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OCTOBER 2023

QUARTERLY EDITION

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MATTHEW GONIWE SCHOOL OF LEADERSHIP & GOVERNANCE



MGSLG Board Chairman:
Tseliso Ledimo

The Matthew Goniwe School Of Leadership And Governance will host its 10th Annual Lecture in December 2023



Chief Executive Officer:
Sibusiso Mahlangu

The MGSLG annual lecture serves as a platform to celebrate Matthew Goniwe, an outstanding leader and teacher. Goniwe epitomised the noble ideals, civic values and strength, which broadly characterise the qualities sought in determining South Africa's outstanding teaching professionals. The school is a reflection of his values, his passion for education and principles.

MGSLG Key priorities includes:

- Teacher Development and ICT
- Early Childhood Development
- School Leadership & Management
- School Governance

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Matthew Goniwe
SCHOOL OF LEADERSHIP & GOVERNANCE
EDUCATE. EMPOWER. INSPIRE.



Education News

Learners in remote areas set sights

MOKGADI MOGY MASHAKO AND LUCAS LEDWABA

Matric learner Sidney Ramantshwana and his peers are almost always exhausted by the time they get to school. Their long walk to the classroom covers a distance of approximately 14km which they complete in about two hours.

In the afternoon after a long day of learning they have to walk the same distance back home. Still, some of those who are heading households are expected to perform house chores such as fetching water, sometimes collecting firewood and preparing meals for younger siblings.

Ramantshwana, a Grade 12 learner at Hanyani High School in Sagole Tshipise in Limpopo, said the long walk to the school impacts on their ability to concentrate in the classroom.

"We are tired, always. And this place can get very hot sometimes," he said, adding that he's still determined to achieve his goal of passing matric and going on to study law.

Ramantshwana's school is located in a remote rural area with very little access to modern amenities such as the internet and experiences poor network connectivity. This unfortunately is the lived reality of scores of rural-based learners across SA.

As hundreds of thousands of matric learners countrywide prepare to sit for their final year National Senior Certificate (NSC) exams on Monday, 30 October, rural-based learners like Sophie Sefala, face even greater challenges.



For Sefala and many learners like her, preparing for the NSC exams, which are set in uniform standard regardless of learners' location, is a high mountain to climb given the unique challenges they face.

A 2015 United Nations Millennium Development Goals Report 2015 report estimated that roughly 2.8 billion people worldwide lack access to modern energy services and more than 1 billion did not have access to electricity.

"For the most part this grave development burden falls on rural areas, where a lack of access to modern energy services negatively affects productivity, educational attainment and even health and ultimately exacerbates the poverty trap."

The constant power outages resulting from loadshedding have escalated the challenges faced by rural-based learners.

"Not having electricity makes it difficult to study for an exam and makes it harder to get enough sleep," said Mahlatshe Ledwaba, a Grade 12 learner at Mmatshipi in Mashashane, Limpopo.

"Sometimes when loadshedding occurs there's no access to the internet and it is impossible for a learner like me to research or communicate with people about school work. It's a challenge," she said.

University of Western Cape's Professor Rouaan Maarman who specialises in poverty and education noted while responding to the 2022 matric results earlier this year that "it seems as if the cycle of poverty is intensified by electricity blackouts and every layer of disadvantage contributes to a more challenging school performance in the poorer school communities".

A 2020 study by Amnesty International titled Broken and Unequal – The State of Education in South Africa, concluded that the country "has one of the most unequal school systems in the world, with the widest gap between the test scores of the top 20% of schools and the rest."

Ledwaba, 17, said in addition to the long walk to school, the lack of access to libraries is a major concern. The nearest library to her village is 30km away in Polokwane.

The fact that many families in rural areas like Mashashane rely on social grants for their sustenance means such trips to town are out of their reach due to financial constraints.

Sophie Sefala, 18, is often forced to study by candle light due to power

outages in her village of Ga-Mothapo, where she lives with her parents, her sister and her little child.

"Studying requires adequate light for extreme concentration and memorisation. Using candles while studying is difficult as it can run out at any time," she said.

"Another problem is when we have to bathe with cold water in the morning, this causes many of us to catch colds and lose school days," she said.

Praise Motebejana, an 18-year-old matric learner, epitomises the spirit of learners at his rural-based school in Ga-Ramogale, a settlement situated about 25 km east of Polokwane in Limpopo. Situated a mere 8 kilometres from the University of Limpopo in Mankweng, this school, much like others in the vastly rural province, wrestles with the unique challenges of rural education.

Schools in villages such as Ramogale lack basic services such as water and sanitation, to large concerns such as inconsistent electricity supply and limited access to modern technology.

Understanding these challenges, Motebejana's school, Gerson Ntjie Secondary, has had to be innovative by extending the school day – allowing matric learners to stay and study until 8 pm. This strategy aims to shield them from distractions at home.

"It's demanding but mastering the balance is key. I want to go to aviation school and at this point unfortunately my parents won't be able to take me. This doesn't mean I will give up on the dream though," Motebejana said.

However staying up late in schools is not always possible for many learners due to challenges that persist outside of the schools.

As part of their recommendations they stressed that "the gov-

ernment must meet the challenges that rural schools face and must be actively involved in upgrading and developing rural schools".

The National Framework for Rural Education: Enhancing access, equity and quality in rural schools by the Department of Basic Education (DBE) proposes

that rural education provisioning capitalises on resources available in rural communities.

The DBE notes that "provision of quality education in rural schools requires not only targeted fiscal investments, but also civic agency." It further suggests that "the DBE must collaborate with rural com-

munities to mobilise resources (including socio-cultural, agricultural and natural resources, as well as indigenous knowledge systems)".

The rural education policy, which was adopted in 2022 as a national framework, proposed the establishment of a Rural Education Advisory Committee, includ-

ing stakeholders and experts, to advise on policy implementation, fund rural education programs, and monitor the impact of these policies on rural education.

Phuti Ragophala, a retired school principal better known as "techno-gran", acknowledged the determination required by rural learners

to succeed. "Learners from rural schools have much potential and talent. They just need support and encouragement to move forward," she said.

Ragophala operates a coding program called Tangible Africa for rural learners in Sekuruwe that doesn't require electricity, signal, or wifi, providing valuable skills to Grade 12 learners. She is also a recipient of the President's Silver Award of the Order of Baobab this year for her contribution in education and promoting technological advancement to teachers and learners.

"What remains a challenge for learners, especially from rural areas, is the lack of gadgets and wifi connectivity. I believe that challenges are there to sharpen us and, to the matriculants I trust they will work hard and overcome come what may," Ragophala said. – *Mukurukuru Media*

Education News

on success despite big challenges



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AVBOB STEP 12

educational support programme for

GRADE 12 LEARNERS

AVBOB has launched an educational support programme called AVBOB STEP 12, which is intended to get learners ready for their Grade 12 language examinations. AVBOB STEP 12 comprises FREE Examination Preparation Guides for Grade 12 teachers and learners.

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The AVBOB STEP 12 guides can be downloaded for free at www.AVBOBSTEP12.co.za

DG's Corner

School principals urged to tighten up curriculum monitoring to improve performance for the class of 2023

EDWIN NAIDU

Director-General for the Department of Basic Education (DBE), Hubert Mathanzima Mwele, has urged Eastern Cape school principals to tighten their curriculum monitoring strategies in response to the demand of the National Development Plan (NDP) goals.

The NDP has mandated the DBE to ensure that “by 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes.

“The performance of South African learners in international standardised tests should be comparable to that of learners from countries at a similar level of development and with similar levels of access,” Mwele said.

He was joined by national and provincial senior education officials, who crisscrossed various parts of the Eastern Cape province in August 2023 to gauge the effective implementation of reading strategies and curriculum recovery plans in schools.

The Director-General and his entourage have already engaged with school principals in the North West, Limpopo, Gauteng and Mpumalanga provinces. Although the Eastern Cape has significantly improved in the 2022 National Senior Certificate (NSC) Examinations, school principals were still expected to provide adequate support to underperforming and high-enrolment schools to strengthen the provincial overall performance during the 2023 academic year.

During the engagement sessions, curriculum experts informed high school principals about a significant decline in Mathematics, Science and Technology (MST) subjects. They further urged school principals to invest energy and resources to support the Class of 2023 to keep the NSC results rising.

Reading comprehension, language teaching, quality learning and teaching in MST subjects, school infrastructure management and maintenance, and continuing teacher professional development were

other critical topics discussed during the engagements.

During 2022, the Eastern Cape achieved a 77.3% Matric pass rate, an improvement of 4.3%, making it the third highest-improved province. Despite this development, the presenters encouraged school principals to consider inter-district benchmarking to improve learning outcomes.

Deputy Director-General for Curriculum Support and Monitoring, Dr Barney Mthembu, said that the province will have to monitor curriculum coverage in Mathematics and Physical Sciences to increase bachelor passes from the Class of 2023 and beyond.

He added that the performance of the Class of 2022 led to well-deserved celebrations in families, communities, schools, churches, circuits, districts and provinces. However, the challenge the province encountered was sustaining its overall performance achieved by the Class of 2022.

The province should identify shortcomings in various learning areas to provide directed intervention support to districts, schools and, most importantly, the learners.

For instance, learners need to perform better in Mathematics in many schools. This indicates that the Class of 2023 requires extra support to achieve excellent Mathematics and Mathematical Literacy results, as these were not adequately treated during rotational school attendance.

In their intervention support, he urged principals to prioritise topics such as Trigonometry, Compound Angles, Euclidian Geometry, Application of Calculus, Interpretation of Cubic Functions, etc.

In Mathematics Literacy, concentrate more on Data Handling, Maps and Plans, Measurement and Finance,” said Dr. Mthembu. He also said high-enrolment schools require thorough curriculum monitoring to prepare for the 2023 NSC examinations.

“High-enrolment schools can potentially increase each province’s pass percentage. They must not be ignored and need support to deal with high learner numbers and sometimes overcrowded classrooms. Provinces, districts and schools must assess weak and progressed learners. Provinces must also expose struggling learners to camps and cluster centres so that they become familiar with formal study sessions. Provinces must also assess learners with special education needs, and those in need should be provided with accommodation and concessions,” added Dr Mthembu.

In reflecting on the Eastern Cape engagement, DG Mwele acknowledged the province’s determination to promote language across the curriculum.

The Eastern Cape is currently piloting isiXhosa as a mother tongue-based bilingual education

for Mathematics, a milestone towards promoting African Languages in the Basic Education Sector.

DG Mwele told primary school principals that the DBE has decided to work closely with the provinces to support teachers in strengthening language teaching.

“Our teachers need to be thoroughly upskilled to master pedagogical skills in language teaching. We have to pull together as key education stakeholders to improve reading comprehension in schools, especially in African languages,” he said.

DG Mwele further encouraged provincial education officials to assist the DBE in attaining NDP targets and significantly improving learner participation and success rates in MST subjects.

Basic Education Director-General
Hubert Mathanzima Mwele.
Photo: Eddie Mtsweni



Minister's Corner

Mother tongue education helps learners maintain heritage and identity

EDWIN NAIDU

According to the Minister of Basic Education, Angie Motshekga, mother tongue instruction is vital in assisting children to learn effectively.

Instead of simply filling a student’s mind with information, she said education should ignite a passion for learning, foster critical thinking, and enable students to grasp the concepts being taught entirely.

“Mother tongue instruction serves as the foundation for this kindling of the educational flame, as it allows learners to connect with the subject matter on a deeper level, empowering them to explore and understand the world around them with greater clarity and enthusiasm,” the Minister added.

Addressing delegates during a Language Policy Conference at the end of July 2023, she said with this concept of education in mind, educators bear the responsibility of helping students to lead a more prosperous and fuller life and developing their mental and spiritual qualities to the utmost.

“Research worldwide affirms that learners learn best when taught in their mother tongue. It enhances their cognitive abilities, fosters better teacher-learner relationships, and boosts their overall academic performance,” she added.

This shared vision and a common purpose – to explore the Classroom Benefits of Multilingual Teaching and Learning – is critical for future education outcomes.

“As the Minister of Basic Education, I am honoured to stand before you to share my thoughts, insights, and plans on this critical matter at the heart of our basic education reform agenda,” she said.

An irrational attachment to multilingualism does not drive this discussion, she said. Instead, it re-

sponds to a solemn call embedded within the Constitution and Bill of Rights. These constitutional principles enshrine the importance of language diversity, recognising the significance of every language in the nation’s tapestry.

“As we delve into the discussions on language policy, let us remain steadfast in our commitment to upholding the values of our Constitution,” she noted.

Motshekga said this dedication should ensure the equitable recognition and preservation of all our official languages, including Sign Language, which was recently added as the 12th official language of South Africa.

“Embracing multilingualism in our classrooms is not just a matter of policy; it is an opportunity to empower our learners, enrich their minds, and cultivate a sense of belonging,” she said, adding that throughout the years, several language programmes have been implemented within the basic educational system.

While English and Afrikaans have long served as mediums of instruction, Motshekga said the importance of incorporating African languages as Languages of Learning and Teaching was recognised.

“These languages hold within them a wealth of values, knowledge, and skills that can accelerate the development of our nation and continent.”

One of the remarkable initiatives in the journey towards embracing multilingual education is the Eastern Cape Mother Tongue Bilingual Education Pilot Project.

Spearheaded by the Eastern Cape Department of Education (ECDoE), this project is a shining example of how language can be harnessed to empower our learners and enhance their educational experience.

Since 2012, the ECDoE has been progressively implementing the



Embracing multilingualism in our classrooms is a must, says Minister of Basic Education Angie Motshekga. Photo: Eddie Mtsweni

Mother Tongue-based Bilingual Education (MTBBE) strategy for Mathematics and Natural Science and Technology, starting from Grade 4.

This programme’s core is the principle of epistemological access to the curriculum, aiming to broaden students’ understanding of subject matter by teaching it in their mother tongues.

In 2017, the MTBBE programme was piloted in 72 schools in Cofimvaba and later extended to all districts in the province, with a new cohort phased in each year.

Motshekga said an impressive 2,015 schools across all 12 districts are actively implementing this programme.

She said this initiative allows learners in these schools to learn all content subjects through their home languages up to Grade 8, with Grade 9 planned for phased implementation in 2023 to complete the Senior Phase.

“The results of the MTBBE project have been nothing short of remarkable,” the Minister said.

A Grade 5 analysis reported that MTBBE learners outperformed their non-MTBBE counterparts in Mathematics (53% vs. 40%) and Natural Science and Technology (70% vs. 50%).

“These findings reinforce the value of providing education in learners’ mother tongues, enabling them to grasp complex concepts more effectively and excel academically.”

Motshekga said the success of the Eastern Cape Mother Tongue Bilingual Education Pilot Project has been achieved through collaborative efforts. Rhodes University, the University of Fort Hare,

Oxford University Press, Pearson, and the Pan South African Language Board (PanSALB) contributed to its success.

“This pilot project serves as an inspiration and a guiding light as we embark on our journey to further promote and integrate multilingualism into our basic educational landscape,” she said.

Moreover, mother tongue education helps learners maintain their linguistic heritage and identity, enriching their lives and communities.

She said it was critical to establish a network of support for the Language Policy Unit, explore successful multilingual pedagogical practices, document key lessons, and develop a comprehensive multilingual strategy for South Africa. “Together, let us work towards a more inclusive and empowering basic education system that celebrates our diverse languages and cultures.”

While emphasising the promotion of African languages in the basic educational system, she said the significant role of the English language in today’s interconnected world must be noted.

“Our goal is not to replace English but rather to empower our learners with proficiency and pride in their mother tongues while maintaining competence in English,” she added, saying that the English language has evolved into a global means of communication, transcending borders and cultures.

According to the British Council, approximately 1.75 billion people, a quarter of the world’s population, speak English at a practical level.

In Africa, 54 countries are recognised by the United Nations, with 24 having English as an official language, while many others offer English as part of their educational curriculum.

In Southern Africa, English has emerged as the dominant medium of instruction.

“In our own country, South Africa, English is the second most commonly spoken language outside the household, following isiZulu, with isiXhosa being the third-most common (Statistics South Africa’s 2017 General Household Survey).”

Within the schooling system, English holds a leading position as a Language of Learning and Teaching (LOLT).

Out of approximately 23,719 public schools in South Africa, only 2,484 schools use Afrikaans as the language of instruction in single, dual, or parallel mediums.

Therefore, she said developing English language proficiency becomes crucial in elevating overall standards of teaching and learning.

“As we navigate the complexities of our multilingual landscape, we must recognise the dual significance of promoting African languages while maintaining and enhancing English language proficiency.

Expressing a commitment to continue to revitalise African languages, ensure their preservation, and position South Africa as a leader in decolonising education on the African continent, Motshekga concluded with the words of former President Nelson Mandela.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

Education News

'I came to GDE wearing my own shoes', says Chiloane

ZINGISA MKHUMA

Closing the gap in quality education and achieving universal access to schooling are among the top priorities for Gauteng Education MEC Matome Chiloane, who was appointed by Gauteng Premier Panyaza Lesufi just over a year ago.

In an exclusive interview with Inside Education, the former Education Portfolio Committee head at the Gauteng Provincial Legislature reflected on some of his key achievements over the past 12 months and the challenges that lie ahead.

"I came [to the Gauteng Department of Education] with my shoes fitting nicely, and I did what I had to do. My predecessor, my boss, did a lot in terms of leading the charge in transforming how we provide education. With smart schools, and the rollout in township schools. And all those are programmes we are concluding now," said the soft-spoken Chiloane with a bit of a chuckle when asked if trying to fill Lesufi's big shoes wasn't daunting.

One of the notable achievements under Chiloane's administration is the department's clean audit – the first in 10 years.

"We are beyond ecstatic to celebrate that @EducationGP1 received a clean audit for the 2022/23 financial year. This is a monumental achievement that has eluded the department for many years. We thank all GDE officials for making this possible," said an elated Chiloane.

His face beams with pride when he talks about the efforts by his department to close the gap in quality education between fee-paying schools and no-fee schools.

"To ensure that learners from disadvantaged communities in Gauteng are not denied their right to quality education, we ensure that they have access to free schooling, meals, scholar transport, and homework and sports support systems. The impact of our pro-poor interventions is beginning to show in the performance of learners from no-fee schools.

"These measures help to contain the effect of poverty on the child's ability to learn. As a case in point, the learners in no-fee secondary schools have an achievement gap of about 9% in the 2022 NSC exam compared to learners in fee-paying schools. Similarly, we are seeing changes in the primary grades.

"In the 2023 academic year, a total of 1,387 schools were declared as no-fee schools in the province, servicing a total of 1,542,500 learners. The national threshold for no-fee schools has increased to R1,536



Special measures: Gauteng Education MEC Matome Chiloane cuts the ribbon to officially open the Jet Nteo School of Specialisation (Commerce & Entrepreneurship) in Tshepiso, Roodepoort (above) and the Raymond Mhlaba School of Specialisation (Maths, Science and IT) in Boipatong (below). Photo: Eddie Mtsweni



per learner," Chiloane said.

His department has embarked on an ambitious drive to invest and partner in opening Schools of Specialisation (SOS) throughout the province. The department will spend R291 million in the 2023/24 financial year on the resourcing of these schools and an additional R60,7 million on a TSSRG grant for the expansion of the technical high school programme.

"In responding to the challenge of scarce skills development as outlined in GGT 2030, the province is implementing a strategy to reorganise and turn around our schools, particularly schools in the townships," Chiloane

said. "We are investing millions of rands to improve the quality of education in the townships and to turn around what were historically labour reservoirs for unskilled labour into zones of hope, development, and transformation.

"A new era is ushered in with the introduction of a new type of public school – the School of Specialisation. These schools will assist in addressing critical skills shortages in Gauteng and in South Africa at large.

"The Schools of Specialisation will also serve as laboratories to deepen teaching and learning methods that can be extended to nearby schools, instead of being

islands of excellence with limited impact on the broader education community," said Chiloane.

The Schools of Specialisation are strategically placed in the province's five economic corridors and municipalities, as they work toward Gauteng's economic focus. The curriculum of the schools focuses on Mathematics, Science & IT, Engineering, Commerce and Entrepreneurship, and Sports, said Chiloane.

So far, Chiloane said, the GDE has opened 27 SOSs and plans to have about 37 more up and running before the end of the current political term.

"Initially, the plan was to open 35 schools," Chiloane said, "and BMW offered to have a school in Soshanguve, so we will launch an automotive school there. We launched Pahama in the West Rand, focusing on mining, and partnered with Sibanye and all the mining houses around the area. They are donating mining equipment, and partnership is critical for all these SOSs; we have been very fortunate to get them to come," Chiloane said.

"We have done well. The beauty of this is that we can see the impact. At the recent teacher awards, two of our SOS educators were big winners. This means the schools have attracted top educators, and that's what we want. But beyond that, we have invested a lot of financial and infrastructure investment into these schools," said Chiloane.

The MEC seems to have hit the ground running as he has achieved what he set out to do in a short time. But he won't take credit, pointing out that he was simply finishing the work started by Lesufi.

"The critical thing is that this re-investment in the SOSs, ideally, is having schools focus on something tangible. We can't fix this country

with this system where our learners assume that they must go to university when they finish matric. We went to China together with the Premier, and we found that the economy is based on technical colleges, that's where the ministry invests. You need manufacturers, you need engineers, you need artisans, that's what we need," said Chiloane.

Infrastructure development is also one of the key priorities for Chiloane.

"The infrastructure plan for 2023/24 will endeavour to assist in providing access to all learners of school-going age in our continually changing environment, in accordance with the demands of the people in the province. The Department has seen the demand for classroom space increasing rapidly over the years. The average learner growth in the province, over the last five years, has been approximately 2%, which on average translates to 50,000 new learners per year.

The schooling system in the province since 1995 has had an increase in learner enrolment of over 48%. "There is no other province that has experienced this level of demand for learning spaces than Gauteng," said Chiloane.

Under his leadership, the department will accelerate the delivery of infrastructure in order to improve access of learners to schools and meet its objective of providing quality education to all. The Department infrastructure plan is under severe pressure due to budgetary constraints, but Chiloane said his department was engaging with the Treasury to assist with alternate funding to support new classrooms to meet demand.

The Department's Infrastructure plan will deal with both the provisioning of new infrastructure as well as the maintenance, rehabilitation and upgrading of existing infrastructure.

Chiloane said his department would prioritise new and replacement schools, as well as school maintenance during the 2023/24 financial year.

"Over R1,6 billion is targeted at building 17 new schools in high-pressure communities through the Gauteng Department of Infrastructure Development," said Chiloane.

While he has registered some notable achievements in a short space of time, Chiloane refuses to take credit for the achievements, pointing out that what he has implemented was work started by his predecessor – Lesufi.

"What is important is that I pushed and finished," he said.

Education News



Gauteng Education MEC Matome Chiloane is determined to return the province to the top position in terms of matric pass rate in 2023. Photo: Eddie Mtsweni

Gauteng Education MEC vows to increase matric pass rate to over 90%

ZINGISA MKHUMA

"Focus, focus and focus. Study, study and study... there are no shortcuts to success," This was a message from Gauteng Education MEC Matome Chiloane to the Matric Class of 2023 ahead of this year's final exams – starting on 30 October.

In an exclusive interview with Inside Education, Chiloane was upbeat and confident that the "resilient" class of 2023 in Gauteng, will do well in their final exams.

"I know they are going to the final NSC (National Senior Certificate) Exams and have just been through their prelims. I want to say to them that the prelims set the tone. Within the prelims, you know where to improve; you see where the challenges are. The prelims are supposed to encourage you to improve in areas where you have not done well," said Chiloane, who has previously vowed to reclaim the crown by returning Gauteng to the top position in terms of the matric pass rate.

The last time Gauteng was announced as the top performing province by Basic Education Minister Angie Motshekga was in 2018 with 87,9% pass rate. The Free State province has dominated the top matric results position for the past four years, with Gauteng having to settle for second position.

In 2022, Gauteng managed a pass rate of 84,4%, while Free State, under the leadership of the late Education MEC Tate Makgoe, achieved a pass rate of 85,7%.

Chiloane is adamant that his department will improve the matric pass rate for Gauteng to 90% and the Bachelor pass rate to 50%. "The Matric Class for 2022 [in Gauteng] did a sterling job by achieving a pass rate of 84,4% which represents an improvement of 1,6% as compared to the 82,8% pass rate that was obtained in 2021. In 2022 there was a total of 43 298 distinctions, which saw over 20 769 distinctions came from township schools, which is a "monumental achievement". The GDE pass rate has consistently been higher than the national pass rate and this

trend continues," said Chiloane.

He said one of the greatest achievements to note was the progress made by Gauteng in closing the gap between former model C and township schools' pass rate from 12% to 9%.

"In the 2022 NSC examination, 24 learners from township schools received total marks in Mathematics, Business Economics and Economics. In 2023, the department endeavoured to improve the matric pass rate for Gauteng to 90% and the bachelor pass rate to 50%, with specific emphasis in reducing the difference in NSC pass rate between township and ex-Model C schools to 7%.

Further emphasis will be placed on increasing learner participation in Mathematics and Science and ensuring that 21,5% of learners are achieving 60% and above in Physical Sciences and 17,5% of learners are achieving 60% and above in Mathematics," said Chiloane.

Chiloane encouraged the more than 200 000 Grade 12 learners expected to sit for their senior

certificate exams in Gauteng to study harder.

"You have gone 12 years at this point; it's just one more lap you have to run, and you have prepared for 12 years for that lap. There is nothing to fear. You have to get there, study hard, cut social media, cut things that will distract you, focus, and focus, research and study. There is no shortcut to this. Studying hard is the only way. And I believe in you all that you will make it.

Chiloane also had a word of encouragement for the Grade 12 learners from more than 400 Secondary Schools Improvement Programme (SSIP) to take advantage of the extra tuition offered by the department.

The SSIP, which is now in its thirteenth year of operation, focuses on improving learner performance in the FET Phase (Grades 10-12), with the aim of improving the learner performance in Gauteng. The Grade 12 programme offers support to 446 priority underperforming schools, who performed under 80% in the 2022 National Senior

Certificate examinations.

The programme includes supplementary tuition on Saturdays at 289 walk-in sites, during school holidays at 15 residential camps across all districts and in the period running up to the end of year exams for about 15 000 Grade 12 learners. Support is offered in thirteen (13) core subject areas - Mathematics, Technical Maths, Mathematical Literacy, Physical Science, Technical Science, Accounting, Business Studies, Economics, Geography, History, English First Additional Language (FAL) and Home Languages. Additional training is offered to 1 200 FET teachers.

"The advantage of these classes is the one-on-one engagement with tutors ... They can monitor and teach them how to score marks in the exam and prepare for exams. Learners are also taught to have confidence when they enter into exams. If you are not confident about yourself, you will probably fail. All in all, it's about focusing on areas where they need support," said Chiloane.

Education News

‘SA needs emotionally, morally and ideologically invested teachers’, Qwabe

JOHNATHAN PAOLI

Gugu Qwabe – South Africa’s Best Teacher of the Year 2023 – says “the best resource for any school is a motivated educator” and the English teacher and departmental head of languages at Mandla Mthethwa School of Excellence in Umkhanyakude in KwaZulu Natal, should know because she certainly walks the talk.

Qwabe, who has been teaching for 15 years, was honoured by Deputy President Paul Mashatle at the awards ceremony at the Heartfelt Arena in Pretoria on Thursday 5 October.

In his keynote address, Mashatle acknowledged that “teaching is a labour of love and passion, [and] as a government we are committed to reinforcing teacher support and prioritising the professional growth of the women and men who are key drivers of basic education”.

The National Teaching Awards were launched in 2000 and have become one of the ways in which the Department of Basic Education acknowledges the extraordinary efforts made by excellent teachers, often under very difficult conditions.

Qwabe, who has been automatically entered into the African Union Continental Teachers Award for 2023/24, is passionate about educating and grooming future leaders and has authored a book called *Holistic Ubuntu Development* – a textbook and a teacher guide.

The book focuses on the practical applications of African values to corporate aims, merging pro-



Proud winner: Gugu Qwabe receives her award as South Africa’s Best Teacher from the Minister of Basic Education, Angie Motshekga, and Deputy President Paul Mashatle. Photo: Eddie Mtsweni

gressive thinking with models of sustainability. She said her motivation comes from being an author and her passion for technology, which she uses to assist learners. She also coaches other teachers and organises workshops for them.

Qwabe, who is pursuing an MBA at Regent Business School, supports the use of indigenous languages as tools of instruction, saying: “It has long been due for Africans to enjoy the fruits of their own existence. I believe that it is time as a country that we deserve everything others have.

“One important value is exhibiting resilience in the process, believing in what you’re doing, and meeting with policymakers,” she says, stressing the importance of ubuntu in developing a strong moral code and sense of social responsibility in learners.

Qwabe expressed her gratitude at being awarded the prize and an appreciation for her senior colleagues for recognising her vision of the humanising transformation of education for learners, especially for marginalised learners in rural areas. Raised by a single mother, who

was also a teacher, Qwabe, who has three other siblings, says her mother’s resourcefulness in the face of the struggles faced by their low-income household inspired her.

“My mother did not want me to do teaching since she was a teacher herself. She faced so many struggles, and being as innovative and different as I am in a system of conformity, she experienced a lot of resistance,” Qwabe told Inside Education.

After completing her basic education, which was interrupted by her transfer from a former model-C school to a local public school because of financial constraints, Qwabe graduated with a degree in Psychology and English from the University of KwaZulu-Natal and then transferred to the School of Education where she graduated in 2007.

Her teaching career kicked off in one of the poorest schools in Jozini, Amandla Awethu School. She taught Life Sciences and English without any formal teaching qualifications simply because of her “good English” in her Grade 12 results, she says.

The main motivation for her decision to teach in Jozini was that both learners and teachers were making great strides despite the school being badly under-resourced and with poor sanitation provision.

However, the teachers’ and learners’ resilience in the face of their challenges, strengthened Qwabe’s resolve that only educators with passion should be recruited into the teaching profession.

In 2009, Qwabe acquired a Postgraduate Certificate in Edu-

cation before being recruited by a circuit manager, who recognised her potential, to join the newly formed Mandla Mthethwa School of Excellence (MMSE) in 2018.

MMSE is in Ndumo, a deeply rural area bordering Eswatini and Mozambique in the uMkhanyakude education district, and has its roots in an initiative dating back to 2001 when members of the private sector and the KwaZulu-Natal Department of Education collaborated in an effort to improve the quality of the lives of the people in one of the poorest and most under-resourced communities in KwaZulu-Natal.

MMSE Headmaster Dr BH Mthabela has described the school’s mission as instilling in learners values such as respect for themselves and others, level-headedness, self-control and self-discipline, compassion, and embracing others and the environment.

Mthabela said the school was designed primarily to offer the best possible education to learners in Umkhanyakude, in particular, and those from KZN and other provinces in general. Qwabe, he said, was a natural fit at the school whose pupils have secured more than 200 distinctions in its short existence.

Qwabe said she hopes the school system will attract “more teachers who are emotionally, morally and ideologically invested in ensuring equal and quality education for all children. We need more good people in our society, we need more people to stand up for the right things. Our learners need to grow up in healthy spaces.”

It’s all systems go for the 2023 Matric Exams – Umalusi

LERATO MBHIZA

Umalusi, the council that sets and monitors standards for general and further education in South Africa, has given the all-clear for more than 920,000 learners to write their Matric Exams this year.

The class of 2023 will begin writing the National Senior Certificate (NSC) exams on Monday, 30 October, at almost 6,340 public schools and more than 550 private centres.

Umalusi CEO Dr MS Rakometsi said measures had been put in place to mitigate the impact of load-shedding during the exams

and that Umalusi was satisfied with arrangements the Department of Basic Education had made to procure generators and engage with Eskom.

While the quality assurer was satisfied with the state of readiness, Rakometsi said he was concerned that the exams could be negatively affected by various factors, including load-shedding, cheating and community protests.

Last year the Department of Basic Education was forced to launch an investigation into allegations of cheating in the 2022 NSC exams involving 1189 pupils from six provinces.

It is alleged that most of the pupils – 1,127 of them – were from schools in Mpumalanga where they allegedly paid teachers R1,500 to join WhatsApp groups where exam answers were posted.

“Umalusi would like to issue a stern warning to all learners and teachers to refrain from all forms of cheating, including group copying, where teachers are sometimes implicated,” Rakometsi said.

“At the same time, Umalusi discourages communities from using the national exams as leverage for their protest actions,” he said.

Rakometsi also raised concerns about unaccredited institutions and the selling of fake certificates.

“Umalusi is satisfied with the work done to curb unaccredited institutions from registering candidates for the national exams. The meeting that Umalusi convened on 18 August 2023 with the senior officials from the national and provincial education departments, the Independent Examinations Board and the South African Comprehensive Assessment Institute agreed on measures to be taken to prevent the operation of illegal independent schools and ensure that examinations are only administered at independent schools accredited by Umalusi.”

Rakometsi also urged parents

to ensure that exam centres are properly accredited while warning against schools and colleges that had scammed unsuspecting candidates into registering with them when they were not accredited to carry out the exams.

“Umalusi and senior officials from different stakeholders agreed to prevent the operation of illegal schools and ensure that the schools are registered with the body as exam centres,” Ramoketsi said.

On load-shedding, he said Umalusi had advised all assessment bodies to make alternative arrangements for the supply of power during the writing of exams.

‘Boys not taught to talk about their vulnerabilities’

KAMVA SOMDYALA

University of Cape Town (UCT) lecturer Gaontebale Nodoba, in collaboration with the Gauteng Department of Education (GDE) Johannesburg North District recently engaged with young boys at a workshop themed “A Conversation with the Boy Child – Masikhulume Ndoda” (Men, let us talk) – on what it means to be a man in this day and age.

Nodoba, the head of the Professional Communication Unit and a lecturer in the School of Management Studies, could not pass up the opportunity to work with GDE Johannesburg North District chief education specialist, Dr Kemoneilwe Metsing, in facilitating the workshop that brought together over 150 Grade 9, 10 and 11 learners, as well as some of the educators in the region.

Dr Metsing is the chief educational psychologist who heads the education support sub-directorate. At its core, the workshop unpacked boys’ perceptions of what a man is, while simultaneously finding out what kind of man they want to be in society.

“Boys aren’t taught that being able to talk about your vulnerabilities is part of transforming the self because socialisation – an offset of patriarchy – doesn’t allow them to speak about that. As beneficiaries of patriarchy, they are easily victims of it too,” Nodoba said as he shared details of some of the engagements that took place at the workshop hosted at Delta Park School in Randburg, Johannesburg.

“The boy child, it was realised, has not been taught how to love; how then can he give love? Talking about one’s vulnerabilities is part of both cultural and economic transformation.

“Silence has become a protection from a society that seems not to care for the family.”

Some of the stories that emerged from this inaugural workshop included that of a young boy, who said that he doesn’t see the need to speak with a therapist or his friends about what he goes through because he feels they won’t be able to help. As a result, the young boy uses drugs to escape the pressures

of life. Another workshop participant relayed how his father – who he looks up to – has always told him to respect women and to never be a perpetrator of gender-based violence and femicide (GBVF).

“He told us that while his father has given him this lesson, he [the father] is violent towards his mother and beats her in their presence while rendering the family into silence and complicity. Silence has become a protection from a society that seems not to care for the family. Silence also brings loneliness,” said Nodoba.

Overarching themes

The workshop had four overarching themes: conversations with boys; global recognition of the boy child; key ideas about masculinity; and conversations on diversity. The boys in attendance were also presented with a training manual aimed at providing them with knowledge and critical skills to deal with issues such as self-care, conversations on intimacy as well as confronting patriarchy.

Nodoba observed: “Through the workshop, we realised that the boy child has been suffocated by the broader society through the socialisation of the boy child. For instance, as a country, we do not celebrate the global recognition of the boy child. [International Day of the Boy Child falls on 16 May.] This day was established by the United Nations to recognise and celebrate the rights and achievements of boys worldwide. On this day, all boys should be celebrated and empowered to reach their full potential.”

Alternative narratives

On 6 October, Nodoba and Dr Metsing presented a paper at the 27th Annual South Africa Psychol-



Important discussion: Gaontebale Nodoba conducts the workshop “A Conversation with the Boy Child – Masikhulume Ndoda” (Men, let us talk) with learners from Delta Park School in Randburg.

ogy Congress (PsySSA) titled: Exploring the challenges of a singular narrative on being a man: Stories told through the lens of young men, Masikhulume Ndoda.

The paper emphasises the importance of providing alternative narratives of being a man that encourage a more nuanced and diverse view, allowing for recognition and expression of emotions beyond anger and aggression.

Phase two of their workshop will turn the spotlight to parents and caregivers of the boys who attended the workshop. In this way, a level of accountability will be asked of the adults, because, as Nodoba puts it, parents abdicate their responsibility.

“There seems to be a concerted move from parents to outsource the raising of their children to educators, and it shouldn’t be like that. Educators are overwhelmed and schools are not equipped to take on this added responsibility,” Nodoba said.

What’s more, older men seem to have relinquished their responsibility towards society in ending the rampant violence against women.

“I don’t think the average man in society is a good role model in terms of taking their responsibility of curbing the scourge of GBVF seriously. At the centre of it all is the socialisation process; flashy cars, drugs and crime syndicates are all things that attract the youth (not in a good way). Instant gratification and satisfaction are what is out there and what the youth



Breaking the silence: Educational psychologist Dr Kemoneilwe Metsing (black jacket) and UCT lecturer Gaontebale Nodoba, discuss with boy learners what it means to be a man in South Africa today.

is being bombarded with. These things can’t be what the youth should look up to,” Nodoba said.

The boys and workshop participants were presented with a life-changing story which encouraged them to make a difference.

“We told them they are all

unique individuals and that the workshop signifies their rebirth as learners ... having attended the inaugural workshop, the boys were expected to radiate a positive attitude towards life and ooze with motivation. They are to train other boys and help combat GBVF.”



Matthew Goniwe



Fluent in finance: Sibusiso Mahlangu, CEO of the Matthew Goniwe School of Leadership and Governance, is determined to make the institution a household name for training in the country. Photo: Eddie Mtsweni

Taking education to new heights

DON MAKATILE

Met Sibusiso Justice Mahlangu – the new chief executive of the Matthew Goniwe School of Leadership and Governance (MGSLG), who comes to the institution with a fresh and new approach.

The former MGSLG Chief Financial Officer has taken over from Advocate Thulani Makhubela, whose tenure as CEO came to an end in July 2023.

The priority on Mahlangu's

extensive wish list – which encompasses improving education at all levels and improving institutional capacity and speed of delivery – is getting the MGSLG accredited as a higher education institution.

“We want the school to become an institution of choice for our stakeholders,” says Mahlangu. “We want to see a professional outfit, delivering quality work that everyone in the sector will want to associate with. We want people to be proud of having a qualification from us.”

Born and raised in Lamontville, a township south of Durban, Mahlangu, 49, started his primary school career there and later moved to Umlazi Commercial High School, where his passion for Economics was nurtured.

He holds a BCom, majoring in Finance and Business Administration, from the University of KwaZulu-Natal, and these majors form the backbone of the astute leader he is today.

The relationships he has formed in the education sector, underpinned by his participation

in the Global Executive Development Programme at the Gordon Institute of Business Science and the Senior Executive Development Programme (Africa) at the Harvard Business School, enable his smooth navigation of the education environment and has had an immediate impact on how quickly and comfortably he has settled into his new role.

MGSLG, located on Enoch Sontonga Road in Johannesburg, conducts training across a broad spectrum to improve the quality of education in such areas as

School Governing Bodies (SGBs) and Representative Councils of Learners (RCLs), School Leadership and Management, Teacher Development, ICT, ECD, Parental Involvement, Inclusive Education, Psycho-Social Support, School Safety, HIV/Aids & Life Skills training, and Special Projects.

“Education is at the centre of our society,” says Mahlangu. “Whatever happens in our schools is a reflection of what happens in society. As a result, social ills such as crime need to be tackled by all stakeholders.”

Matthew Goniwe

“It was a different culture to the banking world,” says Mahlangu of the change, and he felt in his element.

His first assignment at the Department was working on the Education Policy Reserve Fund, a project that was enabled by a grant from the National Department of Education. The project, located in the office of the Deputy Director General, involved training teachers and learners and improving infrastructure.

This would be a litmus test, which he passed with flying colours. “The project was underspending and not reporting timeously. I was brought in to improve financial reporting and to facilitate the procurement of goods and services.”

The project was located in two districts and Mahlangu's work involved training teachers, reviving infrastructure, and discipline of learners.

“I was then in charge of the all-encompassing project. From what we presented, the stakeholders understood what kind of challenges we faced. This then allowed us a smooth ride for the next run,” he says.

While at a workshop for the same project, Mahlangu was called out to present Gauteng's report at a meeting of all provinces on the grant.

The presentation was well-received. From then on, Mahlangu would be the go-to person for the authorities when they needed someone who could be relied on to complete complex and demanding tasks.

He took on a more pivotal role in the project, and with more regular reporting, the funder had a better understanding of the challenges experienced by the GDE, which enabled a better transition into the next financial year.

Providing problem-solving skills led to more opportunities over the years, such as the school financial management project, which concerned the assessment and review of financial statements and helping schools to prepare them. He also worked on the financial costing of the first school nutrition business plan of the GDE.

Becoming an Assistant Director and later Acting Deputy Director (Financial Management and Reporting) gave him direct interaction with stakeholders.

In 2007, Mahlangu was headhunted by MGSLG to take up the newly created role of Financial Manager.

“From the beginning, the work I did prepared me for my role here today,” Mahlangu says. “Finance is a support structure, but you need to understand the business”.

Working as MGSLG's Finance Manager and later Chief Financial Officer gave him a solid basis for his new role and he is quick to also credit the groundwork laid by all the political heads he has served under – Ms Angie Motshekga, the Minister of Basic Education, Ms Barbara Creecy, a former Gauteng Education MEC, former Education MEC and now Gauteng Premier, Mr Panyaza Lesufi, and his successor as MEC, Mr Matome Chiloane. He also credited all the CEOs and the Boards of Directors he has worked under.

Mahlangu runs a tight ship, finance-wise. “The role is quite demanding and involved. As the CFO, one needed to always ensure that spending was aligned to strategy and geared towards MGSLG achieving its objectives – and we remain financially sustainable.”

“We are very prudent with the funds we receive from the department. Whatever we procure is always value for money,” he says.

With additional funding, more responsibility came for MGSLG. Initially, they got to do School Governing Body and Leadership Training. The mandate was subsequently increased to include Teacher Development, ECD and the Parental/Family support programme. From 2014, the ICT in Education programme was introduced and



MGSLG CEO
Sibusiso Mahlangu

later Psycho-Social support and School Safety were added. These changes led to the institution increasing its staff from 15 to 120 members and its budget of R30 million to R365 million.

His work in the district helped him prepare for his current position. It is a network of contacts he has kept handy.

“It makes life easy.”

For a man who is adamant his role is “to lead ethically” and that “there must be consequences if we do not do the right things on time and as expected”, there is no doubt MGSLG is in good hands.

“The speed with which we deliver, and the quality of our work must be retained and improved. Our policies must enhance the good work that the Government is doing, including e-learning, and we must deepen our research: our programmes are research-driven and innovative, and we understand that schools thrive or fail on the strength of management.”

Mahlangu says the sustainability of the institution is key and that, in time, it might expand to other provinces and even go international “but we must be realistic about it; we first need to conquer Gauteng.”

“We need to take the name of the institution out there, and we should become a household name,” says Mahlangu.

“When people think of anything to do with training governance, leadership and management, especially in Gauteng, they must think of MGSLG,” he adds.

“Life is not all work and no play,” says Mahlangu with a smile at the end of our interview. “To unwind, I play golf, jog, watch soccer and read biographies and books on economics and a wide range of other subjects.”

Matthew Goniwe

Matthew Goniwe School of Leadership and Governance places a premium on teacher development

EDWIN NAIDU

A country's education system is only as good as its teaching staff, according to Siphon Dlamini, a passionate educator who has been working in the field of the professional development of teachers for the past 37 years.

Dlamini, the Head of Programmes for Teacher Development & ICT Programmes at the Matthew Goniwe School of Leadership and Governance, says that ongoing professional development is the key to success as an educator, provided that the training is taken into the classroom and implemented.

Since it became operational in 2003, the School has trained 13,128 teachers in the foundation phase and Further Education and Training. However, Dlamini believes that impact is more important than statistics.

"Teaching is not as easy as most people think," he says. "There's so much happening in education,

and it is constantly changing. The numbers can excite some people, but we are more excited about teachers' subject knowledge and the skills they need to improve their teaching and learning in their schools. We need to find the password that will allow teachers to take the support and training they receive from outside the school gates into their classrooms."

Established to research, develop, and deliver cutting-edge capacity building programmes in the areas of school management and leadership, school governance and teacher development, the school recently expanded its training programmes to include ICT integration and psychosocial support.

And, to remain relevant to the needs of the country, it recently included the development of Early Childhood Development Practitioners in its programmes. The objective of the training offered by the school is to build the capacity of School Management Teams, School Governing Bodies, Representative

Councils of Learners and Youth, Department Officials, Teachers and other education stakeholders with the goal of improved teaching and learning in schools.

Ultimately, the aim is to improve classroom interactions and boost learner performance through the professional development of teachers.

"We have three types of teachers in the system: novice teachers, competent teachers who are experienced, and expert teachers. To design programmes to fit these three different levels of knowledge and experience is quite a challenge," Dlamini says.

Some believe that content must drive the professional development of teachers, "however, I think the challenge for most of our teachers is the teaching. In other words, as a headmaster or principal, you must know your staff, and how to motivate them to get the best results.

"The real challenge we face is to know if whether the schools have the resources to allow teachers to



Challenges: Dr Siphon Dlamini says that ongoing professional development is the key to success for educators.

implement what we train them to do. Also, there are those schools that have classroom discipline and classroom management challenges."

In addition to the existing hurdles, Dlamini says the education system is facing emotional and psychosocial issues. "With all these innovations that our principals are bringing into education, are our schools ready to adopt and implement them? There are challenges in implementation and also community challenges – parental support and involvement also needs to come into play. We need more collaboration at all levels to happen in our communities to see education succeed."

Dlamini says the education system needs to produce the kind of people who, with the right training, can find work in careers that will take the country forward.

"We must identify our country's needs and develop teachers who are able to teach 21st Century

skills. I don't think money is an issue, but it's about getting the right resources at the right time in the right places. But also, we need to motivate our communities to see the value of education. And that's what we're trying to do."

Dlamini says education is the only way to break the endless cycle of poverty that has affected generations of black families.

"But it has to be quality education, and also in terms of the way learners pick their subjects, teachers have to lead and guide kids in the right direction."

He recalled a conversation he had with a professor in 1995 in the UK, where he was studying, before returning to South Africa. The academic told him the right mindset was needed for South Africa to achieve her goals in education.

"That has stayed with me since – to ask what it is that can be done better to ensure that the majority of our kids get quality education."

Early Childhood Development holds

MATOME CHILOANE

Gauteng is committed to improving Early Childhood Development and more children are accessing this crucial building block of learning. Investment in Early Childhood Development (ECD) is well-documented to be one of the most effective, long-term strategies for poverty eradication. Children learn the skills that will help them flourish early in life, when the brain has the maximum capacity to develop.

Across government policies, ECD is a national priority programme included to support the principle of investment in young children. The NDP focuses on maximising the capabilities of the

people and of the country and emphasises that action should be taken to improve ECD services.

Investment in ECD is critical to ensure better performance in formal schooling which will result in improved post-schooling outcomes, including employment. Thus, the NDP recognises quality ECD as one of the measures to reduce the acute impacts of poverty.

Policy developments in the last two years provide clear direction for the scaling up of ECD provision. The government has committed to making ECD a public good and accelerating access to essential components of a comprehensive package of services from conception to formal school-going age.

ECD has two broad elements Pre-Grade R and Grade R programmes. The department will work to ensure that all learners entering the schooling system have participated in ECD, regardless of their socio-economic status.

The Department will continue the expansion of Grade R to all public schools. In addition, pre-Grade R sites will be registered with the Education Department to ensure that there is an adequate mix of public, private, and community-based pre-Grade R sites.

Pre-Grade R

The ECD function shift from the Department of Social Development to the Department of Edu-

cation is now completed and the Department is assuming full responsibility for the sector. We are currently stabilising the sector by creating a National System, while the National Department of Basic Education develops the norms and standards for resourcing and related regulations to address the reliability of data, the mushrooming of unregistered sites and Human Resources and capacity shortages.

The national audit of ECD sites has revealed over 10,800 ECD sites with less than 2,500 sites fully or partially registered. The Department aims to finalise the registration of all outstanding ECD sites by the 2024/25 financial year and remains committed to building new ECD facilities,

enhancing and increasing teacher training programmes and providing subsidies and establishing more ECD centres.

The Department has budgeted R447 million to be spent on Pre-Grade R in Early Childhood Development Centres

ECD in Residential Hostels

To improve living standards in townships, informal settlements, and hostels, the Department identified hostels in which Early Childhood Development (ECD) Centres will be prioritized. To date, we have completed functional centres in Denver, Mzimhlophe, Sebokeng, Boipatong, and Kwa-Thema Hostels. This intervention will eventually be expanded to the 15 Hostels across

Matthew Goniwe

Crucial to shape young minds at an early age – Lindiwe Ginya

EDWIN NAIDU

Professionalizing Early Childhood Development practitioners is a pillar of the work undertaken by the Matthew Goniwe School of Leadership and Governance, says Teacher Development Head Dr Lindiwe Ginya.

She says curriculum training and capacity development, as well as introducing digital literacy programmes and entrenching reading and numeracy levels are core to the strategy of the school.

"Teacher development in the ECD space enables us as a country to lay a solid foundation for teaching the young when their minds are receptive to learning," she says.

Ginya says research has shown that teaching children as young as six is when they are most open to absorbing learning and teaching, and that this is where the groundwork for the country to benefit from later is laid.

Noting that across government policies, Early Childhood Development (ECD) is a national priority programme to support the principle of investment in young children. Therefore, Ginya says the school strongly supports initiatives by the Gauteng Department of Education which has prioritized ECD as goal number one and focuses on Grade R universalization, with preparations for the

introduction of Grade RR.

"This means raising the training qualification of Grade R teachers to a Bachelor of Education. Investment in ECD is critical to ensure better performance in formal schooling that will result in improved post-schooling outcomes, including employment," Ginya says.

The MGSLG is set on being in the forefront of training, capacity development and the professionalization of ECD practitioners. "ECD also provides fertile ground for the introduction of digital literacy and skills, and thus gives us a platform to assist teachers to integrate ICT into their teaching," she says.

As a strategic partner to the Department, MGSLG offered ECD programmes to Grade R practitioners at public ordinary schools and pre-grade R practitioners from community sites registered with the Department of Social Development.

Asked what pleased her most about the work done by the school, Ginya says witnessing the number of "gogos" in communities who reared children wonderfully without having an educational background, who have embarked on training. "We have a number of such 'gogos' who have enrolled to obtain the rel-

evant skills, and if we get them trained, that will be a great measure of pride for us as a school."

Although the school is placing coding and robotic skills high on the teaching agenda, Ginya says South Africa, if one has a honest conversation, is not yet ready to embrace the Fourth Industrial Revolution.

However, that does not mean teachers should not be geared towards producing learners who can become global citizens,

and this means ensuring that technology is introduced to children at a young age – not when they are already in high school.

Technology is crucial in shaping young minds, however, she believes that "golden oldies" can benefit from being open to learning.

Recently when she purchased a screen for her computer, Ginya confesses she struggled to connect it. She fetched her grandson, who came home and in less than 30 seconds connected the gadget. "I was so embarrassed."



ECD lays a solid foundation: Dr Lindiwe Ginya is Teacher Development Head at the MGSLG.

the key to the future

the province.

The Department has expanded the ECD centres to include Access and Care for the wholistic development of children, this is inclusive of early learning and age-appropriate activities which include Stimulation and Early intervention on barriers. In addition to the existing interventions, the Department will be expanding the Wednesday sports programmes to all 1273 ECD centres in the province.

The promotion of quality education in the province

The GDE is in the process of building ECD of the Future centres. The first such centre is being built in Tshwane corridor – in Soshanguve. The Department is

committed to rolling out ECDs of the future across the 5 corridors. The ECD of the future centres will have classrooms with indoor splash pools, ICT centres, a water recycling area, and mini sports areas. The budget allocation for this ECD of the future centre is R29 million.

Coding and Robotics will gradually be introduced into the curriculum to meet the challenges of the Fourth Industrial Revolution (4IR). The Department will be piloting Coding and Robotics in ECD centres by March 2024. This pilot programme will include Training and advocacy on the implementation of coding and robotics in ECD and mediating Coding and Robotics resources to ECD officials.

Universalising access to Grade R

As one of the Millennium goals, the universalization of grade R, the Department has made great strides in achieving its goals. The Grade R learner enrolment in registered schools for 2023 (system-wide) is 127,876, which is an increase of 12,691 learners compared to 2015 (115,185). In 2023, the total number of Grade R learners in the public school system is 110,634 which shows an increase of 1.6% from 2022 (108,846) to 2023. We will now undertake a headcount in ECD sites transferred to Education to determine the number of children in private Grade R classes.

Chiloane is the MEC for Education in Gauteng



Brighter future: Gauteng Education MEC Matome Chiloane says investment in ECD is critical to ensure better performance in schools. Photo: Eddie Mtsweni

Iconic son of the soil, Sipho 'Hotstix' Mabuse shows no signs of Burn Out



Sipho "Hotstix" Mabuse was picked by his favourite teacher to read in class

EDWIN NAIDU

South Africa's heritage would be incomplete without mentioning the iconic Sipho "Hotstix" Mabuse. Now 71, the internationally renowned musician from Soweto continues to perform with zest. He is an integral part of the country's musical heritage – and remains a legendary role model to mature and younger fans.

It all began in 1966 in Orlando West, the stomping ground of not one but two Nobel laureates, former South African president Nelson Mandela and apartheid activist and churchman Archbishop Desmond Tutu.

Mabuse performed with friends during a school fund-raising concert at Orlando West High School in Soweto. Five decades later, the love Mabuse received as a school band member has since snowballed along with his legendary

reputation. His bright, shining star is linked to his hometown via the 1986 hit *Jive Soweto*.

When his Eighties band *Harari Split*, Mabuse's debut, *Burn Out*, became an international hit, earning him a R1.5 million deal with Virgin Records, founded by Sir Richard Branson.

Record sales multiplied as he toured the world. Mabuse's musical heritage hits the right notes. He comes from a musical family; his coal merchant dad played harmonica. Baba Manuel, a neighbour, inspired him to take up drumming. It helped that some of the country's best-known exponents with the sticks, like Early Mabusa, Gordon Mfandu and Gerald Khoza, set him on the way up.

With the limelight keeping him busy, Mabuse still needed to complete matric. Eleven years ago, at 60, he decided to change that. Mabuse returned to school in

2012 to achieve matric at the Peter Lengene Community Learning Centre in Soweto.

That was a momentous achievement which inspired learners throughout the country. Several popular brands signed him up to promote learning as a result.

Mabuse has performed throughout the country to celebrate Heritage Month and plays a concert in Botswana in October. On his website, there is an explanation of how this humble son of the Soweto soil got the nickname "Hotstix".

If you're wondering about the "Hotstix", the explanation is simple and charming. Playing at a gig years back in a hall, the lights suddenly went out, but Mabuse, on the drums, was the only musician able to continue playing, which he did for the next 20 minutes. One of his fellow band members approached him afterwards and said: "Hey, hot sticks", and it stuck.

MY FAVOURITE TEACHER

Asked the name of his favourite teacher, Mabuse recalls it was a Mr Lepesa when he was in Grade 3 at Tsholomani Higher Primary School in Soweto. "I don't know his first name. In those days, we called our teachers Mr. and Mrs., whatever the surname was."

"When he was in front of the class, he became an animated teacher, and the way he expressed himself, you could tell that he enjoyed teaching and had a way with words.

"In those days, one teacher would teach us several subjects. He taught us English, Sesotho and Arithmetic (mathematics).

"Mr Lepesa never meted out corporal punishment. He would shout but never at any stage strike a child, bearing in mind that teachers were allowed to punish children in those days.

"I remember a woman teacher would hit us with a steel ruler on

our fingers in those days. I really disliked her. She was always ready to hit us."

"But Mr. Lepesa made us love school. I always looked forward to attending school because of him, to watch him teach and the elegant way he used the language.

"He would inspire me to understand the language better. I was often picked to read in class.

"One day a few years ago, he came home to visit me. I was overjoyed. We sat and chatted on my stoep. Our conversation was on equal terms, and I kept referring to him as Sir to remind him that my favourite subject was English."

Mabuse told Inside Education that teachers have a crucial role in society. "What would we know without teachers? They shape what we know; without them, you cannot have scientists or doctors.

"Teaching is power in itself because it provides the knowledge to fire up society."

Teacher's Corner

Despite challenges, KZN MEC has great expectations for the class of 2023

EDWIN NAIDU

Seasoned educator, KwaZulu Natal MEC for Education, Mbalenhle Frazer, says she wants a 100% matric pass rate – but would realistically settle for at least 85% success in the 2023 National Senior Certificate examinations.

Having produced the third-most improved results in the 2022 examinations, Frazer said she wants KZN to keep up the momentum.

Frazer recently visited communities in KwaZulu-Natal to warn them that the time was closer to the start of the examinations and that it was time to burn the midnight oil.

"Our message was not only for children but to parents, who have a huge role to play in ensuring

their children are given the tools to succeed and are prepared for the examinations," she told Inside Education in an interview.

"If you don't start now, you won't see the finish line," said Frazer, who worked as an educator at Emangweni Primary School between 1994 and 1998.

Frazer said the matric class 2023 has been through considerable challenges, but she hopes they rise above to exceed expectations.

"I'm positive but leaving the target at 85% as I do not want to add to pressure on the matriculants," she said.

Being MEC has had its fair share of headaches – and heartache. "Recently, I attended a funeral of seven learners who died in a tragic accident in Kwa-Non-

goma. It was most sad," she said.

Frazer hopes that transport authorities and law enforcement agencies will be able to influence a strong driver safety campaign that shifts the narrative.

Throughout the schooling system, there are other challenges relating to infrastructure, the lack of it, and ensuring that the maximum is derived from the limited resources available.

Another area of concern, according to Frazer, is the rise of thuggery in schools, especially in Umlazi and Pinetown, where criminals steal cellphones.

She is also perturbed by incidents of bullying at school. "We have had several incidents motivated by race at former Model C schools. Some schools have been



Mbalenhle Frazer: KwaZulu Natal MEC for Education. Photo: Eddie Mtsweni

affected by drugs, a problem we are working to address," she said.

In February, a 17-year-old schoolgirl, allegedly took her life because of bullying. Several incidents of bullying have reached the department.

Frazer added that gender-based

violence was a scourge the department was determined to stamp out, adding that several incidents have taken place at schools. "We need our communities to stand together to keep such incidents away from our places of learning," she said.

Passionate Soweto teacher sets up a centre to help learners ace mathematics.

STAFF REPORTER

Long-serving teacher Mlungisi Nkosi has a passion for education. The mathematician and award-winning educator has recently turned his dream of making STEM education accessible to all into reality with the Mlungisi Nkosi Maths & Science Centre in Northriding, Randburg.

Soweto-born Nkosi has been a teacher for 15 years. He says the idea for the centre has been with him for at least 13 years.

The centre assists learners from grades 8 to 12 with Maths, Science, and Coding tutoring and career guidance aligned with STEM. The focus is on students who have yet to perform well, although students seeking extra lessons are welcome.

Matric students can access exam preparation classes, while

post-matric students can take upgrade classes to enhance their performance.

"I truly believe that anyone can excel in mathematics and physics. I work extensively with my learners to help them believe in their capabilities," says Nkosi.

Nkosi was recently honoured with the Outstanding Educational Influencer award at the AKS Global Teaching Awards in Dubai. His educational content creation on the social media platform YouTube began in 2020 in response to the challenges faced by students during the global coronavirus pandemic.

Nkosi has garnered over 160,000 subscribers to his channel, where he focuses on innovative approaches to assist learners in comprehending Mathematics and Physical Science. The YouTube show has resonated with his audi-

ence and has aided many students in mastering and destigmatising these subjects. His philosophy of "individuals before content" ensures no learner is left behind, earning him views from across the country and beyond.

"The passion for mathematics and physical science begins with cultivating a relationship with the individual. Acknowledging their potential and employing relatable teaching models significantly contributes to the teaching process," says Nkosi. His strategy involves not making assumptions when tutoring on his channel; he often starts by revising concepts from Grade 10 for his Matric preparation classes, ensuring his audience is comfortable with Matric-level concepts.

The dream of the maths and physics centre has become a reality for Nkosi and his team. Many students wish to benefit from the cen-



Mlungisi Nkosi: The Soweto teacher is an award winner

tre but need help. Nkosi welcomes donations from individuals and corporations interested in sponsoring struggling students.

His former students sparked the idea and approached him about paying forward the education they received to help other students.

"I imagine there are people who can and would like to contribute by offering their time, sharing advice, discussing their journey, and sharing wisdom in the field of STEM. We also welcome assistance in leadership and career guidance," adds Nkosi.

Opinion

Nzimande must act with speed to restore public confidence in NSFAS

Amid ongoing troubles over mismanagement allegations, credit is due to the National Student Financial Aid Scheme (NSFAS) for its impact in providing funding to poor students.

The doors of learning otherwise would have been slammed in their face, something unthinkable in democratic South Africa, considering education is a right enshrined in the Constitution.

NSFAS is Africa's single largest student funding agency and a unique scheme globally. It funds students for their study, travel, accommodation and personal care.

Throughout the public service, corruption has permeated all walks of life despite a commitment to uplift the poor. Politicians look after themselves first and then pay lip service to the poor.

But there is no doubt that the NSFAS has made an impact by opening the doors to learning for South Africans who need it most. However, all is not well at NSFAS despite the protests of Minister of Higher Education, Science and Innovation, Dr Blade Nzimande.

NSFAS chief executive officer, Andile Nongogo, is still on special leave pending an investigation into the alleged improper awarding of banking contracts.

There is a crisis when the head of an organisation amid claims of wrongdoing in his current role – and more at his previous place of employment – a Sector Education and Training Authority – has been forced to take leave.

Alleged wrongdoing against the CEO was exposed by the civil society movement Organisation Undoing Tax Abuse (OUTA). The SETA also fell under the watch of the Minister.

The Minister may believe in his innocence. But he should only deny a crisis once legal processes and investigations are complete.

But he must act quickly to restore public confidence in NSFAS, given the crucial role the entity plays in reducing the skills gap across the country.

Nzimande must also explain the question marks around the millions unaccounted for in the National Skills Fund.

As Minister, he has presided over tertiary institutions beset by ongoing strife. Nzimande would have you believe there is no crisis. The autonomy argument makes any action impossible.

When former President Jacob Zuma took charge of the #FeesMustFall protests and the ANC announced free education, Nzimande was nowhere to be seen – or heard. He probably felt no crisis then – as he does now with NSFAS.

One cannot forget that Nzimande stated that #FMF was instigated by 'Trotskyites' and that students were privileged. Students outside parliament booed him. In 2019, the new cabinet of Ramaphosa insensitively saw him re-appointed in the same post.

If he is here to stay after the elections in 2024, Nzimande ought to sharpen up and act decisively.

Good wishes from Inside Education for the class of 2023

Inside Education, which, in association with the Department of Basic Education, has published a compilation of study notes to assist matric learners, wishes the class of 2023 well in the matric examinations.

"Matric is the stepping stone to success, and we hope that our special supplement will help learners give their studies a final boost," says Matuma Letsoalo, Managing Director of Inside Education.

"Year-on-year, the national results have shown improvement, and we want to contribute to this upward trajectory," adds Letsoalo.



Vice-Chancellor of the University of Fort Hare: Sakhela Buhlungu

Academic freedom and institutional autonomy: A view from the Tyhume Valley

SAKHELA BUHLUNGU

The late 1950s marked a negative turning point for higher education in South Africa. The Extension of University Act 45 of 1959 set the country on a path of ethnic segregation of university education, whose effects are still with us more than 60 years later and after 30 years of democracy.

The tireless efforts of Dr TB Davie received acknowledgment from students and staff in the form of the annual TB Davie Memorial Lecture at the University of Cape Town.

From 1959, eminent academics and activists were invited to present the lecture. Significantly for me, Professor ZK Matthews, the first graduate of the University of Fort Hare (1924), academic and political activist, gave the third lecture in 1961. Professor Matthews' "African Awakening and the Universities" study linked academic freedom and the quest for liberation in South Africa and the continent.

In this lecture, I identify four moments that marked the introduction of ethnic education and

the assault on academic freedom at the University of Fort Hare.

These developments had a debilitating effect on the university, which the current administration still has to contend with today.

Background

In the 1950s, South Africa had ten universities designated for English-speaking white South Africans, four for Afrikaans-speaking white people, the University of South Africa for distance education and the South African Native College (later the University College of Fort Hare) for black South Africans.

The Universities of Cape Town, Witwatersrand, and, to a limited extent, Natal, admitted small numbers of black students for specialized programmes.

But by the end of the decade, the higher education landscape changed irreversibly following the passing of the Extension of University Education Act, 45, of 1959 by the apartheid government, with catastrophic consequences for academic freedom and university autonomy. The intentions of the Nationalist government were revealed

soon after they came into power in 1948. The bill's tabling followed the introduction of Bantu Education in black schools in parliament.

Incorporation and loss of autonomy

To give effect to the broader legislation which sought to "extend" university education, parliament passed The University College of Fort Hare Transfer Act, also in 1959. Strict parameters were set for college adherence, which was to be monitored by the Department of Bantu Education. One of these was that the institution catered specifically for Xhosa-speaking students.

In short, 1959 marked the first significant assault on academic freedom and institutional autonomy at Fort Hare, an episode that none of the universities of the time experienced. Staff, mainly academics and senior staff, were reduced to regular civil servants for whom freedoms such as speech association were severely circumscribed.

Professor Johannes Jurgens Ross was brought in as a new Principal to oversee the transition. The students made sure to

Opinion

inform Professor Ross that he was not welcome. Ross presided over the consolidation of white, specifically Afrikaner, control over all facets of the institution – academic, administrative and cultural.

The repressive administration of Professor De Wet

The arrival of Professor Johannes Marthinus de Wet in 1968 ushered in a new era in the life of the College. A member of the Broederbond, De Wet seemed to be on a mission to intensify state control over the University, its staff and students. No sooner had he arrived than student unrest erupted following fears that he was an instrument of the apartheid government. Students also boycotted his installation as Rector.

In 1970, Fort Hare was granted full University status. However, his tenure continued to experience turmoil in the form of strikes and expulsion of students.

The expropriation of FEDSEM

The assault on academic freedom and institutional autonomy by the apartheid government and its Broederbond employees at Fort Hare did not stop with the University's students and staff. It also got directed outwards, specifically at the neighbouring Federal Theological Seminary of Southern Africa (FEDSEM) in Alice.

Rector De Wet fired the first shots in the war with the seminary with a letter of 17 March 1971 in which the University offered to purchase the seminary to expand residential spaces for Fort Hare students.

Of course, the real reason for the approach was to close down the seminary, which University authorities regarded as a menace and lousy influence on Fort Hare students. FEDSEM was finally expropriated in 1974 and forcefully annexed to Fort Hare in 1975.

The Bantustan years

In the mid-1970s, South Africa entered a new period when the Bantustans were offered the option of 'independence' from the republic.

When Ciskei was granted 'independent' status in 1981, the University of Fort Hare was handed over. However, the management of the University remained firmly under white Afrikaner control.

The response of the students and some staff was to turn their energies into joining internal movements or to flee and join exile moments such as the Black Consciousness Movement, the Pan Africanist Congress and the African National Congress.

The struggle for academic freedom was subsumed under the broad rubric of the liberation struggle. The University of Fort Hare was a shadow of its former self – the vibrant and racially diverse institution experimenting with academic

freedom and autonomy during its first 43 years of existence.

From apartheid to democracy: From one nationalism to another

By the end of the 1980s, the overriding imperative of the anti-apartheid struggle was the national democratic revolution, whose main thrust was dismantling apartheid and building a democratic society.

Following the return of thousands of its alumni – from prison, exile, and the trenches of the revolution – the iconic status of Fort Hare is an attractive candidate for 'co-option' as a symbolic flag carrier for the forces of the national democratic revolution.

After 1994, university administrators faced frequent and often violent student and staff protests, which rendered the institution extremely unstable. The ungovernability of the late 1980s spilled over into the democratic era as expectations of employees and students continued to rise and the resource base was shrinking.

A poisoned chalice: Fort Hare since 2017

I joined the University of Fort Hare on 1 February 2017, having left the University of Cape Town before completing my 5-year fixed-term contract. UCT was not easy, but I enjoyed every day of my time here.

People often ask me, had I known what awaited me at Fort Hare, would I have taken the job of Vice-Chancellor? I still do not have an answer to that question. Indeed, I often ask myself, did I accept a poisoned chalice at UFH? Again, I am still trying to formulate an answer!

However, the six and a half years that I have spent at the helm of the University of Fort Hare have provided me with invaluable insights into issues of academic freedom and its handmaiden, institutional autonomy.

The story of Fort Hare over the last six years has been told by others, mainly through the media.

A fragile institution

The university I joined in 2017 was incredibly unstable and fragile, with power structures that generally did not emphasise academic freedom and autonomy.

Some of the manifestations of the fragility were frequent and often violent student and staff strikes, a weak resource base, a skyrocketing student debt, deeply ingrained cultures of ungovernability and advanced levels of breakdown of governance.

The second week after my arrival, a strike erupted on one of our campuses and crippled teaching, learning, administration and other operations for seven weeks.

In the years that followed, the cycles of instability – almost always violent – and negotiation to restore order repeated themselves

over and over. Running Fort Hare seemed like a mission impossible!

Vested interests and manufactured chaos

The university I inherited suffered severe resource constraints, but it was not the poorest in the country. Lack of resources and untenable conditions for staff and students rank among our universities' most common triggers of unrest and instability.

Many participants are known to the university authorities, the media and the general public.

Networks of people with vested interests operate from outside and within the institution, often using strategic positions in operational, management and governance structures.

The heavy burden of bureaucratic micromanagement

One of the paradoxes of the democratic dispensation for higher education is the growing bureaucratic burden on universities. Although there are good reasons for keeping universities accountable, the amount of reporting has two main implications.

The report imposes a substantial administrative burden on institutions to produce reports, many of which must be read or processed after submission.

An area of university autonomy that has been eroded to a considerable degree in the last ten years is decision-making on fees and their relationship to budgeting. Fee setting is the domain of university Councils, but since 2016, it has been taken away by the central department.

As a result, the Minister sets fee increases, and all public universities have to work within these parameters. What is impressive is that there has been no public debate on this.

In a nutshell, the increased reporting and accountability mechanisms, necessary as some of these are, have yet to help the cause of academic freedom and university autonomy. Instead, they have

elements reminiscent of the old-school inspector system.

Spectre of physical violence and its implications for academic freedom

On 22 May 2018, Professor Gregory Kamwendo was murdered near his Empangeni home in northern KwaZulu-Natal. Kamwendo had just uncovered a fake degree scam at the institution, and he and the authorities took action.

In addition to the shock of the murder of a university administrator for doing his job, the death was met with a muted response in the higher education sector.

In the past two years, we lost two of our employees to assassinations similar to Kamwendo's. They are Mr Petrus Roets, Fleet Manager, who was murdered on 19 May 2022 in Gonubie and Mr Mboneli Vesele, the Vice-Chancellor's Protection Officer, who was murdered in Alice on 6 January 2023.

The University and the entire country have not recovered from the shock and trauma of these vile acts. I am aware that I am one of the targets of the assassins and their handlers, and I often get asked questions concerning my safety and that of people associated with me.

Some may not know that in 2012, a Fort Hare employee, Mr. Victor Peter, also a Fleet Manager, was gunned down assassination style outside his house in Alice. His case was never solved, and life continued as if nothing had happened.

Therefore, we appealed to the President of the Republic, President Cyril Ramaphosa, to take steps to protect us. In February, the President met us at Tuynhuis and informed us of his actions in response to our cries. I am happy to report that to date, seven suspects have been arrested, five denied bail, while two are in custody pending the finalisation of their bail applications.

The intensity of the fight-back and the seriousness of the fraud cases that we continue to uncover have made us seek the assistance and cooperation of law enforcement agencies.

Four propositions of academic freedom and autonomy

In conclusion, I present four academic freedom and autonomy propositions. These are based on my experience working in the higher education sector for the last 30 years. But most importantly, these assertions have been shaped by my work at the University of Fort Hare since 2017.

Firstly, academic freedom and institutional autonomy are shaped by context in the public higher education sector.

Secondly, striving for academic freedom and institutional autonomy in one university is futile in the current period.

I believe the association of university vice-chancellors can do much better by finding a common cause to defend these freedoms. This also includes standing up when a Dean of faculty at a former black university is murdered in cold blood for taking a stand in defence of the integrity of academic qualifications!

Thirdly, in the last decade, we have witnessed severe incursions into, and erosion of, academic freedom and institutional autonomy in the public higher education sector.

Finally, in the global age, the impulse to intervene and set limits to academic freedom and autonomy exists among all state officials, regardless of their well-meaning intentions and parameters set by legislation.

We would do good by making all state officials and university leaders learn from the catastrophic consequences that state control did to the University of Fort Hare through the Extension of University Act of 1959 and the Annexation of the University to the Ciskei Bantustan in 1981.

Professor Sakhela Buhlungu is the Vice-Chancellor of the University of Fort Hare. This is an edited version of his address at the annual TB Davie Memorial Lecture at the University of Cape Town in August 2023.



The University of Fort Hare been a victim of state control by both the apartheid and post-apartheid governments.

Opinion

Why South African universities have a duty to develop multilingualism

FRANCIS PETERSEN

In the South African higher education landscape, there has for several years now been a comprehensive and very welcome emphasis on decolonising the curriculum, with tertiary institutions systematically and deliberately including indigenous knowledge systems in their teaching and learning ambits and incorporating views and comments from individuals and communities that have been excluded or marginalised in the past. But what is often overlooked is the necessity to integrate local indigenous languages. These should form an integral part of the decolonisation process, as they promote inclusivity and facilitate more effective teaching and learning. Heritage Month is the perfect opportunity for us as higher education institutions to take stock and critically evaluate what we are doing to introduce and promote multilingualism on our campuses and develop indigenous languages in the academic and scientific spheres.

When it comes to language diversity, South Africa is a global frontrunner. Only Zimbabwe, India, and Bolivia have more official languages. President Cyril Ramaphosa's recent amendment of the Constitution to introduce Sign Language as South Africa's twelfth official language emphasises the government's commitment to cultivating a multilingual society. Section 29 of the South African Constitution stipulates that everyone has the right to receive education in the official language or languages of their choice in public educational institutions where such education is reasonably practicable. Regrettably, the stipulation is often used as an excuse by many learning institutions to focus on English only since there is still a widespread lack of learning resources in indigenous African languages. The recent Language Policy Framework for Public Higher Education Institutions states, "It is apparent that there has been little progress made in exploring and exploiting the potential of African languages in facilitating access and success in

higher education institutions." This serves as an indictment against the entire higher education sector. I believe it is our duty as institutions of higher learning to create, develop, and implement indigenous language resources and develop innovative policies and strategies to advance multilingualism on our campuses actively.

Necessity of a multilingual approach

Language continues to be a barrier to access and success for many students at South African higher education institutions whose proficiency in English does not match that of their mother tongue. Research has shown that language proficiency and the pursuit of knowledge are closely intertwined. Ultimately, languages are tools to navigate better understanding.

There is a renewed emphasis at many institutions of higher learning – including here at the University of the Free State (UFS) – to have research that addresses the needs and challenges experienced in the communities that surround us and the wider global environment. An essential component is how the knowledge we produce is communicated to and taken up by the international scientific community and the ordinary citizens whose lives it aims to impact. The critical role that language plays in this cannot be denied.

Against this backdrop, it is essential that African universities re-intellectualise African languages to contribute meaningfully to the knowledge community – using technology and innovation in our efforts to do so. Indigenous languages may be afforded the status of official languages, yet they have not been adequately developed or utilised as academic and scientific languages.

Multilingualism practices promote inclusion

Apart from the fact that multilingualism helps to remove teaching and learning barriers and facilitate better communication, understanding, and uptake of the knowledge we produce, linguistic variety also serves a vital role in

ensuring inclusion and a sense of belonging on our campuses. This, in turn, works towards generating the social cohesion that we profoundly cherish on our campuses. By implementing multilingualism practices, we embrace diversity in academic and social spaces, foster a positive attitude towards linguistic diversity, and nurture students' pride in their native languages.

An encouraging example is the Philipolis Public Speaking Competition, which the UFS has been hosting for learners from small southern Free State towns for several years. The participants are invited to share their thoughts on a heritage-related topic each year. They are encouraged to do so in their mother tongue – which in this area is mainly Sesotho, Afrikaans, Setswana, and isiXhosa. The feedback from schools is that the confidence and pride this initiative has sparked in young mother-tongue speakers has led to a renewed interest in and appreciation of their heritage.

Ways of introducing multilingualism in higher learning pedagogies

But how do we introduce multilingualism at universities when an overwhelming portion of learning material and references are written in English? A vital departure point can be to create multilingual academic glossaries, forming the bedrock for further language development. When it comes to developing multilingual strategies, higher learning institutions must have a systematic, integrated approach across faculties, campuses, and knowledge spheres instead of just implementing a few random initiatives.

At the University of the Free State, our Language Policy expresses the university's commitment to multilingualism, particularly emphasising Sesotho, Afrikaans, and isiZulu – the languages a significant part of the student population speaks. We want to create a language-rich environment, ensuring that language is not a barrier to equity of access, opportunity, and success in academic programmes



UFS Vice-Chancellor: Francis Petersen

or accessing the UFS administration. A direct outflow of this is the Academy for Multilingualism, which was established to promote indigenous languages on institutional and social levels through various academic and community-based projects and initiatives. Among the academy's successful strategies are producing Ph.D. abstract translations, providing multilingual voice-overs for digital lessons, and training personnel in teaching within multilingual classrooms.

Introducing innovative translanguaging practices

One of the most promising focus areas is facilitating translanguaging tutorial sessions in various faculties. Translanguaging is a pedagogical practice where one receives input in one language and gives output through another to maximise learning and promote a complete understanding of the subject matter. It also serves the critical function of developing what speakers perceive as their 'weaker' language. This would entail that lectures are presented in English in a university context. At the same time, students can discuss the subject matter and ask or answer questions in tutorial groups using another language in which they feel more or equally comfortable. This results in multiple languages' dynamic and fluid use in teaching, learning, and communication within lecture rooms.

The value of these practices is not only in expanding cultural horizons and students' exposure to different languages – it, in fact, also promotes better understanding and knowledge retention. In a monolingual teaching situation, it is, for instance, very possible for students to answer questions or complete assignments without a full version because processing for meaning may not have occurred. Sections from textbooks can mere-

ly be copied or adapted without reflecting solid comprehension. This is, however, less prevalent with translanguaging because reading a topic in one language and then discussing it in another requires the subject matter to be processed and digested first.

Internationalisation and development of indigenous languages

It is important to note that the development of indigenous languages should never be at the expense of expanding students' proficiency in English as the language of instruction. English is undoubtedly the primary language of modern international scientific communication, with an estimated 98% of all scientific publications written in this language. For all academic purposes, plus to facilitate effective international collaboration, it remains essential that students are well-versed in English. At the UFS, indigenous language initiatives dovetail with programmes that develop English writing and language skills. By creating a truly multilingual environment in this way, we equip students for the demands of diverse working environments – both locally and abroad.

The importance attached globally to multilingualism is abundantly clear. One way this is reflected is that the United Nations General Assembly has proclaimed the decade from 2022 to 2032 as the International Decade of Indigenous Languages.

As South African institutions of higher learning, we should latch on to and support this important global drive – and, in the process, promote academic success and inclusivity by implementing innovative multilingual strategies.

Prof Francis Petersen is Vice-Chancellor and Principal of the University of the Free State

Education News

A new book urges collaboration to transform African cultures to inform science

STAFF REPORTER

A book titled *Collaboration in Development: A South African Heritage* by Dr Godwin Khosa, CEO of the National Education Collaboration Trust (NECT), a non-profit organisation that was established as a response to the call by the National Development Plan (NDP) for increased collaboration among stakeholders to improve educational outcomes.

The book provides a synthesis of the model that was used to launch the National Education Collaboration Trust – a multistakeholder collaboration model and the role of enabling instruments like social capital, national heritage, and networking in operationalising partnerships between public and private sector role players – to drive education improvement.

Dr Khosa recently completed his doctoral studies at the University of Sussex, and his dissertation was titled 'Modelling Multiple Stakeholder Approach to Education Services Improvement: A Case Study of the National Education Collaboration Trust', and this topic inspired the development of the book: *Collaboration in Development: A South African Heritage*.

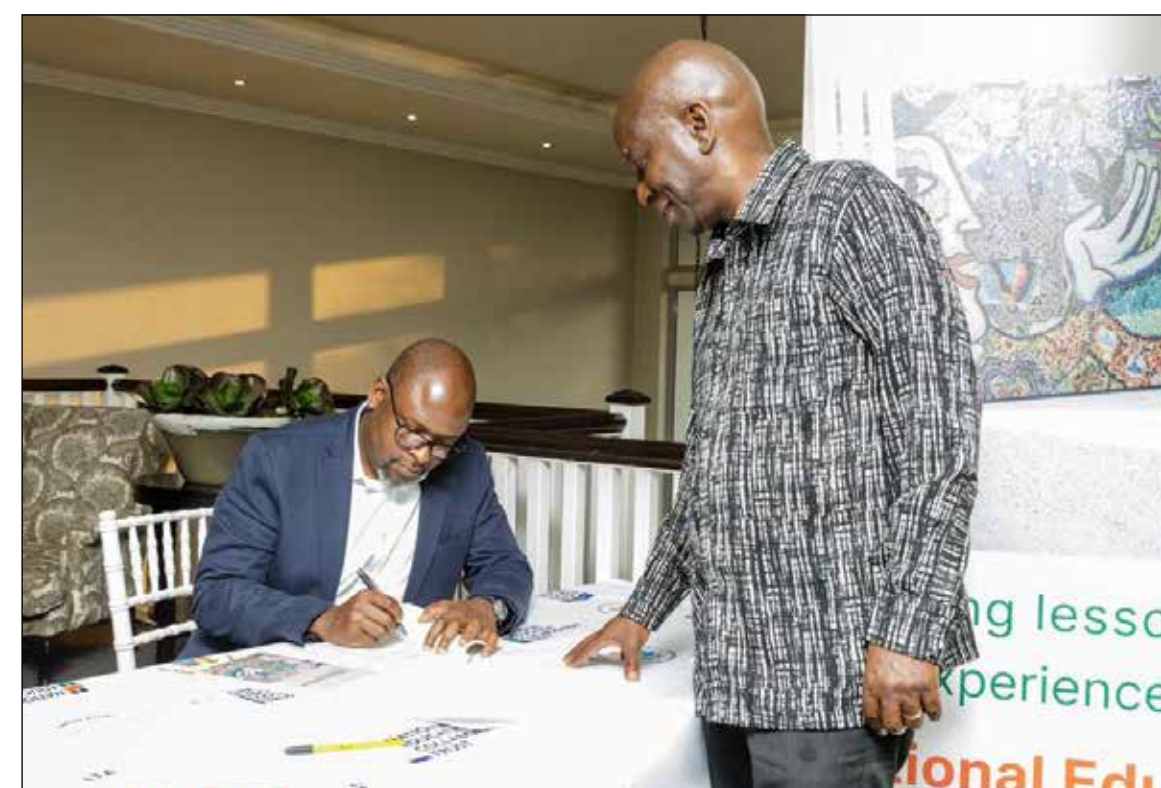
The thesis aimed to theorise and formalise collaboration processes used in South Africa, drawing on lessons from the NECT's collaboration approach.

The NECT was established ten years ago through an extensive web of relationships running into hundreds of organisations, comprising banks, business associations, teacher unions, non-governmental organisations (NGOs), education departments, retail stores and the labour bargaining council.

The organisation's formation mobilised 1 430 experts and practitioners to get involved in the work of the NECT. It supported all nine provinces, all education districts, two-thirds of the in-district specialists, and over 110,000 teachers and their managers.

Between July 2013 and December 2022, the NECT stakeholder network raised and invested over R2 billion in education initiatives.

Speaking at the book launch, Sizwe Nxasana, Founder of Future Nation Schools and Chairman of the NECT, said: "It is pleasing to see a PhD thesis being translated



Collaboration is key: Dr Godwin Khosa, CEO of the National Education Collaboration Trust



The cover of *Collaboration in Development: A South African Heritage*

into a book that provides practical solutions to address the challenges that we face in our communities; as many PhD theses sit and collect dust, while others remain purely for academic purpose."

He added: "We need to build on this body of work to ensure that the work being done in academia

finds its way to society to truly address the social and economic challenges that such body of work seeks to resolve."

In the book, Dr. Khosa explores collaboration at the core of discussions and the moral of South Africa's national strategy approaches. The book identifies what South Af-

ricans are known for and whether what they are known for results from conscious choices of national artefacts that make up the South African identity.

Dr Khosa questions whether South Africans seek to fit in or pursue reconciliation opportunities anywhere and everywhere in the world, as they have previously, and look for opportunities to trade in their competitive advantages for conciliation. Would this be the way to go when they sit around negotiation tables with forceful people from the West and those from the East content with their solutions that work, regardless of market principles?

Dr Khosa says collaborations, precisely the multiple stakeholder approach (MSA), are a common feature in South African history, both before and during the democratic era. The MSA was used during the apartheid era by non-governmental organisations to drive the development of the non-white populace who suffered inferior public services and political disenfranchisement.

He further highlights that post-1994, the MSA was evident in national policies, macro-development programmes and plans, and organisations. The multiparty peace negotiations, dubbed the Convention for a Democratic South Africa (CODESA), can be seen as the MSA in practice, bridging the apartheid and the post-apartheid eras.

"South Africa is undercapitalising on its rich ways of doing business – collaboration, and this approach should be promoted to the same extent that the Japanese have entrenched and exported their 'small incremental improvement' Kaizen approach," says Dr. Khosa.

He argues that there are many such under-explored indigenous ways of doing business in Africa, where improvement is required in development and organisational performance.

"We must avoid building new capacities but discover and implement more strategically and effectively utilising existing indigenous ones. We need to get African cultures to inform science, and this should be done by documenting these cultures and formalising them," he says.

Collaboration in Development: A South African Heritage offers a tapestry of knowledge resources, deep insights, diverse perspectives, and interesting ideas about the strategies that we deploy as a country and what informs those strategies – and – some of the strategies that we can deploy around collaboration to drive education reform, healthcare reform and reform across other areas in the public sector ecosystem.

Celebration

My Matric ball on a budget of under R1000

EDWIN NAIDU

Matric 2023 pupil Samara Chinnapen from The King's School in Robin Hills in Randburg reflects on her recently completed matric dance achieved on a budget of less than R1 000. She got taken to the event in a vehicle, which costs R2.75 million.

Accompanied by handsome chaperone, Bjorn Mhlanga, the stunning Samara, 18, was the belle of the ball.

Daughter of Enver and Linda Chinnapen, Samara told Inside Education all about her matric dance and future plans.

What was the experience like?

It was nothing as I'd expected a matric dance to be. The event had both positive and negative aspects. The downside of the whole experience was the planning, money, and stress of making sure that you had to look good on the night. This was a feeling shared by many other learners. All of this stress is definitely not worth it as you are wearing an outfit for one night, and you are most probably not going to be using it in the future. Although this night shared its negative aspects, it also shared a few positives, like creating memories with the people you've been with daily for your whole high school career. Although you may not see them after school, it is a great experience that you will be able to look back on.

How much did the dress cost?

I purchased a dress online as it would be more cost-effective since



Stunning Samara Chinnapen and Bjorn Mhlanga get set to attend the Kings School Robin Hills matric dance

I'd only use it once. It cost R825. Purchasing or making a dress is based on an individual's preference and how much they are willing to spend on a dress. My sister Kaylene helped me glamour up for the night without any fuss.

What about the wheels for the night?

Luckily for me, my cousin organized a fantastic car for me. The Mercedes Benz EQS SUV 450. It

was a one-of-a-kind car that many people were fascinated by. For me, the car took all my focus as I share a love for them. I do understand the whole entrance with the cars as it is a time to show off and it's one day of your life.

Was it an experience that it was all cut out to be?

It could've been a better experience based on all the stress and preparation that went into it. I felt

that the night was overhyped and could've been better planned.

Has it distracted you from examinations?

It hasn't distracted me from my exams as I only began preparing for the dance two weeks before the event.

What did you do after the ball?

I went home after the matric dance

and chilled with my parents.

Are you ready for exams?

Yes, I am as it is the last push of my final schooling career, so I want to go out with my best.

What do you want to do next year?

I would like to study animation at the SAE Institute or graphic design at the University of the Witwatersrand.

TECHNOLOGY IS ONLY ADVANCED WITH HUMANITY.

It's possible to 3D print a human heart. It's possible to order pizza with an emoji. It's possible to bank in the Metaverse, and go sightseeing in space. And if all that's possible today, just imagine what will be possible by tomorrow, a year from now, even ten?

We're no longer stuck in the constructs of the past. Technology and big data, combined with human insights, empathy and a global view, means that now we really can do anything.

THE UNIVERSITY OF POSSIBILITIES

A leader on our continent. UJ. Second in South Africa and in Africa. Quacquarelli Symonds (QS) World University Rankings.



The Future Reimagined

uj.ac.za/4IR

Education News

Fraser-Moleketi delivers an inspiring address at Inter-Generational Dialogue

EDWIN NAIDU

Understanding leadership with a burning ambition to lead, finding role models worthy of emulating, navigating potential curveballs and possessing a good dose of humility must be among the qualities one would need to become a successful leader.

This was the inspiring message from lifelong political activist Geraldine Fraser-Moleketi, the former Minister of Public Service and Administration and current Chancellor of the Nelson Mandela University in Gqeberha, in the Eastern Cape.

Delivering the keynote address at the Inter-Generational Dialogue hosted by the Department of Higher Education and Training and Inside Education at SciBono Discovery Centre in Newtown, Johannesburg, Fraser-Moleketi, sketched the gender landscape in addition to giving the audience made up of students food for thought on how they can drive change as future leaders. She offered suggestions to ponder as young people learn to lead.

"Firstly, we must interrogate why we have that burning ambition to lead. That deep reflection and self-understanding lies in the kind of leader we will likely become and role models we will likely choose," she said.

Secondly, Fraser-Moleketi told students they must find role models worthy of emulating. "These would be people whose value is vested not in their material possessions and displays of excess alone but in their integrity, consistency and dynamism. These would be people who are not populists but rather women and men who are goal-oriented, focused, hardworking and humane."

Thirdly, Fraser-Moleketi, who also served in senior roles in the United Nations Development Programme and as a Special Envoy in the African Development Bank, said leaders of substance and accomplishment have acquired adaptive expertise.

"They can field the inevitable curveballs that come their way merely by being human. No one is exempt. It is a fact that life happens to us despite our best-laid plans and strategies. Genuine leaders



Geraldine Fraser-Moleketi says more women are being represented in higher education. Photo: Eddie Mtsweni

learn to navigate these roadblocks while never losing sight of the end goal. They courageously face the unknown, pushing against and through their fears and insecurities," she said.

Fraser-Moleketi said there is a lot to be said about the cultivation of clarity and humility – and compassion – as great attributes of leaders coming to their own.

Turning her attention to gender imbalances in the tertiary sector, she said there have been quite dramatic and, in many ways, positive shifts happening when it comes to the representation of women in higher education in the past decade alone.

According to audited statistics from 2018 – 2021 (bearing in mind that the pandemic and the retrospective nature of audited Higher Education Management Information System data will have influenced these), there was an overall 8.2% increase nationally in the enrolment of black African females and a decline of 3.3% in the enrolment of black African males in 2021.

Overall, across all groups, there has been a 2.2% increase in female



Former Minister says students must find role models to emulate. Photo: Eddie Mtsweni

and a decline of 7.1% for male student enrolments over the same period.

Nationally, student enrolments stood at 1 068 046, with 849 246 being black Africans, comprising 524 337 females and 324 828 males. This represents 79.5% of total student enrolments in our universities and confirms current trends and provisional data, which indicate a majority of black and female enrolment at universities, with 62% being black African

tation of women students, their success and graduation rates, as indicated earlier.

As far as the gender of senior staff is concerned, in 2021, she said there were 1535 men and 1415 women in senior positions. This is a slight difference overall, but current (unaudited) estimates suggest that women at the Head of Department (HOD) and Director level comprise an average of 50% of this category.

This declines to 40% at the Executive Dean/Director level, 20% at the Deputy Vice-Chancellor (DVC) level and only 23% at the Vice-Chancellor (VC) level. Only six of the current 26 universities have women leaders.

Rounding up her inspiring talk, Fraser-Moleketi quoted the gender and education activist and Nobel Prize winner Malala Yousafzai: "I truly believe the only way we can create global peace is by not only educating our minds but our hearts and souls."

Deputy Minister of Higher Education and Training Buti Manamela thanked Fraser-Moleketi for the keynote address and other speakers' illuminating contributions, saying that the session was one of many leadership capacity development programmes implemented by the department focusing on student leadership. The department engaged with students from TVET colleges.

He added that leadership is spoken about collectively to build ecosystems and networks that enable leaders to collaborate for good.

Manamela said when one looked at the role played by students on campuses, it most often related to problems or protests. "But there is much more that student leaders can contribute, and many are doing remarkable things already," he added.

This involved making do with limited resources; leaders shared and ran specific programs to raise funds.

He told the audience that universities, TVET colleges and Community Colleges are social institutions where one learns, teaches, conducts research and develops knowledge. "But we want these social institutions to reflect and respond to who we are currently and the kind of future we imagine," he said.

Skilling Mzansi

YES, UJ look to tackle SA's youth unemployment crisis

STAFF REPORTER

Pivate sector jobs engine the Youth Employment Service (YES) and the University of Johannesburg (UJ) have committed to working together on various initiatives to provide skills, training, and entrepreneurship programmes for South Africa's youth.

In addition to enabling YES Youth to access UJ's online artificial intelligence (AI) training courses, UJ and YES are jointly creating a broader 4IR (Fourth Industrial Revolution) training programme to ensure that South African Youth possess the digital skills and insights they need to thrive in the modern workplace.

Via UJ's Johannesburg Business School Centre for Entrepreneurship (JBSCCE) and Institute for Intelligent Systems, YES Youth will have access to UJ's portfolio of massive open online courses (MOOCs) in entrepreneurship and artificial intelligence. They also jointly established start-up incubation programmes for youth who have completed the YES Siyazakhela Entrepreneurship training programme.

All YES Youth have access to the Siyazakhela accredited training through the zero-rated YES phone. Beneficiaries of this partnership will include all active YES Youth and YES Alumni who have completed their employment term through YES.

YES is a private sector initiative focused on promoting social mobility. YES works with businesses to place or sponsor unemployed youth in 12-month quality work experiences fully funded by the private sector, giving them the quality work experiences and skills they need to secure future employment. These include placements into high-impact sectors like global business services, creative, drones, tourism, digital and mining. YES has created over 116,000 work experiences in the past four years.

In addition to enabling YES Youth to access UJ's online AI training courses, UJ and YES are jointly creating a broader 4IR training programme to ensure that South African youth possess the necessary digital skills and insights to thrive in the modern workplace. The programme will include an entrepreneurship stream that supports enterprising YES Youth to leverage AI technologies to build innovative and



Youth Employment Service (YES) and the University of Johannesburg (UJ) partner to provide skills, training, and entrepreneurship programmes for South Africa's youth

resilient businesses based on the latest technologies and business models.

Speaking at the signing of the MOU, UJ Vice-Chancellor Prof Lethokwa George Mpedi said the two bodies were already actively exploring ways to collaborate to achieve their respective mandates and objectives.

"As a university, we don't only want to graduate job seekers. We want to graduate job creators. UJ is ranked first in South Africa regarding our impact and second in Africa's higher education rankings, so entrepreneurship is essential to us.

"We look forward to working with YES to confront one of the biggest challenges facing our country right now," said Prof Mpedi.

Ravi Naidoo, the CEO of YES, said the two parties shared a common purpose of societal impact, and the partnership would provide "significant synergies" in the drive to increase youth employment levels in South Africa.

"One of the most important foundations for our country's future is the youth – and the biggest endowment we can give them is skills, training and experience that are not only already



UJ Vice-Chancellor Prof Lethokwa George Mpedi and YES CEO Ravi Naidoo

in demand today but will also serve them well into the future. What's exciting for us is that UJ has a clear vision for preparing its students for the future through its in-depth expertise in arti-

cial intelligence and technologies supporting the fourth industrial revolution," said Naidoo.

"What makes this partnership important is that both institutions want to make an impact on South

Africa's ongoing youth unemployment crisis. Critically, we believe this partnership will contribute to creating jobs that have a multiplier effect down the line by turning one job into ten or more."

Skilling Mzansi



Wits launches new Postgraduate Diploma in Innovation and Entrepreneurship

STAFF REPORTER

Graduates and third-year students are encouraged to apply for the new Postgraduate Diploma in Innovation and Entrepreneurship to drive business ownership and job creation.

The University of the Witwatersrand (Wits) recently announced that the diploma is aimed at graduates and third-year students in engineering, science, and health sciences to become catalysts for business ownership and job creation.

Professor Christo Doherty, the course coordinator, says: "We particularly encourage candidates contemplating pursuing a Master's or PhD in any of these fields so they can embark on advanced degrees armed with the knowledge of how to commercialise their research. Graduates of this programme will have a wealth of career opportunities. Equipped with the aptitude and mindset for



innovation and creation, they represent the future generation of entrepreneurs and job creators. They will not merely seek jobs; they will create them."

The programme was developed and is led by the Wits Innovation Centre and will bridge the gap between academic research

and real-world innovation. It will empower students to translate their research into tangible solutions that drive meaningful societal change. The Diploma seeks to harness the entrepreneurial spirit of young scientists and engineers to ensure that their research outcomes do not languish on dusty

shelves but ignite the flames of practical application. Professor Nithaya Chetty, the Dean of the Wits Faculty of Science, says: "South African universities must now give attention to both discovery research and innovation. This novel diploma will combine collaborative teaching and learn-

ing to fast-track researchers into careers as innovators and entrepreneurs."

The PGDip in Innovation and Entrepreneurship is a multi-faculty initiative characterised by a hands-on approach, with a year-long research project at its core. Students will collaborate closely with an interdisciplinary team of lecturers, gaining invaluable insights and guidance throughout their journey.

The curriculum covers critical subjects such as The Fundamentals of Business for Innovators, Innovation and the Commercialization of Research, Creating Ventures for Innovators, and Applying Design Thinking to Innovation. The programme aims to expedite the transformation of students' research and ideas into commercially viable endeavours or solutions with significant societal impact.

The programme will expand in 2025 to include the humanities, commerce and other faculties.

Skilling Mzansi



Winning ways: Grade 10 and 11 learners from Mbilwi Secondary School celebrate winning the Solve for Tomorrow competition with teachers and representatives from Samsung and the State Information Technology Agency. Photo: SUPPLIED

Plan to fix potholes with recycled material wins Mbilwi top tech prize

EDWIN NAIDU

Aclaimed maths and science place of learning, Mbilwi Secondary School from Venda, Limpopo, won the Solve for Tomorrow school competition at the Birchwood Conference Centre in Johannesburg with an idea that speaks to genuine need in their community.

The victorious spark from learners is an ambitious plan to fix potholes in their town's roads using recyclable and sustainable materials – addressing both a societal need and fulfilling their green credentials towards a better planet. The school, which has had a 100% pass rate for its matric students since 1994, has urged learners to continue to lead the way with distinction.

Teacher Tshihwiwa Tshidzumba said winning the competition will help keep the school's name on the map.

"We are one of the top schools in the region and have made a habit out of winning, and we are happy

to keep it that way. Winning such contests reinforces our status as a great school with a highly competitive edge. We are proud of our learners and their achievements because we don't enter competitions to add the numbers; we enter to win. When we compete, regardless of the contest or the opponents, we always want to be number one," said Tshidzumba.

The contest for Grade 10 and 11 learners from underserved communities was announced on 4 October. Learners were encouraged to solve some of the challenges within their communities using Science, Technology, Engineering and Maths (STEM).

Former pupils from Mbilwi Secondary School include the Minister of Small Business Development, Khumbudzo Ntshavheni, and top academic Professor Tshilidzi Marwala, Rector of the United Nations University. The school received a prize of R100,000.

Maphuthaditshaba Secondary from Acornhoek in Mpumalanga came second and won R50,000, and third-placed Umlazi Com-

prehensive Tech from KwaZulu-Natal won R30,000.

The money will be used for STEM equipment for each school, according to their unique needs. Samsung sweetened the deal by rewarding each learner in the top three teams with a Samsung device.

The schools had to identify problems in their communities that they could solve using STEM. With Samsung helping them with resources and mentors guiding them, they had to conduct research and develop prototypes for their identified challenges.

The winning prototype from Mbilwi is an ambitious plan to fix potholes in their town's roads using recyclable and sustainable materials, including discarded plastic bottles they collected.

"This project has been a huge part of our lives in the past year, so winning it means a lot to us," said Igoline Coelho, a Grade 11 learner and member of the team.

"We have worked hard as a team as we met every day to put in the work needed to get us over the line and victoriously, so win-

ning is awesome. This win will also encourage other learners in our school to participate in such competitions. We are happy that the competition allowed us to do something good for the environment. Hopefully, it will spark even more interest in others to work on making the environment better for all," Coelho said.

Leading technology giant Samsung South Africa ran the competition with the State Information Technology Agency (SITA).

Deputy Minister in the Presidency, Pinky Kekana, said in line with efforts to improve the education system, the Department of Basic Education highlighted the importance of increasing the number of schools that focus on critical learning areas such as science, technology, engineering, mathematics, and the arts.

"The skills acquired by the educators and the learners will benefit them beyond this competition," Kekana said. "We look forward to seeing the inclusion of more schools from underserved communities in South Africa. We are

optimistic that some of the solutions from this competition will eventually be implemented, thus putting South Africa on the map, with accompanying job opportunities for the youth."

Solve for Tomorrow is Samsung's ambitious effort to increase interest and proficiency in STEM and help the country contribute to the Fourth Industrial Revolution. The competition encourages innovative thinking, creative problem-solving, and teamwork among the learners as they grow and learn important skills that could benefit them greatly in their future careers.

Hlubi Shivanda, Samsung's Director for Business Innovation Group and Corporate Affairs, said Solve for Tomorrow strives to help equip the youth with various technological, artisanal, and electronic skills. "We are proud to see this group of young people applying their minds to learn and help solve some of their communities' problems and hope such programmes spark the revolution for positive and sustainable change within communities," she said.



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FOCUS ON THE CLASS OF 2023 Examination Readiness

"Towards Examination Fitness"

(This booklet is not for sale)

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The importance of "Time budget"
Very important: Avoid a TEMPTATION OF TRYING IRREGULAR WAYS of passing examinations
On the Examination day/In the examination room

1. Introduction

The booklet starts with the 2023 examination time table which is the most important planning tool. All the 2023 matric students must read the composite time table and identify their subjects, papers, dates of the examination, times of examination and duration of each paper. This is the first step towards success because it prepares the learner psychologically for the examination.

In the discussion of the profile of the "Class of 2023" one of the challenges mentioned is that they were not exposed to full scale examinations experience as a result of "COVID-19 restrictions". There were temporal measures to re-align formative assessment and summative assessments so that the time available for teaching is maximized.

The aim of this booklet is to provide information that will help the matric learner of 2023 with skills which are necessary for the preparation of the National Senior Certificate examination. The examination related aspects discussed are those which relate to the examination (action verbs, types of questions etc.). It is important for each learner to have a study programme/ time table is very important so that learners start preparing according to the final National Examinations Time Table.

Although it is important to prepare for the whole examination (larger scale preparation), it is equally important to prepare for each paper (small scale preparation). The information contained in this booklet will help the "Class of 2023" to understand the task of writing the National Senior Certificate examination and to get prepared and organized for the whole examination and for each paper. The booklet also contains the pass requirements of the National Senior Certificate Examinations. This is very important because learners must have success targets. If learners know the pass requirements, they study with a specific purpose in mind instead of studying without knowing what they want to achieve.

The booklet provides the 2023 matric learners with skills for practicing various types of questions taking into consideration the Examiners comment that learners were poor in responding to source-based questions. The understanding of action verbs is the other critical aspect of preparation. The booklet also gives the 2023 matric learners an explanation of common action verbs used by examiners when asking questions. This is important because the collection of marks by each learner depends on their ability to follow the instructions of Examiner. Therefore, the understanding of the action verbs is very important. Each learner must be able to complete the question paper to avoid the risk of failure. Therefore, time budget is the other important skills required for writing examination.

The 2023 examination questions in all papers will come with different types of questions and each learner must have skills of answering those questions. The booklet provides the 2023 matric learners with skills for answering various types of questions. Finally, the booklet provides the "Class of 2023" with some of the tips for preparing for the examinations and for managing the examination day. This is important because each matric learner in 2023 must know what is required of them in the examination room. The "Class of 2023" must use this booklet to prepare themselves for the coming 2023 National Senior Certificate examination.

2. The 2023 National Senior Certificate Examination Timetable

Each matric learner must know the 2023 National Senior Certificate examination. This includes the subject, the paper (1 or 2 or 3 depending on whether it is content or language), the examination date, the session (morning or afternoon) the start time and the completion time. It is also important for the candidates to know the dates on which they are not writing examinations. These are not "free days" but they must be used for studying, consultations with subject teachers, attending revision sessions and for attempting previous examination questions. The following is the 2023 National Senior Certificate Examination Time Table. Learners must use this to draw their personal time tables and personal study time tables. The most important thing is that the time table must be used as a planning tool for learners to improve their state of readiness for the 2023 National Senior Certificate Examination.

NATIONAL SENIOR CERTIFICATE (NSC) OCTOBER/NOVEMBER EXAMINATIONS TIMETABLE 2023

WEEK 1	09:00	14:00
Monday 30/10	English HL P1 (2hrs) English FAL P1 (2hrs) English SAL P1 (2hrs)	Hindi, Gujarati, Tamil, Telegu, Urdu HL P1 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu FAL P1 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu SAL P1 (2hrs) Hebrew SAL P1 (2hrs) German HL, SAL P1 (2hrs)
Tuesday 31/10	Economics P1 (2hrs)	Arabic, French, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P1 (2hrs) Latin SAL P1 (3hrs) Portuguese HL, FAL, SAL P1 (2hrs)
Wednesday 01/11	Afrikaans HL P1 (2hrs) Afrikaans FAL P1 (2hrs) Afrikaans SAL P1 (2hrs)	Hindi, Gujarati, Tamil, Telegu, Urdu HL P2 (2½hrs) Hindi, Gujarati, Tamil, Telegu, Urdu FAL P2 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu SAL P2 (2hrs) Hebrew SAL P2 (2hrs) German HL P2 (2½hrs), SAL P2 (2hrs)

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REVISION/STUDY TIME TABLE – WEEK 4 OF OCTOBER

WEEK 4 - 23 OCTOBER 2023 TO 30 OCTOBER 2023		
DATE	SUBJECT	DURATION WITH BREAKS
23/10/2023	English First Additional Language	1 hr.
23/10/2023	Mathematics	2 hr.
23/10/2023	Sesotho Home Language	1 hr.
24/10/2023	English First Additional Language	1 hr.
24/10/2023	Mathematics	2 hr.
24/10/2023	Sesotho Home Language	1 hr.
25/10/2023	English First Additional Language	1 hr.
25/10/2023	Physical Sciences	2 hr.
25/10/2023	Sesotho Home Language	1 hr.
26/10/2023	English First Additional Language	1 hr.
26/10/2023	Physical Sciences	2 hr.
26/10/2023	Sesotho Home Language	1 hr.
27/10/2023	English First Additional Language	1 hr.
27/10/2023	Geography	2 hr.
27/10/2023	Sesotho Home Language	1 hr.
28/10/2023	Mathematics	3 hr.
28/10/2023	Physical Sciences	2 hr.
28/10/2023	English First Additional Language	2 hr.
29/10/2023	Mathematics	3 hr.
29/10/2023	English First Additional Language	3 hr.
30/10/2023	English First Additional Language	3 hr.

CREATE YOUR OCTOBER WEEK 4 STUDY/REVISION TIME TABLE

WEEK 4 - 23 OCTOBER 2023 TO 30 OCTOBER 2023		
DATE	SUBJECT	DURATION WITH BREAKS
23/10/2023		
23/10/2023		
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29/10/2023		
30/10/2023		

7. Understanding of cognitive levels

The National Curriculum Statement is the *education of the head (knowledge), education of the hand (skills), education of the heart (values) and education of the soul (attitudes)*. Therefore, the questions are pitched at various levels of difficulty. Depending on the subject, there will be **knowledge testing questions, comprehension testing questions, application testing questions and critical thinking testing questions**. These questions will come in the form of **LOW ORDER, MEDIUM ORDER and HIGH ORDER** items. This means that questions are pitched at different levels of difficulty. These levels of difficulty are sometimes called *“cognitive demands or cognitive levels”*.

Knowledge questions demand that you demonstrate knowledge and they can be pitched as **low order** or at **medium order** or at a **high order level**. There are **application questions** which require the use (application) of knowledge can also be asked as **low, medium or high order**. There are **comprehension questions** which require you to demonstrate understanding of content taught. There are **analytical or analysis questions** which require you to apply critical thinking skills. From this variety of cognitive levels, Examiners are able to set **low order questions, middle order question and high order questions**.

8. “Question-verbs” or “Action-verbs” used by Examiners

In tests, assignments, projects and other forms of assessment there are **action verbs** used to **set questions**. The action verb indicates the **kind and depth of answer that is needed in a particular test or examination question**. Action verbs are important because they **determine the type of answer that the examiner wants so as to give marks**. This is a reason why you must use previous matric papers (especially from 2014 to 2019) to study for your tests and examinations. If you use previous question papers and memoranda to study, you will be more familiar with common action verbs in subjects. **The action verbs carry marks**. Where the Examiner wants you to discuss, you must not list, you must discuss.

You must know that the examiner is **only prepared to give marks only if you do what the action verb tells you do**. If the examiner asks you to discuss and you decide to list, you will not get the full marks because the examiner will only give you full marks if you discuss. When you study you must ensure that you understand the expectation of the Examiners in each question. The following discussion will focus on the common action verbs and expectations of the Examiner in examinations.

- KNOWLEDGE
- COMPREHENSION

- APPLICATION
- ANALYSIS (CRITICAL THINKING)

8.1 Common Action verbs for testing KNOWLEDGE

QUESTION VERB	EXPECTATION FROM THE LEARNER
List	THE EXAMINER WANTS YOU TO LIST what is requested without explaining (list of characteristics, factors, causes, consequences, measures, events, solutions etc.). DO NOT DISCUSS REQUESTED ITEMS BECAUSE THERE ARE NO MARKS FOR DISCUSSION . Instead, discussion will consume your time for completing the examination.
Label	In LABEL question you are given something from your subject e.g. a diagram of the animal cell and ASKED TO LABEL IT . Each of the parts are given numbers (e.g. 1) or letters (e.g. a). The examiner can say “Label and discuss the importance of each part.”
Name	NAME can be a lower order question or a middle order question and even a higher order question. It depends on how the examiner phrases the question. A question which says NAME THE FEATURES OF A BALANCED ATMOSPHERIC SYSTEM . This is different from the question which says NAME AND DISCUSS THE SOCIAL CONSEQUENCES OF THE COVID-19 PANDEMIC . In the first question you have a low order question but in the second question you must apply your mind in first separating between the financial, social and political consequences of COVID-19. If you name the financial consequences you will lose marks
Relate	IN THIS QUESTION YOU ARE EXPECTED TO SHOW THE KEY LINKS OR CONNECTIONS between ideas or events or processes. you may give examples as you show similarities and connections e.g. RELATE THE FACTORS LEADING TO THE END OF HOMELAND SYSTEM IN SOUTH AFRICA .
State	IN THIS QUESTION YOU MUST MENTION INFORMATION WITHOUT DISCUSSING IT . This question is different from the “List Question” because you must give relevant points briefly without making lengthy discussions e.g. STATE THE FACTORS THAT LED TO THE INTENSIFICATION OF BLACK RESISTANCE IN SOUTH BETWEEN 1970’S AND 1990’S .
Define	THE EXAMINER WANTS YOU TO GIVE THE DEFINITION/MEANING OF SOMETHING . It can be an object (e.g. a plant cell), a process (e.g. osmosis), an event (e.g. the African Renaissance) etc. You answer depends on what you must define. It is different from discussion because you are only expected to define the object or the event or the process etc. .

8.2 Action verbs testing COMPREHENSION

ACTION VERB	EXPECTATION FROM THE CANDIDATE
Describe	In this question the EXAMINER WANTS YOU TO GIVE CHARACTERISTICS OR DETAILS OF SOMETHING OR AN EVENT OR A PROCESS OR A CHALLENGE/A PROBLEM ETC . Never list in this question. You must write so that the person who has never seen or has never heard of what you are describing can develop a mental picture of it.
Discuss	In this question you must talk about a something or an event or a process or a challenge/a problem etc. in your own words. You must demonstrate your understanding/comprehension of what you are discussing. EVEN IF YOU HAVE INFORMATION, YOU MUST PRESENT IT IN THE FORM OF A DISCUSSION . You must have an opening sentence, a discussion and a closing sentence depending on what you are discussing.
Summarise	When the Examiner wants you to summarise, YOU MUST PROVIDE THE MAIN POINTS OR FACTS ABOUT A PARTICULAR EVENT OR PROCESS OR PROGRAMME . You must condense the information as expected. There is a thin line of difference between “SUMMARISE” and “OUTLINE”
Explain	In this question you are free to give a mixed response . Depending on the question, you can start by defining. From there you can give details about what you have defined. You can even compare what you are talking about with other similar things or processes. You may even give advantages and disadvantages of something. BE CAREFUL , the Examiner may guide you in a question by saying (EXPLAIN WHY?). In such cases you must explain reasons. The Examiner may guide you in a question by saying (EXPLAIN THE DIFFERENCES). In such cases you must explain those differences. The Examiner may guide you in a question by saying (EXPLAIN THE CHALLENGES).
Identify	This question is always accompanied by a source material e.g. an object in the picture, a feature on a map, a process shown in the diagram etc. THE EXAMINER EXPECTS YOU TO NAME SOMETHING REPRESENTED BY A SYMBOL OR A NUMBER . This question looks easy but it is not easy because you must understand your content in order to identify. It is usually asked as a comprehension question. However, it can be asked as a knowledge question. It can be in a double action verb question e.g. IDENTIFY FEATURE A IN THE PICTURE AND DISCUSS ITS ROLE IN THE HUMAN BODY .
Compare	In this question YOU MUST SHOW BOTH DIFFERENCES AND SIMILARITIES IN A BALANCED WAY . In most cases you must show that you understand these similarities and differences by explaining them with an intention to show how they differ and how they are similar. The marks given to the question will direct you on how much you must write.
Contrast	Here you must SHOW THE DIFFERENCES BETWEEN THE GIVEN THINGS OR FEATURES . The main thing in this question is about differences.
Outline	THIS IS NEARLY CLOSER TO “SUMMARISE” EXCEPT THAT IN THIS QUESTION YOU MUST ORGANISE YOUR RESPONSE STARTING FROM THE FIRST ASPECTS AND END UP WITH THE LAST ASPECTS . You must not give details but you must give essential points in a manner that leads to a logical sequence. In this question you are more systematic than in the SUMMARISE question . Here you can add illustrations and examples.

8.3 Action verbs testing APPLICATION

ACTION VERB	EXPECTATION FROM THE CANDIDATE
Apply	This is an application question where the EXAMINER WANTS YOU TO USE YOUR KNOWLEDGE TO ANSWER THE QUESTION . You must show how a certain principle or an idea or a method or a model can work in a real situation.
Classify or Organise	In this question you must GROUP whatever is given in the question. You must organise the items given to you or events or characteristics or features etc. in a logical way . You need to group similar this but it depends on the question.

Match	In this question you are given a mixture of items and expected to match them with the corresponding ones. You need to APPLY YOUR KNOWLEDGE IN ORDER TO MATCH THE ITEMS . The starting point is that you must have studied the concepts so that you can match it with a given situation. AN EXAMINER CAN GIVE YOU DIFFERENT PICTURES AND REQUEST YOU TO MATCH THEM TO GIVEN PROCESS . The examiner can give definitions and statements and request you to match them.
Illustrate	In this question you are expected to SHOW CLEARLY HOW SOMETHING HAPPENS OR HOW SOMETHING AFFECTS OTHER THINGS OR HOW PEOPLE DEAL WITH SOMETHING . You must use diagrams or figures or examples where it is necessary. This will strengthen your response.
Use	This is an application question in which you must use your own words or given information to respond. The Examiner usually use this question with source material. The Examiner can say USE the information in the picture to show HOW poverty in rural areas lead to “rural depopulation” .

8.4 Action verbs requiring CRITICAL THINKING

ACTION VERB	EXPECTATION FROM THE CANDIDATE
Analyse	This is high order question but it is not difficult because IT CAN BE ANSWERED IN DIFFERENT WAYS . It needs you to have knowledge and use it to analyse. When you analyse you BREAK SOMETHING (E.G. THE PROCESS OR INFORMATION OR EVENT) INTO PARTS AND DISCUSS EACH PART . You can DESCRIBE EACH PART, DEFINE EACH PART and EXPLAIN HOW EACH PART RELATES TO THE OTHER .
Categorise	This LOOKS LIKE ARRANGEMENT OR CLASSIFYING INFORMATION . It differs because YOU MUST CREATE YOUR OWN CATEGORIES OF INFORMATION GIVEN . You need to apply your mind to separate given information into similar or related items. Your knowledge of the subject matter is very important here. The Examiner can say STUDY THE DIAGRAM BELOW AND CATERGORISE FACTORS THAT ARE SHOWN INTO “CENTRIPETAL and CENTRIFUGAL” OF SUB-URBANISATION .
Differentiate	In this question the Examiner wants you to show the difference between certain factors or processes. The only difference is that you must discuss the processes to show their difference. It is unlike a question which says WHAT IS THE DIFFERENCE? In such a question you mention the difference. In the question which says DIFFERENTIATE BETWEEN TWO PROCESSES , you must show the differences based on your understanding.
Examine	In this question the Examiner wants you to look at what has been given and evaluate it . This is an open-ended question because you can define the item given or look at its advantages and disadvantages etc. An Examiner can say EXAMINE THE POLITICAL CONSEQUENCES OF THE 1976 UPRISINGS IN SOWETO . Here you must understand these uprisings from the start to end and evaluate them from a historical point of view. The Examiner can also say IN YOUR OPINION, WOULD YOU REGARD THE RDP HOUSING SCHEME AS A SOLUTION TO URBAN POVERTY . In this question you must provide your own evaluation of the scheme.
Propose	This is not an easy question because you must THINK OUT OF THE BOX . It only means that you suggest or propose a solution. The Examiner can give you a scenario and request that you propose a solution for it. An Examiner can GIVE YOU A PICTURE SHOWING THE BUSINESSES WHICH HAVE CLOSED IN THE CITY AND ASK YOU TO PROPOSE A SOLUTION TO THE PROBLEM .

8.5 Common QUESTION PROMPTS

PROMPT	EXPECTATION FROM THE CANDIDATE
How?	This may look easy but it is not simple. THE EXAMINER WANTS YOU TO EXPLAIN HOW A PROCESS OR EVENT OR A PROBLEM CAME ABOUT . It is a question in which you explain HOW something happens e.g. HOW DOES INVESTOR CONFIDENCE PROMOTE ECONOMIC GROWTH? Here you must focus on the way economic growth and investor confidence are positively and negatively related.
When?	This is a simple question which WANTS YOU TO STATE THE TIME OR THE STAGE IN A PROCESS . The question can be WHEN DID SOUTH AFRICA DECLARE THE COVID-19 STATE OF DISASTER? Or WHEN DOES THE TROPICAL STORM DISCIPATE? In other words, this question can be asked as a lower order question or a higher order question.
What?	This question looks easy and it can be so. However, the question can come with difficult expectations. A question can be IN YOUR OPINION WHAT WERE THE WEAKNESSES AND STRENGTHS IN THE IMPLEMENTATION OF THE ECONOMIC DEVELOPMENT STRATEGY OF THE COUNTRY?
Why?	THIS IS ANOTHER KNOWLEDGE QUESTION . The Examiner may decide to use the word “WHY” instead of using “GIVE REASONS” . Therefore, the why question is always about reasons. It can require a one sentence answer or a discussion.
Which?	This is not as easy as it sounds. THE QUESTION CAN BE MIXED WITH ANOTHER DETAIL . The question can be WHICH OF THE FOLLOWING STATEMENTS ARE NOT TRUE? Or WHICH OF THE FOLLOWING STATEMENTS ARE TRUE? These are simplest questions. However, the question can be WHICH WERE THE MAJOR CHALLENGES OF THE BLACK ECONOMIC EMPOWERMENT INTERVENTIONS IN SOUTH AFRICA INTRODUCED AFTER 1994? Here you are expected to discuss the challenges but the action verb is not “DISCUSS” . As a candidate you must be careful about the “WHICH” in a question.
Who?	This question action verb can be in the middle of the question. A question can be: DESCRIBE THE SUCCESS ELEMENTS OF THE SOUTH AFRICAN STRUGGLE FOR LIBERATION AND INCLUDE THE NAMES OF THE LEADERS WHO CONTRIBUTED TO ITS SUCCESS AND THEIR POLITICAL ORGANISATIONS .

9. Answering common types of questions

Each paper has short questions and long questions. **Short questions** will need less time to answer than long questions. Short questions may come in the form of **one-word response questions and paragraph questions**. Short questions can come in the form of **true or false, matching items, multiple choice, sentence completion etc**. You must know how to answer the following types of questions:

- MULTIPLE CHOICE QUESTIONS
- TRUE or FALSE QUESTIONS
- MATCHING QUESTIONS
- COMPLETION QUESTIONS
- SHORT QUESTIONS
- PARAGRAPH QUESTIONS
- SOURCE BASED QUESTIONS
- ESSAY TYPE QUESTIONS
- CALCULATION QUESTIONS

9.1 Multiple Choice Questions

These are questions with more than one answers to choose from (**usually five or less**). Some of the multiple-choice questions have one correct answer to select (single select questions) and some have more than one answers to select (**multi select questions**). **The anatomy of a multiple-choice question is very important for you in the National Senior Certificate Examinations**. The STEM is a question itself. It can be about a definition, a process, a product or a label of a sketch. The choices are divided into two:

- The **correct answer** must be relevant to the stem. Sometimes it has qualifiers using “some”, “sometimes”, “always” etc.
- The **distracters are incorrect answers** which are there to distract the you and test the extent of knowledge or understanding.

The anatomy of a multiple-choice question is as follows:

Question: A product of 3+4+2+19 is _____ (STEM)

- 22 (DISTRACTER)
- 35 (DISTRACTER)
- 29 (DISTRACTER)
- 28 (CORECT ANSWER)
- 33 (DISTRACTER)

The anatomy of a multiple-choice question shows that the majority of answers are distracters and there is **only one answer**. It is important that you know the subject content.

9.1.1 Single Select Multiple Choice Questions

In these multiple-choice questions, you are asked to pick only one correct answer. These are the most common types of questions in the National Senior Certificate examination question papers. An example of a single-select multiple-choice questions is:

Question: A leap year has _____ days

- 365
- 366
- 367
- 358
- 364

9.1.2 Multiple-Select Multiple-Choice Questions

These multiple-choice questions have more than one correct answer. The Examiner gives more than one answers. These are not very common in the National Senior Certificate examination questions. They can be used for high order multiple-choice questions. The trick is that the learner gets all the marks for all correct answers, half marks for one answer and zero marks for all wrong answers. An example of a single-select multiple-choice questions is:

Question: Foreign exchange means _____

- Exchanging goods from one country to another.
- Changing money when tourists come to our country.
- Exchange of the currency of one country for another at current rates.
- A market in which one currency in exchange for another.
- Both (c) and (d)

9.1.3 Method of answering multiple choice questions

The following is a suggested method of answering the multiple-choice questions (single-select and multiple-select).

- Spend some seconds on the question (THE STEM) before reading the alternatives answers**. You are likely to choose the correct answer if you read the question without being influenced by the alternative answers (choices). **Underline the key words in the question (THE STEM)**.
- Predict the correct answer before you look at the choices**. As a Learner you are not an empty vessel. You have studied before getting to the examination room. By predicting the correct answers before looking at alternatives, you **reduce chances of being distracted by wrong answers**.
- Check the format of the multiple choices**. Check whether the choices require **one correct answer (single-select) or two correct answers (multiple-select)**.
- Narrow the Field/Eliminate/Remove distracters one by one**. You must use **subject knowledge** to eliminate the wrong answers. **Elimination needs knowledge and comprehension**.
- You must have a reason to accept the remaining answer**. After elimination, you must have reasons to eliminate the **wrong answers (distracters)**. There are **weak distracters and strong distracters**. A strong distracter is the one which is very close to the correct answer. A weak distracter is the one which is obviously not related to the correct answer. It is less confusing.
- Review your answers**.

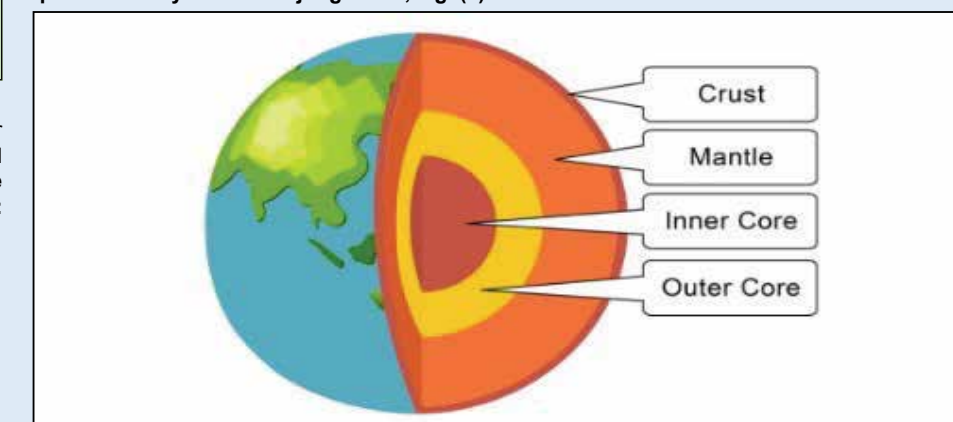
9.2 TRUE or FALSE questions

Unlike multiple choice questions, **“TRUE or FALSE” questions only comprise of a statement and two choices (TRUE or FALSE)**. They are single select because you must choose one of the two (TRUE or FALSE). In these questions the Learner is asked to **“JUDGE”** whether a factual statement is TRUE or FALSE. In these questions something must be considered correct (TRUE) or incorrect (FALSE). They are best suited to assessing **low order questions but they can be used to ask medium and higher order thinking questions**. However, it is **very rare that these questions are used as used for higher order thinking questions**. These questions must not be confused with **“YES or NO”** items.

The **TRUE or FALSE** questions can be **simple or complex depending on the cognitive level/s being assessed**. The National Senior Certificate examination uses **simple “TRUE or FALSE” questions**. There are arguments that the **“TRUE or FALSE” questions are very easy but they can be pitched to a higher level depending on the intentions of the Examiner**. Although they are easy to set and mark, do not be surprised if they are used to create low order, medium order and high order question items. In some cases, **TRUE or FALSE** questions go alone and at times Examiners use them together with sources making them **“source based”**.

9.2.1 Example of a TRUE or FALSE question

Question: Study the diagram showing the structure of the earth and state whether the following statements are **“TRUE or FALSE”**. Do not re-write the statement, only write the letter of the question and your choice/judgement, e.g. (a) – TRUE.



Source: Taylorcomney28

- The layer of human existence with all the natural resources and able to react with water and oxygen of the surface is the outer core.
- The mantle is mostly solid bulk of the Earth's interior.
- The magma is a mixture of molten and semi molten rock found beneath the surface of the earth.
- The atmosphere is the solid, outer part of the earth, including the brittle upper portion of the mantle and the crust.
- The earth's core is the very cold, very light centre of our planet.
- Earthquakes and volcanic activity can be caused by movement in the mantle.

9.2.2 Answering a "TRUE OR FALSE" question?"

STEP 1: Read the whole question carefully. You must remember that if any part of the statement is false, the entire statement is false. It makes the entire statement to be "FALSE".

STEP 2: Check the qualifiers. Examiners sometimes use qualifiers in the TRUE or FALSE questions to distract you. Qualifiers are words like *NEVER, NOT, ALL, NONE, ONLY, ALWAYS et cetera*.

STEP 3: Do not waste time in questions that you doubt. Answer the questions that you know first. You may find that answers to question that you do not remember in other questions. Come back to doubtful questions later. In a TRUE/FALSE question, most of the statements are true because teachers have taught what is true and learners are familiar with true and correct knowledge. THIS IS NOT ALWAYS THE CASE.

The only trick is that learners must be able to differentiate between the true and false information. This needs them to be well prepared. Be careful, some statements start with the 'true part' (correct part) and end with the 'false part' (incorrect part) and therefore become false. It is important to read the whole statement.

9.3 The "matching-column" questions

These are questions which require you to match a series of stems or premises or processes or principle to a response. You are provided with information to connect a word, sentence or phrase in one column to a corresponding word, sentence or phrase in the second column. The items in the first column are called PREMISES and the answers in the second column are called RESPONSES. This arrangement is not a hard and fast rule. Sometimes the first column has statements and the second one has concepts. Sometimes the first column has concepts and the second one has statements.

9.3.1 Example of a matching question

Question: Match the statements in Column A with the concepts in Column B. Do not rewrite the statements in Column A and the matching responses in Column B. Write only the number of the item in Column A and next to it, the letter of the matching answer in Column B e.g. 1-(a).

COLUMN A	COLUMN B
1. Energy that cannot be converted to other forms of energy.	(a) Friction
2. The entropy of a closed system can never decrease	(b) Isostasy
3. The change in energy from one form to another	(c) Coriolis effect
4. A force resisting the relative motion of solid surfaces, fluid layers and material elements sliding against each other	(d) Thermal energy
5. The inertial force that acts on objects that are in motion within a frame of reference that rotates with respect to an internal frame	(e) Gravitational force
	(f) Second law of thermodynamics
	(g) Energy transformation

9.3.2 Answering matching question

STEP 1: Read the instruction carefully. In the example above, the Examiner wants you to write only the number of the item in Column A and next to it, write the letter of the matching answer in Column B. Writing the whole sentences will cost you time.

STEP 2: Read Column A carefully before reading Column B and quickly analyse each of the items. In our example, Column A contains the statements and Column B contains the possible matching answers. You must read each question (and answer it) before reading the possible answers.

STEP 3: Choose the correct answer through elimination. Remember that in "matching questions" there are also strong and weak distracters. In our example above, the question has 5 correct answers and 2 distracters. You must first read the first question; eliminate the wrong answers until you remain with one most possible answer.

STEP 4: Review your answer. If you have enough time to review, they can change answers where they have a good justification to change.

9.4 The "completion" or "Fill-in" questions

In these questions Examiners expects you to insert short answers such as a word or a sentence or a definition in a paragraph or a sentence. They test the depth of knowledge of the subject content and the understanding of it. The given blank space represents a word, a number, a symbol, or a phrase which the Examiner/Assessor left out on purpose. You are required to fill in the missing item. The purpose of these questions is to measure specific knowledge in a manner that reduce guessing. These questions have less scope for guessing and therefore need a well-prepared Learner.

9.4.1 Answering "completion or Fill-in"

STEP 1: Carefully and quickly read the title and the text. Link it with what you have studies.

STEP 2: Check the instruction for answering the question.

STEP 3: Use your knowledge to find missing words which the Examiner expect you to fill in.

STEP 4: Use your pencil to add the missing words in the spaces in the text and read each sentence.

STEP 5: Read the sentences re-check if they make correct sense.

STEP 6: Transfer the missing words into your answer book as per the instruction of the Examiners.

9.4.2 Example of a "Completion question"

Question: Read the following paragraph about the first democratic elections in South Africa and fill in the missing words. Do not write the whole paragraph. Just write the letter of the missing word and the missing word e.g. (i) 27 March.

THE FIRST DEMOCRATIC ELECTIONS IN SOUTH AFRICA

The first democratic general elections were held in South Africa between on (i) -----
-----1994. The elections were the first in which citizens of all races were allowed to take part, and were therefore also the first held with universal suffrage. The election was conducted under the direction of the (ii)-----, and marked the culmination of the process that ended apartheid. Millions queued in lines over a four-day voting period. Altogether, 19,726,579 votes were counted, and 193,081 were rejected as invalid. As widely expected, the (iii)-----, whose slate incorporated the labour confederation COSATU and the South African Communist Party, won a sweeping victory, taking (iv)-----percent of the vote, just short of the two-thirds majority required to unilaterally amend the Interim Constitution. This led to the election of (v)----- as the first president of a democratic South Africa.

9.5 Short answer questions

These are questions which require learners to construct a response. Here learners are required to be concise, to-the-point and focused. The National Senior Certificate Examiners use short answer questions to check the understanding of concepts. As the name suggests (SHORT ANSWER QUESTIONS), they require a concise and focused response from learners. The answer can be a definition or a judgement or a fact or a reason, or an opinion etc. A short question can be source based (graph or table, or picture or an extract etc).

9.5.1 Example of a short answer question

This example question is adapted from a November 2022 Agricultural Management Practices paper. The Examiner starts by giving background to the issue and ask a short question from the learner. "A farmer wants to expand his/her existing production enterprise by adding a processing plant. The farmer will start this as a small business and if it is successful, she would like to grow this project into a large business".

Question: Suggest one thing that the farmer can do to acquire practical experience that would give the project a better chance of succeeding (2).

NOTE: This question requires a short suggestion. There is no discussion and marks indicate that the answer must be short.

9.5.2 The challenge with short questions

The main challenge in these questions is that learners tend to write too much and some of them end up giving answers which are not required. Another important thing about the short answer question is that they want learners to apply their knowledge to answer the question. In our example the examiner assumes that you have been taught about ways in which a new farming project can be started. They need to apply that knowledge in the context of plan processing. You must avoid the temptation of writing more than required in these questions and must be guided by marks.

9.6 Paragraph questions

In paragraph questions the Examiner expects the you to respond in a paragraph. The main difference between a paragraph and an essay is that the paragraph answer consists of few sentences (5-10) and it does not need an introduction and a conclusion. In a paragraph answer you must go straight to the answer. It is recommended that a paragraph must be 5 sentences (minimum) to 10 sentences (maximum). Sometimes learners wrongly write paragraphs which are too long and waste time which must be used for other questions. Sometimes Examiners assist by giving the number of words that the required paragraph must have e.g. 100 – 200 words. This means that a response to a paragraph question must be "straight to the point". There is no time for information which does not answer the question.

9.6.1 Example: "paragraph" question

This question was adapted from a November 2021 History Paper 2. The Examiner based a question on a given source.

Question: using the information in the relevant sources and your own knowledge, write a paragraph of 8 lines-10 lines (about 80-100 words) explaining how the united democratic front (UDF) responded to the apartheid reforms introduced by P.W. Botha in 1983 (10).

The most important skills required in a paragraph question is that of "Summarising". If you look at this question, it is clear that the information about the response of the United Democratic Front to the Apartheid Reforms introduced is more than a paragraph but the candidate must summarise it in 8lines -10 lines. It is not good to write the whole page when the Examiner wants a paragraph. If the learner writes the whole page, then time for answering other questions will be wasted.

9.7 Source based questions

Source based are questions on a source of information. The answers to these questions are found from the given source or material. Source based questions usually require learners to define, quote, suggest, list etc. In the NSC Examinations common sources are tables or charts, graphs (bar graphs and line graphs) pie charts, extracts and pictures. The following discussion unpacks the various types of questions. It is very important that Learners understand these sources before the start of the 2023 NSC examinations. There are four common steps for answering all source-based questions. However, they differ in terms of the sources and what the Examiners want you to do.

9.7.1 Method of answering source-based questions

STEP 1: Read the given source carefully and identify its main points or contents or message of aspect of life or aspect of the subject.

STEP 2: Create your own interpretation of the source and link it to a particular part of what you have studies.

STEP 3: Read the questions based on the given source carefully linking them to what you noted when you were reading the source.

STEP 4: Start answering the questions using evidence from the given source. Where possible cite the words from the source.

STEP 5: Check and confirm your answers against the given source. You do this by reading your answer again.

Please note: In most cases the source-based questions range from lower to higher cognitive demand. The following discussion will focus on questions asked from various sources such as tables, graphs, charts, pictures, extracts etc.

9.7.2 Questions based on a "table or chart"

Some of the questions in the National Senior Certificate examination are based on tables. Tables are a common for presenting large amounts of information in a short form so that it can be easily understood. You must be trained so that they can interpret any table. When examiners ask questions based on tables, they want you to apply knowledge. A table has a TITTLE, HEADERS, ROWS and COLUMNS as will be shown. The skill of answering source-based questions is necessary because Examiners have mentioned that many learners fail to respond to questions based on tables.

The TITTLE helps the learner to know what information is contained in the table. In the National Senior Certificate Examination, the title is related to the work that has been studied. The title is part of the curriculum and it directly or indirectly tests what is in the subject. In our example the

title is POPULATION OF SOUTH AFRICA. The COLUMNS are used to arrange information that is being shown vertically. They run from top to bottom. In our example above, the columns show the province, its population and its percentage of the population. A table can have two or three columns depending on the information which the Examiner wants to show.

POPULATION OF SOUTH AFRICA 2022		
PROVINCE	POPULATION	% POPULATION
EASTERN CAPE	6 676 691	11,4
FREE STATE	1 308 734	2,2
GAUTENG	16 098 571	27,5
KWAZULU NATAL	11 538 325	19,7
LIMPOPO	5 941 439	10,2
MPUMALANGA	4 220 497	7,2
NORTH WEST	4 186 984	7,2
NORTHERN CAPE	1 306 227	2,2
WESTERN CAPE	7 211 142	12,3
TOTAL	51 277 468	100

The HEADER/HEADING appear in columns and they specify what each column contains. Headings show the information which the Examiners wants to use to ask questions. In our example the headings are PROVINCE, POPULATION and % POPULATION. The ROWS of a table are used to arrange information that is being shown horizontally. Rows arrange information from left to right in most cases. They are used to bifurcate (divide into cells) information. In our example there are 9 rows under each header. Each row shows the province, its population and percentage of its population in South Africa.

9.7.2.1 Method of answering a "table-based question"

STEP 1: Quickly read the table (title, columns, headers and values). The title is very important because it gives an idea of what the table is about.

STEP 2: Check the values of the headers before starting to answer the questions.

STEP 3: Read each question and then identify the information from the table which will help you to answer the questions.

STEP 4: Go to the next question and do the same as you have done in step 3 until you finish answer.

Always check your answer to make sure that it is accurate and complete. This is very important because the question involves the use of numbers. In most cases learners write wrong numbers and base their answer in them. Once wrong numbers are used, the candidates lose marks.

9.7.2.2 Example of a Table based question

Carefully study the table below showing the POPULATION AND LAND AREA OF SOUTH AFRICA IN 2022 and answer the questions that follow.

PROVINCES	POPULATION SIZE	% POPULATION	LAND SIZE (KM squares)	% LAND AREA
EASTERN CAPE	6 702 346	11,10%	168 966	13,80%
FREE STATE	2 939 579	4,80%	129 825	10,60%
GAUTENG	16 092 474	26,50%	18 178	1,50%
KWAZULU NATAL	11 541 670	19,00%	94 361	7,70%
LIMPOPO	5 911 362	9,80%	125 755	10,30%
MPUMALANGA	4 755 159	7,80%	79 495	6,50%
NORTH WEST	4 132 915	6,80%	104 882	8,60%
NORTHERN CAPE	1 306 227	2,20%	372 889	30,50%
WESTERN CAPE	7 243 208	11,90%	129 825	10,60%
SOUTH AFRICA	60 624 940	100%	1 224 176	100%

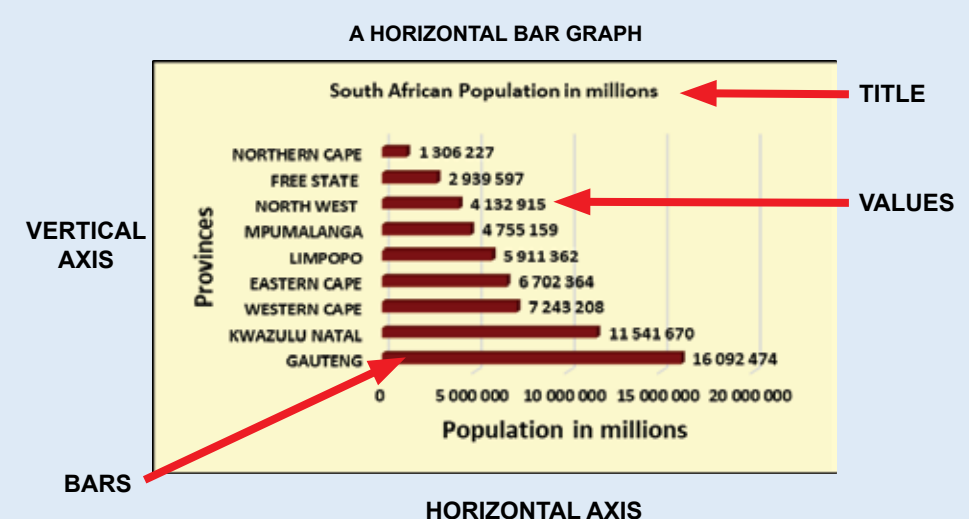
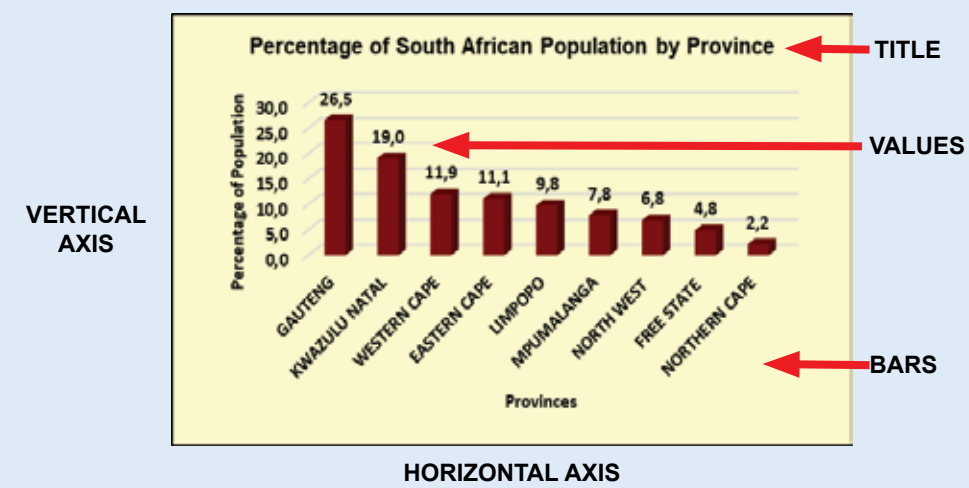
- What was the population of South Africa in 2022? (1)
- Which province had the lowest population percentage? (1)
- List five factors responsible for the low population numbers in the province mentioned in (ii) above. (5)
- KwaZulu Natal and Gauteng have lower land areas and highest population sizes. In a paragraph (10-15 lines) explain for this. (10)
- Gauteng will soon reach a stage of overpopulation. List three solutions that South Africa can use to avoid this possible problem. (6)

9.7.3. Questions based on bar graphs

Sometimes National Senior Certificate Examiners ask questions based on a bar graph. A bar graph is used to present data by categories of BARS hence the name "BAR GRAPH". Bar graphs are also used to show comparison between certain things and there are two types. The first one is called a vertical bar graph. This is a bar graph in which the "bars" are plotted vertically along the vertical axis (Y-axis). The second type is called a horizontal bar graph. This is a bar graph in which the "bars" are plotted horizontally along the vertical axis (X-axis). The characteristics of the horizontal bar graph are the same as those of a vertical bar graph. The main difference is that the "bars" are presented in horizontally.

9.7.3.1 Anatomy of a Bar Graph

A bar graph has a TITTLE which shows what the bar graph is about. The title is very important because it tells the learner the part of work that the Examiner is testing. The bar graph has BARS which represent information. Each bar has a value written in numbers or percentages or any other unit of measurement. The bar graph has VALUES which are shown by numbers and bars. The higher the value, the higher the bar. The lower the value, the lower the bar. The bar graph has a HORIZONTAL AXIS which represent information in a horizontal line. The bar graph has a VERTICAL AXIS which represent information in a vertical line. Bar graphs can be used in all the content subjects of the National Curriculum Statement.



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9.7.3.2 Method of answering questions-based a bar graph

STEP 1: Identify the title of the bar graph to know the part of the content which is being tested. In other words, the title will tell what the graph is about.

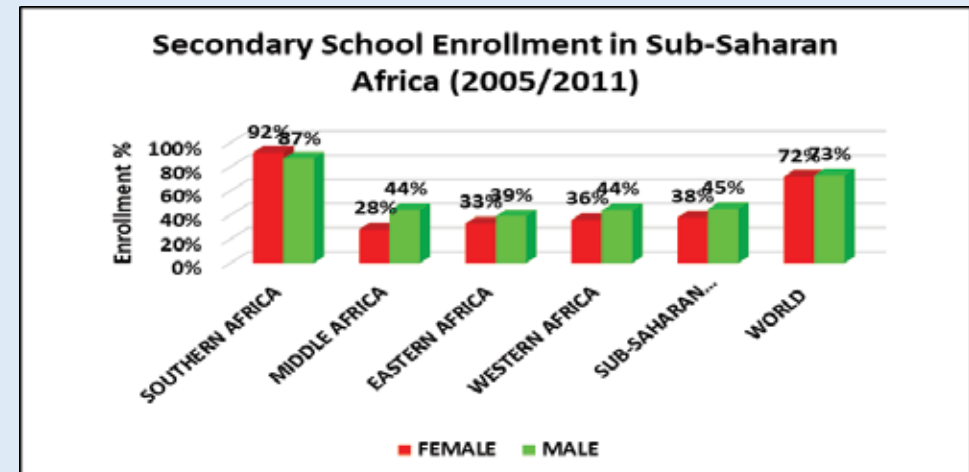
STEP 2: Read the vertical and horizontal axis to know what each represent. This is important so that you can use information from the vertical axis and the horizontal axis to answer the questions.

STEP 3: Quickly read the values. Look at the height of each bar because it represents the value of data point that it represents. In other words, you must understand the relationship between the vertical and horizontal scales.

STEP 4: Now that you understand the graph on which the questions are based, you can answer the questions.

9.7.3.3 Example of a "bar graph-based question"

Study the bar graph below showing the Secondary School Enrolment in Sub-Saharan Africa (2005/2011) and answer the questions which follow.

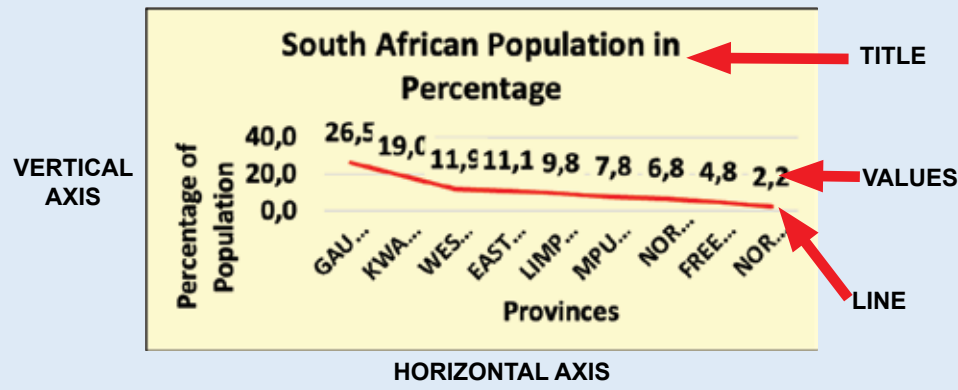


- Which region had the highest enrolment in secondary schools? (1)
- List three possible reasons for the highest secondary school enrolment in the region that you mentioned in your answer in (i) above. (6)
- Which region had the lowest enrolment in secondary schools? (1)
- List three possible reasons for the lowest secondary school enrolment in the region that you mentioned in your answer in (iii) above (6)
- Which region is likely to export skills to other regions? (1)
- Give two reasons for your answer in (v) above. (4).
- How can the South African government do to improve women participation in the main stream economy (5)

9.7.4 Questions based on a line graph

The line graph has a TITTLE which tells you what the graph is about. This is important because you quickly know which part of your work is being tested. The line graph has VERTICAL AXIS which gives information about one of the variables. In this example it shows percentage of population. It also has the HORIZONTAL AXIS which shows the dependent variable. In this example it shows the provinces. As the name suggests the graph shows values in the form of a line (in this example it's a red line). The VALUES are numbers on the line of the graph. Although there are many forms

of line graphs, the Examiners of the NSC usually (not always) use a simple graph like the one shown in the example.



9.7.4.1 Method of answering a line graph-based question

STEP 1: Identify the title of the line graph so that you know the part of the content that is being tested. In other words, the title will tell you what the line graph is about.

STEP 2: Read the vertical and horizontal axis so that you know what each represent. This is important because you must be able to use information from the vertical axis and the horizontal axis to answer the questions. In fact, your answers come from the vertical and horizontal axis.

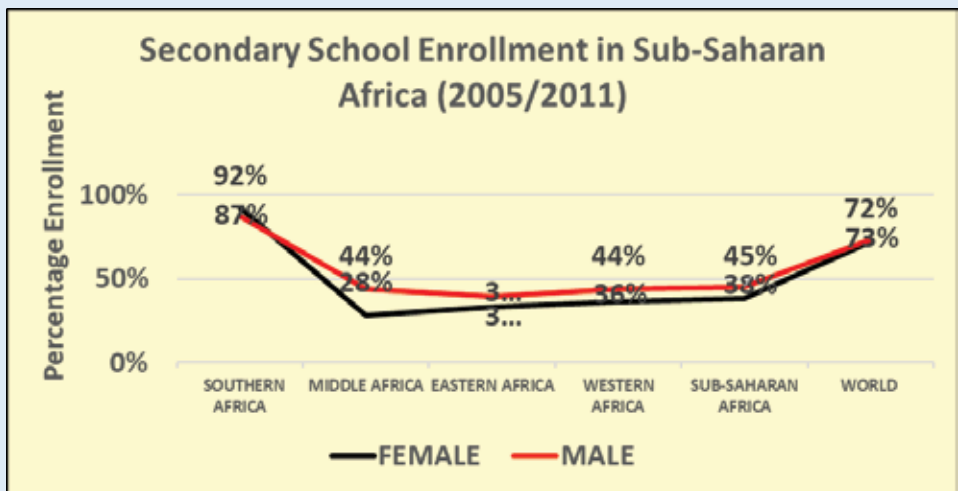
STEP 3: Quickly read the values. Look at the position of the line above the horizontal axis. THE HIGHER THE POSITION OF THE LINE, THE HIGHER THE VALUES. This assists you to answer the questions quicker and accurately. In other words, understand the relationship between the vertical and horizontal scales.

STEP 4: Now that you understand the graph on which the questions are based, you can answer the questions.

Please note: In questions where you are expected to use numbers (values) from the line graph in your answer, you must be accurate in taking numbers from the graph to your answer book. If you make a mistake in writing numbers from the graph, your answer will be incorrect.

9.7.4.2 Example of a line-graph based question

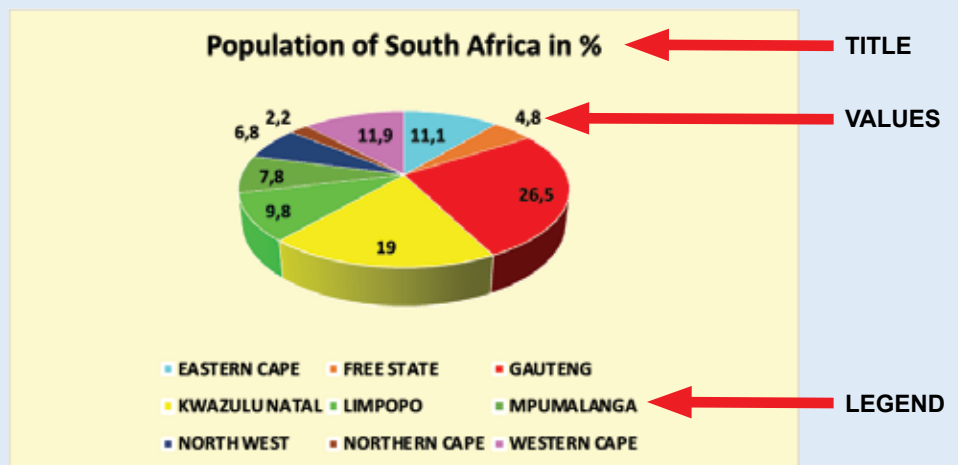
Study the line graph below showing the Secondary School Enrolment in Sub-Saharan Africa (2005/2011) and answer the questions which follow.



- (i) Which gender had the highest percentage enrolment in secondary schools in the world? (1)
- (ii) Which region had the highest percentage enrolment males and females in the world? (1)
- (iii) Which of the regions has less obstacles against the education of girls? (1)
- (iv) Give a reason (from the line graph), to support your answer in (iii) above. (3)
- (v) Name three other strategies which the world can use to increase the percentage of secondary school enrolment for girls children? (6)

9.7.5 Questions based on a pie chart

Sometimes the Examiners in the National Senior Certificate Examination use "Pie Chart" or "Pie Graph" as a source of questions. The pie chart consists of a CIRCLE or PIE which represent information. Normally pie charts are used to present proportions of various things. Pie charts can show information in percentage, numbers, rands etc. depending on what the compiler wants to show. A pie chart contains three parts. The first one is a HEADING which shows the subject or topic being represented in the chart. The second one is the LEGEND/KEY which shows the distribution of colors i.e. what each color represents. The VALUES are the last one. It shows what colors represent.



9.7.5.1 Method of answering questions based on a pie chart

STEP 1: The first step is to identify and read the title of the pie chart because it tells you what the chart is about. It tells you which aspect of your work the question is testing.

STEP 2: Identify the values of the pie chart because they tell you what each slice of the pie

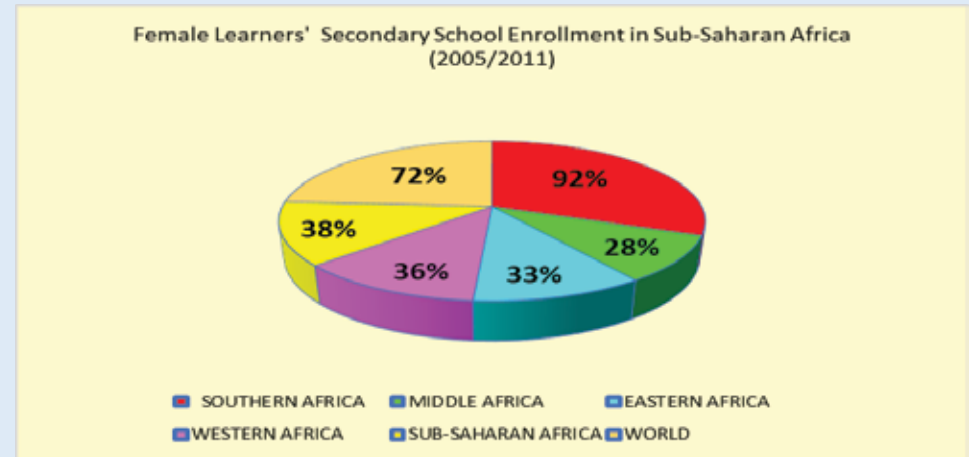
represents. In our example the values are shown in percentage. However, there is no symbol of percentage. The reason for this is that the title of the pie chart has already stated that the population is given in percentages. This is one of the reasons for you to understand the title of the pie chart so that you answer the questions using the correct unit of expression.

STEP 3: Now that you have an understanding of the pie chart, you can read the questions and start answering.

PLEASE NOTE: You must Always check the numbers which you used to answer the questions. If the information is shown in percentage, then you must answer in percentage. If the information is shown in rands you must answer in rands etc. This is very important because the question involves the use of numbers. In most cases learners write wrong numbers when they answer questions.

9.7.5.2 Example of a Pie Chart based question

Study the pie chart below showing the Female Learners' Secondary School Enrolment in Sub-Saharan Africa (2005/2011) and answer the questions which follow.



- a) Why is education important for females in Africa? (1)
- b) Which region was leading in the secondary school enrolment for female learners? (1)
- c) Which region has the lowest percentage of secondary school female learners? (1)
- d) List three possible reasons which are likely to contribute to the low enrolment of female learners in secondary schools at the region you mentioned in (c) above? (6)
- e) List three measures that can be taken to improve the enrolment of female learners in secondary schools at the region you mentioned in (c) above.? (6)

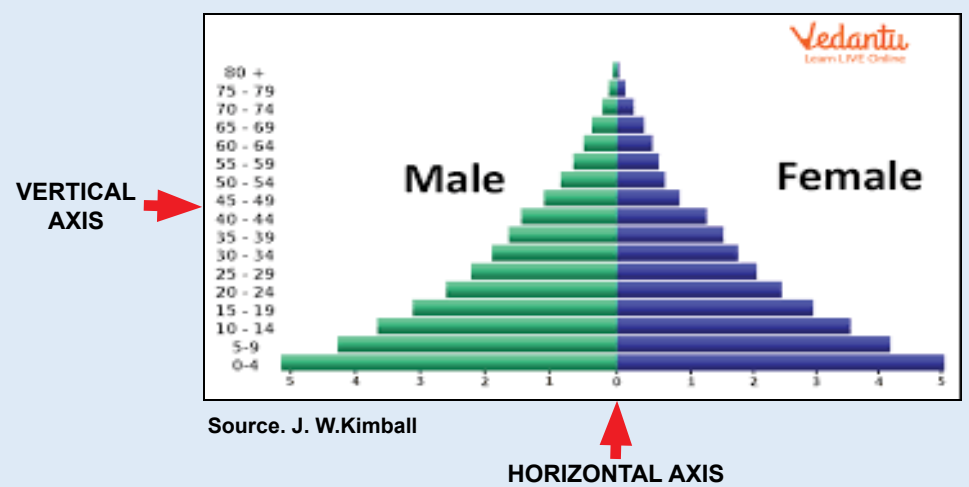
9.7.6 Questions based on the age-sex pyramid

Sometimes Examiners in the NSC examination use an AGE-SEX PYRAMID or a POPULATION PYRAMID or an AGE STRUCTURE or a POPULATION AGE-SEX DISTRIBUTION when asking questions. An age-sex pyramid is a graph which shows the numbers or percentages of males and females in each age group of the population.

The pyramid is divided into two halves i.e. the MALE HALF and the FEMALE HALF. It also consists of BARS which represent each age group. The youngest age is at the bottom and the oldest age is at the top. The width of each bar represents the number or the percentage of people in a particular age group.

If the base of the pyramid is very wide, it means that the "Birth Rate" of the population is high. If the top of the population is wide, it means that the "Life Expectancy" of the population is high. In some cases, the Examiners will ask questions based on two age-sex pyramids.

An age sex pyramid has a vertical axis and a horizontal axis. The vertical axis shows the AGE GROUPS. The horizontal axis shows the POPULATION NUMBERS or POPULATION PERCENTAGES. An age sex pyramid of a developed country is different from that of a developing country.



9.7.6.1 Answering age-sex pyramid-based questions

STEP 1: Identify the title of the pyramid so that you know the part of the content that is being tested. In other words, the title will tell you what the graph is about.

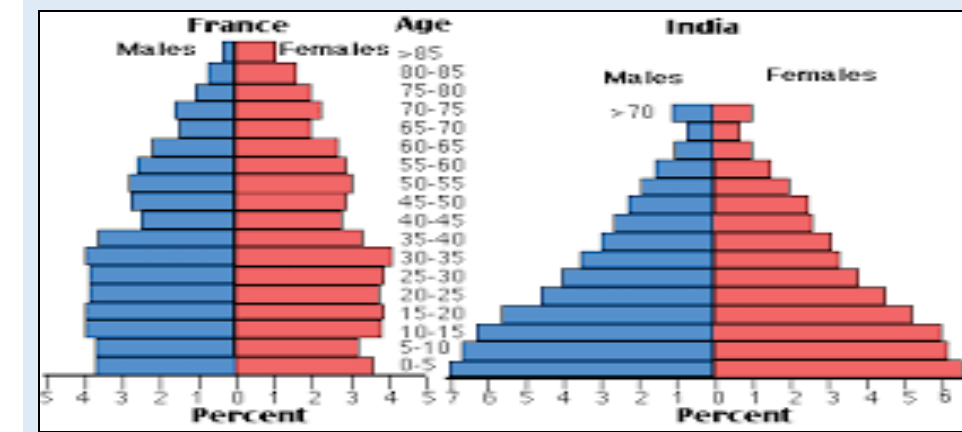
STEP 2: Read the vertical and horizontal axis so that you know what each represent. This is important because you must be able to use information from the vertical axis and the horizontal axis to answer the questions.

STEP 3: Quickly read the values. Look at the width of each bar because it represents the number or percentage that it represents. Therefore, the values assist you to answer the questions. In other words, understand the relationship between the vertical and horizontal scales.

PLEASE NOTE: in questions where you are expected to use numbers from the pyramid in your answer, be accurate in taking them (numbers) from the graph. If you make a mistake in writing numbers from the graph, your answer will be incorrect.

9.7.6.2 An example of a question based on a pyramid

Study the two age-sex pyramids below showing the population structures of France and India and answer the questions that follow:



Source: J.W. Kimball

- (i) Which of the two countries has a higher birth rate? (1)
- (ii) Give a reason for your answer in (i) above. (2)
- (iii) Which of the two countries has a lower life expectancy? (1)
- (iv) Give a reason for your answer in (ii) above. (2)
- (v) Suggest three measures that can be taken to improve the life expectancy of the country you mentioned in (ii) above. (6)
- (vi) Suggest three measures that can be taken to control the birth rate of a country that you mentioned in (ii) above. (6)
- (vii) Which of the two countries has a largest percentage of Octogenarians? (1)
- (viii) How can education change the situation in India?

9.7.7 Questions based on a cartoon

Sometimes Examiners in the National Senior Certificate Examination use cartoons when asking questions. A cartoon is a type of animation that typically uses non-realistic or simplified drawings to create a humorous or exaggeration effect. Although cartoons are created for a variety of purposes (entertainment, Education, Advertising etc.), Examiners in the National Senior Certificate Examination use cartoons to ask questions in Economic Management Sciences, Social Sciences and Natural Sciences. Cartoons usually include characters (in our example below the cartoon includes the Minister of Finance Hon. Enock Godongwane). Cartoons may include animals and other objects. Sometimes the cartoon used by the Examiner has a TITLE but sometimes the cartoon has no title. Examiners mostly use cartoons which have relevant information to the subject.



9.7.7.1 Answering a cartoon-based question

STEP 1: Study cartoon carefully (its contents and its writings). This will help you to understand what the cartoon is about. In this example, the cartoon is about inflation in South Africa.

STEP 2: Read the mood of the cartoon. In our example the cartoon shows a "Problem".

STEP 3: Read all the questions that the Examiner has asked based on the cartoon. This will help you to know what to look for in the cartoon.

STEP 4: You can now start answering the questions. You must also remember that questions are based on the subject content. You must answer the questions using what you have learnt.

STEP 5: Check your answers to confirm that they are related to the contents of the cartoon.

9.7.7.2 Example of a cartoon-based question

Study the cartoon below showing the movement of people from Zimbabwe to South Africa and answer the questions that follow.



- (i) What is this movement called in Zimbabwe? (2)
- (ii) What is this movement called in South Africa? (2)
- (iii) List five possible push factors which are responsible for the movement of people from Zimbabwe. (10)
- (iv) List five possible pull factors which are responsible for the movement of Zimbabweans into South Africa Zimbabwe. (10)
- (v) If young people of "working age" leave Zimbabwe, what economic challenges can be created? (2)
- (vi) List two social problems associated with the massive movement of Zimbabweans into South. (4)

9.7.8 Questions based on an extract

Extract based questions are those which are based on a paragraph (extract) taken from the story or a poem or a newspaper article etc. Sometimes the National Senior Certificate Examiners use extracts to ask multiple choice questions or paragraph questions and even short essay type questions. When examiners use extracts to ask questions, they use information from the subject content and the extract. Examiners choose extracts for asking application questions and critical thinking questions.

9.7.8.1 Method of answering extract-based questions

STEP 1: Read the caption/title of the extract with meaning and link it with your subject matter. The caption or title is very important because it summarizes the main contents of the extract.

STEP 2: Read the content of the extract with understanding (with meaning). If you fail to understand the content of the extract, you will fail to answer the questions. Therefore, your success in such questions depends on your understanding of the extract.

STEP 3: Read the questions which are based on the extract carefully. You must understand the questions. Failure to understand the questions will lead to failure to answer them. The most important thing is that you must read with meaning.

STEP 4: Respond to the questions asked by the Examiners guided by the marks.

9.8.2 Example of a question based on an extract

Read the following extract on the effects of crime in South Africa and answer the questions that follow.

THE ECONOMIC IMPACTS OF CRIME IN SOUTH AFRICA

The prevalence of a high crime rate ensures the wastage of money from an economic point of view. Some of the most obvious costs of crime have been listed down in this article. The Cost of Running Prisons is a problem. Since South Africa has a lot of violent crime, it also has a lot of people who are incarcerated. This is a double whammy for the government.

An incarcerated person is not productive. As such he/she does not earn for the nation and for the economy. On the other hand, the government has to pay for an incarcerated person. Hence, there is lost revenue, and then there are out of pocket expenses as well. The South African government spends close to \$9 billion on incarceration every year. However, even after spending this huge sum of money it creates more problems than it solves.

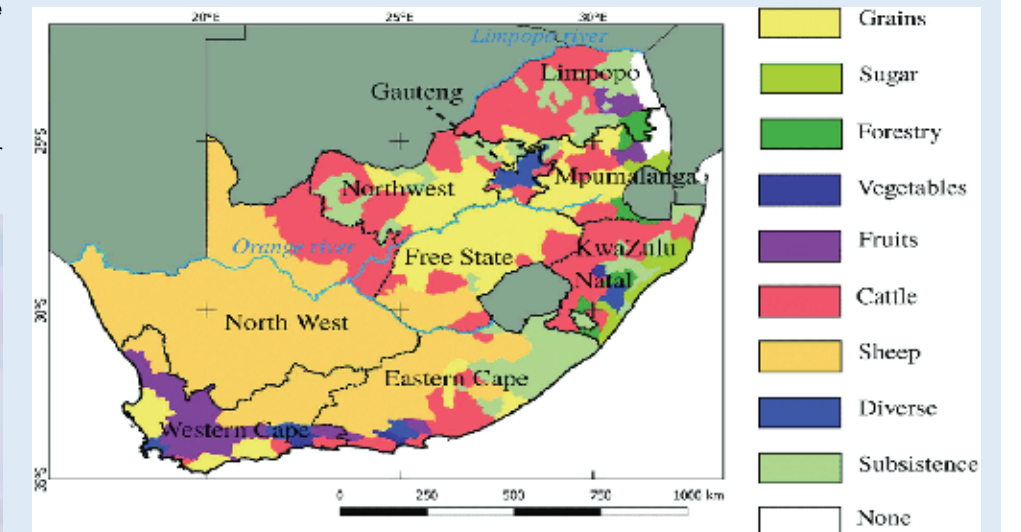
It is a known fact that the South African system is handling at least 20% to 30% more prisoners than it is supposed to. This leads to overcrowding which causes problems such as violence and the spread of infectious diseases amongst criminals. The healthcare cost further adds to the expenses making prisons unviable. The article was written by Prachi Juneja

- a) Name three possible causes of the high crime rate in South Africa. (6)
- b) If you were given the opportunity to be the President of South Africa, what FOUR measures will you introduce to control the high rate of crime in the country? (8)
- c) Suggest and list three things that can be done to ensure that sentenced offenders are productive whilst they are incarcerated. (6)
- d) How does the cost of running prisons affect the ordinary citizens in South Africa (4).
- e) How does overcrowding in prisons affect the health of inmates and the employees of the Department of Correctional Services (4).

9.7.9. Questions based on a map

Sometimes Examiners in the National Senior Certificate examination use MAPS when asking questions. A map is a symbolic representation of an area. Maps are used for different purposes such as finding location, plans, land use etc. Maps are also used to understand the spatial relationships. Maps are created for various purposes (navigation, land use, environmental management, land use, human activities, spatial distribution of phenomena such as diseases, climatic conditions etc.).

Maps are a complicated representation of information because they mostly have scales. Higher order questions based on maps expect the readers to calculate on basis of the scale. Maps normally have KEY or LEGEND. A map key or a legend is a component of a map which explains the symbols and colors used in a map. You must understand the meaning of symbols or colors used in a map.



9.7.9.1 Answering map-based questions

STEP 1: Identify the title of the map (if it has a title) so that you immediately know what the map is about and how it relates to the content that is being tested. In this way you will immediately know how the map is related to the work that you have studied.

STEP 2: Read and understand the legend or the key of a map. This is very important because the key tells you about location of features in the map.

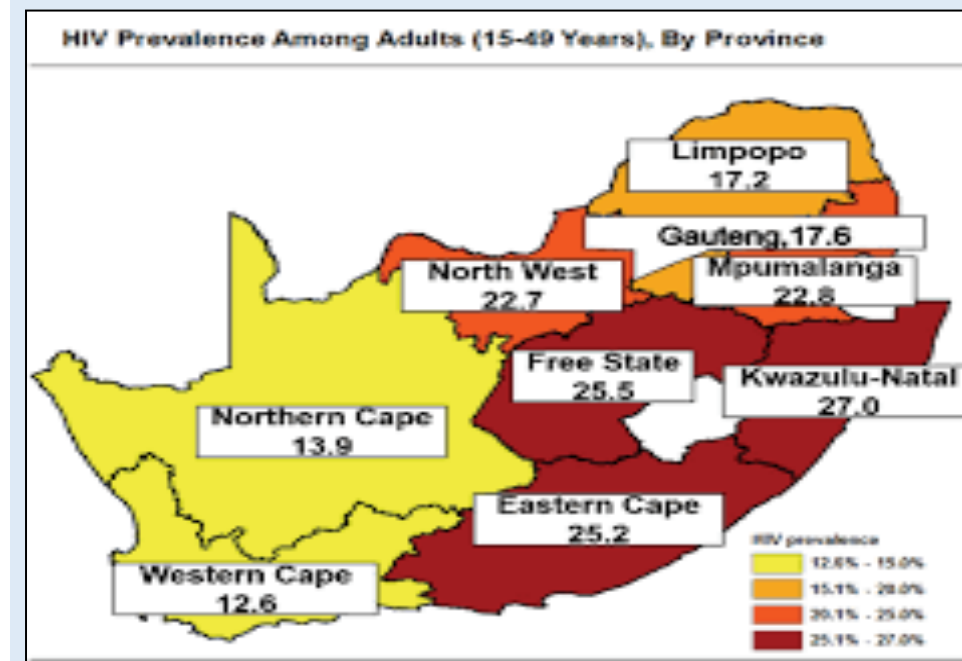
STEP 3: Quickly read all the questions which are based on the map with understanding.

STEP 4: Go back to the questions, now reading them one by one for better understanding.

STEP 5: Answer questions using a combination of the map title, map key or legend, map scale (if any) and the map title.

9.7.9.2 Example of a question based on a map

Study the following map showing the prevalence of HIV/AIDS in South Africa (in percentage) and answer the questions that follow.



- Which two provinces have the highest prevalence of HIV/AIDS in South Africa? (2)
- List five reasons why the prevalence of HIV/AIDS is high in the two provinces mentioned in (i) above. (5)
- Which two provinces have the lowest percentage prevalence of HIV/AIDS? (2)
- Discuss five measures which can be taken to control the spreading of HIV/AIDS in countries mentioned in (i) above. (10)
- In a paragraph (80 words) explain how the high prevalence of HIV/AIDS can put pressure on:
 - Economy of a country
 - Health system of a country

9.7.10 Questions based on a picture

Sometimes Examiners in the National Senior Certificate examination use pictures when asking questions. A picture is a representation which is made by various means. It can be a photo, a drawing, a sketch etc. Pictures are usually taken from newspapers, magazines, articles, manuals etc. Examiners select pictures showing something related to what has been taught. Sometimes the picture used by the Examiner has a TITLE but sometimes the picture has no title. Examiners mostly use pictures which have relevant information to test content knowledge.



9.7.10.1 Answering questions based on a picture

STEP 1: Study the picture carefully (its contents and its writings). This will help you to understand what the picture is about. In this example, the picture is about freedom and democracy.

STEP 2: Read the mood of the picture. In our example the picture shows "Demand" which means that the people in the picture are not requesting or asking but they are demanding.

STEP 3: Read all the questions that the Examiner has asked. This will help you to know what to look for in the picture. Your eyes must always move between the questions and the picture.

STEP 4: During your reading of the picture link its contents to what you have learnt before answering the questions.

STEP 5: Start answering questions using the content of the picture.

9.7.10.2 An example of a picture-based question

Study the picture below showing a residential settlement in one of the cities of South Africa and answer the questions which follow.



Source: Bill Corcoran

- What do we call such settlements? (1)
- List five reasons for the fast spreading of such settlements in South Africa. (5)
- If you were a Minister of Housing in South Africa, what three reforms would you introduce to control the spreading of such settlements.
- You are tasked to lead a team that will address the people of this settlement about pollution and its effects on their lives, which three types of pollution would you focus on? (6)
- Give a reason for focusing on the types of pollution mentioned in (d)

10. The "essay type" question

In essay type questions the Examiner requires the Learner to write an explanation or discussion or analysis or critique or personal understanding of a particular issue or topic or occurrence. The difference between a paragraph question and an essay type question is that the paragraph question has one paragraph but the essay has a number of paragraphs depending on the demands of a question. Essay questions demand good content knowledge and comprehension (understanding). In an essay type question the Learner is allowed to demonstrate knowledge and understanding and is free to express his or her thinking about that knowledge to show understanding. sometimes Examiners of the National Senior Certificate Examination prescribe the length of an essay e.g. 250-350 words or 1 page etc.

10.1 Answering "essay type" question

STEP 1: Read the whole question with understanding or with meaning. This is very important because it will determine the correctness of your answer. If you don't read the question very well, you will not collect all the marks given by the Examiner. Another important thing about understanding the question is that it will help you to know the scope and the limits of your essay.

STEP 2: Look at the action verb/s words. Sometimes the essay type question comes with one action verb/word (discuss, explain, analyse etc.) and sometimes it comes with two action verbs (compare and differentiate, Discuss critically). The marks in essays are given if you do what the Examiner wants.

STEP 3: Quickly draft/plan your essay in few points that will guide you. You must know how your essay will flow before you start writing.

Example of a draft/plan to write an essay: Let us say that the question "In an essay of about 400-450 words critically discuss the negative impact the COVID-19 related lockdown in South Africa.

Introduction – Explanation of COVID-19 lockdown

Body Paragraphs

- business
- education
- livelihoods

Conclusion – summary of the main points

STEP 4: Start writing your essay and follow your plan.

PLEASE NOTE: Planning an essay before you write is very important. You write faster because you know what each paragraph must contain. "Don't think on the essay, implement the plan of your essay".

10.2 Important things about your answer/response

INTRODUCTION: The introduction of your essay: You must not answer the question in the introduction BUT introduce your argument. Your introductory paragraph must be a "kick paragraph". It must capture the attention of the Marker. It must start with a "kick sentence" which will impress wet the appetite of a Marker.

BODY PARAGRAPHS: The main text/body of your essay: This must focus on the action verb/words. If the Examiner wants you to EXPLAIN, the whole body of the essay must be used to EXPLAIN.

In the body you must write as if the Marker has never heard about what you are writing. The body of your essay carries the largest percentage of marks. In some of content subjects you may include illustrations in the body of your essay.

THE CONCLUSION: The conclusion of your essay: Do not answer the question in the conclusion but tell the Examiner what you have done and argue that you have correctly answered the question. In the conclusion you must summarise what you have done in the body of the essay. In the conclusion you indirectly defend your response.

10.3 Common errors when answering an essay type question

- Failure to write a powerful "kick paragraph" (The first paragraph that captures the interest of the reader).
- Failure to understand the question leading to a wrong presentation of information.
- Ignoring the action verbs causing you to write something that is not expected by the Examiner.
- Writing in point form instead of a narrative form (Listing factors/points etc.) instead of discussing.
- Failure to stick to the question causing the answer to be partly correct and partly incorrect.

Write in paragraphs. Your paragraphs must have complete sentences. The first paragraph must be the introduction of your discussion. The main text must consist of several paragraphs (depending on instruction, marks and content). Do not answer the question in the conclusion, you must close your essay. Your conclusion must be at least one paragraph that summarise what you have covered in your essay.

10.4 The accuracy of information in an essay

In an essay you must not use inaccurate information. There are ways of avoiding the use of inaccurate information. You must always avoid committing yourself to specifics which you are not sure about. If you are in doubt, use data wisely because using inaccurate information may lead to a loss of marks.

It is better to say that the population of South Africa is MORE THAN 50 MILLION than to wrongfully say that it is 54.78million when in actual fact it is 57.78 million (2023). It is better to say 'AFTER 1994' the Government of South Africa introduced the 'South African Credit Act' than to wrongfully say 'In the year 2000 the Government introduced the 'South African Credit Act'.

If you use statistics or data in your essay, you must be accurate or you can estimate.

11. Calculation questions

These are questions which require that a candidate answer the question by performing a mathematical operation to arrive at the correct answer. Calculation questions are designed to test the ability to add, subtract, divide and multiply accurately (this includes the calculation of percentages). All learners who are studying the Curriculum and Assessment Policy Statements (CAPS), must offer one form of Mathematics (Mathematics or Mathematical Literacy or Technical Mathematics).

In Mathematics, Technical Mathematics and Mathematical Literacy, calculations are not basic but they require the learners to solve Mathematical problems. Therefore, Mathematics, Technical Sciences and Mathematical Literacy papers have 100% of calculation questions. Calculation questions are also asked in other subjects such as Accounting, Geography, Economics, Physical Sciences, Life Sciences, Engineering Graphics and Design, Tourism, Business Studies etc.

11.1 Example of a calculation question

"You are a South African tourist visiting the United States of America. If, on the day of your visit, the exchange rate is 1 US\$ = ZAR 19.50, how much will you pay (in South African Rands) for a pair of sunglasses that cost \$100? Show all your calculations.

THE FOLLOWING THINGS ARE IMPORTANT TIPS ABOUT CALCULATION QUESTIONS:

- You must read the question carefully and understand what the Examiner wants you to do.
- Sometimes the Examiner instructs you to show all your calculations meaning that there are marks for the steps of calculation.
- The examiner may instruct you to write only the correct answer which means that there are no marks for steps of calculation.
- You must have a WORKING CALCULATOR.

12. The importance of an answering strategy

A strategy for answering questions means that a Learner STARTS WITH QUESTIONS WHICH YOU CAN ANSWER THE BEST. After that you must go to the SECOND-BEST QUESTIONS and answer them without changing the sequence. THE REASONS FOR STARTING WITH QUESTIONS WHICH YOU CAN ANSWER BETTER THAN OTHERS ARE:

- It boosts your confidence as you are beginning to collect marks at the start.
- It saves time because you will not spend a lot of time trying to remember the facts. It may increase time for questions which are more challenging.
- It minimizes errors because you have sufficient facts or information.
- If your first question is excellent, it may impress the Marker and perhaps rate you with anticipation of a good standard.
- It may save time for reading your script after completion of the paper.

From the best questions, move to questions which are challenging. Therefore, if it is possible, your last questions to answer MUST BE THOSE WHICH ARE MOST CHALLENGING/DIFFICULT. In these questions you may need more time. This is why it was important to COMPLETE YOUR EASIER QUESTIONS, COLLECT MARKS AND SAVE TIME.

Please note: You are not allowed to start with some parts of the question and then complete the other parts somewhere else. Once you start a question, you must complete it. Do not confuse answering strategy with the breaking of questions. For example, you may not start with question 1 (a), (b) and (c) and then later in your paper you start answering question 1 (d), 1 (e) and 1 (f).

13. The importance of "Time budget"

There is no matric examination paper with duration of less than 1 hour and there is no paper with a duration of more than 3 hours. Papers range between 1.5 hours (90 minutes) and 3 hours (180 minutes). This means that each paper needs "time budgeting". Budgeting time helps you to complete the question paper and to get reading time.

EXAMPLE 1: A paper has a duration of three (3) hours (180 minutes) with six questions with equal marks. You are asked to choose 4 questions out of six questions. This means that you must calculate the average amount of time to take in each question.

$$\begin{aligned} \text{Time budget} &= \text{No of minutes} \div \text{number of questions} = \text{estimated time per question.} \\ &= 180 \div 4 \\ &= 45 \text{ minutes per question} \end{aligned}$$

This means that 45 minutes is the maximum time for each question. This formula works if all the questions are allocated equal marks. It is important for you to budget time for each question paper so that in order to cover all sections. You must practice answering questions when studying. This will help you to determine your writing pace and to improve it if there is a need.

EXAMPLE 2: The 2022 Mathematical Literacy paper had 5 questions. The instruction is the learner must ANSWER ALL QUESTIONS.

TOTAL MARKS IS 150 & DURATION IS 3 hours (180 minutes)

$$\begin{aligned} \text{QUESTION 1 has 30 marks} &- 30 \div 150 \times 100 = 20\% \text{ of } 180 \text{ min} = 36 \text{ min} \\ \text{QUESTION 2 has 34 marks} &- 34 \div 150 \times 100 = 23\% \text{ of } 180 \text{ min} = 40 \text{ min} \\ \text{QUESTION 3 has 24 marks} &- 24 \div 150 \times 100 = 16\% \text{ of } 180 \text{ min} = 30 \text{ min} \\ \text{QUESTION 4 has 33 marks} &- 33 \div 150 \times 100 = 22\% \text{ of } 180 \text{ min} = 40 \text{ min} \\ \text{QUESTION 5 has 29 marks} &- 29 \div 150 \times 100 = 19\% \text{ of } 180 \text{ min} = 34 \text{ min} \\ \text{36 MIN} + \text{40MIN} + \text{30MIN} + \text{40MIN} + \text{34MIN} &= 180 \text{ MINUTES} \end{aligned}$$

In this Mathematical Literacy paper, the marks are not the same for each question. The time budget for each question must not be the same because the weighting of questions is different.

14. Avoid a TEMPTATION of copying

THERE IS NO SHORTCUT TO PASSING EXAMINATIONS. The only way is to STUDY HARD AND TO KNOW YOUR WORK BETTER. All other means are unfair means called:

- Examination malpractices
- Examination misconduct
- Academic dishonesty
- Serious (not technical) examination irregularities

All these names mean one thing i.e. dishonesty when writing the National Senior Certificate Examination. It means that AN INVESTIGATION must be conducted and YOUR RESULTS MUST NOT BE RELEASED with the results of other learners. YOU MUST WAIT UNTIL THE INVESTIGATION IS COMPLETED.

14.1 Serious examination irregularities

- Use of "hard copy" crib notes or "electronic" crib notes.
- Copying from another candidate.
- Allowing another candidate to copy from you.
- Asking the Invigilator to help you with answers.
- Taking answers given to you by the Invigilator or a Teacher.
- Use of the textbook or the subject notebook to find answers.
- Pretending to go toilet in order to find answers from the textbook, notebook or any other source of information.
- Giving another candidate notes or textbook or any other unauthorized material to copy.
- Copying from a cell phone or any electronic device.

14.2 Unauthorised material & Persons in exam room

UNAUTHORISED MATERIAL

- Cell phones
- Smart watches
- Any electronic material that can take photos
- Subject material on walls
- Notes storing gadgets
- Textbooks, crib notes, study guides, previous question papers, previous test papers
- Any other material that can give an opportunity to COPY.

UNAUTHORISED PERSONS

- A person who is not an Invigilator or A Chief Invigilator or a Monitor.
- A Teacher who is teaching the subject (e.g. Mathematics) in grade 8, 9, 10, 11 and 12.
- A Teacher who is teaching a related subject (e.g. Physical Science, Technical Maths, Maths Lit, Life Science) in grade 8, 9, 10, 11 and 12
- A person who comes to explain the question or instruction which is not clear

PLEASE NOTE: If you are found guilty of copying, your results are declared 'null and void' or cancelled. You (not your school) may be sentenced to a minimum of one year or a maximum of three years' suspension from writing the examination in the Republic of South Africa.

14. Important success factors

- Come to the examination venue early for each writing session.
- Set the alarm in your cellphone to wake you up if you doubt.
- Be there at least 20 minutes before time every day.
- Eat and drink water before you leave home or hostel.
- You must not panic because you have studied, keep cool.
- Be confident because you have attended classes and studied.
- Believe in yourself because no one will do this for you.
- Don't let anyone frighten you about the examination or the subject.
- Have your personal time table (Admission Letter) all the time.
- Declare honesty as one of your principles and pray as per your religion.

15. The question paper is in front of you-What next?

You have ten minutes to read the paper and it is your right. Remind the Invigilator if he/she forgets to give you the reading time. If you come late you will not enjoy this right. Come on time.

Read the cover page of the question paper, it has important information:

The subject being written e.g. MATHEMATICS. It is important to check this because you must confirm that the Invigilator gave you the correct paper. The number of the paper: e.g. PAPER 1. The level of the paper: e.g. English HOME Language PAPER 1 or English FIRST ADDITIONAL Language PAPER 1. The total marks e.g. 150 MARKS. It is important for you to know the total marks of the paper. The duration of the paper e.g. 3 HOURS. The number of pages e.g. This paper consists of 25 pages.

15.1 Open the paper and see what is inside

AFTER THE INVIGILATOR INSTRUCTS YOU TO OPEN THE PAPER:

- Quickly check the sequence and number of pages (they must not be mixed)
- Quickly read through the questions and tick those which you are sure about.
- Roughly write down the formulas/ key words/ reminders.

BEFORE YOU START WRITING YOU MUST DECIDE ON THE FOLLOWING

- The amount of time you want to spend in each question (based on the number of question and the amount of time).
- The questions which you will begin with (questions you can answer the best) so that you will be faster and save time than in your difficult questions.
- Number the answers to questions as they are numbered in the question paper.
- Underline the action verb in a question (e.g. DISCUSS) to know what the Examiner expects you to do.

15.2 Before you leave the examination room

- Check the spelling in your topics.
- Check your examination number (count the digits in it).
- Check your center number (count the digits in it).
- Check whether you have answered the right questions.
- Read your answers (if there is still time) and correct the spelling.
- Check your answer book (Don't leave anything inside e.g. your admission letter, a ruler, bank notes etc.)
- Do not be intimidated by those who are moving out before time is finished. You don't know why they are leaving earlier.
 - They may be unable to answer all questions.
 - They may be stressed by their performance.
 - They may have given up.
 - They may have checked everything that you have not checked.

BE CAREFUL!!!!!!
You must ensure that you do not leave the examination room with your answer book. This will create a serious problem because your answer book will not be accepted when you want to submit after moving out with it.

For Matric Revisions, visit:
<https://insideeducation.co.za/matric-revisions-2023/>



Sports



The Clapham High School Boy's football team display their trophy after winning the tournament. Photos: GDE

We are the CHAMPIONS

STAFF REPORTER

Clapham High School and Jabulile Secondary School have been crowned Gauteng Schools Football Champions.

The inaugural Gauteng Schools Football Champions League has crowned its first set of champions, with Clapham High School winning the boys competition and Jabulile Secondary School for the girls.

The culmination of five rounds of games that were played on a bi-weekly basis which began in July 2023, the league concluded at Kagiso Sports Complex in Krugersdorp on Tuesday, 20 September.

Both the winning teams, Clapham High School (Tshwane) and Jabulile Secondary School (Orange Farm), performed exceptionally well throughout the competition, having maintained first position from the beginning to the end to attain first place gold status as well as earn the R100 000 grand prize, with R50 000 going to each school.

The prestigious Clapham school, renowned for producing elite young football players, emerged as the male victors with a total of 17 points accumulated. They were fol-

lowed by Bhukulani Senior Secondary School (Zondi, Soweto) as runners up with 14 and the SAFA Sport School of Excellence (Germiston, Ekurhuleni) and Rosina Sedibane School of Specialisation (Laudium, Tshwane) came in joint third place with 13 points each.

Jabulile came out on top of the girls teams with 19 points, while, Kwadedangendlale Secondary School (Zola, Soweto) managed a second place finish with 16 followed by the Curro Academy (Soshanguve), rounding out the top three with 15 points.

Clapham's Kgaogelo Monyane was named male player of the tournament, while Neo Mafisa from

Curro Academy was pronounced as both female player of the tournament as well as top female goal scorer.

The first-of-its-kind league format for School Sports in the country, the tournament featured 16 teams (8 male teams, 8 female teams) of the best-performing schools in football from the School Sports Wednesday league programme in Gauteng.

Implemented by the Gauteng Department of Sport, Arts, Culture and Recreation together with the Department of Education and supported by SAFA Gauteng, the programme has helped advance and expose top developing talent from Gauteng schools.



Veli Mnyandu, former Director of the GRA, teacher Grace Fisher and Victor Raletjena of SAFA with Kgaogelo Monyane of Clapham High School, who was named Boy's Player of the Tournament.



Marisa Rose, Director of Sports Development and Co-ordination at the Gauteng Department of Sports, Arts, Culture and Recreation with the captain of the Jabulile Secondary School's football team, Mathule Makhutla, Chairperson of Gauteng Schools, and Antoinette Shikoane, MMC for Health and Social Development for the West Rand District Municipality.



Victor Raletjena of SAFA with Nobuhle Moyo of Jabulile Secondary School, who was named Goalkeeper of the Tournament.



Veli Mnyandu, former Director of the GRA, teacher Grace Fisher and Victor Raletjena of SAFA with Neo Mafisa of Curro Academy, the Girl's Top Goal Scorer and Girl Player of the Tournament.