

PORTFOLIO COMMITTEE MEETING

PROGRESS REPORT ON THE STATE OF READINESS FOR THE 2019 NSC EXAMINATIONS

10 OCTOBER 2019



PRESENTATION OUTLINE

1. Purpose
2. Introduction
3. Size and Shape of the Sector
4. The Assessment of the State of Readiness by the Director-General
5. Part A: **Learner Readiness**
6. Part B: **System Readiness**
7. Conclusion
8. Recommendation

PURPOSE OF THE PRESENTATION

To present to the **Portfolio Committee** on Basic Education a report on the **Learner and System Readiness** for the **2019 National Senior Certificate Examinations**.

NATIONAL DEVELOPMENT PLAN

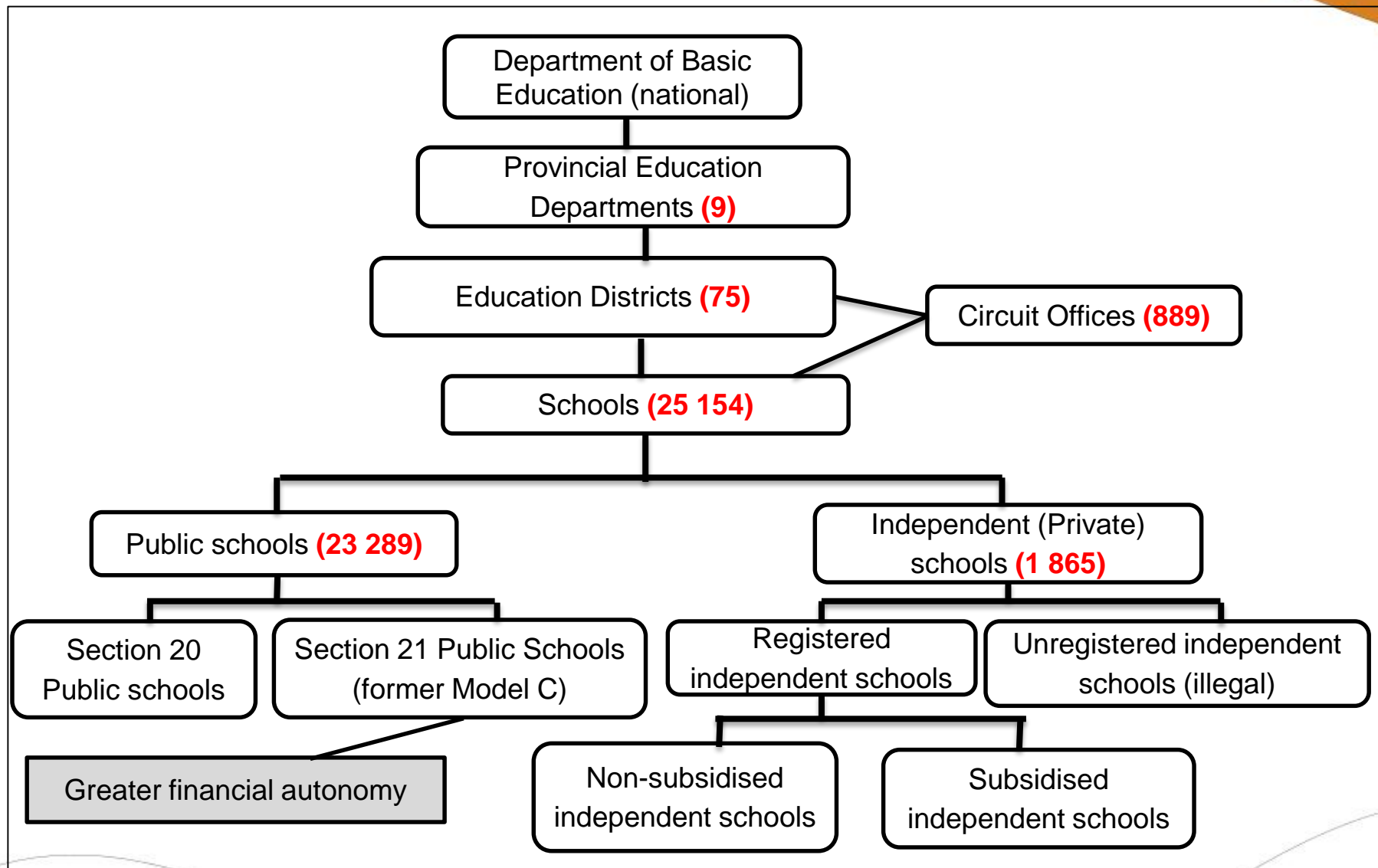
*“By 2030, South Africans should have **access** to education and training of the **highest quality**, leading to **significantly** improved learning **outcomes**. The performance of South African learners in **international** standardised tests should be **comparable** to the performance of learners from countries at a **similar** level of development and with similar levels of access.”*

National Planning Commission: National Development Plan, November 2011)

SIZE & SHAPE OF THE BASIC EDUCATION SECTOR



BASIC EDUCATION SECTOR



NUMBER OF LEARNERS, EDUCATORS AND SCHOOLS IN THE ORDINARY SCHOOL SECTOR BY PROVINCE IN 2018

Province	Public			Independent			Public and Independent					
	Learners	Educators	Schools	Learners	Educators	Schools	Learners	As % of National Total	Educators	As % of National Total	Schools	As % of National Total
Eastern Cape	1 775 602	59 324	5 210	65 178	3 289	199	1 840 780	14.4	62 613	14.3	5 409	21.5
Free State	688 976	22 640	1 117	18 190	1 101	70	707 166	5.5	23 741	5.4	1 187	4.7
Gauteng	2 109 890	69 180	2 077	292 686	20 062	759	2 402 576	18.7	89 242	20.4	2 836	11.3
KwaZulu-Natal	2 773 823	90 288	5 849	47 398	3 590	189	2 821 221	22.0	93 878	21.5	6 038	24.0
Limpopo	1 659 635	51 640	3 843	65 156	3 089	163	1 724 791	13.5	54 729	12.5	4 006	15.9
Mpumalanga	1 026 151	33 681	1 751	19 821	1 144	112	1 045 972	8.2	34 825	8.0	1 863	7.4
Northern Cape	291 461	10 227	545	3 878	376	37	295 339	2.3	10 603	2.4	582	2.3
North West	820 545	26 128	1 454	20 095	1 224	69	840 640	6.6	27 352	6.3	1 523	6.1
Western Cape	1 084 111	35 681	1 443	56 946	4 785	267	1 141 057	8.9	40 466	9.3	1 710	6.8
South Africa	12 230 194	398 789	23 289	589 348	38 660	1 865	12 819 542	100.0	437 449	100.0	25 154	100.0

EDUCATION STATISTICS AT A GLANCE, 2018

Size of the Schooling System:

Learners: **12 230 194**

Educators: **398 789**

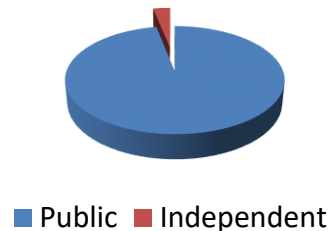
Schools: **23 289**

Official languages

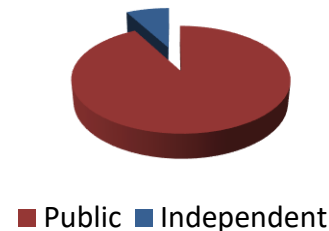
English, isiZulu,
isiXhosa, isiNdebele,
Afrikaans, siSwati,
Sepedi, Sesotho,
Setswana, Tshivenda,
Xitsonga

Sector	Learners	Educators	Schools
Public	12 230 194	398 789	23 289
Independent	589 348	38 660	1 865
Total	12 819 542	437 449	25 154

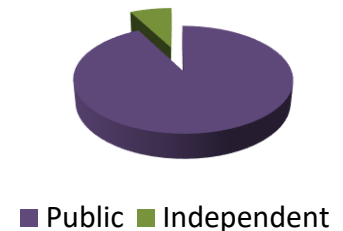
Learners



Educators



Schools



FULL TIME & PART TIME CENTRES

Province Name	2019				Total	
	Full Time		Part-Time			
	Centre	Total Entered	Centre	Total Entered	Centre	Total Entered
EASTERN CAPE	940	83 870	147	19 947	1 060	103 817
FREE STATE	334	30 087	250	6 050	341	36 137
GAUTENG	905	111 766	440	41 579	993	153 345
KWAZULU-NATAL	1 765	147 972	1 677	36 726	1 776	184 698
LIMPOPO	1 373	94 838	291	16 521	1 637	111 359
MPUMALANGA	555	57 022	504	11 346	560	68 368
NORTH WEST	428	33 014	328	6 216	433	39 230
NORTHERN CAPE	140	11 643	134	1 876	144	13 519
WESTERN CAPE	447	53 361	408	8 965	455	62 326
NATIONAL	6 887	623 573	4 179	149 226	7 399	772 799

FULL TIME & PART TIME SNE CENTRES

Province Name	2019				Total	
	Full Time		Part-Time			
	Centre	Total Entered	Centre	Total Entered	Centre	Total Entered
EASTERN CAPE	8	96			8	96
FREE STATE	4	62	1	1	4	63
GAUTENG	26	883	1	10	26	893
KWAZULU-NATAL	13	131	6	16	13	147
LIMPOPO	3	31	1	115	4	146
MPUMALANGA	1	2	1	182	2	184
NORTH WEST	3	30	1	1	3	31
NORTHERN CAPE	2	26	2	6	2	32
WESTERN CAPE	13	243	5	25	13	268
NATIONAL	73	1 504	18	356	75	1 860

FULL TIME & PART TIME CORRECTIONAL SERVICE CENTRES

Province Name	2019				Total	
	Full Time		Part-Time			
	Centre	Total Entered	Centre	Total Entered	Centre	Total Entered
EASTERN CAPE	2	31	2	8	4	39
GAUTENG	1	6	1	22	2	28
KWAZULU-NATAL	3	45	2	13	3	58
LIMPOPO			1	41	1	41
MPUMALANGA	2	15	1	1	2	16
NORTH WEST	1	15			1	15
WESTERN CAPE	1	13	1	2	1	15
NATIONAL	10	125	8	87	14	212

FULL TIME & PART TIME LEARNER AGE PROFILE

Age	Full Time		Part Time	
	First Timers	Repeaters	First Timers	Repeaters
15	197		2	4
16	1 985	2	7	18
17	75 268	77	46	376
18	176 097	1 935	792	11 093
19	121 274	3 521	1 907	27 189
20	81 571	2 916	1 851	29 494
21	49 692	1 990	1 492	25 651
22	28 315	1 213	994	19 411
23	14 933	668	588	12 619
24	6 610	314	276	7 224
25	2 919	181	153	3 749
26	1 329	60	93	1 813
27	607	39	70	925
28	353	18	37	547
29	254	19	27	276

THE ASSESSMENT OF STATE OF READINESS BY THE DIRECTOR-GENERAL



EASTERN CAPE

Q1 The province has been able to track learner performance from grade 1-12 for every subject for quarter 1 and 2.

1. Strongly Disagree



2. Disagree



3. Agree



4. Strongly Agree



Q2 The analysis of the assessment data demonstrates improved Learning Outcomes.

1. Strongly Disagree



2. Disagree



3. Agree

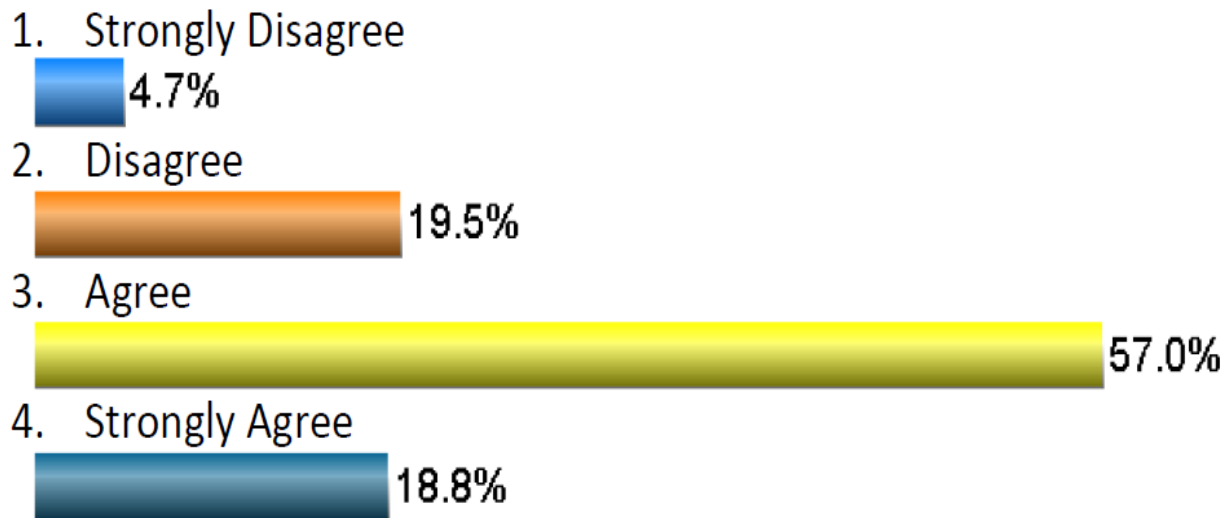


4. Strongly Agree



FREE STATE

Q2 The analysis of the assessment data demonstrates improved Learning Outcomes.



GAUTENG

Q1 The province has been able to track learner performance from grade 1-12 in every subject for quarter 1 and 2.

1. Strongly Disagree



2. Disagree



3. Agree



4. Strongly Agree



Q2 The analysis of the assessment data demonstrates improved Learning Outcomes.

1. Strongly Disagree



2. Disagree



3. Agree

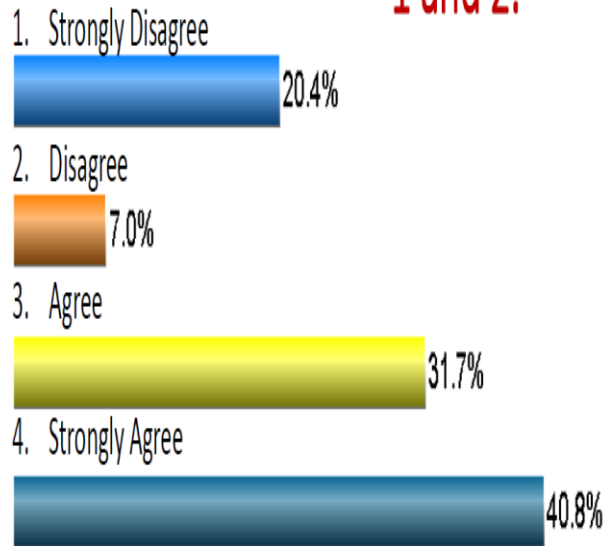


4. Strongly Agree

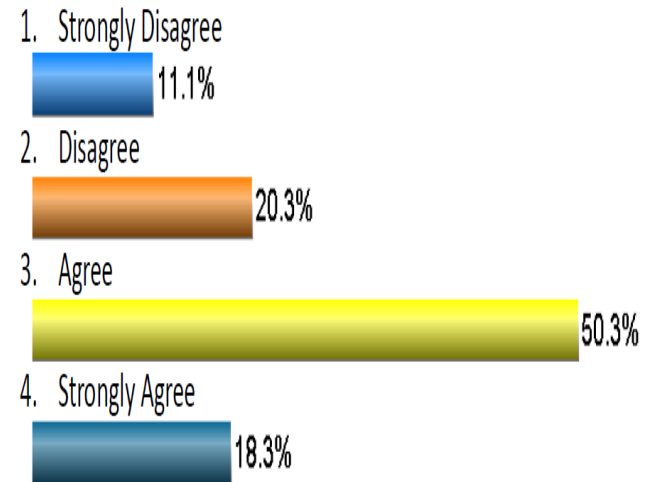


KWAZULU NATAL

Q1 The province has been able to track learner performance from grade 1-12 in every subject for quarter 1 and 2.



Q2 The analysis of the assessment data demonstrates improved Learning Outcomes.



LIMPOPO

Q1 The province has been able to track learner performance from grade 1-12 in every subject for quarter 1 and 2.

1. Strongly Disagree



2. Disagree



3. Agree



4. Strongly Agree



Q2 The analysis of the assessment data demonstrates improved Learning Outcomes.

1. Strongly Disagree



2. Disagree



3. Agree

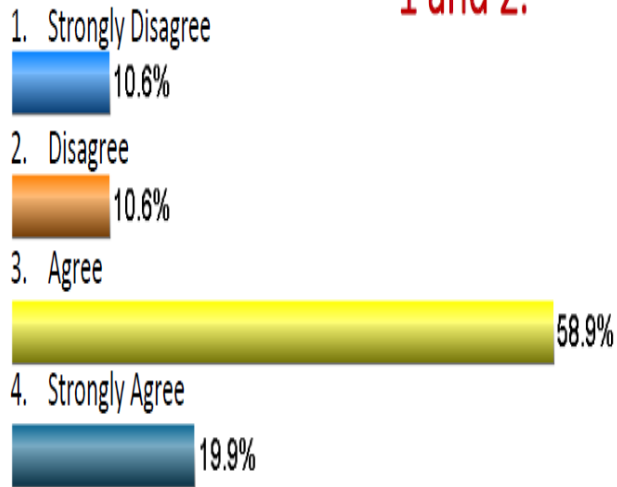


4. Strongly Agree

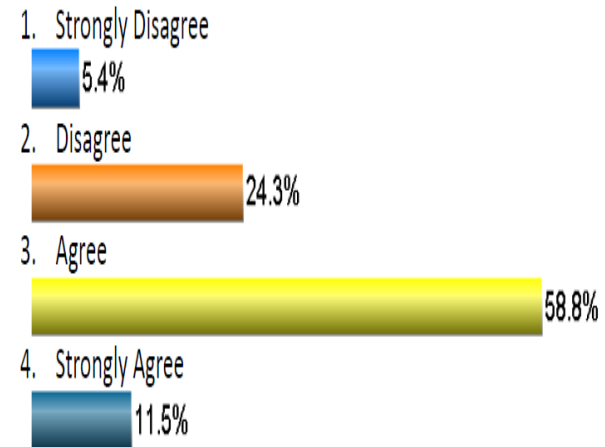


MPUMALANGA

Q1 The province has been able to track learner performance from grade 1-12 in every subject for quarter 1 and 2.

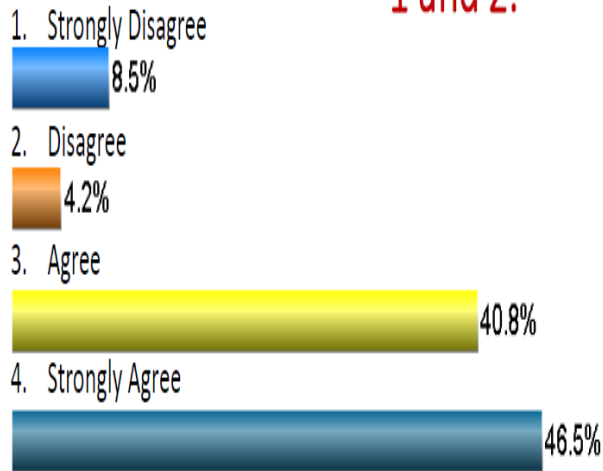


Q2 The analysis of the assessment data demonstrates improved Learning Outcomes.

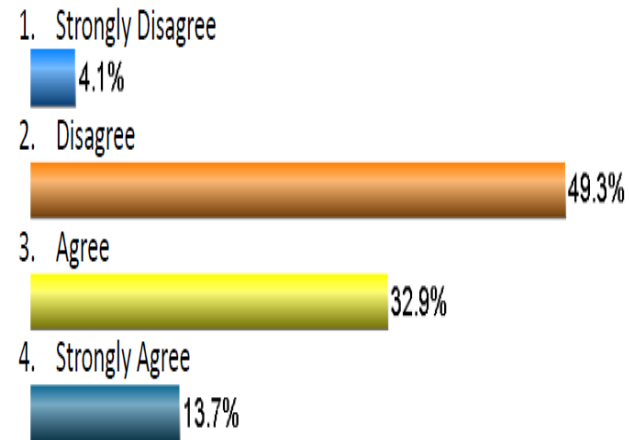


NORTHERN CAPE

Q1 The province has been able to track learner performance from grade 1-12 in every subject for quarter 1 and 2.

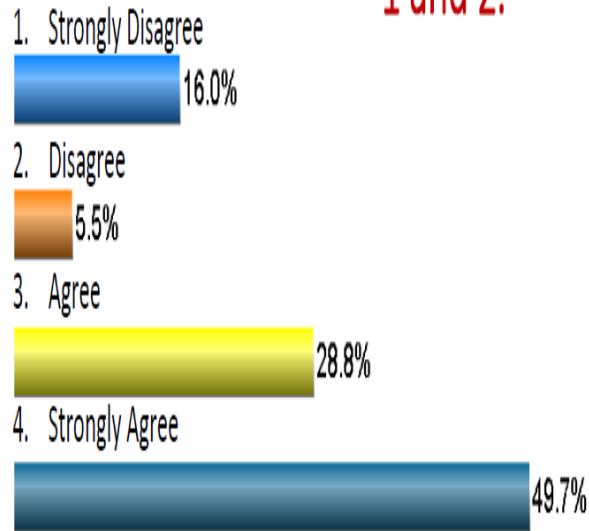


Q2 The analysis of the assessment data demonstrates improved Learning Outcomes.

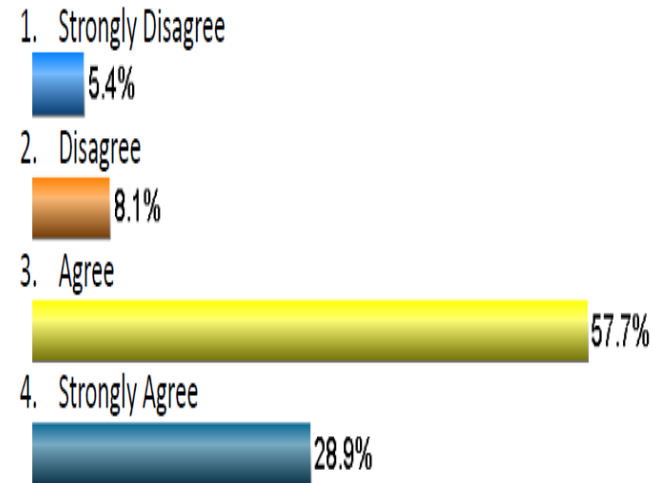


NORTH WEST

Q1 The province has been able to track learner performance from grade 1-12 in every subject for quarter 1 and 2.

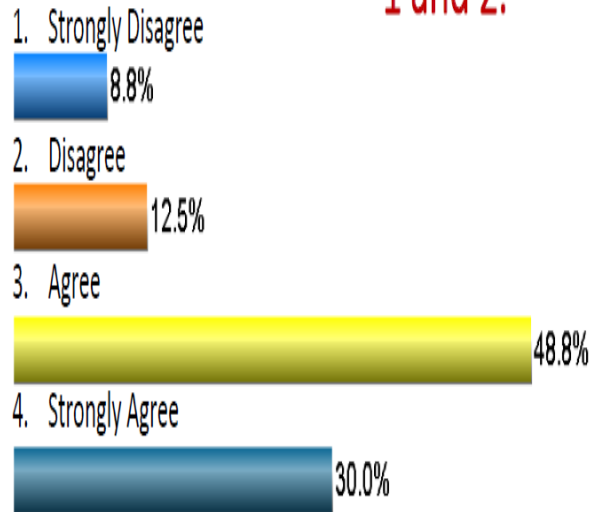


Q2 The analysis of the assessment data demonstrates improved Learning Outcomes.

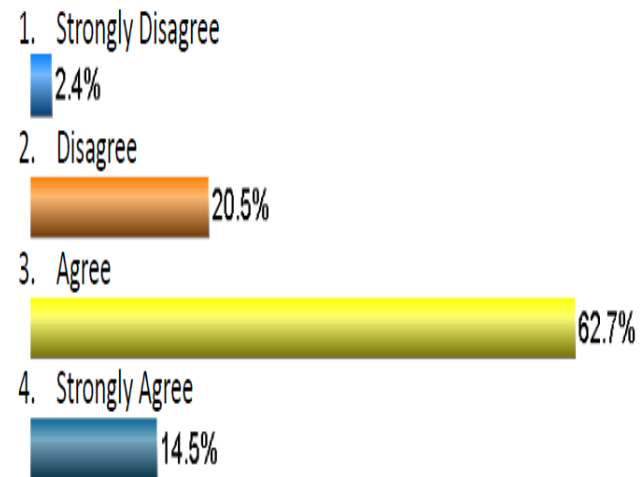


WESTERN CAPE

Q1 The province has been able to track learner performance from grade 1-12 in every subject for quarter 1 and 2.



Q2 The analysis of the assessment data demonstrates improved Learning Outcomes.



PART A:

LEARNER READINESS

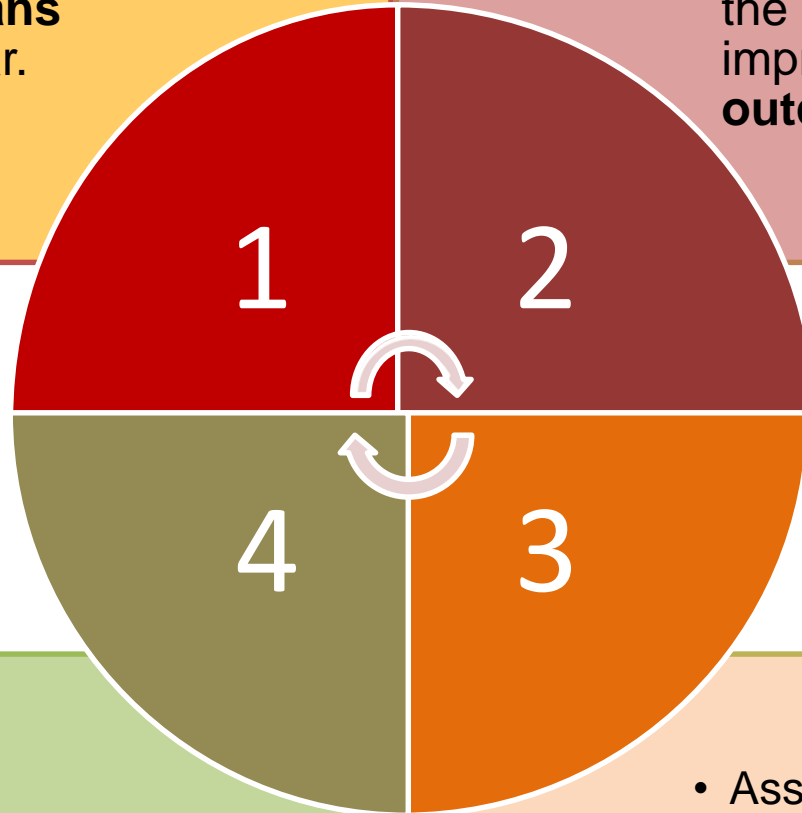
INTRODUCTION

Academic learner support in South African schools is not a new phenomenon, it comprises a **broad collection of educational strategies**, including **extra tutoring sessions, supplementary material, vacation classes, after-school programmes, teacher training, volunteer teachers** such as university students, as well as alternative (**differentiated**) ways of **grouping, and instructing learners.**

LEARNER SUPPORT ORGANISING THEMES

- Using **Assessment data** to **firm up plans** for the ensuing year.

- **Measuring** the **impact** of the interventions to improve **learning outcomes**.



- **Administration** of **examinations (NSC and Internal)** and **planning** for the **coming year**.

- Assessing the **State** of **Readiness** for the end of year. **Last push** initiatives

LEARNER SUPPORT MODEL

All Learners : Minimum prescripts / Basic

- * Teacher
- * Text
- * Time

In School / Teacher led Support

Additional Support:

- * In Class, Teacher-led support; Often Individualised / small group support
- * Re-teaching / additional exercises to close identified gaps.

District / Provincial

Intensive Support:

- * Differentiated;
- * Based on Needs;
- * Data Driven Support

FOCUS AREAS FOR LEARNER SUPPORT

- **Extra Tuition** (Residential and Walk-ins) – morning and/or afternoon classes; weekend classes; autumn, winter and spring classes;
- **Additional LTSM** (Study Guides);
- **ICT Utilisation**;
- **Common Examinations**;
- **Curriculum Coverage** monitoring;
- **Teacher Development** related to pedagogy and content; and
- **Psycho-social** Support.

NATIONAL STRATEGY FOR LEARNER ATTAINMENT (NSLA)

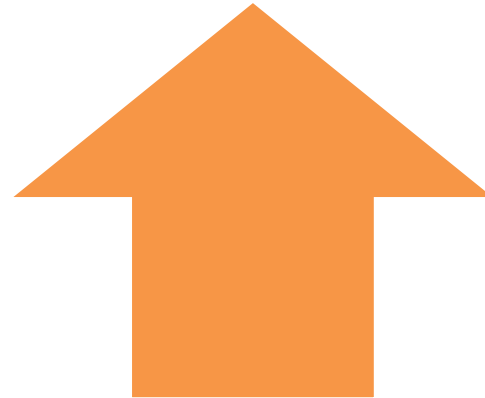
UNDERSTANDING THE NSLA



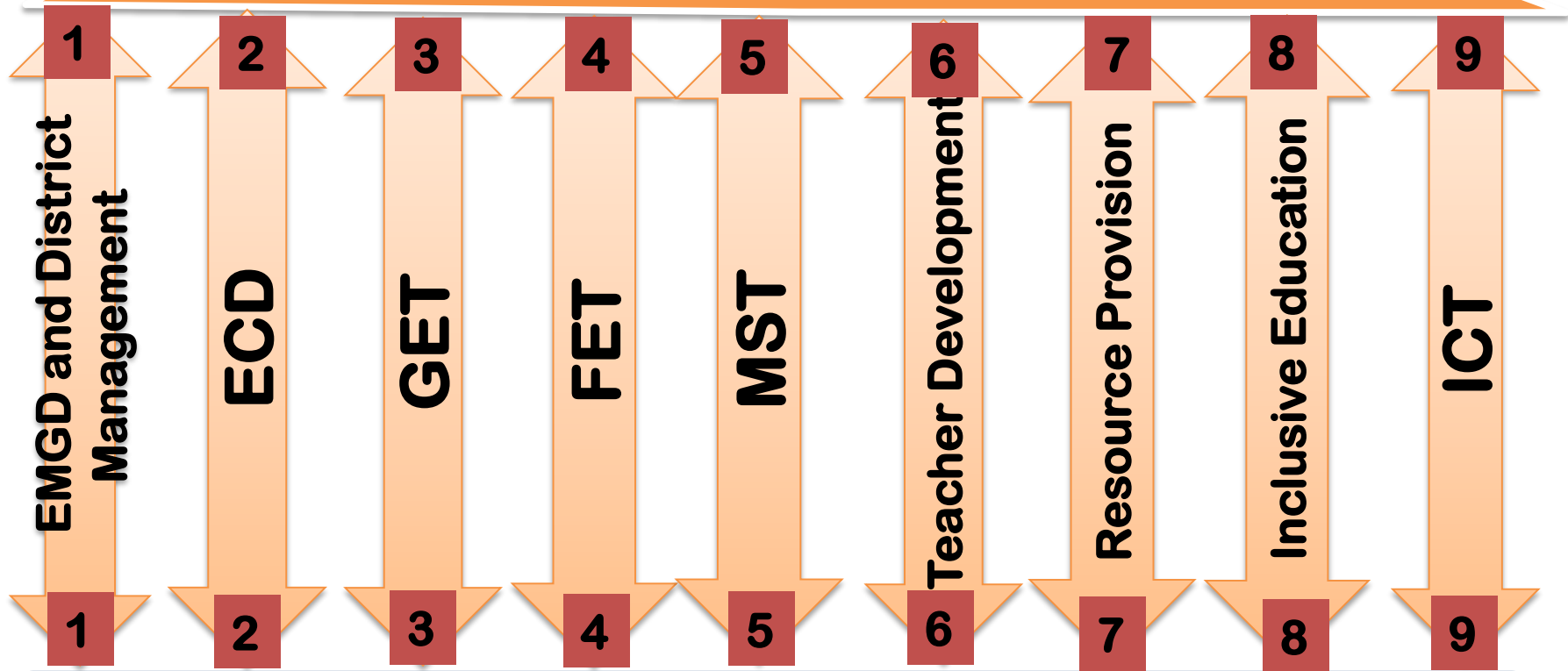
1. Integrated
**Framework to
Improve learning
outcomes**



2. Integrated
Reporting Tool



National Strategy for Learner Attainment



Quarterly Reporting Framework

NSLA IMPLEMENTATION AND REPORTING

DBE

- Monitor progress and provide feedback

Province

- Implement and Report progress

District

- Implement and Report progress

School

- Implement and report progress

NSLA OVERSIGHT VISITS

NSLA: QUARTER 1 OVERSIGHT & MONITORING – PURPOSE

- Ensure **system-wide functionality** (quantitative and qualitative) geared towards strengthening efforts to **improve learning outcomes**.
- Ensure a **seamless delivery of quality learning and teaching** across the entire basic education system in a **multi-disciplinary approach**.
- Ensure **alignment** between the **province, districts and schools** in respect of **monitoring and supporting** the learning outcomes.

1ST QUARTER OVERSIGHT VISITS

DBE Teams	Province	Province	Province
Team 1	WC	MP	EC
Team 2	FS	LP	NC
Team 3	GP	NW	KZN

GENERIC KEY FINDINGS

Best Practices

- Provinces and Districts engaged in **deep level reflections and analysis**;
- **Targets for key areas of performance** set in all provinces, districts and schools;
- All PEDs developed **extensive learner support plans**;
- Significant **improvement in data utilisation**;
- **Learner support plans** are informed by data analysis;
- **Differentiated targeted support** is a hallmark of all support plans; and
- **Improved tracking of performance** per subject per grade and profiling of each cohort improved.

Recommendations

- Some targets were one dimensional (focused on pass percentage) rather than **quality** especially in GET.
- **Intensify support** in the GET phase.
- **GET strategy and support** plans to be expanded in all provinces;
- **Increase accountability measures** at all levels

LEARNING AND TEACHING SUPPORT MATERIAL (LTSM)

SIYAVULA TEXT BOOKS

- **Siyavula textbooks (state owned)** are available to all schools.
- Both the **Grade 10 Physical Sciences** and **Mathematics textbooks are considered impressive.**
- Provinces were **provided with DVDs** to print Grade 12 Mathematics and Physical Sciences textbooks.

MIND THE GAP SERIES

Province	Copies Delivered	Economics	Geography	Accounting	Life Sciences
Eastern Cape	151 700	32 620	43 000	31 860	44 220
Free State	51 440	10 710	13 640	12 870	14 220
Gauteng	167 350	37 340	48 470	37 270	44 270
KwaZulu-Natal	305 390	63 980	87 740	75 000	78 670
Limpopo	214 450	46 550	69 040	39 160	59 700
Mpumalanga	99 830	22 480	30 820	20 530	26 000
Northern Cape	21 960	3 250	6 450	4 180	8 080
North West	65 300	10 530	23 960	11 720	19 090
Western Cape	92 380	16 010	26 460	18 880	31 030
Total	1 169 800	243 470	349 580	251 470	325 280

ICT PROVISION AND SUPPORT

ICT SUPPORT TO PROVINCES

Distribution of digital content to Provinces

- The DBE developed a **repository of electronic curriculum aligned/enriched content resources** including:
 - Study Guides
 - Interactive Workbooks
 - Free core Textbooks and videos.

These resources were provided to PEDs for **distribution to schools through ICT initiatives.**

- Content **distribution through Infrastructure and Connectivity:**
 - DBE Cloud.
 - Thutong Education Portal.
 - DBE e-Library initiative → tablets and trolleys.

ICT SUPPORT TO PROVINCES

- Off-Line **e-Textbooks**.
- PDF digital content resources **converted** to **ePub3** for use on **mobile devices** for **Grade 12 Technical Mathematics** and **Technical Sciences**.
- Content distribution through **DBE Website**.
- **Broadcasting:**
 - **Grade 12 Broadcast for Exam Revisions** on DBE TV Channel.
 - DBE Channels on Various Platforms.
 - **Mindset Learn** and **Mindset Website**.

DIGITAL STATE-OWNED TEXTBOOKS

- The Department of Basic Education has **developed Grade 12 Physical Sciences and Mathematics Textbooks** (learners and teachers), in English and Afrikaans.
- These textbooks have been **distributed to PEDs and are also available online** on the (Thutong Portal, DBE Cloud Solution and DBE website).

DIGITAL STATE-OWNED TEXTBOOKS

Title (Digital Content)	Grade	Number of content packs
FET Phase		
Grade 12 Mathematics (CAPS) – 2014 Everything Maths: Learner Book (Afrikaans & English)	12	2
Grade 12 Mathematics (CAPS) – 2014 Everything Maths: Teacher’s Guide (Afrikaans & English)	12	2
Grade 12 Physical Sciences (CAPS) – 2014 Everything Science: Learner Book (Afrikaans & English)	12	2
Grade 12 Physical Sciences (CAPS) – 2014 Everything Science: Teacher’s Guide (Afrikaans & English)	12	2

DBE WEBSITE-CONTENT DISTRIBUTION

Stats for 01 January – 30 June 2019:

Users: 1, 752, 823

Hits: 8, 874, 390

The following resources are available online for learners and teachers:

- Previous question papers from November 2008 to June 2019.
- Mind the Gap Study Guides.
- Tips for Examination preparation.
- Frequently asked questions for examinations

www.education.gov.za/Informationfor/Learners.aspx

BROADCASTING

- **Educational TV channel** (Available on Open View Higher Definition (OVHD) Channel 201), DSTV (Channel 319) & StarSat platforms).
- **Broadcasting solutions:** Installed to 1004 schools.
- **Telematics** – WC – (University Stellenbosch)
 - **EC; NC and WC** (Mathematics, Accounting, Physical Science, Life Science, Geography, Business Studies and History with **1228 schools** on the platform.)
- **IBP** – FS (University Free State).
 - **Subjects:** Mathematics, Maths Literacy, Physical Sciences, Life Science, Geography, History, English, Accounting, Economics and Business Studies.

MINDSET WEBSITE

- **Uploaded content:** (Videos, worksheets) Accessible on computers and cell phones, at any convenient time to the users.
- **Social media Mindset platforms** (Facebook, Twitter etc.) allows access and interaction to educational material.
- The channel is **broadcast** on OVHD and YouTube.

PROVINCIAL LEARNER SUPPORT PROGRAMMES

VACATION SCHOOLS

RATIONALE

- **Socio-economic factors** which make it difficult for poor and/or unemployed parents to afford extra tuition for their children.
- The **width and scope** of the curriculum which require more time for learners of varied cognitive levels.
- **Ever-increasing demands** placed on both learners and teachers by the NSC.
- **Subject content deficits** from both learners and teachers brought to the process of teaching and learning.
- The desire to **go beyond the norm** in meeting the increasing goals and the targets.
- **Mitigate** the negative ramifications of the **disruptions** of the service delivery protests on learning.

VACATION SCHOOLS PURPOSE

- **Sustain improvement in learner performance;**
- **Increase number of Grade 12 learners eligible for bachelor studies;**
- **Increase the number of learners who pass highly enrolled / new / high risk subjects; and**
- **Stimulate top achievers.**

VACATION SCHOOLS TARGET PARTICIPANTS

- **Progressed Learners;**
- **Learners at risk:** Learners achieving at levels 1 and 2 performance in identified subjects;
- **Moderate and High Achievers;**
- Learners from **underperforming schools;**
- Schools with **new Grade 12 Teachers;**
- **‘First timers’** New Grade12 schools; and
- **Serial under-performing schools.**

2019 WINTER SCHOOLS : SCOPE AND SIZE

PEDs	No. of Camps and Centres	No. of Learners	Number of Days
EC	129	40 440	15
FS	349	22 016	11
GP	204	72 154	15
KZN	685	61 094	17
LP	142	35 649	15
MP	62	12 759	14
NC	62	7 762	10
NW	67	23 751	15
WC	78	12 809	15
NAT	1 778	288 434	

WINTER SCHOOLS: MONITORING

- DBE visited a total of **247 winter schools** across all provinces:
 - DBE **Subject Specialists** monitored **135 winter schools** across **9 provinces**; and
 - The Director-General** visited **112 winter schools**.

Director- General Visits

The Director-General, Mr Mathanzima Mweli, motivated and inspired learners during his visits to winter schools.



MONITORING BY THE DIRECTOR-GENERAL

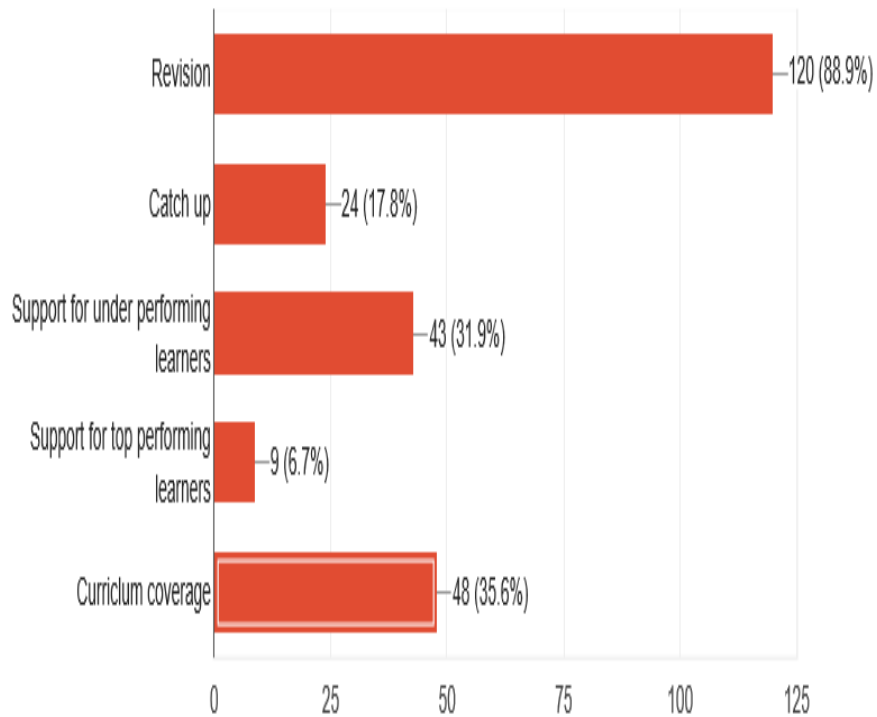
PED	Centres	Dates monitored	Number of centres
EC	Ndabankulu; Blythwood; Namaka Mbeki; Cologa; JS Skajana; Thanga; JJ Njeza; Gobe Commercial; Zanempucuko; Enock Sontonga; Hector Peterson; Thembalabantu; Archie Velile; Forte Hare;	24 & 28 June 2019	14
FS	Reginald Cingo; Kahobotjha; Cedar; Iketsetseng; Nkgopoleng; University of Free State; Bloemspruit Airforce; Sentraal; Bloemfontein South; HTS Welkom;	16 June and 4 July 2019	10
GP	Leribisi; Stable Inn; Sediba Kwele; North West University; Ingwe Lodge; Stable Inn; Leribisi; TUT; EL Shaddai; Prestige College; Living Waters;	22, 23, 29 June & 4 July 2019	11
KZN	Ntwenhle; Vukuzakhe; Meadowlands; Wingen Heights; Wiggins High; Livingstone ; Bhekisisa; Ohlange; Sacred Heart; Siyamukela; Amajuba College; Accelor Mittal Science Centre; St Lewis; Indonsa; Thubelihle; Mnyokhungagu; Uitrect Hoerskool; Danhauser; Bumbisizwe;	19 & 24 June 2019	21

MONITORING BY THE DIRECTOR-GENERAL

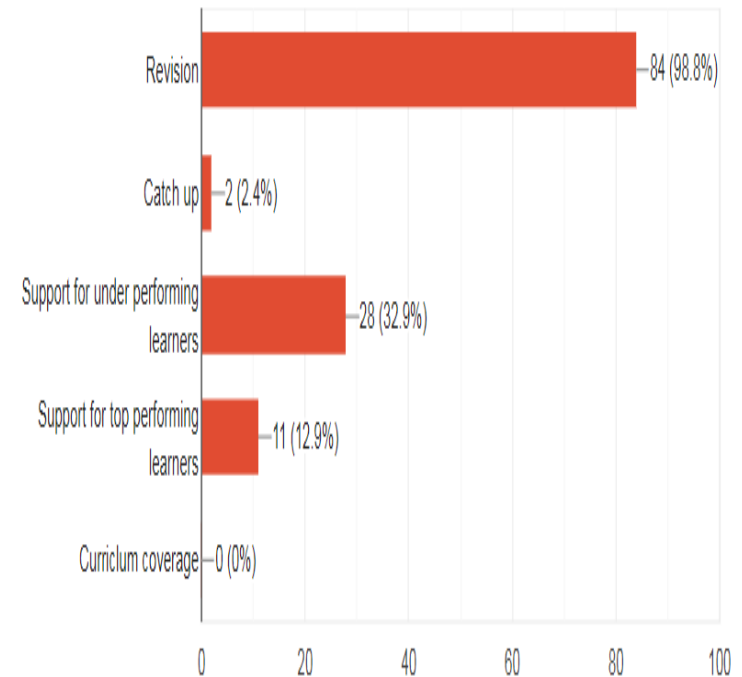
PED	Centres	Dates monitored	Number of centres
LP	Forever Resort; Bela Bela; Frikkie Meyer; Phahameng; Makhutisha; EMPC; Nthuba; George Langa; Phaladingoe Technical;	26 June 2019	9
MP	TUT; Gedlembane; Sbhulo; Khumbula; Hazyview; Moduping; Hoyohoyo; Chibaya; Hoerskool Sybrand; Emakhazeni;	27 June 2019	10
NC	Northern Cape Agric; Vaalharts; Boontjieskraal; NJ Heyns; Danielskuil; Batlharotlhaping; Northern Cape Technical; Lesedi Camp;	17 June 2019	8
NW	Malatse Motsepe; Thuto Pele; Wagpos; Brits; Herman Thebe; St Annes; Potch HTS; Ferdinand Postma; Potch Girls; Ikalafeng; Pinnacle; Stilfontein; Milner HS; Klerksdorp HTS; Klerksdorp HS; Reveilo; MM Sebitloane; PH Moeketsi; Golfview; Kebalepile; Batswana; Boitsenape; Mmabatho; Potch Boys;	15, 16, 17, 18 June & 4 July 2019	24
WC	Gordon; Harry Gwala; Luhlaza; Manzomtha; Delft Technical; Heideveld; ID Mkhize;	20 June 2019	7

2019 VACATION SCHOOLS FOCUS

Winter School

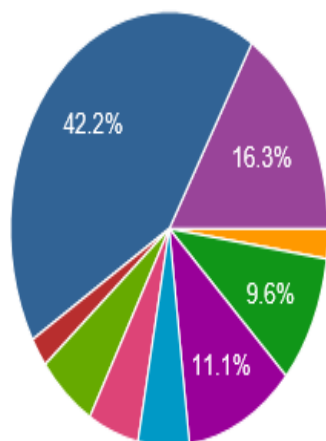


Spring School



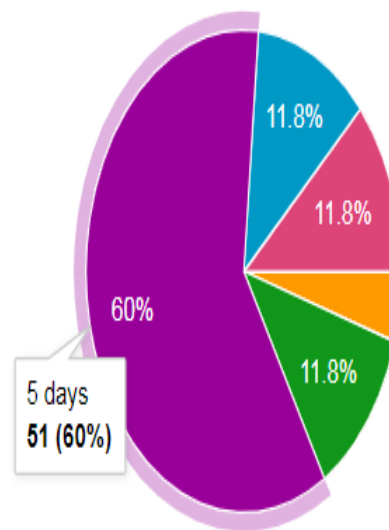
DURATION OF VACATION SCHOOL PROGRAMME

Winter schools



- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days
- 8 days
- 9 days
- 10 days
- More than 10 days

Spring schools

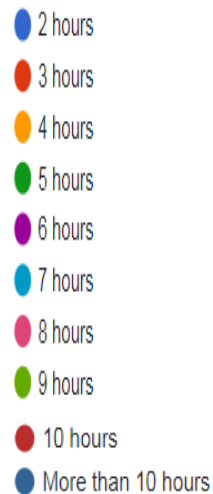
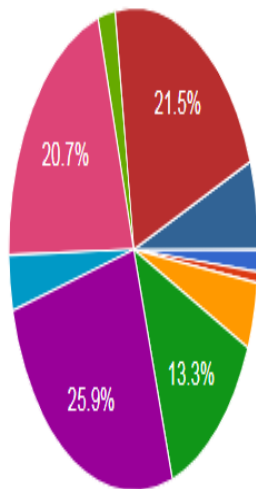


- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days
- 8 days

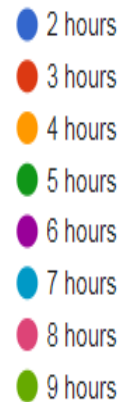
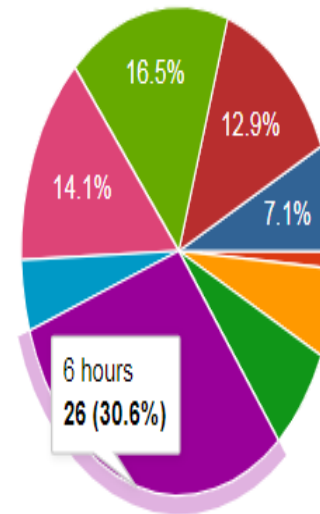
▲ 1/2 ▼

DURATION OF THE PROGRAMME PER DAY

Winter Schools



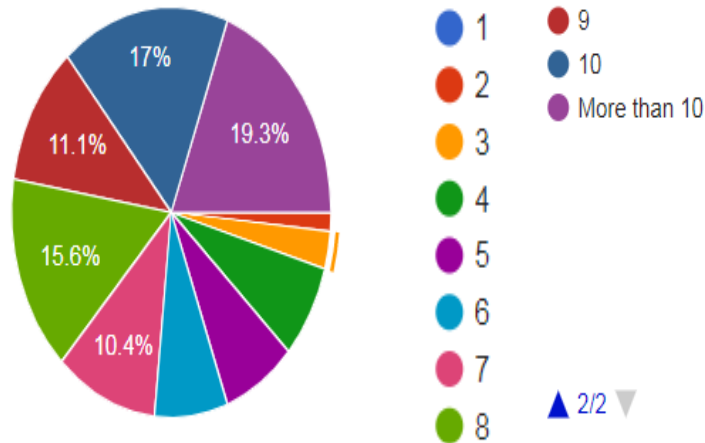
Spring Schools



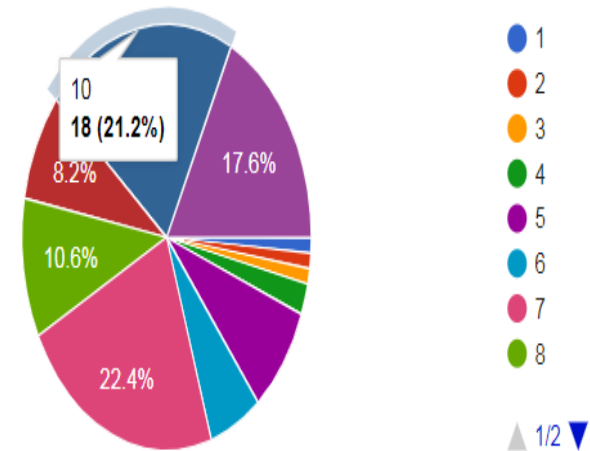
▲ 1/2 ▼

NUMBER OF SUBJECTS OFFERED PER CENTRE

Winter schools

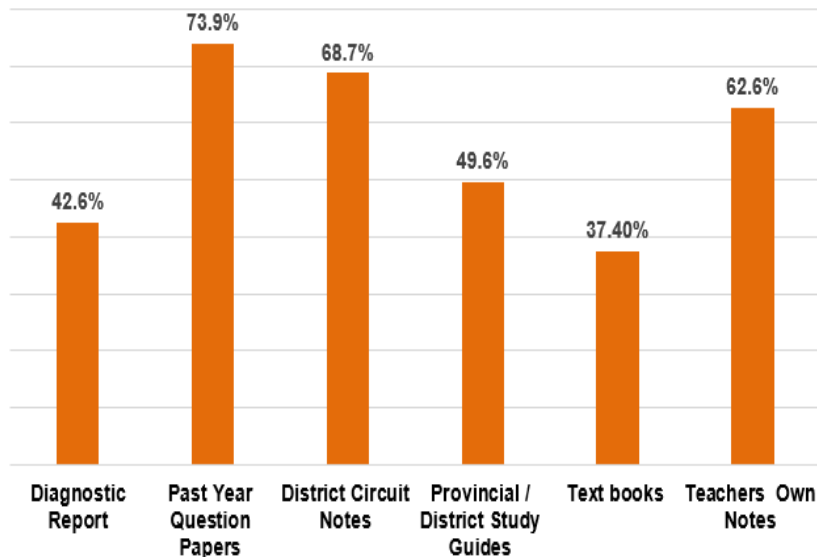


Spring schools

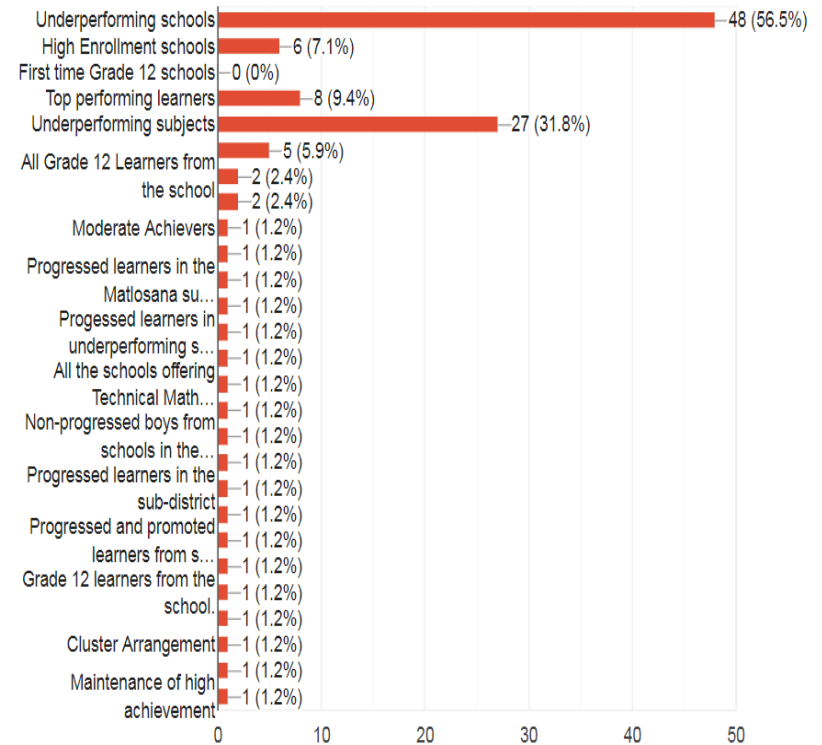


CRITERIA FOR TOPIC SELECTION

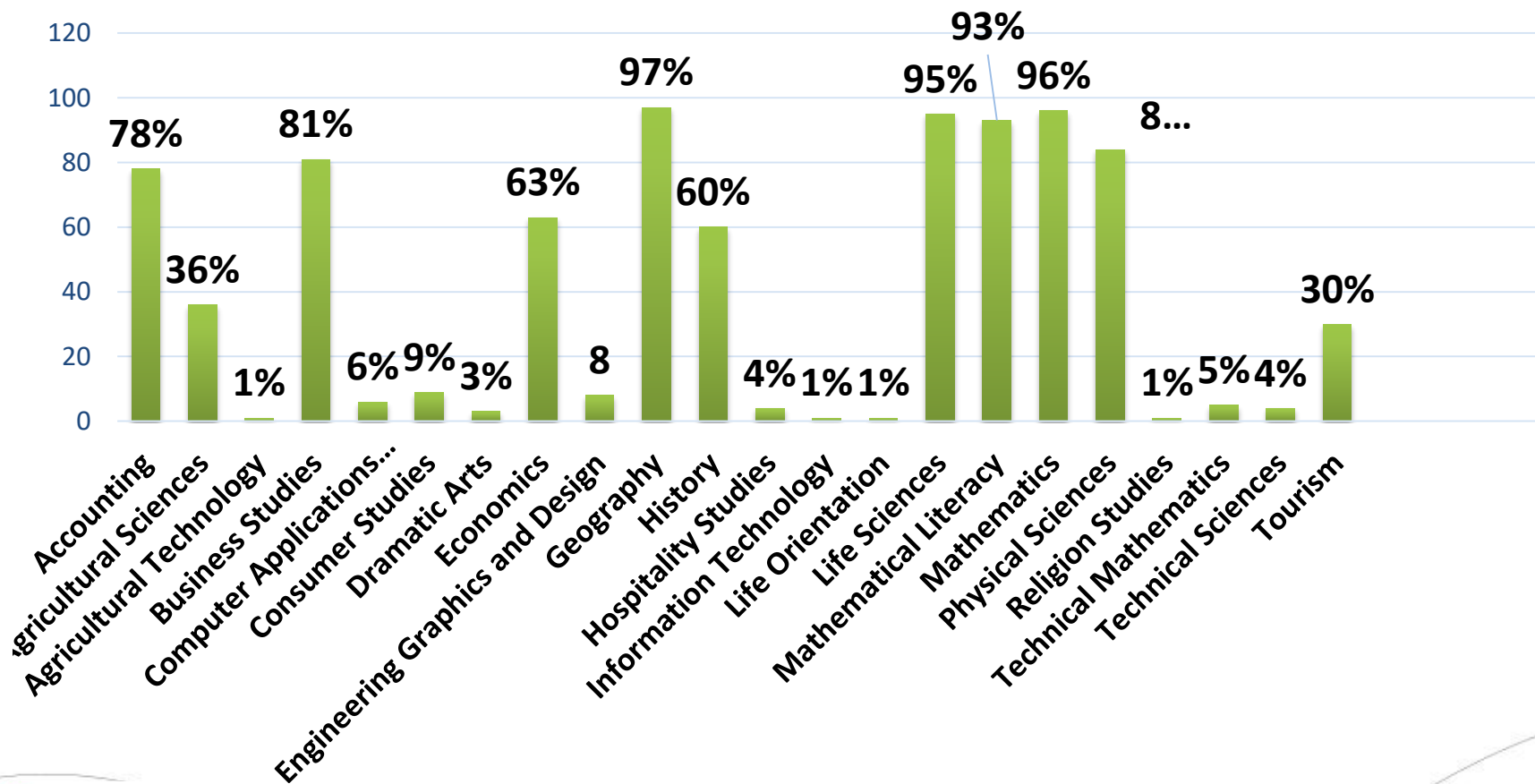
Winter Schools



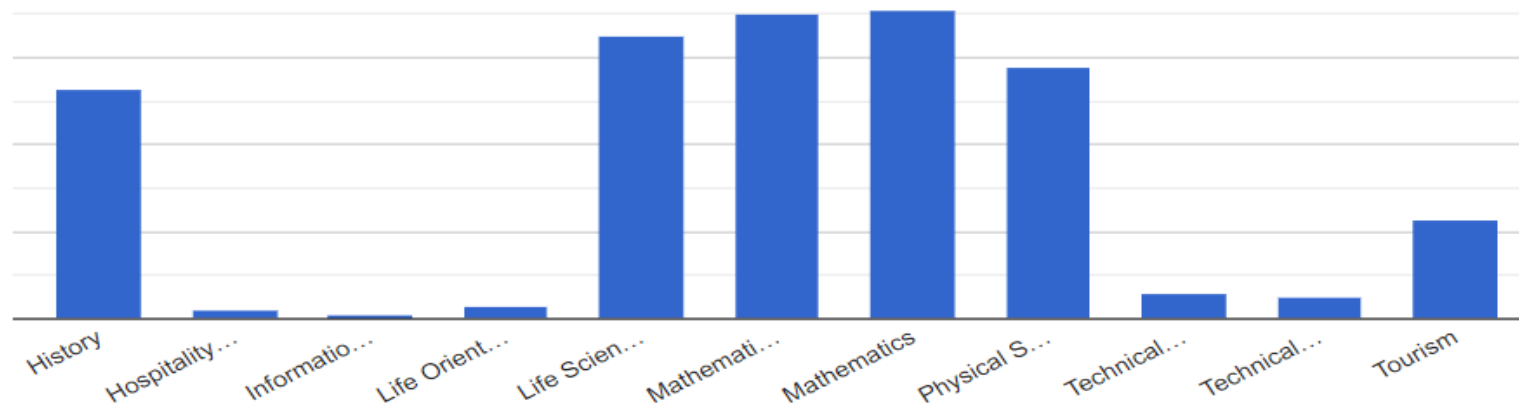
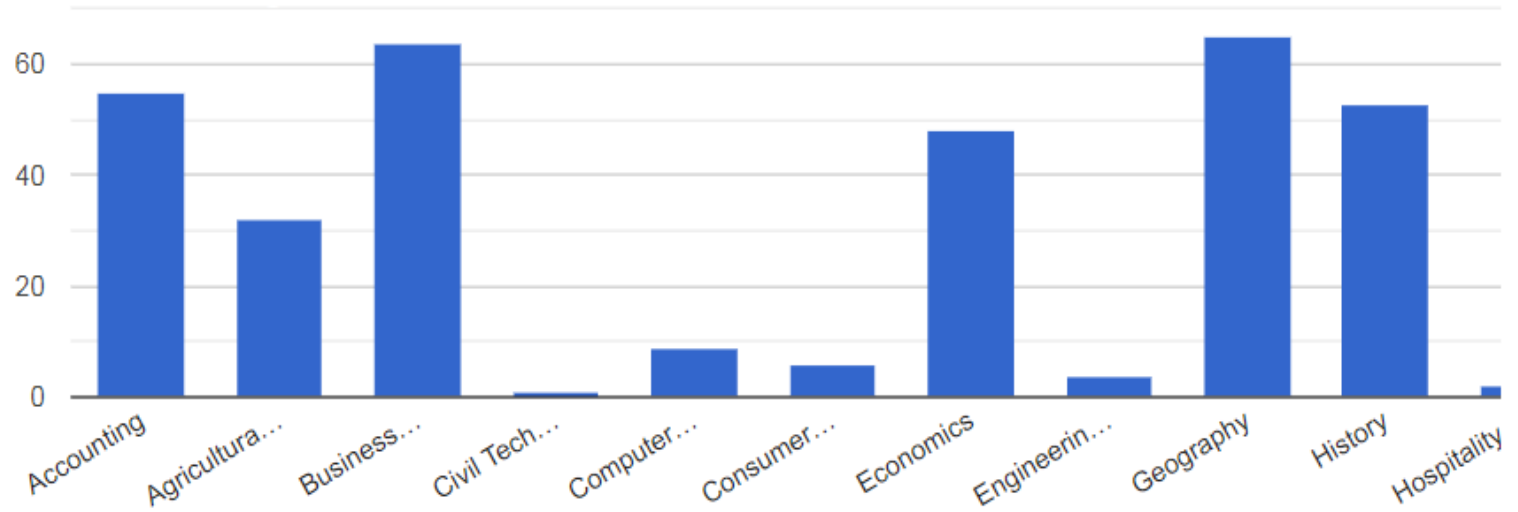
Spring Schools



SUBJECTS OFFERED: NON-LANGUAGE SUBJECTS (WINTER SCHOOLS)

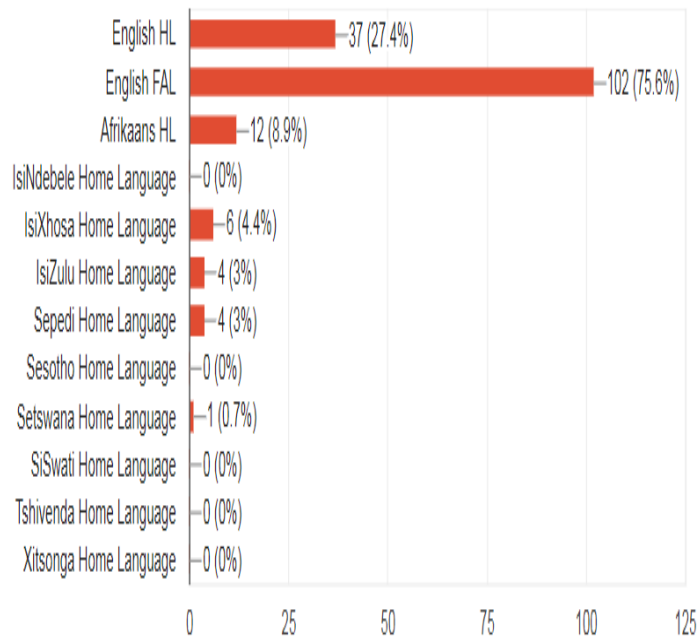


SUBJECTS OFFERED: NON-LANGUAGE SUBJECTS (SPRING SCHOOLS)

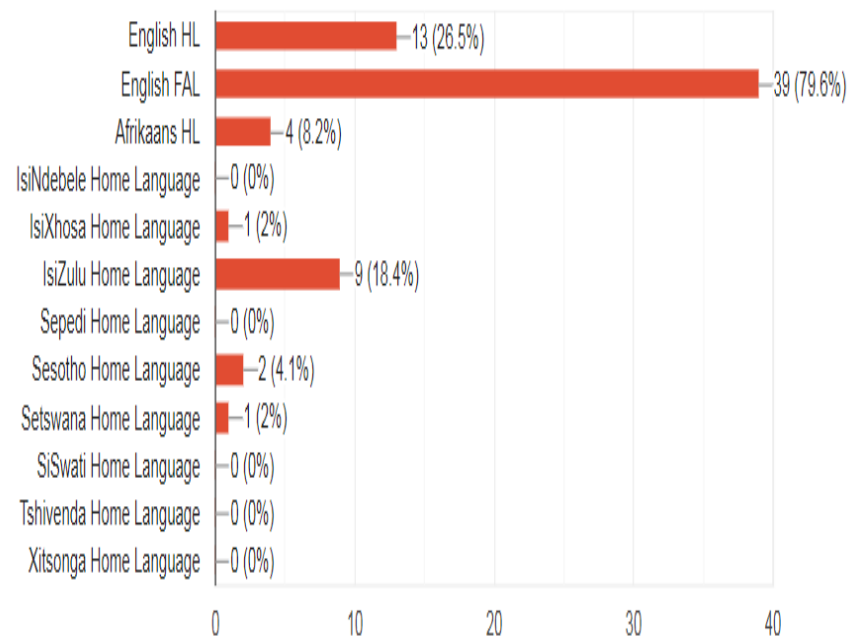


LANGUAGES OFFERED

Winter Schools



Spring Schools

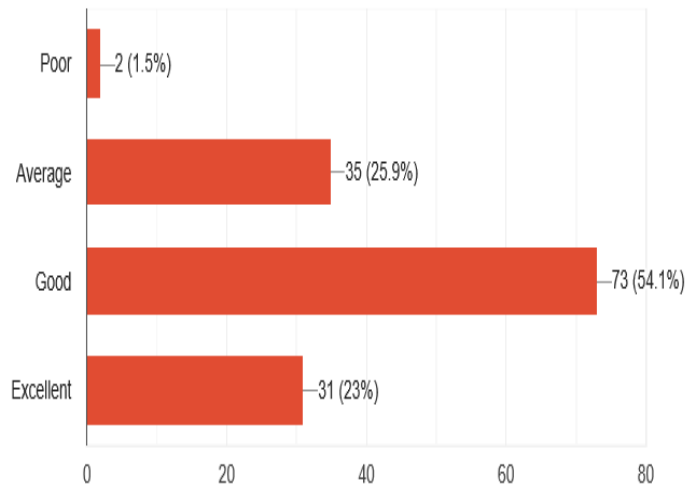


QUALITY OF TEACHING OBSERVED

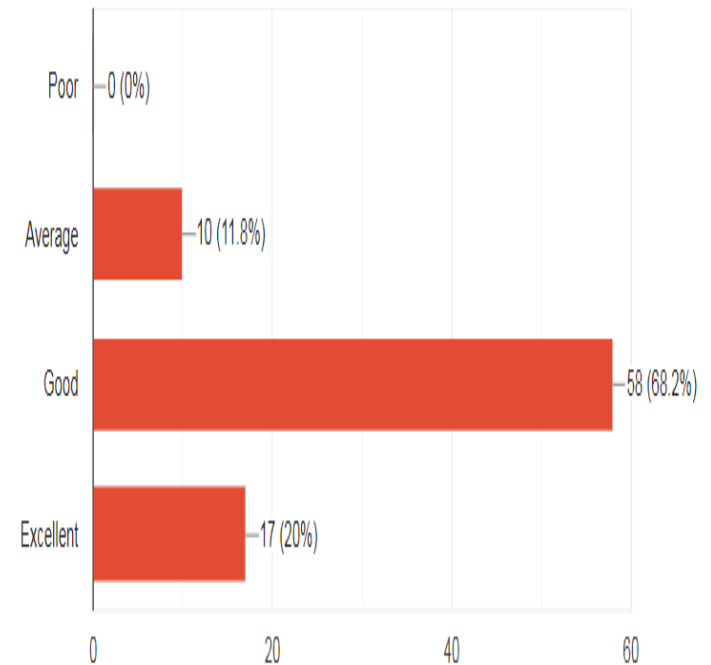
Winter Schools

Comment on the quality of teaching observed

135 responses

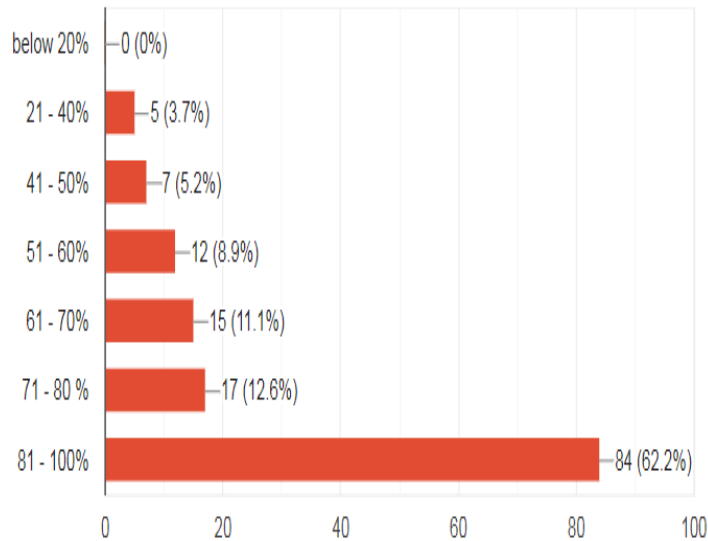


Spring Schools

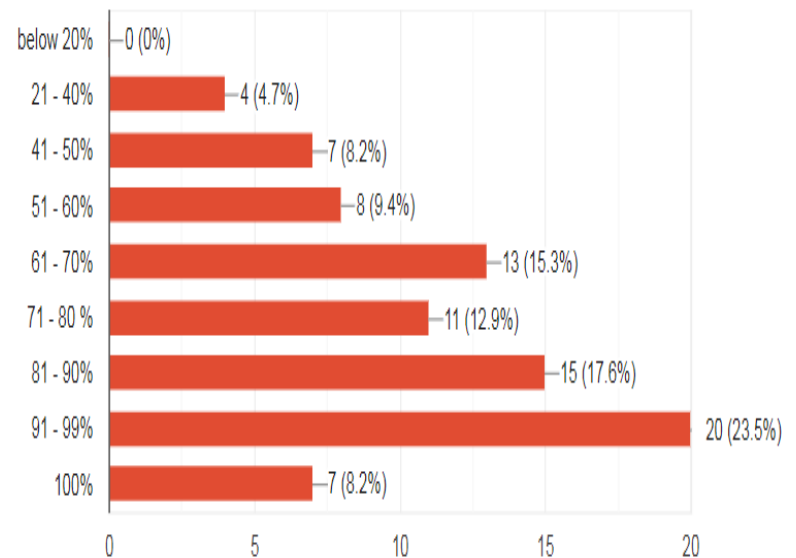


ATTENDANCE IN %

Winter Schools



Spring Schools



LEARNER EXPERIENCES



LEARNER IMPRESSIONS OF CLASSROOM PRACTICE

A focused group interview was conducted with approximately 3-5 learners from different classes and/or different schools.

Wiggins Secondary

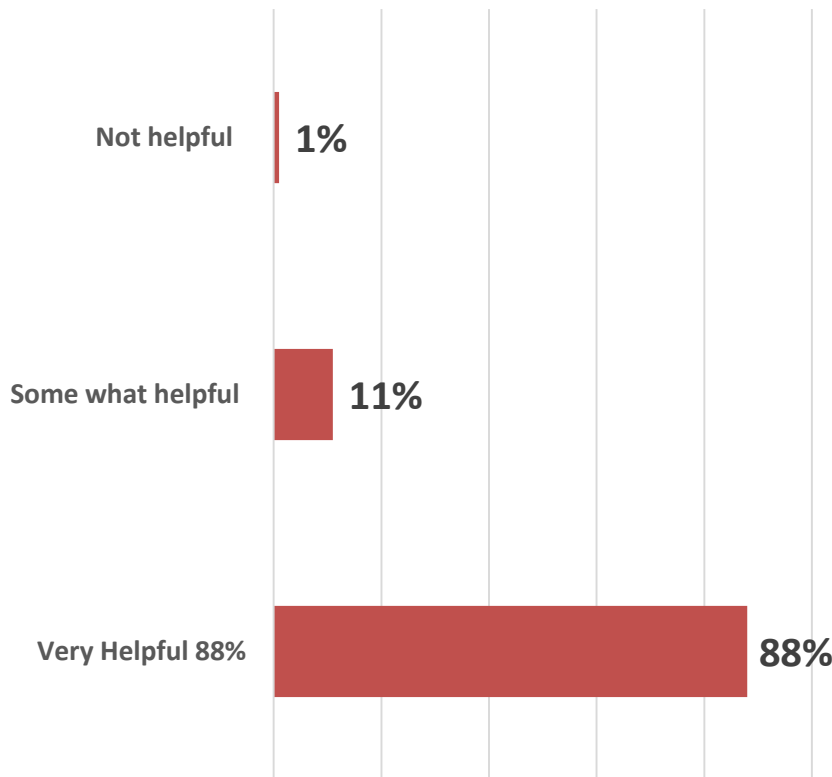
Winter school teachers are dedicated and show a genuine concern for the learners. Interacting with learners from other schools provided us with greater opportunities to learn from each other.

Seleje School

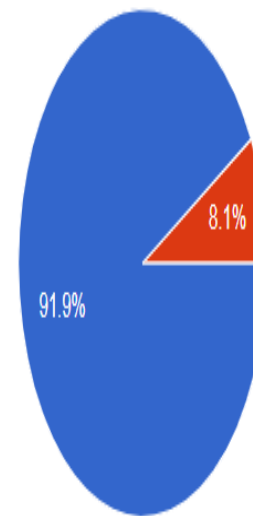
“They taught us new techniques on how to answer exam questions. The feedback was clear and we understood concepts better..”

LEARNER IMPRESSIONS

Winter Schools



Spring Schools



- Very helpful in preparing for the exam
- Somewhat helpful in preparing for the exam
- Waste of time / not helpful

WINTER SCHOOLS: BEST PRACTICES

- Increase in the number of **smaller subjects** offered which increased the scope of the programme.
- Increased **parental support** and involvement to provide security, assist with meals and general monitoring.
- **Principals** forming part of the **teaching** staff in some centres.
- Secured **partnerships** with HEIs, other departments, NGOs and Private Sector to expand the offering.
- Learners are subjected to **pre- and post-tests** and feedback is provided daily for teacher intervention.
- Some centres included other dimensions to the programme such as **study skills, psycho-social support**, motivational speakers, inviting HEIs to assist with career guidance and assisting with application forms for tertiary institutions.

SPRING SCHOOLS: BEST PRACTICES

- Pre and post tests are being administered.
- **Partnerships** with private companies.
- Accommodating learners that are not part of District project.
- **Differentiating learners** based on performance and gender.
- Intensive **focus on progressed learners** and high achievers.
- Tangible **evidence of preparedness** from both the educators and the learners.
- **Subject advisors** permanently **stationed at the centres** to support the programme.
- The use of **ICT to deliver lessons**.
- **Tutors are innovative** in their approach to addressing challenging topics.

SUBJECT-SPECIFIC INTERVENTIONS

SUBJECT SPECIFIC INTERVENTION

FET ACCOUNTING: EASTERN CAPE

Overview of interventions/support in Grade 12 for 2019 cohort				Target		
Subject(s) involved	Explain/describe the type of intervention	Criteria for selecting target group	Envisaged impact	Number of schools	Number of learners	Total time (hours)
Accounting	Provincial informal assessment tasks covering content to be taught per Term	Learners registered to write Accounting in English	Expose learners to examination questioning styles	610 of 665	12 573 of 12 573	Per Term
	Term by term content Manual containing content for specific term	Available in English targeting FAL speakers	Exposing learners to different methods of working out Accounting problems Improve performance of learners in formal SBA tasks	610 of 665	12 573 of 12 573	Per Term
	Pre-Controlled tests and Pre-June Examinations preparing learners for formal examination papers	Schools that obtained less than 70% in 2018 Accounting NSC results	Learners are exposed to quality teaching as experienced tutors with traceable recording of good performance are recruited	665 of 665	12 730 of 12 730	Continuous
	Autumn classes	Schools that obtained less than 70% in accordance to 2018 NSC results	Cover curriculum on time and strengthen remediation in areas of weakness identified Enhance learners' commitment			
	Extra tuition (morning, afternoon and weekend classes)	All schools are encouraged. There are sessions for high flyers and high-risk learners		595 of 665		
	Accounting target setting by learners	All Accounting learners		12 730 of 12 730	12 730 of 12 730	Continuous

SUBJECT SPECIFIC INTERVENTION

FET BCM SUBJECTS: FREE STATE



Overview of interventions/support in Grade 12 for 2019 cohort				Target		
Subject(s) involved	Explain/describe the type of intervention	Criteria for selecting target group	Impact/Envisaged impact	Number of centres / schools	Number of learners	Total time (hours)
Accounting	a) <u>Winter classes 5 days</u> Support to all townships with 5 or more secondary schools as part of dealing with the high retention and drop-out rates.	Level 1 - 5	Overall improvement was recorded.	32	4 109	10 hours
	Topics: General ledger, debtors ledgers and year end adjustment.					
	b) <u>Dinaledi winter and spring camp</u> Revision and term 2 and term 3's work. c) <u>IBP broad broadcast lessons</u> 20 lessons			83	220	20 hours 36 hours
Business Studies	a) <u>Winter classes 5 days</u> Revision of June exam paper	Level 1 - 5		32	479	10 hours
	b) <u>Dinaledi winter and spring camp</u> Revision and term 2 and term 3's work.				180	20 hours
	c) <u>IBP broad broadcast lessons</u> 13 lessons				83	28 hours
Economics	a) <u>Winter classes 5 days</u> Revision of June exam paper	Level 1 - 5		32	147	10 hours
	b) <u>Dinaledi winter and spring camp</u> Revision and term 2 and term 3's work.				220	20 hours
	c) <u>IBP broad broadcast lessons</u> 10 lessons			83		30 hours

SUBJECT SPECIFIC INTERVENTION

FET HOME LANGUAGES: GAUTENG

Overview of interventions/support for in Grade 10 for 2019 cohort				Target		
Subject(s) involved	Explain/describe the type of intervention	Criteria for selecting target group	Envisaged impact	Number of centres / schools	Number of teachers	Total time (hours)
Afrikaans HL	<ul style="list-style-type: none"> Revision booklet for Comprehension, summary and language. Creative self-study guide Old exam papers Extra classes 	All learners	<ul style="list-style-type: none"> To improve Paper 1 mark To obtain a 95% pass 	47	98	50
English HL	<ul style="list-style-type: none"> Mediation of paper3 resource pack Workshop on transactional writing Revision booklet for Comprehension, summary and language. Creative self-study guide Previous exam papers Extra classes 	All learners	<ul style="list-style-type: none"> To improve Paper 1 and paper 3 marks To obtain a 97% pass 	90	280	60
isiNdebele HL	<ul style="list-style-type: none"> Revision booklet for Comprehension, summary and language. Common SBA task Critical Language Awareness Previous question papers 	All learners	<ul style="list-style-type: none"> To improve African Language marks. To obtain a 100% rate 	62 schools	184	45
isiXhosa HL						
isiZulu HL						
Sepedi HL						
Sesotho HL						
Setswana HL						
SiSwati HL						
Tshivenda HL						
Xitsonga HL						
SASL HL						

SUBJECT SPECIFIC INTERVENTION

FET AGRIC. SCIENCES; GEOGRAPHY; HISTORY: KZN

Overview of interventions/support in Grade 12 for 2019 cohort				Target		
Subject(s) involved	Explain/describe the type of intervention	Criteria for selecting target group	Envisaged impact	Number of schools	Number of learners	Total time (hours)
Agric Sciences	Workshop on subject content	All teachers	<ul style="list-style-type: none"> Improved subject content understanding and delivery by teachers Improved learner performance 	521	22408	2 days of 4 hours each Total = 8 hours
	Video broadcast lessons (methodology and subject content)	T60 schools		268	22408	6 hours
	PAT workshop for Agricultural Management Practices and Agricultural Technology	Teachers of AMP and AT		20	22408	3 days of 7 hours Total = 21 hours
	SBA workshop	All teachers		521	22408	4 hours
Geography	Workshop on subject content	All teachers	<ul style="list-style-type: none"> Improved subject content understanding and delivery by teachers Improved learner performance 	1391	77474	2 days of 4 hours each Total = 8 hours
	Video broadcast lessons (methodology and subject content)	T60 schools		254	77474	6 hours
	SBA workshop			1391	77474	4 hours
History	Video Recorded Lessons	Learners of all schools that obtained below 80% in the 2018 NSC Exams and Learners taught by	Increase the number of schools performing above 80% in the subject	311	6700	3 Hrs

SUBJECT SPECIFIC INTERVENTION

FET AGRIC SCIENCES; LIFE SCIENCES: LIMPOPO

Overview of interventions/support in Grade 12 for 2019 cohort				Target		
Subject(s) involved	Explain/describe the type of intervention	Criteria for selecting target group	Envisaged impact	Number of schools	Number of learners	Total time (hours)
Agric Sciences	Autumn Enrichment Classes	All Grade 12 learners	Improved learner performance in the mid-year, preparatory and final examination	300 centres	34 678	1 hour per dayX 10 days= 10hrs
	Winter Enrichment Classes	All grade 12 learners	Improved learner performance in the mid-year, preparatory and final examination	300	34 678	1 hour per dayX 10 days= 10hrs
	Camp for high performing learners	The top learners in the 10 districts	Improved learner performance in the mid-year, preparatory and final examination	10	1500	1 hour per dayX 5 days= 5hrs
	Common March test	All Grade 12 Learners	Learners adequately prepared for the appropriate Grade 12 examination question paper.	825	34 678	1 hour
	Common mid-year exams	All Grade 12 Learners	Learners are adequately prepared for the appropriate Grade 12 examination question paper.	825	34 678	2.5 Hours
	Camp for progressed learners	Borderline cases	Improved learner performance	10	1500	1 hour per dayX5=5hrs
	Saturday Classes	Grade 12 Underperforming and progressed learners	Learners are prepared to catch-up with the work not mastered during the week	825	34 678	1hrX20 Saturdays=20hrs
Life Sciences	Autumn Enrichment Classes	All Grade 12 learners	Improved learner performance in the mid-year, preparatory and final examination	300 centres	67475	1 hour per dayX 10 days= 10hrs
	Winter Enrichment Classes	All grade 12 learners	Improved learner performance in the mid-year, preparatory and final examination	300	67475	1 hour per dayX 10 days= 10hrs
	Camp for high performing learners	The top learners in the 10 districts	Improved learner performance in the mid-year, preparatory and final examination	10	1500	1 hour per dayX 5 days= 5hrs

SUBJECT SPECIFIC INTERVENTION

FET SUBJECTS: MPUMALANGA

Overview of interventions/support in Grade 12 for 2019 cohort				Target		
Subject(s) involved	Explain/describe the type of intervention	Criteria for selecting target group	Envisaged impact	Number of centres / schools	Number of learners	Total time (hours)
Accounting Agric Sciences Business Studies Economics Geography History Life Sciences Mathematics Math Literacy Physical Sciences Tourism	Content knowledge workshops	Teachers from schools performing below 60% in 2018 in the subject Teachers teaching the subject for the first time	Overall improved learner performance	445	56 364	6 hours per day for 15 days
	SBA moderation workshops	Teachers from schools performing below 70% in 2018 in the subject Teachers teaching the subject for the first time	Overall improved learner performance	552	56 364	2 hours per day
	Utilize e-learning platforms Siyavula programmes.	Maths, Science and Technology Academy schools	Overall improved learner performance	101	8745	2 hours per day
	Conduct 1+4 intervention for Grade 12 mathematics teachers.	All schools	Overall improved learner performance	552	25766	7 hours per day for 5 days

SUBJECT SPECIFIC INTERVENTION

FET ACCOUNTING: NORTHERN CAPE

Overview of interventions/support in Grade 12 for 2019 cohort						
Subject(s) involved	Explain/describe the type of intervention	Criteria for selecting target group	Envisaged impact	Number of schools	Number of learners	Total time (hours)
Accounting	Autumn Camps for Borderline Learners: Five- to ten-day residential camps to provide Borderline Learners from identified schools with intense revision and consolidation of content in identified subjects	Borderline Learners performing between 25-35% in November 2018 Grade 11 examination	Consolidation of content; Improved learner performance	27	118	5 Days- 32 Hours; 10 Days- 81 Hours
	Autumn Camps for Average and Top-Achieving Learners: Five-day residential camps to provide Top-Achieving Learners from identified schools with intense revision and consolidation of content in identified subjects	Learners performing between 50-100% in the November 2018 Grade 11 examination	Consolidation of content; Improved learner performance	13	22	5 Days- 32 Hours
	Winter Camps for Borderline Learners	Learners performing between 25-35% in March 2019	Consolidation of content; Improved learner performance	64	179	10 Days-76 Hours
	Winter Camps for Average Performing Learners	Learners performing between 50-65% in March 2019	Consolidation of content; Improved learner performance	47	48	5 Days/36 Hours

SUBJECT SPECIFIC INTERVENTION

FET ACCOUNTING; AGRIC SCIENCES: NORTH WEST

Overview of interventions/support in Grade 12 for 2019 cohort				Target		
Subject(s) involved	Explain/describe the type of intervention	Criteria for selecting target group	Envisaged impact	Number centres / schools	Number of learners	Total time (hours)
Accounting	Supply of mind the gap Progressed learner camps Winter vacation camp Provisioning of past papers for revision Provision of subject glossary for EAC On line support through Ulwazi and mindset solutions Subject teaching support clinics by Subject Advisor Support pack booklets (challenging content) Mediation of the 2018 diagnostic and moderation reports Tutorials extra classes Exam techniques booklets	All schools Progressed learners Learners from Underperforming schools First subject presenters	Mastering the subject content Attaining better scores in both formal and exam Improving the subject average performance Increasing subject distinctions	378		40 hours for each camp Every school day
Agric Sciences	Supply of mind the gap Progressed learner camps Winter vacation camp Provisioning of past papers for revision Provision of subject glossary for EAC On line support through mindset solutions Mediation of the 2018 diagnostic and moderation reports LTSM support for PAT Subject teaching support clinics by Subject Advisor Support pack booklets (challenging content)	All schools Progressed learners Learners from Underperforming schools First subject presenters	Mastering the subject content Attaining better scores in both formal and exam Improving the subject average performance	378		40 hours for each camp Every school day

SUBJECT SPECIFIC INTERVENTION

FET LIFE SCIENCES: WESTERN CAPE

Life Sciences	Tutoring (weekdays) and during school visits (Metro North)	Grade 12 learners at risk and all progressed learners at selected schools	85% pass rate. Decrease the 437 learners that did not achieve in term 1 to less than 100. Better understanding of critical concepts in Life sciences. Enforcement of basic knowledge	5 focus schools	257	16 hours
	Tutoring: Presenters: Identified tutors (Metro Central)	Learners at risk, progressed learners MST: 35 -55%, and above	Revision of topics covered Expectation is that learners will have a better understanding of challenging content areas and might improve their performance in 2nd semester	25 schools	400	6 hours
	Tutoring (Metro South)	Learners at risk, schools below 60%, all Grade 12, Progressed learners	Improved understanding of content, leading to increased pass percentage	35 schools	2000	12 hours
	Residential Exam Preparation (REP) classes (Overberg)	Selected gr12 learners from focus schools performing between 30-50% in gr 11 Nov exam of 2017	Consolidation of core terminology, concepts and challenging topics through mediation of exemplar questions: Genetics, RNA, DNA Protein Synthesis, Evolution & Human reproduction	3 schools	65	11 hours
	Weekend and afternoon Tutoring (Eden and Central Karoo)	All grade 12 learners at schools below 70%.	Improvement in June results vs March results.	4 schools	100	18 hours
	Tutoring camps (West Coast)	Tutoring camps (West Coast)	Progressed learners have a better understanding of structure, function and differences of DNA, RNA, DNA	10 schools	72	4 hours

SUBJECT SPECIFIC INTERVENTION

FET ACCOUNTING: WESTERN CAPE

Overview of interventions/support in Grade 12 for 2019 cohort				Target		
Subject(s) involved	Explain/describe the type of intervention	Criteria for selecting target group	Envisaged impact	Number of schools	Number of learners	Total time (hours)
Accounting	Telematics live broadcasted lessons supported by material prepared on Gr 12 Term 1 topics (Financial statements and Cash flow)	Telematics Schools offering Accounting in Gr 12	Improvement in Gr 12 results. Building learner and teacher confidence in challenging topics.	95	2625	6 hours
	Tutoring at focus schools	Focus schools as per District Improvement Plan	Metro South - Close content gaps	9	157	12 hours
			Eden Karoo - Curriculum coverage and consolidation	3	65	6 hours
			Winelands - Improve pass rate	2	39	12 hours
	Weekend Camps in term 1 and 2 (Metro South)	Underperforming Acc learners	Effective content coverage and consolidation	4	98	39 hours
	Revision sessions of challenging topics	Schools where novice teachers are teaching Gr 12 in their first year	Improve learners' results by strengthening their skills in answering Analysis and interpretation questions (Metro North and East)	3	50	4 hours
	Weekend Camps (before tests and exams)	Learners at risk	West Coast: Improvement in Term 1 and 2 results and strengthening learners' test and exam skills	4	14	4 hours

CIVIL TECHNOLOGY

Category	Type	Target Audience Criteria	Focus/Topics	Date	Duration
Extra Tuition	Morning, Afternoon & Saturday Lessons	All learners in Grade 12, Learners at risk, Progressed learners	Staircases, Roofing, Soldiering & Reinforcement	Morning, Afternoon & Saturday Lessons	(5X8) 20 hours
Resources/LTSM/ICT	study guides, previous papers & memos, videos, etc.	All grade 12 learners	All subject topics	Jan 2019	n/a

ENGINEERING GRAPHICS AND DESIGN

Category	Type	Target Audience Criteria	Focus/Topics	Date	Duration
Extra Tuition	Morning, Afternoon & Saturday Lessons	All learners in Grade 12, Learners at risk, Progressed learners	Civil: Analytical questions; Floorplan, elevation, section drawing Isometric drawings Perspective drawings, Assembly drawings, Loci, Mechanism, Interpretation and transition pieces	Morning, Afternoon & Saturday Lessons	(5X8) 20 hours

SOUTH AFRICAN SIGN LANGUAGE (SASL) AS HOME LANGUAGE (HL)

CURRICULUM SUPPORT PROGRAMME

- **Provinces** ensured that all the schools for the Deaf procured and received the necessary equipment for SASL HL.
- **15 schools** for the Deaf offer Grade 12 in 2019.
- **Extra Tuition Support: Extra classes** were offered in the afternoons, Saturdays and/or during the winter holidays.
- **LTSM: Previous Question papers and additional learning resources** provided to learners. Learners have access to the prescribed literature after hours by using the schools' laptops/computers.
- **PLC meetings** are established in some provinces.

LEARNER PERFORMANCE TRENDS

2019 Performance lower than 2018	
2019 Performance similar to 2018	
2018 Performance better than 2018	

NON- LANGUAGES

MATHEMATICS

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	65,49%	29,68%	65,81%	30,68%
Free State	67,34%	56,77%	50,45%	44,62%
Gauteng	100,00%	58,38%	67,67%	41,50%
KwaZulu-Natal	52,69%		45.52%	49.61%
Limpopo	77,54%	30,15%	75,62%	38,23%
Mpumalanga		25,95%	83,29%	41,18%
North West	57,00%		69,25%	38,76%
Northern Cape	83,86%	49,76%	72,90%	46,21%
WesternCape	77,31%	0,00%	88.5%	71.4%

MATHEMATICAL LITERACY

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	65,97%	60,38%	63,26%	54,89%
Free State	87,13%	73,43%	96,12%	79,21%
Gauteng	100,00%	70,16%	81,92%	74,05%
KwaZulu-Natal	55,50%	0,00%	65.02%	59.63%
Limpopo	70,55%	53,79%	77,11%	58,48%
Mpumalanga		77,07%	83,18%	69,15%
North West	76,80%		79,32%	80,40%
Northern Cape	86,56%	82,55%	94,44%	80,54%
WesternCape	66,99%	0,00%	89.0%	81.2%

PHYSICAL SCIENCES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	74,60%	71,74%	77,35%	75,93%
Free State	85,61%	74,27%	84,96%	79,83%
Gauteng	100,00%	79,56%	81,02%	82,16%
KwaZulu-Natal	68,98%		77.89%	70.62%
Limpopo	74,86%	71,21%	76,79%	74,82%
Mpumalanga		64,85%	76,23%	64,08%
North West	71,98%		81,40%	72,29%
Northern Cape	82,87%	87,72%	77,46%	75,84%
WesternCape	73,93%		91.9%	86.7%

LIFE SCIENCES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	72,03%	68,45%	85,70%	65,95%
Free State	92,35%	85,91%	87,83%	82,50%
Gauteng	100,00%	83,17%	85,81%	76,13%
KwaZulu-Natal	75,95%		70.97%	84.26%
Limpopo	81,51%	63,27%	79,53%	71,14%
Mpumalanga		58,83%	85,53%	67,31%
North West	79,57%		77,92%	76,83%
Northern Cape	83,13%	76,24%	75,42%	58,94%
WesternCape	82,27%		85.7%	79.3%

ACCOUNTING

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	74,46%	69,85%	77,38%	69,15%
Free State	86,01%	78,03%	91,29%	81,99%
Gauteng	100,00%	73,94%	82,67%	69,92%
KwaZulu-Natal	60,22%	0,00%	65.34%	69.01%
Limpopo	75,99%	50,33%	67,42%	55,97%
Mpumalanga		53,84%	79,73%	61,16%
North West	69,81%		76,19%	58,69%
Northern Cape	93,39%	93,42%	89,22%	80,97%
WesternCape	73,26%	0,00%	94.5%	83.6%

ECONOMICS

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	78,89%	65,44%	74,12%	63,22%
Free State	88,52%	86,32%	86,05%	83,44%
Gauteng	100,00%	84,94%	83,17%	81,05%
KwaZulu-Natal	69,62%		64.57%	77.37%
Limpopo	88,16%	56,86%	83,77%	64,32%
Mpumalanga		63,73%	80,06%	66,29%
North West	80,16%		82,04%	82,96%
Northern Cape	92,02%	82,67%	87,57%	84,16%
WesternCape	86,68%	0,00%	89.1%	72.4%

BUSINESS STUDIES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	88,13%	70,63%	85,18%	77,40%
Free State	92,54%	81,13%	91,96%	86,31%
Gauteng	100,00%	86,31%	86,22%	82,79%
KwaZulu-Natal	78,46%	0,00%	72.36%	71.45%
Limpopo	91,23%	58,17%	88,16%	74,49%
Mpumalanga		65,29%	82,89%	66,75%
North West	83,80%		90,66%	83,65%
Northern Cape	89,94%	82,67%	84,60%	72,61%
WesternCape	90,57%	0,00%	90.9%	71.6%

AGRICULTURAL SCIENCES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	77,44%	64,87%	81,12%	63,94%
Free State	84,55%	88,16%	87,07%	88,14%
Gauteng	100,00%	77,60%	76,56%	87,99%
KwaZulu-Natal	70,56%		69.81%	73.01%
Limpopo	83,84%	71,84%	77,31%	73,02%
Mpumalanga		67,65%	73,06%	75,27%
North West	75,82%		82,77%	92,14%
Northern Cape	95,17%	100,00%	88,84%	87,48%
WesternCape	82,66%		87.4%	81.5%

AGRICULTURAL MANAGEMENT PRACTICES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	92,01%	72,87%	87,12%	69,26%
Free State	97,95%	90,20%	98,71%	82,71%
Gauteng	100,00%	89,36%	75,00%	75,19%
KwaZulu-Natal	93,26%		94,30%	79.27%
Limpopo	92,97%	77,08%	97,63%	74,91%
Mpumalanga		70,38%	88.36%	68,06%
North West	97,95%		96,71%	94,41%
Northern Cape	98,21%	100,00%	100,00%	92,71%
Western Cape	92,97%	0,00%	-	-

AGRICULTURAL TECHNOLOGY

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	100,00%	100,00%	93,33%	83,33%
Free State	96,52%	81,01%	96,09%	72,56%
Gauteng	100,00%	66,67%	95,83%	94,58%
KwaZulu-Natal	98,72%		100,00%	87.24%
Limpopo	88,68%	59,38%	64,22%	71,70%
Mpumalanga		78,95%	95.03%	85,40%
North West	96,43%		95,66%	87,56%
Northern Cape	98,77%	91,30%	97,73%	97,50%
WesternCape	88,68%	0,00%	-	-

HISTORY

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	79,26%	88,00%	76,66%	89,07%
Free State	83,33%	92,28%	88,24%	90,04%
Gauteng	100,00%	92,82%	81,85%	93,95%
KwaZulu-Natal	76,87%		76.08%	90.32%
Limpopo	65,91%	81,13%	79,92%	84,76%
Mpumalanga		90,93%	87,51%	92,19%
North West	81,62%		84,48%	90,76%
Northern Cape	83,58%	95,71%	84,01%	91,55%
WesternCape	65,91%	0,00%	88.8%	91.5%

GEOGRAPHY

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	60,98%	57,05%	66,38%	61,63%
Free State	77,77%	81,03%	87,36%	81,52%
Gauteng	100,00%	73,72%	73,21%	83,22%
KwaZulu-Natal	58,89%	0,00%	65.93%	72.21%
Limpopo	73,24%	50,93%	67,79%	56,27%
Mpumalanga		54,18%	66,23%	56,07%
North West	75,10%		60,33%	71,70%
Northern Cape	78,76%	82,26%	62,57%	74,88%
WesternCape	70,98%	0,00%	83.5%	73.4%

ENGLISH FAL

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	95,88%	90,90%	96,95%	91,56%
Free State	98,23%	95,54%	98,19%	94,16%
Gauteng	100,00%	97,86%	94,71%	97,58%
KwaZulu-Natal	94,84%	0,00%	90.07%	95.98%
Limpopo	94,81%	85,49%	97,47%	92,74%
Mpumalanga		94,16%	96,63%	88,50%
North West	98,28%		97,95%	97,52%
Northern Cape	99,15%	97,46%	98,47%	96,05%
WesternCape	94,26%		98.3%	95.5%

CIVIL TECHNOLOGY

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	89,78%	82,34%	90,71%	81,06%
Free State	94,49%	81,78%	92,94%	82,62%
Gauteng	100,00%	90,97%	91,34%	92,43%
KwaZulu-Natal	86,84%		91,10%	
Limpopo	93,00%	76,33%	85,81%	62,24%
Mpumalanga		71,70%	86,61%	89,86%
North West	92,99%		93,14%	73,67%
Northern Cape	97,64%	84,09%	87,71%	85,80%
WesternCape	93,00%			

COMPUTER APPLICATIONS TECHNOLOGY

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	90,42%	71,30%	85,67%	76,79%
Free State	86,24%	86,94%	93,87%	87,82%
Gauteng	100,00%	81,55%	84,15%	80,15%
KwaZulu-Natal	91,25%	0,00%	87,40%	83,47%
Limpopo	88,76%	81,32%	93,93%	83,23%
Mpumalanga		78,18%	94,01%	74,41%
North West	91,75%		91,34%	84,75%
Northern Cape	87,49%	63,53%	88,68%	67,21%
WesternCape	88,76%	0,00%	-	-

CONSUMER STUDIES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	94,60%	84,04%	94,45%	83,51%
Free State	93,84%	94,82%	96,19%	95,29%
Gauteng	100,00%	92,92%	94,74%	91,48%
KwaZulu-Natal	90,80%	0,00%	93,55%	91.48%
Limpopo	96,94%	80,85%	95,95%	77,84%
Mpumalanga		83,42%	96,70%	86,51%
North West	92,63%		95,59%	96,27%
Northern Cape	99,28%	89,96%	96,37%	92,52%
WesternCape	96,94%	0,00%	-	-

DANCE STUDIES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	100,00%	100,00%	100,00%	100,00%
Free State	99,37%	97,73%	100,00%	95,56%
Gauteng	100,00%	98,84%	80,59%	100,00%
KwaZulu-Natal	100,00%	0	100,00%	98.15%
Mpumalanga	0	100,00%		
North West	100,00%	0	100,00%	100,00%
Northern Cape	100,00%	0	100,00%	100,00%
WesternCape	0	0,00%	-	-

DESIGN

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	97,33%	96,69%	95,06%	87,12%
Free State	69,05%	92,02%	88,23%	96,94%
Gauteng	100,00%	92,06%	82,09%	94,01%
KwaZulu-Natal	84,10%		82,20%	82.44%
Mpumalanga		88,68%	100,00%	98,42%
North West	100,00%		95,47%	81,11%
Northern Cape	100,00%		100,00%	76,19%
WesternCape				

DRAMATIC ARTS

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	93,70%	95,38%	98,26%	99,16%
Free State	97,51%	99,11%	93,26%	98,44%
Gauteng	100,00%	94,24%	86,40%	82,86%
KwaZulu-Natal	86,88%		86,63%	84.85%
Limpopo			100,00%	100,00%
Mpumalanga		100,00%	61,34%	98,32%
North West	100,00%		97,56%	100,00%
Northern Cape	100,00%		94,87%	100,00%
WesternCape				

ELECTRICAL TECHNOLOGY

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	84,01%	80,91%	91,77%	85,05%
Free State	95,38%	83,54%	96,76%	85,94%
Gauteng	100,00%	92,13%	91,14%	86,21%
KwaZulu-Natal	88,27%		92,35%	
Limpopo	91,97%	87,83%	90,95%	67,30%
Mpumalanga		63,18%	97,98%	90,42%
North West	86,62%		78,51%	78,16%
Northern Cape	80,27%	100,00%	91,11%	81,52%
WesternCape	91,97%			

ENGINEERING GRAPHICS AND DESIGN

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	95,04%	85,87%	95,72%	87,06%
Free State	89,58%	93,57%	96,42%	83,57%
Gauteng	100,00%	85,88%	89,26%	81,90%
KwaZulu-Natal	94,27%		93,48%	88.65%
Limpopo	95,97%	77,29%	95,67%	82,31%
Mpumalanga		83,64%	98,23%	87,94%
North West	92,17%		91,67%	87,62%
Northern Cape	97,88%	95,48%	93,44%	78,14%
WesternCape	95,97%			

HOSPITALITY STUDIES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	92,54%	77,12%	93,60%	87,27%
Free State	90,51%	94,76%	97,65%	94,55%
Gauteng	100,00%	94,74%	92,84%	90,57%
KwaZulu-Natal	92,43%		87,79%	82.86%
Limpopo	98,17%	95,74%	98,48%	92,86%
Mpumalanga		95,36%	100,00%	98,45%
North West	98,86%		95,16%	89,86%
Northern Cape	100,00%		100,00%	93,52%
WesternCape	98,17%			

INFORMATION TECHNOLOGY

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	93,34%	76,08%	93,82%	88,41%
Free State	97,01%	79,83%	85,53%	88,06%
Gauteng	100,00%	86,23%	82,96%	94,85%
KwaZulu-Natal	93,34%		91,55%	76,01%
Limpopo	97,06%	84,16%	91,40%	87,72%
Mpumalanga		77,78%	100,00%	85,60%
North West	89,15%		92,65%	83,10%
Northern Cape	100,00%		92,86%	78,57%
WesternCape	97,06%			

LIFE ORIENTATION

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	96,26%	97,82%	96,39%	98,07%
Free State	97,56%	98,77%	94,69%	97,61%
Gauteng	100,00%	98,16%	94,99%	96,86%
KwaZulu-Natal	95,10%		96,77%	97,58%
Limpopo	98,78%	98,09%	97,51%	97,42%
Mpumalanga		96,77%	96,37%	92,87%
Northern Cape	97,33%	85,04%	97,83%	96,60%
North West	97,57%		98,23%	99,17%
Western Cape	98,68%			

MECHANICAL TECHNOLOGY

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	89,14%	66,28%	87,21%	67,28%
Free State	91,51%	72,01%	89,82%	82,09%
Gauteng	100,00%	71,01%	90,93%	72,20%
KwaZulu-Natal	90,65%		88,44%	
Limpopo	92,56%	57,55%	80,71%	60,59%
Mpumalanga		78,83%	100,00%	89,07%
North West	86,99%		88,43%	72,18%
Northern Cape	92,96%	94,16%	92,87%	87,26%
WesternCape	92,56%			

MUSIC

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	100,00%	98,27%	98,44%	96,15%
Free State	95,85%	97,22%	93,75%	93,75%
Gauteng	100,00%	91,59%	90,47%	61,88%
KwaZulu-Natal	95,90%		89,15%	90.29%
Mpumalanga		100,00%	77.78%	27.78%
North West	66,88%		85,29%	100,00%
Northern Cape	100,00%		83,33%	100,00%
WesternCape				

RELIGION STUDIES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	95,81%	85,48%	91,15%	86,26%
Free State	100,00%	84,72%	90,91%	100,00%
Gauteng	100,00%	86,83%	88,06%	80,30%
KwaZulu-Natal	92,77%		88,87%	73.80%
Limpopo			100,00%	100,00%
Mpumalanga		85,13%	93,10%	82,38%
North West	56,05%		83,29%	78,45%
WesternCape				

TOURISM

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	85,66%	69,65%	88,27%	73,89%
Free State	92,64%	82,89%	96,06%	86,49%
Gauteng	100,00%	82,85%	93,27%	84,25%
KwaZulu-Natal	75,00%		78,25%	73.27%
Limpopo	83,46%	70,96%	87,48%	64,90%
Mpumalanga		70,62%	93,02%	74,59%
North West	96,13%		94,28%	81,30%
Northern Cape	96,64%	89,77%	96,17%	75,57%
WesternCape	83,46%			

VISUAL ARTS

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	94,65%	96,03%	87,57%	95,90%
Free State	91,34%	94,29%	86,12%	93,35%
Gauteng	100,00%	94,46%	87,31%	87,41%
KwaZulu-Natal	88,74%		87,73%	76.66%
Limpopo	97,98%	93,39%	87,02%	87,69%
Mpumalanga		89,19%	84,62%	84,65%
Northern Cape	92,59%		100,00%	98,72%
North West	98,65%		96,56%	97,98%
WesternCape	97,98%			

SUMMARY TRENDS IN LEARNER PERFORMANCE FOR HIGH ENROLMENT SUBJECTS

- Mathematics **performance mostly similar** or lower than the corresponding period in 2018.
- Mathematical Literacy **performance for most provinces similar** to 2018.
- All provinces except one **perform above 70%** in both terms in 2019 in Physical Sciences.
- **Life Sciences performance dropped** in most provinces in 2019.
- Performance in Agricultural Sciences is mostly similar to 2018.
- Accounting performance dropped slightly from 2018.

SUMMARY TRENDS IN LEARNER PERFORMANCE FOR HIGH ENROLMENT SUBJECTS

- **Economics** performance either **remained the same or dropped** in comparison to 2018.
- In most provinces **business studies** performance **remained stable** in comparison to 2018
- Performance in **History improved** in most provinces in Term 2 of 2019.
- **Geography** performance **remained stable** in 2019 in comparison to 2018.
- **EFAL Performance dropped** in a number of provinces in term 2 in 2019.

LANGUAGES

HOME LANGUAGES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	98,21%	98,45%	99,22%	98,95%
Free State	98,13%	99,18%	99,28%	98,99%
Gauteng	100,00%	99,18%	93,32%	97,23%
KwaZulu-Natal	98,72%	0,00%	98,93%	
Limpopo	99,17%	97,02%	99,16%	97,80%
Mpumalanga		98,60%	98,51%	98,21%
Northern Cape	98,18%	96,74%	99,47%	98,06%
North West	95,95%		98,41%	98,98%
WesternCape	99,16%	0,00%		

FIRST ADDITIONAL LANGUAGES

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	93,56%	96,25%	98,44%	96,27%
Free State	98,99%	97,44%	98,67%	96,17%
Gauteng	100,00%	97,91%	93,68%	95,49%
KwaZulu-Natal	94,98%	0,00%	98,02%	
Limpopo	98,19%	96,37%	97,29%	96,55%
Mpumalanga		96,64%	99,51%	93,70%
Northern Cape	98,01%	96,49%	98,64%	97,74%
North West	97,18%		98,34%	96,19%
WesternCape	98,19%	0,00%		

SECOND ADDITIONAL LANGUAGES

Province	2018		2019	
	1	2	1	2
Eastern Cape	98,66%	92,92%	99,52%	94,41%
Free State	98,72%	96,01%	98,91%	94,61%
Gauteng	100,00%	84,97%	93,50%	77,68%
KwaZulu-Natal	97,08%		93,65%	
Limpopo	96,58%	80,59%	94,41%	84,08%
Mpumalanga		93,38%	92,72%	90,55%
Northern Cape	99,52%		90,33%	97,87%
North West	99,30%		94,27%	93,47%
WesternCape	96,58%	0,00%		

AFRIKAANS HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	98.84%	97.61%	99.31%	98.78%
Free State	99.40%	99.26%	99.49%	98.97%
Gauteng	100.00%	99.58%	86.87%	98.19%
KwaZulu-Natal	100.00%		100.00%	94.66%
Limpopo	99.75%	99.69%	99.44%	91.21%
Mpumalanga		99.46%	98.73%	99.62%
Northern Cape	98.81%	98.58%	99.02%	98.38%
North West	87.43%		95.39%	99.13%
Western Cape	99.75%	89.7%	97.7%	90.2%

ENGLISH HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	96.70%	98.87%	99.69%	99.47%
Free State	97.37%	98.11%	97.14%	99.18%
Gauteng	100.00%	97.09%	94.15%	95.38%
KwaZulu-Natal	98.49%	0.00%	98.72%	91.20%
Limpopo	98.01%	97.03%	98.91%	99.04%
Mpumalanga		97.05%	99.80%	96.66%
Northern Cape	99.90%	91.32%	99.84%	99.01%
North West	97.61%		99.15%	97.89%
Western Cape	98.01%	88.9%	96.9%	87.2%

ISINDEBELE HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Gauteng		100.00%	50.00%	100.00%
Limpopo	99.35%	98.14%	99.48%	97.60%
Mpumalanga		98.88%	99.06%	99.36%
Western Cape	99.35%			

ISIXHOSA HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	98.86%	98.27%	98.76%	98.51%
Free State	98.69%	99.62%	99.88%	99.88%
Gauteng	100.00%	99.19%	96.16%	99.00%
KwaZulu-Natal	99.71%		98.25%	99.17%
Limpopo	100.00%	100.00%	100.00%	100.00%
Mpumalanga		100.00%		100.00%
Northern Cape	98.47%	100.00%	99.37%	97.34%
North West	99.52%		99.44%	99.29%
Western Cape	100.00%	92.7%	97.3%	97.2%

ISIZULU HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape			100.00%	100.00%
Free State	100.00%	99.86%	100.00%	99.61%
Gauteng	100.00%	98.40%	95.22%	98.49%
KwaZulu-Natal	97.45%		98.37%	
Limpopo	99.47%	87.40%	99.80%	97.27%
Mpumalanga		96.92%	99.10%	96.94%
Western Cape	99.47%			

SEPEDI HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Free State	100.00%	100.00%	100.00%	
Gauteng	100.00%	99.07%	96.11%	99.30%
Limpopo	99.00%	95.31%	98.96%	98.71%
Mpumalanga		98.15%	97.87%	97.21%
North West				100.00%
Western Cape	98.92%			

SESOTHO HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Eastern Cape	99.70%	99.69%	99.01%	98.89%
Free State	98.86%	99.29%	99.41%	96.95%
Gauteng	100.00%	98.88%	97.07%	98.81%
KwaZulu-Natal	100.00%		100.00%	
Mpumalanga		99.31%	91.3%	99.39%
Northern Cape	100.00%		100.00%	90.00%
North West	99.23%		99.50%	98.61%
Western Cape	93.5%	95.1%	90.5%	90.5%

SETSWANA HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Free State	98.95%	98.93%	99.98%	99.73%
Gauteng	100.00%	99.32%	94.86%	98.81%
Limpopo	99.53%	97.53%	92.86%	98.88%
Mpumalanga		98.18%	98.4%	99.32%
Northern Cape	95.50%	98.64%	99.57%	99.27%
North West	99.33%		99.45%	99.65%
Western Cape	99.53%	131		

SiSWATI HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Gauteng	100.00%	100.00%		100.00%
Mpumalanga		98.11%	97.24%	99.25%

TSHIVENDA HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Gauteng	100.00%	99.88%	95.22%	99.47%
Limpopo	99.42%	99.82%	99.92%	99.92%
Western Cape	99.42%			

XITSONGA HOME LANGUAGE

Province	2018		2019	
	Q1	Q2	Q1	Q2
Free State	78.95%	100.00%	100.00%	100.00%
Gauteng	100.00%	99.53%	98.13%	99.64%
Limpopo	99.71%	99.32%	99.85%	99.31%
Mpumalanga		98.56%	97.72%	98.31%
Western Cape	99.71%			

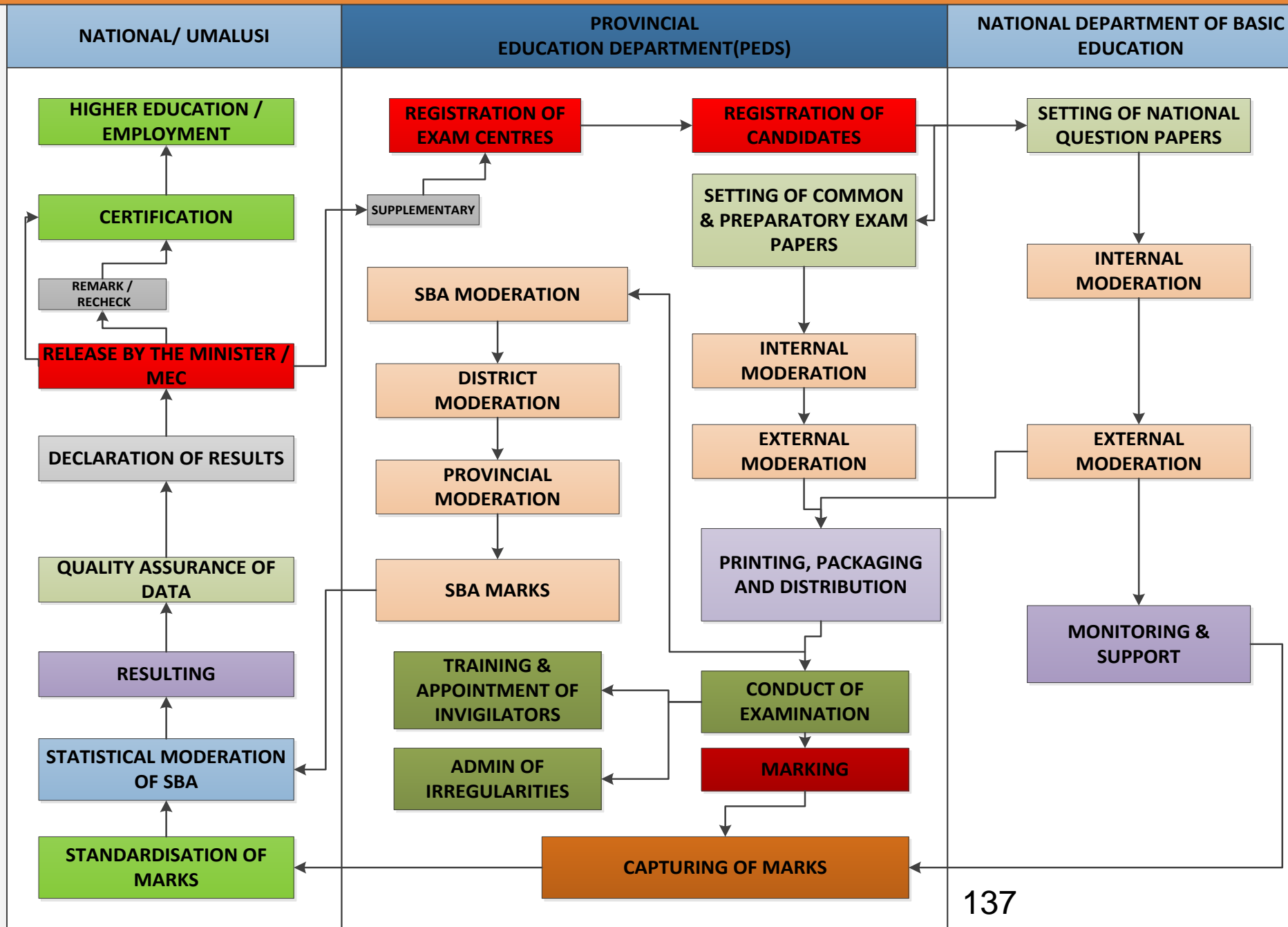
PART B

SYSTEM READINESS

INTRODUCTION

- a) The National Senior Certificate (NSC) signifies the culmination of **twelve years** of teaching and learning.
- b) The NSC serves a number of purposes:
 - Entry to the institutions of Higher Education;
 - Prepares the learner for the world of work;
 - Develops the learner for citizenry; and
 - Central indicator of the performance of the schooling system.
- c) In 2019, **790 405** candidates will sit for the NSC examination across **7 416** examination centres.
- d) The DBE as the public assessment body must **ensure that the examinations are credible** to ensure currency of the certificate.

EXAMINATION CYCLE



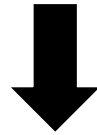
CURRENT STATUS OF THE PUBLIC EXAMINATION SYSTEM

CURRENT STATUS

- a) High level of **examination integrity** and the examination system is comparable to the best in the world.
- b) The NSC is a qualification that is **internationally recognised**.
- c) Question papers are benchmarked with **Cambridge International Examinations** and **University South Africa (USAf)**.
- d) **Continuously improving security of question papers** from origination to writing.
- e) Improved **marking quality strategies**.
- f) Modernisation of Assessment and Examinations – Assessment Plan 2024.

SYSTEM ENHANCEMENTS (ONGOING IMPROVEMENTS)

Improved Quality of Question Papers



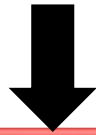
- (a) Continuous review of previous year question papers.
- (b) International Benchmarking
- (c) Training of Examiners
- (d) Item Banking system
- (e) Pre-writing of question papers.
- (f) Improve editing capacity
- (g) Fairness review of QPs

Secure Movement of Question Papers



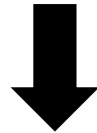
- (a) Norms and standards for storage of question papers.
- (b) Vetting of Staff.
- (c) Audit of all storage points.
- (d) Audit of all examination centres.
- (e) Training of Storage managers.
- (f) Training of Invigilators

High Quality Marking



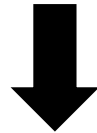
- (a) Common appointment criteria.
- (b) Audit of marker appointments.
- (c) Training of markers/Accredited Training Program.
- (d) Rigorous marking standardisation meetings.
- (e) Tolerance Range
- (f) Marker Authorisation.
- (g) Centralised Marking
- (h) Electronic Marking
- (i) National appointment of IMs and CMs

Accurate Resulting



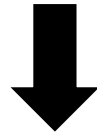
- (a) Fully functional Examination Computer System.
- (b) All policy changes completed long before exam commencement
- (c) Dry run completed
- (d) Training of System Administrators.
- (e) Data sets approved by Umalusi

Detection and Management of Irregularities



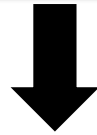
- (a) SOPs for the management of irregularities.
- (b) Training in the management of irregularities.
- (c) Revision of Regulations.
- (d) Guidelines on the management of SBA irregularities.
- (e) Guidelines on the application of sanctions
- (f) Functional DAICs and SAICs.

Certification



- (a) Audit of certification systems across all PEDs.
- (b) Training of Certification Provincial Managers.**
- (c) Closer monitoring of PED certification units by DBE.
- (d) Decentralisation of certification functions

Monitoring and Coordination



Coordination

- (a) Detailed Management Plan
- (b) Continuous engagement with PEDs.

Monitoring Model

- (a) Definition of clear norms and standards.
- (b) Mediation of standards.
- (c) Support.
- (d) Monitoring and evaluation.
- (e) Feedback

PREPARATION FOR THE 2019 NSC EXAMINATIONS

OVERALL PROGRESS

- a) **PEDs finalized the registration of candidates and examination centres.**
- b) **A total of 147 examination question papers for the 2019 November examination have been set and externally moderated by Umalusi.**
- c) **DBE has finalised the moderation of the 2019 Preparatory exams in ten key subjects.**
- d) **DBE has concluded the first phase of the quality assurance of SBA in two districts across all the PEDs.**

OVERALL STATUS

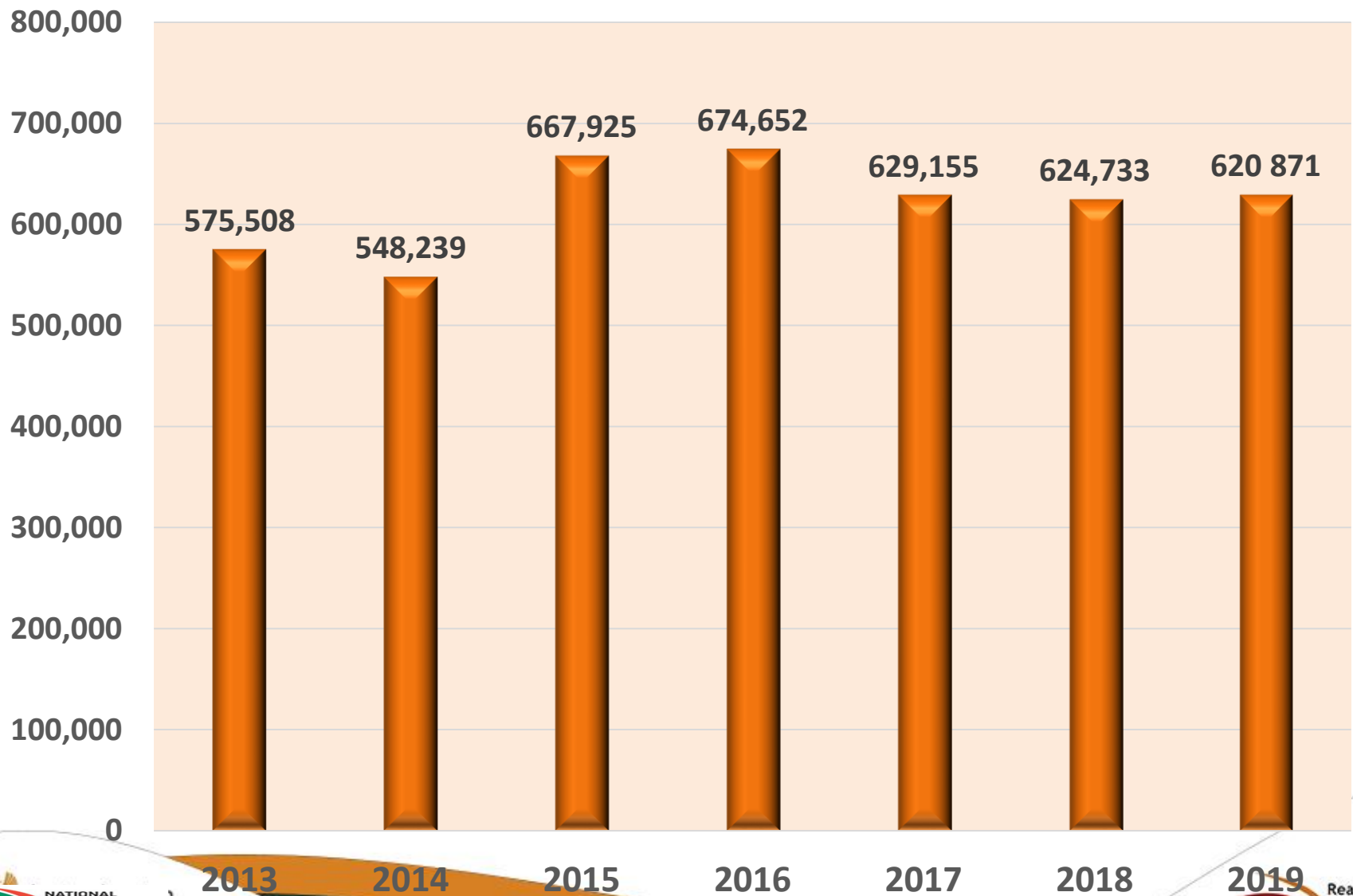
- e) Conducted an **intensive review of the exam systems** of all nine provinces and provided preliminary reports to PEDS (May/June 2019)
- f) DBE in conjunction with the PEDs conducted the following audits:
 - storage points
 - exam centres
 - marker appointments
 - district exam systems
- g) Final **state of readiness visits** to all PEDs was also conducted in September 2019.

ENROLMENTS

COMPARISON OF ENROLMENTS (2018/19)

Province	2018			2019			Difference in FT
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	2019-2018
Eastern Cape	81 842	22 263	104 105	82 113	21 049	103 162	271
Free State	29 209	5 792	35 001	30 058	6 307	36 365	849
Gauteng	107 166	44 057	151 223	111 474	42 621	154 095	4 308
KwaZulu-Natal	151 166	40 992	192 158	147 935	36 951	184 886	-3 231
Limpopo	96 840	29483	126 323	94 563	31 627	126 190	-2 277
Mpumalanga	57 867	13 177	71 044	56 837	13 645	70 482	-1 030
North West	34 718	5 651	40 369	33 014	6 219	39 233	-1 704
Northern Cape	12 157	2 203	14 360	11 512	2 024	13 536	-645
Western Cape	53 768	12 492	66 260	53 365	9 091	62 456	-403
National	624 733	176 110	800 843	620 871	169 534	790 405	-3 862

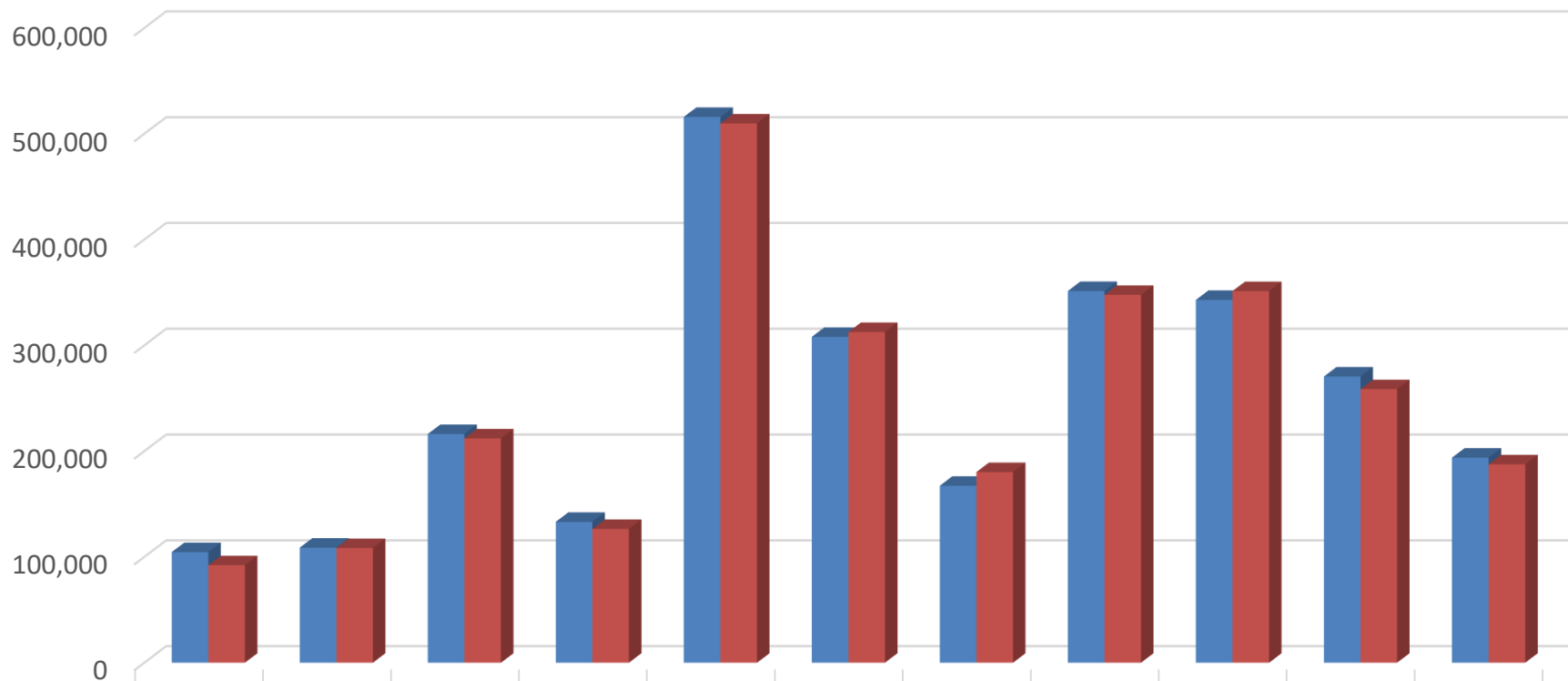
NSC Full-Time Enrolment Trends



NSC SUBJECT ENROLMENT TRENDS

Subject	Entered 2015	Entered 2016	Entered 2017	Entered 2018	Entered 2019	Difference 2019-2018
Accounting	145 464	137 349	116 149	104 553	92 172	-12 381
Agricultural Sciences	107 326	108 543	108 756	108 794	108 406	-388
Business Studies	256 059	245 067	225 100	216 217	212 015	-4 202
Economics	171 520	162 305	144 793	133 198	126 452	-6 746
English FAL	560 227	545 587	521 306	515 937	509 733	-6 204
Geography	313 319	310 088	306 474	308 014	312 616	4 602
History	159 708	161 116	159 108	167 289	180 228	12 939
Life Sciences	359 187	356 784	352 594	351 377	347 711	-3 666
Mathematical Literacy	400 794	371 614	353 019	342 976	351 249	8 273
Mathematics	273 348	285 390	276 084	270 516	258 590	-11 926
Physical Sciences	199 150	200 418	197 960	193 869	187 506	-6 363

NSC 2018/19 SUBJECT ENROLMENTS



	Accounting	Agricultural Sciences	Business Studies	Economics	English FAL	Geography	History	Life Sciences	Mathematical Literacy	Mathematics	Physical Sciences
Entered 2018	104,553	108,794	216,217	133,198	515,937	308,014	167,289	351,377	342,976	270,516	193,869
Entered 2019	92,172	108,406	212,015	126,452	509,733	312,616	180,228	347,711	351,249	258,590	187,506

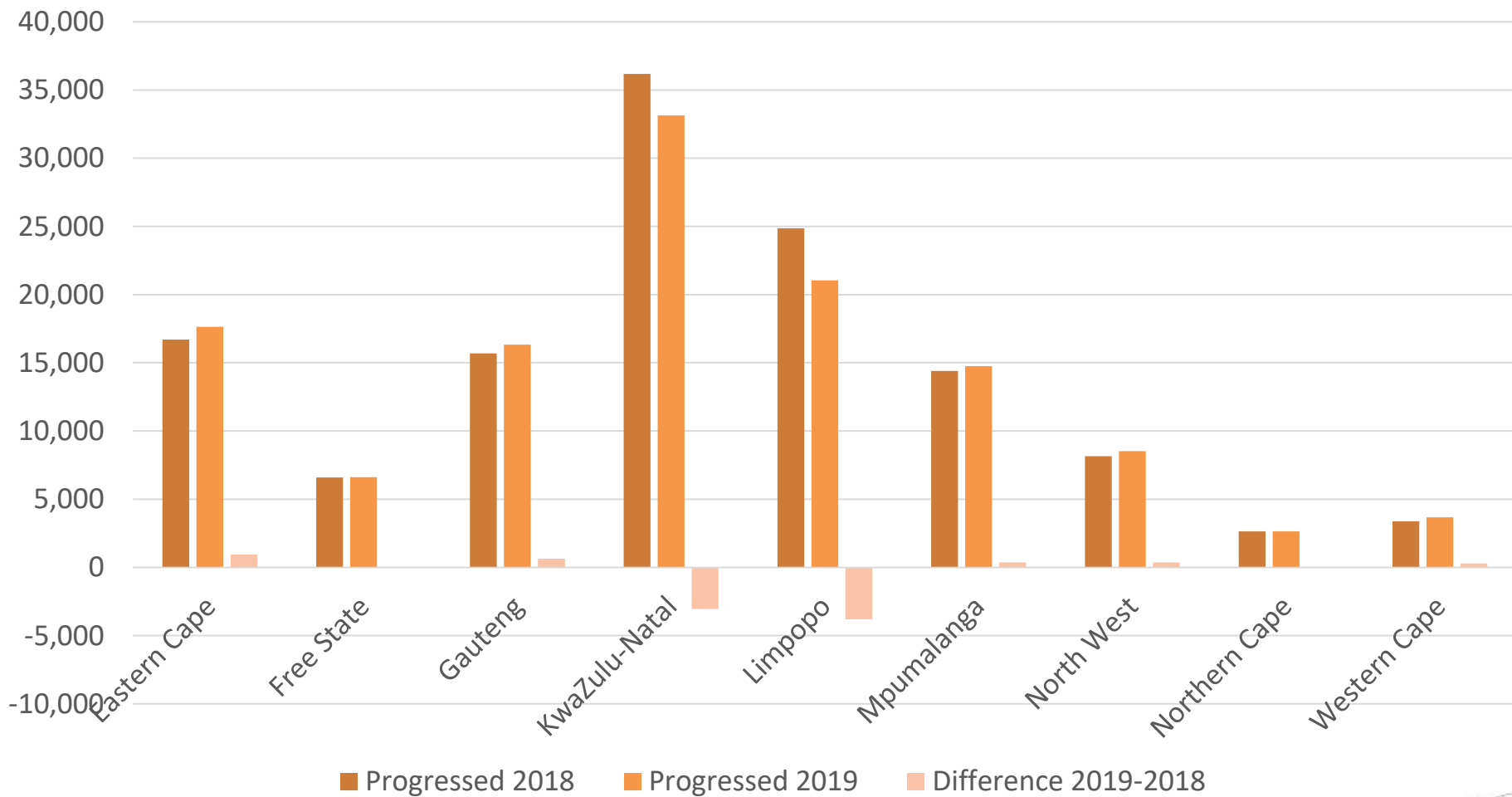
NEW SUBJECT ENROLMENTS

Subject	Entered 2018	Entered 2019	Difference (2019-2018)
Civil Technology (Civil Services)	818	623	-195
Civil Technology (Construction)	4 557	3 667	-890
Civil Technology (Woodworking)	2 707	2 049	-658
Electrical Technology (Digital Systems)	413	333	-80
Electrical Technology (Electronics)	1 134	968	-166
Electrical Technology (Power Systems)	5 566	5 076	-490
Mechanical Technology (Automotive)	3 168	2 958	-210
Mechanical Technology (Fitting and Machining)	2 168	2 109	-59
Mechanical Technology (Welding and Metal Work)	2 059	1 798	-261
South African Sign Language Home Language	54	99	45
Technical Mathematics	11 198	11 149	-49
Technical Sciences	11 519	11 810	291

NSC 2018/19 Progressed Learners

Province	Progressed 2018	Progressed 2019	Difference 2019-2018
Eastern Cape	16 708	17 647	939
Free State	6 588	6 621	33
Gauteng	15 692	16 328	636
KwaZulu-Natal	36 186	33 135	-3 051
Limpopo	24 858	21 044	-3 814
Mpumalanga	14 409	14 765	356
North West	8 162	8 528	366
Northern Cape	2 647	2 643	-4
Western Cape	3 384	3 670	286
National	128 634	124 381	-4 253

NSC 2018/19 Progressed learners



EXAMINATION MANAGEMENT

MANAGEMENT

ISSUES

(a) **Staff Capacity** at national, provincial and district level

(b) Management of **overtime** in the PEDs to ensure examination delivery.

(c) **Coordination, integration and monitoring of the districts** in the management of examination functions.

PROGRESS

- **Number of posts at national, province and districts** are vacant. Posts are being advertised in certain PEDs
- System administration capacity lacking in certain PEDs. **Assistant System Administrators are being trained by SITA**
- Districts managed by DCES – two PEDs have CESs managing the exams at district level

- DBE has obtained approval from the Minister of PSA for a special concession for public examinations.
- PEDs and DBE are monitoring overtime very closely.

- PEDs have established **District Co-ordinating structures** that meet regularly to ensure coordination of district responsibilities.
- More intensive monitoring of the districts in the execution of their functions is needed.
- PEDs conduct full state of readiness audits with each of the districts. This is verified by DBE.

MANAGEMENT

ISSUES

(d) **Decentralisation** of management of Exams to districts.

PROGRESS

- Certain functions relating to certification, registration have been delegated to districts in certain PEDs.

(e) **Variation** in examination staff structure and functionality across districts.

- DBE is in the process of standardising district structure and roles and responsibilities.

REGISTRATION OF CANDIDATES AND CENTRES

REGISTRATION

INTERVENTION	PROGRESS
a). Upload of candidate data from SA-SAMS warehouse.	<ul style="list-style-type: none"> • Five Provinces uploaded the NSC Learner registration from SA-SAM (EC,FS, GT, LP, NC) • WC uploaded from CEMIS, MP rolled-over grade 11 data from the IECS, KZ & NW captured afresh.
b) Verification of application of Progression Policy and Policy on Multiple Examination Opportunity (MEO)	<ul style="list-style-type: none"> • PEDs have conducted a second level of verification at the provincial level, where the Grade 11 schedules are checked to ensure correct application. • Other PEDs have left this responsibility to the circuit managers and district officials. • MEO policy application closely monitored by district officials. MEO policy implemented for the last time in 2019.
c) Registration of centres.	<ul style="list-style-type: none"> • Registration of public and independent centres have been completed by province. • All independent centres have been audited and in cases of centres that do not comply, exams will be managed by the PED. • Final check of centres conducted by DBE. PEDs verified centre indicators, i.e. EMIS no, Quintiles, Umalusi accreditation no, LOLT, No-fee, SNE school, etc.

REGISTRATION

INTERVENTION

PROGRESS

d) Immigrant Learners

- Immigrant Learners have to produce a passport or study permit.
- Learners without the relevant documentation will not be allowed to register, unless they have been part of the schooling system.
- These immigrant learners will be registered but their results will only be released after they produce the relevant documentation.

e) High number of un-registered candidates across most PEDs.

- DBE moving towards making ID document compulsory for registration.
- Candidates that are not registered will not be allowed to write in 2020, provided they can provide proof that they did register.

QUESTION PAPER DEVELOPMENT

QUESTION PAPERS:

- a) A total of **147 question papers** are required for the November 2019 examination. These have been set, internally moderated and approved by Umalusi.
- b) **Quality assurance** (editing and proofreading) is completed and QPs handed over to PEDs in two consignments; 16 August 2019 and 16 September 2019.
- c) **Printing and packing** commenced five days after question papers have been handed over to PEDs. To allow for final checking by PEDs.

QUESTION PAPERS:

- d) **Adaptations** for the blind, deaf and partially sighted are currently in progress
- e) Question papers are subjected to **in-house quality assurance and fairness review** to ensure language is of the appropriate standard and accessible to all learners, free of any bias and errors.

PRINTING AND PACKING OF QUESTION PAPERS

- a) All PEDS submitted **printing plans** which were scrutinised by DBE.
- b) **Staff involved in printing are vetted**/have signed agreements to maintain secrecy
- c) Most PEDs use their state of the art **in-house printing facilities**. NC, NW and LP entered into an SLA with GPW for Nov 2019 exam printing. Security at GPW has been strengthened. FS printing done by SITA in the province.
- d) **Transport of question papers** escorted by SAPS/Security services appointed by the PED
- e) All PEDs have **automated pre-sealing** of question papers except FS.

ADMINISTRATION OF SASL HL EXAMINATION

SOUTH AFRICAN SIGN LANGUAGE (SASL) HL

TASK	PROGRESS
<p>(a) Setting of question papers in sign language format.</p>	<ul style="list-style-type: none"> • The 2018 team of specialists in SASL HL, (examiners, internal moderators, signers, interpreters and video editors) set the November 2019/June 2020 examination question papers. • Question papers are approved by Umalusi. • A back-up question paper is set for the Nov 2019 examination.

SOUTH AFRICAN SIGN LANGUAGE (SASL) HL

INTERVENTION	PROGRESS
(b) Audit of the schools (resources/ readiness)	<ul style="list-style-type: none"> • A state of readiness survey was conducted by the PEDs among the 15 schools that offer SASL HL at Grade 12 for 2019. • High level of compliance in most schools. • Outstanding aspects attended to by the PEDs.
(c) Moderation of SBA and Orals	<ul style="list-style-type: none"> • Peer moderation among schools. • A moderation team appointed (comprising DBE examining panel members plus 2 PED officials). • A sample of candidates moderated in Orals (signing and observation).

CONDUCT OF EXAMINATIONS IN SASL HL

- a) **Guidelines** for the conduct and administration of examinations in SASL HL were finalised and PEDs monitor the implementation of these guidelines.
- b) The **stipulated duration/writing time**, as per CAPS, was amended in 2018. This was done again in the November 2019 examinations. (P2 and P3, an additional 1.5hrs – current 2.5 hrs, P1 an additional 1 hr – current 2hr duration.)
- c) In line with the November 2018 examination, the **reading time** will be 20 minutes in the November 2019 examination
- d) **Central marking** in Pretoria.

ACCOMMODATION AND CONCESSIONS

MANAGEMENT OF CONCESSIONS

INTERVENTION

PROGRESS

- | | |
|---|--|
| (a) Establishment of a central pool of scribes and readers and central training of scribes/amanuensis | <ul style="list-style-type: none"> • Few PEDs have appointed and trained scribes and readers. • Other PEDs have established criteria for the appointment of scribes and readers |
| (b) Concessions to be established from lower grades. | <ul style="list-style-type: none"> • Few PEDs have already commenced with evaluation of learners from lower grades (Grade 1 or Grade 10). • Tracking of concessions on SASAMS for 2020 |
| (c) PEDs to make available professional support staff to confirm the special need. | <ul style="list-style-type: none"> • PEDs are in the process of appointing professional staff to evaluate and confirm the special need amongst learners |

STORAGE, NODAL, AND DISTRIBUTION POINTS; AND EXAMINATION CENTRES

AUDIT OF STORAGE AND NODAL POINTS

- a) PEDs have **audited all their storage** and nodal points
- b) The DBE conducted a **sample verification audit of storage** and nodal points across all PEDS.
- c) Storage and nodal points are **audited using a set of predetermined criteria** and only storage points that complied largely to the security standards were endorsed for storage of question papers.
- d) A **few storage points did not meet the criteria** and were **not endorsed** for storage due to one of the following:
 - No proper strong room;
 - Inadequate space in strong room(too small);
 - Storage manager below the level stipulated in the standard operating procedures;
 - Double locking system not implemented.

CRITERIA FOR THE APPROVAL OF STORAGE AND NODAL POINTS

No.	Full compliance (Approved for storage)	Partial compliance (accepted for storage)	Non compliance on significant aspects (Not Approved for storage)
a.	Strong room -Solid walls/ceiling -Steel door	Approval is partial when the following have been compromised: -Location -Lighting -Armed response/Alarm system -CCTV Monitoring -Arrangement, e.g. shelving, etc. But the following must be in order (i.e. a-e): -Strong room -Double locking -Strong room (space) -Security guards -Level of key holder/storage manager	No approval if any of the following is not available or not in order (i.e. a-e): -Strong room wall/door -Double locking -Strong room space -Security guards -Level of key holder/storage manager
b.	Double locking -Two locks (doors/gates or biometrics) -Two key holders/ biometric access		
c.	Strong room (space)		
d.	Security guards - Building - Strong room area (24 Hours)		
e.	Level of key holder/storage manager		
f.	Location -Cordoned off (quiet corner)		
g.	Lighting		
h.	Armed response/Alarm system		
i.	CCTV Monitoring		

EXAMINATION CENTRES

Intervention

- (a) All examination centres to complete a self evaluation instrument.
- (b) District to conduct an audit of all Independent centres. Centres classified as high, medium and low risk centres.
- (c) District to conduct an audit of a sample of public centres.
- (d) PED and DBE to also conduct an audit of a sample of these examination centres.

Progress

- All independent centres have been audited by the PEDs and classified as high, medium and low risk. All high risk centres will be **managed by the PED**.
- Audit of the Public Exam Centres completed by end of September 2019.

MONITORING OF EXAMINATIONS

MONITORING

Intervention	Progress
<p>(a) Extend the monitoring to include all aspects of the examination cycle, including a final state of readiness of the districts.</p>	<ul style="list-style-type: none"> • PEDs have monitored the districts and the functions they execute. To be extended to all districts . • PEDs conducted State of readiness of districts.
<p>(b) PEDs to increase their monitoring capacity so that maximum coverage is ensured</p>	<ul style="list-style-type: none"> • PEDs to determine monitoring capacity for each question paper written in the November 2019 NSC exam. • Focus should be on schools that are regarded as high risk. • Resident monitors to be rotated and not deployed permanently to one school.

MONITORING

Intervention	Progress
<p>(c) Integrated approach to monitoring to be implemented which entails the coordination of monitoring across all three levels and monitoring of the monitor.</p>	<ul style="list-style-type: none"> • Integrated approach shared with all Monitoring managers at a DBE training session. • 2019 NSC monitoring plans will be evaluated by DBE to ensure integrated monitoring approach. • PED monitoring plans to include estimated percentage coverage. • All PEDs are expected to implement the monitoring of the monitor approach.

MONITORING

Intervention	Progress
(d) Management of the collection of morning and afternoon question papers .	<ul style="list-style-type: none"> • Most centres collect morning and afternoon question papers separately, except where distances do not allow for such collection. • DBE protocol followed at these sites where morning and afternoon question papers are stored. • Security and monitoring is stepped up at these sites where morning and afternoon question papers are stored.
(e) Norm time for submission of scripts/answer books	<ul style="list-style-type: none"> • Norm times for the submission of scripts/answer books for different centres have been established depending on the distances between the centres and the collection point.

SCHOOL BASED ASSESSMENT

SCHOOL BASED ASSESSMENT

INTERVENTION

PROGRESS

(a) Comparative Analysis Report: Statistical Moderation of SBA

- DBE has since 2016, distributed to all PEDS a **detailed statistical report** that compares the SBA marks to the exam marks. This was also done in **January 2019**.
- PEDs were provided with Excel spreadsheets indicating where **marks were rejected and marks were inflated at a subject, district and school level**. A Word Version the report was also provided to all PEDs.
- These **quantitative reports** have served as the **basis for SBA improvement** initiatives via Curriculum in all provinces.
- The Statistical Moderation Reports have been successful in **raising awareness of the standard and reliability of SBA marks**.

SCHOOL BASED ASSESSMENT

INTERVENTION

(b) Moderation and face to face support in the finalisation of the Prep Exam question papers

PROGRESS

- **Prep exam papers in 11 key subjects** across eight PEDs (except WCED) were moderated by DBE moderators.
- Agricultural Sciences was included for the first time in 2019.
- Detailed **feedback reports** were provided with each moderation phase.
- Face to face engagements very useful in building capacity in examining .

SCHOOL BASED ASSESSMENT

INTERVENTION

PROGRESS

(c) Quality Assurance of SBA

- Phase 1 (23 June- 5 July 2019) : Evaluation of SBA assessment tasks was conducted in two sampled districts per province, and in a sample of between 4-8 gateway subjects, and Life Orientation.
- There is **some improvement in the quality of assessment tasks** designed by teachers, as well as Common Assessments set in some provinces.
- The setting of **Alternative assessment tasks is still a cause for concern.**
- QA of selected PAT subjects will be conducted in 2 phases: Phase 1 – Quality Assurance of the Administration of PATS in the Technology Subjects (2 -30 Sept 2019) ; Phase 2 – Quality Assurance of PED moderation of PATs (7–31 Oct 2019).
- Phase 2 QA of PED SBA implementation took place between 21 September -4 October 2019.
- QA of the PED's moderation of the **LO CAT is scheduled for 14-31 October 2019**

SCHOOL BASED ASSESSMENT

INTERVENTION	PROGRESS
(d) Improve focus on reliability of PET Marks (Life Orientation)	<ul style="list-style-type: none"> • The DBE Life Orientation moderation completed in July 2019 across all PEDs. • Weaknesses and shortcomings were identified and communicated to PEDs for improvement. • PEDs to improve their monitoring and support of LO implementation
(e) Improved sampling approach: Streamlined model of sampling for moderation	<ul style="list-style-type: none"> • Sampling technique relating to SBA moderation shared with PEDs. • Implementation of sampling technique monitored and supported during Phase 2 moderation session.

SCHOOL BASED ASSESSMENT

INTERVENTION

(f) Monitoring of feedback emanating from moderation of SBA

PROGRESS

- In the samples of learner evidence moderated in Phase 1 from sampled schools and districts, DBE moderators verify evidence of feedback provided at school, district and provincial level.
- PED moderators were also advised to monitor the implementation of the feedback
- Feedback provided on assessment tasks during Phase 1, will be monitored during Phase 2 moderation.
- DBE to develop a tracking system on progress made with certain key issues raised during previous moderation session.

MARKING

MARKING

INTERVENTION

PROGRESS

(a) Establish norms and standards for marking

- **National planning** meeting held with PED marking Managers in March 2019.
- **SOP manual updated** includes standardisation of marker payments; national **Marking Standardisation Meetings** and replication of Training of markers in PEDs.

(b) Monitoring of marker selection process and audit of markers appointed.

- **Audit of markers appointed** is aligned to completion of marker selection processes in PEDs. Desktop evaluation where on-site evaluation cannot be done.
- All PEDS required to indicate marker shortages and strategies to address shortages.
- PEDs encouraged to make bilateral arrangements to outsource to another PED, where marking expertise is limited. A protocol document will be issued in this regard.
- PEDs requested to **obtain approval from HoD for all markers** that do not comply with the **PAM criteria**

MARKING

INTERVENTION	PROGRESS
(c) Conduct Centralised Marking of selected small enrolment subjects	<ul style="list-style-type: none"> Plans for centralised marking of the 2019 NSC exams are on track. Centralised Marking will include AMP, Agric. Technology, Music and Dance Studies, and selected small enrolment FALs and SALs.
(d) Standardise marking of subjects with a practical examination	<ul style="list-style-type: none"> Circular E 13 of 2019 issued to PEDs to guide CMs/ IMs preparation for the Marking Standardisation Meetings hosted for Design P2 (19-20 August 2019) and Visual Arts (22-23 August 2019)- to improve and standardise moderation (via interpretation and application of rubrics) of these practical examinations across PEDs.

MARKING

INTERVENTION

**(e) Standardise
Marker payments
across PEDs**

PROGRESS

- Most PEDs compliant with correct application of PAM tariffs for payment of markers.
- Internal Audit in PEDS monitoring payment of markers very closely each year.
- Compliance with payment principles verified by the DBE during the State of Readiness visits.

MARKING

INTERVENTION	PROGRESS
<p>(f) Monitoring of quality assurance measures relating to marking</p>	<ul style="list-style-type: none"> • PEDs advised on the different mechanisms to ensure rigorous monitoring of compliance with quality assurance measures. • DBE will monitor the PEDs to ensure they undertake the monitoring of the quality measures.

MANAGEMENT OF IRREGULARITIES

MANAGEMENT OF IRREGULARITIES

INTERVENTION	PROGRESS
(a) Educators involved in irregularities to be dealt with more decisively.	<ul style="list-style-type: none"> • DBE to assist PEDs through the Labour Chief Directorate so that cases reported to labour can be speeded up and reported to NEIC. • DBE will monitor all irregularities relating to educators more closely.
(b) High numbers of unregistered candidates .	<ul style="list-style-type: none"> • DBE will monitor the trends in unregistered candidates in the 2019 NSC examination and compare to previous examination.
(c) Consistency in the application of sanctions across PEDs.	<ul style="list-style-type: none"> • DBE has developed a guideline document to assist PEDs in the application of sanctions.
(d) Timeous finalisation of exam irregularities .	<ul style="list-style-type: none"> • PEDs were directed to complete all their irregularities by the release date. • Only exceptional cases will be allowed an additional period to finalise.

CERTIFICATION

CERTIFICATION

INTERVENTION	PROGRESS
(a) Monitoring and coordination of PEDs relating to their management of certification	<ul style="list-style-type: none"> • DBE has audited district offices capacity to render certification services, i.e. availability of infrastructures and resources. • DBE establishing a monthly reporting system to monitor certification processes in the PED
(b) Decentralisation of certification services to districts.	<ul style="list-style-type: none"> • Few PEDs have commenced with decentralisation of certification function • PEDs to conduct audit of all districts and their readiness to take on the certification function. • DBE to conduct intensive training with selected districts.
(c) Ensuring that all candidates receive their certificates three months after the release of results	<ul style="list-style-type: none"> • The first bulk certification has been finalized and certificates distributed • Second bulk certification scheduled for October 2019
(d) Improve turn around time for certificate requests	<ul style="list-style-type: none"> • The turn around time for the individual certification to be reduced at district level to 4 weeks

CONSOLIDATED SYSTEM EVALUATION

Examination Dashboard



Serious Concerns







Moderate concerns












Good

OVERALL EVALUATION

Component	Rating	Comments
Question Papers		All question papers are set and approved by Umalusi. Issues emanating from previous examinations have been attended to.
Administration		All exam centres and storage points and nodal points have been audited. Invigilator training in progress and being monitored.
Marking		Audits of marker selection being conducted. Implementation of tolerance range and authorisation of markers.
Analysis/Feedback		Diagnostic Report and SBA Comparative Analysis Report will be distributed to all schools.











STAFF CAPACITY

The province has adequate staff to enable the execution of all examination functions.










Province	Rating	Comments
Eastern Cape		KZN at provincial level only has one director acting as Chief Director and one Deputy Director. At the district level, a number of DCEs are acting as CES.
Free State		
Gauteng		
KwaZulu-Natal		Limpopo at Provincial Office working on skeletal staff. Post of Director; Admin not advertised. No Certification manager – Senior Admin Officer currently managing certification. Four districts managed by an Act DCE General staff shortage across the districts.
Limpopo		
Mpumalanga		
Northern Cape		
North West		
Western Cape		

REGISTRATION OF CANDIDATES

Examination centres and candidates are accurately registered on the examination system










Province	Rating	Comments
Eastern Cape		The registration process is completed in all PEDs. Five of the nine PEDs uploaded candidate registration data from SASAMS.
Free State		
Gauteng		
KwaZulu-Natal		As at 31 August all provinces had finalized the registration of candidates.
Limpopo		
Mpumalanga		Registration data is currently being audited.
Northern Cape		
North West		
Western Cape		
		

REGISTRATION OF CENTRES

Province	Rating	Comments
Eastern Cape		<p>All PEDs have evaluated the independent centres prior to October 2018 in preparation for the 2019 NSC examinations. PEDs have also categorised these centres in terms of their risk profile and invigilation and monitoring is organised accordingly.</p> <p>Public centres are also categorised in terms of their risk profile and monitoring and invigilation is organised accordingly.</p>
Free State		
Gauteng		
Kwa Zulu Natal		
Limpopo		
Mpumalanga		
Northern Cape		
North West		
Western Cape		










PRINTING AND PACKING

Question papers are accurately printed and packed

Province		Comments
Eastern Cape		<p>Five of the nine PEDs have established efficient printing facilities, with service providers that are located in-house.</p> <p>The Eastern Cape outsources the printing, but this is done under the direct management of the PED.</p> <p>Limpopo, North West and Northern Cape outsources to Government Printers, and this is done in a designated area, under the monitoring eye of the PED and DBE.</p> <p>Free State outsources its printing to SITA, which is carried out in the Departmental building and also direct monitoring by the PED. FS has still not implemented pre-sealing of QPs.</p>
Free State		
Gauteng		
Kwa Zulu Natal		
Limpopo		
Mpumalanga		
Northern Cape		
North West		
Western Cape		







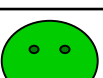

STORAGE AND DISTRIBUTION OF QUESTION PAPERS

Question papers are in secure storage and distributed in time to all schools and candidates

Province	Rating	Comments
Eastern Cape		All the question papers in the Western Cape are stored at schools for atleast 5 - 7 days. However, the PED has implemented a Smart Locking Logic system, where the security bags are locked centrally and can only be opened at a designated time, a few minutes prior to the examination. Cannot be opened anytime earlier. This entire process monitored centrally by the province.
Free State		
Gauteng		
Kwa Zulu Natal		
Limpopo		
Mpumalanga		In the case of all other PEDs, the limited number of storage points where question papers are stored, have been audited and only those that satisfy the security criteria are allowed to store question papers.
Northern Cape		
North West		
Western Cape		










WRITING OF THE EXAMINATIONS

Examinations are written at secure venues under conditions compliant with policy/CI trained

Province	Rating	Comments
Eastern Cape		All public and private centres have been verified by the PED terms of risk profile. High risk centres are either taken over by the PED or a resident monitor is placed at the centre for the duration of the exam.
Free State		
Gauteng		
Kwa Zulu Natal		
Limpopo		Training of all invigilators is conducted based on a national manual and training is conducted by a competent provincial and district team.
Mpumalanga		
Northern Cape		
North West		
Western Cape		










MARKER COMPETENCY

Competent markers are appointed and trained.

Province	Rating	Comments
Eastern Cape		<p>DBE and Umalusi are conducting an audit of marker appointments. Where there is non-compliance, this will be corrected.</p> <p>MP and WC has an on-line system for the application of markers</p> <p>Marker shortages in a small number of subjects across most PEDs. PEDs will extend the number of days needed for marking to accommodate the marker shortages.</p>
Free State		
Gauteng		
Kwa Zulu Natal		
Limpopo		
Mpumalanga		
Northern Cape		
North West		
Western Cape		










MARKING ORGANISATION

Marking process contributes to efficiency and high quality

Province	Rating	Comments
Eastern Cape		Quality of marking has improved by the implementation of the tolerance range, marker authorisation and stringent control measures by senior markers, deputy chief markers, chief markers and internal moderators – Pyramidal structure of quality assurance.
Free State		
Gauteng		
Kwa Zulu Natal		
Limpopo		
Mpumalanga		Markers are trained using copies of “live scripts” to ensure consistency across markers.
Northern Cape		Extensive marking guideline discussions at DBE that are chaired by directors, and a day focussed on chief marker and internal moderator training.
North West		
Western Cape		










MONITORING

Monitoring conducted at two tier level and covers key exam process

Province	Rating	Comments
Eastern Cape		Eastern Cape has appointed 48 part-time monitors the support the monitoring process.
Free State		
Gauteng		
Kwa Zulu Natal		WCED has implemented a smart app that is used by the school to report on the status of examinations on a daily basis to head office and this data is consolidated electronically.
Limpopo		
Mpumalanga		
Northern Cape		
North West		
Western Cape		










HANDLING OF IRREGULARITIES

Irregularities are identified and dealt with appropriately.

Province	Rating	Comments
Eastern Cape		The PEICs are established in all PEDs and are fully functional.
Free State		
Gauteng		In terms of the DAICs and SAICs, these structures have been established, but the functionality of the SAICS is in question. This does not impact on examinations but on SBA.
Kwa Zulu Natal		
Limpopo		
Mpumalanga		Reduction of irregularities noted across all PEDs.
Northern Cape		
North West		
Western Cape		
		










SCHOOL BASED ASSESSMENT (SBA)

Rigorous moderation systems established at provincial, district and school level.

Province	Rating	Comments
Eastern Cape		There are systems in place for moderation at school and district levels at all PEDs, but these are lacking in terms of their rigour and coverage.
Free State		
Gauteng		
KwaZulu Natal		The Umalusi statistical moderation is nonetheless the safety net which ensures that SBA marks are adjusted to within a specific margin of the examination marks. A few PEDs have made significant strides in improving the quality of SBA.
Limpopo		
Mpumalanga		
Northern Cape		
North West		
Western Cape		

MARK CAPTURE AND PROCESSING

Marks are captured accurately in the allocated time and the PED has the processing capability

Province	Rating	Comments
Eastern Cape		All PEDs have adequate capturers in place and have planned appropriately to manage the capture in the limited time available prior to system closure. All PEDs have the requisite staff capability to manage the processing of results and to ensure accurate release of results
Free State		
Gauteng		
Kwa Zulu Natal		
Limpopo		
Mpumalanga		
Northern Cape		
North West		
Western Cape		

GENERIC RISKS

GENERIC RISKS

Generic risks cutting across all PEDs that needs to be addressed jointly by the DBE and the nine PEDs:

- a) **Service delivery/ community protests:** candidates may not be able to access venues.
- b) **Security of question papers** across the system.
- c) **Inadequate monitoring** of NSC examinations.
- d) **Inadequate Staff** capacity.
- e) Senior Certificate candidates writing the November NSC examination.

GENERIC RISK MATRIX

Risk	Target Group	Classification	Comment/Mitigation strategy
a) Community Protest Actions	All PEDs	High	<ul style="list-style-type: none"> Community protest actions results in exams not being written as candidates cannot access venues. DBE engaging NATJOINTS, PEDS engaging PROVJOINTS for intelligence information.

GENERIC RISK MATRIX

Risk	Target Groups	Risk Classification	Comment/mitigation strategy
b) Inadequate staff capacity across most PEDs resulting in Examination staff working under immense pressure, over weekends and extended hours which is not unsustainable	All PEDs (KZN, FS, EC – higher shortages)	Moderate	<ul style="list-style-type: none"> • KZN: No new appointments . • EC: New organogram approved but no posts filled. • FS: Exams is not at Chief directorate level. 1 DD; 1 CES; 1 Act CES (Senior Managers at Head office) • LP: 1 new Director, DCES at head office; district exam heads for all 10 new districts. • NW encouraged to urgently replace the retired staff. • Staff shortages to be reported to HEDCOM and CEM.

GENERIC RISK MATRIX

Risk	Target Group	Risk Classification	Comment/Mitigation Strategy
c) Inadequate Monitoring of the writing of examinations.	All PEDs. Although PEDs have the minimum monitoring capacity, the effective utilisation thereof is a challenge.	moderate	<ul style="list-style-type: none"> • PED monitoring plans to be scrutinised by the DBE. • PEDs to ensure official deployment of staff to monitor NSC exams, as priority • PEDs to target a minimum of 50-70% coverage. • DBE to closely monitor the effective utilisation of monitors across PEDs.

GENERIC RISK MATRIX

Risk	Target Group	Risk Classification	Comment/Mitigation strategy
d) Security of question papers across the system	All PEDs	Moderate	<ul style="list-style-type: none"> • PEDS have audited all their storage points • DBE has conducted a verification audit of the storage points and provided its findings to PEDs. • Only storage points that meet the required security norms and standards are approved for storage. • HODs have been requested to intervene and ensure necessary compliance where there are deficiencies. • DBE to closely monitor storage points that do not meet all the security requirements. • WC to increase its monitoring of its schools where QPs are stored.

GENERIC RISK MATRIX

Risk	Target Group	Risk Classification	Comment/Mitigation strategy
e) Writing of the November exam by SC candidates	All PEDs	Moderate	<ul style="list-style-type: none"> In order to ensure fairness, decision made in September 2019 to allow SC candidates that wrote the June 2019 exam to write the Nov 2019 NSC examination. Exam computer system had to be adapted at short notice to ensure registration and resulting of candidates. Numbers of candidates that have registered is being consolidated. Question papers and scripts for SC candidates will be packed separately and candidates will write separately.

CONCLUSION

- a) DBE and PEDs continue to ensure that the Class of 2019 is supported in all areas that warrant attention.
- b) Every learner must be **afforded** the best possible opportunity to achieve a National Senior Certificate.
- c) The DBE is confident that the examination systems are ready to administer a successful examination.
- d) The Sector is cautiously **optimistic** that the **efforts will translate into improved outcomes in 2019.**

RECOMMENDATION

It is recommended that the **Portfolio Committee** on Basic Education **discusses** the report on **Learner and System Readiness** for the **2019 NSC examination**.

Every child is a National Asset

Thank you!

www.education.gov.za

facebook: DBE SA

twitter: @DBE_SA

callcentre@dbe.gov.za

callcentre: 0800 202 933