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Implications of Separate Marks for Physics and Chemistry in Matric Results

Passing the matriculation examination with a bachelor's status is a prerequisite for admission to most university degree programmes in South Africa. However, many learners struggle to obtain enough Physical sciences and Mathematics scores to be admitted to a full degree program. Such learners are admitted to the extended curriculum program, which equips them with skills to improve their matric results. This study examines the effects of separation of chemistry and physics subjects in the post-matriculation certificate rather than the overall grade in physical science. It uses historical data (11 years) from first-year ECP students to explore the potential benefits. The study identified challenges and implications, including related to students, lecturers, administrators, and higher education stakeholders. Key findings include (1) improved, enhanced subject mastery and informed career choices for students. (2) Improved teaching strategies and curriculum adaptations. The study recommends a pilot trial to investigate the feasibility of separate grades for physics and chemistry in South African schools. Ethical considerations and limitations of the current research are addressed, and the need for careful implementation and ongoing evaluation of the separate grading marks system is emphasized. The conclusion emphasises the potential of this study to significantly impact the physics and chemistry education landscape in South Africa, necessitating further research investigation.

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None

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Yes, I ACCEPT

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