REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

PRESS BRIEFING ON THE RELEASE

OF THE 2014 RESULTS OF GRADE 12 NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC) ORDINARY LEVEL FOR FULL-TIME & PART-TIME CANDIDATES

Dr David Namwandi
Minister of Education

Issued: 14 January 2015
It is again that time of the year when the nation prepares to hear how their children performed in the National Examinations.

1. On the 17 December last year results for Junior Secondary as well as the Namibia Senior Secondary Certificate Higher Level were announced. This morning I am here with my team to announce, the Grade 12 full-time and part-time national examination results. These examinations were sat in October/November 2014.

Let me at this juncture, On behalf of the Ministry express our sincere gratitude and appreciation to all the markers for a job well done in completing the marking of these examinations on time and before schedule. In the same vain we thank the Directorate of National Examinations and Assessment (DNEA for the manner in which mechanisms were put in place in ensuring that results are announced before schedule.

All 14 Regional Education Directorates and schools are equally commended for adequately preparing the learners for the 2014 examinations well. Equally ministry remains forever indebted to parents who fulfilled their parental role and as primary educators for their guidance and continued support.

Recognition is accorded to distance education institutions public and private which took care of the part-time candidates.

Clearly we take our hats off to Teachers for having given necessary support to their learners, they have actually opened the doors to their bright future. For those who did not make it this time, I always say, in any battle there will always be those who are injured, for those who fell victim to this exercise, I urge you to take courage and face the future head on, don’t get discouraged, as the darkest hour is always before dawn. Increase your diligence and commitment to make your studies a success this year.

Before I announce the results it is important for the nation to take note that of the 19 392 fulltime candidates who sat for grade 12 ordinary level examinations in 2014, 93.2% were graded compared to 93.0% in 2013. The above simply means that 93.2% qualified for subject certificates. In the entire exams only 6.8% were ungraded compared to 7% in 2013.

It is also important to note that of the 25 540 part-time candidates who sat for the examinations 79.2% were graded in 2014 compared to 82.1% in 2013, this
also means that fewer qualified for subjects certificate (79.2%) compared to 82% in 2013

2. SUMMARY OF THE RESULTS FOR THE NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC) GRADE 12 EXAMINATION RESULTS FOR FULL-TIME AND PART-TIME CANDIDATES

2.1 For 2014, 19,392 full-time and 25,540 part-time candidates sat for the examination at 176 and 125 full time and part time centers respectively. The majority of the part-time candidates, 22,886 were registered with Namibia College of Open Learning; while a total of 2,654 were registered with other Private Institutions recognized and approved by the Ministry of Education.

When compared to 2013, the number of full-time candidates decreased by 109 (0.6%) to 19,392 candidates. The results of the 2014 full-time candidates show a better performance especially at Grades A, B, C and G while their performance at Grades A* and D remains the same at 00 and -6% respectively as in 2013.

The candidates have performed slightly poorer at Grade E and F which was expected due to the improvement of quality symbols (grades) as depicted in table A.

A critical look at these results reveals an increase in the percentage of graded entries from 93.0% in 2013 to 93.2% in 2014. This is also vindicated by a decrease of the ungraded entries from 7.0% in 2013 to 6.8% in 2014 which represents -0.2%.

The performance of the full-time candidates is similar to the 2013 candidates at Grades A* and D however a better performance at Grades A, B, C and G, can clearly be noted. The better performance of the full-time candidates is supported by -0.2% decrease in the ungraded entries compared to +0.1% in 2013.
TABLE 1
CUMULATIVE PERCENTAGES

<table>
<thead>
<tr>
<th>Year of exam.</th>
<th>GRADE A*</th>
<th>GRADE A</th>
<th>GRADE B</th>
<th>GRADE C</th>
<th>GRADE D</th>
<th>GRADE E</th>
<th>GRADE F</th>
<th>GRADE G</th>
<th>Ungraded</th>
<th>Subject Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>0.4</td>
<td>1.5</td>
<td>6.4</td>
<td>21.1</td>
<td>40.5</td>
<td>63.4</td>
<td>82.0</td>
<td>93.1</td>
<td>6.9</td>
<td>106 923</td>
</tr>
<tr>
<td>2011</td>
<td>0.4</td>
<td>1.6</td>
<td>6.7</td>
<td>21.4</td>
<td>40.9</td>
<td>63.3</td>
<td>82.3</td>
<td>93.6</td>
<td>6.4</td>
<td>107 853</td>
</tr>
<tr>
<td>2012</td>
<td>0.4</td>
<td>1.7</td>
<td>6.2</td>
<td>20.4</td>
<td>39.9</td>
<td>62.2</td>
<td>81.8</td>
<td>93.1</td>
<td>6.9</td>
<td>99 090</td>
</tr>
<tr>
<td>2013</td>
<td>0.4</td>
<td>1.6</td>
<td>6.3</td>
<td>20.4</td>
<td>40.2</td>
<td>62.2</td>
<td>81.8</td>
<td>93.0</td>
<td>7.0</td>
<td>100 494</td>
</tr>
<tr>
<td>2014</td>
<td>0.4</td>
<td>1.7</td>
<td>6.4</td>
<td>20.6</td>
<td>40.2</td>
<td>61.7</td>
<td>81.6</td>
<td>93.2</td>
<td>6.8</td>
<td>98 441</td>
</tr>
<tr>
<td>Difference**</td>
<td>0.0</td>
<td>+0.1</td>
<td>+0.1</td>
<td>+0.2</td>
<td>0.0</td>
<td>-0.6</td>
<td>-0.2</td>
<td>+0.2</td>
<td>-0.2</td>
<td>-2 053</td>
</tr>
</tbody>
</table>

Difference in cumulative percentages between 2014 and 2013.

It is worth noting that for 2014, the number of part-time candidates increased by 2 180 (8.5%) from 23 360 to 25 540. The results of the part-time candidates show a poorer performance at Grade B, C, D, E, F and G while the performances at Grades A* – A remained the same as in 2013. The results also show an increase in the percentage of ungraded entries from 17.9% in 2013 to 20.8% in 2014 which represents an increase of +2.9%, this is a clear manifestation of poor performance of the part-time candidates.

TABLE 2
CUMULATIVE PERCENTAGES

<table>
<thead>
<tr>
<th>Year of exam.</th>
<th>GRADE A*</th>
<th>GRADE A</th>
<th>GRADE B</th>
<th>GRADE C</th>
<th>GRADE D</th>
<th>GRADE E</th>
<th>GRADE F</th>
<th>GRADE G</th>
<th>Ungraded</th>
<th>Subject Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>0.05</td>
<td>0.4</td>
<td>2.1</td>
<td>9.4</td>
<td>23.1</td>
<td>48.3</td>
<td>69.5</td>
<td>82.8</td>
<td>17.2</td>
<td>41 199</td>
</tr>
<tr>
<td>2011</td>
<td>0.03</td>
<td>0.3</td>
<td>1.6</td>
<td>8.0</td>
<td>21.0</td>
<td>45.2</td>
<td>68.2</td>
<td>83.0</td>
<td>17.0</td>
<td>44 007</td>
</tr>
<tr>
<td>2012</td>
<td>0.1</td>
<td>0.4</td>
<td>1.5</td>
<td>7.5</td>
<td>19.3</td>
<td>42.1</td>
<td>65.4</td>
<td>81.7</td>
<td>18.3</td>
<td>47 928</td>
</tr>
<tr>
<td>2013</td>
<td>0.05</td>
<td>0.3</td>
<td>1.9</td>
<td>8.2</td>
<td>21.3</td>
<td>43.2</td>
<td>66.9</td>
<td>82.1</td>
<td>17.9</td>
<td>49 211</td>
</tr>
<tr>
<td>2014</td>
<td>0.05</td>
<td>0.3</td>
<td>1.5</td>
<td>6.7</td>
<td>17.8</td>
<td>38.1</td>
<td>61.8</td>
<td>79.2</td>
<td>20.8</td>
<td>52 946</td>
</tr>
<tr>
<td>Difference**</td>
<td>0.0</td>
<td>0.0</td>
<td>-0.4</td>
<td>-1.5</td>
<td>-3.5</td>
<td>-5.1</td>
<td>-2.9</td>
<td>+2.9</td>
<td>3 735</td>
<td></td>
</tr>
</tbody>
</table>

2.2. I would like to take this opportunity to inform the nation and particularly the learners who did not qualify for admission to universities that the nation needs them all. They are and will continue to be useful citizens. There are other critical skills that can be obtained through various other institutions
such as Vocational educational institutions countrywide and elsewhere. Please let us do away with the perception that students who follow vocational and technical route are not useful compared to their counter parts who enter universities.

Candidates contemplating furthering their studies at tertiary institutions in Namibia and elsewhere will have to meet the admission requirements of the institutions concerned.

Ministry has analyzed students who did not meet university entrance requirements. About 1150 candidates obtained 20-24 points. Clearly these students if they so wish may grab the opportunity to register for vocational education. Students with less than 20 points are strongly advised to upgrade their symbols with part-time institutions which are registered with the Ministry of Education and or join COSDECs for other critical skills.

The Ministry of Education will work out a strategy to ensure that, our learners who did not achieve the minimum required points to enter Universities and would like to pursue a career in vocational education are assisted and given the opportunity to do so.

This is a special consideration for students who attempted the 2014 examinations and obtained less than 23 points and do not wish to re-sit for Grade 12 in 2015. Namibian, Ministry of Education and the Ministry of Technical, Professional Education, Congo Brazaville have constructed a technical school in Congo Brazaville in Loudima which was officially inaugurated by His Excellencies President Pohamba and President Denis Sassou Nguesso last year and some of the students will be placed at this Technical school while exploring cooperation with countries such as Cuba, Zimbabwe, Germany and Singapore to mention but a few. The focus will be areas such as Tourism, Agriculture, Logistics and Manufacturing that are critical for poverty reduction and employment creation

The responsibility to work out the placement strategy for these students is given to the Ministry of Education agencies, Namibia Training Authority and the Namibia Students Financial Assistance Fund to do so within resources to be allocated to them in the financial year 2015/2016. An announcement will
be made in the upcoming weeks for the students to register with the Ministry of Education to enable the Ministry to do the planning and identification of places.

Based on the performance of the 2014 Grade 12 candidates it is almost certain that 8300 (excluding part-time candidates) will qualify for admission to tertiary institutions compared to 7 300 in 2013. However if an E symbol in English is taken into account by institutions of higher learning 10 924 candidates (excluding part-time candidates) will qualify for university admission.

The Ministry of Education is urging all candidates who are graded in the subjects but still want to improve their symbol to consider using the alternative learning opportunities available in the country. Such opportunities are, among others, the Namibia College of Open Learning (NAMCOL) and Vocational Training Centres. NAMCOL, just like full-time schools, is offering grade 12 qualifications as well as vocational oriented courses whilst Vocational Training Centres are offering a variety of technical courses.

2.3. The NSSC Ordinary Level results are reported on an 8-point scale of grades: A* to G, of which A* indicates exceptional performance or distinction, and G represents the lowest performance worthy of a grade. Candidates who failed to obtain the minimum standard to be graded are ungraded which is indicated by a “U” symbol. X, I and Q symbols also appear on the statements of results of some candidates. An "X" indicates no result whilst a "Q" means the results are still under investigation and, therefore, pending, and an “I” indicates that the candidate was absent or the results are incomplete.

2.4 I would like to announce that as part of the analysis of the examinations results, the Ministry has analyzed learners’ performance in terms of subjects in comparison to 2013 and the following picture clearly emerged:

(a) In the following nine (9) subjects, the performance of candidates was better in 2014 than in 2013.

Art and Design, Design and Technology, Fashion & Fabrics, First Language German, First Language Oshikwanyama, First Language Khoekhoegowab, Geography, Office Administration and Keyboard Application, Foreign Language French
In 2013 there were nine (9) subjects in this category now there are 8.

(b) In the following nine (9) subjects the performance of candidates was poorer than in 2013.


In 2013 there were eleven (11) subjects in this category and now there are 9.

(c) In the following fifteen (15) subjects no significant change was noticed in 2014 compared to 2013.


2.5 General comments on the percentages of candidates graded in the subjects examined.

(a) In 14 (42.29%) of the subjects 100% of the candidates were graded:

Design & Technology
Fashion & Fabrics
First Language Afrikaans
First Language English
First Language German
First Language Oshikwanyama
First Language Oshindonga
First Language Rukwangali
First Language Rumanyo
First Language Khoekhoegowab
First Language Setswana
Namibian Sign Language
Home Economics
Foreign Language French
In 2013 there were fifteen (15) subjects in this category now there are 14.

(b) In 14 (42.2%) of the subjects between 90% and 99.9% of the candidates were graded:

Afrikaans as a Second Language
Agriculture
Art & Design
Computer Studies
Development Studies
First Language Otjiherero
First Language Silozi
First Language Thimbukushu
Foreign Language German
Geography
History
Mathematics
Physical Science
Office Admin and Keyboard Application

In 2013 there were eleven (11) subjects in this category now there are fourteen (14).

(c) In 2014 (6.0%) of the subjects between 80% and 89.9% of the candidates were graded:

Business Studies
English as a Second Language

In 2013 there were 4 (four) subjects in this category, now there are 2.

(d) In 2014 (6.0%) of the subjects between 70 – 79% candidates were graded.

Biology
Economics

In 2013 there was one subject in this category.
Based on the above criteria the candidates performed better in Languages and Technical subjects similar to 2013.

3. **COMPARISON OF REGIONAL PERFORMANCES**

Table 4 gives the rank order of the thirteen educational regions on their overall performance in all the subjects entered for by the full-time candidates.

<table>
<thead>
<tr>
<th>REGION</th>
<th>RANK ORDER IN 2014</th>
<th>RANK ORDER IN 2013</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erongo</td>
<td>1</td>
<td>1</td>
<td>No change</td>
</tr>
<tr>
<td>Oshikoto</td>
<td>2</td>
<td>2</td>
<td>No change</td>
</tr>
<tr>
<td>Ohangwena</td>
<td>3</td>
<td>4</td>
<td>Moved 1 place up</td>
</tr>
<tr>
<td>Kavango East</td>
<td>4</td>
<td>0</td>
<td>New region</td>
</tr>
<tr>
<td>Otjozondjupa</td>
<td>5</td>
<td>3</td>
<td>Dropped 2 places down</td>
</tr>
<tr>
<td>Hardap</td>
<td>6</td>
<td>7</td>
<td>Moved 1 place up</td>
</tr>
<tr>
<td>Khomas</td>
<td>7</td>
<td>6</td>
<td>Dropped 1 place down</td>
</tr>
<tr>
<td>Omusati</td>
<td>8</td>
<td>8</td>
<td>No change</td>
</tr>
<tr>
<td>Oshana</td>
<td>9</td>
<td>10</td>
<td>Moved 1 place up</td>
</tr>
<tr>
<td>//Karas</td>
<td>10</td>
<td>11</td>
<td>Moved 1 place up</td>
</tr>
<tr>
<td>Kunene</td>
<td>11</td>
<td>12</td>
<td>Moved 1 place up</td>
</tr>
<tr>
<td>Omaheke</td>
<td>12</td>
<td>9</td>
<td>Dropped 3 places down</td>
</tr>
<tr>
<td>Kavango West</td>
<td>13</td>
<td>0</td>
<td>New Region</td>
</tr>
<tr>
<td>Zambezi</td>
<td>14</td>
<td>13</td>
<td>Dropped 1 place down</td>
</tr>
</tbody>
</table>

The Ministry of Education congratulates those Regions that have improved in their performance. The rest of the regions are encouraged to come up with strategies to improve their performance.

4. **THE TOP 20 NSSC ORDINARY LEVEL SCHOOLS ON THE BASIS OF THE 2013 EXAMINATION FOR FULL-TIME CANDIDATES (ONLY SCHOOLS WITH 35 AND MORE CANDIDATES WERE CONSIDERED)**
**TABLE 4**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>RANK ORDER *</th>
<th>REGION</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Boniface College</td>
<td>1 (1)</td>
<td>Kavango East Region</td>
</tr>
<tr>
<td>St. Paul’s College</td>
<td>2 (2)</td>
<td>Khomas Region</td>
</tr>
<tr>
<td>Gobabis Gymnasium Private</td>
<td>3 (6)</td>
<td>Omaheke Region</td>
</tr>
<tr>
<td>Canisianum Roman School</td>
<td>4 (4)</td>
<td>Omusati Region</td>
</tr>
<tr>
<td>Windhoek Gymnasium Private</td>
<td>5 (8)</td>
<td>Khomas Region</td>
</tr>
<tr>
<td>Negumbo Secondary School</td>
<td>6 (5)</td>
<td>Omusati Region</td>
</tr>
<tr>
<td>Oshigambo Secondary School</td>
<td>7 (7)</td>
<td>Oshikoto Region</td>
</tr>
<tr>
<td>Rukonga Vision School</td>
<td>8 (0)</td>
<td>Kavango East Region</td>
</tr>
<tr>
<td>Delta Secondary School</td>
<td>9 (10)</td>
<td>Khomas Region</td>
</tr>
<tr>
<td>ELCIN Nkurenkuru High School</td>
<td>10 (3)</td>
<td>Kavango West Region</td>
</tr>
<tr>
<td>Juuso Shikongo Secondary School</td>
<td>11 (9)</td>
<td>Oshikoto Region</td>
</tr>
<tr>
<td>Haimbili Hauifu Secondary School</td>
<td>12 (16)</td>
<td>Oshikwena Region</td>
</tr>
<tr>
<td>Berg-op Academy Private</td>
<td>13 (29)</td>
<td>Otjozondjupa Region</td>
</tr>
<tr>
<td>TUCSIN</td>
<td>14 (17)</td>
<td>Khomas Region</td>
</tr>
<tr>
<td>Karibib Private School</td>
<td>15 (18)</td>
<td>Erongo Region</td>
</tr>
<tr>
<td>Grootfontein Agriculture College</td>
<td>16 (143)</td>
<td>Otjozondjupa Region</td>
</tr>
<tr>
<td>Gabriel Taapopi Secondary School</td>
<td>17 (15)</td>
<td>Oshana Region</td>
</tr>
<tr>
<td>Duneside Private High School</td>
<td>18 (13)</td>
<td>Erongo Region</td>
</tr>
<tr>
<td>St. Georges Diocesan College</td>
<td>19 (32)</td>
<td>Khomas Region</td>
</tr>
<tr>
<td>Namib High School</td>
<td>20 (14)</td>
<td>Erongo Region</td>
</tr>
</tbody>
</table>

* Rank order position in 2013 in brackets

**EXCEPTIONAL PERFORMANCES BY INDIVIDUAL CANDIDATES**

(a) Two candidates with the best overall performance nationally in six NSSC Ordinary Level subjects are:

**Male:**
KUDUMO: ALFONS  
NAX29/0049:  St. Boniface College

**Female:**
MAKGONE: OA ARABELA  
NAX29/0054:  St. Boniface College

(b) The top ten candidates with the best overall performance **nationally in six NSSC Ordinary Level subjects** are:

**Male:**
KUDUMO: ALFONS  
NAX29/0049:  St. Boniface College

**Female:**
MAKGONE: OA ARABELA  
NAX29/0054:  St. Boniface College

**Male:**
KASHOKORA: GERSON  
NAX29/0050:  St. Boniface College
CONCLUSION

The Ministry of Education has analyzed the 2014 results for full-time and part-time candidates and the results of the full-time candidates have shown a stable performance at Grade A* and D with improved performance at Grades A, B, C and G while a poorer performance is reflected at Grade E and F.

The part-time candidates have shown a poorer performance at Grades B-G, with a stable performance at Grade A* and A.

May I on behalf of the Ministry continue to appeal for the support of all stakeholders. This support is crucial to our schools, teachers and learners enable them to succeed academically. It is my conviction that every person is bound to succeed if given the necessary support.

All public schools are urged to vigorously improve performance. Once we go extra miles I can’t see why we cannot make it to the top. I wish all staff members at the Ministry a productive 2015. Let us make this year a year of success.

We owe it to ourselves to produce quality results that shall reflect well on our country’s image.

Dear compatriots, I believe that both the public as well as private sectors
have to be tuned into new global trends in all aspects of economics and social development. Education Ministry is the factory that dictates quality of life and that of human capital. We cannot afford to go wrong in this sector. Passing of exams is very crucial to our future, help us therefore to do just that.

I must say I am proud of our teachers, professionals who unfortunately do not receive much praise, but insults and endless criticisms. I am proud of them because theirs is a calling, a passion which no amount of criticism shall cause them to move an inch. I appeal to our teachers countrywide to continue molding the nation notwithstanding the extremely difficult conditions they are operating in. Teachers are the backbone of any given country, as no country can afford to do without them. It is my prayer that one day the nation would remember their good deeds.

To the nation, if we all intend to make human capital the crucial driver of our national growth and development we must support our teachers, encourage them, subsequently students will pass with flying colors.

Our major thrust in the development plan was the review of our national school curriculum which we have successfully completed. The implementation of the first phase commences this year, to be precise this month. With the full implementation of our revised curriculum Namibia will not be the same again. May I hasten to say that the Ministry is counting on all stakeholders support including the media without which all our efforts will be in vain.

Finally and very finally, I would like to thank our progressive media for their objective reporting on educational matters, please continue with the good work you are doing.

To His Excellency the President, President-Elect, Cabinet, Parliament and entire nation we are grateful for your unwavering support and guidance hitherto.

I thank you!