On the 2016 Results of Grade 10 and Grade 12 Namibia Senior Secondary Certificate (NSSC) Higher Level

Hon. Katrina Hanse-Himarwa
Minister

Issued: 20 December 2016
1. A very good morning to all. We are gathered here this morning to announce the results of the Grade 10 Class of 2016 and the Grade 12(Higher Level) class of 2016 who sat for their external examinations in October/November 2016. As usual, a team of markers gathered in Windhoek to mark the Grades 10 and 12 examinations.

I applaud our brothers and sisters, the markers for their hard work and commitment in completing the marking of the examinations on schedule.

My appreciation goes to the regional education directorates and schools, for preparing the learners for the examinations. I thank parents and communities for their usual guidance and support.

Aristotle, a Greek philosopher and an eminent scholar once said:

“Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence but we rather have those because we acted rightly. We are what we repeatedly do. Excellency then, is not act but a habit.”

I invoke Aristotle precisely because the education sector is about excellence and perpetual act of performing good habits.

Ladies and Gentlemen, the results that I am about to announce for Grade 10 full-time and part-time candidates as well as Grade 12 Higher Level today will be made public tomorrow in all the fourteen regions.

We have attached to this Press Statement, details of sources where and how results can be obtained. These include the
website of the Directorate National Examinations and Assessment, the website of the Ministry of Education and the website of the Republikein Newspaper. The results may also be obtained through SMS service.

Ladies and Gentlemen, the 2016 results for Grades 10 and 12 full-time and part-time show much improvement in performance when compared to the 2015 results.

2. SUMMARY OF THE RESULTS FOR THE JUNIOR SECONDARY CERTIFICATE (JSC) GRADE 10 EXAMINATION RESULTS FOR FULL-TIME CANDIDATES

2.1 This year, 38 240 Full-time Grade 10 candidates sat for the national examinations. The Ministry has kept since 2000 the minimum points at 23 and F grade as a minimum symbol in English for admission to Grade 11 in 2017.

Out of 38 240 candidates who wrote the Grade 10 examination in 2016, 21 291 have qualified for admission to Grade 11 in 2017, representing 55.7% of the candidates who have qualified for Grade 11.

The number of candidates qualifying for admission to Grade 11 in 2017 might increase to approximately 24 291 because part-time candidates build up subject credits over a couple of years and normally meet the admission requirement to Grade 11 only after a number of years.

On average, since 1993 the percentage of learners qualifying for admission has increased steadily from 37.2% to 55.7% this year. If you can look back, we continue to make a gradual
improvement.

The regions performed differently in Grade 10 examinations. There are those who significantly improved their positions in terms of national ranking while some have dropped.

**RANK ORDER OF REGIONS ON PERFORMANCE IN NINE (9) SUBJECTS (FULL – TIME CANDIDATES) 2016**

<table>
<thead>
<tr>
<th>REGION</th>
<th>RANK ORDER 2015</th>
<th>RANK ORDER 2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oshikoto</td>
<td>1</td>
<td>1</td>
<td>No change</td>
</tr>
<tr>
<td>Oshana</td>
<td>2</td>
<td>2</td>
<td>No change</td>
</tr>
<tr>
<td>Omusati</td>
<td>3</td>
<td>3</td>
<td>No change</td>
</tr>
<tr>
<td>Ohangwena</td>
<td>4</td>
<td>4</td>
<td>No change</td>
</tr>
<tr>
<td>Kavango East</td>
<td>5</td>
<td>5</td>
<td>No change</td>
</tr>
<tr>
<td>Zambezi</td>
<td>8</td>
<td>6</td>
<td>Moved 2 places up</td>
</tr>
<tr>
<td>Kavango West</td>
<td>6</td>
<td>7</td>
<td>Dropped 1 place down</td>
</tr>
<tr>
<td>Erongo</td>
<td>7</td>
<td>8</td>
<td>Dropped 1 Place down</td>
</tr>
<tr>
<td>Kunene</td>
<td>9</td>
<td>9</td>
<td>No change</td>
</tr>
<tr>
<td>Otjozondjupa</td>
<td>10</td>
<td>10</td>
<td>No Change</td>
</tr>
<tr>
<td>Khomas</td>
<td>12</td>
<td>11</td>
<td>Moved 1 place up</td>
</tr>
<tr>
<td>Omaheke</td>
<td>11</td>
<td>12</td>
<td>Dropped 1 place down</td>
</tr>
<tr>
<td>// Kharas</td>
<td>13</td>
<td>13</td>
<td>No Change</td>
</tr>
<tr>
<td>Hardap</td>
<td>14</td>
<td>14</td>
<td>No change</td>
</tr>
</tbody>
</table>

We congratulate the regions that have done exceptionally well. Those regions which dropped from their previous ranking in 2015
are encouraged to identify factors which hampered their performances. We would like them to reflect on their performance and develop action plans for improvement in 2017. The Ministry of Education has analyzed the overall performance in Grade 10 in 2016 in comparison to 2015.

The 2016, Grade 10 results show a much improved performance of candidates at Grades at higher grades A – E and with a lower performance at the lower grade F and G. This is a clear indication that the 2016 results are much better as most candidates were able to obtain higher grades when compared to the 2015 results. The good performance of the 2016 candidates is also supported by a decrease of the ungraded entries from 2.9% in 2015 to 2.4% in 2016. In summary the 2016 Grade 10 results are much better in terms of performance when compared to the 2015 results.

When aggregating the top performers in all the fourteen regions, taking ten top performers per region, this gives a total number of 140 best performers. It entails that 80 (57.1%) learners are female and 60 (42.9%) are male. This means that females outperformed the males in the Grade 10 National Examinations. This was a similar trend in 2015 as 83 (59.3%) were males and 57 (40.7) were males.

2.2 The Ministry of Education also analyzed the learner performance in terms of subjects which they performed better, poor as well as where there were no changes in learner performance in the 2016 in relation to 2015 JSC examinations for full-time candidates. The following picture emerged:

2.2.1 In the following twelve (12) subjects, candidates performed better as higher mean marks (average marks) were obtained, higher
percentages of candidates obtained better Grades and fewer candidates were ungraded when compared to 2015. (This is encouraging)

Agriculture
Computer Studies
Geography
Home Economics
Mathematics

Additional Mathematics
Physical Science
Design and Technology
Needlework & Clothing
Entrepreneurship
Portuguese Foreign Language
Life Science

2.2.2 In the following twelve (12) subjects the performance of candidates was poorer than last year: (efforts must be geared to improve this trend)

Accounting
History
Integrated Performing Arts
Visual Arts
English First Language
Afrikaans First Language
Khoekhoegowab First Language
Otjiherero First Language
Thimbukushu First Language
German Foreign Language
French Foreign Language
Keyboard & Word Processing

2.2.3 In the following nine (9) subjects the performance of candidates was similar to last year.

German First Language
Oshikwanyama First Language
Oshindonga First Language
Rukwangali First Language
Rumanyo First Language
Setswana First Language
Silozi First Language
English Second Language
Sign Language

It should be noted that there were no candidates for Portuguese First Language for the 2016 National Examinations.

2.2.4 The relatively high percentage of ungraded candidates, in Accounting of 20.8% in 2016 compared to 25.2% in 2016 still remains a matter of concern which should be attended to in all educational regions during 2017.

2.2.5 The Ministry has noticed the persistent high percentage of ungraded candidates in Accounting over the past years, though there has been a slight decrease from 25.2% to 20.8% in 2016. Regional offices are urged to put more efforts in this subject.

2.2.6 In addition, the Ministry has analyzed the performance of the Grade 10 JSC Visually and Hearing Impaired candidates. Six (6)
of the hearing and visually impaired candidates were able to score 19 points and above for admission to Grade 11.

2.3 The fate of Grade 10 learners who did not meet the admission requirements to Grade 11

The Ministry of Education, Arts and Culture has an obligation to educate all Namibian children.

The learners who did not meet the admission requirements to Grade 11 will be assisted. There are various ways on how such candidates can be accommodated in the education sector. Some of these are:

1. Candidates are encouraged to register with part-time centres such as NAMCOL and other centres registered with the Ministry of Education to upgrade their subject symbols.

2. Candidates are encouraged to register with Vocational Training Centres through the Namibia Training Authority to improve their skills in vocational education and training.

3. About 2 430 candidates for the 2016 Grade 10 examinations who are 17 years younger will be allowed to repeat in 2017. For the 2015 Grade 10 examinations, 3 432 candidates were allowed to repeat in 2016 and 2 258 (65.8%) qualified for admission to Grade 11 in 2017, their efforts deserve commendation.

2.4 Grade 10 (JSC) Part-time candidates: 11 109 of the 2016 part-time candidates were enrolled with the Namibian College of
Open Learning (NAMCOL) whilst 626 part-time candidates were enrolled with various distance education institutions registered with the Ministry of Education.

In total 11 735 part-time candidates were registered for 2016 national examinations.

2.4.1 Overall, the results show that the part-time candidates performed much better at higher grades A - E during the 2016 JSC National Examinations, while the performed low at the lower grades F and G. This is a clear indication that most candidates shifted to the higher grades from the lower grades. The better performance is also supported by a decrease in the ungraded entries from 10.4 in 2015 to 6.8% in 2016. In brief the 2016 results for part-time candidates can be classified as much better when compared to the 2015 results.

2.4.2 The Ministry of Education also analyzed the learner performance in terms of subjects which they performed better, poor as well as where there were no changes in learner performance in the 2016 compared to 2015 JSC examinations for part-time candidates. The following picture emerged:

2.4.2.1 Comparison of performances in individual subjects (See Annexure B)

Subjects where candidates in general obtained better grades than in 2015

- Agriculture
- Entrepreneurship
- Geography
Subjects where candidates in general obtained slightly poorer grades than in 2015

- Accounting
- History
- Otjiherero First Language
- Khoekhoegowab First Language

Subjects with no significant change and where candidates in general obtained more or less the same grades as in 2015

- Afrikaans Second Language
- Oshikwanyama First Language
- Rumanyo First Language
- Oshindonga First Language

In Accounting more than 15% of the candidates were ungraded.

- Accounting 51.4%

An observation of great concern is that 4 638 (17.6%) of the subject entries, candidates did not turn up to write the examinations they registered for. The Ministry of Education, Arts and Culture encourages part-time candidates to study and write
examinations to enable them to study further.

2.5 RESULTS OF THE NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC) GRADE 12 HIGHER LEVEL EXAMINATIONS FOR FULL-TIME AND PART-TIME CANDIDATES

The Grade 12 examination is taken at two levels as NSC Higher and Ordinary Level. At this stage, we will only be releasing the examination results for NSSC Higher Level.

The finalization of the NSSC Ordinary results (full-time and part-time) is at an advanced stage and will be released early in January 2017.

For 2016, a total of 14 743 of the 65 863 Grade 12 candidates (full-time and part-time combined) entered for one or more NSSC Higher Level subjects.

When compared to the 2015 results, the 2016 results show that the percentage of candidates obtaining grades 2, 3 and 4 is much better when compared to 2015, though the candidates obtaining grade 1 decreased with -0.1%. It should also be noted that the graded entries did increase from 95.3% in 2015 to 95.5% in 2016; which is supported by a decrease in the ungraded entries from 4.7% in 2015 to 4.5% in 2016.

The results also show an improvement of 0.9% at Grade 3, which is an indication that more candidates might qualify to institutions of higher learning.

The Ministry encourages learners who have successfully
completed grade 12 to seek admission for further studies in institutions of higher learning locally, regionally and overseas.

2.5.1 Cambridge International Examinations prize winners

As a tradition Cambridge International Examinations (CIE) are making prizes available for excellent performances in the NSSC qualifications. A National Open Scholarship for the best overall performance in NSSC Higher Level (N$2 000-00), two national prizes for the best performance in six NSSC Higher Level subjects (one female and one male, N$1 200-00 each) and a further two national prizes for the best performance in five NSSC Higher Level subjects (one male and one female N$1 200-00 each). The 2016 prize winners are as follows:

Female  Potgieter: Renate (National Open Scholarship for best overall performance on aggregate score in NSSC Higher Level) N$2000.00, Walvis Bay Private School (NAI 21/0062)

Female  Sundui: Tsengelmaa (National prize based on best performance in six NSSC Higher Level subjects) N$1200.00, St. Paul’s College (NAE 30/0048)

Male  Chizengeya: Blessing (National prize based on best performance in six NSSC Higher Level subjects) N$1200.00, St Boniface College (NAX29/0030)
Male: Van Tonder: Josua (National prize based on best performance in five NSSC Higher Level subjects) N$1200.00, St. Paul’s College.  (NAE 30/0053)

Female: Hanekom: Juan-Mari (National prize based on best performance in five NSSC Higher Level subjects) N$1200.00, Windhoek High School (NAE25/0061)

Other sponsors will sponsor other activities during the prize giving ceremony in 2016.

As I have indicated in the analysis of the Grade 10 and 12 full-time and part-time results, the best performance of the 2016 results is ascribed to the hard work that has been done by the learners and teachers in the classroom. At regional and national levels many interventions that are geared towards improving teaching and learning took place. Inter alia:

Regional Stakeholders Consultative Meetings took place in all the regions during which the performance of the learners from Gr.1 to Gr.12 were analyzed and interrogated. Regional Governors, CRO, Councillors with school boards, parent community and all the stakeholders in education took part in this exercise. The Governors and other political leadership gave motivational talks in some regions and rendered their support to schools in many ways.

The end results of these stakeholder consultative meetings were to design new strategies to remedy the situation of poor learner performance at some schools. Eventually, regional education directorates have drawn up action plans with new approaches to enhance teaching and learning activities, which has resulted in the better performance of the 2016 candidates.

First ever Agriculture, Biology and Life Science National Conference was held in collaboration with UNAM, NUST and NAMCOL in our
quest to improve on the performances of these subjects and also to pave ways for the alignment of these subjects to SDG’s and HPP in the context of sustainable development. This has also resulted in an improvement of the performance by the 2016 candidates in the respective subjects.

It is evident that the subjects such as Accounting, Arts and Design and Keyboard and Word Processing and African Languages in which teacher shortages is experienced the performance is affected negatively hence the importance of having qualified and committed teachers in the system. In order to address this shortcoming, I have tasked my team to engage NSFAF to consider these subject areas as priority for awarding loans or scholarships to prospective students who want to further their studies in priority subjects. In addition to that; we will have to engage higher education institutions to assist us in increasing their intake in these subject areas.

The Ministry of Education, Arts and Culture made great strides in realizing inclusivity to the extent that more and more learners from schools of visually impaired learners sit for external examinations. However, more still needs to be done in assisting these schools, teachers and learners. Increasing education grant to these schools, translation of textbooks into Brailed textbooks, adequate provision of learning support materials and involvement of teaching staff in professional development activities together with mainstream teachers are some areas the Ministry will look into.

Notwithstanding the fact that the Ministry of Education, Arts and Culture implemented for the first time Secondary Education Grant that enables the schools to fill the gabs in provision of learning support materials and engage into activities that promotes effective teaching and learning.

As you are aware some of the Grade 10 and 12 subjects were postponed due to the teacher’s strike, I would like to inform the nation that the candidates performed very well in Life Science for Grade 10 and Mathematics Higher Level for Grade 12.
2.6 Procedures for the issuing of results

The statements of Results for full-time candidates will be released via regional offices to the schools where the examinations were written, for handing out or posting to candidates.

Regional offices will receive Broadsheets, which among other things, will indicate the subject grades awarded and points scored per candidate per school, in addition to the handing out of Statements of Results to candidates by schools.

Having said the above, I would like to extend our thanks and gratitude to the teachers and learners for all their hard work and commitment towards the improvement of the results. It is high time that we show appreciation to our teachers and strive to revitalize the teaching profession for teachers to reclaim their status in the professional arena.

Members of the media, we thank you very much for agreeing to share the results with learners, parents and all stakeholders.

Looking forward in working with you when we release the Grade 12 Ordinary Level results in January 2017.

Candidates are also congratulated on their results and I wish them a Merry Christmas and a Prosperous New Year. It is my prayer that we will all travel safely and come back re-energized for the tasks that await us in 2017.

I thank you all.
ATTACHMENT: ACCESS POINTS OF THE EXAMINATION RESULTS

In order to make the information easily accessible, the results will be available on the website of the Directorate National Examinations and Assessment at www.dnea.gov.na, the website of the Ministry of Education www.moe.gov.na, www.namibian.com.na, the NSSCH results only on the Republikein Newspaper and all results may also be accessed through SMS service.

We attach an example to this release has to acquire through SMS. For the SMS service, the procedure is as follows:

Send a message through your mobile phone, which gives the name of the examination, JSC followed by the **surname and first name of the candidates**.

**Example (a):** JSC Nangolo Philip

**Example (b):** NSSCH Kaperu Theo

OR

Write your full examination number

**Example (a):** JSC 101E250025

**Example (b):** NSSCH 10HE250025

Send this information to any of the following numbers 2929, 99099 or 55755 and in response your surname, name and results will appear on your cell phone.