

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

Learner and Examination System Readiness for the 2023 NSC Examinations

11 October 2023



PRESENTATION OUTLINE

1. Purpose
2. Learner Readiness (Part A)
 - 2.1. Introduction
 - 2.2. Provincial Learner Support
 - 2.3. Grade 10 and 11
 - 2.4. Grade 12
 - 2.5. DBE Learner Support
 - 2.6. DBE Monitoring of Learner Support programmes
 - 2.7. Last Push Support

PRESENTATION OUTLINE

3. Examination System Readiness (Part B)

- 3.1. Introduction
- 3.2. Scope and Size of the 2023 NSC Examination.
- 3.3. Preparation for the Conduct of the 2023 NSC Examination
- 3.4. Consolidated System Evaluation
- 3.5. Release of the 2023 NSC Results

4. Recommendation

PURPOSE

To **present** to the Select Committee the **Support Programme** provided to learners and the **Readiness of the Examination system** to administer the 2023 NSC examination.

PART A:

LEARNER READINESS

Understanding the challenges of the “Class of 2023”

The National Department of Basic Education has supported the provinces to understand the following challenges faced by the “Class of 2023 so that they strengthen learner support.

- The “Class of 2023” was subjected to **A TRIMMED CURRICULUM** at the exit point of the **GET band (GRADE 9)** as well as at the entry point of the **FET band (grade 10)**.
- In Grade 9 the **REDUCTION IN NUMBER OF CONTENT SUBJECTS** limited the background knowledge required for subject choices in Grade 10.
- this cohort experienced **ROTATIONAL ATTENDANCE** in Grade 9 and 10 and full attendance in Grade 11 (2022) and clearly in Grade 12 (2023).
- this cohort experienced **AMENDED ASSESSMENT REQUIREMENTS** in grades 9,10 and 11 with examinations replaced by school based controlled tests.
- The cohort was **NOT FULLY EXPOSED** to standardized assessments or examinations in grade 10 and 11.

Understanding challenges of “Class of 2023”



Class of 2023 – Learner Support: Grade 10 (2021)

Broadcast Lessons;
Radio Lessons;
Self study resources;
Continuation of remote
learning; &
Online / Virtual schooling.

**Support packages for
Teachers**
(Lesson plans, PowerPoint
presentations, Topic tests) for
sharing on WhatsApp
groups, virtual classes and
other e-platforms

Videos on content topics;
Partly learning from home;

Class of 2023 – Learner Support: Grade 11 (2022)

Face to Face Classroom Teaching

Lesson Plans with activities

Videos with lesson recordings

Revision material with activities and QR codes to supporting videos

Websites/online platforms with curriculum and assessment material

WhatsApp groups between teachers and between teachers and learners

Dial a tutor learner support was put in place for 10 high enrolled subjects

Radio lessons provided for revision

Catch-up programmes through Saturday Classes

Extra worksheets and memoranda were published for self-study during school closure

PROVINCIAL LEARNER SUPPORT: GRADE 12 (2023)

CLASS OF 2023 – LEARNER SUPPORT: EC (EXAMPLE)

Extended Hour Program - Morning and Afternoon Classes

LTSM – Soft and Hardcopies of Mind the Gap Study Guides, Electronic Textbooks, Notes, Concepts Banks, Worksheets

June Exams

ICT Support, Online Lessons- Live streaming of Virtual Lessons through VLC app, Telematics Videos

Radio lessons

Teacher Development Workshops – Face to face and Virtual modes

Autumn, Winter & Weekend Classes

CLASS OF 2023 – SPECIAL SCHOOLS SUPPORT: EC (EXAMPLE)

- 40 Special Schools in the province
- ECDOE partnered with Gauteng for the tuition of Grade 12 Deaf learners and their educator for a 10 day Winter school programme
- All visually impaired learners invited to an interprovincial Winter schools organised by the South African National Council for the Blind in Gauteng.
- Blind learners were also included in the district-based mainstream support programmes
- Compulsory, supervised evening study sessions.
- Weekend supervised classes presented by educators from the school.
- Holiday support programmes

Teacher Interventions and Support

Type	<ul style="list-style-type: none"> • Content Workshops • Standard Setting Meetings • Information sharing meeting where results were analysed, targets set, Subject Improvement Plans presented, and policies are mediated • Accountability Meetings • Content Manuals 					
Objective	<ul style="list-style-type: none"> • To set targets for the academic year ahead • To address content challenges as diagnosed in the Diagnostic and Chief Markers' Reports • To improve skills to develop quality assessment tasks 					
Target Audience and Criteria	<ul style="list-style-type: none"> • Teachers in various subjects (mostly from under performing schools) 					
Scope	Date(s)	Duration (Total # hours)	Total number of teachers in subject (provincial)	Number of Teachers targeted	Number of teachers reached (actual number)	% of subject cohort reached
	<ul style="list-style-type: none"> • 22-31 Jan- 3-24 Feb 2023 • March 2023 • 13-19 April- 17-23 May 2023 	<ul style="list-style-type: none"> • 5 hours • 4 hours • 5 hours 	<ul style="list-style-type: none"> • 900 (Average) • 900 (Average) • 205 (Average) 	<ul style="list-style-type: none"> • 928 (Average) • 928 (Average) • 230 (Average) 	<ul style="list-style-type: none"> • 900 (Average) • 900 (Average) • 205 (average) 	<ul style="list-style-type: none"> • 97% • 97% • 22%

CLASS OF 2023 – LEARNER SUPPORT: FS (EXAMPLE)



Autumn and Winter Classes



JENN Project – high enrolment township schools (96)



SAICA Camp – Performing learners in Mathematics, Physical Sciences and Accounting



Additional face-to-face classes in Mathematics and Physical Sciences



IBP : Lessons live streamed and provided offline to schools

CLASS OF 2023 – LEARNER SUPPORT: FS (EXAMPLE)

Business Studies

- Autumn & Winter Classes (Business Environments, Business Operations & Business Ventures)
- Resource provisioning: Grade 10 – 12 Notes and IBP YouTube video lessons

Sesotho HL

- Dramatization of literature books to help learners analyse literature effectively
- SBA Tasks for learners

CLASS OF 2023 – SPECIAL SCHOOLS SUPPORT: FS (EXAMPLE)

- 4 Special Schools in the province
- SASLHL Teacher training- methodology, content, SBA and question paper setting.
- SASL Learner support – Direct learner support, resource provisioning provided in both schools.
- School visits by Subject Advisor in Afrikaans HL and FAL.
- School visit by PSC in English HL

Teacher Interventions and Support (FS)

Type	<ul style="list-style-type: none"> • Content Training Workshop • Marking Guidelines Discussion for standardised tasks • Start-up workshops 					
Objective	<p>To assist teachers with content knowledge</p> <p>To ensure that teachers have enough content knowledge in specific topics to improve the performance of learners</p>					
Target Audience and Criteria	Grade 10 – 12 teachers (underperforming and novice teachers in all 5 districts)					
Scope	Date(s)	Duration (Total # hours)	Total number of teachers in subject (provincial)	Number of teachers targeted	Number of teachers reached (actual number)	% of subject cohort reached
	March 2023	6 hours	100	78	78	78%
	June 2023	22 hours	62	60	62	100%

CLASS OF 2023 – LEARNER SUPPORT: GP (EXAMPLE)

The SSIP Programme is the **largest learner intervention** in the province (divided into school-based and district-based programs)

- Digital content in the form of e-Books as per school curriculum,
- Multimedia content in the form of Digital Lessons, Videos, 2/3D Animations with sound
- Study Guides and the Examination Enhancements (Previous exam with videos and animated memorandum) ; and
- Subject content, developed by Curriculum Specialists and teachers in PDF format.

CLASS OF 2022 – LEARNER SUPPORT: GP (EXAMPLE)

Mathematics

- Roadshows discussing common errors and misconceptions
- Developed and distributed informal test
- Saturday Classes (SSIP)
- Developed GDE Content lessons to be used by learners and teachers
- Teacher development content training for Section 58B schools and schools that performed below 60% in Mathematics
- Baseline assessment of Term 1 to gather information on learner content knowledge
- Practice content and skills using Siyavula Platform

English FAL

- Provided link with digital lessons to all teachers via email and WhatsApp
- PowerPoints on problematic content like Comprehension test strategies provided
- Provided notes on Summary writing, Visual literacy, Essay and Transactional writing and Literature

CLASS OF 2023 – SPECIAL SCHOOLS SUPPORT: GP (EXAMPLE)

- Provide learners with a study roster which is tailor made per learner. This is because the majority of learners struggle with executive functions such as organisation and planning
- Create opportunities for simulated examination experiences where all activities of the examinations are followed.
- Workshop the examination regulations
- Because learners get dysregulated much easier and become extremely anxious, exercises to calm down i.e., breathing exercises must be practised
- Coach learners to understand time management in terms of allocated marks etc.
- Class Assistants to be on standby to support learners who need physical support when taking a rest break

Teacher Interventions and Support

Type	Roadshows Just in time content training					
Objective	<ul style="list-style-type: none"> • Mediate NSC Diagnostic Reports to avoid misconceptions committed by learners in the different content topics • Close content gaps on challenging topics in various subjects 					
Target Audience and Criteria	<ul style="list-style-type: none"> • Schools that performed below the provincial target (80%) • Novice teachers • Teachers from section 58 B schools • Teachers that are offering the subject in grade 12 for the first time 					
Scope	Date(s)	Duration (Total # hours)	Total number of Teachers in subject (provincial)	Number of Teachers targeted	Number of Teachers reached (actual number)	% of subject cohort reached
	January 2023 February 2023 March 2023 April 2023 June 2023	32 hours	6295	2535	4334	54%

Class of 2023 – Learner Support: KZN (example)

Extra classes
(morning,
afternoon and
weekends)

Quarterly Common
tests for schools
that performed
below 75%

Revision Materials
(Step ahead
Learner Support
Material)

Vacation classes:
Autumn & Winter

CLASS OF 2023 – LEARNER SUPPORT: KZN (EXAMPLE)

Life Sciences

- Extra tuition classes on DNA code of life, Meiosis, Human Reproduction and Genetics
- Autumn & Winter Schools

IsiZulu

- Saturday & Winter classes on Language structures and conventions, Cartoons, advertisement, Summary writing and Reading comprehension passage, shorter transactional writing, Short stories and poems

CLASS OF 2023 – SPECIAL SCHOOLS SUPPORT: KZN (EXAMPLE)

- Textbooks in Braille have been provided to the schools for learners with visual impairment
- A range of assistive devices to support teaching and learning has been procured (schools for the Blind)
- Support to Schools offering SASL-HL with monitoring of School Based Assessments.

Teacher Interventions and Support

Type	Assessment training : Cognitive demands and levels of difficulty workshops Content and methodology workshop					
Objective	Address cognitive demands and levels of difficulty Address rejected SBA Addressing difficult content topics in various subjects.					
Target Audience and Criteria	Teachers in Accounting and IsiZulu					
Scope	Date(s)	Duration (Total # hours)	Total number of teachers in subject (provincial)	Number of teachers targeted	Number of teachers reached (actual number) 1050	% of subject cohort reached 100%
	March and June 2023 (ACC)	4hrs	1300	975	750	57,7%
	May 2023 (isiZulu)	6hrs	1890	1890	1890	100%

CLASS OF 2023 – LEARNER SUPPORT: LP (EXAMPLE)

Extended contact time through morning and afternoon lessons

Saturday classes February and March 2023.

Extra tuition through Autumn and Winter schools

Common mid-year assessments

Camps for learners at risk and high flyers

Class of 2023 – Learner Support: LP (example)

Physical Sciences

- Autumn and Winter enrichment classes,
- Saturday classes,
- MST camps for high flyers.

Geography

- GIS exhibition,
- Autumn and Winter enrichment classes,
- Camps for high flyers,
- Saturday classes,
- Subject Clinic,
- Subject Festival

CLASS OF 2023 – SPECIAL SCHOOLS SUPPORT: LP (EXAMPLE)

- 11 Special Schools in the province
- Autumn, Winter and Spring Enrichment classes
- Support from Second Chance Matric Support Program
- Provision of LTSM materials in the gateway subjects crafted to suit their conditions
- Learners are being subjected to external assessments in all terms
- Schools receive dedicated support from Inclusive Education Directorate

Teacher Interventions and Support

Type	Content Workshop 1+9 workshop at cluster level Assessment Training					
Objective	Addressing difficult content in various subjects Addressing cognitive demands and levels of difficulty					
Target Audience and Criteria	Teachers in Business Studies and Geography					
Scope	Date(s)	Duration (Total # hours)	Total number of teachers in subject (provincial)	Number of teachers targeted	Number of teachers reached (actual number) 1050	% of subject cohort reached 100%
	31 May 2023 and 14 June 2023 (Bus Stud)	10hrs	680	680	612	90%
	Jan-May 2023 (Geo)	34hrs	1800	1000	411	22,8%

CLASS OF 2023 – LEARNER SUPPORT: MP (EXAMPLE)

Autumn and Winter
Classes

Radio lessons

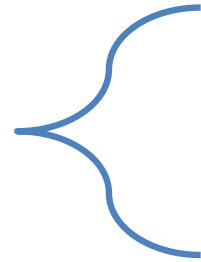
Extra resources and
LTSM

Online presentation
of extra lesson via
WhatsApp audio
and video clips

Assessment
Support including
exemplar papers,
tests

Class of 2023 – Learner Support: MP (example)

Agricultural Sciences



- Online telematics, exemplar papers, tests
- Revision of critical and challenging content as informed by the 2022 DBE Diagnostic Report
- Autumn and Winter classes

History



Extra Tuition (Saturday, online lessons, winter camps)

The division of Germany and Berlin and the cold war tensions in Europe between 1946 and 1951

Vietnam versus the United States of America during the Vietnam war (1960-1975)

How did the National Party Government attempt to reform the Apartheid system in the 1980s?

Civil Resistance, 1960s to 1970s; South Africa: The Challenge of Black Consciousness to the Apartheid state

CLASS OF 2023 – SPECIAL SCHOOLS SUPPORT: MP (EXAMPLE)

- 18 Special schools in the Province, 1 offering Gr12.
- Subject specialist visit the schools to provide individualised attention to learners in the FET phase
- A short term strategy: the province agreed to recruit teachers with relevant skills and experience to facilitate the Winter Classes.
- Eight teachers and one Centre Manager have been recruited.
- The province is on a recruitment drive to attract experienced and qualified teachers for Deaf learners in the province
- Ongoing training on accredited SASL Programs is provided for all teachers for the Deaf, Deaf Teaching Assistants and Curriculum Implementers.
- Procurement of prescribed SASL material is in process and schools will be provided as per their requests.

Teacher Interventions and Support

Type	Content training workshop (Accounting) Assessment training					
Objective	<ul style="list-style-type: none"> To enable teachers to cover curriculum as required by the ATPs To enable teachers to understand and deliver content using differentiated teaching strategies to enhance the understanding levels of learners considering the challenges stated in the Diagnostic report To develop the teachers to understand the content better and be able to ease the understanding of the learners 					
Target Audience and Criteria	<ul style="list-style-type: none"> Teachers performing below 80% 					
Scope	Date(s)	Duration (Total # hours)	Total number of Teachers in subject (provincial)	Number of Teachers targeted	Number of Teachers reached (actual number)	% of subject cohort reached
	Feb-June 2023	6 hours	316	108	81	25%

CLASS OF 2023 – LEARNER SUPPORT: NW (EXAMPLE)



Autumn camps
Weekend classes
Dial a tutor



Sharing podcasts of
Radio Lessons



Weekly and monthly
informal tests,
Common SBA tasks



Quarterly
moderation of the
School Based
Assessment -
underperforming and
declining subjects.



Developed Support
Material informed by
Diagnostic Reports in
various subjects

Class of 2023 – Learner Support: NW (example)

Economics

- Mini camps (P2 Roadshows)
- Saturday, morning and afternoon extra classes
- Common monthly tests
- Dial a tutor consultation
- Weekend camps
- First Push
- Grade 12 booklet on notes possible essays for both papers

Setswana HL

- Transactional writing texts
- Creative Essays
- Literary essays
- Summary writing
- Administration of common formal tasks and common informal activities
- Voice recordings on critical language analysis of literature (novel & drama)

Teacher Interventions and Support

Type	Mediation of the 2022 NSC Diagnostic Report Assessment training (setting a standardised task) Content training Memo discussion and central marking of June papers 2023 Setting the common monthly tests					
Objective	Mediation of the diagnostic report was to make educators aware of the common errors committed by learners in examinations and share strategies to improve performance Item analysis enables teachers as well as the SES to identify challenging and problematic topics and questions assessed To train teachers on how to set a standardised activities and quality tests Provide support in terms of content methodology Content workshops are meant to close the gaps in Geomorphology and Climatology. They are also intended to guide new teachers and improve their subject mastery					
Target Audience and Criteria	All subject advisors from the 14 circuits which performed below the provincial target of 85% were taken on board to develop material for sharing with schools in all four districts Teachers with learners performing at level 1 and 2 in the term test (teachers with vulnerable learners) Teachers whose performance in Geography was below 75% in 2022 matric results Newly employed/ first time teachers Teachers teaching in the grade for the first time					
Scope	Date(s)	Duration (Total # hours)	Total number of teachers in subject (provincial)	Number of teachers targeted	Number of teachers reached (actual number)	% of subject cohort reached
	Feb-Apr 2023	39 hrs	793	356	208	58.4%
	Mar-May 2023	8hrs	730	730	589	80.6%

Class of 2023 – Learner Support: NC (example)



Autumn and Winter classes and camps



Common assessments in some subjects to determine the level of curriculum coverage and learner understanding



Lock-in sessions and Saturday classes



Provisioning of Learning materials and online lessons

Class of 2023 – Learner Support: NC (example)

Geography

- Autumn, Winter and Saturday Classes covering Climate & Weather, Geomorphology & mapwork
- Lock-In Sessions for borderline learners and progressed learners and overage learners for intense revision and consolidation to address learning losses as well as to consolidate content by means of revision

Maths Lit

- Autumn, Winter, Saturday classes
- Lock-in sessions for average performing and borderline learners, including progressed and overage learners.

CLASS OF 2023 – SPECIAL SCHOOLS SUPPORT: NC (EXAMPLE)

- 2 Schools in the Province
- Teachers attend all curriculum interventions
- Support through Second Chance Programme
- Question papers and memoranda set and converted into braille
- Support from inclusive directorate

CLASS OF 2023 – LEARNER SUPPORT: WC (EXAMPLE)



Grade 12 Revision Material, Back on Track Learner Material and Tutor Material,



Tips for Success on how to approach different exam papers e.g. P1 & P2



Back on Track Saturday Classes, Autumn and Winter classes



Provided Calculators to quintile 1-3 schools



Telematics booklets in 12 subjects.



Online lessons

CLASS OF 2023 – LEARNER SUPPORT: WC (EXAMPLE)

Mathematical Literacy

- Broadcasts to schools on Problematic topics as per 2022 Diagnostic Report
- Back on Track Saturday classes, Winter classes/camps covering Terms 1 & 2 content
- Development of weekly lessons to support self-directed learning at home

Afrikaans HL

- Back on Track Saturday Classes
- Telematics Broadcast Lessons
- Grade 12 Revision Material
- Back on Track Revision Material
- Tips for Success

Teacher Interventions and Support

Type	ICT integration in classroom teaching Setting of quality assessment tasks Content training Just In Time					
Objective	To equip teachers with essential skills for effective teaching To improve the quality of School Based Assessment Implementation of ATP requirements					
Target Audience and Criteria	Novice Teachers All the teachers from underperforming districts					
Scope	Date(s)	Duration (Total # hours)	Total number of teachers in subject (provincial)	Number of teachers targeted	Number of teachers reached (actual number)	% of subject cohort reached
	Jan-Feb 2023	3 hrs	569	257	134	23.6%

DBE Grade 12 Learner Support

Direct support measures for the Class of 2023

Support measures

Annual Teaching Plans(2023/24) revised and mediated for all the subjects and grades through Subject Committee Meetings

Re-introduction of June examinations to expose and prepare learners for the preparatory as well as the end-of-year examinations

Diagnostic reports have been crafted, mediated and availed to provinces to expose learners to problem areas in the examinations

Study guides have been developed to help address learning losses and content gaps from the previous grades

Direct support measures for the Class of 2023 cont.

Support measures

Literature study guides developed in 2022 were availed for the current cohort. Furthermore, the study guides for new poetry and short stories are on the verge of being released.

The DBE and its strategic partners are making access to learning easy through developing online support materials.

Remote and Digital Learning (RDL) continues to offer curriculum and psychosocial support programmes through various platforms.



Tswelopele
Grade R - 11 Learner Support



Remote & Digital Learning Project



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Tswelopele
Grade R - 11 Learner Support



TSWELOPELE/ WOZA MATRICS



Purpose

- The main purpose of the RDL 2023 June- July Holiday Programme is to offer supplementary learning support programme that could help learners
 - To catch up on curriculum learning
 - Revise
 - Enable care and support
 - Prepare for exams
- Provide teacher and parent support .



Objectives

- To support learners, teachers and parents with supplementary learning and teaching support resources
- To provide curriculum learning and care and support for teaching and learning.
- To supplement PEDs learning interventions and networks

Duration



- While Tswelopele and Woza Matrics broadcasts take place on DBEtv and SABC Education on DTT (SABC+), the holiday programme commences on 26 June 2023 and runs for three weeks during the winter school duration.

TSWELOPELE/ WOZA MATRICS



Scope

- The programme focuses on the following:
 - Selected Grades from Grade R -12
 - Selected core and high enrolment subjects
 - Includes EFAL, Maths, Natural and Life Sciences, Physical Sciences, Accounting, Economics, Geography, Social Sciences, Literacy, Life Skills, IIAL,
- teacher and parent support (TV/ radio audios/ print)
- .



Target Groups and Platforms

- The holiday programme will:
 - Target teachers , learners and parents and the broader community.
 - Adopt a multiple platform approach and includes TV, Radio audios, internet, mobile applications, print.



Advocacy/Marketing/Comms

- THE RDL Advocacy & communications campaign will include:
 - Distributing broadcast schedules via the DBE, Provinces, Districts and schools
 - Embarking on a social media campaign on multiple platforms
 - Leveraging partner networks for additional awareness raising and access to resources
 - Circulating a communication to all provinces

TSWELOPELE/ WOZA MATRICS



iono.fm

iono.FM

- 50 Episodes to be uploaded per month
- Accessible via the internet



Spotify

- Establish Podcast platform
- Well known platform with high reach
- Episodes can be uploaded weekly or Monthly
- Accessed via Mobile app or internet

TSWELOPELE/ WOZA MATRICS

Social Media Campaign

Facebook:

<https://www.facebook.com/tswelopeleSA>
<https://www.facebook.com/wozamatrics/>

Twitter:

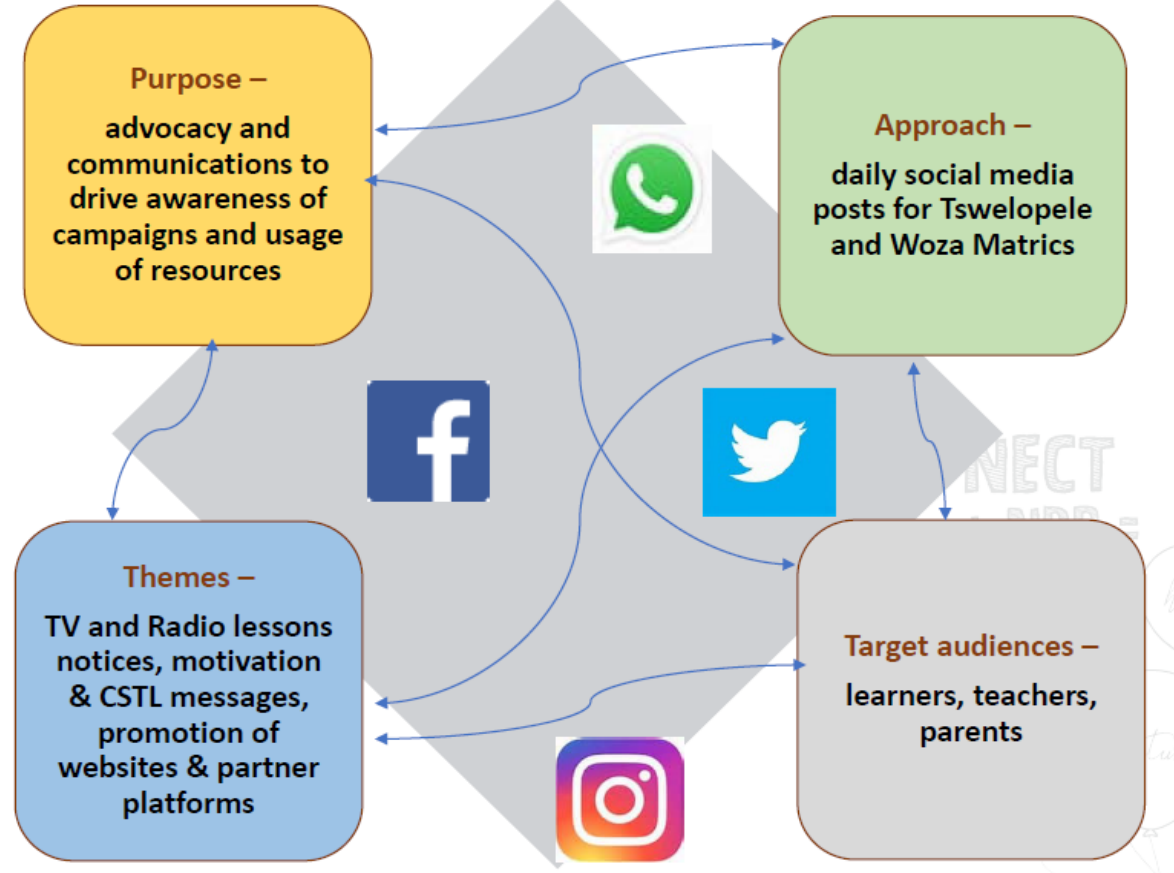
<https://twitter.com/tswelopeleSA?s=09>
<https://twitter.com/wozamatrics>

Instagram:

https://www.instagram.com/tswelopele_sa/
<https://www.instagram.com/wozamatrics/>

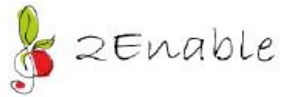
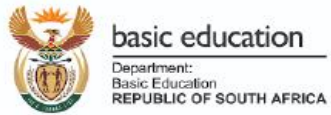
WhatsApp:

061 548 0341 or 061 505 3023



TSWELOPELE/ WOZA MATRICS

RDL Partners



11

RDL 2023 Theory of Change



Programme
Implementation
Data

Platform
Analytics

Implementation
Monitoring Data



Remote & Digital Learning 2023 Campaign

- Platform Analytics: January 2023 - April 2023



NECT
+ NDP =



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PLATFORM – A WORKING DEFINITION

A digital or non-digital space/ surface from which learning resources in a variety of formats can be accessed & used by learners, teachers and parents, to enable learning continuity, catch-up, revision, exam preparation, teaching, care & support.



Tswelopele

Grade R - 11 Learner Support

MULTIPLE PLATFORMS APPROACH

Enable multiple access points to learning resources for wider reach

CHALLENGES/LIMITATIONS

Platform analytics data primarily measures extent of “reach” and do not measure the nature and extent of learning with the resources available on the platform



**WOZA
MATRICS**
2023 CATCH UP

Educational Television as Platform

Working Definition: Reach via Educational TV



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A Reading Nation is a Leading Nation



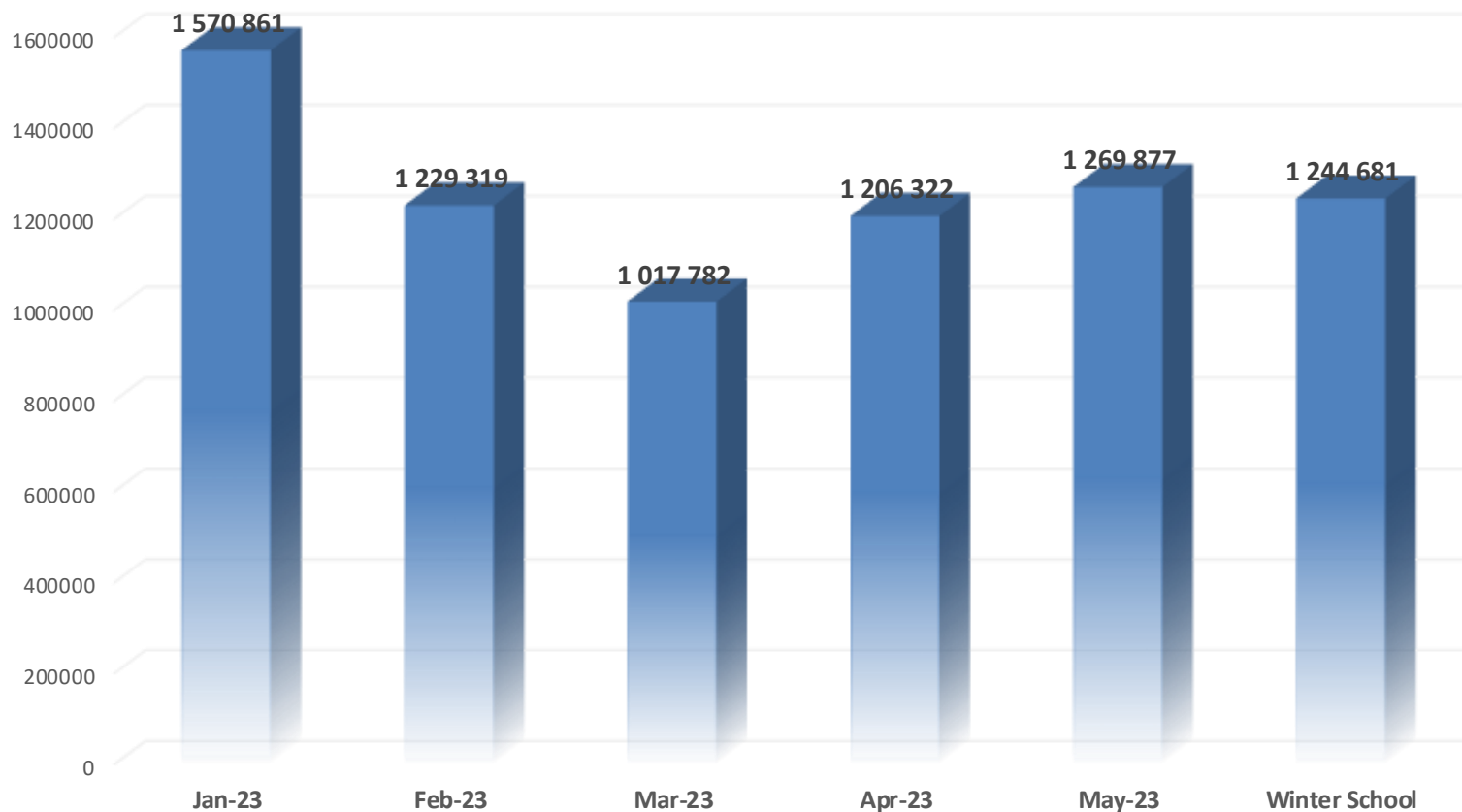
REACH
Number of unduplicated viewers per programme for

AVERAGE DAILY REACH
The average number of viewers of Tswelopele & Woza Matrics TV broadcast programmes per day

CUMULATIVE MONTHLY VIEWERSHIP
The total of all the average daily reach viewers of Tswelopele & Woza Matrics TV broadcast programmes per month

- REACH statistics do not demonstrate:**
- The amount of time spent watching the show
 - The amount of learning that has taken place
 - The impact on learning outcomes

NUMBER OF VIEWERS



Average Monthly Reach

1 256 474

YouTube as a Digital Platform



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Grade R - 11 Learner Support



Read to Lead

A Reading Nation is a Leading Nation



WORKING DEFINITIONS

Views & Subscribers

Views

Number of times videos on the channel were viewed

Subscribers

Total number of subscriptions to the YouTube channel

REACH statistics do not demonstrate:

- The amount of time spent watching the show
- The amount of learning that has taken place
- The impact on learning outcomes

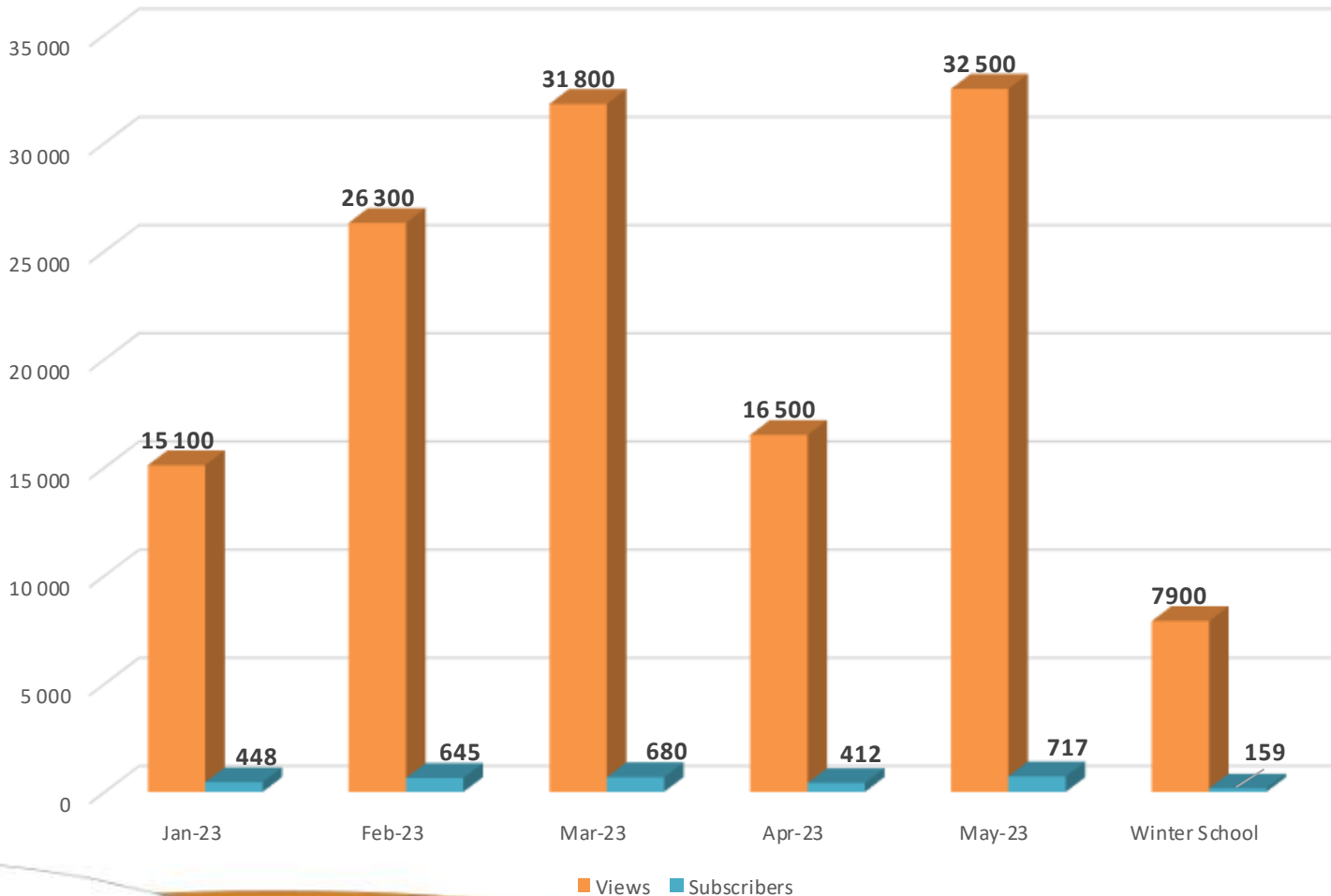


Tswelopele

Grade R - 11 Learner Support

TSWELOPELE on YouTube

Views & Subscribers Jan – Winter School 2023



Total Subscribers:

10 759

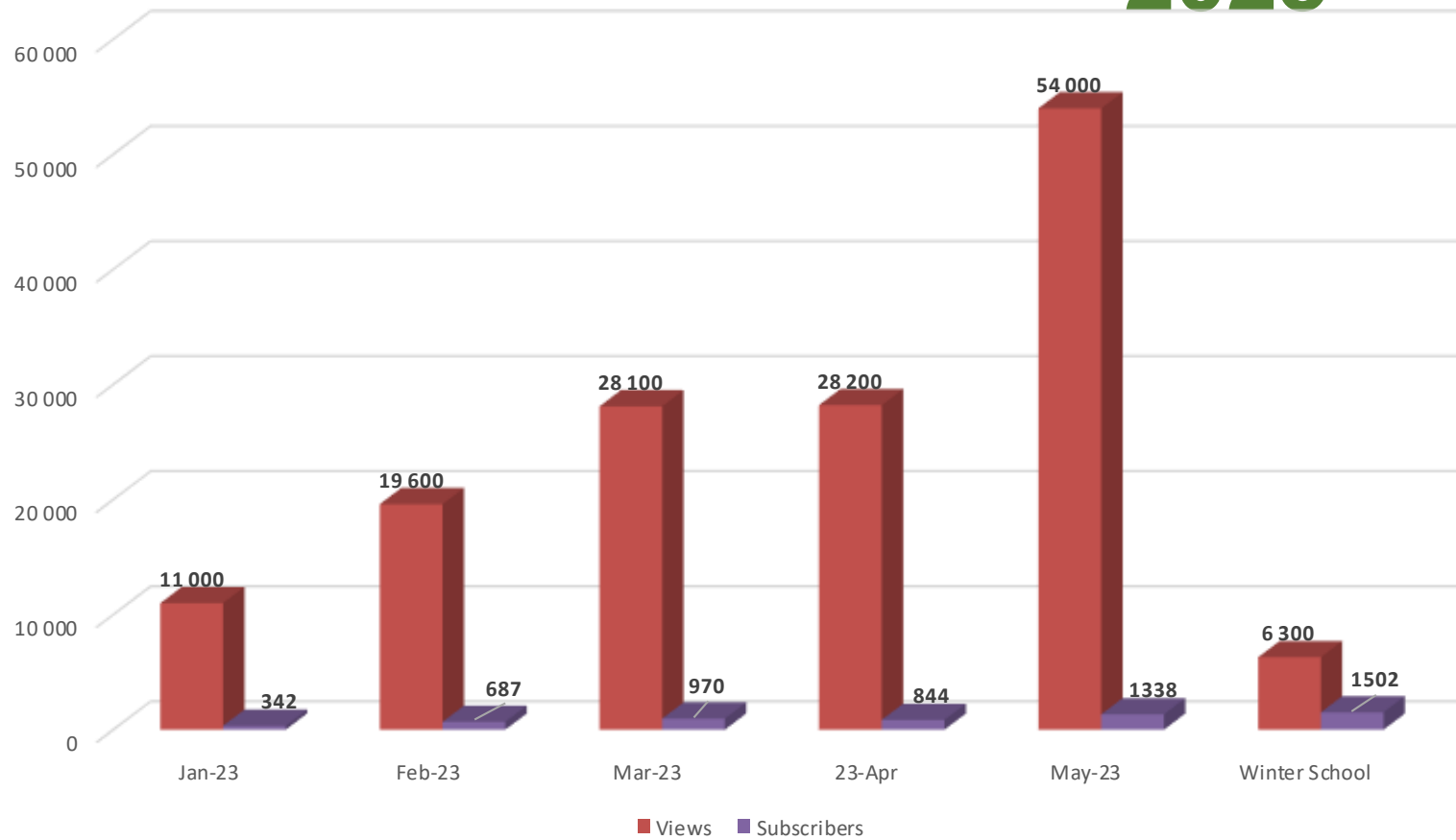
Watch Time - Amount of time spent watching

Jan '23 - 2527 Hours
 Feb '23 - 4000 Hours
 Mar '23 - 6500 Hours
 Apr '23 - 2977 Hours
 May '23 - 6 700 Hours
 Winter Sch. - 1 600 Hours



WOZA MATRICS on YOUTUBE

Views & Subscribers Jan – Winter School 2023



Total Subscribers:

32 064

Watch Time - Amount of time spent watching

Jan '23 - 1 508 Hours
Feb '23 - 3 340 Hours
Mar '23 - 5 700 Hours
Apr '23 - 6 500 Hours
May '23 - 13 900 Hours
Winter Sch. - 1 100 Hours

Mobile Apps WhatsApp



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Tswelopele

Grade R - 11 Learner Support



A Reading Nation is a Leading Nation



CHAT PLATFORM

A digital mobile platform that enables instant messaging

CHAT USERS

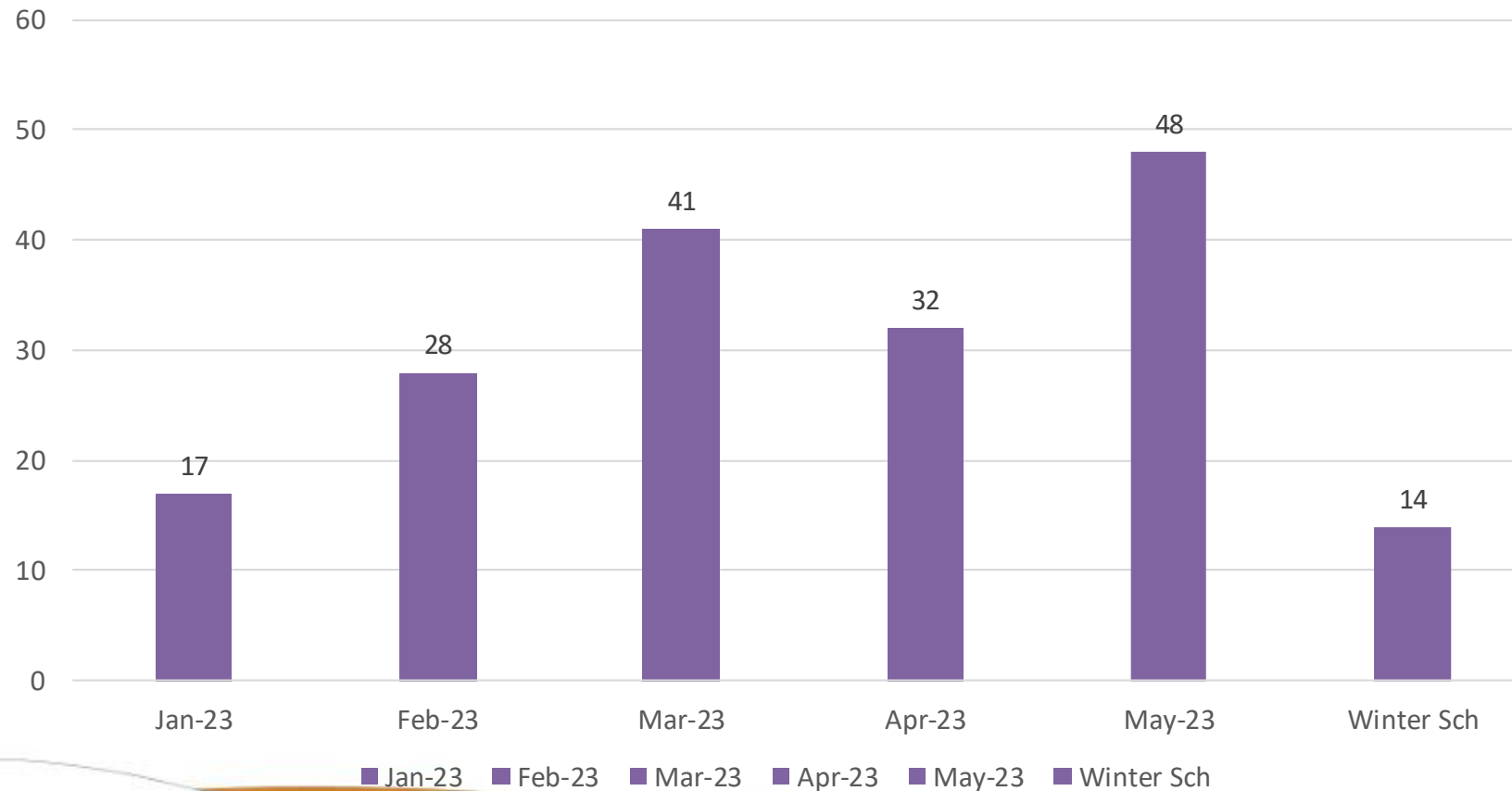
A participant who uses a chat platform and who is identified by a

INTERACTIONS

An engagement held between the user participant accessing the mobile platform and an online tutor offering teaching and instructional services to the user

TSWELOPELE WhatsApp Line Number of Users Jan – Winter School 2023

Number of Users

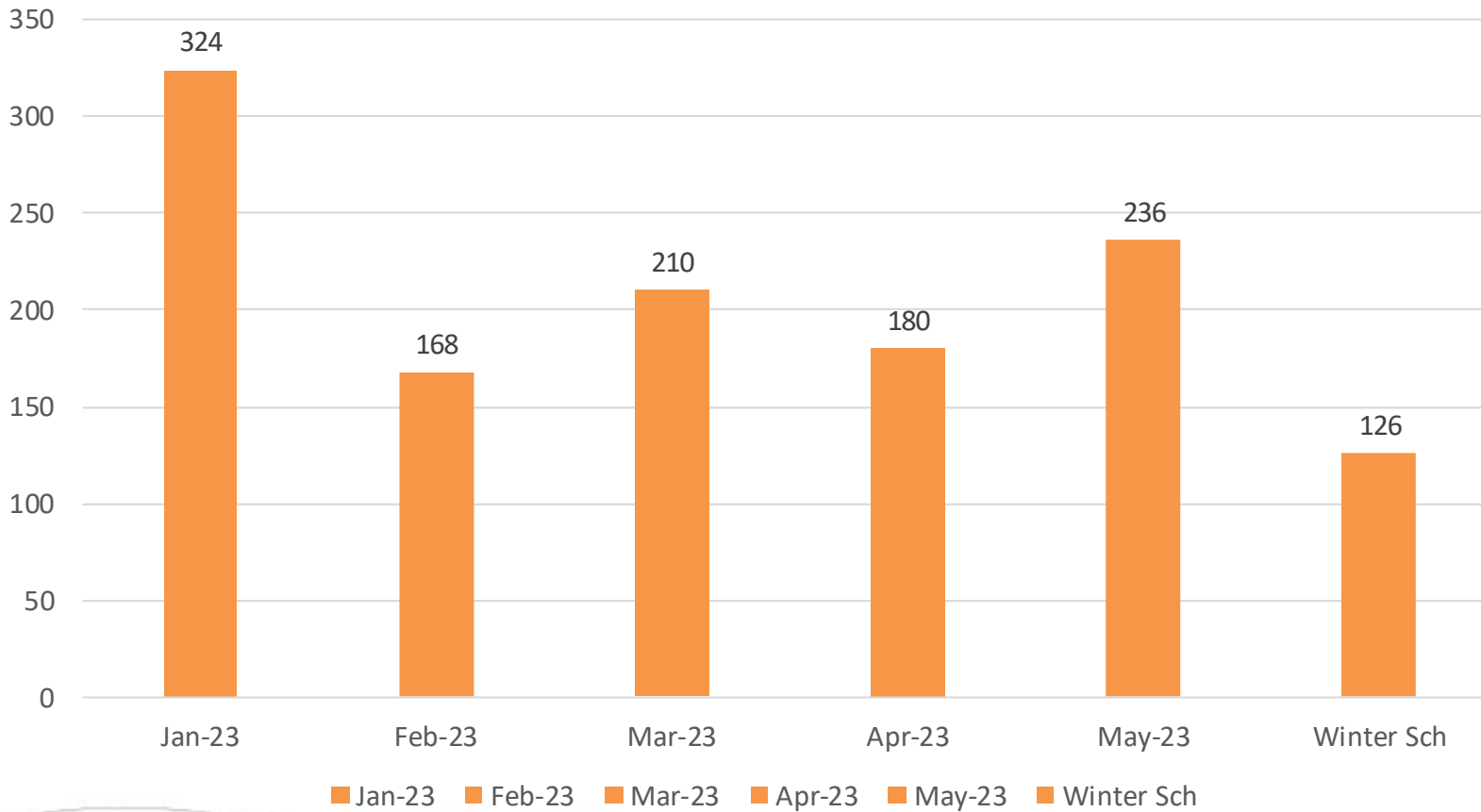


WhatsApp line is used to direct learner enquiries to the appropriate resources, tips and key information

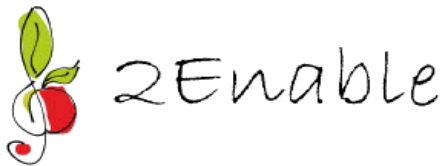
WOZA MATRICS WhatsApp Line No of Users Jan – Winter School 2023



Total New Users



WhatsApp line is used to direct learner enquiries to the appropriate resources, tips and key information



MATRIC LIVE: MOBILE APP



Most visited Topic Per Province

Province	Topic
Eastern Cape	Life Science Genetic & Inheritance
Free State	Life Science – Meiosis
Gauteng	Life Science – Evolution
KwaZulu Natal	Life Science Genetic & Inheritance
Limpopo	Physical Science – Organic Chemistry
Mpumalanga	Physical Science – Organic Chemistry
Northern Cape	Mathematics – Trigonometry
North West	Life Science Genetic & Inheritance
Western Cape	Life Science Genetic & Inheritance

On Matric Live learners can register for different subjects, access interactive lessons and take simulated examinations based on past NSC papers

**Number of
Questions taken:**
514 987

**Number of Exams
taken:**
105 771

**Average Percentage
for exams:**
55%

PRINT-BASED LEARNING AND TEACHING SUPPORT MATERIAL (LTSM) CONTINUES TO BE A RELEVANT PLATFORM FOR LEARNING IN AN UNEQUAL DIGITAL SYSTEM, PARTICULARLY TO THOSE LEARNING COMMUNITIES DEPRIVED OF MEANINGFUL DIGITAL ACCESS



Matric Study Guides in PDF Format

78 Matric Study Guides in 22 Subjects and 12 Home Languages (incl. SA Sign Language) were edited, designed and provided.

MATRIC STUDY GUIDES

SUBJECT	NO. OF GUIDES	SUBJECT	NO. OF GUIDES
English FAL	2	Mathematics	2
Accounting	5	Mathematical Literacy	4
Business Studies	2	Physical Sciences	7
Economics	4	Technical Mathematics	3
Geography	3	Technical Maths	2
History	2	Tourism	3
Life Sciences	5		
Total = 42 study guides (13 subjects)			



All Home Languages (incl. SA Sign Language) got one (1) study guide for Creative Writing. Total 12 guides

MATRIC STUDY GUIDES

SUBJECT	SUBJECT
Music	Hospitality Studies
Dance Studies	Religion Studies
Visual Arts	Tourism
Dramatic Arts	
Design Studies	
Consumer Studies	
Total = 24 study guides (9 subjects)	



DISTRIBUTION OF THE STUDY GUIDES



- All new study guides were digitally distributed to the DBE and partners
- They are all posted in the DBE web page <https://www.education.gov.za/SelfStudyGuidesGrade10-12.aspx>
- They have also been distributed via the Woza Matrics website <https://www.wozamatrics.co.za/subjects/>
- Additionally, the guides are being used by implementation partners like Matric Live (mobile App) and Velle (virtual tutoring service)

DBE ICT SUPPORT

DIGITAL CONTENT DISTRIBUTION

Digital Textbooks and Resources: Learners can access digital textbooks & educational resources including free textbooks, study guides, past papers, interactive multimedia content, simulations, and videos.

- **Offline access via:** C3 content servers, preloaded of end-user & storage devices
- **Online access via:** Distribution of content through National and Provincial Portal (websites)
 - [https://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials\(LTSM\)/DigitalContent.aspx](https://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)/DigitalContent.aspx)
 - <https://www.education.gov.za/covid19supportpackage/tabid/2587/ItemId/6671/Default.aspx>
 - <https://c3.itmaster.cloud/app/#!/app/home>
 - www.eccurriculum.co.za
 - www.ecexams.co.za
 - www.fsdoe.fs.gov.za
 - www.mpumalanga.gov.za/education
 - <http://desd.nwpg.gov.za>
 - <https://wcedportal.co.za/resources-to-support-grade-12-learning-and-teaching>
 - **NC Pocket School platform**
 - GDE online platform
 - **KZN_funda** portal
 - Siyavula portal <https://www.siyavula.com/read>
- **e-Catalogue** of free State-owned (DBE) Digital Content Resources (e-Resources) is available at <https://dbecloud.org.za/local/pages/?id=3>

ICT EQUIPMENT & CONNECTIVITY

Provisioning of devices/hardware and connectivity to Grade 12 learners is as follows:

- **Virtual Classrooms** in **18** schools established through DBE, DCDT and ICASA partnership to support Grade 12 learners, Schools and Grade 12 learner devices are connected through SIM cards.
- **Tablets/laptops pre-loaded** with content and connectivity - GP, MP, NW, WC, NC, LP,
- **2Tb Hard Drives to 326 Secondary Schools – FS.**

e-Library ICT solution: Provides offline access to free digital content resources at 165 primary schools across all provinces.

INTERNET CONNECTIVITY

Through Department of Communications and Digital Technologies (DCDT) - SA Connect Plan:

- Phase 2: **18 036 public schools** will be connected by ICT Telcos within 3years through **social service obligations** determined by ICASA (from April 2022 to March 2025) at a minimum speed of 10Mbps.
- Telkom is in the process of providing **1200 public schools** that are on its **Fibre footprint** with broadband connectivity for teaching & learning.

DBE LTSM SUPPORT

Online Utilisation of Siyavula textbooks

Province	Learners		Teachers		Schools	Total Maths & Science exercises completed on Siyavula							
	Total	Num active	Num active	Verified	Active	Total 2023	January	February	March	April	May	June	July
Eastern Cape	12,255	8,024	516	97	1,100	569,337	42,793	78,668	114,081	79,480	113,042	76,879	64,394
Free State	13,038	8,711	628	323	410	678,471	69,517	128,034	129,773	67,218	144,104	74,565	65,260
Gauteng	166,721	120,940	4,770	2,285	2,216	16,053,906	1,430,364	3,318,199	3,204,862	1,911,461	3,099,076	1,795,938	1,294,006
KwaZulu-Natal	20,143	13,397	981	261	1,469	1,092,378	101,004	206,035	249,095	128,208	157,716	144,115	106,205
Limpopo	17,075	12,192	788	209	1,154	1,777,914	98,297	353,692	522,475	281,113	254,538	121,100	146,699
Mpumalanga	8,843	6,014	289	50	575	520,957	57,102	102,685	98,256	84,043	77,970	51,334	49,567
North West	6,793	4,770	404	62	436	682,371	35,367	144,858	162,102	93,408	117,246	72,249	57,141
Northern Cape	2,058	1,447	114	92	138	111,681	7,127	17,250	28,495	16,485	14,694	16,750	10,880
Western Cape	48,414	34,546	1,342	1,060	542	4,028,312	295,151	988,067	790,018	434,041	880,270	358,730	282,035
Total	295,340	210,041	9,832	4,439	8,040	25,515,327	2,136,722	5,337,488	5,299,157	3,095,457	4,858,656	2,711,660	2,076,187

Mind the GAP

Subject	Number of Clicks
Accounting	43193
Mathematical Literacy	58350
Mathematics	89461
EFAL Paper 1 (Language and Context)	77871
EFAL Paper 3 (Writing)	60991
Economics	70567
Life Science	162365
Geography	71947
Map 1	30095
Map 2	20893
Map 3	19376
Physical Science (Physics)	107024
Physical Science (Chemistry)	64649
Rekeningkunde	3293
Ekonomie	13816
Geografie	15425
Fisiese Wetenskap Deel 1 Fieika	11851
Fisiese Wetenskap Deel 2 Chemie	2593
Wiskunde	4315
Wiskundige Geletterdheid	4633
Lewenswetenskappe	8305

MONITORING THE EFFECTIVENESS AND QUALITY OF LEARNER SUPPORT CLASSES

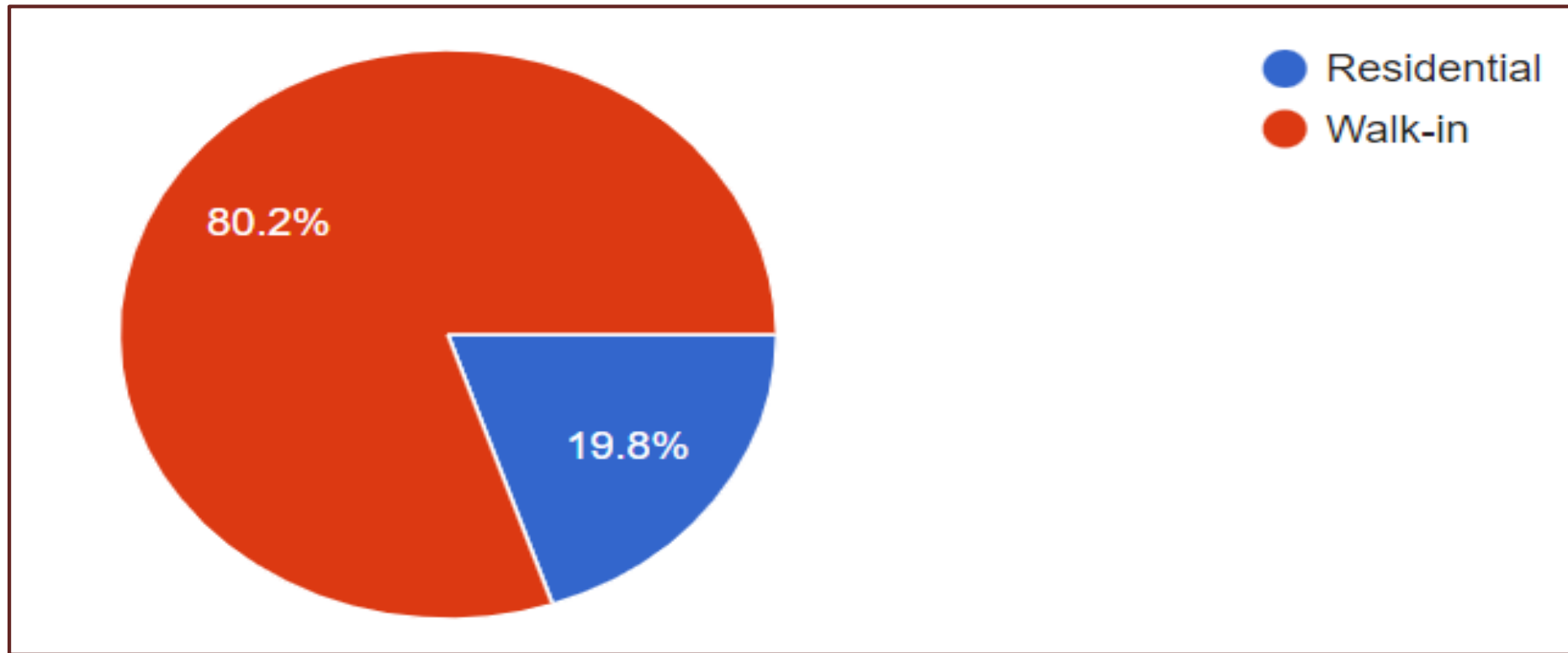
BACKGROUND

- Different provinces managed to organise support programmes for Grade12 learners through **Autumn and Winter Vacation Classes**
- ALL **9 PEDs** managed conduct the support classes during:
 - Autumn (**131 schools visited**)
 - Winter (**208 schools visited**)
- All the support classes were conducted **face-to-face**.
- The **purpose** of the two support programmes was mainly for **revision** of the work already covered from school and in some cases **teaching new content** to be covered in the next term.

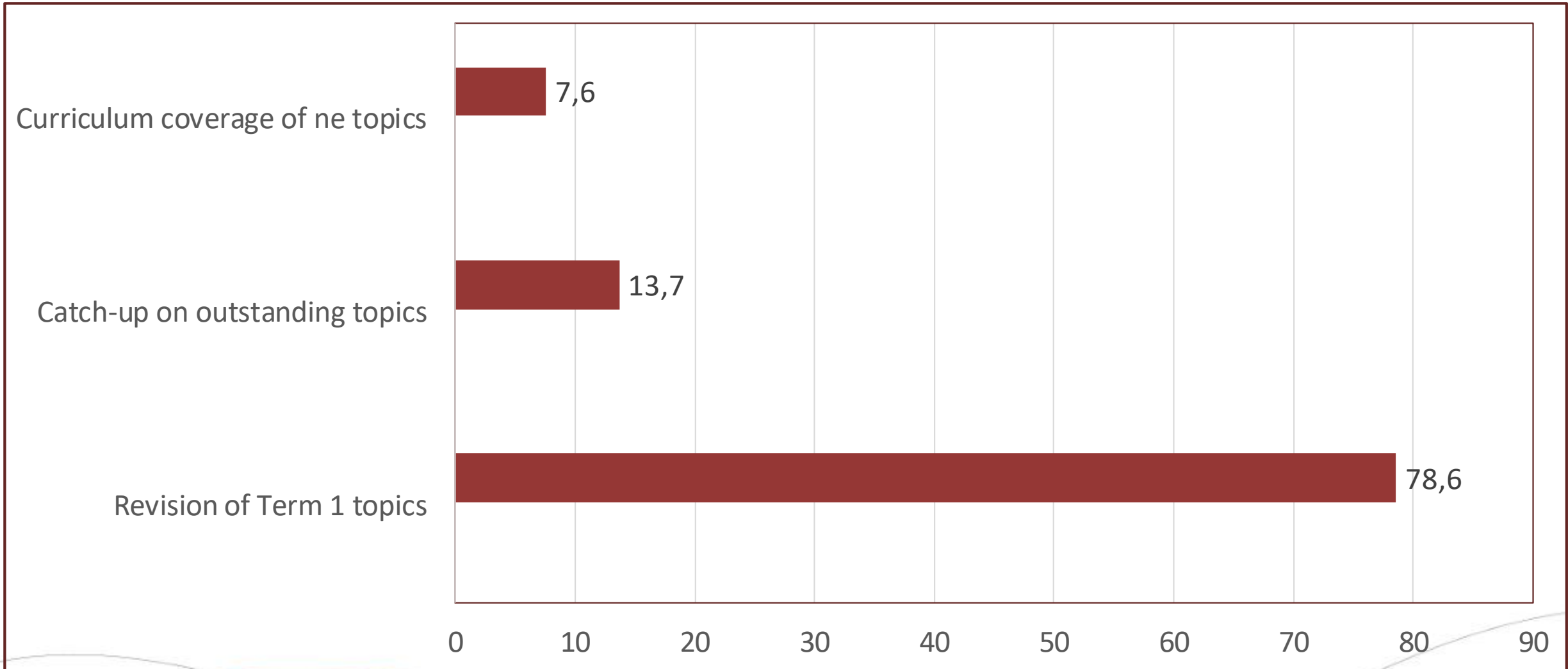
AUTUMN SUPPORT CLASSES

Walk-In/ Residential

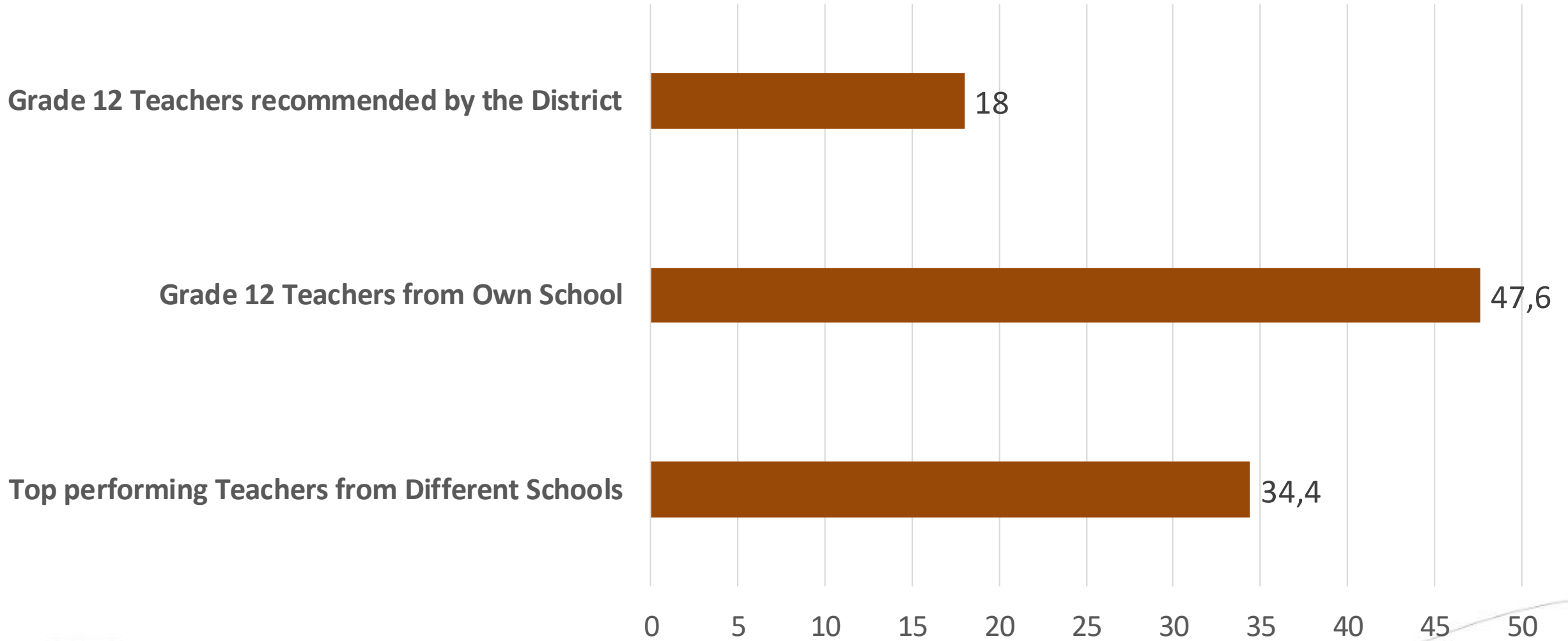
The majority of centres in most provinces were walk-in centres, very few were residential in nature.



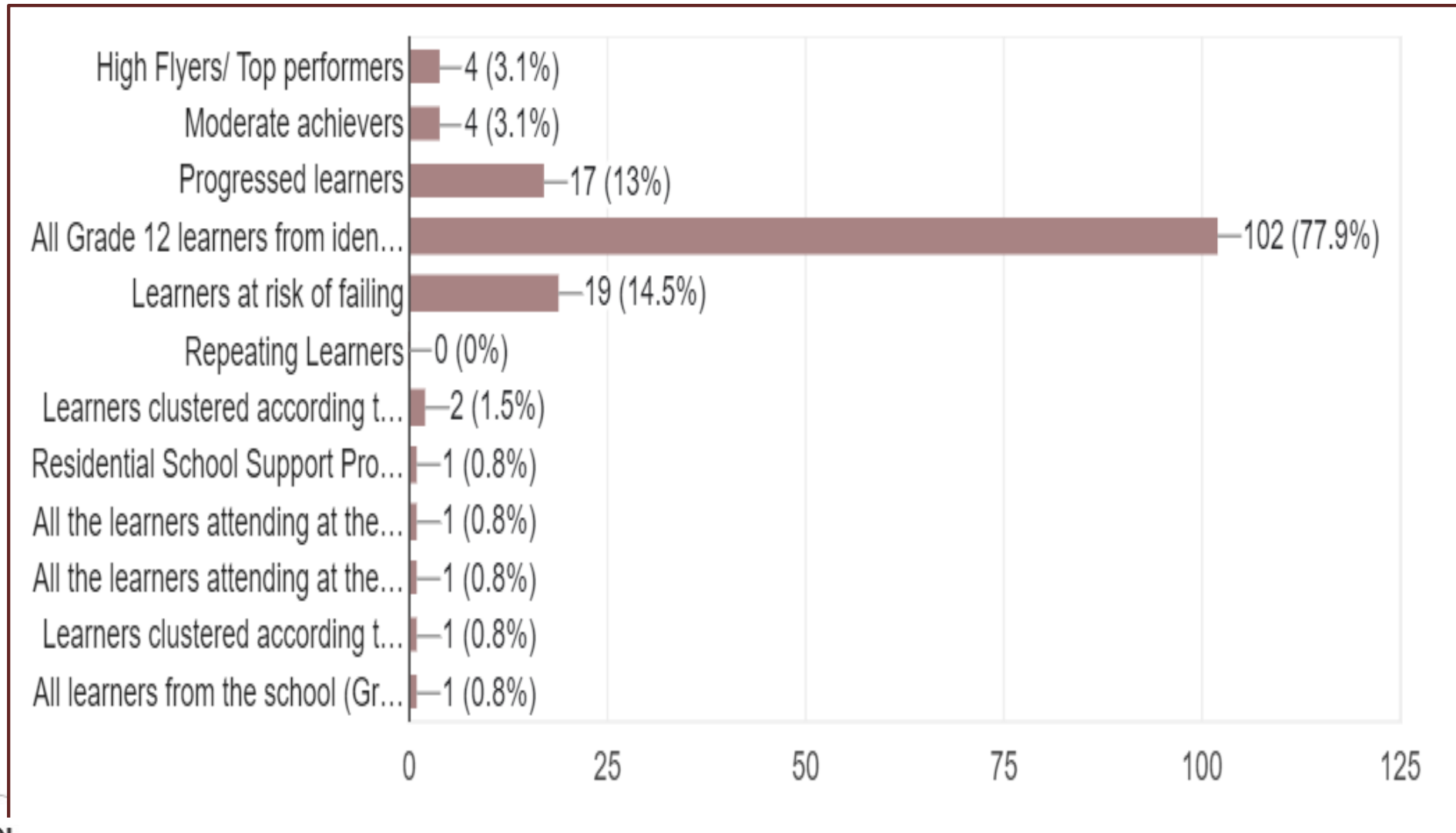
Purpose of the Classes



Criteria for selection of teachers

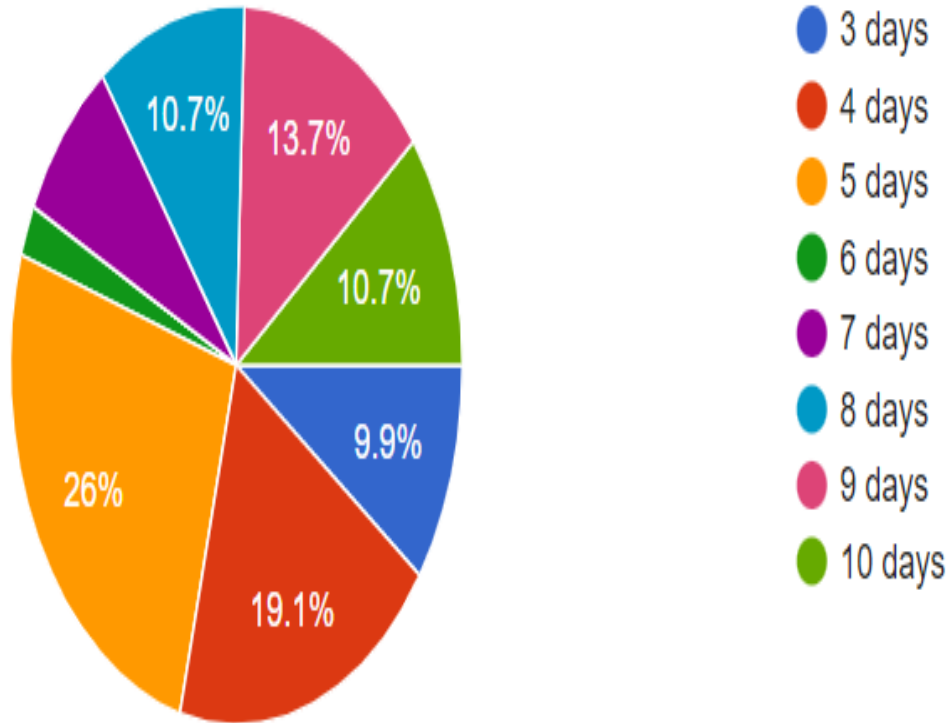


Description of learners at the centres

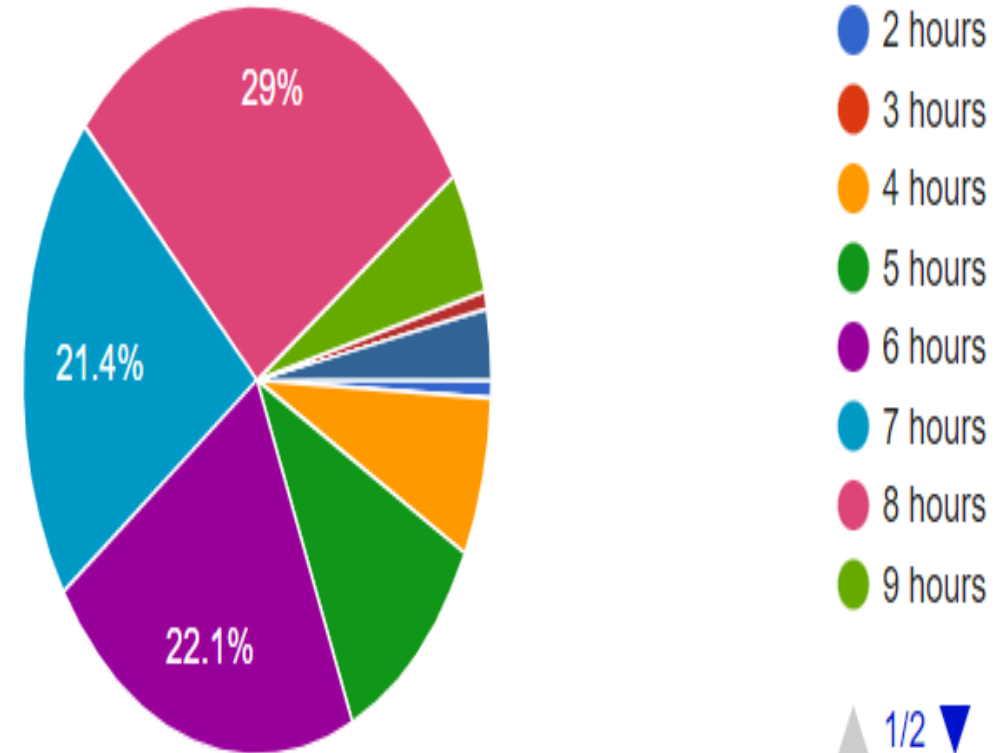


Duration of the Autumn Classes

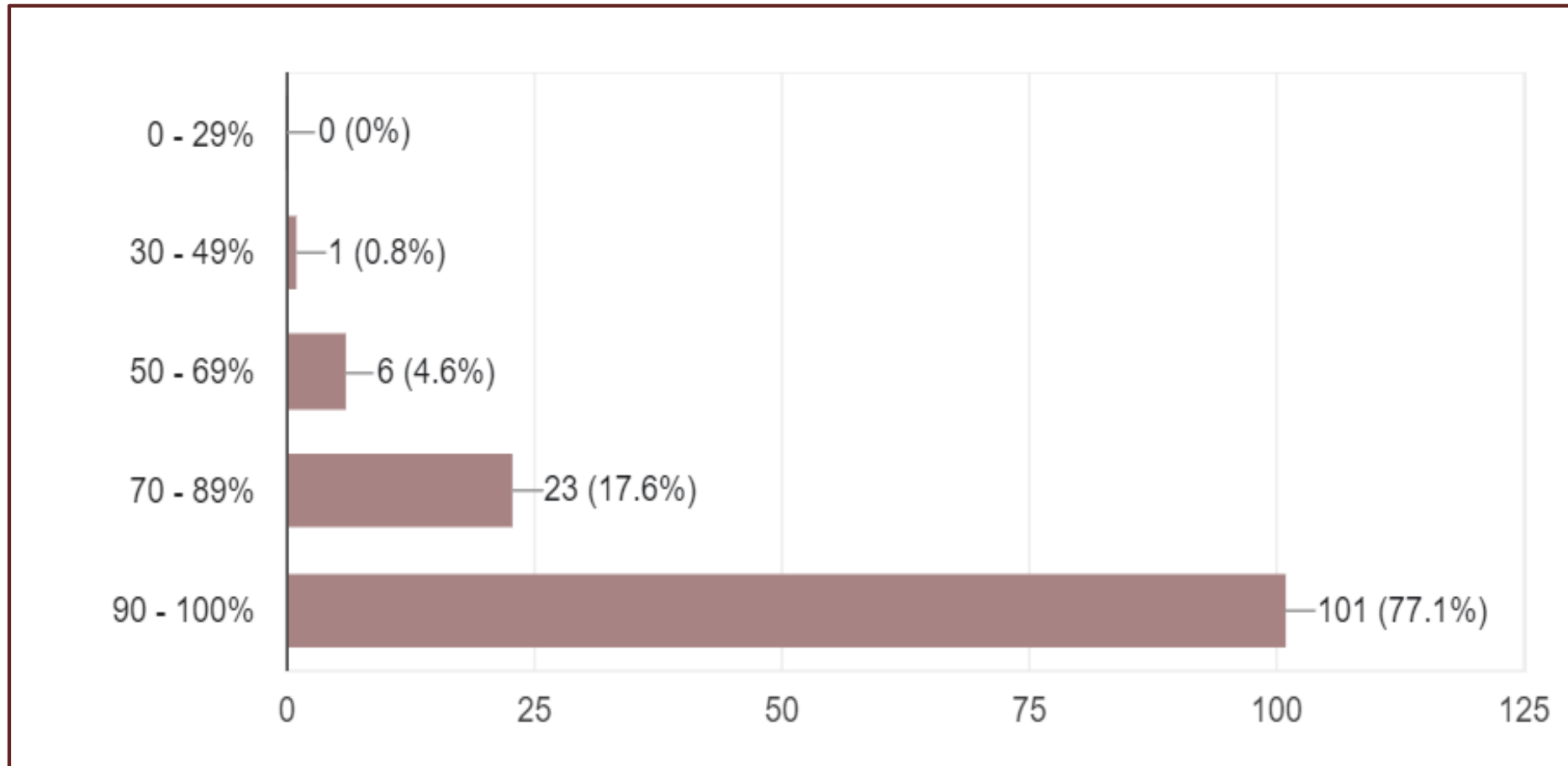
Total Number of days



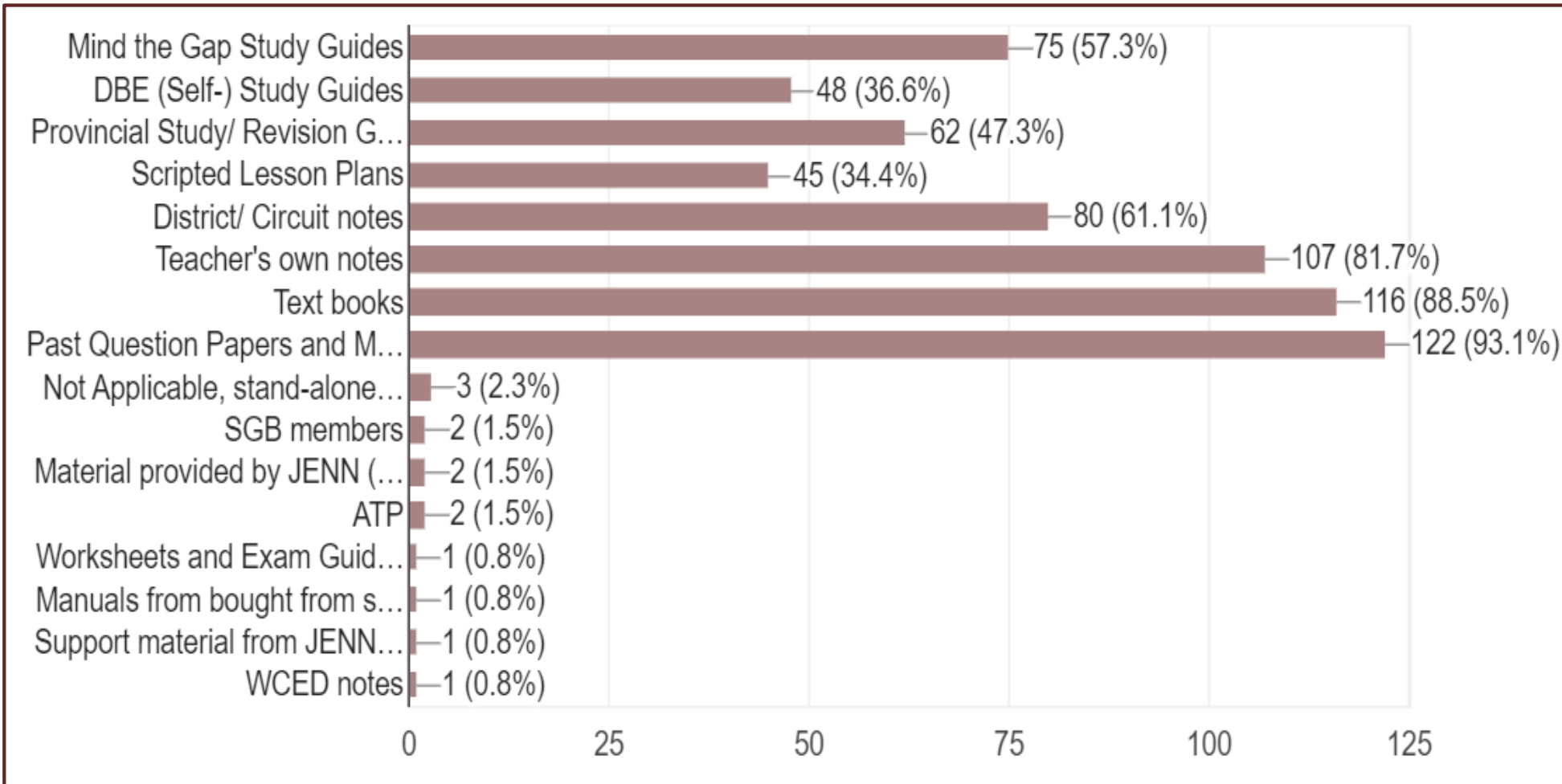
Total Number of hours per day



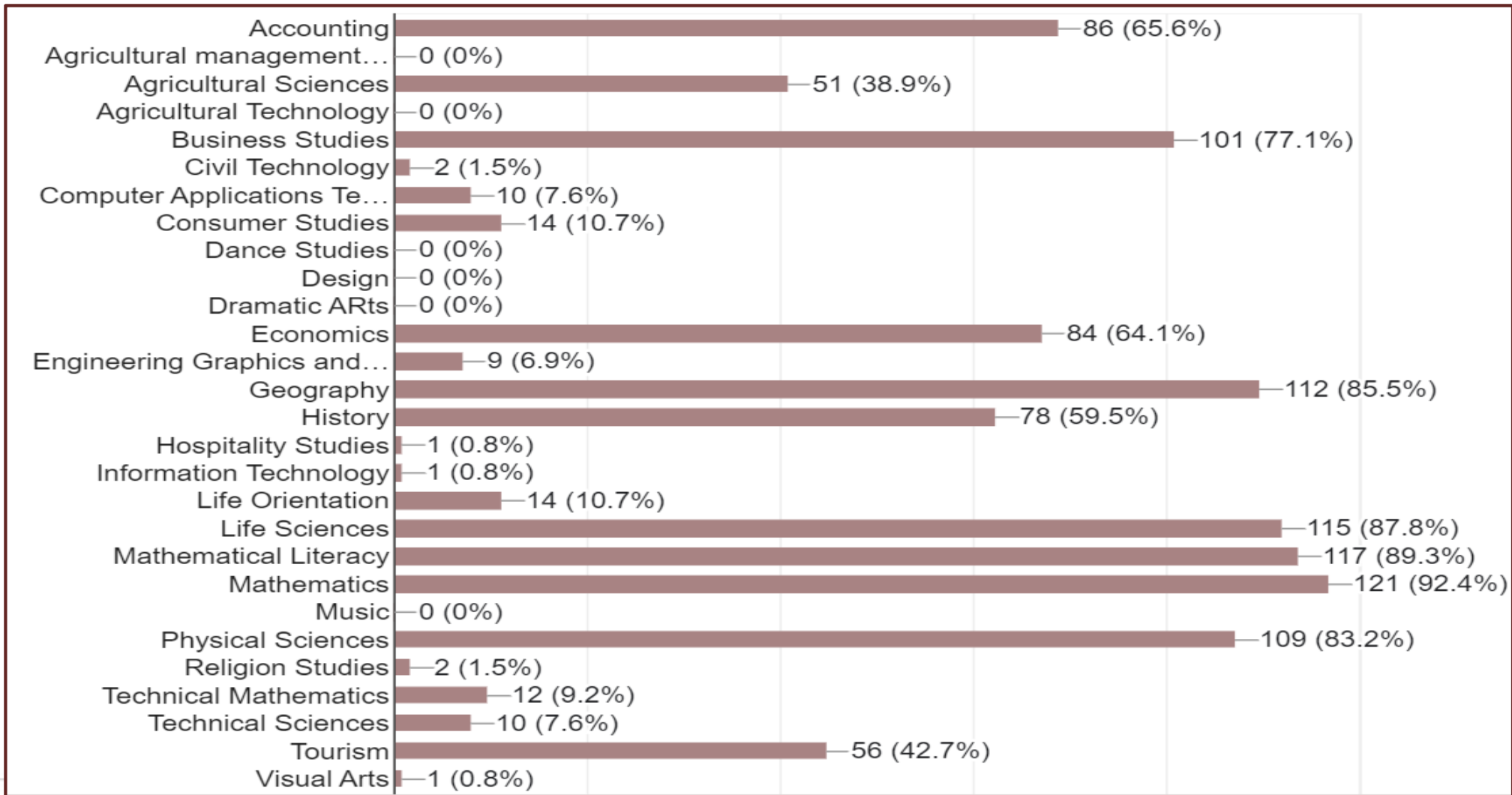
Attendance on the day of the visit



Teaching and Learning Resources

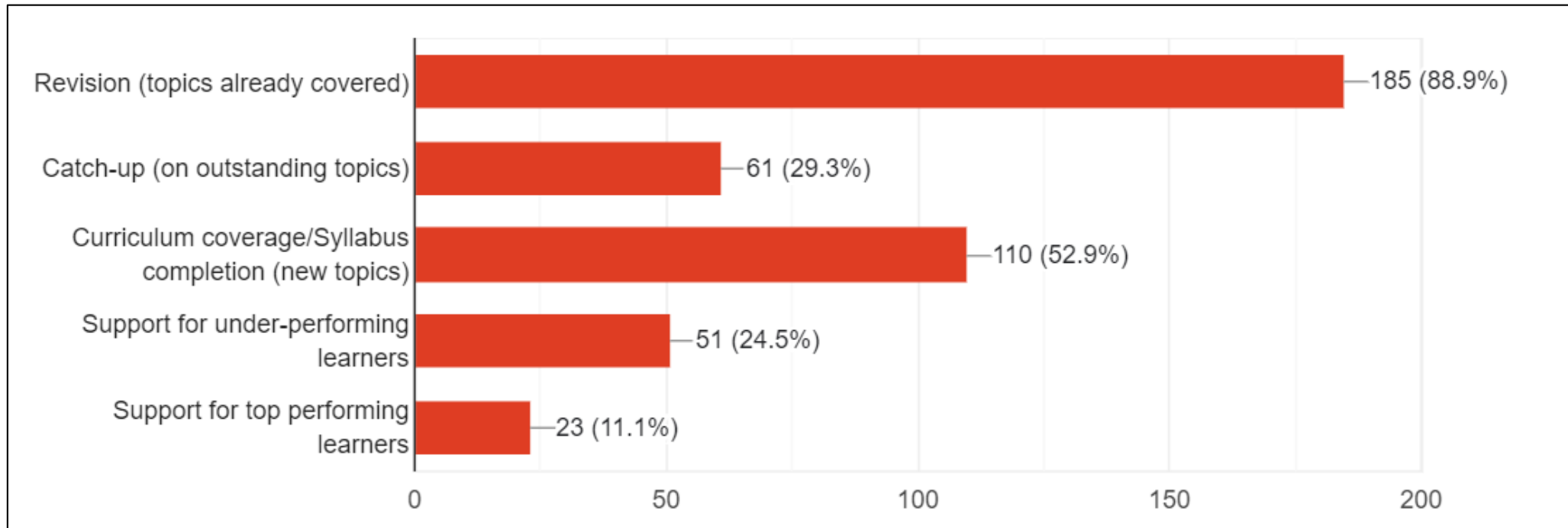


Subjects Offered

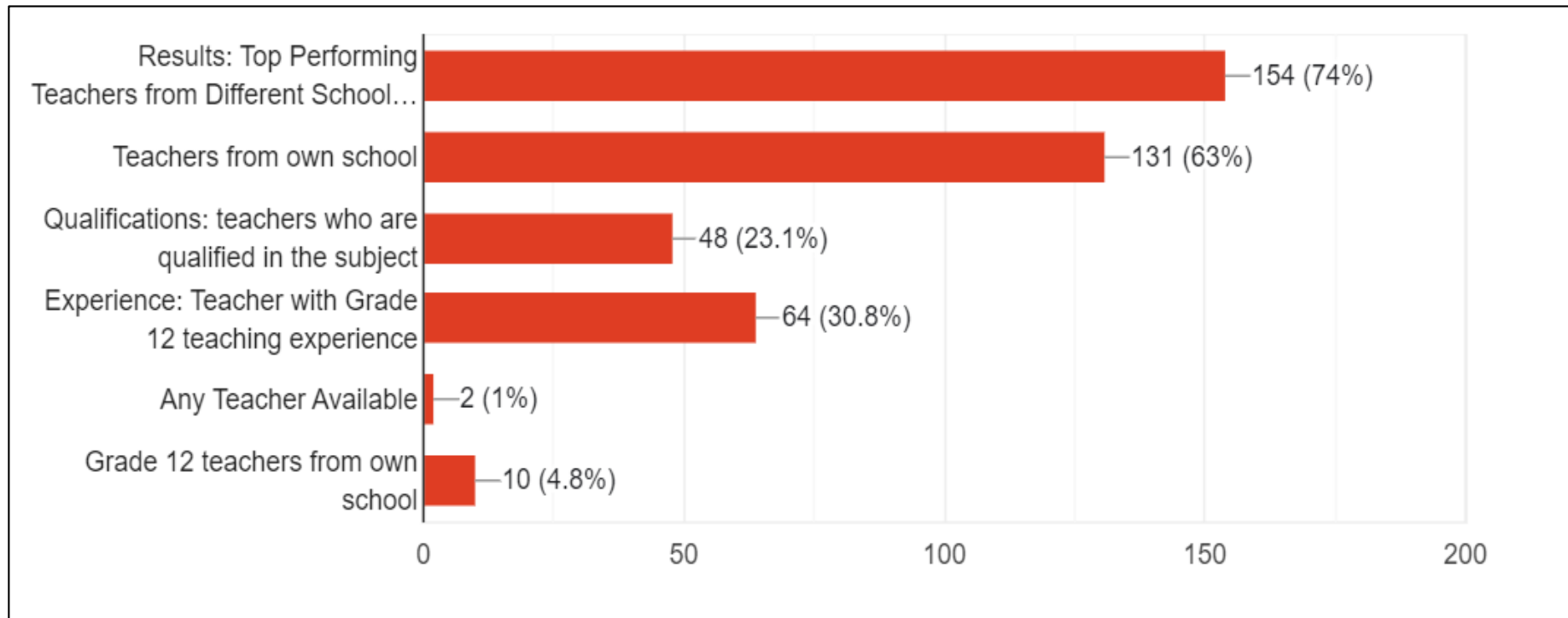


WINTER SUPPORT CLASSES

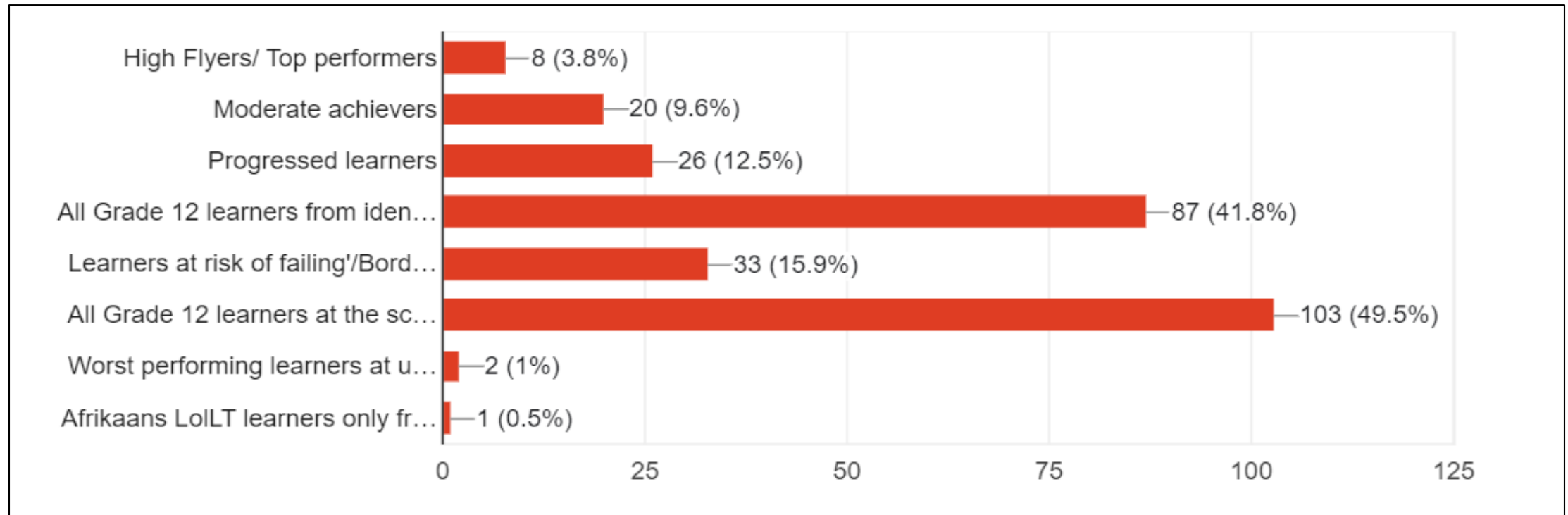
Purpose of Support Classes



Criteria for selection of teachers/tutors



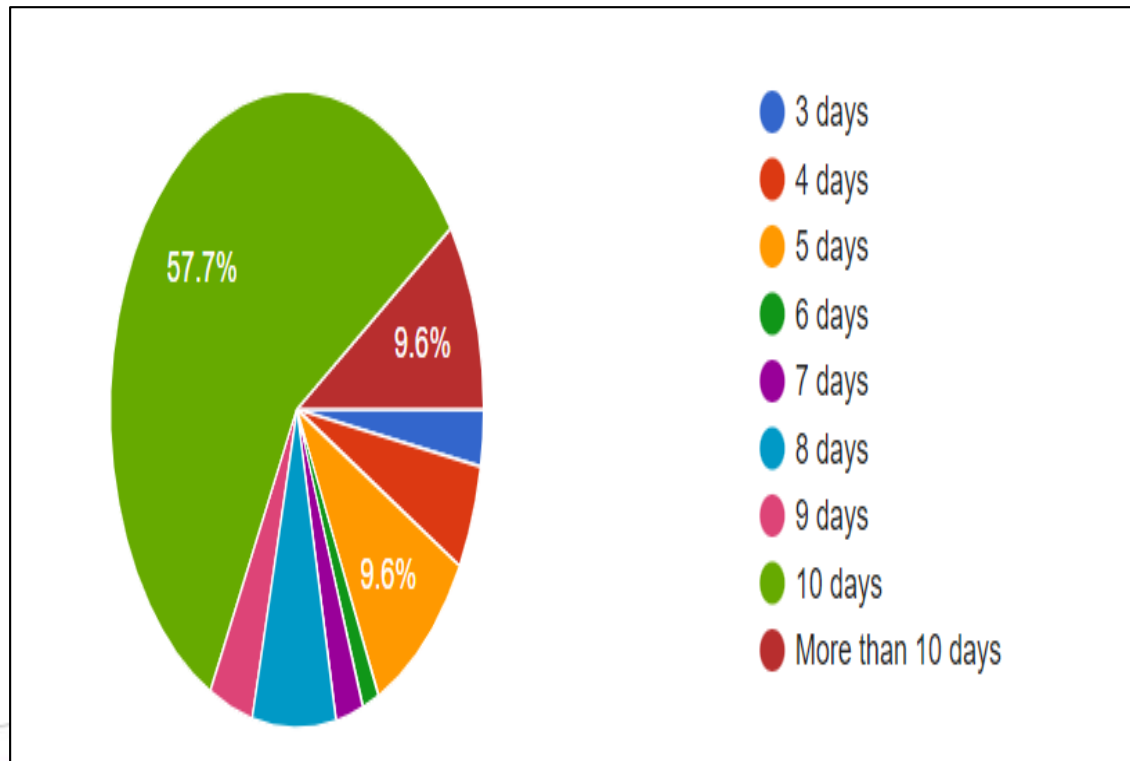
Description of learners at the centres



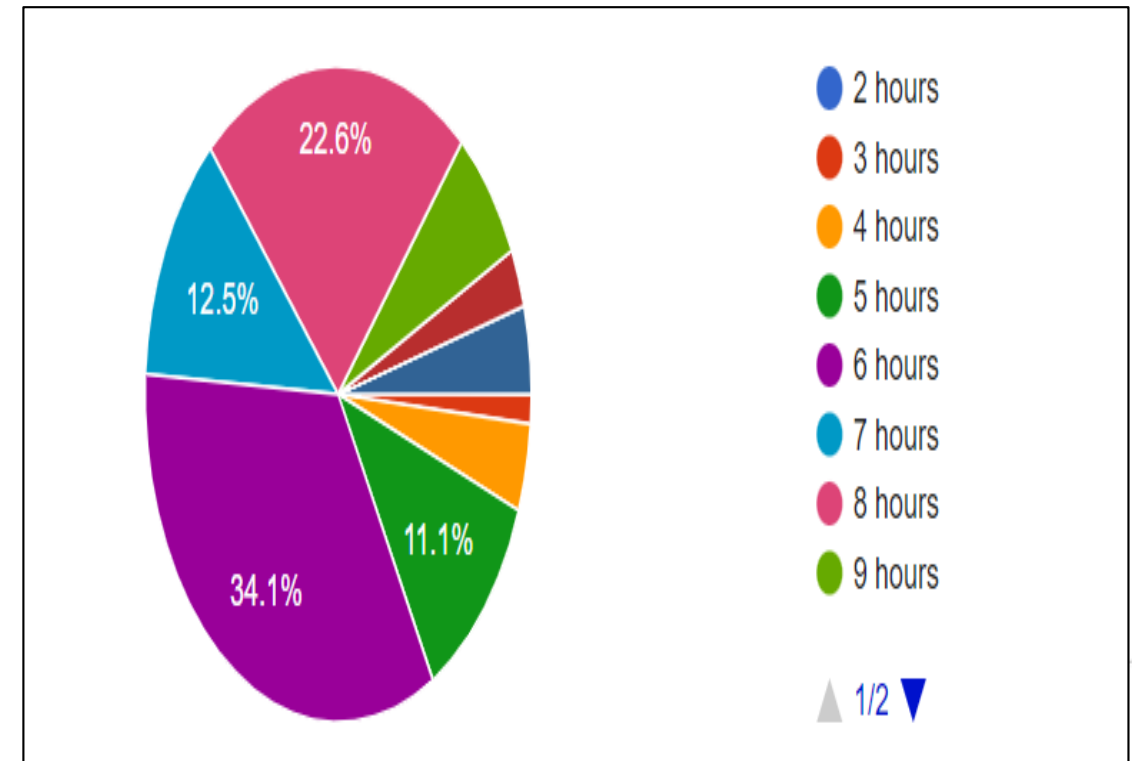
Duration of Enrichment Classes: Days and hours

- The majority of the centres (57.7%) ran for 10 days with most contact time comprising 6 hrs 34.1% and 9.6% centres ran between 4 and 5 days. 12.5% and 22.6% of the centres conducted lessons for 7hrs and 8hrs respectively.

Total Number of days

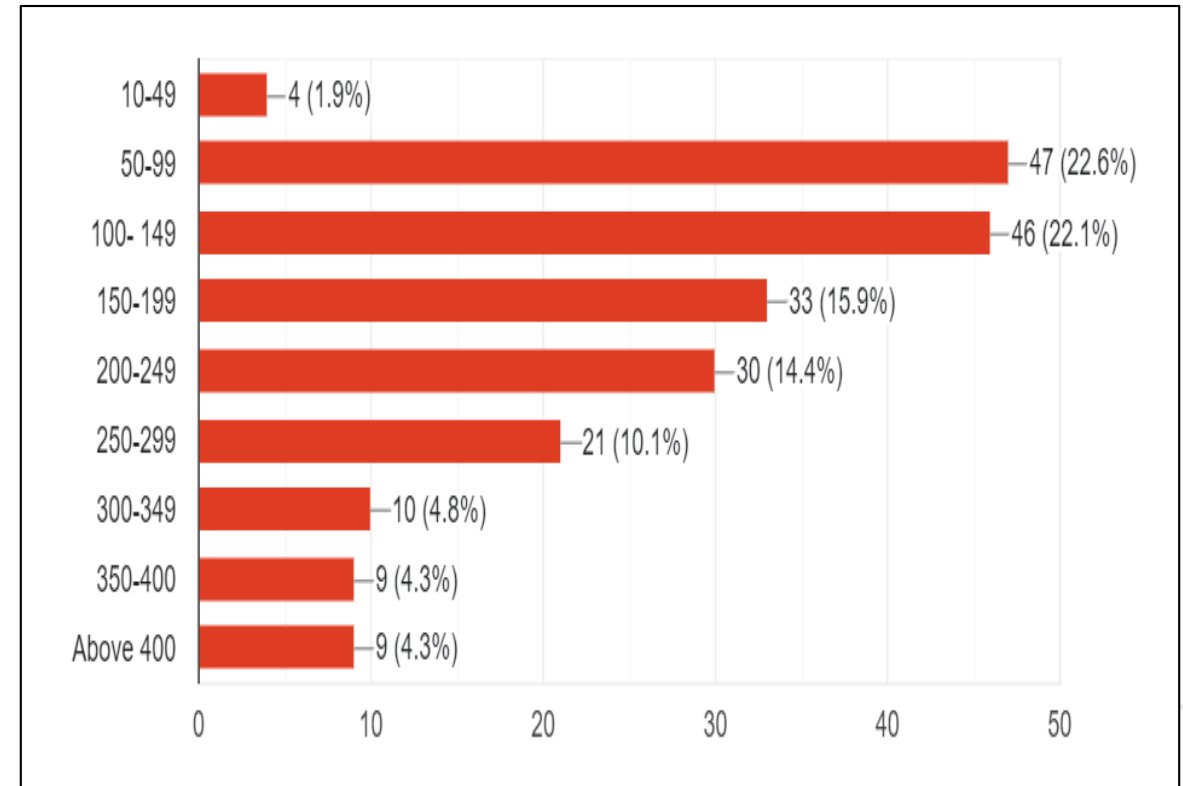
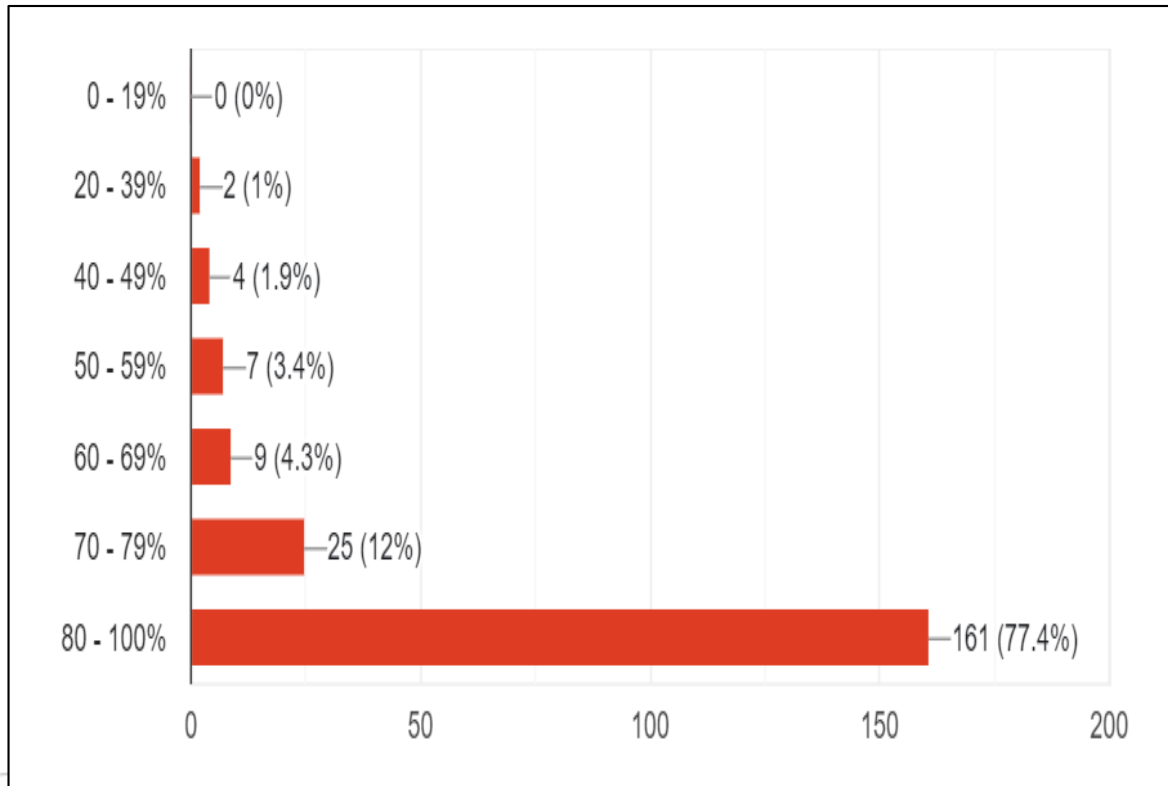


Total Number of hours per day



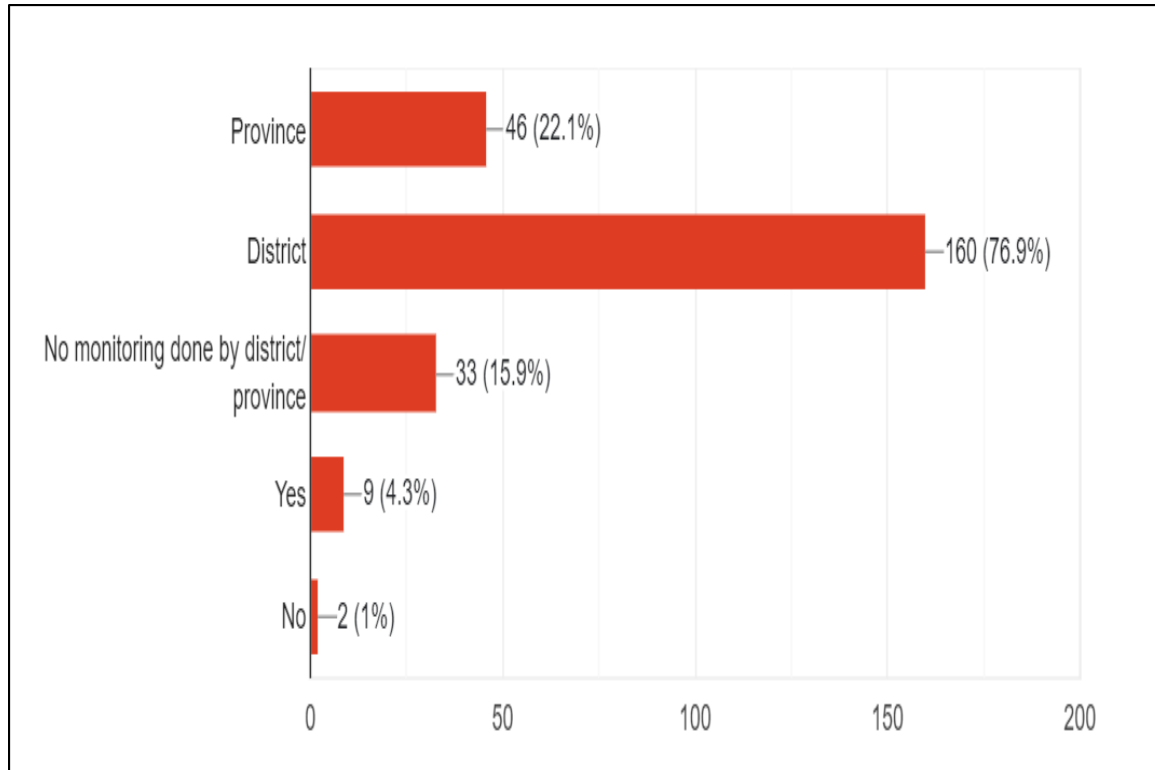
Actual attendance in percentage

- It is commendable that the majority (77.4%) of centres registered learner attendance above 80%.
- 12.0% of centres registered attendance between of 70- 79%.
- A number of centres also accommodated huge learners numbers between 200-400 and more.

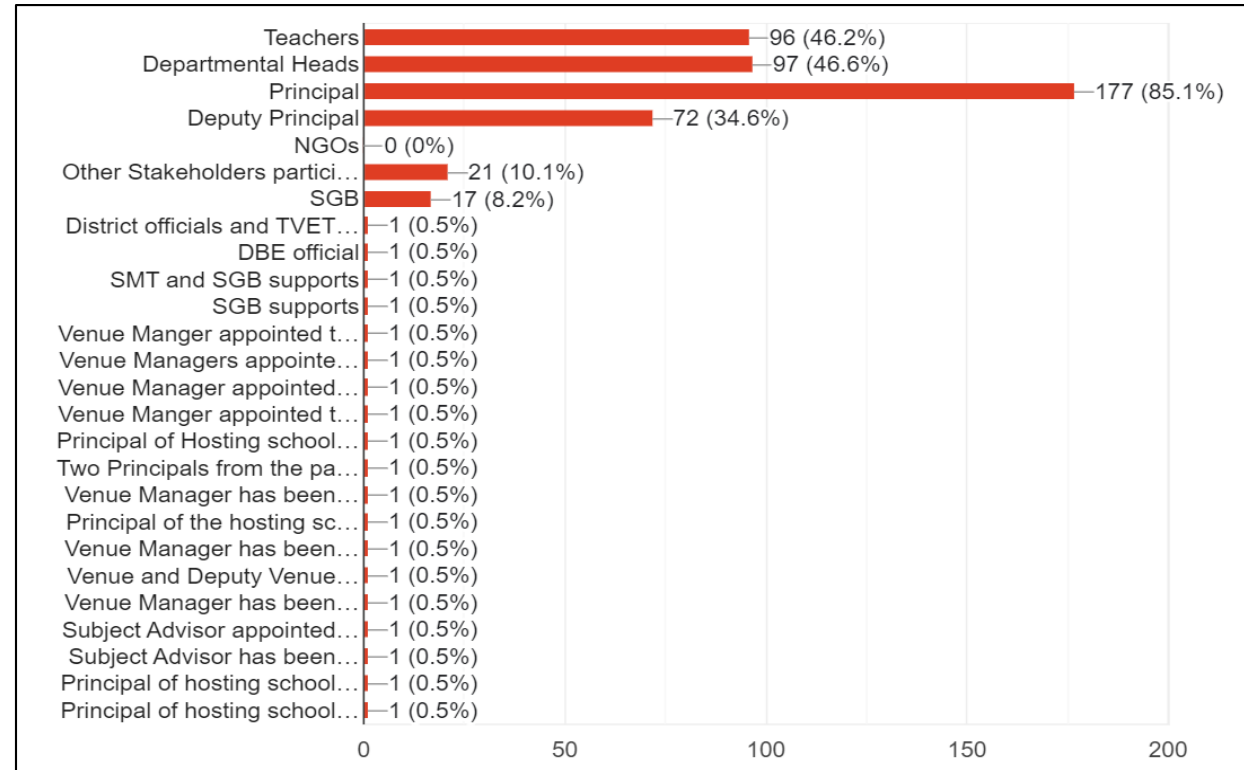


Monitoring and Support

Officials

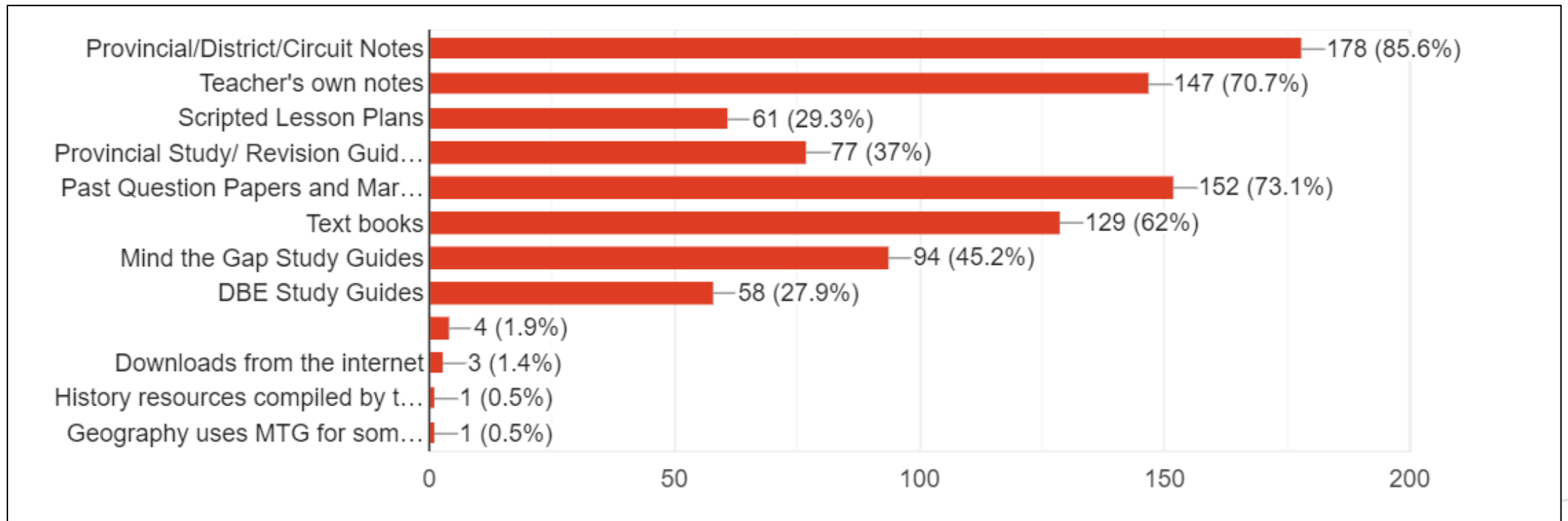


School Management Teams & Governance



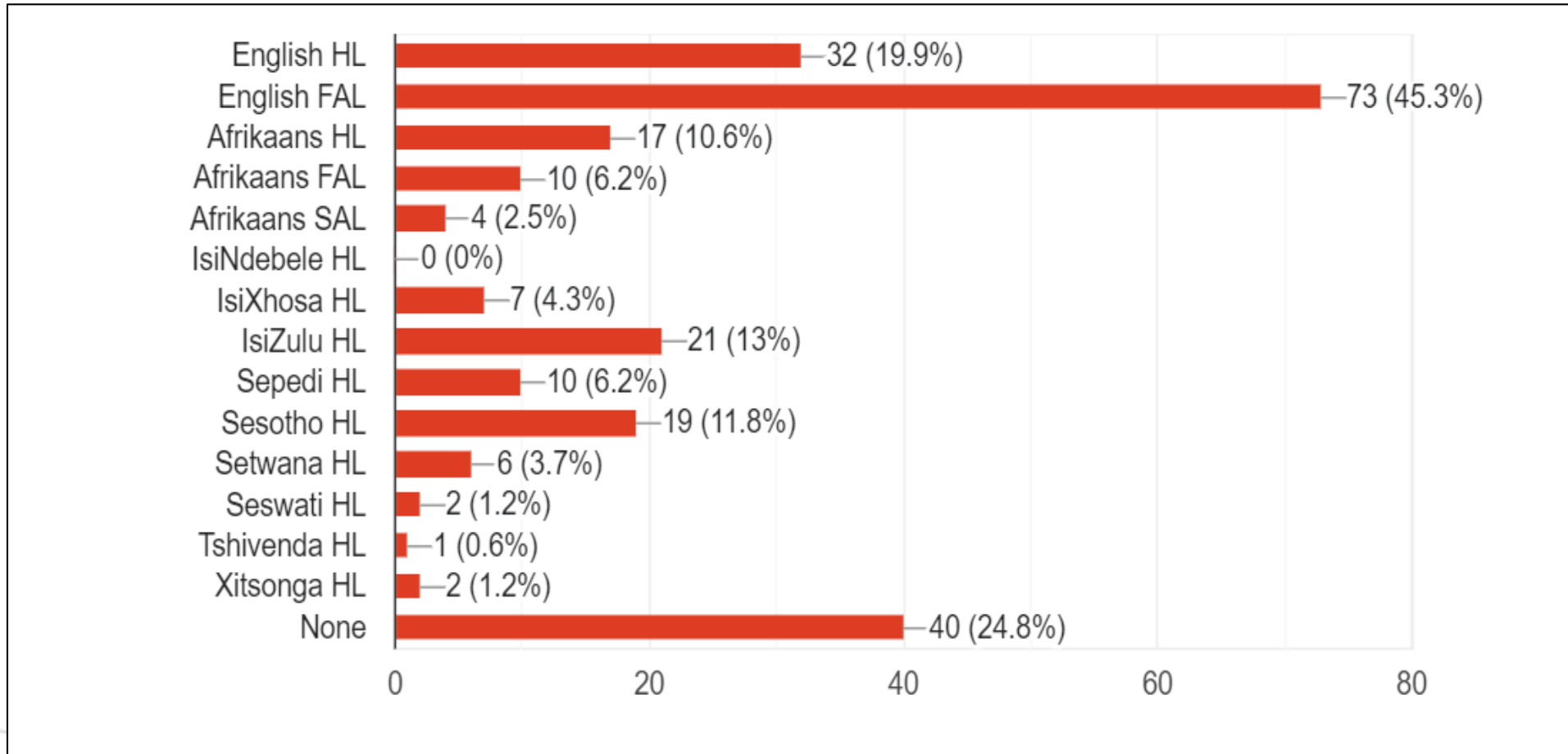
Teaching and learning resources

- The data gathered here indicates that PEDs provided the material to be utilised by teachers.
- It is commendable that teachers mainly used previous question papers to consolidate teaching and also using their own notes and DBE Study Guides



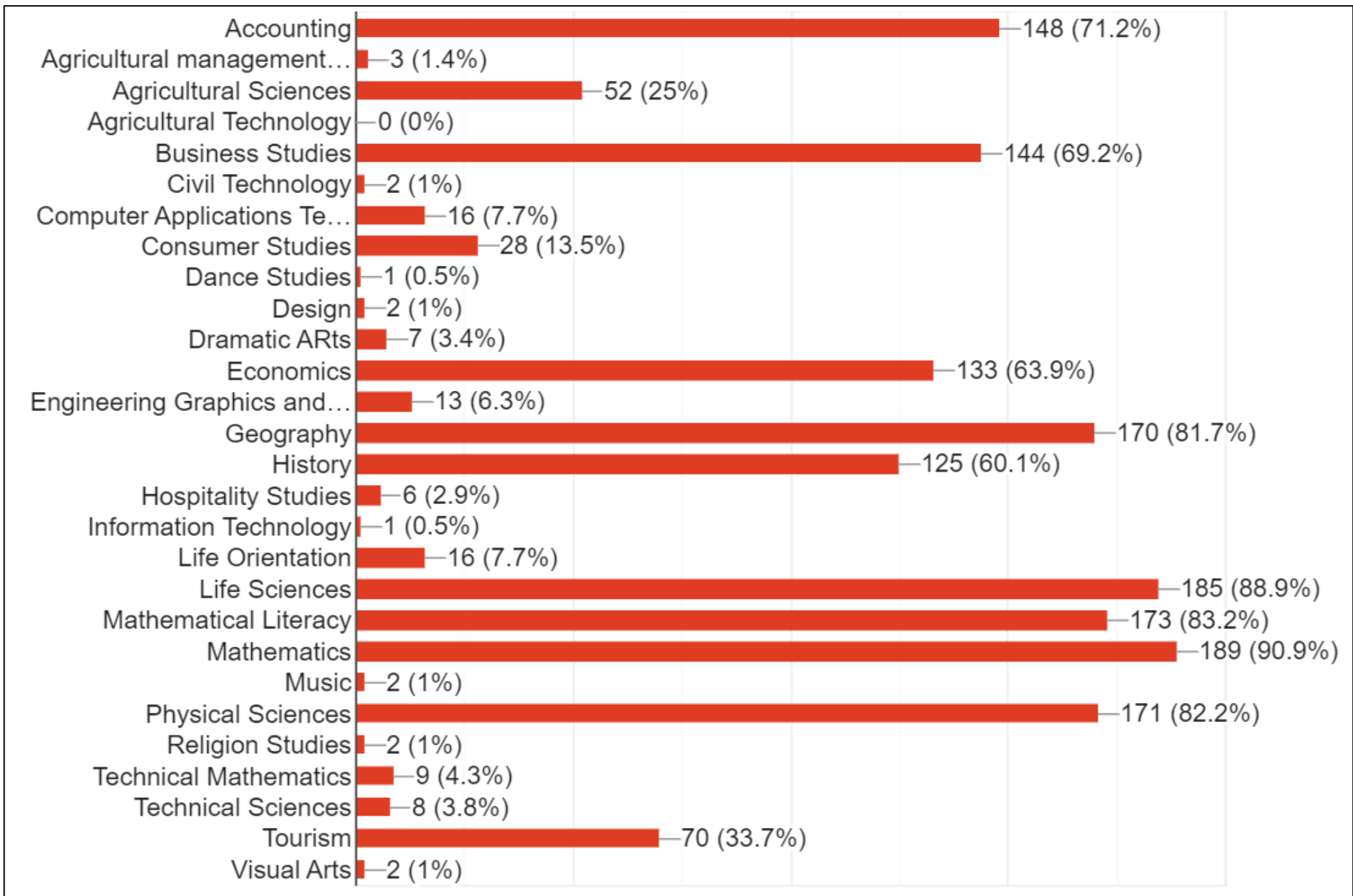
Languages offered

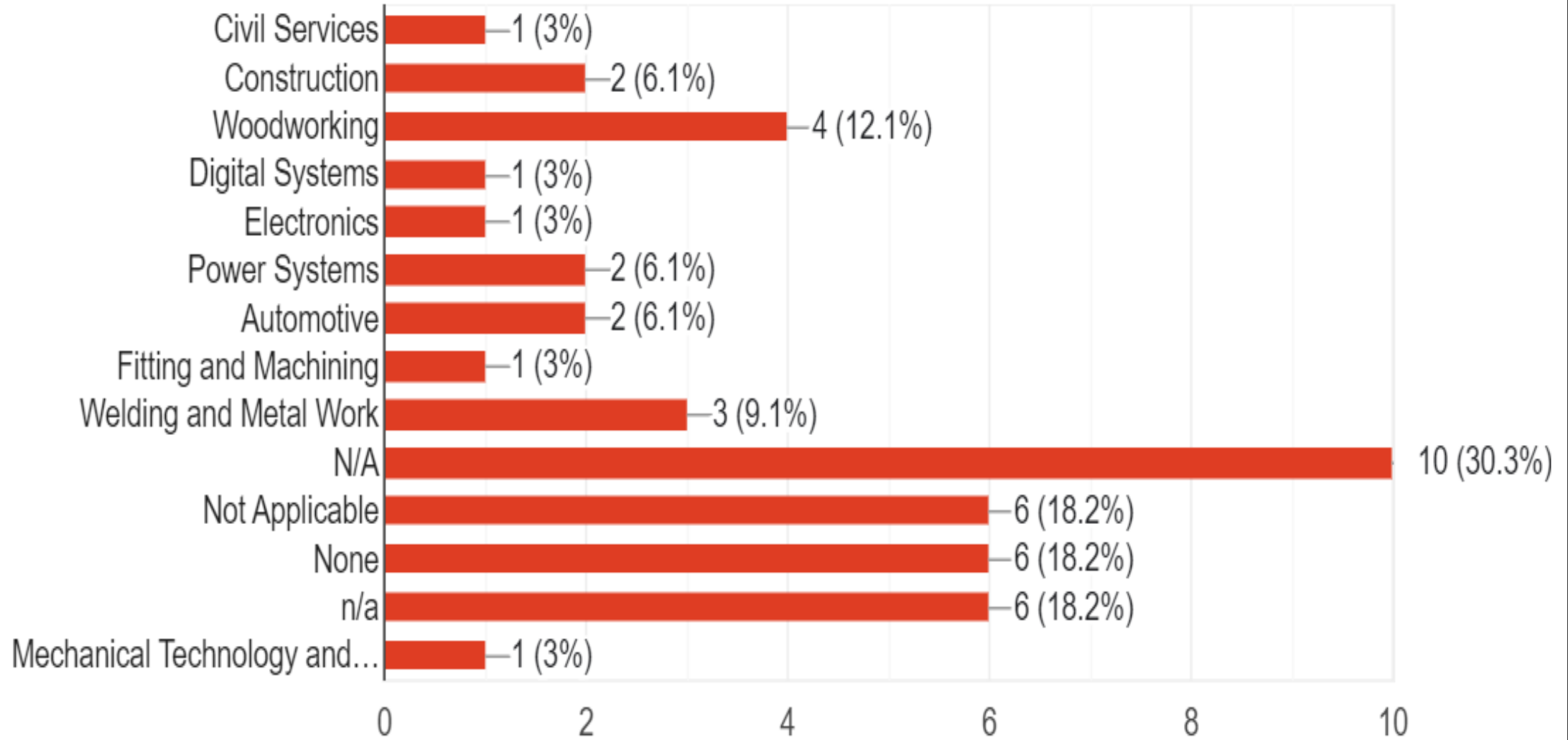
- The languages offered in various centres ranged from English First Additional (EFAL) at 45.3%, followed by English HL (19.9%) and IsiZulu at 13.0%, Afrikaans HL at 10.6%, Sesotho at 11.8%.
- It is worth noting that languages are crucial for progression and should thus also be part of intervention programmes.



Non-language subjects offered

- Most **gateway subjects** were **catered** for by the many centres in various provinces.
- The most commonly offered subjects are Mathematics, Mathematical Literacy, Life Sciences, Physical Sciences, Geography, History, Accounting, Business Studies, and Economics.
- It is laudable that some centres offered subjects such as Agricultural Sciences, Life Orientation and Tourism.
- It was also encouraging to note that smaller subjects like Agricultural Management, Technical Maths, Technical Sciences, EGD and Civil Technology received attention.
- There were also some centres that managed to cater for the Arts subjects such as Music, Dance, Design and Visual Arts.

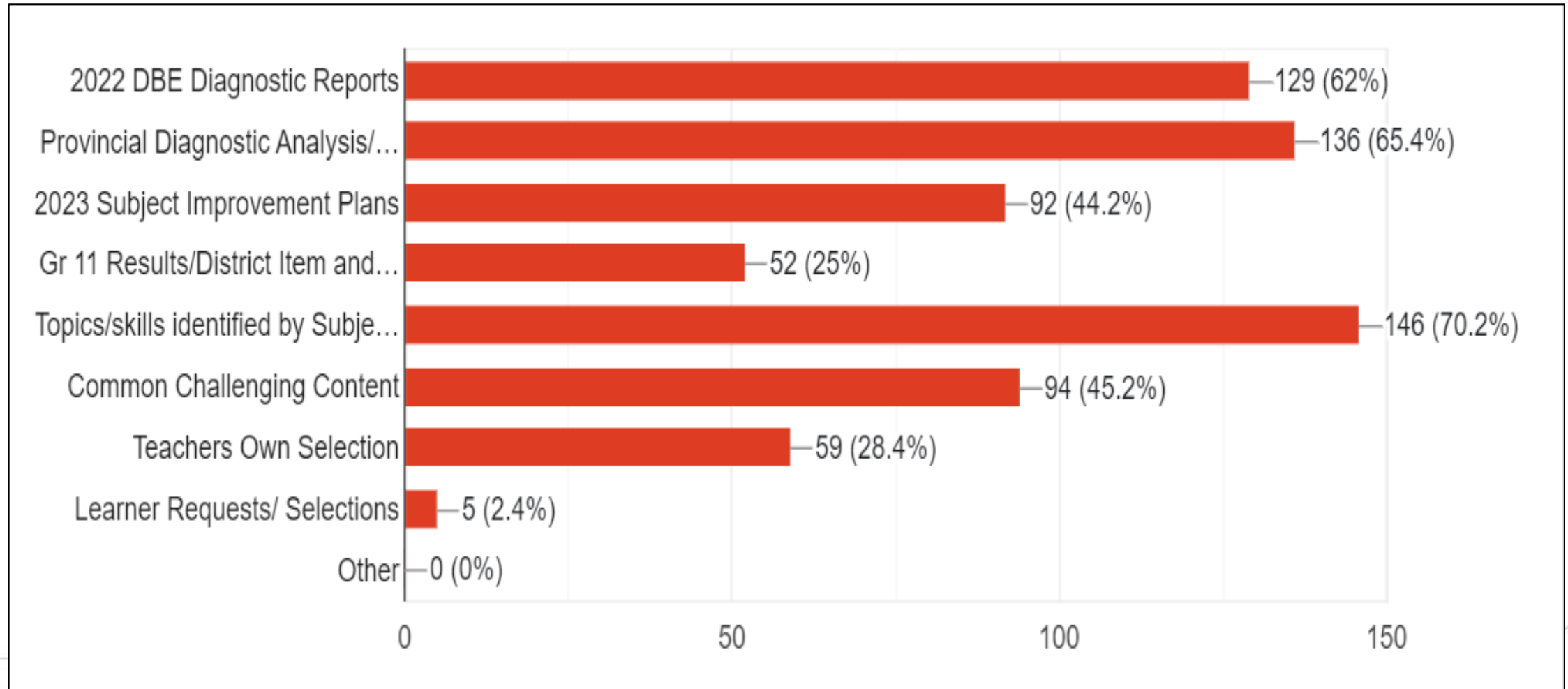




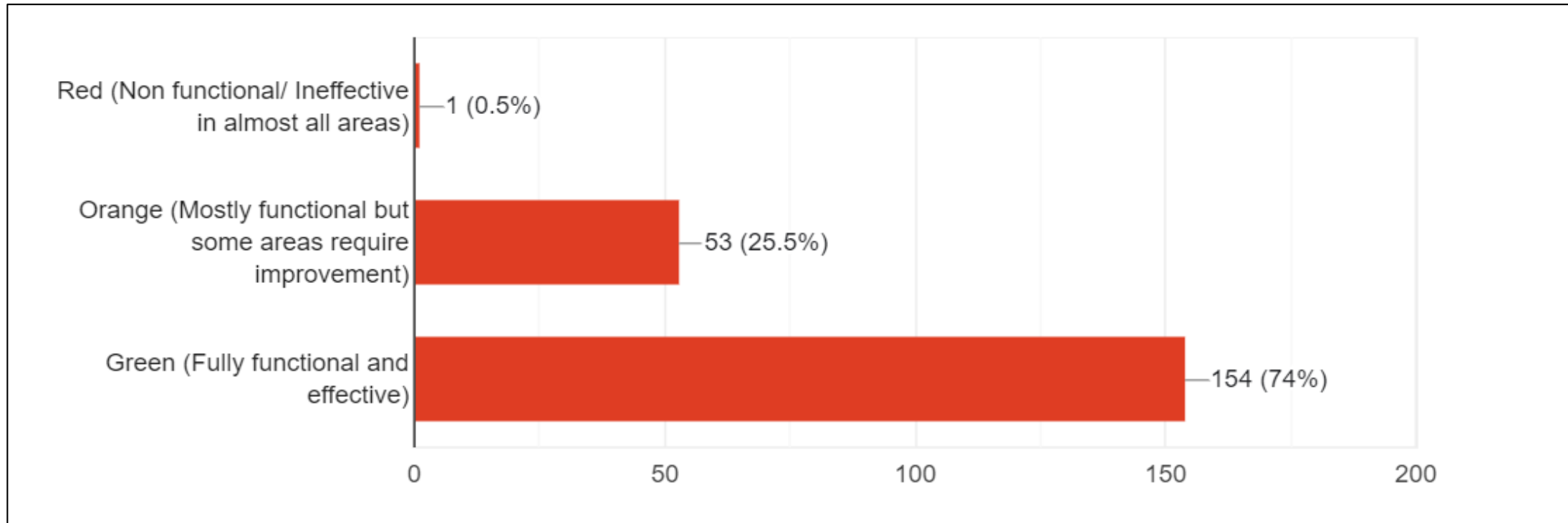
Selection of topics

- The **selection of topics** that were covered during the Winter Support Programmes were based on the **common challenging topics**, selected by district, **subject improvement plans**, provincial **diagnostic report** and the DBE diagnostic report.
- In some cases, **Subject Advisors** also **played a role** in selecting topics to be covered.
- It is laudable that teachers were also provided with an opportunity to select topics for the support classes (28.4%), especially in cases where there was no guidance from Subject Advisors, province, or district.

Selection of topics



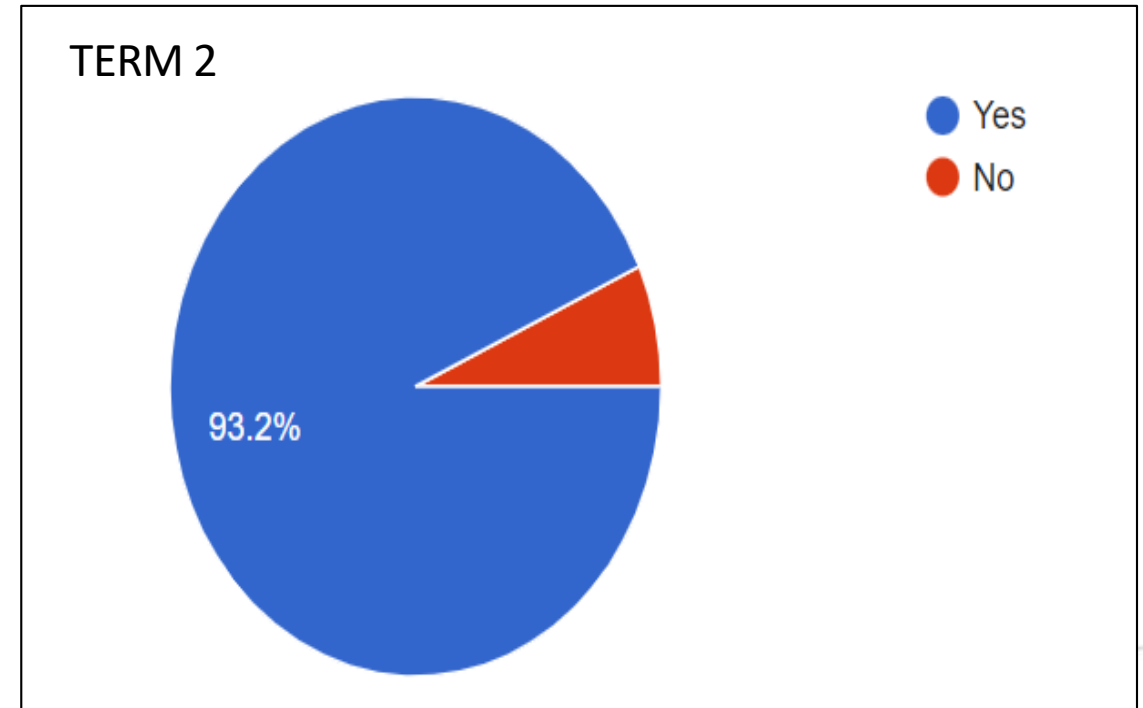
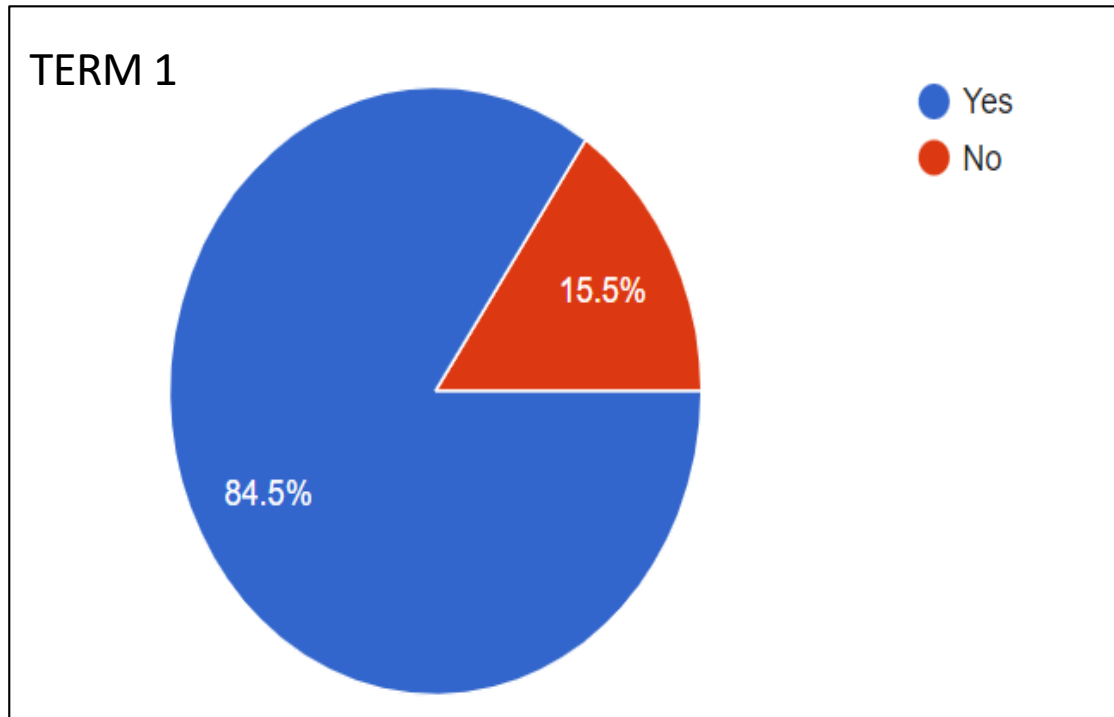
Functionality and effectiveness of centres



LEARNER RESPONSES

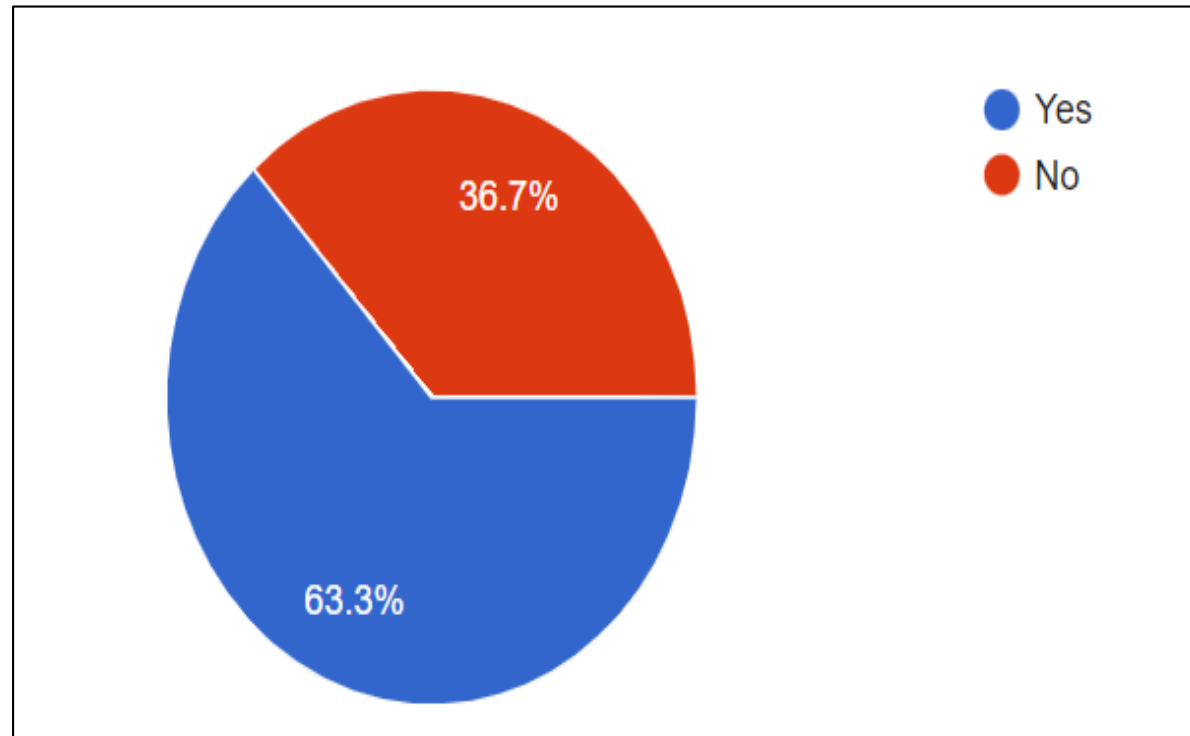
Topics selected for Extra Support Classes

- 84.5% of the learner responses confirmed that teachers were **revising** work covered in Terms 1 and 93.2% for Term 2.



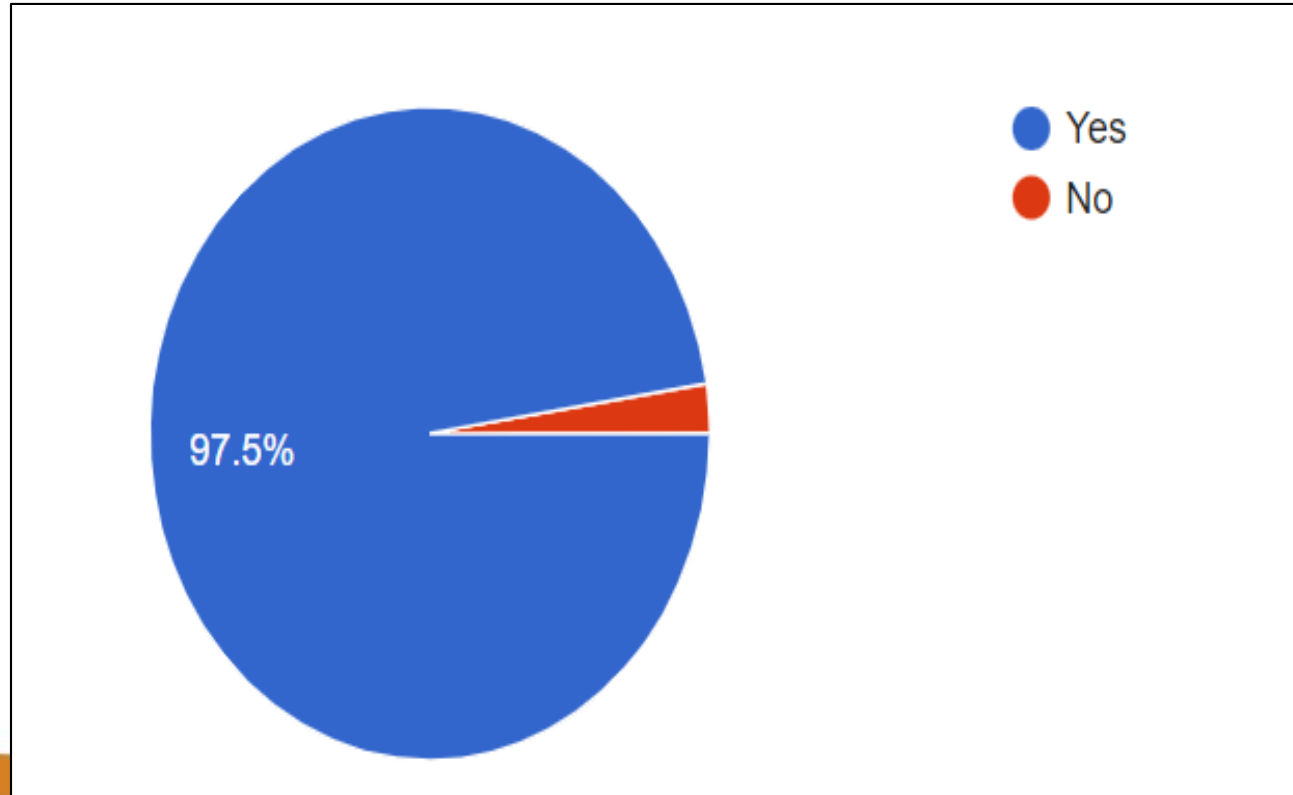
Topics selected for Extra Support Classes

- 63.3% of the learner responses indicated that they were taught **new topics** covered in Term 3, in preparation for the Trial Examinations.



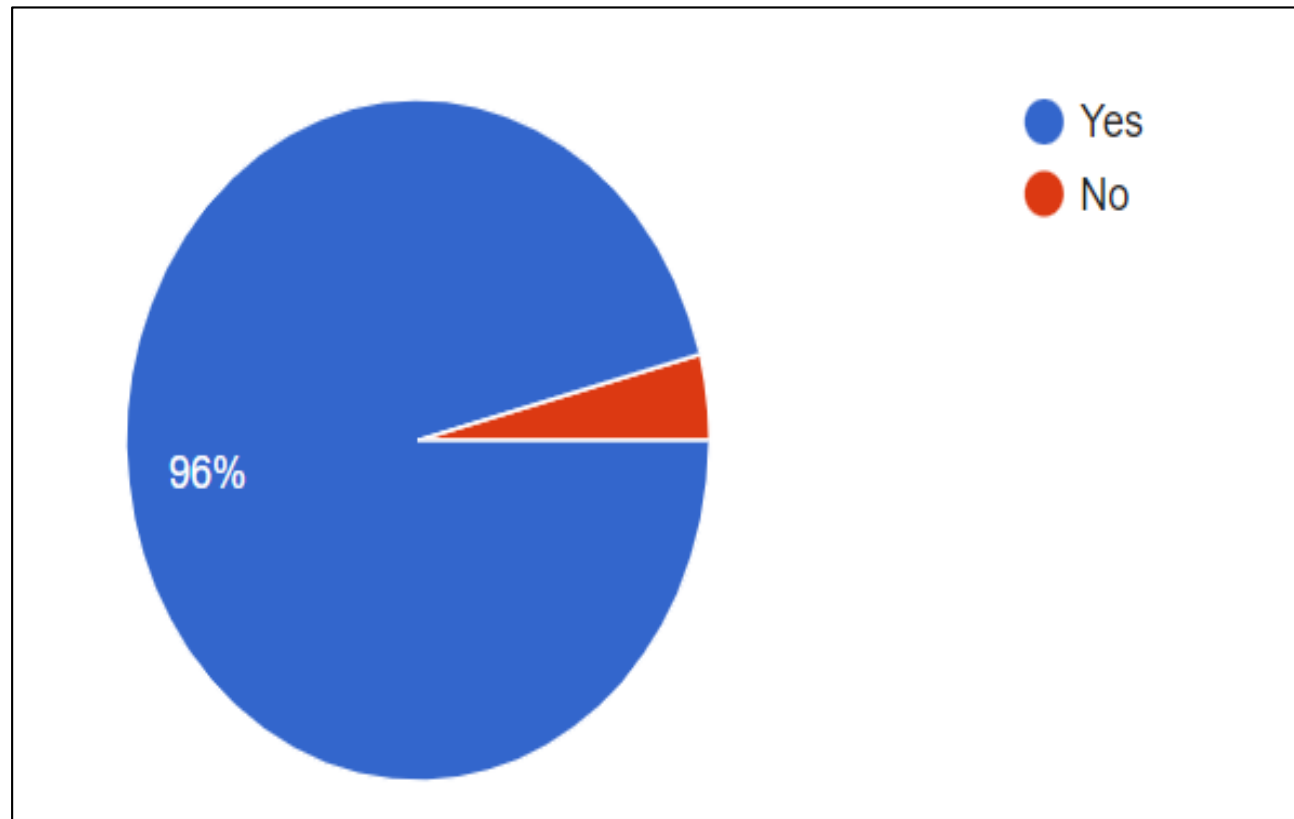
Homework Activities to reinforce Teaching and Learning

- Homework activities are critical in reinforcing teaching and learning in the classroom. The majority of teachers used **assessment for learning** to consolidate teaching and learning.
- 97.5% of the learners indicated that they were given assessment activities to complete to strengthen the learning process.



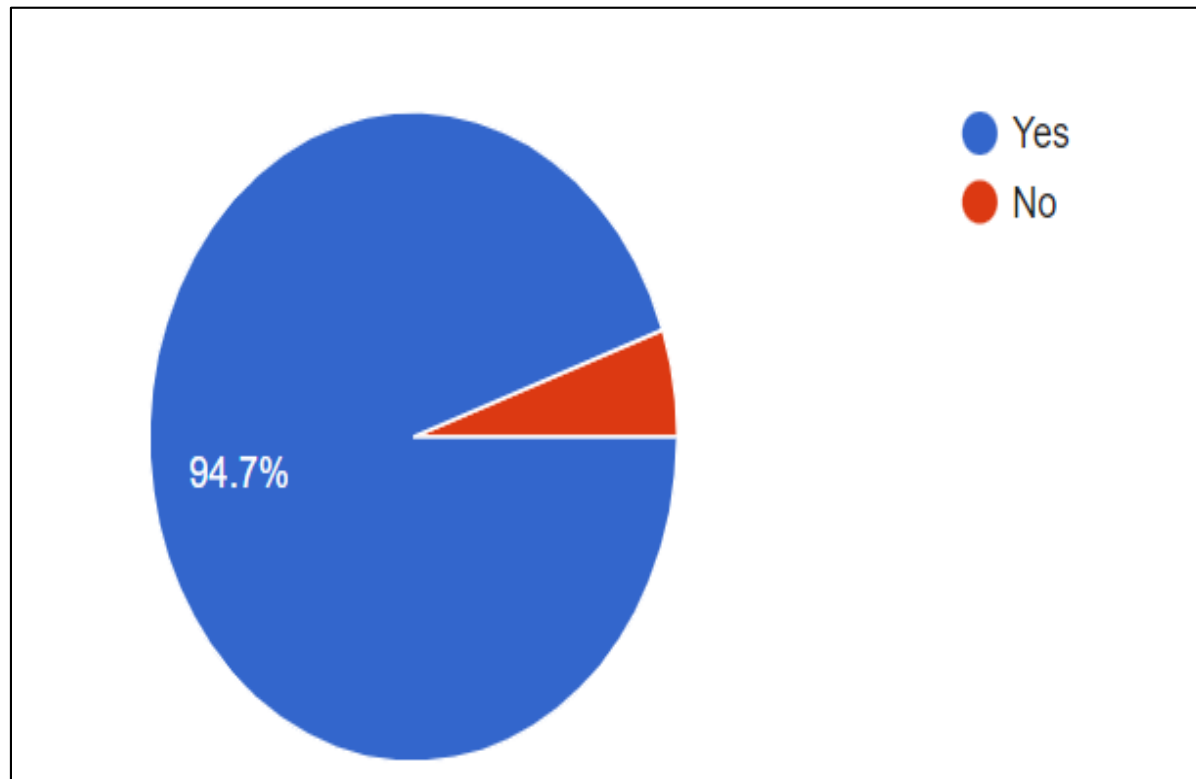
Revision of Past Question Papers

96% of the learner responses confirmed that teachers utilised **past question papers** to guide them on how answer different types of questions.



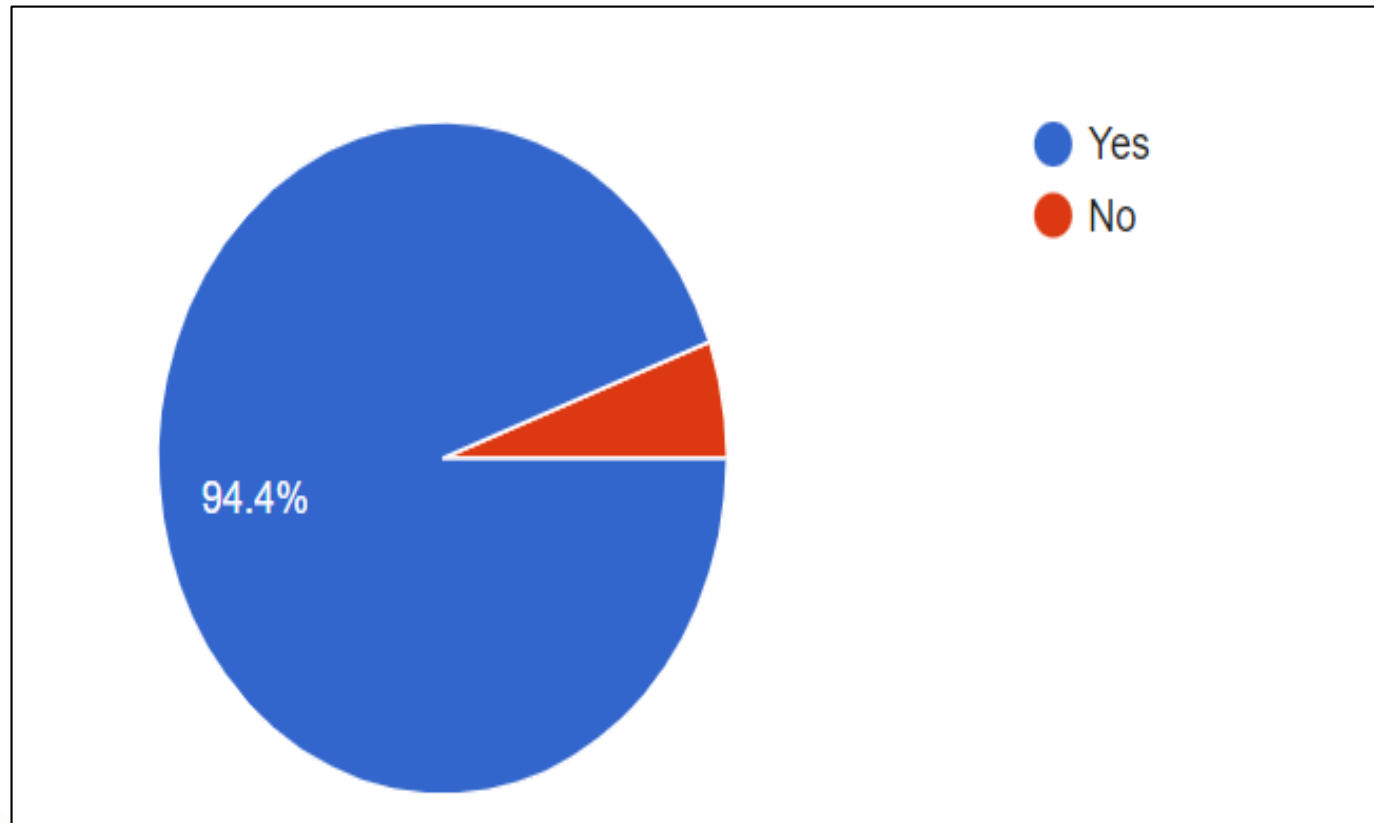
Learning and Teaching Support material provided to Learners

- Most provinces (94.7%) ensured that they prepared notes for teachers to provide as resources in the Winter classes. Learners received notes, study guides and previous examination question papers to utilise as important resources.



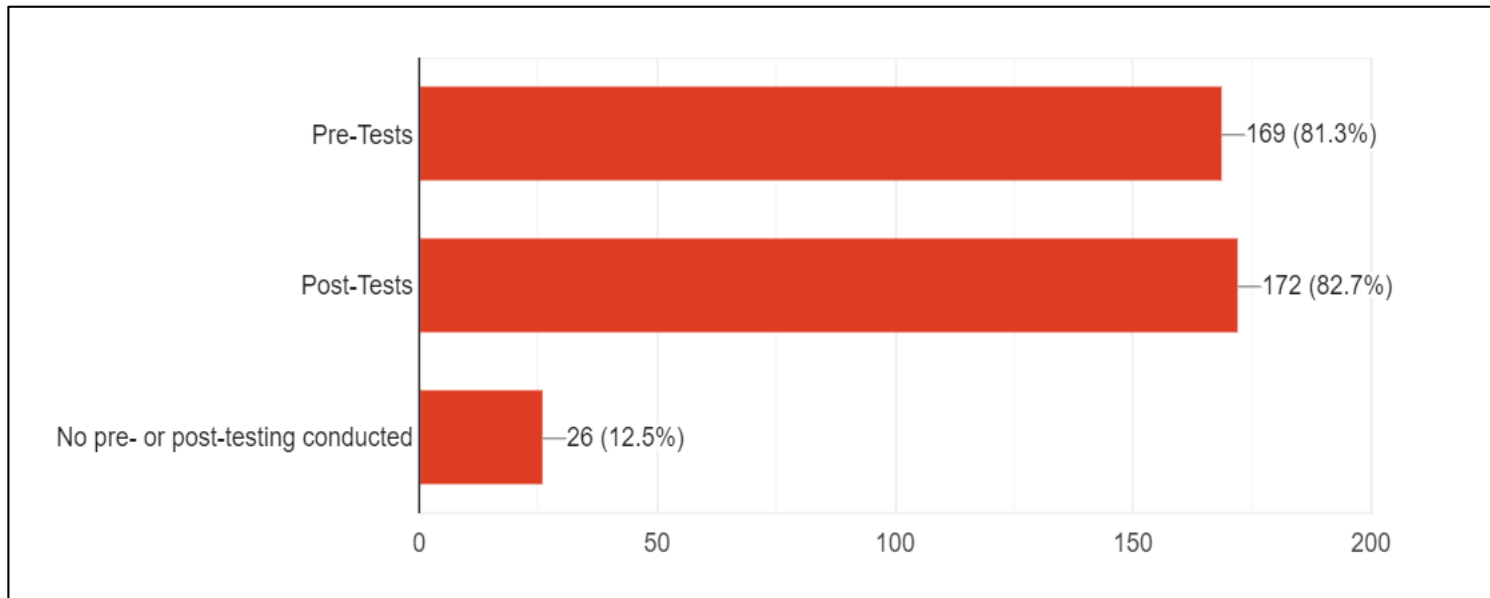
Guidance on answering difficult questions

- Guidance of how to **analyse and understand questions** is vital to ensure that learners are skilled to attempt all questions. 94.4% of the learners indicated that they were guided in answering difficult questions.



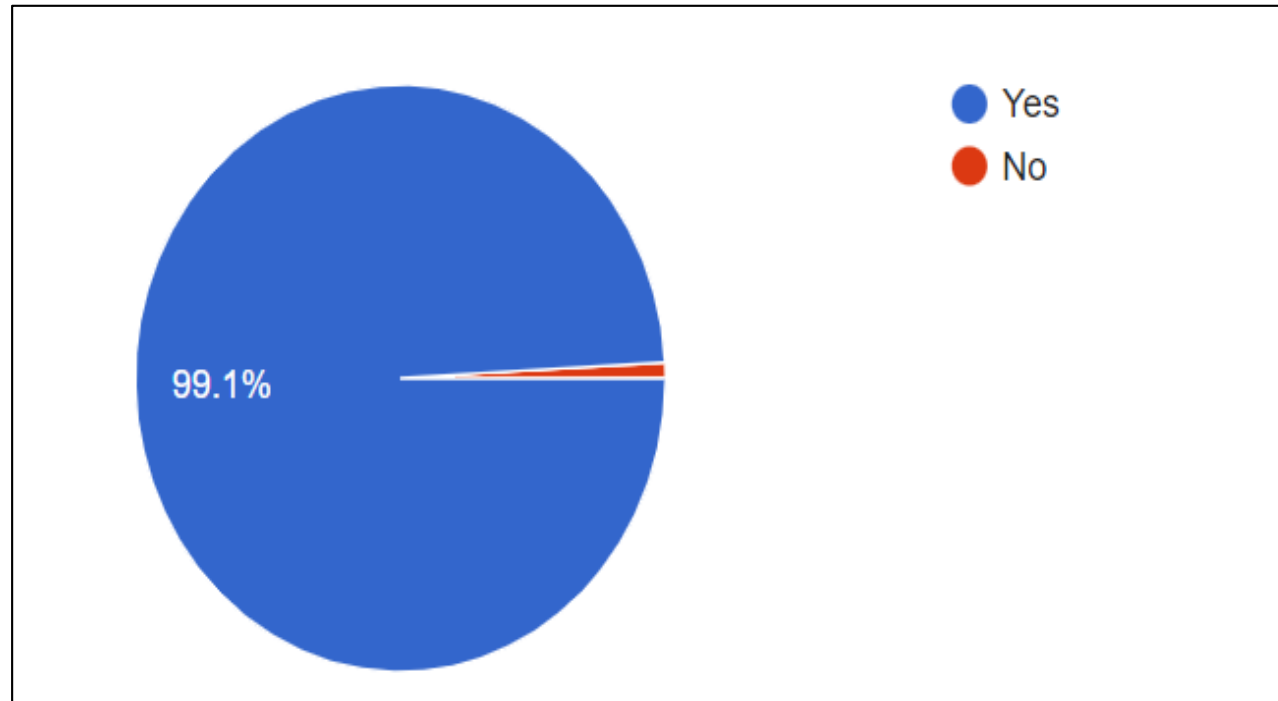
Learner Pre-tests to measure the impact

- Pre- and post-tests are vital to measure the impact of the support provided.
- 81.3% of learners indicated that they sat for pre-tests in a number of subjects at the beginning of the Winter classes.
- A further 82.7% indicated that they wrote post-tests as well. This will be difficult to determine if the intervention has really assisted the learners involved.



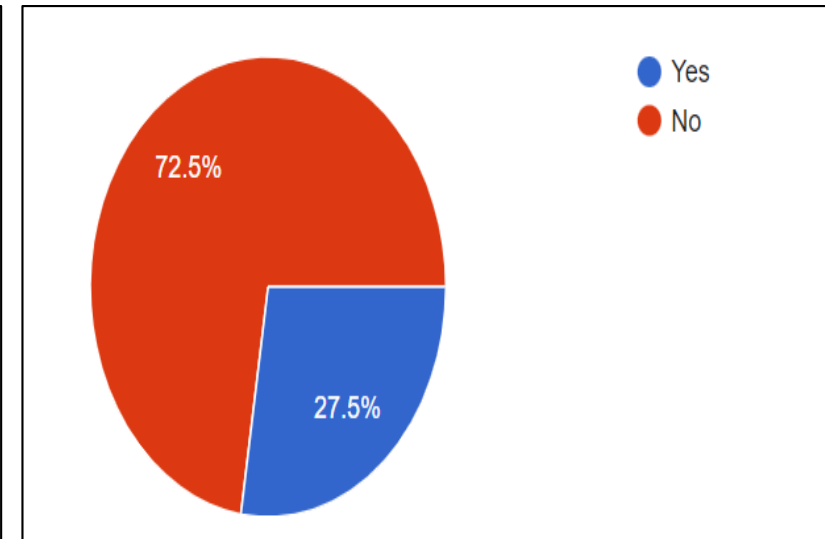
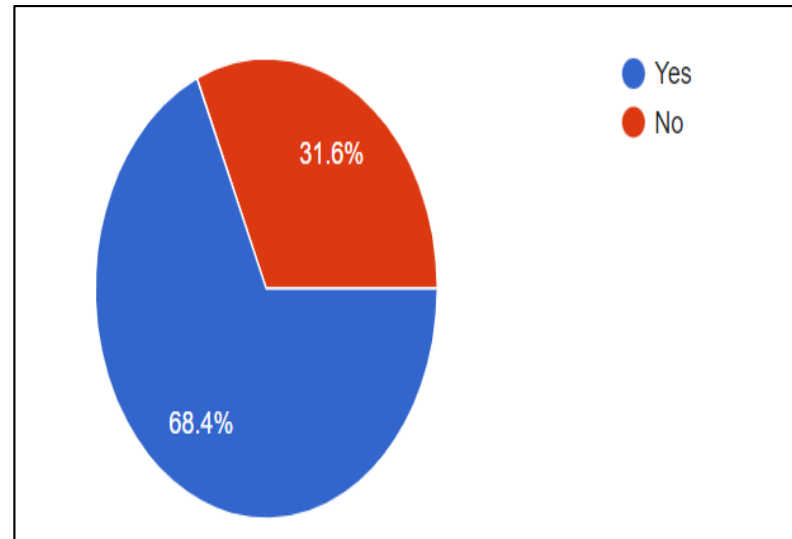
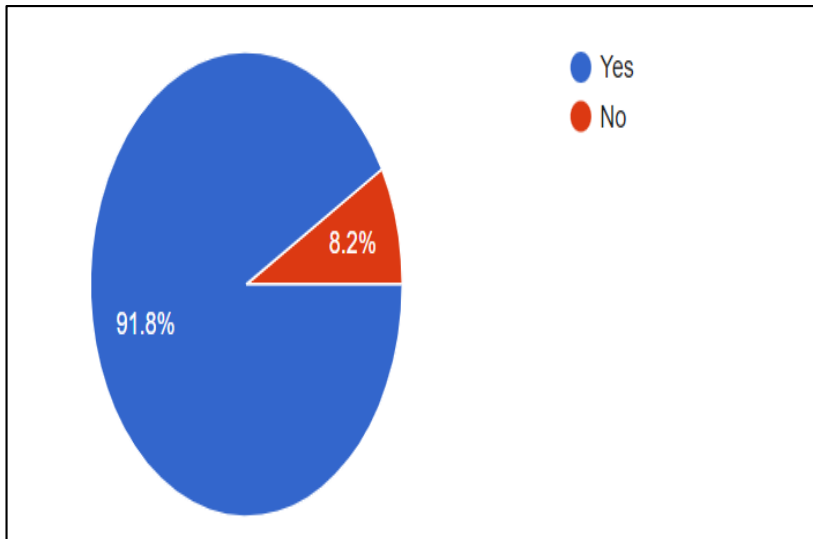
Learner Perception on Winter Classes

- It was encouraging to note that 99.1% of learners indicated that they found the **Winter Classes very helpful**.
- The view above was shared by learners offering subjects such as Mathematical Literacy, Life Sciences, Physical Sciences, Geography and Business Studies.



Career choice, Application for Tertiary and Financial Assistance

- The majority of learners (91.8) have made a decision on a **specific career they want to follow**.
- It was concerning that only 68.4% of learners have applied for admission at a tertiary institution.
- The majority of learners (72.5%) did not apply for financial assistance. One of the reasons stated is that applications for the NSFAS bursary open very late in the year.



Highlights summarised from the Learner Interviews conducted across provinces

84.5% and 93.2% of the learners interviewed reported teachers were revising Terms 1 and 2 work respectively.

98.6% of the learners interviewed reported that a structured time table was followed.

94.7% of the learners surveyed received additional subject material.

99.1% of the learners interviewed felt that the Winter Classes were beneficial.

63.3% of the learners interviewed reported that new topics for Term 3 were taught

94.7% of the learners interviewed reported that the subjects were taught as planned.

97.8% of the learners reported that they were taught skills on how to approach specific content

BEST PRACTICES

BEST PRACTICES

- Recruitment of **best teachers in different subjects**, in different provinces.
- Provision for **supervised studies in the evening**, which afforded learners with an opportunity to do **home-work and study**.
- Partnerships to assist with the **provision of learner transport and meals**.
- The use and **integration of ICT** in lessons.
- Prepared **revision materials** for teachers and learners.
- Subject registers used to **track learner attendance** throughout the day.

BEST PRACTICES

- **Learner Motivation** sessions organised and conducted by some Districts.
- Organising a **career exhibition** on one of the days.
- **Forging partnerships with former students** who obtained distinctions in different subjects and are currently attending universities to come during the holidays to support **study groups** and **classes in some gateway subjects**.
- Collaboration with well **resourced centres and top performing teachers** to conduct interventions for learners coming from disadvantaged communities.
- **Individualised, differentiated support classes**, e.g. for poor performing learners, subject clusters, and top performing learners.

NEXT STEPS: LAST PUSH SUPPORT PLANS

- **Spring classes** to be offered in all provinces (± 11 days in **October**);
- **Revision classes**, based on analysis of the preparatory examinations, from the beginning of Term 4.
- School based **Examinations support** (10 days before the start of the NSC examinations), to provide learners with a final opportunity to prepare for the examination.
- The examination support include **dedicated teaching per paper, individual study sessions** as well as **peer learning** through **study groups**.
- Learner support continues until the **day before** the last **examination paper** being written.

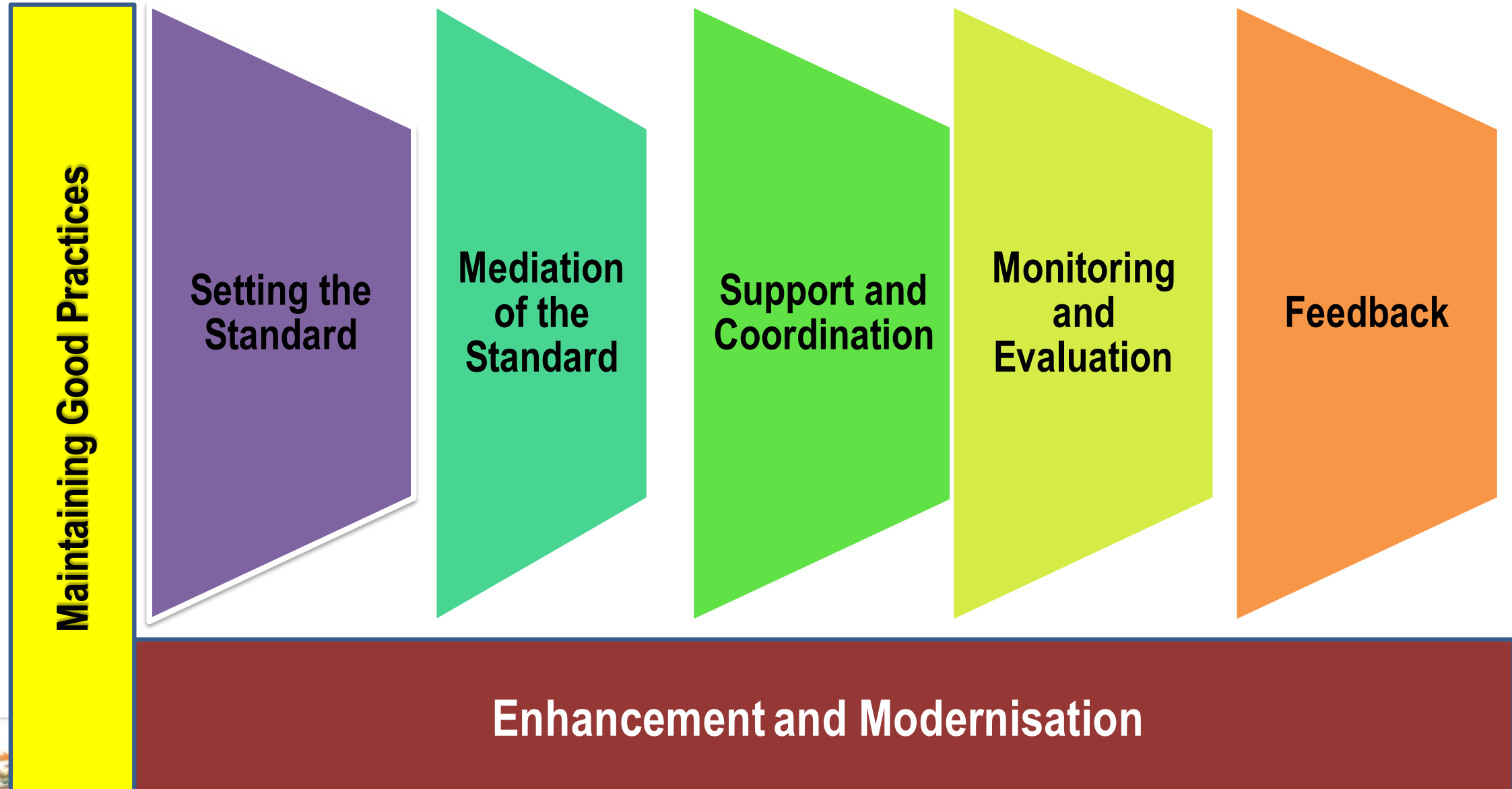
PART B:

EXAMINATION SYSTEM READINESS

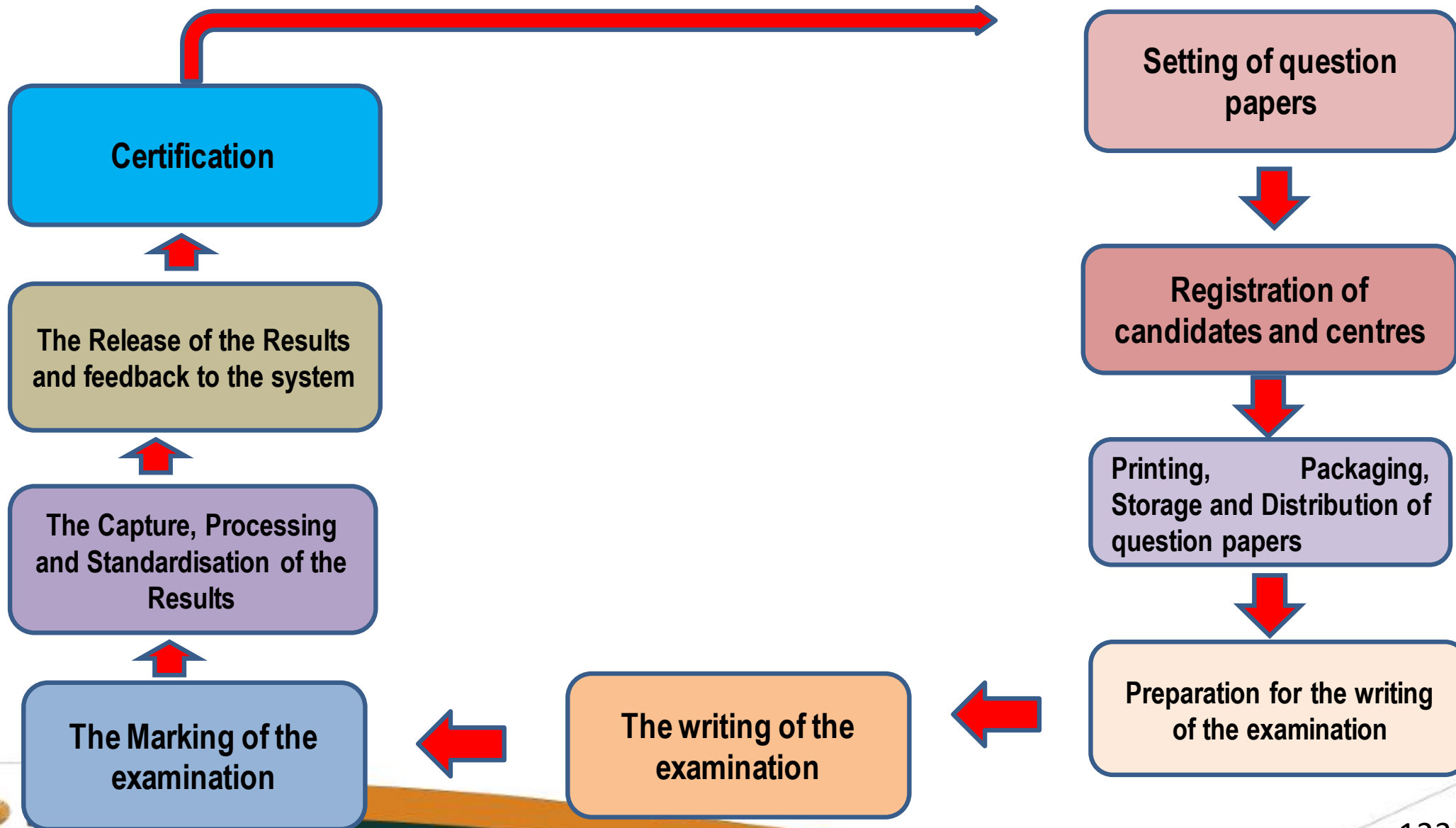
INTRODUCTION

- a) The National examinations and assessment system has evolved over the years to a significant level of maturity.
- b) The DBE currently manages two equal examination opportunities - one in May/June and the second in October/November.
- c) At any time in the year, the DBE and PEDs are managing three examinations:
 - The past examination (the examination cycle ends with certification)
 - The current examination (finalisation of preparation for the examination that is scheduled in the next few months)
 - The next examination cycle (examination cycle begins 18 months prior to the examination).

THE MODEL FOR EFFECTIVE EXAM ADMINISTRATION



THE EXAMINATION CYCLE



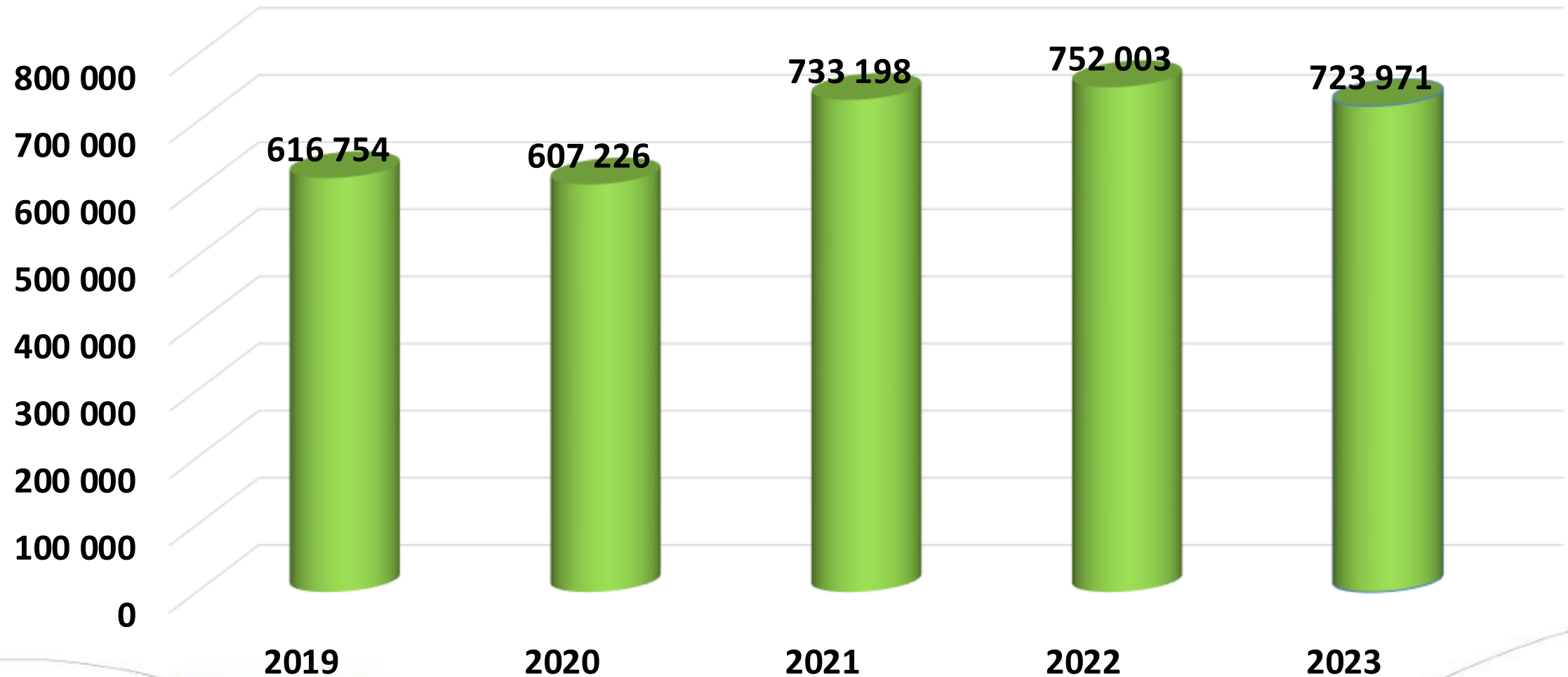
SIZE AND SCOPE OF THE 2023 NATIONAL EXAMINATIONS

NATIONAL FULL- TIME ENROLMENT 2018 TO 2023

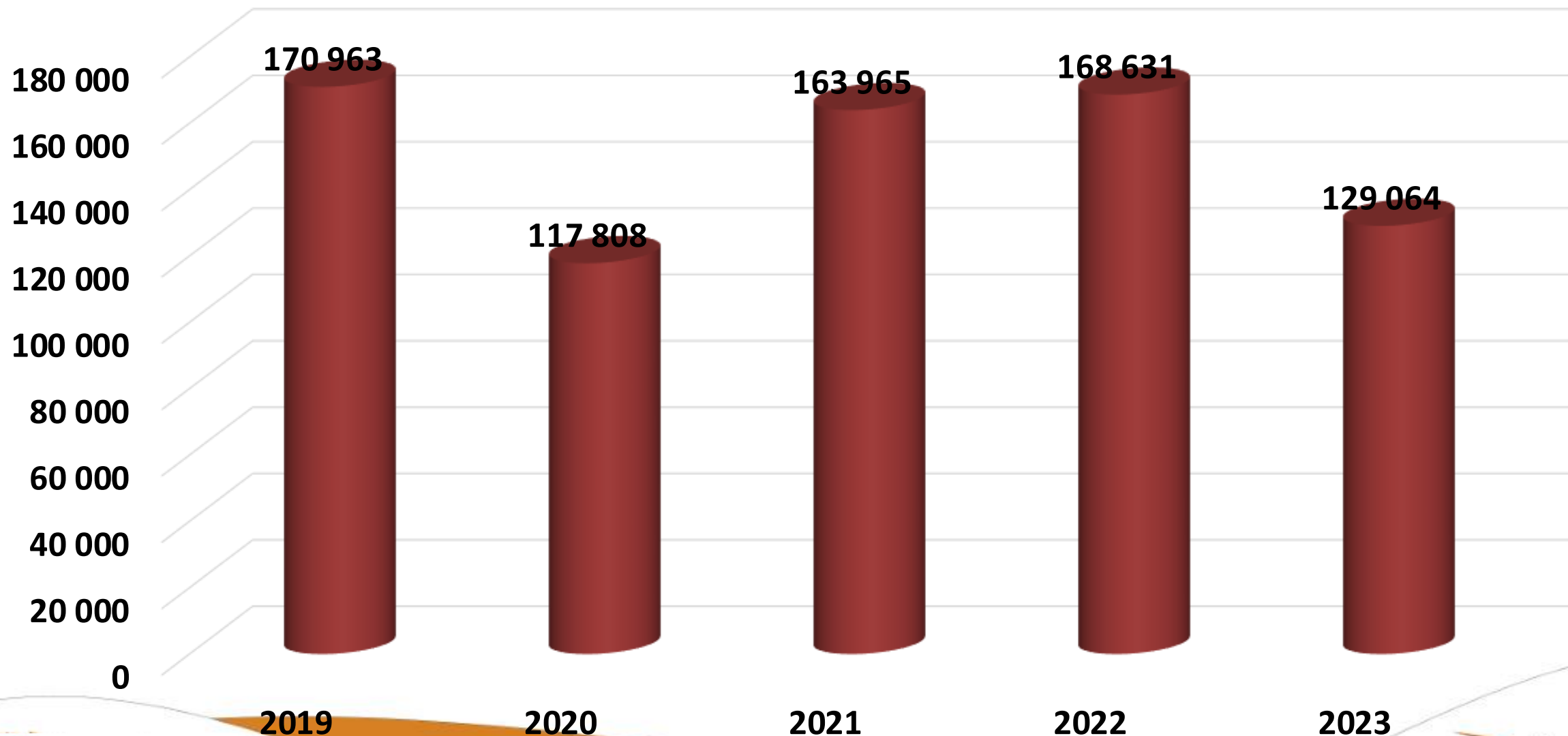
Year	Total Entered
2018	624 733
2019	616 754
2020	607 226
2021	733 198
2022	753 964
2023	723 971

Source: NSC Exams DBE

GRAPHICAL REPRESENTATION: ENROLMENT 2019 TO 2023 (NATIONAL)



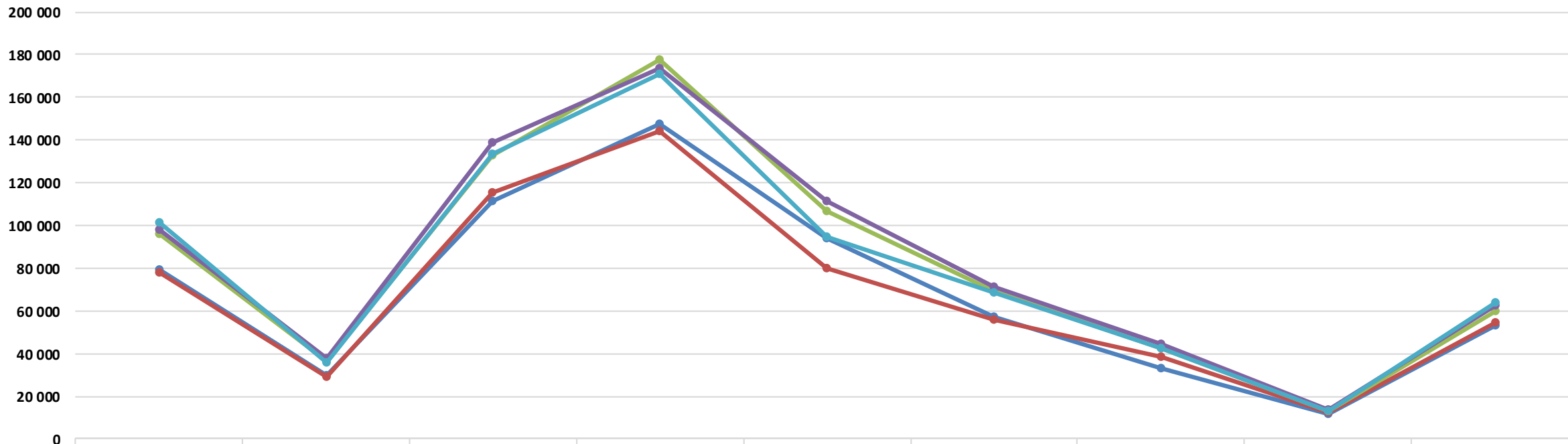
NSC PART TIME ENROLMENTS 2019 TO 2023



PROVINCIAL FT ENROLMENT: 2019 - 2023

Province	2019	2020	2021	2022	2023
EASTERN CAPE	79 297	77 620	95 841	98 756	101 293
FREE STATE	30 041	29 289	36 405	37 969	35 642
GAUTENG	111 188	115 069	132 856	138 871	133 390
KWAZULU-NATAL	147 554	144 307	177 331	174 413	170 637
LIMPOPO	93 932	79 813	106 581	111 543	94 441
MPUMALANGA	56 833	56 030	69 222	71 580	68 848
NORTHWEST	33 057	38 292	42 152	44 605	42 258
NORTHERN CAPE	11 459	12 021	12 987	13 866	13 297
WESTERN CAPE	53 393	54 785	59 823	62 361	64 165
NATIONAL	616 754	607 226	733 198	753 964 128	723 971

PROVINCIAL ENROLMENT 2019 TO 2022



	EC	FS	GP	KZ	LP	MP	NW	NC	WC
2019	79 297	30 041	111 188	147 554	93 932	56 833	33 057	11 459	53 393
2020	77 620	29 289	115 069	144 307	79 813	56 030	38 292	12 021	54 785
2021	95 841	36 405	132 856	177 331	106 581	69 222	42 152	12 987	59 823
2022	97 831	37 970	138 871	173 544	111 618	71 369	44 619	13 831	62 350
2023	101 293	35 642	133 390	170 637	94 441	68 848	42 258	13 297	64 165

PART-TIME ENROLMENT 2022 - 2023

Province	2022	2023	Difference
Eastern Cape	18 665	14 414	-4 251
Free State	7 845	7 594	-251
Gauteng	55 849	54 840	-1 009
KwaZulu-Natal	23 598	23 338	-260
Limpopo	34 150	8 981	-25 169
Mpumalanga	10 552	4 832	-5 720
North West	4 250	3 188	-1 062
Northern Cape	2 263	1 689	-574
Western Cape	11 459	10 188	-1 271
National	168 631	129 064	-39 567

NSC PROGRESSED CANDIDATES 2022/2023

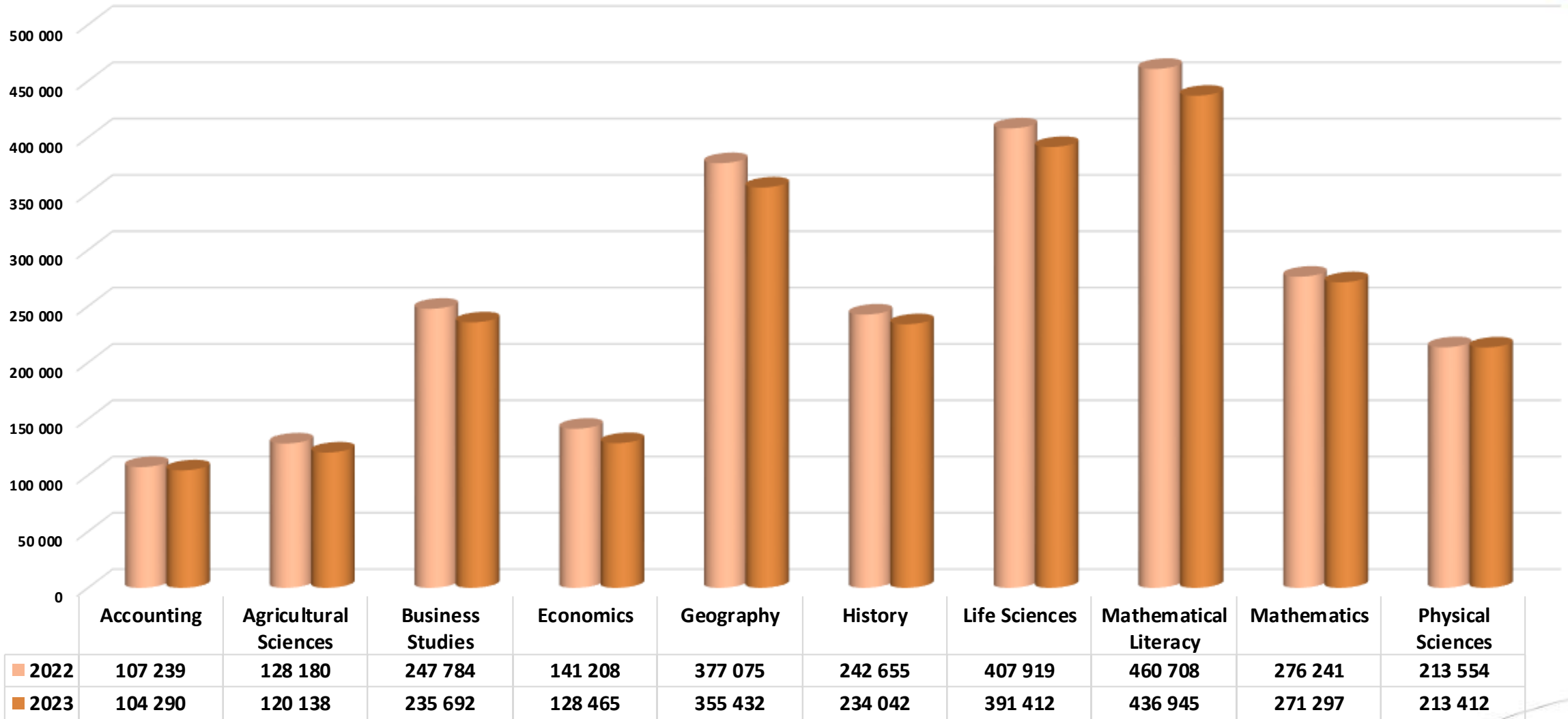
Province	2022	2023	Difference
Eastern Cape	5 459	7 398	1 939
Free State	3 638	3 591	-47
Gauteng	9 124	7 976	-1 148
KwaZulu-Natal	13 736	13 685	-51
Limpopo	9 687	10 230	543
Mpumalanga	4 181	5 827	1 646
North West	3 801	3 426	-375
Northern Cape	1 012	1 080	68
Western Cape	2 323	1817	-506
National	52 961	53 217	256

131

SUBJECT ENROLMENT: 2022 - 2023

SUBJECT	2022	2023	DIFF
Accounting	107 239	104 290	-2 949
Agricultural Sciences	128 180	120 138	-8 042
Business Studies	247 784	235 692	-12 092
Economics	141 208	128 465	-12 743
Geography	377 075	355 432	-21 643
History	242 655	234 042	-8 613
Life Sciences	407 919	391 412	-16 507
Mathematical Literacy	460 708	436 945	-23 763
Mathematics	276 241	271 297	-4 944
Physical Sciences	213 554	213 412	-142

SUBJECT ENROLMENT: 2022 - 2023



TECHNICAL SUBJECT ENROLMENT: 2022 – 2023

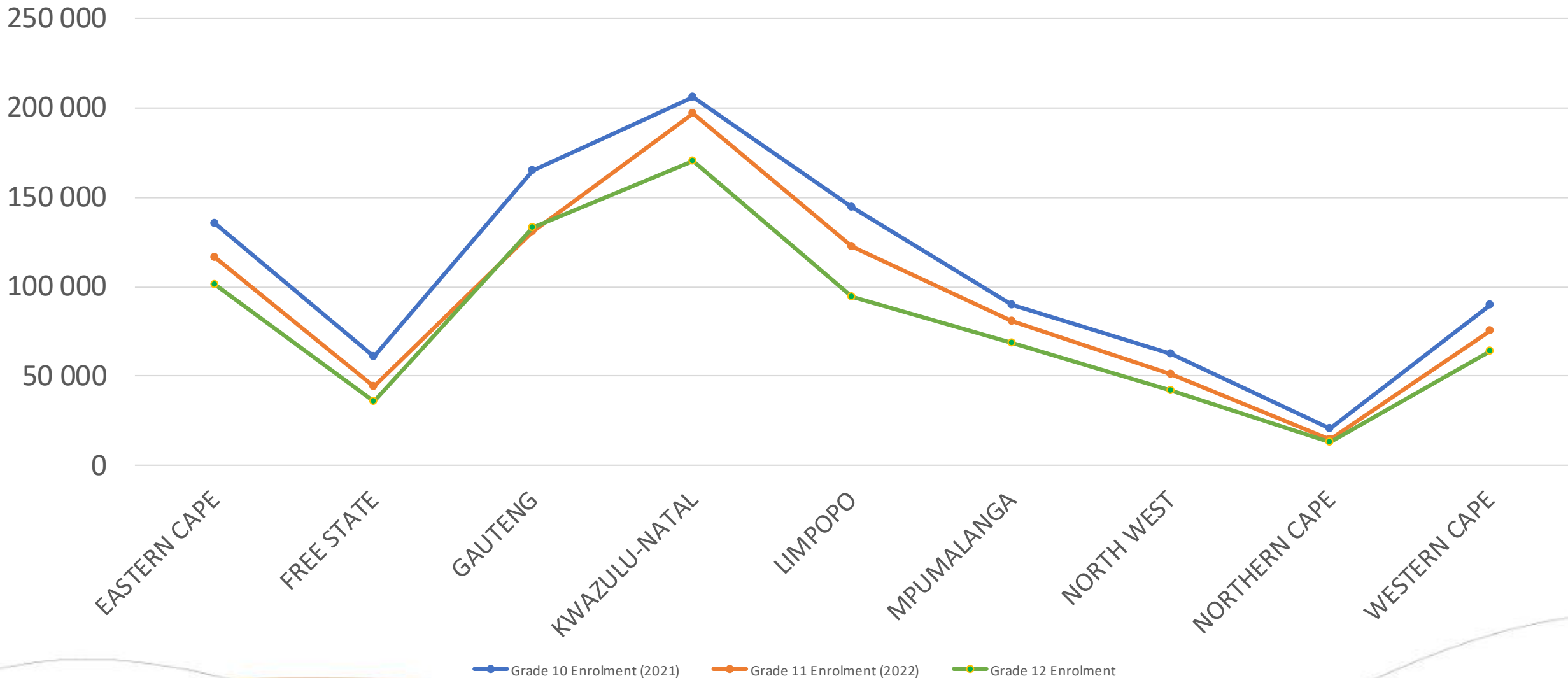
SUBJECT	2022	2023	DIFF
Civil Technology (Civil Services)	754	789	35
Civil Technology (Construction)	4 869	4 518	-351
Civil Technology (Woodworking)	2 582	2 287	-295
Electrical Technology (Digital Systems)	395	396	1
Electrical Technology (Electronics)	1 215	1 146	-69
Electrical Technology (Power Systems)	6 006	6 070	64
Engineering Graphics and Design	39 510	38 966	-544
Mechanical Technology (Automotive)	3 693	3 811	118
Mechanical Technology (Fitting and Machinery)	1 982	2 063	81
Mechanical Technology (Welding and Metalwork)	2 445	2 481	36
Technical Mathematics	15 031	15 681	650
Technical Sciences	16 113	16 768 134	655

ENROLMENT - CLASS OF 2023 – GRADE 10,11 & 12

Province	Grade 10 Enrolment (2021)	Grade 11 Enrolment (2022)	Percentage Promoted from Grade 10 to Grade 11	Grade 12 Enrolment	Throughput Rate from grade 10 to Grade 12
EASTERN CAPE	135 346	116 493	86.1%	101 293	74.8%
FREE STATE	60 638	44 377	73.2%	35 642	58.8%
GAUTENG	165 263	130 903	79.2%	133 390	80.7%
KWAZULU-NATAL	205 780	197 114	95.8%	170 637	82.9%
LIMPOPO	144 542	122 162	84.5%	94 441	65.3%
MPUMALANGA	89 975	80 602	89.6%	68 848	76.5%
NORTH WEST	62 765	51 251	81.7%	42 258	67.3%
NORTHERN CAPE	20 601	14 907	72.4%	13 297	64.5%
WESTERN CAPE	89 538	75 494	84.3%	64 165	71.7%
NATIONAL	974 448	833 303	85.5%	723 971	135 74.3%

ENROLMENT - CLASS OF 2023 – GRADE 10,11 & 12

COHORT ENROLMENT - CLASS OF 2023 - GRADE 10, 11 & 12



Grade 10 Enrolment (2021)

Grade 11 Enrolment (2022)

Grade 12 Enrolment

PREPARATION FOR THE CONDUCT OF THE 2023 EXAMINATION

Every child is a National Asset

NON-NEGOTIABLES FOR 2023



NON-NEGOTIABLES FOR 2023

- a) Full security compliance at printing site
- b) 100% compliance on all storage points.
- c) Highest quality level of invigilator training.
- d) 70% monitoring coverage.
- e) Strict adherence to the marker ratio (1:5).
- f) Fully fledged marker management system.
- g) Accurate release of every candidate's results.
- h) Conduct of the District exam system review by Head Office.
- i) Conduct of the District state of readiness by Head Office
- j) Improved Interaction with all units involved in Exams e.g. EMIS, Inclusive Education, Curriculum, Security Management, etc.
- k) Improvement in reporting and managing irregularities

Every child is a National Asset

STATUS OF THE EXAMINATION SYSTEM



QUESTION PAPERS

- a) A total of 162 question papers have been set by expert subject panels appointed and managed by DBE.
- b) All question papers have been edited, translated and quality assured to ensure error free papers
- c) All question papers have been moderated and approved by Umalusi for the November 2023 Examinations and are ready for hand over to PEDs for printing.
- d) Question papers were adapted for braille, audio, deaf and large print for candidates who encounter barriers to learning.
- e) In addition, the IEB (Independent Examinations Board) was contracted by the DBE to set question papers for the 18 Non-Official Languages.

PRINTING, PACKING, STORAGE AND DISTRIBUTION (PPSD)

- a) The DBE has conducted an audit of all sites where question papers are printed, packed and stored.
- b) All PEDs were found to be fully prepared to print, pack, store and distribute question papers.
- c) The DBE is working closely with the State Security Agency to audit the sites where printing is taking place. Seven of the nine Printing Sites have been audited except for North West and Free State which is scheduled for late September.
- d) The DBE has clear criteria that must be satisfied at centres where question papers are stored.
- e) The DBE and PEDs audited each of these storage points to ensure compliance with the criteria.
- f) In the case of the WCED, because question papers are stored at each of the schools, the schools had to satisfy the criteria relating to a storage point. The province uses a smart locking mechanism as an added security mechanism to ensure security at schools.

SOUTH AFRICAN SIGN LANGUAGE (SASL)

- a) This is the sixth cohort that will sit for SASL HL examinations in November 2023.
- b) A total of 23 schools in 9 provinces have candidates for the 2023 examination
- c) A total of 134 candidates have been registered for SASL HL.
- d) Question papers are signed and video recorded and made available to candidates on the morning of the examination.
- e) All schools were audited by the PEDs to ensure readiness to administer the exams.
- f) Guidelines for the administration of the SASL HL examination has been sent to all schools offering SASL HL.
- g) The signed responses of candidates ('scripts' in audio-visual format) will be marked centrally for standardisation purposes.

WRITING OF THE EXAMINATION

NUMBER OF EXAMINATION CENTRES

Province	Public Schools	Independent Centres
Eastern Cape	899	48
Free State	325	22
Gauteng	676	244
Kwazulu-Natal	1 700	63
Limpopo	1 251	47
Mpumalanga	533	35
North West	426	20
Northern Cape	139	7
Western Cape	388	66
National	6 337	552

TRAINING OF INVIGILATORS

- a) Training of invigilators commenced in September 2023 in all PEDs and will conclude during the first week of October 2023.
- b) All PEDs have adopted a Core Team Training approach to the training of Chief Invigilators and invigilators.
- c) The DBE has directed that a core team comprising Provincial Head Office and District Officials be used to train both Chief Invigilators and Invigilators.
- d) This implies that all invigilators at school level are trained by the Core Team thus ensuring that the content of the training is uniform across all exam centres.,
- e) The PEDs have updated their invigilator training manuals/presentations to include case studies based on incidents that occurred during writing in previous examination sittings.

CONCESSIONS & ACCOMMODATIONS

- a) Learners with Special Education Needs (LSEN) will be accommodated through the provision of question papers that are adapted, brailled, large print and audio-versioning.
- b) Various forms of accommodations have also been granted to LSEN to address the various barriers to learning. These include extra time, use of scribes/readers, rest breaks, prompters, etc.
- c) Concessions are also offered where deviations from policy is granted to address special barriers to learning e.g. dyscalculia.
- d) The DBE has now included special tariffs for scribes and readers in the revised PAM document. This is expected to improve the availability of scribes and readers and to standardise the remuneration for their services.
- e) PEDs are also expected to establish a central pool of trained scribes and readers who will be deployed to schools as required.

WRITING

- a) The examination will be written in the main at schools (public and independent), Adult Education and Training (AET) centres as well special centres established by the province (designated centres).
- b) All the examination centres have been audited by the PEDs to confirm their readiness to administer the examination.
- c) The DBE will also conduct audits of a sample of high-risk centres: public, independent and AET centres during September 2023.
- d) The DBE will monitor closely the writing of the October/November 2023 NSC Examinations.
- e) All examination centres have been classified in accordance with their risk profile and the monitoring will be commensurate to the risk profile:
 - a) High risk centres: take over of the centre or resident monitor
 - b) Medium risk centres: resident monitor or roving monitor
 - c) Low risk centres: roving monitor

MARKING



MARKER SELECTION AND APPOINTMENT

- a) All PEDs are in the process of completing the marker selection processes and markers are being selected in line with the PAM criteria, which includes:
 - A 3-year post school qualification;
 - At least a two-year post school qualification in the subject to be marked;
 - At least two years' experience in the last 5 years in the subject to be marked
- b) The marker applications were verified at school and district level before submission to PEDs to ensure that only eligible markers are considered.
- c) An additional number of novice and reserve markers have been selected.
- d) DBE will conduct an audit of the selected markers to ensure that the PAM criteria is appropriately applied

NUMBER OF MARKERS PER PROVINCE - 2023

Provincial Education Department	Estimated Appointed Markers for 2023
Eastern Cape	5715
Free State	2914
Gauteng	12615
Kwa-Zulu Natal	10457
Limpopo	7354
Mpumalanga	5401
Northern- Cape	1115
North-West	3410
Western Cape	4945
Total	53 926 151

MARKING CENTRES

- a) All PEDs have identified the number of marking centres required.
- b) Marking centres have been evaluated for suitability and capacity to host the marking.
- c) The DBE is responsible for the hosting of centralised marking of subjects with small enrolments.
- d) In all PEDs, except Gauteng, residential marking is hosted.
- e) Markers in Gauteng are able to travel on a daily basis given the short distances between the location of the marking centres and the homes of markers.

MARKING CENTRES – 2023

Provincial Education Department	Number of Marking Centres
Eastern Cape	26
Free State	19
Gauteng	30
Kwa-Zulu Natal	32
Limpopo	27
Mpumalanga	19
Northern- Cape	3
North-West	21
Western Cape	12
DBE	1
Total	190

STANDARDISATION OF MARKING GUIDELINES

- a) The purpose of marking standardisation meetings (MSMs) is to ensure that marking guidelines are discussed and finalised to include all alternative responses.
- b) The setting panel, the Umalusi moderator, the Internal Moderators (IMs) and Chief markers (CMs) from each of the PEDs are part of these meetings.
- c) A total of 147 marking standardisation meetings will be convened.
- d) All MSMs will be chaired by Independent Chairpersons, nominated by PED's, and they will lead discussions during the Marking Standardisation Meetings.
- e) All PED CMs and IMs will be subjected to an intensive DBE training and authorisation process following the standardisation of the marking guidelines
- f) Only authorised CMs and IMs will be allowed to lead the marking process in the provinces.
- g) The training and authorisation process conducted at the DBE will then be replicated by the CMs and IMs in the provinces

QUALITY ASSURANCE OF MARKING

- a) Quality assurance of marking will be conducted by DBE (Onsite Moderators) deployed to all provinces.
- b) The training and authorisation process replicated by the PED will be monitored by DBE Onsite Moderators
- c) The quality assurance measures adopted at the marking centres include:
 - Moderation by senior markers/deputy chief marker/chief marker and internal moderator.
 - 5 markers supervised by a senior marker
 - Application of the Tolerance Range
- d) PED marking managers and Heads of Exams will monitor the implementation of the quality assurance measures.
- e) Monitoring of the marking session will also be conducted by the Director General.
- f) Marking Centre Managers are required to ensure regular engagement and monitoring of IMs and CMs throughout the marking session.

MARK CAPTURING

MARK CAPTURE

- a) All PEDs have clear plans for the capture of marks.
- b) Data capturers have been appointed.
- c) Most PEDs have identified mark capturing venues outside the marking venues.
- d) Double capture method is used to ensure the correctness of the marks captured.
- e) Quality control of mark sheets is intended to improve capturing of marks.
- f) Mark capture must be completed within a stipulated period.

MONITORING OF THE EXAMINATION CYCLE



MONITORING THE EXAMINATION SYSTEM

- a) Clear norms and standards are set for each of the exam processes and these are mediated in special meetings of provincial managers convened by the DBE.
- b) Monitoring is ongoing and comprises of the following:
 - Regular meetings of Heads of Exams and DBE.
 - Reports presented to the National Examinations and Assessment Committee (NEAC)
 - Review of the Examination system
 - Regular interactions between DBE and PED officials
 - State of Readiness visits
- c) The entire examination cycle is monitored by the PEDs and the DBE.
- d) A detailed management plan covering all activities of the examination cycle is developed and serves as the basis for monitoring.
- e) The DBE conducts a review of the examination system in all PEDs and this was conducted across all provinces during June 2023 and July 2023.
- f) Following the review visits, Provincial Improvement Plans are developed and monitored by the DBE.
- g) The DBE will conduct a final state of readiness visit to all PEDs from September to October 2023

MONITORING OF THE EXAMINATION SYSTEM

h) To ensure compliance across all PEDs, preliminary audits have been conducted during the review visits and follow up audits are being conducted:

- Registration data
- Printing, Packing, Storage and Distribution facilities
- High risk examination centres
- Marker appointments

AUDIT OF STORAGE POINTS

- a) All PEDs have audited their storage points.
- b) Storage points are audited against a list of agreed criteria. Non-compliance with these criteria will result in non-approval of the storage point.
- c) DBE is finalizing the verification of a sample of storage points.
- d) PEDs will not be allowed to use any of the storage points that have not been approved for storage of question papers.
- e) PEDs will be monitored closely for strict adherence to norm times during the distribution of question papers and collection of scripts.

MONITORING OF THE WRITING AND MARKING

- a) The PEDs and the DBE will monitor both the writing and the marking of the November 2023 NSC Examination.
- b) A total of 62 DBE part-time monitors and 20 SISCO officials will be deployed across the provinces to monitor the writing of the November 2023 NSC Examination.
- c) PEDs will submit their final monitoring plans to the DBE for evaluation.
- d) The monitoring plans are expected to be aligned to the risk profiles of centres.
- e) PEDs will target a monitoring coverage of at least **70%**.
- f) The monitoring will be optimized by the use of an integrated approach and the adoption of the monitoring of the monitor approach.
- g) Daily monitoring reports are submitted from the examination centre to the provincial head office to the DBE

MANAGEMENT OF IRREGULARITIES

MANAGEMENT OF IRREGULARITIES

- a) There is improvement in most provinces on the management of irregularities.
- b) The process of detection, investigation and hosting of hearings has improved.
- c) Most provinces use dedicated officials to manage irregularities detected during marking.
- d) Plans are in place to resolve all administrative errors and omissions (AEOs) and behavioral offences and acts of dishonesty (BOADS) prior to release of results in Jan 2024.

CURBING OF EXAMINATION IRREGULARITIES

- a) Greater advocacy to encourage honesty by learners, teachers and principals.
- b) The DBE Chief Communicator has initiated an advocacy programme, focusing on examination readiness and has highlighted the issue of examination irregularities.
- c) Parents and learners sign the Commitment Agreement where they bind themselves to follow specific rules relating to the examination:
 - To make any irregularity related information immediately available to the school principal or the hotline
 - Surrender cell phone if there is an allegation of involvement.
 - Acceptance of assistance in the exam room, will imply complicity
- d) Examination hotline available 24/7
- e) All candidates will sign the pledge at a school ceremony to confirm their non-participation in acts of dishonesty during the writing of the examination.

GENERIC RISKS AND MITIGATION STRATEGIES



GENERIC RISKS

RISK	MITIGATION STRATEGY
Question Paper Leakage	Intensive audit of all printing sites by SSA and DBE Tightening up of all security loopholes identified Very close monitoring
Group Copying	PEDs to intensify the advocacy on consequences of committing irregularities. Invigilation and monitoring will be improved.
Management of independent schools.	Ensuring only approved independent centres are allowed to conduct examinations PEDs to manage exams where independent centres do not meet the criteria for approval as exam centres Establishment of designated centres to accommodate part-time candidates
Registration of candidates	Implementation of multiple preliminary schedules to ensure all corrections are effected and checked.

GENERIC RISKS

RISK	MITIGATION STRATEGY
Certification issues	Decentralization of certification services to districts. Capacity building sessions conducted by DBE.
Management of irregularities.	Commitment agreement for learners and teachers Exam 24hr hotline Pledge signing
District Coordination and management	Intensive review of district examinations systems by DBE/PEDs State of readiness of all districts conducted by PEDs

CONSOLIDATED SYSTEM EVALUATION

Examination Dashboard



Serious Concerns / Not yet done






Moderate concerns/in progress






Good/complete




Overall Evaluation

Component	Rating	Comments
Staff capacity		<p>Most PEDs have made appointments especially at the level of directors. Critical Posts advertised.</p>
Question Papers		<p>All question papers are set and approved by Umalusi. Issues emanating from previous examinations have been attended to. All printing facilities audited. Papers adapted for LSEN.</p>
Writing of examinations		<p>All public and private centres have been verified by the PED in terms of risk profile.</p> <p>High risk centres will either be taken over by the PED or a resident monitor is placed at the centre for the duration of the exam.</p> <p>Training of chief invigilators has commenced, to be followed by training of invigilators</p>



Overall Evaluation

Component	Rating	Comments
Security of Storage and Nodal Points		<p>Auditing of exam centres and auditing of storage points and nodal points in progress Mandatory criteria approved by HEDCOM</p>
Registration of candidates		<p>Completed. Most PEDs issued Preparatory Exam personal timetables to candidates Final Mop up in progress post trial exams</p>
Registration of Examination Centres		<p>All PEDs have evaluated the independent centres prior to October 2022 in preparation for the 2023 NSC examinations. PEDs have also categorised these centres in terms of their risk profile and invigilation and monitoring is organised accordingly.</p> <p>Public centres are also categorised in terms of their risk profile and monitoring, and invigilation is organised accordingly.</p> <p>DBE/PED currently conducting final audits/verification</p>



Overall Evaluation

Component	Rating	Comments
Marker competency (competent markers appointed)		<p>DBE and Umalusi are in the process of conducting an audit of marker appointments. Where there is non-compliance, this will be corrected.</p> <p>5 of the 9 PEDs have an on-line system for the application of markers.</p> <p>Marker shortages in a small number of subjects across most PEDs.</p> <p>PEDs will extend the number of days needed for marking to accommodate the marker shortages or use a staggered marking approach.</p>
Marking Organization and training		<p>Quality of marking has improved by the implementation of the tolerance range, marker authorisation and stringent control measures by senior markers, deputy chief markers, chief markers and internal moderators – Pyramidal structure of quality assurance.</p> <p>Markers are trained using copies of “live scripts” to ensure consistency across markers.</p> <p>Extensive marking guideline discussions at DBE, chaired by directors and a day focussed on chief marker and internal moderator training</p>
Marking centres		<p>Evaluation of marking centres completed. All PEDs followed strict criteria to ensure suitable venues are selected. All PEDs will have residential marking except GDE due to shorter travelling distances</p>

Overall Evaluation

Component	Rating	Comments
Monitoring		<p>DBE has appointed 62 Part time monitors and 20 SISCO monitors Monitoring capacity of 70% is non-negotiable A number of PEDs have 100% monitoring capacity PEDs to appoint additional part time monitors where capacity is low</p>
Quality Assurance of SBA		<p>Feedback on statistical analysis of 2022 Umalusi Statistical moderation. Number of rejected SBA marks reduced across all PEDs Phase 1 National moderation completed in July Phase 2 Moderation planned for October Audit of SBA systems conducted in two PEDs.</p>

Overall Evaluation

Component	Rating	Comments
Handling of irregularities		<p>The PEICs are established in all PEDs and are fully functional. DAICs and SAICs have been established, but the functionality of the SAICS is in question. This does not impact on examination irregularities but on SBA irregularities..</p> <p>Reduction of irregularities noted across all PEDs. However, group copying remains prevalent in some provinces</p>
Capturing of Marks		<p>All PEDs have adequate capturers in place and have planned appropriately to manage the capture in the time available prior to system closure.</p> <p>All PEDs have the requisite staff capability to manage the processing of results and to ensure accurate release of results</p>

RELEASE OF RESULTS

KEY END OF EXAMINATION PROCESSES

Activity	Date
a) Marks capture completed	23 Dec 2023
a) National Examinations Irregularities Committee (NEIC) meeting	1/2 Jan 2024
a) Pre-standardisation meeting (DBE)	3/4 Jan 2024
a) Umalusi Standardisation	5 Jan 2024
a) Umalusi Approval of Results	12 Jan 2024
a) Ministerial Announcement	18 Jan 2024
a) Provincial Release of Results	19 Jan 2024

PUBLICATION OF RESULTS IN THE MEDIA

- a) Results will be published as per Director General (DG) letter of 21 December 2022 as sent to the Information Regulator.
- b) Results will be released to Media Houses, NSFAS & USAf.
- c) Memorandum of Agreements signed between the Director General and stakeholders will ensure the confidentiality of results.

RECOMMENDATION

It is recommended that the Select Committee take note of the intensive **Learner Support Programme** implemented across all PEDs and the **Readiness of the Exam System** to administer the examination.

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