



2024 NATIONAL SENIOR CERTIFICATE EXAMINATION REPORT



Empowering Education Through Solidarity, Championing Equality, and Building a Sustainable Future Together.



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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MINISTER'S FOREWORD

I am proud to present the 2024 National Senior Certificate (NSC) Report. This occasion is not only a moment to recognise the accomplishments of our learners and the collective efforts and unwavering commitment of all stakeholders in the basic education sector, but it also an opportunity for us as a country to reflect on the health of our basic education system at the start of 2025. It is a pivotal moment in which we must reflect on the *quality* of the education outcomes we are achieving and what we need to do to expand access to quality in the schooling system for all learners.

As we reflect on the achievements and challenges encapsulated in this Report, we are reminded of the significance of education in shaping the future of our youth and, by extension, our country. The NSC is not just a certificate – it is a gateway to opportunities that empower our young people to pursue further education, enter the workforce and contribute to the socio-economic development of South Africa.

As a country we have been largely successful in improving access to basic education with 98% of all children between the ages of 7 and 15 years enrolled in schools. However, with Grade R becoming part of compulsory school attendance with effect from the 2025 school year, more work needs to be done urgently to ensure that we expand access to basic education from Grade R. This is no small feat and will require significant planning and investment and a renewed commitment to the well-being of our children.

While good progress has been made in expanding education access, we must turn our attention to improving the *quality* of the education that our learners receive. Learners must leave our schools with an education and a qualification that allows them to pursue higher education and training opportunities or enter the job market and ultimately thrive in either or both of those post-schooling endeavours.

When we assess the quality that our schooling system is able to achieve, we must consider various indicators of quality beyond those offered by NSC results. The recently released international benchmarking studies (including the Trends in International Mathematics and Science Study (TIMSS) and the Southern and East Africa Consortium for Monitoring Educational Quality (SEACMEQ) assessment) and our own recently released South African Systemic Evaluation (SASE) results, for example, show that our learners in Grades 5 to 9 significantly underperform in relation to their global counterparts in Mathematics and Science. They also show that too many of our learners cannot read for meaning in any language by Grade 4.

Put simply, this means that too many learners progress through the basic education system without mastering foundational skills, particularly in literacy and numeracy, which are critical for performing well in gateway subjects, like Mathematics and Physical Sciences. These deficits accumulate over time, limiting learners' abilities to succeed in higher grades and in these gateway subjects and diminishing their prospects of accessing further education and employment opportunities. This trend manifests itself in the perennial decrease of enrolment in subjects such as Physical Sciences, Mathematics, Accounting and Economics, which are all subjects that are critical for a nation's ability to advance in science, innovation and economic development.

In response to these trends, the Department of Basic Education will embark on an urgent strategic reorientation of the system towards strengthening foundational learning. Furthermore, provinces, districts and schools must put together plans to arrest the decline of enrolment in critical subjects. The systemic interventions that we will undertake in this regard include expanding access to quality Early Childhood Development (ECD) for learners before they enter the basic education system and improving the quality of teaching and learning in the Foundation Phase.



This strategic reorientation towards ECD and the Foundation Phase will improve the quality of the learning outcomes we are able to achieve throughout the system. In doing so, we can expect to see more learners moving through our schooling system with greater confidence to take on and succeed in subjects that set them on a path for personal and professional success.

The release of the NSC results is an annual milestone that not only marks the culmination of years of hard work, dedication and resilience by our learners, but also serves as a testament to the unwavering commitment of educators, parents and communities across our nation.

As an education system, we continuously evaluate our progress in terms of the social justice principles of access, redress, equity, quality, efficiency and inclusivity. In the 2024 NSC examinations, we saw the following that show that we are making progress in upholding these principles:

- 615 429 candidates obtained the NSC – more than any other year in our history;
- 337 158 learners obtained Bachelor passes, of which 67% come from Quintile 1 to 3 schools (which are typically found in our poorer communities). This marks a 6.9% increase on the number of Bachelor passes achieved in 2023 and a notable improvement in the performance of Quintile 1 to 3 schools;
- 3 321 learners with special education needs obtained Bachelor passes;
- The total number of distinctions achieved increased by over 65 000 from 2023, with every province improving on the number of distinctions achieved provincially;
- More of our high schools achieved a pass rate of between 80% and 100% than in 2023 with the number of underperforming high schools decreasing;
- Every province improved on its performance from 2023 and achieved a pass rate above 80%; and
- 73 out of our 75 education districts achieved pass rates above 80%.

Mathematics and Physical Sciences are gateway subjects that are essential for South Africa's socio-economic development. In 2024, 69.1% of learners passed Mathematics, which is an increase from 63.5% in 2023. However, in Physical Sciences, whilst 75.6% of learners passed, this is a decrease from 76.2% in 2023. While the number and percentage of learners achieving distinctions in Mathematics increased in 2024 from 2023, the number and percentage of learners achieving distinctions in Physical Sciences has dropped.

The improvement in performance in Mathematics is encouraging. However, the decreasing participation rates in these key subjects, and the decrease in performance in Physical Sciences, highlight the urgent need to improve foundational literacy and numeracy to ensure that our schooling system produces learners who are confident and capable enough to choose and excel in Maths and Science subjects throughout their schooling career.

As we celebrate these remarkable results, let us remember that the success of our education system is not measured solely by statistics but by the lives transformed, the barriers broken and the futures unlocked. There is urgent and substantial work to be done to improve the quality of education outcomes that our schooling system must achieve. Let us recommit ourselves to working together to build a schooling system that leaves no learner behind and ensures that every child in South Africa has the opportunity to reach their full potential.



Ms S Gwarube
Minister of Basic Education



EXECUTIVE SUMMARY



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A total of 724 156 and 155 948 full-time (FT) and part-time (PT) candidates respectively registered to write the November 2024 NSC examinations. This translates to a total of 880 104 candidates who enrolled for the November 2024 NSC examinations.

The national pass rate for the Class of 2024 is 87,26% which is an increase of 4,36% from the 82,9% in 2023. Table 1 below indicates the overall performance of the Class of 2024 and the individual provincial performance.

Table 1: National Performance in the 2024 NSC Examinations.

Provinces	2024		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	99 739	84 760	84.98
Free State	36 312	33 039	90.99
Gauteng	133 228	117 793	88.41
KwaZulu-Natal	161 962	144 990	89.52
Limpopo	93 474	79 461	85.01
Mpumalanga	64 201	54 567	84.99
North West	40 575	35 513	87.52
Northern Cape	12 937	10 892	84.19
Western Cape	62 863	54 414	86.56
National	705 291	615 429	87.26

The graph below provides a comparison of performance from 2018 to 2024.

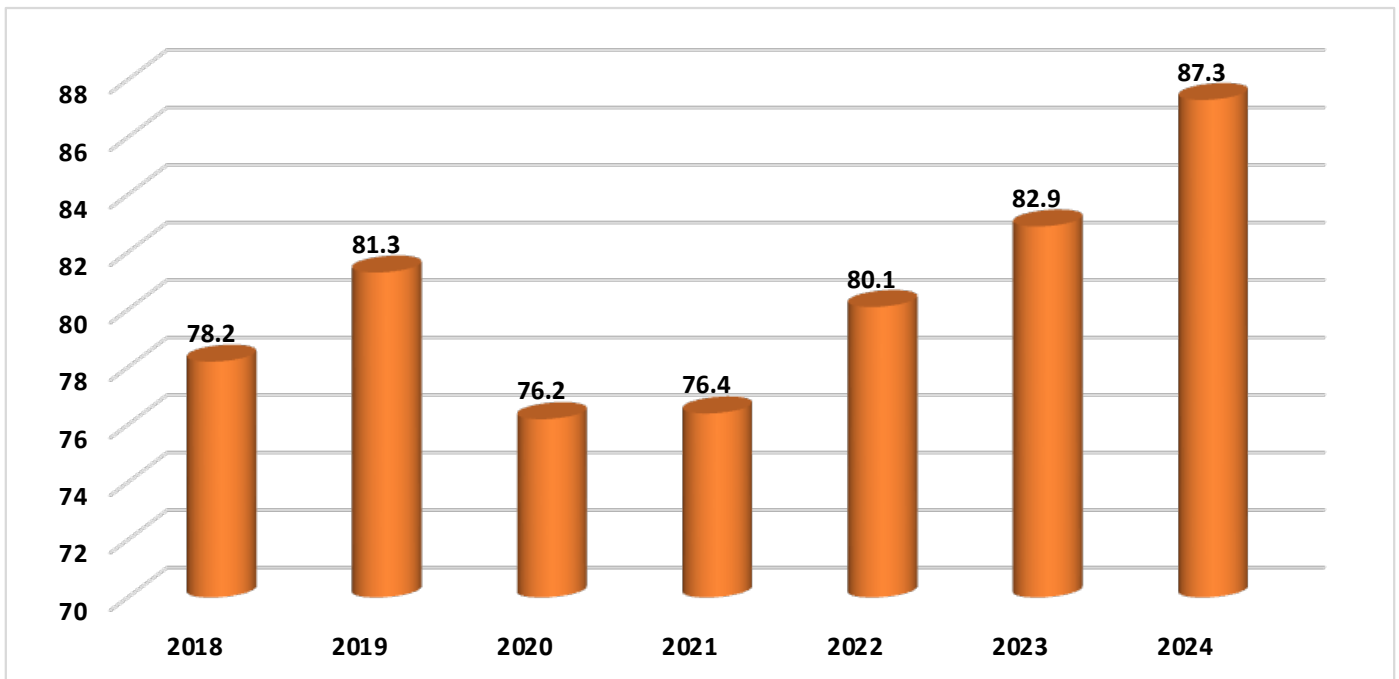


Figure 1: Comparison of performance in the NSC Examinations: 2018 to 2024

The percentage of candidates achieving admission to Bachelor Studies improved to 47,8% in 2024 from 40,9% in 2023. The graph below indicates the percentage of learners who achieved admission to Bachelor Studies since 2016.

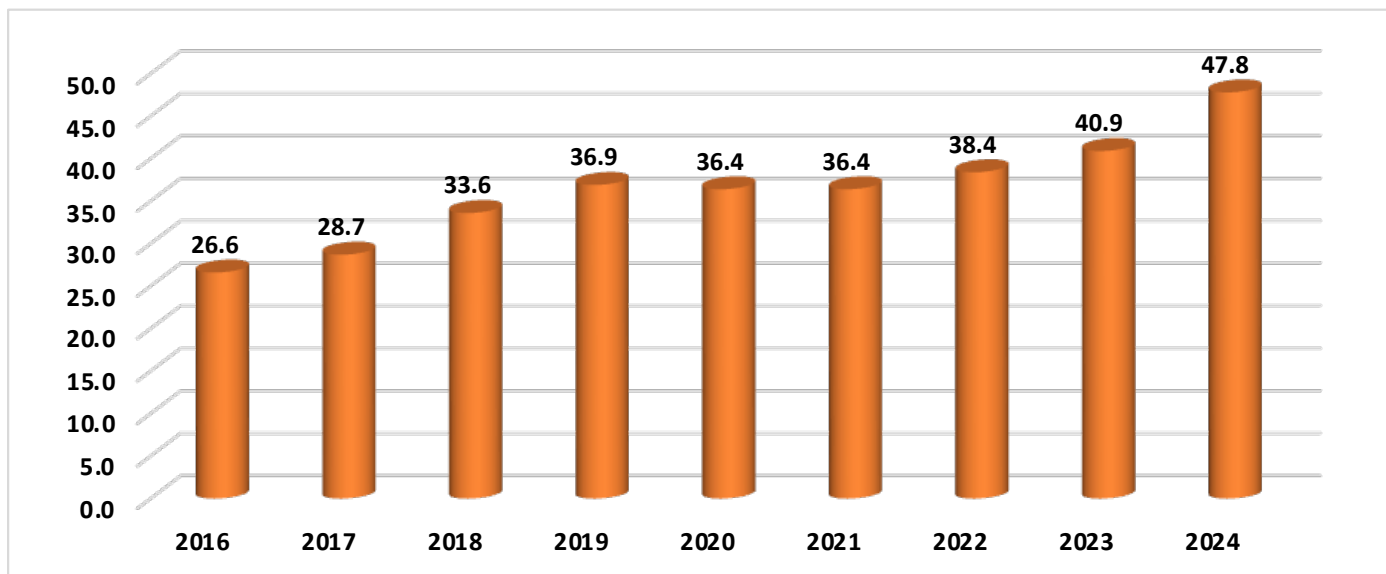


Figure 2: Percentage of admission to Bachelor passes – 2016 to 2024

The number of candidates attaining the matric certificate since 1970 increased significantly over this period as reflected in Figure 3.

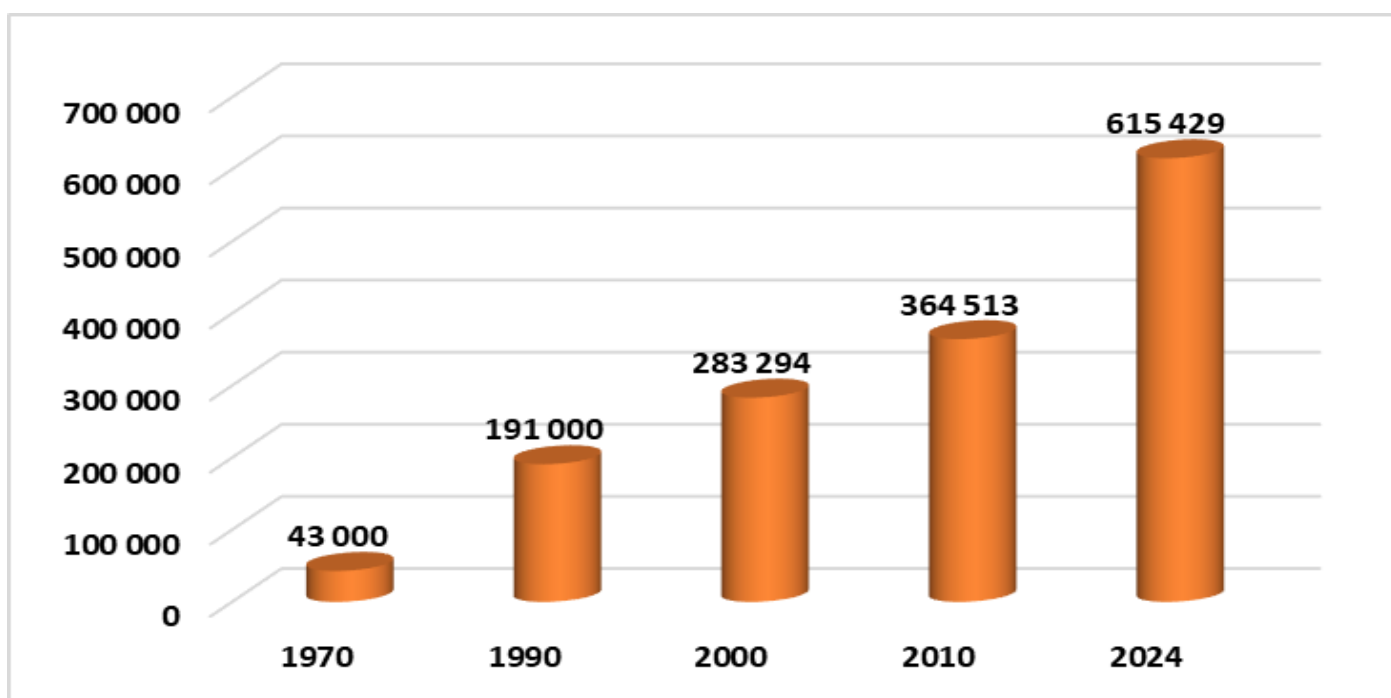


Figure 3: Number of learners attaining matric in selected years since 1970

Significant consistent improvements in performance have been recorded in all key gateway subjects, except for Physical Sciences with a decline of 0,6% when compared to 2023. The improvement in performance of the gateway subjects since 2022, is recorded in Table 2.

Table 2: Comparison of Performance in Gateway Subjects – 2022 to 2024

Subjects	2022	2023	2024
Accounting	75.4	76.8	81.2
Agricultural Sciences	75.8	80.5	86.9
Business Studies	76.7	81.8	86.0
Economics	71.5	74.5	80.5
Geography	81.3	86.2	89.5
History	88.2	87.7	90.3
Life Sciences	71.5	75.6	80.8
Mathematical Literacy	85.7	82.3	86.1
Mathematics	55.0	63.5	69.1
Physical Sciences	74.6	76.2	75.6

The quality of passes has improved over the years. The number of candidates attaining the NSC with admission to Bachelor Studies in 2024 is more than those performing at the level of admission to diploma studies and higher certificate studies combined. The table below provides a summary of learner attainment as per the different types of passes:

Table 3: NSC Performance by Type of Passes

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		National Senior Certificate	
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved
Eastern Cape	99 739	45 662	45.8	26 153	26.2	12 909	12.9	31	0.031
Free State	36 312	17 486	48.2	10 889	30.0	4 621	12.7	2	0.006
Gauteng	133 228	66 979	50.3	35 040	26.3	15 699	11.8	2	0.002
KwaZulu-Natal	161 962	84 470	52.2	42 835	26.4	17 609	10.9	76	0.047
Limpopo	93 474	41 370	44.3	24 591	26.3	13 500	14.4	0	0.000
Mpumalanga	64 201	27 885	43.4	17 775	27.7	8 897	13.9	10	0.016
North-West	40 575	18 279	45.0	11 455	28.2	5 772	14.2	0	0.000
Northern Cape	12 937	4 996	38.6	4 003	30.9	1 893	14.6	0	0.000
Western Cape	62 863	30 031	47.8	16 007	25.5	8 344	13.3	0	0.000
National	705 291	337 158	47.8	188 748	26.8	89 244	12.7	121	0.017

The DBE uses the inclusive basket of criteria to evaluate both the quality of results and system improvements over the years. Table 4 provides the analysis of the performance of the 2024 class using the inclusive basket criteria.

Table 4: Analysis of the Performance of the Class of 2024 using the Inclusive Basket Criteria

Province	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Eastern Cape	84.98%	81.0%	62.2%	75.2%	86.3%	42.9%	45.8%	5.0%	66.8%
Free State	90.99%	84.1%	73.2%	77.4%	97.1%	33.7%	48.2%	3.4%	55.3%
Gauteng	88.41%	81.8%	73.0%	74.5%	96.5%	31.5%	50.3%	5.3%	64.5%
KwaZulu-Natal	89.52%	79.9%	68.8%	75.7%	98.2%	36.5%	52.2%	10.8%	62.2%
Limpopo	85.01%	83.1%	69.2%	77.3%	93.4%	44.1%	44.3%	4.7%	59.6%
Mpumalanga	84.99%	78.4%	66.4%	73.7%	94.8%	40.7%	43.4%	4.9%	66.5%
North-West	87.52%	81.9%	73.9%	76.3%	80.5%	25.9%	45.0%	4.0%	56.9%
Northern Cape	84.19%	76.1%	62.8%	66.6%	91.6%	19.3%	38.6%	2.2%	54.5%
Western Cape	86.56%	82.5%	78.0%	79.4%	91.1%	23.8%	47.8%	6.3%	69.9%
National	87.26%	81.2%	69.1%	75.6%	92.5%	35.7%	47.8%	6.3%	63.0%

A total of 73 of the 75 districts registered pass rates of over 80%. The remaining two districts performed at 78,6% each. Table 5 provides the analysis of district performance for the Class of 2024 compared to the Class of 2023.

Table 5: Analysis of District Performance for the Class of 2024 Compared to the Class of 2023

Province	2023						2024					
	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% & above	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above
Eastern Cape	12	0	0	0	4	8	12	0	0	0	1	11
Free State	5	0	0	0	0	5	5	0	0	0	0	5
Gauteng	15	0	0	0	0	15	15	0	0	0	0	15
KwaZulu-Natal	12	0	0	0	0	12	12	0	0	0	0	12
Limpopo	10	0	0	0	5	5	10	0	0	0	0	10
Mpumalanga	4	0	0	1	2	1	4	0	0	0	1	3
North-West	4	0	0	0	2	2	4	0	0	0	0	4
Northern Cape	5	0	0	0	3	2	5	0	0	0	0	5
Western Cape	8	0	0	0	3	5	8	0	0	0	0	8
Total	75	0	0	1	19	55	75	0	0	0	2	73

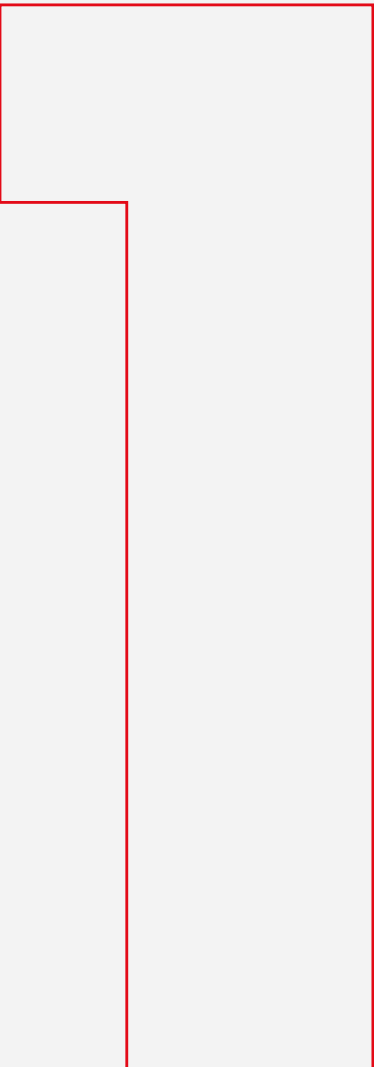
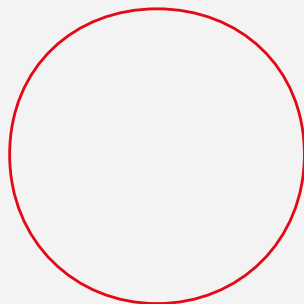
The comprehensive analysis of the November 2024 NSC performance data shows that there is significant improvement in relation to the social justice principles of access, redress, equity, efficiency, quality and inclusivity. The number of candidates enrolling and meeting the pass requirements of the NSC over the years has increased significantly. Performance data also indicates that the system is efficient and that the quality of passes has improved with more learners achieving admission to Bachelor Studies compared to those achieving admission to diploma and higher certificate studies combined. The number of learners with special needs in education and girl learners participating in the system has increased over time and this, among other factors, indicates that the system has become a more inclusive system.





1.

INTRODUCTION





1. INTRODUCTION

The National Senior Certificate (NSC) examination is in its 17th year of implementation in its current format and structure, and 2024 signifies 28 years of successful administration of public examinations at a national level in the democratic era. The NSC examinations were introduced in 2008 which marked the the first fully-fledged national examination where all question papers were set by the DBE. This allowed for national standards to be firmly entrenched. The NSC is therefore a critical indicator of the performance of the schooling system as it reflects the performance of a cohort that has gone through 13 years of schooling.

On an annual basis, the NSC results enables the education sector to take cognisance of successes and review deficiencies of various strategies and interventions that have impacted on participating candidates. The NSC examination is multi-fold in its purpose. It is premised on providing valuable data to education planners, institutional role players and decision makers in the sector, to identify weaknesses in the system with a view to improving the quality of basic education. It also serves a certification role, confirming candidate attainment of expected learning outcomes. It remains an important barometer of the health of the Basic Education System.

This report provides a summary of the performance of the Class of 2024 which serves as a lens through which improvements in the national schooling system can be gauged. Included in this report are pertinent details on the NSC and its significance, unique features relating to the Class of 2024, the methodology of examination and administration processes and the enhancements to the integrity and credibility of the NSC examinations, while noting certain limitations of public examinations. The results, which focuses in the main on the full-time candidates, are presented graphically and in tabular format and covers national, provincial and district contexts.



2.

**PROGRESS IN
THE SECTOR**





2. PROGRESS IN THE SECTOR

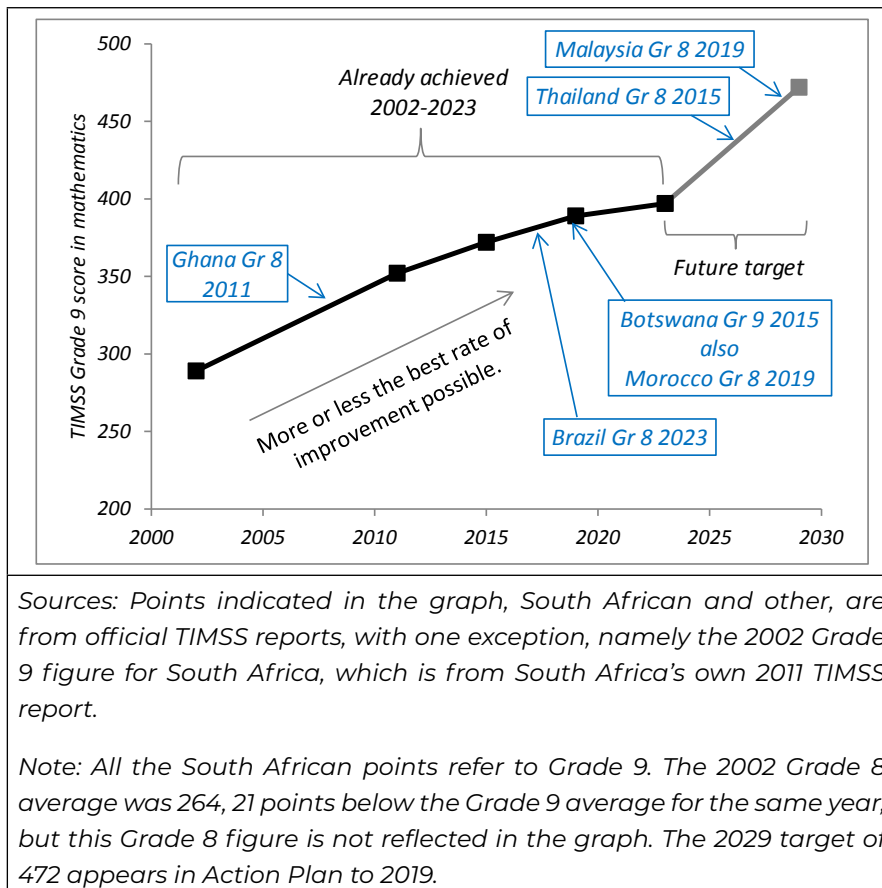
2.1 Quality gains at the secondary level since 2002

At the heart of development in the schooling sector must be what learners learn. This is made clear in the National Development Plan (NDP) and the Sustainable Development Goals. It continues to be of great significance for South Africa's development that learning outcomes, according to reliable standardised testing programmes, has been improving for many years. These improvements have been acknowledged in, for instance, the 2024 McKinsey report on countries displaying promising improvements¹. Tragically, the disruptions of the COVID-19 pandemic were a serious blow to this trajectory of improvement. A high priority of government currently is to regain lost ground and return the schooling system to the earlier upward path.

The following graph outlines achievements up to 2023 and what government targets envisage for the future, in terms of the TIMSS² Grade 9 mathematics tests. When ambitious TIMSS targets extending to 2025 in Action Plan to 2014 were formulated, there was little certainty that they could be reached. It was thus good news when 2011, 2015 and 2019 TIMSS results revealed significant improvements, in fact along a trajectory that was about as steep as that of the fastest improving countries in the world. Even the 2019 to 2023 trend was a positive one, despite the pandemic, though less so than in the previous period. Despite the setbacks of the pandemic, in TIMSS 2023 South Africa performed better than a few other developing countries at this lower secondary level, including Brazil and Morocco. But this needs to be seen against the fact that South Africa tested Grade 9, where other countries tested Grade 8. Moreover, in South Africa tested learners were around a year older than in other countries. As can be seen from Figure 2.1, South Africa will have to work hard to achieve the 2029 target set back in 2014 and published in Action Plan to 2019 of the Department of Basic Education (DBE). Specifically, a steeper improvement than originally envisaged would be necessary to compensate for the slowdown caused by the pandemic. To provide an idea of the meaning of the 2029 target of 472 TIMSS points, this is slightly above what Grade 8 learners in Malaysia achieved in 2019, just before the pandemic.

¹ Spark & sustain: How all the world's school systems can improve learning at scale. Available on the McKinsey website.
² Trends in International Mathematics and Science Study.

Figure 2.1: Past and envisaged educational quality trend for South Africa



South Africa's TIMSS science results for Grade 9 displayed improvements prior to the pandemic which were similar to those seen in mathematics. Moreover, given the inter-connectedness of subjects, past mathematics and science improvements can be considered indicative of improvements in learning and teaching across the curriculum. As shown in the DBE's Action Plan to 2024, South Africa's TIMSS gains up to 2019 were strongest among the most disadvantaged learners, meaning that schooling contributed to reducing social inequalities. Importantly, it is these improvements in the grades below Grade 12 which largely account for upward trends in the Grade 12 indicators. Even Grade 12 learners taking the examinations since 2020, the first year of the pandemic, would have benefitted from improvements in the earlier grades occurring in previous years.

What the recently released 2023 TIMSS results reveal about inequities in learning outcomes is currently being analysed. What is noteworthy is that although the 2019 to 2023 trend for Grade 9 mathematics in TIMSS was positive, the corresponding trend for science was negative. This could be indicative of a larger impact of the pandemic on subjects, such as physical sciences, which depend considerably on equipment and face-to-face demonstrations.

2.2 Gains and challenges at the primary level

In the long run, improvements in Grade 12 depend on what happens at the primary level now. SACMEQ³ and PIRLS⁴ results at the primary level prior to the pandemic are somewhat more difficult to interpret than the TIMSS Grade 9 results, in part due to statistical adjustment issues, yet they both point to pre-pandemic improvements of a magnitude comparable to those seen in TIMSS. Specifically, while TIMSS

3 Southern and Eastern Africa Consortium for Monitoring Educational Quality. See in particular Department of Basic Education (2017a).

4 Progress in International Reading Literacy Study.

mathematics improvements in Grade 9 for 2002 to 2019 came to 0,07 standard deviations a year, the 2007 to 2013 improvement in Grade 6 mathematics, according to SACMEQ, came to a similar 0.06 standard deviations a year. The figure for PIRLS Grade 4 reading for the period 2006 to 2016, following a PIRLS correction detailed in Action Plan to 2024, is 0,07 standard deviations a year. Looking at annual improvements this way, in terms of standard deviations, allows one to make approximate comparisons of trends across different testing programmes.

Importantly, the fact that around four-fifths of South Africa's learners did not reach the low international benchmark in PIRLS, both in 2016 and 2021, should not be interpreted as meaning that four-fifths of South Africa's Grade 4 learners cannot read at all. This is unfortunately the message that is sometimes conveyed in the media. The PIRLS benchmark is important and is in fact used for the UN's Sustainable Development Goals. However, learners who do not reach this benchmark display varying degrees of reading skills. As indicated in Action Plan to 2024, 93% of PIRLS 2016 test-takers were able to answer at least one constructed response question correctly (a constructed response question requires a written response and is not a multiple-choice question). There are few developing countries that participate in PIRLS and TIMSS, and it is thus difficult to use these programmes to detect how South Africa's performance compares to that of other developing countries in general. Comparing South Africa to Morocco in PIRLS Grade 4 and also TIMSS at the primary level is instructive. Both countries have seen steep improvements before 2020, though Morocco is around five years ahead of South Africa. Details in this regard are presented in the DBE's 2024 sector review⁵.

December 2024 saw the release of the final report of the 2022 round of the new Systemic Evaluation, a sample-based national assessment programme⁶. This programme is designed to facilitate measurement of South Africa's achievement against SDG benchmarks, and presents results which are not just comparable over time, but also across Grades 3, 6 and 9. This national sample-based assessment represents a major step forward in South Africa's ability to monitor and understand learning, using tools custom-made for the South African context.

Disappointingly, the 2015 to 2019 TIMSS Grade 4 mathematics trend displayed no improvement. This is concerning and cannot be attributed to the pandemic, which only began in 2020. The reasons behind this absence of progress are difficult to determine, but one possible explanation is that budgetary constraints raised the learner-educator ratio in a context of rising enrolments, meaning that class sizes increased.

Learning losses arising from the pandemic appear to have been more serious at the primary level than the secondary level. The 2021 PIRLS Grade 4 reading results, the recently released SEACMEQ⁷ results of 2021, as well as both the 2023 TIMSS Grade 5 mathematics and science results, all pointed to declines during the pandemic (as discussed above, TIMSS Grade 9 mathematics displayed an improvement). This is likely to reflect the fact that the continuation of learning at home during the school closures of the pandemic would have been especially difficult in the case of younger children, who are most in need of face-to-face teaching in the classroom. Remediation for learners who fell behind during the pandemic is a challenge virtually all countries face. The World Bank has indicated that the level of disruptions to schooling in South Africa, and learning losses, were not unusual, and perhaps on the low side, compared to other developing countries⁸.

5 *Review of progress in the basic education sector to 2024: Analysis of key statistics*. Available on the DBE website under 'Publications'.

6 *South African Systemic Evaluation 2022: Volume 1: Technical report*. Available on the DBE website.

7 Southern and Eastern Africa Consortium for Monitoring Educational Quality.

8 The World Bank's 2023 report *How the COVID-19 pandemic eroded human capital and what to do about it*, pp. 66, 68.



2.3 How quality gains were achieved in the past

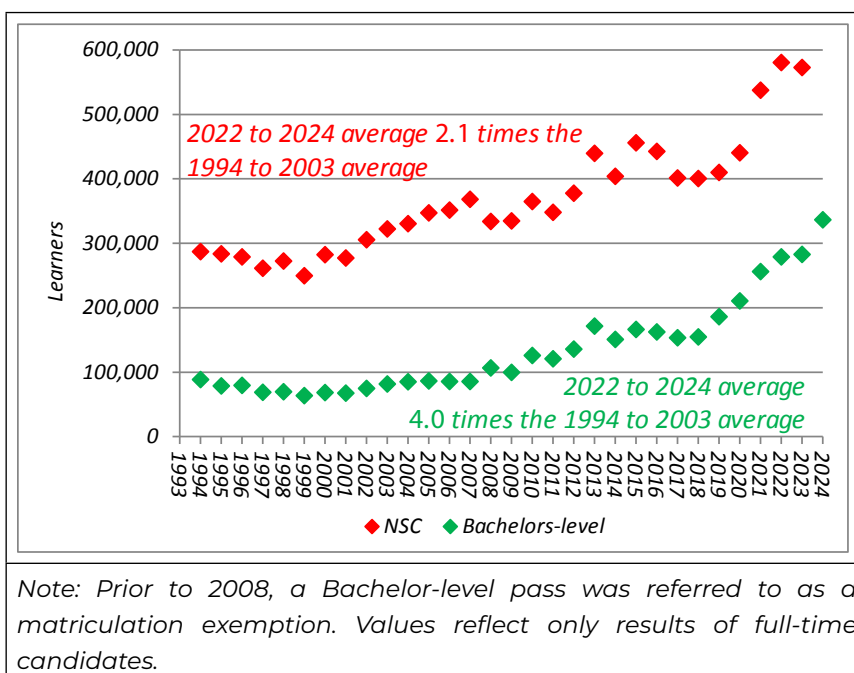
It is important to understand as best as possible what drove improvements up to 2019 in the case of secondary schooling, and up to around 2015 in the case of primary schooling. Though past strategies to improve learning may become less applicable with time, as the context changes, it is nonetheless important to learn from the remarkable improvements seen in past years. It is impossible to attribute these improvements in any scientific way to specific interventions and social trends. However, new policies, and successes in implementing these policies, provide an indication of the likely drivers of change. Action Plan to 2024 focusses on five likely factors behind the improvements: (1) the CAPS documentation designed to facilitate the implementation of the curriculum in the classroom; (2) better access among learners to high-quality books, such as the national workbooks; (3) more focussed assessment practices; (4) improved subject knowledge among newly graduated teachers; and (5) increasing access to both Grade R and pre-school below Grade R. There is also evidence that certain improvements in the home backgrounds of learners, for instance increasing access to someone at home with a Grade 12 qualification, have facilitated the schooling process⁹.

2.4 NSC attainment since 1994

Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with a Bachelors-level pass, both qualifications which tend to have a decisive influence on the opportunities available to young South Africans, are illustrated in Figure 2.2 below. It is important to note that most learners who obtain the NSC, but not a Bachelors-level pass, achieve the lower diploma-level pass. This means that in 2024, 84% of learners who obtained the NSC as full-time candidates qualified to study at a university, either for Bachelors Studies or for a three-year diploma programme. This percentage has been on the rise. For example, in 2019, just before the pandemic, it was 81%.

Both indicators shown in Figure 2.2 have displayed a general upward trend for the last 20 or so years. In the last three years, the number of Bachelor-level passes stood at four times the level it was during the first decade of democracy. The number of NSC passes obtained by full-time candidates now stands at around double the level seen in the first decade of democracy. Clearly, the steepest upward trend of the two is that for Bachelor-level passes.

Figure 2.2: NSC and Bachelor-level increases since 1994

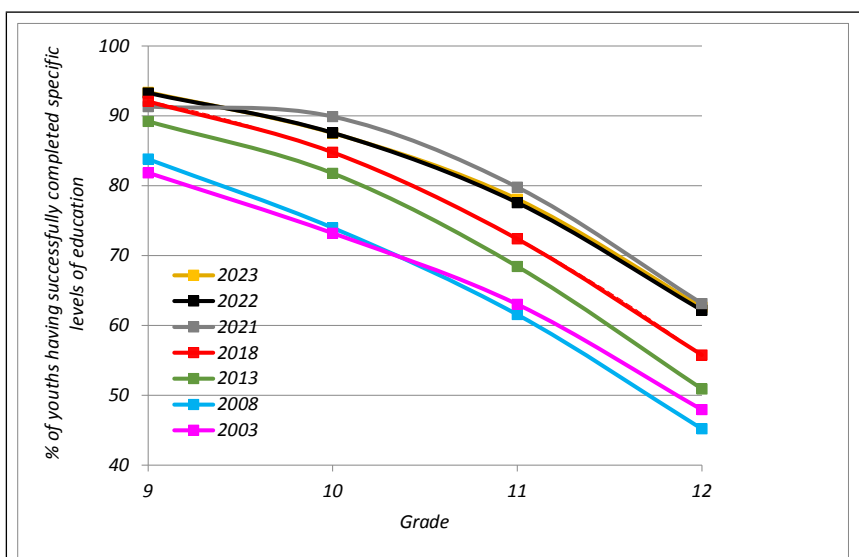


⁹ Gustafsson, M. & Taylor, S. (2022). What lies behind South Africa's improvements in PIRLS? An Oaxaca-Blinder analysis of the 2011 and 2016 data. Stellenbosch: Stellenbosch University.

Framework (NQF) level 4, by reflecting just NSCs obtained by full-time examination candidates after the year-end examinations, within the public examination system. What is excluded, above all, are some 40 000 NSCs obtained by part-time candidates outside the year-end process, around 10 000 NSCs obtained through the Independent Examinations Board (IEB), and around 6 000 Amended Senior Certificate (ASC) qualifications obtained through a separate public route. In addition, of the approximately 65 000 NQF level 4 qualifications issued by public and private TVET colleges each year, in other words qualifications which are equivalent to the NSC, around a third are accounted for by youths who do not already have the NSC or ASC¹⁰. There are thus around 80 000 first-time NSC-level qualifications obtained by youths each year which are outside of the year-end NSCs the current report focusses on.

Figure 2.3 below reflects the percentage of youths successfully completing Grades 9, 10 and 11 at a school, and Grade 12 at a school or something equivalent outside a school, using Stats SA household data. Less dropping out, and better grade survival below Grade 12 clearly explain much of the improvement in the successful completion of twelve years of education, which rose from 45% in 2008 to 63% in 2023.

Figure 2.3: Grades 9 to 12 attainment nationally according to household data



Source: Analysis of General Household Survey microdata.

Note: The methodology in relation to how variation across ages is dealt with is explained in the DBE's 2024 sector review.

Household data are of limited use in determining the success of provincial schooling systems in getting young people to successfully obtain the NSC, or something equivalent, because especially after leaving school many youths migrate across provinces. It is thus not clear where youths with 12 years of education obtained their school education. Fortunately, the information systems of the schooling system, specifically EMIS¹¹, have matured over the years. In recent years it has become possible to track individual learners as they move up the schooling system, and also across provinces.

Figure 2.4 indicates what percentage of young learners in each province ultimately gets to obtain the NSC as a full-time NSC candidate, whether in their original province or another province. Specifically, the percentage of learners found in EMIS data for 2017 to 2021 in a public or independent school, who were born in 2003, and who were subsequently picked up in the NSC examinations data for 2019 to 2022 as having obtained the NSC, is illustrated. Using this data allows one to take into account almost the entire pre-Grade 12 dropping-out phenomenon. The graph confirms what previous analyses have found, namely that the provincial pass rate – NSCs obtained over candidates – produces a very different picture to the percentage of learners who were enrolled and then obtained the NSC. In many ways the latter, often

¹⁰ See further details in the DBE's 2024 sector review.

¹¹ Education Management Information System.

referred to as the ‘throughput rate’ in South Africa¹², is more meaningful as it takes into account learners who drop out before Grade 12. What stands out in particular is that though Limpopo and Mpumalanga typically display low pass rates, they are among the most successful provinces when it comes to ensuring that learners remain in school and obtain the NSC. Factors behind this include an ability to curb dropping out, but also limited post-school education and employment opportunities.

Figure 2.4: NSC survival rates for 2003 birth cohort

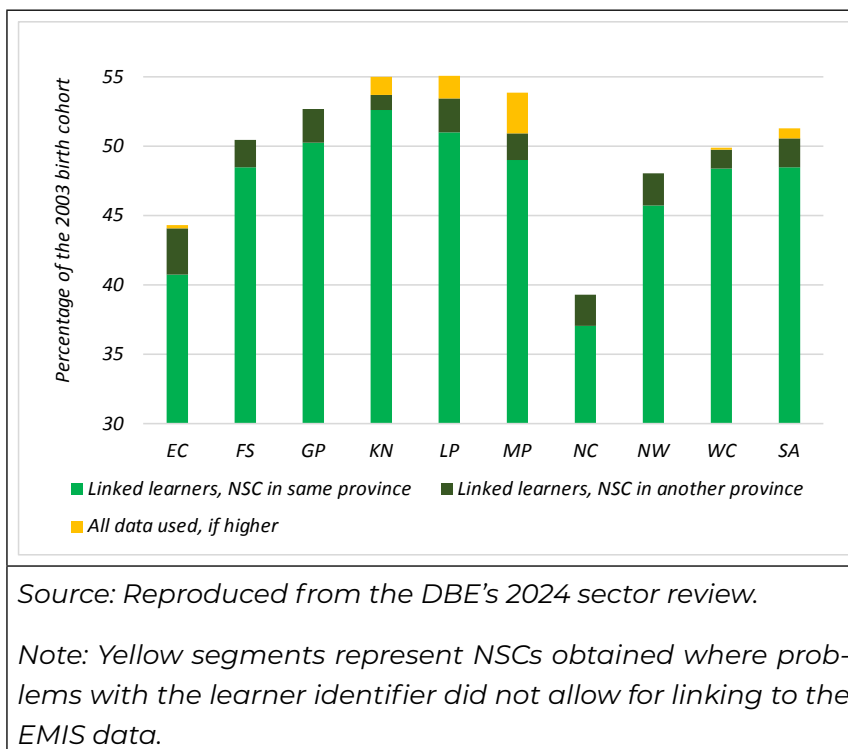


Figure 2.4 also makes it clear that though many learners who schooled in Eastern Cape do not obtain the NSC in that province, a substantial number do so in another province. The DBE's 2024 sector review provides further details indicating the migration patterns of learners across provinces. In the case of Eastern Cape, for instance, the most common destination of learners who ultimately obtain the NSC is Western Cape.

Despite Eastern Cape's poor ranking in Figure 2.4, this province has demonstrated the most rapid increase the number of NSCs obtained from schools in the 2009 to 2024 period, which is all the more remarkable considering Eastern Cape is the only province with a substantial decline in the number of 18-year-olds in the population. Despite these improvements, Eastern Cape, but also North West and Northern Cape, still lag behind other provinces when it comes to survival to the NSC.

The fact that around a third of youths do not successfully complete 12 years of education, and thus leave the education system without a formal qualification with which to navigate the labour market, is a concern that is often raised. Successful completion of Grade 12 must continue to increase, but it should also be remembered that South Africa's secondary level completion is not unusual among developing countries, especially after the rapid and unexpected increase in the number of NSCs during the pandemic, the effects of which are expected to be sustained in future attainment patterns¹³. As explained in the DBE's 2024 sector review, changes to the grade promotion rules at the start of the pandemic, intended to prevent excessive grade repetition, had the unintended consequence of reducing repetition to levels below what had been seen before the pandemic. This, and to some extent a 2003 to 2005 births surge, largely explain the post-2020 rise in NSCs obtained seen in Figure 2.2.

¹² Outside South Africa, and within UNESCO, the term 'survival rate' is mostly used.
¹³ 2024 sector review.

2.5 Indicators of high-level mathematics and physical sciences achievement

Given the special importance of building skills needed for mathematically-oriented and scientific professions, the Department of Planning, Monitoring and Evaluation (DPME) has set national targets for the number of Grade 12 learners achieving marks in mathematics and physical sciences required by university faculties such as engineering, commerce and medicine. Previously, DPME's targets focussed on achieving a 50% mark in the two subjects. In the 2019 to 2024 Medium Term Strategic Framework (MTSF), the country's five-year plan released in 2020, the threshold was raised to 60%. The thresholds 50%, 60% and 70% are important as they are all used by universities, depending on the institution and faculty concerned.

Table 2.1 and Figure 2.5 below illustrate the trends since 2017 for the two MTSF indicators. Figures are based only on year-end full-time candidates in the public examination system, meaning mathematics and physical sciences achievement among the 80 000 or so NSC achievers outside this system are not taken into account. Among these 80 000, high-level mathematics and science achievers are likely to be concentrated among the 10 000 or so IEB NSC passes¹⁴. For both indicators the general trend has been an upward one – see the dotted trendlines in Figure 2.5. Moreover, the MTSF target of 35 000 achievers by 2024 in each of the subjects has clearly been exceeded in the case of mathematics, though this target has been missed in the case of physical sciences.

The unevenness of the trend for the actual values seen in Figure 2.5 is noteworthy and has led to speculation during certain years in the past that the quality of teaching and learning in a subject is on the decline. Here it is important to distinguish between marks obtained by candidates, and what skills candidates possess. Though in general the former reflects the latter, this may not always be true. As in other examination systems, standardisation of the kind implemented by Umalusi is never perfect. The TIMSS results discussed above suggest that the skills of learners have moved upward in a linear fashion, and that sudden declines in these skills over one or two years are unlikely. The DBE has in the past reported¹⁵ on analysis of the NSC data that uses a benchmark of stable high-performing schools. This analysis confirms that much of the unevenness seen in Figure 2.5 is largely the result of slightly varying levels of difficulty in the examination papers over time.

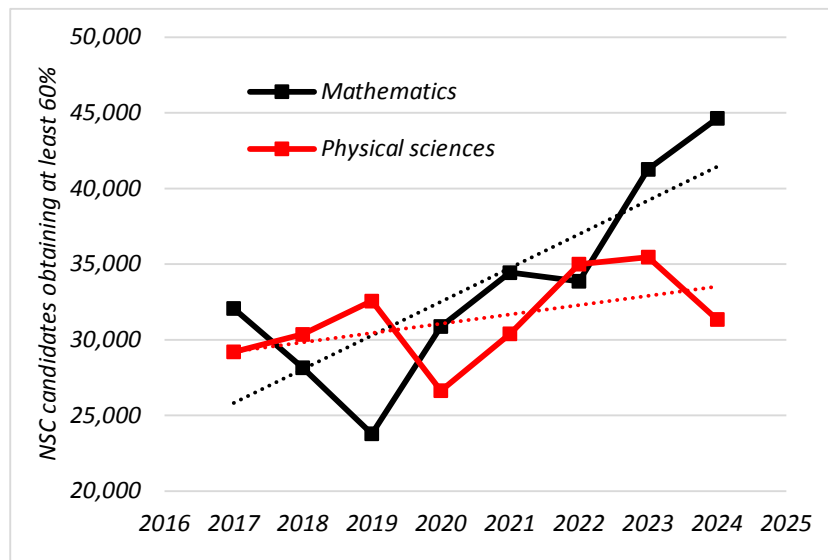
Table 2.1: Full-time candidates with 60% or more in the year-end examinations

	Mathematics	Physical sciences
2017	32 071	29 208
2018	28 152	30 369
2019	23 796	32 572
2020	30 882	26 641
2021	34 451	30 398
2022	33 874	34 998
2023	41 273	35 468
2024	44 636	31 345

¹⁴ Unfortunately, the Independent Examinations Board does not publish statistics in this regard.

¹⁵ See for instance the 2023 NSC report.

Figure 2.5: Mathematics and physical sciences high-level passes



The 2023 to 2024 drop in the number of high-achieving physical sciences candidates is likely to be another case of slightly varying difficulty in the examination papers. This decline was slightly worse in quintile 4 and 5 schools compared to quintile 1 to 3 schools. What is noteworthy in the above graph is the fact that the 2019 to 2024 trend in physical sciences achievers has clearly been much weaker than the trend for mathematics. This would be in line with the above-mentioned fact that in the Grade 9 TIMSS results mathematics improved between 2019 and 2023, while South Africa's science result declined. Again, this could reflect the fact that the pandemic-related school disruptions did more harm to physical sciences than mathematics, given the reliance of the former on equipment and demonstrations in a face-to-face classroom setting.

While it is encouraging that the MTSF's targets have been partially met, it is clear that high-level achievement in mathematics and physical sciences continues to be a serious challenge in the schooling system. Specifically, higher numbers of learners achieving, for instance, 60% in the two subjects is needed to address skills shortfalls in the labour market, which slow down the prospects for higher economic growth¹⁶. The ongoing increases in the number of school-leavers with an NSC qualifying them to study at a university is a major achievement that provides more young people with opportunities and hope. However, it should be noted that the annual intake of universities is less than half the number of learners with an NSC permitting university studies. In this sense, the schooling sector supplies more than what is demanded. However, it is estimated that around two-thirds of first-year university students are subject to admissions requirements that include minimum marks in, especially, mathematics but also in many instances physical sciences. Here the schooling system in fact under-supplies what is needed to some extent¹⁷. Universities are thus forced to relax mathematics and physical sciences requirements in the case of some students in order to reach enrolment targets. Ideally, there should be enough applicants at universities with marks in the two subjects which are well above the minimum thresholds. This would, among other things, improve the ability of university students to progress through their university studies.

¹⁶ See the 2022 Department of Higher Education and Training report titled *Skills supply and demand in South Africa*, available on the DHET website.

¹⁷ See the 2024 sector review.

2.6 An improving mix of more academic and more practical subjects

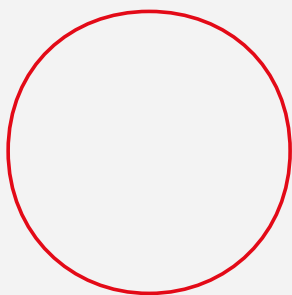
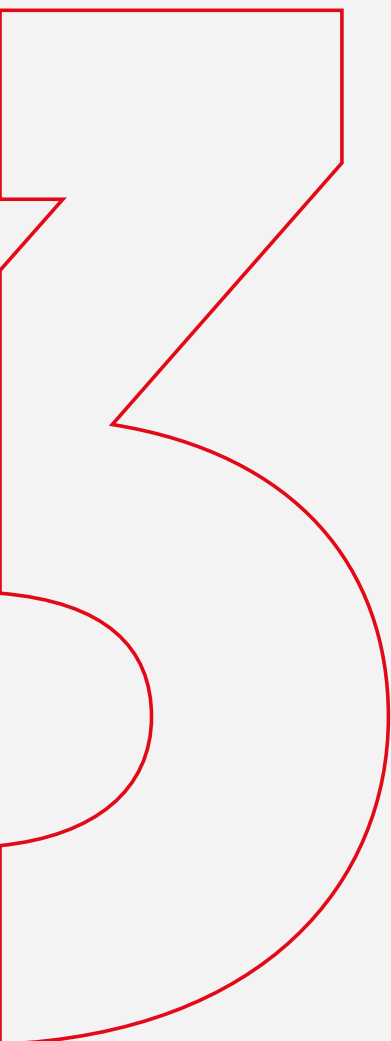
Of the 43 non-language subjects featuring in the NSC in 2024, 24 are more practically oriented and thus include a practical assessment task (PAT). Between 2011 and 2024, the number of candidates passing at least one practical subject increased by 110%, reaching 356 000 in 2024 – in comparison, the number of NSCs obtained increased by a lower 77% over this period. This rising importance of practical subjects is largely driven by increases in three service-oriented subjects: tourism; consumer studies; and hospitality studies. It remains a challenge to substantially increase the percentage of NSCs that include a computing- or engineering-related practical subject. These are subjects that are especially demanding with respect to specialised school facilities and appropriately specialised teachers.





3.

**THE NATIONAL
SENIOR CERTIFICATE
QUALIFICATION**



3. THE NATIONAL SENIOR CERTIFICATE QUALIFICATION

3.1 The Qualification Overview

The National Senior Certificate (NSC) is a qualification at NQF Level 4 on the General and Further Education and Training Qualifications Sub-Framework (GFETQSF) of the National Qualifications Framework (NQF).

The NSC is registered as a qualification with a minimum of 130 credits. The qualification is registered as a whole qualification, as it is not based on unit standards. The outcomes of the qualification are further defined in the curriculum. A minimum of seven subjects are required for successful completion of the qualification.

The NSC is awarded as the final exit qualification at the end of Further Education and Training (FET). Learners are prepared in the General Education and Training (GET) for entry into the NSC qualification. The NSC is supported by curricula for all subjects. The FET national examination is moderated externally and quality assured according to Umalusi's quality assurance policies. The qualification is certified by Umalusi according to Umalusi's quality assurance standards for the certification of the NSC.

3.2 The Purpose of the Qualification

South Africa aspires to provide education that responds to the human resource and development needs of the country and for the personal and social development of the individual.

The purpose of the NSC qualification is to prepare learners for entry to higher education institutions and the world of work. It also aims to ensure that children acquire and apply knowledge, skills, attitudes and values in ways that are meaningful to their own lives. The NSC qualification has the following objectives:

- a. To equip all candidates, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- b. To provide access to higher education;
- c. To facilitate the transition of learners from education institutions to the workplace; and
- d. To provide employers with a sufficient profile of a learner's competence and skills.

3.3 The principles underpinning the NSC of the National Curriculum Statement Grades R–12

The NSC qualification is based on the following principles:

- a. Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population.
- b. Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given information.
- c. High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified. High, achievable standards are set in all subjects.
- d. Progression: content and context of each grade shows progression from simple to complex.



- a. Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights, as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R–12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.
- b. Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution.
- c. Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

3.4 Duration and General Requirements of the NSC

The duration of the NSC programme is three years. In order to obtain a NSC qualification, a learner must:

- a. Study all subjects selected for all three grades (Grades 10–12) and complete the programme requirements for these grades separately; and
- b. Comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12, as contemplated in the National Protocol on Assessment (NPA) policy document, the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12 (NPPPR), and the Curriculum and Assessment Policy Statement (CAPS) documents of the various subjects. The duration of the NSC learning programme is three years which spans the three final years of schooling, i.e. Grade 10, Grade 11 and Grade 12.

3.5 Curriculum overview of the NSC

The NSC is underpinned by the NCS for Grades R–12, which represents a policy statement for learning and teaching in South African schools. The curriculum foregrounds the various programmes followed in each grade from Grades R–12. It comprises:

- The Curriculum and Assessment Policy Statement (CAPS) documents for all approved subjects;
- The National Protocol on Promotion and Progression Requirements (NPPPR); and
- The National Protocol on Assessment (NPA), Grades R–12.

3.6 The Structure of the Qualification

The NSC qualification offers a differentiated curriculum that comprises subjects that enable learners who exit the system to follow either an academic or a technical pathway. The approved NSC qualification subjects are grouped into two main categories, namely Group A and Group B, and are listed in the following policy documents: National Policy Pertaining to the Programme and Promotion Requirements Grades R–12; and Regulations Pertaining to the National Curriculum Statement Grades R–12.

Table 3.2.1: Nationally approved subjects listed in terms of the organising field of learning of the National Qualifications Framework

No.	Organising fields of learning	Subjects
1.	Agriculture and Nature Conservation	Agricultural Management Practices; Agricultural Sciences; Agricultural Technology
2.	Culture and Arts	Dance Studies; Design; Dramatic Arts; Music; Visual Arts
3.	Business, Commerce and Management Studies	Accounting; Business Studies; Economics
4.	Communication Studies and Languages	All official languages and all approved non-official languages
5.	Manufacturing, Engineering and Technology	Civil Technology (Construction); Civil Technology (Woodworking); Civil Technology (Civil Services); Electrical Technology (Power Systems); Electrical Technology (Electronics); Electrical Technology (Digital Systems); Mechanical Technology (Automotive); Mechanical Technology (Fitting and Machining); Mechanical Technology (Welding and Metalwork); Engineering Graphics and Design
6.	Human and Social Studies	Religion Studies; Geography; History; Life Orientation
7.	Physical, Mathematical, Computer and Life Sciences	Computer Applications Technology; Information Technology; Life Sciences; Marine Sciences; Mathematical Literacy; Mathematics; Technical Mathematics; Physical Sciences, Technical Sciences
8.	Services	Consumer Studies; Hospitality Studies; Tourism

3.7 The Requirements of the Qualification

The National Senior Certificate is issued to a candidate who has complied with the programme and promotion requirements, as contemplated in the applicable legislative framework. In order to obtain a NSC, a learner must comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12, as communicated in the National Protocol for Assessment, the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 (NPPPR), and the Curriculum and Assessment Policy Statement (CAPS) documents of the various approved subjects. The NSC with endorsement for learners who experience barriers to learning is issued to a candidate who has complied with the programme and promotion requirements of a National Senior Certificate with endorsement, as expressed in the above-mentioned policies. A minimum of seven subjects are required for successful completion of the qualification. The weighting of the seven subjects varies, with six subjects with 20 credits each and one subject with 10 credits (see Table 3.3.1 below).

Table 3.3.1: Allocation of Credits

Subject	Credits
Language 1 (Home Language)	20
Language 2 (First Additional Language)	20
Mathematics, Technical Mathematics and Mathematical Literacy	20
Life Orientation	10
Group B subjects (3 x 4 hours)	3 x 20 = 60
Total	130

Provisos for the NSC are stipulated in the NCS regulations and policies. The provisos are mainly on conditions regarding selection of subjects and can be accessed from the NPPPR document and the regulations pertaining to the National Curriculum Statement Grades R–12. Furthermore, the NSC qualification provides concessions for immigrant candidates and learners who experience barriers to learning. These concessions can be accessed in the above-mentioned NCS policy documents. The NSC differentiates achievement into the following categories based on performance in specified subjects.

Table 3.3.2: Categories of NSC passes

Pass requirements (pass at least 6 subjects)	NSC with admission requirements to:		
	Higher Certificate (pass at least 6 subjects)	Diploma (pass at least 6 subjects)	Bachelor's (pass at least 6 subjects)
Achieved 40% in 3 subjects, one of which is an official language at Home Language (HL) level. Achieved 30% in 3 subjects provided SBA component is submitted for the failed subject.	Achieved 40% in Home Language. Achieved at least 40% in two other subjects. Achieved at least 30% in 3 subjects including the Language of Learning and teaching.	Achieved 40% in 4 subjects, one of which is official language at HL level/excluding LO. Achieved at least 30% for two other subjects including Language of Learning and teaching.	Achieved 50% in 4 subjects, excluding Life Orientation. Achieved at least 40% for Home Language. Achieved 30% in the language of learning and teaching
Condonation of a maximum of one subject is applied if a learner requires a maximum of an additional 2% to obtain a pass at either 30% or 40% provided the condonation allows the candidate to obtain the NSC qualification			

Seven levels of competence have been described for each subject in the National Protocol for Assessment and the CAPS documents for the subjects listed in the National Curriculum Statement Grades R–12. The various achievement levels and their corresponding percentage bands are shown in the table below.

Table 3.3.3: Scale of Achievement for the National Curriculum Statement Grades 10 – 12

Achievement Level	Achievement Description	Marks %
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

These descriptions are intended to assist teachers and examiners to assess learners and grade them at the correct level.

3.8. Assessment Changes that Impacted on the Class of 2024.

In light of the loss of teaching time suffered by learners in 2020 and 2021, the school-based assessment (SBA) regime was amended to support the curriculum recovery strategy. The revision of the programme of assessment (Grades 10 and 11) necessitated a review of the weightings in most subjects in 2021. The SBA which previously carried a weighting of 25% in the Grade 10 and 11 was increased to 60% and examinations which carried a weighting of 75%, was reduced to 40%. This was applicable in 2021 and 2022 and only to Grade 10 and Grade 11. In November 2022, the Council of Education Ministers (CEM) approved a recommendation to increase the weighting of the examination component in Grade 10 and 11 to 60% and decrease the SBA weighting from 60% to 40%, effective from 2023. This decision was made to ensure that the learners have adequate exposure to examinations in Grade 10 and Grade 11, in preparation for the Grade 12 examinations which carries a weighting of 75%. The approved SBA weightings continued to be used in 2024.

3.9 Improving Learning Outcomes through Curriculum Strengthening:

As part of ongoing efforts to improve the quality of basic education in South Africa and considering the continued impact of the COVID-19 pandemic on schooling the Department of Basic Education (DBE) adopted a Learning Recovery Programme (LRP) in 2021. The LRP proposes two key pillars. The first pillar focuses on ensuring an intense system wide focus on recovering the learning losses (both pre-COVID and due to COVID). The second pillar focusses on initiating a multi-year process to holistically strengthen teaching, learning, and assessment. This process intends to build on key amendments adopted as part of the recovery of learning, by conducting a more comprehensive curriculum strengthening that will take cognisance of the knowledge, skills, attitudes, and values learners need to thrive in a fast-changing world. It is also intended to enhance alignment across the sector regarding teaching practices, assessment, LTSM, and learning environments that will support the development of desired competencies among South African learners.



While South Africa has made progress in improving learning outcomes through a stable curriculum and other systemic interventions, research shows that learners consistently struggle with foundational skills, and even more so with tasks that demand higher-order cognitive skills and deep conceptual knowledge (Reddy et al., 2021). Many teachers perceive the basic education system to be assessment-driven and content-driven and feel ill-equipped to implement the curriculum as it was intended (Care et al., 2017). More recently, deep systemic challenges have been further compounded by the ongoing impact of the COVID-19 pandemic on teaching and learning, leading to increased urgency in the mission to improve educational quality in South African schools.

To respond holistically and sustainably to these multifaceted challenges, the sector proposes deliberate action in five broad areas, or 'levers to effect change' namely:

- a. Curriculum Policy: review, revise, trim and update the Curriculum and Assessment Policy Statement (CAPS).
- b. Assessment: updating and strengthening current assessment policies and practices.
- c. Teacher Development: equipping and supporting teachers with effective pedagogical practices.
- d. Learning Environment: enhancing the space (physical and non-physical/virtual) in which learning takes place, to enable effective teaching and learning.
- e. Learning and Teaching Support Material (LTSM): strengthening the basic compulsory learning resources per subject.

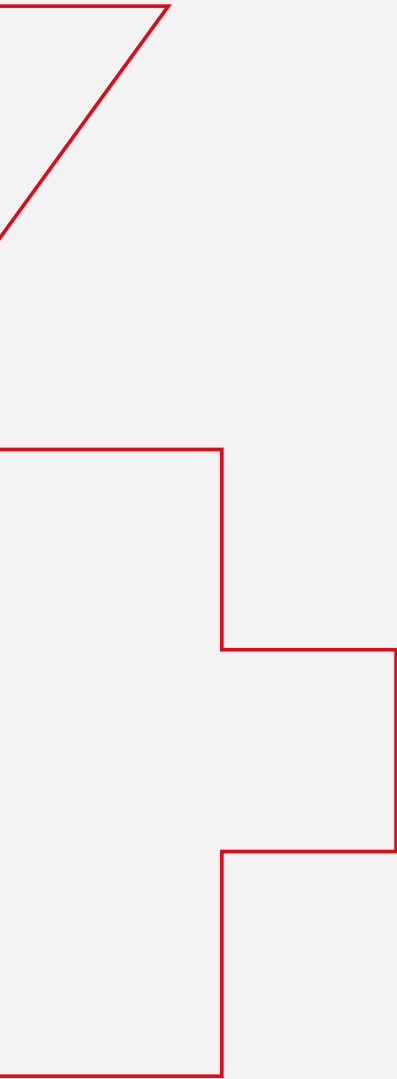
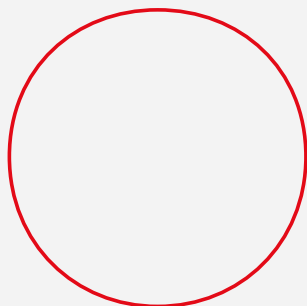
The re-alignment and synergy between the areas outlined above, will strengthen the implementation of the intended, implemented, assessed, and attained curriculum. The process of curriculum strengthening is aimed at building on the gains of the past, whilst aligning the system to equip learners with skills and competencies for the future.





4.

**THE CLASS
OF 2024**



4. THE CLASS OF 2024

4.1 Profile of the 2024 NSC Class

This cohort of learners entered the formal schooling system in Grade 1 in January 2013 and unfortunately entered Grade 8 in 2020 at the height of COVID-19 and this negatively affected their transition from primary to secondary School. In 2021, their Grade 9 year, which is crucial for subject selection for entry into Grade 10, was also disrupted. Their Grade 8 and Grade 9 curriculum could not be completed and in Grade 10 and Grade 11, they were subjected to a trimmed curriculum.

In response to the impact of COVID-19 on the Class of 2024, from 2021 targeted learner support programmes at both national and provincial levels were implemented to mitigate the effects of reduced contact time and address learning gaps and losses. The reintroduction of June examinations has also been an important strategy to expose learners to preparatory assessments and to better prepare them for the end-of-year examinations. To further support this cohort, study guides have been developed to address learning losses and content gaps from previous grades.

4.2 Scope and Size of the October/November 2024 NSC Examinations

The table below shows the scope and size of the Class of 2024 as compared to the previous years.

	2022	2023	2024
Full-time Candidates	753 964	717 377	724 156
Part-time Candidates	167 915	181 143	155 948
Question Papers	162	162	162
Printed Question Papers	10,4 million	10,2 million	10,3 million
Scripts	9,8 million	9,6 million	9,7 million
Examination Centres	6 907	6 898	6 933
Invigilators	73 000	72 500	72 500
Markers	52 000	52 500	50 741
Marking Centres	191	184	183

4.3 Key Learner Support Programme for the Class of 2024

Learner support programmes are crucial in mitigating educational inequality in South Africa, by providing essential resources and assistance to disadvantaged or under resourced learners. These programmes help bridge the gap created by historical and socio-economic disparities, ensuring that all learners have access to quality education. By offering academic, and psycho-social support, these support programmes address barriers to learning and promote inclusivity.

Learners support programmes also enhance learner retention and success rates, particularly for those from under-resourced backgrounds. Ultimately, learner support programs contribute to a more equitable education system, fostering opportunities for all learners to thrive.

The Class of 2024 entered the FET phase in 2022. Generally, the transition from Grade 9 to Grade 10 has been found to be a difficult transition for many learners, especially in their pursuit of subject choices which would later support their career-pathing decisions. With contact time being compromised during 2020–2021, this meant that this cohort had reduced learning time to grasp essential concepts and skills to reach the required milestones per subject.

In their Grade 8 year in 2020, these learners were variedly affected specifically with the levels of rotational schooling depending on the context of the school. Rotational attendance significantly reduced the available teaching and learning time, with most Grade 8 learners returning to school during the latter part of term 3 due to prevailing COVID restrictions at the time. The adoption of rotational timetables for schooling, resulted in some learners only receiving in-person tuition at school once or a maximum of two days per week. The other days learners were provided with material to continue learning from home. The trimmed curriculum in Grade 8, which aligned the content with the available teaching time, resulted in a reduction of between 10–20% of the content in most subjects.

In 2021, the Department of Basic Education (DBE) adopted a recovery learning programme, consisting of various elements, to mitigate the negative impact on learning, created by the COVID pandemic. The learning recovery programme, focussed on ensuring additional time for learning and PEDs embarked on numerous support strategies to improve the performance of learners, the effectiveness of teachers and the process of learning for learners. The vacation school programmes, which aims to improve learner performance remains the largest learner support interventions employed by provinces. While the design, approach and purpose of academic-support programmes may vary from province to province, district to district and even school to school, the key purpose is to provide learners with optimum opportunities to bridge the learning gaps. The extra-tuition classes, offered during vacations, over weekends and afternoons, across all nine provinces could be consolidated as follows:

- Autumn vacation classes: 277 210 learners received extra tuition for a minimum of 5 days
- Winter vacation classes: 353 645 learners received extra tuition for a minimum of 10 days
- Spring vacation classes: 288 359 learners received extra tuition for a minimum of 5 days.

The extra-tuition classes supported learners to achieve optimum results in the 2024 NSC examinations by offering additional tuition for revision purposes. The high quality of teaching was confirmed through the positive feedback from learners on the quality of support provided. Learners received extra tuition and support in at least 3 to 4 subjects to enhance maximum learning for an average of 6–8 hours per day. On average, approximately 50% of the 2024 cohort received an additional 24 full days of teaching and learning as part through extra-tuition classes.

It should be noted that learner support is not only offered to learners at the Grade 12 level but is offered to learners from Grade 1 as they enter formal schooling. Through the implementation of the policy on screening, identification, assessment and support, learning gaps are identified early in the learning process and are addressed by the teacher in the classroom or through these extra support programmes.

The Director-General of the Department of Basic Education played a central role in spearheading these support programmes. The Director General visited 580 vacation school centres and engaged with more



than 100 000 learners across all 75 districts. This served an important role in motivating both teachers and learners. In addition, the Director-General in a separate initiative engaged with provincial and district officials, and principals of primary and secondary schools. The focus of these engagements was to set the tone of the year by outlining national priorities and reflecting on learner performance across all grades.

The DBE has also developed a comprehensive repository of electronic learning materials aligned with the national curriculum. Multiple platforms for access of this learning material were created and this included: offline, online, social media, television and radio broadcasts.

The 2024 cohort of learners were also the beneficiaries of free additional Learning and Teaching Support Materials (LTSM). From Grade 1 to Grade 6, the present cohort received workbooks for Home Languages and Mathematics and in Grades 8 and 9, they received Mathematics workbooks. Siyavula online textbooks were provided for Mathematics, Physical Sciences, Computer Applications Technology and Information Technology from Grades 10–12, as well as a selection of study guides across various subjects and languages.

Specific subject support programmes for the high enrolment subjects included the following:

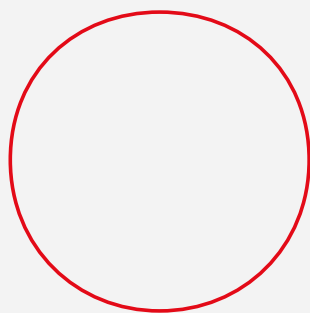
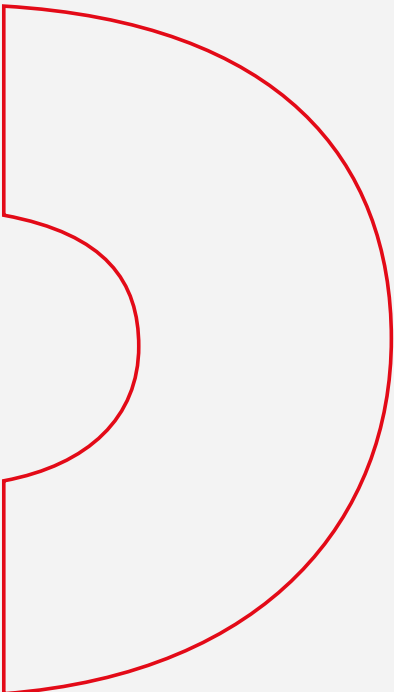
- a. Mathematics: Differentiated learner support, mastery of basic knowledge and routine procedure, content knowledge support for teachers.
- b. Accounting: Quarterly content workshops, assessment and methodology workshops; improvement of formative assessments; unpacking diagnostic reports; curriculum coverage auditing etc.
- c. Geography: Provision of study guides; mapwork training workshops; intensified geographical information systems training.
- d. Life Sciences: Provision of extra-subject resources to teachers and learners, mentorship programmes for novice teachers, provision of radio, video and telematics lessons and webinars on all topics.
- e. English FAL: Vacation classes focussing on comprehension, visual literacy, literature, writing; mediation of draft study guide on new poetry and short stories; SBA training and novice teacher support workshops.





5.

**ADMINISTRATION OF
THE NOVEMBER 2024
NSC EXAMINATIONS**



5. ADMINISTRATION OF THE NOVEMBER 2024 NSC EXAMINATIONS

The Regulations Pertaining to the Conduct, Administration and Management of the NSC stipulates the procedures and processes for administering and conducting the NSC examination. The key processes include the following:

5.1 Registration

Registration of both examination centres and candidates on the Integrated Examination Computer System (IECS) is a critical activity in the examination cycle. The DBE has introduced strict verification measures on registration processes which are closely monitored across all Provincial Education Departments (PEDs). In the case of candidate registration, there is a significant improvement across the PEDs in the usage of SASAMs (South African School Administration and Management Systems) data that is uploaded onto the IECS for registration purposes. Manual capturing of registration data from application forms has been minimised and is mainly used for the registration of part-time candidates who obviously are not part of the schooling system at the time of writing. After the learner registration data was available on the IECS, at least two preliminary schedules with all the candidate data were printed and provided to individual candidates for checking and approval. Corrections were affected and a final examination schedule was printed and forwarded to schools.

Although the number of progressed learners has declined over the years since 2018, the DBE has recorded a slight increase in the number of progressed learners from 54943 in 2023 to 56 536 in 2024.

In relation to centre registrations, only independent schools that are accredited with Umalusi were allowed to be registered as examination centres. PEDs had identified a number of examination centres that were administering the NSC examinations but were not accredited with Umalusi. In all such centres, the PED either took over the management of the examinations at these independent schools or alternatively, relocated these candidates to designated centres established by the PED. PEDs also created designated centres for use mainly by part-time candidates and/or candidates from unaccredited independent schools.

The DBE promotes access for all learners irrespective of their circumstances including Learners with Special Educational Needs (LSEN). Special concessions are allowed to accommodate Learners with Special Needs. Such learners are evaluated and verified by the relevant support structures at the various provincial education departments and approved by the provincial Head of Education. These candidates are accommodated, in that their question papers are adapted according to their special needs and in some cases a scribe or reader is appointed for candidates who require such assistance. Provisions are made for the candidates who are blind, partially sighted, deaf, physically impaired, dyslexic, etc. These candidates are also granted extra time to complete their examinations. Learners with severe barriers to learning may also qualify to write the Endorsed NSC, which comprises a five-subject NSC. A total of 6 860 Learners with Special Needs (LSEN) enrolled for the November 2024 NSC examinations and about 280 candidates enrolled for the Endorsed National Senior Certificate. The DBE will continue to ensure that advocacy is improved in this regard so that learners are all made aware of the available opportunities.

5.2 Development of National Question Papers

The Class of 2024 is the fourth cohort who sat for question papers based on the 2021 Examination Guidelines that were revised in line with the abridged CAPS changes. A total of 162 question papers was set by the

Department of Basic Education (DBE) for the October/November 2024 NSC examinations, which included back-up question papers for Life Orientation, Information Technology Paper 1 and Computer Applications Technology Paper 1. The question papers approved for the May/June 2025 examinations served as backup question papers for the October/November 2024 Examinations.

After Umalusi's approval, question papers were quality assured, proofread and adapted for learners who experience barriers to learning. The quality assurance included an intense inhouse editing and reading of the 2024 NSC question papers by independent editors from the provincial education departments (PEDs) with the focus on technical correctness and language simplification. The proofread question papers were subsequently printed and administered during the October/November 2024 examinations.

Adaptations for learners who experience barriers to learning

The DBE adapted 81 question papers for Blind candidates, 61 question papers for Deaf candidates and 99 question papers were made available in large print offered in font sizes 18 pt, 20 pt and 24 pt. In addition, 78 question papers were made available in audio format. The adaptation of the question papers for those who use Braille and large prints was done by specialists, the chief examiners or internal moderators from the national examination panels. Specialists in Deaf education were used to adapt the question papers for the deaf.

In 2024, a total of 198 full-time candidates enrolled to sit for the South African Sign Language HL examination (SASL HL). The DBE set, moderated, administered and centrally marked the final examinations in SASL HL.

Question papers for non-official languages

Based on a contractual arrangement with the Independent Examinations Board (IEB), 41 question papers for non-official languages, Nautical Sciences, Maritime Economics, Equine Studies and Sport and Exercise Sciences were set by the IEB.

5.3 The Writing of the Examinations

The DBE conducts Standard Setting Meetings (SSMs) on yearly basis in order to ensure uniformity in the conduct, administration and management of examinations in all nine PEDs. The first and the second SSMs for the 2024 academic year were conducted during the March/April and July/August 2024. At these meetings, norms and standards were reviewed, refined and amended in line with developments over the past three years. These were also mediated with participants from PEDs to ensure a common understanding and effective implementation of these standards.

The three key standard operating procedure (SOPs) manuals in relation to the administration of national examinations (Standard Operating Procedures for the writing of the NSC examination, Chief Invigilator Training Manual and Invigilation Procedure Manual) were discussed and fully mediated with all provincial participants. The DBE continued to share and mediate the content of these SOPs to assist in the standardisation of the administration of the writing phase of the examination. The manuals dealt with aspects relating to invigilation, as well as pre-, during- and post-writing procedures which include the collection and the return of examination material. PEDs also used these manuals in the training of chief invigilators.



The training of chief invigilators and invigilators was rigorous and most PEDs adopted a cluster training approach as advocated by the DBE. Chief invigilators were trained by the provincial training team, and invigilators were clustered together in circuits and trained by a district training team. This ensured better standardisation of practice during the conduct of the examination given that the training of invigilators in any school was not left to a single chief invigilator. This approach is widely adopted by most PEDs.

The signing of the pledge by all learners has added value to the credibility of the NSC examination since its introduction in 2013. All the candidates that registered to write the November 2024 NSC from the various provinces signed the pledge on various dates during October 2024. In signing the pledge, the candidates are making a commitment to comply with the examination code of conduct. This practice has been found to have significantly contributed to the reduction in the 'Acts of dishonesty' by candidates since its inception. In addition, the commitment agreement, which the DBE initiated about five years ago, was also signed alongside the pledge where both parents and learners made a commitment to adhere to examination rules and regulations. The agreement highlights key rules and regulations which candidates and parents/guardians should be aware of and to ensure that they are complied with by candidates. The possible sanctions that could be imposed by the DBE in the event of a contravention of the examination rules, are also outlined in the Commitment Agreement. It is envisaged that the increased awareness regarding examination malpractices has dissuaded candidates from getting involved in such acts.

Examination centres were audited by PEDs and categorized according to their risk profiles based on previous irregularities. All schools/centres with a previous history of irregularities were classified as high-risk centres and such centres had to be closely monitored, including the deployment of resident monitors where necessary during the examinations. All independent centres were also audited by the PEDs and in cases where the integrity of the examinations was questionable, a resident monitor was placed at that centre or alternatively, the management of examinations at the centre was taken over by the provincial or district officials.

Over the years the DBE has strengthened the evaluation criteria used to audit the suitability of the storage, nodal and distribution points to store question papers. All storage points were evaluated accordingly prior to the examinations and only storage points that met the relevant criteria were allowed to store question papers. As a result, most PEDs were able to strengthen the security of most of their storage, nodal and distribution points to ensure that they comply with the required standards.

A total of 49 DBE part-time monitors, 23 School Improvement Support Coordinators (SISCO) and 6 Quality Learning and Teaching Campaigns (QLTC) and Second Chance Matric Programme (SCMP) officials were deployed to provinces to monitor the writing of the November 2024 NSC examinations. These monitors visited 542 selected examination centres/schools, 180 storage/nodal/distribution points and 31 district offices to verify the monitoring processes of the PEDs. The PEDs trained and deployed their monitors to monitor the writing of the examinations.

The DBE continued to engage the State Security Services and requested intelligence support from National Intelligence Agency (NIA) during the writing of the November 2024 NSC examinations. In addition, the collaborative structure which was established with SAPS, Crime Intelligence and Disaster Management services through National Joint Operational and Intelligence Structure (NATJOINTS) and Provincial Joint Committees (PROVJOINTS) was briefed and all supported the DBE and PEDs in conducting the examinations. The DBE also engaged with Eskom specifically on matters relating to the writing of practical papers for Computer Applications Technology and Information Technology which require uninterrupted supply of electricity during the examinations. Continued provision of weather reports from the South

African Weather services (SAWS) also provided relevant weather updates that enabled the DBE and PEDs prepare adequately for inclement weather. The DBE is indebted to these stakeholders for their support in ensuring the smooth administration of the 2024 NSC examinations.

5.4 Marking

Marking of the 2024 NSC October/November examinations officially commenced on the 1 December 2024 and was concluded on 14 December 2024. A total of 183 marking centres were used to conduct the marking process. A total of 50 741 marking officials was appointed across the nine provincial education departments for the 2024 marking session.

The National Marking Standardisation Meetings (MSMs) of October/November 2024 included 96 subject paper meetings hosted by the DBE as well as 53 subject paper meetings hosted at the DBE Centralised Marking session. The participants included the DBE panel, Umalusi moderators, subject curriculum specialists, analytical moderators from DBE and PEDs, Umalusi verifiers and DBE marking moderators.

A mixed-modality approach was utilised. Meetings were either fully virtual, in person or hybrid. Full-fledged face-to-face modality was reserved for all high-enrolment subjects where all panels from the DBE, PED and Umalusi were hosted in the DBE conference rooms at the DBE. MSMs were convened between 28 October 2024 and 3 December 2024 (5 December at the Centralised Marking Venue).

The purpose of marking standardisation meetings was to:

- a. Provide DBE examining panels and Umalusi External moderators the opportunity to complete preparations for the standardisation of the marking guideline through the review of the PED pre-marking reports and the amendments of the preliminary marking guideline and to prepare for the training of the chief markers and internal moderators;
- b. Allow for the question paper to be reviewed by chief markers and internal moderators and to identify questions that may have been found to be unfair, or faulty so that they could be appropriately mediated and discussed during the marking standardization process;
- c. Allow amendments/additions/changes on the marking guidelines so that all accurate alternative responses can be accommodated prior to commencement of marking;
- d. Allow the training of chief markers and internal moderators with the aim that they will be able to replicate the principles and approach to the training in provinces to ensure a uniform interpretation and application of the marking guidelines in each paper during marking; and
- e. Establish a tolerance range per question for the marking and moderation of each paper.

Implementation of the tolerance range in the moderation of marking

A tolerance range (TR) is an agreed degree of deviation between marks awarded by a marker and the moderated marks. Since marking is not an exact science, it is anticipated that variances may exist between markers and between a marker and a moderator in terms of their mark allocations especially in subjects using rubrics to mark. In 2024 a tolerance range of between 2%–3% was allowed in the marking of each question paper.

The quality and accuracy of marking was tested and discussed intensively during the marking of training (dummy) scripts. The scores from the marking of the authorisation scripts were recorded and used as an indication of the level of competence of the chief marker and internal moderator.

Authorisation of Chief Markers and Internal Moderators by DBE

Chief markers and internal moderators were duly authorised by the DBE before they were allowed to lead in the marking processes in their respective provinces. Following the standardisation of each marking guideline, the chief marker and internal moderator were provided with a sample of scripts to mark. Only after each chief marker and internal moderator complied with the tolerance range, were they officially authorised to lead the marking process in their respective capacities/roles for the current examinations.

Centralised marking of subjects with low enrolments

The DBE centralised the marking of selected low-enrolment subjects in Pretoria from 30 November 2024 to 13 December 2024. The centralised marking approach ensured that there was adequate marking capacity and that the hierarchy and the mandatory quality assurance levels could be implemented to ensure reliable marking in all subjects. The DBE internal moderators and chief examiners led and managed the marking of 53 subject papers that were centralised and were supported by the requisite markers and senior marker sourced from PEDs. The subjects that were centrally marked by the DBE in 2024 included Agricultural Management Practices, Agricultural Technology, Dance Studies, Music, selected First Additional Languages (FAL) and Second Additional Languages (SAL) and South African Sign Language Home Language (SASL HL). Marine Sciences, English SAL, Sesotho FAL and SAL were managed by the DBE in both the Western Cape and Free State respectively.

The DBE trained and deployed national marking moderators to the various marking centres across all nine PEDs. The moderators ensured that a consistent standard of marking was maintained across all provinces. They also observed and reported on the PED hierarchical organisation of marking and adherence to the ratio of 1 senior marker : 5 markers in its marking organisation, the training of markers as well as the reliability in marking. Across all nine Provinces it was reported that marking was consistent, reliable and of a very high standard.

5.5 School-based Assessment

School-based assessment (SBA) comprises different forms of assessment which are conducted by the teacher at school level. SBA includes assignments, projects, simulations, research, demonstrations, role plays, listening exercises, homework pieces, class work pieces, tests and examinations. In subjects with a practical component and in the case of languages with an oral component, SBA includes assessment of practical skills and in the case of languages, assessment of oral skills.

SBA comprises 25% of the final examination mark. In the case of the subjects with a practical component and the languages, the weighting of SBA is higher than 25% (SBA 25%, Oral 12,5% and PAT 25%). In the case of Life Orientation, the assessment is totally school based (i.e. 100% SBA). SBA is intended to provide information and insight into learner achievement through a range of designated assessment tasks that are administered to assess knowledge and skills.

For the class of 2024, the programme of assessment comprised of designated formal and informal assessment tasks, both of which required that regular feedback was given to learners to enhance their mastery of specific skills and knowledge. The programme of assessment enabled teachers to enhance the quality of teaching and learning, and to ensure that learners developed a range of skills and learning outcomes that prepare them for participation in a variety of real-world contexts.

Administration of SBA and moderation systems at school, district and provincial levels

The DBE is mandated by policy to monitor and quality assure provincial implementation of SBA in Grade 12 to ensure that the outcomes of the NSC SBA component are reliable, valid and complies with national standards.

The moderation modality implemented was one or a combination of the following modes: onsite moderation at a school; off-site moderation via sampled portfolios submitted by schools to the district; and the use of online/electronic modalities to upload digital evidence.

The Department of Basic Education (DBE) conducted Phase 1 and Phase 2 quality assurance of all nine provincial education departments (PEDs). Nine provinces, 36 districts, 846 schools and 5 076 learner files were sampled in 2024. The purpose of the national quality assurance was to ensure that a comparable standard is maintained in all nine provinces, and that the Guideline for the Quality Assurance of School-based Assessment in Grades 10–12 (Circular E06 of 2022), is being implemented.

Sampled subjects were Accounting, Business Studies, Economics, Geography, History, Life Sciences, Mathematical Literacy, Mathematics and Physical Sciences. The quality assurance of Life Orientation, South African Sign Language, Home Language, (SASL HL) and English FAL (Oral) was conducted in all nine provinces. The quality assurance of the SBA entailed the moderation of the assessment tasks designed by the teacher, the district and/or the provincial head office, as well as the moderation of the marking of the Preparatory Exam, Life Orientation CAT and the verification of the final SBA mark sheets.

The DBE provided preliminary feedback after each quality assurance. The SBA feedback reports provided valuable feedback to teaching and learning, and also informed districts about schools that need support. The preliminary feedback and workshop were presented to provincial SBA coordinators, provincial subject facilitators, subject advisors, and lead teachers of the sampled districts. 1 407 participants from the nine (9) PEDs attended the Phase 1 and Phase 2 virtual feedback sessions.

Sampled subjects for the moderation of PAT were Tourism, Civil, Electrical and Mechanical Technology, (all three specialisations). Nine provinces, 133 schools and 670 learner evidence were sampled in 2024.

The quality assurance process revealed the following notable improvements in the implementation of the SBA:

- a. Both teacher and learner files were comprehensive, well-organised, and user-friendly, with evidence of interventions documented in teacher files.
- b. Adherence to the minimum number of tasks, as stipulated by the Curriculum and Assessment Policy Statement (CAPS), was observed.
- c. Assessment tasks met technical requirements and were free from language ambiguities and biases.
- d. Evidence of moderation was present at school, district, and provincial levels.
- e. Provincial-level moderation was authentic, valid, and provided actionable feedback and recommendations.



5.6 The Management of Examination Irregularities

Examination and assessment irregularities has the potential to tarnish public confidence in the validity and legitimacy of results. When irregularities occur, it is imperative that they are dealt with as a matter of urgency by the structures established for this purpose. The DBE can confidently state that there has been an improvement in the management of both administrative and serious irregularities such as group copying.

The National Examinations Irregularities Committee (NEIC) is a national structure established by the minister in accordance with *Regulations on the Conduct, Administration and Management of the National Senior Certificate Examinations*, to manage irregularities emanating from NSC examinations. In turn, Provincial Examinations Irregularities Committees (PEICs) are established in provinces to deal with irregularities at a provincial level. These two structures are therefore mandated to ensure that systems and processes are put in place to manage the prevalence of examination irregularities so that the credibility and integrity of all national examinations are upheld.

Over the years the DBE has continued to strengthen the following mechanisms to ensure that irregularities are minimised and where they occur, they are detected as early as possible and managed appropriately, without compromising the examination processes:

- a. The DBE and the PEDs conducted a thorough audit of the entire distribution chain of question papers to ensure that strict security measures are in place at all the printing sites, storage and distribution points.
- b. A Pledge-signing Ceremony by all Grade 12 learners was hosted at all schools (examination centres) across the country, just prior to the commencement of the examinations. At this ceremony, learners publicly pledged not to participate in acts of dishonesty during the writing of the examination.
- c. A Commitment Agreement informed both learners and parents of the consequences of being guilty of an irregularity. In the Commitment Agreement both parents and learners signed a written agreement committing not to engage in any acts of dishonesty and to bring this to the attention of the school principal, if they are aware of any such irregularity.
- d. Reporting of Examination Irregularities: Candidates were made aware that it is their responsibility and that of the parent to report any information or rumour regarding examination irregularities to the examination hotline established for that purpose. The examination hotline is a 24-hour service. In addition to reporting to the examination hotline, this information was to be brought to the attention of the school principal. Failure to do so would be considered to be collusion for which the candidate would be held accountable.

The NEIC convened on 30 December 2024 to make final pronouncements on the examination irregularities committed during the November 2024 NSC examinations. Generally, the number of Behavioural offences and Acts of dishonesty has drastically reduced. All provinces presented the reports from their PEIC on identified irregularities and the proposed sanctions. The NEIC endorsed all the reports received from the provinces as all irregularities were dealt with in accordance with the Regulations on the Conduct, Administration and Management of the National Senior Certificate Examinations. NEIC also recommended that as much as possible all outstanding irregularities be concluded prior to the release of results unless in cases that involved hearings or further investigations.

The DBE subsequently presented a full report on the integrity of the 2024 NSC examinations to Umalusi on 7 January 2025 for consideration by the Umalusi Council. The Council pronounced that the

2024 examinations were conducted in accordance with the policy and Regulations on the Conduct, Administration and Management of the National Senior Certificate and Senior Certificate Examinations, and that there are no serious irregularities which may undermine the integrity and credibility of the examination processes and therefore approved the release of the results.

5.10 Resulting and release of results

The DBE processed the results after approval by Umalusi. The Minister officially released the November 2024 NSC examination results on 13 January 2025 and candidates' results were made available to the provinces and the individual schools on 14 January 2025.

5.11 Certification

All candidates who satisfy the requirements for the awarding of the NSC qualification are issued with a National Senior Certificate. The certificate will indicate whether the candidate qualifies for admission to higher certificate studies, diploma studies or Bachelor studies at an institution of higher learning. In cases where the candidate does not satisfy the requirements for the full qualification but obtains a pass in one or more subjects, such candidates will be issued with a subject certificate.

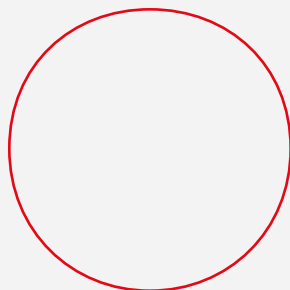
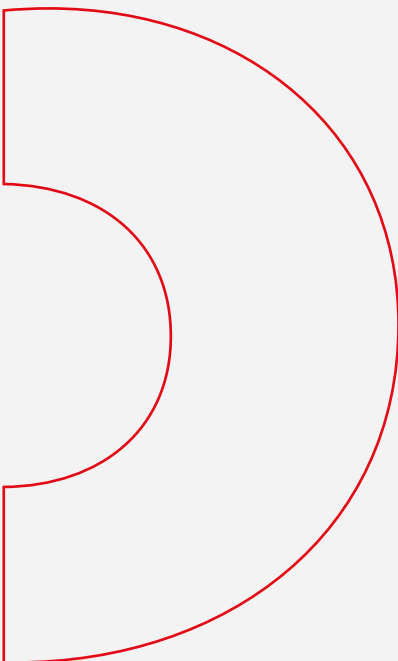
The DBE maintains the historical records of all certification data, extending from as early as 1914. This includes the certification records of all the ex-departments of education. All the data from the ex-departments has been converted into electronic formats and is now accessible to all provincial education departments.





6.

PERFORMANCE OF
THE CLASS OF 2024



6. PERFORMANCE OF THE CLASS OF 2024

The previous sections of this report have assisted in contextualising and profiling the Class of 2024 and has provided the details relating to the administration of the October/November 2024 NSC examinations. This section provides a broad analysis of the performance of the Class of 2024 at various levels and sections of the education system. The learner performance will be analysed at national, provincial, district and school levels. Other areas of analysis will include performance across key subjects, performance of learners with special educational needs, performance of progressed learners, and performance of part-time candidates.

In addition to the traditional reporting of performance which provides pass rates across provinces, the DBE has adopted a more comprehensive approach to reporting which provides a holistic account of performance of the schooling system based on the inclusive basket of criteria. The inclusive basket of criteria has identified nine key criteria to be used for the analysis and reporting on the performance of the system which include the following:

- a. Overall Achievement
- b. Attainment in Accounting
- c. Participation on Mathematics
- d. Attainment in Mathematics
- e. Attainment in Physical Sciences
- f. Attainment in Technical Mathematics
- g. Attainment in terms of admission to Bachelor studies
- h. Attainment in terms of distinctions
- i. Throughput rate

These nine criteria will serve as the reporting criteria for the performance of the system at the various levels of the system: school, district, province and national.

In addition, the performance of the Class of 2024 will be analysed based on the poverty index of the school. The indicator for this purpose is the fee paying status of the school. This will include the “Fee Paying Schools” and “No Fee Paying Schools”. “No Fee paying” schools are schools that are from the lower quintiles, quintiles 1–3 whilst the “Fee Paying schools” are from the higher quintiles, quintiles 4–5. The third category of schools will be the independent schools that write the state examination.

The performance tables in this section illustrates the performance of the Class of 2024 from various perspectives.

Table 6.1.1: Overall Performance of the 2024 Grade 12 Cohort

Provinces	2024		
	Total Wrote	Total Achieved	% Achieved
Eastern Cape	99 739	84 760	84.98
Free State	36 312	33 039	90.99
Gauteng	133 228	117 793	88.41
KwaZulu-Natal	161 962	144 990	89.52
Limpopo	93 474	79 461	85.01
Mpumalanga	64 201	54 567	84.99
North West	40 575	35 513	87.52
Northern Cape	12 937	10 892	84.19
Western Cape	62 863	54 414	86.56
National	705 291	615 429	87.26

Table 6.1.2: NSC passes by Province – 2022 to 2024

Province	2022			2023			2024		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Eastern Cape	94 993	73 386	77.3	95 697	77 917	81.4	99 739	84 760	84.98
Free State	36 607	32 397	88.5	34 451	30 673	89.0	36 312	33 039	90.99
Gauteng	133 841	113 006	84.4	127 697	109 030	85.4	133 228	117 793	88.41
KwaZulu-Natal	164 308	136 388	83.0	157 911	136 366	86.4	161 962	144 990	89.52
Limpopo	110 295	79 493	72.1	93 533	74 400	79.5	93 474	79 461	85.01
Mpumalanga	67 367	51 751	76.8	65 534	50 429	77.0	64 201	54 567	84.99
North West	43 823	34 960	79.8	41 418	33 808	81.6	40 575	35 513	87.52
Northern Cape	13 574	10 072	74.2	12 842	9 740	75.8	12 937	10 892	84.19
Western Cape	60 338	49 102	81.4	62 077	50 620	81.5	62 863	54 414	86.56
National	725 146	580 555	80.1	691 160	572 983	82.9	705 291	615 429	87.26

The performance of the Class of 2024 per category is compared with the performance of other cohorts in Tables 6.1.3 to 6.1.11.

Table 6.1.3: 2024 NSC Performance by Types of Passes

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	99 739	45 662	45.8	26 153	26.2	12 909	12.9	31	0.0	84 755	84.98
Free State	36 312	17 486	48.2	10 889	30.0	4 621	12.7	2	0.0	32 998	90.87
Gauteng	133 228	66 979	50.3	35 040	26.3	15 699	11.8	2	0.0	117 720	88.36
KwaZulu- Natal	161 962	84 470	52.2	42 835	26.4	17 609	10.9	76	0.0	144 990	89.52
Limpopo	93 474	41 370	44.3	24 591	26.3	13 500	14.4	0	0.0	79 461	85.01
Mpumalanga	64 201	27 885	43.4	17 775	27.7	8 897	13.9	10	0.0	54 567	84.99
North West	40 575	18 279	45.0	11 455	28.2	5 772	14.2	0	0.0	35 506	87.51
Northern Cape	12 937	4 996	38.6	4 003	30.9	1 893	14.6	0	0.0	10 892	84.19
Western Cape	62 863	30 031	47.8	16 007	25.5	8 344	13.3	0	0.0	54 382	86.51
National	705 291	337 158	47.8	188 748	26.8	89 244	12.7	121	0.0	615 271	87.24

Table 6.1.4: Comparison of NSC Performance by type of Passes from 2022 to 2024

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	2022	94 993	34 974	36.8	24 465	25.8	13 923	14.7	24	0.03	73 386	77.3
	2023	95 697	37 898	39.6	25 997	27.2	13 992	14.6	30	0.03	77 917	81.4
	2024	99 739	45 662	45.8	26 153	26.2	12 909	12.9	31	0.0	84 755	85.0
Free State	2022	36 607	15 747	43.0	11 471	31.3	5 174	14.1	1	0.0	32 393	88.5
	2023	34 451	15 414	44.7	10 282	29.8	4 952	14.4	0	0.0	30 648	89.0
	2024	36 312	17 486	48.2	10 889	30.0	4 621	12.7	2	0.0	32 998	90.9
Gauteng	2022	133 841	58 119	43.4	37 156	27.8	17 655	13.2	1	0.0	112 931	84.4
	2023	127 697	56 552	44.3	35 038	27.4	17 364	13.6	2	0.0	108 956	85.3
	2024	133 228	66 979	50.3	35 040	26.3	15 699	11.8	2	0.0	117 720	88.4
KwaZulu--Natal	2022	164 308	69 849	42.5	43 908	26.7	22 560	13.7	70	0.0	136 387	83.0
	2023	157 911	72 099	45.7	43 769	27.7	20 435	12.9	55	0.0	136 358	86.4
	2024	161 962	84 470	52.2	42 835	26.4	17 609	10.9	76	0.0	144 990	89.5
Limpopo	2022	110 295	32 878	29.8	27 020	24.5	19 585	17.8	10	0.0	79 493	72.1
	2023	93 533	34 018	36.4	24 481	26.2	15 894	17.0	7	0.0	74 400	79.5
	2024	93 474	41 370	44.3	24 591	26.3	13 500	14.4	0	0.0	79 461	85.0
Mpumalanga	2022	67 367	22 576	33.5	18 068	26.8	11 096	16.5	11	0.0	51 751	76.8
	2023	65 534	21 819	33.3	17 412	26.6	11 196	17.1	2	0.0	50 429	77.0
	2024	64 201	27 885	43.4	17 775	27.7	8 897	13.9	10	0.0	54 567	85.0
North West	2022	43 823	14 733	33.6	12 370	28.2	7 853	17.9	0	0.0	34 956	79.8
	2023	41 418	15 061	36.4	11 647	28.1	7 093	17.1	0	0.0	33 801	81.6
	2024	40 575	18 279	45.0	11 455	28.2	5 772	14.2	0	0.0	35 506	87.5
Northern Cape	2022	13 574	4 177	30.8	3 652	26.9	2 242	16.5	0	0.0	10 071	74.2
	2023	12 842	3 851	30.0	3 665	28.5	2 222	17.3	0	0.0	9 738	75.8
	2024	12 937	4 996	38.6	4 003	30.9	1 893	14.6	0	0.0	10 892	84.2
Western Cape	2022	60 338	25 761	42.7	15 247	25.3	8 071	13.4	0	0.0	49 079	81.3
	2023	62 077	26 182	42.2	15 585	25.1	8 825	14.2	0	0.0	50 592	81.5
	2024	62 863	30 031	47.8	16 007	25.5	8 344	13.3	0	0.0	54 382	86.5
National	2022	725 146	278 814	38.4	193 357	26.7	108 159	14.9	117	0.02	580 447	80.0
	2023	691 160	282 894	40.9	187 876	27.2	101 973	14.8	96	0.01	572 839	82.9
	2024	705 291	337 158	47.8	188 748	26.8	89 244	12.7	121	0.02	615 271	87.2

Table: 6.1.5: Comparison of number of NSC passes by province and gender from 2022 to 2024

Province	Gender	Total Wrote			Total Achieved			% Achieved		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
Eastern Cape	Male	40 537	40 805	43 574	31 107	33 387	37 040	76.7	81.8	85.0
	Female	54 456	54 892	56 165	42 279	44 530	47 720	77.6	81.1	85.0
Free State	Male	16 094	15 226	16 511	14 399	13 664	15 157	89.5	89.7	91.8
	Female	20 513	19 225	19 801	17 998	17 009	17 882	87.7	88.5	90.3
Gauteng	Male	59 180	56 285	59 231	49 720	48 023	52 582	84.0	85.3	88.8
	Female	74 661	71 412	73 997	63 286	61 007	65 211	84.8	85.4	88.1
KwaZulu-Natal	Male	71 503	68 179	70 105	58 824	58 747	62 838	82.3	86.2	89.6
	Female	92 805	89 732	91 857	77 564	77 619	82 152	83.6	86.5	89.4
Limpopo	Male	49 258	40 896	41 509	35 709	32 742	35 586	72.5	80.1	85.7
	Female	61 037	52 637	51 965	43 784	41 658	43 875	71.7	79.1	84.4
Mpumalanga	Male	29 938	28 708	28 272	22 860	21 945	23 969	76.4	76.4	84.8
	Female	37 429	36 826	35 929	28 891	28 484	30 598	77.2	77.3	85.2
North West	Male	19 457	18 539	18 174	15 588	15 121	16 065	80.1	81.6	88.4
	Female	24 366	22 879	22 401	19 372	18 687	19 448	79.5	81.7	86.8
Northern Cape	Male	5 882	5 650	5 866	4 413	4 326	4 961	75.0	76.6	84.6
	Female	7 692	7 192	7 071	5 659	5 414	5 931	73.6	75.3	83.9
Western Cape	Male	26 057	27 322	27 575	21 041	22 154	23 833	80.7	81.1	86.4
	Female	34 281	34 755	35 288	28 061	28 466	30 581	81.9	81.9	86.7
National	Male	317 906	301 610	310 817	253 661	250 109	272 031	79.8	82.9	87.5
	Female	407 240	389 550	394 474	326 894	322 874	343 398	80.3	82.9	87.1
	Both	725 146	691 160	705 291	580 555	572 983	615 429	80.1	82.9	87.3

Table 6.1.6: Comparison of Admission to Bachelor Studies by gender by province from 2022 to 2024

Province Name	Gender	2022			2023			2024		
		Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors
Eastern Cape	Male	40 537	14 507	35.8	40 805	15 872	38.9	43 574	19 258	44.2
	Female	54 456	20 467	37.6	54 892	22 026	40.1	56 165	26 404	47.0
Free State	Male	16 094	7 143	44.4	15 226	6 924	45.5	16 511	7 905	47.9
	Female	20 513	8 604	41.9	19 225	8 490	44.2	19 801	9 581	48.4
Gauteng	Male	59 180	23 713	40.1	56 285	23 222	41.3	59 231	27 973	47.2
	Female	74 661	34 406	46.1	71 412	33 330	46.7	73 997	39 006	52.7
KwaZulu-Natal	Male	71 503	29 455	41.2	68 179	30 291	44.4	70 105	35 403	50.5
	Female	92 805	40 394	43.5	89 732	41 808	46.6	91 857	49 067	53.4
Limpopo	Male	49 258	14 751	29.9	40 896	15 075	36.9	41 509	18 329	44.2
	Female	61 037	18 127	29.7	52 637	18 943	36.0	51 965	23 041	44.3
Mpumalanga	Male	29 938	9 583	32.0	28 708	9 179	32.0	28 272	11 768	41.6
	Female	37 429	12 993	34.7	36 826	12 640	34.3	35 929	16 117	44.9
North West	Male	19 457	6 322	32.5	18 539	6 471	34.9	18 174	7 857	43.2
	Female	24 366	8 411	34.5	22 879	8 590	37.5	22 401	10 422	46.5
Northern Cape	Male	5 882	1 726	29.3	5 650	1 576	27.9	5 866	2 157	36.8
	Female	7 692	2 451	31.9	7 192	2 275	31.6	7 071	2 839	40.1
Western Cape	Male	26 057	10 379	39.8	27 322	10 777	39.4	27 575	12 327	44.7
	Female	34 281	15 382	44.9	34 755	15 405	44.3	35 288	17 704	50.2
National	Male	317 906	117 579	37.0	301 610	119 387	39.6	310 817	142 977	46.0
	Female	407 240	161 235	39.6	389 550	163 507	42.0	394 474	194 181	49.2
	Both	725 146	278 814	38.4	691 160	282 894	40.9	705 291	337 158	47.8

Table 6.1.7: Number of schools within different pass rate categories: 2022 - 2024 (National)

School Intervals	2022		2023		2024	
	Total Number of Schools	% of schools	Total Number of Schools	% of schools	Total Number of Schools	% of schools
0 - 19.9%	19	0.3	15	0.2	9	0.1
20 - 39.9%	130	1.9	68	1.0	28	0.4
40 to 59.9%	627	9.1	386	5.6	180	2.6
60 to 79.9%	2 118	30.7	1 932	28.0	1 321	19.1
80 to 100%	4 002	58.0	4 493	65.2	5 387	77.8
Exactly 0%	4	0.1	5	0.1	3	0.0
Exactly 100%	628	9.1	674	9.8	902	13.0



Table 6.1.8: Number of schools within different pass rate categories - 2023 to 2024 (Provincial)

PROVINCES	Total Number of Schools		Number and Percentage	0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Exactly 0%		Exactly 100%	
	2023	2024		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
EASTERN CAPE	953	965	Number	4	13	5	68	34	311	249	561	673	1	43	63		
			%	0.0	0.4	1.4	7.1	3.5	32.6	25.8	58.9	69.7	0.0	4.5	6.5		
FREE STATE	347	355	Number				1	3	52	34	294	318		47	67		
			%	0.0	0.0	0.0	0.3	0.8	15.0	9.6	84.7	89.6	0.0	13.5	18.9		
GAUTENG	917	930	Number	4	2	1	12	6	212	141	687	782	3	141	147		
			%	0.4	0.2	0.1	1.3	0.6	23.1	15.2	74.9	84.1	0.3	15.4	15.8		
KwaZulu-Natal	1 760	1 761	Number	3	15	10	63	44	346	226	1 333	1 481	1	246	321		
			%	0.2	0.9	0.6	3.6	2.5	19.7	12.8	75.7	84.1	0.1	14.0	18.2		
LIMPOPO	1 302	1 287	Number	6	25	7	115	59	445	302	711	917	1	69	109		
			%	0.5	1.9	0.5	8.8	4.6	34.2	23.5	54.6	71.3	0.1	5.3	8.5		
MPUMALANGA	569	575	Number	1	8	3	63	20	203	134	294	416	1	24	58		
			%	0.2	1.4	0.5	11.1	3.5	35.7	23.3	51.7	72.3	0.0	4.2	10.1		
NORTH WEST	447	444	Number	1	2	1	16	5	153	80	275	358		32	44		
			%	0.2	0.4	0.2	3.6	1.1	34.2	18.0	61.5	80.6	0.0	7.2	9.9		
NORTHERN CAPE	145	144	Number	1	2	2	18	4	57	41	68	98	1	9	15		
			%	0.0	0.7	1.4	12.4	2.8	39.3	28.5	46.9	68.1	0.0	6.2	10.4		
WESTERN CAPE	454	464	Number		1	1	30	5	153	114	270	344		63	78		
			%	0.0	0.2	0.2	6.6	1.1	33.7	24.6	59.5	74.1	0.0	13.9	16.8		
NATIONAL	6 894	6 925	Number	15	68	28	386	180	1 932	1 321	4 493	5 387	5	674	902		
			%	0.2	1.0	0.4	5.6	2.6	28.0	19.1	65.2	77.8	0.1	9.8	13.0		

Table 6.1.9: 2024 School performance by Quintile

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Total
Quintile 1	3	15	56	402	1 343	1 819
Quintile 2	1	5	51	326	1 280	1 663
Quintile 3	0	5	42	355	1 065	1 467
Quintile 4	0	0	5	116	511	632
Quintile 5	1	0	3	68	657	729
Total	5	25	157	1 267	4 856	6 310

Table 6.1.10: NSC performance by type of Passes and Quintile

Quintiles	Total Wrote	Achieved Bachelor	% Achieved Bachelor	Achieved Diploma	% Achieved Diploma	Achieved Higer Certificate	% Achieved Higher Certificate	Achieved NSC	% Achieved NSC
1	157 144	69 770	44.4	42 826	27.3	22 011	14.0	63	0.0
2	151 400	68 182	45.0	41 551	27.4	20 935	13.8	22	0.0
3	172 864	76 548	44.3	47 234	27.3	23 655	13.7	31	0.0
4	86 633	39 546	45.6	24 686	28.5	11 042	12.7	4	0.0
5	108 770	65 550	60.3	26 178	24.1	9 314	8.6	1	0.0
9	27 327	17 006	62.2	5 952	21.8	2 146	7.9	0	0.0

Table 6.1.11: Number of candidates in schools per percentage interval per Quintile – 2023 to 2024

% Interval (Candidates)	2023						2024					
	Q 1	Q 2	Q 3	Q 4	Q 5	Total	Q 1	Q 2	Q 3	Q 4	Q 5	Total
No with 0 to 19.9%	157	51	9	0	0	217	72	109	0	0	3	184
No with 20 to 39.9%	1 656	647	491	300	0	3 094	671	143	325	0	0	1 139
No with 40 to 59.9%	11 501	8 398	6 936	3 163	1 253	31 251	3 462	3 726	3 182	812	212	11 394
No with 60 to 79.9%	50 419	46 215	64 182	31 087	16 757	208 660	37 678	28 995	43 385	17 588	9 548	137 194
No with 80 to 100%	88 053	93 685	96 287	52 376	89 111	419 512	115 261	118 427	125 975	68 233	99 007	526 903
Total	151 786	148 996	167 905	86 926	107 121	662 734	157 144	151 400	172 867	86 633	108 770	676 814

6.2 Performance in the 2024 NSC Examinations in terms of Inclusive Basket

Table 6.2.1: National performance according to Fee paying Status

Province	2024															
	Fee Paying				Independent				No-Fee				All Categories			
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	
Eastern Cape	9 307	8 615	92.6	3 440	2 957	86.0	86 992	73 188	84.1	99 739	84 760	85.0	99 739	84 760	85.0	
Free State	7 826	7 366	94.1	908	866	95.4	27 578	24 807	90.0	36 312	33 039	91.0	36 312	33 039	91.0	
Gauteng	71 405	63 812	89.4	12 014	11 221	93.4	49 809	42 760	85.8	133 228	117 793	88.4	133 228	117 793	88.4	
KwaZulu-Natal	42 609	38 945	91.4	3 065	2 719	88.7	116 288	103 326	88.9	161 962	144 990	89.5	161 962	144 990	89.5	
Limpopo	5 456	5 001	91.7	3 818	3 543	92.8	84 200	70 917	84.2	93 474	79 461	85.0	93 474	79 461	85.0	
Mpumalanga	6 285	5 938	94.5	2 678	2 461	91.9	55 238	46 168	83.6	64 201	54 567	85.0	64 201	54 567	85.0	
North-West	8 662	7 933	91.6	744	716	96.2	31 169	26 864	86.2	40 575	35 513	87.5	40 575	35 513	87.5	
Northern Cape	5 049	4 440	87.9	14	8	57.1	7 874	6 444	81.8	12 937	10 892	84.2	12 937	10 892	84.2	
Western Cape	38 804	34 349	88.5	1 799	1 677	93.2	22 260	18 388	82.6	62 863	54 414	86.6	62 863	54 414	86.6	
National	195 403	176 399	90.3	28 480	26 168	91.9	481 408	412 862	85.8	705 291	615 429	87.3	705 291	615 429	87.3	

Table 6.2.2: National performance according to Inclusive Basket (Overall Criteria)

Province	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	Distinctions Achieved	% Throughput
Eastern Cape	85.0	81.0	62.2	75.2	86.3	42.9	45.8	5.0	66.8
Free State	91.0	84.1	73.2	77.4	97.1	33.7	48.2	3.4	55.3
Gauteng	88.4	81.8	73.0	74.5	96.5	31.5	50.3	5.3	64.5
KwaZulu-Natal	89.5	79.9	68.8	75.7	98.2	36.5	52.2	10.8	62.2
Limpopo	85.0	83.1	69.2	77.3	93.4	44.1	44.3	4.7	59.6
Mpumalanga	85.0	78.4	66.4	73.7	94.8	40.7	43.4	4.9	66.5
North-West	87.5	81.9	73.9	76.3	80.5	25.9	45.0	4.0	56.9
Northern Cape	84.2	76.1	62.8	66.6	91.6	19.3	38.6	2.2	54.5
Western Cape	86.6	82.5	78.0	79.4	91.1	23.8	47.8	6.3	69.9
NATIONAL	87.3	81.2	69.1	75.6	92.5	35.7	47.8	6.3	63.0

Table 6.2.3: National performance in terms of Admission to Bachelor Status and according to Fee paying Status

Province	Fee Status															
	Fee Paying				Independent				No Fee				All Categories			
	Total Wrote!	Achieved Bachelor!	% Achieved Bachelor	RANK Bachelors along Table (Down)	Total Wrote!	Achieved Bachelor!	% Achieved Bachelor	RANK Bachelors along Table (Down)	Total Wrote!	Achieved Bachelor!	% Achieved Bachelor	RANK Bachelors along Table (Down)	Total Wrote!	Achieved Bachelor!	% Achieved Bachelor	RANK Bachelors along Table (Down)
Eastern Cape	9 307	5 527	59.4	2	3 440	1 778	51.7	8	86 992	38 357	44.1	4	99 739	45 662	45.8	5
Free State	7 826	4 543	58.1	3	908	493	54.3	7	27 578	12 450	45.1	2	36 312	17 486	48.2	3
Gauteng	71 405	36 756	51.5	8	12 014	7 799	64.9	1	49 809	22 424	45.0	3	133 228	66 979	50.3	2
KwaZulu-Natal	42 609	23 961	56.2	5	3 065	1 839	60.0	5	116 288	58 670	50.5	1	161 962	84 470	52.2	1
Limpopo	5 456	3 264	59.8	1	3 818	2 471	64.7	2	84 200	35 635	42.3	5	93 474	41 370	44.3	7
Mpumalanga	6 285	3 621	57.6	4	2 678	1 575	58.8	6	55 238	22 689	41.1	7	64 201	27 885	43.4	8
North-West	8 662	4 653	53.7	6	744	469	63.0	3	31 169	13 157	42.2	6	40 575	18 279	45.0	6
Northern Cape	5 049	2 270	45.0	9	14	7	50.0	9	7 874	2 719	34.5	9	12 937	4 996	38.6	9
Western Cape	38 804	20 501	52.8	7	1 799	1 131	62.9	4	22 260	8 399	37.7	8	62 863	30 031	47.8	4
National	195 403	105 096	53.8		28 480	17 562	61.7		481 408	214 500	44.6		705 291	337 158	47.8	

Table 6.2.4: National performance in terms of Distinctions Achieved and according to Fee paying Status

Province	Fee Status															
	Fee Paying				Independent				Non Fee				All Categories			
	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK along Province Name	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK along Province Name	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK along Province Name	Distinctions	Distinctions Achieved	% Distinctions Achieved	RANK along Province Name
Eastern Cape	65 828	5 581	8.5	3	24 534	1 650	6.7	6	623 379	28 409	4.6	3	713 741	35 640	5.0	4
Free State	55 702	3 957	7.1	7	6 580	285	4.3	8	199 866	4 581	2.3	8	262 148	8 823	3.4	8
Gauteng	507 718	29 694	5.8	8	89 058	8 234	9.2	3	359 357	12 461	3.5	5	956 133	50 389	5.3	3
KwaZulu-Natal	309 921	37 503	12.1	1	23 263	3 386	14.6	1	864 039	88 237	10.2	1	1 197 223	129 126	10.8	1
Limpopo	38 391	4 240	11.0	2	26 919	3 195	11.9	2	591 420	23 509	4.0	4	656 730	30 944	4.7	6
Mpumalanga	44 534	3 291	7.4	5	22 354	1 010	4.5	7	410 789	19 009	4.6	2	477 677	23 310	4.9	5
North West	61 290	4 487	7.3	6	5 553	414	7.5	5	221 193	6 540	3.0	6	288 036	11 441	4.0	7
Northern Cape	35 890	1 330	3.7	9	98	1	1.0	9	57 107	703	1.2	9	93 095	2 034	2.2	9
Western Cape	274 678	22 583	8.2	4	12 857	1 036	8.1	4	158 314	4 329	2.7	7	445 849	27 948	6.3	2
National	1 393 952	112 666	8.1		211 216	19 211	9.1		3 485 464	187 778	5.4	1	5 090 632	319 655	6.3	

Table 6.2.5: National performance in terms of Through-put and according to Fee paying Status

Province	Fee Status															
	Fee Paying				Independent				Non Fee				All Categories			
	Total Wrote	Grade 10 ASS	% Throughput	RANK	Total Wrote	Grade 10 ASS	% Throughput	RANK	Total Wrote	Grade 10 ASS	% Throughput	RANK	Total Wrote	Grade 10 ASS	% Throughput	RANK
Eastern Cape	9 307	10 640	87.5	1	3 440	2 921	100.0	1	86 992	135 658	64.1	2	99 739	149 219	66.8	2
Free State	7 826	10 131	77.2	3	908	1 204	75.4	8	27 578	54 375	50.7	8	36 312	65 710	55.3	8
Gauteng	71 405	102 174	69.9	7	12 014	13 506	89.0	6	49 809	90 731	54.9	6	133 228	206 411	64.5	4
KwaZulu-Natal	42 609	64 309	66.3	8	3 065	3 169	96.7	5	116 288	192 800	60.3	4	161 962	260 278	62.2	5
Limpopo	5 456	6 566	83.1	2	3 818	3 397	100.0	1	84 200	146 971	57.3	5	93 474	156 934	59.6	6
Mpumalanga	6 285	8 452	74.4	5	2 678	1 360	100.0	1	55 238	86 741	63.7	3	64 201	96 553	66.5	3
Northern Cape	8 662	11 299	76.7	4	744	921	80.8	7	31 169	59 035	52.8	7	40 575	71 255	56.9	7
North-West	5 049	7 988	63.2	9	14	24	58.3	9	7 874	15 717	50.1	9	12 937	23 729	54.5	9
Western Cape	38 804	54 103	71.7	6	1 799	1 588	100.0	1	22 260	34 303	64.9	1	62 863	89 994	69.9	1
Grand Total	195 403	275 662	70.9		28 480	28 090	100.0		481 408	816 331	59.0		705 291	1 120 083	63.0	

Table 6.2.6: National performance in terms of Accounting and according to Fee paying Status

Province	Accounting															
	Fee Paying			Independent			No Fee Paying			All Categories						
	Accounting Wrote	Accounting Achieved	% Accounting Achieved	RANK	Accounting Wrote	Accounting Achieved	% Accounting Achieved	RANK	Accounting Wrote	Accounting Achieved	% Accounting Achieved	RANK				
Eastern Cape	1 567	1 431	91.3	4	431	346	80.3	8	11 047	8 790	79.6	4	13 045	10 567	81.0	6
Free State	1 824	1 666	91.3	3	175	155	88.6	3	6 046	4 941	81.7	1	8 045	6 762	84.1	1
Gauteng	10 174	8 507	83.6	7	2 088	1 848	88.5	4	6 539	5 017	76.7	6	18 801	15 372	81.8	5
KwaZulu-Natal	8 507	7 064	83.0	8	585	509	87.0	5	17 953	14 049	78.3	5	27 045	21 622	79.9	7
Limpopo	757	703	92.9	2	759	692	91.2	1	8 656	7 063	81.6	2	10 172	8 458	83.1	2
Mpumalanga	1 202	1 117	92.9	1	244	208	85.2	6	7 381	5 596	75.8	7	8 827	6 921	78.4	8
North West	1 155	1 004	86.9	6	124	105	84.7	7	3 146	2 517	80.0	3	4 425	3 626	81.9	4
Northern Cape	636	525	82.5	9	0	0		9	429	285	66.4	9	1 065	810	76.1	9
Western Cape	4 322	3 758	87.0	5	135	123	91.1	2	1 754	1 242	70.8	8	6 211	5 123	82.5	3
National	30 144	25 775	85.5		4 541	3 986	87.8		62 951	49 500	78.6		97 636	79 261	81.2	

Table 6.2.7: National performance in terms of Mathematics and according to Fee paying Status

Mathematics																
Province	Fee Paying				Independent				No Fee Paying				All Categories			
	Maths Wrote	Maths Achieved	% Maths Achieved	RANK	Maths Wrote	Maths Achieved	% Maths Achieved	RANK	Maths Wrote	Maths Achieved	% Maths Achieved	RANK	Maths Wrote	Maths Achieved	% Maths Achieved	RANK
Eastern Cape	3 704	3 025	81.7	3	1 842	1 286	69.8	8	37 219	22 306	59.9	8	42 765	26 617	62.2	9
Free State	3 091	2 517	81.4	5	288	238	82.6	2	8 863	6 207	70.0	1	12 242	8 962	73.2	3
Gauteng	24 367	18 333	75.2	7	5 009	4 088	81.6	3	12 572	8 182	65.1	6	41 948	30 603	73.0	4
KwaZulu-Natal	16 900	12 342	73.0	8	1 451	1 085	74.8	6	40 833	27 298	66.9	5	59 184	40 725	68.8	6
Limpopo	3 394	2 765	81.5	4	2 315	1 962	84.8	1	35 530	23 794	67.0	4	41 239	28 521	69.2	5
Mpumalanga	2 765	2 343	84.7	1	1 047	773	73.8	7	22 328	14 232	63.7	7	26 140	17 348	66.4	7
North West	3 005	2 482	82.6	2	283	230	81.3	4	7 209	5 041	69.9	2	10 497	7 753	73.9	2
Northern Cape	1 131	784	69.3	9	0	0		9	1 363	782	57.4	9	2 494	1 566	62.8	8
Western Cape	10 805	8 733	80.8	6	602	481	79.9	5	3 572	2 465	69.0	3	14 979	11 679	78.0	1
National	69 162	53 324	77.1		12 837	10 143	79.0		169 489	110 307	65.1		251 488	173 774	69.1	

Table 6.2.8: National performance in terms of Physical Science according to Fee paying Status

Physical Sciences																
Province	Fee Paying				Independent				No Fee Paying				All Categories			
	Total Wrote	Total Achieved	% Achieved 30-100%	RANK	Total Wrote	Total Achieved	% Achieved 30-100%	RANK	Total Wrote	Total Achieved	% Achieved 30-100%	RANK	Total Wrote	Total Achieved	% Achieved 30-100%	RANK
Eastern Cape	2 633	2 235	84.9	1	1 384	1 073	77.5	7	28 496	21 126	74.1	5	32 513	24 434	75.2	6
Free State	2 184	1 764	80.8	4	206	171	83.0	2	7 609	5 806	76.3	2	9 999	7 741	77.4	2
Gauteng	18 073	13 785	76.3	8	3 641	2 932	80.5	3	10 845	7 528	69.4	8	32 559	24 245	74.5	7
KwaZulu-Natal	12 100	9 443	78.0	6	1 039	810	78.0	6	33 216	24 841	74.8	3	46 355	35 094	75.7	5
Limpopo	2 812	2 194	78.0	7	2 029	1 695	83.5	1	29 804	22 881	76.8	1	34 645	26 770	77.3	3
Mpumalanga	2 221	1 868	84.1	2	810	624	77.0	8	20 650	14 958	72.4	6	23 681	17 450	73.7	8
North West	2 373	1 908	80.4	5	219	174	79.5	5	6 373	4 757	74.6	4	8 965	6 839	76.3	4
Northern Cape	796	566	71.1	9	0	0		9	1 204	766	63.6	9	2 000	1 332	66.6	9
Western Cape	6 874	5 682	82.7	3	328	263	80.2	4	2 796	1 989	71.1	7	9 998	7 934	79.4	1
National	50 066	39 445	78.8		9 656	7 742	80.2		140 993	104 652	74.2		200 715	151 839	75.6	

Table 6.2.9: National performance in terms of Technical Mathematics according to Fee paying Status

Province	Technical Mathematics															
	Fee Paying				Independent				No Fee Paying				All Categories			
	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK	Tech Maths Wrote	Tech Maths Achieved	% Technical Mathematics	RANK
Eastern Cape	251	206	82.1	9	5	5	100.0	1	2 585	2 242	86.7	8	2 841	2 453	86.3	8
Free State	311	300	96.5	4	0	0			1 787	1 738	97.3	3	2 098	2 038	97.1	2
Gauteng	2 079	1 997	96.1	5	0	0			928	906	97.6	2	3 007	2 903	96.5	3
KwaZulu-Natal	1 060	1 046	98.7	2	0	0			1 431	1 399	97.8	1	2 491	2 445	98.2	1
Limpopo	382	373	97.6	3	0	0			1 353	1 248	92.2	6	1 735	1 621	93.4	5
Mpumalanga	197	197	100.0	1	0	0			892	835	93.6	5	1 089	1 032	94.8	4
North West	648	549	84.7	8	0	0			1 027	800	77.9	9	1 675	1 349	80.5	9
Northern Cape	194	181	93.3	6	0	0			244	220	90.2	7	438	401	91.6	6
Western Cape	884	790	89.4	7	0	0			321	308	96.0	4	1 205	1 098	91.1	7
National	6 006	5 639	93.9		5	5	100.0		10 568	9 696	91.7		16 579	15 340	92.5	

6.3 Subject Performance

Table 6.3.1: Candidates' performance in Official Home Languages – 2022 to 2024

Subject Name (Home Languages)	2022			2023			2024		
	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved
Afrikaans Home Language	47 648	45 035	94.5	48 385	46 485	96.1	47 765	46 905	98.2
English Home Language	127 633	119 462	93.6	127 623	118 682	93.0	129 772	125 701	96.9
IsiNdebele Home Language	6 378	6 370	99.9	5 911	5 900	99.8	5 187	5 185	100.0
IsiXhosa Home Language	110 210	109 560	99.4	110 021	109 646	99.7	114 660	114 469	99.8
IsiZulu Home Language	182 798	181 612	99.4	177 564	177 021	99.7	181 448	181 160	99.8
Sepedi Home Language	85 300	84 171	98.7	76 183	75 527	99.1	75 609	75 324	99.6
Sesotho Home Language	42 497	42 104	99.1	38 851	38 640	99.5	40 695	40 554	99.7
Setswana Home Language	61 073	60 559	99.2	56 264	55 938	99.4	55 231	55 083	99.7
SiSwati Home Language	22 139	21 976	99.3	20 325	20 237	99.6	19 712	19 656	99.7
South African Sign Language Home Language	210	162	77.1	128	109	85.2	173	154	89.0
Tshivenda Home Language	23 010	22 981	99.9	18 240	18 221	99.9	18 265	18 256	100.0
Xitsonga Home Language	34 525	34 066	98.7	29 062	28 742	98.9	30 313	30 123	99.4

Table 6.3.2: Candidates' Performance in Official First Additional Languages – 2022 to 2024

Subject Name (1st Additional Languages)	2022			2023			2024		
	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved
Afrikaans First Additional Language	98 046	91 943	93.8	97 654	92 171	94.4	99 826	93 948	94.1
English First Additional Language	609 901	604 912	99.2	574 968	572 467	99.6	583 624	581 718	99.7
IsiNdebele First Additional Language	48	48	100.0	53	53	100.0	39	39	100.0
IsiXhosa First Additional Language	3 058	3 049	99.7	3 716	3 703	99.7	3 614	3 604	99.7
IsiZulu First Additional Language	18 012	17 787	98.8	17 821	17 654	99.1	18 532	18 357	99.1
Sepedi First Additional Language	614	613	99.8	662	662	100.0	686	682	99.4
Sesotho First Additional Language	502	499	99.4	597	596	99.8	590	587	99.5
Setswana First Additional Language	506	504	99.6	551	550	99.8	460	459	99.8
SiSwati First Additional Language	323	319	98.8	300	298	99.3	356	348	97.8
Tshivenda First Additional Language	53	53	100.0	77	77	100.0	118	118	100.0
Xitsonga First Additional Language	46	46	100.0	77	77	100.0	90	90	100.0

Table 6.3.3: Candidates' performance at 30% and above in Selected Non-Language Subjects Full-Time - 2022 to 2024

Subjects	2022			2023			2024		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	104 798	78 993	75.4	100 974	77 572	76.8	97 636	79 261	81.2
Agricultural Science	125 353	95 070	75.8	115 894	93 279	80.5	114 261	99 257	86.9
Business Studies	241 989	185 503	76.7	227 632	186 191	81.8	233 383	200 731	86.0
Economics	137 657	98 414	71.5	123 661	92 140	74.5	121 560	97 801	80.5
Geography	368 882	299 751	81.3	344 301	296 887	86.2	346 791	310 410	89.5
History	237 327	209 315	88.2	225 731	198 052	87.7	237 437	214 380	90.3
Life Sciences	399 007	285 217	71.5	379 024	286 708	75.6	374 722	302 793	80.8
Mathematical Literacy	450 005	385 515	85.7	421 835	347 227	82.3	442 741	380 994	86.1
Mathematics	269 734	148 346	55.0	262 016	166 337	63.5	251 488	173 774	69.1
Physical Science	209 004	155 877	74.6	206 399	157 368	76.2	200 715	151 839	75.6

Table 6.3.4: Number and Percentage of Distinctions in selected Gateway Subjects – 2020 to 2022

Subjects	2022			2023			2024		
	Wrote	Achieved with Distinction	% with Distinction	Wrote	Achieved with Distinction	% with Distinction	Wrote	Achieved with Distinction	% with Distinction
Accounting	104 798	5 831	5.6	100 974	5 631	5.6	97 636	6 219	6.4
Afrikaans FAL	98 046	6 102	6.2	97 654	4 227	4.3	99 826	6 386	6.4
Agricultural Sciences	125 353	2 667	2.1	115 894	2 935	2.5	114 261	3 950	3.5
Business Studies	241 989	14 575	6.0	227 632	14 747	6.5	233 383	16 140	6.9
Economics	137 657	2 703	2.0	123 661	2 752	2.2	121 560	4 053	3.3
English FAL	609 901	14 188	2.3	574 968	10 151	1.8	583 624	10 620	1.8
Geography	368 882	3 607	1.0	344 301	7 807	2.3	346 791	11 287	3.3
History	237 327	8 434	3.6	225 731	7 188	3.2	237 437	7 461	3.1
Life Sciences	399 007	9 845	2.5	379 024	8 760	2.3	374 722	15 135	4.0
Mathematical Literacy	450 005	7 792	1.7	421 835	9 142	2.2	442 741	12 151	2.7
Mathematics	269 734	7 304	2.7	262 016	8 964	3.4	251 488	9 752	3.9
Physical Sciences	209 004	6 556	3.1	206 399	6 513	3.2	200 715	5 680	2.8

Table 6.3.5: Candidates' Performance in Technical Subjects – 2022 to 2024

Subjects	2022			2023			2024		
	Wrote	Achieved 30% & above	% Achieved	Wrote	Achieved 30% & above	% Achieved	Wrote	Achieved 30% & above	% Achieved
Civil Technology (Civil Services)	4 773	4 646	97.3	769	751	97.7	798	792	99.2
Civil Technology (Construction)	728	705	96.8	4 387	4 317	98.4	4 571	4 516	98.8
Civil Technology (Woodworking)	2 542	2 430	95.6	2 213	2 127	96.1	2 310	2 265	98.1
Electrical Technology (Digital Systems)	391	382	97.7	391	380	97.2	416	409	98.3
Electrical Technology (Electronics)	1 199	1 105	92.2	1 112	1 067	96.0	1 061	997	94.0
Electrical Technology (Power Systems)	5 907	5 561	94.1	5 938	5 694	95.9	5 670	5 506	97.1
Engineering Graphics and Design	38 879	34 830	89.6	38 006	35 603	93.7	38 506	36 771	95.5
Mechanical Technology (Automotive)	3 601	3 388	94.1	3 711	3 572	96.3	3 963	3 904	98.5
Mechanical Technology (Fitting and Machining)	1 937	1 870	96.5	2 019	1 959	97.0	1 957	1 914	97.8
Mechanical Technology (Welding and Metal Works)	2 397	2 227	92.9	2 400	2 238	93.3	2 444	2 371	97.0
Technical Mathematics	14 657	11 993	81.8	15 193	13 446	88.5	16 579	15 340	92.5
Technical Sciences	15 753	14 168	89.9	16 322	15 609	95.6	17 273	16 854	97.6

Table 6.3.6: Candidates' Performance in Mathematics by Province and level of achievement

Mathematics																					
Province	Total Wrote			Total Achieved at 30% and above			% Achieved at 30% and above			Total Achieved at 40% and above			% Achieved at 40% and above			Total Achieved at 50% and above			% Achieved at 50% and above		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Eastern Cape	42 640	43 021	42 765	19 652	24 678	26 617	46.1	57.4	62.2	11 967	15 944	17 282	28.1	37.1	40.4	6 819	9 358	10 216	16.0	21.8	23.9
Free State	13 681	12 845	12 242	8 834	8 974	8 962	64.6	69.9	73.2	5 627	6 021	5 947	41.1	46.9	48.6	3 365	3 745	3 534	24.6	29.2	28.9
Gauteng	44 241	42 773	41 948	27 719	29 551	30 603	62.7	69.1	73.0	19 637	21 291	22 327	44.4	49.8	53.2	12 800	14 309	15 038	28.9	33.5	35.8
KwaZulu-Natal	63 259	61 162	59 184	34 508	39 239	40 725	54.6	64.2	68.8	22 131	27 053	28 630	35.0	44.2	48.4	13 097	16 614	17 959	20.7	27.2	30.3
Limpopo	47 971	44 821	41 239	23 918	26 965	28 521	49.9	60.2	69.2	14 753	17 976	19 328	30.8	40.1	46.9	8 627	11 034	11 881	18.0	24.6	28.8
Mpumalanga	28 340	28 019	26 140	14 977	16 253	17 348	52.8	58.0	66.4	9 721	10 951	11 624	34.3	39.1	44.5	5 796	6 813	7 062	20.5	24.3	27.0
North West	11 139	11 126	10 497	6 671	7 423	7 753	59.9	66.7	73.9	4 219	4 943	5 186	37.9	44.4	49.4	2 482	2 982	3 141	22.3	26.8	29.9
North-eastern Cape	2 847	2 725	2 494	1 465	1 552	1 566	51.5	57.0	62.8	928	991	1 030	32.6	36.4	41.3	568	592	643	20.0	21.7	25.8
Western Cape	15 616	15 524	14 979	10 602	11 702	11 679	67.9	75.4	78.0	8 058	9 141	9 076	51.6	58.9	60.6	5 896	6 679	6 584	37.8	43.0	44.0
National	269 734	262 016	251 488	148 346	166 337	173 774	55.0	63.5	69.1	97 041	114 311	120 430	36.0	43.6	47.9	59 450	72 126	76 058	22.0	27.5	30.2

Table 6.3.7: Candidates' Performance in Physical Sciences by Province and level of achievement – 2022 to 2024

Physical Science																					
Province	Total Wrote			Total Achieved at 30% and above			% Achieved at 30% and above			Total Achieved at 40% and above			% Achieved at 40% and above			Total Achieved at 50% and above			% Achieved at 50% and above		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Eastern Cape	31 365	31 894	32 513	22 107	23 926	24 434	70.5	75.0	75.2	13 776	15 386	15 750	43.9	48.2	48.4	7 775	8 829	8 815	24.8	27.7	27.1
Free State	10 835	10 339	9 999	8 729	8 289	7 741	80.6	80.2	77.4	5 816	5 430	4 939	53.7	52.5	49.4	3 471	3 247	2 777	32.0	31.4	27.8
Gauteng	33 263	32 317	32 559	25 525	25 176	24 245	76.7	77.9	74.5	17 728	17 724	16 560	53.3	54.8	50.9	11 609	11 620	10 447	34.9	36.0	32.1
KwaZulu-Natal	47 811	47 231	46 355	36 964	36 743	35 094	77.3	77.8	75.7	25 402	25 176	23 581	53.1	53.3	50.9	15 416	15 143	13 685	32.2	32.1	29.5
Limpopo	38 736	37 458	34 645	28 406	28 863	26 770	73.3	77.1	77.3	17 861	18 524	17 004	46.1	49.5	49.1	10 437	10 682	9 562	26.9	28.5	27.6
Mpumalanga	25 763	25 604	23 681	17 535	17 509	17 450	68.1	68.4	73.7	11 741	11 441	11 529	45.6	44.7	48.7	7 124	6 945	6 815	27.7	27.1	28.8
North West	9 220	9 399	8 965	7 129	7 179	6 839	77.3	76.4	76.3	4 534	4 526	4 218	49.2	48.2	47.0	2 641	2 672	2 305	28.6	28.4	25.7
Northern Cape	2 193	2 075	2 000	1 524	1 395	1 332	69.5	67.2	66.6	925	832	780	42.2	40.1	39.0	551	484	441	25.1	23.3	22.1
Western Cape	9 818	10 082	9 998	7 958	8 288	7 934	81.1	82.2	79.4	6 028	6 375	5 861	61.4	63.2	58.6	4 433	4 694	4 148	45.2	46.6	41.5
National	209 004	206 399	200 715	155 877	157 368	151 839	74.6	76.2	75.6	103 811	105 414	100 222	49.7	51.1	49.9	63 457	64 316	58 995	30.4	31.2	29.4

Table 6.3.8: Candidates' Performance in Mathematics by Province at 50% – 2020 to 2022

Mathematics									
Province	Total Wrote			Total Achieved at 50% and above			% Achieved at 50% and above		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Eastern Cape	42 640	43 021	42 765	6 819	9 358	10 216	16.0	21.8	23.9
Free State	13 681	12 845	12 242	3 365	3 745	3 534	25.0	29.2	28.9
Gauteng	44 241	42 773	41 948	12 800	14 309	15 038	31.7	33.5	35.8
KwaZulu-Natal	63 259	61 162	59 184	13 097	16 614	17 959	20.7	27.2	30.3
Limpopo	47 971	44 821	41 239	8 627	11 034	11 881	19.5	24.6	28.8
Mpumalanga	28 340	28 019	26 140	5 796	6 813	7 062	20.6	24.3	27.0
North West	11 139	11 126	10 497	2 482	2 982	3 141	28.5	26.8	29.9
Northern Cape	2 847	2 725	2 494	568	592	643	23.2	21.7	25.8
Western Cape	15 616	15 524	14 979	5 896	6 679	6 584	39.1	43.0	44.0
National	269 734	262 016	251 488	59 450	72 126	76 058	23.0	27.5	30.2

Table 6.3.9: Candidates' Performance in Physical Sciences by Province at 50% – 2020 to 2022

Physical Sciences									
Province	Total Wrote			Total Achieved at 50% and above			% Achieved at 50% and above		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Eastern Cape	31 365	31 894	32 513	7 775	8 829	8 815	21.2	24.8	27.1
Free State	10 835	10 339	9 999	3 471	3 247	2 777	28.9	32.0	27.8
Gauteng	33 263	32 317	32 559	11 609	11 620	10 447	34.1	34.9	32.1
KwaZulu-Natal	47 811	47 231	46 355	15 416	15 143	13 685	28.3	32.2	29.5
Limpopo	38 736	37 458	34 645	10 437	10 682	9 562	23.8	26.9	27.6
Mpumalanga	25 763	25 604	23 681	7 124	6 945	6 815	22.6	27.7	28.8
North West	9 220	9 399	8 965	2 641	2 672	2 305	29.4	28.6	25.7
Northern Cape	2 193	2 075	2 000	551	484	441	24.1	25.1	22.1
Western Cape	9 818	10 082	9 998	4 433	4 694	4 148	44.5	45.2	41.5
National	209 004	206 399	200 715	63 457	64 316	58 995	30.4	31.2	29.4

Table 6.3.10: Candidates' Performance in Mathematics and Physical Sciences by Gender

Subjects	Exam Years	Mathematics			Physical Science		
		Female	Male	Total	Female	Male	Total
Total Wrote	2022	162 341	107 393	269 734	125 770	83 234	209 004
Achieved at 30% & above		84 957	63 389	148 346	93 649	62 228	155 877
% Achieved		52.3	59.0	55.0	74.5	74.8	74.6
Total Wrote	2023	160 524	101 492	262 016	127 035	79 364	206 399
Achieved at 30% & above		98 263	68 074	166 337	96 588	60 780	157 368
% Achieved		61.2	67.1	63.5	76.0	76.6	76.2
Total Wrote	2024	154 820	96 668	251 488	124 686	76 029	200 715
Achieved at 30% & above		103 397	70 377	173 774	94 209	57 630	151 839
% Achieved		66.8	72.8	69.1	75.6	75.8	75.6

Table 6.3.11: Candidates' Performance in Accounting by Province and level of Achievement

Province	Accounting									
	2023					2024				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	13 327	10 228	6 847	76.7	51.4	13 045	10 567	7 166	81.0	54.9
Free State	8 042	6 555	4 467	81.5	55.5	8 045	6 762	4 558	84.1	56.7
Gauteng	18 687	14 599	10 235	78.1	54.8	18 801	15 372	11 141	81.8	59.3
KwaZulu-Natal	28 413	21 512	14 312	75.7	50.4	27 045	21 622	15 178	79.9	56.1
Limpopo	11 387	8 781	5 819	77.1	51.1	10 172	8 458	5 743	83.1	56.5
Mpumalanga	8 489	6 403	4 271	75.4	50.3	8 827	6 921	4 826	78.4	54.7
North West	4 564	3 482	2 291	76.3	50.2	4 425	3 626	2 464	81.9	55.7
Northern Cape	1 179	851	513	72.2	43.5	1 065	810	546	76.1	51.3
Western Cape	6 886	5 161	3 754	74.9	54.5	6 211	5 123	3 892	82.5	62.7
Total	100 974	77 572	52 509	76.8	52.0	97 636	79 261	55 514	81.2	56.9

Table 6.3.12: Candidates' Performance in Business Studies by Province and level of Achievement

Business Studies										
Province	2023					2024				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	26 005	21 291	16 512	81.9	63.5	27 259	23 347	18 463	85.6	67.7
Free State	12 963	11 437	8 680	88.2	67.0	14 165	12 249	9 053	86.5	63.9
Gauteng	52 461	43 698	33 108	83.3	63.1	53 900	47 062	36 598	87.3	67.9
KwaZulu-Natal	60 334	51 021	40 264	84.6	66.7	62 474	54 340	43 257	87.0	69.2
Limpopo	16 006	13 474	10 571	84.2	66.0	16 018	14 519	12 143	90.6	75.8
Mpumalanga	18 180	13 098	9 005	72.0	49.5	17 791	14 311	10 556	80.4	59.3
North West	12 025	9 577	6 884	79.6	57.2	11 572	10 096	7 859	87.2	67.9
Northern Cape	4 178	2 883	1 893	69.0	45.3	4 115	2 919	1 833	70.9	44.5
Western Cape	25 480	19 712	14 687	77.4	57.6	26 089	21 888	17 038	83.9	65.3
Total	227 632	186 191	141 604	81.8	62.2	233 383	200 731	156 800	86.0	67.2

Table 6.3.13: Candidates' Performance in Economics by Province and level of Achievement

Economics										
Province	2023					2024				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	16 700	13 071	8 455	78.3	50.6	17 018	13 887	9 933	81.6	58.4
Free State	7 197	5 461	3 410	75.9	47.4	7 351	5 756	3 820	78.3	52.0
Gauteng	24 140	17 135	11 520	71.0	47.7	24 466	18 435	13 131	75.3	53.7
KwaZulu-Natal	31 046	24 023	15 987	77.4	51.5	30 611	25 667	18 594	83.8	60.7
Limpopo	17 137	13 235	9 012	77.2	52.6	16 335	13 392	9 640	82.0	59.0
Mpumalanga	9 699	6 252	3 708	64.5	38.2	9 198	7 560	5 328	82.2	57.9
North West	6 737	4 934	3 217	73.2	47.8	6 476	5 548	4 162	85.7	64.3
Northern Cape	1 631	966	530	59.2	32.5	1 378	964	665	70.0	48.3
Western Cape	9 374	7 063	5 118	75.3	54.6	8 727	6 592	4 728	75.5	54.2
Total	123 661	92 140	60 957	74.5	49.3	121 560	97 801	70 001	80.5	57.6

Table 6.3.14: Candidates' Performance in History by Province and level of Achievement

Province	History									
	2023					2024				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	34 597	31 127	25 157	90.0	72.7	37 593	33 325	25 428	88.6	67.6
Free State	7 344	6 692	4 987	91.1	67.9	8 331	7 831	6 220	94.0	74.7
Gauteng	49 100	42 158	30 950	85.9	63.0	51 942	47 062	36 823	90.6	70.9
KwaZulu-Natal	54 651	51 998	45 843	95.1	83.9	57 063	54 294	48 306	95.1	84.7
Limpopo	18 073	15 746	12 073	87.1	66.8	19 774	17 136	12 303	86.7	62.2
Mpumalanga	14 296	11 069	7 781	77.4	54.4	15 013	12 508	9 361	83.3	62.4
North West	12 809	10 976	7 975	85.7	62.3	12 670	11 459	9 069	90.4	71.6
Northern Cape	6 052	5 253	3 723	86.8	61.5	6 216	5 711	4 506	91.9	72.5
Western Cape	28 809	23 033	16 012	80.0	55.6	28 835	25 054	18 507	86.9	64.2
Total	225 731	198 052	154 501	87.7	68.4	237 437	214 380	170 523	90.3	71.8

Table 6.3.15: Candidates' Performance in Life Sciences by Province and level of Achievement

Province	Life Science									
	2023					2024				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	56 252	43 100	30 714	76.6	54.6	57 536	47 730	37 134	83.0	64.5
Free State	16 163	13 803	9 929	85.4	61.4	16 252	14 303	11 247	88.0	69.2
Gauteng	58 199	45 045	31 992	77.4	55.0	58 832	47 867	36 927	81.4	62.8
KwaZulu-Natal	86 657	67 849	47 412	78.3	54.7	86 453	70 314	53 264	81.3	61.6
Limpopo	66 883	50 833	34 020	76.0	50.9	65 465	53 555	40 158	81.8	61.3
Mpumalanga	40 847	28 763	18 998	70.4	46.5	38 957	30 481	22 371	78.2	57.4
North West	21 254	15 433	10 184	72.6	47.9	20 450	16 118	11 778	78.8	57.6
Northern Cape	4 960	3 077	1 833	62.0	37.0	4 598	3 104	2 049	67.5	44.6
Western Cape	27 809	18 805	13 227	67.6	47.6	26 179	19 321	14 433	73.8	55.1
Total	379 024	286 708	198 309	75.6	52.3	374 722	302 793	229 361	80.8	61.2

Table 6.3.16: Candidates' Performance in Mathematical Literacy by Province and level of Achievement

Province	Mathematical Literacy									
	2023					2024				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	50 658	40 834	27 846	80.6	55.0	54 611	46 146	33 049	84.5	60.5
Free State	20 223	18 142	13 372	89.7	66.1	22 480	20 648	15 357	91.9	68.3
Gauteng	84 337	72 750	52 720	86.3	62.5	89 201	78 916	58 723	88.5	65.8
KwaZulu-Natal	96 924	77 725	51 930	80.2	53.6	101 953	86 351	62 158	84.7	61.0
Limpopo	47 435	39 406	26 835	83.1	56.6	50 792	44 979	32 786	88.6	64.5
Mpumalanga	37 287	29 066	19 321	78.0	51.8	37 706	31 472	22 576	83.5	59.9
North West	28 840	23 737	15 930	82.3	55.2	28 706	24 868	17 397	86.6	60.6
Northern Cape	9 837	7 419	4 548	75.4	46.2	10 062	7 694	4 688	76.5	46.6
Western Cape	46 294	38 148	26 543	82.4	57.3	47 230	39 920	28 161	84.5	59.6
Total	421 835	347 227	239 045	82.3	56.7	442 741	380 994	274 895	86.1	62.1

Table 6.3.17: Candidates' Performance in Geography by Province and level of Achievement

Province	Geography									
	2023					2024				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	40 561	35 297	26 025	87.0	64.2	42 461	37 769	28 895	88.9	68.1
Free State	15 075	14 034	10 706	93.1	71.0	16 155	15 099	11 779	93.5	72.9
Gauteng	62 011	54 543	39 221	88.0	63.2	63 071	57 013	42 916	90.4	68.0
KwaZulu-Natal	80 165	70 610	52 573	88.1	65.6	80 305	72 144	55 748	89.8	69.4
Limpopo	58 121	50 018	35 383	86.1	60.9	59 493	53 539	40 570	90.0	68.2
Mpumalanga	30 921	24 537	15 996	79.4	51.7	29 161	25 503	18 807	87.5	64.5
North West	25 838	22 112	14 999	85.6	58.1	25 674	22 861	16 692	89.0	65.0
Northern Cape	6 750	5 215	2 963	77.3	43.9	6 541	5 613	3 646	85.8	55.7
Western Cape	24 859	20 521	13 508	82.5	54.3	23 930	20 869	14 757	87.2	61.7
Total	344 301	296 887	211 374	86.2	61.4	346 791	310 410	233 810	89.5	67.4

Table 6.3.18: Candidates' Performance in Agricultural Science by Province and level of Achievement

Agricultural Science												
Province	2023						2024					
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%		Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	
Eastern Cape	27 907	23 401	17 809	83.9	63.8		29 174	25 959	20 682	89.0	70.9	
Free State	2 444	2 092	1 445	85.6	59.1		2 436	2 120	1 457	87.0	59.8	
Gauteng	984	829	585	84.2	59.5		1 069	922	674	86.2	63.0	
KwaZulu-Natal	23 585	20 409	15 391	86.5	65.3		23 681	21 446	17 066	90.6	72.1	
Limpopo	31 608	25 536	17 632	80.8	55.8		31 311	26 896	19 277	85.9	61.6	
Mpumalanga	19 847	14 201	9 312	71.6	46.9		17 872	14 934	10 743	83.6	60.1	
North West	7 574	5 517	3 282	72.8	43.3		6 788	5 475	3 554	80.7	52.4	
Northern Cape	1 283	814	415	63.4	32.3		1 180	889	492	75.3	41.7	
Western Cape	662	480	304	72.5	45.9		750	616	426	82.1	56.8	
Total	115 894	93 279	66 175	80.5	57.1		114 261	99 257	74 371	86.9	65.1	

6.4 Performance of Learners with Special Needs

Table 6.4.1: Performance of Learners with Special Needs

Province Name	2023			2024		
	Total Entered	Total Wrote	Achieved	Total Entered	Total Wrote	Achieved
Eastern Cape	466	451	376	526	521	452
Free State	1 973	1 904	1 684	2 417	2 347	2 107
Gauteng	753	735	694	789	778	749
KwaZulu-Natal	553	536	465	541	516	457
Limpopo	118	118	102	271	257	238
Mpumalanga	298	285	177	286	281	206
North West	105	99	88	404	394	326
Northern Cape	106	105	73	88	88	81
Western Cape	1 928	1 878	1 694	2 780	2 729	2 512
National	6 300	6 111	5 353	8 102	7 911	7 128

6.5 Performance of Progressed Learners

Table 6.5.1: Number of progressed Learners enrolled for the NSC from 2022 to 2024

Province	Progressed 2022	Progressed 2023	Progressed 2024
Eastern Cape	5 459	6 952	7 920
Free State	3 638	3 606	4 995
Gauteng	9 124	8 096	10 428
KwaZulu-Natal	13 736	13 307	12 440
Limpopo	9 687	10 313	11 635
Mpumalanga	4 181	6 393	2 161
North West	3 801	3 427	2 654
Northern Cape	1 012	1 076	1 686
Western Cape	2 323	1 773	2 617
National	52 961	54 943	56 536

Table 6.5.2: Number of Progressed Learners who wrote and achieved the NSC per province in 2024

Provinces	Progressed Candidates			
	Entered	Wrote	Achieved	% Achieved
Eastern Cape	7 920	7 525	3 557	47.3
Free State	4 995	4 421	2 841	64.3
Gauteng	10 428	9 873	5 080	51.5
KwaZulu-Natal	12 440	11 255	7 166	63.7
Limpopo	11 635	11 435	6 152	53.8
Mpumalanga	2 161	2 043	1 303	63.8
North West	2 654	2 583	1 405	54.4
Northern Cape	1 686	1 653	835	50.5
Western Cape	2 617	2 402	752	31.3
National	56 536	53 190	29 091	54.7

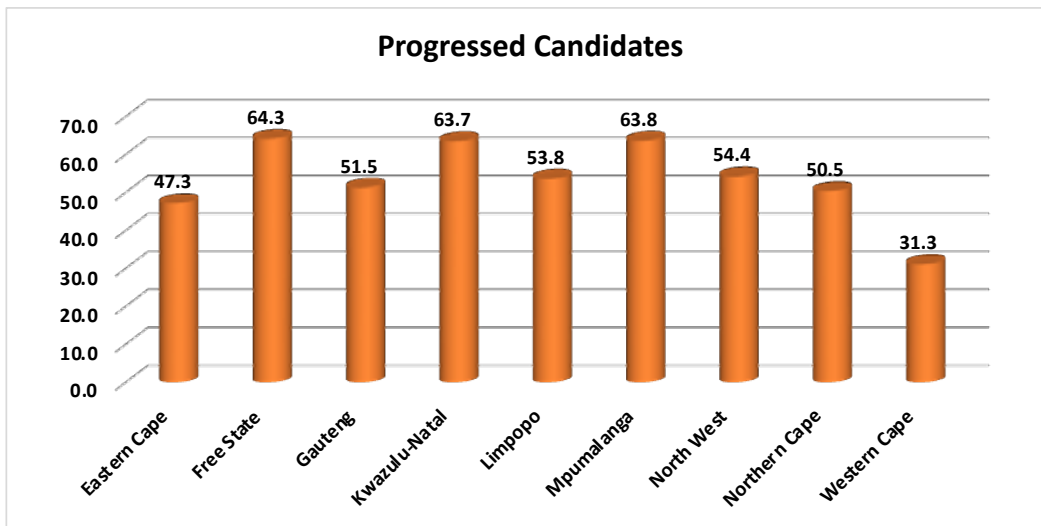


Figure 6.5.1: Overall Performance of Progressed Learners per province.

6.6 Performance of Part-Time Candidates

Table 6.6.1: Candidates enrolled as Part Time – 2022 to 2024

Province	2022		2023		2024	
	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	18 665	11 135	17 323	10 701	15 694	9 498
Free State	7 845	5 577	8 542	6 037	8 191	6 170
Gauteng	55 849	37 066	59 094	39 756	53 705	37 253
KwaZulu-Natal	23 598	14 997	25 366	15 857	20 416	13 726
Limpopo	34 150	22 775	35 733	24 481	30 480	21 735
Mpumalanga	10 552	7 089	16 367	7 723	10 904	7 965
North West	4 250	2 871	4 214	3 000	3 656	2 727
Northern Cape	2 263	1 324	2 581	1 589	1 606	1 047
Western Cape	11 459	6 585	12 836	6 927	11 296	6 463
National	168 631	109 419	182 056	116 071	155 948	106 584

Table 6.6.2: Part Time Candidates' Performance in Gateway Subjects – 2022 to 2024

Subjects (Part-Time)	2022			2023			2024		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	9 062	4 083	45.1	8 646	3 455	40.0	8 155	3 875	47.5
Agricultural Sciences	8 445	3 787	44.8	8 074	3 240	40.1	6 536	3 125	47.8
Business Studies	16 697	8 112	48.6	17 730	8 511	48.0	15 191	8 099	53.3
Economics	13 877	5 539	39.9	12 627	4 274	33.8	10 541	4 135	39.2
Geography	26 383	15 066	57.1	24 811	14 177	57.1	19 650	11 785	60.0
History	5 209	3 158	60.6	6 426	3 633	56.5	6 887	4 272	62.0
Life Orientation	525	508	96.8	383	366	95.6	362	343	94.8
Life Sciences	42 692	20 805	48.7	47 259	24 545	51.9	43 684	25 678	58.8
Mathematical Literacy	32 156	21 577	67.1	29 729	17 050	57.4	28 007	18 055	64.5
Mathematics	47 604	19 824	41.6	53 208	24 921	46.8	49 194	22 858	46.5
Physical Sciences	34 968	17 674	50.5	37 193	18 503	49.7	33 986	15 955	46.9

6.7 District Performance

6.7.1: District Performance – Eastern Cape in terms of the inclusive basket for 2023 and 2024

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Eastern Cape	Alfred Nzo East	2024	85.9	87.8	64.0	75.0	97.4	52.5	45.6	4.0	78.5
		2023	85.1	83.1	61.9	80.9	89.5	52.8	41.9	3.7	69.2
	Alfred Nzo West	2024	87.0	81.3	54.5	72.5	86.8	54.5	48.8	4.3	73.3
		2023	84.2	82.3	50.6	73.4	84.8	56.7	42.2	3.5	73.7
	Amathole East	2024	87.8	80.6	63.3	79.2	81.1	53.9	50.9	5.9	76.3
		2023	82.5	82.0	57.7	74.9	74.5	54.9	41.0	4.8	82.9
	Amathole West	2024	81.5	85.7	58.3	76.5	45.0	19.2	39.7	3.7	67.1
		2023	77.6	74.9	51.8	76.2	62.0	21.9	34.8	3.7	69.6
	Buffalo City	2024	84.4	78.4	71.8	75.5	76.2	31.1	46.1	4.8	65.7
		2023	81.3	75.2	65.1	74.7	75.2	33.3	42.5	4.5	68.3
	Chris Hani East	2024	88.5	82.5	65.5	79.4	98.1	46.6	52.2	8.1	62.2
		2023	84.1	80.7	57.7	74.2	72.1	54.5	45.1	6.4	64.2
	Chris Hani West	2024	84.4	79.7	65.7	72.2	90.2	28.8	42.8	3.6	60.5
		2023	80.9	71.3	60.4	73.0	75.8	32.1	35.9	3.3	64.9
	Joe Qqabi	2024	85.2	74.5	66.5	75.5	96.5	33.5	42.7	3.8	51.0
		2023	83.9	74.2	58.7	80.2	82.5	33.5	35.6	3.0	55.5
	Nelson Mandela Metro	2024	86.7	84.1	74.5	78.1	79.5	24.1	45.2	4.8	63.2
		2023	83.1	76.9	75.0	80.9	69.9	25.1	41.0	3.8	62.3
	Or Tambo Coastal	2024	84.0	80.3	55.0	73.7	88.3	56.2	44.4	5.0	63.5
		2023	78.4	71.3	49.8	72.5	67.4	59.6	35.3	4.2	67.2
Or Tambo Inland	2024	83.0	78.4	61.1	73.6	92.2	59.2	46.0	6.5	79.1	
	2023	79.6	76.8	56.0	73.4	87.7	61.6	40.5	5.6	78.5	
Sarah Baartman	2024	78.6	79.7	72.5	82.7	90.9	16.9	38.2	3.4	51.1	
	2023	76.6	68.0	63.3	79.9	45.5	18.1	33.7	2.6	54.2	

6.7.2: District Performance – Eastern Cape - 2022 to 2024

Eastern Cape Districts	2022				2023				2024			
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	94 993	73 386	77.3	95 697	77 917	81.4	99 739	84 760	85.0			
Alfred Nzo East	6 233	4 801	77.0	6 303	5 365	85.1	7 248	6 226	85.9			
Alfred Nzo West	8 779	7 261	82.7	9 277	7 815	84.2	10 017	8 711	87.0			
Amathole East	7 938	6 195	78.0	8 290	6 838	82.5	8 352	7 335	87.8			
Amathole West	3 994	3 127	78.3	4 295	3 335	77.6	4 423	3 603	81.5			
Buffalo City	11 095	9 039	81.5	11 182	9 086	81.3	11 641	9 823	84.4			
Chris Hani East	4 733	3 767	79.6	4 865	4 090	84.1	5 070	4 489	88.5			
Chris Hani West	5 997	4 319	72.0	5 631	4 554	80.9	5 709	4 817	84.4			
Joe Gqabi	4 840	3 470	71.7	4 276	3 588	83.9	4 159	3 543	85.2			
Nelson Mandela Metro	11 920	9 583	80.4	11 962	9 945	83.1	12 370	10 729	86.7			
OR Tambo Coastal	13 389	9 527	71.2	13 158	10 314	78.4	13 400	11 252	84.0			
OR Tambo Inland	12 377	9 504	76.8	12 653	10 073	79.6	13 434	11 153	83.0			
Sarah Baartman	3 698	2 793	75.5	3 805	2 914	76.6	3 916	3 079	78.6			

6.7.3: District Performance – Free State in terms of the inclusive basket for 2023 and 2024

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Free State	Fezile Dabi	2024	93.5	85.4	75.3	75.2	96.5	31.5	48.8	2.7	49.9
		2023	89.6	83.9	74.1	79.5	89.9	33.4	44.0	2.7	53.8
	Lejweleputswa	2024	87.5	82.1	66.9	71.9	90.9	33.2	41.0	2.4	53.5
		2023	85.4	74.4	61.9	73.8	91.1	39.0	36.2	2.2	54.8
	Motho	2024	92.2	84.8	77.1	80.5	99.4	30.5	50.1	3.9	60.4
		2023	91.2	85.7	74.3	81.6	97.3	35.0	48.6	4.5	58.1
Thabo Mofutsanyana	2024	90.6	84.4	73.0	79.0	98.1	41.2	51.4	3.9	53.9	
	2023	89.4	82.0	70.0	84.2	98.8	42.8	47.4	4.0	53.6	
Xhariep	2024	92.2	81.7	71.3	80.8	100.0	20.3	46.2	2.7	60.4	
	2023	86.6	78.5	61.5	69.7	100.0	22.7	43.9	2.7	56.7	

6.7.4: District Performance – Free State -2022 to 2024

FREE STATE DISTRICTS	2022			2023			2024		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	36 607	32 397	88.5	34 451	30 673	89.0	36 312	33 039	91.0
Fezile Dabi	6 228	5 628	90.4	5 675	5 085	89.6	5 704	5 333	93.5
Lejweleputswa	8 027	6 882	85.7	7 163	6 114	85.4	7 633	6 678	87.5
Motho	10 647	9 668	90.8	10 587	9 651	91.2	11 622	10 718	92.2
Thabo Mofutsanyana	10 388	9 067	87.3	9 687	8 663	89.4	9 864	8 937	90.6
Xhariep	1 317	1 152	87.5	1 339	1 160	86.6	1 489	1 373	92.2

6.7.5: District Performance – Gauteng in terms of the inclusive basket for 2023 and 2024

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Gauteng	Ekurhuleni North	2024	86.0	75.4	67.9	71.4	97.9	34.8	45.5	4.2	71.4
		2023	82.3	69.1	66.2	76.3	94.0	35.5	39.3	3.5	74.2
Gauteng	Ekurhuleni South	2024	87.4	80.7	71.2	69.7	98.1	29.7	47.2	4.2	71.2
		2023	86.0	76.2	66.1	72.5	97.7	33.2	42.7	3.7	71.1
Gauteng	Gauteng East	2024	84.5	70.8	60.5	60.6	92.5	24.3	43.4	2.9	69.8
		2023	82.8	75.1	56.2	64.0	84.9	26.8	39.2	2.2	61.8
Gauteng	Gauteng North	2024	89.0	90.8	71.5	71.3	100.0	28.0	49.2	3.8	56.3
		2023	88.4	86.9	72.0	81.2	98.1	27.3	43.9	3.1	56.7
Gauteng	Gauteng West	2024	88.3	81.5	67.7	72.0	89.1	30.3	47.1	3.9	57.2
		2023	86.7	79.8	66.7	78.4	85.7	31.8	42.3	3.5	58.0
Gauteng	Johannesburg Central	2024	87.2	83.1	70.2	72.4	100.0	28.2	45.3	5.0	62.8
		2023	83.0	78.2	69.2	78.7	95.3	28.6	39.0	4.3	65.2
Gauteng	Johannesburg East	2024	88.7	83.7	75.8	77.2	100.0	33.7	52.5	5.8	64.0
		2023	81.8	78.6	69.2	76.5	100.0	36.5	43.2	4.6	67.6
Gauteng	Johannesburg North	2024	89.5	86.4	78.6	79.2	97.4	36.1	55.6	7.1	68.2
		2023	86.1	80.1	73.7	83.7	96.9	36.4	48.3	6.1	70.9
Gauteng	Johannesburg South	2024	87.7	77.8	66.9	71.2	98.0	31.2	48.9	5.8	51.8
		2023	85.4	75.0	65.1	75.6	94.9	34.7	46.4	6.5	59.2
Gauteng	Johannesburg West	2024	97.0	89.6	85.1	88.8	100.0	25.4	65.6	7.6	58.9
		2023	92.5	85.2	77.3	88.4	100.0	26.9	52.9	5.8	63.3
Gauteng	Sedibeng East	2024	87.1	78.6	73.9	72.0	98.3	28.9	49.2	5.3	70.6
		2023	83.7	80.5	71.3	75.9	97.1	29.7	42.0	3.9	72.2
Gauteng	Sedibeng West	2024	85.1	75.3	61.9	59.7	99.4	28.7	41.9	3.1	60.5
		2023	82.9	75.7	60.2	71.2	98.9	30.8	38.4	2.8	61.6
Gauteng	Tshwane North	2024	90.0	81.6	78.7	79.7	99.4	29.7	54.1	4.1	59.0
		2023	86.4	76.4	74.4	81.3	98.0	33.6	47.6	3.9	63.2
Gauteng	Tshwane South	2024	91.7	88.4	85.1	85.2	95.4	38.8	60.1	9.5	73.1
		2023	90.4	85.6	81.5	88.6	87.4	40.8	56.0	9.1	76.0
Gauteng	Tshwane West	2024	88.9	84.0	70.3	78.0	94.2	34.2	49.5	5.1	63.5
		2023	84.1	77.9	62.6	75.7	97.2	36.7	41.0	4.0	67.0

6.7.6: District Performance – Gauteng - 2022 to 2024

	2022			2023			2024		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
GAUTENG DISTRICTS	133 841	113 006	84.4	127 697	109 030	85.4	133 228	117 793	88.4
Ekurhuleni North	12 364	10 253	82.9	12 142	9 996	82.3	12 808	11 018	86.0
Ekurhuleni South	14 650	12 553	85.7	14 085	12 107	86.0	15 148	13 237	87.4
Gauteng East	8 935	7 468	83.6	8 672	7 177	82.8	9 414	7 956	84.5
Gauteng North	2 327	2 041	87.7	2 240	1 980	88.4	2 247	1 999	89.0
Gauteng West	9 004	7 392	82.1	8 110	7 035	86.7	8 596	7 587	88.3
Johannesburg Central	9 907	8 127	82.0	9 737	8 086	83.0	10 106	8 810	87.2
Johannesburg East	9 336	7 862	84.2	9 327	7 631	81.8	9 558	8 476	88.7
Johannesburg North	9 041	7 792	86.2	9 049	7 791	86.1	9 320	8 345	89.5
Johannesburg South	8 507	7 044	82.8	8 002	6 837	85.4	8 051	7 058	87.7
Johannesburg West	6 356	5 704	89.7	6 238	5 773	92.5	6 321	6 133	97.0
Sedibeng East	3 605	3 073	85.2	3 488	2 920	83.7	3 662	3 190	87.1
Sedibeng West	7 287	5 952	81.7	6 833	5 662	82.9	6 911	5 882	85.1
Tshwane North	9 292	7 755	83.5	7 998	6 912	86.4	8 114	7 304	90.0
Tshwane South	13 550	12 054	89.0	12 798	11 570	90.4	13 525	12 402	91.7
Tshwane West	9 680	7 936	82.0	8 978	7 553	84.1	9 447	8 396	88.9

6.7.7: District Performance – Kwa-Zulu Natal in terms of the inclusive basket for 2023 and 2024

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
KwaZulu-Natal	Amajuba	2024	89.8	82.9	74.3	80.8	99.4	36.5	52.2	12.7	64.3
		2023	87.0	76.2	73.0	82.5	99.4	38.2	44.8	8.6	65.3
	Harry Gwala	2024	88.9	84.3	72.8	76.6	98.9	31.1	49.4	8.8	55.6
		2023	87.1	85.1	62.8	81.8	100.0	32.5	46.1	7.0	55.8
	Ilembe	2024	89.5	77.9	63.1	71.1	100.0	32.4	48.6	8.5	56.1
		2023	88.6	77.1	60.7	76.8	97.3	34.9	44.8	6.1	58.0
	King Cetshwayo	2024	88.6	80.4	67.1	73.8	91.2	41.5	52.0	10.8	73.7
		2023	83.4	71.6	60.0	70.5	87.0	42.4	43.6	7.8	81.4
	Pinetown	2024	89.4	80.7	73.4	79.0	97.2	28.3	54.0	10.4	53.5
		2023	85.6	78.7	68.2	79.7	90.3	31.9	46.6	8.5	59.0
	Ugu	2024	91.7	89.9	78.8	85.4	100.0	28.3	55.0	12.3	54.1
		2023	89.5	87.4	77.2	88.4	100.0	29.0	49.3	9.9	59.0
	Umgungundlovu	2024	89.3	80.6	72.6	78.4	98.5	33.7	53.3	11.6	60.6
		2023	85.1	73.1	66.0	79.3	92.3	36.3	46.8	9.0	65.6
	Umkhanyakude	2024	92.8	84.2	74.9	79.8	99.2	34.2	55.1	10.0	69.9
		2023	90.0	77.8	67.6	80.5	94.8	35.7	46.2	7.5	72.0
	Umlazi	2024	89.8	79.5	63.9	72.0	100.0	42.7	54.6	11.4	66.4
		2023	86.1	74.8	60.4	74.5	97.8	45.5	47.7	8.9	69.1
	Umzinyathi	2024	89.1	81.8	70.0	78.7	94.7	44.8	49.8	12.6	63.5
		2023	86.6	80.1	63.7	81.0	96.0	48.4	43.5	8.6	61.5
	Uthukela	2024	85.0	75.4	64.5	73.8	100.0	38.7	45.2	9.8	58.6
		2023	82.9	72.5	61.2	79.0	100.0	40.9	40.6	7.8	64.5
	Zululand	2024	89.5	69.8	62.9	69.4	99.3	39.7	51.5	10.4	66.3
		2023	87.2	66.2	61.2	74.9	98.5	41.8	46.2	8.4	69.5

6.7.8: District Performance – Kwa-Zulu Natal - 2022 to 2024

KwaZulu-Natal DISTRICTS	2022			2023			2024		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	164 308	136 388	83.0	157 911	136 366	86.4	161 962	144 990	89.5
Amajuba	8 676	7 420	85.5	8 383	7 293	87.0	8 662	7 781	89.8
Harry Gwala	7 919	6 532	82.5	7 037	6 126	87.1	7 562	6 720	88.9
Iilembe	9 096	7 631	83.9	8 395	7 436	88.6	9 174	8 211	89.5
King Cetshwayo	18 849	15 409	81.7	18 927	15 785	83.4	18 414	16 320	88.6
Pinetown	19 703	15 865	80.5	17 797	15 231	85.6	17 981	16 075	89.4
Ugu	10 153	8 853	87.2	10 633	9 517	89.5	10 638	9 758	91.7
Umgungundlovu	13 454	11 318	84.1	12 908	10 980	85.1	12 982	11 593	89.3
Umkhanyakude	15 342	13 246	86.3	14 687	13 218	90.0	15 480	14 373	92.8
Umlazi	21 125	17 495	82.8	20 202	17 388	86.1	20 980	18 850	89.8
Umzinyathi	10 399	8 301	79.8	10 231	8 859	86.6	10 758	9 589	89.1
Uthukela	11 891	9 509	80.0	11 571	9 595	82.9	11 699	9 944	85.0
Zululand	17 701	14 809	83.7	17 140	14 938	87.2	17 632	15 776	89.5

6.7.9: District Performance – Limpopo in terms of the inclusive basket for 2023 and 2024

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Limpopo	Capricorn North	2024	84.9	85.9	68.1	80.2	96.1	47.2	43.9	5.5	62.5
		2023	80.9	80.0	60.0	76.0	97.8	49.1	36.7	4.1	66.0
	Capricorn South	2024	85.8	82.4	69.7	75.8	98.2	47.8	47.1	4.9	63.5
		2023	81.9	78.1	60.6	75.7	89.8	52.3	41.6	3.9	69.1
	Mogalakwena	2024	87.8	86.6	69.3	82.4	100.0	40.4	48.5	3.9	58.0
		2023	82.6	74.7	62.5	82.7	97.1	45.0	38.5	2.3	61.2
	Mopani East	2024	85.3	86.3	69.7	77.7	88.9	38.5	43.1	4.1	56.9
		2023	77.3	80.4	59.3	74.5	70.4	40.5	33.5	2.8	58.6
	Mopani West	2024	87.2	84.4	74.0	80.2	93.5	34.6	47.4	5.5	63.7
		2023	83.8	78.9	66.0	80.5	100.0	38.1	42.9	3.8	60.9
	Sekhukhune East	2024	84.0	79.1	67.6	77.9	90.2	52.0	42.1	3.0	51.2
		2023	74.7	73.2	53.2	75.2	83.0	57.2	32.2	1.7	59.3
	Sekhukhune South	2024	80.4	75.7	61.8	75.8	70.2	47.5	40.9	3.4	59.6
		2023	73.4	66.5	53.6	72.9	49.7	52.8	32.0	2.3	58.8
	Vhembe East	2024	85.8	83.1	71.2	76.6	99.2	48.0	45.1	6.8	63.0
		2023	82.5	78.7	66.1	81.9	96.4	51.9	37.6	6.3	63.8
	Vhembe West	2024	84.8	85.3	70.4	75.7	96.7	41.2	42.5	4.4	59.0
		2023	79.1	81.6	59.8	76.5	93.3	45.3	33.0	3.6	65.5
	Waterberg 2	2024	85.0	91.1	75.1	70.3	98.4	29.2	40.5	3.2	52.3
		2023	78.4	79.6	66.4	73.5	96.0	28.3	34.0	2.4	56.1

6.7.10: District Performance – Limpopo - 2022 to 2024

Limpopo Districts	2022			2023			2024		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	110 295	79 493	72.1	93 533	74 400	79.5	93 474	79 461	85.0
Capricorn North	9 644	7 311	75.8	8 986	7 273	80.9	8 930	7 583	84.9
Capricorn South	14 523	11 133	76.7	13 506	11 066	81.9	13 528	11 602	85.8
Mogalakwena	5 360	4 199	78.3	5 096	4 209	82.6	4 973	4 364	87.8
Mopani East	12 057	8 246	68.4	9 446	7 306	77.3	9 395	8 016	85.3
Mopani West	9 718	7 450	76.7	8 078	6 768	83.8	8 916	7 777	87.2
Sekhukhune East	11 176	7 206	64.5	9 722	7 259	74.7	8 882	7 458	84.0
Sekhukhune South	11 653	7 784	66.8	9 851	7 231	73.4	10 216	8 214	80.4
Vhembe East	18 904	13 663	72.3	14 583	12 031	82.5	14 984	12 861	85.8
Vhembe West	13 016	9 210	70.8	10 444	8 261	79.1	9 919	8 415	84.8
Waterberg 2	4 244	3 291	77.5	3 821	2 996	78.4	3 731	3 171	85.0

6.7.11: District Performance – Mpumalanga in terms of the inclusive basket for 2023 and 2024

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Mpumalanga	Bohlabela District	2024	78.6	61.6	51.4	60.7	88.5	42.4	36.8	1.9	91.4
		2023	69.1	59.9	42.7	53.3	93.8	45.5	26.4	1.1	92.8
	Ehlanzeni District	2024	88.4	82.2	70.6	77.7	99.0	38.5	48.2	6.4	61.8
		2023	81.8	80.4	61.5	71.5	93.2	41.3	37.7	3.8	68.2
	Gert Sibande District	2024	87.7	86.1	73.4	81.1	91.1	42.9	46.1	5.3	64.9
		2023	79.8	79.0	64.4	75.4	85.0	44.2	36.1	3.3	71.6
	Nkangala District	2024	85.2	77.7	70.9	75.1	100.0	39.1	42.5	6.1	56.6
		2023	76.4	76.2	63.6	73.1	99.3	40.4	32.4	4.9	63.8

6.7.12: District Performance – Mpumalanga - 2022 to 2024

MPUMALANGA DISTRICTS	2022			2023			2024		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
Bohlabela	67 367	51 751	76.8	65 534	50 429	77.0	64 201	54 567	85.0
Ehlanzeni	14 893	11 817	79.3	15 451	10 683	69.1	16 118	12 668	78.6
Cert Sibande	18 786	14 320	76.2	17 421	14 254	81.8	16 772	14 832	88.4
Nkangala	15 822	12 300	77.7	15 747	12 571	79.8	15 512	13 600	87.7
	17 866	13 314	74.5	16 915	12 921	76.4	15 799	13 467	85.2

6.7.13: District Performance – North West in terms of the inclusive basket for 2023 and 2024

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
North-West	Bojanala Platinum	2024	89.4	84.7	75.4	75.2	80.6	28.4	49.4	4.8	62.5
		2023	84.2	80.3	67.3	77.6	81.2	29.1	39.5	3.9	64.2
	Dr. K. Kaunda	2024	87.8	80.9	73.9	77.8	92.4	24.8	43.8	3.9	54.5
		2023	83.5	76.1	66.6	75.4	83.9	27.6	38.3	3.8	54.5
	Dr. R.s. Mompoti	2024	84.7	73.5	70.1	79.9	82.8	19.9	39.9	2.3	50.9
		2023	77.2	62.8	62.0	74.5	74.4	20.8	30.5	2.0	56.7
Ngaka M. Molema	2024	85.7	80.8	72.5	75.7	71.3	25.8	41.4	3.6	54.2	
	2023	79.0	75.4	68.1	75.6	79.7	26.5	33.7	3.0	56.7	

6.7.14: District Performance – North West - 2022 to 2024

NORTH WEST DISTRICTS	2022			2023			2024		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
Bojanala Platinum	43 823	34 960	79.8	41 418	33 808	81.6	40 575	35 513	87.5
Dr. K. Kaunda	18 047	14 689	81.4	17 075	14 384	84.2	17 392	15 548	89.4
Dr. R.S. Mompoti	7 527	6 080	80.8	7 046	5 884	83.5	7 383	6 481	87.8
Ngaka M. Molema	6 992	5 369	76.8	6 624	5 111	77.2	5 857	4 962	84.7
	11 257	8 822	78.4	10 673	8 429	79.0	9 943	8 522	85.7

6.7.15: District Performance – Northern Cape in terms of the inclusive basket for 2023 and 2024

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Northern Cape	Frances Baard	2024	84.6	69.3	63.7	63.5	87.4	23.0	40.1	2.8	55.7
		2023	73.9	68.8	56.9	67.1	92.5	25.3	30.9	1.8	58.2
Northern Cape	John Taolo Gaetsewe	2024	81.4	71.2	59.9	65.5	88.4	20.2	36.6	1.6	54.7
		2023	73.7	80.5	53.2	64.7	76.9	25.0	29.3	1.4	58.0
Northern Cape	Namaqua	2024	85.9	84.6	68.5	71.8	91.3	16.2	40.2	2.4	58.8
		2023	81.6	81.1	62.6	79.6	94.1	18.9	29.3	2.0	62.1
Northern Cape	Pixley Ka Seme	2024	85.4	82.0	79.1	84.1	100.0	12.1	35.7	1.9	46.3
		2023	74.2	69.8	64.0	69.4	98.1	13.1	25.9	1.6	52.6
Northern Cape	Z F Mgcawu	2024	86.3	81.2	56.4	69.4	100.0	16.4	40.1	2.1	56.9
		2023	81.4	71.3	59.2	70.0	98.7	14.7	32.3	1.6	55.3

6.7.16: District Performance – Northern Cape - 2022 to 2024

NORTHERN CAPE DISTRICTS	2022			2023			2024		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	13 574	10 072	74.2	12 842	9 740	75.8	12 937	10 892	84.2
Frances Baard	4 937	3 558	72.1	4 478	3 309	73.9	4 494	3 804	84.6
John Taolo Gaetsewe	3 818	2 598	68.0	3 417	2 520	73.7	3 703	3 013	81.4
Namaqua	848	678	80.0	861	703	81.6	804	691	85.9
Pixley Ka Seme	1 623	1 270	78.3	1 631	1 210	74.2	1 506	1 286	85.4
Z F Mgcawu	2 348	1 968	83.8	2 455	1 998	81.4	2 430	2 098	86.3

6.7.17: District Performance – Western Cape in terms of the inclusive basket for 2023 and 2024

Province	Districts	Exam Date	% Achieved	% Accounting Achieved	% Maths Achieved	% Physical Science Achieved	% Technical Mathematics	% Maths Participation	% Bachelors	% Distinctions Achieved	% Throughput
Western Cape	Cape Winelands	2024	83.6	87.2	81.6	84.8	100.0	22.6	46.3	8.1	69.4
		2023	74.7	80.5	77.0	86.5	98.9	24.1	38.2	7.4	74.2
	Eden & Central Karoo	2024	89.3	82.6	79.7	77.2	85.7	16.7	46.4	5.2	67.1
		2023	84.6	77.0	79.4	84.9	79.5	18.5	41.6	4.5	66.9
	Metro Central	2024	85.2	84.6	78.8	81.9	87.7	30.1	48.7	7.8	73.4
		2023	82.4	79.9	77.7	84.8	93.4	32.8	45.4	8.2	74.7
	Metro East	2024	88.6	80.8	78.9	77.5	92.2	24.4	49.5	5.3	70.4
		2023	83.8	68.3	71.8	79.9	90.8	25.2	42.2	4.2	69.6
	Metro North	2024	88.8	77.6	81.2	80.5	90.8	24.8	52.0	7.0	73.0
		2023	85.9	74.6	81.1	86.4	77.5	26.0	48.3	6.6	73.2
	Metro South	2024	84.3	82.9	71.8	74.1	88.9	25.7	44.6	5.2	69.1
		2023	78.5	73.4	69.6	75.1	86.8	26.1	39.0	4.3	71.2
	Overberg	2024	88.3	84.8	67.1	78.6	100.0	15.1	45.1	3.9	62.3
		2023	84.1	74.3	68.9	69.6	75.0	15.6	40.5	3.4	67.5
	West Coast	2024	84.2	82.5	72.3	81.7	86.5	17.7	43.2	4.7	63.5
		2023	77.7	70.0	71.6	84.4	71.8	16.9	36.7	3.8	73.6

6.7.18: District Performance – Western Cape - 2022 to 2024

WESTERN CAPE DISTRICTS	2022			2023			2024		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	60 338	49 102	81.4	62 077	50 620	81.5	62 863	54 414	86.6
Cape Winelands	8 656	6 723	77.7	8 815	6 589	74.7	8 936	7 467	83.6
Eden & Central Karoo	6 226	5 196	83.5	6 397	5 413	84.6	6 670	5 955	89.3
Metro Central	9 409	8 017	85.2	9 547	7 871	82.4	9 719	8 284	85.2
Metro East	11 220	8 801	78.4	11 428	9 573	83.8	11 545	10 226	88.6
Metro North	9 265	7 958	85.9	10 049	8 628	85.9	10 563	9 381	88.8
Metro South	10 239	8 090	79.0	10 269	8 065	78.5	10 135	8 546	84.3
Overberg	2 224	1 868	84.0	2 367	1 990	84.1	2 339	2 066	88.3
West coast	3 099	2 449	79.0	3 205	2 491	77.7	2 956	2 489	84.2

6.7.19: Summary of District Performance - 2023 to 2024

Province	2023					2024						
	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above
	Eastern Cape	12	0	0	0	4	8	12	0	0	0	1
Free State	5	0	0	0	0	5	5	0	0	0	0	5
Gauteng	15	0	0	0	0	15	15	0	0	0	0	15
KwaZulu-Natal	12	0	0	0	0	12	12	0	0	0	0	12
Limpopo	10	0	0	0	5	5	10	0	0	0	0	10
Mpumalanga	4	0	0	1	2	1	4	0	0	0	1	3
North West	4	0	0	0	2	2	4	0	0	0	0	4
Northern Cape	5	0	0	0	3	2	5	0	0	0	0	5
Western Cape	8	0	0	0	3	5	8	0	0	0	0	8
Total	75	0	0	1	19	55	75	0	0	0	2	73

Table 6.7.20: District Performance in the November 2024 NSC Examination

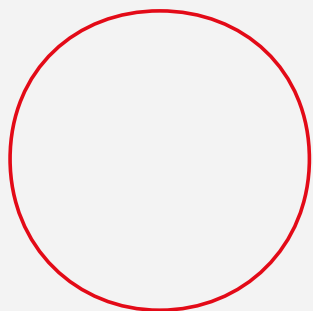
Province	District Names	% Achieved
Eastern Cape	Alfred Nzo East	85.9
Eastern Cape	Alfred Nzo West	87.0
Eastern Cape	Amathole East	87.8
Eastern Cape	Amathole West	81.5
Eastern Cape	Buffalo City	84.4
Eastern Cape	Chris Hani East	88.5
Eastern Cape	Chris Hani West	84.4
Eastern Cape	Joe Gqabi	85.2
Eastern Cape	Nelson Mandela Metro	86.7
Eastern Cape	Or Tambo Coastal	84.0
Eastern Cape	Or Tambo Inland	83.0
Eastern Cape	Sarah Baartman	78.6
Free State	Fezile Dabi	93.5
Free State	Lejweleputswa	87.5
Free State	Motheo	92.2
Free State	Thabo Mofutsanyana	90.6
Free State	Xhariep	92.2
Gauteng	Ekurhuleni North	86.0
Gauteng	Ekurhuleni South	87.4
Gauteng	Gauteng East	84.5
Gauteng	Gauteng North	89.0
Gauteng	Gauteng West	88.3
Gauteng	Johannesburg Central	87.2
Gauteng	Johannesburg East	88.7
Gauteng	Johannesburg North	89.5
Gauteng	Johannesburg South	87.7
Gauteng	Johannesburg West	97.0
Gauteng	Sedibeng East	87.1
Gauteng	Sedibeng West	85.1
Gauteng	Tshwane North	90.0
Gauteng	Tshwane South	91.7
Gauteng	Tshwane West	88.9
KwaZulu-Natal	Amajuba	89.8
KwaZulu-Natal	Harry Gwala	88.9
KwaZulu-Natal	Ilembe	89.5
KwaZulu-Natal	King Cetshwayo	88.6
KwaZulu-Natal	Pinetown	89.4
KwaZulu-Natal	Ugu	91.7

Province	District Names	% Achieved
KwaZulu-Natal	Umgungundlovu	89.3
KwaZulu-Natal	Umkhanyakude	92.8
KwaZulu-Natal	Umlazi	89.8
KwaZulu-Natal	Umzinyathi	89.1
KwaZulu-Natal	Uthukela	85.0
KwaZulu-Natal	Zululand	89.5
Limpopo	Capricorn North	84.9
Limpopo	Capricorn South	85.8
Limpopo	Mogalakwena	87.8
Limpopo	Mopani East	85.3
Limpopo	Mopani West	87.2
Limpopo	Sekhukhune East	84.0
Limpopo	Sekhukhune South	80.4
Limpopo	Vhembe East	85.8
Limpopo	Vhembe West	84.8
Limpopo	Waterberg 2	85.0
Mpumalanga	Bohlabela	78.6
Mpumalanga	Ehlanzeni	88.4
Mpumalanga	Gert Sibande	87.7
Mpumalanga	Nkangala	85.2
North West	Bojanala Platinum	89.4
North West	Dr. K. Kaunda	87.8
North West	Dr. R.s. Mompoti	84.7
North West	Ngaka M. Molema	85.7
Northern Cape	Frances Baard	84.6
Northern Cape	John Taolo Gaetsewe	81.4
Northern Cape	Namakwa	85.9
Northern Cape	Pixley Ka Seme	85.4
Northern Cape	Z F Mgcawu	86.3
Western Cape	Cape Winelands	83.6
Western Cape	Eden & Central Karoo	89.3
Western Cape	Metro Central	85.2
Western Cape	Metro East	88.6
Western Cape	Metro North	88.8
Western Cape	Metro South	84.3
Western Cape	Overberg	88.3
Western Cape	West Coast	84.2





7.



7. SUMMARY OF ACHIEVEMENTS

The comprehensive analysis of the November 2024 NSC performance data shows that there is significant improvement in relation to the social justice principles of access, redress, equity, efficiency, quality and inclusivity.

7.1 Access

Access to education opportunities for the South African learners has increased over the years. South Africa spends a bigger share of its gross domestic product on education than any other country in Africa. The “No-Fee” schools’ policy has abolished school fees in the poorest primary and secondary schools across the country, helping to attract poor, orphaned, disabled and vulnerable children to school. In the area of assessment, there are two examination opportunities currently for candidates who want to sit for the exit examinations i.e., November and June examinations, respectively each year. This also confirms the greater accessibility of the education system to the broader society. Increased access to education is confirmed by the following numbers:

- a. A total of 724 156 full-time candidates in 2024 enrolled to write the NSC examinations compared to 715 719 in 2023, representing an increase of 8 437 candidates.
- b. 615 429 FT candidates met the requirement of the NSC in 2024, compared to 691 160 in 2023 which is an increase of 42 446.
- c. A total number of 479 103 (86.06%) of social grant learners met the requirements of the NSC in 2024 compared to 441 871 in 2023, which is an increase of 37 232.
- d. A total of 705 291 learners sat for the NSC in 2024 compared to 691 1060 in 2023.

7.2 Redress

Relating to redressing the socio-economic disparities of the past, the October/November 2024 NSC examination achieved the following:

- a. 405 330 girls, compared to 318 826 boys enrolled for the NSC examinations. This translates to 86 504 more girls than boys in 2024.
- b. 412 862 (85,8%) of candidates from “No-Fee” schools met the requirements of the NSC in 2024 compared to 379 917 (81,0%) from “Fee Paying” schools.
- c. 214 500 (67,1%) learners of Quintile 1-3 schools achieved admissions to Bachelor studies in 2024 compared to 105 096 (32,9%) learners of Quintile 4–5 schools. This number increased from only 174 676 (65,3%) in 2023.
- d. 214 500 (44,6%) of the 481 408 learners attending “No Fee” schools attained admission to Bachelor studies in 2024 compared to 174 676 (37,2%) of the 469 115 in 2023.

7.3 Equity

Equity refers to the levelling of the playing field in education with specific focus on all aspects of the system that perpetuated unfairness. In relation to equity, the November 2024 NSC examinations was able to demonstrate the following:

- a. 342 398 girls, compared to 272 031 boys met the requirements of the NSC in 2024.
- b. 194 181 (49,2%) girls attained admission to Bachelor studies compared to 142 977 (46%) boys in 2024.

- c. 211 426 girl learners obtained distinctions compared to 108 225 boy learners in 2024. The number of distinctions in 2024 compared to 2023 improved from 168 586 to 211 426

7.4 Quality

A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. South Africa has done well in the areas of access and equity but there is need for a greater focus on ensuring quality at various levels in the system. The areas of achievement in the November 2024 NSC examinations that serve as pointers of improvement in quality are indicated below:

- a. Improvement in Accounting from 76,8% to 81,2%, Agricultural Sciences from 80,5% to 86,9%, Business Studies from 81,8% to 86,0%, Economics from 74,5% to 80,5%, Geography from 86,2% to 89,5%, Life Sciences from 75,6% to 80,8%, Mathematical Literacy from 82,3% to 86,1%, Mathematics from 63,5% to 69,1%;
- b. Increase in subject performance at the 40% level: Accounting from 52,0% to 56,9%, Agricultural Sciences from 57,1% to 65,1%, Business Studies from 62,2% to 67,2%, Economics from 49,3% to 57,6%; Geography from 61,4% to 67,4%; History from 68,4% to 71,8%, Life Sciences from 52,3% to 61,2%, Mathematical Literacy from 56,7% to 62,1%, and Mathematics from 43,6% to 47,9%.
- c. There are more candidates passing with admission to Bachelor studies (49,7%) than those passing with admission to diploma (26,8%) and higher certificate (12,7%) combined.
- d. 525 906 candidates (74,6%), achieved admission to Bachelor and diploma studies and are eligible to register for studies at university level.
- e. Only two districts in two of the nine provinces performed just below 80% at 78,6% each (Sarah Baartman in the Eastern Cape and Bohlabela in Mpumalanga).
- f. Schools which obtained 80–100% increased from 4 493 in 2023 to 5 387 in 2024.
- g. A total of 73 (97,3%) of the 75 districts are performing above 80%.

7.5 Efficiency

The efficiency of the system has improved considerably over the past years. The following in relation to the efficiency of the system can be highlighted:

- a. 29 091 (54,7%) of the progressed learners that wrote all seven subjects obtained the NSC. Progressed learners also achieved 3 536 distinctions in 37 subjects including gateway subjects such as Accounting, Mathematics, Physical Sciences, Life Sciences, etc.
- b. 6 470 SNE learners sat for the NSC examinations in 2024.
- c. 90,1% of the learners with special education needs, who sat for the 2024 NSC examinations, passed.
- d. Learners of 18 years old passed at 92,7%, 17-year-olds passed at 94,4%, 16-year-olds passed at 95,5% and 15-year-olds passed at 93,2%.
- e. Only 2,63% of the learners enrolled did not sit for the examinations.

7.6 Inclusivity

The DBE embraces the need for inclusivity in education as outlined in White Paper 6. Learners who experience barriers to learning are offered opportunities to participate actively in the education system. In 2024, the seventh cohort sat for examinations in South African Sign Language Home Language (SASL HL).

In terms of the November 2024 NSC examinations, the following confirms the sector's commitment to inclusivity:

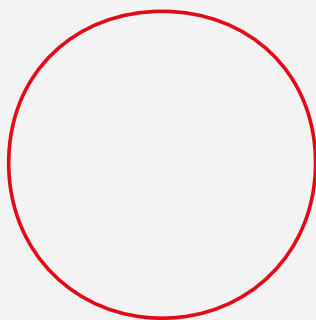
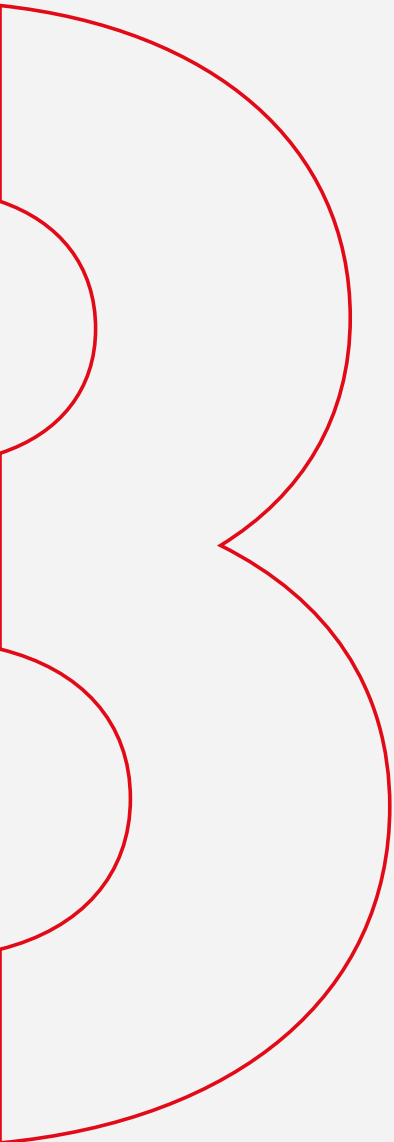
- a. A total of 154 (89,0%) candidates out of 173 candidates that wrote SASL HL passed at 40% and above. The performance in the SASL HL continues to improve on yearly basis.
- b. A total of 6 470 learners with special needs sat for the NSC examinations and 5 763 (89,1%) learners attained the NSC.
- c. 3 321 learners with special needs attained admission to Bachelor studies, 1 643 achieved admission to diploma studies and only 647 achieved admission to higher certificate studies.





8.

**CHALLENGES EXPERIENCED
DURING THE 2024 NSC
EXAMINATIONS**



8. CHALLENGES EXPERIENCED DURING THE 2024 NSC EXAMINATIONS

The management of the administration of the November 2024 NSC examinations was efficiently and successfully conducted. There was a significant reduction in the number of irregularities of a serious nature and, like in previous year, there was no leakage of question papers. However, the following challenges in the administration of the examination are noted:

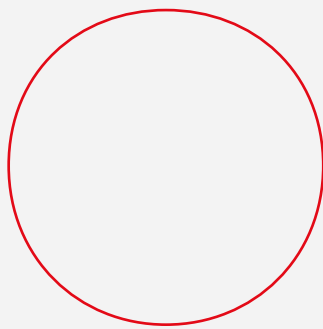
- a. Late start to examinations due to inclement weather and other incidents such as community protests. In all cases candidates were compensated for lost time as well as given a chance to rewrite the missed papers where possible.
- b. Candidates falling ill during the examinations and missing some of their papers. These candidates will be allowed to write the missed papers during the May/June 2025 examinations.
- c. Candidates being prevented from writing examinations by some principals due to poor performance during the preparatory examinations. This is a recurring incident and is a cause for concern. The DBE will institute disciplinary action against the identified principals.
- d. Some girls becoming victims of rape during late night studying in the Eastern Cape. The DBE worked in collaboration with the affected PEDs and moved the rape victims to a safer place where they were able to study and proceed with the writing of the examination.
- e. Although there has been a significant decline in cases of group copying over the years, the prevalence of isolated cases of organised and orchestrated group copying, which involves subject teachers during the writing still remains an issue of concern for the DBE.





9.

CONCLUSION



9. CONCLUSION

The performance in Grade 12 has shown an upward trajectory since 2020 at 76,2% and the current performance is at 87,3%. The 2024 performance is the highest since the inception of the National Senior Certificate examinations in 2008. The exceptional performance by this cohort can be attributed to the adaptability of learners to the strengthened remote learning modalities in the system and the intensified support programmes by the DBE since the negative impact on learning brought about by COVID-19 more than four years ago. Once again, the schooling system has shown without any doubt that it is resilient, maturing and that it is certainly a system on the rise. Significant improvements have been recorded in a number of areas in relation to the six social justice principles of access, redress, equity, quality, efficiency and inclusivity. In relation to the performance of the Class of 2024, the following are highlighted:

- a. The overall performance improved from 82,9% in 2023 to 87,3% in 2024; None of the provinces performed below 80%; and 97,3% (73 of the 75 districts) of the districts performed above 80%.
- b. Performance in Mathematics continues to improve over the past three years; 55,0% in 2022, 63,5% in 2023, and 69,1% in 2024.
- c. Notable improvements in performance in Accounting, Economics, Business Studies, Geography, History; Life Sciences and Agricultural Sciences have been recorded.
- d. There is a continuous decline in the number of schools performing at 0%–19,9%: 19 in 2022, 15 in 2023 and only 9 in 2024.
- e. There is a consistent increase in the number of learners with special educational needs enrolling for the Grade 12 end-of-year examinations: 2 489 in 2022, 5 458 in 2023 and 6 642 in 2024.

However, the DBE would like to focus more attention on the following matters:

- a. Closer monitoring of PEDs to ensure that learners select the most appropriate subjects in Grade 10 which will assist them in their future career plans and also ensure an alignment between the subjects offered at school and the needs of the economy.
- b. Encourage more learners to enrol for BCM subjects as well as Mathematics.
- c. Support provinces to improve on the implementation of the *Screening, Identification, Assessment and Support* (SIAS) policy to ensure that all learners with special needs are adequately accommodated during teaching, learning and assessment.
- d. Ensuring quality passes in the relevant subjects that will allow learners to pursue their ambitions.

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