



Province of the
EASTERN CAPE
EDUCATION

HON: MEC F. GADE (MPL)
MEDIA STATEMENT ON THE
CLASS OF 2022



NATIONAL SENIOR CERTIFICATE
GRADE 12 RESULTS



2022 NSC EXAMINATION RESULTS

RELEASE OF 2022 NATIONAL SENIOR CERTIFICATE RESULTS

INTRODUCTION

The National Senior Certificate (NSC) Grade 12 class of 2022 is the 9th cohort to sit for the National Senior Certificate Examination based on CAPS, with a significant increase in the number of full-time enrolments from 95 787 in 2021 to 101 588 in 2022. This cohort entered Grade 1 in 2011 and had a fairly stable and conducive teaching and learning environment up to 2019, as 2020 academic year was ravaged by COVID-19 pandemic.

There is a gradual improvement in the quality of the School Based Assessment submitted to Umalusi for resulting, and persistent emphasis on formative School Based Assessment over the past few years has paid off.

All said and done, COVID-19 pandemic posed an unprecedented challenge to the education sector as a whole, the current Grade 12 class was not spared of the unavoidable teaching, learning and assessment disruptions in their Grades 10 and 11.

PROVINCIAL OVERALL PASS

However, the Class of 2022 did us proud with a 77.3% pass percentage, a 4.3% improvement to 73% pass of the Class of 2021. 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

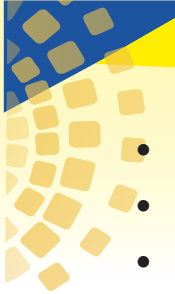
The number of Bachelor passes increased by 2.5 % from 34.3% in 2021 to 36.8% in 2022. In real terms it means:

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

SUBJECT 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%

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- 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%

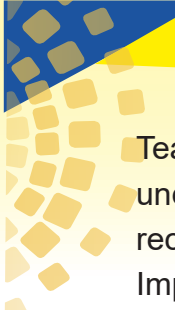
Not a single District is below 30% Bachelor pass rate in 2022, an improvement from the two in 2021 of Joe Gqabi at 27.3% and OR Tambo Coastal at 28%.

2022 GRADE 12 COHORT IN CONTEXT

Madam Speaker, these improvements in 2022 must be seen in the context of a system wide Education System Transformation Plan of the Department, whose strategic thrust is to maximise opportunities of learners achieving a good pass in the NSC Examinations while improving performance in the whole system.

THE FOCUS CURRICULUM SUPPORT PROGRAMMES

The 2022 academic year had its own challenges that hindered smooth and effective curriculum delivery. The context was completely different from the normal and usual context.



Teaching, learning, monitoring and evaluation had to take place under challenging conditions, which include, among others, recovering learning losses suffered during 2020 and 2021. Implementation of Recovery Annual Teaching Plans (RATPs) was coupled with exposing the 2022 Grade 12 class to intensive assessment activities. This was done to mitigate the impact of not exposing these learners to full scale formal examinations in their grades 10 and 11 due to COVID-19 disruptions.

CURRICULUM INTERVENTIONS DURING 2022

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).



MORNING AND AFTERNOON CLASSES

Extra classes were planned and managed at school level by the HoDs and the teachers concerned. These classes were conducted to extend educator-learner contact time. The focus in terms 1 and 2 was on pacing up content coverage and term 3 and 4 the focus was on consolidation and practice. Subject advisors had a duty to play oversight role and also to monitor and support the programme.

AUTUMN CLASSES

Autumn Classes were conducted at the end of term 1 to deal with learning losses, consolidate content coverage and revise challenging topics. Autumn classes were planned by districts in conjunction with head office.

WINTER CLASSES

Winter Classes were planned conjunction with districts. Subject Planners and Subject advisors identified challenging topics in terms 1 and 2, developed intervention strategies and designed differentiated learner support material that were subject specific. Subjects that underperformed as per term 1 and term 2 analyses were targeted. The focus is on recovering learning losses, consolidating conceptual development, revision of challenging topics, as well as and introducing new term 3 topics.



SPRING CLASSES

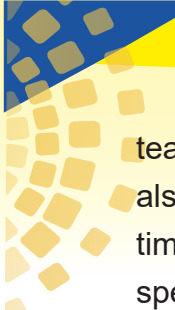
Subjects that underperformed in Terms 1, 2 and 3 were targeted for special support. The extra tuition classes focused on recovering learning losses, consolidation of conceptual development and preparing learners for the final examinations. During this period extensive revision strategies were employed with special focus on high enrolment subjects and subjects there were poorly performed during Preparatory Examinations.

ADDITIONAL ASSESSMENT ACTIVITIES

2022 Grade 12 class was deemed examinations unfit cohort. This was due to the fact that in their previous grades they were never subjected to an examinations' setup. Learners were exposed to a variety of assessment activities that were designed by educators, subject advisors and subject planners. These were administered in high enrollment subjects and poor performing schools. These additional assessment activities ranged from topic tests, mock exams and pre-June and pre-Trial examinations. Diagnostic analyses of these assessments revealed some gaps that had to be closed during intervention classes.

VIRTUAL LESSONS

Virtual classes were planned and coordinated jointly by Secondary Curriculum Management and E-Teaching and Learning Directorates. Virtual classes were aimed at supporting



teaching and facilitate learning in all subjects. These lessons also targeted learners with no educators. During examinations time virtual revision classes were conducted for all subjects with special focus on Accounting, Mathematics and

ONLINE SUPPORT FOR GRADE 12 LEARNERS

The ECDOE had in 2020 and 2021 developed online Learner Support Material. The material developed was uploaded on the department's websites together with previous years' question papers. Districts and schools were made aware of the material and they were advised on how to access the material. These support materials were easily accessible on the ECDOE websites www.eccurriculum.co.za and www.ecexams.co.za. Subject Planner and Subject Advisors sourced some soft copy support materials from other provinces and shared that material with educators and learners.

SUPPORT FROM OTHER ORGANIZATIONS

The province enjoyed support from various organizations that provided support in various districts. These organizations are Maths & Science Infinity, Jenn Consulting, NECT, Eskom/TracSA, and Kutlwanaong. These organizations focused on various subjects such as Mathematics, Physical Sciences and Languages. Eastern Cape Gambling Board assisted with the provision of Science kits which assisted in subjects like Physical and Technical Sciences. These partners were helpful in the organization and coordination of extra tuition classes.

Working with Subject Advisors, they assisted with Differentiated Additional Learner Support Materials, as well as motivating educators and learners.

CONCLUSION

In conclusion I am proud to express that no learners were left behind in getting opportunity to sit for their NSC examinations. The key message to unsuccessful candidates is to regroup and pursue their dreams. To all the successful candidates the Department wishes them all the best in their future endeavours and make this province and the country proud. The future of this country is in your hands, make it work.

I thank you



**F Gade, MPL and MEC for Education
Eastern Cape Department of Education**

20January 2023

Date



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