



Province of the
EASTERN CAPE
EDUCATION



HIGHLIGHTS REPORT

2022



***National Senior
Certificate***



Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE Examination 2022

HIGHLIGHTS REPORT

MEC'S MESSAGE



MEC: Education Eastern Cape- Mr FD Gade

MESSAGE BY MEC FOR EDUCATION

I am releasing this 2022 National Senior Certificate Technical Report about the performance of the Grade 12 class of 2022. We owe this report to you as parents and members of the public in general. We are humbled by the fact that you placed your children in our care for twelve years as from 2011 with a sole mandate of providing them with quality public education.

This was not a mean feat and a small mandate; it showed the profound trust you have in us as

the Department of Education. We are today, with humility and pride, presenting the results of the National Senior Certificate Grade 12 class of 2022 who were under our stewardship and guidance.

I want to start by confirming that the Eastern Cape Department of Education is an integral part of a national examination system which I am certain that it is on a continuous journey of improvement to fully emulate and fulfill the characteristics of a good public examination system as described by

the World Bank in the table below:

Characteristics	Description	Indicators
Fitness for purpose	The examination papers and the marking system should produce results that are both reliable and valid.	<ul style="list-style-type: none"> • Acceptance by teachers and students that the exams are according to the syllabus i.e., few complaints. • Statistical evidence of the exam's technical quality (e.g. reliability, level of difficulty) • Adequate quality control measures resulting in very few errors on exam papers.
Equity, Integrity and Public Confidence	The conduct of the public examination system should be deemed fair and achieve a high level of public acceptance. The examinations should ensure that no particular candidate or group of candidates has an unfair advantage over others.	<ul style="list-style-type: none"> • The public has confidence in the results of the exam system. • High level of trust in the honesty of exam agency staff. • High level of trust in the honesty of supervisory staff. • Little evidence of candidates resorting to the use of 'unfair means' (cheating). • Exam authority has procedures for rechecking of marks and an appeals procedure. • Special support is available for disadvantaged candidates. • The question paper does not contain culturally inappropriate questions, or questions in a language with which some students are relatively unfamiliar. • The grading system is applied equally to all students.

Efficiency and Cost-Effectiveness	<p>The examinations authority should deliver the required services making the best possible use of physical, financial and human resources. Public exams should be administered according to agreed schedules and, in particular, results should be issued on time.</p>	<ul style="list-style-type: none"> • Examination fees do not place an excessive burden on parents and candidates. • Examination authority can demonstrate the cost-effectiveness through its accounting procedures. • It can give a breakdown of costs including staffing, question paper preparation, printing, distribution, supervision, correcting, research, publications and exam costs borne by outsourced agencies. • The examination authority is efficiently staffed. • Exam papers are printed in the most cost-effective way without compromising security. • Pre-exam administration is carried out in a timely manner. • Results are issued in time and in an appropriate form for decision making (e.g. selection for the next highest level of education). • Feedback on exam performance is given to schools in time for it to influence instruction.
Transparency	<p>The examination process should, as far as possible, be open to public scrutiny. Exams should not be shrouded with mystery.</p>	<ul style="list-style-type: none"> • Non-confidential materials including regulations, syllabuses and sample/past exam papers are widely available. • Board involves teachers in the examining process e.g., in syllabus construction and in marking. • Reports, including statistical data, on exam performance available. • Marking system and criteria for award of grades available. • Criteria for employment of full and part-time officials are published. • Exam authority maintains records of administrative practices, results and marking schemes

Beneficial effect on classroom practice	<p>The public examination system should promote good teaching and learning practices. It should include and provide systematic feedback of information to teachers.</p>	<ul style="list-style-type: none"> • Exam encourages the development of higher-order thinking skills and does not place emphasis on recall of facts. • Exam promotes development of performance skills e.g. listening and speaking (languages), practical skills (sciences), production (music, drama, art) • Exam pressure does not exclude the development of non-cognitive skills (e.g. physical, aesthetic appreciation) • High quality subject reports for teachers and other interested parties (e.g. textbook boards) distributed regularly.
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(Source: World Bank Education: 2022)

The NSC Grade 12 Class of 2022 is the ninth cohort to sit for the National Senior Certificate based on CAPS, entering Grade 1 in 2011 in a fairly stable and conducive teaching and learning environment. There has been a gradual improvement in the quality of School Based Assessment (SBA) over the past few years. There was significant emphasis on formative school-based assessment over the past few years.

It should, however, be emphasized that the standard and quality of public education is on the rise.

The Grade 12 class of 2022 was a unique brand of candidates. They were exposed to a mixed bag of both positive and negatives learning and teaching experiences.

This made their educational journey one of the most worthwhile educational journeys.

They are a cohort that had to be taught through a trimmed ATP in Grade 10 and 11. They also underwent their promotion through amended SBA requirements in Grade 10 and 11. This cohort was severely affected by the cumulative effect of lockdowns. This cumulative effect of lockdowns necessitated profound psycho-social support services. They were impacted by the amendments to Annual Teaching Plans, examination guidelines and lastly, they learnt under COVID-19 conditions for 2 consecutive years. The COVID-19 pandemic posed unprecedented challenges to the Class of 2022 in their Grade 10 year in 2020 and their Grade 11 year in 2021.

Revised ATPs were used and they attended rotational classes in Grade 10 and 11.

Change in the assessment in Grade 10 and 11 – greater focus on SBA (60%), and controlled tests (40%) replaced formal summative examinations in Grade 11.

They were the third cohort to be subjected to a revised Section 4, including revisions and amendments to examination guidelines. It is also the third cohort that was not subjected to the policy of Multiple Examination Opportunities.

Interestingly, they were also the first cohort to sit for the NSC examinations post Covid-19 pandemic period. Possibly the worst affected class in relation to the effects of COVID-19. The additional challenge was their unfair exposure to the load shedding that was unprecedented, in such an intensive way.

In our efforts to mediate for all these unfavorable learning and teaching conditions intensive support programme – learning support material, on-line support and at-home were also provided. The provincial LAIS programme was focused on 'just in time' extended support provision to the Class of 2022.

There were a number of changes in the format of question papers that affected this cohort of

candidates which impacted them in different ways. These policy changes are clearly outlined in the HOD overview in this report.

I indicated in my 2022/23 policy and budget speech that as the Department starts the 2022 academic year it is adequately enriched with lessons learned from the two COVID - 19 pandemic years. I am confident that it will continue to transform the sector and the public education system. I committed that we shall not renege on the responsibility bestowed upon all of us, individually and severally to ensure the provision of quality, accessible and affordable public education.

The presentation of the performance scorecard of the NSC Grade 12 class of 2022 is the evidence the department made that of sustaining the upward trajectory as clearly and explicitly expressed in the Departmental Transformation Plan and applied through the Learner Attainment Improvement Strategy (LAIS). Our efforts have been explicitly and handsomely rewarded by this dedicated and wonderful group of candidates. The 2022 Grade 12 class, in spite of the challenges they

faced in 2020 when they were in grade 10 and 2021 when in grade 11 have proven to be resolute and a stronger cohort of learners than the two previous cohorts combined.

The 2022 NSC Grade 12 candidates have proven to be a very resilient group and have been fortified by the unprecedented COVID-19 pandemic challenges. They were like boiling water in a kettle that is under extreme heat, they simply whistled their way through the heat. The continuous hard work of teachers, learners, parents and other stakeholders has been showcased very accurately by this class.

Let me take this opportunity to congratulate the National Senior Certificate Grade 12 Class of 2022 for the sterling effort put in the work leading to the achievements of these exciting results. The results produced by this cohort are historic.

EXCITING PERFORMANCE TRENDS

These are the best results ever produced in the Eastern Cape post 1994. As the Department and the people of the Eastern Cape we are forever grateful to this Grade 12 class for producing this outstanding performance

of 77,3%, what a proud performance, never to be erased from the records of the Eastern Cape history. Given the high enrolments in the class of 2022, the total number of learners that passed the National Senior Certificate stands at 70812 making it 4042 more learners passing in 2022 compared to 2021.

The Grade 12 class of 2022 has created a legacy that can only be emulated or be a point of reference for the future targets for the Grade 12 cohorts to come in the Eastern Cape Province. Given the high enrolments in the class of 2022, the total number of children that passed the National Senior Certificate stands at 73 386 making it 6616 more learners passing in 2022 compared to 2021.

BACHELOR PASSES

The number of Bachelor passes increased by 2.5 % from 34.3% in 2021 to 36.8% in 2022. In real terms it means:

- 34974 learners have a Bachelor pass
- 24465 learners obtained a Diploma pass
- 13923 learner a Higher Certificate pass

SUBJECTS PERFORMANCE

Subject performance, across spectrum, has improved. Of the 53 subjects that were written, 23 subjects have shown an upward trajectory, 21 subjects dropped by low margins and 9 remained unchanged. High enrolment subjects, with no less than 10 000 learners for the specific subject, exhibited commendable improvements. Trends analysis between 2021 and 2022 shows the following commendable subject performance improvements:

- Accounting improved from 76,4% to 76.9%
- Economics improved from 73,4% to 78.6%
- Geography improved from 73,8% to 77.8%
- Life Sciences improved from 70,8% to 72.2%
- Physical Science improved from 62,3% to 70.5%
- Mathematics Literacy improved from 72.3% to 83.1%

There was a decline, although marginal, in five high enrolment subjects. Trends in decline are as follows:

- IsiXhosa Home Language dropped by 0.2% from 99.7% to 99.5%
- English First Additional dropped by 0.2% from 98.8% to 98.6%
- Math dropped by 0.5% from 46.6% to 46.1%
- History by 2.1.% from 89.3% to 87.2%
- Business Studies declined by 5.1% from 80.6% to 75.5%

However, the decline is equally an opportunity to design new turnaround plans that will eliminate marginal declines altogether.

CENTRE PERFORMANCE

The Province presented 945 fulltime examination centres, and their performance per centile improved quite considerably. Noteworthy improvements are noticeable from the following categories:

- 38 schools performed at 100%
- 0.1% of schools performing below 10%
- 8% improvement in the number of centres

passing at 90% and above, from 158 in 2021 to 233 in 2022

Districts with high enrolments and bigger number of centres automatically became our major game-changers, and these are BCM, Nelson Mandela, OR Tambo Inland and Alfred Nzo West.

DISTRICT PERFORMANCE

District performance in 2022 took a new turn, with three Districts performing above 80%, and no District below 70% at all. The top 5 performing District in 2022 are:

- Alfred Nzo West is top performing at 82.7%, an improvement of 9% from 73,7% in 2021.
- Buffalo City Metro is second at 81.5%, an improvement of 2.5% from 79% in 2021
- Nelson Mandela is third at 80.4% an improvement of 2,2% from 78,2%, in 2021
- Chris Hani East is fourth at 79.6%, an improvement of 10% from 69.5% in 2021
- Amathole West fifth at 78.3%, an improvement of 3.7% from 74.6% in 2021

- Amathole East sixth at 78 % an improvement of 3.7% from 74.4% in 2021

Chris Hani East District has become the most improved District at 10% improvement, followed by Alfred Nzo West at 9%, as well as OR Tambo Inland at 6,5%. The correlation between District performance and quality of their passes is retained in 2022.

However, 6 of the 12 Districts performed above the Provincial average of 36.4% Bachelor pass, and three of the six are newcomers in the top three spot, and these are Chris Hani East, Alfred Nzo West and OR Tambo Inland. Here is the rundown of Districts Bachelor passes:

- BCM is the top District at 43.5% bachelor pass
- Chris Hani East is second at 41.3%
- Alfred Nzo West is third at 40.5%
- OR Tambo Inland is fourth at 38.3%
- Nelson Mandela Bay Metro is fifth at 38.2%
- Amathole East is 6th at 37.2%

Not a single District is below 30% Bachelor

pass rate in 2022, an improvement from the two in 2021 of Joe Gqabi at 27.3% and OR Tambo Coastal at 28%.

Curriculum interventions were based on basic principles of improving curriculum performance. These basic principles are comprehensive data analysis (to identify strengths and areas of intervention), development of targeted/differentiated intervention programmes, and establishment accountability systems aimed at managing performance.

Curriculum interventions were done in three phases of “push and hold” activities, namely, First Push: Identify and remedy (during Term 1), Second Push: Cover all basics (during term 2) and Last Push: Consolidate and practice (during term 3 and term 4).

The intervention programmes for the academic year included extra tuition classes (in the form of morning and afternoon classes, weekend classes and vacation classes), streaming of virtual lessons, provision of additional Learner Support Material, additional assessment activities (ranged from topic tests, mock exams and pre-June and pre-Trial examinations).

To those candidates who were unsuccessful, the Department encourages these candidates to regroup and take the opportunity available through the Matric Second Chance initiatives and those that can be accommodated in schools can do so and try again.

Sir Winston Churchill once said, “Success is the ability to go from failure to failure without losing your enthusiasm.” When you experience failure, it does not mean that you are a failure, we must accept it as a signal that our plans are not sound, we need to rebuild those plans, set sail once more toward the coveted goal.” Let us turn this experience as a temporary detour, not a dead end. Denis Waitley says, we can only avoid failure by saying nothing, doing nothing and being nothing.” It is clear this is not what we desire to be. Always remember as a young person that the future is so bright, we need shades and the world is our oyster.

In celebrating the great achievements of the Class of 2022, we must also thank the principals, teachers, support staff, and parents for the work they continue to do. Schools

are at the coalface of quality basic education delivery. What you do at the school level, is what matters the most. The future of our learners, and the prosperity of our nation, is in our hands. We applaud teachers for the great work they continue to do on a daily basis.

I wish to acknowledge our heartfelt condolences to the family of Mr Z Mramba of Zibokwana SSS who was fatally injured during the vehicle accident on his way from the marking centre in December 2022. The loss of a single life of a teacher is a loss too many. May his soul repose in eternal peace. We wish God the Almighty to give the family strength to continue their lives without the central pillar of their household. We are sure that his children will prosper and achieve their dreams.

The Department also sends messages of goodwill to Ms P. Solano, Ms N Buzwayo and Mr Sopazi of Mount White SSS speedy recovery from the serious injuries they sustained during the same vehicle accident. It is our wish that they continue with their lives and services without any serious hindrances.'

I must also thank the Portfolio Committee responsible for Education, Provincial Education Advisory Council, the other sister Departments the MECs and the respective Heads of Departments for their stewardship, their leadership and their continued advice and support. I must thank the Acting HOD – Mr M Qwase and his team of officials from Head Office and District offices for the hard work they continue to provide.

Lastly, but certainly not the least, I wish to thank our strategic partners – teacher unions; governing body associations; our business partners working directly with us or through the NECT; the NECT itself; our statutory bodies – Umalusi and SACE; researchers, whose work we cannot do without; our sister departments; South Africans, who together with us have made the stability and the improvement of our sector their responsibility. Let me conclude by saying, the Governing Party was correct in declaring education a societal matter.

As I conclude, I am convinced that the Department of Education, its stakeholders, the Eastern Cape citizenry have all the justification to be elated and be proud of this stellar performance. We, all agree that we still have a big room for improvement, we shall never, ever be complacent, and we always strive to be better than our previous performances. Watch the space, for excellence under construction.

The Province belongs with the eagles not with the fowls.



Mr FD Gade, MPL

MEC: Education, Eastern Cape

Date: 20 January 2023

Grade 12 Tracking for 2011 – 2022

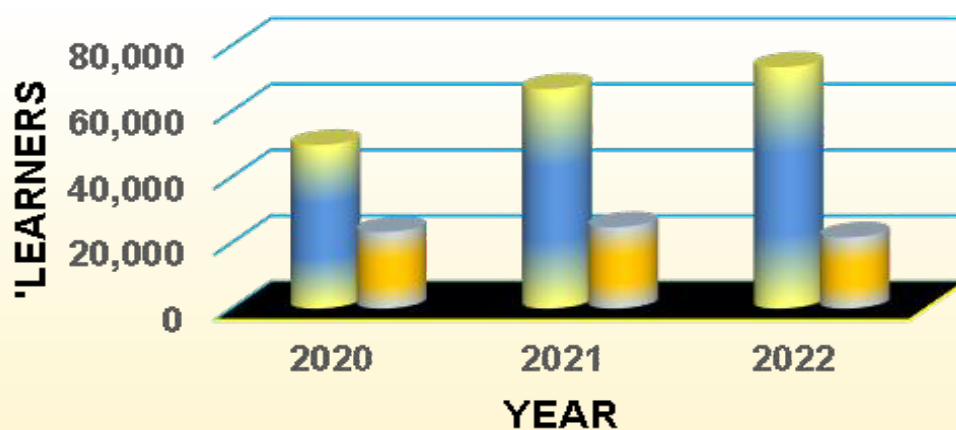
Grade 12 Cohort Tracking from Grade 1

2011	206 093	170 426	159 634	162 865	156 724	153 869	152 369	148 610	144 308	149 134	122 883	71 796	1 798 711
2012	207 968	177 025	159 982	157 546	151 574	147 961	146 816	144 262	147 165	150 555	125 721	71 727	1 788 302
2013	204 529	180 753	163 543	156 255	144 447	141 156	141 694	138 997	146 090	156 353	122 342	77 601	1 773 760
2014	203 719	184 580	171 924	162 528	147 043	138 427	139 453	136 930	143 260	162 010	128 223	73 210	1 791 307
2015	198 238	181 666	173 793	168 575	150 845	138 776	135 549	134 318	129 006	152 230	125 303	92 638	1 780 937
2016	169 109	162 774	158 794	159 463	145 929	134 013	126 833	125 030	116 174	136 953	114 122	91 246	1 640 440
2017	170 309	160 597	160 925	164 670	153 278	143 711	134 919	130 363	117 377	133 939	114 129	82 273	1 666 490
2018	167 837	157 410	156 041	162 985	153 930	147 844	141 419	134 482	118 905	131 394	107 606	82 695	1 662 548
2019	164 526	162 838	157 497	165 653	157 103	152 604	150 073	145 447	125 339	134 541	106 073	80 183	1 701 877
2020	160 589	154 665	156 780	162 279	154 739	151 773	152 043	154 678	134 677	144 268	111 924	80 427	1 718 842
2021	155 636	151 616	151 679	158 296	154 843	151 098	150 618	151 951	141 249	137 639	120 386	95 424	1 720 435
2022	148017	149747	148784	153652	151854	151092	150921	154851	142043	150451	121025	100 357	1 722 794

2. OVERALL PROVINCIAL PERFORMANCE – 2020-2022

LEARNERS	RESULT		
YEAR	Achieved	Did Not Achieve	Total
2020	49,691	23,235	72,926
2021	66,770	24,730	91,500
2022	73,386	21,607	94,993

■ Achieved ■ Did Not Achieve



OVERALL PROVINCIAL PERFORMANCE – 2020-2022

LEARNERS RESULT		
YEAR	Achieved	Did Not Achieve
2020	68.1%	31.9%
2021	73.0%	27.0%
2022	77.3%	22.7%



3. Overall Performance by District of the Grade 12 Class of 2022

‘LEARNERS	YEAR	RESULT					
	2020		2021		2022		
DISTRICT	Achieved	Did Not Achieve	Achieved	Did Not Achieve	Achieved	Did Not Achieve	Difference 2021 - 2020
ALFRED NZO EAST	68.3%	31.7%	72.7%	27.3%	77.0%	23.0%	4.3%
ALFRED NZO WEST	67.5%	32.5%	73.7%	26.3%	82.7%	17.3%	9.0%
AMATHOLE WEST	63.2%	36.8%	74.6%	25.4%	78.3%	21.7%	3.7%
BUFFALO CITY	73.6%	26.4%	79.0%	21.0%	81.5%	18.5%	2.5%
CHRIS HANI EAST	62.2%	37.8%	69.5%	30.5%	79.6%	20.4%	10.0%
CHRIS HANI WEST	70.5%	29.5%	71.9%	28.1%	72.0%	28.0%	0.1%
JOE GQABI	61.5%	38.5%	69.2%	30.8%	71.7%	28.3%	2.5%
NELSON MANDELA	75.5%	24.5%	78.2%	21.8%	80.4%	19.6%	2.2%
SARAH BAARTMAN	69.2%	30.8%	71.9%	28.1%	75.5%	24.5%	3.6%
AMATHOLE EAST	67.3%	32.7%	74.4%	25.6%	78.0%	22.0%	3.7%
OR TAMBO COASTAL	65.2%	34.8%	67.7%	32.3%	71.2%	28.8%	3.5%
OR TAMBO INLAND	65.2%	34.8%	70.3%	29.7%	76.8%	23.2%	6.5%

4. CENTRES OBTAINING 100 % RATE FOR 3 CONSECUTIVE YEARS

		LEARNERS		
Sum of LEARNERS	QUINTILE	2020	2021	2022
AL AZHAR INSTITUTE - 4342098	9	16	10	26
CLARENDON GIRLS HIGH SCHOOL - 4321015	5	136	135	131
COLLEGIATE GIRLS HIGH SCHOOL - 4341014	5	126	134	149
GCINIBUZWE COMBINED SCHOOL - 4351007	3	8	8	11
LILYFONTEIN SCHOOL - 4321052	5	46	32	46
SOQHAYISA SENIOR SECONDARY SCHOOL - 4341077	3	89	148	167
ULWAZI HIGH SCHOOL - 4321104	3	95	161	226
VICTORIA GIRLS HIGH SCHOOL - 4351052	5	83	82	77

5. BACHELOR PASSES PER DISTRICT: 2020 -2022

DISTRICT	2020		2021		2022		Difference 2021 - 2022
	Number	%	Number	%	Number	%	
ALFRED NZO EAST	1,211	27.3%	2,003	32.8%	2,287	36.7%	3.9%
ALFRED NZO WEST	2,205	27.5%	3,041	33.9%	3,558	40.5%	6.6%
AMATHOLE EAST	1,835	28.3%	2,723	35.7%	2,954	37.2%	1.5%
AMATHOLE WEST	793	25.9%	1,319	35.9%	1,433	35.9%	0.0%
BUFFALO CITY	3,110	37.5%	4,408	42.9%	4,824	43.5%	0.6%
CHRIS HANI EAST	1,124	27.3%	1,544	31.1%	1,955	41.3%	10.2%
CHRIS HANI WEST	1,324	29.7%	1,806	30.9%	1,828	30.5%	-0.4%
JOE GQABI	975	25.8%	1,393	27.3%	1,489	30.8%	3.4%
NELSON MANDELA	3,463	36.9%	4,498	39.2%	4,553	38.2%	-1.0%
SARAH BAARTMAN	922	32.8%	1,170	33.6%	1,224	33.1%	-0.5%
OR TAMBO COASTAL	2,273	24.9%	3,553	28.0%	4,126	30.8%	2.8%
OR TAMBO INLAND	2,651	29.7%	3,926	34.9%	4,743	38.3%	3.5%

6. Provincial Full-time candidates' performance at 30% and above in Selected Subjects [2020 to 2022]

'Learners [%]	Year	Pass Criteria					
	'2020		'2021		'2022		
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Change 2021-2022
Accounting	27.7%	72.3%	23.6%	76.4%	23.1%	76.9%	0.6%
Afrikaans First Additional Language	4.9%	95.1%	4.0%	96.0%	4.7%	95.3%	-0.7%
Afrikaans Second Additional Language	14.7%	85.3%	5.2%	94.8%	10.2%	89.8%	-5.1%
Agricultural Management Practices	9.4%	90.6%	10.9%	89.1%	8.3%	91.7%	2.6%
Agricultural Sciences	23.5%	76.5%	18.8%	81.2%	18.9%	81.1%	0.0%
Agricultural Technology	4.2%	95.8%	0.0%	100.0%	0.0%	100.0%	0.0%
Business Studies	22.2%	77.8%	19.4%	80.6%	24.5%	75.5%	-5.1%
Civil Technology (Civil Services)	12.1%	87.9%	0.0%	100.0%	14.3%	85.7%	-14.3%
Civil Technology (Construction)	5.0%	95.0%	3.8%	96.2%	7.7%	92.3%	-3.9%
Civil Technology (Woodworking)	9.8%	90.2%	7.1%	92.9%	11.5%	88.5%	-4.3%
Computer Applications Technology	8.8%	91.2%	12.3%	87.7%	12.1%	87.9%	0.2%
Consumer Studies	5.1%	94.9%	3.5%	96.5%	2.9%	97.1%	0.5%
Dance Studies	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Design	1.3%	98.7%	1.0%	99.0%	0.0%	100.0%	1.0%
Dramatic Arts	3.2%	96.8%	0.4%	99.6%	0.4%	99.6%	0.0%
Economics	29.8%	70.2%	26.6%	73.4%	21.4%	78.6%	5.2%
Electrical Technology (Digital Systems)	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Electrical Technology (Electronics)	3.4%	96.6%	10.1%	89.9%	9.6%	90.4%	0.5%
Electrical Technology (Power Systems)	7.7%	92.3%	5.5%	94.5%	5.7%	94.3%	-0.2%

NSC Grade 12 Highlights Report | 2022

'Learners [%]	Year	Pass Criteria					
	'2020		'2021		'2022		
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Change 2021-2022
Engineering Graphics and Design	8.9%	91.1%	9.2%	90.8%	13.9%	86.1%	-4.7%
English 2nd Additional Language							0.0%
English First Additional Language	1.5%	98.5%	1.2%	98.8%	1.4%	98.6%	-0.2%
French Second Additional Language	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Geography	31.0%	69.0%	26.2%	73.8%	22.2%	77.8%	3.9%
History	12.0%	88.0%	10.7%	89.3%	12.8%	87.2%	-2.1%
Hospitality Studies	8.4%	91.6%	4.5%	95.5%	6.4%	93.6%	-1.9%
Information Technology	14.4%	85.6%	6.7%	93.3%	8.2%	91.8%	-1.4%
IsiXhosa First Additional Language	0.1%	99.9%	0.1%	99.9%	0.1%	99.9%	0.0%
Life Orientation	0.7%	99.3%	0.2%	99.8%	0.1%	99.9%	0.1%
Life Sciences	31.2%	68.8%	29.2%	70.8%	27.8%	72.2%	1.4%
Maritime Economics	3.2%	96.8%	0.0%	100.0%	10.2%	89.8%	-10.2%
Mathematical Literacy	26.3%	73.7%	27.7%	72.3%	16.9%	83.1%	10.8%
Mathematics	60.3%	39.7%	53.4%	46.6%	53.9%	46.1%	-0.5%
Mechanical Technology (Automotive)	11.4%	88.6%	11.7%	88.3%	14.5%	85.5%	-2.7%
Mechanical Technology (Fitting & Machine)	2.8%	97.2%	4.1%	95.9%			-95.9%
Mechanical Technology (Fitting and Machi					6.3%	93.7%	93.7%
Mechanical Technology (Welding and Metal					3.3%	96.7%	96.7%
Mechanical Technology (Welding and Metal)	10.4%	89.6%	7.3%	92.7%			-92.7%
Music	0.4%	99.6%	0.5%	99.5%	0.5%	99.5%	0.0%
Nautical Science	17.6%	82.4%	9.7%	90.3%	36.7%	63.3%	-27.1%

NSC Grade 12 Highlights Report | 2022

'Learners [%]	Year	Pass Criteria					
	'2020		'2021		'2022		
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Change 2021-2022
Physical Sciences	44.4%	55.6%	37.7%	62.3%	29.5%	70.5%	8.2%
Religion Studies	16.7%	83.3%	28.6%	71.4%	19.8%	80.2%	8.8%
Sepedi First Additional Language					0.0%	100.0%	100.0%
Technical Mathematics	73.7%	26.3%	49.3%	50.7%	29.6%	70.4%	19.7%
Technical Sciences	22.2%	77.8%	12.9%	87.1%	11.5%	88.5%	1.4%
Tourism	2.9%	97.1%	2.7%	97.3%	2.0%	98.0%	0.7%
Visual Arts	1.6%	98.4%	8.2%	91.8%	0.3%	99.7%	7.9%

'Learners [%]	Year	Pass Criteria					
	'2020		'2021		'2022		
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Change 2021-2022
Afrikaans Home Language	16.3%	83.7%	17.6%	82.4%	15.1%	84.9%	2.5%
English Home Language	6.9%	93.1%	7.3%	92.7%	6.7%	93.3%	0.6%
IsiXhosa Home Language	0.3%	99.7%	0.3%	99.7%	0.5%	99.5%	-0.2%
IsiZulu Home Language	0.0%	100.0%	16.7%	83.3%	0.0%	100.0%	16.7%
Sesotho Home Language	0.2%	99.8%	0.4%	99.6%	0.7%	99.3%	-0.3%
South African Sign Home	8.3%	91.7%	12.9%	87.1%	47.6%	52.4%	-34.7%

7. Important information

7.1 Re-checking and re-marking of scripts

- 7.1.1 Learners who are not satisfied with their subject results for the National Senior Certificate (NSC) Examination have until 03 Feb 2023 to register for re-marking, re-checking or viewing of the script.

Application forms for re-marking are available at the District offices, schools and centres where candidates sat for the examination.

- 7.1.2 Candidates may also apply for remarking online on the website for the Department of Basic Education as indicated at the back of the individual candidate's statement of results. It is highly advisable to submit a hard copy at the district office, as a safety net precaution in case a technical glitch arises in the online processing of the application.

The fees (per subject) are:

SERVICE	AMOUNT
Re-mark:	R 110.00
Re-Check:	R 27.00
Viewing:	R 212.00

- 7.1.3 Viewing of scripts may be done only after a re-mark or re-check of results. The closing date for applications is 7 days after the release of re-mark or re-check results. Application forms will only be made available then.
- 7.1.4 Candidates from no-fee paying schools, and learners whose parents have applied for and have been granted a concession on the payment of school fees, are exempted from payment of fees for re-marking and re-checking.

8. District Examinations Contact Persons

DISTRICT	OFFICIAL	TELEPHONE NUMBER
Amathole East	Ms N Nightingale	0835234371
Amathole West	Mr L Mgidi	0605238732
Alfred Nzo East	Mr D Ncamani	0766908727
Alfred Nzo West	Mr S Mabodla	0732821558
	Mr TJ Mariti	0824575683
Buffalo City	Mr L Mnyatheli	0769551010
	Mr B Gosling	0827033142
Chris Hani East	Mr AS Mrululu	0824963412
	MS NE Mathayi	0834967358
Chris Hani West	Dr PNP Mtyuda	0793729833
	Ms B Siyo	0823952162
	Mrs B Bebeza	0824898466
Joe Gqabi	Mr KA Zinja	0720714084
	Mr OM Mokoatle	0725898367
Nelson Mandela	Mr B Mathews	0844474345
	Mr A Dikjan	0835201684
O R Tambo Coastal	Mr XC Vimbelo	0786695567
	Mr M Limaphi	0732859168
O R Tambo Inland	Mr TW Mabona	0835392355
	Ms F Ncoyini	0824798079
Sarah Baartman	Mr K Wilskut	0833912939
	Mr T Zazini	0833286357

8. Second Opportunity Examinations

A second opportunity examination may be granted to a National Senior Certificate candidate who wants to complete or improve his/ her results, provided he/she meets specific criteria.

9. CONDITIONS FOR ENTRY AS PER REGULATIONS GOVERNING THE JUNE NSC2022 EXAMINATIONS

9.1 Candidates can only register for subjects which they were registered for in the previous November examination.

9.2 Candidates who were absent with valid reason (medical unfit, death in the immediate family or other special reasons) from one or more external papers, may register for the NSC June examination.

9.3 Candidates who want to improve their overall achievement status, or only want to improve the achievement of a subject, may register for the NSC June examination. This includes the MEO candidates.

9.4 In the case where a candidate was absent for one or more papers in the November with a valid reason, the candidate has the choice whether to write only the outstanding papers or all the papers.

9.6 In case where an irregularity is being investigated, provisional enrolment for NSC June examination may be granted to the candidate concerned, pending the outcome of the investigation.

9.7 Candidates who were unable to write or complete one or more of the NSC November examination question papers for reasons other than illness/ injury or death in the family, may apply to write the NSC June examination, provided that a written report is submitted by the principal of the school to the Head of the assessment body.

9.8 Candidates must register to write June examination and the criteria for registration are as follows:

- The learner must have written NSC examination in November 2021

- The learner must have completed his/her School- Based Assessment, Practical Assessment Task, and Language Oral marks in a previous NSC examination.
- The learner may not register for a subject with a practical component, unless he has previously registered for such a subject, and has a mark for the PAT component in that subject or in the case of Languages, has an oral mark.

9.9 The SBA, practical and oral marks obtained in a previous NSC examination will be valid and will be utilised in the resulting of this examination opportunity.

9.10 A candidate who did not write or complete the October/ November NSC examination in one or more question papers in a specific subject, must write the examination in the entire subject in the June examination, even though he or she has been absent for one or more examination question papers.

9.11 NSC candidates that write the June examination, will be allowed to combine their subjects passed in the June examination, based on the National

Senior Certificate requirements to obtain a National Senior Certificate.

The NSC candidates will write the June examination and retain their NSC qualification status.

9.12 The NSC candidates that write the June examination, may register to write the subsequent NSC examination in November 2022, if necessary.

9.13 In addition, adults, who are 21 years of age and older and who have no previous credits, are allowed to write the June examinations. The June examination is based on the Curriculum and Assessment Policy Statement (CAPS), the curriculum that is currently being offered in schools.

10. Application for the June 2022 Examination

The closing date for applications to register for the June examination is 31 January 2022. Registration is done by a candidate immediately after receiving his/her results and at the centre where he/she sat for the examination.

11. Other options Available for Grade 12 Candidates

- a) Re-enrol for the NSC at a school, provided that the candidate is younger than 21 years of age.
- b) Register as a part-time candidate at a Public Adult Education Centre, provided that the candidate is older than 21 years of age.
- c) Register for vocational education and training at a Further Education and Training college.
- d) The Second Chance Matric Programme provides support to learners who have not met the requirements for the National Senior Certificate (NSC).

12. Requirements for further studies

a) Higher Certificate

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

b) Diploma

The minimum admission requirement is the National Senior Certificate with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, coupled with an achievement rating of 3 (moderate achievement, 40% - 49%) or better in four recognised 20-credit subjects.

c) Bachelor's Studies

To meet the minimum admission requirements to a Bachelor's Degree study at a higher education institution, a candidate must obtain, in addition to the National Senior Certificate, an achievement rating of 4 (Adequate Achievement, 50% - 59%) or better in any four subjects, except Life Orientation.



Celebrating Success



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Mr E.M. Mabona	: Examination & Assessment	Tel.: 040 608 7002
Mr V.A. Joseph	: Examination Management & Assessment	Tel.: 083 796 5197
Ms N. Mbeleki	: Examination Administration & Logistics	Tel.: 060 523 2452
Mrs F. Bikitsha	: Policy Unit	Tel.: 060 530 3756
Mr Z. Lolwana	: Marking Processes	Tel.: 060 523 6670