REPORT ON THE ANNUAL NATIONAL ASSESSMENT OF 2013

GRADES 1 TO 6 & 9

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

20 YEARS OF FREEDOM

REPORT ON THE ANNUAL NATIONAL ASSESSMENT OF 2013

GRADES 1 TO 6 & 9

December 2013

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

FOREWORD BY MINISTER

It is my proud privilege to announce the performance of learners who wrote the Annual National Assessment (ANA) during the week of 10–13 September 2013. Following on from the successful implementation of ANA 2012, Government has reaffirmed ANA as a significant learner achievement indicator of educational quality in the South African schooling system.

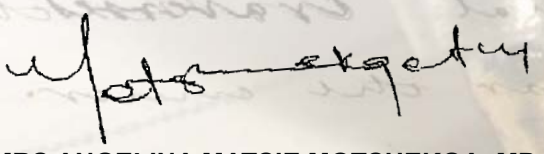
ANA has provided the Department of Basic Education (DBE) with a better understanding of the impact we are making as a system towards our targeted interventions in improving numeracy and literacy levels of learners outlined in the Education Sector Plan: *Action Plan to 2014*. Through ANA we are able to establish critical information on learner performance in Grades 1 to 6 and Grade 9 in public schools, including special schools and state-funded independent primary schools in South Africa. This information includes diagnostic data to teachers in the classroom on areas of weakness, which becomes the focus of the remedial programmes in each school. Almost 7 million learners across more than 24 000 schools participated in ANA 2013.

The ANA 2012 results provided us with a measured picture of levels of performance in literacy and numeracy at the key transitional stages of Grades 3 and 6 in the primary school, and for the first time in Grade 9 an objective national benchmark was put in place to measure Language and Mathematics achievement levels at the end of the Senior Phase.

Through our annual assessment programmes we remain committed to improve the quality of basic education, with particular focus on the critical and non-negotiable outputs and activities. The key outputs are to ensure high quality of teaching and learning, improved literacy and numeracy at schools, better National Senior Certificate (NSC) examination performance as well as expanding early childhood development. The ANA 2013 results provide a standardised complementary account of system performance in relation to the targets outlined for 2014.

As a sector, targeted interventions by the DBE and broad stakeholder public-private partnerships have had a positive impact on our efforts to make significant improvements in the performance levels of learners. While the ANA results of 2013 point to an upward trend in most grades, we still have to strengthen our efforts towards realising the desired 60% threshold of learners mastering the minimum Language and Mathematics competencies by the end of Grades 3, 6 and 9. I am particularly concerned about the performance in Mathematics at Grade 9 level, where there seem to be major challenges relating to teaching and learning. I have requested the Ministerial Committee on Mathematics, Science and Technology to investigate all factors contributing to the state of teaching and learning in this grade, and I have already received a preliminary report, which will be incorporated in our plans for 2014.

I invite all education stakeholders and the broader South African public to receive this ANA 2013 Report and view it as a further milestone in our efforts to credibly track progress on the achievement of learners in our schools as we improve the quality of basic education.



MRS ANGELINA MATSIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION
DATE: 02 DECEMBER 2013

EXECUTIVE SUMMARY

The Annual National Assessment (ANA) is a critical measure for monitoring progress in learner achievement as outlined in the Education Sector Plan, *Action Plan to 2014: Towards the Realisation of Schooling 2025.* As a monitoring tool, ANA is in its third year of implementation and as a result there is much that needs to be done in terms of strengthening the reliability and validity of the data emanating from the ANA. There has certainly been an improvement in the quality and standard of the tests and in the administration of ANA across all provinces, but there is still a considerable distance to be travelled before we can confidently say that the ANA results can be used as a definitive system-level scorecard of performance and progress, and more importantly to monitor trends in performance over time. Currently the tests are used as an important diagnostic instrument for the identification of learner weaknesses at national, provincial, distict and school level.

In the interim, the Report on the ANA 2013 provides the education sector with valuable information on the performance of the system at the level of the school, district and province and also useful information on the performance of the individual learner, which must be used as a guide to identify the critical areas of weakness and to develop relevant interventions for improving learning and teaching in schools.

In keeping with the international norm of large-scale standardised assessment, the ANA has a particular focus on assessing Mathematics and Language competencies, which are regarded as the foundational skills for further learning and teaching. The Curriculum and Assessment Policy Statement (CAPS) for Grades 1–6 and the National Curriculum Statement (NCS) for Grade 9 formed the basis for the development of the tests in Mathematics and Language. The testing programme required all schools in the country to conduct the same grade-specific Mathematics and Language tests for Grades 1–6 and Grade 9.

Following on from the release of the ANA 2012 results, the DBE, working together with the provincial education departments (PEDs), utilised the ANA results to strengthen existing system-wide interventions and structured targeted interventions in identified areas where a sharper focus was needed. Several measures such as the provision of workbooks and the implementation of the CAPS were strengthened, while targeted interventions such as the National Reading Remedial Plan and the Mathematics Intervention Project were put in place in 2013 to improve teaching and learning at these levels. In addition, the DBE also provided exemplar questions to schools in the course of the year in order to ensure that teachers and learners were exposed to the kind of questions they could expect in the ANA.

In 2013, the methodology of ANA involved two essential streams. The first stream involved all learners in Grades 1 to 6 and Grade 9 in all public schools and state-subsidised independent schools. The second stream involved a verification process that was based on a representative sample of schools at the key stage grades i.e. 3, 6 and 9. The verification process provided an added quality control measure to ensure that credible results were reported for the whole system. The verification process was conducted by an independent service provider, who monitored the administration of the tests and collected the tests directly from the schools. The tests were subsequently independently marked and the results were captured and processed. The results emanating from the verification stream were used to confirm the reliability of the data emanating from the test results collected from all schools.

There are a number of limitations relating to the current methodology of ANA and therefore the results must be interpreted in the context of these limitations. These limitations include inter alia, the following:

(a) The test items were exposed to learners and therefore different tests were designed in each of the three years since 2011. Although these tests are based on the same assessment framework, and were developed by a selected panel of experienced teachers, the comparability of the tests from one year to the other cannot be guaranteed, which implies that comparability of the results from one year to the other may not be accurate. Therefore, the difference in the learner scores from one year to the next could be as a result of the difference in the standard of the tests from one year to the next, or as a result of an improvement or drop in learner performance.

(b) ANA tests were administered in the third quarter in 2012 and 2013. This implies that only a certain amount of work can be assessed at the time of writing the test in the third term of the academic year. The coverage of the curriculum in the test could be different each year. This makes it difficult to compare performance. Further, in the case of 2011, learners were tested in February on work they had covered in the previous year.

The analysis of the ANA 2013 results has been referenced against the goals set in the Medium-Term Expenditure Framework and in the *Action Plan to 2014*. In 2013, the overall results for ANA in Grades 1–6 point towards an upward movement of test scores, while in Grade 9 Mathematics, the performance of learners has remained at a low level, as was the case in 2012. In the summary tables below, the average percentage that learners achieved at a national level in Mathematics and Language is indicated.

Summary table: Mathematics in 2012 and 2013 for Grades 1–6 and Grade 9

GRADE	MATHEMATICS 2012	MATHEMATICS 2013
1	68	60
2	57	59
3	41	53
4	37	37
5	30	33
6	27	39
9	13	14

Summary table: Home Language in 2012 and 2013 for Grades 1–3

GRADE	HOME LANGUAGE 2012	HOME LANGUAGE 2013
1	58	60
2	55	57
3	52	51

Summary table: Home Language in 2012 and 2013 for Grades 4–6 and Grade 9

GRADE	HOME LANGUAGE 2012	HOME LANGUAGE 2013
4	43	49
5	40	46
6	43	59
9	43	43

Summary table: First Additional Language in 2012 and 2013 for Grades 4–6 and Grade 9

GRADE	FIRST ADDITIONAL LANGUAGE 2012	FIRST ADDITIONAL LANGUAGE 2013
4	34	39
5	30	37
6	36	46
9	35	33

From the above summary results, it can be noted that the performance in Home Languages is at a reasonable level of performance at an average mark of close to 50% and above, except in the case of Grade 9 Home Language. The First Additional Languages offered in Grades 4 to 6 and 9, are certainly at a lower level of performance, and given the importance of the First Additional Language as the language of learning and teaching, there is a need for a targeted programme in this area. The performance in Mathematics is observed to be at an average performance mark of 50% and above in Grades 1, 2 and 3. However, the decline in performance commences at the Grade 4 level and therefore a more detailed intervention that targets the teaching and learning of Mathematics at the intermediate and senior phases is warranted.

There are increases in the results of learners in a number of grades when compared to previous years. These increases need to be monitored in future years to confirm the validity of these improvements. Performance of learners in Grade 3 and Grade 6 in both Language and Mathematics is particularly an area where there are significant increases.

The focus of DBE in strengthening basic skills at the foundation phase and targeted interventions in the intermediate phase are beginning to have a positive impact and is encouraging for the system going forward. It should, however, be noted that the Grade 9 performance of learners in Mathematics, as in 2012, remains below expectation and requires further attention. The DBE has commissioned a ministerial task team to structure a comprehensive improvement plan at this level.

The positive achievement of the 2013 learner cohort was also observed in the number of learners achieving acceptable levels of performance for the respective grades.

Summary Table: Percentage of learners achieving at least 50% of the Mathematics marks

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE	
	2012	2013
3	36	59
6	11	27
9	2	2

The purpose of the ANA 2013 Report is to enable the sector to utilise the findings and devise ways to further improve the quality of basic education. Hence, the ANA 2013 Report provides an analysis of achievement of learners at national, provincial and district levels. As was reported in the previous year, an essential feature is the district performance provided for each province. Other standardised features of the ANA 2013 Report include achievement of results according to gender, poverty index quintiles and the language of teaching and learning.

Going forward, the results should not be seen in isolation from other systemic improvements in the education sector as been indicated by the participation of South African learners in international assessment programmes. In 2012, the results of the Trends in International Mathematics and Science Study (TIMSS) affirmed the progress made in improving the numeracy skills of our learners.

1. INTRODUCTION

In September 2013, the Department of Basic Education (DBE) conducted the third large-scale assessment, the Annual National Assessment (ANA), of learner achievement in the key foundational skills of literacy and numeracy at the level of Grades 1–6 and Grade 9. ANA is an essential initiative at the heart of the Education Sector Plan, *Action Plan to 2014: Towards the Realisation of Schooling 2025.* By all accounts, ANA is admittedly a unique South African initiative determinedly designed to address national educational realities within the uniqueness of both historical and socio-economic contexts of the Republic of South Africa. As such then, the DBE views ANA as a *journey* rather than a *fait accompli*. Key milestones on the journey will include continual improvements in the design and methodology of ANA, enhancements in the utilisation of the assessment results and eventual establishment of a world-class system of standardised assessments.

This report outlines the policy context, the purpose as well as the historical evolution of ANA in the three years leading to 2013 as a backdrop against which the results of the 2013 assessment should be read and understood. Included in the backdrop are some of the pertinent programmes and interventions that the DBE, working together with the provincial education departments (PEDs), has initiated, firstly to make necessary inputs, secondly to support processes and thirdly to monitor the quality of learning outcomes in the system. The presentation of the results is preceded by a detailed account of the design and methodology that the DBE has adopted. Informed by some of the critical observations arising out of an initial analysis of the results, the report flags some of the steps that the DBE, working together with the PEDs, will embark on to ensure that all South African children reap the benefits of a basic education of a high quality.

1.1 THE POLICY CONTEXT

The key thrust and long-term focus of the Education Sector Plan, hereafter referred to as the *Action Plan*, is to improve the quality of basic education. The *Action Plan* is an expression of the Education Sector's conviction that a high-level statement of long-term strategy helps to guide planners in various institutions, such as PEDs, companies running partnerships with Government, teacher unions and relevant faculties of education at universities. The document outlines clear and measurable outcomes that the Education Sector has identified within the priorities of Government. In particular, the improvement of the quality of basic education has been identified as the top priority of Government on which the DBE has to deliver. In this regard the Minister of Basic Education signed a Delivery Agreement with the President of the Republic of South Africa to meet the obligation of establishing basic education of a high quality. Within this context, ANA is a critical measure for monitoring progress in achieving set targets in terms of learner achievement.

The *Action Plan* specifies that ANA is a testing programme that requires all schools in the country to participate in the same grade-specific Language and Mathematics tests for Grades 1 to 6 and Grade 9. The specific purposes of ANA include:

- Exposing teachers to best practices in assessment;
- Targeting interventions to schools that need them most;
- Giving schools the opportunity to pride themselves in their own improvement; and
- Giving parents better information on the education of their children.

Whilst the immediate users of the ANA results are learners and teachers, the purposes of ANA encompass a broader range of users of this important information which include school principals, parents, officials at the district, provincial and national levels, members of Parliament, leaders in civil society organisations, including teacher unions, and researchers. It is important to bear in mind that ANA does not and cannot replace school-based assessment as outlined in the CAPS. ANA simply provides a cross-sectional but powerful insight into the health of the education system at a given point in time and thus helps the users of the information to make appropriate inferences about the achievement of the populations of the affected learners. Responsible use of the results, within the caveats set by the afore-mentioned evolutionary pattern of the assessments, will not only enhance the impact of the assessments on achievement in schools, but will also inform continuous improvements in the design and methodology of the assessment.

1.2 ANA IN CONTEXT OF BROADER LEARNER ACHIEVEMENT

In the past three years, ANA has provided valuable information on the levels and quality of learning outcomes in literacy and numeracy at the level of the target grades, mainly at provincial and national levels. As an indicator or a proxy for the health of the education system, ANA has brought to the fore not only valuable information on the *status quo*, but has also pointed to areas that need urgent response in order to realise the improvement targets that the Education Sector has set itself in the *Action Plan*. For instance, in 2012 the results of ANA showed that, whilst learner achievement in Language was generally at acceptable levels in terms of the proportion of learners who achieved 50% and above in the tests in many grades, achievement in Mathematics declined across the grades with progressively steeper declines from Grade 6 to Grade 9. Some of the programmes and actions that the DBE either introduced or pursued with greater determination in response to these results have been summarised in Chapter 2 of this report.

Public discourse on the schooling sector in South Africa sometimes creates the impression that nothing is changing, that challenges remain unchanged in their size and nature. This is an impression that is not supported by the facts. The system is dynamic. Schools in 2009 are not the same as schools in 2014. Changes have occurred, some very obvious, others more subtle. By far most changes have been in the right direction. Certain changes are large, others less so. Whilst there is a need to accelerate change, it must be borne in mind that certain changes in education systems tend to be slow. The key aspect, as indicated in the vision of the previous section, is to ensure that there is continuous improvement and that changes are as large as can be expected. In the end, a large improvement is the accumulation of many smaller changes.

Perhaps the most significant news about the system in recent years was the TIMSS 2011 results released at the end of 2012. TIMSS is a widely respected international testing programme aimed largely at assessing whether countries are making educational progress over time. South Africa's participation in TIMSS involved the testing of Grade 9 learners in Mathematics and Science in 2002 and again in 2011. South Africa's average in Mathematics improved over this period from 285 to 352 score points on the TIMSS scale that has a mean score of 500 and a standard deviation of 100 points. A similar trend was seen in Science. The size of South Africa's improvement in the 2002 to 2011 period, around 7 points a year, is about as large as one could hope to achieve. This is the rate of change that has been seen amongst the fastest improvers in the world. If South Africa continues at this rate, the country should be able to achieve the target put forward in the *Action Plan*, which was to reach the level of the best developing counties seen in 2009, by around 2023.

The TIMMS trend in South Africa can be seen as more than just a trend for Mathematics and Science in Grade 9. Such trends do not occur in isolation. They occur because there is improvement in earlier grades and across other subjects such as the languages. A good command of language can be regarded as a prerequisite for effective learning in other non-language subjects.

Not only did South Africa's Grade 9 TIMSS results improve, they improved whilst more learners reached Grade 9. The percentage of learners reaching Grade 9 has improved from around 80% to 85% in the 2002 to 2011 period. Moreover, youth have been reaching Grade 9 at a lower age. In general, it has been more socio-economically

disadvantaged youths who have seen their access to education improve. That South Africa should have seen the TIMSS average improve whilst greater numbers of disadvantaged learners were accessing schooling is certainly an achievement of note.

An argument to consider is whether the 2002 to 2011 TIMSS trend described above is compatible with evidence from other sources. In The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ III, 2007) study, the small improvement between 2000 and 2007 in Grade 6 Mathematics was too small to be considered statistically significant, thus suggesting that there was virtually no quality improvement between 2000 and 2007 in this grade. A possible explanation is that the strong shift towards more structured learning programmes and greater use of textbooks began with the Foundations for Learning Programme in 2008 which influenced learning outcomes in Grade 6 in 2008, and is thus seen in improvements in the Grade 9 TIMSS results three years later. South Africa's participation in TIMSS 2015, again at the Grade 9 level, is confirmed and provides an important opportunity to test the extent to which the trend seen up to 2011 has been sustained beyond this year. The results from the SACMEQ Grade 6 testing that occurred in 2013, when released, will also assist in understanding the dynamics of the changes under way.

1.3 ANA DESIGN AND IMPLICATIONS FOR INTERPRETING 2013 RESULTS

It is important to note that the current stage in the evolution of the ANA design features has implications that must be borne in mind in interpreting the results of ANA 2013. One such feature is that ANA tests for each cycle are left exposed to schools and learners and new tests are developed for the next cycle. There is, therefore, no control on the comparability of the tests and, consequently, on the comparability of the results on a year-to-year basis. This means that no technically defensible comparisons can be made on the results of ANA 2013 to those of previous years although the results of each year are valuable for the year under review. To curb this limitation, the DBE has started a process of reviewing the assessment design to provide separate instruments, one set that will be used for systemic purposes and the other for diagnostic purposes. One distinguishing feature of the systemic assessments will be strict confidentiality so that the same instruments can be used over time to ensure that comparisons are based on a defensible design.

The next chapter, Chapter 2, highlights some of the key programmes and innovations that the DBE, working together with the PEDs, pursued even harder following the results of ANA 2012 and leading to ANA 2013. Important to foreground is that, whilst the evolution of the ANA design has not yet reached a stage that guarantees robust direct comparisons of results over time, there is no way of explaining the changes that have been described earlier in this Chapter without making reference to the interventions that the system has set in motion.

2. INTERVENTION STRATEGIES

2.1 INTRODUCTION

In 2013, the DBE, working together with the PEDs, took further strides to utilise ANA as a significant learner achievement indicator of educational quality in the South African schooling system and thus promote the intents of the *Action Plan*. The ANA 2012 results brought into focus the effect of existing interventions and highlighted areas where a sharper focus was needed. In this chapter, the consolidation of broader system-wide interventions and new targeted intervention strategies that have been put in place prior to the conduct of ANA 2013 have been highlighted. The strategies ranged from enhanced curriculum mediation, a strengthened literacy and numeracy strategy and effective provision of appropriate learning and teaching support materials to districts and schools. Following the release of the ANA 2012 results, the DBE ensured that sufficient attention was given to the feedback of ANA information to teachers at schools and staff at districts. This chapter serves to describe the context within which the results of ANA 2013 need to be interpreted, although any direct causal relationships between the actions taken and the outcomes should only be made with considered caution. System-wide interventions have been described first.

2.2 SYSTEM-WIDE INTERVENTIONS

Although system-wide interventions were in place prior to the writing of the ANA 2013, several key interventions were strengthened in implementation. These included the following:

2.2.1 Introduction of the Curriculum and Assessment Policy Statement in Grades 1–6

The challenges associated with the implementation of the curriculum necessitated the development of the CAPS, which was implemented in 2012 in the foundation phase. The content included in the CAPS documents has been simplified and made clearer for teaching and assessing. Content coverage per term for each grade was mapped for standardised implementation across schools. The CAPS content is packaged over a two-week cycle in each school term, thereby affording teachers an instrument that will ensure curriculum coverage over a particular period. It was envisaged that the ANA results will be improved through a closer connectivity of teaching content with the actual ANA questions.

CAPS is implemented incrementally per phase in the General Education and Training (GET) band and by 2014 all ANA tests for Grade 9 will be adjusted to be aligned to CAPS. In 2013, the Grades 1–6 tests were based on the streamlined and strengthened CAPS.

The CAPS has provided teachers with curriculum and assessment statements that are clear, succinct and unambiguous to enable them to improve learners' literacy and numeracy skills effectively. For instance, since the number concept has been identified in the ANA results as an area of low learner performance and as an area of development that is critical in the early years of schooling, the main focus in terms of teaching and learning time is now given to the content area of Mathematics that deals with numbers, operations and relationships. It is envisaged that the mastery of this content area will contribute immensely to the general Mathematics competency of learners. Mental Mathematics, which is also credited for its ability to enhance the development of number sense and number concept, features prominently in the curriculum, especially in primary school Mathematics. This is supported by the provision of textbooks, and other materials.

2.2.2 Monitoring of curriculum coverage

The DBE has developed a national instrument to monitor curriculum coverage in schools. It focuses on intensified monitoring, guidance, control and support of teaching and learning and gives prominence to the following aspects of curriculum delivery:

(a) Ensuring full curriculum coverage in all grades;

(b) Improving the quantity of assessment tasks in all grades;

(c) Giving more written work to learners;

(d) Making optimal use of teaching and learning time;

(e) Instilling and maintaining the culture of discipline;

(f) Ensuring regular attendance by teachers and learners; and

(g) Monitoring of the achievement of the set of goals per subject regularly.

The instrument is a management tool used by curriculum officials during school support visits to track progress in the completion of the syllabus. This intervention will continue to ensure that the curriculum is adequately covered by all schools across the country.

2.2.3 Extended monitoring of schools

In order to provide the Minister with an independent account of the state of schools and the development needs of the school education system, through a more intense monitoring and evaluation system, the National Education Evaluation and Development Unit (NEEDU) was launched in 2009. The ANA 2012 results provided NEEDU with valuable information for their evaluation of schools programme. An extensive database of ANA results per school was provided to NEEDU and this has strengthened their ability to assess the state of the systems operations of schooling and to make recommendations to improve efficiency. Hence, the mandate to monitor and evaluate curriculum delivery across the levels of the school systems, namely the DBE, nine provincial offices and fifteen of the eighty-six (86) districts was strengthened, with the provision of the 2012 ANA results. In its monitoring of schools, NEEDU has evaluated the use of ANA data in the school improvement programmes. The NEEDU report for Foundation Phase released in April 2013 acknowledged the critical use of the ANA results in improving performance levels in literacy and numeracy. There is still much to be done in improving the utilisation of ANA data by schools and districts, but the provision of this data to schools and the monitoring of this data utilisation by schools, will certainly ensure that ANA data is more effectively used at school level.

In addition to work done by the NEEDU unit, a total of 70 external moderators appointed by the DBE as part of the Integrated Quality Management Systems (IQMS) monitoring have been deployed in all provinces to monitor and evaluate, amongst others, the implementation of the IQMS in schools as well as the quality of internal and external assessment results (e.g. ANA). They also monitored the quality and implementation of the school's intervention strategies emanating from the ANA results. This entailed monitoring, if schools were using the ANA results to develop their improvement plans. It was encouraging to note that, based on these evaluations, most schools were systemically maintaining their assessment records and developing improvement plans.

2.2.4 Development of teachers

Following on from the ANA 2012 results, the DBE developed a diagnostic report on the areas of weakness identified in literacy and numeracy at the Grades 3, 6 and 9 levels and a guideline on the use of ANA results, which is a step-by-step guide on how the ANA results could be used at school level by teachers. Extensive discussions were held at different levels of the system with the emphasis on use of the data to conduct district-, school- and class-level diagnoses and to develop teaching and learning plans to address the shortcomings in learner performance.

This led to the following intervention programmes:

- Provincial road shows which sensitised school management teams (SMTs) about the findings of the national, regional and international tests that pointed to difficulties with the quality of literacy and numeracy in schools

- Workshops on teacher development aimed at improving the skills levels of subject advisors, district personnel, lead teachers, Mathematics and English teachers
- Formal Assessment Tasks exemplars developed to improve the level of questioning in the classroom
- Additional training measures for teachers that focused on providing more opportunities to schools for learners to practise their essay writing skills.
- Sample language lesson plans which provided scripted lesson plans that were developed for teachers use

2.2.5 Enhancing the National Strategy for Learner Attainment

The ANA results have also been used by the DBE to enhance the National Strategy for Learner Attainment (NSLA). The objectives of this strategy include the following:

- Sustained improvement in learner outcomes or performance
- Enhanced accountability at all levels of the system
- Greater focus on basic functionality of schools
- Protecting teaching and learning time
- Improved support for teaching and learning
- Increased efforts on time on task

In January 2012, strategic interventions were announced by the DBE and the PEDs drew up implementation, monitoring and support plans that would utilise the performance of ANA to assess progress on the following:

- Development of management and leadership
- Comprehensive teacher development programme
- Resource provisioning
- Efficient school support
- General education and training support
- Enhancing proficiency of languages

Regular reports on progress with the NSLA interventions have been received from the provincial curriculum and district heads. The NSLA has gained momentum as it has given effect to the launching of the Learner Attainment Improvement Strategy (LAIS) at national, provincial, district and school level in support of improving learner performance in both literacy and numeracy in ANA in Grades 1 to 6 and 9 and the NSC for Grade 12 across the system.

2.3 TARGETED INTERVENTIONS

In 2013 the DBE used the 2012 results as a basis for identifying improvement and putting into place targeted interventions aimed at the improvement of literacy and numeracy levels. These key interventions are described next.

2.3.1 National reading interventions

The findings of the ANA in 2011 and 2012 concluded that learners who are exposed to quality reading resources, have access to libraries and good quality reading programmes and instruction, perform above the national target for the grade.

To alleviate poor results, the National Reading Strategy was developed in 2008, resulting in the implementation of national interventions including:

- 100 Storybook project (the provisioning of storybooks to historically disadvantaged primary schools);
- Drop All and Read Campaign;
- Teaching Reading in the Early Grades, A Teacher's Handbook; and
- The Foundations for Learning (FFL) Campaign

These were supported by the release of provincial literacy and numeracy strategies, which resulted in an escalation of reading interventions nationally focusing on resource provisioning and strengthening teacher capacity to teach reading, more especially in the early grades.

As follow-up to the findings and recommendations of the NEEDU Report, the Ministerial Reading Reports and in line with the *Action Plan*, the DBE embarked on the following reading interventions in 2013 to monitor the state of reading and literacy programmes more especially in Grades R to 6:

- In March 2013, provincial literacy/reading strategies were audited to check for alignment with the National Reading Strategy (2008) and the National Literacy and Numeracy Strategy (2011);
- In April 2013, a National Reading Remedial Plan was released highlighting the key reading interventions to be implemented across the system from DBE to school level. The roles of each level were clearly stated namely:
    - DBE: to provide a National Catalogue for Reading Resources for Grades R to 12 and monitor reading and literacy outcomes using ANA and the NSC
    - Provinces: to procure and distribute reading and library resources
    - Districts: to monitor the utilisation of reading and library resources and conduct teacher training reading programmes in targeted schools
    - Schools: to utilise reading resources and DBE workbooks optimally and SMT to monitor and support the teaching of reading
- In May 2013, a National Reading Remedial Plan for Grades R to12 was released which highlighted classroom and school-based reading interventions, namely:
    - The planning and preparation of effective reading and literacy lessons as per CAPS requirements
    - Timetabling and weighting of reading and literacy lessons as per CAPS requirements
    - Implementation of reading norms as suggested in the NEEDU Report. National targets for reading were released namely, '*a Grade 1 learner is expected to read at least 10 books per term*'
    - Utilisation of reading resources (Big books, graded readers, core readers, novels, etc.) as per CAPS requirements
    - Utilisation of the DBE workbooks as a reading resource
    - Implementation of reading and writing assessments (formative, summative, diagnostic and baseline)
    - Observation of reading events (Readathon, Library Week, Spelling Bee etc.)

The Council for Education Ministers (CEM) advocated a quarterly reporting system to monitor Provincial reading interventions in Grades R to 12. This gave effect to provinces submitting quarterly reports on the following key pillars:

- Provisioning of reading resources
- Monitoring and Evaluation
- Advocacy and Communication
- Library and Information Systems

The reading programme is a priority agenda item that features in both CEM and Heads of Education Committee (HEDCOM) meetings. The provincial quarterly reading reports are analysed and best practices and challenges are highlighted and shared across the system.

2.3.2 Integrated national strategy to improve literacy and numeracy: a whole-school approach

Following the release of the ANA results in June 2011, a National Strategy to improve literacy and numeracy achievement in all schools was implemented. The strategy introduced systems, processes and procedures that will improve classroom practice and learner achievement in the short term, and maintain that improvement over the medium to long term. The ANA results of 2012 gave further impetus to the strategy of improving literacy and numeracy achievement as the key thrust to improving the quality of basic education and this strategy also serves as a platform to improve effectiveness of schools and district offices in general.

In essence this strategy:

- Provides the political leadership across the sector with an extremely important *legacy opportunity*. By promoting and driving the accepted strategy at every available opportunity, it is possible to make a lasting impression on the quality of education over the next two years, with the impact continuing through the longer term
- Introduces a common implementation plan to pursue the literacy and numeracy targets for Grades 1–9, as outlined in the *Action Plan*
- Integrates several sub-strategies, specifically teacher development, curriculum support materials, ICT in education, and accountability systems, to enrich the literacy and numeracy strategy;
- Prioritises the poor-performing schools in the poor-performing districts (which are most likely to be quintiles 1–3 schools) for special and sustained monitoring, support and intervention. Grades 3, 6 and 9 were targeted for specialised attention in 2012 and 2013, as were Grades 2, 5 and 8 in 2012. It is these learners' performance in ANA 2013 that will determine the rate of progress made towards achieving the targets
- Introduces an intensive programme of monitoring for support and intervention at school, district or provincial and DBE levels to ensure that the plan remains on track at all times.

2.3.3. Support for English as Language of learning and teaching (LOLT)

The DBE in collaboration with the British Council (BC) provided training to foundation and intermediate phase English Language teaching specialists from provinces, higher education institutions from South Africa and Namibia and specialists from teacher unions. The participants were taken through the Certificate in Primary English Language Teaching (CiPELT). The course covers key aspects of the English First Additional Language (EFAL) curriculum ranging from content to pedagogical knowledge, multi-grade teaching, and production of teacher/learner support materials to many other important areas.

The customisation has ensured that this globally delivered programme became relevant and appropriate for South African school contexts where EFAL is offered as a subject and where English becomes the LoLT in the later years of schooling. Since 2012, the DBE has felt it necessary to go into a partnership agreement with the BC with a view to providing training/support to provincial English language teaching specialists in the effective delivery of EFAL at classroom level. Roll-out plans indicating how this training would be taken forward have been drawn up by PEDs. As English is the LOLT in many schools, this action will enhance the understanding of ANA questions and result in a better mark to be attained in this national test.

2.3.4. Mathematics Intervention

A diagnostic analysis of the ANA 2012 was conducted early in 2013 to identify possible misconceptions that learners have in Mathematics and to suggest possible teaching strategies for teachers. The findings of the diagnostic analysis formed the basis of the development of the CAPS training manual for the senior phase. Three key areas, namely content, assessment and teaching methodologies were dealt with extensively during the CAPS training as a means to mitigate the negative impact of the misconceptions experienced by learners. All subject advisors in the country were trained through the cascading model of training and they subsequently trained teachers in the provinces.

The DBE-Japan International Cooperation Agency (JICA) project has been implemented from 2012. Teaching materials were developed to address the challenges learners and teachers experience in dealing with word problems. The project was implemented in Mpumalanga and KwaZulu-Natal only; however, more provinces will be included in 2014. Subject advisors and teachers of the project schools were trained and monitoring of the implementation has been conducted.

2.3.5 Provision of exemplars and support materials

In 2013, the DBE strengthened their measures of assisting learners to prepare appropriately for the writing of the ANA tests.

Firstly, schools were provided with assessment guidelines that indicated the curriculum scope of work and skills covered by the ANA test for each of Grades 1-6 and 9, in preparation for the ANA tests in September 2013. These assessment guidelines were important as the tests were written during the third term before the curriculum is completed. Schools, teachers and learners were expected to have gone through the assessment guidelines by September 2013.

Secondly, the assessment guidelines were complemented by exemplars, which then exemplified the types and styles of questions based on the skills covered by the assessment guidelines. Each skill in the exemplar was asked in three different ways to include different learning techniques learners may have. Teachers could then select items from each skill and compile a test, homework or classwork to customise the different learning styles that may be experienced by learners. Teachers were, however, not limited to using the question types and styles exemplified by the exemplars as these served only as a guide.

2.3.6 Provision of workbooks

In 2013, a new generation of workbooks was developed for almost 6 million learners. The analysis of ANA results in 2012 has highlighted those areas of content that challenge teaching and learning, i.e. low levels of reading, writing, reasoning and thinking skills. This new generation of workbooks which were also closely linked to the CAPS were aimed at enhancing the basic skills of learners (i.e. reading, writing, speaking and listening).

Since 2011, the DBE provided workbooks to all public (ordinary and special) schools. The workbook package that was sent to schools for the 2013 school year was as follows:

- Grade R workbooks
- Grades 1-6 Home Language workbooks in 11 languages
- Grades 1-6 English First Additional Language workbooks
- Grades 1-9 Numeracy/Mathematics workbooks (Grades 1-3 in 11 languages and Grades 4-9 in English and Afrikaans)
- Grades 1-3 Life Skills in 11 languages
- Grades 4-6 Natural Science and Technology (NST)

Workbooks are viewed as an important intervention strategy for improving performance of learners in national and international assessments of literacy and numeracy. The purpose of the workbooks is to:

- Provide good quality activities and ideas that portray good practice that will assist teachers, in the long term to emulate such practice; offer learners the opportunity to experience, acquire and apply skills in a systematic way;
- Ensure that learners are given adequate opportunities to consolidate their skills through written responses;
- Ensure that schools that lack photocopying facilities will be supported;
- Model good practice, guiding teachers to improve their teaching;
- Provide a variety of activities to reinforce (a) mathematical concepts and skills, and, (b) literacy/ language skills; and
- Help teachers to monitor learner performance in key activities; and prepare learners for the formats used in various standardized assessments.

Table 2.1 indicates the breakdown per province of the number of mathematics and language workbooks distributed to schools per province in 2013.

Table 2.1: Number of workbooks distributed to schools per province

PROVINCE	NUMBER OF SCHOOLS	FIRST ADDITIONAL LANGUAGE	HOME LANGUAGE	MATHS	TOTAL
EASTERN CAPE	5 582	981 935	1 090 605	1 525 340	**3 597 880**
FREE STATE	1 371	334 545	374 130	544 490	**1 253 165**
GAUTENG	2 040	729 390	1 130 055	1 620 190	**3 479 635**
KWAZULU-NATAL	5 955	1 151 540	1 411 440	2 085 510	**4 648 490**
LIMPOPO	3 931	765 105	792 205	1 180 555	**2 737 865**
MPUMALANGA	1 821	463 995	527 370	781 075	**1 772 440**
NORTHERN CAPE	591	144 370	160 010	230 325	**534 705**
NORTH WEST	1 613	379 895	418 025	606 905	**1 404 825**
WESTERN CAPE	1 451	394 020	595 050	841 170	**1 830 240**
TOTAL	**24 355**	**5 344 795**	**6 498 890**	**9 415 560**	**21 259 245**

The foregoing curriculum and teacher development initiatives were geared to support teaching and learning and thereby influence learning outcomes positively across the system. The next chapter foregrounds the design and methodology of ANA 2013.

3. DESIGN AND METHODOLOGY

In this Chapter, the design and methodology of ANA have been described both in terms of where the 'evolution' of the assessment programme currently is and also how the future is envisaged. The methodology focuses specifically on how the 2013 assessment was conducted.

3.1 DESIGN FEATURES

ANA is premised on the principle that effective testing will afford learners the opportunity to demonstrate relevant skills and understanding and also assist in diagnosing learner shortcomings. Effective testing can provide valuable feedback to schools, teachers, learners and parents. This feedback will assist schools in building on strengths and in developing intervention strategies for learner development.

ANA tests were based on the NCS for Grade 9, while for Grades 1–6 it was based on the CAPS.

Key design features of ANA included the following:

(a) Testing was limited to Mathematics and Language as key foundational skills for further learning.

(b) In all grades learners were tested in their LOLT. This is the principal medium of communication in classroom engagement.

(c) Learners wrote a Language test either at Home Language (HL) or First Additional Language (FAL) level.

(d) The focus of the assessment was the terminal points in each phase, i.e. Grades 3, 6 and 9, but all grades in the foundation and intermediate phases were assessed in all public ordinary schools and in special schools.

(e) Test specifications or frameworks were aligned to the relevant curriculum.

(f) In each school, the teachers from that school administered the test under the guidance of the principal. In Grades 3 to 9 the tests were administered by a teacher not taking the learners for that particular subject. In Grades 1 and 2 the class teacher administered the ANA tests in order to facilitate optimal communication and engagement.

(g) In a sample of schools per province an external agent, contracted by the DBE, monitored the testing in the school. The verification agent drew a sample of scripts from each monitored school, marked the scripts and reported the results to the DBE.

(h) Scripts were marked in each school by the teacher responsible for teaching that subject with a view to providing immediate feedback to both teachers and learners. The test memorandum was provided by the DBE.

(i) To quality assure the marking process in schools the SMT was involved in moderating marking. In addition a sample of scripts per class, per subject was re-marked centrally under the supervision of the provincial department.

(j) All learners writing the ANA were registered on a national database and the scores of learners were captured on the national data base. This was the basis for reporting on ANA to various constituencies.

(k) On completion of marking, the school sent a learner report on achievement in ANA for each learner to the parent/caregiver.

3.2 METHODOLOGY

In this section, a detailed account has been given of the key aspects of the ANA methodology that were followed in 2013. Two essential streams were applied in the methodology. The first stream involved all learners in Grades 1 to 6 and 9 in all public schools and state-subsidised independent schools to assist in diagnosis and remediation of teaching and learning. The second stream involved a verification process that was based on a representative sample of 2 164 schools in Grades 3, 6 and 9 to enable system-wide reporting. Details on these streams are discussed in two parts, firstly the administration of ANA 2013, and secondly the verification of ANA 2013.

3.2.1 Administration of ANA 2013

This section provides details on the processes followed in the administration of the ANA 2013. This includes a broad discussion on learner registration, test development, test administration, marking and moderation, data capture and processing.

(a) Learner registration

The establishment of a dependable national learner database was of critical importance in the implementation of ANA 2012 and was further reinforced and strengthened in 2013. The DBE, together with the PEDs, established a well-defined registration process supported by a dependable Information Technology (IT) system to ensure that the ANA 2013 data would be accurately captured and processed. This would also facilitate a high degree of precision in the planning and preparation of the ANA administration. The statistics generated from the ANA mainframe database provided specific assessment information on learners currently enrolled in Grades 1 to 6 and 9 in all public and participating independent schools.

At the start of the school year in January 2013, each school captured the registration data onto the South African School Administration and Management System (SA-SAMS) for the learners participating in the 2013 ANA. The registration data from SA-SAMS was consolidated nationally and transferred to the GET Mainframe system, which served as the system for all ANA related processes.

The registration process required schools to accurately capture the information that specified the class level, the language of learning and teaching (LOLT), unique identifier information for each learner, the assessment level (HL or FAL) for testing and an indication of the special needs category, if applicable. All the state-funded independent schools with a primary-school phase also had to be registered, targeting only their learners participating in ANA 2013.

A preliminary registration schedule with populated learner information was generated from the GET mainframe system and sent to schools via provincial offices for verification. Amended registration schedules were collected by the district officials and submitted to provincial capture sites that took responsibility for the capturing of the amendments. Provincial officials ensured that the registration process was correctly and accurately completed for all public and state-funded independent schools. The registration process closed in August 2013.

The statistics on registered learners are reflected in **Table 3.1**.

Table 3.1: Number of learners registered for ANA 2013

PROVINCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 9	TOTAL
EASTERN CAPE (EC)	196 693	175 141	158 983	152 147	140 876	138 241	142 387	1 104 468
FREE STATE (FS)	67 042	62 981	55 980	52 728	51 532	50 370	67 329	407 962
GAUTENG (GP)	190 515	177 064	162 872	151 481	144 600	141 683	155 480	1 123 695
KWAZULU-NATAL (KZN)	270 913	237 400	222 295	200 865	192 781	197 266	222 964	1 544 484
LIMPOPO (LP)	151 583	138 973	127 645	117 083	115 406	115 882	185 900	952 472
MPUMALANGA (MP)	99 042	90 770	83 227	77 611	76 397	75 913	83 379	586 339
NORTHERN CAPE (NC)	29 378	27 264	25 291	26 173	24 224	23 360	22 939	178 629
NORTH WEST (NW)	80 851	76 321	71 800	68 046	63 186	61 055	68 793	490 052
WESTERN CAPE (WC)	104 263	93 350	85 657	85 406	78 961	79 093	82 771	609 501
NATIONAL	**1 190 280**	**1 079 264**	**993 750**	**931 540**	**887 963**	**882 863**	**1 031 942**	**6 997 602**

The total number of learners registered for ANA 2013 was 6 997 602. The number of learners in Grade 1 was the largest. A total of 48% of registered learners were female and 52% were male learners. There were 23 662 public schools and 793 independent schools that registered learners for ANA 2013.

In 2013, learners from public schools and state-subsidised independent schools participated in ANA. **Tables 3.2 and 3.3** indicate the statistics on the number of independent schools and their learners per province that participated in ANA 2013.

Table 3.2: Number of independent schools

PROVINCE	SCHOOL
EC	127
FS	61
GP	330
KZN	114
LP	108
MP	55
NW	40
NC	15
WC	70
National	**793**

Table 3.3: Number of learners in independent schools that participated in ANA

GRADE	LANGUAGE	MATHEMATICS
3	4 190	4 120
6	12 417	12 368

A total of 2 045 special schools and 20 111 learners participated in ANA 2013. In **Table 3.4**, the number of schools and learners that participated is indicated for each of the nine provinces.

Table 3.4: Participation of special schools in ANA 2013

SPECIAL SCHOOLS		
PROVINCE	**SCHOOLS**	**LEARNERS**
EC	299	2 380
FS	159	1 103
GP	830	5 900
KZN	339	6 335
LP	68	281
MP	6	37
NC	38	319
NW	45	373
WC	261	3 383
NATIONAL	**2 045**	**20 111**

(b) Test development

i. Test specification frameworks

The test specification framework provided a detailed outline on the scope and depth of each of the tests for teachers and learners. These tests were administered in the third quarter of the academic year and therefore there was a need to indicate clearly the aspects of the curriculum that had to be covered before the test date in September 2013. The test specification frameworks were developed by test developers who were experienced subject experts appointed by the DBE. The test specification framework included the learning outcomes/content area, the number of items per skill, question types, the cognitive levels to be tested and the difficulty levels of questions. The framework also specified the duration and the total number of marks for each test.

In the 2013 ANA cycle, the distribution of question difficulty in all the tests was set at 20% easy, 60% moderate and 20% difficult; and 40% easy, 40% moderate and 20% difficult respectively depending on which curriculum policy and subject it was based on. In Language, a few open-ended questions required learners to provide short answers while others demanded learners to demonstrate creative writing skills. In Mathematics, a few questions needed simple recall of knowledge while others demanded the demonstration of problem-solving skills.

ii. Setting of tests

The tests were developed by panels of subject experts who were appointed as test developers. This included teachers currently teaching the grade and the subject, as well as subject advisors and curriculum specialists. Each panel comprised two examiners, a chief examiner, a moderator and an editor. This team developed the test prototype in English, and panels of 'versioners' were responsible for versioning the English test to the other 10 languages in the case of the foundation phase and into Afrikaans for the intermediate and senior phases. After the test had been versioned, it was moderated and edited. Moderators and editors of the different languages sat together to discuss the changes as a standardisation measure and to make sure that there was no compromise to the test frameworks.

Piloting of test items

The tests for Grades 3, 6 and 9 were pre-tested as part of the testing protocol to ensure the validity and fairness of the test items. The pre-testing involved the administration of the test items on a sample of schools and learners, the scoring of these items and the statistical analysis of these items, which provided data on the suitability of items for inclusion in the final test.

The tests were prepared for the pre-testing and this entailed packaging two forms of the test, i.e. Form A and Form B, per subject, per grade and per language. The two tests were piloted in 102 schools across nine provinces. The 102 schools were a purposive sample selected to represent the school population.

In each of the sampled schools, 25 learners in a grade were randomly selected to take both the Language and Mathematics tests. PED officials administered the tests in the sampled schools and were monitored by DBE officials. The tests were marked by selected teachers from the sampled schools. Marked scripts were then forwarded to the DBE and a team of data capturers captured the scores per item, and per test. The scores per item were statistically analysed.

Piloting the tests ensured the following:

- Suitability of each test for the target grade
- The appropriateness of the language of the test
- The clarity (non-ambiguity) of the questions
- The duration of each test and its suitability for the target grade
- The level of difficulty of the items in each test
- Gender, cultural, linguistic and other biases in the test items
- Validity and reliability of the test as a whole

Refinement of test items

Results from the analysis were used by examiners and moderators to finalise the tests by refining and choosing the most suitable items from Forms A and B, in line with the test framework.

iii. Test review

The tests were reviewed first by an internal moderator appointed by the DBE and then forwarded for external review to the members of an Advisory Committee, who comprised both local (national) and external (international) experts. The Advisory Committee was appointed by the Director-General to provide advice on the broader issues relating to ANA and to provide expert opinion on the construction and design of the tests. Members of the Advisory Committee were provided with the tests, memoranda, test frameworks and NCS for Grade 9, as well as the CAPS for Grades 1–3 and for Grades 4–6, so as to allow them to make their inputs on the basis of the curriculum statements.

The Advisory Committee was however appointed late in the development cycle and therefore all of their imputs could not be included in the ANA 2013 tests. These will be implemented in the development of the tests for the 2014 cycle.

The tests were then adapted for learners with barriers to learning and this included learners who are blind and deaf. In the case of blind and partially-sighted learners, the tests were Brailled and enlarged into larger font sizes by service providers appointed for this task.

iv. Formatting and proofreading

The tests were formatted (standard layout) to give them an aesthetic and professional look. Editors in all official languages edited the tests to ensure that there were no linguistic or typographical errors. Final editing and quality assurance of the ANA tests were done by the DBE editors who work with the NSC examinations.

v. Printing, packing and distribution of tests

The printing, packing and distribution of ANA tests followed two models which were performed concurrently. KwaZulu-Natal, Mpumalanga, Northern Cape and Western Cape took responsibility for the printing, packing and distribution of the tests, in line with the Norms and Standards for printing, packing and distribution. The DBE secured the services of three service providers, through a tender process, to print for Gauteng, Limpopo and the Eastern Cape, Free State, Northern Cape and North West. The accuracy and quality of the printed test materials was monitored by the DBE officials throughout using the Norms and Standards for Printing, Packing and Distribution.

The printed tests were packed according to grade and subject per school. As a security measure the tests were first put into a sealed bag per subject, per language and grade before being packed into a labelled box for each school. The printing and packing process was monitored by the DBE and PED officials. The school materials were first delivered to a provincial warehouse, where district officials verified the test materials packed per school. This was done a week before the test administration process. DBE also employed part-time monitors for further verification and monitoring of the distribution of the test materials.

An audit of all storage areas (provincial warehouse, nodal points and school where applicable) was carried out by the PEDs. In seven provinces, excluding Western Cape, test materials were delivered to nodal points closer to schools about five days before the commencement of the administration of tests. Only schools that were more than 20 km from the nodal points collected test materials two working days before the test administration date. The rest of the schools collected the test materials on a daily basis. Each delivery point was allocated an emergency pack which contained all the tests to cater for shortages should there have been any. The Western Cape Province delivered all the tests from the provincial warehouse directly to schools. In this case the test materials were stored at the schools.

(c) Test administration

The administration of tests in public ordinary and special schools was managed by SMTs, with the school principal serving as the Chief Invigilator. Given the diversity of school contexts and the need to ensure that tests were administered under controlled and similar conditions, a number of standardisation measures were put in place. Independent schools that applied for a government subsidy, also administered the test in either grade 3 or 6, depending on which was the higher grade, and the tests in these schools were administered by a district official.

The following were some of the key measures taken to ensure that tests were administered under fair, transparent and credible conditions in all participating schools:

i. Use of a common timetable

A common timetable which specified the dates (10–13 September 2013) and times on which specific ANA tests were to be written was disseminated to all schools by March 2013. In addition to strengthening awareness about ANA, the timetable also assisted schools to plan appropriately for the conduct of ANA 2013.

ii. Training of participants in test administration

The DBE developed and disseminated to schools an Administration Manual which outlined in detail the duties and responsibilities of all role-players in ANA. To minimise possible misinterpretation of the Administration Manual, the DBE conducted a training session for representative officials from the provinces and districts on how to manage the conduct of ANA. These officials cascaded the training sessions to their counterparts as well as school principals in their respective provinces and districts. School principals were further supplied with copies of a guideline document which highlighted key procedures to be followed in schools before, during and after test administration.

iii. Invigilation during test administration

School principals were informed on how they should assign teachers to invigilate during test administration sessions and teachers were not assigned to invigilate classes they taught. Only Grade 1 and Grade 2 teachers were allowed to invigilate their classes, in order to ensure that these young learners were not unduly alarmed by the presence of a teacher unknown to them. Invigilation included reading out instructions to learners on how they were expected to conduct themselves throughout the test administration session.

Invigilators of Grade 1 and 2 learners were instructed to read each test question twice before allowing learners time to write their responses independently. Learners in Grade 3 and above read the questions independently and silently and wrote the answers on the test papers provided. Invigilators collected all the test papers at the end of the time allotted for test administration in each session.

iv. Monitoring of test administration

Whilst schools were largely responsible for managing the test administration process, monitoring of the process was conducted by district, provincial and national officials. Officials visited schools unannounced to verify if schools complied with the requirements and specifications outlined in the Administration Manual.

Overall, all monitoring teams reported satisfactory compliance with prescribed procedures for test administration. Challenges that were identified included a few instances where tests were in short supply. In all identified instances, test shortages were attended to by utilising the emergency boxes that were supplied to each delivery point or through additional copies that were made at school or at the district.

(d) Marking and moderation

Some of the steps that were taken to ensure that all learner scripts were marked according to the agreed marking guidelines and that the marking was duly moderated are described in this section.

i. Marking-guideline discussions

Test developers and moderators developed a comprehensive marking guideline (memorandum) for each of the tests to ensure that all possible responses to each question were exhaustively represented. This was an important control and standardisation measure so as to ensure that all teachers across the country, mark their scripts using a detailed standard.

To ensure that the memoranda were consistent but also responsive to known diverse contexts in the South African schooling system, the DBE hosted centralised discussions of the memoranda from 13 to 15 August 2013. The discussions were attended by representative Language and Mathematics chief markers nominated by the PED. Their inputs were used to finalise the memoranda and make them as self-explanatory as possible. Notwithstanding all the measures taken to validate and simplify the memoranda, the core teams of provincial participants were tasked to run orientation sessions for district officials and teachers on how to interpret the memoranda. Most of the core team members were appointed as chief markers to oversee the quality of marking or the moderation of scripts.

ii. Marking and moderation at school level

Universal ANA marking took place at school level under the supervision of the SMT from 10 to 18 September 2013. All marking was preceded by a discussion of the memoranda to ensure a common understanding.

After every test administration session, completed learner test scripts were handed over to teachers of the affected classes to start marking their learners' responses. Teachers had to follow the standardised memoranda that had been adopted centrally for marking learner responses. Heads of specific subject departments moderated the scripts marked by teachers to ensure that the memoranda were accurately followed in evaluating learners' responses. School principals played an oversight role to make sure that all scripts had been marked and the heads of departments had done satisfactory moderation.

iii. Centralised moderation of marks

Ensuring that all learner responses are valid and are evaluated correctly, fairly and consistently is a critical activity in the whole ANA process. To ensure the accuracy and reliability of the results and marking that was done at school level, moderation was conducted of Grades 3, 6 and 9 test scripts at centralised venues under the supervision of the PEDs and monitored by the DBE. Centralised moderation focused on re-marking the sampled scripts at the critical transition grades. Provinces worked with districts to select competent teachers to work under trained chief markers at the central marking venues.

iv. Selection of scripts for moderation

The sampling of scripts for centralised moderation was assigned to school principals. To guide the principals in making a random selection of scripts, the DBE provided a detailed documented guideline which included lists of random numbers to use in selecting scripts for Grades 3, 6 and 9 for centralised moderation. Principals were to select three scripts of learners who matched the supplied random numbers from each class in the three grades. This ensured that selection of scripts for centralised moderation was not biased.

From each school, three scripts per class and per subject were sampled for centralised moderation of Grades 3, 6 and 9. Moderation was conducted in 24 centres across all nine provinces. Marking of independent schools' scripts was also conducted in these centres. The number of Grade 3, 6 and 9 sampled scripts that were moderated centrally in each province and nationally is summarised in **Table 3.5**.

Table 3.5: Overall number of sampled scripts moderated per grade and province

	GRADE 3	GRADE 6	GRADE 9	TOTAL
	2013	2013	2013	2013
EC	26 817	31 053	20 689	**78 559**
FS	10 458	9 118	9 987	**29 563**
GP	23 957	33 334	24 270	**81 561**
KZN	40 161	35 563	28 850	**104 574**
LP	20 771	23 089	17 545	**61 405**
MP	13 375	12 986	11 576	**37 937**
NC	4 588	4 365	3 454	**12 407**
NW	10 634	12 286	10 718	**33 638**
WC	18 290	16 541	12 631	**47 462**
NATIONAL	**168 975**	**177 188**	**138 706**	**484 869**

In **Table 3.5**, the total number of scripts that were sampled and moderated centrally under controlled conditions was 484 869.

Scripts for Grades 3 and 6 of all learners who wrote ANA in independent schools were marked and moderated at centralised marking venues in each province. After marking and moderation of all scripts, mark sheets were captured onto GET mainframe system at the centralised capturing centres in each province.

v. Selection and number of marking venues

A critical criterion for the selection of marking venues was the number of the scripts to be marked and the number markers involved. Schools with ideal accommodation or any other suitable venue identified by the PED served as marking centres for the centralised moderation of sampled Grades 3, 6 and 9 scripts.

In total, twenty-four centres were established across the nine provinces. The breakdown of marking centres per province is given in **Table 3.6**.

Table 3.6: Breakdown of marking centres per province

PROVINCE	NUMBER OF CENTRES
EC	2
FS	3
GP	5
KZN	1
LP	1
MP	2
NC	1
NW	1
WC	8
NATIONAL	**24**

vi. Selection and appointment of markers

Provinces followed guidelines on the norms and standards set out by the DBE in the Marking Manual that regulated the process of selecting competent personnel for the centralised moderation of scripts.

vii. Marking and moderation procedures

The chief markers who attended the national marking memoranda discussions for each subject, facilitated the training of markers at the centralised moderation venues. The ANA Marking Manual outlined the Norms and Standards as well as detailed processes that were to be followed, thereby ensuring that there was a consistent and standardised approach to the marking and moderation of ANA scripts across the country.

viii. Comparison of original marks with moderated marks

In **Table 3.7**, the correlation of the marks given by the teacher and the moderated marks are presented.

Table 3.7: Correlation between original and moderated marks

SUBJECT	GRADE	CORRELATION
MATHEMATICS	3	0.93
LANGUAGE	3	0.93
MATHEMATICS	6	0.93
HL	6	0.92
FAL	6	0.89
MATHEMATICS	9	0.96
HL	9	0.91
FAL	9	0.90

The correlation between the two sets of marks were in most cases higher than 0.9, which is an indication that marking at school level was fairly consistent and in line with the approved memoranda.

(e) Data Capture and Processing

After moderation, teachers at school and at the centralized moderation centres recorded all learners' marks on computer-generated mark sheets. The completed mark sheets were then forwarded to a central capturing centre that was managed by provincial officials. In the Eastern Cape, the capturing of marks was decentralised to each of the 23 districts. In all provinces, the local district was tasked with keeping accurate records that reflected the receipt of mark sheets from schools and those that were returned to schools in cases where there were corrections that needed to be made.

At the capturing centres, the capturing of marks was done directly onto the GET mainframe system. A double-capturing process was followed as a quality control measure. The capturing process started in October 2013 and was concluded by mid-November 2013.

Table 3.8 provides the percentages of learners with marks that were captured across the nine provinces.

Table 3.8: Percentage of marks captured per province, per grade

PROVINCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 9	TOTAL
EC	60	73	73	72	75	75	61	69
FS	80	82	79	80	80	78	72	79
GP	83	82	89	86	87	93	84	86
KZN	79	83	79	83	83	82	72	80
LP	66	67	83	67	65	82	77	73
MP	78	77	82	76	84	83	79	80
NC	80	78	77	76	78	77	75	77
NW	80	83	85	83	83	87	82	83
WC	95	96	94	96	96	94	89	94
NATIONAL	**76**	**80**	**82**	**80**	**81**	**84**	**76**	**80**

The percentage of marks captured based on the expected learner records across grades ranged from 60% to 96%. The marks not captured can be attributed to learners who were absent, mark sheets not collected from schools and therefore not captured, or there were missing mark sheets. The overall national mark capture of 80% of learners registered acceptable, but must be improved in future years.

3.2.2 Verification of ANA 2013

In 2013, the DBE procured the services of a consortium of service providers to independently monitor the administration of tests, administer background questionnaires, mark tests, capture data, conduct analyses and report on results for a selected sample of learners in Grades 3, 6 and 9 in schools across the country. In this section, a broad discussion of the verification process is outlined. Details are provided on the sampling, test administration, marking, data capture and analysis. Added controls were implemented with respect to the writing of tests and the marking processes.

(a) Sampling

The sampling approach was informed by the following key purposes of the Verification of ANA 2013:

- **Sufficiently reliable provincial and national performance statistics.** Verification of ANA 2013 should provide statistics on the average national and provincial level of performance of Grade 3, 6 and 9 learners in two subjects, Mathematics and Language. These statistics should allow for a sufficiently reliable baseline against which improvements in future years can be measured. They are needed partly to promote the

accountability of the schooling system as a whole to society and to examine the degree to which political targets on teaching and learning improvements are achieved. Crucially, the verification sample results are needed to verify results emerging from the broader population.

- **Contextual information relating to schools and home background.** The verification process should also gather sufficient contextual data relating to schools and homes to allow for research that will improve our understanding of what factors prevent schools from improving their educational outcomes. This research is important if policies and implementation strategies are to be correctly adjusted.

- **Item-level data on learner performance.** The verification process should produce results at the level of individual questions that will allow for the diagnosis of learning and teaching problems relating to specific competencies in the curriculum. These item-level results should be representative at the national level and possibly at the level of the province.

There were three samples, one each for Grades 3, 6 and 9. The population for each sample was all learners in the specific grade at public ordinary schools. The three samples made use of a two-stage sampling approach that involves clustering: first schools are randomly selected, and then there is usually a second stage where learners in the grade in question are randomly selected within the school. There was no second stage if the school was so small that all learners in the grade in question were selected for testing. Within each of the three samples there was explicit stratification by province and grade configuration. There was also implicit stratification by district. The number of schools sampled per province was the same, 125 per province. The justification for this is that the statistics of provinces are of particular interest and confidence intervals for these statistics should be more or less equal across provinces. The fact that the same number of schools in each province was selected is one key reason why weights needed to be attached to schools and learners in the final data set.

The number of schools in the verification sample was 2 164 public schools selected from all the nine provinces. In selecting schools within the province, a probability proportional to size (PPS) approach is employed. This means that larger schools are more likely to be included in the sample than small schools. One advantage with PPS is that it eliminates the justification for excluding small schools from the sample. In many school samples in South Africa, small schools have been entirely excluded. This is not the case in the 2013 verification sample.

(b) Test administration

To ensure the reliability and credibility of the results, tests were administered under controlled and standardised conditions in all the sampled schools. The DBE made available to the independent agent a time table that specified the dates and times of writing the ANA tests. Tests and contextual questionnaires were administered within one week from 10 to 13 September 2013. The DBE also made available to the independent agent an Administration Manual that outlined all the procedures that were to be followed by all persons who took responsibility for the monitoring and administration of the tests in all the schools.

The tests used were the same as those used in the non-sampled schools. There is currently a strong emphasis on ensuring that tests from different years are comparable to each other, so that trends over years can be reliably monitored. In this regard a process is already underway.

The Grades 1 to 3 tests, in both Mathematics and Language, were set and written in all the eleven official Languages of South Africa. In Grades 4–6 and 9 the Language tests were set and written in English or Afrikaans, with each Language having Home Language (HL) and First Additional Language (FAL) test versions. The Mathematics tests were written in English or Afrikaans in Grades 4–6 and 9.

Three sets of questionnaires were administered in each sampled school in Grades 3, 6 and 9 on sampled learners, Mathematics and Language teachers and the school principal. All questionnaires were available in English only.

For standardisation of the administration process, the independent agent trained its fieldworkers for each province on how the tests would be administered in all the sampled schools following the Administration Manual. Trained fieldworkers arrived at the sampled schools on the day of test administration to oversee the correct test administration of tests by teachers.

(c) Marking

The independent agent recruited markers from around Gauteng to mark the verification sampled scripts. The markers comprised practising teachers and unemployed graduates. All markers were trained before they could mark learner responses. The training included taking them through the memoranda of the respective tests. Marked scripts were moderated for quality assurance purposes.

Since the Grade 3 tests were administered to learners in all eleven official languages, the recruitment of markers took this fact into account and ensured that the markers were conversant with these languages. This was maintained for the Mathematics and Language tests. The recruitment of Grade 6 and 9 markers took into account the fact that the languages of testing applied at this level were Afrikaans and English.

Marking took place at a central venue in Centurion, Gauteng, organised by the independent agent. The DBE monitored the process rigorously through regular on-site visits by moderators who were subject specialists appointed as ANA examiners.

(d) Data capture and analysis

The independent agent captured learner scores per test for Grades 3, 6 and 9 to report on overall learner performance. In addition item level data was captured for Grades 1–6 and 9 in a subsample of 450 schools.

An in-depth item analysis was then conducted for reporting the findings for each subject and grade. The analysis also included correlations for each set of questionnaires from Grade 3, 6 and 9 sampled schools with learner performance.

3.3 LIMITATIONS OF ANA

The tests administered were of standard length for summative assessments and all learners in a grade took the same test. Consequently, the number and variety of questions that could be included was limited, and so were the learning outcomes that could be assessed. Even though the test frameworks identified important aspects of the curriculum to be included in the test, not every desirable aspect of the curriculum could be included without risking learner fatigue.

The fact that tests are exposed necessitates that a different test is administered every year. This makes it difficult to compare performance from year to year because different tests are likely to yield different results. The DBE has started a review of the test design so that in future separate tests will be used to serve diagnostic and system purposes. On the one hand, tests for systemic assessment will be kept confidential so that the same test can be used over a number of years to track trends in performance. On the other hand, tests designed to provide diagnostic information may be kept open to exemplify best assessment practices. The current design of ANA sets a limitation on the uses to which ANA results may be put, although diagnosis at the level of classroom and school is usefull in the South African context. Test design will in future accomodate the need for systemic and diagnostic purposes.


GR6
GRAAD 6

4 ANA 2013 RESULTS

4.1 INTRODUCTION

In this chapter national and provincial ANA mean scores will be presented. In addition, the percentage of learners achieving at the 50% level and above will be presented as another indicator of learner achievement and progress in the schooling system. Information of 2012 achievement is also provided, but readers are cautioned against making direct comparisons. Even though tests in all years are referenced to the relevant curriculum documents and every effort is made to develop equivalent tests, the difficulty level of tests across years may not be identical.

This chapter will include results presented in terms of national performance of learners in Grades 1–6 and 9, provincial performance of learners in Grades 1–6 and 9, analysis of learner performance by seven levels of achievement, analysis of achievement by gender, analysis of achievement by school poverty quintile, analysis of language performance by LOLT, and performance by district. Further in the chapter a comparison of performance between public and independent schools is made and finally the results of learners in special schools are presented.

In the tables presenting provincial performance of learners in Grades 1–6 and 9, the results are grouped according to phase (e.g. foundation phase) and then by Grade (e.g. Grade 1). In Grades 3, 6 and 9, the results of the verification process are also included. The verification results which are avaliable for the first time in 2013 were used to validate the test results conducted across the whole population. The verification results in terms of the mean scores are not significantly different from the mean scores of learners from the whole population. Therefore the results of the whole population will be the primary test data source to be used in this analysis as was the case in 2012.

However, there are significant differences with the learners obtaining marks above 50% in the whole population and the verification results. This could be attributed to a number of factors which need to be more rigorously controlled in 2014.

The national performance of learners is discussed first.

4.2 NATIONAL PERFORMANCE IN AVERAGE PERCENTAGE MARKS

Results in this section may be referenced against the goals set in the Medium-Term Expenditure Framework and in the *Action Plan* shown in **Table 4.1**.

Table 4.1: Targets in percentage of learners for 2011 to 2014

GRADE	LANGUAGE				MATHEMATICS			
	2011	2012	2013	2014	2011	2012	2013	2014
3	53	55	58	60	53	55	58	60
6	46	51	55	60	35	44	52	60

The overarching goal, as per the injunction of the President of the Republic of South Africa in the State of the Nation Address in 2010, is that by 2014, at least 60% of learners in Grades 3, 6 and 9 should achieve acceptable levels of competency in Mathematics and Language.

The average percentage marks in Mathematics for ANA 2013 are presented in **Table 4.2** and **Figure 4.1.**

Table 4.2: National average percentage marks for Mathematics in 2012 and 2013

GRADE	MATHEMATICS 2012	MATHEMATICS 2013
1	68	60
2	57	59
3	41	53
4	37	37
5	30	33
6	27	39
9	13	14

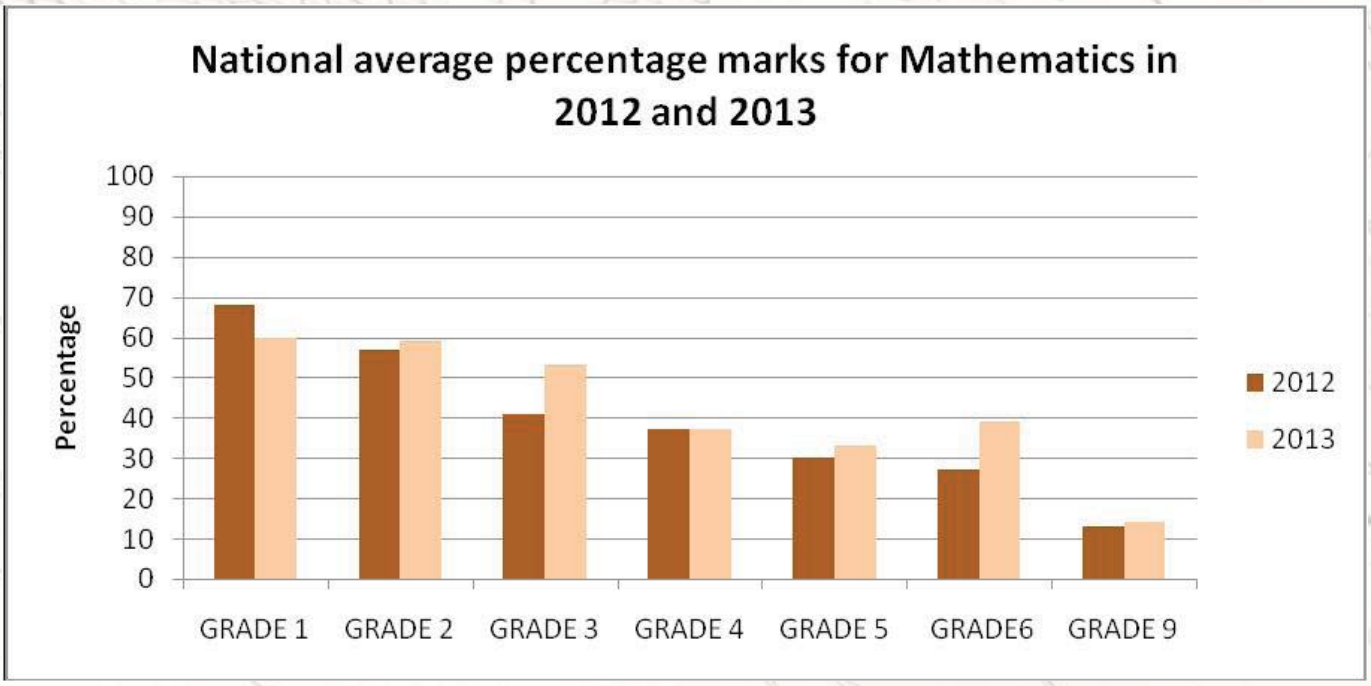


Figure 4.1: National average percentage marks for Mathematics in 2012 and 2013

In most grades, the average performance of learners in Mathematics remained similar to the previous year. Performance increased considerably in Grades 3 and 6. Only in Grade 1 a slight decrease in achievement was observed.

The average percentage marks in Home Language in the various grades are presented in **Table 4.3** and **Figure 4.2**.

Table 4.3: National average percentage marks for Home Language in 2012 and 2013

GRADE	HOME LANGUAGE 2012	HOME LANGUAGE 2013
1	58	60
2	55	57
3	52	51
4	43	49
5	40	46
6	43	59
9	43	43

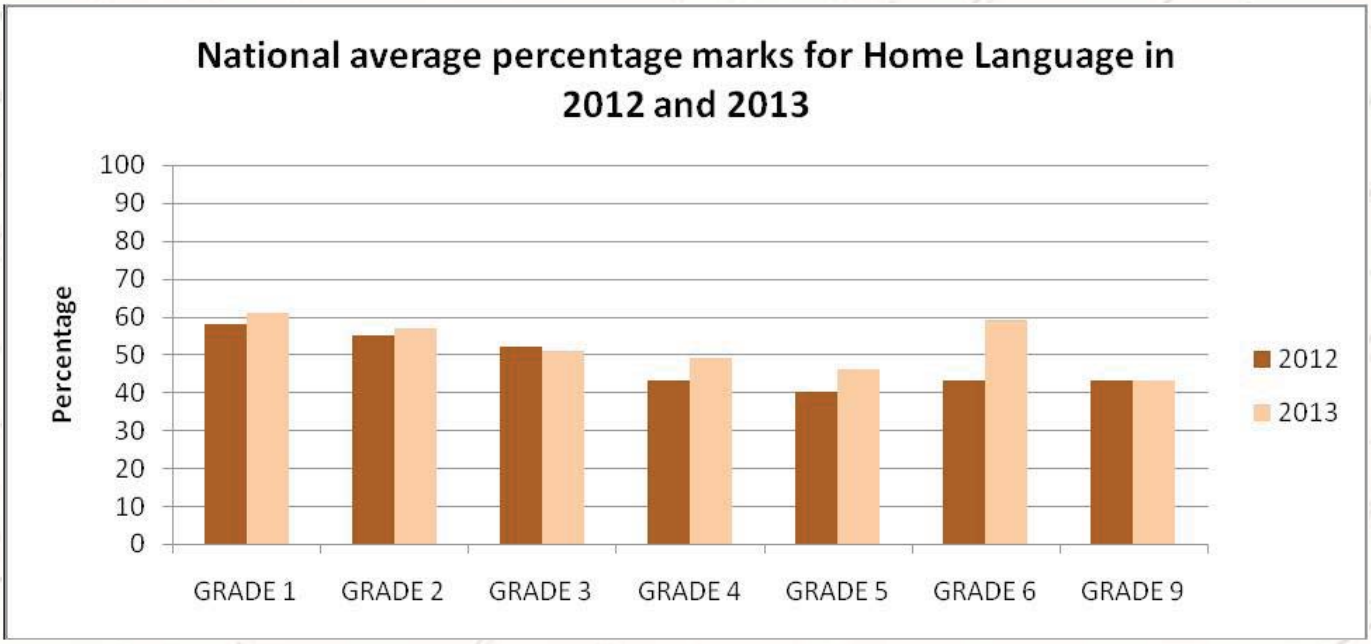


Figure 4.2: National average percentage marks for Home Language in 2012 and 2013.

Home Language marks did not vary much across years, except for Grade 6 in which a large increase was observed from 43% to 59% in 2013.

The average percentage marks in First Additional Language in the various grades are presented in **Table 4.4** and **Figure 4.3**.

Table 4.4: National average percentage marks for First Additional Language in 2012 and 2013

GRADE	FIRST ADDITIONAL LANGUAGE 2012	FIRST ADDITIONAL LANGUAGE 2013
4	34	39
5	30	37
6	36	46
9	35	33

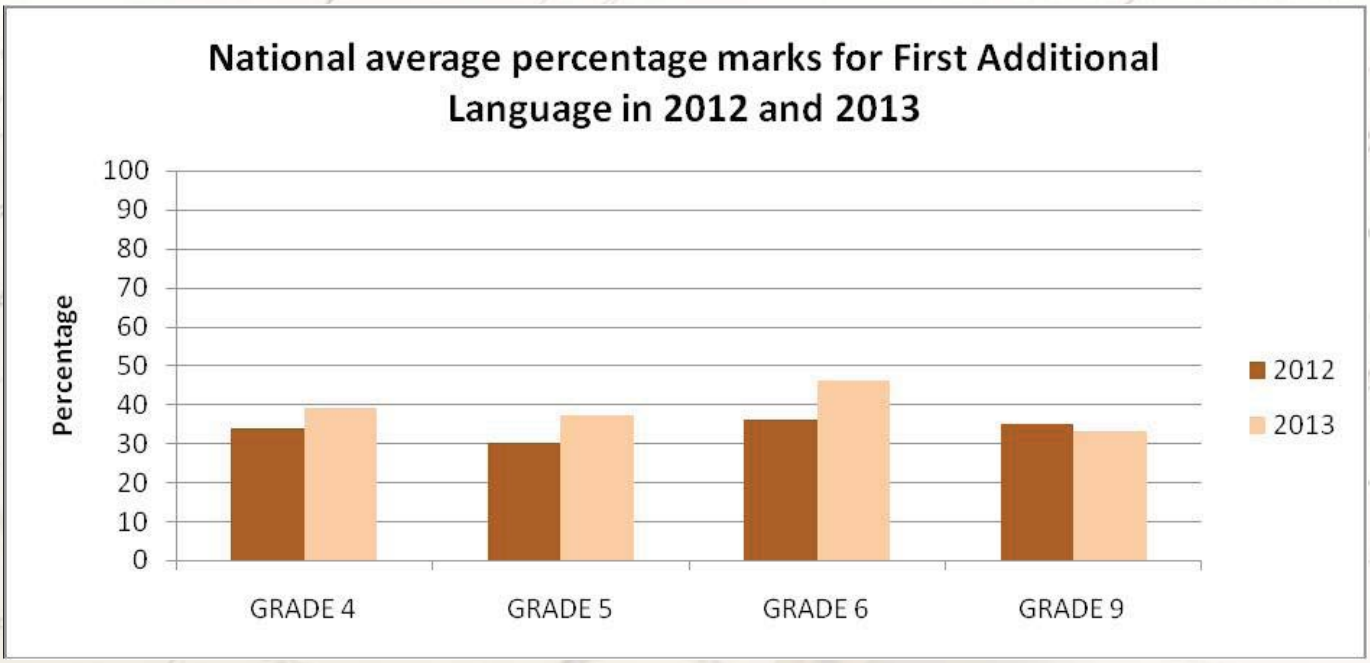


Figure 4.3: National average percentage marks for First Additional Language in 2012 and 2013

In Grades 4 and 9 the marks did not vary much across years, but considerable increases were observed in Grades 5 and 6.

4.3 PERCENTAGE OF LEARNERS SHOWING ADEQUATE AND HIGHER ACHIEVEMENT

In this section the proportions of Grade 3, 6 and 9 learners who obtained 50% or more of the test marks are reported for both 2012 and 2013. The focus of reporting in this section is on Grades 3, 6 and 9 because these are the grades at the end of each phase.

In terms of the CAPS, a mark of at least 50% is required for adequate and higher achievement. The percentage of Grade 3, 6 and 9 learners who obtained acceptable achievement (50% or more) in the Mathematics test in 2012 and 2013 are reported in **Table 4.5** and **Figure 4.4**.

Table 4.5: Percentage of learners achieving at least 50% of the Mathematics marks

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE	
	2012	2013
3	36	59
6	11	27
9	2	2

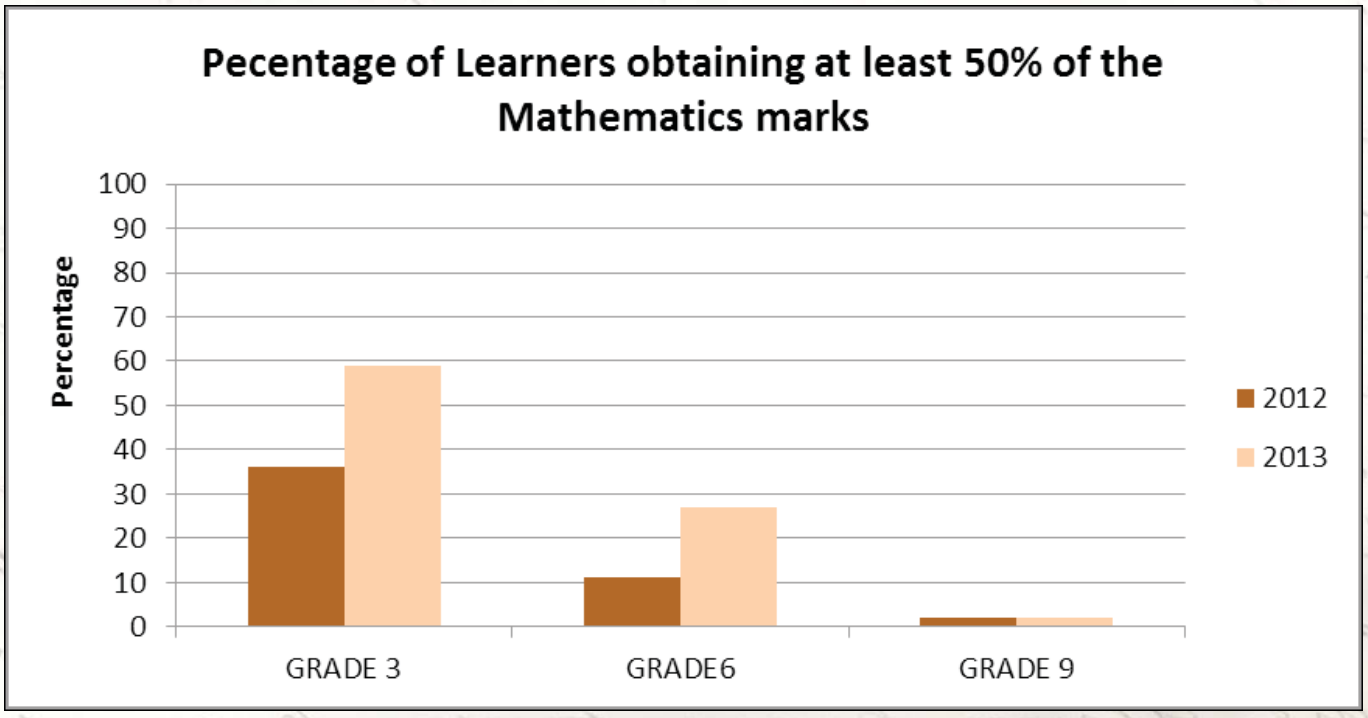


Figure 4.4: Learners with acceptable achievement in Mathematics in 2012 and 2013

Large increases in the percentage of learners reaching acceptable achievement levels can be observed for Mathematics in Grades 3 and 6. For Grade 3, the target set in the *Action Plan* (58%) was met. In Grade 6 there was a large increase in the percentage of learners reaching acceptable achievement levels, but the target was not met. In Grade 9, achievement fell far short of the target.

The proportions of Grade 3, 6 and 9 learners who obtained 50% or more of the Home Language test marks in 2012 and 2013 are reported in **Table 4.6** and **Figure 4.5**.

Table 4.6: Percentage of learners achieving at least 50% of the Home Language marks

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE	
	2012	2013
3	57	57
6	39	68
9	39	37

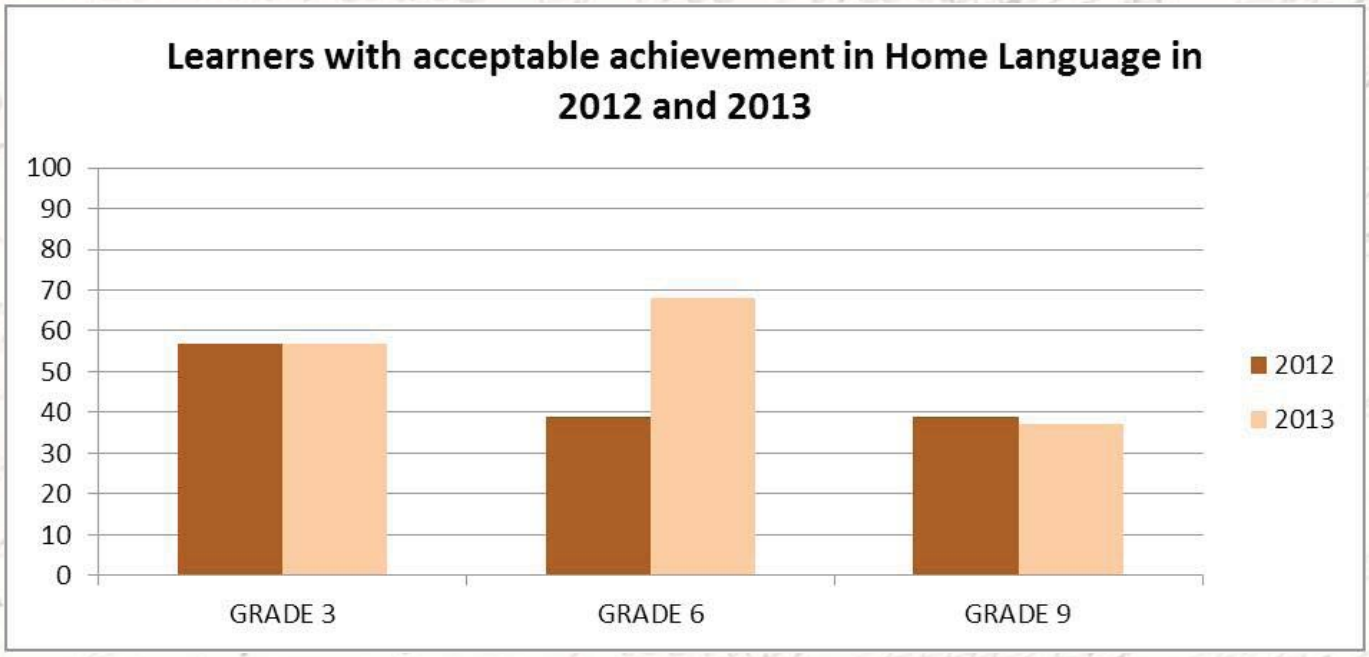


Figure 4.5: Learners with acceptable achievement in Home Language in 2012 and 2013

For Grade 3, the target set in the *Action Plan* (58%) was met. In Grade 6, there was a large increase in the percentage of learners reaching acceptable achievement levels. The target set in the *Action Plan* (55%) was exceeded. The percentage of learners reaching acceptable achievement in Grade 9 remained constant and is still well below the goal of 60% set for 2014.

The percentage of Grade 3, 6 and 9 learners who obtained 50% or more of the First Additional Language test marks in 2012 and 2013 is reported in **Table 4.7** and **Figure 4.6**.

Table 4.7: Percentage of learners achieving at least 50% of the First Additional Language marks

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE	
	2012	2013
6	24	41
9	21	17

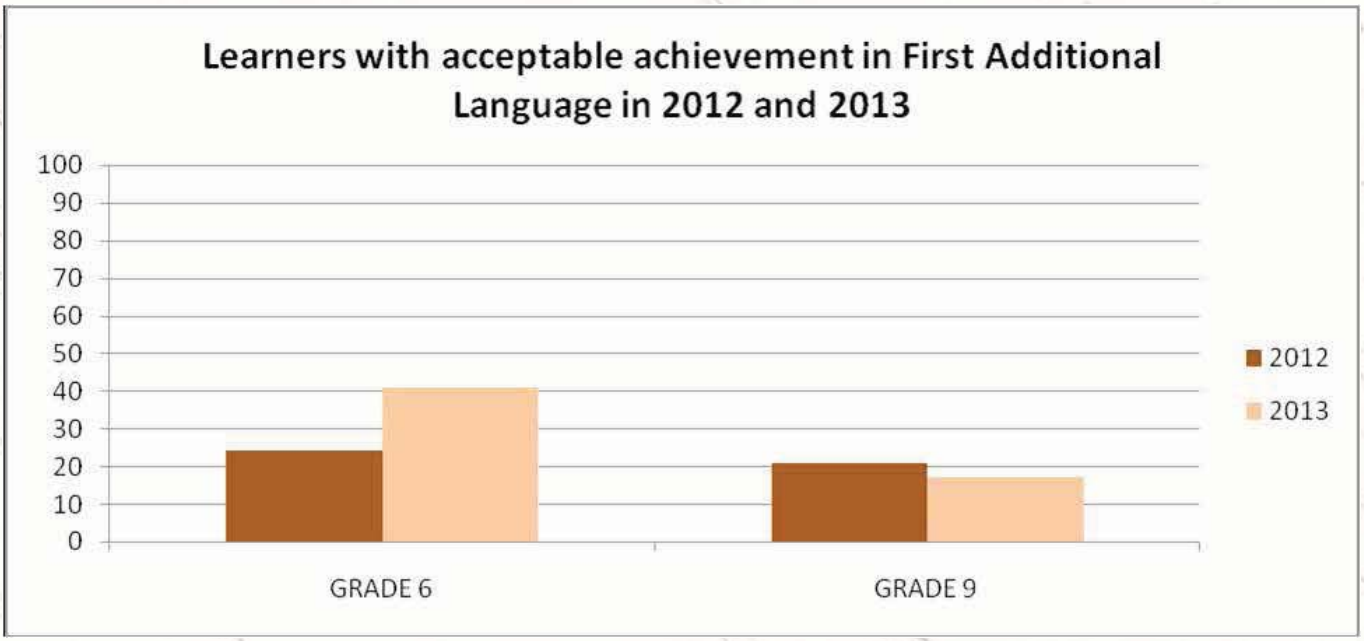


Figure 4.6: Learners with acceptable achievement in First Additional Language in 2012 and 2013.

For Grade 6 there was a large increase in the percentage of learners reaching acceptable achievement levels. The target set in the *Action Plan* (55%) was not met. The percentage of learners reaching acceptable achievement in Grade 9 remained low.

4.4 PROVINCIAL TRENDS IN THE PERFORMANCE OF GRADES 1–6 AND 9

The average percentage marks per province, as well as the percentage of learners reaching at least the adequate achievement level, are shown in the next sections for foundation phase, intermediate phase and the senior phase respectively for 2012 and 2013. The average percentage marks in 2012 and 2013 are also displayed in graphs. Results will be reported per grade, starting with Grade 1 and continuing to Grade 9. Grades within a phase are grouped together. The means reported for the Verification of ANA 2013 will be included in the tables for Grades 3, 6 and 9 but are not reflected in the graphs. For Grade 3, 6 and 9 Mathematics, a map showing the percentage of learners attaining acceptable levels of achievement is presented.

4.4.1 FOUNDATION PHASE

GRADE 1

The achievement of Grade 1 learners in Mathematics by province in 2012 and 2013 is shown in **Table 4.8** and **Figure 4.7**.

Table 4.8: Achievement in Grade 1 Mathematics by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)		ACCEPTABLE ACHIEVEMENT (≥ 50%)	
	2012	2013	2012	2013
EC	65.2	56.2	72.8	65.5
FS	70.2	58.9	81.0	71.1
GP	74.1	65.0	85.7	79.2
KZN	69.1	61.8	78.8	74.9
LP	64.7	55.7	73.1	65.2
MP	65.9	56.2	74.9	67.4
NC	63.5	55.1	71.6	62.8
NW	63.3	54.7	71.2	64.6
WC	70.1	61.1	80.3	73.2
Total	**68.1**	**59.6**	**77.4**	**71.3**

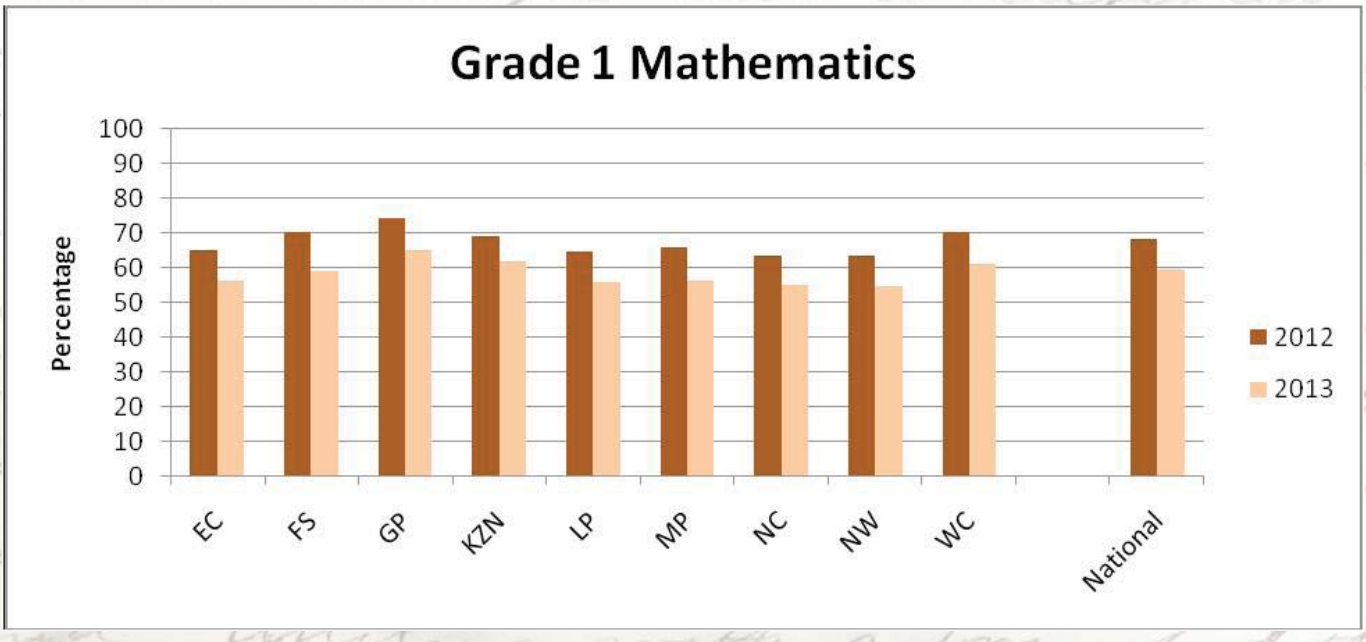


Figure 4.7: Provincial average percentage marks for Grade 1 Mathematics in 2012 and 2013

From **Table 4.8**, the percentage of learners attaining acceptable achievement levels was high in all provinces, with Gauteng being the highest at 79.2%.

The achievement of Grade 1 learners in Language by province in 2012 and 2013 is shown in **Table 4.9**.and **Figure 4.8**.

Table 4.9: Achievement in Grade 1 Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)		ACCEPTABLE ACHIEVEMENT (≥ 50%)	
	2012	2013	2012	2013
EC	55.0	54.8	60.0	63.4
FS	59.8	61.4	68.5	73.8
GP	62.7	65.4	72.1	77.9
KZN	58.4	61.6	65.4	73.5
LP	54.6	57.9	58.8	67.6
MP	54.1	57.1	58.1	67.6
NC	52.4	56.8	55.7	65.2
NW	53.1	56.6	55.5	66.9
WC	61.0	64.5	68.5	75.3
Total	57.5	**60.4**	63.7	**71.4**

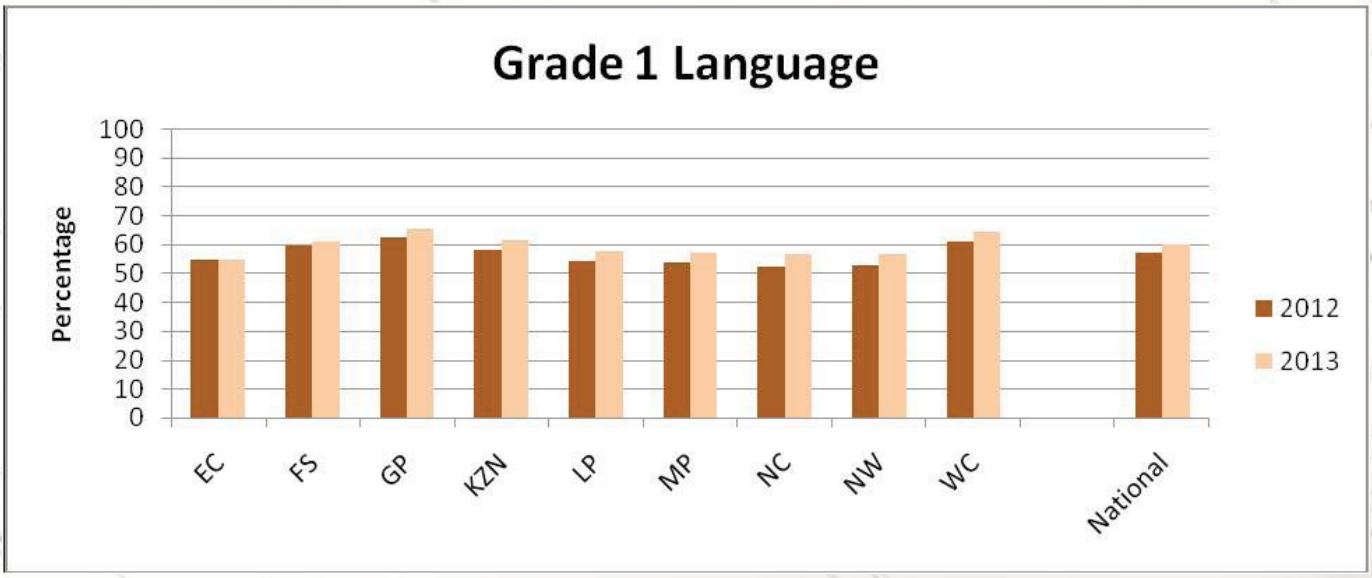


Figure 4.8: Provincial average percentage marks for Grade 1 Language in 2012 and 2013

From **Table 4.9**, the percentage of learners attaining acceptable achievement levels was large in all provinces with Gauteng taking the lead at 77.9%.

GRADE 2

The achievement of Grade 2 learners in Mathematics by province in 2012 and 2013 is shown in **Table 4.10** and **Figure 4.9**.

Table 4.10: Achievement in Grade 2 Mathematics by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)		ACCEPTABLE ACHIEVEMENT (≥ 50%)	
	2012	2013	2012	2013
EC	55.2	54.1	63.3	61.6
FS	59.7	59.9	72.6	72.4
GP	63.2	64.5	78.3	78.6
KZN	58.4	60.8	69.9	73.4
LP	52.7	54.9	59.2	63.5
MP	54.3	56.0	62.9	67.4
NC	54.4	55.2	61.5	63.1
NW	50.6	54.0	54.2	61.8
WC	62.1	62.2	76.8	74.5
Total	57.4	**58.9**	67.8	**70.0**

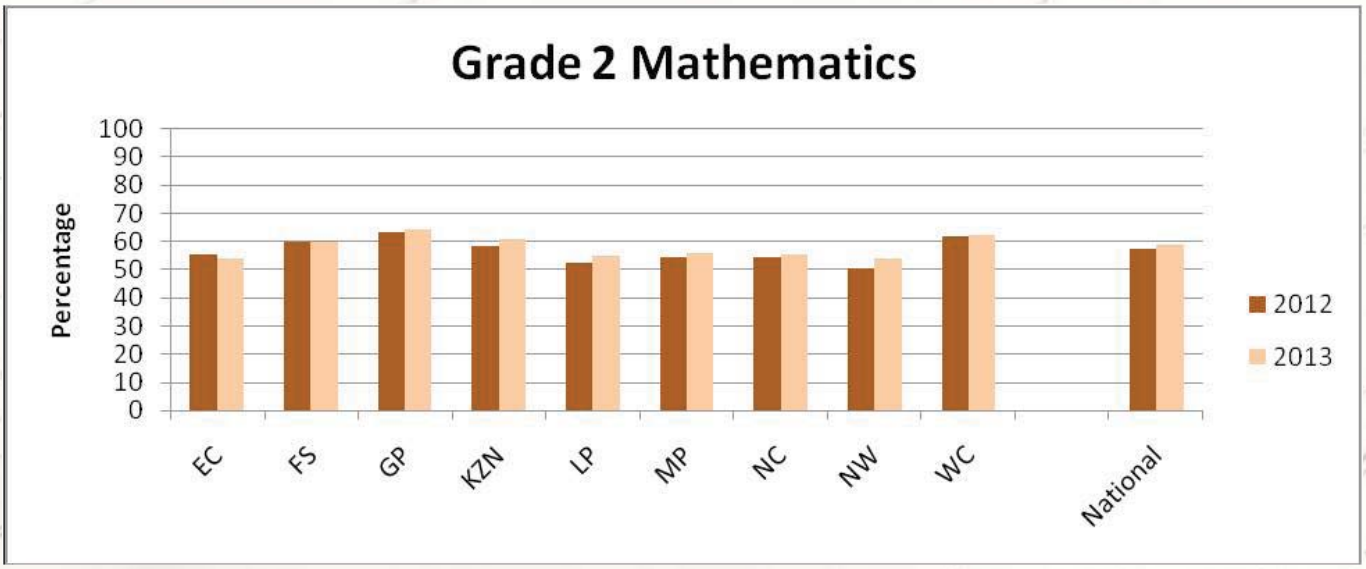


Figure 4.9: Provincial average percentage marks for Grade 2 Mathematics in 2012 and 2013

As in Grade 1, the percentage of learners attaining acceptable achievement levels was high in all provinces with Gauteng being the highest at 78.6%.

The achievement of Grade 2 learners in Language by province in 2012 and 2013 is shown in **Table 4.11** and **Figure 4.10**.

Table 4.11: Achievement in Grade 2 Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)		ACCEPTABLE ACHIEVEMENT (≥ 50%)	
	2012	2013	2012	2013
EC	52.8	51.8	60.0	57.1
FS	56.3	56.8	66.4	66.9
GP	59.1	60.2	69.9	69.2
KZN	57.8	58.6	68.4	68.9
LP	53.3	52.9	60.4	58.3
MP	53.4	54.1	61.4	62.3
NC	48.7	52.8	52.2	57.8
NW	46.9	51.2	48.8	56.1
WC	59.9	62.0	71.6	72.9
Total	**55.3**	**56.5**	**64.0**	**64.6**

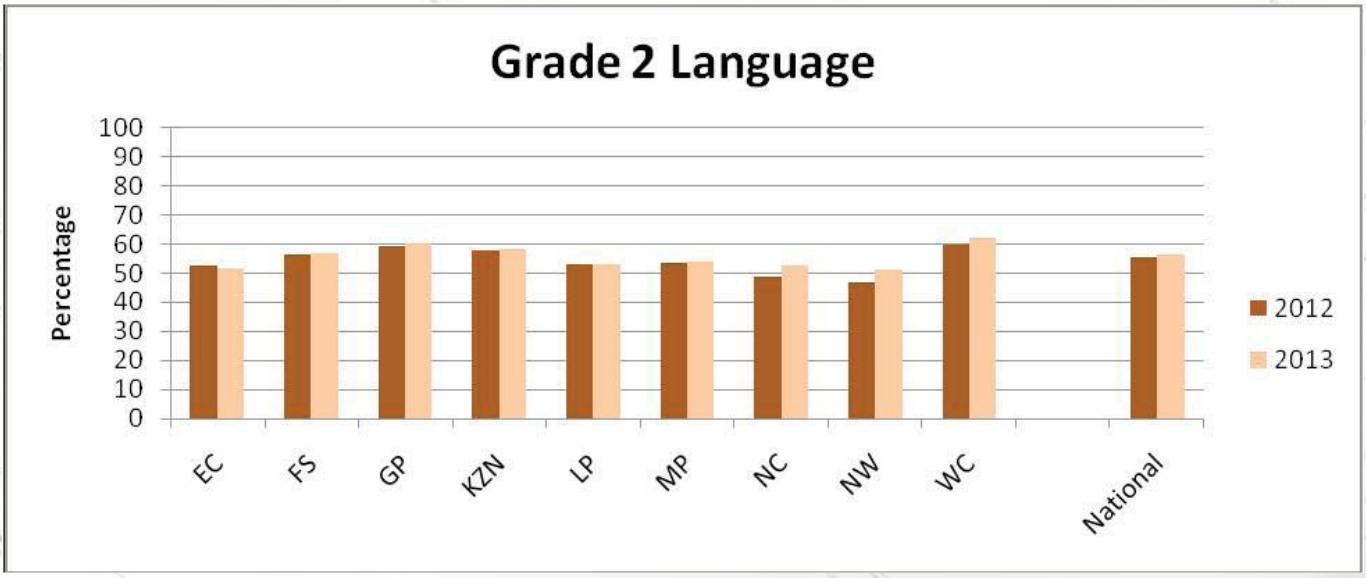


Figure 4.10: Provincial average percentage marks for Grade 2 Language in 2012 and 2013

The percentage of learners attaining acceptable achievement levels was high in all provinces with Western Cape being the highest at 72.9%.

GRADE 3

The achievement of Grade 3 learners in Mathematics by province in 2012 and 2013 is shown in **Table 4.12** and **Figures 4.11** and **4.12**.

Table 4.12: Achievement in Grade 3 Mathematics by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)			ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	VERIFICATION	2012	2013	VERIFICATION
EC	40.5	50.6	44.8	34.9	54.9	42.4
FS	44.7	54.9	48.7	41.8	63.2	47.2
GP	46.9	58.9	54.3	47.9	69.6	59.4
KZN	42.2	55.5	50.7	37.6	64	52.5
LP	34.4	45.5	42.5	23.7	44.4	36.9
MP	35.6	47.8	46.4	25	50.2	45.7
NC	37.9	50.5	47.6	31.2	54	46.4
NW	34.1	49.1	45.7	23.4	51.9	43.8
WC	47.4	57.4	58.2	48	66	67.6
National	**41.2**	**53.1**	49.1	**36.3**	**59.1**	49.8

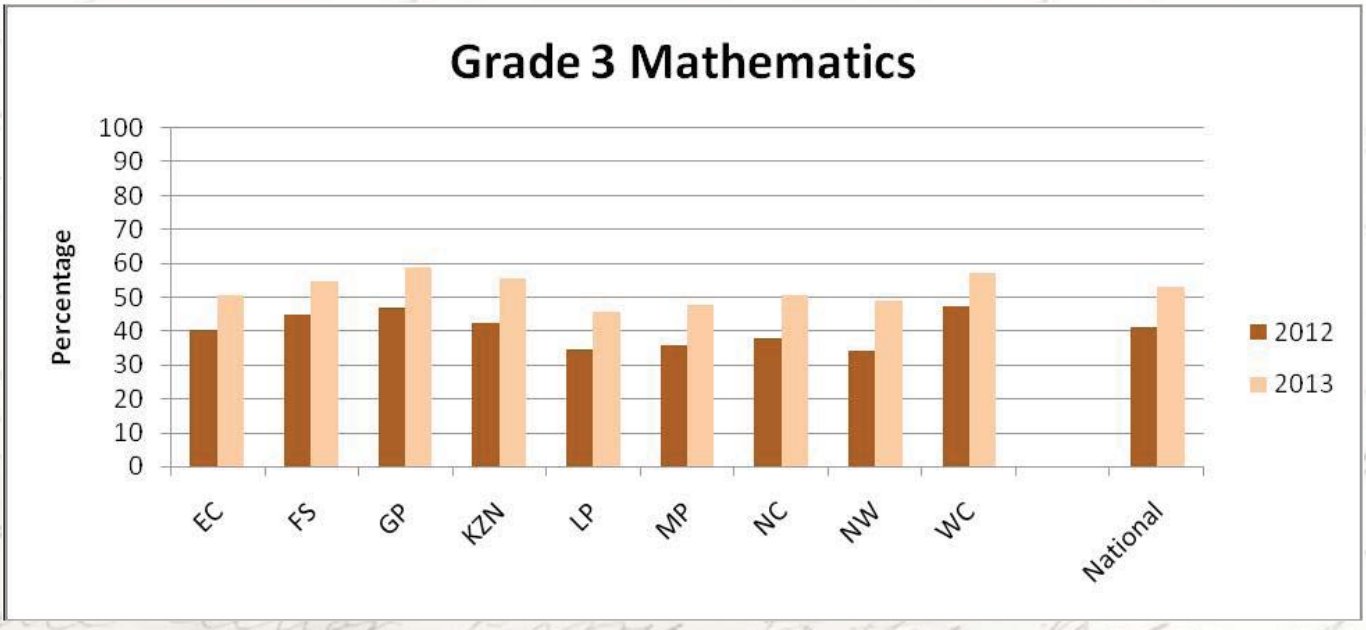


Figure 4.11: Provincial average percentage marks for Grade 3 Mathematics in 2012 and 2013

The percentage of learners achieving at acceptable levels in each province for Grade 3 Mathematics in 2013 is shown in **Figure 4.12**.

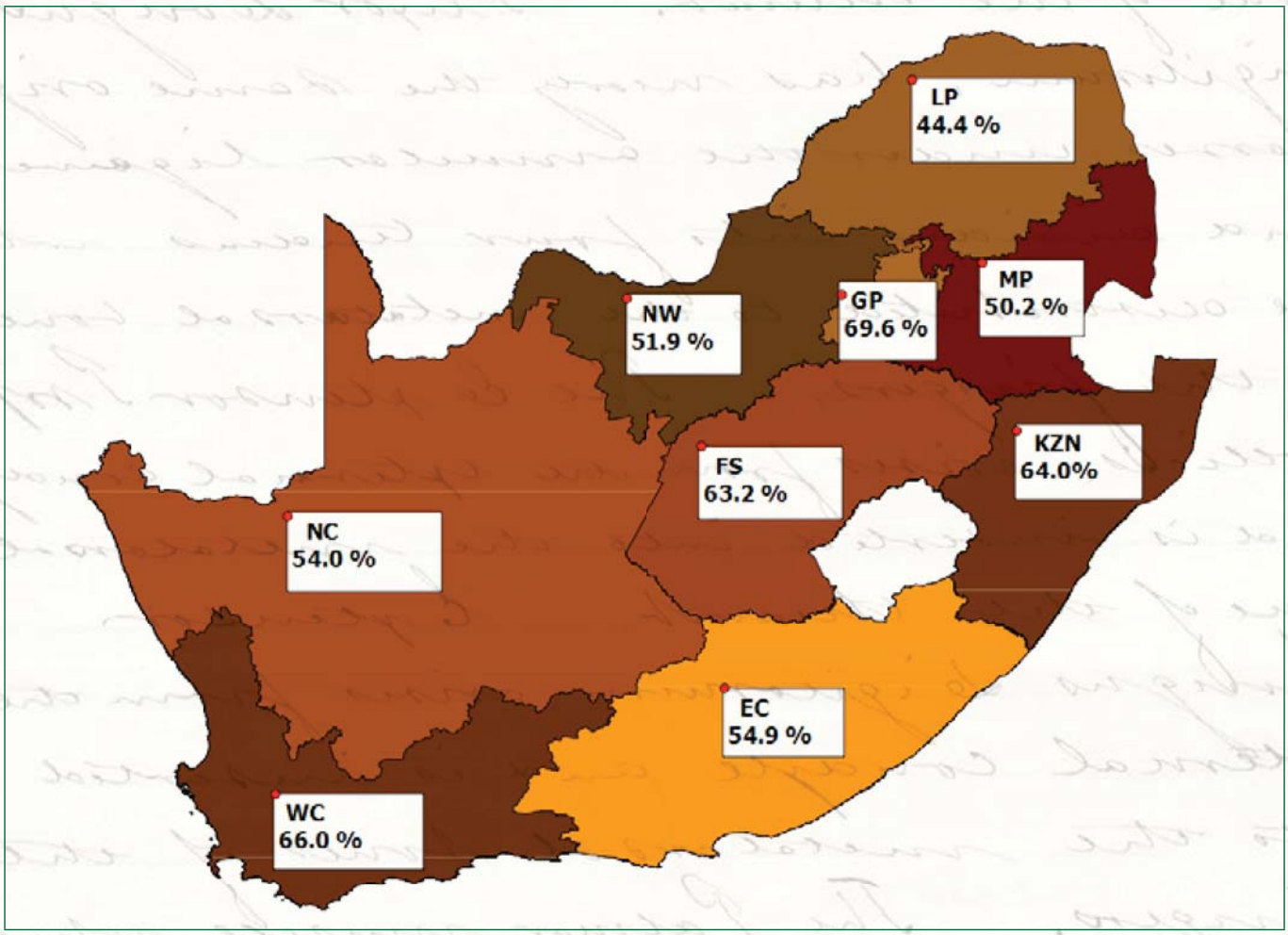


Figure 4.12: Percentage of learners with acceptable achievement levels in Grade 3 Mathematics

In all provinces except for Limpopo the percentage of learners attaining acceptable achievement levels exceeded 50%, with Gauteng being the highest.

The achievement of Grade 3 learners in Language by province in 2012 and 2013 is shown in **Table 4.13** and **Figure 4.13**.

Table 4.13: Achievement in Grade 3 Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)			ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	VERIFICATION	2012	2013	VERIFICATION
EC	50.3	47	34.7	52.7	50.2	27.0
FS	56.3	54.4	47.5	65.2	65.7	49.7
GP	54.8	54.5	47.5	61.7	63.1	49.4
KZN	53.5	55.3	45.3	59.2	64.5	45.2
LP	47.9	46.9	37.2	48.8	49.9	30.0
MP	48	47	38.8	48.9	51.4	35.3
NC	49.4	46.2	36.6	51.4	48.6	29.4
NW	46.4	46.8	37.2	46.3	50.1	31.3
WC	57.1	49.9	48.6	67.4	54.9	53.0
National	**52**	**50.8**	42.0	**56.6**	**57**	39.7

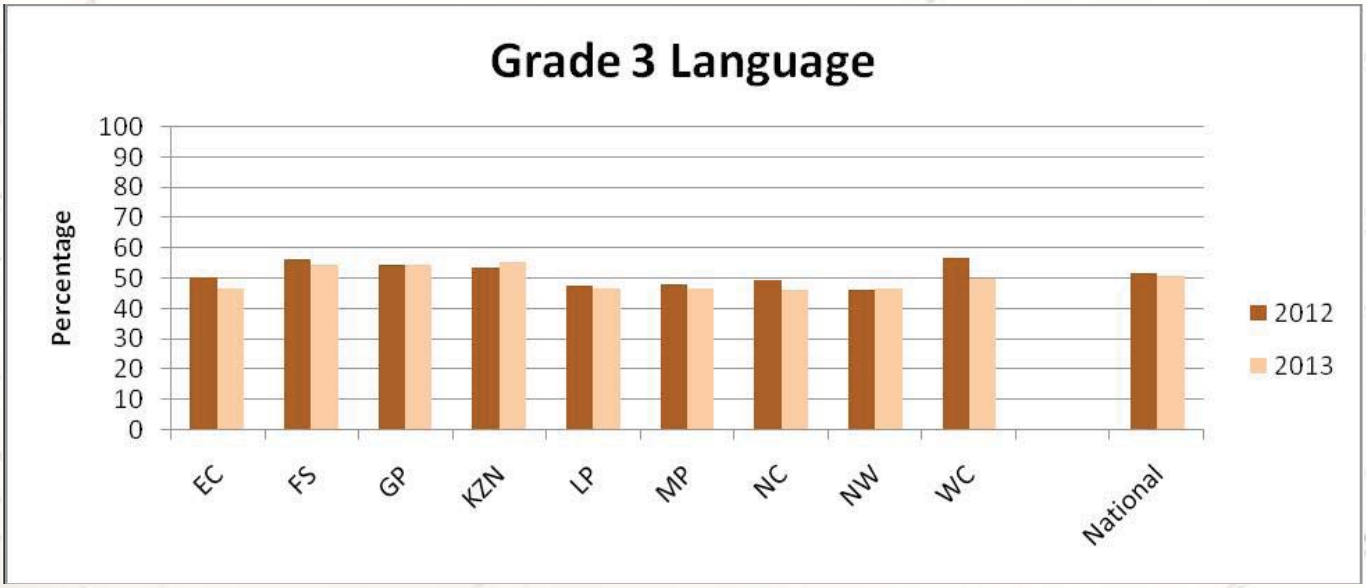


Figure 4.13: Provincial average percentage marks for Grade 3 Language in 2012 and 2013

In all provinces, except for Northern Cape, the percentage of learners attaining acceptable achievement levels reached 50%, with Free State taking the lead at 65.7%.

4.4.2 Intermediate Phase

GRADE 4

The achievement of Grade 4 learners in Mathematics by province in 2012 and 2013 is shown in **Table 4.14** and **Figure 4.14**.

Table 4.14: Achievement in Grade 4 Mathematics by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)		ACCEPTABLE ACHIEVEMENT (≥ 50%)	
	2012	2013	2012	2013
EC	35.3	32.6	22.7	20.9
FS	36.3	35.0	22.9	22.4
GP	42.0	43.8	35.9	40.1
KZN	39.4	39.2	30.5	31.2
LP	29.4	29.6	13.7	15.0
MP	31.7	32.8	16.0	17.6
NC	34.9	32.1	23.0	20.1
NW	31.0	29.9	15.5	15.2
WC	45.6	42.2	42.2	36.5
Total	37.0	**36.8**	26.3	**27.1**

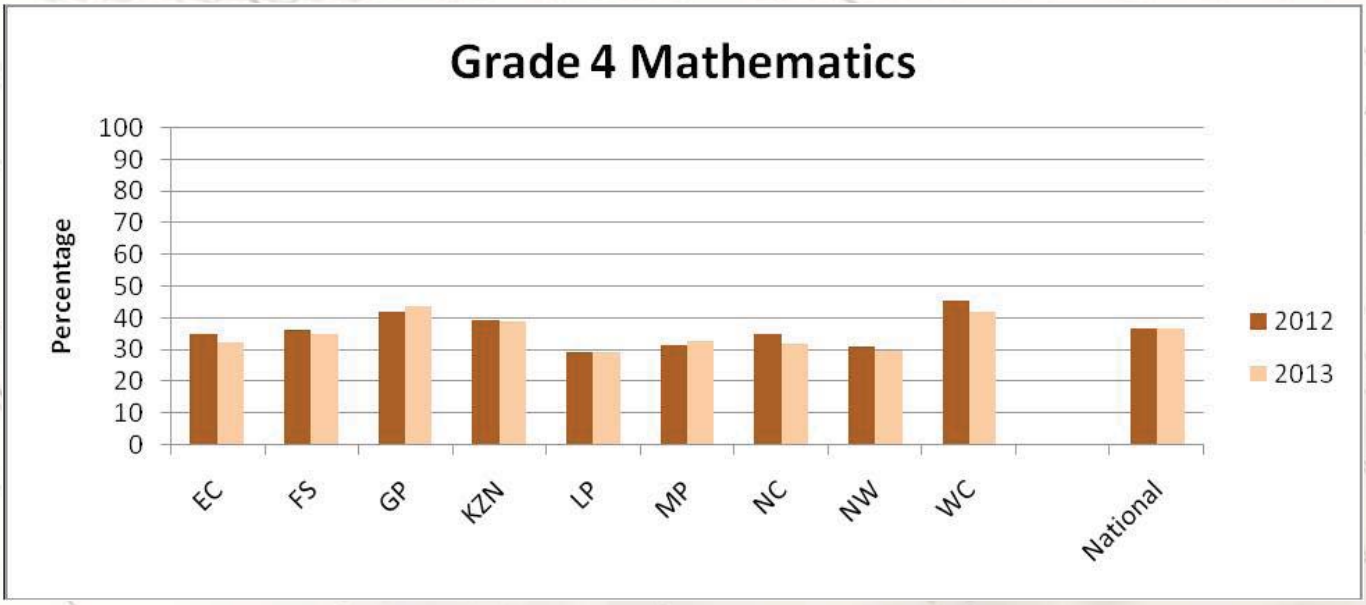


Figure 4.14: Provincial average percentage marks for Grade 4 Mathematics in 2012 and 2013

The percentage of learners attaining acceptable achievement levels was very low in most provinces. The best performing provinces were Gauteng and Western Cape at 40.1% and 36.5% respectably.

The achievement of Grade 4 learners in Home Language by province in 2012 and 2013 is shown in **Table 4.15** and **Figure 4.15**.

Table 4.15: Achievement in Grade 4 Home Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)		ACCEPTABLE ACHIEVEMENT (≥ 50%)	
	2012	2013	2012	2013
EC	38.3	43.0	32.5	40.0
FS	53.4	55.5	59.0	64.3
GP	49.7	53.4	53.2	59.9
KZN	38.2	46.6	31.9	45.5
LP	24.1	44.3	12.1	41.5
MP	31.8	43.2	23.6	39.3
NC	41.1	43.9	39.1	44.1
NW	25.9	46.9	14.3	47.9
WC	54.8	54.1	63.0	63.2
Total	42.6	**49.3**	41.3	**52.1**

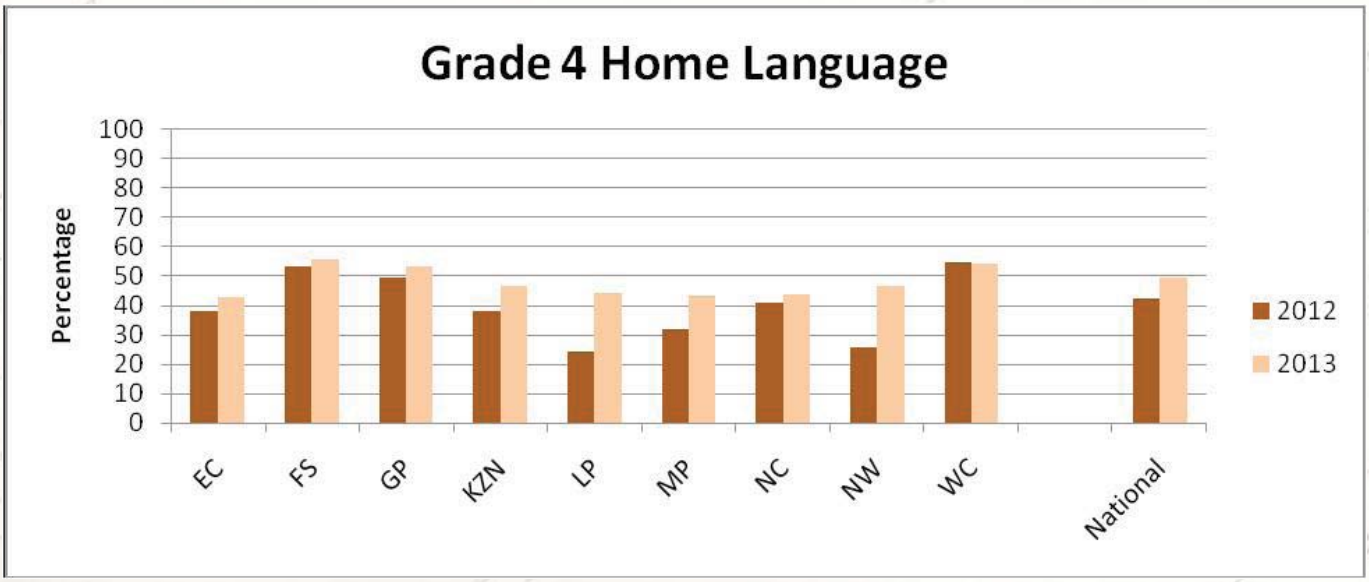


Figure 4.15: Provincial average percentage marks for Grade 4 Home Language 2012 and 2013

The percentage of learners attaining acceptable achievement levels varied across provinces from 40% for Eastern Cape and Mpumalanga to 64.3% for Free State.

The achievement of Grade 4 learners in First Additional Language by province in 2012 and 2013 is shown in **Table 4.16** and **Figure 4.16**.

Table 4.16: Achievement in Grade 4 First Additional Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)		ACCEPTABLE ACHIEVEMENT (≥ 50%)	
	2012	2013	2012	2013
EC	36.0	37.6	28.8	28.9
FS	31.9	40.2	21.2	32.0
GP	40.0	46.4	36.9	45.7
KZN	34.3	41.8	26.4	35.3
LP	28.5	35.8	17.4	24.3
MP	30.4	38.0	19.4	27.5
NC	33.2	32.9	24.8	20.0
NW	29.9	36.5	19.5	26.1
WC	33.4	41.4	24.2	34.6
Total	33.6	**39.2**	25.2	**30.9**

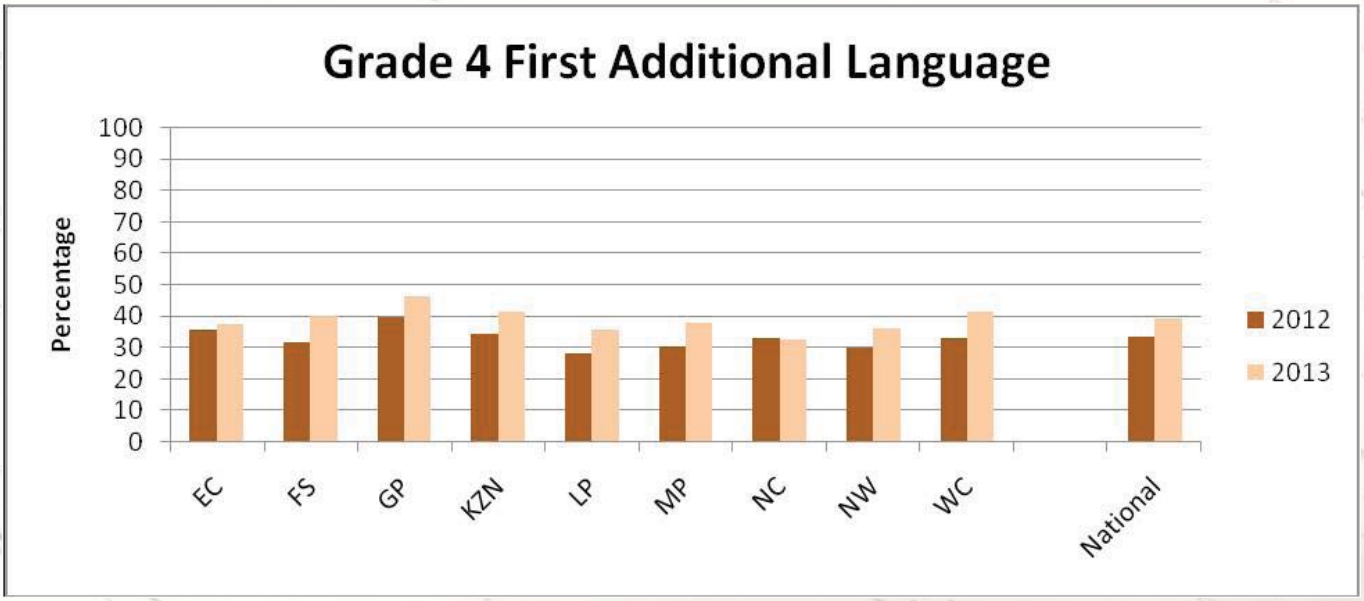


Figure 4.16: Provincial average percentage marks for Grade 4 First Additional Language 2012 and 2013

The percentage of learners attaining acceptable achievement levels varied across provinces from 20% for Northern Cape to 45.7% for Gauteng.

GRADE 5

The achievement of Grade 5 learners in Mathematics by province in 2012 and 2013 is shown in **Table 4.17** and **Figure 4.17**.

Table 4.17: Achievement in Grade 5 Mathematics by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)		ACCEPTABLE ACHIEVEMENT (≥ 50%)	
	2012	2013	2012	2013
EC	28.1	29.1	12.0	14.6
FS	30.9	32.5	15.5	17.8
GP	35.7	40.8	24.3	33.9
KZN	31.1	35.0	16.7	23.7
LP	24.3	26.1	7.4	10.4
MP	26.1	29.1	8.9	12.6
NC	27.1	28.8	12.7	14.2
NW	26.1	28.2	9.1	12.6
WC	39.4	39.7	30.9	31.4
Total	30.4	**33.4**	16.1	**21.2**

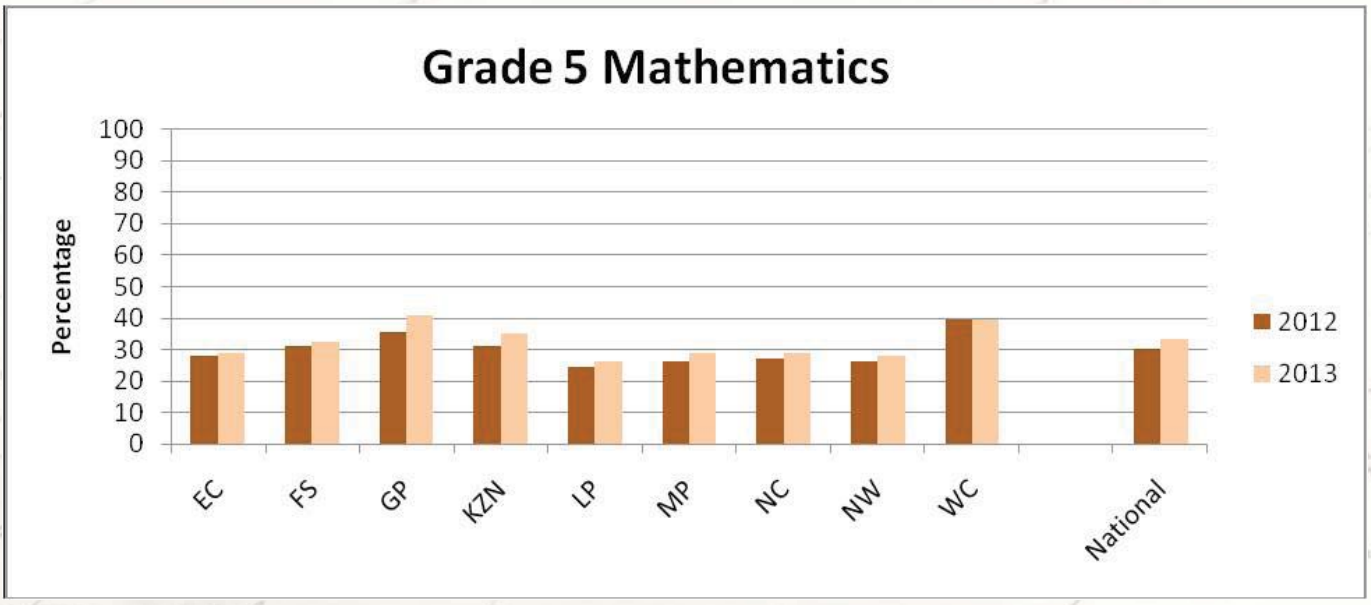


Figure 4.17: Provincial average percentage marks for Grade 5 Mathematics in 2012 and 2013

Across all provinces the percentage of learners attaining acceptable achievement levels was low. The percentage of learners attaining acceptable achievement levels varied across provinces from 10.4% for Limpopo to 33.9% for Gauteng.

The achievement of Grade 5 learners in Home Language by province in 2012 and 2013 is shown in **Table 4.18** and **Figure 4.18**.

Table 4.18: Achievement in Grade 5 Home Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)		ACCEPTABLE ACHIEVEMENT (≥ 50%)	
	2012	2013	2012	2013
EC	35.0	36.3	27.6	26.9
FS	50.2	57.5	53.9	66.3
GP	45.5	51.6	46.4	56.1
KZN	34.4	43.7	26.7	40.5
LP	24.2	32.6	12.0	21.3
MP	30.9	52.2	22.0	56.5
NC	38.1	42.7	31.0	39.0
NW	26.2	39.6	13.6	32.7
WC	50.9	55.8	55.2	64.2
Total	39.9	**45.6**	36.5	**44.7**

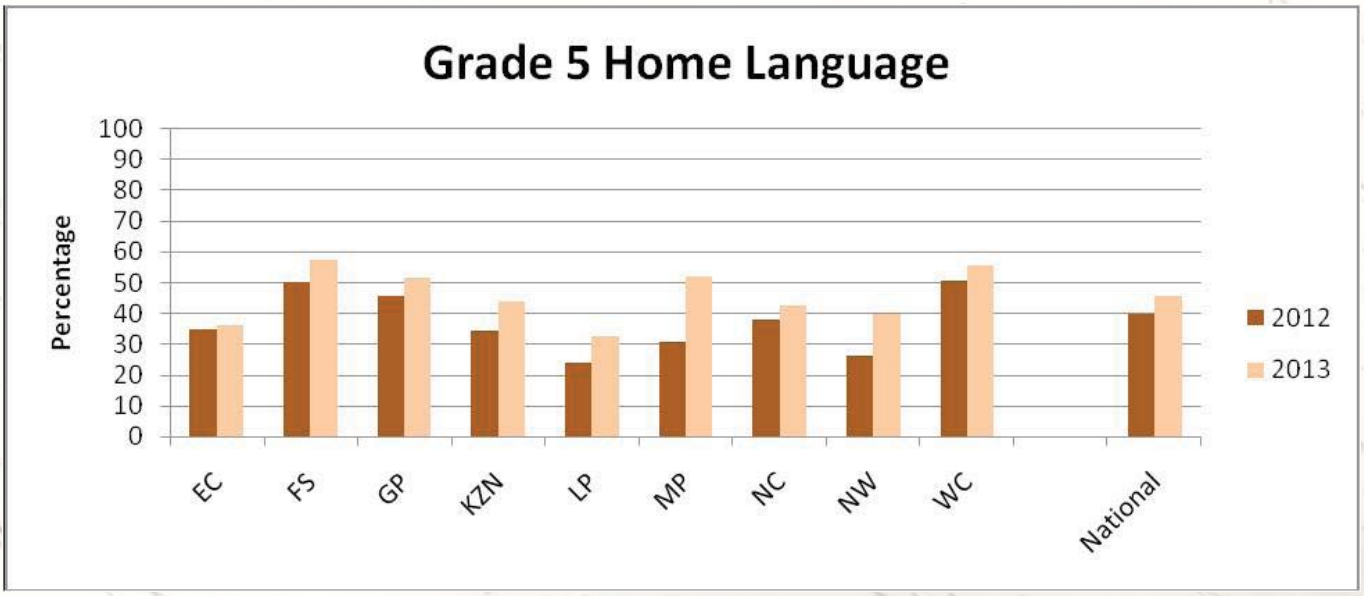


Figure 4.18: Provincial average percentage marks for grade 5 Home Language in 2012 and in 2013

The percentage of learners attaining acceptable achievement levels varied across provinces from 21.3% for Limpopo to 66.3% for Free State.

The achievement of Grade 5 learners in First Additional Language by province in 2012 and 2013 is shown in **Table 4.19** and **Figure 4.19**.

Table 4.19: Achievement in Grade 5 First Additional Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)		ACCEPTABLE ACHIEVEMENT (≥ 50%)	
	2012	2013	2012	2013
EC	30.3	34.1	16.4	22.8
FS	27.9	36.9	11.5	25.6
GP	35.8	47.5	25.7	48.9
KZN	31.0	37.0	18.4	27.6
LP	25.2	31.1	10.8	18.1
MP	26.3	34.8	10.6	23.3
NC	30.1	34.5	17.7	24.6
NW	27.9	34.1	12.6	22.3
WC	31.0	39.1	16.0	29.8
Total	29.6	**36.5**	15.9	**26.7**

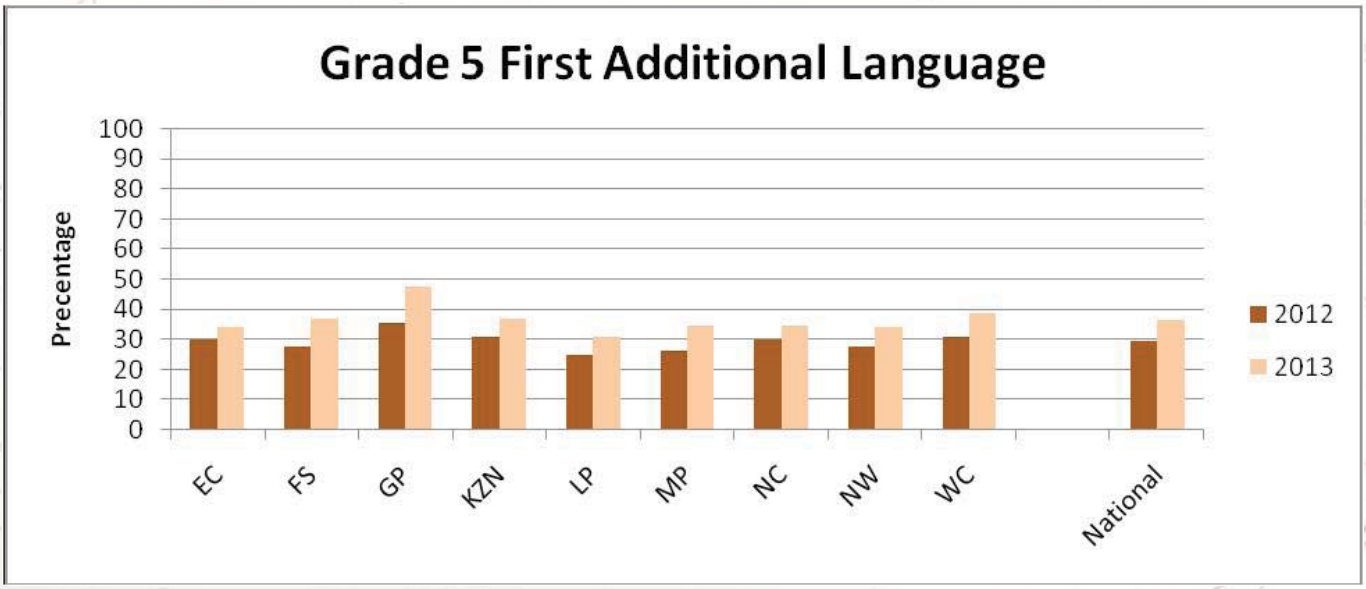


Figure 4.19: Provincial average percentage marks for grade 5 First Additional Language in 2012 and in 2013

The percentage of learners attaining acceptable achievement levels varied across provinces from 18.1% for Limpopo to 48.9% for Gauteng.

GRADE 6

The achievement of Grade 6 learners in Mathematics by province in 2012 and 2013 is shown in **Table 4.20** and **Figures 4.20** and **4.21**.

Table 4.20: Achievement in Grade 6 Mathematics by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)			ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	VERIFICATION	2012	2013	VERIFICATION
EC	24.9	33	29.8	8.1	16.2	8.2
FS	28.4	40	39.0	11.7	26.5	22.4
GP	30.9	44.7	43.5	16.4	38.4	35.0
KZN	28.1	41.2	40.0	11.8	30.4	27.3
LP	21.4	32.9	32.8	4.6	15.3	13.0
MP	23.4	33.6	35.8	5.7	16.1	16.2
NC	23.8	35.6	34.6	7.6	20.5	16.8
NW	23.6	36.5	37.5	7.1	20.8	20.9
WC	32.7	44.9	47.1	19.9	37.7	41.3
National	**26.7**	**39**	37.8	**10.6**	**26.5**	22.8

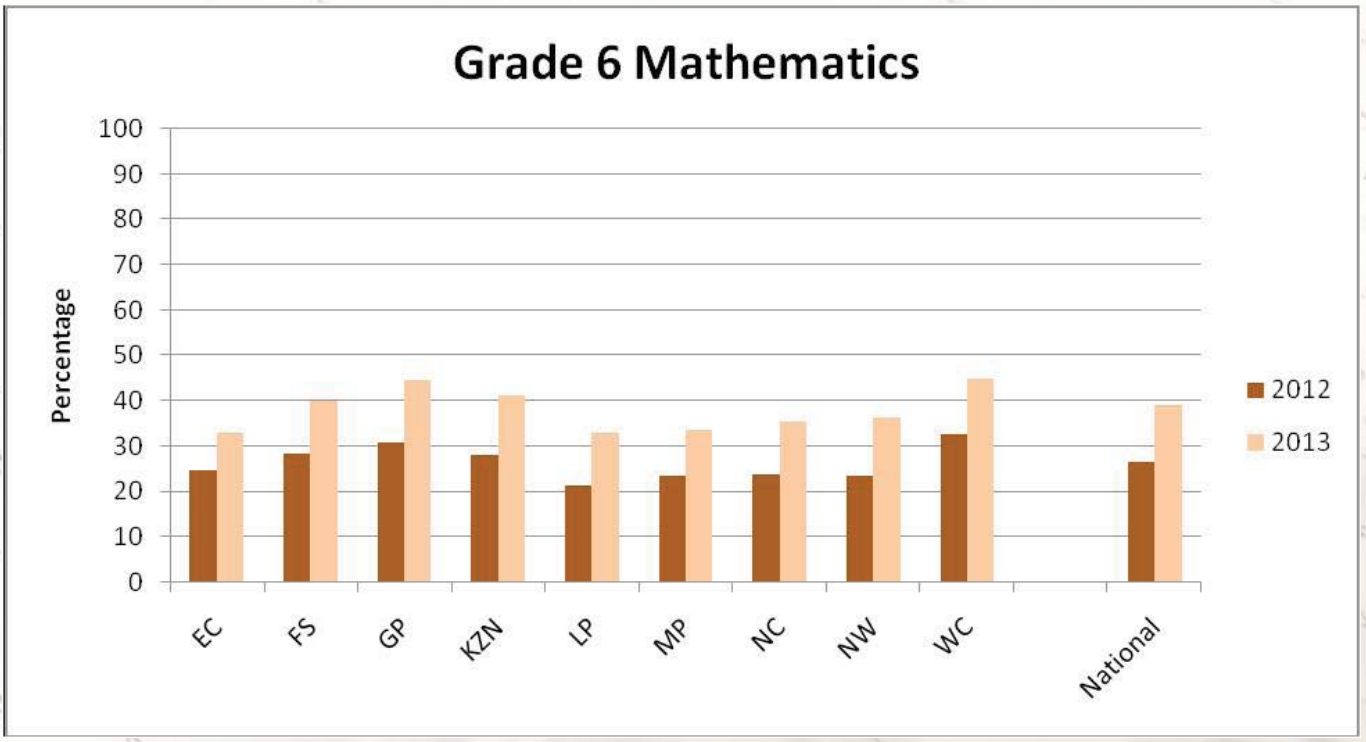


Figure 4.20: Provincial average percentage marks for Grade 6 Mathematics in 2012 and 2013

The percentage of learners achieving acceptable levels in each province for Grade 6 Mathematics in 2013 is shown in **Figure 4.21**.

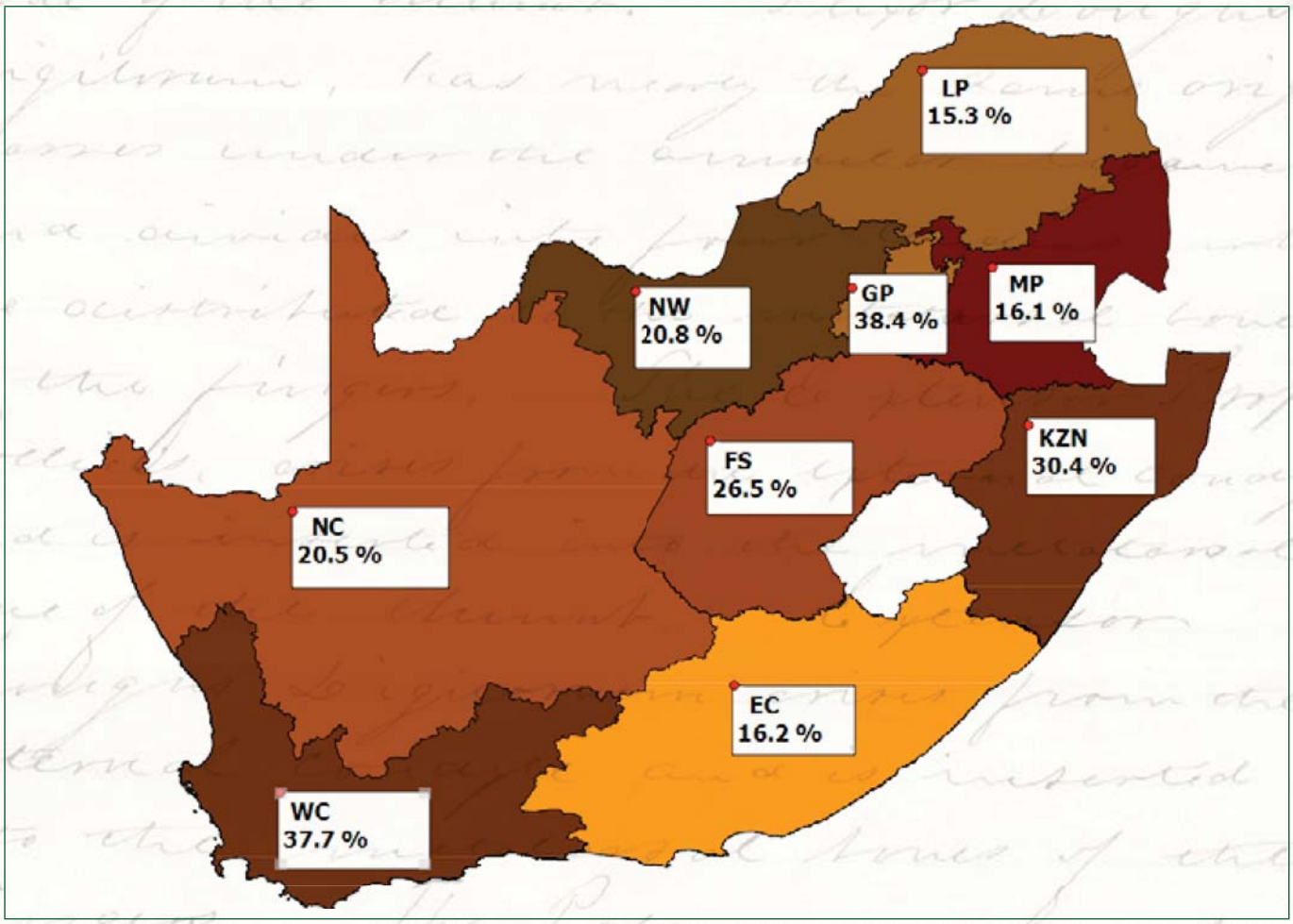


Figure 4.21: Percentage of learners with acceptable achievement levels in Grade 6 Mathematics

Nationally the percentage of learners attaining acceptable achievement levels was below the expected target. This varied across provinces from 15.3% for Limpopo to 38.4% for Gauteng and Western Cape.

The achievement of Grade 6 learners in Home Language by province in 2012 and 2013 is shown in **Table 4.21** and **Figure 4.22**.

Table 4.21: Achievement in Grade 6 Home Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)			ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	VERIFICATION	2012	2013	VERIFICATION
EC	38.4	44.8	49.7	29.4	40.7	54.7
FS	52.2	64.6	64.1	56.8	80.4	82.6
GP	49.3	61.3	67.4	51.6	71.7	83.9
KZN	40.9	57.4	64.9	34.9	63.7	78.9
LP	28.2	51.6	69.7*	14.5	53.7	86.5*
MP	33.4	57.5	63.4	23.2	68.4	76.5
NC	39	52.8	54.9	29.1	57.3	61.7
NW	33.1	58.3	64.9	20.4	67.1	77.6
WC	49.7	63	62.8	50.4	76.7	78.2
National	**42.8**	**58.8**	**63.5**	**38.7**	**67.6**	**77.6**

* Sample size was too small and, therefore, the statistic must be interpreted with caution.

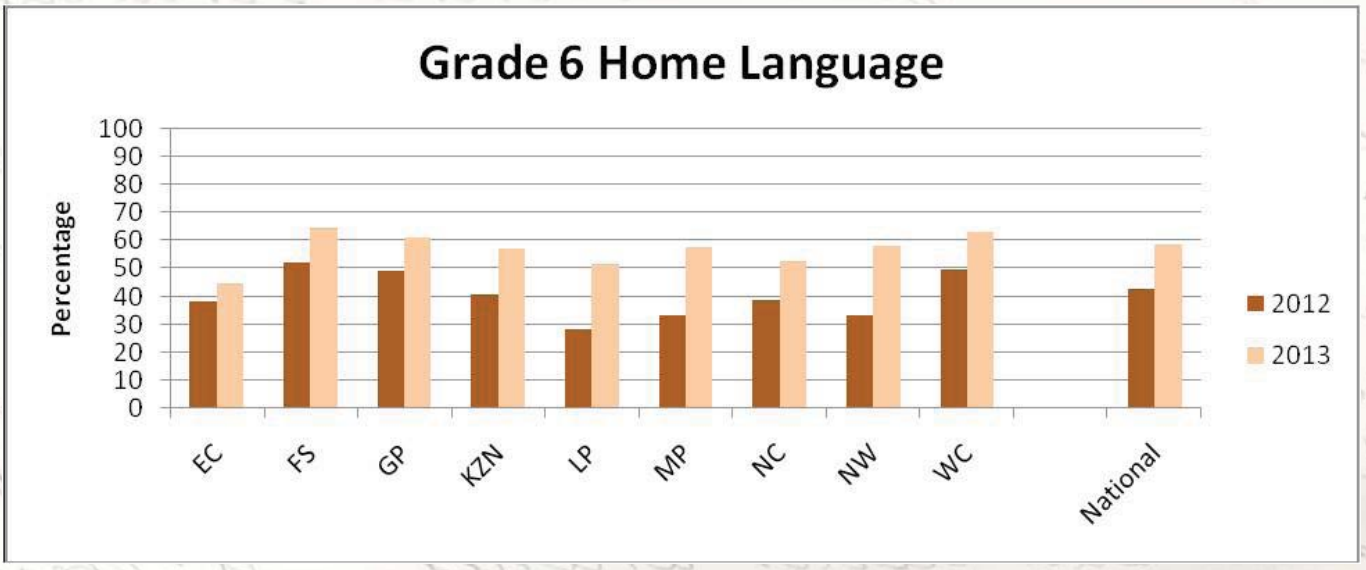


Figure 4.22: Provincial average percentage marks for Grade 6 Home Language in 2012 and 2013

In seven out of the nine provinces the percentage of learners attaining acceptable achievement levels exceeded the target (55%) for 2013. Provincial performance varied from 40.7% for Eastern Cape to 80.4% for Free State.

The achievement of Grade 6 learners in First Additional Language by province in 2012 and 2013 is shown in **Table 4.22** and **Figure 4.23**.

Table 4.22: Achievement in Grade 6 First Additional Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)			ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	Verification	2012	2013	Verification
EC	36.3	43.2	39.9	25	36.2	28.7
FS	37.3	47.9	47.5	24.8	45.2	42.9
GP	42.8	52.4	51.5	38.9	56.6	55.3
KZN	35.3	47.7	43.9	23.5	44.7	35.9
LP	31.7	43.2	41.9	18.2	35.4	30.6
MP	31.1	41.7	42.5	17.6	34.9	33.0
NC	36.4	40.3	40.5	25.3	29.2	27.8
NW	36.1	46.7	44.6	24.9	42.6	38.0
WC	38.3	48.1	50.7	28.7	46.4	52.2
National	**35.6**	**45.7**	43.8	**24.4**	**41.2**	36.2

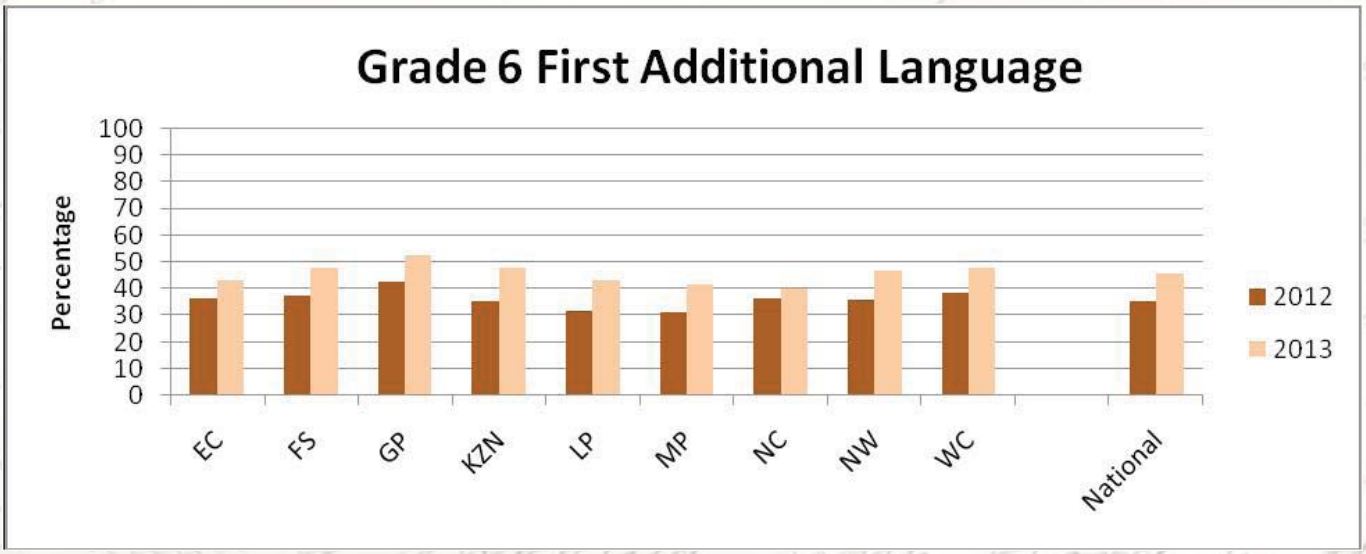


Figure 4.23: Provincial average percentage marks for Grade 6 First Additional Language in 2012 and 2013

Across all provinces, the learner marks were higher in 2013. The percentage of learners attaining acceptable achievement levels varied across provinces from 29.2% for Northern Cape to 56.6% for Gauteng.

4.4.3 Senior Phase

GRADE 9

The achievement of Grade 9 learners in Mathematics by province in 2012 and 2013 is shown in **Table 4.23** and **Figures 4.24** and **4.25**.

Table 4.23: Achievement in Grade 9 Mathematics by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)			ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	VERIFICATION	2012	2013	VERIFICATION
EC	14.6	15.8	12.9	2.6	3.3	1.2
FS	14	15.3	14.8	3.1	4.1	2.2
GP	14.7	15.9	14.6	3.7	5.2	3.0
KZN	12	14.4	12.2	1.9	3.4	1.8
LP	8.5	9	10.1	0.5	0.9	0.5
MP	11.9	13.7	13.9	1	1.8	1.6
NC	13.2	12.6	12.9	2	2.4	2.5
NW	11.2	13.3	12.7	1.4	2.3	1.4
WC	16.7	17	16.5	5	7.2	6.8
National	**12.7**	**13.9**	13.0	**2.3**	**3.4**	2.1

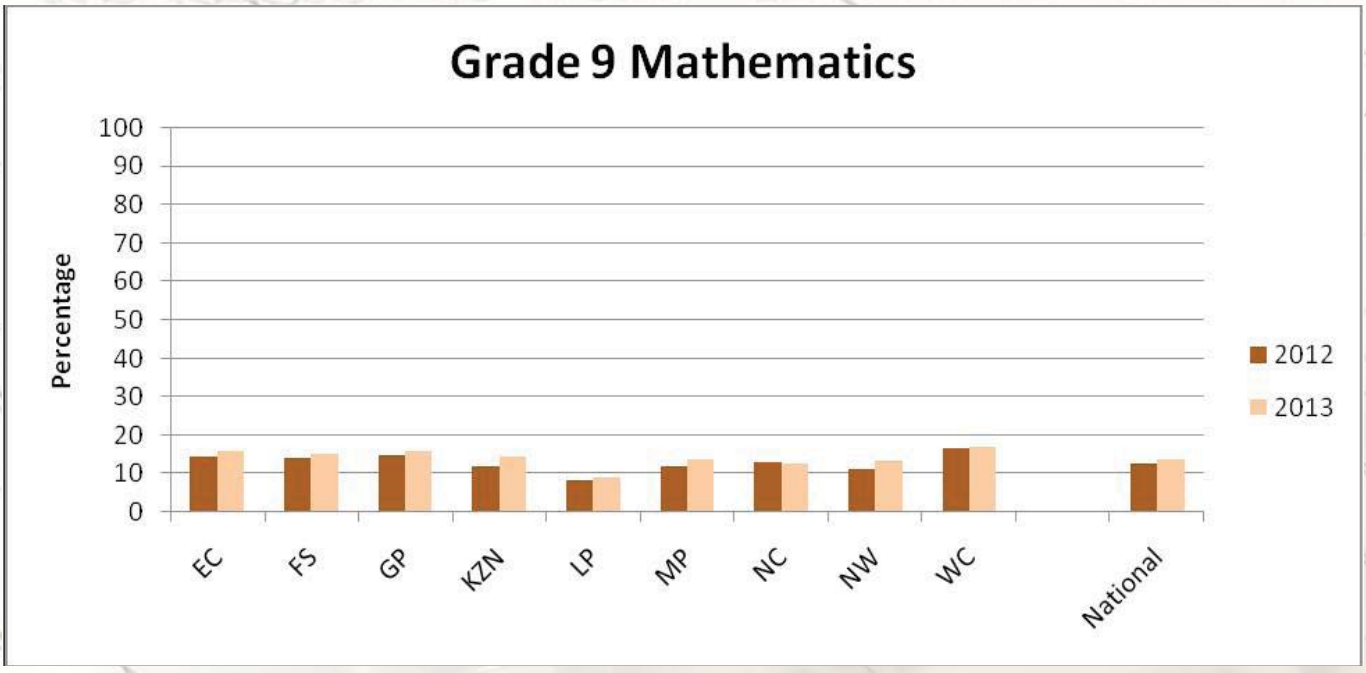


Figure 4.24: Provincial average percentage marks for Grade 9 Mathematics in 2012 and 2013

The percentage of learners achieving acceptable levels in each province for Grade 9 Mathematics in 2013 is shown in **Figure 4.2.5**.

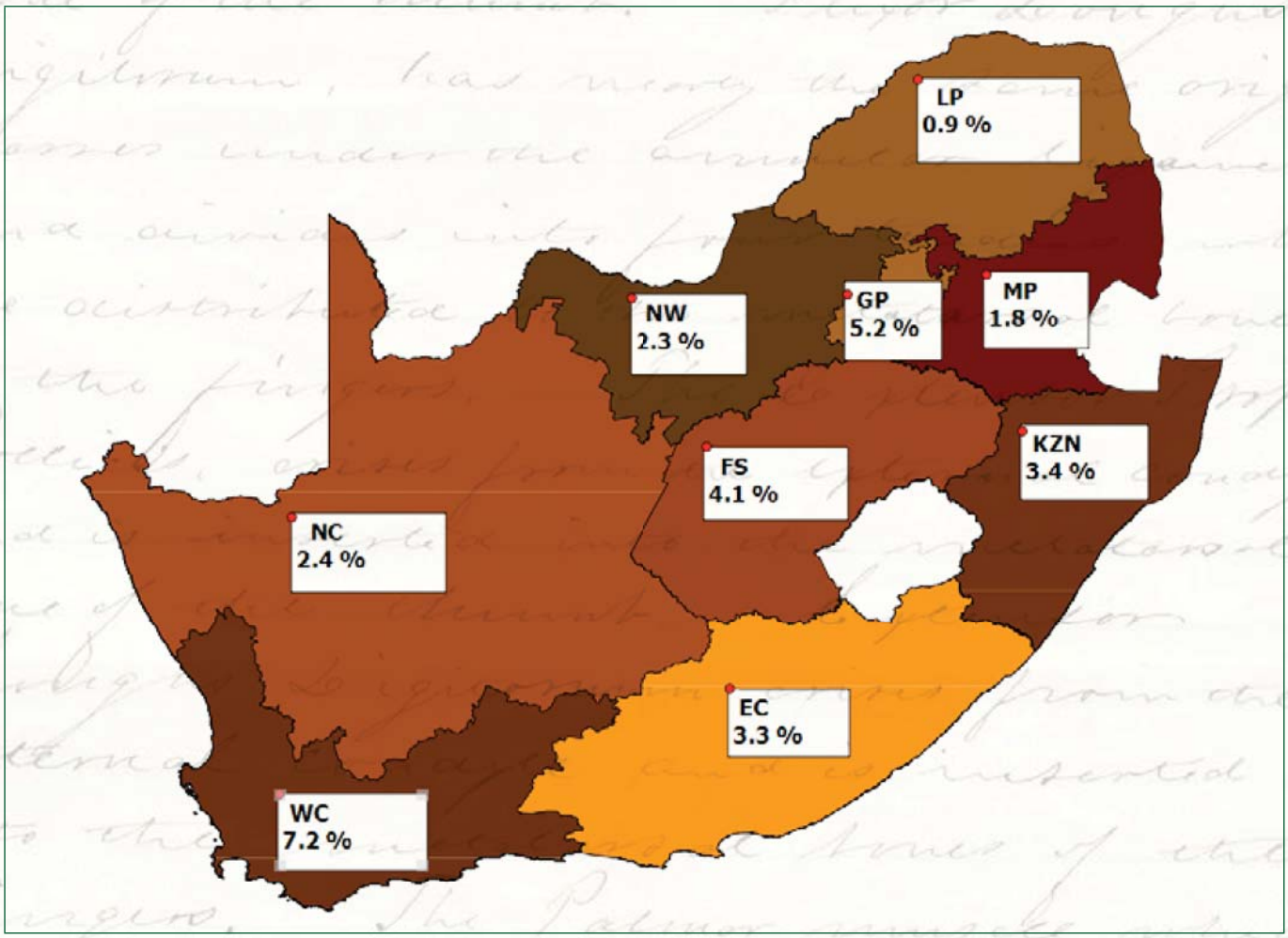


Figure 4.25: Percentage of learners with acceptable achievement levels in Grade 9 Mathematics

Although Grade 9 learners performed poorly in Mathematics, there was a marginal increase in learners' marks. The percentage of learners attaining acceptable achievement levels varied across provinces from 0.9% for Limpopo to 7.2% for Western Cape.

The achievement of Grade 9 learners in Home Language by province in 2012 and 2013 is shown in **Table 4.24** and **Figure 4.26**.

Table 4.24: Achievement in Grade 9 Home Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)			ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	VERIFICATION	2012	2013	VERIFICATION
EC	42.6	35.2	45.1	36	20.7	37.6
FS	48.9	54.5	56.8	48.7	61.1	76.3
GP	50.3	44	51.2	54.1	38.6	57.1
KZN	37.7	39.3	47.0	28.4	30.6	48.5
LP	31.2	33.7	48.8	17	22.4	52.8
MP	40.3	52.4	55.0	32.8	58.1	65.1
NC	44.3	43.1	48.2	36.1	34	47.0
NW	39.3	48.5	51.2	29.2	49.2	56.5
WC	48.4	48.6	49.7	47.4	46.3	48.8
National	**43.4**	**43.1**	49.5	**38.9**	**37**	51.5

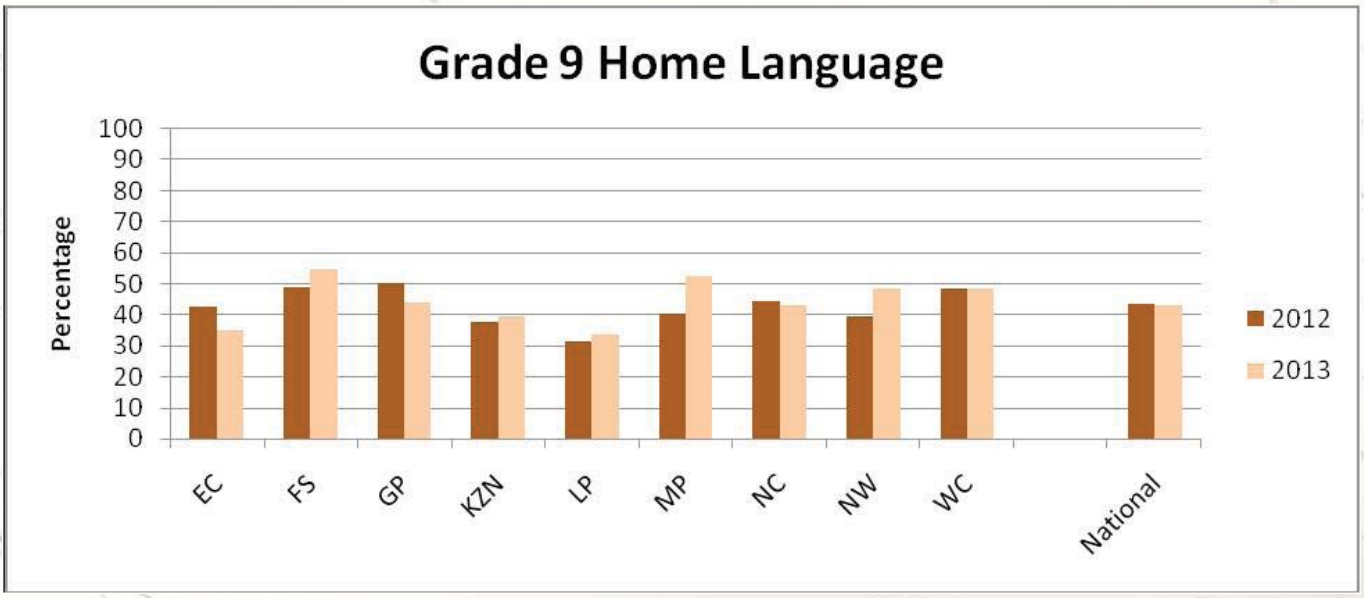


Figure 4.26: Provincial average percentage marks for Grade 9 Home Language in 2012 and 2013

The percentage of learners attaining acceptable achievement levels varied across provinces from to 20.7% for Eastern Cape to 61.1% for Free State.

The achievement of Grade 9 learners in First Additional Language by province in 2012 and 2013 is shown in **Table 4.25** and **Figure 4.27**.

Table 4.25: Achievement in Grade 9 First Additional Language by province in 2012 and 2013

PROVINCE	AVERAGE MARK (%)			ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	VERIFICATION	2012	2013	VERIFICATION
EC	35	34.1	30.9	20.9	19.4	12.3
FS	37.2	34.6	33.8	22.9	17.4	13.3
GP	40.3	38.1	36.2	31	25.6	18.2
KZN	32.3	31.8	29.1	17.6	15.2	8.4
LP	29.8	29.6	28.7	13.7	12.9	9.5
MP	37.4	35.4	34.1	24.8	19.3	14.4
NC	37.9	34.7	33.7	26.2	18.2	13.3
NW	39.1	36.4	34.6	27	20.5	16.0
WC	37.2	36	34.9	22.9	19.2	15.9
National	**34.6**	**33.2**	31.6	**20.8**	**17.1**	12.2

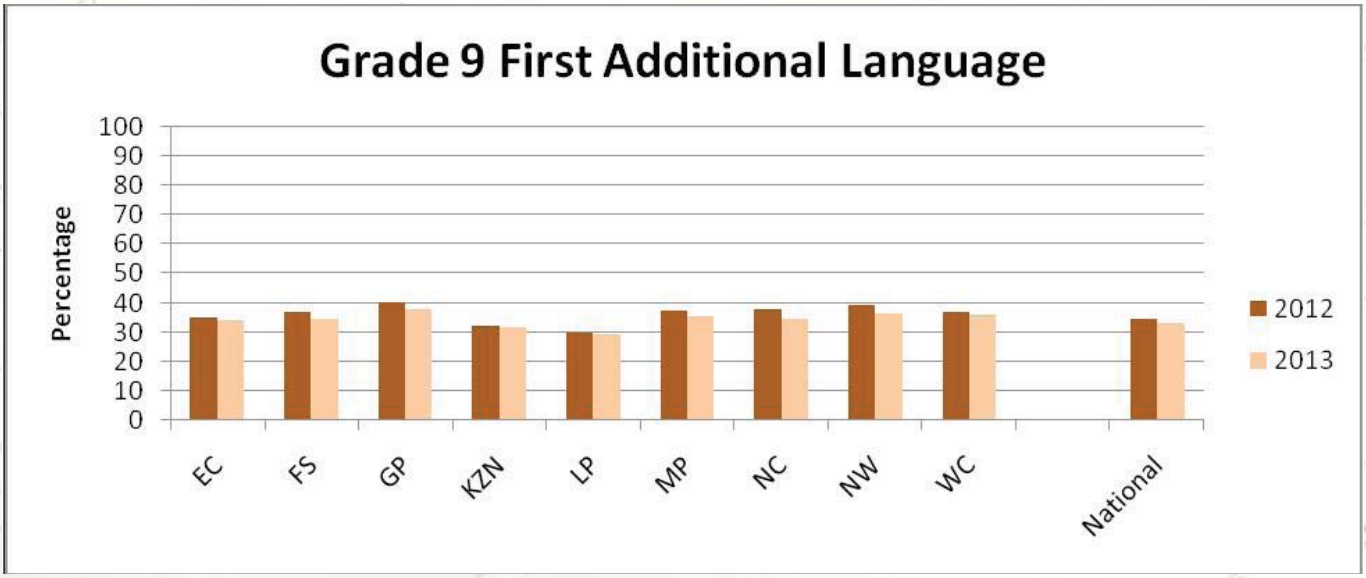


Figure 4.27: Provincial average percentage marks for Grade 9 First Additional Language in 2012 and 2013

Nationally, the percentage of learners attaining acceptable achievement levels was low. This varied across provinces from 12.9% for Limpopo to 25.6% for Gauteng.

4.5 ANALYSIS BY SEVEN LEVELS OF ACHIEVEMENT

Learner achievement was expressed in terms of the seven levels of achievement specified in the CAPS document for the end of phase in Grades, 3, 6 and 9. In this section the results for each grade and subject are presented in distribution tables and graphs. The levels and descriptors are shown in the table below

RATING CODE	PERCENTAGE	DESCRIPTOR
Level 1	0–29	Not achieved
Level 2	30–39	Elementary achievement
Level 3	40–49	Moderate achievement
Level 4	50–59	Adequate achievement
Level 5	60–69	Substantial achievement
Level 6	70–79	Meritorious achievement
Level 7	80–100	Outstanding achievement

In the analysis that follows, high achievement of learners was considered to include levels 5 to 7. The graphs show the provincial distributions from the lowest (on the left) to the highest (on the right).

The distribution of learner achievement across the achievement levels is shown in **Table 4.26** and **Figure 4.28** for Grade 3 Mathematics.

Table 4.26: Percentage of Grade 3 learners in achievement levels in Mathematics by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	16.1	12.9	16.1	18.7	15.4	11.2	9.6
FS	10.4	11.0	15.4	20.2	17.0	13.1	13.0
GP	10.3	8.4	11.5	16.6	16.4	15.9	20.9
KZ	11.2	10.5	14.4	18.7	16.8	14.0	14.5
LP	23.1	15.8	16.7	17.4	12.4	8.1	6.6
MP	18.8	14.2	16.9	19.3	14.5	9.7	6.7
NC	18.2	13.2	14.6	17.5	14.2	11.0	11.4
NW	17.7	14.1	16.4	19.6	14.2	9.7	8.2
WC	12.2	9.6	12.2	15.8	15.6	15.0	19.6
National	**14.6**	**11.7**	**14.6**	**18.0**	**15.4**	**12.5**	**13.2**

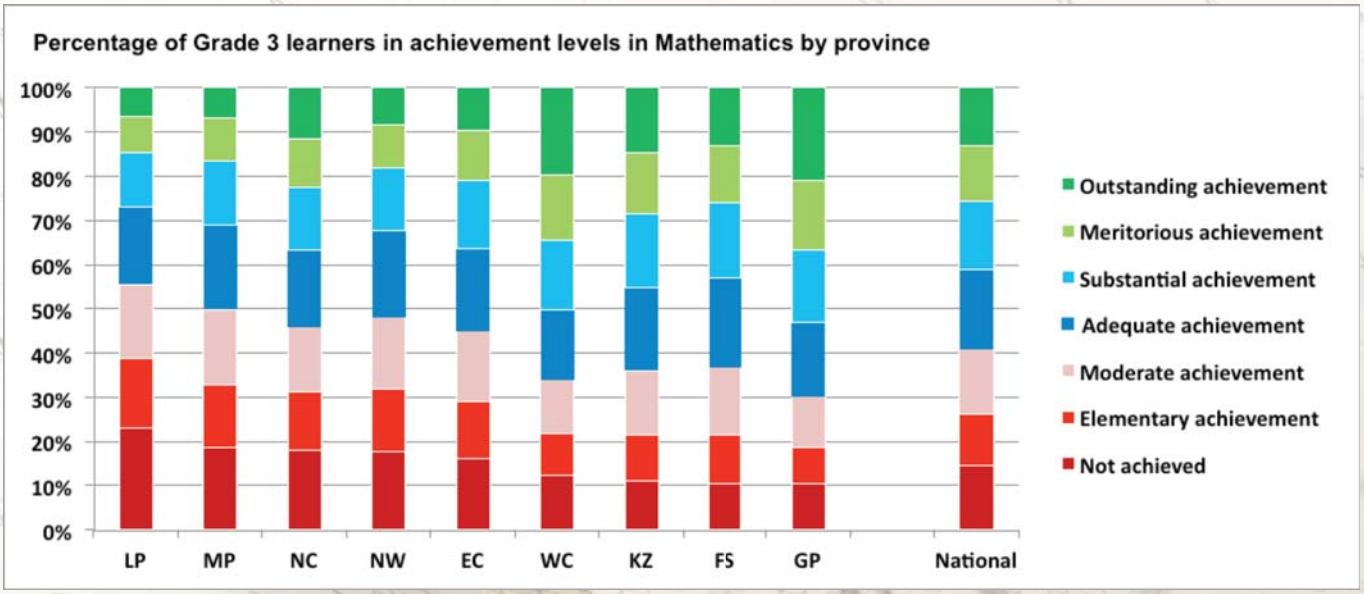


Figure 4.28: Percentage of grade 3 learners in achievement levels in Mathematics by province

About 15% of the learners performed at the Not Achieved level in Grade 3 Mathematics. About 40% of the learners performed at high achievement levels.

The distribution of learner achievement across the achievement levels is shown in **Table 4.27** and **Figure 4.29** for Grade 3 Home Language.

Table 4.27: Percentage of Grade 3 learners in achievement levels in Home Language by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	23.5	12.5	14.0	17.2	14.4	10.7	7.8
FS	13.3	9.5	11.6	20.2	18.5	15.5	11.5
GP	16.0	9.6	11.2	16.2	15.8	15.0	16.2
KZ	14.5	9.6	11.3	16.7	16.4	15.6	15.9
LP	26.2	12.3	11.7	15.6	13.2	11.0	10.1
MP	23.6	12.2	12.8	17.9	14.9	11.2	7.4
NC	25.7	12.5	13.3	16.7	13.4	10.3	8.2
NW	23.4	13.3	13.1	18.6	13.9	10.2	7.4
WC	19.2	11.6	14.2	18.0	15.6	11.7	9.6
National	**19.6**	**11.1**	**12.3**	**17.1**	**15.3**	**12.9**	**11.7**

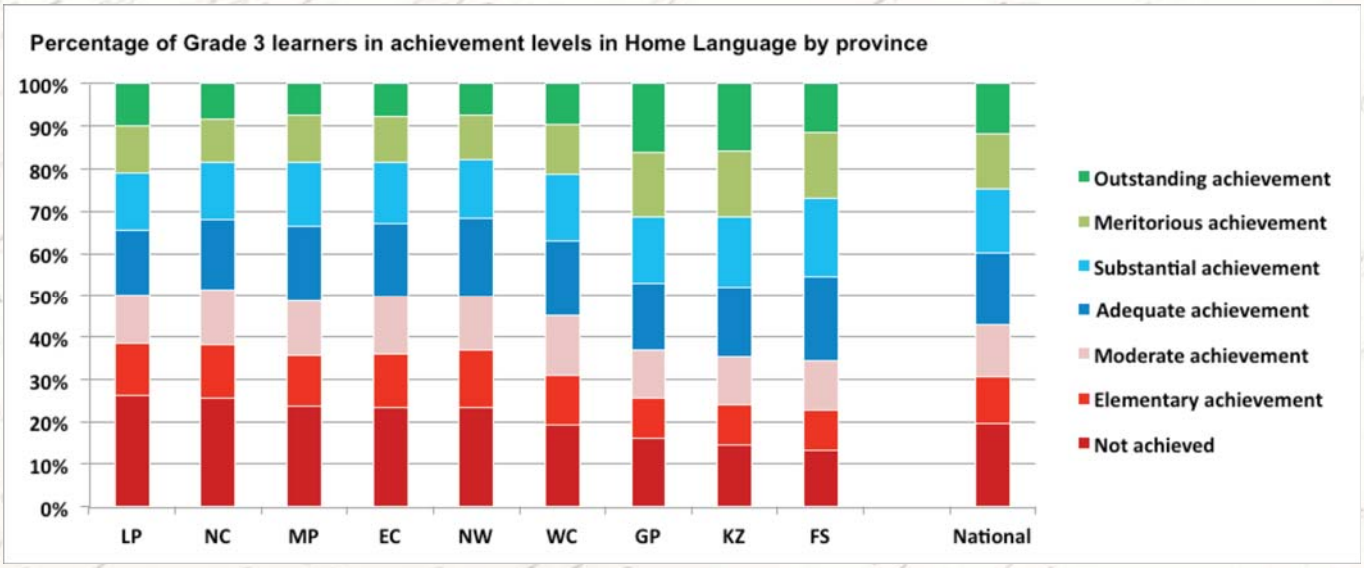


Figure 4.29: Percentage of Grade 3 learners in achievement levels in Home Language by province

About 20% of the learners performed at the Not Achieved level in Grade 3 Home Language. About 40% of the learners performed at high achievement levels.

The distribution of learner achievement across the achievement levels is shown in **Table 4.28** and **Figure 4.30** for Grade 6 Mathematics.

Table 4.28: Percentage of Grade 6 learners in achievement levels in Mathematics by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	47.5	19.0	16.7	8.5	5.0	2.0	1.2
FS	31.7	19.3	22.5	12.4	7.7	3.7	2.6
GP	25.6	16.7	19.0	14.1	11.5	7.2	5.8
KZ	30.4	18.6	20.6	13.3	9.5	4.6	3.0
LP	49.0	18.9	16.7	7.9	4.7	1.8	1.0
MP	45.6	21.0	17.3	8.1	4.9	1.9	1.1
NC	44.1	19.1	16.2	9.4	6.3	2.8	2.1
NW	39.6	21.0	18.7	10.3	6.0	2.7	1.7
WC	27.1	17.9	17.3	12.7	10.7	7.2	7.2
National	**36.2**	**18.7**	**18.6**	**11.3**	**8.0**	**4.2**	**3.1**

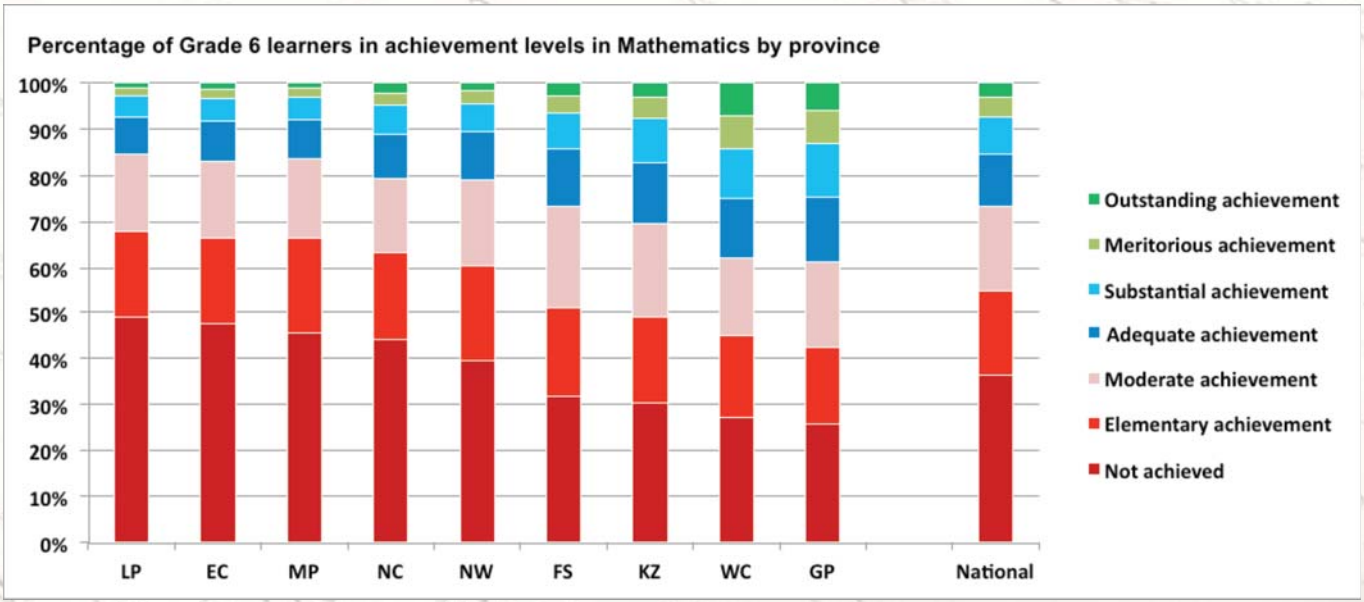


Figure 4.30: Percentage of Grade 6 learners in achievement levels in Mathematics by province

About 35% of the learners performed at the Not Achieved level in Grade 6 Mathematics. Only 15% of learners performed at high achievement levels.

The distribution of learner achievement across the achievement levels is shown in **Table 4.29** and **Figure 4.31** for Grade 6 Home Language.

Table 4.29: Percentage of Grade 6 learners in achievement levels in Home Language by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	25.7	15.1	18.2	14.9	13.0	7.1	6.0
FS	4.1	4.7	10.8	16.2	21.3	19.5	23.4
GP	10.3	6.9	11.0	13.0	18.1	17.3	23.4
KZ	13.2	9.4	13.7	14.2	17.1	14.0	18.5
LP	20.1	11.6	14.7	13.7	15.1	12.2	12.7
MP	13.5	6.1	12.0	14.9	19.3	15.5	18.7
NC	14.6	10.7	17.4	18.1	18.1	11.7	9.4
NW	12.3	8.2	12.4	14.1	18.3	15.4	19.2
WC	6.5	5.4	11.4	16.2	20.8	17.7	22.0
National	**11.8**	**8.0**	**12.6**	**14.5**	**18.1**	**15.5**	**19.5**

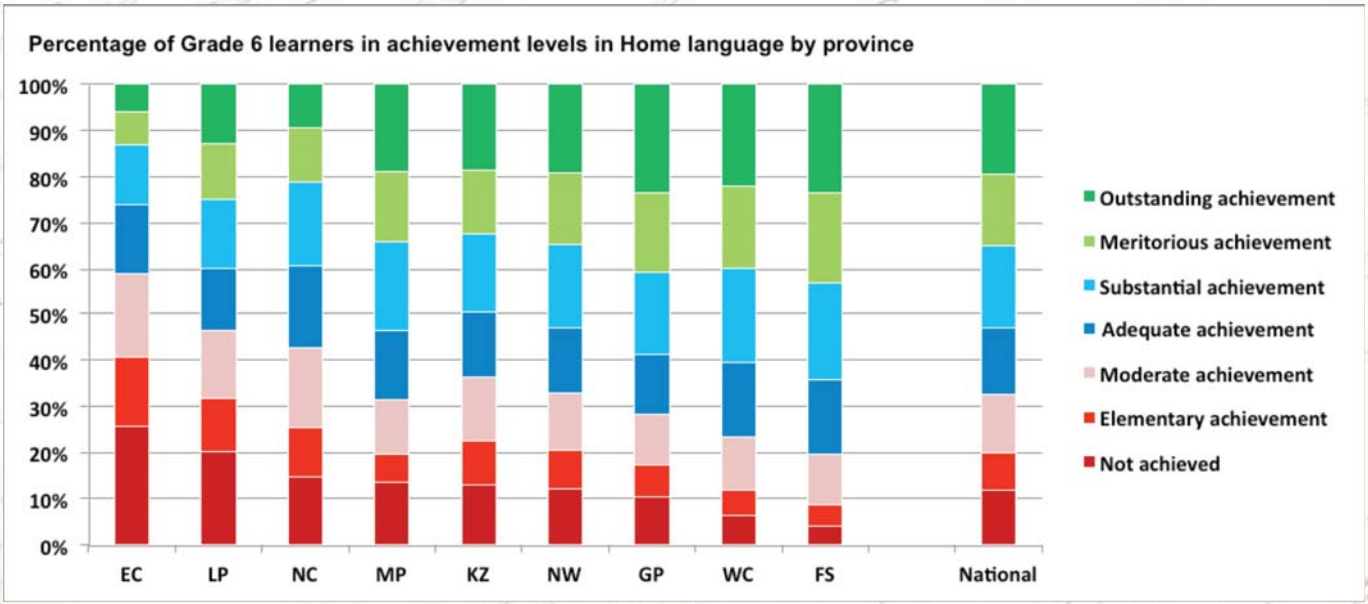


Figure 4.31: Percentage of Grade 6 learners in achievement levels in Home Language by province

About 12% of the learners performed at the Not Achieved level in Grade 6 Home Language. A high percentage (53%) of learners performed at high achievement levels.

The distribution of learner achievement across the achievement levels is shown in **Table 4.30** and **Figure 4.32** for Grade 6 First Additional Language.

Table 4.30: Percentage of Grade 6 learners in achievement levels in First Additional Language by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	26.2	16.9	20.3	14.9	12.0	6.1	3.5
FS	17.4	15.6	21.8	17.7	15.0	8.1	4.5
GP	16.4	10.9	16.0	16.0	18.3	12.6	9.9
KZ	19.6	15.5	20.2	16.4	14.7	8.2	5.5
LP	27.4	17.4	19.8	14.2	11.4	6.0	3.9
MP	28.5	16.7	19.9	14.7	11.5	5.8	2.9
NC	33.7	18.1	19.1	12.1	9.2	4.4	3.4
NW	20.1	16.4	20.9	17.0	13.8	7.1	4.7
WC	17.2	15.5	20.9	18.2	16.0	8.1	4.2
National	**22.9**	**15.9**	**19.9**	**15.7**	**13.5**	**7.4**	**4.7**

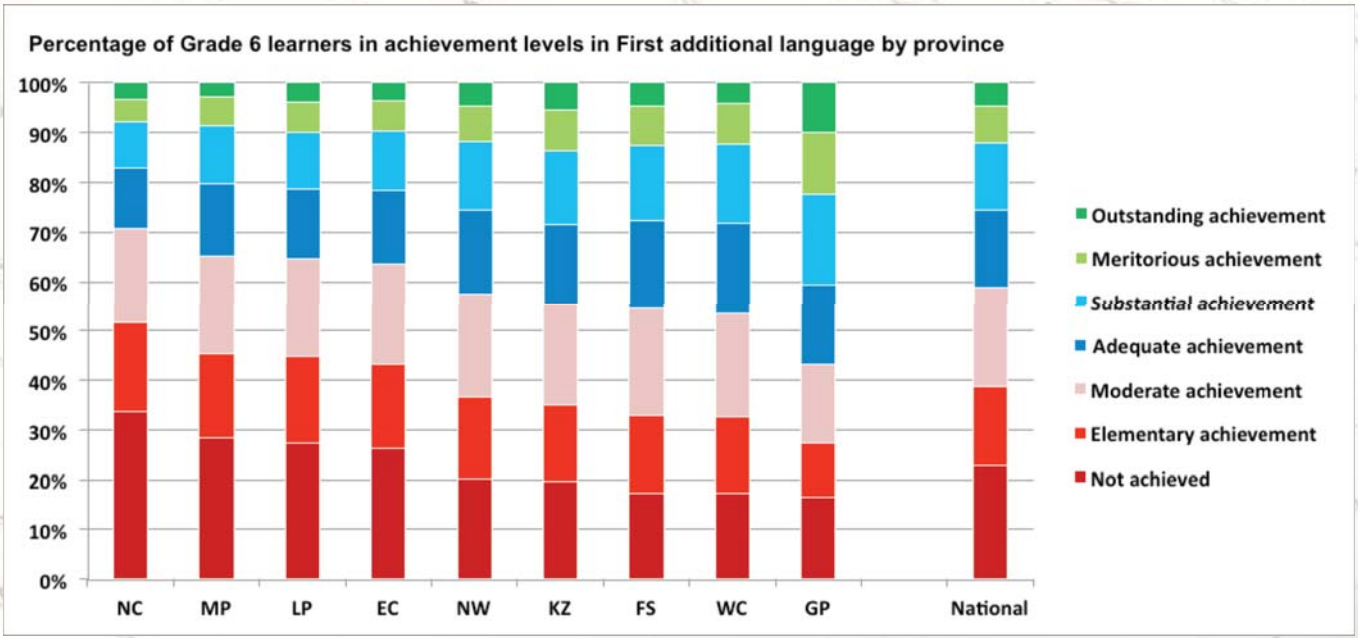


Figure 4.32: Percentage of Grade 6 learners in achievement levels in First Additional Language by province

About 25% of the learners performed at the Not Achieved level in Grade 6 First Additional Language while about 25% of learners performed at high achievement levels.

The distribution of learner achievement across the achievement levels is shown in **Table 4.31** and **Figure 4.33** for Grade 9 Mathematics.

Table 4.31: Percentage of grade 9 learners in achievement levels in Mathematics by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	84.9	7.5	4.3	1.9	0.8	0.4	0.2
FS	86.9	5.6	3.4	1.9	1.1	0.6	0.5
GP	84.8	6.1	3.9	2.3	1.4	0.9	0.6
KZ	87.3	5.8	3.5	1.9	0.9	0.4	0.2
LP	95.9	2.2	1.1	0.5	0.2	0.1	0.1
MP	91.1	4.6	2.5	1.0	0.4	0.2	0.2
NC	91.8	3.9	2.0	1.1	0.7	0.4	0.2
NW	90.5	4.7	2.5	1.1	0.6	0.4	0.3
WC	83.1	5.7	3.9	2.8	1.9	1.3	1.2
National	**88.4**	**5.1**	**3.0**	**1.6**	**0.9**	**0.5**	**0.4**

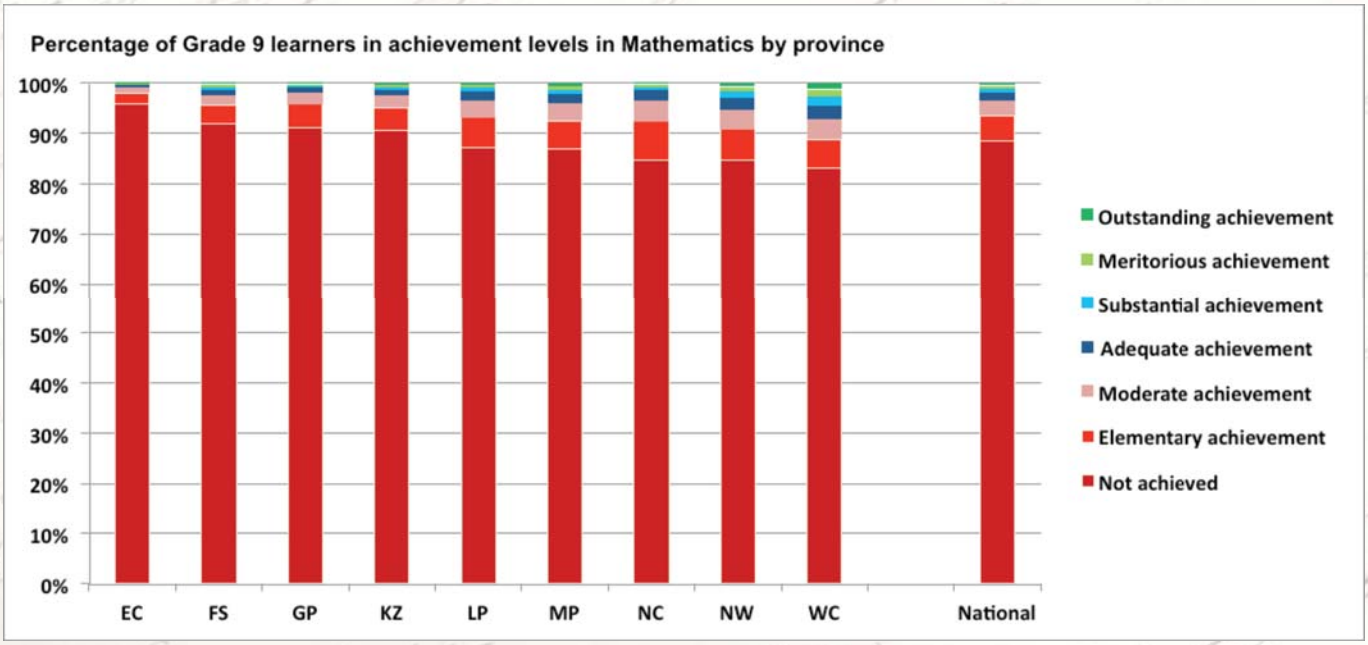


Figure 4.33: Percentage of Grade 9 learners in achievement levels in Mathematics by province

About 88% of the learners performed at the Not Achieved level in Grade 9 Mathematics. About 2% of learners performed at high achievement levels.

The distribution of learner achievement across the achievement levels is shown in **Table 4.32** and **Figure 4.34** for Grade 9 Home Language.

Table 4.32: Percentage of Grade 9 learners in achievement levels in Home Language by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	41.0	19.1	17.0	10.2	7.9	3.6	1.2
FS	7.8	11.5	19.7	20.0	21.5	14.0	5.6
GP	24.0	16.6	20.4	16.1	13.6	6.8	2.3
KZ	36.6	15.8	17.0	12.5	10.3	5.5	2.3
LP	48.7	15.1	13.8	9.0	7.8	4.1	1.6
MP	11.7	11.1	19.1	20.4	20.6	11.5	5.6
NC	22.5	19.7	23.8	16.2	11.3	5.1	1.4
NW	18.8	13.7	18.2	17.2	16.9	9.6	5.5
WC	13.7	16.3	23.7	19.4	15.7	8.0	3.2
National	**27.0**	**16.4**	**19.6**	**15.1**	**12.7**	**6.5**	**2.5**

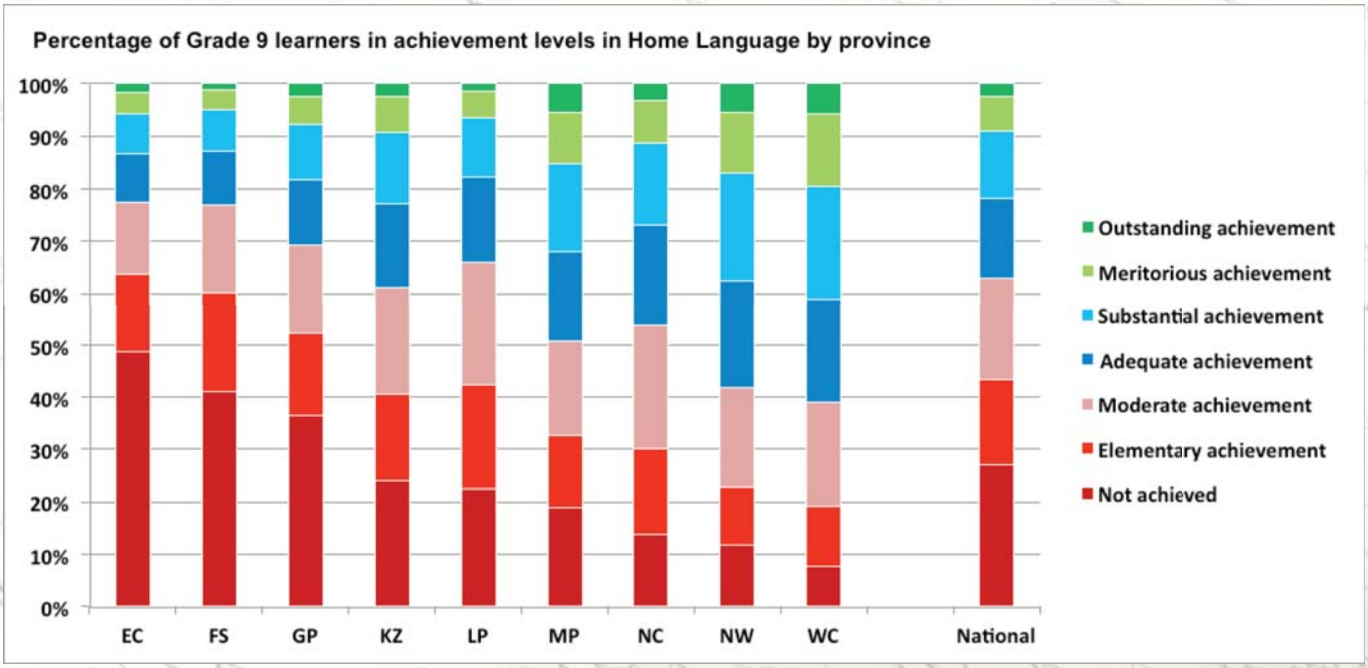


Figure 4.34: Percentage of grade 9 learners in achievement levels in Home Language by province

About 27% of the learners performed at the Not Achieved level in Grade 9 Home Language. About 22% of learners performed at high achievement levels.

The distribution of learner achievement across achievement levels is shown in **Table 4.33** and **Figure 4.35** for Grade 9 First Additional Language.

Table 4.33: Percentage of Grade 9 learners in achievement levels in First Additional Language by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	43.7	21.1	15.7	10.2	5.7	2.7	0.9
FS	39.7	24.7	18.2	10.6	4.8	1.6	0.4
GP	31.0	22.5	20.9	14.4	7.5	2.9	0.8
KZ	49.1	21.0	14.7	8.6	4.3	1.7	0.7
LP	54.7	19.5	12.9	7.3	3.6	1.4	0.5
MP	36.8	24.1	19.8	11.8	5.2	1.8	0.4
NC	40.9	22.2	18.7	11.1	4.3	2.1	0.6
NW	35.5	24.7	19.3	12.0	5.4	2.2	0.9
WC	35.7	25.2	19.9	12.0	5.2	1.7	0.3
National	**44.5**	**22.0**	**16.4**	**9.9**	**4.8**	**1.9**	**0.6**

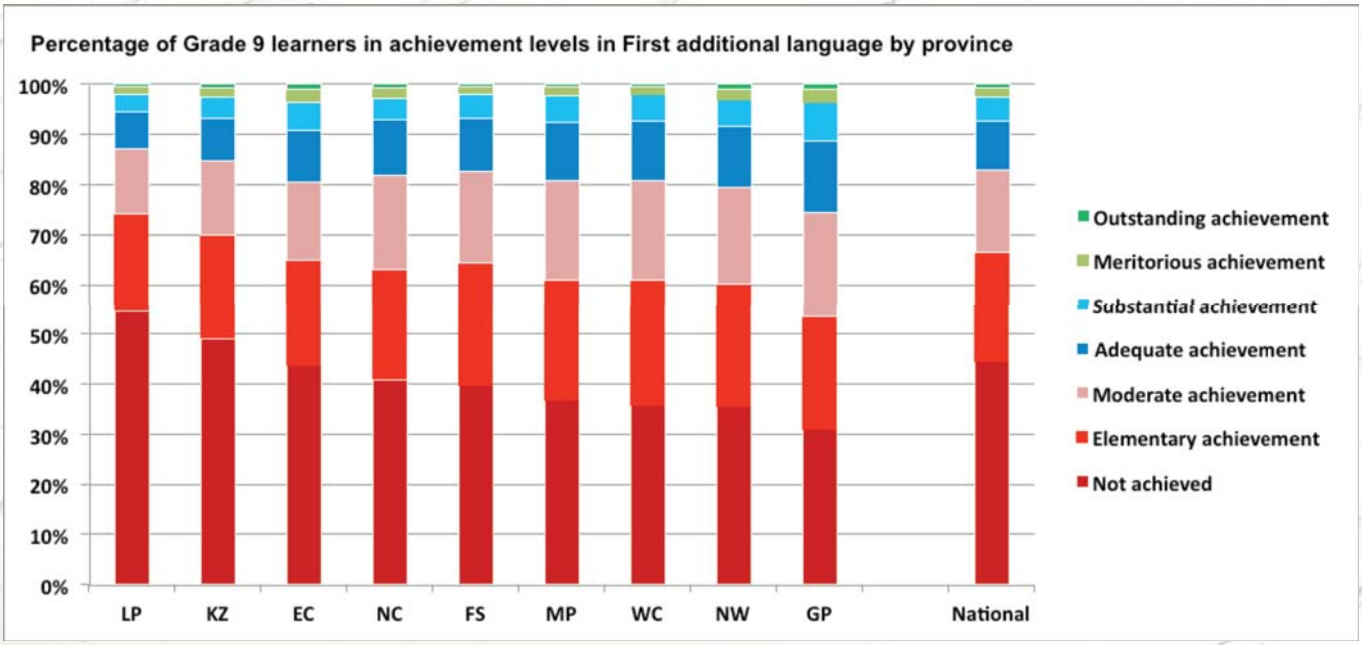
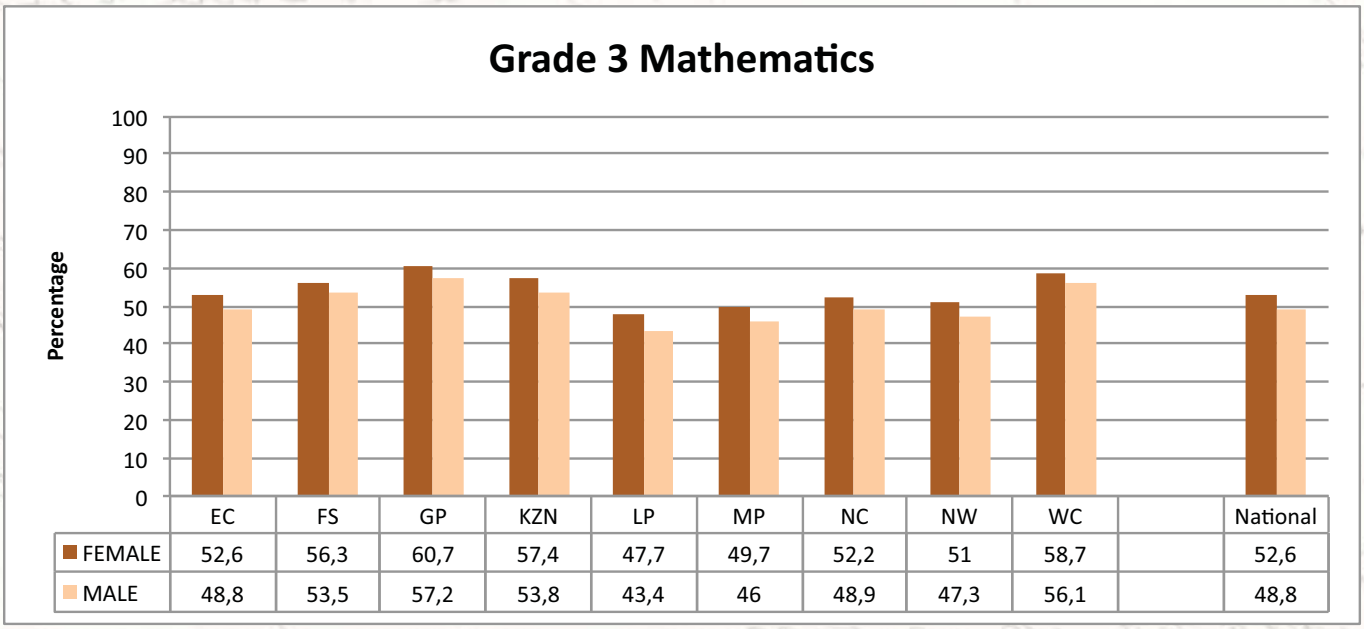


Figure 4.35: Percentage of Grade 9 learners in achievement levels in First Additional Language by province

About 45% of the learners functioned at the Not Achieved level in Grade 9 First Additional Language. Only about 7% of the learners functioned at high achievement levels.

4.6 ANALYSIS OF ACHIEVEMENT BY GENDER

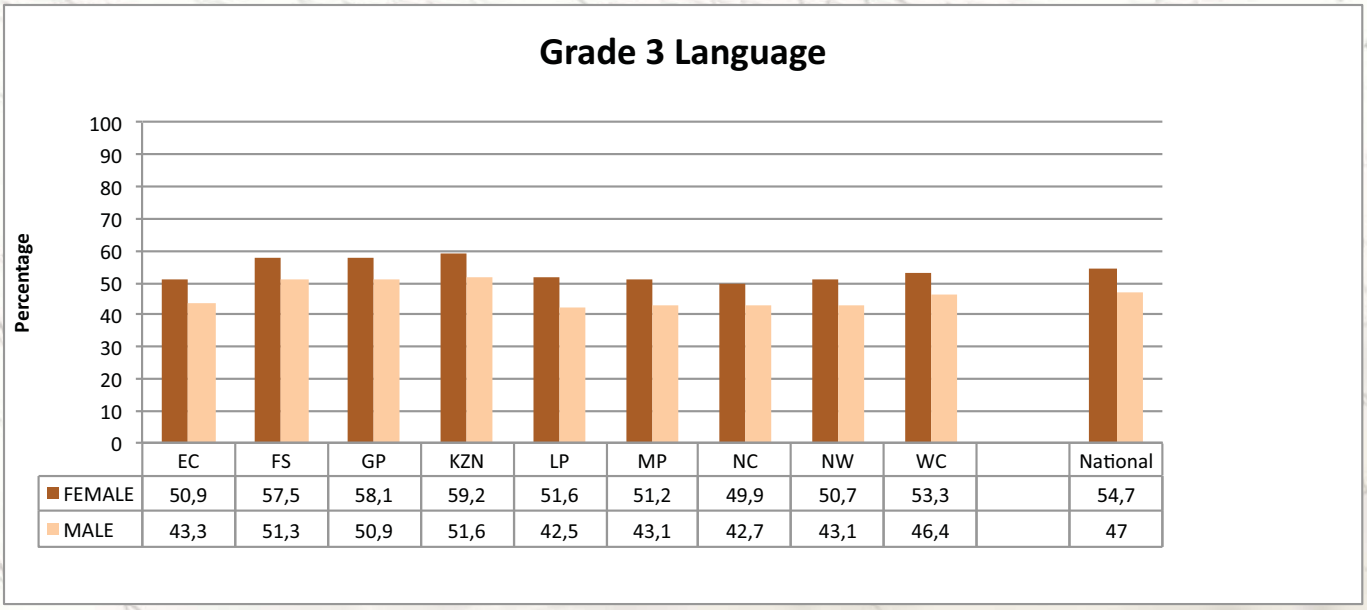
The average percentage marks obtained by males and females are depicted in the graphs below for Grades 3, 6 and 9 per subject (**Figure 4.36** to **Figure 4.43)**.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC		National
FEMALE	52,6	56,3	60,7	57,4	47,7	49,7	52,2	51	58,7		52,6
MALE	48,8	53,5	57,2	53,8	43,4	46	48,9	47,3	56,1		48,8

Figure 4.36: Average % mark in Grade 3 Mathematics by gender

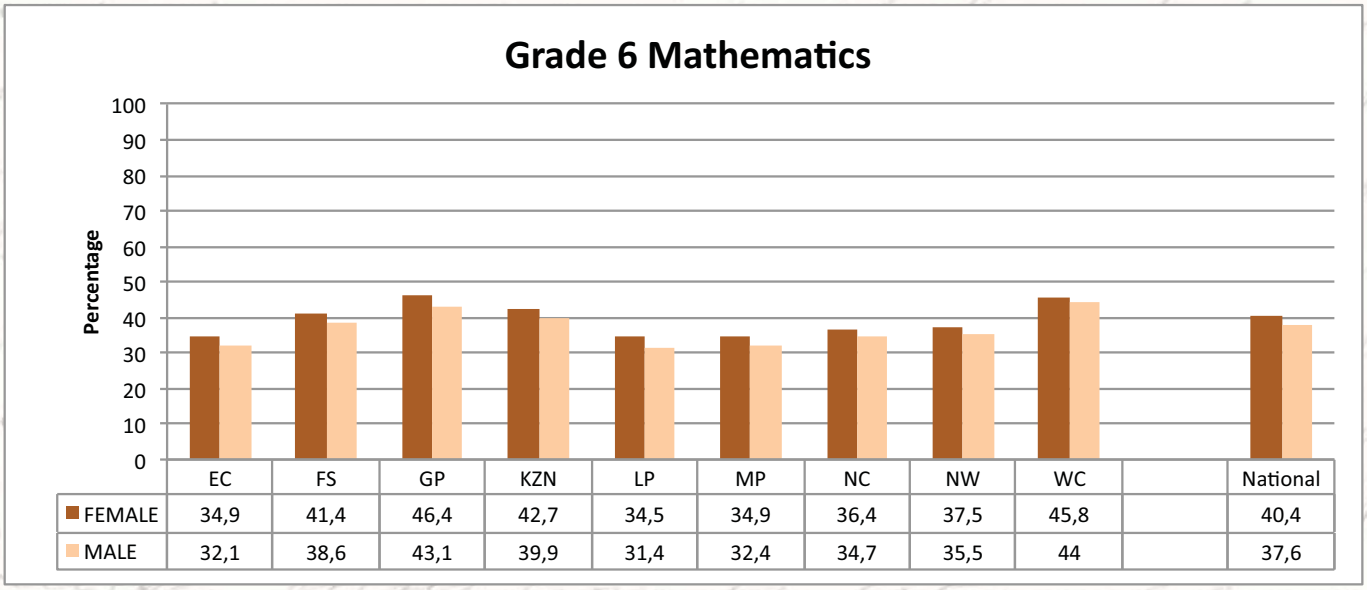
Females performed better than males in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC		National
FEMALE	50,9	57,5	58,1	59,2	51,6	51,2	49,9	50,7	53,3		54,7
MALE	43,3	51,3	50,9	51,6	42,5	43,1	42,7	43,1	46,4		47

Figure 4.37: Average % mark in Grade 3 Home Language by gender

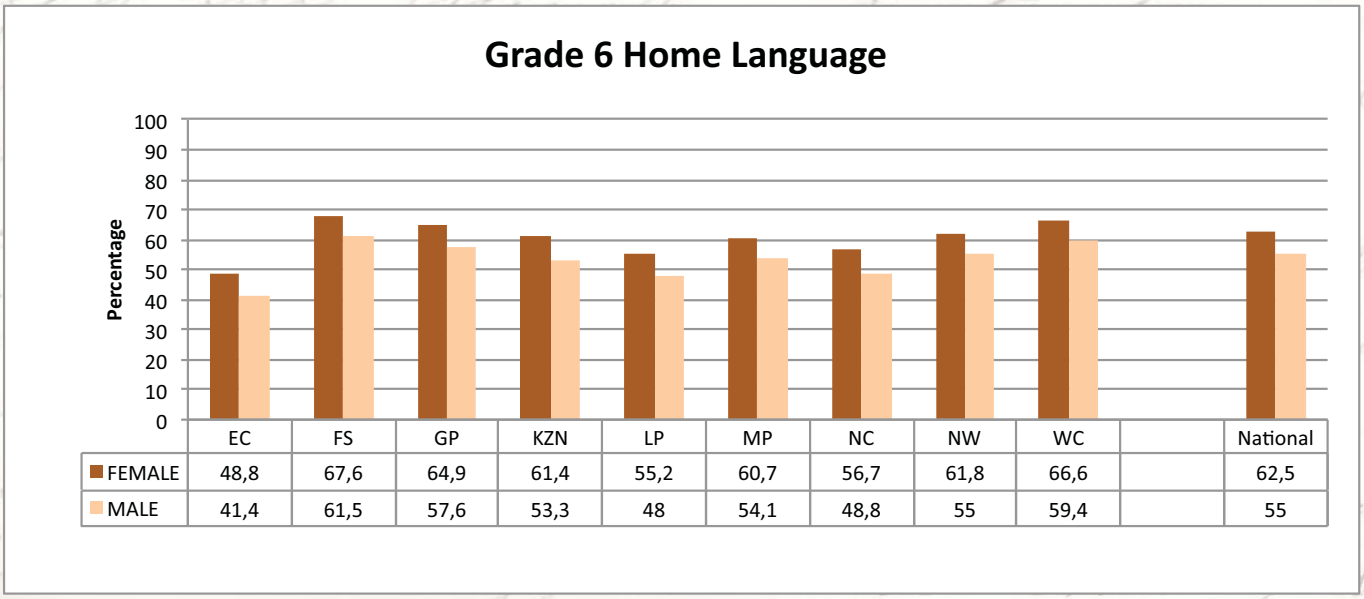
Females performed better than males in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC		National
FEMALE	34,9	41,4	46,4	42,7	34,5	34,9	36,4	37,5	45,8		40,4
MALE	32,1	38,6	43,1	39,9	31,4	32,4	34,7	35,5	44		37,6

Figure 4.38: Average % mark in Grade 6 Mathematics by gender

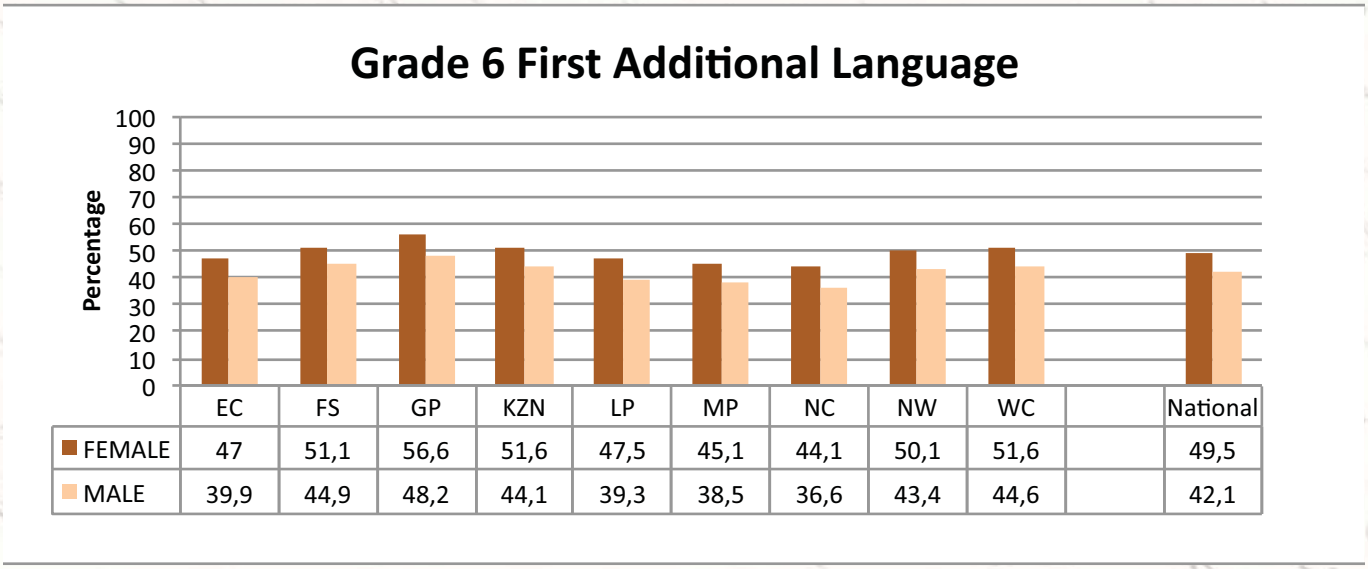
Females performed better than males in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC		National
FEMALE	48,8	67,6	64,9	61,4	55,2	60,7	56,7	61,8	66,6		62,5
MALE	41,4	61,5	57,6	53,3	48	54,1	48,8	55	59,4		55

Figure 4.39: Average % mark in Grade 6 Home Language by gender

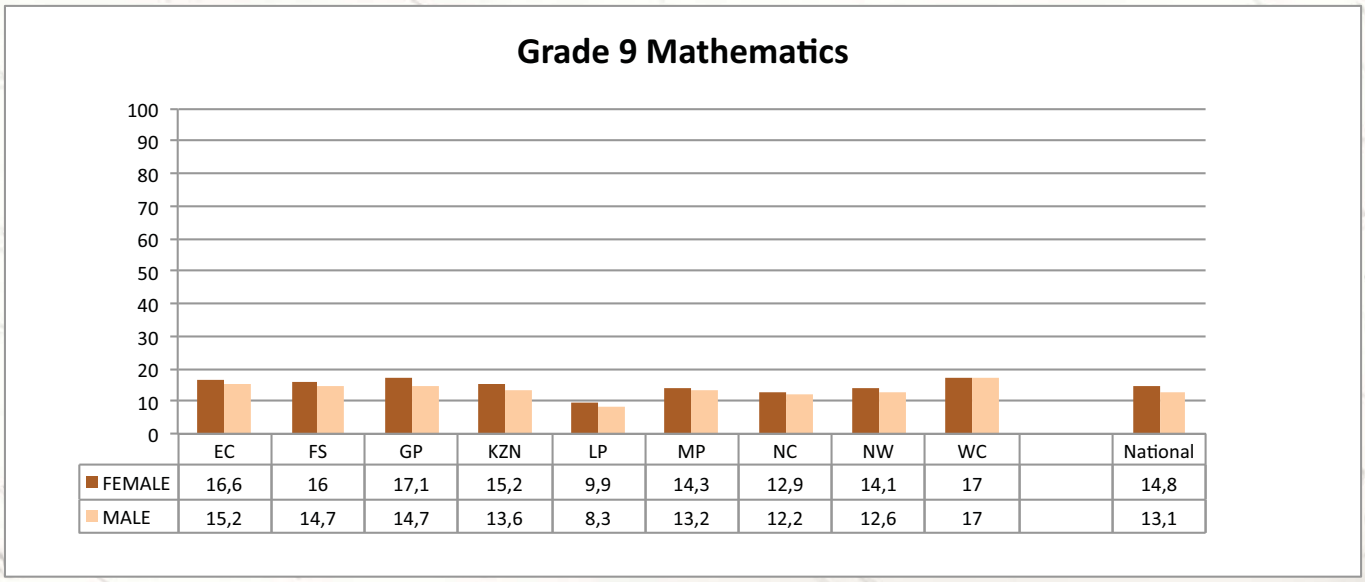
Females performed better than males in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC		National
FEMALE	47	51,1	56,6	51,6	47,5	45,1	44,1	50,1	51,6		49,5
MALE	39,9	44,9	48,2	44,1	39,3	38,5	36,6	43,4	44,6		42,1

Figure 4.40: Average % mark in Grade 6 First Additional Language by gender

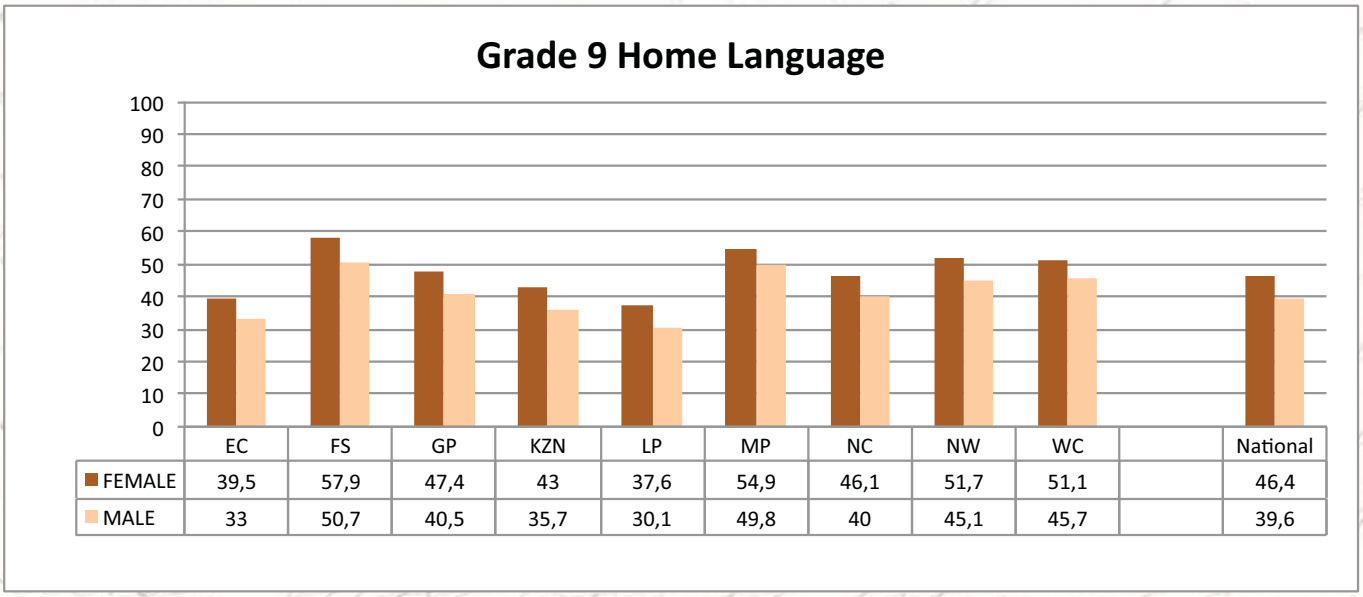
Females performed better than males in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC		National
FEMALE	16,6	16	17,1	15,2	9,9	14,3	12,9	14,1	17		14,8
MALE	15,2	14,7	14,7	13,6	8,3	13,2	12,2	12,6	17		13,1

Figure 4.41: Average % mark in Grade 9 Mathematics by gender

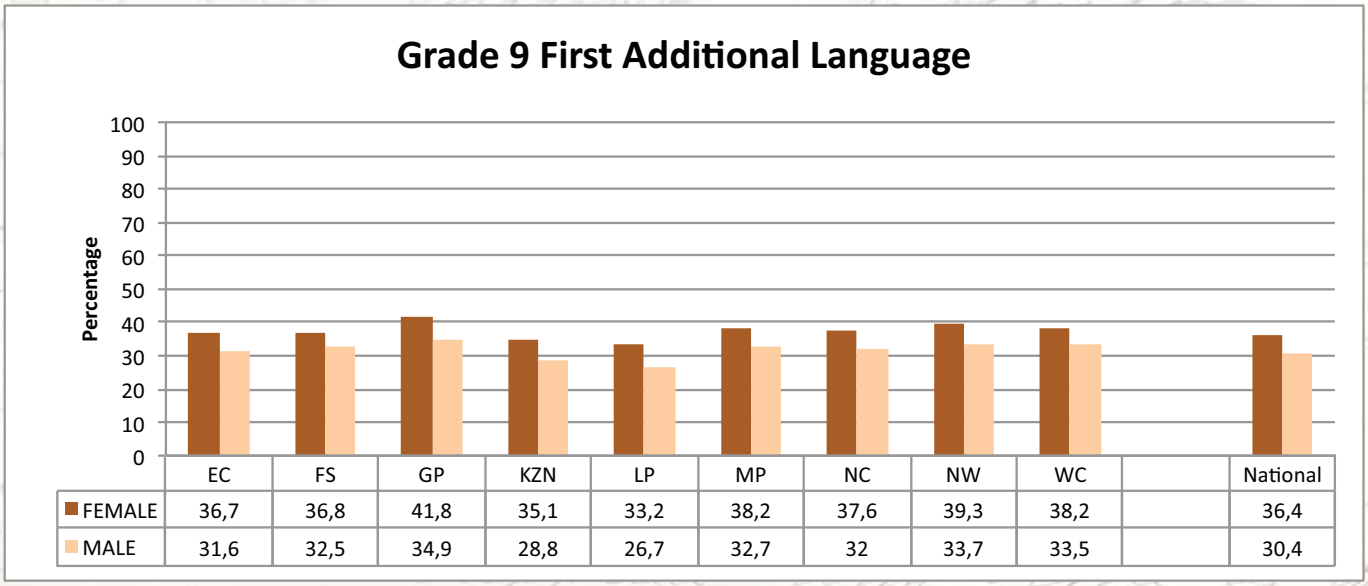
Females performed better than males in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC		National
FEMALE	39,5	57,9	47,4	43	37,6	54,9	46,1	51,7	51,1		46,4
MALE	33	50,7	40,5	35,7	30,1	49,8	40	45,1	45,7		39,6

Figure 4.42: Average % mark in Grade 9 Home Language by gender

Females performed better than males in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC		National
FEMALE	36,7	36,8	41,8	35,1	33,2	38,2	37,6	39,3	38,2		36,4
MALE	31,6	32,5	34,9	28,8	26,7	32,7	32	33,7	33,5		30,4

Figure 4.43: Average % mark in Grade 9 First Additional Language by gender

Females performed better than males in all provinces.

4.7 ANALYSIS BY OFFICIAL SCHOOL POVERTY QUINTILE

Schools are categorised according to a poverty index, referred to as a quintile, where a quintile of 1 would indicate 'poverty', and a quintile of 5 would indicate 'affluence' in the parent community. **Tables 4.34 to 4.36** below show how the average percentage mark of learners varies across quintiles for each subject. This information is also presented graphically for grades 3, 6 and 9 in **Figure 4.44** to **Figure 4.46.**

Table 4.34: Average % marks in Mathematics by grade and poverty quintile

GRADE	QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5
1	56.6	57.8	59.0	61.8	68.6
2	55.5	56.3	57.4	61.6	70.6
3	49.6	50.3	51.2	55.6	66.6
4	31.8	33.2	34.4	39.6	52.9
5	28.7	29.4	30.7	35.8	50.8
6	34.6	35.6	36.6	41.5	54.3
9	11.7	11.1	11.3	12.6	26.7

Table 4.35: Average % marks in Home Language by grade and poverty quintile

GRADE	QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5
1	57.6	57.6	58.4	63.6	75.7
2	52.4	53.7	55.0	58.8	70.6
3	48.5	49.2	50.0	51.6	59.8
4	40.9	41.1	43.9	48.9	61.7
5	35.2	37.1	39.3	47.9	63.8
6	46.6	48.4	50.9	58.4	70.5
9	32.0	34.0	36.5	40.9	54.6

Table 4.36: Average % marks in First Additional Language by grade and poverty quintile

GRADE	QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5
4	36.7	38.9	40.2	44.5	54.8
5	33.5	34.9	36.5	43.4	59.5
6	43.3	45.0	46.9	51.3	59.2
9	30.4	31.7	33.9	37.2	47.5

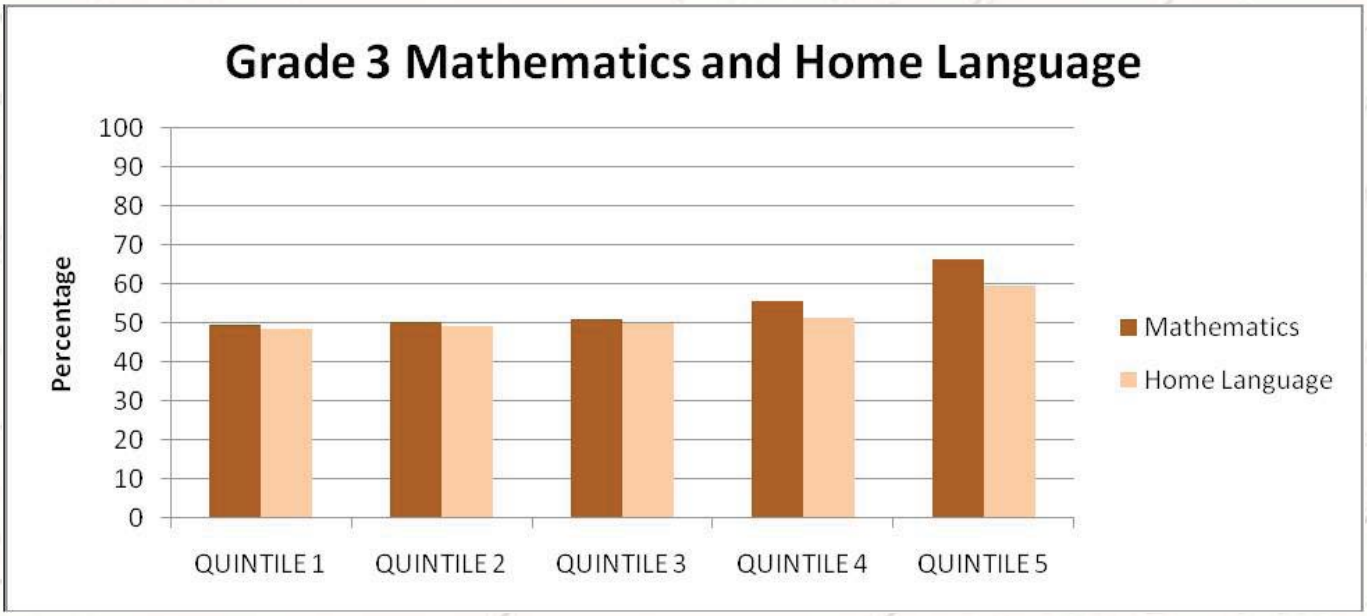


Figure 4.44: Average % marks in Grade 3 by subject and poverty quintile

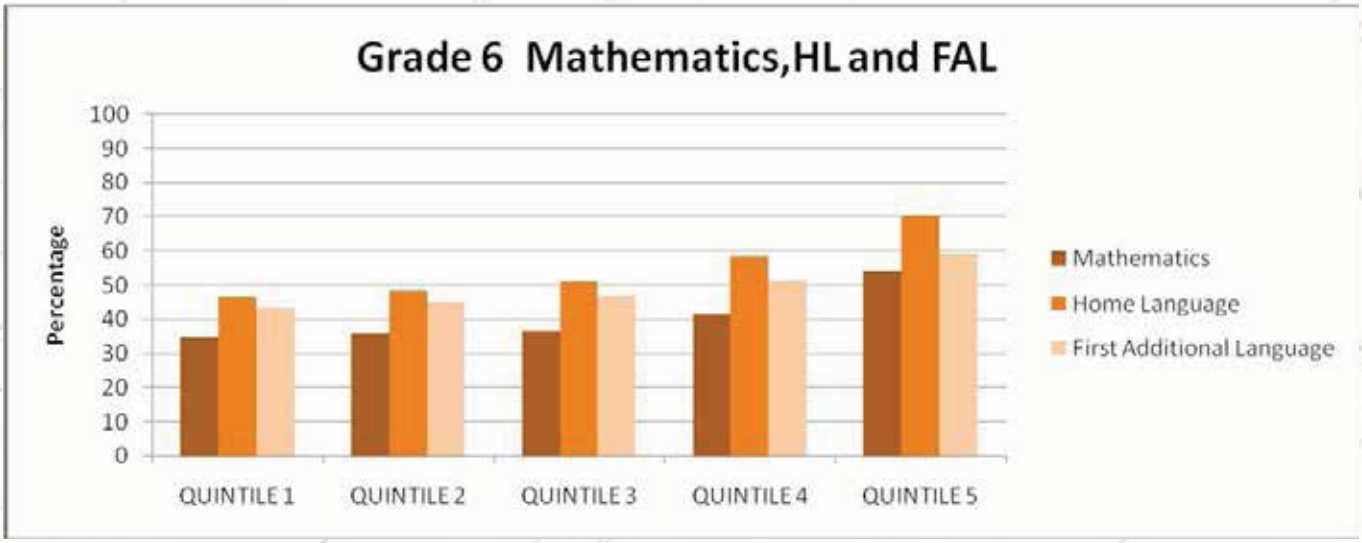


Figure 4.45: Average % marks in Grade 6 by subject and poverty quintile

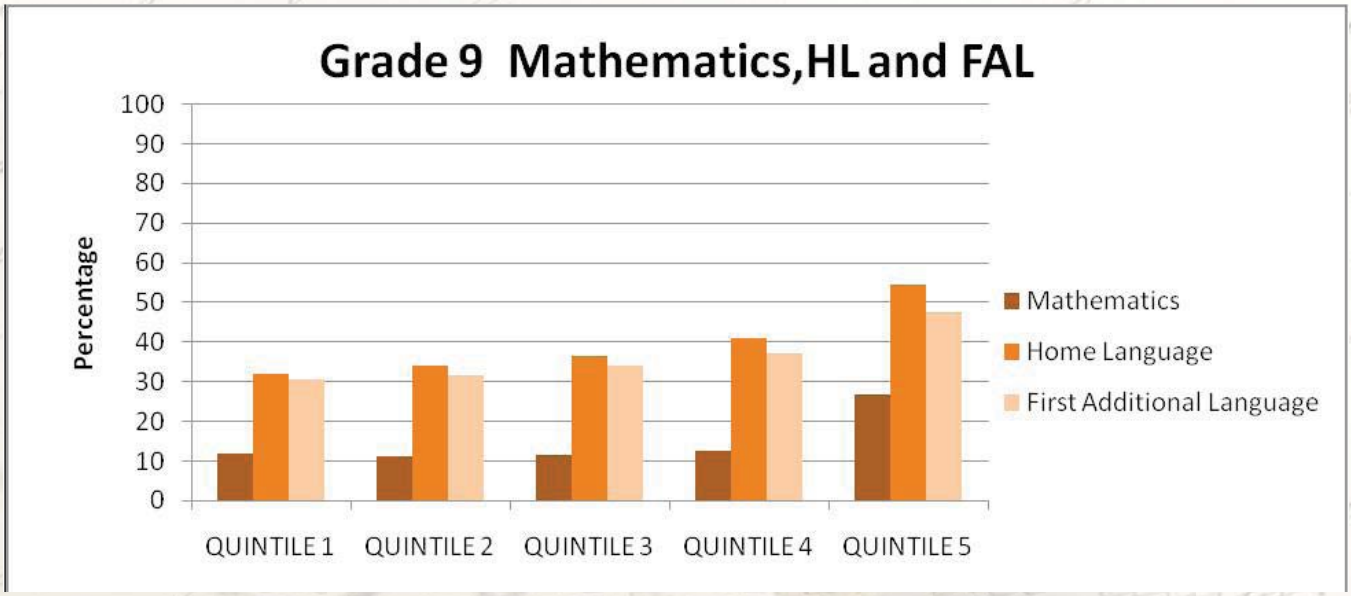


Figure 4.46: Average % marks in Grade 9 by subject and poverty quintile

In all grades and subjects there is a tendency for learners in higher quintile schools to achieve better than learners in lower quintile schools. The increase is more pronounced from quintile 4 up. The socio-economic gradient appears to be steeper in Grades 6 and 9 than in Grade 3.

4.8 ANALYSIS OF LANGUAGE PERFORMANCE IN THE LANGUAGE OF LEARNING AND TEACHING

The tables and figures below represent the achievement of learners in the Language of Learning and Teaching (LOLT).

Table 4.37: Average % marks in Home Language by grade and LOLT (Grades 1–3)

HOME LANGUAGE	GRADE 1	GRADE 2	GRADE 3
AFRIKAANS	67.6	64.9	54.5
ENGLISH	67.4	61.2	53.0
ISINDEBELE	52.4	52.6	43.1
ISIXHOSA	54.0	51.7	46.4
ISIZULU	59.1	56.9	54.3
SEPEDI	56.2	50.2	44.7
SETSWANA	59.5	54.2	52.9
SISWATI	54.5	49.4	45.0
SESOTHO	61.0	58.2	48.9
TSHIVENDA	62.4	57.0	54.3
XITSONGA	57.3	55.6	50.0

There is a slight variation in achievement across the grades.

Table 4.38: Average % marks in Home Language by grade and LOLT (Grades 4-6 & 9)

GRADE	AFRIKAANS	ENGLISH
4	52.6	47.1
5	51.7	41.6
6	60.6	58.1
9	48.9	41.2

Table 4.39: Average % marks in First Additional Language by grade LOLT (Grades 4-6 & 9)

GRADE	AFRIKAANS	ENGLISH
4	58.0	39.2
5	43.8	36.4
6	55.1	45.6
9	48.2	33.2

In Grades 4–6 and 9 learners with Afrikaans as LOLT performed slightly better than learners with English as LOLT.

4.9 PERFORMANCE BY DISTRICT

GRADE 3

In the following tables average percentage marks for Grades 3, 6 and 9 Mathematics and Language are presented by province and district.

Table 4.40: Average % marks for Grade 3 for districts in each province

PROVINCE	DISTRICT GRADE 3	MATHEMATICS		HOME LANGUAGE	
EC		2012	2013	2012	2013
	BUTTERWORTH	49.2	53.4	57.6	51.5
	COFIMVABA	43.0	54.2	53.9	54.7
	CRADOCK	41.1	53.4	50.1	49.3
	DUTYWA	40.7*	48.4	50.6	39.8
	EAST LONDON	51.9*	56.7	56.1	52.7
	FORT BEAUFORT	44.9	50.5	54.1	50.8
	GRAAFF-REINET	35.2	45.8	48.2	38.3
	GRAHAMSTOWN	37.8	47.8	48.4	42.7
	KING WILLIAMS TOWN	39.7	47.1	49.4	43.9
	LADY FRERE	24.0*	48.9	51.4	47.7
	LIBODE	40.2	53.7	48.2	47.9
	LUSIKISIKI	37.8	48.0	49.0	43.6
	MALUTI	36.5	47.2	46.5	44.2
	MBIZANA	41.2	52.4	50.9	49.0
	MT FLETCHER	35.1	48.8	46.7	45.3
	MT FRERE	44.6	50.5	51.0	48.7
	MTHATHA	39.0	48.2*	48.2	45.0*
	NGCOBO	37.5	46.5	49.7	46.9
	PORT ELIZABETH	43.6	53.8	52.7	48.6
	QUEENSTOWN	45.0	57.7	53.7	55.6
	QUMBU	39.7	48.0	47.9	43.5
	STERKSPRUIT	32.7	42.9	43.9	39.5
	UITENHAGE	42.4	51.8	52.3	47.5
FS		2012	2013	2012	2013
	FEZILE DABI	45.1	54.9	55.9	53.8
	LEJWELEPUTSWA	44.7	56.4	55.1	54.7
	MOTHEO	45.5	55.2	56.3	52.8
	THABO MOFUTSANYANA	43.6	54.8	57.6	57.6
	XHARIEP	44.2	48.4	55.6	47.7

PROVINCE	DISTRICT GRADE 3	MATHEMATICS		HOME LANGUAGE	
GP		2012	2013	2012	2013
	EKURHULENI NORTH	51.5	60.9	58.9	57.9
	EKURHULENI SOUTH	52.0	62.1	60.4	59.0
	GAUTENG EAST	49.9	58.0	58.1	56.4
	GAUTENG NORTH	42.5	58.9	54.4	55.3
	GAUTENG WEST	43.5	58.2	48.4	52.3
	JOHANNESBURG CENTRAL	48.2	59.4	55.6	55.7
	JOHANNESBURG EAST	45.8	58.3	54.0	55.5
	JOHANNESBURG NORTH	48.1	59.8	54.3	54.2
	JOHANNESBURG SOUTH	41.3	53.9	48.2	47.3
	JOHANNESBURG WEST	44.4	55.1*	53.1	52.3
	SEDIBENG EAST	51.0	60.3	59.1	55.7
	SEDIBENG WEST	46.5	61.6	56.7	59.0
	TSHWANE NORTH	42.2	54.8	48.4	48.7
	TSHWANE SOUTH	47.4	62.5	57.9	55.6
	TSHWANE WEST	41.4	55.5	50.4	49.3
KZN		2012	2013	2012	2013
	AMAJUBA	35.1	48.0	50.2	49.5
	ILEMBE	46.0	54.6	55.7	54.7
	PINETOWN	44.0	57.3	50.4	56.3
	SISONKE	39.2	55.4*	48.3	55.9*
	UGU	39.7	56.0	51.3	55.4
	UMGUNGUNDLOVU	44.2	53.7	54.7	53.0
	UMKHANYAKUDE	35.4	52.1	50.4	53.6
	UMLAZI	48.9	60.1	57.8	57.3
	UMZINYATHI	46.1	56.6	55.0	55.8
	UTHUKELA	39.7	53.9	54.7	54.6
	UTHUNGULU	40.1	55.0	57.8	55.9
	ZULULAND	42.7	58.0	54.6	58.2
LP		2012	2013	2012	2013
	CAPRICORN	34.4	45.8	49.2	46.7
	GREATER SEKHUKHUNE	30.0	38.5	45.0	41.4
	MOPANI	36.3	47.4	48.4	46.6
	VHEMBE	37.4	50.4	50.0	53.6
	WATERBERG	33.6	43.8	46.1	43.6

PROVINCE	DISTRICT GRADE 3	MATHEMATICS		HOME LANGUAGE	
MP		2012	2013	2012	2013
	BOHLABELA	35.2	47.2	46.9	47.8
	EHLANZENI	37.1	49.9	48.7	49.0
	GERT SIBANDE	36.3	48.2	47.5	46.8
	NKANGALA	32.8	46.1	48.9	44.9
NC		2012	2013	2012	2013
	FRANCES BAARD	39.3	53.8	49.1	48.7
	JOHN TAOLO GAETSEWE	31.0	41.9	44.0	37.7
	NAMAKWA	45.1	59.2	60.1	54.9
	PIXLEY KA SEME	35.6	50.6	47.8	48.2
	SIYANDA	41.4	52.1	51.8	47.7
NW		2012	2013	2012	2013
	BOJANALA	36.5	50.7	49.3	48.0
	DR KENNETH KAUNDA	38.0	50.0	49.8	47.0
	DR RUTH SEGOMOTSI MOMPATI	30.4	45.3	41.8	43.5
	NGAKA MODIRI MOLEMA	31.1	49.4	43.9	48.1
WC		2012	2013	2012	2013
	CAPE WINELANDS	45.7	56.4	58.2	50.8
	EDEN AND CENTRAL KAROO	43.1	55.3	55.1	49.0
	METRO CENTRAL	49.3	61.3	56.4	51.6
	METRO EAST	48.5	56.3	58.2	50.0
	METRO NORTH	48.9	57.0	58.3	49.5
	METRO SOUTH	49.1	57.4	55.1	48.2
	OVERBERG	48.0	58.8	59.8	52.1
	WEST COAST	45.8	57.7	57.7	50.3

Note: In cases with an asterisk (*) the average mark should be interpreted with caution due to capturing rates of less than 50%.

GRADE 6

Table 4.41: Average % marks for Grade 6 for districts in each province

PROVINCE	DISTRICT GRADE 6	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
EC		2012	2013	2012	2013	2012	2013
	BUTTERWORTH	29.4	32.6*	29.6	43.6*	39.7	45.9*
	COFIMVABA	25.5	34.3	28.5	44.3	36.5	45.2
	CRADOCK	23.5	30.8	39.8	48.8	37.6	39.2
	DUTYWA	25.7	29.3	27.2	42.3	32.7	36.2
	EAST LONDON	29.4	37.8	49.0	51.0	41.9	49.2
	FORT BEAUFORT	26.9	33.5	48.1	33.0	39.1	43.6

PROVINCE	DISTRICT GRADE 6	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
	GRAAFF-REINET	23.5	30.9	38.2	45.2	35.7	37.3
	GRAHAMSTOWN	25.4	35.9	39.0	51.1	41.9	50.6
	KING WILLIAMS TOWN	24.9	33.8	34.8	44.7	39.8	45.2
	LADY FRERE	25.5	25.8	32.7	39.7	36.5	41.7
	LIBODE	23.5	33.4	28.3	39.8	34.3	42.6
	LUSIKISIKI	23.9	31.8	29.3	40.9	33.9	40.5
	MALUTI	19.9	28.1	30.5	55.8	31.0	38.1
	MBIZANA	26.7	35.28	27.1	44.8	37.0	44.8
	MT FLETCHER	18.4	27.4	33.0	40.1	31.8	38.2
	MT FRERE	25.7	35.2	32.8	46.0	34.9	44.7
	MTHATHA	23.6	33.3	32.6	39.3	36.2	45.6
	NGCOBO	22.2	30.1	30.6	44.0	34.3	41.5
	PORT ELIZABETH	26.4	44.3	47.0	50.5	41.5	47.2
	QUEENSTOWN	23.7	35.4	46.9	55.2	35.5	47.4
	QUMBU	28.7	38.2	30.5	46.8	35.9	44.2
	STERKSPRUIT	20.3	26.7	28.3	35.6	32.5	37.8
	UITENHAGE	25.0	35.5	39.8	45.7	42.5	51.0
FS		**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
	FEZILE DABI	32.3	40.6	52.8	68.1	40.6	49.8
	LEJWELEPUTSWA	28.3	40.0	51.7	64.6	36.2	46.1
	MOTHEO	27.8	40.3	54.1	65.4	36.9	47.5
	THABO MOFUTSANYANA	27.7	40.6	53.9	68.7	37.1	48.8
	XHARIEP	23.1	34.3	40.6	51.9	33.7	45.1
GP		**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
	EKURHULENI NORTH	33.4	46.3	56.5	67.0	44.2	50.8
	EKURHULENI SOUTH	37.0	50.5	50.8	65.9	48.4	58.8
	GAUTENG EAST	31.8	45.4	46.8	61.7	44.8	55.4
	GAUTENG NORTH	27.2	44.4	41.9	64.1	33.3	46.4
	GAUTENG WEST	30.8	44.2	50.9	61.6	42.2	51.8
	JOHANNESBURG CENTRAL	26.9	42.7	48.1	60.0	47.8	55.0
	JOHANNESBURG EAST	31.6	44.2	52.8	61.3	40.6	49.9
	JOHANNESBURG NORTH	31.8	42.5	51.6	59.5	44.9	54.8
	JOHANNESBURG SOUTH	24.9	40.8	46.2	59.1	37.5	49.3
	JOHANNESBURG WEST	29.8	41.2	50.2	63.4	42.4	53.4
	SEDIBENG EAST	34.6	50.3	57.3	65.5	36.0	48.7
	SEDIBENG WEST	28.1	43.4	43.8	55.0	37.7	58.0
	TSHWANE NORTH	29.5	42.3	48.9	58.3	38.7	50.1
	TSHWANE SOUTH	32.4	48.4	48.7	62.8	48.1	48.1

PROVINCE	DISTRICT GRADE 6	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
	TSHWANE WEST	28.7	42.6	40.9	58.2	42.5	50.4
KZN		**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
	AMAJUBA	24.5	36.9	45.9	53.9	33.5	45.2
	ILEMBE	27.6	40.2	32.6	53.9	35.8	48.7
	PINETOWN	29.9	43.7	40.6	61.9	36.4	48.7
	SISONKE	24.8	36.9	24.1	53.6*	29.5	45.3
	UGU	26.0	40.1	42.3	61.9	33.6	47.9
	UMGUNGUNDLOVU	28.2	41.6	44.0	56.0	38.2	48.7
	UMKHANYAKUDE	34.0	36.4	51.7	60.6*	48.6	43.5
	UMLAZI	24.7	47.1	27.0	64.2	33.7	52.2
	UMZINYATHI	23.9	41.2	28.9	48.1	33.3	49.1
	UTHUKELA	30.7	37.9	41.4	48.5*	37.5	46.2
	UTHUNGULU	34.1	42.8	49.9	59.9	41.5	49.3
	ZULULAND	31.1	42.2	35.2	50.0	36.7	48.7
LP		**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
	CAPRICORN	22.8	32.9	32.6	49.5	34.4	44.6
	GREATER SEKHUKHUNE	17.8	27.3	22.7	46.0	28.0	38.0
	MOPANI	21.1	33.0	28.4	51.8	32.6	43.8
	VHEMBE	23.8	38.1	26.1	55.0	31.9	47.3
	WATERBERG	20.2	31.9	34.0	55.9	31.3	38.9
MP		**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
	BOHLABELA	19.7	28.9	23.5	59.9	27.9	36.6
	EHLANZENI	25.0	36.1	38.8	61.0	31.7	44.3
	GERT SIBANDE	24.2	33.7	32.3	60.2	31.8	42.1
	NKANGALA	24.1	34.4	39.6	54.0	32.4	42.7
NC		**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
	FRANCES BAARD	24.7	38.3	42.0	56.4	41.1	44.9
	JOHN TAOLO GAETSEWE	21.5	31.2	37.2	51.6	30.5	37.2
	NAMAKWA	31.0	42.3	42.0	56.0	47.7	70.8
	PIXLEY KA SEME	21.6	32.2	36.2	50.2	34.1	40.5
	SIYANDA	24.1	36.1	38.3	49.9	34.0	33.3
NW		**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
	BOJANALA	24.4	38.2	36.7	63.3	38.7	49.7
	DR KENNETH KAUNDA	23.3	34.0	35.6	60.5	35.0	43.5
	DR RUTH SEGOMOTSI MOMPATI	21.3	33.8	27.2	43.8	32.0	42.8
	NGAKA MODIRI MOLEMA	24.9	39.0	32.2	61.1	36.7	48.8

PROVINCE	DISTRICT GRADE 6	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
WC		2012	2013	2012	2013	2012	2013
	CAPE WINELANDS	29.5	41.6	46.1	59.0	33.8	40.6
	EDEN AND CENTRAL KAROO	27.9	40.9	42.8	56.5	38.6	46.5
	METRO CENTRAL	38.3	49.1	54.1	66.7	38.8	49.5
	METRO EAST	30.8	43.4	50.9	63.8	37.3	48.3
	METRO NORTH	34.3	45.2	52.5	65.6	39.8	49.4
	METRO SOUTH	35.4	48.9	52.5	66.7	40.7	50.7
	OVERBERG	33.7	44.7	49.2	62.3	38.4	46.9
	WEST COAST	31.1	44.0	47.2	60.9	37.0	50.2

Note: In cases with an asterisk the average mark should be interpreted with caution due to capturing rates of less than 50%.

GRADE 9

Table 4.42: Average % marks for Grade 9 for districts in each province

PROV	DISTRICT GRADE 9	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
EC		2012	2013	2012	2013	2012	2013
	BUTTERWORTH	20.2	27.4*	35.1	36.6*	36.3	33.4*
	COFIMVABA	18.5	22.6*	34.1	33.3*	36.8	37.1*
	CRADOCK	10.6	10.3	42.8	42.0	33.0	32.1
	DUTYWA	18.4	17.7*	34.6	35.3*	32.8	28.2*
	EAST LONDON	13.2	13.3	47.7	36.0	35.4	40.3
	FORT BEAUFORT	10.3	11.8	28.8	33.3	31.7	16.1
	GRAAFF-REINET	11.1	9.7	42.4	36.2	36.9	31.3
	GRAHAMSTOWN	13.1	13.2	54.9	32.1	37.6	39.1
	KING WILLIAMS TOWN	11.3	12.8	41.8	31.4	35.7	32.3
	LADY FRERE	14.8	15.5	37.7	31.0	33.8	33.1
	LIBODE	16.2	19.0*	33.2	31.8*	33.9	33.4*
	LUSIKISIKI	14.4	17.3	36.3	33.5	33.8	31.2
	MALUTI	12.7	13.4	32.5	38.6	32.9	34.2
	MBIZANA	16.8	19.2	32.0	29.0	34.9	28.7
	MT FLETCHER	11.1	13.3	37.4	28.6	30.5	33.5
	MT FRERE	17.1	21.9	37.2	35.3	35.3	33.1
	MTHATHA	14.9	18.0*	35.9	31.7*	35.4	36.5*
	NGCOBO	14.5	17.0	38.4	34.1	33.6	34.5
	PORT ELIZABETH	14.7	14.2	47.4	42.0	38.4	25.8
	QUEENSTOWN	12.0	13.3	55.7	45.1	37.9	32.3
	QUMBU	17.4	22.2	23.7	37.4	33.7	33.4

PROV	DISTRICT GRADE 9	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
	STERKSPRUIT	11.8	13.4*	46.0	34.6*	34.6	37.1*
	UITENHAGE	13.2	15.7	43.7	44.7	38.0	32.1
FS		**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
	FEZILE DABI	14.1	13.9	51.0	57.5	39.2	35.2
	LEJWELEPUTSWA	11.8	12.5	47.0	54.3	35.3	33.4
	MOTHEO	16.9	18.9	51.4	54.8	38.7	35.0
	THABO MOFUTSANYANA	13.4	15.8	46.5	57.5	36.7	35.2
	XHARIEP	10.6	11.0	41.7	44.6	34.1	32.2
GP		**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
	EKURHULENI NORTH	16.3	15.8	55.1	43.7	41.0	38.0
	EKURHULENI SOUTH	17.2	19.1	49.3	46.9	43.6	41.7
	GAUTENG EAST	12.6	14.7	49.6	41.3	39.7	39.7
	GAUTENG NORTH	13.8	12.6	48.7	40.5*	37.1	34.9
	GAUTENG WEST	15.2	16.6	54.6	46.7	40.1	37.8
	JOHANNESBURG CENTRAL	10.4	12.2	43.7	41.4	42.6	36.7
	JOHANNESBURG EAST	16.4	18.3	51.1	48.7	40.9	42.3
	JOHANNESBURG NORTH	16.2	20.0	50.5	45.6	42.9	37.2
	JOHANNESBURG SOUTH	11.0	11.7	46.8	42.5	38.4	37.2
	JOHANNESBURG WEST	14.0	17.6	48.9	44.2*	38.6	41.7
	SEDIBENG EAST	17.9	20.2	55.1	47.8	39.5	35.9
	SEDIBENG WEST	11.2	12.1	44.4	40.0	40.5	38.7
	TSHWANE NORTH	13.9	15.9	56.3	41.1	38.2	38.0
	TSHWANE SOUTH	21.2	21.8	54.2	50.5	40.6	39.0
	TSHWANE WEST	12.5	12.4	45.7	39.7	38.8	33.6
KZN		**2012**	**2013**	**2012**	**2013**	**2012**	**2013**
	AMAJUBA	11.5	13.0	36.9	41.6	33.7	34.0
	ILEMBE	10.9	12.3	32.1	33.4	31.2	30.3
	PINETOWN	12.5	15.0	35.4	42.7	31.6	32.4
	SISONKE	9.9	15.1	28.3	33.3	28.9	32.4
	UGU	11.1	11.0	45.0	44.5	31.5	31.7
	UMGUNGUNDLOVU	12.3	14.8	43.2	42.4	33.6	31.8
	UMKHANYAKUDE	17.0	11.3	39.0	28.8	50.4	30.0
	UMLAZI	11.8	17.4	34.0	46.0	28.1	34.5
	UMZINYATHI	8.7	17.7	31.1	32.9	30.8	32.6
	UTHUKELA	12.2	15.1	39.4	35.5	35.2	31.5
	UTHUNGULU	16.0	12.9	42.6	35.5	42.1	29.8
	ZULULAND	14.3	15.8	31.4	32.3	31.7	33.4

PROV	DISTRICT GRADE 9	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
LP		2012	2013	2012	2013	2012	2013
	CAPRICORN	9.3	9.8	37.2	34.0	31.9	31.9
	GREATER SEKHUKHUNE	7.7	7.8	29.9	31.6	28.7	27.1
	MOPANI	8.2	8.5	30.1	31.6	29.2	29.7
	VHEMBE	8.7	9.5	28.5	33.3	29.0	29.6
	WATERBERG	8.5	9.4	33.3	38.9	29.9	29.4
MP		2012	2013	2012	2013	2012	2013
	BOHLABELA	8.6	10.3	29.9	53.5	31.0	28.7
	EHLANZENI	12.5	13.8	44.8	56.9	39.7	38.8
	GERT SIBANDE	12.1	14.9	38.7	55.5	38.9	36.1
	NKANGALA	13.5	15.3	46.0	49.1	39.1	37.2
NC		2012	2013	2012	2013	2012	2013
	FRANCES BAARD	13.8	14.0	46.2	44.2	40.6	37.4
	JOHN TAOLO GAETSEWE	11.9	12.5	39.4	45.7	33.2	31.3
	NAMAKWA	13.3	12.3	43.6	43.6	41.3	40.5
	PIXLEY KA SEME	13.2	10.3	45.5	40.6	39.7	36.8
	SIYANDA	13.5	11.9	43.7	42.8	40.3	41.0
NW		2012	2013	2012	2013	2012	2013
	BOJANALA	11.5	14.5	41.6	50.4	41.1	38.8
	DR KENNETH KAUNDA	13.1	13.2	44.5	51.3	39.5	34.9
	DR RUTH SEGOMOTSI MOMPATI	8.9	10.5	34.0	38.8	34.2	32.5
	NGAKA MODIRI MOLEMA	11.6	14.4	38.2	46.6	40.0	38.0
WC		2012	2013	2012	2013	2012	2013
	CAPE WINELANDS	17.5	17.6	48.5	48.0	34.9	34.2
	EDEN AND CENTRAL KAROO	16.3	16.4	47.3	46.5	36.0	34.2
	METRO CENTRAL	18.2	19.2	48.2	49.0	39.0	38.4
	METRO EAST	15.0	14.5	49.0	48.6	37.6	35.7
	METRO NORTH	17.1	18.1	50.4	51.4	37.9	36.8
	METRO SOUTH	16.1	15.9	47.3	47.2	36.4	35.8
	OVERBERG	16.3	16.4	48.1	47.5	37.8	36.6
	WEST COAST	17.0	19.3	47.5	49.4	35.2	39.6

4.10 COMPARISON OF PERFORMANCE BETWEEN PUBLIC AND INDEPENDENT SCHOOLS

Independent schools that considered applying for government subsidy were required to take part in ANA and others volunteered to take part on their own. Results for Grades 3 and 6 are compared for independent and public schools in **Tables 4.43** to **4.45** below.

Table 4.43: Average % marks in Mathematics by grade and school type

GRADE	PUBLIC	INDEPENDENT
3	53.3	57.7
6	39.0	49.3

Table 4.44: Average % marks in Home Language by school type for Grade 3

GRADE	PUBLIC	INDEPENDENT
3	51.0	54.1
6	58.5	66.9

Table 4.45: Average % marks in First Additional Language by school type for Grade 6

GRADE	FIRST ADDITIONAL LANGUAGE	
	PUBLIC	INDEPENDENT
6	45.8	57.8

Learners in independent schools achieved slightly higher scores than learner in public schools.

4.11 PERFORMANCE OF SPECIAL SCHOOLS

The tables below indicate the achievement of learners in special schools for Grades 3 and 6 in Mathematics and Languages. The average marks are represented as percentages in **Tables 4.46** and **4.47**. Due to the varying nature of special needs among participating schools, there may be variances in the provincial average percentages reflected in the tables below.

Table 4.46: Average % marks for Grade 3 in Home Language and Mathematics in Special Schools

PROVINCE	HOME LANGUAGE	MATHEMATICS
EC	54.1	63.9
FS	38.6	36.7
GP	46.5	53.5
KZ	52.9	58.0
LP	32.1	32.8
MP	*	46.2
NC	50.7	62.4
NW	39.8	46.1
WC	52.4	60.7
National	**48.6**	**54.6**

* There were no participating learners for this subject.

In general, learners in special schools in Grade 3 performed slightly better in Mathematics than in Home Languages. The performance of learners was about the same as the national average.

Table 4.47: Average % marks for Grade 6 in Languages and Mathematics in special schools

PROVINCE	HOME LANGUAGE	FIRST ADDITIONAL LANGUAGE	MATHEMATICS
EC	56.7	35.7	21.0
FS	63.7	28.4	35.2
GP	56.3	35.6	34.9
KZ	64.9	43.4	44.8
LP	33.7	*	26.6
MP	*	26.7	17.7
NC	50.5	*	37.8
NW	63.4	52.3	50.2
WC	57.7	41.3	35.2
National	**57.0**	**39.5**	**35.8**

* There were no participating learners for this subject.

As for grade 3, learners in special schools in Grade 6 performed at about the same level as the national average of mainstream schools.

4.12 SUMMARY

In lower grades, more learners were attaining acceptable achievement levels than in higher grades. More learners were attaining acceptable achievement levels in Language than in Mathematics. In First Additional Language learners did not perform as well as in Home Language. Learners in independent schools performed slightly better than learners in public schools. Learners in special schools achieved at about the same level as learners in mainstream schools.

Achievement in 2013 may be compared to the targets set for Grades 3 and 6 in the *Action Plan*. The targets were reached for Grade 3 Mathematics and Language. For Grade 6 Home Language, the target was reached and surpassed. For Mathematics and First Additional Language performance fell below the targets.

5. CONCLUSION AND WAY FORWARD

The ANA 2013 has been remarkable, both for the manner in which it was conducted and the results that it made available. This was the largest assessment that involved primary and secondary schools as well as independent schools in South Africa. Altogether more than 27 000 schools and 7 million learners participated in the ANA 2013. Principals and teachers of the schools, district, provincial and national officials as well as the 2 000 independent field workers all contributed to making the assessment a resounding success. By ordinary standards, an operation of this magnitude would potentially be fraught with challenges. It was remarkable that ANA 2013 was undertaken and completed with minimal disruption. Notwithstanding identified gaps and alignment challenges in the purpose and design of the assessment, there is ample evidence to show that appropriate foundations have been laid for a smooth conduct of large-scale assessments in the system and these will need to be maintained and enhanced.

The outcomes of the assessment have not only added an important empirical dimension to the challenges that the DBE has been addressing in the past three years, but have also thrown light on critical areas that call for new and innovative approaches in order to ensure that every South African child has access to basic education of a high quality. In most of the grades that were tested the proportion of learners who achieved acceptable levels in literacy and numeracy has either remained the same or has increased. This is particularly so in the foundation phase. Unfortunately in a few grades at both the intermediate and senior phases, achievement seems to have remained at low levels and this poses a serious challenge.

Given the strategic importance of Mathematics for a world that has a technological slant and the critical transition that Grade 9 provides into Further Education and Training (FET), focused intervention to improve the quality of teaching and learning in the senior phase must be a national priority. The assessment has again highlighted the perennial challenges that face the larger and more rural provinces like Limpopo, Eastern Cape and KwaZulu-Natal. The unique problems that compromise the quality of teaching and learning in these provinces continue to be reflected in the relatively lower levels of performance of their learners.

Specific interventions that the DBE and the provinces will focus on include both short- and long-term term programmes.

Short-term programmes include the following:

- **Feedback to schools**, districts and provinces from an item-level diagnostic analysis of what learners were able or not able to demonstrate in the tests in terms of requisite knowledge and skills at each grade level. The Department has put in place a comprehensive plan that includes detailed curriculum interventions, step-by-step guidance to teachers on how to mediate in the identified areas of challenge as well as pedagogic guidelines on how to teach specific concepts in the curriculum. This plan will roll out at the beginning of 2014.

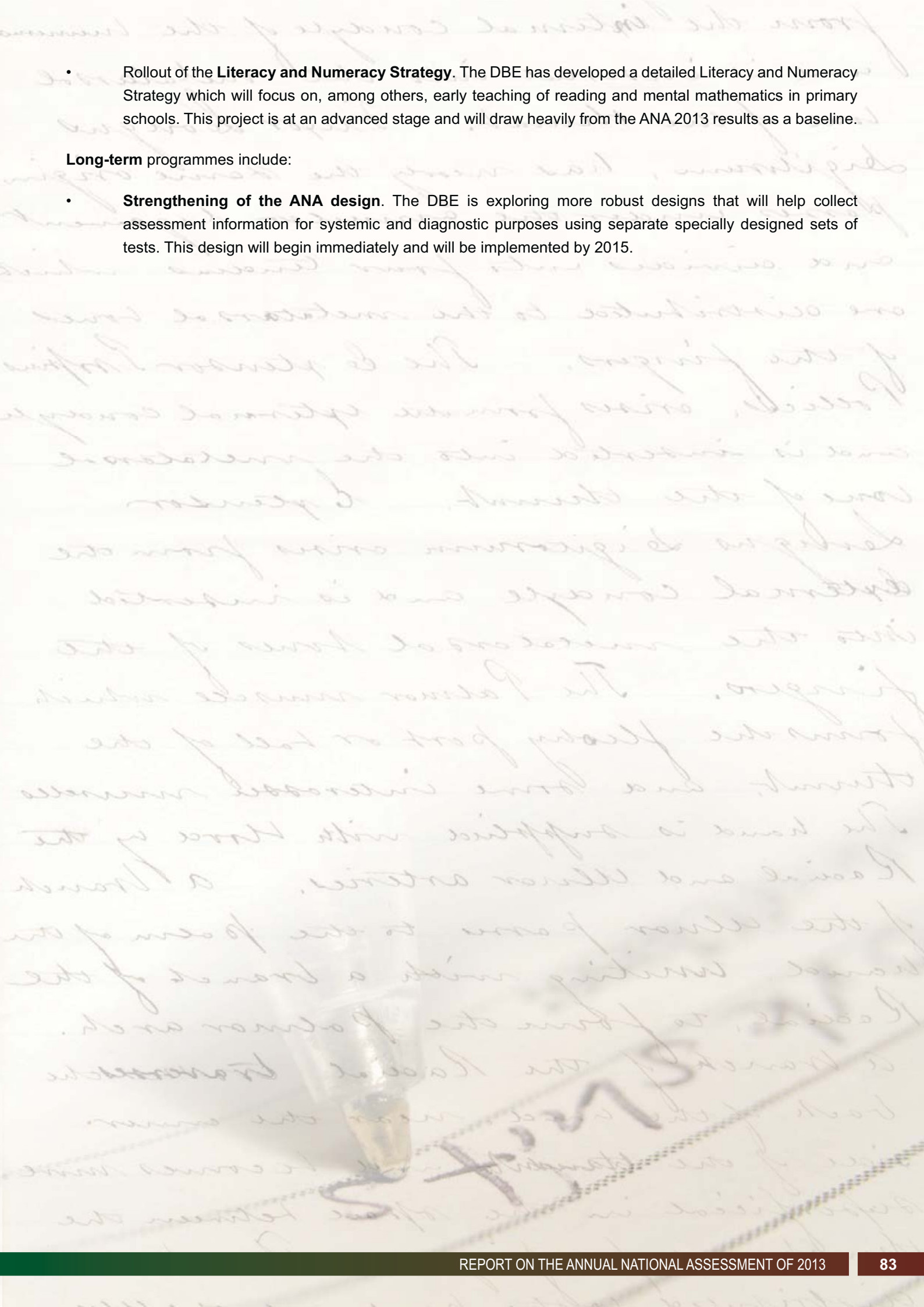
- **Guidelines and exemplars** for use by schools and district officials to analyse assessment data, both from ANA and other local assessments. Through regular use of assessment data, schools and districts will be able to monitor learner performance and set improvement targets. The test exemplars will provide teachers with examples of the standard of assessment to be set in the class on a continuous basis.

- **A comprehensive school readiness programme** to ensure that teaching and learning commence on the first day of the new academic year in every school. The programme includes monitoring to confirm that every school principal has optained the necessary resources, learning and teaching support materials (LTSM), departmental workbooks, where appropriate, and that the school will begin with the required staff compliment in 2014. Proper instructional management will create a conducive environment for schools to incorporate the ANA results into their teaching programmes and use differentiated strategies to support each learner according to their identified learning needs.

- Rollout of the **Literacy and Numeracy Strategy**. The DBE has developed a detailed Literacy and Numeracy Strategy which will focus on, among others, early teaching of reading and mental mathematics in primary schools. This project is at an advanced stage and will draw heavily from the ANA 2013 results as a baseline.

Long-term programmes include:

- **Strengthening of the ANA design**. The DBE is exploring more robust designs that will help collect assessment information for systemic and diagnostic purposes using separate specially designed sets of tests. This design will begin immediately and will be implemented by 2015.



NOTES

NOTES

Published by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

ISBN: 978-1-4315-1874-6

website	facebook	twitter
www.education.gov.za	www.facebook.com/BasicEd	www.twitter.com/dbe_sa