



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

PRESS STATEMENT

**ON THE 2015 RESULTS OF GRADE 12 NAMIBIA
SENIOR SECONDARY CERTIFICATE (NSSC) ORDINARY
LEVEL FOR FULL-TIME & PART-TIME CANDIDATES**

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Minister of Education, Arts and Culture**

Issued: 13 January 2016

1. On 16 December 2015, I announced the release of the Junior Secondary examinations as well as the Namibia Senior Secondary Certificate Higher Level results. This morning, I am delighted to announce the results of the Grade 12 full-time and part-time candidates who sat for their Grade 12 Namibia Senior Secondary Certificate Ordinary Level Examinations in October/November 2015.

It goes without saying that our gratitude and appreciation go to all the markers for their hard work and commitment in completing the marking of these examinations before schedule, this is a record for the fifth time.

The Directorate of National Examinations and Assessment (DNEA) is equally applauded for monitoring and putting the necessary machinery in place to release the results earlier than expected. Consistency and proper management have been observed that the Grade 12 Ordinary Level results are for the fifth time released earlier. As you all know that, since 1994 the results could only be released end of January each year. This shows a remarkable improvement and it shows hard work from all involved in the administration and conducting of National Examinations. However, much effort must be put in place to release the ordinary level results together with the Grade 10 and higher level results without compromising the standard of our qualifications.

The Ministry of Education, Arts and Culture registers its highest appreciation to the Regional Education Directorates and schools for preparing the learners for the 2015 examinations. Government is also indebted to parents who fulfilled their tasks as primary educators and for their guidance and support. However, more children could have been successful if they could have received enough support from all parents and guardians. We also recognize the contributions of the distance education institutions both public and private for taking care of the part-time candidates.

Clearly I shall fail in my duty if I do not congratulate the teachers countrywide for having opened doors to the bright future of the successful candidates.

For those who did not make it this time, failure of a person is not the end of his/her life.

I thus, urge learners to be diligent in future and commit to make their studies a success in 2016 and beyond.

The results I am about to announce will be made public tomorrow **Thursday, 14 January 2016** in all our fourteen regions.

Please allow me; before I announce the results of the Grade 12 Ordinary Level, to inform the nation that out of 20 301 full-time candidates who registered for the Grade 12 Ordinary Level in 2015, 92.9% were graded in 2015 compared to 93.2% in 2014.

Similarly of the 27 531 part-time candidates registered for the examinations 78.8% were graded in 2015 compared to 79.2 % in 2014, as a nation we must interrogate ourselves.

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 2015, a total of 47 832 full-time and part-time candidates combined were registered at 182 full-time and 148 part-time examination centres. This number comprised of 20 301 full-time and 27 531 part-time candidates.

The majority of the part-time candidates, 26 685 were registered with Namibia College of Open Learning; while a total of 846 were registered with other Private Institutions recognized and approved by the Ministry of Education, Arts and Culture.

When compared to 2014, the number of full-time candidates increased by 909 (4.6%) to 20 301 candidates. The results of the 2015 full-time candidates show a much better performance at Grades A*, A, B, D and F, while their performance at Grades C is similar to the 2014 results and less candidates obtained a grades E and G which is an indication that some candidates moved to the higher grades and other were ungraded as supported by an increase of +0.3% of the ungraded entries.

A critical look at these results reveals a slight decrease in the percentage of graded entries from 93.9 % in 2014 to 92.9% in 2015. This is also supported by an increase of the ungraded entries from 6.8% in 2014 to 7.1% in 2015 which represents +0.3%.

However, it is interesting to note that the performance of the full-time candidates is much better compared to the 2014 candidates at Grades A* - B and also at grade D and F while fewer candidates obtained Grades E and G. This is an indication that candidates obtained better grades when compared to the 2014 results.

It is worth noting that for 2015, the number of part-time candidates increased by 1 991 (7.8%) from 25 540 to 27 531. The results of the part-time candidates show a stable performance at grade A* with a much better performance at grades A to F when compared to the 2014 results. This is a clear indication that candidates concentrated more from the lower grades to the higher grades. It is a performance to be acknowledged considering the hard situations under which these candidates are being taught and learn.

The results also show an increase in the percentage of ungraded entries from 20.8% in 2014 to 21.2% in 2015 which represents an increase of +0.4%, because of the fewer candidates who obtained a G grade.

The Ministry has also analyzed the performance of the top 10 candidates (140) in fourteen regions and it was established that 83 (59.3%) are male candidates and 57 (40.7%) are female candidates. The results show that male candidates performed better than the female candidates in the 2015 Grade 12 Ordinary Level examinations.

- 2.2. I would like to take this opportunity to address the nation and particularly the candidates who did not qualify for admission to tertiary institutions, that the future of this country does not solely depend on students who enter institutions of higher learning, but also on other critical skills that can be obtained through various other institutions such as Vocational educational institutions countrywide and elsewhere.

Those candidates contemplating pursuing their studies at tertiary institutions in our country and elsewhere will have to meet the admission requirements set by those institutions concerned. Normally, minimum requirements to universities include a D in English at Ordinary level or a 4 grade in English at Higher Level with 25 points.

Based on the performance of the 2015 Grade 12 candidates it is almost certain that 6 056 (29.8%) candidates will qualify for admission to tertiary institutions compared to 7 536 (38.9%) candidates in 2014, excluding part-time candidates. However if an E symbol in English is taken into account 10 399 (51.2%) candidates will qualify for university admission. However, based on the performance of part-time candidates on D symbol on Ordinary level and 4 symbol higher level in English, an approximate number of 2 742 (10.0%) of the part-time candidates may qualify for admission to universities. If an E symbol in English is taken into account, an approximate number of 6 542 (23.8%) of the part-time candidate may qualify for admission to universities in 2016.

The Ministry of Education, Arts and Culture is obliged to report its performance against the Namibia's Fourth National Development Plan (NDP4). Desired outcome number two (2) aims for the increase in the percentage of learners meeting admission requirements to universities on 25 points from 29.5% in 2011 to 45.0% in 2017. For the 2015 results only 29.8% of the candidates qualified for university admission compared to 39.9% in 2014. Based on the above information much more still need to be done as the percentage of qualifying candidates did decrease from 39.9% in 2014 to 29.8% in 2015.

The Ministry of Education, Arts and Culture is hereby 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. I would like to announce that as part of the analysis of the examination results, the Ministry has analyzed learners' performance in terms of subjects in comparison to 2014 and the following picture clearly emerged:

- (a) **In the following seventeen (17) subjects, the performance of candidates was better in 2015 than in 2014.**

Afrikaans Second Language, Art & Design, Biology, Business Studies, Computer Studies, Development Studies, Fashion & Fabrics, First Language English, First Language Silozi, First Language Thimbukushu, First Language Setswana, History, Home Economics, Mathematics, Physical Science, Office Administration and Keyboard Application, French Foreign Language.

In 2014 there were eight (8) subjects in this category now there are 17.

- (b) **In the following nine (9) subjects the performance of candidates was poorer than in 2014.**

Design & Technology, Economics, First Language Afrikaans, First Language German, First Language Oshikwanyama, First Language Otjiherero, First Language Rukwangali, First Language Rumanyo, First Language Khoekhoegowab.

In 2014 there were nine (9) subjects in this category and now they are also 9.

- (c) **In the following seven (7) subjects no significant change was noticed in 2015 compared to 2014.**

Accounting, Agriculture, English Second Language, First Language Oshindonga, Namibian Sign Language, Foreign Language German, Geography

- (d) The subject Entrepreneurship was examined for the first time in 2015, therefore no comparison could be made.

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

- (a) **In 16 (47.1%) 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 Otjiherero
First Language Rukwangali
First Language Silozi
First Language Rumanyo
First Language Thimbukushu
First Language Setswana
Namibian Sign Language
Home Economics
French Foreign Language

In 2014 there were Thirteen (13) subjects in this category now they are 16.

- (b) In 13 (38.2%) of the subjects between 90% and 99.9% of the candidates were graded:**

Afrikaans Second Language
Agriculture
Art & Design
Computer Studies
Development Studies
First Language Khoekhoegowab
Foreign Language German
Geography
History
Mathematics
Physical Science
Office Administration and Keyboard Application
Entrepreneurship

In 2014 there were Fourteen (14) subjects in this category now they are thirteen (13).

- (c) In 3 (8.8%) of the subjects between 80% and 89.9% of the candidates were graded:**

Accounting
Biology
Business Studies

In 2014 there were two (2) subjects in this category, now they are 3.

(d) In 2 (5.9%) of the subjects between 70 – 79% candidates were graded.

Economics

English Second Language

In 2014 there were two (2) subjects in this category and still two again.

Based on the above criteria the candidates performed better in Language subjects and pre-vocational subjects similar to 2014.

(e) The Ministry of Education, Arts and Culture also reports against its key performance indicators of academic achievement at grade D and above in the Mathematics, English, Agriculture, Biology and Physical Science. For the 2015 examinations the following scenario emerged.

Subject	2014	2015	Target	Difference
Mathematics	40%	42%	42%	Target achieved
English	31%	30%	33%	-3.0%
Agriculture	56%	56%	58%	-2.0%
Biology	30%	33%	32%	+1.0%
Physical Science	43%	46%	45%	+1.0%

The subjects Biology, Physical Science and Mathematics the targets were achieved, while more efforts need to put in place in English and Agriculture in order to meet the strategic targets.

3. COMPARISON OF REGIONAL PERFORMANCES

The table below gives the rank order of the fourteen educational regions on their overall performance in all the subjects entered for by the **full-time candidates**.

REGION	RANK ORDER IN 2015	RANK ORDER IN 2014	
Kavango East	1	4	Moved 3 places up
Oshikoto	2	2	No change
Erongo	3	1	Moved 2 places down
Otjozondjupa	4	5	Moved 1 place up
Khomas	5	7	Moved 2 place up

Omaheke	6	12	Moved 6 places up
Hardap	7	6	Dropped 1 place down
Ohangwena	8	3	Dropped 5 places down
Kunene	9	11	Moved 2 places up
Kavango West	10	13	Moved 3 places up
Omusati	11	8	Dropped 3 places down
//Kharas	12	10	Dropped 2 places down
Oshana	13	9	Dropped 4 places down
Zambezi	14	14	No change

The Ministry of Education, Arts and Culture 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. For the 2015 examinations the Ministry has decided to split the performance of private and government schools for full-time candidates.

4.1 A TOTAL NUMBER OF 145 GOVERNMENT SCHOOLS WERE REGISTERED FOR THE NSSC ORDINARY LEVEL EXAMINATION AND THE FOLLOWING ARE THE TOP TWENTY (20) SCHOOLS ON THE BASIS OF THE 2015 EXAMINATION FOR FULL-TIME CANDIDATES (ONLY SCHOOLS WITH 30 AND MORE CANDIDATES WERE CONSIDERED)

SCHOOL	RANK ORDER *	REGION
RUKONGA VISION SCHOOL	1 (2)	KAVANGO EAST
NEGUMBO SENIOR SECONDARY S	2 (1)	OMUSATI
DELTA SECONDARY SCHOOL	3 (3)	KHOMAS
JUUSO SHIKONGO SECONDARY S	4 (4)	OSHIKOTO
NAMIB HIGH SCHOOL	5 (7)	ERONGO
HAIMBILI HAUFIKU SENIOR S S	6 (5)	OHANGWENA
OTJIWARONGO SECONDARY S	7 (9)	OTJOZONDJUPA
MATUMBO ANGELINA RIBEBE	8 (0)	KAVANGO WEST
MWADIKANGE KAULINGE S S	9 (19)	OHANGWENA
GABRIEL TAAPOPI SENIOR S S	10 (6)	OSHANA
RUACANA VOCATIONAL S S	11 (17)	OMUSATI
ETOSHA SECONDARY SCHOOL	12 (11)	OSHIKOTO
MAX MAKUSHE SECONDARY SCHOOL	13 (50)	KAVANGO EAST
HAGE GEINGOB SECONDARY S	14 (14)	KHOMAS
WESTSIDE HIGH SCHOOL	15 (10)	ERONGO
JAN JONKER AFRIKANER S S	16 (47)	KHOMAS
WINDHOEK HIGH SCHOOL	17 (23)	KHOMAS
NUUYOMA SENIOR SECONDARY S	18 (18)	OMUSATI
RUNDU SECONDARY SCHOOL	19 (38)	KAVANGO EAST

JAN MOHR SECONDARY SCHOOL	20(27)	KHOMAS
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* Rank order position in 2014 in brackets

4.2 A TOTAL NUMBER OF 30 PRIVATE SCHOOLS WERE REGISTERED FOR THE NSSC ORDINARY LEVEL EXAMINATIONS AND THE FOLLOWING ARE THE TOP TWENTY (20) SCHOOLS ON THE BASIS OF THE 2015 EXAMINATION FOR FULL-TIME CANDIDATES (ONLY SCHOOLS WITH 30 AND MORE CANDIDATES WERE CONSIDERED)

SCHOOL	RANK ORDER *	REGION
ST BONIFACE COLLEGE	1 (2)	KAVANGO EAST
ST PAUL'S COLLEGE	2 (3)	KHOMAS
CANISIANUM ROMAN SCHOOL	3 (5)	OMUSATI
GOBABIS GYMNASIUM PRIVATE S	4 (4)	OMAHEKE
OSHIGAMBO SECONDARY S	5 (7)	OSHIKOTO
ELCIN NKURENKURU HIGH S	6 (8)	KAVANGO WEST
WINDHOEK GYMNASIUM PRIVATE	7 (6)	KHOMAS
ST GEORGE'S DOICESAN C S	8 (15)	KHOMAS
DUNESIDE PRIVATE SCHOOL	9 (14)	ERONGO
HEROES COMBINED SCHOOL	10 (18)	OSHIKOTO
TUCSIN	11 (11)	KHOMAS
EDUGATE ACADEMY	12 (9)	OTJOZONDJUPA
DEUTSCHE H P S	13 (16)	KHOMAS
WALVISBAY PRIVATE SCHOOL	14 (17)	ERONGO
BERG OP ACADEMY PRIVATE S	15 (10)	OTJOZONDJUPA
ORANJEMUND PRIVATE SCHOOL	16 (19)	//KHARAS
JOHANNES DOHREN R C HIGH S	17 (25)	OMAHEKE
KARIBIB PRIVATE SCHOOL	18 (12)	ERONGO
ST JOSEPH'S R C SCHOOL	19 (20)	KHOMAS
COMBRETUM TRUST SCHOOL	20 (23)	KHOMAS

* Rank order position in 2014 in brackets

EXCEPTIONAL PERFORMANCES BY INDIVIDUAL CANDIDATES

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

Male: Matikiti: Craig NAX 29/0017; St Boniface College

Female: Sikongo: Pandureni NAX 29/0004; St Boniface College

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

Male: Matikiti: Craig NAX 29/0017; St Boniface College

Female: Sikongo: Pandureni NAX 29/0004; St Boniface College

Male: Moyo: Reinhard NAX 29/0015; St Boniface College

Female: Nakale: Victoria NAX 29/0011; St Boniface College

Female: Simasiku: Stephania NAX 29/0002; St Boniface College

Male: Mutamangira: Leon NAX 29/0012; St Boniface College

Female: Kafuro: Adeline NAX 29/0023; St Boniface College

Female: Nauyoma: Elizabeth NAS 16/0296; Haimbili Haufiku SSS

Male: Sikwaya: Robby NAX 29/0003; St Boniface College

Male: Lisho: Simanga NAX 29/0019; St Boniface College

It is to be noted that there are five females and five males among the top performing candidates.

6. PROCEDURES FOR THE ISSUING OF STATEMENTS OF RESULTS AND CERTIFICATES

6.1. The NSSC Ordinary Level results have been dispatched to Regional Offices for release at **08:00 on 14 January 2016** in all regions.

As from 14 January 2016 Schools will provide candidates with their individual Statements of Results and Regional Offices will display, or have the results available in broadsheet format, at their offices. Regional offices will also provide a service during office hours by supplying results from the Broadsheets to candidates and relatives who visit the regional offices or venues.

6.2. RE-MARKING AND CHECKING OF MARKS

Candidates should note that the re-marking of scripts and the checking of marks are allowed. **The closing date for applications for re-marking at the centres where the candidates sat for their examinations is 29 January 2016.**

Information about re-marking fees is available at regional offices and examination centres.

6.3. ISSUANCE OF CERTIFICATES

NSSC certificates will become available mid April 2016. Therefore students are advised to collect their certificates from the centres where they sat for their examinations in 2015.

7. CONCLUSION

The Ministry of Education has analyzed the 2015 results for full-time and part-time candidates and the results of the full-time candidates have shown a better performance at higher and intermediate grades and have also noted the increase in the number of upgraded candidates for both full-time and part-time which is really a concern to be taken into account for the 2016 academic year.

The Ministry of Education, Arts and Culture continues to appeal for the unwavering support of parents and guardians. This support is vital to our

schools, teachers and learners to making 2016 a year of success. Our parents, you are the primary educators of our learners and a source of their motivation and inspiration. Every learner is bound to succeed if given the necessary support.

The Ministry of Education, Arts and Culture also appeals to all the schools to go back to the drawing board and put mechanisms in place that would lead to improved results. I direct all schools to draw up improvement plans and establish remedial classes that would assist the learners who could not cope with the speed of others.

I wish all staff members at the Ministry of Education, Arts and Culture a productive 2016 geared towards improved learning outcomes and better results at the end of the year.

I would like to thank the media for their objective reporting on educational matters, especially the Republikein Newspaper for assisting us in the dissemination of the results to the learners and the public at large.

Finally dear compatriots, we must benchmark ourselves against the best. As people we must be creative and innovative.

I still believe we have talents, skills, resources and expertise to turn the situation around despite hiccups; yes we have all the ingredients we need to produce the best citizens the world would admire and adore.

We owe it to ourselves to produce results which will reflect well on our country's image and reputation.

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

I thank you!