

**ADDRESS BY THE HONOURABLE MEC,  
MAPHEFO LUCY MATSEMELA  
ON THE OCCASION OF THE RELEASE OF THE 2015 RESULTS ON  
06 JANUARY 2016**

Programme Director, Honourable Premier, Mr Supra Ramoeletsi Mahumapelo, Colleagues in EXCO, Members of Parliament and of the Provincial Legislature, Leaders of political parties, the Director-General of North West, Dr. L. Sebege, the Executive Mayor of the Bojanala District Municipality, Cllr L. Diremelo and Councillors, Archbishop Zondo, Bishop Matebesi, Leadership of the National Interfaith Council of South Africa(NICSA), Teacher Unions, the Vice Chancellor of North West University, Prof Dan Kgwadi, Prof. Davannah Maselesele, Rector of the North West University, Mafikeng Campus, the Association of Governing Bodies, Superintendent-General, Senior Managers of the Department, officials and Members of the Administrative Corps, the Academia, the Media, Learners and Parents, Comrades and Friends: Greetings from Team Education. We meet here today to release the results of the 2015 cohort of Grade 12 learners. This cohort started their schooling in Grade 1 in 2004 and completed Grade 12 in 2015. This is the second cohort to write the adjusted Curriculum Assessment Policy Statement, better known as CAPS.

***It is Aristotle who said: "Educating the mind without educating the heart is no education at all"*** and in the words of our beloved former president Nelson Mandela: *"Education is the most powerful weapon which you can use to change the world."* We always manage to get strength and power from his words in order to continue with the mammoth educating task, we understand that education is not only teaching subject knowledge but also educating learners to become citizens of our democracy who can successfully contribute to the development of our country and our future. We can now agree that in 1994 the task may have looked rather complex and confusing, but then it was only the first steps on the democratic education road. Now, in 2016, we should remember that the task still remains challenging. Maturing not only means that you realise your dependence on others but you can also be comfortable with your own competence.



In his State of the Nation address on 12 February 2015, President Zuma said: *“The year 2015 is the year of investing more in our future, by educating our children and the youth about the heritage of this country”*. He further emphasised again the 3 T’s: Teacher in each classroom, Time on Task and a Textbook for each learner in each subject.

*“Education therefore remains an apex priority for this government. We will continue to promote universal access to education by ensuring that all children between ages 7 and 15 are in school. We will increase the number of Grade 12 learners who can gain entrance to university.”* The results of 2015 indicate that we are on the right track as far as this goal is concerned.

In the State of the Province address on 16 March 2015, our honourable Premier Mr Supra Ramoetsi Mahumapelo said: *“The number of children receiving free education has increased significantly. The percentage of people in the Province without any formal education has decreased to only 8% in 2013.”* Important to note is that 7 220 more candidates wrote the examination in 2015.

In my 2015/16 budget speech I said that: *“Education shall be free, compulsory, universal and equal for all children.”*

The 2015 academic year commenced with the monitoring of the re-opening of schools, aimed at checking system readiness. In this regard, many of our schools were geared to provide lessons on the very first day of schooling and we look forward to the same trend next week when schools re-open for 2016.

The North West Education Department and Sport Development has often emphasized that our province is a mining and agricultural province which relies heavily on the production of more Mathematics, Science, Technology and Commerce learners. Special efforts need to be made to improve the quality of the Gr. 12 Mathematics, Physical Sciences, Accounting and Mathematical Literacy results. We are also compelled to bring other Sciences and Technology as well as Commerce to the stable of pure Mathematics and Physical Sciences. I am delighted about the introduction of Technical Mathematics and Technical Physical Sciences with the specialization in our Technical Schools in 2016.



In analysing the Mathematics and Physical Sciences in 2015 the following came to light:

The table below shows the comparison of the Mathematics and Physical Sciences results since 2013.

		<b>Mathematics</b>	<b>Physical Sciences</b>
<b>Year</b>		No. of learners	No. of learners
Nov. 2013	Wrote	10906	8978
	Pass at 30%	7350	6686
	Pass at 40%	4889	4182
Difference Nov. 2012 & Nov. 2013	Wrote	+562	-277
	Pass at 30%	+1190	+917
	Pass at 40%	+988	+589
Nov. 2014	Wrote	9 478	8 191
	Pass at 30%	5 846	5 243
	Pass at 40%	3 819	3 012
Difference Nov. 2013 & Nov. 2014	Wrote	<b>-1 428</b>	<b>-787</b>
	Pass at 30%	<b>-1 504</b>	<b>-1 443</b>
	Pass at 40%	<b>-1 070</b>	<b>-1 170</b>
Nov. 2015	Wrote	10 761	9 090
	Pass at 30%	6 416	5 639
	Pass at 40%	4 016	3 265
Difference Nov. 2014 & Nov. 2015	Wrote	<b>+1 283</b>	<b>+898</b>
	Pass at 30%	<b>+570</b>	<b>+396</b>
	Pass at 40%	<b>+197</b>	<b>+253</b>

The quantity passes is determined by the number of candidates who made the 30%+ pass percentage and the quality passes are determined by the candidates who achieved 40%+ pass percentage.

During 2015, 1 283 more candidates wrote Mathematics, 570 more candidates met the 30% criteria and 197 more candidates met the 40% criteria. In Physical Sciences 898 more candidates wrote the subject, 396 more candidates met the 30% criteria and 253 more candidates met the 40% criteria. The increase at 30% and at 40% pass rates is due to the fact that more candidates wrote the examinations. Special interventions are still needed to turn the situation around as Mathematics and Physical Sciences are two of the priority subjects. A further matter of concern is the drop in the pass rate in Mathematical Literacy, countrywide as well as in North West Province. In North West the results dropped at 30% from 90.04% in 2014 to 82.79% in 2015 although 3 790

more candidates met the 30% criteria. On quality passes 824 more candidates met the 40% criteria.

## 1. ANALYSIS OF THE NATIONAL SENIOR CERTIFICATE

### 1.1 Validity and Credibility

Allow me, in the first place, to put on record that the Umalusi Council declared the results valid and credible on 30 December 2015.

1.2 The following is an extract from the Umalusi Media statement on 29 December 2015 by Prof John Volmink:

*“Having concluded that the performance of progressed learners was not the only contributing factor leading to the poorer performance of the class of 2015, it is maybe helpful to identify some other contributing factors”*

- (a) **Cognitive Demand of the Papers:** *Generally, by design, the standard of the papers has improved and catered for more challenging questions as compared to 2014. It can be argued however, that the standard of the question papers was too high this year. This may very well be the case. However, the reports from the DBE internal moderators as well as those from the Umalusi external moderators do not support this view. These reports all indicate that, with single exceptions, papers were fair and set at the correct standard in accordance with the Subject Assessment Guidelines as set by the DBE. Nevertheless, Umalusi will remain open to the possibility that the **cognitive demand of the papers may have been a contributing factor** to this year’s performance. It is for that reason that Umalusi must ensure that the standard of the papers are not lowered in order to improve the failure rate. The performance in the NSC across all the levels is one of the most critical indicators of system improvement and we will not do ourselves any favours by lowering the bar. Umalusi cannot improve the quality of education on graph paper; this can only happen **in the classroom by improving teaching and learning.***



- (b) **Improved Marking:** *The quality of marking is a very important aspect of the integrity and credibility of the examination. It is therefore pleasing to see measures put into place to carefully select and train markers. Also the tolerance range of 2-3% for markers limited the wild fluctuations in marking that was seen in previous years. Although there is still room for improvement the enhancement in the quality of marking must render a more accurate estimation of learner performance”*

With a reasonable small curriculum budget, a subject advisor ratio of 1:33 in the FET phase and 1:72 in the INTERSEN (Intermediate and Senior) phase, meaning one subject advisor needs to support 32 and 72 schools respectively as well as with a high vacancy rate in the curriculum directorate, the province has performed against odds.

For the stability in the Department, the Curriculum Directorate as well as all District and Area Curriculum Officials need to be applauded for doing wonders with minimum human and capital resources. Parents, communities and all other stakeholders played a major role in the performance of the province. The emphasis should be placed on the parents who supported the candidates and created opportunities for them to perform and make the province proud. The philosophy of “saamtrek-saamwerk” introduced by our Premier, Hon. Supra Ramoetsi Mahumapelo, also had a major impact in working together to support our learners.

As a Province and as the Department of Education and Sport Development, we are exceptionally proud and impressed that the external examinations were once again conducted well and error free in the North West province.

I am now presenting to you the final 2015 results.



### 1.3 Pass Percentage

During 2015, the overall **entries** increased with 7 463 from 26 382 to 33 845 candidates. The number of candidates who **wrote** increased with 7 220 from 26 066 to 33 286.

In 2014 we obtained 84.64% and maintained the 2<sup>nd</sup> position in the country. Although the hard work continued in 2015, the pass rate dropped to 81.5% and the province dropped to position 4 in the country. The province is only 0,1% lower than the Free State which is in the number 3 position and only 3.2% lower than Western Cape that obtained position one. North West dropped with 3.1% in pass rate but the National pass rate dropped 5.1%. Although the pass rate has dropped, the number of candidates that passed this year's NSC examination is **the highest ever in the North West Province**. The fact that 5 057 more candidates passed from this cohort is a major achievement compared to previous years. Therefore the Departmental slogan of reaching for gold is still applicable. From the 33 286 learners who wrote 27 118 passed.

From the analysis of the June and Preparatory results a possible decrease of between 4 and 6% in the pass rate at the end of the year was predicted. The prediction was softened to a drop of only 3.1% by the Learner Attainment Improvement Plan (LAIP) interventions that continued as well as winter and spring camps which were held. The Province also embarked on the **Last Push** campaign.

The 3 767 progressed candidates, 11.1% of the total enrolment of Gr. 12 candidates in 2015 contributed to the drop in the pass rate. From the 3 767 registered progressed candidates 3 543 wrote the full examination. The pass rate **with** the progressed candidates is 81.47% and **without** the progressed candidates it is 84.04%, only a 0.6% drop from the 2014 pass rate. The progressed learners contributed 2.44% of the 3.1% drop in the pass rate. **It must be acknowledged that 59.89% of the progressed candidates passed the examination and 389 (10.98%) achieved admission to Higher**



**Institutions for degree studies and 204 (25.52%) achieved admission to Higher Institutions for diploma studies.** These are dividends on the 11 million rand spent on progressed candidates for a designated camp during the April School Holidays. With the winter and spring camps the progressed candidates formed part of the bigger group and they were therefore part of the LAIP budget of 63 million rand. **Nationally the progressed candidates had a pass rate of 37.6%, a further indication that the interventions in North West were very successful as the North West pass rate for progressed candidates is 59.59%, 22.29% higher than the national pass rate.**

My sincere appreciation is extended to all officials who played a part in this achievement as far as progressed candidates are concerned, particularly the teachers who recognised the potential of these candidates and supported them to obtain the NSC.

From the 33 286 who wrote the examination, 6 168 did not meet the NSC requirements, but 5 445 qualified to write the supplementary examination in February/ March. The Second Chance Matric Programme will be launched to assist these learners.

The Second Chance Matric Programme is intended to provide support to learners who have been unable to meet the requirements of the National Senior Certificate and thereby meeting the goals of the National Development Plan by increasing learner retention. The categories of learners who will be covered are those learners who qualify to write Supplementary Examinations for a maximum of two subjects, progressed learners who pursue multiple opportunities to complete the NSC, and learners who failed to meet the requirements of the NSC in 2015. The Minister will launch this programme today at Ivory Park Secondary School.

The North West Province is happy to announce that it is one of the provinces selected to run a project in this regard. A project steering committee is already in place, with a project plan as well as an implementation schedule



that was submitted to DBE. As we speak officials are already busy securing venues and recruiting tutors for this project to start supporting candidates in January. It is therefore important for me to urge all the qualifying learners to visit the District Offices to enrol for this very important programme.

#### 1.4 Information on the 2015 cohort:

- This is the eighth (8<sup>th</sup>) cohort of learners to sit for the National Senior Certificate (NSC).
- This class entered the formal schooling system in January 2004 when an important curriculum revision was implemented.
- Increased enrolment for the NSC examination.
- Cohort has benefited from the maturity of the system garnered over the last seven years.
- Second (2<sup>nd</sup>) FET cohort to write the NSC Examinations that are CAPs aligned.
- The Revised National Curriculum Statement (RNCS) was completed in 2002 and was implemented in January 2004.
- It represented a more coherent, explicit and a prescribed body of knowledge suitable for a national curriculum in the twenty first century.

#### 1.5 NATIONAL PASS RATE 2008– 2015

	NW	(WC)	(Gau)	(NC)	(Lim)	(MP)	(KZN)	(EC)	(FS)	National
2008	68	78.4	76.4	72.7	54.3	51.8	57.6	50.6	71.8	63
2009	67.5	75.6	71.8	61.3	48.6	47.9	61.1	51	69.6	60
2010	75.7	76.1	78.6	72.3	57.9	56.8	70.7	58.3	70.6	67.8
2011	77.8	82.9	81.1	68.8	63.9	64.8	68.1	58.1	75.7	70.2
2012	79.5	82.8	83.9	74.6	66.9	70.0	73.1	61.6	81.1	73.9
2013	87.2	85.1	87.0	74.5	71.8	77.6	77.4	64.9	87.4	78.2
2014	84.6	82.2	84.7	76.4	72.9	79.0	69.7	65.4	82.8	75.8
2015	81.5	84.7	84.2	69.4	65.9	78.6	60.7	56.8	81.6	70.7



In comparing with the past 16 years, the picture looks as follows:

<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
58.3%	62,5%	67,8%	70,5%	64.9%	63,0%	67,0%	67.2%
<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
68.0%	67.5%	75.7%	<b>77.8%</b>	<b>79.5%</b>	<b>87.21%</b>	84.63%	81.5%

### 1.6 Admission to Higher Education

In 2008, the NSC terminology changed from ‘Endorsement’ to ‘admission to Higher Education for Degree Studies.’ An achievement as far as quality is concerned, is the percentage of candidates qualifying for admission into Higher Education. **In 2015 the number qualifying for this category increased with 356 candidates. For entrance to Higher Education: Diploma studies, 2 081 more candidates qualified in this category.** These two categories confirmed that North West really had QUALITY passes.

#### Admission to Higher Education: Degree Studies

<b>YEAR</b>	<b>No. of candidates qualified</b>
2008	6 436
2009	6 356
2010	8 020
2011	7 187
2012	7 445
2013	10 166
2014	8 509
2015	8 865 (+356)



## Admission to Higher Education: Diploma Studies

YEAR	No. of candidates qualified
2008	8 673
2009	8 161
2010	8 937
2011	8 373
2012	9 151
2013	10 249
2014	9 473
2015	11 554 (+2 081)

The total number of candidates who obtained admission to Higher Education: Degree Studies and Diploma Studies respectively are 20 419 candidates out of the total number of candidates who WROTE the examination. **It implies that 61.34% of all the learners who wrote qualify for University Studies, either Diploma or Degree. This is an achievement as far as quality is concerned.**

Schools, where 50% or more of the candidates achieved admission to Higher Education: Degree studies, will receive certificates. The District Directors will receive certificates for 35 schools which will be handed to schools at the Districts' well done functions. (See the full list in Annexure C)

### 1.7 Subjects Distinctions (80 – 100%)

The following figures illustrate the subject distinctions in the province. The first figure is the number of subject distinctions including Life Orientation; a 100% school based subject. A decision was taken that the distinction rate per school will be calculated excluding Life Orientation. The same applied when determining the top candidates.



	2008	2009	2010	2011	2012	2013	2014	2015
<b>Including</b>								
Life Orientation:	6 322	5 865	6 669	6 913	6 622	7 951	5 970	5 925
<b>Excluding</b>								
Life Orientation:	3 922	3 116	4 098	4 016	3 807	4 571	3 955	3 685

The subject distinctions decreased by 270 from 2014 to 2015 (excluding Life Orientation)

This year, as the trend in the past, I have decided to acknowledge the top achievers in 10 subjects which were prioritised for the majority of interventions. These subjects are: Accounting, Agricultural Sciences, Geography, History, Life Sciences, Business Studies, Economics, Mathematics, Mathematical Literacy and Physical Sciences.

These subjects were identified as problematic after the analysis of the 2013 and 2014 results. The content areas which presented great challenges to learners were also identified. The training of teachers focused on specific problem areas as were informed by the diagnostic subject report in 2014. Special attention was also given to these subjects during the **Last Push Campaign**.

Interesting to note is that 4 of the 10 learners who performed the best in certain subjects are from rural schools and who performed against all expectations. The following candidates will receive certificates.

Subject	Candidate	Mark	School	District /AO
Accounting	Leandri Oosthuizen	100%	Hoër Volksskool	Dr. K. Kaunda, Tlokwe AO
Agricultural Sciences	Refilwe Emil Molaeng	81%	Batlhaping High School	Dr. R.S. Mompoti, Greater Taung AO
Business Studies	Kensane Langa	95%	Potchefstroom Girls High	Dr. K. Kaunda, Tlokwe AO
Economics	Kezia Vernice Plaatjies	91%	Bergsig High School	Bojanala Platinum, Rustenburg AO
Geography	Hester Andriana Van Jaarsveld	97%	Hartbeespoort High School	Bojanala Platinum Madibeng AO
History	Bonolo Constance Shilobane	97%	Tsogo Secondary School	Bojanala Platinum Madibeng AO



Subject	Candidate	Mark	School	District /AO
Life Sciences	Angela Hope Strydom	93%	Potchefstroom Girls High	Dr. K. Kaunda, TlokweAO
Mathematical Literacy	Chanteleze Knoetze	93%	Brits High School	Bojanala Platinum MadibengAO
Mathematics	Noxolo Conny Tekana	100%	Batswana High School	Ngaka M. Molema RekopantsweAO
Physical Sciences	Abongile Gift Boo	100%	Vaal Reefs Technical High School	Dr. K. Kaunda MatlosanaAO

To promote Mathematics and Physical Sciences in girl learners I have also decided to acknowledge the top girl performer in Mathematics and Physical Sciences.

Top Girl in Mathematics & Physical Sciences	Noxolo Conny Tekana	Maths: 100% Phsc: 96% Average: 98.0%	Batswana High School	Ngaka M Molema, Mahikeng AO
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### 1.8 Schools that obtained a pass percentage of 80% and above (See Annexure A)

In 2012, 202 schools managed to achieve an 80%+ pass rate. In 2013, 288 schools managed to obtain 80%+ pass percentage and in 2014 the number dropped to 245, 43 less than in 2013. In 2015 the number dropped to 205, 40 less than in 2014.

See table for schools with 80%+ pass rates from 2002.

2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
124	133	112	105	135	128	126	120	175	204	202	288	245	205

**NOTE:** The 205 schools represent 53.5% of the schools which wrote the Grade 12 examination in 2015. More than half of the schools achieved at 80% or higher which is a good achievement

### 1.9 Schools with a 100% Pass Rate. (See Annexure A)

2001	2002	2003	2004	2005	2006	2007	2008
22 schools	22 schools	21 schools	20 schools	18 schools	26 schools	21 schools	34 schools
2009	2010	2011	2012	2013	2014	2015	
30 schools	41 schools	45 schools	31 schools	48 schools	48 schools	26 Schools	

**NOTE:** The number of schools that performed above 80% (205) still remains the third highest number in the last 15 years. **See the list of the schools in Annexure A – Schools with pass rate of between 70% and 100%.**

### 1.10 Results per District

The top performing District is Bojanala Platinum with a pass rate of 85.26%, followed by Dr. Kenneth Kaunda with a pass rate of 82.6% and Ngaka Modiri Molema with a 77.90% pass rate.

### 1.11 Results per Area Office

The three best performing Area offices:

- Madibeng Area Office in the Bojanala Platinum District is the top performing Area office with a pass percentage of 89.66% with only 3 schools performing below 70%. The Madibeng AO is one of six Area offices that improved the pass rate compared to 2014.
- The second best performing Area Office in 2015 is the Rustenburg Area Office also in Bojanala Platinum District with 89.15% only 0.51% behind Madibeng with only 2 schools performing below 70%.
- These two are followed by Kgetleng Area Office in the Ngaka Modiri Molema District with 87.61% and with only two schools below 70% pass.

### 1.12 Top Candidates

I will, at this point in time, turn to the results pertaining to some of our top performing candidates in the Province.

**NOTE:** This category for the top positions is calculated from the highest total of the two Languages, plus four other subjects. Life Orientation is 100% assessed by schools and therefore has been excluded in the calculation. Also significant to note is the fact that, from the top 22 candidates for 2015, 8 are males and 14 females. Well done girls, you have well reflected the statistics as revealed by Census 2011 and you are indeed exemplary in breaking the gender barriers.

**The list of the top 20 positions with 22 candidates is as follows:**

Pos	First Names Surname	School	R	G	Total 6 best Subjects
20	Carli Steyn	Zeerust High School	W	F	1622
19	Doreen Rhoda Davies	Rustenburg High School	W	F	1623
18	Hester Andriana Van Jaarsveld	Hartbeespoort High School	W	F	1630
17	Milena Weldemichael	Potchefstroom Girls High	B	F	1632
16	Jason Bosman Viljoen	Wesvalia High School	W	M	1636
15	Marius Leon Steiner	Hoër Volksskool	W	M	1638
15	Onkarabile Clement Sebaeng	Motswedi High School	B	M	1638
14	Maritsa Van der Walt	Rustenburg High School	W	F	1642
13	Danielle Badenhorst	Potchefstroom Gimnasium	W	F	1644
12	Abongile Gift Booi	Vaal Reefs Tech High School	B	M	1654
11	Jacques Strydom Kotze	Lichtenburg High School	W	M	1655
10	Tersia Radley	Lichtenburg High School	W	F	1657
9	Werner Bester	Bergsig High School	W	M	1662
8	Leandri Oosthuizen	Hoër Volksskool	W	F	1663
8	Louisa Smit	Wesvalia High School	W	F	1663
7	Noxolo Conny Tekana	Batswana High School	B	F	1666
6	Angela Hope Strydom	Potchefstroom Girls High	W	F	1670



5	Esmerelda Oberholzer	Potchefstroom Gimnasium	W	F	<b>1674</b>
4	Marzelle Pretorius	Rustenburg High School	W	F	<b>1675</b>
3. A special word of congratulations to Victor Ebubechukwu Tochukwu Asiwe from Ferdinand Postma who obtained the 3 <sup>rd</sup> highest total of 1 684 marks, an average of 93.55%. He wrote 8 subjects and obtained in the nineties in all 8 subjects					
2. A special word of congratulations to Thelma Carina Botha from Klerksdorp High School who obtained the 2 <sup>nd</sup> highest total of 1 697, average of 94.28%. She wrote 7 subjects and achieved in the nineties in six of the subjects and in the eighties in the one.					
1. I would like to congratulate Carel Hendrik Coetzee from Potchefstroom Gimnasium as the top candidate in the North West Province for the year 2015. He obtained 1 729 marks, an average of 96.05%. He wrote 7 subjects and achieved between 91% and 98% in all 7 subjects. Please note this is the first male candidate who achieved position one in the province since 2010.					

Before turning to the Top Schools, I would like to mention an extraordinary achievement. For the past years we have presented a Meritorious Award to an individual learner who has excelled despite challenges faced. This year's candidate overcame some challenges to achieve outstanding results. Her mother was a single parent who tried to further her own studies and therefore did not generate an income at the time when this candidate started her schooling. She went to live with her grandmother for a while who earned a meagre salary of R300 as a domestic worker.

She later went to stay with her aunt and uncle and 2 cousins in an attempt to have a stable home. She attended Tshwara-odire Primary school and continued at Sedibelo Secondary School until she decided to follow the science stream in 2013 and enrolled at J.M. Ntsime Secondary School where she matriculated in 2015. This candidate from a rural area who performed outstandingly is given an award as an example to others of what can be achieved when the opportunities are seized and developed to achieve goals in life despite adverse circumstances. In her seven subjects she managed to obtain 2 eighties and 5 nineties with Mathematics and Physical Sciences at 94%. This year we would like to present this prestigious award to Motshidisi Perpetual Nkomo, from J.M. Ntsime Secondary School, in Moses Kotane East Area Office, Bojanala Platinum District.



As the progressed learners were a huge challenge in 2015, I have decided to present an award to a progressed candidate who used the opportunity and performed very well. This young man was born in 1994, 3 days after the first democratic election, and is one of the so called 'born frees'. As the year 2016 is the 22<sup>nd</sup> year of democracy, he qualifies as the 'freedom' candidate. This candidate enrolled in Gr. 9 at this school, failed and repeated Gr. 9. He was progressed in 2014 to Gr. 12 after having repeated Gr. 11 as well. He vowed to pass Gr. 12, despite being 21 years old, coming from a poor family, staying with his adopted grandmother who is a domestic worker with 2 children and being the sole provider.

In his seven subjects he managed to obtain one subject at 45%, 3 subjects at 59%, one at 64% one at 71% and one at 81% and he obtained his National Senior Certificate with admission to Higher Education: Bachelor's Degree.

I would like to present a certificate to Zacharia Moshifa Mareri from Mmakaunyane Secondary School, in the Moretele Area Office, Bojanala Platinum District.

**Nko kgomo mogala tshwara thata e sere o utlwa sebedu o kgaoge.**

### 1.13 Top Schools

We have three categories of top schools, two on quality (Subject Distinctions) and candidates qualifying for admission into Higher Education: Degree Studies and one in the quantity category. To accommodate the smaller schools, the quality categories have been split into two categories, one with percentages and one with actual numbers.

In the category of top schools – quantity category, **Potchefstroom Gimnasium** is the number 1 school for 2015 with the most learners (207 wrote) with a 100% pass rate, followed by **Lichtenburg High School** (196 wrote) and **Grenville High School** (165 wrote), all with a 100% pass rate.





In the second category of top schools, quality – Admission into Higher Education: Degree Studies, the top three schools with the highest percentage of candidates who achieved admission into Higher Education for Degree studies are **Al-Huda Muslim School** (100%), **Potchefstroom High School for Girls** (91.75%) and **Potchefstroom Gimnasium** (85.99%).

In the same category, and more importantly, are the schools with the highest number of candidates who qualified for Degree Studies. **Potchefstroom Gimnasium** is number 1 and obtained the highest number with 178 candidates achieving Admission for Degree Studies, followed by **Rustenburg High School**, with 176 candidates and thirdly **Lichtenburg High School** with 156 candidates who met the requirements for admission into Higher Education: Degree studies.

I have also decided to award the school with the largest improvement in learners qualifying for Degree studies. In this category we are comparing the number increased as well as the percentage increased from 2014 to 2015. The school that improved the most in the numbers and percentage will be awarded. This award goes to Thebe-Ya-Tlhajwa Middle School in Ngaka Modiri Molema District, Kgetleng River Area. 65 candidates wrote and 34 qualified for degree studies. In 2014 only 36 candidates wrote and only 10 qualified for degree studies. The school improved in percentage with 24.54% from 27.77% to 52.31% in 2015.

The third category for top performing schools is schools that achieved the most subject distinctions (80-100%). The percentage distinctions achieved is calculated out of the total of possible subjects of the school. First is **Wesvalia High School** with 23.29% distinctions followed by **Potchefstroom Gimnasium** which achieved 18.75% distinctions, followed by **Ferdinand Postma High School** with 16.06% distinctions.

In the second part of this category **Potchefstroom Gimnasium** is the number one school with 277 subject distinctions, followed by **Wesvalia High School** with 222 subject distinctions followed by **Rustenburg High School**



with 213 subject distinctions. Please note that the distinctions obtained in Life Orientation were excluded. (See annexure D for a list of schools with 10 or more subject distinctions).

- Schools that need special acknowledgement: The performance of a school is followed over the years to serve as an example of what can happen if the school management team, teachers, community and parents are committed. B.A. Seobi Secondary School in Dr. Kenneth Kaunda District is situated in an informal settlement, but to the principal and the Management of the school this is to no detriment and each learner is very important.

YEAR	WROTE	ACHIEVED	PASS %
2010 (First time Gr. 12)	28	27	96.4%
2011	54	52	96.49%
2012	57	55	96.49%
2013	87	87	100%
2014	78	78	100%
2015	190	188	98.95%

Important to note the number of candidates increased from 78 to 190, an increase of 112 candidates. This is an excellent example of where success can be linked to good leadership and discipline.

- I will fail in my duty if I neglect to acknowledge farm and special schools. At **Moedwil Mega Farm School** in the Ngaka Modiri Molema District, Kgetleng Area Office, 28 of the 30 candidates manage to pass, a pass rate of 93.33%. At **Mampho Secondary School** in the Dr Ruth Segomotsi Mompoti District, Taledi Area Office, 53 of the 54 candidates passed, a pass rate of 97.92%. Furthermore, 20 candidates met the requirements for degree studies and 30 candidates met the requirements for diploma studies, thus 50 of the 54 candidates qualified for tertiary institutions.

At **Christiana School for the Blind** in the Dr Ruth Segomotsi Mompoti District, the Greater Taung Area, all 4 candidates who wrote the Gr. 12



examination passed, a 100% pass rate. Two of the candidates met the requirements for degree studies and one the requirement for diploma studies, thus 3 of the 4 learners qualified to attend tertiary institutions.

At **Meerhof (Special) School** in the Bojanala Platinum District, Madibeng Area, 19 of the 19 candidates passed, a 100% pass rate with 5 candidates qualifying to go to tertiary institutions.

Every learner in the Province is important to the Department

In 2013, when I released the results, I raised a serious concern about our top school that offer a small number of Grade 12 candidates who sit for the NSC examination. Today I am proud to announce that the situation is changing.

- See the list of schools with high enrolment where 200 and more candidates wrote and achieved 70% or higher pass rate in the 2015 NSC examination.

Area	Centre Name	Wrote	Achieved	Pass%
Mahikeng	Batswana High Commercial School	323	305	94.43%
Rustenburg	Pres Mangope Tech High School	307	284	92.51%
Rustenburg	H F Tlou High School	264	247	93.56%
Matlosana	Are-Fadimeheng	261	191	73.18%
Matlosana	Vaal Reefs Technical High School	243	172	70.78%
Moses Kotane East	J M Ntsime School	235	202	85.96%
Rekopantswe	Kebalepile Jun Sec School	232	184	79.31%
Rustenburg	Rustenburg High School	231	230	99.57%
Lethabile	Klipgat High School	218	194	88.99%
Rustenburg	Sekete Iv High School	213	174	81.69%
Rustenburg	Bafokeng High School	209	156	74.64%
Matlosana	H T S Klerksdorp	208	201	96.63%
Tlokwe	Potchefstroom Gimnasium	207	207	100.00%
Rustenburg	Boitekong Sec School	203	182	89.66%
Tlokwe	Hoër Volksskool	201	200	99.50%
Rustenburg	Rauwane Sepeng Sen Sec School	201	159	79.10%

- In 2015 12 rationalized schools presented Gr. 12 for the first time and 10 achieved a pass rate of above 74%. One school achieved a 100% pass, all 18 candidates who wrote passed. This is a real indicator that our rationalisation of schools project is on track and is paying off already.

District	Area	Center	Wrote	Passed	Pass %
Bojanala Platinum	Moses Kotane East	Sedibelo Secondary School	18	18	100.00%
Bojanala Platinum	Moretele	ZachariaMankgatleng Secondary	39	37	94.87%
Ngaka M. Molema	Mafikeng	Mococe High School	67	63	94.03%
Ngaka M. Molema	Mafikeng	Redibone Secondary School	52	48	92.31%
Dr. R.S. Mompoti	Kagisano Molopo	Ogodiseng Secondary School	40	35	87.50%
Dr. R.S. Mompoti	Kagisano Molopo	Bore Secondary School	76	66	86.84%
Bojanala Platinum	Moses Kotane East	Lerome Secondary School	52	45	86.54%
Bojanala Platinum	Moses Kotane East	Tidimane Secondary School	46	39	84.78%
Bojanala Platinum	Rustenburg	Tirelong Secondary School	30	23	76.67%
Dr. R.S. Mompoti	Taledi	Thakung Secondary School	68	51	75.00%

#### 1.14 Male / Female performance

The overall picture in the Province for the Male and Female scenario is as follows:

In 2015 the male candidates obtained a pass rate 83.96% while the female candidates achieved a pass rate of 79.39%. The male candidates achieved 27.24% in the category Admission into Higher Education: degree studies while the female candidates achieved 26.13% in the same category.

During the **Last Push** campaign, which was launched at a media conference, we concentrated on mobilising the whole community to support the candidates. The Department also received overwhelming support from the Chiefs in various areas across the Province.

Special thanks to North West FM for the role they played in making the radio lessons possible. We truly appreciate your effort.



## 2. PROVINCIAL INTERVENTION STRATEGIES FOR 2015

The Learner Attainment Improvement Plans (LAIP) for 2016 has already been distributed to all FET schools. The purpose of these plans is:

- More focus on the protection of teaching time and quality contact time;
- Planning and preparation of lessons to ensure adherence to curriculum needs (correct understanding and implementation of both the learning outcomes and assessment standards aims and objectives);
- Intensified monitoring, guidance, control and support of the programme;
- Intensifying correct management of continuous assessment;
- Improving proficiency of the language of learning and teaching;
- Subject focus will be directed at identifying learners' strengths to assist with career choices and access to Higher Education;
- Accountability for all at school level.

During 2016 all these interventions mentioned above will be intensified in order to do justice to the National Development Plan (NDP) which encapsulates Action Plan 2014 towards schooling 2025.

### 2.1 Underperforming Schools (Schools with a Pass % below 70%)

(Annexure F - List of schools below 70% pass rate)

- After the 2012 examinations we were left with **91** underperforming schools, **23** schools less than we had at the end of the 2011 examinations. On completion of the 2013 examinations we only had **33** underperforming schools, **58** schools less than we had in 2012. Unfortunately the number of underperforming schools increased to **63** in 2014, 30 more than in 2013 and increased to **85** in 2015, 22 more than in 2014.
- The most improved School from those which were underperforming is Totonyane Secondary School in the Dr. Ruth Segomotsi Mompati District of the Greater Taung Area. They achieved a 94.74% pass rate, an improvement of 78.95% from the 15.79% pass rate in 2014. Of the 19 learners who wrote, 18 passed.



- Mmakgaje Secondary School in the Ngaka Modiri Molema District of the Zeerust Area obtained a 91.30% pass rate as opposed to the 20.00% obtained in 2014, an improvement of 71.30%. From the 23 candidates who wrote, 21 managed to pass.

To illustrate that my Department value each school and each learner, we have moved three schools due to service delivery strikes to different secured centres where they were accommodated for the duration of the examination in order to write their examinations without any disturbances. Approximately 2 million rand has been spent to ensure safe and secured environments. The 54 candidates from Noto Secondary School in Greater Delareyville were moved to a venue at Coleridge, Vryburg and 47 of the 54 candidates managed to obtain the NSC, 87.04% pass rate. The 115 candidates from Kgononyane Secondary School in Kagisano Molopo were moved to a venue near Christiana and 85 of the 115 candidates obtained the NSC, a pass rate of 73.68%. The 41 candidates from Bogosing Secondary School in Taung were moved to P.H. Moeketsi Secondary School and 33 of the 41 obtained the NSC, a pass rate of 80.49%.

May I take this opportunity to thank the Head of the Department, Dr IS Molale and all Senior and Middle Managers for their administrative leadership. All District and Circuit officials and Professional support staff, the Curriculum Directorate, the Curriculum Co-ordinators, District Directors CESs, Curriculum Support, Area Curriculum Co-ordinators and all Subject Advisors need special mentioning and have to be acknowledged for the role they have played. A special word of appreciation goes to the Directorate Communications for arranging this function, all the trophies and certificates.

A word of appreciation to the Chief Directorate: General and Further Education Training Services and particularly the Directorate: Assessment, Certification and Accreditation as well as the District and Area Office Examination officials for their commitment, involvement and the outstanding manner in which they conduct examinations in our province.

A special word of thanks to the South African Police Services for their annual support and co-operation when we conduct the final matric examinations; for escorting question



papers and scripts to various destinations. Furthermore, the SAPS in all areas were on high alert during the writing of the examinations to ensure that no candidate was disadvantaged by community unrests and assisted and intervened where problems occurred.

To the MEC of Community Safety and Transport Management, Hon. Molapisi and in particular the Provincial Police Commissioner and team: the Department of Education and Sport Development really appreciates the inter-departmental working relationship and I am confident that the relationship will continue for many years to come.

I thank all unions that operate in this sector and all our dedicated teachers for their outstanding role in assisting the North West Department of Education into taking our combined efforts to greater heights. I sincerely trust that this co-operation will continue. Please remember that these learners are our children who need our assistance and support at all times.

As we release the 2015 results, 2016 immediately places an enormous responsibility on all of us to improve on the 2015 achievement. The drop of 3.1% in pass rate should only be seen as a temporary setback, and should serve as a motivation for all of us to cross the 90% mark and to reach for gold which is still the target of the province. If we are determined from the start to surpass the 90% mark, it will become a reality. Let us team up and direct our individual accomplishments towards our organizational objectives and common vision so that we can attain the excellence we strive for. Although we were able to mobilise the communities and parents we should learn from successes of other provinces in soliciting the support from the entire government of the North West.

In conclusion I take this opportunity once again to extend my sincere thanks to the collective leadership of the ruling party, the ANC, for the necessary guidance and for providing the much needed direction; the Premier of this Province, Mr Supra Ramoetsi Mahumapelo for his guidance and support, and all my political colleagues for the support and invaluable inputs made since I took office. The Legislature and its committees have continued to assert their oversight role and I thank them for constructive engagements. A word of appreciation to the opposition parties for the role



that they always play. I also want to thank my family, without which I would not be able to manage such a complicated portfolio.

My appreciation also goes to other constituencies including Dikgosi, Maapara-nkwe a a tlhokang boroko ka ntlha ya thuto kwa metseng ya bona; the religious community; the farming community and members of the civil society movement in the province, individuals and groups that always write to me about issues of education in their local schools, for taking such keen interest in the education of our learners.

My best wishes to all, especially the cohort of 2015. For the 2016 cohort who will receive the baton, and all learners for that matter in the province, I want to call upon everyone to re-dedicate them to the strenuous tasks that lie ahead of us in 2016. At a personal sentimental level, allow me to appreciate the moment of leading such a big organisation.

I therefore subscribe to a notion that says “better lose count naming your blessings than to lose your blessings by counting your troubles”.

I thank you very much. A pula e ne ka matsorotsoro. Baie dankie almal in die Noordwes en in Suid-Afrika.

**Hon. MAPHEFO LUCY MATSEMELA (MPL)**

**MEC for North West Department of Education and Sport Development**

