

PORTFOLIO COMMITTEE ON BASIC EDUCATION

NATIONAL SENIOR CERTIFICATE EXAMINATIONS

Results of the Class of 2023

6th February 2024



PURPOSE

To present to the Portfolio Committee on Basic Education the report on the outcomes of the 2023 NSC Examinations.



PRESENTATION OUTLINE

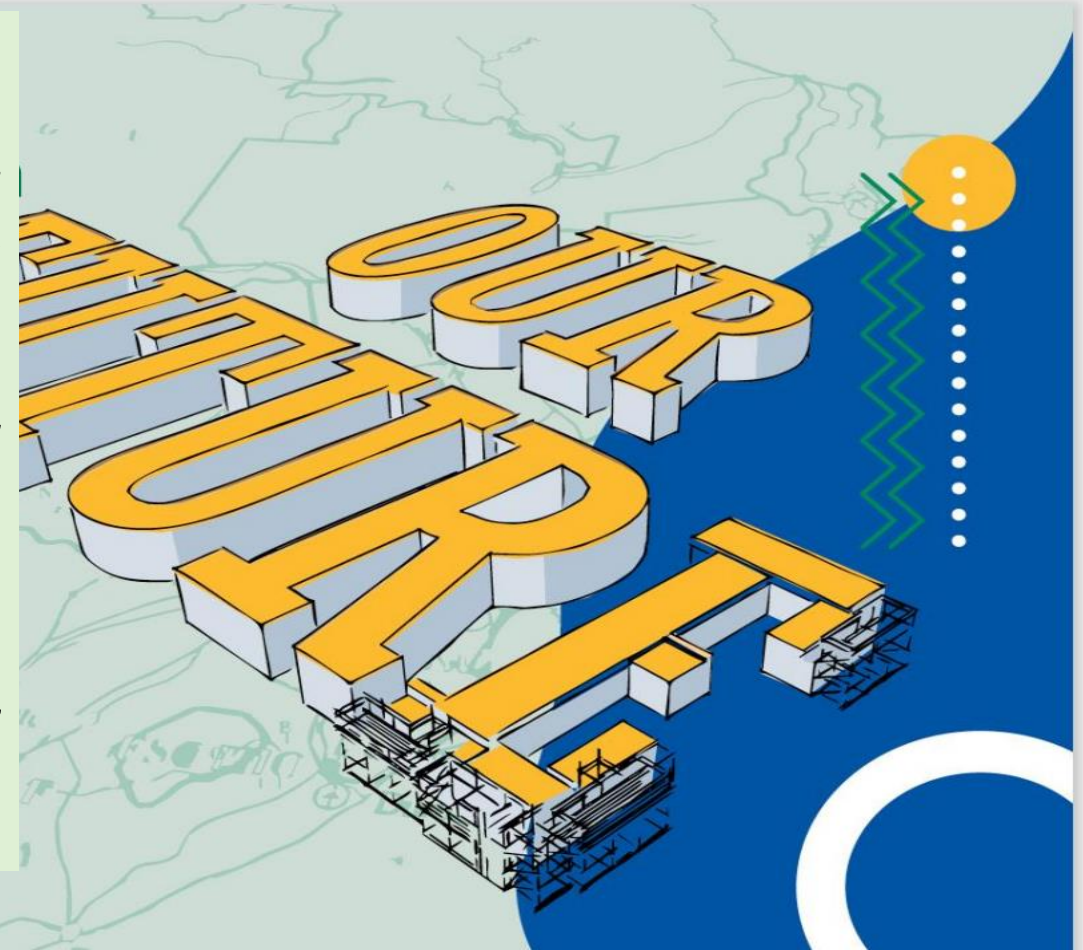
- (a) Introduction
- (b) Strategic Direction
- (c) Size and Shape of the Sector
- (d) Social Justice Principals
- (e) Road Travelled by the Class
- (f) NSC Promotional Requirements
- (g) Class of 2023 in Context
- (h) Number Enrolled/Wrote
- (i) Extraordinary Learner Support Programme
- (j) Scope and Size of the NSC Examination
- (k) Standardisation
- (l) Matric Historical Trends
- (m) Performance of the Class of 2023
- (n) NSC Passes by Qualification Type
- (l) Passes by Qualification type
- (m) Performance of Progressed Learners
- n) Performance by Quintile
- o) Performance by Age
- p) Performance Based on the Inclusive Basket
- o) Subject Performance
- p) District 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



INTRODUCTION

Every child is a National Asset

*“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.”*



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NATIONAL
DEVELOPMENT
PLAN
2030

SIZE AND SHAPE OF THE SECTOR



SIZE AND SHAPE OF THE BASIC EDUCATION SECTOR, 2023

Education, Skills and Training International Asset

Size of the Schooling System:

Learners: **13 439 683**

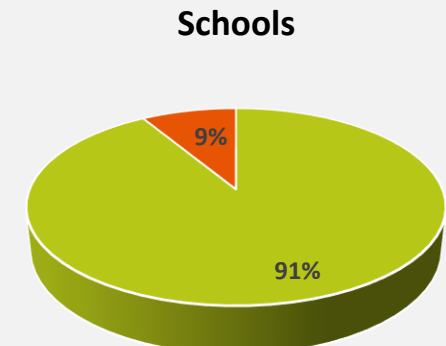
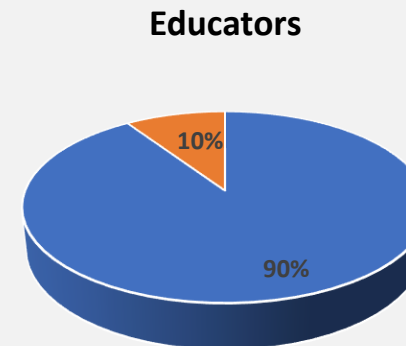
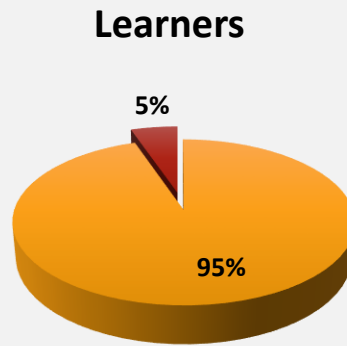
Educators: **460 406**

Schools: **24 836**

Official languages

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

Sector	Learners	Educators	Schools
Public	12 701 575	417 159	22 511
Independent	738 108	45 247	2 325
Total	13 439 683	462 406	24 836



Public Independent

Public Independent

Public Independent



Every child is a National Asset

SOCIAL JUSTICE PRINCIPLES



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SOCIAL JUSTICE PRINCIPLES USED TO MEASURE PROGRESS IN BASIC EDUCATION

(a) Access

(b) Redress

(c) Equity

(d) Efficiency

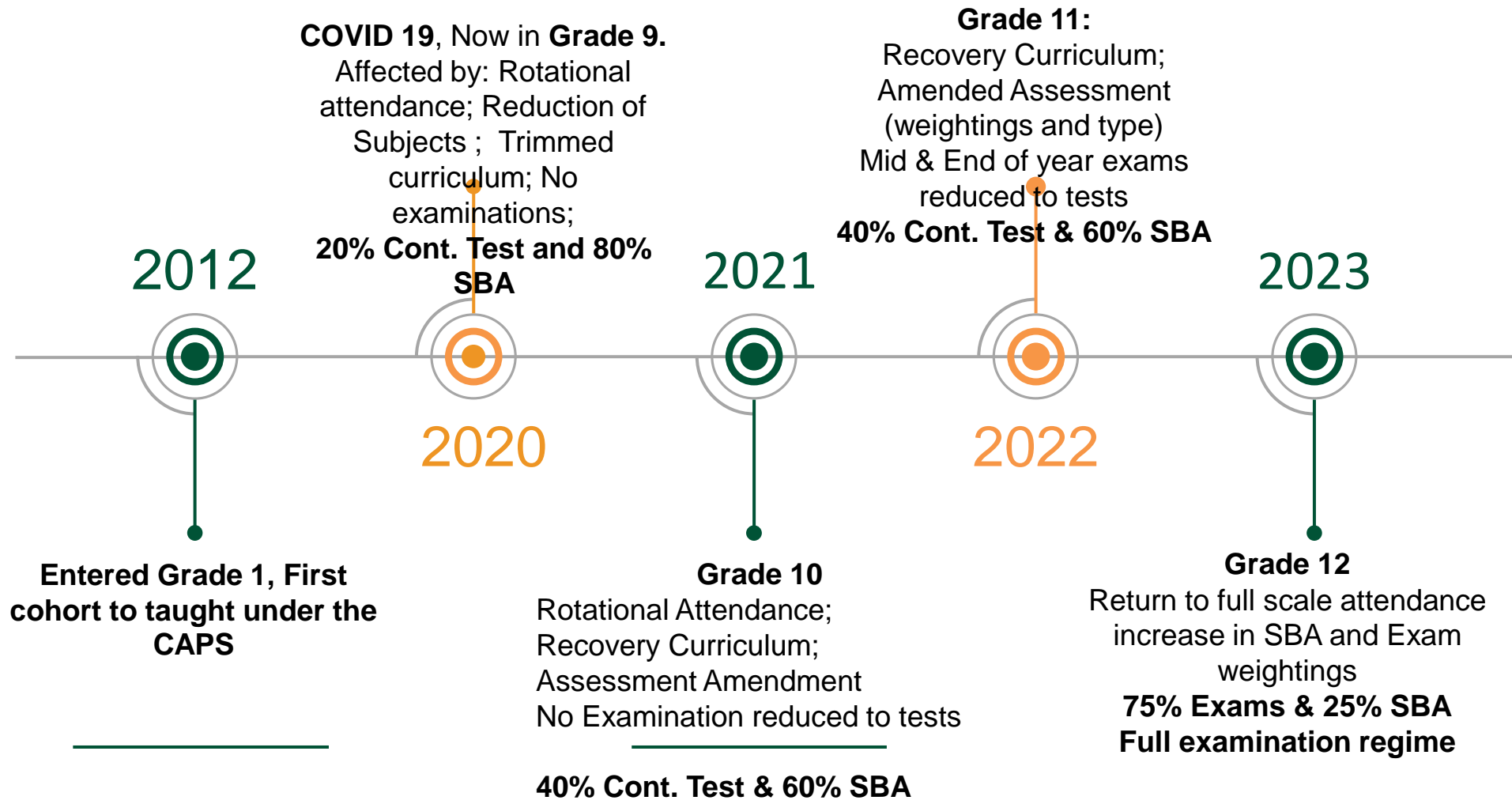
(e) Quality

(f) Inclusivity

THE ROAD TRAVELLED BY THE CLASS OF 2023



UNIQUE EDUCATIONAL CONTEXT



Response to COVID Impact

- **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
 - **2022 Diagnostic Reports** have been crafted, mediated and availed to provinces to expose learners to problem areas in the NSC examinations
 - **Content and Literary Study guides** have been developed to help address learning losses and content gaps from the previous grades.
 - **Remote and Digital Learning (RDL)** continues to offer curriculum and psychosocial support programmes through various platforms.

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.



THE CLASS OF 2023 CONTEXT

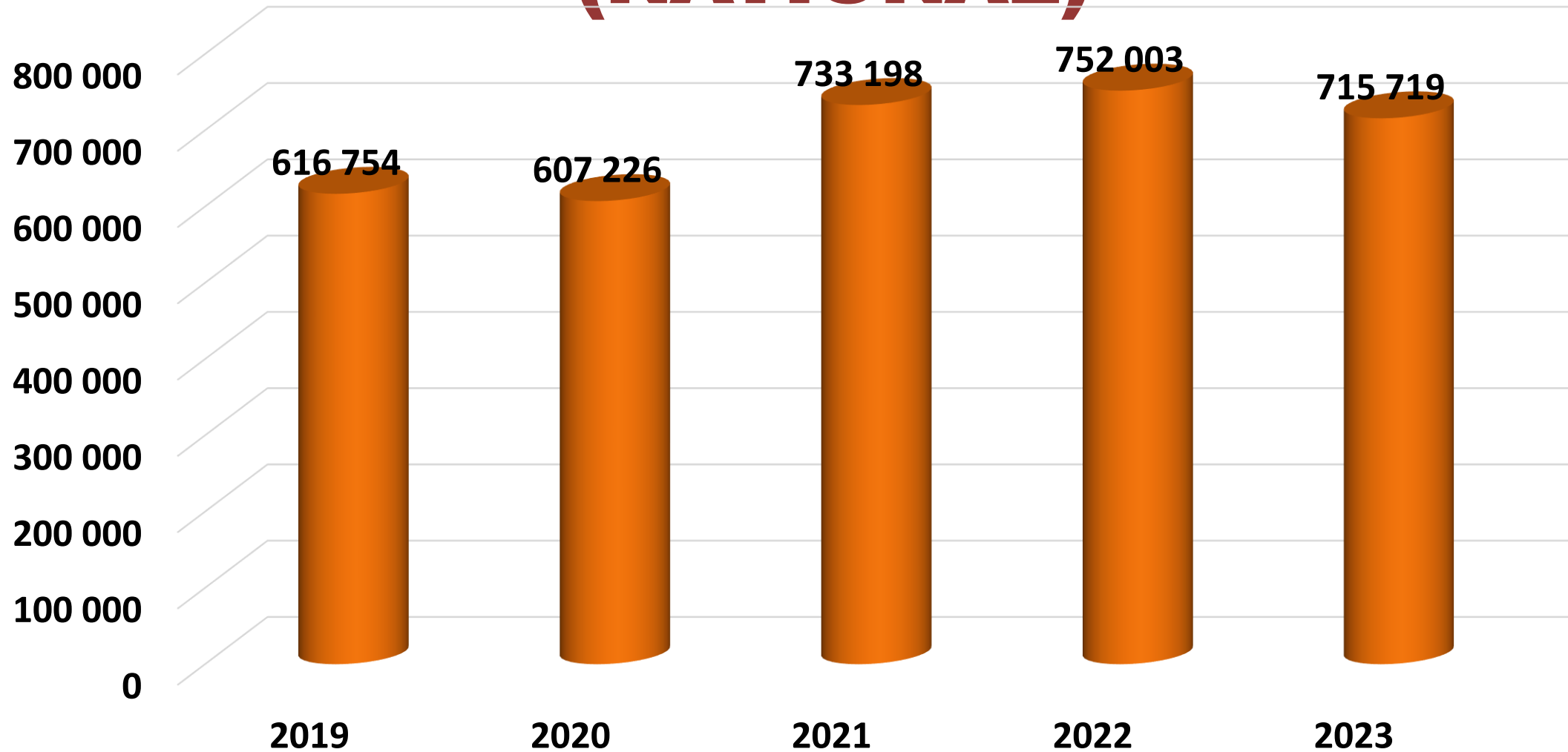


TRACKING THE CLASS OF 2023 FROM GRADE 1-12

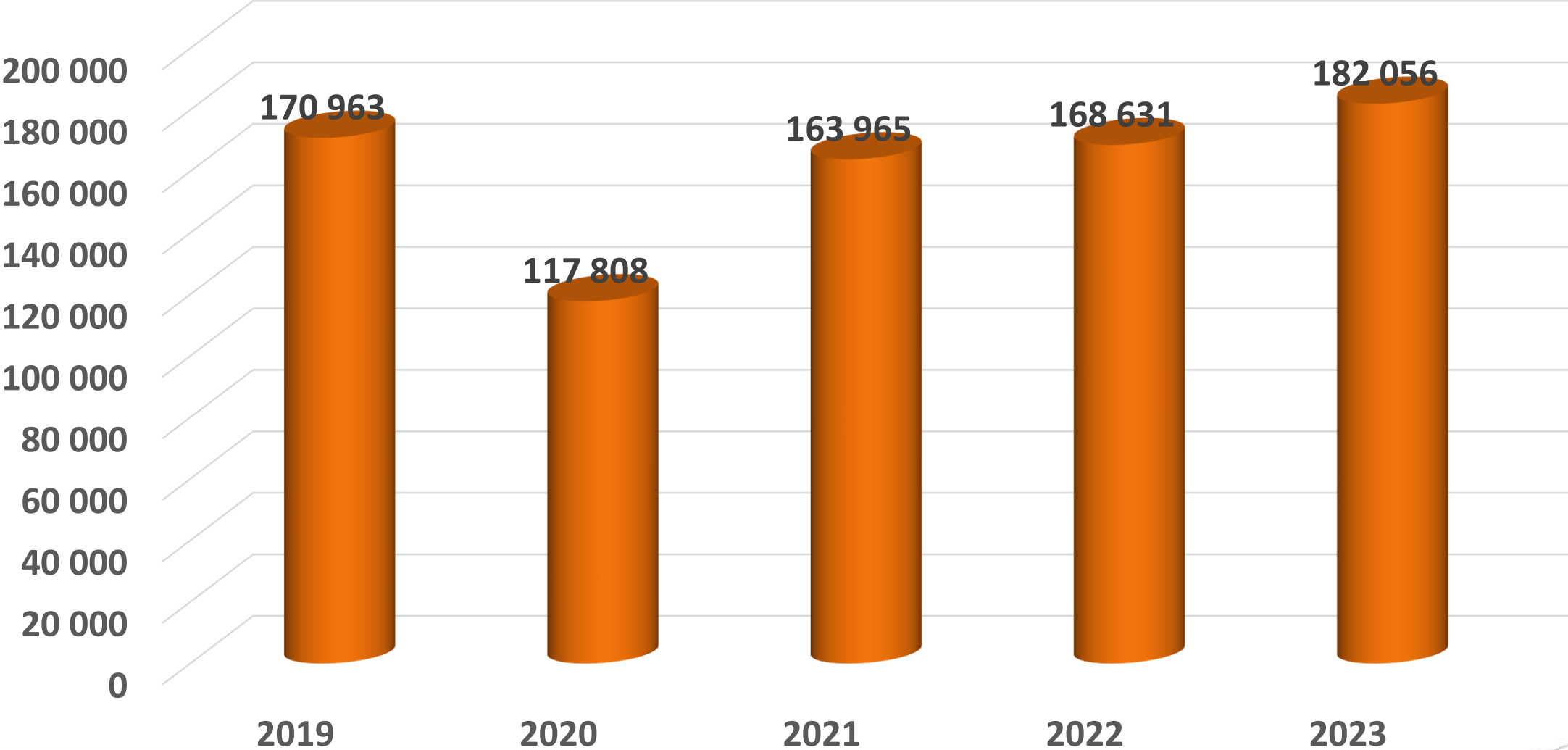
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Gr 1	1 208 973	1 222 851	1 235 901	1 244 208	1 208 992	1 186 829	1 163 477	1 150 672	1 142 573	1 118 607	1 083 190	1 043 144
Gr 2	1 074 788	1 116 427	1 149 894	1 164 050	1 182 132	1 141 325	1 117 527	1 124 343	1 114 489	1 109 319	1 100 624	1 058 159
Gr 3	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	1 096 607
Gr 4	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	1 106 856
Gr 5	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	1 073 750
Gr 6	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	1 066 961
Gr 7	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	1 068 907
Gr 8	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	1 158 279
Gr 9	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	1 044 578
Gr 10	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	1 187 468
Gr 11	874 331	834 611	897 342	928 983	901 697	892 784	862 009	861 035	867 783	954 069	928 050	974 717
Gr 12	551 837	597 196	571 819	687 230	704 533	661 116	643 802	640 714	628 190	750 478	775 630	740 566



FULL-TIME ENROLMENT 2019 TO 2023 (NATIONAL)



NSC PART TIME ENROLMENTS 2019 TO 2023



NSC FULL TIME COHORT 2022 - 2023

Province Name	2022		2023		2023 - 2022 Difference Wrote
	Entered	Wrote	Entered	Wrote	
EASTERN CAPE	97 831	94 993	98 418	95 697	704
FREE STATE	37 970	36 607	35 634	34 451	-2 156
GAUTENG	138 871	133 841	132 570	127 697	-6 144
KWAZULU-NATAL	173 544	164 308	167 247	157 911	-6 397
LIMPOPO	111 618	110 295	94 424	93 533	-16 762
MPUMALANGA	71 369	67 367	67 995	65 534	-1 833
NORTH WEST	44 619	43 823	42 287	41 418	-2 405
NORTHERN CAPE	13 831	13 574	13 032	12 842	-732
WESTERN CAPE	62 350	60 338	64 112	62 077	1 739
NATIONAL	752 003	725 146	715 719	691 160	-33 986

CANDIDATES ENROLLED / WROTE (PART TIME): 2022 - 2023

PROVINCE NAME	2022		2023	
	Total Entered	Total Wrote	Total Entered	Total Wrote
EASTERN CAPE	18 665	11 135	17 323	10 701
FREE STATE	7 845	5 577	8 542	6 037
GAUTENG	55 849	37 066	59 094	39 756
KWAZULU-NATAL	23 598	14 997	25 366	15 857
LIMPOPO	34 150	22 775	35 733	24 481
MPUMALANGA	10 552	7 089	16 367	7 723
NORTH WEST	4 250	2 871	4 214	3 000
NORTHERN CAPE	2 263	1 324	2 581	1 589
WESTERN CAPE	11 459	6 585	12 836	6 927
NATIONAL	168 631	109 419	182 056	116 071

ENROLMENT IN TERMS OF GENDER: 2022- 2023

Province	2022				2023			
	Female	Male	% Female	% Male	Female	Male	% Female	% Male
Eastern Cape	56 020	41 811	57.3	42.7	56 472	41 946	57.4%	42.6%
Free State	21 313	16 657	56.1	43.9	19 932	15 702	55.9%	44.1%
Gauteng	77 200	61 671	55.6	44.4	74 093	58 477	55.9%	44.1%
KwaZulu-Natal	98 309	75 235	56.6	43.4	95 108	72 139	56.9%	43.1%
Limpopo	61 868	49 750	55.4	44.6	53 206	41 218	56.3%	43.7%
Mpumalanga	39 675	31 694	55.6	44.4	38 185	29 810	56.2%	43.8%
North-West	24 849	19 770	55.7	44.3	23 447	18 840	55.4%	44.6%
Northern Cape	7 835	5 996	56.6	43.4	7 309	5 723	56.1%	43.9%
Western Cape	35 408	26 942	56.8	43.2	35 843	28 269	55.9%	44.1%
National	422 477	329 526	56.2	43.8	403 595	312 124	56.4%	43.6%



NSC SUBJECT ENROLMENT 2019 – 2023

Subjects	Entered 2019	Entered 2020	Entered 2021	Entered 2022	Entered 2023	Difference 2022 - 2023
Accounting	91 581	95 864	108 631	107 239	103 183	-4 056
Agricultural Sciences	107 068	99 942	127 735	128 180	118 320	-9 860
Business Studies	211 134	215 002	250 918	247 784	232 939	-14 845
Economics	125 536	123 471	143 728	141 208	127 000	-14 208
English FAL	506 050	493 829	609 148	622 697	586 473	-36 224
Geography	310 705	298 020	368 175	377 075	351 525	-25 550
History	178 963	181 220	234 661	242 655	230 969	-11 686
Life Sciences	345 209	330 293	394 501	407 919	386 830	-21 089
Mathematical Literacy	349 338	354 966	453 327	460 708	432 057	-28 651
Mathematics	256 338	241 013	265 951	276 241	268 100	-8 141
Physical Sciences	186 366	179 415	202 048	213 554	210 897	-2 657

TECHNICAL SUBJECT ENROLMENTS: 2019 - 2023

Subjects	Entered 2019	Entered 2020	Entered 2021	Entered 2022	Entered 2023	Difference 2023 - 2022
Civil Technology (Civil Services)	596	622	638	754	775	21
Civil Technology (Construction)	3 706	3 667	4 593	4 869	4 473	-396
Civil Technology (Woodworking)	2 063	1 904	2 452	2 582	2 257	-325
Electrical Technology (Digital Systems)	330	430	376	395	394	-1
Electrical Technology (Electronics)	973	1 001	1 177	1 215	1 128	-87
Electrical Technology (Power Systems)	5 104	4 776	5 820	6 006	6 031	25
Engineering Graphics and Design	33 525	33 385	37 919	39 510	38 604	-904
Mechanical Technology (Automotive)	2 970	2 927	3 407	3 693	3 780	87
Mechanical Technology (Fitting and Machinery)	2 103	1 966	2 036	1 982	2 052	70
Mechanical Technology (Welding and Metal Working)	1 798	1 747	2 363	2 445	2 463	18
Technical Mathematics	11 113	11 114	13 889	15 031	15 545	514
Technical Sciences	11 773	12 041	15 142	16 113	16 620	507

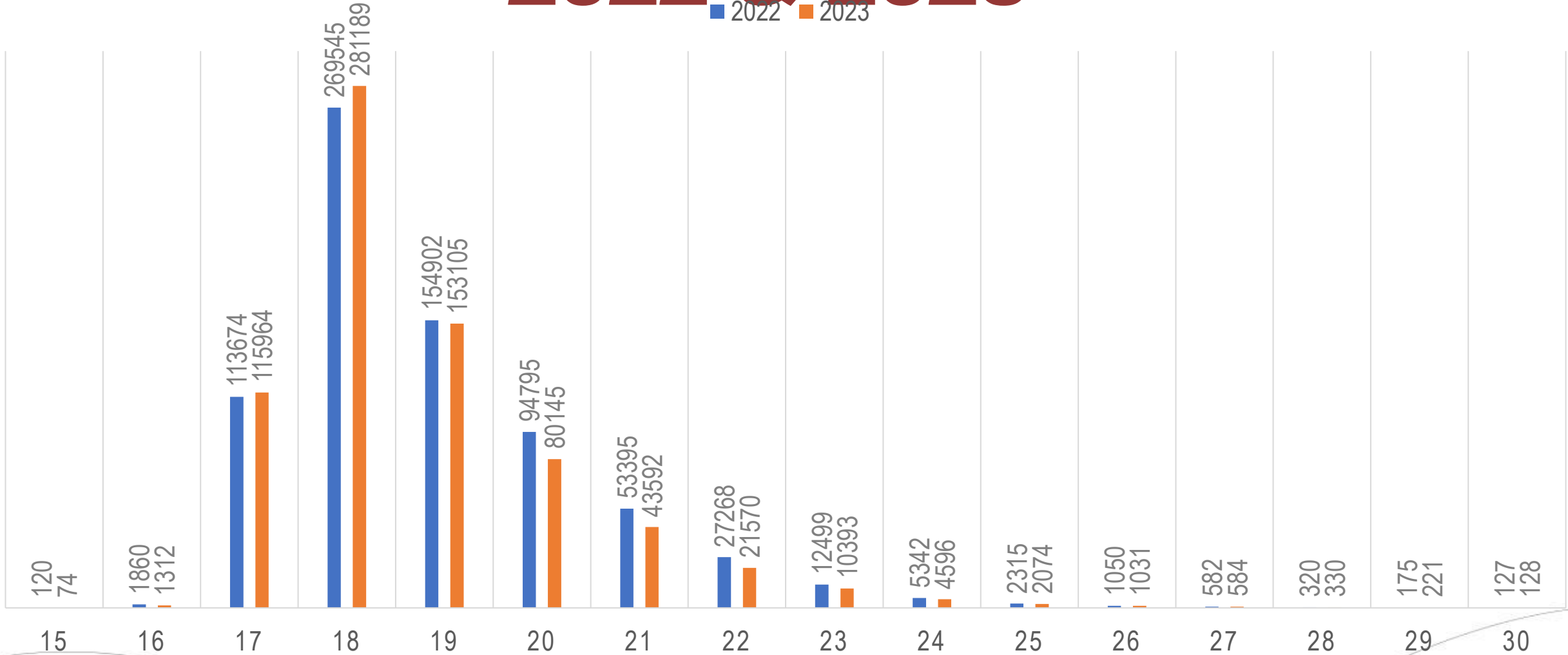
SOUTH AFRICAN SIGN LANGUAGE ENROLMENTS: 2019 - 2023

Subject Description	Entered 2019	Entered 2020	Entered 2021	Entered 2022	Entered 2023
South African Sign Language Home Language	100	103	128	210	129

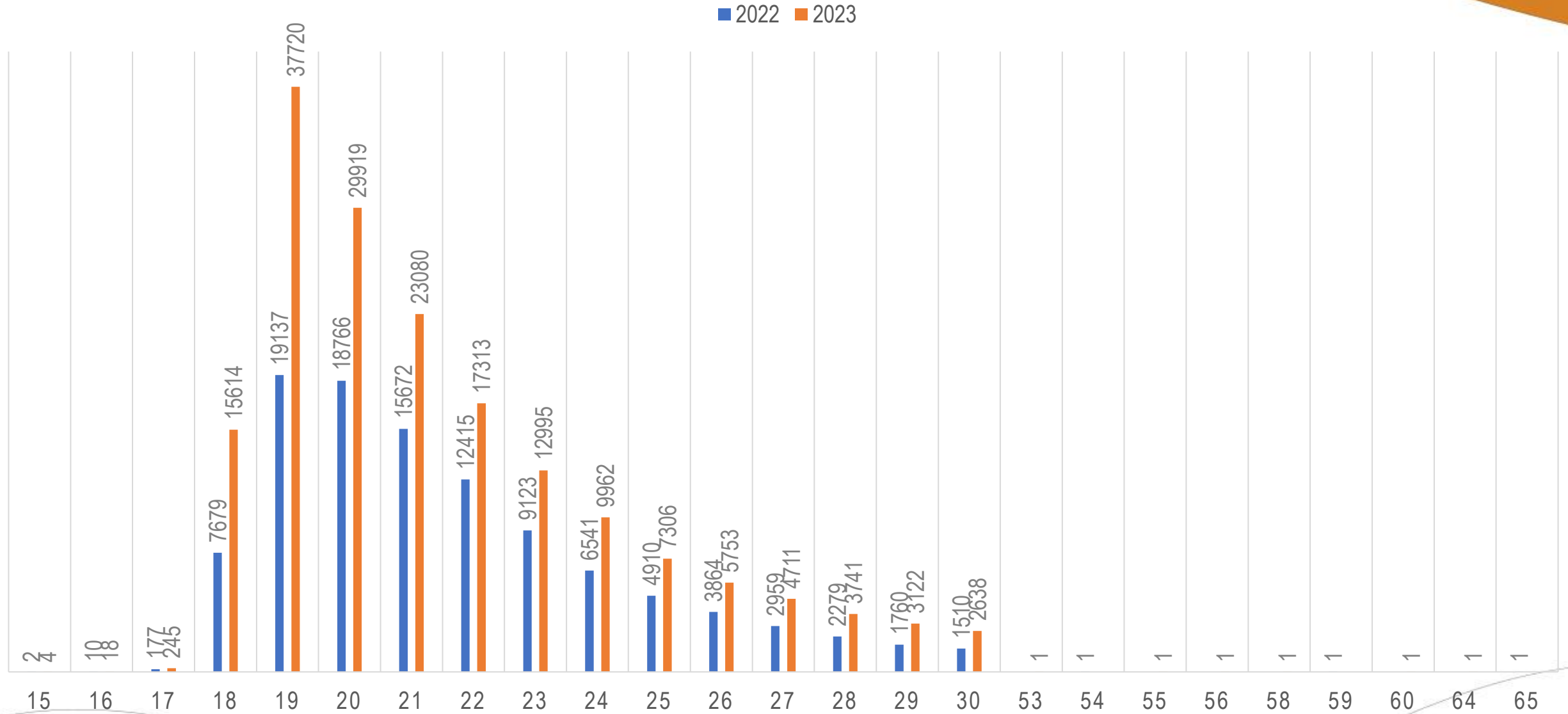
NSC 2022 / 2023 PROGRESSED LEARNERS

PROVINCE	2022		2023		Difference: 2023 – 2022
	No Progressed	% Progressed	No Progressed	% Progressed	
EASTERN CAPE	5 459	5.6	6 952	7.1	1 493
FREE STATE	3 638	9.6	3 606	10.1	-32
GAUTENG	9 124	6.6	8 096	6.1	-1 028
KWAZULU-NATAL	13 736	7.9	13 307	8.0	-429
LIMPOPO	9 687	8.7	10 313	10.9	626
MPUMALANGA	4 181	5.9	6 393	9.4	2 212
NORTH WEST	3 801	8.5	3 427	8.1	-374
NORTHERN CAPE	1 012	7.3	1 076	8.3	64
WESTERN CAPE	2 323	3.7	1 773	2.8	-550
NATIONAL	52 961	7.0	54 943	7.7	1 982

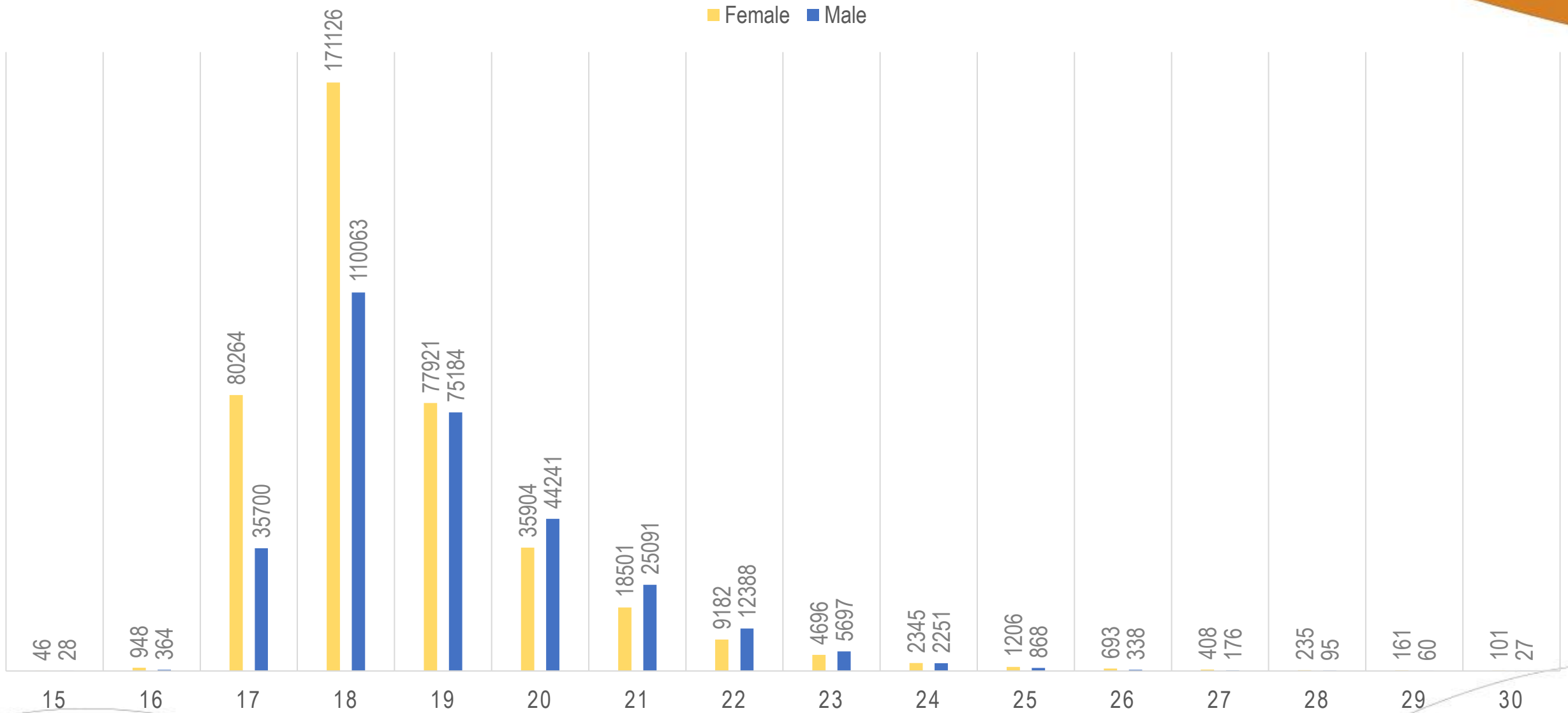
FULL-TIME ENROLMENT BY AGE - 2022 & 2023



PART TIME ENROLMENT BY AGE -2022 & 2023

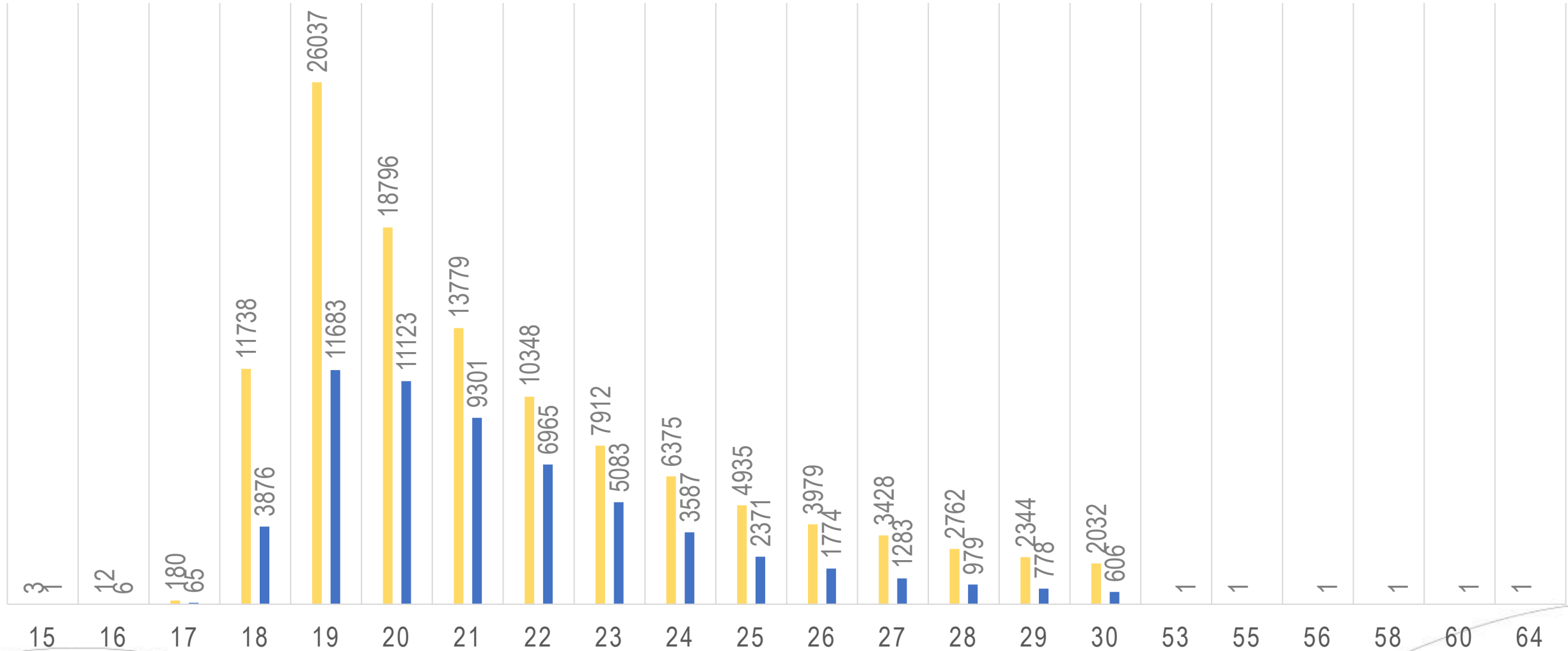


FULL-TIME ENROLMENT BY AGE & GENDER 2023



PART TIME ENROLMENT BY AGE AND GENDER-2023

Female Male



SPECIAL NEEDS EDUCATION LEARNERS

PROVINCE	2022		2023	
	Total Entered	Total Wrote	Total Entered	Total Wrote
EASTERN CAPE	192	188	412	399
FREE STATE	1	0	1743	1677
GAUTENG	249	235	712	700
KWAZULU-NATAL	198	189	520	504
LIMPOPO	106	93	102	102
MPUMALANGA	280	272	287	274
NORTH WEST	38	36	95	89
NORTHERN CAPE	39	39	93	92
WESTERN CAPE	25	23	1494	1451
NATIONAL	1 128	1 075	5458	5288

SNE ACCOMODATIONS (2023)

Province Name	Full Time																			NATIONAL
	Additional Time	Adaptation of questions	Braille	Computer/ voice to text/ text to voice	Digital Player/Recorder	Enlarged Print	Handwriting	Medication/food intake	Oral examination	Other	Personal assistant	Prompter	Reader	Rest Breaks	Scribe	Separate Venue	Sign Language Interpreter	Spelling	Transcription of Braille	
EASTERN CAPE	99	8	12	27	2	18	5	1			2	13	23	6	17	39	10	8		290
FREE STATE	1 704	12	1	14	1	53	43	12	2		1	6	245	55	102	311	7	530	1	3 100
GAUTENG	262					3	49	5		42			87	6	7	13	1	22		497
KWAZULU-NATAL	82			1		13	19	3	1	2	1		2	3	2	2		43		174
LIMPOPO	89		3	1	1	20	351	1		2	1	4	12	1	2	14		12		514
MPUMALANGA	42	2		247	1	252	246	248	246		1	1	19		13	2		8		1 328
NORTH WEST	68					3	3			23			3		1		1	3		105
WESTERN CAPE	21	10			66			51	195	2 191						150	115	6		2 805
NATIONAL	2 367	32	16	290	71	362	716	321	444	2 260	6	24	391	71	144	531	134	632	1	8 813

SOCIAL GRANT FT ENROLMENTS

Province:	2022			2023		
	Active	Inactive	Total	Active	Inactive	Total
EASTERN CAPE	19 490	63 432	82 922	20 267	63 320	83 587
FREE STATE	5 923	24 117	30 040	5 650	22 669	28 319
GAUTENG	24 070	68 641	92 711	24 377	62 841	87 218
KWAZULU-NATAL	36 913	108 521	145 434	37 006	103 743	140 749
LIMPOPO	20 555	77 104	97 659	20 154	61 590	81 744
MPUMALANGA	12 828	47 953	60 781	12 988	44 310	57 298
NORTH WEST	8 077	28 422	36 499	7 875	26 302	34 177
NORTHERN CAPE	2 128	8 985	11 113	2 044	8 426	10 470
WESTERN CAPE	8 315	30 652	38 967	8 195	32 450	40 645
NATIONAL	138 299	457 827	596 126	138 556	425 651	564 207

SOCIAL GRANT ENROLMENT BY GRANT TYPE 2023

Province Name	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	44	15 318	97	185	4 613	272	61 205	15	1 839	83 588
FREE STATE	14	4 014	19	97	1 480	114	21 961	4	481	28 184
GAUTENG	24	21 031	39	155	3 148	182	61 771	5	851	87 206
KWAZULU-NATAL	120	31 534	78	312	4 960	650	100 316	22	2 776	140 768
LIMPOPO	33	17 004	39	154	2 918	133	60 536	10	915	81 742
MPUMALANGA	32	11 044	12	112	1 783	159	43 310	3	842	57 297
NORTH WEST	14	6 055	22	99	1 679	122	25 540	4	635	34 170
NORTHERN CAPE	8	1 429	18	69	518	96	8 187	2	140	10 467
WESTERN CAPE	29	6 724	29	82	1 321	188	31 813	5	376	40 567
NATIONAL	318	114 153	353	1 265	22 420	1 916	414 639	70	8 855	563 989



LESSONS FOR THE FUTURE

- a) The transition points from Grade 3 to Grade 4; Grade 7 to Grade 8 and Grade 11 to Grade 12, are still areas of concern.
- b) The increase in enrolments over the last five years has been significant, an increase of 98 965. The enrolments beyond the 700 000 mark must be maintained.
- c) The drop of 36 284 in the enrolments from 2022, is an indication that the system is reaching its stability point post COVID.
- d) The part-time enrolments are still on the low side, if one considers that over the last three years, more than 300 000 learners did not achieve the NSC
- e) The reasons for the significant decrease in the number that wrote in the Limpopo province (16 762) compared to other PEDs, needs to be established.



LESSONS FOR THE FUTURE

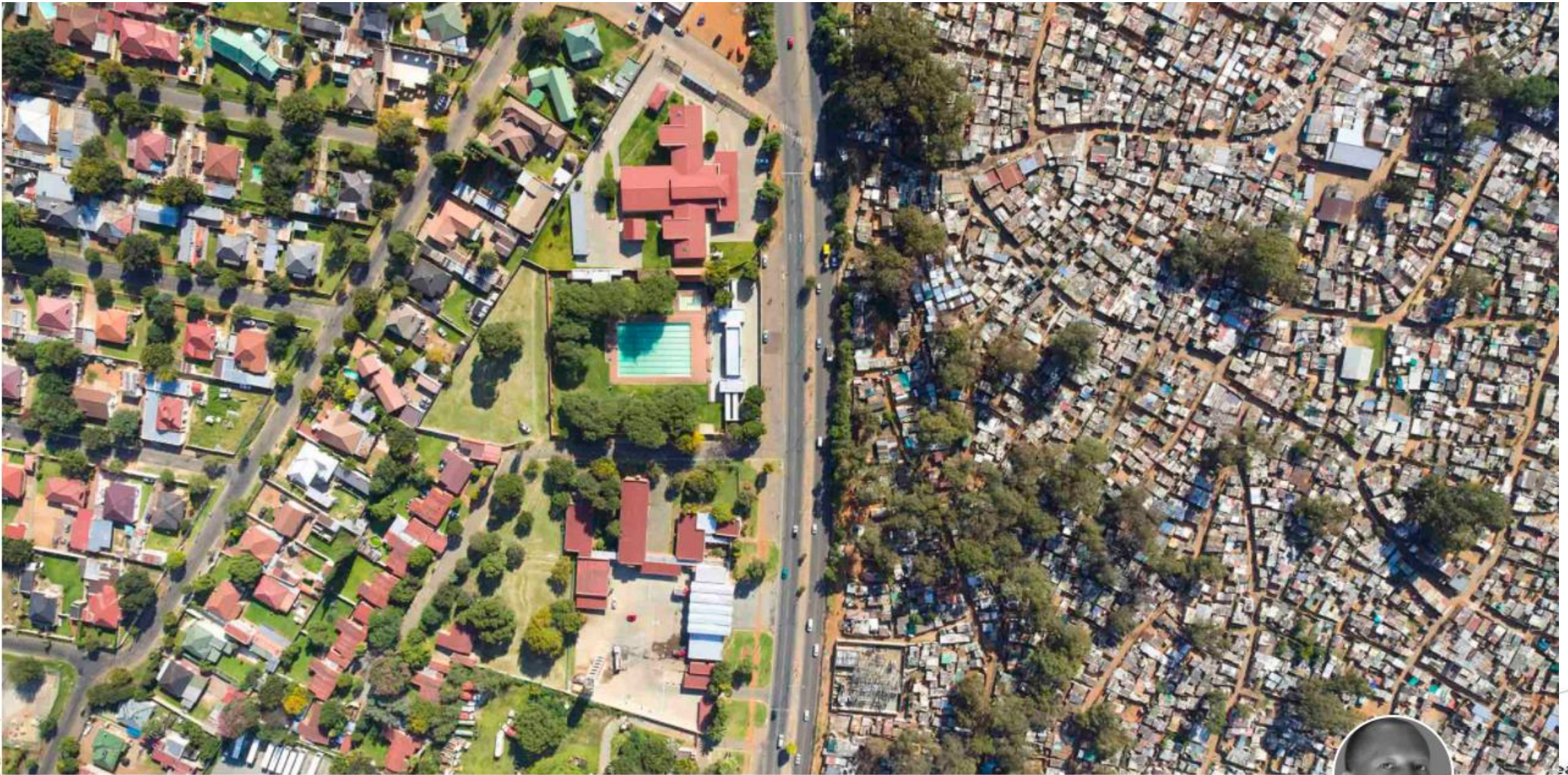
- f) The national uptake of Mathematics of 37.4% compared to the 60% uptake of Mathematical Literacy, is still an area of concern. The greater concern is that five years ago, the Mathematics uptake was 43.3%.
- g) It is encouraging that the performance in the BCM subjects has improved and the decline in enrolments (in terms of %) seems to be arrested.
- h) The enrolments in terms of the Technology subjects is still on the low side, despite the minor increase in some of the specialisations.
- i) The decrease in the number of Sign Language candidates needs to be investigated (from 210 to 129).
- j) The decrease in the number of progressed learners in five PEDs and the increase in the remaining four needs to be investigated, in terms of the correct application of the progression criteria.



EXTRA-ORDINARY LEARNER SUPPORT PROGRAMME



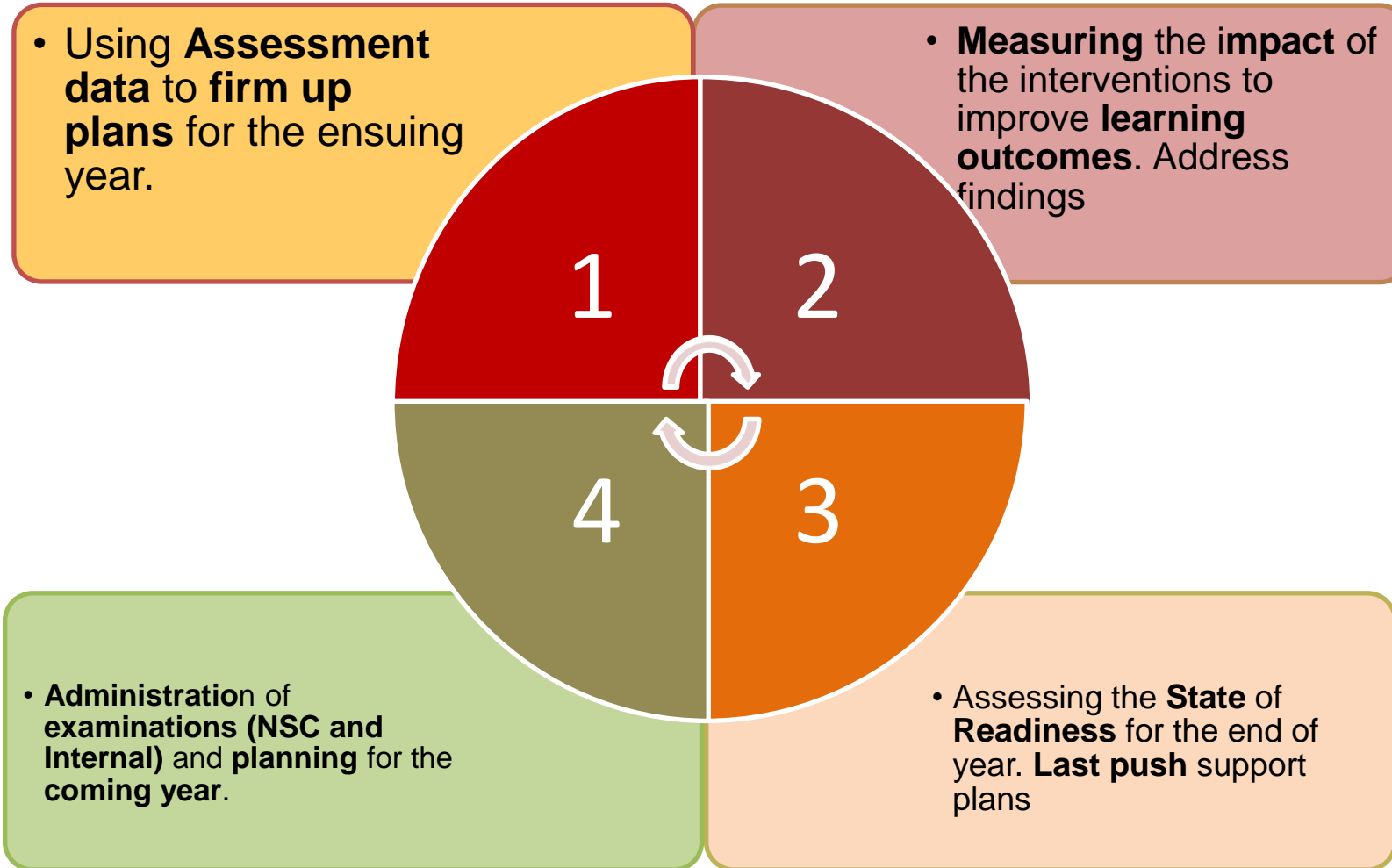
WHY OFFER LEARNER SUPPORT?



THE DISTINCT FEATURES OF THE 2023 LEARNER SUPPORT PROGRAMME

- Strong **partnership** with **Broader Civil Society, Universities** and **NGOs** and **Donors**.
- All **nine (9) provinces** provided **weekend, autumn, winter, spring,** and **last push** learner support programme to mitigate the impact of COVID-19.
- The Learner Support Programme **focused** on **Languages** (Home Languages, African Languages, South African Sign Language including Afrikaans and English, as well as First Additional Languages).
- The Electrical, Mechanical, Civil Technologies **specializations** received **attention** during the implementation of the Learner Support Programme.
- In addition, small subjects such as **Services subjects** (Hospitality, Consumer Studies, and Tourism) were also **included** in the **2023 Learner Support Programme**.
- **Mathematics** received **unprecedented attention** in all the **75 Education districts**. 2023 was declared the year of Mathematics and regular meetings were convened with the Mathematics Curriculum convenors in each of the provinces.
- **Face to face engagements** were held with the **25 000** school principals, district, provincial officials focusing on the improvement of learning outcome.

NATIONAL STRATEGY FOR LEARNER ATTAINMENT: LEARNER SUPPORT ORGANISING THEMES



Common Learner Support modalities

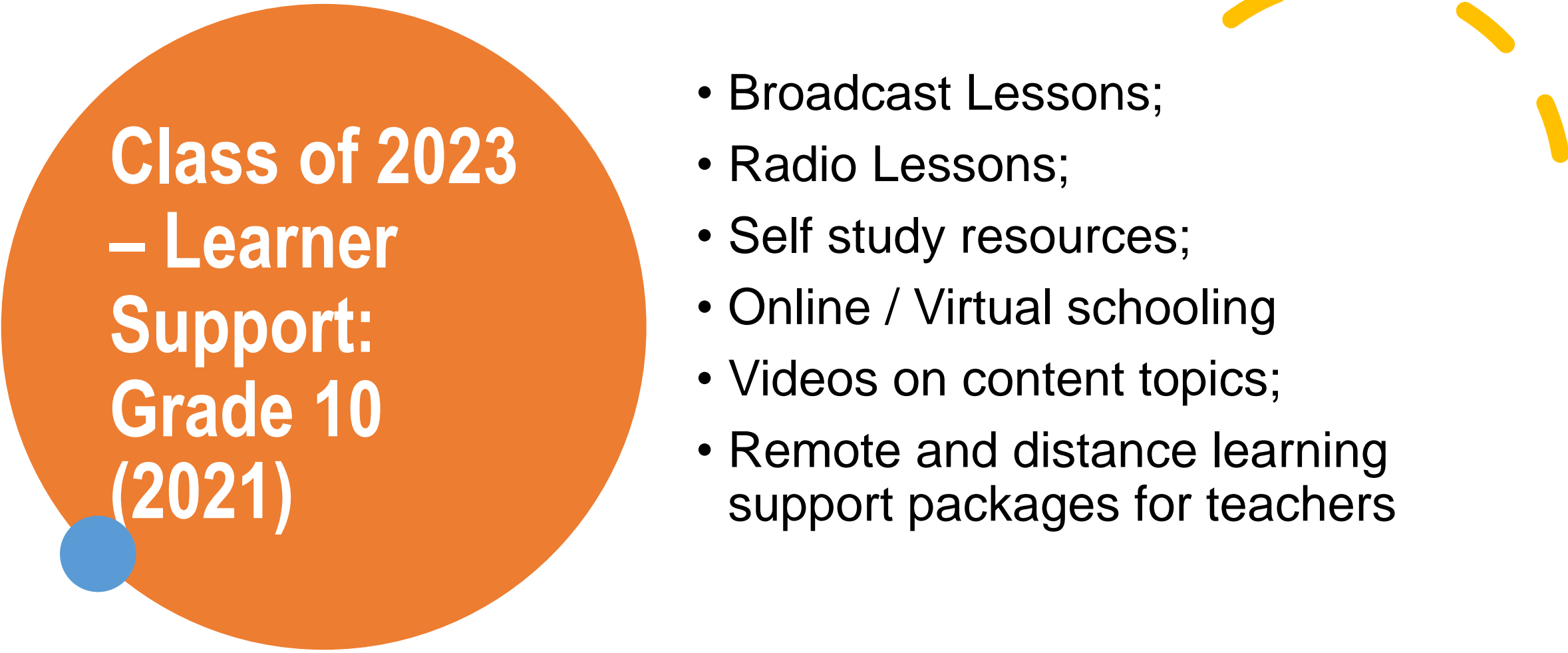
- **Classroom-based** strategies
- **School based** Strategies (Morning and Afternoon support)
- **Provincially** led large scale strategies (weekends and vacations)
- **Corporate, Organisation, community** and volunteer-based learning programmes
- **Technology-enabled** strategies
- **Additional** Learning and Teaching Support Material (**LTSM**)



Grades 8 and Grade 9 Mathematics workbooks

Province	2019 Grade 8	2020 Grade 9
Eastern Cape	288 860	284 070
Free State	136 900	143 810
Gauteng	372 340	356 480
KwaZulu-Natal	471 970	486 550
Limpopo	278 920	282 040
Mpumalanga	189 660	197 320
Northern Cape	51 700	48 780
North West	140 260	127 200
Western Cape	175 680	186 070
Total	2 106 290	2 112 320

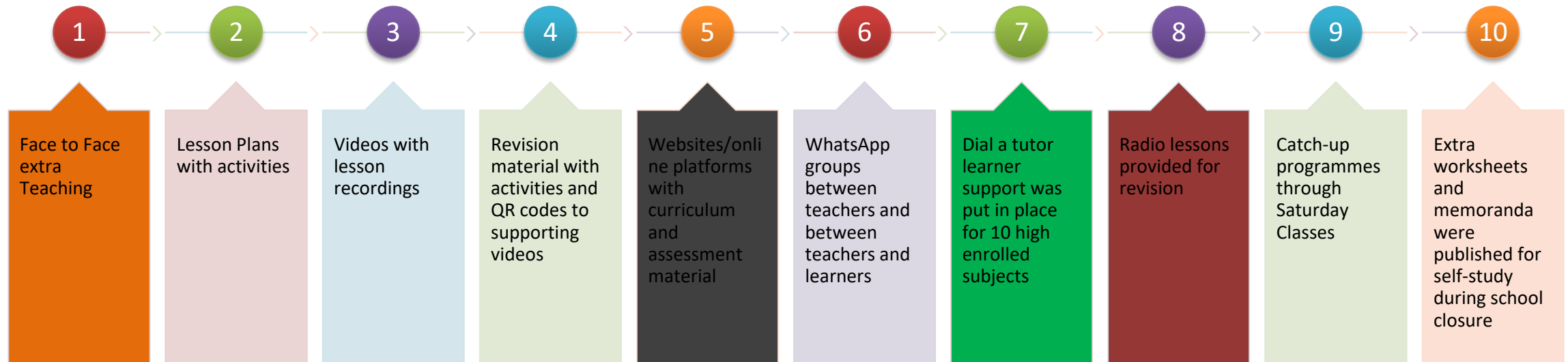




**Class of 2023
– Learner
Support:
Grade 10
(2021)**

- Broadcast Lessons;
- Radio Lessons;
- Self study resources;
- Online / Virtual schooling
- Videos on content topics;
- Remote and distance learning support packages for teachers

CLASS OF 2023 – LEARNER SUPPORT: GRADE 11 (2022)



SUPPORT TO THE CLASS OF 2023

DIRECTOR-GENERAL MONITORING & SUPPORT



WEEKEND SUPPORT VISITS



PROVINCIAL WINTER & SPRING SCHOOL VISITS



PROVINCIAL VIRTUAL DG ENGAGEMENTS



ENGAGEMENT ON READING LITERACY



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.

VACATION SUPPORT PROGRAMMES



Provincially led support for Grade12 learners, through **Autumn, Winter & Spring** vacation classes



Support classes were conducted **face-to-face**, complemented with **online support**.



The purpose of the vacation support programmes was **increasingly for revision and remediation purposes**.



Teacher content and pedagogical development was a key feature of the learner support programme.



The support programmes on offer were **differentiated** based on needs and **targeted** towards addressing specific challenging areas.

Beneficiaries:

Autumn : 315 728 learners - min: 5 days

Winter : 475 819 learners- min: 10 days

Spring : 359 927 learners -min: 5 days

Summary of 2023 large scale support programmes

1. The Class of 2023 received:

- Minimum of **20 days of extra tuition**;
- Ave **7 hours per day** (**140 hours of additional tuition**);
- Ave **3 – 4 key subjects** (including a Home Language);
- Beneficiaries: Average of **398 000 learners**

2. Additional online and offline LTSM :

- study guides, revision guides, additional textbooks, workbooks
- **Online Tuition (Woza Matrics): 3 265 hours across 10 subjects** (Ave **30 hours per subject**)



Ministerial District Support

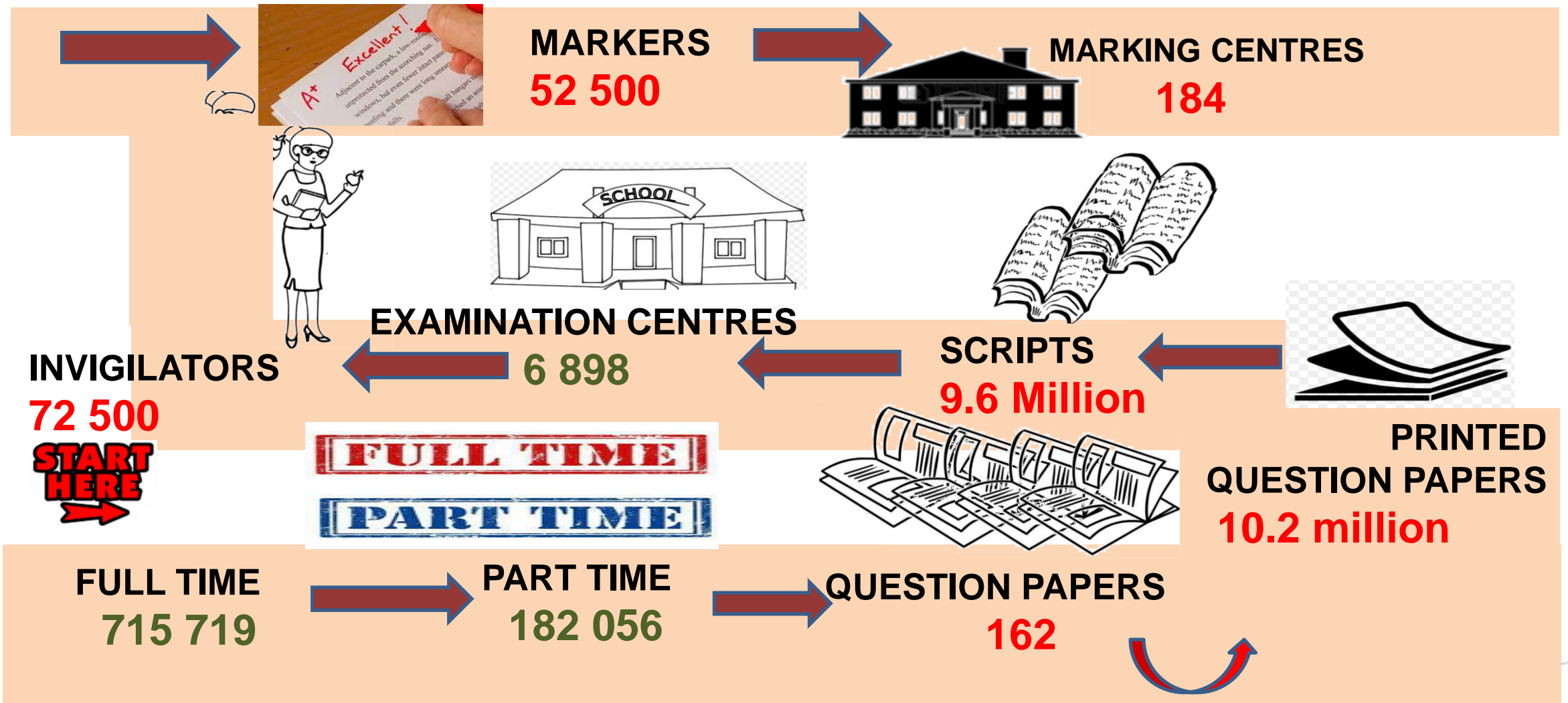
- a) Minister **hosted quarterly** district meetings with district meetings.
- b) At these meetings **good practices** from the district directors were shared.
- c) District directors were informed of latest **policy amendments**, initiatives relating to quality improvement, etc.
- d) Reports on **systemic tests** and research projects were presented.



SCOPE AND SIZE OF THE 2023 EXAMINATION



THE 2023 NSC EXAMINATIONS



STANDARDSISATION



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TENS OF THOUSANDS OF STUDENTS FACE LIKELY DROP IN AS AND A*S AS MINISTERS AIM TO RETURN RESULTS IN ENGLAND TO PRE-PANDEMIC LEVELS



*The Guardian 7 August 2023 (Sally Weale)
Education Correspondent*



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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STANDARDISATION OF NSC RESULTS: 2008 - 2023

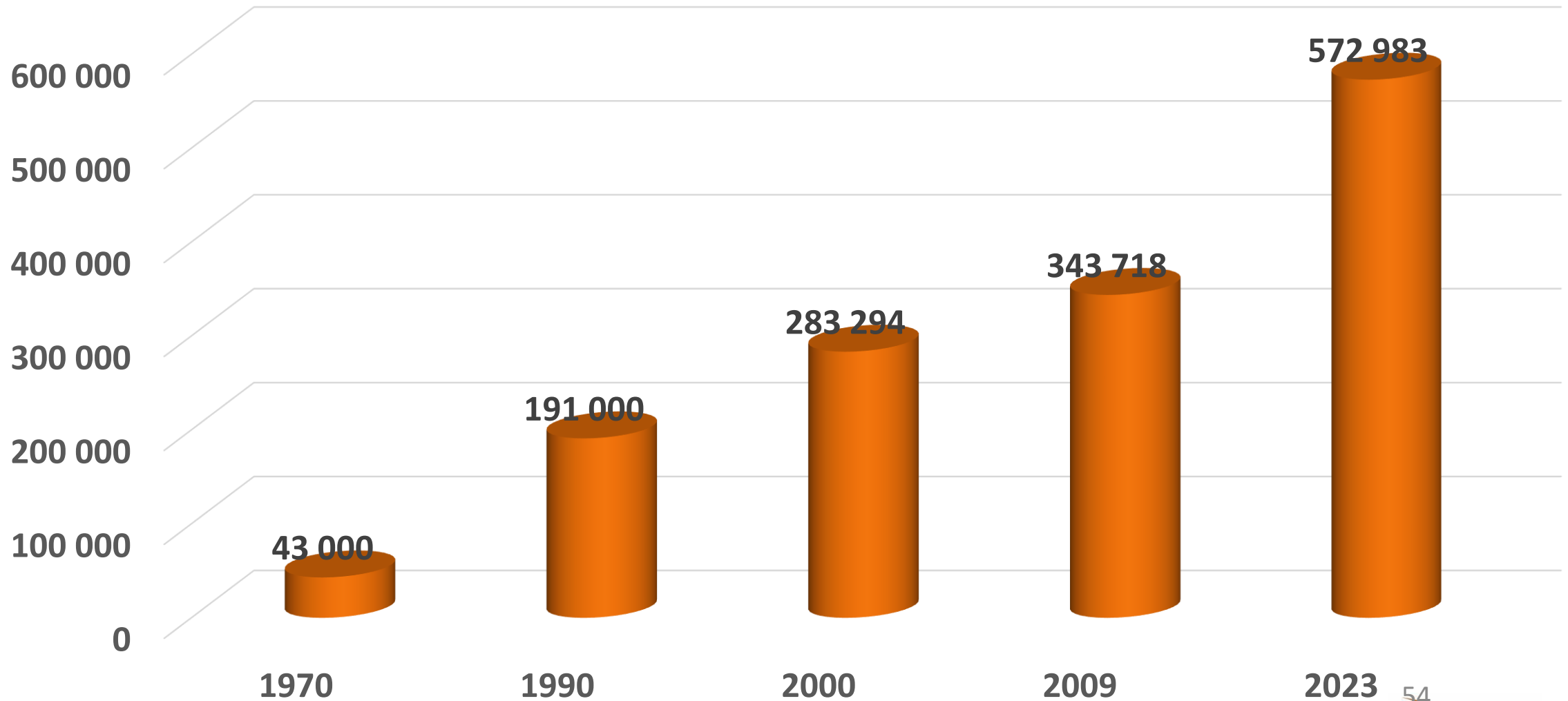
Year	Subjects	Raw Marks Accepted	Adjusted downwards	Adjusted upwards
2008	55	30 (55%)	4	21
2009	58	43 (74%)	5	10
2010	58	39 (67%)	10	9
2011	56	45 (80%)	8	3
2012	60	49 (82%)	6	6
2013	59	38 (64%)	16	5
2014	58	35 (60%)	7	16
2015	59	29 (49%)	0	30
2016	58	26 (45%)	4	28
2017	58	38 (66%)	4	16
2018	67	39 (58%)	11	17
2019	67	47 (70%)	7	13
2020	65	48 (74%)	8	9
2021	67	35(52%)	4	28
2022	66	47 (71%)	3	16
2023	66	49 (74%)	11	6



HISTORICAL TRENDS



THE NUMBER OF CANDIDATES PASSING MATRIC SINCE 1970



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.

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National Senior Certificate:

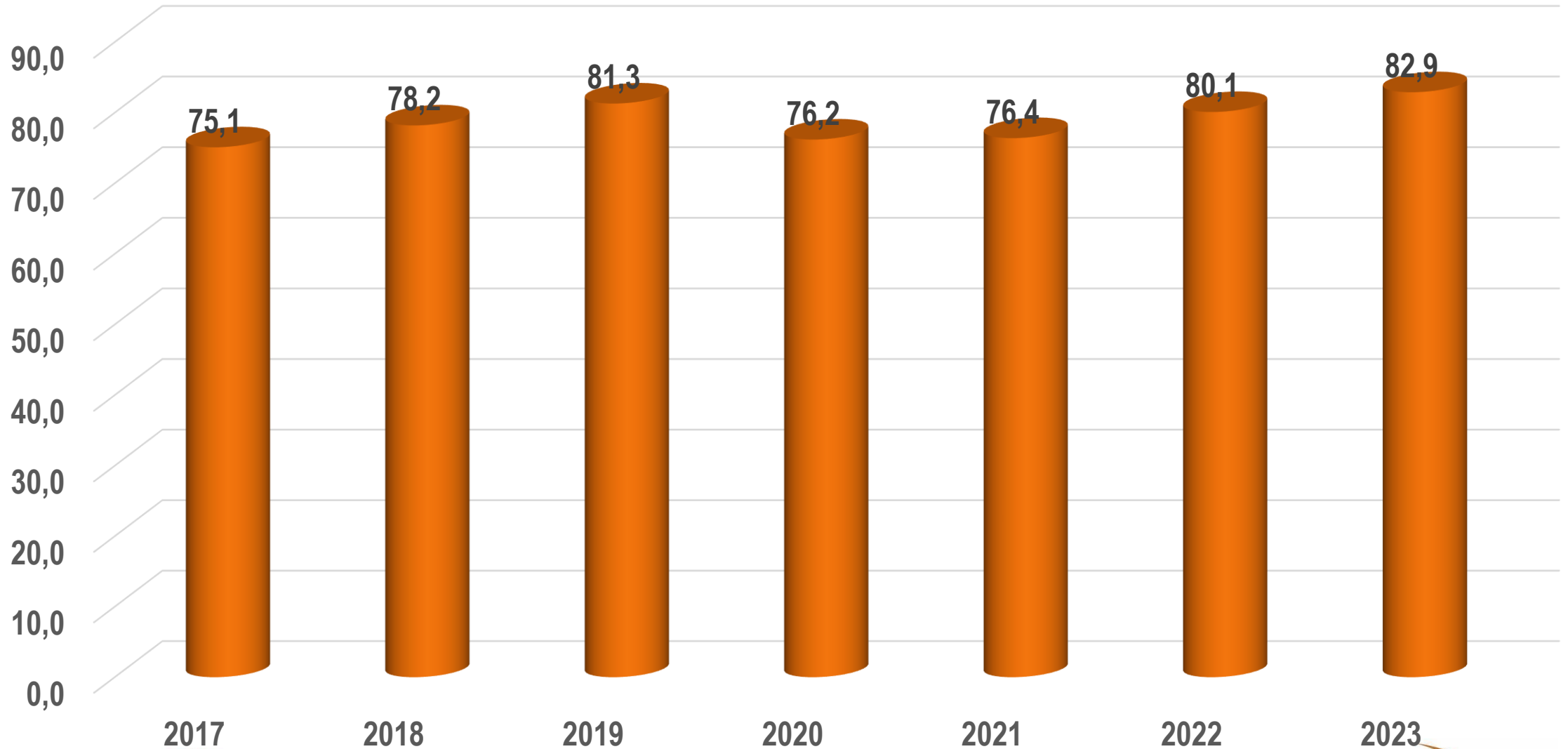
- Must obtain at least 40% for your Home Language (Compulsory),
- Must obtain at least 40% for TWO other subjects,
- Must obtain at least 30% for THREE other subjects;
- Must pass at least 6 out of 7 subjects.



PERFORMANCE OF THE CLASS OF 2023



NSC PERCENTAGE PERFORMANCE 2017 - 2023



PERFORMANCE OF THE CLASS OF 2023

Province	2022				2023				Diff % Achieved 2023/2022
	Total Wrote	Total Achieved	% Achieved	RANK	Total Wrote	Total Achieved	% Achieved	RANK	
Eastern Cape	94 993	73 386	77.30%	6	95 697	77 917	81.42%	6	4.12%
Free State	36 607	32 397	88.50%	1	34 451	30 673	89.03%	1	0.53%
Gauteng	133 841	113 006	84.40%	2	127 697	109 030	85.38%	3	0.98%
KwaZulu-Natal	164 308	136 388	83.00%	3	157 911	136 366	86.36%	2	3.36%
Limpopo	110 295	79 493	72.10%	9	93 533	74 400	79.54%	7	7.44%
Mpumalanga	67 367	51 751	76.80%	7	65 534	50 429	76.95%	8	0.15%
North-West	43 823	34 960	79.80%	5	41 418	33 808	81.63%	4	1.83%
Northern Cape	13 574	10 072	74.20%	8	12 842	9 740	75.84%	9	1.64%
Western Cape	60 338	49 102	81.40%	4	62 077	50 620	81.54%	5	0.14%
National	725 146	580 555	80.10%		691 160	572 983	82.90%		2.80%

PERFORMANCE OF THE CLASS OF 2023 BY FEE PAYING STATUS

Province	No Fee				Fee Paying				Independent				OVERALL RANK
	Total Wrote	Total Achieved	% Achieved	RANK	Total Wrote	Total Achieved	% Achieved	RANK	Total Wrote	Total Achieved	% Achieved	RANK	
Eastern Cape	80 902	65 073	80.4%	4	10 382	9 109	87.7%	5	4 413	3 735	84.6%	8	6
Free State	26 252	23 037	87.8%	1	7 278	6 796	93.4%	1	921	840	91.2%	4	1
Gauteng	47 455	39 056	82.3%	3	69 156	59 673	86.3%	7	11 086	10 301	92.9%	2	3
KwaZulu-Natal	112 178	96 639	86.1%	2	42 707	37 049	86.8%	6	3 026	2 678	88.5%	7	2
Limpopo	84 181	66 017	78.4%	6	5 575	4 969	89.1%	3	3 777	3 414	90.4%	5	7
Mpumalanga	56 576	42 401	74.9%	8	6 471	5 801	89.6%	2	2 487	2 227	89.5%	6	8
North-West	32 107	25 564	79.6%	5	8 588	7 555	88.0%	4	723	689	95.3%	1	4
Northern Cape	7 748	5 472	70.6%	9	5 081	4 257	83.8%	9	13	11	84.6%	9	9
Western Cape	21 716	16 658	76.7%	7	38 809	32 542	83.9%	8	1 552	1 420	91.5%	3	5
National	469 115	379 917	81.0%	1	194 047	167 751	86.4%	1	27 998	25 315	90.4%	1	

COMPARISON OF NSC PASSES BY GENDER FOR 2023

Province	Gender	2022			2023		
		Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Eastern Cape	Male	40 537	31 107	76.7%	40 805	33 387	81.8%
	Female	54 456	42 279	77.6%	54 892	44 530	81.1%
Free State	Male	16 094	14 399	89.5%	15 226	13 664	89.7%
	Female	20 513	17 998	87.7%	19 225	17 009	88.5%
Gauteng	Male	59 180	49 720	84.0%	56 285	48 023	85.3%
	Female	74 661	63 286	84.8%	71 412	61 007	85.4%
KwaZulu-Natal	Male	71 503	58 824	82.3%	68 179	58 747	86.2%
	Female	92 805	77 564	83.6%	89 732	77 619	86.5%
Limpopo	Male	49 258	35 709	72.5%	40 896	32 742	80.1%
	Female	61 037	43 784	71.7%	52 637	41 658	79.1%
Mpumalanga	Male	29 938	22 860	76.4%	28 708	21 945	76.4%
	Female	37 429	28 891	77.2%	36 826	28 484	77.3%
North-West	Male	19 457	15 588	80.1%	18 539	15 121	81.6%
	Female	24 366	19 372	79.5%	22 879	18 687	81.7%
Northern Cape	Male	5 882	4 413	75.0%	5 650	4 326	76.6%
	Female	7 692	5 659	73.6%	7 192	5 414	75.3%
Western Cape	Male	26 057	21 041	80.7%	27 322	22 154	81.1%
	Female	34 281	28 061	81.9%	34 755	28 466	81.9%
NATIONAL	Male	317 906	253 661	79.8%	301 610	250 109	82.9%
	Female	407 240	326 894	80.3%	389 550	322 874	82.9%

LESSONS FOR THE FUTURE

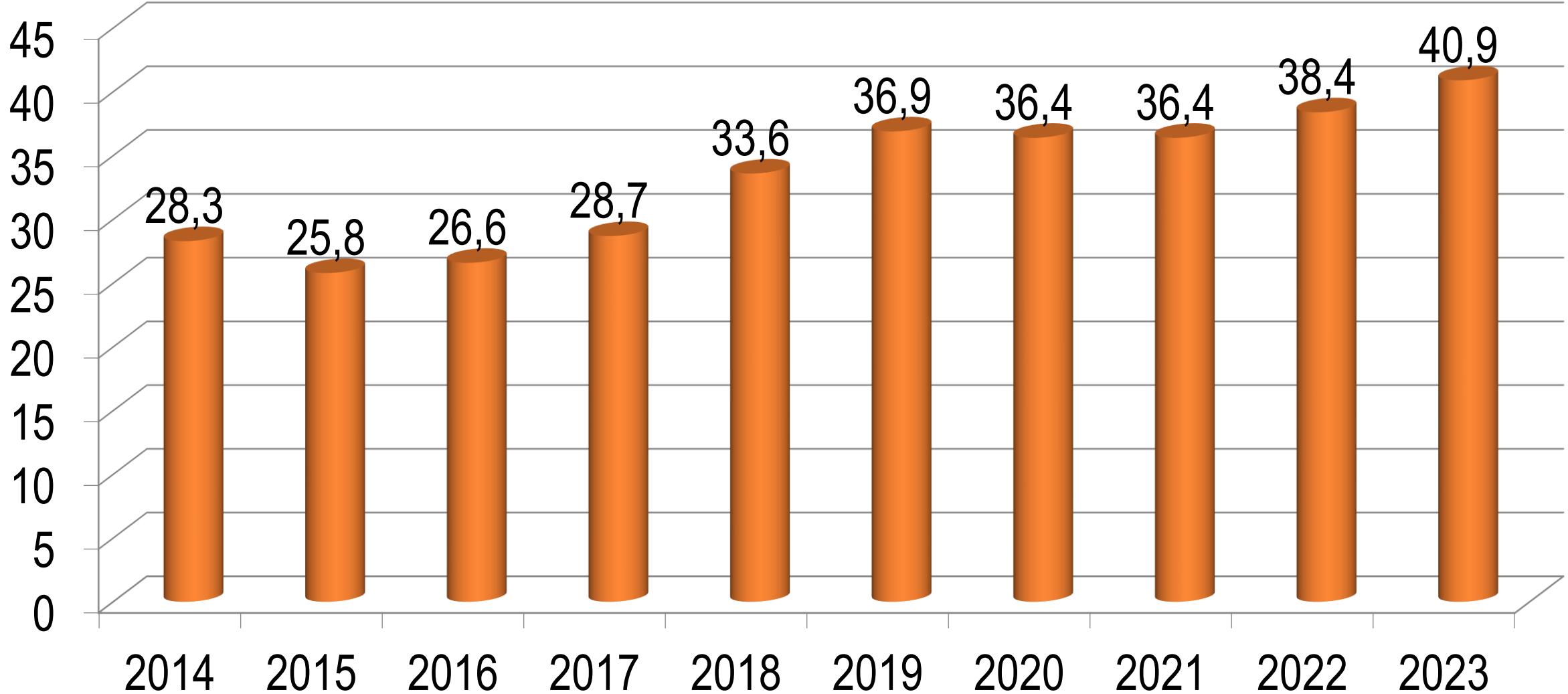
- a) There is a narrowing of the gap between the top performing PED and lowest performing PED (from 16.4% to 13.2%). This confirms that differential range in the system is being reduced.
- b) The difference between the Fee-Paying schools and the No-Fee paying schools is also being narrowed (from 8.7% to 5.4%)
- c) The boy learner is to be prioritised in the system given that their participation rate is still below that of the girl learner, although their performance in terms of percentage, is on par with that of the girl learner.



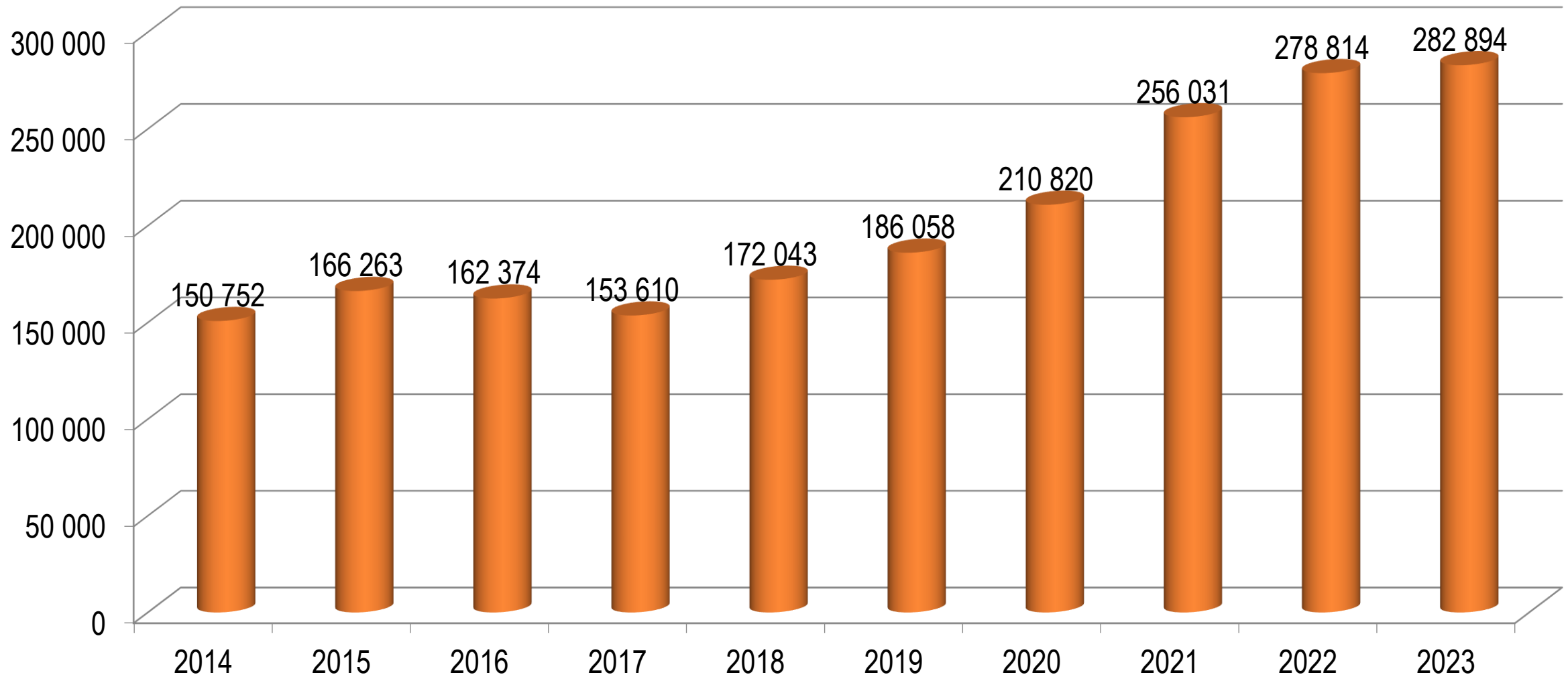
PASSES BY QUALIFICATION TYPE



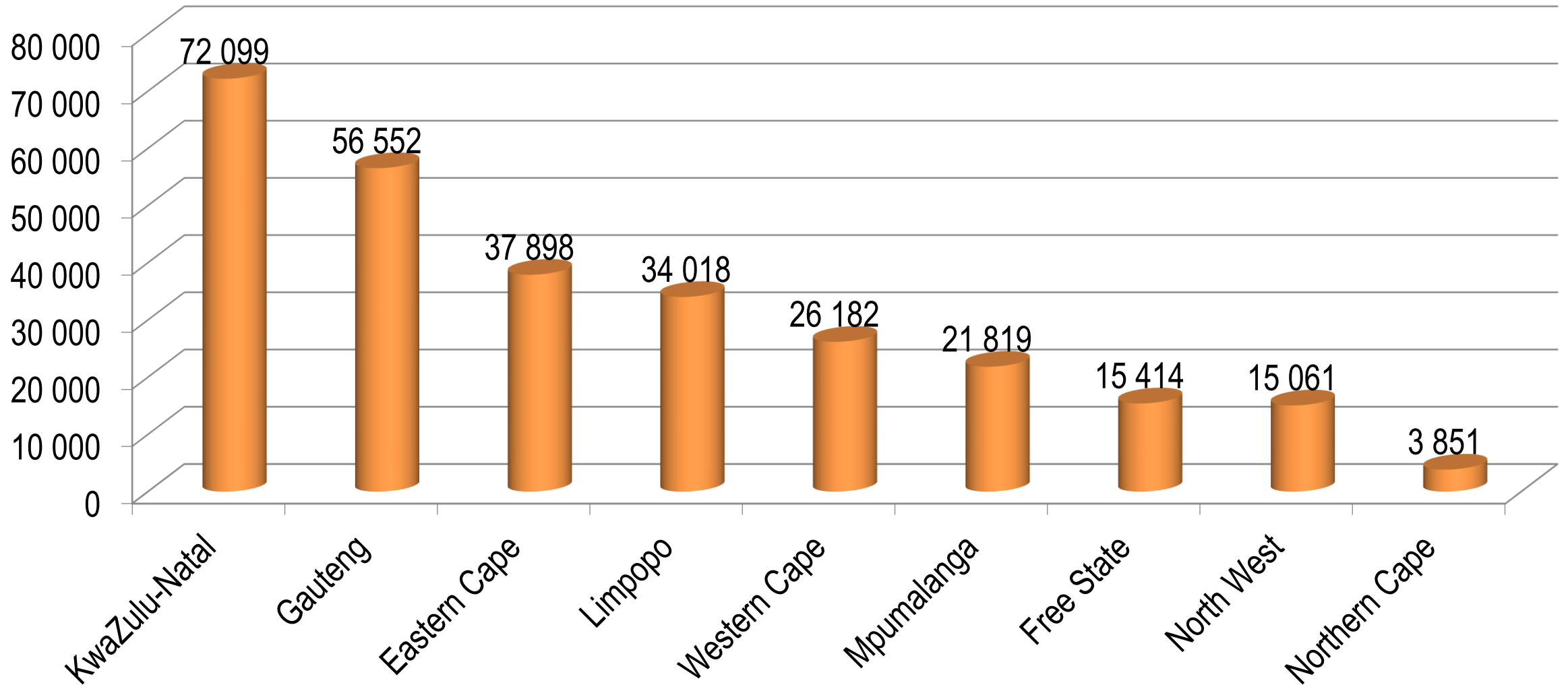
BACHELOR PASS TREND (PERCENTAGE): 2014 - 2023



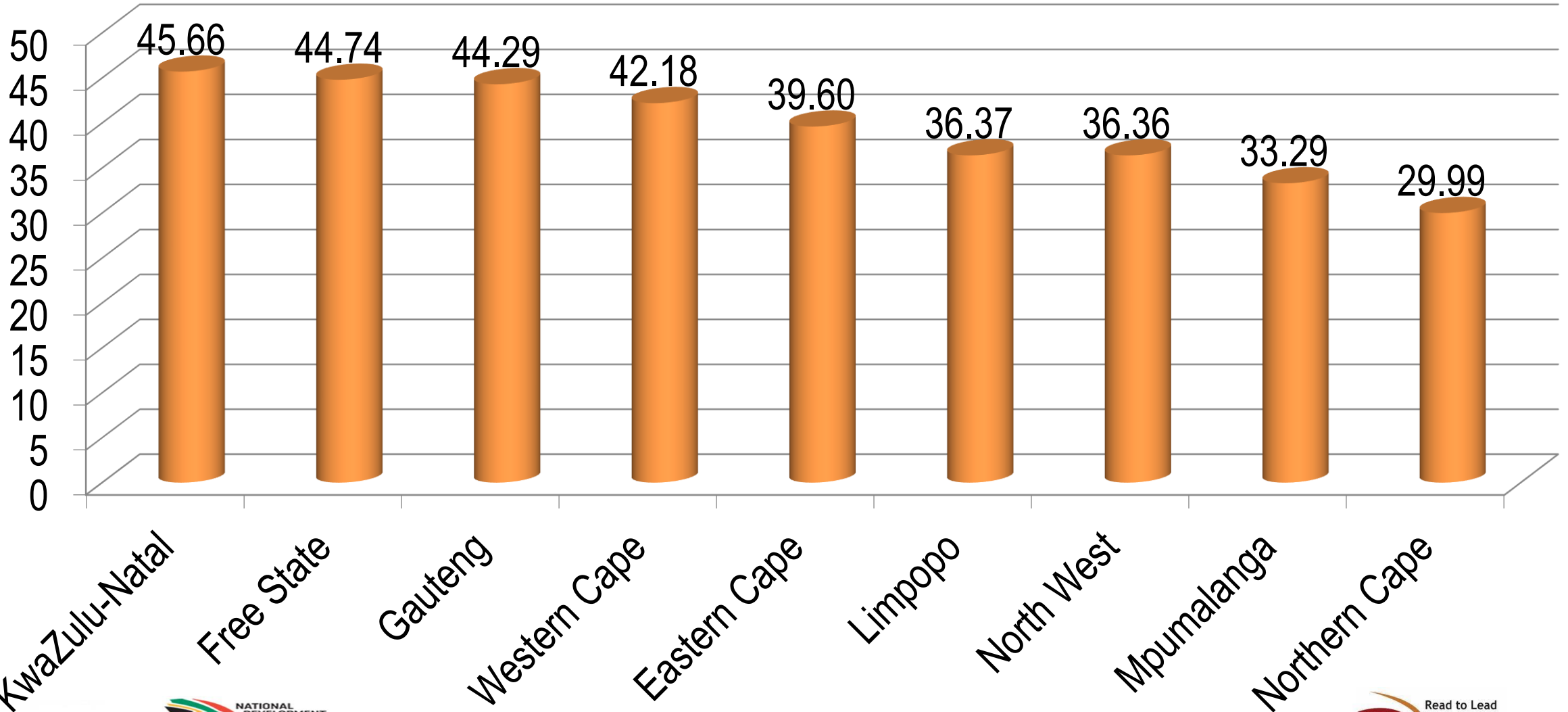
BACHELOR PASS TREND (NUMBERS): 2014 - 2023



BACHELOR PASS (NUMBERS) PER PROVINCE 2023



BACHELOR PASS (PERCENTAGES) PER PROVINCE 2023



NSC PASSES BY TYPE OF QUALIFICATION 2023

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		National Senior Certificate	
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved
Eastern Cape	95 697	37 898	39.6%	25 997	27.2%	13 992	14.6%	30	0.0%
Free State	34 451	15 414	44.7%	10 282	29.8%	4 952	14.4%	0	0.0%
Gauteng	127 697	56 552	44.3%	35 038	27.4%	17 364	13.6%	2	0.0%
KwaZulu-Natal	157 911	72 099	45.7%	43 769	27.7%	20 435	12.9%	55	0.0%
Limpopo	93 533	34 018	36.4%	24 481	26.2%	15 894	17.0%	7	0.0%
Mpumalanga	65 534	21 819	33.3%	17 412	26.6%	11 196	17.1%	2	0.0%
North West	41 418	15 061	36.4%	11 647	28.1%	7 093	17.1%	0	0.0%
Northern Cape	12 842	3 851	30.0%	3 665	28.5%	2 222	17.3%	0	0.0%
Western Cape	62 077	26 182	42.2%	15 585	25.1%	8 825	14.2%	0	0.0%
National	691 160	282 894	40.9%	187 876	27.2%	101 973	14.8%	96	0.0%

NSC BACHELOR & DIPLOMA PASS BY FEE STATUS 2023

Province	Fee Paying					Independent					No Fee					Grand Total				
	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma
Eastern Cape	10 382	5 601	53.9%	2 602	25.1%	4 413	1 964	44.5%	1 217	27.6%	80 902	30 333	37.5%	22 178	27.4%	95 697	37 898	39.6%	25 997	27.2%
Free State	7 278	4 067	55.9%	1 997	27.4%	921	472	51.2%	267	29.0%	26 252	10 875	41.4%	8 018	30.5%	34 451	15 414	44.7%	10 282	29.8%
Gauteng	69 156	31 499	45.5%	19 194	27.8%	11 086	6 549	59.1%	2 754	24.8%	47 455	18 504	39.0%	13 090	27.6%	127 697	56 552	44.3%	35 038	27.4%
KwaZulu-Natal	42 707	20 639	48.3%	11 486	26.9%	3 026	1 765	58.3%	648	21.4%	112 178	49 695	44.3%	31 635	28.2%	157 911	72 099	45.7%	43 769	27.7%
Limpopo	5 575	3 082	55.3%	1 336	24.0%	3 777	2 141	56.7%	886	23.5%	84 181	28 795	34.2%	22 259	26.4%	93 533	34 018	36.4%	24 481	26.2%
Mpumalanga	6 471	3 270	50.5%	1 866	28.8%	2 487	1 160	46.6%	762	30.6%	56 576	17 389	30.7%	14 784	26.1%	65 534	21 819	33.3%	17 412	26.6%
North-West	8 588	4 132	48.1%	2 450	28.5%	723	405	56.0%	213	29.5%	32 107	10 524	32.8%	8 984	28.0%	41 418	15 061	36.4%	11 647	28.1%
Northern Cape	5 081	1 989	39.1%	1 533	30.2%	13	2	15.4%	1	7.7%	7 748	1 860	24.0%	2 131	27.5%	12 842	3 851	30.0%	3 665	28.5%
Western Cape	38 809	18 558	47.8%	9 317	24.0%	1 552	923	59.5%	347	22.4%	21 716	6 701	30.9%	5 921	27.3%	62 077	26 182	42.2%	15 585	25.1%
National	194 047	92 837	47.8%	51 781	26.7%	27 998	15 381	54.9%	7 095	25.3%	469 115	174 676	37.2%	129 000	27.5%	691 160	282 894	40.9%	187 876	27.2%

NSC PERFORMANCE BY QUALIFICATION TYPE - 2022 & 2023

Province	Year	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Achieved Higer Certificate	% Achieved Higher Certificate	Achieved NSC	% Achieved NSC
Eastern Cape	2022	34 974	36.82%	24 465	25.75%	13 923	14.7%	24	0.0%
	2023	37 898	39.60%	25 997	27.17%	13 992	14.6%	30	0.0%
Free State	2022	15 747	43.02%	11 471	31.34%	5 174	14.1%	1	0.0%
	2023	15 414	44.74%	10 282	29.85%	4 952	14.4%	0	0.0%
Gauteng	2022	58 119	43.42%	37 156	27.76%	17 655	13.2%	1	0.0%
	2023	56 552	44.29%	35 038	27.44%	17 364	13.6%	2	0.0%
KwaZulu-Natal	2022	69 849	42.51%	43 908	26.72%	22 560	13.7%	70	0.0%
	2023	72 099	45.66%	43 769	27.72%	20 435	12.9%	55	0.0%
Limpopo	2022	32 878	29.81%	27 020	24.50%	19 585	17.8%	10	0.0%
	2023	34 018	36.37%	24 481	26.17%	15 894	17.0%	7	0.0%
Mpumalanga	2022	22 576	33.51%	18 068	26.82%	11 096	16.5%	11	0.0%
	2023	21 819	33.29%	17 412	26.57%	11 196	17.1%	2	0.0%
North-West	2022	14 733	33.62%	12 370	28.23%	7 853	17.9%	0	0.0%
	2023	15 061	36.36%	11 647	28.12%	7 093	17.1%	0	0.0%
Northern Cape	2022	4 177	30.77%	3 652	26.90%	2 242	16.5%	0	0.0%
	2023	3 851	29.99%	3 665	28.54%	2 222	17.3%	0	0.0%
Western Cape	2022	25 761	42.69%	15 247	25.27%	8 071	13.4%	0	0.0%
	2023	26 182	42.18%	15 585	25.11%	8 825	14.2%	0	0.0%
National	2022	278 814	38.45%	193 357	26.66%	108 159	14.9%	117	0.0%
	2023	282 894	40.93%	187 876	27.18%	101 973	14.8%	96	0.0%

BACHELOR ACHIEVEMENTS BY GENDER: 2022 - 2023

Province	Gender	2022			2023		
		Total Wrote	Achieved Bachelor	% Achieved Bachelor	Total Wrote	Achieved Bachelor	% Achieved Bachelor
Eastern Cape	Male	40 537	14 507	35.79%	40 805	15 872	38.90%
	Female	54 456	20 467	37.58%	54 892	22 026	40.13%
Free State	Male	16 094	7 143	44.38%	15 226	6 924	45.47%
	Female	20 513	8 604	41.94%	19 225	8 490	44.16%
Gauteng	Male	59 180	23 713	40.07%	56 285	23 222	41.26%
	Female	74 661	34 406	46.08%	71 412	33 330	46.67%
KwaZulu-Natal	Male	71 503	29 455	41.19%	68 179	30 291	44.43%
	Female	92 805	40 394	43.53%	89 732	41 808	46.59%
Limpopo	Male	49 258	14 751	29.95%	40 896	15 075	36.86%
	Female	61 037	18 127	29.70%	52 637	18 943	35.99%
Mpumalanga	Male	29 938	9 583	32.01%	28 708	9 179	31.97%
	Female	37 429	12 993	34.71%	36 826	12 640	34.32%
North-West	Male	19 457	6 322	32.49%	18 539	6 471	34.90%
	Female	24 366	8 411	34.52%	22 879	8 590	37.55%
Northern Cape	Male	5 882	1 726	29.34%	5 650	1 576	27.89%
	Female	7 692	2 451	31.86%	7 192	2 275	31.63%
Western Cape	Male	26 057	10 379	39.83%	27 322	10 777	39.44%
	Female	34 281	15 382	44.87%	34 755	15 405	44.32%
National	Male	317 906	117 579	36.99%	301 610	119 387	39.58%
	Female	407 240	161 235	39.59%	389 550	163 507	41.97%

LESSONS FOR THE FUTURE

- a) The number of learners achieving admission to Bachelor Studies has increased to 282 894, despite 33 986 less learners having written this examination.
- b) Of the 691 160 learners that wrote this examination, 470 770 learners qualify for admission to either Bachelor or Diploma studies at Higher Education Institutions, and this represents 68.1% of the candidate population.



PERFORMANCE PROGRESSED LEARNERS



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PERFORMANCE OF PROGRESSED CANDIDATES ONLY 2022

Provinces	Progressed Candidates 2022			
	Entered	Wrote (all 7 subjects)	Achieved	% Achieved
Eastern Cape	5 459	5 035	1 960	38.90%
Free State	3 638	3 262	1 791	54.90%
Gauteng	9 124	8 162	3 712	45.50%
Kwazulu-Natal	13 736	11 996	6 028	50.30%
Limpopo	9 687	9 456	3 115	32.90%
Mpumalanga	4 181	3 879	2 111	54.40%
North West	3 801	3	1	33.30%
Northern Cape	1 012	3 615	1 433	39.60%
Western Cape	2 323	2 032	540	26.60%
National	52 961	47 440	20 691	43.60%

PERFORMANCE OF PROGRESSED CANDIDATES ONLY 2023

	Progressed Candidates 2023			
Province Name	Total Entered	Total Wrote	Achieved	% Achieved
EASTERN CAPE	6 952	6 364	2 413	37.9
FREE STATE	3 606	3 227	1 829	56.6
GAUTENG	8 096	7 194	3 158	43.9
KWAZULU-NATAL	13 307	11 266	6 342	56.4
LIMPOPO	10 313	10 092	4 261	42.2
MPUMALANGA	6 393	5 909	2 801	47.5
NORTH WEST	3 427	3 268	1 263	38.6
NORTHERN CAPE	1 076	1 032	295	28.6
WESTERN CAPE	1 773	1 514	326	21.5
NATIONAL	54 943	49 866	22 688	45.5

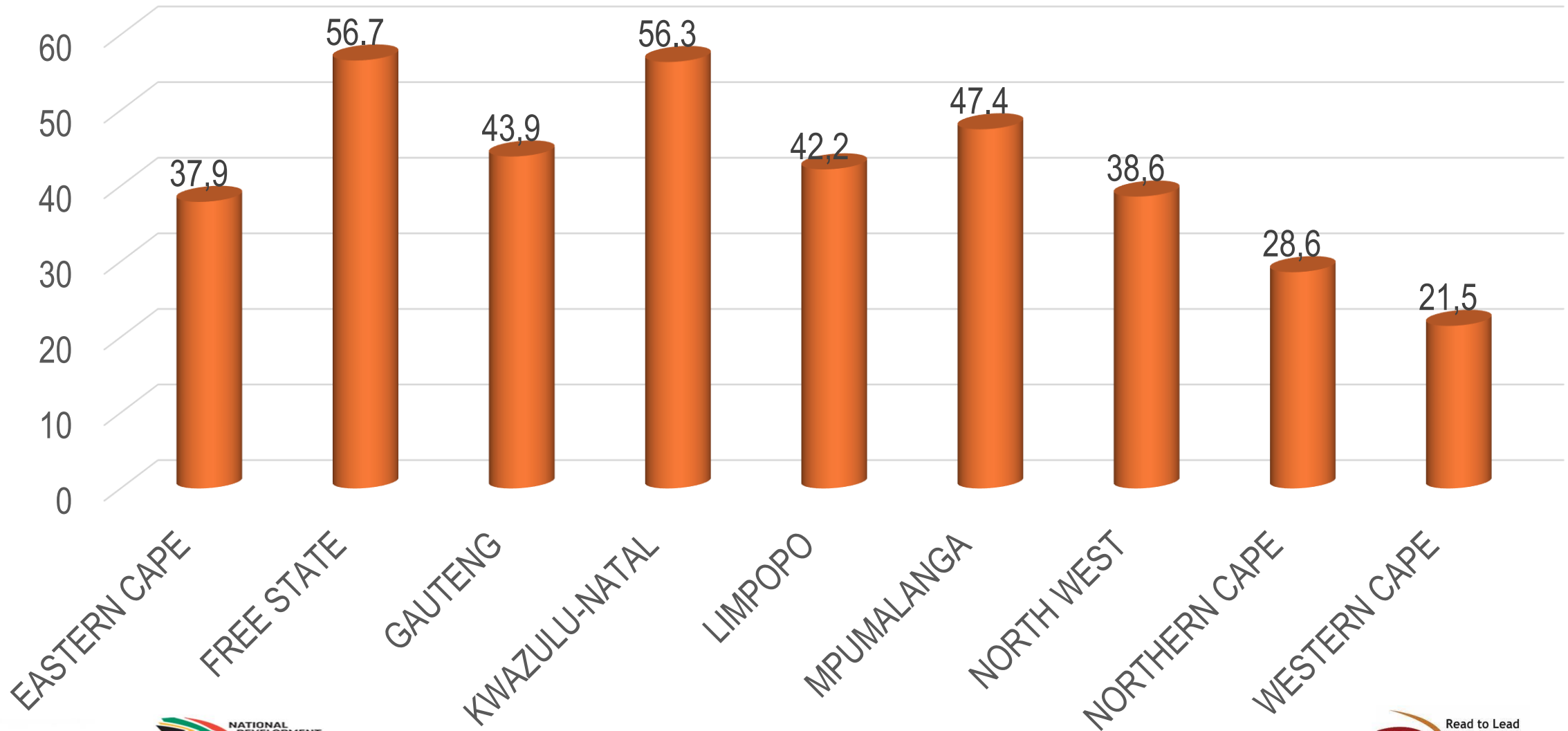
PERFORMANCE OF PROGRESSED LEARNERS BY ACHIEVEMENT & QUALIFICATION TYPE 2023

Province Name	Progressed No	Total Entered	Total Wrote	Achieved	% Achieved	Achieved Bachelor	Achieve Diploma	Achieve Higher Certificate	Achieve NSC	Achieved Endorsed	Did not Achieve	Did Not Achieve Endorsed	Incomplete
EASTERN CAPE	6 952	6 952	6 364	2 413	37.9%	266	917	1 229	1		3 951		588
FREE STATE	3 606	3 606	3 227	1 829	56.7%	192	757	866		14	1 380	18	379
GAUTENG	8 096	8 096	7 194	3 158	43.9%	534	1 176	1 442		6	4 036		902
KWAZULU-NATAL	13 307	13 307	11 266	6 342	56.3%	1 024	2 709	2 601	8		4 923	1	2 041
LIMPOPO	10 313	10 313	10 092	4 261	42.2%	433	1 599	2 228	1		5 831		221
MPUMALANGA	6 393	6 393	5 909	2 801	47.4%	555	1 038	1 207	1		3 108		484
NORTH WEST	3 427	3 427	3 268	1 263	38.6%	94	412	756		1	2 001	4	159
NORTHERN CAPE	1 076	1 076	1 032	295	28.6%	12	115	168			737		44
WESTERN CAPE	1 773	1 773	1 514	326	21.5%	37	105	183		1	1 188		259
NATIONAL	54 943	54 943	49 866	22 688	45.5%	3 147	8 828	10 680	11	22	27 155	23	5 077

DISTINCTIONS - PROGRESSED CANDIDATES: 2022-2023

Subject Description	2022			2023		
	Total Wrote	Distinction Achieved	% Distinctions	Total Wrote	Distinction Achieved	% Distinctions
Accounting	5 481	14	0.26%	5 431	17	0.31%
Afrikaans First Additional Lan	2 709	9	0.33%	2 554	23	0.90%
Agricultural Sciences	9 476	31	0.33%	10 760	12	0.11%
Business Studies	15 437	61	0.40%	15 202	66	0.43%
Computer Applications Technolo	1 081	4	0.37%	1 047	2	0.19%
Consumer Studies	2 748	0	0.00%	2 957	14	0.47%
Dance Studies	13	0	0.00%	28	0	0.00%
Design	36	0	0.00%	41	1	2.44%
Dramatic Arts	895	0	0.00%	920	5	0.54%
Economics	9 777	7	0.07%	9 453	10	0.11%
Engineering Graphics and Desig	1 847	7	0.38%	1 577	1	0.06%
English First Additional Langu	44 832	42	0.09%	46 651	25	0.05%
English Home Language	3 616	3	0.08%	3 210	14	0.44%
French Second Additional Langu	3	2	66.67%	8	4	50.00%
Geography	28 139	6	0.02%	29 418	25	0.08%
History	18 728	44	0.23%	19 310	35	0.18%
Hospitality Studies	270	0	0.00%	270	1	0.37%
Information Technology	31	4	12.90%	30	1	3.33%
IsiNdebele Home Language	413	35	8.47%	910	129	14.18%
IsiXhosa Home Language	5 776	38	0.66%	6 740	35	0.52%
IsiZulu First Additional Langu	669	151	22.57%	447	80	17.90%
IsiZulu Home Language	14 254	295	2.07%	14 176	1 081	7.63%
Life Orientation	48 457	368	0.76%	49 866	599	1.20%
Life Sciences	25 291	36	0.14%	26 432	31	0.12%
Mathematical Literacy	35 190	41	0.12%	36 527	47	0.13%
Mathematics	12 314	26	0.21%	12 414	29	0.23%
Music	56	0	0.00%	109	3	2.75%
Physical Sciences	9 302	15	0.16%	9 666	27	0.28%
Religion Studies	810	4	0.49%	693	2	0.29%
Sepedi Home Language	8 126	7	0.09%	7 989	1	0.01%
Setswana Home Language	4 749	11	0.23%	4 917	7	0.14%
SiSwati First Additional Langu	10	0	0.00%	6	1	16.67%
SiSwati Home Language	1 044	29	2.78%	2 564	138	5.38%
Technical Mathematics	953	0	0.00%	924	6	0.65%
Technical Sciences	1 041	0	0.00%	976	1	0.10%
Tourism	15 577	56	0.36%	16 702	21	0.13%
Tshivenda Home Language	2 520	16	0.63%	2 047	11	0.54%
Visual Arts	162	1	0.62%	167	7	4.19%
Xitsonga Home Language	2 351	17	0.72%	1 759	5	0.28%

PROGRESSED - % ACHIEVEMENT



PERFORMANCE BY QUINTILES



NUMBER OF SCHOOLS WITHIN DIFFERENT PASS RATE CATEGORIES 2023

	0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Total	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Province	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Eastern Cape	2		19	13	111	68	342	311	469	561	944	953
Free State			1		3	1	52	52	287	294	343	347
Gauteng	1	4	2	2	33	12	217	212	664	687	921	918
KwaZulu-Natal	5	3	20	15	113	63	458	346	1 169	1 333	1 768	1 761
Limpopo	7	6	72	25	246	115	495	445	498	711	1 317	1 302
Mpumalanga	2	1	9	8	64	63	204	203	287	294	566	571
North-West	2	1	3	2	28	16	175	153	235	275	443	447
Northern Cape			2	2	25	18	51	57	67	68	145	145
Western Cape			2	1	29	30	156	153	270	270	457	454
National	19	15	130	68	652	386	2 150	1 932	3 946	4 493	6 904	6 898

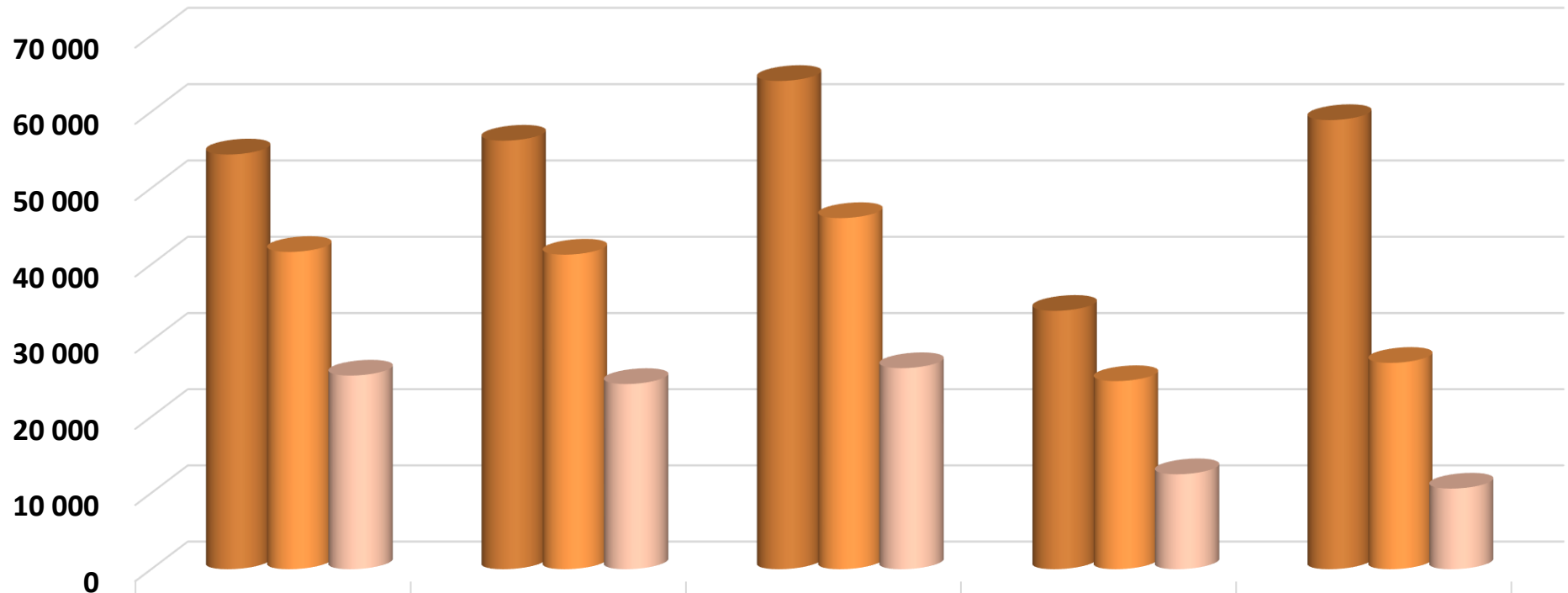
SCHOOL PERFORMANCE BY QUINTILE 2022-2023

Fee Status	Quintile	Number of Schools		0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Exactly 0%		Exactly 100%	
		2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
No Fee	1	1 814	1 804	9	7	58	33	252	145	586	536	909	1 083	2	2	112	138
	2	1 670	1 669	4	3	35	13	190	107	590	501	851	1 045			97	111
	3	1 471	1 471	1	1	25	12	142	75	571	518	732	865	1		54	67
	Total	4 955	4 944	14	11	118	58	584	327	1 747	1 555	2 492	2 993	3	2	263	316
Independent	9	556	596	3	4	5	7	21	26	60	57	467	502	1	3	216	213
	Total	556	596	3	4	5	7	21	26	60	57	467	502	1	3	216	213
Fee Paying	4	627	629			1	3	27	22	228	204	371	400			44	46
	5	757	725			6		20	11	115	116	616	598			118	99
	Total	1 384	1 354			7	3	47	33	343	320	987	998			162	145
Grand Total		6 895	6 894	17	15	130	68	652	386	2 150	1 932	3 946	4 493	4	5	641	674

LEARNER PERFORMANCE BY QUINTILE - 2022 & 2023

		0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Total	
Fee Status ²	Quintile	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
No Fee	Quintile 1	342	157	3 395	1 656	21 647	11 501	58 364	50 643	76 484	88 053	160 232	152 010
	Quintile 2	96	51	2 421	647	19 064	8 398	63 380	46 419	78 334	93 685	163 295	149 200
	Quintile 3	28	9	1 939	491	14 828	6 936	74 151	64 182	87 285	96 287	178 231	167 905
TOTAL		466	217	7 755	2 794	55 539	26 835	195 895	161 244	242 103	278 025	501 758	469 115
Independent		40	17	98	128	769	1 121	2 617	2 364	21 830	24 368	25 354	27 998
Fee Paying	Quintile 4			119	300	3 645	3 163	37 035	31 087	48 416	52 376	89 215	86 926
	Quintile 5	0		229		2 086	1 253	17 160	16 757	89 344	89 111	108 819	107 121
TOTAL		0	0	348	300	5 731	4 416	54 195	47 844	137 760	141 487	198 034	194 047
National		506	234	8 201	3 222	62 039	32 372	252 707	211 452	401 693	443 880	725 146	691 160

TYPE OF PASSES PER QUINTILE



	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Achieved - Bachelors	54 412	56 219	64 045	33 919	58 918
Achieved - Diploma	41 638	41 285	46 077	24 693	27 088
Achieved - Higher Certificate	25 420	24 313	26 395	12 465	10 584

	2022		2023	
Quintiles	Q 1 - 3	Q 4 - 5	Q 1 - 3	Q 4 - 5
No of Bachelors	169 903	93 899	174 676	92 837
% Bachelors	64.4%	35.6%	65.3%	34.7%

LESSONS FOR THE FUTURE

- a) 4 493 (65%) of the 6 898 schools that wrote this examination, scored above 80%.
- b) 2 993 (67%) of the 4 493 schools that scored above 80% are from quintile 1, 2 and 3.
- c) 174 676 of the learners that obtained admission to Bachelor Studies are from quintiles 1,2 and 3, and this constitutes 65.3% of the admission to Bachelor Studies.
- d) PEDs must continue with their support for schools from quintiles 1,2, and 3, as this is in support of Governments pro-poor policies.



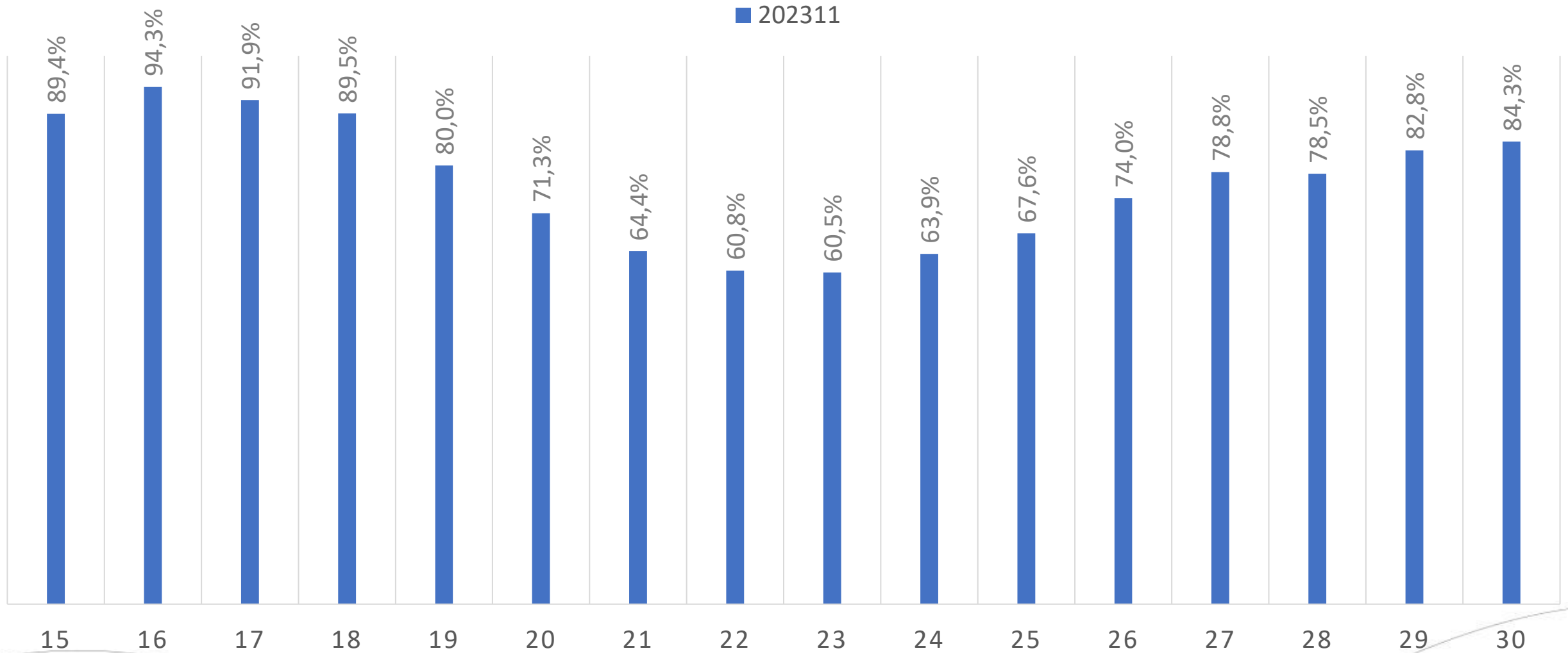
PERFORMANCE BY AGE



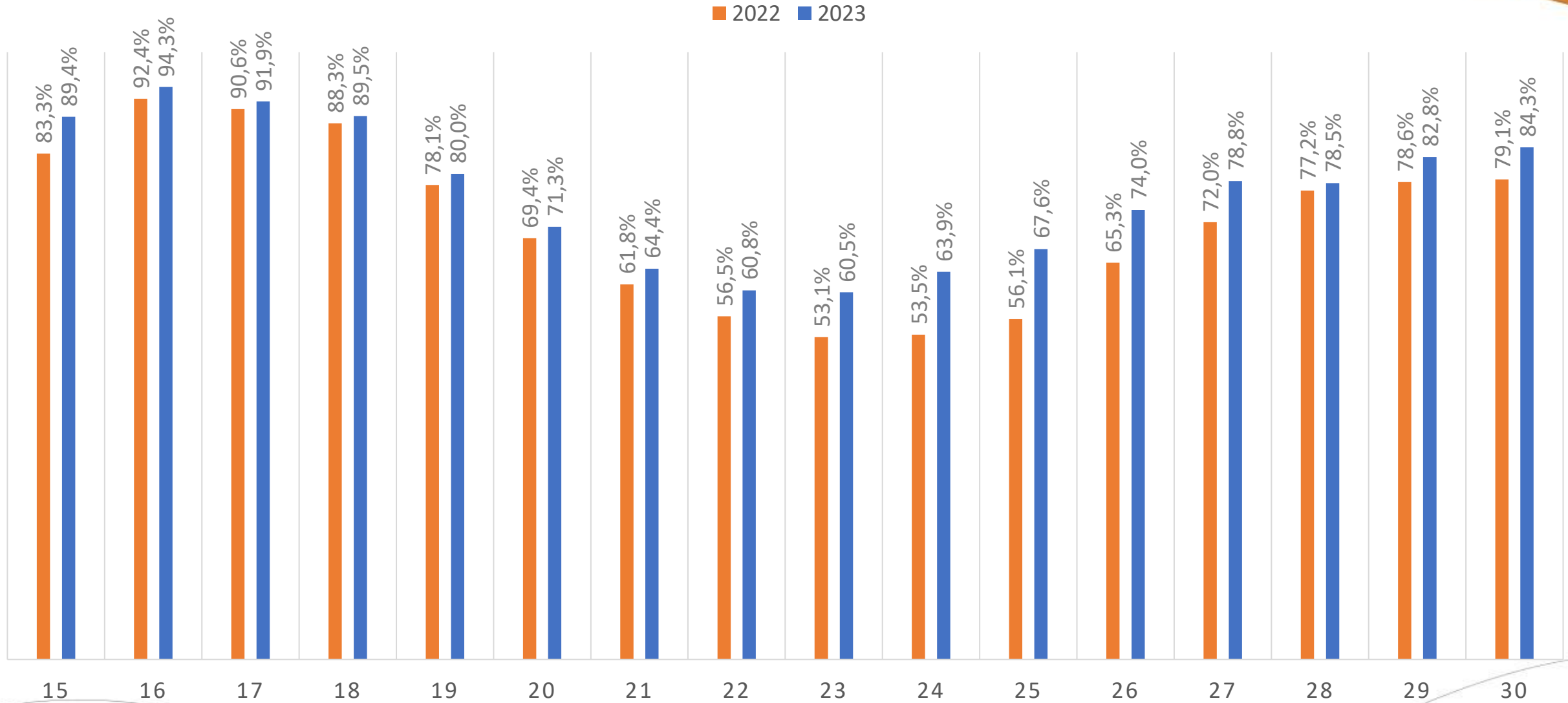
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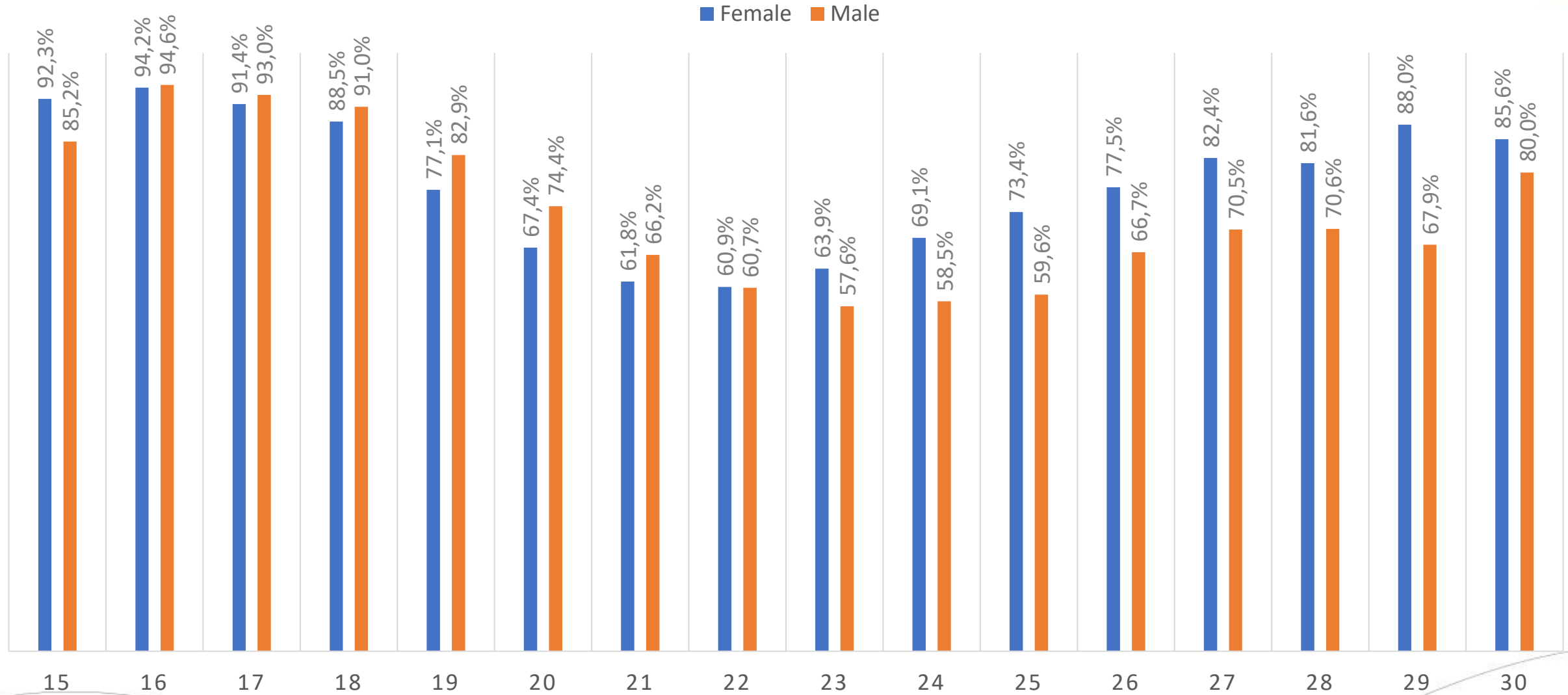
OVERALL ACHIEVEMENT BY AGE



OVERALL ACHIEVEMENT BY AGE 2022/2023



OVERALL ACHIEVEMENT BY GENDER



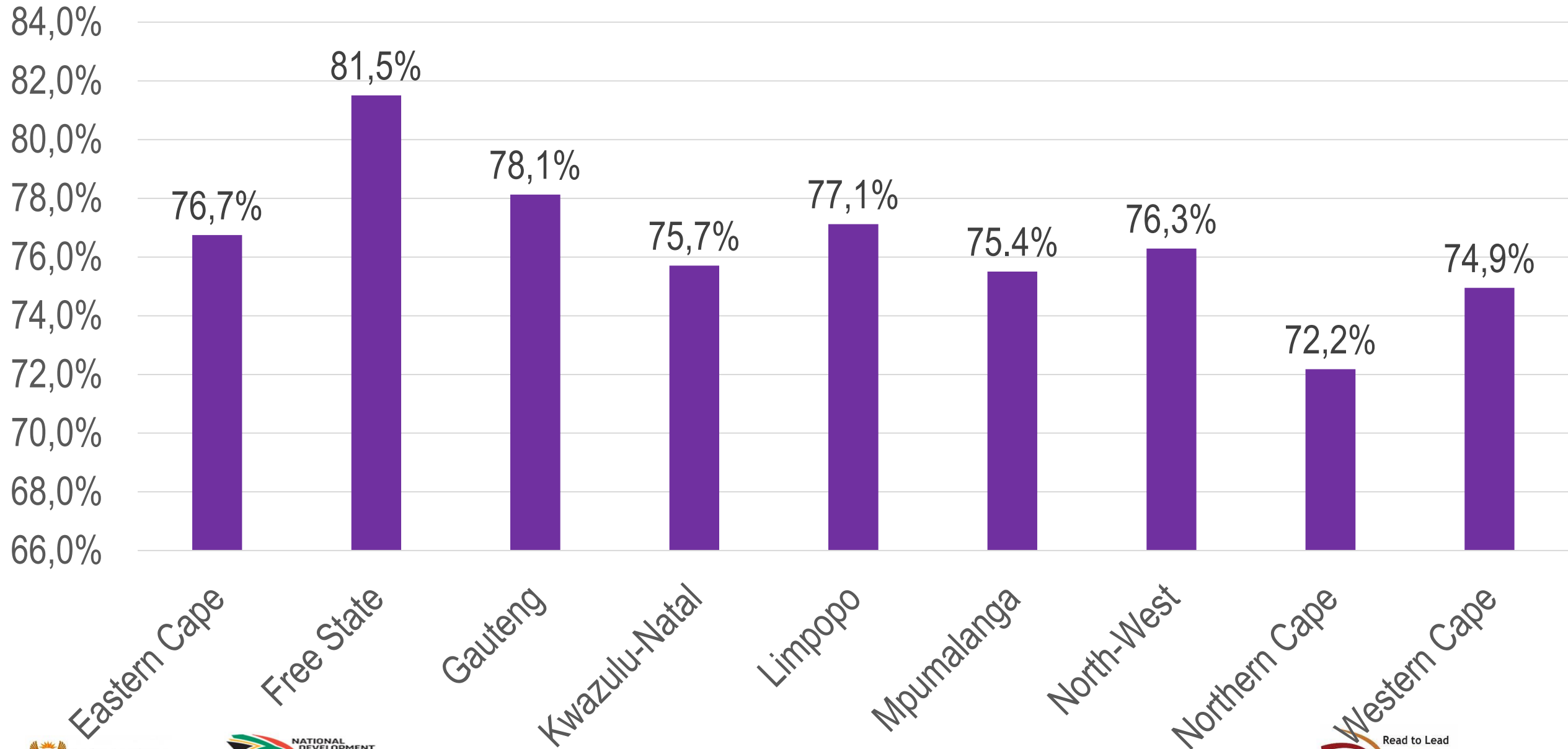
PERFORMANCE BASED ON THE INCLUSIVE BASKET



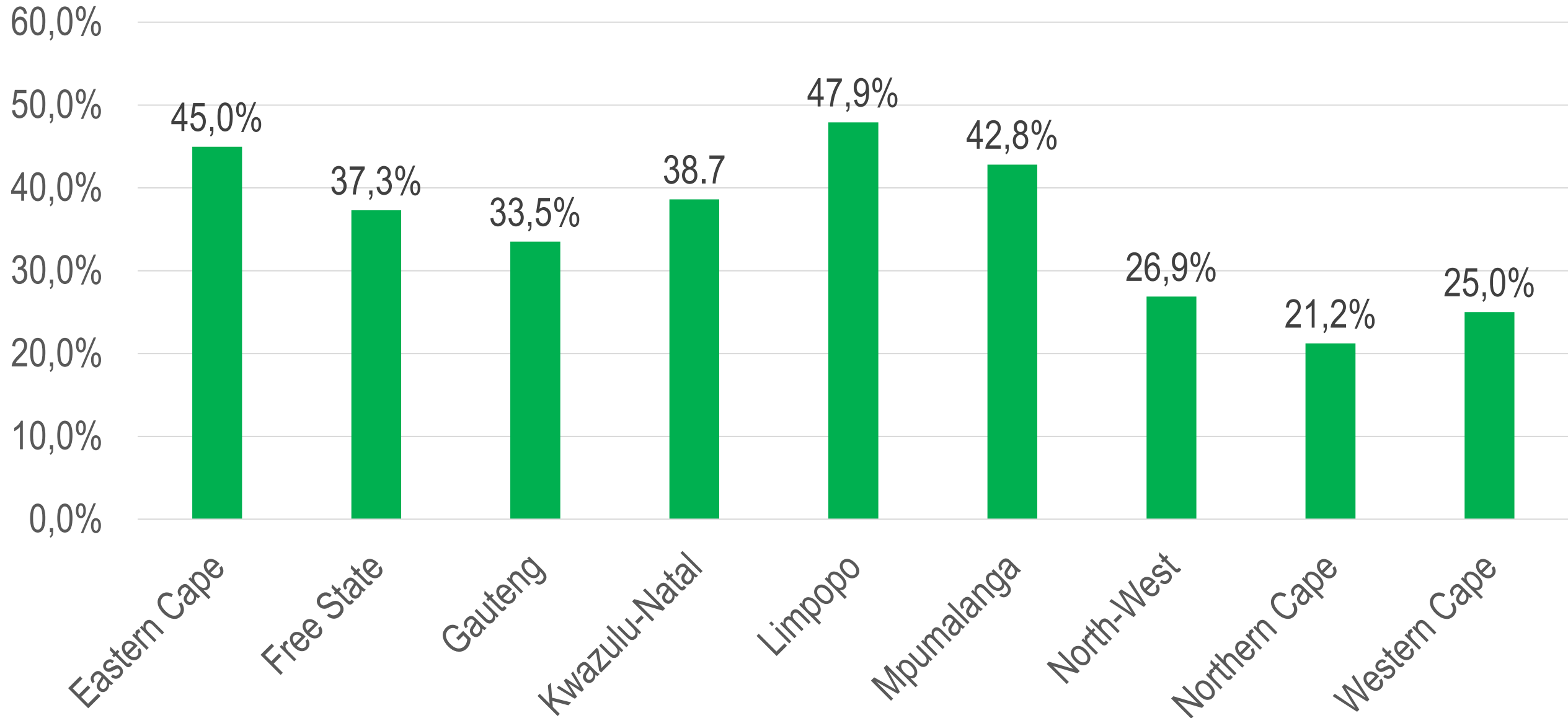
PROVINCIAL INCLUSIVE BASKET

PROVINCE	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
EASTERN CAPE	81.4%	76.7%	57.4%	75.0%	78.0%	45.0%	39.6%	4.2%	68.3%
FREE STATE	89.0%	81.5%	69.9%	80.2%	94.7%	37.3%	44.8%	3.5%	55.3%
GAUTENG	85.4%	78.1%	69.1%	77.9%	93.9%	33.5%	44.3%	4.6%	66.5%
KWAZULU-NATAL	86.4%	75.7%	64.1%	77.8%	95.2%	38.6%	45.7%	8.2%	65.9%
LIMPOPO	79.5%	77.1%	60.2%	77.1%	88.5%	47.9%	36.4%	3.6%	62.5%
MPUMALANGA	77.0%	75.5%	58.1%	68.4%	92.0%	42.8%	33.3%	3.3%	72.2%
NORTH-WEST	81.6%	76.3%	66.7%	76.4%	80.4%	26.9%	36.4%	3.4%	59.1%
NORTHERN CAPE	75.8%	72.2%	57.0%	67.2%	87.9%	21.2%	30.0%	1.7%	57.0%
WESTERN CAPE	81.5%	74.9%	75.4%	82.2%	87.2%	25.0%	42.2%	5.6%	71.6%
NATIONAL	82.9%	76.8%	63.5%	76.2%	88.5%	37.9%	40.9%	5.1%	65.6%

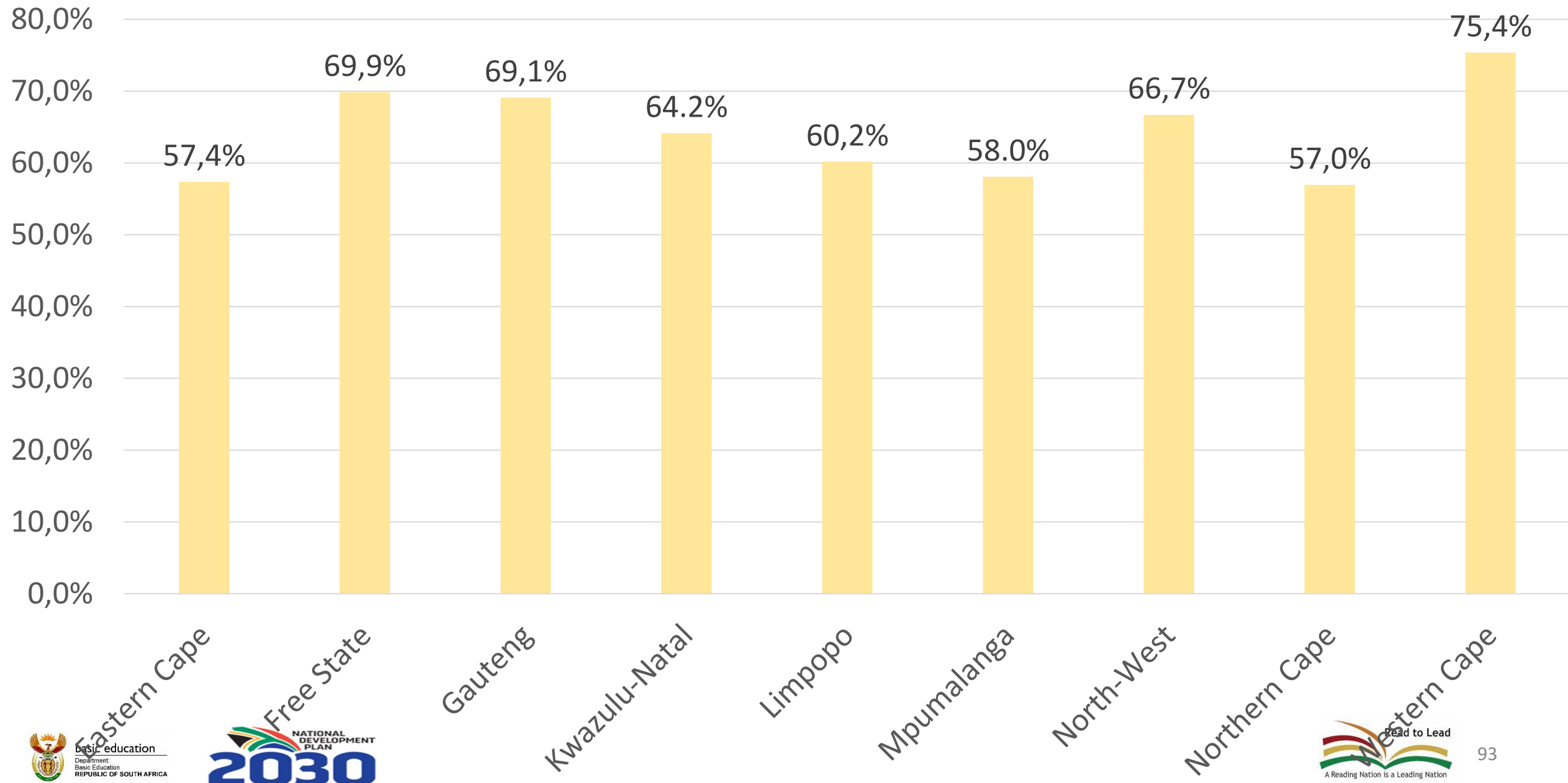
% ACCOUNTING ACHIEVED



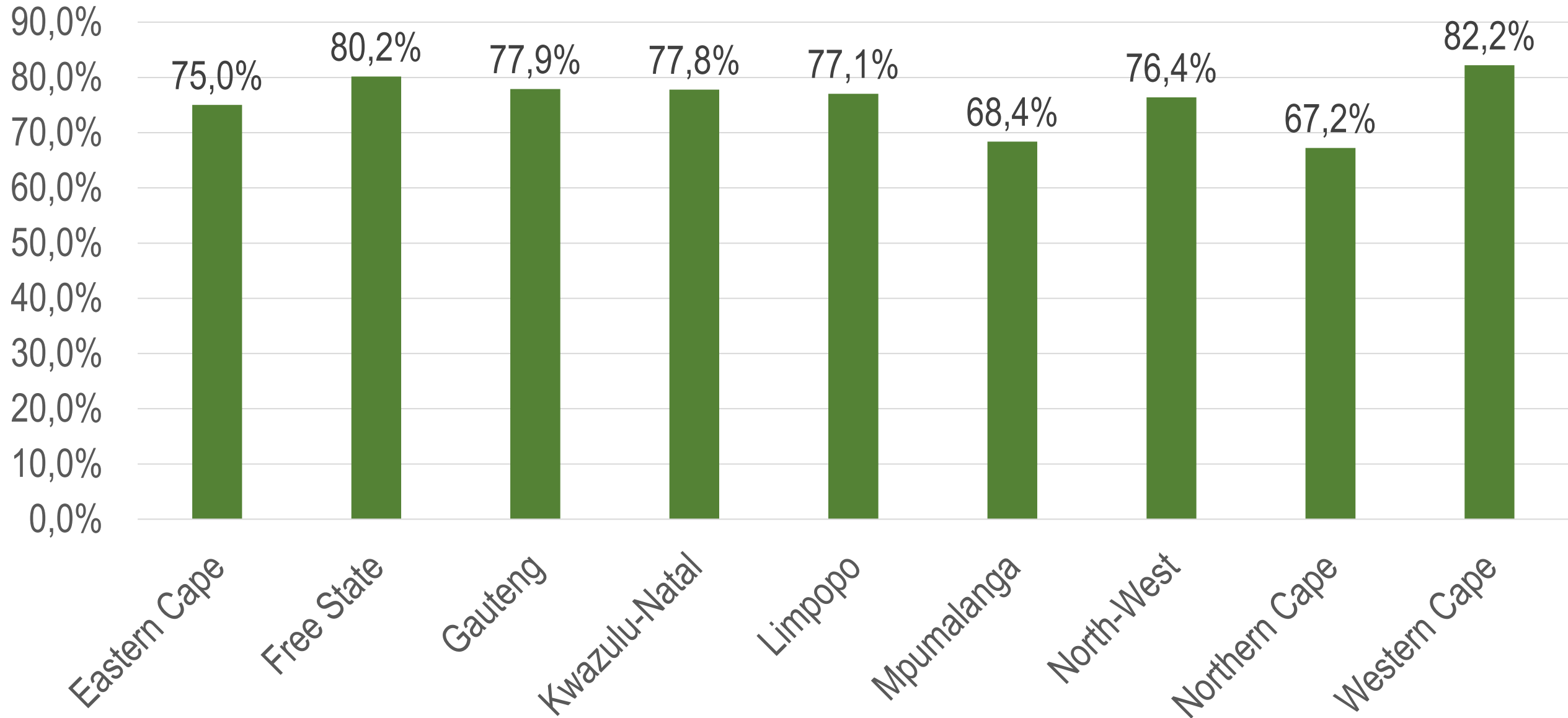
% MATHS PARTICIPATION



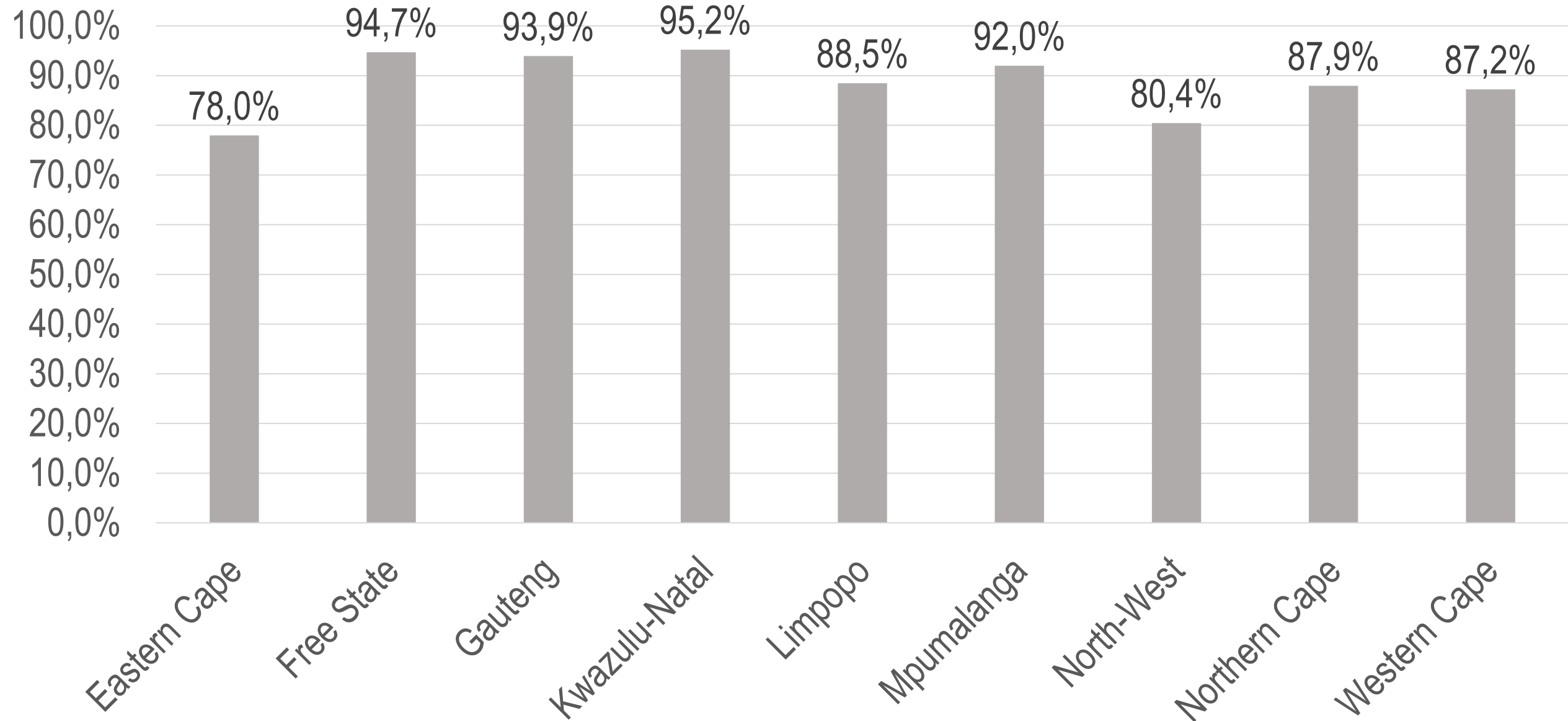
% MATHS ACHIEVED



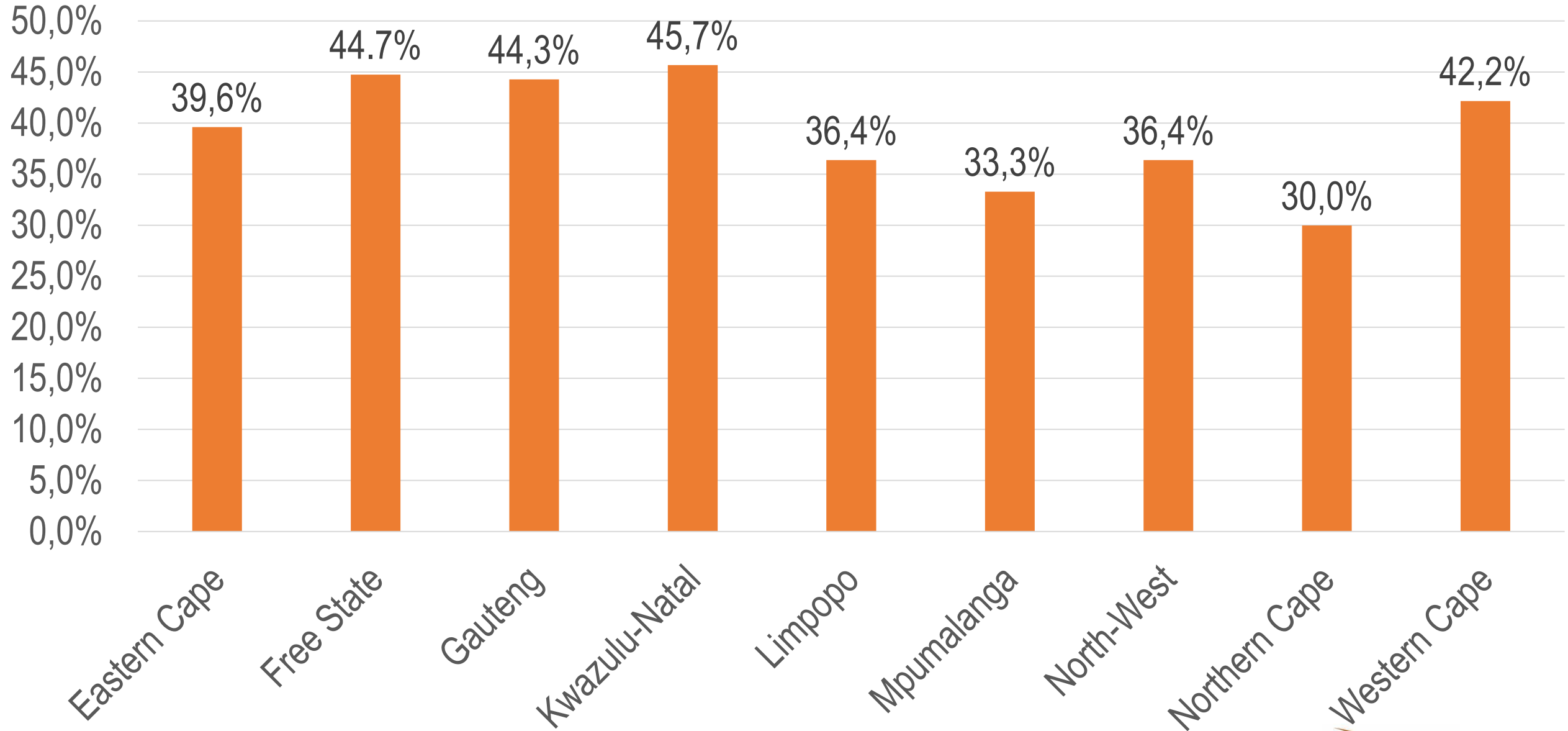
% PHYSICAL SCIENCE ACHIEVED



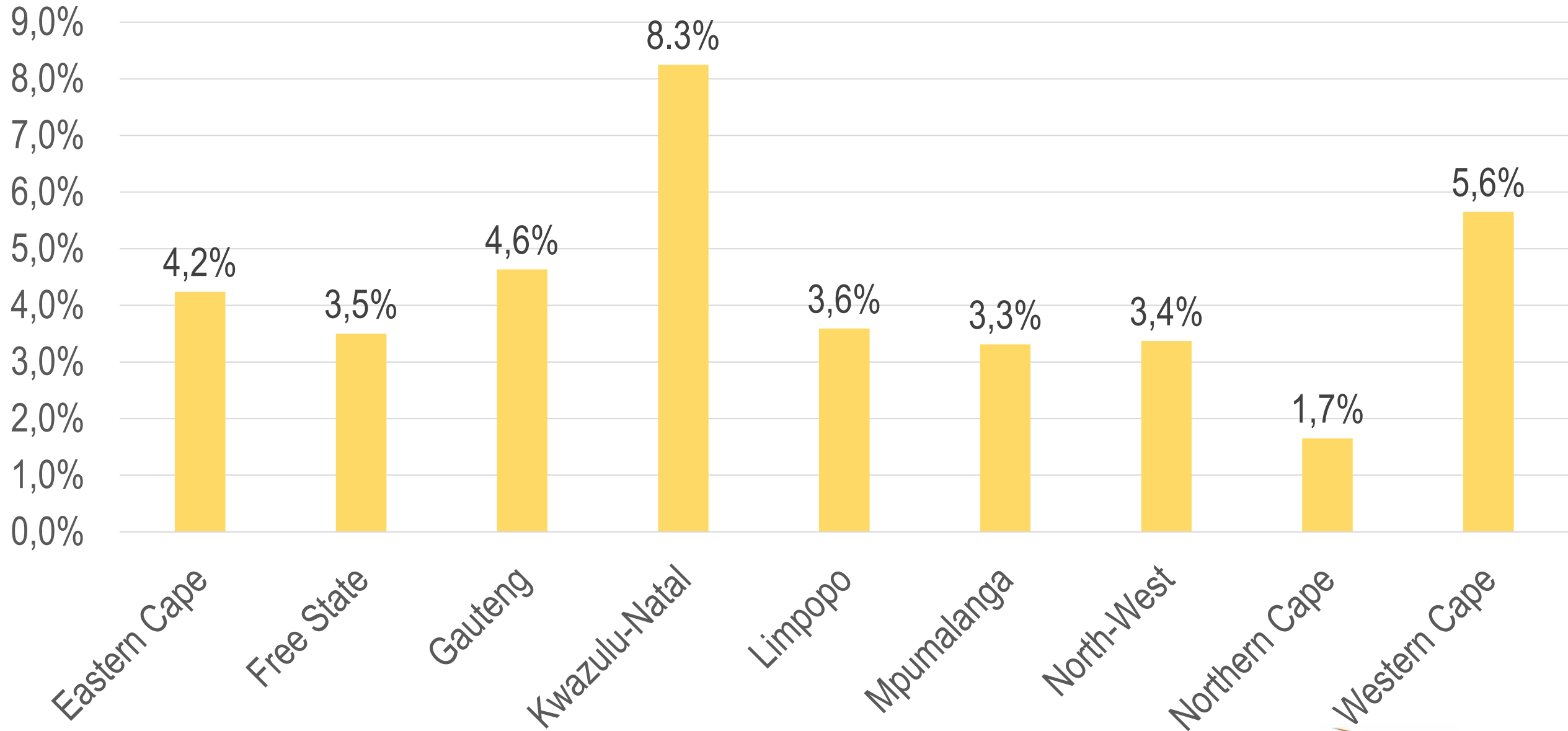
% TECHNICAL MATHEMATICS



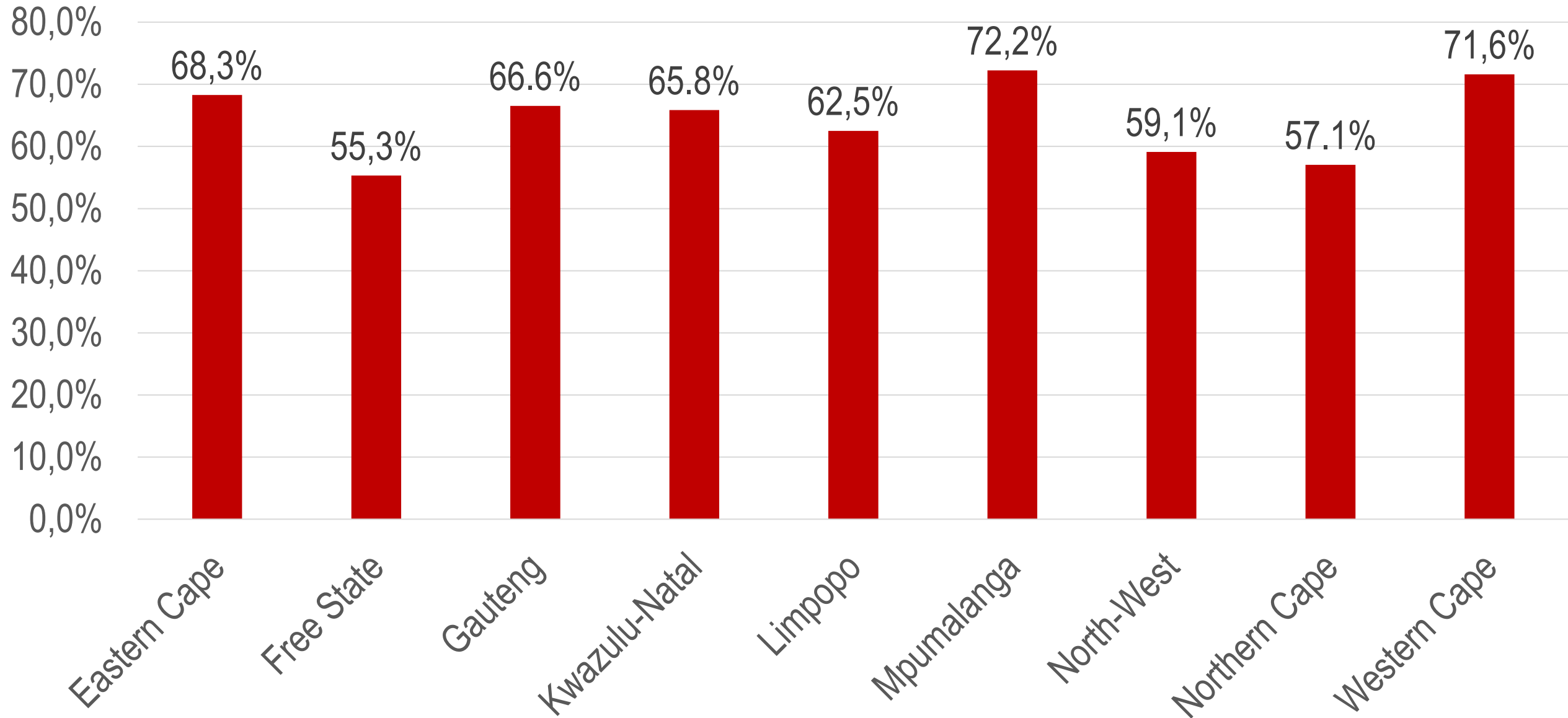
% BACHELORS



% DISTINCTIONS ACHIEVED



% THROUGHPUT



LESSONS FOR THE FUTURE

- a) The Inclusive Basket of Criteria is gaining traction as a more integrated and inclusive form of reporting across provincial, district and school levels.
- b) The DBE will continue to promote the use of the Inclusive Basket of Criteria at all levels, so that it could become the primary reporting format.
- c) Concern is once again expressed about PEDs that have a low throughput but achieve a high overall pass rate.
- d) Concern is also expressed about PEDs that have a low participation rate in Mathematics but produce the best pass rates in Mathematics.
- e) The DBE will also analyse the participation rates in Physical Science and other key subjects and compare that to the performance in these subjects.

SUBJECT PERFORMANCE



CANDIDATE PERFORMANCE IN OFFICIAL HOME LANGUAGES: 2020 - 2023

Subjects Description	2020	2021	2022	2023
Afrikaans	95.4	95.2	94.5	96.1
English	94.5	93.1	93.6	93.0
IsiNdebele	99.9	99.9	99.9	99.8
IsiXhosa	99.6	99.7	99.4	99.7
IsiZulu	99.0	99.2	99.4	99.7
Sepedi	98.7	98.4	98.7	99.1
Sesotho	99.1	99.2	99.1	99.5
Setswana	99.5	99.5	99.2	99.4
SiSwati	99.6	99.4	99.3	99.6
South African Sign Language	97.0	91.3	77.1	85.2
Tshivenda	99.9	99.9	99.9	99.9
Xitsonga	99.2	98.7	98.7	98.9

CANDIDATE PERFORMANCE IN OFFICIAL FIRST ADDITIONAL LANGUAGES: 2020 - 2023

Subjects Description	2020	2021	2022	2023
Afrikaans First Additional Language	93.8	93.8	93.8	94.4
English First Additional Language	99.2	98.9	99.2	99.6
IsiNdebele First Additional Language	100.0	100.0	100.0	100.0
IsiXhosa First Additional Language	99.8	99.8	99.7	99.7
IsiZulu First Additional Language	99.1	99.1	98.8	99.1
Sepedi First Additional Language	100.0	99.4	99.8	100.0
Sesotho First Additional Language	99.6	99.4	99.4	99.8
Setswana First Additional Language	100.0	99.8	99.6	99.8
SiSwati First Additional Language	99.1	98.5	98.8	99.3
Tshivenda First Additional Language	96.4	100.0	100.0	100.0
Xitsonga First Additional Language	100.0	100.0	100.0	100.0



CANDIDATE PERFORMANCE IN SELECTED CONTENT SUBJECTS: 2020 – 2023

Subjects Description	2020	2021	2022	2023
Accounting	75.5	74.7	75.4	76.8
Agricultural Sciences	72.7	75.4	75.8	80.5
Business Studies	77.9	80.5	76.7	81.8
Economics	68.8	67.9	71.5	74.5
Geography	75.3	74.3	81.3	86.2
History	92.1	89.5	88.2	87.7
Life Sciences	71.0	71.5	71.5	75.6
Mathematical Literacy	80.8	74.5	85.7	82.3
Mathematics	53.8	57.6	55.0	63.5
Physical Sciences	65.8	69.0	74.6	76.2

FIRST ADDITIONAL LANGUAGE LEVEL (2020 – 2023)

First Additional Language	2020	2021	2022	2023
Afrikaans First Additional Language	93.8	93.8	93.8	94.4
English First Additional Language	99.2	98.9	99.2	99.6

CANDIDATE PERFORMANCE IN SELECTED TECHNICAL SUBJECTS 2020 – 2023

Subjects Description	2020	2021	2022	2023
Civil Technology (Civil Services)	99.0	97.0	97.3	97.7
Civil Technology (Construction)	98.0	98.5	96.8	98.4
Civil Technology (Woodworking)	96.7	97.0	95.6	96.1
Computer Applications Technology	95.3	92.6	92.4	93.9
Electrical Technology (Digital Systems)	96.9	94.6	97.7	97.2
Electrical Technology (Electronics)	96.9	91.0	92.2	96.0
Electrical Technology (Power Systems)	94.9	94.4	94.1	95.9
Engineering Graphics and Design	93.8	92.8	89.6	93.7
Information Technology	92.7	93.0	92.1	95.3
Mechanical Technology (Automotive)	94.1	95.2	94.1	96.3
Mechanical Technology (Fitting and Machining)	96.8	97.1	96.5	97.0
Mechanical Technology (Welding and Metal Works)	88.8	90.6	92.9	93.3
Technical Mathematics	32.4	60.1	81.8	88.5
Technical Sciences	80.4	87.1	89.9	95.6

DISTRICT PERFORMANCE



DISTRICT PERFORMANCE BY ACHIEVEMENT INTERVAL AND PROVINCE

Province	Total Number of Districts	2022				
		Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above
EC	12	0	0	0	9	3
FS	5	0	0	0	0	5
GP	15	0	0	0	0	15
KZN	12	0	0	0	1	11
LP	10	0	0	3	7	0
MP	4	0	0	0	4	0
NW	4	0	0	0	2	2
NC	5	0	0	1	2	2
WC	8	0	0	0	4	4
Total	75	0	0	4	29	42

DISTRICT PERFORMANCE BY ACHIEVEMENT INTERVAL AND PROVINCE

Province	Total number of Districts	2023				
		Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% & above
EC	12	0	0	0	4	8
FS	5	0	0	0	0	5
GP	15	0	0	0	0	15
KZN	12	0	0	0	0	12
LP	10	0	0	0	5	5
MP	4	0	0	1	2	1
NW	4	0	0	0	2	2
NC	5	0	0	0	3	2
WC	8	0	0	0	3	5
Total	75	0	0	1	19	55



TOP TEN DISTRICTS

Province	Districts	Total Wrote	Total Achieved	% Achieved
GAUTENG	JOHANNESBURG WEST	6 238	5 773	92.5%
FREE STATE	MOTHEO	10 587	9 651	91.2%
GAUTENG	TSHWANE SOUTH	12 798	11 570	90.4%
KWAZULU-NATAL	UMKHANYAKUDE	14 687	13 218	90.0%
FREE STATE	FEZILE DABI	5 675	5 085	89.6%
KWAZULU-NATAL	UGU	10 633	9 517	89.5%
FREE STATE	THABO MUFUTSANYANA	9 687	8 663	89.4%
KWAZULU-NATAL	ILEMBE	8 395	7 436	88.6%
GAUTENG	GAUTENG NORTH	2 240	1 980	88.4%
KWAZULU-NATAL	ZULULAND	17 140	14 938	87.2%

BOTTOM TEN DISTRICTS

Province	District	Total Wrote	Total Achieved	% Achieved
NORTH WEST	DR. R.S. MOMPATI	6 624	5 111	77.2%
EASTERN CAPE	SARAH BAARTMAN	3 805	2 914	76.6%
MPUMALANGA	NKANGALA	16 915	12 921	76.4%
WESTERN CAPE	CAPE WINELANDS	8 815	6 589	74.7%
LIMPOPO	SEKHUKHUNE EAST	9 722	7 259	74.7%
NORTHERN CAPE	PIXLEY KA SEME	1 631	1 210	74.2%
NORTHERN CAPE	FRANCES BAARD	4 478	3 309	73.9%
NORTHERN CAPE	JOHN TAOLO GAETSEWE	3 417	2 520	73.7%
LIMPOPO	SEKHUKHUNE SOUTH	9 851	7 231	73.4%
MPUMALANGA	BOHLABELA DISTRICT	15 451	10 683	69.1%

LESSONS FOR THE FUTURE

- a) The One district in the Mpumalanga province that scored below 70% must be supported intensely in 2024 so that all districts in 2024 will be performing at 70% and above.
- b) In districts that are performing at 80% and above, the quality of the passes must be analysed so that the focus in 2024 should be as follows:
 - Analysis of the subjects offered at these schools
 - Increase in the number of admission to Bachelor Studies
 - Increase in the number of distinctions



SPECIAL NEEDS EDUCATION



112



ACHIEVEMENT OF SNE LEARNERS 2022

Province Name	2022											
	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
Eastern Cape	192	188	121	64.4%	55	29.3%	50	26.6%	16	8.5%	0	0
Free State	1	0	0		0		0		0		0	0
Gauteng	249	235	228	97.0%	86	36.6%	53	22.6%	15	6.4%	0	74
Kwazulu-natal	198	189	162	85.7%	83	43.9%	50	26.5%	29	15.3%	0	0
Limpopo	106	93	83	89.2%	48	51.6%	25	26.9%	10	10.8%	0	0
Mpumalanga	280	272	223	82.0%	125	46.0%	67	24.6%	31	11.4%	0	0
North West	38	36	9	25.0%	3	8.3%	6	16.7%	0	0.0%	0	0
Northern Cape	39	39	34	87.2%	20	51.3%	10	25.6%	3	7.7%	0	1
Western Cape	25	23	19	82.6%	16	69.6%	0	0.0%	0	0.0%	0	3
National	1 128	1 075	879	76.6%	436	42.1%	261	21.2%	104	7.5%	0	78

ACHIEVEMENT OF SNE LEARNERS 2023

Province Name	Total Entered	Total Wrote	Total Achieved	% Achieved	Achieved Bachelor	% Achieved Bachelor	Achieve Diploma	% Achieve Diploma	Achieve Higher Certificate	% Achieve Higher Certificate	Achieved Endorsed
EASTERN CAPE	412	399	331	83.0%	180	45.1%	114	28.6%	37	9.3%	
FREE STATE	1 743	1 677	1 475	88.0%	763	45.5%	478	28.5%	210	12.5%	24
GAUTENG	712	700	659	94.1%	342	48.9%	200	28.6%	46	6.6%	71
KWAZULU-NATAL	520	504	435	86.3%	188	37.3%	152	30.2%	87	17.3%	8
LIMPOPO	102	102	88	86.3%	40	39.2%	26	25.5%	22	21.6%	
MPUMALANGA	287	274	167	60.9%	83	30.3%	44	16.1%	40	14.6%	
NORTH WEST	95	89	79	88.8%	30	33.7%	31	34.8%	11	12.4%	7
NORTHERN CAPE	93	92	61	66.3%	19	20.7%	22	23.9%	18	19.6%	2
WESTERN CAPE	1 494	1 451	1 286	88.6%	846	58.3%	293	20.2%	120	8.3%	27
NATIONAL	5 458	5 288	4 581	86.6%	2 491	47.1%	1 360	25.7%	591	11.2%	139

LESSONS FOR THE FUTURE

- a) The significant improvement in the data management of learners with special needs is commended.
- b) The significant increase in the number of learners that achieved the NSC and achieved admission to Bachelors, is highly encouraging. 4581 learners with special needs obtained the NSC and 2491 learners achieved admission to Bachelor Studies.
- c) PEDs should continue to encourage learners with special needs to register for the NSC and PEDs must make available the services of professionals in the field that can identify these learners and evaluate them in terms of the accommodation or concessions that can be granted.

DISTINCTIONS



DISTINCTIONS PER PROVINCE - 2022 & 2023

Province	2022				2023			
	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK
Eastern Cape	682 136	25 094	3.7%	4	685 576	29 064	4.2%	4
Free State	263 395	8 596	3.3%	5	247 254	8 656	3.5%	6
Gauteng	968 967	43 298	4.5%	3	926 455	42 927	4.6%	3
Kwazulu-Natal	1 219 557	72 624	6.0%	2	1 175 411	96 986	8.3%	1
Limpopo	775 771	19 733	2.5%	8	657 218	23 605	3.6%	5
Mpumalanga	510 544	13 158	2.6%	6	488 150	16 162	3.3%	8
North-West	310 214	7 903	2.5%	7	293 912	9 901	3.4%	7
Northern Cape	96 070	1 896	2.0%	9	90 980	1 502	1.7%	9
Western Cape	429 148	26 428	6.2%	1	442 198	24 982	5.6%	2
NATIONAL	5 255 802	218 730	4.2%		5 007 154	253 785	5.1%	

NUMBER AND PERCENTAGE OF DISTINCTIONS IN THE 12 KEY SUBJECTS: 2022 AND 2023

Subject Description	2022			2023		
	Distinctions	Distinctions Achieved	% Distinctions Achieved	Distinctions	Distinctions Achieved	% Distinctions Achieved
Accounting	104 798	5 831	5.6%	100 974	5 631	5.6%
Afrikaans First Additional Language	98 046	6 102	6.2%	97 654	4 227	4.3%
Agricultural Sciences	125 351	2 667	2.1%	115 894	2 935	2.5%
Business Studies	241 987	14 575	6.0%	227 632	14 747	6.5%
Economics	137 655	2 703	2.0%	123 661	2 752	2.2%
English First Additional Language	609 901	14 188	2.3%	574 968	10 151	1.8%
English Home Language	127 632	4 337	3.4%	127 623	2 731	2.1%
Geography	368 879	3 607	1.0%	344 301	7 807	2.3%
History	237 326	8 434	3.6%	225 731	7 188	3.2%
Life Sciences	399 000	9 845	2.5%	379 024	8 760	2.3%
Mathematical Literacy	450 000	7 792	1.7%	421 832	9 142	2.2%
Mathematics	269 726	7 304	2.7%	262 015	8 964	3.4%
Physical Sciences	209 000	6 556	3.1%	206 399	6 513	3.2%

SOCIAL GRANTS



SOCIAL GRANT BENEFICIARY PERFORMANCE

Province	2022			2023		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
EASTERN CAPE	80 411	61 189	76.10%	81 164	65 353	80.52%
FREE STATE	28 975	25 441	87.80%	27 300	24 065	88.15%
GAUTENG	88 908	72 546	81.60%	83 681	69 006	82.46%
KWAZULU-NATAL	137 800	113 412	82.30%	132 670	113 951	85.89%
LIMPOPO	96 496	68 443	70.93%	80 955	63 669	78.65%
MPUMALANGA	57 383	43 332	75.51%	55 224	41 612	75.35%
NORTH WEST	35 841	28 153	78.55%	33 457	26 802	80.11%
NORTHERN CAPE	10 800	7 701	71.31%	10 304	7 567	73.44%
WESTERN CAPE	37 412	28 439	76.02%	39 031	29 846	76.47%
NATIONAL	574 026	448 656	78.16%	543 786	441 871	81.26%

SOCIAL GRANT PERFORMANCE 2022 (ACTIVE/INACTIVE)

Province:	Active			Inactive		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
EASTERN CAPE	19 072	16 257	85.24%	61 339	44 932	73.25%
FREE STATE	5 786	5 383	93.03%	23 189	20 058	86.50%
GAUTENG	23 431	20 899	89.19%	65 477	51 647	78.88%
KWAZULU-NATAL	35 789	32 002	89.42%	102 011	81 410	79.81%
LIMPOPO	20 405	17 126	83.93%	76 091	51 317	67.44%
MPUMALANGA	12 340	10 545	85.45%	45 043	32 787	72.79%
NORTH WEST	7 989	7 092	88.77%	27 852	21 061	75.62%
NORTHERN CAPE	2 089	1 667	79.80%	8 711	6 034	69.27%
WESTERN CAPE	8 124	6 813	83.86%	29 288	21 626	73.84%
NATIONAL	135 025	117 784	87.23%	439 001	330 872	75.37%

SOCIAL GRANT PERFORMANCE 2023 (ACTIVE/INACTIVE)

Province:	Active			Inactive		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
EASTERN CAPE	19 876	17 550	88.30%	61 288	47 803	78.00%
FREE STATE	5 525	5 188	93.90%	21 775	18 877	86.69%
GAUTENG	23 796	21 450	90.14%	59 885	47 556	79.41%
KWAZULU-NATAL	35 726	32 763	91.71%	96 944	81 188	83.75%
LIMPOPO	20 048	17 686	88.22%	60 907	45 983	75.50%
MPUMALANGA	12 687	10 773	84.91%	42 537	30 839	72.50%
NORTH WEST	7 789	7 010	90.00%	25 668	19 792	77.11%
NORTHERN CAPE	2 021	1 689	83.57%	8 283	5 878	70.96%
WESTERN CAPE	8 003	6 737	84.18%	31 028	23 109	74.48%
Grand Total	135 471	120 846	89.20%	408 315	321 025	78.62%

SOCIAL GRANT PERFORMANCE BY QUALIFICATION TYPE 2023

Province:	Achieved Bachelor	Achieved Diploma	Achieved Higer Certificate	Achieved NSC	Achieved Endorsed	Total Achieved	% Achieved
EASTERN CAPE	30 243	22 561	12 522	28	0	65 353	80.52%
FREE STATE	11 314	8 473	4 251	0	27	24 065	88.15%
GAUTENG	31 653	24 228	13 084	2	43	69 006	82.46%
KWAZULU-NATAL	58 438	37 536	17 934	52	0	113 951	85.89%
LIMPOPO	27 763	21 534	14 366	6	0	63 669	78.65%
MPUMALANGA	16 934	14 733	9 944	1	0	41 612	75.35%
NORTH WEST	11 085	9 524	6 188	0	5	26 802	80.11%
NORTHERN CAPE	2 624	3 003	1 939	0	1	7 567	73.44%
WESTERN CAPE	12 102	10 838	6 907	0	18	29 846	76.47%
NATIONAL	202 156	152 430	87 135	89	94	441 871	81.26%

CORRECTIONAL SERVICES



CORRECTIONAL SERVICES FULL TIME 2022

Province	Centre	Total Entered	Total Wrote	Achieved Bachelor	Achieved Diploma	Achieved H-Cert	Achieved NSC	Total Achieved	% Achieved
Eastern Cape	Cradock Prison	13	13	13	0	0	0	13	100.0
Eastern Cape	Sada School Of Excellence	15	15	4	5	5	0	14	93.3
Eastern Cape	St Albans Prison	6	6	4	2	0	0	6	100.0
Free State	Bokamoso Si/S	3	3	3	0	0	0	3	100.0
Free State	Liberty Iss	9	9	4	4	1	0	9	100.0
Gauteng	Baviaanspoort Emthonjeni Youth Cen	6	6	4	2	0	0	6	100.0
Kwazulu-Natal	Ekuseni Sec School	8	8	6	1	0	0	7	87.5
Kwazulu-Natal	Qalakabusha Secondary School	7	7	2	5	0	0	7	100.0
Kwazulu-Natal	Sicebengolwazi Secondary	18	18	11	7	0	0	18	100.0
Kwazulu-Natal	Usethubeni Youth	20	20	20	0	0	0	20	100.0
Mpumalanga	Umlalati Learning Centre	9	9	3	4	2	0	9	100.0
Mpumalanga	Vuselela Learning Centre	12	8	2	2	1	0	5	62.5
North West	Thuto-kitso Rustenburg Corr Service	15	14	9	3	2	0	14	100.0
Northern Cape	Tswelopele Secondary School	14	14	6	4	3	0	13	92.9
Western Cape	Brandvlei Youth Centre	21	21	14	4	2	0	20	95.2
All	Combined	176	171	105	43	16	0	164	95.91

CORRECTIONAL SERVICES FULL TIME 2023

Province Name	District Name	Centre Name	Total Entered	Total Wrote	Achieved Bachelor	Achieved Diploma	Achieved Higer Certificate	Achieved NSC	Achieved Endorsed	Total Achieved	% Achieved
EASTERN CAPE	CHRIS HANI WEST	CRADOCK PRISON	14	14	10	4	0	0	0	14	100.0%
EASTERN CAPE	CHRIS HANI WEST	SADA SCHOOL OF EXCELLENCE	6	6	3	1	1	0	0	5	83.3%
FREE STATE	Fezile Dabi	BOKAMOSO SI/S	5	5	2	3	0	0	0	5	100.0%
FREE STATE	Motheo	LIBERTY ISS	14	12	3	3	2	0	0	8	66.7%
GAUTENG	GAUTENG NORTH	BAVIAANSPOORT EMTHONJENI YOUTH CEN	4	4	4	0	0	0	0	4	100.0%
KWAZULU-NATAL	AMAJUBA	EKUSENI SEC SCHOOL	4	4	2	2	0	0	0	4	100.0%
KWAZULU-NATAL	KING CETSHWAYO	QALAKABUSHA SECONDARY SCHOOL	5	5	3	2	0	0	0	5	100.0%
KWAZULU-NATAL	PINETOWN	USETHUBENI YOUTH	26	26	26	0	0	0	0	26	100.0%
KWAZULU-NATAL	UTHUKELA	SICEBENGOLWAZI SECONDARY	13	10	8	2	0	0	0	10	100.0%
MPUMALANGA	EHLANZENI DISTRICT	UMLALATI LEARNING CENTRE	10	10	3	3	2	0	0	8	80.0%
MPUMALANGA	EHLANZENI DISTRICT	VUSELELA LEARNING CENTRE	15	14	3	4	5	0	0	12	85.7%
NORTH WEST	BOJANALA PLATINUM DISTRICT	THUTO-KITSO RUSTENBURG CORR SERVICE	11	11	8	3	0	0	0	11	100.0%
NORTHERN CAPE	Frances Baard	TSWELOPELE SECONDARY SCHOOL	17	17	8	6	2	0	0	16	94.1%
WESTERN CAPE	CAPE WINELANDS	BRANDVLEI YOUTH CENTRE	9	9	7	1	1	0	0	9	100.0%
All		COMBINED	153	147	90	34	13	0	0	137	93.2%



CORRECTIONAL SERVICES – PART TIME 2022

Province	Centre	Total Entered	Total Wrote	Achieved Bachelor	Achieved Diploma	Achieved H-Cert	Achieved NSC	Total Achieved	% Achieved
Gauteng	Johannesburg Correctional Centre	14	14	1	3	3	0	7	50.0
Limpopo	Thusano Repeat Part-time	84	82	16	10	5	0	31	37.8
Mpumalanga	Vuselela Learning Centre	6	6	0	0	0	0	0	0.0
All	Combined	104	102	17	13	8	0	38	37.3

CORRECTIONAL SERVICES – PART TIME 2023

Province Name	District Name	Reg Type Description	Centre Name	Total Entered	Total Wrote	Achieved Bachelor	Achieved Diploma	Achieved Higer Certificate	Achieved NSC	Achieved Endorsed	Total Achieved	% Achieved
EASTERN CAPE	CHRIS HANI WEST	Part Time Repeater	SADA CORRECTIONAL NCS	1	1	0	0	0	0	0	0	0.0%
EASTERN CAPE	NELSON MANDELA METRO	Part Time Repeater	ST ALBANS PRISON	10	8	0	0	0	0	0	0	0.0%
GAUTENG	JOHANNESBURG CENTRAL	Part Time	JOHANNESBURG CORRECTIONAL CENTRE	9	9	3	2	1	0	0	6	66.7%
GAUTENG	JOHANNESBURG CENTRAL	Part Time Repeater	JOHANNESBURG CORRECTIONAL CENTRE	6	6	0	0	1	0	0	1	16.7%
LIMPOPO	VHEMBE WEST	Part Time	THUSANO REPEAT PART-TIME	47	38	1	1	1	0	0	3	7.9%
ALL			COMBINED	73	62	4	3	3	0	0	10	16.1%

PERFORMANCE OF PART-TIME CANDIDATES



PERFORMANCE IN SELECTED SUBJECTS (PART-TIME): 2022 - 2023

Subjects (Part Time)	2022			2023		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	9 062	4 083	45.1%	8 646	3 455	40.0%
Agricultural Sciences	8 445	3 787	44.8%	8 074	3 240	40.1%
Business Studies	16 697	8 112	48.6%	17 730	8 511	48.0%
Economics	13 877	5 539	39.9%	12 627	4 274	33.8%
Geography	26 383	15 066	57.1%	24 811	14 177	57.1%
History	5 209	3 158	60.6%	6 426	3 633	56.5%
Life Orientation	525	508	96.8%	383	366	95.6%
Life Sciences	42 692	20 805	48.7%	47 259	24 545	51.9%
Mathematical Literacy	32 156	21 577	67.1%	29 729	17 050	57.4%
Mathematics	47 604	19 824	41.6%	53 208	24 921	46.8%
Physical Sciences	34 968	17 674	50.5%	37 193	18 503	49.7%

SUMMARY OF ACHIEVEMENTS



SUMMARY

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

Access

- a) A total of **715 719 Full Time** candidates enrolled to write the NSC examination.
- b) **572 983 FT** candidates attained the NSC.
- c) **4 080** more candidates attaining admission to Bachelor Studies compared to 2022 .
- d) A total of **441 871 (80.1%)** of Social grant learners attained an NSC.

SUMMARY

Redress

- a) **379 917(81%)** of candidates from “No-Fee” schools obtained an NSC compared to **167 751** from “Fee Paying” schools.
- b) **81.0%** of learners from “No-Fee” schools met the requirements of the NSC examination.
- c) **174 676 (37.2%)** of the **469 115** learners attending “No Fee” schools attained admission to Bachelor Studies.
- d) **303 675 (64.73%)** of the **469 115** learners attending “No-Fee” schools have access to a Higher Education study.
- e) **174 676** of the admission to Bachelor studies come from “no-fee” schools, compared to **92 837** from “fee-paying” schools.
- f) **3147** of the progressed learners obtained admission to Bachelor Studies.

SUMMARY

Equity

- **403 595** girls, compared to **312 124** boys entered the NSC examination (**91 471**) more girls than boys).
- **322 874** girls, compared **250 109** boys, passed the 2023 NSC examinations.
- **163 507** girls attained admission to Bachelor Studies compared to **119 387** boys.
- **66.4 %** 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 Accounting from **75.4%** to **76.8%**, Agricultural Sciences from **75.8%** to **80.5%**, Business Studies from **76.7%** to **81.85%**, Economics from **71.5%** to **74.5%**, Geography from **81.3%** to **86.2%**, Life Sciences from **71.5%** to **75.6%**, Mathematics from **55%** to **63.5%** and Physical Sciences from **74.6%** to **76.2%**;
- b) **Increase** in subject performance at the **40% level**: Agricultural Sciences from **51.8%** to **57.1%**, **Business Studies** from **56.3%** to **62.2%**, Economics from **46.9%** to **49.3%**; Geography from **52.2%** to **61.4%**; Mathematics from **36%** to **43.6%** and Physical Sciences from **49.7%** to **51.1%**;
- c) **282 894** learners achieved admission to Bachelor studies, which is equivalent to **40.9%**, an increase from **38.4%** in 2022.
- d) **470 770** candidates (**68.1%**), who achieved admission to Bachelor and Diploma studies, are eligible to register for studies at higher education institutions.
- e) **Only 1** of the 75 districts performing below **70%**.
- f) **Fifty-five (83%)** of the 75 districts performing above **80%**.

SUMMARY

Efficiency

- a) **22 688 (45.5%)** of the progressed learners that wrote all seven subjects obtained the NSC compared to **20 975 (43.4%)** in 2022.
- b) Progressed learners got distinctions in **38** subjects.
- c) **5 288** SNE learners wrote the NSC examination.
- d) **86.6%** of the learners with special education needs, who wrote the 2023 NSC examinations, passed.
- e) **89.5%** of the 18 year-olds, **91.9%** of the 17 year olds, **94.3%** of the 16 year old and at **89.4%** of the 15 year olds, met the requirements of NSC.
- f) **715 719** out of **1 208 973** learners who were in Grade 1 in 2012 enrolled for the Grade 12 in 2023 and **572 983** passed.
- g) Only **3.43%** learners enrolled did not write the Exams.
- h) During the UMALUSI standardization of the 66 subjects, **49 (74%)** were retained as raw marks, **6 (9%)** adjusted upwards and **11 (17%)** downwards.

SUMMARY

Inclusivity

- a) Offered the Fifth examination in Sign language to **129** learners of which **109 (85.2%)** achieved the NSC.
- b) A total of **5 288** learners with special needs wrote the NSC examination and **4 581 (86.6%)** learners attained the NSC.
- c) **2 491** learners with special needs attained admission to Bachelor Studies, **1360** achieved admission to Diploma Studies and **591** 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 2024**.
- 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

(a) Continuous training for examiners and moderators

A differentiated training programme will be implemented. This training programme will focus on:

- Standard of question papers
- Cognitive levels
- Technical aspects of question papers
- Text selection, types and quality of questions
- Setting question papers for learners who experience barriers to learning.
- Ensuring error-free question papers



SCHOOL BASED ASSESSMENT



SCHOOL BASED ASSESSMENT

DIRECTIVE

INTERVENTION STRATEGY

(a) Internal moderation processes are strengthened, and teachers are upskilled on moderation practices to improve the implementation of the SBA process

- 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 to establish the status of SBA systems in PEDs.
- More rigorous internal moderation mechanisms to be implemented at school and district level. This will include SBA, PAT and Oral Assessment.
- DBE to ensure PED Quality Assurance plans are refined to reflect the comprehensive moderation approach at school, district level and provincial level.
- DBE will ensure that PEDs monitor and support districts and schools 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.

(b) Schools adhere to subject policies and procedures and implement current programmes of assessment in all subjects

- Workshop to focus on capacity building relating to subject policies and procedures.
- Training to be cascaded to PED subject specialists so this can be included in their 2024 training programmes.

EXAM ADMINISTRATION



EXAM ADMINISTRATION

DIRECTIVE	INTERVENTION STRATEGY
<p>(a) Long term solution to staff shortages in the provincial examination sections is implemented</p>	<ul style="list-style-type: none"> • Report on the survey relating to addressing staff shortages to be presented to HEDCOM and CEM. • Critical posts in the DBE and PEDs to be identified and provinces will be advised to fill them as soon as possible. • PEDs to be monitored by DBE to ensure filling of vacant posts and reports to be presented to HEDCOM and CEM.
<p>(b) Non-negotiable criteria for the evaluation of storage/nodal points are adhered to by all PEDs.</p>	<ul style="list-style-type: none"> • Examination Instruction to be issued by the DBE in March 2024 to PEDs emphasizing the need for compliance to the mandatory criteria for storage points. • Individual reports to be presented to PEDs on the status of their storage points and the shortcomings. • Improvements in the security of storage points to be implemented across the PEDs in 2024 which will be evaluated and a report submitted to HEDCOM

EXAM ADMINISTRATION

DIRECTIVE	INTERVENTION STRATEGY
<p>(c) Improvement of security measures across the distribution value chain.</p>	<ul style="list-style-type: none"> • Enter into a special arrangement with the State Security Agency (SSA) to expedite the vetting of examination staff. • Continue to investigate the gaps in the examination security chain, and explore and implement innovative mechanisms to improve the security of question papers.

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 2024 to PEDs, emphasizing the need for compliance to Marking Standardisation Meeting Requirements
- Marking standard setting meeting to be convened for a full review of the marking process.
- Non-compliant Internal Moderators and Chief Marker submissions, from previous years to be identified and communicated to PEDs.

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 2024 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 2024 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
- PEDs that are non-compliant with the 1:5 ratio must be communicated to the HoDs.

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) The Class of 2023 has confirmed their tenacity and resilience.
- b) Great appreciation to our educators and parents for their extra support provided to this Class.
- c) The DBE and PEDs will continue to conduct a deeper analysis of the performance data and extract more lessons that could serve to enhance the performance of the Class of 2024.
- d) The DBE and PEDs will double their efforts in ensuring that the Class of 2024, is fully supported in their final year of schooling.

RECOMMENDATION

RECOMMENDATION

It is recommended that the Portfolio Committee on Basic Education **notes** and **discusses** the report on the **outcomes** of the **2023 NSC examinations**.

*Thank
you*

