



Province of the  
**EASTERN CAPE**  
EDUCATION

# Grade 12 Results 2022

## NATIONAL SENIOR CERTIFICATE



# MESSAGE BY MEC FOR EDUCATION



**MEC: Education Eastern Cape- Mr FD Gade**

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
<b>Fitness for purpose</b>	The examination papers and the marking system should produce results that are both reliable and valid.	<ul style="list-style-type: none"> <li>• Acceptance by teachers and students that the exams are according to the syllabus i.e., few complaints.</li> <li>• Statistical evidence of the exam's technical quality (e.g. reliability, level of difficulty)</li> <li>• Adequate quality control measures resulting in very few errors on exam papers.</li> </ul>
<b>Equity, Integrity and Public Confidence</b>	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"> <li>• The public has confidence in the results of the exam system.</li> <li>• High level of trust in the honesty of exam agency staff.</li> <li>• High level of trust in the honesty of supervisory staff.</li> <li>• Little evidence of candidates resorting to the use of 'unfair means' (cheating).</li> <li>• Exam authority has procedures for rechecking of marks and an appeals procedure.</li> <li>• Special support is available for disadvantaged candidates.</li> <li>• The question paper does not contain culturally inappropriate questions, or questions in a language with which some students are relatively unfamiliar.</li> <li>• The grading system is applied equally to all students.</li> </ul>
<b>Efficiency and Cost-Effectiveness</b>	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.	<ul style="list-style-type: none"> <li>• Examination fees do not place an excessive burden on parents and candidates.</li> <li>• Examination authority can demonstrate the cost-effectiveness through its accounting procedures.</li> <li>• 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.</li> <li>• The examination authority is efficiently staffed.</li> <li>• Exam papers are printed in the most cost-effective way without compromising security.</li> <li>• Pre-exam administration is carried out in a timely manner.</li> <li>• Results are issued in time and in an appropriate form for decision making (e.g. selection for the next highest level of education).</li> <li>• Feedback on exam performance is given to schools in time for it to influence instruction.</li> </ul>
<b>Transparency</b>	The examination process should, as far as possible, be open to public scrutiny. Exams should not be shrouded with mystery.	<ul style="list-style-type: none"> <li>• Non-confidential materials including regulations, syllabuses and sample/past exam papers are widely available.</li> <li>• Board involves teachers in the examining process e.g., in syllabus construction and in marking.</li> <li>• Reports, including statistical data, on exam performance available.</li> <li>• Marking system and criteria for award of grades available.</li> <li>• Criteria for employment of full and part-time officials are published.</li> <li>• Exam authority maintains records of administrative practices, results and marking schemes</li> </ul>
<b>Beneficial effect on classroom practice</b>	The public examination system should promote good teaching and learning practices. It should include and provide systematic feedback of information to teachers.	<ul style="list-style-type: none"> <li>• Exam encourages the development of higher-order thinking skills and does not place emphasis on recall of facts.</li> <li>• Exam promotes development of performance skills e.g. listening and speaking (languages), practical skills (sciences), production (music, drama, art)</li> <li>• Exam pressure does not exclude the development of non-cognitive skills (e.g. physical, aesthetic appreciation)</li> <li>• High quality subject reports for teachers and other interested parties (e.g. textbook boards) distributed regularly.</li> </ul>

(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 unfavourable 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**

**T**hese 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.



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**Mr FD Gade, MPL**

**MEC: Education, Eastern Cape**

**Date: 20 January 2023**



## OVERVIEW BY THE HEAD OF DEPARTMENT



**Mr M. Qwase**

The National Senior Certificate Grade 12 Class of 2022 did their matric year after surviving two years of uncertainty during the period of COVID – 19 pandemic. The academic years 2020 and 2021 were undoubtedly interrupted, particularly when they were in grades 10 and 11. More stressful periods were experienced by all learners in the schooling system particularly the senior grades.

This resilient cohort emerged stronger despite their exposure to these difficulties. These learners persevered and overcame the unexpected volatile periods of uncertainty. The outstanding results they have produced displays the stronger resolve and creativity this cohort possessed. As the Department and the Eastern Cape community, we should be proud and grateful to this class for reinstating the dignity and steady return of the glory days of educational excellence, historically associated with the Province of the legends. These candidates achieved an enormous feat and we applaud their unwavering dedication and consistent effort which have been duly rewarded.

The Grade 12 Class of 2022 navigated one of the most challenging international and national educational contexts. Despite this, the highest number of candidates were enrolled for 2022 NSC Grade 12 examinations. In 2022, there were 1 629 more NSC Grade 12 full-time candidates enrolled (98 756) than in 2021 (97 127) inclusive of the full-time repeaters. As a result, the Province's education system was further challenged by this sheer size and scope.

The 2022 cohort was also affected by a variety of policy changes in addition to COVID-19 difficulties, which included following:

SUBJECTS	ISSUES	MOTIVATION
Geography	The format of both Geography papers changed.	The duration of both papers is now 3 hours and both papers include map work.
Religion Studies	Each paper assesses different topics	Topics are specific to each paper. Topics are no longer assessed across papers.
Life Sciences	No essay topics Section on meiosis in Paper 2 only	Changes to topics
Technical Science	Paper 2 for Tech Sciences was reduced from 150 marks to 75 marks and 1½ hours from Nov 2021.	
Technical Mathematics	A PAT was included since 2021	
Marine Sciences	The structure of the paper is the same as Life Sciences – 150 marks, 2½ hours	Second year of implementation, new subject
History	Second year of implementation of New topics	Beginning of 3-year cycle
Dance studies	Total marks in this paper changed from 100 to 150 Anatomy section was removed Each question now focuses on a specific topic (while previously these topics were integrated in each question).	
Life Orientation	The Common Assessment Task (CAT) is out of 100 marks. The duration of the CAT paper has been increased to 2,5 hours.	
Tourism	Second year of the implementation of a new format of the PAT	
LANGUAGES		
Home Languages	P3 increased from 2½ to 3hrs.	30 additional minutes.
First Additional Language	P2 increased from 2hrs to 2½ hrs.	30 additional minutes.
Second Additional Language	Content is assessed in 3 papers and not 2 papers. Literature is in a separate paper – Paper 2.	Paper 1 – 2 hours.

Despite predictions made by education experts and the presence of challenges which seemed insurmountable, the 2022 cohort displayed brave performance. This proved to be a more unique grade 12 group, endowed with a special educational “DNA”.

The Department’s long-term commitment to sustaining and intensifying the Learner Support Programs yielded significant returns. In order to help learners make up for lost instructional time, Districts and schools were urged to adopt ICT platforms such as Microsoft Teams, Zoom, or other blended learning methods. The ECDOE studios prepared and broadcasted virtual support lessons and interventions on a variety of topics to provide students with additional assistance.

In addition, teachers and subject advisors with extensive experience, offered learners with extra worksheets, notes, guidelines, and lesson plans that were uploaded to the curriculum website for learners to access. On TruFM and Umhlobo Wenene, radio lessons were broadcast, and learners could access TV broadcast schedules for Mindset, DSTV, and SABC. Additional learning support for students at home was provided by the “Woza Matric Programme,” which was also provided to schools. To help and guide schools, a variety of circulars communicating and mediating on policy directives were issued consistently.

Whilst giving the Grade 12 class of 2022 considerable attention, other Departmental strategies to strengthen teaching and learning were not suspended. Curriculum recovery programmes were the mode of operation. For the learning losses to be addressed, significant efforts had to be made in terms of curriculum support. Focus was on learners at high risk (levels 1 and 2). The differentiated approach to support candidates had to be implemented to avoid the ‘hit and miss’ strategy while still sustaining support for the bright sparks to improve quality and not quantity.

The Department took every precaution to make sure that the risk factors were reduced. To this end, subject advisers collaborated with teachers to create Revised Annual Teaching Plans (ATPs), which the Department made sure were sent to all schools and subject advisors. Data from the Data Driven Districts (DDD) System revealed that, in 2022, student attendance in Grade 12 ranged from good to excellent, which is consistent with the advice given to schools that, in order to minimize potential learning losses for learners, these candidates had to attend classes every day rather than on a rotational basis.

Additionally, meetings with Grade 12 learners and their parents were conducted at the start of the school year to discuss the significance of attending classes during the Grade 12 year. When visiting schools, District officials kept an eye on learner attendance to make sure that Grade 12 learners did not miss any teaching or learning contact time. To track curriculum coverage at the conclusion of each quarter by schools, the Department further created a curriculum tracking tool. Additionally, it was recommended that schools expand their lesson times and use the weekends to increase student engagement time. All parties involved were encouraged to ensure that teaching time is used productively. Throughout the year, additional lessons were offered in the afternoon, on weekends, and during school breaks. In order to support students in the 10 subjects with the highest enrolment, contracted service providers organized structured learner camps and assigned expert tutors to teach the subjects during vacation school sessions. At regular monthly intervals, the Department will keep concentrating on the issues of responsibility for students’ performance by both schools and departmental authorities. Additionally, a stronger emphasis on monitoring and helping schools to raise student performance from Grade R through Grade 12 was consistently emphasised in our top management meetings.

Parents were given instructions on how to supervise and support students in their studies at home. For all schools the Department administered June common examinations in the high enrolment subjects.

Peer tutoring between high-achieving and at-risk students took place in study groups. Subject advisors created simplified content for learners at risk in order for phase progression to take place.

The Department managed the 2022 academic year better, smarter, and wiser as there were clear response plans to some of the unique contextual educational challenges that the Department faced in 2022. Examples thereof are learner absenteeism, teacher absenteeism, social unrest, a challenging economic environment and learning under challenging conditions.

To demonstrate that education is a societal matter, departmental officials, municipalities at all levels, District officials, the District education forum, school principals, school governing bodies and labour organisations all worked together to achieve this outstanding performance recorded in 2022. With the integrated approach, the Department was able to work more effectively and the inter-departmental collaboration efforts paid dividends.

I am pleased to report that in 2022 there is an encouraging improvement in the qualitative performance of our education districts. Given that the district enrolment rates had sky -rocketed, this is a noteworthy accomplishment. All of the districts were able to boost their performance above the 70% mark. In comparison to 2021, no district has performed below 70%, an achievement to be proud of. In 2022, three of our 12 districts are above the ever elusive 80% mark. Three districts have 'crossed the Rubicon'. The surprise new kid in the 'elite group' is the Alfred Nzo West Education district with a remarkable 82.7 %, leading the pack of excellence in motion. The department congratulates the community of Alfred Nzo West, teachers, stakeholders, learners and education leadership and the business sector for the support

which led to this outstanding achievement never ever to be forgotten. Critical to this achievement is that all the Education Districts have now reached the **Club 70 Bracket. Backward Never, Forward Ever!**

I wish to congratulate all district directors, school principals, and educators who contributed to this outstanding accomplishment.

The Grade 12 class of 2022 demonstrated their commitment to education with courage and tenacity. This is what has contributed to the heart-warming 77.3% pass percentage. This represents an improvement of 4,3% from 2021. This accomplishment in 2022 must serve as our primary impetus to work for ever-improving, learner performance.

The Department learnt important lessons from the strategies used to traverse 2021, allowing it to approach the educational difficulties of 2022 with greater wisdom and intelligence. The collective efforts undertaken by everyone led to the highest achievement of the National Senior Certificate Pass rate ever achieved in the Eastern Cape post 1994.

The support of labour organizations and other important stakeholders who continued to support the Executive Authority and the Departmental Management in their efforts to address any issues that might arise in schools and offices with a potential to destabilise or obstruct effective teaching and learning in schools is acknowledged and highly appreciated. The Department wants to continue on this trajectory in 2023 and beyond.

I want to respectfully thank our MEC, Honourable F.D. Gade, for the inspirational and strategic leadership he has provided and for continuously reminding us that cooperation between Departmental officials and forward-thinking entities and state organs is the key to the success of the Department. The dedication and commitment of each structure determines how well the learning environment will efficiently function. The cooperative efforts of organised stakeholders at all levels is what will ultimately improve education.

I humbly appeal that in 2023, all stakeholders and Departmental officials at all levels work diligently, in a disciplined and coordinated manner, to guarantee that LAIS activities are implemented by all schools within the framework of the Education System Transformation Plan (2019–2023). We are dedicated to enhancing student performance in all schools from Grades R through 12. One of the key vehicles we are currently using is the Education System Transformation Plan, through its four pillars and all we shall be doing is to keep it well-oiled. This is the journey that we are going to continue with in 2023. The exciting improvement realised in 2022 is highly appreciated and is an indication that the Eastern Cape has the potential to achieve greatness. Let us gain inspiration from the wisdom of Nelson Mandela who said, *“The greatest glory in living lies not in never falling, but in rising every time we fall.”*

It will be unfair to attribute the improvement in Grade 12 performance in 2022 to chance and sheer luck. My profound appreciation goes out to the Departmental top management for the agile leadership and dedication displayed within a challenging environment. I sincerely wish all of us success in our future activities. Remember to always challenge the status quo,

keep an open mind, think critically and bring your authentic self to every situation. We must be the change we want to see in the world. We are a Department on the rise.

In conclusion, I want to indicate that when I was asked to step in as the Acting Department Head, my first priority was to galvanise a strong, diverse management team that would steer this Department on to steady waters. Although there has been some progress in addressing past obstacles and difficulties, as well as some areas of success, it is still a work in progress. There are still stubborn challenges that require our collective wisdom, such as the target to achieve clean audit, steady the financial climate of the department and many others. However, the core business of the department which is the achievement of the better learning outcomes leads from the front in the improvement trajectory. This spells a ‘good omen’ for our efforts to defeat the stubborn challenges we still need to tackle. As much as we are proud of the Grade 12 Class of 2022’s achievement, we are not oblivious of the enormous responsibilities that lie ahead. We shall never be complacent. ‘Success is not final; failure is not fatal: it is the courage to continue that counts.’



# CHAPTER 1

## 2022 NSC GRADE 12 RESULTS REPORT

### PURPOSE

Results measure how successful we are as good public examinations systems. Across the world, good public examinations assess themselves against the following characteristics:

- (i) Fitness for purpose
- (ii) Assessment capacity
- (iii) Equity and integrity
- (iv) Efficiency and cost effectiveness
- (v) Impact on teaching and learning.

We are mindful that the South African examination system is no exception to being evaluated against these characteristics.

Firstly, this report is attempting to evaluate the public examination system against the characteristics outlined above. Secondly, it is to account to the citizenry of the Eastern Cape on how the Grade 12 Class of 2022 has performed after a long arduous journey of 12-13 years. Thirdly, to succinctly indicate how the Department managed to conduct, manage and administer NSC examinations with credibility and integrity.

Furthermore, this 2022 NSC Results Report provides an overview of how the NSC Grade 12 Class of 2022 has performed. It further provides the much desired report card about the achievement of the set targets by the Department of Education and identify the areas of weaknesses and most importantly, design appropriate response plans for next academic year(s).

The Department appeals to all the stakeholders to embrace this 2022 National Senior Certificate Results Report. It has to be read critically with open minds, notwithstanding that it may have areas that require continued improvement and may also trigger future debates. The Department of Education is aware that this report is far from being a perfect and a balanced product that covers all angles in our effort to highlight and address all the educational challenges the Department of Education faces.

It is hoped that it will be utilized wisely to improve education and develop future intervention plans on the way to achieving the National Development Plan goals by 2030 as set out in the Action Plan 2019: Towards the Realisation of Schooling 2030.

The Department acknowledges that, whilst tremendous progress has been made, we continue to be troubled by various stubborn and persistent realities that dampen the realization of constitutionally and legally enshrined educational imperatives and goals. This necessitates all of us to openly own up to these failings, shortcomings and weaknesses. However, the critical step is to honestly identify what accounts for these failings and decisively confront and systematically resolve them.

### INTRODUCTION

The National Senior Certificate Examinations is the highest qualification that can be obtained in the Basic Education phase. It is the culmination of the 12-13 years of intensive teaching, learning and acquisition of the world changing knowledge by the young people of South Africa. This renders the NSC qualification to be of national and public interest.

The NSC Grade 12 results outlook for 2022 may not be what the Department was dreaming about and cautiously yearning for, but the negative impact of COVID-19 pandemic's realities in determining the way the education sector delivered education and the continuous experimentation with new delivery methodologies and support strategies that have not been field tested which in some instances proved to be difficult but not insurmountable.

The Grade 12 class of 2022, unlike its predecessors was nervously faced by a challenge of learning through new intervention strategies amidst huge inherited content gaps from Grade 10 and 11 in 2020 and 2021. This was due to the implementation of Revised Annual Teaching Plans in Grade 10 and 11 triggered by COVID-19 pandemic challenges.

The 2022 Curriculum Recovery Programmes were designed to be very intensive and overloaded for this cohort. They led the lives of people comparable who were to in 'bootcamps' rather than being in 'study camps' due to the intensity of the revision programmes.

High-stakes assessment and standardized tests are prominent features of globally competitive educational systems. Assessments with important consequences for test takers, on the basis of their performance.

Passing has important benefits, such as progressing to Higher Education Institutions, scholarships, entrance into the labor market or getting a license to practice a profession.

Failing also has consequences, such as being forced to take remedial classes or not being able to practice a profession. Failing is also a stepping stone for future achievements.

In South Africa we navigated through tempestuous waters and a successful Grade 12 academic year was delivered albeit with challenges along the way.

We can proudly declare that in 2022 as a Province, we gave an opportunity to more than 117 000 candidates the highest NSC Grade 12 enrolment since 2016. We can proudly declare that, "no deserving candidate was left behind" in 2022.

## **THE PROFILE OF THE 2022 NSC GRADE12 CLASS**

The National Senior Certificate (NSC) Grade 12 class of 2022 is the ninth cohort to sit for the National Senior Certificate Examination based on CAPS. This cohort entered Grade 1 in 2011 and had a fairly stable and conducive teaching and learning environment up to 2019, however, the 2020 academic year was ravaged by the COVID-19 pandemic. There has been gradual improvement in the quality of School Based Assessment as well as significant emphasis on formative School Based Assessment over the past few years. It is worth mentioning that the standard and quality of public examinations is on a sustained upward trajectory, annually the bar is raised. 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.

## **THE FOCUS CURRICULUM SUPPORT PROGRAMMES**

Academic year, 2022, had its own challenges that hindered smooth and effective curriculum delivery. The context was completely different from the normal and usual context and proved to be difficult to sail through.

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**

The 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 of accountability systems aimed at managing performance. Curriculum interventions were done in three phases of “push and hold” activities, namely, First Push: Identify & remedy (during Term 1), Second Push: Cover all bases (during term 2) and Last Push: Consolidate & 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).

#### **(a) Morning and afternoon classes**

These intervention classes were planned and managed at school level by the Departmental head and the teachers concerned. These

classes were conducted throughout the year to extend educator- learner contact time. The focus in terms 1 & 2 was on pacing up content coverage and in terms 3 & 4 the focus was on consolidation and practice. Subject advisors had a duty to play an oversight role and also to monitor and support the programme.

#### **(b) Autumn classes**

These extra tuition 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.

#### **(c) Winter classes**

Winter classes were planned by head office in conjunction with districts. Subject Planners and Subject advisors identified challenging topics in terms 1 & 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 intervention classes focused on recovering learning losses, consolidation of conceptual development, revision of challenging topics, and introducing new term 3 topics.

#### **(d) Spring classes**

Subjects that underperformed as per terms 1, 2 & 3 analyses, were targeted. 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.

### **(e) 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.

### **(f) 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 facilitating 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 Physical Sciences.

### **(g) Radio and television lessons**

Radio lessons, through TruFM and Umhlobo Wenene were conducted for various subjects during throughout the year. These classes were as a result of an agreement reached by DBE, NECT and SABC. Some districts were making use of local community radios available. These classes were aimed at dealing with challenging content areas and also advising learners on the structure of the papers and how to approach an examination paper with the intention to reduce chances of losing marks.

Television lessons were planned and coordinated by national office. The provincial office was responsible for sharing schedules and links for the lessons. Learners had access to Mindset Learning Channel and the Woza Matric TV Channel.

### **(h) 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](http://www.eccurriculum.co.za) and [www.ecexams.co.za](http://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.

### **(i) Support from other organizations**

The province enjoyed support from various organisations that provided support in various districts. These organisations are Maths & Science Infinity, Jenn Consulting, NECT, Eskom/TracSA, and Kutlwanaong. The organisations focused on various subjects such as Mathematics, Physical Sciences and Languages. Eastern Cape Gambling Board 5. assisted with the provision of Science kits which assisted in subjects like Physical and Technical Sciences. These partners were helpful in the organisation and coordination of extra tuition classes. Working with Subject Advisors they provided motivation to educators and learners. They also assisted in provision of Differentiated Additional Learner Support Materials.

## THE MANAGEMENT, CONDUCT AND ADMINISTRATION OF THE 2022 NSC EXAMINATIONS

### REGISTRATION OF CANDIDATES AND EXAMINATION CENTRES

The Province has a total number of 98 756 full time candidates registered for 2022 National Senior Certificate examinations in 942 full time examination centres. Grade 12 candidates were uploaded from SASAMS onto IECS.

Three sets of preliminary schedules were printed and distributed to districts and schools to verify the correctness of the registration of the learners. Particular attention was on correctness of personal details and subjects.

Principals, parents and learners signed to confirm the correctness of the learners' registration status.

Table 3 and Table 4 below provide a comparison of the number of candidates who have entered for the National Senior Certificate (NSC) examinations in the Eastern Cape in 2022 and previous 10 years. It is worth noting that the Eastern Cape registers the fourth largest number of candidates for the NSC after Kwa Zulu Natal, Gauteng and Limpopo provinces.

### Number of Full-Time candidates enrolled for NSC: 2012-2022

Year	Number Full- time	Increase / Decrease
2012	69 427	1358
2013	74 980	5 553
2014	69 294	-5 686
2015	91 810	22 516
2016	92 748	938
2017	82 257	-10 491
2018	81 842	-415
2019	82 113	271
2020	72 926	-9 916
2021	97 127	+24 201
2022	98 756	+ 1 629

### Number of Examination Centres: 2012- 2022

Year	Number of Centres	Increase / Decrease
2012	926	8
2013	926	0
2014	923	-3
2015	924	01
2016	926	02
2017	927	01
2018	936	09
2019	934	-3
2020	933	-1
2021	944	+11
2022	942	-2

The number of centres has decreased in 2022 when compared to 2021.

The Province registered a total of 5 566 progressed learners in 2022 which has decreased compared to 7 158 learners that were progressed in 2021. Strict adherence by schools to the set criteria on promotion requirements is always emphasized:



## **CRITERIA FOR A LEARNER TO PROGRESS**

- Learners must have failed to satisfy the promotion requirements of either Grade 10 or Grade 11, and repeated either Grade 10 or Grade 11;
- The learner must have passed LoLT and any other 3 of the 7 subjects offered (Life Orientation included). If the HL is the LoLT of the learner, for the purpose of progression only, the learner must obtain 30% to ensure equivalence with the pass requirements for the First Additional Language;
- The learner must have attended school on a regular basis. Absenteeism in excess of 20 days, without a valid reason, will disqualify the learner from being progressed;
- The learner must have complied with the prescribed SBA requirements for that academic year.

Multiple Examination Opportunities (MEO) has been discontinued with the effect from 2020. The progressed learners wrote all subjects in 2022 NSC examination.

Monitoring of the writing of the examinations: A total number of 157 question papers (both English and Afrikaans versions for content subjects) were printed and distributed to 942 full time schools and 124-part time centres. The Province intensified monitoring of the writing of the examinations in 2022 by deploying 68 provincially appointed independent monitors, officials from Examination and Assessment Chief Directorates and other sister Chief Directorates and district officials. Close to 900 centres have been monitored across the Province.

**High Risk Examination Centres:** Examination centres which have previous

cases of group copying and repeated cases of irregularities, Part Time Centre and Independent Schools were monitored daily during the writing.

**Medium Risk Examination Centres:** Examination centres with cases of minor administrative Irregularities and centres offering Grade NSC Grade 12 for the first time.

**Low Risk Examination Centres:** Examination centres without previous cases of irregularities.

## **PRINTING AND SECURITY OF THE NATIONAL SENIOR CERTIFICATE QUESTION PAPERS**

In preparation for the 2022 Grade 12 cohort, Examinations and Assessment Chief Directorate set Provincial Common examinations in June, focusing on 12 gateway subjects. This was done to strengthen assessment in schools and also to ensure that learners were exposed to standardized assessments.

The determination to support the Learner improvement strategies efforts were further strengthened by the setting of 135 question papers for 2022 NSC Grade 12 Preparatory Examinations and 942 schools participated in the Preparatory examinations held in August/September 2022. The printing of 157 question papers for the Final commenced on 04 October 2022 and was completed on 07 December 2022.

The Department of Education worked closely with PROVJOINTS in ensuring that all measures were taken to strengthen the security procedures during examination. The SAPS deployment plan involved the assignment of police officials to specific areas

in the province within their jurisdictions. Joint meetings were held on regular basis to keep abreast with the developments and assess any potential risks that might have emerged. It is with pride to report that 2022 NSC Grade 12 examinations completed without any major incidents that threatened the security, integrity and credibility of NSC examinations, thanks to the functional provincial government subcommittees.

## **IMPLEMENTATION OF SCHOOL BASED ASSESSMENT (SBA) REQUIREMENTS**

In addition to the formal examination papers written at the end of the year, candidates were also expected to complete a variety of assessment tasks at school level. The requirements are spelt out in the policy document, National Protocol on Assessment and are meant to allow the candidate to work consistently throughout their Grade 12 year and to be rewarded by accumulating marks towards their final result. These assessment tasks cover a wide variety of activities. All these components are put together to produce the candidate's School Based Assessment mark (SBA) which constitutes 25% of the final mark. For Life Orientation, the larger component of the final promotion mark is School Based and external assessment which is referred to a Common Assessment Task (CAT) constitute 20%.

The School Based Assessment receives continuous attention throughout the year and it is 'heart and soul' of teaching, learning and assessment.

The absence of a School Based Assessment and/ or a Practical Assessment Task mark in any subject, without a valid reason, results in the candidate, registered for that subject, receiving an incomplete result.

The candidates are allowed three months before the commencement of the next sitting to submit outstanding work or present him/herself for School- Based Assessment and/ or a Practical Assessment Task. Should the candidate fail to fulfil the outstanding School Based Assessment and/ or Practical Assessment Task requirements, such a candidate will not be resulted and he/she must repeat the subject and redo the School-Based Assessment and/or Practical Assessment Task component for that subject.

In the event of a learner not complying with the requirements of School-Based Assessment and/or Practical Assessment Task in any subject in Grades R-12, but where a valid reason is provided, he or she may be granted another opportunity to be assessed in the assigned tasks, based on a decision by the Head of the assessment body. The learner must, within three weeks before the commencement of the final examination of the relevant grade submit outstanding work or present himself or herself for School-Based Assessment and/or Practical Assessment Task.

Should the learner fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task Assessment requirements, he or she, registered for that subject will receive an incomplete result.

## **2021 SBA Improvement Interventions**

The schools, whose SBA marks were rejected by Umalusi in 2021 or in the recent past during the standardization process were informed, made to account and indicate strategies they would implement to avoid the recurrence of the future rejections. These schools were also selected as participants in the 2022 Centralised Provincial SBA moderation.

Intensive monitoring of SBA moderation at all levels was done by Senior Curriculum Managers (SCM), Examinations and Assessment Chief Directorates, Department of Basic Education and Umalusi.

Examinations and Assessment Chief Directorate held two Centralized Provincial School Based Assessment moderations. Due to financial constraints this moderation was done only in 10 high enrolment subjects. Schools that were selected for moderation were those that had experienced SBA rejections in 2021 and the ones that were presenting Grade 12 for the first time in 2022.

Provincial moderation of Life Orientation was also held in October 2022. In October, after the Centralized Provincial School Based Assessment moderations, Umalusi visited the Province for SBA quality assurance on sampled subjects from their sampled schools. The Department of Basic Education requested teacher files for SBA moderation from their own sampled schools for and these were sent to Pretoria. School visits were also done for the Provincial moderation of Practical Assessment Tasks on Dance, Design, Dramatic Arts, Music and Visual Arts subjects.

## **ADMINISTRATION OF EXAMINATIONS**

The Administration of Examinations in the province is based on the, "Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination, published as Government Regulation Notice No. R872 in Government Regulation Gazette No. 31337 of 29 August 2008 and amended".

The conduct, administration and management of the 2022 NSC end of the year examinations was conducted with credibility, integrity and

dignity. This was confirmed by Umalusi, the Quality Assurance Body when it approved the release of the 2022 National Senior Certificate examination results on 20 January 2022. Umalusi further indicated that, "the Council found no irregularities that could have compromised the credibility of the exams. The Department of Basic Education is required to block the results of centres or candidates who are implicated in irregularities in 2022".

The Grade 12 Class of 2022 was in Grade 1 in 2011 and 206 093 were in the books of the Department and 11 years later 101 597 (49.3%) were in Grade 12 which indicates 50.7% cohort loss along the journey. Even though the number of learners reached in Grade 12 in 2022 was 101 597, the actual learners registered for NSC Examination in 2022 was 98 756.

Out of the 98 756 full time candidates in the school system in 2022 in Grade 12 who were registered as full-time candidates for NSC examinations in 2022, 91 500 candidates actually sat for examinations.

These candidates wrote in 942 full-time public-school centres, 49 independent schools and 10 special schools.

The province offered a total of 157 question papers, over 35 million sheets of paper were printed and over 1 300 000 million scripts were marked in 25 marking centres. The Department of Education in the Eastern Cape can proudly report that there was only one candidate infected with Covid-19 during the writing of the examinations in 2022 but managed to sit for all examinations.

The training of the Chief invigilators and examination monitors was intensified and directly conducted by expert trainers from head office. The Provincial pledge signing

ceremony was held at Mida High School in Amathole East District. All other registered examination centres conducted the pledge signing ceremony in their respective schools and all candidates were made to sign the pledge together with their parents. In this document the candidates were pledging to uphold the high standards of examination ethics, adhere to rules and regulations and report to the examination authorities any forms of examination malfeasances that they identify or suspect during the conduct, administration and management of the NSC examinations.

It is also heart- warming to report that there was no leakage of question papers nor any cases of unauthorised access by candidates to question papers before they were written in 2022 examinations in the Eastern Cape.

The department shall in a mission to eradicate any acts of dishonesty during examinations. Defending the credibility and integrity of the NSC qualification for all our candidates is of prime importance for the Department. No resources shall be spared in ensuring that the NSC examinations conducted in the Eastern Cape is without blemish.

The Eastern Cape Department of Education is satisfied with the manner the conduct, management, and administration of NSC examinations was executed, despite minor challenges that shall always require our continuous attention. The endeavours by all participants in the education sector from their own vantage points of operation have decisively shielded the credibility, integrity, decorum and the dignity of the country's highly regarded National qualification, called National Senior Certificate. No learners were left behind in getting the all-import- ant opportunity to sit for their NSC examinations in 2022.

Umalusi directs that if there are candidates that are implicated in any serious cases of examination malfeasances, their results must be blocked until the completion of the investigations. Despite the identification of the examination related irregularities across the country and these identified cases are currently being investigated, Umalusi has approved the release of the 2022 National Senior Certificate examination results.

## **MANAGEMENT AND IMPLEMENTATION OF MARKING PROCESSES AND PROCEDURES**

It was for the first time Eastern Cape Department of Education embarked on an Online marker recruitment programme from the application stage to the processing of appointment letters, receiving appointment letters in their own email as per the DBE management plan on 07 October 2022. The verification and recommendation of applications were also done online by subject advisors in the various education districts.

Marking centres were established in line with the regulations and PAM directives. A total of 25 marking centres for NSC marking across the province were used in 2022.

Amongst the NSC markings centres, there was a new marking centre, Clarkebury Agricultural School in Chris Hani Esat District. The safety and comfort of markers in the marking centres were the priority when selecting marking centres. The selection of marking centre was also informed by the principle of rotation and giving an opportunity to the formally disadvantaged schools and communities/ areas.

The province adopted a principle of gradually infusing schools as marking centres from

poor communities and marginalized rural areas. This new marking centre performed exceptionally well in almost every respect across the board.

Relevant to the 2022 school calendar and circumstances, marking commenced on 06 and concluded on 23 December 2022. Markers were trained by the Chief Markers and Moderators, who attended DBE Marking Guideline Meetings at Provincial Office. All the marking standardisation meetings were conducted virtually. These meetings are meant to standardize the marking of scripts across the country.

The total number of scripts handled was 1 300 000 in the Eastern Cape Province. In order to ensure efficiency in the management of the marking process, a total number of 25 Centre Managers, 25 Irregularity Investigators, 70 Capturers, 16 Drivers, 50 script control officials and 50 claims officials were appointed. These officials were trained in 01 December 2022 before the start of the marking. The total number of Markers was 6 288 including Chief Markers, Internal Moderators and 1 728 Examination Assistants.

Examination Assistants (EAs) were recruited from full time students at Tertiary Institutions; unemployed graduates and youth who must have passed Maths or Maths Literacy at 50% and above in their National Senior Certificate. They had to write an online competency test in order to qualify for the ultimate appointments. Centre Managers consisted of professionals from Examinations and Assessment and Curriculum Chief Directorates, usually at DCES or SES level, and Irregularity Investigators at DCES/SES level. They had to write an online Competency Test as well in order to qualify for the appointment. The administrative personnel were deployed across the 25 marking centres.

They were drawn from all the examination offices across the province, and were placed based preferably on their daily work and followed by the consideration of their areas of interest as directed by their preferred choices in their individual application forms.

## **IMPLEMENTATION OF HIGH STANDARDS OF EXAMINATION ETHICS**

In 2022, the province drastically reduced the number of examination related acts of dishonesty in general. This reduction was attributed to the visible action taken against past implicated Chief Invigilators, Invigilators and officials. This included tough sanctions taken against guilty candidates and officials.

The Provincial Team made up of examination experts undertook the responsibility for the direct training of Chief Invigilators. All the registered examination centres were provided with training manuals, video presentations and demonstration on the management of answer scripts and mark sheets. This was informed by the increase in the number of administrative errors and missing scripts previously. There were other measures that were in place in order to reduce irregularities during 2022 examinations such as pledge signing ceremony that took place across all schools in the Province on 21 October 2022, Signing of Commitment Agreement by both parents and candidates, Community Radio programmes where candidates were warned about the dangers and dire consequences of engaging in any acts of examination dishonesty.

The reports about allegedly examination malfeasances involving 2 schools, one from Amathole East and another one from Alfred Nzo West which affected a total of 58 candidates.



All these alleged cases of serious examination acts of dishonestly were reported in marking centres. This is an indication of the high levels of alertness and consciousness displayed by making personnel across the 24 marking centres.

The intensive re - training of all officials that were involved in the management, conduct and administration of examinations assisted in the general reduction of examination related acts of dishonesty and malpractices. This includes district officials and monitors.

The monitoring of examinations also improved as a result of the Department appointing 68 private monitors. They targeted high enrolment schools and high-risk centres. These monitors submitted daily reports and were directed promptly to take action where immediate action was required.

## **CONCLUSION**

Measuring progress is important. We need to know that what we are doing is having impact against another approach that might yield better outcomes, but the current fetish of crude numerical quantification in education is misleading and fundamentally inappropriate for the unpredictable nature of the classroom.

However, Roach (1971) observed that “after many vicissitudes, examinations had won their place, not because they were popular, but because they could not be dispensed with. The question was not whether they should be retained or abandoned, but how their efficiency could be improved”.

Hill (2013) is of the view that, “quick fixes” are unlikely to bring about effective improvements to existing systems. Time will be needed for examination sector to become familiar

with new technologies and administrative processes. In addition, considerable time will be needed to ensure that candidates and educators are accustomed to new formats and procedures before taking the public examinations. Consideration might be given to introducing changes in a phased manner over a period of years.

The Department strongly agrees with Kellaghan and Greaney (2020) who strongly assert that: “Modifying existing examination systems will often require a compromise between the ideal and what is possible and will involve working within constraints of budget, time, and national politics, as well as ironing out conflicts among stakeholders. While working through these constraints, departments of education and examination systems should keep in mind that good quality examinations can play important constructive roles in educational systems by certifying learner achievements, by selecting candidates, and by providing feedback to the educational system. In particular, well-designed and administered examinations can contribute to the quality of candidates’ educational experiences by dictating what teachers teach and, more important, what students learn”.

The Department of Education sincerely hopes that this 2022 National Senior Certificate Results Analysis Report shall provide the necessary direction to be ensued in making timeous intervention into the schooling system in order to change the fortunes of our educational imperatives for the better. The focus must be on achieving key outcomes in all areas of our operations against the measurable indicators set out for all of us who occupy such responsible positions.

Furthermore, we must be held accountable for achieving these targets.

## CHAPTER 2

### REQUIREMENTS FOR THE NATIONAL SENIOR CERTIFICATE

To qualify for a National Senior Certificate, a learner must offer a minimum of seven approved subjects and provide full evidence of School Based Assessment for each subject.

For a candidate to obtain a National Senior Certificate, she/he must:

- complete the programme requirements for Grades 10, 11 and 12 separately,
- obtain the distinct outcomes and associated assessment standards for all three years,
- comply with the internal assessment requirements for Grades 10, 11 and 12,
- Comply with the external requirements of Grade 12,
- achieve 40% in three subjects, one of which is an official language at Home Language Level,
- achieve 30% in three subjects and
- provide full evidence in the school-based assessment component in the subject if she/he failed in one.

Table

The requirements are tabulated as follows: Promotion requirements	Percentage required
Subject 1: Home Language	40%
Subject 2	40%
Subject 3	40%
Subject 4	30%
Subject 5	30%
Subject 6	30%
Subject 7	0 - 29% (Proof of SBA in the failed subject)

### MINIMUM REQUIREMENTS FOR AWARDING OF THE NATIONAL SENIOR CERTIFICATE CANDIDATES WITH SPECIAL NEEDS:

Learners who experience barriers to learning are allowed to follow an alternative pathway to obtain a National Senior Certificate. Such candidates who experience barriers to learning are defined as learners with special educational needs. A number of concessions, related to the nature of the barrier to learning, identify permissible variants to the rules of combination allowed for the NSC. Barriers to learning identified in the policy include: visual, aural, hearing impairment, aphasia, dyslexia and mathematical disorders such as dyscalculia.

The endorsed National Senior Certificate is offered to candidates who cannot, despite the concessions granted in the policy, meet the stipulated requirements and who will be awarded the Endorsed National Senior Certificate for learners with special educational needs. Despite the concessions provided in policy there are many checks and balances in place to ensure that the qualification remains at an equivalent standard to the NSC for the main stream candidates.

### HOW THE NATIONAL SENIOR CERTIFICATE IS ASSESSED.

Assessment in the NSC subjects is based on the external examinations and internal assessment conducted by the school. The external examinations constitute 75% of the final promotion mark and the School Based Assessment constitutes 25%. In subjects like Art and Music with a practical component, the practical assessment constitutes 25% which implies that the external examination carries a weighting of 50% in these subjects

Achievement Levels in the NSC is recorded on a seven (7) point scale which is categorized as follows:

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTOR	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

## MINIMUM REQUIREMENTS FOR ADMISSION TO HIGHER EDUCATION

Minimum Higher Education Admission requirements in accordance with the 3 levels of undergraduate programmes are as follows:

### HIGHER CERTIFICATE

The minimum admission requirement is a National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the Higher Education Institution as certified by Umalusi, the Quality Assurance Council. Institutional and programme needs may require additional combinations of recognized NSC Subjects and levels of achievements

### DIPLOMA

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of: 4 x 40%- 49% or better (4 x Level 3 including Home Language). Institutional and programme needs may require additional combinations of recognized NSC Subjects and levels of achievements.

### BACHELOR'S DEGREE

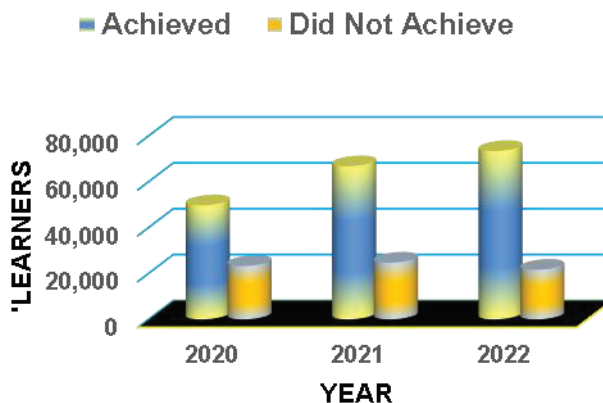
The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of: 4x50%-59% or better (4 x Level 4s Including Home Language).

### CHAPTER 3

#### PERFORMANCE ANALYSIS: NSC GRADE 12 CLASS OF 2022

#### PROVINCIAL PASS RATE

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



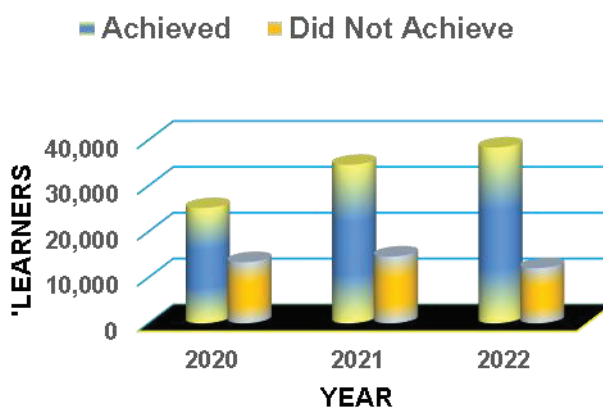
#### PROVINCIAL PASS RATE (%)

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



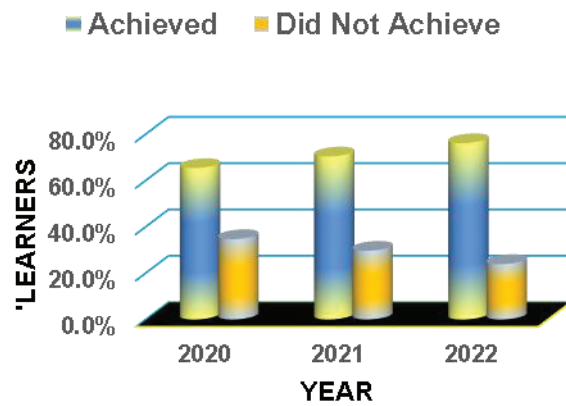
#### CLUSTER A PASS RATE

YEAR	RESULT		Total
	Achieved	Did Not Achieve	
2020	25,106	13,323	38,429
2021	34,547	14,554	49,101
2022	38,330	12,021	50,351



## CLUSTER A PASS RATE (%)

'LEARNERS RESULT		
YEAR	Achieved	Did Not Achieve
2020	65.3%	34.7%
2021	70.4%	29.6%
2022	76.1%	23.9%



## CLUSTER A – DISTRICT

'LEARNERS	DISTRICT	YEAR	RESULT		Total
			Achieved	Did Not Achieve	
ALFRED NZO EAST		2020	3,030	1,408	4,438
		2021	4,441	1,666	6,107
		2022	4,801	1,432	6,233
ALFRED NZO WEST		2020	5,419	2,613	8,032
		2021	6,607	2,353	8,960
		2022	7,261	1,518	8,779
CHRIS HANI EAST		2020	2,562	1,556	4,118
		2021	3,457	1,514	4,971
		2022	3,767	966	4,733
JOE GQABI		2020	2,325	1,456	3,781
		2021	3,527	1,567	5,094
		2022	3,470	1,370	4,840
OR TAMBO COASTAL		2020	5,947	3,180	9,127
		2021	8,598	4,106	12,704
		2022	9,527	3,862	13,389
OR TAMBO INLAND		2020	5,823	3,110	8,933
		2021	7,917	3,348	11,265
		2022	9,504	2,873	12,377

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.  
Malcolm X

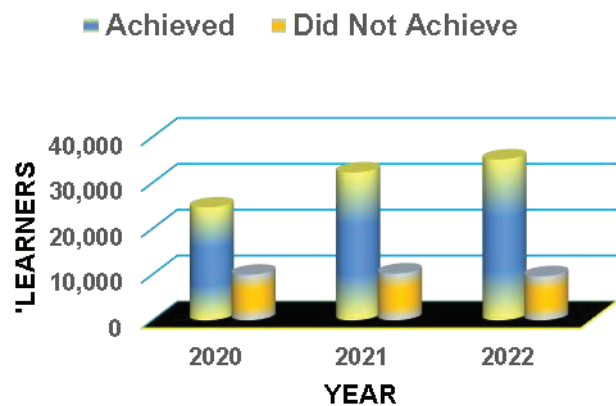


## CLUSTER A -- DISTRICT (%)

'LEARNERS	DISTRICT	YEAR	RESULT	
			Achieved	Did Not Achieve
ALFRED NZO EAST		2020	68.3%	31.7%
		2021	72.7%	27.3%
		2022	77.0%	23.0%
ALFRED NZO WEST		2020	67.5%	32.5%
		2021	73.7%	26.3%
		2022	82.7%	17.3%
CHRIS HANI EAST		2020	62.2%	37.8%
		2021	69.5%	30.5%
		2022	79.6%	20.4%
JOE GQABI		2020	61.5%	38.5%
		2021	69.2%	30.8%
		2022	71.7%	28.3%
OR TAMBO COASTAL		2020	65.2%	34.8%
		2021	67.7%	32.3%
		2022	71.2%	28.8%
OR TAMBO INLAND		2020	65.2%	34.8%
		2021	70.3%	29.7%
		2022	76.8%	23.2%

## CLUSTER B PASS RATE

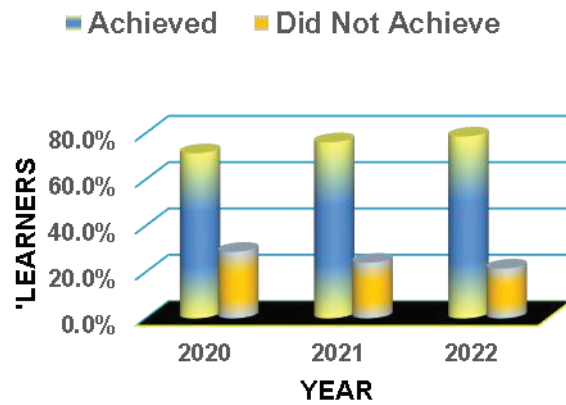
'LEARNERS	RESULT			
	YEAR	Achieved	Did Not Achieve	Total
	2020	24,585	9,912	34,497
	2021	32,223	10,176	42,399
	2022	35,056	9,586	44,642



An investment in knowledge pays the best interest.  
Benjamin Franklin

## CLUSTER B PASS RATE (%)

'LEARNERS RESULT		
YEAR	Achieved	Did Not Achieve
2020	71.3%	28.7%
2021	76.0%	24.0%
2022	78.5%	21.5%



## CLUSTER B – DISTRICT

'LEARNERS DISTRICT	YEAR	RESULT		Total
		Achieved	Did Not Achieve	
AMATHOLE EAST	2020	4,364	2,119	6,483
	2021	5,670	1,952	7,622
	2022	6,195	1,743	7,938
AMATHOLE WEST	2020	1,936	1,129	3,065
	2021	2,744	933	3,677
	2022	3,127	867	3,994
BUFFALO CITY	2020	6,113	2,188	8,301
	2021	8,112	2,162	10,274
	2022	9,039	2,056	11,095
CHRIS HANI WEST	2020	3,147	1,318	4,465
	2021	4,206	1,646	5,852
	2022	4,319	1,678	5,997
NELSON MANDELA	2020	7,081	2,292	9,373
	2021	8,985	2,504	11,489
	2022	9,583	2,337	11,920
SARAH BAARTMAN	2020	1,944	866	2,810
	2021	2,506	979	3,485
	2022	2,793	905	3,698

The roots of education are bitter, but the fruit is sweet.  
Aristotle

## CLUSTER B -- DISTRICT (%)

'LEARNERS	DISTRICT	YEAR	RESULT	
			Achieved	Did Not Achieve
AMATHOLE WEST	2020	63.2%	36.8%	
	2021	74.6%	25.4%	
	2022	78.3%	21.7%	
BUFFALO CITY	2020	73.6%	26.4%	
	2021	79.0%	21.0%	
	2022	81.5%	18.5%	
CHRIS HANI WEST	2020	70.5%	29.5%	
	2021	71.9%	28.1%	
	2022	72.0%	28.0%	
NELSON MANDELA	2020	75.5%	24.5%	
	2021	78.2%	21.8%	
	2022	80.4%	19.6%	
SARAH BAARTMAN	2020	69.2%	30.8%	
	2021	71.9%	28.1%	
	2022	75.5%	24.5%	
AMATHOLE EAST	2020	67.3%	32.7%	
	2021	74.4%	25.6%	
	2022	78.0%	22.0%	

## DISTRICT PERFORMANCE (PAST 3 YEARS)

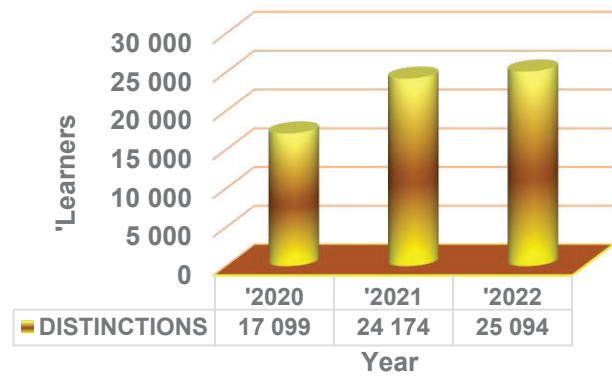
	POSITION			TREND
	2020	2021	2022	
ALFRED NZO WEST	6	5	1	
BUFFALO CITY	2	1	2	
NELSON MANDELA	1	2	3	
CHRIS HANI EAST	11	10	4	
AMATHOLE WEST	10	3	5	
AMATHOLE EAST	7	4	6	
ALFRED NZO EAST	5	6	7	
OR TAMBO INLAND	8	9	8	
SARAH BAARTMAN	4	7	9	
CHRIS HANI WEST	3	8	10	
JOE GQABI	12	11	11	
OR TAMBO COASTAL	9	12	12	

## DISTINCTIONS

### PROVINCIAL

'Learners	Year		
Pass Criteria	'2020	'2021	'2022
Distinction	17,099	24,174	25,094
Wrote	521,284	660,113	682,136

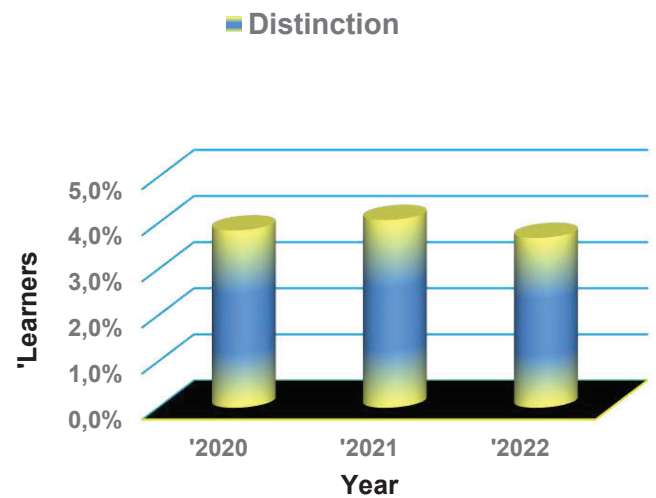
## DISTINCTIONS



*"Give a man a fish and feed him for a day. Teach a man to fish and feed him for a lifetime.  
Teach a man to cycle and he will realize fishing is stupid and boring."  
Desmond Tutu*

## CLUSTER A

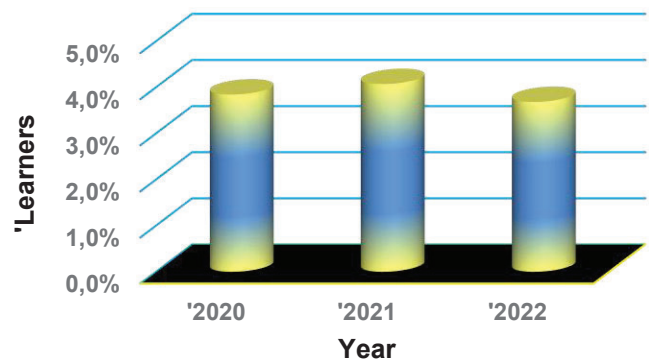
'Learners	Year		
Pass Criteria	'2020	'2021	'2022
Distinction	7,646	11,810	13,339
Wrote	275,313	356,305	362,816



## CLUSTER B

■ Distinction

'Learners	Year		
Pass Criteria	'2020	'2021	'2022
Distinction	9,453	12,364	11,755
Wrote	246,014	303,827	319,322



## DISTINCTIONS : DISTRICTS

'Learners	District	Pass Criteria	Year			Wrote		
		Distinction	'2020	'2021	'2022	'2020	'2021	'2022
Cluster A	ALFRED NZO EAST	655	1,055	1,270	31,328	43,376	44,443	
	ALFRED NZO WEST	1,254	1,615	1,953	58,742	65,700	64,868	
	CHRIS HANI EAST	972	1,462	1,943	29,297	35,569	33,974	
	JOE GQABI	551	795	886	26,644	36,013	34,318	
	OR TAMBO COASTAL	1,775	2,783	2,883	65,589	94,397	96,137	
	OR TAMBO INLAND	2,439	4,100	4,404	63,713	81,250	89,076	
Cluster B	AMATHOLE EAST	1,872	2,390	2,382	46,649	55,888	58,110	
	AMATHOLE WEST	444	622	817	21,881	26,051	28,104	
	BUFFALO CITY	2,700	3,615	3,508	58,681	72,882	78,708	
	CHRIS HANI WEST	768	1,188	1,114	31,743	41,994	43,046	
	SARAH BAARTMAN	791	887	736	19,900	24,673	26,386	
	NELSON MANDELA METRO	2,878	3,662	3,198	67,160	82,339	84,968	



## DISTINCTIONS[Trend]

Distinction				
District	'2020	'2021	'2022	Trend
ALFRED NZO EAST	2.1%	2.4%	2.9%	
ALFRED NZO WEST	2.1%	2.5%	3.0%	
CHRIS HANI EAST	3.3%	4.1%	5.7%	
JOE GOABI	2.1%	2.2%	2.6%	
OR TAMBO COASTAL	2.7%	2.9%	3.0%	
OR TAMBO INLAND	3.8%	5.0%	4.9%	
AMATHOLE EAST	4.0%	4.3%	4.1%	
AMATHOLE WEST	2.0%	2.4%	2.9%	
BUFFALO CITY	4.6%	5.0%	4.5%	
CHRIS HANI WEST	2.4%	2.8%	2.6%	
SARAH BAARTMAN	4.0%	3.6%	2.8%	
NELSON MANDELA ME	4.3%	4.4%	3.8%	

## PROGRESSSED LEARNERS

### PROVINCIAL

Learners Result Status	Progressed		Grand Total
	No	Yes	
A/BACH - Achieved - Bachelors	34583	391	34974
A/DIP - Achieved - Diploma	23737	728	24465
A/HC - Achieved - Higher Certificate	13095	828	13923
A/NSC - Achieved - NSC	23	1	24
A/SNE - did not achieve	1		1
DNA - did not achieve	18519	3087	21606
I - Incomplete	2414	424	2838
<b>Grand Total</b>	<b>92372</b>	<b>5459</b>	<b>97831</b>

### PROVINCIAL %

Learners Result Status	Progressed Yes
A/BACH - Achieved - Bachelors	7.2%
A/DIP - Achieved - Diploma	13.3%
A/HC - Achieved - Higher Certificate	15.2%
A/NSC - Achieved - NSC	0.0%
A/SNE - did not achieve	0.0%
DNA - did not achieve	56.5%
I - Incomplete	7.8%
<b>Grand Total</b>	<b>100%</b>

## CLUSTER A

Learners Result Status	Progressed		Grand Total
	No	Yes	
A/BACH - Achieved - Bachelors	17,846	312	18,158
A/DIP - Achieved - Diploma	12,077	457	12,534
A/HC - Achieved - Higher Certificate	7,102	515	7,617
A/NSC - Achieved - NSC	20	1	21
A/SNE - did not achieve	1		1
DNA - did not achieve	10,190	1,830	12,020
I - Incomplete	1,348	214	1,562
<b>Grand Total</b>	<b>48,584</b>	<b>3,329</b>	<b>51,913</b>

## CLUSTER A %

Learners Result Status	Progressed Yes
A/BACH - Achieved - Bachelors	9.4%
A/DIP - Achieved - Diploma	13.7%
A/HC - Achieved - Higher Certificate	15.5%
A/NSC - Achieved - NSC	0.0%
A/SNE - did not achieve	0.0%
DNA - did not achieve	55.0%
I - Incomplete	6.4%
<b>Grand Total</b>	<b>100%</b>

## CLUSTER B

Learners Result Status	Progressed		Grand Total
	No	Yes	
A/BACH - Achieved - Bachelors	16,737	79	16,816
A/DIP - Achieved - Diploma	11,660	271	11,931
A/HC - Achieved - Higher Certificate	5,993	313	6,306
A/NSC - Achieved - NSC	3		3
DNA - did not achieve	8,329	1,257	9,586
I - Incomplete	1,066	210	1,276
<b>Grand Total</b>	<b>43,788</b>	<b>2,130</b>	<b>45,918</b>

## CLUSTER B %

Learners Result Status	Progressed Yes
A/BACH - Achieved - Bachelors	3.7%
A/DIP - Achieved - Diploma	12.7%
A/HC - Achieved - Higher Certificate	14.7%
A/NSC - Achieved - NSC	0.0%
A/SNE - did not achieve	59.0%
DNA - did not achieve	9.9%
<b>I - Incomplete</b>	<b>100.0%</b>

## DISTRICTS

Learners District Name	Result Status	Progressed		Grand Total
		No	Yes	
<b>ALFRED NZO EAST</b>	A/BACH - Achieved - Bachelors	2,109	178	2,287
	A/DIP - Achieved - Diploma	1,458	104	1,562
	A/HC - Achieved - Higher Certificate	848	96	944
	A/NSC - Achieved - NSC	8		8
	A/SNE - did not achieve	1		1
	DNA - did not achieve	1,163	268	1,431
	I - Incomplete	375	62	437
<b>ALFRED NZO EAST Total</b>		<b>5,962</b>	<b>708</b>	<b>6,670</b>
<b>ALFRED NZO WEST</b>	A/BACH - Achieved - Bachelors	3,482	76	3,558
	A/DIP - Achieved - Diploma	2,201	186	2,387
	A/HC - Achieved - Higher Certificate	1,160	154	1,314
	A/NSC - Achieved - NSC	2		2
	DNA - did not achieve	1,101	417	1,518
	I - Incomplete	124	43	167
<b>ALFRED NZO WEST Total</b>		<b>8,070</b>	<b>876</b>	<b>8,946</b>
<b>AMATHOLE EAST</b>	A/BACH - Achieved - Bachelors	2,939	15	2,954
	A/DIP - Achieved - Diploma	2,103	21	2,124
	A/HC - Achieved - Higher Certificate	1,088	28	1,116
	A/NSC - Achieved - NSC	1		1
	DNA - did not achieve	1,611	132	1,743
	I - Incomplete	409	28	437
<b>AMATHOLE EAST Total</b>		<b>8,151</b>	<b>224</b>	<b>8,375</b>
<b>AMATHOLE WEST</b>	A/BACH - Achieved - Bachelors	1,429	4	1,433
	A/DIP - Achieved - Diploma	1,034	3	1,037
	A/HC - Achieved - Higher Certificate	648	7	655
	A/NSC - Achieved - NSC	2		2
	DNA - did not achieve	828	39	867
	I - Incomplete	44	5	49
<b>AMATHOLE WEST Total</b>		<b>3,985</b>	<b>58</b>	<b>4,043</b>
<b>BUFFALO CITY</b>	A/BACH - Achieved - Bachelors	4,795	29	4,824

Learners		Progressed		
District Name	Result Status	No	Yes	Grand Total
	A/DIP - Achieved - Diploma	2,760	100	2,860
	A/HC - Achieved - Higher Certificate	1,247	108	1,355
	DNA - did not achieve	1,757	299	2,056
	I - Incomplete	191	62	253
<b>BUFFALO CITY Total</b>		<b>10,750</b>	<b>598</b>	<b>11,348</b>
<b>CHRIS HANI EAST</b>	A/BACH - Achieved - Bachelors	1,954	1	1,955
	A/DIP - Achieved - Diploma	1,156	15	1,171
	A/HC - Achieved - Higher Certificate	618	22	640
	A/NSC - Achieved - NSC	1		1
	DNA - did not achieve	896	70	966
	I - Incomplete	94	23	117
<b>CHRIS HANI EAST Total</b>		<b>4,719</b>	<b>131</b>	<b>4,850</b>
<b>CHRIS HANI WEST</b>	A/BACH - Achieved - Bachelors	1,824	4	1,828
	A/DIP - Achieved - Diploma	1,517	23	1,540
	A/HC - Achieved - Higher Certificate	920	31	951
	DNA - did not achieve	1,452	226	1,678
	I - Incomplete	75	8	83
<b>CHRIS HANI WEST Total</b>		<b>5,788</b>	<b>292</b>	<b>6,080</b>
<b>JOE GQABI</b>	A/BACH - Achieved - Bachelors	1,480	9	1,489
	A/DIP - Achieved - Diploma	1,170	42	1,212
	A/HC - Achieved - Higher Certificate	685	84	769
	DNA - did not achieve	1,009	361	1,370
	I - Incomplete	91	19	110
<b>JOE GQABI Total</b>		<b>4,435</b>	<b>515</b>	<b>4,950</b>
<b>NELSON MANDELA METRO</b>	A/BACH - Achieved - Bachelors	4,534	19	4,553
	A/DIP - Achieved - Diploma	3,271	82	3,353
	A/HC - Achieved - Higher Certificate	1,569	108	1,677
	DNA - did not achieve	1,941	396	2,337
	I - Incomplete	252	88	340
<b>NELSON MANDELA METRO Total</b>		<b>11,567</b>	<b>693</b>	<b>12,260</b>
<b>OR Tambo Coastal</b>	A/BACH - Achieved - Bachelors	4,093	33	4,126
	A/DIP - Achieved - Diploma	3,122	83	3,205
	A/HC - Achieved - Higher Certificate	2,074	113	2,187
	A/NSC - Achieved - NSC	8	1	9
	DNA - did not achieve	3,367	495	3,862
	I - Incomplete	452	52	504
<b>OR Tambo Coastal Total</b>		<b>13,116</b>	<b>777</b>	<b>13,893</b>
<b>OR TAMBO INLAND</b>	A/BACH - Achieved - Bachelors	4,728	15	4,743
	A/DIP - Achieved - Diploma	2,970	27	2,997
	A/HC - Achieved - Higher Certificate	1,717	46	1,763
	A/NSC - Achieved - NSC	1		1

Learners		Progressed		Grand Total
District Name	Result Status	No	Yes	
	DNA - did not achieve	2,654	219	2,873
	I - Incomplete	212	15	227
<b>OR TAMBO INLAND Total</b>		<b>12,282</b>	<b>322</b>	<b>12,604</b>
<b>SARAH BAARTMAN</b>	A/BACH - Achieved - Bachelors	1,216	8	1,224
	A/DIP - Achieved - Diploma	975	42	1,017
	A/HC - Achieved - Higher Certificate	521	31	552
	DNA - did not achieve	740	165	905
	I - Incomplete	95	19	114
<b>SARAH BAARTMAN Total</b>		<b>3,547</b>	<b>265</b>	<b>3,812</b>
<b>Grand Total</b>		<b>92,372</b>	<b>5,459</b>	<b>97,831</b>

#### DISTRICTS %

Learners		Progressed
District Name	Result Status	Yes
<b>ALFRED NZO EAST</b>	A/BACH - Achieved - Bachelors	3.3%
	A/DIP - Achieved - Diploma	1.9%
	A/HC - Achieved - Higher Certificate	1.8%
	A/NSC - Achieved - NSC	0.0%
	A/SNE - did not achieve	0.0%
	DNA - did not achieve	4.9%
	I - Incomplete	1.1%
<b>ALFRED NZO EAST Total</b>		<b>13.0%</b>
<b>ALFRED NZO WEST</b>	A/BACH - Achieved - Bachelors	1.4%
	A/DIP - Achieved - Diploma	3.4%
	A/HC - Achieved - Higher Certificate	2.8%
	A/NSC - Achieved - NSC	0.0%
	DNA - did not achieve	7.6%
	I - Incomplete	0.8%
	<b>ALFRED NZO WEST Total</b>	
<b>AMATHOLE EAST</b>	A/BACH - Achieved - Bachelors	0.3%
	A/DIP - Achieved - Diploma	0.4%
	A/HC - Achieved - Higher Certificate	0.5%
	A/NSC - Achieved - NSC	0.0%
	DNA - did not achieve	2.4%
	I - Incomplete	0.5%
	<b>AMATHOLE EAST Total</b>	
<b>AMATHOLE WEST</b>	A/BACH - Achieved - Bachelors	0.1%
	A/DIP - Achieved - Diploma	0.1%
	A/HC - Achieved - Higher Certificate	0.1%
	A/NSC - Achieved - NSC	0.0%
	DNA - did not achieve	0.7%
	I - Incomplete	0.1%
	<b>AMATHOLE WEST Total</b>	

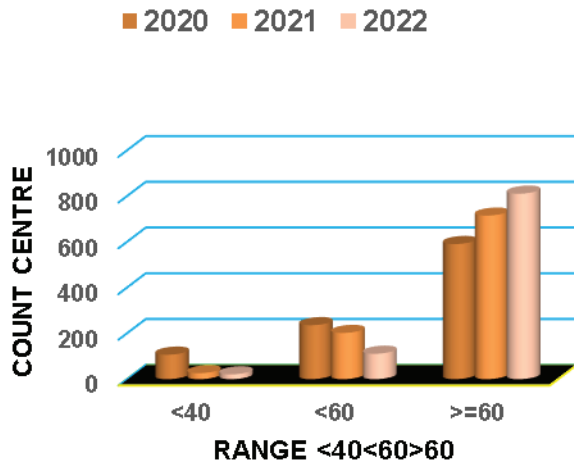


Learners		Progressed
District Name	Result Status	Yes
<b>AMATHOLE WEST Total</b>		<b>1.1%</b>
<b>BUFFALO CITY</b>	A/BACH - Achieved - Bachelors	0.5%
	A/DIP - Achieved - Diploma	1.8%
	A/HC - Achieved - Higher Certificate	2.0%
	DNA - did not achieve	5.5%
	I - Incomplete	1.1%
<b>BUFFALO CITY Total</b>		<b>11.0%</b>
<b>CHRIS HANI EAST</b>	A/BACH - Achieved - Bachelors	0.0%
	A/DIP - Achieved - Diploma	0.3%
	A/HC - Achieved - Higher Certificate	0.4%
	A/NSC - Achieved - NSC	0.0%
	DNA - did not achieve	1.3%
	I - Incomplete	0.4%
<b>CHRIS HANI EAST Total</b>		<b>2.4%</b>
<b>CHRIS HANI WEST</b>	A/BACH - Achieved - Bachelors	0.1%
	A/DIP - Achieved - Diploma	0.4%
	A/HC - Achieved - Higher Certificate	0.6%
	DNA - did not achieve	4.1%
	I - Incomplete	0.1%
<b>CHRIS HANI WEST Total</b>		<b>5.3%</b>
<b>JOE GQABI</b>	A/BACH - Achieved - Bachelors	0.2%
	A/DIP - Achieved - Diploma	0.8%
	A/HC - Achieved - Higher Certificate	1.5%
	DNA - did not achieve	6.6%
	I - Incomplete	0.3%
<b>JOE GQABI Total</b>		<b>9.4%</b>
<b>NELSON MANDELA METRO</b>	A/BACH - Achieved - Bachelors	0.3%
	A/DIP - Achieved - Diploma	1.5%
	A/HC - Achieved - Higher Certificate	2.0%
	DNA - did not achieve	7.3%
	I - Incomplete	1.6%
<b>NELSON MANDELA METRO Total</b>		<b>12.7%</b>
<b>OR Tambo Coastal</b>	A/BACH - Achieved - Bachelors	0.6%
	A/DIP - Achieved - Diploma	1.5%
	A/HC - Achieved - Higher Certificate	2.1%
	A/NSC - Achieved - NSC	0.0%
	DNA - did not achieve	9.1%
	I - Incomplete	1.0%
<b>OR Tambo Coastal Total</b>		<b>14.2%</b>
<b>OR TAMBO INLAND</b>	A/BACH - Achieved - Bachelors	0.3%
	A/DIP - Achieved - Diploma	0.5%
	A/HC - Achieved - Higher Certificate	0.8%

<b>Learners</b>		<b>Progressed</b>
<b>District Name</b>	<b>Result Status</b>	<b>Yes</b>
	A/NSC - Achieved - NSC	0.0%
	DNA - did not achieve	4.0%
	I - Incomplete	0.3%
<b>OR TAMBO INLAND Total</b>		<b>5.9%</b>
<b>SARAH BAARTMAN</b>	A/BACH - Achieved - Bachelors	0.1%
	A/DIP - Achieved - Diploma	0.8%
	A/HC - Achieved - Higher Certificate	0.6%
	DNA - did not achieve	3.0%
	I - Incomplete	0.3%
<b>SARAH BAARTMAN Total</b>		<b>4.9%</b>
<b>Grand Total</b>		<b>100.0%</b>

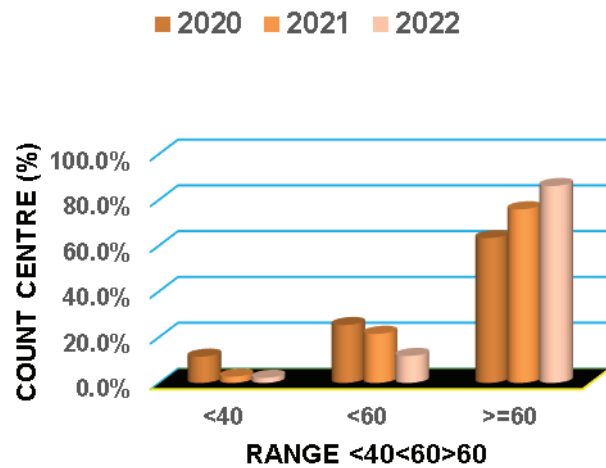
## PROVINCIAL CENTRE PERFORMANCE CATEGORISED BY RANGE

COUNT CENTRE	YEAR		
RANGE	2020	2021	2022
<40<60>60			
<40	107	26	21
<60	236	202	111
>=60	591	715	811
<b>Grand Total</b>	<b>934</b>	<b>943</b>	<b>943</b>



## PROVINCIAL CENTRE PERFORMANCE CATEGORISED BY RANGE & PERCENTAGE

COUNT CENTRE (%)	YEAR		
RANGE	2020	2021	2022
<40<60>60			
<40	11.5%	2.8%	2.2%
<60	25.3%	21.4%	11.8%
>=60	63.3%	75.8%	86.0%



## DISTRICT CENTRE PERFORMANCE CATEGORISED BY RANGE

COUNT CENTRE	YEAR			
DISTRICT	RANGE	2020	2021	2022
	<40<60>60			
ALFRED NZO EAST	<40	2		
	<60	9	6	5
	>=60	27	36	39
ALFRED NZO EAST Total		38	42	44
ALFRED NZO WEST	<40	9	2	1
	<60	24	22	5
	>=60	47	57	76
ALFRED NZO WEST Total		80	81	82
AMATHOLE EAST	<40	8	1	1

COUNT CENTRE		YEAR		
DISTRICT	RANGE <40<60>60	2020	2021	2022
	<60	23	16	10
	>=60	54	70	75
AMATHOLE EAST Total		85	87	86
AMATHOLE WEST	<40	14	4	1
	<60	30	17	9
	>=60	49	71	79
AMATHOLE WEST Total		93	92	89
BUFFALO CITY	<40	11	2	2
	<60	24	17	15
	>=60	86	104	107
BUFFALO CITY Total		121	123	124
CHRIS HANI EAST	<40	9	4	1
	<60	16	15	3
	>=60	32	38	51
CHRIS HANI EAST Total		57	57	55
CHRIS HANI WEST	<40	11	3	5
	<60	19	18	14
	>=60	57	66	68
CHRIS HANI WEST Total		87	87	87
JOE GQABI	<40	6		2
	<60	11	11	9
	>=60	32	38	38
JOE GQABI Total		49	49	49
NELSON MANDELA	<40	7	3	2
	<60	15	19	10
	>=60	75	76	87
NELSON MANDELA Total		97	98	99
SARAH BAARTMAN	<40	6	1	4
	<60	12	12	3
	>=60	33	38	44
SARAH BAARTMAN Total		51	51	51
OR TAMBO COASTAL	<40	8	3	1
	<60	23	22	19
	>=60	43	51	57
OR TAMBO COASTAL Total		74	76	77
OR TAMBO INLAND	<40	16	3	1
	<60	30	27	9
	>=60	56	70	90
OR TAMBO INLAND Total		102	100	100
Grand Total		934	943	943

## DISTRICT CENTRE PERFORMANCE CATEGORISED BY RANGE & PERCENTAGE

COUNT CENTRE (%)		YEAR		
DISTRICT	RANGE <40<60>60	2020	2021	2022
ALFRED NZO EAST	<40	5.3%	0.0%	0.0%
	<60	23.7%	14.3%	11.4%
	>=60	71.1%	85.7%	88.6%
ALFRED NZO EAST Total		100.0%	100.0%	100.0%
ALFRED NZO WEST	<40	11.3%	2.5%	1.2%
	<60	30.0%	27.2%	6.1%
	>=60	58.8%	70.4%	92.7%
ALFRED NZO WEST Total		100.0%	100.0%	100.0%
AMATHOLE EAST	<40	9.4%	1.1%	1.2%
	<60	27.1%	18.4%	11.6%
	>=60	63.5%	80.5%	87.2%
AMATHOLE EAST Total		100.0%	100.0%	100.0%
AMATHOLE WEST	<40	15.1%	4.3%	1.1%
	<60	32.3%	18.5%	10.1%
	>=60	52.7%	77.2%	88.8%
AMATHOLE WEST Total		100.0%	100.0%	100.0%
BUFFALO CITY	<40	9.1%	1.6%	1.6%
	<60	19.8%	13.8%	12.1%
	>=60	71.1%	84.6%	86.3%
BUFFALO CITY Total		100.0%	100.0%	100.0%
CHRIS HANI EAST	<40	15.8%	7.0%	1.8%
	<60	28.1%	26.3%	5.5%
	>=60	56.1%	66.7%	92.7%
CHRIS HANI EAST Total		100.0%	100.0%	100.0%
CHRIS HANI WEST	<40	12.6%	3.4%	5.7%
	<60	21.8%	20.7%	16.1%
	>=60	65.5%	75.9%	78.2%
CHRIS HANI WEST Total		100.0%	100.0%	100.0%
JOE GQABI	<40	12.2%	0.0%	4.1%
	<60	22.4%	22.4%	18.4%
	>=60	65.3%	77.6%	77.6%
JOE GQABI Total		100.0%	100.0%	100.0%
NELSON MANDELA	<40	7.2%	3.1%	2.0%
	<60	15.5%	19.4%	10.1%
	>=60	77.3%	77.6%	87.9%
NELSON MANDELA Total		100.0%	100.0%	100.0%
SARAH BAARTMAN	<40	11.8%	2.0%	7.8%
	<60	23.5%	23.5%	5.9%



COUNT CENTRE (%)		YEAR		
DISTRICT	RANGE <40<60>60	2020	2021	2022
	>=60	64.7%	74.5%	86.3%
SARAH BAARTMAN Total		100.0%	100.0%	100.0%
OR TAMBO COASTAL	<40	10.8%	3.9%	1.3%
	<60	31.1%	28.9%	24.7%
	>=60	58.1%	67.1%	74.0%
OR TAMBO COASTAL Total		100.0%	100.0%	100.0%
OR TAMBO INLAND	<40	15.7%	3.0%	1.0%
	<60	29.4%	27.0%	9.0%
	>=60	54.9%	70.0%	90.0%
OR TAMBO INLAND Total		100.0%	100.0%	100.0%

## QUINTILE PERFORMANCE

### PROVINCE: PERFORMANCE OF CENTRES CATEGORISED BY QUINTILE

QUINTILE	Values	Learners			Learners as %		
		YEAR					
		2020	2021	2022	2020	2021	2022
0	Centres		5	4			
	Achieved		116	201		65.5%	82.0%
	Wrote		177	245			
1	Centres	203	204	204			
	Achieved	11,917	15,751	17,775	64.9%	68.8%	75.0%
	Wrote	18,349	22,895	23,704			
2	Centres	190	195	194			
	Achieved	8,875	12,522	13,521	65.6%	70.5%	75.4%
	Wrote	13,529	17,759	17,921			
3	Centres	392	391	389			
	Achieved	18,693	26,955	30,160	64.4%	71.7%	75.8%
	Wrote	29,046	37,573	39,779			
4	Centres	42	43	43			
	Achieved	2,737	3,186	3,199	78.0%	80.4%	81.4%
	Wrote	3,509	3,961	3,931			
5	Centres	50	49	50			
	Achieved	5,263	5,470	5,554	92.2%	93.7%	94.5%
	Wrote	5,708	5,835	5,877			
99	Centres	57	56	59			
	Achieved	2,206	2,770	2,976	79.2%	83.9%	84.2%
	Wrote	2,785	3,300	3,536			

### DISTRICT : PERFORMANCE OF CENTRES CATEGORISED BY QUINTILE

COUNT CENTRE		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
ALFRED NZO EAST	0		3	3
	1	25	25	25
	2	3	4	4
	3	8	8	8
	99	2	2	4
ALFRED NZO EAST Total		38	42	44
ALFRED NZO WEST	0		1	1
	1	30	30	30
	2	30	30	30
	3	11	11	11
	4	1	1	1

COUNT CENTRE		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
	5	1	1	1
	99	7	7	8
ALFRED NZO WEST Total		80	81	82
AMATHOLE EAST	1	31	31	31
	2	23	24	24
	3	23	23	22
	4	2	2	2
	99	6	7	7
AMATHOLE EAST Total		85	87	86
AMATHOLE WEST	1	1	1	1
	2	36	35	35
	3	49	49	47
	4	5	5	5
	5	1	1	1
	99	1	1	
AMATHOLE WEST Total		93	92	89
BUFFALO CITY	1	1	1	1
	2	12	13	13
	3	80	80	80
	4	6	7	7
	5	13	13	13
	99	9	9	10
BUFFALO CITY Total		121	123	124
CHRIS HANI EAST	1	22	22	22
	2	17	17	16
	3	17	17	16
	4	1	1	1
CHRIS HANI EAST Total		57	57	55
CHRIS HANI WEST	1	14	14	14
	2	23	24	24
	3	36	35	35
	4	6	6	6
	5	5	5	5
	99	3	3	3
CHRIS HANI WEST Total		87	87	87
JOE GQABI	1	12	12	12
	2	13	13	13
	3	17	17	17
	4	5	5	5
	5	1	1	1

COUNT CENTRE		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
	99	1	1	1
JOE GQABI Total		49	49	49
NELSON MANDELA	0		1	
	1	1	1	1
	2	1	1	1
	3	59	59	60
	4	5	5	5
	5	20	19	20
	99	11	12	12
NELSON MANDELA Total		97	98	99
OR TAMBO COASTAL	1	41	41	41
	2	15	17	17
	3	16	16	16
	99	2	2	3
OR TAMBO COASTAL Total		74	76	77
OR TAMBO INLAND	1	25	26	26
	2	17	17	17
	3	40	40	41
	4	6	6	6
	5	1	1	1
	99	13	10	9
OR TAMBO INLAND Total		102	100	100
SARAH BAARTMAN	3	36	36	36
	4	5	5	5
	5	8	8	8
	99	2	2	2
SARAH BAARTMAN Total		51	51	51
Grand Total		934	943	943

**DISTRICT: CENTRES QUINTILE (%)**

COUNT CENTRE		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
ALFRED NZO EAST	0	0.0%	7.1%	6.8%
	1	65.8%	59.5%	56.8%
	2	7.9%	9.5%	9.1%
	3	21.1%	19.0%	18.2%
	99	5.3%	4.8%	9.1%
ALFRED NZO EAST Total		100.0%	100.0%	100.0%
ALFRED NZO WEST	0	0.0%	1.2%	1.2%
	1	37.5%	37.0%	36.6%
	2	37.5%	37.0%	36.6%
	3	13.8%	13.6%	13.4%
	4	1.3%	1.2%	1.2%
	5	1.3%	1.2%	1.2%
	99	8.8%	8.6%	9.8%
ALFRED NZO WEST Total		100.0%	100.0%	100.0%
AMATHOLE EAST	1	36.5%	35.6%	36.0%
	2	27.1%	27.6%	27.9%
	3	27.1%	26.4%	25.6%
	4	2.4%	2.3%	2.3%
	99	7.1%	8.0%	8.1%
AMATHOLE EAST Total		100.0%	100.0%	100.0%
AMATHOLE WEST	1	1.1%	1.1%	1.1%
	2	38.7%	38.0%	39.3%
	3	52.7%	53.3%	52.8%
	4	5.4%	5.4%	5.6%
	5	1.1%	1.1%	1.1%
	99	1.1%	1.1%	0.0%
AMATHOLE WEST Total		100.0%	100.0%	100.0%
BUFFALO CITY	1	0.8%	0.8%	0.8%
	2	9.9%	10.6%	10.5%
	3	66.1%	65.0%	64.5%
	4	5.0%	5.7%	5.6%
	5	10.7%	10.6%	10.5%
	99	7.4%	7.3%	8.1%
BUFFALO CITY Total		100.0%	100.0%	100.0%
CHRIS HANI EAST	1	38.6%	38.6%	40.0%
	2	29.8%	29.8%	29.1%
	3	29.8%	29.8%	29.1%
	4	1.8%	1.8%	1.8%



COUNT CENTRE		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
CHRIS HANI EAST Total		100.0%	100.0%	100.0%
CHRIS HANI WEST	1	16.1%	16.1%	16.1%
	2	26.4%	27.6%	27.6%
	3	41.4%	40.2%	40.2%
	4	6.9%	6.9%	6.9%
	5	5.7%	5.7%	5.7%
	99	3.4%	3.4%	3.4%
CHRIS HANI WEST Total		100.0%	100.0%	100.0%
JOE GQABI	1	24.5%	24.5%	24.5%
	2	26.5%	26.5%	26.5%
	3	34.7%	34.7%	34.7%
	4	10.2%	10.2%	10.2%
	5	2.0%	2.0%	2.0%
	99	2.0%	2.0%	2.0%
JOE GQABI Total		100.0%	100.0%	100.0%
NELSON MANDELA	0	0.0%	1.0%	0.0%
	1	1.0%	1.0%	1.0%
	2	1.0%	1.0%	1.0%
	3	60.8%	60.2%	60.6%
	4	5.2%	5.1%	5.1%
	5	20.6%	19.4%	20.2%
	99	11.3%	12.2%	12.1%
NELSON MANDELA Total		100.0%	100.0%	100.0%
OR TAMBO COASTAL	1	55.4%	53.9%	53.2%
	2	20.3%	22.4%	22.1%
	3	21.6%	21.1%	20.8%
	99	2.7%	2.6%	3.9%
OR TAMBO COASTAL Total		100.0%	100.0%	100.0%
OR TAMBO INLAND	1	24.5%	26.0%	26.0%
	2	16.7%	17.0%	17.0%
	3	39.2%	40.0%	41.0%
	4	5.9%	6.0%	6.0%
	5	1.0%	1.0%	1.0%
	99	12.7%	10.0%	9.0%
OR TAMBO INLAND Total		100.0%	100.0%	100.0%
SARAH BAARTMAN	3	70.6%	70.6%	70.6%
	4	9.8%	9.8%	9.8%
	5	15.7%	15.7%	15.7%
	99	3.9%	3.9%	3.9%
SARAH BAARTMAN Total		100.0%	100.0%	100.0%

## LEARNERS PER DISTRICT PER QUINTILE

'Wrote		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
ALFRED NZO EAST	0		83	161
	1	2646	3607	3534
	2	407	629	743
	3	1365	1765	1673
	99	20	23	122
ALFRED NZO EAST Total		4438	6107	6233
ALFRED NZO WEST	0		49	84
	1	2828	2810	2950
	2	3454	4224	3879
	3	1229	1431	1410
	4	47	52	47
	5	242	140	128
	99	232	254	281
ALFRED NZO WEST Total		8032	8960	8779
AMATHOLE EAST	1	2239	2304	2493
	2	1289	1834	1964
	3	1912	2226	2173
	4	169	229	201
	99	874	1029	1107
AMATHOLE EAST Total		6483	7622	7938
AMATHOLE WEST	1	24	36	61
	2	1004	1042	1041
	3	1701	2229	2490
	4	292	297	345
	5	26	49	57
	99	18	24	
AMATHOLE WEST Total		3065	3677	3994
BUFFALO CITY	1	29	37	44
	2	606	867	903
	3	5172	6713	7231
	4	687	745	878
	5	1388	1407	1482
	99	419	505	557
BUFFALO CITY Total		8301	10274	11095
CHRIS HANI EAST	1	1419	1744	1659
	2	1084	1318	1161
	3	1590	1883	1888

'Wrote		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
	4	25	26	25
CHRIS HANI EAST Total		4118	4971	4733
CHRIS HANI WEST	1	440	592	623
	2	981	1387	1463
	3	2240	2960	2974
	4	282	325	340
	5	387	463	478
	99	135	125	119
CHRIS HANI WEST Total		4465	5852	5997
JOE GQABI	1	1604	2224	2006
	2	706	1118	974
	3	1161	1440	1550
	4	201	202	208
	5	87	89	84
	99	22	21	18
JOE GQABI Total		3781	5094	4840
NELSON MANDELA	0		45	
	1	3	0	11
	2	51	77	86
	3	5674	7435	7903
	4	599	754	699
	5	2791	2895	2881
	99	255	283	340
NELSON MANDELA Total		9373	11489	11920
OR TAMBO COASTAL	1	4750	6530	6800
	2	2419	3329	3521
	3	1913	2775	2960
	99	45	70	108
OR TAMBO COASTAL Total		9127	12704	13389
OR TAMBO INLAND	1	2367	3011	3523
	2	1528	1934	2186
	3	3128	4136	4693
	4	1002	1087	976
	5	233	232	238
	99	675	865	761
OR TAMBO INLAND Total		8933	11265	12377
SARAH BAARTMAN	3	1961	2580	2834
	4	205	244	212
	5	554	560	529
	99	90	101	123

'Wrote		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
SARAH BAARTMAN Total		2810	3485	3698

### LEARNERS PER DISTRICT PER QUINTILE (%)

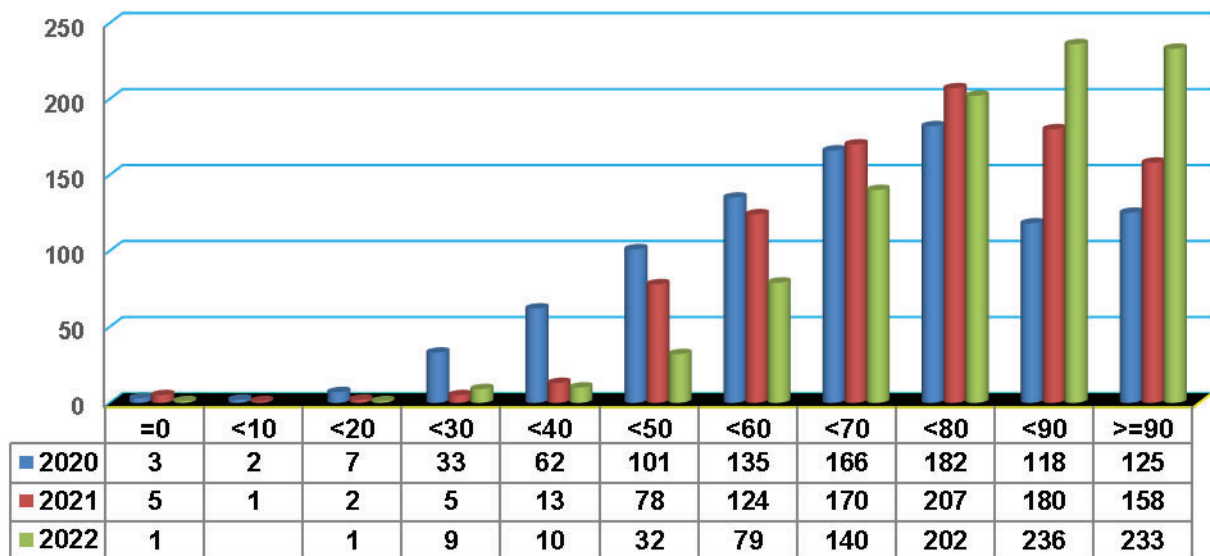
'Wrote		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
ALFRED NZO EAST	0	0.0%	1.4%	2.6%
	1	59.6%	59.1%	56.7%
	2	9.2%	10.3%	11.9%
	3	30.8%	28.9%	26.8%
	99	0.5%	0.4%	2.0%
ALFRED NZO EAST Total		100.0%	100.0%	100.0%
ALFRED NZO WEST	0	0.0%	0.5%	1.0%
	1	35.2%	31.4%	33.6%
	2	43.0%	47.1%	44.2%
	3	15.3%	16.0%	16.1%
	4	0.6%	0.6%	0.5%
	5	3.0%	1.6%	1.5%
	99	2.9%	2.8%	3.2%
ALFRED NZO WEST Total		100.0%	100.0%	100.0%
AMATHOLE EAST	1	34.5%	30.2%	31.4%
	2	19.9%	24.1%	24.7%
	3	29.5%	29.2%	27.4%
	4	2.6%	3.0%	2.5%
	99	13.5%	13.5%	13.9%
AMATHOLE EAST Total		100.0%	100.0%	100.0%
AMATHOLE WEST	1	0.8%	1.0%	1.5%
	2	32.8%	28.3%	26.1%
	3	55.5%	60.6%	62.3%
	4	9.5%	8.1%	8.6%
	5	0.8%	1.3%	1.4%
	99	0.6%	0.7%	0.0%
AMATHOLE WEST Total		100.0%	100.0%	100.0%
BUFFALO CITY	1	0.3%	0.4%	0.4%
	2	7.3%	8.4%	8.1%
	3	62.3%	65.3%	65.2%
	4	8.3%	7.3%	7.9%
	5	16.7%	13.7%	13.4%
	99	5.0%	4.9%	5.0%
BUFFALO CITY Total		100.0%	100.0%	100.0%

'Wrote		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
CHRIS HANI EAST	1	34.5%	35.1%	35.1%
	2	26.3%	26.5%	24.5%
	3	38.6%	37.9%	39.9%
	4	0.6%	0.5%	0.5%
CHRIS HANI EAST Total		100.0%	100.0%	100.0%
CHRIS HANI WEST	1	9.9%	10.1%	10.4%
	2	22.0%	23.7%	24.4%
	3	50.2%	50.6%	49.6%
	4	6.3%	5.6%	5.7%
	5	8.7%	7.9%	8.0%
	99	3.0%	2.1%	2.0%
CHRIS HANI WEST Total		100.0%	100.0%	100.0%
JOE GQABI	1	42.4%	43.7%	41.4%
	2	18.7%	21.9%	20.1%
	3	30.7%	28.3%	32.0%
	4	5.3%	4.0%	4.3%
	5	2.3%	1.7%	1.7%
	99	0.6%	0.4%	0.4%
JOE GQABI Total		100.0%	100.0%	100.0%
NELSON MANDELA	0	0.0%	0.4%	0.0%
	1	0.0%	0.0%	0.1%
	2	0.5%	0.7%	0.7%
	3	60.5%	64.7%	66.3%
	4	6.4%	6.6%	5.9%
	5	29.8%	25.2%	24.2%
	99	2.7%	2.5%	2.9%
NELSON MANDELA Total		100.0%	100.0%	100.0%
OR TAMBO COASTAL	1	52.0%	51.4%	50.8%
	2	26.5%	26.2%	26.3%
	3	21.0%	21.8%	22.1%
	99	0.5%	0.6%	0.8%
OR TAMBO COASTAL Total		100.0%	100.0%	100.0%
OR TAMBO INLAND	1	26.5%	26.7%	28.5%
	2	17.1%	17.2%	17.7%
	3	35.0%	36.7%	37.9%
	4	11.2%	9.6%	7.9%
	5	2.6%	2.1%	1.9%
	99	7.6%	7.7%	6.1%
OR TAMBO INLAND Total		100.0%	100.0%	100.0%
SARAH BAARTMAN	3	69.8%	74.0%	76.6%

'Wrote		YEAR		
DISTRICT	QUINTILE	2020	2021	2022
	4	7.3%	7.0%	5.7%
	5	19.7%	16.1%	14.3%
	99	3.2%	2.9%	3.3%
SARAH BAARTMAN Total		100.0%	100.0%	100.0%

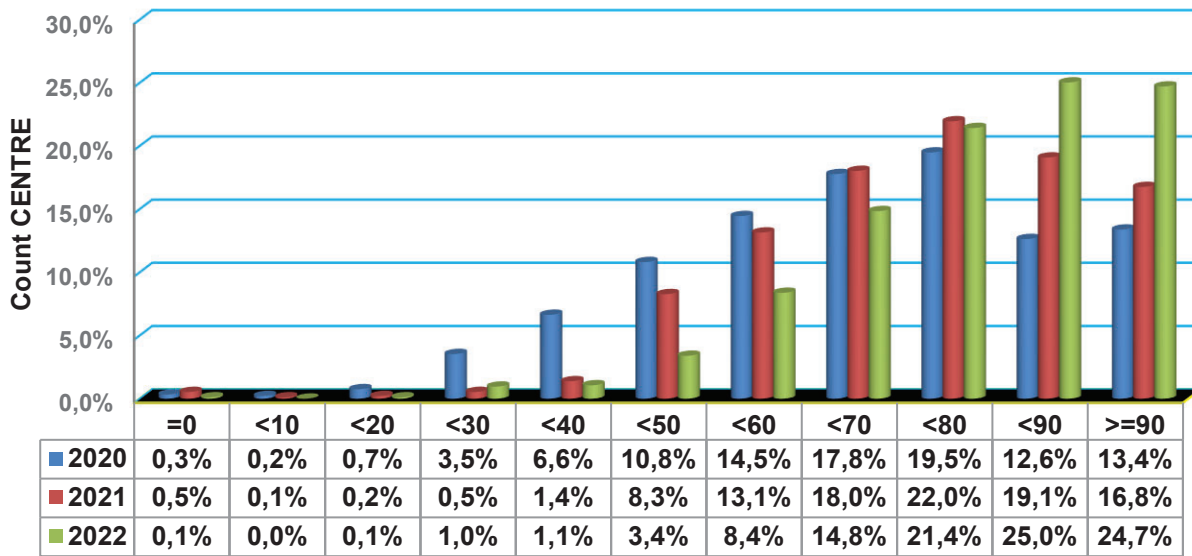
PROVINCIAL: NUMBER OF CENTRES [Range x10]

## NUMBER OF LEARNERS



PROVINCIAL: NUMBER OF CENTRES [Range x 10] %

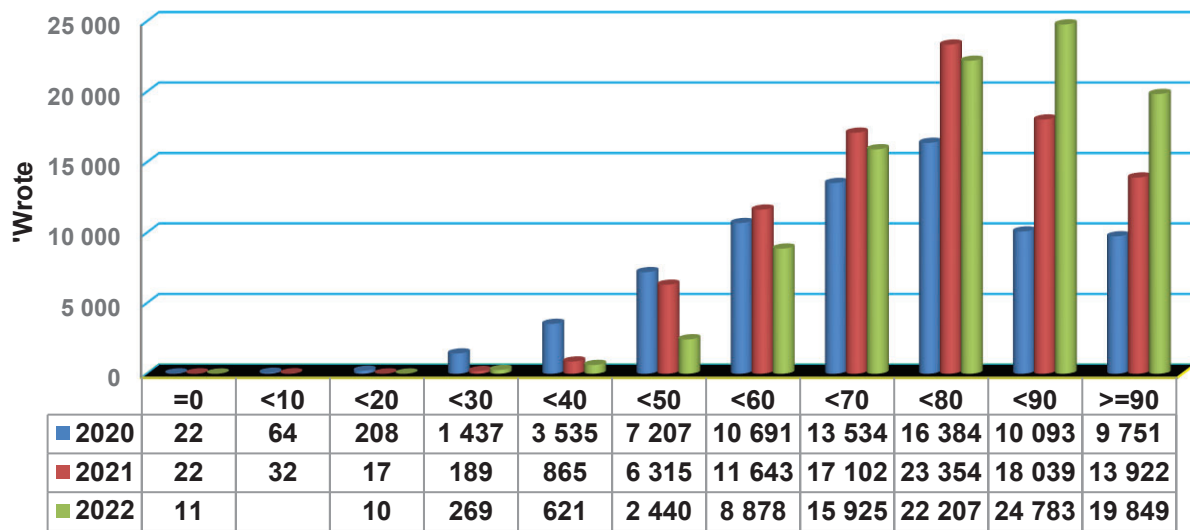
## NUMBER OF CENTRES AS %





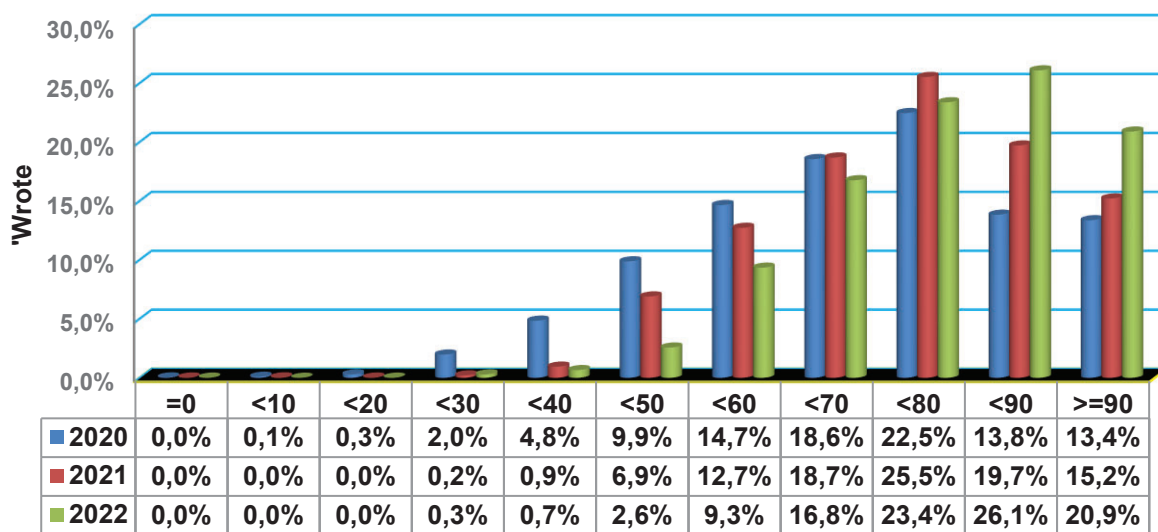
PROVINCIAL PERFORMANCE OF LEARNERS CATEGORISED BY RANGE [Range x 10]

### NUMBER OF LEARNERS



PROVINCIAL PERFORMANCE OF LEARNERS CATEGORISED BY RANGE as %

### NUMBER OF LEARNERS AS %



DISTRICT PERFORMANCE OF LEARNERS BY RANGE [Range x 10]

'Wrote	DISTRICT	RANGE X 10	YEAR		
			2020	2021	2022
	ALFRED NZO EAST	<30	69		
		<40	48		
		<50	187	108	49

'Wrote		YEAR		
DISTRICT	RANGE X 10	2020	2021	2022
	<60	763	797	708
	<70	794	1,474	872
	<80	1,993	1,776	1,726
	<90	399	1,558	1,864
	>=90	185	394	1,014
ALFRED NZO EAST Total		4,438	6,107	6,233
ALFRED NZO WEST	<20		9	
	<30	75		4
	<40	305	42	
	<50	328	694	
	<60	2,309	1,190	452
	<70	1,395	1,269	856
	<80	1,754	1,876	1,676
	<90	1,134	2,841	3,408
	>=90	732	1,039	2,383
ALFRED NZO WEST Total		8,032	8,960	8,779
AMATHOLE EAST	<20	11		
	<30			18
	<40	355	44	
	<50	759	345	96
	<60	766	758	816
	<70	1,416	1,392	1,348
	<80	1,951	2,195	1,815
	<90	903	1,884	2,548
	>=90	322	1,004	1,297
AMATHOLE EAST Total		6,483	7,622	7,938
AMATHOLE WEST	<20	32	8	
	<30	110	10	
	<40	258	63	61
	<50	364	269	128
	<60	514	365	256
	<70	505	574	556
	<80	564	779	800
	<90	505	1,124	1,364
	>=90	213	485	829
AMATHOLE WEST Total		3,065	3,677	3,994
BUFFALO CITY	<10	23		
	<20			10
	<30	151	77	
	<40	269		36
	<50	725	313	73

'Wrote		YEAR		
DISTRICT	RANGE X 10	2020	2021	2022
	<60	636	663	660
	<70	1,443	1,745	1,433
	<80	1,788	2,071	2,138
	<90	1,185	2,374	3,076
	>=90	2,081	3,031	3,669
BUFFALO CITY Total		8,301	10,274	11,095
CHRIS HANI EAST	=0		7	
	<10		32	
	<20	16		
	<30	69		32
	<40	481	195	
	<50	527	207	86
	<60	604	810	216
	<70	939	1,303	512
	<80	851	813	1,383
	<90	478	1,275	1,457
	>=90	153	329	1,047
CHRIS HANI EAST Total		4,118	4,971	4,733
CHRIS HANI WEST	=0		6	
	<20	22		
	<30	44	19	119
	<40	75	15	8
	<50	353	503	279
	<60	540	461	676
	<70	1,203	1,359	1,500
	<80	956	1,744	1,504
	<90	430	989	1,242
	>=90	842	756	669
CHRIS HANI WEST Total		4,465	5,852	5,997
JOE GQABI	<30	129		
	<40	159		132
	<50	870	62	269
	<60	639	1,284	775
	<70	675	1,713	1,145
	<80	835	1,169	1,063
	<90	192	436	570
	>=90	282	430	886
JOE GQABI Total		3,781	5,094	4,840
NELSON MANDELA	=0	18	9	11
	<20	79		
	<30	106		

'Wrote		YEAR		
DISTRICT	RANGE X 10	2020	2021	2022
	<40	160	106	100
	<50	296	419	
	<60	894	1,686	1,452
	<70	1,815	703	1,243
	<80	2,021	2,671	2,587
	<90	1,536	2,727	2,744
	>=90	2,448	3,168	3,783
NELSON MANDELA Total		9,373	11,489	11,920
OR TAMBO COASTAL	=0		0	
	<10	41		
	<30	211	83	
	<40	472	40	87
	<50	1,296	1,973	1,128
	<60	1,339	1,503	2,320
	<70	1,689	3,206	3,046
	<80	1,796	3,378	2,694
	<90	1,473	1,643	2,697
	>=90	810	878	1,417
OR TAMBO COASTAL Total		9,127	12,704	13,389
OR TAMBO INLAND	=0	4		
	<20	48		
	<30	364		51
	<40	827	338	
	<50	1,014	1,234	166
	<60	1,242	1,403	547
	<70	1,267	1,506	2,746
	<80	1,613	4,241	3,744
	<90	1,638	985	3,023
	>=90	916	1,558	2,100
OR TAMBO INLAND Total		8,933	11,265	12,377
SARAH BAARTMAN	<30	109		45
	<40	126	22	197
	<50	488	188	166
	<60	445	723	
	<70	393	858	668
	<80	262	641	1,077
	<90	220	203	790
	>=90	767	850	755
SARAH BAARTMAN Total		2,810	3,485	3,698
Grand Total		72,926	91,500	94,993

## DISTRICT PERFORMANCE OF LEARNERS BY RANGE AND %

'Wrote		YEAR		
DISTRICT	RANGE X 10	2020	2021	2022
ALFRED NZO EAST	<30	1.6%	0.0%	0.0%
	<40	1.1%	0.0%	0.0%
	<50	4.2%	1.8%	0.8%
	<60	17.2%	13.1%	11.4%
	<70	17.9%	24.1%	14.0%
	<80	44.9%	29.1%	27.7%
	<90	9.0%	25.5%	29.9%
	>=90	4.2%	6.5%	16.3%
ALFRED NZO EAST Total		100.0%	100.0%	100.0%
ALFRED NZO WEST	<20	0.0%	0.1%	0.0%
	<30	0.9%	0.0%	0.0%
	<40	3.8%	0.5%	0.0%
	<50	4.1%	7.7%	0.0%
	<60	28.7%	13.3%	5.1%
	<70	17.4%	14.2%	9.8%
	<80	21.8%	20.9%	19.1%
	<90	14.1%	31.7%	38.8%
	>=90	9.1%	11.6%	27.1%
ALFRED NZO WEST Total		100.0%	100.0%	100.0%
AMATHOLE EAST	<20	0.2%	0.0%	0.0%
	<30	0.0%	0.0%	0.2%
	<40	5.5%	0.6%	0.0%
	<50	11.7%	4.5%	1.2%
	<60	11.8%	9.9%	10.3%
	<70	21.8%	18.3%	17.0%
	<80	30.1%	28.8%	22.9%
	<90	13.9%	24.7%	32.1%
	>=90	5.0%	13.2%	16.3%
AMATHOLE EAST Total		100.0%	100.0%	100.0%
AMATHOLE WEST	<20	1.0%	0.2%	0.0%
	<30	3.6%	0.3%	0.0%
	<40	8.4%	1.7%	1.5%
	<50	11.9%	7.3%	3.2%
	<60	16.8%	9.9%	6.4%
	<70	16.5%	15.6%	13.9%
	<80	18.4%	21.2%	20.0%
	<90	16.5%	30.6%	34.2%
	>=90	6.9%	13.2%	20.8%
AMATHOLE WEST Total		100.0%	100.0%	100.0%

'Wrote		YEAR		
DISTRICT	RANGE X 10	2020	2021	2022
BUFFALO CITY	<10	0.3%	0.0%	0.0%
	<20	0.0%	0.0%	0.1%
	<30	1.8%	0.7%	0.0%
	<40	3.2%	0.0%	0.3%
	<50	8.7%	3.0%	0.7%
	<60	7.7%	6.5%	5.9%
	<70	17.4%	17.0%	12.9%
	<80	21.5%	20.2%	19.3%
	<90	14.3%	23.1%	27.7%
	>=90	25.1%	29.5%	33.1%
BUFFALO CITY Total		100.0%	100.0%	100.0%
CHRIS HANI EAST	=0	0.0%	0.1%	0.0%
	<10	0.0%	0.6%	0.0%
	<20	0.4%	0.0%	0.0%
	<30	1.7%	0.0%	0.7%
	<40	11.7%	3.9%	0.0%
	<50	12.8%	4.2%	1.8%
	<60	14.7%	16.3%	4.6%
	<70	22.8%	26.2%	10.8%
	<80	20.7%	16.4%	29.2%
	<90	11.6%	25.6%	30.8%
	>=90	3.7%	6.6%	22.1%
CHRIS HANI EAST Total		100.0%	100.0%	100.0%
CHRIS HANI WEST	=0	0.0%	0.1%	0.0%
	<20	0.5%	0.0%	0.0%
	<30	1.0%	0.3%	2.0%
	<40	1.7%	0.3%	0.1%
	<50	7.9%	8.6%	4.7%
	<60	12.1%	7.9%	11.3%
	<70	26.9%	23.2%	25.0%
	<80	21.4%	29.8%	25.1%
	<90	9.6%	16.9%	20.7%
	>=90	18.9%	12.9%	11.2%
CHRIS HANI WEST Total		100.0%	100.0%	100.0%
JOE GQABI	<30	3.4%	0.0%	0.0%
	<40	4.2%	0.0%	2.7%
	<50	23.0%	1.2%	5.6%
	<60	16.9%	25.2%	16.0%
	<70	17.9%	33.6%	23.7%
	<80	22.1%	22.9%	22.0%
	<90	5.1%	8.6%	11.8%

'Wrote		YEAR		
DISTRICT	RANGE X 10	2020	2021	2022
	>=90	7.5%	8.4%	18.3%
JOE GQABI Total		100.0%	100.0%	100.0%
NELSON MANDELA	=0	0.2%	0.1%	0.1%
	<20	0.8%	0.0%	0.0%
	<30	1.1%	0.0%	0.0%
	<40	1.7%	0.9%	0.8%
	<50	3.2%	3.6%	0.0%
	<60	9.5%	14.7%	12.2%
	<70	19.4%	6.1%	10.4%
	<80	21.6%	23.2%	21.7%
	<90	16.4%	23.7%	23.0%
	>=90	26.1%	27.6%	31.7%
NELSON MANDELA Total		100.0%	100.0%	100.0%
OR TAMBO COASTAL	=0	0.0%	0.0%	0.0%
	<10	0.4%	0.0%	0.0%
	<30	2.3%	0.7%	0.0%
	<40	5.2%	0.3%	0.6%
	<50	14.2%	15.5%	8.4%
	<60	14.7%	11.8%	17.3%
	<70	18.5%	25.2%	22.8%
	<80	19.7%	26.6%	20.1%
	<90	16.1%	12.9%	20.1%
	>=90	8.9%	6.9%	10.6%
OR TAMBO COASTAL Total		100.0%	100.0%	100.0%
OR TAMBO INLAND	=0	0.0%	0.0%	0.0%
	<20	0.5%	0.0%	0.0%
	<30	4.1%	0.0%	0.4%
	<40	9.3%	3.0%	0.0%
	<50	11.4%	11.0%	1.3%
	<60	13.9%	12.5%	4.4%
	<70	14.2%	13.4%	22.2%
	<80	18.1%	37.6%	30.2%
	<90	18.3%	8.7%	24.4%
	>=90	10.3%	13.8%	17.0%
OR TAMBO INLAND Total		100.0%	100.0%	100.0%
SARAH BAARTMAN	<30	3.9%	0.0%	1.2%
	<40	4.5%	0.6%	5.3%
	<50	17.4%	5.4%	4.5%
	<60	15.8%	20.7%	0.0%
	<70	14.0%	24.6%	18.1%
	<80	9.3%	18.4%	29.1%



'Wrote		YEAR		
DISTRICT	RANGE X 10	2020	2021	2022
	<90	7.8%	5.8%	21.4%
	>=90	27.3%	24.4%	20.4%
SARAH BAARTMAN Total		100.0%	100.0%	100.0%

## PROVINCIAL SUBJECT PERFORMANCE

### HOME LANGUAGES

'Learners	Year		Pass Criteria			
	'2020		'2021		'2022	
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]
Afrikaans Home Language	603	3,092	791	3,703	663	3,741
English Home Language	587	7,918	677	8,645	651	9,083
IsiXhosa Home Language	181	60,263	223	77,802	388	80,370
IsiZulu Home Language	0	3	1	5	0	5
Sesotho Home Language	4	1,622	8	2,176	14	1,967
South African Sign Home	1	11	4	27	30	33

### HOME LANGUAGES AS %

'Learners [%]	Year		Pass Criteria				Change 2021-2022
	'2020		'2021		'2022		
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	
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%

### FIRST AND SECOND ADDITIONAL LANGUAGES

'Learners	Year		Pass Criteria			
	'2020		'2021		'2022	
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]
Afrikaans First Additional Language	305	5,903	267	6,452	331	6,700
English First Additional Language	982	64,125	1,002	82,806	1,194	85,248
IsiXhosa First Additional Language	2	1,665	1	1,864	1	1,943
Sepedi First Additional Language					0	1
Afrikaans Second Additional Language	32	186	11	202	22	193

French Second Additional Language	0	4	0	20	0	11
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## FIRST AND SECOND ADDITIONAL LANGUAGES AS %

'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 First Additional Language	4.9%	95.1%	4.0%	96.0%	4.7%	95.3%	-0.7%
English First Additional Language	1.5%	98.5%	1.2%	98.8%	1.4%	98.6%	-0.2%
IsiXhosa First Additional Language	0.1%	99.9%	0.1%	99.9%	0.1%	99.9%	0.0%
Sepedi First Additional Language	0.0%	100.0%	16.7%	83.3%	0.0%	100.0%	16.7%
Afrikaans Second Additional Language	14.7%	85.3%	5.2%	94.8%	10.2%	89.8%	-5.1%
French Second Additional Language	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%

## NON-LANGUAGES

'Learners	Year	Pass Criteria				
	'2020		'2021		'2022	
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]
Accounting	3,221	8,414	3,133	10,123	2,996	9,993
Agricultural Management Practices	57	547	117	955	93	1,028
Agricultural Sciences	4,809	15,689	5,032	21,678	5,187	22,314
Agricultural Technology	1	23	0	31	0	34
Business Studies	4,862	17,088	4,893	20,294	6,310	19,409
Civil Technology (Civil Services)	4	29	0	7	1	6
Civil Technology (Construction)	32	603	30	753	67	805
Civil Technology (Woodworking)	31	284	35	455	65	501
Computer Applications Technology	321	3,315	545	3,903	567	4,121
Consumer Studies	203	3,775	181	5,048	157	5,194
Dance Studies	0	33	0	34	0	36
Design	1	75	1	102	0	109
Dramatic Arts	15	456	2	501	2	520
Economics	4,440	10,435	4,555	12,574	3,691	13,559
Electrical Technology (Digital Systems)	0	12	0	13	0	21

'Learners	Year		Pass Criteria			
	'2020		'2021		'2022	
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]
Electrical Technology (Electronics)	4	113	19	169	19	179
Electrical Technology (Power Systems)	54	646	50	858	57	937
Engineering Graphics and Design	286	2,940	386	3,814	622	3,865
Geography	9,464	21,074	10,344	29,184	9,036	31,619
History	2,730	19,936	3,330	27,774	4,361	29,638
Hospitality Studies	39	427	28	594	47	692
Information Technology	39	232	18	250	26	293
Life Orientation	526	73,480	226	94,148	113	96,990
Life Sciences	13,637	30,041	16,065	38,996	15,703	40,793
Maritime Economics	1	30	0	92	9	79
Mathematical Literacy	8,744	24,479	13,026	33,934	8,593	42,134
Mathematics	23,353	15,364	23,435	20,451	22,988	19,652
Mechanical Technology (Automotive)	40	311	57	429	75	444
Mechanical Technology (Fitting & Machine)	6	210	8	187		
Mechanical Technology (Fitting and Machi					10	148
Mechanical Technology (Welding and Metal					10	294
Mechanical Technology (Welding and Metal)	14	120	22	279		
Music	2	542	3	581	3	628
Nautical Science	3	14	6	56	18	31
Physical Sciences	11,474	14,396	11,596	19,142	9,258	22,107
Religion Studies	105	523	219	546	148	600
Technical Mathematics	1,332	475	1,241	1,278	812	1,933
Technical Sciences	420	1,472	344	2,327	333	2,574
Tourism	458	15,189	609	21,976	497	24,042
Visual Arts	5	313	29	324	1	352

## NON-LANGUAGES AS %

'Learners [%]	Year		Pass Criteria		'2022 Failed [Subj]	Passed [Subj]	Change 2021-2022
	'2020		'2021				
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]			
Accounting	27.7%	72.3%	23.6%	76.4%	23.1%	76.9%	0.6%

'Learners [%]	Year	Pass Criteria					
	'2020		'2021		'2022		
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Change 2021-2022
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%
Engineering Graphics and Design	8.9%	91.1%	9.2%	90.8%	13.9%	86.1%	-4.7%
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%

'Learners [%]	Year	Pass Criteria					
	'2020		'2021		'2022		
Subject Name	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Failed [Subj]	Passed [Subj]	Change 2021-2022
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%
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%
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%

## CLUSTER A DISTRICTS: NON-LANGUAGES

### ALFRED NZO EAST

'Learners	Year	Pass Criteria				
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
Accounting	221	545	273	762	228	731
Agricultural Sciences	207	1,231	276	1,798	222	1,735
Business Studies	268	959	247	1,346	297	1,223
Civil Technology (Construction)	8	108	1	143	2	121
Computer Applications Technology	8	35	7	66	11	84
Consumer Studies	24	170	2	202	13	294
Dramatic Arts	2	45	1	73	1	81
Economics	359	813	461	1,022	255	982
Electrical Technology (Power Systems)	11	80	9	136	5	120
Geography	522	1,187	597	1,861	631	2,047
History	73	951	139	1,393	200	1,536
Hospitality Studies	5	17	1	10		
Life Orientation	0	4,501	3	6,310	14	6,606
Life Sciences	491	1,723	823	2,418	759	2,554
Maritime Economics			0	9	3	6
Mathematical Literacy	505	1,147	838	1,688	524	2,045
Mathematics	1,465	1,144	1,670	1,643	1,767	1,628
Mechanical Technology (Automotive)	3	29	1	35	11	57
Mechanical Technology (Fitting & Machine)	1	19				
Mechanical Technology (Welding and Metal)	0	15	2	67		

Music					0	21
Physical Sciences	770	1,039	841	1,466	688	1,781
Technical Mathematics	134	67	152	158	71	231
Technical Sciences	34	167	17	298	22	281
Tourism	64	968	65	1,382	30	1,610
English First Additional Language	95	4,365	124	6,010	112	6,146
Engineering Graphics and Design	44	228	26	369	40	318
Mechanical Technology (Welding and Metal					2	39
IsiXhosa First Additional Language	0	1				

#### CLUSTER A: ALFRED NZO EAST EXCLUDING HOME LANGUAGE %

'Learners	Year		Pass Criteria					
	'2020		'2021		'2022			
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed		
Accounting	28.9%	71.1%	26.4%	73.6%	23.8%	76.2%		2.6%
Agricultural Sciences	14.4%	85.6%	13.3%	86.7%	11.3%	88.7%		2.0%
Business Studies	21.8%	78.2%	15.5%	84.5%	19.5%	80.5%		-4.0%
Civil Technology (Construction)	6.9%	93.1%	0.7%	99.3%	1.6%	98.4%		-0.9%
Computer Applications Technology	18.6%	81.4%	9.6%	90.4%	11.6%	88.4%		-2.0%
Consumer Studies	12.4%	87.6%	1.0%	99.0%	4.2%	95.8%		-3.3%
Dramatic Arts	4.3%	95.7%	1.4%	98.6%	1.2%	98.8%		0.1%
Economics	30.6%	69.4%	31.1%	68.9%	20.6%	79.4%		10.5%
Electrical Technology (Power Systems)	12.1%	87.9%	6.2%	93.8%	4.0%	96.0%		2.2%
Geography	30.5%	69.5%	24.3%	75.7%	23.6%	76.4%		0.7%
History	7.1%	92.9%	9.1%	90.9%	11.5%	88.5%		-2.4%
Hospitality Studies	22.7%	77.3%	9.1%	90.9%				-90.9%
Life Orientation	0.0%	100.0%	0.0%	100.0%	0.2%	99.8%		-0.2%
Life Sciences	22.2%	77.8%	25.4%	74.6%	22.9%	77.1%		2.5%
Maritime Economics			0.0%	100.0%	33.3%	66.7%		-33.3%
Mathematical Literacy	30.6%	69.4%	33.2%	66.8%	20.4%	79.6%		12.8%
Mathematics	56.2%	43.8%	50.4%	49.6%	52.0%	48.0%		-1.6%
Mechanical Technology (Automotive)	9.4%	90.6%	2.8%	97.2%	16.2%	83.8%		-13.4%
Mechanical Technology (Fitting & Machine)	5.0%	95.0%						0.0%
Mechanical Technology (Welding and Metal)	0.0%	100.0%	2.9%	97.1%				-97.1%
Music					0.0%	100.0%		100.0%
Physical Sciences	42.6%	57.4%	36.5%	63.5%	27.9%	72.1%		8.6%
Technical Mathematics	66.7%	33.3%	49.0%	51.0%	23.5%	76.5%		25.5%
Technical Sciences	16.9%	83.1%	5.4%	94.6%	7.3%	92.7%		-1.9%
Tourism	6.2%	93.8%	4.5%	95.5%	1.8%	98.2%		2.7%
English First Additional Language	2.1%	97.9%	2.0%	98.0%	1.8%	98.2%		0.2%
Engineering Graphics and Design	16.2%	83.8%	6.6%	93.4%	11.2%	88.8%		-4.6%
Mechanical Technology (Welding and Metal					4.9%	95.1%		95.1%
IsiXhosa First Additional Language	0.0%	100.0%						0.0%



## CLUSTER A: ALFRED NZO EAST HOME LANGUAGE

'Learners	Year		Pass Criteria			
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
IsiXhosa Home Language	6	4,453	9	6,126	24	6,234
English Home Language	0	1				

## CLUSTER A: ALFRED NZO EAST HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change 2021- 2022
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
IsiXhosa Home Language	0.1%	99.9%	0.1%	99.9%	0.4%	99.6%	-0.2%
English Home Language	0.0%	100.0%					

## CLUSTER A: ALFRED NZO WEST EXCLUDING HOME LANGUAGE

'Learners	Year		Pass Criteria			
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
Accounting	420	1,077	259	1,111	213	1,194
Agricultural Management Practices	15	140	24	106	5	152
Agricultural Sciences	870	2,726	801	3,092	612	3,188
Business Studies	311	1,536	198	1,456	166	1,469
Civil Technology (Construction)	0	59	0	104	0	83
Civil Technology (Woodworking)	0	4	0	5	0	7
Computer Applications Technology	7	179	37	378	12	223
Consumer Studies	2	285	11	469	11	388
Economics	499	1,531	330	1,626	266	1,872
Electrical Technology (Electronics)			1	3	0	6
Electrical Technology (Power Systems)	0	43	7	96	1	93
Geography	1,027	2,417	963	2,983	629	3,164
History	238	1,994	307	2,518	288	2,656
Life Orientation	13	8,094	9	9,065	0	8,939
Life Sciences	1,788	3,593	1,766	4,015	1,337	4,235
Mathematical Literacy	807	1,786	1,114	2,215	541	2,961
Mathematics	3,778	1,626	3,542	1,984	3,056	2,047
Mechanical Technology (Automotive)	1	5	0	1	2	3
Mechanical Technology (Fitting & Machine)	0	23	0	20		
Mechanical Technology (Welding and Metal)	0	8	5	35		
Music	0	23	0	30	0	46
Physical Sciences	1,683	1,792	1,509	2,185	1,055	2,532
Technical Mathematics	58	25	56	95	14	237
Technical Sciences	13	70	2	149	15	236

Tourism	18	1,795	44	2,641	25	2,689
Visual Arts	0	9	0	7	0	3
English First Additional Language	100	7,775	88	8,703	69	8,582
Engineering Graphics and Design	14	211	23	324	26	374
Mechanical Technology (Welding and Metal					4	73
Afrikaans First Additional Language	9	112	8	125	11	126
Mechanical Technology (Fitting and Machi					1	18
IsiXhosa First Additional Language	0	71	0	61	0	59

#### CLUSTER A: ALFRED NZO WEST EXCLUDING HOME LANGUAGE %

'Learners	Pass Criteria							
	Year							
	'2020		'2021		'2022			
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed		
Accounting	28.1%	71.9%	18.9%	81.1%	15.1%	84.9%		3.8%
Agricultural Management Practices	9.7%	90.3%	18.5%	81.5%	3.2%	96.8%		15.3%
Agricultural Sciences	24.2%	75.8%	20.6%	79.4%	16.1%	83.9%		4.5%
Business Studies	16.8%	83.2%	12.0%	88.0%	10.2%	89.8%		1.8%
Civil Technology (Construction)	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%		0.0%
Civil Technology (Woodworking)	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%		0.0%
Computer Applications Technology	3.8%	96.2%	8.9%	91.1%	5.1%	94.9%		3.8%
Consumer Studies	0.7%	99.3%	2.3%	97.7%	2.8%	97.2%		-0.5%
Economics	24.6%	75.4%	16.9%	83.1%	12.4%	87.6%		4.4%
Electrical Technology (Electronics)			25.0%	75.0%	0.0%	100.0%		25.0%
Electrical Technology (Power Systems)	0.0%	100.0%	6.8%	93.2%	1.1%	98.9%		5.7%
Geography	29.8%	70.2%	24.4%	75.6%	16.6%	83.4%		7.8%
History	10.7%	89.3%	10.9%	89.1%	9.8%	90.2%		1.1%
Life Orientation	0.2%	99.8%	0.1%	99.9%	0.0%	100.0%		0.1%
Life Sciences	33.2%	66.8%	30.5%	69.5%	24.0%	76.0%		6.6%
Mathematical Literacy	31.1%	68.9%	33.5%	66.5%	15.4%	84.6%		18.0%
Mathematics	69.9%	30.1%	64.1%	35.9%	59.9%	40.1%		4.2%
Mechanical Technology (Automotive)	16.7%	83.3%	0.0%	100.0%	40.0%	60.0%		-40.0%
Mechanical Technology (Fitting & Machine)	0.0%	100.0%	0.0%	100.0%				100.0%
Mechanical Technology (Welding and Metal)	0.0%	100.0%	12.5%	87.5%				-87.5%
Music	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%		0.0%
Physical Sciences	48.4%	51.6%	40.9%	59.1%	29.4%	70.6%		11.4%
Technical Mathematics	69.9%	30.1%	37.1%	62.9%	5.6%	94.4%		31.5%
Technical Sciences	15.7%	84.3%	1.3%	98.7%	6.0%	94.0%		-4.7%
Tourism	1.0%	99.0%	1.6%	98.4%	0.9%	99.1%		0.7%
Visual Arts	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%		0.0%
English First Additional Language	1.3%	98.7%	1.0%	99.0%	0.8%	99.2%		0.2%
Engineering Graphics and Design	6.2%	93.8%	6.6%	93.4%	6.5%	93.5%		0.1%
Mechanical Technology (Welding and Metal					5.2%	94.8%		94.8%
Afrikaans First Additional Language	7.4%	92.6%	6.0%	94.0%	8.0%	92.0%		-2.0%

'Learners	Year	Pass Criteria					
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
Mechanical Technology (Fitting and Machi					5.3%	94.7%	94.7%
IsiXhosa First Additional Language	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%

#### CLUSTER A: ALFRED NZO WEST HOME LANGUAGE

'Learners	Year	Pass Criteria				
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
South African Sign Home	0	4	1	8	0	4
IsiXhosa Home Language	14	7,043	16	7,760	19	7,644
Sesotho Home Language	1	801	2	1,005	2	982
English Home Language	15	177	9	185	4	194
IsiZulu Home Language	0	3	1	5	0	5
Afrikaans Home Language	1	3	0	2		

#### CLUSTER A: ALFRED NZO WEST HOME LANGUAGE %

'Learners	Year	Pass Criteria					
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
South African Sign Home	0.0%	100.0%	11.1%	88.9%	0.0%	100.0%	11.1%
IsiXhosa Home Language	0.2%	99.8%	0.2%	99.8%	0.2%	99.8%	0.0%
Sesotho Home Language	0.1%	99.9%	0.2%	99.8%	0.2%	99.8%	0.0%
English Home Language	7.8%	92.2%	4.6%	95.4%	2.0%	98.0%	2.6%
IsiZulu Home Language	0.0%	100.0%	16.7%	83.3%	0.0%	100.0%	16.7%
Afrikaans Home Language	25.0%	75.0%	0.0%	100.0%			-100.0%

#### CLUSTER A: CHRIS HANI EAST EXCLUDING HOME LANGUAGE

'Learners	Year	Pass Criteria				
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
Accounting	147	485	164	536	113	490
Agricultural Management Practices	12	169	24	384	29	292
Agricultural Sciences	474	1,312	526	1,855	315	1,908
Business Studies	133	689	114	722	154	664
Civil Technology (Construction)	0	12	0	11	0	11
Civil Technology (Woodworking)	3	28	0	33	6	36
Computer Applications Technology	11	147	21	117	38	105
Consumer Studies	12	101	6	128	1	102
Dramatic Arts	11	33	0	35	0	34
Economics	205	546	181	575	108	609

'Learners	Year		Pass Criteria					
	'2020		'2021		'2022			
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed		
Electrical Technology (Electronics)			2	4	0	4		
Electrical Technology (Power Systems)	0	34	1	51	1	26		
Geography	592	1,307	566	1,739	297	1,925		
History	115	656	99	956	81	1,084		
Information Technology	20	9	8	10	13	8		
Life Orientation	12	4,151	3	5,051	0	4,841		
Life Sciences	905	2,121	1,057	2,729	773	2,820		
Mathematical Literacy	265	672	516	1,184	240	1,672		
Mathematics	2,053	1,063	1,758	1,426	1,423	1,309		
Mechanical Technology (Automotive)	0	8	1	28	5	23		
Mechanical Technology (Welding and Metal)			1	3				
Physical Sciences	955	973	935	1,292	624	1,491		
Religion Studies	1	44	2	29	1	33		
Technical Mathematics	61	24	86	49	29	88		
Technical Sciences	8	75	2	133	1	116		
Tourism	1	228	12	231	1	271		
Visual Arts	1	11						
English First Additional Language	66	4,057	64	4,945	43	4,765		
Engineering Graphics and Design	5	106	1	134	3	114		
Mechanical Technology (Welding and Metal)					0	5		
Afrikaans First Additional Language	5	18	1	7	1	11		

#### CLUSTER A: CHRIS HANI EAST EXCLUDING HOME LANGUAGE %

'Learners	Year		Pass Criteria					
	'2020		'2021		'2022			
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed		
Accounting	23.3%	76.7%	23.4%	76.6%	18.7%	81.3%	4.7%	
Agricultural Management Practices	6.6%	93.4%	5.9%	94.1%	9.0%	91.0%	-3.2%	
Agricultural Sciences	26.5%	73.5%	22.1%	77.9%	14.2%	85.8%	7.9%	
Business Studies	16.2%	83.8%	13.6%	86.4%	18.8%	81.2%	-5.2%	
Civil Technology (Construction)	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	
Civil Technology (Woodworking)	9.7%	90.3%	0.0%	100.0%	14.3%	85.7%	-14.3%	
Computer Applications Technology	7.0%	93.0%	15.2%	84.8%	26.6%	73.4%	-11.4%	
Consumer Studies	10.6%	89.4%	4.5%	95.5%	1.0%	99.0%	3.5%	
Dramatic Arts	25.0%	75.0%	0.0%	100.0%	0.0%	100.0%	0.0%	
Economics	27.3%	72.7%	23.9%	76.1%	15.1%	84.9%	8.9%	
Electrical Technology (Electronics)			33.3%	66.7%	0.0%	100.0%	33.3%	
Electrical Technology (Power Systems)	0.0%	100.0%	1.9%	98.1%	3.7%	96.3%	-1.8%	
Geography	31.2%	68.8%	24.6%	75.4%	13.4%	86.6%	11.2%	
History	14.9%	85.1%	9.4%	90.6%	7.0%	93.0%	2.4%	

Information Technology	69.0%	31.0%	44.4%	55.6%	61.9%	38.1%	-17.5%
Life Orientation	0.3%	99.7%	0.1%	99.9%	0.0%	100.0%	0.1%
Life Sciences	29.9%	70.1%	27.9%	72.1%	21.5%	78.5%	6.4%
Mathematical Literacy	28.3%	71.7%	30.4%	69.6%	12.6%	87.4%	17.8%
Mathematics	65.9%	34.1%	55.2%	44.8%	52.1%	47.9%	3.1%
Mechanical Technology (Automotive)	0.0%	100.0%	3.4%	96.6%	17.9%	82.1%	-14.4%
Mechanical Technology (Welding and Metal)			25.0%	75.0%			-75.0%
Physical Sciences	49.5%	50.5%	42.0%	58.0%	29.5%	70.5%	12.5%
Religion Studies	2.2%	97.8%	6.5%	93.5%	2.9%	97.1%	3.5%
Technical Mathematics	71.8%	28.2%	63.7%	36.3%	24.8%	75.2%	38.9%
Technical Sciences	9.6%	90.4%	1.5%	98.5%	0.9%	99.1%	0.6%
Tourism	0.4%	99.6%	4.9%	95.1%	0.4%	99.6%	4.6%
Visual Arts	8.3%	91.7%					0.0%
English First Additional Language	1.6%	98.4%	1.3%	98.7%	0.9%	99.1%	0.4%
Engineering Graphics and Design	4.5%	95.5%	0.7%	99.3%	2.6%	97.4%	-1.8%
Mechanical Technology (Welding and Metal)					0.0%	100.0%	100.0%
Afrikaans First Additional Language	21.7%	78.3%	12.5%	87.5%	8.3%	91.7%	4.2%

### CLUSTER A: CHRIS HANI EAST HOME LANGUAGE

'Learners	Year		Pass Criteria			
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
IsiXhosa Home Language	6	4,114	12	4,998	7	4,798
English Home Language	1	22	1	7	0	12
Afrikaans Home Language	0	2	0	3		

### CLUSTER A: CHRIS HANI EAST HOME LANGUAGE %

'Learners	Year		Pass Criteria			
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
IsiXhosa Home Language	0.1%	99.9%	0.2%	99.8%	0.1%	99.9%
English Home Language	4.3%	95.7%	12.5%	87.5%	0.0%	100.0%
Afrikaans Home Language	0.0%	100.0%	0.0%	100.0%		

### CLUSTER A: JOE GQABI EXCLUDING HOME LANGUAGE

'Learners	Year		Pass Criteria			
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
Accounting	113	254	73	320	93	288
Agricultural Management Practices	0	27	23	36	2	43
Agricultural Sciences	233	855	254	1,194	324	1,029
Business Studies	235	760	190	927	317	842
Civil Technology (Construction)	1	13	0	13	2	49

'Learners	Year	Pass Criteria				
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
Civil Technology (Woodworking)	8	25	14	41	28	53
Computer Applications Technology	35	148	55	149	41	180
Consumer Studies	10	153	12	208	5	213
Dance Studies	0	32	0	32	0	33
Design	0	11	0	19	0	12
Dramatic Arts	0	61	0	65	0	54
Economics	251	441	332	470	279	528
Electrical Technology (Electronics)	2	32	1	47	13	63
Electrical Technology (Power Systems)	0	15	1	20	0	45
Geography	674	1,019	905	1,548	695	1,444
History	140	797	243	1,306	264	1,184
Hospitality Studies	0	40	0	33	0	41
Information Technology	0	4	0	4	0	4
Life Orientation	15	3,794	8	5,160	6	4,935
Life Sciences	781	1,504	1,103	1,988	968	1,748
Mathematical Literacy	507	1,273	1,001	2,229	569	2,414
Mathematics	1,228	665	905	834	897	694
Mechanical Technology (Automotive)	5	13	1	11	2	16
Mechanical Technology (Welding and Metal)	3	17	3	43		
Music	0	10	0	10	0	3
Physical Sciences	782	629	597	904	510	871
Religion Studies					1	22
Technical Mathematics	91	38	90	82	105	196
Technical Sciences	50	78	33	153	41	272
Tourism	10	952	37	1,758	23	1,662
Visual Arts	0	19	0	18	0	17
English First Additional Language	32	3,495	56	4,786	75	4,509
Engineering Graphics and Design	26	151	22	217	91	257
Mechanical Technology (Welding and Metal)					0	30
Afrikaans First Additional Language	21	245	18	263	18	289

#### CLUSTER A: JOE QQABI EXCLUDING HOME LANGUAGE %

'Learners	Year	Pass Criteria					Change
	'2020		'2021		'2022		2021 -
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
Accounting	30.8%	69.2%	18.6%	81.4%	24.4%	75.6%	-5.8%
Agricultural Management Practices	0.0%	100.0%	39.0%	61.0%	4.4%	95.6%	34.5%
Agricultural Sciences	21.4%	78.6%	17.5%	82.5%	23.9%	76.1%	-6.4%
Business Studies	23.6%	76.4%	17.0%	83.0%	27.4%	72.6%	-10.3%
Civil Technology (Construction)	7.1%	92.9%	0.0%	100.0%	3.9%	96.1%	-3.9%

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021 - 2022
Civil Technology (Woodworking)	24.2%	75.8%	25.5%	74.5%	34.6%	65.4%	-9.1%
Computer Applications Technology	19.1%	80.9%	27.0%	73.0%	18.6%	81.4%	8.4%
Consumer Studies	6.1%	93.9%	5.5%	94.5%	2.3%	97.7%	3.2%
Dance Studies	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Design	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Dramatic Arts	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Economics	36.3%	63.7%	41.4%	58.6%	34.6%	65.4%	6.8%
Electrical Technology (Electronics)	5.9%	94.1%	2.1%	97.9%	17.1%	82.9%	-15.0%
Electrical Technology (Power Systems)	0.0%	100.0%	4.8%	95.2%	0.0%	100.0%	4.8%
Geography	39.8%	60.2%	36.9%	63.1%	32.5%	67.5%	4.4%
History	14.9%	85.1%	15.7%	84.3%	18.2%	81.8%	-2.5%
Hospitality Studies	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Information Technology	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Life Orientation	0.4%	99.6%	0.2%	99.8%	0.1%	99.9%	0.0%
Life Sciences	34.2%	65.8%	35.7%	64.3%	35.6%	64.4%	0.0%
Mathematical Literacy	28.5%	71.5%	31.0%	69.0%	19.1%	80.9%	11.9%
Mathematics	64.9%	35.1%	52.0%	48.0%	56.4%	43.6%	-4.3%
Mechanical Technology (Automotive)	27.8%	72.2%	8.3%	91.7%	11.1%	88.9%	-2.8%
Mechanical Technology (Welding and Metal)	15.0%	85.0%	6.5%	93.5%			-93.5%
Music	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Physical Sciences	55.4%	44.6%	39.8%	60.2%	36.9%	63.1%	2.8%
Religion Studies					4.3%	95.7%	95.7%
Technical Mathematics	70.5%	29.5%	52.3%	47.7%	34.9%	65.1%	17.4%
Technical Sciences	39.1%	60.9%	17.7%	82.3%	13.1%	86.9%	4.6%
Tourism	1.0%	99.0%	2.1%	97.9%	1.4%	98.6%	0.7%
Visual Arts	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
English First Additional Language	0.9%	99.1%	1.2%	98.8%	1.6%	98.4%	-0.5%
Engineering Graphics and Design	14.7%	85.3%	9.2%	90.8%	26.1%	73.9%	-16.9%
Mechanical Technology (Welding and Metal)					0.0%	100.0%	100.0%
Afrikaans First Additional Language	7.9%	92.1%	6.4%	93.6%	5.9%	94.1%	0.5%

### CLUSTER A: JOE GQABI HOME LANGUAGE

'Learners	Year		Pass Criteria			
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
IsiXhosa Home Language	13	2,613	14	3,582	12	3,494
Sesotho Home Language	3	812	6	1,161	12	980
English Home Language	32	236	20	264	30	280
Afrikaans Home Language	8	104	11	90	19	82



## CLUSTER A: JOE GQABI HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
IsiXhosa Home Language	0.5%	99.5%	0.4%	99.6%	0.3%	99.7%	0.0%
Sesotho Home Language	0.4%	99.6%	0.5%	99.5%	1.2%	98.8%	-0.7%
English Home Language	11.9%	88.1%	7.0%	93.0%	9.7%	90.3%	-2.6%
Afrikaans Home Language	7.1%	92.9%	10.9%	89.1%	18.8%	81.2%	-7.9%

## CLUSTER A: OR TAMBO COASTAL EXCLUDING HOME LANGUAGE

'Learners	Year		Pass Criteria				
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
Accounting	510	1,123	631	1,492	541	1,517	
Agricultural Management Practices	12	40	19	39	20	59	
Agricultural Sciences	573	2,013	703	3,147	802	3,204	
Business Studies	510	1,967	504	2,336	684	2,287	
Civil Technology (Civil Services)	4	17					
Civil Technology (Construction)	14	87	19	104	23	125	
Civil Technology (Woodworking)	12	29	5	39	19	37	
Computer Applications Technology	7	77	28	82	11	108	
Consumer Studies	24	276	3	342	8	279	
Dramatic Arts	2	113	0	98	1	103	
Economics	649	1,534	734	2,040	643	2,214	
Electrical Technology (Power Systems)	12	32	9	23	15	22	
Geography	1,388	3,569	1,853	5,495	1,785	5,670	
History	322	2,145	391	3,328	583	3,479	
Hospitality Studies	11	80	4	127	9	117	
Life Orientation	3	9,253	5	13,516	0	13,665	
Life Sciences	1,869	4,056	2,692	6,290	3,000	6,158	
Maritime Economics			0	46	6	32	
Mathematical Literacy	995	2,047	1,530	2,978	1,224	4,247	
Mathematics	4,101	1,831	5,415	3,163	4,869	2,839	
Mechanical Technology (Automotive)	6	37	38	33	19	52	
Music	0	198	0	288	0	246	
Nautical Science			4	42	16	22	
Physical Sciences	1,649	2,008	2,276	3,076	1,885	3,497	
Religion Studies	8	43	24	45	17	49	
Technical Mathematics	195	53	150	116	123	216	
Technical Sciences	90	155	72	204	75	230	
Tourism	6	1,161	34	1,882	73	1,882	
English First Additional Language	183	9,017	228	12,994	360	13,133	
Engineering Graphics and Design	50	211	95	202	71	268	

'Learners	Year		Pass Criteria		'2022	
	'2020		'2021			
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
Afrikaans First Additional Language	1	0	1	0		
IsiXhosa First Additional Language					0	0

### CLUSTER A: OR TAMBO COASTAL EXCLUDING HOME LANGUAGE %

'Learners	Year		Pass Criteria		'2022		Change
	'2020		'2021				
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021 - 2022
Accounting	31.2%	68.8%	29.7%	70.3%	26.3%	73.7%	3.4%
Agricultural Management Practices	23.1%	76.9%	32.8%	67.2%	25.3%	74.7%	7.4%
Agricultural Sciences	22.2%	77.8%	18.3%	81.7%	20.0%	80.0%	-1.8%
Business Studies	20.6%	79.4%	17.7%	82.3%	23.0%	77.0%	-5.3%
Civil Technology (Civil Services)	19.0%	81.0%					0.0%
Civil Technology (Construction)	13.9%	86.1%	15.4%	84.6%	15.5%	84.5%	-0.1%
Civil Technology (Woodworking)	29.3%	70.7%	11.4%	88.6%	33.9%	66.1%	-22.6%
Computer Applications Technology	8.3%	91.7%	25.5%	74.5%	9.2%	90.8%	16.2%
Consumer Studies	8.0%	92.0%	0.9%	99.1%	2.8%	97.2%	-1.9%
Dramatic Arts	1.7%	98.3%	0.0%	100.0%	1.0%	99.0%	-1.0%
Economics	29.7%	70.3%	26.5%	73.5%	22.5%	77.5%	4.0%
Electrical Technology (Power Systems)	27.3%	72.7%	28.1%	71.9%	40.5%	59.5%	-12.4%
Geography	28.0%	72.0%	25.2%	74.8%	23.9%	76.1%	1.3%
History	13.1%	86.9%	10.5%	89.5%	14.4%	85.6%	-3.8%
Hospitality Studies	12.1%	87.9%	3.1%	96.9%	7.1%	92.9%	-4.1%
Life Orientation	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Life Sciences	31.5%	68.5%	30.0%	70.0%	32.8%	67.2%	-2.8%
Maritime Economics			0.0%	100.0%	15.8%	84.2%	-15.8%
Mathematical Literacy	32.7%	67.3%	33.9%	66.1%	22.4%	77.6%	11.6%
Mathematics	69.1%	30.9%	63.1%	36.9%	63.2%	36.8%	0.0%
Mechanical Technology (Automotive)	14.0%	86.0%	53.5%	46.5%	26.8%	73.2%	26.8%
Music	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Nautical Science			8.7%	91.3%	42.1%	57.9%	-33.4%
Physical Sciences	45.1%	54.9%	42.5%	57.5%	35.0%	65.0%	7.5%
Religion Studies	15.7%	84.3%	34.8%	65.2%	25.8%	74.2%	9.0%
Technical Mathematics	78.6%	21.4%	56.4%	43.6%	36.3%	63.7%	20.1%
Technical Sciences	36.7%	63.3%	26.1%	73.9%	24.6%	75.4%	1.5%
Tourism	0.5%	99.5%	1.8%	98.2%	3.7%	96.3%	-2.0%
English First Additional Language	2.0%	98.0%	1.7%	98.3%	2.7%	97.3%	-0.9%
Engineering Graphics and Design	19.2%	80.8%	32.0%	68.0%	20.9%	79.1%	11.0%
Afrikaans First Additional Language	100.0%	0.0%	100.0%	0.0%			0.0%
IsiXhosa First Additional Language							

## CLUSTER A: OR TAMBO COASTAL HOME LANGUAGE

'Learners	Year		Pass Criteria			
	'2020		'2021			
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
IsiXhosa Home Language	20	9,190	41	13,321	76	13,422
English Home Language	1	0	1	0		

## CLUSTER A: OR TAMBO COASTAL HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021				
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021 - 2022
IsiXhosa Home Language	0.2%	99.8%	0.3%	99.7%	0.6%	99.4%	-0.3%
English Home Language	100.0%	0.0%	100.0%	0.0%			0.0%

## CLUSTER A: OR TAMBO INLAND EXCLUDING HOME LANGUAGE

'Learners	Year		Pass Criteria			
	'2020		'2021			
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
Accounting	399	1,096	444	1,274	407	1,349
Agricultural Management Practices	0	33	2	104	5	132
Agricultural Sciences	605	2,200	644	3,239	811	3,552
Business Studies	260	1,368	365	1,621	372	1,502
Civil Technology (Construction)	2	91	4	103	32	125
Civil Technology (Woodworking)	5	53	1	65	1	71
Computer Applications Technology	13	110	4	86	38	86
Consumer Studies	56	164	50	291	37	312
Economics	472	1,235	559	1,794	350	2,020
Electrical Technology (Electronics)	2	12	0	28	1	24
Electrical Technology (Power Systems)	4	128	5	179	0	195
Geography	1,317	3,235	1,253	4,358	1,156	5,157
History	285	2,234	281	3,000	471	3,807
Information Technology	2	17	0	21	0	21
Life Orientation	14	9,054	130	11,424	1	12,548
Life Sciences	1,854	4,525	2,142	6,141	2,156	6,956
Mathematical Literacy	829	1,763	1,162	2,584	863	3,690
Mathematics	3,690	2,563	3,941	3,453	4,182	3,370
Mechanical Technology (Automotive)	0	24	2	54	3	76
Mechanical Technology (Fitting & Machine)	0	16	0	17		
Mechanical Technology (Welding and Metal)	2	14	1	25		
Physical Sciences	1,956	2,541	2,019	3,520	1,548	4,351
Religion Studies	2	19	13	18		
Technical Mathematics	126	70	108	184	94	263
Technical Sciences	11	185	26	269	7	314

Tourism	42	647	23	831	28	1,042
English First Additional Language	143	8,640	107	11,096	163	12,120
Engineering Graphics and Design	30	315	33	470	52	510
Mechanical Technology (Welding and Metal					0	12
Afrikaans First Additional Language	16	146	9	153	11	95
Mechanical Technology (Fitting and Machi					1	12
IsiXhosa First Additional Language	0	1	0	4	0	5

### CLUSTER A: OR TAMBO INLAND EXCLUDING HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021 - 2022
Accounting	26.7%	73.3%	25.8%	74.2%	23.2%	76.8%	2.7%
Agricultural Management Practices	0.0%	100.0%	1.9%	98.1%	3.6%	96.4%	-1.8%
Agricultural Sciences	21.6%	78.4%	16.6%	83.4%	18.6%	81.4%	-2.0%
Business Studies	16.0%	84.0%	18.4%	81.6%	19.9%	80.1%	-1.5%
Civil Technology (Construction)	2.2%	97.8%	3.7%	96.3%	20.4%	79.6%	-16.6%
Civil Technology (Woodworking)	8.6%	91.4%	1.5%	98.5%	1.4%	98.6%	0.1%
Computer Applications Technology	10.6%	89.4%	4.4%	95.6%	30.6%	69.4%	-26.2%
Consumer Studies	25.5%	74.5%	14.7%	85.3%	10.6%	89.4%	4.1%
Economics	27.7%	72.3%	23.8%	76.2%	14.8%	85.2%	9.0%
Electrical Technology (Electronics)	14.3%	85.7%	0.0%	100.0%	4.0%	96.0%	-4.0%
Electrical Technology (Power Systems)	3.0%	97.0%	2.7%	97.3%	0.0%	100.0%	2.7%
Geography	28.9%	71.1%	22.3%	77.7%	18.3%	81.7%	4.0%
History	11.3%	88.7%	8.6%	91.4%	11.0%	89.0%	-2.4%
Information Technology	10.5%	89.5%	0.0%	100.0%	0.0%	100.0%	0.0%
Life Orientation	0.2%	99.8%	1.1%	98.9%	0.0%	100.0%	1.1%
Life Sciences	29.1%	70.9%	25.9%	74.1%	23.7%	76.3%	2.2%
Mathematical Literacy	32.0%	68.0%	31.0%	69.0%	19.0%	81.0%	12.1%
Mathematics	59.0%	41.0%	53.3%	46.7%	55.4%	44.6%	-2.1%
Mechanical Technology (Automotive)	0.0%	100.0%	3.6%	96.4%	3.8%	96.2%	-0.2%
Mechanical Technology (Fitting & Machine)	0.0%	100.0%	0.0%	100.0%			- 100.0%
Mechanical Technology (Welding and Metal)	12.5%	87.5%	3.8%	96.2%			-96.2%
Physical Sciences	43.5%	56.5%	36.5%	63.5%	26.2%	73.8%	10.2%
Religion Studies	9.5%	90.5%	41.9%	58.1%			-58.1%
Technical Mathematics	64.3%	35.7%	37.0%	63.0%	26.3%	73.7%	10.7%
Technical Sciences	5.6%	94.4%	8.8%	91.2%	2.2%	97.8%	6.6%
Tourism	6.1%	93.9%	2.7%	97.3%	2.6%	97.4%	0.1%
English First Additional Language	1.6%	98.4%	1.0%	99.0%	1.3%	98.7%	-0.4%
Engineering Graphics and Design	8.7%	91.3%	6.6%	93.4%	9.3%	90.7%	-2.7%
Mechanical Technology (Welding and Metal					0.0%	100.0%	100.0%
Afrikaans First Additional Language	9.9%	90.1%	5.6%	94.4%	10.4%	89.6%	-4.8%
Mechanical Technology (Fitting and Machi					7.7%	92.3%	92.3%

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021 - 2022
IsiXhosa First Additional Language	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%

### CLUSTER A: OR TAMBO INLAND HOME LANGUAGE

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
South African Sign Home	0	2	2	3	23	13	
IsiXhosa Home Language	23	8,822	21	11,250	46	12,293	
English Home Language	13	217	10	230	10	184	

### CLUSTER A: OR TAMBO INLAND HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021 - 2022
South African Sign Home	0.0%	100.0%	40.0%	60.0%	63.9%	36.1%	-23.9%
IsiXhosa Home Language	0.3%	99.7%	0.2%	99.8%	0.4%	99.6%	-0.2%
English Home Language	5.7%	94.3%	4.2%	95.8%	5.2%	94.8%	-1.0%

### CLUSTER B: AMATHOLE EAST EXCLUDING HOME LANGUAGE

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
Accounting	362	890	291	961	225	932	
Agricultural Management Practices	2	25	4	39	12	69	
Agricultural Sciences	472	2,056	472	2,652	514	2,899	
Business Studies	205	1,381	248	1,460	249	1,445	
Civil Technology (Construction)	7	76	0	100	0	72	
Civil Technology (Woodworking)	2	36	12	81	6	116	
Computer Applications Technology	7	124	31	129	30	139	
Consumer Studies	0	183	3	282	2	294	
Design			0	4	0	9	
Dramatic Arts			1	10	0	9	
Economics	467	1,383	297	1,522	229	1,516	
Electrical Technology (Electronics)			14	32	5	38	
Electrical Technology (Power Systems)	12	117	4	118	11	90	
English 2nd Additional Language			0	0			
Geography	458	1,646	495	2,050	479	2,285	
History	181	1,478	183	1,962	293	2,339	
Information Technology	4	20	2	29	1	36	
Life Orientation	0	6,664	2	8,123	0	8,126	
Life Sciences	1,147	3,269	1,331	3,987	1,424	4,332	

'Learners	Year		Pass Criteria					
	'2020		'2021		'2022			
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed
Mathematical Literacy	525	1,395	902	2,217	592	2,945		
Mathematics	2,803	1,617	2,407	2,190	2,478	1,989		
Mechanical Technology (Automotive)	15	35	5	50	2	34		
Mechanical Technology (Welding and Metal)	0	5	2	26				
Music	0	98	1	102	0	115		
Physical Sciences	1,431	1,494	1,211	2,024	1,111	2,274		
Technical Mathematics	186	46	179	107	88	172		
Technical Sciences	57	167	80	283	54	303		
Tourism	15	561	9	590	5	773		
Visual Arts	0	36	26	23	0	50		
English First Additional Language	136	6,243	89	7,682	102	7,873		
Engineering Graphics and Design	39	266	41	473	58	349		
Mechanical Technology (Welding and Metal)					0	33		
Afrikaans First Additional Language	3	23	1	39	7	50		
IsiXhosa First Additional Language	0	37	0	13	0	30		

#### CLUSTER B: AMATHOLE EAST EXCLUDING HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change	
	'2020		'2021		'2022		2021 -	2022
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021 -	2022
Accounting	28.9%	71.1%	23.2%	76.8%	19.4%	80.6%	3.8%	
Agricultural Management Practices	7.4%	92.6%	9.3%	90.7%	14.8%	85.2%	-5.5%	
Agricultural Sciences	18.7%	81.3%	15.1%	84.9%	15.1%	84.9%	0.0%	
Business Studies	12.9%	87.1%	14.5%	85.5%	14.7%	85.3%	-0.2%	
Civil Technology (Construction)	8.4%	91.6%	0.0%	100.0%	0.0%	100.0%	0.0%	
Civil Technology (Woodworking)	5.3%	94.7%	12.9%	87.1%	4.9%	95.1%	8.0%	
Computer Applications Technology	5.3%	94.7%	19.4%	80.6%	17.8%	82.2%	1.6%	
Consumer Studies	0.0%	100.0%	1.1%	98.9%	0.7%	99.3%	0.4%	
Design			0.0%	100.0%	0.0%	100.0%	0.0%	
Dramatic Arts			9.1%	90.9%	0.0%	100.0%	9.1%	
Economics	25.2%	74.8%	16.3%	83.7%	13.1%	86.9%	3.2%	
Electrical Technology (Electronics)			30.4%	69.6%	11.6%	88.4%	18.8%	
Electrical Technology (Power Systems)	9.3%	90.7%	3.3%	96.7%	10.9%	89.1%	-7.6%	
English 2nd Additional Language							0.0%	
Geography	21.8%	78.2%	19.4%	80.6%	17.3%	82.7%	2.1%	
History	10.9%	89.1%	8.5%	91.5%	11.1%	88.9%	-2.6%	
Information Technology	16.7%	83.3%	6.5%	93.5%	2.7%	97.3%	3.7%	
Life Orientation	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	
Life Sciences	26.0%	74.0%	25.0%	75.0%	24.7%	75.3%	0.3%	
Mathematical Literacy	27.3%	72.7%	28.9%	71.1%	16.7%	83.3%	12.2%	

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021 - 2022
Mathematics	63.4%	36.6%	52.4%	47.6%	55.5%	44.5%	-3.1%
Mechanical Technology (Automotive)	30.0%	70.0%	9.1%	90.9%	5.6%	94.4%	3.5%
Mechanical Technology (Welding and Metal)	0.0%	100.0%	7.1%	92.9%			-92.9%
Music	0.0%	100.0%	1.0%	99.0%	0.0%	100.0%	1.0%
Physical Sciences	48.9%	51.1%	37.4%	62.6%	32.8%	67.2%	4.6%
Technical Mathematics	80.2%	19.8%	62.6%	37.4%	33.8%	66.2%	28.7%
Technical Sciences	25.4%	74.6%	22.0%	78.0%	15.1%	84.9%	6.9%
Tourism	2.6%	97.4%	1.5%	98.5%	0.6%	99.4%	0.9%
Visual Arts	0.0%	100.0%	53.1%	46.9%	0.0%	100.0%	53.1%
English First Additional Language	2.1%	97.9%	1.1%	98.9%	1.3%	98.7%	-0.1%
Engineering Graphics and Design	12.8%	87.2%	8.0%	92.0%	14.3%	85.7%	-6.3%
Mechanical Technology (Welding and Metal)					0.0%	100.0%	100.0%
Afrikaans First Additional Language	11.5%	88.5%	2.5%	97.5%	12.3%	87.7%	-9.8%
IsiXhosa First Additional Language	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%

### CLUSTER B: AMATHOLE EAST HOME LANGUAGE

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
IsiXhosa Home Language	23	6,535	23	7,923	33	8,111	
English Home Language	21	163	24	215	13	240	

### CLUSTER B: AMATHOLE EAST HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021 - 2022
IsiXhosa Home Language	0.4%	99.6%	0.3%	99.7%	0.4%	99.6%	-0.1%
English Home Language	11.4%	88.6%	10.0%	90.0%	5.1%	94.9%	4.9%

### CLUSTER B: AMATHOLE WEST EXCLUDING HOME LANGUAGE

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
Accounting	89	200	70	217	72	236	
Agricultural Management Practices	0	25	1	60	5	72	
Agricultural Sciences	540	1,225	476	1,663	440	1,727	
Agricultural Technology	1	7	0	13	0	16	
Business Studies	176	603	168	750	196	755	
Civil Technology (Construction)	0	10	0	12	6	10	
Civil Technology (Woodworking)	1	10	0	11	1	19	

'Learners	Year	Pass Criteria				
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
Computer Applications Technology	42	56	18	76	21	105
Consumer Studies	8	110	14	139	14	159
Economics	186	309	155	392	148	358
Electrical Technology (Power Systems)	1	16	0	16	1	29
Geography	362	503	316	675	352	814
History	170	960	179	1,326	242	1,487
Hospitality Studies	7	22	4	16	5	19
Life Orientation	40	3,083	8	3,747	1	4,034
Life Sciences	711	1,149	651	1,494	614	1,576
Mathematical Literacy	747	1,430	821	1,981	599	2,504
Mathematics	664	250	467	417	470	379
Mechanical Technology (Fitting & Machine)	3	4	1	4		
Physical Sciences	305	280	211	431	129	471
Technical Mathematics	31	9	13	22	22	38
Technical Sciences	13	27	6	29	3	57
Tourism	53	1,139	81	1,409	59	1,718
English First Additional Language	81	2,824	46	3,390	44	3,683
Engineering Graphics and Design	7	52	9	57	20	73
Afrikaans First Additional Language	14	154	15	196	14	176
Mechanical Technology (Fitting and Machi					4	4
IsiXhosa First Additional Language	0	49	1	64	0	86

## CLUSTER B: AMATHOLE WEST EXCLUDING HOME LANGUAGE %

'Learners	Year	Pass Criteria					Change
	'2020		'2021		'2022		2021-
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
Accounting	30.8%	69.2%	24.4%	75.6%	23.4%	76.6%	1.0%
Agricultural Management Practices	0.0%	100.0%	1.6%	98.4%	6.5%	93.5%	-4.9%
Agricultural Sciences	30.6%	69.4%	22.3%	77.7%	20.3%	79.7%	1.9%
Agricultural Technology	12.5%	87.5%	0.0%	100.0%	0.0%	100.0%	0.0%
Business Studies	22.6%	77.4%	18.3%	81.7%	20.6%	79.4%	-2.3%
Civil Technology (Construction)	0.0%	100.0%	0.0%	100.0%	37.5%	62.5%	-37.5%
Civil Technology (Woodworking)	9.1%	90.9%	0.0%	100.0%	5.0%	95.0%	-5.0%
Computer Applications Technology	42.9%	57.1%	19.1%	80.9%	16.7%	83.3%	2.5%
Consumer Studies	6.8%	93.2%	9.2%	90.8%	8.1%	91.9%	1.1%
Economics	37.6%	62.4%	28.3%	71.7%	29.2%	70.8%	-0.9%
Electrical Technology (Power Systems)	5.9%	94.1%	0.0%	100.0%	3.3%	96.7%	-3.3%
Geography	41.8%	58.2%	31.9%	68.1%	30.2%	69.8%	1.7%
History	15.0%	85.0%	11.9%	88.1%	14.0%	86.0%	-2.1%
Hospitality Studies	24.1%	75.9%	20.0%	80.0%	20.8%	79.2%	-0.8%



'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021-2022
Life Orientation	1.3%	98.7%	0.2%	99.8%	0.0%	100.0%	0.2%
Life Sciences	38.2%	61.8%	30.3%	69.7%	28.0%	72.0%	2.3%
Mathematical Literacy	34.3%	65.7%	29.3%	70.7%	19.3%	80.7%	10.0%
Mathematics	72.6%	27.4%	52.8%	47.2%	55.4%	44.6%	-2.5%
Mechanical Technology (Fitting & Machine)	42.9%	57.1%	20.0%	80.0%			-80.0%
Physical Sciences	52.1%	47.9%	32.9%	67.1%	21.5%	78.5%	11.4%
Technical Mathematics	77.5%	22.5%	37.1%	62.9%	36.7%	63.3%	0.5%
Technical Sciences	32.5%	67.5%	17.1%	82.9%	5.0%	95.0%	12.1%
Tourism	4.4%	95.6%	5.4%	94.6%	3.3%	96.7%	2.1%
English First Additional Language	2.8%	97.2%	1.3%	98.7%	1.2%	98.8%	0.2%
Engineering Graphics and Design	11.9%	88.1%	13.6%	86.4%	21.5%	78.5%	-7.9%
Afrikaans First Additional Language	8.3%	91.7%	7.1%	92.9%	7.4%	92.6%	-0.3%
Mechanical Technology (Fitting and Machi					50.0%	50.0%	50.0%
IsiXhosa First Additional Language	0.0%	100.0%	1.5%	98.5%	0.0%	100.0%	1.5%

### CLUSTER B: AMATHOLE WEST HOME LANGUAGE

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
IsiXhosa Home Language	20	2,802	9	3,348	23	3,603	
English Home Language	15	202	31	246	29	251	
Afrikaans Home Language	36	48	20	59	34	77	

### CLUSTER B: AMATHOLE WEST HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021-2022
IsiXhosa Home Language	0.7%	99.3%	0.3%	99.7%	0.6%	99.4%	-0.4%
English Home Language	6.9%	93.1%	11.2%	88.8%	10.4%	89.6%	0.8%
Afrikaans Home Language	42.9%	57.1%	25.3%	74.7%	30.6%	69.4%	-5.3%

### CLUSTER B: BUFFALO CITY EXCLUDING HOME LANGUAGE

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
Accounting	413	1,086	353	1,361	445	1,341	
Agricultural Sciences	480	913	309	1,403	467	1,477	
Business Studies	560	2,387	599	2,961	997	2,981	
Civil Technology (Construction)	0	26	2	30	0	42	
Civil Technology (Woodworking)	0	52	1	71	0	63	

'Learners	Year	Pass Criteria				
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
Computer Applications Technology	30	525	51	588	54	672
Consumer Studies	8	649	5	700	2	683
Design	0	12	0	8	0	6
Dramatic Arts	0	97	0	102	0	95
Economics	480	1,179	608	1,425	561	1,648
Electrical Technology (Electronics)	0	21	1	28	0	24
Electrical Technology (Power Systems)	0	57	2	52	1	79
Geography	1,053	2,222	942	3,268	795	3,414
History	380	3,023	386	4,111	451	4,500
Hospitality Studies	6	81	1	160	3	268
Information Technology	3	60	4	48	1	66
Life Orientation	45	8,353	4	10,478	1	11,313
Life Sciences	1,317	2,848	1,421	3,662	1,505	3,797
Maritime Economics	1	30	0	37	0	41
Mathematical Literacy	1,032	4,099	1,358	5,488	979	6,598
Mathematics	1,371	1,714	1,215	2,105	1,317	2,161
Mechanical Technology (Automotive)	0	46	0	67	0	45
Mechanical Technology (Fitting & Machine)	2	82	7	84		
Mechanical Technology (Welding and Metal)	0	2	0	7		
Music	0	45	0	32	3	63
Nautical Science	3	14	2	14	2	9
Physical Sciences	780	1,424	751	1,730	618	1,998
Technical Mathematics	99	66	98	142	38	111
Technical Sciences	16	148	20	218	27	200
Tourism	83	2,021	54	2,950	39	3,501
Visual Arts	1	54	0	80	0	89
English First Additional Language	62	5,793	70	7,635	58	8,296
Engineering Graphics and Design	20	436	40	480	84	462
Mechanical Technology (Welding and Metal)					0	12
Afrikaans First Additional Language	79	1,558	72	1,641	124	1,827
Mechanical Technology (Fitting and Machi					1	73
IsiXhosa First Additional Language	1	712	0	770	0	714

#### CLUSTER B: BUFFALO CITY EXCLUDING HOME LANGUAGE %

'Learners	Year	Pass Criteria					Change
	'2020		'2021		'2022		2021-
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
Accounting	27.6%	72.4%	20.6%	79.4%	24.9%	75.1%	-4.3%
Agricultural Sciences	34.5%	65.5%	18.0%	82.0%	24.0%	76.0%	-6.0%
Business Studies	19.0%	81.0%	16.8%	83.2%	25.1%	74.9%	-8.2%

'Learners	Year	Pass Criteria					Change
	'2020		'2021		'2022		2021-
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
Civil Technology (Construction)	0.0%	100.0%	6.3%	93.8%	0.0%	100.0%	6.3%
Civil Technology (Woodworking)	0.0%	100.0%	1.4%	98.6%	0.0%	100.0%	1.4%
Computer Applications Technology	5.4%	94.6%	8.0%	92.0%	7.4%	92.6%	0.5%
Consumer Studies	1.2%	98.8%	0.7%	99.3%	0.3%	99.7%	0.4%
Design	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Dramatic Arts	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Economics	28.9%	71.1%	29.9%	70.1%	25.4%	74.6%	4.5%
Electrical Technology (Electronics)	0.0%	100.0%	3.4%	96.6%	0.0%	100.0%	3.4%
Electrical Technology (Power Systems)	0.0%	100.0%	3.7%	96.3%	1.3%	98.8%	2.5%
Geography	32.2%	67.8%	22.4%	77.6%	18.9%	81.1%	3.5%
History	11.2%	88.8%	8.6%	91.4%	9.1%	90.9%	-0.5%
Hospitality Studies	6.9%	93.1%	0.6%	99.4%	1.1%	98.9%	-0.5%
Information Technology	4.8%	95.2%	7.7%	92.3%	1.5%	98.5%	6.2%
Life Orientation	0.5%	99.5%	0.0%	100.0%	0.0%	100.0%	0.0%
Life Sciences	31.6%	68.4%	28.0%	72.0%	28.4%	71.6%	-0.4%
Maritime Economics	3.2%	96.8%	0.0%	100.0%	0.0%	100.0%	0.0%
Mathematical Literacy	20.1%	79.9%	19.8%	80.2%	12.9%	87.1%	6.9%
Mathematics	44.4%	55.6%	36.6%	63.4%	37.9%	62.1%	-1.3%
Mechanical Technology (Automotive)	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Mechanical Technology (Fitting & Machine)	2.4%	97.6%	7.7%	92.3%			-92.3%
Mechanical Technology (Welding and Metal)	0.0%	100.0%	0.0%	100.0%			100.0%
Music	0.0%	100.0%	0.0%	100.0%	4.5%	95.5%	-4.5%
Nautical Science	17.6%	82.4%	12.5%	87.5%	18.2%	81.8%	-5.7%
Physical Sciences	35.4%	64.6%	30.3%	69.7%	23.6%	76.4%	6.6%
Technical Mathematics	60.0%	40.0%	40.8%	59.2%	25.5%	74.5%	15.3%
Technical Sciences	9.8%	90.2%	8.4%	91.6%	11.9%	88.1%	-3.5%
Tourism	3.9%	96.1%	1.8%	98.2%	1.1%	98.9%	0.7%
Visual Arts	1.8%	98.2%	0.0%	100.0%	0.0%	100.0%	0.0%
English First Additional Language	1.1%	98.9%	0.9%	99.1%	0.7%	99.3%	0.2%
Engineering Graphics and Design	4.4%	95.6%	7.7%	92.3%	15.4%	84.6%	-7.7%
Mechanical Technology (Welding and Metal)					0.0%	100.0%	100.0%
Afrikaans First Additional Language	4.8%	95.2%	4.2%	95.8%	6.4%	93.6%	-2.2%
Mechanical Technology (Fitting and Machi					1.4%	98.6%	98.6%
IsiXhosa First Additional Language	0.1%	99.9%	0.0%	100.0%	0.0%	100.0%	0.0%

## CLUSTER B: BUFFALO CITY HOME LANGUAGE

'Learners	Year	Pass Criteria				
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
South African Sign Home	0	3	1	6	2	8

IsiXhosa Home Language	23	5,825	37	7,688	59	8,332
English Home Language	146	2,372	170	2,495	153	2,737
Afrikaans Home Language	19	133	23	150	16	159

### CLUSTER B: BUFFALO CITY HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
South African Sign Home	0.0%	100.0%	14.3%	85.7%	20.0%	80.0%	-5.7%
IsiXhosa Home Language	0.4%	99.6%	0.5%	99.5%	0.7%	99.3%	-0.2%
English Home Language	5.8%	94.2%	6.4%	93.6%	5.3%	94.7%	1.1%
Afrikaans Home Language	12.5%	87.5%	13.3%	86.7%	9.1%	90.9%	4.2%

### CLUSTER B: CHRIS HANI WEST EXCLUDING HOME LANGUAGE

'Learners	Year		Pass Criteria				
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
Accounting	202	454	198	597	204	490	
Agricultural Management Practices	0	62	17	131	15	165	
Agricultural Sciences	303	991	492	1,432	583	1,338	
Agricultural Technology	0	16	0	18	0	18	
Business Studies	469	1,380	446	1,721	632	1,445	
Civil Technology (Construction)	0	16	0	18	1	27	
Civil Technology (Woodworking)	0	16	0	23	2	15	
Computer Applications Technology	22	252	53	302	54	337	
Consumer Studies	8	263	21	469	26	479	
Economics	306	560	329	572	255	508	
Electrical Technology (Power Systems)	4	24	7	35	12	33	
Geography	599	1,356	916	1,819	919	2,082	
History	147	1,278	244	1,898	373	2,015	
Hospitality Studies	6	88	16	107	9	121	
Information Technology	1	5	0	10	0	5	
Life Orientation	139	4,378	9	5,946	3	6,068	
Life Sciences	709	1,705	1,047	2,056	1,102	2,063	
Mathematical Literacy	618	2,061	1,072	2,745	727	3,316	
Mathematics	958	793	956	1,022	1,014	884	
Mechanical Technology (Automotive)	0	17	4	26	20	16	
Mechanical Technology (Welding and Metal)	0	7	0	8			
Physical Sciences	496	617	520	793	514	803	
Religion Studies	6	156	53	97	54	105	
Technical Mathematics	58	10	60	69	40	56	
Technical Sciences	19	69	11	125	9	94	
Tourism	18	869	43	1,380	58	1,604	

Visual Arts	0	11	0	8	0	13
English First Additional Language	41	3,815	72	5,088	69	5,184
Engineering Graphics and Design	34	108	38	165	86	135
Mechanical Technology (Welding and Metal					0	5
Afrikaans First Additional Language	21	337	12	381	4	363
IsiXhosa First Additional Language	0	279	0	346	0	402
Afrikaans Second Additional Language	6	62	0	52	0	45

### CLUSTER B: CHRIS HANI WEST EXCLUDING HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021-2022
Accounting	30.8%	69.2%	24.9%	75.1%	29.4%	70.6%	-4.5%
Agricultural Management Practices	0.0%	100.0%	11.5%	88.5%	8.3%	91.7%	3.2%
Agricultural Sciences	23.4%	76.6%	25.6%	74.4%	30.3%	69.7%	-4.8%
Agricultural Technology	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Business Studies	25.4%	74.6%	20.6%	79.4%	30.4%	69.6%	-9.8%
Civil Technology (Construction)	0.0%	100.0%	0.0%	100.0%	3.6%	96.4%	-3.6%
Civil Technology (Woodworking)	0.0%	100.0%	0.0%	100.0%	11.8%	88.2%	-11.8%
Computer Applications Technology	8.0%	92.0%	14.9%	85.1%	13.8%	86.2%	1.1%
Consumer Studies	3.0%	97.0%	4.3%	95.7%	5.1%	94.9%	-0.9%
Economics	35.3%	64.7%	36.5%	63.5%	33.4%	66.6%	3.1%
Electrical Technology (Power Systems)	14.3%	85.7%	16.7%	83.3%	26.7%	73.3%	-10.0%
Geography	30.6%	69.4%	33.5%	66.5%	30.6%	69.4%	2.9%
History	10.3%	89.7%	11.4%	88.6%	15.6%	84.4%	-4.2%
Hospitality Studies	6.4%	93.6%	13.0%	87.0%	6.9%	93.1%	6.1%
Information Technology	16.7%	83.3%	0.0%	100.0%	0.0%	100.0%	0.0%
Life Orientation	3.1%	96.9%	0.2%	99.8%	0.0%	100.0%	0.1%
Life Sciences	29.4%	70.6%	33.7%	66.3%	34.8%	65.2%	-1.1%
Mathematical Literacy	23.1%	76.9%	28.1%	71.9%	18.0%	82.0%	10.1%
Mathematics	54.7%	45.3%	48.3%	51.7%	53.4%	46.6%	-5.1%
Mechanical Technology (Automotive)	0.0%	100.0%	13.3%	86.7%	55.6%	44.4%	-42.2%
Mechanical Technology (Welding and Metal)	0.0%	100.0%	0.0%	100.0%			-100.0%
Physical Sciences	44.6%	55.4%	39.6%	60.4%	39.0%	61.0%	0.6%
Religion Studies	3.7%	96.3%	35.3%	64.7%	34.0%	66.0%	1.4%
Technical Mathematics	85.3%	14.7%	46.5%	53.5%	41.7%	58.3%	4.8%
Technical Sciences	21.6%	78.4%	8.1%	91.9%	8.7%	91.3%	-0.6%
Tourism	2.0%	98.0%	3.0%	97.0%	3.5%	96.5%	-0.5%
Visual Arts	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
English First Additional Language	1.1%	98.9%	1.4%	98.6%	1.3%	98.7%	0.1%
Engineering Graphics and Design	23.9%	76.1%	18.7%	81.3%	38.9%	61.1%	-20.2%
Mechanical Technology (Welding and Metal)					0.0%	100.0%	100.0%

'Learners	Year	Pass Criteria				Change	
	'2020	'2021		'2022			2021-
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
Afrikaans First Additional Language	5.9%	94.1%	3.1%	96.9%	1.1%	98.9%	2.0%
IsiXhosa First Additional Language	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Afrikaans Second Additional Language	8.8%	91.2%	0.0%	100.0%	0.0%	100.0%	0.0%

### CLUSTER B: CHRIS HANI WEST HOME LANGUAGE

'Learners	Year	Pass Criteria				Change	
	'2020	'2021		'2022			2021-
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
IsiXhosa Home Language	7	3,539	15	4,666	26	4,768	
Sesotho Home Language	0	9	0	10	0	5	
English Home Language	37	602	32	708	42	729	
Afrikaans Home Language	38	266	70	398	59	398	

### CLUSTER B: CHRIS HANI WEST HOME LANGUAGE %

'Learners	Year	Pass Criteria				Change	
	'2020	'2021		'2022			2021-
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
IsiXhosa Home Language	0.2%	99.8%	0.3%	99.7%	0.5%	99.5%	-0.2%
Sesotho Home Language	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
English Home Language	5.8%	94.2%	4.3%	95.7%	5.4%	94.6%	-1.1%
Afrikaans Home Language	12.5%	87.5%	15.0%	85.0%	12.9%	87.1%	2.0%

### CLUSTER B: NELSON MANDELA EXCLUDING HOME LANGUAGE

'Learners	Year	Pass Criteria				Change	
	'2020	'2021		'2022			2021-
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
Accounting	258	943	306	1,208	357	1,165	
Agricultural Sciences	21	103	27	134	59	170	
Business Studies	1,281	3,278	1,364	3,987	1,634	3,890	
Civil Technology (Civil Services)	0	12	0	7	1	6	
Civil Technology (Construction)	0	105	4	115	1	140	
Civil Technology (Woodworking)	0	26	0	63	1	78	
Computer Applications Technology	128	1,364	220	1,547	217	1,692	
Consumer Studies	17	1,031	29	1,259	19	1,319	
Dance Studies	0	1	0	2	0	3	
Design	1	35	1	51	0	60	
Dramatic Arts	0	51	0	54	0	77	
Economics	431	719	469	903	522	1,060	
Electrical Technology (Digital Systems)	0	12	0	13	0	21	
Electrical Technology (Electronics)	0	48	0	27	0	20	

'Learners	Year	Pass Criteria				
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
Electrical Technology (Power Systems)	10	100	5	132	10	205
Geography	1,087	1,893	1,096	2,483	877	2,638
History	459	3,484	639	4,579	770	4,209
Hospitality Studies	3	27	0	34	13	40
Information Technology	9	100	4	108	8	132
Life Orientation	223	9,331	21	11,803	25	12,183
Life Sciences	1,481	2,810	1,456	3,377	1,375	3,609
Mathematical Literacy	1,268	5,193	1,758	6,628	1,070	7,294
Mathematics	1,043	1,717	981	1,847	1,247	1,982
Mechanical Technology (Automotive)	10	97	5	124	11	122
Mechanical Technology (Fitting & Machine)	0	66	0	62		
Mechanical Technology (Welding and Metal)	9	52	8	65		
Music	2	116	2	86	0	92
Physical Sciences	574	1,316	650	1,441	511	1,697
Religion Studies	28	145	39	160	32	192
Technical Mathematics	289	66	229	250	183	323
Technical Sciences	107	328	62	454	75	468
Tourism	120	3,702	156	5,342	97	5,421
Visual Arts	1	109	0	97	1	103
English First Additional Language	33	5,823	39	7,587	65	7,828
Engineering Graphics and Design	15	806	35	862	85	948
Mechanical Technology (Welding and Metal)					4	85
Afrikaans First Additional Language	131	2,895	129	3,198	138	3,333
Mechanical Technology (Fitting and Machi					3	41
IsiXhosa First Additional Language	1	417	0	491	1	499
Afrikaans Second Additional Language	0	38	0	46	0	50
French Second Additional Language	0	4	0	20	0	11
Sepedi First Additional Language					0	1

#### CLUSTER B: NELSON MANDELA EXCLUDING HOME LANGUAGE %

'Learners	Year	Pass Criteria					Change
	'2020		'2021		'2022		2021-
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
Accounting	21.5%	78.5%	20.2%	79.8%	23.5%	76.5%	-3.2%
Agricultural Sciences	16.9%	83.1%	16.8%	83.2%	25.8%	74.2%	-9.0%
Business Studies	28.1%	71.9%	25.5%	74.5%	29.6%	70.4%	-4.1%
Civil Technology (Civil Services)	0.0%	100.0%	0.0%	100.0%	14.3%	85.7%	-14.3%
Civil Technology (Construction)	0.0%	100.0%	3.4%	96.6%	0.7%	99.3%	2.7%
Civil Technology (Woodworking)	0.0%	100.0%	0.0%	100.0%	1.3%	98.7%	-1.3%
Computer Applications Technology	8.6%	91.4%	12.5%	87.5%	11.4%	88.6%	1.1%

'Learners	Year	Pass Criteria					Change
	'2020		'2021		'2022		2021-
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
Consumer Studies	1.6%	98.4%	2.3%	97.7%	1.4%	98.6%	0.8%
Dance Studies	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Design	2.8%	97.2%	1.9%	98.1%	0.0%	100.0%	1.9%
Dramatic Arts	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Economics	37.5%	62.5%	34.2%	65.8%	33.0%	67.0%	1.2%
Electrical Technology (Digital Systems)	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Electrical Technology (Electronics)	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Electrical Technology (Power Systems)	9.1%	90.9%	3.6%	96.4%	4.7%	95.3%	-1.0%
Geography	36.5%	63.5%	30.6%	69.4%	25.0%	75.0%	5.7%
History	11.6%	88.4%	12.2%	87.8%	15.5%	84.5%	-3.2%
Hospitality Studies	10.0%	90.0%	0.0%	100.0%	24.5%	75.5%	-24.5%
Information Technology	8.3%	91.7%	3.6%	96.4%	5.7%	94.3%	-2.1%
Life Orientation	2.3%	97.7%	0.2%	99.8%	0.2%	99.8%	0.0%
Life Sciences	34.5%	65.5%	30.1%	69.9%	27.6%	72.4%	2.5%
Mathematical Literacy	19.6%	80.4%	21.0%	79.0%	12.8%	87.2%	8.2%
Mathematics	37.8%	62.2%	34.7%	65.3%	38.6%	61.4%	-3.9%
Mechanical Technology (Automotive)	9.3%	90.7%	3.9%	96.1%	8.3%	91.7%	-4.4%
Mechanical Technology (Fitting & Machine)	0.0%	100.0%	0.0%	100.0%			- 100.0%
Mechanical Technology (Welding and Metal)	14.8%	85.2%	11.0%	89.0%			-89.0%
Music	1.7%	98.3%	2.3%	97.7%	0.0%	100.0%	2.3%
Physical Sciences	30.4%	69.6%	31.1%	68.9%	23.1%	76.9%	7.9%
Religion Studies	16.2%	83.8%	19.6%	80.4%	14.3%	85.7%	5.3%
Technical Mathematics	81.4%	18.6%	47.8%	52.2%	36.2%	63.8%	11.6%
Technical Sciences	24.6%	75.4%	12.0%	88.0%	13.8%	86.2%	-1.8%
Tourism	3.1%	96.9%	2.8%	97.2%	1.8%	98.2%	1.1%
Visual Arts	0.9%	99.1%	0.0%	100.0%	1.0%	99.0%	-1.0%
English First Additional Language	0.6%	99.4%	0.5%	99.5%	0.8%	99.2%	-0.3%
Engineering Graphics and Design	1.8%	98.2%	3.9%	96.1%	8.2%	91.8%	-4.3%
Mechanical Technology (Welding and Metal)					4.5%	95.5%	95.5%
Afrikaans First Additional Language	4.3%	95.7%	3.9%	96.1%	4.0%	96.0%	-0.1%
Mechanical Technology (Fitting and Machi					6.8%	93.2%	93.2%
IsiXhosa First Additional Language	0.2%	99.8%	0.0%	100.0%	0.2%	99.8%	-0.2%
Afrikaans Second Additional Language	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
French Second Additional Language	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Sepedi First Additional Language					0.0%	100.0%	100.0%

## CLUSTER B: NELSON MANDELA HOME LANGUAGE

'Learners	Year	Pass Criteria				
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed



South African Sign Home	1	2	0	10	5	8
IsiXhosa Home Language	14	4,226	20	5,795	38	6,170
English Home Language	277	3,405	350	3,720	341	3,886
Afrikaans Home Language	238	1,594	300	1,764	245	1,656

### CLUSTER B: NELSON MANDELA HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2021-2022
South African Sign Home	33.3%	66.7%	0.0%	100.0%	38.5%	61.5%	-38.5%
IsiXhosa Home Language	0.3%	99.7%	0.3%	99.7%	0.6%	99.4%	-0.3%
English Home Language	7.5%	92.5%	8.6%	91.4%	8.1%	91.9%	0.5%
Afrikaans Home Language	13.0%	87.0%	14.5%	85.5%	12.9%	87.1%	1.6%

### CLUSTER B: SARAH BAARTMAN EXCLUDING HOME LANGUAGE

'Learners	Year		Pass Criteria				
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	
Accounting	87	261	71	284	98	260	
Agricultural Management Practices	16	26	3	56	0	44	
Agricultural Sciences	31	64	52	69	38	87	
Business Studies	454	780	450	1,007	612	906	
Civil Technology (Woodworking)	0	5	2	23	1	6	
Computer Applications Technology	11	298	20	383	40	390	
Consumer Studies	34	390	25	559	19	672	
Design	0	17	0	20	0	22	
Dramatic Arts	0	56	0	64	0	67	
Economics	135	185	100	233	75	244	
Geography	385	720	442	905	421	979	
History	220	936	239	1,397	345	1,342	
Hospitality Studies	1	72	2	107	8	86	
Information Technology	0	17	0	20	3	21	
Life Orientation	22	2,824	24	3,525	62	3,732	
Life Sciences	584	738	576	839	690	945	
Mathematical Literacy	646	1,613	954	1,997	665	2,448	
Mathematics	199	381	178	367	268	370	
Music	0	52	0	33	0	42	
Physical Sciences	93	283	76	280	65	341	
Religion Studies	60	116	88	197	43	199	
Technical Mathematics	4	1	20	4	5	2	
Technical Sciences	2	3	13	12	4	3	
Tourism	28	1,146	51	1,580	59	1,869	

Visual Arts	2	64	3	91	0	77
English First Additional Language	10	2,278	19	2,890	34	3,129
Engineering Graphics and Design	2	50	23	61	6	57
Afrikaans First Additional Language	5	415	1	449	3	430
IsiXhosa First Additional Language	0	98	0	115	0	148
Afrikaans Second Additional Language	26	86	11	104	22	98

### CLUSTER B: SARAH BAARTMAN EXCLUDING HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
Accounting	25.0%	75.0%	20.0%	80.0%	27.4%	72.6%	-7.4%
Agricultural Management Practices	38.1%	61.9%	5.1%	94.9%	0.0%	100.0%	5.1%
Agricultural Sciences	32.6%	67.4%	43.0%	57.0%	30.4%	69.6%	12.6%
Business Studies	36.8%	63.2%	30.9%	69.1%	40.3%	59.7%	-9.4%
Civil Technology (Woodworking)	0.0%	100.0%	8.0%	92.0%	14.3%	85.7%	-6.3%
Computer Applications Technology	3.6%	96.4%	5.0%	95.0%	9.3%	90.7%	-4.3%
Consumer Studies	8.0%	92.0%	4.3%	95.7%	2.7%	97.3%	1.5%
Design	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Dramatic Arts	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Economics	42.2%	57.8%	30.0%	70.0%	23.5%	76.5%	6.5%
Geography	34.8%	65.2%	32.8%	67.2%	30.1%	69.9%	2.7%
History	19.0%	81.0%	14.6%	85.4%	20.5%	79.5%	-5.8%
Hospitality Studies	1.4%	98.6%	1.8%	98.2%	8.5%	91.5%	-6.7%
Information Technology	0.0%	100.0%	0.0%	100.0%	12.5%	87.5%	-12.5%
Life Orientation	0.8%	99.2%	0.7%	99.3%	1.6%	98.4%	-1.0%
Life Sciences	44.2%	55.8%	40.7%	59.3%	42.2%	57.8%	-1.5%
Mathematical Literacy	28.6%	71.4%	32.3%	67.7%	21.4%	78.6%	11.0%
Mathematics	34.3%	65.7%	32.7%	67.3%	42.0%	58.0%	-9.3%
Music	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Physical Sciences	24.7%	75.3%	21.3%	78.7%	16.0%	84.0%	5.3%
Religion Studies	34.1%	65.9%	30.9%	69.1%	17.8%	82.2%	13.1%
Technical Mathematics	80.0%	20.0%	83.3%	16.7%	71.4%	28.6%	11.9%
Technical Sciences	40.0%	60.0%	52.0%	48.0%	57.1%	42.9%	-5.1%
Tourism	2.4%	97.6%	3.1%	96.9%	3.1%	96.9%	0.1%
Visual Arts	3.0%	97.0%	3.2%	96.8%	0.0%	100.0%	3.2%
English First Additional Language	0.4%	99.6%	0.7%	99.3%	1.1%	98.9%	-0.4%
Engineering Graphics and Design	3.8%	96.2%	27.4%	72.6%	9.5%	90.5%	17.9%
Afrikaans First Additional Language	1.2%	98.8%	0.2%	99.8%	0.7%	99.3%	-0.5%
IsiXhosa First Additional Language	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Afrikaans Second Additional Language	23.2%	76.8%	9.6%	90.4%	18.3%	81.7%	-8.8%

## CLUSTER B: SARAH BAARTMAN HOME LANGUAGE

'Learners	Year		Pass Criteria			
	'2020		'2021		'2022	
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed
IsiXhosa Home Language	12	1,101	6	1,345	25	1,501
English Home Language	29	521	29	575	29	570
IsiZulu Home Language					0	0
Afrikaans Home Language	263	942	367	1,237	290	1,369

## CLUSTER B: SARAH BAARTMAN HOME LANGUAGE %

'Learners	Year		Pass Criteria				Change
	'2020		'2021		'2022		2021-
Subject Name	Failed	Passed	Failed	Passed	Failed	Passed	2022
IsiXhosa Home Language	1.1%	98.9%	0.4%	99.6%	1.6%	98.4%	-1.2%
English Home Language	5.3%	94.7%	4.8%	95.2%	4.8%	95.2%	0.0%
IsiZulu Home Language							
Afrikaans Home Language	21.8%	78.2%	22.9%	77.1%	17.5%	82.5%	5.4%

## SUBJECT ANALYSIS: : EXCLUDING HOME LANGUAGE

Subject Name	Pass Criteria	Year						Difference 2021 - 2022
		'2020		'2021		'2022		
		'Learners	Learners %	'Learners	Learners %	'Learners	Learners %	
Accounting	Pass [0-29%]	3,221	27.7%	3,133	23.6%	2,996	23.1%	-0.6%
	Pass [30-39%]	2,774	23.8%	3,108	23.4%	3,126	24.1%	0.6%
	Pass [40-49%]	2,167	18.6%	2,629	19.8%	2,593	20.0%	0.1%
	Pass [50-59%]	1,525	13.1%	1,796	13.5%	1,842	14.2%	0.6%
	Pass [60-69%]	964	8.3%	1,175	8.9%	1,159	8.9%	0.1%
	Pass [70-79%]	553	4.8%	715	5.4%	757	5.8%	0.4%
	Pass [80-100%]	431	3.7%	700	5.3%	516	4.0%	-1.3%
Accounting Total		11,635	100.0%	13,256	100.0%	12,989	100.0%	0.0%
Afrikaans First Additional Language	Pass [0-29%]	305	4.9%	267	4.0%	331	4.7%	0.7%
	Pass [30-39%]	728	11.7%	738	11.0%	935	13.3%	2.3%
	Pass [40-49%]	926	14.9%	1,162	17.3%	1,301	18.5%	1.2%
	Pass [50-59%]	1,265	20.4%	1,520	22.6%	1,626	23.1%	0.5%
	Pass [60-69%]	1,371	22.1%	1,448	21.6%	1,457	20.7%	-0.8%
	Pass [70-79%]	1,048	16.9%	1,068	15.9%	976	13.9%	-2.0%
	Pass [80-100%]	564	9.1%	516	7.7%	405	5.8%	-1.9%
Afrikaans First Additional Language Total		6,207	100.0%	6,719	100.0%	7,031	100.0%	0.0%
Afrikaans Second Additional Language	Pass [0-29%]	32	14.7%	11	5.2%	22	10.2%	5.1%

Subject Name	Pass Criteria	Year		'2021	Learners %	'2022	Learners %	Difference 2021 - 2022
		'2020						
		'Learners	Learners %					
	Pass [30-39%]	54	24.8%	53	24.9%	53	24.7%	-0.2%
	Pass [40-49%]	56	25.7%	70	32.9%	60	27.9%	-5.0%
	Pass [50-59%]	47	21.6%	36	16.9%	49	22.8%	5.9%
	Pass [60-69%]	19	8.7%	30	14.1%	21	9.8%	-4.3%
	Pass [70-79%]	6	2.8%	11	5.2%	8	3.7%	-1.4%
	Pass [80-100%]	4	1.8%	2	0.9%	2	0.9%	0.0%
Afrikaans Second Additional Language Total		218	100.0%	213	100.0%	215	100.0%	0.0%
Agricultural Management Practices	Pass [0-29%]	57	9.4%	117	10.9%	93	8.3%	-2.6%
	Pass [30-39%]	155	25.7%	340	31.7%	334	29.8%	-1.9%
	Pass [40-49%]	181	30.0%	333	31.1%	374	33.4%	2.3%
	Pass [50-59%]	136	22.5%	197	18.4%	245	21.9%	3.5%
	Pass [60-69%]	60	9.9%	75	7.0%	70	6.2%	-0.8%
	Pass [70-79%]	15	2.5%	10	0.9%	5	0.4%	-0.5%
	Pass [80-100%]	0	0.0%	0	0.0%	0	0.0%	0.0%
Agricultural Management Practices Total		604	100.0%	1,072	100.0%	1,121	100.0%	0.0%
Agricultural Sciences	Pass [0-29%]	4,808	23.5%	5,030	18.8%	5,187	18.9%	0.0%
	Pass [30-39%]	4,851	23.7%	6,503	24.3%	5,762	21.0%	-3.4%
	Pass [40-49%]	4,411	21.5%	6,050	22.7%	5,826	21.2%	-1.5%
	Pass [50-59%]	3,235	15.8%	4,620	17.3%	4,864	17.7%	0.4%
	Pass [60-69%]	1,932	9.4%	2,636	9.9%	3,199	11.6%	1.8%
	Pass [70-79%]	937	4.6%	1,328	5.0%	1,737	6.3%	1.3%
	Pass [80-100%]	318	1.6%	541	2.0%	926	3.4%	1.3%
Agricultural Sciences Total		20,492	100.0%	26,708	100.0%	27,501	100.0%	0.0%
Agricultural Technology	Pass [0-29%]	1	4.2%	0	0.0%	0	0.0%	0.0%
	Pass [30-39%]	4	16.7%	4	12.9%	2	5.9%	-7.0%
	Pass [40-49%]	4	16.7%	10	32.3%	9	26.5%	-5.8%
	Pass [50-59%]	9	37.5%	7	22.6%	13	38.2%	15.7%
	Pass [60-69%]	4	16.7%	7	22.6%	8	23.5%	0.9%
	Pass [70-79%]	2	8.3%	3	9.7%	2	5.9%	-3.8%
	Pass [80-100%]	0	0.0%	0	0.0%	0	0.0%	0.0%
Agricultural Technology Total		24	100.0%	31	100.0%	34	100.0%	0.0%
Business Studies	Pass [0-29%]	4,862	22.2%	4,893	19.4%	6,310	24.5%	5.1%
	Pass [30-39%]	4,314	19.7%	4,778	19.0%	5,056	19.7%	0.7%
	Pass [40-49%]	4,240	19.3%	4,808	19.1%	4,566	17.8%	-1.3%
	Pass [50-59%]	3,435	15.7%	4,173	16.6%	3,657	14.2%	-2.3%
	Pass [60-69%]	2,645	12.1%	3,217	12.8%	2,787	10.8%	-1.9%

Subject Name	Pass Criteria	Year						Difference 2021 - 2022
		'2020		'2021		'2022		
		'Learners	Learners %	'Learners	Learners %	'Learners	Learners %	
	Pass [70-79%]	1,644	7.5%	2,019	8.0%	1,943	7.6%	-0.5%
	Pass [80-100%]	804	3.7%	1,299	5.2%	1,400	5.4%	0.3%
<b>Business Studies Total</b>		<b>21,944</b>	<b>100.0%</b>	<b>25,187</b>	<b>100.0%</b>	<b>25,719</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Civil Technology (Civil Services)</b>	Pass [0-29%]	4	12.1%	0	0.0%	1	14.3%	14.3%
	Pass [30-39%]	9	27.3%	5	71.4%	3	42.9%	-28.6%
	Pass [40-49%]	8	24.2%	2	28.6%	3	42.9%	14.3%
	Pass [50-59%]	10	30.3%	0	0.0%	0	0.0%	0.0%
	Pass [60-69%]	2	6.1%	0	0.0%	0	0.0%	0.0%
	Pass [70-79%]	0	0.0%	0	0.0%	0	0.0%	0.0%
	Pass [80-100%]	0	0.0%	0	0.0%	0	0.0%	0.0%
<b>Civil Technology (Civil Services) Total</b>		<b>33</b>	<b>100.0%</b>	<b>7</b>	<b>100.0%</b>	<b>7</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Civil Technology (Construction)</b>	Pass [0-29%]	32	5.0%	30	3.8%	66	7.6%	3.7%
	Pass [30-39%]	147	23.1%	125	16.0%	128	14.7%	-1.3%
	Pass [40-49%]	184	29.0%	225	28.7%	260	29.9%	1.1%
	Pass [50-59%]	161	25.4%	206	26.3%	242	27.8%	1.5%
	Pass [60-69%]	69	10.9%	136	17.4%	116	13.3%	-4.1%
	Pass [70-79%]	35	5.5%	52	6.6%	44	5.1%	-1.6%
	Pass [80-100%]	7	1.1%	9	1.1%	15	1.7%	0.6%
<b>Civil Technology (Construction) Total</b>		<b>635</b>	<b>100.0%</b>	<b>783</b>	<b>100.0%</b>	<b>871</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Civil Technology (Woodworking)</b>	Pass [0-29%]	31	9.8%	35	7.1%	65	11.5%	4.3%
	Pass [30-39%]	67	21.3%	100	20.4%	110	19.4%	-1.0%
	Pass [40-49%]	100	31.7%	137	28.0%	145	25.6%	-2.3%
	Pass [50-59%]	63	20.0%	127	25.9%	151	26.7%	0.8%
	Pass [60-69%]	37	11.7%	67	13.7%	70	12.4%	-1.3%
	Pass [70-79%]	14	4.4%	22	4.5%	22	3.9%	-0.6%
	Pass [80-100%]	3	1.0%	2	0.4%	3	0.5%	0.1%
<b>Civil Technology (Woodworking) Total</b>		<b>315</b>	<b>100.0%</b>	<b>490</b>	<b>100.0%</b>	<b>566</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Computer Applications Technology</b>	Pass [0-29%]	321	8.8%	545	12.3%	567	12.1%	-0.2%
	Pass [30-39%]	880	24.2%	1,237	27.8%	1,290	27.5%	-0.3%
	Pass [40-49%]	925	25.4%	1,128	25.4%	1,133	24.2%	-1.2%
	Pass [50-59%]	715	19.7%	739	16.6%	836	17.8%	1.2%
	Pass [60-69%]	435	12.0%	468	10.5%	502	10.7%	0.2%
	Pass [70-79%]	256	7.0%	234	5.3%	262	5.6%	0.3%
	Pass [80-100%]	104	2.9%	97	2.2%	98	2.1%	-0.1%
<b>Computer Applications Technology Total</b>		<b>3,636</b>	<b>100.0%</b>	<b>4,448</b>	<b>100.0%</b>	<b>4,688</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Consumer Studies</b>	Pass [0-29%]	203	5.1%	181	3.5%	157	2.9%	-0.5%
	Pass [30-39%]	1,129	28.4%	1,395	26.7%	1,464	27.4%	0.7%
	Pass [40-49%]	1,435	36.1%	1,914	36.6%	1,936	36.2%	-0.4%
	Pass [50-59%]	766	19.3%	1,067	20.4%	1,153	21.5%	1.1%

Subject Name	Pass Criteria	Year		'2021	Learners %	'2022	Learners %	Difference 2021 - 2022
		'2020						
		'Learners	Learners %					
	Pass [60-69%]	324	8.1%	505	9.7%	463	8.7%	-1.0%
	Pass [70-79%]	100	2.5%	148	2.8%	149	2.8%	0.0%
	Pass [80-100%]	21	0.5%	19	0.4%	29	0.5%	0.2%
<b>Consumer Studies Total</b>		<b>3,978</b>	<b>100.0%</b>	<b>5,229</b>	<b>100.0%</b>	<b>5,351</b>	<b>100.0%</b>	<b>0.0%</b>
Dance Studies	Pass [0-29%]	0	0.0%	0	0.0%	0	0.0%	0.0%
	Pass [30-39%]	0	0.0%	1	2.9%	3	8.3%	5.4%
	Pass [40-49%]	1	3.0%	2	5.9%	6	16.7%	10.8%
	Pass [50-59%]	5	15.2%	4	11.8%	9	25.0%	13.2%
	Pass [60-69%]	9	27.3%	12	35.3%	10	27.8%	-7.5%
	Pass [70-79%]	5	15.2%	9	26.5%	6	16.7%	-9.8%
	Pass [80-100%]	13	39.4%	6	17.6%	2	5.6%	-12.1%
<b>Dance Studies Total</b>		<b>33</b>	<b>100.0%</b>	<b>34</b>	<b>100.0%</b>	<b>36</b>	<b>100.0%</b>	<b>0.0%</b>
Design	Pass [0-29%]	1	1.3%	1	1.0%	0	0.0%	-1.0%
	Pass [30-39%]	4	5.3%	6	5.8%	2	1.8%	-4.0%
	Pass [40-49%]	14	18.4%	11	10.7%	8	7.3%	-3.3%
	Pass [50-59%]	11	14.5%	24	23.3%	21	19.3%	-4.0%
	Pass [60-69%]	19	25.0%	31	30.1%	31	28.4%	-1.7%
	Pass [70-79%]	16	21.1%	17	16.5%	20	18.3%	1.8%
	Pass [80-100%]	11	14.5%	13	12.6%	27	24.8%	12.1%
<b>Design Total</b>		<b>76</b>	<b>100.0%</b>	<b>103</b>	<b>100.0%</b>	<b>109</b>	<b>100.0%</b>	<b>0.0%</b>
Dramatic Arts	Pass [0-29%]	15	3.2%	2	0.4%	2	0.4%	0.0%
	Pass [30-39%]	31	6.6%	20	4.0%	23	4.4%	0.4%
	Pass [40-49%]	68	14.4%	60	11.9%	53	10.2%	-1.8%
	Pass [50-59%]	94	20.0%	128	25.4%	122	23.4%	-2.1%
	Pass [60-69%]	104	22.1%	132	26.2%	142	27.2%	1.0%
	Pass [70-79%]	90	19.1%	109	21.7%	112	21.5%	-0.2%
	Pass [80-100%]	69	14.6%	52	10.3%	68	13.0%	2.7%
<b>Dramatic Arts Total</b>		<b>471</b>	<b>100.0%</b>	<b>503</b>	<b>100.0%</b>	<b>522</b>	<b>100.0%</b>	<b>0.0%</b>
Economics	Pass [0-29%]	4,440	29.8%	4,555	26.6%	3,691	21.4%	-5.2%
	Pass [30-39%]	3,826	25.7%	4,373	25.5%	4,011	23.3%	-2.3%
	Pass [40-49%]	3,116	20.9%	3,832	22.4%	3,986	23.1%	0.7%
	Pass [50-59%]	1,929	13.0%	2,406	14.0%	2,887	16.7%	2.7%
	Pass [60-69%]	1,027	6.9%	1,262	7.4%	1,616	9.4%	2.0%
	Pass [70-79%]	413	2.8%	522	3.0%	746	4.3%	1.3%
	Pass [80-100%]	124	0.8%	179	1.0%	313	1.8%	0.8%
<b>Economics Total</b>		<b>14,875</b>	<b>100.0%</b>	<b>17,129</b>	<b>100.0%</b>	<b>17,250</b>	<b>100.0%</b>	<b>0.0%</b>
Electrical Technology (Digital Systems)	Pass [0-29%]	0	0.0%	0	0.0%	0	0.0%	0.0%
	Pass [30-39%]	0	0.0%	1	7.7%	2	9.5%	1.8%
	Pass [40-49%]	8	66.7%	7	53.8%	8	38.1%	-15.8%
	Pass [50-59%]	2	16.7%	1	7.7%	8	38.1%	30.4%

Subject Name	Pass Criteria	Year		Learners	Learners %	Learners	Learners %	Difference 2021 - 2022
		'2020	'2021					
	Pass [60-69%]	2	16.7%	3	23.1%	3	14.3%	-8.8%
	Pass [70-79%]	0	0.0%	1	7.7%	0	0.0%	-7.7%
	Pass [80-100%]	0	0.0%	0	0.0%	0	0.0%	0.0%
Electrical Technology (Digital Systems) Total		12	100.0%	13	100.0%	21	100.0%	0.0%
Electrical Technology (Electronics)	Pass [0-29%]	4	3.4%	19	10.1%	19	9.6%	-0.5%
	Pass [30-39%]	25	21.4%	50	26.6%	80	40.4%	13.8%
	Pass [40-49%]	51	43.6%	77	41.0%	58	29.3%	-11.7%
	Pass [50-59%]	25	21.4%	33	17.6%	28	14.1%	-3.4%
	Pass [60-69%]	9	7.7%	8	4.3%	10	5.1%	0.8%
	Pass [70-79%]	2	1.7%	1	0.5%	3	1.5%	1.0%
	Pass [80-100%]	1	0.9%	0	0.0%	0	0.0%	0.0%
Electrical Technology (Electronics) Total		117	100.0%	188	100.0%	198	100.0%	0.0%
Electrical Technology (Power Systems)	Pass [0-29%]	54	7.7%	50	5.5%	57	5.7%	0.2%
	Pass [30-39%]	206	29.4%	196	21.6%	218	21.9%	0.3%
	Pass [40-49%]	216	30.9%	296	32.6%	290	29.2%	-3.4%
	Pass [50-59%]	154	22.0%	217	23.9%	253	25.5%	1.6%
	Pass [60-69%]	53	7.6%	120	13.2%	136	13.7%	0.5%
	Pass [70-79%]	15	2.1%	26	2.9%	35	3.5%	0.7%
	Pass [80-100%]	2	0.3%	3	0.3%	5	0.5%	0.2%
Electrical Technology (Power Systems) Total		700	100.0%	908	100.0%	994	100.0%	0.0%
Engineering Graphics and Design	Pass [0-29%]	286	8.9%	386	9.2%	621	13.8%	4.7%
	Pass [30-39%]	928	28.8%	995	23.7%	1,347	30.0%	6.3%
	Pass [40-49%]	961	29.8%	1,306	31.1%	1,281	28.6%	-2.5%
	Pass [50-59%]	561	17.4%	850	20.2%	693	15.4%	-4.8%
	Pass [60-69%]	281	8.7%	364	8.7%	307	6.8%	-1.8%
	Pass [70-79%]	133	4.1%	185	4.4%	158	3.5%	-0.9%
	Pass [80-100%]	76	2.4%	114	2.7%	79	1.8%	-1.0%
Engineering Graphics and Design Total		3,226	100.0%	4,200	100.0%	4,486	100.0%	0.0%
English 2nd Additional Language	Pass [0-29%]			0				0.0%
	Pass [30-39%]			0				0.0%
	Pass [40-49%]			0				0.0%
	Pass [50-59%]			0				0.0%
	Pass [60-69%]			0				0.0%
	Pass [70-79%]			0				0.0%
	Pass [80-100%]			0				0.0%
English 2nd Additional Language Total				0				0.0%
English First Additional Language	Pass [0-29%]	982	1.5%	1,000	1.2%	1,194	1.4%	0.2%



Subject Name	Pass Criteria	Year						Difference 2021 - 2022
		'2020		'2021		'2022		
		'Learners	Learners %	'Learners	Learners %	'Learners	Learners %	
	Pass [30-39%]	8,038	12.3%	10,044	12.0%	8,857	10.2%	-1.7%
	Pass [40-49%]	19,063	29.3%	24,637	29.4%	22,545	26.1%	-3.3%
	Pass [50-59%]	20,626	31.7%	26,790	32.0%	26,326	30.5%	-1.5%
	Pass [60-69%]	11,809	18.1%	15,746	18.8%	18,754	21.7%	2.9%
	Pass [70-79%]	3,888	6.0%	4,924	5.9%	7,463	8.6%	2.8%
	Pass [80-100%]	695	1.1%	665	0.8%	1,303	1.5%	0.7%
English First Additional Language Total		65,101	100.0%	83,806	100.0%	86,442	100.0%	0.0%
French Second Additional Language	Pass [0-29%]	0	0.0%	0	0.0%	0	0.0%	0.0%
	Pass [30-39%]	0	0.0%	0	0.0%	0	0.0%	0.0%
	Pass [40-49%]	0	0.0%	1	5.0%	0	0.0%	-5.0%
	Pass [50-59%]	1	25.0%	4	20.0%	3	27.3%	7.3%
	Pass [60-69%]	1	25.0%	7	35.0%	1	9.1%	-25.9%
	Pass [70-79%]	1	25.0%	2	10.0%	4	36.4%	26.4%
	Pass [80-100%]	1	25.0%	6	30.0%	3	27.3%	-2.7%
French Second Additional Language Total		4	100.0%	20	100.0%	11	100.0%	0.0%
Geography	Pass [0-29%]	9,463	31.0%	10,343	26.2%	9,036	22.2%	-3.9%
	Pass [30-39%]	8,631	28.3%	11,800	29.9%	10,929	26.9%	-3.0%
	Pass [40-49%]	6,306	20.7%	8,583	21.7%	9,340	23.0%	1.3%
	Pass [50-59%]	3,558	11.7%	5,201	13.2%	6,212	15.3%	2.1%
	Pass [60-69%]	1,729	5.7%	2,460	6.2%	3,333	8.2%	2.0%
	Pass [70-79%]	638	2.1%	918	2.3%	1,410	3.5%	1.1%
	Pass [80-100%]	212	0.7%	222	0.6%	395	1.0%	0.4%
Geography Total		30,537	100.0%	39,527	100.0%	40,655	100.0%	0.0%
History	Pass [0-29%]	2,730	12.0%	3,330	10.7%	4,361	12.8%	2.1%
	Pass [30-39%]	3,816	16.8%	4,990	16.0%	6,491	19.1%	3.0%
	Pass [40-49%]	4,853	21.4%	6,432	20.7%	7,774	22.9%	2.2%
	Pass [50-59%]	4,481	19.8%	6,316	20.3%	7,098	20.9%	0.6%
	Pass [60-69%]	3,602	15.9%	5,092	16.4%	4,945	14.5%	-1.8%
	Pass [70-79%]	2,067	9.1%	3,217	10.3%	2,486	7.3%	-3.0%
	Pass [80-100%]	1,111	4.9%	1,727	5.6%	844	2.5%	-3.1%
History Total		22,660	100.0%	31,104	100.0%	33,999	100.0%	0.0%
Hospitality Studies	Pass [0-29%]	39	8.4%	28	4.5%	47	6.4%	1.9%
	Pass [30-39%]	124	26.6%	165	26.5%	253	34.2%	7.7%
	Pass [40-49%]	169	36.3%	217	34.9%	243	32.9%	-2.0%
	Pass [50-59%]	90	19.3%	145	23.3%	134	18.1%	-5.2%
	Pass [60-69%]	35	7.5%	44	7.1%	50	6.8%	-0.3%
	Pass [70-79%]	8	1.7%	16	2.6%	8	1.1%	-1.5%
	Pass [80-100%]	1	0.2%	7	1.1%	4	0.5%	-0.6%
Hospitality Studies Total		466	100.0%	622	100.0%	739	100.0%	0.0%
Information Technology	Pass [0-29%]	39	14.4%	18	6.7%	26	8.2%	1.4%
	Pass [30-39%]	25	9.2%	32	11.9%	33	10.3%	-1.6%



Subject Name	Pass Criteria	Year		'2021	Learners %	'2022	Learners %	Difference 2021 - 2022
		'2020	Learners %					
	Pass [40-49%]	30	11.1%	47	17.5%	60	18.8%	1.3%
	Pass [50-59%]	40	14.8%	51	19.0%	39	12.2%	-6.8%
	Pass [60-69%]	38	14.0%	44	16.4%	51	16.0%	-0.4%
	Pass [70-79%]	43	15.9%	30	11.2%	47	14.7%	3.5%
	Pass [80-100%]	56	20.7%	46	17.2%	63	19.7%	2.6%
Information Technology Total		271	100.0%	268	100.0%	319	100.0%	0.0%
IsiXhosa First Additional Language	Pass [0-29%]	2	0.1%	1	0.1%	1	0.1%	0.0%
	Pass [30-39%]	7	0.4%	9	0.5%	24	1.2%	0.8%
	Pass [40-49%]	37	2.2%	52	2.8%	151	7.8%	5.0%
	Pass [50-59%]	181	10.9%	321	17.2%	579	29.8%	12.6%
	Pass [60-69%]	508	30.5%	741	39.7%	770	39.6%	-0.1%
	Pass [70-79%]	713	42.8%	618	33.1%	380	19.5%	-13.6%
	Pass [80-100%]	219	13.1%	123	6.6%	39	2.0%	-4.6%
IsiXhosa First Additional Language Total		1,667	100.0%	1,865	100.0%	1,944	100.0%	0.0%
Life Orientation	Pass [0-29%]	526	0.7%	219	0.2%	113	0.1%	-0.1%
	Pass [30-39%]	2,386	3.2%	1,619	1.7%	1,060	1.1%	-0.6%
	Pass [40-49%]	9,455	12.8%	10,710	11.3%	8,492	8.7%	-2.6%
	Pass [50-59%]	19,231	26.0%	27,752	29.4%	25,659	26.4%	-3.0%
	Pass [60-69%]	21,845	29.5%	29,480	31.2%	31,838	32.8%	1.5%
	Pass [70-79%]	14,230	19.2%	17,196	18.2%	20,892	21.5%	3.3%
	Pass [80-100%]	6,332	8.6%	7,391	7.8%	9,049	9.3%	1.5%
Life Orientation Total		74,005	100.0%	94,367	100.0%	97,103	100.0%	0.0%
Life Sciences	Pass [0-29%]	13,636	31.2%	16,063	29.2%	15,703	27.8%	-1.4%
	Pass [30-39%]	10,270	23.5%	11,020	20.0%	12,034	21.3%	1.3%
	Pass [40-49%]	8,205	18.8%	9,519	17.3%	10,567	18.7%	1.4%
	Pass [50-59%]	5,620	12.9%	7,627	13.9%	8,245	14.6%	0.7%
	Pass [60-69%]	3,390	7.8%	5,390	9.8%	5,379	9.5%	-0.3%
	Pass [70-79%]	1,783	4.1%	3,389	6.2%	3,062	5.4%	-0.7%
	Pass [80-100%]	773	1.8%	2,051	3.7%	1,506	2.7%	-1.1%
Life Sciences Total		43,677	100.0%	55,059	100.0%	56,496	100.0%	0.0%
Maritime Economics	Pass [0-29%]	1	3.2%	0	0.0%	9	10.2%	10.2%
	Pass [30-39%]	4	12.9%	6	6.5%	14	15.9%	9.4%
	Pass [40-49%]	6	19.4%	17	18.5%	18	20.5%	2.0%
	Pass [50-59%]	9	29.0%	23	25.0%	18	20.5%	-4.5%
	Pass [60-69%]	6	19.4%	22	23.9%	11	12.5%	-11.4%
	Pass [70-79%]	4	12.9%	20	21.7%	12	13.6%	-8.1%
	Pass [80-100%]	1	3.2%	4	4.3%	6	6.8%	2.5%
Maritime Economics Total		31	100.0%	92	100.0%	88	100.0%	0.0%
Mathematical Literacy	Pass [0-29%]	8,743	26.3%	13,026	27.7%	8,593	16.9%	-10.8%
	Pass [30-39%]	8,271	24.9%	12,030	25.6%	13,152	25.9%	0.3%
	Pass [40-49%]	6,914	20.8%	8,914	19.0%	12,207	24.1%	5.1%

Subject Name	Pass Criteria	Year		'2021	Learners %	'2022	Learners %	Difference 2021 - 2022
		'2020	Learners %					
	Pass [50-59%]	4,772	14.4%	5,978	12.7%	8,446	16.6%	3.9%
	Pass [60-69%]	2,791	8.4%	3,867	8.2%	5,052	10.0%	1.7%
	Pass [70-79%]	1,336	4.0%	2,132	4.5%	2,479	4.9%	0.3%
	Pass [80-100%]	388	1.2%	1,013	2.2%	798	1.6%	-0.6%
Mathematical Literacy Total		33,215	100.0%	46,960	100.0%	50,727	100.0%	0.0%
Mathematics	Pass [0-29%]	23,353	60.3%	23,433	53.4%	22,988	53.9%	0.5%
	Pass [30-39%]	6,245	16.1%	8,165	18.6%	7,685	18.0%	-0.6%
	Pass [40-49%]	3,847	9.9%	5,254	12.0%	5,148	12.1%	0.1%
	Pass [50-59%]	2,394	6.2%	3,260	7.4%	3,181	7.5%	0.0%
	Pass [60-69%]	1,462	3.8%	1,836	4.2%	1,911	4.5%	0.3%
	Pass [70-79%]	843	2.2%	1,158	2.6%	1,078	2.5%	-0.1%
	Pass [80-100%]	573	1.5%	778	1.8%	649	1.5%	-0.3%
Mathematics Total		38,717	100.0%	43,884	100.0%	42,640	100.0%	0.0%
Mechanical Technology (Automotive)	Pass [0-29%]	40	11.4%	57	11.7%	75	14.5%	2.7%
	Pass [30-39%]	115	32.8%	140	28.8%	136	26.2%	-2.6%
	Pass [40-49%]	106	30.2%	156	32.1%	174	33.5%	1.4%
	Pass [50-59%]	64	18.2%	96	19.8%	97	18.7%	-1.1%
	Pass [60-69%]	17	4.8%	29	6.0%	23	4.4%	-1.5%
	Pass [70-79%]	8	2.3%	5	1.0%	12	2.3%	1.3%
	Pass [80-100%]	1	0.3%	3	0.6%	2	0.4%	-0.2%
Mechanical Technology (Automotive) Total		351	100.0%	486	100.0%	519	100.0%	0.0%
Mechanical Technology (Fitting & Machine)	Pass [0-29%]	6	2.8%	8	4.1%			-4.1%
	Pass [30-39%]	28	13.0%	33	16.9%			-16.9%
	Pass [40-49%]	50	23.1%	70	35.9%			-35.9%
	Pass [50-59%]	62	28.7%	46	23.6%			-23.6%
	Pass [60-69%]	36	16.7%	21	10.8%			-10.8%
	Pass [70-79%]	16	7.4%	11	5.6%			-5.6%
	Pass [80-100%]	18	8.3%	6	3.1%			-3.1%
Mechanical Technology (Fitting & Machine) Total		216	100.0%	195	100.0%			-100.0%
Mechanical Technology (Fitting and Machi	Pass [0-29%]					10	6.3%	6.3%
	Pass [30-39%]					22	13.9%	13.9%
	Pass [40-49%]					59	37.3%	37.3%
	Pass [50-59%]					33	20.9%	20.9%
	Pass [60-69%]					23	14.6%	14.6%
	Pass [70-79%]					7	4.4%	4.4%
	Pass [80-100%]					4	2.5%	2.5%
Mechanical Technology (Fitting and Machi Total						158	100.0%	100.0%
Mechanical Technology (Welding and Metal	Pass [0-29%]					10	3.3%	3.3%
	Pass [30-39%]					87	28.6%	28.6%

Subject Name	Pass Criteria	Year		Learners	Learners %	Learners	Learners %	Difference 2021 - 2022
		'2020	'2021					
	Pass [40-49%]					96	31.6%	31.6%
	Pass [50-59%]					64	21.1%	21.1%
	Pass [60-69%]					36	11.8%	11.8%
	Pass [70-79%]					9	3.0%	3.0%
	Pass [80-100%]					2	0.7%	0.7%
Mechanical Technology (Welding and Metal Total)						304	100.0%	100.0%
Mechanical Technology (Welding and Metal)	Pass [0-29%]	14	10.4%	22	7.3%			-7.3%
	Pass [30-39%]	49	36.6%	81	26.9%			-26.9%
	Pass [40-49%]	38	28.4%	97	32.2%			-32.2%
	Pass [50-59%]	19	14.2%	52	17.3%			-17.3%
	Pass [60-69%]	10	7.5%	37	12.3%			-12.3%
	Pass [70-79%]	3	2.2%	9	3.0%			-3.0%
	Pass [80-100%]	1	0.7%	3	1.0%			-1.0%
Mechanical Technology (Welding and Metal) Total		134	100.0%	301	100.0%			-100.0%
Music	Pass [0-29%]	2	0.4%	3	0.5%	3	0.5%	0.0%
	Pass [30-39%]	14	2.6%	32	5.5%	12	1.9%	-3.6%
	Pass [40-49%]	179	32.9%	67	11.5%	100	15.8%	4.4%
	Pass [50-59%]	180	33.1%	220	37.7%	203	32.2%	-5.5%
	Pass [60-69%]	83	15.3%	170	29.1%	191	30.3%	1.2%
	Pass [70-79%]	68	12.5%	59	10.1%	78	12.4%	2.3%
	Pass [80-100%]	18	3.3%	33	5.7%	44	7.0%	1.3%
Music Total		544	100.0%	584	100.0%	631	100.0%	0.0%
Nautical Science	Pass [0-29%]	3	17.6%	6	9.7%	18	36.7%	27.1%
	Pass [30-39%]	4	23.5%	11	17.7%	10	20.4%	2.7%
	Pass [40-49%]	6	35.3%	10	16.1%	9	18.4%	2.2%
	Pass [50-59%]	2	11.8%	11	17.7%	7	14.3%	-3.5%
	Pass [60-69%]	0	0.0%	7	11.3%	2	4.1%	-7.2%
	Pass [70-79%]	2	11.8%	12	19.4%	2	4.1%	-15.3%
	Pass [80-100%]	0	0.0%	5	8.1%	1	2.0%	-6.0%
Nautical Science Total		17	100.0%	62	100.0%	49	100.0%	0.0%
Physical Sciences	Pass [0-29%]	11,474	44.4%	11,594	37.7%	9,258	29.5%	-8.2%
	Pass [30-39%]	6,047	23.4%	7,632	24.8%	8,331	26.6%	1.7%
	Pass [40-49%]	3,634	14.0%	5,005	16.3%	6,001	19.1%	2.8%
	Pass [50-59%]	2,193	8.5%	3,098	10.1%	3,875	12.4%	2.3%
	Pass [60-69%]	1,324	5.1%	1,841	6.0%	2,167	6.9%	0.9%
	Pass [70-79%]	733	2.8%	966	3.1%	1,102	3.5%	0.4%
	Pass [80-100%]	465	1.8%	600	2.0%	631	2.0%	0.1%
Physical Sciences Total		25,870	100.0%	30,736	100.0%	31,365	100.0%	0.0%
Religion Studies	Pass [0-29%]	105	16.7%	219	28.6%	148	19.8%	-8.8%
	Pass [30-39%]	104	16.6%	200	26.1%	182	24.3%	-1.8%
	Pass [40-49%]	120	19.1%	152	19.9%	153	20.5%	0.6%

Subject Name	Pass Criteria	Year		'2021	Learners %	'2022	Learners %	Difference 2021 - 2022
		'2020						
		'Learners	Learners %					
	Pass [50-59%]	108	17.2%	99	12.9%	119	15.9%	3.0%
	Pass [60-69%]	92	14.6%	60	7.8%	69	9.2%	1.4%
	Pass [70-79%]	57	9.1%	28	3.7%	45	6.0%	2.4%
	Pass [80-100%]	42	6.7%	7	0.9%	32	4.3%	3.4%
Religion Studies Total		628	100.0%	765	100.0%	748	100.0%	0.0%
Sepedi First Additional Language	Pass [0-29%]					0	0.0%	0.0%
	Pass [30-39%]					0	0.0%	0.0%
	Pass [40-49%]					0	0.0%	0.0%
	Pass [50-59%]					0	0.0%	0.0%
	Pass [60-69%]					0	0.0%	0.0%
	Pass [70-79%]					1	100.0%	100.0%
	Pass [80-100%]					0	0.0%	0.0%
Sepedi First Additional Language Total						1	100.0%	100.0%
Technical Mathematics	Pass [0-29%]	1,332	73.7%	1,241	49.3%	812	29.6%	-19.7%
	Pass [30-39%]	250	13.8%	608	24.1%	764	27.8%	3.7%
	Pass [40-49%]	88	4.9%	351	13.9%	515	18.8%	4.8%
	Pass [50-59%]	80	4.4%	197	7.8%	351	12.8%	5.0%
	Pass [60-69%]	32	1.8%	84	3.3%	187	6.8%	3.5%
	Pass [70-79%]	18	1.0%	33	1.3%	81	3.0%	1.6%
	Pass [80-100%]	7	0.4%	5	0.2%	35	1.3%	1.1%
Technical Mathematics Total		1,807	100.0%	2,519	100.0%	2,745	100.0%	0.0%
Technical Sciences	Pass [0-29%]	420	22.2%	344	12.9%	333	11.5%	-1.4%
	Pass [30-39%]	669	35.4%	999	37.4%	1,075	37.0%	-0.4%
	Pass [40-49%]	433	22.9%	763	28.6%	771	26.5%	-2.0%
	Pass [50-59%]	227	12.0%	364	13.6%	427	14.7%	1.1%
	Pass [60-69%]	96	5.1%	147	5.5%	186	6.4%	0.9%
	Pass [70-79%]	33	1.7%	49	1.8%	85	2.9%	1.1%
	Pass [80-100%]	14	0.7%	5	0.2%	30	1.0%	0.8%
Technical Sciences Total		1,892	100.0%	2,671	100.0%	2,907	100.0%	0.0%
Tourism	Pass [0-29%]	458	2.9%	609	2.7%	497	2.0%	-0.7%
	Pass [30-39%]	2,343	15.0%	2,868	12.7%	2,774	11.3%	-1.4%
	Pass [40-49%]	4,689	30.0%	6,066	26.9%	6,503	26.5%	-0.4%
	Pass [50-59%]	4,592	29.3%	6,471	28.7%	6,939	28.3%	-0.4%
	Pass [60-69%]	2,383	15.2%	4,169	18.5%	4,901	20.0%	1.5%
	Pass [70-79%]	920	5.9%	1,863	8.2%	2,223	9.1%	0.8%
	Pass [80-100%]	262	1.7%	539	2.4%	702	2.9%	0.5%
Tourism Total		15,647	100.0%	22,585	100.0%	24,539	100.0%	0.0%
Visual Arts	Pass [0-29%]	5	1.6%	29	8.2%	1	0.3%	-7.9%
	Pass [30-39%]	25	7.9%	33	9.3%	28	7.9%	-1.4%
	Pass [40-49%]	69	21.7%	32	9.1%	45	12.7%	3.7%
	Pass [50-59%]	57	17.9%	60	17.0%	60	17.0%	0.0%

Subject Name	Pass Criteria	Year						Difference 2021 - 2022
		'2020		'2021		'2022		
		'Learners	Learners %	'Learners	Learners %	'Learners	Learners %	
	Pass [60-69%]	60	18.9%	65	18.4%	68	19.3%	0.8%
	Pass [70-79%]	47	14.8%	59	16.7%	71	20.1%	3.4%
	Pass [80-100%]	55	17.3%	75	21.2%	80	22.7%	1.4%
Visual Arts Total		318	100.0%	353	100.0%	353	100.0%	0.0%

## SUBJECT ANALYSIS: : HOME LANGUAGE

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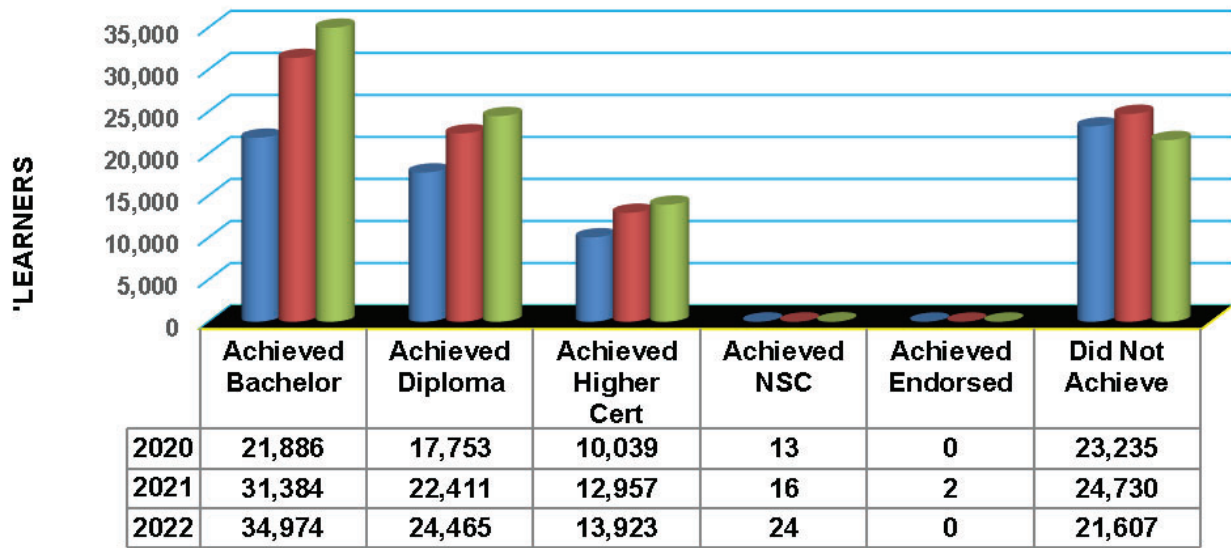
Subject Name	Pass Criteria	Year						Difference 2021 - 2022
		'2020		'2021		'2022		
		'Learners	Learners %	'Learners	Learners %	'Learners	Learners %	
Afrikaans Home Language	Pass [0-29%]	73	2.0%	51	1.1%	51	1.2%	0.0%
	Pass [30-39%]	530	14.3%	740	16.5%	612	13.9%	-2.6%
	Pass [40-49%]	1,300	35.2%	1,925	42.8%	1,858	42.2%	-0.6%
	Pass [50-59%]	866	23.4%	1,055	23.5%	1,110	25.2%	1.7%
	Pass [60-69%]	500	13.5%	453	10.1%	508	11.5%	1.5%
	Pass [70-79%]	305	8.3%	209	4.7%	208	4.7%	0.1%
	Pass [80-100%]	121	3.3%	61	1.4%	57	1.3%	-0.1%
Afrikaans Home Language Total		3,695	100.0%	4,494	100.0%	4,404	100.0%	0.0%
English Home Language	Pass [0-29%]	36	0.4%	54	0.6%	49	0.5%	-0.1%
	Pass [30-39%]	550	6.5%	623	6.7%	602	6.2%	-0.5%
	Pass [40-49%]	2,785	32.7%	2,783	29.9%	2,593	26.6%	-3.2%
	Pass [50-59%]	2,770	32.6%	2,973	31.9%	3,116	32.0%	0.1%
	Pass [60-69%]	1,668	19.6%	1,925	20.7%	2,192	22.5%	1.9%
	Pass [70-79%]	605	7.1%	765	8.2%	957	9.8%	1.6%
	Pass [80-100%]	90	1.1%	199	2.1%	225	2.3%	0.2%
English Home Language Total		8,504	100.0%	9,322	100.0%	9,734	100.0%	0.0%
IsiXhosa Home Language	Pass [0-29%]	48	0.1%	53	0.1%	98	0.1%	0.1%
	Pass [30-39%]	133	0.2%	169	0.2%	290	0.4%	0.1%
	Pass [40-49%]	1,112	1.8%	1,303	1.7%	2,280	2.8%	1.2%
	Pass [50-59%]	7,675	12.7%	9,008	11.5%	12,495	15.5%	3.9%
	Pass [60-69%]	26,019	43.1%	31,283	40.1%	32,843	40.7%	0.6%
	Pass [70-79%]	22,404	37.1%	31,205	40.0%	28,088	34.8%	-5.2%
	Pass [80-100%]	3,047	5.0%	5,003	6.4%	4,664	5.8%	-0.6%

IsiXhosa Home Language Total		60,438	100.0%	78,024	100.0%	80,758	100.0%	0.0%
IsiZulu Home Language	Pass [0-29%]	0	0.0%	0	0.0%	0	0.0%	0.0%
	Pass [30-39%]	0	0.0%	1	16.7%	0	0.0%	-16.7%
	Pass [40-49%]	0	0.0%	0	0.0%	0	0.0%	0.0%
	Pass [50-59%]	0	0.0%	0	0.0%	1	20.0%	20.0%
	Pass [60-69%]	2	66.7%	1	16.7%	3	60.0%	43.3%
	Pass [70-79%]	1	33.3%	4	66.7%	1	20.0%	-46.7%
	Pass [80-100%]	0	0.0%	0	0.0%	0	0.0%	0.0%
IsiZulu Home Language Total		3	100.0%	6	100.0%	5	100.0%	0.0%
Sesotho Home Language	Pass [0-29%]	1	0.1%	0	0.0%	1	0.1%	0.1%
	Pass [30-39%]	3	0.2%	8	0.4%	13	0.7%	0.3%
	Pass [40-49%]	51	3.1%	112	5.1%	104	5.2%	0.1%
	Pass [50-59%]	375	23.1%	598	27.4%	543	27.4%	0.0%
	Pass [60-69%]	773	47.5%	950	43.5%	879	44.4%	0.9%
	Pass [70-79%]	379	23.3%	471	21.6%	403	20.3%	-1.2%
	Pass [80-100%]	44	2.7%	45	2.1%	38	1.9%	-0.1%
Sesotho Home Language Total		1,626	100.0%	2,184	100.0%	1,981	100.0%	0.0%
South African Sign Home	Pass [0-29%]	0	0.0%	0	0.0%	8	12.7%	12.7%
	Pass [30-39%]	1	8.3%	4	12.9%	22	34.9%	22.0%
	Pass [40-49%]	7	58.3%	14	45.2%	21	33.3%	-11.8%
	Pass [50-59%]	2	16.7%	12	38.7%	11	17.5%	-21.2%
	Pass [60-69%]	2	16.7%	0	0.0%	1	1.6%	1.6%
	Pass [70-79%]	0	0.0%	1	3.2%	0	0.0%	-3.2%
	Pass [80-100%]	0	0.0%	0	0.0%	0	0.0%	0.0%
South African Sign Home Total		12	100.0%	31	100.0%	63	100.0%	0.0%

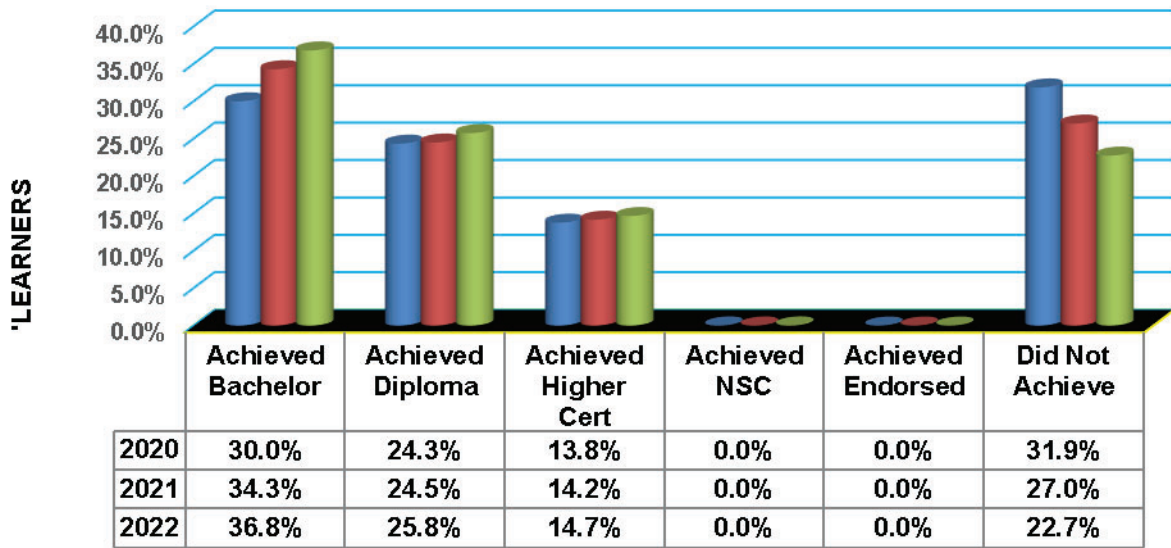
## PROMOTION CLASSIFICATION

### PROVINCIAL: NUMBER OF LEARNERS

■ 2020 ■ 2021 ■ 2022

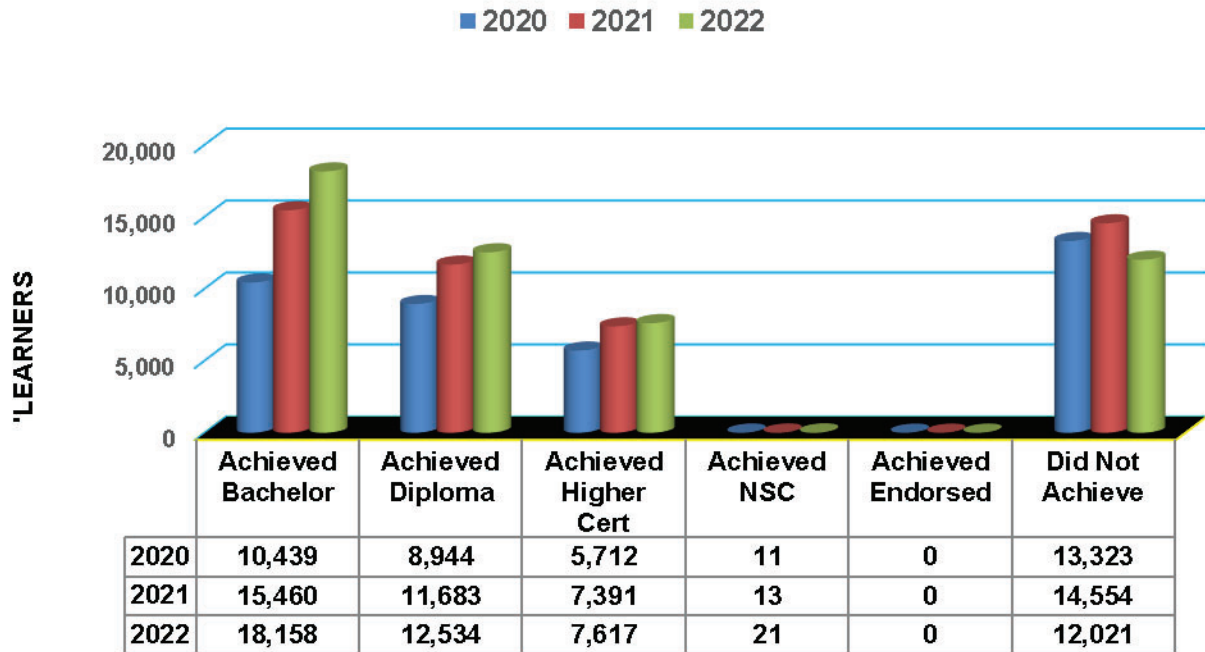


■ 2020 ■ 2021 ■ 2022



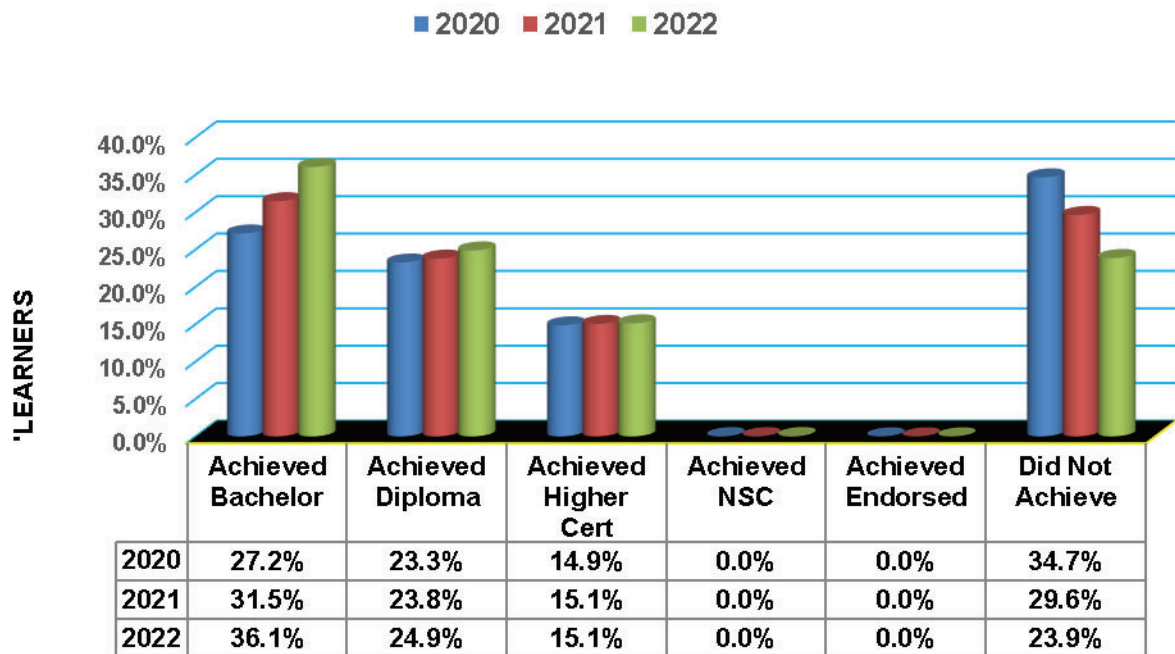


## CLUSTER A : NUMBER OF LEARNERS



*There is nothing more difficult than waking someone who is only pretending to be asleep.  
Desmond Tutu*

## CLUSTER A : NUMBER OF LEARNERS as %





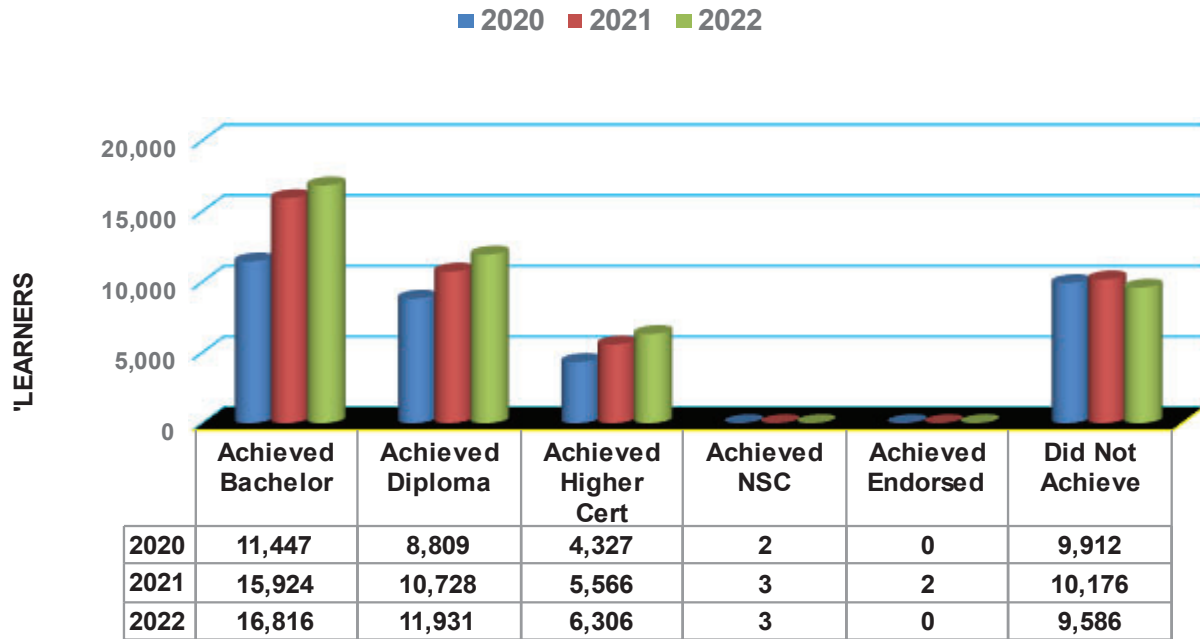
**CLUSTER A : NUMBER OF LEARNERS : DISTRICT**

'LEARNERS DISTRICT	RESULT	YEAR		
		2020	2021	2022
ALFRED NZO EAST	Achieved Bachelor	1,211	2,003	2,287
	Achieved Diploma	1,140	1,488	1,562
	Achieved Higher Cert	674	943	944
	Achieved NSC	5	7	8
	Achieved Endorsed	0	0	0
	Did Not Achieve	1,408	1,666	1,432
ALFRED NZO EAST Total		4,438	6,107	6,233
ALFRED NZO WEST	Achieved Bachelor	2,205	3,041	3,558
	Achieved Diploma	2,023	2,230	2,387
	Achieved Higher Cert	1,189	1,335	1,314
	Achieved NSC	2	1	2
	Achieved Endorsed	0	0	0
	Did Not Achieve	2,613	2,353	1,518
ALFRED NZO WEST Total		8,032	8,960	8,779
CHRIS HANI EAST	Achieved Bachelor	1,124	1,544	1,955
	Achieved Diploma	852	1,130	1,171
	Achieved Higher Cert	586	781	640
	Achieved NSC	0	2	1
	Achieved Endorsed	0	0	0
	Did Not Achieve	1,556	1,514	966
CHRIS HANI EAST Total		4,118	4,971	4,733
JOE GQABI	Achieved Bachelor	975	1,393	1,489
	Achieved Diploma	815	1,268	1,212
	Achieved Higher Cert	535	865	769
	Achieved NSC	0	1	0
	Achieved Endorsed	0	0	0
	Did Not Achieve	1,456	1,567	1,370
JOE GQABI Total		3,781	5,094	4,840
OR TAMBO COASTAL	Achieved Bachelor	2,273	3,553	4,126
	Achieved Diploma	2,180	3,034	3,205
	Achieved Higher Cert	1,492	2,010	2,187
	Achieved NSC	2	1	9
	Achieved Endorsed	0	0	0
	Did Not Achieve	3,180	4,106	3,862
OR TAMBO COASTAL Total		9,127	12,704	13,389
OR TAMBO INLAND	Achieved Bachelor	2,651	3,926	4,743
	Achieved Diploma	1,934	2,533	2,997
	Achieved Higher Cert	1,236	1,457	1,763
	Achieved NSC	2	1	1
	Achieved Endorsed	0	0	0
	Did Not Achieve	3,110	3,348	2,873
OR TAMBO INLAND Total		8,933	11,265	12,377
Grand Total		38,429	49,101	50,351

**CLUSTER A : NUMBER OF LEARNERS as % : DISTRICT**

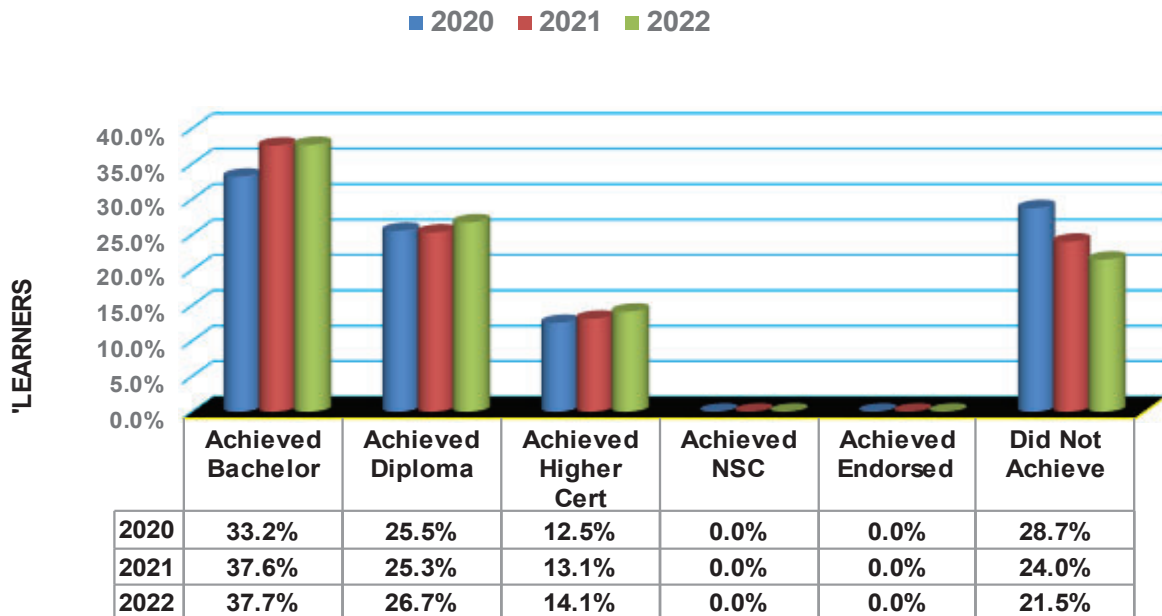
'LEARNERS DISTRICT	RESULT	YEAR		
		2020	2021	2022
ALFRED NZO EAST	Achieved Bachelor	27.3%	32.8%	36.7%
	Achieved Diploma	25.7%	24.4%	25.1%
	Achieved Higher Cert	15.2%	15.4%	15.1%
	Achieved NSC	0.1%	0.1%	0.1%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	31.7%	27.3%	23.0%
ALFRED NZO EAST Total		100.0%	100.0%	100.0%
ALFRED NZO WEST	Achieved Bachelor	27.5%	33.9%	40.5%
	Achieved Diploma	25.2%	24.9%	27.2%
	Achieved Higher Cert	14.8%	14.9%	15.0%
	Achieved NSC	0.0%	0.0%	0.0%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	32.5%	26.3%	17.3%
ALFRED NZO WEST Total		100.0%	100.0%	100.0%
CHRIS HANI EAST	Achieved Bachelor	27.3%	31.1%	41.3%
	Achieved Diploma	20.7%	22.7%	24.7%
	Achieved Higher Cert	14.2%	15.7%	13.5%
	Achieved NSC	0.0%	0.0%	0.0%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	37.8%	30.5%	20.4%
CHRIS HANI EAST Total		100.0%	100.0%	100.0%
JOE GQABI	Achieved Bachelor	25.8%	27.3%	30.8%
	Achieved Diploma	21.6%	24.9%	25.0%
	Achieved Higher Cert	14.1%	17.0%	15.9%
	Achieved NSC	0.0%	0.0%	0.0%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	38.5%	30.8%	28.3%
JOE GQABI Total		100.0%	100.0%	100.0%
OR TAMBO COASTAL	Achieved Bachelor	24.9%	28.0%	30.8%
	Achieved Diploma	23.9%	23.9%	23.9%
	Achieved Higher Cert	16.3%	15.8%	16.3%
	Achieved NSC	0.0%	0.0%	0.1%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	34.8%	32.3%	28.8%
OR TAMBO COASTAL Total		100.0%	100.0%	100.0%
OR TAMBO INLAND	Achieved Bachelor	29.7%	34.9%	38.3%
	Achieved Diploma	21.7%	22.5%	24.2%
	Achieved Higher Cert	13.8%	12.9%	14.2%
	Achieved NSC	0.0%	0.0%	0.0%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	34.8%	29.7%	23.2%
OR TAMBO INLAND Total		100.0%	100.0%	100.0%

## CLUSTER B : NUMBER OF LEARNERS



Education is the most powerful weapon which you can use to change the world  
Nelson Mandela

## CLUSTER B : NUMBER OF LEARNERS as %



**CLUSTER B : NUMBER OF LEARNERS : DISTRICT**

'LEARNERS	DISTRICT	RESULT	YEAR		
			2020	2021	2022
	AMATHOLE EAST	Achieved Bachelor	1,835	2,723	2,954
		Achieved Diploma	1,663	1,882	2,124
		Achieved Higher Cert	864	1,064	1,116
		Achieved NSC	2	1	1
		Achieved Endorsed	0	0	0
		Did Not Achieve	2,119	1,952	1,743
	AMATHOLE EAST Total		6,483	7,622	7,938
	AMATHOLE WEST	Achieved Bachelor	793	1,319	1,433
		Achieved Diploma	706	886	1,037
		Achieved Higher Cert	437	538	655
		Achieved NSC	0	1	2
		Achieved Endorsed	0	0	0
		Did Not Achieve	1,129	933	867
	AMATHOLE WEST Total		3,065	3,677	3,994
	BUFFALO CITY	Achieved Bachelor	3,110	4,408	4,824
		Achieved Diploma	1,989	2,499	2,860
		Achieved Higher Cert	1,014	1,202	1,355
		Achieved NSC	0	1	0
		Achieved Endorsed	0	2	0
		Did Not Achieve	2,188	2,162	2,056
	BUFFALO CITY Total		8,301	10,274	11,095
	CHRIS HANI WEST	Achieved Bachelor	1,324	1,806	1,828
		Achieved Diploma	1,163	1,468	1,540
		Achieved Higher Cert	660	932	951
		Achieved NSC	0	0	0
		Achieved Endorsed	0	0	0
		Did Not Achieve	1,318	1,646	1,678
	CHRIS HANI WEST Total		4,465	5,852	5,997
	NELSON MANDELA	Achieved Bachelor	3,463	4,498	4,553
		Achieved Diploma	2,571	3,078	3,353
		Achieved Higher Cert	1,047	1,409	1,677
		Achieved NSC	0	0	0
		Achieved Endorsed	0	0	0
		Did Not Achieve	2,292	2,504	2,337
	NELSON MANDELA Total		9,373	11,489	11,920
	SARAH BAARTMAN	Achieved Bachelor	922	1,170	1,224
		Achieved Diploma	717	915	1,017
		Achieved Higher Cert	305	421	552
		Achieved NSC	0	0	0
		Achieved Endorsed	0	0	0
		Did Not Achieve	866	979	905
	SARAH BAARTMAN Total		2,810	3,485	3,698
	Grand Total		34,497	42,399	44,642

## CLUSTER B : NUMBER OF LEARNERS as % : DISTRICT

'LEARNERS DISTRICT	RESULT	YEAR		
		2020	2021	2022
AMATHOLE EAST	Achieved Bachelor	28.3%	35.7%	37.2%
	Achieved Diploma	25.7%	24.7%	26.8%
	Achieved Higher Cert	13.3%	14.0%	14.1%
	Achieved NSC	0.0%	0.0%	0.0%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	32.7%	25.6%	22.0%
AMATHOLE EAST Total		100.0%	100.0%	100.0%
AMATHOLE WEST	Achieved Bachelor	25.9%	35.9%	35.9%
	Achieved Diploma	23.0%	24.1%	26.0%
	Achieved Higher Cert	14.3%	14.6%	16.4%
	Achieved NSC	0.0%	0.0%	0.1%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	36.8%	25.4%	21.7%
AMATHOLE WEST Total		100.0%	100.0%	100.0%
BUFFALO CITY	Achieved Bachelor	37.5%	42.9%	43.5%
	Achieved Diploma	24.0%	24.3%	25.8%
	Achieved Higher Cert	12.2%	11.7%	12.2%
	Achieved NSC	0.0%	0.0%	0.0%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	26.4%	21.0%	18.5%
BUFFALO CITY Total		100.0%	100.0%	100.0%
CHRIS HANI WEST	Achieved Bachelor	29.7%	30.9%	30.5%
	Achieved Diploma	26.0%	25.1%	25.7%
	Achieved Higher Cert	14.8%	15.9%	15.9%
	Achieved NSC	0.0%	0.0%	0.0%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	29.5%	28.1%	28.0%
CHRIS HANI WEST Total		100.0%	100.0%	100.0%
NELSON MANDELA	Achieved Bachelor	36.9%	39.2%	38.2%
	Achieved Diploma	27.4%	26.8%	28.1%
	Achieved Higher Cert	11.2%	12.3%	14.1%
	Achieved NSC	0.0%	0.0%	0.0%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	24.5%	21.8%	19.6%
NELSON MANDELA Total		100.0%	100.0%	100.0%
SARAH BAARTMAN	Achieved Bachelor	32.8%	33.6%	33.1%
	Achieved Diploma	25.5%	26.3%	27.5%
	Achieved Higher Cert	10.9%	12.1%	14.9%
	Achieved NSC	0.0%	0.0%	0.0%
	Achieved Endorsed	0.0%	0.0%	0.0%
	Did Not Achieve	30.8%	28.1%	24.5%
SARAH BAARTMAN Total		100.0%	100.0%	100.0%

## CENTRE PERFORMANCE

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
A D TSHAYINGCA SECONDARY SCHOOL - 4241001	213	292	277	326	258	328	78.7%	-6.3%
A M CITYANA HIGH SCHOOL - 4311001	16	20	22	22	22	26	84.6%	-15.4%
A M ZANTSI SENIOR SECONDARY SCHOOL - 4261001	47	67	67	101	84	110	76.4%	10.0%
A M TAPA SENIOR SECONDARY SCHOOL - 4311003	16	18	41	46	23	39	59.0%	-30.2%
A V PLATJIE S S S - 4291001	37	69	46	65	70	104	67.3%	-3.5%
ABAMBO HIGH SCHOOL - 4331001	26	53	52	79	39	59	66.1%	0.3%
ABERDEEN SENIOR SECONDARY SCHOOL - 4351001	16	40	38	59	36	60	60.0%	-4.4%
ACADEMY HIGH - 4322128	20	38	38	59	32	52	61.5%	-2.9%
ADELAIDE GYMNASIUM - 4311002	33	56	44	58	54	70	77.1%	1.3%
ADVENT COMPREHENSIVE SCHOOL - 4252085	26	33	34	39	40	43	93.0%	5.8%
AEROVILLE SENIOR SECONDARY SCHOOL - 4351002	48	98	90	156	93	130	71.5%	13.8%
AL AZHAR INSTITUTE - 4342098	16	16	10	10	26	26	100.0%	0.0%
ALEXANDER ROAD HIGH SCHOOL - 4341002	222	239	221	234	231	239	96.7%	2.2%
ALEXANDRIA HIGH SCHOOL - 4351003	28	54	24	46	20	55	36.4%	-15.8%
ALI WAL NORTH HIGH SCHOOL - 4271001	84	87	86	89	84	84	100.0%	3.4%
ALPHENDALE SECONDARY SCHOOL - 4321002	128	182	122	176	195	263	74.1%	4.8%
ALTHORPE COLLEGE - 4322003	26	35	41	50	36	38	94.7%	12.7%
AMABELE SENIOR SECONDARY SCHOOL - 4301001	16	38	30	49	29	48	60.4%	-0.8%
AMABHELE HIGH SCHOOL - 4311004	8	15	10	14	13	16	81.3%	9.8%
AMAZIZI SENIOR SECONDARY SCHOOL - 4311006	63	75	97	108	85	94	90.4%	0.6%
AMITEK BUSINESS SCHOOL - 4322130			11	18	18	28	64.3%	3.2%
ARCADIA SENIOR SECONDARY SCHOOL - 4341003	48	95	42	59	52	95	54.7%	-16.4%
ARCHIE VELILE S S S - 4321004	66	94	87	109	111	139	79.9%	0.0%
ARTHUR MFEBE SENIOR SECONDARY SCHOOL - 4261002	52	64	65	110	41	86	47.7%	-11.4%
ARTHUR NGUNGA SENIOR SECONDARY SCHOO - 4251001	53	137	63	130	75	93	80.6%	32.2%
ASHERVILLE SENIOR SECONDARY SCHOOL - 4351004	20	57	41	95	41	97	42.3%	-0.9%
ATTWELL MADALA HIGH SCHOOL - 4291002	139	252	158	208	159	221	71.9%	-4.0%
AZARIEL SENIOR SECONDARY SCHOOL - 4251002	27	49	43	76	78	107	72.9%	16.3%
B KAT SENIOR SECONDARY SCHOOL - 4321005	8	14	15	17	17	23	73.9%	-14.3%
BADI SENIOR SECONDARY SCHOOL - 4301002	47	67	59	78	54	62	87.1%	11.5%
BALENI SENIOR SECONDARY SCHOOL - 4241002	91	149	116	183	96	169	56.8%	-6.6%
BAMBILANGA SENIOR SECONDARY SCHOOL - 4291003	38	67	51	71	44	56	78.6%	6.7%
BARKLY EAST HIGH SCHOOL - 4271002	30	40	23	25	33	34	97.1%	5.1%
BASHEE SENIOR SECONDARY SCHOOL - 4301003	44	84	41	96	68	114	59.6%	16.9%
BATANDWA NDONDO SENIOR SECONDARY SCH - 4261003	12	33	14	28	27	36	75.0%	25.0%
BAZINDLOVU SENIOR SECONDARY SCHOOL - 4291004	152	194	104	187	137	194	70.6%	15.0%
BEACONHURST SCHOOL - 4321006	58	62	50	50	43	45	95.6%	-4.4%
BELE ZINGCUKA TECHNICAL COLLEGE - 4291005	36	39	35	38	34	35	97.1%	5.0%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
BEN MALI SENIOR SECONDARY SCHOOL - 4281001	56	98	95	171	104	211	49.3%	-6.3%
BENGU AGRICULTURAL HIGH SCHOOL - 4331002	9	18	19	25	18	19	94.7%	18.7%
BERGVIEW COLLEGE - 4252003	39	51	40	44	49	54	90.7%	-0.2%
BERLIN HIGH SCHOOL - 4321131					59	70	84.3%	
BERTRAM SECONDARY SCHOOL - 4341004	60	96	53	109	68	104	65.4%	16.8%
BETHANIA SENIOR SECONDARY SCHOOL - 4271003	58	63	98	118	115	115	100.0%	16.9%
BETHEL COLLEGE HIGH SCHOOL - 4302004	27	29	24	26	32	38	84.2%	-8.1%
BETHELSDORP COMPREHENSIVE SCHOOL - 4341005	78	123	61	103	86	152	56.6%	-2.6%
BHEKIZULU SENIOR SECONDARY SCHOOL - 4281002	77	141	105	175	105	123	85.4%	25.4%
BHISHO HIGH SCHOOL - 4321007	138	181	153	228	187	212	88.2%	21.1%
BHONGOLETHU SENIOR SECONDARY SCHOOL - 4321008	39	60	39	62	64	78	82.1%	19.1%
BHOVULENGWE S S S - 4241040			19	23	29	29	100.0%	17.4%
BISHOP DEMONT SECONDARY SCHOOL - 4271004	30	64	37	66	35	94	37.2%	-18.8%
BIZANA SENIOR SECONDARY SCHOOL - 4241003	196	370	271	447	269	393	68.4%	7.8%
BLIKANA SENIOR SECONDARY SCHOOL - 4271005	23	58	25	62	32	34	94.1%	53.8%
BLYLETTS COMBINED SCHOOL - 4321009	65	86	115	126	112	121	92.6%	1.3%
BLYTHSWOOD INSTITUTION - 4301005	64	139	43	90	78	137	56.9%	9.2%
BODWENI SENIOR SECONDARY SCHOOL - 4281003	24	53	45	73	54	85	63.5%	1.9%
BOMELA SENIOR SECONDARY SCHOOL - 4301006	15	21	23	29	28	31	90.3%	11.0%
BONKOLO SENIOR SECONDARY SCHOOL - 4301008	18	44	56	81	60	84	71.4%	2.3%
BONXA HIGH SCHOOL - 4251004	114	159	153	184	162	187	86.6%	3.5%
BONZAI HIGH NORTH END SCHOOL - 4342103			21	45				
BOOYSEN PARK SECONDARY SCHOOL - 4341006	44	93	72	143	52	69	75.4%	25.0%
BOTHA SGCAU SENIOR SECONDARY SCHOOL - 4281004	22	43	26	52	27	57	47.4%	-2.6%
BRANDWAG HIGH SCHOOL - 4341007	150	154	158	165	170	176	96.6%	0.8%
BREIDBACH SENIOR SECONDARY SCHOOL - 4321010	67	113	86	122	98	126	77.8%	7.3%
BROOKSNEK SENIOR SECONDARY SCHOOL - 4251005	10	20	26	38	22	23	95.7%	27.2%
BRYLIN HIGH SCHOOL - 4342008	17	17	18	21	22	22	100.0%	14.3%
BUBELE SENIOR SECONDARY SCHOOL - 4331092	4	10	7	10	7	16	43.8%	-26.3%
BUCHULE TECHNICAL HIGH SCHOOL - 4321011	78	88	95	116	56	72	77.8%	-4.1%
BUKAZI SENIOR SECONDARY SCHOOL - 4281068	31	38	56	127	87	112	77.7%	33.6%
BULELANI SENIOR SECONDARY SCHOOL - 4331003	128	187	116	157	119	176	67.6%	-6.3%
BULUNGULA COLLEGE - 4302092			28	44	36	36	100.0%	36.4%
BURGERSDORP HIGH SCHOOL - 4271006	52	54	53	54	51	52	98.1%	-0.1%
BUTTERWORTH HIGH SCHOOL - 4301009	93	120	98	156	82	108	75.9%	13.1%
BUWA SENIOR SECONDARY SCHOOL - 4291006	16	36	49	94	53	69	76.8%	24.7%
CACADU SENIOR SECONDARY SCHOOL - 4331004	16	26	30	58	48	66	72.7%	21.0%
CAGUBA S S S - 4281078			25	33	49	83	59.0%	-16.7%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
CALA SENIOR SECONDARY SCHOOL - 4261005	39	67	57	83	85	96	88.5%	19.9%
CALA VILLAGE SENIOR SECONDARY SCHOOL - 4261059	85	134	99	119	134	143	93.7%	10.5%
CAMBRIDGE HIGH SCHOOL - 4321012	176	184	183	187	202	209	96.7%	-1.2%
CAMERON NGUDLE S S S - 4291007	36	40	31	42	49	51	96.1%	22.3%
CANGCI COMPREHENSIVE TECHNICAL HIGH - 4241004	122	178	130	149	144	160	90.0%	2.8%
CANNAN ACADEMY - 4322122	31	35	26	36	35	37	94.6%	22.4%
CAPE RECIFE HIGH SCHOOL - 4343009	22	24	28	32	32	34	94.1%	6.6%
CAREL DU TOIT HIGH SCHOOL - 4351005	10	36	26	35	24	53	45.3%	-29.0%
CATHCART HIGH SCHOOL - 4311007	65	67	69	73	77	80	96.3%	1.7%
CEDARVILLE PUBLIC SCHOOL - 4251006	34	46	41	73	51	71	71.8%	15.7%
CENTRE OF EXCELLENCE - 4322013	111	130	122	140	109	123	88.6%	1.5%
CHAPMAN HIGH SCHOOL - 4341010	110	137	153	180	101	118	85.6%	0.6%
CHARLES MORGAN PUBLIC SCHOOL - 4321014	18	44	39	66	32	57	56.1%	-3.0%
CHATTY SENIOR SECONDARY SCHOOL - 4341011	36	66	53	74	73	95	76.8%	5.2%
CHIEF DUMILE SENIOR SECONDARY SCHOOL - 4241005	99	136	180	228	149	201	74.1%	-4.8%
CHIEF HENRY BOKLENI SENIOR SECONDARY - 4281005	82	151	100	213	113	168	67.3%	20.3%
CHIEF N Z MTIRARA S S S - 4291008	24	63	39	81	61	94	64.9%	16.7%
CHRIST THE KING INT SCHOOL - 4292103	24	34	11	19				
CHUBEKILE SENIOR SECONDARY SCHOOL - 4341012	27	38	41	70	60	82	73.2%	14.6%
CIBENI SENIOR SECONDARY SCHOOL - 4281006	334	370	0	0	234	439	53.3%	
CINGANI HIGH SCHOOL - 4341013	77	101	83	109	124	144	86.1%	10.0%
CLARENDON GIRLS HIGH SCHOOL - 4321015	136	136	135	135	131	131	100.0%	0.0%
CLARKEBURY SENIOR SECONDARY SCHOOL - 4261006	118	141	230	275	200	216	92.6%	9.0%
COFIMVABA SENIOR SECONDARY SCHOOL - 4261007	236	377	334	453	324	393	82.4%	8.7%
COLANA SENIOR SECONDARY SCHOOL - 4251007	176	330	50	90	49	72	68.1%	12.5%
COLLEGIATE GIRLS HIGH SCHOOL - 4341014	126	126	134	134	149	149	100.0%	0.0%
COLOSA SENIOR SECONDARY SCHOOL - 4301011	77	117	86	123	84	141	59.6%	-10.3%
COOKHOUSE SENIOR SECONDARY SCHOOL - 4351006	4	10	11	21	21	31	67.7%	15.4%
COSELELANI SENIOR SECONDARY SCHOOL - 4341015	21	27	34	58	42	46	91.3%	32.7%
COWAN HIGH SCHOOL - 4341016	130	176	218	251	174	219	79.5%	-7.4%
CRADOCK HIGH SCHOOL - 4331005	66	70	77	83	63	68	92.6%	-0.1%
CRADOCK PRISON - 4334006	21	24	16	16	13	13	100.0%	0.0%
CUNNINGHAM SENIOR SECONDARY SCHOOL - 4301012	27	38	38	48	51	62	82.3%	3.1%
CWECWENI SENIOR SECONDARY SCHOOL - 4261008	43	77	82	123	58	114	50.9%	-15.8%
D M SKOSANA SENIOR SECONDARY SCHOOL - 4261009	31	48	36	54	38	46	82.6%	15.9%
D Z DUMEZWENI S S S - 4281007	69	83	111	162	82	103	79.6%	11.1%
DALE COLLEGE BOYS HIGH SCHOOL - 4321016	87	91	99	109	108	109	99.1%	8.3%
DALIBASO SENIOR SECONDARY SCHOOL - 4291009	116	282	156	351	167	199	83.9%	39.5%



CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
DALIBUNGA COMPREHENSIVE HIGH SCHOOL - 4281008	37	50	81	116	124	173	71.7%	1.8%
DALINDYEBO SENIOR SECONDARY SCHOOL - 4291010	67	169	66	202	115	163	70.6%	37.9%
DALIWONGA SENIOR SECONDARY SCHOOL - 4261010	55	115	110	180	134	208	64.4%	3.3%
DALUBUHLE HIGH SCHOOL - 4311008	9	18	26	40	16	34	47.1%	-17.9%
DALUHLANGA SENIOR SECONDARY SCHOOL - 4251008	48	95	79	113	74	91	81.3%	11.4%
DALUHLANGA SENIOR SECONDARY SCHOOL - 4291011	13	23	28	35	23	30	76.7%	-3.3%
DALUHLANGA SENIOR SECONDARY SCHOOL - 4301013	30	47	38	60	38	56	67.9%	4.5%
DALUKHANYO SENIOR SECONDARY SCHOOL - 4291012	13	30	18	30	22	49	44.9%	-15.1%
DANGWANA SENIOR SECONDARY SCHOOL - 4251009	87	139	138	193	138	166	83.1%	11.6%
DANIEL PIENAAR THS - 4341017	120	138	116	139	118	127	92.9%	9.5%
DAVID LIVINGSTONE SENIOR SECONDARY - 4341018	18	34	29	45	57	66	86.4%	21.9%
DAVID MAMA HIGH SCHOOL - 4321017	52	56	107	116	100	110	90.9%	-1.3%
DILIZINTABA SENIOR SECONDARY SCHOOL - 4291013	27	58	46	65	81	99	81.8%	11.0%
DILIZINTABA SENIOR SECONDARY SCHOOL - 4311009	9	15	12	16	17	20	85.0%	10.0%
DIMANDA SENIOR SECONDARY SCHOOL - 4281009	102	130	178	263	168	207	81.2%	13.5%
DIMBAZA CENTRAL JUNIOR SECONDARY SCH - 4321018	16	24	28	38	18	30	60.0%	-13.7%
DINIZULU SENIOR SECONDARY SCHOOL - 4271008	22	27	33	54	39	41	95.1%	34.0%
DINIZULU SENIOR SECONDARY SCHOOL - 4301014	47	56	65	79	54	71	76.1%	-6.2%
DOLOPHINI SENIOR SECONDARY SCHOOL - 4261011	18	33	24	38	41	43	95.3%	32.2%
DONDASHE SENIOR SECONDARY SCHOOL - 4301015	23	35	33	40	25	28	89.3%	6.8%
DONDASHE SENIOR SECONDARY SCHOOL - 4311010	4	13	6	6	8	8	100.0%	0.0%
DORDRECHT HIGH SCHOOL - 4331007	30	30	38	38	27	29	93.1%	-6.9%
DOUGLAS MBOPA SENIOR SECONDARY - 4341019	162	188	194	212	249	261	95.4%	3.9%
DUDUMAYO SENIOR SECONDARY SCHOOL - 4291014	117	157	141	200	109	161	67.7%	-2.8%
DUDUMENI HIGH SCHOOL - 4241006	54	68	73	86	116	148	78.4%	-6.5%
DUMALISILE COMPREHENSIVE HIGH SCHOOL - 4301016	34	89	63	105	45	63	71.4%	11.4%
DUMALISILE SENIOR SECONDARY SCHOOL - 4321019	4	8	5	7	12	17	70.6%	-0.8%
DUMEZWENI SENIOR SECONDARY SCHOOL - 4251010	146	199	161	224	167	259	64.5%	-7.4%
DUMRANA SENIOR SECONDARY SCHOOL - 4291015	30	50	27	35	43	51	84.3%	7.2%
DUMSI COMPREHENSIVE HIGH SCHOOL - 4241007	75	98	72	103	108	128	84.4%	14.5%
DUMSI SENIOR SECONDARY SCHOOL - 4251011	63	113	86	154	99	126	78.6%	22.7%
DWEBA SENIOR SECONDARY SCHOOL - 4291016	49	56	81	100	99	115	86.1%	5.1%
E N SEKU SENIOR SECONDARY SCHOOL - 4291017	37	61	34	42	89	107	83.2%	2.2%
EAST LONDON SCIENCE COLLEGE - 4322020	56	61	95	95	103	107	96.3%	-3.7%
EAST LONDON SENIOR SECONDARY SCHOOL - 4321021	39	58	70	87	70	104	67.3%	-13.2%
EBENEZER MAJOMBOZI HIGH SCHOOL - 4321022	123	129	177	218	219	294	74.5%	-6.7%
EBENEZER NYATHI SENIOR SECONDARY - 4271009	44	59	95	138	103	121	85.1%	16.3%
ECHIBINI SENIOR SECONDARY SCHOOL - 4331008	32	38	26	47	38	64	59.4%	4.1%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
EDU-COLLEGE HIGH SCHOOL - 4342021	19	26	29	33	14	20	70.0%	-17.9%
EDWARD ZIBI SENIOR SECONDARY SCHOOL - 4271010	93	124	131	174	140	182	76.9%	1.6%
EFATA SCHOOL FOR THE BLIND & DEAF - 4293018	4	7	5	9	13	51	25.5%	-30.1%
EGQILI SENIOR SECONDARY SCHOOL - 4271011	88	168	96	121	128	184	69.6%	-9.8%
EKUPHUMLENI HIGH SCHOOL - 4331009	157	174	205	263	187	247	75.7%	-2.2%
EKUPHUMLENI SENIOR SECONDARY SCHOOL - 4331010	25	40	51	68	55	84	65.5%	-9.5%
EL SHADDAI CHRISTIAN ACADEMY - 4352055	10	12	9	10	5	5	100.0%	10.0%
ELLIOT HIGH SCHOOL - 4261012	22	25	22	26	19	25	76.0%	-8.6%
ELLIOTDALE TECH - 4301017	88	170	169	208	153	166	92.2%	10.9%
ELUKHANYISWENI COLLEGE - 4302091			4	8	4	4	100.0%	50.0%
ELUKHANYISWENI SENIOR SCHOOL - 4311011	21	38	12	32	25	32	78.1%	40.6%
EMDENI SENIOR SECONDARY SCHOOL - 4311012	17	34	25	51	21	36	58.3%	9.3%
EMFUNDWENI SENIOR SECONDARY SCHOOL - 4311013	9	31	31	39	27	31	87.1%	7.6%
EMGWALI PUBLIC SCHOOL - 4311014	11	22	29	53	60	89	67.4%	12.7%
EMIZAMOYETHU SENIOR SECONDARY SCHOOL - 4261013	70	119	43	74	70	83	84.3%	26.2%
EMMANUEL HIGH SCHOOL - 4302018	29	31	30	35	41	44	93.2%	7.5%
ENGCOBO VILLAGE SENIOR SECONDARY - 4261014	50	106	49	144	122	155	78.7%	44.7%
ENKWENKWEZINI SENIOR SECONDARY SCHOO - 4311015	37	43	31	37	52	58	89.7%	5.9%
ENOCH MAMBA SENIOR SECONDARY SCHOOL - 4301019	70	79	73	98	97	110	88.2%	13.7%
ENOCH SONTONGA SENIOR SECONDARY SCHO - 4321023	54	72	75	86	117	126	92.9%	5.6%
ENQABENI SENIOR SECONDARY SCHOOL - 4241008	81	102	95	135	115	141	81.6%	11.2%
ENYANISWENI SENIOR SECONDARY SCHOOL - 4241036	89	113	151	206	186	231	80.5%	7.2%
ERIC MNTONGA HIGH SCHOOL - 4321024	17	26	21	25	33	45	73.3%	-10.7%
ETHEMBENI ENRICHMENT CENTRE - 4341023	55	61	83	87	98	105	93.3%	-2.1%
ETHEMBENI SECONDARY SCHOOL - 4271012	67	91	72	96	75	89	84.3%	9.3%
EXCELSIOR SENIOR SECONDARY SCHOOL - 4291019	109	114	110	112	114	119	95.8%	-2.4%
EXECUTIVE ACADEMY - 4302020	355	452	450	484	421	439	95.9%	2.9%
EYABANTU SENIOR SECONDARY SCHOOL - 4311016	17	29	10	31	28	38	73.7%	41.4%
EZ KABANE HIGH SCHOOL - 4341020	22	35	30	49	50	57	87.7%	26.5%
EZINGCUKA SENIOR SECONDARY SCHOOL - 4301021	68	90	73	100	72	121	59.5%	-13.5%
EZINGQAYI SENIOR SECONDARY SCHOOL - 4301022	46	66	52	70	71	76	93.4%	19.1%
EZIZWENI SENIOR SECONDARY SCHOOL - 4301023	43	77	76	112	75	88	85.2%	17.4%
FALO SENIOR SECONDARY SCHOOL - 4261015	23	34	34	63	49	51	96.1%	42.1%
FALTEIN SENIOR SECONDARY SCHOOL - 4261060	10	10	19	21	17	17	100.0%	9.5%
FLAGSTAFF COMPREHENSIVE SCHOOL - 4281010	74	133	91	139	104	138	75.4%	9.9%
FOCUSED HIGH SCHOOL - 4252012	31	38	42	46	38	40	95.0%	3.7%
FORBES GRANT SENIOR SECONDARY SCHOOL - 4321025	27	50	48	84	58	77	75.3%	18.2%
FORT MALAN SENIOR SECONDARY SCHOOL - 4301024	56	65	87	111	107	122	87.7%	9.3%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
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FRANK ZIBI AGRICULTURAL HIGH SCHOOL - 4271051	41	50	60	74	50	55	90.9%	9.8%
FREEMANTLE SENIOR SECONDARY SCHOOL - 4331011	66	85	59	81	91	142	64.1%	-8.8%
FUNDA HIGH SCHOOL - 4331012	37	69	66	96	72	105	68.6%	-0.2%
FUNDANI HIGH SCHOOL - 4311017	53	68	86	101	124	138	89.9%	4.7%
FUNIWE SENIOR SECONDARY SCHOOL - 4321026	60	64	59	64	66	72	91.7%	-0.5%
GAMBLE STREET SECONDARY SCHOOL - 4341024	86	148	118	198	135	233	57.9%	-1.7%
GANIZULU SENIOR SECONDARY SCHOOL - 4301025	127	175	93	120	138	168	82.1%	4.6%
GASELA HIGH SCHOOL - 4321027	22	29	26	29	21	25	84.0%	-5.7%
GCATO SENIOR SECONDARY SCHOOL - 4311018	19	22	23	24	23	27	85.2%	-10.6%
GCINIBUZWE COMBINED SCHOOL - 4351007	8	8	8	8	11	11	100.0%	0.0%
GCINUBUZWE SENIOR SECONDARY SCHOOL - 4331013	23	47	29	56	49	73	67.1%	15.3%
GCINUMTHETHO SENIOR SECONDARY SCHOOL - 4281011	111	235	120	216	218	296	73.6%	18.1%
GCISA SENIOR SECONDARY SCHOOL - 4291020	13	33	19	38	29	42	69.0%	19.0%
GEBUZA SECONDARY SCHOOL - 4281069	22	24	44	72	26	38	68.4%	7.3%
GEJU HIGH SCHOOL - 4311019	16	21	9	14	10	13	76.9%	12.6%
GELVANDALE HIGH SCHOOL - 4341025	55	79	72	115	72	99	72.7%	10.1%
GENERAL MAQHUTYANA TECHNICAL HIGH SC - 4291105	54	56	72	76	54	60	90.0%	-4.7%
GENGQE SENIOR SECONDARY SCHOOL - 4291021	30	54	78	115	199	290	68.6%	0.8%
GEORGE MQALO HIGH SCHOOL - 4311020	13	19	6	14				
GEORGE RANDELL HIGH SCHOOL - 4321028	89	95	71	73	80	83	96.4%	-0.9%
GET AHEAD - 4332014	65	71	64	66	49	54	90.7%	-6.2%
GILL COLLEGE - 4351008	51	53	57	58	42	42	100.0%	1.7%
GLOBAL LEADERSHIP ACADEMY - 4352054	61	61	73	73	85	86	98.8%	-1.2%
GOBE COMMERCIAL SCHOOL - 4301026	70	88	82	115	103	142	72.5%	1.2%
GOBINAMBA SENIOR SECONDARY SCHOOL - 4261016	18	40	51	70	48	65	73.8%	1.0%
GOBINAMBA SENIOR SECONDARY SCHOOL - 4291022	35	63	61	99	102	163	62.6%	1.0%
GOBINAMBA TECH COMM SENIOR SECONDARY - 4281012	31	111	33	67	121	210	57.6%	8.4%
GOBIZEMBE HIGH SCHOOL - 4311021	20	27	22	27	27	35	77.1%	-4.3%
GOBIZIWE SENIOR SECONDARY SCHOOL - 4291023	43	44	79	83	118	124	95.2%	0.0%
GONUBIE HIGH SCHOOL - 4321029	96	99	64	65	68	69	98.6%	0.1%
GOODHOPE SENIOR SECONDARY SCHOOL - 4321030	19	19	27	36	41	44	93.2%	18.2%
GRAEME COLLEGE BOYS HIGH - 4351010	58	60	57	59	54	63	85.7%	-10.9%
GREENPOINT SECONDARY SCHOOL - 4321031	135	159	165	177	159	173	91.9%	-1.3%
GREENVILLE SENIOR SECONDARY SCHOOL - 4241009	45	57	84	146	95	109	87.2%	29.6%
GRENS HIGH SCHOOL - 4321032	76	85	81	87	96	101	95.0%	1.9%
GREY BOYS HIGH - 4341026	173	176	165	165	186	189	98.4%	-1.6%
GUMZANA SENIOR SECONDARY SCHOOL - 4241010	171	241	221	320	153	159	96.2%	27.2%
GUSHIPHELA SENIOR SECONDARY SCHOOL - 4311023	7	9	8	8	13	16	81.3%	-18.8%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
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GWABA COMBINED SCHOOL - 4321033	4	17						
GWADANA SENIOR SECONDARY SCHOOL - 4301027	17	21	41	56	29	43	67.4%	-5.8%
GWARUBANA SENIOR SECONDARY SCHOOL - 4261017	32	82	37	55	33	44	75.0%	7.7%
GWEBINDLALA SENIOR SECONDARY SCHOOL - 4281076	23	31	14	40	17	42	40.5%	5.5%
GWEBITYALA SENIOR SECONDARY SCHOOL - 4301028	144	196	178	235	154	182	84.6%	8.9%
GWELANE SENIOR SECONDARY SCHOOL - 4301029	39	52	46	63	41	56	73.2%	0.2%
GXABA SENIOR SECONDARY SCHOOL - 4281013	66	98	125	156	170	190	89.5%	9.3%
H H MAJIZA SENIOR SECONDARY SCHOOL - 4311025	19	29	23	32	17	20	85.0%	13.1%
HALA SENIOR SECONDARY SCHOOL - 4331093	10	15	21	32	27	41	65.9%	0.2%
HANKEY SENIOR SECONDARY SCHOOL - 4351011	31	67	61	112	75	111	67.6%	13.1%
HAPPY HOME ACADEMY - 4342102	28	39	47	66	58	76	76.3%	5.1%
HEALDTOWN HIGH SCHOOL - 4311026	3	15	12	25	10	10	100.0%	52.0%
HECTOR PETERSON HIGH SCHOOL - 4321034	118	156	208	231	171	202	84.7%	-5.4%
HENDRICK KANISE COMBINED SCHOOL - 4351012	26	28	24	28	25	25	100.0%	14.3%
HEWU - 4331015	3	13	11	14	12	12	100.0%	21.4%
HEXAGON HIGH SCHOOL - 4331016	64	71	108	112	121	130	93.1%	-3.4%
HILLBROW SENIOR SECONDARY SCHOOL - 4281014	139	229	205	260	318	419	75.9%	-3.0%
HILLSIDE SENIOR SECONDARY SCHOOL - 4341027	72	121	114	152	97	132	73.5%	-1.5%
HLABATSHANE SENIOR SECONDARY SCHOOL - 4291024	16	40	34	51	64	68	94.1%	27.5%
HLAMANDANA SENIOR SECONDARY SCHOOL - 4241011	57	100	110	151	134	189	70.9%	-1.9%
HLANGWINI SENIOR SECONDARY SCHOOL - 4251014	15	42	17	36	24	44	54.5%	7.3%
HLOKOMA HIGH SCHOOL - 4321035	24	50	38	77	40	66	60.6%	11.3%
HLUMANI HIGH SCHOOL - 4321036	28	45	41	67	46	81	56.8%	-4.4%
HOER VOLKSKOOL - 4351013	58	60	55	56	62	64	96.9%	-1.3%
HOERSKOOL ANDREW RABIE - 4341028	51	53	101	112	96	109	88.1%	-2.1%
HOERSKOOL CILLIE - 4341029	115	141	149	171	128	140	91.4%	4.3%
HOERSKOOL DE VOS MALAN - 4321037	47	54	59	62	88	97	90.7%	-4.4%
HOERSKOOL DESPATCH - 4341031	120	122	120	129	123	133	92.5%	-0.5%
HOERSKOOL DF MALHERBE - 4341030	110	115	127	131	98	102	96.1%	-0.9%
HOERSKOOL FRAMESBY - 4341032	159	161	170	173	179	181	98.9%	0.6%
HOERSKOOL HANGKLIP - 4331017	58	59	53	56	70	76	92.1%	-2.5%
HOERSKOOL JANSEVILLE - 4351014	28	28	37	40	40	40	100.0%	7.5%
HOERSKOOL MCLACHLAN - 4351015	23	23	26	27	28	30	93.3%	-3.0%
HOERSKOOL NICO MALAN - 4351016	150	153	142	147	144	147	98.0%	1.4%
HOERSKOOL OTTO DU PLESSIS - 4341033	104	134	147	179	118	146	80.8%	-1.3%
HOERSKOOL P J OLIVIER - 4351017	28	29	35	41	21	27	77.8%	-7.6%
HOHO SENIOR SECONDARY SCHOOL - 4321038	19	31	20	27	30	32	93.8%	19.7%
HOLOMISA SENIOR SECONDARY SCHOOL - 4291025	48	80	65	94	80	121	66.1%	-3.0%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
HOLY CROSS SENIOR SECONDARY SCHOOL - 4291100	154	192	177	213	281	318	88.4%	5.3%
HOLYCROSS EDUCATION CENTRE - 4292027	77	82	104	107	64	64	100.0%	2.8%
HUDSON PARK HIGH SCHOOL - 4321039	190	193	192	193	188	190	98.9%	-0.5%
HUKU SENIOR SECONDARY SCHOOL - 4251015	75	99	83	92	101	129	78.3%	-11.9%
HUMANSDORP SENIOR SECONDARY SCHOOL - 4351018	125	211	193	305	211	265	79.6%	16.3%
IDA HIGH SCHOOL - 4331018	5	9	17	20	13	15	86.7%	1.7%
IDUTYWA SCHOOL OF EXCELLENCE - 4302030	146	188	210	243	278	354	78.5%	-7.9%
IKAMVALESIZWE COMBINED SCHOOL - 4351019	21	51	33	43	33	39	84.6%	7.9%
IKHWEZI LOKUSA SENIOR SECONDARY - 4331019	3	13	8	11	6	7	85.7%	13.0%
IKHWEZI LOMSO EDUCARE CENTRE - 4252016	4	10	10	10	10	10	100.0%	0.0%
IKWEZI SENIOR SECONDARY SCHOOL - 4331020	26	59	33	79	49	70	70.0%	28.2%
IKWEZI TECHNICAL SKILL CENTRE - 4291028	35	64	59	89	61	66	92.4%	26.1%
IMIDUSHANE SENIOR SECONDARY SCHOOL - 4311027	18	28	27	30	21	34	61.8%	-28.2%
IMINGCANGATHELO HIGH SCHOOL - 4311028	68	80	74	86	87	102	85.3%	-0.8%
IMIQHAYI SENIOR SECONDARY SCHOOL - 4321040	24	33	38	48	37	45	82.2%	3.1%
IMPUMELELO SENIOR SECONDARY SCHOOL - 4271013	10	33	27	44	23	29	79.3%	17.9%
INDWE HIGH SCHOOL - 4331021	25	31	39	45	24	35	68.6%	-18.1%
INKWENKWEZI HIGH SCHOOL - 4321041	12	22	13	25	13	15	86.7%	34.7%
INSIGHT LEARNING CENTRE - 4342099			3	3	3	3	100.0%	0.0%
INYATHI HIGH SCHOOL - 4331022	81	108	142	168	145	180	80.6%	-4.0%
INYIBIBA HIGH SCHOOL - 4311029	15	23	16	23	35	55	63.6%	-5.9%
IQONCE HIGH SCHOOL - 4321042	10	30	25	49	12	36	33.3%	-17.7%
ISIHOBOTI PUBLIC COMBINED SCHOOL - 4311030	21	25	13	16	19	26	73.1%	-8.2%
ISIKHOBANOMBEWU SECONDARY SCHOOL - 4261019	35	37	62	71	55	60	91.7%	4.3%
ISIVIVANE SENIOR SECONDARY - 4331023	2	9	5	15	3	8	37.5%	4.2%
ISOLOMZI SENIOR SECONDARY SCHOOL - 4301031	36	36	74	76	73	73	100.0%	2.6%
ITHEMBELIHLE COMPREHENSIVE SCHOOL - 4341035	63	72	81	89	84	108	77.8%	-13.2%
J A CALATA SENIOR SECONDARY SCHOOL - 4331024	113	131	130	158	119	157	75.8%	-6.5%
J F MATI SENIOR SECONDARY SCHOOL - 4321043	10	13	12	15	18	22	81.8%	1.8%
J M NDINDWA HIGH SCHOOL - 4311031	5	9	26	29	39	43	90.7%	1.0%
JABAVU SENIOR SECONDARY SCHOOL - 4311032	51	68	54	92	59	88	67.0%	8.3%
JALAMBA SENIOR SECONDARY SCHOOL - 4301032	27	44	58	72	70	83	84.3%	3.8%
JALI HIGH SCHOOL - 4311033	9	29	14	27	13	17	76.5%	24.6%
JAMANGILE SENIOR SECONDARY SCHOOL - 4271014	33	43	53	72	88	93	94.6%	21.0%
JAMES JOLOBE SENIOR SECONDARY SCHOOL - 4341036	14	48	46	73	59	66	89.4%	26.4%
JBAY ACADEMY HIGH SCHOOL - 4352001	26	29	26	28	25	37	67.6%	-25.3%
JEFFREYS BAY COMPREHENSIVE SECONDARY - 4351020	58	105	87	141	83	117	70.9%	9.2%
JENCA SENIOR SECONDARY SCHOOL - 4291101	35	40	61	65	58	60	96.7%	2.8%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
JIBA SENIOR SECONDARY SCHOOL - 4281015	62	83	96	111	91	99	91.9%	5.4%
JIKINDABA SENIOR SECONDARY SCHOOL - 4281016	64	82	96	137	112	132	84.8%	14.8%
JIM MVABAZA SENIOR SECONDARY SCHOOL - 4321126	13	17	13	20	16	26	61.5%	-3.5%
JIXINI SENIOR SECONDARY SCHOOL - 4291029	73	124	86	121	104	143	72.7%	1.7%
JJ NJEZA SENIOR SECONDARY SCHOOL - 4301033	33	44	41	49	53	65	81.5%	-2.1%
JOE SLOVO FREEDOM HIGH SCHOOL - 4331025	56	82	49	55	93	115	80.9%	-8.2%
JOHN BISSEKER SECONDARY SCHOOL - 4321044	85	130	86	143	88	139	63.3%	3.2%
JOHN NOAH HIGH SCHOOL - 4331026	38	52	63	85	59	73	80.8%	6.7%
JOHN WALTON SECONDARY SCHOOL - 4341037	76	106	108	151	91	117	77.8%	6.3%
JOHNSON NQONQOZA SENIOR SECONDARY - 4351021	39	49	60	77	60	78	76.9%	-1.0%
JOJO SENIOR SECONDARY SCHOOL - 4251017	169	180	225	283	235	263	89.4%	9.8%
JONAS GODUKA SENIOR SECONDARY SCHOOL - 4271015	12	38	31	46	15	38	39.5%	-27.9%
JONGABANTU SENIOR SECONDARY SCHOOL - 4301034	24	43	59	68	74	86	86.0%	-0.7%
JONGILANGA HIGH SCHOOL - 4321045	5	14	19	70	18	35	51.4%	24.3%
JONGILANGA SENIOR SECONDARY SCHOOL - 4301035	35	67	53	56	88	91	96.7%	2.1%
JONGILE NOMPONDO PUBLIC SCHOOL - 4311035	45	62	91	114	91	107	85.0%	5.2%
JONGILIZWE SENIOR SECONDARY SCHOOL - 4291030	43	80	87	143	148	219	67.6%	6.7%
JONGILIZWE SENIOR SECONDARY SCHOOL - 4301036	20	43	26	40	28	28	100.0%	35.0%
JONGINTABA SENIOR SECONDARY SCHOOL - 4291031	139	165	284	306	338	370	91.4%	-1.5%
JONGIZIZWE SENIOR SECONDARY SCHOOL - 4261020	9	15	12	19	12	14	85.7%	22.6%
JONGUHLANGA SENIOR SECONDARY SCHOOL - 4321046	18	34	16	24	22	41	53.7%	-13.0%
JOSI-MARELA HIGH SCHOOL - 4311036	8	10	7	8	9	16	56.3%	-31.3%
JOUBERT LUDIDI S S S - 4291032	20	69	27	68	35	48	72.9%	33.2%
JOYI SENIOR SECONDARY SCHOOL - 4291033	13	50	26	64	64	94	68.1%	27.5%
JS SKENJANA SENIOR SECONDARY SCHOOL - 4301037	166	276	213	281	168	268	62.7%	-13.1%
JULY SENIOR SECONDARY SCHOOL - 4311037	6	15	17	17	24	24	100.0%	0.0%
JUMBA SENIOR SECONDARY SCHOOL - 4291034	25	103	62	89	89	104	85.6%	15.9%
KABEGA CHRISTELIKE SKOOL - 4342097	11	18	22	26	21	23	91.3%	6.7%
KAMA HIGH SCHOOL - 4311038	14	46	27	49	41	60	68.3%	13.2%
KANANA SENIOR SECONDARY SCHOOL - 4311039	8	21	20	29	12	14	85.7%	16.7%
KAULELA SENIOR SECONDARY SCHOOL - 4311040	6	23	12	16	12	18	66.7%	-8.3%
KHANYA HIGH SCHOOL - 4331027	6	6						
KHANYA PRIVATE SCHOOL - 4292104	0	4	53	94	60	100	60.0%	3.6%
KHANYA SENIOR SECONDARY SCHOOL - 4271016	132	186	188	275	216	335	64.5%	-3.9%
KHANYA-NALEDI COMBINED SCHOOL - 4251018	54	92	79	126	70	90	77.8%	15.1%
KHANYISA SCHOOL FOR THE BLIND - 4343038	7	9	6	7	3	3	100.0%	14.3%
KHANYISA SENIOR SECONDARY SCHOOL - 4292035	211	246	244	314	174	209	83.3%	5.5%
KHANYOLWETHU SENIOR SECONDARY SCHOOL - 4261021	101	168	87	133	61	102	59.8%	-5.6%



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KHORONG SENIOR SECONDARY SCHOOL - 4271017	77	142	134	227	77	172	44.8%	-14.3%
KHULANGOPHONDO SENIOR SECONDARY SCHO - 4251045			22	39	48	62	77.4%	21.0%
KHULANGOPHONDO SENIOR SECONDARY SCHOOL - 4251045	24	46						
KHULANI COMMERCIAL HIGH SCHOOL - 4321047	133	172	153	179	147	203	72.4%	-13.1%
KHUMBULANI HIGH SCHOOL - 4341039	74	125	111	153	131	170	77.1%	4.5%
KHUTLISO DANIELS SECONDARY SCHOOL - 4351023	28	36	41	49	32	36	88.9%	5.2%
KHWAZA SENIOR SECONDARY SCHOOL - 4261022	18	32	20	51	31	32	96.9%	57.7%
KHWEZI LOMSO COMPREHENSIVE SCHOOL - 4341034	188	228	213	253	225	270	83.3%	-0.9%
KING EDWARD HIGH SCHOOL - 4251019	46	47	52	52	47	47	100.0%	0.0%
KINGS COMMERCIAL COLLEGE - 4292036	66	71	94	100	84	86	97.7%	3.7%
KINGSRIDGE HIGH SCHOOL - 4321048	73	74	77	80	88	89	98.9%	2.6%
KIRKWOOD HIGH SCHOOL - 4351024	25	26	29	29	28	28	100.0%	0.0%
KLIPLAAT SENIOR SECONDARY SCHOOL - 4351025	7	11	16	17	7	16	43.8%	-50.4%
KOPANO SENIOR SECONDARY SCHOOL - 4331028	6	17	12	18	27	29	93.1%	26.4%
KRAZUKILE SENIOR SECONDARY SCHOOL - 4301038	26	39	34	55	56	92	60.9%	-0.9%
KT MCHASA SENIOR SECONDARY SCHOOL - 4291037	153	192	199	264	207	277	74.7%	-0.6%
KUBUSIE COMBINED SCHOOL - 4311042	18	37	31	50	48	55	87.3%	25.3%
KULANATHI SENIOR SECONDARY SCHOOL - 4291038	8	48	25	68	94	149	63.1%	26.3%
KULILE JUNIOR SECONDARY SCHOOL - 4311043	25	56	37	59	30	41	73.2%	10.5%
KUSILE COMPREHENSIVE SCHOOL - 4321049	86	125	118	162	132	220	60.0%	-12.8%
KUYASA COMBINED SCHOOL - 4351026	67	75	59	62	59	59	100.0%	4.8%
KUYASA SENIOR SECONDARY SCHOOL - 4271018	13	22	28	30	35	41	85.4%	-8.0%
KUYASA SENIOR SECONDARY SCHOOL - 4321050	65	126	81	125	96	127	75.6%	10.8%
KWA-KOMANI COMP - 4331029	113	156	132	177	137	186	73.7%	-0.9%
KWAMAGXAKI HIGH SCHOOL - 4341040	92	129	140	177	182	276	65.9%	-13.2%
KWA-MHLONTLO SENIOR SECONDARY SCHOOL - 4331030	40	46	29	61	42	81	51.9%	4.3%
KWANIKWE SENIOR SECONDARY SCHOOL - 4241042					79	84	94.0%	
KWANOBUHLE SENIOR SECONDARY SCHOOL - 4291039	52	70	60	81	95	120	79.2%	5.1%
KWAZAKHELE HIGH SCHOOL - 4341041	41	60	92	141	123	145	84.8%	19.6%
KWENXURA SENIOR SECONDARY SCHOOL - 4321051	21	29	29	37	23	44	52.3%	-26.1%
L JENTILE SENIOR SECONDARY SCHOOL - 4261023	20	26	31	37	29	34	85.3%	1.5%
LADY GREY ACADEMY - 4271019	54	69	57	64	55	62	88.7%	-0.4%
LAMPLOUGH SENIOR SECONDARY SCHOOL - 4301040	140	178	187	262	222	335	66.3%	-5.1%
LANGA SENIOR SECONDARY SCHOOL - 4281017	152	188	179	199	196	234	83.8%	-6.2%
LANGALETHU SENIOR SECONDARY SCHOOL - 4261024	4	11	17	20	12	17	70.6%	-14.4%
LAVELILANGA SENIOR SECONDARY SCHOOL - 4331031	7	18	16	26	19	23	82.6%	21.1%
LAWSON BROWN HIGH - 4341042	125	157	136	150	128	159	80.5%	-10.2%
LEHANA SENIOR SECONDARY SCHOOL - 4271020	118	237	266	396	196	268	73.1%	6.0%

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LESLIE NKALA SENIOR SECONDARY SCHOOL - 4291040	22	39	53	84	60	71	84.5%	21.4%
LILYFONTEIN SCHOOL - 4321052	46	46	32	32	46	46	100.0%	0.0%
LIMEKHAYA SECONDARY SCHOOL - 4341043	34	47	65	100	49	88	55.7%	-9.3%
LINDANI SENIOR SECONDARY SCHOOL - 4311045	12	18	26	31	27	39	69.2%	-14.6%
LINDELANI SENIOR SECONDARY SCHOOL - 4251020	70	114	111	115	114	120	95.0%	-1.5%
LINGANI SENIOR SECONDARY SCHOOL - 4311046	12	24	7	17	4	6	66.7%	25.5%
LINGELETHU HIGH SCHOOL - 4311047	10	19	13	18	16	18	88.9%	16.7%
LINGELETHU SENIOR SECONDARY SCHOOL - 4321053	40	55	51	63	74	94	78.7%	-2.2%
LINGELIHLE SENIOR SECONDARY SCHOOL - 4331032	30	56	40	97	60	101	59.4%	18.2%
LINKSIDE HIGH SCHOOL - 4341044	101	124	105	117	108	119	90.8%	1.0%
LITTLE FLOWER S S S - 4291041	51	148	91	145	117	182	64.3%	1.5%
LM MALGAS SENIOR SECONDARY SCHOOL - 4301041	9	27	19	38	16	20	80.0%	30.0%
LONWABO HIGH SCHOOL - 4311048	4	32	36	53	41	45	91.1%	23.2%
LOWER SEPLAN SENIOR SECONDARY SCHOOL - 4261025	2	5	10	22	15	17	88.2%	42.8%
LOYISO SENIOR SECONDARY SCHOOL - 4321054	35	46	42	47	55	61	90.2%	0.8%
LOYISO SENIOR SECONDARY SCHOOL - 4341045	13	79	69	150	121	165	73.3%	27.3%
LOYISO SINOR SECONDARY SCHOOL - 4251021	29	51	52	73	73	96	76.0%	4.8%
LUDDI SENIOR SECONDARY SCHOOL - 4251022	28	60	31	54	43	72	59.7%	2.3%
LUKHANYO HIGH SCHOOL - 4331033	24	32	57	68	58	86	67.4%	-16.4%
LUKHOZI HIGH SCHOOL - 4311049	10	19	20	33	20	37	54.1%	-6.6%
LUMKO HIGH SCHOOL - 4321055	142	167	143	164	206	232	88.8%	1.6%
LUNGISA HIGH SCHOOL - 4341046	32	103	33	106	66	117	56.4%	25.3%
LUNGISO PUBLIC HIGH SCHOOL - 4351027	46	108	72	100	82	116	70.7%	-1.3%
LUPINDO SENIOR SECONDARY SCHOOL - 4251023	24	40	25	54	35	37	94.6%	48.3%
LURWAYIZO SENIOR SECONDARY SCHOOL - 4301042	2	11	8	18	10	11	90.9%	46.5%
LUSIKISIKI CHRISTIAN SCHOOL - 4282068	9	19	21	29	25	36	69.4%	-3.0%
LUTATENI SENIOR SECONDARY SCHOOL - 4251024	81	116	129	150	89	103	86.4%	0.4%
LUTSHAYA SENIOR SECONDARY SCHOOL - 4281018	76	100	152	276	125	214	58.4%	3.3%
LUTUBENI SENIOR SECONDARY SCHOOL - 4291042	59	81	47	110	43	64	67.2%	24.5%
LUTUKA SENIOR SECONDARY SCHOOL - 4291043	57	153	102	173	119	200	59.5%	0.5%
LUVUMELWANO SENIOR SECONDARY SCHOOL - 4271021	23	47	57	111	47	94	50.0%	-1.4%
LUVUYO LERUMO SCHOOL - 4331034	51	83	108	148	147	168	87.5%	14.5%
LUZIE DRIFT SENIOR SECONDARY SCHOOL - 4271022	53	72	105	133	108	132	81.8%	2.9%
MABALENGWE SENIOR SECONDARY SCHOOL - 4281019	37	65	57	73	28	34	82.4%	4.3%
MABHULANA NDAMASE HIGH SCHOOL - 4281020	4	41	23	83	32	87	36.8%	9.1%
MABOBOTI SENIOR SECONDARY SCHOOL - 4301043	19	30	28	35	29	35	82.9%	2.9%
MACIBE SENIOR SECONDARY SCHOOL - 4301044	59	77	72	82	33	69	47.8%	-40.0%
MACLEAR HIGH SCHOOL - 4271023	8	12	20	22	14	14	100.0%	9.1%



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MADIKIZELA SENIOR SECONDARY SCHOOL - 4241012	16	48	46	76	58	89	65.2%	4.6%
MAGADLA SENIOR SECONDARY SCHOOL - 4251025	33	47	50	82	75	100	75.0%	14.0%
MAJALI TECHNICAL HIGH SCHOOL - 4281021	90	189	113	232	146	244	59.8%	11.1%
MAJAVU SECONDARY SCHOOL - 4241013	82	116	131	155	161	199	80.9%	-3.6%
MAKAULA SENIOR SECONDARY SCHOOL - 4251026	227	253	291	316	353	394	89.6%	-2.5%
MAKUKHANYE SENIOR SECONDARY SCHOOL - 4281022	101	185	150	253	148	284	52.1%	-7.2%
MALCOMESS SECODARY SCHOOL - 4271024	55	84	117	147	102	153	66.7%	-12.9%
MALIKHANYE SENIOR SECONDARY SCHOOL - 4271025	18	71	46	82	60	79	75.9%	19.9%
MALUTI SENIOR SECONDARY SCHOOL - 4251027	67	143	123	208	143	183	78.1%	19.0%
MANDELA SCHOOL OF SCIENCE AND TECH - 4291044	53	76	68	74	76	99	76.8%	-15.1%
MANGALA SENIOR SECONDARY SCHOOL - 4281023	35	64	167	224	264	330	80.0%	5.4%
MANGELENGELE SENIOR SECONDARY SCHOOL - 4261026	24	49	42	60	36	40	90.0%	20.0%
MANZAMNYAMA SENIOR SECONDARY SCHOOL - 4251028	70	91	41	67	59	71	83.1%	21.9%
MANZANA SENIOR SECONDARY SCHOOL - 4261027	110	187	81	145	64	78	82.1%	26.2%
MANZUZULU SENIOR SECNDARY SCHOOL - 4331035	19	20	13	21	13	19	68.4%	6.5%
MANZOLWANDLE SANDILE S S S - 4291045	30	58	63	88	104	115	90.4%	18.8%
MAQONGWANA SENIOR SECONDARY SCHOOL - 4241014	18	35	17	35	45	64	70.3%	21.7%
MARELANE SENIOR SECONDARY SCHOOL - 4241015	166	215	229	254	229	252	90.9%	0.7%
MARIA LOUW HIGH SCHOOL - 4331036	93	145	105	145	133	172	77.3%	4.9%
MARIAZELL SENIOR SECONDARY SCHOOL - 4251029	60	76	40	68	67	90	74.4%	15.6%
MARINA COMPREHENSIVE HIGH SCHOOL - 4241016	169	275	182	250	191	236	80.9%	8.1%
MARLOW AGRICULTURAL HIGH SCHOOL - 4331037	38	38	45	45	48	50	96.0%	-4.0%
MARY MOUNT RC SECONDARY SCHOOL - 4341047	68	76	81	89	92	97	94.8%	3.8%
MARY WATER HIGH SCHOOL - 4351028	47	61	93	119	130	160	81.3%	3.1%
MASAKALA SENIOR SECONDARY SCHOOL - 4251087	11	24	14	24	21	26	80.8%	22.4%
MASAKHANE SENIOR SECONDARY SCHOOL - 4271026	17	34	33	52	27	54	50.0%	-13.5%
MASIBAMBANE SENIOR SECONDARY SCHOOL - 4341048	18	57	49	93	51	81	63.0%	10.3%
MASIBONISANE SENIOR SECONDARY SCHOOL - 4311051	21	33	12	24	23	34	67.6%	17.6%
MASIHLANGANE SENIOR SECONDARY SCHOOL - 4311052	26	29	43	49	50	59	84.7%	-3.0%
MASIKHANYISE HIGH SCHOOL - 4331038	57	79	81	100	80	107	74.8%	-6.2%
MASIKHUTHALE PUBLIC SECONDARY SCHOOL - 4261028	28	51	34	68	63	80	78.8%	28.8%
MASILINGANE SENIOR SECONDARY SCHOOL - 4261029	14	16	20	22	16	17	94.1%	3.2%
MASIMANYANE SENIOR SECONDARY SCHOOL - 4311053	28	43	44	59	52	62	83.9%	9.3%
MASIPHATHISANE SENIOR SECONDARY - 4341049	145	232	178	241	201	243	82.7%	8.9%
MASIXOLE HIGH SCHOOL - 4321056	49	80	91	112	96	130	73.8%	-7.4%
MASIZAKHE SENIOR SECONDARY SCHOOL - 4311055	14	15	18	24	19	20	95.0%	20.0%
MATANDELA SENIOR SECONDARY SCHOOL - 4281080					25	54	46.3%	
MATHUMBU SENIOR SECONDARY SCHOOL - 4301045	11	19	23	27	26	36	72.2%	-13.0%

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MATOMELA SENIOR SECONDARY SCHOOL - 4311056	14	36	20	33	18	27	66.7%	6.1%
MATSA SENIOR SECONDARY SCHOOL - 4311057	20	28	33	45	44	48	91.7%	18.3%
MATTHEW GONIWE COMPREHENSIVE SCHOOL - 4331039	14	23	18	32	32	39	82.1%	25.8%
MAXWELE SENIOR SECONDARY SCHOOL - 4291046	38	86	59	83	58	73	79.5%	8.4%
MAYIBENYE SENIOR SECONDARY SCHOOL - 4281024	94	121	116	256	122	187	65.2%	19.9%
MAZIBUKO SENIOR SECONDARY SCHOOL - 4261030	21	38	33	40	34	36	94.4%	11.9%
MAZIZINI SENIOR SECONDARY SCHOOL - 4301046	46	48	118	123	207	238	87.0%	-9.0%
MBEKWENI HIGH SCHOOL - 4331040	21	43	37	65	41	68	60.3%	3.4%
MBODLENI SENIOR SECONDARY SCHOOL - 4251030	145	171	109	112	121	130	93.1%	-4.2%
MBONGWENI SENIOR SECONDARY SCHOOL - 4291106	12	25	23	48	22	33	66.7%	18.8%
MBULELO BENEKANE HIGH SCHOOL - 4321127	64	81	62	63	66	73	90.4%	-8.0%
MBUMBAZI SENIOR SECONDARY SCHOOL - 4251062	54	72	90	104	113	130	86.9%	0.4%
MC CARTHY COMPREHENSIVE SCHOOL - 4341050	15	58	38	75	37	100	37.0%	-13.7%
MCEULA SENIOR SECONDARY SCHOOL - 4261031	26	36	19	35	36	48	75.0%	20.7%
MCOBOLOLO SENIOR SECONDARY SCHOOL - 4261032	33	52	57	63	53	57	93.0%	2.5%
MDATYA SENIOR SECONDARY SCHOOL - 4241017	152	214	220	388	115	178	64.6%	7.9%
MDENI SENIOR SECONDARY SCHOOL - 4301047	196	304	46	54	186	217	85.7%	0.5%
MDIBANISO SENIOR SECONDARY SCHOOL - 4311059	30	42	22	27	42	52	80.8%	-0.7%
MDITSHWA SENIOR SECONDARY SCHOOL - 4291047					10	10	100.0%	
MDUTSHANE SENIOR SECONDARY SCHOOL - 4281025	28	53	26	60	37	78	47.4%	4.1%
MEHLOMAKHULU SENIOR SECONDARY - 4271027	45	74	76	122	78	115	67.8%	5.5%
MENTE SENIOR SECONDARY SCHOOL - 4301048	19	50	24	36	22	39	56.4%	-10.3%
MENZIWA SENIOR SECONDARY SCHOOL - 4291048	179	252	263	335	399	483	82.6%	4.1%
MEYISI SENIOR SECONDARY SCHOOL - 4281026	68	90	124	185	86	162	53.1%	-13.9%
MFAZWE COMPREHENSIVE TECH HIGH SCH - 4251031	27	54	47	76	48	59	81.4%	19.5%
MFESANE SENIOR SECONDARY SCHOOL - 4341051	77	119	151	208	146	213	68.5%	-4.1%
MFUNDISWENI SENIOR SECONDARY SCHOOL - 4281075	64	95	97	149	78	122	63.9%	-1.2%
MGCAWEZULU SENIOR SECONDARY SCHOOL - 4321057	2	23	7	17	18	22	81.8%	40.6%
MGEZWA SENIOR SECONDARY SCHOOL - 4281027	185	225	282	369	226	382	59.2%	-17.3%
MGOMANZI SENIOR SECONDARY SCHOOL - 4301049	7	15	8	19	18	22	81.8%	39.7%
MGUDLWA SENIOR SECONDARY SCHOOL - 4261033	30	68	31	37	33	44	75.0%	-8.8%
MHLABI C H SCHOOL - 4241018	64	83	97	120	165	174	94.8%	14.0%
MHLAMBISO HIGH SCHOOL - 4311060	10	12	9	11	16	18	88.9%	7.1%
MHLANGA SENIOR SECONDARY SCHOOL - 4281073	100	108	168	215	165	176	93.8%	15.6%
MHLANGANISWENI COMM&TECH S S S - 4281028	32	67	78	155	116	176	65.9%	15.6%
MHLONTLO SENIOR SECONDARY SCHOOL - 4271028	18	30	32	39	21	45	46.7%	-35.4%
MICHAUSDAL SENIOR SECONDARY SCHOOL - 4331041	26	30	101	132	86	120	71.7%	-4.8%
MIDA SCHOOL - 4302050	100	119	145	165	120	148	81.1%	-6.8%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
MIDDELBURG HIGH SCHOOL - 4331042	33	33	30	31	33	33	100.0%	3.2%
MIDDELLAND SECONDARY SCHOOL - 4331043	55	79	78	123	82	131	62.6%	-0.8%
MIDDLE ZOLO SENIOR SECONDARY SCHOOL - 4261034	6	8	0	7				
MILTON DALASILE S S S - 4291049	13	45	27	50	23	52	44.2%	-9.8%
MILTON MBEKELA S S S - 4291050	147	193	205	270	201	295	68.1%	-7.8%
MIZAMO SENIOR SECONDARY SCHOOL - 4321058	78	124	88	127	74	129	57.4%	-11.9%
MKAPUSI SENIOR SECONDARY SCHOOL - 4331044	10	12	14	20	24	29	82.8%	12.8%
MKOMANE SECONDARY SCHOOL - 4241039			44	58	68	121	56.2%	-19.7%
MNCEBA SENIOR SECONDARY SCHOOL - 4251033	143	213	314	361	228	252	90.5%	3.5%
MNCEBA SENIOR SECONDARY SCHOOL - 4251090	18	59	41	74	41	46	89.1%	33.7%
MNCWATHI S S S - 4241041			27	42	73	83	88.0%	23.7%
MNUKWA SENIOR SECONDARY SCHOOL - 4251034	31	46	47	77	65	74	87.8%	26.8%
MOIKETSI GRAVES SENIOR SECONDARY SCH - 4251035	49	90	71	92	66	83	79.5%	2.3%
MOKHESENG SENIOR SECONDARY SCHOOL - 4251036	39	48	57	71	63	70	90.0%	9.7%
MOLLY BLACKBURN S S S - 4341052	97	158	113	207	115	177	65.0%	10.4%
MOLTENO HIGH SCHOOL - 4331045	16	17	17	23	32	42	76.2%	2.3%
MOOROSI AGRICULTURAL HIGH SCHOOL - 4251086	21	34	14	42	27	43	62.8%	29.5%
MORNING STAR EDUCATION CENTRE - 4292051	5	7						
MORNINGSIDE HIGH SCHOOL - 4341053	100	136	143	162	132	156	84.6%	-3.7%
MOSA SIBI SENIOR SECONDARY SCHOOL - 4251037	68	132	112	156	132	157	84.1%	12.3%
MOSES MABHIDA SENIOR SECONDARY SCHOO - 4321059	13	27	28	37	44	52	84.6%	8.9%
MOSES MADIBA SENIOR SECONDARY SCHOOL - 4351029	35	53	31	50	47	64	73.4%	11.4%
MOSHESH SENIOR SECONDARY SCHOOL - 4251038	32	35	45	49	70	70	100.0%	8.2%
MOTHERWELL HIGH SCHOOL - 4341054	85	92	169	178	175	180	97.2%	2.3%
MOTHIBISI PUBLIC SCHOOL - 4251039	12	47	31	63	38	74	51.4%	2.1%
MOUNT ARTHUR SENIOR SECONDARY SCHOOL - 4331046	64	114	93	155	60	128	46.9%	-13.1%
MOUNT AYLIFF SENIOR SECONDARY SCHOOL - 4251040	123	142	123	165	121	141	85.8%	11.3%
MOUNT FRERE COMMUNITY - 4252041	9	12	17	17	15	16	93.8%	-6.3%
MOUNT FRERE SENIOR SECONDARY SCHOOL - 4251042	86	134	119	147	136	170	80.0%	-1.0%
MOUNT HARGREAVES SENIOR SECONDARY SC - 4251043	9	24	23	35	51	57	89.5%	23.8%
MPAMBANI MZIMBA HIGH SCHOOL - 4311061	14	30	22	23	34	43	79.1%	-16.6%
MPEKO SENIOR SECONDARY SCHOOL - 4291052	30	73	38	76	55	87	63.2%	13.2%
MPENI SENIOR SECONDARY SCHOOL - 4241019	29	54	54	73	64	100	64.0%	-10.0%
MPHARANE SENIOR SECONDARY SCHOOL - 4251089	9	24	35	36	36	50	72.0%	-25.2%
MPHATLALATSANE SENIOR SECONDARY SCHO - 4251044	6	24	11	26	20	25	80.0%	37.7%
MPINDWENI SENIOR SECONDARY SCHOOL - 4291053	47	71	49	94	53	62	85.5%	33.4%
MPINGANA SENIOR SECONDARY SCHOOL - 4281029	29	36	50	64	57	75	76.0%	-2.1%
MPONDOMBINI SENIOR SECONDARY SCHOOL - 4241020	162	179	224	266	185	255	72.5%	-11.7%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
MPOZOLO SENIOR SECONDARY SCHOOL - 4301051	5	13	17	44	11	27	40.7%	2.1%
MPUMELELO SENIOR SECONDARY SCHOOL - 4321060	17	35	14	23	21	41	51.2%	-9.7%
MQIKELA SENIOR SECONDARY SCHOOL - 4281030	42	110	88	168	75	172	43.6%	-8.8%
MSOBOMVU SENIOR SECONDARY SCHOOL - 4301052	42	75	25	49	92	122	75.4%	24.4%
MT WHITE SENIOR SECONDARY SCHOOL - 4251046	26	37	21	46	31	42	73.8%	28.2%
MTAWELANGA SENIOR SECONDARY SCHOOL - 4301053	32	34	36	36	52	54	96.3%	-3.7%
MTEBELE SENIOR SECONDARY SCHOOL - 4301054	24	42	40	58	34	44	77.3%	8.3%
MTENGWANE SENIOR SECONDARY SCHOOL - 4291054	42	53	59	73	53	89	59.6%	-21.3%
MTETUVUMILE SENIOR SECONDARY SCHOOL - 4261035	20	30	24	43	29	43	67.4%	11.6%
MTHATHA COLLEGE OF MATHS SCIENCE & C - 4292055	42	54						
MTHINGWEVU SENIOR SECONDARY SCHOOL - 4261061	21	46	38	42	37	45	82.2%	-8.3%
MTHWAKU SENIOR SECONDARY SCHOOL - 4311062	15	32	14	33	18	24	75.0%	32.6%
MTIRARA SENIOR SECONDARY SCHOOL - 4331047	48	82	53	118	48	77	62.3%	17.4%
MTWENI SENIOR SECONDARY SCHOOL - 4281031	49	143	69	84	69	146	47.3%	-34.9%
MUIR COLLEGE BOYS HIGH SCHOOL - 4341055	71	76	78	81	74	77	96.1%	-0.2%
MVENYANE SENIOR SECONDARY SCHOOL - 4251047	115	184	179	214	206	253	81.4%	-2.2%
MXHUME SENIOR SECONDARY SCHOOL - 4281071	56	139	88	141	74	98	75.5%	13.1%
MZAMBA COMPREHENSIVE HIGH SCHOOL - 4241021	95	128	131	154	137	178	77.0%	-8.1%
MZAMO SENIOR SECONDARY SCHOOL - 4331048	16	23	20	30	28	42	66.7%	0.0%
MZAMOMHLE HIGH SCHOOL - 4331049	6	10	6	9	7	13	53.8%	-12.8%
MZAMOWETHU PUBLIC SCHOOL - 4321062	32	42	46	52	52	60	86.7%	-1.8%
MZIKAYISE DALASILE SECONDARY SCHOOL - 4261037	54	69	64	127	102	136	75.0%	24.6%
MZIMVUBU SENIOR SECONDARY SCHOOL - 4261038	8	21	18	31	26	36	72.2%	14.2%
MZOKHANYO HIGH SCHOOL - 4321063	78	97	113	162	137	166	82.5%	12.8%
MZOMHLE SENIOR SECONDARY - 4271029	16	21	33	59	23	52	44.2%	-11.7%
MZOMHLE SENIOR SECONDARY SCHOOL - 4321064	34	37	85	90	136	147	92.5%	-1.9%
MZOMTSHA HIGH SCHOOL - 4311064	18	33	18	26	17	32	53.1%	-16.1%
MZONTSUNDU SENIOR SECONDARY SCHOOL - 4321128	38	43	49	56	62	64	96.9%	9.4%
MZONTSUNDU SENIOR SECONDARY SCHOOL - 4341056	31	60	73	102	56	82	68.3%	-3.3%
MZUXOLILE HIGH SCHOOL - 4311066	7	14	10	14	20	23	87.0%	15.5%
MZWINI SENIOR SECONDARY SCHOOL - 4321065	12	27	23	43	20	33	60.6%	7.1%
N MOTMAN PUBLIC SCHOOL - 4331050	53	89	70	98	61	70	87.1%	15.7%
NAKAZANA SENIOR SECONDARY SCHOOL - 4301055	12	26	23	31	23	45	51.1%	-23.1%
NANGAMSO SENIOR SECONDARY SCHOOL - 4311067	13	20	12	12	15	15	100.0%	0.0%
NASRUDDIN ISLAMIC HIGH SCHOOL - 4342057	30	30	29	31	23	25	92.0%	-1.5%
NATHANIEL NYALUZA SECONDARY SCHOOL - 4351030	25	40	42	66	39	52	75.0%	11.4%
NATHANIEL PAMLA HIGH SCHOOL - 4311068	89	103	127	143	144	156	92.3%	3.5%
NCAMBEDLANA PRIVATE CENTRE - 4295505			15	19	13	29	44.8%	-34.1%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
NCEDISIZWE SENIOR SECONDARY SCHOOL - 4301056	20	59	36	66	34	50	68.0%	13.5%
NCEDO SENIOR SECONDARY SCHOOL - 4341058	24	48	38	72	58	73	79.5%	26.7%
NCEDOLWETHU SENIOR SECONDARY SCHOOL - 4311069	20	42	21	30	22	36	61.1%	-8.9%
NCUNCUZO SENIOR SECONDARY SCHOOL - 4261039	51	138	85	134	84	122	68.9%	5.4%
NCURA SENIOR SECONDARY SCHOOL - 4241035	62	77	84	100	131	135	97.0%	13.0%
NDABANKULU SENIOR SECONDARY SCHOOL - 4301057	123	137	150	163	166	187	88.8%	-3.3%
NDALISO SENIOR SECONDARY SCHOOL - 4281032	87	173	127	212	138	202	68.3%	8.4%
NDAMASE SENIOR SECONDARY SCHOOL - 4281033	212	330	247	381	302	436	69.3%	4.4%
NDEMA SENIOR SECONDARY SCHOOL - 4261062	11	15	23	23	25	30	83.3%	-16.7%
NDLOVUKAZI HIGH SCHOOL - 4331051	120	154	137	182	75	95	78.9%	3.7%
NDYEBO NTSALUBA SENIOR SECONDARY SCH - 4261040	42	58	51	59	61	65	93.8%	7.4%
NDYEBO SENIOR SECONDARY SCHOOL - 4341059	59	99	70	103	100	124	80.6%	12.7%
NDZONDELELO HIGH SCHOOL - 4341060	141	210	180	304	198	353	56.1%	-3.1%
NEWELL PUBLIC SECONDARY SCHOOL - 4341061	52	72	62	76	89	123	72.4%	-9.2%
NEWTON HIGH SCHOOL - 4311070	5	24	16	36	19	61	31.1%	-13.3%
NEWTON T H S - 4341062	127	146	129	151	109	111	98.2%	12.8%
NGALONKULU SENIOR SECONDARY SCHOOL - 4241022	16	69	35	73	52	69	75.4%	27.4%
NGANGELIZWE SENIOR SECONDARY SCHOOL - 4291056	89	96	202	215	235	241	97.5%	3.6%
NGANGELIZWE SENIOR SECONDARY SCHOOL - 4311071	9	13	10	13	11	17	64.7%	-12.2%
NGANGOLWANDLE SENIOR SECONDARY SCHOO - 4301058	82	177	117	226	95	147	64.6%	12.9%
NGCINGWANE TECH S S S - 4301059	49	103	62	120	48	66	72.7%	21.1%
NGOBOZANA SENIOR SECONDARY SCHOOL - 4281074	65	77	94	148	139	212	65.6%	2.1%
NGQELENI SENIOR SECONDARY SCHOOL - 4281034	16	57	32	70	50	76	65.8%	20.1%
NGQWALA SENIOR SECONDARY SCHOOL - 4291104	25	38	31	35	39	49	79.6%	-9.0%
NGUBENGCUKA SENIOR SECONDARY SCHOOL - 4331052	7	18	12	29	11	47	23.4%	-18.0%
NGUBESIZWE SENIOR SECONDARY SCHOOL - 4261041	54	76	90	108	101	108	93.5%	10.2%
NGUBESIZWE SENIOR SECONDARY SCHOOL - 4291057	50	64	55	63	58	69	84.1%	-3.2%
NGUBESIZWE SENIOR SECONDARY SCHOOL - 4301060	6	12	5	9	6	7	85.7%	30.2%
NGUBEZULU SENIOR SECONDARY SCHOOL - 4281035	79	119	118	163	118	185	63.8%	-8.6%
NGWAYIBANJWA SENIOR SECONDARY SCHOOL - 4291058	72	113	97	150	105	155	67.7%	3.1%
NGWEKAZI SENIOR SECONDARY SCHOOL - 4251048	76	101	82	104	101	128	78.9%	0.1%
NGWENYATHI HIGH SCHOOL - 4321066	67	89	106	134	78	93	83.9%	4.8%
NGWENYENI S S S - 4281079			42	59	40	52	76.9%	5.7%
NGWENZE SENIOR SECONDARY SCHOOL - 4301061	47	71	88	123	83	106	78.3%	6.8%
NJONGOZABANTU SENIOR SECONDARY SCHOO - 4321129	12	20	17	22	21	25	84.0%	6.7%
NKOS-MVINJELWA SENIOR SECONDARY SCHO - 4281077	11	43	86	142	63	97	64.9%	4.4%
NKULULEKO SENIOR SCONDARY SCHOOL - 4341063	43	95	66	119	99	177	55.9%	0.5%
NKULULEKO SENIOR SECONDARY SCHOOL - 4271030	16	25	36	63	23	42	54.8%	-2.4%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
NKWANCA HIGH SCHOOL - 4331053	140	223	194	229	175	212	82.5%	-2.2%
NOBANGILE SENIOR SECONDARY SCHOOL - 4301062	69	81	98	123	101	145	69.7%	-10.0%
NOGEMANE SENIOR SECONDARY SCHOOL - 4281036	38	49	84	91	147	154	95.5%	3.1%
NOLITHA COMPREHENSIVE TECHNICAL SCHO - 4301063	44	77	34	60	52	81	64.2%	7.5%
NOMAGQWATHEKANA COMP TECH HIGH SCHOO - 4241023	25	51	44	76	64	113	56.6%	-1.3%
NOMAHEYA SENIOR SECONDARY SCHOOL - 4301064	41	60	40	45	54	61	88.5%	-0.4%
NOMBULELO SECONDARY SCHOOL - 4351031	62	89	73	85	159	182	87.4%	1.5%
NOMPUCUKO COMBINED SCHOOL - 4351032	10	36	18	30	18	21	85.7%	25.7%
NOMPUMELELO HIGH SCHOOL - 4331054	34	78	67	106	74	122	60.7%	-2.6%
NOMPUMELELO SENIOR SECONDARY SCHOOL - 4271031	10	16	23	40	19	22	86.4%	28.9%
NOMZAMO SECONDARY SCHOOL - 4351033	32	47	41	66	77	120	64.2%	2.0%
NONCEBA SENIOR SECONDARY SCHOOL - 4321068	19	35	39	56	34	38	89.5%	19.8%
NONCEDO COMBINED SCHOOL - 4321069	20	28	16	21	17	38	44.7%	-31.5%
NONDWE SENIOR SECONDARY SCHOOL - 4301065	17	40	27	44	35	38	92.1%	30.7%
NONGEKE SENIOR SECONDARY SCHOOL - 4241024	78	148	104	187	164	305	53.8%	-1.8%
NONKQUBELA SENIOR SECONDARY SCHOOL - 4241037	59	66	127	140	157	185	84.9%	-5.8%
NONKQUBELA SENIOR SECONDARY SCHOOL - 4331055	2	14	11	26	9	36	25.0%	-17.3%
NONKULULEKO SENIOR SECONDARY SCHOOL - 4331056	2	9	0	6	2	4	50.0%	50.0%
NORTHERN LIGHTS SCHOOL - 4343064	8	11	6	6	10	10	100.0%	0.0%
NOSIMO TECHNICAL HIGH SCHOOL - 4261042	20	23	21	22	29	29	100.0%	4.5%
NOSIZWE HIGH SCHOOL - 4321070	27	35	47	56	53	64	82.8%	-1.1%
NOWAWE HIGH SCHOOL - 4321071	19	40	40	63	33	44	75.0%	11.5%
NOZALISILE SENIOR SECONDARY SCHOOL - 4311074	20	24	17	23	24	27	88.9%	15.0%
NOZUKO SENIOR SECONDARY SCHOOL - 4291059	104	126	192	240	181	219	82.6%	2.6%
NQABARA SENIOR SECONDARY SCHOOL - 4301067	32	47	39	45	50	53	94.3%	7.7%
NQABISILE SENIOR SECONDARY SCHOOL - 4301068	15	31	10	24	4	18	22.2%	-19.4%
NQWEBE SENIOR SECONDARY SCHOOL - 4351034	49	65	46	88	87	105	82.9%	30.6%
NQWILISO SENIOR SECONDARY SCHOOL - 4291060	47	73	64	90	82	98	83.7%	12.6%
NTABANKULU SENIOR SECONDARY SCHOOL - 4251049	73	130	135	161	96	130	73.8%	-10.0%
NTABENKONYANA S S S - 4311075	27	76	60	89	65	91	71.4%	4.0%
NTABEZULU SENIOR SECONDARY SCHOOL - 4241025	130	158	193	244	174	206	84.5%	5.4%
NTAFUFU SENIOR SECONDARY SCHOOL - 4281037	103	149	194	268	205	272	75.4%	3.0%
NTLALO SENIOR SECONDARY SCHOOL - 4271032	17	58	24	47	23	31	74.2%	23.1%
NTSHILINI SENIOR SECONDARY SCHOOL - 4281038	106	165	98	149	133	162	82.1%	16.3%
NTSIKA SENIOR SECONDARY SCHOOL - 4351035	88	104	108	136	120	145	82.8%	3.3%
NTSIKAYEWE HIGH SCHOOL - 4251050	125	152	126	169	119	140	85.0%	10.4%
NTSIZWA SENIOR SECONDARY SCHOOL - 4251051	18	39	64	75	141	144	97.9%	12.6%
NTSOKOTHA SENIOR SECONDARY SCHOOL - 4321072	47	81	72	91	102	170	60.0%	-19.1%



CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
NTSOKOTHA SENIOR SECONDARY SCHOOL - 4331057	118	167	157	251	124	210	59.0%	-3.5%
NTUKAYI SENIOR SECONDARY SCHOOL - 4241026	71	84	83	107	86	108	79.6%	2.1%
NTUNJA SENIOR SECONDARY SCHOOL - 4331061	4	10	15	21	6	22	27.3%	-44.2%
NYAMEKO HIGH SCHOOL - 4321073	89	97	138	147	132	149	88.6%	-5.3%
NYANGA SENIOR SECONDARY SCHOOL - 4261043	176	209	181	221	182	227	80.2%	-1.7%
NYANGILIZWE SENIOR SECONDARY SCHOOL - 4281039	66	124	161	230	137	209	65.6%	-4.4%
NYANISO SENIOR SECONDARY SCHOOL - 4251052	48	69	48	64	38	47	80.9%	5.9%
NYATHELA SENIOR SECONDARY SCHOOL - 4271033	30	40	43	44	38	42	90.5%	-7.3%
NZIMANKULU SENIOR SECONDARY SCHOOL - 4331059	66	93	87	129	85	148	57.4%	-10.0%
NZULULWAZI HIGH SCHOOL - 4311077	36	55	50	57	57	66	86.4%	-1.4%
NZULULWAZI SENIOR SECONDARY SCHOOL - 4251053	146	255	73	135	77	101	76.2%	22.2%
OLIVER TAMBO TECH SCHOOL - 4241027	33	56	63	90	41	58	70.7%	0.7%
OLIVET PRIVATE SCHOOL - 4332062	26	28	23	25	28	29	96.6%	4.6%
OSBORN SENIOR SECONDARY SCHOOL - 4251054	210	214	254	302	273	292	93.5%	9.4%
PAKAMANI SENIOR SECONDARY SCHOOL - 4261045	114	146	153	224	142	178	79.8%	11.5%
PAKAMANI SENIOR SECONDARY SCHOOL - 4301069	116	176	107	182				
PAKAMANI SENIOR SECONDARY SCHOOL - 4331094	8	12	11	13	12	16	75.0%	-9.6%
PALMERTON HIGH SCHOOL - 4281040	161	186	164	200	146	162	90.1%	8.1%
PANGELELE SENIOR SECONDARY SCHOOL - 4281041	50	165	69	145	63	134	47.0%	-0.6%
PATENSIE SECONDARY SCHOOL - 4351036	20	38	21	49	22	32	68.8%	25.9%
PATERSON HIGH SCHOOL - 4341065	81	100	100	130	91	120	75.8%	-1.1%
PAUL SAUER HIGH SCHOOL - 4351037	36	39	37	37	31	32	96.9%	-3.1%
PEARSON HIGH SCHOOL - 4341066	226	228	218	218	231	233	99.1%	-0.9%
PEARSTON SENIOR SECONDARY SCHOOL - 4351038	11	37	8	22	15	38	39.5%	3.1%
PHAKAMA HOFMEYR HIGH SCHOOL - 4331063	12	17	13	20	14	21	66.7%	1.7%
PHAKAMANI SENIOR SECONDARY SCHOOL - 4331064	12	12	7	7	9	16	56.3%	-43.8%
PHAKAMISA SENIOR SECONDARY SCHOOL - 4341067	26	42	32	67	57	80	71.3%	23.5%
PHAMBILI MZONTSUNDU SENIOR SECONDARY - 4271034	30	35	46	72	33	59	55.9%	-8.0%
PHAMBILI SENIOR SECONDARY SCHOOL - 4281042	45	75	81	135	92	140	65.7%	5.7%
PHANDULWAZI AGRICULTURAL HIGH SCHOOL - 4311078	39	57	64	68	64	65	98.5%	4.3%
PHAPHANI SENIOR SECONDARY SCHOOL - 4341068	36	55	82	98	76	100	76.0%	-7.7%
PHILEMON NGCELWANE HIGH SCHOOL - 4321074	70	107	115	148	156	176	88.6%	10.9%
PHILLIP MTYWAKU SEN SEC SCHOOL - 4321075	40	85	73	102	61	76	80.3%	8.7%
PHUMELELE COMMERCIAL & TECHNICAL SCH - 4251055	7	19	15	17	19	20	95.0%	6.8%
PHUTHALICHABA T H S - 4251091			35	49	77	84	91.7%	20.2%
PONDOLWENDLOVU SENIOR SECONDARY SCH - 4281043	113	147	220	288	110	128	85.9%	9.5%
PORT ALFRED HIGH SCHOOL - 4351039	56	59	58	61	47	50	94.0%	-1.1%
PORT REX TECHNICAL HIGH - 4321076	84	96	112	124	95	117	81.2%	-9.1%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
PORT ST JOHNS S S S - 4281044	97	219	85	174	107	187	57.2%	8.4%
PUMLANI SENIOR SECONDARY SCHOOL - 4331065	30	52	34	61	27	65	41.5%	-14.2%
QADU SENIOR SECONDARY SCHOOL - 4241043					21	21	100.0%	
QAPHELANI SENIOR SECONDARY SCHOOL - 4341069	32	54	32	45	49	78	62.8%	-8.3%
QAQAMBA SENIOR SECONDARY SCHOOL - 4321077	62	82	78	97	112	142	78.9%	-1.5%
QHAMANI SENIOR SECONDARY SCHOOL - 4321078	12	15	10	13	8	15	53.3%	-23.6%
QHASANA SENIOR SECONDARY SCHOOL - 4321079	13	46	33	63	22	41	53.7%	1.3%
QHAYIYA SENIOR SECONDARY SCHOOL - 4311079	15	17	14	21	17	20	85.0%	18.3%
QHAYIYALETHU F E T - 4351040	16	23	27	52	37	104	35.6%	-16.3%
QINGQOLO S S S - 4291061	33	50	52	73	152	187	81.3%	10.1%
QOBO AHS - 4241038			14	18	22	49	44.9%	-32.9%
QOKOLWENI SENIOR SECONDARY SCHOOL - 4291062	69	96	102	132	110	155	71.0%	-6.3%
QOMBOLO SENIOR SECONDARY SCHOOL - 4301070	9	19	21	24	29	34	85.3%	-2.2%
QUEEN'S COLLEGE BOYS' HIGH SCHOOL - 4331066	85	92	99	102	104	117	88.9%	-8.2%
QUEENSTOWN GIRLS HIGH SCHOOL - 4331067	95	95	109	110	86	87	98.9%	-0.2%
QUMBU TECHNICAL HIGH SCHOOL - 4291063	26	45	31	48	62	67	92.5%	28.0%
QUMBU VILLAGE S S S - 4291064	104	151	138	239	144	201	71.6%	13.9%
RABULA SENIOR SECONDARY SCHOOL - 4311080	2	4	10	13	15	18	83.3%	6.4%
RALEBITSO SENIOR SECONDARY SCHOOL - 4251056	23	31	18	26	17	18	94.4%	25.2%
RAMAFOLE SENIOR SECONDARY SCHOOL - 4251057	118	127	119	161	127	138	92.0%	18.1%
RAYMOND MHLABA SENIOR SECONDARY - 4331068	37	46	44	62	44	60	73.3%	2.4%
REUBEN BIRIN SPECIAL SCHOOL - 4343099	0	3	0	0	0	11	0.0%	
REUBEN NTULI SENIOR SECONDARY SCHOOL - 4291065	23	56	19	31	45	59	76.3%	15.0%
REX MDEBUKA SENIOR SECONDARY SCHOOL - 4271035	40	55	27	32	41	63	65.1%	-19.3%
RICHARD VARHA HIGH SCHOOL - 4321080	100	143	148	211	121	201	60.2%	-9.9%
RIEBEEK COLLEGE GIRLS HIGH SCHOOL - 4341070	87	88	89	90	80	84	95.2%	-3.7%
RIVERSIDE SENIOR SECONDARY SCHOOL - 4282045	15	26	28	41	17	18	94.4%	26.2%
ROCKLANDS INTERMEDIATE SCHOOL - 4341071	34	51	49	77	68	86	79.1%	15.4%
RODE SENIOR SECONDARY SCHOOL - 4251058	74	92	78	92	66	68	97.1%	12.3%
ROYAL ACADEMY - 4332069	22	36	23	34	27	36	75.0%	7.4%
S E K MQHAYI HIGH SCHOOL - 4321081	11	15	16	17	9	10	90.0%	-4.1%
SABATA SENIOR SECONDARY SCHOOL - 4261046	28	29	47	49	47	48	97.9%	2.0%
SADA SCHOOL OF EXCELLENCE - 4331090	5	6	5	7	14	15	93.3%	21.9%
SAKHIKAMVA HIGH SCHOOL - 4321082	32	70	44	78	54	91	59.3%	2.9%
SAKHISIZWE HIGH SCHOOL - 4321083	48	58	78	110	85	103	82.5%	11.6%
SAKHISIZWE SENIOR SECONDARY SCHOOL - 4341072	18	38	41	74	39	78	50.0%	-5.4%
SAKHULULEKA HIGH SCHOOL - 4311082	43	78	86	98	104	144	72.2%	-15.5%
SAKUPHUMELELA S S S - 4311083	5	14	18	31	26	32	81.3%	23.2%



CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
SAMKELWE SENIOR SECONDARY SCHOOL - 4351042	20	37	33	45	42	57	73.7%	0.4%
SAMUEL NOMBEWU SENIOR SECONDARY SCHO - 4271036	27	35	61	70	50	54	92.6%	5.4%
SANCTOR HIGH SCHOOL - 4341073	138	214	180	230	165	211	78.2%	-0.1%
SANDI SENIOR SECONDARY SCHOOL - 4281046	95	100	198	209	194	199	97.5%	2.8%
SANDISIWE HIGH SCHOOL - 4321084	63	78	115	143	117	141	83.0%	2.6%
SANDISULWAZI HIGH SCHOOL - 4351043	12	31	19	44	10	45	22.2%	-21.0%
SANDY NAJEKE S S S - 4291066	13	14	13	21	32	40	80.0%	18.1%
SANGONI SENIOR SECONDARY SCHOOL - 4281047	139	173	217	262	259	418	62.0%	-20.9%
SAPUKANDUKU SENIOR SECONDARY SCHOOL - 4251059	36	69	61	96	73	124	58.9%	-4.7%
SEA VIEW SECONDARY SCHOOL - 4291102	92	190	63	135	81	118	68.6%	22.0%
SEHUSHE COMM SCHOOL - 4281048	90	127	197	250	168	211	79.6%	0.8%
SELBORNE COLLEGE BOYS HIGH - 4321085	153	153	148	149	149	149	100.0%	0.7%
SENYUKELE SENIOR SECONDARY SCHOOL - 4251060	137	173	242	297	192	218	88.1%	6.6%
SHAWBURY SENIOR SECONDARY SCHOOL - 4291067	106	172	175	224	202	268	75.4%	-2.8%
SHUKUMA SENIOR SECONDARY SCHOOL - 4241028	102	130	109	179	107	127	84.3%	23.4%
SIBABALE SENIOR SECONDARY SCHOOL - 4271037	39	61	54	88	59	74	79.7%	18.4%
SIBI SENIOR SECONDARY SCHOOL - 4251061	40	64	32	57	50	54	92.6%	36.5%
SIBONILE SENIOR SECONDARY SCHOOL - 4331070	2	6	5	19	17	23	73.9%	47.6%
SIBUYELE COMBINED SCHOOL - 4331071	17	41	32	39	35	39	89.7%	7.7%
SIDINANE SENIOR SECONDARY SCHOOL - 4271038	119	209	205	291	140	253	55.3%	-15.1%
SIFONONDILE SENIOR SECONDARY SCHOOL - 4261047	2	16	3	32				
SIKHULULE HIGH SCHOOL - 4321086	55	85	56	87	68	83	81.9%	17.6%
SILIMELA HIGH SCHOOL - 4321087	22	25	31	49	45	48	93.8%	30.5%
SIMPHIWE KHETHWA SECONDARY SCHOOL - 4271039	27	30	35	39	37	39	94.9%	5.1%
SIMZAMILE SENIOR SECONDARY SCHOOL - 4321088	7	22	10	18	15	35	42.9%	-12.7%
SINAKHO SENIOR SECONDARY SCHOOL - 4251092					43	46	93.5%	
SINETHEMBA PUBLIC SCHOOL - 4311084	47	66	70	97	57	79	72.2%	0.0%
SINETHEMBA SENIOR SECONDARY SCHOOL - 4321089	8	19	20	45	24	37	64.9%	20.4%
SINIWIWE HIGH SCHOOL - 4321090	23	30	33	43	37	45	82.2%	5.5%
SINOLWAZI SENIOR SECONDARY SCHOOL - 4291068	88	101	130	146	201	222	90.5%	1.5%
SINOVUYO HIGH SCHOOL - 4321091	16	24	21	33	31	45	68.9%	5.3%
SIPHO CAMAGU HIGH SCHOOL - 4311005	29	50	40	53	53	96	55.2%	-20.3%
SISEKO HIGH SCHOOL - 4311087	23	27	23	23	24	24	100.0%	0.0%
SISONKE SENIOR SECONDARY SCHOOL - 4341074	14	23	21	48	13	18	72.2%	28.5%
SITHUKUTHEZI SENIOR SECONDARY SCHOOL - 4241029	32	46	80	124	76	112	67.9%	3.3%
SITOA SENIOR SECONDARY SCHOOL - 4261048	70	77	114	127	130	145	89.7%	-0.1%
SIVE SPECIAL SCHOOL - 4253001	1	4	1	9	1	4	25.0%	13.9%
SIVUMELENE SENIOR SECONDARY SCHOOL - 4271040	20	31	23	33	28	36	77.8%	8.1%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
SIWALI SENIOR SECONDARY SCHOOL - 4281049	74	87	139	208	90	130	69.2%	2.4%
SIXISHE AHS - 4331091			8	16	67	93	72.0%	22.0%
SIYABALALA SENIOR SECONDARY SCHOOL - 4261049	8	22	10	17	8	32	25.0%	-33.8%
SIYABONGA SENIOR SECONDARY SCHOOL - 4311088	10	11	7	12	15	20	75.0%	16.7%
SIYABULELA SENIOR SECONDARY SCHOOL - 4301071	18	20	28	32	23	29	79.3%	-8.2%
SIYAKHULA PUBLIC SCHOOL - 4311089	16	22	29	43	34	72	47.2%	-20.2%
SIYAPHAKAMA SENIOR SECONDARY SCHOOL - 4331073	22	33	43	64	48	77	62.3%	-4.8%
SIYAZAKHA SECONDARY SCHOOL - 4321093	9	30	20	36	19	33	57.6%	2.0%
SIZINGISILE SENIOR SECONDARY SCHOOL - 4311090	18	33	22	31	21	30	70.0%	-1.0%
SMUTS NDAMASE S S S - 4281050	60	122	108	158	83	96	86.5%	18.1%
SOBABA HIGH SCHOOL - 4281051	37	56	77	157	115	234	49.1%	0.1%
SOBANTU SENIOR SECONDARY SCHOOL - 4311091	14	20	21	23	28	30	93.3%	2.0%
SOLOMON MAHLANGU HIGH SCHOOL - 4341075	140	152	169	210	196	240	81.7%	1.2%
SOLOMON MAHLANGU SENIOR SECONDARY - 4321095	27	76	65	101	54	82	65.9%	1.5%
SOMAGUNYA SENIOR SECONDARY SCHOOL - 4291070	25	41	39	93	46	64	71.9%	29.9%
SONQISHE SENIOR SECONDARY SCHOOL - 4251063	47	93	92	119	135	140	96.4%	19.1%
SOPHAKAMA SENIOR SECONDARY SCHOOL - 4301072	8	11	14	30	17	21	81.0%	34.3%
SOPHAKAMA SENIOR SECONDARY SCHOOL - 4341076	26	43	38	51	31	43	72.1%	-2.4%
SOPHATHISANA SENIOR SECONDARY SCHOOL - 4321096	63	97	89	121	114	138	82.6%	9.1%
SOQHAYISA SENIOR SECONDARY SCHOOL - 4341077	89	89	148	148	167	167	100.0%	0.0%
SOSEBENZA SENIOR SECONDARY SCHOOL - 4331075	8	16	11	15	16	19	84.2%	10.9%
SOTININI SENIOR SECONDARY - 4311092	6	12	7	15	9	22	40.9%	-5.8%
SOUTHERNWOOD HIGH SCHOOL - 4291103	31	37	47	63	91	118	77.1%	2.5%
SOVUKA SIKHANYE HIGH SCHOOL - 4331076	5	12	6	11	4	14	28.6%	-26.0%
SOYISILE SENIOR SECONDARY SCHOOL - 4331077	13	21	22	22	17	19	89.5%	-10.5%
SPANDAU SENIOR SECONDARY SCHOOL - 4351045	52	114	87	141	103	168	61.3%	-0.4%
ST ALBANS PRISON - 4344098	3	4			6	6	100.0%	
ST BARTHOLOMEWS S S S - 4291072	13	51	31	66	41	58	70.7%	23.7%
ST CHARLES SOJOLA HIGH SCHOOL - 4311093	35	55	42	77	34	40	85.0%	30.5%
ST CHRIS COLLEGE - 4322129			24	27	34	39	87.2%	-1.7%
ST CHRISTOPHERS PRIVATE SCHOOL - 4322097	59	62	69	72	71	75	94.7%	-1.2%
ST COLMCILLE SENIOR SECONDARY SCHOOL - 4351047	36	51	46	60	70	109	64.2%	-12.4%
ST CUTHBERTS S S S - 4291071	16	32	23	48	31	53	58.5%	10.6%
ST GEORGES SENIOR SECONDARY SCHOOL - 4251064	120	213	116	186	152	173	87.9%	25.5%
ST JAMES SECONDARY SCHOOL - 4341078	55	74	70	97	80	108	74.1%	1.9%
ST JAMES SENIOR SECONDARY SCHOOL - 4261050	173	236	181	230	192	261	73.6%	-5.1%
ST JOHNS COLLEGE - 4291073	328	360	333	431	224	316	70.9%	-6.4%
ST JUDE PRIVATE SCHOOL - 4292074	13	16	30	43	28	30	93.3%	23.6%

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	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
ST JUDES ACADEMY - 4345514	0	15	0	9	42	68	61.8%	61.8%
ST MARGARET SENIOR SECONDARY SCHOOL - 4251065	63	88	61	124	68	88	77.3%	28.1%
ST MARKS TECHNICAL HIGH SCHOOL - 4251066	37	44	60	69	20	23	87.0%	0.0%
ST MARTINS SCHOOL - 4292075	19	29	46	51	30	43	69.8%	-20.4%
ST MATTHEWS HIGH SCHOOL - 4311094	95	131	113	138	94	116	81.0%	-0.8%
ST PATRICKS SENIOR SECONDARY SCHOOL - 4281052	154	229	192	283	227	306	74.2%	6.3%
ST TERESA HIGH SCHOOL - 4271042	162	242	162	250	197	295	66.8%	2.0%
ST THOMAS FOR THE DEAF - 4323126	2	3	2	7	1	10	10.0%	-18.6%
ST THOMAS PRIVATE SCHOOL - 4322098	41	50	32	37	37	40	92.5%	6.0%
ST THOMAS SENIOR SECONDARY SCHOOL - 4341079	78	121	104	140	103	151	68.2%	-6.1%
STERKSPRUIT CHRISTIAN SCHOOL - 4272043	20	22	21	21	18	18	100.0%	0.0%
STERKSPRUIT SENIOR SECONDARY SCHOOL - 4271044	81	167	98	183	142	273	52.0%	-1.5%
STIRLING HIGH SCHOOL - 4321099	198	205	206	212	202	203	99.5%	2.3%
STRATEGIC HIGH SCHOOL - 4292076	21	48						
STRELITZIA HIGH SCHOOL - 4341080	119	150	130	150	134	150	89.3%	2.7%
STUTTEREIM MATHS & SCIENCE ACADEMY - 4312001	8	18	10	24				
STUTTERHEIM HIGH SCHOOL - 4311095	42	45	43	47	46	49	93.9%	2.4%
SUKUDE SENIOR SECONDARY SCHOOL - 4251067	192	257	113	134	115	142	81.0%	-3.3%
SULENKAMA SENIOR SECONDARY SCHOOL - 4291077	30	69	40	76	53	101	52.5%	-0.2%
T EM MRWETYANA SENIOR SECONDARY - 4351048	13	38	19	26	32	43	74.4%	1.3%
TAMBEKILE SENIOR SECONDARY SCHOOL - 4331078	40	64	43	86	32	70	45.7%	-4.3%
TAMSANQA HIGH SCHOOL - 4311096	4	17	14	19	16	22	72.7%	-1.0%
TANDANANI SENIOR SECONDARY SCHOOL - 4291078	24	61	39	55	51	64	79.7%	8.8%
TANGA SENIOR SECONDARY SCHOOL - 4301073	70	87	109	128	89	112	79.5%	-5.7%
TARKASTAD HIGH SCHOOL - 4331079	25	26	39	43	25	29	86.2%	-4.5%
TEMPLETON HIGH SCHOOL - 4311097	40	43	38	38	35	35	100.0%	0.0%
THABAZI SENIOR SECONDARY SCHOOL - 4281070	64	91	147	160	159	166	95.8%	3.9%
THAKABANNA SENIOR SECONDARY SCHOOL - 4271045	61	100	92	143	88	103	85.4%	21.1%
THANDUXOLO SENIOR SECONDARY SCHOOL - 4341082					9	13	69.2%	
THE HILL COLLEGE - 4342083	31	31	33	34	24	24	100.0%	2.9%
THEMBALABANTU HIGH SCHOOL - 4321100	38	85	70	103	85	113	75.2%	7.3%
THEMBALESIZWE COM TECH - 4241030	27	44	71	85	76	89	85.4%	1.9%
THEMBALESIZWE S S S - 4321101	6	8	10	17	10	18	55.6%	-3.3%
THEMBELANI HIGH SCHOOL - 4311099	9	13	2	10	8	13	61.5%	41.5%
THOBELANI SENIOR SECONDARY SCHOOL - 4311100	8	23	26	54	35	49	71.4%	23.3%
THOLANG SENIOR SECONDARY SCHOOL - 4251082	151	277	216	347	240	354	67.8%	5.5%
THOMAS NTABA SENIOR SECONDARY SCHOOL - 4271046	36	64	72	95	63	82	76.8%	1.0%
THOZAMISA SENIOR SECONDARY SCHOOL - 4331080	22	27	25	59	25	36	69.4%	27.1%

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	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
THUBALETHU HIGH SCHOOL - 4311101	49	81	69	81	99	111	89.2%	4.0%
THUBELIHLE SENIOR SECONDARY SCHOOL - 4301074	24	62	40	58	50	68	73.5%	4.6%
TINARA HIGH SCHOOL - 4341086	26	29	32	42	25	30	83.3%	7.1%
TLOKWENG SENIOR SECONDARY SCHOOL - 4271047	150	355	225	406	202	282	71.6%	16.2%
TOISE SENIOR SECONDARY SCHOOL - 4321102	71	171	97	175	139	149	93.3%	37.9%
TOLENI SENIOR SECONDARY SCHOOL - 4251085	147	242	63	140	86	128	67.2%	22.2%
TOLI SENIOR SECONDARY SCHOOL - 4281054	324	380	384	418	424	443	95.7%	3.8%
TOLWENI SENIOR SECONDARY SCHOOL - 4291079	24	79	33	54	92	112	82.1%	21.0%
TSHOLOMQA HIGH SCHOOL - 4321103	41	55	103	141	112	135	83.0%	9.9%
TSHONGWENI SENIOR SECONDARY SCHOOL - 4291080	9	21	13	29	16	36	44.4%	-0.4%
TSITSANA COMP S S SCHOOL - 4271048	11	30	31	40	30	32	93.8%	16.3%
TSOLO HIGH SCHOOL - 4291081	41	69	50	78	65	90	72.2%	8.1%
TSOMO SENIOR SECONDARY SCHOOL - 4261052	45	98	108	159	95	139	68.3%	0.4%
TUTOR NDAMASE S S S - 4281055	178	252	251	354	220	270	81.5%	10.6%
TYALI SENIOR SECONDARY SCHOOL - 4301075	41	42	71	86	51	56	91.1%	8.5%
TYELIMHLOPHE SENIOR SECONDARY SCHOOL - 4251084	77	98	52	61	73	80	91.3%	6.0%
TYELINZIMA HIGH SCHOOL - 4291082	96	118	90	142	132	174	75.9%	12.5%
TYHILULWAZI SENIOR SECONDARY SCHOOL - 4341087	23	44	43	80	31	55	56.4%	2.6%
UGIE HIGH SCHOOL - 4271049	26	26	35	37	45	46	97.8%	3.2%
UITENHAGE SENIOR SECONDARY SCHOOL - 4341088	166	219	187	224	164	197	83.2%	-0.2%
UKHANYO SENIOR SECONDARY SCHOOL - 4351049	27	44	38	69	35	39	89.7%	34.7%
ULANA SENIOR SECONDARY SCHOOL - 4311103	11	25	22	28	20	26	76.9%	-1.6%
ULWAZI HIGH SCHOOL - 4321104	95	95	161	161	226	226	100.0%	0.0%
UMTATA HIGH SCHOOL - 4291084	74	83	94	99	86	99	86.9%	-8.1%
UMTATA INTERNATIONAL SCHOOL - 4291085	97	129	117	148	114	155	73.5%	-5.5%
UMTATA TECHNICAL COLLEGE - 4291086	98	143	120	156	127	142	89.4%	12.5%
UMTHAWELANGA S S SCHOOL - 4271050	69	80	102	108	124	133	93.2%	-1.2%
UMTIZA HIGH SCHOOL - 4321105	18	88	49	120	106	176	60.2%	19.4%
UMZUVUKILE HIGH SCHOOL - 4321106	23	33	36	45	50	54	92.6%	12.6%
UNATHI SENIOR SECONDARY SCHOOL - 4321107	54	86	121	143	97	108	89.8%	5.2%
UNION HIGH SCHOOL - 4351050	55	57	56	56	57	59	96.6%	-3.4%
UPPER CORANA SENIOR SECONDARY SCHOOL - 4281056	44	66	52	86	66	115	57.4%	-3.1%
UPPER CULUNCA S S S - 4291087	16	24	16	27	35	57	61.4%	2.1%
UPPER GWADU SENIOR SECONDARY SCHOOL - 4301076	21	24	38	40	28	29	96.6%	1.6%
UPPER MPAKO SENIOR SECONDARY SCHOOL - 4291088	43	121	70	154	71	99	71.7%	26.3%
URBAN ACADEMY - 4342100	48	58	59	71	58	82	70.7%	-12.4%
UVIWE SENIOR SECONDARY SCHOOL - 4321108	25	52	68	90	83	104	79.8%	4.3%
V M KWINANA S S S - 4341089	91	136	101	135	125	132	94.7%	19.9%

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	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
VAKELE TECHNICAL S S S - 4281057	44	83	43	94	60	92	65.2%	19.5%
VELALANGA SENIOR SECONDARY SCHOOL - 4331081	1	8	5	6	8	15	53.3%	-30.0%
VELILE SENIOR SECONDARY SCHOOL - 4351051	25	36	38	75	40	56	71.4%	20.8%
VICTOR POTO SENIOR SECONDARY SCHOOL - 4281058	104	138	157	184	166	205	81.0%	-4.4%
VICTORIA GIRLS HIGH SCHOOL - 4351052	83	83	82	82	77	77	100.0%	0.0%
VICTORIA PARK HIGH SCHOOL - 4341090	191	200	191	194	188	194	96.9%	-1.5%
VUKAYIBAMBE SENIOR SECONDARY SCHOOL - 4241031	32	66	58	78	48	60	80.0%	5.6%
VUKILE TSHWETE S S S - 4311105	26	61	41	61	61	72	84.7%	17.5%
VUKUHAMBE SCHOOL - 4323109	4	5	5	9	4	5	80.0%	24.4%
VUKUZENZELE SPECIAL SCHOOL - 4243032	6	6	10	12	5	6	83.3%	0.0%
VULAMAZIBUKO HIGH SCHOOL - 4321110	56	56	70	70	74	75	98.7%	-1.3%
VULINDLELA COMP TECH - 4241033	66	102	98	138	100	128	78.1%	7.1%
VULINDLELA SENIOR SECONDARY SCHOOL - 4281059	64	143	80	170	112	150	74.7%	27.6%
VULINDLELA SENIOR SECONDARY SCHOOL - 4281060	84	110	135	166	154	173	89.0%	7.7%
VULINGCOBO SENIOR SECONDARY SCHOOL - 4301077	58	100	82	122	83	139	59.7%	-7.5%
VULI-VALLEY SENIOR SECONDARY SCHOOL - 4301078	33	49	57	73	72	93	77.4%	-0.7%
VULUHLANGA SENIOR SECONDARY SCHOOL - 4301079	31	32	39	48	39	44	88.6%	7.4%
VULUMZI SENIOR SECONDARY SCHOOL - 4341091	55	76	82	103	113	138	81.9%	2.3%
VUSELELA COMBINED SCHOOL - 4331083	23	36	33	41	33	40	82.5%	2.0%
W B RUBUSANA SENIOR SECONDARY SCHOOL - 4331084	41	65	82	127	66	106	62.3%	-2.3%
WABAN SENIOR SECONDARY SCHOOL - 4281061	52	78	93	117	104	120	86.7%	7.2%
WALMER HIGH SCHOOL - 4341092	82	99	100	111	145	153	94.8%	4.7%
WALTER CINGO SENIOR SECONDARY SCHOOL - 4281062	197	208	232	281	204	239	85.4%	2.8%
WELSH SENIOR SECONDARY SCHOOL - 4291090	12	46	41	78	56	104	53.8%	1.3%
WEST BANK SENIOR SECONDARY SCHOOL - 4321111	40	59	68	79	94	102	92.2%	6.1%
WESTBANK BANK HIGH SCHOOL - 4321112	61	67	55	63	57	62	91.9%	4.6%
WESTERING HIGH SCHOOL - 4341093	194	198	191	194	210	212	99.1%	0.6%
WESTVILLE SENIOR SECONDARY SCHOOL - 4341094	88	116	153	176	151	191	79.1%	-7.9%
WILLOVALE SENIOR SECONDARY SCHOOL - 4301080	25	36	44	54	51	64	79.7%	-1.8%
WILLOWMORE SENIOR SECONDARY SCHOOL - 4351053	34	50	55	104	51	72	70.8%	17.9%
WILO COMPREHENSIVE S S S - 4291091	14	19	27	34	33	35	94.3%	14.9%
WINNIE MANDELA COMPTECH SENIOR SECON - 4241034	33	70	58	71	46	53	86.8%	5.1%
WINTERBERG AGRICULTURAL HIGH SCHOOL - 4311106	24	26	47	49	53	57	93.0%	-2.9%
WONGALETHU HIGH SCHOOL - 4321113	61	79	68	95	68	96	70.8%	-0.7%
WOOLHOPE SENIOR SECONDARY SCHOOL - 4341095	138	174	163	206	159	186	85.5%	6.4%
XHENTSE SENIOR SECONDARY SCHOOL - 4281063	19	54	27	60	23	37	62.2%	17.2%
XILINXA SENIOR SECONDARY SCHOOL - 4301081	24	30	37	42	41	48	85.4%	-2.7%
XOLANI SENIOR SECONDARY SCHOOL - 4321123	67	115	102	120	98	113	86.7%	1.7%

CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
XOLILIZWE SANGONI SENIOR SECONDARY - 4291093	25	40	32	38	37	39	94.9%	10.7%
XOLILIZWE SENIOR SECONDARY SCHOOL - 4301082	103	125	130	147	177	198	89.4%	1.0%
Z K MATTHEWS SENIOR SECONDARY SCHOOL - 4321114	15	39	25	54	17	34	50.0%	3.7%
ZAMAKULUNGISA S S S - 4291094	80	141	172	216	196	239	82.0%	2.4%
ZAMEKA JUNIOR SECONDARY SCHOOL - 4321115			32	41	47	52	90.4%	12.3%
ZAMOKUHLE SENIOR SECONDARY SCHOOL - 4331085	10	13	16	34	12	24	50.0%	2.9%
ZAMOKUHLE SPECIAL SCHOOL - 4243035	12	14	9	11	9	11	81.8%	0.0%
ZANABANTU HIGH SCHOOL - 4331086	6	16	15	29	10	14	71.4%	19.7%
ZANEMFUNDO SENIOR SECONDARY SCHOOL - 4311107	2	5	18	23	13	20	65.0%	-13.3%
ZANEMPUCUKO SENIOR SECONDARY SCHOOL - 4321116	55	83	88	108	93	104	89.4%	7.9%
ZANEWONGA SENIOR SECONDARY SCHOOL - 4301083	46	50	45	58	57	83	68.7%	-8.9%
ZANGQELE SENIOR SECONDARY SCHOOL - 4291095	30	55	46	65	60	79	75.9%	5.2%
ZANGQOLWANE SENIOR SECONDARY SCHOOL - 4301089	18	55	28	68	41	80	51.3%	10.1%
ZANOBUZWE HIGH SCHOOL - 4311108	4	7						
ZANOKHANYO BAPTIST COMPREHENSIVE SCH - 4252069	27	29	19	24	23	26	88.5%	9.3%
ZANOKHANYO SENIOR SECONDARY SCHOOL - 4281064	138	195	183	245	230	289	79.6%	4.9%
ZANOLWAZI SENIOR SECONDARY SCHOOL - 4341096	31	70	53	90	56	104	53.8%	-5.0%
ZANOVUYO SENIOR SECONDARY SCHOOL - 4311111	18	43	26	31	24	26	92.3%	8.4%
ZAZULWANA SENIOR SECONDARY SCHOOL - 4301084	13	19	17	26	12	17	70.6%	5.2%
ZIBI MEYER SENIOR SECONDARY SCHOOL - 4251070	22	52	35	75	29	33	87.9%	41.2%
ZIBOKWANA SENIOR SECONDARY SCHOOL - 4251071	64	84	86	102	89	100	89.0%	4.7%
ZIMELE HIGH SCHOOL - 4291096	192	225	218	293	232	302	76.8%	2.4%
ZINGISA COMPREHENSIVE SCHOOL - 4291097	209	233	221	232	223	238	93.7%	-1.6%
ZINYOSINI SENIOR SECONDARY SCHOOL - 4251072	98	100	147	150	177	184	96.2%	-1.8%
ZINZANI SENIOR SECONDARY SCHOOL - 4321117	34	44	40	44	45	50	90.0%	-0.9%
ZOLANI JUNIOR SECONDARY SCHOOL - 4331088	18	35	25	39	24	25	96.0%	31.9%
ZUKHANYE SENIOR SECONDARY SCHOOL - 4321119	20	58	22	29	21	29	72.4%	-3.4%
ZULULIYAZONGAMA SENIOR SECONDARY - 4261054	62	174	66	162	124	155	80.0%	39.3%
ZWELAKHE SENIOR SECONDARY SCHOOL - 4251073	163	194	225	261	186	203	91.6%	5.4%
ZWELAMANDLOVU S S S - 4311112	2	3	1	8				
ZWELANDILE SENIOR SECONDARY SCHOOL - 4261055	25	37	53	53	61	61	100.0%	0.0%
ZWELANDILE SENIOR SECONDARY SCHOOL - 4301085	29	34	37	60	29	33	87.9%	26.2%
ZWELEDINGA HIGH SCHOOL - 4331089	34	39	39	47	40	48	83.3%	0.4%
ZWELENQABA SENIOR SECONDARY SCHOOL - 4301086	108	154	99	163	139	180	77.2%	16.5%
ZWELIBANGILE SENIOR SECONDARY SCHOOL - 4291098	14	18	22	55	25	36	69.4%	29.4%
ZWELIBONGILE SENIOR SECONDARY SCHOOL - 4281065	45	110	62	148	44	54	81.5%	39.6%
ZWELIDUMILE SENIOR SECONDARY SCHOOL - 4301087	40	45	62	76	67	68	98.5%	17.0%
ZWELIHLE SENIOR SECONDARY SCHOOL - 4261056	30	44	31	34	24	30	80.0%	-11.2%



CENTRE	2020		2021		2022		Achieved %	Change 2022 - 2021
	Achieved	Wrote	Achieved	Wrote	Achieved	Wrote		
ZWELIMJONGILE SENIOR SECONDARY SCHOO - 4311113	6	6	21	22	12	20	60.0%	-35.5%
ZWELITSHA SENIOR SECONDARY SCHOOL - 4251074	116	200	82	138	81	138	58.7%	-0.7%
ZWELIVUMILE SENIOR SECONDARY SCHOOL - 4261057	18	69	38	69	54	64	84.4%	29.3%
ZWELIVUMILE SENIOR SECONDARY SCHOOL - 4261063	79	102	119	135	118	148	79.7%	-8.4%
ZWELIWELILE SENIOR SECONDARY SCHOOL - 4301088	34	84	93	121	113	141	80.1%	3.3%
ZWELIXOLILE SENIOR SECONDARY SCHOOL - 4261058	9	12	10	23	22	24	91.7%	48.2%
ZWELIYANDILA HIGH SCHOOL - 4321120	9	20	12	19	16	24	66.7%	3.5%
ZWELODUMO SENIOR SECONDARY SCHOOL - 4291099	34	55	89	149	90	139	64.7%	5.0%

## Top 50 Schools

PASS RATE %	CENTRE	DISTRICT	Wrote
100.0	ULWAZI HIGH SCHOOL - 4321104	BUFFALO CITY	226
100.0	SOQHAYISA SENIOR SECONDARY SCHOOL - 4341077	NELSON MANDELA	167
100.0	COLLEGIATE GIRLS HIGH SCHOOL - 4341014	NELSON MANDELA	149
100.0	SELBORNE COLLEGE BOYS HIGH - 4321085	BUFFALO CITY	149
100.0	CLARENDON GIRLS HIGH SCHOOL - 4321015	BUFFALO CITY	131
100.0	BETHANIA SENIOR SECONDARY SCHOOL - 4271003	JOE GQABI	115
100.0	ALIWAL NORTH HIGH SCHOOL - 4271001	JOE GQABI	84
100.0	VICTORIA GIRLS HIGH SCHOOL - 4351052	SARAH BAARTMAN	77
100.0	ISOLOMZI SENIOR SECONDARY SCHOOL - 4301031	AMATHOLE EAST	73
100.0	MOSHESH SENIOR SECONDARY SCHOOL - 4251038	ALFRED NZO WEST	70
100.0	ZWELANDILE SENIOR SECONDARY SCHOOL - 4261055	CHRIS HANI EAST	61
100.0	KUYASA COMBINED SCHOOL - 4351026	SARAH BAARTMAN	59
100.0	KING EDWARD HIGH SCHOOL - 4251019	ALFRED NZO WEST	47
100.0	LILYFONTEIN SCHOOL - 4321052	BUFFALO CITY	46
100.0	GILL COLLEGE - 4351008	SARAH BAARTMAN	42
100.0	HOERSKOOL JANSENVILLE - 4351014	SARAH BAARTMAN	40
100.0	TEMPLETON HIGH SCHOOL - 4311097	AMATHOLE WEST	35
100.0	MIDDELBURG HIGH SCHOOL - 4331042	CHRIS HANI WEST	33
100.0	NOSIMO TECHNICAL HIGH SCHOOL - 4261042	CHRIS HANI EAST	29
100.0	BHOVULENGWE S S S - 4241040	ALFRED NZO EAST	29
100.0	JONGILIZWE SENIOR SECONDARY SCHOOL - 4301036	AMATHOLE EAST	28
100.0	KIRKWOOD HIGH SCHOOL - 4351024	SARAH BAARTMAN	28
100.0	HENDRICK KANISE COMBINED SCHOOL - 4351012	SARAH BAARTMAN	25
100.0	JULY SENIOR SECONDARY SCHOOL - 4311037	AMATHOLE WEST	24
100.0	SISEKO HIGH SCHOOL - 4311087	AMATHOLE WEST	24



PASS RATE %	CENTRE	DISTRICT	Wrote
100.0	QADU SENIOR SECONDARY SCHOOL - 4241043	ALFRED NZO EAST	21
100.0	FALTEIN SENIOR SECONDARY SCHOOL - 4261060	CHRIS HANI EAST	17
100.0	NANGAMSO SENIOR SECONDARY SCHOOL - 4311067	AMATHOLE WEST	15
100.0	MACLEAR HIGH SCHOOL - 4271023	JOE GQABI	14
100.0	CRADOCK PRISON - 4334006	CHRIS HANI WEST	13
100.0	HEWU - 4331015	CHRIS HANI WEST	12
100.0	GCINIBUZWE COMBINED SCHOOL - 4351007	SARAH BAARTMAN	11
100.0	HEALDTOWN HIGH SCHOOL - 4311026	AMATHOLE WEST	10
100.0	NORTHERN LIGHTS SCHOOL - 4343064	NELSON MANDELA	10
100.0	MDITSHWA SENIOR SECONDARY SCHOOL - 4291047	OR TAMBO INLAND	10
100.0	DONDASHE SENIOR SECONDARY SCHOOL - 4311010	AMATHOLE WEST	8
100.0	ST ALBANS PRISON - 4344098	NELSON MANDELA	6
100.0	KHANYISA SCHOOL FOR THE BLIND - 4343038	NELSON MANDELA	3
99.5	STIRLING HIGH SCHOOL - 4321099	BUFFALO CITY	203
99.1	PEARSON HIGH SCHOOL - 4341066	NELSON MANDELA	233
99.1	DALE COLLEGE BOYS HIGH SCHOOL - 4321016	BUFFALO CITY	109
99.1	WESTERING HIGH SCHOOL - 4341093	NELSON MANDELA	212
98.9	HUDSON PARK HIGH SCHOOL - 4321039	BUFFALO CITY	190
98.9	HOERSKOOL FRAMESBY - 4341032	NELSON MANDELA	181
98.9	KINGSRIDGE HIGH SCHOOL - 4321048	BUFFALO CITY	89
98.9	QUEENSTOWN GIRLS HIGH SCHOOL - 4331067	CHRIS HANI WEST	87
98.7	VULAMAZIBUKO HIGH SCHOOL - 4321110	BUFFALO CITY	75
98.6	GONUBIE HIGH SCHOOL - 4321029	BUFFALO CITY	69
98.5	ZWELIDUMILE SENIOR SECONDARY SCHOOL - 4301087	AMATHOLE EAST	68
98.5	PHANDULWAZI AGRICULTURAL HIGH SCHOOL - 4311078	AMATHOLE WEST	65

## WORST 50 PERFORMING SCHOOLS

PASS RATE %	CENTRE	DISTRICT	Wrote
0.0	REUBEN BIRIN SPECIAL SCHOOL - 4343099	NELSON MANDELA	11
10.0	ST THOMAS FOR THE DEAF - 4323126	BUFFALO CITY	10
22.2	NQABISILE SENIOR SECONDARY SCHOOL - 4301068	AMATHOLE EAST	18
22.2	SANDISULWAZI HIGH SCHOOL - 4351043	SARAH BAARTMAN	45
23.4	NGUBENGCUKA SENIOR SECONDARY SCHOOL - 4331052	CHRIS HANI WEST	47
25.0	SIVE SPECIAL SCHOOL - 4253001	ALFRED NZO WEST	4
25.0	SIYABALALA SENIOR SECONDARY SCHOOL - 4261049	CHRIS HANI EAST	32
25.0	NONKQUBELA SENIOR SECONDARY SCHOOL - 4331055	CHRIS HANI WEST	36
25.5	EFATA SCHOOL FOR THE BLIND & DEAF - 4293018	OR TAMBO INLAND	51
27.3	NTUNJA SENIOR SECONDARY SCHOOL - 4331061	CHRIS HANI WEST	22

PASS RATE %	CENTRE	DISTRICT	Wrote
28.6	SOVUKA SIKHANYE HIGH SCHOOL - 4331076	CHRIS HANI WEST	14
31.1	NEWTON HIGH SCHOOL - 4311070	AMATHOLE WEST	61
33.3	IQONCE HIGH SCHOOL - 4321042	BUFFALO CITY	36
35.6	QHAYIYALETHU F E T - 4351040	SARAH BAARTMAN	104
36.4	ALEXANDRIA HIGH SCHOOL - 4351003	SARAH BAARTMAN	55
36.8	MABHULANA NDAMASE HIGH SCHOOL - 4281020	OR TAMBO COASTAL	87
37.0	MC CARTHY COMPREHENSIVE SCHOOL - 4341050	NELSON MANDELA	100
37.2	BISHOP DEMONT SECONDARY SCHOOL - 4271004	JOE GQABI	94
37.5	ISIVIVANE SENIOR SECONDARY - 4331023	CHRIS HANI WEST	8
39.5	JONAS GODUKA SENIOR SECONDARY SCHOOL - 4271015	JOE GQABI	38
39.5	PEARSTON SENIOR SECONDARY SCHOOL - 4351038	SARAH BAARTMAN	38
40.5	GWEBINDLALA SENIOR SECONDARY SCHOOL - 4281076	OR TAMBO COASTAL	42
40.7	MPOZOLO SENIOR SECONDARY SCHOOL - 4301051	AMATHOLE EAST	27
40.9	SOTININI SENIOR SECONDARY - 4311092	AMATHOLE WEST	22
41.5	PUMLANI SENIOR SECONDARY SCHOOL - 4331065	CHRIS HANI WEST	65
42.3	ASHERVILLE SENIOR SECONDARY SCHOOL - 4351004	SARAH BAARTMAN	97
42.9	SIMZAMILE SENIOR SECONDARY SCHOOL - 4321088	BUFFALO CITY	35
43.6	MQIKELA SENIOR SECONDARY SCHOOL - 4281030	OR TAMBO COASTAL	172
43.8	BUBELE SENIOR SECONDARY SCHOOL - 4331092	CHRIS HANI WEST	16
43.8	KLIPLAAT SENIOR SECONDARY SCHOOL - 4351025	SARAH BAARTMAN	16
44.2	MILTON DALASILE S S S - 4291049	OR TAMBO INLAND	52
44.2	MZOMHLE SENIOR SECONDARY - 4271029	JOE GQABI	52
44.4	TSHONGWENI SENIOR SECONDARY SCHOOL - 4291080	OR TAMBO INLAND	36
44.7	NONCEDO COMBINED SCHOOL - 4321069	BUFFALO CITY	38
44.8	KHORONG SENIOR SECONDARY SCHOOL - 4271017	JOE GQABI	172
44.8	NCAMBEDLANA PRIVATE CENTRE - 4295505	OR TAMBO INLAND	29
44.9	DALUKHANYO SENIOR SECONDARY SCHOOL - 4291012	OR TAMBO INLAND	49
44.9	QOBO AHS - 4241038	ALFRED NZO EAST	49
45.3	CAREL DU TOIT HIGH SCHOOL - 4351005	SARAH BAARTMAN	53
45.7	TAMBEKILE SENIOR SECONDARY SCHOOL - 4331078	CHRIS HANI WEST	70
46.3	MATANDELA SENIOR SECONDARY SCHOOL - 4281080	OR TAMBO COASTAL	54
46.7	MHLONTLO SENIOR SECONDARY SCHOOL - 4271028	JOE GQABI	45
46.9	MOUNT ARTHUR SENIOR SECONDARY SCHOOL - 4331046	CHRIS HANI WEST	128
47.0	PANGELELE SENIOR SECONDARY SCHOOL - 4281041	OR TAMBO COASTAL	134
47.1	DALUBUHLE HIGH SCHOOL - 4311008	AMATHOLE WEST	34
47.2	SIYAKHULA PUBLIC SCHOOL - 4311089	AMATHOLE WEST	72
47.3	MTWENI SENIOR SECONDARY SCHOOL - 4281031	OR TAMBO COASTAL	146
47.4	BOTHA SGCAU SENIOR SECONDARY SCHOOL - 4281004	OR TAMBO COASTAL	57
47.4	MDUTSHANE SENIOR SECONDARY SCHOOL - 4281025	OR TAMBO COASTAL	78
47.7	ARTHUR MFEBE SENIOR SECONDARY SCHOOL - 4261002	CHRIS HANI EAST	86

### CENTERS OBTAIN 100% PASS RATE FOR 3 CONSECUTIVE YEARS

Sum of LEARNERS	QUINTILE	LEARNERS		
		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

### CENTERS OBTAIN LESS THAN 40% PASS RATE FOR 3 CONSECUTIVE YEARS

Sum of LEARNERS	QUINTILE	LEARNERS		
		2020	2021	2022
ISIVIVANE SENIOR SECONDARY - 4331023	1	9	15	8
MABHULANA NDAMASE HIGH SCHOOL - 4281020	1	41	83	87
PEARSTON SENIOR SECONDARY SCHOOL - 4351038	3	37	22	38
SIVE SPECIAL SCHOOL - 4253001	3	4	9	4

"My father always used to say, "Don't raise your voice. Improve your argument." Good sense does not always lie with the loudest shouters, nor can we say that a large, unruly crowd is always the best arbiter of what is right.

DESMOND TUTU

Grade 12 | January 2023

Eastern Cape Department of Education  
Steve Vukile Tshwete Complex  
Zone 6 Zwelitsha, 5608  
Private Bag X0032  
Bhisho

Customer care line: 086 063 8636  
Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)



#### HOME OF EXAMINATIONS AND ASSESSMENT

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
Mr T. Fourie	: Systems & Certification	Tel.: 083 400 0359
Mrs F Ntsangani	: Instrument Development Unit	Tel.: 082 888 5419

