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Indicators Report 2008-2013

National Senior Certificate

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

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List of acronyms

ANA	Annual National Assessment
ASER	Age-Specific Enrolment Rate
CAPS	Curriculum and Assessment Policy Statements
DBE	Department of Basic Education
DoE	Department of Education
ECD	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
FET	Further Education and Training
GENFET	General and Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance Act
GER	Gross Enrolment Ratio
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
LoLT	Language of Learning and Teaching
NC(V)	National Certificate (Vocational)
NCS	National Curriculum Statements
NER	Net Enrolment Ratio
NQF	National Qualifications Framework
NSC	National Senior Certificate
SGB	School Governing Body

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Executive summary

This report is divided into three main sections that provide indicators of the quality of the education system in South Africa in respect of the National Senior Certificate (NSC). Each section collects and collates data from 2008 until 2013 in most cases, although some individual datasets range from as early as 2002, and some run up until only 2011 where later data is unavailable.

Section 1 – Enrolment, retention and socio-economic overview

The data in section 1 of this report was sourced primarily from the Department of Basic Education, Statistics South Africa, and Umalusi's own database. It concentrates on learner enrolment and retention within the system, and provides information on the intake of learners into the system, but also shows the outputs of learners, produced by the system. The data also provides information on socio-economic variables that help to put some of the trends into context.

In the early grades, significant improvements in learner enrolment and access are observed. Learner enrolment in Grade R increased from just 15% in 2002 to 70% in 2011 – an increase of 370% over the period. When enrolment by age is considered, it emerges that some 84% of children of 5 years of age were enrolled in school by 2011, up from just 40% in 2002. By 2012, 99% of children that should have been enrolled in primary school were, and it is clear that the system has been extremely successful in increasing access to education. While the quality of primary schooling is not yet uniform, and there is evidence to show that it is relatively poor in some areas, universal access has almost been achieved – a commendable achievement.

At the top-end of the system, however, the picture is not as rosy. There is a rapid dropout rate between Grades 10 and 12, and more than half of the learners who are enrolled in Grade 10 drop out before they write their final examination at the end of Grade 12. It is clear that it is the weaker learners who generally drop out of the system, and while this increases the pass rate, it must be interpreted as a negative trend as it is not clear whether these learners are entering the workforce or are following another avenue of education. Indeed, it is likely that learners that drop out between Grades 10 and 12 are entering the group known as the NEET (Not in Education, Employment, or Training) group – although the rate at which this is happening is not clear. Generally, male learners are dropping out of the system at a greater rate than female learners.

When spending on education is examined, the rate of increase in spending has been most rapid in the poorer provinces such as the Eastern Cape and Limpopo, and now spending has reached a rate of near-parity across all provinces. This does not suggest, however, that all learners are treated equally across the system. In provinces such as Mpumalanga, Limpopo and KwaZulu-Natal, for instance, there are deep problems in terms of the sizes of classes, which range from an average of 51 to 58 learners in a class.

While the statistics indicate that almost 100% of our teaching workforce is qualified, our learners on aggregate perform poorly on international comparative tests of achievement (Howie et al., 2011), even when compared with poorer nations. Many factors are certainly at play here, including the socio-economic status of the learners and the schools that they attend, but this reality of poor performance raises questions about whether the quality of

teaching within our schools needs more examination. Notwithstanding the 'textbook crises' of recent years, in general the distribution of textbooks was successful between 2002 and 2009. From 2009 onwards it appears that textbook distribution did not improve perceptibly.

The Annual National Assessments reveal that many learners are not able to keep up with the demands of schooling as they move into each successive grade, and ultimately, this indicates a crisis of education that is hidden by relatively robust pass rates at the end of Grade 12. In the early grades a learner must master the fundamentals of language and numeracy in order to be able to cope with the ever-increasing demands of the subjects as they move through the system. The very rapid rate of drop-out once learners reach Grade 10 and beyond indicates failures in teaching and learning in the early grades, and heavy emphasis needs to be placed on this area, rather than too much being placed on those who have 'survived' in the system until the end of Grade 12.

Finally, the general socio-economic profile of the provinces is intimately related to educational performance, with generally good educational outcomes being observed in socio-economically affluent provinces and poorer performance being observed in provinces that are economically depressed. While this situation cannot be directly remedied by education officials, there does seem to have been an emphasis on the poorer provinces in terms of interventions and financial assistance. It is also clear that the socio-economic profile of the provinces, in general, has remained stagnant during the period under review. The education profile of South Africans by race reveals that Africans are still the most disadvantaged group, even among younger Africans in the age group of 20–29-year-olds.

Ultimately, this section indicates that the system has managed to grow to accommodate all learners, and the goal of 'education for all' is at least at an advanced stage of being achieved. Quality issues remain, however, and while the success in providing access cannot be undervalued, the challenge of providing a truly quality educational environment for all our learners remains only partially realised.

Section 2 – Performance in the National Senior Certificate

This section of the report draws almost exclusively on data drawn from Umalusi's database, and provides a detailed assessment of overall performance in the NSC examinations, as well as detailed assessments of performance in several key subjects.

Generally, pass rates improved between 2008 and 2013, and it is important to note the milestone of the poorest provinces such as the Eastern Cape and Mpumalanga having achieved the most rapid rates of improvement. Some of these improvements in pass rates, however, are due to reductions in the number of candidates who remain in the system to write the NSC examinations.

The improvements in pass rates are accounted for primarily by the African population group, while for other race groups, pass rates have remained relatively steady. Since schools of low socio-economic status have demonstrated the most rapid rate of improvement in terms of performance, especially at the Bachelors-level of pass, it is likely that real improvements are occurring in poorer schools. While a great deal of work is still required, it is encouraging that such improvements are occurring, and it seems that interventions are being targeted effectively. The statistics demonstrate that there is still a very long way to go in terms of achieving the desired level of quality in the system, however, as in 2013 only about one third of 18-year-olds achieved the NSC with even a basic level of pass. While there are still many

learners in the system who are 19 years of age or older – so the preceding statistic is not definitive in isolation – it is clear that a large proportion of the population does not achieve an NSC of any kind.

In examining subject performance in more detail, a trend that stands out is the move away from Mathematics towards the subject Mathematical Literacy. This is not an overwhelmingly negative result, however, as Mathematical Literacy provides learners with practical numerical skills, giving those with weaker mathematical skills an avenue of study. Since the introduction of the National Curriculum Statement abolished the system of differentiated examinations within a subject (Higher Grade, Standard Grade, etc.), learners who require numerical skills that differ from those taught in Mathematics are in need of a subject such as Mathematical Literacy. Other findings that should be noted are that the very rapid rise in performance in both Geography and History seems to indicate a change in the standard of these subjects. While it is possible that teaching and learning have markedly improved in those subjects, without solid evidence of this, it is difficult to interpret this trend as unrelated to a drop in standards. The only other particular finding related to the standards of the examinations is the clear problem observed in the level of difficulty in both Life Sciences and Physical Sciences in 2009 (i.e. the exams were substantially too difficult). From 2010 onwards that problem has been corrected, and it is clear that both of those subjects have stabilised at an acceptable level.

Section 3 – Schools and economic quintiles

This section relies almost exclusively on data extracted from Umalusi's database, and focuses on economic quintiles and the trends that can be discerned when socio-economic status is compared with results. It examines schools in the context of their economic situation, and attempts to discern patterns of performance that may indicate the quality of the system across economic categories.

When the Bachelors-level pass is examined, it becomes clear that despite an improvement in the rate of achievement of this standard, there has been little movement at the top end of the spectrum. In other words, schools that traditionally achieved a high rate of success have continued to do so, and little movement at the top end also suggests that it remains challenging to achieve these results. Instead, improvements in the pass-rate for schools achieving a solid rate of Bachelors-level passes have taken place in the middle-performance band. In addition, just 6% of schools produced no Bachelors-level passes in 2012, compared with 13% in 2008. Since much of the previous section indicates that the standard of the examinations has remained relatively stable between 2008 and 2012, it can be assumed that these statistics represent, at least in part, real improvements in teaching and learning.

When the quintiles of schools across all the provinces are examined (with Quintile 1 representing 'Most poor' and Quintile 5 'Least poor'), it is disappointing to note the stagnation in these figures. In general, if a school was in Quintile 1 in 2008, it would remain there in 2012. While the rate of socio-economic change in a five-year span cannot be expected to be dramatic, it is always hoped that a marked rate of improvement could be discerned in the longitudinal figures.

The provinces that were singled out in previous sections as having relatively poor performance are shown also to bear a disproportionate burden in terms of the poverty of their schools. Limpopo, for example, in 2012 contained some 36% of all Quintile 1 (most poor) schools in the country. It was followed closely by KwaZulu-Natal with 27% of Quintile 1 schools. Taken together, these two provinces had a cumulative 63% of the poorest schools in South Africa.

There is an inextricable link between poverty and poor educational outcomes. While richer provinces have a better-educated population, it should not be assumed that the direction of this relationship is fully understood. In other words, do provinces become rich because of a well-educated population, or do more educated people migrate to richer provinces? Ultimately, what is clear is that the bulk of the interventions in the schooling system need to be targeted at schools that serve low-income communities. The stability at the upper end of the system adds greater weight to this assertion. An illustration of this is that some 22% of Quintile 1 (most poor) schools achieved not a single Bachelors-level pass in 2012, while this figure was just 1% for Quintile 5 schools (least poor).

The analysis in this section also entails a comparison of some subjects in terms of economic quintiles and performance, as well as in terms of Mathematics performance. In this regard, it is interesting to note that improvements seem to be taking place in the middle of the economic spectrum. While schools at the lowest and highest quintiles have seen little change in performance in the period under review, those in the middle quintiles seem to be improving. This suggests that schools that already have some resources are experiencing real improvements in the teaching and learning of Mathematics, while schools at the top end are stable; schools at the very bottom end still find this subject to be a steep challenge. There is a notable rise in the number of schools that exhibit no candidates passing Mathematics, but it is likely that some of this may be due to schools no longer offering Mathematics, with Mathematical Literacy being offered instead. As argued earlier, candidates who are weak in Mathematics should have the option to move to Mathematical Literacy, in order to cultivate numerical skills that are still necessary, but not at the level of abstraction required in Mathematics. It is thus unfortunate that a high percentage of schools in Quintiles 1 and 2 do not offer this subject – most likely due to resource constraints.

Introduction

In South Africa, learner achievement, particularly at the end of formal schooling, is generally considered the key indicator of educational quality and standards. Learner results in large-scale examinations or assessments such as the National Senior Certificate (NSC) or Grade 12 examinations are always the subject of considerable public scrutiny and debate. However, emphasising single aspects, such as examination results, creates a skewed impression of the quality of education. The results are in fact just one element of the broader system and can be more meaningfully interpreted by taking into account the context of the system in which they occur. It cannot be assumed that high pass rates, for instance, are necessarily an indicator of a high-quality education system, in the absence of a nuanced understanding of the many elements that make up that system.

Evaluating the quality and standards of education and training requires, in addition to the examination results, a multi-dimensional picture of the unique and complex character of the institutions and processes making up the system. There is growing interest in developing increasingly effective, systematic, and scientific means of monitoring the quality and outcomes of the whole education system, with particular emphasis on the effectiveness of teaching and learning, on the one hand, and the achievement of educational outcomes, on the other.

Thus, in SA, understanding and evaluating the quality of education requires a comprehensive picture of the socio-economic status of learners and of the complex characteristics of the learning institutions and assessment bodies that embody the education system. Owners of resources – governments in particular – need to understand the systems in which these resources are deployed, and to monitor the indicators that reflect the state of the system.

A comprehensive picture of the socio-economic status of learners and of the complex characteristics of the learning institutions and assessment bodies that embody the education system.

This publication thus seeks to provide a basis for beginning to evaluate the quality of the NSC in a more complex fashion, taking into account contextual and input factors without over-relying on output indicators alone. This publication will be periodically updated and expanded so that the progress of the system can be tracked over time, and so that an ever more nuanced understanding of the quality of the NSC can be achieved.

Umalusi's mandate

According to the General and Further Education and Training Quality Assurance Act (GENFETQA) as amended (2008), Umalusi is mandated to:

- develop a sub-framework of qualifications for General and Further Education and Training (GENFET);
- develop policy and criteria for the registration of such qualifications on the National Qualifications Framework (NQF);
- develop and implement policy for:
- quality assurance of the curricula;
- quality assurance of the provision[1] of private institutions such as independent schools, colleges, adult centres, and assessment bodies; and
- quality assurance of the assessment (exit assessments and site-based continuous assessment);
- issue certificates to learners who have achieved qualifications; and
- conduct and commission research.

Umalusi defines quality assurance in terms of the work of its functional units. This definition of quality plays out on an everyday basis in the form of the activities, instruments, and processes of the four national operations units. These four units are (1) the Quality Assurance of Assessment unit; (2) the Qualifications, Curriculum, and Certification unit; (3) the Evaluation and Accreditation unit; and (4) the Statistical Information and Research unit.

Purpose of the report

The overall purpose of the NSC Indicator Report, which will be published at regular intervals, is to report on indicators for monitoring and evaluating standards in the NSC qualification, within the context of Umalusi's mandate.

This document is Umalusi's first quality indicator report of its kind, and is focused on the years 2008 to 2013. The scope of this report has been kept deliberately broad, and while a great deal of statistical information is presented herein, analyses of key trends that arise from the data are also provided. Trends are highlighted throughout the report, and wherever possible, data has been examined through a macro lens, in order to provide possible explanations of observed trends. As with any enterprise of this size and scope, most of the explanations provided are hypotheses that will require empirical testing, and in many cases an even broader longitudinal dataset in order to confirm their veracity.

[1] Note that public providers are expected to be 'deemed accredited' in terms of the GENFETQA Act, and thus Umalusi does not have the mandate to investigate their functioning.

This report is intended to 'take the temperature' of the NSC system.

As much as possible, this report is intended to provide a macro-level overview of the NSC qualification and the system that supports it. As such, a great deal of information on socio-economic and demographic trends is included, in order to provide a rich dataset that will allow for a nuanced understanding of the NSC qualification and the environment in which it is delivered. It should be noted that the vast majority of the data in this report pertains to the public system, and thus many of the conclusions reached will be advanced in relation to that system, with limited coverage of the private education system that supports the NSC. The private system is also not a monolithic entity, and different assessment bodies operate in that space. There are also many private schools that write the Department of Basic Education's (DBE) examinations. Since the largest slice of the NSC environment is the public sector, Umalusi has resolved to concentrate on that space primarily – at least for this first NSC Indicators report.

When Umalusi conceived of what an 'indicator' might be within the system, it cast the net wide. As the quality assurance body for the sector in which the NSC operates, Umalusi is convinced that individual data points – while instructive – cannot provide us with an adequate picture of what the 'quality' of the system is. While the pass rate for the NSC has increased, that data point alone does not indicate quality without first understanding the trends in the environment in which that statistic pertains. Thus questions about enrolment, dropout rate, relative poverty between provinces, demographic and gender performance patterns must be asked, and the levels at which results in specific subjects are achieved must be ascertained. At every point, Umalusi is interested in what information the data can provide about the overall quality of the system that it works to quality assure. Thus, the idea of an 'indicator' is necessarily broad, and is something that will be developed and expanded as more data is gathered over time.

The National Senior Certificate (NSC)

The National Senior Certificate (NSC), popularly known as 'matric', is the primary school-leaving qualification in South Africa. A learner can pass the NSC at any one of the following levels:

Basic Pass – A learner has satisfied the requirements at a level that allows for the school-leaving certificate to be issued, but does not have access to higher education.
Certificate Pass – A learner has satisfied the requirements at a level that allows for the school-leaving certificate to be issued, and is eligible to apply for further higher certificate-level study.
Diploma Pass – A learner has satisfied the requirements at a level that allows for the school-leaving certificate to be issued, and is eligible to apply for further diploma-level study.
Bachelor's Pass – A learner has satisfied the requirements at a level that allows for the school-leaving certificate to be issued, and is eligible to apply for further degree-level study.

The different levels of pass are determined by the learner's marks in various categories of subject, as detailed in the table below:

Table 1: NSC pass-level marks

<table>
<tr><th rowspan="3"></th><th colspan="4">National Senior Certificate</th></tr>
<tr><th rowspan="2">NSC</th><th colspan="3">With admission requitements to:</th></tr>
<tr><th>Higher Certificate</th><th>Diploma</th><th>Bachelors</th></tr>
<tr><td>Home Language</td><td>40%</td><td rowspan="5">The NSC with a minimum of ≥30% in the language of learning and teaching (LOLT) of the HE institution</td><td rowspan="5">The NSC with a minimum of ≥30% in the LOLT of the HE institution, and ≥40% in four recognized 20-credit subjects [that is, excluding life Orientation]</td><td rowspan="5">The NSC with a minimum of ≥30% in the LOLT of the HE institution and ≥50% in four designated 20-credit subjects [that is, excluding Life Orientation]</td></tr>
<tr><td>FAL</td><td rowspan="4">3 subjects passed with ≥40% (including the HL) and 3 passed with ≥30%.
Can fail one subject, provided there is full evidence of the SBA having been completed.</td></tr>
<tr><td>Life Orientation</td></tr>
<tr><td>Mathematisc/ Maths Literacy</td></tr>
<tr><td>3 subjects offered from group B</td></tr>
</table>

At the end of 2014, the NSC was examined under the revised Curriculum and Assessment Policy Statements (CAPS), which served to update the National Curriculum Statements (NCS). Thus, in 2015 Umalusi has chosen to release this first Indicators report to trace the development of the education system under the previous iteration of the curriculum. When a new or heavily modified curriculum is instituted, it is likely that many of the observed trends that occurred under the previous curriculum may no longer pertain.

Given that the NCS was stable for a period of five years, between 2008 and 2013, the statistics in this report cover that period so that the reader will be able to observe the development of the system under that curriculum. It is also well understood that any new curriculum requires some years to become entrenched in the system, so it is important to provide information on the developments during the tenure of the NCS, while not attempting to trace trends across the NCS and CAPS curricula.

Indicators of quality in the NSC

This report provides two broad sets of indicators – input indicators and output indicators. Input indicators are ones that give insight into the environment in which learning takes place within the education system. Output indicators generally are centred on performance, both of learners and schools. Using this as the organising principle, this research reports on the following 10 indicators, which are disaggregated in the relevant sections of the report:

Input Indicators	Output Indicators
Survival to Grade 12	NSC performance by province
Impact of educational inputs	NSC performance by race and gender
Contextual factors	NSC performance by quintile
	Performance of 18-year-olds
	NSC performance by subject
	School performance in the NSC by province
	School performance in the NSC by quintile

At the time of writing, the NSC had been operating as the Grade 12 exit examination for five years, from 2008 to 2013, and this report seeks to review the quality of the NSC over that period. As discussed, this also covers the full period during which the National Curriculum Statements (NCS) were implemented, having been replaced by the Curriculum and Assessment Policy Statements (CAPS) in 2014. While the focus of the report is on the NSC results from 2008 to 2013, a number of indicators have been utilised to expand the scope of the review to include an overview of the factors that affect the quality of the school system as a whole and, thus, the NSC results – both in terms of the number of learners who write the NSC and in terms of the quality of the results.

An overview of the factors that affect the quality of the school system as a whole and, thus, the NSC results.

The report is divided into three sections:

The first section investigates a number of the background factors that affect the NSC results. These factors represent the quality of the school system, as proxied by enrolment coverage, repetition rate and retention of learners; the adequacy of inputs such as educators, materials and school buildings; the relative poverty of the learners' backgrounds; and the educational level of the adults in the country. While none of these factors are analysed in this report in direct relation to the individual learner's performance, they constitute many of the causal factors of performance differences among provinces, race and gender.

The second section gives a detailed description of the NSC results for 2008–2013, both in terms of overall performance and performance in subjects with the highest enrolment. Wherever possible, the data is disaggregated by province, race and gender.

The third section looks at NSC performance at the school level. In this regard, schools' overall pass rates by province and quintile, as well as by performance in individual subjects is analysed.

The first section of the report, which covers the quality indicators of the school system as a whole, draws on a number of monitoring reports and data published by the Department of Basic Education (DBE). The most recent are the:

- Report on the Progress in the Schooling Sector Against Key Indicators (DBE 2013a);
- Education for All (EFA) 2013 Country Progress Report: South Africa (DBE: 2013b);
- Macro Indicator Report: October 2013 (DBE 2013c);
- General Education System Quality Assessment: Country Report South Africa (DBE 2013d); and
- The Development Indicators published by the Department of Performance Monitoring and Evaluation in the Presidency.

These extremely comprehensive reports are drawn from a variety of data sources regularly collected by the DBE, the Education Management Information System (EMIS), the School Register of Needs, PERSAL and ANA, which form the backbone of the DBE's access and quality monitoring system. Data from other government departments such as the Treasury and Statistics South Africa supplement the picture of education delivery, and more recently, the DBE has conducted ad hoc surveys, such as the *2011 School Monitoring Survey*, and commissioned research reports.

The calculation of a large number of indicators has been extremely thoroughly conducted by the DBE, and it was not felt necessary or appropriate for this report to replicate its work. It is also not possible in this report to replicate the entirety of the indicators that have been produced by the DBE for a variety of platforms. As such, this report extracts a summary of the indicators that are most pertinent to examining the factors underlying the output from the NSC.

Sections 2 and 3 of this report draw almost exclusively on data generated by, or housed at Umalusi, and pertain directly to the NSC in terms of results and observed trends in the qualification. Wherever possible, important trends are highlighted, and possible reasons for the observed trends are advanced. In general, it is often difficult to say with certainty why a certain trend is occurring, without additional focused research on that particular topic. Thus, while explanations are offered for many of the trends that are highlighted in this report, they will often represent what Umalusi considers to be the most likely contributing factor or factors to a phenomenon – rather than a definitive causal statement.

It should be noted that during the period being analysed, the cohort that was most affected by the policy *Age Requirements for Admission to Any Ordinary Public Government School* (DoE 1998) reached Grade 12 in 2011. One of the aspects of the Age Requirements policy (DoE 1998) was the normalisation of the entry age into Grade 1, at 6 years old. This meant the cessation of enrolment by under-age children in Grade 1, which reduced the enrolment in 2000 of Grade 1 learners by as much as 30%. While many of these under-age learners would have repeated Grade 1, a significant number of them would have continued to Grade 2. This reduction in the number of learners carried through with each subsequent Grade enrolment, and a small but significant decrease in this cohort is seen in the decreased number of learners enrolled in Grade 12 in 2011, along with a reduction in the number of learners enrolling for the NSC in 2011. The impact of this is noted further on in this report.

1 Factors affecting the quality of the NSC results

The broader educational and socio-economic environment in which learners are situated has a substantial impact on their performance in the NSC. In this regard, home environment as well as the quality of schooling in primary and secondary schools affects the number of candidates writing, and ultimately, the number passing. This section looks at the quality of the school system, as proxied by enrolment coverage, repetition rate and retention of learners; the adequacy of inputs such as educators, materials and school buildings; the relative poverty of the learners' backgrounds; and the educational level of the adults in the country. While none of these factors can be analysed in this report in direct relation to the individual learner's performance, they constitute many of the causal factors distinguishing performance among provinces, race and gender.

Challenges in the quality of primary schooling are certainly pertinent to the attainment of the NSC; however, it is beyond the scope of this investigation to review the various international assessments of primary school achievement, and only the Annual National Assessment of 2012 is presented.

It is hoped that through a detailed examination of enrolment both by race and gender and across the various levels of the system, this report will be able to provide an understanding of where the system as a whole is succeeding in terms of learner retention, and that it will identify which aspects require intervention. In order to indicate 'quality', however, enrolment is not enough. It is not sufficient to know that learners are staying in school, unless we know what kind of infrastructure those schools offer. It is not sufficient to know about infrastructure unless we know about the academic results that learners are able to achieve at the various levels. Thus, this report has provided as much statistical information as possible on this topic in this and subsequent sections in order to get an idea of the environment in which learners must operate on their journey towards achieving an NSC qualification.

1.1 Survival to Grade 12

The first indicator of quality examined in this report is that of *Survival to Grade 12*. This overarching indicator is designed to capture how many learners enrol in the system, and at what ages. It also shows how many of those learners 'survive' until the end of Grade 12. This indicator is disaggregated in various ways, first by examining pre-school or Grade R enrolment and tracing that through primary and secondary schooling. The Further Education and Training (FET) phase is then examined in detail to determine how many learners enter that phase and, in turn, how many exit either as holders of the NSC or otherwise. Wherever possible, aspects of this this indicator have been broken down by province and gender.

Quantitatively there is relative stability in primary school enrolment, with over 98% of 7–15-year-olds attending school (DBE 2011). While there are a few percentage points difference in the 7–15-year-olds attending school among the provinces, it is largely in

Learners drop out of secondary school in increasing numbers between Grades 10 and 12.

secondary school where the differences in enrolment between province, race and gender begins to widen.

In the country as a whole, learners drop out of secondary school in increasing numbers between Grades 10 and 12. However, male learners drop out in greater numbers than female learners do. This dynamic leads to some interesting trends in that the dropping out of the weaker male learners and the retention of their female counterparts: in terms of aggregate *pass rates*, female candidates do not perform as well as male candidates; however, numerically, there are more female than male candidates passing and gaining a Bachelors-level pass. This dynamic differs among races, with Coloured, Indian and White females gaining higher basic and Bachelor-level pass rates than male candidates, as well as more female than male candidates passing and gaining a Bachelors-level pass.

There are also substantial differences in provincial dropout rates, with the poorer provinces of the Eastern Cape, Free State, North West and Mpumalanga having learners drop out at a greater rate than in the wealthier provinces of Gauteng, KwaZulu-Natal and the Western Cape. Limpopo has a relatively low dropout rate, given that it is the second poorest province (per capita) in the country.

1.1.1 Enrolment of five-year-olds in pre-school programmes

One of the policy objectives aimed at improving learners' ability to master the early Grades of primary school, and implemented by the DBE, was the introduction of Grade R. While not compulsory, the inclusion of 5-year-olds in a pre-school programme is over 80%, and the rollout of formal Grade R in primary schools has reached a gross enrolment ratio (GER) of 69.7%, from 15.2% in 1999.

The figures in the table and graph below show a steady increase in the percentage of five-year-old children who are enrolled in *formal school-based pre-school programmes or informal pre-school programmes*. It is clear that this represents a fairly dramatic improvement in the period covered (2002–2011). Although such figures cannot attest to the quality of the institutions represented in these figures, it must be acknowledged that such large-scale increases in access to Early Childhood Education (ECD) can only be interpreted as a positive indicator.

A sharp increase in access took place between 2008 and 2009.

It is of interest that a sharp increase in access took place between 2008 and 2009, although the reasons for such a rapid upward movement are unclear at this stage.

Table 2: Percentage of 5-year-olds enrolled in an educational institution, by gender, 2002–2011

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	41%	50%	52%	60%	63%	61%	61%	75%	82%	84%
Female	39%	49%	56%	60%	62%	60%	66%	78%	83%	84%

Source: General Household Survey 2002–2011 in DBE (2013c)

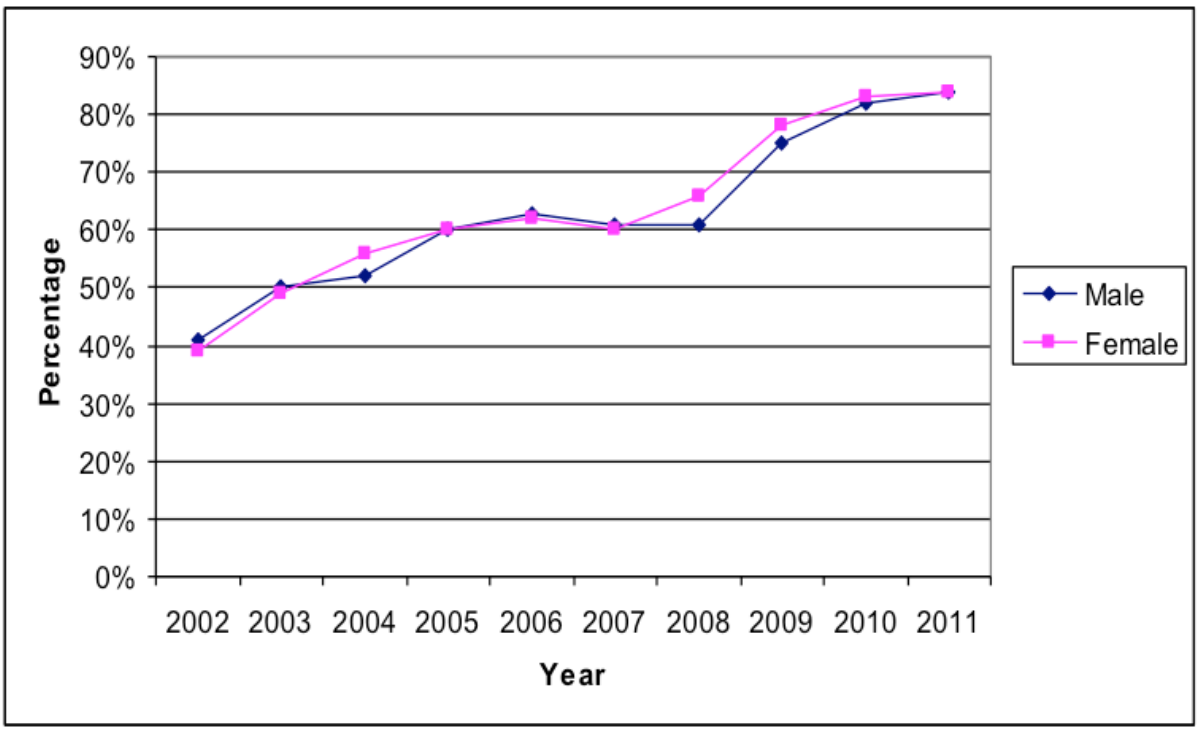

Figure 1: Percentage of 5-year-olds enrolled in an educational institution, by gender, 2002–2011

Source: General Household Survey 2002–2011 in DBE (2013c)

The set of tables and graphs that follow represent the number and gross enrolment ratio of 5-year-olds attending Grade R attached to formal schools between 1999 and 2011. In 1999 just 15% of five-year olds attended Grade R at schools, and by 2011 this percentage had increased to 70%.

The ongoing campaign for increased access to schooling at Grade R level and beyond has been unarguably successful.

In terms of actual numbers, the number of 5-year-olds enrolled for Grade R rose from 156 292 in 1999 to 734 654 by 2011. This represents an increase of some 370%, and indicates a dramatic expansion of early Grade schooling over this period. It is clear that the ongoing campaign for increased access to schooling at Grade R level and beyond has been unarguably successful, and although access is not yet universal, attention should now be focused on the quality of such schooling.

The average annual growth rate of 12% between 1999 and 2011 of 5-year-olds enrolled in Grade R in schools indicates that access has been increasing at a steady and rapid rate over the period concerned.

It is also interesting to note that the ratio of males to females enrolled for Grade R is generally balanced, a situation that does not hold true when the enrolment in the later grades is examined, and a high rate of attrition for male learners is observed.

Table 3: Enrolments in Grade R and Gross Enrolment Rates for Grade R, by gender, in ordinary schools 1999–2011

	1999	2000	2001	2002	2003	2004	2005
Males	77 718	113 024	120 449	139 018	157 532	177 844	202 590
Female	78 574	113 607	121 076	139 708	157 855	178 643	202 607
Total	156 292	226 631	241 525	278 726	315 387	356 487	405 197
GER (Male)	15%	22%	23%	27%	31%	35%	40%
GER (Female)	15%	22%	24%	27%	31%	35%	41%
GER (Total)	15%	22%	23%	27%	31%	35%	40%

Table 4: Enrolments in Grade R and Gross Enrolment Rates for Grade R, by gender, in ordinary schools 1999–2011 (cont.)

	2006	2007	2008	2009	2010	2011	Avg. ann. growth rate
Males	221 652	245 116	272 686	311 595	355 852	369 398	12%
Female	219 969	242 409	271 113	308 628	351 351	365 256	12%
Total	441 621	487 525	543 799	620 223	707 203	734 654	12%
GER (Male)	44%	49%	50%	60%	67%	70%	
GER (Female)	44%	49%	50%	60%	67%	70%	
GER (Total)	44%	49%	50%	60%	67%	70%	

Source: DBE education statistics and StatsSA mid-year population estimates in DBE (2013c)

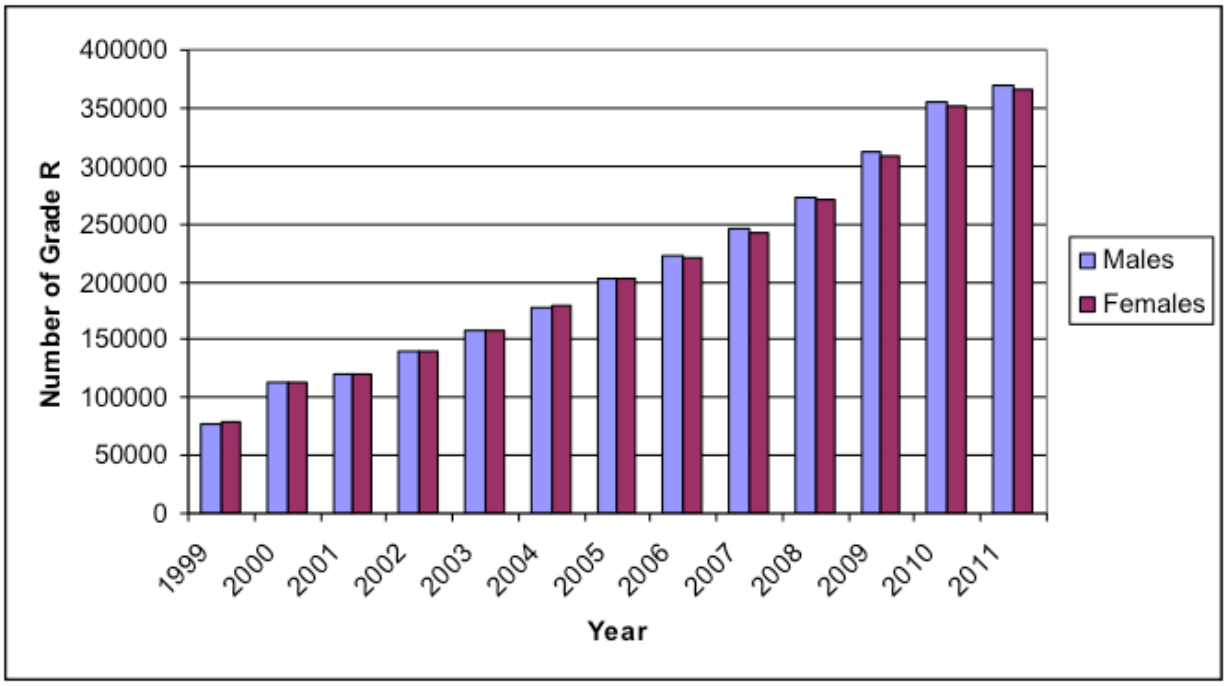

Figure 2: Enrolments in Grade R in ordinary schools, by gender, 1999–2011

Source: DBE education statistics and StatsSA mid-year population estimates in DBE (2013c)

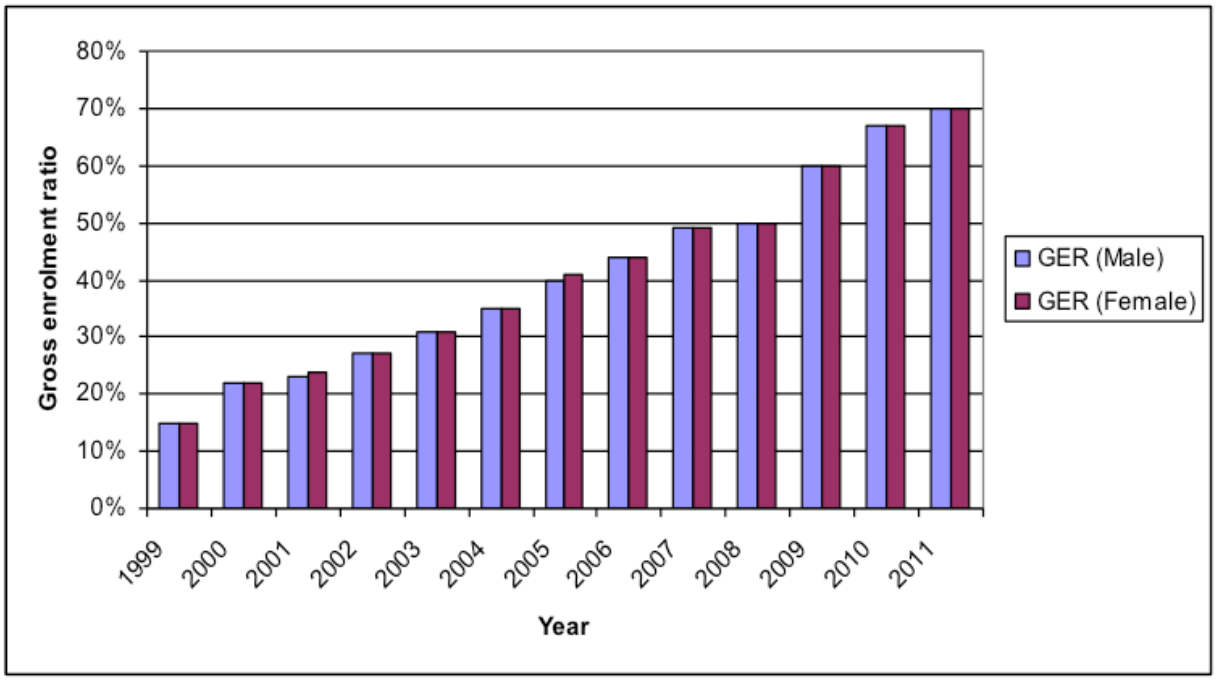

Figure 3: Gross Enrolment Rates for Grade R in ordinary schools 1999–2011 (as percentage of total age cohort)

Source: DBE education statistics and StatsSA mid-year population estimates in DBE (2013c)

1.1.2 Enrolment in primary school

South Africa has 99% of primary school-aged children enrolled in school (DBE 2013b), which is a significant achievement for a developing country. Unfortunately, this achievement is not supported by a sufficient quality of teaching and learning to ensure a resultant quality and efficiency of outcomes. A complex interplay of family background, rural deprivation, urban poverty, under-resourced schools, and paucity of provincial and school management all contribute to a lack of quality in primary schools. While learners do drop out of primary school, this number is negligible; the key indicator of a lack of learning is evident in the Annual National Assessment (ANA) results (as well as in several international test results, which are reviewed here).

South Africa has 99% of primary school-aged children enrolled in school.

The tables and graphs below show the enrolment in each Grade of primary school, the gross[2] and net[3] enrolment ratios (GER and NER), as well as the age-specific enrolment ratio[4]. While data for these indicators is usually taken from the EMIS for learner numbers and StatsSA's mid-year estimates of population figures, these figures use StatsSA's General Household

[2] The gross enrolment ratio is measured by dividing the total number of learners enrolled in primary school by the number of children in the population of the official primary school age (7–13).
[3] The net enrolment ratio is measured by dividing the number of learners of the official primary school age enrolled by the population of official primary school age (7–13).
[4] The age-specific enrolment ratio is calculated by dividing the total number of learners of a particular age by the population of that age, regardless of what grades they are in.

Survey. A number of experts (Fleisch 2008, Gustafsson 2012) agree with the DBE (2013c) that up to the Census 2011, the population of children in the mid-year estimates was somewhat high and that using one source of enrolment and population data gives a more accurate representation of primary school enrolment indicators.

The following table and graph show the enrolment by Grade and gender in primary school from 2008 to 2013 as well as the average annual growth rate of each Grade. Grades 1 and 2 have seen an average annual growth rate of 2% for both genders. Given that the overall primary gross enrolment ratio in 2011 was 113%, it is probable that this growth in Grades 1 and 2 is made up of an increasing number of repeaters. In the higher grades of primary school, there has been a negative growth rate. This is not necessarily a problem, as it may be due to a reduction in the number of repeaters in these Grades. In order to assess properly the dynamics of the primary enrolment over this period, a closer examination of the gross and net enrolment by grade, as well as the repeater and dropout rates by grade are required.

Table 5: Primary enrolment, by grade and gender, 2008–2013

		2008	2009	2010	2011	2012	2013	Avg. ann. growth rate
Grade 1	Male	584 737	576 539	583 208	612 970	631 490	640 211	2%
	Female	537 377	530 288	533 691	564 119	577 483	582 640	2%
	Total	1 122 114	1 106 827	1 116 899	1 177 089	1 208 973	1 222 851	2%
Grade 2	Male	533 058	518 903	513 506	517 839	553 151	576 791	2%
	Female	498 763	485 408	480 904	485 514	521 637	539 636	2%
	Total	1 031 821	1 004 311	994 410	1 003 353	1 074 788	1 116 427	2%
Grade 3	Male	524 875	518 371	502 297	492 934	497 656	524 750	0%
	Female	492 781	486 214	470 371	464 275	469 717	500 435	0%
	Total	1 017 656	1 004 585	972 668	957 209	967 373	1 025 185	0%
Grade 4	Male	544 224	528 874	520 578	507 964	502 388	500 833	-2%
	Female	506 636	491 012	482 067	466 896	463 961	463 797	-2%
	Total	1 050 860	1 019 886	1 002 645	974 860	966 349	964 630	-2%
Grade 5	Male	530 519	516 414	502 136	491 376	484 246	474 716	-2%
	Female	512 493	492 956	476 847	465 827	454 779	448 846	-3%
	Total	1 043 012	1 009 370	978 983	957 203	939 025	923 562	-2%
Grade 6	Male	503 968	509 882	496 411	481 719	476 970	464 693	-2%
	Female	512 493	502 737	481 605	464 708	458 476	444 402	-3%
	Total	1 016 461	1 012 619	978 016	946 427	935 446	909 095	-2%
Grade 7	Male	478 314	484 720	489 644	474 061	460 925	457 217	-1%
	Female	486 031	486 182	491 103	467 230	451 603	444 882	-2%
	Total	964 345	970 902	980 747	941 291	912 528	902 099	-2%
Total	Male	3 699 695	3 653 703	3 607 780	3 578 863	3 606 826	3 639 211	0%
	Female	3 546 574	3 474 797	3 416 588	3 378 569	3 397 656	3 424 638	-1%
	Total	7 246 269	7 128 500	7 024 368	6 957 432	7 004 482	7 063 849	-1%

Source: DOE 2010, DBE 2011, 2011b, 2012, 2012b and 2013e

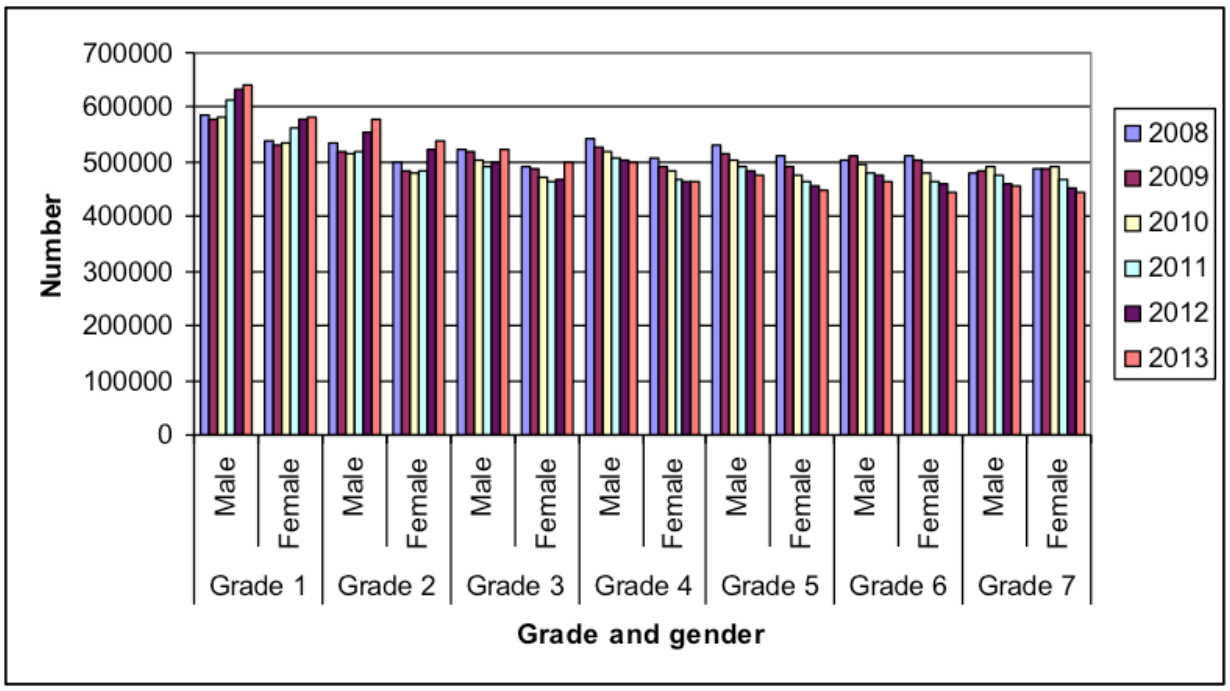

Figure 4: Primary enrolment, by grade and gender, 2008–2013

Source: DOE 2010, DBE 2011, 2011b, 2012, 2012b and 2013e

As can be seen in the table below, the national GER for primary school is 113%, which indicates that a number of under- or over-age children are enrolled in school, either through entering school younger or older than the official age of entry or through repeating and remaining in school after the official age for finishing primary school. A NER of under 100% is most often an indication that a number of children are entering school late and/or that children who have entered school early are progressing through the system and are in secondary schooling while still of official primary school age.

Gauteng and the Western Cape are the provinces that most often enrol learners at the appropriate age.

It is clear that Gauteng and the Western Cape are the provinces that most often enrol learners at the appropriate age, and it can also be inferred that the repeater rate is lowest in these two provinces. In contrast, the Eastern Cape, the North West and Limpopo seem to demonstrate the poorest control of these factors, with gross enrolment rates of 130%, 118% and 117% respectively.

The Net Enrolment Ratio (NER) is a useful indicator, since it allows us to measure the proportion of children of the correct age who are enrolled in a certain grade. Thus, in the table below, it shows that in the Eastern Cape, for example, some 93% of children of appropriate primary school age were indeed enrolled in primary school. When comparing this with the Gross Enrolment Ration (GER), it is thus possible to see that 130% of learners of the appropriate age are enrolled in the Eastern Cape primary schooling system – meaning that more learners are in primary school than there are children of primary schooling age. This in all likelihood is due to a slow throughput rate, with learners not progressing at the correct rate through the system.

Table 6: Primary GERs and NERs, by province, 2011 (%)

	GER	NER
Eastern Cape	130	93
Free State	111	92
Gauteng	102	88
KwaZulu-Natal	114	90
Limpopo	117	91
Mpumalanga	114	91
North West	118	94
Northern Cape	113	93
Western Cape	105	91
National	113	91

Source: StatsSA General Household Survey 2011 in DBE (2013c)

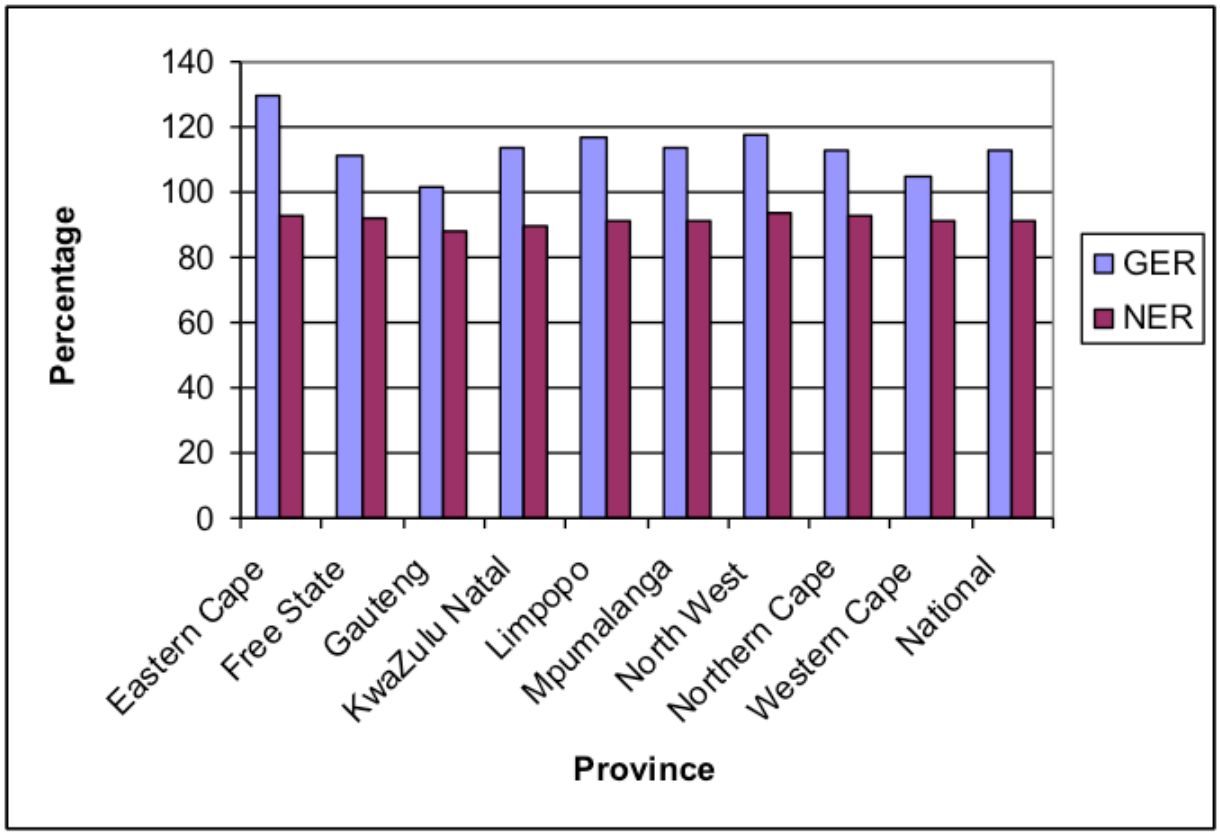

Figure 5: Primary GERs and NERs, by province, 2011 (%)

Source: StatsSA General Household Survey 2011 in DBE (2013c)

Ultimately, the age-specific enrolment rates (ASER) give the most accurate reflection of whether the country's 7–13-year-olds are in school, regardless of what phase they are in. The graph below shows how many 7–13-year-olds were enrolled in school, regardless of grade, in 2002 and 2011. Between 2002 and 2011 there was a stabilisation of enrolment by age, with seven-year-old enrolment growing from 91% to 99%. This positive indicator for the system at large implies that learners who are supposed to be in primary school are being successfully enrolled, and are remaining in the appropriate grades in almost every instance. The improvements in enrolment are most marked in the early grades, with 7-year-olds improving from 91.3% enrolment in 2002 to 98.7% in 2011.

Learners who are supposed to be in primary school are being successfully enrolled and are remaining in the appropriate grades in almost every instance.

Table 7: Age-specific enrolment rates for 7–13-year-olds in 2002 and 2011 (%)

Age	2002	2011
7	91.3	98.7
8	96.5	98.7
9	97.5	99.3
10	98.2	99.3
11	98.3	98.8
12	98.4	99
13	97.7	98.6

Source: StatsSA General Household Survey 2002 and 2011 in DBE (2013c)

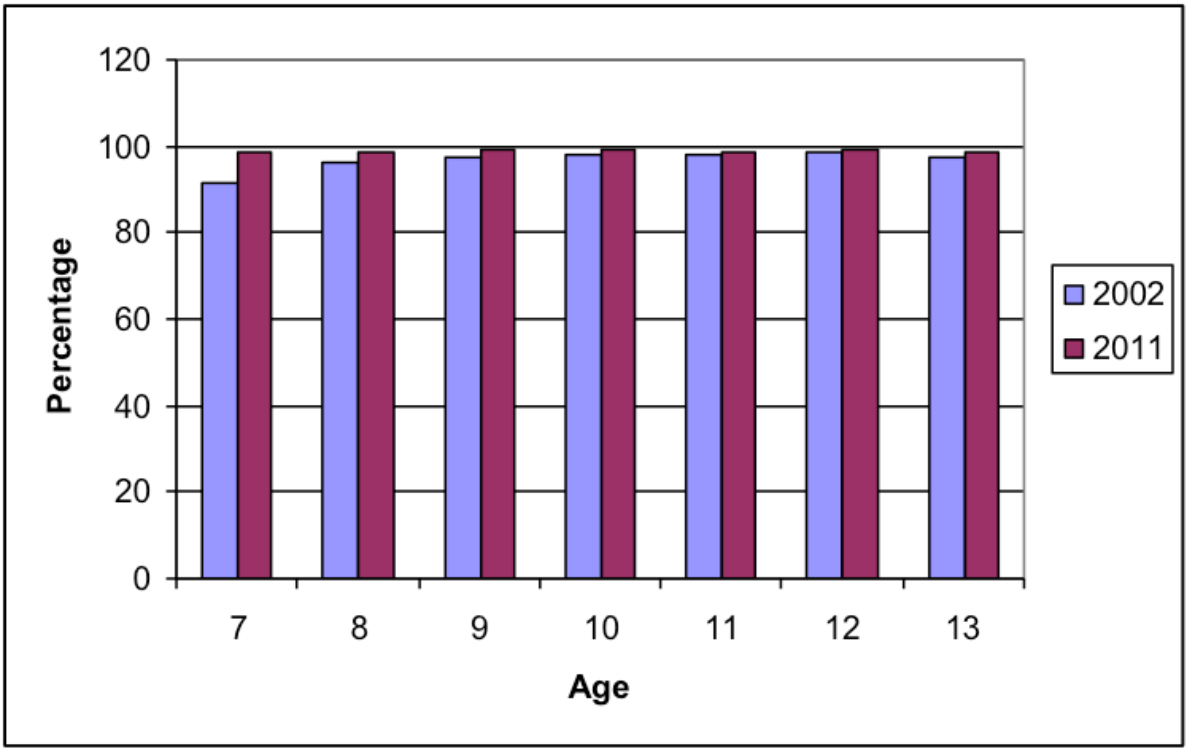

Figure 6: Age-specific enrolment rates for 7–13-year-olds in 2002 and 2011 (%)

Source: StatsSA General Household Survey 2002 and 2011 in DBE (2013c)

1.1.3 Enrolment in secondary school

The following table and graph show the cohort (highlighted) most affected by the *Age Requirements* policy (DoE 1998). In 2008, the Grade 9 cohort of 902 656 was the lowest of any of the Grade 9 enrolments between 2008 and 2013. In subsequent years this cohort grew at an average annual rate of 4%. This decreased enrolment due to the *Age Requirements* policy (DoE 1998) flows through to the subsequent grades, up to Grade 12 in 2011 where, again, the cohort at 534 498 was the lowest between 2008 and 2013.

For each year in the dataset, there is a dramatic decrease in the number of learners moving from Grade 11 into Grade 12

The table also shows the decrease due to the dropping out of learners in Grades 10, 11 and 12. Enrolment in Grade 10 was the highest in secondary school – due in large part to it having a high repetition rate. Repetition and dropout affected the enrolment of Grades 11 and 12, with declining numbers enrolling with each subsequent grade.

For each year in the dataset, there was a dramatic decrease in the number of learners moving from Grade 11 to Grade 12. In 2008, for example, there were 902 752 learners enrolled in Grade 11, but those who moved to Grade 12 the following year numbered just 602 278 – a loss of some 300 474 learners. It is not entirely clear what informs this trend, although factors such as 'gate-keeping'[5] or learners dropping out of the NSC to pursue other qualifications such as the NC(V) are possibilities. It is difficult to conceive of this loss of some 300 000+ learners yearly being understood as anything other than a negative trend, and the reasons for such a trend, as well as strategies to arrest it must be investigated urgently.

Table 8: Number of learners enrolled in Grades 8 to 12 in 2008 to 2013 (public and independent)

	2008	2009	2010	2011	2012	2013	Avg. ann. growth
Grade 8	926 603	991 093	1 001 180	1 008 101	971 509	942 345	0.1%
Grade 9	902 656	926 531	1 009 327	1 049 904	1 096 113	1 073 060	4.0%
Grade 10	1 076 527	1 017 341	1 039 762	1 055 790	1 103 495	1 146 285	1.6%
Grade 11	902 752	881 661	841 905	847 738	874 331	834 611	-1.2%
Grade 12	595 216	602 278	579 384	534 498	551 837	597 196	-0.9%
Total	4 403 754	4 418 904	4 471 558	4 496 031	4 597 285	4 593 497	1.0%

** Average annual growth rate calculated as the slope of natural logs over the intervals. Method used by all graphs unless otherwise stated.*

Source: DOE 2010, DBE 2011, 2011b, 2012, 2012b and 2013e

[5] A phenomenon in which learners who are unlikely to pass the examinations are encouraged not to write, thus improving the overall proportion of learners who do pass, by removing potential failures from the sample.

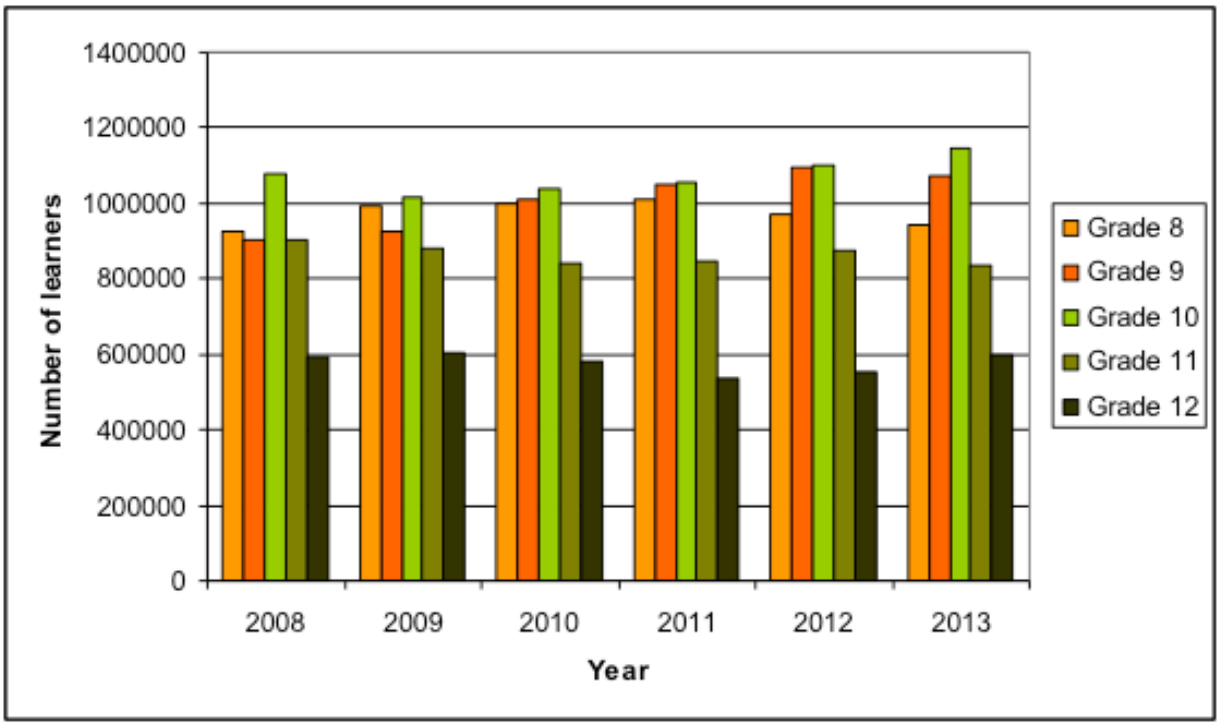

Figure 7: Number of learners enrolled in Grades 8 to 12 from 2008 to 2013 (public and independent)

Source: DOE 2010, DBE 2011, 2011b, 2012, 2012b and 2013e

As evidenced in the table and graph below, there has been growth in the enrolment of independent schools from 140 055 to 193 370 (an average annual growth of 10%). These schools, however, constituted only 3% and 4% of total secondary enrolment in 2008 and 2013 respectively.

There appears to be greater retention between Grades 8 and 12 in independent schools than in state schools, particularly between Grades 11 and 12. While in state schools some 30% of learners appear to have dropped out between Grades 11 and Grade 12, no such trend is evident in independent schools. It is likely that the independent schooling system is indeed exhibiting far greater retention than that of state schools. This may indicate differences in the socio-economic status of the populations that attend each type of school, and may also be an indicator of the quality of schooling in the independent schooling sector such that 'gate-keeping' and learner dropout are not factors that have a large effect on learner retention in such schools.

There appears to be greater retention between Grades 8 and 12 in independent schools than in state schools.

It is also evident that the independent schooling sector is growing at a far faster rate than state schooling, although given the relatively small size of the independent schooling sector, this is to be expected.

Table 9: Enrolment in all independent schools by grade, and independent school enrolment as a percentage of the national enrolment, 2008 and 2013

Independent	2008	2013	Avg. ann. growth
Grade 8	27 506	36 776	5.8%
Grade 9	25 513	36 505	7.7%
Grade 10	28 653	39 272	7.3%
Grade 11	29 627	37 307	5.6%
Grade 12	28 756	40 751	7.1%
Total	140 055	190 611	6.7%
% of national enrolment	3%	4%	

Source: DOE 2010, DBE 2011, 2011b, 2012, 2012b and 2013e

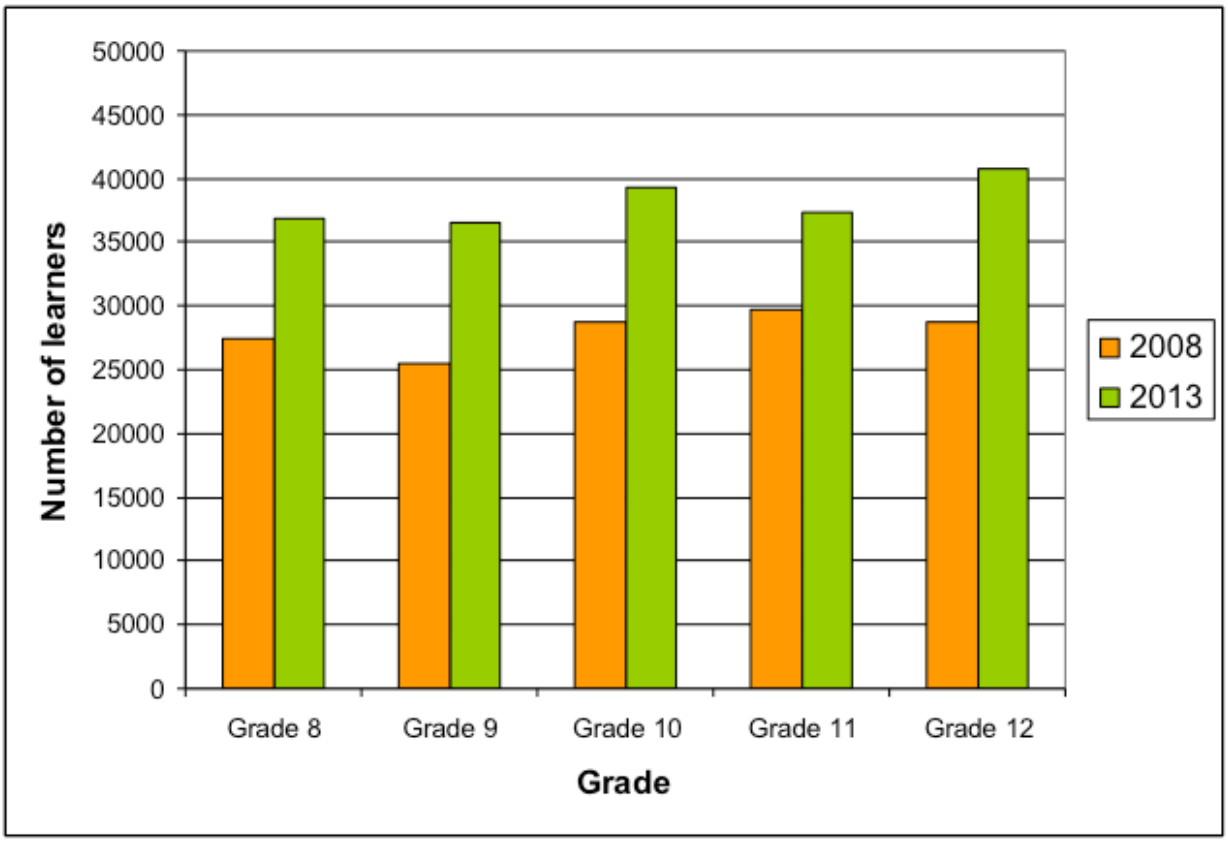

Figure 8: Enrolment in independent schools, by grade, 2008 and 2013

Source: DOE 2010, DBE 2011, 2011b, 2012, 2012b and 2013e

1.1.4 Gross enrolment of Grades 8 to 12 learners between 2008 and 2012

The gross enrolment ratio for each grade is an important indicator of the relative number of learners in each grade and shows the extent to which the respective cohort of children is enrolled at school. Again, the impact of the *Age Requirements* policy (DoE 1998) is seen with a drop in the enrolment ratio most evident in Grade 9 in 2008, Grade 10 in 2009, Grade 11 in 2010 and Grade 12 in 2011 (highlighted). As seen in the section above, enrolments and consequently the gross enrolment ratio starts to rise again after this.

Male learners drop out of the schooling system at Grade 12 level at an alarming rate.

In terms of the overall cohort dynamics, the enrolment ratio rises in Grade 10, with the greatest repeater rate seen in this Grade. It is likely that this is due to learners being held back in Grade 10 far more frequently than in other grades – in some cases due to 'gate-keeping', a process whereby weaker learners are held back to ensure that they do not progress to Grade 12 and ultimately fail the NSC, thus negatively affecting a school's pass statistics.

By Grade 12 the enrolment ratio of male and female learners was 55% and 65% respectively in 2008 and 48% and 58% in 2012. However, the enrolment ratio in Grade 12 in future years is likely to rise, due to the stabilisation of the learner flow-through, as the effects of the *Age Requirements* policy (DoE 1998) wear off. Irrespective of any such correction in subsequent years, the extremely rapid dropout rate between Grades 11 and 12 is a cause for serious concern. Indications are that some 40% of learners drop out at the end of Grade 11, before entering Grade 12 – a phenomenon that is difficult to explain in the absence of widespread gate-keeping.

It is a disturbing feature of these statistics, however, that even beyond the dropout rate already observed above, it is particularly male learners whot are dropping out of the schooling system at Grade 12 level at an alarming rate. It is also likely that the enrolment rates of more than 100% in Grades 9 and 10 indicate learners being held back in these Grades in particular.

Table 10: Number of Grade 8–12 learners between 2008 and 2012, as a percentage of the respective age cohort between 2008 and 2012

Grade	Gender	2008	2009	2010	2011	2012
Grade 8	Male	90%	95%	97%	98%	96%
	Female	90%	97%	96%	98%	94%
Grade 9	Male	89%	90%	98%	103%	108%
	Female	87%	90%	98%	101%	105%
Grade 10	Male	103%	98%	99%	99%	103%
	Female	109%	100%	103%	105%	110%
Grade 11	Male	83%	80%	77%	76%	77%
	Female	97%	94%	87%	88%	92%
Grade 12	Male	55%	54%	52%	48%	48%
	Female	65%	66%	62%	56%	58%

Source: StatsSA Mid-Year Estimates; DOE 2010, Source: DOE 2010, DBE 2011, 2011b, 2012, 2012b

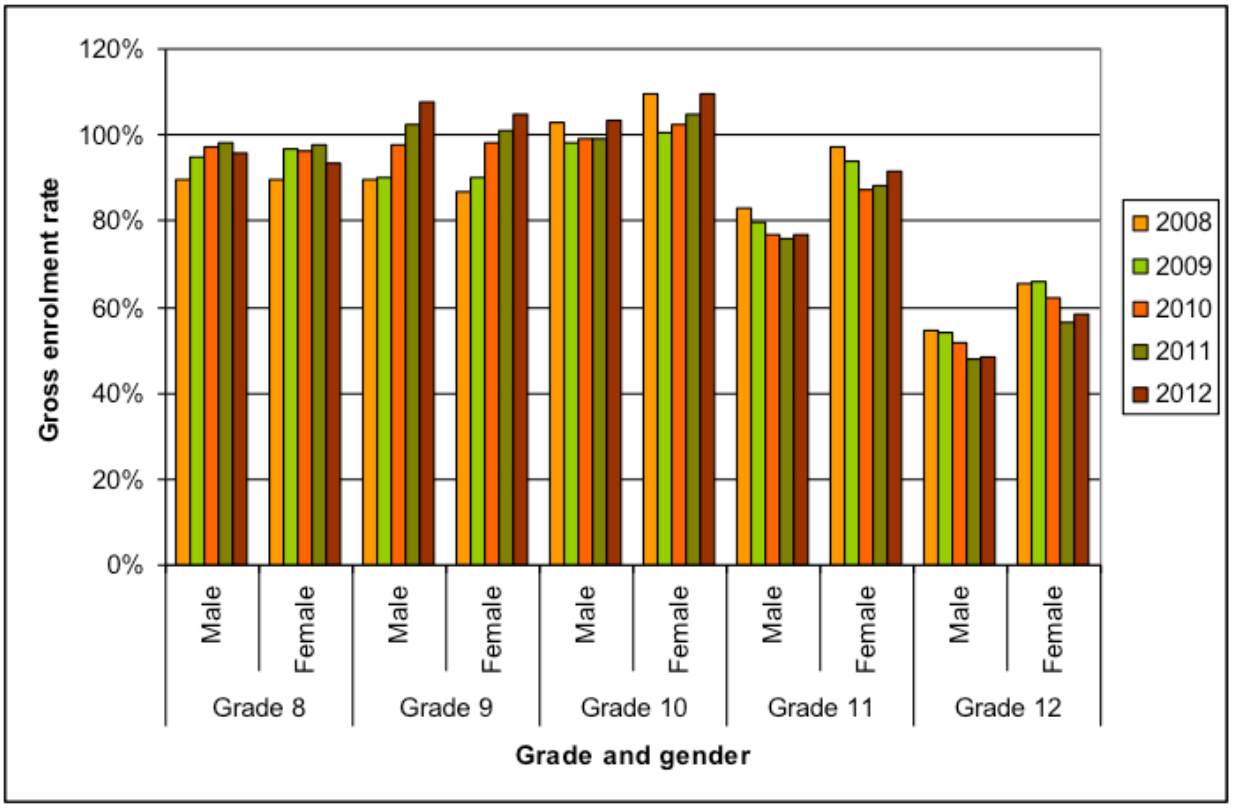

Figure 9: Number of Grade 8–12 learners between 2008 and 2012, as a percentage of the respective age cohort between 2008 and 2012 (%)

Source: StatsSA Mid-year Estimates; DOE 2010, Source: DOE 2010, DBE 2011, 2011b, 2012, 2012b

There are a substantial number of learners who repeat – particularly from Grade 10 onwards.

As with the primary school cohorts, both an over-estimation of the population in the StatsSA Mid-year Estimates and the dynamics of repetition give slightly lower gross enrolment ratios than the data extracted from the General Household Survey does. The table below gives the secondary school gross and net enrolment ratios by province. As can be seen, the national GER of 103% is higher than that which would have been imputed from the data above. While learners certainly dropped out of secondary school (see the section on dropout, below), there are a substantial number of learners who repeated – particularly from Grade 10 onwards. While repetition by itself is not an explicitly negative indicator, if it is used to hold back learners who schools feel are in danger of failing the NSC, and thereby negatively affecting the pass statistics of that school, this then becomes a perverse practice.

Table 11: Secondary gross and net enrolment ratio, by province, 2011 (%)

Province	GER	NER
Eastern Cape	94	71
Free State	104	73
Gauteng	103	79
KwaZulu-Natal	107	76
Limpopo	120	80
Mpumalanga	106	74
North West	95	74
Northern Cape	93	73
Western Cape	86	71
National	103	74

Source: General Household Survey in DBE (2013c)

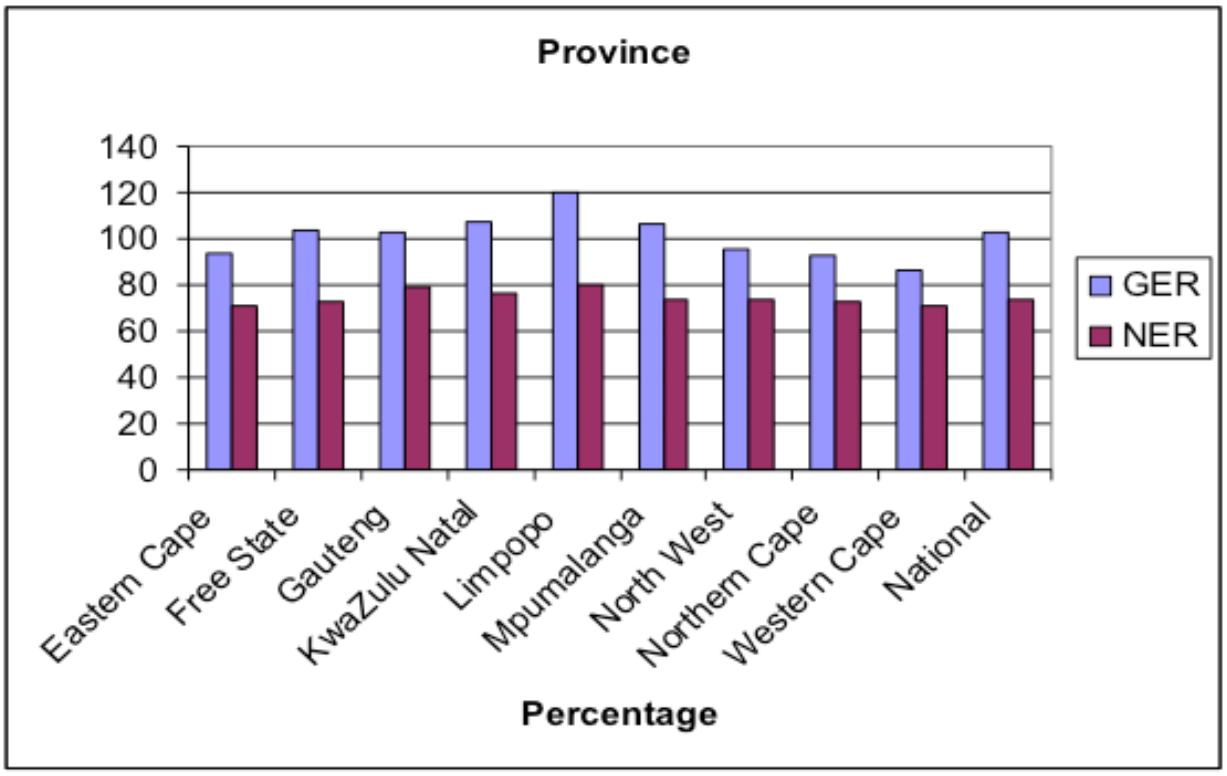

Figure 10: Secondary gross and net enrolment ratio, by province, 2011 (%)

Source: General Household Survey in DBE (2013c)

By 16 years of age, some 10% of learners have left school.

The extent of learner repetition can be seen in the following graph, which shows the age-specific enrolment rates of 14- to 22-year-olds who are still in school. Between 14 and 16 years of age, the age-specific enrolment rates are over 90%, which suggests that by 16 years of age, some 10% of learners have left school – it is not clear whether they have left the education system, as the ASER shown below pertains only to school. By 18 years old, some 67% of the cohort are still in school, and a significant number of 19–21-year-olds are still enrolled.

Table 12: Age-specific enrolment rates (ASER) in school, for 14–22-year-olds, 2002 and 2011 (%)

Age	GER	NER
14	97	97.2
15	94	97
16	90.5	91
17	84	85
18	67	67.5
19	48	43
20	32	28
21	22	18
22	12	10

Source: General Household Survey in DBE (2013c)

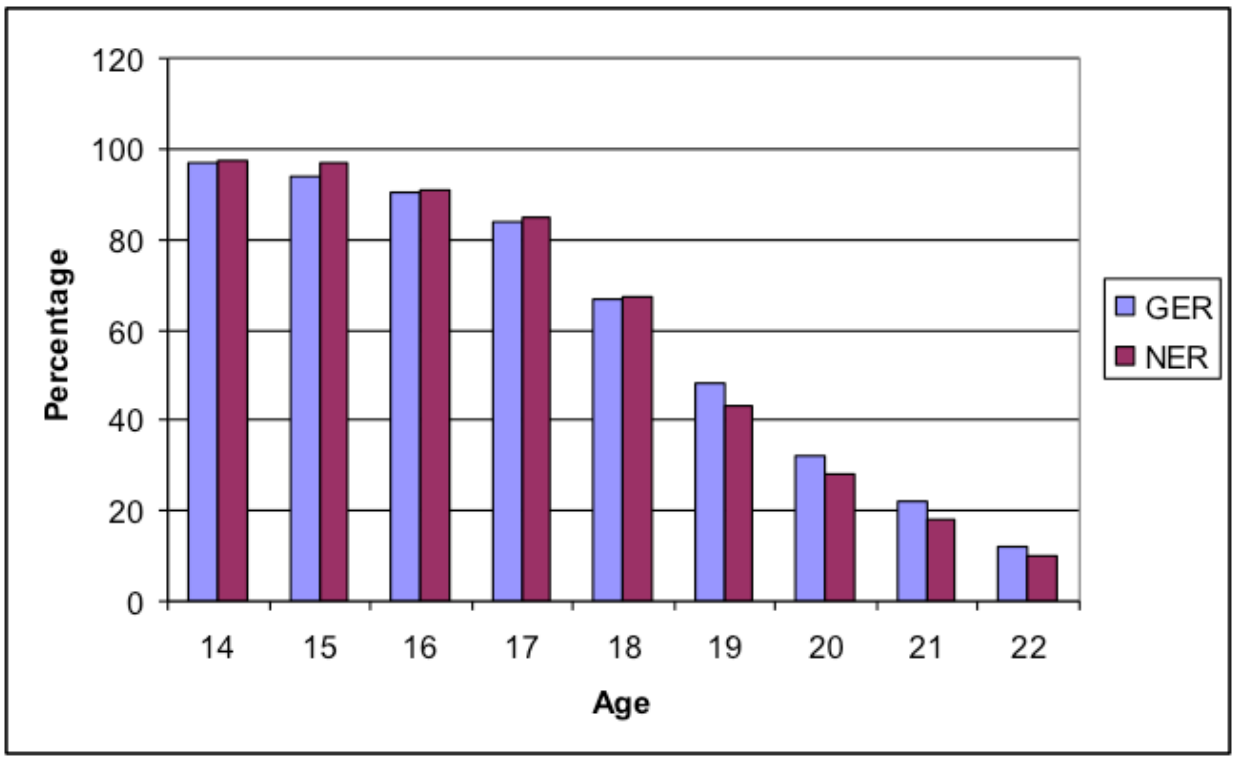

Figure 11: Age-specific enrolment rates (ASER) in school, for 14–22-year-olds, 2002 and 2011 (%)

Source: General Household Survey in DBE (2013c)

The age-specific enrolment shown above does not give us information on what grades the learners are in. The graph below shows the ASER of the candidates in the NSC in 2008 and 2012. In 2008 some 15% of candidates were 17 years of age – this dropped to less than 5% by 2012 due to the introduction of the *Age Requirements policy* (DoE 1998). In 2012 only 35% of candidates were the correct age for their grade, 22% being 19 years old and the remaining 40% or so being 20 years or older.

There are few explanations that could account for this trend other than fairly widespread 'gate-keeping' – a practice in which learners who are unlikely to pass the NSC are held back in the lower grades or 'encouraged' to exit the system. The extent of this practice cannot be ascertained from these figures, and indeed requires focused research to be determined with any accuracy. It should be noted, however, that there are incentives in place for schools to improve NSC pass rates, and holding back weaker learners or allowing them to exit the system can achieve this without the substantial work required to improve each school as a whole. It is clear that interventions must be put in place to reverse this trend.

Widespread 'gate-keeping' – a practice in which learners who are unlikely to pass the NSC are held back in the lower grades or 'encouraged' to exit the system.

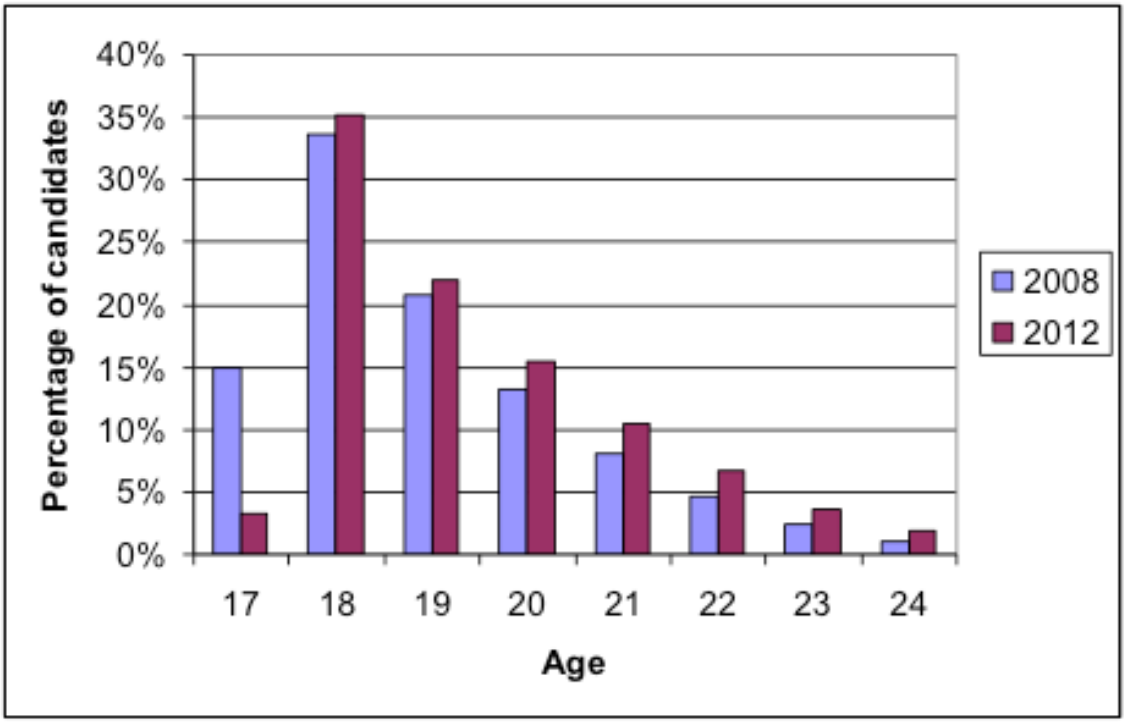

Figure 12: Age-specific enrolment of candidates in the NSC, 2008 and 2012

1.1.5 Gender parity in enrolment of Grades 8–12 learners, 2008–2013

The following table shows the number of learners enrolled by gender and the Gender Parity Index (GPI)[6] from 2008 to 2013. Highlighted again are the Grades affected by the *Age Requirements* policy (DoE 1998).

[6] The Gender Parity Index GPI is defined as GER for females divided by GER for males, and is used to indicate the level of access to education that females have, compared with the level of access that males have. For example, a GPI of more than 1 indicates that in proportion to the appropriate school-age population, there are more females than males in the school system.

The relative enrolment of male and female learners is interesting – changing from close to equal enrolment in Grades 8 and 9, to a GPI heavily in favour of female students by Grade 12. In Grade 10 the GPI is approximately 1.05, in Grade 11 it rises to between 1.14 and 1.19, and by Grade 12 the GPI ranges from between 1.17 and 1.21.

This change in gender enrolment is attributable to male learners dropping out of school in higher numbers than female learners do. Despite male learners also repeating more than female learners in secondary school, they ultimately drop out of school and enter vocational training or the labour force at a greater rate than female learners do. The repeater rates (DBE 2011c) show that male learners repeat more than female learners in Grade 10 (18.7% and 15.7% respectively) and Grade 11 (15.9% and 9.2% respectively), and less than female learners in Grade 12 (6.9% and 9.2% respectively). This shift in Grade 12 can be attributed to the fact that male learners are more likely to have exited the system before the end of Grade 12, rather than to have repeated the Grade.

Despite male learners also repeating more than female learners in secondary school, they ultimately drop out of school and enter vocational training or the labour force at a greater rate than female learners do.

Table 13: Enrolment in Grades 8–12 of learners, by gender and GPI, 2008–2013 (public and independent)

Grade	Gender	2008	2009	2010	2011	2012	2013	Avg. ann. growth rate*
Grade 8	Male	464 956	492 726	502 393	506 551	491 447	478 775	0.4%
	Female	461 647	498 367	498 787	501 550	480 062	463 570	-0.2%
	GPI	0.99	1.01	0.99	0.99	0.98	0.97	
Grade 9	Male	459 853	464 415	503 027	530 110	554 806	548 242	4%
	Female	442 803	462 116	506 300	519 794	541 307	524 818	4%
	GPI	0.96	1.00	1.01	0.98	0.98	0.96	
Grade 10	Male	525 411	504 863	510 663	512 355	535 198	554 727	1%
	Female	551 116	512 478	529 099	543 435	568 297	591 558	2%
	GPI	1.05	1.02	1.04	1.06	1.06	1.07	
Grade 11	Male	418 875	406 649	393 694	393 185	399 126	381 113	-2%
	Female	483 877	475 012	448 211	454 553	475 205	453 498	-1%
	GPI	1.16	1.17	1.14	1.16	1.19	1.19	
Grade 12	Male	271 836	272 266	261 809	246 809	250 964	268 410	-1%
	Female	323 380	330 012	317 575	287 689	300 873	328 786	-1%
	GPI	1.19	1.21	1.21	1.17	1.20	1.22	

** Note: All average annual growth rates are calculated as the slope of natural logs over the intervals*

Source: Source: DOE 2010, DBE 2011, 2011b, 2012, 2012b and 2013e

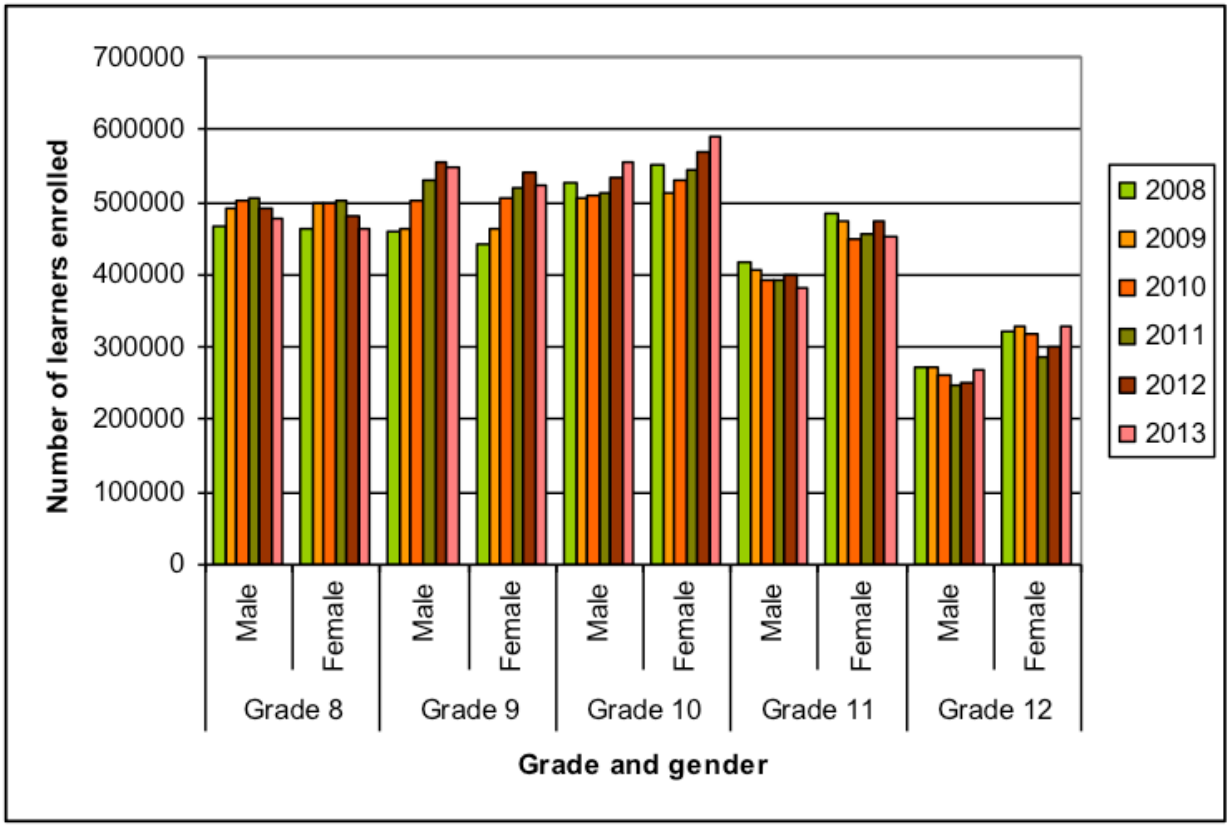

Figure 13: Enrolment in Grades 8–12 of learners, by gender and 2008–2013 (public and independent)

Source: DOE 2010, DBE 2011, 2011b, 2012, 2012b and 2013e

In 2012, as well as there being more female candidates than male, 40% of male candidates and 53% of female candidates were 17 or 18.

The dynamics evident in secondary school enrolment are seen again in the age-specific enrolment of candidates in the NSC. The table and graph below show the number and percentage of male and female candidates enrolled in the NSC, by age. In 2012, as well as there being more female candidates than male candidates, 40% of the males and 53% of the females were 17 or 18. The phenomenon of male learners repeating more than female learners and dropping out more frequently than female learners is quite evident in this data.

Table 14: Number and percentage of candidates* aged 17–24 enrolled for the NSC, 2008 and 2012

	2008				2012			
Age	Male cand	% of total	Female cand	% of total	Male cand	% of total	Female cand	% of total
17	27 921	11%	56 324	19%	5 822	3%	13 249	5%
18	78 805	31%	111 481	37%	80 362	37%	123 372	48%
19	57 698	23%	58 226	20%	51 044	24%	54 699	21%
20	40 110	16%	33 126	11%	34 893	16%	30 762	12%
21	25 401	10%	18 867	6%	21 664	10%	17 379	7%
22	14 520	6%	10 678	4%	12 362	6%	9 374	4%
23	7 261	3%	5 701	2%	5 723	3%	4 554	2%
24	3 026	1%	2 885	1%	2 486	1%	2 229	1%
Total	254 742	100%	297 288	100%	214 356	100%	255 618	100%

** Note: the totals do not add up to the full enrolment of candidates in the NSC, as shown in the following section, due to the existence of candidates older than 24 and candidates who have no date of birth.*

Source: Umalusi NSC database

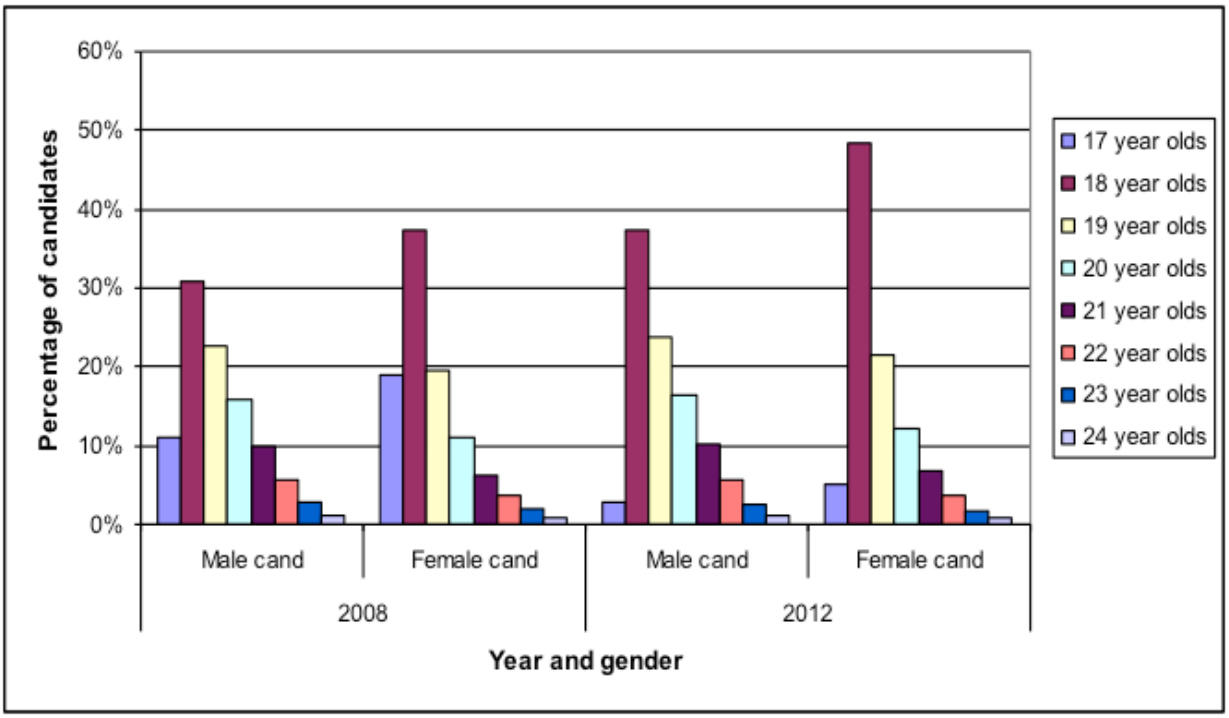

Figure 14: Number and percentage of candidates aged 17–24 enrolled for the NSC, 2008 and 2012

At a provincial level, these dynamics are more marked in the provinces with large urban centres, suggesting that there may be more alternative opportunities for male learners in either the labour market or other educational institutions than is the case in the rural provinces. However, further research needs to be undertaken into what male learners do when they leave school without having obtained an NSC.

The following table and graph show, by province, the number of male and female learners enrolled in Grade 8 in 2008 and Grade 12 in 2012, as well as the Grade 12 learners as a percentage of Grade 8 learners. In Grade 8 in 2008, there were slightly more male learners than female learners in most provinces (except the Eastern and Western Cape). In Grade 12 the higher dropout of male learners means that the ratio of male Grade 12 learners to Grade 8 learners is 54%, and for females it is 65%, an 11 percentage point difference. Across the provinces this difference ranges from 8 percentage points or less (in the Eastern Cape, Free State and North West) to 14 percentage points or more (in Gauteng and the Western Cape).

Gauteng and KwaZulu-Natal have the highest male retention, with the ratio of Grade 12 to Grade 8 being 61%. Female retention is greatest in Gauteng, KwaZulu-Natal and the Western Cape, with a Grade 12 to Grade 8 ratio of 75%, 73% and 72% respectively.

Ultimately, these figures attest to the fact that almost half (46%) of male learners dropped out of the schooling system nationally between Grade 8 and Grade 12 in the years in question. Less alarming, although still a matter of serious concern, is that just over one third of female learners (35%) also dropped out of the system over this time period.

Almost half (46%) of male learners dropped out of the schooling system nationally between Grade 8 and Grade 12.

Although there is uncertainty surrounding whether learners are following alternative learning pathways, such as the NC(V), if a large percentage of the learners who drop out of school are indeed attempting to enter the labour market without an NSC or equivalent qualification, this is a serious cause for concern. Evidence is robust that the absorption rate of people into formal employment is strongly related to their level of education. Learners without an NSC or equivalent qualification face bleak prospects in the labour market, and the possibility of unemployment is very high for such a group.

Table 15: Number of male and female learners enrolled in Grade 8 in 2008, Grade 12 in 2012, and Grade 12 learners as a percentage of Grade 8 learners, by province

	Gender	2008 Grade 8	2012 Grade 12	Grade 12 learner as a % of Grade 8 learners
EC	Male	74 848	32 157	43%
	Female	77 716	40 211	52%
FS	Male	26 189	11 728	45%
	Female	25 638	13 478	53%
GT	Male	72 522	44 231	61%
	Female	72 378	54 078	75%
KZN	Male	105 369	64 024	61%
	Female	102 814	74 960	73%
LP	Male	69 753	37 873	54%
	Female	67 626	44 259	65%
MP	Male	41 544	23 234	56%
	Female	40 815	27 537	67%
NW	Male	29 150	13 339	46%
	Female	28 206	14 894	53%
NC	Male	10 276	4 275	42%
	Female	10 090	5 199	52%
WC	Male	35 305	20 103	57%
	Female	36 364	26 257	72%
National	Male	464 956	250 964	54%
	Female	461 647	300 873	65%

Source: DOE 2010, DBE 2011, 2011b, 2012, and 2012b

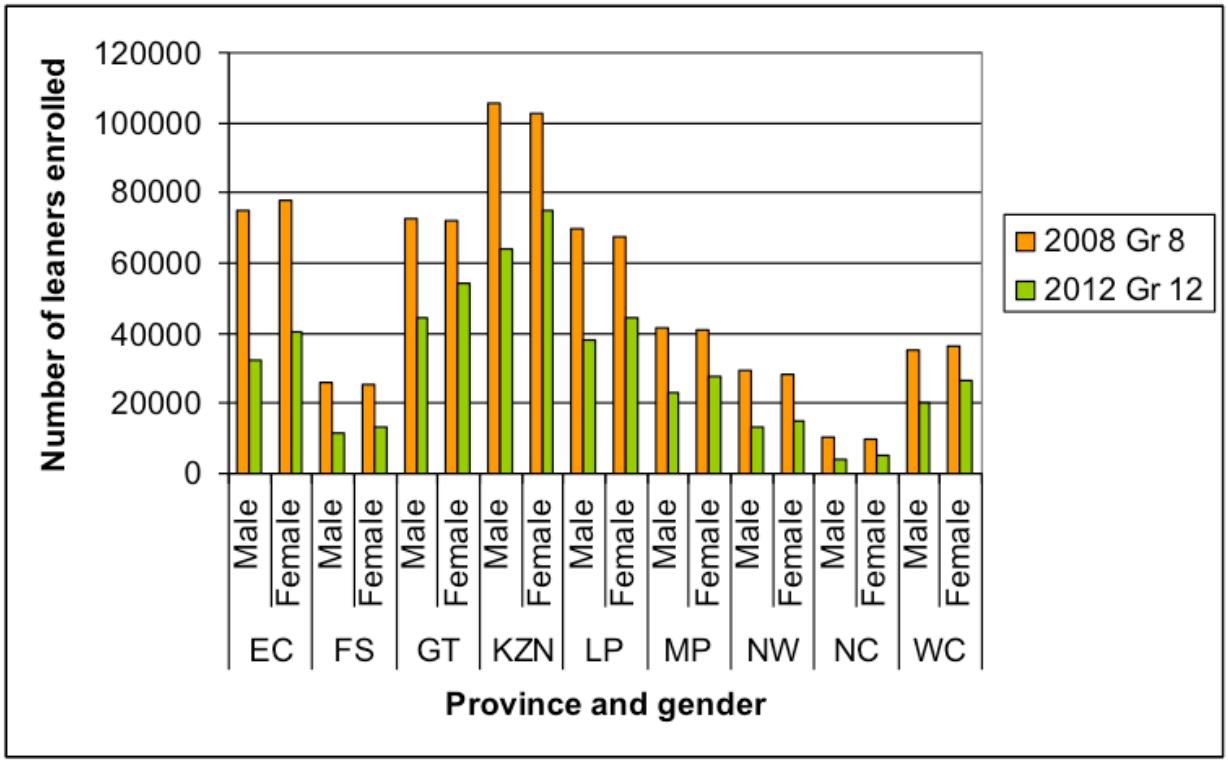

Figure 15: Number of male and female learners enrolled in Grade 8 in 2008 and Grade 12 in 2012, by province

Source: DOE 2010, DBE 2011, 2011b, 2012, and 2012b

1.1.6 Main findings

In the preceding section the main findings are as follows:

- Learner enrolment figures have improved dramatically over time, most notably in the lower grades.
- Learner retention in the system is adequate until the FET phase (Grades 10–12) is examined; at that point a very large proportion of learners drop out of the system before attempting to write the NSC examinations.
- Learner retention is particularly poor in the case of male learners, who drop out of the system at a far greater rate than female learners.
- The figures indicate that there is a strong likelihood of 'gate-keeping' at the school level, a malpractice in which weaker learners are encouraged to leave the schooling system before writing the NSC – thus improving the overall pass rate of the school in question by not risking the learner being counted as a failure.

1.2 The impact of spending, teachers, textbooks and management on education quality

The previous indicator looked at the access of learners to the school system. In this section the primary indicator at issue is *Impact of educational inputs*. This indicator concerns the adequacy of educational inputs in primary and secondary school and looks at the quantitative markers that have been established as both measures of policy implementation and input quality, which are assumed to have an effect on the quality of the output. In this regard, sub-indicators of spending on education; the provision of educators and textbooks; curriculum coverage; and management are presented. In the final instance, the results of the Annual National Assessment give some focus to the quality of education in the early grades.

1.2.1 Spending on education

Government spending on education has increased in real terms between the budget years 2000/01 and 2011/12, and extremely progressive steps have been taken to increase funding to the poorest schools. The categorisation of schools into quintile recognises both the poverty of the community that the school serves and the physical facilities that the school may be lacking.

There has been substantial growth in per-learner spending in the poorest provinces.

The following table and graph show the growth in government per-pupil spending on education. There has been substantial growth in per-learner spending in the poorest provinces between the 2000/01 and 2010/11 budget years, with the Eastern Cape, Limpopo, Free State and KwaZulu-Natal having the greatest average annual increases in per-learner spending levels.

Table 16: Per-learner expenditure, by province, and average annual growth* 2000/01–20011/12 (rands)

	2000/01	20011/12	Avg. ann. growth rate
Eastern Cape	3 414	10 781	11%
Free State	3 873	11 653	11%
Gauteng	4 896	10 421	7%
KwaZulu-Natal	3 109	9 471	11%
Limpopo	3 346	10 385	11%
Mpumalanga	3 486	9 958	10%
North West	3 854	10 235	9%
Northern Cape	4 340	10 763	9%
Western Cape	4 496	10 081	8%
National	3 868	10 243	9%

** Note: Growth rate calculated by endpoints.*[7]
Source: The National Treasury 2012, DBE (2012b)

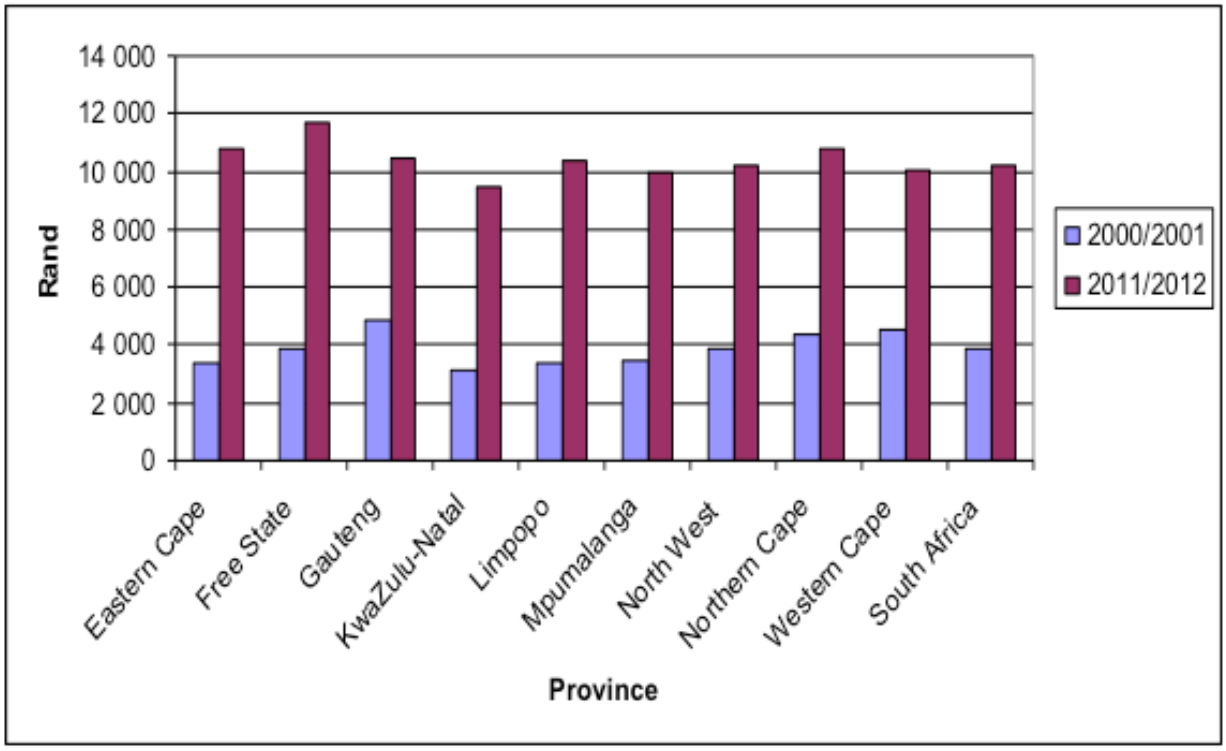

Figure 16: Per-learner expenditure, by province, 2000/01–2011/12
Source: The National Treasury 2012, DBE (2012b)

[7] Thus the growth rate does not take into account the intermediate values of the series, nor does it correspond with the annual rate of change measured at a one-year interval.

1.2.2 Educators

The provision of educators as the largest school input is well within the policy target ranges – in terms of the learner:educator ratio of state-paid educators. However, the average class size target of 40 learners per class is exceeded by KwaZulu-Natal, Limpopo and Mpumalanga, where the figures range from 50 learners per class to close on 60. These are rural provinces with small schools where it may be difficult to optimise educators, and to some extent, the problem could reside with a shortage of classrooms. An average class size of over 50 learners, however, suggests problems with the allocation, management and utilisation of educators.

Average class sizes of over 50 learners suggest problems with the allocation, management and utilisation of educators.

The following table and graph shows the learner:educator ratio by province in 2012 for both the state-paid and the School Governing Body- (SGB) paid educators, and for just the state-paid educators. In the first case, the learner:educator ratio ranges between 29:1 and 31:1 (except for the Free State, where it is 27:1). However, when looking at the learner:educator ratio for only state-paid educators, there is a greater difference in the learner:educator ratio. These range from 29:1 in the Free State to 36.5:1 in the Western Cape.

Table 17: Learner:Educator ratio, by province, 2012

	State paid and SGB	State paid
Eastern Cape	29.1	30.5
Free State	27.1	28.9
Gauteng	31.4	34.9
KwaZulu-Natal	31.2	32.6
Limpopo	30.1	30.5
Mpumalanga	31.1	32
North West	30.6	32.3
Northern Cape	31.8	33.5
Western Cape	30.6	36.5
National	30.4	32.3

Source: DBE School Realities 2012 in DBE (2013c: 67)

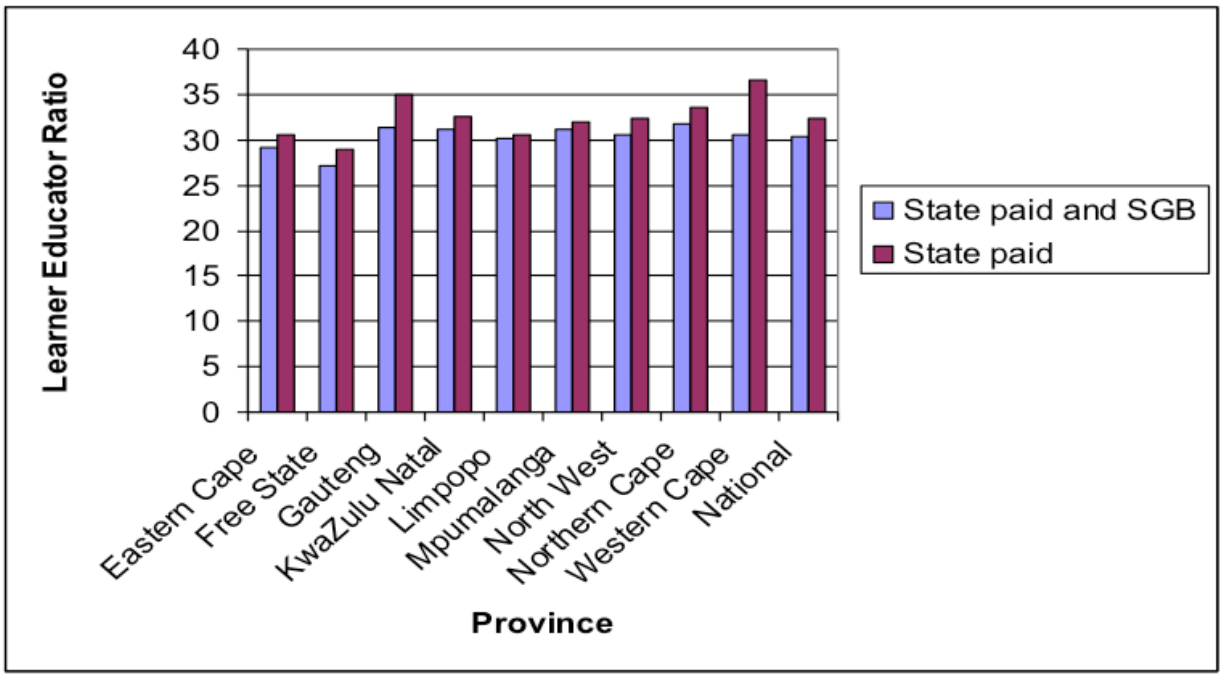

Figure 17: Learner:Educator ratio, by province, 2012
Source: DBE School Realities 2012 in DBE (2013c: 67)

The following table and graph show the average class size by province in 2002 and 2011. In 2002, the average class sizes in KwaZulu-Natal, Limpopo and Mpumalanga were well above the average of 42 learners per class – ranging between 50 learners per class and close on 60. In 2011, the average class size in these provinces was roughly the same, except for KwaZulu-Natal, which had increased to 58 learners per class, and the North West, which had increased to 49 learners per class.

Table 18: Average class size by province, 2002 and 2011

	2002	2011
Eastern Cape	39	41
Free State	40	40
Gauteng	42	39.5
KwaZulu-Natal	53	58
Limpopo	57	56
Mpumalanga	51	51
North West	40	49
Northern Cape	39	40
Western Cape	42	39

Source: DBE (2013a)

The graph below reveals in particular a sharp increase in class size in the North West province, and a smaller but still significant rise in KwaZulu-Natal. It is possible that this is a reflection of the out-migration of teachers, who had either left the profession or moved to other provinces. It should be noted that the North West is the most sparsely populated province in South Africa, and thus, teacher out-migration would more easily show up in figures such as these. Further, since the province is relatively rural, it may be difficult to attract teachers into classrooms in this province – especially in more the remote areas.

A sharp increase in class size in the North West province, and a smaller but still significant rise in KwaZulu-Natal.

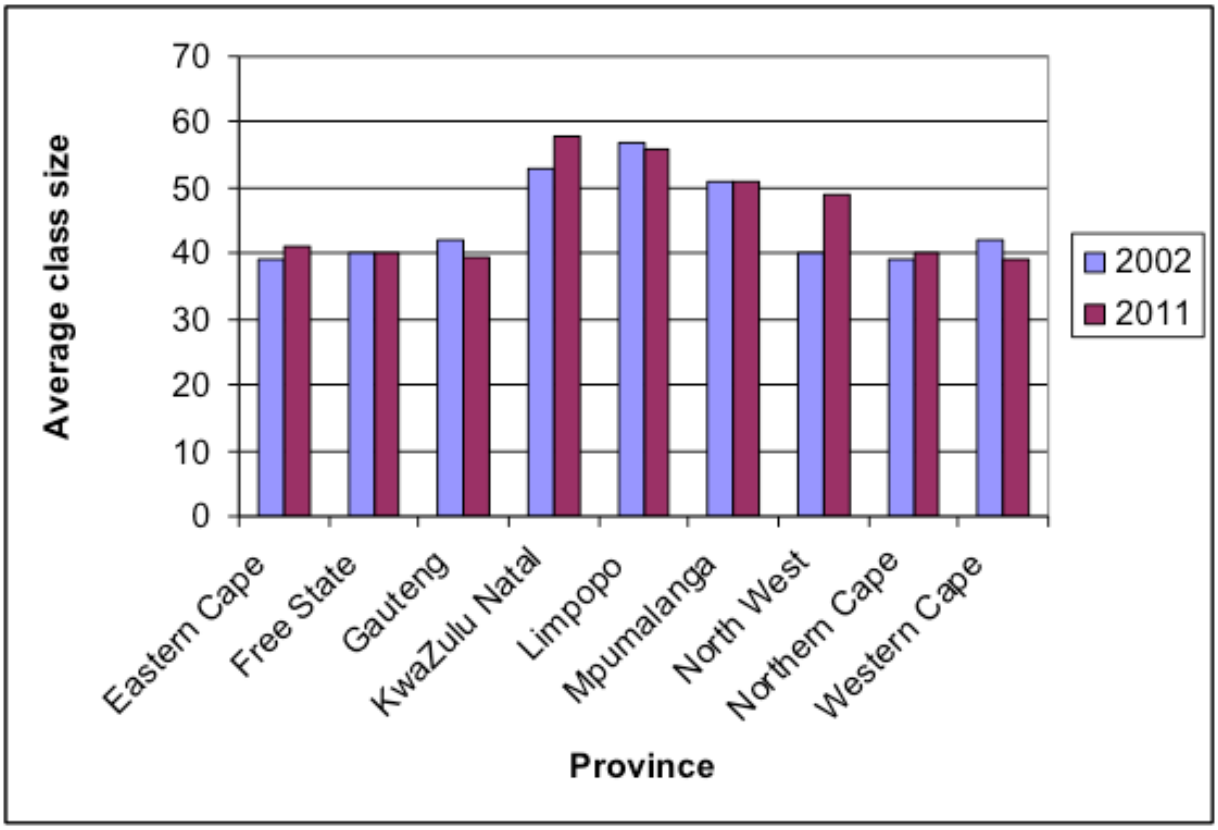

Figure 18: Average class size, by province, 2002 and 2011
Source: DBE (2013a)

South Africa has a large proportion of qualified educators. By 2012 the national percentage of qualified educators was 97%, with most provinces having up to 99% of their educators qualified. Despite this, our schools perform worse in international tests than other counties with similarly qualified educators – Botswana for example. Spaull (2011) suggests in his work on the SAQMEC III data that lower levels of educator subject knowledge and time on task have a more significant impact on learner performance than qualifications per se. There is also some evidence to suggest that the PERSAL system may overestimate the qualification status of educators in some instances, and it is thus possible that the qualification statistics presented below may be lower in reality if teachers' qualifications were examined directly.

Our schools perform worse in international tests than other counties with similarly qualified educators.

Table 19: Percentage of qualified educators, 2008 and 2012 (%)

	2008	2012
Eastern Cape	95	99
Free State	91	96
Gauteng	98	99
KwaZulu-Natal	88	92
Limpopo	97	100
Mpumalanga	95	99
North West	93	99
Northern Cape	92	95
Western Cape	95	97
National	94	97

Source: PERSAL in DBE (2013c: 62)

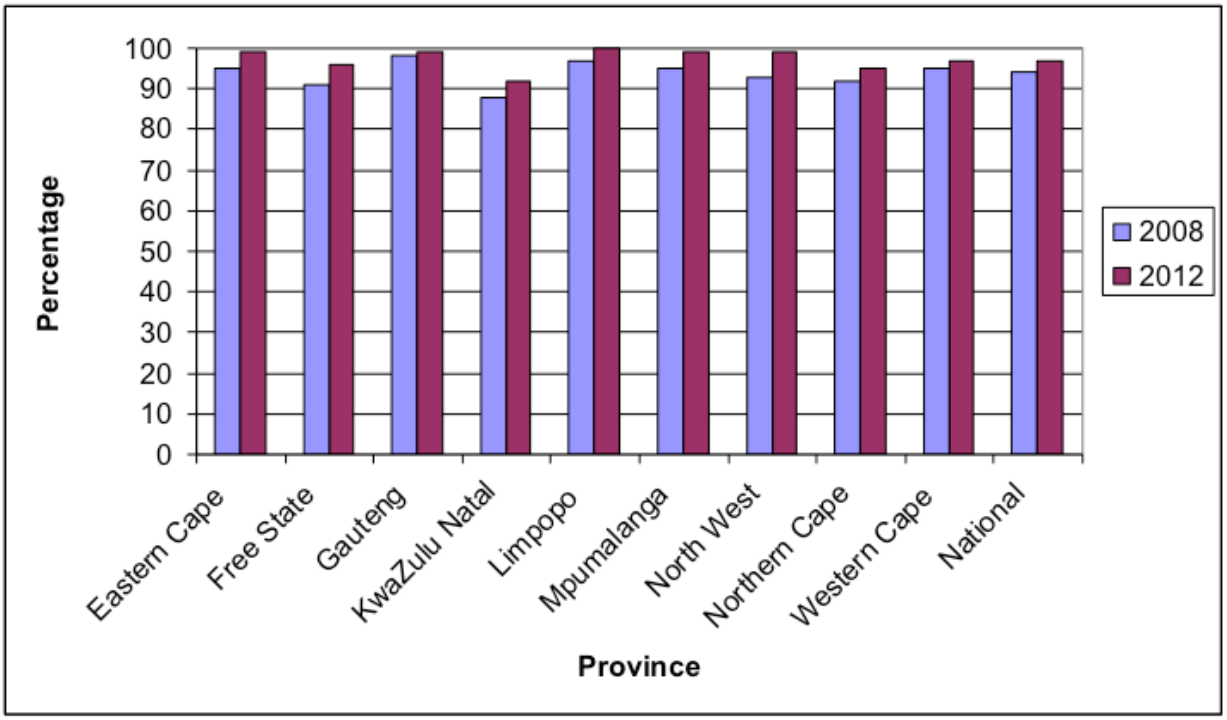

Figure 19: Percentage of qualified educators, 2008 and 2012 (%)
Source: PERSAL in DBE (2013c: 62)

1.2.3 Textbooks

Learner support materials – including workbooks, textbooks and other media – have been shown in many studies to be a critical component of education quality. The correct use of the textbook is as important as its presence in the classroom, and monitoring such as the DBE's School Monitoring Survey is being conducted and is providing an indicator of textbook usage.

By 2007, according to the SAQMEC results, only 45% of Grade 6 learners had their own reading textbook, and only 36% of learners had their own Maths textbook. By 2011, according to the school monitoring survey, 61% of learners had all the necessary textbooks and workbooks for the entire year (DBE 2013a).

While the system improved in terms of the distribution of textbooks, there have been no recorded improvements in the situation since 2009.

The table and graph below indicate the percentage of StatsSA's General Household Survey respondents with schoolgoing children who indicated that a lack of books was a problem experienced at school from 2002–2012. The percentage decreased from 22.5% in 2002 to 6.6% in 2012. While this is a generally positive trend, and it is clear that the system has been improving in terms of the distribution of textbooks, it should be noted that there have been no recorded improvements in the situation since 2009. Given the rate of improvement that was recorded between 2002 and 2009, it is disappointing that textbook shortages are still a feature of the South African schooling system. In 2012 and 2013, there were several widely reported 'textbook crises', and in the wake of these, it is expected that additional resources and attention will be devoted to this area, and improvements will perhaps resume.

In 2012 and 2013, there were several widely reported 'textbook crises', and in the wake of these, it is expected that additional resources and attention will be devoted to this area, and improvements will perhaps resume.

Table 20: Lack of books cited as a problem experienced at schools, 2002–2012 (%)

	2008
2002	22.5
2003	20.5
2004	15.7
2005	16.6
2006	14.8
2007	11.4
2008	11
2009	6.6
2010	6.4
2011	6.1
2012	6.6

Source: StatisticsSA General Household Survey 2002–2012, DBE (2013a)

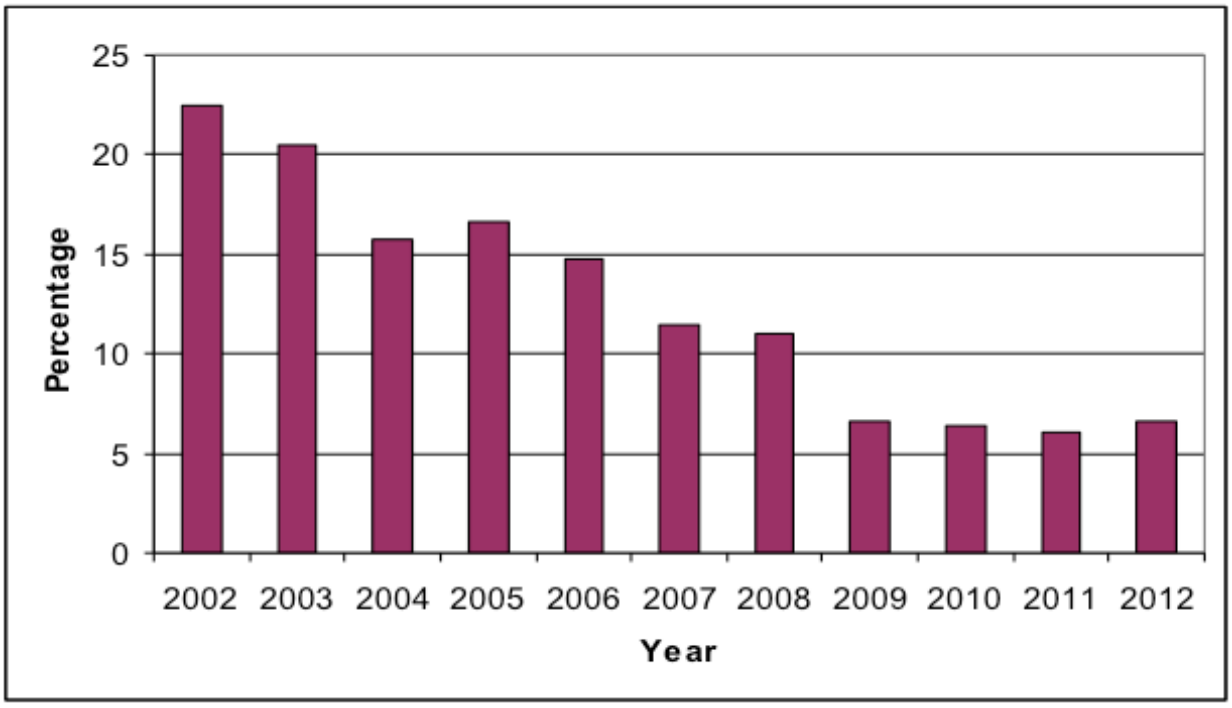

Figure 20: Lack of books cited as a problem experienced at schools, 2002–2012 (%)
Source: StatisticsSA General Household Survey 2002–2012, DBE (2013a)

1.2.4 School poverty quintiles

The following tables show the distribution of secondary schools in each province by quintile. While the analysis of pass rates, Bachelors-level passes and Mathematics achievement is analysed by quintile, it is important to reflect the relative share of schools by quintile and province. The quintiles are ranked from 1 (most poor) to 5 (least poor). Some schools in this table are listed as having 'no quintile', and in these cases, not enough data has been gathered for the schools concerned to allow for classification. While some 88% of all South African schools were accounted for in the quintile data by 2012, a province like Gauteng has some 31% of its schools listed as having 'no quintile'. This points to the rapid growth in the number of schools in that province having outstripped the ability of provincial authorities to gather the requisite data for proper classification. Although such gaps in the data are perhaps understandable, every effort should be made to acquire complete data for this indicator, as it forms one of the basic building blocks of our understanding of the socio-economic situation that prevails in schools.

There seems to have been little if any movement of schools into higher [economic] quintiles.

The provincial variation in the distribution tends to a higher distribution of Quintile 1 schools in the Free Sate, KwaZulu-Natal and Limpopo, with the Free State and KwaZulu-Natal having approximately 50% of their schools in Quintiles 1 and 2. Mpumalanga and Limpopo both have over 74% of their schools in Quintiles 1 and 2. The Eastern Cape has a higher proportion of schools in Quintiles 2 and 3. Gauteng, the Western Cape, and the Northern Cape have the highest proportions of schools in Quintile 5 – although it should be noted that in terms of actual number of schools, the Northern Cape has the smallest number of schools overall.

When the years 2008 and 2012 are compared, there seems to have been little, if any, movement of schools into higher quintiles. While the poverty quintile is only a small part of measuring the quality of a school, as a school moves into a higher quintile, some concomitant improvement in the quality of that school can be expected. The statistics in the tables below reveal a picture of schools remaining generally static in terms of their quintile, and thus their overall socio-economic status. It is not clear whether it is possible for education authorities to have much of an impact on this measure – since poverty quintiles are heavily influenced by the community that a school serves. Education role-players ultimately must be aware of the socio-economic dynamics within each province, however, and tailor any interventions to be appropriate to that setting.

This dataset will be extended in subsequent publications of the *NSC Indicators* report, as it will be important to understand the speed at which socio-economic dynamics are changing the face of the schooling system in South Africa.

Table 21: Distribution of secondary schools, by province and quintile, and percentage of schools in each province, by quintile, 2008

Province	No Quintile		Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5		Total	
Eastern Cape	75	8%	130	14%	169	19%	281	31%	115	13%	134	15%	904	100%
Free State	16	5%	97	31%	63	20%	66	21%	25	8%	49	16%	316	100%
Gauteng	194	27%	41	6%	73	10%	108	15%	124	17%	171	24%	711	100%
KwaZulu-Natal	121	7%	400	24%	410	25%	349	21%	193	12%	183	11%	1 656	100%
Limpopo	68	5%	521	37%	559	40%	216	15%	9	1%	21	2%	1 394	100%
Mpuma-langa	25	5%	195	38%	186	36%	43	8%	39	8%	30	6%	518	100%
North West	68	18%	44	12%	42	11%	92	25%	80	22%	46	12%	372	100%
Northern Cape	22	17%	17	13%	26	20%	21	16%	9	7%	34	26%	129	100%
Western Cape	63	16%	19	5%	28	7%	59	15%	81	20%	155	38%	405	100%
Total	652	10%	1 464	23%	1 556	24%	1 235	19%	675	11%	823	13%	6 405	100%

Source: Umalusi NSC database, 2008

Table 22: Distribution of secondary schools, by province and quintile, and percentage of schools in each province, by quintile, 2012

Province	No Quintile		Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5		Total	
Eastern Cape	71	8%	130	14%	178	20%	287	32%	110	12%	133	15%	909	100%
Free state	25	8%	96	29%	65	20%	66	20%	25	8%	49	15%	326	100%
Gauteng	246	31%	48	6%	81	10%	123	15%	131	16%	173	22%	802	100%
KwaZulu-Natal	139	8%	410	24%	431	25%	355	21%	194	11%	184	11%	1 713	100%
Limpopo	72	5%	535	38%	562	40%	220	16%	9	1%	21	1%	1 419	100%
Mpuma-langa	53	10%	194	36%	179	34%	41	8%	38	7%	28	5%	533	100%
North West	69	18%	45	12%	43	11%	97	25%	83	22%	47	12%	384	100%
Northern Cape	27	20%	18	13%	27	20%	22	16%	9	7%	34	25%	137	100%
Western Cape	89	20%	19	4%	28	6%	62	14%	82	19%	157	36%	437	100%
Total	791	12%	1 495	22%	1 594	24%	1 273	19%	681	10%	826	12%	6 660	100%

Source: Umalusi NSC database, 2012

1.2.5 Measuring the quality of schooling

The Annual National Assessments (ANA) were conducted for the second time in 2012 and represent an important measure of the quality of schooling in South Africa. Unfortunately, the test instrument was changed between the first and the second ANA tests, and it is therefore not possible to get an accurate measure of the progress between the two. Nevertheless, the 2012 ANA results offer a baseline picture against which future progress must be measured.

The following tables and graphs show the national and provincial average percentage scores by grade and subject and by gender and subject.

The overall pattern of scores in the ANA reveals a distinct downward trend in Mathematics scores as learners move into the higher levels of the schooling system. The scores move from an average of 68.1% for Mathematics in Grade 1 to just 12.7% in Grade 9. While it could be expected that learners will score slightly more poorly in Mathematics as they move into each new level of schooling, as the subject complexity increases, this precipitous decline in scores to such a very low level in Grade 9 is cause for deep concern. This indicator highlights a deeply problematic state of affairs for mathematical skills in South Africa, and calls for urgent and sustained interventions in order to correct this severely negative trend.

A somewhat different picture presents itself for Home Language skills, with average scores remaining relatively stable until Grade 4, at which stage there is a decrease of about 10 percentage points in learner achievement. It is likely that this drop is associated with the transition to English as the LoLT for most learners at this point in their schooling. It will be interesting to see how the new Curriculum and Assessment Policy Statements (CAPS) will affect this trend. Since the

The ANA results present a picture of a system that requires substantial improvement.

CAPS now stipulates that English (or the target LoLT) is to be taught as a subject from Grade 1 onwards, rather than moving straight from 100% Home Language to an immersion model, as was the case under the NCS curriculum. It is hoped that this will improve learner outcomes, both in language classes and across the board – since all material must be learned and acquired in and through the medium of language.

While the Home Language results are not as poor as those of Mathematics, it is nonetheless concerning that learners are achieving an average of 40% in their grade-appropriate Home Language tests. This is the minimum mark required for a pass at Home Language level in the NSC, which would mean that the majority of learners in South Africa are at the borderline of minimally acceptable competence.

Overall, the ANA results present a bleak picture of a system that requires substantial improvement.

Table 23: National average scores in ANA, by Grade and subject, 2012 (%)

	Maths	Home language	First additional language
Grade 1	68.1	57.5	
Grade 2	57.4	55.3	
Grade 3	41.2	52	
Grade 4	37	42.6	33.6
Grade 5	30.5	39.9	29.6
Grade 6	26.7	42.8	35.6
Grade 9	12.7	43.4	34.6

Source: DBE (2012c:45)

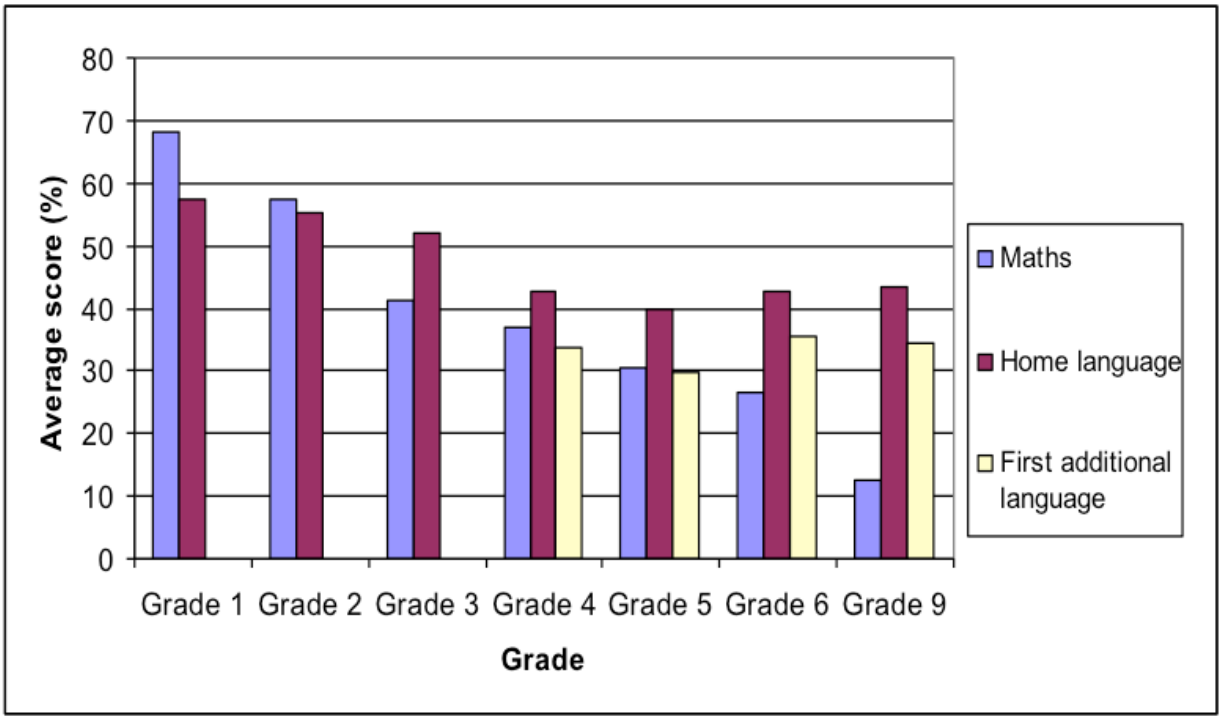

Figure 21: National average scores in ANA, by Grade and subject, 2012 (%)
Source: DBE (2012c:45)

While the trend of ever-poorer performance as learners move up the grades, especially in Mathematics, is robust across genders, it is more pronounced for male learners. In every subject and in every Grade, male learners on average perform more poorly than their female counterparts. This may also be a contributing factor to the increased dropout rate for males highlighted earlier in this report – as male learners experience less success and achievement, which might spur them on to continue their studies. It is clear, however, that both genders are performing at a level lower than they should be, and even the relatively stable Home Language results from Grade 6 onwards have settled at a relatively low level.

In every subject and in every grade, male learners on average perform more poorly than their female counterparts do.

It is clear from the ANA results that teaching and learning is neither uniform nor adequate across the country, and school infrastructure aside, there is an urgent need to intervene in the teaching space in South Africa. In schools where learners consistently perform poorly at the NSC level, it is very likely that such poor performance has been a feature in that particular school throughout the learners' school careers. The ANA is intended to be a systemic test, rather than an evaluation of individual learner performance, and as such, it should indicate to teachers and principals what weaknesses are present in the teaching and learning that take place in each school. Rather than being an evaluation of learner performance, this test is at its heart intended to diagnose difficulties in individual schools and provide a supportive framework for school improvement.

Table 24: National average scores in ANA, by gender, grade and subject, 2012 (%)

	Male	Female
Grade 3 Maths	39.6	42.9
Grade 3 HL	48.2	56.1
Grade 6 Maths	25.8	27.5
Grade 6 HL	39.6	46
Grade 6 FAL	32.6	38.8
Grade 9 Maths	11.9	13.4
Grade 9 HL	39.9	46.9
Grade 9 FAL	31.4	38.1

Source: DBE (2012c:45)

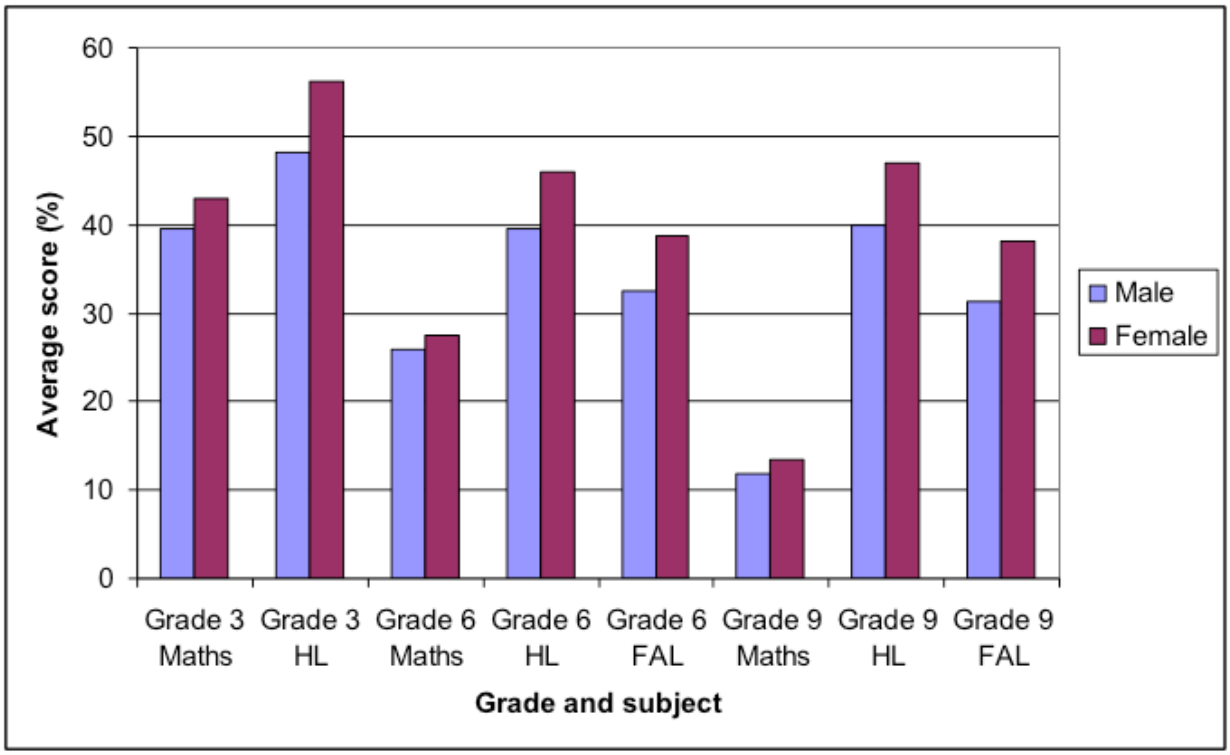

Figure 22: National average scores in ANA, by gender, grade and subject, 2011 (%)
Source: DBE (2012c:45)

1.2.6 Main findings

The main findings in the preceding section are as follows:

- Spending on learners has increased at a rapid rate, and has increased the most in poorer provinces. By 2012 near parity of spending per learner had been achieved across the country.
- The average class size in South Africa is about 40 learners per class, but in the provinces of KwaZulu-Natal, Limpopo and the Eastern Cape, this number is far higher, at between 51 to 58 learners in a class. In both KwaZulu-Natal, the Eastern Cape and the North West, the average number of learners per class has increased – and it is unclear why class sizes are rising in these provinces. It is possible that there is sustained teacher out-migration from these provinces which is causing the ratio of teachers to learners to deteriorate.
- The majority of the teacher workforce is qualified.
- Learners perform poorly on the Annual National Assessment diagnostic tests, and show deteriorating performance as they move into successively higher grades. This suggests that learners are entering each successive grade with accumulated deficits in knowledge and skills from the previous grade. Essentially, many South African learners have not been able to keep up with the curriculum as they move through each grade.

1.3 The impact of socio-economic conditions on learner participation and performance

The third and final overarching indicator of quality examined in this first section of the report is that of *Contextual factors*. While the previous two sections focused on direct inputs into the system, in the form of learners and then in terms of education-focused spending and infrastructure, this third input indicator reflects the general environment or context in which schools must operate.

The socio-economic conditions that learners are confronted with on a daily basis have a substantial impact on their educational outcomes.

While debate continues among education researchers as to which factors within both the school and home environments have the greatest impact, there is broad consensus that the socio-economic conditions that learners are confronted with on a daily basis have a substantial impact on their educational outcomes. The impact of family income, physical living conditions, educational resources available to them, and the educational level of the adults who they live with all determine learners' achievements in school.

This report does not attempt a statistical analysis of the extent of each of these impacts, but rather offers an overview of conditions in the respective provinces that are most likely to have a bearing on provincial performance in the NSC examinations. In this regard, the large, rural and economically disadvantaged provinces of the Eastern Cape and Limpopo have the lowest socio-economic indicators in the country. Other provinces, while having higher average indicators, most certainly also experience intra-provincial inequality in access to socio-economic welfare.

The following factors are included as being indicative of the relative impact of socio-economic and home environmental conditions affecting education in the provinces: adult education levels, per capita income and access to water in the home. These factors are neither comprehensive nor necessarily provide the best proxy for socio-economic conditions. In addition, there may be intra-provincial inequality that is not sufficiently explained by these factors or possible to capture in aggregate statistics.

1.3.1 Adult education levels, by province, race and age

The education levels of the adults with whom a child resides have an important impact on the child's schooling outcomes. The table below shows adult education levels by age group in the provinces.

The Eastern Cape, the Northern Cape and Limpopo all have fewer than 20% of the adult population between 30 and 64 with a completed secondary education. These three provinces are also generally rural, and thus, it is expected that educational outcomes will be somewhat lower in less accessible areas. Finally, these provinces are also fairly impoverished, as statistics further on in this report show.

While the 30–64 age group is at least fairly easily understood – though still a cause for concern – in terms of the reasons for some of these observed patterns, the same cannot be said for the 20–24 age group. It is particularly concerning that less than 30% of this group in both Limpopo and the Eastern Cape have completed their secondary education. While some of

the participants in this group may still be in the schooling system, such statistics point to fairly large-scale dropout rates in these two provinces, or perhaps gate-keeping.

There is a consistent association between educational status and economic success.

It is also clear that the two wealthiest provinces – Gauteng and the Western Cape – also display the best tertiary and secondary completion rates, or at least have a population with the best educational profile. There is a consistent association between educational status and economic success, although it is also likely that well-qualified people who qualified in poorer provinces may migrate to wealthier urban centres. It is clear, however, that an essential avenue for the economic upliftment of poorer provinces is that of improving educational outcomes in these provinces.

Table 25: Adult education levels, by age group and province, 2011

Province	Age group	Secondary complete	Tertiary
EC	20–24	26%	3%
	25–29	34%	8%
	30–64	17%	11%
FS	20–24	36%	4%
	25–29	30%	9%
	30–64	22%	13%
GT	20–24	49%	8%
	25–29	34%	19%
	30–64	28%	21%
KZN	20–24	39%	4%
	25–29	37%	9%
	30–64	22%	11%
LP	20–24	26%	4%
	25–29	26%	8%
	30–64	15%	11%
MP	20–24	38%	3%
	25–29	36%	9%
	30–64	20%	11%
NW	20–24	39%	4%
	25–29	34%	10%
	30–65	21%	12%
NC	20–24	33%	7%
	25–29	31%	9%
	30–64	16%	11%
WC	20–24	38%	6%
	25–29	36%	14%
	30–64	25%	15%

Source: StatsSA Labour Force Survey, 3rd Q 2011, own calculations

The provincial inequality in educational attainment is most certainly a legacy of rural – predominantly African but also Coloured – communities' lack of economic opportunity, but educational attainment has a racial dimension that is not confined to rural communities alone. The following table and graph show the proportions of the respective age groups' educational attainment by race.

Educational attainment has a racial dimension that is not confined to rural communities alone.

The educational attainment of the 30–64-year-old age group with incomplete secondary schooling is as follows for the various population groups: African – 70%, Coloured – 66%, Indian – 40% and White – 19%. The 25–29-year-old population has substantially more education than their parents, with the percentages for the various population groups with incomplete schooling being as follows: African – 57%, Coloured – 50%, Indian – 22% and White – 15%. In terms of the 20–24-year-old population, the relatively high number of Africans (61% with secondary schooling incomplete compared with 17% of Whites) is an indication of the higher repeater rate among African learners and a consequently older cohort in the latter years of school. As such, many 20–24-year-old African youths have not yet completed secondary school.

Again, this pattern is largely attributable to the socio-economic situation of the various race groups, as it was at the end of the apartheid era, and although substantial improvements have been made, such socio-economic and race-based patterns persist in South Africa's educational and socio-economic landscape. In subsequent issues of this report, this indicator will be tracked over time in an attempt to determine the rate at which improvements are taking place.

Table 26: Educational attainment, by age category and race, 2011

Age	Race	Secondary incomplete	Secondary complete	Tertiary
20–24 years old	African	61%	35%	4%
	Coloured	55%	40%	5%
	Indian	23%	64%	10%
	White	17%	63%	20%
25–29 years old	African	57%	32%	9%
	Coloured	50%	40%	9%
	Indian	22%	49%	28%
	White	15%	44%	39%
30–64 years old	African	70%	19%	10%
	Coloured	66%	22%	10%
	Indian	40%	36%	23%
	White	19%	39%	41%

Source: StatsSA Labour Force Survey, 3rd Q 2011, own calculations

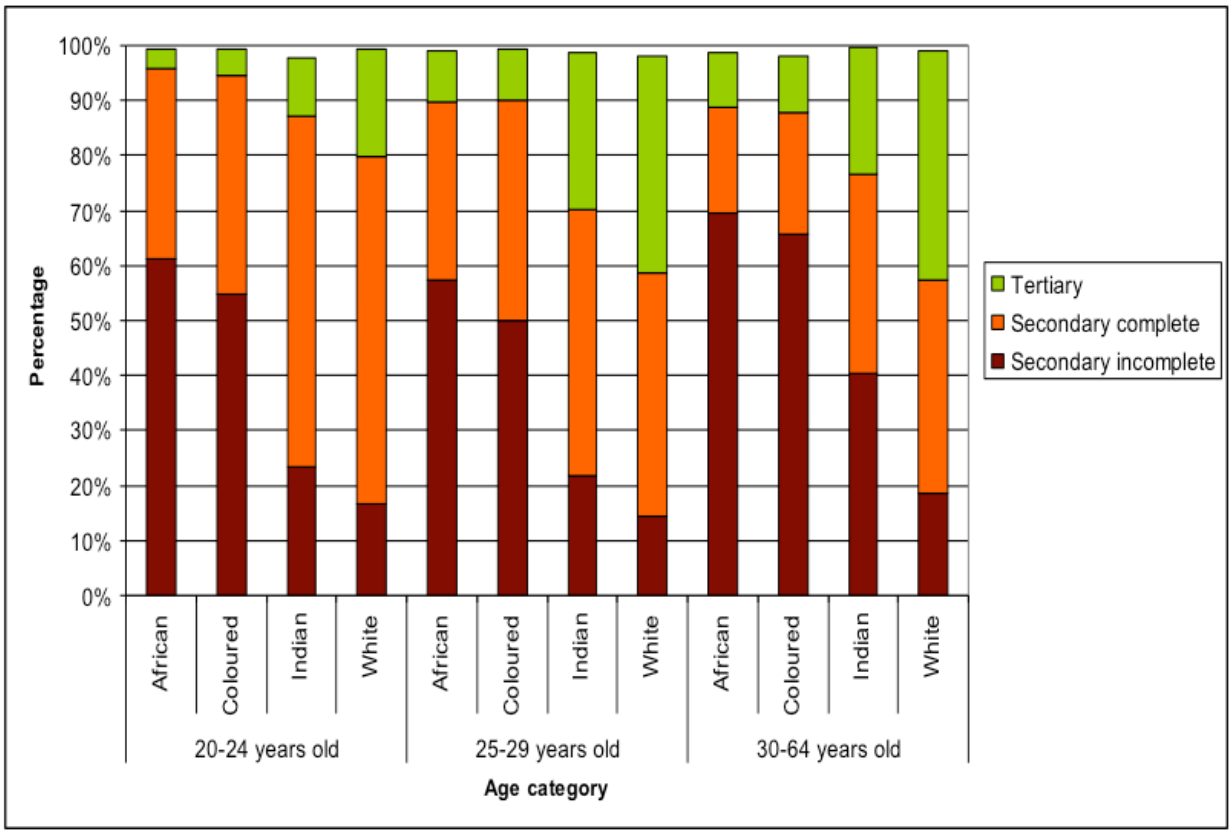

Figure 23: Educational attainment, by age category and race, 2011
Source: StatsSA Labour Force Survey, 3rd Q 2011, own calculations

1.3.2 Relative poverty of the provinces

The Census 2011 found that Limpopo remains the province with the lowest average annual household income at R56 844, followed by the Eastern Cape where the average was R64 539. At the other end of the scale, Gauteng had the highest average annual household income at R156 243, followed by the Western Cape with a figure of R143 460.

Again, it should be noted that the intra-provincial income inequalities are not apparent in these averages. Nor are the racial, gender or urban/rural inequalities. While the Eastern Cape and Limpopo are the least resourced provinces, and the Western Cape and Gauteng have the highest average per capita incomes, a complex interplay of racial disadvantage, rural poverty and urban migration has given rise to intra-provincial inequality, which is not immediately evident. While the average income of KwaZulu-Natal is the fourth highest in the country, it contains some of the poorest rural magisterial districts in the country. The Western Cape, while having the second highest average income, has the lowest levels of Coloured and African learner enrolment in secondary schools. Nevertheless, there remains, as will be seen, a high correlation between NSC performance and educational and socio-economic conditions in the provinces.

Thus, as noted earlier in this section, there is an association between poverty and poor educational outcomes, and vice versa. While the income improvements evident in these results are substantial,

There is a coincidence between poverty and poor educational outcomes… the average resident of Gauteng is likely to earn about three times as much as a resident of Limpopo.

these figures do not represent 'constant prices' (thus the effects of inflation have not been factored in to render the figures comparable in terms of buying power). What is clear is that the two richest provinces are wealthier than the other provinces by a substantial margin, and when compared against the poorest province, the average resident of Gauteng is likely to earn about three times as much as a resident of Limpopo. Such a large gap between rich and poor is a negative indicator, and will likely cause further out-migration from poor provinces to richer ones. This pattern will tend to leave poorer provinces impoverished, as wealthier and better-educated individuals are likely to be those with greater mobility.

Education authorities need to be mindful of these dynamics while making policies, especially for poorer and more rural provinces, although it is difficult for the education sector alone to alter such structural patterns.

Table 27: Average annual income, by province, 2001 and 2011

	2001	2011
Gauteng	78 541	156 243
Western Cape	78 157	143 460
Northern Cape	39 757	86 175
KwaZulu-Natal	38 905	83 053
Mpumalanga	31 186	77 609
Free State	30 726	75 312
North West	30 189	69 955
Eastern Cape	29 334	64 539
Limpopo	22 985	56 844

Source: StatsSA Census Results

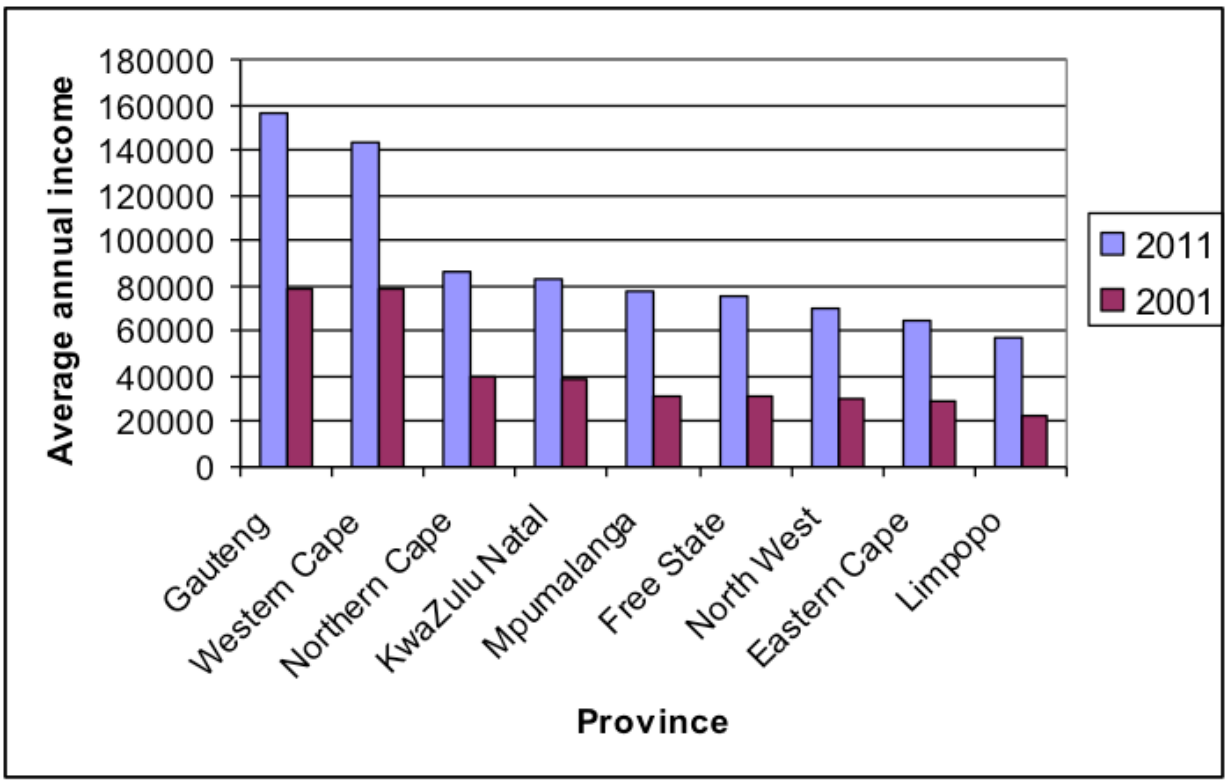

Figure 24: Average annual income, by province, 2001 and 2011
Source: StatsSA Census Results

1.3.3 Main findings

The main findings in the preceding section are as follows:

- This section provides evidence that there is a strong association between the socio-economic status of a province and the educational outcomes in that province. Thus, provinces with a generally higher income per head will also generally have a more highly educated population, and vice versa.
- Historical patterns of disadvantage among the race groups remain clearly noticeable in the data on education and socio-economic status.
- Although there are improvements in average incomes across all provinces in South Africa, the average resident of the richest province, Gauteng, is likely to earn about three times as much as the average resident of the poorest province, Limpopo.

2 NSC examination results, 2008 to 2013

This section of the report focuses on the NSC results from 2008 to 2013. It is divided into two main sections: the overall number of candidates enrolled, passes, and Bachelors-level passes in the NSC; and the number of candidates passes in subjects with over 80 000 candidates enrolled. The subjects are analysed both in terms of the number of students passing and in terms of the internal distribution of marks. Wherever practical, the data is analysed by race and gender.

All analyses were done on those candidates who were full-time and who wrote seven or more subjects. This protocol was established by the Department of Education and other stakeholders in order to ensure uniformity in the population being analysed from year to year. The number of candidates writing part-time, repeating, or who did not write seven subjects amounted to no more than 2 000 candidates per year over this period.

By way of an overview, the number of candidates, pass rates and Bachelors-level passes in Independent schools was analysed. However, due to the relatively small number of candidates in independent schools (in the order of 20 000 in 2008 and 24 000 in 2012), and in order to simplify the analysis, it is not disaggregated into state and independent schools. All tables, unless otherwise stated, include both state and independent schools.

Note that unless otherwise stated, all data on the NSC examinations are extracted from the Umalusi NSC databases. The pass requirements for each level of pass in the NSC, mentioned at the beginning of this report, are re-presented in tabular form below, and should be referred to when reading the tables and other information in this section.

Table 28: National Senior Certificate: pass requirements by level

<table>
<tr><th rowspan="3"></th><th colspan="4">National Senior Certificate</th></tr>
<tr><th rowspan="2">NSC</th><th colspan="3">With admission requitements to:</th></tr>
<tr><th>Higher Certificate</th><th>Diploma</th><th>Bachelors</th></tr>
<tr><td>Home Language</td><td>40%</td><td rowspan="5">The NSC with a minimum of ≥30% in the language of learning and teaching (LOLT) of the HE institution</td><td rowspan="5">The NSC with a minimum of ≥30% in the LOLT of the HE institution, and ≥40% in four recognized 20-credit subjects [that is, excluding life Orientation]</td><td rowspan="5">The NSC with a minimum of ≥30% in the LOLT of the HE institution and ≥50% in four designated 20-credit subjects [that is, excluding Life Orientation]</td></tr>
<tr><td>FAL</td><td rowspan="4">3 subjects passed with ≥40% (including the HL) and 3 passed with ≥30%.
Can fail one subject, provided there is full evidence of the SBA having been completed.</td></tr>
<tr><td>Life Orientation</td></tr>
<tr><td>Mathematisc/ Maths Literacy</td></tr>
<tr><td>3 subjects offered from group B</td></tr>
</table>

2.1 Enrolments and performance in the NSC, by province

The entire Section 2 of this report is devoted to performance in the NSC, and almost all data is drawn from Umalusi's internal database. The first indicator related to performance is that of *NSC Performance by Province*. While the NSC is a national qualification underpinned by national examinations, it is axiomatic that each province will display a different performance profile. When compared against the previous section, which provided input and contextual factors by province, some of these performance differences become explicable when the context of each province is taken into account. Therefore, this section provides sub-indicators, by province, for the number of full-time candidates writing seven or more subjects, the number passing overall,[8] the number passing with a Bachelors-level pass, and the pass rate from 2008–2013. The average annual growth rate in the number of candidates and in the number of candidates passing is shown in the tables.

2.1.1 Candidates enrolled for and passing the NSC

Over the period from 2008 to 2012, the number of candidates writing the NSC decreased by 3% annually, from 561 306 candidates in 2008 to 511 724 candidates in 2012. In 2013 there was a marked increase in the number of candidates over 2012, with 562 200 candidates writing. This is an increase of 9.8% from 2012.

While nationally the number of candidates has reverted to the 2008 numbers, the proportion among provinces has changed. The provinces that saw an overall decrease in the number of candidates between 2008 and 2013 were the Free State, Limpopo and the North West, with average annual decreases of 3%, 3% and 4% respectively, followed by Mpumalanga, which has seen an average annual decrease in candidates of 2%.

As explained in Section 1, these decreases to 2011 and, to some extent, to 2012, in the number of candidates are due to the impact of the implementation of the *Age Requirements* policy (DoE 1998) in 2000, which effected the normalisation of the entry age into Grade 1 at 6 years old. This reduced the number of learners in Grade 1 and carried through with each subsequent Grade enrolment, and finally a small but significant decrease in this cohort was seen in the decreased number of learners enrolled in Grade 12 in 2011, as well as a reduction in the number of learners enrolling for the NSC in 2011.

As the number of learners in Grades 8 to 11 have begun to increase (see Section1), the impact of an increase in the NSC candidates was observed in 2013, and most likely some small increases can be expected from this point onwards.

There has been a 15 percentage point increase in the NSC pass rate between 2008 and 2013. In addition, there has been an average annual increase of 4% in the number of candidates passing the NSC, which has certainly contributed to the improved pass rate. In terms of provincial performance, between 2008 and 2013, the Eastern Cape and Mpumalanga saw the greatest increases in the number of candidates passing, with 7% average annual increases respectively. In 2013, the Eastern Cape's pass rate of 65% lagged behind the national pass rate by 13 percentage points.

In terms of provincial performance, between 2008 and 2013, the Eastern Cape and Mpumalanga saw the greatest increases.

[8] These numbers include all candidates meeting the minimum requirements for an NSC pass.

Table 28: Number of candidates writing, passing, percentage pass rate and average annual growth rate, by province, 2008–2013

	2008			2009			2010		
Province	Total cand	Total pass	% pass	Total cand	Total pass	% pass	Total cand	Total pass	% pass
Eastern Cape	60 621	30 804	51%	67 811	34 737	51%	63 838	37 184	58%
Free State	30 293	21 693	72%	29 797	20 680	69%	27 446	19 418	71%
Gauteng	96 169	73 478	76%	97 392	70 114	72%	92 132	72 525	79%
KwaZulu-Natal	143 544	83 125	58%	133 384	81 771	61%	122 046	86 311	71%
Limpopo	88 872	48 691	55%	90 963	44 528	49%	94 614	54 667	58%
Mpumalanga	54 516	28 482	52%	53 462	25 855	48%	51 694	29 277	57%
North West	33 274	22 707	68%	31 937	21 575	68%	28 906	21 873	76%
Northern Cape	10 067	7 334	73%	10 537	6 445	61%	10 180	7 363	72%
Western Cape	43 950	34 648	79%	45 150	34 195	76%	45 699	34 787	76%
Total	561 306	350 962	63%	560 433	339 900	61%	536 555	363 405	68%

Table 29: Number of candidates writing, passing, percentage pass rate and average annual growth rate, by province 2008–2013, cont.

	2011			2012			2013			Avg. ann. growth rate	
Province	Total Cand	Total pass	% pass	Total Cand	Total pass	% pass	Total Cand	Total pass	% pass	Cand	Passes
Eastern Cape	64 797	37 903	58%	63 986	39 398	62%	72 143	46 815	65%	2%	7%
Free State	25 901	19 601	76%	24 345	19 751	81%	27 111	23 686	87%	-3%	1%
Gauteng	85 332	69 203	81%	89 932	75 440	84%	97 933	85 108	87%	-1%	3%
KwaZulu-Natal	120 953	82 907	69%	127 363	92 993	73%	145 333	112 269	77%	0%	5%
Limpopo	73 714	47 063	64%	77 357	51 777	67%	82 489	59 170	72%	-3%	4%
Mpuma-langa	48 044	31 128	65%	47 935	33 437	70%	50 084	38 826	78%	-2%	7%
North West	25 332	19 737	78%	27 192	21 648	80%	29 149	25 413	87%	-4%	1%
Northern Cape	10 097	6 953	69%	8 935	6 672	75%	10 403	7 749	74%	-1%	1%
Western Cape	39 920	33 087	83%	44 679	36 987	83%	47 555	40 473	85%	1%	3%
Total	494 090	347 582	70%	511 724	378 103	74%	562 200	439 509	78%	-1%	4%

Undoubtedly, a great many factors inform the rapid rise in pass rates over the period under review. It should be noted that the NSC was written for the first time in 2008 and, thus, was an unfamiliar examination for both teachers and learners in that year. As familiarity with the examination increased, an incremental improvement in results can be expected – although that alone does not explain the rapid rate of improvement. Such improvements in overall pass rates are also perhaps in part attributable to the effects of numerous interventions in the schooling system, including both private sector and public initiatives. It is also expected that apart from special initiatives, there will also have been an overall improvement in the state of schooling in South Africa, especially since the system emerged from an overall very low base of quality and has striven to improve at a rapid rate.

Overall, it is encouraging to see that since 2011, even as the number of candidates has begun once again to increase, the number of passes has generally tracked this increase. Once a high pass rate has been achieved and is stable, the next essential milestone is to concentrate on the *quality* of such passes, to ensure that learners are equipped with the skills to operate successfully in a modern economy.

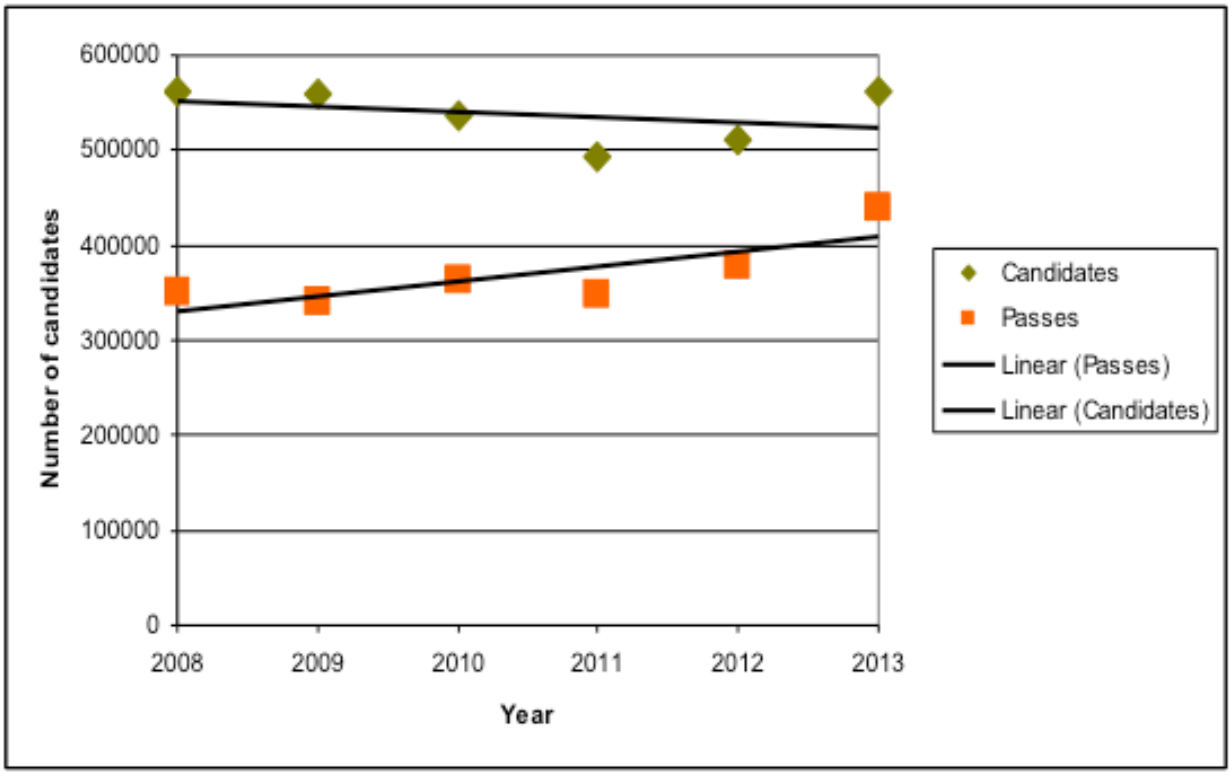

Figure 25: Number of candidates writing and passing the NSC, 2008–2013

2.1.2 Independent school enrolment and performance

In order to give an overview of the enrolment and performance of candidates attending independent schools and writing the DBE NSC examinations, the following table and graphs show the enrolment, passes and pass rates in 2008 and 2012 of independent school candidates by province. Note that these independent schools do not include the IEB schools.

In 2008, independent school candidates constituted 4% of all NSC candidates; in 2012 the number of candidates had grown by approximately 4300 candidates, or 5% of all NSC candidates. The proportion of independent school candidates across the provinces varied from 1% in the North West to 10% in Gauteng in 2012.

The pass rate of independent school candidates was 77% in 2008 and 79% in 2012, and the number of candidates has been growing at an average annual rate of 5%, while the number of passes increased at an average annual rate of about 6%.

Table 30: Enrolment, passes and pass rates in independent schools writing the DBE examinations, by province, 2008 and 2012

	2008				2012				Avg. ann. growth*	
Province	Total cand	% of total cand	Total pass	% pass	Total cand	% of total cand	Total pass	% pass	Cand	Passes
Eastern Cape	2 151	4%	1 244	58%	2 807	4%	1 854	66%	8%	12%
Free State	719	2%	568	79%	656	3%	516	79%	-2%	-2%
Gauteng	8 314	9%	6 526	78%	9 113	10%	7 707	85%	2%	5%
KwaZulu-Natal	2 653	2%	2 117	80%	2 960	2%	2 265	77%	3%	2%
Limpopo	2 324	3%	1 741	75%	3 251	4%	2 409	74%	10%	10%
Mpuma-langa	1 401	3%	967	69%	2 714	6%	1 893	70%	23%	24%
North West	395	1%	333	84%	387	1%	333	86%	-1%	0%
Northern Cape	184	2%	160	87%	164	2%	127	77%	-3%	-5%
Western Cape	1 891	4%	1 748	92%	2 317	5%	2 093	90%	6%	5%
Total	20 032	4%	15 404	77%	24 369	5%	19 197	79%	5%	6%

** Av annual growth calculated by endpoints*

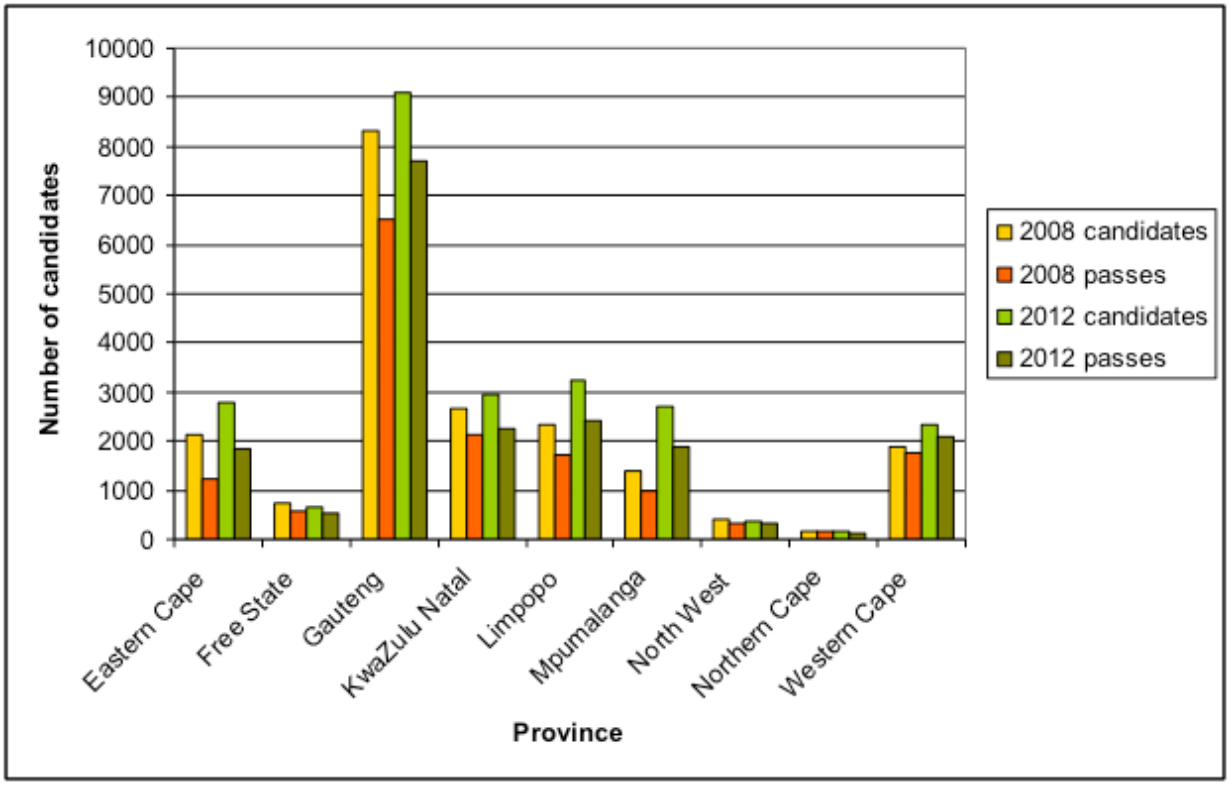

Figure 26: Enrolment and passes in independent schools writing the DBE examinations, by province, 2008 and 2012

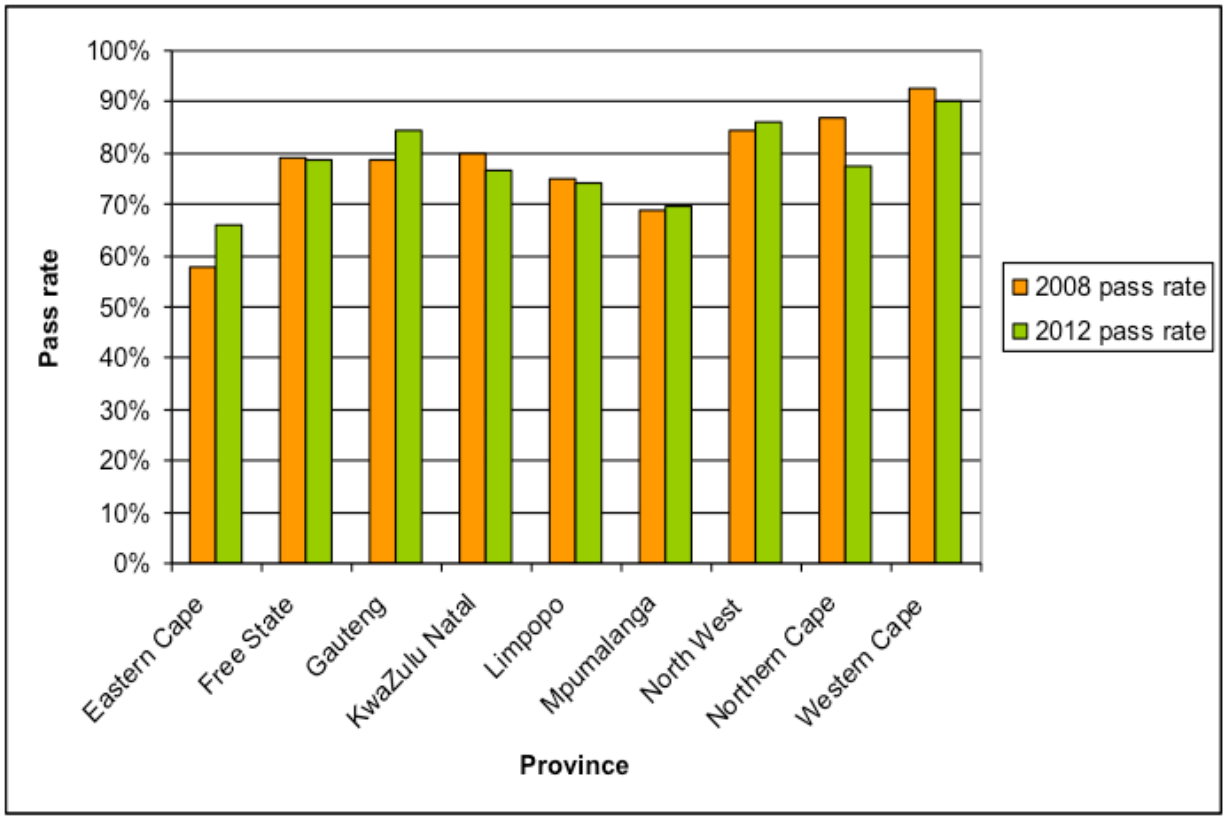

Figure 27: Pass rates in independent schools, by province writing the DBE examinations by province, 2008 and 2013

2.1.3 Candidates passing with Bachelors-level pass

The following tables and graphs show the number of full-time candidates writing seven or more subjects, the number passing with a Bachelors-level pass and the percentage passing with a Bachelors-level pass from 2008 to 2013, by province. The average annual growth rate in the number of candidates and in the number of candidates passing is shown in the second of these two tables. The Bachelors-level pass requires achieving ≥50% in four designated subjects, and a minimum of 30% in the language of a higher education institution.

The greatest gains made in the NSC have been in terms of the growth in the number of candidates passing with a Bachelors-level pass. Bachelors-level passes have increased annually on average by 8% between 2008 and 2013. The total number of candidates achieving Bachelors-level passes has increased from 111 731 in 2008 to 171 727 in 2013.

The greatest gains have been made in the NSC in terms of the growth in the number of candidates passing with a Bachelors-level pass.

The greatest growth in the number of candidates passing with a Bachelors-level pass has been in Mpumalanga, KwaZulu-Natal and Limpopo: 12%, 10% and 10% per annum respectively. In the Eastern Cape, Bachelors-level passes have grown by 8% annually. This finding points to an improving schooling system, and in the absence of any anomalous changes in examination difficulty (something that is unlikely given that the final results are

standardised annually to limit such fluctuations), this can be regarded as an indication that the quality of passes is improving in South Africa.

There are still debates about whether this category of pass has sufficiently high requirements, and generally, universities select only candidates from within this category who occupy the upper level of the mark spectrum. Thus, using this category of pass as a proxy for quality is somewhat problematic; indeed, Umalusi has published a position paper that argues for a slightly raised language requirement for this category. Nonetheless, such rapid increases in this category of pass add merit to the argument that the system is improving to a point where it should be ready to systematically increase the rigour of the Bachelors-level pass, and these figures are undoubtedly an encouraging finding.

Table 31: Number of candidates writing, passing with a Bachelors-level pass; percentage Bachelors-level pass rate and average annual growth rate, by province, 2008–2013

	2008			2009			2010		
Province	Total cand	Bach	% bach	Total cand	Bach	% bach	Total cand	Bach	% bach
Eastern Cape	60 621	8 713	14%	67 811	9 494	14%	63 838	10 207	16%
Free State	30 293	6 344	21%	29 797	6 030	20%	27 446	5 873	21%
Gauteng	96 169	29 134	30%	97 392	28 431	29%	92 132	31 299	34%
KwaZulu-Natal	143 544	26 314	18%	133 384	26 584	20%	122 046	31 466	26%
Limpopo	88 872	11 233	13%	90 963	10 969	12%	94 614	14 739	16%
Mpuma-langa	54 516	6 921	13%	53 462	6 557	12%	51 694	8 147	16%
North West	33 274	6 478	19%	31 937	6 686	21%	28 906	8 020	28%
Northern Cape	10 067	2 022	20%	10 537	1 752	17%	10 180	2 152	21%
Western Cape	43 950	14 572	33%	45 150	14 381	32%	45 699	14 129	31%
Total	561 306	111 731	20%	560 433	110 884	20%	536 555	126 032	23%

Table 32: Number of candidates writing, passing with a Bachelors-level pass, percentage Bachelors-level pass rate and average annual growth rate, by province, 2008–2013, cont.

	2011			2012			2013				Avg. ann. growth rate
Province	Total cand	Bach	% bach	Total cand	Bach	% bach	Total cand	Bach	% bach	Cand	Bach
Eastern Cape	64 797	10 281	15%	63 986	11 246	18%	72 143	13 686	19%	2%	8%
Free State	25 901	6 817	26%	24 345	6 963	29%	27 111	8 961	33%	-3%	7%
Gauteng	85 332	30 036	34%	89 932	32 528	36%	97 933	38 098	39%	-1%	5%
KwaZulu-Natal	120 953	27 395	22%	127 363	34 803	27%	145 333	47 195	32%	0%	10%
Limpopo	73 714	12 946	17%	77 357	15 347	20%	82 489	18 781	23%	-3%	10%
Mpuma-langa	48 044	8 865	18%	47 935	9 508	20%	50 084	12 954	26%	-2%	12%
North West	25 332	7 187	28%	27 192	7 469	27%	29 149	10 166	35%	-4%	7%
Northern Cape	10 097	2 012	19%	8 935	2 060	23%	10 403	2 424	23%	-1%	4%
Western Cape	39 920	15 206	37%	44 679	16 327	37%	47 555	19 462	41%	1%	5%
Total	494 090	120 745	24%	511 724	136 251	27%	562 200	171 727	31%	-1%	8%

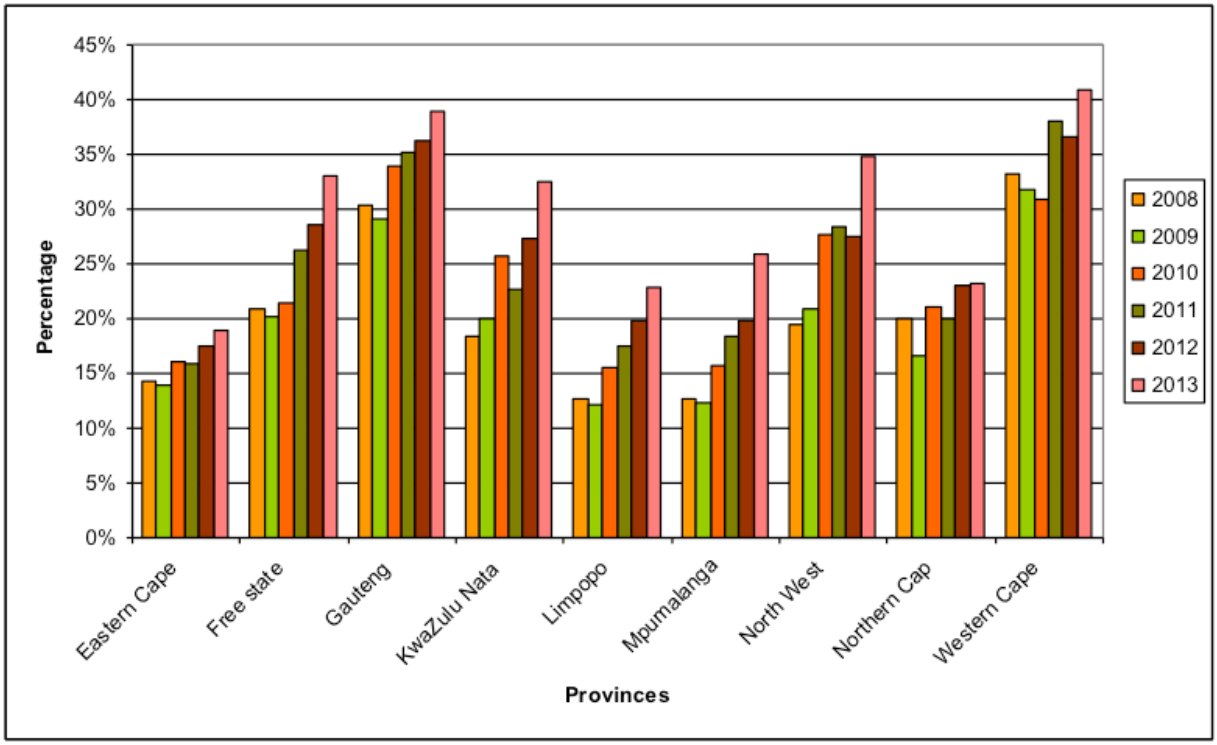

Figure 28: Percentage of candidates passing the NSC with a Bachelors-level pass, by province, 2008–2013

2.1.4 Independent school candidates passing with Bachelors-level pass

As with the number of candidates in independent schools enrolled for and passing the NSC, this section gives a brief overview of the number of candidates in independent schools passing the NSC with a Bachelors-level pass.

The following table and graph show the number of candidates in independent schools writing and passing the NSC with a Bachelors-level pass in 2008 and 2012. The province with the highest number of candidates attaining a Bachelors-level pass is Gauteng, with 4 024 candidates, and the highest percentage of candidates attaining a Bachelors-level pass is in the Western cape, with 58%.

Improved results observed when there are fewer learners in the public system indicate shortages of both teachers and infrastructure.

It must be emphasised that increases in pass numbers at independent schools are associated with increases in learner numbers – the *opposite* trend to that observed in the public system. This may attest to the fact that independent schools may not be overburdened in terms of learner numbers and infrastructure requirements to a similar extent as the public schools are. It is likely that the improved results observed when there are fewer learners in the public system indicate shortages both of teachers and infrastructure – and as learners leave the public system, so such burdens become somewhat relieved, and thus the results of the remaining learners improve.

Table 33: Number of candidates in independent schools writing and passing the NSC with a Bachelors-level pass in 2008 and 2012

	2008			2012				Avg. ann. growth		Avg. ann. growth rate
Province	No. of cand	Bach	% Bach	No. of cand	Bach	% Bach	Cand	Bach	% bach	Cand	Bach
Eastern Cape	2 151	391	18%	2 807	585	21%	8%	12%	19%	2%	8%
Free State	719	208	29%	656	177	27%	-2%	-4%	33%	-3%	7%
Gauteng	8 314	3 230	39%	9 113	4 024	44%	2%	6%	39%	-1%	5%
KwaZulu-Natal	2 653	1 361	51%	2 960	1 361	46%	3%	0%	32%	0%	10%
Limpopo	2 324	720	31%	3 251	1 034	32%	10%	11%	23%	-3%	10%
Mpuma-langa	1 401	346	25%	2 714	591	22%	23%	18%	26%	-2%	12%
North West	395	102	26%	387	114	29%	-1%	3%	35%	-4%	7%
Northern Cape	184	45	24%	164	43	26%	-3%	-1%	23%	-1%	4%
Western Cape	1 891	1 161	61%	2 317	1 348	58%	6%	4%	41%	1%	5%
Total	20 032	7 564	38%	24 369	9 277	38%	5%	6%	31%	-1%	8%

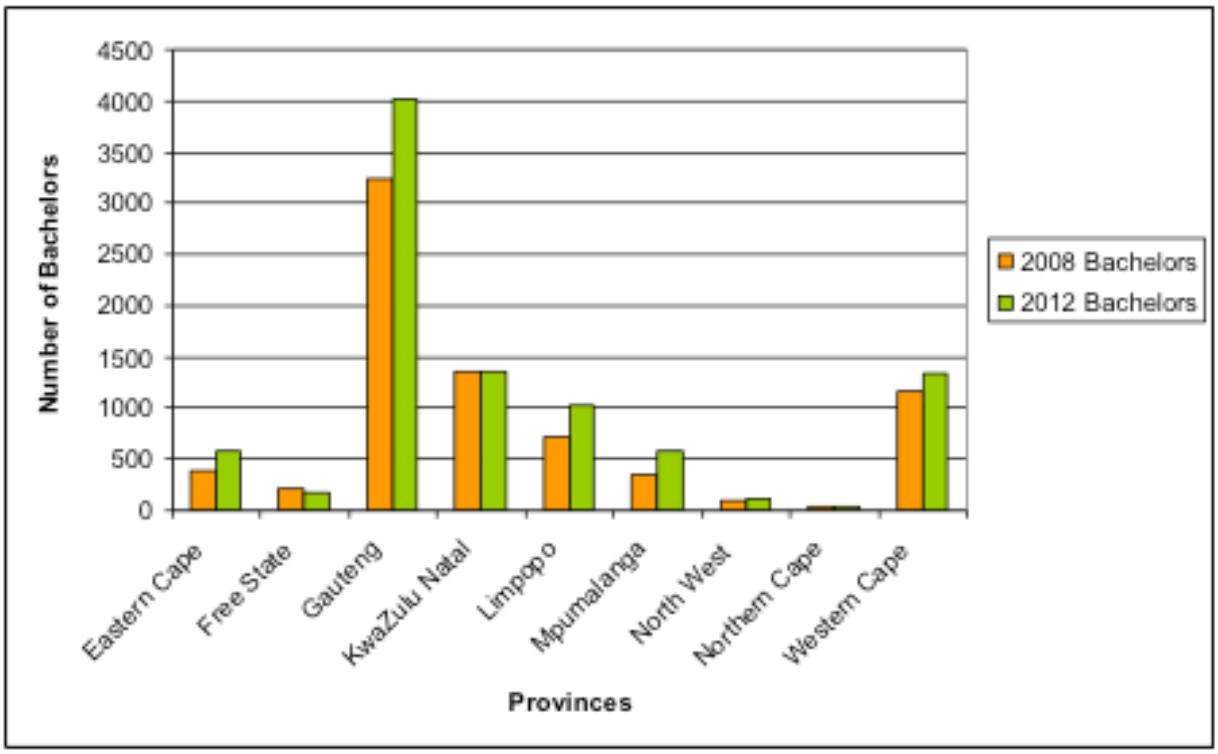

Figure 29: Percentage of independent school candidates passing the NSC with a Bachelors-level pass, by province, 2008–2012

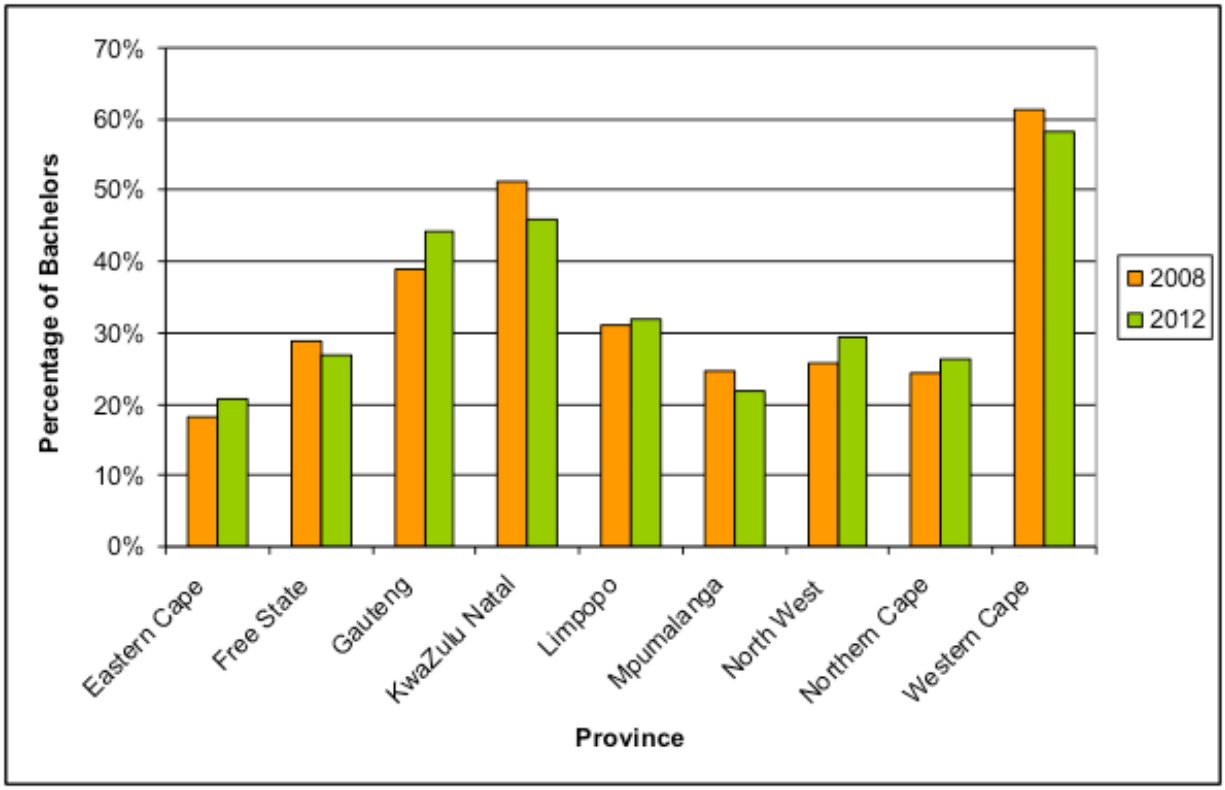

Figure 30: Percentage of independent school candidates passing the NSC with a Bachelors-level pass, by province, 2008–2012

2.1.5 Main findings

The main findings in the preceding section are as follows:

- During the period under review (2008–2012), pass rates have risen rapidly across all provinces.
- The pass rates in the poorest provinces have seen the most rapid rate of improvement.
- Some of the improvements in pass rates seem to have been driven by reductions in the number of candidates who wrote the examinations.
- The rate of improvement in Bachelors-level passes is about 8% annually, which may indicate, in the absence of any anomalous changes in the difficulty of examinations, substantial improvements in the quality of the NSC passes of learners who have moved out of the system.

2.2 Enrolment and performance in the NSC, by race and gender

While provincial poverty levels are a large determinant of education performance, race and, to some extent, gender are still factors in the inequality in outputs from the NSC examinations. Thus, this indicator provides information on *NSC Performance by Race and Gender* primarily so that these kinds of inequalities in performance can be understood better. The following section looks at enrolment and performance in the NSC by race and gender.[9]

The number of candidates passing with a Bachelors-level pass has been growing at 8% per annum.

The tables above show that the while the overall number of candidates has been declining, the number of candidates passing with a Bachelors-level pass has been growing at 8% per annum. As can be seen in the tables below, this growth is accounted for by the growth in passes for African candidates. The number of African candidates of both genders has decreased annually on average by 3%, but the number of candidates passing has increased by 3% for male candidates and 2% for female candidates.

All other race groups have seen annual average decreases in the number of candidates enrolled and in the number of candidates passing the NSC. Of particular note are the decrease in the number of Indian candidates of both genders (a decrease of 14% for males and 16% for females) and the decrease in the number of Coloured female candidates (6% decrease).

It is unclear why these differing racial patterns are present, but it is plausible that a proportion of White candidates, in particular, may have migrated to schools that write IEB examinations, and are thus not represented in the data considered in this section of the report. This hypothesis is somewhat supported by data presented further on in this report, which shows that some 5 621 White learners were in the IEB system by 2011 – although historical data showing an upward trend of enrolment was not available at the time of writing.

[9] The 2012 database fields for race and gender are not complete, and too many of the race fields are missing to make the inclusion of 2012 data meaningful. The gender data, while also not complete, is sufficient to include in the analysis of gender only tables. However, for various technical reasons, it was not possible to add the 2013 gender data into this section.

Table 34: Number of candidates writing, passing, percentage pass rate and average annual growth rate, by race, 2008–2011

	2008			2009				
Race	Total cand	Total pass	% pass	Total cand	Total pass	% pass	Cand	Bach
African	462 389	261 948	57%	463 856	254 896	55%	8%	12%
Coloured	38 395	30 533	80%	38 789	29 402	76%	-2%	-4%
Indian/Asian	16 392	14 716	90%	14 801	13 621	92%	2%	6%
White	43 385	43 072	99%	42 419	41 849	99%	3%	0%
Not known	745	693	-	568	132	-	10%	11%
Total	561 306	350 962	63%	560 433	339 900	61%	23%	18%
North West	395	102	26%	387	114	29%	-1%	3%
Northern Cape	184	45	24%	164	43	26%	-3%	-1%
Western Cape	1 891	1 161	61%	2 317	1 348	58%	6%	4%
Total	20 032	7 564	38%	24 369	9 277	38%	5%	6%

Table 35: Number of candidates writing, passing, percentage pass rate and average annual growth rate, by race, 2008–2011, cont.

	2010			2011			Avg. ann. growth*	
Race	Total cand	Total pass	% pass	Total cand	Total pass	% pass	Cand	Passes
African	442 737	279 961	63%	412 829	273 504	66%	-4%	2%
Coloured	38 343	30 038	78%	32 337	26 379	82%	-5%	-4%
Indian/Asian	13 841	12 937	93%	10 164	9 405	93%	-15%	-14%
White	40 591	40 293	99%	38 511	38 064	99%	-4%	-4%
Not known	1 043	176	-	249	230	-	-	-
Total	536 555	363 405	68%	494 090	347 582	70%	-4%	0%

** These average annual growth rates are calculated from 2008–2011 and differ from the previous growth rates, which are calculated from 2008 to 2013*

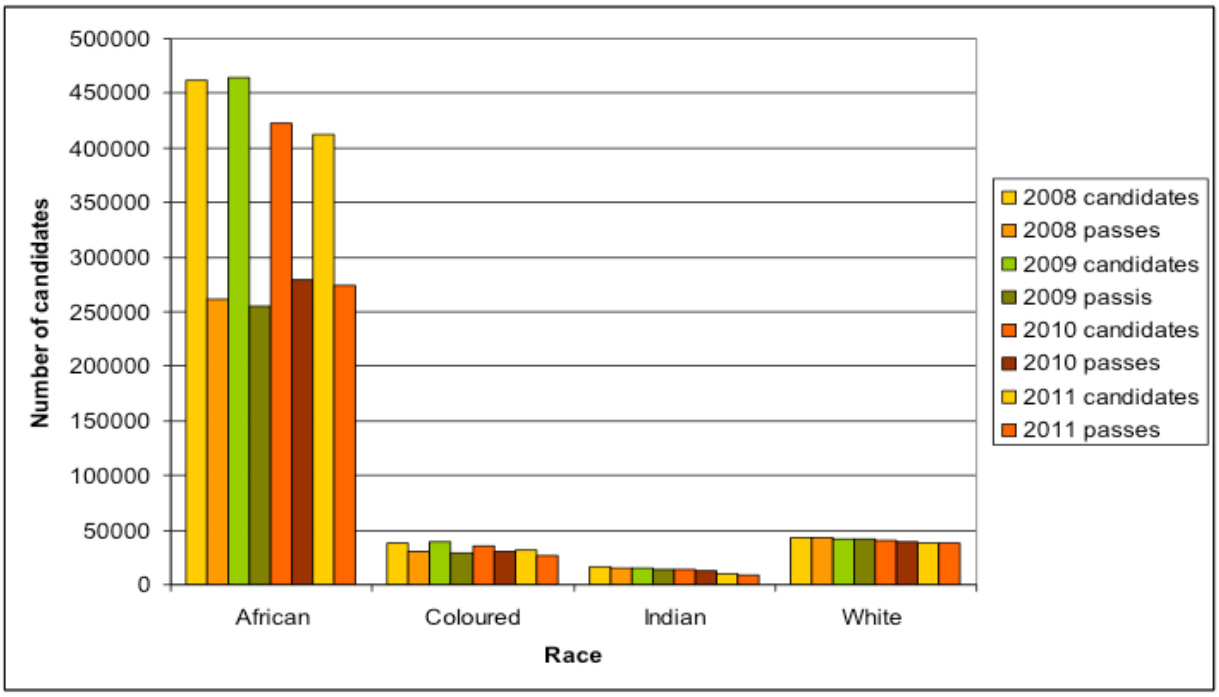

Figure 31: Number of candidates writing and passing the NSC, by race, 2008–2011

In terms of the number of candidates passing with a Bachelors-level pass, again, the number of African candidates passing with a Bachelors-level pass has grown at an average annual rate of 9%, that of Coloured candidates by 1% per annum, and those of Indian and White candidates by 13% and 5% per annum respectively.

The percentage Bachelors-level pass rate of African candidates increased from 14% to 19% between 2008 and 2012. While, as mentioned in the section above, much of this increase would be accounted for by the decreasing number of candidates, this is still an appreciable increase. Coloured and Indian Bachelors-level pass rates increased by 5 and 3 percentage points respectively, and that of White candidates dropped by 1 percentage point.

Table 36: Number of candidates writing, passing with a Bachelors-level pass, percentage Bachelors-level pass rate and average annual growth rate, by race, 2008–2011

	2008			2009		
Race	Total cand	Bach	% Bach	Total cand	Bach	% Bach
African	462 389	62 777	14%	463 856	64 406	14%
Coloured	38 395	9 158	24%	38 789	9 138	24%
Indian/Asian	16 392	8 876	54%	14 801	8 139	55%
White	43 385	30 498	70%	42 419	29 150	69%
Not known	745	422	-	568	51	-
Total	561 306	111 731	20%	560 433	110 884	20%

Table 37: Number of candidates writing, passing with a Bachelors-level pass; percentage Bachelors-level pass rate and average annual growth rate, by race, 2008–2011 cont.

	2010			2011			Avg. ann. growth rate	
Race	Total cand	Bach	% Bach	Total cand	Bach	% Bach	Cand	Bach-level pass
African	442 737	81 541	18%	412 829	78 900	19%	-3%	9%
Coloured	38 343	9 268	24%	32 337	9 330	29%	-5%	1%
Indian/Asian	13 841	7 986	58%	10 164	5 798	57%	-15%	-13%
White	40 591	26 905	66%	38 511	26 572	69%	-4%	-5%
Not known	1 043	332	-	249	145	-	-	-
Total	536 555	126 032	23%	494 090	120 745	24%	-4%	4%

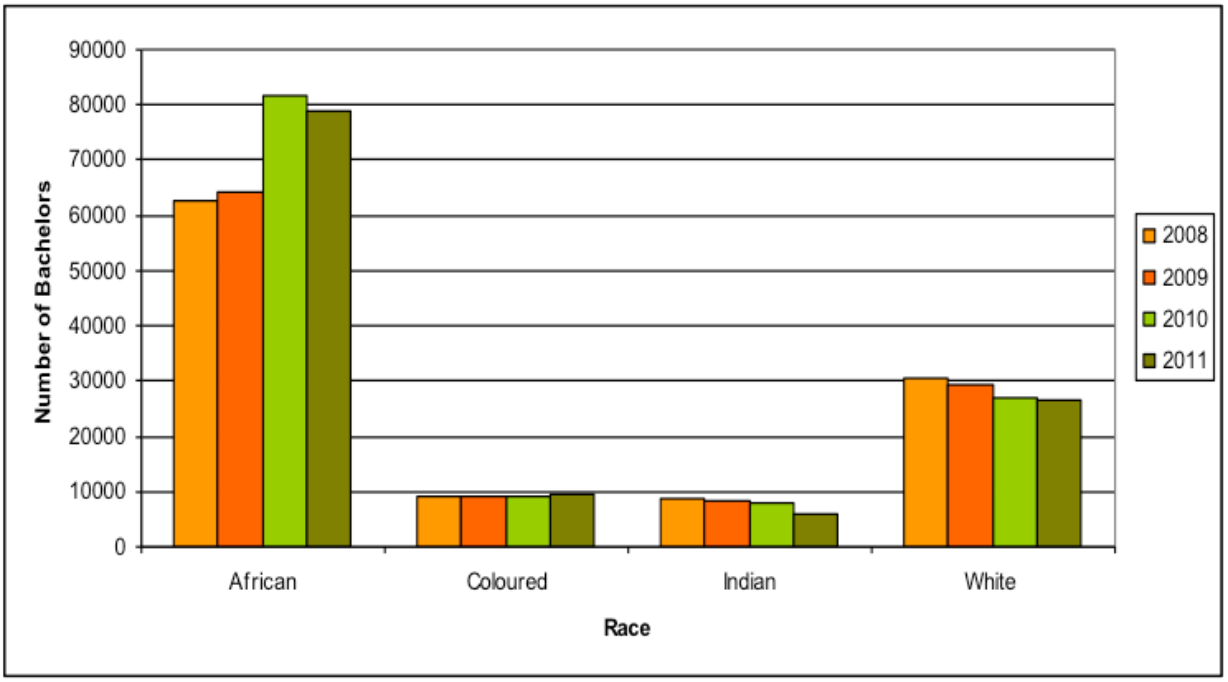

Figure 32: Number of candidates passing with a Bachelors-level pass, by race, 2008–2011

As mentioned in Section 1 and in the introduction to this section, the gender dynamic in the NSC results is complex. Female candidates' enrolment is numerically greater than male candidates' is, by approximately 40 000 candidates, and the number of African female candidates passing exceeds that of African males by between 15 000 and 20 000 candidates.

Performing poorly and disillusioned by the school system, young men leave in search of other options.

This phenomenon of more female learners being retained in secondary school, while male learners both repeat more and drop out of the school system across Grades 10, 11 and 12 at a far greater rate. Performing poorly and disillusioned by the school system, young men leave in search of other options. Young women, possibly due to both the tradition of further study opportunities in nursing, teaching and social work, as well as possibly having more protective families, stay in school. Unfortunately, these young women do not necessarily

gain a better quality of education merely by staying in school. The same socio-economic and school quality issues pertain that lead to the male learners dropping out of the system.

Despite there being more female candidates passing, and passing with a Bachelors-level pass, their pass rate is consistently between 2 and 3 percentage points lower than that of males. So, while there are more females writing the NSC, the cohort includes the weaker candidates who, had they been male, might have dropped out of the system. This trend is demonstrated by the comparisons of pass rates and actual numbers, by gender, below.

Table 38: Number of candidates writing, passing, percentage pass rate and average annual growth rate, by gender, 2008–2012

	2008			2009			2010		
Gender	Total cand	Total pass	% pass	Total cand	Total pass	% pass	Total cand	Total pass	% pass
Male	258 048	163 267	63%	254 930	158 171	62%	243 758	168 851	69%
Female	303 258	187 695	62%	304 993	181 648	60%	292 546	194 523	66%
Unknown				510	81	16%	251	31	12%
Total	561 306	350 962	63%	560 433	339 900	61%	536 555	363 405	68%

Table 39: Number of candidates writing, passing, percentage pass rate and average annual growth rate, by gender, 2008–2012, cont.

	2011			2012			Avg. ann. growth rate	
Gender	Total cand	Total pass	% pass	Total cand	Total pass	% pass	Cand	Passes
Male	229 944	165 768	72%	216 403	165 473	76%	-5%	1%
Female	264 146	181 814	69%	259 183	189 297	73%	-5%	0%
Unknown				36 138	23 333	65%		
Total	494 090	347 582	70%	511 724	378 103	74%	-3%	2%

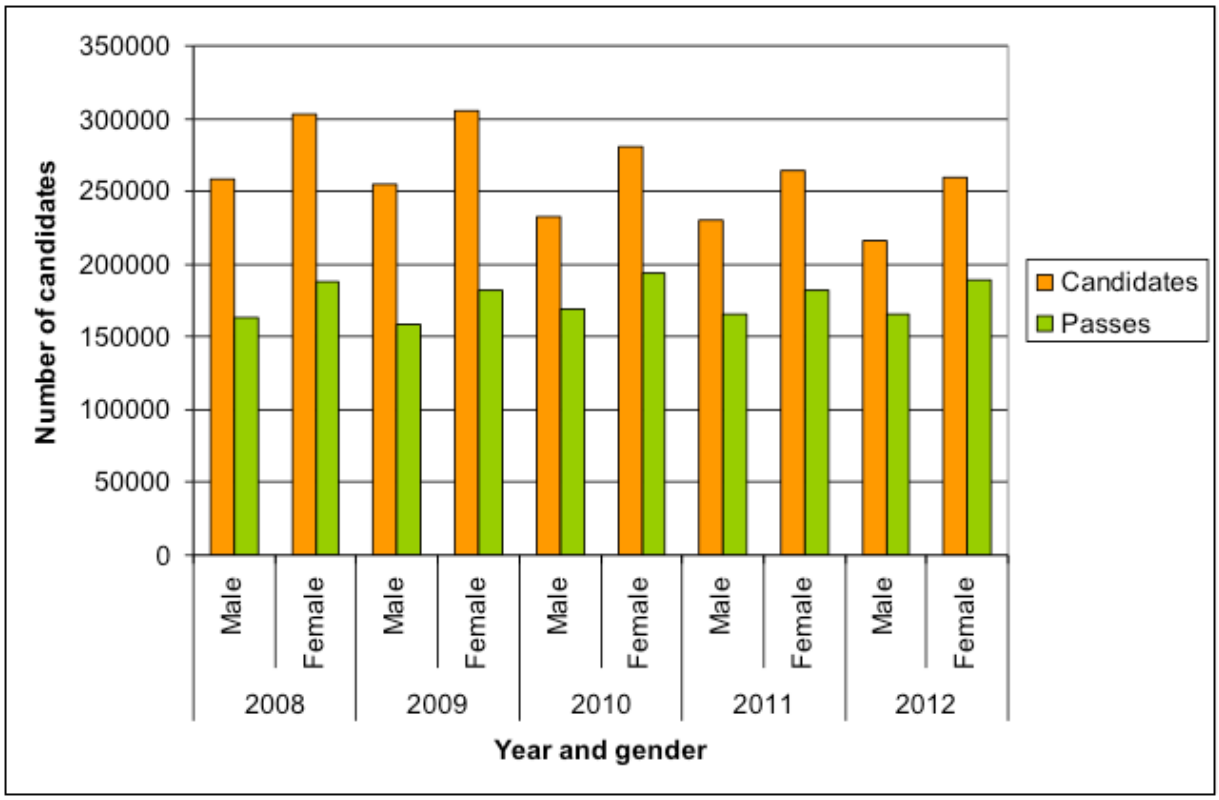

Figure 33: Number of candidates writing and passing, by gender, 2008–2012

A similar phenomenon pertains to the number of female candidates passing the NSC with a Bachelors-level pass. In 2008 there were 13 000 more female than male candidates obtaining a Bachelor pass, and in 2012 there were 15 000 more female candidates obtaining a Bachelors-level pass. Subject selection may contribute somewhat to the greater number of female candidates achieving a Bachelors-level pass, with male candidates selecting subjects leading to more gender-specific post-school studies and employment opportunities.

In 2008 there were 13 000 more female than male candidates obtaining a Bachelor pass, and in 2012 there were 15 000 more female candidates obtaining a Bachelors-level pass.

Table 40: Number of candidates writing, passing with a Bachelors-level pass, percentage Bachelors-level pass rate and average annual growth rate, by gender, 2008–2012

	2008			2009			2010		
Gender	Total cand	Bach	% bach	Total cand	Bach	% bach	Total cand	Bach	% bach
Male	258 048	49 313	19%	254 930	49 110	19%	243 758	56 254	23%
Female	303 258	62 418	21%	304 993	61 752	20%	292 546	69 768	24%
Unknown				510	22	4%	251	10	4%
Total	561 306	111 731	20%	560 433	110 884	20%	536 555	126 032	23%

Table 41: Number of candidates writing, passing with a Bachelors-level pass, percentage Bachelors-level pass rate and average annual growth rate, by gender, 2008–2012, cont.

	2011			2012			Avg. ann. growth rate	
Gender	Total cand	Bach	% bach	Total cand	Bach	% bach	Cand	Bach-level pass
Male	229 944	55 529	24%	243 758	56 254	27%	-5%	5%
Female	264 146	65 216	25%	292 546	69 768	27%	-5%	3%
Unknown				251	10	18%	-	-
Total	494 090	120 745	24%	536 555	126 032	27%	-3%	5%

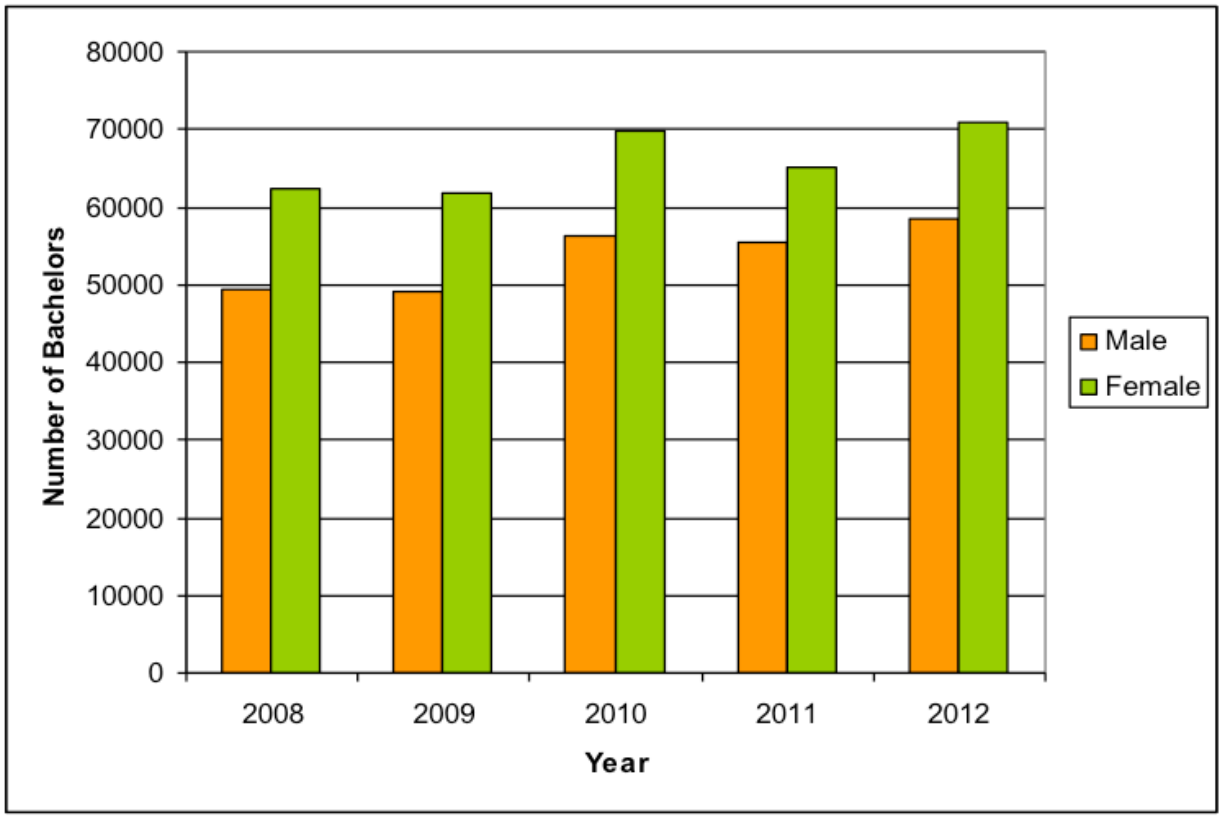

Figure 34: Number of candidates passing with a Bachelors-level pass, by gender, 2008–2012

The following tables and graphs give a breakdown by race and gender of the NSC. The pass rate of African candidates improved between 2008 and 2011, from 58% for males and 56% for females to 66% and 62% respectively.
The phenomenon of more females enrolled for the NSC is most marked for African candidates, but pertains to all race categories.

The marked improvement in examination results may be an indicator of improvement in the schooling system.

Irrespective of the differential patterns of performance discussed earlier, the marked improvement in examination results may be an indicator of improvement in the schooling system since 2008. As previously discussed, pass rates by themselves do not necessarily indicate improvements in schooling, and thus, this indicator must be treated with caution. No clear evidence suggests an overall drop in examination standards during the period under review, despite some fluctuations in certain years, and thus, the improved results can likely be attributed, at least in part, to systemic improvement.

A point of concern in these results is that while African results have improved markedly, and White and Indian results have remained generally static, there has been a drop in performance for the Coloured population group. This indicates a need for targeted interventions in schools that serve these communities, coupled with research to establish the causes of the observed trend.

Table 42: Number of candidates writing, passing, percentage pass rate and average annual growth rate, by race and gender, 2008–2011

		2008			2009		
Race	Gender	Cand	Pass	% pass rate	Cand	Pass	% pass rate
African	Male	212 219	122 159	58%	210 261	118 826	57%
African	Female	250 170	139 789	56%	253 595	136 070	54%
Coloured	Male	16 258	12 714	78%	16 661	12 493	75%
Coloured	Female	22 137	17 819	80%	22 128	16 909	76%
Indian/Asian	Male	7 767	6 871	88%	7 007	6 297	90%
Indian/Asian	Female	8 625	7 845	91%	7 794	7 324	94%
White	Male	21 447	21 195	99%	20 970	20 528	98%
White	Female	21 938	21 877	100%	21 449	21 321	99%
Not known		745	693	93%	568	132	23%

Table 43: Number of candidates writing, passing, percentage pass rate and average annual growth rate, by race and gender, 2008–2011, cont.

		2010			2011			Avg. ann. growth rate	
Race	Gender	Cand	Pass	% pass rate	Cand	Pass	% pass rate	Cand	Passes
African	Male	200 446	130 300	65%	191 190	130 465	66%	-3%	3%
African	Female	242 291	149 661	62%	221 639	143 039	62%	-3%	2%
Coloured	Male	16 421	12 787	78%	14 267	11 593	79%	-4%	-3%
Coloured	Female	21 922	17 251	79%	18 070	14 786	80%	-6%	-5%
Indian/ Asian	Male	6 433	5 902	92%	5 046	4 618	91%	-14%	-13%
Indian/ Asian	Female	7 408	7 035	95%	5 118	4 787	92%	-16%	-15%
White	Male	20 092	19 536	97%	19 305	18 971	97%	-3%	-4%
White	Female	20 499	20 188	98%	19 206	19 093	99%	-4%	-5%
Not known		1 043	715	69%	249	230	86%	-	-

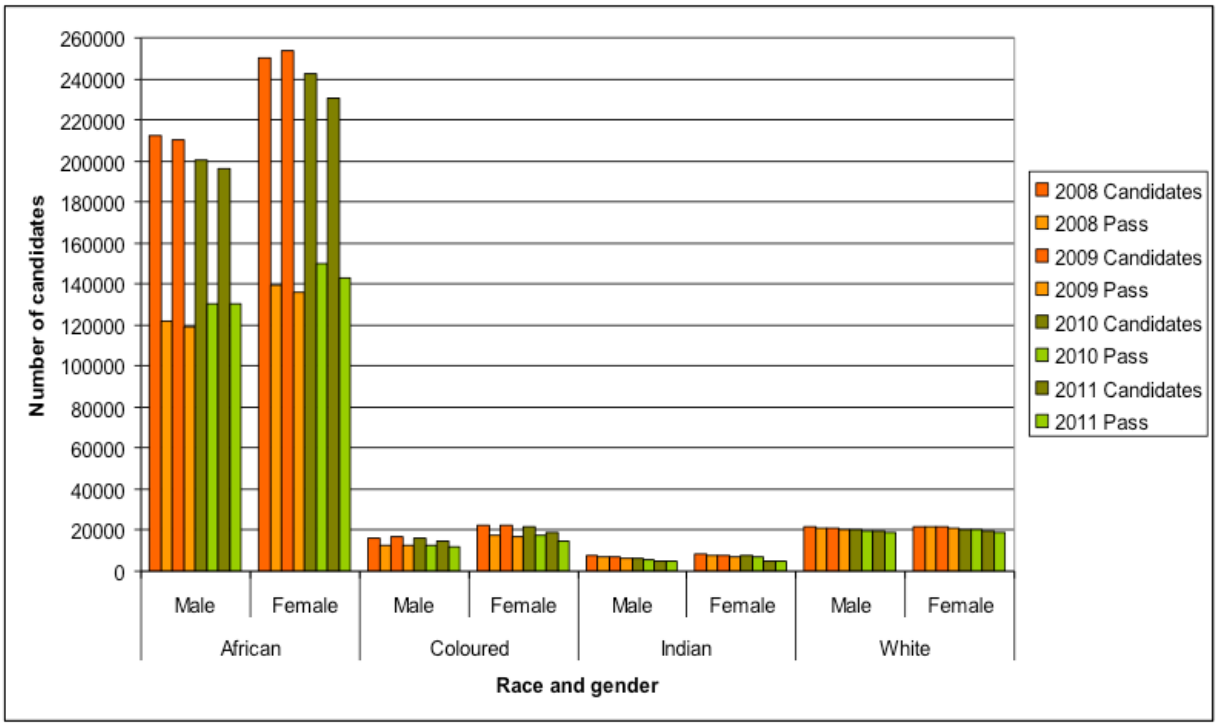

Figure 35: Number of candidates writing and passing the NSC, by race and gender, 2008–2011

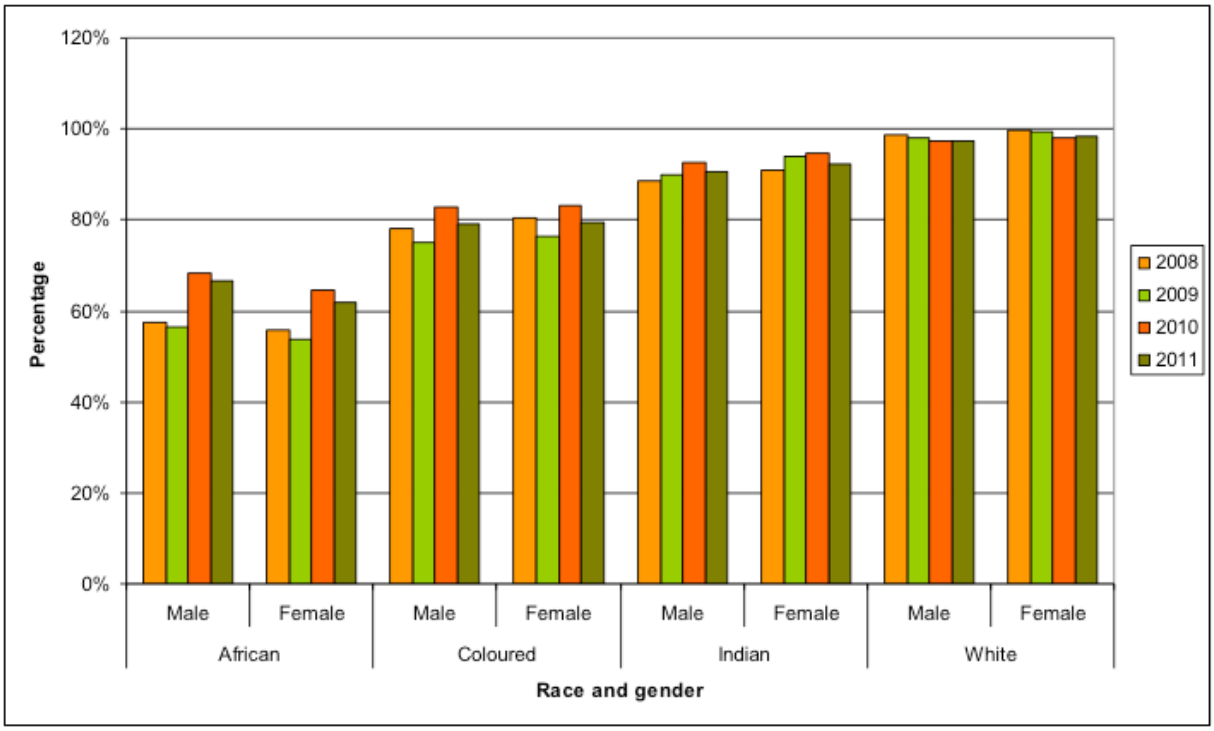

Figure 36: Percentage of candidates writing and passing the NSC, by race and gender, 2008–2011

If the Bachelors-level pass category is treated as an indicator of higher quality passes, it is clear that there have been improvements in the education system, especially for the African population group. A point of concern is that the growth in Bachelors-level passes for the African population group took place primarily in a single year: 2009/2010. While the jump from about 13% average Bachelors-level passes for Africans to about 20% is ultimately to be expected (and indeed should continue to improve), as the schooling system for African learners began with the lowest base of quality, such a large movement in a single year is difficult to explain.

It is clear that there have been improvements in the education system, especially for the African population group.

It is also interesting to note that the Indian, White and Coloured population group figures have decreased at a steady rate every year, and an explanatory assumption could be that many of these learners will have moved into schools that do not write DBE examinations, and thus they are missing from this dataset. While this hypothesis is plausible, additional research is required in order to explain the migration patterns of learners within both of these racial groups.

Table 44: Number of candidates writing, passing with a Bachelors-level pass, percentage Bachelors-level pass rate and average annual growth rate, by race and gender 2008–2011

		2008			2009		
Race	Gender	Cand	Pass	% pass rate	Cand	Pass	% pass rate
African	Male	212 219	28 279	13%	210 261	29 655	14%
African	Female	250 170	34 498	14%	253 595	34 751	14%
Coloured	Male	16 258	3 475	21%	16 661	3 361	20%
Coloured	Female	22 137	5 683	26%	22 128	5 777	26%
Indian/Asian	Male	7 767	3 652	47%	7 007	3 243	46%
Indian/Asian	Female	8 625	5 224	61%	7 794	4 896	63%
White	Male	21 447	13 737	64%	20 970	12 838	61%
White	Female	21 938	16 761	76%	21 449	16 312	76%
Not known		745	422	57%	568	51	9%

Table 45: Number of candidates writing, passing with a Bachelors-level pass, percentage Bachelors-level pass rate and average annual growth rate, by race and gender, 2008–2011, cont.

		2010			2011			Avg. ann. growth rate	
Race	Gender	Cand	Pass	% pass rate	Cand	Pass	% pass rate	Cand	Passes
African	Male	190 263	37 349	20%	191 190	37 338	19%	-3%	3%
African	Female	231 790	44 194	19%	221 639	41 562	18%	-3%	2%
Coloured	Male	15 452	3 510	23%	14 267	3 631	25%	-4%	-3%
Coloured	Female	20 691	5 762	28%	18 070	5 699	31%	-6%	-5%
Indian/ Asian	Male	6 372	3 227	51%	5 046	2 536	50%	-14%	-13%
Indian/ Asian	Female	7 439	4 763	64%	5 118	3 262	63%	-16%	-15%
White	Male	20 016	12 050	60%	19 305	11 960	61%	-3%	-4%
White	Female	20 567	14 857	72%	19 206	14 612	75%	-4%	-5%
Not known		835	323	39%	249	145	54%	-	-

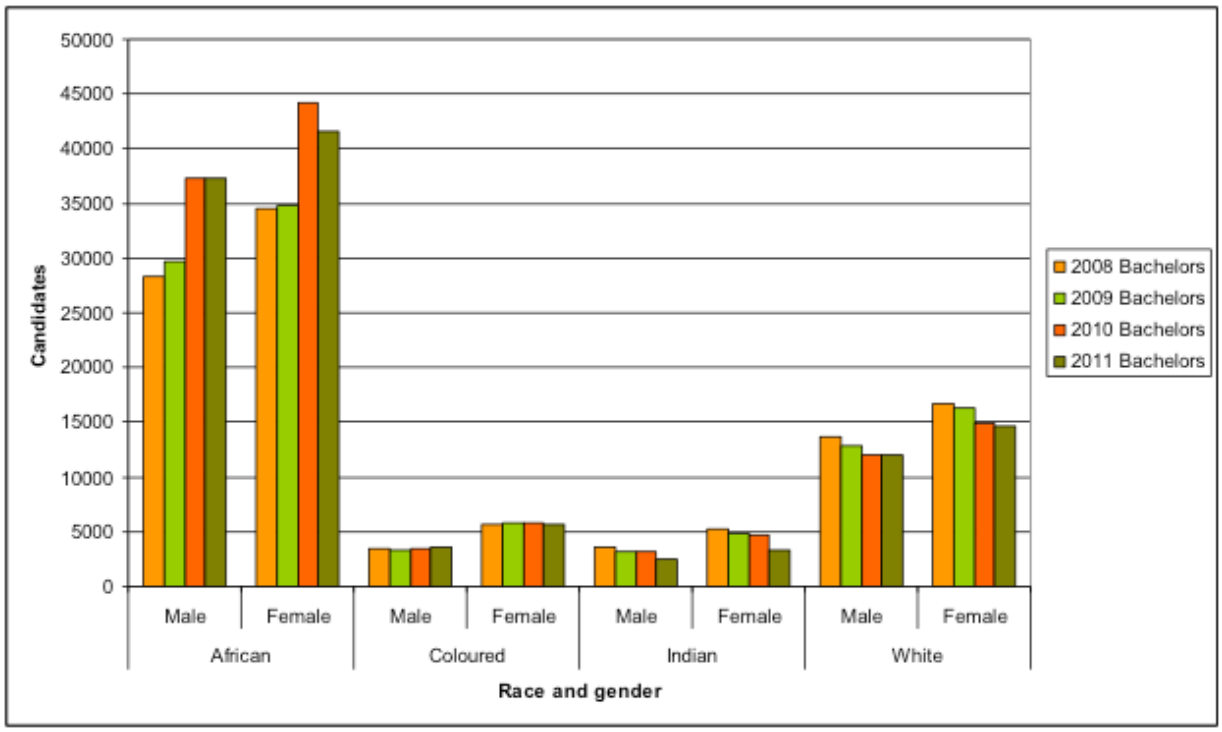

Figure 37: Number of candidates passing the NSC with a Bachelors-level pass, by race and gender, 2008–2011

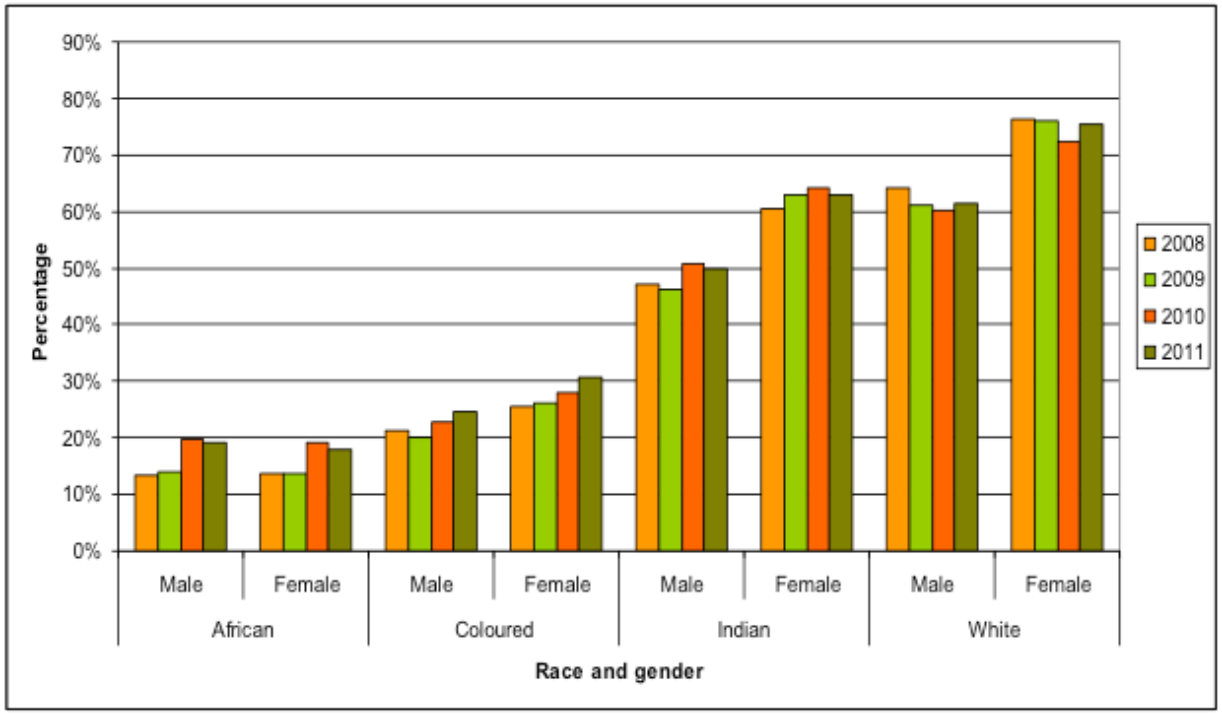

Figure 38: The percentage of Bachelors-level passes, by race and gender, 2008–2011

2.2.1 Main findings

The main findings in the preceding section are as follows:

- The improvements in the pass rate by race are dramatic in the African population group, with the rate of Bachelors-level passes obtained in this population group increasing at an annual rate of 9%.
- The gender dynamics at play in the NSC are complex. Female learners are more likely to stay in school than their male counterparts are, and thus the pass rate for female learners is slightly less than that of males. Much of this could be accounted for by the fact that weaker male learners are more likely to have dropped out of the system before attempting the NSC.
- At the upper level of the results spectrum, there are 13 000 more females than males who obtain the Bachelors-level pass.
- While there is some evidence to suggest that the standard of the examinations has not remained completely consistent over the period under review, the fluctuations seem to be relatively minor, and it is likely that the improved results year-on-year can be attributed at least in part to systemic improvements.

2.3 Participation and performance in the NSC, by province and quintile, 2008 and 2012

The previous section focused on race and gender as factors that explain the differential performance profiles of NSC candidates. It is clear that while race continues to be a significant factor in terms of performance, this is so primarily because it serves as a proxy for measuring socio-economic status. Thus, this section focuses closely on indicators of economic status, and the following indicator reports on *NSC Performance by Quintile*.

This section looks at the participation and performance of candidates in the NSC, by quintile, in 2008 and 2012. The first two tables give the number of candidates per quintile, with Quintile 1 being the schools that are in the most deprived areas with the fewest school resources. In terms of schools that fall into Quintile 1, the Free State, Limpopo and Mpumalanga have the highest proportion of learners in Quintile 1 schools.

Independent schools and those schools that have changed their school number are included under the category 'None' in the tables in this section.

The number of candidates by quintile is somewhat uneven, with Quintile 1 having 18% of candidates, Quintile 2 having 15% and Quintile 3 having 22%. It is not possible to hypothesize why this may be the case without further analysis. It is quite possible, however, that most Quintile 1 and 2 schools are the smaller rural schools.

The relationship between poverty and achievement is evident in the pass rates in 2008, of 47% and 49% in Quintiles 1 and 2 respectively, and 55%, 67% and 87% in Quintiles 3, 4 and 5. The same pattern is evident with the percentage of candidates gaining a Bachelors-level pass by quintile: the percentage Bachelors-level pass ranges from 8% to 46% from Quintiles 1 to 5.

Schools with better funding and that serve communities of higher socio-economic status produce the best results.

Ultimately, this data provides a clear indication that schools with better funding and that serve communities of higher socio-economic status produce the best results. While perhaps the larger socio-economic issues are outside of the scope of interventions that education role-players can attempt, important lessons can be learned from Quintile 5 schools about the features present that have a direct impact on educational attainment.

Clearly, additional funding by itself offers insufficient explanation for the better results observed; rather, such performance must be related to the specific systems in place in Quintile 5 schools that influence quality. If section 1 of this report is consulted, it is clear that per capita spending on learners is broadly equal across provinces, and indeed the poorest provinces have accelerated spending beyond that of the richer and better-performing provinces, such as Gauteng and the Western Cape. This being the case, it is clear that spending alone, while necessary, is not sufficient for school and systemic improvements to take place. Further research on schools that perform well is required to inform how such features might be developed in more poorly performing schools.

Table 46: Number of candidates, candidates passing, and passing with a Bachelor, by quintile, 2008

	Cand	None	%	1	%	2	%	3	%	4	%	5	%
Cand (% of total shown)	561 306	34 224	6%	99 269	18%	83 206	15%	125 646	22%	106 817	19%	112 144	20%
Passes (% pass rate)	350 962	24 092	70%	46 699	47%	40 843	49%	69 717	55%	71 916	67%	97 695	87%
Bach-level pass (% bach rate)	111 731	9 937	29%	7 710	8%	7 511	9%	14 227	11%	20 340	19%	52 006	46%

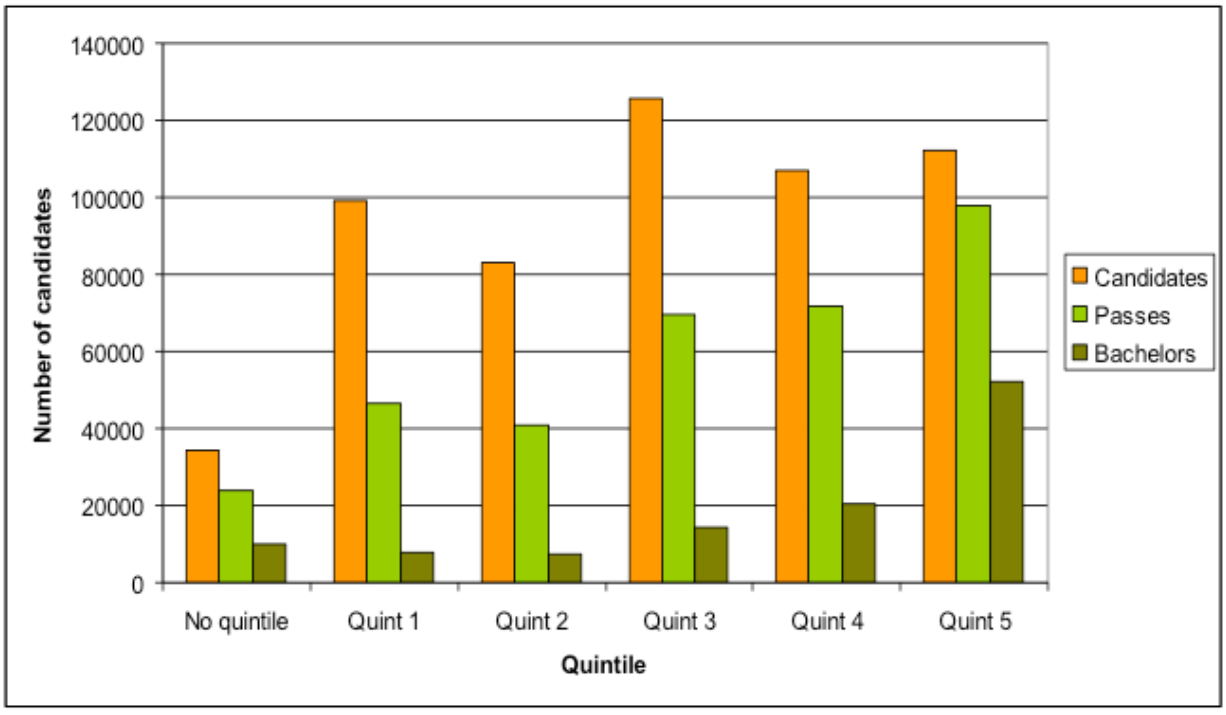

Figure 39: Number of candidates, candidates passing, and passing with a Bachelor, by quintile, 2008

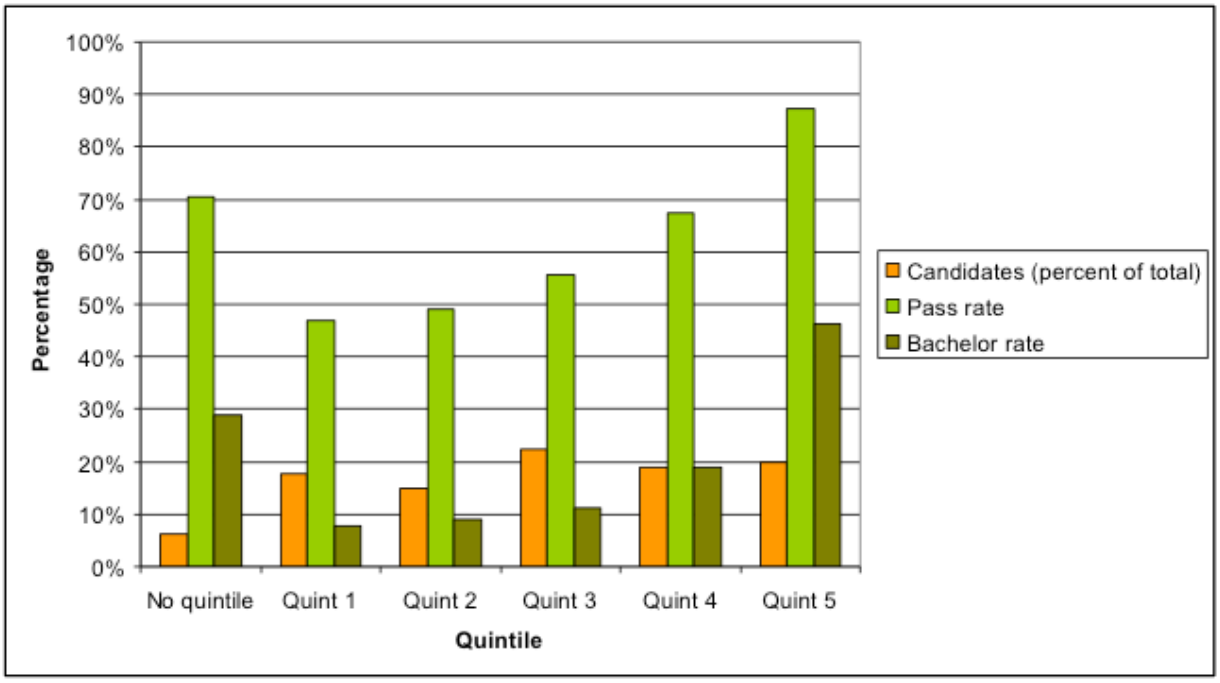

Figure 40: Pass rates and percentage of candidates passing with a Bachelor, by quintile, 2008

A similar pattern to 2008 pertains for 2012 enrolments and passes by quintiles.[10] The improvement in the pass and Bachelor rate in 2012 was also seen in a marked improvement in the performance of the Quintile 1, 2 and 3 schools. However, these pass rates still lag behind the national average pass rate in 2012, of 74%. Similarly, with the Bachelor passes, Quintiles 1–3 lag behind the national Bachelor rate, of 27%.

When the figures in the table and graph below are compared with those of 2008, it becomes clear that there has been an overall improvement in results in all school categories. The fact that the improvements have been most dramatic in the poorer schools is deeply encouraging. While the improvements in Quintile 4 and 5 schools are clear, it can be assumed that the majority of these schools are well established and have a tradition of quality. Quintile 1–3 schools, on the other hand, while coming from a low base, have improved at a rapid rate – and it is clear that such improvements indicate a system-wide enhancement of quality.

Table 47: Number of candidates, by province and quintile, 2012

Province	Cand	None	%	1	%	2	%	3	%	4	%	5	%
Cand (% of total shown)	511 724	39 131	8%	88 199	17%	107 838	21%	103 629	20%	70 341	14%	102 586	20%
Passes (% pass rate)	378 103	29 744	76%	57 913	66%	73 266	68%	70 802	68%	53 845	77%	92 533	90%
Bach-level pass (% bach rate)	136 251	12 497	32%	14 582	17%	19 796	18%	21 104	20%	18 410	26%	49 862	49%

[10] Quintile ranking of each school was last conducted by the Department of Basic Education in 2010, and the discrepancy in identifying and linking schools by quintile began to become a problem in 2013. Several schools have closed, are new schools or have changed their names, and therefore, the number of schools that do not have, or cannot be linked to a quintile begins to become too large for meaningful analysis. As such, only information for 2012 and before is provided.

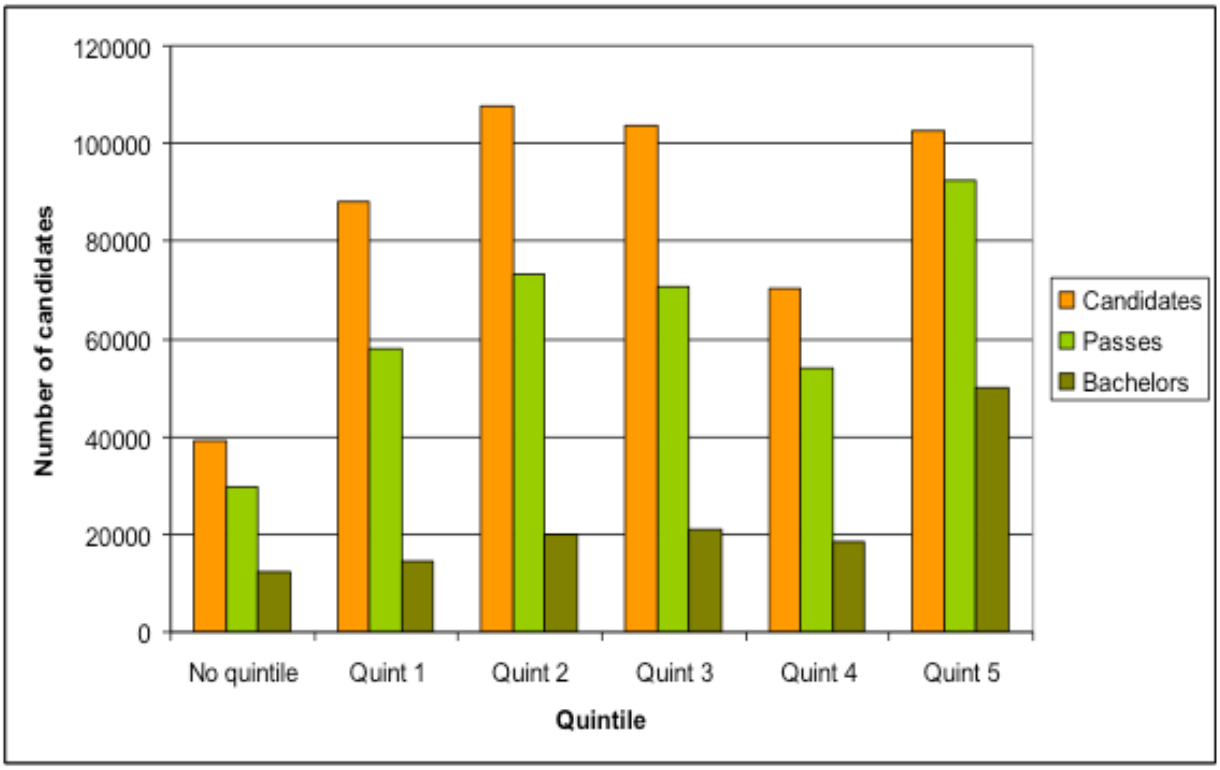

Figure 41: Number of candidates, candidates passing and passing with a Bachelor, by quintile, 2012

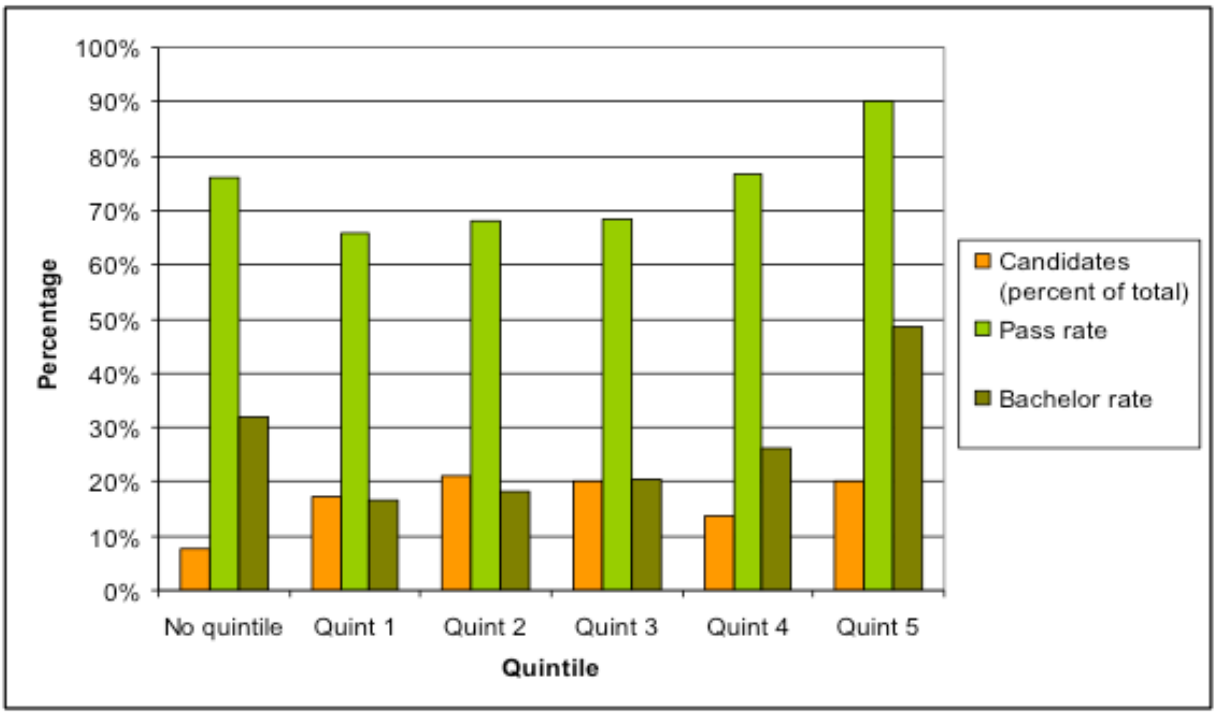

Figure 42: Pass rates and percentage of candidates passing with a Bachelors, by quintile, 2012

2.3.1 Main findings

The main findings in the preceding section are as follows:

- There is a continuing strong association between the quintile of the school and the level of achievement of learners. On average, the more well resourced a school is, the better the learners perform.
- It is clear that there have been marked improvements in performance in Quintile 1 and 2 schools in the period between 2008 and 2012. This result should be treated with caution, however, as it is not possible with the current data to directly link schools across this period.

2.4 Participation and performance as a percentage of 18-year-olds, by race, gender and province, 2011

This section of the report looks at the number of candidates, candidates passing and candidates obtaining a Bachelors-level pass as a percentage of the population of 18-year-olds, by province, race and gender. As in Section 1.1, which looks at the enrolment of each grade as a percentage of the appropriate age for that grade, it is important to look at the proportional enrolment and achievement by province, race and gender. This indicator is broadly understood as *Performance of 18-year-olds*, and is designed to capture the outputs of the system for learners who are of the expected age to be writing the NSC. The most recent year for which it was possible to obtain statistically robust population data disaggregated by province, race and gender for 18-year-olds is the 2011 Census; as a result, only the 2011 NSC candidates were analysed in this manner.

In total, 33% of male, and 36% of female 18-year-olds achieved an NSC pass.

As with the analysis in Section 1.1, which gave an enrolment ratio for Grade 12 in 2011 of 48% for male learners and 56% for female learners, these enrolment ratios are an important reflection of the relative proportion of our youth who are accessing the NSC.

In total 33% of male, and 36% of female 18-year-olds achieved an NSC pass; 11% of male 18-year-olds, and 13% of female 18-year-olds achieved a Bachelors-level NSC pass.

The racial disaggregation of the proportions of 18-year-olds writing, passing and achieving a Bachelors-level pass indicates on first impression a surprisingly low proportion of White candidates as a percentage of 18-year-olds. With reference to the analysis of the educational attainment of adults in Section 1.4, of those between the age of 20 and 24 who had completed secondary schooling, 35% were Africans, 40% were Coloureds, 64% Indians, and 63% were Whites. Apart from the Indian proportion (which may be the result of a sample error), these percentages very closely reflect the proportion of candidates passing as a percentage of the 18-year-old population.

An additional factor that needs to be taken into consideration is the number of candidates registered for the IEB examination. The table below gives the number of candidates, by race, who wrote the IEB examination in 2011. This is included to provide a more complete picture of enrolment percentages.

The impact of including those candidates enrolled for the IEB examination is most profound on the White population, with the percentage of candidates to 18-year-olds being at 76% after inclusion. The total percentage of Indian candidates to 18-year-olds was 54%; Coloureds, 37%; and Africans, 50%.

Appendix 2 presents a table of the full breakdown by province, race and gender of the NSC candidates as a percentage of 18-year-olds. Of note are the relatively low enrolment percentages of African and Coloured candidates in the Western Cape; African candidates in Gauteng; and African male candidates in the Eastern Cape and the North West.

Table 48: Number of candidates writing the NSC examination as a percentage of the population of 18-year-olds, by race and gender, 2011

Race	Gender	Population	Cand	% of popul-ation	Total pass	% of popul-ation	Bach	% of popul-ation
African	Male	414 765	196 369	47%	130 465	31%	37 338	9%
	Female	417 389	230 795	55%	143 039	34%	41 562	10%
Coloured	Male	43 200	14 661	34%	11 593	27%	3 631	8%
	Female	43 921	18 579	42%	14 786	34%	5 699	13%
Indian/ Asian	Male	10 078	5 096	51%	4 618	46%	2 536	25%
	Female	9 731	5 180	53%	4 787	49%	3 262	34%
White	Male	29 692	19 511	66%	18 971	64%	11 960	40%
	Female	28 423	19 382	68%	19 093	67%	14 612	51%
Total	Male	497 735	235 637	47%	165 647	33%	55 465	11%
	Female	499 464	273 936	55%	181 705	36%	65 135	13%

Population data from StatSA Census 2011

Table 49: Number of candidates writing the IEB examination, by race and gender, 2011

Race	Cand
African	2 228
Coloured	321
Indian/Asian	511
White	5 761
Total	8 821

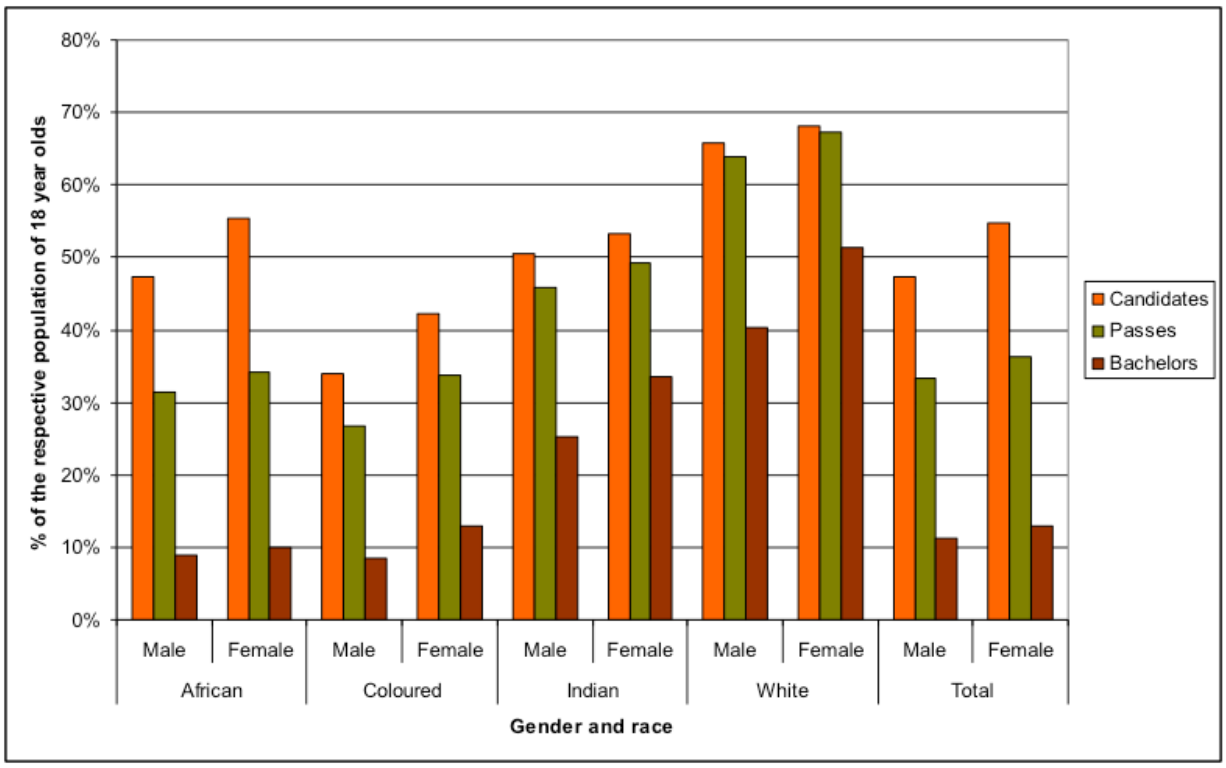

Figure 43: Number of candidates writing, passing and attaining a Bachelors-level pass in the NSC examination, as a percentage of the population of 18-year-olds, by race and gender, 2011

2.4.1 Main findings

The main findings of the preceding section are as follows:

- There is a very low enrolment of Coloured learners in the NSC, and this trend is most pronounced in Coloured male learners, of whom just 34% enrolled to write the NSC in 2011.
- There is a very large drop between the number of African learners who enrol for the NSC and the pass rate for this group. Much of the evidence in this report points to the effects of lingering socio-economic hardships in this race group, and it is likely that this observed pattern in pass rates is largely a reflection of the socio-economic situation that African learners face.

2.5 NSC subject performance

Previous indicators have examined performance in the NSC as a qualification, but clearly this does not yet suffice because performance, and enrolment for the NSC differ markedly between subjects. Thus, this indicator provides a detailed look at subject performance, and is constructed around the central principle of *NSC Performance by Subject*. Those subjects with 80 000 or more candidates are examined in some detail under this indicator. In this regard, the number of candidates passing with 30% or more, 50% or more, and 80% or more is examined for all these subjects.

The two subjects that have seen an increase are Maths Literacy and Tourism.

Doing this makes it possible to analyse trends in performance in terms of the

quality of NSC passes, using results as an indicator of that quality. It can be said that a learner who has achieved an 80%+ pass has achieved a higher quality pass than a learner who has achieved a pass at 30% – the minimum level. It should be noted that all learners who have achieved 50%+ and 80%+ will also be represented within the 30%+ group – and similarly the 80%+ group will be represented within the 50%+ group. This means that the categories cannot be added together, as many learners would be counted multiple times if that were the case. These figures allow us to gauge the rate at which performance drops off below the basic pass of 30%, and how much of the learner cohort is achieving moderate- or high-quality passes (50%+ and 80%+ respectively).

The table below shows enrolment for the most subscribed subjects. Accountancy, Mathematics and Physical Science have seen the greatest *decreases* in enrolment, with an average annual decrease of between 6% and 8%. The other subjects that have seen a decrease have generally done so by the same average annual percentage as the decrease for subjects overall.

Table 50: Number of candidates enrolled for selected subjects, and average annual growth, 2008–2013

	2008	2009	2010	2011	2012	2013	Average annual growth
Accountancy	174 901	172 085	159 046	137 736	133 622	144 732	-5%
Agriculture	85 166	88 667	84 331	77 624	77 198	83 064	-2%
Business Studies	202 715	203 862	198 141	187 440	193 520	217 473	0%
Economics	152 382	151 367	145 035	133 184	132 685	149 219	-2%
Geography	211 394	211 660	207 182	199 118	211 254	238 367	2%
History	92 356	88 491	86 396	85 844	93 308	108 441	3%
Life Science	295 237	294 422	281 823	264 604	275 553	300 152	-1%
Life Orientation	561 298	560 433	536 549	505 444	511 705	562 198	-1%
Maths	297 848	286 836	260 209	224 339	223 513	240 475	-6%
Maths Literacy	263 401	273 577	276 234	275 027	288 152	321 679	3%
Physical Science	216 111	218 105	203 129	180 413	177 366	183 593	-4%
Tourism	69 248	73 325	77 356	84 207	92 471	109 674	9%

Source: Umalusi NSC database

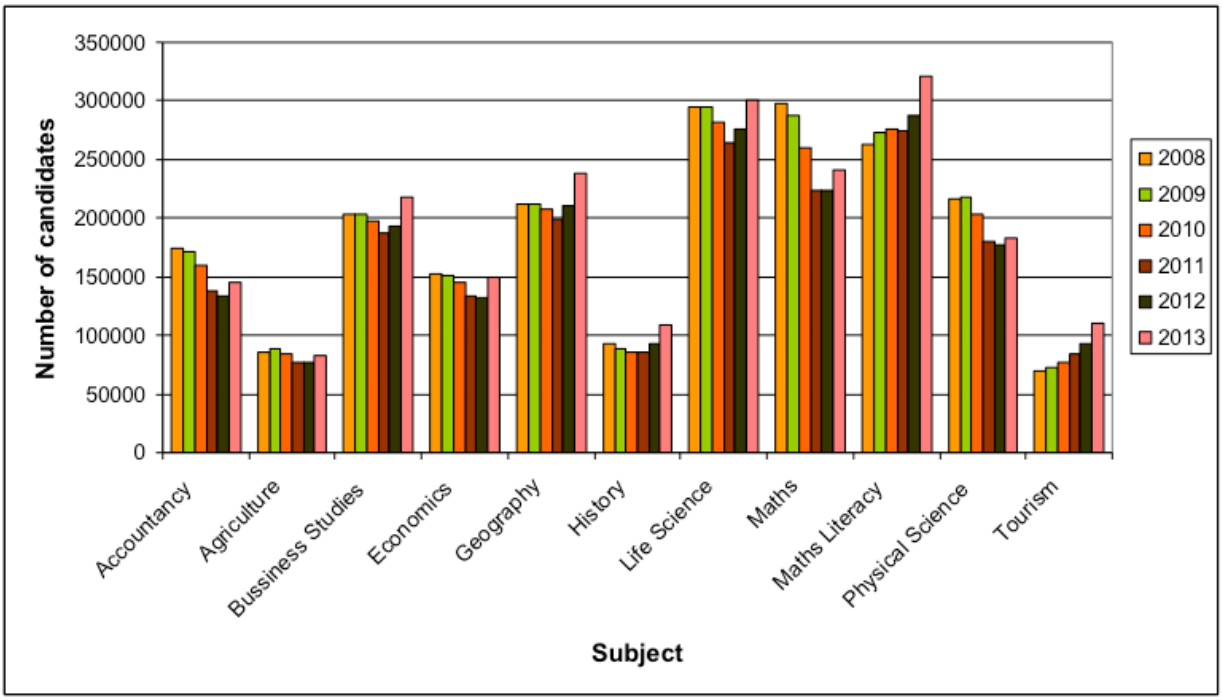

Figure 44: Number of candidates enrolled for selected subjects, 2008–2013

Source: Umalusi NSC database

2.5.1 Total number of candidates taking, passing with over 30%, passing with over 50% and passing with over 80%, 2008–2013

The following tables and graphs show the number of candidates enrolled for each subject, and passing with 30% or more, 50% or more and 80% or more. In terms of the methodology, the number of candidates gaining 30% or more includes those gaining 50% and over, and 80% and over. Similarly those candidates gaining 50% and over includes the number of candidates gaining 80% and over. The main pattern emerging is one of decreases in the candidates enrolled for Accountancy, Mathematics and Physical Science, as previously noted in this report, and increases in enrolment for most of the other subjects.

There is still a lack of quality performance at the top end of the learner mark spectrum.

For all subjects, the most significant growth has been in the number of candidates passing with over 50%. While there have been systematic increases in the number of candidates gaining over 80%, these are off a low base, and very few subjects exceed 2% of candidates obtaining over 80%. This indicates that while the system is improving, and tends towards an 'average' rate of learner success, there is still a lack of quality performance at the very top end of the learner mark spectrum. Below, selected subjects are analysed individually, and the trends highlighted.

For all figures in these tables, it should be noted that the category of candidates scoring above 30% will by definition include those who scored above 50% and 80%. Thus, the figures in each category cannot be added, as many candidates will then be counted multiple times.

2.5.1.1 Accountancy

The following table and graph show the number of candidates enrolled for, and having passed Accountancy with 30% and over, 50% and over and 80% and over. Overall, there has been an average annual decrease of 5% in the number of candidates enrolled; however, the number of candidates increased again in 2013. While there is an overall decrease in the number of candidates passing with 30% or more and 50% or more until 2011, these figures begin to rise after 2012. The picture is one of a subject that is beginning to stabilise, although top performers are still rare in this subject. It is encouraging, however, that a steady rate of increase was achieved in the 80% category from 2009 onwards.

The picture is one of a subject that is beginning to stabilise.

Table 51: Accountancy: Candidates and results 2008-2013

Accountancy													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	174 901		172 085		159 046		137 736		133 622		144 732		-5%
Over 30%	108 193	62%	106 485	62%	100 345	63%	84 918	62%	86 346	65%	93 111	64%	-4%
Over 50%	31 272	18%	31 887	19%	29 495	19%	27 345	20%	35 281	26%	37 662	26%	3%
Over 80%	4 201	2%	3 904	2%	4 114	3%	5 149	4%	6 559	5%	7 785	5%	14%

Source: Umalusi NSC database

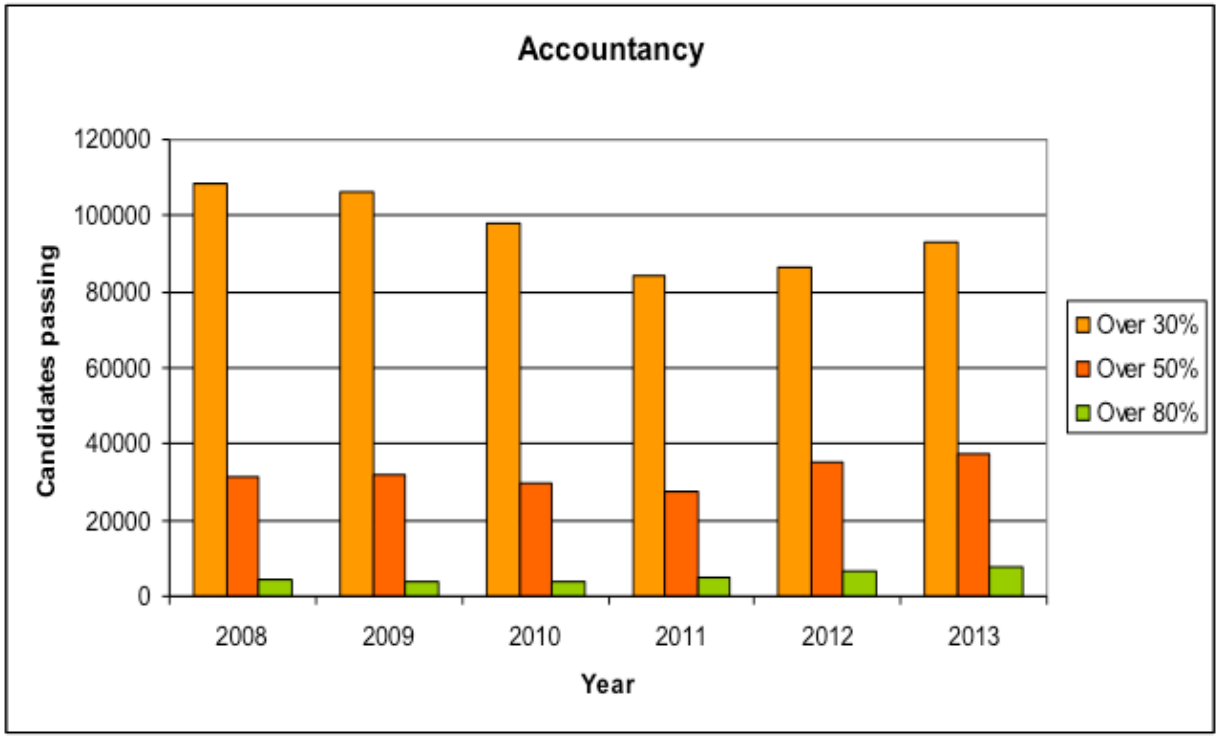

Figure 45: Accountancy: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.2 Agriculture

The following table and graph show the number of candidates enrolled for and passing Agriculture with 30% and over, 50% and over and 80% and over. There has been an average annual decrease of 2% in the number of candidates enrolled; however, the number of candidates increased in 2013. There was an average annual increase of 7% in the number of candidates passing with 30% or more and an average annual increase of 32% in candidates passing with 50% or more. This pattern indicates that while the profile of this subject is improving, top performing learners do not generally enrol for this subject or see it as an option. The average annual growth of 49% at the 80% pass is misleading in this case, since the base of top performers is so low that the figure alone is not a useful indicator of improvement. It is somewhat anomalous that in 2008 some 53% of candidates achieved some form of pass in this subject, while in 2013 the pass rate had moved to 80%. This suggests a fairly rapid change in the standard of the examinations in this subject.

Table 52: Agriculture: Candidates and results 2008-2013

Agriculture													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	85 166		88 667		84 331		77 624		77 198		83 064		-2%
Over 30%	44 914	53%	46 269	52%	52 975	63%	55 340	71%	55 982	73%	66 138	80%	7%
Over 50%	3 281	4%	6 970	8%	10 630	13%	12 772	16%	13 810	18%	19 870	24%	32%
Over 80%	31	0%	51	0%	115	0%	118	0%	178	0%	442	1%	49%

Source: Umalusi NSC database

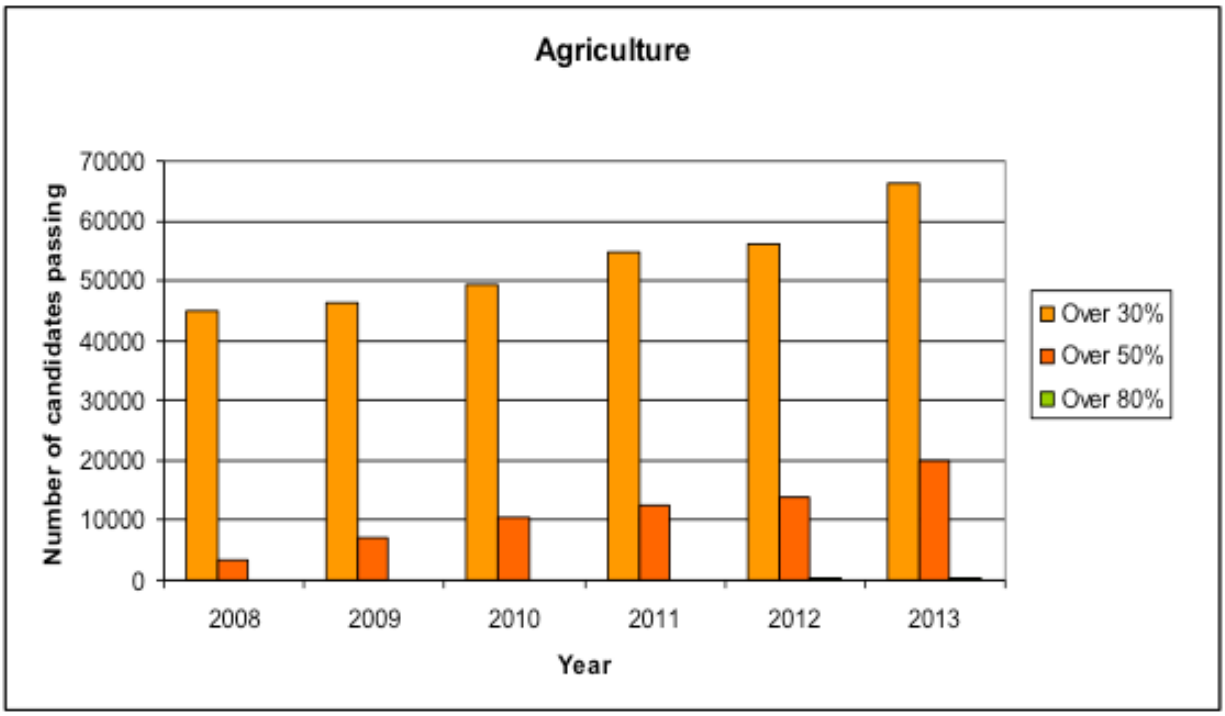

Figure 46: Agriculture: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.3 Business studies

The following table and graph show the number of candidates enrolled for and passing Business Studies with 30% and over, 50% and over, and 80% and over. While there has not been an appreciable increase in the number of candidates enrolled, there has been an average annual increase of 2% in the number of candidates passing with 30% or more and an average annual increase of 8% in candidates passing with 50% or more. This subject is clearly stabilising, and indeed is beginning to attract top learners into the field. The average annual growth rate of 18% at the top end (80%) attests to a subject that is being relatively well taught and is being studied by learners who will often go on to tertiary studies. It must be noted that the percentage of top performers overall (3%) is still quite low – but signs are positive that if the annual growth in the category continues, there will be a substantial number of 'A Candidates' produced in this subject.

Table 53: Business Studies: Candidates and results 2008-2013

Business Studies													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	202 715		203 862		198 141		187 440		193 520		217 473		0%
Over 30%	151 146	75%	147 436	72%	141 505	71%	147 433	79%	147 976	76%	176 080	81%	2%
Over 50%	50 733	25%	53 855	26%	50 451	25%	63 173	34%	61 529	32%	79 939	37%	8%
Over 80%	3 040	1%	2 649	1%	2 602	1%	4 648	2%	4 528	2%	6 777	3%	18%

Source: Umalusi NSC database

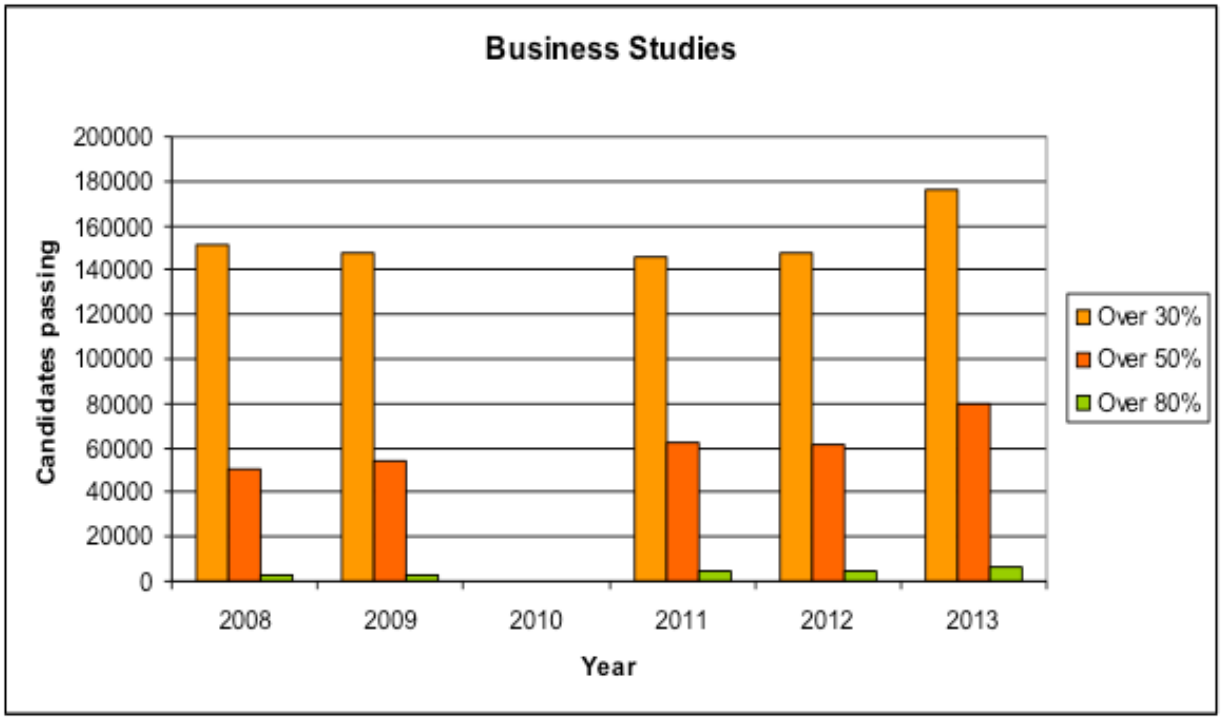

Figure 47: Business Studies: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.4 Economics

The following table and graph show the number of candidates enrolled for and passing Economics with 30% and over, 50% and over, and 80% and over. There has been an overall average annual decrease of 2% in the number of candidates enrolled; however, the number of candidates increased in 2013. While there is an overall decrease in the number of candidates passing with 30% or more, there was an average annual increase of 11% in the number of candidates gaining 50% or more. This subject is clearly still somewhat unstable in terms of learner enrolment and pass rates. While middle- and top-end learners are able to cope with the demands of the subject, there is a fluctuating majority of learners who are able to pass at the minimum 30% level, with a rapid drop-off before the 50%+ level is reached. Again, the top-end growth rate of 21% must be understood in terms of the very low base of learners who achieve at the 80% level in this subject.

This subject is clearly still somewhat unstable in terms of learner enrolment and pass rates.

Table 54: Economics: Candidates and results 2008-2013

Economics													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	152 382		151 367		145 035		133 184		132 685		149 219		-2%
Over 30%	119 414	78%	109 092	72%	109 715	76%	85 335	64%	95 041	72%	108 049	72%	-3%
Over 50%	22 276	15%	18 296	12%	34 268	24%	19 238	14%	33 547	25%	36 573	25%	11%
Over 80%	1 079	1%	764	1%	1 891	1%	1 058	1%	2 289	2%	2 680	2%	21%

Source: Umalusi NSC database

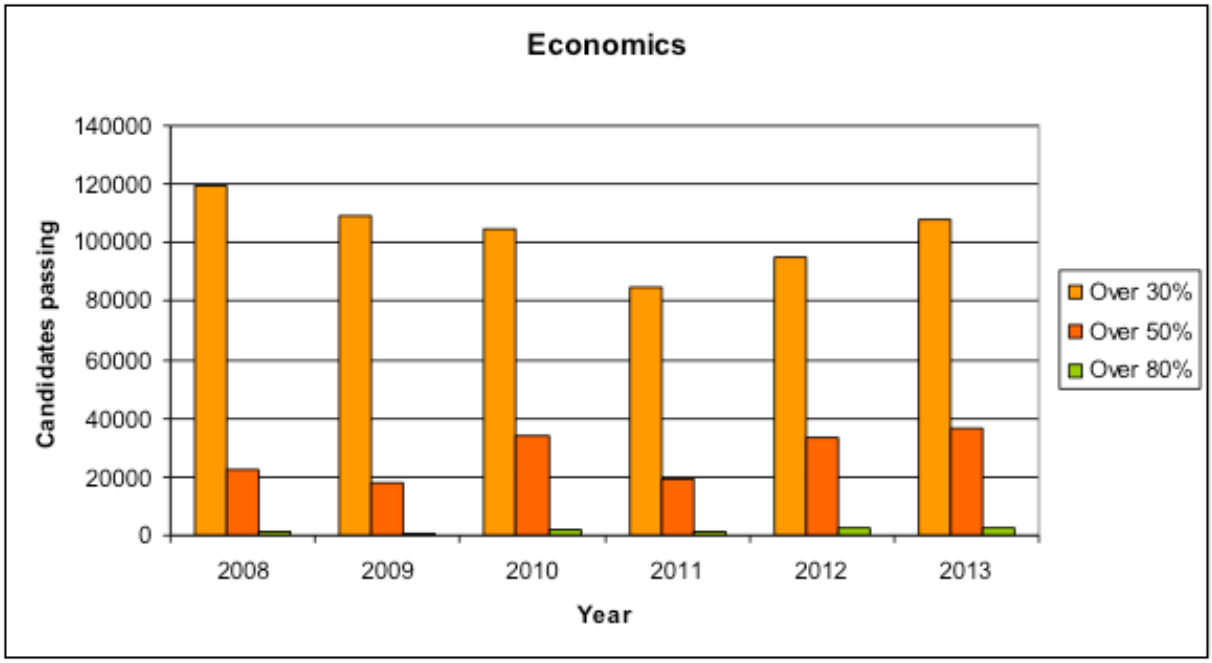

Figure 48: Economics: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.5 Geography

The following table and graph show the number of candidates enrolled for, and having passed geography with 30% and over, 50% and over and 80% and over. There has been an average annual increase of 2% in the number of candidates enrolled. While there was a small increase in the number of candidates passing with 30% or more, those passing with 50% or more increased by an average annual rate of 12%. This rapid increase at the 50% pass may indicate that teachers and learners are becoming more familiar with the Geography curriculum, and thus, the quality of learning and teaching is increasing for this subject. It is also possible, however, that the examinations have become easier at the top end of the spectrum over time, allowing a similar proportion of candidates to pass overall while increasing scores in the mid and upper ranges of the performance profile. This possibility is also supported by the fact that the increase in the pass rate, especially at the 50% and 80% levels was disproportionately high in the year 2013, suggesting that the examination in that year was of a different standard to those of previous years.

The increase in the pass rate, especially at the 50% and 80% levels was disproportionately high in the year 2013.

Table 55: Geography: Candidates and results 2008-2013

Geography													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	211 394		211 660		207 182		199 118		211 254		238 367		2%
Over 30%	170 780	81%	153 885	73%	143 873	69%	139 377	70%	157 710	75%	187 568	79%	1%
Over 50%	38 351	18%	39 399	19%	41 013	20%	42 739	21%	51 982	25%	73 512	31%	12%
Over 80%	2 727	1%	2 272	1%	2 491	1%	2 237	1%	2 969	1%	4 135	2%	8%

Source: Umalusi NSC database

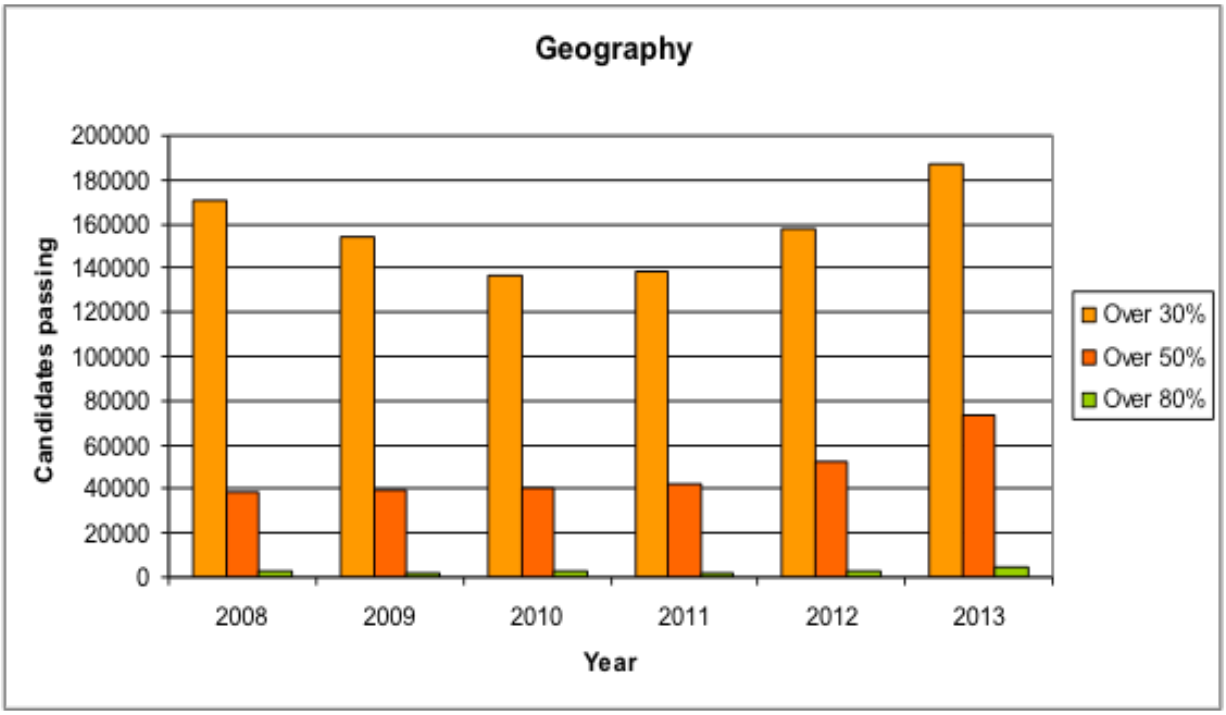

Figure 49: Geography: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.6 History

The large jump in pass rates at the 30% and 50% levels in 2012 may indicate improvements in the system, but may also indicate a change in the standard of the examinations.

The following table and graph show the number of candidates who enrolled for, and passed history with 30% and over, 50% and over, and 80% and over. After a decrease in candidates in 2011, the number of candidates increased in 2013. The number of candidates passing with 30% or more and 50% or more increased annually at an average of 5% and 16% respectively. The large jump in pass rates at the 30% and 50% levels in 2012 may indicate improvements in the system, but may also indicate a change in the standard of the examinations in this subject for this and the subsequent year. It is unlikely that any intervention in the system would have caused such a marked improvement from one year to the next.

Table 56: History: Candidates and results 2008-2013

History													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	92 356		88 491		86 396		85 844		93 308		108 441		0%
Over 30%	63 900	69%	64 278	73%	65 671	76%	65 188	76%	79 950	86%	93 869	87%	5%
Over 50%	18 766	20%	23 462	27%	26 805	31%	27 047	32%	38 990	42%	47 537	44%	16%
Over 80%	1 804	2%	2 017	2%	2 154	2%	2 420	3%	3 281	4%	3 554	3%	14%

Source: Umalusi NSC database

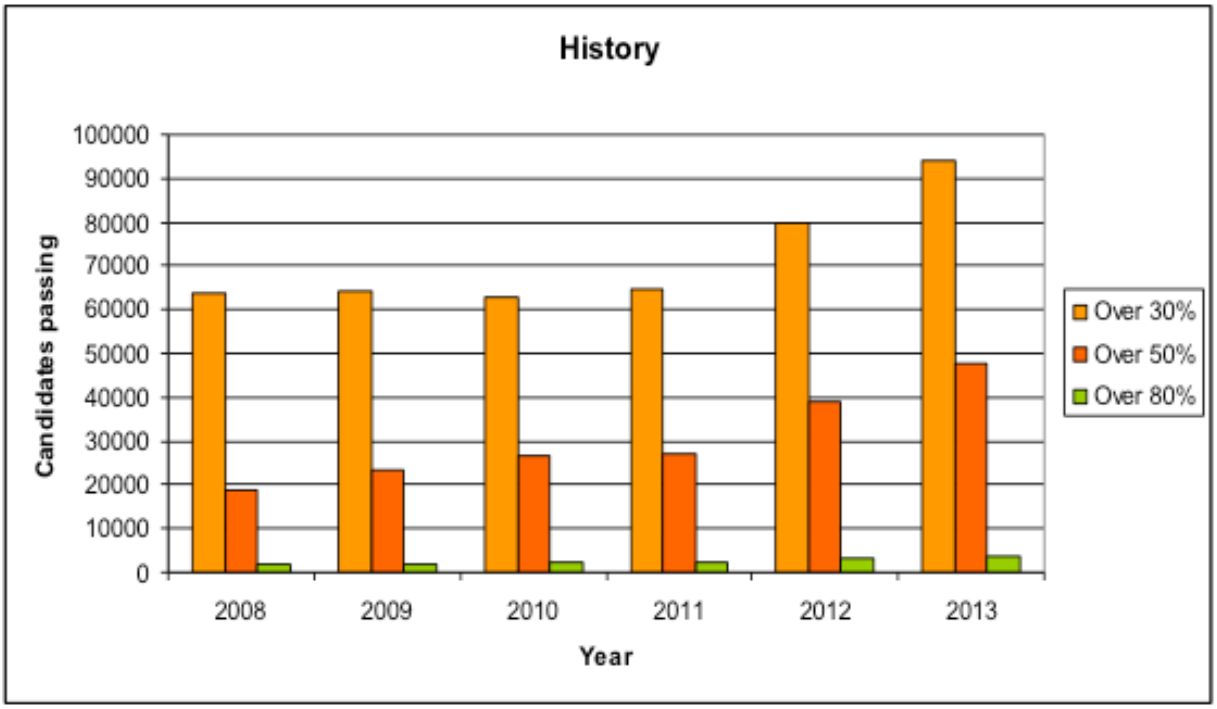

Figure 50: History: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.7 Life Sciences

The following table and graph show the number of candidates who enrolled for, and passed Life Science with 30% and over, 50% and over, and 80% and over. After a decrease in candidates to 2011, the number of candidates increased to 2013. The number of candidates passing with 30% or more did not grow, and those passing with 50% or more increased annually at an average of 3%. In 2010 the overall pass rate jumped to 75% from 66% in 2009, but this seems to have been a correction, bringing the results back in line with the 2008 figure, as the 2009 examination seems to have produced poor results for learners at all levels. From 2011 onwards the figures for performance in Life Sciences at each level seem to have stabilised, and an overall steady improvement in learner outcomes in the 50% and 80% categories can be observed.

From 2011 onwards, the figures for performance in Life Sciences at each level seem to have stabilised.

Table 57: Life Sciences: Candidates and results 2008-2013

Life Science													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	295 237		294 422		281 823		264 604		275 553		300 152		-1%
Over 30%	209 824	71%	194 070	66%	210 920	75%	193 856	73%	189 407	69%	218 584	73%	0%
Over 50%	67 119	23%	66 213	22%	88 904	32%	66 202	25%	68 933	25%	83 624	28%	3%
Over 80%	6 725	2%	4 534	2%	7 356	3%	5 893	2%	6 228	2%	7 586	3%	4%

Source: Umalusi NSC database

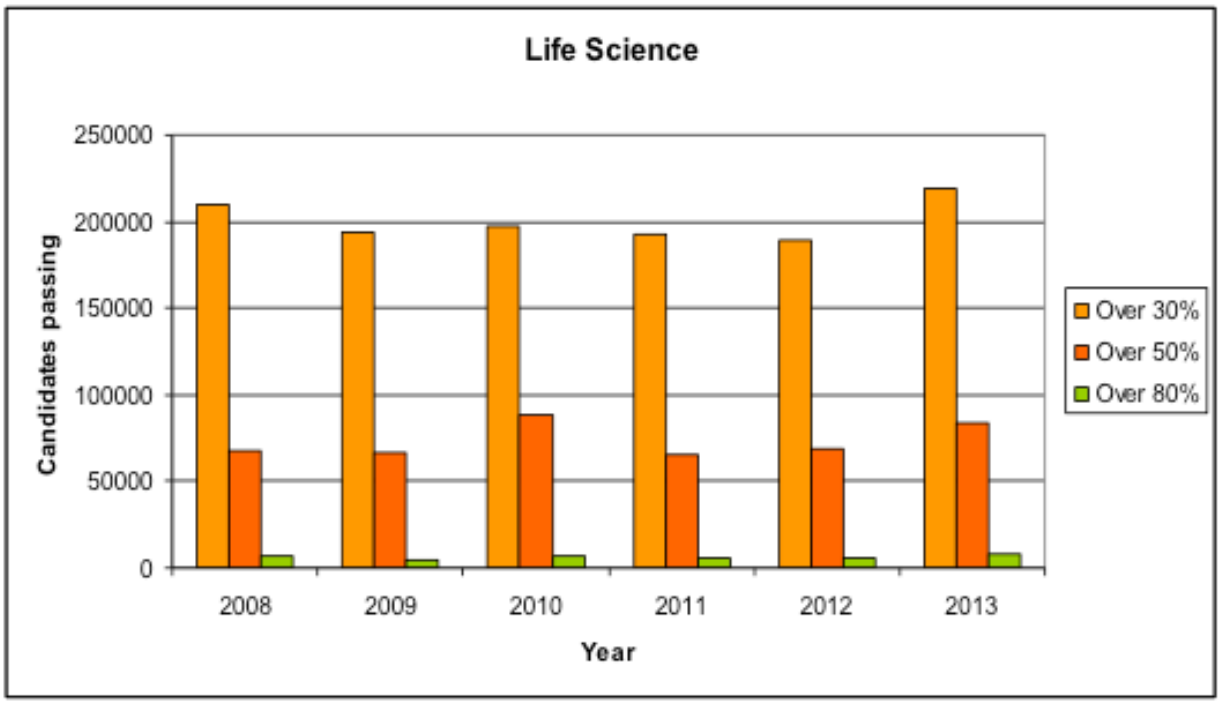

Figure 51 Life Sciences: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.8 Life Orientation

The following table and graph show the number of candidates enrolled for, and passing Life Orientation with 30% and over, 50% and over, and 80% and over. Since this is a compulsory subject for all candidates, the number of candidates writing and passing follows the same pattern as the overall growth in the number NSC candidates. Life orientation is a subject that does not have a final examination, and its principal aim is to develop a balanced and confident learner who can contribute to a just and democratic society.

Table 58: Life Orientation: Candidates and results 2008-2013

Life Orientation													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	561 298		560 433		536 549		505 444		511 705		562 198		-1%
Over 30%	559 733	100%	559 505	100%	535 748	100%	503 294	100%	511 201	100%	561 850	100%	-1%
Over 50%	476 416	85%	512 883	92%	498 554	93%	467 729	93%	468 877	92%	515 022	92%	0%
Over 80%	45 725	8%	57 322	10%	68 535	13%	60 772	12%	56 346	11%	66 905	12%	5%

Source: Umalusi NSC database

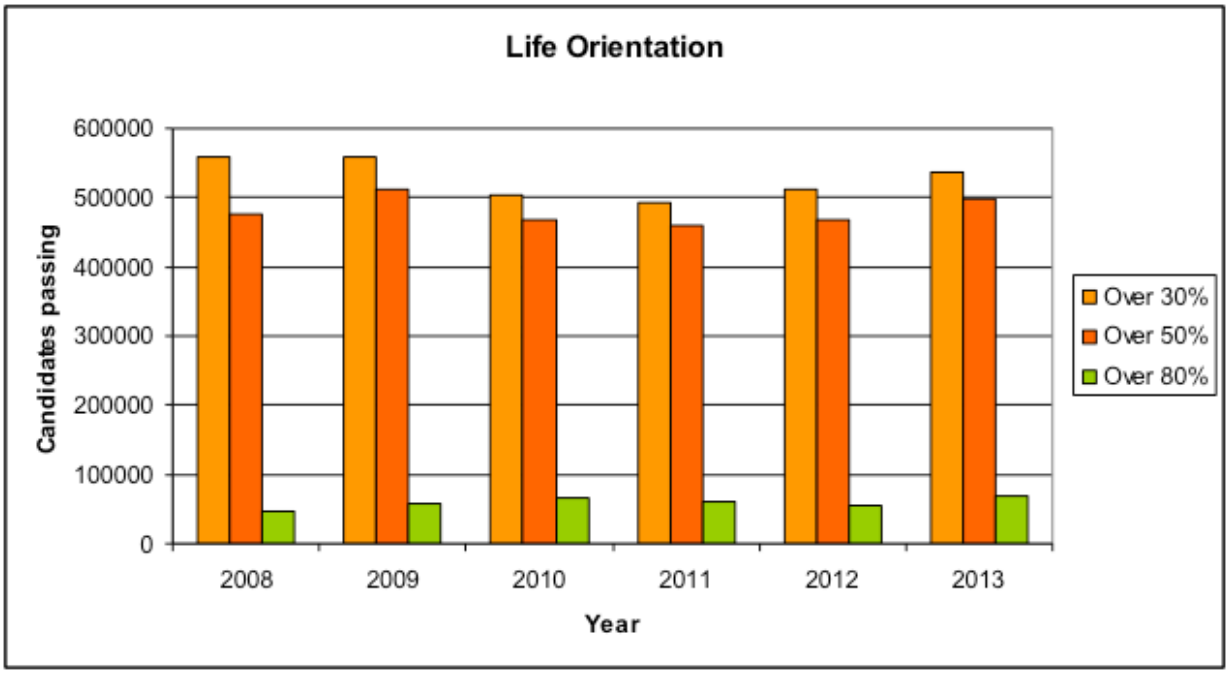

Figure 52: Life Orientation: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.9 Mathematics

The following table and graph show the number of candidates enrolled for and passing Mathematics with 30% and over, 50% and over and 80% and over. There has been an average annual decrease of 6% in the number of candidates enrolled; however, the number of candidates increased in 2013. While there was an overall decrease in the number of candidates passing until 2011, this began to rise from 2012. There have been overall reductions in candidate numbers and in all categories of pass in Mathematics since 2008, and it is likely that many learners have migrated to Mathematical Literacy in lieu of Mathematics. Mathematical Literacy is intended as an alternative for learners who in all likelihood would not have passed Mathematics, but are still in need of a firm grounding in numerical concepts and usage. Mathematics results in South Africa are generally poor, however, and it is clear that these poor results are carried through from very early Grades, as demonstrated earlier in this report.

Many learners have migrated to Mathematical Literacy in lieu of Mathematics.

Table 59: Mathematics: Candidates and results 2008-2013

Mathematics													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	297 848		286 836		260 209		224 339		223 513		240 475		-6%
Over 30%	136 952	46%	132 922	46%	124 050	48%	103 995	46%	119 284	53%	139 936	58%	-1%
Over 50%	63 401	21%	52 597	18%	49 993	19%	41 571	19%	51 159	23%	63 052	26%	-1%
Over 80%	12 997	4%	8 681	3%	9 499	4%	5 666	3%	6 600	3%	8 210	3%	-10%

Source: Umalusi NSC database

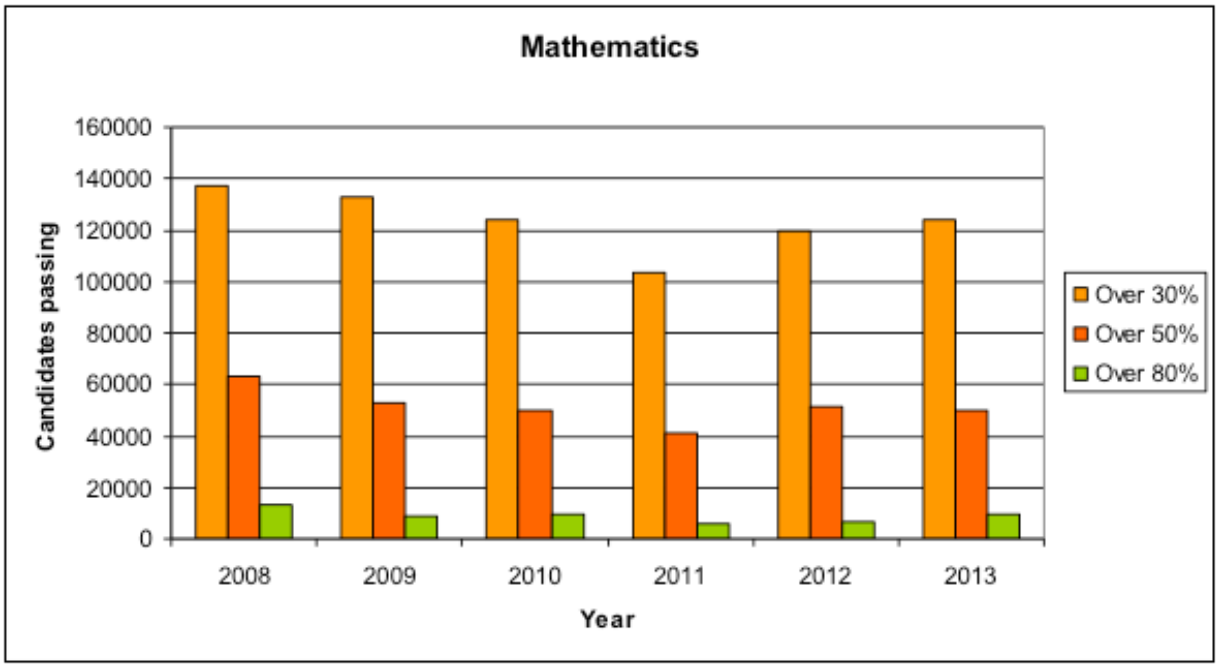

Figure 53: Mathematics: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.10 Maths Literacy

The following table and graph show the number of candidates enrolled for, and passing Maths Literacy with 30% and over, 50% and over, and 80% and over. There has been an average annual increase of 3% in the number of candidates enrolled. There has also been an average annual increase in the number of candidates passing with 30% or more and in those passing with 50% or more, of 6% and 4% respectively. A similar trend to that observed in Physical and Life Sciences is displayed in these results, in that the 2009 results were lower than expected and were followed by a correction (or perhaps over-correction) the following year. The results for this subject have now stabilised since 2010, and they provide fairly good discrimination among candidates at different skill levels. While it appears as though the examinations have become somewhat more difficult over the period 2010–2013, much of this difficulty seems to have been at the top end of the examinations, as indicated by the reduction in the numbers of 80% learners, while the overall pass rate has remained stable, and in the face of steadily increasing candidate numbers.

Table 60: Maths Literacy: Candidates and results 2008-2013

Maths Literacy													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	263 401		273 577		276 234		275 027		288 152		321 679		3%
Over 30%	208 212	79%	206 585	76%	238 263	86%	236 319	86%	250 031	87%	277 649	86%	6%
Over 50%	99 724	38%	85 423	31%	112 933	41%	111 796	41%	103 685	36%	114 646	36%	4%
Over 80%	16 831	6%	8 432	3%	9 718	4%	7 412	3%	7 186	2%	5 951	2%	-17%

Source: Umalusi NSC database

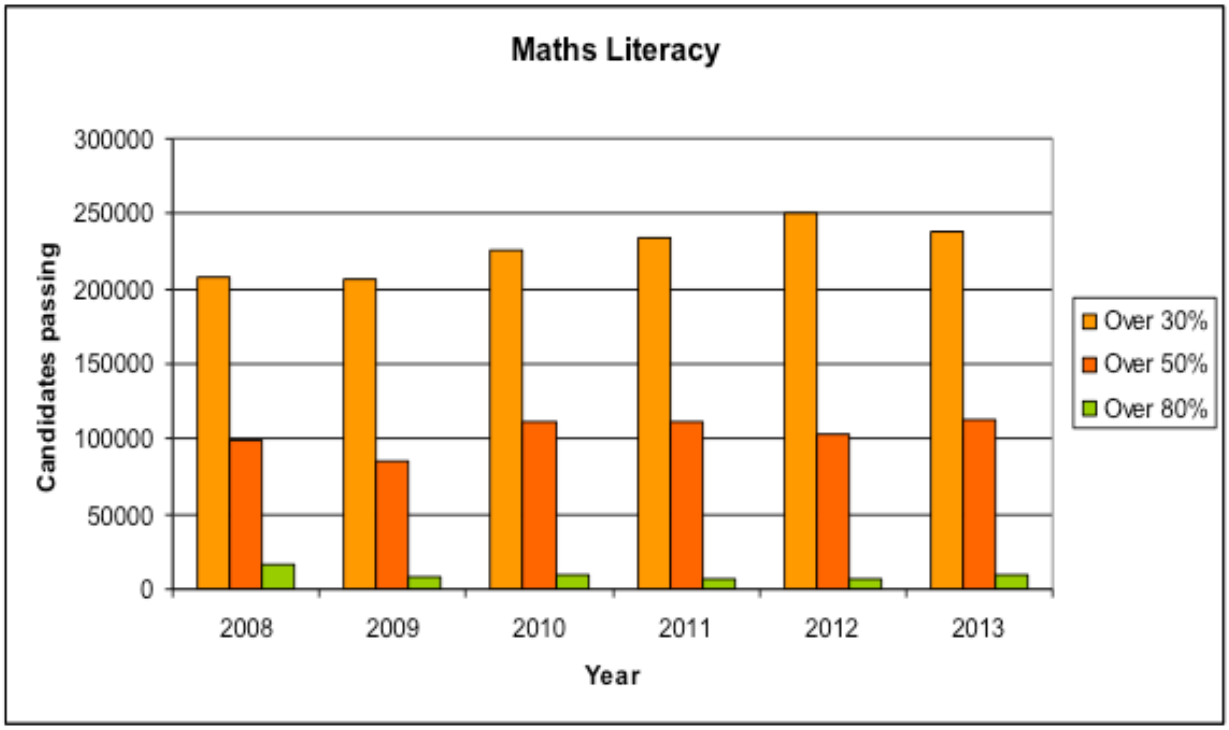

Figure 54: Maths Literacy: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.11 Physical Science

The following table and graph show the number of candidates enrolled for, and passing Physical Science with 30% and over, 50% and over and 80% and over. There has been an average annual decrease of 4% in the number of candidates enrolled. There is also an overall average annual increase in the number of candidates passing with 30% or more and 50% or more, of 2% and 10% respectively. It is clear that there was a dramatic and unwarranted change in the standard of the examinations in this subject in 2009, followed by a correction in 2010 and onwards. The results in this subject seem to have now stabilised, albeit at a level that is lower than would be ideal. Given that the subject relies heavily on mathematical skills, it is not surprising that the pattern of scores in Physical Science is similar to that displayed in Mathematics. Again, the problems in mathematical skills have been shown to stem from the early years of schooling, and generally persist throughout a learner's school career.

There was a dramatic and unwarranted change in the standard of the examinations in this subject in 2009.

Table 61: Physical Science: Candidates and results 2008-2013

Physical Science													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	216 111		218 105		203 129		180 413		177 366		183 593		-4%
Over 30%	120 261	56%	81 078	37%	97 703	48%	96 422	53%	106 197	60%	120 659	66%	2%
Over 50%	33 777	16%	22 235	10%	37 715	19%	37 094	21%	43 553	25%	46 968	26%	10%
Over 80%	2 736	1%	990	0%	5 944	3%	5 648	3%	5 658	3%	5 612	3%	25%

Source: Umalusi NSC database

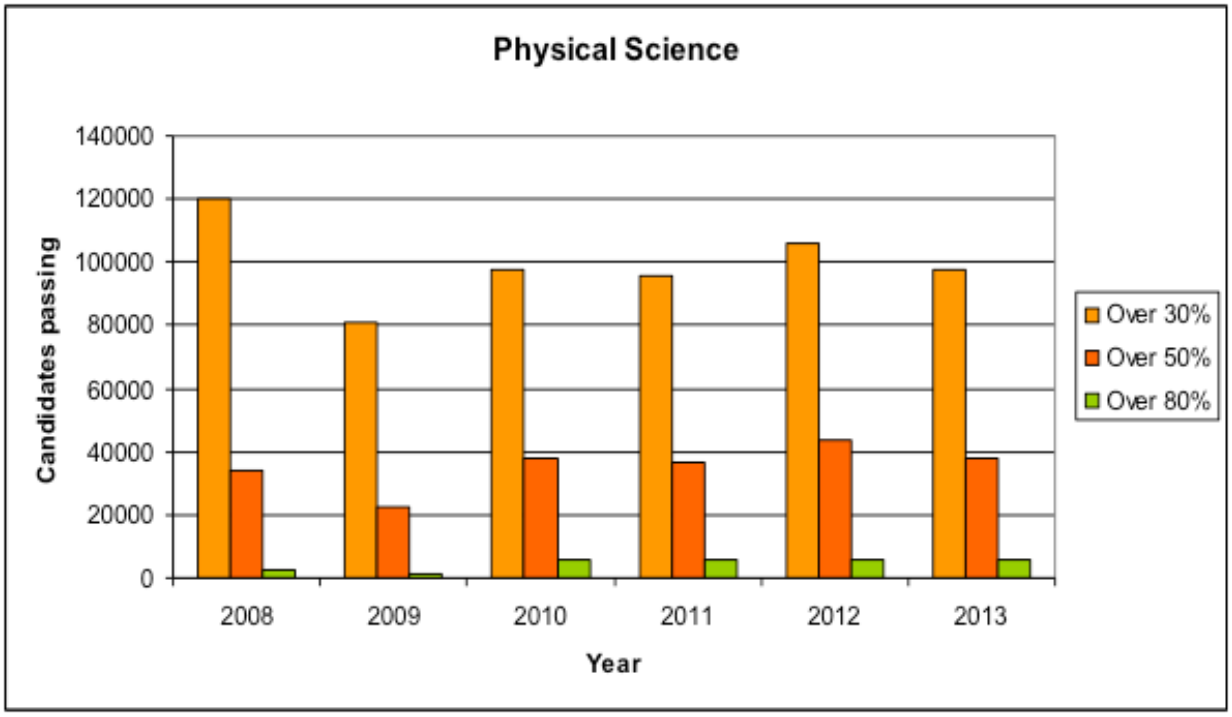

Figure 55: Physical Science: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.1.12 Tourism

The following table and graph show the number of candidates enrolled for, and passing Tourism with 30% and over, 50% and over and 80% and over. There has been an average annual increase of 9% in the number of candidates enrolled. There has also been an average annual increase in the number of candidates passing with 30% or more and in those passing with 50% or more, of 12% and 13% respectively. The overwhelming majority of candidates who write this subject achieve a pass, and the 50% level of pass accounts for almost half of the candidate pool. When the top end is examined, only a very small percentage of learners achieve at the 80% level and above, and this may indicate that this subject is not attracting top-performing learners.

Table 62: Tourism: Candidates and results 2008-2013

Tourism													
	2008		2009		2010		2011		2012		2013		
	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Cand	% of total	Average annual growth
Total	69 248		73 325		73 231		84 207		92 471		109 674		9%
Over 30%	63 826	92%	68 049	93%	69 586	95%	81 960	97%	90 159	97%	105 485	96%	12%
Over 50%	22 511	33%	31 059	42%	35 267	48%	43 327	51%	50 477	55%	51 881	47%	13%
Over 80%	905	1%	1 351	2%	1 636	2%	1 915	2%	2 280	2%	1 346	1%	-4%

Source: Umalusi NSC database

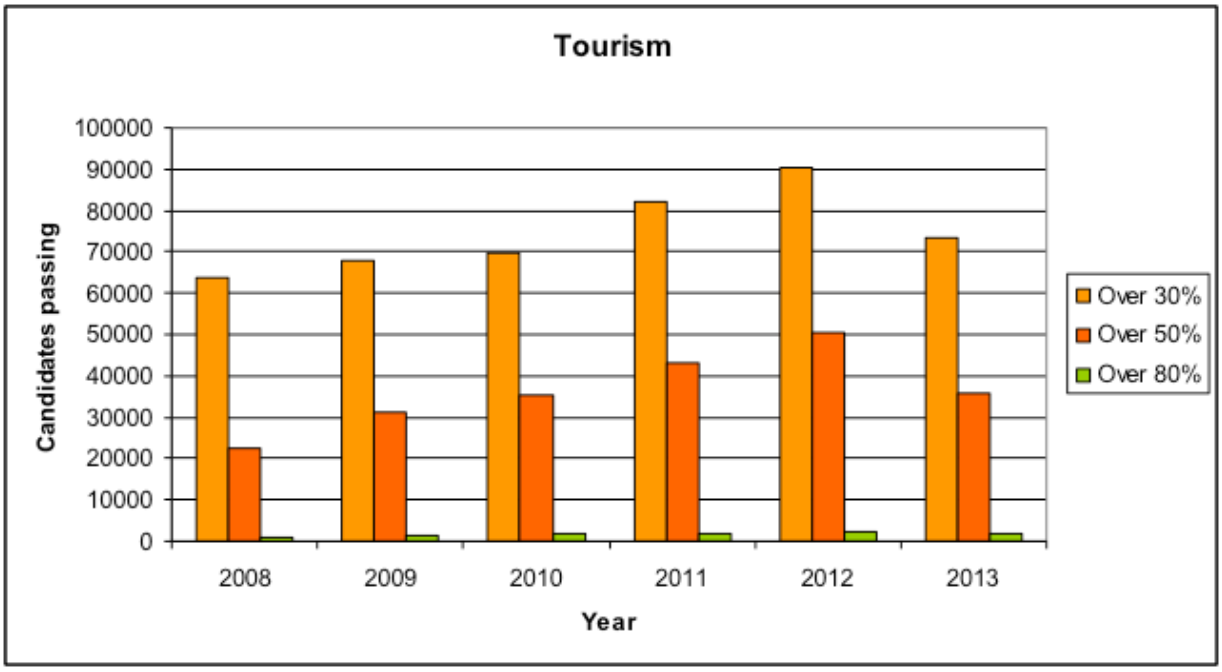

Figure 56: Tourism: Candidates and results 2008-2013

Source: Umalusi NSC database

2.5.2 Main findings

The main findings in the preceding section are as follows:

- There have been substantial decreases in the number of candidates enrolling for Accountancy, Mathematics and Physical Sciences.
- In all subjects there are very few learners (rarely more than 2%) who pass at the 80% level and above. While this is a low figure, it also indicates that the examinations discriminate at the top-end of performance.
- The results for both Life Sciences and Physical Sciences were abnormally low in 2009, and it is clear that there were problems with the standard of the examinations in this year. These results have since stabilised at a higher, more normal level.
- A surprisingly low proportion of candidates (just 4%) performed at the 50% or greater level in Agriculture in 2008. This proportion grew steadily each year until 2013, when some 24% of candidates passed at this level or above. It is clear that this subject has stabilised over time.

2.6 Detailed subject analysis

This section in many ways falls under the previous indicator, but it was felt that for specific subjects greater detail needed to be provided. As such, this section follows on from the indicator identified in Section 2.5, but simply examines specific subjects in more detail. The following section looks at Accountancy, Mathematics, Maths Literacy and Physical Science. These subjects were chosen partly due to their being the most 'difficult' subjects and due to their having the greatest decrease in the number of candidates enrolling for them. While Maths Literacy does not fall into this category, it provides an essential part of our understanding of the dynamics of Mathematics participation and performance.

Each subsection shows the number of candidates in 2008 and 2012, and gives a breakdown of the marks on the 20th, 50th, 90th and 95th percentiles. A distribution graphs the number of candidates by mark obtained in order to discern more easily patterns of performance in each subject. A table of number of candidates scoring over 30%, over 50%, and over 80%, by province, race and gender is also available so that exact numbers can be shown. The majority of the data is from 2011, which was the last year in which the Umalusi database had, at the time of writing, reliable data disaggregated by race.

The figures for all subjects reveal, among other things, a distinct racial dimension in performance, in favour of socio-economically advantaged groups.

2.6.1 Accountancy

The following table shows the total number of accountancy candidates, the mean mark and the mark at the 20th, 50th and 95th percentiles in 2008 and 2012.

50% of candidates scored 32% or less in 2008, and 36% or less in 2012.

There was a reduction of approximately 40 000 candidates enrolled for accountancy between 2008 and 2012. The mean mark increased from 35% to 40%, and there was an increase in the mark on all 20th and 50th percentiles, as well as a 10 percentage-point increase in the mark on the 90th and 95th percentiles. This means that the lower 20% of candidates scored 21% or less in 2008, and 23% or less in 2012. The lower 50% of candidates scored 32% or less in 2008, and 36% or less in 2012. Similarly, 90% of candidates scored 58% or less in 2008 and 68% in 2012, that is, the top 10% of candidates scored 59% or more in 2008 and 69% or more in 2012. Likewise, the top 5% of candidates scored 70% or more in 2008 and 80% or more in 2009. This tallies with the tables above, which indicate that 5% of candidates scored over 80% in 2012.

This increase in the mark on the 90th and 95th percentiles is accounted for primarily by the decrease in the number of candidates writing the exam. As can be seen on the graph, the difference between the mark distribution in 2008 and 2012 indicates that the majority of candidates 'missing' would most likely have scored under 40%.

Table 63: Accountancy: total number of candidates, mean and the mark at the 20th, 50th, 90th and 95th percentiles, 2008 and 2012 (%)

	No. of cand	Mean mark	20th percentile	50th percentile	90th percentile	95th percentile
2008	174 901	35%	21%	32%	58%	69%
2012	133 622	40%	23%	36%	68%	79%

Source: Umalusi NSC database

The graph below shows the mark distribution for Accountancy in 2008 and 2012. There has been a decrease in the number of students who would have scored below 40%, which accounts for both the increase in the mean mark and the mark on the 90th and 95th percentiles. In general, as more learners drop out of a subject, it can be assumed that they would have been the weaker performers in that subject. Thus, while the overall percentage pass rate will increase, it represents fewer learners overall.

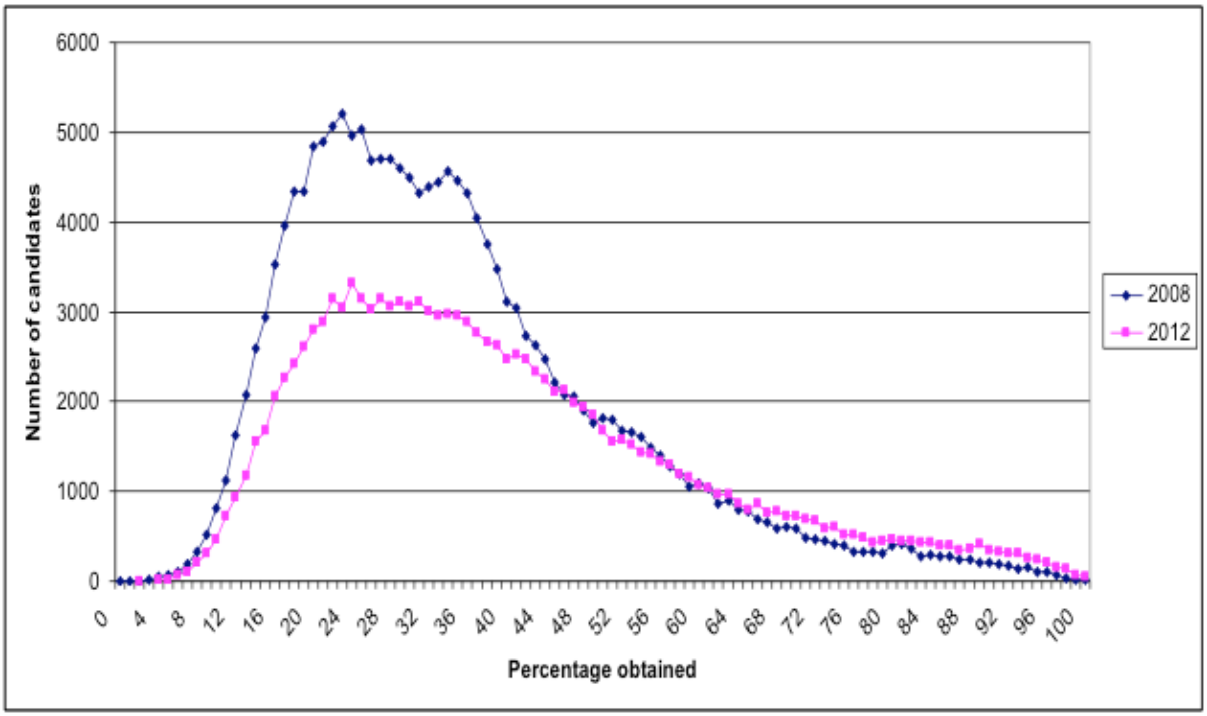

Figure 57: Accountancy: distribution of the number of candidates by mark obtained, 2008 and 2012

Source: Umalusi NSC database

The following table and graph show the number of candidates writing and passing Accountancy with over 30% and with over 50%, by province, in 2008 and 2011. (As noted above, 2011 was chosen as the last year of comparison for which the Umalusi database, at the time of writing, had reliable race and gender data.)

Table 64: Accountancy: number of candidates taking, passing with over 30%, passing with over 50%, by province, 2008 and 2011

	2008					2011				
Province	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
Eastern Cape	17 631	10 024	57%	2 578	15%	18 027	11 070	61%	3 398	19%
Free State	10 465	6 856	66%	1 790	17%	8 065	4 897	61%	1 700	21%
Gauteng	32 751	23 162	71%	8 205	25%	25 667	16 991	66%	7 233	28%
KwaZulu-Natal	49 996	30 990	62%	9 236	18%	41 226	26 179	64%	8 617	21%
Limpopo	24 038	12 680	53%	2 123	9%	17 744	10 255	58%	2 448	14%
Mpuma-langa	14 941	7 291	49%	1 412	9%	12 274	6 184	50%	1 721	14%
North West	9 156	4 980	54%	1 153	13%	6 110	4 005	66%	1 310	21%
Northern Cape	2 945	2 001	68%	566	19%	2 274	1 350	59%	455	20%
Western Cape	13 000	10 209	79%	4 209	32%	9 168	6 806	74%	3 282	36%

Source: Umalusi NSC database

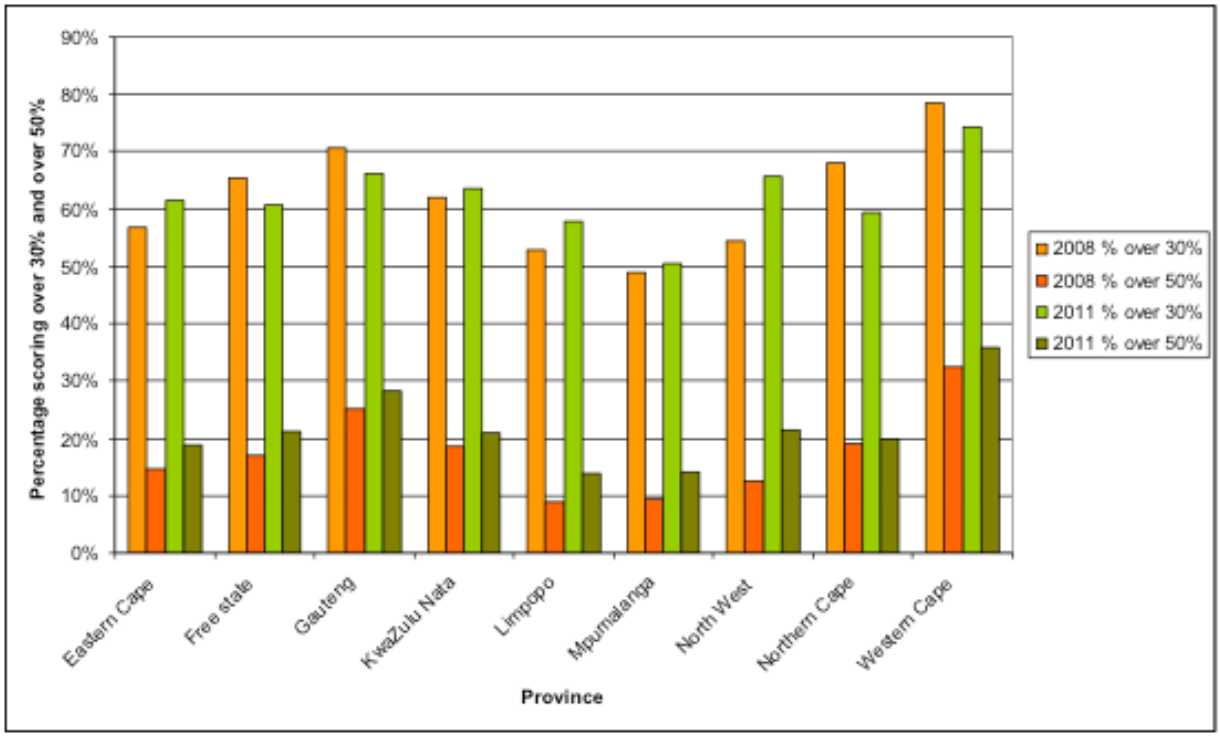

Figure 58: Accountancy: percentage of candidates passing with over 30% and passing with over 50%, by province, 2008 and 2011

Source: Umalusi NSC database

The following table and graph show the number of candidates writing and passing Accountancy with over 30% and with over 50%, by race, in 2008 and 2011. While there has been a decrease in candidates writing Accountancy, the percentage decrease was highest for Indian candidates, followed by White and Coloured candidates. Since 2011 was the lowest enrolment of Grade 12s, due to the implementation of the *Age Requirements for Admission to Any Ordinary Public Government School* (DoE 1998), it is likely that there will be an increase in the number of Indian, White and Coloured candidates. Unfortunately, at present it is not possible to disaggregate either the 2012 or 2013 data by race, and it cannot be ascertained whether this is in fact the case.

There has been a decrease in candidates writing accountancy, the percentage decrease was highest for Indian candidates, followed by those of White and Coloured candidates.

Table 65: Accountancy: number of candidates taking; passing with over 30%, passing with over 50%, by race, 2008 and 2011

	2008					2011				
Race	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
African	144 778	80 902	56%	14 446	10%	122 120	71 720	59%	19 728	16%
Coloured	11 661	9 296	80%	2 802	24%	7 010	5 057	72%	1 991	28%
Indian	8 192	7 763	95%	5 403	66%	4 113	3 835	93%	2 770	67%
White	10 122	10 072	100%	8 525	84%	7 266	7 085	98%	5 651	78%
Unknown	170	160	94%	96	56%	46	40	87%	24	52%

Source: Umalusi NSC database

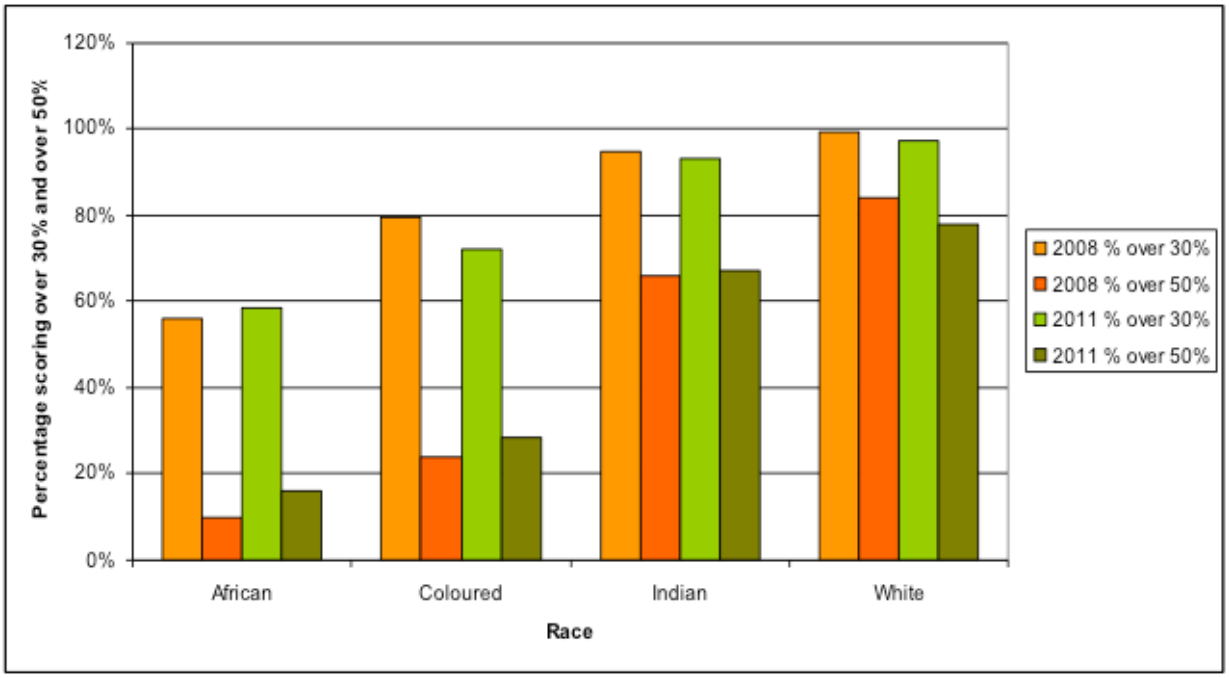

Figure 59: Accountancy: percentage of candidates passing with over 30%, passing with over 50%, by race, 2008 and 2011

Source: Umalusi NSC database

The following table and graph show the number of candidates writing and passing Accountancy with over 30% and with over 50%, by gender, in 2008 and 2011. Approximately 40 000 more female than male candidates wrote Accountancy in 2008, dropping to approximately 27 000 more enrolled in 2011. The percentage of female candidates passing with 30% or more is slightly higher than that of male candidates, and almost the same as that of male candidates passing with 50% or more. Overall, while the percentage pass rates are very similar between females and males, in terms of actual numbers, some 55% more female candidates than male candidates write Accountancy.

In terms of actual numbers, some 55% more female candidates than male candidates write accountancy.

Table 66: Accountancy: number of candidates taking, passing with over 30%, passing with over 50%, by gender, 2008 and 2011

	2008					2011				
Gender	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
Male	68 453	41 517	61%	12 569	18%	56 815	34 977	62%	12 537	22%
Female	106 470	66 676	63%	18 703	18%	83 740	52 760	63%	17 627	21%

Source: Umalusi NSC database

The table above and the graph below indicate that there has been a slight upward trend in performance in this subject, which is similar across both genders. This upward trend may be accounted for by the decrease in the number of candidates writing Accountancy in 2011, when compared with 2008. It is unlikely that this tells the full story, however, as the reduction in the number of candidates does not quite match the rate of increase in performance, and it is possible that a stabilisation of the system and familiarity with teaching the subject matter has allowed for incremental improvements in teaching and learning in this subject.

A stabilisation of the system and familiarity with teaching the subject matter has allowed for incremental improvements in teaching and learning.

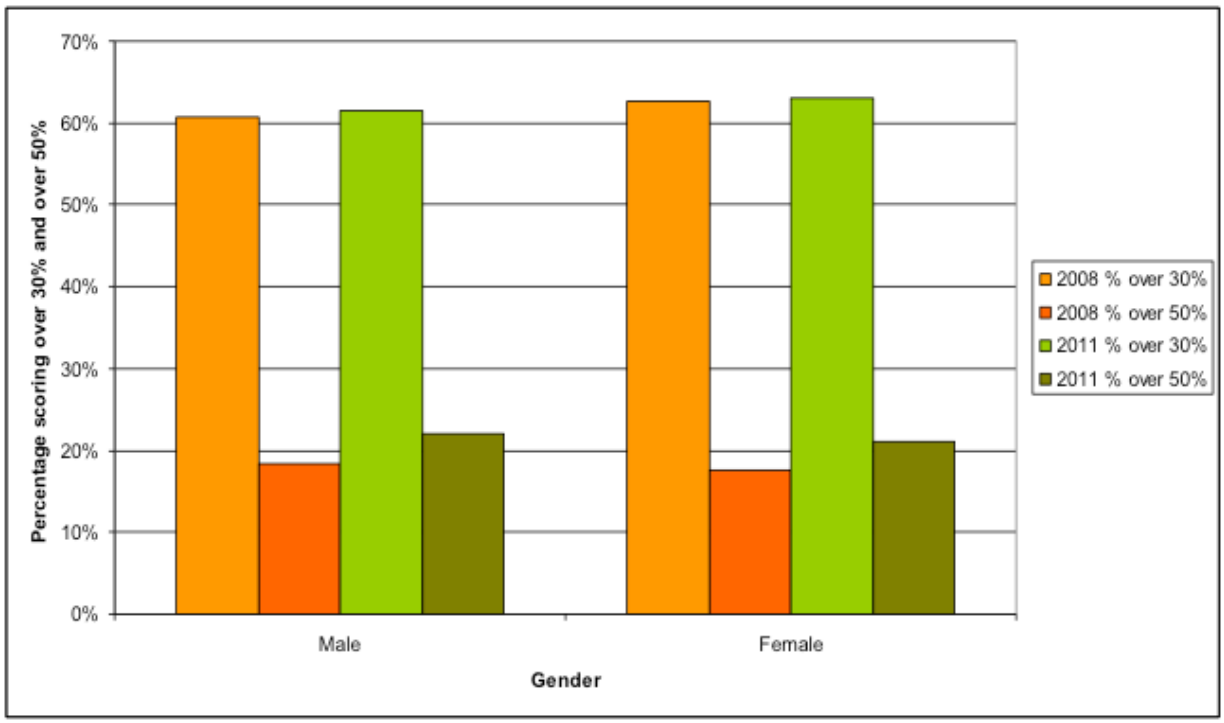

Figure 60: Accountancy: number of candidates taking, passing with over 30%, and with over 50%, by gender, 2008 and 2011

Source: Umalusi NSC database

2.6.2 Mathematics

The following table shows the total number of Mathematics candidates, the mean mark, and the mark at the 20th, 50th, and 95th percentiles in 2008 and 2012.

There was a reduction of approximately 74 000 candidates enrolled for Mathematics between 2008 and 2012.

There was a reduction of approximately 74 000 candidates enrolled for Mathematics between 2008 and 2012. The mean mark increased from 31% to 35%, and there was an increase in the mark on all 20th and 50th percentiles and a decrease in the mark on the 90th and 95th percentiles. This means that the lower 20% of candidate scored 11% or less in 2008 and 16% or less in 2012. The lower 50% of candidates scored 25% or less in 2008 and 31% or less in 2012. Similarly, 90% of candidates scored 67% or less in 2008, and 65% in 2012; that is, the top 10% of candidates scored 67% or more in 2008 and 65% or more in 2012. Likewise, the top 5% of candidates scored 78% or more in 2008 and 74% or more in 2009.

Table 67: Mathematics: total number of candidates, mean and the mark at the 20th, 50th, 90th and 95th percentiles, 2008 and 2012 (%)

	No. of cand	Mean mark	20th percentile	50th percentile	90th percentile	95th percentile
2008	297 848	31	11	25	67	78
2012	223 513	35	16	31	65	74

Source: Umalusi NSC database

The graph below shows the mark distribution of Mathematics in 2008 and 2012. There has been a decrease in the number of students who would have scored below the 20th and 50th percentiles. However, it appears as though the number of candidates scoring over 60% decreased, which accounts for the decreases in the mark on both the 90th and 95th percentiles.

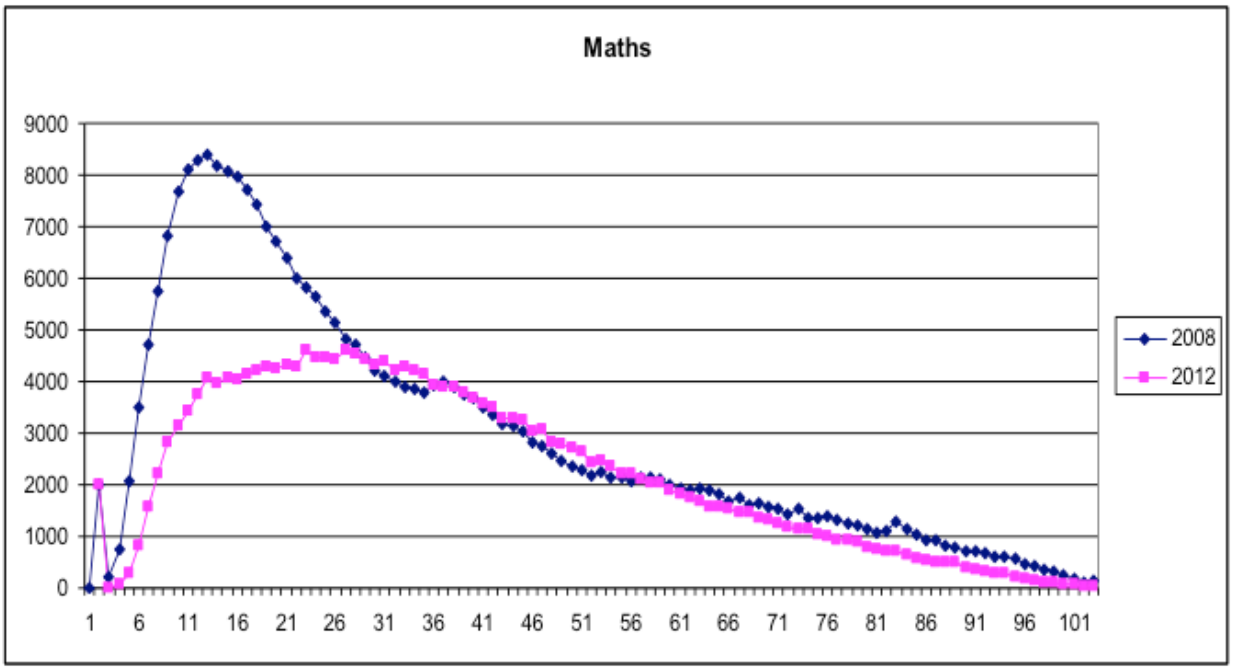

Figure 61: Mathematics: distribution of the number of candidates, by mark obtained, 2008 and 2012

Source: Umalusi NSC database

The decrease in the number of Mathematics candidates is matched by a proportional increase in the number of candidates writing Maths Literacy.

The following table and graph show the number of candidates writing and passing Mathematics with over 30% and with over 50%, by province, in 2008 and 2011. The decrease in the number of Mathematics candidates is matched by a proportional increase in the number of candidates writing Maths Literacy. Given that the weakest 50% of candidates scored 25% or less in 2008 (approximately 150 000 candidates) and 31% or less in 2012 (approximately 110 000 candidates), this move from Mathematics to Maths Literacy is perhaps a positive step.

Table 68: Mathematics: number of candidates taking; passing with over 30%, passing with over 50%, by province, 2008 and 2011

Maths	2008					2011				
Province	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
Eastern Cape	36 453	13 772	38%	5 348	15%	39 208	14 018	36%	5 427	14%
Free State	14 609	7 964	55%	3 615	25%	10 076	5 475	54%	2 165	21%
Gauteng	50 321	27 518	55%	15 327	30%	33 039	20 404	62%	10 431	32%
KwaZulu-Natal	80 924	35 958	44%	14 962	18%	63 381	26 256	41%	9 842	16%
Limpopo	49 473	18 555	38%	7 293	15%	35 360	15 862	45%	5 690	16%
Mpuma-langa	25 601	10 296	40%	4 325	17%	20 124	9 451	47%	3 804	19%
North West	16 921	8 022	47%	3 610	21%	9 914	5 383	54%	2 143	22%
Northern Cape	3 826	1 921	50%	899	23%	3 304	1 686	51%	661	20%
Western Cape	19 747	12 946	66%	8 022	41%	14 454	9 981	69%	5 929	41%

Source: Umalusi NSC database

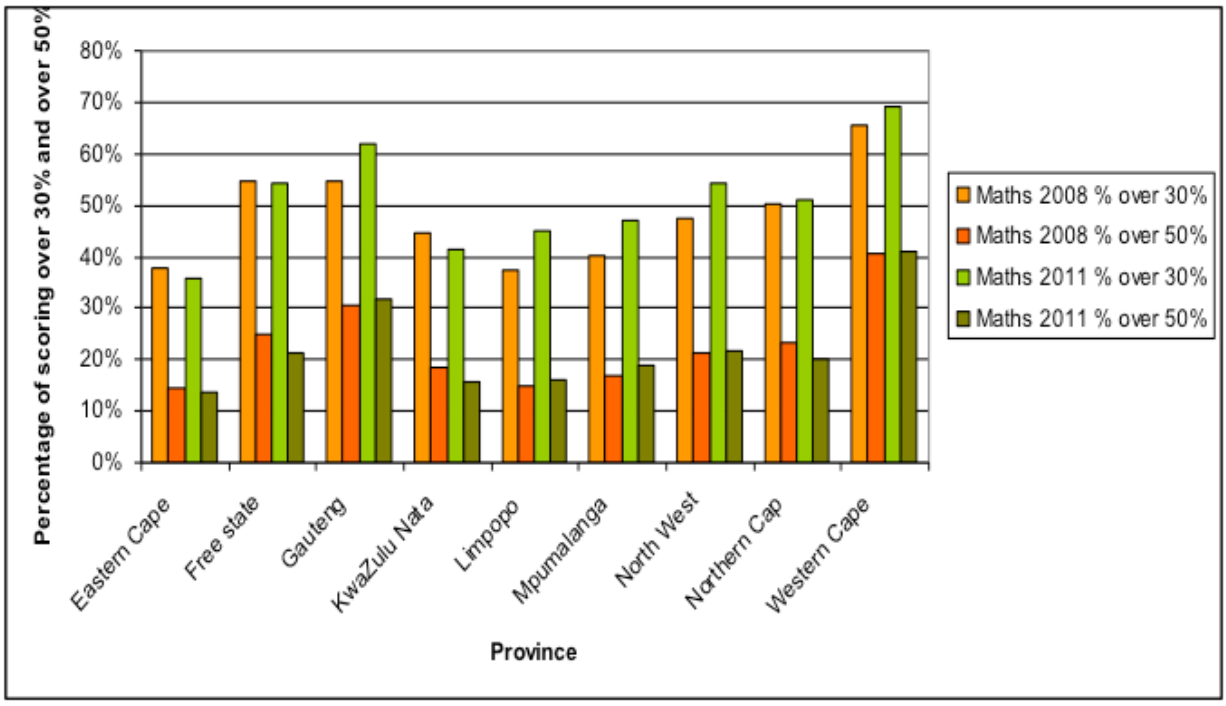

Figure 62: Mathematics: percentage of candidates passing with over 30%; passing with over 50%, by province, 2008 and 2011

Source: Umalusi NSC database

The following table and graph show the number of candidates writing and passing Mathematics with over 30% and with over 50%, by race, in 2008 and 2011. As mentioned above the decrease in the number of Maths candidates is matched by a proportional increase in the number of candidates writing Maths Literacy.

Table 69: Mathematics: number of candidates taking; passing with over 30%; passing with over 50%, by race, 2008 and 2011

	2008					2011				
Race	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
African	253 931	100 170	39%	36 058	36%	195 406	80 895	41%	28 500	35%
Coloured	13 340	8 026	60%	3 726	46%	8 554	5 227	61%	2 209	42%
Indian/ Asian	9 642	8 207	85%	6 105	74%	6 033	4 893	81%	3 270	67%
Not known	473	419	89%	288	69%	133	109	82%	76	70%
White	20 489	20 130	98%	17 224	86%	18 734	17 392	93%	12 037	69%

Source: Umalusi NSC database

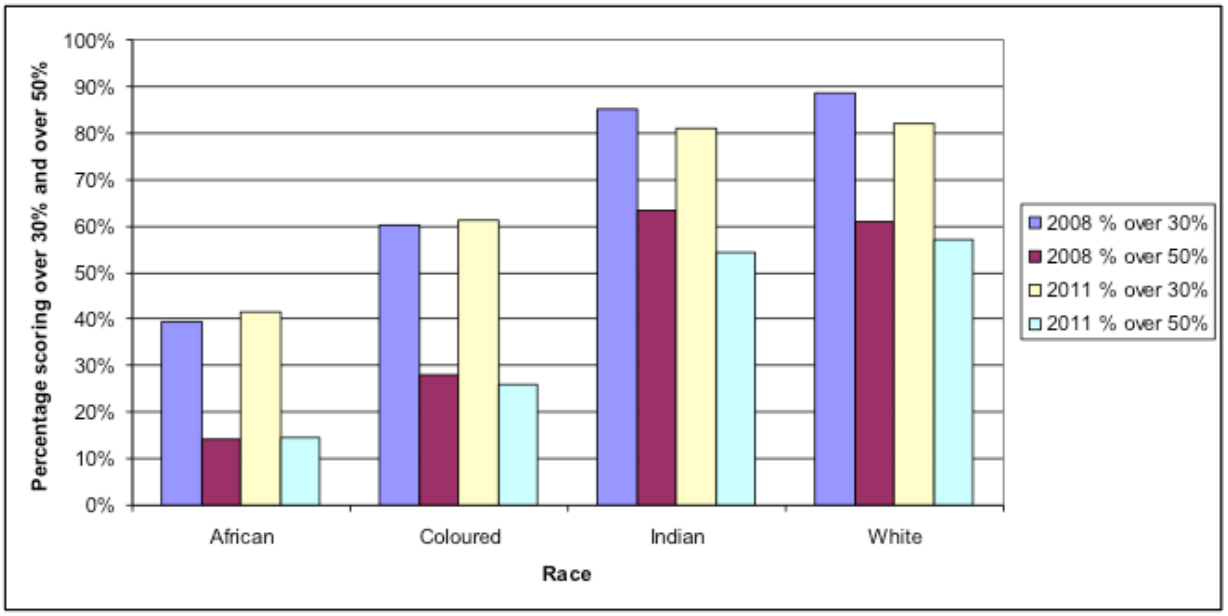

Figure 63: Mathematics: number of candidates passing with over 30%; passing with over 50%, by race, 2008 and 2011

Source: Umalusi NSC database

The following table and graph show the number of candidates writing and passing Mathematics with over 30% and with over 50%, by gender, in 2008 and 2011. Approximately 22 000 more female than male candidates wrote Mathematics in 2008, dropping to approximately 16 000 females more enrolled in 2011. The percentage of female candidates passing with 30% or more was lower than that for male candidates, by 8 percentage points; and lower than that for male candidates passing with 50% or more, by 5 percentage points.

Approximately 22 000 more female than male candidates wrote Mathematics in 2008, dropping to approximately 16 000 females more enrolled in 2011.

Table 70: Mathematics: number of candidates taking; passing with over 30%; passing with over 50%, by gender, 2008 and 2011

	2008					2011				
Gender	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
Male	137 838	68 963	50%	32 980	24%	106 348	55 343	52%	24 424	23%
Female	160 037	67 989	42%	30 421	19%	122 512	53 173	43%	21 668	18%

Source: Umalusi NSC database

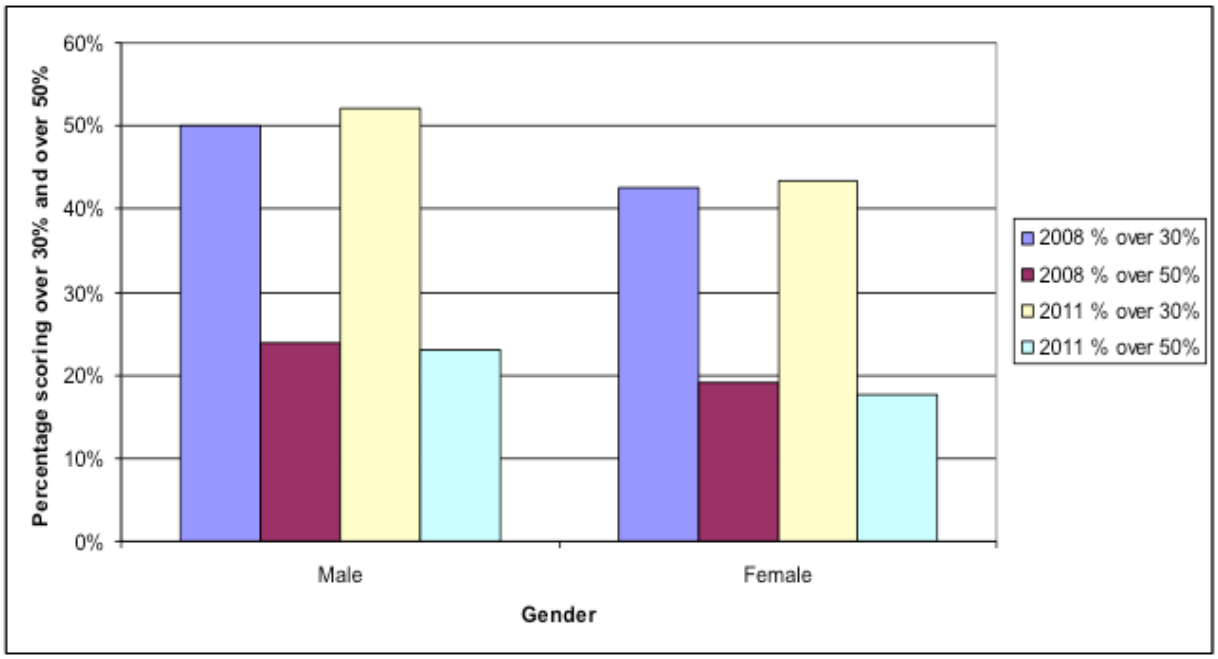

Figure 64: Mathematics: number of candidates passing with over 30%; passing with over 50%, by gender, 2008 and 2011

Source: Umalusi NSC database

2.6.3 Maths Literacy

The following table shows the total number of Mathematical Literacy candidates, the mean mark, and the mark at the 20th, 50th, and 95th percentiles in 2008 and 2012. The graph below shows the distribution of the Maths Literacy marks for 2008 and 2012.

2008 was the first year this subject was examined; thus, the number of candidates writing Maths Literacy before that date was nil.

There was an increase of approximately 25 000 candidates enrolled for Maths Literacy between 2008 and 2012, although it should be noted that 2008 was the first year this subject was examined; thus the number of candidates writing Maths Literacy before that date was 0. The mean mark increased from 45% to 46%, and there was an increase in the mark on all 20th and 50th percentiles, as well as a decrease in the mark on the 90th and 95th percentiles. This means that the lower 20% of candidates scored 27% or less in 2008 and 33% or less in 2012. The lower 50% of candidates

scored 42% or less in 2008 and 44% or less in 2012. Similarly, 90% of candidates scored 74% or less in 2008 and 67% in 2012: that is, the top 10% of candidates scored 82% or more in 2008, and 74% (a B symbol) or more in 2012. Likewise, the top 5% of candidates scored 78% or more in 2008 and 74% or more in 2009.

Table 71: Maths Literacy: total number of candidates, mean, standard deviation and mark at the 20th, 50th, 90th and 95th percentiles, 2008 and 2012 (%)

	No. of cand	Mean mark	20th percentile	50th percentile	90th percentile	95th percentile
2008	263 401	45	27	42	74	82
2012	288 152	46	33	44	67	74

Source: Umalusi NSC database

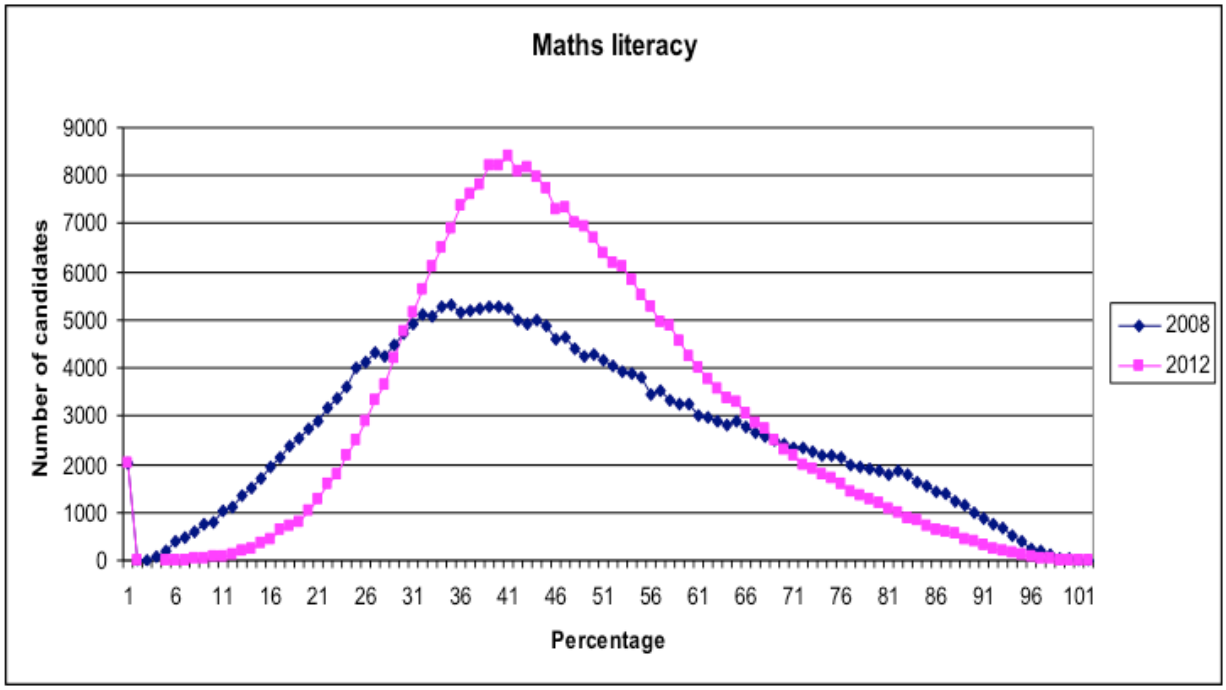

Figure 65: Maths literacy: distribution of the number of candidates, by mark obtained, 2008 and 2012

Source: Umalusi NSC database

The following table and graph show the number of candidates taking and passing Maths Literacy with 30% and over and 50% and over, by province, race and gender in 2008 and 2011. It is clear that Maths Literacy displays extremely high pass rates, which have risen from a low of 66% in Mpumalanga in 2008 to a minimum pass rate of 80%+ nationally in 2011.

Maths Literacy displays extremely high pass rates, which have risen from a low of 66% in Mpumalanga in 2008 to a minimum pass rate of 80%+ nationally in 2011.

This dramatic rise in the pass rate, coupled with only minimal increases in top-end (50%+) performance, suggests that the Maths Literacy examinations have changed in standard, in order to accommodate learners at the low performance levels, while retaining similar levels of discrimination for top-end performance.

Table 72: Maths literacy: number of candidates taking; passing with over 30%; passing with over 50%, by province, 2008 and 2011

	2008					2011				
Province	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
Eastern Cape	24 167	17 472	72%	7 876	33%	28 615	22 815	80%	9 350	33%
Free State	15 684	14 368	92%	8 432	54%	16 303	15 302	94%	8 450	52%
Gauteng	45 846	41 028	89%	24 989	55%	54 529	51 437	94%	32 783	60%
KwaZulu-Natal	62 620	46 829	75%	19 402	31%	63 415	51 707	82%	21 589	34%
Limpopo	39 394	28 115	71%	8 694	22%	39 287	31 237	80%	10 343	26%
Mpuma-langa	28 914	18 968	66%	7 016	24%	29 049	23 514	81%	9 949	34%
North West	16 353	13 657	84%	6 363	39%	15 984	14 896	93%	7 624	48%
Northern Cape	6 241	5 621	90%	3 028	49%	7 097	6 405	90%	2 960	42%
Western Cape	24 193	22 154	92%	13 924	58%	26 680	24 938	93%	14 680	55%

Source: Umalusi NSC database

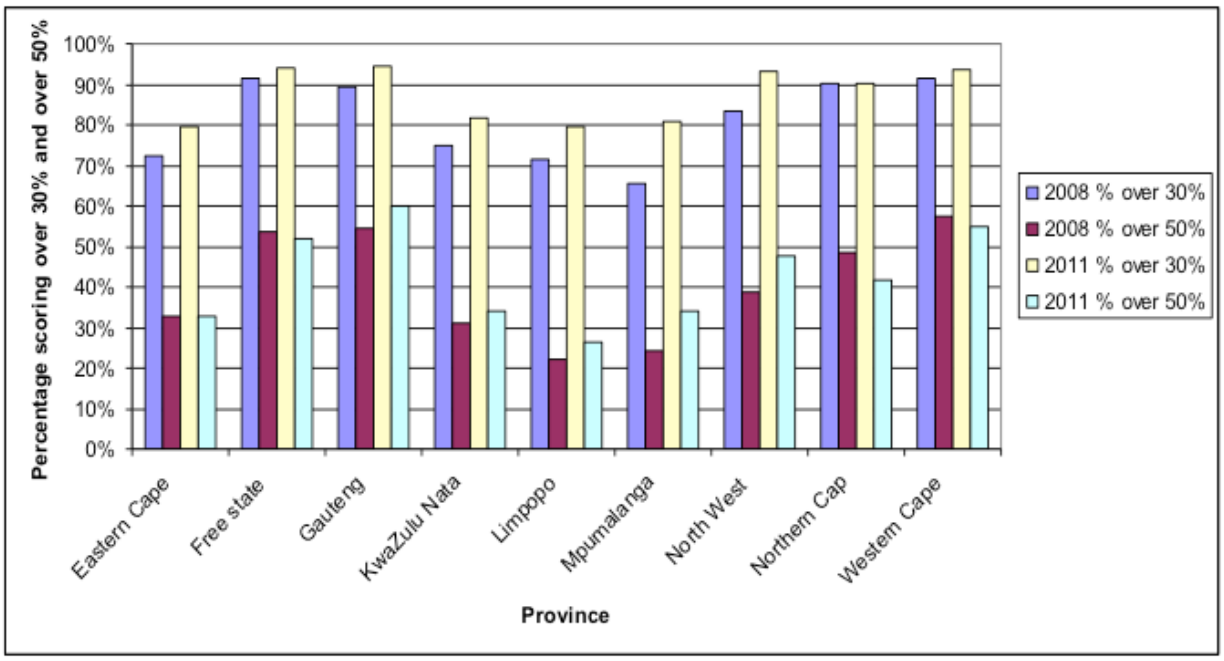

Figure 66: Maths literacy: number of candidates taking; passing with over 30%; passing with over 50%, by province, 2008 and 2011

Source: Umalusi NSC database

The statistics below indicate that there are differences in the racial patterns of performance. The African group of learners is the largest by several orders of magnitude, but the socio-economic status of the learners in this group will likely be more varied than that of learners in other groups. It is understandable in this context then, that the learners in the White population group (historically the most socio-economically advantaged group) achieved a 100% pass rate in this subject, while African learners (historically the most socio-economically disadvantaged) achieved an 84% pass rate.

Table 73: Maths literacy: number of candidates taking; passing with over 30%; passing with over 50%, by race, 2008 and 2011

	2008					2011				
Race	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
African	208 453	155 656	75%	59 370	38%	231 753	194 751	84%	82 291	42%
Coloured	25 054	23 112	92%	13 437	58%	24 682	23 099	94%	13 079	57%
Indian/ Asian	6 749	6 312	94%	4 818	76%	4 243	4 150	98%	3 255	78%
Not known	271	264	97%	223	84%	134	131	98%	107	82%
White	22 885	22 868	100%	21 876	96%	20 147	20 120	100%	18 996	94%

Source: Umalusi NSC database

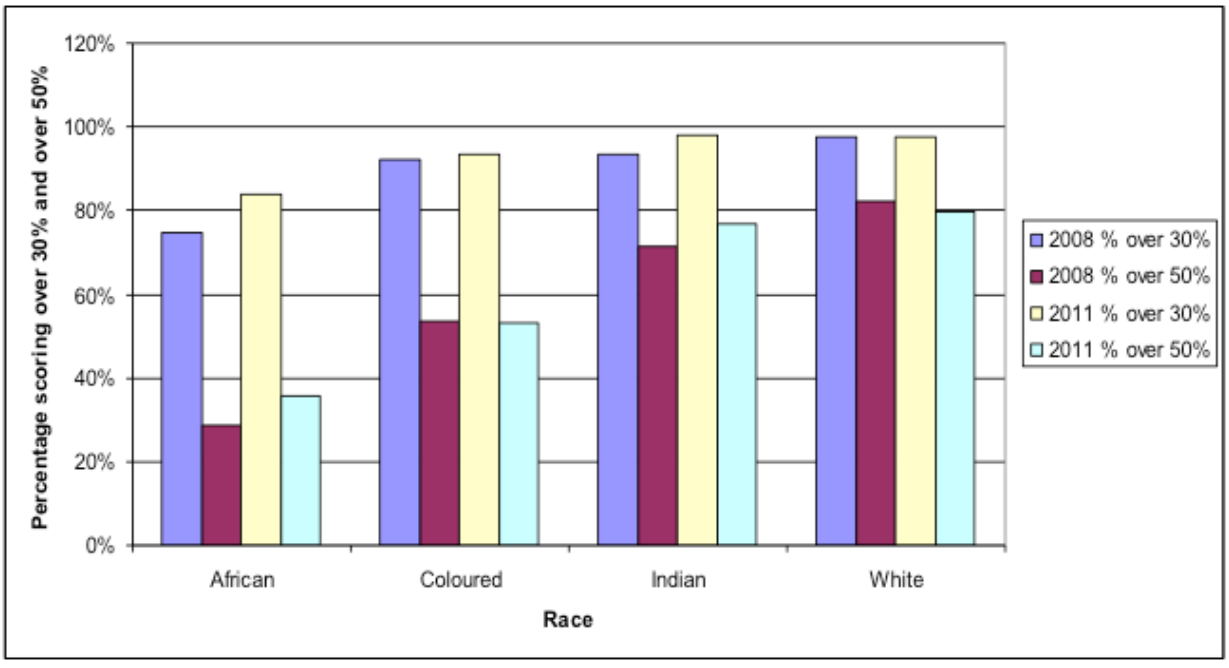

Figure 67: Maths literacy: number of candidates taking; passing with over 30%; passing with over 50%, by race, 2008 and 2011

Source: Umalusi NSC database

Unlike in many other subjects, the numbers of female and male learners writing and passing this subject are fairly comparable. This is true for both the bare pass (30%+) category and the moderate performance category (50%+).

The numbers of female and male learners writing and passing this subject are fairly comparable.

Table 74: Maths literacy: number of candidates taking; passing with over 30%; passing with over 50%, by gender, 2008 and 2011

	2008					2011				
Gender	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
Male	120 200	96 353	80%	48 529	40%	129 427	113 162	87%	58 265	45%
Female	143 212	111 859	78%	51 195	36%	151 532	129 089	85%	59 463	39%

Source: Umalusi NSC database

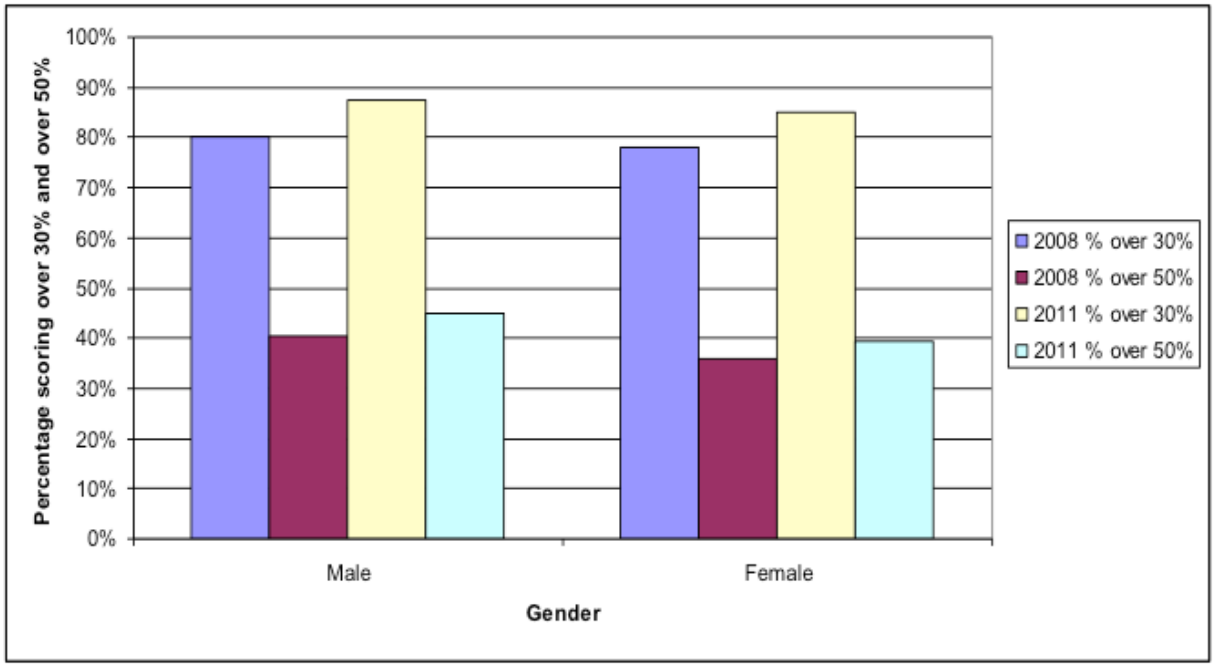

Figure 68: Maths Literacy: number of candidates taking; passing with over 30%; passing with over 50%, by gender, 2008 and 2011

Source: Umalusi NSC database

2.6.4 Physical Science

The following table shows the total number of Physical Science candidates, the mean mark and the mark at the 20th, 50th, and 95th percentiles in 2008 and 2012.

There was a reduction of approximately 39 000 candidates enrolled for Physical Science between 2008 and 2012.

There was a reduction of approximately 39 000 candidates enrolled for Physical Science between 2008 and 2012. The mean mark increased from 33% to 35%, and there was an increase in the mark on all 20th 50th 90th and 95th percentiles. This means that the lower 20% of candidate scored 20% or less in 2008 and 21% or less in 2012. The lower 50% of candidates scored 30% or less in 2008 and 34% or less in 2012. Similarly, 90% of candidates scored 57% or less in 2008 and 66% or less in 2012. To look at those figures another way, the top 10% of candidates scored 57% or more in 2008 and 66% or more in 2012. Likewise, the top 5% of candidates scored 66% or more in 2008 and 75% or more in 2009.

Table 75: Physical Science: total number of candidates, and mean mark at the 20th, 50th, 90th and 95th percentiles, 2008 and 2012 (%)

	No. of cand	Mean mark	20th percentile	50th percentile	90th percentile	95th percentile
2008	216 111	33	20	30	57	66
2012	177 366	38	21	34	66	75

Source: Umalusi NSC database

The graph below shows the mark distribution for Physical Science in 2008 and 2012. There has been a decrease in the number of students who would have scored below the 20th and 50th percentiles, and an increase in the number of candidates scoring over 60%. In all likelihood this can be attributed to the weaker learners migrating out of this subject towards subjects for which they are more likely to achieve a passing grade. This should not be interpreted as an explicitly negative trend; indeed, it is likely that it is far better for learners with limited aptitude in a given subject to apply themselves to a subject for which they can achieve a passing grade.

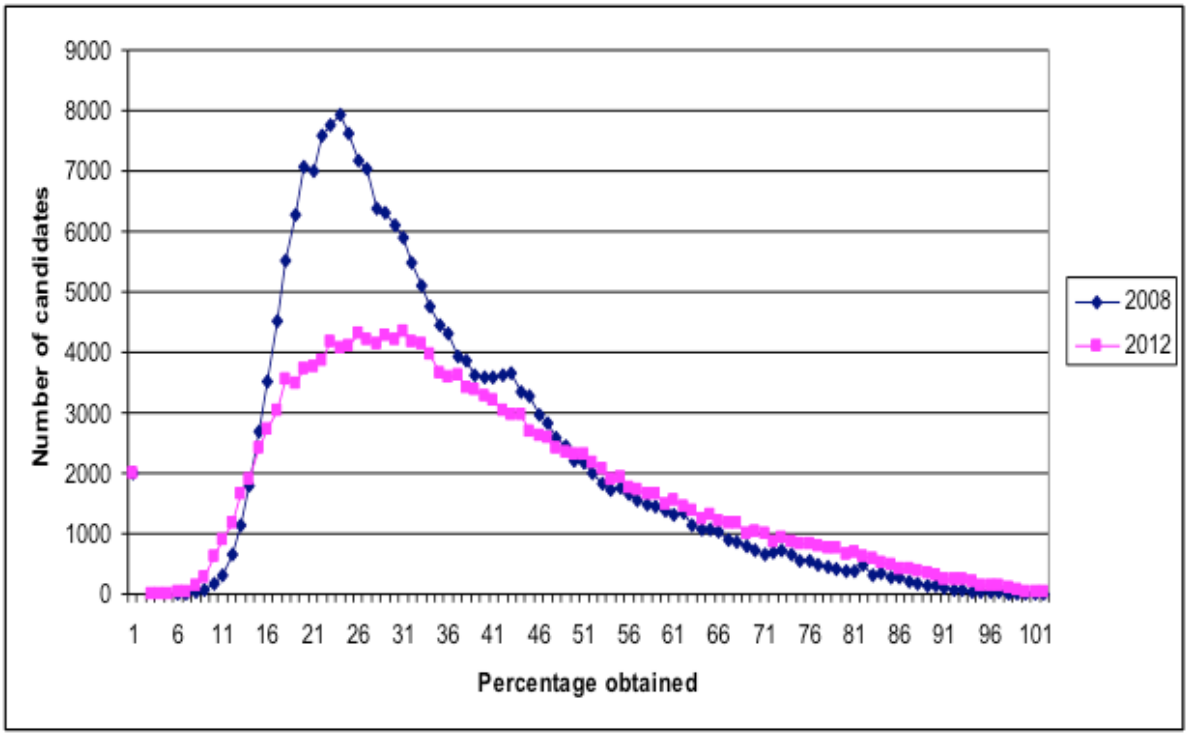

Figure 69: Physical Science: distribution of the number of candidates, by mark obtained, 2008 and 2012

Source: Umalusi NSC database

The following table and graph show the number of candidates taking and passing Physical Science with 30% and over, and 50% and over, by province, race and gender in 2008 and 2011. Across the years in question, the top-performing province in Physical Science was the Western Cape, followed by Gauteng.

The top performing province in Physical Science was the Western Cape, followed by Gauteng.

Table 76: Physical Science: number of candidates taking; passing with over 30%; passing with over 50%, by province, 2008 and 2011

	2008					2011				
Province	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
Eastern Cape	25 170	11 082	44%	2 564	10%	27 101	12 932	48%	4 576	17%
Free State	12 368	7 845	63%	2 064	17%	9 985	5 552	56%	2 141	21%
Gauteng	39 841	25 984	65%	8 821	22%	28 942	17 408	60%	8 668	30%
KwaZulu-Natal	53 521	26 905	50%	7 215	13%	46 574	24 802	53%	9 097	20%
Limpopo	34 805	18 082	52%	3 817	11%	31 126	16 314	52%	5 416	17%
Mpuma-langa	20 409	10 069	49%	2 325	11%	17 489	9 258	53%	3 719	21%
North West	13 562	8 726	64%	2 104	16%	8 724	4 957	57%	1 964	23%
Northern Cape	3 011	1 910	63%	520	17%	2 685	1 196	45%	476	18%
Western Cape	13 459	9 658	72%	4 347	32%	11 069	7 285	66%	4 319	39%

Source: Umalusi NSC database

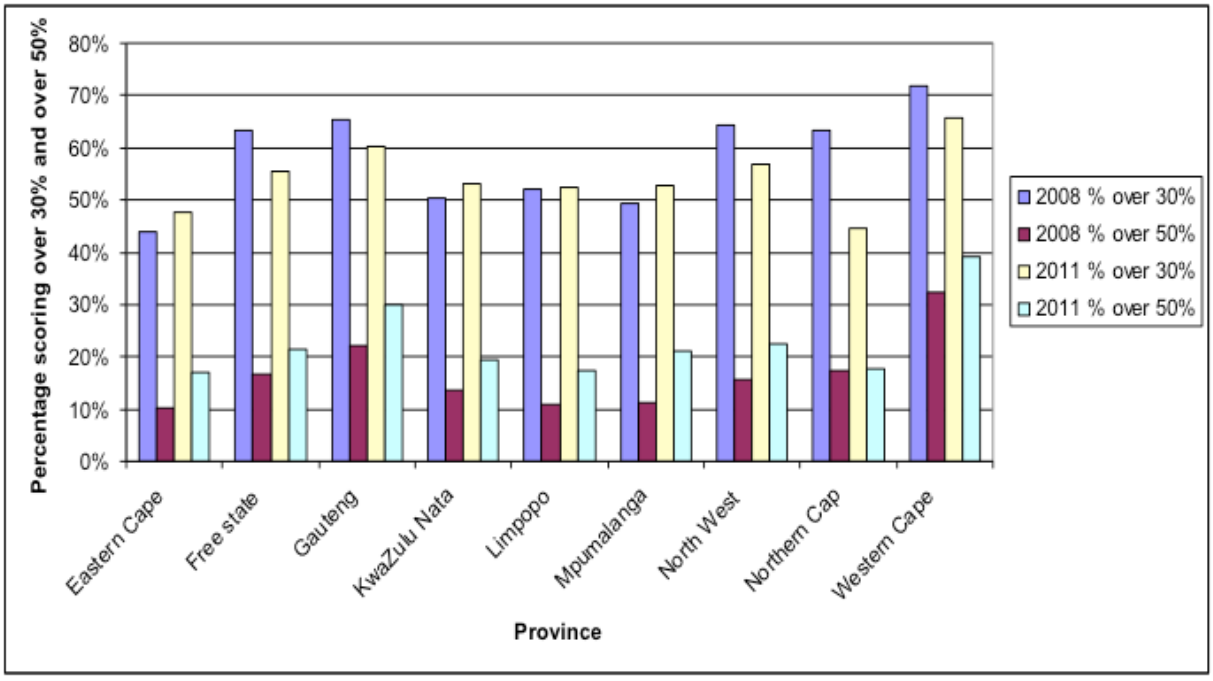

Figure 70: Physical Science: number of candidates taking; passing with over 30%; passing with over 50%, by province, 2008 and 2011

Source: Umalusi NSC database

The racial disparities in performance in Physical Science are pronounced. This is a clear indicator that in the poorer or more rural areas, there is insufficient teaching and learning taking place. It is still possible, in an aggregate sense, to use race as an indicator of socio-economic status in South Africa, and it is clear that Africans are still receiving the poorest education in the country. The stark disparities in performance across the race groups indicate deep inequalities in terms of socio-economic status, but also show that insufficient attention is being paid to schooling for poor or rural people. Urgent and sustained interventions are required, particularly in poor and rural areas. It is unsustainable for educational outcomes to be racially and socio-economically bound in the fashion revealed below, in which just 8 out of every 100 White learners failed Physical Science in 2011, while there were 50 failures for every 100 African learners.

... a clear indicator that in the poorer or more rural areas, there is insufficient teaching and learning taking place.

Table 77: Physical Science: number of candidates taking; passing with over 30%; passing with over 50%, by race, 2008 and 2011

	2008					2011				
Race	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
African	183 388	91 616	50%	17 350	19%	159 789	79 825	50%	26 989	34%
Coloured	9 313	6 501	70%	1 796	28%	6 329	3 840	61%	1 694	44%
Indian/ Asian	6 735	6 157	91%	3 869	63%	4 313	3 817	88%	2 733	72%
Not known	324	297	92%	184	62%	88	77	88%	52	68%
White	16 386	15 690	96%	10 578	67%	13 176	12 145	92%	8 908	73%

Source: Umalusi NSC database

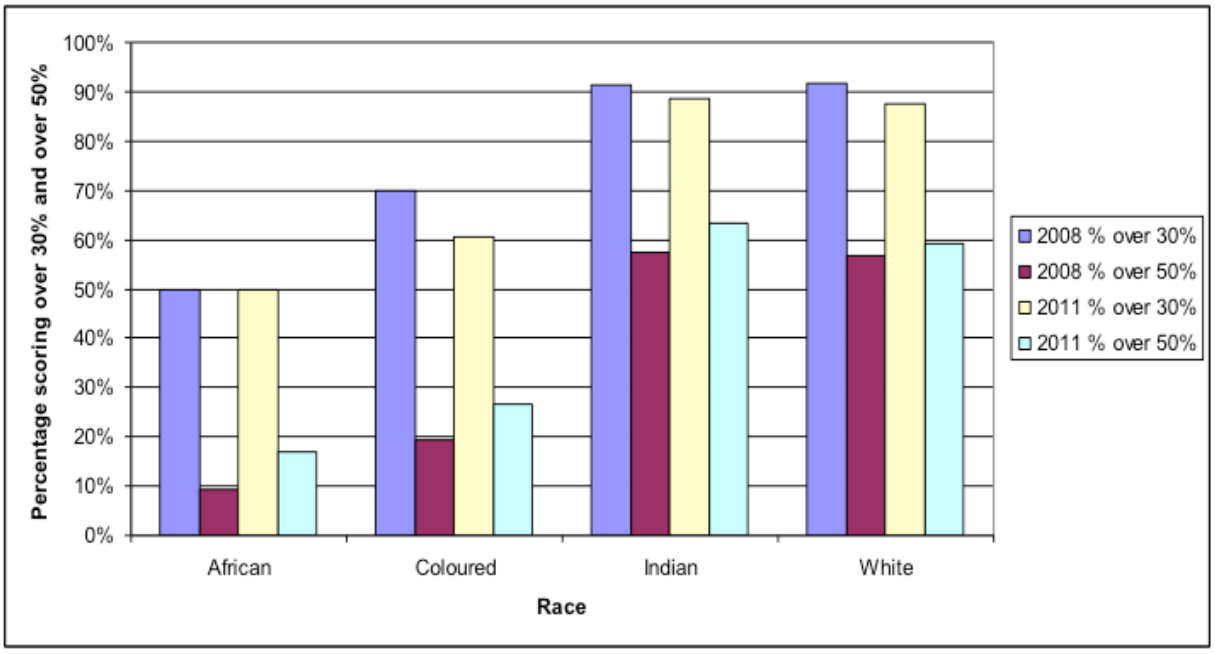

Figure 71: Physical Science: number of candidates taking; passing with over 30%; passing with over 50%, by race, 2008 and 2011

Source: Umalusi NSC database

Table 78: Physical Science: number of candidates taking; passing with over 30%; passing with over 50%, by gender, 2008 and 2011

	2008					2011				
Gender	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%	No. of cand	Over 30%	% over 30%	Over 50%	% over 50%
Male	107 423	62 276	58%	18 042	17%	88 649	50 875	57%	21 745	25%
Female	108 723	57 985	53%	15 735	14%	95 046	48 829	51%	18 631	20%

Source: Umalusi NSC database

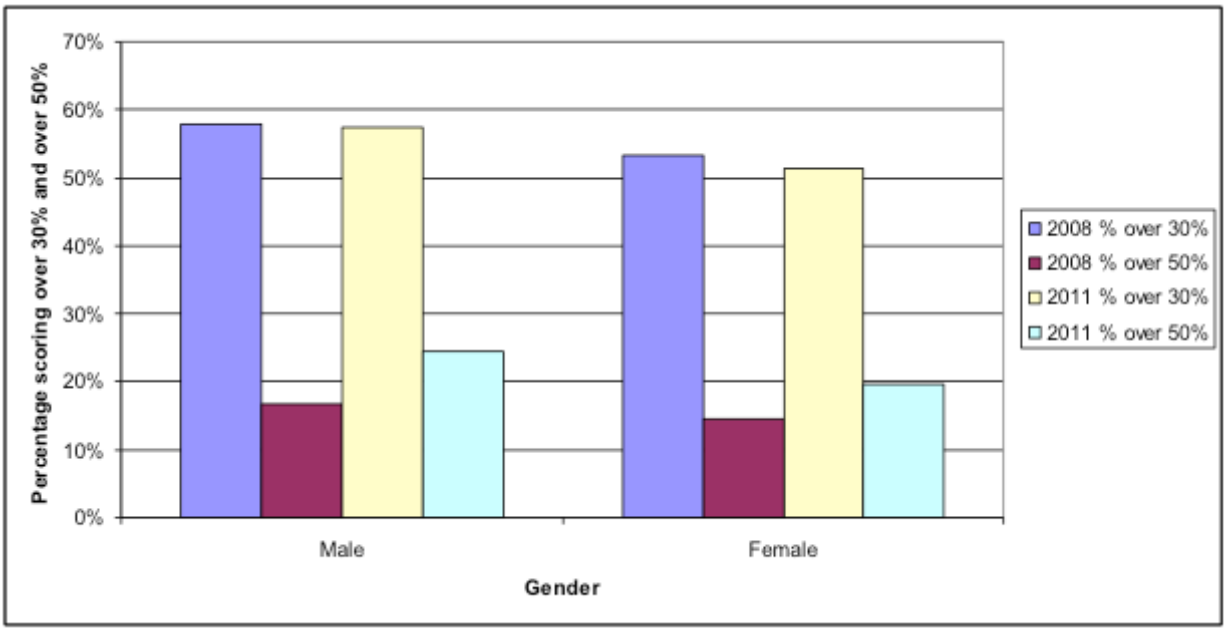

Figure 72: Physical Science: number of candidates taking; passing with over 30%; passing with over 50%, by gender, 2008 and 2011

Source: Umalusi NSC database

2.6.5 Main findings

The main findings in the preceding section are listed below, and are organised by subject:

- Accountancy seems to have stabilised generally over the 2008–2012 period, and there has been a general upward trend in results.
- The upward trend in results in Accountancy is slight, however, and can largely be accounted for by the reduction in the number of candidates who offer the subject over the period.
- Mathematics has seen a dramatic reduction in the number of candidates over the 2008–2012 period, with some 70 000 fewer learners enrolling for the subject.
- While the mean mark of Mathematics has increased marginally over the period, this is not reflected at the top end of the performance spectrum. Rather, the performance profile indicates that the candidates who no longer offer the subject were generally the weakest learners, and their absence has increased the average performance at the bottom end of the marks spectrum.
- Mathematical Literacy was first introduced as a subject in 2008, as an alternative to Mathematics. By 2012 almost 300 000 learners offered this subject as part of their NSC.
- It is clear that the standard of the Mathematical Literacy examinations changed over the 2008–2012 period, in order to accommodate weaker learners. However, the examinations seem to have retained a similar level of discrimination at the top end of the marks spectrum, and thus, this change in standard should be considered a correction.
- Physical Science is another subject in which the average level of performance has increased, but this is largely accounted for by the migration of weaker learners out of the subject.
- It is clear that the racial disparities in performance are pronounced in Physical Science, and this most likely indicates that there are too few teaching and learning resources available in historically disadvantaged areas. Urgent intervention is required on the part of education officials in order to deploy adequate resources to these specific target areas.

3 School performance in the NSC

The bulk of this report has concerned itself with the performance of learners in the NSC, and looked at inputs into the system, including schools as an input factor. This does not yet adequately capture the fact, however, that schools are also 'performers' within this system, and so Umalusi felt that it was important to construct an indicator that analyses schools' performance in their own right, rather than only as an aspect of learner performance. As with learner outcomes, the broader educational and socio-economic environment in which schools are located has a substantial impact on their performance in the NSC. The home environment of the learners, facilities available in schools and the quality of teaching are among the factors that affect school outcomes. In this regard, school performance by province and by quintile mirrors that of learner performance: the large, rural provinces of the Eastern Cape, KwaZulu-Natal, Limpopo and Mpumalanga have the highest proportion of underperforming schools, with 50% or more schools in the province attaining a 50% pass rate or less in 2008. Similarly, schools in the lower quintiles account for the highest proportion of underperforming schools. In Quintile 1, 60% of schools had a pass rate of 50% or less, and half of the Quintile 2 schools had a pass rate of 50% or less in 2008. Needless to say, the majority of Quintile 1 and 2 schools occur in the large, rural provinces.

The broader educational and socio-economic environment in which schools are located has a substantial impact on their performance.

This section looks at school performance in the NSC in 2008 and 2012, by analysing the number of schools in terms of the following pass-rate categories:

- 0 candidates passing;
- less than 20% of candidates passing;
- between 21% and 50% of candidates passing;
- between 51% and 80% of candidates passing; and
- more than 80% of candidates passing and gaining a Bachelors-level pass.

It was decided to look at 2008 and 2012 only, for two reasons. The first is that the quintile ranking of each school was last conducted by the Department of Basic Education in 2010, and the discrepancy in identifying and linking schools by quintile became a problem in 2013. Several schools have closed, are new schools in the dataset or have changed their names, and therefore, the number of schools that do not have, or cannot be linked to a quintile became too large for meaningful analysis.

3.1 School performance, by province

Since the socio-economic factors within provinces are fairly well understood and are already broadly detailed earlier in this report, the indicator of school performance was constructed as *School Performance in the NSC by Province*. The following tables show school performance in the NSC in 2008 and 2012, in terms of schools scoring 0, less than 20%, 21%-50%, 51%-80% and more than 80% of candidates passing, and passing with a Bachelors-level pass, by province. It also looks at the number of schools by percentage of candidates gaining a 30% pass and a 50% pass in Mathematics and Maths Literacy.

The increasing number of candidates passing and gaining a Bachelors-level pass impacts positively on overall school performance. There is also a substantial reduction in the number of schools that achieved less than a 20% pass rate and in the schools that achieved between a 21% and 50% pass rate from 2008 and 2012. In 2008, in the Eastern Cape 59% of schools achieved a pass rate of 50% or less; in KwaZulu-Natal, Limpopo and Mpumalanga, just fewer than 50% of the schools in the province achieved pass rates of 50% or less.

There is a substantial reduction in the number of schools that achieve less than a 20% pass rate.

Table 79: Number and percentage of schools with less than 20%, 21%-50%, 51%-80%, and more than 80% of candidates passing, by province, 2008

Province	<=20% pass		21–50% pass		51%– 80%		>80%		Total
Eastern Cape	177	20%	354	39%	218	24%	155	17%	904
Free State		0%	49	16%	124	39%	143	45%	316
Gauteng	9	1%	97	14%	238	33%	367	52%	711
KwaZulu-Natal	158	10%	630	38%	524	32%	344	21%	1 656
Limpopo	138	10%	526	38%	469	34%	261	19%	1 394
Mpuma-langa	51	10%	191	37%	190	37%	86	17%	518
North West	8	2%	77	21%	161	43%	126	34%	372
Northern Cape	3	2%	20	16%	39	30%	67	52%	129
Western Cape	1	0%	39	10%	122	30%	243	60%	405
Total	545	9%	1 983	31%	2 085	33%	1 792	28%	6 405

Source: Umalusi NSC database

In 2012 the increasing number of candidates passing and gaining a Bachelors-level pass impacted positively on overall school performance.

The percentage of schools gaining between a 51% and 80% pass rate increased from 33% of all schools in 2008 to 45% of all schools in 2012. Similarly, the percentage of schools with over 80% of candidates passing increased from 28% of all schools in 2008 to 40% of all schools in 2012.

The gains in pass rates are commendable between the years analysed, but it should be noted that an increase in pass rates is not necessarily associated with a rise in the quality of teaching and learning.

The gains in pass rates are commendable between the years analysed, but it should be noted that an increase in pass rates is not necessarily associated with a rise in the quality of teaching and learning. It is possible that the standard of the examinations has also been set to allow for weaker learners to achieve the minimum 30% required to pass. It should also be noted that the top-end performance (80%+ pass rate) in relatively well-performing provinces, such as the Western Cape and Gauteng, has not shown dramatic increases.

Table 80: Number and percentage of schools with less than 20%, 21%-50%, 51%-80%, and more than 80% of candidates passing, by province, 2012

Province	<=20% pass		21–50% pass		51%–80%		>80%		Total
Eastern Cape	47	5%	307	34%	360	40%	195	21%	909
Free State		0%	15	5%	115	35%	196	60%	326
Gauteng	6	1%	31	4%	283	35%	482	60%	802
KwaZulu-Natal	33	2%	247	14%	801	47%	632	37%	1 713
Limpopo	40	3%	307	22%	711	50%	361	25%	1 419
Mpuma-langa	5	1%	84	16%	278	52%	166	31%	533
North West		0%	20	5%	161	42%	203	53%	384
Northern Cape		0%	10	7%	57	42%	70	51%	137
Western Cape		0%	12	3%	151	35%	274	63%	437
Total	131	2%	1 033	16%	2 917	46%	2 579	40%	6 660

Source: Umalusi NSC database

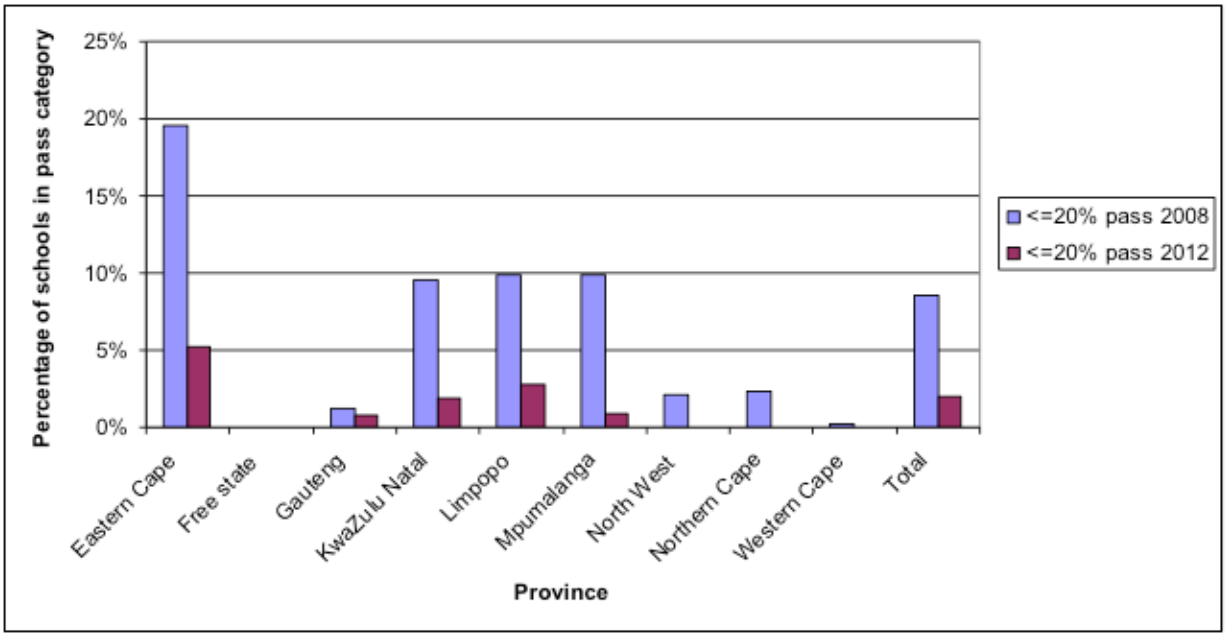

Figure 73: Percentage of schools that have 20% or fewer candidates passing, by province, 2008 and 2012

Source: Umalusi NSC database

A brief overview of the distribution of independent schools is given in the tables below. The total number of independent schools has increased from 405 in 2008 to 519 in 2012. There is a great difference in independent schools' performance among provinces: Gauteng accounted for 21% of independent schools with a 50% pass rate or lower, and the Western Cape accounted for 82% of independent schools with over an 80% pass rate.

Table 81: Number and percentage of independent schools with less than 20%, 21%-50%, 51%-80%, and more than 80% of candidates passing, by province, 2008

Province	<=20% pass		21–50% pass		51%–80%		>80%		Total
Eastern Cape	4	11%	9	24%	12	32%	13	34%	38
Free State		0%	1	8%	3	25%	8	67%	12
Gauteng	7	4%	27	17%	30	18%	99	61%	163
KwaZulu-Natal	1	2%	6	10%	7	12%	46	77%	60
Limpopo	5	10%	7	14%	19	37%	20	39%	51
Mpuma-langa	1	5%	2	10%	10	50%	7	35%	20
North West		0%	1	7%	2	14%	11	79%	14
Northern Cape		0%		0%		0%	2	100%	2
Western Cape		0%	1	2%	7	16%	37	82%	45
Total	18	4%	54	13%	90	22%	243	60%	405

Source: Umalusi NSC database

Table 82: Number and percentage of independent schools with less than 20%, 21%-50%, 51%-80% and more than 80% of candidates passing by province, 2012

Province	<=20% pass		21–50% pass		51%– 80%		>80%		Total
Eastern Cape	1	2%	13	30%	13	30%	16	37%	43
Free state		0%	3	15%	6	30%	11	55%	20
Gauteng	4	2%	19	9%	48	23%	137	66%	208
KwaZulu-Natal	1	1%	7	10%	13	19%	46	69%	67
Limpopo	3	5%	8	14%	22	37%	26	44%	59
Mpuma-langa		0%	6	19%	17	53%	9	28%	32
North West		0%		0%	3	14%	18	86%	21
Northern Cape		0%		0%	1	20%	4	80%	5
Western Cape		0%	3	5%	10	16%	51	80%	64
Total	9	2%	59	11%	133	26%	318	61%	519

Source: Umalusi NSC database

The following tables show the number and percentage of schools that obtained Bachelors-level passes, by category. In total, there are 804 schools (13% of schools in the country) that achieved no Bachelors-level passes in 2008: this decreased to 6% of all schools in 2012. Limpopo (with 18% of schools in the province) and the Eastern Cape (with 25% of schools in the province) had the highest percentage of schools that achieved no Bachelors-level passes. Only 630 schools (11% of schools in the country) achieved more than 50% bachelor passes.

Table 83: Number and percentage of schools with less than 20%, 21%-50%, 51%-80%, and more than 80% of candidates gaining a Bachelors-level pass, by province, 2008

Province	0 Bachelors-level pass		<=20% pass		21–50% pass		51%– 80%		>80% Bach		Total schools
Eastern Cape	228	25%	541	80%	83	12%	41	6%	11	2%	904
Free state	4	1%	198	63%	74	24%	31	10%	9	3%	316
Gauteng	18	3%	350	51%	185	27%	96	14%	62	9%	711
KwaZulu-Natal	220	13%	1 086	76%	211	15%	85	6%	54	4%	1 656
Limpopo	255	18%	944	83%	154	14%	38	3%	3	0%	1 394
Mpuma-langa	51	10%	387	83%	52	11%	24	5%	4	1%	518
North West	19	5%	250	71%	65	18%	30	8%	8	2%	372
Northern Cape	3	2%	78	62%	32	25%	15	12%	1	1%	129
Western Cape	6	1%	200	50%	81	20%	74	19%	44	11%	405
Total	804	13%	4 034	72%	937	17%	434	8%	196	3%	6 405

Source: Umalusi NSC database

These proportions changed in 2012, with 6% of schools achieving no Bachelors-level passes, 56% achieving less than 20% Bachelors-level passes, and the biggest increase being from 17% of schools achieving between 21% and 50% Bachelors-level passes.

The quality of the examinations in terms of discrimination at the top end of the marks spectrum has remained stable.

It should be noted that the number of schools achieving more than 51% of candidates achieving a Bachelors-level pass remained the same. These trends confirm the above data, which suggest that top-end performance in the NSC has remained constant, indicating that the quality of the examinations in terms of discrimination at the top end of the marks spectrum has remained relatively stable.

Table 84: Number and percentage of schools with less than 20%, 21%-50%, 51%-80%, and more than 80% of candidates gaining a Bachelors-level pass, by province, 2012

Province	0 Bachelors-level pass		<=20% pass		21–50% pass		51%– 80%		>80% Bach		Total schools
Eastern Cape	122	13%	713	78%	151	17%	36	4%	9	1%	909
Free state	5	2%	143	44%	138	42%	36	11%	9	3%	326
Gauteng	24	3%	228	28%	423	53%	107	13%	44	5%	802
KwaZulu-Natal	65	4%	900	53%	661	39%	116	7%	36	2%	1 713
Limpopo	118	8%	978	69%	389	27%	45	3%	7	0%	1 419
Mpuma-langa	13	2%	354	66%	152	29%	25	5%	2	0%	533
North West	13	3%	164	43%	186	48%	29	8%	5	1%	384
Northern Cape	3	2%	71	52%	51	37%	13	9%	2	1%	137
Western Cape	10	2%	174	40%	149	34%	73	17%	41	9%	437
Total	373	6%	3 725	56%	2 300	35%	480	7%	155	3%	6 660

Source: Umalusi NSC database

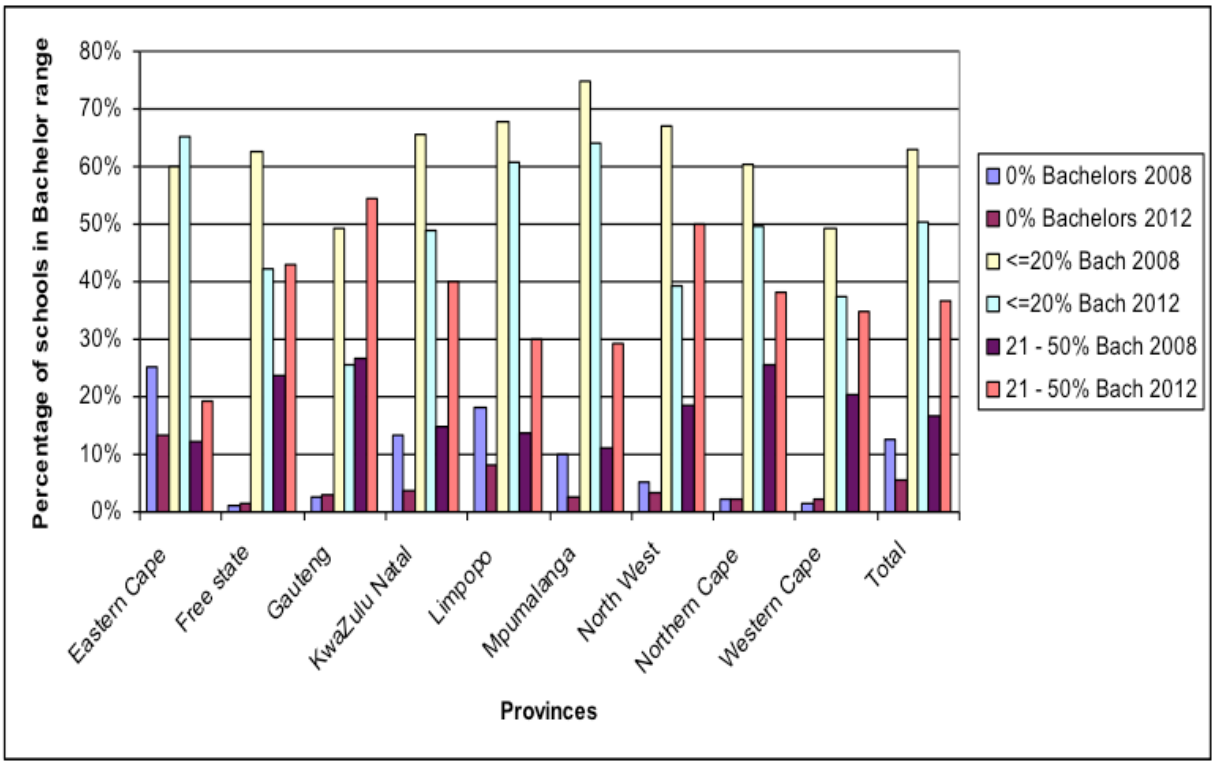

Figure 74: Number and percentage of schools with less than 20% and 21%-50% of candidates gaining a Bachelors-level pass, by province, 2008 and 2012

Source: Umalusi NSC database

The tables below provide information on independent school performance between 2008 and 2012. The picture is one of relative stability, and where large fluctuations in the marks profile have occurred, such as in the Northern Cape, it is attributable to additional schools having been created, rather than dramatic shifts in the performance of the schools between 2008 and 2012.

The picture is one of relative stability (for independent schools).

Table 85: Number of independent schools with less than 20%, 21%-50%, 51%-80%, and more than 80% of candidates gaining a Bachelors-level pass, by province, 2008

Province	<=20% pass		21–50% pass		51%– 80%		>80%		Total
Eastern Cape	26	68%	10	26%	1	3%	1	3%	38
Free state	6	50%	3	25%	2	17%	1	8%	12
Gauteng	62	38%	48	29%	22	13%	31	19%	163
KwaZulu-Natal	12	20%	10	17%	15	25%	23	38%	60
Limpopo	27	53%	15	29%	7	14%	2	4%	51
Mpuma-langa	13	65%	4	20%	2	10%	1	5%	20
North West	6	43%	5	36%	1	7%	2	14%	14
Northern Cape		0%	2	100%		0%		0%	2
Western Cape	13	29%	5	11%	16	36%	11	24%	45
Total	165	41%	102	25%	66	16%	72	18%	405

Source: Umalusi NSC database

Table 86: Number of Independent schools with less than 20%, 21%-50%, 51%-80%, and more than 80% of candidates gaining a Bachelors-level pass, by province, 2012

Province	<=20% pass		21–50% pass		51%– 80%		>80%		Total
Eastern Cape	28	65%	12	28%	2	5%	1	2%	43
Free state	10	50%	5	25%	3	15%	2	10%	20
Gauteng	65	31%	77	37%	37	18%	29	14%	208
KwaZulu-Natal	15	22%	19	28%	16	24%	17	25%	67
Limpopo	23	39%	21	36%	10	17%	5	8%	59
Mpuma-langa	19	59%	8	25%	4	13%	1	3%	32
North West	8	38%	8	38%	5	24%		0%	21
Northern Cape	1	20%	2	40%	2	40%		0%	5
Western Cape	15	23%	17	27%	16	25%	16	25%	64
Total	184	35%	169	33%	95	18%	71	14%	519

Source: Umalusi NSC database

3.1.1 Main findings

The main findings in the preceding section are as follows:

- The performance profile across the provinces has generally improved, while performance at the top end of the marks spectrum has remained stable over the period covered. This suggests that the examinations have retained their discrimination function for top-end learners. It is likely that improvements in teaching and learning have been coupled with a correction in the standard of the examinations to accommodate weaker learners.
- The provinces with the weakest marks profile, on average, are Mpumalanga, Limpopo, and the Eastern Cape, followed closely by KwaZulu-Natal. This coincides with other findings in this report that show that educational outcomes closely track socio-economic trends.
- The results profile of independent schools that write the NSC examinations has remained stable over the period under review.

3.2 *Quintiles*

This final indicator continues to concentrate on the performance of schools, but subdivides schools by economic quintiles in order to provide a better picture of the effect that socio-economic factors have on school performance. Thus, this indicator is termed *School Performance on the NSC by Quintile*. To a large extent, categorisation by quintile is one of the few reliable indicators of the socio-economic status of the community that the school serves, and the quality of the facilities available at the school. In this regard, the quality of schooling attainment by the poorest communities is an important indicator of the extent to which the poor are able to benefit from the provision of social services and poverty alleviation strategies.

The following tables show the distribution of schools in each province by quintile. While the analysis of pass rates, Bachelors-level passes and Mathematics achievement is analysed by quintile, it is important to reflect the relative share of these in schools by quintile and province.

The distribution of secondary schools across quintiles is as follows:
- 23% of in Quintile 1
- 24% in Quintile 2
- 19 % in Quintile 3
- 11 in Quintile 4
- 13% in Quintile 5

The provincial variation in the distribution tends towards a higher distribution of Quintile 1 schools in the Free State, KwaZulu-Natal and Limpopo, with approximately 50% of schools in the Free State and KwaZulu-Natal in Quintiles 1 and 2. Over 74% of schools in Mpumalanga and Limpopo are in Quintiles 1 and 2. The Eastern Cape has a higher proportion of schools in Quintiles 2 and 3.

Note that of the schools with no data recorded for quintiles, 405 schools in 2008 and 519 schools in 2012 were Independent schools. The national quintiles published by the DBE in 2010 were used for the analysis. The slight variation in the number of schools by quintile between 2008 and 2012 is due to a small number of schools closing or opening during that period.

Table 87: Distribution of schools by province and quintile, and percentage of schools in each province, by quintile, 2008

Province	No Quintile		Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5		Total	
Eastern Cape	75	8%	130	14%	169	19%	281	31%	115	13%	134	15%	904	100%
Free state	16	5%	97	31%	63	20%	66	21%	25	8%	49	16%	316	100%
Gauteng	194	27%	41	6%	73	10%	108	15%	124	17%	171	24%	711	100%
KwaZulu-Natal	121	7%	400	24%	410	25%	349	21%	193	12%	183	11%	1 656	100%
Limpopo	68	5%	521	37%	559	40%	216	15%	9	1%	21	2%	1 394	100%
Mpuma-langa	25	5%	195	38%	186	36%	43	8%	39	8%	30	6%	518	100%
North West	68	18%	44	12%	42	11%	92	25%	80	22%	46	12%	372	100%
Northern Cape	22	17%	17	13%	26	20%	21	16%	9	7%	34	26%	129	100%
Western Cape	63	16%	19	5%	28	7%	59	15%	81	20%	155	38%	405	100%
Total	652	10%	1 464	23%	1 556	24%	1 235	19%	675	11%	823	13%	6 405	100%

Source: Umalusi NSC database

Table 88: Distribution of schools by province and quintile, and percentage of schools in each province, by quintile, 2012

Province	No Quintile		Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5		Total	
Eastern Cape	71	8%	130	14%	178	20%	287	32%	110	12%	133	15%	909	100%
Free state	25	8%	96	29%	65	20%	66	20%	25	8%	49	15%	326	100%
Gauteng	246	31%	48	6%	81	10%	123	15%	131	16%	173	22%	802	100%
KwaZulu-Natal	139	8%	410	24%	431	25%	355	21%	194	11%	184	11%	1 713	100%
Limpopo	72	5%	535	38%	562	40%	220	16%	9	1%	21	1%	1 419	100%
Mpuma-langa	53	10%	194	36%	179	34%	41	8%	38	7%	28	5%	533	100%
North West	69	18%	45	12%	43	11%	97	25%	83	22%	47	12%	384	100%
Northern Cape	27	20%	18	13%	27	20%	22	16%	9	7%	34	25%	137	100%
Western Cape	89	20%	19	4%	28	6%	62	14%	82	19%	157	36%	437	100%
Total	791	12%	1 495	22%	1 594	24%	1 273	19%	681	10%	826	12%	6 660	100%

Source: Umalusi NSC database

The provincial tables above, and the graph below illustrate the differences between the provinces, and demonstrate that each province faces unique challenges in its provincial schooling system. In much of the results analyses previously in this report, the Western Cape has been a frontrunner. This section demonstrates that much of that efficiency is because the province is dominated by Quintile 4 and 5 schools, which make up some 55% of all schools in the Western Cape. It is clear that top performance in terms of results is closely associated with socio-economic status, and the general economic environment of a province is something over which education officials will have little direct influence. A similar, albeit less pronounced trend, is observable in Gauteng, the only other province where Quintile 4 and 5 schools represent some 38% of all schools.

Top performance … is closely associated with socio-economic status, and the general economic environment of a province is something over which education officials will have little direct influence.

Limpopo and Mpumalanga are the provinces with the poorest profile of schools, followed by the Eastern Cape. Unfortunately, it is also clear that there has only been minimal change in these figures over the five-year period under review.

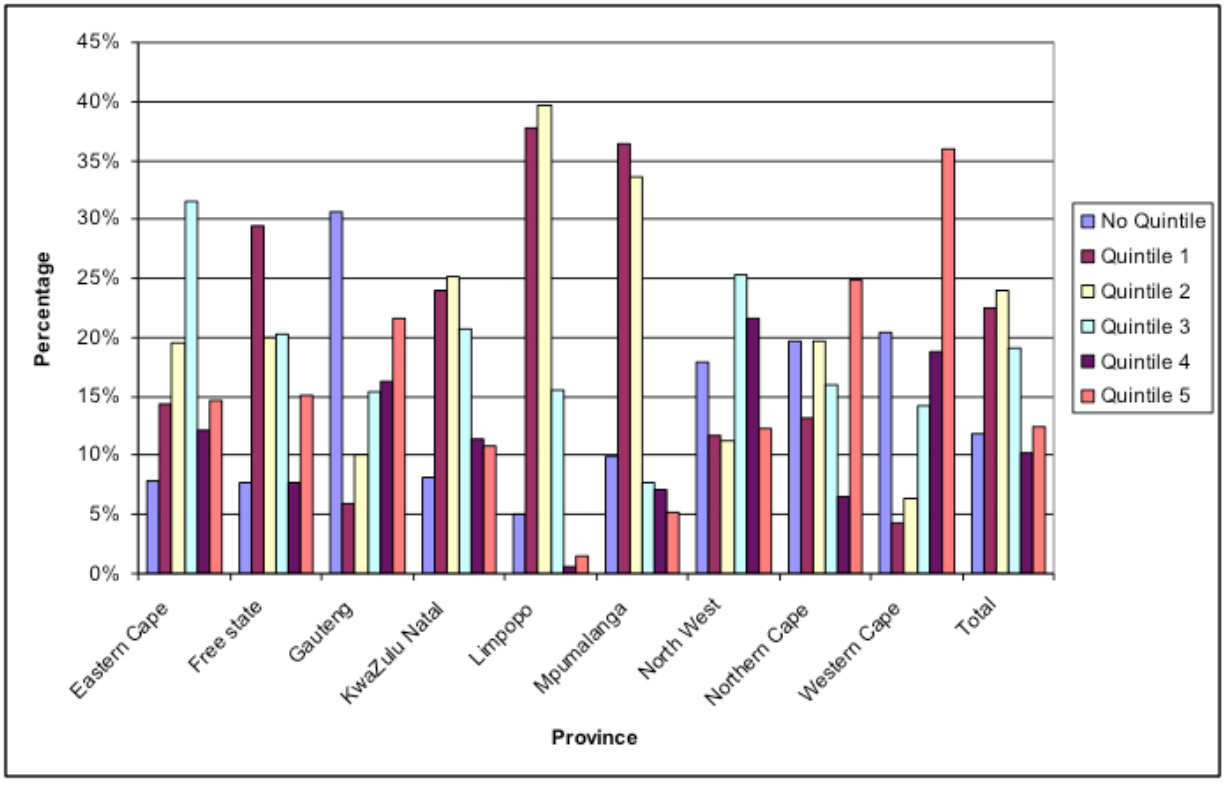

Figure 75: Distribution of schools by province and quintile, and percentage of schools in each province, by quintile, 2012

Source: Umalusi NSC database

Where the data above measures the extent to which certain types of schools are represented in each province, the data below re-examines these figures by showing nationally how many of each quintile are represented in each province.

A disproportionate number of Quintile 1 schools fall within Limpopo.

It emerges that 27% and 36% of all Quintile 1, and 26% and 36% of all Quintile 2 schools are in KwaZulu-Natal and Limpopo respectively. However, in terms of the relative proportion of schools in each of these provinces (26% of all schools are in KwaZulu-Natal and 22% of all schools are in Limpopo), a disproportionate number of Quintile 1 schools are in Limpopo, with some 36% of all Quintile 1 schools in South Africa being in this province. Gauteng and the Western Cape, on the other hand, are home to some 40% of all Quintile 5 schools in the nation.

Table 89: Distribution of schools by quintile and province, and percentage of schools in each quintile, by province, 2008

Province	No Quintile		Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5		Total	
Eastern Cape	75	12%	130	9%	169	11%	281	23%	115	17%	134	16%	904	14%
Free state	16	2%	97	7%	63	4%	66	5%	25	4%	49	6%	316	5%
Gauteng	194	30%	41	3%	73	5%	108	9%	124	18%	171	21%	711	11%
KwaZulu-Natal	121	19%	400	27%	410	26%	349	28%	193	29%	183	22%	1 656	26%
Limpopo	68	10%	521	36%	559	36%	216	17%	9	1%	21	3%	1 394	22%
Mpuma-langa	25	4%	195	13%	186	12%	43	3%	39	6%	30	4%	518	8%
North West	68	10%	44	3%	42	3%	92	7%	80	12%	46	6%	372	6%
Northern Cape	22	3%	17	1%	26	2%	21	2%	9	1%	34	4%	129	2%
Western Cape	63	10%	19	1%	28	2%	59	5%	81	12%	155	19%	405	6%
Total	652	100%	1 464	100%	1556	100%	1 235	100%	675	100%	823	100%	6 405	100%

Source: Umalusi NSC database

Table 90: Distribution of schools by quintile and province, and percentage of schools in each quintile, by province, 2008

Province	No Quintile		Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5		Total	
Eastern Cape	71	9%	130	9%	178	11%	287	23%	110	16%	133	16%	909	14%
Free state	25	3%	96	6%	65	4%	66	5%	25	4%	49	6%	326	5%
Gauteng	246	31%	48	3%	81	5%	123	10%	131	19%	173	21%	802	12%
KwaZulu-Natal	139	18%	410	27%	431	27%	355	28%	194	28%	184	22%	1 713	26%
Limpopo	72	9%	535	36%	562	35%	220	17%	9	1%	21	3%	1 419	21%
Mpuma-langa	53	7%	194	13%	179	11%	41	3%	38	6%	28	3%	533	8%
North West	69	9%	45	3%	43	3%	97	8%	83	12%	47	6%	384	6%
Northern Cape	27	3%	18	1%	27	2%	22	2%	9	1%	34	4%	137	2%
Western Cape	89	11%	19	1%	28	2%	62	5%	82	12%	157	19%	437	7%
Total	791	100%	1 495	100%	1 594	100%	1 273	100%	681	100%	826	100%	6 660	100%

Source: Umalusi NSC database

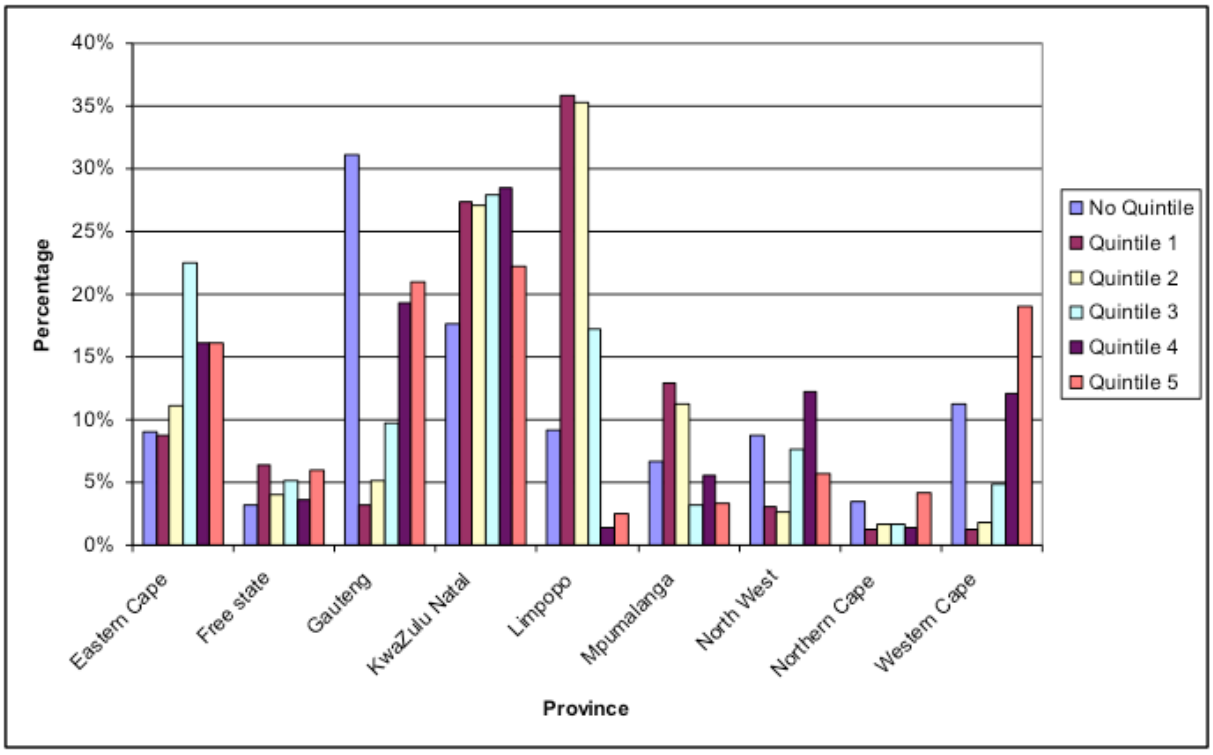

Figure 76: Distribution of schools by quintile and province, and percentage of schools in each quintile, by province, 2008

Source: Umalusi NSC database

The following tables and graphs show school performance in the NSC in 2008, in terms of schools scoring 0%, 1%-20%, 21%-50%, 51%-80%, and more than 80% of candidates passing, and passing with a Bachelors-level pass, by quintile. They also show the number of schools by percentage of candidates gaining a 30% and a 50% passes in Mathematics, by quintile.

Examinations seem to have changed in standard to allow for more learners to pass at the bottom end of the results spectrum, while maintaining a steady level of difficulty at the top end of the marks profile.

The number of schools with 0 candidate passes has decreased from 26 to 9, with those with 20% or fewer candidate passes decreasing from 519 to 122. There were 59% of Quintile 1 schools in 2008 that had pass rates of 20% or less, and in 2012 this had dropped to 24%. In 2008 only 11%, 12% and 17% of Quintile 1, 2 and 3 schools respectively had a pass rate of over 80%, and in 2012 this had increased to 25%, 30% and 27% respectively. This demonstrates a rapid improvement in low-income schools, and it is clear that interventions in this slice of South African schools are starting to bear fruit. It should be borne in mind, however, that statistics earlier in this report suggest that examinations seem to have changed in standard to allow for more learners to pass at the bottom end of the results spectrum while maintaining a steady level of difficulty at the top end of the marks profile. It is likely, then, that while this data represents real progress in uplifting the standard of poor schools, some of the perceived improvement suggested by the results in the NSC may not have been as rapid as it appears.

Table 91: Number of schools, by pass rate, category and quintile, 2008

Quintile	0%		1% - 20% pass		21% - 50% pass		51% - 80%		>80%		Total
None	10	2%	43	7%	128	20%	147	23%	324	50%	652
1	5	0%	213	15%	642	44%	447	31%	157	11%	1 464
2	7	0%	148	10%	620	40%	591	38%	190	12%	1 556
3	3	0%	93	8%	405	33%	519	42%	215	17%	1 235
4		0%	18	3%	153	23%	256	38%	248	37%	675
5	1	0%	4	0%	35	4%	125	15%	658	80%	823
Total	26	0%	519	8%	1 983	31%	2 085	33%	1 792	28%	6 405

Source: Umalusi NSC database

Table 92: Number of schools, by pass rate, category and quintile, 2012

Quintile	0%		1% - 20% pass		21% - 50% pass		51% - 80%		>80%		Total
None	5	1%	8	1%	100	13%	238	30%	440	56%	791
1	3	0%	41	3%	318	21%	753	50%	380	25%	1 495
2	1	0%	38	2%	287	18%	792	50%	476	30%	1 594
3		0%	33	3%	238	19%	661	52%	341	27%	1 273
4		0%	1	0%	61	9%	321	47%	298	44%	681
5		0%	1	0%	29	4%	152	18%	644	78%	826
Total	9	0%	122	2%	1 033	16%	2 917	44%	2 579	39%	6 660

Source: Umalusi NSC database

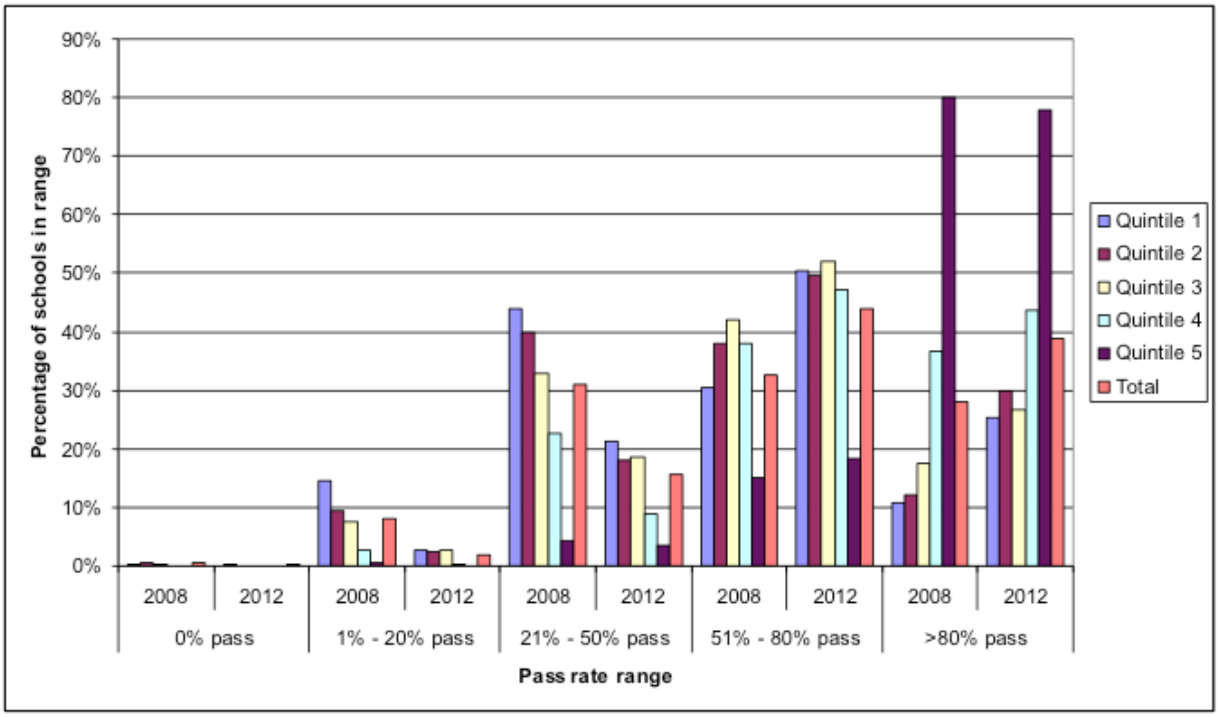

Figure 77: Percentage of schools, by pass rate, category and quintile, 2008 and 2012

Source: Umalusi NSC database

In terms of the percentage of candidates who gained a Bachelors-level pass, 22%, 14% and 11% of Quintile 1, 2 and 3 schools had no Bachelors-level passes in 2008. In 2012 this was 8%, 6% and 6% respectively. The total number of schools with no Bachelors-level passes decreased from 804 schools in 2008 to 373 schools in 2012. It is this data, in addition to the foregoing results showing that fewer learners are failing, which begins to paint a picture of improvement in South African schools. The number of schools achieving no bachelor passes has dropped from 804 in 2008 to just 373 in 2012 – this is a very encouraging sign as it suggests that the interventions taking place in the schooling system are showing real improvements in learning and teaching. It is also likely that as the National Curriculum Statement had time to 'bed down' over the five-year period under review, learners and teachers became more experienced at working with the curriculum and the type of examinations that it produces.

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The major gain between 2008 and 2012 was in the category of schools with between 21% and 50% of candidates who achieved Bachelors-level passes. In 2008, 63% of schools were in the 1%-20% category of Bachelor passes and 15% of schools were in the 21%-50% category. By 2012, 50% of schools achieved between 1% and 20% Bachelors-level passes, and 35% achieved between 21% and 50% Bachelors-level passes.

Table 93: Number of schools with candidates passing with Bachelors-level pass, by category and quintile, 2008

Quintile	0%		1% - 20% pass		21% - 50% pass		51% - 80%		>80%		Total
None	91	14%	252	39%	146	22%	81	12%	82	13%	652
1	316	22%	1 052	72%	93	6%	3	0%		0%	1 464
2	225	14%	1 183	76%	139	9%	9	1%		0%	1 556
3	136	11%	927	75%	149	12%	20	2%	3	0%	1 235
4	25	4%	444	66%	154	23%	47	7%	5	1%	675
5	11	1%	176	21%	256	31%	274	33%	106	13%	823
Total	804	13%	4 034	63%	937	15%	434	7%	196	3%	6 405

Source: Umalusi NSC database

Table 94: Number of schools passing with Bachelors-level pass, by category and quintile, 2012

Quintile	0%		1% - 20% pass		21% - 50% pass		51% - 80%		>80%		Total
None	75	9%	269	34%	263	33%	112	14%	72	9%	791
1	116	8%	954	64%	407	27%	17	1%	1	0%	1 495
2	88	6%	964	60%	507	32%	31	2%	4	0%	1 594
3	81	6%	700	55%	464	36%	27	2%	1	0%	1 273
4	7	1%	306	45%	320	47%	43	6%	5	1%	681
5	6	1%	159	19%	339	41%	250	30%	72	9%	826
Total	373	6%	3 352	50%	2 300	35%	480	7%	155	2%	6 660

Source: Umalusi NSC database

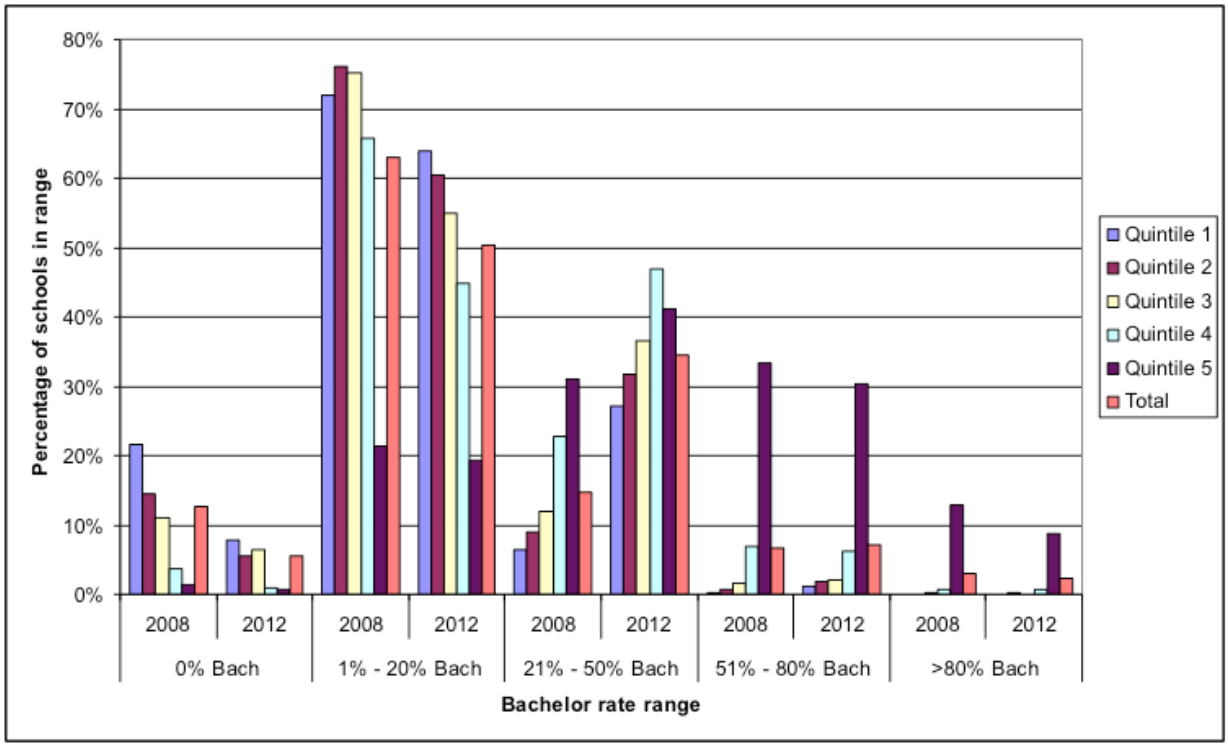

Figure 78: Percentage of schools passing with Bachelors-level pass, by category and quintile, 2008 and 2012

Source: Umalusi NSC database

3.2.1 Main findings

The main findings in the preceding section of the report are as follows:

- As has been noted throughout this report, educational outcomes closely track socio-economic conditions. This has been demonstrated in almost every section of this report, and it is clear that inequality in educational outcomes is closely associated with inequalities within the South African socio-economic landscape.
- While the expected pattern of Quintile 5 (least poor) schools and Quintile 1 (most poor) schools shows respectively the best and worst performance profiles, it is important to note that general improvements are evident in the lower quintile schools.
- An encouraging finding is that there have been substantial improvements in the rate of schools that have candidates achieving Bachelors-level passes. Since there is ample evidence to demonstrate that the examinations remained good discriminators at the top end of the performance spectrum, it can be inferred that real improvements in teaching and learning have taken place during the period under review.

4 Conclusion

Overall, this first indicators report reveals a system that has managed to achieve the requisite size to serve the population of South Africa, but is still struggling to achieve a uniform degree of quality. As always, socio-economics dominates the achievement profile and access to quality for South Africans, and poverty still carries with it a racial dimension. There have been commendable successes in terms of expanding the schooling system, but poor schools require focused effort in order to provide true quality education for South African learners, and indeed for the economy at large.

It is also clear that interventions must be targeted at poorer schools and across the levels of schooling. Intervening in Quintile 1 schools in the Senior or Further Education and Training phases is likely to meet with limited success unless such interventions have also been instituted in the Foundation and Intermediate phases of schooling. The National Senior Certificate is proof of achievement of 12 years of schooling – not just of Grade 12 - and learners can not hope to achieve top marks in Grade 12 unless they have had quality schooling throughout their learning career.

The quality of the examination system has generally stabilised. While it is clear that the abolishment of levels within a subject (higher grade, standard grade, etc.) has made a pass somewhat more achievable at the basic level, the stability in top-end performance suggests that the examinations remain a fair challenge for top-end learners. In this report there is a wealth of information – some of which has been commented on in the textual analysis – but a vast proportion remains for the interested reader who wishes to examine the fine detail of the system and its components. It is hoped that as the system grows and develops, subsequent releases of this report will chart any improvements or problems that may occur. As always, it is Umalusi's goal to be not just a watchdog in the system, but an active and critical actor in improving the education system and achieving a quality education for all.

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4.1 Appendix 1

Table 95: 2008 NSC results, full-time candidates writing 7 or more subjects

Prov.	Race	Gender	Cand	Bach-level pass	Diploma pass	Higher Certificate pass	Senior Certificate pass	Fail
EC	African	Male	22 993	2 452	4 008	4 209	9	12 315
EC	African	Female	29 975	2 989	4 865	5 614	2	16 505
EC	Coloured	Male	1 715	283	634	353		445
EC	Coloured	Female	2 364	535	801	524		504
EC	Indian/Asian	Male	90	53	25	6		6
EC	Indian/Asian	Female	119	90	20	6		3
EC	Not known	Male	9	3	2	2		2
EC	Not known	Female	6	2	2	1		1
EC	White	Male	1 694	1 042	563	56		33
EC	White	Female	1 656	1 264	364	25		3
FS	African	Male	12 343	1 846	3 688	2 992	3	3 814
FS	African	Female	13 746	2 030	3 767	3 408	5	4 536
FS	Coloured	Male	325	44	132	64		85
FS	Coloured	Female	420	104	144	63		109
FS	Indian/Asian	Male	73	31	16	16		10
FS	Indian/Asian	Female	71	34	14	10		13
FS	Not known	Male	1	1				
FS	White	Male	1 606	935	596	49		26
FS	White	Female	1 708	1 319	362	20		7
GT	African	Male	32 300	6 142	9 331	7 022	1	9 804
GT	African	Female	40 337	8 822	11 153	8 528	1	11 833
GT	Coloured	Male	2 002	514	705	391		392
GT	Coloured	Female	2 604	844	796	508		456
GT	Indian/Asian	Male	1 322	818	337	124		43
GT	Indian/Asian	Female	1 421	1 058	251	80	1	31
GT	Not known	Male	4	2	1			1
GT	Not known	Female	18	15	2	1		
GT	White	Male	7 931	4 951	2 579	297		104
GT	White	Female	8 230	5 968	2 068	167		27
KZN	African	Male	59 376	7 401	12 234	11 468	77	28 196
KZN	African	Female	67 143	9 423	13 622	13 214	83	30 801
KZN	Coloured	Male	732	248	260	113		111
KZN	Coloured	Female	956	435	320	124		77
KZN	Indian/Asian	Male	5 624	2 442	1 807	664	1	710
KZN	Indian/Asian	Female	6 188	3 644	1 515	527		502
KZN	Not known	Male	12	11	1			
KZN	Not known	Female	17	16	1			
KZN	White	Male	1 758	1 229	456	53		20
KZN	White	Female	1 738	1 465	256	15		2
LP	African	Male	40 596	5 087	8 905	9 529	13	17 062
LP	African	Female	46 542	5 027	8086	10 365	8	23 056
LP	Coloured	Male	46	6	12	11		17
LP	Coloured	Female	88	21	30	9		28
LP	Indian/Asian	Male	43	27	11	1		4
LP	Indian/Asian	Female	56	41	10	2		3
LP	Not known	Male	5	2				3
LP	Not known	Female	5	1	2	1		1
LP	White	Male	755	473	257	20		5
LP	White	Female	736	548	183	3		2
MP	African	Male	23 926	2 438	4 846	5 127	11	11 504
MP	African	Female	26 839	2 471	4 696	5 533	9	14 130

MP	Coloured	Male	99	20	39	19		21
MP	Coloured	Female	146	56	42	24		24
MP	Indian/Asian	Male	301	71	64	56		110
MP	Indian/Asian	Female	419	90	61	54	1	213
MP	Not known	Male	3		1			2
MP	Not known	Female	7		1	2		4
MP	White	Male	1 369	793	522	35		19
MP	White	Female	1 407	982	394	24		7
NW	African	Male	13 715	1 829	3 770	3 301		4 815
NW	African	Female	15 758	2 292	4 008	3 842	2	5 614
NW	Coloured	Male	217	55	84	31		47
NW	Coloured	Female	297	68	94	70		65
NW	Indian/Asian	Male	79	61	14			4
NW	Indian/Asian	Female	71	55	8	3		5
NW	Not known	Male	2			2		
NW	Not known	Female	3	2				1
NW	White	Male	1 502	889	546	54		13
NW	White	Female	1 630	1 227	368	32		3
NC	African	Male	2 327	305	649	600		773
NC	African	Female	2 703	376	678	681	1	967
NC	Coloured	Male	1 799	273	667	358		501
NC	Coloured	Female	2 175	395	749	555		476
NC	Indian/Asian	Male	12	6	4	1		1
NC	Indian/Asian	Female	21	12	4	1		4
NC	Not known	Male	2	2				
NC	Not known	Female	4			2		2
NC	White	Male	528	287	214	18		9
NC	White	Female	496	366	121	9		
WC	African	Male	4 643	779	1 138	948	1	1 777
WC	African	Female	7 127	1 068	1 601	1 517	2	2 939
WC	Coloured	Male	9 323	2 032	3 570	1 795	1	1 925
WC	Coloured	Female	13 087	3 225	4 515	2 768		2 579
WC	Indian/Asian	Male	223	143	60	12		8
WC	Indian/Asian	Female	259	200	39	14		6
WC	Not known	Male	320	150	130	19		21
WC	Not known	Female	327	215	81	17		14
WC	White	Male	4 304	3 138	1 057	86		23
WC	White	Female	4 337	3 622	665	40		10

Table 96: 2009 NSC results, full-time candidates writing 7 or more subjects

Prov.	Race	Gender	Cand	Bach-level pass	Diploma pass	Higher Certificate pass	Senior Certificate pass	Fail
EC	African	Male	26 369	2 874	5 202	4 546	52	13 695
EC	African	Female	34 041	3 457	6 231	5 962	58	18 333
EC	Coloured	Male	1 621	316	662	257		386
EC	Coloured	Female	2 234	495	801	397		541
EC	Indian/Asian	Male	105	58	35	4		8
EC	Indian/Asian	Female	80	56	17	2		5
EC	Not known		74	3	5	4		62
EC	Not known	Male	7	4		2		1
EC	Not known	Female	6	3	2	1		
EC	White	Male	1 683	1 021	575	53	1	33
EC	White	Female	1 591	1 207	360	14		10
FS	African	Male	12 031	1 640	3 719	2 639	28	4 005
FS	African	Female	13 790	1 958	3 825	3 066	19	4 922
FS	Coloured	Male	366	68	142	70		86
FS	Coloured	Female	415	111	147	74		83
FS	Indian/Asian	Male	34	18	13	2		1
FS	Indian/Asian	Female	42	29	11	1		1
FS	Not known	Not known	3			2		1
FS	Not known	Female	1			1		
FS	White	Male	1 537	969	517	37		14
FS	White	Female	1 578	1 237	317	20		4
GT	African	Male	33 146	6 248	9 617	5 666	10	11 605
GT	African	Female	40 901	8 726	11 215	6 926	6	14 028
GT	Coloured	Male	2 053	485	737	306		525
GT	Coloured	Female	2 693	831	770	428	1	663
GT	Indian/Asian	Male	1 376	747	410	125		94
GT	Indian/Asian	Female	1 429	1 019	255	73		82
GT	Not known		12		1			11
GT	Not known	Male	3	1	1	1		
GT	Not known	Female	2	2				
GT	White	Male	7 703	4 464	2 688	349	1	201
GT	White	Female	8 074	5 908	1 982	114	1	69
KZN	African	Male	54 208	8 120	12 822	9 733	142	23 391
KZN	African	Female	63 321	9 765	14 581	11 867	168	26 940
KZN	Coloured	Male	704	182	246	150		126
KZN	Coloured	Female	910	356	295	140		119
KZN	Indian/Asian	Male	5 049	2 168	1 696	610		575
KZN	Indian/Asian	Female	5 793	3 479	1 487	473		354
KZN	Not known		118	18	16	9		75
KZN	Not known	Male	2		2			
KZN	White	Male	1 688	1 180	434	43	2	29
KZN	White	Female	1 591	1 316	257	13	1	4
LP	African	Male	40 413	5 176	8 318	7 848	16	19 055
LP	African	Female	48 815	4 806	7 916	8 816	21	27 256
LP	Coloured	Male	57	10	21	9		17
LP	Coloured	Female	68	20	21	8		19
LP	Indian/Asian	Male	52	30	15	2		5
LP	Indian/Asian	Female	35	26	8			1
LP	Not known		62		6	5		51
LP	Not known	Male	3		1			2
LP	Not known	Female	3		2			1
LP	White	Male	671	381	249	25		16
LP	White	Female	784	520	233	19		12
MP	African	Male	23 320	2 468	4 573	4 281	16	11 982

MP	African	Female	26 761	2 330	4 399	4 692	8	15 332
MP	Coloured	Male	124	24	40	27		33
MP	Coloured	Female	134	32	48	25		29
MP	Indian/Asian	Male	79	43	27	3		6
MP	Indian/Asian	Female	87	52	20	4		11
MP	Not known		160	1	2	3		154
MP	Not known	Male	2		1			1
MP	Not known	Female	2	1				1
MP	White	Male	1 412	699	605	56		52
MP	White	Female	1 381	907	452	16		6
NW	African	Male	13 059	2 142	3 655	2 899	2	4 361
NW	African	Female	15 158	2 341	3 818	3 224		5 775
NW	Coloured	Male	207	45	83	40		39
NW	Coloured	Female	250	68	82	48		52
NW	Indian/Asian	Male	79	52	12	6		9
NW	Indian/Asian	Female	69	53	9	2		5
NW	Not known	Male	77		3	2		72
NW	White	Male	1 465	829	520	77		39
NW	White	Female	1 573	1 156	382	25		10
NC	African	Male	2 685	224	604	588	1	1 268
NC	African	Female	3 138	310	612	646	1	1 569
NC	Coloured	Male	1 714	241	580	323		570
NC	Coloured	Female	2 025	373	583	409		660
NC	Indian/Asian	Male	6	1	3			2
NC	Indian/Asian	Female	11	10				1
NC	Not known		4		1			3
NC	Not known	Male	2		1	1		
NC	Not known	Female	1		1			
NC	White	Male	468	259	181	12		16
NC	White	Female	483	334	142	4		3
WC	African	Male	5 030	763	1 196	994	4	2 073
WC	African	Female	7 670	1 058	1 696	1 545	1	3 370
WC	Coloured	Male	9 815	1 990	3 513	1 920	6	2 386
WC	Coloured	Female	13 399	3 491	4 431	2 423	1	3 053
WC	Indian/Asian	Male	227	126	71	19	1	10
WC	Indian/Asian	Female	248	172	54	12		10
WC	Not known	Male	12	8	4			
WC	Not known	Female	12	10	1			1
WC	White	Male	4 343	3 036	1 168	93	4	42
WC	White	Female	4 394	3 727	613	43	1	10

Table 97: 2010 NSC results, full-time candidates writing 7 or more subjects

Prov.	Race	Gender	Cand	Bach-level pass	Diploma pass	Higher Certificate pass	Fail
EC	African	Male	23 993	3 295	5 777	4 738	10 183
EC	African	Female	31 494	3 973	6 972	6 195	14 354
EC	Coloured	Male	1 631	310	703	277	341
EC	Coloured	Female	2 147	483	838	394	432
EC	Indian/Asian	Male	95	54	24	7	10
EC	Indian/Asian	Female	98	77	17	1	3
EC	Not known	Male	39	2	10	8	19
EC	Not known	Female	58	11	15	13	19
EC	White	Male	1 552	878	556	50	68
EC	White	Female	1 551	1 124	357	23	47
FS	African	Male	10 664	1 714	3 510	2 479	2 961
FS	African	Female	11 740	1 918	3 512	2 628	3 682
FS	Coloured	Male	376	61	175	83	57
FS	Coloured	Female	421	117	145	85	74
FS	Indian/Asian	Male	45	34	10	1	
FS	Indian/Asian	Female	34	23	6	4	1
FS	Not known	Male	4	2	1		1
FS	Not known	Female	2	2			
FS	White	Male	1 471	868	526	58	19
FS	White	Female	1 470	1 136	291	27	16
GT	African	Male	29 141	7 462	9 865	5 016	6 798
GT	African	Female	37 150	10 898	11 802	5 969	8 481
GT	Coloured	Male	1 771	458	698	268	347
GT	Coloured	Female	2 244	795	792	317	340
GT	Indian/Asian	Male	1 315	778	378	102	57
GT	Indian/Asian	Female	1 341	955	266	68	52
GT	Not known	Male	19	5	5	1	8
GT	Not known	Female	20	12	5	1	2
GT	White	Male	7 589	4 314	2 770	343	162
GT	White	Female	8 121	5 624	2 249	155	93
KZN	African	Male	48 716	10 596	14 372	8 753	14 995
KZN	African	Female	58 242	12 412	16 183	10 259	19 388
KZN	Coloured	Male	617	215	228	99	75
KZN	Coloured	Female	815	379	273	105	58
KZN	Indian/Asian	Male	4 557	2 144	1 554	471	388
KZN	Indian/Asian	Female	5 527	3 391	1 409	388	339
KZN	Not known	Male	19	3	3	3	10
KZN	Not known	Female	20	11	3		6
KZN	White	Male	1 612	1 126	414	42	30
KZN	White	Female	1 464	1 186	253	10	15
LP	African	Male	37 742	7 021	10 514	8 489	11 718
LP	African	Female	44 789	6 863	10 314	9 909	17 703
LP	Coloured	Male	53	9	27	8	9
LP	Coloured	Female	68	23	17	12	16
LP	Indian/Asian	Male	43	25	9	4	5
LP	Indian/Asian	Female	47	34	11	2	
LP	Not known	Male	12	4	2	2	4
LP	Not known	Female	5		2	3	
LP	White	Male	646	335	274	26	11
LP	White	Female	714	424	271	11	8
MP	African	Male	21 386	3 168	5 380	4 270	8 568
MP	African	Female	24 877	3 287	5 469	4 791	11 330
MP	Coloured	Male	121	18	58	24	21
MP	Coloured	Female	138	36	55	18	29

MP	Indian/Asian	Male	70	30	23	7	10
MP	Indian/Asian	Female	95	62	19	5	9
MP	Not known	Male	7	1	1	3	2
MP	Not known	Female	7	3	1		3
MP	White	Male	1 262	696	496	36	34
MP	White	Female	1 345	845	445	20	35
NW	African	Male	11 276	2 826	3 933	2 148	2 369
NW	African	Female	13 333	3 221	4 013	2 626	3 473
NW	Coloured	Male	188	43	86	34	25
NW	Coloured	Female	209	73	77	39	20
NW	Indian/Asian	Male	52	34	14	3	1
NW	Indian/Asian	Female	60	51	8	1	
NW	Not known	Male	1			1	
NW	Not known	Female	2	1	1		
NW	White	Male	1 307	768	478	48	13
NW	White	Female	1 342	1 003	317	13	9
NC	African	Male	2 326	359	673	592	702
NC	African	Female	2 781	404	760	716	901
NC	Coloured	Male	1 558	318	581	379	280
NC	Coloured	Female	2 009	458	698	510	343
NC	Indian/Asian	Male	10	5	5		
NC	Indian/Asian	Female	9	4	5		
NC	Not known	Male	2		2		
NC	Not known	Female	2		1		1
NC	White	Male	435	278	145	8	4
NC	White	Female	455	325	126	2	2
WC	African	Male	5 019	908	1 389	982	1 740
WC	African	Female	7 384	1 218	1 861	1 401	2 904
WC	Coloured	Male	9 137	2 078	3 716	1 830	1 513
WC	Coloured	Female	12 640	3 398	4 571	2511	2 160
WC	Indian/Asian	Male	185	123	41	15	6
WC	Indian/Asian	Female	228	166	41	15	6
WC	Not known	Male	287	110	142	16	19
WC	Not known	Female	329	156	118	29	26
WC	White	Male	4 142	2 787	1 106	81	168
WC	White	Female	4 105	3 190	686	43	186

Table 98: 2011 NSC results, full-time candidates writing 7 or more subjects

Prov.	Race	Gender	Cand	Fail	Bach-level pass	Diploma pass	Higher Certificate pass
EC	African	Male	25 500	10 707	3 448	6 245	5 100
EC	African	Female	32 576	15 231	3 949	7 119	6 277
EC	Coloured	Male	1 491	364	272	576	279
EC	Coloured	Female	2 109	520	504	742	343
EC	Indian/Asian	Male	89	7	51	27	4
EC	Indian/Asian	Female	80	5	58	14	3
EC	Not known	Male	1				1
EC	Not known	Female	2		1	1	
EC	White	Male	1 511	51	906	494	60
EC	White	Female	1 438	9	1 092	309	28
FS	African	Male	10 471	2 700	2 125	3 617	2 029
FS	African	Female	11 787	3 496	2 369	3 701	2 221
FS	Coloured	Male	311	41	74	147	49
FS	Coloured	Female	387	47	127	164	49
FS	Indian/Asian	Male	29	1	21	6	1
FS	Indian/Asian	Female	36		30	5	1

FS	Not known	Male					
FS	Not known	Female					
FS	White	Male	1 482	13	951	471	47
FS	White	Female	1 398	2	1 120	260	16
GT	African	Male	29 577	6 715	7 586	10 371	4 905
GT	African	Female	35 218	8 447	10 228	11 154	5 389
GT	Coloured	Male	1 579	293	501	545	240
GT	Coloured	Female	2 056	335	801	670	250
GT	Indian/Asian	Male	1 151	72	686	289	104
GT	Indian/Asian	Female	1 104	54	820	183	47
GT	Not known	Male	5	1	1	3	
GT	Not known	Female	3		2	1	
GT	White	Male	7 257	154	4 142	2 632	329
GT	White	Female	7 382	58	5 269	1 928	127
KZN	African	Male	53 166	17 660	10 313	15 409	9 784
KZN	African	Female	57 700	19 823	11 157	15 997	10 723
KZN	Coloured	Male	519	80	165	180	94
KZN	Coloured	Female	616	66	271	192	87
KZN	Indian/Asian	Male	3 020	232	1 426	1 024	338
KZN	Indian/Asian	Female	3 193	148	1 997	809	239
KZN	Not known	Male					
KZN	Not known	Female					
KZN	White	Male	1 476	29	1 020	379	48
KZN	White	Female	1 263	8	1 046	195	14
LP	African	Male	33 682	10 953	6 337	9 354	7 038
LP	African	Female	38 569	15 653	5 768	8 973	8 175
LP	Coloured	Male	53	11	7	27	8
LP	Coloured	Female	51	9	20	19	3
LP	Indian/Asian	Male	27	1	15	9	2
LP	Indian/Asian	Female	24		20	4	
LP	Not known	Male					
LP	Not known	Female					
LP	White	Male	646	19	367	245	15
LP	White	Female	662	5	412	236	9
MP	African	Male	20 643	7 189	3 575	5 776	4 103
MP	African	Female	23 749	9 435	3 438	6 134	4 742
MP	Coloured	Male	106	12	23	50	21
MP	Coloured	Female	153	25	55	59	14
MP	Indian/Asian	Male	418	102	131	117	68
MP	Indian/Asian	Female	431	122	129	110	70
MP	Not known	Male					
MP	Not known	Female					
MP	White	Male	1 270	21	692	525	32
MP	White	Female	1 274	10	822	423	19
NW	African	Male	10 590	2 439	2 514	3 712	1 925
NW	African	Female	11 591	3 057	2 682	3 696	2 156
NW	Coloured	Male	188	43	41	80	24
NW	Coloured	Female	236	37	89	82	28
NW	Indian/Asian	Male	62	2	43	17	
NW	Indian/Asian	Female	49	1	40	8	
NW	Not known	Male					
NW	Not known	Female					
NW	White	Male	1 293	12	762	485	34
NW	White	Female	1 323	4	1 016	293	10
NC	African	Male	2 386	949	287	627	523
NC	African	Female	2 795	1 202	385	641	567
NC	Coloured	Male	1 809	462	327	595	425

NC	Coloured	Female	2 235	520	439	733	543
NC	Indian/Asian	Male	13		9	3	1
NC	Indian/Asian	Female	10	1	6	2	1
NC	Not known	Male					
NC	Not known	Female					
NC	White	Male	397	9	219	161	8
NC	White	Female	452	1	340	107	4
WC	African	Male	5 175	1 413	1 153	1 632	977
WC	African	Female	7 654	2 256	1 586	2 339	1 473
WC	Coloured	Male	8 211	1 368	2 221	3 322	1 300
WC	Coloured	Female	10 227	1 725	3 393	3 474	1 635
WC	Indian/Asian	Male	237	11	154	63	9
WC	Indian/Asian	Female	191		162	25	4
WC	Not known	Male	130	14	63	48	5
WC	Not known	Female	108	4	78	22	4
WC	White	Male	3 973	26	2 901	997	49
WC	White	Female	4 014	16	3 495	484	19

Table 99: 2011 NSC results, full-time candidates writing 7 or more subjects

Prov.	Gender	Cand	Fail	Bach-level pass	Diploma pass	Higher Certificate pass
EC		7 942	3 798	852	1 785	1 507
EC	Male	24 695	8 517	4 763	6 723	4 692
EC	Female	31 349	12 273	5 631	7 645	5 800
FS		1 860	594	285	554	427
FS	Male	10 476	1 653	3 045	4 043	1 735
FS	Female	12 009	2 347	3 633	4 004	2 025
GT		5 210	1 209	1 575	1 606	820
GT	Male	38 018	5 718	12 975	13 991	5 334
GT	Female	46 704	7 565	17 978	14 932	6 229
KZN		8 826	3 354	1 475	2 254	1 743
KZN	Male	54 769	13 897	15 085	16 710	9 077
KZN	Female	63 768	17 119	18 243	17 920	10 486
LP		1 070	455	153	231	231
LP	Male	35 410	10 214	7 789	10 095	7 312
LP	Female	40 877	14 911	7 405	9 798	8 763
MP		4 405	1 387	942	1 223	853
MP	Male	19 797	5 410	4 126	6 313	3 948
MP	Female	23 733	7 701	4 440	6 751	4 841
NW		361	105	66	99	91
NW	Male	12 643	2 286	3 546	4 504	2 307
NW	Female	14 188	3 153	3 857	4 560	2 618
NC		141	44	17	48	32
NC	Male	4 017	943	909	1 373	792
NC	Female	4 777	1 276	1 134	1 372	995
WC		6 323	1 859	1 305	1 981	1 178
WC	Male	16 578	2 292	6 323	5 963	2 000
WC	Female	21 778	3 541	8 699	6 661	2 877

4.2 Appendix 2

Table 100: Number of candidates as a percentage of the population of 18-year-olds, by province, race and gender, 2011

Prov	Race	Gender	Population	Cand	% of pop	Total pass	% of pop	Bach	% of pop
EC	African	Male	65 011	26 597	41%	14 793	23%	3 448	5%
		Female	63 629	34 408	54%	17 345	27%	3 949	6%
	Coloured	Male	5 083	1 527	30%	1 127	22%	272	5%
		Female	5 357	2 161	40%	1 589	30%	504	9%
	Indian	Male	250	90	36%	82	33%	51	20%
		Female	221	80	36%	75	34%	58	26%
	White	Male	2 092	1 516	72%	1 460	70%	906	43%
		Female	1 927	1 446	75%	1 429	74%	1 092	57%
FS	African	Male	24 037	10 634	44%	7 771	32%	2 125	9%
		Female	24 076	12 074	50%	8 291	34%	2 369	10%
	Coloured	Male	865	313	36%	270	31%	74	9%
		Female	868	398	46%	340	39%	127	15%
	Indian	Male	73	29	40%	28	38%	21	29%
		Female	61	36	59%	36	59%	30	49%
	White	Male	1 686	1 494	89%	1 469	87%	951	56%
		Female	1 514	1 401	93%	1 396	92%	1 120	74%
GT	African	Male	74 514	30 314	41%	22 862	31%	7 586	10%
		Female	78 570	36 378	46%	26 771	34%	10 228	13%
	Coloured	Male	3 693	1 632	44%	1 286	35%	501	14%
		Female	3 870	2 110	55%	1 721	44%	801	21%
	Indian	Male	2 613	1 162	44%	1 079	41%	686	26%
		Female	2 423	1 119	46%	1 050	43%	820	34%
	White	Male	12 360	7 365	60%	7 103	57%	4 142	34%
		Female	12 112	7 479	62%	7 324	60%	5 269	44%
KZN	African	Male	98 618	55 166	56%	35 506	36%	10 313	10%
		Female	100 777	61 441	61%	37 877	38%	11 157	11%
	Coloured	Male	1 356	535	39%	439	32%	165	12%
		Female	1 450	628	43%	550	38%	271	19%
	Indian	Male	6 021	3 048	51%	2 788	46%	1 426	24%
		Female	6 070	3 220	53%	3 045	50%	1 997	33%
	White	Male	2 766	1 487	54%	1 447	52%	1 020	37%
		Female	2 377	1 275	54%	1 255	53%	1 046	44%
LP	African	Male	62 615	33 983	54%	22 729	36%	6 337	10%
		Female	59 606	39 194	66%	22 916	38%	5 768	10%
	Coloured	Male	131	54	41%	42	32%	7	5%
		Female	126	51	40%	42	33%	20	16%
	Indian	Male	138	27	20%	26	19%	15	11%
		Female	99	24	24%	24	24%	20	20%
	White	Male	993	647	65%	627	63%	367	37%
		Female	822	667	81%	657	80%	412	50%
MP	African	Male	39 614	21 024	53%	13 454	34%	3 575	9%
		Female	39 701	24 453	62%	14 314	36%	3 438	9%
	Coloured	Male	357	110	31%	94	26%	23	6%
		Female	371	154	42%	128	35%	55	15%
	Indian	Male	249	427	171%	316	127%	131	53%
		Female	198	449	227%	309	156%	129	65%
	White	Male	2 219	1 277	58%	1 249	56%	692	31%
		Female	2 097	1 281	61%	1 264	60%	822	39%
NW	African	Male	29 499	10 768	37%	8 151	28%	2 514	9%
		Female	27 985	11 949	43%	8 534	30%	2 682	10%
	Coloured	Male	663	191	29%	145	22%	41	6%
		Female	675	243	36%	199	29%	89	13%

	Indian	Male	128	63	49%	60	47%	43	34%
		Female	115	49	43%	48	42%	40	35%
	White	Male	1 938	1 306	67%	1 281	66%	762	39%
		Female	1 760	1 330	76%	1 319	75%	1 016	58%
NC	African	Male	5 596	2 431	43%	1 437	26%	287	5%
		Female	5 545	2 909	52%	1 593	29%	385	7%
	Coloured	Male	4 497	1 870	42%	1 347	30%	327	7%
		Female	4 393	2 309	53%	1 715	39%	439	10%
	Indian	Male	54	13	24%	13	24%	9	17%
		Female	55	10	18%	9	16%	6	11%
	White	Male	487	401	82%	388	80%	219	45%
		Female	524	458	87%	451	86%	340	65%
WC	African	Male	15 261	5 452	36%	3 762	25%	1 153	8%
		Female	17 500	7 989	46%	5 398	31%	1 586	9%
	Coloured	Male	26 555	8 429	32%	6 843	26%	2 221	8%
		Female	26 811	10 525	39%	8 502	32%	3 393	13%
	Indian	Male	552	237	43%	226	41%	154	28%
		Female	489	193	39%	191	39%	162	33%
	White	Male	5 151	4 018	78%	3 947	77%	2 901	56%
		Female	5 290	4 045	76%	3 998	76%	3 495	66%
Tot	African	Male	414 765	196 369	47%	130 465	31%	37 338	9%
		Female	417 389	230 795	55%	143 039	34%	41562	10%
	Coloured	Male	43 200	14 661	34%	11 593	27%	3 631	8%
		Female	43 921	18 579	42%	14 786	34%	5 699	13%
	Indian	Male	10 078	5 096	51%	4 618	46%	2 536	25%
		Female	9 731	5 180	53%	4 787	49%	3 262	34%
	White	Male	29 692	19 511	66%	18 971	64%	11 960	40%
		Female	28 423	19 382	68%	19 093	67%	14 612	51%
Tot	All	Male	497 735	235 637	47%	165 647	33%	55 465	11%
		Female	499 464	273 936	55%	181 705	36%	65 135	13%

4.3 Appendix 3

Table 101: Number of candidates, by province and quintile, 2008

Prov.	Cand	None	%	1	%	2	%	3	%	4	%	5	%
EC	60 621	3 056	5%	8 254	14%	10 511	17%	16 610	27%	10 209	17%	11 981	20%
FS	30 293	776	3%	7 615	25%	3 352	11%	4 574	15%	6 900	23%	7 076	23%
GT	96 169	9 766	10%	7 132	7%	6 290	7%	21 507	22%	26 070	27%	25 404	26%
KZN	143 544	5 985	4%	26 931	19%	23 600	16%	34 087	24%	25 674	18%	27 267	19%
LP	88 872	2 802	3%	28 638	32%	21 338	24%	17 943	20%	9 651	11%	8 500	10%
MP	54 516	1 510	3%	13 107	24%	9 648	18%	12 932	24%	10 885	20%	6 434	12%
NW	33 274	5 968	18%	3 102	9%	3 538	11%	8 026	24%	7 391	22%	5 249	16%
NC	10 067	1 468	15%	1 394	14%	1 400	14%	2 237	22%	966	10%	2 602	26%
WC	43 950	2 893	7%	3 096	7%	3 529	8%	7 730	18%	9 071	21%	17 631	40%
Total	561 306	34 224	6%	99 269	18%	83 206	15%	125 646	22%	106 817	19%	112 144	20%

Table 102: Number of candidates, by province and quintile, 2012

Prov.	Cand	None	%	1	%	2	%	3	%	4	%	5	%
EC	63 986	4 274	7%	9 363	15%	12 755	20%	17 058	27%	8 899	14%	11 637	18%
FS	24 345	887	4%	6 564	27%	4 720	19%	5 507	23%	1 780	7%	4 887	20%
GT	89 932	11 330	13%	5 257	6%	10 336	11%	15 779	18%	17 794	20%	29 436	33%
KZN	127 363	6 821	5%	21 511	17%	26 167	21%	28 158	22%	21 824	17%	22 882	18%
LP	77 357	3 504	5%	23 725	31%	27 863	36%	17 927	23%	1 354	2%	2 984	4%
MP	47 935	4 113	9%	15 849	33%	17 627	37%	2 868	6%	4 055	8%	3 423	7%
NW	27 192	3 752	14%	2 777	10%	2 722	10%	6 799	25%	6 119	23%	5 023	18%
NC	8 935	1 329	15%	1 058	12%	1 875	21%	1 728	19%	689	8%	2 256	25%
WC	44 679	3 121	7%	2 095	5%	3 773	8%	7 805	17%	7 827	18%	20 058	45%
Total	511 724	39 131	8%	88 199	17%	107 838	21%	103 629	20%	70 341	14%	102 586	20%

Table 103: Number of candidates passing and pass rate, by province and quintile, 2008

Prov.	Cand	None	% pass	1	% pass	2	% pass	3	% pass	4	% pass	5	% pass
EC	30 804	1 806	59%	2 809	34%	4 137	39%	6 842	41%	5 777	57%	9 433	79%
FS	21 693	618	80%	4 850	64%	2 236	67%	3 222	70%	4 667	68%	6 100	86%
GT	73 478	7 690	79%	4 948	69%	3 848	61%	13 601	63%	19 584	75%	23 807	94%
KZN	83 125	3 522	59%	11 523	43%	10 820	46%	17 771	52%	16 343	64%	23 146	85%
LP	48 691	1 966	70%	13 468	47%	10 453	49%	9 991	56%	6 176	64%	6 637	78%
MP	28 482	1 043	69%	4 664	36%	4 362	45%	6 774	52%	6 684	61%	4 955	77%
NW	22 707	3 942	66%	1 742	56%	2 023	57%	5 074	63%	5 301	72%	4 625	88%
NC	7 334	996	68%	838	60%	852	61%	1 611	72%	686	71%	2 351	90%
WC	34 648	2 509	87%	1 857	60%	2 112	60%	4 831	62%	6 698	74%	16 641	94%
Total	350 962	24 092	70%	46 699	47%	40 843	49%	69 717	55%	71 916	67%	97 695	87%

Table 104: Number of candidates passing and pass rate, by province and quintile, 2012

Prov.	Cand	None	% pass	1	% pass	2	% pass	3	% pass	4	% pass	5	% pass
EC	39 398	2 778	65%	5 171	55%	7 327	57%	9 323	55%	5 726	64%	9 073	78%
FS	19 751	740	83%	5 038	77%	3 545	75%	4 300	78%	1 523	86%	4 605	94%
GT	75 440	9 417	83%	4 198	80%	8 069	78%	11 898	75%	14 175	80%	27 683	94%
KZN	92 993	4 746	70%	14 730	68%	17 911	68%	18 951	67%	16 367	75%	20 288	89%
LP	51 777	2 568	73%	14 156	60%	18 645	67%	12 383	69%	1 237	91%	2 788	93%
MP	33 437	2 870	70%	10 327	65%	11 787	67%	2 108	74%	3 191	79%	3 154	92%
NW	21 648	2 931	78%	2 104	76%	2 114	78%	5 140	76%	4 857	79%	4 502	90%
NC	6 672	930	70%	641	61%	1 290	69%	1 175	68%	553	80%	2 083	92%
WC	36 987	2 764	89%	1 548	74%	2 578	68%	5 524	71%	6 216	79%	18 357	92%
Total	378 103	29 744	76%	57 913	66%	73 266	68%	70 802	68%	53 845	77%	92 533	90%

Table 105: Number of candidates passing with Bachelors-level pass and percentage Bachelor rate, by province and quintile, 2008

Prov.	Cand	None	% Bach	1	% Bach	2	% Bach	3	% Bach	4	% Bach	5	% Bach
EC	8 713	629	21%	410	5%	729	7%	1 254	8%	1 303	13%	4 388	37%
FS	6 344	214	28%	984	13%	506	15%	617	13%	1 079	16%	2 944	42%
GT	29 134	3 540	36%	1 183	17%	888	14%	3 034	14%	6 276	24%	14 213	56%
KZNa	26 314	1 662	28%	1 818	7%	1 915	8%	3 850	11%	5 138	20%	11 931	44%
LP	11 233	753	27%	1 917	7%	1 913	9%	2 172	12%	1 681	17%	2 797	33%
MP	6 921	370	25%	671	5%	737	8%	1 159	9%	1 807	17%	2 177	34%
NW	6 478	1 060	18%	268	9%	316	9%	964	12%	1 535	21%	2 335	44%
NC	2 022	191	13%	94	7%	112	8%	330	15%	149	15%	1 146	44%
WC	14 572	1 518	52%	365	12%	395	11%	847	11%	1 372	15%	10 075	57%
Total	111 731	9 937	29%	7 710	8%	7 511	9%	14 227	11%	20 340	19%	52 006	46%

Table 106: Number of candidates passing with Bachelors-level pass and percentage Bachelor rate, by province and quintile, 2012

Prov.	Cand	None	% Bach	1	% pass	2	% pass	3	% pass	4	% pass	5	% pass
EC	11 246	907	21%	1 115	12%	1 509	12%	2 111	12%	1 476	17%	4 128	35%
FS	6 963	259	29%	1 522	23%	923	20%	1 111	20%	590	33%	2 558	52%
GT	32 528	4 570	40%	1 429	27%	2 729	26%	3 953	25%	4 774	27%	15 073	51%
KZN	34 803	2 024	30%	4 050	19%	5 198	20%	6 073	22%	6 155	28%	11 303	49%
LP	15 347	1 087	31%	3 025	13%	4 949	18%	4 037	23%	743	55%	1 506	50%
MP	9 508	883	21%	2 308	15%	3 031	17%	565	20%	1 131	28%	1 590	46%
NW	7 469	979	26%	551	20%	570	21%	1 525	22%	1 713	28%	2 131	42%
NC	2 060	212	16%	132	12%	282	15%	274	16%	135	20%	1 025	45%
WC	16 327	1 576	50%	450	21%	605	16%	1 455	19%	1 693	22%	10 548	53%
Total	136 251	12 497	32%	14 582	17%	19 796	18%	21 104	20%	18 410	26%	49 862	49%

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