

NATIONAL SENIOR CERTIFICATE EXAMINATION

2014

TECHNICAL REPORT



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





**NATIONAL SENIOR CERTIFICATE
EXAMINATION**

2014

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List of Acronyms

| | |
|--------|---|
| ACE | Accelerated Christian Education |
| ANA | Annual National Assessments |
| BSNSW | Board of Studies New South Wales |
| CAPS | Curriculum and Assessment Policy Statements |
| CASS | Continuous Assessment |
| CAT | Computer Applications Technology |
| CATs | Common Assessment Tasks |
| CEM | Council of Education Ministers |
| CIE | Cambridge International Examinations |
| CVO | Christelike Volkseie Onderwys |
| DAIC | District Assessment Irregularities Committee |
| DBE | Department of Basic Education |
| DoE | Department of Education |
| ENSC | Endorsed National Senior Certificate |
| FET | Further Education and Training |
| ERCO | Eksamenraad Christelike Onderwys |
| LSEN | Learners with Special Education Needs |
| HEDCOM | Heads of Departments Committee |
| HESA | Higher Education South Africa |
| HOD | Head of Department |
| ICG | Independent College Group |
| ICT | Information and Communication Technology |
| IECS | Integrated Examination Computer System |
| IEB | Independent Examination Board |
| IPEAC | Inter-Provincial Examination and Assessment Committee |
| IT | Information Technology |

| | |
|----------|---|
| IQMS | Integrated Quality Management System |
| LAIS | Learner Attainment Improvement Strategy |
| LO | Life Orientation |
| LTSM | Learning and Teaching Support Material |
| MEC | Member of Executive Council |
| NATJOINT | National Joint Operational and Intelligence Structure |
| NCS | National Curriculum Statement |
| NDP | National Development Plan |
| NEAC | National Examination and Assessment Committee |
| NEIC | National Examination Irregularities Committee |
| NSC | National Senior Certificate |
| NSLA | National Strategy for Learner Attainment |
| PAM | Personnel Administrative Measures |
| PATs | Practical Assessment Tasks |
| PEDs | Provincial Education Departments |
| PEIC | Provincial Examination Irregularities Committee |
| PSLA | Provincial Strategy for Learner Attainment |
| RNCS | Revised National Curriculum Statement |
| SACAI | South African Comprehension Assessment Institute |
| SAFCERT | South African Certification Council |
| SAG | Subject Assessment Guidelines |
| SAIC | School Assessment Irregularities Committee |
| SAQA | South African Qualifications Authority |
| SBA | School Based Assessment |
| SC | Senior Certificate |
| SMTs | School Management Teams |
| SQA | Scottish Qualification Authority |
| Umalusi | Council for Quality Assurance in General and Further Education and Training |



As we mark 20 years of democracy, I am pleased to release the Technical Report on the National Senior Certificate which encapsulates the performance of the cohort of learners who wrote the exit examination this year. The Class of 2014 entered the education system in 2003, in the ninth year of the democratic era in South Africa and have been the beneficiaries of an education system that is premised on justice and equal opportunity for all. This is therefore yet another opportunity to evaluate the gains made and challenges experienced by another cohort that has journeyed through the twelve grades of the South African schooling system. In the last twelve years there has been policy and organizational changes that impacted on the Class of 2014, and the outcome of the National Senior Certificate examination is one indicator of the progress made.

Whilst the curriculum has undergone changes since its inception in 1998 the Class of 2014 experienced a smooth transition from the Revised National Curriculum Statement in the General Education and Training (GET) band, and the Curriculum and Assessment Policy Statement (CAPS) in the Further Education and Training (FET) band. CAPS was introduced to reduce the administrative burden that was prevalent driving the implementation of the National Curriculum Statement, with the intention of providing teachers with clear guidance on what should be taught, per quarter, and how the assessment of learning should be conducted. CAPS was also intended to infuse quality into the system, based on the raising of standards and higher cognitive demands reflected in the curriculum, design and structure of question papers. Minor fluctuations in learner performance were expected in the 2014 NSC examination but this does not detract from the overall upward trajectory envisaged for the system in terms of the Annual Performance Plan 2014—2015 and National Development Plan: Vision for 2030.

This cohort have also been the recipients of an examination and assessment system that has bolstered its administrative systems and processes, set question papers that are internationally comparable, improved its marking processes so that high-quality markers are appointed and trained, and introduced robust quality assurance measures to improve the quality of marking. These enhancements attest to an examination system that is highly credible and reliable and therefore the outcome of the examination can be trusted by employers, the higher education institutions and the South African public.

The pass rate over the last twenty years has increased from 53% in 1994 to 78% in 2013, an increase of more than 25 percentage points. This confirms that the democratic dispensation is not only granting greater access to schooling but is providing learners with the skills and knowledge that will allow them to access the world of work and higher education. The decrease in the overall pass rate in 2014 to 75.8% was not only expected in light of the policy changes that directly affected the teaching and learning of the Class of 2014,

but it is also minor in relation to the historical gains achieved in the performance of learners in Grade 12. The system is expected to recoup from this setback in future years. My concern lies with the challenges that we face with Mathematics and Physical Sciences, where we have failed to meet the targets set in the Annual Performance Plan. I am however, confident that with the establishment of a dedicated Mathematics, Science and Technology Directorate, there would be an earnest drive to improve overall learner participation and outcomes in Mathematics and Physical Sciences in the FET phase.

Despite the challenges, let us not lose sight of the fact that 403 874 learners have satisfied the requirements of the National Senior Certificate, in a rigorous and robust examination that was quality assured during every phase of the examination cycle by the independent Quality Assurance Council, Umalusi.

Congratulations to the Class of 2014 and remember that this is a stepping stone to greater successes that lie beyond the horizon. My sincere appreciation to the parents, guardians, school governing bodies, school managers, and all social partners for supporting the class of 2014.



MRS AM MOTSHEKGA
MINISTER
05 JANUARY 2015

Executive Summary

The National Senior Certificate and its implementation in the Further Education and Training band, over the last seven years, coupled with the introduction of the Curriculum and Assessment Policy (CAPS) since 2012 in Grade 10, is of profound importance. Preparation for the implementation of CAPS commenced in 2012 and there was a three pronged preparatory initiative which targeted curriculum delivery, teacher training and assessment adjustment.

As an instrument that is used to measure the performance of the system, there is always a sense of expectation on the outcome of the NSC examination, because it determines the future life chances of learners and provide valuable information on the health of the system. It is encouraging that the implementation of CAPS has had a marginal impact on learner performance and there is a confidence that the system is on the right path to higher standards and improved quality.

The National Senior Certificate and the Annual National Assessments (ANAs) are vital in terms of measuring the progress in achieving the set targets as outlined in the Action Plan to 2019: Towards the Realisation of Schooling 2030, and the National Development Plan. The following three targets are directly measured through performance in the National Senior Certificate:

- (a) Increase the number of Grade 12 learners who become eligible for a Bachelor Programme at a University;
- (b) Increase the number of Grade 12 learners who pass Mathematics; and
- (c) Increase the number of learners who pass Physical Science.

The South African examination system has grown in its credibility and integrity over the years and much is being done to continuously improve the test instruments, its administration and the marking process. The marking of the NSC examinations across the 118 marking centres, has improved significantly in 2014 with the focus being on the appointment of markers, their training and the introduction of additional stringent measures to ensure that answer scripts are marked to ensure minimum discrepancies.

The 2014 National Senior Certificate examination was written by 532 860 full-time candidates and 94 884 part-time candidates. Of the full-time candidates who wrote the examination, 403 874 candidates attained a National Senior Certificate, which constitutes a 75.8% pass rate, which is the second highest since the advent of democracy in the country. The table below provides a summary of the achievements of the nine provinces:

| Province | 2014 | | |
|-----------------|----------------|----------------|-------------|
| | Total Wrote | Total Achieved | % Achieved |
| Eastern Cape | 66 935 | 43 777 | 65.4 |
| Free State | 26 440 | 21 899 | 82.8 |
| Gauteng | 99 478 | 84 247 | 84.7 |
| KwaZulu-Natal | 139 367 | 97 144 | 69.7 |
| Limpopo | 72 990 | 53 179 | 72.9 |
| Mpumalanga | 45 081 | 35 615 | 79.0 |
| North West | 26 066 | 22 061 | 84.6 |
| Northern Cape | 8 794 | 6 715 | 76.4 |
| Western Cape | 47 709 | 39 237 | 82.2 |
| National | 532 860 | 403 874 | 75.8 |

The other notable achievements of the 2014 National Senior Certificate examination are the following:

- (a) 150 752 learners qualified for Bachelor Studies at Higher Education Institutions (28.3%);
- (b) 166 689 learners qualified for Diploma Studies at Higher Education Institutions (31.3%);
- (c) 82 705 female learners qualified for Bachelor Studies at Higher Education Institutions (28.5%);
- (d) 68 047 male learners qualified for Bachelor Studies at Higher Education Institutions (28%);
- (e) 3003 schools attained a pass percentage of 80% and above (44.8%);
- (f) 515 schools attained a pass percentage of 100% (7.7%);
- (g) 520 schools from quintile 1, attained a pass percentage of 80% and above (31.2%);
- (h) 56 731 learners from quintiles 1, 2 and 3 schools qualified for Bachelor Studies at Higher Education institutions;
- (i) At the 30% achievement level, the pass rate in Accounting, Agricultural Science, Geography and Life Sciences has increased.
- (j) 74 of the 81 districts attained a pass rate of 60% and above.

The Department of Basic Education has noted the status of the basic education system as depicted by learner performance in the 2014 NSC examination. The concern is the overall drop in the pass rate which is being attributed to the introduction of CAPS, but further investigation in this regard will be undertaken to iron out the creases and ensure that the transition relating to the revised curriculum is smoother. The challenges relating to Mathematics and Physical Science are still being grappled with and the revised curriculum together with the establishment of a dedicated unit in the Department to manage the teaching and learning of Mathematics, Science and Technology, will take us forward. The DBE will continue to vigorously pursue its drive for quality improvements across the whole system, in 2015 and beyond.

1. Introduction

The National Senior Certificate (NSC) is in its seventh year of implementation, and 2014 signifies the completion of the implementation of the Curriculum and Assessment Policy Statement (CAPS) across the General Education and Training (GET) and the Further Education and Training (FET) bands. This was the first year in which the Grade 12 cohort wrote the CAPS aligned NSC examinations.

The National Senior Certificate examination is an important barometer of the performance of the system, given that it captures the achievement of the education system over 12 years. On an annual basis the successes and deficiencies linked to the NSC are reviewed, so as to ensure that there is continuous progress in the attainment of the goal of quality education.

The NSC examination, however, is multi-fold in its purpose, in that it not only serves as a systemic indicator of performance, but it also has a certification role, confirming the attainment of the expected learning outcomes by individual learners as articulated in the National Curriculum Statement. It also has an important diagnostic role in assisting education stakeholders to identify the areas of weakness and strength in each of the subjects.

The National Senior Certificate, as an exit certificate, replaced the Senior Certificate in 2008. The National Curriculum Statement (NCS), which provides the disciplinary content to the qualification, has been reviewed and replaced by the Curriculum and Assessment Policy Statements (CAPS), which is a streamlined version of the NCS. The CAPS have been implemented in Grades R - 3 and 10 in 2012, Grades 4 - 6 and 11 in 2013, and were implemented for the first time in 2014, in Grade 7 - 9 and Grade 12. The CAPS, as implemented in Grade 10, 11 and 12 have proven to be beneficial to both teachers and learners in that it clearly indicates the scope and depth of the content to be covered, together with the assessment requirements and the pacing of the content areas per quarter. This report is therefore of critical importance in that it provides the system with performance data on how the CAPS was experienced by the learners.

This report is one of four reports released by the Minister of Basic Education, that will provide an analysis of the NSC examination results at the national, provincial and district levels, and will review the performance of the schooling system. This report will cover the results of both full-time and part-time candidates.

2. Purpose of this Report

The National Senior Certificate Examination Technical Report is a comprehensive account that is published annually after the results of the National Senior Certificate examinations are finalized. It captures the details of related systems and processes that enable the administration of the examination, and the results of the Grade 12 learners, presented at the national, district and school levels.

The purpose of this Technical Report is to provide learner performance data on the Class of 2014 at the different levels of the system, subject data at national and provincial levels, and present an analysis of the data in terms of the gender of candidates and quintile rankings in which schools are categorised. This report is the first in a compilation of four reports covering the National Senior Certificate (NSC) examination and it is accompanied by the following three complementary reports:

- (a) National Schools Report that presents the overall school results, per school over the last three years;
- (b) National Subject Report which provides the results of selected subjects, per individual school; and
- (c) National Diagnostic Report which analyses learner performance in the gateway subjects, identifies the areas of poor performance and recommends appropriate remedial measures in each of the subjects.

This report will provide education planners and decision-makers with valuable data on learner performance after twelve years of schooling and also serves as an indicator of the performance of the basic education system as a whole. This report will assist the Department of Basic Education to evaluate its progress in terms of the national targets that have been set for the sector and to lead the adjustments and re-alignments that are necessary going forward.

3. The National Mandate

The government of South Africa is driven and guided by the tenets of the National Development Plan (NDP) which seek to eliminate poverty and reduce inequality by 2030. The NDP is directed at changing the life chances of millions of South Africans, especially the youth. Improving education, innovation and training is fundamental to achieving the agreed goals. Consequently, the following outputs, from the National Development Plan, have underpinned the plans of the DBE:

- (a) Improved quality of teaching and learning through development, supply and effective utilisation of teachers;
- (b) Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning, and Teaching Support Materials (LTSM);
- (c) Tracking of learner performance through reporting and analysis of the Annual National Assessment (ANA) at Grades 3, 6 and 9 levels and improving ANA over time to ensure appropriate feedback to learners and teachers, and benchmark performance over time;
- (d) Expanded access to Early Childhood Development and improvement of the quality of Grade R;
- (e) Strengthening accountability and improving management at the school, community and district levels; and
- (f) Partnerships for education reform and improved quality.

The NDP provides the broad mandate for Basic Education and these have been further articulated in the Action Plan to 2019: Towards the Realisation of Schooling 2030, which is the DBE's strategy to respond to and strengthen areas of weakness in the education system in order to ensure that the priorities of the NDP are achieved. In terms of the Action Plan, the following three targets are directly linked to the National Senior Certificate:

- (a) Increase the number of Grade 12 learners who become eligible for a Bachelor's Programme at a University;
- (b) Increase the number of Grade 12 learners who pass Mathematics; and
- (c) Increase the number of learners who pass Physical Sciences.

4. Importance of the National Senior Certificate (NSC) in the Context of the National Mandate

4.1 NSC an indicator of the Achievements of the National Mandate

The imperatives listed in the NDP and the targets listed in the Action Plan, are all directed towards the attainment of high quality education. The system is therefore output driven and one of the key outputs is the National Senior Certificate. The performance of candidates in the National Senior Certificate ranks as one of the indicators of quality with regard to the performance of the schooling system as a whole. The NSC is the qualification that is offered to learners in the Further Education and Training band (i.e. Grades 10, 11 and 12) and therefore the achievement of this qualification signifies the readiness of learners for higher education and the world of work. The number of learners that attain this qualification and the level of performance of learners in this qualification, especially the type of NSC certificate achieved, is therefore a strong indicator of the performance of the education system.

Over the last few years, the focus on analysing the performance in the National Senior Certificate examinations has honed in on the extent to which the system has achieved the targets set in terms of the number of learners eligible for the study of a Bachelor programme at university, the number of passes in Mathematics and the number of passes in Physical Sciences. These targets will continue to be the focus of measuring the DBE's achievement of targets in the quality of NSC passes in 2014 and in subsequent years.

4.2 Structure and Format of the National Senior Certificate

4.2.1 General Requirements of the National Senior Certificate

The National Senior Certificate (NSC) is based on the National Curriculum Statement (NCS).

In accordance with the National Curriculum Statements, for a learner or candidate to obtain a National Senior Certificate, a learner must offer seven approved subjects and provide full evidence of School Based Assessments for each subject.

The minimum duration of the National Senior Certificate, Grades 10 – 12 (General) programme is three years, namely; Grades 10, 11 and 12. For a candidate to obtain a National Senior Certificate, he or she must:

- a) Complete the programme requirements for Grades 10, 11 and 12 separately, and obtain the stipulated outcomes and associated assessment requirements of all three years; and
- b) Comply with both, the internal and external assessment requirements for Grades 10, 11 and 12.

The qualification is structured according to specific categories of subjects and rules of combination. The minimum requirements for a candidate to obtain a National Senior Certificate are that a candidate should:

- a) Achieve 40% in three subjects, one of which is an official language at Home Language level;

- b) Achieve 30% in three subjects; and
- c) Provide full evidence in the School Based Assessment component in the subjects not achieved.

4.2.2 Minimum Requirements for Admission to the Higher Certificate, Diploma and Bachelor’s Degree

The National Senior Certificate qualification is also the gateway for further study at higher education institutions. For this purpose, Higher Education South Africa (HESA) has developed minimum requirements based on the National Senior Certificate for admission to higher education institutions, namely studies leading to a Higher Certificate, Diploma or Bachelor’s Degree.

a) Higher Certificate

The minimum admission requirement is a National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, the Quality Assurance Council. Institutional and programme needs may require additional combinations or recognized NSC subjects and levels of achievement.

b) Diploma

The minimum admission requirement is the National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, the Quality Assurance Council, coupled with an achievement rating of 3 (moderate achievement, 40% – 49%) or better in four (4) recognized NSC 20-credit subjects. Institution and programme needs may require additional combinations of recognized NSC subjects and levels of achievement.

c) Bachelor Degree

The minimum admission requirement is the National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, the Quality Assurance Council, coupled with an achievement rating of 4 (adequate achievement, 50% – 59%) or better in four subjects chosen from the following recognized 20-credit bearing NSC subjects (known as the designated subject list).

The Higher Education designated subject list is as follows:

| | |
|----------------------------------|------------------------|
| Accounting | Information Technology |
| Agricultural Sciences | Languages |
| Business Studies | Life Sciences |
| Consumer Studies | Mathematics |
| Dramatic Arts | Mathematical Literacy |
| Economics | Music |
| Engineering, Graphics and Design | Physical Sciences |
| Geography | Religion Studies |
| History | Visual Arts |

4.2.3 Minimum Promotion Requirements for awarding the National Senior Certificate to Candidates with Special Needs

Further Education and Training Phase (Grade 10-12) learners who experience barriers to learning enrolled in Grade 10 – 12 are allowed to follow alternative pathways to obtain a National Senior Certificate. The Endorsed National Senior Certificate is for candidates who cannot, despite the concessions granted in the policy, meet the stipulated requirements. Barriers to learning identified in the policy include visual, aural and hearing impairment, aphasia, and dyslexia, and Mathematical disorders such as dyscalculia.

Candidates registered for the Endorsed NSC only need to offer five subjects (First Additional Language, Mathematics or Mathematical Literacy, Life Orientation and two subjects selected from group B). A candidate is expected to achieve a minimum of 30% in the five subjects to be awarded the Endorsed NSC.

5. Systemic Improvements over the last twenty years

In our focus on the performance of the Class of 2014, and its role in evaluating the achievement of the national mandate, it is necessary to recap on the improvements that have been attained across the education system over the last twenty years. The achievements of the last twenty years are a constant reminder of where we come from and where we need to head to in respect of the Vision for 2030 that is outlined in the NDP. The systemic improvements of the last twenty years are extensive and permeate all aspects of the education system. For the purpose of this report, the systemic improvements will focus on improved access and participation, improvement in literacy and other more significant quality improvements.

5.1 Improved Access and Participation

Substantial changes in the composition and nature of schooling in South Africa have been introduced and intensified in the past 20 years of democracy. The South African schooling system now caters for 13 grades; from Grade R to 12, covering 12.4 million children across nine provinces, with 1 571 independent schools out of a total of 25 826 schools. According to Statistics South Africa, 1 in 4 of the 48 million people in South Africa in 2012 are in the schooling system. The expansion in participation has been linked to the roll out of no-fee schools and the publicly funded nutrition programmes in recent years. Trends in participation in the last two decades have been encouraging in terms of enrolment rates, per capita funding and convergence in key areas of inequity between the nine provinces making up the unitary State that is South Africa. Per capita growth in spending per learner (in school) has tripled in real terms from R3, 379 to R 10, 619 in 2010 according to the National Treasury. The number of learners in no-fee schools totals 8.7 million (around 73% of the school enrolment population).

Public investment in Early Childhood Development (ECD) grew at triple the growth in participation, increasing from 7.5% of 0 - 4 year olds in 2002 to 36.5% in 2012. The 40% participation rate of 5 year olds in pre-school in 2002 has also doubled to 82% in 2012, with 94% of entrants in the schooling system having been exposed to school-based Grade R programmes as reported in 2012. Repetition and dropout rates particularly in primary school are declining with the result that access and efficiency concerns are progressively being overcome.

Unfortunately, growth in enrolment in educational institutions among the 16 to 18 year-old cohort has not changed significantly from 83% in 2002 to 86% in 2012, despite the growth of post schooling options for young people.^z

5.2 Improving Adult Literacy Rates

In response to low levels of literacy in the out-of-school youth and adult population, a national mass literacy campaign was launched. The Kha Ri Gude Mass Literacy Campaign, launched in February 2008, was intended to enable 4.7 million adults above the age of 15 years of age to become literate and numerate in one of the eleven official languages. Between 2008 and 2012, 2.9 million adults enrolled, and this increased to 3.4 million adults in 2014.

5.3 Quality Improvement Initiatives

The post-apartheid administration focused on introducing quality improvement initiatives that included the:

- Introduction of the NSC examinations and common papers set nationally to increase the standard of high quality examination papers; increased oversight and security management has assisted in the benchmarking and standardisation of the examination processes, quality assurance systems, and administration of the previously fragmented school leaving qualification;
- Launch of the Dinaledi schools for Maths, Science and Technology excellence;
- Implementation of the Foundations for Learning programme and national reading campaigns;
- Launch of teaching bursaries and the expansion of student bursaries for disadvantaged students in higher education studies;
- Social mobilisation and community action in support of education; and
- Establishment of no-fee school policy following the recommendation of the 2003 Ministerial report on costs, resourcing and financing of schooling in South Africa.

In the last ten years of the democratic era the ministry has initiated progressive changes to improve the delivery of basic education by focusing on the outputs and outcomes of the education system; a reliance on credible data and information; and increasing sectoral, national and international pressure for accountability, efficiency and evidence of quality improvement and progress in schooling.

The introduction of quality learning materials which were developed on a mass scale by the state and distributed to all schools, stabilisation of the curriculum reform process and the emphasis on quality education for all, meant that all levels of the system had to collectively respond to the educational imperatives set out in the Constitution of the Republic.

In the last 5 years, there has been an emphasis on the responsibility for monitoring according to the requirements of the National Education Policy Act (NEPA), to ensure a more refined approach to systems, processes, and incentives to enhance learning and achieve learner outcomes.

A pioneering set of assessment tools, in the form of the Annual National Assessments (ANA) were introduced for the first time in 2011, and served to bring the education system sharply into the public domain. For the first time, we were able to assess the performance of all learners in the system – and the results, though sobering in terms of Numeracy and Literacy performance scores, enabled us to focus on barriers to teaching and learning country-wide. This systemic intervention was done deliberately, and with the knowledge that the learning was a necessity to forge the path towards education quality and development in the country.

5.4 Looking ahead

After two decades of successfully improving access to near universal levels, leveraging financing of schools to those comparable to many industrialised countries, and improving equity in the system, we have stabilised the curriculum reform and delivery processes. However, we must make our schools function better as there are very real institutional and structural factors which continue to militate against improving the quality of learning and teaching in many schools, particularly those schools which serve the most disadvantaged learners. The management and oversight of schools needs to prioritise the identification, diagnosis and remediation of learning and teaching problems in classrooms. Our teachers, school managers and subject advisors need to collectively focus on raising the quality of learning and teaching by being open to the measures used to identify where the problems are and how to correct them.

Whilst these NSC examinations have provided a keyhole through which to view the entire education system, this diverse and complex basic education sector requires a comprehensive coordination of various inputs, by committed partners and actors in order to secure learning gains that produce quality basic education that is critical to achieving our national development needs as articulated in the National Development Plan and the constitution of our country.

6. The Class of 2014

6.1 Characteristics of the Class of 2014

The Class of 2014 entered the schooling system in 2003. They are the first generation to have always lived in a digital world and have been surrounded from birth by digital products driven by on-going developments in technology. This therefore implies that the learners of the current generation are better informed and have greater exposure to knowledge and information than their predecessors. Surveys of this millennial generation's views of South Africa, in both urban and rural provinces have shown that the youth of today are both positive and independent. The Institute for Justice and Reconciliation's annual barometer survey (2013) found that young people are "confident, active and creative".

The class of 2014 is the seventh cohort of learners to sit for the National Senior Certificate (NSC) since its inception in 2008. Seven years of the implementation of the National Curriculum Statement (NCS) have ensured a high degree of stability and teacher confidence in the delivery of the new curriculum. This cohort has benefited from this maturity which the system has garnered over the last six years.

In 2014, the Curriculum and Assessment Policy Statement (CAPS) that was introduced in the Further Education and Training band in 2012, in Grade 10, was implemented for the first time in Grade 12. The CAPS is not a new curriculum, but it is an initiative to introduce a more streamlined curriculum from Grade 10 to ensure progression and continuity, and standardise assessment across the FET phase. This is part of the Department's on-going mission to raise the standard and quality of teaching and learning. The CAPS ensures that greater specificity and guidance is provided to the teacher and the learner. It has also resulted in re-organisation of the sequencing of the curriculum so that it is more appropriate for the learners in the FET band.

The CAPS has resulted in three aspects of change, which relate to:

- (a) Change in content in subjects like Mathematics, Business Studies and Physical Sciences;
- (b) Change in the design and format of the question papers e.g. Economics, Mathematics and Languages; and
- (c) Change in the cognitive demand of the questions e.g. Mathematics Literacy.

One of the greatest benefits that have accrued to the Class of 2014 is the focus of the Department of Education on Early Childhood Development (ECD), which has impacted on this group and subsequent groups of learners. The Internal Efficiency of the School System Report (2013) indicates that in 2002, 40% of the five (5) year olds were enrolled in an educational institution. According to the Age Admission Policy, the majority of these five year olds could have been enrolled in the reception year (Grade R). The University of Stellenbosch Report (2012) has shown that learners who access Grade R are likely to perform better than those who did not as they are able to develop foundational skills and are school-ready before enrolling in Grade 1. Further, a report on Grade R (DoE, 2011) indicates that there has been a steady increase in Grade R participation at 15% of the population in 1999 – 2010 in schools. This excludes access in community-based sites.

Although the National Curriculum Statement was reviewed three times since its inception, the 2014 cohort went through a single curriculum in each band, the Revised National Curriculum Statement (RNCS Grades R-9) in the GET: 2002-2011 and the National Curriculum Statement Grades R-12 (commonly known as CAPS) in the FET: 2012-2014. This cohort has had a relatively stable learning environment.

6.2 Scope and Size of the Class of 2014.

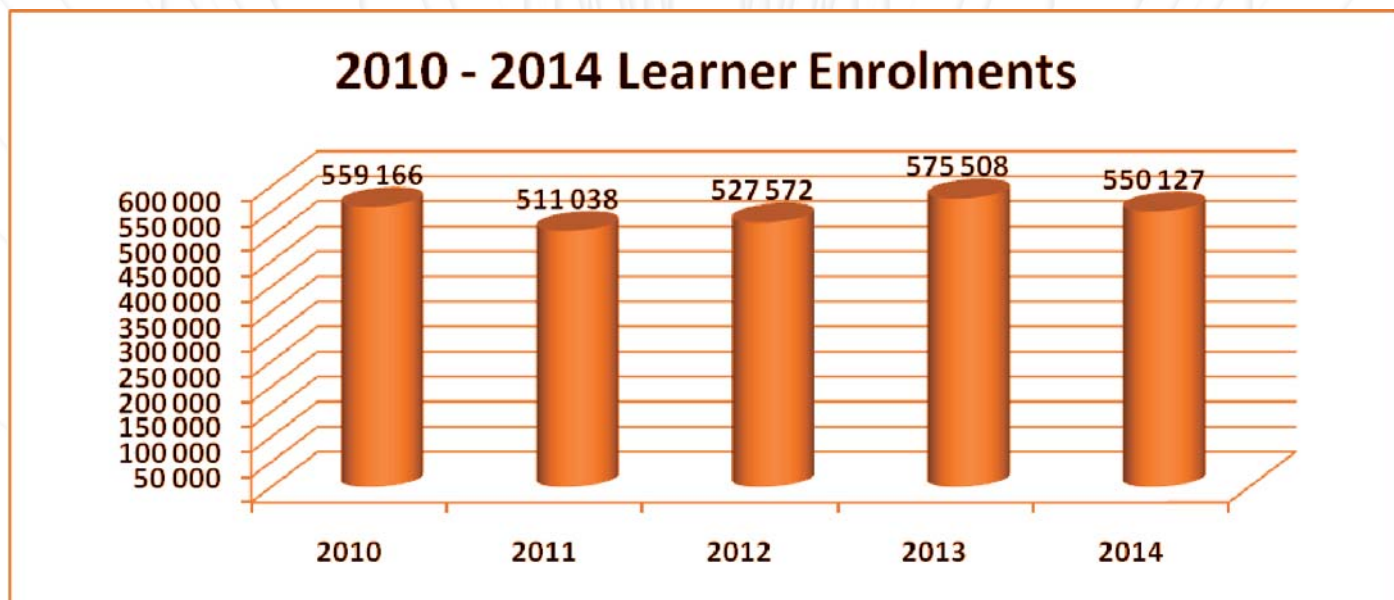
Table 1 : Full-time and Part-time Enrolment – 2013 and 2014

| Province | 2013 | | | 2014 | | | Difference in FT 2014-2013 |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------------|
| | Full-time | Part-time | Total | Full-time | Part-time | Total | |
| EASTERN CAPE | 74 998 | 20 536 | 95 534 | 69 736 | 21 397 | 91 133 | -5 262 |
| FREE STATE | 28 019 | 3 208 | 31 227 | 26 833 | 3 041 | 29 874 | -1 186 |
| GAUTENG | 99 504 | 41 408 | 140 912 | 101 284 | 42 375 | 143 659 | 1 780 |
| KWAZULU-NATAL | 150 154 | 24 888 | 175 042 | 147 605 | 26 570 | 174 175 | -2 549 |
| LIMPOPO | 83 594 | 16 993 | 100 587 | 73 542 | 19 673 | 93 215 | -10 052 |
| MPUMALANGA | 51 206 | 7 391 | 58 597 | 45 967 | 7 776 | 53 743 | -5 239 |
| NORTH WEST | 29 539 | 3 604 | 33 143 | 26 382 | 3 797 | 30 179 | -3 157 |
| NORTHERN CAPE | 10 693 | 1 760 | 12 453 | 9 504 | 2 111 | 11 615 | -1 189 |
| WESTERN CAPE | 48 783 | 10 858 | 59 641 | 49 274 | 11 793 | 61 067 | 491 |
| TOTAL | 576 490 | 130 646 | 707 136 | 550 127 | 138 533 | 688 660 | -26 363 |

A total of 688 660 candidates registered for the 2014 NSC examination, of which, 550 127 were Full-time candidates and 138 533 were Part-time candidates. There is a noticeable decrease in Full-time enrolments in seven of the nine provinces, with Limpopo Province experiencing the sharpest decline of -10 052 for 2014. Gauteng and Western Cape showed a small increase in enrolment in 2014.

The enrolment in 2014 has been consistent with the enrolment figure in 2010, and the decline in 2011 and the subsequent increase in the numbers in the next two years can be attributed to the change in the age admission policy in Grade 1 which was introduced in 2000.

Figure 1: Full-time Enrolments: 2010 to 2014



The 2014 full-time cohort comprises of 54.6% of female candidates, and 45.4% of male candidates.

Table 2: Subject Enrolments: 2010 to 2014

| SUBJECT | 2010 | 2011 | 2012 | 2013 | 2014 |
|-----------------------|---------|---------|---------|---------|---------|
| Accounting | 165 522 | 140 849 | 137 587 | 147 950 | 128 779 |
| Afrikaans FAL | 78 502 | 69 287 | 76 841 | 88 672 | 83 866 |
| Agricultural Sciences | 88 075 | 79 680 | 79 963 | 85 234 | 80 194 |
| Business Studies | 206 625 | 191 850 | 199 506 | 222 928 | 212 147 |
| Economics | 151 911 | 136 652 | 137 645 | 153 340 | 140 860 |
| English FAL | 462 959 | 424 346 | 430 897 | 464 377 | 443 145 |
| Geography | 215 815 | 203 805 | 218 048 | 244 121 | 241 321 |
| History | 90 595 | 88 290 | 96 550 | 111 459 | 118 575 |
| Life Sciences | 292 865 | 270 540 | 283 811 | 307 062 | 290 580 |
| Mathematical Literacy | 288 370 | 281 613 | 297 514 | 330 329 | 318 994 |
| Mathematics | 270 598 | 229 371 | 230 022 | 245 344 | 231 180 |
| Physical Sciences | 210 168 | 184 052 | 182 126 | 187 109 | 171 549 |

Enrolment in History has shown to be growing in numbers with 118 575 candidates registering for the subject, an increase of 7 116 candidates from 2013. Over the last 5 years, more candidates have enrolled for Mathematical Literacy than for Mathematics, an increase of 30 624 candidates since 2010. This increase is due to the decrease in the Mathematics enrolment over the same period from 270 598 to 231 180, a decrease of 39 418 candidates. This migration to Mathematical Literacy is contrary to the target set by the Department to increase the candidature in Mathematics and the number of passes. The decrease in Physical Sciences by almost 40 000 in the last five years is also an area that is being prioritized by the Department

Figure 2: NSC Full-time Mathematics Enrolments: 2010 to 2014

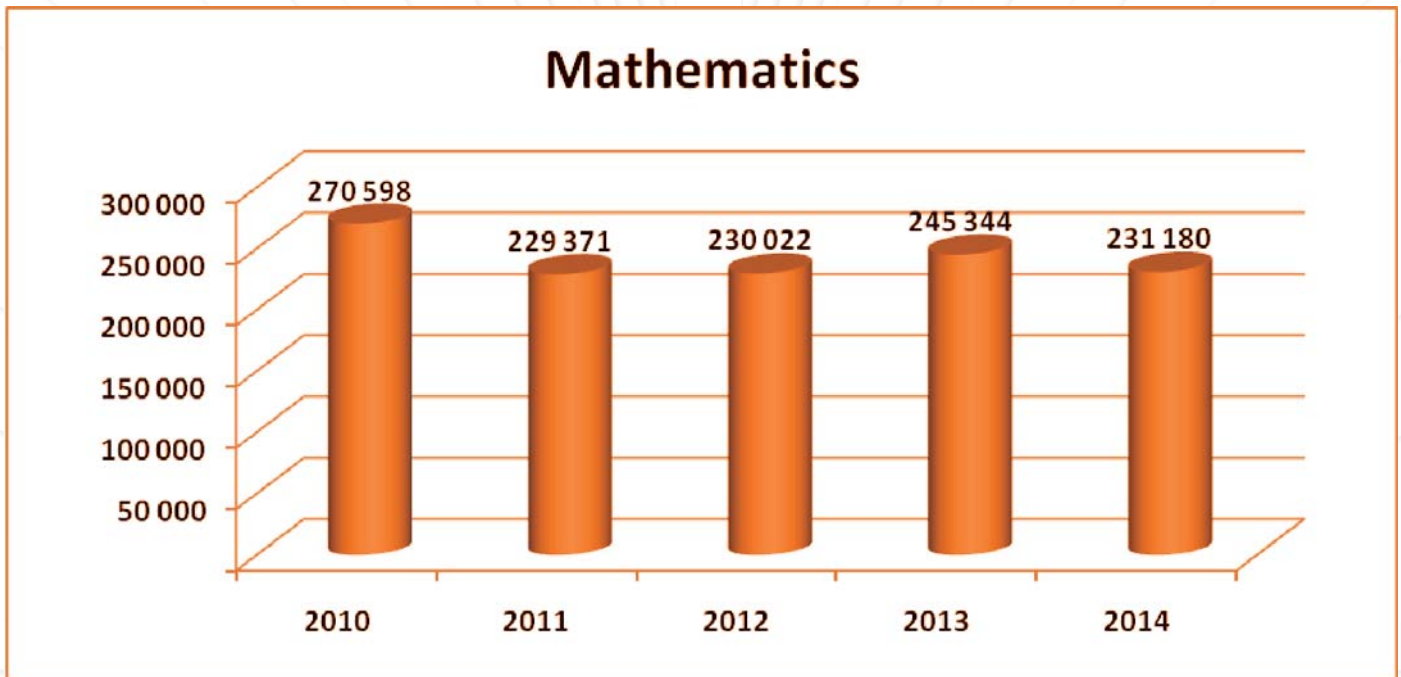
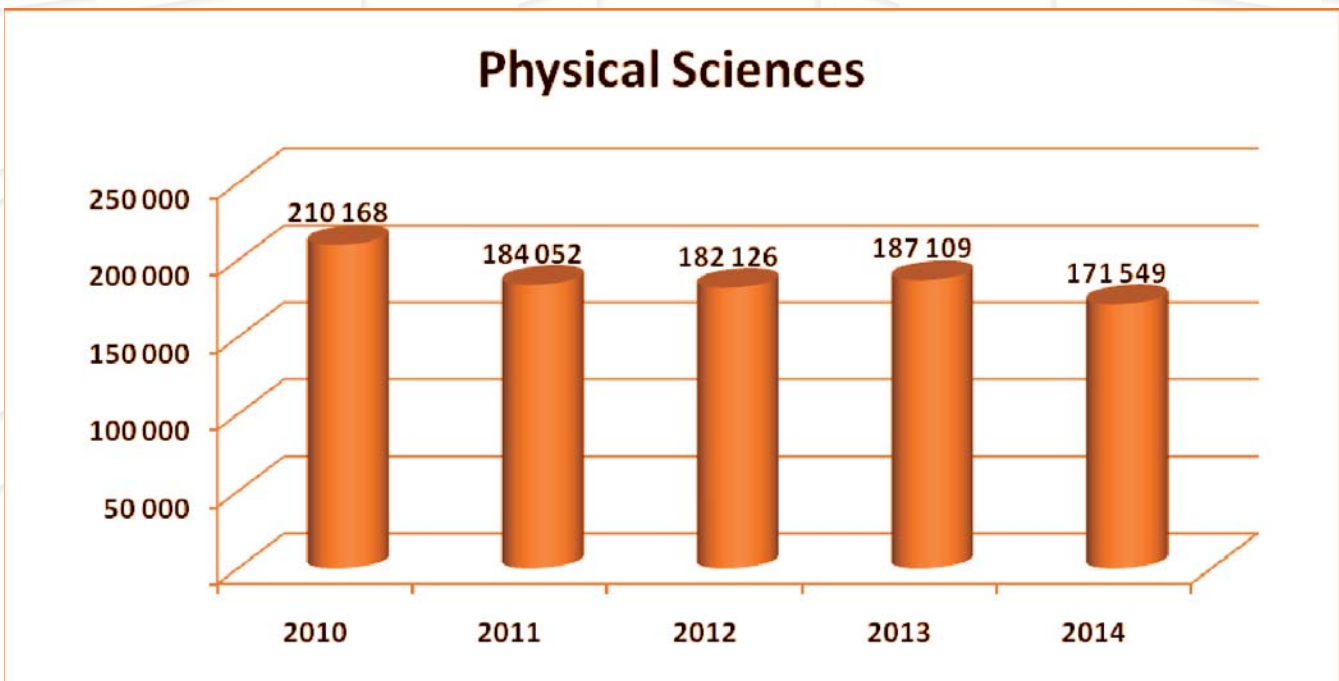


Figure 3 : NSC Full-time Physical Sciences Enrolments: 2010 to 2014



6.3 Policy Changes that shaped the teaching and learning of experiences of the Class of 2014

It is important to note that change no matter how well intended, or planned, and irrespective of how small, will bring about uncertainty and instability in the system. As such the performance of the Class of 2014 must be considered in relation to the policy changes that impacted on this specific cohort. These policy changes relate to the introduction of the Curriculum and Assessment Policy Statement (CAPS), the change in the Policy on Progression and Promotion in the FET band and the change in the language compensation policy as administered by Umalusi.

The Class of 2014 were the first learners to write the NSC question papers that were different, in content and format in certain subjects, from previous papers. The candidates who enrolled for Mathematics, for the first time had their curriculum knowledge examined through two question papers instead of three. This implied that the contents of the third paper comprising of the high demanding topics such as Euclidean Geometry and Probability, Statistics and Data Handling, were now compulsory for all candidates. This was coupled with a change in the design of question papers in Economics, as well as changes in the mark allocation of a number of other papers and an increase in the cognitive demand of certain question papers. In subjects like Physical Sciences, Mathematics, Mathematical Literacy and Business Studies, there were changes to the content in the curriculum.

The introduction of the policy on progression in 2013 which states that a learner in the FET phase, Grades 10-12 may only fail once before progressing to the next grade, has also impacted on the performance of the Class of 2014. The underlying principle of this policy is that learners remain with their age cohort as far as is possible and should therefore not repeat a year more than once in a phase. However, progression in the FET phase does not guarantee the final certification of a learner in Grade 12. Secondly, the underpinning rationale for the introduction of the progression policy is that it is intended to minimise learner dropout allowing learners to be progressed to the next grade provided they are supported in the areas they have not met the outcomes in the previous grade. However, the extent of the support provided has varied from province to province and from school to school and the academic requirements of Grade 12 are such that progression in the FET phase does not guarantee the final certification of a learner in Grade 12.

The other critical policy change related to the change in the language compensation policy for the NSC. As from form 1999 all learners whose first language was not Afrikaans or English and were, therefore, required to write in a second or third language received a compensation of 5% of their original mark in non-language subjects. As from 1999 all learners who do not offer English or Afrikaans as their home language were compensated for the fact that they were being taught and assessed in a language that was not their first language. This implies that such learners had a mark of 5% of the mark they obtained in their non-language subjects being added to each of their non-language subject marks. However, due to the interventions across all provinces over the last few years, to improve the language competency of learners across all grades, the continued implementation of 5% language compensation was reviewed by Umalusi, and this has been reduced to 4% in 2014 and will be progressively reduced over the next four years.

6.4 Preparations for the implementation of Curriculum and Assessment Policy Statements (CAPS) in 2014

6.4.1 Preparations relating to curriculum delivery

After the National Curriculum and Assessment Policy Statements (CAPS) Grade R-12 was published in 2011 and distributed across PEDs in preparation for the phased-in implementation in the FET band between 2012 and 2014, supplementary policies such as the National Policy Pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R-12, the National Curriculum Statement Grades R-12 and the National Protocol for Assessment (Grades R - 12) were also developed to constitute the policy framework for the management of school assessment, school assessment records and basic requirements for learner profiles, teacher portfolios, report cards, record sheets and schedules for Grades R – 12. These Policy documents were mediated across PEDs by teachers and education officials to enable them to have a common and accurate understanding of the content changes and the associated assessment programme requirements.

6.4.2 Preparation relating to teacher and subject advisory support.

For the successful implementation of the CAPS, it was required that provincial officials, principals, heads of department and teachers be trained. Between 2011 and 2014 a series of training programmes across different PEDs were held. The DBE conducted orientation programmes across all PEDs. In addition, training in respect of new content areas in certain subjects such as Mathematics was also conducted. The Grade 12 Curriculum and Assessment Policy Statement (CAPS) orientation took place between February and April of 2013. This was a culmination of a process that started in 2011 as part of a five-year plan to support the implementation of the Curriculum and Assessment Policy Statement, Grades R – 12 in schools. In 2012, 2639 subject advisors were trained on Grade 12 CAPS and in three years, a total of 8268 subject advisors had been orientated on the CAPS.

6.4.3 Preparations for the administration of the 2014 NSC Examinations

(a) Amendment of Examination Policy and regulations

To ensure the successful conduct of the 2014 National Senior Certificate examination based on the new curriculum, it was necessary that both the National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination, and the Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination, be updated. The National Policy Pertaining to the conduct, administration and management of the National Senior Certificate Examination was published as Government Notice No.371.in Government Gazette No. 37651 of 16 May 2014.and the Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate, was published in Government Notice No.372 and 373 of 16 May 2014.

(b) Development of Exemplars

Since the class of 2014 was the first cohort to write the National Senior Certificate examination based on the CAPS, the preparation of this cohort to write the CAPS aligned NSC examination commenced in 2012, when CAPS was phased into the FET phase in Grade 10. Exemplar question papers were developed in key subjects to guide and support teachers and learners in the implementation of the CAPs in the FET phase. In 2012 Grade 10 exemplars were generated in eight key subjects and in 2013 exemplars were developed in nine subjects for the Grade 11 learners. For the Grade 12 class of 2014, exemplars were developed in all subjects and distributed to schools at the beginning of the 2014 academic year.

(c) Development of Examination guidelines

Examination Guidelines were also developed in all subjects for grade 12 in 2014. The examination guidelines provide clarity on the scope and depth of the content to be studied and assessed. In addition, assessment rubrics for the languages were reviewed and adapted to be CAPS compliant and these were distributed to schools.

(d) Common Examinations

In addition common examinations were administered in Grade 11 for Mathematics and Physical Sciences in 2013 and 2014 respectively. These Grade 11 examinations provided a common and agreed standard to be emulated across PEDs in provincial examinations as learners were prepared for the final examinations.

With the implementation of the CAPS there were certain changes that were expected in the design and format of the 2014 question papers compared to those set in 2013. The main design changes required by the CAPS include slight changes in content, minor cognitive weighting adjustments in certain subjects, and changes in the structure and format of the question paper. The extent of the changes differed from one subject to another and was not applicable across all subjects. The most significant change in content and format was applicable in Mathematics and Economics.

In Mathematics a section previously examined in an optional paper (Paper 3) was incorporated as part of the compulsory content to be assessed in Paper 2. Economics which was previously assessed as one paper was assessed in two papers in 2014. It was therefore pertinent to ensure that the transition was properly managed and monitored so that the 2014 cohort would not be unduly disadvantaged due to the enhancements in the setting process.

(e) Practical/Performance Assessment Tasks

Practical/Performance Assessment Tasks (PATs) were developed for the 16 subjects that have a practical component and require that learners be assessed practically. These tasks were developed by the DBE, and internally moderated as well as externally moderated by Umalusi. These were distributed to provinces and administered by all schools offering these subjects. The DBE developed these tasks to ensure that assessment quality and standards are consistent across the system.

6.5 Intervention Programmes targeting the Class of 2014

6.5.1 Intervention Programmes implemented to supplement teaching and learning in 2014

In 2014, all provinces implemented the National Strategy for Learner Attainment (NSLA) which is a comprehensive transversal strategy to co-ordinate provincial improvement plans and steers the sector towards optimal performance of all learners, from Grades R-12. The NSLA is based on sound educational principles and the philosophy that all learners irrespective of their backgrounds can succeed.

The key objectives of the NSLA include:

- (a) Sustained improvement in learner outcomes or performance;
- (b) Enhanced accountability at all levels of the system;
- (c) Greater focus on basic functionality of schools;
- (d) Protecting time for teaching and learning;
- (e) Improved support for teaching and learning; and
- (f) Increased efforts on time on task.

The NSLA has been implemented via the Provincial Improvement Plans (PIP), District Improvement Plans (DIP) and School Improvement Plans (SIP). Schools and districts report to the province on a monthly basis and the provinces in turn report to the DBE on a quarterly basis on progress with the implementation of the NSLA. The reports are then interrogated and feedback is provided to provinces for remedial action and improvement. Whilst all provinces have been affected by widespread cost containment measures, all PEDs have worked to ensure that the resourcing of their 2014 NSLA improvement plans were insulated and protected to add value to the wide range of targeted Grade 12 teaching and learning environments.

Provinces adopted an integrated approach by focusing on resource provisioning, efficient school support, enhanced proficiency in the languages, improving Mathematics and Science performance, protecting teaching time and the quality of contact time, and the effective implementation of credible assessment in schools.

In the section that follows some of the key national and provincial interventions will be discussed in detail.

(a) Dissemination of Learning and Teaching Support Materials (LTSMs) to Grade 12 teachers and learners

The DBE developed a Sector Plan (SP) to guide the procurement, delivery, management and retention of LTSMs in the education system. The procurement and delivery of LTSMs was monitored in line with the Sector Plan for schools that opted for central procurement. A necessary next step to intensify support to teachers and learners, towards improving learner outcomes, was the provision of relevant and contextually appropriate resources to extend the learning experience that took place in the classrooms across the country. Provinces intensified the provision of a variety of LTSMs to teachers and learners, such as, DVDs, CDs, vocabulary lists, study guides, newspaper supplements, revision notes and pamphlets explaining problematic concepts which are a challenge to learners in selected subjects.

The provision of Siyavula Mathematics and Physical Sciences supplementary textbooks is an initiative that responds to Goals 5 and 6 in the Annual Performance Plan (APP) which focuses on increasing the number of Grade 12 learners who pass Mathematics and Physical Sciences. Since 2012, the Department of Basic Education (DBE) has worked in partnership with the Shuttleworth Foundation, to develop and distribute the Siyavula Mathematics and Physical Sciences textbooks for Grades 10-12, to all schools offering these subjects. In total 1 277 550 Mathematics textbooks and 934 700 Physical Sciences textbooks have reached their target groups. The class of 2014 has benefited from the Siyavula textbooks which were CAPS aligned since 2012 when these learners were in Grade 10. This makes them the first cohort to have accessed and used all three versions of the Siyavula textbooks. In addition, learners could access the Siyavula Grade 10 Life Sciences and Mathematical Literacy textbooks which are available on the DBE website.

In a targeted response to the areas of content knowledge weaknesses identified from 2011 National Diagnostic report, the Mind the Gap Series were developed in 4 key subjects, viz.: Economics, Life Sciences, Accounting and Geography. These study guides were initially distributed to only two provinces, Limpopo and Eastern Cape in 2012, and in subsequent years to schools offering the subject in all nine provinces.

To supplement the teaching and learning of Information and Communication Technology (ICT), a range of ICT mediated interventions have been implemented in provinces to support teaching and learning. Whilst, infrastructure and usage of ICT varied from province to province, learners were supported through the provision of DVDs and CDs, and had access to broadcast lessons, interactive telematics and broadcast solutions. In 2014, the two main ICT initiatives were located in the Western Cape and Free State, and other provinces continued to implement their customised ICT interventions.

During 2014, the DBE provided subject advisors with the following supplementary resources to enhance teaching and learning:

- Provision of CDs and DVDs with exemplars in all NSC subjects;
- Uploaded onto the DBE website self-study guides in the ten key subjects; and
- Provision of Cambridge Study and Master Guides for Grade 12 learners in Limpopo.

(b) Teacher Development initiative to improve the teaching of English across the curriculum

To enhance teacher capacity and to improve the teaching of English across the (CAPS) curriculum, the DBE collaborated with the British Council on the Certificate in Secondary English Language Teaching (CISELT) programme which was rolled out to 114 participants including DBE Subject Specialists, Provincial Subject Advisors, teacher unions, experts from Higher Education Institutions and the National Task Team. This intervention was embarked on, in order to assist learners who experienced barriers to learning in their content subjects due to being taught through a language that is not their mother tongue. The DBE also developed a Strategy and Manual for teaching Language/English across the Curriculum. Both resources were uploaded onto the DBE website to enable wider access by other teachers, subject advisors and stakeholders supporting the teaching of language.

(c) Subject Specific Remedial Plans

The 2013 Diagnostic Report presented a detailed analysis of the responses of candidates in each of the following high enrolment subjects; Accounting, Agricultural Sciences, Business Studies, Economics, English First Additional Language, Geography, History, Life Sciences, Mathematics, Mathematical Literacy and Physical Sciences. Based on the analysis, specific areas of the curriculum were identified as problematic and the frequently occurring errors and misconceptions were indicated in this report, together with proposed remedial measures that could be utilized by teachers in the classroom. The Diagnostic Report was distributed to each school by the PEDs and used by the schools to develop their subject-based intervention programmes. In other cases the Diagnostic Report was mediated by the subject advisor with the schools under his/her jurisdiction. Further, an Evidence Based Report Template was developed for the collation of information from provinces on the impact of interventions implemented for both teachers and learners in the high enrolment subjects.

Whilst selected key subjects were targeted for systemic interventions across all PEDs, the priority subjects for intervention varied according to provincial contexts and needs as PEDs were also able to focus on subjects where the performance in the previous academic year was unsatisfactory and required intervention to inform the required improvements in teaching and learning. The Systemic Interventions and Support Programmes, over and above the normal teaching and learning programmes were employed by all provinces to bring about targeted improvements in learner performance during this school year.

(d) Provision of Extra Tuition to Grade 12 learners

The most popular mode of supplementary tuition programmes preferred by all provinces was in the form of winter and spring camps/ schools (which were scheduled during the school holidays, on weekends or after school classes) and revision camps. This particular mode of support enabled provinces or districts to have a concentrated focus on, and maximum reach of, a large number of learners at the same time, in the same location. The provision of supplementary classes was one of the many planned interventions in 2014 to improve and strengthen Grade 12 learner performance in all public schools, and in particular in the under-performing schools in every province. Generally, under-performing schools that were in close proximity to each other were clustered together to afford the learners an opportunity to be exposed to high quality tuition that focused on revision and consolidation of challenging content and topics.

(e) Tracking learner performance

Provinces used different approaches to track Grade 12 learner performance across the system in 2014 in an attempt to identify general trends in learner performance, identify challenges in specific content in a subject, on a per school and per learner basis, and to inform the design of interventions required.

In some provinces tracking was done by following the learner performance in the June exam, or preparatory examination of the cohort over a fixed period. While some provinces compared this cohort's performance against previous cohorts, and some provinces tracked the subject performance of the cohort in the FET phase.

Since the 2014 cohort was the first group to write the NSC Mathematics examination that was for the first time condensed into two question papers instead of three, their performance in Mathematics was tracked to provide a comparative picture of their performance trends between Grade 10 and Grade 12, as well as to understand changes in the cohort with regard to dropout, progression, or repetition of learners as they moved through the FET phase.

(f) Partnerships

To ensure that the intervention strategies planned for 2014 were effective, optimized the best resources and were efficiently and cost effectively implemented, the Department partnered with a number of social partners to improve the Grade 12 learning performance. Most of the partnerships were entered into with social partners at a provincial level to enable effective coordination, delivery, monitoring and support to targeted schools. In most provinces the partnerships were based on the type of intervention and the resourcing required in broad areas such as broadcast radio and television lessons, ICT interventions, extra-tuition and teacher training initiatives.

(g) Monitoring, support and oversight of the implementation of the NSLA

The DBE and PEDs coordinated and managed the monitoring of the 2014 strategic interventions by evaluating progress with the activities and targets set out in provincial improvement plans, to quality assure the various interventions and ascertain their effectiveness in each of the provinces. Monitoring by the DBE and PEDs also facilitated the identification of best practices in every province as each sought to design, adapt, and innovate to meet the needs of their particular Grade 12 target groups. Provincial monitoring of the implementation of the NSLA included the following key activities:

- Face-to-face sessions held with senior curriculum officials in each province to ensure accountability at all levels of the system;
- Tracking of learner performance and strengthened inter-provincial collaboration through shared best practices; and
- Development of provincial quarterly progress reports of the strategic activities identified as deliverables in the NSLA.

The DBE monitored implementation of the NSLA and provided oversight through the:

- Evaluation of provinces per deliverable and provision of feedback;
- Analysis of the quarterly provincial reports and customised feedback provided to provinces for relevant improvements required at particular stages of implementation; and
- Presentation of consolidated reports on provincial progress to the Heads of Education Departments Committee (HEDCOM) during 2014.

7. Integrity and Credibility of the 2014 National Senior Certificate Examination

The Integrity and credibility of the NSC examination is predicated upon the validity of the examination systems and processes relating to the development, administration and evaluation of the assessment as well as the reporting of the outcomes.

To ensure efficiency and integrity of the examination, preparation for the conduct of the 2014 National Senior Certificate examination commenced 18 months prior to the examination with a sequence of processes that began with the registration of examination centres and ends with certification.

The following were the key examination processes that entailed precise planning, preparation and implementation:

- Registration of Examination Centres and Candidates;
- Development of National Question Papers;
- School Based Assessment;
- Writing of the 2014 NSC Examination;
- Marking of the 2014 NSC Examination;
- Monitoring of the National Senior Certificate Examination;
- Dealing with Examination Irregularities; and
- Resulting and Certification.

7.1 Registration of Examination Centres and Candidates

7.1.1 Policy pertaining to the registration of candidates

A candidate in Grade 12, who registers for the National Senior Certificate examination, must have complied with the promotion requirements for Grades 10 and 11 as contemplated in the National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12. These requirements also include the completion and achievement of the outcomes relating to School Based Assessment (SBA) for Grades 10, 11 and 12 as stipulated in the policy.

In addition, learners receiving home-based education are required to show evidence that they were registered with an education service provider before they can register for the National Senior Certificate examination.

In order to ensure that only legitimate candidates register for the NSC examination, PEDs verify the Grade 11 Promotion Schedules of candidates in order to ensure that all candidates have indeed complied with the promotion requirements to progress to Grade 12. Since 2012 PEDs have registered learners on the Integrated Examination Computer system (IECS) in Grade 10, to ensure better control and management of the progression of learners from Grade 10 to 12. In 2014, five of the nine provinces were able to track learners from Grade 10 to Grade 12, and by 2016 all PEDS will be able to transfer candidates from Grade 10 and hence generate candidates' registration data from the IECS.

7.1.2 Registration of Candidates

There are two categories of candidates that may register for the NSC examinations i.e. part-time candidates and full-time candidates. Full-time candidates are usually based at public or independent schools and receive full-time tuition while part-time candidates are attached to centres for examination purposes only and do not attend school. Most part-time candidates are repeat candidates who were unsuccessful in one or more subjects in their previous NSC examinations.

Uniformity in the criteria for registration is of paramount importance and therefore, all candidates, whether part-time or full-time must fulfil the SBA requirements to obtain the NSC.

The Policy prescribes that SBA marks remain valid for three years, therefore part-time or repeat candidates whose SBA is still valid need not re-do the SBA but may opt to do so if they wish to improve the SBA marks. However, part-time candidates who are not repeat candidates must be attached to institutions where they can complete their SBA requirements.

7.1.3 Registration of Examination Centres

To register as an examination centre, schools must also satisfy certain criteria stipulated in the Regulations Pertaining to the Conduct, Administration and Management of the National Senior Certificate. All public and independent schools wishing to conduct the National Senior Certificate examinations must be evaluated and approved in the year prior to the examination sitting.

The DBE approval of an independent school to serve as an examination centre is preceded by registration with the Provincial Education Department (PED) to offer teaching and learning and accreditation by Umalusi. In addition all registered independent centres must be evaluated and audited annually, while public schools are audited periodically by PEDs to ensure that they have the required facilities and security to conduct the examination.

In the registration of examination centres, centres which flouted the policies and regulations, or were guilty of maladministration in the previous examinations were deregistered by the PEDs. In addition, resident monitors were placed at centres where there were doubts about the integrity of the centre in conducting the examination, and in specific cases the management of examinations at the centres was taken over by the provincial or district officials.

The NSC examinations are written at public schools, independent schools and at correctional services facilities across the country. The following table indicates the number of examination centres that administered the 2014 NSC examination.

Table 3: Number of Public and Independent centres

| Province | 2013 | | | 2014 | | |
|---------------|--------|-------------|-------|--------|-------------|-------|
| | Public | Independent | Total | Public | Independent | Total |
| Eastern Cape | 885 | 41 | 926 | 883 | 41 | 924 |
| Free State | 309 | 23 | 332 | 310 | 17 | 327 |
| Gauteng | 605 | 201 | 806 | 623 | 208 | 831 |
| KwaZulu-Natal | 1 656 | 67 | 1 723 | 1 664 | 77 | 1 741 |
| Limpopo | 1 362 | 52 | 1 414 | 1 363 | 54 | 1 417 |
| Mpumalanga | 506 | 33 | 539 | 508 | 35 | 543 |
| North West | 362 | 18 | 380 | 360 | 14 | 374 |
| Northern Cape | 131 | 3 | 134 | 122 | 3 | 125 |
| Western Cape | 369 | 62 | 431 | 370 | 64 | 434 |
| National | 6 185 | 500 | 6 685 | 6 203 | 513 | 6 716 |

7.1.4 Accommodation of Learners with Special Needs

As indicated earlier, the DBE promotes access to the examination for all learners irrespective of their circumstances, but this is done on the basis of clearly specified policy prescripts. The regulations make provision for Grade 12 candidates with special needs to register for and obtain the NSC based on offering the Endorsed NSC. Candidates registered for the Endorsed NSC only need to offer five subjects (First Additional Language, Mathematics or Mathematical Literacy, Life Orientation and two subjects selected from group B). A candidate is expected to achieve a minimum of 30% in the five subjects to be awarded the Endorsed NSC. These learners are first evaluated at district level, and their evaluation was verified by the relevant support structures at the various Provincial Education Departments and then approved by the provincial Heads of Department.

A total of 1357 learners with Special Needs enrolled for Grade 12 in 2014, and of this number, only 311 enrolled for the Endorsed National Senior Certificate in 2014. The remaining candidates enrolled for the standards NSC.

These candidates are also accommodated further in the adaptation of the question papers.

Question papers are adapted according to their respective special needs and in some cases a scribe or Amanuensis will be arranged for candidates who required such assistance. Specific provisions are made for the candidates who are blind, partially sighted, deaf, physically impaired, dyslexic etc. to ensure that they write the examinations under enabling conditions. Furthermore, these candidates are allowed a concession of additional time, of up to a maximum of 15 minutes per hour. The scripts are marked by educators who are experts in special education so as to ensure that these learners are not disadvantaged in any way.

7.2 Development of National Question Papers

7.2.1 Appointment of Examiners and Moderators

To ensure that the question papers are set and moderated by a panel of experts with the highest level of knowledge and skills, a rigorous process is adopted in the selection of national examiners and moderators. Selection is based on the criteria for the appointment of examiners as stipulated in the Personnel Administrative Measures (PAM). In terms of the PAM, the prospective examiner must possess at least a three-year post-matriculation qualification which must include the subject concerned at second or third-year level; and extensive experience as an educator in the particular subject or a related area and at least two years teaching or other curriculum-related experience within the last five years at the appropriate level. In addition, other criteria such as experience in the setting of provincial common tests and examinations and complementary experience in the marking of national examinations are considered.

The selected examiners are constituted into specialist teams convened per paper comprising a minimum of 3 examiners, a chief examiner and a team of two internal moderators based on their expertise and experience. This ensures that the required expertise is carefully distributed and balanced in the setting of each paper.

A total of 280 examiners and 65 internal moderators were utilised for the setting and moderation of the 2014 question papers. Each panel of examiners and moderators were thoroughly trained prior to the commencement of the setting process to ensure that are clear about their scope of work and their roles and responsibilities as a panel.

7.2.2 Setting, Moderation and quality assurance of the 2014 NSC Question Papers

The processes that are undertaken for the setting, moderation and quality assurance of question papers have been standardised and are implemented on an annual basis. The comparability in the standard of the 2014 CAPS aligned examination question papers to those of previous years was a central focus in the development of the 2014 examination question papers and as such the same processes were followed for the 2014 NSC examination.

(a) Setting of the question papers

The setting process commences with the development of a test specification, which shows details of the distribution of the subject content according to the topics and skills to be assessed, the weighting, the cognitive skills, levels of difficulty and mark allocation. This ensures that a balanced question paper is set. A variety of questions assessing a wide range of skills including critical thinking and problem solving skills are included in all the question papers. Each question paper is developed with an accompanying memorandum and test specification grid.

(b) Internal moderation

Rigorous internal moderation processes ensure that the items included in the papers are valid and the standard of the question paper is commensurate to the Grade 12 level. Once the chief examiner and the panel have completed setting the question paper, accompanying marking guidelines and a test specification grid are submitted to the internal moderator for scrutiny. The internal moderator reviews the questions against a set of agreed criteria and, where necessary, the question papers are restructured in line with the internal moderator's comments. Once the papers are approved by the internal moderator, they are submitted to Umalusi, the external quality assurance council, for external moderation and subsequent approval.

(c) External moderation of question Papers

Policy prescribes that all question papers should be approved six months prior to the examinations, which means that external moderation must be concluded by April. External moderators verify, evaluate and approve all the question papers for the March and November NSC examination concurrently to ensure comparable standards in both examinations.

The following criteria are utilised in the review and evaluation of the question papers by Umalusi. Each question paper must comply in all respects before it is approved to be written.

- I. Technical criteria
- II. Internal moderation
- III. Content coverage
- IV. Text selection, types and quality of questions
- V. Cognitive skills
- VI. Marking memorandum / guideline
- VII. Language and bias
- VIII. Predictability

The rigorous external moderation process contributes to ensuring that the question papers are of a high quality and appropriate standard for Grade 12 learners.

(d) Quality Assurance and language simplification of question papers

The final quality assurance of the NSC question papers consists of a fairness review process coupled with a four tier editing process.

Once the question papers and accompanying marking guidelines are approved, a panel of reviewers are convened to review the papers in relation to any representations of bias, stereotypes and language accessibility. The fairness review is conducted by independent subject specialists and language editors. All question papers are reviewed by the fairness review team.

The review process is followed by the quality assurance process which includes editing, checking for correlation, proofreading and quality control. A four-tier approach is utilised in the final quality assurance process. Once the DBE editors are completed with the editing, a team of selected editors from different provinces are required to conduct an edit and proofread of the question papers. This is followed by proofreading by the internal and external moderators. Prior to the release of the question papers to PEDs, DBE Assessment Specialists also proofread the question papers and accompanying marking guidelines. The multi-step approach ensures that the question papers are error-free.

7.2.3 Printing, packing and distribution

Printing, packaging and distribution of question papers is done by Provincial Education Departments (PEDs). Most PEDs have developed efficient, secure and well managed in-house printing facilities with the exception of the Limpopo Education Department which uses the Government Printing Works (GPW) in Pretoria. In-house printing facilities allow for full control by the department and minimize the risk of compromise. In a few of the PEDs printing is done by a reputable service provider, under the direct supervision of the PED.

Provincial examination directorates are responsible for distributing question papers to district offices, based on a detailed plan. In most provinces, question papers are delivered to schools on a daily basis.

7.3 School Based Assessment

The assessment of the National Senior Certificate comprises both the external examinations and school based assessment. The school based assessment, comprises 25% of the final promotion mark and given the varying capacities of schools to conduct SBA, there is a need to assure the quality of school based assessment. This is done through various moderation and quality assurance mechanisms.

In 2013, the DBE introduced an audit of the SBA provincial systems, which was continued in 2014. This entailed conducting a systems audit of the provincial and district systems to manage and conduct SBA. The audit process includes a scrutiny of the policy documents, reports, guidelines, curriculum support material, moderation instruments, and the approach to the moderation of assessment tasks in all provinces. Through this process the organizational shortcomings are identified and improvement plans are developed in conjunction with the PEDs.

The other quality enhancement processes include the training of the chief examiners in seven key subjects on how to set quality question papers for their respective provinces and to develop assessment tasks covering a variety of questions and cognitive levels. After the training of the provincial chief examiners, the DBE national internal moderators then moderate the provincially set preparatory examination question papers in the seven key subjects. Through the feedback given to both the provincial chief examiners and the internal moderators on the standard of the moderated Preparatory Examination question papers, it is affirmed that the question papers are of equivalent standard to the final November NSC examination question papers.

The DBE also appoints SBA moderators and trains them on the moderation process. After the training, these moderators are deployed to PEDs for the SBA moderation process across the nine provinces. This process entails the evaluation of the assessment tasks, the marking of the learner evidence and feedback provided to the teachers. This moderation is conducted in June and November of each year.

Two districts per province and 20 schools per district are selected and audited in each province.

In order to ascertain that the SBA intervention and support programmes designed by provinces to address assessment shortcomings, achieve what was intended, DBE moderators engage with the curriculum planners and subject advisors of the sampled districts in in-depth interviews.

7.4 The Writing of the 2014 NSC Examination

The manner in which the examination is conducted contributes significantly to the credibility of the examinations as a whole. The 2014 NSC examination was administered across 6 735 examination centres in the country, under the supervision of an estimated 65 000 invigilators who were responsible for ensuring that the examination is written under conditions that are free of any malpractice.

To ensure that question papers are not compromised, strict security is maintained in the storage and distribution of question papers and all examination stationery. PEDs audit their storage sites to ensure that they comply with the required security standards. A collaborative structure which was established in 2013 with the South African Police Service (SAPs), Crime Intelligence and Disaster Management services, the National Joint Operational and Intelligence Structure (NATJOINTS), was also operationalized in 2014. During the writing of the examination, discreet, general surveillance was also provided by the South African Police Service (SAPS), ensuring that storage and writing centres are closely monitored. The Provincial Joint Committees (PROVJOINTS) ensure that support is provided in terms of disaster management if required and in cases where there were social unrests, the SAPs ensure that the question papers reach the affected centres on time and scripts are safely returned to district offices after the writing concluded.

Stringent, compliant and ethical invigilation is vital in ensuring that credibility and integrity is upheld in the conduct and administration of the examinations. Prior to the examinations, PEDs appoint and train chief invigilators who are usually principals of the schools. Chief invigilators are trained mainly by provincial examination staff in collaboration with district examination staff. The chief invigilators in turn appoint invigilators and cascade the training to their respective invigilators per centre. The invigilator training at centres is monitored by district officials. In schools with a history of irregularities, the training of invigilators is conducted by the district examination officials to ensure compliance with policy and to eradicate a recurrence of any malpractice.

In some PEDs, private invigilators are also appointed, trained and deployed to augment the number of invigilators available in a province or district. Invigilator training was enhanced across all PEDs since PEDs incorporated learning from previous years into the 2014 training to highlight administrative and behavioural malpractice that should be avoided and to remind chief invigilators of the accountability that is commensurate with their appointment as such.

To improve the efficiency of script control, PEDs produced and supplied bar-coded stickers to candidates to be attached to the examination scripts. This enabled PEDs to scan and account for all scripts at key points in the script flow process. In the 2014 examination 5 of the 9 PEDs were able to scan scripts. It is envisaged that the other 4 PEDs will also include this security control measure in their processes in 2015.

The DBE also introduced a common answer book which was implemented across 6 of the 9 PEDs in 2014. The common answer books were designed to limit the use of loose answer sheets in a number of subjects, which tended to contribute to irregularities. PEDs that could not use the common answer books in 2014, due to having excess stock of answer books will implement the common answer books in 2015.

Norm times for the sealing of scripts at the centre after the conclusion of the examination, as well as, the norm time for the return of scripts between the centre and the collection points were also set. This implies that scripts must be sealed at specified times and returned to specific points on the return route, within specified times. The DBE monitored the adherence to these norm times during the writing of the examination across all PEDs.

7.5 Marking of the 2014 National Senior Certificate Examinations

The reliability of the marking system is dependent on a number of factors which relate to the professional competency and calibre of markers, the standardization of the marking guidelines, training of markers and organization of the marking process and the moderation of the marking.

7.5.1 National Marking Guidelines Standardization Meetings

The marking guidelines standardisation meeting is a forum where subject experts engage to refine and finalise the marking guidelines taking into consideration inputs from subject advisors and teachers across all PEDs. These meetings are characterised by vigorous discussions between subject specialists on each question paper to ensure that all acceptable and correct alternative responses are included in the marking guidelines. The meeting also addresses any ambiguities that may be identified in the question paper to ensure that no candidates are disadvantaged. This year the DBE hosted 206 national marking guidelines standardization meetings prior to the marking of the 2014 NSC examination.

Each meeting was facilitated by the Internal Moderator of the national examination panel, and attended by Umalusi external moderators and the internal moderators, and chief markers from each of the Provincial Education Departments.

In 2014 the DBE strengthened certain aspects of the national marking guideline standardization process by ensuring the following:

- (a) Intensive preparations prior to the marking guideline discussions by all chief markers and internal moderators. This is of paramount importance as the success of the marking guideline discussions is determined by the extent of the preparatory work done prior to the meetings. The preparation

entailed the pre-marking of a sample of at least 20 scripts from low, medium and high achieving schools, by all chief markers and internal moderators prior to attending the marking guideline standardization meetings. The chief markers were also expected to have held subject meetings with subject advisors and a few teachers in order to solicit their input on the standard of question papers and add additional responses on the preliminary marking guideline. The input from the provinces was noted and used to refine the marking guidelines.

- (b) Each subject marking guideline meeting was hosted over two days. On the first day the marking guideline discussion took place and the second day was dedicated to the training and evaluation of chief markers and internal moderators.
- (c) The DBE evaluated the assessment skills and subject knowledge of the chief markers and internal moderators through the marking of dummy scripts marked by them. This was done by assessing the extent of the deviation in the dummy scripts they had marked the agreed tolerance range. Chief markers and internal moderators were authorised to mark only after they had attained the agreed levels of consistency and were within the tolerance range.
- (d) Where the chief marker or internal moderator was not authorised or where there was doubt about the capacity of the internal moderator and the chief marker to lead the marking process in a particular subject, the DBE deployed national moderators to support the province throughout the duration of the entire marking process. Comprehensive reports about the accuracy of marking conducted by markers, senior markers and internal moderator in each province were provided after the marking was completed.

The final marking guidelines were approved by the DBE moderator and Umalusi moderators, and officially signed off and made available to PEDs for use as the approved marking guidelines for the marking of the 2014 NSC examinations.

7.5.2 Training of Markers

Uniform and consistent application of the marking guidelines across all learners' scripts is required to ensure reliability in marking. The DBE conducted a thorough and intensive training for all chief markers and internal moderators, which was based on the use of "dummy scripts". The Chief Markers and Internal Moderators were required to replicate the DBE's training approach that they were exposed to during their two day training session.

During training, markers at the provincial department were requested to mark ten scripts which were then moderated by the senior marker before they were authorized to mark. Markers were provided with regular feedback and continuously supported throughout the training process to achieve the required levels of accuracy. In cases where a marker was still not able to achieve scores in alignment with the acceptable tolerance range, these markers were retrained and redeployed to questions where they were more competent.

The DBE monitored the training of markers as well as the entire marking process across all PEDs and found the training to be of comparable standard to that of the DBE's training.

The implementation of the tolerance range has ensured that the marking guideline is consistently applied thus enhancing the reliability and quality of marking across all provinces.

The implementation of the tolerance range will be extended to cover more subjects in 2015

7.5.3 Marking Organisation

The markers are organised in the form of a pyramidal hierarchy which is structured in such a way that each level is responsible for the quality assurance and optimal functionality of the levels below it. It was noted that the pyramidal arrangement was implemented across all provinces in the organisation of marking.

At the lowest level of the pyramid are markers who are selected on the basis of their subject knowledge and expertise. Each team has five markers assigned to a particular question supervised by a senior marker who ensures that the marking guidelines are consistently and accurately applied in the assigned question. A group of five senior Markers is supervised by a Deputy Chief Marker (DCM). The five groups are organised in such a way that the marking of all the questions in the script is completed within the groups under the supervision of one Deputy Chief Marker. The DCM evaluates the judgement made by the Senior Markers under his control and thereby quality assures the marking of the teams under his control.

The Chief Marker, as the next level on the structure, occupies a critical position and supervises the moderation processes of both the Senior Markers and Deputy Chief Markers and confirms or negates their judgments on the quality of marking. The Chief Marker has additional management responsibilities to ensure that scripts are controlled and that all markers are performing their responsibilities as per policy prescripts. At the top of the hierarchy is the internal moderator who is the final arbiter of standards in the marking process. The internal moderator is also responsible for the analyses of the performance of learners and the standard of the question paper.

7.5.4 Moderation of Learners' Scripts

Moderation is a quality control process which validates a marker's judgement by reviewing the awarding of marks by the marker using the same measuring tool, i.e. the marking guidelines. Moderation ensures that the quality of marking meets the agreed standard. Moderation is infused at every level of the marking process. Four levels of moderation exist in the marking centre and these are the senior marker, deputy chief marker, chief marker and internal moderator. This is then followed by moderation by the Department of Basic Education and the Quality Assurance Council, Umalusi.

The moderator at each level uses a sampling method to validate the marking standard. The policy prescribes that a percentage of ten (10%) of the scripts should be moderated. The senior marker thus moderates at least 10% of the scripts marked by the five markers under his supervision in the assigned question. The DCM conducts whole script moderation and moderates a minimum of 10% of scripts moderated by each senior marker, including a few randomly selected un-moderated scripts.

During the moderation at the different levels, where discrepancies are identified that are outside the accepted tolerance range, these are corrected to ensure that no learner is disadvantaged. Through the moderation process, inconsistent and aberrant markers are identified and supported. The scripts marked by such markers are rigorously moderated by all senior marking personnel to ensure standards are adhered to.

DBE moderators were deployed to provinces to conduct an additional level of onsite moderation of marking. This team conducted a quality audit and an investigative audit. The DBE moderators concentrated on scripts moderated by the internal moderator and chief marker. Some scripts from senior markers as well as markers were also moderated. Samples of un-moderated scripts were also audited to verify consistency of marking. In all cases the marks obtained by the marker, the provincial moderator and the DBE moderator were recorded and noted. Continuous feedback was provided to the chief markers where necessary to enhance the marking accuracy and quality.

The investigative audit was conducted to identify any irregularities that may have gone undetected by markers and moderators and to follow due process in the resolution of any irregularities found.

7.5.5 Enhancements to the Marking Process

In 2014, the DBE introduced interventions to improve the quality of marking, in the short, medium and long-terms, commencing from 2014. The aspects of the improvement plan implemented in 2014 focused on the appointment of markers, strengthening the national standardization of marking guidelines, improving the training of markers and strengthening the moderation of marking. A description of the key interventions implemented in the 2014 marking process follows:

(a) Audit of marker appointments in key subjects by the DBE:

The DBE conducted an audit of marker appointments in key subjects across all nine PEDs. The audit was undertaken to ensure that PEDs comply with the stipulated PAM criteria for appointments. It was found that markers have been appointed based on the criteria articulated in the Personnel Administrative Measures (PAM) and most PEDs have added learner performance as an additional criterion.

More experienced markers were appointed as senior markers. In most PEDs the appointment of Chief Markers and Internal Moderators followed a rigorous interview and selection process that was conducted separately from the marker selection process. The evaluation of marker performance during the 2014 marking process will be utilized as feedback for subsequent appointments.

(b) Introduction of Tolerance Range in the moderation of marking

A tolerance range is an agreed degree of deviation between marked and moderated examination marks. Marking is not an exact science, therefore it is expected that differences will exist between a marker and a moderator in terms of their mark allocations. A tolerance range of between 2% - 3% was piloted and implemented for each examination question paper in seven key subjects in 2014. The quality and accuracy of marking was therefore monitored and maintained by ensuring that a marker does not deviate from the accepted tolerance range in the batch. The key subjects in which the Tolerance range was piloted in 2014 are Accounting, English First Additional Language, Physical Sciences, Life Sciences, Mathematics, Geography and History. In each case the Tolerance Range was set at the individual question level and at the total mark level.

(c) Authorisation of Chief Markers and Internal Moderators by DBE

Chief Markers and Internal Moderators were approved and authorised by the Department of Basic Education (DBE) before they were allowed to participate in the marking processes. This was done by the DBE at the national training session held after the marking guideline discussions. The Internal Moderator and Chief Marker were provided with a sample of scripts to mark and were officially authorized to lead the marking process as Internal Moderator or Chief Marker for the current examination only after they had complied with the tolerance range. Where a chief marker or internal moderator failed to comply with the tolerance range they did not qualify for an authorised status. The DBE deployed national moderators to support such chief markers and internal moderators with the training of markers in the provinces as well as the moderation of marking to ensure that the common agreed upon standard is maintained.

(d) Authorisation of Markers by PEDs

Prior to the marking in Provinces, markers also had to be authorized. After the training, which took the same form as that conducted at the DBE, markers were provided with batches of scripts to mark and were only authorised to commence with full marking after the scripts had been moderated and they were marking within the tolerance range. Markers were given multiple opportunities and support to ensure that they reach the desired level of accuracy and were able to mark within the established tolerance range. Those markers who, after multiple opportunities, were unable to comply with the tolerance range were redeployed to easier questions.

The implementation of the tolerance range has enabled PEDs to quality assure the marking using a common measure, and has enabled the DBE and Umalusi to utilize a common yardstick to measure the quality of marking across PEDs. The DBE will evaluate the impact of the implementation of a tolerance range on the quality of marking as well as marking norm times. On the basis of the findings, the DBE will review the implementation in 2015, make necessary improvements and extend the quality assurance processes to include more subjects.

(e) **Centralised Marking of Small Subjects.**

The standardization of marking is promoted through the centralisation of marking. Centralisation refers to all marking processes, including marker appointments being located at one venue, under single management. This will ensure that the many variables that are associated with marking quality and processes are more tightly controlled and therefore the impact of such is accordingly minimized. The centralization of marking will allow for the pooling of the limited human resources across the country and will promote validity and reliability in the assessment of learner scripts. As a pilot process for 2014, the DBE centrally marked Dance Studies and Agricultural Technology in Pretoria. The DBE plans to centralize the marking of more subjects in 2015.

In addition, provinces were discouraged from marking subjects with very small enrolments where the numbers did not allow for the appointment of more than one marker and hence there was no provision for moderation. In such instances the marking was centralized in provinces where the expertise to mark these subjects was concentrated. For example IsiNdebele and SiSwati scripts for all PEDs, were centrally marked by the Mpumalanga province. This ensured that quality marking and a common standard were applied.

7.6 Monitoring of the 2014 National Senior Certificate Examination

Monitoring and evaluation is pivotal to administering credible public examinations in South Africa. The five pillars of the DBE's enhanced monitoring and evaluation approach that are continually being improved upon, are the development of norms and standards, the mediation of these norms and standards, coordination of the examination processes, monitoring and support of Provincial Education Departments, and feedback through regular reporting and dialogue. This monitoring and evaluation programme is intended to systematically measure, track and analyse data against the key performance indicators which reflect the NSC examination cycle.

This year the DBE implemented an enhanced monitoring approach that was based on a tiered model to allow all levels of the system (district, province, national) to track all inputs, outputs and results that constitute the common management plan for administering the National Senior Certificate examination. Qualitative and quantitative monitoring data collected from the 2013 Audit Visit, the State of Readiness, the Monitoring of Writing, the Monitoring and Moderation of Marking, Monitoring of printing, packing and distribution and National Examinations Irregularities Committee (NEIC) deliberations were used as baseline data to systematically track progress and identify targeted support and interventions required by a province during 2014. This was the point of departure for the first monitoring visit, based on a collaborative review of the key issues requiring support and intervention in 2014.

7.6.1 Collaborative review of examinations systems and Processes

For on-going improvement, and to bolster transparency, engender joint accountability, and build stakeholder capacity, the DBE's first monitoring visit for the year took the form of a collaborative review process. The purpose of this monitoring visit was to:

- enable the PEDs and DBE to engage in a joint analysis of the critical risk issues that were identified in the respective examination processes during 2013;
- acknowledge progress made and creative interventions introduced by the PEDs since 2013, and;
- agree on the necessary improvements required in respective examination processes, that should be in place when the State of Readiness was conducted between August and September 2014.

On completion of the review process a feedback report was provided by the DBE, for the PEDs to implement corrective action where required.

7.6.2 Monitoring the State of Readiness of Provincial Education Departments to Conduct the NSC Examinations

Subsequent to the collaborative review, the DBE visited PEDs between September and early October 2014 to conduct an evaluation of the state of readiness of provinces and districts to administer the 2014 NSC examination. The areas of risk identified during the collaborative review served as the point of departure for the state of readiness evaluation. During this visit the DBE aimed to:

- (a) Establish whether issues highlighted and discussed in the Collaborative Review Process during the first DBE monitoring visit had been attended to as agreed with the PEDs;
- (b) Assess the final planning and arrangements relating to printing, storage and distribution of question papers/tests and the general conduct of examinations;
- (c) Establish the level of preparedness to conduct the final moderation of 2014 School Based Assessment (SBA);
- (d) Appraise the systems, processes relating to the handling of examinations irregularities;
- (e) Establish the level of preparedness to conduct quality marking across all NSC subjects; and,
- (f) Assess the progress made in terms of all other processes in the examination cycle, i.e. registration, resulting and certification.

For the first time the DBE attempted to evaluate the education districts' state of readiness for the NSC examination by conducting site visits to evaluate their management of examination centres, nodal points and distribution points. Sixty three (63) districts were visited during the period by multiple monitoring teams having been deployed across all provinces. The information gathered from the multiple sites was consolidated and a report was presented to each PED so that they could incorporate the recommendations into their final preparations leading up to the commencement of the examination.

7.6.3 Monitoring the writing of the Examinations

The monitoring by the DBE focused on an evaluation of the provincial monitoring systems which included an analysis of the provincial monitoring approach, monitoring plans, teams, instruments and reports. This was to ensure that the monitoring of PEDs was carefully planned and executed to achieve the desired outcome. PEDs were expected to submit to the DBE and Umalusi daily situational reports as well as fortnightly reports on the conduct and administration of the examinations.

The DBE expanded and strengthened the monitoring team that was deployed to provinces during the writing of the 2014 NSC examinations. A team of 68 part-time monitors, 24 Integrated Quality Management System (IQMS) officials and 14 DBE officials were deployed to the provinces. The focus was the district with officials being stationed in each district for the full duration of the examination. The officials were trained and deployed across the districts to monitor the writing of the examination over the five week period. This resulted in a stronger presence of the DBE in the province and it instilled a sense of strict compliance with the examination code.

The provincial monitoring teams comprised of both provincial and district officials deployed to monitor the conduct of the examinations. A differentiated approach was employed by most provinces in the monitoring of the 2014 examinations, where centres with a history of irregularities were targeted and more closely monitored. There was also a focus on independent centres which entailed close and intensive monitoring of independent centres during the writing of the 2014 NSC examinations.

Monitors verified the security of examination material at provincial, district as well as nodal points, the issuing, control, return and collection of examination material and stationery. They tracked the route of the question papers from provincial offices to nodal points and examination centres and answer scripts on the return journey from examination centres to collection points where they were stored temporarily prior to marking

7.6.4 Monitoring the Marking of the Examinations

A strengthened DBE monitoring team comprising subject specialists was deployed across all nine provinces to marking centres to quality assure the marking and moderation of learners' scripts in key subjects, namely Accounting, English FAL, Geography, History, Life Sciences, Mathematics and Physical Sciences. Each provincial team was made of seven internal moderators led by a DBE official. The scope of work of each team included three key audits:

- (a) An organisational audit of the administration and management of the marking process;
- (b) A quality audit with respect to the quality of marking and moderation; and
- (c) An investigative audit of irregularities identified at the marking centres.

The DBE teams spent 7 to 12 days in the provinces to ensure that the entire marking process was audited and monitored from beginning to conclusion. In provinces where there was a need for an extension of the audit period this was done to ensure that all cases where there was suspicion of group copying was thoroughly investigated by the DBE. The DBE can attest to the high standards evident across provinces with respect to the organization of marking as well as the quality of the moderation processes.

7.7 Dealing with Examination Irregularities

Umalusi approves the results based on the assurance by the Department of Basic Education (DBE) that the Policy and Regulations on the Conduct, Administration and Management of the National Senior Certificate has been complied with, and that there are no serious irregularities which may have undermined the integrity and credibility of the examination processes. In addition, Umalusi requires the Provincial Examination Irregularities Committee (PEIC) and the National Examination Irregularities Committee (NEIC) to deal with all the irregularities reported to them and appropriate sanctions must be imposed. The DBE and PEDs strive to reduce examination irregularities and also to improve the detection and subsequent management of these irregularities. Over the last few years the DBE has established appropriate structures across the different levels to manage the irregularities, trained examination officials in the identification and management of irregularities and focused on the inculcation of high morals and values among candidates and officials to ensure examinations of the highest integrity.

For the first time in 2013, all candidates participated in a pledge signing ceremony, prior to the official commencement of the examination. The pledge signing ceremony was continued in 2014. This was done in the presence of the school principal and staff, and parents were invited. This allowed every school in the country to highlight the principle of honesty and adherence to high morals and values in the examination and every candidate made a public commitment to uphold these principles.

In dealing with the irregularities detected in the 2014 NSC examination, all Provincial Education Departments (PEDs) submitted, through their respective PEICs, comprehensive irregularity reports to the NEIC, which were intensely interrogated. The NEIC meeting ratified the recommendations of the PEIC and where there was a need for amendments these were communicated to the Provincial Education Departments.

A preliminary report on the integrity of the NSC was submitted to the Minister of Basic Education and Umalusi on 24 December 2014 for consideration and approval. On the basis of this report as well as Umalusi's own quality assurance and monitoring reports, the Umalusi Council was able to pronounce on the credibility of the 2014 NSC examinations.

Of the total number of 688 660 candidates (both full-time and part-time) that wrote the examination, there were 314 cases of serious irregularities, which related to behavioural offences and acts of dishonesty. This implicated 5305 candidates and it represents 0.7% of the total number of candidates. However, the concern is that this is an increase from 2013, where there were only 473 candidates implicated. The improved detection and reporting of irregularities attests to the additional mechanisms that have been instituted by the DBE and the PEDs which is exposing irregularities that were previously undetected.

There are still a comparatively large number of registration problems in Gauteng, KwaZulu-Natal, Limpopo and Western Cape provinces, and the DBE will continue to provide targeted support to these provinces in the 2015 cycle. The DBE will also provide clear guidelines relating to the reporting of irregularities so that reporting becomes more streamlined and comparable.

7.8 RESULTING AND CERTIFICATION

7.8.1 Standardization of Results

Standardization is a process used in large scale public examinations to mitigate the fluctuations in learner performance caused by factors outside the learners' knowledge and aptitude. Undesirable fluctuations in examination processes such as variations in the standard of question papers and variations in the standard of the marking are addressed during the process of standardization.

This therefore ensures that a cohort of learners is not unduly advantaged or disadvantaged by undesirable fluctuations in the examination processes, and the system produces a relatively constant quality of output from one year to the next. Historical data on learner performance for a period of five years is used to determine the norm to which current performance is compared. Umalusi makes adjustments where there are anomalies in the performance trends. Qualitative input from the marking process in terms of reports from marking is also considered in making recommendations for adjustments.

Umalusi hosted the 2014 NSC standardization meeting on 23 December 2014. The process was observed by members of the Portfolio committee on Basic Education, teacher unions as well as representatives from the Kenya and Malawi examinations councils.

7.8.2 Data Capturing and Processing of Results

After the marking process is completed, marks from the answer scripts are transferred on to the mark sheets. Examination Assistants (EAs), appointed mainly for quality assurance purposes, verify and check that the marks have been accurately transferred to the mark sheet, before the mark sheets are captured on the Integrated Examination Computer System (IECS).

In terms of the capturing process, all SBA, oral marks, practical examination marks and written examination marks are subjected to a double capture process. This double capture entails that every mark is captured independently by two separate individuals and if the mark captured by the second individual is different from the first, the system disallows the mark. A third official then verifies the captured mark before it is finally accepted onto the system. The verification of marks by three independent persons ensures that there is high accuracy in the capture of marks.

Final marks are computed from the combining of the different components of the subject. It is a requirement that all components of the subject are aggregated to obtain a final score. A subject will therefore not be resulted if a component is missing.

Umalusi adjustment decisions from the standardization process described in section 7.8.1 are applied to the each subject's data on the examination mark. SBA marks are also statistically moderated. The final exam mark and the SBA mark are then combined to obtain a final score for the subject. The final marks are verified and checked before statements of results are generated and printed for each candidate.

7.8.3 Final Approval of Results

As mandated by the General and Further Education and Training Quality Assurance (GENFETQA) Act, final approval and declaration on the credibility of the results is the prerogative of Umalusi, the Council for Quality assurance in the General and Further Education and Training bands

The Umalusi Council approved the 2014 National Senior Certificate examinations on Tuesday, 30 December 2014 without any disclaimer or conditions. In approving the results the chairman of Umalusi council Prof. Volmink said, "Umalusi was satisfied that the examinations were "fair and valid and credible and that nothing has compromised the integrity or credibility of the exams as a whole."

7.8.4 Re-checking, Re-marking and Viewing of Results and the Appeal Processes

A candidate may apply for the re-checking or re-marking of his or her examination answer script within 21 days of the official release of results by the Minister of Basic Education. This applies to both the (October/ November) final and (May/June) Supplementary examinations. If the candidate is still not satisfied with the outcome of the re-mark, the candidate or his/her parent may apply to view the examination answer script within 7 days of the release of the re-marked results and must provide clear reasons for the request.

7.9 Supplementary Examinations

The supplementary examination is a special examination, which provides learners with an additional opportunity to write the NSC examination based on certain pre-determined conditions. For this purpose, the end-of-year and the supplementary examinations are regarded as one examination sitting.

A candidate who did not write or complete the end-of year examination with a valid reason has the opportunity to write the supplementary examination for the specific examination question paper that he or she did not write in the end-of-year-examination. The School Based Assessment mark for the Grade 12-year will be used, including practical or oral assessment marks where applicable, in order to meet the School Based Assessment and external examination requirements.

A supplementary examination will be granted under the following conditions to a full-time, repeat or part-time candidate:

- (a) If a candidate has not met the minimum promotion and certification requirements, but requires a maximum of two subjects to obtain the National Senior Certificate;
- (b) If a candidate is medically unfit and, as a result, is absent from one or more external examinations, he or she may register for the supplementary examination;
- (c) A candidate that does not satisfy the minimum higher education requirements, higher education faculty requirements or the requirements for the specific occupation in the end-of-year examination, may be allowed in terms of the following to register for a maximum of two subjects in the supplementary examination provided the candidate is:

- (i) one requirement short in meeting the minimum admission requirements for Higher Certificate, Diploma and Bachelor's degree programmes requiring a National Senior Certificate; or
- (ii) provides documentary evidence that he or she qualifies for admission to a higher education institution or for an occupation, but does not satisfy the higher education faculty requirements or the requirements for the specific occupation.
- (d) If there is a death in the immediate family of a candidate, or other special reasons which meets the approval of the Head of the assessment body for the candidate's absence, he or she may register for the supplementary examination; and
- (e) In a case where an irregularity is being investigated, provisional enrolment for the supplementary examination may be granted to the candidate concerned, pending the outcome of the investigation.

8. ANALYSIS OF 2014 NATIONAL SENIOR CERTIFICATE (NSC) EXAMINATION RESULTS

This section of the report will provide the analysis of the data at national, provincial and district levels. The report will focus on full-time candidates that have written six or more subjects and this is based on the 532 860 candidates listed in Table 4. The performance of the part-time candidates, totalling to 94 884, is included in Table 34. Given that the part-time candidates register for one or more subjects, and in most cases these are less than the full package of seven subjects, the results of these candidates cannot be analysed in the same way as those for the full-time candidates. The results of these candidates will be analysed in terms of subject performance, and an overall pass rate for part-time candidates cannot be calculated.

This section will focus on the following analyses:

- (a) National pass rates and pass rate trends over the last four years;
- (b) Analysis of provincial performance;
- (c) Comparison of NSC passes by type of qualification;
- (d) Comparison of NSC passes by gender;
- (e) Analysis of school pass rates with different percentage categories;
- (f) Analysis of subject performance;
- (g) Analysis of school performance by quintile ranking;
- (h) Performance of learners with special needs;
- (i) Analysis of district performance; and
- (j) Subject performance of part-time candidates.

8.1 Overall performance of candidates (full-time) in the 2014 NSC examination

Table 4: Overall performance of candidates in the 2014 NSC examination

| Province | 2014 | | |
|-----------------|----------------|----------------|-------------|
| | Total Wrote | Total Achieved | % Achieved |
| Eastern Cape | 66 935 | 43 777 | 65.4 |
| Free State | 26 440 | 21 899 | 82.8 |
| Gauteng | 99 478 | 84 247 | 84.7 |
| KwaZulu-Natal | 139 367 | 97 144 | 69.7 |
| Limpopo | 72 990 | 53 179 | 72.9 |
| Mpumalanga | 45 081 | 35 615 | 79.0 |
| North West | 26 066 | 22 061 | 84.6 |
| Northern Cape | 8 794 | 6 715 | 76.4 |
| Western Cape | 47 709 | 39 237 | 82.2 |
| National | 532 860 | 403 874 | 75.8 |

The overall achievement rate for 2014 is **75.8%**. This is a decrease of **2.4** percentage points from the 2013 pass rate.

8.2 Comparison of NSC passes

Figure 4: Comparison of NSC performance, 2008 to 2014

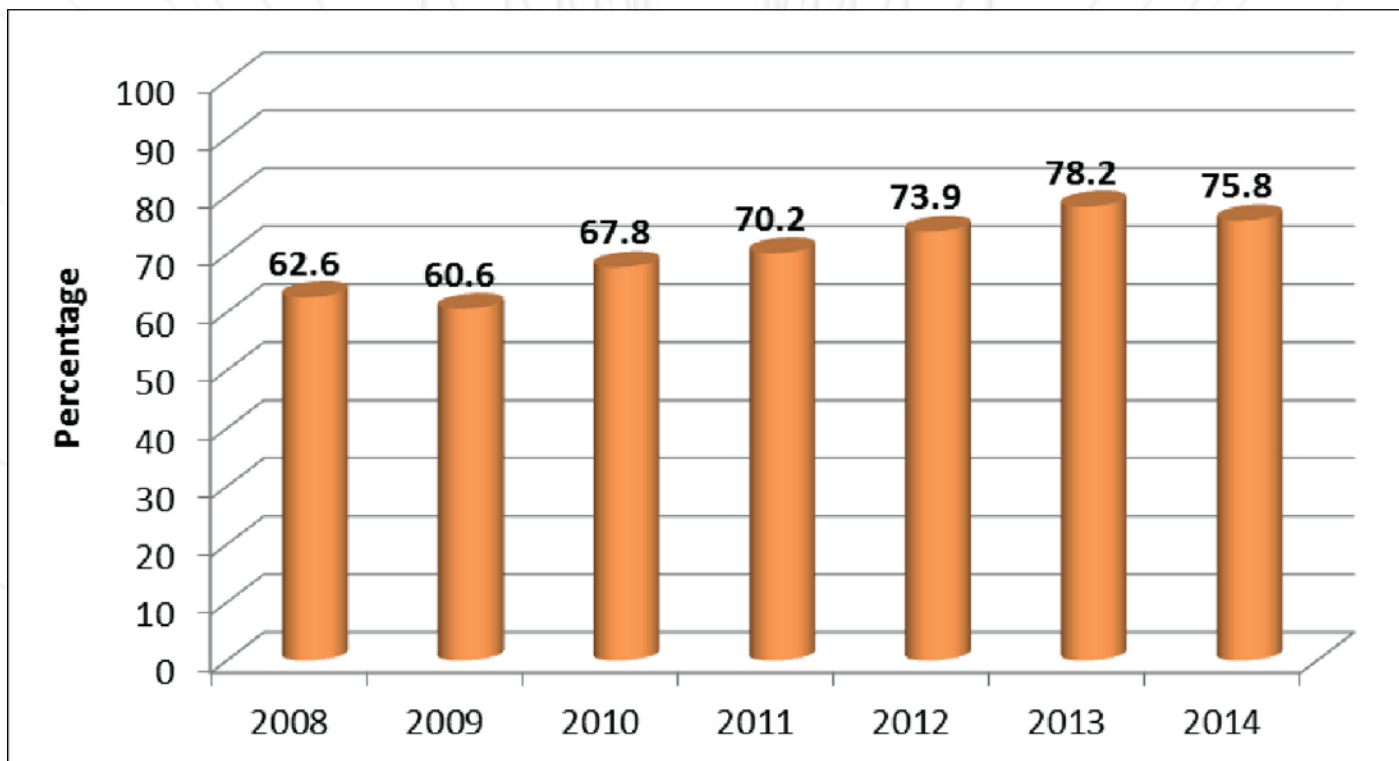
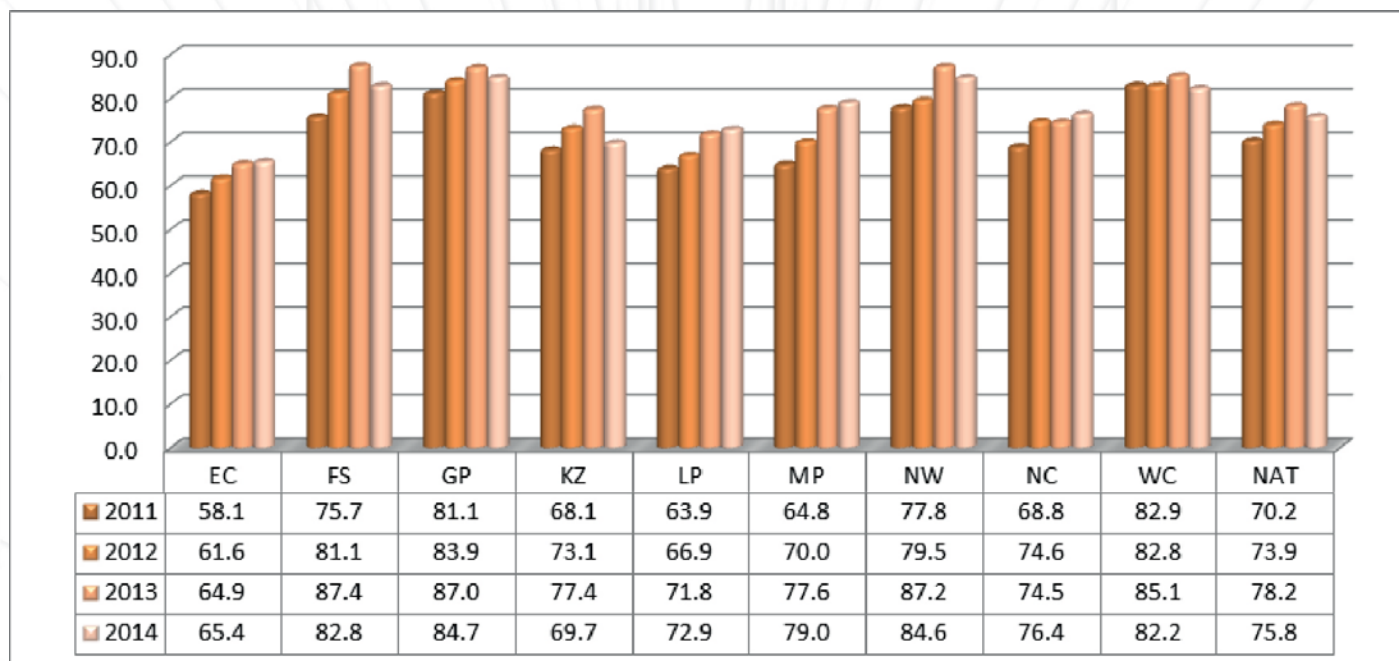


Figure 4 shows the significant increase in the pass rate from **62.6%** in 2008 to **75.8 %** in 2014. Table 5: Comparison of NSC passes by province, 2011 to 2014

| Province | 2011 | | | 2012 | | | 2013 | | | 2014 | | |
|---------------|-------------|----------------|------------|-------------|----------------|------------|-------------|----------------|------------|-------------|----------------|------------|
| | Total wrote | Total Achieved | % achieved | Total wrote | Total Achieved | % achieved | Total wrote | Total Achieved | % achieved | Total wrote | Total Achieved | % achieved |
| Eastern Cape | 65 359 | 37 997 | 58.1 | 63 989 | 39 443 | 61.6 | 72 138 | 46 840 | 64.9 | 66 935 | 43 777 | 65.4 |
| Free State | 25 932 | 19 618 | 75.7 | 24 265 | 19 676 | 81.1 | 27 105 | 23 689 | 87.4 | 26 440 | 21 899 | 82.8 |
| Gauteng | 85 367 | 69 216 | 81.1 | 89 627 | 75 214 | 83.9 | 97 897 | 85 122 | 87.0 | 99 478 | 84 247 | 84.7 |
| KwaZulu-Natal | 122 126 | 83 204 | 68.1 | 127 253 | 93 003 | 73.1 | 145 278 | 112 403 | 77.4 | 139 367 | 97 144 | 69.7 |
| Limpopo | 73 731 | 47 091 | 63.9 | 77 360 | 51 745 | 66.9 | 82 483 | 59 184 | 71.8 | 72 990 | 53 179 | 72.9 |
| Mpumalanga | 48 135 | 31 187 | 64.8 | 47 889 | 33 504 | 70.0 | 50 053 | 38 836 | 77.6 | 45 081 | 35 615 | 79.0 |
| North West | 25 364 | 19 737 | 77.8 | 27 174 | 21 609 | 79.5 | 29 140 | 25 414 | 87.2 | 26 066 | 22 061 | 84.6 |
| Northern Cape | 10 116 | 6 957 | 68.8 | 8 925 | 6 661 | 74.6 | 10 403 | 7 749 | 74.5 | 8 794 | 6 715 | 76.4 |
| Western Cape | 39 960 | 33 110 | 82.9 | 44 670 | 36 974 | 82.8 | 47 615 | 40 542 | 85.1 | 47 709 | 39 237 | 82.2 |
| National | 496 090 | 348 117 | 70.2 | 511 152 | 377 829 | 73.9 | 562 112 | 439 779 | 78.2 | 532 860 | 403 874 | 75.8 |

The number of candidates that passed NSC examinations increased from **348 117** in 2011 to **403 874** in 2014.

Figure 5: Comparison of NSC passes by province, 2011 to 2014



In 2014, **Gauteng** had the highest percentage of NSC passes (84.7%). Provinces that recorded pass rates of above 80%, are, **Free State, Gauteng, North West, and Western Cape**. Provinces that have shown pass rate increases are **Limpopo, Mpumalanga, Eastern Cape and Northern Cape**.

8.3 Performance by Type of Qualification

Table 6: NSC passes by type of qualification, 2014

| Province | Total Wrote | Bachelor | | Diploma | | Higher Certificate | | NSC | | Total Achieved | % Achieved |
|---------------|-------------|----------|------------|----------|------------|--------------------|------------|----------|------------|----------------|------------|
| | | Achieved | % Achieved | Achieved | % Achieved | Achieved | % Achieved | Achieved | % Achieved | | |
| Eastern Cape | 66 935 | 13 435 | 20.1 | 18 339 | 27.4 | 11 958 | 17.9 | 45 | 0.1 | 43 777 | 65.4 |
| Free State | 26 440 | 7 987 | 30.2 | 9 754 | 36.9 | 4 107 | 15.5 | 51 | 0.2 | 21 899 | 82.8 |
| Gauteng | 99 478 | 36 843 | 37.0 | 35 034 | 35.2 | 12 295 | 12.4 | 75 | 0.1 | 84 247 | 84.7 |
| KwaZulu-Natal | 139 367 | 35 724 | 25.6 | 39 751 | 28.5 | 21 544 | 15.5 | 125 | 0.1 | 97 144 | 69.7 |
| Limpopo | 72 990 | 16 325 | 22.4 | 20 927 | 28.7 | 15 912 | 21.8 | 15 | 0.0 | 53 179 | 72.9 |
| Mpumalanga | 45 081 | 11 229 | 24.9 | 15 898 | 35.3 | 8 423 | 18.7 | 65 | 0.1 | 35 615 | 79.0 |
| North West | 26 066 | 8 509 | 32.6 | 9 472 | 36.3 | 4 079 | 15.6 | 1 | 0.0 | 22 061 | 84.6 |
| Northern Cape | 8 794 | 2 176 | 24.7 | 2 941 | 33.4 | 1 596 | 18.1 | 2 | 0.0 | 6 715 | 76.4 |
| Western Cape | 47 709 | 18 524 | 38.8 | 14 573 | 30.5 | 6 108 | 12.8 | 32 | 0.1 | 39 237 | 82.2 |
| National | 532 860 | 150 752 | 28.3 | 166 689 | 31.3 | 86 022 | 16.1 | 411 | 0.1 | 403 874 | 75.8 |

Of the total number of learners who wrote the NSC examination in 2014, **150 752 (28.3%)** qualified for admission to Bachelor studies.

Figure 6: Number of learners who qualify for admission to Bachelor studies, by province, 2014

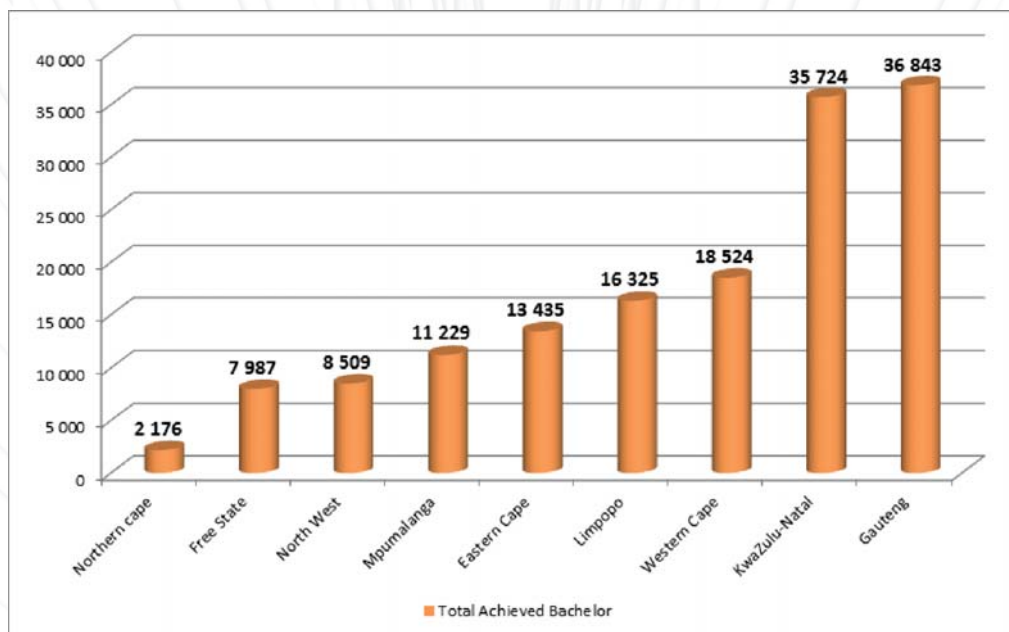
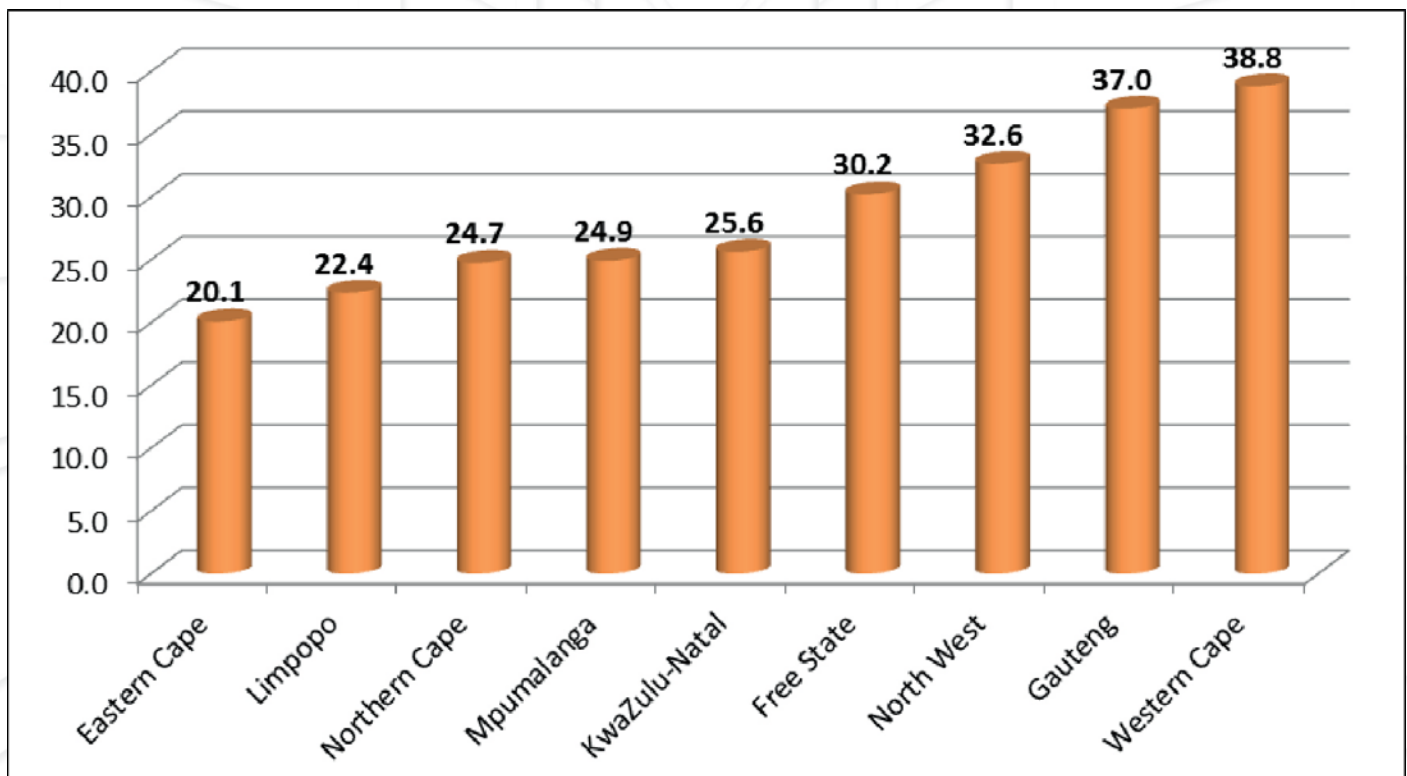


Figure 6 shows that Gauteng (36 843) has the highest number of candidates qualifying for Bachelor studies in 2014, followed by KwaZulu-Natal (35 724) and Western Cape at (18 524). The number of learners qualifying for Bachelor studies from Limpopo are also notable at 16 325.

Figure 7: Percentage of learners qualifying for Bachelors studies, by province, 2014



Western Cape has the highest proportions (at **38.8%**) of candidates qualifying for Bachelor studies in relation to the total number of learners who wrote NSC examinations, followed by Gauteng at **37%**.

Table 7: Comparison of the NSC performance by type of qualification from 2010 to 2014

| Province | Year | Total Number Wrote | Bachelor | | Diploma | | Higher Certificate | | NSC | | Total Achieved | % Achieved |
|---------------|------|--------------------|----------|------------|----------|------------|--------------------|------------|----------|------------|----------------|------------|
| | | | Achieved | % Achieved | Achieved | % Achieved | Achieved | % Achieved | Achieved | % Achieved | | |
| Eastern Cape | 2010 | 64 090 | 10 225 | 16.0 | 15 281 | 23.8 | 11 711 | 18.3 | 147 | 0.2 | 37 364 | 58.3 |
| | 2011 | 65 359 | 10 291 | 15.7 | 15 530 | 23.8 | 12 102 | 18.5 | 74 | 0.1 | 37 997 | 58.1 |
| | 2012 | 63 989 | 11 246 | 17.6 | 16 148 | 25.2 | 11 998 | 18.8 | 51 | 0.1 | 39 443 | 61.6 |
| | 2013 | 72 138 | 13 686 | 19.0 | 19 179 | 26.6 | 13 950 | 19.3 | 25 | 0.0 | 46 840 | 64.9 |
| | 2014 | 66 935 | 13 435 | 20.1 | 18 339 | 27.4 | 11 958 | 17.9 | 45 | 0.1 | 43 777 | 65.4 |
| Free State | 2010 | 27 586 | 5 890 | 21.4 | 8 180 | 29.7 | 5 367 | 19.5 | 62 | 0.2 | 19 499 | 70.7 |
| | 2011 | 25 932 | 6 817 | 26.3 | 8 371 | 32.3 | 4 413 | 17.0 | 17 | 0.1 | 19 618 | 75.7 |
| | 2012 | 24 265 | 6 937 | 28.6 | 8 553 | 35.2 | 4 181 | 17.2 | 5 | 0.0 | 19 676 | 81.1 |
| | 2013 | 27 105 | 8 961 | 33.1 | 10 089 | 37.2 | 4 636 | 17.1 | 3 | 0.0 | 23 689 | 87.4 |
| | 2014 | 26 440 | 7 987 | 30.2 | 9 754 | 36.9 | 4 107 | 15.5 | 51 | 0.2 | 21 899 | 82.8 |
| Gauteng | 2010 | 92 241 | 31 301 | 33.9 | 28 938 | 31.4 | 12 290 | 13.3 | 8 | 0.0 | 72 537 | 78.6 |
| | 2011 | 85 367 | 30 037 | 35.2 | 27 776 | 32.5 | 11 394 | 13.3 | 9 | 0.0 | 69 216 | 81.1 |
| | 2012 | 89 627 | 32 449 | 36.2 | 30 422 | 33.9 | 12 335 | 13.8 | 8 | 0.0 | 75 214 | 83.9 |
| | 2013 | 97 897 | 38 104 | 38.9 | 33 716 | 34.4 | 13 295 | 13.6 | 7 | 0.0 | 85 122 | 87.0 |
| | 2014 | 99 478 | 36 843 | 37.0 | 35 034 | 35.2 | 12 295 | 12.4 | 75 | 0.1 | 84 247 | 84.7 |
| KwaZulu-Natal | 2010 | 122 444 | 31 466 | 25.7 | 34 708 | 28.3 | 20 137 | 16.4 | 245 | 0.2 | 86 556 | 70.7 |
| | 2011 | 122 126 | 27 397 | 22.4 | 34 190 | 28.0 | 21 331 | 17.5 | 283 | 0.2 | 83 201 | 68.1 |
| | 2012 | 127 253 | 34 779 | 27.3 | 36 841 | 29.0 | 21 274 | 16.7 | 109 | 0.1 | 93 003 | 73.1 |
| | 2013 | 145 278 | 47 202 | 32.5 | 42 760 | 29.4 | 22 328 | 15.4 | 113 | 0.1 | 112 403 | 77.4 |
| | 2014 | 139 367 | 35 724 | 25.6 | 39 751 | 28.5 | 21 544 | 15.5 | 125 | 0.1 | 97 144 | 69.7 |
| Limpopo | 2010 | 94 632 | 14 757 | 15.6 | 21 471 | 22.7 | 18 478 | 19.5 | 103 | 0.1 | 54 809 | 57.9 |
| | 2011 | 73 731 | 12 946 | 17.6 | 18 868 | 25.6 | 15 253 | 20.7 | 24 | 0.0 | 47 091 | 63.9 |
| | 2012 | 77 360 | 15 324 | 19.8 | 20 103 | 26.0 | 16 301 | 21.1 | 17 | 0.0 | 51 745 | 66.9 |
| | 2013 | 82 483 | 18 781 | 22.8 | 22 694 | 27.5 | 17 695 | 21.5 | 14 | 0.0 | 59 184 | 71.8 |
| | 2014 | 72 990 | 16 325 | 22.4 | 20 927 | 28.7 | 15 912 | 21.8 | 15 | 0.0 | 53 179 | 72.9 |
| Mpumalanga | 2010 | 51 695 | 8 147 | 15.8 | 11 955 | 23.1 | 9 176 | 17.8 | 104 | 0.2 | 29 382 | 56.8 |
| | 2011 | 48 135 | 8 866 | 18.4 | 13 195 | 27.4 | 9 072 | 18.8 | 54 | 0.1 | 31 187 | 64.8 |
| | 2012 | 47 889 | 9 495 | 19.8 | 14 277 | 29.8 | 9 633 | 20.1 | 99 | 0.2 | 33 504 | 70.0 |
| | 2013 | 50 053 | 12 954 | 25.9 | 16 366 | 32.7 | 9 507 | 19.0 | 9 | 0.0 | 38 836 | 77.6 |
| | 2014 | 45 081 | 11 229 | 24.9 | 15 898 | 35.3 | 8 423 | 18.7 | 65 | 0.1 | 35 615 | 79.0 |
| North West | 2010 | 28 909 | 8 021 | 27.7 | 8 937 | 30.9 | 4 917 | 17.0 | 1 | 0.0 | 21 876 | 75.7 |
| | 2011 | 25 364 | 7 187 | 28.3 | 8 373 | 33.0 | 4 177 | 16.5 | 0 | 0.0 | 19 737 | 77.8 |
| | 2012 | 27 174 | 7 445 | 27.4 | 9 151 | 33.7 | 5 010 | 18.4 | 3 | 0.0 | 21 609 | 79.5 |
| | 2013 | 29 140 | 10 166 | 34.9 | 10 249 | 35.2 | 4 998 | 17.2 | 1 | 0.0 | 25 414 | 87.2 |
| | 2014 | 26 066 | 8 509 | 32.6 | 9 472 | 36.3 | 4 079 | 15.6 | 1 | 0.0 | 22 061 | 84.6 |

| Province | Year | Total Number Wrote | Bachelor | | Diploma | | Higher Certificate | | NSC | | Total Achieved | % Achieved |
|---------------|------|--------------------|----------|------------|----------|------------|--------------------|------------|----------|------------|----------------|------------|
| | | | Achieved | % Achieved | Achieved | % Achieved | Achieved | % Achieved | Achieved | % Achieved | | |
| Northern Cape | 2010 | 10 182 | 2 152 | 21.1 | 3 001 | 29.5 | 2 210 | 21.7 | 3 | 0.0 | 7 366 | 72.3 |
| | 2011 | 10 116 | 2 012 | 19.9 | 2 871 | 28.4 | 2 074 | 20.5 | 0 | 0.0 | 6 957 | 68.8 |
| | 2012 | 8 925 | 2 055 | 23.0 | 2 787 | 31.2 | 1 819 | 20.4 | 0 | 0.0 | 6 661 | 74.6 |
| | 2013 | 10 403 | 2 424 | 23.3 | 3 207 | 30.8 | 2 118 | 20.4 | 0 | 0.0 | 7 749 | 74.5 |
| | 2014 | 8 794 | 2 176 | 24.7 | 2 941 | 33.4 | 1 596 | 18.1 | 2 | 0.0 | 6 715 | 76.4 |
| Western Cape | 2010 | 45 764 | 14 412 | 31.5 | 13 753 | 30.1 | 6 955 | 15.2 | 4 | 0.0 | 35 124 | 76.8 |
| | 2011 | 39 960 | 15 214 | 38.1 | 12 410 | 31.1 | 5 480 | 13.7 | 6 | 0.0 | 33 110 | 82.9 |
| | 2012 | 44 670 | 16 317 | 36.5 | 14 599 | 32.7 | 6 053 | 13.6 | 5 | 0.0 | 36 974 | 82.8 |
| | 2013 | 47 615 | 19 477 | 40.9 | 15 032 | 31.6 | 6 029 | 12.7 | 4 | 0.0 | 40 542 | 85.1 |
| | 2014 | 47 709 | 18 524 | 38.8 | 14 573 | 30.5 | 6 108 | 12.8 | 32 | 0.1 | 39 237 | 82.2 |
| National | 2010 | 537 543 | 126 371 | 23.5 | 146 224 | 27.2 | 91 241 | 17.0 | 677 | 0.1 | 364 513 | 67.8 |
| | 2011 | 496 090 | 120 767 | 24.3 | 141 584 | 28.5 | 85 296 | 17.2 | 467 | 0.1 | 348 114 | 70.2 |
| | 2012 | 511 152 | 136 047 | 26.6 | 152 881 | 29.9 | 88 604 | 17.3 | 297 | 0.1 | 377 829 | 73.9 |
| | 2013 | 562 112 | 171 755 | 30.6 | 173 292 | 30.8 | 94 556 | 16.8 | 176 | 0.0 | 439 779 | 78.2 |
| | 2014 | 532 860 | 150 752 | 28.3 | 166 689 | 31.3 | 86 022 | 16.1 | 411 | 0.1 | 403 874 | 75.8 |

When comparing the NSC performance by type of qualification, the table shows that the number of learners qualifying for Bachelor studies has increased from **126 371** in 2010 to **150 752** in 2014. There has been a decrease of **21 003** candidates qualifying for Bachelor studies between 2013 and 2014.

Figure 8: Number of learners qualifying for admission to Bachelor studies, 2008 to 2014

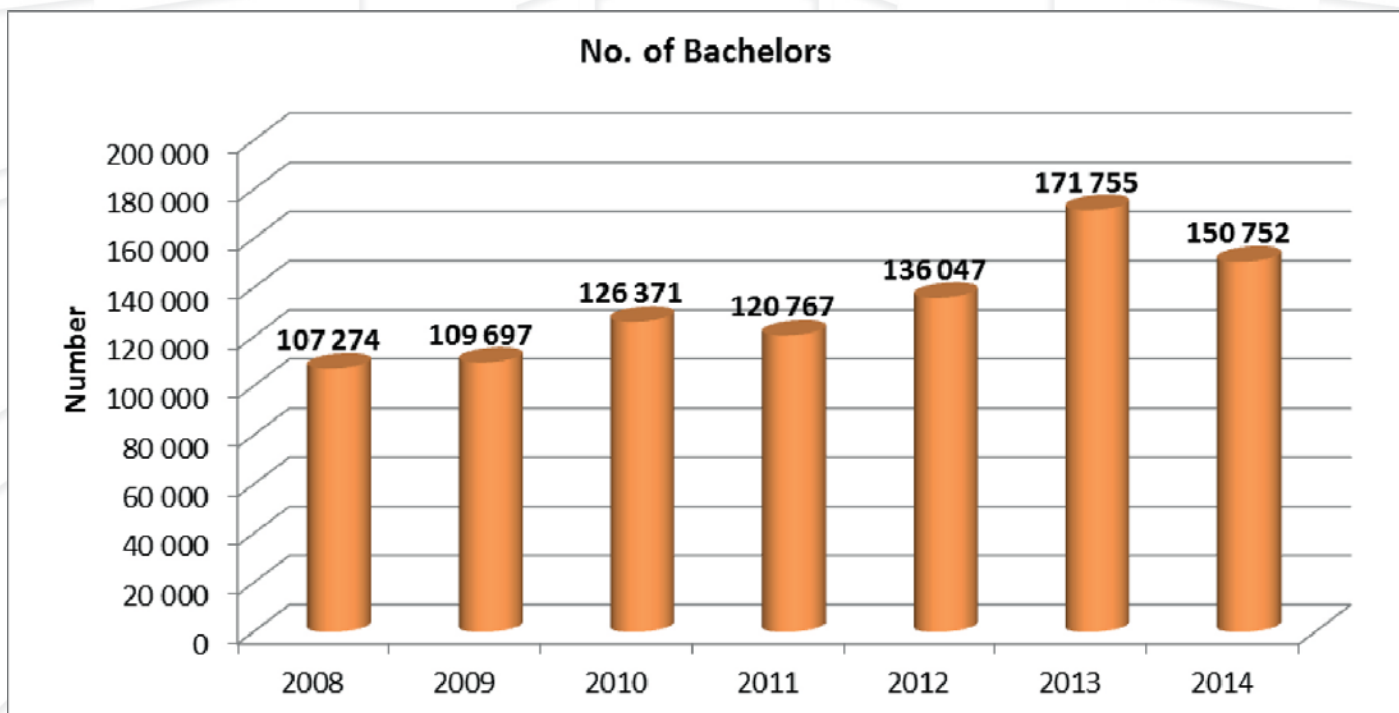
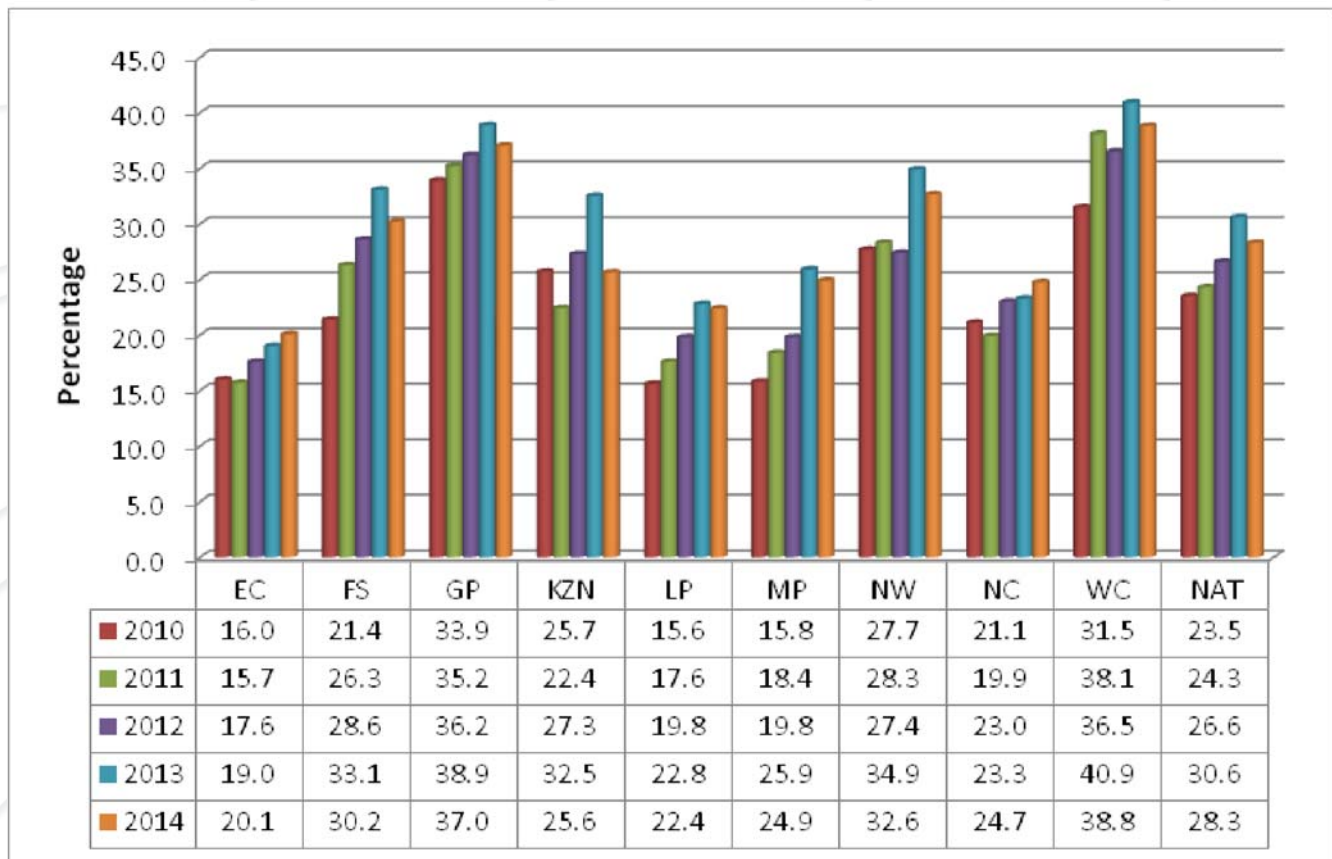


Table 8: Comparison of Bachelor passes by province between 2011 and 2014

| Province | 2011 | | | 2012 | | | 2013 | | | 2014 | | |
|---------------|--------------|-------------------------------|--------------------------|--------------|-------------------------------|--------------------------|--------------|-------------------------------|--------------------------|--------------|-------------------------------|--------------------------|
| | Number Wrote | Number Achieved with Bachelor | % Achieved with Bachelor | Number Wrote | Number Achieved with Bachelor | % Achieved with Bachelor | Number Wrote | Number Achieved with Bachelor | % Achieved with Bachelor | Number Wrote | Number Achieved with Bachelor | % Achieved with Bachelor |
| Eastern Cape | 65 359 | 10 291 | 15.7 | 63 989 | 11 246 | 17.6 | 72 138 | 13 686 | 19.0 | 66 935 | 13 435 | 20.1 |
| Free State | 25 932 | 6 817 | 26.3 | 24 265 | 6 937 | 28.6 | 27 105 | 8 961 | 33.1 | 26 440 | 7 987 | 30.2 |
| Gauteng | 85 367 | 30 037 | 35.2 | 89 627 | 32 449 | 36.2 | 97 897 | 38 104 | 38.9 | 99 478 | 36 843 | 37.0 |
| KwaZulu-Natal | 122 126 | 27 397 | 22.4 | 127 253 | 34 779 | 27.3 | 145 278 | 47 202 | 32.5 | 139 367 | 35 724 | 25.6 |
| Limpopo | 73 731 | 12 946 | 17.6 | 77 360 | 15 324 | 19.8 | 82 483 | 18 781 | 22.8 | 72 990 | 16 325 | 22.4 |
| Mpumalanga | 48 135 | 8 866 | 18.4 | 47 889 | 9 495 | 19.8 | 50 053 | 12 954 | 25.9 | 45 081 | 11 229 | 24.9 |
| North West | 25 364 | 7 187 | 28.3 | 27 174 | 7 445 | 27.4 | 29 140 | 10 166 | 34.9 | 26 066 | 8 509 | 32.6 |
| Northern Cape | 10 116 | 2 012 | 19.9 | 8 925 | 2 055 | 23.0 | 10 403 | 2 424 | 23.3 | 8 794 | 2 176 | 24.7 |
| Western Cape | 39 960 | 15 214 | 38.1 | 44 670 | 16 317 | 36.5 | 47 615 | 19 477 | 40.9 | 47 709 | 18 524 | 38.8 |
| National | 496 090 | 120 767 | 24.3 | 511 152 | 136 047 | 26.6 | 562 112 | 171 755 | 30.6 | 532 860 | 150 752 | 28.3 |

In terms of numbers, **Gauteng (36 843)** and **KwaZulu-Natal (35 724)** supplied the largest number of candidates who are eligible for Bachelor studies.

Figure 9: Comparison of Bachelor’s passes by provinces, 2010 to 2014



Admission for Bachelor studies has increased by **4.8** percentage points from **23.5% in 2010 to 28.3 % in 2014**. However, there has been a decrease compared to 2013 of **2.3** percentage points.

Table 9: Number of candidates qualifying for Bachelor studies by gender, 2012 to 2014

| Province | Gender | 2012 | | | 2013 | | | 2014 | | |
|---------------|--------|-------------|-------------------------|----------------------|-------------|-------------------------|----------------------|-------------|-------------------------|----------------------|
| | | Total Wrote | Total Achieved Bachelor | % Achieved Bachelors | Total Wrote | Total Achieved Bachelor | % Achieved Bachelors | Total Wrote | Total Achieved Bachelor | % Achieved Bachelors |
| Eastern Cape | Male | 28 438 | 5 194 | 18.3 | 32 010 | 6 504 | 20.3 | 30 106 | 6 104 | 20.3 |
| | Female | 35 551 | 6 052 | 17 | 40 128 | 7 182 | 17.9 | 36 829 | 7 331 | 19.9 |
| Free State | Male | 11 428 | 3 176 | 27.8 | 12 588 | 4 195 | 33.3 | 12 320 | 3 632 | 29.5 |
| | Female | 12 837 | 3 761 | 29.3 | 14 517 | 4 766 | 32.8 | 14 120 | 4 355 | 30.8 |
| Gauteng | Male | 40 274 | 13 672 | 33.9 | 43 798 | 16 145 | 36.9 | 44 700 | 15 686 | 35.1 |
| | Female | 49 353 | 18 777 | 38 | 54 099 | 21 959 | 40.6 | 54 778 | 21 157 | 38.6 |
| KwaZulu-Natal | Male | 59 399 | 15 873 | 26.7 | 65 291 | 20 997 | 32.2 | 64 647 | 16 194 | 25 |
| | Female | 67 854 | 18 906 | 27.9 | 79 987 | 26 205 | 32.8 | 74 720 | 19 530 | 26.1 |
| Limpopo | Male | 35 986 | 7 861 | 21.8 | 38 301 | 9 787 | 25.6 | 33 737 | 8 323 | 24.7 |
| | Female | 41 374 | 7 463 | 18 | 44 182 | 8 994 | 20.4 | 39 253 | 8 002 | 20.4 |
| Mpumalanga | Male | 22 015 | 4 619 | 21 | 23 044 | 6 448 | 28 | 20 511 | 5 394 | 26.3 |
| | Female | 25 874 | 4 876 | 18.8 | 27 009 | 6 506 | 24.1 | 24 570 | 5 835 | 23.7 |
| North West | Male | 12 819 | 3 572 | 27.9 | 13 056 | 4 674 | 35.8 | 12 111 | 4 012 | 33.1 |
| | Female | 14 355 | 3 873 | 27 | 16 084 | 5 492 | 34.1 | 13 955 | 4 497 | 32.2 |
| Northern Cape | Male | 4 082 | 915 | 22.4 | 4 756 | 1 105 | 23.2 | 3 983 | 935 | 23.5 |
| | Female | 4 843 | 1 140 | 23.5 | 5 647 | 1 319 | 23.4 | 4 811 | 1 241 | 25.8 |
| Western Cape | Male | 19 361 | 6 901 | 35.6 | 20 628 | 8 211 | 39.8 | 20 950 | 7 767 | 37.1 |
| | Female | 25 309 | 9 416 | 37.2 | 26 987 | 11 266 | 41.7 | 26 759 | 10 757 | 40.2 |
| National | Male | 233 802 | 61 783 | 26.4 | 253 472 | 78 066 | 30.8 | 243 065 | 68 047 | 28.0 |
| | Female | 277 350 | 74 264 | 26.8 | 308 640 | 93 689 | 30.4 | 289 795 | 82 705 | 28.5 |
| | Total | 511 152 | 136 047 | 26.6 | 562 112 | 171 755 | 30.6 | 532 860 | 150 752 | 28.3 |

There is a slight increase in the percentage of candidates qualifying for admission to Bachelor studies by gender between 2012 and 2014 (increase from **26%** to **28%**).

8.4 OVERALL NSC PERFORMANCE BY GENDER (2014)

Table 10: Overall performance of candidates in the NSC examination by gender, 2014

| Province | Gender | No. Wrote | No. Achieved | % Achieved |
|---------------|--------|-----------|--------------|------------|
| Eastern Cape | Male | 30 106 | 20 397 | 67.8 |
| | Female | 36 829 | 23 380 | 63.5 |
| Free State | Male | 12 320 | 10 404 | 84.4 |
| | Female | 14 120 | 11 495 | 81.4 |
| Gauteng | Male | 44 700 | 38 218 | 85.5 |
| | Female | 54 778 | 46 029 | 84.0 |
| KwaZulu-Natal | Male | 64 647 | 45 648 | 70.6 |
| | Female | 74 720 | 51 496 | 68.9 |
| Limpopo | Male | 33 737 | 25 855 | 76.6 |
| | Female | 39 253 | 27 324 | 69.6 |
| Mpumalanga | Male | 20 511 | 16 668 | 81.3 |
| | Female | 24 570 | 18 947 | 77.1 |
| North West | Male | 12 111 | 10 575 | 87.3 |
| | Female | 13 955 | 11 486 | 82.3 |
| Northern Cape | Male | 3 983 | 3 059 | 76.8 |
| | Female | 4 811 | 3 656 | 76.0 |
| Western Cape | Male | 20 950 | 17 433 | 83.2 |
| | Female | 26 759 | 21 804 | 81.5 |
| National | Male | 243 065 | 188 257 | 77.5 |
| | Female | 289 795 | 215 617 | 74.4 |
| | Both | 532 860 | 403 874 | 75.8 |

Although a higher number of females than males achieved the NSC, a higher percentage (**77.5%**) of males compared to females (**74.4%**) achieved the NSC in 2014.

Table 11: Comparison of number of NSC passes by province and gender from 2011 to 2014

| Province | Gender | Total wrote | | | | Total Achieved | | | | % achieved | | | |
|---------------|--------|-------------|---------|---------|---------|----------------|---------|---------|---------|------------|------|------|------|
| | | 2011 | 2012 | 2013 | 2014 | 2011 | 2012 | 2013 | 2014 | 2011 | 2012 | 2013 | 2014 |
| Eastern Cape | Male | 28 825 | 28 438 | 32 010 | 30 106 | 17 516 | 18 235 | 21 911 | 20 397 | 60.8 | 64.1 | 68.5 | 67.8 |
| | Female | 36 534 | 35 551 | 40 128 | 36 829 | 20 481 | 21 208 | 24 929 | 23 380 | 56.1 | 59.7 | 62.1 | 63.5 |
| Free State | Male | 12 307 | 11 428 | 12 588 | 12 320 | 9 550 | 9 477 | 11 199 | 10 404 | 77.6 | 82.9 | 89.0 | 84.4 |
| | Female | 13 625 | 12 837 | 14 517 | 14 120 | 10 068 | 10 199 | 12 490 | 11 495 | 73.9 | 79.5 | 86.0 | 81.4 |
| Gauteng | Male | 39 586 | 40 274 | 43 798 | 44 700 | 32 341 | 34 080 | 38 326 | 38 218 | 81.7 | 84.6 | 87.5 | 85.5 |
| | Female | 45 781 | 49 353 | 54 099 | 54 778 | 36 875 | 41 134 | 46 796 | 46 029 | 80.5 | 83.3 | 86.5 | 84.0 |
| KwaZulu-Natal | Male | 58 729 | 59 399 | 65 291 | 64 647 | 40 337 | 43 826 | 50 958 | 45 648 | 68.7 | 73.8 | 78.0 | 70.6 |
| | Female | 63 397 | 67 854 | 79 987 | 74 720 | 42 867 | 49 177 | 61 445 | 51 496 | 67.6 | 72.5 | 76.8 | 68.9 |
| Limpopo | Male | 34 415 | 35 986 | 38 300 | 33 737 | 23 440 | 25 525 | 28 982 | 25 855 | 68.1 | 70.9 | 75.7 | 76.6 |
| | Female | 39 316 | 41 374 | 44 183 | 39 253 | 23 651 | 26 220 | 30 202 | 27 324 | 60.2 | 63.4 | 68.4 | 69.6 |
| Mpumalanga | Male | 22 478 | 22 015 | 23 044 | 20 511 | 15 146 | 15 989 | 18 359 | 16 668 | 67.4 | 72.6 | 79.7 | 81.3 |
| | Female | 25 657 | 25 874 | 27 009 | 24 570 | 16 041 | 17 515 | 20 477 | 18 947 | 62.5 | 67.7 | 75.8 | 77.1 |
| North West | Male | 12 148 | 12 819 | 13 056 | 12 111 | 9 637 | 10 470 | 11 598 | 10 575 | 79.3 | 81.7 | 88.8 | 87.3 |
| | Female | 13 216 | 14 355 | 16 084 | 13 955 | 10 100 | 11 139 | 13 816 | 11 486 | 76.4 | 77.6 | 85.9 | 82.3 |
| Northern Cape | Male | 4 613 | 4 082 | 4 756 | 3 983 | 3 186 | 3 119 | 3 603 | 3 059 | 69.1 | 76.4 | 75.8 | 76.8 |
| | Female | 5 503 | 4 843 | 5 647 | 4 811 | 3 771 | 3 542 | 4 146 | 3 656 | 68.5 | 73.1 | 73.4 | 76.0 |
| Western Cape | Male | 17 745 | 19 361 | 20 628 | 20 950 | 14 904 | 16 335 | 17 805 | 17 433 | 84.0 | 84.4 | 86.3 | 83.2 |
| | Female | 22 215 | 25 309 | 26 987 | 26 759 | 18 206 | 20 639 | 22 737 | 21 804 | 82.0 | 81.5 | 84.3 | 81.5 |
| National | Male | 230 846 | 233 802 | 253 471 | 243 065 | 166 057 | 177 056 | 202 741 | 188 257 | 71.9 | 75.7 | 80.0 | 77.5 |
| | Female | 265 244 | 277 350 | 308 641 | 289 795 | 182 060 | 200 773 | 237 038 | 215 617 | 68.6 | 72.4 | 76.8 | 74.4 |
| | Both | 496 090 | 511 152 | 562 112 | 532 860 | 348 117 | 377 829 | 439 779 | 403 874 | 70.2 | 73.9 | 78.2 | 75.8 |

The number of females that wrote and passed the NSC has been consistently higher than the number of males from 2011 to 2014. However in terms of the proportion, the percentage of males that passed the NSC examination has been consistently higher than the percentage of females that passed.

8.5 School performance within different percentage categories

Table 12: Pass rates within different percentage categories, 2014

| Provinces | Total Number of Schools | 0 - 19.9% | 20 - 39.9% | 40 to 59.9% | 60 to 79.9% | 80 to 100% | Exactly 0% | Exactly 100% |
|---------------|-------------------------|-----------|------------|-------------|-------------|------------|------------|--------------|
| Eastern Cape | Number | 36 | 139 | 228 | 289 | 229 | 4 | 38 |
| | % | 3.9 | 15.1 | 24.8 | 31.4 | 24.9 | 0.4 | 4.1 |
| Free State | Number | 0 | 3 | 22 | 78 | 224 | 0 | 50 |
| | % | 0.0 | 0.9 | 6.7 | 23.9 | 68.5 | 0.0 | 15.3 |
| Gauteng | Number | 1 | 13 | 50 | 200 | 571 | 1 | 115 |
| | % | 0.1 | 1.6 | 6.0 | 24.0 | 68.4 | 0.1 | 13.8 |
| KwaZulu-Natal | Number | 87 | 196 | 353 | 523 | 572 | 8 | 93 |
| | % | 5.0 | 11.3 | 20.4 | 30.2 | 33.0 | 0.5 | 5.4 |
| Limpopo | Number | 25 | 91 | 261 | 496 | 544 | 3 | 55 |
| | % | 1.8 | 6.4 | 18.4 | 35.0 | 38.4 | 0.2 | 3.9 |
| Mpumalanga | Number | 0 | 17 | 67 | 172 | 287 | 0 | 27 |
| | % | 0.0 | 3.1 | 12.3 | 31.7 | 52.9 | 0.0 | 5.0 |
| North West | Number | 1 | 5 | 21 | 102 | 245 | 0 | 48 |
| | % | 0.3 | 1.3 | 5.6 | 27.3 | 65.5 | 0.0 | 12.8 |
| Northern Cape | Number | 0 | 2 | 20 | 44 | 59 | 0 | 13 |
| | % | 0.0 | 1.6 | 16.0 | 35.2 | 47.2 | 0.0 | 10.4 |
| Western Cape | Number | 0 | 3 | 31 | 125 | 272 | 0 | 76 |
| | % | 0.0 | 0.7 | 7.2 | 29.0 | 63.1 | 0.0 | 17.6 |
| National | Number | 150 | 469 | 1 053 | 2 029 | 3 003 | 16 | 515 |
| | % | 2.2 | 7.0 | 15.7 | 30.3 | 44.8 | 0.2 | 7.7 |

In 2014, 3003 (44.8%) of schools performed between 80% and 100%.

Table 13: Pass rates within different percentage categories, 2013 and 2014

| PROVINCES 2013 | Total Number of Schools | | 0 - 19.9% | | 20 - 39.9% | | 40 to 59.9% | | 60 to 79.9 | | 80 to 100% | | Exactly 0% | | Exactly 100% | |
|-------------------|----------------------------|-------|-----------|------|------------|------|-------------|-------|------------|-------|------------|-------|------------|------|--------------|------|
| | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 | 2014 | 2013 |
| Eastern Cape | Number | 918 | 921 | 36 | 121 | 139 | 261 | 228 | 287 | 289 | 220 | 229 | 3 | 4 | 36 | 38 |
| | % | 3.2 | 3.9 | 13.2 | 15.1 | 28.4 | 24.8 | 31.3 | 31.4 | 24.0 | 24.9 | 0.3 | 0.4 | 0.4 | 3.9 | 4.1 |
| Free State | Number | 332 | 327 | 0 | 0 | 3 | 8 | 22 | 63 | 78 | 260 | 224 | 0 | 0 | 50 | 50 |
| | % | 0.0 | 0.0 | 0.3 | 0.9 | 2.4 | 6.7 | 19.0 | 23.9 | 78.3 | 68.5 | 0.0 | 0.0 | 0.0 | 15.1 | 15.3 |
| Gauteng | Number | 806 | 835 | 1 | 7 | 13 | 35 | 50 | 179 | 200 | 584 | 571 | 1 | 1 | 122 | 115 |
| | % | 0.1 | 0.1 | 0.9 | 1.6 | 4.3 | 6.0 | 22.2 | 24.0 | 24.0 | 72.5 | 68.4 | 0.1 | 0.1 | 15.1 | 13.8 |
| KwaZulu-Natal | Number | 1 723 | 1 731 | 23 | 87 | 95 | 272 | 353 | 530 | 523 | 803 | 572 | 2 | 8 | 116 | 93 |
| | % | 1.3 | 5.0 | 5.5 | 11.3 | 15.8 | 20.4 | 30.8 | 30.2 | 46.6 | 33.0 | 0.1 | 0.5 | 0.5 | 6.7 | 5.4 |
| Limpopo | Number | 1 413 | 1 417 | 26 | 25 | 94 | 276 | 261 | 530 | 496 | 487 | 544 | 2 | 3 | 51 | 55 |
| | % | 1.8 | 1.8 | 6.6 | 6.4 | 19.5 | 18.4 | 37.5 | 35.0 | 34.4 | 38.4 | 0.1 | 0.2 | 0.2 | 3.6 | 3.9 |
| Mpumalanga | Number | 539 | 543 | 2 | 0 | 10 | 82 | 67 | 190 | 172 | 255 | 287 | 0 | 0 | 25 | 27 |
| | % | 0.4 | 0.0 | 1.9 | 3.1 | 15.2 | 12.3 | 35.3 | 31.7 | 47.3 | 52.9 | 0.0 | 0.0 | 0.0 | 4.6 | 5.0 |
| North West | Number | 380 | 374 | 0 | 1 | 5 | 11 | 21 | 80 | 102 | 288 | 245 | 0 | 0 | 48 | 48 |
| | % | 0.0 | 0.3 | 0.3 | 1.3 | 2.9 | 5.6 | 21.1 | 27.3 | 75.8 | 65.5 | 0.0 | 0.0 | 0.0 | 12.6 | 12.8 |
| Northern Cape | Number | 134 | 125 | 0 | 0 | 3 | 21 | 20 | 43 | 44 | 67 | 59 | 0 | 0 | 14 | 13 |
| | % | 0.0 | 0.0 | 2.2 | 1.6 | 15.7 | 16.0 | 32.1 | 35.2 | 50.0 | 47.2 | 0.0 | 0.0 | 0.0 | 10.4 | 10.4 |
| Western Cape | Number | 431 | 431 | 1 | 0 | 2 | 25 | 31 | 97 | 125 | 306 | 272 | 1 | 0 | 89 | 76 |
| | % | 0.2 | 0.0 | 0.5 | 0.7 | 5.8 | 7.2 | 22.5 | 29.0 | 71.0 | 63.1 | 0.2 | 0.0 | 0.0 | 20.6 | 17.6 |
| National | Number | 6 676 | 6 704 | 82 | 150 | 334 | 991 | 1 053 | 1 999 | 2 029 | 3 270 | 3 003 | 9 | 16 | 551 | 515 |
| | % | 1.2 | 2.2 | 5.0 | 7.0 | 14.8 | 15.7 | 29.9 | 30.3 | 44.8 | 49.0 | 0.1 | 0.2 | 0.2 | 8.3 | 7.7 |

A total of 78.9% of the schools performed at 60% and above in 2014

8.6 School performance by quintiles

Table 14: Pass rates within different percentage categories by Quintiles, 2014

| Quintiles | 0 - 19.9% | 20 - 39.9% | 40 - 59.9% | 60 - 79.9% | 80 - 100% | Total |
|------------|-----------|------------|------------|------------|-----------|-------|
| Quintile 1 | 68 | 183 | 367 | 530 | 520 | 1 668 |
| Quintile 2 | 51 | 119 | 291 | 545 | 570 | 1 576 |
| Quintile 3 | 18 | 108 | 212 | 413 | 384 | 1 135 |
| Quintile 4 | 5 | 14 | 68 | 171 | 277 | 535 |
| Quintile 5 | 0 | 10 | 22 | 105 | 438 | 575 |
| Total | 142 | 434 | 960 | 1 764 | 2 189 | 5 489 |

Please note: Independent, special and other schools are not classified in quintiles. Therefore, **1 215** schools are not included in this table.

Table 15: NSC passes by type of qualification per Quintile, 2013 to 2014

| Achievement Status | 2013 | | | | | | | 2014 | | | | | | |
|--------------------|--------|--------|--------|--------|--------|--------|---------|--------|--------|--------|--------|--------|--------|---------|
| | Q 1 | Q 2 | Q 3 | Q 4 | Q 5 | Q 99 | Totals | Q 1 | Q 2 | Q 3 | Q 4 | Q 5 | Q 99 | Totals |
| Achieved Bachelor | 21 068 | 26 931 | 30 408 | 26 225 | 55 181 | 11 942 | 171 755 | 16 486 | 19 677 | 20 568 | 15 831 | 34 843 | 43 347 | 150 752 |
| Achieved Diploma | 30 734 | 35 893 | 37 758 | 28 386 | 32 296 | 8 225 | 173 292 | 26 636 | 30 018 | 28 718 | 19 103 | 22 070 | 40 144 | 166 689 |
| Achieved H-Cert | 22 653 | 24 605 | 23 132 | 12 489 | 8 417 | 3 244 | 94 540 | 19 648 | 20 272 | 17 208 | 8 166 | 6 288 | 14 440 | 86 022 |
| Achieved NSC | 82 | 53 | 14 | 7 | 1 | 20 | 177 | 167 | 72 | 35 | 9 | 5 | 123 | 411 |
| Total Achieved | 74 537 | 87 482 | 91 312 | 67 107 | 95 895 | 23 431 | 439 764 | 62 937 | 70 039 | 66 529 | 43 109 | 63 206 | 98 054 | 403 874 |

Please note Q99 refers to schools that are not classified into quintiles.

Table 16: Number of candidates in schools per percentage interval per Quintile, 2013 to 2014

| % Interval (Schools) | 2013 | | | | | | 2014 | | | | | |
|----------------------|---------|---------|---------|--------|---------|---------|--------|---------|--------|--------|--------|---------|
| | Q 1 | Q 2 | Q 3 | Q 4 | Q 5 | Total | Q 1 | Q 2 | Q 3 | Q 4 | Q 5 | Total |
| No with 0 to 19.9% | 1 209 | 1 136 | 386 | 42 | 75 | 2 848 | 2 778 | 2 064 | 593 | 217 | 0 | 5 652 |
| No with 20 to 39.9% | 7 609 | 4 602 | 3 671 | 683 | 917 | 17 482 | 9 022 | 5 651 | 6 767 | 1 176 | 1 040 | 23 656 |
| No with 40 to 59.9% | 22 223 | 19 672 | 16 504 | 6 253 | 2 173 | 66 825 | 20 639 | 18 802 | 17 240 | 6 702 | 2 090 | 65 473 |
| No with 60 to 79.9% | 34 499 | 45 850 | 46 684 | 23 346 | 10 298 | 160 677 | 31 918 | 38 195 | 37 761 | 16 998 | 12 134 | 137 006 |
| No with 80 to 100% | 40 414 | 48 475 | 54 742 | 51 747 | 90 881 | 286 259 | 29 993 | 35 739 | 32 401 | 30 063 | 55 938 | 184 134 |
| Grand Total | 105 954 | 119 735 | 121 987 | 82 071 | 104 344 | 534 091 | 94 350 | 100 451 | 94 762 | 55 156 | 71 202 | 415 921 |
| Exactly 0% | 37 | 9 | 56 | 0 | 0 | 102 | 94 | 43 | 14 | 14 | 0 | 165 |
| Exactly 100% | 1 227 | 1 036 | 1 953 | 1 208 | 14 635 | 20 059 | 2 453 | 1 166 | 1 660 | 1 747 | 9 807 | 16 833 |

8.7 National Subject analysis

NSC CANDIDATES' PERFORMANCE IN HOME LANGUAGES

Table 17: Candidates' performance in Home Languages (official languages), 2011 to 2014

| Subject Name (Home Languages) | 2011 | | | 2012 | | | 2013 | | | 2014 | | |
|-------------------------------|-------------|-------------------------|------------|-------------|-------------------------|------------|-------------|-------------------------|------------|-------------|-------------------------|------------|
| | Total Wrote | Achieved 40% & Above | % Achieved | Total Wrote | Achieved 40% & Above | % Achieved | Total Wrote | Achieved 40% & Above | % Achieved | Total Wrote | Achieved 40% & Above | % Achieved |
| Afrikaans Home Language | 47 971 | 47 068 | 98.1 | 48 471 | 47 650 | 98.3 | 50 101 | 49 058 | 97.9 | 48 885 | 47 363 | 96.9 |
| English Home Language | 85 495 | 80 407 | 94.0 | 95 338 | 90 821 | 95.3 | 110 243 | 106 715 | 96.8 | 105 480 | 100 279 | 95.1 |
| IsiNdebele Home Language | 3 685 | 3 682 | 99.9 | 3 525 | 3 523 | 99.9 | 4 287 | 4 281 | 99.9 | 3 363 | 3 360 | 99.9 |
| IsiXhosa Home Language | 71 780 | 71 665 | 99.8 | 72 215 | 72 112 | 99.9 | 79 307 | 79 193 | 99.9 | 74 925 | 74 788 | 99.8 |
| IsiZulu Home Language | 124 412 | 123 637 | 99.4 | 125 325 | 124 617 | 99.4 | 136 302 | 135 869 | 99.7 | 138 004 | 137 194 | 99.4 |
| Sepedi Home Language | 58 122 | 57 612 | 99.1 | 60 296 | 60 081 | 99.6 | 65 207 | 64 960 | 99.6 | 58 042 | 57 643 | 99.3 |
| Sesotho Home Language | 26 482 | 26 287 | 99.3 | 25 151 | 25 066 | 99.7 | 28 243 | 28 165 | 99.7 | 27 794 | 27 657 | 99.5 |
| Setswana Home Language | 35 213 | 35 006 | 99.4 | 36 698 | 36 600 | 99.7 | 40 719 | 40 603 | 99.7 | 35 939 | 35 863 | 99.8 |
| SiSwati Home Language | 15 527 | 15 436 | 99.4 | 16 214 | 16 101 | 99.3 | 16 586 | 16 467 | 99.3 | 15 545 | 15 478 | 99.6 |
| Tshivenda Home Language | 12 649 | 12 639 | 99.9 | 13 607 | 13 595 | 99.9 | 14 914 | 14 912 | 100.0 | 13 952 | 13 947 | 100.0 |
| Xitsonga Home Language | 21 279 | 21 137 | 99.3 | 20 964 | 20 797 | 99.2 | 21 984 | 21 882 | 99.5 | 19 577 | 19 471 | 99.5 |

Generally, candidates performed well in Home Languages.

Table 18: Candidates' performance in First Additional Language, 2011 to 2014

| Subject Name (1st Additional Languages) | 2011 | | | 2012 | | | 2013 | | | 2014 | | |
|---|---------|----------------------|------------|---------|----------------------|------------|---------|----------------------|------------|---------|----------------------|------------|
| | Wrote | Achieved 30% & Above | % Achieved | Wrote | Achieved 30% & Above | % Achieved | Wrote | Achieved 30% & Above | % Achieved | Wrote | Achieved 30% & Above | % Achieved |
| Afrikaans First Additional Language | 68 455 | 63 965 | 93.4 | 75 843 | 69 880 | 92.1 | 87 930 | 81 662 | 92.9 | 82 649 | 76 855 | 93.0 |
| English First Additional Language | 414 480 | 398 740 | 96.2 | 419 263 | 410 255 | 97.9 | 454 666 | 449 420 | 98.8 | 432 933 | 423 134 | 97.7 |
| IsiNdebele First Additional Language | 1 | 1 | 100.0 | 17 | 17 | 100.0 | 23 | 23 | 100.0 | 26 | 26 | 100.0 |
| IsiXhosa First Additional Language | 1 547 | 1 541 | 99.6 | 1 774 | 1 772 | 99.9 | 1 880 | 1 875 | 99.7 | 2 043 | 2 040 | 99.9 |
| IsiZulu First Additional Language | 10 943 | 10 887 | 99.5 | 12 829 | 12 768 | 99.5 | 15 345 | 15 254 | 99.4 | 15 381 | 15 316 | 99.6 |
| Sepedi First Additional Language | 280 | 275 | 98.2 | 397 | 393 | 99.0 | 387 | 385 | 99.5 | 421 | 418 | 99.3 |
| Sesotho First Additional Language | 593 | 588 | 99.2 | 533 | 533 | 100.0 | 652 | 648 | 99.4 | 702 | 702 | 100.0 |
| Setswana First Additional Language | 181 | 179 | 98.9 | 244 | 244 | 100.0 | 217 | 216 | 99.5 | 217 | 217 | 100.0 |
| SiSwati First Additional Language | 281 | 279 | 99.3 | 314 | 314 | 100.0 | 326 | 326 | 100.0 | 362 | 359 | 99.2 |
| Tshivenda First Additional Language | 8 | 8 | 100.0 | 18 | 18 | 100.0 | 24 | 24 | 100.0 | 21 | 21 | 100.0 |
| Xitsonga First Additional Language | 9 | 9 | 100.0 | 21 | 21 | 100.0 | 19 | 19 | 100.0 | 13 | 12 | 92.3 |

Candidates performance in all First Additional Languages is above 90%.

COMPARISON OF NSC CANDIDATES' PERFORMANCE IN SELECTED SUBJECTS

Table 19: Candidates' performance at 30% and above in selected subjects, 2011 to 2014

| Subjects (Full-Time) | 2011 | | | 2012 | | | 2013 | | | 2014 | | |
|-----------------------|---------|-------------------------|------------|---------|-------------------------|------------|---------|-------------------------|------------|---------|-------------------------|------------|
| | Wrote | Achieved 30% & Above | % Achieved | Wrote | Achieved 30% & Above | % Achieved | Wrote | Achieved 30% & Above | % Achieved | Wrote | Achieved 30% & Above | % Achieved |
| Accounting | 137 903 | 84 972 | 61.6 | 134 978 | 88 508 | 65.6 | 145 427 | 95 520 | 65.7 | 125 987 | 85 681 | 68.0 |
| Agricultural Sciences | 77 719 | 55 404 | 71.3 | 78 148 | 57 571 | 73.7 | 83 437 | 67 308 | 80.7 | 78 063 | 64 486 | 82.6 |
| Business Studies | 187 677 | 147 559 | 78.6 | 195 507 | 151 237 | 77.4 | 218 914 | 179 329 | 81.9 | 207 659 | 161 723 | 77.9 |
| Economics | 133 358 | 85 411 | 64.0 | 134 369 | 97 842 | 72.8 | 150 114 | 110 869 | 73.9 | 137 478 | 94 779 | 68.9 |
| Geography | 199 248 | 139 405 | 70.0 | 213 735 | 162 046 | 75.8 | 239 657 | 191 834 | 80.0 | 236 051 | 191 966 | 81.3 |
| History | 85 928 | 65 239 | 75.9 | 94 489 | 81 265 | 86.0 | 109 046 | 94 982 | 87.1 | 115 686 | 99 823 | 86.3 |
| Life Orientation | 506 138 | 503 985 | 99.6 | 522 132 | 520 502 | 99.7 | 569 530 | 568 311 | 99.8 | 542 956 | 540 810 | 99.6 |
| Life Sciences | 264 819 | 193 946 | 73.2 | 278 412 | 193 593 | 69.5 | 301 718 | 222 374 | 73.7 | 284 298 | 209 783 | 73.8 |
| Mathematical Literacy | 275 380 | 236 548 | 85.9 | 291 341 | 254 611 | 87.4 | 324 097 | 282 270 | 87.1 | 312 054 | 262 495 | 84.1 |
| Mathematics | 224 635 | 104 033 | 46.3 | 225 874 | 121 970 | 54.0 | 241 509 | 142 666 | 59.1 | 225 458 | 120 523 | 53.5 |
| Physical Sciences | 180 585 | 96 441 | 53.4 | 179 194 | 109 918 | 61.3 | 184 383 | 124 206 | 67.4 | 167 997 | 103 348 | 61.5 |

From the above list of subjects, there has been an improvement in Agricultural Sciences, Geography, Accounting and Life Sciences.

Figure 10: Candidates' performance at 30% and above in selected subjects, 2010 – 2014

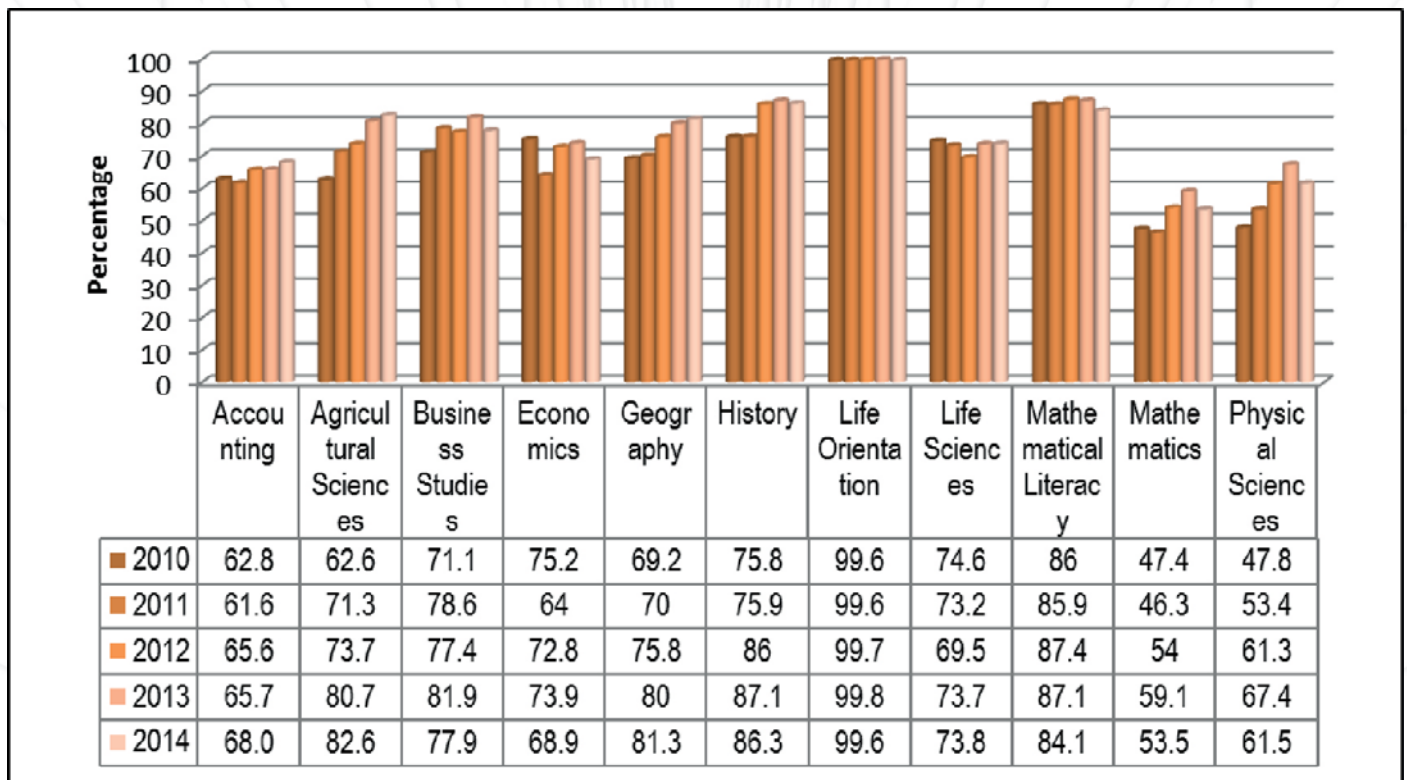


Table 20: Candidates' performance in all non-language subjects, 2011 – 2014

| Subjects | 2011 | | | 2012 | | | 2013 | | | 2014 | | |
|-----------------------------------|---------|-------------------------|------------|---------|-------------------------|------------|---------|-------------------------|------------|---------|-------------------------|------------|
| | Wrote | Achieved at 30% & above | % Achieved | Wrote | Achieved at 30% & above | % Achieved | Wrote | Achieved at 30% & above | % Achieved | Wrote | Achieved at 30% & above | % Achieved |
| Accounting | 137 903 | 84 972 | 61.6 | 134 978 | 88 508 | 65.6 | 145 427 | 95 520 | 65.7 | 125 987 | 85 681 | 68.0 |
| Agricultural Management Practices | 1 100 | 1 084 | 98.5 | 1 223 | 1 223 | 100.0 | 1 417 | 1 412 | 99.6 | 1 615 | 1 599 | 99.0 |
| Agricultural Sciences | 77 719 | 55 404 | 71.3 | 78 148 | 57 571 | 73.7 | 83 437 | 67 308 | 80.7 | 78 063 | 64 486 | 82.6 |
| Agricultural Technology | 590 | 587 | 99.5 | 675 | 670 | 99.3 | 688 | 687 | 99.9 | 705 | 700 | 99.3 |
| Business Studies | 187 677 | 147 559 | 78.6 | 195 507 | 151 237 | 77.4 | 218 914 | 179 329 | 81.9 | 207 659 | 161 723 | 77.9 |
| Civil Technology | 8 227 | 7 954 | 96.7 | 8 759 | 8 597 | 98.2 | 9 073 | 8 849 | 97.5 | 9 210 | 8 961 | 97.3 |
| Computer Applications Technology | 44 866 | 40 019 | 89.2 | 44 555 | 41 183 | 92.4 | 44 848 | 41 348 | 92.2 | 40 910 | 37 379 | 91.4 |
| Consumer Studies | 32 560 | 31 962 | 98.2 | 36 001 | 34 797 | 96.7 | 39 504 | 39 231 | 99.3 | 38 511 | 37 820 | 98.2 |
| Dance Studies | 406 | 387 | 95.3 | 435 | 422 | 97.0 | 449 | 443 | 98.7 | 544 | 543 | 99.8 |
| Design | 2 247 | 2 178 | 96.9 | 2 106 | 2 043 | 97.0 | 2 178 | 2 153 | 98.9 | 2 135 | 2 097 | 98.2 |
| Dramatic Arts | 6 098 | 6 006 | 98.5 | 6 813 | 6 763 | 99.3 | 7 695 | 7 666 | 99.6 | 8 214 | 8 149 | 99.2 |
| Economics | 133 358 | 85 411 | 64.0 | 134 369 | 97 842 | 72.8 | 150 114 | 110 869 | 73.9 | 137 478 | 94 779 | 68.9 |
| Electrical Technology | 4 836 | 4 331 | 89.6 | 5 010 | 4 725 | 94.3 | 5 124 | 4 988 | 97.3 | 5 332 | 5 143 | 96.5 |
| Engineering Graphics and Design | 23 824 | 22 599 | 94.9 | 25 070 | 23 812 | 95.0 | 27 027 | 26 076 | 96.5 | 26 540 | 24 934 | 93.9 |
| Geography | 199 248 | 139 405 | 70.0 | 213 735 | 162 046 | 75.8 | 239 657 | 191 834 | 80.0 | 236 051 | 191 966 | 81.3 |
| History | 85 928 | 65 239 | 75.9 | 94 489 | 81 265 | 86.0 | 109 046 | 94 982 | 87.1 | 115 686 | 99 823 | 86.3 |
| Hospitality Studies | 8 922 | 8 840 | 99.1 | 8 378 | 8 319 | 99.3 | 8 778 | 8 686 | 99.0 | 8 428 | 8 298 | 98.5 |
| Information Technology | 4 313 | 4 055 | 94.0 | 4 428 | 4 141 | 93.5 | 4 874 | 4 651 | 95.4 | 4 820 | 4 464 | 92.6 |
| Life Orientation | 506 138 | 503 985 | 99.6 | 522 132 | 520 502 | 99.7 | 569 530 | 568 311 | 99.8 | 542 956 | 540 810 | 99.6 |
| Life Sciences | 264 819 | 193 946 | 73.2 | 278 412 | 193 593 | 69.5 | 301 718 | 222 374 | 73.7 | 284 298 | 209 783 | 73.8 |
| Mathematical Literacy | 275 380 | 236 548 | 85.9 | 291 341 | 254 611 | 87.4 | 324 097 | 282 270 | 87.1 | 312 054 | 262 495 | 84.1 |
| Mathematics | 224 635 | 104 033 | 46.3 | 225 874 | 121 970 | 54.0 | 241 509 | 142 666 | 59.1 | 225 458 | 120 523 | 53.5 |
| Mechanical Technology | 5 831 | 5 470 | 93.8 | 5 801 | 5 484 | 94.5 | 6 223 | 5 891 | 94.7 | 6 375 | 6 108 | 95.8 |
| Music | 1 560 | 1 442 | 92.4 | 1 679 | 1 618 | 96.4 | 1 762 | 1 702 | 96.6 | 1 744 | 1 659 | 95.1 |
| Physical Sciences | 180 585 | 96 441 | 53.4 | 179 194 | 109 918 | 61.3 | 184 383 | 124 206 | 67.4 | 167 997 | 103 348 | 61.5 |
| Religion Studies | 3 221 | 2 929 | 90.9 | 4 212 | 4 023 | 95.5 | 5 241 | 4 810 | 91.8 | 5 802 | 5 325 | 91.8 |
| Tourism | 84 354 | 82 094 | 97.3 | 93 254 | 90 962 | 97.5 | 110 565 | 106 449 | 96.3 | 116 179 | 113 251 | 97.5 |
| Visual Arts | 6 254 | 6 059 | 96.9 | 6 409 | 6 280 | 98.0 | 6 871 | 6 755 | 98.3 | 6 892 | 6 814 | 98.9 |

The performance in Mathematics is the lowest (53.5%) followed by Physical Sciences at 61.5%.

Table 21: Candidates' performance in Mathematics and Physical Science by gender, 2010 to 2014

| Year | Subject | Mathematics | | | Physical Science | | |
|------|-------------------------|-------------|---------|---------|------------------|--------|---------|
| | | Female | Male | Total | Female | Male | Total |
| 2010 | Total Wrote | 142 990 | 120 044 | 263 034 | 106 746 | 98 618 | 205 364 |
| | Achieved at 30% & above | 62 197 | 62 552 | 124 749 | 48 763 | 49 497 | 98 260 |
| | % Achieved | 43.5 | 52.1 | 47.4 | 45.7 | 50.2 | 47.8 |
| 2011 | Total Wrote | 119 645 | 104 990 | 224 635 | 92 984 | 87 601 | 180 585 |
| | Achieved at 30% & above | 50 158 | 53 875 | 104 033 | 46 683 | 49 758 | 96 441 |
| | % Achieved | 41.9 | 51.3 | 46.3 | 50.2 | 56.8 | 53.4 |
| 2012 | Total Wrote | 122 620 | 103 254 | 225 874 | 94 279 | 84 915 | 179 194 |
| | Achieved at 30% & above | 60 322 | 61 648 | 121 970 | 55 575 | 54 343 | 109 918 |
| | % Achieved | 49.2 | 59.7 | 54.0 | 58.9 | 64.0 | 61.3 |
| 2013 | Total Wrote | 132 784 | 108 725 | 241 509 | 97 995 | 86 388 | 184 383 |
| | Achieved at 30% & above | 72 069 | 70 597 | 142 666 | 64 376 | 59 830 | 124 206 |
| | % Achieved | 54.3 | 64.9 | 59.1 | 65.7 | 69.3 | 67.4 |
| 2014 | Total Wrote | 123 045 | 102 413 | 225 458 | 88 729 | 79 268 | 167 997 |
| | Achieved at 30% & above | 59 814 | 60 709 | 120 523 | 52 449 | 50 899 | 103 348 |
| | % Achieved | 48.6 | 59.3 | 53.5 | 59.1 | 64.2 | 61.5 |

Mathematics: In 2014 the performance of male and female candidates in Mathematics and Physical Sciences has decreased compared to 2013. In Mathematics performance of females decreased from 54.3% in 2013 to 48.6% in 2014; and performance of males decreased from 64.9% in 2013 to 59.3% in 2014.

Physical Sciences: In Physical Sciences performance of females' decreased from 65.7% in 2013 to 59.1% in 2014; while performance of males also dropped from 69.3% in 2013 to 64.2% in 2014.

8.8 Provincial subject performance

Comparison of candidates' performance in Mathematics by province and level of achievement

Table 22: Candidates' performance in Mathematics by province and level of achievement, 2012 to 2014

| Province | Mathematics | | | | | | | | | | | | | | | | | | | |
|---------------|-------------|---------|---------|--|---------------------------------|---------|---------|--|-----------------------------|------|------|--|---------------------------------|--------|--------|--|-----------------------------|------|------|--|
| | Total Wrote | | | | Total achieved at 30% and above | | | | % achieved at 30% and above | | | | Total achieved at 40% and above | | | | % achieved at 40% and above | | | |
| | 2012 | 2013 | 2014 | | 2012 | 2013 | 2014 | | 2012 | 2013 | 2014 | | 2012 | 2013 | 2014 | | 2012 | 2013 | 2014 | |
| Eastern Cape | 37 038 | 36 274 | 31 091 | | 14 114 | 15 753 | 13 054 | | 38.1 | 43.4 | 42.0 | | 8 124 | 9 564 | 7 812 | | 21.9 | 26.4 | 25.1 | |
| Free State | 9 512 | 9 629 | 10 135 | | 6 167 | 6 847 | 6 665 | | 64.8 | 71.1 | 65.8 | | 4 114 | 4 794 | 4 506 | | 43.3 | 49.8 | 44.5 | |
| Gauteng | 33 682 | 36 908 | 35 572 | | 23 899 | 27 150 | 24 661 | | 71.0 | 73.6 | 69.3 | | 17 638 | 20 088 | 18 035 | | 52.4 | 54.4 | 50.7 | |
| KwaZulu-Natal | 63 168 | 73 019 | 71 634 | | 30 408 | 39 151 | 29 188 | | 48.1 | 53.6 | 40.7 | | 18 676 | 25 841 | 17 405 | | 29.6 | 35.4 | 24.3 | |
| Limpopo | 35 044 | 35 558 | 32 122 | | 18 346 | 21 088 | 18 265 | | 52.4 | 59.3 | 56.9 | | 11 926 | 14 224 | 11 485 | | 34.0 | 40.0 | 35.8 | |
| Mpumalanga | 18 835 | 19 400 | 17 767 | | 9 998 | 11 301 | 10 050 | | 53.1 | 58.3 | 56.6 | | 6 539 | 7 719 | 6 330 | | 34.7 | 39.8 | 35.6 | |
| North West | 10 344 | 10 906 | 9 478 | | 6 160 | 7 350 | 5 846 | | 59.6 | 67.4 | 61.7 | | 3 901 | 4 889 | 3 819 | | 37.7 | 44.8 | 40.3 | |
| Northern Cape | 2 864 | 3 139 | 2 411 | | 1 572 | 1 810 | 1 529 | | 54.9 | 57.7 | 63.4 | | 1 045 | 1 198 | 1 022 | | 36.5 | 38.2 | 42.4 | |
| Western Cape | 15 387 | 16 676 | 15 248 | | 11 306 | 12 216 | 11 265 | | 73.5 | 73.3 | 73.9 | | 8 753 | 9 473 | 8 636 | | 56.9 | 56.8 | 56.6 | |
| National | 225 874 | 241 509 | 225 458 | | 121 970 | 142 666 | 120 523 | | 54.0 | 59.1 | 53.5 | | 80 716 | 97 790 | 79 050 | | 35.7 | 40.5 | 35.1 | |

Mathematics candidates who passed at 30% and above has decreased from **59.1%** in 2013 to **53.1%** in 2014. Similarly, Mathematics candidates who passed at 40% and above decreased from **40.5%** in 2013 to **35.1%** in 2014.

Comparison of candidates' performance in Physical Sciences by province and level of achievement

Table 23: Number of candidates who achieved in Physical Sciences, by province and level of achievement, 2012 to 2014

| Province | Physical Science | | | | | | | | | | | | | | |
|---------------|------------------|---------|---------|---------------------------------|---------|---------|-----------------------------|------|------|---------------------------------|--------|--------|-----------------------------|------|------|
| | Total Wrote | | | Total achieved at 30% and above | | | % achieved at 30% and above | | | Total achieved at 40% and above | | | % achieved at 40% and above | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Eastern Cape | 25 603 | 25 218 | 21 855 | 12 911 | 14 061 | 11 263 | 50.4 | 55.8 | 51.5 | 6 922 | 7 534 | 5 793 | 27.0 | 29.9 | 26.5 |
| Free State | 8 487 | 8 288 | 8 641 | 5 820 | 6 280 | 5 959 | 68.6 | 75.8 | 69.0 | 3 748 | 4 047 | 3 699 | 44.2 | 48.8 | 42.8 |
| Gauteng | 29 001 | 29 836 | 29 093 | 20 335 | 22 557 | 19 881 | 70.1 | 75.6 | 68.3 | 14 649 | 15 750 | 13 353 | 50.5 | 52.8 | 45.9 |
| KwaZulu-Natal | 45 951 | 50 332 | 45 143 | 26 783 | 33 442 | 25 177 | 58.3 | 66.4 | 55.8 | 16 163 | 20 875 | 14 077 | 35.2 | 41.5 | 31.2 |
| Limpopo | 30 975 | 30 758 | 26 691 | 18 566 | 20 180 | 17 801 | 59.9 | 65.6 | 66.7 | 11 194 | 12 233 | 10 384 | 36.1 | 39.8 | 38.9 |
| Mpumalanga | 16 493 | 16 952 | 15 210 | 10 426 | 11 104 | 8 921 | 63.2 | 65.5 | 58.7 | 6 842 | 6 958 | 5 234 | 41.5 | 41.0 | 34.4 |
| North West | 9 225 | 8 978 | 8 191 | 5 769 | 6 686 | 5 243 | 62.5 | 74.5 | 64.0 | 3 593 | 4 182 | 3 012 | 38.9 | 46.6 | 36.8 |
| Northern Cape | 2 202 | 2 540 | 2 082 | 1 324 | 1 563 | 1 258 | 60.1 | 61.5 | 60.4 | 840 | 916 | 765 | 38.1 | 36.1 | 36.7 |
| Western Cape | 11 257 | 11 481 | 11 091 | 7 984 | 8 333 | 7 845 | 70.9 | 72.6 | 70.7 | 6 125 | 6 182 | 5 715 | 54.4 | 53.8 | 51.5 |
| National | 179 194 | 184 383 | 167 997 | 109 918 | 124 206 | 103 348 | 61.3 | 67.4 | 61.5 | 70 076 | 78 677 | 62 032 | 39.1 | 42.7 | 36.9 |

Physical Sciences candidates who passed at 30% and above has decreased from **67.4%** in 2013 to **61.5%** in 2014. Similarly, Physical Sciences candidates who passed at 40% and above decreased from **42.7%** in 2013 to **36.9%** in 2014.

Table 24: Candidates' performance in Accounting by province and level of achievement, 2013 to 2014

| Province | Accounting | | | | | | | | | | |
|---------------|------------|--------------------|--------------------|------------------|------------------|---------|--------------------|--------------------|------------------|------------------|--|
| | 2013 | | | | | 2014 | | | | | |
| | Wrote | No. Pass 30 - 100% | No. Pass 40 - 100% | % Pass 30 - 100% | % Pass 40 - 100% | Wrote | No. Pass 30 - 100% | No. Pass 40 - 100% | % Pass 30 - 100% | % Pass 40 - 100% | |
| Eastern Cape | 18 104 | 10 359 | 5 843 | 57.2 | 32.3 | 15 482 | 9 508 | 5 831 | 61.4 | 37.7 | |
| Free State | 7 379 | 5 375 | 3 432 | 72.8 | 46.5 | 6 620 | 5 277 | 3 730 | 79.7 | 56.3 | |
| Gauteng | 25 413 | 17 873 | 12 331 | 70.3 | 48.5 | 23 777 | 17 236 | 12 210 | 72.5 | 51.4 | |
| KwaZulu-Natal | 44 493 | 30 232 | 19 543 | 67.9 | 43.9 | 37 968 | 23 901 | 14 866 | 63.0 | 39.2 | |
| Limpopo | 20 247 | 12 209 | 6 710 | 60.3 | 33.1 | 17 320 | 12 076 | 7 251 | 69.7 | 41.9 | |
| Mpumalanga | 11 013 | 6 178 | 3 592 | 56.1 | 32.6 | 9 205 | 6 193 | 3 854 | 67.3 | 41.9 | |
| North West | 6 435 | 4 400 | 2 585 | 68.4 | 40.2 | 4 337 | 3 272 | 2 208 | 75.4 | 50.9 | |
| Northern Cape | 1 974 | 1 176 | 707 | 59.6 | 35.8 | 1 726 | 1 134 | 703 | 65.7 | 40.7 | |
| Western Cape | 10 369 | 7 718 | 5 568 | 74.4 | 53.7 | 9 552 | 7 084 | 5 184 | 74.2 | 54.3 | |
| National | 145 427 | 95 520 | 60 311 | 65.7 | 41.5 | 125 987 | 85 681 | 55 837 | 68.0 | 44.3 | |

Accounting candidates who passed at 30% and above has increased from **65.7%** in 2013 to **68.0%** in 2014.

Table 25: Candidates' performance in Business Studies by province and level of achievement, 2013 to 2014

| Province | Business Studies | | | | | | | | | | |
|---------------|------------------|--------------------|--------------------|------------------|------------------|---------|--------------------|--------------------|------------------|------------------|--|
| | 2013 | | | | | 2014 | | | | | |
| | Wrote | No. Pass 30 - 100% | No. Pass 40 - 100% | % Pass 30 - 100% | % Pass 40 - 100% | Wrote | No. Pass 30 - 100% | No. Pass 40 - 100% | % Pass 30 - 100% | % Pass 40 - 100% | |
| Eastern Cape | 25 596 | 18 511 | 11 590 | 72.3 | 45.3 | 23 581 | 17 420 | 11 248 | 73.9 | 47.7 | |
| Free State | 11 621 | 10 128 | 7 109 | 87.2 | 61.2 | 11 009 | 8 807 | 5 970 | 80.0 | 54.2 | |
| Gauteng | 44 162 | 39 408 | 29 701 | 89.2 | 67.3 | 44 936 | 40 126 | 31 199 | 89.3 | 69.4 | |
| KwaZulu-Natal | 60 045 | 51 766 | 39 752 | 86.2 | 66.2 | 60 157 | 43 155 | 29 017 | 71.7 | 48.2 | |
| Limpopo | 24 355 | 15 168 | 8 288 | 62.3 | 34.0 | 20 717 | 13 892 | 7 889 | 67.1 | 38.1 | |
| Mpumalanga | 18 770 | 14 161 | 8 780 | 75.4 | 46.8 | 16 265 | 12 671 | 8 021 | 77.9 | 49.3 | |
| North West | 10 322 | 9 134 | 6 538 | 88.5 | 63.3 | 7 814 | 6 749 | 4 818 | 86.4 | 61.7 | |
| Northern Cape | 3 921 | 3 008 | 1 785 | 76.7 | 45.5 | 3 251 | 2 528 | 1 519 | 77.8 | 46.7 | |
| Western Cape | 20 122 | 18 045 | 13 879 | 89.7 | 69.0 | 19 929 | 16 375 | 12 062 | 82.2 | 60.5 | |
| National | 218 914 | 179 329 | 127 422 | 81.9 | 58.2 | 207 659 | 161 723 | 111 743 | 77.9 | 53.8 | |

The Business Studies candidates who passed at 30% and above has decreased from **81.9%** in 2013 to **77.9%** in 2014.

Table 26: Candidates' performance in Economics by province and level of achievement, 2013 to 2014

| Province | Economics | | | | | | | | | |
|---------------|-----------|--------------------|--------------------|------------------|------------------|---------|--------------------|--------------------|------------------|------------------|
| | 2013 | | | | | 2014 | | | | |
| | Wrote | No. Pass 30 - 100% | No. Pass 40 - 100% | % Pass 30 - 100% | % Pass 40 - 100% | Wrote | No. Pass 30 - 100% | No. Pass 40 - 100% | % Pass 30 - 100% | % Pass 40 - 100% |
| Eastern Cape | 20 686 | 12 068 | 5 823 | 58.3 | 28.1 | 18 353 | 10 945 | 5 239 | 59.6 | 28.5 |
| Free State | 7 170 | 5 674 | 3 188 | 79.1 | 44.5 | 6 822 | 4 383 | 2 103 | 64.2 | 30.8 |
| Gauteng | 26 980 | 22 227 | 14 481 | 82.4 | 53.7 | 27 336 | 21 232 | 12 871 | 77.7 | 47.1 |
| KwaZulu-Natal | 37 959 | 30 164 | 20 431 | 79.5 | 53.8 | 36 230 | 25 241 | 14 781 | 69.7 | 40.8 |
| Limpopo | 25 678 | 18 041 | 10 446 | 70.3 | 40.7 | 22 002 | 14 334 | 7 614 | 65.1 | 34.6 |
| Mpumalanga | 13 622 | 8 022 | 3 958 | 58.9 | 29.1 | 11 579 | 6 524 | 2 849 | 56.3 | 24.6 |
| North West | 6 788 | 5 926 | 4 028 | 87.3 | 59.3 | 4 627 | 3 919 | 2 560 | 84.7 | 55.3 |
| Northern Cape | 1 974 | 1 597 | 889 | 80.9 | 45.0 | 1 513 | 1 137 | 645 | 75.1 | 42.6 |
| Western Cape | 9 257 | 7 150 | 4 551 | 77.2 | 49.2 | 9 016 | 7 064 | 4 632 | 78.3 | 51.4 |
| National | 150 114 | 110 869 | 67 795 | 73.9 | 45.2 | 137 478 | 94 779 | 53 294 | 68.9 | 38.8 |

The Economics candidates who passed at 30% and above has decreased from **73.9%** in 2013 to **68.9%** in 2014.

Table 27: Candidates' performance in Geography by province and level of achievement, 2013 to 2014

| Province | Geography | | | | | | | | | |
|---------------|-----------|--------------------|--------------------|------------------|------------------|---------|--------------------|--------------------|------------------|------------------|
| | 2013 | | | | | 2014 | | | | |
| | Wrote | No. Pass 30 - 100% | No. Pass 40 - 100% | % Pass 30 - 100% | % Pass 40 - 100% | Wrote | No. Pass 30 - 100% | No. Pass 40 - 100% | % Pass 30 - 100% | % Pass 40 - 100% |
| Eastern Cape | 27 654 | 19 334 | 11 088 | 69.9 | 40.1 | 26 379 | 19 702 | 11 747 | 74.7 | 44.5 |
| Free State | 9 808 | 8 369 | 5 440 | 85.3 | 55.5 | 9 409 | 8 183 | 5 549 | 87.0 | 59.0 |
| Gauteng | 39 337 | 34 445 | 25 030 | 87.6 | 63.6 | 41 090 | 36 341 | 26 459 | 88.4 | 64.4 |
| KwaZulu-Natal | 61 955 | 49 896 | 35 088 | 80.5 | 56.6 | 64 057 | 49 303 | 33 238 | 77.0 | 51.9 |
| Limpopo | 41 315 | 32 177 | 20 724 | 77.9 | 50.2 | 37 603 | 30 720 | 19 124 | 81.7 | 50.9 |
| Mpumalanga | 22 047 | 17 308 | 11 201 | 78.5 | 50.8 | 20 259 | 16 923 | 11 355 | 83.5 | 56.0 |
| North West | 14 926 | 12 685 | 8 346 | 85.0 | 55.9 | 14 270 | 12 328 | 7 905 | 86.4 | 55.4 |
| Northern Cape | 5 070 | 3 925 | 2 164 | 77.4 | 42.7 | 4 366 | 3 115 | 1 462 | 71.3 | 33.5 |
| Western Cape | 17 545 | 13 695 | 8 792 | 78.1 | 50.1 | 18 618 | 15 351 | 10 519 | 82.5 | 56.5 |
| National | 239 657 | 191 834 | 127 873 | 80.0 | 53.4 | 236 051 | 191 966 | 127 358 | 81.3 | 54.0 |

The Geography candidates who passed at 30% and above has increased slightly from **80.0%** in 2013 to **81.3%** in 2014.

Table 28: Candidates' performance in History by province and level of achievement, 2013 to 2014

| Province | History | | | | | | | |
|---------------|---------|-----------------------|---------------------|---------------------|---------|-----------------------|---------------------|---------------------|
| | 2013 | | | | 2014 | | | |
| | Wrote | No. Pass 30 - 100% | % Pass 30 - 100% | % Pass 40 - 100% | Wrote | No. Pass 30 - 100% | % Pass 30 - 100% | % Pass 40 - 100% |
| Eastern Cape | 15 667 | 12 825 | 81.9 | 59.4 | 15 877 | 12 359 | 77.8 | 52.1 |
| Free State | 4 238 | 3 889 | 91.8 | 74.6 | 4 062 | 3 629 | 89.3 | 71.8 |
| Gauteng | 22 483 | 20 297 | 90.3 | 71.1 | 25 319 | 22 684 | 89.6 | 70.5 |
| KwaZulu-Natal | 27 325 | 24 843 | 90.9 | 75.8 | 31 224 | 28 006 | 89.7 | 74.0 |
| Limpopo | 12 200 | 8 591 | 70.4 | 41.4 | 11 202 | 8 395 | 74.9 | 47.0 |
| Mpumalanga | 5 570 | 4 898 | 87.9 | 69.1 | 5 386 | 4 958 | 92.1 | 79.4 |
| North West | 5 130 | 4 619 | 90.0 | 69.9 | 5 272 | 4 988 | 94.6 | 79.5 |
| Northern Cape | 2 922 | 2 629 | 90.0 | 60.7 | 2 525 | 2 175 | 86.1 | 58.6 |
| Western Cape | 13 511 | 12 391 | 91.7 | 71.8 | 14 819 | 12 629 | 85.2 | 64.3 |
| National | 109 046 | 94 982 | 87.1 | 67.1 | 115 686 | 99 823 | 86.3 | 66.5 |

The History candidates who passed at 30% and above has decreased slightly from **87.1%** in 2013 to **86.3%** in 2014.

Table 29: Candidates' performance in Life Sciences by province and level of achievement, 2013 to 2014

| Province | Life Science | | | | | | | |
|---------------|--------------|-----------------------|---------------------|---------------------|---------|-----------------------|---------------------|---------------------|
| | 2013 | | | | 2014 | | | |
| | Wrote | No. Pass 30 - 100% | % Pass 30 - 100% | % Pass 40 - 100% | Wrote | No. Pass 30 - 100% | % Pass 30 - 100% | % Pass 40 - 100% |
| Eastern Cape | 41 368 | 26 659 | 64.4 | 35.9 | 37 564 | 24 937 | 66.4 | 41.8 |
| Free State | 12 521 | 10 528 | 84.1 | 58.4 | 12 644 | 10 347 | 81.8 | 59.7 |
| Gauteng | 45 690 | 37 129 | 81.3 | 58.7 | 45 980 | 37 043 | 80.6 | 58.2 |
| KwaZulu-Natal | 78 353 | 58 313 | 74.4 | 50.0 | 74 496 | 54 184 | 72.7 | 48.1 |
| Limpopo | 50 440 | 35 661 | 70.7 | 40.9 | 44 889 | 32 187 | 71.7 | 43.8 |
| Mpumalanga | 26 461 | 19 281 | 72.9 | 45.9 | 23 953 | 18 459 | 77.1 | 49.6 |
| North West | 16 026 | 12 548 | 78.3 | 50.5 | 14 956 | 11 432 | 76.4 | 49.2 |
| Northern Cape | 6 165 | 3 589 | 58.2 | 33.3 | 5 331 | 3 384 | 63.5 | 36.5 |
| Western Cape | 24 694 | 18 666 | 75.6 | 53.6 | 24 485 | 17 810 | 72.7 | 50.7 |
| National | 301 718 | 222 374 | 73.7 | 47.8 | 284 298 | 209 783 | 73.8 | 48.9 |

The Life Science candidates who passed at 30% and above has increased slightly from **73.7%** to **73.8%**.

Table 30: Candidates' performance in Mathematical Literacy by province and level of achievement, 2013 to 2014

| Province | Mathematical Literacy | | | | | | | | | | | |
|---------------|-----------------------|--------------------|--------------------|------------------|------------------|--|---------|--------------------|--------------------|------------------|------------------|--|
| | 2013 | | | | | | 2014 | | | | | |
| | Wrote | No. Pass 30 - 100% | No. Pass 40 - 100% | % Pass 30 - 100% | % Pass 40 - 100% | | Wrote | No. Pass 30 - 100% | No. Pass 40 - 100% | % Pass 30 - 100% | % Pass 40 - 100% | |
| Eastern Cape | 36 520 | 28 557 | 17 517 | 78.2 | 48.0 | | 36 487 | 28 120 | 17 666 | 77.1 | 48.4 | |
| Free State | 17 619 | 16 656 | 12 720 | 94.5 | 72.2 | | 16 462 | 14 904 | 11 327 | 90.5 | 68.8 | |
| Gauteng | 61 732 | 57 952 | 46 315 | 93.9 | 75.0 | | 64 566 | 60 502 | 49 198 | 93.7 | 76.2 | |
| KwaZulu-Natal | 73 156 | 59 547 | 40 443 | 81.4 | 55.3 | | 70 070 | 53 154 | 34 110 | 75.9 | 48.7 | |
| Limpopo | 47 248 | 40 539 | 27 029 | 85.8 | 57.2 | | 41 044 | 34 132 | 21 240 | 83.2 | 51.7 | |
| Mpumalanga | 30 848 | 26 453 | 18 418 | 85.8 | 59.7 | | 27 438 | 22 060 | 14 726 | 80.4 | 53.7 | |
| North West | 18 357 | 17 247 | 13 069 | 94.0 | 71.2 | | 16 703 | 15 040 | 10 923 | 90.0 | 65.4 | |
| Northern Cape | 7 354 | 6 403 | 4 304 | 87.1 | 58.5 | | 6 454 | 5 802 | 4 263 | 89.9 | 66.1 | |
| Western Cape | 31 263 | 28 916 | 22 476 | 92.5 | 71.9 | | 32 830 | 28 781 | 22 075 | 87.7 | 67.2 | |
| National | 324 097 | 282 270 | 202 291 | 87.1 | 62.4 | | 312 054 | 262 495 | 185 528 | 84.1 | 59.5 | |

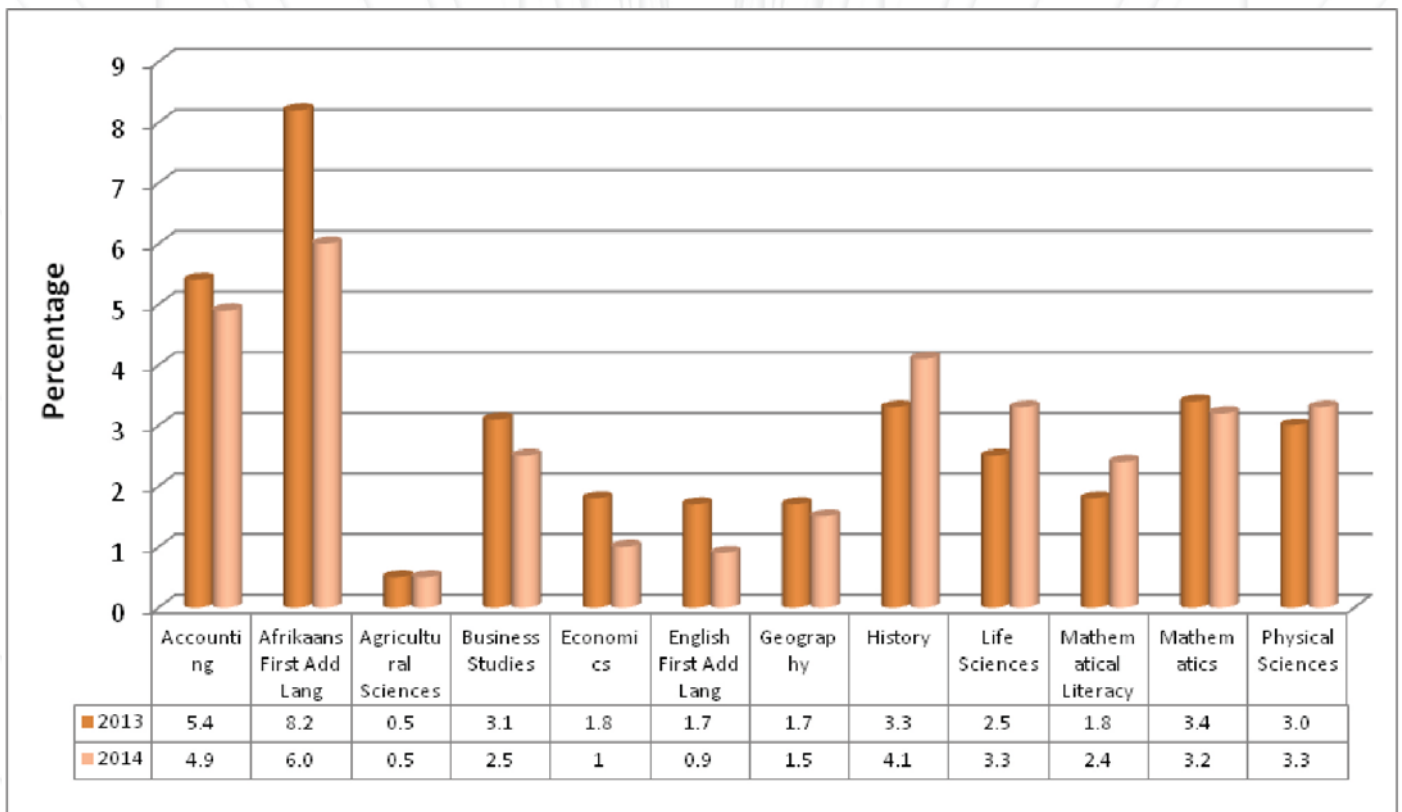
The Mathematical Literacy candidates who passed at 30% and above has decreased from 87.1% in 2013 to 84.1% in 2014.

8.9 National subject performance based on distinctions

Table 31: Number and percentage of distinctions (80% -100%) in Key Subjects, 2013 and 2014

| Subject | 2013 | | | 2014 | | |
|------------------------------|---------|---------------------------|--------------------|---------|---------------------------|--------------------|
| | Wrote | Achieved with distinction | % with Distinction | Wrote | Achieved with distinction | % with Distinction |
| Accounting | 145 427 | 7 789 | 5.4 | 125 987 | 6 235 | 4.9 |
| Afrikaans First Add Language | 87 930 | 7 215 | 8.2 | 82 649 | 4 992 | 6.0 |
| Agricultural Sciences | 83 437 | 442 | 0.5 | 78 063 | 401 | 0.5 |
| Business Studies | 218 914 | 6 791 | 3.1 | 207 659 | 5 276 | 2.5 |
| Economics | 150 114 | 2 682 | 1.8 | 137 478 | 1 318 | 1.0 |
| English First Add Language | 454 666 | 7 847 | 1.7 | 432 933 | 3 899 | 0.9 |
| Geography | 239 657 | 4 135 | 1.7 | 236 051 | 3 454 | 1.5 |
| History | 109 046 | 3 559 | 3.3 | 115 686 | 4 774 | 4.1 |
| Life Sciences | 301 718 | 7 590 | 2.5 | 284 298 | 9 516 | 3.3 |
| Mathematical Literacy | 324 097 | 5 972 | 1.8 | 312 054 | 7 387 | 2.4 |
| Mathematics | 241 509 | 8 217 | 3.4 | 225 458 | 7 216 | 3.2 |
| Physical Sciences | 184 383 | 5 616 | 3.0 | 167 997 | 5 513 | 3.3 |

Figure 11: Distinction percentages in the 12 Key Subjects, 2013 and 2014



8.10 Performance of Candidates in special needs education

Table 32: Special Needs Education (SNE) candidates (incl. concession candidates) – Full-time, 2014

| Province | Total Wrote | Achieved Bachelors | Achieved Diploma | Achieved H/Cert | Achieved NSC | Achieved Endorsed NSC | Did Not Achieve |
|---------------|-------------|--------------------|------------------|-----------------|--------------|-----------------------|-----------------|
| Eastern Cape | 146 | 22 | 57 | 14 | 0 | 1 | 53 |
| Free State | 58 | 6 | 28 | 11 | 5 | 46 | 7 |
| Gauteng | 730 | 203 | 375 | 52 | 37 | 69 | 63 |
| KwaZulu-Natal | 103 | 20 | 64 | 6 | 0 | 4 | 13 |
| Limpopo | 51 | 3 | 8 | 10 | 6 | 6 | 2 |
| Mpumalanga | 7 | 4 | 3 | 0 | 0 | 0 | 0 |
| North West | 23 | 4 | 14 | 3 | 0 | 0 | 2 |
| Northern Cape | 19 | 6 | 9 | 0 | 2 | 1 | 2 |
| Western Cape | 183 | 40 | 79 | 8 | 24 | 27 | 13 |
| National | 1 320 | 308 | 637 | 104 | 74 | 154 | 155 |

541 (31.5%) of candidates with special needs achieved passes qualifying them for admission to Bachelor studies and a further **724 (42.1%)** obtained passes qualifying them for admission to Diploma studies.

8.11 District performance

Table 33: District performance in the National Senior Certificate, 2011 to 2014

| EASTERN CAPE | 2011 | | 2012 | | 2013 | | 2014 | | |
|--------------------|--------|------------|--------|------------|--------|------------|--------|------------|------|
| | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | |
| | 65 359 | 37 997 | 63 989 | 39 443 | 72 138 | 46 840 | 66 935 | 43 777 | 65.4 |
| Butterworth | 3 813 | 1 746 | 3 925 | 2 115 | 4 407 | 2 596 | 3 619 | 2 068 | 57.1 |
| Cofimvaba | 1 379 | 955 | 1 560 | 1 131 | 1 839 | 1 300 | 1 648 | 1 100 | 66.7 |
| Cradock | 814 | 601 | 896 | 648 | 853 | 627 | 690 | 568 | 82.3 |
| Dutywa | 3 186 | 1 617 | 3 188 | 1 625 | 3 540 | 2 152 | 3 418 | 1 978 | 57.9 |
| East London | 6 284 | 4 006 | 5 811 | 3 995 | 6 138 | 4 488 | 5 922 | 4 434 | 74.9 |
| Fort Beaufort | 1 927 | 804 | 1 857 | 830 | 1 911 | 1 082 | 1 674 | 952 | 56.9 |
| Graaff-Reinet | 810 | 571 | 724 | 517 | 824 | 557 | 861 | 545 | 63.3 |
| Grahamstown | 904 | 626 | 861 | 583 | 1 060 | 662 | 935 | 672 | 71.9 |
| King Williams Town | 4 984 | 2 864 | 4 977 | 2 830 | 5 232 | 3 414 | 5 013 | 3 204 | 63.9 |
| Lady Frere | 1 131 | 760 | 1 323 | 833 | 1 417 | 942 | 1 353 | 864 | 63.9 |
| Libode | 5 772 | 2 299 | 3 653 | 2 169 | 5 580 | 3 356 | 4 717 | 2 944 | 62.4 |
| Lusikisiki | 2 978 | 1 739 | 3 592 | 2 133 | 3 792 | 2 240 | 2 522 | 1 541 | 61.1 |
| Maluti | 1 331 | 955 | 1 707 | 1 227 | 1 799 | 1 267 | 1 914 | 1 181 | 61.7 |
| Mbizana | 2 929 | 1 609 | 2 931 | 1 689 | 3 210 | 1 885 | 3 068 | 1 845 | 60.1 |
| MT Fletcher | 1 183 | 810 | 1 351 | 911 | 1 654 | 1 081 | 1 638 | 1 063 | 64.9 |
| MT Frere | 2 371 | 1 118 | 2 350 | 1 166 | 2 329 | 1 370 | 3 483 | 1 920 | 55.1 |
| Mthatha | 5 464 | 3 464 | 5 690 | 3 739 | 6 718 | 4 518 | 5 497 | 3 716 | 67.6 |
| Ngcobo | 1 312 | 918 | 1 503 | 910 | 1 729 | 1 174 | 1 809 | 1 192 | 65.9 |
| Port Elizabeth | 7 012 | 4 755 | 6 877 | 4 890 | 7 575 | 5 609 | 7 613 | 5 655 | 74.3 |
| Queenstown | 2 780 | 1 588 | 2 559 | 1 587 | 2 732 | 1 800 | 3 028 | 1 757 | 58.0 |
| Qumbu | 1 748 | 1 039 | 2 107 | 1 035 | 2 547 | 1 339 | 1 329 | 997 | 75.0 |
| Sterkspruit | 2 140 | 1 050 | 1 996 | 1 120 | 2 133 | 1 219 | 2 225 | 1 346 | 60.5 |
| Uitenhage | 3 107 | 2 103 | 2 551 | 1 760 | 3 119 | 2 162 | 2 959 | 2 235 | 75.5 |

| FREE STATE | 2011 | | 2012 | | 2013 | | 2014 | | | | | | |
|--------------------|--------|------------|-------|------------|--------|------------|-------|------------|--------|------|--------|--------|------|
| | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | | | | | |
| | 25 932 | 19 618 | 75.7 | 81.1 | 24 265 | 19 676 | 81.1 | 27 105 | 23 689 | 87.4 | 26 440 | 21 899 | 82.8 |
| Fezile Dabi | 4 184 | 3 087 | 73.8 | 80.5 | 3 864 | 3 112 | 80.5 | 4 679 | 4 025 | 86.0 | 4 316 | 3 611 | 83.7 |
| Lejweleputswa | 5 051 | 4 040 | 80.0 | 82.6 | 4 936 | 4 079 | 82.6 | 5 594 | 4 842 | 86.6 | 5 554 | 4 489 | 80.8 |
| Motheo | 8 297 | 6 199 | 74.7 | 80.2 | 7 871 | 6 309 | 80.2 | 8 519 | 7 488 | 87.9 | 8 913 | 7 196 | 80.7 |
| Thabo Mofutsanyana | 7 359 | 5 464 | 74.2 | 81.3 | 6 779 | 5 509 | 81.3 | 7 282 | 6 438 | 88.4 | 6 563 | 5 747 | 87.6 |
| Xhariep | 1 041 | 828 | 79.5 | 81.8 | 815 | 667 | 81.8 | 1 031 | 896 | 86.9 | 1 094 | 856 | 78.2 |

| GAUTENG | 2011 | | 2012 | | 2013 | | 2014 | | | | | | |
|-----------------------------|--------|------------|-------|------------|--------|------------|-------|------------|--------|------|--------|--------|------|
| | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | | | | | |
| | 85 367 | 69 216 | 81.1 | 83.9 | 89 627 | 75 214 | 83.9 | 97 897 | 85 122 | 87.0 | 99 478 | 84 247 | 84.7 |
| Ekurhuleni North District | 7 923 | 6 837 | 86.3 | 87.8 | 8 163 | 7 165 | 87.8 | 9 116 | 8 039 | 88.2 | 8 767 | 7 780 | 88.7 |
| Ekurhuleni South District | 8 886 | 7 217 | 81.2 | 81.8 | 9 247 | 7 563 | 81.8 | 10 308 | 8 711 | 84.5 | 11 134 | 8 878 | 79.7 |
| Gauteng East District | 5 491 | 4 392 | 80.0 | 80.7 | 6 167 | 4 979 | 80.7 | 6 507 | 5 696 | 87.5 | 6 898 | 5 599 | 81.2 |
| Gauteng North District | 1 287 | 1 137 | 88.3 | 89.4 | 1 564 | 1 398 | 89.4 | 1 728 | 1 529 | 88.5 | 1 836 | 1 591 | 86.7 |
| Gauteng West District | 6 013 | 5 074 | 84.4 | 84.5 | 6 207 | 5 242 | 84.5 | 6 333 | 5 703 | 90.1 | 5 904 | 5 471 | 92.7 |
| Johannesburg Central | 7 064 | 4 790 | 67.8 | 79.9 | 6 776 | 5 417 | 79.9 | 7 702 | 6 537 | 84.9 | 8 344 | 6 775 | 81.2 |
| Johannesburg East District | 6 159 | 5 246 | 85.2 | 84.5 | 6 418 | 5 426 | 84.5 | 6 969 | 6 137 | 88.1 | 7 689 | 6 452 | 83.9 |
| Johannesburg North District | 5 818 | 4 565 | 78.5 | 84.8 | 5 881 | 4 989 | 84.8 | 6 355 | 5 518 | 86.8 | 6 644 | 5 686 | 85.6 |
| Johannesburg South District | 5 163 | 4 055 | 78.5 | 77.9 | 5 870 | 4 575 | 77.9 | 6 272 | 5 296 | 84.4 | 6 099 | 5 376 | 88.1 |
| Johannesburg West District | 4 171 | 3 314 | 79.5 | 85.2 | 4 200 | 3 578 | 85.2 | 4 556 | 4 082 | 89.6 | 4 804 | 4 145 | 86.3 |
| Sedibeng East District | 2 397 | 2 011 | 83.9 | 85.8 | 2 468 | 2 118 | 85.8 | 2 576 | 2 337 | 90.7 | 2 427 | 2 213 | 91.2 |
| Sedibeng West District | 4 723 | 3 398 | 71.9 | 79.2 | 4 875 | 3 861 | 79.2 | 5 354 | 4 440 | 82.9 | 5 897 | 4 619 | 78.3 |
| Tshwane North District | 5 117 | 4 352 | 85.0 | 88.0 | 5 413 | 4 765 | 88.0 | 6 466 | 5 684 | 87.9 | 6 210 | 5 214 | 84.0 |
| Tshwane South District | 9 550 | 8 138 | 85.2 | 87.0 | 9 992 | 8 695 | 87.0 | 10 353 | 9 163 | 88.5 | 10 296 | 8 959 | 87.0 |
| Tshwane West District | 5 605 | 4 690 | 83.7 | 85.2 | 6 386 | 5 443 | 85.2 | 7 302 | 6 250 | 85.6 | 6 529 | 5 489 | 84.1 |

| KWAZULU-NATAL | 2011 | | 2012 | | 2013 | | 2014 | |
|---------------|---------|------------|---------|------------|---------|------------|---------|------------|
| | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % |
| | 122 126 | 83 204 | 127 253 | 93 003 | 145 278 | 112 403 | 139 367 | 97 144 |
| | 5 687 | 4 156 | 6 364 | 4 942 | 6 908 | 5 482 | 7 463 | 4 891 |
| Amajuba | 7 030 | 4 616 | 7 165 | 5 038 | 8 358 | 6 054 | 7 963 | 4 714 |
| ILembe | 14 314 | 9 807 | 15 556 | 12 046 | 19 248 | 15 694 | 18 592 | 14 099 |
| Pinetown | 5 339 | 3 523 | 5 500 | 3 789 | 5 889 | 4 162 | 6 382 | 4 126 |
| Sisonke | 9 128 | 6 241 | 9 370 | 6 745 | 10 171 | 7 648 | 9 542 | 6 921 |
| UGu | 10 700 | 7 733 | 11 643 | 8 693 | 12 866 | 10 245 | 12 249 | 9 271 |
| UMgungundlovu | 10 400 | 5 748 | 10 407 | 6 781 | 10 461 | 7 757 | 10 308 | 7 413 |
| UMkhanyakude | 16 392 | 12 620 | 18 554 | 14 832 | 23 099 | 19 340 | 21 056 | 16 272 |
| Umlazi | 6 522 | 4 627 | 7 460 | 5 281 | 8 471 | 6 083 | 7 545 | 4 163 |
| UMzinyathi | 8 756 | 5 991 | 8 440 | 6 175 | 9 284 | 7 315 | 8 853 | 6 493 |
| UThukela | 14 230 | 9 070 | 14 022 | 9 416 | 16 137 | 11 733 | 15 034 | 9 626 |
| UThungulu | 13 628 | 9 072 | 12 772 | 9 265 | 14 386 | 10 890 | 14 380 | 9 155 |
| Zululand | | | | | | | | |

| LIMPOPO | 2011 | | 2012 | | 2013 | | 2014 | |
|--------------------|--------|------------|--------|------------|--------|------------|--------|------------|
| | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % |
| | 73 731 | 47 091 | 77 360 | 51 745 | 82 483 | 59 184 | 72 990 | 53 179 |
| | 19 755 | 13 188 | 21 378 | 14 104 | 22 232 | 15 592 | 19 449 | 13 916 |
| Capricorn | 12 610 | 7 667 | 13 835 | 8 714 | 15 469 | 10 173 | 14 690 | 9 389 |
| Greater Sekhukhune | 16 846 | 10 121 | 16 762 | 10 587 | 17 256 | 11 949 | 13 963 | 10 369 |
| Mopani | 17 156 | 12 055 | 18 453 | 14 176 | 20 396 | 16 436 | 18 403 | 14 932 |
| Vhembe | 7 364 | 4 060 | 6 932 | 4 164 | 7 130 | 5 034 | 6 485 | 4 573 |
| Waterberg | | | | | | | | |

| | 2011 | | 2012 | | 2013 | | 2014 | |
|-----------------------|--------|------------|--------|------------|--------|------------|--------|------------|
| | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % |
| MPUMALANGA | | | | | | | | |
| | 48 135 | 31 187 | 47 889 | 33 504 | 50 053 | 38 836 | 45 081 | 35 615 |
| | | 64.8 | | 70.0 | | 77.6 | | 79.0 |
| Bohlabela District | 10 930 | 5 594 | 11 230 | 7 022 | 11 057 | 7 966 | 9 753 | 7 491 |
| | | 51.2 | | 62.5 | | 72.0 | | 76.8 |
| Ehlanzeni District | 14 923 | 10 727 | 14 580 | 10 782 | 14 586 | 12 079 | 13 792 | 11 324 |
| | | 71.9 | | 74.0 | | 82.8 | | 82.1 |
| Gert Sibande District | 10 703 | 7 005 | 10 451 | 7 208 | 10 992 | 8 396 | 10 376 | 8 005 |
| | | 65.4 | | 69.0 | | 76.4 | | 77.1 |
| Nkangala District | 11 579 | 7 861 | 11 628 | 8 492 | 13 418 | 10 395 | 11 160 | 8 795 |
| | | 67.9 | | 73.0 | | 77.5 | | 78.8 |

| | 2011 | | 2012 | | 2013 | | 2014 | |
|----------------------------|--------|------------|--------|------------|--------|------------|--------|------------|
| | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % |
| NORTH WEST | | | | | | | | |
| | 25 364 | 19 737 | 27 174 | 21 609 | 29 140 | 25 414 | 26 066 | 22 061 |
| | | 77.8 | | 79.5 | | 87.2 | | 84.6 |
| Bojanala Platinum District | 10 410 | 7 996 | 10 941 | 8 723 | 11 873 | 10 366 | 9 979 | 8 598 |
| | | 76.8 | | 79.7 | | 87.3 | | 86.2 |
| Dr. K. Kaunda District | 5 327 | 4 274 | 5 383 | 4 448 | 5 626 | 4 883 | 5 309 | 4 450 |
| | | 80.2 | | 82.6 | | 86.8 | | 83.8 |
| Dr. R.S Mompoti District | 4 093 | 3 003 | 4 539 | 3 256 | 4 891 | 4 058 | 4 622 | 3 658 |
| | | 73.4 | | 71.7 | | 83.0 | | 79.1 |
| Ngaka M. Molema District | 5 534 | 4 464 | 6 311 | 5 182 | 6 750 | 6 107 | 6 156 | 5 355 |
| | | 80.7 | | 82.1 | | 90.5 | | 87.0 |

| | 2011 | | 2012 | | 2013 | | 2014 | |
|----------------------|--------|------------|-------|------------|--------|------------|-------|------------|
| | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % |
| NORTHERN CAPE | | | | | | | | |
| | 10 116 | 6 957 | 8 925 | 6 661 | 10 403 | 7 749 | 8 794 | 6 715 |
| | | 68.8 | | 74.6 | | 74.5 | | 76.4 |
| Frances Baard | 3 588 | 2 551 | 3 363 | 2 557 | 4 114 | 3 007 | 3 461 | 2 632 |
| | | 71.1 | | 76.0 | | 73.1 | | 76.0 |
| John Taolo Gaetsewe | 2 312 | 1 182 | 1 774 | 1 126 | 2 172 | 1 545 | 1 421 | 1 034 |
| | | 51.1 | | 63.5 | | 71.1 | | 72.8 |
| Namaqua | 975 | 864 | 832 | 719 | 919 | 822 | 921 | 755 |
| | | 88.6 | | 86.4 | | 89.4 | | 82.0 |
| Pixley Ka Seme | 1 352 | 926 | 1 234 | 879 | 1 342 | 962 | 1 178 | 881 |
| | | 68.5 | | 71.2 | | 71.7 | | 74.8 |
| ZF Mgcawu | 1 889 | 1 434 | 1 722 | 1 380 | 1 856 | 1 413 | 1 813 | 1 413 |
| | | 75.9 | | 80.1 | | 76.1 | | 77.9 |

| WESTERN CAPE | 2011 | | 2012 | | 2013 | | 2014 | |
|------------------------|--------|------------|--------|------------|--------|------------|--------|------------|
| | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % | Wrote | Achieved % |
| | 39 960 | 33 110 | 44 663 | 36 967 | 47 615 | 40 542 | 47 709 | 39 237 |
| | | 82.9 | | 82.8 | | 85.1 | | 82.2 |
| Cape Winelands | 5 697 | 4 843 | 6 392 | 5 381 | 6 823 | 5 918 | 6 932 | 5 773 |
| | | 85.0 | | 84.2 | | 86.7 | | 83.3 |
| Eden and Central Karoo | 4 115 | 3 489 | 4 758 | 4 139 | 5 231 | 4 580 | 5 452 | 4 373 |
| | | 84.8 | | 87.0 | | 87.6 | | 80.2 |
| Metropole Central | 6 934 | 5 743 | 7 554 | 6 323 | 7 963 | 6 829 | 8 049 | 6 619 |
| | | 82.8 | | 83.7 | | 85.8 | | 82.2 |
| Metropole East | 6 524 | 4 939 | 7 041 | 5 429 | 7 670 | 6 180 | 7 129 | 5 809 |
| | | 75.7 | | 77.1 | | 80.6 | | 81.5 |
| Metropole North | 7 541 | 6 392 | 8 142 | 6 963 | 8 741 | 7 500 | 9 227 | 7 498 |
| | | 84.8 | | 85.5 | | 85.8 | | 81.3 |
| Metropole South | 5 929 | 4 907 | 7 271 | 5 698 | 7 539 | 6 285 | 7 319 | 5 986 |
| | | 82.8 | | 78.4 | | 83.4 | | 81.8 |
| Overberg | 1 322 | 1 155 | 1 453 | 1 247 | 1 549 | 1 394 | 1 505 | 1 326 |
| | | 87.4 | | 85.8 | | 90.0 | | 88.1 |
| Westcoast | 1 898 | 1 642 | 2 052 | 1 787 | 2 099 | 1 856 | 2 096 | 1 853 |
| | | 86.5 | | 87.1 | | 88.4 | | 88.4 |

Summary of District Performance 2013 and 2014

| Province | Total number of Districts | 2013 | | | | 2014 | | | | | |
|---------------|---------------------------|-----------|--------------|--------------|--------------|---------------|-----------|--------------|--------------|--------------|---------------|
| | | Below 50% | 50% to 59.9% | 60% to 69.9% | 70% to 79.9% | 80% and above | Below 50% | 50% to 59.9% | 60% to 69.9% | 70% to 79.9% | 80% and above |
| Eastern Cape | 23 | 0 | 7 | 11 | 5 | 0 | 0 | 5 | 12 | 5 | 1 |
| Free State | 5 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 1 | 4 |
| Gauteng | 15 | 0 | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 2 | 13 |
| KwaZulu-Natal | 12 | 0 | 0 | 0 | 10 | 2 | 0 | 2 | 4 | 6 | 0 |
| Limpopo | 5 | 0 | 0 | 2 | 2 | 1 | 0 | 0 | 1 | 3 | 1 |
| Mpumalanga | 4 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 3 | 1 |
| North West | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 1 | 3 |
| Northern Cape | 5 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 4 | 1 |
| Western Cape | 8 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 8 |
| Total | 81 | 0 | 7 | 13 | 24 | 37 | 0 | 7 | 17 | 25 | 32 |

All **(81)** education districts performed **above 50%** in 2014. Furthermore, **74** Districts performed at **60%** and above, **57** districts (**70%**) performed at **70%** and above. Only **7** districts (**5** of which are in the Eastern Cape and two **(2)** from KwaZulu-Natal) performed between **50%** and **60%**.

Names of Districts performing between 50% and 59.9%, 2014

| Province | 2014 | | % Achieved |
|---------------|-------|----------|------------|
| | Wrote | Achieved | |
| Eastern Cape | | | |
| Butterworth | 3 619 | 2 068 | 57.1 |
| Dutywa | 3 418 | 1 978 | 57.9 |
| Fort Beaufort | 1 674 | 952 | 56.9 |
| Mt Frere | 3 483 | 1 920 | 55.1 |
| Queenstown | 3 028 | 1 757 | 58.0 |
| KwaZulu-Natal | | | |
| Ilembe | 7 963 | 4 714 | 59.2 |
| UMzinyathi | 7 545 | 4 163 | 55.2 |

Eastern Cape and KwaZulu-Natal have seven **(7)** districts combined performing between **50%** and **59.9%**. However, overall there is no district that performed below **50%** in 2014.

8.12 Performance of part-time candidates

Table 34: Numbers wrote NSC Part-time, 2012 and 2014

| Province Name | 2012 | | 2013 | | 2014 | |
|-----------------|----------------|---------------|----------------|---------------|----------------|---------------|
| | Total Entered | Total Wrote | Total Entered | Total Wrote | Total Entered | Total Wrote |
| Eastern Cape | 18 719 | 8 898 | 20 634 | 13 838 | 21 503 | 11 909 |
| Free State | 3 234 | 2 042 | 3 285 | 2 262 | 3 101 | 2 023 |
| Gauteng | 36 854 | 29 105 | 41 423 | 31 672 | 42 538 | 32 491 |
| KwaZulu-Natal | 24 844 | 16 534 | 25 147 | 16 853 | 26 666 | 18 181 |
| Limpopo | 14 623 | 10 902 | 16 993 | 12 339 | 19 673 | 14 373 |
| Mpumalanga | 7 308 | 4 408 | 7 442 | 4 979 | 8 008 | 5 142 |
| North West | 3 437 | 2 629 | 3 609 | 2 830 | 3 794 | 2 802 |
| Northern Cape | 2 137 | 1 110 | 1 783 | 1 032 | 2 583 | 1 335 |
| Western Cape | 9 328 | 5 924 | 10 928 | 6 806 | 11 842 | 6 628 |
| National | 120 484 | 81 552 | 131 244 | 92 611 | 139 708 | 94 884 |

Figure 12: Numbers wrote NSC Part-time, 2012 to 2014

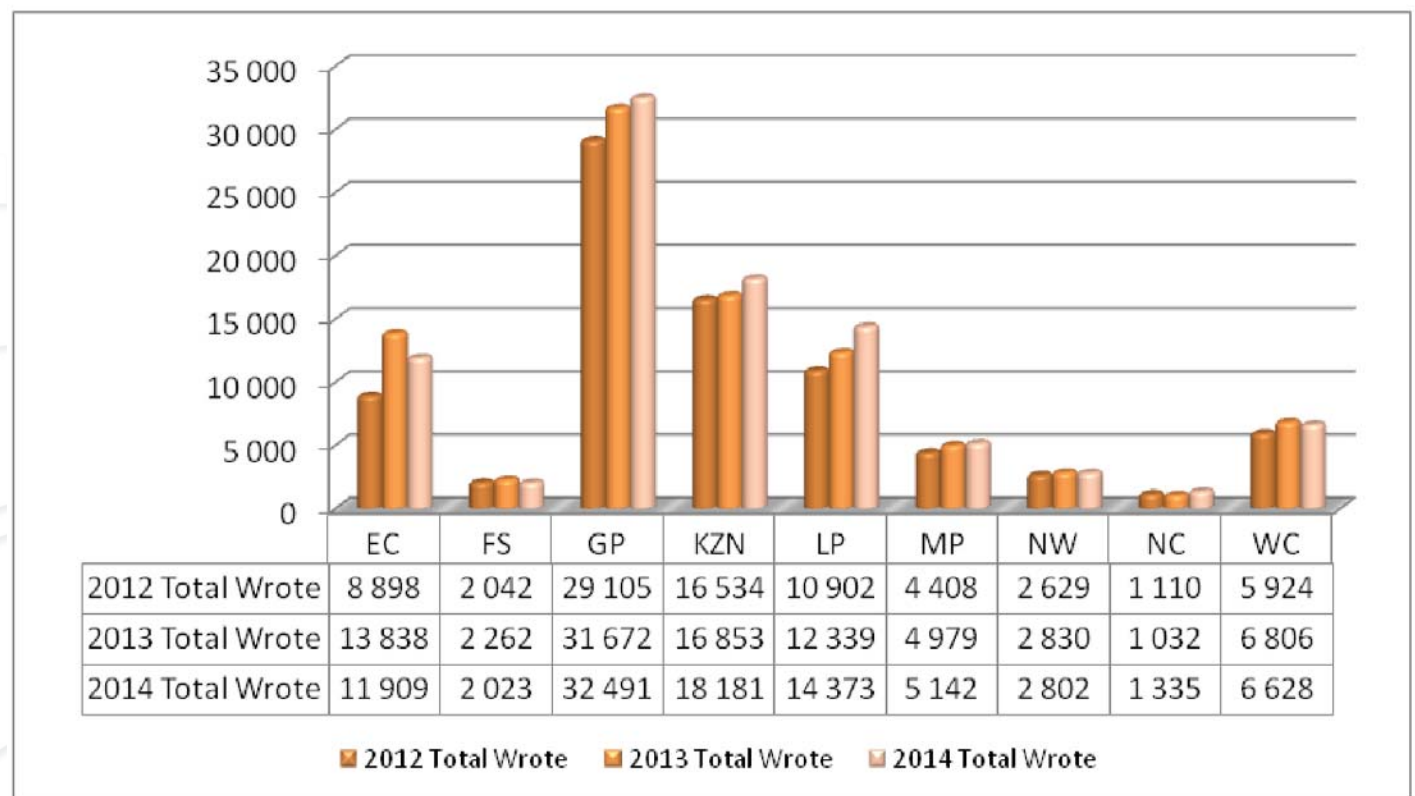


Table 35: Part-time candidates' performance at 30% and above in selected subjects, 2010 to 2014

| Subjects (Part-time) | 2010 | | | 2011 | | | 2012 | | | 2013 | | | 2014 | | |
|-----------------------|--------|----------------------|------------|--------|----------------------|------------|--------|----------------------|------------|--------|----------------------|------------|--------|----------------------|------------|
| | Wrote | Achieved 30% & Above | % Achieved | Wrote | Achieved 30% & Above | % Achieved | Wrote | Achieved 30% & Above | % Achieved | Wrote | Achieved 30% & Above | % Achieved | Wrote | Achieved 30% & Above | % Achieved |
| Accounting | 9 179 | 3 310 | 36.1 | 13 405 | 4 213 | 31.4 | 7 664 | 2 147 | 28.0 | 14 030 | 3 336 | 23.8 | 15 274 | 4 410 | 28.9 |
| Agricultural Sciences | 3 977 | 1 238 | 31.1 | 5 696 | 1 756 | 30.8 | 3 135 | 1 030 | 32.9 | 6 582 | 2 140 | 32.5 | 6 340 | 2 893 | 45.6 |
| Business Studies | 8 579 | 3 414 | 39.8 | 13 853 | 6 341 | 45.8 | 8 162 | 3 170 | 38.8 | 16 024 | 6 902 | 43.1 | 16 905 | 6 687 | 39.6 |
| Economics | 7 018 | 3 590 | 51.2 | 9 936 | 3 040 | 30.6 | 6 857 | 2 400 | 35.0 | 13 530 | 3 818 | 28.2 | 14 894 | 4 217 | 28.3 |
| Geography | 7 369 | 2 872 | 39.0 | 12 514 | 4 068 | 32.5 | 7 680 | 2 593 | 33.8 | 17 474 | 6 617 | 37.9 | 18 272 | 8 005 | 43.8 |
| History | 2 168 | 872 | 40.2 | 3 293 | 1 094 | 33.2 | 2 309 | 1 085 | 47.0 | 3 984 | 1 729 | 43.4 | 4 312 | 1 609 | 37.3 |
| Life Orientation | 980 | 946 | 96.5 | 535 | 501 | 93.6 | 790 | 757 | 95.8 | 2 000 | 1 877 | 93.9 | 1 416 | 1 343 | 94.8 |
| Life Sciences | 17 891 | 9 267 | 51.8 | 24 083 | 12 352 | 51.3 | 13 918 | 5 165 | 37.1 | 32 820 | 12 409 | 37.8 | 34 688 | 15 651 | 45.1 |
| Mathematical Literacy | 8 720 | 5 004 | 57.4 | 12 137 | 6 285 | 51.8 | 8 273 | 4 219 | 51.0 | 18 204 | 9 919 | 54.5 | 19 265 | 10 382 | 53.9 |
| Mathematics | 31 132 | 9 174 | 29.5 | 46 067 | 11 234 | 24.4 | 24 405 | 6 334 | 26.0 | 47 067 | 15 766 | 33.5 | 45 114 | 12 421 | 27.5 |
| Physical Sciences | 27 388 | 9 662 | 35.3 | 38 226 | 11 827 | 30.9 | 19 776 | 5 341 | 27.0 | 38 537 | 13 356 | 34.7 | 36 862 | 11 703 | 31.7 |

The performance of Part-time candidates has improved for the following subjects Mathematics, Physical Science, Business Studies and Geography.

9. Conclusion

There are significant lessons that can be extracted from the outcome of the 2014 National Senior Certificate results. The drop in the overall pass rate is noted and as indicated this is attributed in the main to the changes in the policy that was implemented in 2014. However, decline in subject performance, will be investigated more thoroughly so as not to exclude other factors that may have contributed to these drops, besides the policy changes that have been alluded to.

In summarising the gains emanating from the 2014 NSC results, it can be concluded that the basic education system is making steady progress but there is still a long road to be travelled. The more tangible gains can be summarised as follows:

- (a) 403 874 learners attained a National Senior Certificate pass in 2014, representing a pass rate of 75.8%, which is 2.4% lower than 2013 but it is higher than the pass rate of any of the previous years, since the installation of the democratic dispensation in 1994.
- (b) Despite the drop in the national pass rate from 2013 and the drop in the pass rate of five of the nine provinces, the pass rate has increased in four of the provinces i.e. Eastern Cape, Limpopo, Mpumalanga and Northern Cape. This confirms that the improvement interventions in the poor performing provinces are beginning to take root.
- (c) Even though the number of learners qualifying for Bachelor passes has decreased from 2013, the number has increased from 126 371 in 2010 to 150 752 in 2014 (an increase of 24 381).
- (d) The total number of learners that qualify for admission to higher education studies i.e. admission to Bachelor Studies and admission to Diploma Studies is 317 441 which is 59.5% of the learners that wrote.
- (e) The number of learners qualifying for admission to bachelor studies has increased by 43 478 since 2008 when the first NSC was implemented (an increase of 40.5%).
- (f) 82 705 of the girl learners qualify for admission to Bachelor Studies and 68 047 boy learners qualified for admission to Bachelor Studies.
- (g) 215 617 girl learners (74.4%) passed the NSC examination and 188 257 boy learners (77.5%) passed the NSC examination.
- (h) 3003 (44.8%) of the 6735 centres attained a pass percentage of 80% and above.
- (i) 1474 of the total number of schools in low poverty quintiles (quintiles 1, 2 and 3) scored 80% and above. The total number of secondary schools in quintiles 1,2 and 3 is 4379. This represents 34% of the low poverty quintiles.
- (j) 56 731 learners from quintiles 1, 2 and 3 obtained admission to Bachelor studies.
- (k) There has been a consistent improvement in the pass rate of the following subjects: Accounting,

Agricultural Sciences, Geography and Life Sciences, since 2011. There has been a drop in the performance of the other subjects which can be attributed to changes emanating from CAPS.

- (l) In the case of Physical Sciences and Mathematics there has been a gradual increase in the performance since 2010, however, there is concern about the drop in the performance from 2013
- (m) There has been a slight increase in the distinction passes in the following subjects: Economics, History, Life Sciences, Mathematical Literacy, and Physical Sciences.
- (n) Districts are once again showing good performance, with all 81 districts scoring above 50%

The public examination system is evolving on an ongoing basis to keep abreast with the changes in assessment and also to ensure the highest levels of examination credibility. The improvements to the marking processes have contributed to improved confidence in the marker reliability but there is still much to be done to ensure quality marking across the 118 marking centres. School Based Assessment still remains an area of focus for the next few years and the provision of exemplars of high quality assessment tasks and exemplars of learner evidence will be prioritised.

The reports that have been generated from this process will provide the appropriate feedback to the national, province, district and school levels. The National Diagnostic Report will provide important input to teaching and learning in the classroom and the 2015 NSC examination will confirm the extent of the progress made during the course of this academic year.

Let us together ensure that the national mandate for the improved quality of education in South Africa is a reality in the next few years.



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