required to ensure reliability of marking. Intensive training of all appointed chief markers and internal moderators is done to ensure an acceptable "tolerance range" is reached on marking each examination question and any discrepancy is closely monitored by the Examination panel. It is expected that the same level of intensity is conducted in the training of markers at provincial level. Where markers are not able to achieve scores aligned to the acceptable tolerance range, they have to be retrained or reassigned to mark a different set of questions. Inappropriate marker competency delays the marking process and disrupts the marking organisation on specific questions. The introduction of the tolerance range in the marking system has reduced the number of discrepancies identified by external moderators in previous years.





**d) Limited presentation of data:** The national report presents only a snapshot of data analysis at national, provincial and district levels. The analysis is restricted to full-time candidates that have written six or more subjects. The results of part-time candidates who usually only register for one or more subjects are not considered in the same way as full-time candidates and is limited to subject performance. The results of the 2018 cohort are compared in relation to performance levels of the three previous years. The data is presented to provide an aggregated national picture on the number of NSC passes, qualification type, gender, school performance, quintile, national subjects, special needs education and district performance. It does not provide pedagogical information on learning gaps. A National Diagnostic Report on specific subjects that should be read in conjunction with 2018 National Senior Certificate Examination Report will provide input to teaching and learning at classroom level.

The above limitations are typical of internationally conducted “high stakes” public examinations and are not unique to the NSC.



## 6. The Credibility of the 2018 NSC Examination System

The credibility of any examination is measured by the level of efficiency in the administration and conduct of such examination. The DBE ensured that all examination processes during the preparation for the administration of the 2018 NSC examination were implemented as per the Regulations pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination. The key examination processes that warrants precise planning, preparation and implementation in preparation for the NSC examination include the following:

- Registration of Examination Centres and Candidates
- Development of National Question Papers
- Writing of the NSC Examination
- Marking of the NSC Examination Scripts
- Management of examination irregularities
- Managing Resulting and Certification processes
- Quality assurance of School Based Assessment
- The following section provides a brief account of the strategies that the DBE employed to ensure that the 2018 NSC examination is credible and that its integrity is not compromised.

### 6.1 Registration

Two categories of candidates are registered for the NSC examinations; full-time and part-time candidates. Full time candidates are usually based at a formal school, public or independent, where they receive full – time tuition for the entire academic year. Part-time candidates are mainly repeat candidates who were unsuccessful in one or more subjects in their attempts to obtain the NSC in previous examinations.

It is of paramount importance to ensure that all candidates who register for the NSC examinations at Grade 12 satisfy all the requirements, which include having satisfied the pass requirements in their Grade 10 and 11 years. For this reason, Provincial Education Departments (PEDs) conducted an intensive verification process of the Grade 11 schedules prior to the registration of candidates for the NSC examination. All public and independent centres were duly registered and only independent centres accredited by Umalusi were allowed to write the 2018 NSC examinations.

### 6.2 Development of National Question Papers

The question paper remains the de facto standard of the curriculum, therefore setting a question paper that accurately reflects the standard and the intended outcomes of the curriculum is of paramount importance. To ensure this, the DBE appointed and trained panels of subject specialists and teachers who were appointed as examiners and internal moderators per subject. Prior to the commencement of setting of the November 2018



examinations the panels reviewed and considered the feedback received from the 2017 marking processes, the standardisation of the November 2017 results, public and professional bodies as well as the feedback from the Evaluation of the 2016 question papers by Universities South Africa (USAf). This feedback fulfilled a cardinal role in improving the quality of the 2018 question papers.

A total of **147** question papers was set by the DBE for the November 2018 NSC examination. Sixteen of these papers were for a series of new subjects which were being offered for the first time in the Grade 12 NSC examinations. These include South African Sign Language Home Language (SASL HL), Technical Mathematics, Technical Science, Civil Technology (Construction/ Civil Services/ Woodworking), Electrical Technology (Digital Systems/ Electronics /Power Systems) and Mechanical Technology (Automotive/ Fitting and Machining/ Welding and Metal Work). A total of 45 273 candidates offered one or more of these subjects in 2018. These learners are the beneficiaries of the educational transformation that heralded the move towards a technologically-enhanced curriculum.

In addition, based on a contractual arrangement with the Independent Examinations Board (IEB), **45** question papers for non-official Languages were set by the IEB. Fifty seven (**57**) question papers were adapted for the blind learners and **40** question papers were adapted for deaf learners. The adaptation of the question papers for the blind and deaf was done by special examiners, who are mainly subject specialists with proven experience in the education of the blind and deaf, together with the chief examiners or internal moderators from the national panel.

**All question papers were internally moderated by independent DBE-appointed internal moderators to ensure that the question paper was of the appropriate quality and standard. Once the question papers were approved by the internal moderators, Umalusi's external moderators verified, evaluated and approved all the question papers for the November 2018 and June 2019 NSC examinations concurrently, to ensure comparable standards. The rigorous external moderation process ensured that the question papers were of a high quality and an appropriate standard for Grade 12 learners.**

The final quality assurance of the 2018 NSC question papers was conducted at the DBE in collaboration with PEDs. The quality assurance process comprises editing, correlation, proofreading and quality control. After the DBE's editing team has completed the editing and correlation, a team of selected editors from different provinces are used to conduct another round of editing and proofreading of the question papers.

The external and internal moderators also proofread and signed off, the final print-ready copies of each question paper and the marking guidelines. The DBE subsequently conducted an additional layer of quality assurance that focuses mainly on the fairness of the November 2018 question papers in relation to bias, language accessibility, and relevance of the tests for Grade 12 learners, as well as the overall technical aspects of the papers. The fairness review was conducted by two independent subject specialists, comprising subject experts and language editors.

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



### 6.3 The writing of the examination

Standardisation of practices pertaining to the conduct, administration and management of national examinations in all the nine PEDs is of critical importance. To ensure uniformity across the provinces in the implementation of the various examination processes, the DBE has over the years developed Norms and Standards covering all the key aspects relating to the writing of national examinations. These Norms and Standards have been translated into Standards Operating Procedure Manuals for all examination processes which are reviewed and mediated with participants from the PEDs on a yearly basis to ensure uniformity of practice in the conduct, administration and management of national examinations.

The rigor in the training of chief invigilators and invigilators is improving from year to year. The adoption of a cluster training approach by most provinces for chief invigilators and invigilators has significantly improved the quality of the training. Most PEDs continued to use the cluster approach to the training of invigilators in 2018 as encouraged by the DBE and this has assisted in the standardization of invigilation practices across the PEDs. Following this approach, chief invigilators were trained by the provincial training team, and invigilators were clustered together in circuits and trained by a district training team. Apart from ensuring uniformity in the implementation of invigilation standards, this approach has also ensured that the training of invigilators in any school was not left to a single chief invigilator where the effectiveness of the training may not be easily ascertained.

The signing of the pledge by all learners has added value to the credibility of the NSC examination since its introduction in 2013. All the candidates registered to write the 2018 NSC from the various provinces signed the pledge on Friday, 12 October 2018. In signing the pledge, the candidates are making a commitment to comply with the examination code of conduct. This practice has been found to have significantly contributed to the reduction in the 'Acts of dishonesty' by candidates since its inception. In addition, in 2018 parents and candidates signed a commitment agreement, and committed to adhere to examination rules and regulations. The agreement highlights key rules and regulations which candidates and parents/guardians should be aware of and ensure are complied with by candidates, and the possible sanctions that could be imposed by the DBE in the event of a contravention. It is believed that the increased awareness regarding examination malpractices has dissuaded candidates from getting involved in such acts.

Examination centres were audited based on a stringent set of security criteria and all centres were classified according to their risk profile into one of the three categories namely high, medium or low risk. The monitoring approach was then aligned to the risk profile of the centre.

All Storage, nodal and distribution points for question papers were also audited against a set of non-negotiable security criteria. A storage, nodal or distribution point which failed to meet one or more of the non-negotiable criteria were not allowed to store question papers. As a result, most PEDs were able to strengthen the security of most of their storage, nodal and distribution points to ensure that they comply with the required standards.

The DBE continued to engage the State Security Services and requested intelligence support from National Intelligence Agency (NIA) during the writing of the 2018 NSC examinations. In addition the collaborative





structure which was established with SAPS, Crime Intelligence and Disaster Management services through National Joint Operational and Intelligence Structure (NATJOINTS) and Provincial Joint Committees (PROVJOINTS) were briefed and they all supported the DBE and PEDs in conducting the examinations.

Intensive monitoring was also conducted by both the DBE and PEDs. While the ideal is to have every centre monitored daily for the duration of the examinations, this was not always possible across all PEDs. However most PEDs increased their monitoring capacity and coverage, and an above 50% coverage was achieved across most PEDs.

## 6.4 Marking

In recent years a range of integrated interventions were implemented to build on and sustain candidates' and public confidence in the improved quality, reliability and validity of the marking of the NSC. In 2018, this involved strengthening of the following marking standardisation systems and processes:

- (a) Audit of PED 2018 NSC marker selection and appointments.
- (b) Improved the rigour of 2018 NSC Marking Standardisation meetings.
- (c) Standardising the training of markers across all PEDs.
- (d) Centralised Marking of selected small enrolment subjects that included South African Sign Language Home Language which was offered for the first time in grade 12.
- (e) The quality assurance of the marking conducted in selected high enrolment subjects across all provinces.

### (a) Audit of Marker Appointments

Marking of the NSC examination is a complex exercise that requires extensive recruitment, standardisation of the marking process, comprehensive training and monitoring thousands of markers that are responsible for objectively assessing the variety of candidates' responses. As such the reliability of the marking is premised on the recommended markers meeting the selection criteria. The DBE conducted an audit of the 2018 NSC marker selection process to establish PEDs' compliance with the selection criteria stipulated in the Personnel Administrative Measures (PAM) and to gain an insight into the professional profile of the markers selected. Only markers who met the criteria were approved for appointment to mark the 2018 NSC examination.

### (b) Improved Rigour of the Marking Standardisation Meetings

The national marking standardisation meetings were convened at the DBE from 22 October 2018 to 30 November 2018. The purpose of the marking standardisation meetings were to:

- (a) review provincial pre-marking reports, amend the preliminary marking guideline with relevant alternate responses suggested by PEDs;

- (b) Facilitate scrutiny of the question paper by the chief markers and internal moderators and identify or verify any questions that were deemed unfair so that these questions could be appropriately mediated and discussed during the standardisation of the marking guideline;
- (c) Accommodate inputs into the marking guideline to ensure that all possible and relevant alternate responses were included; and,
- (d) Train the chief markers and internal moderators in the uniform interpretation and application of the marking guideline during the marking session.

In 2018, the DBE continued with the practice of having a nominated senior official from the DBE or a PED, from the level of Director and above, to chair the marking standardisation meetings. The allocation of a neutral chairperson ensured that the integrity and professionalism of the marking standardisation meeting was assured.

**This year all panels delved deeper to focus on the individual variance patterns against the agreed scores, as well as on group variance patterns, among chief markers, internal moderators, or within a provincial team. This allowed the group to identify the location of the variance at an item level, and to discuss the motivation for a mark allocation that may have contributed to the variances in the scores awarded on the same question. This intensity of process enabled robust discussion on variances in the marking of higher order or open ended questions prior to the setting of the Tolerance range.**

Once the Tolerance Range had been set it was expected that all Chief markers and internal moderators are able to mark within the Tolerance Range to be authorized to lead the marking process in their respective provinces. For the marking of the NSC examinations, a Tolerance Range of a maximum of between 2% - 3% was adopted in most papers.

To sustain the standardisation of the marking of the 2018 NSC examination, the PED chief markers and internal moderators were required to replicate the standardised marker training done at the DBE, with their marking teams at their respective provinces.

### **(c) Centralised Marking of small enrolment subjects by the DBE**

The purpose of centralizing the marking of small enrolment subjects was to ensure that marking was reliable and valid. The centralization of marking enables the DBE to ensure reliable marking of these small enrolment subjects by:

- (a) Optimising the available marking expertise in the identified subjects from the provinces that do have the required marking personnel and expertise.
- (b) Ensuring credible and reliable marking within a controlled and standardised environment.
- (c) Establishing the effectiveness of the DBE's marking enhancements in a centralised marking environment and to extract lessons learned to improve the overall NSC marking management.



In 2018 the DBE facilitated the centralised marking of four non-language subjects, namely Agricultural Technology, Agricultural Management Practice, Dance Studies and Music and all Second Additional Languages, excluding Afrikaans. Due to the large number of Afrikaans SAL entries, the marking was done in the respective provinces, because they had the capacity to mark this subject. The marking of the scripts for blind and deaf candidates from all provinces was centralised in the Western Cape and Gauteng respectively. This is due to the fact that these provinces have the technical expertise and capacity to mark these scripts.

#### (d) Quality Assurance of Marking

The DBE trained and deployed a team of onsite moderators to quality assure the marking of the 10 gateway subjects. These subjects are: Accounting, Business Studies, Economics, English First Additional Language, Geography, History, Life Sciences, Mathematical Literacy, Mathematics and Physical Sciences. The On-site moderators were able to monitor the following:

- organisation of marking in terms of the ratio of markers to senior markers, and senior markers to deputy chief markers;
- quality of moderation conducted by the deputy chief marker, chief marker and internal moderator;
- adherence by the markers to the established Tolerance Ranges per paper;
- consistent and correct application of, and adherence to, the marking guideline by the markers;
- adherence to the technical marking principles that underpinned the marking within each subject;
- frequency and quality of feedback to markers within the hierarchical line function in the marking teams, and, remarking of batches where required;
- sustainability of marking quality throughout the marking session;

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

## 6.5 Resulting and release of results

### (a) Data Capturing and Processing of Results

After the marking process is completed, marks from the answer scripts are transferred on to the mark sheets. Examination Assistants (EAs), appointed mainly for quality assurance purposes, verify and check that the marks have been accurately transferred to the mark sheet, before the mark sheets are captured on the Integrated Examination Computer System (IECS).

In terms of the capturing process, all SBA, oral marks, practical examination marks and written examination marks were subjected to a double capture process. This double capture entailed that every mark was captured independently by two separate individuals and if the mark captured by the second individual is different from

the first, the system disallows the mark. A third official then verified the captured mark before it was finally accepted onto the system. The verification of marks by three independent persons ensured a high accuracy in the capture of marks.

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

### **(b) Standardization of Results**

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

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

Umalusi hosted the 2018 NSC standardisation meeting on 23 December 2018. The process was observed by key stakeholders in the Basic Education Sector, including the quality councils in the education sector, teacher unions and representatives from the Examinations Council of Lesotho.

### **(c) Final Approval of Results**

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

The Umalusi Council, chaired by Professor Volmink, approved the results of the 2018 National Senior Certificate examinations on Thursday, 27 December 2018 based on the fact that the 2018 NSC examinations were administered in accordance with the applicable policies and regulations and that Umalusi Council was satisfied that, based on the evidence in their disposal, there were no systemic irregularities reported that may have compromised the overall integrity and credibility of the November 2018 NSC examinations as administered by the DBE.





## 6.6 School Based Assessment

A School Based Assessment (SBA) mark is a compulsory component of the final promotion mark for all candidates registered for this exit level examination. School Based Assessment is designed and implemented to ensure that the full range of NSC candidates' knowledge and skills that cannot be assessed in the conventional written examination, can be evaluated at regular intervals during the course of the school year.

For all NSC candidates, the SBA mark comprises 25% of the final Grade 12 examination mark. The composition of the SBA for all Grade 12 subjects, the Practical Assessment Tasks (PATs) in selected subjects, and, the Oral assessment in official Languages, is outlined in the National Protocol for Assessment Grades R-12. Each subject has a set of designated SBA tasks that must be designed and administered by the teachers under controlled conditions. Each designated task is developed according to a stipulated cognitive weighting and is intended to assess a particular set skills and knowledge. The setting of internal examinations at key points in the year (e.g. June or September) is done according to the assessment framework provided in the CAPS.

### (a) Setting National Standards for the Implementation of School Based Assessment

It is acknowledged that contextual variations across schools, districts and provinces, impact the standardised implementation of SBA in the system, hence the DBE has set the following national standards to control the variety of contexts in which SBA tasks are developed, quality assured, administered, monitored, and moderated after being administered:

### (b) Quality assurance of School Based Assessment and Practical Assessment Tasks

To ensure that the SBA implemented at the various PEDs is of the required quality and standard, the DBE conducted the following:

- The implementation of a four tiered national moderation system that is implemented in all provinces to gauge the standards of the SBA assessment tasks and performance of candidates within and across schools at the respective levels of the system, and to provide feedback to enhance teaching and learning. This included the quality assurance of Provincial SBA and PAT moderation systems and processes as well as the quality assurance of the moderation of the common Assessment Task for Life orientation.
- The DBE conducted quality assurance of PED PAT moderation in the following selected subjects: Design, Dramatic Arts, Music, EGD, Civil Technology, Mechanical Technology, Technical Sciences, Tourism, Visual Arts. The specific contextual and resource challenges that impacted on the effective administration and reliable moderation of the respective 2018 NSC PATs was noted and forms part of the SBA improvement feedback and planning in 2019.
- The quality assurance of provincially set Preparatory Examination question papers, marking guidelines and analysis grids which undergo rigorous moderation by the DBE panels to ensure that they are of an equivalent standard to the final written examination. After approval the Preparatory Examination papers were administered in provinces in accordance with the respective provincial examination timetables.
- The conduct of statistical moderation of the all SBA moderation records in all subjects to ensure that the outcomes are commensurate with that of the final written examination.

### (c) Setting National Common Assessments

In addition to the aforementioned standard setting interventions, the DBE conducted the following quality assurance and standardization processes:

- a) The setting of the NSC Grade 12 Practical Assessment Tasks ( PATS) in the following subjects Agricultural Management Practice, Agricultural Technology; Dance Studies, Dramatic Arts, Music, Visual Arts; Civil Technology, Electrical Technology, Mechanical Technology ( within each of their three new specialisations); Engineering Graphic and Design; Computer Applications Technology; Information Technology; Consumer Studies, Hospitality Studies, Tourism and Technical Sciences. The PAT Guidelines for teachers and learners outlines the controlled conditions in which every PAT must be administered and moderated.
- b) The setting of the Life Orientation Common Assessment Task (LO CAT) that was set nationally and administered to all Grade 12 learners on 3 September 2018 in provinces under strict examination conditions. A two day marking standardisation meeting was held on 04-05 September 2018 to standardise the marking guideline and the marking of the LO CAT in provinces.
- c) The setting of exemplars in new NSC subjects written , i.e. Technical Mathematics, Technical Sciences, and in each of the 9 specialisations in Civil Technology, Mechanical Technology and Electrical Technology respectively.
- d) The setting of Grade 10 and 11 national examinations in Physical Sciences, Mathematics and English First Additional Language to prepare all learners in the FET phase to work at the standard at which the Grade12 NSC final examination is benchmarked.

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

South African Sign Language Home Language (SASL HL) is a new NSC subject that was offered by fifty eight (58) Grade 12 learners at 10 schools across 5 provinces (Eastern Cape, Free State, Gauteng, KwaZulu-Natal and Western Cape). The DBE piloted the moderation of SASL HL SBA and Observing and Signing to evaluate the designated SBA tasks, and the marks awarded for Observing and Signing. The DBE conducted onsite moderation at a centralised venue in each province and evaluated the teacher files and learner portfolios, including the signed assessment tasks. On the last day of the moderation process, the DBE team facilitated a feedback session to all participating schools in each of the five provinces. The findings from the pilot moderation of the SBA and Observing and Signing, as well as recommendations for improvement were presented to all schools to include in their reflection and planning processes in preparation for the 2019 academic year.



### (e) Standardisation of the Marking of the Practical Examinations for Design and Visual arts

In response to the directive issued by Umalusi in the *December 2017 NSC Quality Assurance Report*, the DBE piloted a two day marking standardisation meeting for the Design Paper 2 and Visual Arts P2 (Practical Examination) respectively which were centralised at the DBE. The Design P2 marking standardisation meeting included the training of the PED Chief Markers and Internal Moderators on the application of the rubrics to the assessment of the sampled sourcebooks and exemplar artworks across a range of design disciplines. The Visual Arts P2 training focused on group and individual marking of sampled sourcebooks and the application of the assessment criteria to standardise the marking. Recommendations to enhance the marking standardisation process in future and amend or improve the current rubrics were made by the participants.

### (f) Strengthening the Legislative Framework for the Quality Assurance of School Based Assessment

The Draft Policy on the Quality Assurance of SBA in Grade 10-12 was published for public comments in 2017. The aim of this policy is to strengthen the current legislative framework to improve and support the standardised implementation of SBA in all schools. The draft policy is intended to assist PEDs to standardise and align their moderation and monitoring systems for SBA, Oral Assessment and Practical Assessment Tasks in terms of the quality assurance of assessment tasks at schools, the frequency of moderation, the composition of the moderation teams for district and provincial moderation, the sampling of schools, and portfolios. All of which contribute to the rigour of the moderation processes and the overall reliability of the learners' SBA marks. Public comments received were incorporated into the revised draft policy and have been shared with stakeholders. The final draft will be gazetted in 2019.

Gradual progress has been observed in the setting and maintaining of national standards in the implementation of SBA and PATs in provinces. Notwithstanding the gains being made in the improved provincial SBA moderation systems and processes, the gaps in subject advisory capacity and support in certain subject fields are having counterproductive effect, and does impact on the standard and quality of SBA implementation in provinces. This growing concern that requires swift systemic intervention to ensure teachers and schools are adequately supported in their conduct of standardised assessments.

## 6.7 The management of examination irregularities

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

The consistent management and adjudication of irregularities across all Provincial Education Departments (PEDs) is of cardinal importance in ensuring fairness and the credibility of the examination. The National

Examination Irregularities Committee (NEIC) is a Ministerial committee established to ensure that in line with the Regulations on the Conduct, Administration and Management of the NSC Examinations, the irregularities are handled in a consistent manner across PEDs. As a further enhancement to the credibility of this committee and the work that it does, the Minister in September 2017, appointed an independent chairperson with a legal background, to chair this committee. The NEIC met on 20 December 2018 to discuss the preliminary reports on the examination irregularities submitted by the chairpersons of the Provincial Examinations Irregularities Committees (PEICs).

**Provincial Education Departments (PEDs) managed their examination irregularities through the oversight of the Provincial Examination Irregularities Committee (PEIC). Reports arising from the investigations that were conducted by the PEDs outlined in detail all the administrative errors and omissions and behavioural offences and acts of dishonesty that were detected in each province. These reports were presented and discussed at the NEIC meeting of 20 December 2018 for ratification. It is envisaged that all administrative errors and omissions will be resolved prior to the release of results on 3 January 2019.**

The NEIC was encouraged by the reduction in both administrative errors and omissions and behavioural offences and acts of dishonesty. This attests to a system that is constantly reviewing its business processes with a view to strengthening the areas of weakness, so that a national examination system of the highest credibility is administered in the country. It was also extremely encouraging that there were no leakages of question papers which points to the success of the interventions relating to heightened security measures across all PEDs. However the continued occurrence of community and school protest actions places the examinations under undue pressure where candidates had to be relocated or where examinations had to be conducted under very tight security measures remains a concern and must be dealt with in subsequent years..

## 6.8 Quality Assurance of the NSC

In terms of the General and Further Education and Training Act (GENFETQA), Act No 58 of 2001, amended in 2008, Umalusi is mandated to externally monitor the national assessment system and ensure the quality of assessment at all exit points. The Act specifies that in terms of external assessment, the Council must, perform the external moderation of assessment of all assessment bodies and education institutions and the Council may adjust raw marks during the standardization process. In addition the Council must with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of learners if the Council is satisfied that the assessment body or education institution has conducted the assessment free from any irregularity; complied with the requirements prescribed by the Council for conducting assessment and applied the standards prescribed by the Council.

Umalusi, as a statutory body, plays a central role in the education landscape of the South African Education system. As a custodian of education quality, Umalusi has established a robust and rigorous quality assurance systems and they have earned the respect of the South African community and they continue to ensure, inter alia, that the standards of the South African National Senior Certificate enjoys not only national but also international currency.







# 7. Performance in the 2018 NSC Examinations

This section of the report provides the analysis of the data at national, provincial and district levels. The report will focus on full-time candidates that have written seven or more subjects, therefore it will be based on 624 733 candidates listed in Table 3.1. The performance of a total of 176 110 part-time candidates will be analysed separately, as these candidates register for one or more subjects, and in most cases these are less than the full package of seven subjects. Therefore, their results cannot be analysed in the same way as those for the full time candidates.

This section will focus on the following analyses:

- (a) Overall Performance in the 2018 NSC Examination
- (b) Comparison of provincial performance
- (c) Subject Performance
- (d) Performance of learners with special needs
- (e) Performance of repeat candidates
- (f) Performance of part-time candidates
- (g) Performance on progressed learners
- (h) District performance
- (i) Key Gains

## 7.1 Overall Performance in the 2018 NSC Examination

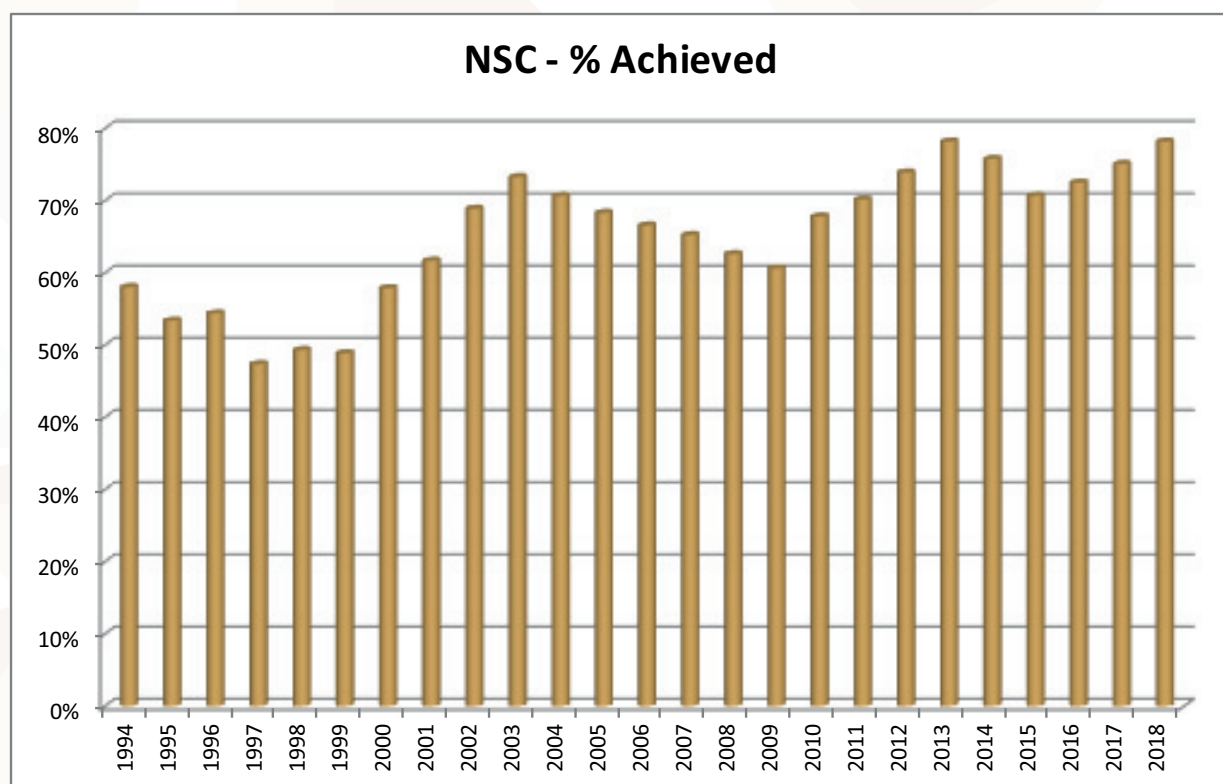
As seen in the Table 7.1.1, of the 512 735 full-time examination candidates who wrote seven or more subjects during the 2018 year-end examinations process, 400 761 candidates, or 78.2% of the total, obtained the NSC. The 'pass rate' varies at the provincial level from 87,9% in the case of Gauteng, to 69.4% in the case of Limpopo. Four provinces achieved pass rates above 80%.

If one compares just 2017 to 2018, then four largely rural provinces emerge as having significant improvements in their pass rate. Eastern Cape (5.6%), Mpumalanga (4.1%), Limpopo (3.8%), and KwaZulu-Natal (3.3%), with Eastern Cape achieving the biggest improvement. In 2 provinces there were marginal decreases, with Western Cape, and Northern Cape reducing their achievement rates by 1.3 and 2.3 percentage points respectively. Gauteng scored the highest achievement rate up by 2.8% from 2017, and surpassed its previous high of 87% in 2013. A remarkable feat was that all provinces scored above 69% for the first time, since the NSC was introduced in 2008.



**Table 7.1.1: Overall performance of candidates in the 2018 NSC examination**

| Province        | 2018           |                |             |
|-----------------|----------------|----------------|-------------|
|                 | Total Wrote    | Total Achieved | % Achieved  |
| Eastern Cape    | 65 733         | 46 393         | 70.6        |
| Free State      | 24 914         | 21 806         | 87.5        |
| Gauteng         | 94 870         | 83 406         | 87.9        |
| KwaZulu-Natal   | 116 152        | 88 485         | 76.2        |
| Limpopo         | 76 730         | 53 254         | 69.4        |
| Mpumalanga      | 44 612         | 35 225         | 79.0        |
| North West      | 29 061         | 23 578         | 81.1        |
| Northern Cape   | 9 909          | 7 264          | 73.3        |
| Western Cape    | 50 754         | 41 350         | 81.5        |
| <b>National</b> | <b>512 735</b> | <b>400 761</b> | <b>78.2</b> |

**Figure 7.1.1: NSC Achievement Rate (25 years): 1994 – 2018**

In 1994, the achievement rate was 58% and over the last 25 years, the achievement rate has improved by 20.2% points. The achievement rate has consistently remained above 70% for the past eight years.



## 7.2 Comparison of performance

Table 7.2.1: Comparison of NSC passes by province, 2015 to 2018

| Province        | 2015           |                |             | 2016           |                |             | 2017           |                |             | 2018           |                |             |
|-----------------|----------------|----------------|-------------|----------------|----------------|-------------|----------------|----------------|-------------|----------------|----------------|-------------|
|                 | Total Wrote    | Total Achieved | % Achieved  | Total Wrote    | Total Achieved | % Achieved  | Total Wrote    | Total Achieved | % Achieved  | Total Wrote    | Total Achieved | % Achieved  |
| Eastern Cape    | 87 090         | 49 475         | 56.8        | 82 902         | 49 168         | 59.3        | 67 648         | 43 981         | 65.0        | 65 733         | 46 393         | 70.6        |
| Free State      | 31 161         | 25 416         | 81.6        | 26 786         | 23 629         | 88.2        | 25 130         | 21 631         | 86.1        | 24 914         | 21 806         | 87.5        |
| Gauteng         | 108 442        | 91 327         | 84.2        | 103 829        | 88 381         | 85.1        | 97 284         | 82 826         | 85.1        | 94 870         | 83 406         | 87.9        |
| KwaZulu-Natal   | 162 658        | 98 761         | 60.7        | 147 648        | 98 032         | 66.4        | 124 317        | 90 589         | 72.9        | 116 152        | 88 485         | 76.2        |
| Limpopo         | 101 575        | 66 946         | 65.9        | 101 807        | 63 595         | 62.5        | 83 228         | 54 625         | 65.6        | 76 730         | 53 254         | 69.4        |
| Mpumalanga      | 54 980         | 43 229         | 78.6        | 54 251         | 41 801         | 77.1        | 48 483         | 36 273         | 74.8        | 44 612         | 35 225         | 79.0        |
| North West      | 33 286         | 27 118         | 81.5        | 32 045         | 26 448         | 82.5        | 30 792         | 24 462         | 79.4        | 29 061         | 23 578         | 81.1        |
| Northern Cape   | 11 623         | 8 064          | 69.4        | 10 041         | 7 902          | 78.7        | 8 735          | 6 608          | 75.6        | 9 909          | 7 264          | 73.3        |
| Western Cape    | 53 721         | 45 489         | 84.7        | 50 869         | 43 716         | 85.9        | 48 867         | 40 440         | 82.8        | 50 754         | 41 350         | 81.5        |
| <b>National</b> | <b>644 536</b> | <b>455 825</b> | <b>70.7</b> | <b>610 178</b> | <b>442 672</b> | <b>72.5</b> | <b>534 484</b> | <b>401 435</b> | <b>75.1</b> | <b>512 735</b> | <b>400 761</b> | <b>78.2</b> |



**Table 7.2.2: Comparison of the NSC Categories of Achievement: 2013 to 2018 (Excluding Endorsed)**

| Province      | Year        | Total Number Wrote | Bachelor      |             | Diploma       |             | Higher Certificate |             | NSC       |            | Total Achieved | % Achieved  |
|---------------|-------------|--------------------|---------------|-------------|---------------|-------------|--------------------|-------------|-----------|------------|----------------|-------------|
|               |             |                    | Achieved      | % Achieved  | Achieved      | % Achieved  | Achieved           | % Achieved  | Achieved  | % Achieved |                |             |
| Eastern Cape  | 2013        | 72 138             | 13 686        | 19.0        | 19 179        | 26.6        | 13 950             | 19.3        | 25        | 0.0        | 46 840         | 64.9        |
|               | 2014        | 66 935             | 13 435        | 20.1        | 18 339        | 27.4        | 11 958             | 17.9        | 45        | 0.1        | 43 777         | 65.4        |
|               | 2015        | 87 090             | 15 291        | 17.6        | 20 055        | 23.0        | 14 119             | 16.2        | 10        | 0.0        | 49 475         | 56.8        |
|               | 2016        | 82 902             | 15 645        | 18.9        | 19 996        | 24.1        | 13 520             | 16.3        | 5         | 0.0        | 49 166         | 59.3        |
|               | 2017        | 67 648             | 15 380        | 22.7        | 17 908        | 26.5        | 10 672             | 15.8        | 18        | 0.0        | 43 978         | 65.0        |
|               | <b>2018</b> | <b>65 733</b>      | <b>18 001</b> | <b>27.4</b> | <b>17 163</b> | <b>26.1</b> | <b>11 204</b>      | <b>17.0</b> | <b>25</b> | <b>0.0</b> | <b>46 393</b>  | <b>70.6</b> |
| Free State    | 2013        | 27 105             | 8 961         | 33.1        | 10 089        | 37.2        | 4 636              | 17.1        | 3         | 0.0        | 23 689         | 87.4        |
|               | 2014        | 26 440             | 7 987         | 30.2        | 9 754         | 36.9        | 4 107              | 15.5        | 51        | 0.2        | 21 899         | 82.8        |
|               | 2015        | 31 161             | 9 277         | 29.8        | 11 026        | 35.4        | 5 102              | 16.4        | 11        | 0.0        | 25 416         | 81.6        |
|               | 2016        | 26 786             | 9 596         | 35.8        | 10 244        | 38.2        | 3 767              | 14.1        | 1         | 0.0        | 23 608         | 88.1        |
|               | 2017        | 25 130             | 8 822         | 35.1        | 9 076         | 36.1        | 3 713              | 14.8        | 2         | 0.0        | 21 613         | 86.0        |
|               | <b>2018</b> | <b>24 914</b>      | <b>9 333</b>  | <b>37.5</b> | <b>8 272</b>  | <b>33.2</b> | <b>4 176</b>       | <b>16.8</b> | <b>2</b>  | <b>0.0</b> | <b>21 783</b>  | <b>87.4</b> |
| Gauteng       | 2013        | 97 897             | 38 104        | 38.9        | 33 716        | 34.4        | 13 295             | 13.6        | 7         | 0.0        | 85 122         | 87.0        |
|               | 2014        | 99 478             | 36 843        | 37.0        | 35 034        | 35.2        | 12 295             | 12.4        | 75        | 0.1        | 84 247         | 84.7        |
|               | 2015        | 108 442            | 38 760        | 35.7        | 37 375        | 34.5        | 15 191             | 14.0        | 1         | 0.0        | 91 327         | 84.2        |
|               | 2016        | 103 829            | 37 582        | 36.2        | 37 121        | 35.8        | 13 615             | 13.1        | 0         |            | 88 318         | 85.1        |
|               | 2017        | 97 284             | 35 012        | 36.0        | 34 444        | 35.4        | 13 296             | 13.7        | 1         | 0.0        | 82 753         | 85.1        |
|               | <b>2018</b> | <b>94 870</b>      | <b>41 410</b> | <b>43.6</b> | <b>28 775</b> | <b>30.3</b> | <b>13 161</b>      | <b>13.9</b> | <b>0</b>  |            | <b>83 346</b>  | <b>87.9</b> |
| KwaZulu-Natal | 2013        | 145 278            | 47 202        | 32.5        | 42 760        | 29.4        | 22 328             | 15.4        | 113       | 0.1        | 112 403        | 77.4        |
|               | 2014        | 139 367            | 35 724        | 25.6        | 39 751        | 28.5        | 21 544             | 15.5        | 125       | 0.1        | 97 144         | 69.7        |
|               | 2015        | 162 658            | 34 751        | 21.4        | 39 799        | 24.5        | 24 180             | 14.9        | 31        | 0.0        | 98 761         | 60.7        |
|               | 2016        | 147 648            | 36 139        | 24.5        | 39 507        | 26.8        | 22 347             | 15.1        | 39        | 0.0        | 98 032         | 66.4        |
|               | 2017        | 124 317            | 35 687        | 28.7        | 36 453        | 29.3        | 18 400             | 14.8        | 47        | 0.0        | 90 587         | 72.9        |
|               | <b>2018</b> | <b>116 152</b>     | <b>38 571</b> | <b>33.2</b> | <b>31 225</b> | <b>26.9</b> | <b>18 647</b>      | <b>16.1</b> | <b>41</b> | <b>0.0</b> | <b>88 484</b>  | <b>76.2</b> |
| Limpopo       | 2013        | 82 483             | 18 781        | 22.8        | 22 694        | 27.5        | 17 695             | 21.5        | 14        | 0.0        | 59 184         | 71.8        |
|               | 2014        | 72 990             | 16 325        | 22.4        | 20 927        | 28.7        | 15 912             | 21.8        | 15        | 0.0        | 53 179         | 72.9        |
|               | 2015        | 101 575            | 20 992        | 20.7        | 25 434        | 25.0        | 20 513             | 20.2        | 7         | 0.0        | 66 946         | 65.9        |
|               | 2016        | 101 807            | 18 762        | 18.4        | 23 544        | 23.1        | 21 281             | 20.9        | 7         | 0.0        | 63 594         | 62.5        |
|               | 2017        | 83 228             | 17 790        | 21.4        | 20 011        | 24.0        | 16 809             | 20.2        | 11        | 0.0        | 54 621         | 65.6        |
|               | <b>2018</b> | <b>76 730</b>      | <b>17 999</b> | <b>23.5</b> | <b>18 892</b> | <b>24.6</b> | <b>16 350</b>      | <b>21.3</b> | <b>11</b> | <b>0.0</b> | <b>53 252</b>  | <b>69.4</b> |

[illegible]

### No. of learners who qualify for entry into Bachelor Programs

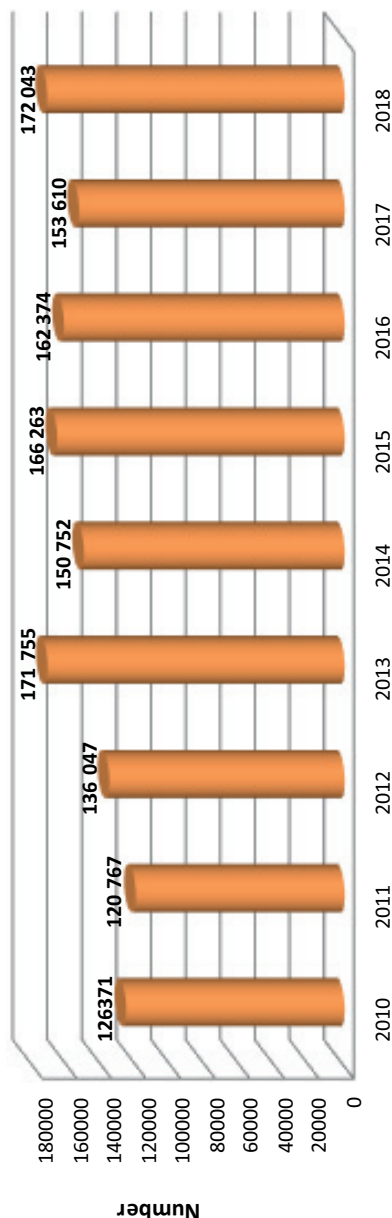


Figure 7.2.1: Number of Bachelors (2010 – 2018)

Table 7.2.3: Comparison of Admission to Bachelor Studies by provinces between 2015 to 2018

| Province        | 2015           |                               |                          | 2016           |                               |                          | 2017           |                               |                          | 2018           |                               |                          |
|-----------------|----------------|-------------------------------|--------------------------|----------------|-------------------------------|--------------------------|----------------|-------------------------------|--------------------------|----------------|-------------------------------|--------------------------|
|                 | 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    | 87 090         | 15 291                        | 17.6                     | 82 902         | 15 645                        | 18.9                     | 67 648         | 15 380                        | 22.7                     | 65 733         | 18 001                        | 27.4                     |
| Free State      | 31 161         | 9 277                         | 29.8                     | 26 786         | 9 596                         | 35.8                     | 25 130         | 8 822                         | 35.1                     | 24 914         | 9 333                         | 37.5                     |
| Gauteng         | 108 442        | 38 760                        | 35.7                     | 103 829        | 37 582                        | 36.2                     | 97 284         | 35 012                        | 36.0                     | 94 870         | 41 410                        | 43.6                     |
| KwaZulu-Natal   | 162 658        | 34 751                        | 21.4                     | 147 648        | 36 139                        | 24.5                     | 124 317        | 35 687                        | 28.7                     | 116 152        | 38 571                        | 33.2                     |
| Limpopo         | 101 575        | 20 992                        | 20.7                     | 101 807        | 18 762                        | 18.4                     | 83 228         | 17 790                        | 21.4                     | 76 730         | 17 999                        | 23.5                     |
| Mpumalanga      | 54 980         | 13 497                        | 24.5                     | 54 251         | 12 420                        | 22.9                     | 48 483         | 11 335                        | 23.4                     | 44 612         | 13 199                        | 29.6                     |
| North West      | 33 286         | 8 865                         | 26.6                     | 32 045         | 8 820                         | 27.5                     | 30 792         | 8 278                         | 26.9                     | 29 061         | 9 449                         | 32.5                     |
| Northern Cape   | 11 623         | 2 451                         | 21.1                     | 10 041         | 2 606                         | 26.0                     | 8 735          | 2 205                         | 25.2                     | 9 909          | 2 589                         | 26.1                     |
| Western Cape    | 53 721         | 22 379                        | 41.7                     | 50 869         | 20 804                        | 40.9                     | 48 867         | 19 101                        | 39.1                     | 50 754         | 21 492                        | 42.3                     |
| <b>National</b> | <b>644 536</b> | <b>166 263</b>                | <b>25.8</b>              | <b>610 178</b> | <b>162 374</b>                | <b>26.6</b>              | <b>534 484</b> | <b>153 610</b>                | <b>28.7</b>              | <b>512 735</b> | <b>172 043</b>                | <b>33.6</b>              |

The percentage of learners achieving Bachelor passes improved from 28.7% in 2017 to 33.6% in 2018. In 2018 172 043 candidates qualified for Bachelor Studies at Higher Education Institutions with the most number of distinctions recorded in the Western Cape (7.1%). Gauteng had the highest percentage of Bachelor passes (43.6%) and Free State had the highest percentage of Diploma passes. It should be noted that Gauteng had the highest combined percentage of Bachelor and Diploma passes (73.9%). It was significant to note that Gauteng had the highest percentage increase in Bachelor passes of 7.3% as well as the highest number of Bachelor passes (41 410).



**Table 7.2.4: Admission to Bachelor Studies by gender: 2016 -2018**

| Province             | Gender | 2016        |                          |                      | 2017        |                          |                      | 2018        |                          |                      |
|----------------------|--------|-------------|--------------------------|----------------------|-------------|--------------------------|----------------------|-------------|--------------------------|----------------------|
|                      |        | Total Wrote | Total Achieved Bachelors | % Achieved Bachelors | Total Wrote | Total Achieved Bachelors | % Achieved Bachelors | Total Wrote | Total Achieved Bachelors | % Achieved Bachelors |
| <b>Eastern Cape</b>  | Male   | 37 116      | 7 337                    | 19.8                 | 29 816      | 7 066                    | 23.7                 | 29 128      | 8 328                    | 28.6                 |
|                      | Female | 45 786      | 8 308                    | 18.1                 | 37 832      | 8 314                    | 22.0                 | 36 605      | 9 673                    | 26.4                 |
| <b>Free State</b>    | Male   | 12 114      | 4 467                    | 36.9                 | 11 526      | 4 105                    | 35.6                 | 11 578      | 4 300                    | 37.1                 |
|                      | Female | 14 672      | 5 129                    | 35.0                 | 13 604      | 4 717                    | 34.7                 | 13 336      | 5 033                    | 37.7                 |
| <b>Gauteng</b>       | Male   | 47 016      | 16 152                   | 34.4                 | 43 623      | 14 927                   | 34.2                 | 42 475      | 17 412                   | 41.0                 |
|                      | Female | 56 813      | 21 430                   | 37.7                 | 53 661      | 20 085                   | 37.4                 | 52 395      | 23 998                   | 45.8                 |
| <b>KwaZulu-Natal</b> | Male   | 68 028      | 16 446                   | 24.2                 | 54 602      | 15 924                   | 29.2                 | 50 761      | 17 051                   | 33.6                 |
|                      | Female | 79 620      | 19 693                   | 24.7                 | 69 715      | 19 763                   | 28.3                 | 65 391      | 21 520                   | 32.9                 |
| <b>Limpopo</b>       | Male   | 46 292      | 9 520                    | 20.6                 | 37 489      | 8 691                    | 23.2                 | 34 613      | 8 683                    | 25.1                 |
|                      | Female | 55 515      | 9 242                    | 16.6                 | 45 739      | 9 099                    | 19.9                 | 42 117      | 9 316                    | 22.1                 |
| <b>Mpumalanga</b>    | Male   | 24 350      | 6 083                    | 25.0                 | 21 781      | 5 423                    | 24.9                 | 19 710      | 6 062                    | 30.8                 |
|                      | Female | 29 901      | 6 337                    | 21.2                 | 26 702      | 5 912                    | 22.1                 | 24 902      | 7 137                    | 28.7                 |
| <b>North West</b>    | Male   | 14 963      | 4 207                    | 28.1                 | 14 297      | 3 853                    | 26.9                 | 13 347      | 4 295                    | 32.2                 |
|                      | Female | 17 082      | 4 613                    | 27.0                 | 16 495      | 4 425                    | 26.8                 | 15 714      | 5 154                    | 32.8                 |
| <b>Northern Cape</b> | Male   | 4 552       | 1 162                    | 25.5                 | 3 843       | 936                      | 24.4                 | 4 318       | 1 053                    | 24.4                 |
|                      | Female | 5 489       | 1 444                    | 26.3                 | 4 892       | 1 269                    | 25.9                 | 5 591       | 1 536                    | 27.5                 |
| <b>Western Cape</b>  | Male   | 22 195      | 9 026                    | 40.7                 | 21 306      | 8 169                    | 38.3                 | 22 162      | 9 347                    | 42.2                 |
|                      | Female | 28 674      | 11 778                   | 41.1                 | 27 561      | 10 932                   | 39.7                 | 28 592      | 12 145                   | 42.5                 |
| <b>National</b>      | Male   | 276 626     | 74 400                   | 26.9                 | 238 283     | 69 094                   | 29.0                 | 228 092     | 76 531                   | 33.6                 |
|                      | Female | 333 552     | 87 974                   | 26.4                 | 296 201     | 84 516                   | 28.5                 | 284 643     | 95 512                   | 33.6                 |
|                      | Both   | 610 178     | 162 374                  | 26.6                 | 534 484     | 153 610                  | 28.7                 | 512 735     | 172 043                  | 33.6                 |

There are more female candidates but the performance between male and female candidates in terms of Bachelor passes are virtually the same.



**Table 7.2.5: Comparison of number of NSC passes by province and gender from 2015 to 2018**

| Province        | Gender        | Total Wrote    |                |                | Total Achieved |                |                | % Achieved     |                |             |
|-----------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------|
|                 |               | 2015           | 2016           | 2017           | 2018           | 2015           | 2016           | 2017           | 2018           | 2018        |
| Eastern Cape    | Male          | 39 644         | 37 116         | 29 816         | 29 128         | 23 634         | 22 955         | 20 081         | 21 269         | 59.6        |
|                 | Female        | 47 446         | 45 786         | 37 832         | 36 605         | 25 841         | 26 213         | 23 900         | 25 124         | 54.5        |
| Free State      | Male          | 14 474         | 12 114         | 11 526         | 11 578         | 11 883         | 10 875         | 10 079         | 10 271         | 82.1        |
|                 | Female        | 16 687         | 14 672         | 13 604         | 13 336         | 13 533         | 12 754         | 11 552         | 11 535         | 81.1        |
| Gauteng         | Male          | 48 812         | 47 016         | 43 623         | 42 475         | 41 709         | 40 479         | 37 650         | 37 444         | 85.4        |
|                 | Female        | 59 630         | 56 813         | 53 661         | 52 395         | 49 618         | 47 902         | 45 176         | 45 962         | 83.2        |
| KwaZulu-Natal   | Male          | 76 725         | 68 028         | 54 602         | 50 761         | 47 056         | 45 468         | 40 823         | 39 296         | 61.3        |
|                 | Female        | 85 933         | 79 620         | 69 715         | 65 391         | 51 705         | 52 564         | 49 766         | 49 189         | 60.2        |
| Limpopo         | Male          | 46 013         | 46 292         | 37 489         | 34 613         | 32 196         | 30 580         | 26 033         | 25 116         | 70.0        |
|                 | Female        | 55 562         | 55 515         | 45 739         | 42 117         | 34 750         | 33 015         | 28 592         | 28 138         | 62.5        |
| Mpumalanga      | Male          | 24 682         | 24 350         | 21 781         | 19 710         | 20 048         | 19 442         | 16 784         | 15 896         | 81.2        |
|                 | Female        | 30 298         | 29 901         | 26 702         | 24 902         | 23 181         | 22 359         | 19 489         | 19 329         | 76.5        |
| North West      | Male          | 15 148         | 14 963         | 14 297         | 13 347         | 12 719         | 12 676         | 11 681         | 10 980         | 84.0        |
|                 | Female        | 18 138         | 17 082         | 16 495         | 15 714         | 14 399         | 13 772         | 12 781         | 12 598         | 79.4        |
| Northern Cape   | Male          | 5 352          | 4 552          | 3 843          | 4 318          | 3 749          | 3 639          | 2 956          | 3 233          | 70.0        |
|                 | Female        | 6 271          | 5 489          | 4 892          | 5 591          | 4 315          | 4 263          | 3 652          | 4 031          | 68.8        |
| Western Cape    | Male          | 23 099         | 22 195         | 21 306         | 22 162         | 19 723         | 19 428         | 17 961         | 18 418         | 85.4        |
|                 | Female        | 30 622         | 28 674         | 27 561         | 28 592         | 25 766         | 24 288         | 22 479         | 22 932         | 84.1        |
| <b>National</b> | <b>Male</b>   | <b>293 949</b> | <b>276 626</b> | <b>238 283</b> | <b>228 092</b> | <b>212 717</b> | <b>205 542</b> | <b>184 048</b> | <b>181 923</b> | <b>72.4</b> |
|                 | <b>Female</b> | <b>350 587</b> | <b>333 552</b> | <b>296 201</b> | <b>284 643</b> | <b>243 108</b> | <b>237 130</b> | <b>217 387</b> | <b>218 838</b> | <b>69.3</b> |
|                 | <b>Both</b>   | <b>644 536</b> | <b>610 178</b> | <b>534 484</b> | <b>512 735</b> | <b>455 825</b> | <b>442 672</b> | <b>401 435</b> | <b>400 761</b> | <b>70.7</b> |

Male candidates have been performing better than female candidates over the last 4 years.



**Table 7.2.6: Number of schools within different pass rate categories (2017 and 2018)**

| 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% |      |
|---------------|--------|-------------------------|-------|-----------|------|------------|------|-------------|-------|-------------|-------|------------|-------|------------|------|--------------|------|
|               |        | 2017                    | 2018  | 2017      | 2018 | 2017       | 2018 | 2017        | 2018  | 2017        | 2018  | 2017       | 2018  | 2017       | 2018 | 2017         | 2018 |
| Eastern Cape  | Number | 911                     | 936   | 28        | 17   | 135        | 97   | 225         | 211   | 285         | 324   | 238        | 287   | 2          | 0    | 34           | 43   |
|               | %      |                         |       | 3.1       | 1.8  | 14.8       | 10.4 | 24.7        | 22.5  | 31.3        | 34.6  | 26.1       | 30.7  | 0.2        | 0.0  | 3.7          | 4.6  |
| Free State    | Number | 324                     | 329   | 0         | 0    | 2          | 2    | 10          | 11    | 57          | 54    | 255        | 262   | 0          | 0    | 48           | 57   |
|               | %      |                         |       | 0.0       | 0.0  | 0.6        | 0.6  | 3.1         | 3.3   | 17.6        | 16.4  | 78.7       | 79.6  | 0.0        | 0.0  | 14.8         | 17.3 |
| Gauteng       | Number | 874                     | 898   | 2         | 0    | 2          | 7    | 35          | 30    | 217         | 148   | 618        | 713   | 1          | 0    | 138          | 136  |
|               | %      |                         |       | 0.2       | 0.0  | 0.2        | 0.8  | 4.0         | 3.3   | 24.8        | 16.5  | 70.7       | 79.4  | 0.1        | 0.0  | 15.8         | 15.1 |
| KwaZulu-Natal | Number | 1 754                   | 1 764 | 42        | 40   | 153        | 91   | 336         | 284   | 565         | 574   | 658        | 775   | 5          | 9    | 109          | 117  |
|               | %      |                         |       | 2.4       | 2.3  | 8.7        | 5.2  | 19.2        | 16.1  | 32.2        | 32.5  | 37.5       | 43.9  | 0.3        | 0.5  | 6.2          | 6.6  |
| Limpopo       | Number | 1 396                   | 1 388 | 35        | 23   | 164        | 120  | 383         | 330   | 434         | 479   | 380        | 436   | 1          | 3    | 36           | 56   |
|               | %      |                         |       | 2.5       | 1.7  | 11.7       | 8.6  | 27.4        | 23.8  | 31.1        | 34.5  | 27.2       | 31.4  | 0.1        | 0.2  | 2.6          | 4.0  |
| Mpumalanga    | Number | 551                     | 556   | 0         | 2    | 18         | 13   | 88          | 68    | 203         | 162   | 242        | 311   | 0          | 0    | 18           | 26   |
|               | %      |                         |       | 0.0       | 0.4  | 3.3        | 2.3  | 16.0        | 12.2  | 36.8        | 29.1  | 43.9       | 55.9  | 0.0        | 0.0  | 3.3          | 4.7  |
| North West    | Number | 411                     | 421   | 1         | 1    | 6          | 9    | 40          | 32    | 139         | 127   | 225        | 252   | 0          | 0    | 30           | 34   |
|               | %      |                         |       | 0.2       | 0.2  | 1.5        | 2.1  | 9.7         | 7.6   | 33.8        | 30.2  | 54.7       | 59.9  | 0.0        | 0.0  | 7.3          | 8.1  |
| Northern Cape | Number | 139                     | 139   | 1         | 0    | 2          | 1    | 22          | 31    | 53          | 53    | 61         | 54    | 0          | 0    | 9            | 4    |
|               | %      |                         |       | 0.7       | 0.0  | 1.4        | 0.7  | 15.8        | 22.3  | 38.1        | 38.1  | 43.9       | 38.8  | 0.0        | 0.0  | 6.5          | 2.9  |
| Western Cape  | Number | 445                     | 447   | 0         | 2    | 6          | 2    | 27          | 41    | 130         | 152   | 282        | 250   | 0          | 0    | 75           | 70   |
|               | %      |                         |       | 0.0       | 0.4  | 1.3        | 0.4  | 6.1         | 9.2   | 29.2        | 34.0  | 63.4       | 55.9  | 0.0        | 0.0  | 16.9         | 15.7 |
| National      | Number | 6 805                   | 6 878 | 109       | 85   | 488        | 342  | 1 166       | 1 038 | 2 083       | 2 073 | 2 959      | 3 340 | 9          | 12   | 497          | 543  |
|               | %      |                         |       | 1.6       | 1.2  | 7.2        | 5.0  | 17.1        | 15.1  | 30.6        | 30.1  | 43.5       | 48.6  | 0.1        | 0.2  | 7.3          | 7.9  |

Free State (17.3%) has the highest percentage of schools with exactly 100% pass rate. KwaZulu-Natal has 40 schools in the 0-19% pass rate category compared to 42 in 2017. There has been a reduction in the number of schools who had 0-19% pass rate (from 109 in 2017 to 85 in 2018).

**Table 7.2.7: Number of schools within different pass percentage categories by Quintile**

| Quintiles    | 0 - 19.9% | 20 - 39.9% | 40 - 59.9%   | 60 - 79.9%   | 80 - 100%    | Total        |
|--------------|-----------|------------|--------------|--------------|--------------|--------------|
| Quintile 1   | 37        | 112        | 382          | 612          | 682          | 1 825        |
| Quintile 2   | 28        | 104        | 321          | 555          | 708          | 1 716        |
| Quintile 3   | 16        | 88         | 248          | 508          | 571          | 1 431        |
| Quintile 4   | 2         | 6          | 36           | 198          | 375          | 617          |
| Quintile 5   | 0         | 4          | 16           | 105          | 598          | 723          |
| <b>Total</b> | <b>83</b> | <b>314</b> | <b>1 003</b> | <b>1 978</b> | <b>2 934</b> | <b>6 312</b> |

1 961 quintile 1, 2 and 3 schools achieved above an 80% pass rate, which represented 67% of the total number of schools (2 934) in this category.

**Table 7.2.8: Number of candidates who wrote in schools per quintile (2017 and 2018)**

| % Interval (Schools) | 2017    |         |         |        |        |         | 2018    |         |         |        |        |         |
|----------------------|---------|---------|---------|--------|--------|---------|---------|---------|---------|--------|--------|---------|
|                      | Q1      | Q2      | Q3      | Q4     | Q5     | Total   | Q1      | Q2      | Q3      | Q4     | Q5     | Total   |
| No with 0 to 19.9%   | 1 984   | 1 118   | 507     | 1      | 0      | 3 610   | 884     | 659     | 391     | 113    | 0      | 2 047   |
| No with 20 to 39.9%  | 11 009  | 7 349   | 7 364   | 474    | 93     | 26 289  | 4 241   | 4 077   | 3 822   | 553    | 219    | 12 912  |
| No with 40 to 59.9%  | 23 764  | 22 964  | 23 333  | 6 220  | 1 847  | 78 128  | 20 164  | 18 107  | 17 881  | 3 497  | 1 197  | 60 846  |
| No with 60 to 79.9%  | 37 653  | 44 587  | 48 541  | 24 479 | 12 914 | 168 174 | 38 300  | 39 212  | 44 706  | 22 445 | 12 081 | 156 744 |
| No with 80 to 100%   | 37 350  | 40 749  | 42 752  | 35 728 | 78 760 | 235 339 | 41 986  | 46 532  | 48 525  | 39 875 | 80 634 | 257 552 |
| Total                | 111 760 | 116 767 | 122 497 | 66 902 | 93 614 | 511 540 | 105 575 | 108 587 | 115 325 | 66 483 | 94 131 | 490 101 |

**Table 7.2.9: NSC passes by type of qualification per Quintile (2017 and 2018) (Excluding candidates who qualify for the Endorsed Certificate)**

| Achievement Status     | 2017          |               |               |               |               |               |                | 2018          |               |               |               |               |               |                |
|------------------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
|                        | 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      | 23 039        | 25 121        | 28 140        | 19 837        | 48 030        | 9443          | 153 610        | 25 025        | 27 861        | 31 814        | 23 492        | 53 107        | 10 744        | 172 043        |
| Achieved Diploma       | 30 477        | 34 042        | 36 572        | 23 351        | 29 547        | 7344          | 161 333        | 29 004        | 30 312        | 32 090        | 20 267        | 23 956        | 6 071         | 141 700        |
| Achieved H-Certificate | 21 706        | 22 469        | 21 694        | 9 885         | 7 875         | 2636          | 86 265         | 22 112        | 21 624        | 21 392        | 10 232        | 8 915         | 2 515         | 86 790         |
| Achieved NSC           | 50            | 32            | 12            | 1             | 2             | 2             | 99             | 48            | 32            | 17            | 0             | 1             | 1             | 99             |
| <b>Total Achieved</b>  | <b>75 272</b> | <b>81 664</b> | <b>86 418</b> | <b>53 074</b> | <b>85 454</b> | <b>19 425</b> | <b>401 307</b> | <b>76 189</b> | <b>79 829</b> | <b>85 313</b> | <b>53 991</b> | <b>85 979</b> | <b>19 331</b> | <b>400 632</b> |



## 7.3 Subject performance

**Table 7.3.1: Candidates' Performance in Home Language (Official Languages) 2014 to 2018 at 40%**

| Subject Name (Home Languages)             | 2014        |                      |            | 2015        |                      |            | 2016        |                      |            | 2017        |                      |            | 2018        |                      |            |
|---|-------------|----------------------|------------|-------------|----------------------|------------|-------------|----------------------|------------|-------------|----------------------|------------|-------------|----------------------|------------|
|   | Total Wrote | Achieved 40% & Above | % Achieved | Total Wrote | Achieved 40% & Above | % Achieved | Total Wrote | Achieved 40% & Above | % Achieved | Total Wrote | Achieved 40% & Above | % Achieved | Total Wrote | Achieved 40% & Above | % Achieved |
| Afrikaans Home Language                   | 48 885      | 47 363               | 96.9       | 53 799      | 52 366               | 97.3       | 50 019      | 48 338               | 96.6       | 46 847      | 44 271               | 94.5       | 48 566      | 46 800               | 96.4       |
| English Home Language                     | 105 480     | 100 279              | 95.1       | 111 785     | 104 875              | 93.8       | 107 967     | 101 610              | 94.1       | 105 705     | 98 362               | 93.1       | 106 577     | 98 823               | 92.7       |
| IsiNdebele Home Language                  | 3 363       | 3 360                | 99.9       | 4 869       | 4 861                | 99.8       | 5 649       | 5 640                | 99.8       | 5 240       | 5 217                | 99.6       | 4 688       | 4 673                | 99.7       |
| IsiXhosa Home Language                    | 74 925      | 74 788               | 99.8       | 95 694      | 95 356               | 99.6       | 97 164      | 96 952               | 99.8       | 87 934      | 87 731               | 99.8       | 87 326      | 87 075               | 99.7       |
| IsiZulu Home Language                     | 138 004     | 137 194              | 99.4       | 166 403     | 165 487              | 99.4       | 165 572     | 163 632              | 98.8       | 151 559     | 149 925              | 98.9       | 150 344     | 148 517              | 98.8       |
| Sepedi Home Language                      | 58 042      | 57 643               | 99.3       | 79 021      | 78 508               | 99.4       | 83 570      | 82 611               | 98.9       | 76 786      | 75 745               | 98.6       | 74 606      | 73 578               | 98.6       |
| Sesotho Home Language                     | 27 794      | 27 657               | 99.5       | 36 555      | 36 351               | 99.4       | 32 198      | 32 002               | 99.4       | 30 776      | 30 583               | 99.4       | 31 168      | 30 985               | 99.4       |
| Setswana Home Language                    | 35 939      | 35 863               | 99.8       | 47 206      | 47 020               | 99.6       | 48 730      | 48 560               | 99.7       | 46 169      | 46 016               | 99.7       | 46 101      | 45 909               | 99.6       |
| SiSwati Home Language                     | 15 545      | 15 478               | 99.6       | 18 589      | 18 474               | 99.4       | 19 649      | 19 501               | 99.2       | 18 123      | 17 981               | 99.2       | 17 573      | 17 454               | 99.3       |
| South African Sign Language Home Language | -           | -                    | -          | -           | -                    | -          | -           | -                    | -          | -           | -                    | -          | 52          | 50                   | 96.2       |
| Tshivenda Home Language                   | 13 952      | 13 947               | 100.0      | 20 301      | 20 281               | 99.9       | 22 049      | 22 032               | 99.9       | 18 733      | 18 704               | 99.8       | 17 574      | 17 554               | 99.9       |
| Xitsonga Home Language                    | 19 577      | 19 471               | 99.5       | 24 473      | 24 349               | 99.5       | 26 681      | 26 556               | 99.5       | 25 937      | 25 690               | 99.0       | 26 536      | 26 250               | 98.9       |



**Table 7.3.2: Candidates' performance in First Additional Language (2014 to 2018 at 30%)**

| Subject Name (1st Additional Languages) | 2014    |                      |            | 2015    |                      |            | 2016    |                      |            | 2017        |                      |            | 2018        |                      |            |
|---|---------|----------------------|------------|---------|----------------------|------------|---------|----------------------|------------|-------------|----------------------|------------|-------------|----------------------|------------|
|   | Wrote   | Achieved 30% & Above | % Achieved | Wrote   | Achieved 30% & Above | % Achieved | Wrote   | Achieved 30% & Above | % Achieved | Total Wrote | Achieved 30% & Above | % Achieved | Total Wrote | Achieved 30% & Above | % Achieved |
| Afrikaans First Additional Language     | 82 649  | 76 855               | 93.0       | 86 987  | 79 882               | 91.8       | 83 883  | 75 530               | 90.0       | 82 017      | 76 222               | 92.9       | 82 525      | 77 500               | 93.9       |
| English First Additional Language       | 432 933 | 423 134              | 97.7       | 543 941 | 528 157              | 97.1       | 547 292 | 533 235              | 97.4       | 503 151     | 488 572              | 97.1       | 498 959     | 485 112              | 97.2       |
| IsiNdebele First Additional Language    | 26      |                      | 100.0      | 32      | 32                   | 100.0      | 36      | 36                   | 100.0      | 30          | 30                   | 100.0      | 41          | 41                   | 100.0      |
| IsiXhosa First Additional Language      | 2 043   | 2 040                | 99.9       | 2 369   | 2 362                | 99.7       | 2 220   | 2 215                | 99.8       | 2 272       | 2 264                | 99.6       | 2 365       | 2 358                | 99.7       |
| IsiZulu First Additional Language       | 15 381  | 15 316               | 99.6       | 17 204  | 17 069               | 99.2       | 16 425  | 16 359               | 99.6       | 15 871      | 15 808               | 99.6       | 14 991      | 14 900               | 99.4       |
| Sepedi First Additional Language        | 421     | 418                  | 99.3       | 545     | 539                  | 98.9       | 455     | 451                  | 99.1       | 538         | 533                  | 99.1       | 535         | 532                  | 99.4       |
| Sesotho First Additional Language       | 702     | 702                  | 100.0      | 618     | 616                  | 99.7       | 484     | 483                  | 99.8       | 514         | 513                  | 99.8       | 476         | 475                  | 99.8       |
| Setswana First Additional Language      | 217     | 217                  | 100.0      | 162     | 162                  | 100.0      | 169     | 169                  | 100.0      | 235         | 235                  | 100.0      | 289         | 289                  | 100.0      |
| SiSwati First Additional Language       | 362     | 359                  | 99.2       | 366     | 359                  | 98.1       | 356     | 350                  | 98.3       | 356         | 347                  | 97.5       | 358         | 355                  | 99.2       |
| Tshivenda First Additional Language     | 21      | 21                   | 100.0      | 20      | 20                   | 100.0      | 16      | 16                   | 100.0      | 38          | 38                   | 100.0      | 40          | 40                   | 100.0      |
| Xitsonga First Additional Language      | 13      | 12                   | 92.3       | 24      | 24                   | 100.0      | 23      | 23                   | 100.0      | 32          | 32                   | 100.0      | 23          | 23                   | 100.0      |



**Table 7.3.3: Candidates' performance at 30% and above in selected subjects (Full-Time - 2014 to 2018)**

| Subjects              | 2014    |                      |            | 2015    |                      |            | 2016    |                      |            | 2017    |                      |            | 2018    |                      |            |
|-----------------------|---------|----------------------|------------|---------|----------------------|------------|---------|----------------------|------------|---------|----------------------|------------|---------|----------------------|------------|
|                       | Wrote   | Achieved 30% & Above | % Achieved | Wrote   | Achieved 30% & Above | % Achieved | Wrote   | Achieved 30% & Above | % Achieved | Wrote   | Achieved 30% & Above | % Achieved | Wrote   | Achieved 30% & Above | % Achieved |
| Accounting            | 125 987 | 85 681               | 68.0       | 140 474 | 83 747               | 59.6       | 128 853 | 89 507               | 69.5       | 103 427 | 68 318               | 66.1       | 90 278  | 65 481               | 72.5       |
| Agricultural Science  | 78 063  | 64 486               | 82.6       | 104 251 | 80 125               | 76.9       | 106 386 | 80 184               | 75.4       | 98 522  | 69 360               | 70.4       | 95 291  | 66 608               | 69.9       |
| Business Studies      | 207 659 | 161 723              | 77.9       | 247 822 | 187 485              | 75.7       | 234 894 | 173 195              | 73.7       | 204 849 | 139 386              | 68.0       | 192 139 | 124 618              | 64.9       |
| Economics             | 137 478 | 94 779               | 68.9       | 165 642 | 112 922              | 68.2       | 155 908 | 101 787              | 65.3       | 128 796 | 91 488               | 71.0       | 115 169 | 84 395               | 73.3       |
| Geography             | 236 051 | 191 966              | 81.3       | 303 985 | 234 209              | 77.0       | 302 600 | 231 588              | 76.5       | 276 771 | 212 954              | 76.9       | 269 621 | 200 116              | 74.2       |
| History               | 115 686 | 99 823               | 86.3       | 154 398 | 129 643              | 84.0       | 157 594 | 132 457              | 84.0       | 147 668 | 127 031              | 86.0       | 154 536 | 138 570              | 89.7       |
| Life Orientation      | 542 956 | 540 810              | 99.6       | 660 202 | 658 308              | 99.7       | 663 975 | 661 903              | 99.7       | 620 626 | 619 336              | 99.8       | 618 726 | 617 041              | 99.7       |
| Life Sciences         | 284 298 | 209 783              | 73.8       | 348 076 | 245 164              | 70.4       | 347 662 | 245 070              | 70.5       | 318 474 | 236 809              | 74.4       | 310 041 | 236 584              | 76.3       |
| Mathematical Literacy | 312 054 | 262 495              | 84.1       | 388 845 | 277 594              | 71.4       | 361 865 | 257 881              | 71.3       | 313 030 | 231 230              | 73.9       | 294 204 | 213 225              | 72.5       |
| Mathematics           | 225 458 | 120 523              | 53.5       | 263 903 | 129 481              | 49.1       | 265 810 | 135 958              | 51.1       | 245 103 | 127 197              | 51.9       | 233 858 | 135 638              | 58.0       |
| Physical Science      | 167 997 | 103 348              | 61.5       | 193 189 | 113 121              | 58.6       | 192 618 | 119 427              | 62.0       | 179 561 | 116 862              | 65.1       | 172 319 | 127 919              | 74.2       |

There were improvements in the performance of key subjects such as Mathematics, Physical Science, Life Sciences, History, and Economics. The number of candidates that passed Accounting increased by 6.4% from 66.1% to 72.5% while in Mathematics, the pass rate improved significantly by 6.1% from 51.9% to 58.0%.

**Table 7.3.4: Candidates' performance in non-language subjects (2015 to 2018)**

| Subjects                                | 2015    |                         |             | 2016    |                         |              | 2017    |                         |             | 2018    |                         |              |
|---|---------|-------------------------|-------------|---------|-------------------------|--------------|---------|-------------------------|-------------|---------|-------------------------|--------------|
|   | 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                              | 140 474 | 83 747                  | <b>59.6</b> | 128 853 | 89 507                  | <b>69.5</b>  | 103 427 | 68 318                  | <b>66.1</b> | 90 278  | 65 481                  | <b>72.5</b>  |
| Agricultural Management Practices       | 2 040   | 2 011                   | <b>98.6</b> | 2 631   | 2 586                   | <b>98.3</b>  | 2 511   | 2 424                   | <b>96.5</b> | 2 357   | 2 245                   | <b>95.2</b>  |
| Agricultural Sciences                   | 104 251 | 80 125                  | <b>76.9</b> | 106 386 | 80 184                  | <b>75.4</b>  | 98 522  | 69 360                  | <b>70.4</b> | 95 291  | 66 608                  | <b>69.9</b>  |
| Agricultural Technology                 | 777     | 763                     | <b>98.2</b> | 944     | 923                     | <b>97.8</b>  | 914     | 906                     | <b>99.1</b> | 1 001   | 982                     | <b>98.1</b>  |
| Business Studies                        | 247 822 | 187 485                 | <b>75.7</b> | 234 894 | 173 195                 | <b>73.7</b>  | 204 849 | 139 386                 | <b>68.0</b> | 192 139 | 124 618                 | <b>64.9</b>  |
| Civil Technology                        | 10 446  | 10 085                  | <b>96.5</b> | 10 613  | 10 303                  | <b>97.1</b>  | 9 158   | 8 846                   | <b>96.6</b> | -       | -                       | -            |
| Civil Technology (Civil Services)       | -       | -                       | -           | -       | -                       | -            | -       | -                       | -           | 795     | 739                     | <b>93.0</b>  |
| Civil Technology (Construction)         | -       | -                       | -           | -       | -                       | -            | -       | -                       | -           | 4 350   | 4 288                   | <b>98.6</b>  |
| Civil Technology (Woodworking)          | -       | -                       | -           | -       | -                       | -            | -       | -                       | -           | 2 606   | 2 574                   | <b>98.8</b>  |
| Computer Applications Technology        | 41 026  | 36 778                  | <b>89.6</b> | 38 359  | 34 927                  | <b>91.1</b>  | 36 460  | 33 810                  | <b>92.7</b> | 35 189  | 32 486                  | <b>92.3</b>  |
| Consumer Studies                        | 46 063  | 45 019                  | <b>97.7</b> | 43 214  | 42 048                  | <b>97.3</b>  | 40 049  | 38 909                  | <b>97.2</b> | 40 861  | 40 126                  | <b>98.2</b>  |
| Dance Studies                           | 528     | 525                     | <b>99.4</b> | 461     | 461                     | <b>100.0</b> | 561     | 559                     | <b>99.6</b> | 598     | 598                     | <b>100.0</b> |
| Design                                  | 2 170   | 2 132                   | <b>98.2</b> | 2 031   | 1 993                   | <b>98.1</b>  | 2 158   | 2 097                   | <b>97.2</b> | 1 918   | 1 880                   | <b>98.0</b>  |
| Dramatic Arts                           | 8 735   | 8 597                   | <b>98.4</b> | 9 198   | 9 041                   | <b>98.3</b>  | 9 147   | 8 979                   | <b>98.2</b> | 11 812  | 11 620                  | <b>98.4</b>  |
| Economics                               | 165 642 | 112 922                 | <b>68.2</b> | 155 908 | 101 787                 | <b>65.3</b>  | 128 796 | 91 488                  | <b>71.0</b> | 115 169 | 84 395                  | <b>73.3</b>  |
| Electrical Technology                   | 6 092   | 5 780                   | <b>94.9</b> | 6 487   | 6 166                   | <b>95.1</b>  | 6 125   | 5 808                   | <b>94.8</b> | -       | -                       | -            |
| Electrical Technology (Digital Systems) | -       | -                       | -           | -       | -                       | -            | -       | -                       | -           | 407     | 379                     | <b>93.1</b>  |
| Electrical Technology (Electronics)     | -       | -                       | -           | -       | -                       | -            | -       | -                       | -           | 1 077   | 990                     | <b>91.9</b>  |
| Electrical Technology (Power Systems)   | -       | -                       | -           | -       | -                       | -            | -       | -                       | -           | 5 228   | 4 806                   | <b>91.9</b>  |
| Engineering Graphics and Design         | 29 014  | 27 706                  | <b>95.5</b> | 30 182  | 28 416                  | <b>94.1</b>  | 29 226  | 27 446                  | <b>93.9</b> | 32 619  | 30 438                  | <b>93.3</b>  |
| Geography                               | 303 985 | 234 209                 | <b>77.0</b> | 302 600 | 231 588                 | <b>76.5</b>  | 276 771 | 212 954                 | <b>76.9</b> | 269 621 | 200 116                 | <b>74.2</b>  |
| History                                 | 154 398 | 129 643                 | <b>84.0</b> | 157 594 | 132 457                 | <b>84.0</b>  | 147 668 | 127 031                 | <b>86.0</b> | 154 536 | 138 570                 | <b>89.7</b>  |
| Hospitality Studies                     | 8 902   | 8 769                   | <b>98.5</b> | 8 032   | 7 867                   | <b>97.9</b>  | 7 321   | 7 132                   | <b>97.4</b> | 6 842   | 6 753                   | <b>98.7</b>  |
| Information Technology                  | 4 326   | 4 028                   | <b>93.1</b> | 4 346   | 3 926                   | <b>90.3</b>  | 4 095   | 3 596                   | <b>87.8</b> | 4 108   | 3 763                   | <b>91.6</b>  |
| Life Orientation                        | 660 202 | 658 308                 | <b>99.7</b> | 663 975 | 661 903                 | <b>99.7</b>  | 620 626 | 619 336                 | <b>99.8</b> | 618 726 | 617 041                 | <b>99.7</b>  |
| Life Sciences                           | 348 076 | 245 164                 | <b>70.4</b> | 347 662 | 245 070                 | <b>70.5</b>  | 318 474 | 236 809                 | <b>74.4</b> | 310 041 | 236 584                 | <b>76.3</b>  |
| Mathematical Literacy                   | 388 845 | 277 594                 | <b>71.4</b> | 361 865 | 257 881                 | <b>71.3</b>  | 313 030 | 231 230                 | <b>73.9</b> | 294 204 | 213 225                 | <b>72.5</b>  |
| Mathematics                             | 263 903 | 129 481                 | <b>49.1</b> | 265 810 | 135 958                 | <b>51.1</b>  | 245 103 | 127 197                 | <b>51.9</b> | 233 858 | 135 638                 | <b>58.0</b>  |



**Table 7.3.4: Candidates' performance in non-language subjects (2015 to 2018) (Cont.)**

| Subjects  | 2015    |                         |            | 2016    |                         |            | 2017    |                         |            | 2018    |                         |            |
|---|---------|-------------------------|------------|---------|-------------------------|------------|---------|-------------------------|------------|---------|-------------------------|------------|
|   | Wrote   | Achieved at 30% & above | % Achieved | Wrote   | Achieved at 30% & above | % Achieved | Wrote   | Achieved at 30% & above | % Achieved | Wrote   | Achieved at 30% & above | % Achieved |
| Mechanical Technology                           | 6 950   | 6 523                   | 93.9       | 7 218   | 6 761                   | 93.7       | 6 853   | 6 491                   | 94.7       | -       | -                       | -          |
| Mechanical Technology (Automotive)              | -       | -                       | -          | -       | -                       | -          | -       | -                       | -          | 2 986   | 2 814                   | 94.2       |
| Mechanical Technology (Fitting and Mechning)    | -       | -                       | -          | -       | -                       | -          | -       | -                       | -          | 2 088   | 1 992                   | 95.4       |
| Mechanical Technology (Welding and Metal works) | -       | -                       | -          | -       | -                       | -          | -       | -                       | -          | 1 934   | 1 835                   | 94.9       |
| Music   | 1 874   | 1 769                   | 94.4       | 1 845   | 1 788                   | 96.9       | 1 699   | 1 674                   | 98.5       | 1 718   | 1 666                   | 97.0       |
| Physical Sciences                               | 193 189 | 113 121                 | 58.6       | 192 618 | 119 427                 | 62.0       | 179 561 | 116 862                 | 65.1       | 172 319 | 127 919                 | 74.2       |
| Religion Studies                                | 7 037   | 6 330                   | 90.0       | 8 272   | 7 496                   | 90.6       | 8 425   | 7 721                   | 91.6       | 10 698  | 9 687                   | 90.5       |
| Technical Mathematics                           | -       | -                       | -          | -       | -                       | -          | -       | -                       | -          | 10 025  | 5 078                   | 50.7       |
| Technical Sciences                              | -       | -                       | -          | -       | -                       | -          | -       | -                       | -          | 10 503  | 9 204                   | 87.6       |
| Tourism   | 144 643 | 139 447                 | 96.4       | 143 650 | 139 293                 | 97.0       | 131 644 | 128 386                 | 97.5       | 130 326 | 127 640                 | 97.9       |
| Visual Arts                                     | 6 611   | 6 459                   | 97.7       | 6 292   | 6 182                   | 98.3       | 6 434   | 6 295                   | 97.8       | 6 550   | 6 476                   | 98.9       |

**Table 7.3.5: Candidates' performance in Mathematics and Physical Science by gender (2014 to 2018)**

| Subject Years | Gender                  | Mathematics |         |         | Physical Science |        |         |
|---------------|-------------------------|-------------|---------|---------|------------------|--------|---------|
|               |                         | Female      | Male    | Total   | Female           | Male   | Total   |
| 2014          | Total Wrote             | 123 045     | 102 413 | 225 458 | 88 729           | 79 268 | 167 997 |
|               | Achieved at 30% & above | 59 814      | 60 709  | 120 523 | 52 449           | 50 899 | 103 348 |
|               | % Achieved              | 48.6        | 59.3    | 53.5    | 59.1             | 64.2   | 61.5    |
| 2015          | Total Wrote             | 144 405     | 119 498 | 263 903 | 102 983          | 90 206 | 193 189 |
|               | Achieved at 30% & above | 63 898      | 65 583  | 129 481 | 58 036           | 55 085 | 113 121 |
|               | % Achieved              | 44.2        | 54.9    | 49.1    | 56.4             | 61.1   | 58.6    |
| 2016          | Total Wrote             | 146 270     | 119 540 | 265 810 | 103 010          | 89 608 | 192 618 |
|               | Achieved at 30% & above | 67 830      | 68 128  | 135 958 | 61 438           | 57 989 | 119 427 |
|               | % Achieved              | 46.4        | 57.0    | 51.1    | 59.6             | 64.7   | 62.0    |
| 2017          | Total Wrote             | 137 483     | 107 620 | 245 103 | 97 873           | 81 688 | 179 561 |
|               | Achieved at 30% & above | 64 782      | 62 415  | 127 197 | 61 122           | 55 740 | 116 862 |
|               | % Achieved              | 47.1        | 58.0    | 51.9    | 62.5             | 68.2   | 65.1    |
| 2018          | Total Wrote             | 133 175     | 100 683 | 233 858 | 96 268           | 76 051 | 172 319 |
|               | Achieved at 30% & above | 71 358      | 64 280  | 135 638 | 70 263           | 57 656 | 127 919 |
|               | % Achieved              | 53.6        | 63.8    | 58.0    | 73.0             | 75.8   | 74.2    |

In both subjects males performed better than females.



The following two tables (and the previous table) provide important details relating to Mathematics and Physical Science. These are priority subjects in terms of the sector plan for basic education government's Medium Term Strategic Framework (MTSF) and the National Development Plan.

In both Mathematics and Physical Science the number of learners achieving 40% and above increased between 2016 and 2018. Analysis of achievement above this mark threshold reveals that at levels of performance considered important for mathematically-oriented programmes at university there has been progress too. This would be in line with the positive trends seen in a reconciliation of South Africa's performance on recently released international assessments (see section 2). In 2018, 2.5% of candidates achieved a distinction in Mathematics.

**Table 7.3.6: Candidates' performance in Mathematics by province and level of achievement (2016 to 2018)**

| Province        | Mathematics    |                |                |                                 |                |                |                             |             |             |                                 |               |               |
|-----------------|----------------|----------------|----------------|---------------------------------|----------------|----------------|-----------------------------|-------------|-------------|---------------------------------|---------------|---------------|
|                 | Total Wrote    |                |                | Total achieved at 30% and above |                |                | % achieved at 30% and above |             |             | Total achieved at 40% and above |               |               |
|                 | 2016           | 2017           | 2018           | 2016                            | 2017           | 2018           | 2016                        | 2017        | 2018        | 2016                            | 2017          | 2018          |
| Eastern Cape    | 39 628         | 35 994         | 36 449         | 14 858                          | 15 221         | 16 576         | 37.5                        | 42.3        | 45.5        | 8 781                           | 9 541         | 9 438         |
| Free State      | 10 366         | 10 134         | 9 722          | 7 387                           | 7 156          | 7 226          | 71.3                        | 70.6        | 74.3        | 5 037                           | 4 993         | 4 794         |
| Gauteng         | 38 639         | 36 937         | 35 279         | 26 542                          | 25 022         | 26 366         | 68.7                        | 67.7        | 74.7        | 19 164                          | 18 320        | 18 510        |
| KwaZulu-Natal   | 81 323         | 68 463         | 61 686         | 30 827                          | 28 472         | 31 191         | 37.9                        | 41.6        | 50.6        | 18 699                          | 18 667        | 19 327        |
| Limpopo         | 43 589         | 40 723         | 39 216         | 23 498                          | 20 382         | 21 538         | 53.9                        | 50.1        | 54.9        | 14 633                          | 13 051        | 13 032        |
| Mpumalanga      | 23 316         | 24 327         | 24 207         | 12 494                          | 11 618         | 13 112         | 53.6                        | 47.8        | 54.2        | 7 973                           | 7 538         | 8 029         |
| North West      | 10 596         | 10 232         | 9 083          | 6 647                           | 6 266          | 6 259          | 62.7                        | 61.2        | 68.9        | 4 291                           | 4 097         | 3 941         |
| Northern Cape   | 2 789          | 2 796          | 2 798          | 1 694                           | 1 604          | 1 652          | 60.7                        | 57.4        | 59.0        | 1 116                           | 1 058         | 1 057         |
| Western Cape    | 15 564         | 15 497         | 15 418         | 12 011                          | 11 456         | 11 718         | 77.2                        | 73.9        | 76.0        | 9 390                           | 8 833         | 8 746         |
| <b>National</b> | <b>265 810</b> | <b>245 103</b> | <b>233 858</b> | <b>135 958</b>                  | <b>127 197</b> | <b>135 638</b> | <b>51.1</b>                 | <b>51.9</b> | <b>58.0</b> | <b>89 084</b>                   | <b>86 098</b> | <b>86 874</b> |
|                 |                |                |                |                                 |                |                |                             |             |             | <b>33.5</b>                     | <b>35.1</b>   | <b>37.1</b>   |



**Table 7.3.7: Candidates' performance in Physical Science by province and level of achievement (2016 to 2018)**

| Province        | Physical Science |                |                |                                 |                |                |                             |             |             |                                 |               |               |
|-----------------|------------------|----------------|----------------|---------------------------------|----------------|----------------|-----------------------------|-------------|-------------|---------------------------------|---------------|---------------|
|                 | Total Wrote      |                |                | Total achieved at 30% and above |                |                | % achieved at 30% and above |             |             | Total achieved at 40% and above |               |               |
|                 | 2016             | 2017           | 2018           | 2016                            | 2017           | 2018           | 2016                        | 2017        | 2018        | 2016                            | 2017          | 2018          |
| Eastern Cape    | 27 574           | 24 805         | 24 939         | 13 687                          | 14 221         | 16 582         | 49.6                        | 57.3        | 66.5        | 7 640                           | 8 365         | 9 816         |
| Free State      | 8 436            | 8 031          | 7 876          | 6 365                           | 6 183          | 6 433          | 75.5                        | 77.0        | 81.7        | 4 236                           | 4 299         | 4 378         |
| Gauteng         | 32 001           | 29 178         | 26 763         | 21 909                          | 20 536         | 22 335         | 68.5                        | 70.4        | 83.5        | 14 933                          | 14 425        | 16 308        |
| KwaZulu-Natal   | 48 394           | 43 005         | 40 643         | 27 954                          | 28 002         | 29 919         | 57.8                        | 65.1        | 73.6        | 17 615                          | 18 232        | 19 730        |
| Limpopo         | 34 969           | 33 584         | 31 717         | 21 777                          | 21 213         | 22 785         | 62.3                        | 63.2        | 71.8        | 13 257                          | 12 614        | 13 914        |
| Mpumalanga      | 18 917           | 19 306         | 20 387         | 12 034                          | 11 902         | 14 321         | 63.6                        | 61.6        | 70.2        | 7 496                           | 7 453         | 8 982         |
| North West      | 8 605            | 8 451          | 7 348          | 5 993                           | 5 434          | 5 775          | 69.6                        | 64.3        | 78.6        | 3 702                           | 3 329         | 3 688         |
| Northern Cape   | 2 558            | 2 344          | 2 259          | 1 469                           | 1 332          | 1 512          | 57.4                        | 56.8        | 66.9        | 873                             | 799           | 930           |
| Western Cape    | 11 164           | 10 857         | 10 387         | 8 239                           | 8 039          | 8 257          | 73.8                        | 74.0        | 79.5        | 6 292                           | 6 220         | 6 256         |
| <b>National</b> | <b>192 618</b>   | <b>179 561</b> | <b>172 319</b> | <b>119 427</b>                  | <b>116 862</b> | <b>127 919</b> | <b>62.0</b>                 | <b>65.1</b> | <b>74.2</b> | <b>76 044</b>                   | <b>75 736</b> | <b>84 002</b> |
|                 |                  |                |                |                                 |                |                |                             |             |             | <b>39.5</b>                     | <b>42.2</b>   | <b>48.7</b>   |

**Table 7.3.8: Candidates' performance in Accounting by province and level of achievement (2017 - 2018)**

| Province      | Accounting     |                    |                    |                  |                  |               |                    |                    |                  |                  |
|---------------|----------------|--------------------|--------------------|------------------|------------------|---------------|--------------------|--------------------|------------------|------------------|
|               | 2017           |                    |                    |                  |                  | 2018          |                    |                    |                  |                  |
|               | 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  | 13 117         | 8 093              | 4 977              | 61.7             | 37.9             | 11 618        | 8 460              | 5 372              | 72.8             | 46.2             |
| Free State    | 6 199          | 4 755              | 3 097              | 76.7             | 50.0             | 5 638         | 4 639              | 3 187              | 82.3             | 56.5             |
| Gauteng       | 18 196         | 13 832             | 9 928              | 76.0             | 54.6             | 15 491        | 12 896             | 9 722              | 83.2             | 62.8             |
| KwaZulu-Natal | 28 735         | 17 918             | 11 164             | 62.4             | 38.9             | 24 503        | 16 933             | 11 073             | 69.1             | 45.2             |
| Limpopo       | 15 827         | 8 964              | 4 992              | 56.6             | 31.5             | 14 188        | 8 841              | 5 008              | 62.3             | 35.3             |
| Mpumalanga    | 7 414          | 5 163              | 3 294              | 69.6             | 44.4             | 6 608         | 4 753              | 3 107              | 71.9             | 47.0             |
| North West    | 4 626          | 2 960              | 1 764              | 64.0             | 38.1             | 3 357         | 2 367              | 1 538              | 70.5             | 45.8             |
| Northern Cape | 1 257          | 800                | 512                | 63.6             | 40.7             | 1 185         | 825                | 540                | 69.6             | 45.6             |
| Western Cape  | 8 056          | 5 833              | 4 313              | 72.4             | 53.5             | 7 690         | 5 767              | 4 284              | 75.0             | 55.7             |
| <b>Total</b>  | <b>103 427</b> | <b>68 318</b>      | <b>44 041</b>      | <b>66.1</b>      | <b>42.6</b>      | <b>90 278</b> | <b>65 481</b>      | <b>43 831</b>      | <b>72.5</b>      | <b>48.6</b>      |

**Table 7.3.9: Candidates' performance in Business Studies by province and level of achievement (2017 - 2018)**

| Province      | Business Studies |                       |                       |                     |                     |         |                       |                       |                     |                     |
|---------------|------------------|-----------------------|-----------------------|---------------------|---------------------|---------|-----------------------|-----------------------|---------------------|---------------------|
|               | 2017             |                       |                       |                     |                     | 2018    |                       |                       |                     |                     |
|               | Wrote            | No. Pass<br>30 - 100% | No. Pass<br>40 - 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% | Wrote   | No. Pass 30<br>- 100% | No. Pass 40<br>- 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% |
| Eastern Cape  | 23 585           | 14 039                | 8 187                 | 59.5                | 34.7                | 20 976  | 12 615                | 7 488                 | 60.1                | 35.7                |
| Free State    | 10 812           | 8 482                 | 5 671                 | 78.4                | 52.5                | 10 533  | 7 449                 | 4 512                 | 70.7                | 42.8                |
| Gauteng       | 43 084           | 34 186                | 22 745                | 79.3                | 52.8                | 41 514  | 30 862                | 20 307                | 74.3                | 48.9                |
| KwaZulu-Natal | 55 772           | 35 199                | 21 662                | 63.1                | 38.8                | 51 588  | 30 672                | 18 324                | 59.5                | 35.5                |
| Limpopo       | 20 188           | 12 722                | 7 708                 | 63.0                | 38.2                | 18 814  | 11 913                | 7 098                 | 63.3                | 37.7                |
| Mpumalanga    | 17 127           | 10 135                | 5 500                 | 59.2                | 32.1                | 14 923  | 9 295                 | 5 435                 | 62.3                | 36.4                |
| North West    | 10 791           | 8 149                 | 5 142                 | 75.5                | 47.7                | 9 188   | 6 384                 | 3 954                 | 69.5                | 43.0                |
| Northern Cape | 3 121            | 1 931                 | 1 086                 | 61.9                | 34.8                | 3 336   | 1 669                 | 862                   | 50.0                | 25.8                |
| Western Cape  | 20 369           | 14 543                | 9 834                 | 71.4                | 48.3                | 21 267  | 13 759                | 9 125                 | 64.7                | 42.9                |
| Total         | 204 849          | 139 386               | 87 535                | 68.0                | 42.7                | 192 139 | 124 618               | 77 105                | 64.9                | 40.1                |

**Table 7.3.10: Candidates' performance in Economics by province and level of achievement (2017-2018)**

| Province      | Economics |                       |                       |                     |                     |         |                       |                       |                     |                     |
|---------------|-----------|-----------------------|-----------------------|---------------------|---------------------|---------|-----------------------|-----------------------|---------------------|---------------------|
|               | 2017      |                       |                       |                     |                     | 2018    |                       |                       |                     |                     |
|               | Wrote     | No. Pass<br>30 - 100% | No. Pass<br>40 - 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% | Wrote   | No. Pass 30<br>- 100% | No. Pass 40<br>- 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% |
| Eastern Cape  | 17 324    | 10 412                | 5 530                 | 60.1                | 31.9                | 14 727  | 10 255                | 6 083                 | 69.6                | 41.3                |
| Free State    | 6 441     | 4 814                 | 2 783                 | 74.7                | 43.2                | 6 125   | 4 801                 | 2 774                 | 78.4                | 45.3                |
| Gauteng       | 23 778    | 19 847                | 13 029                | 83.5                | 54.8                | 21 472  | 17 978                | 12 070                | 83.7                | 56.2                |
| KwaZulu-Natal | 31 177    | 22 305                | 14 043                | 71.5                | 45.0                | 27 003  | 20 354                | 13 049                | 75.4                | 48.3                |
| Limpopo       | 23 650    | 14 192                | 7 409                 | 60.0                | 31.3                | 22 113  | 13 316                | 7 005                 | 60.2                | 31.7                |
| Mpumalanga    | 10 317    | 7 332                 | 4 122                 | 71.1                | 40.0                | 8 095   | 5 898                 | 3 415                 | 72.9                | 42.2                |
| North West    | 6 314     | 4 890                 | 2 897                 | 77.4                | 45.9                | 5 102   | 4 047                 | 2 504                 | 79.3                | 49.1                |
| Northern Cape | 1 445     | 1 112                 | 663                   | 77.0                | 45.9                | 1 575   | 1 077                 | 545                   | 68.4                | 34.6                |
| Western Cape  | 8 350     | 6 584                 | 4 538                 | 78.9                | 54.3                | 8 957   | 6 669                 | 4 164                 | 74.5                | 46.5                |
| Total         | 128 796   | 91 488                | 55 014                | 71.0                | 42.7                | 115 169 | 84 395                | 51 609                | 73.3                | 44.8                |



| Province      | Geography |                       |                       |                     |                     |         |                       |                       |                     |                     |
|---------------|-----------|-----------------------|-----------------------|---------------------|---------------------|---------|-----------------------|-----------------------|---------------------|---------------------|
|               | 2017      |                       |                       |                     |                     | 2018    |                       |                       |                     |                     |
|               | Wrote     | No. Pass<br>30 - 100% | No. Pass<br>40 - 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% | Wrote   | No. Pass 30<br>- 100% | No. Pass 40<br>- 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% |
| Eastern Cape  | 29 894    | 20 867                | 13 139                | 69.8                | 44.0                | 29 046  | 20 705                | 12 984                | 71.3                | 44.7                |
| Free State    | 10 657    | 9 623                 | 7 301                 | 90.3                | 68.5                | 11 249  | 9 570                 | 6 676                 | 85.1                | 59.3                |
| Gauteng       | 47 299    | 40 754                | 27 946                | 86.2                | 59.1                | 47 305  | 39 976                | 27 219                | 84.5                | 57.5                |
| KwaZulu-Natal | 67 017    | 49 621                | 32 706                | 74.0                | 48.8                | 63 897  | 44 008                | 27 183                | 68.9                | 42.5                |
| Limpopo       | 52 217    | 36 490                | 21 709                | 69.9                | 41.6                | 48 008  | 32 382                | 18 988                | 67.5                | 39.6                |
| Mpumalanga    | 24 741    | 18 597                | 11 759                | 75.2                | 47.5                | 23 660  | 17 141                | 10 217                | 72.4                | 43.2                |
| North West    | 19 458    | 15 445                | 9 321                 | 79.4                | 47.9                | 19 168  | 14 664                | 8 801                 | 76.5                | 45.9                |
| Northern Cape | 5 277     | 4 532                 | 3 030                 | 85.9                | 57.4                | 6 361   | 4 409                 | 2 325                 | 69.3                | 36.6                |
| Western Cape  | 20 211    | 17 025                | 11 793                | 84.2                | 58.3                | 20 927  | 17 261                | 11 618                | 82.5                | 55.5                |
| Total         | 276 771   | 212 954               | 138 704               | 76.9                | 50.1                | 269 621 | 200 116               | 126 011               | 74.2                | 46.7                |

**Table 7.3.12: Candidates' performance in History by province and level of achievement (2017 - 2018)**

| Province      | History |                       |                       |                     |                     |         |                       |                       |                     |                     |
|---------------|---------|-----------------------|-----------------------|---------------------|---------------------|---------|-----------------------|-----------------------|---------------------|---------------------|
|               | 2017    |                       |                       |                     |                     | 2018    |                       |                       |                     |                     |
|               | Wrote   | No. Pass<br>30 - 100% | No. Pass<br>40 - 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% | Wrote   | No. Pass 30<br>- 100% | No. Pass 40<br>- 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% |
| Eastern Cape  | 20 566  | 16 328                | 12 201                | 79.4                | 59.3                | 21 026  | 17 783                | 13 768                | 84.6                | 65.5                |
| Free State    | 4 469   | 3 968                 | 3 090                 | 88.8                | 69.1                | 4 873   | 4 473                 | 3 532                 | 91.8                | 72.5                |
| Gauteng       | 30 687  | 28 994                | 25 249                | 94.5                | 82.3                | 33 090  | 31 547                | 27 381                | 95.3                | 82.7                |
| KwaZulu-Natal | 37 533  | 31 535                | 24 491                | 84.0                | 65.3                | 38 928  | 33 738                | 26 870                | 86.7                | 69.0                |
| Limpopo       | 16 191  | 12 611                | 8 667                 | 77.9                | 53.5                | 15 085  | 13 274                | 10 791                | 88.0                | 71.5                |
| Mpumalanga    | 8 210   | 6 654                 | 4 939                 | 81.0                | 60.2                | 8 306   | 7 311                 | 5 729                 | 88.0                | 69.0                |
| North West    | 8 637   | 7 394                 | 5 372                 | 85.6                | 62.2                | 8 719   | 7 830                 | 5 862                 | 89.8                | 67.2                |
| Northern Cape | 3 450   | 2 777                 | 1 686                 | 80.5                | 48.9                | 4 350   | 3 833                 | 2 754                 | 88.1                | 63.3                |
| Western Cape  | 17 925  | 16 770                | 13 974                | 93.6                | 78.0                | 20 159  | 18 781                | 15 579                | 93.2                | 77.3                |
| Total         | 147 668 | 127 031               | 99 669                | 86.0                | 67.5                | 154 536 | 138 570               | 112 266               | 89.7                | 72.6                |

**Table 7.3.13: Candidates' performance in Life Science by province and level of achievement (2017 - 2018)**

| Province      | Life Science |                       |                       |                     |                     |         |                       |                       |                     |                     |
|---------------|--------------|-----------------------|-----------------------|---------------------|---------------------|---------|-----------------------|-----------------------|---------------------|---------------------|
|               | 2017         |                       |                       |                     |                     | 2018    |                       |                       |                     |                     |
|               | Wrote        | No. Pass<br>30 - 100% | No. Pass<br>40 - 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% | Wrote   | No. Pass 30<br>- 100% | No. Pass 40<br>- 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% |
| Eastern Cape  | 44 386       | 30 412                | 20 766                | 68.5                | 46.8                | 44 153  | 32 262                | 21 426                | 73.1                | 48.5                |
| Free State    | 12 467       | 10 886                | 8 421                 | 87.3                | 67.5                | 12 714  | 10 881                | 7 848                 | 85.6                | 61.7                |
| Gauteng       | 47 991       | 40 347                | 30 581                | 84.1                | 63.7                | 46 340  | 39 786                | 29 318                | 85.9                | 63.3                |
| KwaZulu-Natal | 74 132       | 56 086                | 40 396                | 75.7                | 54.5                | 72 137  | 55 170                | 38 522                | 76.5                | 53.4                |
| Limpopo       | 58 719       | 40 474                | 26 034                | 68.9                | 44.3                | 55 515  | 39 526                | 24 381                | 71.2                | 43.9                |
| Mpumalanga    | 31 410       | 22 574                | 14 918                | 71.9                | 47.5                | 30 205  | 22 778                | 14 536                | 75.4                | 48.1                |
| North West    | 17 638       | 12 854                | 8 510                 | 72.9                | 48.2                | 16 580  | 12 798                | 8 317                 | 77.2                | 50.2                |
| Northern Cape | 5 698        | 3 786                 | 2 280                 | 66.4                | 40.0                | 6 460   | 3 996                 | 2 240                 | 61.9                | 34.7                |
| Western Cape  | 26 033       | 19 390                | 14 165                | 74.5                | 54.4                | 25 937  | 19 387                | 13 620                | 74.7                | 52.5                |
| Total         | 318 474      | 236 809               | 166 071               | 74.4                | 52.1                | 310 041 | 236 584               | 160 208               | 76.3                | 51.7                |

**Table 7.3.14: Candidates' performance in Mathematical Literacy by province and level of achievement (2017 – 2018)**

| Province      | Mathematical Literacy |                       |                       |                     |                     |         |                       |                       |                     |                     |
|---------------|-----------------------|-----------------------|-----------------------|---------------------|---------------------|---------|-----------------------|-----------------------|---------------------|---------------------|
|               | 2017                  |                       |                       |                     |                     | 2018    |                       |                       |                     |                     |
|               | Wrote                 | No. Pass<br>30 - 100% | No. Pass<br>40 - 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% | Wrote   | No. Pass 30<br>- 100% | No. Pass 40<br>- 100% | % Pass<br>30 - 100% | % Pass<br>40 - 100% |
| Eastern Cape  | 34 609                | 22 274                | 12 572                | 64.4                | 36.3                | 30 031  | 19 345                | 11 624                | 64.4                | 38.7                |
| Free State    | 16 106                | 13 582                | 9 140                 | 84.3                | 56.7                | 15 746  | 12 745                | 8 689                 | 80.9                | 55.2                |
| Gauteng       | 63 721                | 54 093                | 37 900                | 84.9                | 59.5                | 60 228  | 50 674                | 35 616                | 84.1                | 59.1                |
| KwaZulu-Natal | 61 226                | 41 457                | 23 673                | 67.7                | 38.7                | 59 387  | 38 983                | 22 745                | 65.6                | 38.3                |
| Limpopo       | 46 613                | 31 171                | 15 791                | 66.9                | 33.9                | 41 393  | 27 371                | 14 710                | 66.1                | 35.5                |
| Mpumalanga    | 27 352                | 18 040                | 9 563                 | 66.0                | 35.0                | 22 983  | 15 295                | 8 715                 | 66.5                | 37.9                |
| North West    | 22 335                | 17 322                | 9 903                 | 77.6                | 44.3                | 21 087  | 15 293                | 9 133                 | 72.5                | 43.3                |
| Northern Cape | 6 608                 | 5 087                 | 3 027                 | 77.0                | 45.8                | 7 745   | 5 366                 | 3 012                 | 69.3                | 38.9                |
| Western Cape  | 34 460                | 28 204                | 19 422                | 81.8                | 56.4                | 35 604  | 28 153                | 19 324                | 79.1                | 54.3                |
| Total         | 313 030               | 231 230               | 140 991               | 73.9                | 45.0                | 294 204 | 213 225               | 133 568               | 72.5                | 45.4                |





**Table 7.3.15: Number and percentage of distinctions per subject (80% - 100%)**

| Subjects                            | 2016    |                           |                    | 2017    |                           |                    | 2018    |                           |                    |
|-------------------------------------|---------|---------------------------|--------------------|---------|---------------------------|--------------------|---------|---------------------------|--------------------|
|                                     | Wrote   | Achieved with Distinction | % with Distinction | Wrote   | Achieved with Distinction | % with Distinction | Wrote   | Achieved with Distinction | % with Distinction |
| Accounting                          | 128 853 | 6 576                     | 5.1                | 103 427 | 5 040                     | 4.9                | 90 278  | 5 169                     | 5.7                |
| Afrikaans First Additional Language | 83 883  | 6 167                     | 7.4                | 82 017  | 6 406                     | 7.8                | 82 525  | 6 013                     | 7.3                |
| Agricultural Sciences               | 106 386 | 326                       | 0.3                | 98 522  | 272                       | 0.3                | 95 291  | 577                       | 0.6                |
| Business Studies                    | 234 894 | 4 999                     | 2.1                | 204 849 | 2 343                     | 1.1                | 192 139 | 2 660                     | 1.4                |
| Economics                           | 155 908 | 1 586                     | 1.0                | 128 796 | 1 683                     | 1.3                | 115 169 | 1 306                     | 1.1                |
| English First Additional Language   | 547 292 | 6 664                     | 1.2                | 503 151 | 8 829                     | 1.8                | 498 959 | 7 064                     | 1.4                |
| Geography                           | 302 600 | 4 183                     | 1.4                | 276 771 | 3 608                     | 1.3                | 269 621 | 2 934                     | 1.1                |
| History                             | 157 594 | 5 973                     | 3.8                | 147 668 | 6 696                     | 4.5                | 154 536 | 7 656                     | 5.0                |
| Life Sciences                       | 347 662 | 9 203                     | 2.6                | 318 474 | 10 102                    | 3.2                | 310 041 | 7 507                     | 2.4                |
| Mathematical Literacy               | 361 865 | 4 364                     | 1.2                | 313 030 | 1 882                     | 0.6                | 294 204 | 3 957                     | 1.3                |
| Mathematics                         | 265 810 | 8 070                     | 3.0                | 245 103 | 6 726                     | 2.7                | 233 858 | 5 828                     | 2.5                |
| Physical Sciences                   | 192 618 | 7 043                     | 3.7                | 179 561 | 7 861                     | 4.4                | 172 319 | 8 135                     | 4.7                |

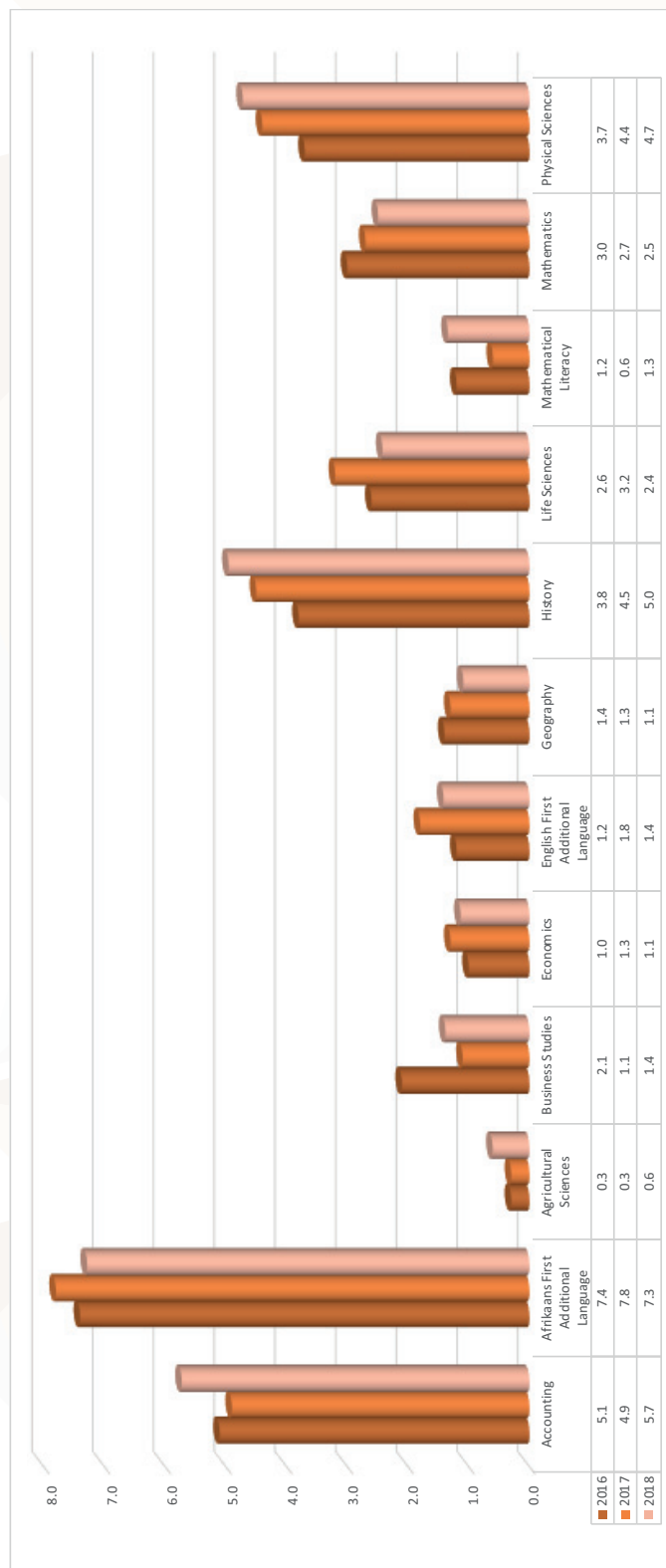


Figure 7.3.1: Percentage of distinctions per subject (80% - 100%) 2016-2018



## 7.4 Performance of learners with special needs

Table 7.4.1: Special Needs Education (SNE) candidates (including concession candidates) - Full-Time 2015 - 2018

| Province Name | Years | Total Wrote | Achieved Bachelor | Achieved Diploma | Achieved H-Cert | Achieved NSC | Achieved Endorsed NSC | Did Not Achieve |
|---------------|-------|-------------|-------------------|------------------|-----------------|--------------|-----------------------|-----------------|
| Eastern Cape  | 2015  | 185         | 19                | 61               | 31              | 0            | 0                     | 74              |
|               | 2016  | 249         | 21                | 70               | 38              | 0            | 2                     | 118             |
|               | 2017  | 97          | 8                 | 32               | 16              | 0            | 3                     | 38              |
|               | 2018  | 90          | 32                | 28               | 10              | 0            | 0                     | 20              |
| Free State    | 2015  | 54          | 11                | 25               | 13              | 1            | 0                     | 4               |
|               | 2016  | 77          | 11                | 57               | 4               | 0            | 5                     | 0               |
|               | 2017  | 60          | 14                | 34               | 9               | 0            | 0                     | 3               |
|               | 2018  | 210         | 92                | 59               | 13              | 0            | 22                    | 24              |
| Gauteng       | 2015  | 564         | 207               | 285              | 38              | 0            | 0                     | 34              |
|               | 2016  | 592         | 210               | 255              | 39              | 0            | 58                    | 30              |
|               | 2017  | 619         | 201               | 275              | 49              | 0            | 66                    | 28              |
|               | 2018  | 467         | 179               | 139              | 47              | 0            | 60                    | 42              |
| KwaZulu-Natal | 2015  | 646         | 153               | 229              | 115             | 0            | 0                     | 149             |
|               | 2016  | 664         | 156               | 240              | 86              | 0            | 0                     | 182             |
|               | 2017  | 125         | 25                | 51               | 15              | 0            | 2                     | 32              |
|               | 2018  | 222         | 105               | 60               | 28              | 0            | 1                     | 28              |
| Limpopo       | 2015  | 21          | 3                 | 2                | 1               | 0            | 0                     | 15              |
|               | 2016  | 97          | 6                 | 12               | 5               | 0            | 1                     | 73              |
|               | 2017  | 40          | 7                 | 9                | 8               | 0            | 2                     | 14              |
|               | 2018  | 166         | 50                | 45               | 27              | 0            | 2                     | 42              |
| Mpumalanga    | 2015  | 6           | 3                 | 3                | 0               | 0            | 0                     | 0               |
|               | 2016  | 6           | 4                 | 2                | 0               | 0            | 0                     | 0               |
|               | 2017  | 6           | 5                 | 1                | 0               | 0            | 0                     | 0               |
|               | 2018  | 52          | 22                | 16               | 3               | 0            | 8                     | 3               |
| North West    | 2015  | 30          | 7                 | 15               | 2               | 0            | 0                     | 6               |
|               | 2016  | 14          | 4                 | 9                | 0               | 0            | 1                     | 0               |
|               | 2017  | 28          | 3                 | 17               | 6               | 0            | 0                     | 2               |
|               | 2018  | 9           | 2                 | 4                | 1               | 0            | 0                     | 2               |
| Northern Cape | 2015  | 19          | 4                 | 11               | 1               | 1            | 0                     | 2               |
|               | 2016  | 25          | 8                 | 11               | 2               | 0            | 3                     | 1               |
|               | 2017  | 15          | 1                 | 8                | 2               | 0            | 1                     | 3               |
|               | 2018  | 36          | 17                | 10               | 4               | 0            | 2                     | 3               |
| Western Cape  | 2015  | 166         | 36                | 102              | 12              | 0            | 0                     | 16              |
|               | 2016  | 220         | 57                | 94               | 12              | 0            | 33                    | 24              |
|               | 2017  | 198         | 44                | 102              | 21              | 1            | 22                    | 8               |
|               | 2018  | 2 339       | 1 170             | 500              | 269             | 0            | 24                    | 376             |
| National      | 2015  | 1 691       | 443               | 733              | 213             | 2            | 0                     | 300             |
|               | 2016  | 1 944       | 477               | 750              | 186             | 0            | 103                   | 428             |
|               | 2017  | 1 188       | 308               | 529              | 126             | 1            | 96                    | 128             |
|               | 2018  | 3 591       | 1 669             | 861              | 402             | 0            | 119                   | 540             |

## 7.5 Performance of repeat candidates

**Table 7.5.1: Overall performance of Repeat candidates (Full Time) in the 2018 NSC examination**

| Provinces       | 2018           |               |                |             |
|-----------------|----------------|---------------|----------------|-------------|
|                 | Total Enrolled | Total Wrote   | Total Achieved | % Achieved  |
| Eastern Cape    | 6 689          | 6 471         | 4 932          | 76.2        |
| Free State      | 0              | 0             | 0              | 0.0         |
| Gauteng         | 0              | 0             | 0              | 0.0         |
| KwaZulu-Natal   | 5 152          | 4 794         | 3 794          | 79.1        |
| Limpopo         | 11 709         | 11 444        | 7 924          | 69.2        |
| Mpumalanga      | 4 399          | 4 166         | 3 480          | 83.5        |
| North West      | 27             | 26            | 20             | 76.9        |
| Northern Cape   | 0              | 0             | 0              | 0.0         |
| Western Cape    | 0              | 0             | 0              | 0.0         |
| <b>National</b> | <b>27 976</b>  | <b>26 901</b> | <b>20 150</b>  | <b>74.9</b> |

## 7.6 Performance of part-time candidates

**Table 7.6.1: Candidates Enrolled / Wrote (Part-time) (2015 – 2018)**

| Province Name   | 2015           |               | 2016           |                | 2017           |                | 2018           |                |
|-----------------|----------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                 | Total Enrolled | Total Wrote   | Total Enrolled | Total Wrote    | Total Enrolled | Total Wrote    | Total Enrolled | Total Wrote    |
| Eastern Cape    | 19 312         | 12 618        | 20 847         | 13 819         | 22 754         | 14 335         | 22 263         | 13 314         |
| Free State      | 3 470          | 2 118         | 3 775          | 2 430          | 4 653          | 3 150          | 5 792          | 3 558          |
| Gauteng         | 39 181         | 28 837        | 42 025         | 32 675         | 42 066         | 32 060         | 44 057         | 33 191         |
| KwaZulu-Natal   | 31 176         | 21 247        | 37 915         | 25 862         | 44 198         | 27 677         | 40 992         | 25 343         |
| Limpopo         | 16 137         | 11 951        | 21 124         | 15 421         | 27 853         | 20 251         | 29 483         | 21 118         |
| Mpumalanga      | 5 569          | 3 871         | 7 189          | 4 996          | 9 462          | 6 363          | 13 177         | 8 451          |
| North West      | 3 386          | 2 711         | 3 884          | 3 164          | 4 597          | 3 655          | 5 651          | 4 232          |
| Northern Cape   | 1 838          | 1 157         | 1 988          | 1 132          | 3 678          | 1 912          | 2 203          | 1 448          |
| Western Cape    | 11 312         | 6 553         | 12 633         | 7 162          | 14 015         | 7 820          | 12 492         | 7 006          |
| <b>National</b> | <b>131 381</b> | <b>91 063</b> | <b>151 380</b> | <b>106 661</b> | <b>173 276</b> | <b>117 223</b> | <b>176 110</b> | <b>117 661</b> |



**Table 7.6.2: Part-Time Candidates' performance at 30% and above in selected subjects. Part-Time (2015 to 2018)**

| Subjects<br>(Part-Time)  | 2015   |                         |            | 2016   |                         |            | 2017   |                         |            | 2018   |                         |            |
|--------------------------|--------|-------------------------|------------|--------|-------------------------|------------|--------|-------------------------|------------|--------|-------------------------|------------|
|                          | Wrote  | Achieved<br>30% & Above | % Achieved | Wrote  | Achieved<br>30% & Above | % Achieved | Wrote  | Achieved<br>30% & Above | % Achieved | Wrote  | Achieved<br>30% & Above | % Achieved |
| Accounting               | 13 362 | 4 480                   | 33.5       | 15 328 | 6 142                   | 40.1       | 14 899 | 4 373                   | 29.4       | 14 261 | 5 121                   | 35.9       |
| Agricultural<br>Sciences | 4 820  | 2 635                   | 54.7       | 6 713  | 3 596                   | 53.6       | 8 135  | 3 276                   | 40.3       | 9 965  | 4 466                   | 44.8       |
| Business Studies         | 16 231 | 8 052                   | 49.6       | 17 942 | 8 016                   | 44.7       | 20 735 | 6 603                   | 31.8       | 23 446 | 7 479                   | 31.9       |
| Economics                | 15 309 | 6 065                   | 39.6       | 17 257 | 6 293                   | 36.5       | 19 650 | 6 938                   | 35.3       | 17 946 | 6 502                   | 36.2       |
| Geography                | 17 541 | 9 026                   | 51.5       | 21 245 | 10 404                  | 49.0       | 25 782 | 10 671                  | 41.4       | 26 866 | 10 556                  | 39.3       |
| History                  | 4 643  | 2 768                   | 59.6       | 5 459  | 3 122                   | 57.2       | 6 195  | 2 767                   | 44.7       | 5 921  | 3 393                   | 57.3       |
| Life Orientation         | 2 480  | 2 430                   | 98.0       | 1 879  | 1 860                   | 99.0       | 1 029  | 1 014                   | 98.5       | 44 351 | 21 226                  | 47.9       |
| Life Sciences            | 32 114 | 17 774                  | 55.3       | 39 008 | 20 092                  | 51.5       | 46 098 | 22 755                  | 49.4       | 910    | 902                     | 99.1       |
| Mathematical<br>Literacy | 19 868 | 10 484                  | 52.8       | 27 575 | 13 083                  | 47.4       | 32 018 | 12 960                  | 40.5       | 53 530 | 21 721                  | 40.6       |
| Mathematics              | 44 376 | 15 695                  | 35.4       | 50 925 | 19 273                  | 37.8       | 54 138 | 18 228                  | 33.7       | 34 097 | 13 487                  | 39.6       |
| Physical<br>Sciences     | 35 219 | 13 726                  | 39.0       | 39 801 | 17 315                  | 43.5       | 41 337 | 15 562                  | 37.6       | 40 639 | 20 241                  | 49.8       |

## 7.7 Performance on progressed learners

**Table 7.7.1: Number wrote and achieved NSC as Progressed Candidates per Province (2018)**

| Provinces       | Progressed Candidates |               |               |             |
|-----------------|-----------------------|---------------|---------------|-------------|
|                 | Entered               | Wrote         | Achieved      | % Achieved  |
| Eastern Cape    | 16 708                | 3 775         | 2 131         | 56.5        |
| Free State      | 6 588                 | 3 466         | 2 260         | 65.2        |
| Gauteng         | 15 692                | 5 594         | 3 935         | 70.3        |
| Kwazulu-Natal   | 36 186                | 5 097         | 3 229         | 63.4        |
| Limpopo         | 24 858                | 6 279         | 3 507         | 55.9        |
| Mpumalanga      | 14 409                | 4 074         | 2 635         | 64.7        |
| North West      | 8 162                 | 2 870         | 1 632         | 56.9        |
| Northern Cape   | 2 647                 | 532           | 214           | 40.2        |
| Western Cape    | 3 384                 | 1 725         | 579           | 33.6        |
| <b>National</b> | <b>128 634</b>        | <b>33 412</b> | <b>20 122</b> | <b>60.2</b> |



20 122 (60.2%) of the progressed learners that wrote all seven subjects obtained the NSC. 2 115 of these learners obtained distinctions, even in gateway subjects.

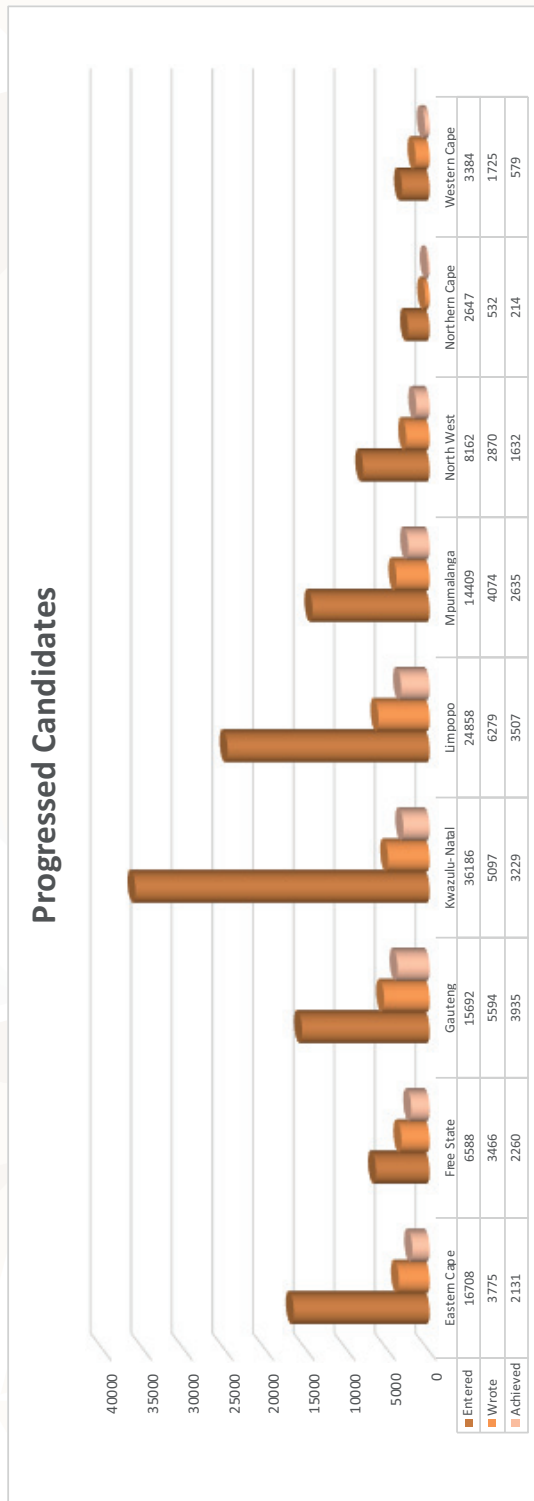


Figure 7.7.1: Number wrote and achieved NSC as Progressed Candidates per Province (2018)

Table 7.7.2: Performance of Progressed and Non Progressed Candidates per Province. 2018

| Provinces     | Total Entered | Progressed |        |          | % Achieved | Non-Progressed |         |          |            |
|---------------|---------------|------------|--------|----------|------------|----------------|---------|----------|------------|
|               |               | Entered    | Wrote  | Achieved |            | Entered        | Wrote   | Achieved | % Achieved |
| Eastern Cape  | 81 842        | 16 708     | 3 775  | 2 131    | 56.5       | 65 134         | 61 958  | 44 262   | 71.4       |
| Free State    | 29 209        | 6 588      | 3 466  | 2 260    | 65.2       | 22 621         | 21 448  | 19 546   | 91.1       |
| Gauteng       | 107 166       | 15 692     | 5 594  | 3 935    | 70.3       | 91 474         | 89 276  | 79 471   | 89.0       |
| Kwazulu-Natal | 151 166       | 36 186     | 5 097  | 3 229    | 63.4       | 114 980        | 111 055 | 85 256   | 76.8       |
| Limpopo       | 96 840        | 24 858     | 6 279  | 3 507    | 55.9       | 71 982         | 70 451  | 49 747   | 70.6       |
| Mpumalanga    | 57 867        | 14 409     | 4 074  | 2 635    | 64.7       | 43 458         | 40 538  | 32 590   | 80.4       |
| North West    | 34 718        | 8 162      | 2 870  | 1 632    | 56.9       | 26 556         | 26 191  | 21 946   | 83.8       |
| Northern Cape | 12 157        | 2 647      | 532    | 214      | 40.2       | 9 510          | 9 377   | 7 050    | 75.2       |
| Western Cape  | 53 768        | 3 384      | 1 725  | 579      | 33.6       | 50 384         | 49 029  | 40 771   | 83.2       |
| National      | 624 733       | 128 634    | 33 412 | 20 122   | 60.2       | 496 099        | 479 323 | 380 639  | 79.4       |



## 7.8 District Performance

Table 7.8.1: District Performance in the National Senior Certificate (2015 to 2018)

### (a) EASTERN CAPE DISTRICTS

| EASTERN CAPE DISTRICTS | 2015          |               |             | 2016          |               |             | 2017          |               |             | 2018          |               |             |
|------------------------|---------------|---------------|-------------|---------------|---------------|-------------|---------------|---------------|-------------|---------------|---------------|-------------|
|                        | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  |
|                        | <b>87 090</b> | <b>49 475</b> | <b>56.8</b> | <b>82 902</b> | <b>49 168</b> | <b>59.3</b> | <b>67 648</b> | <b>43 981</b> | <b>65.0</b> | <b>65 733</b> | <b>46 393</b> | <b>70.6</b> |
| Alfred Nzo East        | 4 078         | 2 178         | 53.4        | 4 816         | 2 654         | 55.1        | 3 674         | 2 294         | 62.4        | 3 511         | 2 524         | 71.9        |
| Alfred Nzo West        | 7 359         | 4 075         | 55.4        | 7 351         | 4 551         | 61.9        | 6 125         | 4 125         | 67.3        | 6 151         | 4 475         | 72.8        |
| Amathole East          | 9 186         | 4 906         | 53.4        | 9 016         | 4 726         | 52.4        | 7 533         | 4 274         | 56.7        | 7 062         | 4 852         | 68.7        |
| Amathole West          | 7 805         | 4 412         | 56.5        | 7 761         | 4 446         | 57.3        | 4 049         | 2 172         | 53.6        | 3 634         | 2 020         | 55.6        |
| Baفالو City            | 7 470         | 4 619         | 61.8        | 6 807         | 4 547         | 66.8        | 7 830         | 5 186         | 66.2        | 7 843         | 5 729         | 73.0        |
| Chris Hani East        | 4 505         | 2 424         | 53.8        | 4 689         | 2 508         | 53.5        | 4 262         | 2 649         | 62.2        | 3 845         | 2 700         | 70.2        |
| Chris Hani West        | 6 072         | 3 392         | 55.9        | 5 193         | 3 207         | 61.8        | 4 526         | 3 073         | 67.9        | 4 294         | 2 966         | 69.1        |
| Joe Gqabi              | 5 221         | 2 735         | 52.4        | 3 718         | 2 344         | 63.0        | 3 075         | 2 061         | 67.0        | 3 174         | 2 138         | 67.4        |
| Nelson Mandela Metro   | 3 459         | 2 387         | 69.0        | 3 232         | 2 467         | 76.3        | 8 534         | 6 195         | 72.6        | 8 152         | 6 205         | 76.1        |
| OR Tambo Coastal       | 10 795        | 5 190         | 48.1        | 11 424        | 5 334         | 46.7        | 7 981         | 4 923         | 61.7        | 7 680         | 5 344         | 69.6        |
| OR Tambo Inland        | 9 731         | 5 745         | 59.0        | 8 560         | 5 663         | 66.2        | 7 560         | 5 234         | 69.2        | 7 829         | 5 571         | 71.2        |
| Sara Baartman          | 11 409        | 7 412         | 65.0        | 10 335        | 6 721         | 65.0        | 2 499         | 1 795         | 71.8        | 2 558         | 1 869         | 73.1        |

### (b) FREE STATE DISTRICTS

| FREE STATE DISTRICTS | 2015          |               |             | 2016          |               |             | 2017          |               |             | 2018          |               |             |
|----------------------|---------------|---------------|-------------|---------------|---------------|-------------|---------------|---------------|-------------|---------------|---------------|-------------|
|                      | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  |
|                      | <b>31 161</b> | <b>25 416</b> | <b>81.6</b> | <b>26 786</b> | <b>23 629</b> | <b>88.2</b> | <b>25 130</b> | <b>21 631</b> | <b>86.1</b> | <b>24 914</b> | <b>21 806</b> | <b>87.5</b> |
| Fezile Dabi          | 4 957         | 4 271         | 86.2        | 4 660         | 4 277         | 91.8        | 3 990         | 3 598         | 90.2        | 4 116         | 3 799         | 92.3        |
| Lejweleputswa        | 6 307         | 5 210         | 82.6        | 5 462         | 4 711         | 86.3        | 5 037         | 4 258         | 84.5        | 5 039         | 4 294         | 85.2        |
| Motheo               | 10 862        | 8 147         | 75.0        | 8 613         | 7 378         | 85.7        | 8 676         | 7 153         | 82.4        | 8 353         | 7 108         | 85.1        |
| Thabo Mofutsanyana   | 7 907         | 6 904         | 87.3        | 7 104         | 6 392         | 90.0        | 6 541         | 5 889         | 90.0        | 6 481         | 5 833         | 90.0        |
| Xhariep              | 1 128         | 884           | 78.4        | 947           | 871           | 92.0        | 886           | 733           | 82.7        | 925           | 772           | 83.5        |

### (c) GAUTENG DISTRICTS

| GAUTENG DISTRICTS    | 2015           |               |             | 2016           |               |             | 2017          |               |             | 2018          |               |             |
|----------------------|----------------|---------------|-------------|----------------|---------------|-------------|---------------|---------------|-------------|---------------|---------------|-------------|
|                      | Wrote          | Achieved      | % Achieved  | Wrote          | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  |
|                      | <b>108 442</b> | <b>91 327</b> | <b>84.2</b> | <b>103 829</b> | <b>88 381</b> | <b>85.1</b> | <b>97 284</b> | <b>82 826</b> | <b>85.1</b> | <b>94 870</b> | <b>83 406</b> | <b>87.9</b> |
| Ekurhuleni North     | 9 731          | 8 447         | 86.8        | 9 820          | 8 549         | 87.1        | 8 712         | 7 758         | 89.0        | 8 930         | 7 926         | 88.8        |
| Ekurhuleni South     | 11 237         | 9 337         | 83.1        | 10 290         | 8 893         | 86.4        | 10 480        | 8 458         | 80.7        | 9 634         | 8 333         | 86.5        |
| Gauteng East         | 7 958          | 6 518         | 81.9        | 7 658          | 6 110         | 79.8        | 7 005         | 5 806         | 82.9        | 6 465         | 5 554         | 85.9        |
| Gauteng North        | 2 129          | 1 800         | 84.5        | 2 304          | 1 822         | 79.1        | 1 913         | 1 442         | 75.4        | 1 541         | 1 343         | 87.2        |
| Gauteng West         | 7 169          | 6 463         | 90.2        | 7 204          | 6 571         | 91.2        | 6 577         | 5 830         | 88.6        | 6 399         | 5 700         | 89.1        |
| Johannesburg Central | 9 195          | 7 087         | 77.1        | 7 464          | 6 241         | 83.6        | 7 740         | 6 194         | 80.0        | 7 625         | 6 201         | 81.3        |
| Johannesburg East    | 7 913          | 6 638         | 83.9        | 6 802          | 5 918         | 87.0        | 6 838         | 6 003         | 87.8        | 7 033         | 6 353         | 90.3        |
| Johannesburg North   | 7 414          | 6 213         | 83.8        | 7 007          | 6 012         | 85.8        | 6 878         | 5 777         | 84.0        | 6 665         | 5 907         | 88.6        |
| Johannesburg South   | 6 424          | 5 629         | 87.6        | 6 876          | 5 906         | 85.9        | 6 461         | 5 448         | 84.3        | 6 132         | 5 250         | 85.6        |
| Johannesburg West    | 5 154          | 4 466         | 86.7        | 4 871          | 4 233         | 86.9        | 4 596         | 4 072         | 88.6        | 4 730         | 4 264         | 90.1        |
| Sedibeng East        | 2 848          | 2 575         | 90.4        | 2 899          | 2 493         | 86.0        | 2 543         | 2 234         | 87.8        | 2 377         | 2 144         | 90.2        |
| Sedibeng West        | 5 748          | 4 721         | 82.1        | 5 916          | 4 847         | 81.9        | 5 727         | 4 692         | 81.9        | 4 940         | 4 374         | 88.5        |
| Tshwane North        | 6 959          | 5 657         | 81.3        | 6 454          | 5 439         | 84.3        | 5 491         | 4 883         | 88.9        | 6 223         | 5 574         | 89.6        |
| Tshwane South        | 10 862         | 9 433         | 86.8        | 10 675         | 9 234         | 86.5        | 9 669         | 8 683         | 89.8        | 9 626         | 8 830         | 91.7        |
| Tshwane West         | 7 701          | 6 343         | 82.4        | 7 589          | 6 113         | 80.6        | 6 654         | 5 546         | 83.3        | 6 550         | 5 653         | 86.3        |



#### (d) KWAZULU-NATAL DISTRICTS

| KWAZULU-NATAL DISTRICTS | 2015           |               |             | 2016           |               |             | 2017           |               |             | 2018           |               |             |
|-------------------------|----------------|---------------|-------------|----------------|---------------|-------------|----------------|---------------|-------------|----------------|---------------|-------------|
|                         | Wrote          | Achieved      | % Achieved  | Wrote          | Achieved      | % Achieved  | Wrote          | Achieved      | % Achieved  | Wrote          | Achieved      | % Achieved  |
|                         | <b>162 658</b> | <b>98 761</b> | <b>60.7</b> | <b>147 648</b> | <b>98 032</b> | <b>66.4</b> | <b>124 317</b> | <b>90 589</b> | <b>72.9</b> | <b>116 152</b> | <b>88 485</b> | <b>76.2</b> |
| Amajuba                 | 9 217          | 5 415         | 58.8        | 6 627          | 5 119         | 77.2        | 5 848          | 4 708         | 80.5        | 5 846          | 4 779         | 81.7        |
| Harry Gwala             | 6 985          | 4 380         | 62.7        | 6 759          | 4 323         | 64.0        | 5 761          | 3 850         | 66.8        | 4 956          | 3 566         | 72.0        |
| Ilembe                  | 9 141          | 4 747         | 51.9        | 9 292          | 4 870         | 52.4        | 7 121          | 4 622         | 64.9        | 6 282          | 4 469         | 71.1        |
| King Cetshwayo          | 18 360         | 10 023        | 54.6        | 17 172         | 10 893        | 63.4        | 14 439         | 10 344        | 71.6        | 13 722         | 10 141        | 73.9        |
| Pinetown                | 20 098         | 12 993        | 64.6        | 19 057         | 12 650        | 66.4        | 15 391         | 11 621        | 75.5        | 14 408         | 11 158        | 77.4        |
| Ugu                     | 11 910         | 7 177         | 60.3        | 10 487         | 6 859         | 65.4        | 8 611          | 6 293         | 73.1        | 7 352          | 5 857         | 79.7        |
| Umgungundlovu           | 13 218         | 8 986         | 68.0        | 11 958         | 9 129         | 76.3        | 9 388          | 7 652         | 81.5        | 9 999          | 7 757         | 77.6        |
| Umkhanyakude            | 14 054         | 8 810         | 62.7        | 12 783         | 8 844         | 69.2        | 11 452         | 8 819         | 77.0        | 11 255         | 8 799         | 78.2        |
| Umlazi                  | 21 648         | 15 726        | 72.6        | 20 400         | 15 186        | 74.4        | 18 768         | 14 167        | 75.5        | 17 640         | 13 562        | 76.9        |
| Umkhanyathi             | 10 047         | 4 679         | 46.6        | 7 975          | 4 627         | 58.0        | 6 870          | 4 466         | 65.0        | 6 016          | 4 400         | 73.1        |
| Uthukela                | 11 095         | 6 778         | 61.1        | 9 816          | 6 650         | 67.7        | 8 088          | 5 892         | 72.8        | 7 434          | 5 698         | 76.6        |
| Zululand                | 16 885         | 9 047         | 53.6        | 15 322         | 8 882         | 58.0        | 12 580         | 8 155         | 64.8        | 11 242         | 8 299         | 73.8        |

#### (e) LIMPOPO DISTRICTS

| LIMPOPO DISTRICTS | 2015          |               |             | 2016           |               |             | 2017          |               |             | 2018          |               |             |
|-------------------|---------------|---------------|-------------|----------------|---------------|-------------|---------------|---------------|-------------|---------------|---------------|-------------|
|                   | Wrote         | Achieved      | % Achieved  | Wrote          | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  |
|                   | <b>99 826</b> | <b>66 014</b> | <b>66.1</b> | <b>100 323</b> | <b>62 962</b> | <b>62.8</b> | <b>82 390</b> | <b>54 258</b> | <b>65.9</b> | <b>76 730</b> | <b>53 254</b> | <b>69.4</b> |
| Capricorn 2       | 10 347        | 6 549         | 63.3        | 11 495         | 6 686         | 58.2        | 9 566         | 5 550         | 58.0        | 8 583         | 5 446         | 63.5        |
| Lebowakgomo       | 14 142        | 9 881         | 69.9        | 15 552         | 9 828         | 63.2        | 13 878        | 8 460         | 61.0        | 11 672        | 7 959         | 68.2        |
| Mogalakwena       | 5 661         | 3 328         | 58.8        | 4 647          | 3 092         | 66.5        | 3 826         | 2 587         | 67.6        | 3 559         | 2 550         | 71.6        |
| Mopani 2          | 9 417         | 7 084         | 75.2        | 9 947          | 6 701         | 67.4        | 9 201         | 6 261         | 68.0        | 9 297         | 6 375         | 68.6        |
| Riba Cross        | 9 959         | 5 197         | 52.2        | 10 412         | 5 109         | 49.1        | 7 716         | 4 122         | 53.4        | 7 517         | 4 510         | 60.0        |
| Sekhukhune 2      | 11 004        | 6 360         | 57.8        | 11 432         | 6 345         | 55.5        | 8 794         | 5 415         | 61.6        | 7 891         | 5 273         | 66.8        |
| Tzaneen           | 9 497         | 5 961         | 62.8        | 8 708          | 5 568         | 63.9        | 7 533         | 5 100         | 67.7        | 7 980         | 5 142         | 64.4        |
| Vhembe East       | 15 371        | 11 568        | 75.3        | 14 625         | 10 218        | 69.9        | 11 572        | 9 070         | 78.4        | 10 590        | 8 484         | 80.1        |
| Vhembe West       | 10 743        | 7 986         | 74.3        | 10 569         | 7 550         | 71.4        | 8 151         | 6 110         | 75.0        | 7 406         | 5 880         | 79.4        |
| Waterberg 2       | 3 685         | 2 100         | 57.0        | 2 936          | 1 865         | 63.5        | 2 153         | 1 583         | 73.5        | 2 235         | 1 635         | 73.2        |

## (f) MPUMALANGA DISTRICTS

| MPUMALANGA DISTRICTS | 2015          |               |             | 2016          |               |             | 2017          |               |             | 2018          |               |             |
|----------------------|---------------|---------------|-------------|---------------|---------------|-------------|---------------|---------------|-------------|---------------|---------------|-------------|
|                      | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  |
|                      | <b>54 980</b> | <b>43 229</b> | <b>78.6</b> | <b>54 251</b> | <b>41 801</b> | <b>77.1</b> | <b>48 483</b> | <b>36 273</b> | <b>74.8</b> | <b>44 612</b> | <b>35 225</b> | <b>79.0</b> |
| Bohlabela            | 11 341        | 8 700         | 76.7        | 12 454        | 9 009         | 72.3        | 11 709        | 8 477         | 72.4        | 11 140        | 8 570         | 76.9        |
| Ehlanzeni            | 16 203        | 13 349        | 82.4        | 15 814        | 12 568        | 79.5        | 13 622        | 10 465        | 76.8        | 11 887        | 9 784         | 82.3        |
| Gert Sibande         | 13 555        | 9 844         | 72.6        | 11 934        | 9 057         | 75.9        | 10 736        | 8 211         | 76.5        | 10 201        | 7 908         | 77.5        |
| Nkangala             | 13 881        | 11 336        | 81.7        | 14 049        | 11 167        | 79.5        | 12 416        | 9 120         | 73.5        | 11 384        | 8 963         | 78.7        |

## (g) NORTH WEST DISTRICTS

| NORTH WEST DISTRICTS | 2015          |               |             | 2016          |               |             | 2017          |               |             | 2018          |               |             |
|----------------------|---------------|---------------|-------------|---------------|---------------|-------------|---------------|---------------|-------------|---------------|---------------|-------------|
|                      | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  | Wrote         | Achieved      | % Achieved  |
|                      | <b>33 286</b> | <b>27 118</b> | <b>81.5</b> | <b>32 045</b> | <b>26 448</b> | <b>82.5</b> | <b>30 792</b> | <b>24 462</b> | <b>79.4</b> | <b>29 061</b> | <b>23 578</b> | <b>81.1</b> |
| Bojanala Platinum    | 12 364        | 10 541        | 85.3        | 12 496        | 10 493        | 84.0        | 12 410        | 10 132        | 81.6        | 12 411        | 10 439        | 84.1        |
| Dr. K. Kaunda        | 6 523         | 5 388         | 82.6        | 6 132         | 5 041         | 82.2        | 6 443         | 4 976         | 77.2        | 5 393         | 4 390         | 81.4        |
| Dr. R.S. Mompoti     | 5 800         | 4 490         | 77.4        | 6 136         | 4 672         | 76.1        | 5 413         | 3 970         | 73.3        | 3 999         | 2 924         | 73.1        |
| Ngaka M. Molema      | 8 599         | 6 699         | 77.9        | 7 281         | 6 242         | 85.7        | 6 526         | 5 384         | 82.5        | 7 258         | 5 825         | 80.3        |

## (h) NORTHERN CAPE DISTRICTS

| NORTHERN CAPE DISTRICTS | 2015          |              |             | 2016          |              |             | 2017         |              |             | 2018         |              |             |
|-------------------------|---------------|--------------|-------------|---------------|--------------|-------------|--------------|--------------|-------------|--------------|--------------|-------------|
|                         | Wrote         | Achieved     | % Achieved  | Wrote         | Achieved     | % Achieved  | Wrote        | Achieved     | % Achieved  | Wrote        | Achieved     | % Achieved  |
|                         | <b>11 623</b> | <b>8 064</b> | <b>69.4</b> | <b>10 041</b> | <b>7 902</b> | <b>78.7</b> | <b>8 735</b> | <b>6 608</b> | <b>75.6</b> | <b>9 909</b> | <b>7 264</b> | <b>73.3</b> |
| Frances Baard           | 4 452         | 3 043        | 68.4        | 3 690         | 2 893        | 78.4        | 3 278        | 2 476        | 75.5        | 3 782        | 2 700        | 71.4        |
| John Taolo Gaetsewe     | 2 376         | 1 473        | 62.0        | 2 096         | 1 477        | 70.5        | 1 788        | 1 276        | 71.4        | 1 910        | 1 399        | 73.2        |
| Namaqua                 | 1 008         | 771          | 76.5        | 884           | 804          | 91.0        | 733          | 608          | 82.9        | 833          | 697          | 83.7        |
| Pixley Ka Seme          | 1 550         | 1 171        | 75.5        | 1 254         | 1 040        | 82.9        | 1 106        | 820          | 74.1        | 1 314        | 923          | 70.2        |
| Z F Mgcawu              | 2 237         | 1 606        | 71.8        | 2 117         | 1 688        | 79.7        | 1 830        | 1 428        | 78.0        | 2 070        | 1 545        | 74.6        |





## (i) WESTERN CAPE DISTRICTS

| WESTERN CAPE DISTRICTS | 2015   |          |            |  | 2016   |          |            |  | 2017   |          |            |  | 2018   |          |            |  |
|------------------------|--------|----------|------------|--|--------|----------|------------|--|--------|----------|------------|--|--------|----------|------------|--|
|                        | Wrote  | Achieved | % Achieved |  | Wrote  | Achieved | % Achieved |  | Wrote  | Achieved | % Achieved |  | Wrote  | Achieved | % Achieved |  |
| Cape Winelands         | 53 721 | 45 489   | 84.7       |  | 50 869 | 43 716   | 85.9       |  | 48 867 | 40 440   | 82.8       |  | 50 754 | 41 350   | 81.5       |  |
| Eden & Central Karoo   | 8 070  | 6 743    | 83.6       |  | 7 562  | 6 405    | 84.7       |  | 6 955  | 5 729    | 82.4       |  | 7 570  | 6 109    | 80.7       |  |
| Metro Central          | 5 871  | 5 001    | 85.2       |  | 5 478  | 4 644    | 84.8       |  | 4 964  | 4 058    | 81.7       |  | 5 524  | 4 479    | 81.1       |  |
| Metro East             | 8 639  | 7 566    | 87.6       |  | 7 978  | 7 026    | 88.1       |  | 8 101  | 6 812    | 84.1       |  | 7 869  | 6 682    | 84.9       |  |
| Metro North            | 8 299  | 6 684    | 80.5       |  | 9 268  | 7 659    | 82.6       |  | 8 748  | 6 798    | 77.7       |  | 9 052  | 6 917    | 76.4       |  |
| Metro South            | 10 063 | 8 501    | 84.5       |  | 8 057  | 7 118    | 88.3       |  | 7 784  | 6 679    | 85.8       |  | 7 830  | 6 663    | 85.1       |  |
| Overberg               | 8 605  | 7 267    | 84.5       |  | 8 334  | 7 108    | 85.3       |  | 8 199  | 6 796    | 82.9       |  | 8 616  | 6 972    | 80.9       |  |
| West coast             | 1 862  | 1 671    | 89.7       |  | 1 698  | 1 574    | 92.7       |  | 1 769  | 1 552    | 87.7       |  | 1 899  | 1 565    | 82.4       |  |
|                        | 2 312  | 2 056    | 88.9       |  | 2 494  | 2 182    | 87.5       |  | 2 347  | 2 016    | 85.9       |  | 2 394  | 1 963    | 82.0       |  |

**Table 7.8.2: Summary of District Performance 2017 and 2018**

| Province      | 2017                      |           |              |              |              |               | 2018                      |           |              |              |              |               |
|---------------|---------------------------|-----------|--------------|--------------|--------------|---------------|---------------------------|-----------|--------------|--------------|--------------|---------------|
|               | Total Number of Districts | Below 50% | 50% to 59.9% | 60% to 69.9% | 70% to 79.9% | 80% and above | Total Number of Districts | Below 50% | 50% to 59.9% | 60% to 69.9% | 70% to 79.9% | 80% and above |
| Eastern Cape  | 12                        | 0         | 2            | 8            | 2            | 0             | 12                        | 0         | 1            | 4            | 7            | 0             |
| Free State    | 5                         | 0         | 0            | 0            | 0            | 5             | 5                         | 0         | 0            | 0            | 0            | 5             |
| Gauteng       | 15                        | 0         | 0            | 0            | 1            | 14            | 15                        | 0         | 0            | 0            | 0            | 15            |
| KwaZulu-Natal | 12                        | 0         | 0            | 4            | 6            | 2             | 12                        | 0         | 0            | 0            | 11           | 1             |
| Limpopo       | 5                         | 0         | 2            | 2            | 1            | 0             | 10                        | 0         | 0            | 6            | 3            | 1             |
| Mpumalanga    | 4                         | 0         | 0            | 0            | 4            | 0             | 4                         | 0         | 0            | 0            | 3            | 1             |
| North West    | 4                         | 0         | 0            | 0            | 2            | 2             | 4                         | 0         | 0            | 0            | 1            | 3             |
| Northern Cape | 5                         | 0         | 0            | 0            | 4            | 1             | 5                         | 0         | 0            | 0            | 4            | 1             |
| Western Cape  | 8                         | 0         | 0            | 0            | 1            | 7             | 8                         | 0         | 0            | 0            | 1            | 7             |
| <b>Total</b>  | <b>70</b>                 | <b>0</b>  | <b>4</b>     | <b>14</b>    | <b>21</b>    | <b>31</b>     | <b>75</b>                 | <b>0</b>  | <b>1</b>     | <b>10</b>    | <b>30</b>    | <b>34</b>     |

In 2017, the number of education districts was increased from 70 to 75 and all of them had an achievement rate above 50%. Thirty four (34) of the 75 districts had achievement rates above 80%. The top performing districts above 90% are indicated in Table 7.83.

**Table 7.8.3: Top Performing Districts above 90%**

| Province   | District Names     | % Achieved  |
|------------|--------------------|-------------|
| Free State | Fezile Dabi        | <b>92.3</b> |
| Gauteng    | Tshwane South      | <b>91.7</b> |
| Gauteng    | Johannesburg East  | <b>90.3</b> |
| Gauteng    | Sedibeng East      | <b>90.2</b> |
| Gauteng    | Johannesburg West  | <b>90.1</b> |
| Free State | Thabo Mofutsanyana | <b>90.0</b> |

## 7.9 Key Gains

**Table 7.9.1: Bachelors Passes from 2013 to 2018**

| Year        | Total Number Wrote | Bachelor       |             |
|-------------|--------------------|----------------|-------------|
|             |                    | Achieved       | % Achieved  |
| 2013        | 562 112            | 171 755        | 30.5        |
| 2014        | 532 860            | 150 752        | 28.3        |
| 2015        | 644 536            | 166 263        | 25.7        |
| 2016        | 610 178            | 162 374        | 26.6        |
| 2017        | 534 484            | 153 610        | 28.7        |
| <b>2018</b> | <b>512 735</b>     | <b>172 043</b> | <b>33.5</b> |

In the last three years, we are starting to see an improvement in the quality of passes as depicted in the steady gains in terms of Bachelors passes. The statistics show a phenomenal increase of 18 433 from 2017 to 2018.

This implies that these are the most learners the sector has seen who will be able to access higher education which will have a positive impact on poverty alleviation and unemployment in the country.



**Table 7.9.2: Candidates' performance in Mathematics by province and level of achievement, 2016 to 2018 (@ 50%)**

| Mathematics   |             |         |         |                                 |        |        |                             |      |      |
|---------------|-------------|---------|---------|---------------------------------|--------|--------|-----------------------------|------|------|
| Province      | Total Wrote |         |         | Total achieved at 50% and above |        |        | % achieved at 50% and above |      |      |
|               | 2016        | 2017    | 2018    | 2016                            | 2017   | 2018   | 2016                        | 2017 | 2018 |
| Eastern Cape  | 39 628      | 35 994  | 36 449  | 5 079                           | 5 548  | 4 948  | 12.8                        | 15.4 | 13.6 |
| Free State    | 10 366      | 10 134  | 9 722   | 3 246                           | 3 177  | 2 792  | 31.3                        | 31.3 | 28.7 |
| Gauteng       | 38 639      | 36 937  | 35 279  | 13 119                          | 12 325 | 11 635 | 34.0                        | 33.4 | 33.0 |
| KwaZulu-Natal | 81 323      | 68 463  | 61 686  | 11 197                          | 11 447 | 10 850 | 13.8                        | 16.7 | 17.6 |
| Limpopo       | 43 589      | 40 723  | 39 216  | 8 606                           | 7 629  | 7 006  | 19.7                        | 18.7 | 17.9 |
| Mpumalanga    | 23 316      | 24 327  | 24 207  | 4 880                           | 4 583  | 4 450  | 20.9                        | 18.8 | 18.4 |
| North West    | 10 596      | 10 232  | 9 083   | 2 639                           | 2 468  | 2 231  | 24.9                        | 24.1 | 24.6 |
| Northern Cape | 2 789       | 2 796   | 2 798   | 736                             | 692    | 613    | 26.4                        | 24.7 | 21.9 |
| Western Cape  | 15 564      | 15 497  | 15 418  | 7 053                           | 6 490  | 6 176  | 45.3                        | 41.9 | 40.1 |
| National      | 265 810     | 245 103 | 233 858 | 56 555                          | 54 359 | 50 701 | 21.3                        | 22.2 | 21.7 |

There is a gradual decrease in the enrolments from 2016 as well as a slight decrease in performance of 0.5% which could be attributed to the introduction of Technical Maths.

All provinces except KZN and NW registered decreases in performance.

**Table 7.9.3: Candidates' performance in Physical Science by province and level of achievement, 2016 to 2018 (@ 50%)**

| Physical Science |             |         |         |                                 |        |        |                             |      |      |
|------------------|-------------|---------|---------|---------------------------------|--------|--------|-----------------------------|------|------|
| Province         | Total Wrote |         |         | Total achieved at 50% and above |        |        | % achieved at 50% and above |      |      |
|                  | 2016        | 2017    | 2018    | 2016                            | 2017   | 2018   | 2016                        | 2017 | 2018 |
| Eastern Cape     | 27 574      | 24 805  | 24 939  | 4 403                           | 4 944  | 5 382  | 16.0                        | 19.9 | 21.6 |
| Free State       | 8 436       | 8 031   | 7 876   | 2 680                           | 2 767  | 2 669  | 31.8                        | 34.5 | 33.9 |
| Gauteng          | 32 001      | 29 178  | 26 763  | 10 025                          | 9 973  | 11 037 | 31.3                        | 34.2 | 41.2 |
| KwaZulu-Natal    | 48 394      | 43 005  | 40 643  | 10 733                          | 11 491 | 11 901 | 22.2                        | 26.7 | 29.3 |
| Limpopo          | 34 969      | 33 584  | 31 717  | 7 812                           | 7 304  | 7 875  | 22.3                        | 21.7 | 24.8 |
| Mpumalanga       | 18 917      | 19 306  | 20 387  | 4 535                           | 4 502  | 5 256  | 24.0                        | 23.3 | 25.8 |
| North West       | 8 605       | 8 451   | 7 348   | 2 192                           | 2 048  | 2 130  | 25.5                        | 24.2 | 29.0 |
| Northern Cape    | 2 558       | 2 344   | 2 259   | 543                             | 523    | 598    | 21.2                        | 22.3 | 26.5 |
| Western Cape     | 11 164      | 10 857  | 10 387  | 4 663                           | 4 708  | 4 618  | 41.8                        | 43.4 | 44.5 |
| National         | 192 618     | 179 561 | 172 319 | 47 586                          | 48 260 | 51 466 | 24.7                        | 26.9 | 29.9 |

Although there has been a decrease in the number of enrolments for Physical science, which may be attributed to the introduction of the new Technical Science, the actual number of passes has increased from 2016 year on year to 2018, with a substantial increase of 3% (3 206 learners) from 2017 to 2018. Eight of the nine provinces have increased their passes except for Free State.

**Table 7.9.4: New Technical Subjects**

| Subjects  | 2018   |                         |            |
|---|--------|-------------------------|------------|
|   | Wrote  | Achieved at 30% & above | % Achieved |
| Civil Technology (Civil Services)               | 795    | 739                     | 93.0       |
| Civil Technology (Construction)                 | 4 350  | 4 288                   | 98.6       |
| Civil Technology (Woodworking)                  | 2 606  | 2 574                   | 98.8       |
| Electrical Technology (Digital Systems)         | 407    | 379                     | 93.1       |
| Electrical Technology (Electronics)             | 1 077  | 990                     | 91.9       |
| Electrical Technology (Power Systems)           | 5 228  | 4 806                   | 91.9       |
| Mechanical Technology (Automotive)              | 2 986  | 2 814                   | 94.2       |
| Mechanical Technology (Fitting and Machining)   | 2 088  | 1 992                   | 95.4       |
| Mechanical Technology (Welding and Metal Works) | 1 934  | 1 835                   | 94.9       |
| Technical Mathematics                           | 10 025 | 5 078                   | 50.7       |
| Technical Sciences                              | 10 503 | 9 204                   | 87.6       |

These subjects were introduced in 2018 and although the enrolments are low we have made substantial gains in terms of performance with 10 subjects achieving over 90%, 1 subject at 87.6% and only Technical Mathematics achieving below 80%.

## 8. The Diagnostic Report and its Utilisation

The aim of the Diagnostic Report is to give teachers, subject advisors, curriculum planners and social partners, insight into learners' performance in the ten (10) key subjects, English First Additional Language and the twelve (12) official home languages currently offered in the NSC examinations. A central purpose of the diagnostic report is to serve as a catalyst to improve the quality of teaching and learning through reflection and remediation at all levels of the system. The data and analyses prepared, post the writing of the 2018 NSC examinations have been used to identify strengths and weaknesses in candidates' knowledge and skills.

**In the 2018 Report, there are two parts. In Part 1, a detailed per-question analysis of learners' responses is given for each of the 10 high enrolment subjects: Accounting, Agricultural Sciences, Business Studies, Economics, Geography, History, Life Sciences, Mathematics, Mathematical Literacy and Physical Sciences. In Part 2, a detailed per-question analysis of learners' responses is given for English First Additional Language and a detailed qualitative analysis of learners' responses to questions is given for each of the home languages.**

Analyses show the weaknesses in learners' responses in the different subjects. An analysis of the misconceptions or error patterns uncovered in the learners' responses can inform instructional practice. In response to weaknesses identified, the report further suggests remedial measures that should be adopted at school level, allowing teachers to identify the problem areas hindering effective teaching and learning, identifying the knowledge gaps and refining teaching strategies accordingly, and considering information or approaches that can be integrated into teaching reform and academic improvement plans in the new academic year.

Teachers are encouraged to conduct and integrate the diagnostic analysis into their everyday teaching and assessment, so that the performance of learners in classroom-based tests and designated school-based assessment tasks are also analysed and the outcomes utilised to inform remediation.





## 9. Conclusion

As we celebrate 25 years of democracy in South Africa, we have valued this societal freedom and remain driven by the Nelson Mandela values of creating better life opportunities for all.

Notwithstanding the systemic gains of the 2018 NSC, we acknowledge that, while we have made good progress in our journey towards a democratic South Africa and its basic education system we desire, we are still striving for the foundational skills of reading, writing and counting (arithmetic), as well as having the basic necessities in place for quality teaching and learning to take place, especially in the early Grades. At the basic education level, the modernisation of the classroom has become a phenomenon of the global society. Teaching approaches are beginning to change in all countries, especially leading countries in education, such as Finland and Singapore.

**The upward trends observed in the results of the Class of 2018 point towards a re-orienting of South African education system towards addressing historical low learning traps that have constrained high academic success in previous NSC cycles. Of significant importance is the observed gains in traditional rural provinces and among quintile 1-3 no-fee paying schools that have surpassed previous highs. However, noting that the education enterprise is a highly complex activity where the outcome is based on a multiplicity of factors, and improved results can only be cautiously attributed to linear processes, we receive the 2018 NSC examination results, as one of the key barometers to pronounce current success.**

In the next Medium Term Expenditure Framework, critical leverage will be placed on working harder and establishing greater system efficiencies in the first five years of schooling, building a comprehensive strategy that matches the international standards prescribed as minimum benchmarks for reading comprehension, mathematics and science, and further improving the access and quality of special needs and inclusive education. Notwithstanding systemic progress in the sector, we have to find effective teacher development strategies to improve the basic and applied skills of learners in reading with understanding, solving routine and complex mathematics problems and applying scientific concepts. Monitoring system progress will also be strengthened through two new initiatives. In 2019, we will release the results of South Africa's first participation in the Teaching and Learning International Study (TALIS), which articulates the teachers' perspective on their conditions of service and system support. In 2020, we will release the results of the new Systemic Evaluation study, a re-designed and more comprehensive replacement of the Annual National Assessment.

The 2018 National Senior Certificate Examination Report provides a comprehensive account with conclusive data for education planners, institutional role players and decision makers in the sector to improve the quality of basic education, and maintain the upward trajectory of the system going into 2019.

At the rise of a new dawn in our democratic journey, we are a country at work and South African youth are in a far better place today than they were pre-1994.



## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. In the top-left corner, there is a large, light beige triangular shape. In the bottom-right corner, there are several overlapping, semi-transparent geometric shapes in shades of beige and light blue, creating a modern, abstract design. The overall appearance is clean and professional, suitable for writing or drawing.













Published by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

ISBN: 978-1-4315-3270-4

© Department of Basic Education

**Website**

[www.education.gov.za](http://www.education.gov.za)

**Facebook**

[www.facebook.com/BasicEd](https://www.facebook.com/BasicEd)

**Twitter**

[www.twitter.com/dbe\\_sa](https://www.twitter.com/dbe_sa)