

# **SUSTAINING A SYSTEM ON THE RISE**

**BRIEFING OF THE NATIONAL SENIOR CERTIFICATE  
EXAMINATION OUTCOMES**

**PORTFOLIO COMMITTEE ON BASIC EDUCATION**

**Tuesday, 11 February 2020**



# PRESENTATION OUTLINE

1. Introduction
2. Size & Shape of the Basic Education Sector
3. The Class of 2019
4. Enrolment trends
5. Subject Enrolment
6. Overall Performance National/ Provincial
7. Inclusive Basket
8. Types of passes
9. School/District Performance
10. Subject performance
11. Age Analysis
12. LSEN learners





# PRESENTATION OUTLINE

13. Distinctions
14. Social Grants
15. Fee Paying Status
16. Correctional Services
17. Part-time candidates
18. Improvement Plan in response to Umalusi Directives
  - a) Question Paper Development
  - b) School Based Assessment
  - c) Examination Administration
  - d) Marking
19. Summary of Achievements
20. Conclusion





# Purpose

To present to the Portfolio Committee on Basic Education the **outcomes of the 2019 National Senior Certificate Examination.**



# INTRODUCTION





# THE SOUTH AFRICAN SCHOOLING SYSTEM

- (a) The South African schooling system is a **system on a rise**, but still has a considerable distance to traverse.
- (b) The performance in the National Senior Certificate (NSC) examination is the most **important indicator** and is an **opportunity to reflect, re-direct and re-strategise**.
- (c) The NSC examination evaluates the attainment of the **goals** and **objectives** of the National Curriculum Statement (NCS) which encapsulates the core mandate of the South African schooling system.
- (d) The DBE also engages in International (**TIMSS** and **PIRLS**) and Regional Assessment (**SEACMEQ**) to evaluate the effectiveness of teaching and learning.



# OTHER INDICATORS OF PERFORMANCE

- (a) The establishment of the **Systemic Evaluation Programme** will provide the DBE with performance trends in Grades 3, 6 and 9.
- (b) The establishment of the **General Education Certificate** (GEC) will provide a standardised assessment at the end of Grade 9.
- (c) Measuring performance against **Social Justice Principles** (**Access, Redress, Equity, Quality, Efficiency & Inclusivity.**)



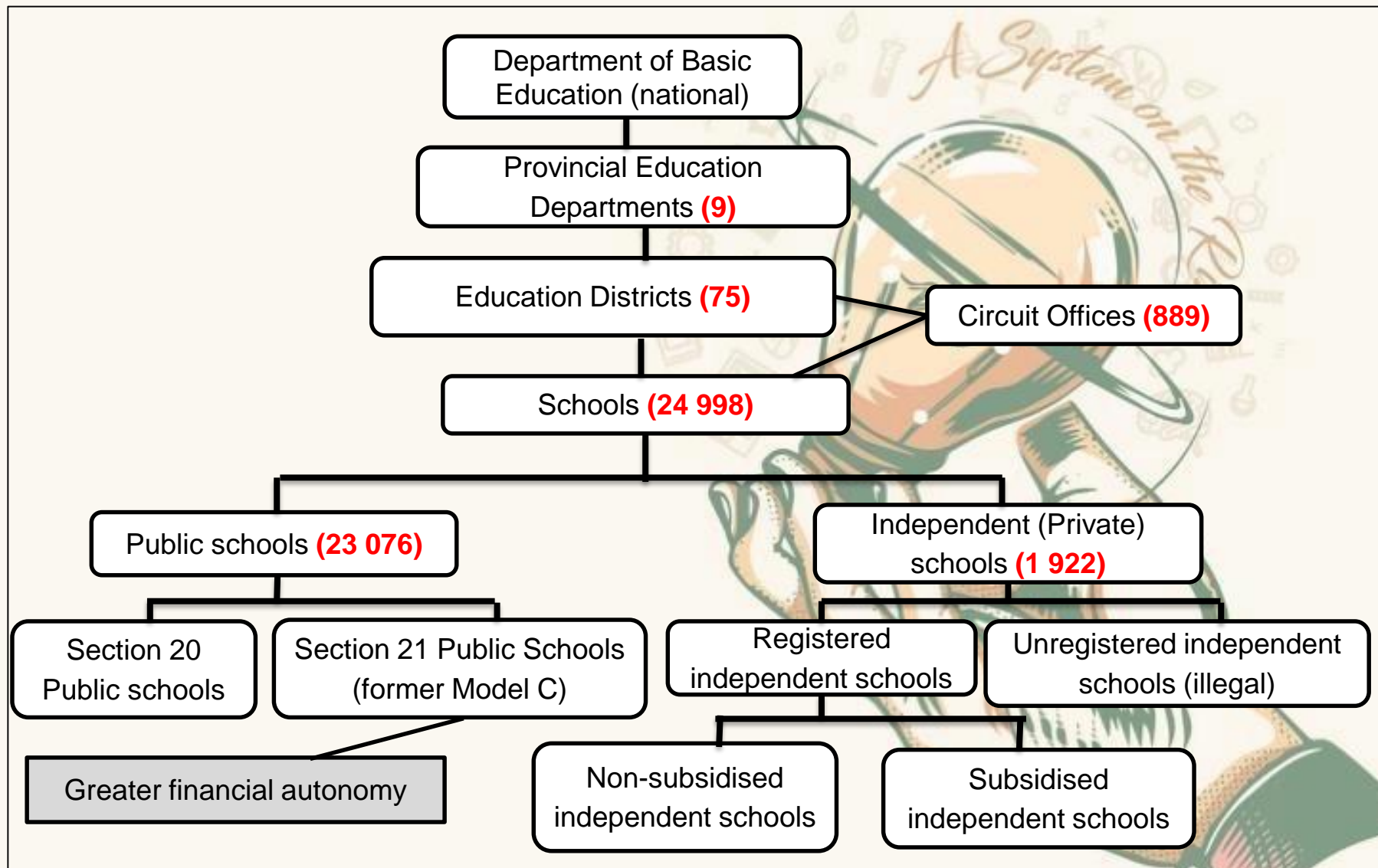


# SIZE AND SHAPE OF THE BASIC EDUCATION SECTOR





# BASIC EDUCATION SECTOR





# NUMBER OF LEARNERS, EDUCATORS AND SCHOOLS IN THE ORDINARY SCHOOL SECTOR BY PROVINCE IN 2019

Province	Public			Independent			Public and Independent					
							As % of National		As % of National		As % of National	
	Learners	Educators	Schools	Learners	Educators	Schools	Learners	Total	Educators	Total	Schools	Total
Eastern Cape	1 770 289	60 462	5 205	73 525	3 811	225	1 843 814	14.1	64 273	14.4	5 430	21.7
Free State	697 334	22 978	1 085	18 746	1 049	71	716 080	5.5	24 027	5.4	1 156	4.6
Gauteng	2 151 095	70 344	2 071	296 282	17 384	742	2 447 377	18.8	87 728	19.7	2 813	11.3
KwaZulu-Natal	2 784 917	93 648	5 821	59 847	3 915	215	2 844 764	21.8	97 563	21.9	6 036	24.1
Limpopo	1 687 376	50 916	3 773	66 443	3 103	158	1 753 819	13.4	54 019	12.1	3 931	15.7
Mpumalanga	1 067 583	35 316	1 679	27 358	1 663	116	1 094 941	8.4	36 979	8.3	1 795	7.2
Norther Cape	293 315	10 185	546	5 573	468	37	298 888	2.3	10 653	2.4	583	2.3
North West	829 336	26 564	1 451	23 253	1 448	85	852 589	6.5	28 012	6.3	1 536	6.1
Western Cape	1 127 510	36 588	1 445	61 416	5 015	273	1 188 926	9.1	41 603	9.4	1 718	6.9
South Africa	12 408 755	407 001	23 076	632 443	37 856	1 922	13 041 198	100.	444 857	100.	24 998	100.0



# EDUCATION STATISTICS AT A GLANCE, 2019

## Size of the Schooling System:

Learners: **13 041 198**

Educators: **444 857**

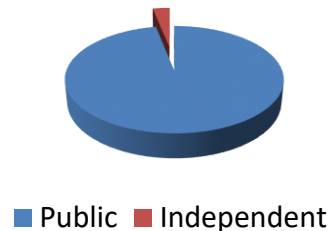
Schools: **24 998**

## Official languages

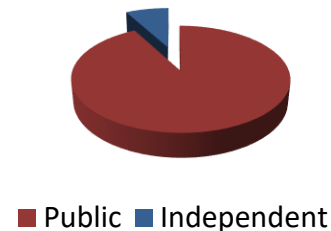
English, isiZulu, isiXhosa, isiNdebele, Afrikaans, siSwati, Sepedi, Sesotho, Setswana, Tshivenda, and Xitsonga.

Sector	Learners	Educators	Schools
Public	12 408 755	407 001	23 076
Independent	633 443	37 856	1 922
Total	13 041 198	444 857	24 998

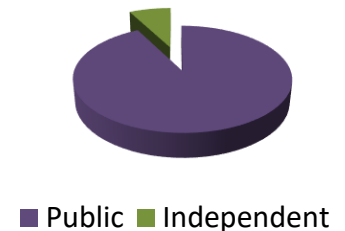
### Learners



### Educators



### Schools





# THE CLASS OF 2019





# PROFILE OF THE CLASS OF 2019

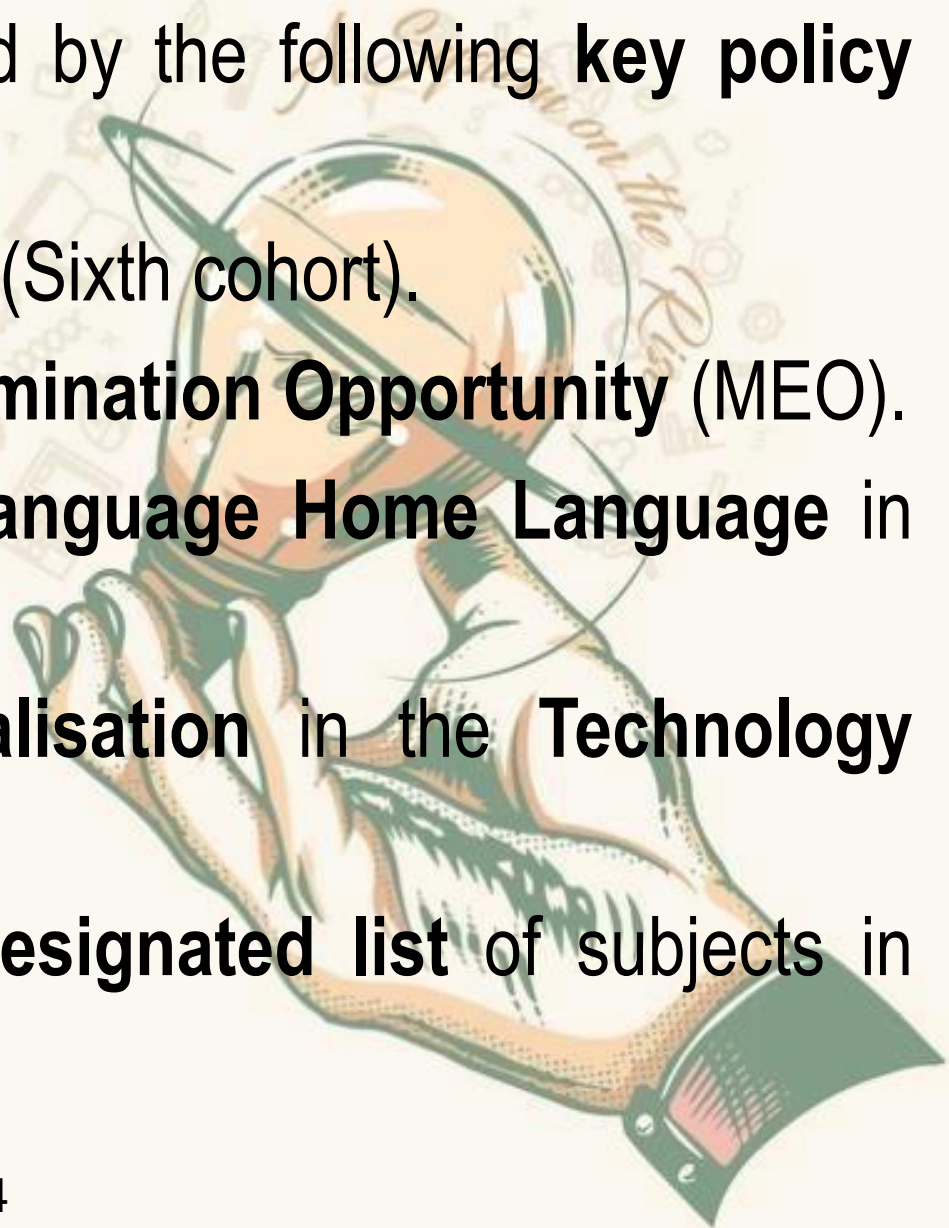
- (a) **Sixth cohort** to sit for the NSC based on CAPS.
- (b) The Class of 2019 entered **Grade 1 in 2008**, when the NSC was written for the first time at Grade 12.
- (c) There has been a **gradual improvement** in the quality of **School Based Assessment** over the last few years.
- (d) Strong emphasis on **formative school based assessment** over the last few years.
- (e) **Standard and quality** of Public Examinations is on an **ongoing improvement trajectory**.



# PROFILE OF THE CLASS OF 2019

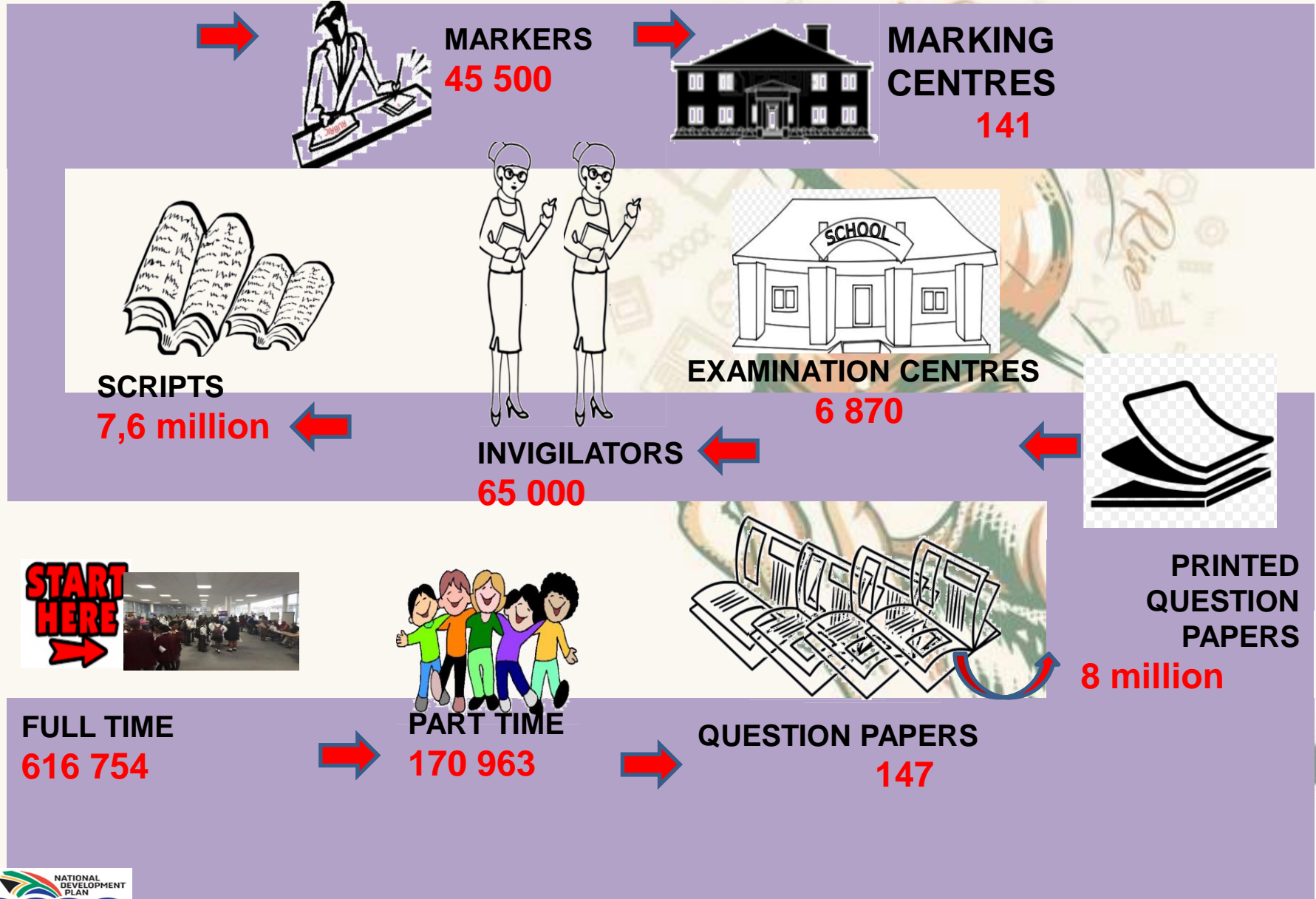
(f) This cohort was impacted by the following **key policy changes**:

- Policy on **Progression** (Sixth cohort).
- Policy on **Multiple Examination Opportunity** (MEO).
- Introduction of **Sign Language Home Language** in 2018.
- Introduction of **Specialisation** in the **Technology Subjects** in 2018.
- **Abolishment** of the **designated list** of subjects in 2018.



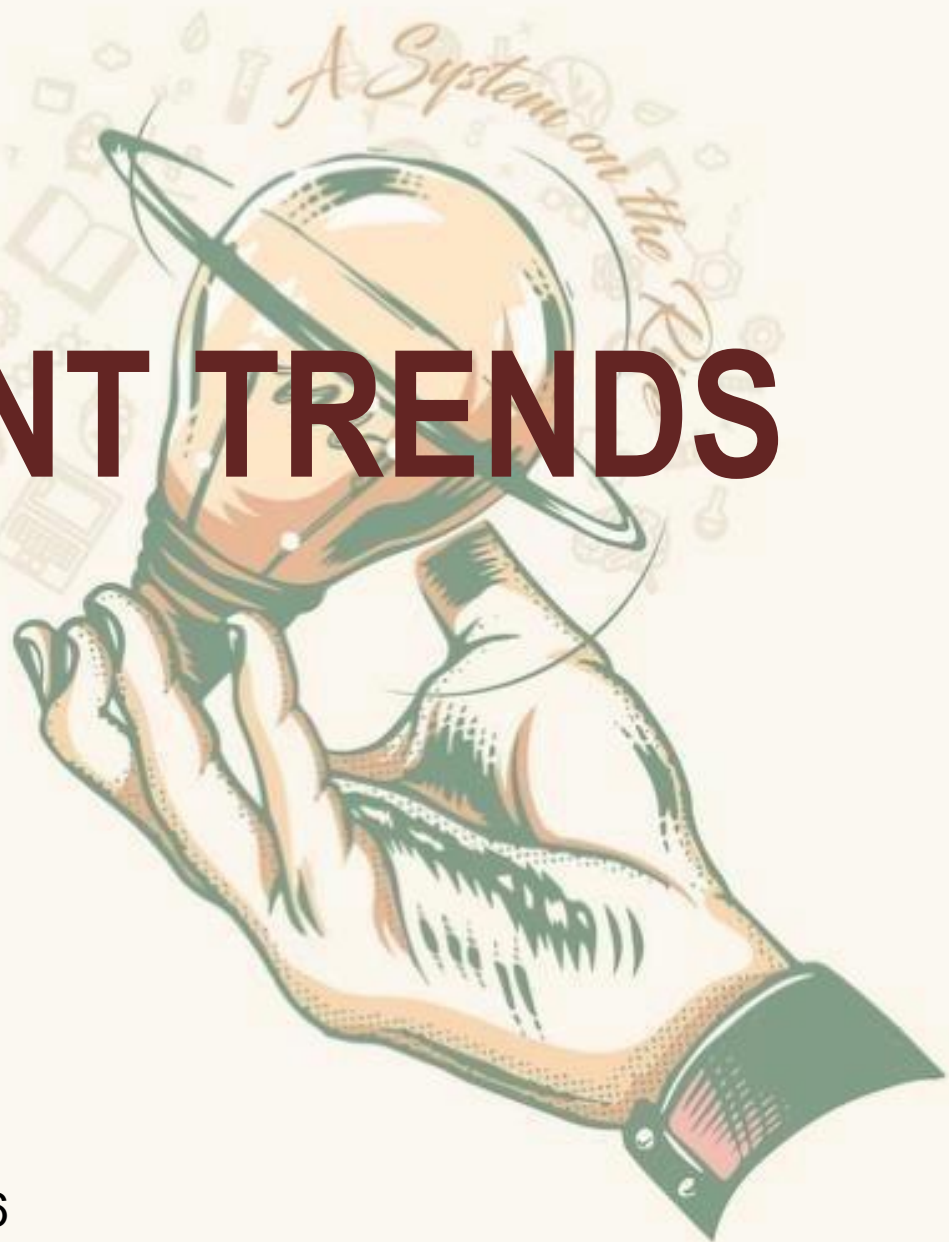


# THE 2019 NSC EXAMINATIONS





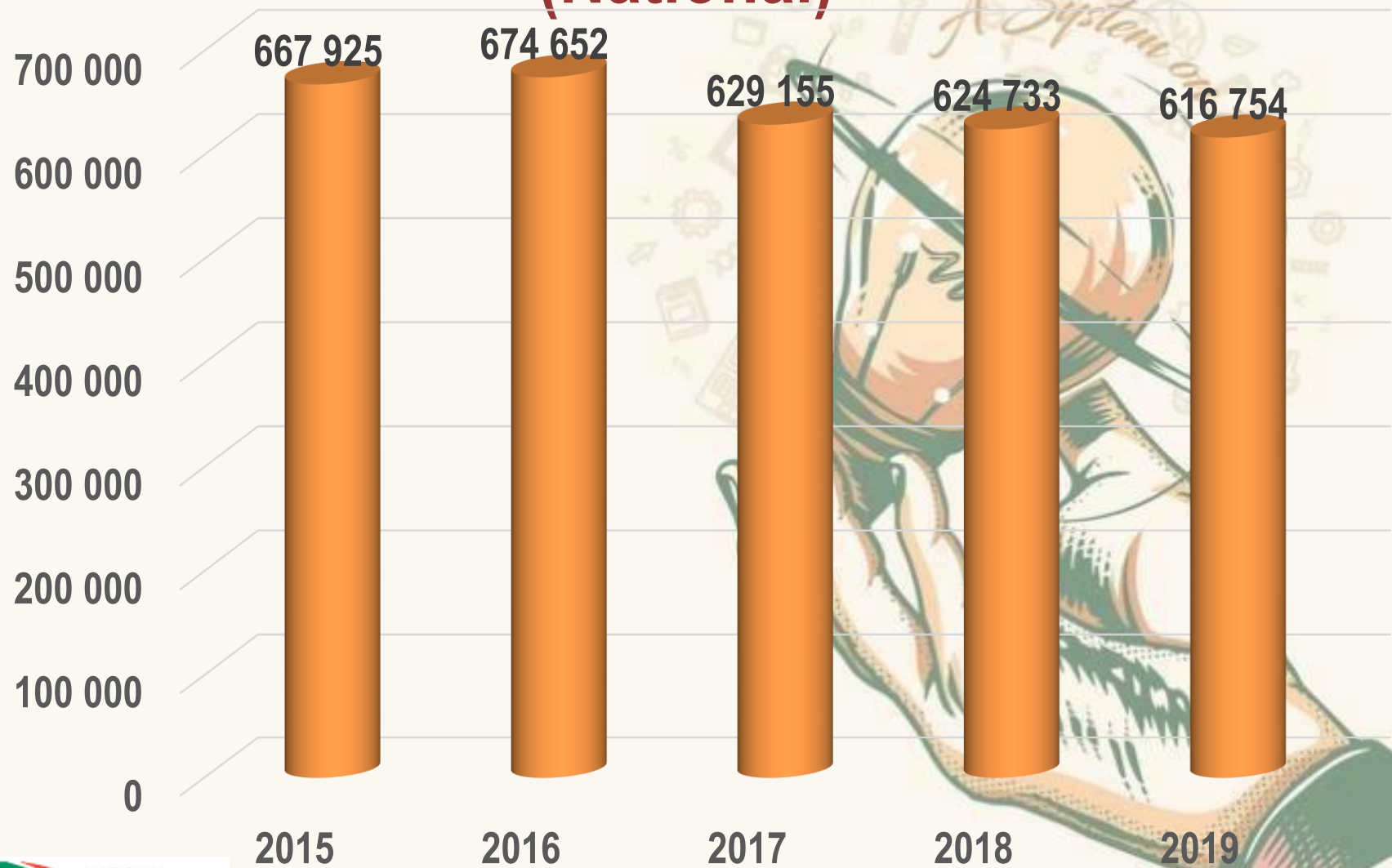
# ENROLMENT TRENDS





# NSC FULL TIME ENROLMENTS: 2015 – 2019

## (National)





# Full-Time Enrolments: 2015 to 2019

Provinces	Entered 2015	Entered 2016	Entered 2017	Entered 2018	Entered 2019	Difference 2019 - 2018
Eastern Cape	89 740	92 755	82 257	81 842	79 297	-2 545
Free State	35 209	28 901	27 723	29 209	30 041	832
Gauteng	112 064	112 164	108 522	107 166	111 188	4 022
KwaZulu-Natal	169 769	169 023	153 125	151 166	147 554	-3 612
Limpopo	102 618	110 639	100 041	96 840	93 932	-2 908
Mpumalanga	55 945	60 794	59 500	57 867	56 833	-1 034
North West	33 845	35 403	35 733	34 718	33 057	-1 661
Northern Cape	12 173	11 821	10 519	12 157	11 459	-698
Western Cape	56 562	53 152	51 735	53 768	53 393	-375
NATIONAL	667 925	674 652	629 155	624 733	616 754	-7 979



# NSC 2018/19 PROGRESSED LEARNERS

Province	2018			2019			Difference
	No Progressed	Total Entered	% Progressed	No Progressed	Total Entered	% Progressed	
Eastern Cape	16 708	81 842	20.4	17 007	79 297	21.4	299
Free State	6 588	29 209	22.6	6 765	30 041	22.5	177
Gauteng	15 692	107 166	14.6	17 038	111 188	15.3	1 346
KwaZulu-Natal	36 186	151 166	23.9	33 069	147 554	22.4	-3 117
Limpopo	24 858	96 840	25.7	20 961	93 932	22.3	-3 897
Mpumalanga	14 409	57 867	24.9	15 853	56 833	27.9	1 444
North West	8 162	34 718	23.5	8 549	33 057	25.9	387
Northern Cape	2 647	12 157	21.8	2 778	11 459	24.2	131
Western Cape	3 384	53 768	6.3	3 671	53 393	6.9	287
National	128 634	624 733	20.6	125 691	616 754	20.4	-2 943



# FULL TIME COHORT NATIONAL (Entered/Wrote)

Provinces	Entered	Wrote	Difference
Eastern Cape	79 297	63 198	16 099
Free State	30 041	25 572	4 469
Gauteng	111 188	97 829	13 359
KwaZulu-Natal	147 554	116 937	30 617
Limpopo	93 932	70 847	23 085
Mpumalanga	56 833	43 559	13 274
North West	33 057	26 819	6 238
Northern Cape	11 459	9 138	2 321
Western Cape	53 393	50 404	2 989
<b>NATIONAL</b>	<b>616 754</b>	<b>504 303</b>	<b>112 451</b>





# LEARNERS ABSENT/MULTIPLE EXAM OPPORTUNITY (MEO) - 2019

Province Name	Absent / MEO	% Absent / MEO	MEO	% MEO	Absent	% Absent
EASTERN CAPE	16 099	25.5	9 838	15.6	6 261	9.9
FREE STATE	4 469	17.5	4 155	16.2	314	1.2
GAUTENG	13 359	13.7	11 129	11.4	2 230	2.3
KWAZULU-NATAL	30 617	26.2	25 910	22.2	4 707	4.0
LIMPOPO	23 085	32.6	19 958	28.2	3 127	4.4
MPUMALANGA	13 274	30.5	11 286	25.9	1 988	4.6
NORTH WEST	6 238	23.3	2 569	9.6	3 669	13.7
NORTHERN CAPE	2 321	25.4	2 218	24.3	103	1.1
WESTERN CAPE	2 989	5.9	1 622	3.2	1 367	2.7
<b>NATIONAL</b>	<b>112 451</b>	<b>22.3</b>	<b>88 685</b>	<b>17.6</b>	<b>23 766</b>	<b>4.7</b>



# ENROLMENT IN TERMS OF GENDER

Provinces	Male	Female	Male %	Female %
Eastern Cape	35 512	43 785	44.8	55.2
Free State	13 475	16 566	44.9	55.1
Gauteng	50 024	61 164	45.0	55.0
KwaZulu-Natal	65 873	81 681	44.6	55.4
Limpopo	43 486	50 446	46.3	53.7
Mpumalanga	25 467	31 366	44.8	55.2
North West	15 059	17 998	45.6	54.4
Northern Cape	5 117	6 342	44.7	55.3
Western Cape	23 492	29 901	44.0	56.0
<b>National</b>	<b>277 505</b>	<b>339 249</b>	<b>45.0</b>	<b>55.0</b>

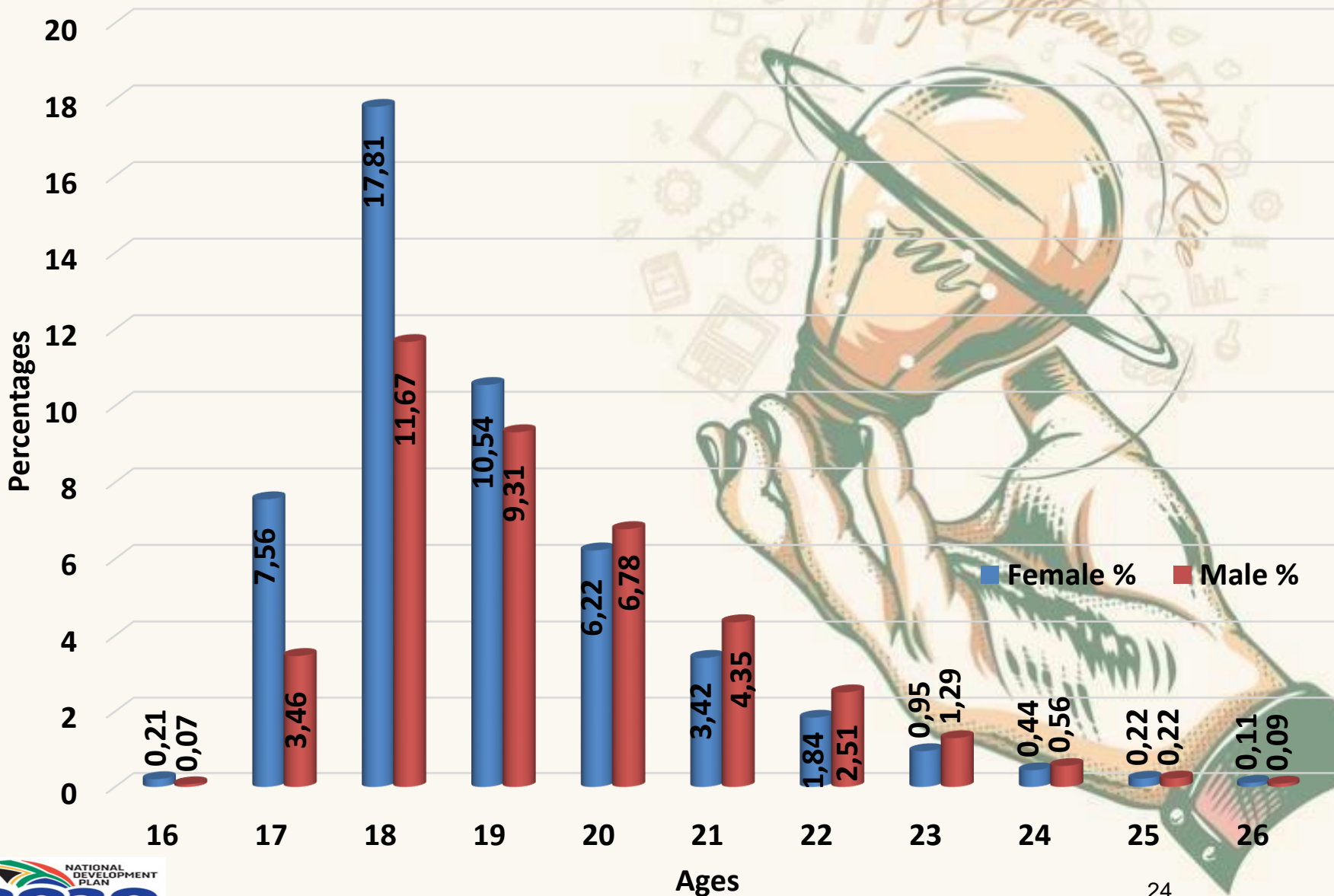


# ENROLMENT OF SPECIAL NEEDS LEARNERS – NSC 2019

Province	Entered	Wrote
Eastern Cape	8	8
Free State	128	101
Gauteng	606	551
KwaZulu-Natal	107	101
Limpopo	96	81
Mpumalanga	165	144
North West	24	24
Northern Cape	49	45
Western Cape	1 688	1 602
National	2 871	2 656

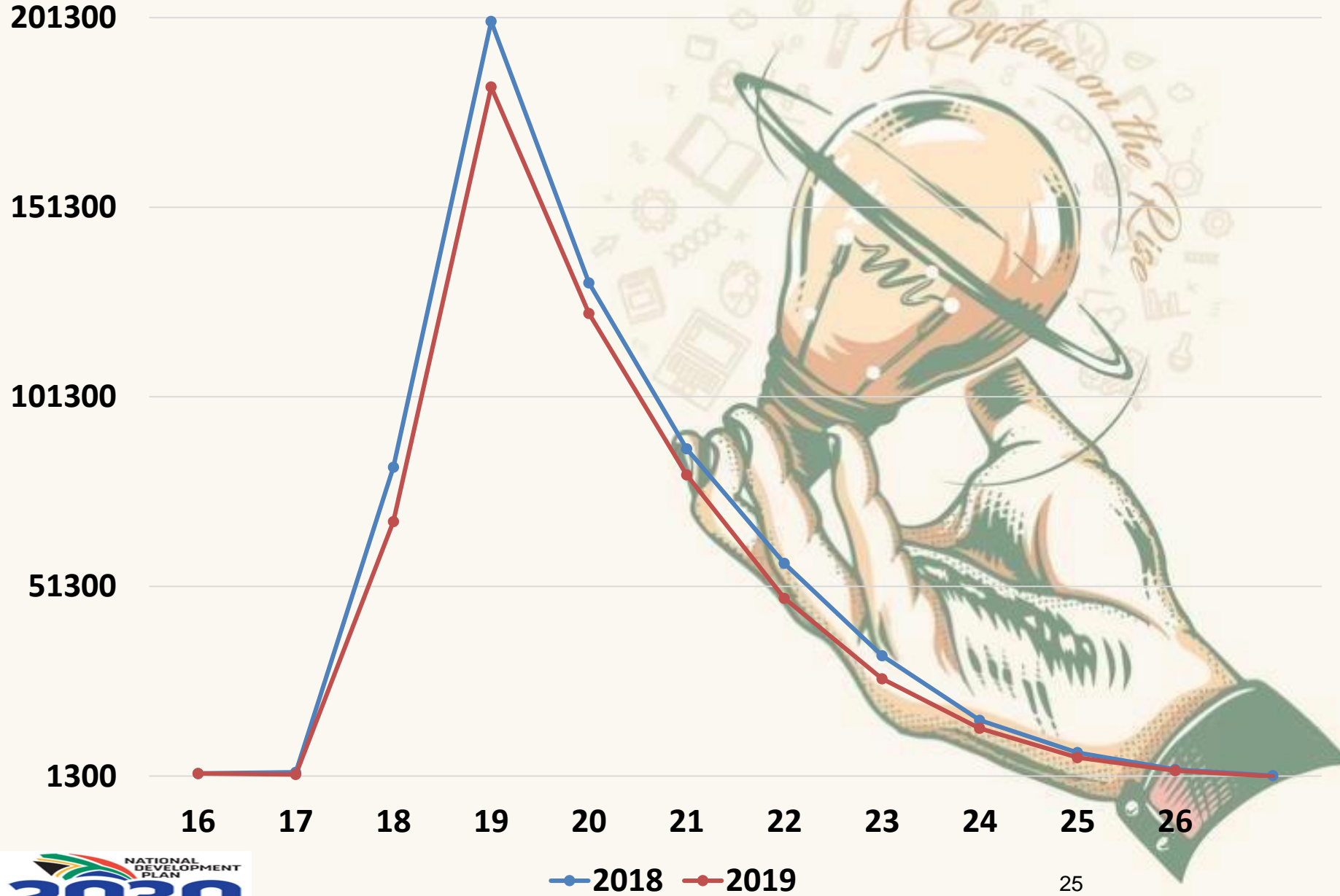


# Age of Grade 12 learners per Gender





# Comparison of Age Categories: 2018 - 2019





# SOCIAL GRANT ENROLMENTS

Province Name	Active	Inactive	Provincial
EASTERN CAPE	12 457	51 996	64 453
FREE STATE	4 453	18 249	22 702
GAUTENG	17 046	50 270	67 316
KWAZULU-NATAL	29 023	89 785	118 808
LIMPOPO	13 991	66 399	80 390
MPUMALANGA	9 521	36 885	46 406
NORTH WEST	5 141	20 633	25 774
NORTHERN CAPE	1 761	7 133	8 894
WESTERN CAPE	7 469	22 962	30 431
NATIONAL	100 862	364 312	465 174

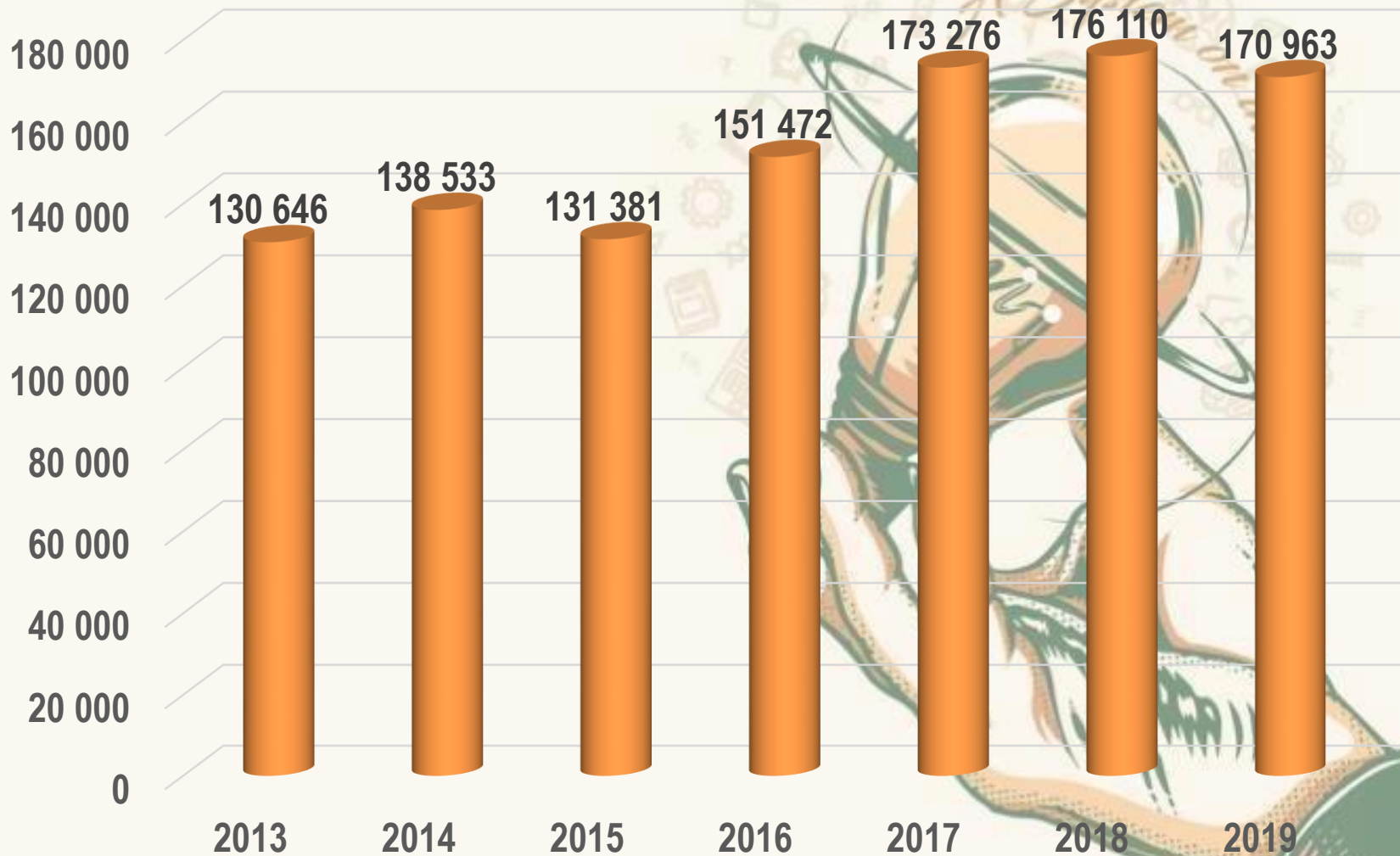


# ENROLMENT OF THE CLASS OF 2019 BY FEE STATUS

	Entered		Wrote	
Province	Non Fee Paying	Fee Paying	Non Fee Paying	Fee Paying
EC	66 909	9 342	51 475	8 804
FS	21 455	7 953	17 399	7 631
GP	41 663	60 105	34 661	54 687
KZ	103 560	40 316	77 950	35 820
LP	86 208	4 910	63 470	4 721
MP	48 400	5 859	35 880	5 514
NC	6 825	4 456	5 019	3 952
NW	25 058	7 373	19 264	6 978
WC	17 308	34 556	15 751	33 195
NATIONAL	417 386	174 870	320 869	161 302



# NSC PART-TIME ENROLMENT (2013 – 2019)



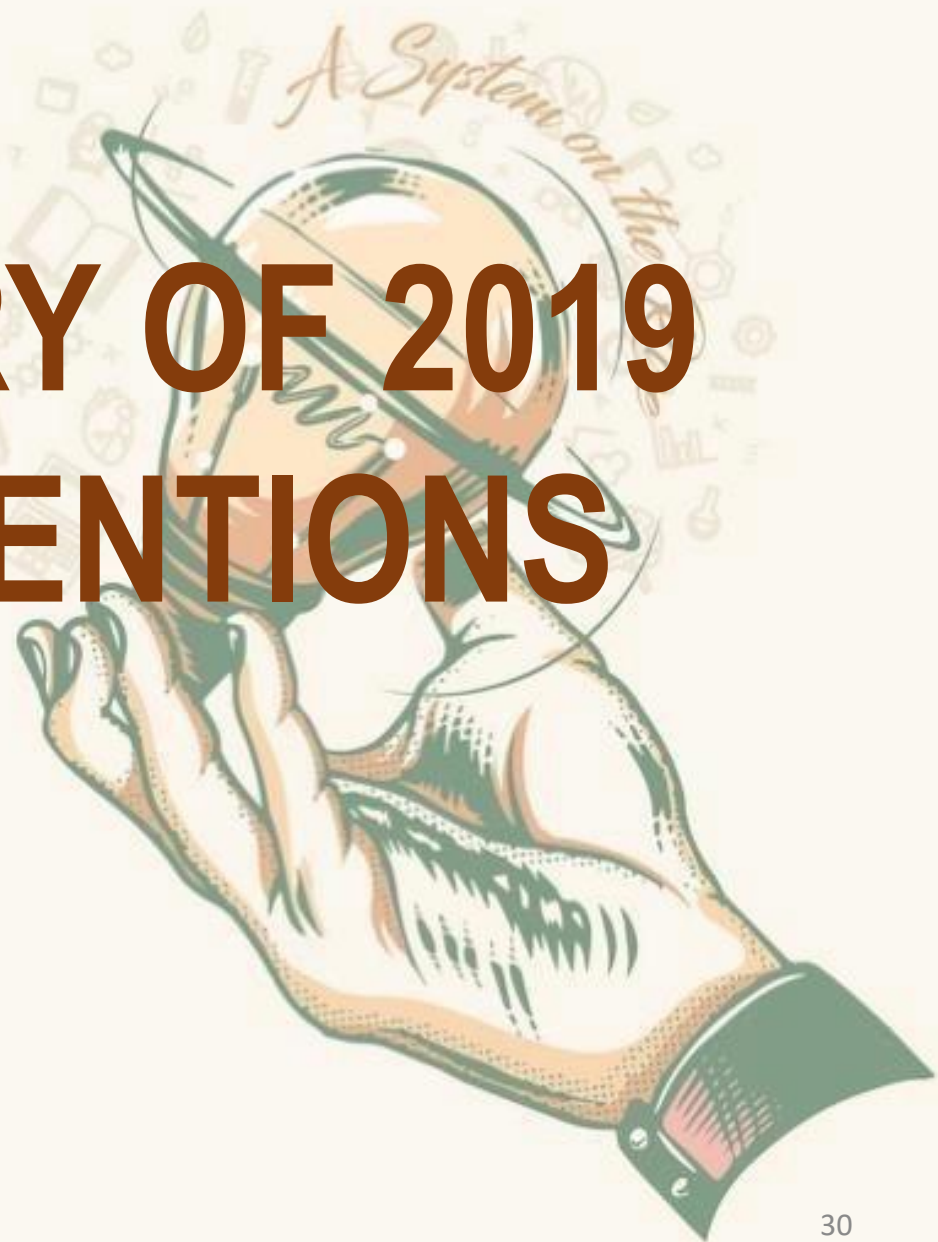


# CANDIDATES ENROLLED/WROTE (PART TIME): 2016 - 2019

Province Name	2016		2017		2018		2019	
	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	20 847	13 819	22 754	14 335	22 263	13 314	21 166	11 839
Free State	3 775	2 430	4 653	3 150	5 792	3 558	6 404	3 772
Gauteng	42 025	32 675	42 066	32 060	44 057	33 191	42 787	30 248
KwaZulu-Natal	37 915	25 862	44 198	27 677	40 992	25 343	37 016	20 564
Limpopo	21 124	15 421	27 853	20 251	29 483	21 118	31 998	20 114
Mpumalanga	7 189	4 996	9 462	6 363	13 177	8 451	14 068	8 606
North West	3 884	3 164	4 597	3 655	5 651	4 232	6 281	4 370
Northern Cape	1 988	1 132	3 678	1 912	2 203	1 448	2 079	1 288
Western Cape	12 633	7 162	14 015	7 820	12 492	7 006	9 164	5 584
<b>National</b>	<b>151 380</b>	<b>106 661</b>	<b>173 276</b>	<b>117 223</b>	<b>176 110</b>	<b>117 661</b>	<b>170 963</b>	<b>106 385</b>



# SUMMARY OF 2019 INTERVENTIONS





# OVERALL NATIONAL/PROVINCIAL RESULTS

An illustration of a hand holding a magnifying glass over a globe. The globe is surrounded by various icons representing different sectors like education, health, and environment. The text 'A System on the Rise' is written in a cursive font around the globe.



# POLICY ON PROGRESSION

- a) The Policy on Progression is based on the principle that a learner should **not spend** more than **four years** in a phase.
- b) The notion of **progressed learners** is not new in our education system and internationally.
- c) Policy on Progression is intended to **minimise** the **high drop-out** rate and **maximise** school through-put.
- d) Policy on progression is based on strict criteria.
- e) Consistent with international **best education practice** in countries such as Finland, Sweden, Denmark, Japan, Korea, and the United Kingdom.
- f) A very **strong learner support programme** based on addressing individual learner's needs must accompany Progression.



# MULTIPLE EXAMINATION OPPORTUNITY (MEO)

- a) **Performance** of progressed learners is **monitored** in the Grade 12 year.
- b) Progressed learners that demonstrate **an acceptable level** of achievement in all subjects will be allowed to write all **six** subjects.
- (c) Learners that **perform poorly** in the **Preparatory Examination**, will write a **minimum of three subjects** in the November examination and the remaining subjects in the ensuing June examination (modularisation).

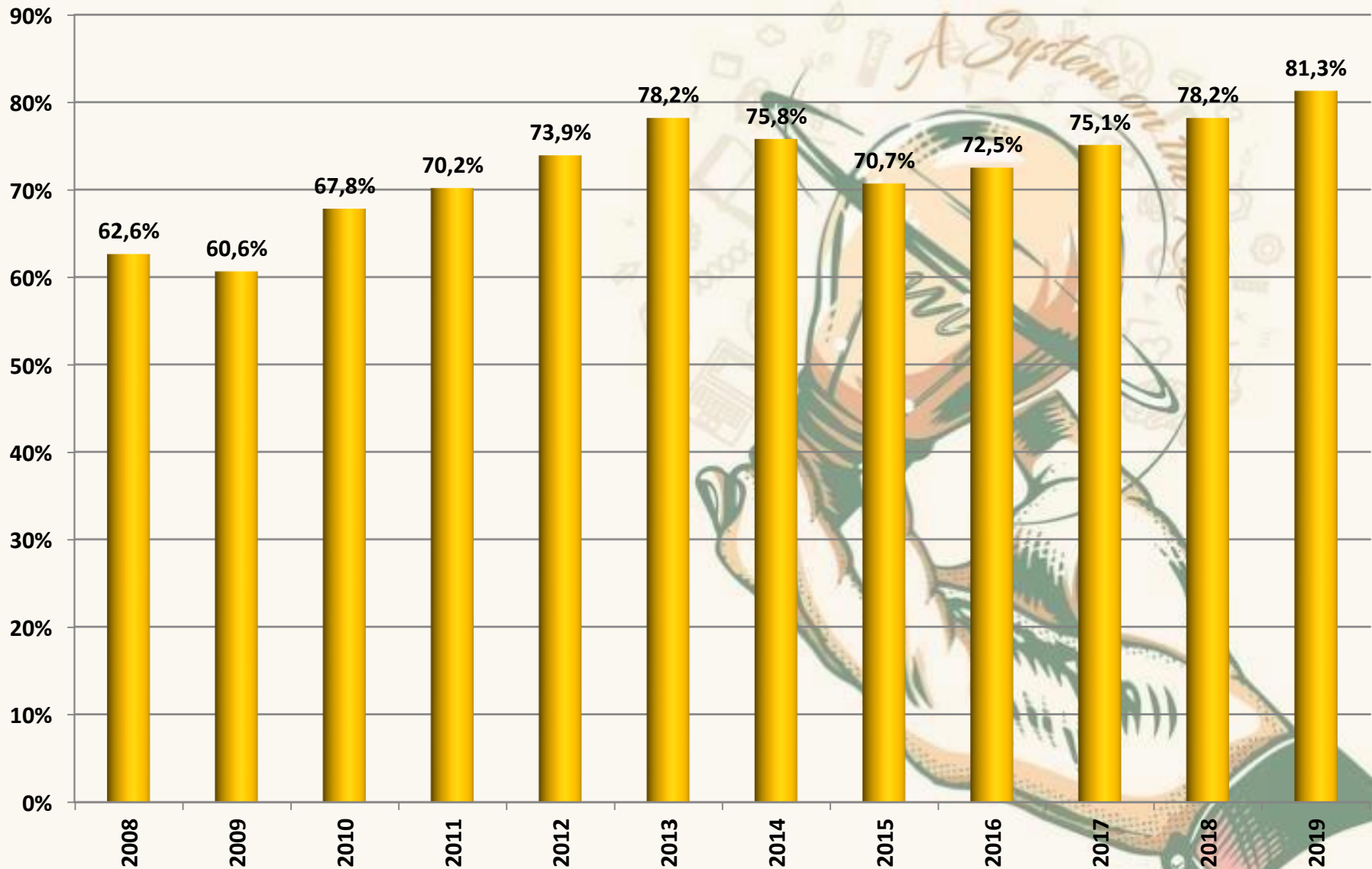


# PERFORMANCE OF THE CLASS OF 2019

Province	2018				2019				% Difference
	Total Wrote	Total Achieved	% Achieved	Ranking	Total Wrote	Total Achieved	% Achieved	Ranking	
EASTERN CAPE	65 733	46 393	70.6	8	63 198	48 331	76.5	7	5.9
FREE STATE	24 914	21 806	87.5	2	25 572	22 602	88.4	1	0.9
GAUTENG	94 870	83 406	87.9	1	97 829	85 342	87.2	2	-0.7
KWAZULU-NATAL	116 152	88 485	76.2	6	116 937	95 017	81.3	5	5.1
LIMPOPO	76 730	53 254	69.4	9	70 847	51 855	73.2	9	3.8
MPUMALANGA	44 612	35 225	79.0	5	43 559	34 995	80.3	6	1.4
NORTH WEST	29 061	23 578	81.1	4	26 819	23 272	86.8	3	5.6
NORTHERN CAPE	9 909	7 264	73.3	7	9 138	6 990	76.5	7	3.2
WESTERN CAPE	50 754	41 350	81.5	3	50 404	41 502	82.3	4	0.9
NATIONAL	512 735	400 761	78.2		504 303	409 906	81.3		3.1



# NSC PERFORMANCE: 2008 TO 2019





# PERFORMANCE OF PROGRESSED CANDIDATES- NATIONAL

Provinces	Progressed Candidates			
	Entered	Wrote (all 7 subjects)	Achieved	% Achieved
Eastern Cape	17 007	4 152	2 712	65.3
Free State	6 765	3 230	2 249	69.6
Gauteng	17 038	6 573	4 540	69.1
KwaZulu-Natal	33 069	6 462	4 640	71.8
Limpopo	20 961	4 473	2 989	66.8
Mpumalanga	15 853	4 445	3 216	72.4
North West	8 549	2 685	2 081	77.5
Northern Cape	2 778	568	341	60.0
Western Cape	3 671	1 910	717	37.5
<b>National</b>	<b>125 691</b>	<b>34 498</b>	<b>23 485</b>	<b>68.1</b>





*A System on the Rise*

# OF PASSES

37



# PASS AND HIGHER EDUCATION ADMISSION REQUIREMENTS

NB. Each candidate must offer 7 subjects

ACHIEVEMENT LEVEL	SUBJECT
National Senior Certificate	<ul style="list-style-type: none"><li>• Home Language at a minimum of <b>40%</b></li><li>• 2 other subjects at a minimum of <b>40%</b></li><li>• 3 subjects at a minimum of <b>30%</b></li></ul>
Higher Certificate	<ul style="list-style-type: none"><li>• Home Language at a minimum of <b>40%</b></li><li>• <b>First Additional Language at a minimum of 30%</b></li><li>• Two other subjects at a minimum of <b>40%</b></li><li>• Two Subjects at a minimum of <b>30%</b></li></ul>
Diploma	<ul style="list-style-type: none"><li>• Home Language at a minimum of <b>40%</b></li><li>• First Additional Language at a minimum of <b>30%</b></li><li>• <b>Three subjects at a minimum of 40%</b></li><li>• One other Subject at <b>30%</b></li></ul>
Bachelors Degree	<ul style="list-style-type: none"><li>• Home Language at a minimum of <b>40%</b></li><li>• First Additional Language at a minimum of <b>30%</b></li><li>• <b>Four subjects at a minimum of 50%</b></li></ul>

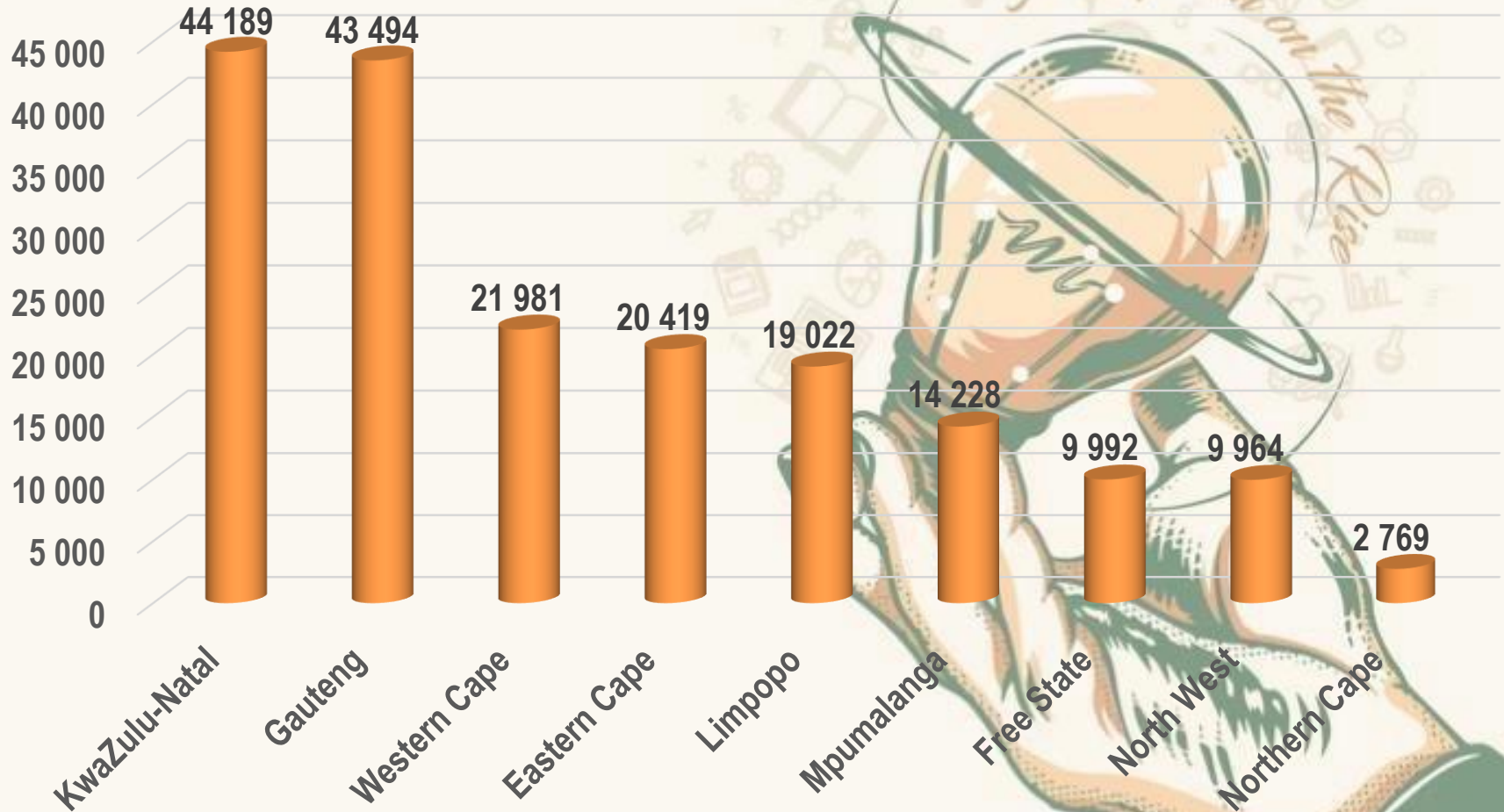


# NSC PASSES BY TYPE OF QUALIFICATION, 2019 (NATIONAL)

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC	
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved
Eastern Cape	63 198	20 419	32.3	17 816	28.2	10 055	15.9	40	0.1
Free State	25 572	9 992	39.1	8 555	33.5	4 051	15.8	0	0.0
Gauteng	97 829	43 494	44.5	29 616	30.3	12 193	12.5	1	0.0
KwaZulu-Natal	116 937	44 189	37.8	32 696	28.0	18 086	15.5	43	0.0
Limpopo	70 847	19 022	26.8	18 558	26.2	14 270	20.1	5	0.0
Mpumalanga	43 559	14 228	32.7	13 124	30.1	7 627	17.5	16	0.0
North West	26 819	9 964	37.2	8 677	32.4	4 628	17.3	0	0.0
Northern Cape	9 138	2 769	30.3	2 624	28.7	1 597	17.5	0	0.0
Western Cape	50 404	21 981	43.6	13 006	25.8	6 477	12.9	0	0.0
National	504 303	186 058	36.9	144 672	28.7	78 984	15.7	105	0.0

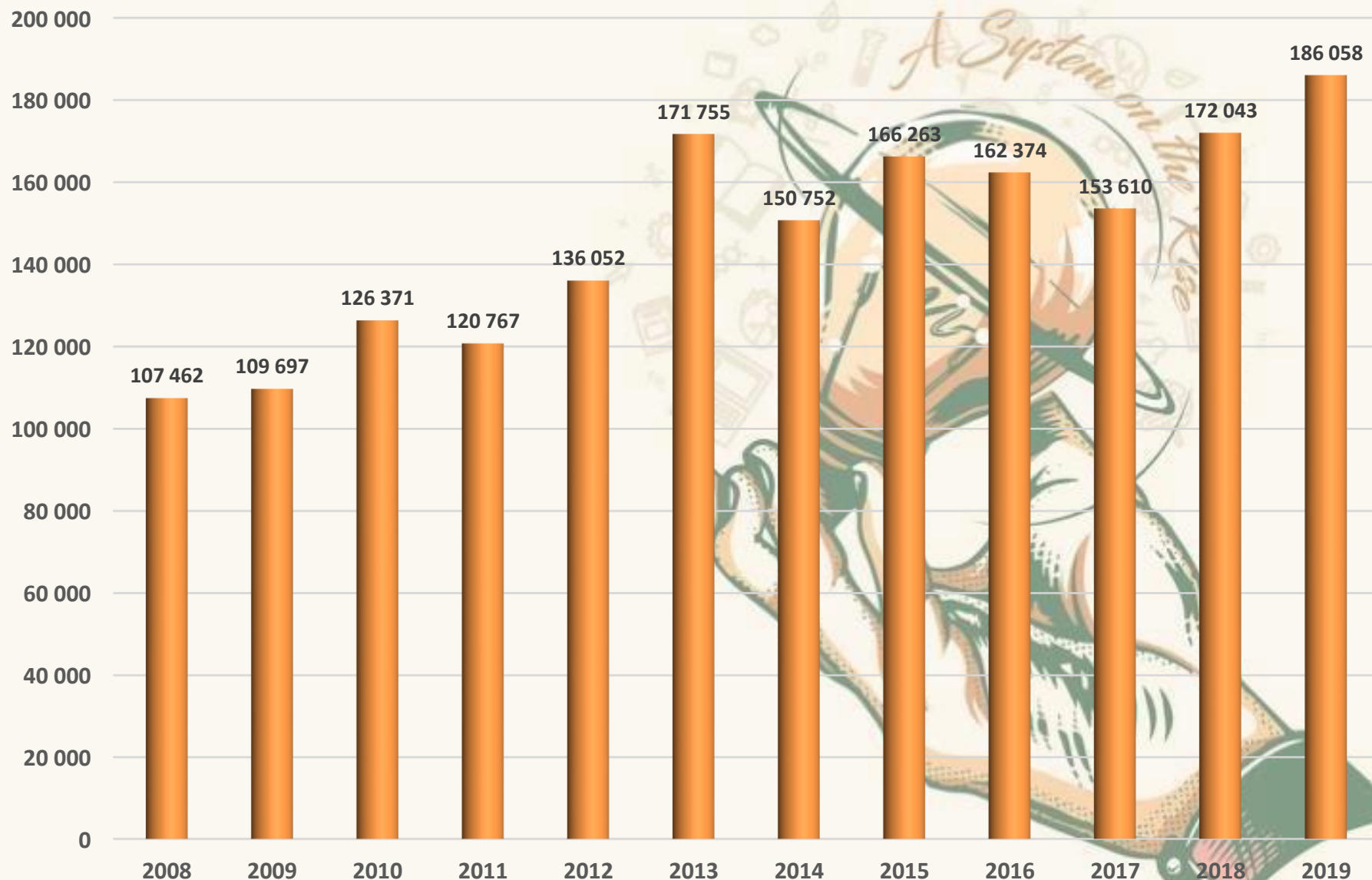


# BACHELOR PASS (NUMBERS) PER PROVINCE 2019





# BACHELOR PASS TREND (NUMBERS): 2008 - 2019





# BACHELOR ACHIEVEMENTS: 2018 AND 2019

Province	2018			2019		
	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor
Eastern Cape	65 733	18 001	27.4	63 198	20 419	32.3
Free State	24 914	9 333	37.5	25 572	9 992	39.1
Gauteng	94 870	41 410	43.6	97 829	43 494	44.5
Kwazulu-Natal	116 152	38 571	33.2	116 937	44 189	37.8
Limpopo	76 730	17 999	23.5	70 847	19 022	26.8
Mpumalanga	44 612	13 199	29.6	43 559	14 228	32.7
North West	29 061	9 449	32.5	26 819	9 964	37.2
Northern Cape	9 909	2 589	26.1	9 138	2 769	30.3
Western Cape	50 754	21 492	42.3	50 404	21 981	43.6
National	512 735	172 043	33.6	504 303	186 058	36.9

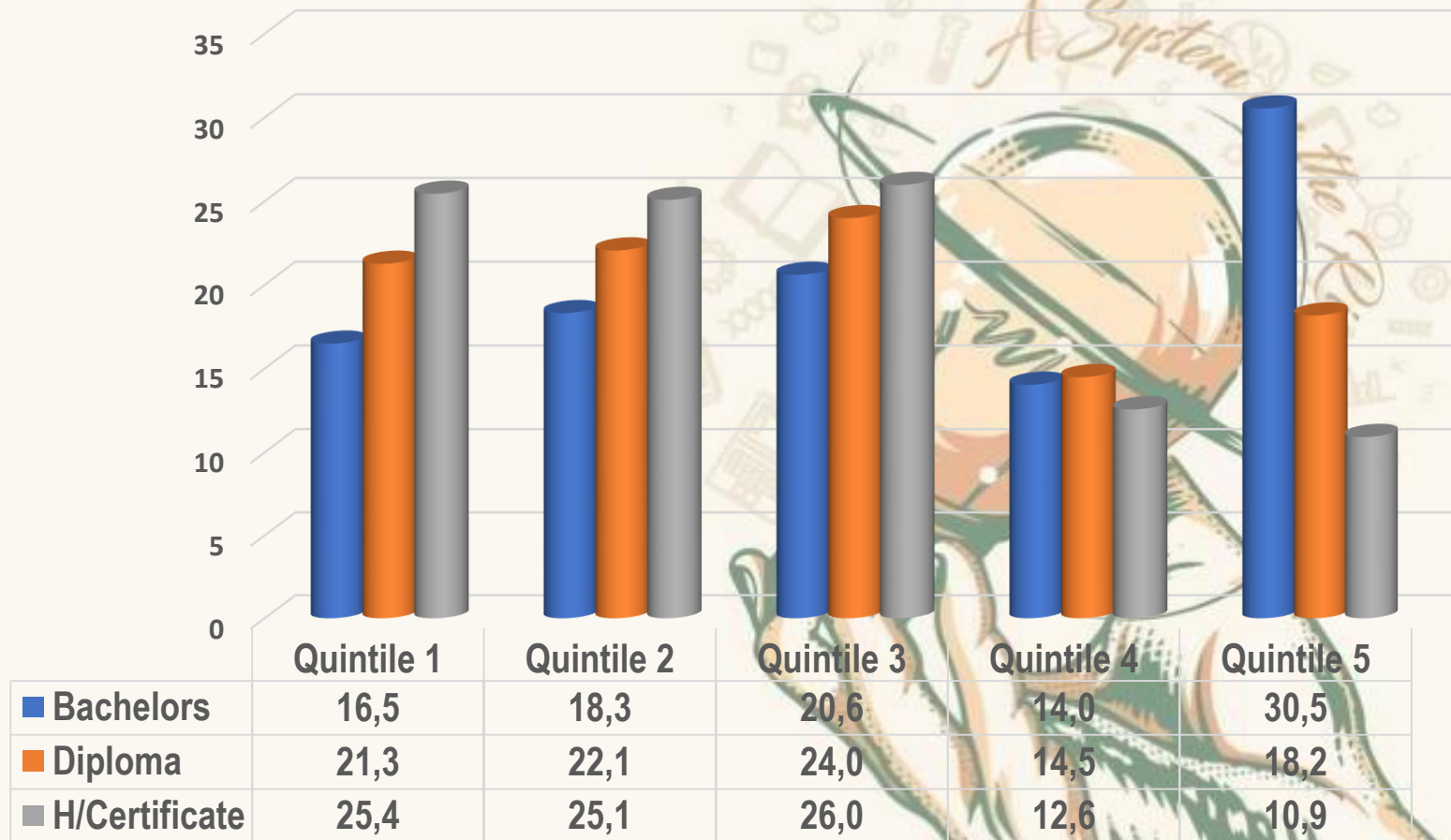


# ACHIEVEMENT TYPES OF PROGRESSED LEARNERS

Province Name	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Achieved H-Cert	% Achieved H-Cert	Achieved NSC	% Achieved NSC	Total Achieved	% Achieved
EASTERN CAPE	3 775	269	7.1	934	24.7	926	24.5	2	0.1	2 131	56.5
FREE STATE	3 466	229	6.6	988	28.5	1 035	29.9	0	0.0	2 252	65.0
GAUTENG	5 594	557	10.0	1 838	32.9	1 537	27.5	0	0.0	3 932	70.3
KWAZULU-NATAL	5 097	561	11.0	1 471	28.9	1 190	23.3	7	0.1	3 229	63.4
LIMPOPO	6 279	448	7.1	1 385	22.1	1 674	26.7	0	0.0	3 507	55.9
MPUMALANGA	4 074	369	9.1	1 145	28.1	1 120	27.5	1	0.0	2 635	64.7
NORTH WEST	2 870	185	6.4	606	21.1	841	29.3	0	0.0	1 632	56.9
NORTHERN CAPE	532	14	2.6	82	15.4	118	22.2	0	0.0	214	40.2
WESTERN CAPE	1 725	44	2.6	236	13.7	298	17.3	0	0.0	578	33.5
NATIONAL	33 412	2 676	8.0	8 685	26.0	8 739	26.2	10	0.0	20 110	60.2



# TYPE OF PASSES PER QUINTILE (%)



	2018		2019	
Quintiles	Q 1-3	Q 4-5	Q 1-3	Q 4-5
No of Bachelors	52.5	47.5	55.4	44.6



# Inclusive Basket of Criteria





# Current Inclusive Basket of Criteria

- a) Overall pass percentage
- b) Mathematics pass percentage
- c) Physical Sciences pass percentage
- d) Bachelor attainment percentage
- e) Distinction percentage
- f) Mathematics Participation rate
- g) Secondary Throughput rate





# Indicators & Weighting

Indicator	Weighting	Factor	Max Score
1. Overall Pass Percentage	35%	0.35	35
2. Percentage Passed Maths	10%	0.1	10
3. Percentage Passed Physical Sciences	10%	0.1	10
4. Percentage Attained Bachelor Passes	15%	0.15	15
5. Percentage attained Distinctions	10%	0.1	10
6. Mathematics Participation rate	10%	0.1	10
7. Secondary Throughput rate	10%	0.1	10
<b>Total</b>	<b>100%</b>	<b>1</b>	<b>100</b>



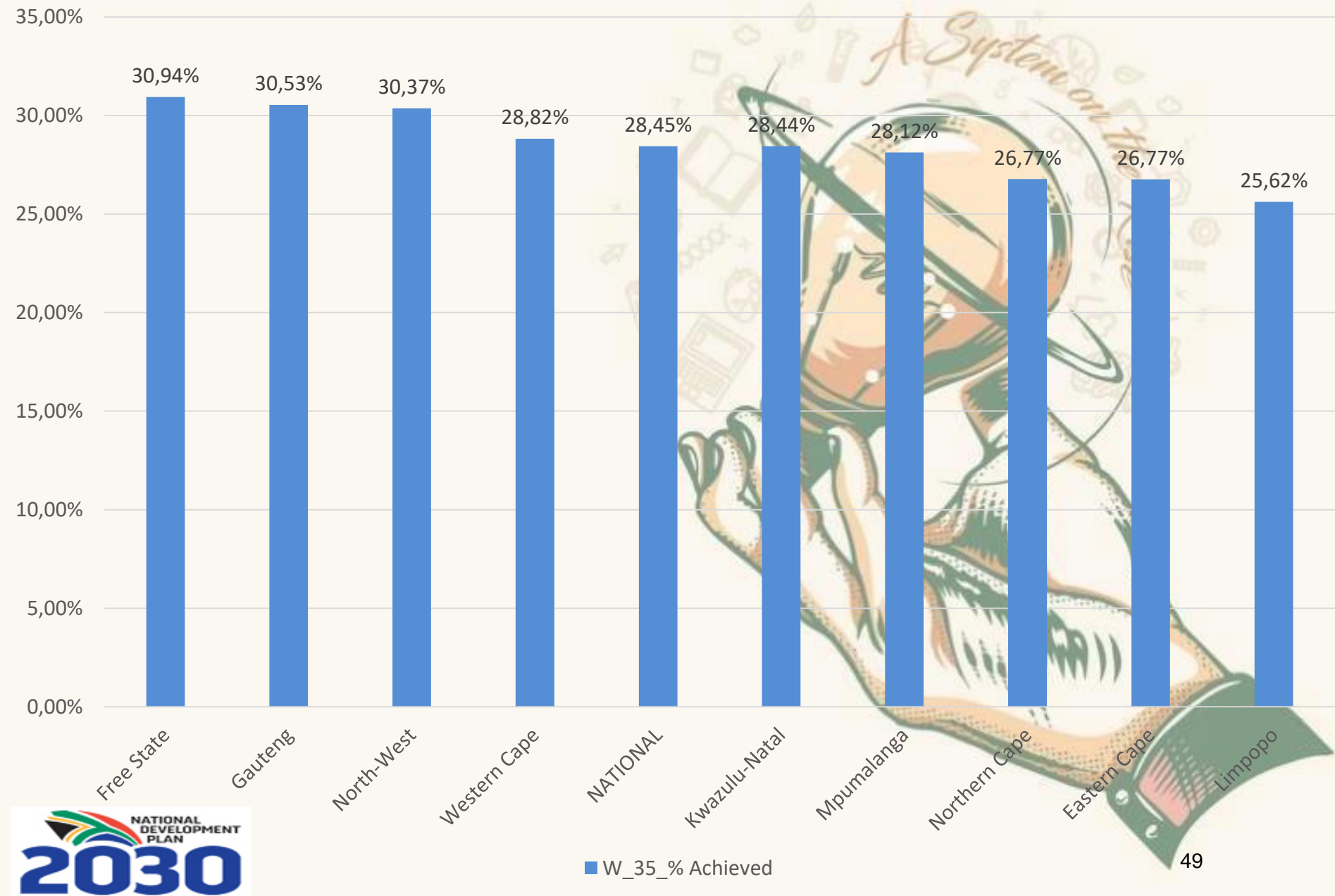
# Provincial Inclusive Basket

Province	% Achieved	% Maths Achieved	% Maths Participation	% Physical Science Achieved	% Bachelors	% Distinctions	% Throughput
Eastern Cape	26.77%	4.18%	5.58%	7.03%	4.85%	0.31%	4.47%
Free State	30.94%	6.85%	3.87%	8.27%	5.86%	0.31%	4.29%
Gauteng	30.53%	6.78%	3.62%	8.40%	6.67%	0.50%	5.15%
Kwazulu-Natal	28.44%	4.85%	4.95%	7.48%	5.67%	0.43%	4.88%
Limpopo	25.62%	5.31%	4.82%	7.20%	4.03%	0.22%	4.16%
Mpumalanga	28.12%	5.16%	5.19%	7.09%	4.90%	0.23%	4.68%
North-West	30.37%	6.22%	3.27%	7.90%	5.57%	0.34%	4.34%
Northern Cape	26.77%	5.66%	2.86%	6.92%	4.55%	0.22%	4.82%
Western Cape	28.82%	7.02%	3.06%	8.18%	6.54%	0.68%	6.53%
NATIONAL	28.45%	5.46%	4.40%	7.55%	5.53%	0.39%	4.79%



# % Achieved Weighted 35%

W\_35\_% Achieved





# % Maths Achieved Weighted 10%

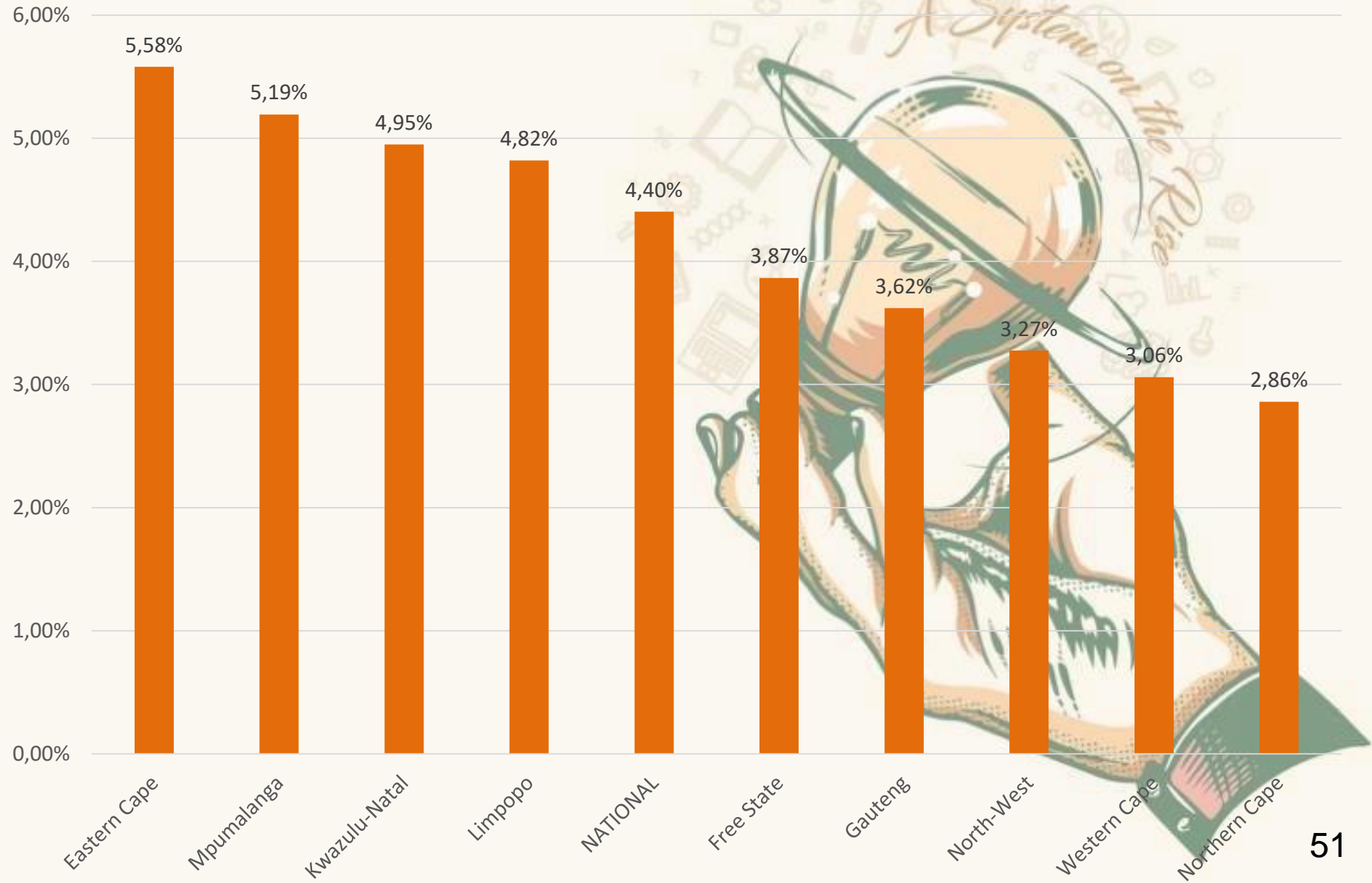
W\_10\_% Maths Achieved





# % Maths Participation Weighted 10%

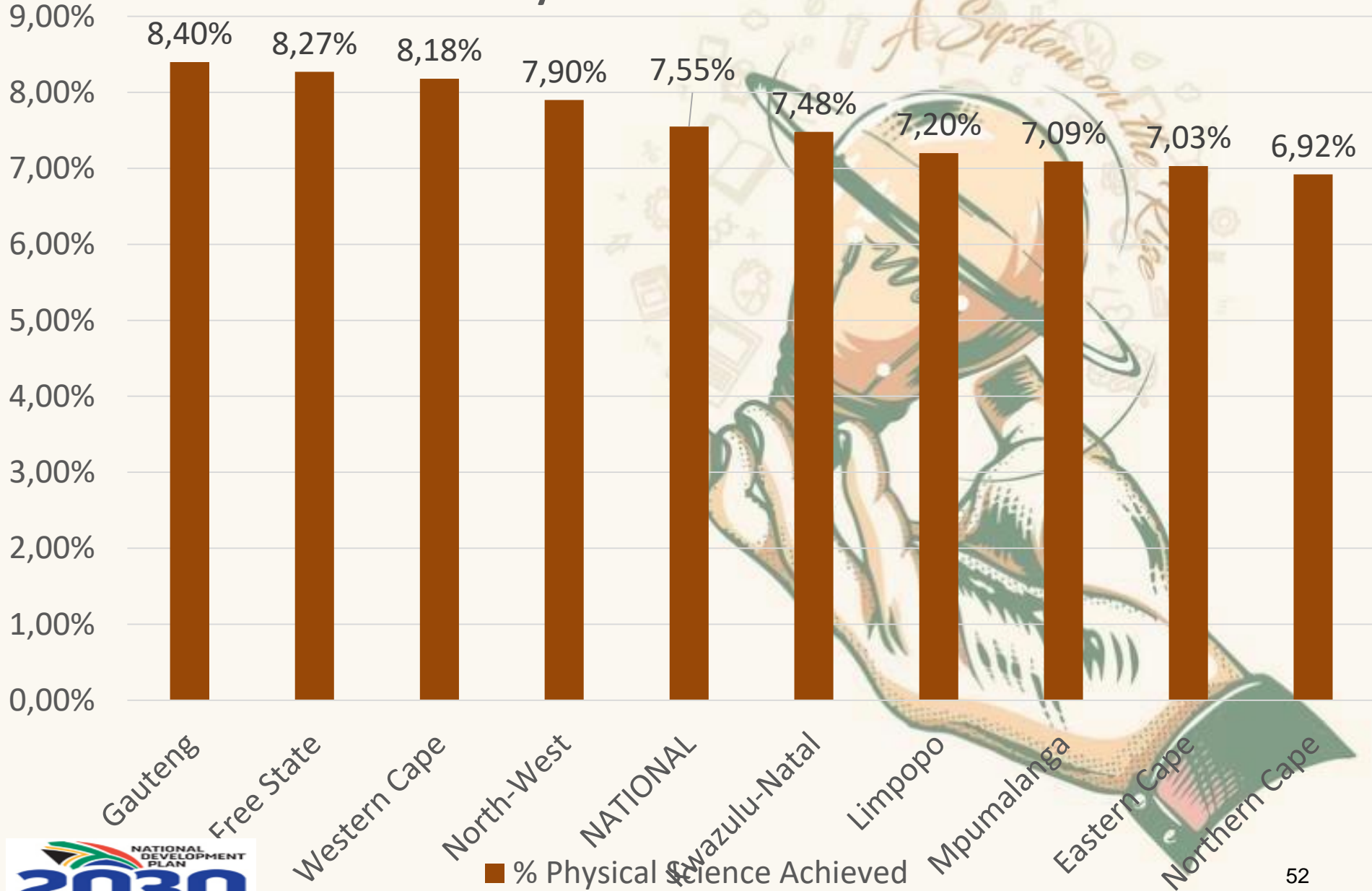
W\_10\_% Maths Participation





# % Physical Sciences Achieved Weighted 10%

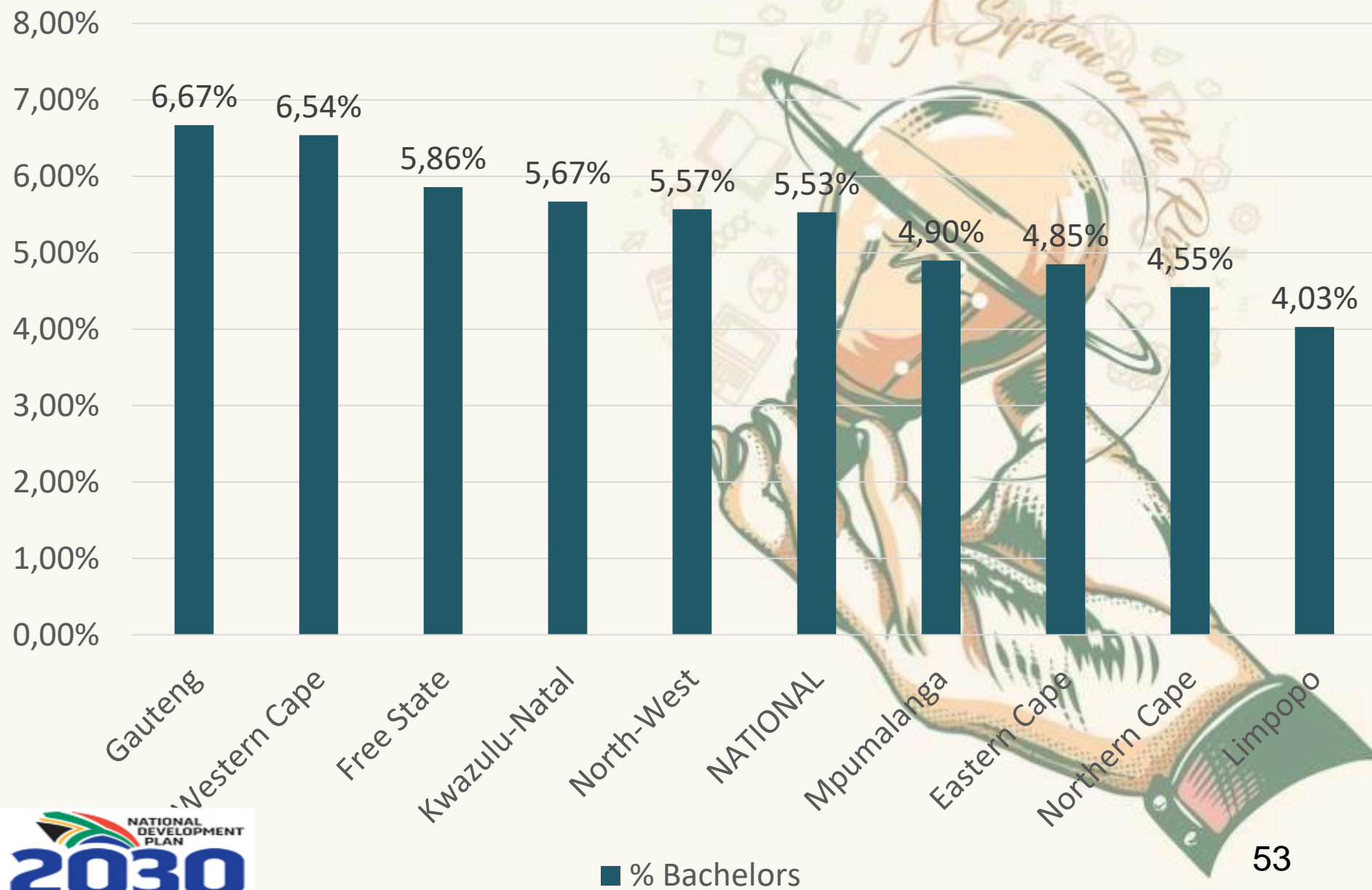
% Physical Science Achieved





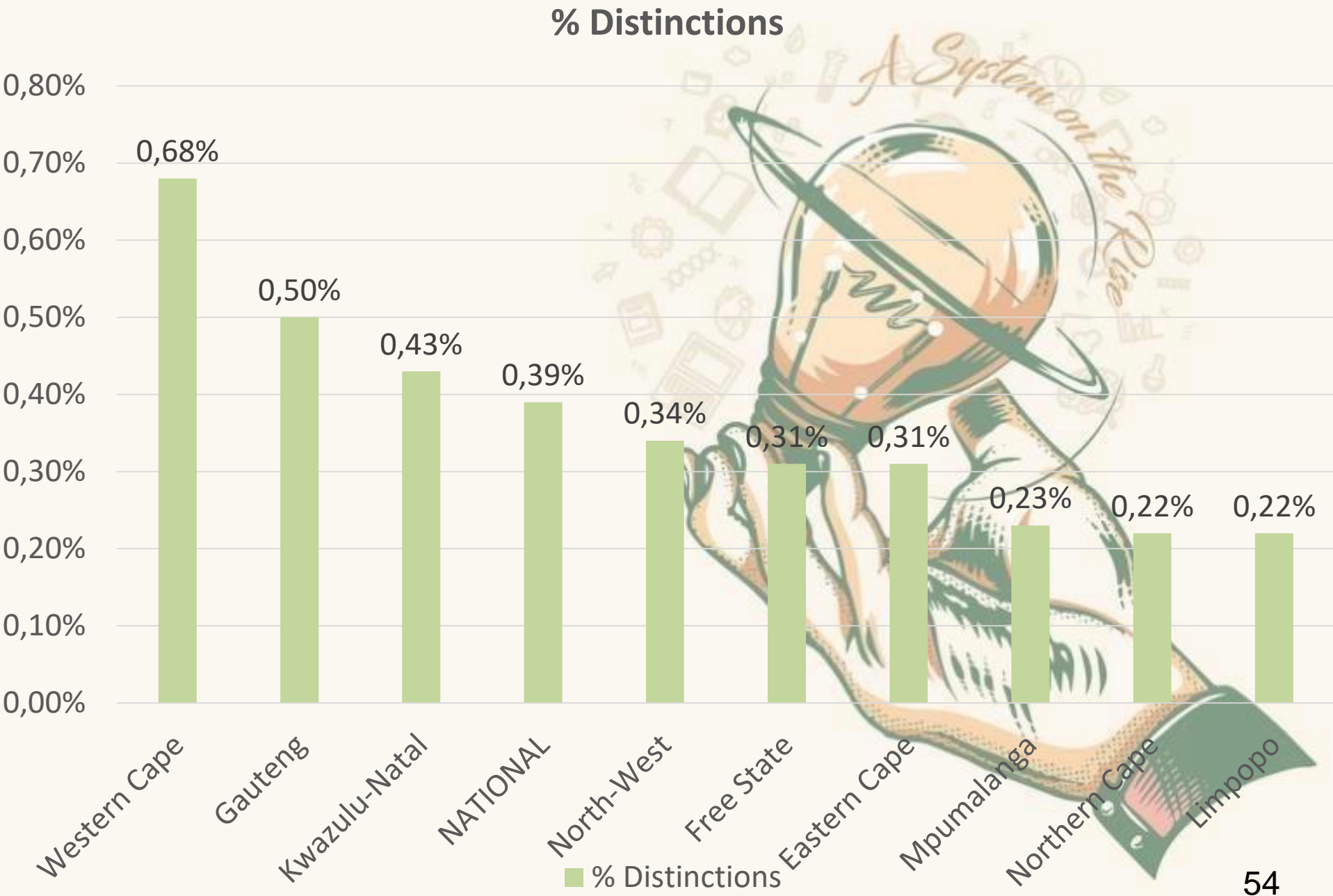
# % Bachelors Weighted 15%

% Bachelors





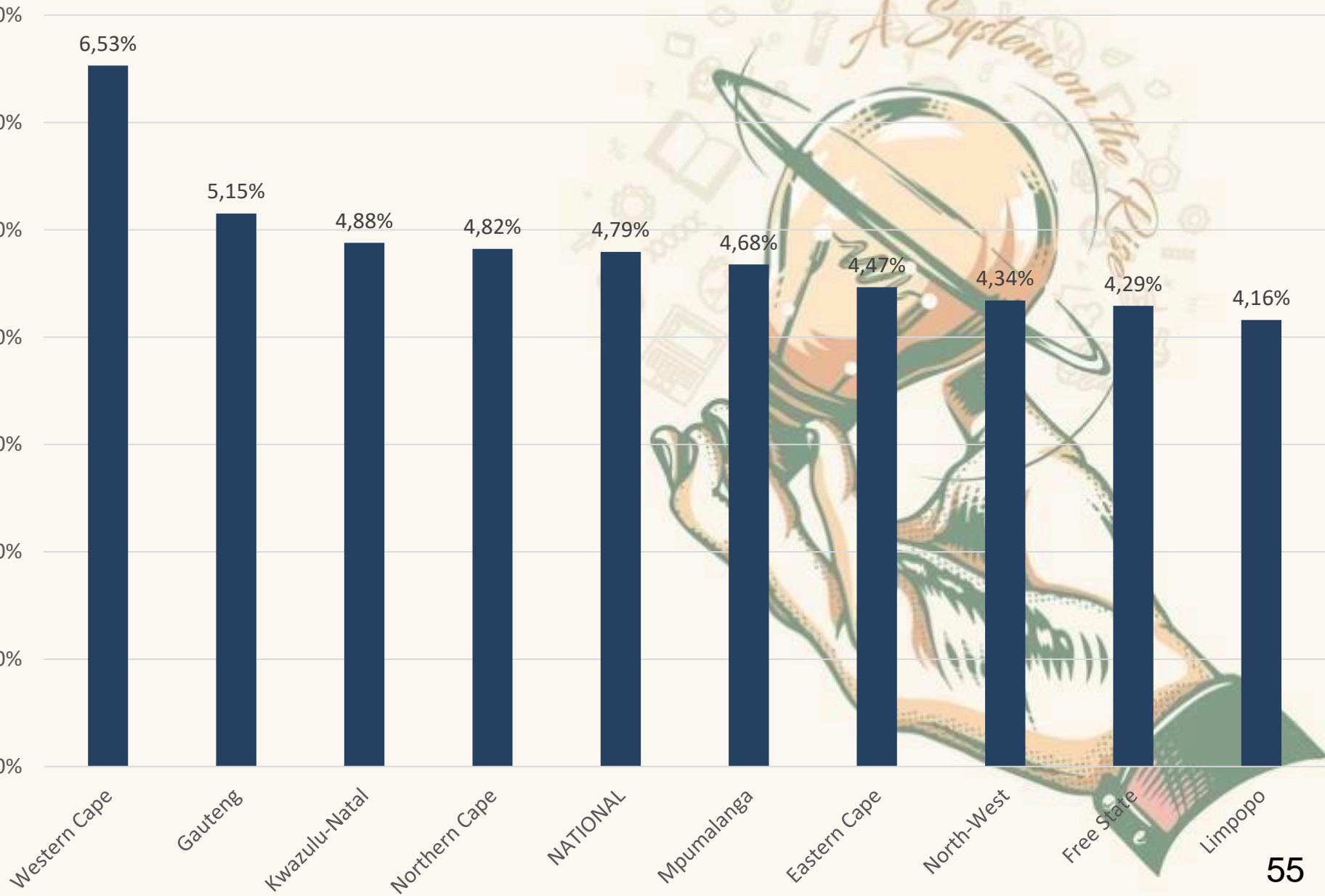
# % Distinctions Weighted 10%





# % Throughput Rate Weighted 10%

W\_10\_% Throughput





# District Basket

Province	Province Districts	Exam Date	W_35_% Achieved	W_10_% Maths Achieved	W_10_% Maths Participation	W_10_% Physical Science Achieved	W_15_% Bachelors	W_10_% Distinctions
Eastern Cape	ALFRED NZO EAST	201911	27.16%	4.73%	6.20%	7.56%	4.59%	0.19%
Eastern Cape	ALFRED NZO WEST	201911	26.91%	3.09%	6.68%	6.43%	4.32%	0.21%
Eastern Cape	AMATHOLE EAST	201911	27.01%	3.66%	6.91%	7.13%	4.76%	0.30%
Eastern Cape	AMATHOLE WEST	201911	22.66%	2.50%	3.13%	5.21%	3.26%	0.14%
Eastern Cape	BUFFALO CITY	201911	27.28%	5.25%	4.30%	7.20%	5.62%	0.44%
Eastern Cape	CHRIS HANI EAST	201911	25.16%	3.77%	7.68%	6.20%	4.40%	0.35%
Eastern Cape	CHRIS HANI WEST	201911	26.39%	4.93%	4.13%	7.33%	4.51%	0.22%
Eastern Cape	JOE GQABI	201911	26.74%	4.02%	5.31%	6.60%	4.58%	0.16%
Eastern Cape	NELSON MANDELA METRO	201911	28.48%	5.91%	3.53%	7.63%	5.88%	0.45%
Eastern Cape	OR Tambo Coastal	201911	27.17%	3.84%	6.77%	7.31%	4.70%	0.24%
Eastern Cape	OR TAMBO INLAND	201911	26.47%	4.19%	7.29%	7.23%	4.95%	0.42%
Eastern Cape	SARAH BAARTMAN	201911	26.07%	5.86%	2.40%	7.51%	4.79%	0.28%
Free State	Fezile Dabi	201911	31.62%	7.38%	3.26%	8.19%	5.70%	0.25%
Free State	Lejweleputswa	201911	30.73%	6.07%	4.11%	7.92%	5.30%	0.23%
Free State	Motho	201911	30.75%	7.12%	3.87%	8.36%	6.15%	0.36%
Free State	Thabo Mofutsanyana	201911	30.85%	7.00%	4.17%	8.46%	6.11%	0.37%
Free State	Xhariep	201911	31.10%	5.45%	3.14%	8.54%	5.49%	0.16%
Gauteng	EKURHULENI NORTH	201911	31.08%	6.66%	3.99%	8.45%	6.61%	0.44%
Gauteng	EKURHULENI SOUTH	201911	30.59%	6.65%	3.21%	8.35%	6.24%	0.37%
Gauteng	GAUTENG EAST	201911	29.56%	6.02%	2.98%	8.05%	5.68%	0.23%
Gauteng	GAUTENG NORTH	201911	31.75%	7.33%	3.63%	8.43%	6.90%	0.37%
Gauteng	GAUTENG WEST	201911	30.84%	6.66%	3.40%	8.32%	6.67%	0.46%
Gauteng	JOHANNESBURG CENTRAL	201911	28.46%	5.98%	3.35%	8.09%	5.54%	0.51%
Gauteng	JOHANNESBURG EAST	201911	30.99%	7.47%	3.51%	8.58%	7.32%	0.60%
Gauteng	JOHANNESBURG NORTH	201911	30.86%	7.24%	3.97%	8.70%	7.23%	0.64%
Gauteng	JOHANNESBURG SOUTH	201911	28.93%	5.96%	3.84%	7.81%	6.37%	0.58%
Gauteng	JOHANNESBURG WEST	201911	31.05%	7.13%	2.96%	8.68%	6.66%	0.46%
Gauteng	SEDIBENG EAST	201911	31.36%	6.61%	3.74%	8.41%	6.81%	0.48%
Gauteng	SEDIBENG WEST DISTRICT	201911	28.87%	4.72%	3.69%	6.91%	5.33%	0.24%
Gauteng	TSHWANE NORTH	201911	31.70%	7.32%	3.46%	8.63%	7.16%	0.43%
Gauteng	TSHWANE SOUTH	201911	32.65%	8.39%	4.59%	9.45%	9.07%	1.07%
Gauteng	TSHWANE WEST	201911	29.69%	6.22%	3.59%	8.25%	5.72%	0.34%



# District Basket

			W_35_% Achieved	W_10_% Maths Achieved	W_10_% Maths Participation	W_10_% Physical Science Achieved	W_15_% Bachelors	W_10_% Distinctions	W_10_% Throughput
Province	Province Districts	Exam Date							
Kwazulu-Natal	AMAJUBA	201911	29.81%	5.79%	4.73%	7.95%	5.78%	0.41%	4.90%
Kwazulu-Natal	HARRY GWALA	201911	27.07%	4.11%	4.18%	7.63%	4.62%	0.40%	4.21%
Kwazulu-Natal	ILEMBE	201911	28.31%	3.87%	5.09%	6.95%	5.31%	0.41%	4.13%
Kwazulu-Natal	KING CETSHWAYO	201911	27.76%	4.04%	6.15%	6.54%	5.45%	0.34%	5.92%
Kwazulu-Natal	PINETOWN	201911	29.05%	5.83%	4.01%	8.04%	6.45%	0.59%	4.62%
Kwazulu-Natal	UGU	201911	30.21%	5.74%	4.04%	8.54%	5.74%	0.40%	4.12%
Kwazulu-Natal	UMGUNGUNDLOVU	201911	28.99%	5.35%	4.50%	7.93%	6.44%	0.53%	4.91%
Kwazulu-Natal	UMKHANYAKUDE	201911	28.20%	4.79%	3.83%	7.35%	5.17%	0.24%	5.89%
Kwazulu-Natal	UMLAZI	201911	28.90%	5.45%	5.05%	7.65%	6.43%	0.72%	5.70%
Kwazulu-Natal	UMZINYATHI	201911	27.08%	3.87%	6.87%	7.42%	4.71%	0.30%	4.17%
Kwazulu-Natal	UTHUKELA	201911	27.72%	4.66%	5.48%	8.13%	5.11%	0.34%	4.16%
Kwazulu-Natal	ZULULAND	201911	27.69%	4.64%	5.60%	7.07%	5.21%	0.29%	4.63%
Limpopo	CAPRICORN NORTH	201911	24.13%	4.93%	5.25%	6.93%	3.50%	0.16%	4.51%
Limpopo	CAPRICORN SOUTH	201911	26.35%	5.18%	5.71%	7.21%	4.53%	0.22%	4.62%
Limpopo	MOGALAKWENA	201911	24.03%	4.70%	5.29%	6.64%	3.45%	0.11%	3.75%
Limpopo	MOPANI EAST	201911	25.34%	5.89%	3.72%	7.44%	3.59%	0.13%	4.54%
Limpopo	MOPANI WEST	201911	23.82%	5.06%	3.35%	6.28%	3.76%	0.19%	4.76%
Limpopo	SEKHUKHUNE EAST	201911	22.06%	4.41%	6.15%	6.34%	3.19%	0.10%	3.61%
Limpopo	SEKHUKHUNE SOUTH	201911	23.95%	4.91%	5.39%	6.95%	3.51%	0.12%	3.87%
Limpopo	VHEMBE EAST	201911	28.54%	6.07%	4.72%	8.17%	4.80%	0.43%	4.15%
Limpopo	VHEMBE WEST	201911	27.99%	6.03%	4.43%	7.91%	4.55%	0.35%	3.88%
Limpopo	WATERBERG 2	201911	28.50%	6.27%	3.65%	7.67%	5.10%	0.21%	3.34%
Mpumalanga	BOHLABELA DISTRICT	201911	26.84%	3.99%	5.35%	6.34%	4.11%	0.10%	6.28%
Mpumalanga	EHLANZENI DISTRICT	201911	29.61%	5.29%	5.33%	7.09%	5.65%	0.24%	4.32%
Mpumalanga	GERT SIBANDE DISTRICT	201911	27.77%	5.64%	5.43%	7.40%	5.01%	0.25%	4.42%
Mpumalanga	NKANGALA DISTRICT	201911	28.20%	5.81%	4.69%	7.56%	4.82%	0.32%	4.20%



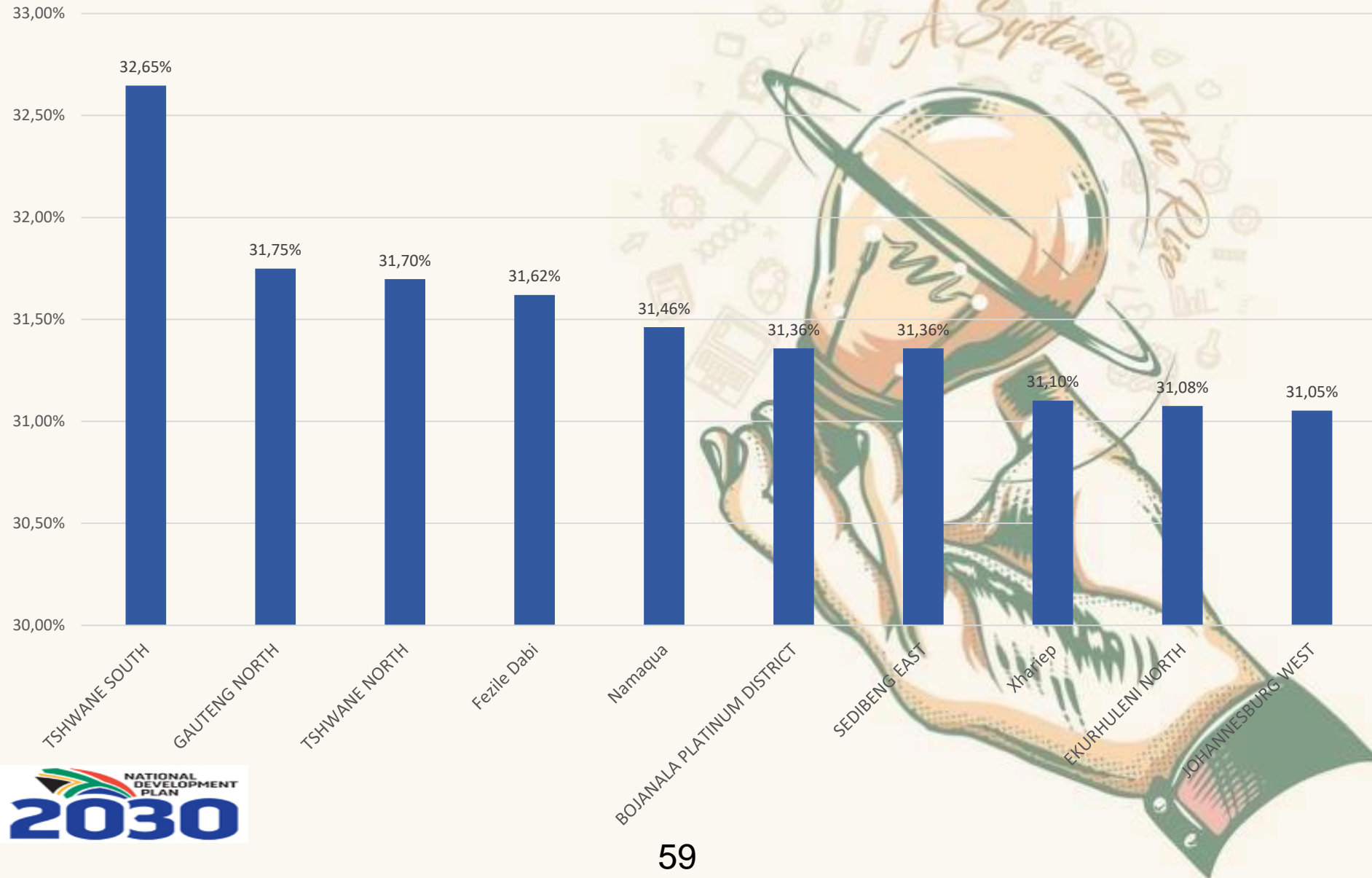
# District Basket

Province	Province Districts	Exam Date	W_35_% Achieved	W_10_% Maths Achieved	W_10_% Maths Participation	W_10_% Physical Science Achieved	W_15_% Bachelors	W_10_% Distinctions	W_10_% Throughput
Northern Cape	Frances Baard	201911	26.08%	5.93%	3.33%	6.55%	4.69%	0.27%	4.77%
Northern Cape	John Taolo Gaetsewe	201911	27.23%	4.96%	3.59%	7.31%	4.35%	0.13%	7.45%
Northern Cape	Namaqua	201911	31.46%	6.39%	1.90%	7.98%	5.47%	0.25%	5.36%
Northern Cape	Pixley Ka Seme	201911	25.31%	5.30%	1.78%	6.89%	3.77%	0.14%	3.82%
Northern Cape	Z F MGCAWU	201911	26.47%	5.95%	2.36%	6.83%	4.56%	0.26%	3.97%
North-West	BOJANALA PLATINUM DISTRICT	201911	31.36%	6.76%	3.23%	7.98%	5.95%	0.40%	5.13%
North-West	DR. K. KAUNDA DISTRICT	201911	30.02%	6.26%	3.53%	7.74%	6.23%	0.46%	4.37%
North-West	DR. R.S. MOMPATI DISTRICT	201911	29.27%	5.53%	2.58%	8.19%	4.62%	0.17%	3.70%
North-West	NGAKA M. MOLEMA DISTRICT	201911	29.53%	5.61%	3.53%	7.76%	4.94%	0.25%	3.69%
Western Cape	CAPE WINELANDS	201911	28.26%	7.55%	2.75%	8.73%	6.56%	0.82%	6.56%
Western Cape	EDEN & CENTRAL KAROO	201911	29.44%	7.10%	2.36%	8.48%	6.46%	0.56%	5.84%
Western Cape	METRO CENTRAL	201911	29.19%	7.39%	3.95%	8.60%	7.21%	1.06%	7.09%
Western Cape	METRO EAST	201911	27.41%	6.00%	3.06%	7.32%	5.58%	0.40%	6.21%
Western Cape	METRO NORTH	201911	30.19%	7.49%	3.33%	8.47%	7.51%	0.77%	6.84%
Western Cape	METRO SOUTH	201911	28.34%	6.68%	3.12%	7.72%	6.05%	0.56%	6.50%
Western Cape	OVERBERG	201911	30.11%	7.00%	1.84%	8.54%	6.27%	0.50%	6.32%
Western Cape	WEST COAST	201911	29.34%	7.12%	2.36%	8.61%	6.70%	0.56%	6.83%



# Top 10 Districts % Achieved Weighted 10%

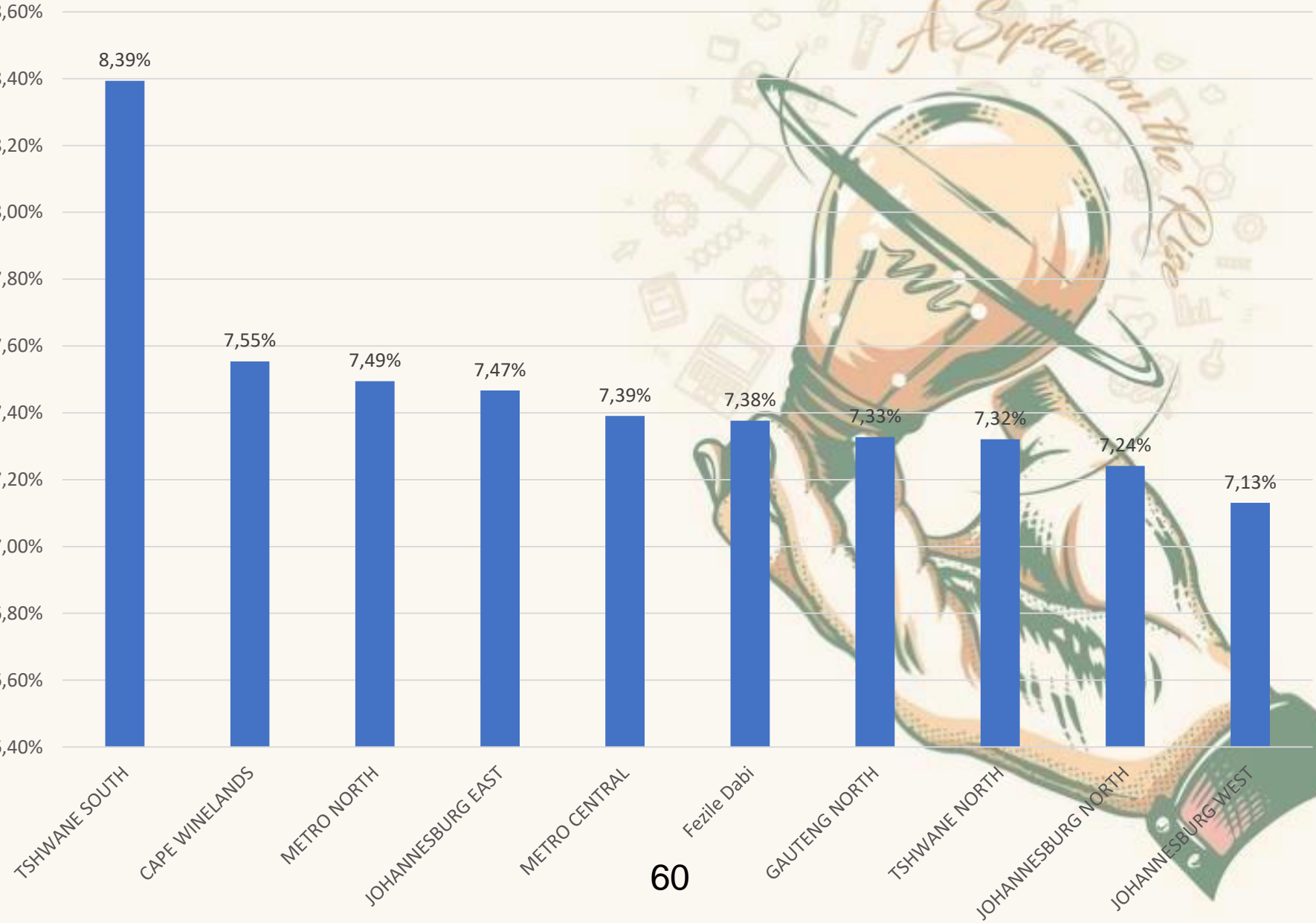
W\_35\_% Achieved





# Top 10 Districts % Maths Achieved Weighted 10%

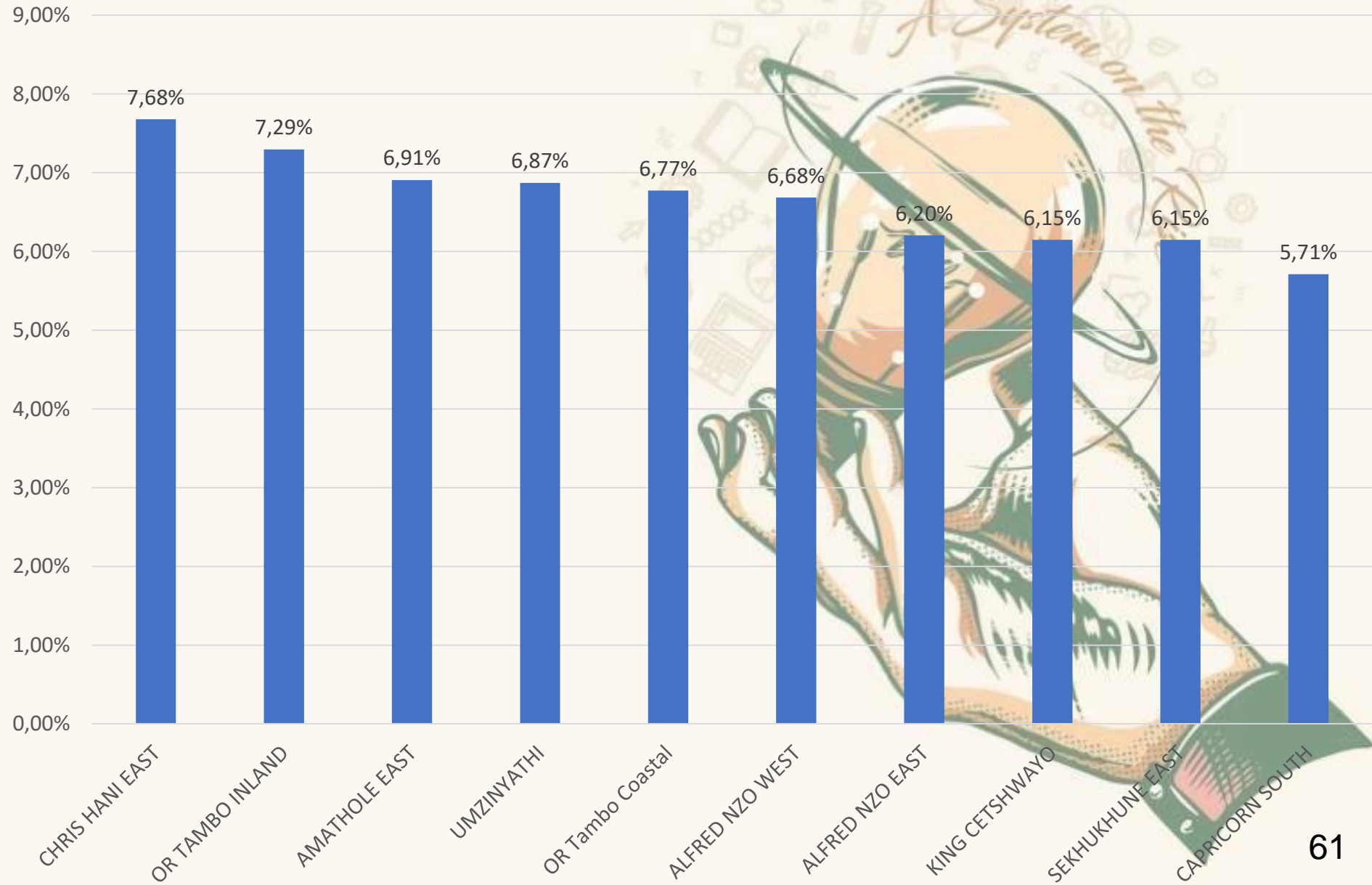
W\_10\_% Maths Achieved





# MP % Maths Participation Weighted 10%

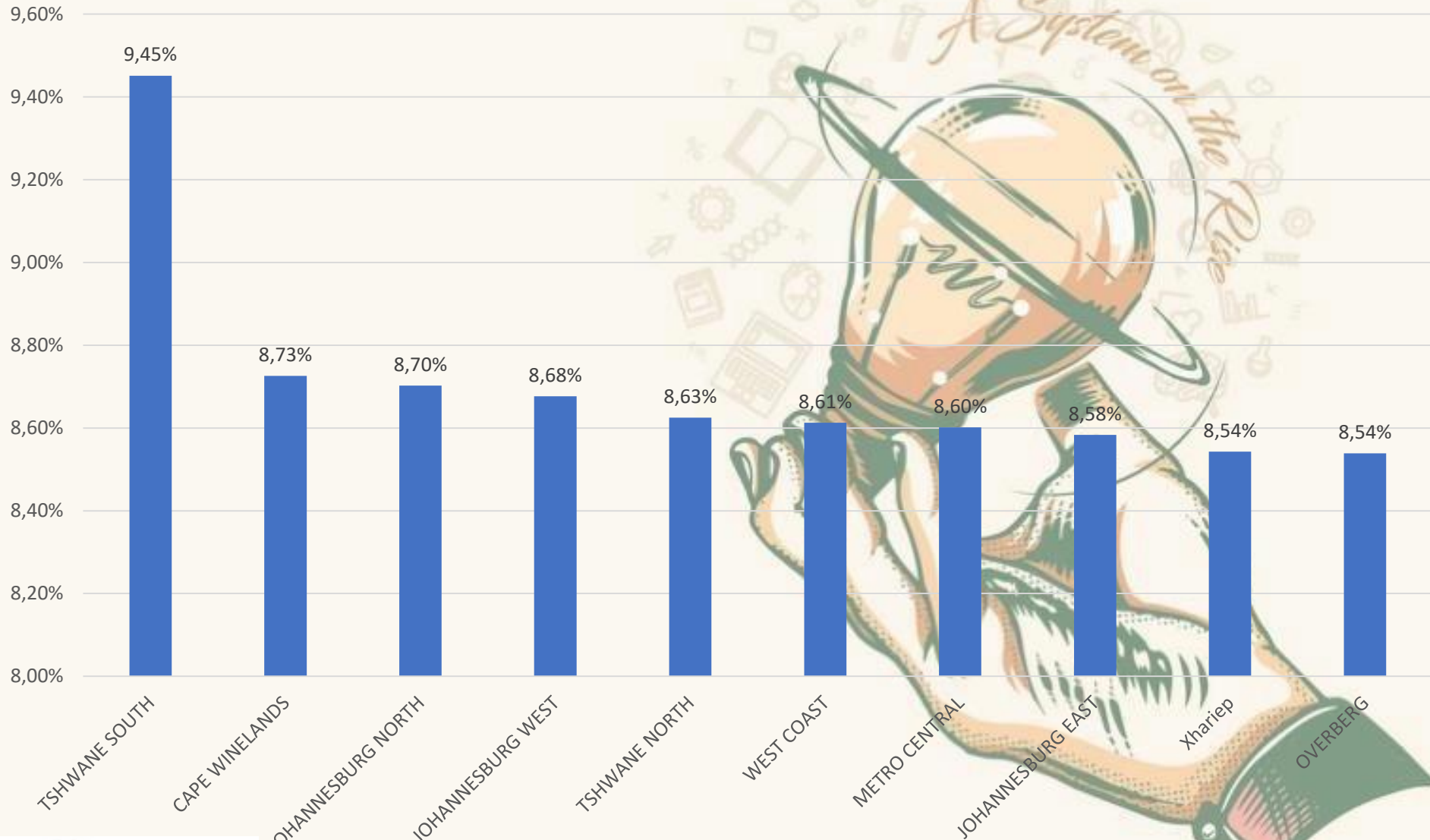
W\_10\_% Maths Participation





# Top 10 Districts % Physical Sciences Weighted 10%

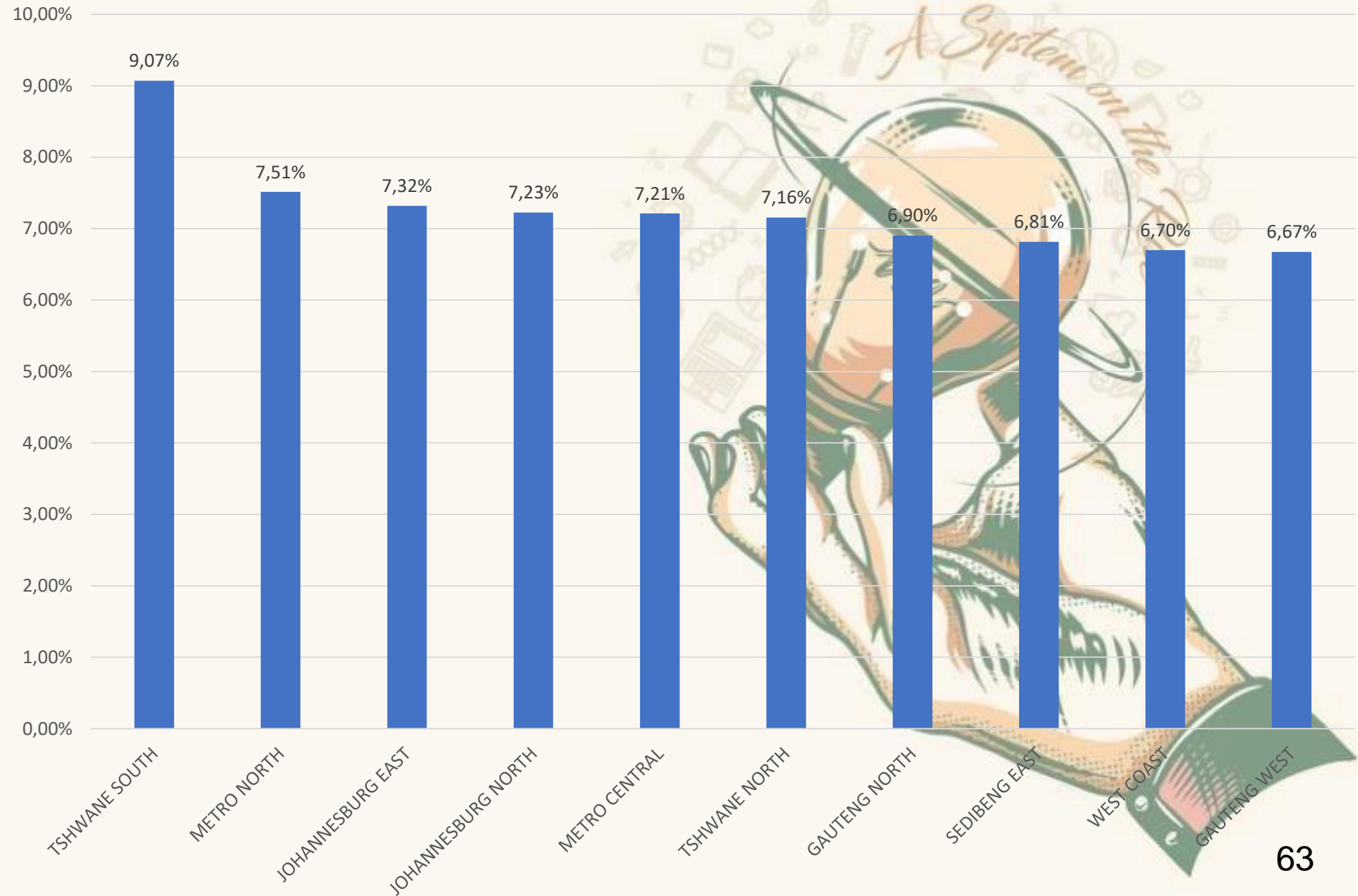
W\_10\_% Physical Science Achieved





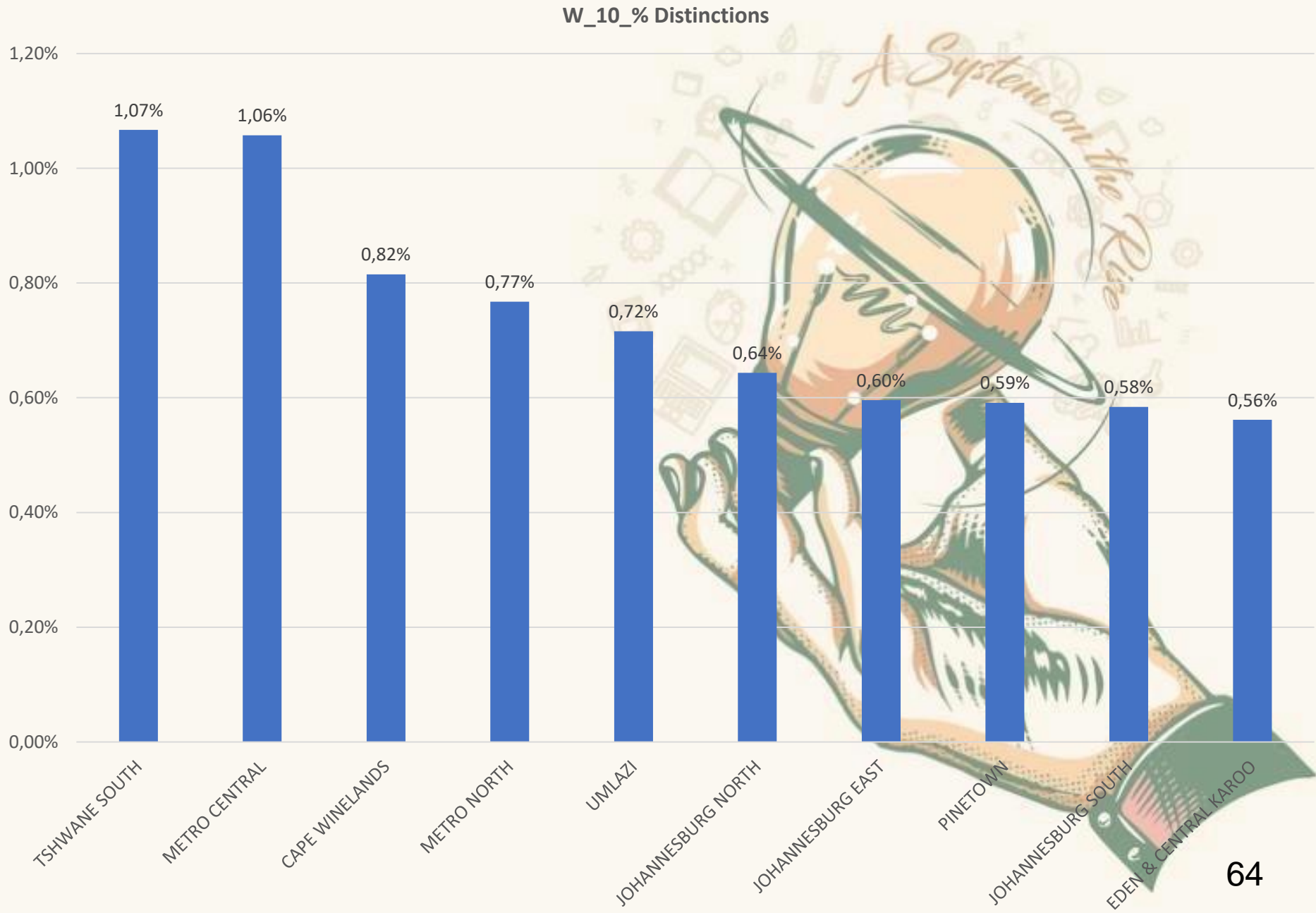
# Top 10 Districts % Bachelors Weighted 15%

W\_15\_% Bachelors





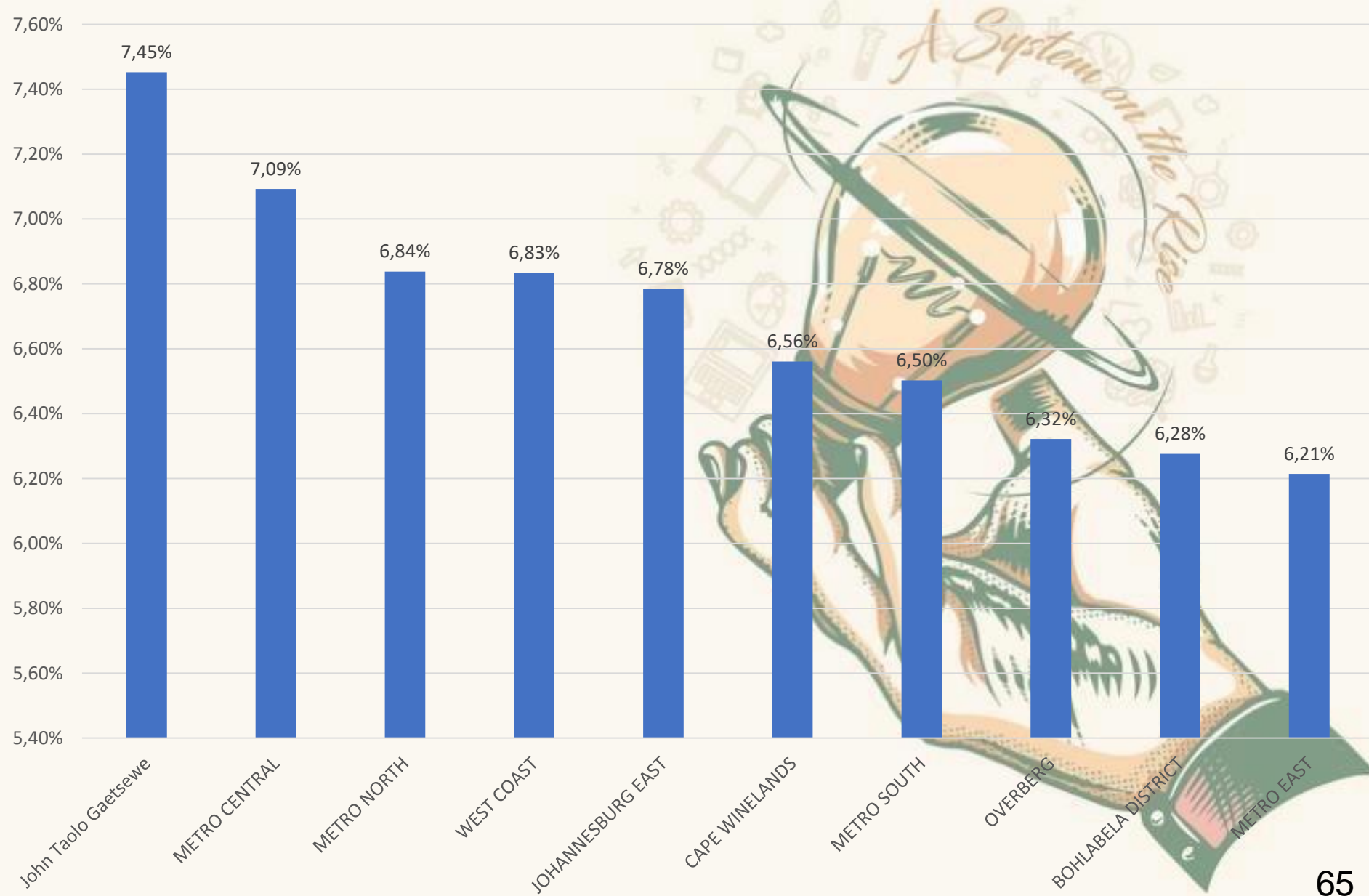
# Top 10 Districts % Distinctions Weighted 10%





# Top 10 Districts % Through Put Rate Weighted 10%

W\_10\_% Throughput





# Two Year Provincial Inclusive Basket Comparison

Year														
	% Achieved		% Maths Achieved		% Maths Participation		% Physical Science Achieved		% Bachelors		% Distinctions		% Throughput	
Province	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Eastern Cape	24.70%	26.77%	4.55%	4.18%	5.55%	5.58%	6.65%	7.03%	4.11%	4.85%	0.31%	0.31%	4.57%	4.47%
Free State	30.63%	30.94%	7.43%	6.85%	3.90%	3.87%	8.17%	8.27%	5.62%	5.86%	0.33%	0.31%	4.03%	4.29%
Gauteng	30.77%	30.53%	7.47%	6.78%	3.72%	3.62%	8.35%	8.40%	6.55%	6.67%	0.50%	0.50%	5.24%	5.15%
Kwazulu-Natal	26.66%	28.44%	5.06%	4.85%	5.31%	4.95%	7.36%	7.48%	4.98%	5.67%	0.43%	0.43%	4.79%	4.88%
Limpopo	24.29%	25.62%	5.49%	5.31%	5.11%	4.82%	7.18%	7.20%	3.52%	4.03%	0.25%	0.22%	4.14%	4.16%
Mpumalanga	27.64%	28.12%	5.42%	5.16%	5.43%	5.19%	7.02%	7.09%	4.44%	4.90%	0.20%	0.23%	4.93%	4.68%
North-West	28.40%	30.37%	6.89%	6.22%	3.13%	3.27%	7.86%	7.90%	4.88%	5.57%	0.29%	0.34%	4.40%	4.34%
Northern Cape	25.66%	26.77%	5.90%	5.66%	2.82%	2.86%	6.69%	6.92%	3.92%	4.55%	0.20%	0.22%	5.34%	4.82%
Western Cape	28.51%	28.82%	7.60%	7.02%	3.04%	3.06%	7.95%	8.18%	6.35%	6.54%	0.68%	0.68%	6.41%	6.53%
NATIONAL	27.36%	28.45%	5.80%	5.46%	4.56%	4.40%	7.42%	7.55%	5.03%	5.53%	0.38%	0.39%	4.80%	4.79%



# Schools Top 15 Inclusive Basket -

Province	Province Districts	Centre Number	Centre Name	School Sector	Quintile	W_35_ % Achieved	W_10_ % Maths Achieved	W_10_ % Maths Participation	W_10_ % Physical Science Achieved	W_15_ % Bachelors	W_10_ % Distinctions	W_10_ % Throughput	Basket Score
Kwazulu-Natal	UMLAZI	5411108	EDEN COLLEGE DURBAN	Independent School	9	35.00 %	10.00 %	9.41%	10.00 %	15.00 %	5.34 %	9.71%	94.46 %
Gauteng	JOHANNESBURG EAST	8130187	BETH JACOBS GIRLS HIGH SCHOOL	Independent School	9	35.00 %	10.00 %	10.00 %	10.00 %	15.00 %	5.47 %	8.75%	94.22 %
Western Cape	METRO CENTRAL	1009921	HERSCHEL GIRLS SCHOOL	Independent School	5	35.00 %	10.00 %	8.17%	10.00 %	14.84 %	5.48 %	9.79%	93.28 %
Western Cape	METRO CENTRAL	1009939	RUSTENBURG GIRLS' HS.	Public School	5	35.00 %	9.72%	8.55%	10.00 %	15.00 %	5.23 %	9.54%	93.04 %
Kwazulu-Natal	UMLAZI	5411201	AL-FALAAH COLLEGE	Independent School	9	35.00 %	10.00 %	9.48%	10.00 %	14.81 %	4.01 %	9.51%	92.80 %
Western Cape	CAPE WINELANDS	1007702	BLOEMHOF HS.	Public School	5	35.00 %	10.00 %	7.80%	10.00 %	14.77 %	5.11 %	10.00 %	92.69 %
Western Cape	METRO SOUTH	1009907	SPRINGFIELD CONVENT OF THE HOLY ROSARY	Independent School	5	35.00 %	10.00 %	7.38%	10.00 %	15.00 %	5.30 %	9.88%	92.55 %
Western Cape	METRO CENTRAL	1009957	WESTERFORD HS.	Public School	5	35.00 %	10.00 %	8.27%	10.00 %	15.00 %	5.04 %	9.15%	92.46 %
Western Cape	METRO CENTRAL	1001130	STAR COLLEGE - BRIDGETOWN	Independent School	5	35.00 %	10.00 %	9.05%	10.00 %	14.29 %	3.77 %	10.00 %	92.11 %
Western Cape	METRO CENTRAL	1001199	STAR COLLEGE - CAPE TOWN	Independent School	9	35.00 %	10.00 %	8.40%	10.00 %	14.40 %	4.25 %	10.00 %	92.05 %
Western Cape	METRO CENTRAL	1009938	RONDEBOSCH BOYS' HS.	Public School	5	35.00 %	10.00 %	8.27%	10.00 %	14.81 %	4.00 %	9.88%	91.97 %
Western Cape	METRO CENTRAL	1009910	BISHOPS	Independent School	5	35.00 %	10.00 %	8.00%	9.88%	14.70 %	4.70 %	9.62%	91.90 %
Kwazulu-Natal	KING CETSHWAYO	5113477	BIRDSVIEW ACADEMY	Independent School	9	35.00 %	9.33%	10.00 %	10.00 %	14.00 %	2.99 %	10.00 %	91.32 %
Kwazulu-Natal	AMAJUBA	5213242	ISLAMIC COLLEGE NEWCASTLE	Independent School	9	35.00 %	9.00%	10.00 %	10.00 %	15.00 %	3.94 %	8.33%	91.28 %
Western Cape	METRO CENTRAL	1001131	HERZLIA HS	Independent School	9	35.00 %	10.00 %	6.67%	10.00 %	14.87 %	5.23 %	9.34%	91.11 %



# SCHOOL/DISTRICT PERFORMANCE



# SCHOOL PERFORMANCE BY QUINTILE - 2019

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Exactly 0%	Exactly 100%
Quintile 1	29	94	278	565	849	10	126
Quintile 2	15	75	183	530	884	4	122
Quintile 3	7	38	180	481	751	2	58
Quintile 4	1	5	23	180	408	0	36
Quintile 5	0	1	16	104	603	0	97
Total	52	213	680	1 860	3 495	16	439



# DISTRICT PERFORMANCE BY ACHIEVEMENT INTERVAL AND PROVINCE: 2018

Province	Total number of Districts	2018				
		Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% & above
EC	12	0	1	4	7	0
FS	5	0	0	0	0	5
GP	15	0	0	0	0	15
KZN	12	0	0	0	11	1
LP	10	0	0	6	3	1
MP	4	0	0	0	3	1
NW	4	0	0	0	1	3
NC	5	0	0	0	4	1
WC	8	0	0	0	1	7
<b>Total</b>	<b>75</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>30</b>	<b>34</b>



# DISTRICT PERFORMANCE BY ACHIEVEMENT INTERVAL AND PROVINCE: 2019

Province	Total number of Districts	2019				
		Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above
EC	12	0	0	1	10	1
FS	5	0	0	0	0	5
GP	15	0	0	0	0	15
KZN	12	0	0	0	5	7
LP	10	0	0	5	2	3
MP	4	0	0	0	2	2
NW	4	0	0	0	0	4
NC	5	0	0	0	4	1
WC	8	0	0	0	1	7
<b>Total</b>	<b>75</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>24</b>	<b>45</b>



# SUBJECT PERFORMANCE





# CANDIDATES' PERFORMANCE IN SELECTED SUBJECTS, 2015 – 2019 (AT 30% LEVEL)

Subjects	2015	2016	2017	2018	2019
Accounting	59.6	69.5	66.1	72.5	78.4
Agricultural Sciences	76.9	75.4	70.4	69.9	74.6
Business Studies	75.7	73.7	68.0	64.9	71.0
Economics	68.2	65.3	71.0	73.3	69.3
Geography	77.0	76.5	76.9	74.2	80.5
History	84.0	84.0	86.0	89.7	90.0
Life Orientation	99.7	99.7	99.8	99.7	99.8
Life Sciences	70.4	70.5	74.4	76.3	72.3
Mathematical Literacy	71.4	71.3	73.9	72.5	80.6
Mathematics	49.1	51.1	51.9	58.0	54.6
Physical Sciences	58.6	62.0	65.1	74.2	75.5



# CANDIDATES' PERFORMANCE IN SELECTED SUBJECTS, 2018 – 2019 (AT 40% LEVEL)

Subjects	2015	2016	2017	2018	2019
Accounting	36.2	44.9	42.6	48.6	52.6
Agricultural Sciences	45.0	44.5	39.9	41.8	45.7
Business Studies	51.4	49.5	42.7	40.1	46.2
Economics	39.1	36.4	42.7	44.8	39.9
English FAL	81.5	82.5	83.1	82.1	85.4
Geography	50.4	48.1	50.1	46.7	53.3
History	63.2	64.3	67.5	72.6	74.0
Life Sciences	46.0	45.2	52.1	51.7	49.0
Mathematical Literacy	44.3	46.4	45.0	45.4	54.5
Mathematics	31.9	33.5	35.1	37.1	35.0
Physical Sciences	36.1	39.5	42.2	48.7	51.7



## CANDIDATES' PERFORMANCE IN HOME LANGUAGES @ 40% LEVEL

	2016	2017	2018	2019
<b>Afrikaans</b>	96.6	94.5	96.4	95.2
<b>English</b>	94.1	93.1	92.7	92.0
<b>IsiNdebele</b>	99.8	99.6	99.7	99.8
<b>IsiXhosa</b>	99.8	99.8	99.7	99.7
<b>IsiZulu</b>	98.8	98.9	98.8	99.2
<b>Sepedi</b>	98.9	98.6	98.6	98.2
<b>Sesotho</b>	99.4	99.4	99.4	99.3
<b>Setswana</b>	99.7	99.7	99.6	99.5
<b>SiSwati</b>	99.2	99.2	99.3	99.0
<b>SA Sign Language</b>	-	-	96.2	96.9
<b>Tshivenda</b>	99.9	99.8	99.9	99.9
<b>Xitsonga</b>	99.5	99.0	98.9	98.7



# FIRST ADDITIONAL LANGUAGE @ 30% LEVEL (2014 – 2018)

First Additional Language	2015	2016	2017	2018
Afrikaans First Additional Language	92.0	90.0	93.0	93.9
English First Additional Language	97.0	97.0	97.0	97.2



# AGE ANALYSIS





# AGE ANALYSIS ACHIEVEMENTS (NATIONAL)

200 000

180 000

160 000

140 000

120 000

100 000

80 000

60 000

40 000

20 000

0

	16 Years	17 Years	18 Years	19 Years	20 Years	21 Years	22 Years	23 Years	24 Years	25 Years	26 Years	27 Years
Total Wrote	1 934	78 004	188 681	110 057	61 996	32 092	16 227	7 963	3 441	1 658	817	402
Total Achieved	1 774	70 241	166 839	86 659	44 056	21 029	10 015	4 594	2 046	1 062	540	271
% Achieved	0,4	14,0	33,2	17,2	8,8	4,2	2,0	0,9	0,4	0,2	0,1	0,1

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# PERFORMANCE IN TERMS OF AGE ANALYSIS - NATIONAL

Age	Total		
	Total Wrote	Total Achieved	% Achieved
15	174	161	92.5%
16	1935	1775	91.7%
17	78000	70239	90.1%
18	188681	166837	88.4%
19	110063	86664	78.7%
20	61997	44058	71.1%
21	32092	21029	65.5%
22	16227	10014	61.7%
23	7962	4593	57.7%
24	3441	2046	59.5%
25	1658	1062	64.1%
26	818	541	66.1%
27	402	271	67.4%
28	263	176	66.9%
29	216	173	80.1%
30	104	66	63.5%



# PERFORMANCE OF CANDIDATES WITH REFERENCE TO AGE APPROPRIATE LEARNERS - NATIONAL

Age Grouped	201911			
	Total Entered	Total Wrote	Total Achieved	% Achieved
Age Appropriate Grade 12	507066	440867	369745	83.9%
Other	109688	63448	40168	63.3%
National	616754	504315	409913	81.3%



# SPECIAL NEEDS EDUCATION





# LEARNERS WITH SPECIAL NEEDS (LSEN)– ENROLLMENT (NATIONAL)

Province Name	ANXIETY	ATTENTION DEFICIT DI	ATTENTION DEFICIT HY	AUTISM	BIPOLAR	BLIND	CELEBRAL PALSY	CHRONIC	CONDUCT DISORDER	DEAF	DEPRESSION	DYS CALCULIA	DYSGRAPHIA	DYSLEXIA	EPILEPSY	HARD OF HEARING	LANGUAGE DISORDER/A	LEARNING DISABILITY	MENTAL ILLNESS	MILD INTELLECTUAL DI	OTHER	PARTIALLY SIGHTED	PHYSICAL DISABILITY	PROFOUND INTELLECTUAL	SEVERE INTELLECTUAL	SOCIAL COMMUNICATION	SPEECH SOUND DISORDER	TRAUMATIC HEAD INJURY	TOTAL
EASTERN CAPE																					8								8
FREE STATE	1	12	13			1	3		1	1	1	7		21	1	2	19	18				16	6		4			1	128
GAUTENG						53		2	14	31		16				3	7	390			37	5	48						606
KWAZULU-NATAL		5	8	1	1	7	1	3			2	12		11	10	1		12			5	19	8			1			107
LIMPOPO		1	5			16								1	2	3		1			50	10	7						96
MPUMALANGA			5						12			13		1		2		4			104	12	6			6			165
NORTH WEST						1	1					5						5				10	2						24
NORTHERN CAPE					1			10		1		2		3				14			3	5	8				2		49
WESTERN CAPE	11	64	48	17		7	16	11	7	18		28	372	312	6	10		491	11	31		20	14	2			192		1 688
NATIONAL	12	82	79	18	2	85	21	26	34	51	3	83	372	349	19	21	26	935	11	31	207	97	99	2	4	7	194	1	2 871



# PERFORMANCE OF LSEN LEARNERS BY TYPE OF PASSESS (NATIONAL)

Result Status	ANXIETY	ATTENTION DEFICIT DI	ATTENTION DEFICIT HY	AUTISM	BIPOLAR	BLIND	CELEBRAL PALSY	CHRONIC	CONDUCT DISORDER	DEAF	DEPRESSION	DYSCALCULIA	DYSGRAPHIA	DYSLEXIA	EPILEPSY	HARD OF HEARING	LANGUAGE DISORDER/A	LEARNING DISABILITY	MENTAL ILLNESS	MILD INTELLECTUAL DI	OTHER	PARTIALLY SIGHTED	PHYSICAL DISABILITY	SEVERE INTELLECTUAL	SOCIAL COMMUNICATION	SPEECH SOUND DISORDER	TOTAL	
A/BACH - Achieved - Bachelors	6	52	57	12	2	46	8	16	13	7	2	20	134	222	9	9	5	443	10	5	81	42	31	1	2	75	1310	
A/DIP - Achieved - Diploma	4	20	10	4		25	8	6	8	6		28	87	73	6	7	4	251		11	35	26	26	2	2	53	702	
A/HC - Achieved - Higher Certificate		6	3			5	2		2	2	1	7	31	18	1		4	74		6	20	6	19			21	228	
A/NSC - Achieved - NSC																1											1	
A/SNE - Achieved - SNE NSC				2			1			10		3	1	12		1		11		2	28	2	2	1		2	78	
Total Achieved	10	78	70	18	2	76	19	24	23	25	3	58	253	325	16	18	13	779	10	24	16	4	76	78	4	4	15	2319



# PERFORMANCE OF LSEN LEARNERS BY TYPE OF PASSESS PER PROVINCE

Province	Qualification Type					Total
	Achieved Bachelors	Achieved Diploma	Achieved Higher Certificate	Achieved NSC	Achieved SNE NSC	
Eastern Cape	8	0	0	0	0	8
Free State	43	37	9	0	2	91
Gauteng	245	152	45	0	38	480
KwaZulu-Natal	51	33	8	1	0	93
Limpopo	29	18	17	0	0	64
Mpumalanga	80	43	13	0	0	136
Northern Cape	15	21	2	0	0	38
North-West	11	12	0	0	1	24
Western Cape	828	386	134	0	37	1 385
National	1 310	702	228	1	78	2 319



# DISTINCTIONS





# NUMBER AND PERCENTAGE OF DISTINCTIONS IN THE 12 KEY SUBJECTS: 2018 AND 2019 (NATIONAL)

	2018			2019		
Subject	Wrote	Achieved with distinction (80% -100%)	% with Distinction	Wrote	Achieved with distinction (80% -100%)	% with Distinction
Accounting	90 278	5 169	5.7	80 110	3 875	4.8
Afrikaans FAL	82 525	6 013	7.3	83 889	6 462	7.7
Agricultural Sciences	95 291	577	0.6	92 680	526	0.6
Business Studies	192 139	2 660	1.4	186 840	2 769	1.5
Economics	115 169	1 306	1.1	107 940	1 014	0.9
English FAL	498 959	7 064	1.4	489 072	7 787	1.6
Geography	269 621	2 934	1.1	271 807	2 752	1.0
History	154 536	7 656	5.0	164 729	8 702	5.3
Life Sciences	310 041	7 507	2.4	301 037	8 525	2.8
Mathematical Literacy	294 204	3 957	1.3	298 607	6 280	2.1
Mathematics	233 858	5 828	2.5	222 034	4 415	2.0
Physical Sciences	172 319	8 135	4.7	164 478	7 763	4.7



# DISTINCTIONS PER PROVINCE, 2019

Province Name	Total Subject Enrolment	Achieved Distinctions	% Distinctions
EASTERN CAPE	507 994	15 745	3.10%
FREE STATE	202 391	6 284	3.10%
GAUTENG	744 634	37 422	5.03%
KWAZULU-NATAL	967 817	41 910	4.33%
LIMPOPO	594 404	13 312	2.24%
MPUMALANGA	376 477	8 576	2.28%
NORTH WEST	216 876	7 298	3.37%
NORTHERN CAPE	74 968	1 633	2.18%
WESTERN CAPE	363 800	24 704	6.79%
<b>NATIONAL</b>	<b>4 049 361</b>	<b>156 884</b>	<b>3.87%</b>



## A hand holding a glowing lightbulb with the text "A System on the Rise" and "GRANTS" overlaid. The background is filled with faint icons of various scientific and technological symbols like gears, lightbulbs, and circuitry. The word "GRANTS" is in large, bold, red letters. The phrase "A System on the Rise" is written in a cursive font above the lightbulb.

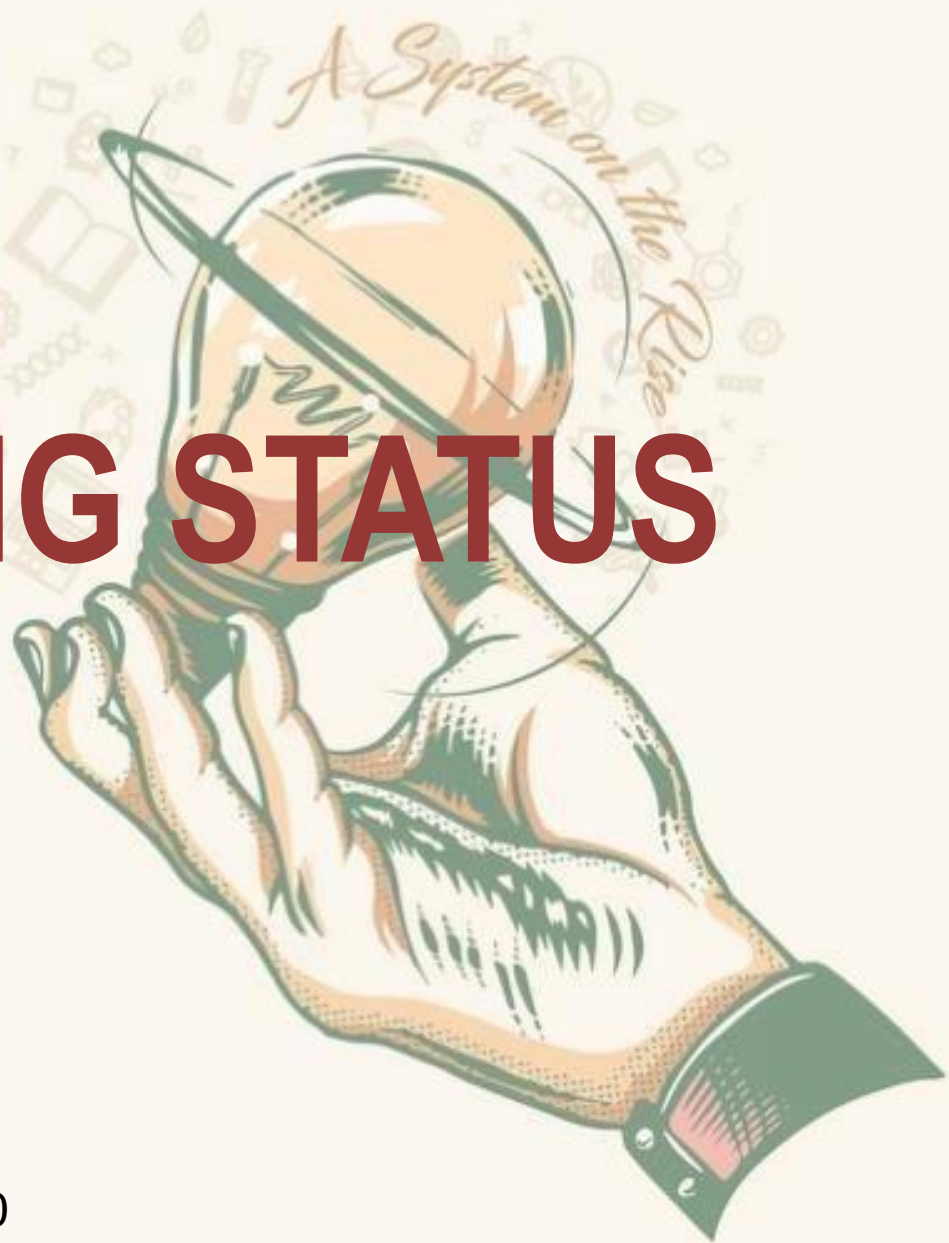


# SOCIAL GRANT WROTE & ACHIEVED BY STATUS

Province Name	2019					
	Active			Inactive		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
EASTERN CAPE	11 556	9 121	78.93%	47 872	28 688	59.93%
FREE STATE	4 182	3 767	90.08%	17 350	12 694	73.16%
GAUTENG	16 880	14 673	86.93%	62 426	34 078	54.59%
KWAZULU-NATAL	26 845	22 953	85.50%	82 114	51 603	62.84%
LIMPOPO	13 191	10 510	79.68%	62 987	32 599	51.76%
MPUMALANGA	8 568	7 150	83.45%	32 965	20 324	61.65%
NORTH WEST	4 872	4 399	90.29%	18 814	13 030	69.26%
NORTHERN CAPE	1 610	1 240	77.02%	6 157	3 835	62.29%
WESTERN CAPE	7 338	6 139	83.66%	24 472	15 349	62.72%
National	95 042	79 952	84.12%	355 157	212 200	59.75%



# FEE PAYING STATUS





# PERFORMANCE OF THE CLASS OF 2019 BY FEE STATUS

Province	Fee Paying			Independent Schools			Non Fee Paying		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Eastern Cape	8 804	7 806	88.7	2 919	2 167	74.2	51 475	38 358	74.5
Free State	7 631	6 872	90.1	542	508	93.7	17 399	15 222	87.5
Gauteng	54 687	48 836	89.3	8 406	7 723	91.9	34 661	28 725	82.9
KwaZulu-Natal	35 820	30 378	84.8	2 770	2 388	86.2	77 950	61 991	79.5
Limpopo	4 721	4 290	90.9	2 656	2 331	87.8	63 470	45 234	71.3
Mpumalanga	5 514	5 073	92.0	2 165	1 843	85.1	35 880	28 079	78.3
North-West	6 978	6 333	90.8	577	525	91.0	19 264	16 414	85.2
Northern Cape	3 952	3 310	83.8	167	140	83.8	5 019	3 540	70.5
Western Cape	33 195	28 577	86.1	1 442	1 310	90.8	15 751	11 599	73.6
National	161 302	141 475	87.7	21 644	18 935	87.5	320 869	249 162	77.7



# CORRECTIONAL SERVICES





# CORRECTIONAL SERVICES (FT & PT)

Exam Date	Total Entered	Total Wrote	Admission to Bachelor	Admission to Diploma	Admission to H-Cert	Achieved NSC	Total Achieved	% Achieved	Total Not Achieved
2017	272	237	44	59	39	0	142	59.9	43
2018	235	204	67	46	29	0	142	69.6	42
2019	242	202	66	39	28	0	133	65.8	28



# CORRECTIONAL SERVICES – PROVINCIAL PERFORMANCE 2019

Province	Total Entered	Total Wrote	Achieved Bachelor	Achieved Diploma	Achieved H-Cert	Achieved NSC	Achieved Endorsed	Total Achieved	% Achieved	Total Not Achieved
EASTERN CAPE	38	32	17	10	1	0	0	28	87.5	1
GAUTENG	33	25	3	2	1	0	0	6	24.0	1
KWAZULU-NATAL	58	43	24	4	6	0	0	34	79.1	0
LIMPOPO	56	49	3	9	9	0	0	21	42.9	19
MPUMALANGA	16	15	4	4	4	0	0	12	80.0	2
NORTH WEST	15	15	1	5	7	0	0	13	86.7	2
NORTHERN CAPE	11	11	9	1	0	0	0	10	90.9	1
WESTERN CAPE	15	12	5	4	0	0	0	9	75.0	2
NATIONAL	484	404	132	78	56	0	0	266	65.8	28



# PART-TIME CANDIDATES





## PERFORMANCE IN SELECTED SUBJECTS (PT): 2018 - 2019

Subjects (Part-Time)	2018			2019		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	14 261	5 121	35.9	11 264	4 193	37.2
Agricultural Sciences	9 965	4 466	44.8	10 061	4 283	42.6
Business Studies	23 446	7 479	31.9	22 811	7 766	34.0
Economics	17 946	6 502	36.2	14 926	4 439	29.7
Geography	26 866	10 556	39.3	26 475	11 905	45.0
History	5 921	3 393	57.3	4 843	2 860	59.1
Life Orientation	910	902	99.1	853	818	95.9
Life Sciences	44 351	21 226	47.9	40 195	16 306	40.6
Mathematical Literacy	53 530	21 721	40.6	32 686	14 635	44.8
Mathematics	34 097	13 487	39.6	45 405	15 918	35.1
Physical Sciences	40 639	20 241	49.8	32 904	14 694	44.7

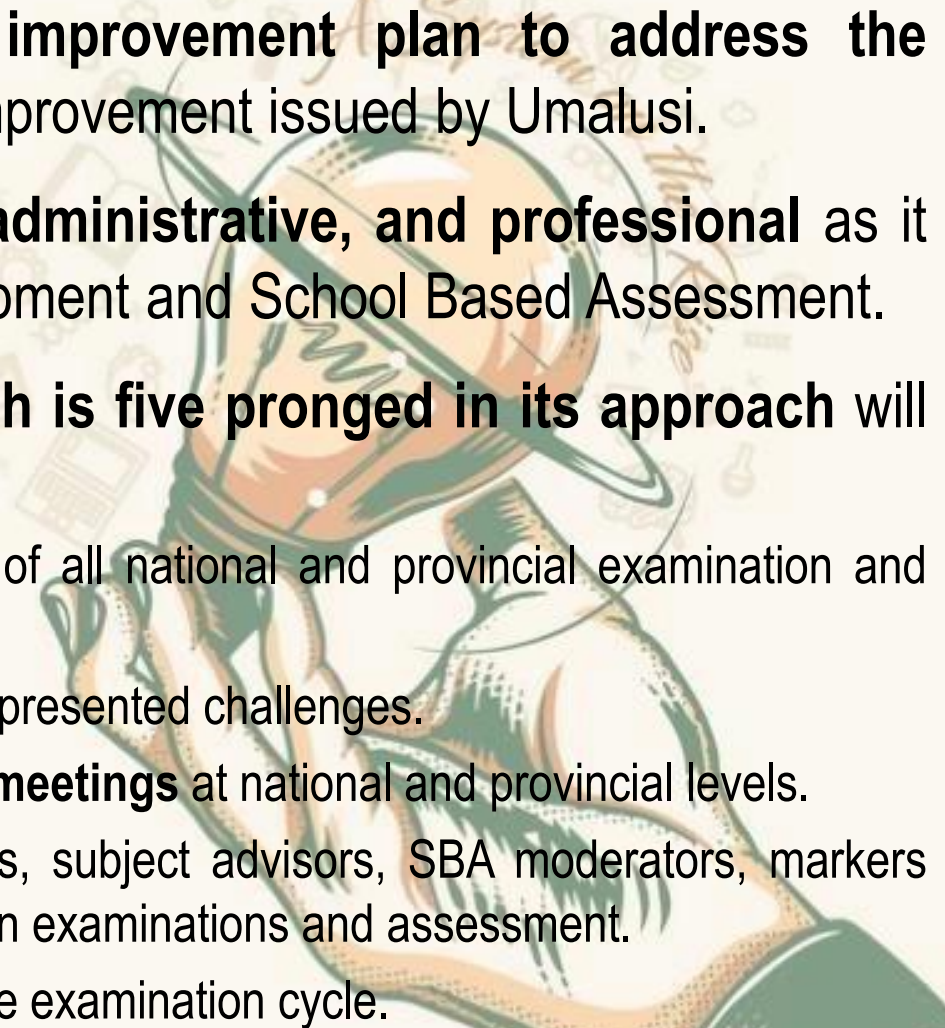


# IMPROVEMENT PLAN IN RESPONSE TO UMALUSI DIRECTIVES





# Umalusi Directives

- 
- a) The DBE has developed an **improvement plan** to address the **directives** for compliance and improvement issued by Umalusi.
- b) The directives are in the main **administrative, and professional** as it relates to question paper development and School Based Assessment.
- c) An **improvement strategy which is five pronged in its approach** will be implemented:
- **Intensive collaborative review** of all national and provincial examination and assessment processes.
  - **Review of question papers** that presented challenges.
  - **Standard setting and planning meetings** at national and provincial levels.
  - **Training sessions** for examiners, subject advisors, SBA moderators, markers and other professionals involved in examinations and assessment.
  - **Intensive monitoring** of the entire examination cycle.



# QUESTION PAPER DEVELOPMENT





# Moderation of Question Papers

DIRECTIVE	INTERVENTION STRATEGY
<p>(a) <b>Conduct workshops</b> to capacitate examiners and internal moderators to improve levels of compliance with i.r.o.</p> <ul style="list-style-type: none"> <li>(i) Technical Details</li> <li>(ii) Coverage</li> <li>(iii) Predictability of questions</li> <li>(iv) Cognitive skills assessed</li> <li>(v) Marking guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comprehensive Review Sessions</b> will be held with the examining panels.</li> <li>• Facilitate <b>joint professional development workshops</b> with Umalusi to enhance capacity to set higher order questions, balance the distribution of cognitive levels and ensure that key topics are well covered.</li> <li>• <b>Mediation sessions</b> between the examining panel and Umalusi moderators will be convened to have a common agreement on some issues relating to coverage and predictability.</li> <li>• <b>The subject/paper specific technical criteria, cognitive weighting</b> will be mediated with each panel before the setting commences and will be closely monitored during the setting and internal moderation processes.</li> <li>• Ensure that <b>marking guidelines are extensive</b> and cover all possible answers.</li> </ul>





# SCHOOL BASED ASSESSMENT



# School Based Assessment

DIRECTIVE	INTERVENTION STRATEGY
(a) <b>Capacitate teachers on item development</b> to improve quality of assessment tasks	<ul style="list-style-type: none"> <li>• National Subject Committees meetings will emphasise the <b>inclusion of capacity building of teachers on item development</b> by PED subject specialists in their 2020 training programmes in each province.</li> </ul>
(b) <b>Develop a policy on the judgement / addition of marks</b> during oral moderation.	<ul style="list-style-type: none"> <li>• The DBE will, after discussion with Umalusi <b>develop a policy on the adjustment of SBA marks</b> by external moderators (PED/DBE/Umalusi).</li> <li>• Thereafter DBE will <b>issue a Circular</b> in this regard to PEDs.</li> </ul>



# School Based Assessment

DIRECTIVE	INTERVENTION STRATEGY
<p>(c) Ensure that <b>PEDs adhere to the CAPS</b> with regard to the conduct and administration of SBA, Orals, and PATS.</p>	<ul style="list-style-type: none"> <li>• This <b>issue will be discussed at the Standard Setting Meeting</b> with PEDS in March 2020.</li> <li>• DBE will <b>issue a Circular</b> to ensure adherence by PEDs to administer SBA, Oral assessment, PATs in accordance with CAPs and the 2020 PAT Guidelines.</li> </ul>
<p>(d) <b>Ensure that teachers use CAPS</b> for teaching and assessment purposes in Visual Arts.</p>	<ul style="list-style-type: none"> <li>• This will be <b>reiterated at the National Subject Committee Meetings.</b></li> <li>• <b>PEDs to monitor compliance</b> during school visits by subject advisors and during cluster/ district/ PED moderation.</li> <li>• <b>DBE will monitor compliance</b> via PED monitoring reports and during Quality assurance of PED moderation.</li> </ul>



# School Based Assessment

DIRECTIVE	INTERVENTION STRATEGY
<p>(e) Capacitate teachers on the development and <b>use of marking guidelines/ rubrics for marking</b> – Sepedi HL , IsiZulu HL and Visual Arts.</p>	<ul style="list-style-type: none"> <li>• National Subject Committees to emphasise <b>the need for capacity building of teachers on item development</b> which includes development and use of Rubrics) by PED subject specialists in their 2020 training programmes in each province.</li> <li>• Specifically <b>African Languages and Arts to be targeted</b> for this training.</li> </ul>
<p>(f) Provide necessary <b>support to schools and districts in the Gauteng province</b> regarding the conducting of Retrospective Exhibition.</p>	<ul style="list-style-type: none"> <li>• The <b>issue will be addressed with GP and other PEDs</b> will also be monitored for continued compliance.</li> </ul>



# EXAM ADMINISTRATION





# Exam Administration

DIRECTIVE	INTERVENTION STRATEGY
<p>(a) <b>Shortage of staff</b> at various levels addressed as a matter of urgency for the effective administration of the NSC examinations.</p>	<ul style="list-style-type: none"> <li>• PEDs to conduct an <b>audit of examination personnel at Head office</b> and in districts to inform re-deployment of staff and identify shortages so that vacancies can be filled within the 2020/2021 financial year.</li> </ul>
<p>(b) <b>All printing facilities should keep shredding record registers</b> for control and accountability purposes.</p>	<ul style="list-style-type: none"> <li>• <b>PEDs will be reminded of the Norms and standards</b> contained in the Standard operating procedures for printing packing and distribution of question papers.</li> <li>• These Norms and standards <b>guide all processes including secure shredding.</b></li> <li>• Printing processes will be closely monitored by DBE in 2020.</li> </ul>



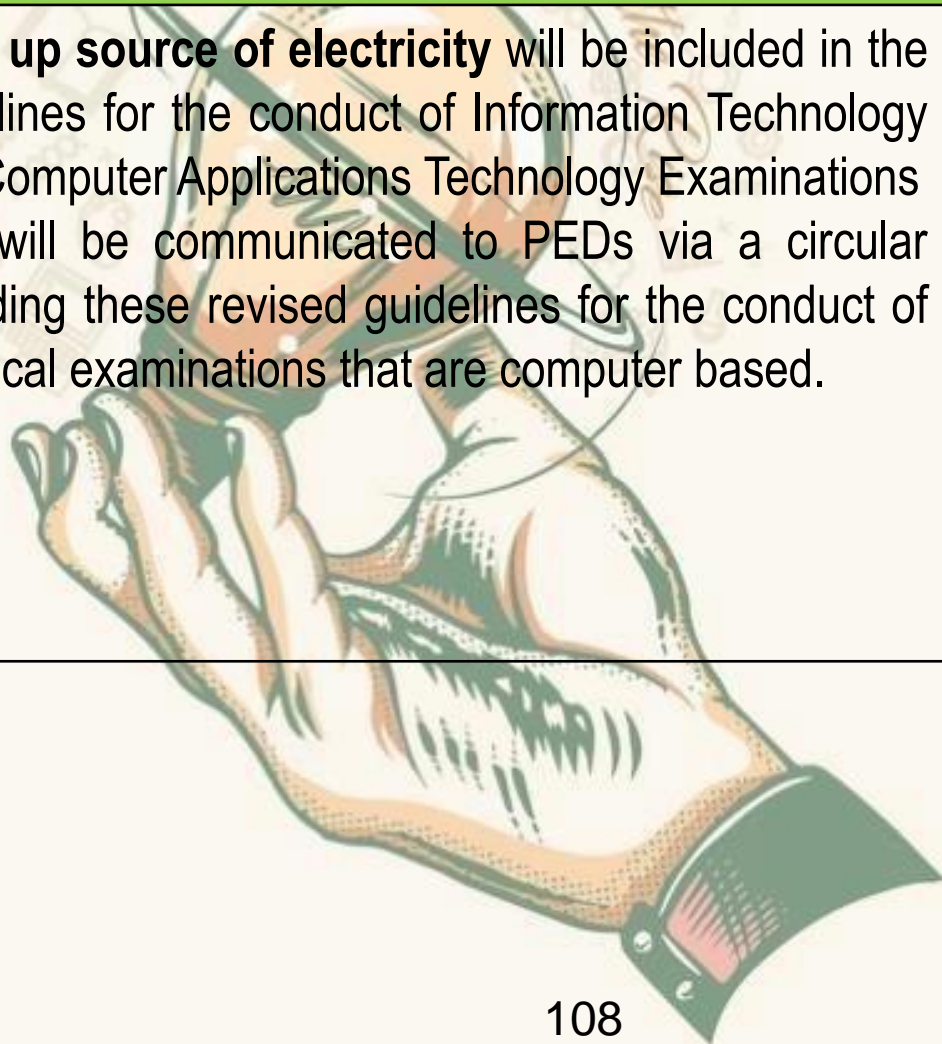
# Exam Administration

DIRECTIVE	INTERVENTION STRATEGY
<p>(d) <b>The PED conduct pre-writing audits</b> of all examination centres and provide copies of reports to the examination centres.</p>	<ul style="list-style-type: none"> <li>• DBE will <b>issue clear directives to all PEDs on the audit of all examination</b> centres, completion of audit tools/ reports and evidence of follow up and monitoring by PEDs.</li> <li>• As part of the DBE's monitoring strategy, <b>a sample verification of exam centres and audit findings will be conducted</b> to ensure PED compliance.</li> </ul>
<p>(e) <b>Life Orientation Common Assessment Task is administered in line with the regulations</b> for the conduct, administration and management of the NSC and monitored by the PED.</p>	<ul style="list-style-type: none"> <li>• DBE to issue a clear directive via <b>Circular on the administration, conduct, marking and rewrite of the 2020 NSC Life Orientation (LO) Continuous Assessment Task (CAT)</b>.</li> <li>• PEDS to strengthen monitoring of the writing of the LO CAT.</li> <li>• PEDS to monitor marking of the LO CAT to ensure adherence to the approved marking guideline.</li> </ul>



# Exam Administration

DIRECTIVE	INTERVENTION STRATEGY
<p>(e) All <b>examination centres administering computer-based examinations have a back-up plan</b> for the supply of electricity, in case of power outage.</p>	<ul style="list-style-type: none"> <li>• <b>Back up source of electricity</b> will be included in the guidelines for the conduct of Information Technology and Computer Applications Technology Examinations</li> <li>• This will be communicated to PEDs via a circular providing these revised guidelines for the conduct of Practical examinations that are computer based.</li> </ul>





# MARKING





# Marking

## DIRECTIVE

- (a) **PEDs** adhere to the **Personnel Administrative Measures (PAM)** criteria when appointing marking personnel at all levels.
- (b) **PED** submit the required **qualification transcripts and statistical information** with applications, which are necessary for an effective audit.

## INTERVENTION STRATEGY

- **DBE audit of marker selection** will monitor PED adherence to PAM selection criteria.
- **PEDS will be requested to ensure that this criterion** is included and highlighted in the application form so that all applicants adhere to this.
- Markers without relevant documentation may not be appointed.



# Marking

DIRECTIVE	INTERVENTION STRATEGY
<p>(c) The DBE must ensure that: <b>Chief markers and internal moderators are provided with the required 20 scripts each for pre-marking</b>, in preparation for marking guideline discussion meetings.</p>	<ul style="list-style-type: none"> <li>• <b>PED's compliance with 2020 June and November Examination pre-marking requirements</b> will be reiterated at the Standard Setting Meeting with PED marking Managers.</li> <li>• DBE will also <b>review the number of pre-marking scripts in the small enrolment subjects</b> that are unable to comply with the required 20 scripts.</li> <li>• A circular will be issued to PEDs in this regard for June 2020 June and November MSMs.</li> </ul>
<p>(d) The DBE must ensure that <b>appointed markers confirm their attendance for marking</b>, prior to the commencement of the marking process.</p>	<ul style="list-style-type: none"> <li>• PEDs will be requested to ensure that <b>Acceptance Letters are received from all appointed markers</b> prior to the opening of the marking centre.</li> </ul>



# Marking

DIRECTIVE	INTERVENTION STRATEGY
<p>(e) <b>Correct templates for drawing-type questions in Civil Technology:</b> Civil Services and Woodworking should be completed prior to the DBE marking guideline discussion. (and must form part of the marking guideline.)</p>	<ul style="list-style-type: none"> <li>• PED Internal Moderators (IMs) /Chief Markers (CMs) will be required to prepare masks for the pre-marking of every scaled drawing in the Civil Services and Woodworking QPs and submit hardcopies with their Pre-Marking Reports.</li> <li>• PED IMs/CMs will be requested to <b>bring the prepared masks to the Marking standardization meetings.</b></li> <li>• <b>A special note to Civil Technology PED IMs and CMs will be included</b> in the June and November 2020 Circulars on the Hosting of the 2020 MSMs.</li> <li>• In the new setting cycle, the DBE panel and External moderators to discuss options to improve marking of scaled drawings and improvements to marking guidelines in this regard.</li> </ul>
<p>(f) Ensure that <b>Markers for Mechanical Technology</b> who specialise in each of the three specialisations are appointed.</p>	<ul style="list-style-type: none"> <li>• The DBE will remind PEDS to <b>appoint markers in accordance with the Personnel Administrative Measure (PAM) criteria</b> prior to their calls for applications for the 2020 NSC examinations.</li> <li>• Where PEDs do not have the requisite marker expertise in any of the Technology specialisations, the <b>marking should be outsourced to a province that does have the subject expertise and marking capacity.</b></li> </ul>



# Marking

DIRECTIVE	INTERVENTION STRATEGY
<p>(g) <b>Markers for South African Sign Language HL</b> are current Grade 12 teachers in the subject.</p>	<ul style="list-style-type: none"> <li>• DBE will work closely with PEDs to ensure <b>grade 12 SASL HL markers are appointed in the participating PEDs.</b></li> <li>• The <b>marking of SASLHL will be centralized in 2020</b> as was the case in the last 2 years.</li> <li>• DBE planning a <b>special capacity building training for grade 12 SASLHL teachers</b> to capacitate them on the marking, development of assessment tasks as well as complying with SBA requirements for SASLHL.</li> </ul>
<p>(h) <b>Marking centres where computer-based marking or online marking</b> is planned have a backup plan for the supply of electricity in case of power outage.</p>	<ul style="list-style-type: none"> <li>• PEDs will be requested to <b>develop Risk mitigation plans for unplanned power outages</b> and to ensure this is verified during the audit of all marking centres where computer based/online marking is done.</li> </ul>



# Marking

## DIRECTIVE

- (i) Ensure that **Reports from external monitors are made available to the marking centre managers** across the established marking centres.

## INTERVENTION STRATEGY

- DBE monitors will be requested to leave a copy of the monitoring report with the marking centre manager.







# SUMMARY OF ACHIEVEMENTS



# SOCIAL JUSTICE PRINCIPLES

- a) Access
- b) Redress
- c) Equity
- d) Quality
- e) Efficiency
- f) Inclusivity





# ACCESS

- a) A total of **787 717** candidates enrolled to write this examination.
- b) Increase in part-time enrollment from 2013, an increase of **39 719** to **170 963**.
- c) **409 906** candidates attained a NSC, an increase of 3.1% from 2018.
- d) Increase in the numbers and percentage of learners achieving admission to Bachelor studies from **172 043 (33.6%)** to **186 058 (36.9%)** (13 846 more candidates compared to 2018).
- e) **450 198** candidates receiving Social Grants wrote the NSC exam.
- f) NSC examination administered at Correctional Services' centres. (Full-time: **123** entered and **108** wrote; Part-time: **119** entered and **94** wrote).
- g) **11 184** Senior Certificate (SC) candidates wrote the November examination for the first time.



# REDRESS

- a) **249 162 (63.8%)** candidates from “no-fee” schools obtained an NSC compared to **141 475 (36.2%)** from “Fee paying” schools.
- b) **2 484 (50%)** of the “no-fee” schools achieved above **80%** pass rate.
- c) **306 (6.2%)** of the “no fee” schools attained a **100%** pass rate.
- d) **96 976 (55.4%)** of the admission to Bachelor studies come from “no-fee” schools, compared to **78 037 (44.6%)** from “fee-paying” schools.
- e) **23 483 (68.1%)** of the progressed learners that wrote all seven subjects obtained the NSC.
- f) **450 198** candidates receiving Social Grants, wrote the exam and **292 150 (53.2%)** achieved the NSC.
- g) **53 (49.1%)** of the 108 full-time Correctional Services candidates, achieved the NSC.



# EQUITY

- a) **339 249 (55%)** girls, compared to **277 505 (45%)** boys entered the NSC examination (**61 744** more girls than boys).
- b) **224 906** girls, compared **185 000** boys, passed the 2019 NSC examinations.
- c) **103 310** girls attained admission to Bachelor Studies compared to **82 748** boys.
- d) **63.8%** of the distinctions were attained by girls, including distinctions in critical subjects such as Accounting, Business Studies, Economics, Mathematics, and Physical Science.
- e) **35.9%** of learners who complete matric within the stipulated period are girls compared to **24.5%** boys.



# QUALITY

- a) **156 884 (3.9%)** distinctions were recorded for full time candidates.
- b) **186 058 (36.9%)** learners achieved admission to Bachelor studies, which is an improvement of **3.3%** from **33.6%** in 2018.
- c) **330 730 (65.6%)** candidates, who achieved admission to Bachelor and Diploma studies, are eligible to register for studies at higher education institutions.
- d) **3 919 (57.0%)** out of the **6 870** schools obtained a **80%** pass rate.
- e) **All** of the 75 districts performing above **60%**.
- f) **45** of the 75 districts performing above **80%**.
- g) **116 944 (53.20%)** of Social Grant obtained admission to a Bachelor field of study.
- h) **32 820 (6.93)** distinctions were obtained by Social Grant Learners.
- i) **66(33%)** of learners at Correctional Services obtained admission to a Bachelor field of study.
- j) **1281 (49.7)** of LSEN learners obtained admission to Bachelor studies.



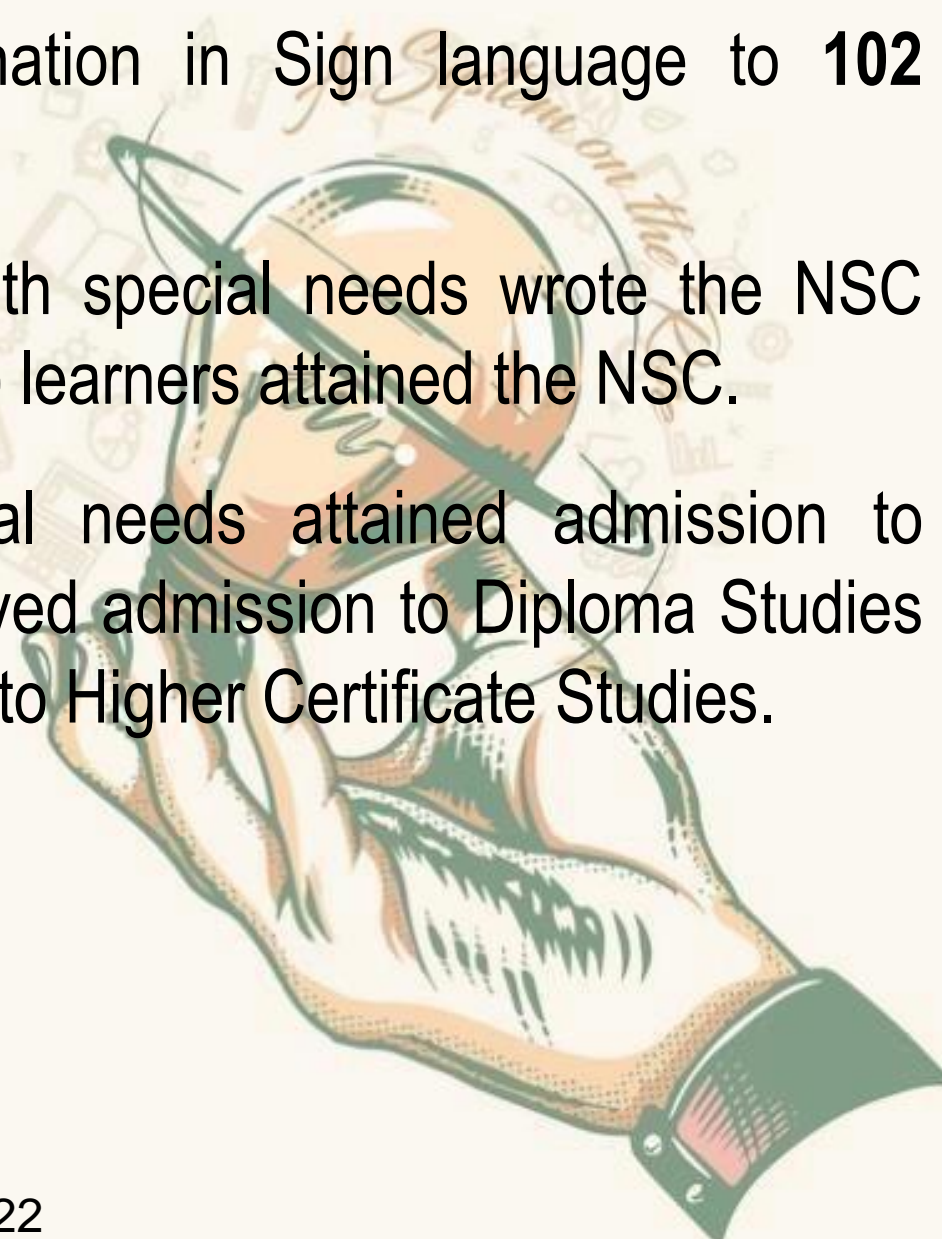
# EFFICIENCY

- a) **23 483 (68.1%)** of the progressed learners that wrote all seven subjects obtained the NSC.
- b) Progressed learners attained **2 316 (0.4%)** distinctions and **3 912 (0.8%)** admission to Bachelor studies.
- c) **2 255 (88%)** of the learners with special education needs, who wrote the 2018 NSC examinations, passed.
- d) **60.4%** of learners registered for Grade 12 within the appropriate age.
- e) **1 277** distinctions were achieved by the LSEN learners.
- f) **87.7%** of the learners that entered Grade 1 in 2008, attended an ECD institution.



# INCLUSIVITY

- a) Offered the second examination in Sign language to **102** learners.
- b) A total of **2 656** learners with special needs wrote the NSC examination and **2 319 (87%)** learners attained the NSC.
- c) **1 310** learners with special needs attained admission to Bachelor Studies, **702** achieved admission to Diploma Studies and **228** achieved admission to Higher Certificate Studies.





# CONCLUSION





# CONCLUSION

- a) The system is on a rise and this is confirmed by the **overall improvement in performance** in 2019.
- b) The system has demonstrated improvement in all areas relating to **access, redress, equity, quality, efficiency and inclusivity**.
- c) **All PEDs** have performed **above 70%**.
- d) **Six** of the nine **provinces** have performed **above 80%**.
- e) Admission to **Bachelor Studies** increased from **172 043 (33.6%) to 186 058 (36.9%)**.
- f) Increase in the number of districts that performed above 80% ( **34 → 45**).
- g) Increase in the number of schools that achieved a **pass rate above 80%**. (2 934 → 3 495).
- i) Increase in the number of **Quintiles 1 – 3 schools**, scoring **above 80%**.



# CONCLUSION

j) There are however **areas which warrant greater attention** and these relate to:

- Enrolment/performance in gateway subjects.
- Enrolment in Technical Subjects.
- Enrolment of Learners with Special Education Needs.
- Raising the bar in terms of learner performance levels (40%).





# NDP VISION STATEMENT

*“We, the **people** of South Africa, have **journeyed** far since the long lines of our first **democratic** election on 27 April 1994, when we elected a government for **us** all.*

*We began to **tell** a **new** story then. We have lived and **renewed** that story along the way.*

*Now in **2030** we live in a country which we have **remade**...”*



# Recommendation

It is recommended that the Portfolio Committee on Basic Education discusses the outcomes of the 2019 National Senior Certificate Examination.





**“Watch  
this  
Space” ....**





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