

**MEDIAVERKLARING DEUR DIE SAOU**

**5 Januarie 2016**

**EMBARGO: ONMIDDELLIK**

**Nasionale Senior Sertifikaat-eksamenuitslae 2015  
'Uitdagings vir 2016'**

Die SAOU salueer al die suksesvolle 2015 matrikulante. Terselfdertyd rekordeer die SAOU ook opregte dank en waardering vir die toewyding van professionele opvoeders wat hulle sukses oor 'n periode van 12 jaar moontlik gemaak het. Die prestasie van die klas van 2015 is weereens 'n bewys van die uitmuntende onderwys wat bepaalde komponente van die openbare onderwysstelsel kan lewer.

Die SAOU wens ook die Departement van Basiese Onderwys (DBO) geluk met 'n goedbestuurde eksamenproses. Alhoewel daar geïsoleerde probleme ondervind is, asook ernstige probleme op tersiêre vlak, was die terugvoering vanaf grondvlak uiters positief. Die sukses van 'n eksamenproses lewer 'n onmeetbare bydrae tot die geloofwaardigheid van die NSS.

Die SAOU betreur die feit dat die slaagsyfer afgeneem het na 70.7% al word die getal leerders wat tot gr 12 progressie ontvang het, in ag geneem. Hierdie afname word waargeneem teen die agtergrond van 'n dalende tendens oor die afgelope drie jaar en is dit duidelik dat daar rooiligte is wat flikker. Daar is 'n duidelike behoefte om basiese aspekte soos verbeterde klaskamerpraktyk, kurrikulumdekking, die leer- en onderrigomgewing, asook die akademiese en professionele standaard van bepaalde opvoeders daadwerklik aan te spreek. Alhoewel daar meer kandidate was wat die NSS gedurende 2015 afgelê het in vergelyking met bv 2013, het die getal kandidate wat meer as 30% in Wiskunde behaal het, met ongeveer 13,000 afgeneem. Dieselfde tendens is ook ten opsigte van Fisiese Wetenskap te bespeur waar die getal leerders wat meer as 30% behaal het, met meer as 11,000 afgeneem het. Hierdie syfers is belangrik omdat dit een van die aanwysers is om die sukses van die Nasionale Ontwikkelingsplan aan te dui. Dit is daarom betreuringswaardig dat 'n gedetailleerde ontleding van die uitslae aandui dat die slaagsyfer in talle skole afgeneem het en dat dit 'n aanduiding is van minder as bevredigende werksetiek of in die alternatief dat die gehalte van die vakkennis van opvoeders nie op standaard is nie.

Vir 2015 moes die stelsel ook die effek van twee ander faktore verreken, nl progressie en die sogenaamde "onvoltooides". Progressie vind plaas wanneer 'n leerder oorgeplaas word na 'n volgende graad sonder om aan die promosievereistes te voldoen. In terme van die huidige beleid mag 'n leerder slegs een graad gedurende 'n fase druipe met die instemming van die ouer, dws Grondslag (Gr 1 – 3), Intermediêr (Gr 4 – 6), Senior (Gr 7 – 9) en VOO (Gr 10 – 12). Hiervolgens is dit duidelik dat 'n leerder deur die stelsel kan vorder sonder om een keer te slaag. Die SAOU was nog nooit ten gunste van die progressiebeleid soos dit tans geformuleer is nie. Alhoewel die SAOU bewus is van die finansiële implikasie om groot getalle leerders in die stelsel terug te hou, moet die verhoogde druipeyfer later deeglik verreken word. Die enigste manier hoe verhoogde druipeyfers vermy kan word in die lig van die huidige progressiebeleid is om standarde te verlaag. Die SAOU is oortuig daarvan dat progressie en saamgelees daarmee die beginsel van kondonering (opwaartse aanpassing van punte) die ernstige herbesinning van die onderwysowerhede vereis, en veral in die lig van die feit dat die slaagvereistes so laag is as wat dit tans is, nl 40% vir die huistaal, 40% vir twee verdere vakke en 30% vir die ander drie vakke.

Die beginsel van "onvoltooides" behels dat leerders kan kies om Gr 12 oor twee jaar af te lê. Die SAOU kan ook nie dié aspek ondersteun nie. Die ooglopende oogmerk is om die slaagsyfer positief te beïnvloed, maar dit word betwyfel of 'n leerder gedurende die tweede jaar wanneer sodanige leerder dan nie meer skool bywoon nie, steeds in staat sal kan wees om die eksamen met sukses te kan afneem.

Die persentasie van leerders wat kwalifiseer vir graadstudies is 25.8% (166,263). Ook hierdie persentasie het afgeneem in vergelyking met 2014, 28.3%. Die universiteitsektor beskik doorgewoon nie oor die kapasiteit om hierdie getal studente te akkommodeer nie. Daar is duidelik 'n behoefte aan groter diversifisering en daarom moet daadwerklike aandag aan addisionele bane verleen word, dws tegnies en beroepsonderwys. Die oogmerk om Tegniese Wiskunde en Tegniese Wetenskap gedurende 2016 te implementeer word beskou as 'n stap in die regte rigting.

Die oogmerk van UMALUSI om die huidige beleid ten opsigte van die opwaartse aanpassing van Afrikataal leerders te wysig moet duidelik met groot omsigtigheid en sensitiwiteit benader word. Hierdie leerders moet in talle gevalle die NSS-eksamen aflê in 'n tweede of derde taal. Hierdie aspek sal ongetwyfeld deeglik verreken moet word.

Die SAOU doen 'n beroep op die Minister en die DBO om werklik toekomsgerig te beplan met die oog op die vasstelling en handhawing van standaarde ten einde goed opgeleide en gebalanseerde burgers voor te berei vir die toekomstige eise van Suid-Afrika.

EINDE

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**MEDIA STATEMENT BY THE SAOU  
5 January 2016  
EMBARGO: IMMEDIATE  
National Senior Certificate Examination Results 2015  
"Challenges for 2016"**

To all the successful 2015 matriculants: the South African Teachers' Union (SAOU) salutes you. The Union also wishes to register its profound appreciation for the conscientious and dedicated nurturing and mentoring by all the professionally - motivated educators who made it possible for each of the successful candidates to realise their potential and pursue their dream not only in their grade 12 year, but throughout their entire schooling – sound education grows from a sound foundation. The SAOU reaffirms its conviction that excellent education is still being delivered in the public system if the performance of many schools around the country is considered.

The SAOU also congratulates the Department of Basic Education (DBE) on a well-managed examination. Despite a number of potentially disruptive incidents across the country at the tertiary education level and the difficult ANA negotiations, reports of examination irregularities were few and efficiently cleared. The over-all success of the examination process contributes to the stability and essential credibility of the qualification.

The SAOU regrets the fact that the pass rate for 2015 decreased to 70.7% even against the background of the number of learners who progressed to Gr 12. The decreasing trend is notable over the last three years and clearly the red lights are flashing. There is clearly an urgent need to address basic issues like improved classroom practice, curriculum coverage, the learning and teaching environment as well as the standard of subject knowledge of certain educators. Even though more candidates wrote the NSC during 2015 the number of candidates with more than 30% in Mathematics decreased with approximately 13,000 in comparison with 2013. The same trend can be noted with regard to Physical Science, i.e. the number of learners decreased with more than 11,000. These trends are important as they are indicators to track the success of the National Development Plan. It is likewise regrettable that the pass rate of many schools were also lower when a detailed analysis is made and therefore points to a less than satisfactory work ethic, or in the alternative that the subject knowledge of some educators are not on standard.

For 2015 the system also had to contend with two other factors, namely, 'progression' and so-called 'incompletes.' Progression happens when a learner is placed in the next grade even though he or she may not have met the necessary requirements for promotion. In terms of present policy, a learner may be failed once per phase, that is, once in any of the phases, i.e. Foundation (Gr. 1- 3), Intermediate (Gr. 4- 6), Senior (Gr.7- 9) or the FET (Gr.10 -12), but may not fail more than twice. This implies that a learner may progress to Gr. 12 without ever having met the promotion (pass) requirements. "The SAOU has never been in favour of the 'progression' principle. Although the Union is aware of the financial implications of keeping learners in the system for longer than is necessary together with the alternative danger of increasing the drop-out-rate due to failure, to simply apply a process of progression raises unrealistic expectations in the learner and exacerbates dropping standards. In general, there is no sense in a learner simply being 'progressed' based on education criteria. Furthermore, a learner cannot simply be progressed or retained on the whim or fancy of the parents. So-called progression and the related principle of condonation require serious re-evaluation if the education system is to have integrity, especially when the promotion requirements are as low as they are, that is, 40% for an official language at Home Language level; 40% for 2 additional subjects and 30% for any 3 other subjects" Klopper stated.

Turning to the notion of "Incompletes" where learners can choose to write their matriculation examinations across two years, the idea seems to the SAOU to be totally irresponsible. Clearly, the tactic is designed to ultimately increase the pass rate. But there appears to have been no thought whatever given to maintaining standards and as importantly, preparing the learner for the workplace - a crucial, universal education concern. A major concern must surely be who will assist the candidate with follow-up and support? What provision is made for adequate 'pull-through' to the second year? A learner who has not coped with the curriculum while at school in a full-time capacity is even less likely to cope without

dedicated nurturing outside of the school environment and simply adds a further burden to an already overloaded administration requirement for the teacher.

Notably, the 2015 percentage of candidates who qualified for admission to graduate studies is 25,8% while the 2014 figure was 28, 3%. Clearly, the system needs diversity and finding effective ways to channel and encourage learners into a greater variety of study areas – for example technical and vocational fields – has become essential especially in the face of a weakening economy. Failing to address that diversity means that the system is neither recognising nor meeting the country's needs. However, the proposed introduction of Technical Mathematics and Technical Science during 2016 is certainly encouraging.

The stated intention by UMALUSI, to phase out the Council's current policy of upwardly adjusting the marks of Africa-language mother-tongue candidates who are neither English or Afrikaans speakers and who in effect write the NSC examination in a 'second' language, adds a further dimension and challenge to finding soundly professional and at the same time democratically equitable solutions to the currently vexing demands that beset education, not the least of which is policy regarding the language of instruction and the status and future of so-called 'minority' languages.

The SAOU calls on the Minister and her department to embrace informed, future-oriented education planning that focusses on establishing and maintaining standards and structures that will create a thoroughly educated/qualified, diverse body of citizens able to serve the real needs of our burgeoning democracy.

END

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**MEDIA STATEMENT BY THE SAOU**

**29 December 2015**

**EMBARGO: 30 December 2015**

**The SAOU welcomes independent examination body, SACAI's matric 2015 results**

The South African Teachers' Union (SAOU) has warmly welcomed the announcement by the South African Comprehensive Assessment Institute (SACAI), of their matric results for 2015. SACAI, which is an officially recognised UMALUSI- endorsed, independent examination body, is an affiliate of the SAOU.

Chris Klopper, CEO of the SAOU said that the results constituted a milestone in the drive by the Union and SACAI to ensure that every learner in South Africa has access to an official qualification of recognised integrity. He said further, that the overall pass rate of 63% was sound given the circumstances under which the sector served by SACAI worked and the fact that more than 80% of the candidates who passed this year complied with the requirements for university admission, while 31% of them qualified for degree studies, was highly laudable.

"It is essential, given the diversity of our South African democracy, that everyone has the right and access to an education approach that falls within their specific needs and predilections but which at the same time answers to universal education parameters of the highest standards ensuring equal opportunity for all. It was for that purpose that SACAI was established and having acquired UMALUSI endorsement, SACAI in association with the SAOU is now working towards securing international recognition for the qualification. To that end, an exploratory delegation visited the United Kingdom and Ireland in November 2015," Klopper said. "The requirements for the further recognition we are seeking are stringent, but we believe that we will ultimately be able to meet them."

Together with SACAI the SAOU is committed to improving the teaching and learning of subjects like Mathematics, Physical Science and the vocationally- oriented subjects Klopper concluded.

**End**

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**MEDIAVERKLARING DEUR DIE SAOU**

**29 Desember 2015**

**EMBARGO: 30 Desember 2015**

**Die SAOU verwelkom onafhanklike assesseringsinstituut, SACAI, se 2015 matriek uitslae**

Die Suid-Afrikaanse Onderwysersunie (SAOU) het die aankondiging deur die Suid-Afrikaanse Komprehensiewe Assesseringsinstituut (SACAI), oor hul matriekuitslae vir 2015, hartlik verwelkom. SACAI wat amptelik deur UMALUSI erken en onderskryf word, is 'n onafhanklike assesseringsliggaam, en 'n filiaal van die SAOU.

Chris Klopper, uitvoerende hoof van die SAOU het gesê dat die uitslae 'n mylpaal in die strewe van die Unie en SACAI is om te verseker dat elke leerder in Suid-Afrika toegang tot 'n amptelike kwalifikasie van erkende integriteit het. Hy het verder gesê dat die algehele slaagsyfer van 63% gesond is gegewe die omstandighede waaronder die instansies in die

sektor wat deur SACAI bedien word funksioneer en die feit dat meer as 80% van die kandidate wat geslaag het vanjaar reeds aan die vereistes vir universiteitstoelating voldoen het, terwyl 31 % van hulle vir graadstudies gekwalifiseer het.

“Gegewe die diversiteit van ons Suid-Afrikaanse demokrasie, is dit noodsaaklik dat almal die reg en toegang tot 'n opvoedkundige benadering het wat toepaslik is vir hul spesifieke behoeftes en geaardheid, maar wat terselfdertyd binne universele opvoedkundige parameters van die hoogste standaard val om gelyke geleenthede vir almal te verseker. Dit was vir dié doel dat SACAI gestig is. Sacai word deur UMALUSI erken. Tans is SACAI, in samewerking met die SAOU, besig om internasionale erkenning vir 'n Nasionale Seniorcertifikaat wat na aanleiding van die SACAI-eksamens uitgereik is te probeer verkry. Om die rede het 'n afvaardiging in November 2015 verkennende besoeke aan die Verenigde Koninkryk en Ierland, gebring,” het Klopper gesê. “Die vereistes vir die verdere erkenning van die kwalifikasie wat verlang word is streng, maar ons glo dat ons uiteindelik in staat sal wees om aan die vereistes te voldoen.”

Klopper het afgesluit deur te sê dat SACAI en die SAOU saam verbind is tot die verbetering van die onderrig en leer van vakke soos Wiskunde, Wetenskap en die beroepsgerigte vakke.

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