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The January release of the matric results puts a spot light on the performance of our learners and sparks debates about the health of the South African education system. This month's newsletter therefore focuses on aspects of the matric results, as well as the debates which have surfaced surrounding learner performance in general.

[Is the schooling system meeting the country's demands for scarce skills?](#)

The matric results provide important information regarding whether the schooling system is able to meet the demands for scarce skills in the country in relation to Science, Engineering, Commerce and Health. Using the National Senior Certificate results from 2011-2015, we analyse the [progress made along the education pipeline](#).

[An experiment in streaming: Haunted by our past](#)

The decline in the National Senior Certificate (NSC) pass rate has fuelled debates around differentiated pathways at the secondary school level. The Department of Basic Education intends to roll out a new [tri-stream school system](#) at 58 schools in 2017. We discuss the broader social and political issues at play that may impact on the success or failure of this experiment.

[The success of failure: What progressed learners reveal about our education system](#)

In South Africa, policy states that learners may only remain in each schooling phase for 4 years. Thereafter, even if they fail another grade, they are progressed to the next grade. In this piece, we explore the practice of [progressing learners](#) and what the matric results reveal about these learners.



[How are boys and girls doing at secondary school?](#)

Gender patterns in schooling provide important information which can shape educational policies. In this infographic, we examine [how boys and girls are doing at secondary school](#), using the 2015 matric results, and data from the Trends in International Mathematics and Science Study (TIMSS) and the National Income Dynamics Study (NIDS).

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