

Every child is a National Asset

NATIONAL SENIOR CERTIFICATE EXAMINATIONS

Results of the Class of 2022

SELECT COMMITTEE ON EDUCATION AND TECHNOLOGY, SPORTS, ARTS AND CULTURE

MR HM MWELI
DIRECTOR GENERAL



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL
DEVELOPMENT
PLAN
2030

1 Read to Lead
A Reading Nation is a Learning Nation

PURPOSE

To present to the Select Committee on Education and Technology, Sports, Arts and Culture, the report on the **outcomes** of the **2022 NSC Examinations**.

PRESENTATION OUTLINE

- (a) Introduction
- (b) Size and Shape of the Sector
- (c) Background & Context
- (d) NSC Promotional Requirements
- (e) Number Enrolled/Wrote
- (f) Extraordinary Learner Support Programme
- (g) Scope and Size of the NSC Examination
- (h) Standardisation
- (i) Matric Historical Trends
- (j) Performance of the Class of 2022
- (k) NSC Passes by Qualification Type
- (l) Passes by Qualification type
- (m) Performance by Age and Gender
- (n) Performance Based on the Inclusive Basket
- (o) Subject Performance
- (p) Performance of Schools and Districts Performance
- (q) Special Needs Education
- (r) Distinctions
- (s) Social Grants
- (t) Correctional Services
- (u) Performance of Part Time Candidates
- (v) Summary of Achievements
- (x) Umlalusi Directives
- (w) Conclusion

Beyond Doubt!!!!!!

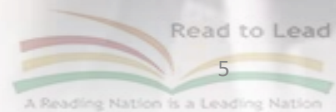
...A system on the rise....

INTRODUCTION

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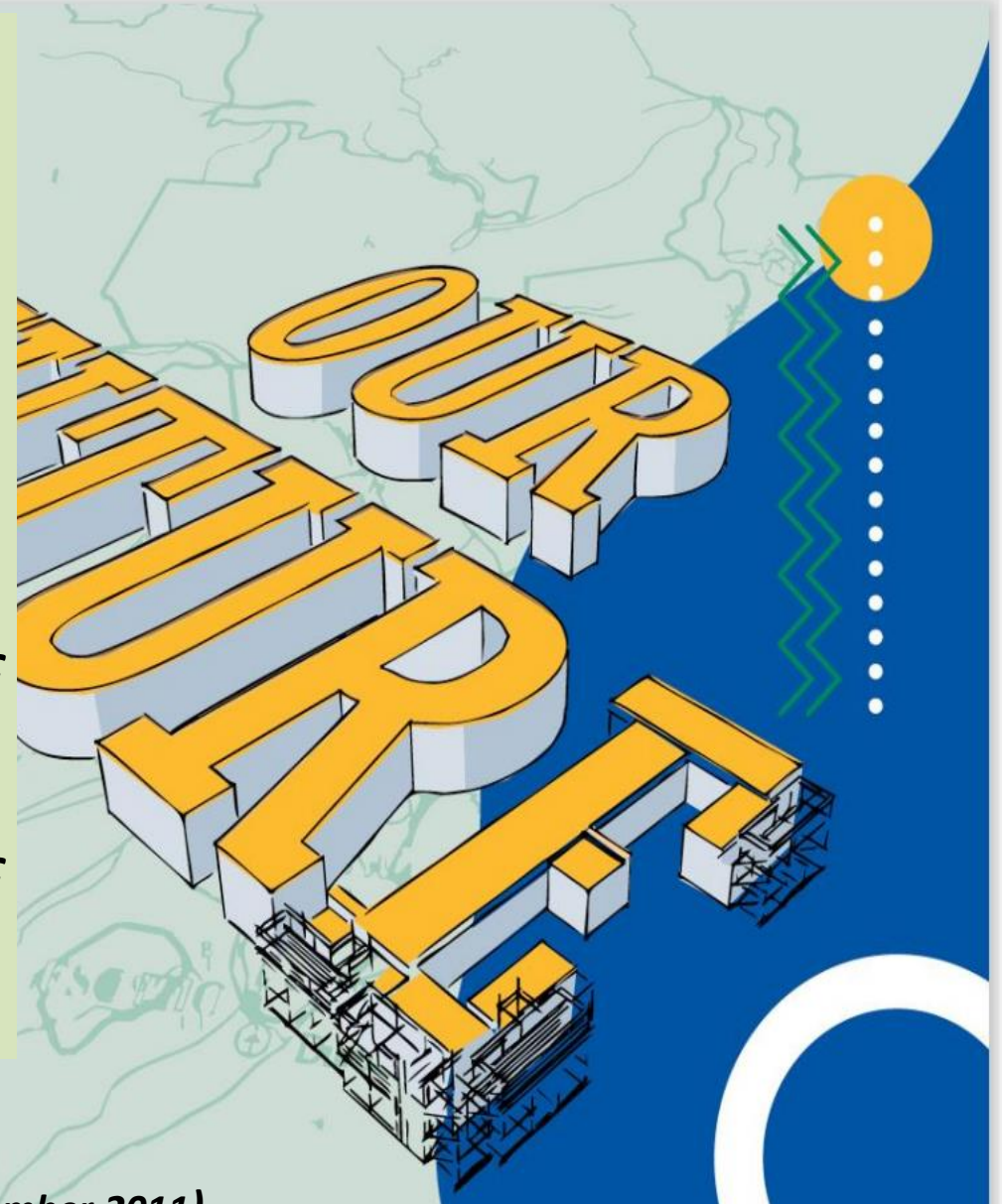


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INTRODUCTION

*“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.”*



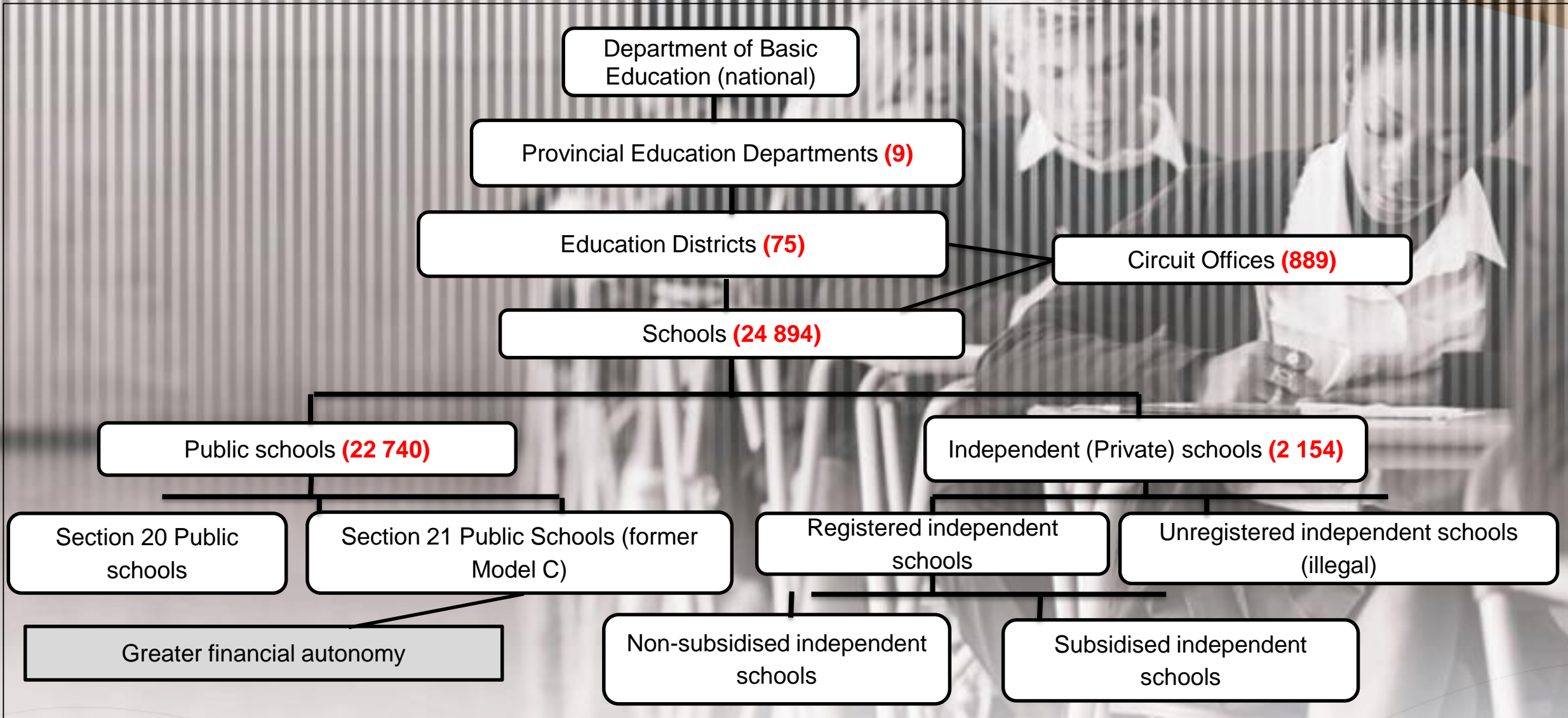
INDICATORS OF PERFORMANCE

- (a) The National Senior Certificate (NSC) examination results is one of the most important **barometers** to evaluate the **success** of the **sector**.
- (b) Progress in the sector has also been **confirmed** in the **international** and **regional assessment** programmes.
- (c) The establishment of the **Systemic Evaluation Programme** will provide the DBE with performance trends in Grades 3, 6 and 9.
- (d) The establishment of the **General Education Certificate** (GEC) will provide a standardised assessment at the end of Grade 9.
- (e) Measuring performance against **Social Justice Principles (Access, Redress, Equity, Quality, Efficiency & Inclusivity.)**

THE SIZE AND SHAPE OF BASIC EDUCATION SECTOR



BASIC EDUCATION SECTOR



NUMBER OF LEARNERS, EDUCATORS AND SCHOOLS IN THE ORDINARY SCHOOL SECTOR BY PROVINCE IN 2021

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
EC	1 772 877	58 824	5 109	75 176	3 874	232	1 848 053	13.8	62 698	14.0	5 341	21.5
FS	706 269	22 686	990	20 444	1181	81	726 713	5.4	23 867	5.3	1 071	4.3
GT	2 227 733	72 162	2 067	337 079	19 796	874	2 564 812	19.1	91 958	20.6	2 941	11.8
KZN	2 831 417	92 232	5 801	62 541	4 427	221	2 893 958	21.6	96 659	21.6	6 022	24.2
LP	1 723 583	50 021	3 675	75 547	3 561	180	1 799 130	13.4	53 582	12.0	3 855	15.5
MP	1 101 224	34 837	1 654	33 665	2 126	131	1 134 889	8.5	36 963	8.3	1 785	7.2
NC	298 253	9 984	545	6 313	502	40	304 566	2.3	10 486	2.3	585	2.3
NW	848 086	26 796	1 450	24 515	1 452	89	872 601	6.5	28 248	6.3	1 539	6.2
WC	1 196 715	37 508	1 449	67 812	5 154	306	1 264 527	9.4	42 662	9.5	1 755	7.0
NATIONAL	12 706 157	405 050	22 740	703 092	42 073	2 154	13 409 249	100.0	447 123	100.0	24 894	100.0

EDUCATION STATISTICS AT A GLANCE, 2021

Size of the Schooling System:

Learners: **13 419 971**

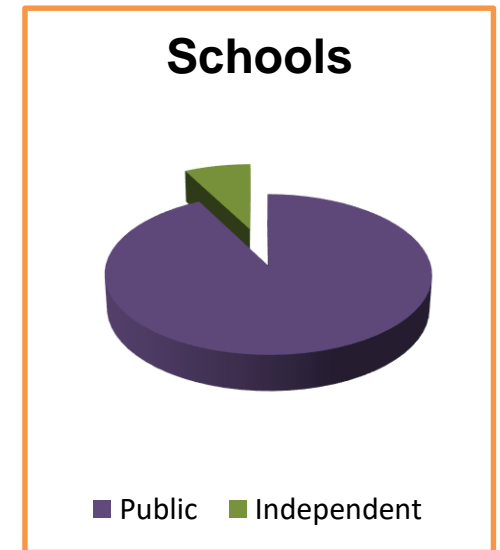
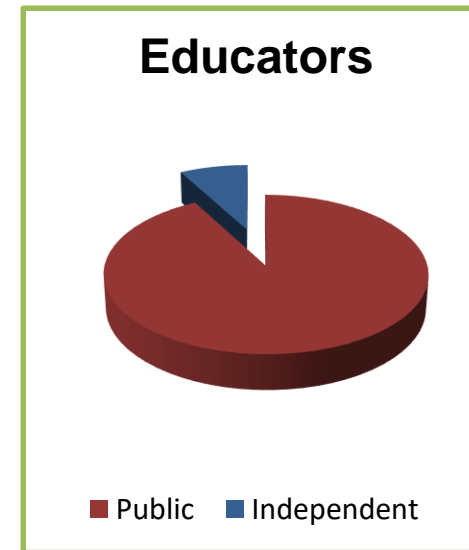
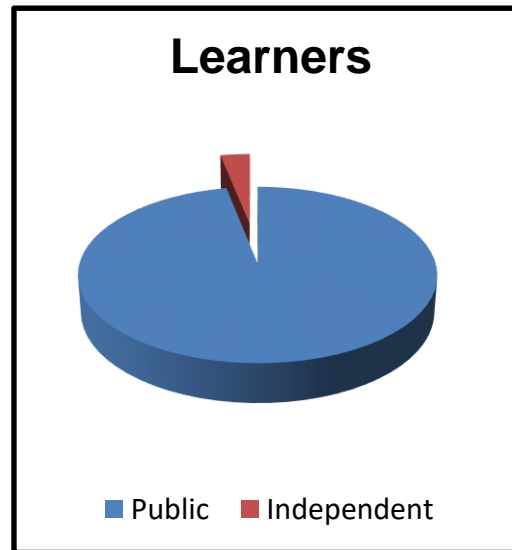
Educators: **450 993**

Schools: **24 871**

Official languages

English, isiZulu, isiXhosa, isiNdebele, Afrikaans, siSwati, Sepedi, Sesotho, Setswana, Tshivenda, Xitsonga, South African Sign Language

Sector	Learners	Educators	Schools
Public	12 706 157	405 050	22 740
Independent	703 092	42 073	2 154
Total	13 409 249	447 123	24 894





NSC PROMOTIONAL REQUIREMENTS

NSC PASS REQUIREMENTS

Admission to a Bachelors Field for Study:

- Must obtain at least 40% for your Home Language (Compulsory),
- Must obtain at least 50% for FOUR other subjects excluding Life Orientation,
- Must obtain at least 30 % for Language of Learning and Teaching (LOLT),
- Must obtain at least 30% for ONE other subject,
- Must pass at least 6 out of 7 subjects.

Admission to a Diploma Field of Study:

- Must obtain at least 40% for your Home Language (Compulsory),
- Must obtain at least 40% for THREE other subjects excluding Life Orientation,
- Must obtain at least 30% for the Language of Learning and Teaching (LOLT) of the tertiary institution (Higher Education Institution),
- Must pass at least 6 out of 7 subjects.

Admission to a Higher Certificate Field of Study:

- Must obtain at least 40% for your Home Language (Compulsory),
- Must obtain at least 30% in the language of Learning and Teaching
- Must obtain at least 40% for TWO other subjects,
- Must obtain at least 30% for THREE other subjects;
- Must pass at least 6 out of 7 subjects.

National Senior Certificate:

- Must obtain at least 40% for your Home Language (Compulsory),
- Must obtain at least 40% for TWO other subjects,
- Must obtain at least 30% for THREE other subjects;
- Must pass at least 6 out of 7 subjects.

BACKGROUND AND CONTEXT



UNIQUE EDUCATIONAL CONTEXT

Trimmed ATP
in Grade and
10 and 11

Amended
Programme of
Assessment –
Grade 10 and
11

Cumulative
effect of
learning
losses

Need for
Psycho-Social
support

Reduction in
exams and
greater focus
on SBA

Learning
under COVID
19 conditions
for 2 years



UNIQUE EDUCATIONAL CONTEXT...

- (a) **Subjected to Curriculum and Assessment changes.**
- (b) Possibly the **worst** affected **class** with relation to the **effects** of COVID.
- (c) Subjected to the challenge of **load shedding**.
- (d) Service delivery protests **disruptions**.
- (e) Indications are that this is the **strongest** cohort from the last **three years**.
- (f) The results of the Class of 2022 is a strong **signal** of recovery and renewal.

TRACKING THE CLASS OF 2022 FROM GRADE 1-12

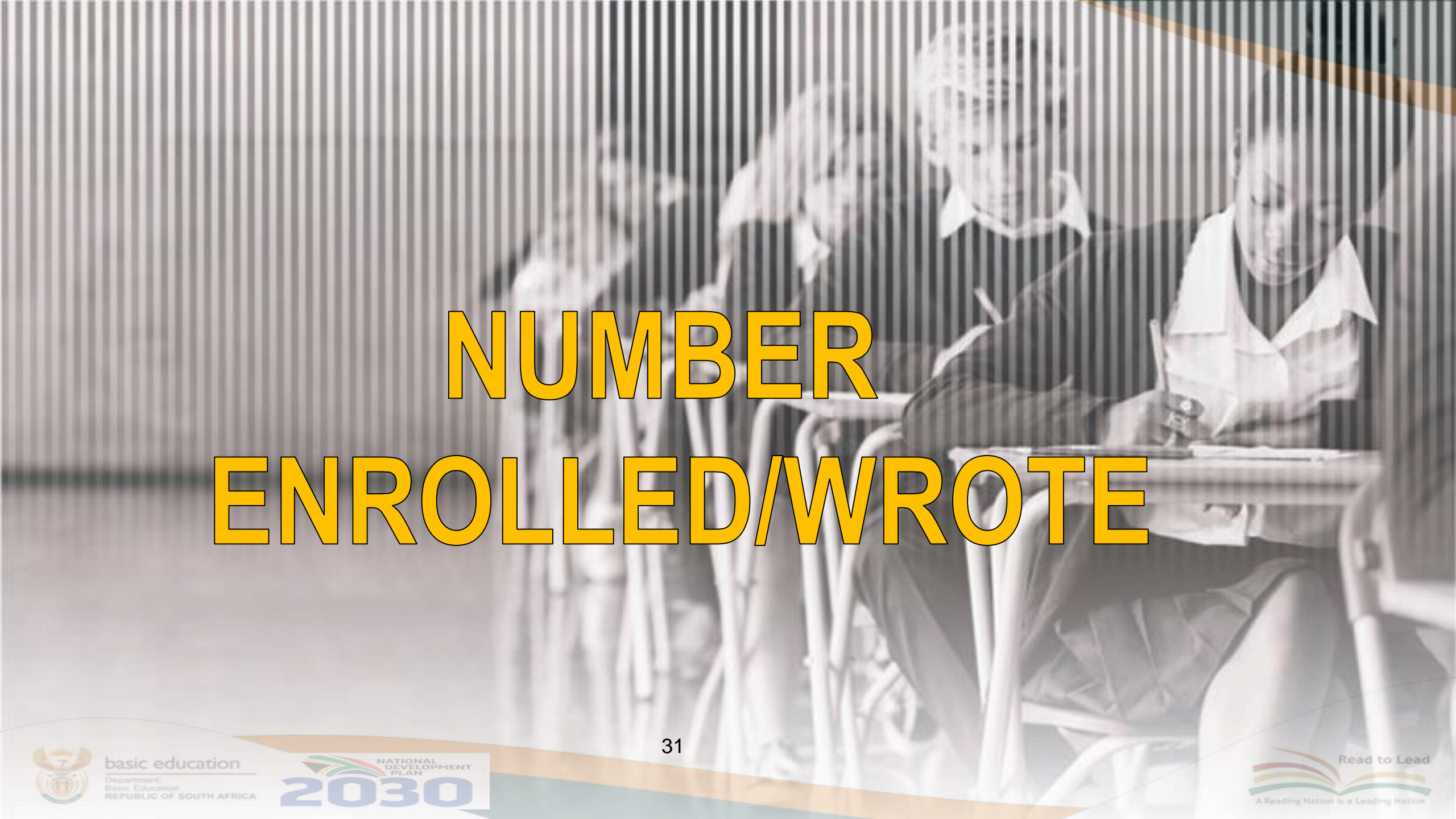
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Gr 1	1 177 089	1 208 973	1 222 851	1 235 901	1 244 208	1 208 992	1 186 829	1 163 477	1 150 672	1 142 573	1 118 607	1 083 190
Gr 2	1 003 353	1 074 788	1 116 427	1 149 894	1 164 050	1 182 132	1 141 325	1 117 527	1 124 343	1 114 489	1 109 319	1 100 624
Gr 3	957 209	967 373	1 025 185	1 073 447	1 106 895	1 118 913	1 124 312	1 102 908	1 095 221	1 103 834	1 098 434	1 093 526
Gr 4	974 860	966 349	964 630	1 036 378	1 088 804	1 126 128	1 130 949	1 145 084	1 153 845	1 145 307	1 127 877	1 112 643
Gr 5	957 203	939 025	923 562	929 735	979 360	1 026 674	1 046 370	1 060 638	1 089 050	1 091 826	1 097 094	1 087 311
Gr 6	946 427	935 446	909 095	894 517	899 799	947 015	978 130	1 012 602	1 038 271	1 063 212	1 073 761	1 073 524
Gr 7	941 291	912 528	902 099	875 311	884 994	899 622	924 167	966 151	1 017 848	1 040 722	1 062 877	1 072 712
Gr 8	1 008 110	971 509	942 345	935 624	931 766	952 628	971 367	995 994	1 057 640	1 108 205	1 096 255	1 127 946
Gr 9	1 049 904	1 096 113	1 073 060	1 048 823	950 512	905 066	894 113	890 836	930 960	982 574	1 038 850	1 022 822
Gr 10	1 094 189	1 103 495	1 146 285	1 139 872	1 112 604	1 104 749	1 075 925	1 033 799	1 045 424	1 104 452	1 081 618	1 148 437
Gr 11	847 738	874 331	834 611	897 342	928 983	901 697	892 784	862 009	861 035	867 783	954 069	928 050
Gr 12	534 498	551 837	597 196	571 819	687 230	704 533	661 116	643 802	640 714	628 190	750 478	775 630

Throughput Rate versus Pass Rate

Throughput rate is the measure of the rate at which learners progress through the schooling system from Grade 1 to Grade 12

versus

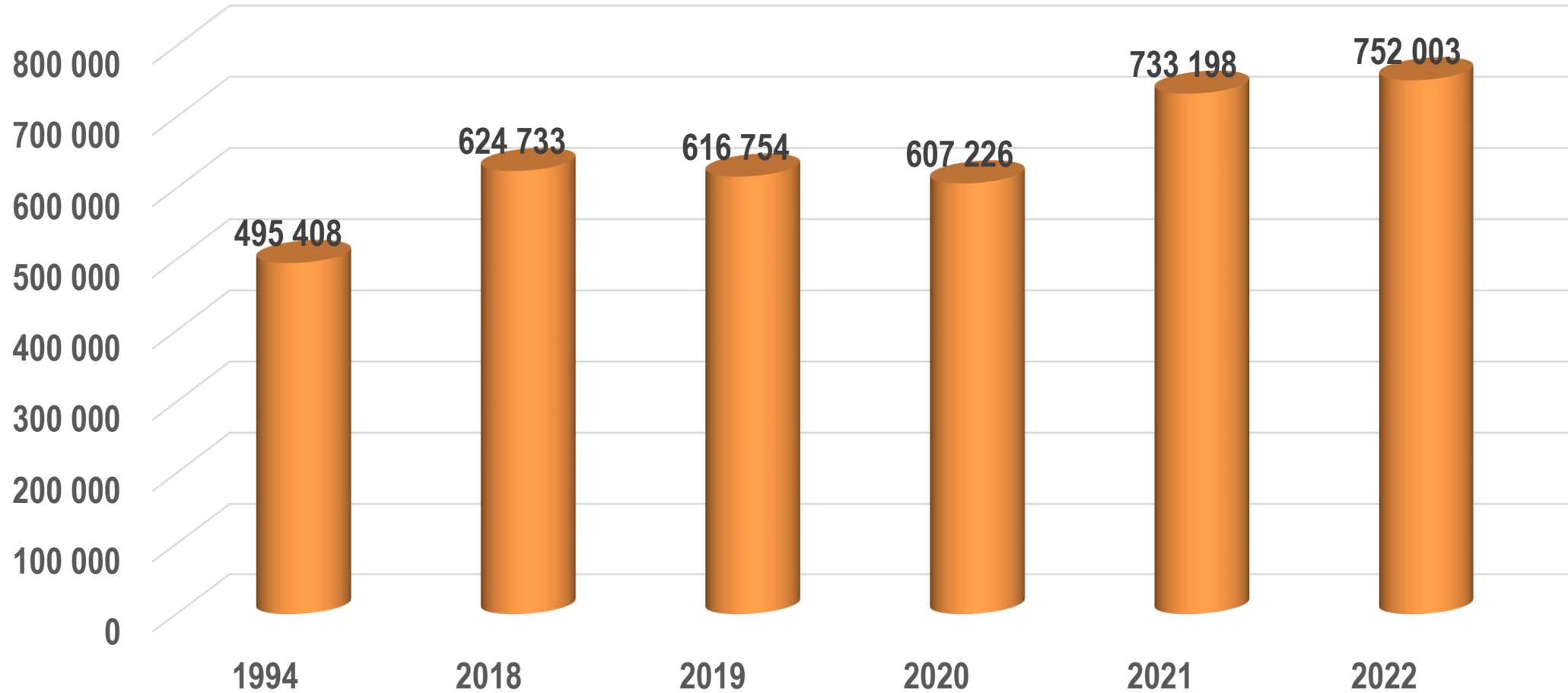
Pass Rate is the percentage of learners that satisfy the pass requirements at a specific grade.



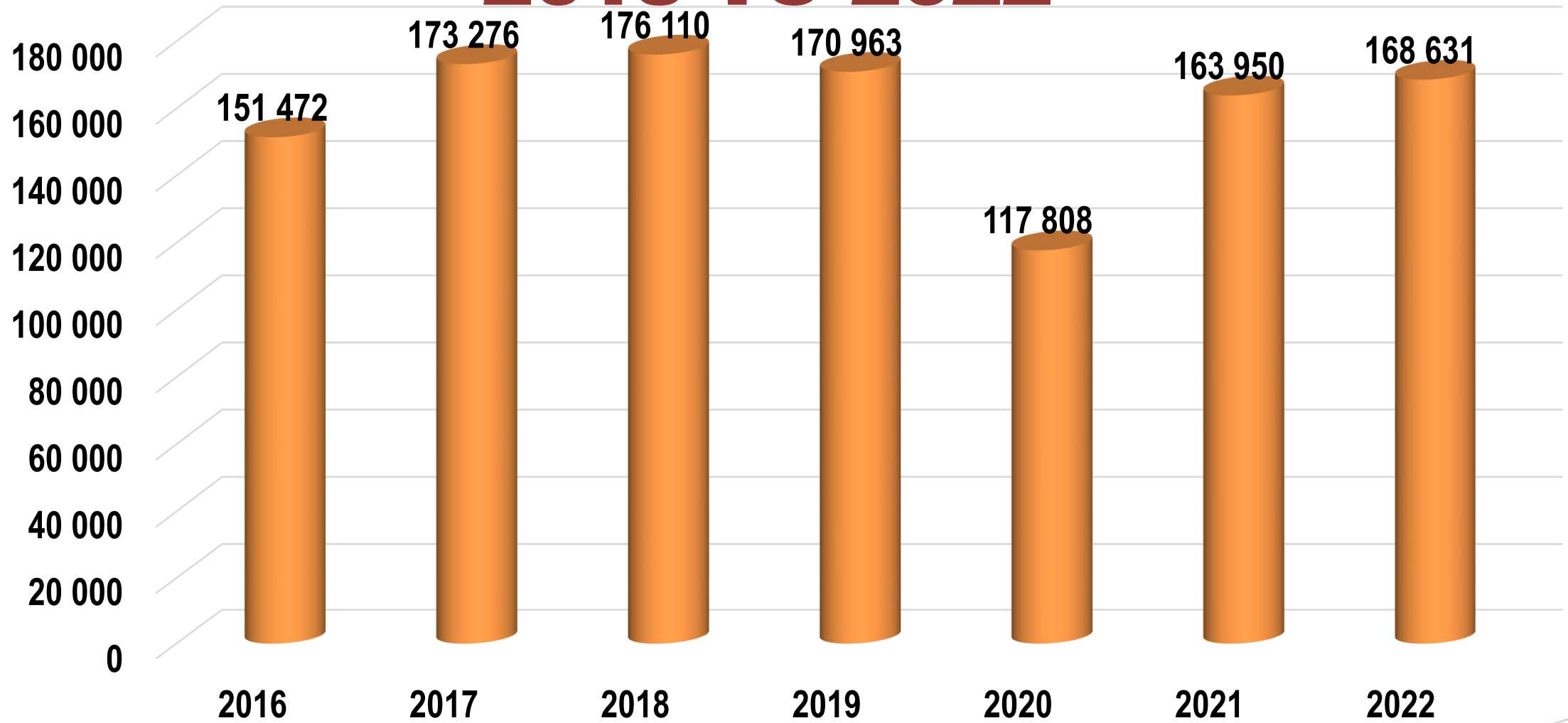
NUMBER ENROLLED/WROTE



FULL-TIME ENROLMENT 1994 TO 2022 (NATIONAL)



NSC PART TIME ENROLMENTS 2018 TO 2022



NSC FULL TIME COHORT 2021 - 2022

Province Name	2021		2022		2021 - 2022 Difference Wrote
	Entered	Wrote	Entered	Wrote	
EASTERN CAPE	95 841	91 446	97 831	94 993	3 547
FREE STATE	36 405	35 048	37 970	36 607	1 559
GAUTENG	132 856	127 353	138 871	133 841	6 488
KWAZULU-NATAL	177 331	166 561	173 544	164 308	-2 253
LIMPOPO	106 581	105 080	111 618	110 295	5 215
MPUMALANGA	69 222	66 691	71 369	67 367	676
NORTH WEST	42 152	41 070	44 619	43 823	2 753
NORTHERN CAPE	12 987	12 720	13 831	13 574	854
WESTERN CAPE	59 823	57 630	62 350	60 338	2 708
NATIONAL	733 198	703 599	752 003	725 146	21 547

CANDIDATES ENROLLED/WROTE (PART TIME): 2021 - 2022

Province Name	2021		2022	
	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	18 323	9 349	18 665	11 135
Free State	7 976	5 064	7 845	5 577
Gauteng	42 887	28 789	55 849	37 066
KwaZulu-Natal	24 673	15 253	23 598	14 997
Limpopo	36 044	19 998	34 150	22 775
Mpumalanga	10 985	6 317	10 552	7 089
North West	5 352	3 237	4 250	2 871
Northern Cape	3 512	1 822	2 263	1 324
Western Cape	14 198	6 664	11 459	6 585
National	163 950	96 493 (58.9%)	168 631	109 419 (64.9%)

ENROLMENT IN TERMS OF GENDER

Province	2021				2022			
	Female	Male	% Female	% Male	Female	Male	% Female	% Male
Eastern Cape	54 412	41 429	56.8%	43.2%	56 020	41 811	57.3%	42.7%
Free State	20 019	16 386	55.0%	45.0%	21 313	16 657	56.1%	43.9%
Gauteng	73 255	59 601	55.1%	44.9%	77 200	61 671	55.6%	44.4%
KwaZulu-Natal	97 265	80 066	54.8%	45.2%	98 309	75 235	56.6%	43.4%
Limpopo	57 664	48 917	54.1%	45.9%	61 868	49 750	55.4%	44.6%
Mpumalanga	38 119	31 103	55.1%	44.9%	39 675	31 694	55.6%	44.4%
North-West	23 258	18 894	55.2%	44.8%	24 849	19 770	55.7%	44.3%
Northern Cape	7 267	5 720	56.0%	44.0%	7 835	5 996	56.6%	43.4%
Western Cape	33 965	25 858	56.8%	43.2%	35 408	26 942	56.8%	43.2%
National	405 224	327 974	55.3%	44.7%	422 477	329 526	56.2%	43.8%

NSC HOME LANGUAGE SUBJECT ENROLMENT 2018 – 2022

Subject	Entered 2018	Entered 2019	Entered 2020	Entered 2021	Entered 2022	Difference 2022-2021
Afrikaans Home Language	49 562	47 600	46 663	48 097	48 341	244
English Home Language	108 760	110 747	113 350	124 024	129 267	5 243
IsiNdebele Home Language	4 838	4 718	4 825	6 247	6 565	318
IsiXhosa Home Language	90 221	88 249	88 512	108 739	112 647	3 908
IsiZulu Home Language	157 108	154 791	152 454	192 556	188 984	-3 572
Sepedi Home Language	76 325	71 481	64 228	82 870	86 248	3 378
Sesotho Home Language	31 963	33 314	33 150	41 607	43 330	1 723
Setswana Home Language	46 911	45 470	51 094	58 212	61 863	3 651
SiSwati Home Language	18 289	17 964	17 391	22 224	22 696	472
South African Sign Language Home Language	54	100	103	128	210	82
Tshivenda Home Language	17 685	19 574	15 714	21 556	23 126	1 570
Xitsonga Home Language	27 156	27 457	24 661	32 747	34 928	2 181

NSC SUBJECT ENROLMENT 2018 – 2022

Subjects	Entered 2018	Entered 2019	Entered 2020	Entered 2021	Entered 2022	Difference 2022 - 2021
Accounting	104 553	91 581	95 864	108 631	107 239	-1 392
Agricultural Sciences	108 794	107 068	99 942	127 735	128 180	445
Business Studies	216 217	211 134	215 002	250 918	247 784	-3 134
Economics	133 198	125 536	123 471	143 728	141 208	-2 520
English FAL	515 937	506 050	493 829	609 148	622 697	13 549
Geography	308 014	310 705	298 020	368 175	377 075	8 900
History	167 289	178 963	181 220	234 661	242 655	7 994
Life Sciences	351 377	345 209	330 293	394 501	407 919	13 418
Mathematical Literacy	342 976	349 338	354 966	453 327	460 708	7 381
Mathematics	270 516	256 338	241 013	265 951	276 241	10 290
Physical Sciences	193 869	186 366	179 415	202 048	213 554	11 506

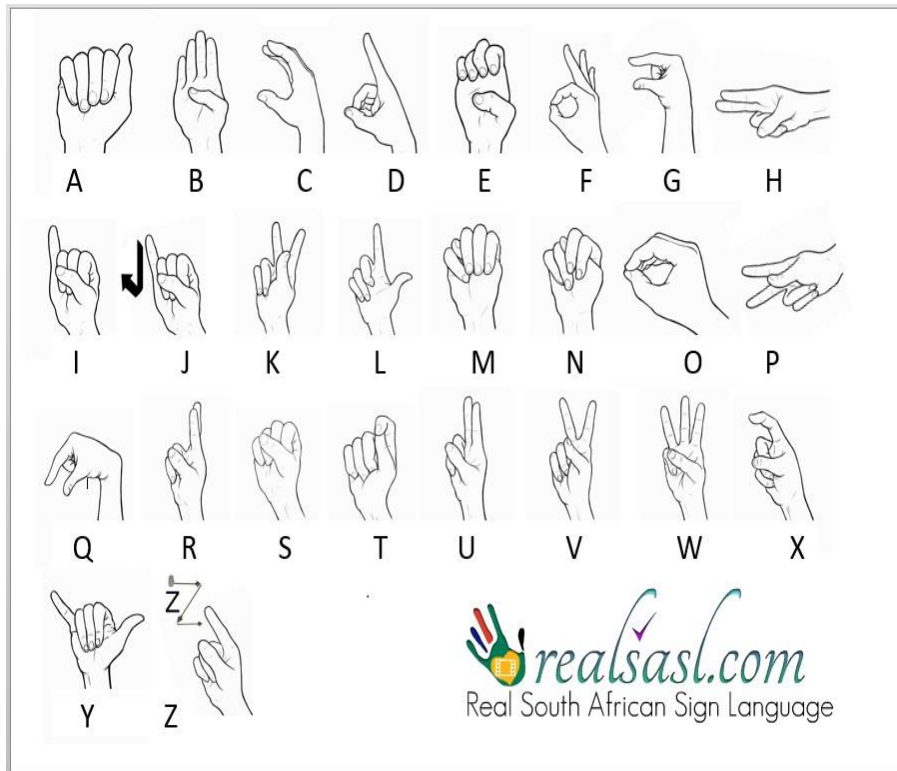
TECHNICAL SUBJECT ENROLMENT

	2019	2020	2021	2022
Subject Description	Entered	Entered	Entered	Entered
Civil Technology (Civil Services)	596	622	638	754
Civil Technology (Construction)	3 706	3 667	4 593	4 869
Civil Technology (Woodworking)	2 063	1 904	2 452	2 582
Electrical Technology (Digital Systems)	330	430	376	395
Electrical Technology (Electronics)	973	1 001	1 177	1 215
Electrical Technology (Power Systems)	5 104	4 776	5 820	6 006
Engineering Graphics and Design	33 525	33 385	37 919	39 510
Mechanical Technology (Automotive)	2 970	2 927	3 407	3 693
Mechanical Technology (Fitting and Machi	2 103	1 966	2 036	1 982
Mechanical Technology (Welding and Metal	1 798	1 747	2 363	2 445
Technical Mathematics	11 113	11 114	13 889	15 031
Technical Sciences	11 773	12 041	15 142	16 113

NEW SUBJECTS ENROLMENTS

South African Sign Language (SASL) Home Language

210



bed



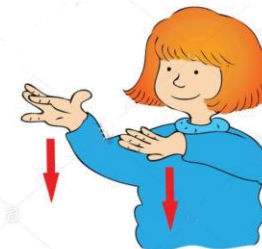
touch



scared



dirty



rain



hug

SOUTH AFRICAN SIGN LANGUAGE ENROLMENT

	2019	2020	2021	2022
Subject Description	Entered	Entered	Entered	Entered
South African Sign Language Home Language	100	103	128	210

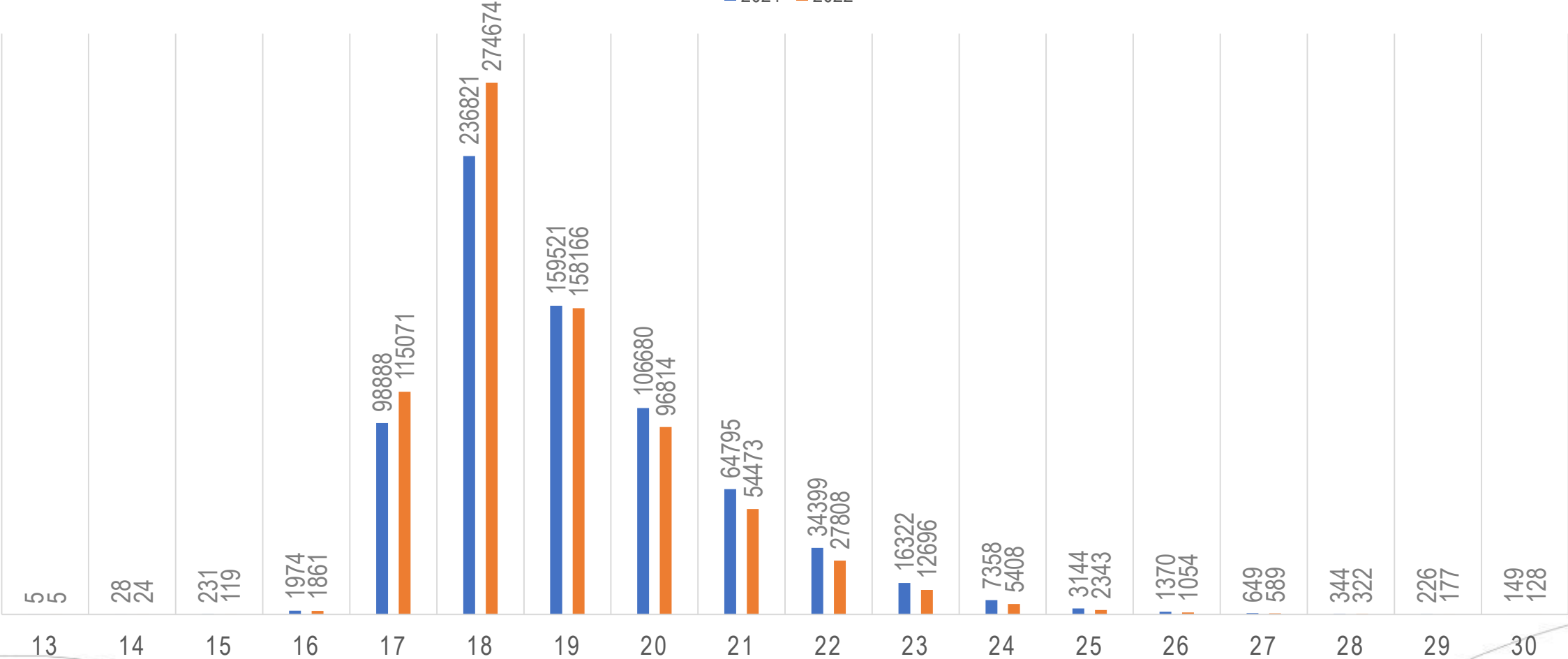
NSC 2021 / 2022 PROGRESSED LEARNERS

Province	2021		2022		Difference
	No Progressed	% Progressed	No Progressed	% Progressed	
Eastern Cape	7 160	7.5	5 459	5.6	-1 701
Free State	3 604	9.9	3 638	9.6	34
Gauteng	9 480	7.1	9 124	6.6	-356
KwaZulu-Natal	13 838	7.8	13 736	7.9	-102
Limpopo	15 515	14.6	9 687	8.7	-5 828
Mpumalanga	6 880	9.9	4 181	5.9	-2 699
North West	2 025	4.8	3 801	8.5	1 776
Northern Cape	1 115	8.6	1 012	7.3	-103
Western Cape	2 172	3.6	2 323	3.7	151
National	61 789	8.4	52 961	7.0	-8 828

FULL-TIME ENROLMENT BY AGE -2021 & 2022

CHART TITLE

■ 2021 ■ 2022



ENROLMENT OF SPECIAL NEEDS LEARNERS – NSC 2021 - 2022

	2021		2022	
Province Name	Total Entered	Total Wrote	Total Entered	Total Wrote
EASTERN CAPE	130	121	192	188
FREE STATE	736	711	5	4
GAUTENG	1 048	1 000	249	242
KWAZULU-NATAL	93	92	198	193
LIMPOPO	43	43	106	96
MPUMALANGA	202	199	280	271
NORTH WEST	77	77	38	36
NORTHERN CAPE	48	45	39	39
WESTERN CAPE	112	109	25	23
NATIONAL	2 489	2 397	1 132	1 092 ⁸²

CORRECTIONAL SERVICES – FULL TIME & PART TIME

Province Name	2021				2022			
	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
	FULL -TIME		PART-TIME		FULL -TIME		PART-TIME	
EASTERN CAPE	23	23	0	0	34	34	0	0
FREE STATE	0	0	0	0	12	12	0	0
GAUTENG	2	2	30	26	6	6	14	14
KWAZULU-NATAL	26	23	3	1	53	53	0	0
LIMPOPO	0	0	86	73	0	0	84	82
MPUMALANGA	31	25	5	2	21	17	6	6
NORTH WEST	5	5	2	2	15	14	0	0
NORTHERN CAPE	14	14	1	1	14	14	0	0
WESTERN CAPE	19	19	0	0	21	21	0	0
TOTAL	120	111	127	105	176	171	104	102

SOCIAL GRANT ENROLMENTS

	2021			2022		
Province Name	Active	Inactive	Provincial	Active	Inactive	Provincial
EASTERN CAPE	15 635	64 798	80 433	19 507	63 424	82 931
FREE STATE	4 735	23 976	28 711	5 923	24 067	29 990
GAUTENG	17 912	69 422	87 334	24 061	68 592	92 653
KWAZULU-NATAL	29 947	118 634	148 581	36 944	108 538	145 482
LIMPOPO	14 381	78 523	92 904	20 559	77 103	97 662
MPUMALANGA	9 542	49 261	58 803	12 842	47 995	60 837
NORTH WEST	6 083	28 121	34 204	8 072	28 407	36 479
NORTHERN CAPE	1 686	8 665	10 351	2 121	8 992	11 113
WESTERN CAPE	6 680	29 964	36 644	8 338	30 622	38 960
NATIONAL	106 601	471 364	577 965	138 367	457 740	596 107

SOCIAL GRANT ENROLMENT BY GRANT TYPE

ProvinceName Main	Active					Inactive				Provincial
	Care Dependency Grant	Child Support Grant	Combination	Disability Grant	Foster Care Grant	Care Dependency Grant	Child Support Grant	Combination	Foster Care Grant	
EASTERN CAPE	42	14 114	100	135	5 046	335	60 959	18	2 183	82 932
FREE STATE	20	3 874	36	103	1 883	108	23 384	4	579	29 991
GAUTENG	29	20 215	43	139	3 628	191	67 222	5	1 185	92 657
KWAZULU-NATAL	99	30 902	87	468	5 462	648	104 195	35	3 587	145 483
LIMPOPO	27	16 645	53	213	3 622	199	75 551	7	1 344	97 661
MPUMALANGA	36	10 674	27	138	1 961	169	46 702	5	1 123	60 835
NORTH WEST	18	5 991	24	104	1 935	104	27 515	6	786	36 483
NORTHERN CAPE	15	1 395	21	81	614	104	8 691	3	189	11 113
WESTERN CAPE	30	6 748	22	157	1 385	153	30 008	7	450	38 960
NATIONAL	316	110 558	413	1 538	25 536	2 011	444 227	90	11 426	596 115

A grayscale photograph of a classroom with several students sitting at desks. The students are focused on their work, with some looking at papers and others writing. The image is slightly blurred, creating a sense of a busy learning environment.

EXTRA-ORDINARY LEARNER SUPPORT PROGRAMME

WOZA MATRICS OUTPUTS

Key Activity	2022 Key Outputs (Jan-Sep)	Key Activity	2022 Key Outputs (Jan-Sep)
<p>Social Capital</p> <p><i>Enhance and leverage the social capital of network <u>partners</u></i></p>	<ul style="list-style-type: none"> Working with key partners to implement campaign: 2Enable Enterprises (TV and broadcast technical Support); Matric Live (Mobile App); Velle (Virtual Tutoring Services) Collaborating with 21 Acts of Goodness (Old Mutual) 	<p>Content Provisioning</p> <p><i>Expand quality, inclusive and relevant curriculum learning & CSTL content</i></p>	<ul style="list-style-type: none"> A total of 2 683 hours of video lessons broadcast on 24 hour DBEtv Channel 122 Accounting, Business Studies, Economics, EFAL, Geography, History, Life Sciences, Mathematical Literacy, Mathematics, Physical Sciences
<p>Advocacy and Communications</p> <p><i>Drive a bold advocacy and communications campaign</i></p>	<ul style="list-style-type: none"> Using social media (Facebook, Instagram and Twitter) for daily learner, parent and teacher engagement Interactive broadcast schedules are disseminated to the DBE, provinces and partners for communication to districts and schools and learners directly Working with DBE Communications Team for enhanced Communications Launched a 60-day Social Media Countdown on 01 September 2022 with messages supporting matric learners leading up to final exams. 	<p>Multiple Accessible Platforms</p> <p><i>Use multiple platforms to increase accessibility of relevant curriculum & CSTL content for learning continuity</i></p>	<ul style="list-style-type: none"> Television: DBEtv Channel 122 OVHD Radio: 12 SABC Radio Stations (93 lessons to date) Print: 24 Low Enrolment subjects Study Guides <i>finalised and distributed digitally (DBE & Woza Matrics websites; and partner digital platforms)</i> Digital Platforms: Matric Live, Velle and MTN Online School, YouTube Channel

DISTINCT FEATURES FOR LEARNER SUPPORT

a) Increase in:

- the number of residential camps (**16.7%**) than previous year (**13.2%**),;
- the number of learners supported
- the number of weekend support programmes;
- Number of subjects offered in the support programme than previous years
- **More languages offered** in the support programme than previous years

b) Remote Digital Learning (RDL) offered curriculum and psychosocial support programmes.

c) Care and Support for Teaching and Learning (CSTL) offered through Tswelopelo and Woza Matric programmes.

DISTINCT FEATURES FOR LEARNER SUPPORT

- a) **Extensive motivational support** provided through **DGs visits** and **NGO support** programmes.
- b) **Top teachers** in the province partnered with the **residential teacher**
- c) Programmes focussed on **content areas from Grade 10 and 11**.
- d) The Programme didn't only entail **more residential and walk-in camps**, but also had **more learners who attended these camps**.
- e) Both the Department and schools organized **lock-in camps** wherein learners arrived on Fridays and left Sunday afternoon regularly.
- f) The relaxation of COVID-19 regulations has allowed for **group discussions and peer learning which are crucial for reinforcing learning**.

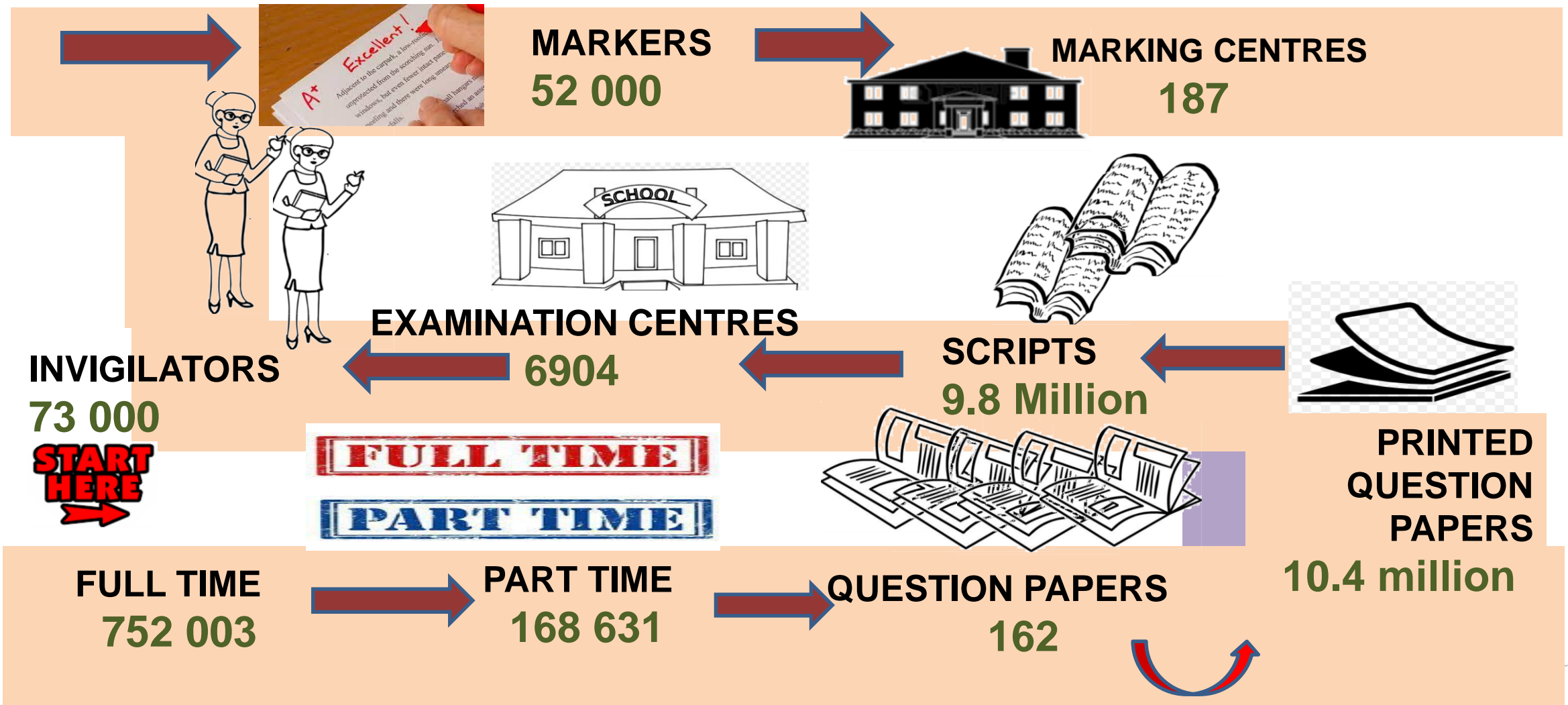
DISTINCT FEATURES FOR LEARNER SUPPORT

- a) The Learner Support Programme for the class of 2022 is **much more comprehensive and implemented over a much longer period.**
- b) The Learner Support Programme **started much earlier in the academic year** and will only end when the last learner finishes the last paper.
- c) The Programme post preparatory exams tended to be **dominated by more controlled tests to get learners examination fit.**
- d) More former model C and independent schools conducted **extra tuition.**
- e) More learners from former Model C and Independent Schools attended **extra tuition. classes organized by department and public schools** when theirs were not running.

SCOPE AND SIZE OF THE 2022 NSC EXAMINATION



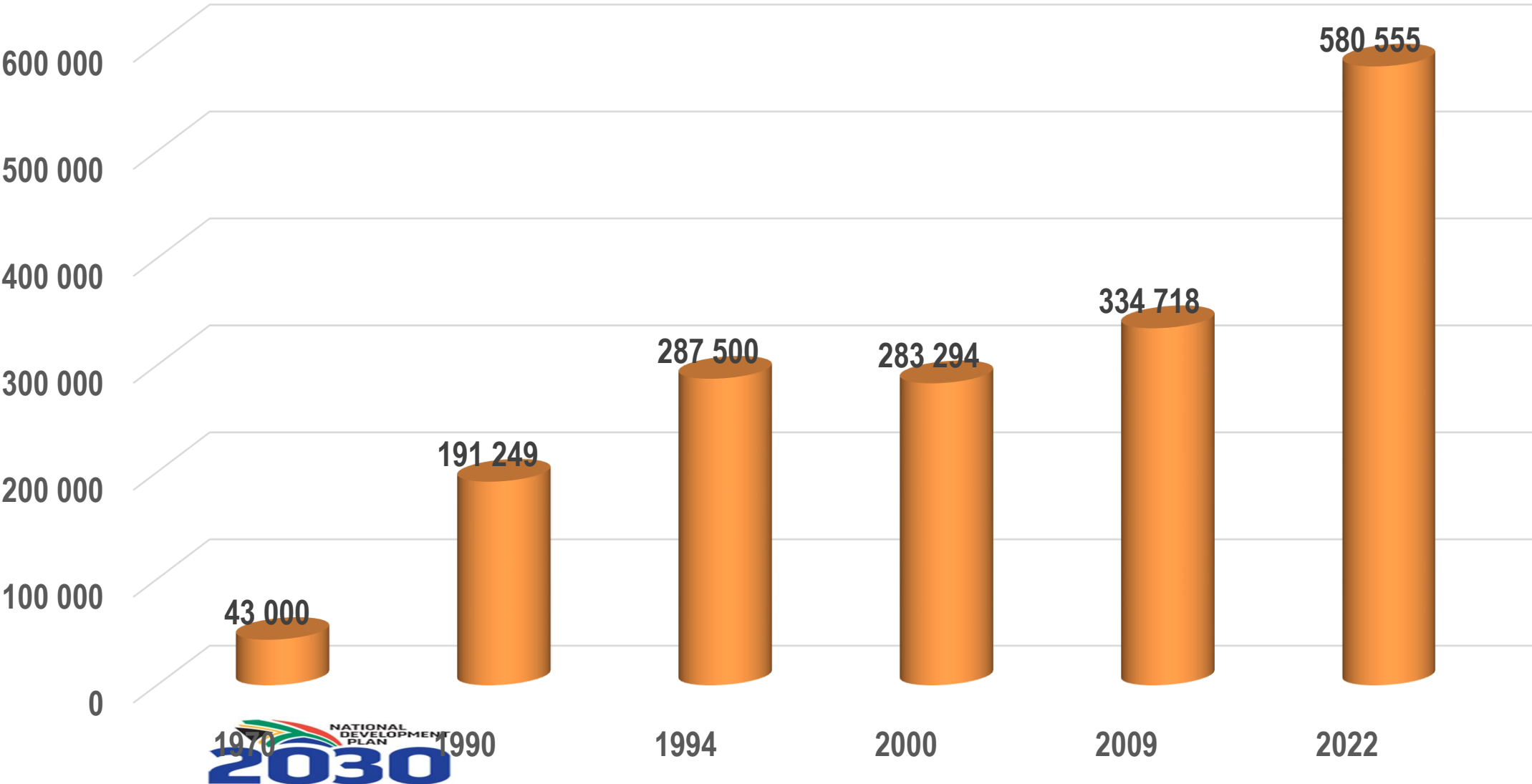
THE 2022 NSC EXAMINATIONS



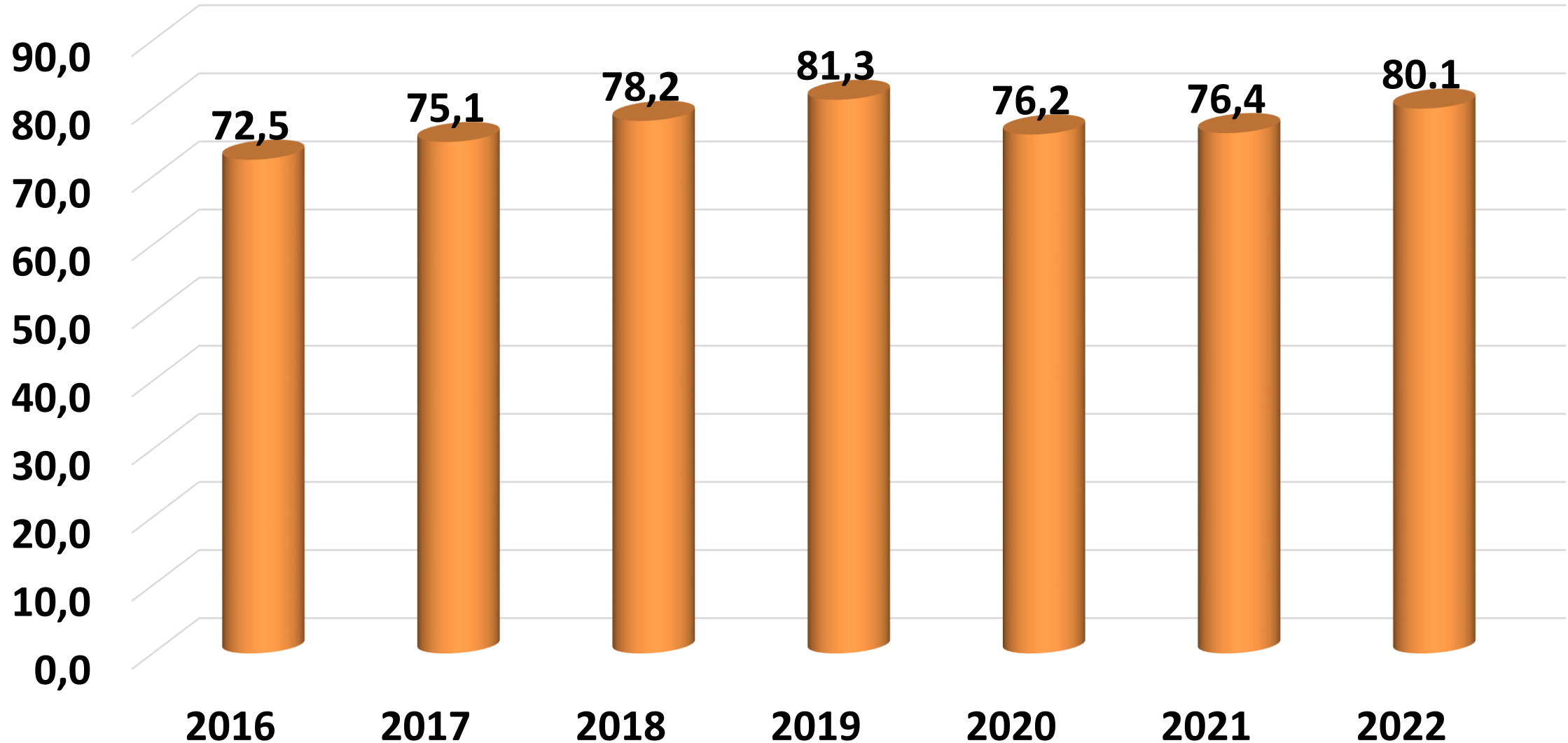


MATRIC HISTORICAL TRENDS

THE NUMBER OF CANDIDATES PASSING MATRIC SINCE 1970



NSC PERFORMANCE 2015 - 2022





PERFORMANCE OF THE CLASS OF 2022

PERFORMANCE OF THE CLASS OF 2022

Province	2021				2022				%Difference
	Total Wrote	Total Achieved	% Achieved	RANK	Total Wrote	Total Achieved	% Achieved	RANK	
Eastern Cape	91 500	66 770	73.0%	7	94 993	73 386	77.3%	6	4.3%
Free State	35 055	30 037	85.7%	1	36 607	32 397	88.5%	1	2.8%
Gauteng	127 523	105 526	82.8%	2	133 841	113 006	84.4%	2	1.7%
KwaZulu-Natal	166 570	127 990	76.8%	5	164 308	136 388	83.0%	3	6.2%
Limpopo	105 101	70 124	66.7%	9	110 295	79 493	72.1%	9	5.4%
Mpumalanga	66 756	49 133	73.6%	6	67 367	51 751	76.8%	7	3.2%
North-West	41 081	32 143	78.2%	4	43 823	34 960	79.8%	5	1.5%
Northern Cape	12 726	9 089	71.4%	8	13 574	10 072	74.2%	8	2.8%
Western Cape	57 709	46 875	81.2%	3	60 338	49 102	81.4%	4	0.2%
National	704 021	537 687	76.4%	-	725 146	580 555	80.1%	-	3.7%

PERFORMANCE OF THE CLASS OF 2022 BY FEE PAYING STATUS

Province	Fee Paying				Independent				No Fee				Overall Rank
	Total Wrote	Total Achieved	% Achieved	RANK	Total Wrote	Total Achieved	% Achieved	RANK	Total Wrote	Total Achieved	% Achieved	RANK	
Eastern Cape	9 808	8 753	89.2%	3	3 781	3 177	84.0%	8	81 404	61 456	75.5%	5	6
Free State	7 205	6 721	93.3%	1	773	727	94.0%	1	28 629	24 949	87.1%	1	1
Gauteng	72 695	62 361	85.8%	7	9 720	9 057	93.2%	3	51 426	41 588	80.9%	3	2
KwaZulu-Natal	45 102	37 592	83.3%	9	3 270	2 898	88.6%	7	115 936	95 898	82.7%	2	3
Limpopo	5 553	4 913	88.5%	4	3 457	3 243	93.8%	2	101 285	71 337	70.4%	8	9
Mpumalanga	6 157	5 566	90.4%	2	2 100	1 926	91.7%	5	59 110	44 259	74.9%	6	7
North-West	8 659	7 539	87.1%	5	678	627	92.5%	4	34 486	26 794	77.7%	4	5
Northern Cape	5 004	4 307	86.1%	6	10	8	80.0%	9	8 560	5 757	67.3%	9	8
Western Cape	37 851	32 328	85.4%	8	1 565	1 411	90.2%	6	20 922	15 363	73.4%	7	4
National	198 034	170 080	85.9%	-	25 354	23 074	91.0%	-	501 758	387 401	77.2%	-	

COMPARISON OF NSC PASSES BY GENDER FOR 2022

Province	Gender	2021			2022		
		Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Eastern Cape	Male	39 442	28 854	43.2%	40 537	31 107	42.4%
	Female	52 058	37 916	56.8%	54 456	42 279	57.6%
Free State	Male	15 769	13 649	45.4%	16 094	14 399	44.4%
	Female	19 286	16 388	54.6%	20 513	17 998	55.6%
Gauteng	Male	56 802	46 858	44.4%	59 180	49 720	44.0%
	Female	70 721	58 668	55.6%	74 661	63 286	56.0%
KwaZulu-Natal	Male	75 474	57 513	44.9%	71 503	58 824	43.1%
	Female	91 096	70 477	55.1%	92 805	77 564	56.9%
Limpopo	Male	48 311	32 556	46.4%	49 258	35 709	44.9%
	Female	56 790	37 568	53.6%	61 037	43 784	55.1%
Mpumalanga	Male	30 136	22 215	45.2%	29 938	22 860	44.2%
	Female	36 620	26 918	54.8%	37 429	28 891	55.8%
North-West	Male	18 423	14 430	44.9%	19 457	15 588	44.6%
	Female	22 658	17 713	55.1%	24 366	19 372	55.4%
Northern Cape	Male	5 592	4 008	44.1%	5 882	4 413	43.8%
	Female	7 134	5 081	55.9%	7 692	5 659	56.2%
Western Cape	Male	24 938	20 452	43.6%	26 057	21 041	42.9%
	Female	32 771	26 423	56.4%	34 281	28 061	57.1%
National	Male	314 887	240 535	44.7%	317 906	253 661	43.7%
	Female	389 134	297 152	55.3%	407 240	326 894	56.3%

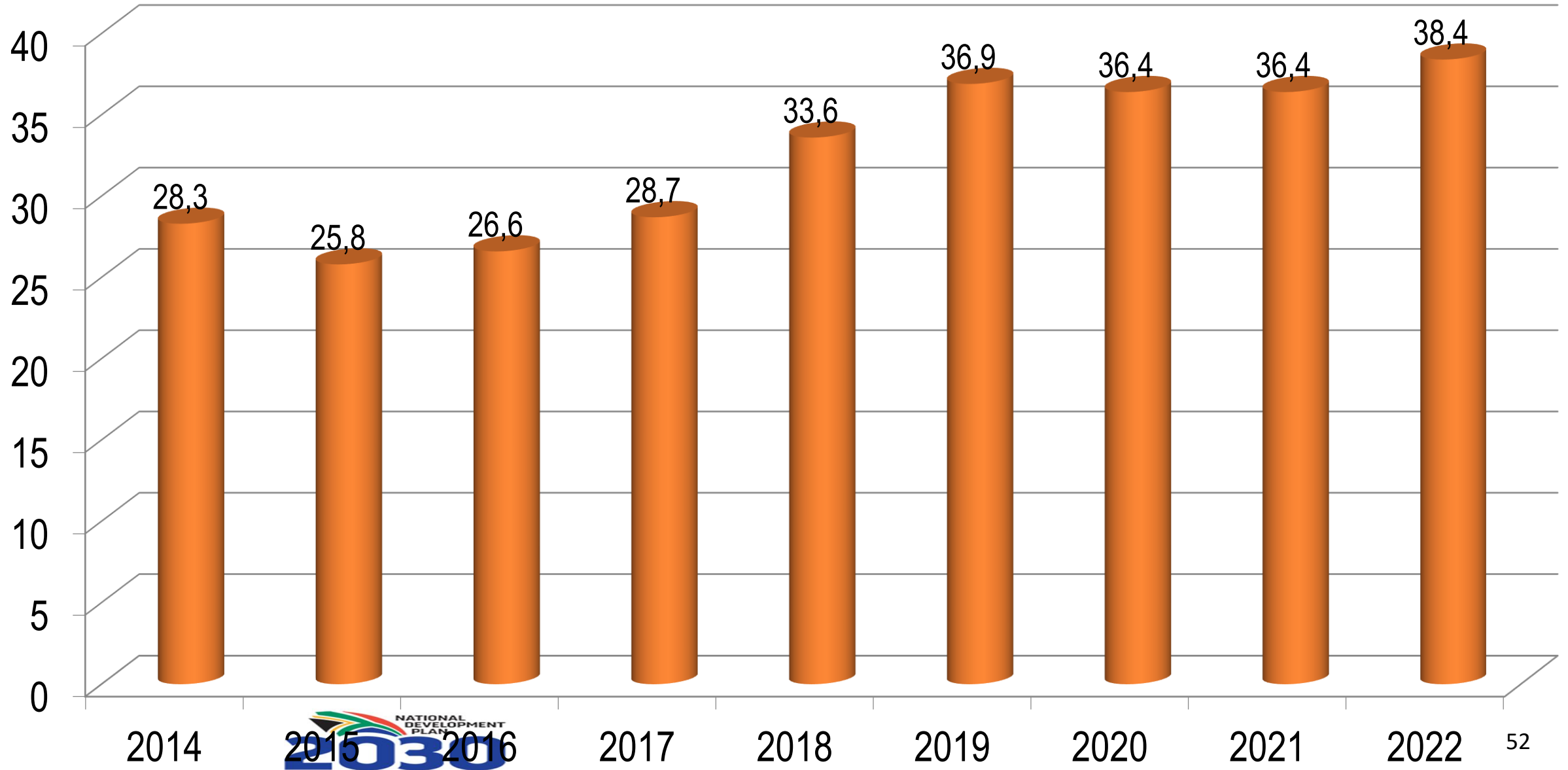


PASSES BY QUALIFICATION TYPE

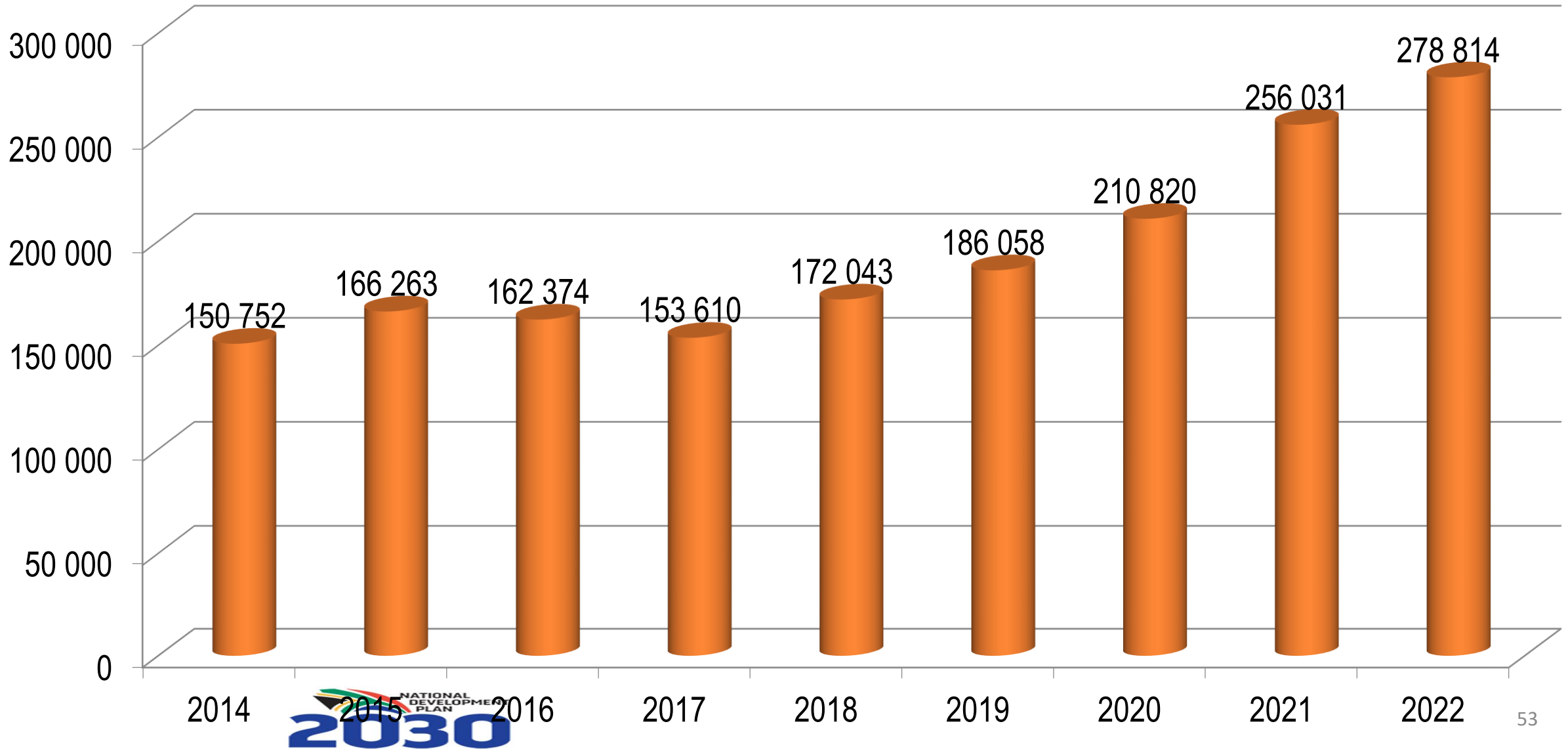
NSC PASSES BY TYPE OF QUALIFICATION: 2022

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC	Endorsed
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	Achieved
Eastern Cape	94 993	34 974	36.8%	24 465	25.8%	13 923	14.7%	24	0
Free State	36 607	15 747	43.0%	11 471	31.3%	5 174	14.1%	1	4
Gauteng	133 841	58 119	43.4%	37 156	27.8%	17 655	13.2%	1	75
KwaZulu-Natal	164 308	69 849	42.5%	43 908	26.7%	22 560	13.7%	70	2
Limpopo	110 295	32 878	29.8%	27 020	24.5%	19 585	17.8%	10	0
Mpumalanga	67 367	22 576	33.5%	18 068	26.8%	11 096	16.5%	11	0
North-West	43 823	14 733	33.6%	12 370	28.2%	7 853	17.9%	1	4
Northern Cape	13 574	4 177	30.8%	3 652	26.9%	2 242	16.5%	0	1
Western Cape	60 338	25 761	42.7%	15 247	25.3%	8 071	13.4%	0	23
National	725 146	278 814	38.4%	193 357	26.7%	108 159	14.9%	117	108

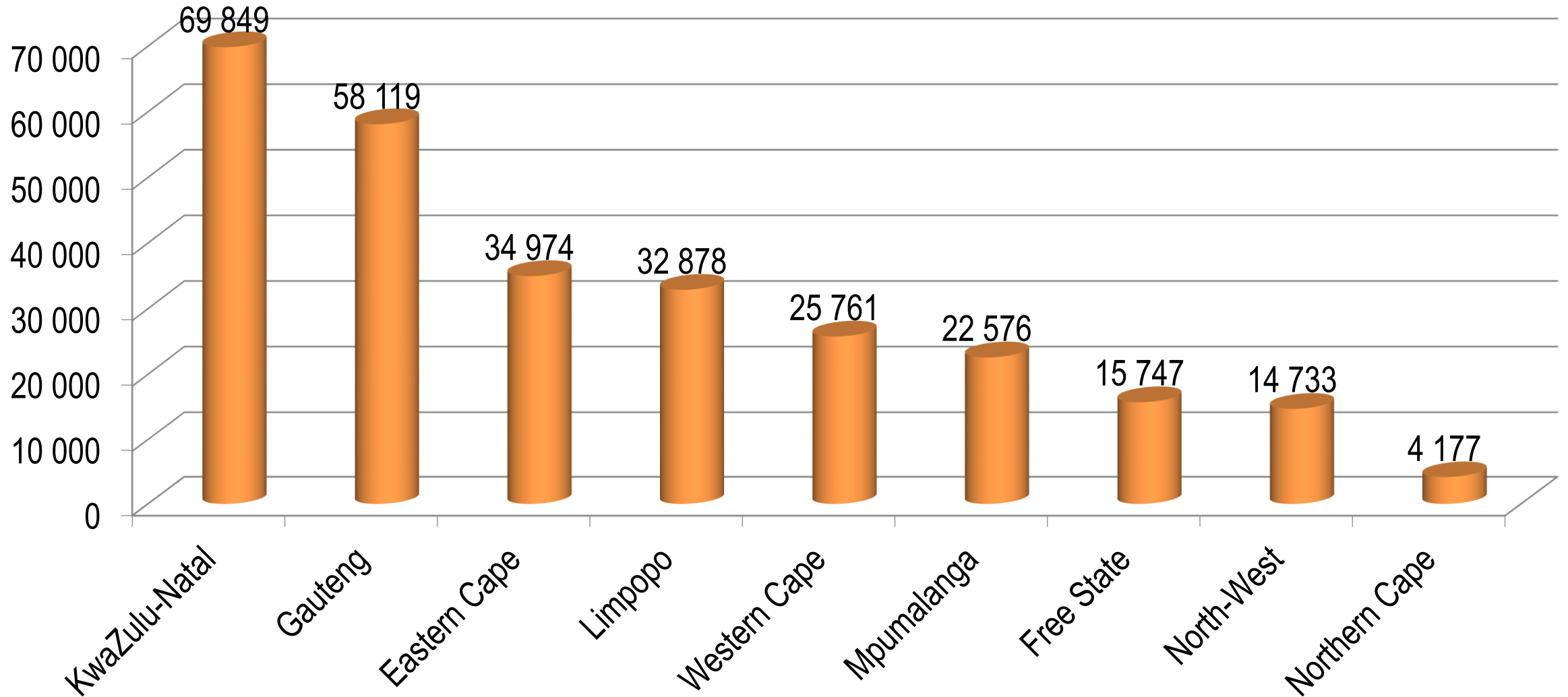
BACHELOR PASS TREND (PERCENTAGE): 2014 - 2022



BACHELOR PASS TREND (NUMBERS): 2014 - 2022



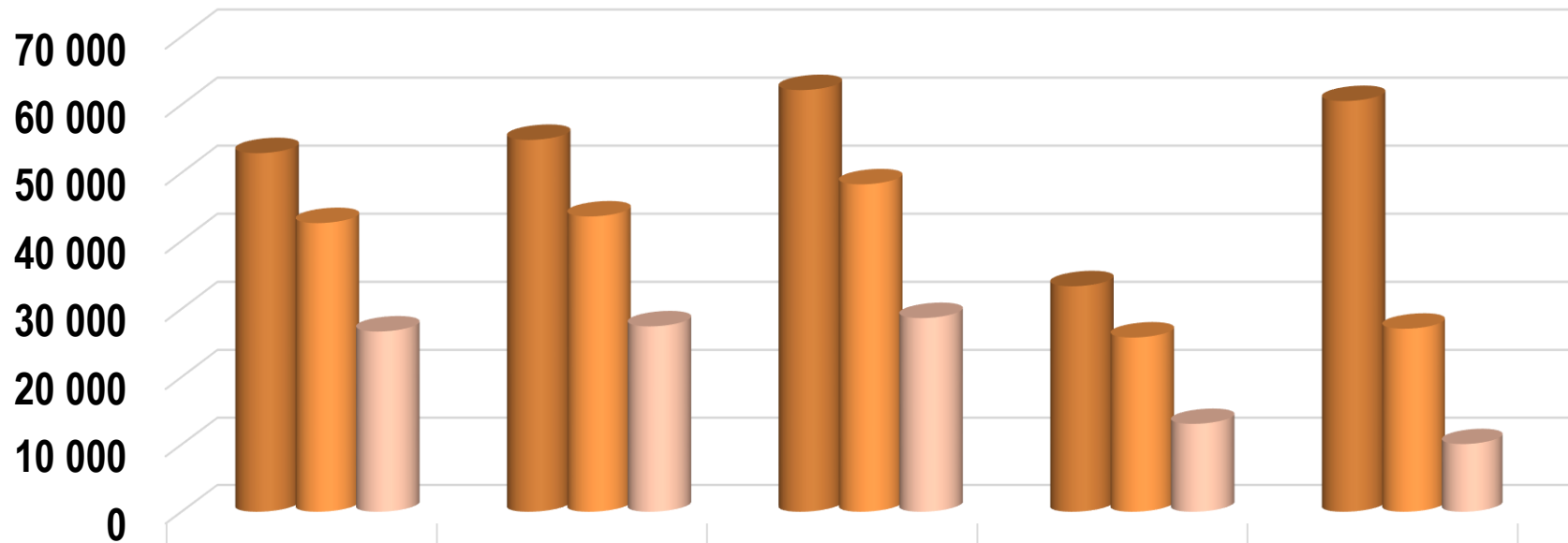
BACHELOR PASS (NUMBERS) PER PROVINCE 2022



SCHOOL PERFORMANCE BY QUINTILE

		0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Total 2021	Total 2022
		2021	2022	2021	2022	2021	2022	2021	2022	2021	2022		
Fee Status²	Quintile												
No Fee	Quintile 1	12	9	113	58	372	252	704	586	611	909	1 812	1 814
	Quintile 2	12	4	56	35	296	190	696	590	610	851	1 670	1 670
	Quintile 3	9	2	33	25	260	142	664	571	508	732	1 474	1 472
	Total	33	15	202	118	928	584	2 064	1 747	1 729	2 492	4 956	4 956
Fee Paying	Quintile 4			5	1	37	27	235	228	333	371	610	627
	Quintile 5		1	3	6	23	20	111	115	625	616	762	758
	Total		1	8	7	60	47	346	343	958	987	1372	1385
Independent	Unclassified	8	10	8	5	23	21	56	60	437	467	532	563
National		41	26	218	130	1 011	652	2 466	2 150	3 124	3 946	6 860	6 904

TYPE OF PASSES PER QUINTILE



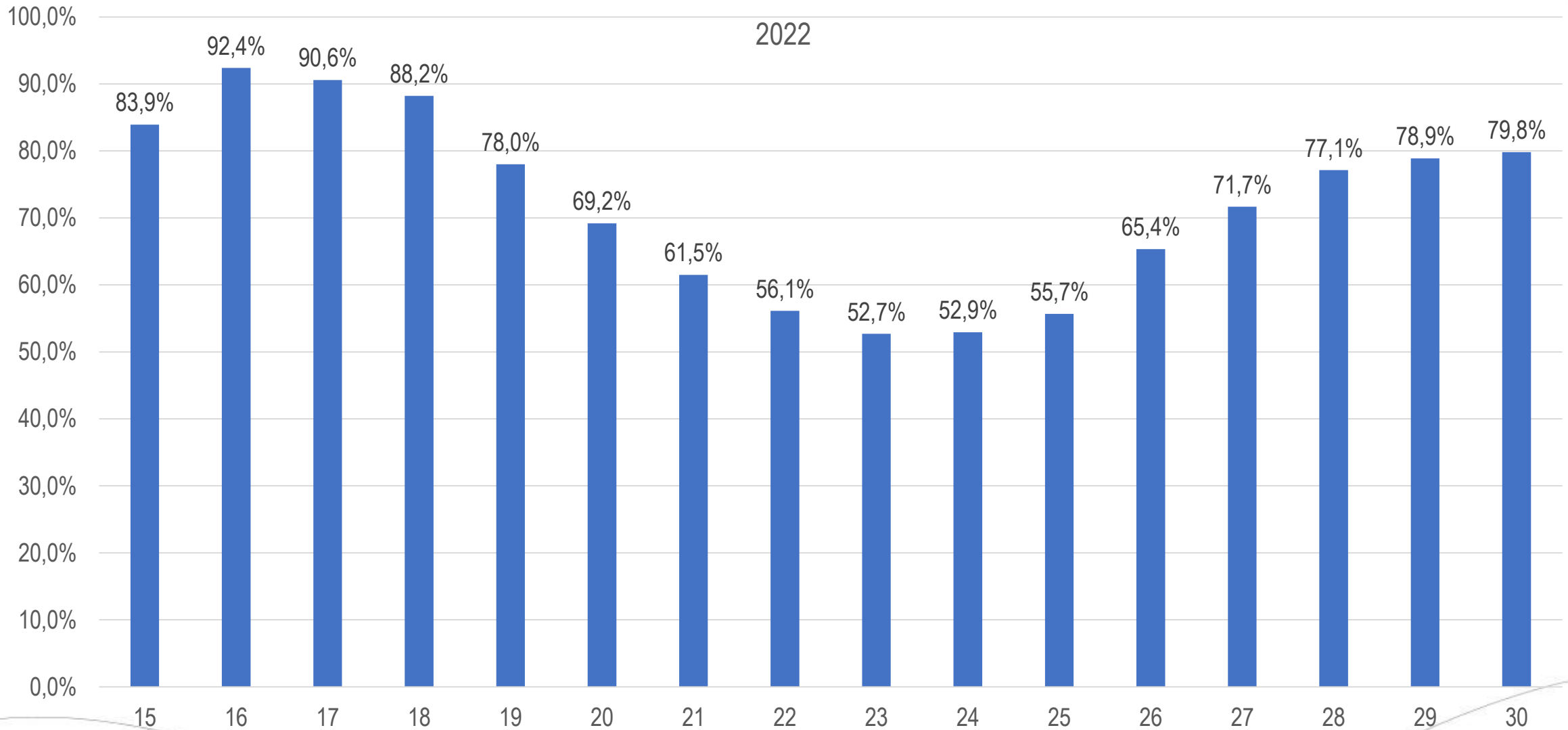
	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
■ Achieved - Bachelors	52 897	54 843	62 163	33 348	60 551
■ Achieved - Diploma	42 627	43 600	48 318	25 820	27 112
■ Achieved - Higher Certificate	26 704	27 459	28 677	13 089	10 085

	2021		2022	
Quintiles	Q 1-3	Q 4-5	Q 1-3	Q 4-5
No of Bachelors	149 648	92 646	169 903	93 899
Percentages	61.8	38.2	64.4	35.6



PERFORMANCE BY AGE AND GENDER

OVERALL ACHIEVEMENT BY AGE



85



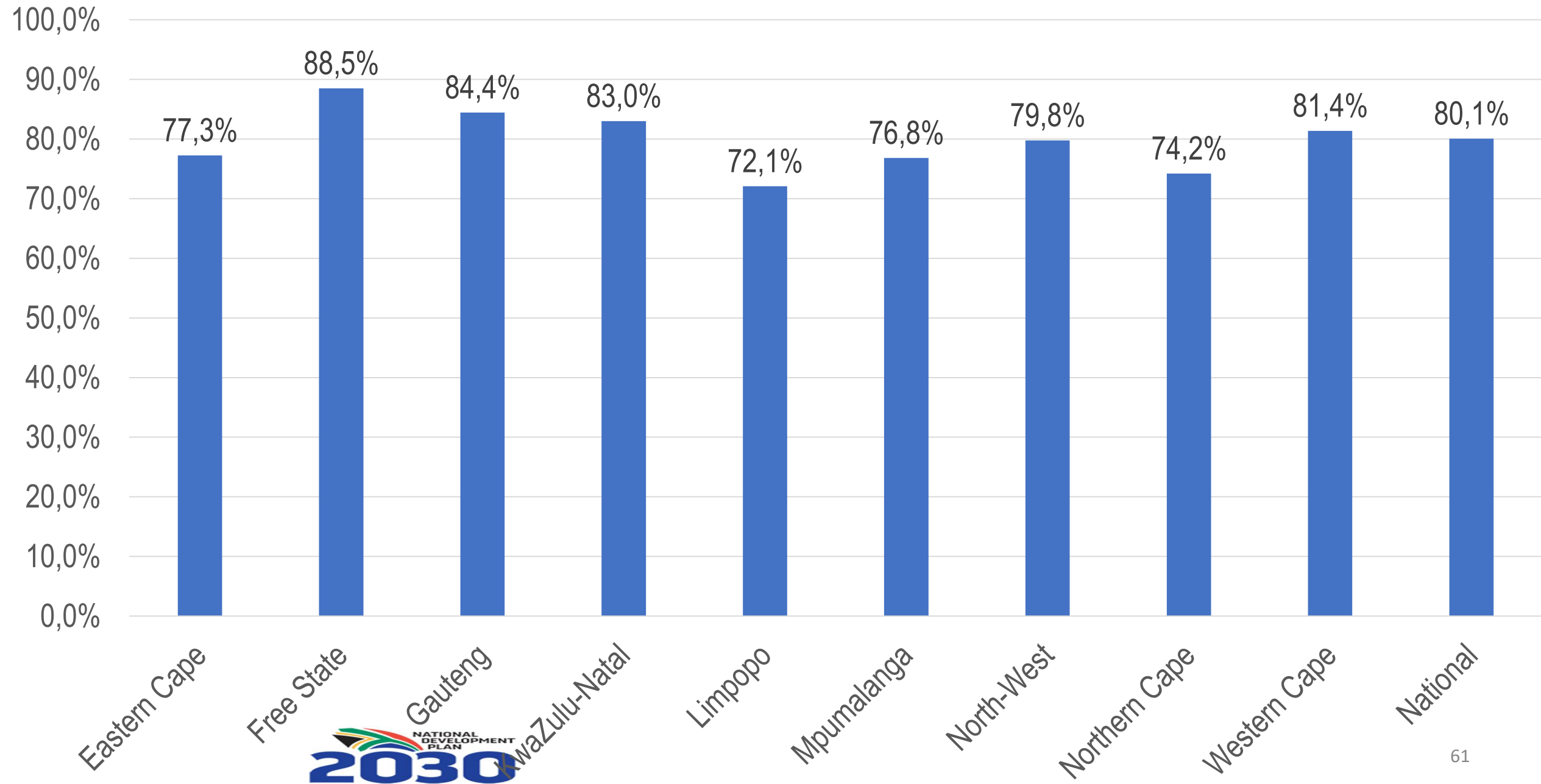


PERFORMANCE BASED ON THE INCLUSIVE BASKET

PROVINCIAL INCLUSIVE BASKET

Province	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Eastern Cape	77.3%	76.9%	46.1%	70.5%	70.4%	44.9%	36.8%	3.7%	66.0%
Free State	88.5%	83.8%	64.6%	80.6%	94.3%	37.4%	43.0%	3.3%	58.5%
Gauteng	84.4%	79.8%	62.7%	76.7%	89.3%	33.1%	43.4%	4.5%	66.4%
Kwazulu-Natal	83.0%	72.2%	54.6%	77.3%	88.6%	38.5%	42.5%	6.0%	66.0%
Limpopo	72.1%	71.8%	49.9%	73.3%	74.4%	43.5%	29.8%	2.5%	71.2%
Mpumalanga	76.8%	72.4%	52.8%	68.1%	81.6%	42.1%	33.5%	2.6%	72.4%
North-West	79.8%	74.4%	59.9%	77.3%	69.5%	25.4%	33.6%	2.5%	61.4%
Northern Cape	74.2%	68.1%	51.5%	69.5%	88.0%	21.0%	30.8%	2.0%	59.4%
Western Cape	81.4%	76.6%	67.9%	81.1%	91.4%	25.9%	42.7%	6.2%	70.5%
NATIONAL	80.1%	75.4%	55.0%	74.6%	81.8%	37.2%	38.4%	4.2%	66.8%

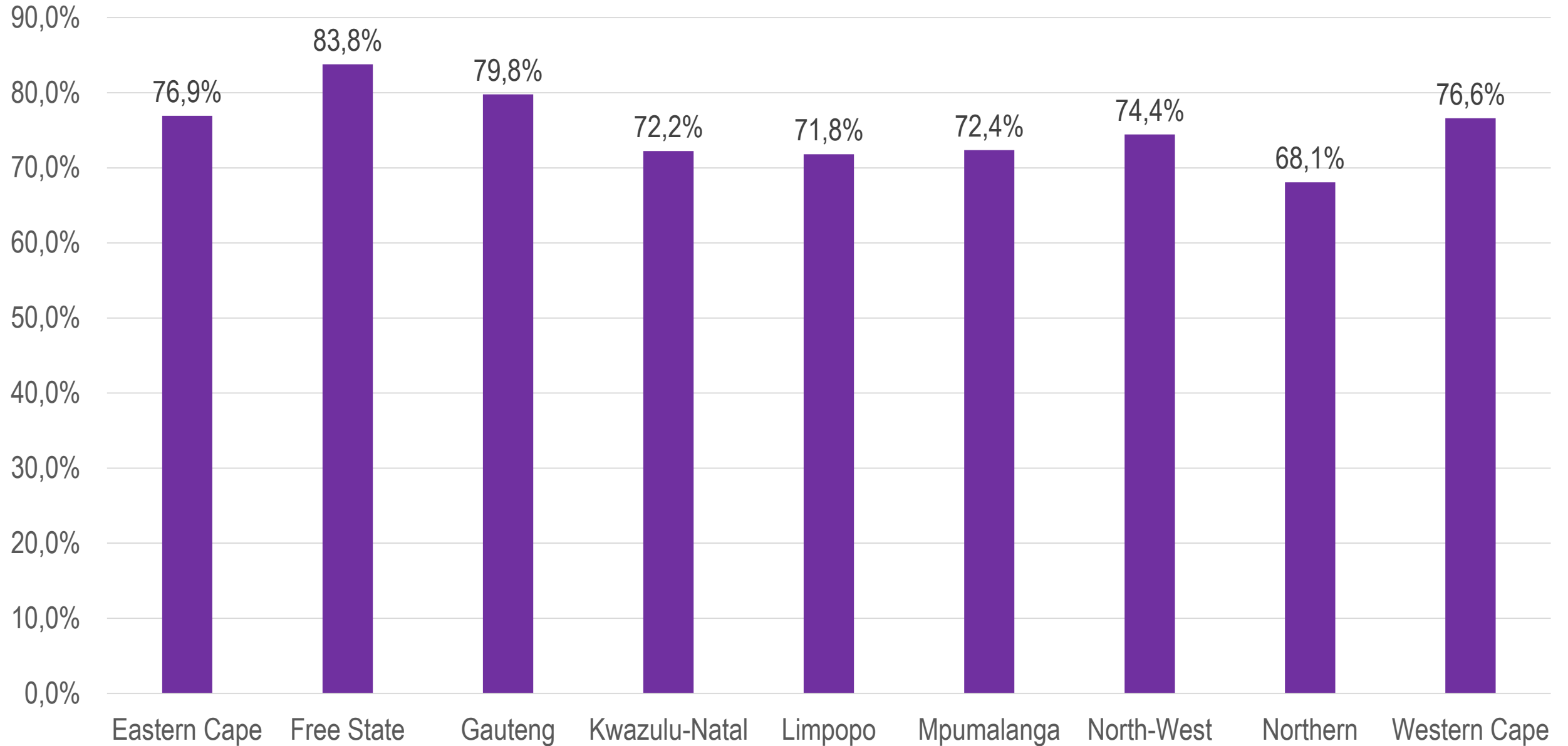
% Achieved



ACHIEVEMENT IN ACCOUNTING ACCORDING TO FEE STATUS

Province	Fee Paying				Independent				Non Fee				All Categories			
	Accounting Wrote	Accounting Achieved	% Accounting Achieved	RANK Accounting	Accounting Wrote	Accounting Achieved	% Accounting Achieved	RANK Accounting	Accounting Wrote	Accounting Achieved	% Accounting Achieved	RANK Accounting	Accounting Wrote	Accounting Achieved	% Accounting Achieved	RANK Accounting
Eastern Cape	1 642	1 444	87.9%	3	406	362	89.2%	4	10 941	8 187	74.8%	2	12 989	9 993	76.9%	3
Free State	1 721	1 582	91.9%	1	127	120	94.5%	1	6 236	5 072	81.3%	1	8 084	6 774	83.8%	1
Gauteng	10 455	8 666	82.9%	6	1 789	1 592	89.0%	5	6 757	4 901	72.5%	3	19 001	15 159	79.8%	2
Kwazulu-Natal	9 430	7 076	75.0%	9	698	603	86.4%	7	19 458	13 690	70.4%	5	29 586	21 369	72.2%	7
Limpopo	851	760	89.3%	2	755	690	91.4%	3	11 692	8 100	69.3%	7	13 298	9 550	71.8%	8
Mpumalanga	1 076	934	86.8%	4	204	176	86.3%	8	7 603	5 319	70.0%	6	8 883	6 429	72.4%	6
North-West	1 150	993	86.3%	5	110	96	87.3%	6	3 749	2 640	70.4%	4	5 009	3 729	74.4%	5
Northern Cape	602	479	79.6%	8					550	305	55.5%	9	1 152	784	68.1%	9
Western Cape	4 643	3 846	82.8%	7	135	127	94.1%	2	2 018	1 233	61.1%	8	6 796	5 206	76.6%	4
NATIONAL	31 570	25 780	81.7%	-	4 224	3 766	89.2%	-	69 004	49 447	71.7%	-	104 798	78 993	75.4%	-

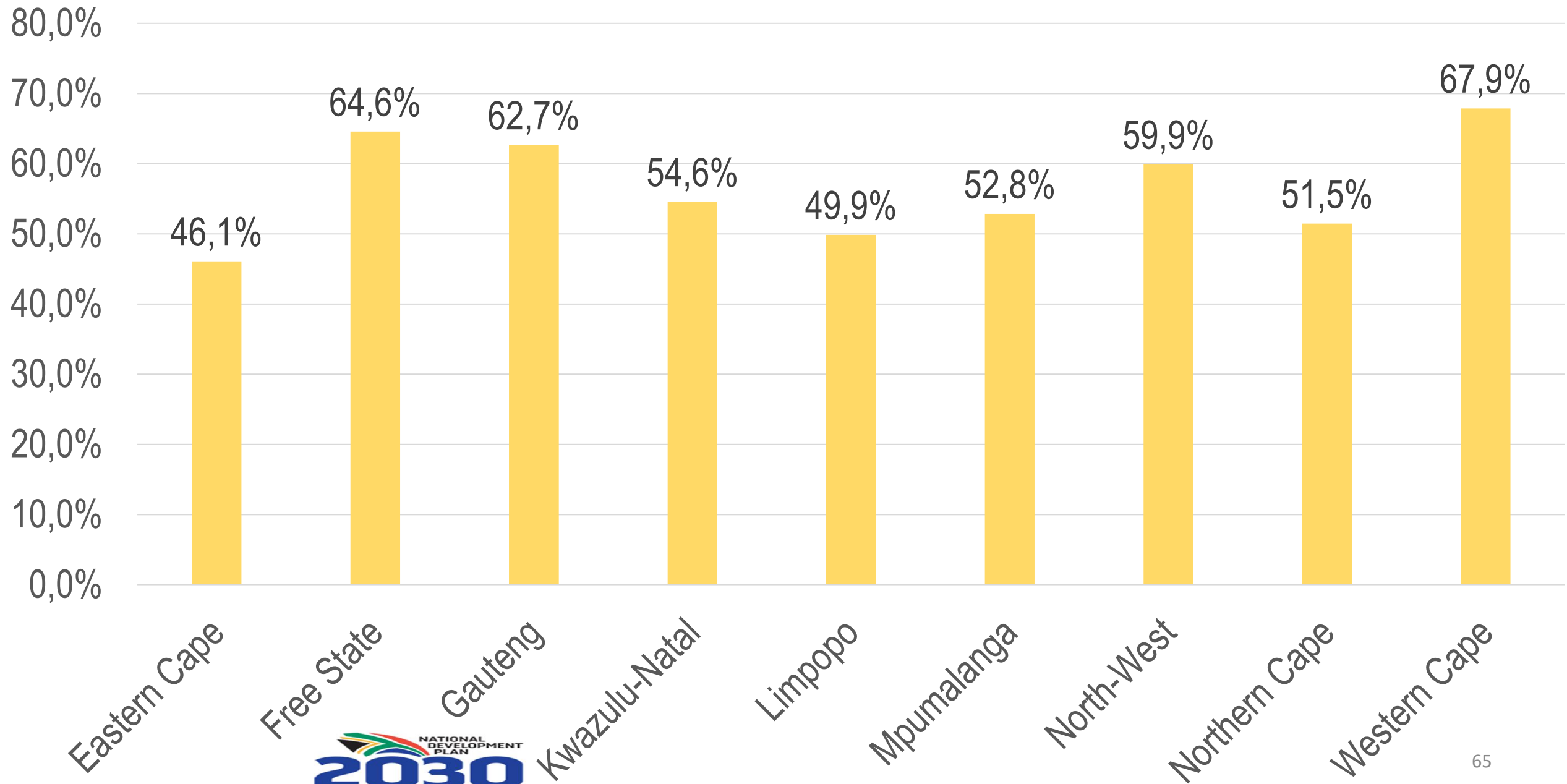
% Accounting Achieved



PERFORMANCE IN MATHEMATICS ACCORDING TO FEE STATUS

Province	Fee Paying				Independent				Non Fee				All Categories			
	Maths Wrote	Maths Achieved	% Maths Achieved	RANK Accounting	Maths Wrote	Maths Achieved	% Maths Achieved	RANK Accounting	Maths Wrote	Maths Achieved	% Maths Achieved	RANK Accounting	Maths Wrote	Maths Achieved	% Maths Achieved	RANK Accounting
Eastern Cape	4 155	3 041	73.2%	4	2 120	1 185	55.9%	8	36 365	15 426	42.4%	5	42 640	19 652	46.1%	7
Free State	3 066	2 403	78.4%	1	288	209	72.6%	1	10 327	6 222	60.2%	1	13 681	8 834	64.6%	1
Gauteng	25 926	17 222	66.4%	8	4 179	3 217	77.0%	4	14 136	7 280	51.5%	3	44 241	27 719	62.7%	2
Kwazulu-Natal	18 529	11 216	60.5%	9	1 673	1 175	70.2%	7	43 057	22 117	51.4%	2	63 259	34 508	54.6%	3
Limpopo	3 541	2 423	68.4%	3	2 127	1 689	79.4%	2	42 303	19 806	46.8%	8	47 971	23 918	49.9%	9
Mpumalanga	2 853	2 179	76.4%	2	873	613	70.2%	5	24 614	12 185	49.5%	6	28 340	14 977	52.8%	6
North-West	3 016	2 213	73.4%	5	237	187	78.9%	3	7 886	4 271	54.2%	4	11 139	6 671	59.9%	5
Northern Cape	1 142	793	69.4%	7	4	2	50.0%	9	1 701	670	39.4%	9	2 847	1 465	51.5%	8
Western Cape	10 946	8 233	75.2%	6	610	451	73.9%	6	4 060	1 918	47.2%	7	15 616	10 602	67.9%	4
NATIONAL	73 174	49 723	68.0%	-	12 111	8 728	72.1%	-	184 449	89 895	48.7%	1	269 734	148 346	55.0%	1

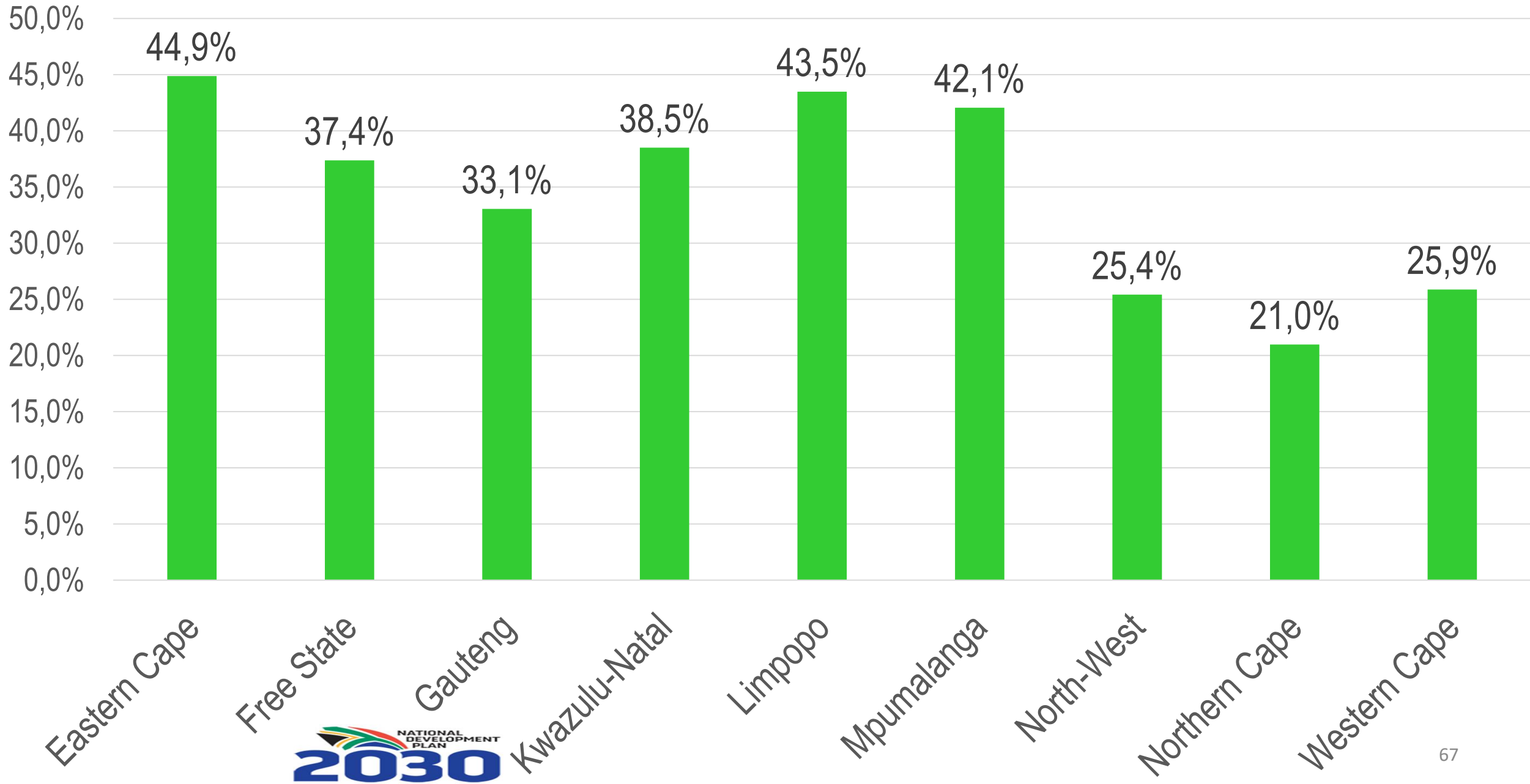
% Maths Achieved



MATHS PARTICIPATION ACCORDING TO FEE STATUS

Province	Fee Paying				Independent				Non Fee				All Categories			
	Total Wrote	Maths Wrote	% Maths Participation	RANK Maths Participation	Total Wrote	Maths Wrote	% Maths Participation	RANK Maths Participation	Total Wrote	Maths Wrote	% Maths Participation	RANK Maths Participation	Total Wrote	Maths Wrote	% Maths Participation	RANK Maths Participation
Eastern Cape	9 808	4 155	42.4%	1	3 781	2 120	56.1%	1	81 404	36 365	44.7%	1	94 993	42 640	44.9%	1
Free State	7 205	3 066	42.6%	2	773	288	37.3%	2	28 629	10 327	36.1%	2	36 607	13 681	37.4%	2
Gauteng	72 695	25 926	35.7%	3	9 720	4 179	43.0%	3	51 426	14 136	27.5%	3	133 841	44 241	33.1%	3
Kwazulu-Natal	45 102	18 529	41.1%	4	3 270	1 673	51.2%	4	115 936	43 057	37.1%	4	164 308	63 259	38.5%	4
Limpopo	5 553	3 541	63.8%	5	3 457	2 127	61.5%	5	101 285	42 303	41.8%	5	110 295	47 971	43.5%	5
Mpumalanga	6 157	2 853	46.3%	6	2 100	873	41.6%	6	59 110	24 614	41.6%	6	67 367	28 340	42.1%	6
North-West	8 659	3 016	34.8%	7	678	237	35.0%	7	34 486	7 886	22.9%	7	43 823	11 139	25.4%	7
Northern Cape	5 004	1 142	22.8%	8	10	4	40.0%	9	8 560	1 701	19.9%	8	13 574	2 847	21.0%	8
Western Cape	37 851	10 946	28.9%	9	1 565	610	39.0%	8	20 922	4 060	19.4%	9	60 338	15 616	25.9%	9
Grand Total	198 034	73 174	37.0%	-	25 354	12 111	47.8%	-	501 758	184 449	36.8%	-	725 146	269 734	37.2%	-

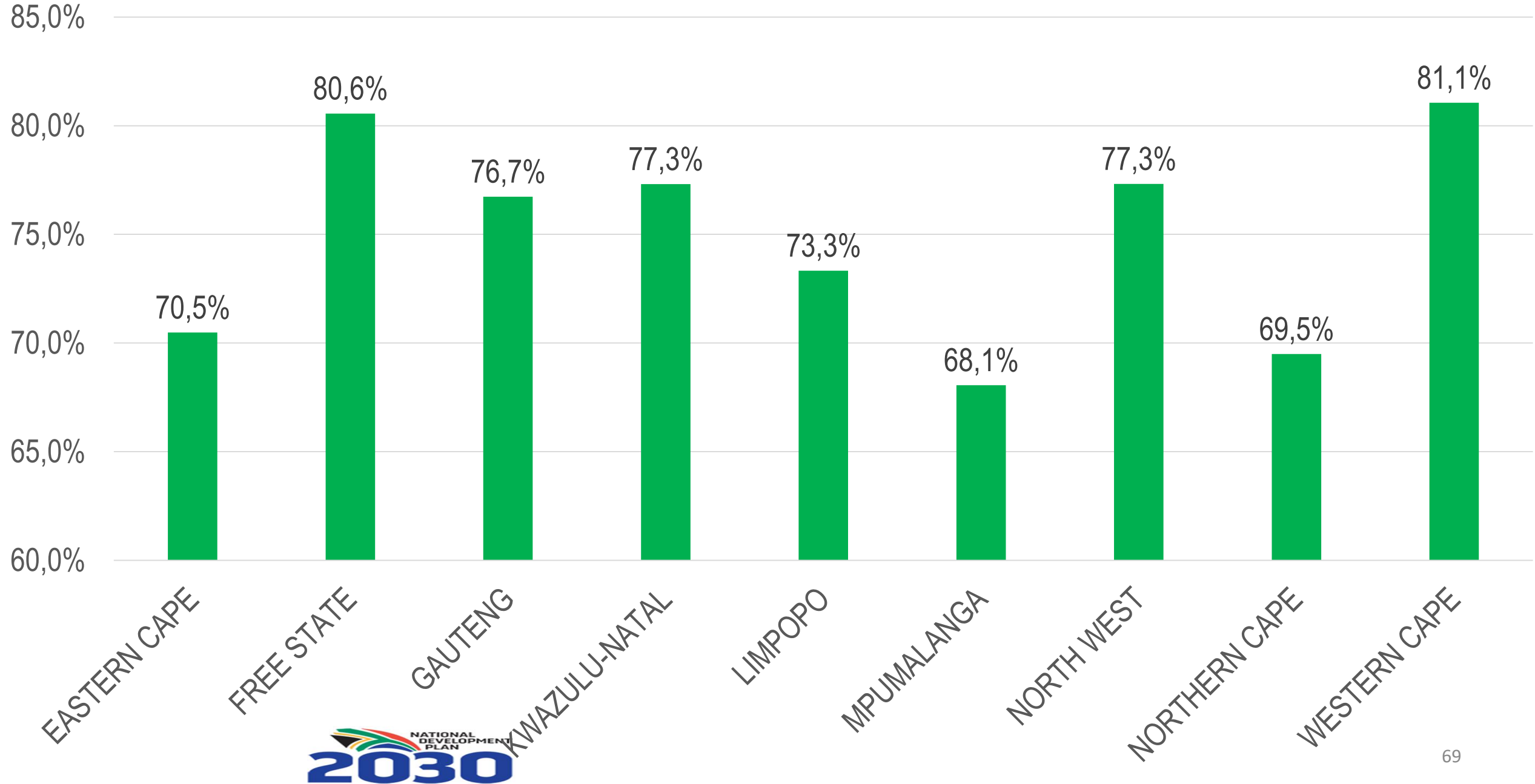
% Maths Participation



PERFORMANCE IN PHYSICAL SCIENCES ACCORDING TO FEE STATUS

Province Name	Fee Paying				Independent				No Fee Paying				All Categories			
	Total Wrote	Total Achieved	% Achieved 30-100%	RANK	Total Wrote	Total Achieved	% Achieved 30-100%	RANK	Total Wrote	Total Achieved	% Achieved 30-100%	RANK	Total Wrote	Total Achieved	% Achieved 30-100%	RANK
EASTERN CAPE	13 888	10 017	72.1%	9	1 542	1 219	79.1%	8	15 935	10 871	68.2%	6	31 365	22 107	70.5%	7
FREE STATE	5 405	4 446	82.3%	2	217	182	83.9%	6	5 213	4 101	78.7%	1	10 835	8 729	80.6%	2
GAUTENG	23 385	18 154	77.6%	4	2 920	2 558	87.6%	2	6 958	4 813	69.2%	5	33 263	25 525	76.7%	5
KWAZULU-NATAL	25 005	19 237	76.9%	5	1 236	1 043	84.4%	5	21 570	16 684	77.3%	2	47 811	36 964	77.3%	4
LIMPOPO	11 852	8 891	75.0%	7	1 721	1 612	93.7%	1	25 163	17 903	71.1%	4	38 736	28 406	73.3%	6
MPUMALANGA	3 973	3 006	75.7%	6	695	569	81.9%	7	21 095	13 960	66.2%	7	25 763	17 535	68.1%	9
NORTH WEST	5 727	4 484	78.3%	3	189	165	87.3%	3	3 304	2 480	75.1%	3	9 220	7 129	77.3%	3
NORTHERN CAPE	1 415	1 025	72.4%	8					778	499	64.1%	8	2 193	1 524	69.5%	8
WESTERN CAPE	8 083	6 766	83.7%	1	367	319	86.9%	4	1 368	873	63.8%	9	9 818	7 958	81.1%	1
NATIONAL	98 733	76 026	77.0%	-	8 887	7 667	86.3%	-	101 384	72 184	71.2%	-	209 004	155 877	74.6%	-

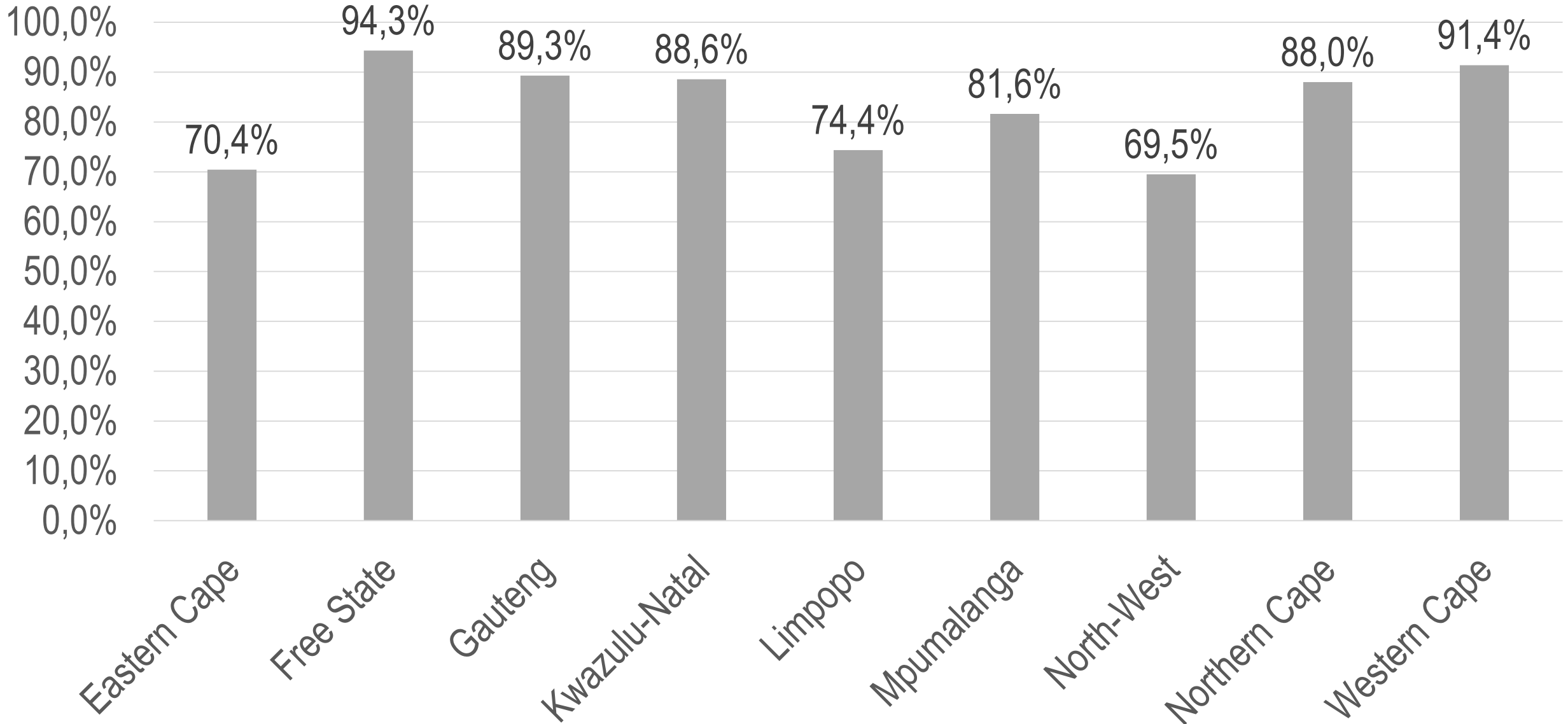
% Achieved Physical Science



PERFORMANCE IN TECHNICAL MATHEMATICS ACCORDING TO FEE STATUS

Province	Fee Paying				Independent				Non Fee				All Categories			
	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK % Tech Maths	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK % Tech Maths	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK % Tech Maths	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK % Tech Maths
Eastern Cape	343	282	82.2%	8	120	80	66.7%	1	2 282	1 571	68.8%	8	2 745	1 933	70.4%	8
Free State	181	153	84.5%	7	0	0			1 460	1 395	95.5%	1	1 641	1 548	94.3%	1
Gauteng	1 611	1 476	91.6%	4	0	0			659	551	83.6%	5	2 270	2 027	89.3%	3
Kwazulu-Natal	970	878	90.5%	5	0	0			1 272	1 108	87.1%	4	2 242	1 986	88.6%	4
Limpopo	290	280	96.6%	2	0	0			1 367	952	69.6%	7	1 657	1 232	74.4%	7
Mpumalanga	183	178	97.3%	1	0	0			835	653	78.2%	6	1 018	831	81.6%	6
North-West	656	492	75.0%	9	0	0			1 030	680	66.0%	9	1 686	1 172	69.5%	9
Northern Cape	207	179	86.5%	6	0	0			201	180	89.6%	2	408	359	88.0%	5
Western Cape	715	664	92.9%	3	0	0			275	241	87.6%	3	990	905	91.4%	2
NATIONAL	5 156	4 582	88.9%		120	80	66.7%		9 381	7 331	78.1%		14 657	11 993	81.8%	

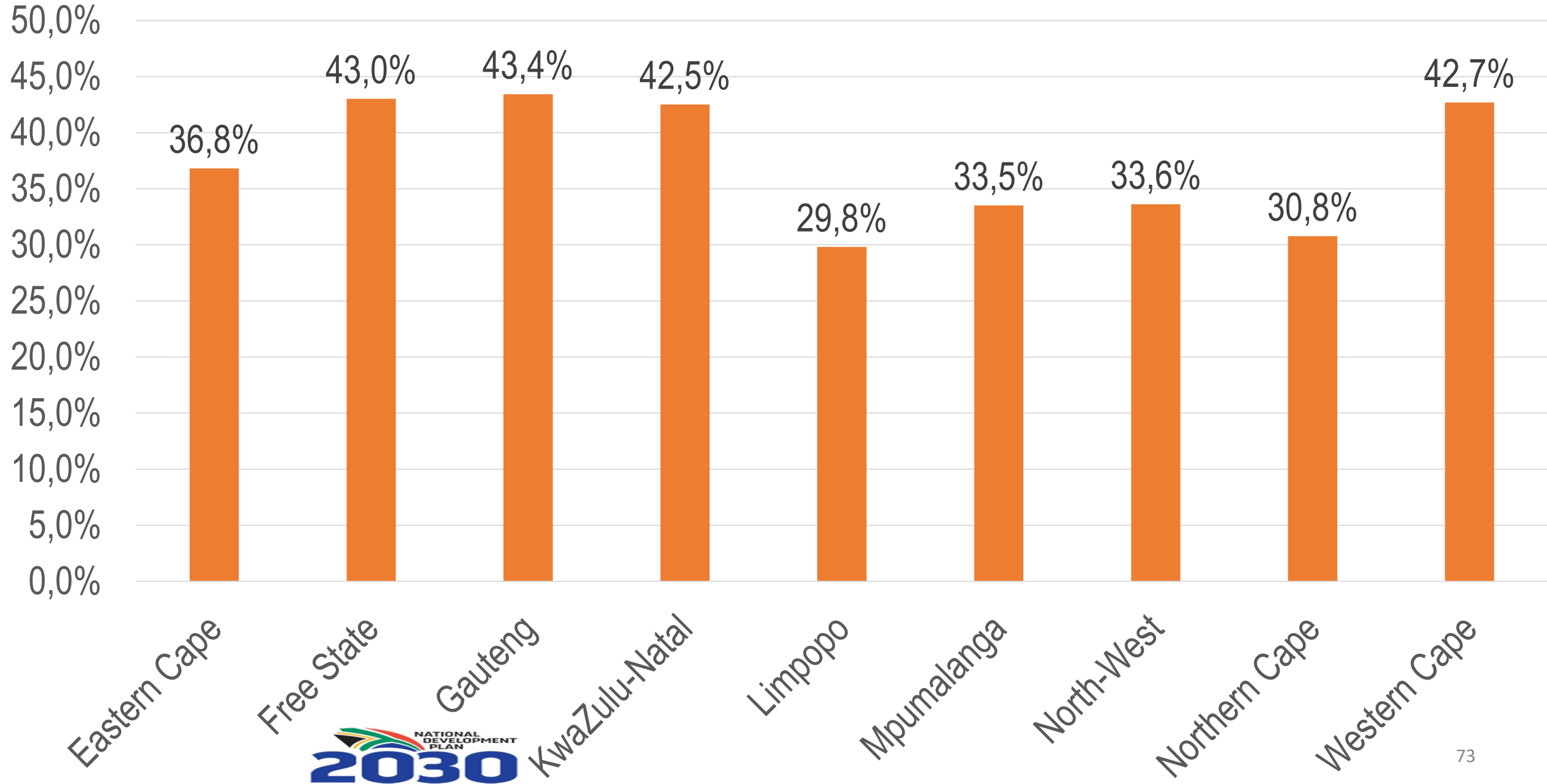
% Technical Mathematics



PERFORMANCE IN BACHELORS ACHIEVEMENT ACCORDING TO FEE STATUS

Province	Fee Paying				Independent				No Fee				All Categories			
	Total Wrote	Achieved Bachelor	% Achieved Bachelor	RANK Bachelors	Total Wrote	Achieved Bachelor	% Achieved Bachelor	RANK Bachelors	Total Wrote	Achieved Bachelor	% Achieved Bachelor	RANK Bachelors	Total Wrote	Achieved Bachelor	% Achieved Bachelor	RANK Bachelors
Eastern Cape	9 808	5 418	55.2%	3	3 781	1 765	46.7%	8	81 404	27 791	34.1%	4	94 993	34 974	36.8%	5
Free State	7 205	4 077	56.6%	1	773	439	56.8%	5	28 629	11 231	39.2%	2	36 607	15 747	43.0%	2
Gauteng	72 695	32 806	45.1%	7	9 720	6 202	63.8%	1	51 426	19 111	37.2%	3	133 841	58 119	43.4%	1
KwaZulu-Natal	45 102	20 184	44.8%	8	3 270	2 012	61.5%	2	115 936	47 653	41.1%	1	164 308	69 849	42.5%	4
Limpopo	5 553	3 094	55.7%	2	3 457	2 086	60.3%	4	101 285	27 698	27.3%	8	110 295	32 878	29.8%	9
Mpumalanga	6 157	3 331	54.1%	4	2 100	1 172	55.8%	6	59 110	18 073	30.6%	5	67 367	22 576	33.5%	7
North-West	8 659	4 073	47.0%	6	678	376	55.5%	7	34 486	10 284	29.8%	6	43 823	14 733	33.6%	6
Northern Cape	5 004	2 198	43.9%	9	10	2	20.0%	9	8 560	1 977	23.1%	9	13 574	4 177	30.8%	8
Western Cape	37 851	18 718	49.5%	5	1 565	958	61.2%	3	20 922	6 085	29.1%	7	60 338	25 761	42.7%	3
National	198 034	93 899	47.4%	-	25 354	15 012	59.2%	-	501 758	169 903	33.9%	-	725 146	278 814	38.4%	-

% Achieved Bachelor

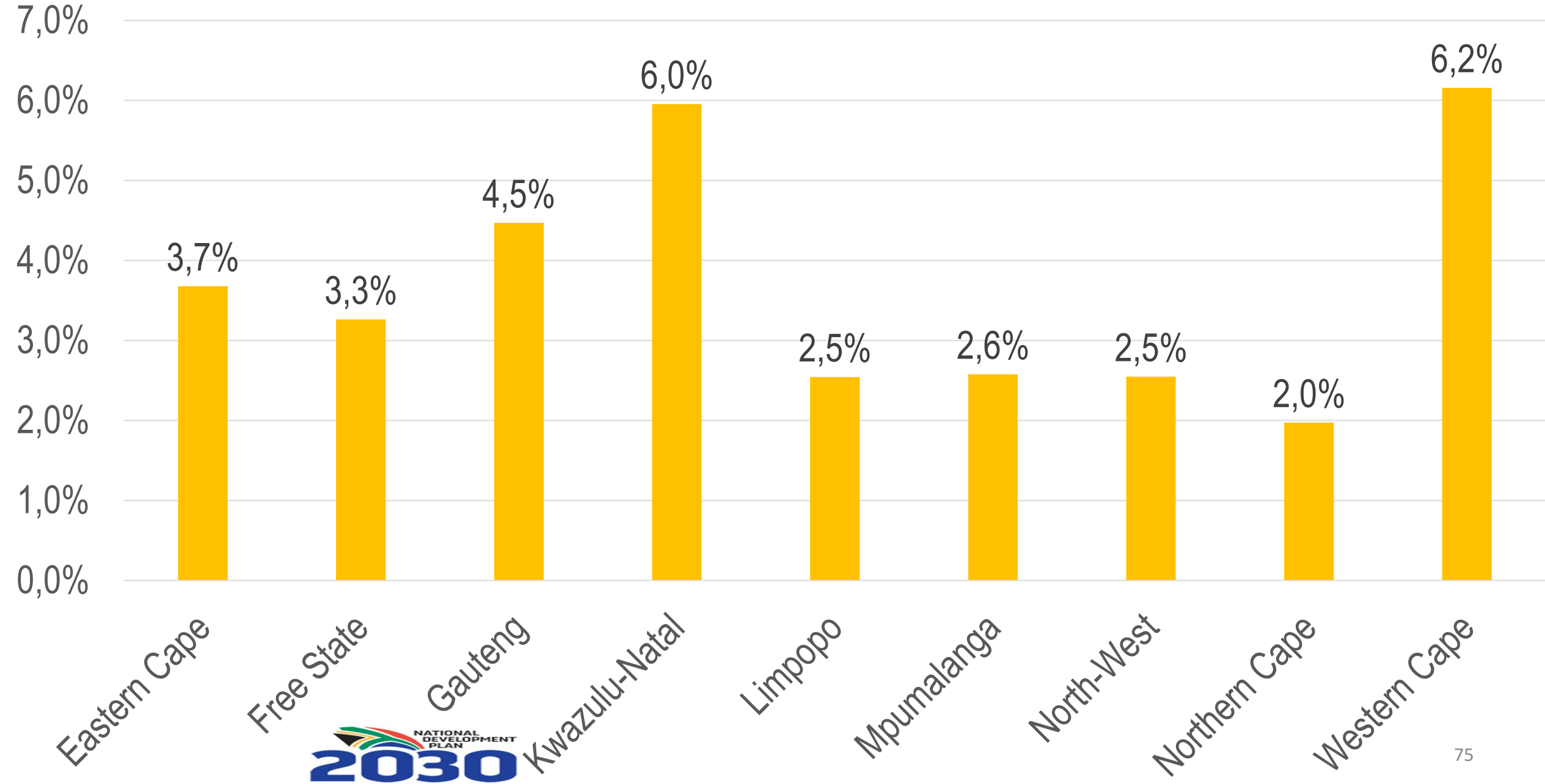


PERFORMANCE RELATING TO DISTINCTIONS AND ACCORDING TO FEE STATUS

Province	Fee Paying				Independent				Non Fee				All Categories			
	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK Distinctions	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK Distinctions	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK Distinctions	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK Distinctions along
Eastern Cape	69 316	5 449	7.9%	5	27 225	1 512	5.6%	6	585 595	18 133	3.1%	2	682 136	25 094	3.7%	4
Free State	51 326	4 061	7.9%	4	5 635	235	4.2%	7	206 434	4 300	2.1%	5	263 395	8 596	3.3%	5
Gauteng	520 707	27 640	5.3%	8	73 097	6 925	9.5%	4	375 163	8 733	2.3%	3	968 967	43 298	4.5%	3
Kwazulu-Natal	329 268	26 619	8.1%	3	25 801	3 479	13.5%	1	864 488	42 526	4.9%	1	1 219 557	72 624	6.0%	2
Limpopo	39 046	3 712	9.5%	1	24 351	2 417	9.9%	3	712 374	13 604	1.9%	6	775 771	19 733	2.5%	8
Mpumalanga	43 442	2 978	6.9%	6	18 746	653	3.5%	8	448 356	9 527	2.1%	4	510 544	13 158	2.6%	6
North-West	61 121	3 639	6.0%	7	4 844	290	6.0%	5	244 249	3 974	1.6%	8	310 214	7 903	2.5%	7
Northern Cape	35 324	1 317	3.7%	9	70	1	1.4%	9	60 676	578	1.0%	9	96 070	1 896	2.0%	9
Western Cape	268 385	22 627	8.4%	2	11 390	1 257	11.0%	2	149 373	2 544	1.7%	7	429 148	26 428	6.2%	1
NATIONAL	1 417 935	98 042	6.9%	-	191 159	16 769	8.8%	-	3 646 708	103 919	2.8%	-	5 255 802	218 730	4.2%	-



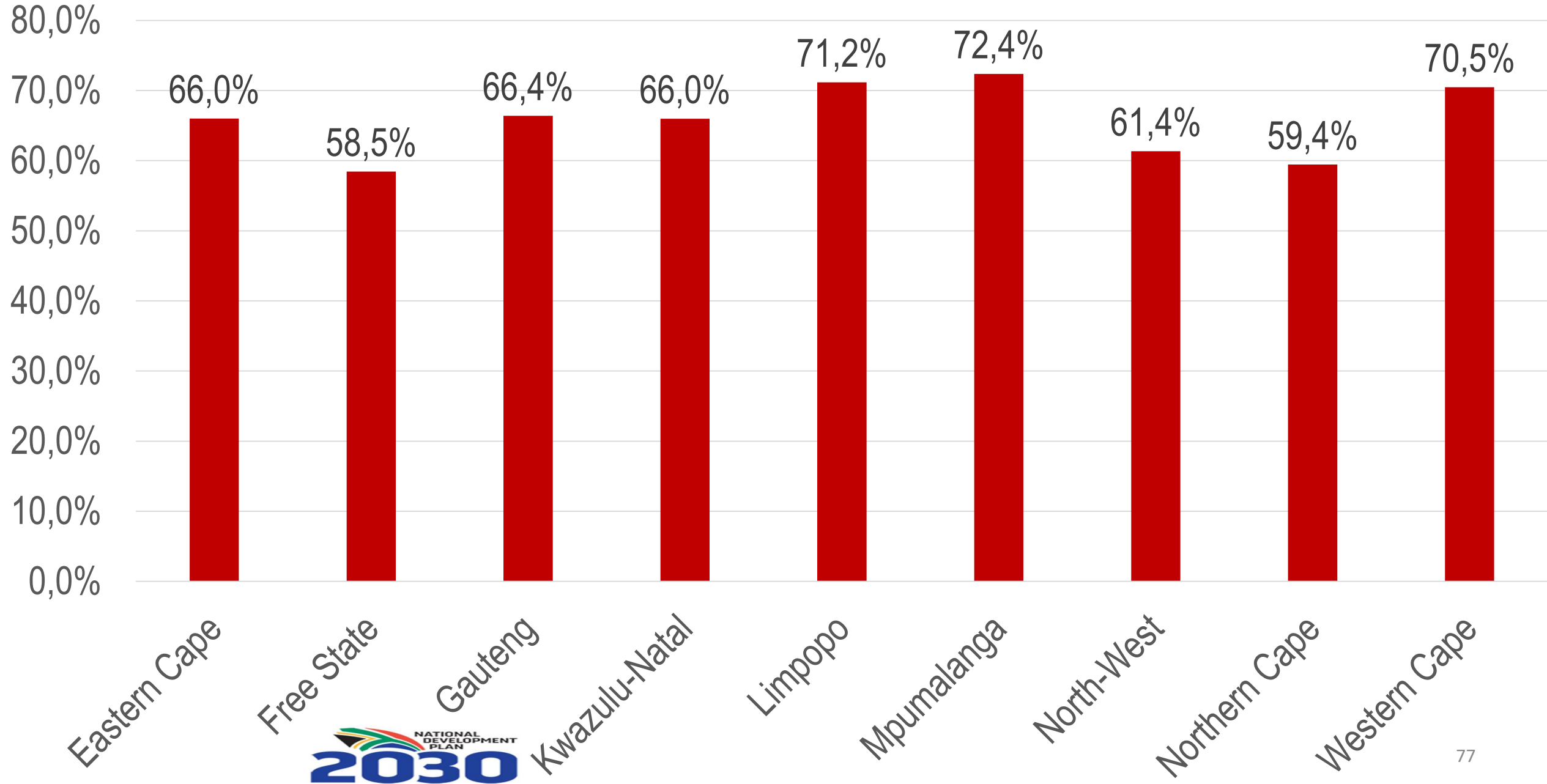
% Distinctions Achieved



THROUGHPUT RATE ACCORDING TO FEE STATUS

Province	Fee Status															
	Fee Paying				Independent				Non Fee				All Categories			
	Total Wrote	2015 Grade 10 ASS	% Throughput	RANK Throughput	Total Wrote	2015 Grade 10 ASS	% Throughput	RANK Throughput	Total Wrote	2015 Grade 10 ASS	% Throughput	RANK Throughput	Total Wrote	2015 Grade 10 ASS	% Throughput	RANK Throughput
Eastern Cape	9 808	12 121	80.9%	2	3 781	3 539	100.0%	1	81 404	128 231	63.5%	5	94 993	143 891	66.0%	6
Free State	7 205	9 114	79.1%	4	773	1 162	66.5%	8	28 629	52 347	54.7%	9	36 607	62 623	58.5%	9
Gauteng	72 695	104 934	69.3%	8	9 720	11 194	86.8%	6	51 426	85 400	60.2%	6	133 841	201 528	66.4%	5
Kwazulu-Natal	45 102	61 501	73.3%	7	3 270	3 192	100.0%	2	115 936	184 317	62.9%	4	164 308	249 010	66.0%	4
Limpopo	5 553	6 379	87.1%	1	3 457	3 160	100.0%	3	101 285	145 394	69.7%	2	110 295	154 933	71.2%	3
Mpumalanga	6 157	7 887	78.1%	3	2 100	1 297	100.0%	4	59 110	83 892	70.5%	1	67 367	93 076	72.4%	1
North-West	8 659	11 175	77.5%	5	678	874	77.6%	7	34 486	59 378	58.1%	7	43 823	71 427	61.4%	7
Northern Cape	5 004	7 852	63.7%	9	10	19	52.6%	9	8 560	14 965	57.2%	8	13 574	22 836	59.4%	8
Western Cape	37 851	51 274	73.8%	6	1 565	1 684	92.9%	5	20 922	32 648	64.1%	3	60 338	85 606	70.5%	2
National	198 034	272 237	72.7%	1	25 354	26 121	97.1%	1	501 758	786 572	63.8%	1	725 146	1 084 930	66.8%	1

% Throughput





SUBJECT PERFORMANCE

NEW SUBJECTS ACHIEVEMENT

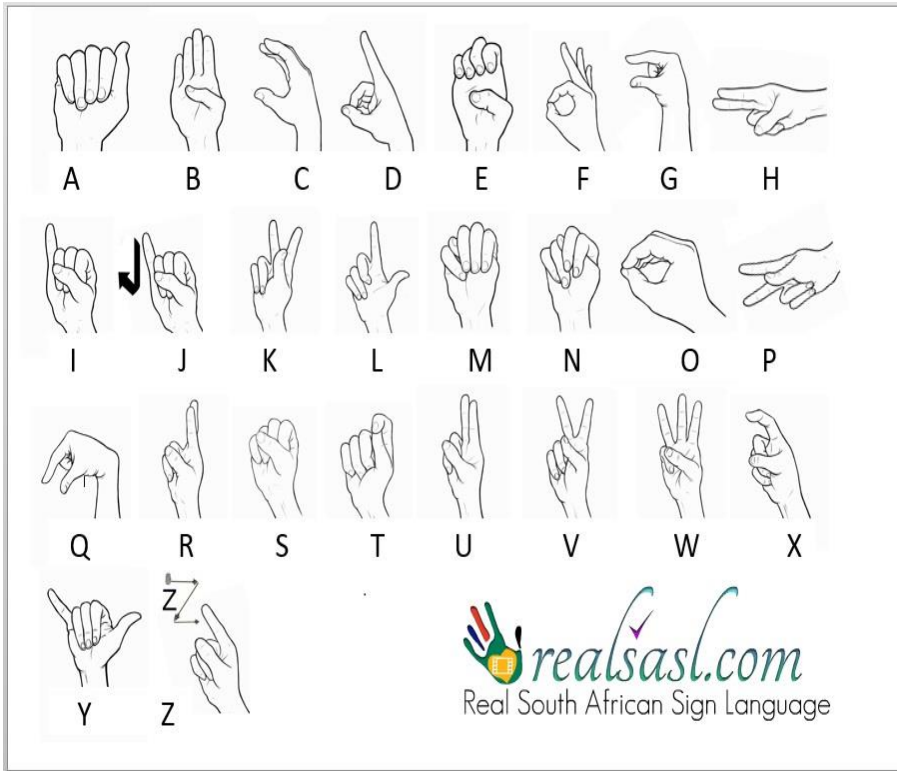
South African Sign Language (SASL) Home Language

Wrote

210

% Achieved

77.1%



bed



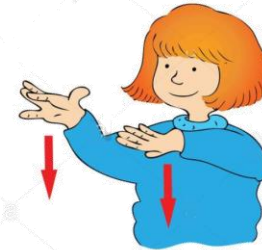
touch



scared



dirty



rain



hug

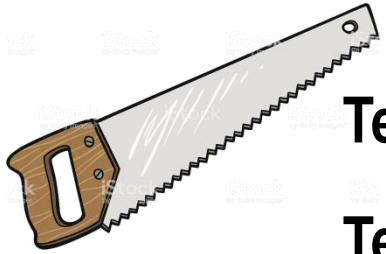
CANDIDATE PERFORMANCE IN OFFICIAL HOME LANGUAGES

Subject	2019	2020	2021	2022
Afrikaans	95.2%	95.4%	95.2%	94.5%
English	92.0%	94.5%	93.1%	93.6%
IsiNdebele	99.8%	99.9%	99.9%	99.9%
IsiXhosa	99.7%	99.6%	99.7%	99.4%
IsiZulu	99.2%	99.0%	99.2%	99.4%
Sepedi	98.2%	98.7%	98.4%	98.7%
Sesotho	99.3%	99.1%	99.2%	99.1%
Setswana	99.5%	99.5%	99.5%	99.2%
SiSwati	99.0%	99.6%	99.4%	99.3%
South African Sign Language	96.9%	97.0%	91.3%	77.1%
Tshivenda	99.9%	99.9%	99.9%	99.9%
Xitsonga	98.7%	99.2%	98.7%	98.7%

CANDIDATE PERFORMANCE IN SELECTED NON- LANGUAGE SUBJECTS 2019 – 2022

Subject Description	2019	2020	2021	2022
Accounting	78.4%	75.5%	74.7%	75.4%
Agricultural Sciences	74.6%	72.7%	75.4%	75.8%
Business Studies	71.0%	77.9%	80.5%	76.7%
Economics	69.3%	68.8%	67.9%	71.5%
Geography	80.5%	75.3%	74.3%	81.3%
History	90.0%	92.1%	89.5%	88.2%
Life Sciences	72.3%	71.0%	71.5%	71.5%
Mathematical Literacy	80.6%	80.8%	74.5%	85.7%
Mathematics	54.6%	53.8%	57.6%	55.0%
Physical Sciences	75.5%	65.8%	69.0%	74.6%

NEW SUBJECTS ACHIEVEMENT...cont.



Technical Mathematics

Wrote

14 657

% Achieved

81.8%

Technical Sciences

15 753

89.9%

Civil Technology (Construction)

4 773

97.3%

Civil Technology (Civil Services)

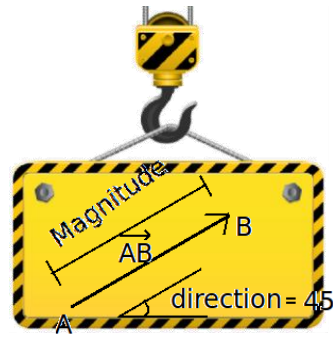
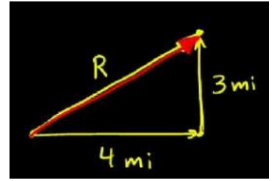
728

96.8%

Civil Technology (Woodworking)

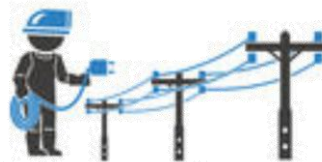
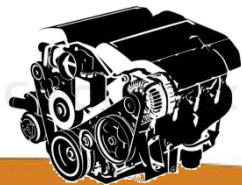
2 542

95.6%



NEW SUBJECTS ACHIEVEMENT...CONT.

	Wrote	% Achieved
Electrical Technology (Digital Systems)	391	97.7%
Electrical Technology (Electronics)	1 199	92.2%
Electrical Technology (Power Systems)	5 907	94.4%
Mechanical Technology (Automotive)	3 601	94.1%
Mechanical Technology (Fitting & Machining)	1 937	96.5%
Mechanical Technology (Welding & Metal Work)	2 397	92.9%



CANDIDATE PERFORMANCE IN SELECTED TECHNICAL SUBJECTS 2019 – 2022

Subject Description	2019	2020	2021	2022
Civil Technology (Civil Services)	97.3%	99.0%	97.0%	96.8%
Civil Technology (Construction)	98.5%	98.0%	98.5%	97.3%
Civil Technology (Woodworking)	99.0%	96.7%	97.0%	95.6%
Computer Applications Technology	94.6%	95.3%	92.6%	92.4%
Electrical Technology (Digital Systems)	96.0%	96.9%	94.6%	97.7%
Electrical Technology (Electronics)	96.7%	96.9%	91.0%	92.2%
Electrical Technology (Power Systems)	95.6%	94.9%	94.4%	94.1%
Engineering Graphics and Design	92.8%	93.8%	92.8%	89.6%
Information Technology	92.7%	92.7%	93.0%	92.1%
Mechanical Technology (Automotive)	95.4%	94.1%	95.2%	94.1%
Mechanical Technology (Fitting and Machi	97.7%	96.8%	97.1%	96.5%
Mechanical Technology (Welding and Metal	92.3%	88.8%	90.6%	92.9%
Technical Mathematics	42.7%	32.4%	60.1%	81.8%
Technical Sciences	86.5%	80.4%	87.1%	89.9%



PERFORMANCE OF SCHOOLS AND DISTRICTS

DISTRICT PERFORMANCE BY ACHIEVEMENT INTERVAL AND PROVINCE: 2021

Province	Total number of Districts	2021				
		Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above
EC	12	0	0	3	9	0
FS	5	0	0	0	0	5
GP	15	0	0	0	4	11
KZN	12	0	0	0	10	2
LP	10	0	2	4	4	0
MP	4	0	0	0	4	0
NW	4	0	0	0	3	1
NC	5	0	0	3	1	1
WC	8	0	0	0	2	6
Total	75	0	2	10	37	26

DISTRICT PERFORMANCE BY ACHIEVEMENT INTERVAL AND PROVINCE: 2022

	2022					
Province	Total Number of Districts	Below 50%	50% TO 59.9	60% TO 69.9	70% TO 79.9	80% and above
Eastern Cape	12	0	0	0	9	3
Free State	5	0	0	0	0	5
Gauteng	15	0	0	0	0	15
KwaZulu-Natal	12	0	0	0	2	10
Limpopo	10	0	0	3	7	0
Mpumalanga	4	0	0	0	4	0
North-West	4	0	0	0	2	2
Northern Cape	5	0	0	1	3	1
Western Cape	8	0	0	0	4	4
Total	75	0	0	4	31	40

TOP TEN DISTRICTS

DISTRICT NAME	Province	2022		
		Total Wrote	Total Achieved	% Achieved
MOTHEO	Free State	10 647	9 668	90.8%
FEZILE DABI	Free State	6 228	5 628	90.4%
JOHANNESBURG WEST	Gauteng	6 356	5 704	89.7%
TSHWANE SOUTH	Gauteng	13 550	12 054	89.0%
GAUTENG NORTH	Gauteng	2 327	2 041	87.7%
XHARIEP	Free State	1 317	1 152	87.5%
THABO MOFUTSANYANA	Free State	10 388	9 067	87.3%
UGU	KwaZulu-Natal	10 153	8 853	87.2%
UMKHANYAKUDE	KwaZulu-Natal	15 342	13 246	86.3%
JOHANNESBURG NORTH	Gauteng	9 041	7 792	86.2%

BOTTOM TEN DISTRICTS

DISTRICT NAME	Province	2022		
		Total Wrote	Total Achieved	% Achieved
VHEMBE EAST	Limpopo	18 904	13 663	72.3%
FRANCES BAARD	Northern Cape	4 937	3 558	72.1%
CHRIS HANI WEST	Eastern Cape	5 997	4 319	72.0%
JOE GQABI	Eastern Cape	4 840	3 470	71.7%
OR TAMBO COASTAL	Eastern Cape	13 389	9 527	71.2%
VHEMBE WEST	Limpopo	13 016	9 210	70.8%
MOPANI EAST	Limpopo	12 057	8 246	68.4%
JOHN TAOLO GAETSEWE	Northern Cape	3 818	2 598	68.0%
SEKHUKHUNE SOUTH	Limpopo	11 653	7 784	66.8%
SEKHUKHUNE EAST	Limpopo	11 176	7 206	64.5%



SPECIAL NEEDS EDUCATION

ACHIEVEMENT OF SNE LEARNERS 2021

Province Name	Total Entered	Total Wrote	Total Achieved	% Achieved	Achieved Bachelor	% Bachelors Achieved	Achieved Diploma	% Diploma Achieved	Achieved Higher Certificate	% Higher Certificate Achieved	Achieved NSC	Achieved Endorsed	Total Not Achieved	Total Absent	Total Incomplete
EASTERN CAPE	130	121	96	79.3%	44	36.4%	32	26.4%	18	14.9%	0	2	25	0	9
FREE STATE	736	711	589	82.8%	238	33.5%	210	29.5%	100	14.1%	0	41	122	29	25
GAUTENG	1 048	1 000	776	77.6%	323	32.3%	269	26.9%	139	13.9%	0	45	172	49	100
KWAZULU-NATAL	93	92	88	95.7%	40	43.5%	39	42.4%	9	9.8%	0	0	4	1	1
LIMPOPO	43	43	26	60.5%	13	30.2%	8	18.6%	5	11.6%	0	0	17	3	0
MPUMALANGA	202	199	166	83.4%	98	49.2%	42	21.1%	26	13.1%	0	0	33	4	3
NORTH WEST	77	77	59	76.6%	31	40.3%	11	14.3%	13	16.9%	0	4	18	0	0
NORTHERN CAPE	48	45	35	77.8%	22	48.9%	11	24.4%	2	4.4%	0	0	10	3	3
WESTERN CAPE	112	109	102	93.6%	70	64.2%	14	12.8%	2	1.8%	0	16	6	3	4
NATIONAL	2 489	2 397	1 937	80.8%	879	42.1%	636	24.1%	314	11.2%	0	108	407	92	145



ACHIEVEMENT OF SNE LEARNERS 2022

Province Name	Total Entered	Total Wrote	Total Achieved	% Achieved	Achieved Bachelor	% Bachelors Achieved	Achieved Diploma	% Diploma Achieved	Achieved Higher Certificate	% Higher Certificate Achieved	Achieved NSC	Achieved Endorsed	Total Not Achieved	Total Absent	Total Incomplete
EASTERN CAPE	192	188	121	64.4%	55	29.3%	50	26.6%	16	8.5%	0	0	67	5	4
FREE STATE	5	4	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	4	0	1	1
GAUTENG	249	242	234	96.7%	90	37.2%	54	22.3%	16	6.6%	0	74	8	3	7
KWAZULU-NATAL	198	193	166	86.0%	83	43.0%	51	26.4%	32	16.6%	0	0	27	5	5
LIMPOPO	106	96	84	87.5%	48	50.0%	26	27.1%	10	10.4%	0	0	12	9	10
MPUMALANGA	280	271	222	81.9%	124	45.8%	67	24.7%	31	11.4%	0	0	49	9	9
NORTH WEST	38	36	9	25.0%	3	8.3%	6	16.7%	0	0.0%	0	0	27	2	2
NORTHERN CAPE	39	39	34	87.2%	20	51.3%	10	25.6%	3	7.7%	0	1	5	0	0
WESTERN CAPE	25	23	19	82.6%	16	69.6%	0	0.0%	0	0.0%	0	3	0	3	6
NATIONAL	1 132	1 092	893	79.0%	439	37.2%	264	18.8%	108	6.8%	0	82	195	37	44



PROGRESSED LEARNERS

PERFORMANCE OF PROGRESSED CANDIDATES 2021

Provinces	Progressed Candidates			
	Entered	Wrote (all 7 subjects)	Achieved	% Achieved
Eastern Cape	7 160	6 542	1 946	29.7
Free State	3 604	3 235	1 665	51.5
Gauteng	9 480	8 470	3 540	41.8
Kwazulu-Natal	13 838	12 135	4 895	40.3
Limpopo	15 515	15 065	4 950	32.9
Mpumalanga	6 880	6 516	2 916	44.8
North West	2 025	1 929	742	38.5
Northern Cape	1 115	1064	307	28.9
Western Cape	2 172	1 870	538	28.8
NATIONAL	61 789	56 826 ⁶⁶	21 499	37.8 ⁹⁴

PERFORMANCE OF PROGRESSED CANDIDATES ONLY 2022

Provinces	Progressed Candidates 2022			
	Entered	Wrote (all 7 subjects)	Achieved	% Achieved
Eastern Cape	5 459	5 035	1 948	38.7
Free State	3 638	3 245	1 765	54.4
Gauteng	9 124	8 163	3 714	45.5
Kwazulu-Natal	13 736	11 958	5 997	50.2
Limpopo	9 687	9 455	3 114	32.9
Mpumalanga	4 181	3 885	2 117	54.5
North West	3 801	3 616	1 429	39.5
Northern Cape	1 012	974	354	36.3
Western Cape	2 323	2 030	537	26.5
National	52 961	48 361	20 975	43.4

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	Achieved Endorsed	Total Achieved	% Achieved
EASTERN CAPE	5 035	391	7.8	728	14.5	828	16.4	1	0.0	0	1 948	38.7
FREE STATE	3 245	203	6.3	739	22.8	821	25.3	1	0.0	1	1 765	54.4
GAUTENG	8 163	473	5.8	1 511	18.5	1 718	21.0	0	0.0	12	3 714	45.5
KWAZULU-NATAL	11 958	1 017	8.5	2 449	20.5	2 522	21.1	8	0.1	1	5 997	50.2
LIMPOPO	9 455	343	3.6	1 104	11.7	1 664	17.6	3	0.0	0	3 114	32.9
MPUMALANGA	3 885	610	15.7	783	20.2	724	18.6	0	0.0	0	2 117	54.5
NORTH WEST	3 616	132	3.7	493	13.6	803	22.2	0	0.0	1	1 429	39.5
NORTHERN CAPE	974	32	3.3	146	15.0	175	18.0	0	0.0	1	354	36.3
WESTERN CAPE	2 030	34	1.7	188	9.3	315	15.5	0	0.0	0	537	26.5
NATIONAL	48 361	3 235	6.7	8 141	16.8	9 570	19.8	13	0.0	16	20 975	43.4



DISTINCTIONS

DISTINCTIONS PER PROVINCE - 2021 & 2022

Province Name	2021			2022		
	Distinction Potential	Achieved Distinctions	% Distinction	Distinction Potential	Achieved Distinctions	% Distinction
EASTERN CAPE	660 927	24 176	3.70%	682 577	25 107	3.70%
FREE STATE	251 493	8 746	3.50%	263 422	8 596	3.30%
GAUTENG	919 589	47 401	5.20%	969 002	43 300	4.50%
KWAZULU-NATAL	1 233 149	61 901	5.00%	1 219 919	72 630	6.00%
LIMPOPO	740 526	17 751	2.40%	775 808	19 734	2.50%
MPUMALANGA	495 674	12 122	2.40%	511 730	13 176	2.60%
NORTH WEST	291 288	8 182	2.80%	310 232	7 903	2.50%
NORTHERN CAPE	90 339	1 923	2.10%	96 076	1 896	2.00%
WESTERN CAPE	410 915	29 543	7.20%	429 184	26 428	6.20%
NATIONAL	5 093 900	211 745	4.20%	5 257 950	218 770	4.20%

NUMBER AND PERCENTAGE OF DISTINCTIONS IN THE 12 KEY SUBJECTS: 2021 AND 2022

Subject Description	2021			2022		
	Distinction Potential	Achieved Distinctions	% Distinction	Distinction Potential	Achieved Distinctions	% Distinction
Accounting	105 912	6 571	6.2%	104 831	5 831	5.6%
Afrikaans First Additional Lan	93 823	7 311	7.8%	98 062	6 102	6.2%
Agricultural Sciences	124 336	1 469	1.2%	125 454	2 669	2.1%
Business Studies	243 888	13 053	5.4%	242 051	14 577	6.0%
Economics	139 227	1 646	1.2%	137 677	2 704	2.0%
English First Additional Langu	592 158	8 818	1.5%	609 920	14 190	2.3%
Geography	358 661	1 911	0.5%	368 901	3 607	1.0%
History	227 511	12 888	5.7%	237 399	8 435	3.6%
Life Sciences	384 367	14 311	3.7%	399 598	9 846	2.5%
Mathematical Literacy	441 138	10 005	2.3%	450 178	7 792	1.7%
Mathematics	259 161	7 725	3.0%	269 986	7 312	2.7%
Physical Sciences	197 003	6 771	3.4%	209 035	6 556	3.1%

PROGRESSED CANDIDATES DISTINCTIONS

Subject	Total Wrote	Distinctions	% Distinctions
Accounting	6 569	9	0.1
Afrikaans First Additional Language	2 789	7	0.3
Afrikaans Second Additional Language	1 259	0	0.0
Agricultural Sciences	12 517	10	0.1
Business Studies	17 558	56	0.3
Computer Applications Technology	1 201	0	0.0
Dramatic Arts	941	4	0.4
Economics	11 711	6	0.1
Engineering Graphics and Design	55 165	22	0.0
English First Additional Language	10	6	60.0
French Second Additional Language	33878	8	0.0
Geography	2 634	1	0.0
History	21 391	93	0.4
Information Technology	56	2	3.6
IsiNdebele Home Language	30847	69	0.2
IsiXhosa Home Language	59 993	482	0.8
IsiZulu Home Language	16 159	26	0.2
Life Orientation	40 801	47	0.1
Life Sciences	816	79	9.7
Mathematical Literacy	12 227	19	0.2
Mathematics	11 238	6	0.1
Physical Sciences	4 555	5	0.1
Sepedi Home Language	3 781	1	0.0
Sesotho Home Language	2 754	29	1.1
Setswana Home Language	17 497	34	0.2
SiSwati Home Language	3 103	115	3.7
Tourism	242	3	1.2
Tshivenda Home Language	7 477	49	0.7
Visual Arts	3219	1	0.0
Xitsonga Home Language	16 566	238	1.4



SOCIAL GRANTS

SOCIAL GRANT BENEFICIARY PERFORMANCE

Province Name	2021			2022		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
EASTERN CAPE	84 081	54 866	65.25%	89 083	61 160	68.66%
FREE STATE	31 432	23 310	74.16%	33 209	25 303	76.19%
GAUTENG	104 035	66 368	63.79%	89 056	72 658	81.59%
KWAZULU-NATAL	151 546	105 944	69.91%	149 502	113 223	75.73%
LIMPOPO	107 006	60 004	56.08%	114 709	68 421	59.65%
MPUMALANGA	61 875	40 974	66.22%	63 294	43 352	68.49%
NORTH WEST	35 802	25 545	71.35%	37 898	28 115	74.19%
NORTHERN CAPE	11 529	6 937	60.17%	10 888	7 756	71.23%
WESTERN CAPE	39 226	26 552	67.69%	41 475	28 404	68.48%
NATIONAL	626 532	410 500	65.52%	629 114	448 392	71.27%

SOCIAL GRANT PERFORMANCE (ACTIVE/INACTIVE)

Province Name	2021						2022					
	Active			Inactive			Active			Inactive		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
EASTERN CAPE	15 192	12 646	83.24%	61 507	42 220	68.64%	19 088	16 269	85.23%	61 338	44 891	73.19%
FREE STATE	4 607	4 203	91.23%	22 957	19 107	83.23%	5 779	5 368	92.89%	23 099	19 934	86.30%
GAUTENG	17 469	15 589	89.24%	66 113	50 776	76.80%	23 479	20 934	89.16%	65 577	51 724	78.88%
KWAZULU-NATAL	28 959	25 347	87.53%	110 540	80 183	72.54%	35 745	31 956	89.40%	101 842	81 254	79.78%
LIMPOPO	14 251	11 798	82.79%	77 359	48 202	62.31%	20 404	17 120	83.91%	76 072	51 299	67.43%
MPUMALANGA	9 346	7 949	85.05%	47 376	33 023	69.70%	12 359	10 558	85.43%	45 045	32 787	72.79%
NORTH WEST	6 010	5 357	89.13%	27 320	20 187	73.89%	7 985	7 092	88.82%	27 829	21 023	75.54%
NORTHERN CAPE	1 657	1 328	80.14%	8 470	5 609	66.22%	2 096	1 671	79.72%	8 792	6 085	69.21%
WESTERN CAPE	6 511	5 534	84.99%	28 490	21 000	73.71%	8 142	6 823	83.80%	29 235	21 573	73.79%
NATIONAL	104 002	89 751	86.30%	450 132	320 307	71.16%	135 077	117 791	87.20%	438 829	330 570	75.33%



CORRECTIONAL SERVICES

CORRECTIONAL SERVICES FULL TIME 2021

Province	Centre Name	Total Entered	Total Wrote	Achieved Bachelor	Achieved Diploma	Achieved H-Cert	Achieved NSC	Total Achieved	% Achieved
EASTERN CAPE	CRADOCK PRISON	16	16	14	2	0	0	16	100.0
EASTERN CAPE	SADA SCHOOL OF EXCELLENCE	7	7	2	2	1	0	5	71.4
GAUTENG	BAVIAANSPOORT EMTHONJENI YOUTH CEN	2	2	1	1	0	0	2	100.0
KWAZULU-NATAL	QALAKABUSHA SECONDARY SCHOOL	6	6	2	4	0	0	6	100.0
KWAZULU-NATAL	USETHUBENI YOUTH	20	17	16	1	0	0	17	100.0
MPUMALANGA	UMLALATI LEARNING CENTRE	3	3	2	0	1	0	3	100.0
MPUMALANGA	VUSELELA LEARNING CENTRE	28	22	3	6	4	0	13	59.1
NORTH WEST	THUTO-KITSO RUSTENBURG CORR SERVICE	5	5	4	0	1	0	5	100.0
NORTHERN CAPE	TSWELOPELE SECONDARY SCHOOL	14	14	6	6	2	0	14	100.0
WESTERN CAPE	BRANDVLEI YOUTH CENTRE	19	19	9	7	2	0	18	94.7
	NATIONAL	120	111	59	29	11	0	99	89.2

CORRECTIONAL SERVICES FULL TIME: 2022

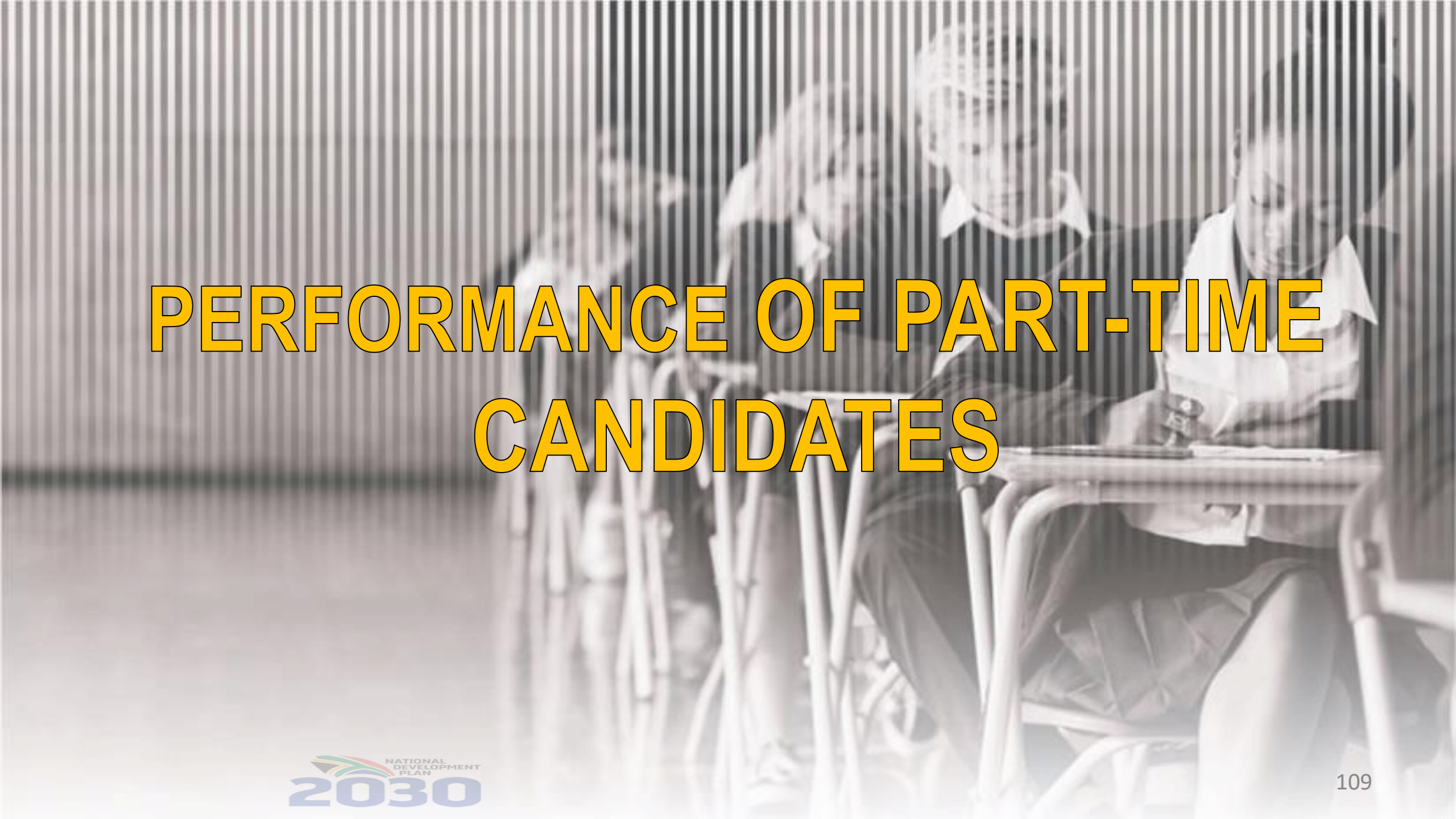
Province Name	Centre Name	Quintile	Progressed No	Total Entered	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Achieved H-Cert	% Achieved H-Cert	Achieved NSC	Achieved Endorsed	Total Achieved	% Achieved	Total Not Achieved	Total Incomplete
EASTERN CAPE	CRADOCK PRISON	3	0	13	13	13	100.0	0	0.0	0	0.0	0	0	13	100.0	0	0
EASTERN CAPE	SADA SCHOOL OF EXCELLENCE	1	0	15	15	4	26.7	5	33.3	5	33.3	0	0	14	93.3	1	0
EASTERN CAPE	ST ALBANS PRISON	5	0	6	6	4	66.7	2	33.3	0	0.0	0	0	6	100.0	0	0
FREE STATE	BOKAMOSO SI/S	3	0	3	3	3	100.0	0	0.0	0	0.0	0	0	3	100.0	0	0
FREE STATE	LIBERTY ISS	9	0	9	9	4	44.4	4	44.4	1	11.1	0	0	9	100.0	0	0
GAUTENG	BAVIAANSPOORT EMTHONJENI YOUTH CEN	9	0	6	6	4	66.7	2	33.3	0	0.0	0	0	6	100.0	0	0
KWAZULU-NATAL	EKUSENI SEC SCHOOL	3	0	8	8	6	75.0	1	12.5	0	0.0	0	0	7	87.5	1	0
KWAZULU-NATAL	QALAKABUSHA SECONDARY SCHOOL	3	0	7	7	2	28.6	5	71.4	0	0.0	0	0	7	100.0	0	0
KWAZULU-NATAL	SICEBENGOLWAZI SECONDARY	3	0	18	18	11	61.1	7	38.9	0	0.0	0	0	18	100.0	0	0
KWAZULU-NATAL	USETHUBENI YOUTH	9	1	20	20	20	100.0	0	0.0	0	0.0	0	0	20	100.0	0	0
MPUMALANGA	UMLALATI LEARNING CENTRE	9	0	9	9	3	33.3	4	44.4	2	22.2	0	0	9	100.0	0	0
MPUMALANGA	VUSELELA LEARNING CENTRE	9	0	12	8	2	25.0	2	25.0	1	12.5	0	0	5	62.5	3	4
NORTH WEST	THUTO-KITSO RUSTENBURG CORR SERVICE	3	0	15	14	9	64.3	3	21.4	2	14.3	0	0	14	100.0	0	1
NORTHERN CAPE	TSWELOPELE SECONDARY SCHOOL	5	0	14	14	6	42.9	4	28.6	3	21.4	0	0	13	92.9	1	0
WESTERN CAPE	BRANDVLEI YOUTH CENTRE	9	0	21	21	14	66.7	4	19.0	2	9.5	0	0	20	95.2	1	0
ALL	COMBINED		1	176	171	105	61.4	43	25.1	16	9.4	0	0	164	95.9	7	5

CORRECTIONAL SERVICES – PART TIME: 2021

Province	Centre Name	Total Entered	Total Wrote	Achieved Bachelor	Achieved Diploma	Achieved H-Cert	Achieved NSC	Total Achieved	% Achieved
GAUTENG	JOHANNESBURG CORRECTIONAL CENTRE	30	26	3	5	3	0	11	42.3
KWAZULU-NATAL	QALAKABUSHA SECONDARY SCHOOL	3	1	0	0	0	0	0	0.0
LIMPOPO	THUSANO REPEAT PART-TIME	86	73	13	9	9	0	31	42.5
MPUMALANGA	UMLALATI LEARNING CENTRE	1	1	0	0	0	0	0	0.0
MPUMALANGA	VUSELELA LEARNING CENTRE	4	1	0	0	0	0	0	0.0
NORTH WEST	THUTO-KITSO RUSTENBURG CORR SERVICE	2	2	0	0	0	0	0	0.0
NORTHERN CAPE	TSWELOPELE SECONDARY SCHOOL	1	1	0	0	0	0	0	0.0
	NATIONAL	127	105	16	14	12	0	42	40.0

CORRECTIONAL SERVICES - PART TIME: 2022

Province Name	Centre Name	Quintile	Progressed No	Total Entered	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Achieved H-Cert	% Achieved H-Cert	Achieved NSC	Achieved Endorsed	Total Achieved	% Achieved	Total Not Achieved	Total Incomplete
GAUTENG	JOHANNESBURG CORRECTIONAL CENTRE	9	0	14	14	1	7.1	3	21.4	3	21.4	0	0	7	50.0	1	6
LIMPOPO	THUSANO REPEAT PART-TIME	0	0	84	82	16	19.5	10	12.2	5	6.1	0	0	31	37.8	23	30
MPUMALANGA	VUSELELA LEARNING CENTRE	9	0	6	6	0	0.0	0	0.0	0	0.0	0	0	0	0.0	0	6
ALL	COMBINED		0	104	102	17	16.7	13	12.7	8	7.8	0	0	38	37.3	24	42



PERFORMANCE OF PART-TIME CANDIDATES

CANDIDATES ENROLLED/WROTE (PART TIME): 2020 - 2022

Province Name	2020		2021		2022	
	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	14 854	6 535	18 323	9 349	18 665	11 135
Free State	7 215	3 507	7 976	5 064	7 845	5 577
Gauteng	34 316	23 371	42 887	28 789	55 849	37 066
KwaZulu-Natal	22 060	12 460	24 673	15 253	23 598	14 997
Limpopo	16 119	11 023	36 044	19 998	34 150	22 775
Mpumalanga	7 141	3 778	10 985	6 317	10 552	7 089
North West	3 429	2 443	5 352	3 237	4 250	2 871
Northern Cape	1 709	875	3 512	1 822	2 263	1 324
Western Cape	10 965	5 322	14 198	6 664	11 459	6 585
National	117 808	69 314	163 950	96 493	168 631	109 419

PERFORMANCE IN SELECTED SUBJECTS (PART TIME): 2022 - 2022

Subject Part Time	2020			2021			2022		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Accounting	6 199	2 930	47.27%	8 306	4 203	50.60%	9 062	4 083	45.10%
Agricultural Sciences	5 575	2 784	49.94%	8 789	5 036	57.30%	8 445	3 787	44.80%
Business Studies	13 129	7 042	53.64%	17 095	10 115	59.20%	16 697	8 112	48.60%
Economics	9 544	3 974	41.64%	12 774	5 247	41.10%	13 877	5 539	39.90%
Geography	15 336	7 665	49.98%	22 560	12 018	53.30%	26 383	15 066	57.10%
History	3 229	2 269	70.27%	4 270	2 773	64.90%	5 209	3 158	60.60%
Life Orientation	522	505	96.74%	1 111	1 061	95.50%	525	508	96.80%
Life Sciences	26 966	14 335	53.16%	39 108	20 945	53.60%	42 692	20 805	48.70%
Mathematical Literacy	20 097	11 369	56.57%	25 680	12 593	49.00%	32 156	21 577	67.10%
Mathematics	31 252	14 211	45.47%	43 075	20 900	48.50%	47 604	19 824	41.60%
Physical Sciences	21 318	10 235	48.01%	32 159	16 757	52.10%	34 968	17 674	50.50%

Every child is a National Asset

SUMMARY OF ACHIEVEMENTS



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



SUMMARY

There is general improvement in the areas of **access, redress, equity, efficiency, quality and inclusivity**

Access

- a) A total of **752 003 Full Time** candidates enrolled to write the NSC examination
- b) More learners wrote (**725 146**) than in 2021 (**703 599**).
- c) **580 555 FT** candidates attained a NSC, an increase of **41 819** from 2021
- d) **22 783** more candidates attaining admission to Bachelor Studies compared to 2021
- e) A total of **448 392 (71.27%)** of Social grant learners attained an NSC

SUMMARY...

Redress

- a) **387 401** candidates from “no-fee” schools obtained an NSC compared to **170 080** from “Fee paying” schools.
- b) **77.2%** of the “No-fee” learners achieved a NSC.
- c) **169 903 (33.9%)** of the 501 758 “no fee” learners attained admission to Bachelors Studies
- d) **273 065 (55.7%)** of the 490 231 "no-fee" learners have access to a Higher Education study.
- e) The admission to Bachelor studies for “No fee” schools increased to **169 703 (64.4%)**, compared to **93 899 (35.6%)** from “Fee-paying” schools.
- f) **3 235 (6.7%)** up from last years **(6.68%)** of the progressed learners obtained admission to Bachelor Studies.

SUMMARY...

Equity

- **422 478** girls, compared to **329 522** boys entered the NSC examination (**92 956**) more girls than boys)
- **326 894** girls, compared **253 661** boys, passed the 2022 NSC examinations
- **161 235** girls attained admission to Bachelor Studies compared to **117 579** boys.
- **65.0 %** of the distinctions were attained by girl candidates, including distinctions in critical subjects such as Accounting, Business Studies, Economics, Mathematics, and Physical Science.

SUMMARY...

Quality

- a) Improvement in Agricultural Sciences from **75.4 %** to **75.8%**, Economics from **67.9%** to **71.5%**, Geography from **74.3%** to **81.3%**, Accounting from **74.7%** to **75.4%** and Physical Sciences from **69.9%** to **74.6%**;
- b) **Increase** in subject performance at the **40% level**: Agricultural Sciences from **48.7%** to **52.0%**, Economics from **40.3%** to **46.9%**; Geography from **43.2%** to **52.2%**; and Physical Sciences from **44.4%** to **49.7%**;
- c) The number of bachelors increased from **256 031** in **2021** to **278 814** in **2022**.
- d) **The number of distinctions went up from 211 745 in 2021 to 218 770 in 2022.**
- e) **472 171** candidates (**65.1%**), who achieved admission to Bachelor and Diploma studies, are eligible to register for studies at higher education institutions.
- f) **Only 4** of the 75 districts performing below **70%**.
- g) **Forty two (42)** of the **75** districts perform at **80%** and above compared to **26** in **2021**.

SUMMARY...

Efficiency

- a) **20 975 (43.4%)** of the progressed learners that wrote all seven subjects met the requirements of the NSC.
- b) Progressed learners got distinctions in **238** subjects
- c) **79.0%** of the learners with special education needs, who wrote the 2022 NSC examinations met the pass requirements of the NSC.
- d) Learners of **18** years old passed at **88.2%**, **17** at **90.6%**, **16** at **92.4%** and **15** at **83.9%** met the requirements of NSC.
- e) **775 630** out of **1 177 089** learners who were in Grade 1 in 2011 enrolled for the Grade 12 in 2022 and **580 555** passed.
- f) Only **3.9%** learners enrolled did not write the Exams.
- g) **47 (71%)** were retained on raw marks, **3** adjusted downwards and **16** upward in terms of Umalusi Standardization decision.
- h) In terms of standardization outcomes of Umalusi of the 66 subjects, **47 (71.2%)** were retained as raw marks, **16 (24.2%)** adjusted upwards and **3 (4.5%)** downwards.

SUMMARY...

Inclusivity

- a) Offered the Fourth examination in Sign language to **210** learners of which **162 (77%)** achieved NSC.
- b) A total of **1092** learners with special needs wrote the NSC examination and **893 (79%)** learners attained the NSC.
- c) **439** learners with special needs attained admission to Bachelor Studies, **264** achieved admission to Diploma Studies and **108** achieved admission to Higher Certificate Studies.

UMALUSI DIRECTIVES

UMALUSI DIRECTIVES

- a) The DBE has developed an **improvement plan** to address the **directives** for **compliance** and **improvement** issued by Umalusi at the Approval Meeting on **12 January 2023**.
- 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

DIRECTIVE	INTERVENTION STRATEGY
<p>(a) Differentiated training sessions for groups of personnel involved in the development of question papers are designed and the management plans and evidence of such training must be presented to Umalusi</p>	<ul style="list-style-type: none"> • A differentiated training programme will be implemented. This training programme will focus on: <ul style="list-style-type: none"> ▪ cognitive levels ▪ technical aspects of question papers ▪ Setting question papers for learners who experience barriers to learning • The DBE will put together a management plan for the training and share it with Umalusi.
<p>(b) Questions are not taken verbatim from the past three years' question papers.</p>	<ul style="list-style-type: none"> • Examiners and moderators to sign a declaration that questions will not be lifted, as is, from past year papers • There will be closer monitoring of panels to ensure that they comply with this directive

SCHOOL BASED ASSESSMENT



SCHOOL BASED ASSESSMENT

DIRECTIVE	INTERVENTION STRATEGY
<p>(a) The provincial education departments (PED) capacitate and support the teachers teaching South African Sign Language Home Language (SASL HL) in subject policy prescripts</p>	<ul style="list-style-type: none">• A national workshop to capacitate and support teachers in teaching SASL HL that is in line with CAPS, will be planned.
<p>(b) The PED continue to upskill the teachers in question setting and ability to measure levels of question difficulty in Mathematical Literacy</p>	<ul style="list-style-type: none">• Workshop to also focus on capacity building relating to item development, which will include development and use of rubrics• Training to be cascaded to PED subject specialists so this can be included in their 2023 training programmes.

SCHOOL BASED ASSESSMENT

DIRECTIVE	INTERVENTION STRATEGY
<p>(c) The PED strengthen internal moderation processes and upskill teachers on moderation practices to improve the implementation of the SBA process.</p>	<ul style="list-style-type: none">• DBE will mediate the SBA Quality Assurance Guidelines and the implementation plan with PEDs• DBE to conduct an audit of the SBA systems across all PEDs.• Focus will be on rigorous internal moderation at school level and district level.• DBE to ensure PED Quality Assurance plans are refined to reflect the comprehensive moderation approach at district level.• DBE will ensure that PEDs monitor and support districts to ensure the authenticity of the learner evidence, verify marks awarded by teachers and ensure that the SBA/PAT/Oral assessment requirements have been complied with.

EXAM ADMINISTRATION



EXAM ADMINISTRATION

DIRECTIVE

INTERVENTION STRATEGY

(a) **Long term solution to staff shortages** in the provincial examination sections is implemented

- A **survey** to be conducted by the DBE in the first week of March 2022 across the PEDs to determine progress on filling posts of vacant posts. Remaining critical posts to be identified and provinces encouraged to fill them as soon as possible.
- Report on the survey relating to **addressing staff shortages** to be presented to HEDCOM and CEM.
- PEDs to be **monitored** by DBE to ensure **filling of vacant posts** and reports to be presented to HEDCOM and CEM.

(b) Major/non-negotiable criteria for the evaluation of storage/nodal points are adhered to by all PEDs.

- **Examination Instruction** to be issued by the DBE in **May 2023** to PEDs emphasizing the need for **compliance** to major evaluation criteria for storage points.
- Further **improvements** in the **security of storage points** is **implemented** across the PEDs in 2023 which will be continually monitored and improved

MARKING



MARKING

DIRECTIVE

(a) All provincial internal moderators and chief markers meet the MSM pre-marking requirements

INTERVENTION STRATEGY

- Examination Instruction to be issued by the DBE in March 2023 to PEDs, emphasizing the need for compliance to Marking Standardisation Meeting Requirements
- Strengthen communication with PED Marking Management on non-compliant Internal Moderators and Chief Marker submissions.

MARKING

DIRECTIVE

- (a) Reserve lists of appointed markers are available at all marking centres
- (b) All marking guidelines are made available before the arrival of markers
- (c) Occupational Health and Safety (OHS) are valid

INTERVENTION STRATEGY

- DBE to intensively monitor Online Marker Applications developments in 2023 and the creation PED Marker reserve lists. Marker Reserve Lists to be monitored during systems audit and Onsite Moderation
- Improved management of the DBE-FTP Crush Portal including daily uploads according to MSM schedule
- Criteria for Marking Centre selection used by PED to be standardised and OHS and ISO9000 Certification to be included in core criteria

MARKING

DIRECTIVE

- (a) The internal moderation of the marking of SASL HL is intensified,
- (b) The PED comply with the 1:5 ratio for the appointment of senior markers to markers, deputy chief markers to senior markers, respectively, is adhered to

INTERVENTION STRATEGY

- Intensified monitoring of marking and moderation of SASL through deployment of DBE onsite moderators.
- Standard setting session to be convened with Internal Moderators and Chief Markers of SASL in March 2023 on standardised requirements.
- Standard setting sessions with PED Marking Managers in February/March 2023 to address non-compliance.
- Non-compliant subjects to be monitored intensively during State of Readiness as follow-up to standard setting sessions

CERTIFICATION



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



CERTIFICATION

DIRECTIVE	INTERVENTION STRATEGY
<p>The PEDs must ensure that:</p> <p>(i) only candidates that have completed their sanction period are registered and</p> <p>(ii) submit information concerning all candidates involved with irregularities during the examination</p>	<ul style="list-style-type: none"> • DBE to prepare the system to block candidates with active sanctions • DBE will improve alignment of policy with the system implementation. • DBE to ensure that the data to Umalusi on the prescribed spreadsheets is submitted • DBE to ensure that PEDs finalise all pending irregularities from previous examination
<p>(b) DBE must ensure that preliminary and final registration data are both submitted timeously to Umalusi</p>	<ul style="list-style-type: none"> • DBE to ensure that PEDs adhere to the management plan relating to submission of registration data. • The DBE will comply with the Umalusi timelines for data submissions
<p>(d) DBE must ensure that all certification datasets including Re-mark/Re-Check are generated and submitted to Umalusi</p>	<ul style="list-style-type: none"> • DBE must monitor PEDs submission and adherence to management plan for issuing certificates to all qualifying candidates
<p>(e) DBE system must be programmed to combine results from private assessment bodies</p>	<ul style="list-style-type: none"> • DBE to expedite the system configuration to accommodate combination of results from other assessment bodies

CONCLUSION

CONCLUSION

- a) Despite the challenges, the Class of 2022 has demonstrated their **resilience** and **resolve** to overcome the odds.
- b) An indication that the schooling system is **maturing** and is developing a capability to deal with **unexpected challenges**.
- c) The system has shown **significant improvements** across all areas.
- d) **Commendation** and **appreciation** to learners, parents, educators and all stakeholders

RECOMMENDATION

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It is recommended that the Select Committee on Education and Technology, Sports, Arts and Culture, **notes and discusses** the report on the **outcomes of the 2022 NSC examinations.**

*Thank
you*

